

**INDIVIDUAL BEHAVIOUR TOWARDS AUTHORITY**

**by**

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**DECLARATION**

I the undersigned, hereby declare that this dissertation titled, "Individual behaviour towards authority", is my own work, and that all sources that I have used or quoted have been indicated and acknowledged by means of complete references.

303.36 LEVY



  
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## SUMMARY

### INDIVIDUAL BEHAVIOUR TOWARDS AUTHORITY

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The purpose of this research is to explore individual behaviour towards authority. The psychodynamic and phenomenological paradigms are used.

Unstructured interviews, conducted on five female consultants, produced themes that provide possible insight into individual behaviour towards authority. These themes were; 'daddy and mommy's little girl', need for attention, approval, to not disappoint and sibling rivalry; anxiety and the use of defense mechanisms; conditions for acceptance and/or comfort; dependency for support; clear and/or rigid boundaries; split in experience towards authority; fear of authority; power struggle; and counterdependency. These themes suggest that individual's project and transfer feelings, fantasies, expectations and wishes of their experiences with their parents, their earliest authority figures, onto other authority figures, for example, their managers. The hypothesis generated was "*past experiences with authority figures influences individual experiences and hence behaviour towards present authority figures*".

KEY TERMS: Psychodynamics, phenomenology, individual behaviour, authority, transference, projection, psychosexual development, anxiety, unconscious, instincts.

## **CHAPTER 1: INTRODUCTION AND ORIENTATION TO THE STUDY**

In this chapter the background of the research is formulated that flows into the formulation of a problem statement and research questions. From the aforementioned, the aims of the research are stated. The paradigm perspective that guides the research is discussed, as well as the research design and research method with its different steps, giving structure to the research process, is formulated. Finally the manners in which the chapters will be presented is introduced.

### **1.1 BACKGROUND FOR AND MOTIVATION OF THE RESEARCH**

*“Man must be at peace with the sources of his life. If he is ashamed of them, if he is at war with them, they will haunt him forever. They will rob him of his basis of assurance, and will leave him an interloper in the world”* (Lippmann, 1915, as cited in Gould, 1993, p.15).

Psychology is a field of study and is a relatively young science having endured out of philosophy and the science of physics and biology (Lundin, 1991). With the evolution of psychology during the last century, different groups of people have banded together to put forth communities of ideas and efforts designed to direct the way psychology should go (Lundin, 1991).

Industrial psychology is one of these fields of application in psychology. Industrial psychology refers to psychology that is concerned with behaviour in work situations (Gregory, 1996) and the manner in which individuals interact with the various systems of an organisation and the environment. Industrial psychology aims to help individuals reach optimal functioning within the working environment, which ultimately may lead to optimal functioning in life in general. Psychology optimisation has been referred to as “a natural, dynamic and creative growth process in which individuals, while fully acknowledging their

responsibility, gradually develop a unique sense of wholeness through self-definition and the optimisation of their physical, mental and psychological potentials, and in which they transcend themselves in their work (intrapersonally), in their interpersonal relationships and in their relationship with their God" (Cilliers, 1997, p.59). In order for individuals to reach optimisation, it is therefore important for them to learn about themselves and the manner in which they behave towards and within the various systems of an organisation. This in turn will allow them to 'be at peace with one's sources of life'.

One of the paradigms used to explore individual behaviour in organisations is the psychodynamic paradigm. Within this paradigm, the concept of authority assumes a special place because of its profound influence on the relationships that are both formally and informally established and maintained in the organisation (Czander, 1993). Czander (1993) argues that authority is the only legitimate instrument for the promotion and maintenance of obedience and conformity in the organisation. The nature of authority has an influence on the type of structure the organisation adopts, the relationship among workers and the manner in which work in the organisation is accomplished. It is therefore important to understand the concept of authority in organisational settings, as authority has a profound effect on the psychic life of subordinates (Czander, 1993).

With the constant changes and more globally competitive environment that organisations and individuals are functioning in, organisations and individuals find themselves constantly faced with change, which has led to new forms of leadership, supervision and organisational design.

One of the impacts of these changes is the manner in which, the relationship between employees and leaders have changed. What are the implications that these changes have on the psychological 'feel' and climate of the workplace? (Hirschhorn, 1997). Furthermore Hirschhorn (1997) argues that if new systems of

collaboration, decision making and control are built, how do these changes shape individual's experiences of their work and their attempts to make meaning of it? "How, if at all, do they revise their initial understanding of their relationship to authority, their freedom to act, the nature and extent of their obligations, their relationship with coworkers, and the basis of their competence?" (Hirschhorn, 1997, p.6).

In South African society there also seems to be a dependency of individuals upon authority. This could especially be due to the authoritarian past of this country. This dependency may be seen on both the macro and micro level. An individual may become dependent on authority figures (being managers, heads of departments and the organisation as such) when functioning in organisations. As a result, it would be interesting and useful to gain insight into the manner in which individuals in a South African organisation behave towards authority. Particular attention needs to be given to the changes that are constantly occurring in organisations and hence the changes that have occurred in the relationship between authority and subordinates. Such insight and understanding may help individuals gain insight into themselves and perhaps 'be at peace with the sources of his/her life', thus obtaining optimal functioning both on a personal and professional level. Understanding and insight into the manner in which individuals behave towards authority may provide organisations with a greater insight into unconscious dynamics and elements that prevail in their organisation, which in turn may have an influence on the optimal functioning and hence the productivity of the organisation.

The organisation in which this research takes place is an independent international specialist-banking group, which focuses on providing its select clientele with specialised financial services. This Bank was formed in 1974, as a small finance company by a group of male friends. The development and growth of the organisation has been phenomenal and has followed a carefully chartered course based on the core philosophy of building a well-defined business focused

on serving the needs of the select market niches. Since then the organisation has grown through various mergers and acquisitions. It now has various offices situated throughout South Africa as well as international offices throughout the world. The bank's South African operation now comprise of just under 2 000 employees.

The organisation comprises of four key operational areas. Although each business unit has substantial autonomy, in its day to day operations they are closely integrated on a group level. This organisation prides itself on having a flat organisational structure. Although the growth of the organisation has lead to certain structures developing, the organisation still views itself as having a matrix structure where the boundaries are loose.

Linked to the structure of the organisation is the organisational culture. This Bank places huge emphasis on its organisational culture. This is seen throughout an individual's experience with the Bank. The recruitment and selection process places importance on recruiting and hiring individuals that are 'culture fits'. Once individuals join the organisation they are required to attend a three day induction programme which, not only aims to familiarise them with the various functions of the organisation, but aims to expose them to the corporate culture of the Bank. Throughout an individual's employment experience with the organisation they will hear about and be exposed to the culture and values. Most divisions go through a culture and values workshop on an annual basis. Even when an individual terminates employment with the organisation they are questioned about their experience of the culture and values during their exit interview.

The culture of the organisation is values driven. Emphasis is placed upon passion, integrity, confidence, openness, honesty and understatement. All employees are believed to be creative activists who have competencies that allow them to be proactive and to question paradigms of thought and behaviour. The culture places special emphasis on the employees of the Bank. The



individual is viewed as an essential part of the business. An environment is created where common sense, innovation and extraordinary performance is enabled and fostered. The individual is believed to work better in a flat, integrated organisational structure where a sense of egalitarianism and meritocracy prevail. Individuality is encouraged as well as the acceptance of differences of opinion and thought.

From the above it is evident that the culture attempts to instill a lack of hierarchy as well as relationships between managers and employees that are open and honest, where subordinates can feel comfortable to challenge their manager (authority). Emphasis is therefore placed on the individual being equal in this highly performance driven environment.

In the past year concern has been raised, through various interventions, such as exit interviews, performance reviews, workshops as well as general discussions, that the culture and values of the organisation no longer functions effectively. Individuals seem to have experienced a change in the culture of the organisation. Many individuals have attributed this to the growth of the Bank indicating that the flat structure has disappeared and a hierarchy and bureaucracy has developed. As a result of this employees no longer feel that they are treated as adults and given the opportunity to be creative activists and challenge the system.

With the growth and expansion of the organisation, various dynamics have emerged. The organisation seems to be experiencing difficulty in merging the organisational cultures of the various organisations that have been acquired. Installing their own important organisational culture also seems difficult. In addition the various divisions have grown and gone through major strategic changes and in some cases different organisational cultures are emerging. Pockets of the culture seem to exist and be played out differently in the different areas of the Bank. There also seems to be a lack of open communication and employees perceive things to be done behind closed doors. In addition, despite

senior leaders being perceived positively, employees seem to lack faith in middle management. The organisation is also facing issues around diversity with plans being made to develop and implement Employment Equity. In addition, the Bank has lost a large number of skilled individuals to emigration and overseas travels.

The organisation is therefore facing many internal and external challenges. With the background of this Bank in mind, the problem statements of the research will now be discussed.

## **1.2 PROBLEM STATEMENT**

Gould (1993) argues that a deeper understanding of the basis of authority will enhance the value of clinical and organisational interventions. It therefore seems that there is a need to study the manner in which individuals behave towards authority within organisations. As mentioned above, this deeper understanding may help the individual, groups and organisations obtain optimal functioning.

The organisation in which this research takes place is presently facing many challenges largely due to its growth and expansion as well as issues relevant to organisations functioning in the present South African context.

Due to the dynamics and changes experienced by this organisation, the relationship between authority and subordinates seems to have changed. Whereas in the past individuals were encouraged to challenge and participate in open debates with their managers this does not seem to be encouraged. This could also be due to the fact that the organisation is becoming more diverse and individuals from different cultural backgrounds, to the white male culture of the organisation, may not feel comfortable challenging the status quo. Exit interview feedback as well as culture and values workshop feedback has also indicated that a lack of transparency and openness now exists. Individuals seem to lack faith in middle management. Employees are also calling for more feedback from

managers in terms of the strategic direction of the organisation as well as personal feedback.

Changes in the internal and external environment in which this organisation functions have therefore impacted on the relationship between authority and subordinates.

In addition, although the majority of the South African workforce comprises of women (1169 women out of 1992 employees), very few women hold managerial positions in the organisation and no women are represented on the senior management forum of the organisation. Interventions such as exit interviews, culture and values workshops, career development interviews and informal discussions have indicated that many women believe barriers exist in the organisation. A glass ceiling is perceived to exist and some women have commented that a boy's club exists. It is also important to note that the individuals who started the Bank formed the culture of the organisation. These individuals are white males, perhaps creating a white male culture existing in the organisation.

In light of the above information, as well as the fact that the highest turnover in the organisation is white females, the question is raised as how these individuals function and behave in an environment where authority and power is placed in the hands of white males? How do these individuals behave towards this authority? In addition, how do the changes that have taken place in the organisation and the external environment influence an individual's behaviour towards authority?

Taking into account the above discussion, the problem statements to be explored in this research are therefore:

- What are the elements that make up individual behaviour?

- What are the elements or concepts of authority?
- How does the individual behave towards authority?
- What recommendations can be made regarding future research into individual behaviour towards authority as well as towards understanding organisational authority dynamics better?

### **1.3 AIMS OF THE STUDY**

The following aims of the research are formulated.

#### **1.3.1 General aim**

With reference to the above formation of the problem, the general aim of this research is to explore individual behaviour towards authority.

#### **1.3.2 Specific aims**

The following are the specific aims of the research.

The aims of the literature review are:

- to understand the concept of individual behaviour
- to understand the concept of authority within organisations

The aims of the phenomenological study are:

- to examine individual behaviour towards authority
- to make recommendations regarding future research into individual behaviour towards authority and to provide a better understanding of organisational authority dynamics

#### 1.4 THE PARADIGM PERSPECTIVE OF THE STUDY

"The research is directed by a specific paradigm perspective, including specific statements and the market of intellectual resources" (Mouton & Marais, 1992, p.21). This research will be conducted from the psychodynamic paradigm as well as the phenomenological paradigm.

The psychodynamic paradigm will dominate the entire research, including phase 1 (literature reviews) and phase 2 (phenomenological study) of the research. The following are the assumptions that underlie this paradigm perspective:

- The power of the past to shape the present (Ivey, Ivey, Simek-Downing, 1987). Emphasis is placed on individual's life history (psychosexual development) (Brammer, Abrego & Shostrom, 1993).
- Unconscious forces guide individual behaviour (Stapley, 1996).
- The central goal of psychodynamic theory is to uncover and understand the unconscious and the forces that guide us. Once the unconscious process is discovered in their full complexity, the individual is believed to be able to reconstruct the personality (Ivey et al, 1987).
- There are certain key aspects of personality in this paradigm namely three levels of consciousness, the conscious, preconscious and unconscious (Lundin, 1991; Moller, 1995) and three dimensions of personality, the id, ego and superego (Corey, 1986).
- Instincts, anxiety, defense mechanisms are other dynamics of personality (Moller, 1995). Behaviour is a result of struggles and compromises among motives, drives, needs and conflicts (Pervin, 1993).
- Genetic impulses (instincts/drives) have an important influence (Brammer et al, 1993).

More specifically, in applying the psychodynamic paradigm to organisational behaviour, the research will be done from the Tavistock stance (Obholzer, 1994).

The following assumption underlies this perspective:

- The worker, (as a micro system), approaches the work situation with unfulfilled unconscious family needs that he/she wants to fulfill in the work situation (e.g. wanting to play out unfilled father needs for recognition/affection towards male authority, the supervisor or manager). As the role/person in the organisation is not the individual's father, he/she unconsciously experiences conflict (a basic experience in this model). At the same time this need has to do with the need for power over colleagues and even the parental figure. As a result of these needs not fitting the reality of the work situation, and the individual and/or the group as collective system, experiences anxiety (Cilliers & Koortzen, 1996).

The second phase of the research (phenomenological study) will be based on the phenomenological paradigm. The following are the basic assumptions of this paradigm:

- Life is about trying to understand an individual's "life-world" (Cassell & Symon, 1994, p.5).
- Human experience can not be separated from the person who is experiencing it (Huysamen, 1994).
- Understanding comes from providing information on what something is like (Cassell & Symon, 1994).
- Uncovering what lies behind any phenomenon about which little is yet known leads to understanding (Strauss & Corbin, 1990).
- Social and psychological phenomena can only be understood from the perspectives of the persons involved (Huysamen, 1994).

- Understanding comes from providing intricate detail of phenomena that are often difficult to convey with quantitative research methods (Strauss & Corbin, 1990).
- It is believed to provide an understanding of the uniqueness and idiosyncrasy of a particular case in all its complexity (Huysamen, 1994).

## 1.5. RESEARCH DESIGN

Sellitz et al (as cited in Mouton & Marais, 1992) define research design as “the arrangement of conditions for collection and analysis of data in a manner that aims to combine relevance to the research purpose with economy in procedure” (p.32). Mouton and Marais (1992) argue that the purpose of a research design is to provide a plan and structure to a given research project in a manner that will result in the maximisation of eventual validity of the research findings.

This research will be based on a qualitative literature review in phase 1 and a phenomenological qualitative study on phase 2.

Phenomenological research focuses on “events, occurrences, happenings, etc. as one experiences them, with a minimum of regard for the external, physical reality and for the so called ‘scientific biases’ of the natural science” (Reber, 1995, p.564). There is no attempt to deny the object reality of events, rather the basic issue for this analysis is to avoid focusing upon the physical events themselves and to instead deal with how they are perceived and experienced (Reber, 1995). In other words, phenomenological research believes that human experience, which is the object of psychological research, can not be separated from the person who is experiencing it (Huysamen, 1994). This approach is concerned with understanding social and psychological phenomena from the perspectives of the persons involved. In other words, “the phenomenologist is not concerned with the description of phenomena as if these exist independently of the participant’s experience of it, but with his or her experience of the

phenomena" (Huysamen, 1994, p.167). In the phenomenological approach the researcher aims to let the phenomenon speak for themselves (Huysamen, 1994).

Due to the nature of this research, it is important to examine the theory of case studies. Case study research has been described as consisting of detailed investigation of one or more organisations or groups within organisations, with the aim of providing an analysis of the context and processes involved in the phenomenon under study. "The phenomenon is not isolated from its context (as in, say, laboratory research) but is of interest precisely because it is in relation to its context" (Hartley, 1994, p.208). Case studies also have an important function in generating hypotheses and building theory (Hartley, 1994).

The variables to this research are individual behaviour (dependent variable) and authority (independent variable). A literature review will be used to explore the theory on individual behaviour and authority within organisations. These will then be integrated. A phenomenological approach, (in the form of unstructured interviews) will be used to attain information; in terms of individual behaviour towards authority figures. It is an investigative study in which the problem statements are examined and a hypothesis is generated. The unit of investigation is the individual.

In terms of reliability and validity the researcher recognises that with a qualitative and phenomenological research design, the researcher is the instrument, and as a result the researcher may have an influence on the research. In order to reduce this and improve validity and reliability of the research, the researcher will consult with an expert in the field of the psychodynamic paradigm, when designing the unstructured interview. In addition, the researcher will consult with such an expert during the interpretation and analysis of the interviews in order to access whether the researcher has interpreted the results of the interviews in an objective manner. This too aims to increase the reliability and validity of the research.



## **1.6. RESEARCH METHODOLOGY**

Qualitative and phenomenological research, as well as the research questions, to a large extent determines the research method that is used (Strauss & Corbin, 1990). This research will be conducted in two phases, each with different steps.

- **Phase 1: Literature review**

This phase will comprise of the literature review and will be based on a qualitative analysis. In this phase the most relevant theory, literature and models will be presented in an integrated way to serve as a background to the problem statement. The following steps will be undertaken in phase 1 of the research design:

### **Step 1: Literature review on individual behaviour**

In this step a literature review will be conducted in order to understand the concept of individual behaviour, the dependent variable, such as perceptions, feelings and reactions. The aim of this literature review is to meet the first aim of the literature review, (to understand the concepts of individual behaviour) as well as to solve the related problem statement, (what are the elements that make up individual behaviour?)

### **Step 2: Literature review on authority**

This step will involve a literature review on the concept of authority, the independent variable. The aim here is to meet the first aim of the literature review, (to understand the concept of authority within organisations) and to solve the related problem statement (what are the elements or concepts of authority?)

### **Step 3: Integration**

This step will involve an integration of the literature discussed in steps 1 and 2. The aim of this step is to integrate the literature on individual behaviour (dependent variable) and authority (independent variable).

- **Phase 2: Phenomenological study**

This phase examines the research from a phenomenological psychodynamic approach. The following steps are to be undertaken in the second phase of the research:

#### **Step 1: The sample**

This step involves the 'whom' of the research, in other words, who the study will be conducted upon. Huysamen (1994) argues that a case study refers to a limited number of units that are studied intensively. This is often directed by one's main research question (Strauss & Corbin, 1990). Since the aim of this research is to explore individual behaviour towards authority, a sample of five consultants, who have been with the chosen organisation for between 1 to 2 years, will be drawn. Due to the unstructured nature of the organisation where the research will be conducted, as well as the lack of job bands and job descriptions, the term consultant will be used very broadly. As a result a consultant will generally refer to an individual who consults with clients, be they of an internal or external nature. With regards to the number of individuals chosen to participate in the research it is argued that although this may initially depend upon access, available resources, research goal, plus the researcher's time and energy, these decisions may be modified according to the evolving theory (Strauss & Corbin, 1990). The researcher will keep this in mind while conducting the phenomenological study and may extend the sample if necessary until a clear thread emerges from the interviews conducted.

For the purpose of this study snowball sampling will be used to obtain the sample for the research. Snowball sampling refers to the sampling method in which the researcher approaches a few individuals from the relevant population (Huysamen, 1994). In this case the population was the organisation concerned. These members then act as informants to identify other members from the same population for inclusion in the sample. The latter may then identify a further set of relevant individuals so that the sample, like a rolling snowball, grows in size (Huysamen, 1994).

To obtain the sample the researcher will identify departments with consultant roles and meet with various individuals in these departments who are familiar with their department and roles in the department and organisation. These individuals will assist the researcher in identifying other individuals in the organisation who fit the sample criteria, that is length of service of 1 to 2 years and working in a consultant role. The researcher will then meet with these individuals to briefly explain the research, ask whether they would participate in the research and hence form the contractual relationship.

### **Step 2: The measuring instrument**

Strauss and Corbin (1990) stress that the method of data collection needs to best capture the kind of information that is sought. In other words, the nature of the study influences the type of measuring instrument to be used (Lang & Heiss, 1984). The measuring instrument in this research will be an unstructured interview. Kvale (1983, as cited in King, 1994) describes an unstructured interview as "an interview, whose purpose is to gather description of the life-world of the interviewee with respect to interpretation of the meaning of the described phenomena" (p.14). The researcher will also use observation to observe the non-verbal behaviour of the subject during the unstructured interview.

Strauss and Corbin (1990) argue that in developing research questions, the questions should be based on concepts derived from literature or experience. This provides a beginning focus, in other words a place for the researcher to start. This will be kept in mind when developing the measuring instrument. The researcher will also consult an expert in the field of the psychodynamic paradigm, when developing the measuring instrument.

By using this measuring instrument "the qualitative researcher embarks on a voyage of discovery rather than one of verification, so that his or her research is likely to stimulate new leads and avenues of research than the quantitative researcher is unlikely to hit upon, but which may be used as a basis for further research" (Schurink, 1988, p.138).

### **Step 3: Data gathering**

Information will be obtained by administering the above unstructured interview. Appointments will be made with subjects and unstructured interviews will be conducted. The interviews will be tape recorded and then transcribed verbatim to be used in the next step of this phase.

### **Step 4: Data processing**

This step involves the manner in which the information will be processed. The technique used for processing the data will be a qualitative thematic processing technique, which will be based on Murray's personality theory as well as his measurement technique, the Thematic Apperception method (TAT) (Ewen, 1998). The reason for choosing this method is that Murray's technique (Maddi, 1996) and personality assessment is based on the psychodynamic paradigm and his theory shares similarities to Freud's personality theory (discussed in chapter 2). Ewen (1998) argues that Murray's work "represents the first major attempt to subject Freud's brilliant insights to the rigors of empirical research" (p.317). In

addition, the Thematic Apperception Test (TAT) remains a highly respected projective measure of personality (Pervin, 1996).

Murray's theory (Maddi, 1996) stressed the largely unconscious effects of crucial early childhood events on every adult personality. Such complexes are considered abnormal only if they are extreme (Ewen, 1998). Murray referred to two concepts, needs and press. A need is the representation of a brain force that energises, directs, selects, and organises human perceiving, thinking, feeling, and striving (McAdams, 1994; Pervin, 1996). Individuals are motivated primarily by the desire to achieve the pleasure that accompanies the reduction of needs (McAdams, 1994). Murray formed a taxonomy of needs, comprising of biological and physiological needs. Needs are often triggered by external stimuli, a press which can be defined as "aspects of the environment that usually exert a significant effect on personality and behaviour, usually by offering a promise of benefit or threat of harm" (Ewen, 1998, p.313). While some of these external events are primarily constructive, others influence the child growing in a direction of psychopathology (Ewen, 1998). A press is therefore seen as aspects of the environment that help or hinder an individual's effort to reach a particular goal (Ewen, 1998; Pervin, 1996). Murray refers to how a subject responds to various objects of total systems in the environment. In the case of this research the object will be authority and the environment will refer to the context in which the research will take place.

The Thematic Apperception Test (TAT) (Pervin, 1996) is a projective technique; in other words it is based on Freud's theory that unconscious processes are important for understanding psychopathology. The purpose is to uncover the individual's unconscious conflicts, fears and concerns (Hjelle & Ziegler, 1992). The test is based on the well-recognised fact that when a person interprets an ambiguous social situation he/she is apt to expose his/her own personality as much as the phenomenon to which he/she is attending (Murray, 1938, as cited in Pervin, 1993). Themes reflect individual's latent motivations (Carver & Scheier,

1992). In this assessment the ambiguous picture is merely a stimulus to put in motion the process of constructing an imaginative narrative response. Such narrative responding reveals particularly hidden themes of the personality, especially those concerning basic needs, conflicts and complexes (McAdams, 1994).

In this research, the interviewer, the questions to be asked, as well as the reflective technique and repertoires used, will serve as the stimuli or cues, which will allow for responses from the subject. Just as in the case of the TAT, it is believed that the responses to the unstructured interview, repertoires/probes and the interviewer will reveal hidden themes of the individual's unconscious desires, motives, beliefs and feelings.

#### **Step 5: Results**

In this step the information obtained from the unstructured interviews will be reported by using a descriptive method to ascertain the possible themes which, may emerge from the interviews. The interpretation of the results will be linked to the problem statement, aims and theory of the research.

#### **Step 6: Conclusions**

Conclusions will be formulated taking into account the problem statements and aims of the research.

#### **Step 7: Limitations**

This step will examine the limitations of the research, examining the strengths and weaknesses of the research, as well as critiquing the research. This will take into account the problem statements and aims of the research.

## **Step 8: Recommendations**

As this research is hypothesis generating, the researcher hopes to make recommendations for future research into individual behaviour towards authority. In terms of the contribution that this research could add to the field of industrial psychology, the researcher believes that the insight individuals gain into the manner in which they behave towards authority, will result in greater optimal functioning on both a work and personal level. In addition the researcher hopes that this research will also add value to the organisation, as insight into individual behaviour towards authority and the dynamics associated with it, could increase organisational effectiveness and optimal functioning. The researcher therefore aims to use this section to make recommendations for the field of industrial psychology.

## **1.7 CHAPTER DIVISION**

The chapters will be presented in the following manner:

Chapter 2: Literature review on individual behaviour (dependent variable)

Chapter 3: Literature review on authority (independent variable)

Integration of individual behaviour and authority.

Chapter 4: Phenomenological study

Chapter 5: Results

Chapter 6: Conclusions, limitations and recommendations.

## **1.8 CHAPTER SUMMARY**

This chapter discussed the introduction and orientation to this study focusing on individual behaviour towards authority. The background of the research, problem statements, aims, paradigm perspective, research design, research methodology and chapter division were presented.

Chapter 2 will discuss the dependent variable, individual behaviour.



## **CHAPTER 2: INDIVIDUAL BEHAVIOUR**

With reference to the research methodology presented in chapter 1 and the first aim of the literature review, the aim of this chapter is to explore the concept of individual behaviour. In satisfying this aim, personality and individual behaviour will be defined and the structure of personality as well as the dynamics of personality will be investigated. This will be followed by the exploration of two important concepts namely; anxiety and defense mechanisms. In addition a brief description of personality development and pathology will be discussed. Such information will be discussed and examined from Freud's psychoanalytic theory of personality, thus staying within the psychodynamic paradigm.

### **2.1 DEFINITION OF PERSONALITY AND INDIVIDUAL BEHAVIOUR**

As a result of the abstract nature of personality, it is difficult to define. Despite this, Carver and Scheier (1992) define personality as "a dynamic organisation, inside the person, of psychophysical systems that create the person's characteristic patterns of behaviour, thoughts and feelings" (p.5). Maddi (1996) defines personality as "a stable set of tendencies and characteristics that determine those commonalties and differences in people's psychological behaviour (thoughts, feelings, and actions) that have continuity in time and that may not be easily understood as the sole result of the social and biological pressures of the moment" (p.8).

Psychodynamic theory views personality as a dynamic set of processes that is constantly in action. These processes sometimes work in harmony with one another, while at other times they work against one another but they are rarely ever still. The processes of personality occasionally compete with each other for control over an individual's behaviour (Pervin, 1993). This approach therefore views personality as "a dynamo – or a bubbling spring – from which emerge

forces that can be set free, channeled, modified or transformed. As long as you are alive these forces never come to rest" (Carver & Scheier, 1992, p.198).

The psychodynamic orientation to personality also places emphasis on the importance of unconscious components in the human psyche or mind and the relationship of the unconscious to the conscious or aware part of the mind. Psychodynamic is viewed as an umbrella term that connotes any theory that values the role of the unconscious in determining human personality (McMartin, 1995). This approach to personality views behaviour as being determined partly by inner forces that are outside individual's awareness and control (Carver & Scheier, 1992).

Freud believed that all personality is rooted in the biological functioning of the individual. Personality is viewed as representing "the psychological correlate of the biological structures of the human organism" (Mayer & Sutton, 1996, p.55). An individual's behaviour and thoughts are all determined by factors within the personality, which are referred to as the psyche (Meyer, Moore & Viljoen, 1995). Freud built a dynamic model of the human individual, which viewed action as the outcome of energy usage. This model views the (physical) energy of the body as the basic origin of all behaviour: bodily movement, thoughts, fantasies, guilt feelings and dreams (Meyer et al, 1995). Physical energy is transferred into psychic energy. It is this psychic energy that is the origin of drives such as sex and aggression (Meyer et al, 1995). As a result, behaviour, feelings or thoughts can ultimately be traced back to the physiological needs of the individual (Mayer & Sutton, 1996).

In addition, Freud (as cited in Meyer et al, 1995) believed that humans are constantly caught up in conflict between his/her drives and the demands of society. Individuals on the one hand have sexual and aggressive drives which demand satisfaction, while on the other hand there are the norms of society which are imprinted in the superego and have the power to punish the individual

by causing guilt feeling (Meyer et al, 1995). This conflict dominates an individual's life. An individual will constantly try to experience as much pleasure as possible while trying to avoid experiencing guilt feelings (Meyer et al, 1995). According to Maddi (1996), Freud viewed the core tendency of living as "the tendency to maximise instinctual gratification while minimising punishment and guilt" (p.28). This conflict is seen to be the structure of the psyche, as well as in all facets of human functioning (Meyer et al, 1995).

Freud's psychodynamic theory of personality is therefore based on three basic assumptions. They are (Lester, 1995):

- All behaviour is determined; that is, all behaviour is motivated to satisfy desires. This is called the principle of psychic determinism.
- Almost all behaviours (observable and internal) satisfy many desires.
- Some of the desires motivating human behaviour are unconscious.

In conclusion, "psychoanalytic theory attempts to explain personality, motivation, and psychological disorders by focusing on the influence of early childhood experiences, on unconscious motives and conflicts, and on the methods people use to cope with their sexual and aggressive urges" (Weiten, 1992, p.426). These elements and factors of personality will be examined in further detail with the aim of gaining greater understanding and insight into individual behaviour.

## **2.2 THE STRUCTURE OF PERSONALITY**

As mentioned previously, psychoanalysis as a technique aims to discover the unconscious in mental life (Pervin, 1993) and how unconscious forces influence behaviour (Weiten, 1992). Freud used a model known as the topographical model of personality organisation to explain the structure of personality (Hjelle & Ziegler, 1992). According to this model the psychic life can be represented by three levels of consciousness, namely, the conscious, the preconscious and the

unconscious (Meyer et al, 1995). The topographical model or the 'mental map' describes the degree to which mental events such as thoughts and fantasies vary in accessibility to awareness (Hjelle & Ziegler, 1992).

In addition to this model, Freud viewed individuals as a unit consisting of three separate components, the id, ego and superego. Despite these elements being in conflict with one another, they function as a whole to ensure the survival of the individual, as well as allow an individual to experience as much pleasure as possible and minimise the experience of guilt (Meyer et al, 1995).

In order to understand Freud's personality structure, it is important to understand the levels of consciousness that he dictated, as well as the way he divided personality structure and the manner in which all these elements interact.

### **2.2.1 The levels of consciousness (The topographical model)**

In the early development of Freud's theory his topographical model (levels of consciousness) served as a focal point in psychoanalytic thinking (Pervin, 1993). The levels of consciousness in the psyche, namely the conscious, preconscious and the unconscious play an important role in explaining human behaviour. (Mayer & Sutton, 1996; Meyer et al, 1995). These will now be discussed in greater detail.

#### **2.2.1.1 *The conscious***

Meyer et al (1995) define the conscious level as containing "thoughts, feelings and experiences which the individual is currently aware of" (p.43). The conscious is the layer of personality that individuals experience in everyday intercourse with the world around them (Mayer & Sutton, 1996). It is for this reason that contents of this level change all the time (Meyer et al, 1995).

Freud compared the human's mental life to an iceberg. The smallest part of the iceberg which protrudes above the water may be compared to man's conscious (Moller, 1995). Freud insisted that only a small part of mental life (i.e. thoughts, perceptions, feelings and memories) is contained in the realm of consciousness (Hjelle & Ziegler, 1992). In a topographical sense the conscious is the surface of the mental apparatus and as such is the receptor of the external world (Mayer & Sutton, 1996). The content that the conscious experiences are a result of a selective screening process largely regulated by external cues. In addition, such content is only in the conscious for a brief time and can quickly be submerged into preconscious or unconscious levels as an individual's attention shifts to different cues (Hjelle & Ziegler, 1992). The conscious therefore presents a small percentage of all the bits of information stored in the mind and embraces only a small amount of personality (Mayer & Sutton, 1996).

#### *2.2.1.2 The preconscious*

The bridge between the conscious and the unconscious regions of the mind is referred to as the preconscious. This element of the topographical model reflects "all the contents of which a person is not aware of at a given moment, but which can easily be remembered and recalled into consciousness, without having to be distorted or masked" (Moller, 1995, p.28). It is for this reason that the preconscious is often referred to as the "available memory" (Hjelle & Ziegler, 1992, p.87). The preconscious consists mainly of memories of earlier occurrences that are not painful or anxiety provoking, as well as experiences and observations that an individual does not concentrate on in the present moment (Meyer et al, 1995).

#### *2.2.1.3 The unconscious*

"The deepest and major stratum of the human mind is the unconscious" (Hjelle & Ziegler, 1992, p.87). The unconscious is much bigger than the conscious or

preconscious (Moller, 1995). According to Pervin (1993) the unconscious is "alogical (opposites can stand for the same thing), disregards time (events of different periods may coexist), and disregards space (size and distance relationships are neglected so that large things fit into small things and distance places are brought together)" (p.72). The unconscious aspects of personality forms the pivot on which psychoanalysis hinges, as Freud believed the real causal factors in personality are contained in this dimension (Moller, 1995). In order to understand personality and explain behaviour, behaviour needs to be traced back to its unconscious origin and the unconscious needs to be opened up (Pervin, 1996).

An individual's forbidden drives, as well as the memories of events and wishes which cause pain and guilt and which the individual cannot recall to the conscious mind, are housed in the unconscious level (Meyer et al, 1995). The unconscious therefore contains a reservoir of all forgotten or repressed content as well as unpleasant experiences, which are repressed because they are too painful to appear in consciousness (Mayer & Sutton, 1996; Moller, 1995). At some stage of the individual's life he/she was aware of these ideas and images but due to their distressing or unimportant nature they were forgotten. These distressing memory traces are not inactive in the unconscious but they rather shape and mold personality to create the picture of the individual's unique characteristics (Mayer & Sutton, 1996).

The latent mental processes, which are housed in the unconscious, use psychic energy to transform the biologic motives into behavioural expressions (Mayer & Sutton, 1996). The unconscious therefore contains the basic energy of personality, that is, instinctive urges and needs, especially the aggressive and sexual instincts (Moller, 1995).

According to Pervin (1996) the following three qualities are associated with the unconscious:

- Operations of the unconscious process are qualitatively different from those of conscious processes. Where conscious processes are generally rational and operate according to the rules of logic, unconscious processes are often illogical.
- The unconscious contains wishes, drives or motives which continually push for expression and can be kept from awareness only through the operation of a protective barrier. In other words the defense represents the protective barrier that keeps the unconscious from awareness.
- The unconscious is filled with conflicts.

In conclusion, the unconscious level is dynamic in the sense of expressing the interplay among forces, either between conflicts within unconscious or between the push from within the unconscious against the protective barrier of the defenses (Pervin, 1996). Material can pass easily from the conscious to the preconscious and back again and material from both of these levels can slip into the unconscious. Truly unconscious material however, according to Carver and Scheier (1992), cannot be brought voluntarily to awareness because of psychological forces that act to keep it hidden.

In Freud's comparison of the human's mental life to an iceberg, (where the tip of the iceberg corresponds to consciousness), the much larger portion, which is below the water, is outside awareness. Part of this submerged portion is the preconsciousness, while the vast majority is the unconsciousness (Carver & Scheier, 1992). In conclusion, the three regions of the mind (the topographical model) constitute the theater in which the dynamics of personality are played out (Carver & Scheier, 1992). This interplay is indicated below:

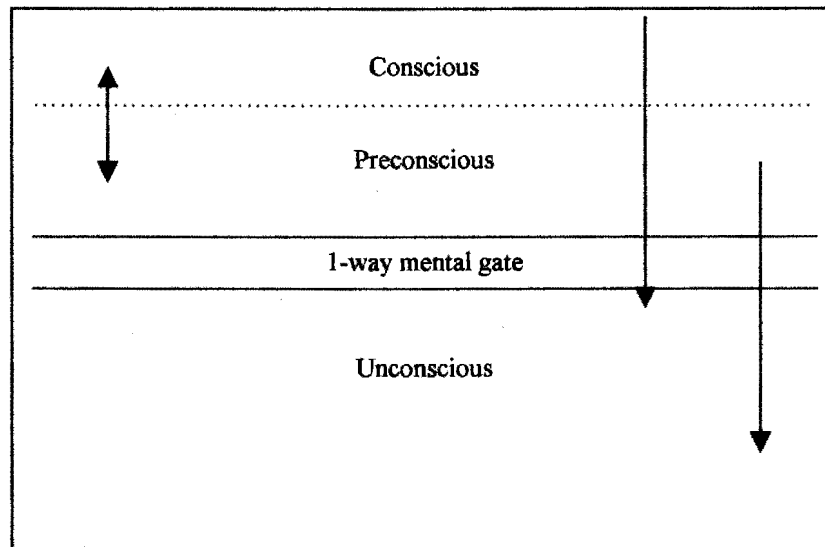


FIGURE 2.1 GRAPHICAL REPRESENTATION OF FREUD'S TOPOGRAPHICAL MODEL OF THE MIND (Carver & Scheier, 1992, p.203).

### 2.2.2 The structure of personality (The structural model)

Freud (1923/1961) established that differentiating the different levels of consciousness was not satisfactory in describing an individual's complex psychic functioning. As a result he created further structural components, the id, ego and superego (Hjelle & Ziegler, 1992; Meyer et al, 1995; Moller, 1995). The structural model of personality complements the topographical model of the mind (Carver & Scheier, 1992). These additional structures do not replace the levels of consciousness, but rather the structural elements of the psyche differ from one another in that they function on different levels of consciousness (Meyer et al, 1995).

The three components, the id, ego and superego, interact with each other to produce the complexity of human behaviour (Carver & Scheier, 1992). The ego and superego function on all levels of consciousness while the id is seen to function exclusively on the unconscious level (Meyer et al, 1995). An individual's



conscious experience, however, consists primarily of ego functions like thought and perception (Meyer et al, 1995). Each of these structures of personality have different qualities, functions, governing principles and mechanisms (Mayer & Sutton, 1996), which will now be discussed in greater detail.

#### *2.2.2.1 The id*

McAdams (1994) describes the id as “a chaotic, seething cauldron that provides all the instinctual energy for mental life” (p.67). The id refers to the primitive, instinctive and inherited aspects of personality (Hjelle & Ziegler, 1992; McAdams, 1994). It represents the biological side of personality (Moller, 1995) and consists of pure, unadulterated, instinctual energy which motivates behaviour (Hergenhahn, 1994). The id is therefore seen as the reservoir of all psychic energy as it houses the raw biological urges, that is eating, sleeping, defecation, copulation et cetera. (Weiten, 1992). The id is in direct contact with the body, where it receives energy for all forms of behaviour. This energy is attached to the drives; namely the life drives (eros) and the death drive (thanatos), which are contained in the id (Meyer et al, 1995).

The id functions entirely in the unconscious (Hjelle & Ziegler, 1992). According to Pervin (1993) it seeks the release of excitation, tension and energy. As soon as biological needs are build up, the id experiences pressure and is thrown into a state of tension. This state energises the id to act out and seek gratification of the biological need (Mayer & Sutton, 1996). Immediate tension is reduced by the pleasure principle, which the id obeys, by manifesting itself in an impulsive, irrational and narcissistic manner regardless of the consequence of its actions for others or its own self-preservation (Hjelle & Ziegler, 1992). The pleasure principle thus refers to the urge to obtain gratification of biological needs as soon as they are experienced regardless of circumstances (Mayer & Sutton, 1996).

Primary process thinking is an unconscious mental experience in which the individual generates an image of an object or event that would satisfy the biological longing. This process is known as wish fulfillment (Mayer & Sutton, 1996). The id seeks immediate and complete satisfaction of its drive without considering anything but its own immediate pleasure (Meyer et al, 1995). The id is therefore incapable of any afterthought, self-reflection or planning. These primary processes are however ineffective in ultimately alleviating the need (Hergenhahn, 1994). The id is therefore selfish and unrealistic and as it has no contact with external reality. It is not geared towards actual drive satisfaction, as it is incapable of finding appropriate objects in the environment that could satisfy its drives (Meyer et al, 1995).

In conclusion, the id is believed to be "raw, animalistic, and chaotic, knows no laws, obeys no rules, and remains basic to the individual throughout life" (Hjelle & Ziegler, 1992, p.88). The id cannot distinguish between its images and external reality and views its images as the only reality (Hergenhahn, 1994). Freud's (1923/1961) description of the id implied that the human personality has a biological tendency that is continually striving towards homeostasis.

#### *2.2.2.2 The ego*

The ego may be defined as "the decision making component of the psychic apparatus that seeks to express and gratify the desires of the id in accordance with the constraints imposed by the outside world" (Hjelle & Ziegler, 1992, p.89). The ego is seen to be the mediator between the id and the external social world. It serves the id's needs by striving for drive satisfaction (Meyer et al, 1995), but also considers social realities such as social norms, rules and etiquette when deciding how to behave (Weiten, 1992). The ego functions on all three levels of consciousness.

The ego comes into existence to bring an individual into contact with experiences that truly satisfy his/her needs (Hergenhahn, 1994). The ego develops from the id, as it is necessary to ensure the individual's survival and is formed through the individual's contact with the outside world (Meyer et al, 1995). As a result of the ego obtaining its structure from the id, it borrows some of id's energy for its own response to the demands of social reality. The ego therefore helps ensure the safety and self-preservation of the organism (Hjelle & Ziegler, 1992).

The reality principle and secondary process guide the ego (Meyer et al, 1995). The reality principle "seeks to delay gratification of the id's urges until appropriate outlets and situations can be found" (Weiten, 1992, p.427). The aim of the reality principle is to preserve the organism's integrity by suspending instinctual gratification until either an appropriate outlet and/or environmental condition that will satisfy the need can be found (Hjelle & Ziegler, 1992; McAdams, 1994). The ego uses sensory perception and rational thinking to judge and weigh up situations before carrying out actions (Meyer et al, 1995). In other words the ego uses cognitive functions such as perception, recognition, memory, judgement and attention to help satisfy id instincts (Moller, 1995).

In order to stay out of trouble the ego "often works to tame the unbridled desires of the id" (Weiten, 1992, p.427). The ego is therefore concerned with practical realities. It is the logical and realistic dimension of the personality that makes it possible to postpone or even completely block (thus repress) the satisfaction of id-instincts (Moller, 1995). The ego is capable of considering whether a drive should be satisfied or not, and plans how these drives should be satisfied by postponing satisfaction to more appropriate situations and times. This refers to the secondary process (Meyer et al, 1995). This process does not necessarily prevent id satisfaction but postpones the satisfaction according to the demands of reality (Moller, 1995). The ego therefore uses reality testing where it seeks appropriate objects for drive satisfaction and invests these objects with psychic energy (Meyer et al, 1995). This is unlike the id's attempts of drive satisfaction

through fantasy and wish fulfillment (Meyer et al, 1995). The reality principle enables the individual to inhibit, redirect or gradually release the id's raw energy within the bounds of social restrictions and the individual's conscience (Hjelle & Ziegler, 1992). The ego is able to separate wish from fantasy, can tolerate tension and compromise, and changes over time. As a result it expresses the development of perceptual and cognitive skills and the ability to perceive more and think in more complex terms (Pervin, 1993).

In conclusion, the ego can be viewed as the control centre or executive of personality (Moller, 1995) as well as the seat of intellectual processes and problem solving (Hjelle & Ziegler, 1992). The ego has a difficult role executing the wishes of the id, as the ego not only experiences constant pressure from the id, but is also has to accommodate all the demands of the physical environment and the moral codes of society (Pervin, 1993). The ego finds itself being threatened by the id with tension, discomfort and even pain if the drives are not satisfied, while the superego threatens the ego with punishment and guilt. In addition, physical reality does not always provide satisfactory objects for drive satisfaction and it may sometimes present physical dangers (Meyer et al, 1995). Meyer et al (1995) argues that it is these conflicting demands of the id and the superego that cause psychic difficulties for the ego. The ego uses defense mechanisms to unconsciously cope with the inevitable conflicts that arise in daily life (McAdams, 1994).

### *2.2.2.3 The superego*

The superego is the third component of the personality and is defined as "the moral component of personality that incorporates social standards about what represents right and wrong" (Weiten, 1992, p.427). The superego represents society's norms and standards of behaviour (Hjelle & Ziegler, 1992). It causes individuals to feel guilty about immoral wishes and behaviour and holds up a relentless, perfectionist ideal of moral behaviour (Meyer et al, 1995).

Freud described the superego as “the vessel of parental and societal values, the higher-minded side of human nature” (Mayer & Sutton, 1996, p.60–61). Throughout an individual's life and particularly during an individual's childhood, individuals receive training about what constitutes good and bad behaviour (Weiten, 1992). Parents have certain values from which they judge what is right and wrong and these values are transferred to the child either by means of punishment or reward. The child, after a while, internalises these moral laws of the parent and begins to apply the punishment and reward to him/herself. Parental control is thus replaced with moral control (Moller, 1995). The development of the superego implies the incorporation of parental values. This guilt or fear ultimately becomes a more effective measure against immoral behaviour than the initial parental punishment (Moller, 1995). As a result, the moral-ethical arm of personality, the superego, emerges from the child's prolonged dependence upon his/her parents (Hjelle & Ziegler, 1992).

Freud (1923/1961) differentiated between two components of the superego, namely the conscience and the ego ideal (Moller, 1995). The conscience is acquired through the use of punishment by the parents and includes the capacity for punitive self-evaluation, moral prohibitions and guilt feelings when the child fails to achieve what he/she should be doing (Hjelle & Ziegler, 1992). The conscience is the internalised experiences for which the child has been consistently punished (Hergenhahn, 1994). The conscience causes individuals to experience guilt or a sense of shame when they recognise their intention or desire to do something 'bad' or socially unacceptable (Mayer & Sutton, 1996). It plays an inhibiting role with regards to behaviour, thoughts and feelings that are in conflict with the parental values. The conscience therefore prescribes, for example, what a person should not do or think (Moller, 1995). The ego ideal on the other hand is the rewarding aspect of the superego (Hjelle & Ziegler, 1992). It prescribes to a person what he/she should do or what he/she would like to be (Moller, 1995). The ego ideal refers to the internalised experiences for which the child has been consistently rewarded (Hergenhahn, 1994). It reflects the noble

aspirations of the ego, the high-minded standards of behaviour to which individuals aspire (Mayer & Sutton, 1996). The ego ideal is part of the psyche, which encourages individuals and rewards them when they engage in socially desirable behaviour (Mayer & Sutton, 1996). Behaviour according to these values leads to feelings of self-worth and pride (Moller, 1995).

The superego exercises a constant amount of pressure on the ego and uses energy from what Freud referred to as the death drive (thanatos) (Meyer et al, 1995). "According to the moral principle of the superego, the conscious experience of a forbidden wish or thought is as reprehensible as the action itself" (Meyer et al, 1995, p.45). The result of this is that the superego pressurises the ego to keep forbidden drives and thoughts at an unconscious level.

According to McAdams (1994) the superego strives for three major goals:

- to inhibit the impulses of the id, particularly sex and aggression as these behaviours are seriously proscribed by society
- to persuade the ego to substitute moralistic goals for realistic ones
- to accomplish perfection

As seen from this discussion, the id, ego and superego are the real entities that control an individual's personality. A person does not possess an id, ego and superego but they are concepts, which describe qualities and functioning of personality. Viewed this way the id may be described as the biological, the ego as the psychological and the superego as the social dimension of personality. Freud did not assume that any of the components of personality were better than the others, but there should rather be a balance between them. Accordingly, the healthiest personality is one in which the influences of the three components are well-balanced (Carver & Scheier, 1992).

In conclusion, Mayer and Sutton (1996) argue that “the structures of personality exist in dynamic relationships because of continuous energy shifts. Psychic energy thrusts personality into a continual cycle of mounting excitation, pressured attempts to find gratification, and momentary quiescence” (p.61). As a result, personality is continually compelled to search for appropriate gratification, a phenomenon Freud termed ‘repetition compulsion’ to convey the never-ending, life long search for gratification (Mayer & Sutton, 1996). This involves the interaction of the id, ego and superego on the three levels of consciousness, namely, the conscious, preconscious and unconscious.

## **2.3 THE DYNAMICS OF PERSONALITY**

From the above it is evident that individual behaviour is an outcome of an ongoing series of internal conflicts. Individual’s lives are dominated by conflict as they tilt from one conflict to another. Although these conflicts are often played out entirely in the unconscious, they can produce anxiety, which may slip to the surface of conscious awareness (Weiten, 1992). As anxiety is a distressing emotion, individuals try to get rid of this unpleasant emotion any way they can (Weiten, 1992). It is the arousal and repression of such anxiety that is crucial to understanding individual’s behaviour. In order to gain greater understanding of individual behaviour, the dynamics of personality will now be discussed.

### **2.3.1 Motivation: Freud’s drive/instinct theory**

Drive theory refers to Freud’s view on motivation (Meyer et al, 1995). In this aspect of his theory, Freud borrowed heavily from prevailing views within the biological and physical sciences. Freud viewed humans as complex energy systems, in which energy used in psychological work (e.g. thinking, perceiving, remembering, planning, and dreaming) is released through biological processes. These biological processes or mental representation of bodily excitations, which are expressed through the id, and reflected in the form of wishes, are termed

instincts and drives (Carver & Scheier, 1992; Hjelle & Ziegler, 1992). For the purpose of this discussion, instincts and drives will be used interchangeably.

Energy used for the psychic functioning is referred to as psychic energy (Meyer et al, 1995). The source of psychic energy derives from neurophysiological states of excitation. Each individual has a fixed amount of such energy available for mental activity. The goal of all human behaviour is the reduction of tension created by the unpleasant accumulation of energy over time (Hjelle & Ziegler, 1992). While the build-up of such tension is aversive, the reduction of tension feels good (McAdams, 1994). Instincts therefore set into motion a cycle of tension increase, followed by work that reduces the tension, bringing with it the experience of pleasure, followed again by gradual tension increase, and so on (McAdams, 1994). Individuals behave because such instinctual tension impels them to and their actions serve to reduce this tension. Instincts and drives may therefore be seen as the ultimate cause of all activity (Freud, 1940/1969).

The basis of this theory is that all humans seek pleasure and avoid pain. When all bodily needs are satisfied an individual experiences pleasure, while when one or more needs are not satisfied an individual experiences discomfort. The main motive for humans is to therefore obtain the steady state that is experienced when all biological needs are satisfied (Hergenhahn, 1994). Instincts and drives are viewed as a bridge, linking the biology and psychology of a person. They are the mechanisms by which the biological energy of a person is translated into psychological form (McAdams, 1994). Freud viewed instincts as the core characteristics of personality (Maddi, 1996) as they are the fundamental motivators of human action (McAdams, 1994).

In summary, psychodynamic theory is based on the notion that human beings are complex energy systems. Instincts and drives determine all human activity and their influence on behaviour can be devious and disguised as well as direct (Hjelle & Ziegler, 1992). Psychic energy is generated continuously, but in limited



quantities. The three subsystems of personality (the id, ego and superego) compete for this energy and each gains power only at the expense of another (Carver & Scheier, 1992).

There are two types of drives (instincts) that Freud distinguished, the life drives, (which include the sexual drive) and the death drive (Meyer et al, 1995). In order to understand Freud's theory of drives/instincts the functioning of drives, general characteristics of drives as well as the different types of drives will be discussed.

#### *2.3.1.1 The functioning of drives/instincts*

As mentioned previously, the energy used in drives and instincts is produced for all psychic functioning. As a result an individual has to solve two problems (Meyer et al, 1995).

- Firstly, due to the limited amount of energy available, a shortage could occur when a great deal of energy is needed to cope with the conflict between the id and the superego. As a result the ego is left with little energy for the ego's task of reality testing and the satisfaction of life-preserving drives such as hunger.
- Secondly, individuals may have too much energy at their disposals. This unused energy is often experienced as discomfort, tension or even pain. As energy does not disappear on its own accord (according the principle of energy conservation), social limitations on the satisfaction of sexual and aggressive drives may create serious problems for the individual. Meyer et al (1995) argues that an individual's greatest psychic problem is that he/she may have a surplus of drive energy, which has to be reduced by drive satisfaction. However society, which is represented in the superego, places severe restriction on the satisfaction of some of these drives, particularly sexual and aggressive drives. As a result of this conflict between social moral codes and an individuals 'selfish' sexual and aggressive drives, an individual

is constantly confronted with the problem of coping with an abundance of sexual and aggressive energy throughout his or her life span (Meyer et al, 1995).

### *2.3.1.2 General characteristics of drives/instincts*

Drives are believed to have four characteristics in common, namely, the source; driving power or energy; a goal and an object (Meyer et al, 1995). These will now be discussed.

#### *a. The source of drives/instincts*

Every drive is believed to have a source in the body and various drives obtain energy from different parts of the body (Meyer et al, 1995). For example the physical source for the energy drives is usually referred to as the erogenous zone. Hjelle and Ziegler (1992) argue that the source of the life drives is embedded in neurophysiology (i.e. hunger or thirst), while the source of the death drives were not clearly defined by Freud in physiological terms.

#### *b. The driving power/energy*

A magnitude of energy, force or pressure is used to satisfy or gratify drives (Hjelle & Ziegler, 1992). According to Meyer et al (1995) it is from the quantity of energy that every drive derives its strength or intensity. "This is affected by the condition of the energy source at a given moment, and by the lapse of time since the last satisfaction of the drive" (Meyer et al, 1995, p.47).

#### *c. The goal of drives*

All drives have the same goal, which is to be satisfied. The aim of the instinct or drive is always to abolish or reduce the excitation deriving from its need (Hjelle &

Ziegler, 1992). If this goal is achieved the individual experiences a momentary state of blissfulness (Hjelle & Ziegler, 1992). Drives are however experienced subjectively as desires to accomplish something specific. The pressure of such a desire remains operative until the drive is satisfied (Meyer et al, 1995).

*d. The object of drives*

Every drive requires an object for its satisfaction. An individual achieves satisfaction when performing appropriate actions on a suitable object whereby the energy of the drive is consumed (Meyer et al, 1995). As a result an object refers to any person or thing in the environment, or even within the individuals own body, that provides for the satisfaction of the aim, that is, a drive (Hjelle & Ziegler, 1992).

An object for satisfaction is chosen by the ego and invested with psychic energy. This process of object selection is known as 'cathexis', where it is made possible for an individual to expend or to reduce drive energy (Meyer et al, 1995). According to Hergenhahn (1994) the term cathexis describes the investment of psychic energy in the thoughts of objects or processes that will satisfy a need. Although the energy never leaves the body, if considerable energy is invested in the image of an object, an intense longing occurs for the object in the form of thoughts, images and fantasies. These thoughts and feelings continue until the need is satisfied, at which point the energy dissipates and is available for another cathexes (Hergenhahn, 1994).

As the emergence of an unacceptable cathexes would cause anxiety, the ego and the superego often team up to create an anticathexes which is strong enough to inhibit the powerful primitive cathexes of the id (Hergenhahn, 1994). Anticathexis therefore refers to an obstacle preventing gratification of an instinct (Hjelle & Ziegler, 1992). It is the energy used to prevent unacceptable cathexes. In such cases the original need does not disappear but is rather displaced to

other, safer objects (Hergenhahn, 1994). Displacement represents a shift in behavioural activity by which energy is discharged and tension reduction attained (Hjelle & Ziegler, 1992).

While object cathexis is illustrated by emotional attachments to other people, one's world and one's ideals, anticathexis are represented by an external or an internal barrier preventing immediate reduction of instinctual drives (Hjelle & Ziegler, 1992). Hjelle and Ziegler (1992) argue that the interplay between instinct expression and its inhibition and between cathexis and anticathexis forms the bulwark of the psychoanalytic motivational system. Simultaneous cathexis and anticathexis can occur in people all the time and is experienced as conflict and anxiety. It is severe conflict of this type that causes psychological problems such as anxiety, conflict and neuroses (Meyer et al, 1995).

### *2.3.1.3 Types of drives*

Freud reduced all drives to the two basic inclinations of living organisms, namely to develop constructively and to disintegrate and die. As a result he divided drives into two groups; the life drives (eros) and the death drive (thanatos) (Meyer et al, 1995). As these drives have different psychological functions they will be discussed separately.

#### *a. The life drives*

The life drives serve to preserve life and function in a constructive manner. They tend to combine smaller units in the process of building larger, more complex units and thus follow the general biological tendency of cell-formation and the development (Freud, 1940/1969). Life drives refer to a set of drives that deal with survival, pleasure and reproduction (Carver & Scheier, 1992). Life drives are therefore seen to serve the purpose of individual survival and reproduction

(McAdams, 1994). Collectively life drives are called *eros* while the psychic energy produced by the life instincts is known as *libido* (Carver & Scheier, 1992).

The life drives are further divided into two groups, the ego drives and the sexual drives (Meyer et al, 1995).

*i. The sexual drives*

Freud singled out the sex drives as the most salient of the life drives for the development of personality. This is a result of the significance attributed to them in the psychic organisation of individuals. Freud proposed that there are many sexual drives each associated with a different bodily source or region called the erogenous zone (Hjelle & Ziegler, 1992). The sexual drives have primarily an erotic function where satisfaction provides erotic pleasure and non-satisfaction causes discomfort (Meyer et al, 1995). These erogenous zones are therefore a potential source of tension. The manipulation of these areas not only results in tension being relieved, but produces pleasurable sensations (Hjelle & Ziegler, 1992).

As the sexual drives emerge in the course of development, their satisfaction is either controlled or else entirely prohibited by society. As a result the sexual drives create ongoing psychological problems for the individual and therefore play an important role in his/her development. In addition, sexual drives have a significant role in the development of mental disturbance (Meyer et al, 1995).

*ii. The ego drives*

According to Meyer et al (1995) ego drives are associated with human survival and include all drives that are aimed at satisfying basic life needs such as eating, drinking and breathing. The satisfaction of these life drives is not so rigidly controlled by moral codes and hence they do not cause conflict and guilt feelings.

The ego drives do however play an important role, as they are responsible for the development of the ego and provide the energy required for the functioning of the ego. In sum, the ego drives are related to the survival of the individual. Energy required for the functioning of the ego drives is provided by the ego (Meyer et al, 1995).

*b. The death drive*

The death drive has the general tendency to break down, to reduce complex cells to inorganic matter, and represents the tendency of the living organism to die (Freud, 1940/1969). The aim of death drives is to return the individual to the stability of the inorganic world (McAdams, 1994) and "to break down living cells and change them into dead matter (Freud, 1940/1969). This still considers the fact that behaviour is caused by factors within personality. The individual's body is the original object of the death drive, which brings this drive into conflict with the life drives (Meyer et al, 1995). Death is the ultimate steady state because there is no longer a struggle to satisfy biological needs (Hergenhahn, 1994). This drive underlies all the manifestations of cruelty, aggression, suicide and murder (Hjelle & Ziegler, 1992). Death drives are referred to as thanatos (Hergenhahn, 1994).

The death drive is sometimes called the 'destrudo' and it operates in various ways. The most common manner in which this drive operates is by an individual projecting energy outwards in the form of aggression towards other people or by the individual destroying things (Meyer et al, 1995). Freud believed that humans are inherently aggressive and although aggression is not a basic drive it stems from the thwarting of the death instincts. This means that if the *eros* blocks expression of the death drive, tension remains and energy is left unspent. This energy can be dissipated in an aggressive or destructive action against others. In this theory, acts of aggression are therefore the expression of self-destructive urges turned outward onto others (Carver & Scheier, 1992).

A third manner in which the death drive energy is used is in the workings of the superego. "The superego uses the energy to make the person feel guilty about his undesirable wishes and actions and to cause pain through reproach. In this way the death drive is refocused on the individual in a secondary way" (Meyer et al, 1995, p.50). In addition, this theory views all forms of self-inflicted harm as the outcome of the unconscious operation of the death drive (Meyer et al, 1995).

Freud (1933/1964) believed that aggressive behaviour such as murder, suicide and violence is regulated by strong moral codes, just like sexual behaviour. An individual therefore has the additional problem of finding ways of utilising his/her death drive energy. The death drive plays an important role in the normal development of an individual and in the formation of psychological anomalies (Meyer et al, 1995). Aggressive energy may however also be exercised in socially acceptable ways for example in professions such as butchers, carpenters and film critics, where objects are literally or symbolically destroyed (Meyer et al, 1995).

### **2.3.2 Anxiety**

*"The problem of anxiety is a nodal point, linking up all kinds of most important questions" (Freud, 1924/1952, p. 401, as cited in McMartin, 1995, p.143).*

Anxiety stems from the conflict between the id's forbidden drives and the superego's moral codes (Meyer et al, 1995). In addition, many instinctual forces are in conflict with each other and with the outside world resulting in the individual experiencing anxiety (McAdams, 1994). Drives or instincts which cannot be satisfied also create a threat to the ego which then reacts with anxiety (Moller, 1995).

Anxiety serves as a danger signal to the ego warning individuals that if they continue to behave or think in a certain way they will be in danger (McMartin,

1995). Anxiety is such a painful state that individuals are incapable of tolerating it for too long (Pervin, 1993). An individual experiences such discomfort that the ego is motivated to avoid the danger and thereby reduce the anxiety (Meyer et al, 1995). The basic motivation for human existence is to keep their anxiety levels at a minimum. In order to accomplish this, individuals need to satisfy their unconscious desires (to keep the anxiety level low) while remaining unconscious of the desires (to keep their anxiety level low) (Lester, 1995). Freud (1940/1969) did however believe that anxiety enabled individuals to react to threatening situations in an adaptive way.

The first source of anxiety that a human experiences lies in the neonate's inability to master internal and external excitations. This creates a traumatic condition known as primary anxiety, the essence of which is exemplified by the birth process. Thus the experience of biological separation from the mother acquires a traumatic quality so that later separations such as being left alone, produce strong anxiety reactions. Freud's theory argues that such a feeling of distress and helplessness is apparent in birth trauma, in weaning, and later on in castration anxiety, all which lead to increased tension and apprehension (Hjelle & Ziegler, 1992).

Based on the sources of threat to the ego (the outside environment, the id, and the superego), Freud's psychoanalytic theory identifies three types of anxiety namely, reality anxiety, neurotic anxiety and moral anxiety (Hjelle & Ziegler, 1992). These will now be discussed in further detail.

### *2.3.2.1 Reality anxiety*

Reality anxiety refers to an emotional response to threat and/or perception of real dangers in the external world (Hjelle & Ziegler, 1992). In other words it is caused by real objective sources of danger in the environment (Hergenhahn, 1994; McMartin, 1995). Although this form of anxiety can be intense and unpleasant,



the possibility exists for individuals to do something about the cause of the fear (Meyer et al, 1995). Reality anxiety is therefore the easiest type of anxiety to reduce as doing so reduces problems objectively (Hergenhahn, 1994). Reality anxiety abates as the source of threat subsides (Hjelle & Ziegler, 1992). Although this is a justifiable state of anxiety which performs the function of protecting a person, this type of anxiety can also lead to problems (Moller, 1995).

#### *2.3.2.2 Neurotic anxiety*

Neurotic anxiety refers to an emotional response to the threat that unacceptable id impulses will become conscious. It is caused by the fear that the ego will be unable to control raging instinctual urges, particularly those of a sexual or aggressive nature (Hjelle & Ziegler, 1992; McMartin, 1995). This anxiety refers to the fear that the impulses of the id will overwhelm the ego and cause the individual to do something, which will result in him/her being punished (Hergenhahn, 1994). The source of this anxiety is therefore in the id and its instincts (Moller, 1995). Although this anxiety is conscious at first, it later becomes unconscious.

Neurotic anxiety can develop early in childhood when a child fears that he/she may lose control over their instincts and thus be punished for the result (Moller, 1995). This form of anxiety is initially experienced as reality anxiety and thus ego defenses are used. It is only when the instinctual impulses of the id threaten to break through the ego controls that the neurotic anxiety occurs (Hjelle & Ziegler, 1992).

#### *2.3.2.3 Moral anxiety*

Moral anxiety refers to the fear that an individual will do something contrary to the superego and thus experience guilt (Hergenhahn, 1994). It is the superego warning the ego that some thought or behaviour is unacceptable (McMartin,

1995). Moral anxiety therefore refers to the fear individuals' experience when they do or think of doing something the superego finds objectionable (Mayer & Sutton, 1996). This form of anxiety derives from an objective fear of parental punishment for doing or thinking something that violates the perfectionist dictates of the superego. As a result it directs behaviour into activities that are acceptable to the person's moral code (Hjelle & Ziegler, 1992). Moral anxiety indicates that there is a conflict between the id and superego (Moller, 1995). Moral anxiety therefore refers to the emotional response of the ego being threatened by punishment from the superego (Hjelle & Ziegler, 1992).

With both neurotic and moral anxiety, the threat comes from within and the origin of the anxiety is particularly or wholly unconscious. As a result, it is difficult to deal with these types of anxiety. They do however play an important role in psychological disturbance. These forms of anxiety are characterised by an undefined nature of the object. The anxiety may be so unmanageable that an individual may be compelled to develop a neurosis or psychosis as the only way out of the unbearable situation (Meyer et al, 1995).

Anxiety is therefore a warning signal within personality which motivates personality to protect itself either by running away from the dangerous situation, behaving to inhibit the libidinal impulse or by following the orders of its conscience (Mayer & Sutton, 1996). Anxiety therefore plays an important role in the life of every human being. Individuals use defense mechanisms to deal with their anxiety (Meyer et al, 1995). These defense mechanisms will now be discussed in further detail.

### **2.3.3 Defense Mechanisms**

Meyer et al (1995) describe defense mechanism as "strategies which the ego uses to defend itself against the conflict between forbidden drives and moral codes, which cause neurotic and moral anxiety" (p.51). Anxiety that reality, the id,

or the superego generates may be so strong that it threatens the ego's primary function as the personality's executor. As a result the ego unconsciously protects itself by adopting one or more defense mechanisms to cope with the external or internal threat (McMartin, 1995). By individuals unconsciously developing ways to distort reality and exclude feelings from awareness, they do not feel anxious as reality is made more acceptable to the ego (Lester, 1995; McMartin, 1995; Pervin, 1993).

Defense mechanisms serve to ease the conflict between the demands of instincts and society by striking a compromise between them (Maddi, 1996). Defense mechanisms share two common characteristics (Hergenhahn, 1994; Hjelle & Ziegler, 1992):

- They operate an unconscious level and are therefore self-deceptive (individuals are not conscious of the fact that they are using defense mechanisms).
- They distort, deny or falsify perception of reality so as to make anxiety less threatening to the individual.

When examining these defense mechanisms it is important to keep in mind that individual's psychological problems are related to the sexual and aggressive desires that he/she experienced in the early years of childhood (Meyer et al, 1995).

Defense mechanisms are regarded as a regular phenomenon. According to Freud (as cited in Moller, 1995), a degree of defensiveness is necessary for the normal functioning of personality. It is when these defenses develop into typical, regular response patterns to threatening experiences that they can interfere with personal functioning and thus become harmful. An individual can use a variety of defense mechanisms simultaneously and not only one type (Moller, 1995). Some of these defense mechanisms will now be discussed further.

### 2.3.3.1 Repression

Repression is the basic defense mechanism, which simply transfers unacceptable drives, wishes or memories into the unconscious (Meyer et al, 1995). Hergenhahn (1994) defines repression as "the mechanism by which the ego prevents anxiety-provoking thoughts from being entertained on the conscious level" (p.35).

Individuals tend to repress those desires that make them feel guilty and anxious, as well as those memories that are painful. Repression can also keep material that has never been conscious in the unconscious. (Moller, 1995). It is referred to as the primary defense mechanism not only because it serves as the basis for more elaborate mechanisms of defense but also because it involves the most direct approach to avoiding anxiety (Hjelle & Ziegler, 1992).

The relief from anxiety provided by repression is not without cost. As repressed thoughts and actions remain active in the unconscious, they require continuous expenditure of psychic energy to prevent their emergence into conscious awareness (Hjelle & Ziegler, 1992). "According to Freud's conception repressed drives and wishes retain their energy and constantly try to break through to consciousness" (Meyer et al, 1995, p.52). When material, which has been repressed in the unconscious, reappears in the conscious, it is immediately followed by anxiety. This anxiety can be dealt with by either immediately repressing the contents again or using other defense mechanisms (Moller, 1995).

An individual usually uses different defense mechanisms simultaneously to cope with the anxiety they experience. An individual will however resort to repression first to cope with anxiety and then use other defense mechanisms to ensure that the repressed content remains unconscious (Meyer et al, 1995).

The defense mechanisms discussed below are all geared towards keeping repressed and anxiety provoking psychic material unconscious. The primary function of these defense mechanisms is to support the ego's resistance against repressed material (Meyer et al, 1995).

#### *2.3.3.2 Projection*

Like repression, projection also demonstrates self-deception. Projection may be defined as "attributing one's thoughts, feelings or motives to another" (Weiten, 1992, p.429). Meyer et al (1995) argue that projection is "an attempt to keep unconscious psychic material unconscious by subjectively 'changing' the focus to the drives or wishes of other people" (Meyer et al, 1995, p.52). It is the process by which an individual attributes unacceptable internal thoughts, feelings and behaviours to other people or their environment (Pervin, 1993). Projection enables a person to blame someone else for his/her shortcomings (Hjelle & Ziegler, 1992). Hergenhahn (1994) argues that projection allows an individual to repress anxiety-provoking truths about themselves and see them in others instead.

#### *2.3.3.3. Reaction formation*

Reaction formation refers to an individual behaving in a way that is exactly the opposite of his/her true feelings (Weiten, 1992). An individual tries to keep forbidden desires unconscious by adopting a fanatical stance that gives the impression that he/she is experiencing exactly the opposite desire (Meyer et al, 1995). The ego therefore guards against a forbidden impulse by expressing its opposite in both thought and behaviour (Hjelle & Ziegler, 1992). This enables an individual to guide his/her source of conflict and anxiety from him/herself and others (Moller, 1995).

Reaction formation is particularly evident in socially acceptable behaviour that is compulsive, exaggerated and rigid (Hjelle & Ziegler, 1992). In addition, guilt about sexual desires often leads to reaction formation (Weiten, 1992). Reaction formation operates in two steps. First the unacceptable impulse is repressed and then the exact opposite is expressed on a conscious level (Hjelle & Ziegler, 1992). This defense mechanism occurs frequently with other defense mechanisms, especially projection (Meyer et al, 1995).

#### *2.3.3.4 Identification*

Identification refers to the "tendency to increase personal feelings of worth by affiliating oneself psychologically with a person, group or institution perceived as illustrious" (Hergenhahn, 1994, p.37). For example an adult may join exclusive clubs or civic organisations as a means of identification. Identification is viewed, as an individual's desire to be like someone else (Meyer et al, 1995).

By joining or identifying with groups or another person, an individual attempts to make other people's traits part of his/her personality. The motive is usually to gain esteem, prestige or power, which an individual cannot achieve on his/her own (Moller, 1995). In understanding identification it is important to examine this defense mechanism in the context of Freud's developmental theory (Meyer et al, 1995).

#### *2.3.3.5 Rationalisation*

Rationalisation refers to "a person's attempt to explain his behaviour (towards himself or others) by providing reasons which sound rational, but which are not, in actual fact, the real reasons for his behaviour" (Meyer et al, 1995, p.53). Rationalisation is a type of intellectualisation or justification of behaviour as the individual justifies his/her behaviour by attributing it to motives or causes other than the real ones (Moller, 1995). In this defense mechanism an action is

perceived but the underlying motive is not (Pervin, 1993). An example of this defense mechanism is a student who constantly fails his/her examinations, providing a number of reasons such as the paper was too difficult or the lecturer was incompetent (Meyer et al, 1995). By the individual reinterpreting his/her behaviour in such a way, he/she tries to make it more reasonable and acceptable as well as reduce the anxiety or guilt resulting from the behaviour (Moller, 1995).

#### *2.3.3.6 Fixation and regression*

These two defense mechanisms play an important role in an individual's development (Meyer et al, 1995). They are related and both influence early personality development (Moller, 1995).

According to Meyer et al (1995) fixation occurs when an individual's psychological development becomes partly stuck at a particular stage. In other words, a child will behave in a manner appropriate to an earlier stage and will avoid facing the challenges of the next developmental stage. In terms of Freud's drive theory, fixation means that too much energy remains invested in the objects of a particular stage, energy which should have been cathected in objects appropriate to the next developmental stage (Meyer et al, 1995). A fixation can therefore be seen as having a retarding effect on a child's total development, as the child will develop certain personality characteristics according to the stage where the fixation occurs (Meyer et al, 1995). While fixation enables the ego to protect the personality against anxiety, it does have a detrimental effect as an individual does not develop adequate ways in which to cope with the more complex problems of a subsequent stage, resulting in a weaker ego (Moller, 1995).

Meyer et al (1995) discuss three causes of fixation, namely:

- Fixation can occur when a child experiences a specific developmental stage as being so pleasurable that he/she does not want to move onto the next stage.
- A child may also become fixated when drive satisfaction is frustrated.
- Fixation can occur when the child perceives the next stage as threatening.

Meyer et al (1995) describe regression as “a partial or total return to the behaviour of an early stage of development” (p.54). In this defense mechanism an individual regresses to the type of behaviour that he/she knows has been successful under those conditions (Moller, 1995). Regression involves reverting to immature, childlike patterns of behaviour. By retreating to an earlier period of life that was more secure and pleasant, anxiety is alleviated (Hjelle & Ziegler, 1992). For example, when adults are anxious about their work they may respond with childish boasting and bragging. Bragging is seen to be regressive when it is marked by massive exaggerations that virtually anyone can see through (Weiten, 1992).

Regression is closely linked to fixation and comes about for the same reasons. Freud (as cited in Meyer et al, 1995) argued that an individual who regresses will regress to the stage at which he/she was previously fixated.

#### *2.3.3.7 Displacement and sublimation*

Displacement is regarded as a successful defense mechanism used to reduce anxiety attached to the unconscious and anxiety provoking sexual and aggressive drives (Meyer et al, 1995). It functions by finding a substitute for the object that society's moral codes forbid and uses this substitute object for drive satisfaction (Meyer et al, 1995). In this defense mechanism the expression of an instinctual impulse is redirected from a more threatening person or object to a less threatening one (Hjelle & Ziegler, 1992). The psychic energy that was invested in the forbidden objection is therefore displaced onto the substitute



object (Meyer et al, 1995). Displacement can be a change of how energy is used, or a change in the object toward which it is used. It allows energy to be shifted from one object to another until a suitable outlet for tension reduction is found (Carver & Scheier, 1992).

Although displacement is another form of self-deception, with this defense mechanism an individual is diverting emotional feelings (usually anger) from their original source to a substitute target (Weiten, 1992). For example if an individual's boss gives them a hard time at work they may come home and slam the door or shout at their spouse. Displacement occurs at the early age of an individual's life when a child sucks its thumb or dummy instead of his/her mother's breasts (Meyer et al, 1995).

The reason for displacement being relatively successful is that by this means, some of the excess drive can be consumed. Even though the displacement object is never as satisfactory or satisfying as the original or instinctual object. Every displacement therefore leaves behind a residue of unused drive energy and as a result displacement does not entirely solve an individual's problem (Meyer et al, 1995). The problem is also usually aggravated by the fact that society after a while also forbids the substitute object. In some cases this may lead an individual to seek new substitute objects throughout his/her life (Meyer et al, 1995). Displacement therefore does not necessarily solve the individual's problems (Meyer et al, 1995).

Sublimation, according to Meyer et al (1995), is the most effective form of displacement and hence the most effective defense mechanism. It is an ego defense that enables an individual adaptively to divert impulses so they may be expressed via socially approved thoughts or actions (Hjelle & Ziegler, 1992). In sublimation a shift occurs from a socially unacceptable to a socially acceptable form of action (Carver & Scheier, 1992). Sublimation is successful as it succeeds in maintaining the repression of unacceptable drives while at the same time uses

a great deal of energy from the repressed drives without immediately leading to further social prohibition, as in the case with displacement (Meyer et al, 1995). Sublimation is considered the only healthy, constructive strategy against objectionable impulses because it allows the ego to change the aim or object of impulses without inhibiting their expression (Hjelle & Ziegler, 1992).

#### *2.3.3.8 Other defense mechanisms*

A number of other defense mechanisms appear in psychoanalytic literature. These will now be discussed.

##### *a. Conversion*

Conversion refers to "the transference of unconscious psychic conflicts into physical symptoms" (Meyer et al, 1995, p.55).

##### *b. Denial*

When an individual refuses to acknowledge that an unpleasant event has occurred, he/she is engaging in denial (Hjelle & Ziegler, 1992). In such cases, anxiety-provoking perceptions are not permitted into consciousness (Meyer et al, 1995). Such denial is used when the threat cannot be escaped or eliminated anymore and as a result, in order to protect oneself from reality, an individual completely ignores or denies that aspect of reality (Moller, 1995).

##### *c. Negation*

Negation refers to an individual denying unacceptable drives such as hating his/her father, while at their unconscious level he/she feels something else, such as aggression towards his/her father (Meyer et al, 1995). Negation is often an indication that the opposite is actually the case.

*d. Isolation*

Isolation occurs when the cognitive aspect of a drive or wish is divorced from the unacceptable emotional content (Meyer et al, 1995). The impulse, thought, or act is not denied access to consciousness, but is denied the normal accompanying emotion. Using the defense mechanism of isolation results in intellectualisation, emphasis on thought over emotion and feeling, and the development of logic-tight compartments (Pervin, 1993).

*e. Undoing*

According to Pervin (1993) individuals who use the mechanism of isolation often use the mechanism of undoing. This mechanism refers to an individual carrying out an action with the unconscious goal of avoiding an unacceptable action or a forbidden desire (Meyer et al, 1995). The individual magically undoes one act or wish with another (Pervin, 1993).

*f. Compromise*

Compromise action refers to behaviour that has nothing to do with the repressed conflict, but which, in fact, is aimed at disposing part of the problematic energy (Meyer et al, 1995).

*g. Compensation*

This refers to an individual making up for his/her weaknesses in one area by excelling in another to try rid him/herself of the anxiety brought about by this shortcoming (Moller, 1995).

Every individual uses defense mechanisms to some extent. They become problematic only when people depend on them excessively. As Weiten (1992)

argues "the seeds for psychological disorders are sown only when defenses led to wholesale distortion of reality" (p.430).

As seen from above, defense mechanisms represent a way in which the psyche protects itself from internal and external threat. In all cases, psychological energy is expended to maintain the defense, thereby limiting the flexibility and strength of the ego. In addition to the extent to which they are working effectively, defenses create a distorted picture of individual's needs, fears and aspirations (Hjelle & Ziegler, 1992). Although the threat to the ego by the id is mainly reduced or eliminated by means of defense mechanism, the anxiety can continue to exist unconsciously and still influence behaviour. The defense mechanism in this case creates a false reality but none the less one in which an individual is able to function better (Moller, 1995). The truth about oneself is therefore permanently inaccessible (Maddi, 1996).

## **2.4 THE DEVELOPMENT OF PERSONALITY**

Freud developed a psychosexual developmental theory, which focuses particularly on the development of the sex drive and how the child and society deal with the accompanying problem (Meyer et al, 1995). The development of an individual is seen as a succession of stages determined by maturation. Progression from one stage to the next is the result of changes in the sources of sexual drive energy (Meyer et al, 1995). The names of these stages are based on the region of the body whose stimulation allows for the discharge of libidinal energy in a rich assortment of ways (Hjelle & Ziegler, 1992). As a result, these stages of development are characterised by changes in the regions of the body by which the child obtains instinctual gratification (Mayer & Sutton, 1996). Each of these different body regions becomes an erogenous zone that provides the child with the greatest source of pleasure during the particular stage it is associated with (McMartin, 1995).

During these stages other important changes take place in the child, such as relating to the death drive. The death drive, which is originally directed against the child's own body, becomes directed outwards towards other objects until it eventually plays an important role in the development of the superego at the age of about six (Meyer et al, 1995). Another significant part of the psychoanalytic theory of development concerns the development of instincts (Pervin, 1993). Other important developments occur with the structure of personality and some of the defense mechanisms are important in the child's development (Meyer et al, 1995). In addition, an individual's social experience at each stage leaves some permanent residue in the form of attitudes, traits, and values acquired at that stage (Hjelle & Ziegler, 1992).

In conclusion, Freud viewed 'normal' personality development as being characterised by uneventful movement from one stage to the next, by a shift from one erogenous zone to another erogenous zone higher on the maturity scale (Mayer & Sutton, 1996). Through Freud's studies he became convinced that adult neuroses had its origin in childhood. He concluded that the basic structure of personality is formed in the first 5 or 6 years of life and that the most significant personality development occurs at this time (Moller, 1995). All present behaviour is therefore seen as a reaction to early childhood years (Moller, 1995).

Freud (1917/1961) distinguishes between five developmental stages, which will be discussed briefly with the aim of gaining greater understanding of the development of personality and the impact this has on individual behaviour. Freud maintained that an individual's personality characteristics are permanently fixed during the first three stages.

#### **2.4.1 The oral stage**

The oral stage ranges from birth to approximately the end of the first year. The lips and mouth are the main erogenous zones (Meyer et al, 1995). In this stage

infants are totally reliant upon caregivers for survival, as dependency is the only way of obtaining drive/instinctual gratification (Hjelle & Ziegler, 1992). When tensions produced by needs are consistently and regularly satisfied (and thus reduced), the infant comes to perceive the environment as relatively predictable and soothing milieu, laying the groundwork for healthy psychosexual development (McAdams, 1994). "When the child sucks on the mother's breast or later on a dummy, it is not only the hunger drive which is being satisfied, but the oral sexual drive as well" (Meyer et al, 1995, p.59). Although initially the infant is unable to distinguish between its own body and the mother's breast, in time the mother's breast loses value as a love object and is replaced by a part of the infant's own body (Hjelle & Ziegler, 1992). Thus the infant sucks its thumb or tongue in order to lessen the tension created by a lack of continuous maternal care. The baby experiences a number of frustrations during this stage such as weaning and as a result the defense mechanism displacement is used (Meyer et al, 1995).

The oral stage ends when the infant is weaned. The greater the difficulty experienced by an individual in giving up the mother's breast or bottle, in other words, the greater the amount of libido concentrated at the oral stage, the less will be available for dealing with conflicts at subsequent stages (Hjelle & Ziegler, 1992).

During this stage, parallel to psychosexual development, there is also development related to the death drive. The death drive is directed outward and as a result the individual seeks external objects for the expression of aggression (Meyer et al, 1995). Another important development during this stage is the beginning of both ego and superego development (Meyer et al, 1995).

Freud (1917/1961) believed that oral behaviour such as sucking, swallowing, biting and chewing become templates for the development of specific habits and character traits of adults (Mayer & Sutton, 1996). If an individual becomes fixated

or partially fixated during this oral stage, the result was the development of a personality type referred to as the oral personality type (Meyer et al, 1995). Freud believed that parents, the primary source of gratification for the infant, who overindulge or abruptly stop weaning could cause libido to fixate at the oral stage (McMartin, 1995). Fixation at a relatively early point leads to the oral-passive personality type who is cheerful, optimistic and expects the world to mother him/her (McAdams, 1994). While fixation later in the oral stage makes for the oral-sadistic type who is cynical, pessimistic and sarcastic (McAdams, 1994).

According to Pervin (1993) individuals with an oral personality type that results from being fixated in this stage, are narcissistic in that they are only interested in themselves and do not have a clear recognition of others as separate entities. Fixation of excessive libido at this stage is likely to cause dependence on other people (Ewen, 1998). Individuals with this personality type view others in terms of what they can give (feed) and envy and jealousy are characteristics of individuals fixated at this stage (Pervin, 1993). In addition oral personalities "are always asking for something, either in terms of a modest, pleading request or an aggressive demand" (Pervin, 1993, p.124). Oral personality types also tend to be gullible and overdo pleasures such as eating and smoking (Ewen, 1998). It is however possible for the defense mechanism, reaction formation, to convert these characteristics into their opposites, leading to extreme independence and suspiciousness (Ewen, 1998).

#### **2.4.2 The anal stage**

In the next stage of development, the anal stage, libidinal energy migrates to the anal region and the child derives the greatest libidinal gratification from the stimulation and release of tension from the anus and lower intestinal region (Mayer & Sutton, 1996). The anal stage covers the second year of life (Meyer et al, 1995). The child is said to enjoy sexual pleasure through excretion as well as

through the retaining of excretion. The aggressive urges change during this stage.

The primary source of conflict in this stage involves issues surrounding toilet training (McMartin, 1995). Fixation or partial fixation in this stage results in the anal personality type. Freud (1917/1961) identified two general orientations that parents often adopt in dealing with the frustrations of toilet training. Some parents are rigid and demanding about toilet training which may result in the child holding back and in excessive form, becoming an anal-retentive personality type. An anal retentive adult is extremely obstinate, stingy, orderly and punctual and lacks the ability to make fine distinctions or to tolerate confusion and ambiguity (Hjelle & Ziegler, 1992; McAdams, 1994). The second outcome of anal fixation due to parental strictness about toilet training is the anal-expulsive personality type and traits associated with this type of personality include destructiveness, disorderliness, impulsiveness and even sadistic cruelty. In terms of adult love relationships, such an individual tends to perceive other individuals, as objects to be possessed (Hjelle & Ziegler, 1992; McAdams, 1994).

Pervin (1993) argues that important processes in this stage are the bodily processes (accumulation and release of fecal material) and interpersonal relations (the struggle of wills over toilet training). "Tying the two together, the anal person sees excretion as symbolic of enormous power" (Pervin, 1993, p.125). Individuals with anal characteristics are sensitive to external encroachments on their actual or supposed field of power. "They hold fast to their own way of doing things, expecting compliance from others, particularly those in authority, but they will do the same thing of their own free choice" (Pervin, 1993, p.126). The important issue for these individuals is to be in control.



### 2.4.3 The phallic stage

The phallic stage lasts from approximately three to 5 or 6 years of age. It is in this stage that the development of boys and girls for the first time proceeds along different lines (Meyer et al, 1995). During this stage the libido is centered in the genital region (McAdams, 1994).

Deep and complex psychic wishes are the basis of psychosexual development at this stage, namely sexual wishes related to the parents (Meyer et al, 1995). The dominant conflict of the phallic stage is the Oedipus complex which symbolises every child's unconscious desire to possess the opposite sex parent. Although the typical male child does not kill his father or have sexual intercourse with his mother, Freud believed that he has the unconscious wish to do both (Hjelle & Ziegler, 1992). The normal development and resolution of the Oedipus complex is different for boys and girls.

The male child's initial love object is his mother who he wants to possess. However his father is seen as the competitor who prevents him from fulfilling his wish of genital satisfaction and, as a result, the father becomes the chief enemy of his son. The boy fears that his father will hurt him and his imagined retaliation from his father, referred to as castration anxiety, forces the boy to renounce his wish to have incestuous relations with his mother. Between the age of 5 and 7 years the boy represses his sexual desire for his mother and begins to identify with his father. This process is referred to as identification with the aggressor (Hjelle & Ziegler, 1992; McAdams, 1994).

The female version of the boy's Oedipus complex is called the Electra complex. The girl's first love is also her mother, however as she moves into the phallic stage, she realises that she lacks a penis and once making this discovery, she wishes she had one. The girl develops what Freud referred to as penis envy, which is the psychological counterpart of castration anxiety in the boy. She then

becomes openly hostile towards her mother, blaming her mother for her lack of a penis and at the same time she wishes to possess her father because he has the enviable organ. Believing that she is unable to acquire a penis the girl seeks other sources of sexual pleasure as penis substitutes (Hjelle & Ziegler, 1992; McAdams, 1994).

Fixation or partial fixation in this stage is related to a large variety of neurotic characteristics (Meyer et al, 1995). Castration anxiety and penis envy are seen to be the core of most of the problems arising out of this stage (Meyer et al, 1995). According to Meyer et al (1995) this stage is "extraordinarily important in the genesis of many mental disorders, because the superego (which is involved in all) undergoes its major development during this stage" (p.62). A superego that is too strict can cause problems later on in life (Meyer et al, 1995).

As this stage is experienced differently for males and females, fixation has different implications for men and women. Males partially fixated at this stage must deny all possibilities that they have been castrated. They have a need to at all times assert their masculinity and potency (Pervin, 1993). "The excessive exhibitionist quality to the behaviour of these people is expressive of the underlying anxiety concerning castration" (Pervin, 1993, p.126). The female counterpart is referred to as the hysterical personality. In order to defend themselves against the oedipal wishes, little girls identify to an excessive extent with her mother and femininity. They use seductive and flirtatious behaviour to maintain the interest of their father but deny its sexual intent. This pattern of behaviour is carried over into adulthood where such an individual may attract men with flirtatious behaviour but deny sexual intent and generally appear to be naïve (Pervin, 1993),

#### **2.4.4 The latency stage**

The latency stage is said to last from approximately 5 or 6 years to the start of puberty. This stage is characterised by the fact that no new physical source of sexual drive energy comes to the fore. In this stage, children are mainly concerned with learning their gender roles and show little interest in the opposite sex (Meyer et al, 1995). Sexual drive appears to diminish and gives way to same sex friendships and identification with figures of popular culture such as rock stars and athletes (Mayer & Sutton, 1996). Freud (as cited in Meyer et al, 1995) sometimes referred to this stage as the homosexual stage as children play mainly with friends of their own sex because they want to consolidate their acquisition of appropriate sex-role behaviour. According to Hjelle and Ziegler (1992) latency can be viewed as a period or preparation for the most important growth that will take place in the final psychosexual stage.

#### **2.4.5 The genital stage**

The child's sexual interest reawakens during the genital period, where the child's own body, as the source of gratification, gives way to an interest in other people for sexual gratification (Mayer & Sutton, 1996). "Puberty is ushered in with physiological changes which increase the amount of sexual drive energy" (Meyer et al, 1995, p.63). The source of this energy is the entire sexual apparatus of the individual, which now includes the pre-genital sources (mouth, anus and phallus) as well as the sexual glands (Meyer et al, 1995). The individual needs to seek new ways of coping, as the repression of sexual urges, which occurred during the phallic stage, is no longer sufficient to cope with the conflict between sexual urges and the moral code of the superego. This stage lasts till the end of life (Meyer et al, 1995).

According to Hjelle and Ziegler (1992) the genital character epitomises what is referred to as the ideal type of personality in psychoanalytic theory. Such a

person has developed mature and responsible social-sexual relationships and experiences satisfaction through heterosexual love (Hjelle & Ziegler, 1992). An individual who deals with the conflict successfully is particularly recourse to the defense mechanisms of displacement and sublimation (Meyer et al, 1995). In this way the individual finds means of satisfying sexual and other urges without having to experience acutely severe guilt feelings (Meyer et al, 1995). During this state pre-genital sexual urges are partially satisfied through heterosexual relationships and prohibited aggressive urges are partially satisfied through activities like sport and work (Meyer et al, 1995). As Freud expressed "a healthy adult is capable of loving and working" (as cited in Meyer et al, 1995, p.63). A mature individual can therefore satisfy a good proportion of his/her prohibited urges in a sublimated, acceptable way, resulting in the experience of relatively few guilt feelings (Meyer et al, 1995).

According to Freud's theory, the child's experience with his/her environment, especially his/her parents during each of these above stages, exerts an important influence on his/her future development (Moller, 1995). As seen from the above stages, the satisfaction of these drives/instincts is important as it is related to fixation and regression, which influences an individual's behaviour. An optimal amount of satisfaction is needed during each phase in order for individuals to move through the stages successfully without any fixations (Moller, 1995).

## **2.5 PSYCHOPATHOLOGY**

Freud regarded pathological behaviour as similar to the behaviour of 'normal' people as he viewed abnormal behaviour as merely an extreme, exaggerated form of normal behaviour (Meyer et al, 1995).

Psychological disorders result due to an imbalance in the structure of personality. This means that the ego is too weak to handle conflict between the id and superego effectively, which is a result of both historical and contemporary causes

(Meyer et al, 1995). According to Meyer et al (1995) the historical causes are based in the pre-genital stages while the contemporary contributory causes of disorders may stem from any changes or crises which upset the balance between the drives and guilt feelings. "When the ego can no longer cope with the fear which results from the conflict between the id and the superego by means of the usual defense mechanisms, it resorts to pathological ways of handling conflicts" (Freud, 1953, as cited in Meyer et al, 1995, p.64). Freud viewed such psychological disorder as a desperate effort to escape from the conflict situation.

Maladaptive functioning can be expressed in a number of ways. The individual loses touch with some aspect of his/her internal life and retains some negative picture of the self. The individual remains fearful of approaching certain situations that may no longer be of harm. In addition, because of the anxiety that underlies this processes, there is a rigid aspect to this person's functioning (Pervin, 1996). "Extreme anxiety interferes with flexible, adaptive functioning" (Pervin, 1996, p.352). This process occurs unconsciously as the individual is unaware of the wish feeling and the defense against it (Pervin, 1996).

Freud distinguished between three types of mental disorders, neurosis, personality disorders and psychoses (Meyer et al, 1995). Neurosis develops as a result of the ego's inability to cope with the conflict between the id and superego. The ego in turn produces a symptom in a desperate effort to save the situation (Meyer et al, 1995). Personality or character disorders on the other hand are viewed as deeply rooted disturbed ways of dealing with conflict and the satisfaction of urges. These personality disturbances are a result of fixation and the consequent regression to the appropriate pre-genital developmental stage (Meyer et al, 1995). Psychoses are viewed as a result of a complete inability of the ego to deal with anxiety. It occurs when an individual feels severely threatened by repressed wishes and as a result tries to defend him/herself by projecting these wishes onto the external world (Meyer et al, 1995). Examples of

these different neurotic conditions are anxiety disorders, the dysthymic disorder, phobic disorders and antisocial personality disorder (Moller, 1995).

## **2.6 CHAPTER SUMMARY**

In this chapter the concept of individual behaviour, using Freud's Psychodynamic model, was examined. This involved exploring the definition of personality, the structure of personality (levels of consciousness and other structural components), the dynamics of personality (drives/instincts), anxiety, defense mechanisms, the development of personality and psychopathology.

With reference to the problem statement and specific aims of the literature review stated in chapter 1, namely what are the elements that make up individual behaviour and to understand the concept of individual behaviour, this has been addressed in this chapter. In addition, step 1 of phase 1 of the research methodology stated in chapter 1 has been completed.

Chapter 3 aims to explore the concept of authority in organisations.

## CHAPTER 3: AUTHORITY

With reference to the research methodology, discussed in chapter 1, the aim of this chapter is to examine the independent variable in this research, namely authority and gain understanding of authority within an organisational context. This will involve examining the definition of authority, types of authority and dimensions and concepts related to authority, as seen from the psychodynamic paradigm.

### 3.1 DEFINITION OF AUTHORITY

There appears to be no clear definition of authority. Reber (1995) defines authority as "institutionalised and legal power as manifested within a social system" (p.72). In addition individuals may wield such power (Reber, 1995). According to Lapierre (1991) authority is more than the mere right to command but also applies to the ascendancy that a person acquires through his/her qualifications, professional competence and his/her qualities. Such ascendancy elicits respect, confidence and obedience while not necessarily being linked to the external right to command.

Dalton, Barnes and Zaleznik (1968) define authority as "the commonly accepted right to direct or alter behaviour held in a general value judgement in the minds of those who initiate and act upon directives" (p.37). They further argue that the concept of authority in formal organisation structure is more specifically the intended direction and contents of influence (Dalton et al, 1968). From the point of view of formal organisation structure, it seems more appropriate to consider authority as the prescribed expectations that one individual should exert control and direction over other individuals within defined areas of competence (Dalton et al, 1968). According to Obholzer (1994) "authority refers to the right to make an ultimate decision and in an organisation it refers to the right to make decisions

which are binding on others" (p.39). Authority therefore stems from the role which an individual is given or takes up (Palmer, 1978).

According to Kernberg (1985) authority, which is the right to carry out task leadership, stems from various sources. Managerial authority refers to that part of the leader's authority that has been delegated to an individual by the institution he/she works for. Leadership authority on the other hand refers to that aspect of an individual's authority derived from the recognition his/her followers have of his/her capacity to carry out the task (Kernberg, 1985). Managerial and leadership authority reinforce each other and both in turn are dependent on other sources of authority, such as the leaders technical knowledge, his/her personality characteristics, his/her human skills and social tasks and responsibilities the individual assumes outside and beyond the institution (Kernberg, 1985). A leader for a number of reasons, such as his/her personality characteristics, may have power beyond that required in his/her functional authority. This excessive power constitutes the basis for an authoritarian structure (Kernberg, 1985).

Using authority to alter behaviour is a process of influence which converts a latent attribute of the organisation structure into a manifest demand from one person to others on expected action (Dalton et al, 1968). The obstacle that stands between authority as a structural variable and influence as an outcome of interpersonal events, concerns the work which goes on within individuals in response to the authority in the structure, or its intended uses to affect behaviour (Dalton et al, 1968).

Czander (1993) argues that authority is a poorly understood concept and as a result authority and power are often not differentiated between. Czander (1993) defines authority as "a right given as of rank or office occupancy. It is a right to issue commands and to punish violations" (p.267). Leach (1995) argues that authorisation and power are conceptually inseparable. Obholzer (1994) comments that although the term's authority and power are used interchangeably



they are different but related, and are both believed to be necessary in organisations. Obholzer (1994) further argues that authority without power leads to a weakened, demoralised management, while power without authority leads to an authoritarian regime. "It is the judicious mix and balance of the two that makes for effect on-task management in a well run organisation" (Obholzer, 1994, p.42).

However Czander (1993) believes that authority and power are psychologically differentiated even though a person in a position of authority may have power. Power is viewed only to exist within the perceiver. A person's perceptions are a function of the personality of the perceiver, the perceptual field, and the attributes of the perceived (Czander, 1993). In addition, Czander (1993) argues that power can only occur when the observer attributes power to another. An individual occupying a position of authority can be perceived by subordinates as having little power and visa versa. If power is a perceptual phenomenon, then in psychological terms, the individual projects power onto another as a function of meaningful attributes (Czander, 1993). Leach (1995) adds that an individual becomes authorised when their power is legitimised or sanctioned by others or themselves. As a result authority should not be viewed as an entity or a possession of an individual, but rather as a social construction that is built or created. Authorisation then is viewed as a constant process of social negotiation in which actors sanction other actors' power (Leach, 1995).

Authority assumes a special place in psychoanalytic consulting as it has a profound influence on the relationships that are both formally and informally established and maintained in the organisation. Authority contains strong elements of unconscious ideation. Often those who occupy roles of authority perpetuate false idealisations among subordinates to compensate for the lack of power they experience within the role they occupy (Czander, 1993). According to Bayes and Newton (1985) children observe the division of authority between their parents and begin to build assumptions and definitions on authority, which tends

later to be unconsciously and inappropriately applied to others, including members of organisations and individuals in authority roles.

Kets de Vries (1991) argues that the exercise of authority inevitably involves aggression. The more powerful a leader and the greater his/her authority, the more he/she will fear going too far in the exercise of that authority (expressing his/her aggressiveness), and the more susceptible he/she will become to the internal conflicts related to their success (Kets de Vries, 1991).

Obholzer (1994) differentiates between the terms authoritative and authoritarian. Authoritative is described as "a depressive position state of mind in which the persons managing authority are in touch with both the roots and sanctioning of their authority, and with their limitations" (Obholzer, 1994, p.41). By contrast, authoritarian "refers to a paranoid-schizoid state of mind, manifested by being cut off from roots of authority and processes of sanction, the whole being fuelled by an omnipotent inner world process. The difference lies between being in touch with oneself and one's surroundings, and being out of touch with both, attempting to deal with this unrecognised shortcoming by increased use of power to achieve one's ends" (Obholzer, 1994, p.41).

This discussion illustrates the complexities of the concept of authority. It is evident from the above that no clear definition exists on authority. In studying the definition and concept of authority it is necessary to examine authority relations.

### **3.1.1 Authority relations**

Authority relations refers to "the dynamics between persons in authority and those under them" (Singer, Whiton & Fried, 1975, p.210).

Czander (1993) emphasised the profound importance of authority relations by assessing the similarity between work and play. Psychoanalysts believe that

what play is to children, work is to adults and that psychic components of play actively find their way into adulthood within work activities. Authority relations are most apparent within play activities of children where a child expresses psychic concerns associate with oedipal struggles and works towards a resolution of the very same affects that are carried over into adult life. However in the working situation authority objects are not the creation of an individual's fantasy, yet the employee carries manifestations of early play activities into work arrangements, especially into authority relations (Czander, 1993). According to Miller (1993) when an individual engages in life with, for example a new boss, he/she will not simply respond in a rational manner to what the boss says or does. Rather, individuals bring forward from their internal repertoires of objects and part objects, his/her experience of early authority figures, including their mother and father. These will underlie to new relationship and hence affect his/her perceptions (Miller, 1993).

Rice (1976) argues that the internal world of an individual includes the objects and part objects derived from relationships he/she made, particularly early in their lives. Individuals' attitudes towards authority are conditioned by their earliest experiences of authority usually that exercised by his/her parents. "His experience as an infant, child, adolescent and adult within his family, at school and at work, and the cultural setting in which he has been brought up will thus affect, by the way they are molded into his personality, the contemporary and future relationships he makes, in his family, in his works and his social life" (Rice, 1976, p.38). The dynamics of early authority relations with an individual's parents seem to therefore impact on later relationships that an individual may develop with other authority figures (Bayes & Newton, 1985).

Baum (1991) argues that when an organisation injures individuals by frustrating them, individuals unconsciously follow a pattern that infants develop from treating their injuries, they play. "When people passively suffer an injury, they try to repeat it in a symbolic way that allows them actively to master it" (Freud, [1920]

1955; Klein, 1976; Pellar, 1954; Waelder, 1933, as cited in Baum, 1991, p.269). The intention or aim of such play is to control injurious situations. When such an aim is achieved it offers a relief which has the same joyful quality conventionally associated with play (Baum, 1991).

When adults cannot realise early childhood psychic representations of authority in the work situation, he/she uses defense mechanisms such as denial, projection and displacement. As a result of the inability to shape authority relations at work and the fact that individuals have to accept authority relationships at work, individuals are faced with dilemmas and each dilemma contains conflict and can result in work inhibitions (Czander, 1993). Therefore, ideas and behaviour that seem to have valid meaning/s at the conscious level cannot be taken at face value as at the same time they may carry unconscious hidden meaning/s (Halton, 1994).

### **3.1.2 Types of authority relations**

Hodgson (1965) suggested that three types of authority constellations exist within organisations. The first type may be described as a single, highly controlling and assertive superordinate constellation. In this type of authority relation the subordinate wishes that freedom from personal anxieties would be found in perfect subservience to omniscient superiors. The subordinate is left with the choice of rebellion or conforming to these pressures for control and conformity. The second type of configuration is built around the conception of a maternal-nurturing superior. Again ambivalence exists in the relationship between the superior and subordinate as the superior lives in fear that the subordinate is unfulfilled and those unrealistic needs will replace more realistic needs. The third constellation outlined can be characterised by a friendly, equalitarian superior. In this type of constellation an artificial form of friendliness and democracy is fraught with suspicion and serves to cover up the boss's fears of reprisal (Hodgson, 1965).

Czander (1993) argues that the above three types of superior-subordinate relations are formed and held together by reciprocal exchange of intrapsychic projections, introjections, projective identifications, identifications and displacement. Other important elements of these relations are images and fantasies (Miller, 1993). Survival in these relationships, as in any other relationship, depends on the gratification of dependency needs and wishes (Czander, 1993).

### **3.1.3 The interactive nature of authority relations**

Czander (1993) argues that authority has a profound effect on the psychic life of subordinates. The role of authority produces transference reactions in the subordinate. In other words, in a situation where a subordinate is unable to move close to a person occupying a role, (that is he/she cannot view the occupant as a real person), the subordinate will demonstrate a greater tendency to project or transfer onto the role and its occupant feelings, fantasies and wishes that are often experiences of earlier relations with authority in the subordinate's life (Czander, 1993).

All authority relations can therefore be seen as psychically based on the projection of fantasies (Czander, 1993). Miller (1993) argues that at times individuals operate as if they are seeking dependency upon an omniscient and omnipotent leader who will satisfy his/her need. This may be seen as an expression of a wish to return to the security of the womb or early infancy. As a result of the vulnerable nature of authority positions, those role occupants wish and pursue projections of praise from their subordinates. Through seeking this adulation, the authority figure is able to reduce the anxiety which is associated with the demands of the position (Czander, 1993). Despite the fact that superiors encourage these projections, such projections can be damaging to the admired type of relationship which is complex and vulnerable (Czander, 1993). It is tempting for a leader to fall in with this demand and so behave as if he/she is

more knowledgeable and powerful than they actually are. The person in the authority role believes that it is he/she who is being loved and they fail to understand that the projection has little to do with them but that it is rather a function of their role and the unconscious wishes of their employees. This all leads to a great deal of confusion for the superior (Czander, 1993). Hence a reciprocal relationship is established, which confirms the inadequacy of the one party and the superiority of the other. It is therefore crucial that a distinction is made between authority that rightly belongs to a leader's competence and the fantasised power that is imputed to him/her (Miller, 1993).

Baum (1991) adds that a common predicament involves combined ambiguity and inequality of responsibility and authority. Conflicts about taking responsibility are often unconsciously compounded by transference of assumptions about parents onto people with organisational authority such as a manager. Baum (1991) further argues that while on the one hand a wish for parental recognition may lead to efforts to take more responsibility, on the other hand, if achieving results seems competitive with the 'parent' (manager) or if the 'parent' (manager) seems punitive, then recognition is dangerous. "Unconsciously, fear of retribution, particularly if a supervisor seems to speak with the voice of parental conscience, may give rise to anger, fortification against anticipated punishment, and reassertion of how apparently justified aggression toward the supervisor" (Klein, 1948; Riviere, 1964, as cited in Baum, 1991, p.267).

In examining authority it is therefore important to take note of the interactive nature of the relationships that are necessarily part of the utilisation of authority. These relations have powerful fantasy components and the understanding of these dynamics associated with fantasies of authority underlies the work of reducing organisational conflict (Czander, 1993). Relationships of dominance and subordination are often highly complex interactions of reciprocity and, conflicts can be apparent even when followers appear purely passive in the relationship. On the other hand, even an unconditional ruler rules by some

The manner in which authority exists in organisations is alienating to an individual's unconscious wishes. Entry into the organisation as an adult is a unique situation in which authority comes to the fore as the only identifiable distinguishing physical and psychological characteristic separating superior and subordinate (Miller, 1993). Adult subordinates experience authority as alienating mainly as a result of the fact that those identifiable characteristics that were functional in the past are no longer functional (Miller, 1993). Despite the fact that individuals occupying authority positions in the organisation do not resemble those older, traditional authority figures, transference can occur. Czander (1993) argues that the structure of the organisation promotes various types of transference reactions, that is, where the employee reacts to authority as they had reacted to authority in their past. When such transference reactions abound, the subordinate has little choice but to use defenses and characterological responses that worked in the past (Czander, 1993). Therefore, in situations where individuals are uncomfortable with authority, for example their manager, individuals often substitute the more primitive drama of the children's revolt against their parent/s or the drama of sibling competition (Hirschhorn, 1993). In addition, individuals create a paternalistic milieu with authority where manager/superiors often take the role of the mother or father (Hirschhorn, 1993).

Baum (1991) argues that individuals may also transfer negative assumptions about supervisors. This may occur when the subordinate views the supervisor as relatively anonymous and self-sufficient. In such situations the supervisor is viewed as possessing autonomous authority (Baum, 1991). "Commonly, subordinates experience this situation as if they were again children confronting parents whose accessibility they cannot control. Supervisor's autonomy may remind them of apparently perfect parents who seemed to need nothing from them and only judged them" (Sennett, 1980, as cited in Baum, 1991, p.268).

Under the best conditions the experience of authority leaves subordinates with feelings of anxiety as they tire of the game or seek a change or reversal of roles. When this occurs the person in authority responds by engaging in an evaluation,

the purpose of which is to show up the inequitable relationship and to put the 'uppity' subordinate back into his/her place (Czander, 1993). In such situations subordinates believe their work is inadequate. They experience shame anxiety which interferes with the realistic assessment of organisational authority and keeps subordinates from learning how to assume sufficient authority to define and execute their own responsibilities (Baum, 1991).

Authority relations are therefore capable of producing powerful debilitating emotions as a result of the expectations that subordinates may have. Miller (1993) argues that employees unconsciously wish to replicate the nucleus of love, protection, hate and rivalry, which were present or wished for in earlier relationships. This wish however is never found and the subordinate responds to this disappointment by manifesting two types of reactions to the psychological state associated with being a subordinate (Czander, 1993). They are (Czander, 1993):

- a splitting phenomenon where the subordinate protests the lack of gratification through the manifestation of unconscious rage which is acted out within or against the organisation and the superior (the sadistic trend)
- a defense against this rage where the subordinate quietly suffers and assumes a position of obedience and compliance, as one who fears the wrath of authority and the loss of love (the masochistic trend)

The subordinate responds to these conditions by withdrawing from the burdens of responsibility and decision making. Behaving in such a manner avoids the fears associated with the oedipal struggles (Czander, 1993).

The above discussion indicates that insight and understanding of authority relations assists in the overall understanding of authority.



### **3.2 TYPES OF AUTHORITY**

According to Gould (1993) there is an increasing need for managers and executives in contemporary organisations to function in rapidly changing, more complex and more fluid environments, both internally and externally. Contemporary organisations are characterised as being unstable, chaotic, turbulent and often unmanageable. External authority, hierarchical command structures and agreed upon informal conventions are no longer adequate to guide behaviour. Managers as a result will be thrown back into their own personal sense of authority as the basis for action (Gould, 1993). With this in mind different types of authority will now be discussed

#### **3.2.1 Organisational/Formal authority**

The term's organisational authority and formal authority will be used interchangeably. Gould (1993) describes organisational authority as "the right to work" (p.15), in other words, the right to work within the boundaries of the role. It is the authority that is delegated to roles. According to Obholzer (1994) "formal authority is a quality that is derived from one's role in a system and is exercised on its behalf" (p.39). For example the director of a company derives authority from the board of the company. The board makes the appointment, holds the director responsible for outcomes, and also has the power to fire him/her. The board in turn, is elected by, and thus derives its authority from, the shareholders of the company (Obholzer, 1994).

This type of authority is operationalised as existing on a continuum of delegation (Gould, 1993). The one end of the continuum is defined by the role of an observer, while the other end of the continuum is defined by the role of the plenipotentiary and the mid-point is defined by the role of the delegate. In the role of the observer an individual is authorised only to observe and report on the world and not to participate in the world, while in the role of the delegate, an

individual is authorised to take specific action, or a set of actions but to vary them. The role of the plenipotentiary authorises individuals to do the best they can in the circumstances in which they find themselves. Individuals are therefore allowed to vary their behaviours, actions et cetera. as the circumstances or conditions in which they find themselves may require (Gould, 1993).

Formal and organisational authority is therefore derived from a system of delegation (Obholzer, 1994). In addition there is usually a constitution or other formal systems that lays down the terms of office and other mechanisms for the delegating of authority (Obholzer, 1994).

### **3.2.2 Personal authority**

Personal authority is described as the "right to be" (Gould, 1993, p.15), that is the right to exist fully and to be oneself in the role. Such authority is a central aspect of one's enduring self no matter what role one may occupy. "Personal authority is experienced when individuals feel entitled to express their interests and passions, when they feel that their vitality and creativity belong in the world, and when they readily accepts the power and vitality of others as contributions to their own experience" (Gould, 1993, p.52). Individuals give themselves and others permission to be vital, in other words, to be authentic-in-role (Gould, 1993).

This type of authority may be linked to what Obholzer (1994) describes as authority from below. This form of authority argues that members who join an organisation voluntarily are by definition sanctioned by the system. "By the act of joining, they are, at least implicitly, delegating some of their personal authority to those in authority, and in so doing confirming the system" (Obholzer, 1994, p.40).

Personal authority can, according to Gould (1993), exist on a continuum. Individuals who have a well-developed, realistic, appropriate, confident and robust personal authority exist on the one side of the continuum. On the other

side of the continuum, individuals with serious difficulties around their sense of authority exist. These difficulties can take many forms and are sometimes manifested and experienced as a seeming excess of personal authority, that is grandiose, unrealistic, unmodulated, narcissistic sense of authority, a belief that one is permitted to do and have everything. Alternatively there are those individuals who seem to have a weak, anxious sense of their own authority and as a result such individuals believe that they are permitted nothing (Gould, 1993). Gould (1993) argues, "whatever form these difficulties take, adults will experience them when they attempt to exercise authority in their organisational roles" (p.52).

The three points on the organisational authority continuum, namely observer, delegator and the plenipotentiary, can also occur with personal authority. However here the role of the observer corresponds to the clinical range of schizophrenic type behaviour which is marked by withdrawal, depersonalisation, disassociation and detachment. (Gould, 1993). The delegate on the other hand corresponds to the neurotic range of psychopathology where the delegate's fixed or 'bound' behaviour can be viewed clinically as a repetition compulsion. The plenipotentiary corresponds to the broad range of function, adaptive and authentic behaviour and as a result they can be themselves, live the best way they can and take full responsibility of who and what they do (Gould, 1993).

According to Gould (1993) these three points on the continuum of personal authority represent fundamental character orientation, which encompasses the whole range of clinical phenomenon. These are listed as "wishes, the patterning of drives, conscious and unconscious fantasies, defensive constellations, resistance, affective states, cognitive and attentional styles, and the quality and nature of objective and self-object choices and relations" (Gould, 1993, p.16). These internal components also include the nature and extent of ambivalence affecting the delegation of authority to those in charge (Obholzer, 1994). "The withholding of authority from below, in the form of not sanctioning, means that full

authority cannot be obtained, and that there is an increase risk of undermining and sabotage" (Obholzer, 1994, p.40). Such authority is therefore not only derived from an external structure but there are also internal components, which may be conscious or unconscious. As a result such authority is difficult to deal with (Obholzer, 1994).

It is believed that from the beginning of an individual's existence who and what that infant is and will become is inherently an interpersonal process carried on the medium of a constant interchange between introjective and projective processes (Gould, 1993). Parental desires, fears and wishes, both consciously and unconsciously, is one of the major set of character-forming aspects of the interpersonal field. In other words, every child is the object of powerful parental authorising (and de-authorising) process. As a result, identity and the nature of an individual's personal authority are the characterological result, and set the stage for all subsequent authority relations whether they be maladaptive or functional (Czander, 1993). "As parents legitimate or delegitimate a child's interest, curiosity, and feelings, the child feels either authorised or deauthorised to express his or her inner vitality, his or her 'real self'" (Gould, 1993, p.52).

In summary, a child's sense of personal authority is seen to emerge at the intersection of parental influences and demands and the manner in which he/she internalises and interprets those experiences (Gould, 1993). Despite this an individual's sense of authority can and does change and develop over the course of the life cycle. New experiences can repair earlier damages to one's sense of self or a severe trauma later in life can lead to an individual with a robust sense of personal authority to feel undermined and conflicted (Gould, 1993). Personal authority is therefore always evolving and is never fixed or achieved. Both the developmental context and the state and culture of the family system, provide a crucial contextual determinant of the experience of an individual's authority (Gould, 1993). It is also important to note that the child and later the adult, are not passive receptacles for externally originating delegation but that such

delegations are actively filtered and mediated in the process of internalisation. In addition, under extreme conditions of internal chaos or conflict, or simply a lack of sufficiently developed cognitive capabilities, they may be considerably distorted and thus bear little resemblance to either the content, the affective tone, or the essential intent of the delegation (Gould, 1993).

This links to what Obholzer (1994) refers to as authority from within. The vital issue of authorisation or confirmation of authority from within individuals is largely dependent on the nature of their relationship with figures in their inner world, in particular, past authority figures. This may effect the manner in which an individual either behaves towards authority or battles to take up an authority role (Obholzer, 1994). Relationships with early authority figures can therefore either prevent external authorisation or it can produce the opposite effect, producing authoritarian attitudes and behaviour.

“When individuals rely on their personal authority, they bring more of themselves – their skills, ideas, feelings, and values – to their work. They are more psychologically present” (Hirschhorn, 1997, p.9). Many individuals however feel ambivalent about taking up personal authority and individuals often find themselves being faced with challenges and obstacles that accompany taking personal authority. According to Gould (1993) a sense of one’s own personal authority will deeply affect how an individual takes up his/her organisational roles as well as how authorised they feel to take initiative and accomplish their objectives. For example, an inhibited person who feels entitled to very little may fail to exercise the minimum amount of authority vested in his/her role. On the other hand individuals who are grandiose and have an inflated sense of self may exceed the minimum available authority in their roles, leading these individuals to deny others the appropriate exercise of their authority (Gould, 1993). The central assumption here is that an individual’s sense of self, and hence personal authority, determines to a significant extent how he/she functions in a role which affect important aspect of behaviour and experience (Gould, 1993). Therefore

what an individual is capable of doing and what parts of the self achieve expression depends on conditions that inhibit or amplify particular attitudes and potentials (Gould, 1993).

In conclusion, organisational authority refers to an individual's right to work at the task he/she has undertaken while personal authority refers to an individual's right to exist and be themselves in the work, which includes corollary obligations, duties, responsibilities and accountability (Gould, 1993).

### **3.2.3 Other types of authority**

The literature mentions other types of authority, which will be discussed briefly.

#### ***3.2.3.1 Positional and professional authority***

According to Dalton et al (1968) a distinction also needs to be made between positional and professional authority. Positional authority is believed to arise from the implicit or explicit agreement among members of an organisation to designate the rights of individuals to direct the activities of others within prescribed limits. Professional authority on the other hand usually arises from the needs of formal organisations for application of specialised knowledge and expertise, for example PhD or a managing director (Dalton et al, 1968). Professional authority differs from positional authority as it is based in the applications of expert knowledge to the work of the organisation. Individuals use knowledge and skill rather than hierarchical position for influence and tend to develop their own goals and seek independence from the dominant authority structure (Kets de Vries & Zaleznik, 1975).

Modern organisations pose a problem to the relationship between positional and professional authority. This is as a result of tasks becoming more complex technically as well as individual's receiving more specialised training to complete

these tasks (Dalton et al, 1968). As a consequence, supervisors are unable to match subordinates in a range of knowledge represented in their collective functions. An individual's style of work and the manner in which he/she develops power reflect the particular mode of synthesizing both professional and positional authority. Attention also needs to be given to the fact that the culture of professional authority favours equality over hierarchy and builds on the notion of 'flat', 'organic' organisational structure (Kets de Vries & Zaleznik, 1975). However, the existence of both types of authority does not obviate the need for individual synthesis. In addition, the particular synthesis is subject to alteration resulting from changes within the organisation and within the individual (Dalton et al, 1968).

### *3.2.3.2 Formal and informal authority*

Leach (1995) adds that authority can be either formal or informal, depending on the nature of the power being legitimised.

Formal authority is based on position power, which refers to "the capacity to influence because of the prerogative of the office or role within the organisational structure" (Eddy, 1985, as cited in Leach, 1995, p.299). Remuneration power forms an important aspect of position power (Leach, 1995). Informal authority on the other hand requires the legitimising of expert and referent power (Leach, 1995). Informal authority may also be based in normative power which refers to "power that rests on the allocation and manipulation of symbolic rewards and deprivations" (Etzioni, 1971, as cited in Leach, 1995, p.299).

Leach (1995) therefore views authorisation as the establishment of the legitimacy of an individual's power. It can involve both formal and informal means, and involves the sanctioning of power at many levels of a system.

The above discussion indicates that authority can take many forms and hence interact in many ways.

### **3.3 DIMENSIONS AND CONCEPTS RELATED TO AUTHORITY**

According to Miller (1976) when an adult interacts with a person in an authority position, the individual does not respond simply to the realities of what the other individual says and does. Rather individuals often may respond to a long persisting internal representation of authority, which may be benign and dependable or punitive and dangerous. Individuals often project onto authority figures, their fantasies, fears and doubts about authority and its power (Czander, 1993).

An individual's personality is made up of their biological inheritance, their learnt skill as well as the experiences which he/she passes, particularly those of early infancy and childhood (Kets de Vries, 1995). An individual is dependent on a number of people throughout their lives. As a baby they are dependent on their mother and later on, this assimilates into his/her patterns of relationships with his/her father and any brothers or sisters. As an individual grows up, this pattern may start to include other members of his/her extended family and of the family network (Rice, 1976). This pattern is usually first broken when a child goes to school where he/she encounters for the first time an institution to which they are required to contribute as a member of a wider society. This is a preliminary experience of what the individual in later years will experience as the working environment (Rice, 1976).

"The hopes and fears that govern the individual's expectations of how he will be treated by others, and the beliefs and attitudes on which he bases his code of conduct derive from these relationships and are built into the pattern that becomes his personality" (Rice, 1976, p.35). These hopes and fears form part of the individuals' internal world. Besides the skills and capabilities he/she



develops, this contains his/her primitive inborn impulses and the primitive controls over them that derive from his/her earliest relations with authority, together with the modifications and adaptations the individual incorporates as he/she grows up (Rice, 1976). When studying authority and authority relations, it is therefore important to examine whether an individual is responding to what the other person is actually saying and doing, as well as how far he/she is superimposing between primitive images of a benign or punitive authority that belongs to his/her inner world (Miller, 1976).

Organisational behaviour can therefore be viewed as an expression of the unconscious yearning, conflict and fears of each organisational participant (Kets de Vries, 1995). An individual's attitude towards authority, both of his/her own and that of authority, is therefore conditioned by their earlier experiences of authority, usually that exercised by his/her parents (Rice, 1976). Success or failure at work has little to do with reality but is rather a function of the subordinate's fantasised relationship with authority. As a result the power of the role of authority and its impact on subordinates requires observational sensitivity (Czander, 1993).

In conclusion, by studying authority from a psychodynamic stance, the following basic hypothesis about organisational behaviour can be formulated (Cilliers & Koortzen, 1998):

- Individuals (as micro system) approach the work situation with unfulfilled and unconscious family needs that they wish to fill in the work situation. For example an individual may want to play out unfulfilled parental needs for recognition or affection towards a manager, who may be representing male or female authority for them.
- An individual brings unconscious unresolved conflict, for example with authority, into the organisation. As the role of a manager excludes relating to

the employee on the level a father or mother would, the individual experiences conflict.

- An individual unconsciously plays out a need for power over siblings and the parental figure. As colleagues are not siblings or parents, the need does not fit the reality of the work situation. This may lead to confusion, anxiety, anger and aggression.

With this in mind, some of the dimensions and concepts related to authority will now be discussed.

### 3.3.1 Power

Power may be defined as "the ability of one person to influence another" (Czander, 1993, p.268). Dalton et al (1968) defines power as "the potential one individual has to guide, direct, control or alter the behaviour of others" (p.41). Obholzer (1994) defines power as "the ability to act upon others or upon organisational structure. Unlike authority, it is an attribute of persons rather than roles, and it can arise from both internal and external sources" (p.42). Some external sources of power are money, job references and one's social and political connections, while some sources of external power is an individual's knowledge, experience, strength of personality and state of mind (Obholzer, 1994).

Individuals in organisations differ in their power depending on how they bring together the authority stemming from their position in the formal organisation structure, as well as their personal assessment of themselves and their goals in being a member of a particular organisation (Dalton et al, 1968). Individuals may however have considerable authority but may have little desire to use this authority. In such circumstances an individual has little power or a low potential to affect other people in their thoughts or actions. In the opposite situation an individual may be highly motivated to act and influence others but they may have

little authority related to the formal organisation, thus his/her power is low (Dalton et al, 1968).

In hierarchically structured organisations a person occupying a position of authority does, in fact, control significant aspects of the life and fate of others, and as a result possesses great influence over the activities of these others. It is however not the person who occupies the position that exerts the influence, but rather the organisation and the roles that facilitate the perception of power (Czander, 1993). According to Obholzer (1994), the perceived power or powerlessness counts more than the actual power. Czander (1993) further argues that individuals are only perceived as having power if the subordinate accepts these conditions. Although it is believed that in hierarchical systems, with structured inequalities, some individuals have more power than others because of their right to reward and punish, this often is not the case. Subordinates may have the same rights as their superiors, but when it comes to power, both subordinates and superiors have equal access (Czander, 1993). The power that any person holds is as a result constantly subject to constant accretions or diminution's (Dalton et al, 1968).

As mentioned in section 3.1, a balance of power and authority is essential. Indication of the authority/power ratio is often seen from the title given to a person in authority in an organisation (Obholzer, 1994). For example, dictator makes it clear that the essential component is power, whereas director, manager or chairman generally implies a mix of authority and power (Obholzer, 1994). Obholzer (1994) further argues that the type and length of appointment can also radically affect how the position is perceived in terms of power and authority. In addition to the match between authority and power, there needs to be a match with responsibility. "Responsibility for outcomes involves being answerable or accountable to someone, either in the organisation or else in one's own mind as part of an inner world value system" (Obholzer, 1994, p.43).

Czander (1993) argues that "power attributed to a person because he/she occupies a role, results when the characteristics of the role influence the perceivers' fantasies of the power contained within the role" (p.268). Therefore when an individual responds he/she is responding to the role and not the individual occupying the role. In addition, when the observer moves closer to the role occupant and is able to get beyond the trappings of the role, power will take on a different function (Czander, 1993). "It moves away from fantasy and has the potential of moving closer to reality" (Czander, 1993, p.268).

It is clear from the above that the issue of power is a complex one. The conclusion drawn however is that power, like authority relationships, have psychological elements underpinning them. Such power and authority relationships are usually formed and are forever influenced by the person's first relationship with authority, their parental figures, their mother and father (Czander, 1993).

### **3.3.2 Roles**

In any organisation the members occupy roles within the various systems of activities. One member may take up more than one role or one role may be taken by more than one member (Rice, 1976). These roles serve to reinforce familiar behaviours or cause a member to develop new repertoires of behaviour (McCaughan, 1978).

Roles that involve an individual being in charge of others will establish a hierarchy in which some people are above others. Individuals who are in the lower position are to some degree dependent on those in charge and those who are in charge are to some degree responsible for the welfare of those who depend on them (Alderfer, 1995). A mutual dependency therefore exists between leaders and the led, which implies that the two roles need each other in a most fundamental sense as neither could exist without each other (Alderfer, 1995).

Rice (1976) argues that taking up a role requires the carrying out of specific activities and the export of particular outputs. In taking up a role an individual sets up a task system, which requires relevant skill, experience, feelings and attitudes (Rice, 1976). As different roles demand the exercise of different skills and different outputs, the task of the ego function is to ensure that adequate resources are available to control transactions in the environment so that intakes and outputs are appropriate and to suppress or otherwise control irrelevant activities (Rice, 1976).

Roles shape an individual's vision at work so that they can see the work reality for what it really is. According to Cilliers and Koortzen (1998) to take up an organisational role implies uncertainty and risk. If the anxiety which an individual is experiencing is too great or too difficult to handle the individual may escape by stepping out of role. Stepping out of their role would allow an individual to step away from reality and means that the individual violates a boundary in the social or interpersonal field (Hirschhorn, 1985). The transformation of anxiety then occurs along a chain of interaction through the psychological process of projection and introjection (Cilliers & Koortzen, 1998). "When anxiety mobilises behaviour, the individual experiences other people, not as they are, but as the person needs them to be, so that the other person can play a role in the individual's internal drama" (Cilliers & Koortzen, 1998, p.12).

Each individual therefore needs to manage themselves in various roles, which requires an ongoing awareness of the issues of tasks, boundaries and authority. In addition, it requires awareness of institutional processes as well as individual's own particularly susceptibility or valiancy to be drawn into certain unconscious roles on behalf of the institution as a whole (Obholzer & Roberts, 1994). Roles and the process of individuals stepping out of roles plays an important role as greater insight into individuals and organisations is gained if one is able to understand why certain individuals take up roles of authority as well as why individuals step out of such roles of authority.

### 3.3.3 Anxiety

According to Hirschhorn (1997) "authority relationships fuel the psychological transformation of outside risks into inside threats" (p.26). Threats and risks mobilise individual's fantasies about their relationships with authority figures and their representation in rules, procedures, schedules and divisional boundaries. When individuals are facing threats, forgotten feelings of dependence upon parents and teachers resurface. Such feelings and fantasies can organise individual's attempts to cope with current risks and threats (Hirschhorn, 1997).

Obholzer (1994) identified three layers of anxiety namely, primitive anxieties, anxieties arousing out of the nature of the work and personal anxieties. Primitive anxieties refer to the ever present, all pervasive anxiety that surrounds the whole of human kind. The second layer of anxiety arises from the nature of work that an individual is faced with. Anxiety arousing from the nature of work often resonates both with primitive and personal anxiety (Obholzer, 1994). The third layer of anxiety, personal anxiety, refers to anxiety an individual feels when something triggers off elements of past experiences, both conscious and unconscious (Obholzer, 1994).

Although all these layers of anxiety are important when studying and understanding authority, particular attention needs to be given to personal anxiety. If individuals experience a threat which is severe enough, they project these punishing feelings onto others, punishing their colleagues, clients and consultants as a manner of escaping their self-punishment (Hirschhorn, 1985). In addition to this, Hirschhorn (1985) argues that when anxiety mobilises individual behaviour, individuals experience other people not as they are, but rather as how the individual needs them to be. The purpose of this is so these individuals can play a role in the other individual's internal drama. Therefore stepping out of role results in an individual depersonalising others. Gould (1993) argues that when people cannot take up their authority freely, without undue conflict and anxiety,

individuals fear that authentic self-expression, the full flowing of their resources and vitality will hurt them.

In addition to personal anxiety, attention needs to be given to anxiety arising from the nature of work. As a result of certain individuals being in authority roles and others not, social distance and status differences tend to produce anxiety (Kets de Vries & Zalesnik, 1975). While this results in the leader or manager suffering from the fear of isolation, the subordinate suffers from uncertainties of self-esteem (Kets de Vries & Zalesnik, 1975).

According to Menzies (1993) anxiety is regarded as the basis for all organisational behaviour. In order to cope with this the system (individual, group or organisation) unconsciously needs someone or something to contain the anxiety on its behalf (Cilliers & Koortzen, 1998). The individual, group or organisation uses defense mechanisms, such as projection, to convince the system that the workplace is safe and accepting (Cilliers & Koortzen, 1998). "Anxiety is transmitted along a chain of interaction through the psychological process of projection and introjection" (Hirschhorn, 1985, p.342). For example a group may use projection to blame management for what is going wrong such as losing their jobs (Cilliers & Koortzen, 1998).

Individuals or groups therefore expect management to contain their anxiety. "The system may also expect existing structures such as laws, regulations, procedures, organograms, job descriptions and idiosyncratic ways of solving problems, to act as containers for anxiety" (Cilliers & Koortzen, 1998, p.11). Cilliers and Koortzen (1998) states that the moment the level of anxiety rises in the system, the need for structure seems to arise almost immediately. They further argue that the defense mechanisms, rationalisation and intellectualisation are used by the system to stay emotionally uninvolved and to feel safe and in control (Cilliers & Koortzen, 1998).

Czander (1993) supports this argument and states that a lack of clarity is one of the most prevalent reasons for organisational conflict and failure. Such a lack of clarity concerning an organisation's authority structure creates two responses (Czander, 1993);

- a considerable amount of anxiety among subordinates
- increased projections

Czander (1993) further argues that this lack of clarity is most dangerous for an organisation when it occurs at the organisation's boundary, as formal authority requires clarity in order for the work of the organisation to proceed with minimal difficulty. Obholzer (1994) stresses the need for authority structure to be clear as it has the potential of freeing subordinates from extraneous issues found in informal power arrangements. From an organisation's perspective, when authority is clearly defined and understood, a structure for objective problem analysis and decision making is provided. When subordinate have unclear expectations and responsibilities, the political and informal social system will prevail to harness the competition and maneuvering that will most likely emerge under conditions of ambiguity (Czander, 1993). From the above discussion it is evident that anxiety plays an important role when studying and understanding the concept of authority.

#### **3.3.4 Conflict**

A critical issue in analysing and understanding authority in the analysis of the conflict that results when those who occupy positions of authority attempt to influence and direct their subordinate. These conflicts are common in all organisations and they tend to arise whenever dominance and control are apparent (Czander, 1993). Czander (1993) argues that the general assumption is that all psychic conflicts are a result of developmental disorders, which form the intrapsychic structural foundations of the adult personality. This is based on



Freud's theory that a child's world is inhabited by only one or two people who dominate it. "This world provides only intense experiences, with sharply defined feelings of pain or pleasure that can completely flood the child's emotions" (De Board, 1978, p.25). According to De Board (1978) much of what happens in a child's world happens for the first time and creates the nucleus around which patterns of behaviour start to form. "Thus, the child's relationship with its mother (or the parental figure) is of crucial importance because it is the first relationship ever formed and in some way influences the formation of all future relationships" (De Board, 1978, p.25).

According to Czander (1993) the two areas for developmental concern that contain a special relationship in adult life with authority are the anal and the oedipal stage. The oedipal is the more problematic of these two stages as it is at this stage that external social repression is concomitant with the internal repression of impulses. In this stage of Freud's theory the same sex parent is seen as the ultimate authority who is both feared and hated (Moller, 1995). It is during this period that a child learns to control his/her impulses when the fear of external authority is internalised (Czander, 1993). De Board (1978) argues that this process involves the development of the superego. The child introjects the parental figure, which becomes internalised and from then onwards acts as the conscience and internal censor of the ego (De Board, 1978). "This internalisation of authority never gives as much to the child as it takes, and the child's attitude toward authority and to its psychological agency, the superego, assumes an irrational aspect" (Czander, 1993, p.274). Kets de Vries and Zaleznik (1975) argue that at this stage moral precepts and the knowledge of what is right and wrong becomes part of the internal structure of an individual, affecting his/her behaviour.

According to Czander (1993), the adult, when faced with a frustrating relationship with authority (an oedipal type of situation), will psychically split the ego into one part that is rebellious and aggressive and another part which is dependent and

submissive. Either one of these parts can be projected onto the superior or leader. When the submissive, dependent part is projected the leader is viewed as loving and gratifying, while if the rebellious, aggressive parts are projected the leader is viewed as controlling and mean. In order to prevent this part from being destructive it may be projected onto someone other than the leader or the aggression and can be turned against the self (Czander, 1993).

Individuals who leave the oedipal stage with many developmental problems unresolved, find themselves in continuous struggle with authority, unable to use power because of anxiety and guilt (Kets de Vries & Zaleznik, 1975). "Such individuals may seek to estrange themselves from others, to approach decisions with a feeling of remoteness and isolation" (Kets de Vries & Zaleznik, 1975, p.69).

Kets de Vries (1978, as cited in Czander, 1993) argues that employees who have conflicts with authority figures continuously engage in a rebellious position, and they perceive work as a duty, as something of a demand imposed by authority figures. As a result work turns into a symbolic struggle for obedience and control. "The struggle becomes one for freedom against oppression associated with authority (the parent, who is seen as a constraining fearful object)" (Czander, 1993, p.274). This type of conflict is the result of the employees' failure to identify with authority figures (the parent/s) early in life, that is, they are not able to invest their aggression against authority into their superego. Consequently, they are not able to internalise authority. Instead individuals use the superego to defend against a replication of early struggles of an oedipal nature (Czander, 1993). This is done through projection where an excessively idealised object in the superior is created (De Board, 1978). These projections help employees avoid the resurrection of early oedipal struggles and this avoidance is completed through projection of magical power onto the authority figure (Czander, 1993). The wish in this situation is to make the authority a protector against the self in order to keep the subordinate from the adult world (Czander, 1993).

On the other hand, Kets de Vries and Zaleznik (1975) argue that the more satisfactory resolution of the Oedipus complex results in individuals accepting his/her authority and power and is able to give recognition to authority and power of other people. Individuals with active oedipal conflicts see events and situations in competitive terms while those with oedipal anxieties have a particular sensitivity to competition (Kets de Vries & Zaleznik, 1975).

Organisations often promote this type of regression which occurs when the executive constellation unconsciously fear oedipal struggles and respond to them with increased control and demands that subordinates adhere to rules and regulations (Czander, 1993). The superior adopts a harsh parental attitude and over time the subordinate moves away from oedipal struggles through aggression to a preoedipal stage. The subordinate now responds to authority with dependency as opposed to aggression (Czander, 1993). Superiors also experience a great deal of anxiety as a result of oedipal conflicts, who often respond by terminating or symbolically castrating the troublesome employee (Czander, 1993). "Superiors feel greatest comfort with compliant, dependent employees, and if they cannot promote an environment in which preoedipal regressions prevail, they will selectively recruit employees with preoedipal pathology" (Czander, 1993, p.276).

"When conflicts are unconscious, even if they erupt into action, the individual will hear only what the current state of his anxiety and the solidity of his defenses will permit. It is as though a psychological economy creates a balance between instinctual wishes on the one hand, and a punitive conscience on the other when there is an attack on one's self-esteem. The medium of exchange in this economy is the defenses, a repertoire of unconscious techniques for dealing with disruptive ideas and anxieties" (Kets de Vries & Zaleznik, 1975, p.70).

According to Czander (1993) conflict between the demands of authority structure and the requirements of an employee's professional ego ideal will produce

symptoms of a narcissistic type. Defenses such as denial and projective identification predominate in such situations and regression to a less differentiated phase of development will result (Czander, 1993). To stop regression employees unconsciously wish for a greater degree of control (Czander, 1993).

Individuals therefore have internal fantasies of authority (Shapiro, 1985), and as a result may project these onto authority figures. Czander (1993) argues that the fantasy of being loved, valued and admired at work is exceedingly vulnerable in authority relations. Subordinates may however experience envy which according to Obholzer (1994) results in destructive attacks on the individual in authority with resultant spoiling of the work arising under the aegis of the individual's authority. According to Main (1985) envy is a disease of poverty and impoverishment by projective identification. Envy is often denied and projected resulting in others becoming feared as dangerously envious. "The resultant fear of being envied, as well as the demonstrated attacks on those who retain their individuation and abilities, gives further cause for the hiding of abilities and thoughts from 'malignant' group and for outbreaks of safe generalisations" (Main, 1985, p.63).

It is therefore evident that a necessary part of the utilisation of authority, is the interactive nature of the relationships. These relationships are assumed to have powerful fantasy components and an understanding of the dynamics associated with fantasies of authority underlies the work of reducing organisational conflict (Czander, 1993). The shadow of the Oedipus complex provides a sense of drama in organisations (Kets de Vries & Zaleznik, 1975). "It sharpens acuity for what is out of the ordinary and often leads to planning ahead, thus allowing one to avoid the pressures that come with making decisions and acting on them" (Kets de Vries & Zaleznik, 1975, p.72). Relationships of dominance and subordination are highly complex interactions of reciprocity, and conflicts can be apparent even when followers appear purely passive in the relationship. On the

other hand, even an unconditional ruler rules by some degree of mutual contract (Czander, 1993).

From the above it is clear that authority contains strong elements of unconscious ideation (Czander, 1993). Czander (1993) argues that often individuals who occupy roles of authority perpetuate false idealisations among subordinates to compensate for the lack of power they experience within the role they occupy. However when a leader personalises his/her subordinate's responses, the leader is left with little room to conduct a careful analysis of his/her relationship and as a result the leader's perceptions of reality become just as coloured as his/her subordinates (Czander, 1993). In conclusion, authority and the relationships of authority seem to be characterised by underlying conflicts.

### **3.3.5 The influence of authority on individuals**

Czander (1993) argues that a powerful aggressive motivation underlies the wish for a powerful leader and to be an obedient son or daughter. This aggression often remains repressed, particularly if the authority figure keeps the promise and gratifies the unconscious wish. Repressed aggression against authority is subject to rapid and wild shifts in feelings. "It is tenuous, and if the authority demonstrates the slightest fault, aggression erupts" (Czander, 1993, p.275). Such shifts are often observed in situations where a leader who was once perceived as a saint, is suddenly perceived as a frustration and an evil (Czander, 1993).

In addition, hatred and aggression that is left unresolved as a carryover from earlier oedipal conflicts, reduces the probability of attaining libidinal gratification from work-related activities. This may contribute to or distort the motivations connected with occupational choice and career success. An employee, who is continually engaged in a struggle with authority figures, a struggle filled with rivalry, envy, jealousy, or suspicion, is unable to derive pleasure from work.

When overwhelmed with conflicts the employee cannot obtain love, as hate resulting from early oedipal conflicts makes the idea of love in a reparative sense unattainable (Czander, 1993). This is evident when an employee reports frustration and deprivation at the hands of his/her superior. The employee cannot deny his/her need for gratification and is quick to become frustrated and experience a withdrawal of libido. For this employee, authority is, as it always was, depriving and frustrating. The superior has little chance of filling the void. Everything around the employee is empty, including work (Czander, 1993).

In addition, elements of jealousy, rivalry and envy often interfere with an individual taking up an authority role (Obholzer, 1994). "Staff rivalry is an ubiquitous phenomenon" (Obholzer, 1994). Managers may try to avoid fanning rivalry and envy by managing from a position of equality, or more commonly, pseudo-equality. "The hope is that rivalry, jealousy and envy will thereby be avoided; the reality is that the undermining of the manager's authority, capacity to hold an overall perspective and ability to lead" (Obholzer, 1994, p.44).

Czander (1993) argues that frustration of the wish to be gratified may also take the form of narcissistic demands. As employees constantly look for signs and symbols from authorities to support their wishes for love and admiration, when gratification is not forthcoming, early unacceptable self-containing feelings of inferiority and worthlessness come to the fore (Czander, 1993). Employees under these conditions respond by withdrawing from the burdens of responsibility and decision-making thus avoiding fears associated with the oedipal struggles. Another avoidance of oedipal conflicts is complete reliance on authority (Czander, 1993). In such situations the subordinate seeks the regressed comforts associated with the dependent, infantile preoedipal state as a way to avoid the aggression and hatred associated with oedipal struggles (Czander, 1993).

According to Obholzer (1994) "envy results in a destructive attack on the person in authority, with the resultant spoiling of the work arising under the aegis of that person's authority" (p.44). An envious attack on authority is usually led by the staff member with the highest naturally occurring quantum of rivalry and envy. Such an individual is unconsciously set up by means of projective identification to express not only his/her destructive envy, but also that of other group members (Obholzer, 1994). Halton (1994) argues that often when there is competition, envy arises between individuals with the aim of spoiling one another's success. "This spoiling envy operate like a hidden spanner-in-the-works, either by withholding necessary co-operation or by active sabotage" (Halton, 1994, p.15). Such envy gives rise to hostile splits between parts of the organisation such that the organisation as a whole can be damaged (Halton, 1994).

It is evident therefore that past relationships with early authority figures may result in various elements of behaviour emerging in present relationships with authority, such as envy and jealousy.

### **3.3.6 Dependency**

According to Kets de Vries and Zaleznik (1975) dependency needs may be expressed in the desire for approval and for close relations with an authority figure, or in the wish for satisfying relations with equals. Bion (1961) postulated that while man on the one hand is motivated to work, on the other hand he is suffused with the primitive emotional states, related for example to the responsiveness to danger and needs for dependency. According to Cilliers and Koortzen (1998) "the assumption is that the worker, in the same way as a child, unconsciously experiences dependency on an imaginative parental figure or system" (p.10). As these needs are not met the individual experiences frustration, powerlessness, helplessness and disempowerment (Cilliers & Koortzen, 1998). In such situations, individuals often project their own anxieties and insecurities onto the organisation of their manager/supervisor (Cilliers & Koortzen, 1998).

Despite this, adults are however often uneasy with their feelings of dependence. They feel vulnerable to those who have the power and who may act arbitrarily and injure them (Hirschhorn, 1997). According to Hirschhorn (1997) dependency can provoke feelings of shame and fear and these feelings can drive the feeling of dependency underground so that it is expressed indirectly. Hirschhorn (1997) further argues that individuals denying their dependence on others are open to the risk of not allowing genuine talented people to help them. In addition, they are at the risk of not challenging talented individuals around them when they make mistakes.

As a result, many individuals have strong unacceptable dependency needs and when such needs are in conflict with a personal image of self reliance, they are denied and projected onto others (Menninger, 1985). "By disowning individual responsibility, staff members are able to keep intact a protective denial that minimises and depreciates their dependent relationship to the organisation while preempting them to sustain it" (Menninger, 1985, p.294). The cost of this however appears in the inhibition of individual initiative and in covert feelings of diminished self-worth (Menninger, 1985).

Rioch (1970) argues that such behaviour of dependency fosters inadequacy and immaturity in individuals, which implies that the leader is omnipotent and omniscient. In such situations the leader is idealised and made into a kind of God "that will take care of his children" (Rioch, 1970, p.59). However a leader can never reach up to these expectations or fulfill this role and in failing to be the omniscient and omnipotent leader, the leader inevitably arouses feelings of disappointment and hostility (Rioch, 1970). The individual will then search for a new leader and the cycle continues.

Linked to dependency therefore is the greater need among individuals who experience risk for heroes, in other words, individuals who act courageously and intelligently to solve difficult problems or create new opportunities. In such risky



situations individuals may create fantasy heroes – individuals who fend for themselves while actually punishing real heroes (Hirschhorn, 1997). “Heroism is a fundamental component of human identity, and heroes can help even the more timid among us to act courageously” (Hirschhorn, 1997, p.73). Individuals also can take the role of an anti-hero, which is the negative part of the hero role.

In becoming heroes individuals are often acting out the fantasy that they are self-sufficient (Hirschhorn, 1997). When such a hero complex dominates, individuals feel invulnerable with respect to the objective dangers, however they may feel very vulnerable to paybacks and pressures from co-workers. “When the hero complex is attenuated (it cannot be and should never be eliminated), people become open to one another and, through their good work, feel less threatened by the objective danger” (Hirschhorn, 1997, p.84). In understanding the nature of dependency one is therefore able to gain greater insight into the behaviour of individuals towards authority.

### **3.3.7 Organisational structure**

“Bureaucracy refers to the universal tendency of men who are employed in hierarchical organisations to obey directives and to identify their own interests and ideas with the organisation and with all those people in it who share identification” (Bendix, 1956, as cited in Czander, 1993, p.266). According to Diamond (1993), bureaucracy represents the ultimate social tool of domination as it unintentionally enhances a primitive human tendency towards dependency and containment.

Bureaucracy is a particularly powerful mechanism for fostering abdication while mastering it. This structure depersonalises decision-making so those individuals at different levels of authority simply follow rules. As a result they lose the sense of personal accountability for the decisions they make, and they feel less responsible for the unpredictable consequences of these decisions. Authority is

vested in rules rather than relationships, and a leader, hoping to manage his own vulnerability, actually makes the organisation more vulnerable (Hirschhorn, 1997).

Diamond (1993) argues that when power and authority are monopolised by a few elite's in pyramidal organisations, leaders are vulnerable to delusional and psychopathological behaviour. "Bureaucracy is a construct of the psyche; it acquires a reality of its own only by the individual's reliance on its structures for protection and security against anxiety" (Diamond, 1993, p.233). In addition some psychological dependencies on bureaucratic structures foster inhibiting authority relationships that serve as a defense against anxiety (Diamond, 1993).

An understanding of the organisational structure will allow insight into the type of authority and the manner in which it is played out in the organisation.

### **3.3.8 Boundaries**

Individuals, groups and organisations, as interactive parts of the total system, all have boundaries (Cilliers & Koortzen, 1998). Understanding the nature of authority of a representative or of a group of representatives, which are appointed to carry out a transaction on behalf of the group, involves the understanding of multiple and complex boundary controls (Rice, 1976). According to Lawrence (1977) the definition of a boundary is always within the province of the management of the system as a whole. McCaughan (1978) defines a boundary as a system that is "permeable in terms of admitting the ideas, attitudes and feelings which the members carry with them from other meaningful groups" (p.15).

Every part of the organisational system operates inside and across its boundaries with the aim of containing anxiety in order to make the working environment more pleasant and controllable (Cilliers & Koortzen, 1998).

Organisations establish regulatory boundaries by defining and clearly maintaining standards for performance, rules and regulations, requirements for participation and closeness of supervision (Czander, 1993). Increases in these areas will increase the potential for conflict and the motivation to deviate (Czander, 1993). According to Miller (1976) boundaries are not only a barrier or encapsulating device but boundaries serve as a region or space in which vital regulatory functions are carried out as the organisation imports and exports persons, ideas and materials from and to the external environment.

Examples of basic boundary management in organisations, according to Cilliers and Koortzen (1998), are time, space and task. While time boundaries are used to structure the working day (starting, going home, meetings), with the aim of providing order, managing and containing, space boundaries refers to the workplace itself. Examples of space boundaries are, knowing where to sit or stand while working, having an own desk, cabinet, locker, office or building. The task boundary refers to "knowing what the work contents entail" (Cilliers & Koortzen, 1998, p.12). Anxiety that may arise from not knowing what to do and according to what standard can be contained in structures like the individual's job description and department's organogram (Cilliers & Koortzen, 1998). Boundaries therefore provide conditions within which members of an organisation manage their roles and relationships (Miller, 1993).

Roberts (1994) argues that the management of boundaries is crucial to the effective organisational functioning. "Boundaries need both to be separate and to relate what is inside and what is outside" (Roberts, 1994, p.37). Failure to manage boundaries effectively can create a lot of anxiety in employees (Cilliers & Koortzen, 1998). In addition unless boundaries are adequately located, different people may draw communication from different places and as a result there may be confusion between inside and outside the organisation. In terms of the individual, this confusion may lead to a breakdown and in terms of the organisation this confusion may lead to inefficiency and failure (Rice, 1976). In

conclusion, boundaries are vital concepts as they provide insight into individuals behaviour reflecting reasons why they may experience anxiety or how these boundaries influence an individual's behaviour towards authority.

### **3.3.9 Representation and authorisation**

When an individual crosses a boundary or department representation occurs (Cilliers & Koortzen, 1998). While the crossing of individual (micro system) boundaries happens in interpersonal communication between two people, the crossing of meso-system boundaries happens in interpersonal or group communication (Cilliers & Koortzen, 1998).

According to Cilliers and Koortzen (1998) the issue of representation refers to "the authority given to the person crossing the boundary on behalf of someone else, the department or the organisation. Unclear authority boundaries seems to immobilise and disempowers representatives to another part of the system" (p.13). According to Mosse and Roberts (1994) effective representation requires thought about whom is best able to take up the role of representative, based on explicit criteria. It also requires that sufficient authority be delegated to representatives to enable them to pursue the task(s) entrusted to them (Mosse & Roberts, 1994).

Clarity of structure and of the constitution make it possible to access whether or not the system of authorisation is functioning, as well as what steps need to be taken should there be a need to withdraw authorisation. There are three levels of authorisation. The first, representative authority, refers to restriction in the giving and sharing of sensitive information about the systems across the boundary (Cilliers & Koortzen, 1998). The second level of authorisation, delegate authority, refers to more freedom in sharing but with a clear boundary around the contents. Thirdly, plenipotentiary authority allows an individual freedom to cross the boundary using their own responsibility in decision making and conduct (Cilliers

& Koortzen, 1998). Anxiety is created in an employee if they are sent to communicate, negotiate or sell across the boundary of their own system without a clear indication of the level of authority. Such anxiety hinders rational decision making as well as reporting back to colleagues inside the boundary (Cilliers & Koortzen, 1998).

An understanding of the concepts representation and authorisation assists in the understanding of authority as a whole.

### **3.3.10 Transference**

The concept of transference is vital in understanding authority. According to Obholzer (1994) transference and countertransference are useful concepts in helping to make sense of how individuals' are perceived and treated and how they feel about themselves. Kets de Vries (1991) argues that transference "is the process by which one person displaces onto another thoughts, feelings, ideas or fantasies that originate with figures of authority encountered early in an individual's life" (p.124). According to Brammer et al (1993) "transference refers to the repetition of past relationships with significant others such that these earlier feelings, behaviours, and attitudes are 'transferred' or projected onto the therapist or others outside the therapeutic setting" (p.200).

Transference represents a general human tendency to repeat certain types of behaviour (Kets de Vries, 1991). It demonstrates the continuing influence of an individual's early formative years. Reber (1995) defines transference as "the displacement of feelings and attitudes applicable toward other persons (usually one's parents but also siblings, a spouse, etc.) onto the analyst" (p.810). According to De Board (1978) transference "refers to the highly emotional relationship that invariably develops between a client and the analyst during an analysis" (p.22-23). As a result of the strength of the emotions, they are frequently more powerful than the situation calls for as they reveal complex

processes at work, which appear to be different from those of ordinary relationships (De Board, 1978).

Transference refers to the transfer of attitudes, unconscious wishes and inhibitions felt towards parents early in life onto the analyst (Kets de Vries & Zalwznik, 1975). According to Ferenczi (as cited in De Board, 1978) transference does not only occur in analysis but is in fact part of everyday life. "The daily occurrence of a simple civic life offers the neurotic the richest opportunity for the displacement on to permissible fields of impulses that are incapable of being conscious" (Ferenczi, 1916, as cited in de Board, 1978, p.23). Obholzer and Roberts (1994) argue that "paying attention to our feelings, particularly when they are more intense than usual, may tell us when we are reacting to others in ways more determined by our past than by the present" (p.134). Understanding the influence of transference allows individuals to gradually remember more about his/her past, as well as gaining insight into the distorted consequences of the infantile past in the present (Kets de Vries & Zaleznik, 1975).

The concept of transference is rooted in observations of how human beings develop and mature. It is a revival or reliving of the situations and conflicts of infantile life now directed toward persons in the present. "Transference is a natural process; it is part and parcel of everyday life, albeit unrecognised most of the time. On occasion, however, it can become problematic when individuals are unable to see those ties from the past in perspective and, without realising it, become stuck in inappropriate, repetitive, and sometimes even bizarre behaviour" (Kets de Vries, 1991, p.124).

Pervin (1996) elaborates that individuals who experience rage and anxiety to a domineering boss, who feel jealous when someone gets something they hoped for, who feel envious of the success of others regardless of their own success, and people who feel they must satisfy the needs of others even at the expense of their own pleasure, are all expressing transference in the course of their lives.

Freud believed that in any prolonged contact such as employee-employer relationship, there is a transfer of many emotional responses once felt in the individuals relationship with significant others, such as their parents (Brammer et al, 1993). Transference operates unconsciously (Hjelle & Ziegler, 1992) and in this process the subject's express attitudes and behaviour derived from conflictual relationships with significant parental figures onto present authority relationships (McAdams, 1994).

From the above discussion it is evident that transference can assist in understanding the manner in which individuals interact with and experience authority.

### **3.3.11 Flight/Fight**

It seems that authority at times may result in a flight or fight reaction from individuals in subordinate roles. These actions both stem from the same motivational dynamic, that is, a defensive escape into activity for its own sake (Shaffer & Galinsky, 1974). Fighting may take the form of active aggression, scape-goating or physical attack (Sandigo, 1991). Cilliers and Koortzen (1998) further argue that fight reactions manifest themselves in aggression against the self, peers or authority itself. Fighting or fleeing from a task may take the form of withdrawal, passivity, avoidance and ruminating on past history (Sandigo, 1991). "Flight reactions manifest physically in, for example, avoidance of others, illness or resignation" (Cilliers & Koortzen, 1998, p.11). Individuals may therefore use a flight or fight reaction as a defense mechanism against the anxiety they experience towards authority.

In conclusion, the above discussion illustrates some of the dimensions and concepts related to authority. It is clear that authority is not a concept that functions in isolation but it is rather complex and dynamic. Various dynamics and concepts are constantly interacting both on an organisational level as well as on

an individual level. This in turn impacts on the nature of authority that an organisation experiences, as well as influences an individual's behaviour and experience towards authority.

### **3.4 CHAPTER SUMMARY**

In this chapter the variable authority has been explored. Despite the limited literature on this construct the chapter has explored the definition of authority, types of authority and dimensions and concepts related to authority.

With reference to the second literature review aim, namely to understand the concept of authority within organisations, this has been addressed. In addition step 2 of phase 1 of the research methodology stated in chapter 1 has been achieved.

The following section will examine how the two variables of the research, namely individual behaviour and authority within organisations, can be integrated.



## INTEGRATION

With reference to the research methodology in chapter 1, the objective of this section is to integrate the literature review chapters on individual behaviour and authority, with particular reference to the role of individual behaviour and authority within the working environment.

Industrial psychology has historically mainly operated from a humanistic framework, which although it includes unconscious and mechanical approaches to problem solving, denies existence of behavioural dynamics and unconscious behaviour. It is the belief that the study of these dynamics and unconscious behaviour leads to a deeper understanding of organisational issues (Cilliers & Koortzen, 1996). Psychodynamics is one of several approaches that provides insight into the essential irrational character of organisational life. It adds depth to understanding individual's behaviour in the organisational setting through gaining insight into how fantasies and wishes shape behaviour (Hirschhorn & Barnett, 1993). "Psychoanalysis thus highlights the links between the rational, the political, and the irrational. By integrating these domains of experience, psychoanalysis provides a comprehensive explanation of organisational life" (Hirschhorn & Barnett, 1993, p.xv).

Kets de Vries (1991) argues that through the use of psychodynamic thinking in organisations, the role of the unconscious motivation in explaining human action and decision making can be observed and understood. By recognising the importance of this theory in organisations, it is possible to identify the extent to which unconscious fantasies and out-of-awareness behaviour affect decision making and management practices in organisations (Kets de Vries, 1991). Psychodynamic models of the mind can be used to clarify life in organisations and assist in dealing with issues concerning career, individual and organisational stress, corporate culture, leadership, entrepreneurship, and family businesses. This theory recognises that individual defense processes operate throughout

organisational life and may become integrated in the social structure of the organisation, affecting strategy (Kets de Vries, 1991). "Metapsychological constructs such as ego, id, superego, and ego ideal have been introduced, indicating the importance of fantasy, anxiety, envy, shame and guilt and illustrating the relationship of these concepts to ambition and goal-directed behaviour" (Kets de Vries, 1991, p.4).

Chapter 2 indicated that individual behaviour functions according to complex and dynamic processes. Freud's structure of personality views personality as a dynamic set of processes that are constantly in action. These processes at times work in harmony with one another, while at other times they work against each other. They are however rarely ever still. In addition, these processes of personality occasionally compete with each other for control over an individual's behaviour (Carver & Scheier, 1992). Individual behaviour is seen to be the result of the interaction and conflicts of various forces, drives and instincts that are played out on different levels of consciousness. This often arouses anxiety, which may lead to the use of defense mechanisms that allow an individual to unconsciously develop ways of distorting reality and excluding feelings from reality. Early stages of development also have an important impact on individual behaviour.

Kets de Vries (1995) argued that Freud was a genius to make individuals realise that there is continuity between childhood and adulthood; waking life and sleeping life and mental health and pathology. "In his struggles with the 'demon of irrationality' he helped people understand that even the most irrational forms of behaviour have a rationale, that certain behavioural patterns are outside our conscious control, and, more over, that we have a tendency to repeat early established patterns of functioning" (Kets de Vries, 1995, p.xvii).

Interactions that individuals encounter with their parents, other family members, teachers, doctors and other authority figures, lead to the development of

repetitive, well-rehearsed behaviour patterns that become the basis of specific cognitive and affective 'maps' (Kets de Vries, 1991). According to Miller and Rice (1975), the hopes and fears that govern an individual's expectations of how he/she will be treated by others and the beliefs and attitudes on which he/she bases their code of conduct derives from the individual's early relationships and are built in a pattern that becomes his/her personality. This forms his/her internal world. "This contains his primitive inborn impulses, and the primitive controls over them that derive from his earliest relationships with authority, usually represented by his parents. His internal world embodies the part of himself that longs to do what was forbidden or made impossible, and the part that is composed of the images of those who both excite the impulses and forbade them" (Miller & Rice, 1975, p.53).

Related to the working environment, Czander (1993) argues that work is considered to be the function of the capacity of the ego. "According to Freud, to live within or work within the constraints of the organisations, one must internalise its values, norms, and standards and make it part of one's mental life. If this internalisation occurs, the organisation, like society, offers opportunities for psychic gratification" (Czander, 1993, p.16).

Chapter 3 indicated that authority is complex and difficult to define. Despite this, authority appears to exist in all spheres of an individual's life, including an individual's experiences in an organisation. An important element of authority is authority relations, which Singer et al (1975) described as the dynamics between subordinates and those in authority positions. The manner in which an individual relates or behaves towards individuals in roles of authority, is often based on the patterns of behaviour that an individual formed during his/her early childhood years. Czander (1993) argued that an individual carries early manifestations of early activities into work arrangements, especially into authority relations. However when this does not work, an individual often uses defense mechanisms to cope with the anxiety or situation they are faced with.

An individual's avoidance of work is viewed as the continuation of oedipal struggles for freedom from the oppression of authority, the parents, who are experienced as a constraining force. Freud believed that individuals who did not work were unable to identify with these early authority figures. As a result they were unable to invest their aggression against authority into their superego and therefore were unable to internalise authority (Czander, 1993). "These employees are against authority and are constantly engaged in conflict and reparation" (Czander, 1993, p.15). A lack of internalisation of authority makes an employee's relations with authority problematic and as a result the individual experiences authority and authority structure/s as confining and constraining (Czander, 1993).

Individuals respond to the actual authority figures that they are faced with in organisations by transferring or projecting onto them the images of authority figures from the past, which they still carry in their minds. As a result bosses appear important not simply because they exercise real power, but because individuals invest them with the moral authority they once accorded their parents and teachers (Hirschhorn, 1997). "The boss's presence stimulates the employee's wish to be like the boss (much like a boy wishes to be like his father), to surpass the boss, to defeat the boss, or to resist the boss. It is this striving that undergrids an employee's ambitions" (Hirschhorn, 1997, p.8).

According to Czander (1993) identification with parental authority is important in the formation of the superego. The ego forms, to a great extent, out of the identification that takes the place of abandoned cathexis by the id. Once established, the ego forms the superego. A vital key to understanding employees' relationships to work is identification with parental authority. "The capacity to work and to use work as a sublimative activity is a function of an employee's ability to have successfully passed through a process of relinquishing oedipal object cathexis and substituting identification with parental authority. Identification with parental authority forms the basis not only for the development

of the superego but also for an array of psychic investments in work-related objects" (Czander, 1993, p.20-21).

As a result of changes that have occurred in the working environment, employees have discovered a newfound freedom. This however has not resulted in the disposal of all authority, but instead, individuals have internalised authority. In other words, individuals now internalise authority figures (most importantly, their parents and teachers) who, despite 'in absentia' shape individuals choices from within (Hirschhorn, 1997). Freedom however is double edged as, although a person has a greater freedom of choice, they also feel greater internal pressures to make particular choices.

Czander (1993) argued that the manner in which authority exists in organisations is alienating to individual's unconscious wishes, as those identifiable characteristics that were functional in the past are no longer functional in the individual's present situation. This is because the people who occupy authority positions do not even resemble those older, traditional authority figures. Czander (1993) emphasised that this did not mean that transference could not occur. Rather the general structure of the organisation, its vertical or horizontal nature, promotes various types of transference reactions, that is, where employees react to authority in their past. When these transference reactions occur the individual uses the defenses that worked in the past in order to cope with the anxieties that he/she presently faces with authority figures. Individuals are as a result, motivated by unconscious wishes and fantasies of past authority relations (Miller, 1985).

The experience of authority leaves subordinates with anxiety, and it is for this reason that authority relationships are capable of producing powerful debilitating emotions as expectations that subordinates have are not experienced (Czander, 1993). Gould (1993) argues that as such anxiety, uncertainty, and complexity are steady states in contemporary organisational life. Managers without a capacity to

contain their own feelings, as well as the projections of others, will be impaired in their decision making. A manager's ability to accept projections such as dependency and envy, will promote an environment that fosters a sense of psychological safety within which work can productively be accomplished and people can grow and develop in their roles (Gould, 1993).

The above discussion indicates that individual behaviour, according to Freud's structure of personality, is complex and dynamic. Understanding the complex make up of such behaviour could provide insight into the formation of patterns of behaviour, as well as how such patterns influence individual's behaviour towards other individuals, and with particular reference to this research, towards authority. Authority, despite its complexities, is believed to play an important role in organisations. An individual's behaviour towards authority is seen to be a function of his/her fantasised relationships with authority as well as early patterns of behaviour formed with his/her earliest authority figures, their parents. Insight into individual behaviour towards authority could provide individuals with understanding into their and others intra and interpersonal functioning. This in turn could lead to greater organisational insight. It is believed that the overall result could enhance individual and organisational optimal functioning.

This concludes this section as the aim stated in chapter 1, to integrate the literature review chapters on individual behaviour and authority, has been fulfilled. In addition step 3 of the research methodology stated in chapter 1 has been completed. The following section will explore the phenomenological study of the research.

## **CHAPTER 4: PHENOMENOLOGICAL STUDY**

With reference to the research methodology, discussed in chapter 1, the objective of this chapter is to discuss the phenomenological study of the research. To achieve this goal, the phenomenological objectives of the research, as stated in chapter 1, that is to examine individual behaviour towards authority and to make recommendations regarding future research into individual behaviour towards authority and to provide a better understanding of organisational authority dynamics, needs to be considered. In this chapter the sample of the research will be discussed followed by a compilation and discussion of and motivation for the measuring instrument. The procedure for obtaining information will be discussed as well as the manner in which information was processed.

### **4.1 THE SAMPLE**

With reference to the research methodology of this research, step 1 of the phenomenological study, namely the selection of the sample, is discussed next.

After conducting five interviews the researcher felt that the sample size was adequate. The following is a descriptive profile of the subjects in terms of their length of service, age, race, gender, educational background and the departments in which they worked. The aim is to provide an overview of the subjects involved in the research. It is important to note though, that the descriptive profile of the sample is a result of the resources that were available for the research.

#### **4.1.1 Length of service**

As a result of the criteria set out in chapter 1, subjects of the research have a length of service with the organisation that falls between 1 to 2 years. Two of the

subjects have been with the organisation for 1 year and 10 months; one has been employed for 1 year 11 months, another for a year and 9 months and one for 1 year and 5 months.

#### **4.1.2 Department serving**

As mentioned in chapter 1, the sample of this research is limited to those individuals who perform the role of a consultant in the organisation. The organisation has various strategic business units. Subjects perform their consultant roles in these various departments ranging from 'softer' skilled departments such as human resources and marketing to more 'technical' skilled departments such as investment banking and corporate finance.

#### **4.1.3 Educational background**

The majority of subjects participating in the research have some form of tertiary education. One subject who has a Bachelor of Commerce honours holds the highest form of tertiary education amongst the sample. Three subjects have Bachelor degrees (two in commerce and one in arts) and one subject holds a diploma in marketing. This indicates the different educational levels of individuals involved in the research.

#### **4.1.4 Age distribution**

The age of the sample of individuals participating in the research ranges from 24 years of age to 34 years of age.

#### **4.1.5 Race and gender**

The researcher did not classify her sample according to race and gender but rather to those individuals who fitted the criteria of the sample (length of service



and role of a consultant) and who were willing to participate in the research. Despite this, the subjects in the research are all white females. It is important to note that the dominant gender in the organisation where the research is conducted is females and the dominant race, particularly in consultant and senior roles, is whites.

This concludes step 1 of the phenomenological research.

## **4.2 THE MEASURING INSTRUMENT**

With reference to the research methodology in chapter 1, step 2 of the phenomenological study, namely the development, discussion and justification of the measuring instrument will now be presented.

### **4.2.1 Choice of the measuring instrument**

In line with the phenomenological objectives, that is to examine individual behaviour towards authority and to make recommendations regarding future research into individual behaviour towards authority and to provide a better understanding of organisational authority dynamics, as well as the nature of the research (qualitative and phenomenological research) and the research question, it was decided that unstructured interviews are the best-suited measuring instrument for this research. The choice of such a measuring instrument will enable the researcher to explore elements of the research very broadly. In addition to conducting unstructured interviews the researcher will use the technique of observation, to study the nonverbal behaviour that the subjects may display during the interview.

#### **4.2.2 Development of the measuring instrument**

In developing the unstructured interview the researcher needs to consider the phenomenological objectives, that is to examine individual behaviour towards authority and to make recommendations regarding future research into individual behaviour towards authority and to provide a better understanding of organisational authority dynamics, in all facets of the interview. In developing questions to be asked in the unstructured interview these will be based on information obtained from the literature reviews (chapters 2 and 3) as well as general experience. In addition attention needs to be given to the potential sensitive nature of the discussion as well as the difficult nature of obtaining information on the topic. The issue of bias of the interviewer as well as the role the interviewer plays in the interview needs to be considered. The confidential nature of the responses of each subject also needs attention. With these issues in mind, the development of the measuring instrument, that is unstructured interviews, involved the following steps:

Step 1: Based on the literature of the research (chapters 2 and 3), as well as the research question and the objectives of the study, very broad and unstructured questions were developed. In addition the researcher drew up a list of repertoires/probes which could be used in the interview to probe further discussion into various issues. According to Bailey (1994) the chief feature of such an interview is almost totally reliant upon neutral probes that are designed to be as neutral as possible. These probes are generally short such as "uh, huh" or "uhm". The researcher consulted an expert in the field of both psychodynamics and qualitative research on both the questions and repertoires to ensure that there were clear and suited to the research.

The researcher decided to use a non-directive interviewing technique as this fitted the paradigm of the research (psychodynamic and phenomenological) and the measuring instrument (unstructured interviews). The technique adopted was

one of reflection, which refers to the technique used by the interviewer where he/she rephrases what the interviewee had said (Ivey, Ivey & Simek-Morgan, 1997). The interview was designed to function as a data-collection method and was distinguished from therapeutic or counselling interviews in which the objective is to help clients (Huysamen, 1994). As a result the reflection technique used, focused more on the content of the discussion.

Step 2: According to King (1994) the interview should be started with a question which the interviewee can answer easily without potential embarrassment or distress. In addition, more difficult or sensitive questions should be held back until some way into the interview in order to give time for both the interviewer and interviewee to relax and build a rapport. As a result, the questions were arranged in a manner that would allow the subject to explore broader areas first and later in the interview, when the subject felt more comfortable, more sensitive areas would be explored. The interviewer used this interview guide to list topics that she attempted to cover in the course of the interview.

The interview guide was designed to be a beginning guideline only and could be modified during the research by, for example, using probes or even whole topics which originally have been excluded but have emerged spontaneously in the interviews. This is important to consider as, according to Strauss and Corbin (1990), adhering rigidly to the guideline could lead to foreclosure on the data possibilities inherent in the situation, limit the amount and type of data gathered and prevent the researcher from achieving the density and variation of concepts that is very necessary for developing a grounded theory. The researcher also consulted an expert in the field of psychodynamics and qualitative research to ensure that this loose interview guide was clear, made sense and suited the focus of the research.

Step 3: The researcher realised that a biographical/demographical interview (Appendix A) was needed for the experiential interview. As a result, interview

questions for such an interview, based on what information was needed for the experiential interview, were formulated and arranged in an order that allowed for a clear understanding.

Step 4: The location and duration of the biographical/demographical and experiential interview needed to be planned in order to ensure there was sufficient time and privacy.

Step 5: The method of data collection was chosen so that the responses of the subjects could be tape-recorded and analysed. The responses of individual interviewees would be analysed and interpreted for possible hypotheses and themes that could perhaps provide information and insight into individual behaviour towards authority. In order to do this the responses would need to be analysed and interpreted in an objective manner.

Step 6: A pilot interview was conducted. The use of pilot studies allows the researcher to focus more precisely on his/her concerns and theories (Maxwell, 1996). In this research, the pilot interview allowed the researcher to see if both the biographical/demographical interview and the experiential interview allowed the researcher to achieve the objective of the phenomenological study, that is to examine individual behaviour towards authority and to make recommendations regarding future research into individual behaviour towards authority and to provide a better understanding of organisational authority dynamics. A few changes were made to the interviews from this pilot interview to ensure that the measuring instrument (Appendix B) was more suited to the phenomenological objectives.

#### **4.2.3 Objective of the measuring instrument**

The objective of the measuring instrument is to examine individual's behaviour towards authority and to make recommendations regarding future research into

individual behaviour towards authority and to provide a better understanding of organisational authority dynamics. The nature of the research is such that the information cannot be quantified. In addition the information may be sensitive and, as a result of the psychodynamic stance of the research, the instrument will need to 'measure' complex unconscious behaviour, thoughts and feelings. Such unconscious information cannot be measured; therefore the objective of the measuring instrument is to facilitate a process where such information, behaviour, thoughts and feelings are expressed. The goal of the measuring instrument (unstructured interviews) is therefore to see the research problem from the perspective of the interviewee, and to understand how and why he/she comes to have this particular perspective. In addition, the aim of the unstructured interview is to probe the respondent's deepest and most subjective feelings and in extreme cases, to elicit repressed feelings that the respondent does not know he/she has (Bailey, 1994). The objective of this unstructured interview is therefore to obtain both sensitive and unconscious information qualitatively without prompting specific responses. In addition, the objective of observing the non-verbal behaviour of the subject is to gain further insight into the interviewee's experience of the topic.

#### **4.2.4 Rationale of the measuring instrument**

The subject's experience of her behaviour towards authority is most probably of a sensitive nature. In addition, one of the assumptions of the research is that unconscious forces drive individual behaviour. As a result, the rationale for using an unstructured interview is that the nature of the measuring instrument, as well as the role the interviewer will adopt, will create an environment for the interviewee to express his/her thoughts and feelings openly. In addition, unstructured interviews allow for the exploration of deeper unconscious thoughts, issues and feelings. Huysamen (1994) supports this argument and indicates that unstructured interviews suggest the general theme/s of the discussion and poses further questions as these come up in the spontaneous development of the

interaction between interviewer and the subject. The interviewer will interact with the subject and attempt to understand how individuals experience their life-worlds and how they make sense of what is happening to them. The opportunity is therefore created to explore the individual's experience further. As a result, the rationale of the measuring instrument is that it is a suited instrument to be used given the nature of the research.

#### **4.2.5 Administration of the measuring instrument**

In administering the unstructured experiential interview, the following steps will be followed:

Step 1: The biographical/demographical interview (Appendix A) will take place after an appointment with each identified subject has been made. The interviewer will briefly explain the purpose of the research as well as the purpose for this interview. In addition the interviewer will thank the subject for his/her time and explain that the time limit for this interview will be approximately 20 minutes. Permission will be obtained to document the subject's answers. After completion of this interview the interviewer would indicate that he/she would contact the subject to schedule time for the second interview, the experiential interview.

Step 2: The experiential interview (Appendix B) will take place after an appointment has been made with the identified subject. Permission for the use of the tape recorder and notebook will be obtained. In each interview the interviewer will use the following unstructured comments, which will serve as an opening for the experiential interview:

- "Thank you for taking the time to have this interview with me."
- "As discussed previously the reason for this interview is to listen to, for research purposes, to your behaviour towards authority."
- "The discussion will last 45 minutes."

- “You can be assured that all the information discussed will be kept absolutely confidential and your response will remain anonymous.”

Step 3: The following open-ended introductory question will then be asked:

- “Tell me how you behave towards authority?”

Step 4: The interviewer will use the reflection technique as well as the list of repertoires/probes developed (see section 4.2.2) to explore further into the information provided by the subject and to encourage the subject to take an issue further.

Step 5: After the interviewer feels that he/she has reached saturation point with regards to the subjects information on the introductory question, he/she will then ask the following open-ended questions using the reflection technique and repertoires/probes in the same manner as in the first question:

- “Tell me how you behave towards your present manager?”
- “Tell me how you behaved towards your previous manager?”
- “Tell me how you behaved towards your school teachers?”
- “Tell me how you behaved towards your mother?”
- “Tell me how you behaved towards your father?”

Information obtained from the biographical/demographical interview will influence how many times the question “tell me how you behaved towards your previous manager?” will be asked. In addition, if information was obtained from the biographical/demographical interview indicating that other individuals in addition or instead of the subjects mother and father played an influential role in raising the interviewee (e.g. stepfather or grandmother), the interviewer will need to ask the subject in the experiential interview how he/she behaved towards that individual.

Step 6: Ten minutes before the time boundary of the interview is reached, the interviewer will indicate that there are ten minutes left. The interviewer will then ask the subject to draw the structure of his/her department and where he/she sees herself fitting in, on the paper and pen that had been placed in front of the subject. The purpose of this is to gain more insight into how the subject structurally views authority while he/she is still in the boundary of the interview. Once this is completed the interviewer will ask the following questions:

- "Can you explain the picture to me?"
- "Where do you see yourself fitting in?"
- "Briefly describe your present job function?"
- "Have there been any recent changes in your division?"

When asking these questions the interviewer may switch from the role he/she has taken in the previous section (a reflective, non-directive role) to a more directive role.

Step 7: In addition to using a tape recorder, the interviewer will make notes of the interviewees non-verbal behaviour during the interview as well as any happenings that may take place outside and inside the room, for example people talking in the background and doors closing.

Step 8: When it becomes clear that the 45 minutes of the interview are complete and the subject has reached saturation point in terms of the topic, the interviewer will conclude by thanking the interviewee for his/her time.

Step 9: The interviewer would return to his/her office and document what his/her sense of the interview was. In addition the interviewer will consolidate information on non-verbal behaviour and any happening/s that may have occurred outside and inside the room, for example extraneous variables such as background



noises, what day of week it was as well as where the interviewee sat in relation to the interviewer.

#### **4.2.6 Analysis**

The interviews will be analysed by examining recurring themes emerging from the subject's interview as well as the non-verbal behaviour recorded during the time of the interview and other unconscious elements such as the day of the week or changes in the department. This analysis is based on the Thematic Apperception method developed by Henry Murray (Ewen, 1998). Where relevant, the picture that the subject drew during the interview will also be used in the analysis. The following steps will be followed when analysing the data:

Step 1: The tape recording of the entire interview will be transcribed. This will include recording pauses the interviewee may have taken as well as comments such as "uhm" and if the interviewee coughed.

Step 2: The interviewer will read through the interview and formulate hypotheses, which will be based on the theory discussed in chapters 2 and 3 (individual behaviour and authority). This step will involve exploring beyond the information that appears at the surface of the interview. The interviewer will need to examine the interview by analysing unconscious elements of the discussion. As the nature of the research is qualitative, emphasis needs to be placed on the role and impact of the researcher, (who is the measuring instrument), as in such research the researcher is "a social being who has an impact of the behaviour of those around" (Cassell & Symon, 1994, p.5). This will be taken into account throughout the analysis of the interviews.

Step 3: Hypotheses that reoccurred during the interview will be formulated into a theme describing how the subject behaves towards authority.

Step 4: The non-verbal behaviour as well as information such as the day of the week and managers being away during the time of the interview, will be compared with the recurring themes to see if such information strengthens or weakens the conclusion/s of the hypotheses/themes. In addition, where relevant the picture that the subject drew will also be used.

Step 5: At the end of the interview the themes which emerged from the interview will be listed according to their strength of dominance.

Step 6: The results will be interpreted.

#### **4.2.7 Interpretation**

The interpretation of the interviews will be done in a similar manner of that used in the Thematic Apperception method (Maddi, 1996). The underlying rationale of the method is that the subject will inevitably project important conscious and unconscious feelings, motives and beliefs onto the stimuli, that is, the questions of the unstructured interview (Ewen, 1998). All the themes that emerged during each subject's interviews will be listed together in terms of the strength of dominance in which they occur. In line with the literature reviews (chapters 2 and 3), as well as the psychodynamic paradigm and the nature of phenomenological research, these themes will be interpreted. The themes will be listed as possible ways in which individuals behave towards authority in organisations. In addition, based on this information, recommendations will be made regarding individual behaviour towards authority. Suggestions will also be made regarding further research into these areas.

#### **4.2.8 Reliability**

According to Strauss and Corbin (1990) qualitative research has inevitable biases, prejudices and stereotypical perspectives that an individual brings with

them into the analytical situation. As there is no information available on the reliability of the measuring instrument used in this research, the theoretical reliability will be discussed.

According to Mouton and Marais (1992) the reliability of an interview is influenced by four variables namely, the researcher(s) (the interviewer), the participants in the research (the subjects), the measuring instrument (unstructured interviews) and the research context or the circumstances under which the research is conducted.

With reference to this research, these will now be examined. The fact that the interviewer had training and experience in the use of an unstructured interview as well as the reflective technique used, enhanced the reliability of the research. Special care was taken not to prompt specific reactions from the interviewee. The researcher took up an objective role during the interview in order to avoid any prejudices, expectations, attitudes or beliefs of the researcher from influencing the research. With reference to the variables, the researcher and the subject, the interviewer was very aware of whether there may have been race or gender biases. Despite the above discussion, King (1994) argues that the nature of qualitative research does not require the researcher to strive for objectivity and to distance themselves from research participants. If this were to be done it would make good qualitative research impossible as the interviewer's sensitivity to 'subjective' aspects of his/her relationship with the interviewee is an essential part of the research process (King, 1994).

In terms of the second variable, the subject of the research, the interviewer asked very broad questions, which provided the interviewee with the freedom to answer the questions according to his/her experiences. It avoided the interviewee feeling like he/she needed to create an impression or take up a role, which he/she may have thought the interviewer wanted him/her to be. In addition, the neutral nature of the reflection technique and the repertoires/probes used,

indicated to the subject that the interviewer did not approve or disapprove of his/her reactions and that the interviewer did not judge the subject's responses.

As no leading questions were asked in the unstructured interview, the measuring instrument allowed ample freedom for the interviewee to express him/herself. In addition, the questions, probes/repertoires and reflections used in the measuring instrument were not leading thus allowing the interviewee to lead the discussion in whatever direction he/she wanted to. Gorden (1969, as cited in Bailey, 1994) argues that unstructured interviews can sometimes be more valid than highly structured interviews as highly structured interviews may be seen to impede communication. In addition, "the unstructured interview may be able to provide a relaxed and unhurried atmosphere that is not stressful to the respondent. A respondent who feels hurried by a highly structured interview may not be able to remember things accurately if he or she feels the need to move onto the next question and may be tempted to answer even if unsure of the correctness of the answer so that he or she may remain on schedule" (Bailey, 1994, p.195). The unstructured interview therefore created an environment where the interviewee felt comfortable to explore the discussion.

With reference to the research context, the interviews would be scheduled within two to three weeks to ensure that spatio-temporal factors (Mouton & Marais, 1992) remained the same for all the interviewees. In addition, each interviewee agreed on the venue, ensuring that both the interviewer and interviewee felt comfortable with the interview setting.

In addition to these four variables, Lang and Heiss (1984) argue that internal consistency is the most feasible form of reliability for interviews. Internal consistency of interview responses can be ascertained by "asking for the same item of information in two of three slightly different ways" (Lang & Heiss, 1984, p.55). A reliable or consistent respondent should reply in the same way (Lang & Heiss, 1984). This was the case with the unstructured interview used in this

research as the same questions were asked but they differed in terms of the authority figure the question related to. In other words each question referred to the manner in which individuals viewed themselves behaving towards authority but the difference lay in the authority figure being referred to.

#### **4.2.9 Validity**

As no information is available on the validity of the measuring instrument used in this research, the theoretical validity will be discussed.

According to Kerlinger (1986) special attention needs to be taken to eliminate interviewer biases, questions need to be tested for unknown biases and the nature of the information sought needs to dictate whether the interview be used. In the discussion above regarding the development and administration of the interview, it was pointed out that special care was taken by the interviewer not to prompt reactions from the interviewee. The subjects were given the opportunity to express themselves freely as no leading questions were asked. In addition, the reflection technique, as well as the repertoires/probes used, did not indicate approval or disapproval. The issue of reactivity (Maxwell, 1996) was therefore removed. In addition, from the start of the research unstructured interviews seemed to be best suited for the nature of the information sought in this research (sections 4.2.1, 4.2.3 and 4.2.4).

With regards to the analysis and interpreting technique, this would be based on the Thematic Apperception method developed by Henry A. Murray (Ewen, 1998). Validation studies indicate that the fantasy responses to the TAT do in fact represent people's motives (Carver & Scheier, 1992).

Prior to analysing and interpreting the interviews, the interviewer obtained clarity on her own identity and role in the research situation. This is particularly important with qualitative research from the psychodynamic methodology as the researcher needs to be careful when interpreting results as well as conducting the interview that she does not use defense mechanisms such as projection and

transference (Schurink, 1988). In addition, the bias of the researcher was limited by the fact that attention was paid to ensure hypotheses that emerged on an individual basis recurred to classify them as themes. These would be based on literature discussed in chapters 2 and 3. King (1994) argues that in qualitative research "a study is valid if it truly examines the topic which it claims to have examined" (p.31). In qualitative research the concern is for the validity of interpretations, that is "whether a researcher's conclusion that x is the main theme to emerge from an interview is valid" (King, 1994, p.32). The pilot interview assisted in ensuring this and addressing other areas of validity.

With regards to the overall interpretation of the results, the bias of the researcher would be further limited as the themes of each subject would be compared with other subjects and only if these themes recurred would they be listed as possible ways in which individual's behave towards authority in an organisational setting. In addition, validity would be assured, as the researcher would confirm the hypothesis and themes she interpreted from the interviews with an expert in the field of psychodynamics and qualitative research.

#### **4.2.10 Justification of the use of unstructured interviews**

Considering the above-mentioned discussion, it seems as if unstructured interviews are suited for the research. "The advantages of an interview over other research tools such as a questionnaire are the flexibility to deviate from the set pattern of questions if the need arises and the ability to probe areas of interest or vagueness instead of relying on routine responses. In addition, the interview provides greater communication between the interviewer and permits immediate checking on information" (Lang & Heiss, 1984, p.114). Unstructured interviews are suited for examining the complex dynamics of this research as well as allowing different levels of meaning to be explored. In addition, the sensitive nature of the information that needed to be gained from subjects, as well as the research question, motivated the interviewer to use unstructured interviews in the research.

This concludes step 2 of the phenomenological research.

#### **4.3 DATA GATHERING**

With reference to the research methodology of this research, step 3 of the phenomenological research will now be discussed.

With regards to gathering the data for this research on individual behaviour towards authority, the following steps were undertaken:

Step 1: Permission was gained from the organisation to conduct research in the company. The researcher recognises the importance of her having worked in the company in which the research was conducted as this allowed for greater insight and understanding into the functioning's of the organisation as well as individual behaviour.

Step 2: The researcher contacted identified individuals for the research and explained the nature of the research, as well as invited these individuals to participate in the research. Once agreement had been obtained from the individuals to participate the research, the contractual relationship had begun. According to Schurink (1988) the relationship develops into a contractual one when agreement between the subject and the researcher is reached over the objectives of the research and the way in which they should be achieved. The formation of this relationship is vital as in qualitative studies, as the researcher is the instrument of the research, the research relationship is the means by which the research gets done. This relationship has an effect not only on the participants in the study, but on the researcher and on other parts of the research design (Maxwell, 1996).

Step 3: Appointments were made with the subjects to conduct the biographical/demographical interview (Appendix A).

Step 4: The actual biographical/demographical interview (Appendix A) took place. Specific questions that the researcher had compiled were asked. The researcher obtained permission to document the subject's answers. In each of these interviews the following unstructured comments were made:

- "Thank you for taking the time to participate in the research I will be conducting on individual behaviour towards authority".
- "As discussed this is the first of the two interviews I will be conducting".
- "The purpose of this interview is to obtain biographical and demographical information that may be important to the research".
- "The interview will take approximately 20 minutes".

Step 5: After conducting the biographical/demographical interview (Appendix A), the researcher consolidated the information obtained. In addition, the researcher extracted information such as how many managers the individual had reported to during her time with the company, information on the subjects career history at other companies, as well as individuals who played an important role in raising the subject. This information was used for the preparation of the experiential interview.

Step 6: The experiential interview (Appendix B) took place after an appointment with each subject was made. Permission for the use of a notebook and tape recorder was obtained. In addition the researcher assured confidentiality and anonymity. The interviewer used the following unstructured comments, which served as the opening of the interview:

- "Thank you for taking the time to have this interview with me".
- "As discussed previously the reason for this interview is to listen, for research purposes, to your experiences/behaviour towards authority".
- "The discussion will last 45 minutes".



- “You can be assured that all the information discussed will be kept absolutely confidential and your response will remain anonymous”.

Step 7: Once permission was obtained from the subject, the researcher used the following open-ended introductory question:

- “Tell me how you behave towards authority?”

Step 8: During the interviewee’s response to this question as well as through out the interview, the interviewer used reflection techniques such as “*what I am hearing is....*”/ “*it seems to me as if....*”. The reflection technique is used to clarify emotions underlying key facets and promote the discussion of feelings (Ivey et al, 1997). In addition the interviewer used a number of repertoires/probes, which were drawn up while compiling the measuring instrument, with the aim of clearing up vague responses or to ask the interviewee to elaborate on incomplete answers (Huysamen, 1994). Examples of these repertoires/probes are “umm”, “uh huh”. In using reflection and repertoires/probes the interviewer was careful not to suggest certain responses from the interviewees.

Step 9: When it became clear that the subject had covered the topic of discussion, or repeated herself unnecessarily and/or when it became clear that the subject did not intend to reveal more details, the interviewer would then ask the next open-ended question. There were therefore a number of open-ended questions that the interviewer asked. In between the various questions the interviewer used the reflection technique as well repertoires/probes to encourage the subject to explore the areas further. The other open-ended questions asked were:

- “Tell me how you behave towards your present manager?”
- “Tell me how you behaved towards your previous manager?” (The number of times this question was asked depended on information obtained from the

biographical/demographical interview regarding the interviewees work history, both in her present company as well as other companies).

- “Tell me how you behaved towards your school teachers?”
- “Tell me how you behaved towards your mother?”
- “Tell me how you behaved towards your father?”

Step 10: In addition to the interview being recorded, the interviewer took notes on the nonverbal behaviour of the subject such as frustration, playing with the pen and agitation. Due to the paradigm of the research being psychodynamic, the interviewer also noted contextual happenings such as the day of the week and where the subject sat in relation to the interviewer.

Step 11: Ten minutes before the end of the interview, the interviewer asked the subjects the following questions with the aim of gaining greater understanding into recent changes in the department, as well as how the subject viewed authority structurally in the department. This information may affect the interpretation of the results. The questions that were asked were:

- “Can you draw the structure of your department and where you see yourself fitting in to?”
- “Can you explain the picture for me?”
- “Where do you see yourself fitting in?”
- “Briefly describe your present job function?”
- “Have there been any recent changes to your division?”

During these questions the interviewer stepped out of her role as a psychodynamic interviewer and asked more directive questions.

Step 12: When the interview had reached the 45-minute time boundary, the interviewer concluded the interview by thanking the subject for her time.

Step 13: After the experiential interview was completed, the interviewer returned to her office and documented her sense of the interview. In addition the interviewer recorded the non-verbal behaviour as well as any events or issues that took place during the time of the interview, such as noises outside the room and the day of the week.

Step 14: The recorded interviews were transcribed verbatim. This involved documenting everything the subject said including pauses, "uhmming" and coughing.

This concludes step 3 of the phenomenological research.

#### **4.4 DATA PROCESSING**

With reference to the research methodology discussed in chapter 1, step 4 of the phenomenological research, data processing will now be discussed.

The technique used for the processing of data was a qualitative thematic processing technique, which was based on Murray's personality theory (Ewen, 1998) as well as the Thematic Apperception method. The following steps were undertaken when processing the data:

Step 1: The researcher read through each interview transcript in detail as well as information recorded on the subject's nonverbal behaviour, the information she gave in the last 10 minutes of the interview and the picture she drew. Each individual interview was analysed in detail on the basis that individual's responses to the stimuli/cue (that is the questions, reflection technique, repertoires/probes) reveals particularly hidden themes of the personality especially those concerning basic needs, conflicts and complexes (McAdams, 1994). The researcher formulated hypotheses and interpreted these hypotheses based on the literature discussed in chapters 2 and 3. This is based on the

Thematic Apperception method, where the aim of hypothesis formulation is to reduce each story or response to its elemental core and retain it as a transformed unit representing the original data (Alexander, 1990).

Step 2: If a hypothesis recurred during the interview, the researcher classified it into a theme for that subject's interview. Such themes were also based and interpreted on the information discussed in the literature reviews (chapters 2 and 3). Murray referred to 'themas', which he believed was relevant to particular motives (Carver and Scheier, 1992). "Dispositional tendencies emerge in the fantasy narratives that people compose. Presumably these storytelling tendencies reflect the motives that characterise one's personality" (Carver and Scheier, 1992, p.107). At the end of each individual's interview, these themes were listed in terms of the dominance in which they occurred. Each subject therefore had a list of themes reflecting possible ways in which she behaves towards authority.

Step 3: The researcher then took the themes that emerged in all five of the individual interviews and listed them, in order of dominance, as possible ways in which individuals behave towards authority in an organisational setting. These themes were also interpreted and analysed based on information discussed in the literature reviews (chapters 2 and 3). Recommendations were made that further research be conducted into these themes.

This concludes step 4 of the phenomenological research.

#### **4.5 CHAPTER SUMMARY**

In this chapter, steps 1 to 4 of phase 2 of the research methodology were discussed. The sample was discussed, examining in brief the descriptive profile of the sample (step 1). The discussion on the measuring instrument followed (step 2) including the choice, development, objective, rationale, administration,

analysis, interpretation, reliability, validity and justification of the measuring instrument. The manner in which data was gathered and processed was then discussed (step 3 and 4).

The next section will discuss the results of the phenomenological study.

## **CHAPTER 5: RESULTS**

With reference to the research methodology, as discussed in chapter 1, the objectives of this chapter is to report on the qualitative results and to interpret and integrate these results. Firstly the individual results of subjects will be presented, secondly the emerging themes will be interpreted and thirdly the results will be integrated. The reporting, interpreting and integration of the results will be done with reference to the literature discussed in both chapters 2 and 3.

### **5.1 INDIVIDUAL RESULTS**

With reference to the analysis of the measuring instrument in chapter 4, the results of each subject's interview will now be presented. The themes that emerged in each subject's interview will be discussed in detail, followed by verbatim quotes and non-verbal behaviour from the interview to support these themes. Rather than putting the verbatim quotes from the unstructured interviews in the appendix, the researcher kept the quotes in this chapter as they allowed the reporting, interpreting and integration of the results to flow more freely.

#### **5.1.1 Results for subject 1**

From the analysis and interpretation of the transcribed interview of subject one, as well as the non-verbal behaviour recorded and the picture the subject drew at the end of the interview (Appendix C), a number of key themes seemed to have emerged with regards to this subject's behaviour towards authority. These themes will be discussed below and will appear in order of the strength they seemed to occur in.

### *5.1.1.1 Theme 1: Need for clear and/or rigid boundaries*

It seems that the subject's parents provided her with clear and rigid boundaries when she was a young child. In addition, attending a Catholic school could have enforced these rigid boundaries. As a result, in situations where the subject experiences clear and rigid boundaries with authority, she seems to be more comfortable with authority. However in situations where the boundaries are not clear and rigid but rather loose, the subject seems to experience anxiety and becomes uncomfortable. The clear and rigid boundaries therefore serve to contain the anxiety that the subject experiences towards authority. In addition, it seems that from an early age the subject's first authority figures, her mother and father, boxed the subject in with clear and rigid boundaries, punishing her for disobeying or stepping out of the boundaries they set. This need for clear and rigid boundaries could also indicate that the subject is fixated in the anal stage as an anal retentive individual cannot tolerate confusion and ambiguity and hence the need for clear boundaries.

The following are examples from the transcribed interview that support the above theme:

- "You need to know where the limits are."
- "...but don't be buddy-buddy during work hours, because then it makes the other people wonder what the hell has been going on."
- "And, ....if she just put her foot down once, everybody's idea would just change completely. Which would make it a lot easier for everybody."
- "Which is great, its just that, umm I feel when you become a manager, your, .. not your friendships in the department, but you actually take on a different role."
- "I think that somebody in a position of authority should be able to say...."

- “Um, I felt a lot more comfortable because if we did have a problem she would actually take the time to sit with you, chat about it. Um, because that was her role...”
- “There were no hiccups Uhm (pause) I think because she was in control uhm of situations at all times. She always stood up for us.”
- “But at work nobody knew we were friends or anything else, you know it was very business-like.”
- “You can’t mix business and pleasure.”
- “You can have a laugh and a giggle and that, but....you know, when people come in and people sit and talk about what they did for the weekend for four or five hours on a Monday, it just kills me (laugh).”
- “Yah I believe you can chat and all those kind of things but you don’t take up work time by sitting and chatting. You can, you know come in and say, ‘Did you have a good weekend?’ ‘What did you do?’ But like for five, ten minutes. Umm .... And that’s it. Get on with your job.”
- “Yah, I would say he’s a bit of a softy, but [slight pause] I’ve never been one that pushes to see what I can get away with. I think being brought up in a convent, and I had very strict parents they were ministers so [pause] I’ve never ever sort of seen how far I could push anybody, and I don’t think I could ever do that.”
- “Yah, he was the boss. I think it was very different to having a woman. Uhm I just think it was the deep voice (Laughter) You sort of took more notice. (laughter) But yah, we got on very very well. (Softly...) There were no problems at all.”
- “I think it’s just the way you’re brought up. You know your limits and that’s it”
- “But even just, he knows, you just get that look and he knows where the limits are, and I, I was brought up like that as well.”
- “I’ve always reported to someone.”
- “She was a disciplinarian, ...I was very cheeky, but I think she hit that out of me.”



- “You know, when mother's just can't do anything right. But other than that, we had no hassles.”
- “Yah, it was basically when I was very small, I was just very very cheeky, but I got sorted out quickly (laugh) one or two smacks on the bottom and that was that. Uhm, they still laugh about when they used to talk to me and I'd say, 'Don't look at me! Look at the window', and I'd point in their faces, but I think that's part of growing up. Uhm, I think once I went to school it was fine.”

### *Conditions for authority*

Linked to this theme of rigid boundaries seems to be the sub theme of conditions under which the subject accepts individuals in authority roles. A strong condition seems to be that the individual in authority 'deserves' to be in the role. These conditions seem to be based on the early boundaries or conditions that were set by her first authority figures, her parents. These conditions could assist in containing the anxiety the subject experiences in relation to her true feelings towards authority. In addition, coming from a very strong Catholic background, where one cannot speak directly to God, could reinforce the need for authority to have certain conditions. As a result the subject seems more comfortable with authority that has these conditions.

The following are examples from the transcribed interview that support the above sub-theme of conditions:

- “As long as the person who is in that position knows more than I do and knows what they are doing, ....I am quite happy with it.”
- “They've been promoted (pause) and haven't had....had no background, no social skills, no social styles development, no management development.”
- “...I think more than anything else it is the respect.”
- “Yah and I think also because she had worked her way through the ranks.”

#### 5.1.1.2 Theme 2: 'Daddy and mommy's little girl', need for attention and approval, to not disappoint

It seems that the subject was used to being 'daddy and mommy's little girl' and in particular received a great deal of attention from her father. In addition she is an only child and as a result could be used to getting all the attention from her parents. It seems that when she does not get that attention and approval from other authority figures such as teachers and managers, regardless of them being male or female, she may become frustrated, jealous or envious. The subject therefore seems to have a need for approval and attention from authority based on her early experiences with authority as a child. The picture the subject drew of her department (Appendix C), in which she only highlighted the areas she worked on, could support this need for attention. This could indicate that she wants to be the only one getting attention. There also seems to be part of this individual that does not want to disappoint authority, which could be based on the fact that she did not want to disappoint her first authority figures, her parents, particularly her father.

The following are examples from the transcribed interview that support the above theme:

- "...but don't be buddy-buddy during work hours, because then it makes the other people wonder what the hell has been going on."
- "... and you think if I was in that position, I would handle it much differently."
- "She is basically feeding off me at the moment."
- "I always joke about her being the boss and that kind of thing."
- "I just think someone in a position of authority should be able to say, Hey..."
- "You can actually see people are sticking out who aren't doing their jobs, and they are still getting treated the same way as the rest of us who are slogging away all day."

- “Umm, and I think we both built up a bit of resentment about that because we actually did all the work, and she got all the glory. Umm but yah she was actually asked to leave, so obviously somebody did see through to her eventually (laughter while saying this).”
- “She is still running as a brand manager, so she handles quite a bit of marketing for one of the big divisions, so she doesn’t actually have the time to head up the brand team. Uhm.. she didn’t want the position in the first place but she’s sort of been pushed into that.”
- “But if somebody is heading up a department and they’re actually running around, well there isn’t that time.”
- “And it was yes how great she was, and it was never ever piped down and I think you know to actually who did the work.”
- “Uhm. I basically just ignored it, because I knew what was happening but she was boss,..... so and she was the one who determined salary increases, so you sort of resent it but there is not much you can do. I just think that’s where the openness and honesty just fall out completely. You lose that trust.”
- “You know, sort of finish at lunchtime, and then disappear. They always had appointments on Friday afternoons, and I knew those appointments were never really there. I think I was too scared to take a chance, because I would get caught out (nervous little giggle while verbalising this sentence) Or maybe just too stupid, I don’t know which one.”
- “Then you had your goals of getting on the Stage on Speech Night, and things like that, and so you worked damn hard.”
- “Um, yah, I adored him. (giggles), Uhm we just got on very very well. He was always there to support me. Uhm [pause] yah, I’ve just been lucky. I had a very happy childhood.”
- “Uhm, I respect him. [pause] Uhm (pause), yah we laugh a lot, (pause) we are able to talk, but again I don’t open up with my innermost, I have never been able to do that.”

- “And I know when I went through my divorce and everything it nearly killed him, because I was the only child. It was like major shock for them. But that’s life and they were there to pick up the pieces for me or with me.”

In addition, the fact that the subject excluded her manager in the picture she drew (Appendix C) could indicate her inability to accept someone in an authority position as a result of her conditions, mentioned above, not being met. It could also indicate her inability to accept authority in the role as a result of her being jealous that she is not in that role, in other words, she is not the special one, she is not ‘daddy or mommy’s little girl’.

#### *5.1.1.3 Theme 3: Split in experience towards authority*

A theme seems to emerge in the interview where the subject expresses herself by first saying one thing about authority and then communicating something else, which contradicts her first statement. In other words she gives two opposite meanings. This could be a result of her experiencing authority separately with her first authority figures, her parents. Her experiences with her parents seemed to be split. While she experienced her mother as the disciplinarian, she experienced her father as her ‘hero’. This split in turn seems to have influenced her behaviour towards other authority figures, such as managers, as she seems to experience female authority in the same manner that she experienced her mother and male authority in the same way she experienced her father.

In addition, the subject seemed to have experienced a split in her relationship with her mother. This split appears to be between the good and nice side of her mother and the evil and bad side of her mother. While on the one hand she seemed to have a good relationship with her mother, on the other hand she experienced a conflict with her mother (i.e. her first female authority figure) as a child, the Electra complex. This conflict could be mirrored in the subject’s experiences with other female authority she has interacted with. The subject

seemed to have experienced her father as someone who could only do 'good'. This supports the conflict with her mother being based on the Electra complex.

This could indicate the reason for the subject expressing two opposite meanings towards authority later in her life. The split could also be linked to the subject attending a Catholic Convert where emphasis is not only placed on rigid boundaries but behaviour is split between the Father (God) and the Mother (Mary).

The following are examples from the transcribed interview that support the above theme:

- "We got on very very well, .....Um, the only problem was that she was very defensive and used to go out there and blow everybody's heads off, you know something tiny would be blown right out of proportion."
- "Uhm, I like her very much. Um, we get on very well (sounded as if she was careful when she was saying this), and I think my biggest concern is, that I'm not going to learn anything from her."
- "'cos she has recently taken over the brand team, which is great. Its just that umm, I feel when you become a manager, your, ....not your friendships in the department, but you actually take on a different role."
- "It was quite difficult, but yah, we got on fine (soft voice)."
- "Uhm, we got on very very well. Uhm, she was a disciplinarian....I was very cheeky. Uhm, but I think she hit that out of me (nervous laugh). Uhm, but we still get on very well."
- "We get on very, very well. (slight pause) I always joke about her being the boss and that kind of thing...."
- "We get on very, very well. We laugh, we chat, but we're not buddy buddies...."

#### 5.1.1.4 Theme 4: Dependency for support

The subject seems to be dependent on authority, both male and female, to provide her with a supportive and nurturing environment. This could indicate that she is fixated in the oral stage where she was dependent on caregivers (her parents) to nurture her, provide her with support and take control over situations that were difficult for her. This dependency for support could therefore be evidence that the subject's parents ended this stage of development too abruptly.

It seems that her parents (her first authority figures) provided this supportive, nurturing environment and that as a child and even as an adult, her parents would take control over difficult situations for her. This could be the reason why the subject has positive relationships and experiences with managers and teachers (authority figures) that mirror this nurturing, controlling and supportive environment.

The following are examples from the transcribed interview that support the above theme:

- "She always stood up for us.....So we worked very, very closely together."
- "...she never ever let you down. She stood up for you. Uhm and I think that's important."
- "She would be in all my meetings and I would be in, well (slight pause) most of her meetings and we worked as which I think is very important."
- "We could identify with each other..."
- The interviewer reflected: "it sounds as if that support was important to you?" and the subject responded "uhm, yah."
- "It is just somebody, you know when you're really having a bad day, to go and say, 'Hey man', listen to me or do something."
- "I had that support. Uh (pause) you just felt that she was always around. No matter what happened, she knew what was going on."

- “....sorted them out very quickly.”
- “....go in and sort it out and it was all over.”
- “..she came into every meeting with me until I was totally comfortable. Uhm, and then she sort of backed down, but whenever I needed her and I said ‘look there might be a problem with this or with that’, she was there.”
- “So I was able to feed off her quite a bit.”
- “But I also had that support.”, “Sort of just built you up and gave you that support.”
- “So I’ve been able to form those long lasting relationships.”
- “..so I’ve always had that support. I think it was more support than anything else.”
- “Yah, I think you can’t survive without that support.”
- The interviewer reflected: “It sounds as if you did not enjoy that lack of support?” and the subject responded: “ya, ....no you’ve got to have support.”
- “..and they moved up as well and we’ve lived together ever since.”
- “And yah, it’s a big family, it’s almost that extended family, and you need it.”
- “But he had my dad there and its that support.”
- “But that’s life and they were there to pick up pieces for me or with me.”
- “I tried not to rely on them too much, but I needed them, and I mean, they moved up to Jo’burg for me, so, (pause) it was great.”
- “Yah, that’s how we’ve always worked. And my mom and I know, when I’m falling to bits, she’s there, and *vice versa*. So I think its living together that [very soft] you get like that.”

#### ***5.1.1.5 Theme 5: Anxiety and the use of defense mechanisms***

The subject seemed uncomfortable and perhaps anxious discussing any issues around the variable authority. This could be a result of the strict boundaries that were placed on her by both her parents (her first authority figures) and by attending a strict Catholic Convent. As a result discussing her true feelings towards authority or questioning authority could lead to anxiety. In other words

she may feel uncomfortable to challenge authority, as her superego seems to control her id.

The following are examples from the transcribed interview that support the above theme:

- "Where I am comfortable with it."
- The interviewer reflected: "it sounds as if you are comfortable to approach people in authority" and the subject responded by nodding her head.
- "Uhm, very quietly. (laughter)."
- "Yes, yah (small laugh). You have to (chuckling)."
- "Uhm, (pause) yah, we got on ok."
- "Uhm, except for one, uhm who was my math's teacher (giggle) and yah."
- "She was about ninety in the shade (laughter)."
- "And I knew I was the direct cause of it. (Laugh)."

In addition to the above quotes, which could indicate the subject's discomfort and anxiety with the variable authority, she seems to use a number of **defense mechanisms**, such as projection, rationalisation, generalisation, repression and identification. In addition, she seems to withdraw or flight certain situations as well as disown feelings by using secondary language. As mentioned previously the subject could use these defense mechanisms to protect herself against her true feelings towards authority, as the experience of these feelings is perhaps too difficult. This could be linked to the subject feeling uncomfortable and anxious acknowledging that she has negative feelings towards authority, with particular reference to her mother and the conflict they have (discussed above).

The following examples indicate the above theme of defense mechanisms:

- "You don't resist it but you also don't respect it."
- "You were always there to help and to carry books."



- "Uhm, no I don't mind her at all. I just that you see these things happening and you think if I was in that position I would handle it much differently."
- "... and I think it's very awkward for her."
- "Yah, but generally, all the teachers, we got on very very well."
- "I respect her for what she does and that's it."
- "...but we still felt there was somebody there to support us. Well, felt like that."
- "I mean we don't have many arguments. In fact, we [pause] hardly ever."
- "Well, I must say at the Bank I am comfortable with everybody."
- "She was always out to lunch."
- "I just become very quiet."
- "I basically just ignored it, because I knew what was happening, but she was boss."
- "...maybe I am just old fashioned."
- "There were no problems at all."
- "You know sort of finish at lunch time and then disappear."
- "I can't think so far back...."
- "Uhm, but yah, I greeted, and only really communicated when I had to..."
- "I suppose I have always been like this, the underdogs, always, I have always worried about them more than myself."
- "You know, people can't believe that he comes from a divorced family, because he hasn't got any hang-ups about anything. His father left when he was about six weeks old. He's never seen him. So I suppose what you haven't seen, you haven't missed."
- "I think that's part of growing up..."
- "You know somebody else can sort it out if it's so big in their lives. But unless it affects me directly I don't get involved. (pause) Especially a marketing because it is a very political little corner (laugh)."
- "I look more than talk."
- "My inner most feelings are mine and that's it."

- “We just had to be strong for each other. And also I didn’t want my son to see me upset.”
- “People have been put into positions because they threatened to leave”.
- “... I think that’s where management training, social styles, those kind of things would actually help.”
- “I respect her very much. Uhm, but we laugh and we chat. I am generally a very very quiet person, so they don’t always know what I’m thinking or what I’m feeling. Uhm, but when I need to talk I talk up and that’s it.”
- “Uhm, no, I don’t mind her at all, I just that you see these things happening and you think if I was in that position I would handle it much differently.”
- “And I think that is also a way of staying out of trouble at work as well.”

#### *5.1.1.6 Theme 6: Fear of authority*

It seems that the subject is afraid of or fears authority. This could be as a result of the strong disciplinarian role her mother enforced as well as the strong disciplinarian nature of a strict Catholic Convent school. This fear could also be associated with the Electra complex where the same sex parent, in this case her mother, is both hated and feared.

The following are examples from the transcribed interview that support the above theme:

- “Yah, I don’t think you can actually operate when you’re scared of somebody.”
- “I think I was too scared to take a chance, because I would get caught out (nervous little giggle while verbalising this sentence) Or maybe just too stupid, I don’t know which one.”
- “I was petrified (laughter).”
- “(pause), but yah, she put the fear of God into us (laughter)”.
- “And you used to shiver and shake. But uhm, I think it was the coldness of her that got to most of us.”

- “Yah, we got on very well. I wouldn’t say I was scared of her. I knew when I had done something wrong, that things would get sorted out. Uhm [pause], but generally we got on well (soft voice). I can’t remember ever getting major hidings or anything else.”

The above themes could indicate how this individual behaves towards authority. This behaviour seems to be based on the early experiences the subject encountered with her first authority figures, her parents. This seems to have impacted on the manner in which she experiences and hence behaves towards other authority figures in her life, such as schoolteachers and managers. By understanding these themes and how they are formed, insight could be gained into how this individual behaves towards authority in the working environment, which could enhance and optimise this individual’s work performance as well as the management of her work performance. This may in turn impact on the individual’s well being as well as organisational productivity.

### **5.1.2 Results for subject 2**

From the analysis and interpretation of the transcribed interview of subject two, as well as the non-verbal behaviour recorded and the picture the subject drew at the end of the interview (Appendix C), a number of key themes seemed to have emerged with regards to this subjects behaviour towards authority. These themes will be discussed below and will appear in order of the strength they seemed to occur in.

#### ***5.1.2.1 Theme 1: Split in experience towards authority***

Despite the subject respecting her parents and being dependent on both of them for support, advice and approval, there seems to be a split in the manner in which she experiences her parents.

It seems that the subject favours her father over her mother. She seems dependent on her father for advice, support and nurturing. It seems that she respects her father and has clear boundaries with her father. In addition, it seems that her father allowed her more room to make her own decisions. The above could influence the manner in which the subject relates and behaves towards authority, particularly male authority. She seems to generally have preferred the male managers that she worked for on condition that they provided a supportive, approachable, nurturing environment and provided her with continuous advice. This seems to have mirrored her experience and hence her relationship with her father.

The following are examples from the transcribed interview that support the above theme:

- "So its on a nice friendly basis as well."
- The interviewer reflected: "I'm hearing that he is also very supportive to you" and the subject responded: "Correct, very. Uhm, I don't know how he reacts towards others in the department but this is how he behaves towards me."
- "Advice uhm, you know, if a circumstance arises with a client or a broker that I don't know how to deal with, uhm, you know I'll go to him and I'll say. "What do you think I should do? Uhm Do you think I should go this route or that route? And, and he'll advise me, both from a personal perspective and from a bank's perspective. Uhm, so you know he will take care of the risk both to you, the Bank and himself and to the client. He knows. He knows his stuff and it's nice that I can rely on him, and approach him easily by asking him for advice and relying on him to support me if I choose to go in the direction without asking him for advice."
- The interviewer reflected: "Uhm. What I'm hearing again, is that he is very approachable" and the subject responded: "Correct. Correct. Very approachable. Uhm, there have been instances of personal, uhm reasons that I need to speak to someone, whether it be at home or within the Bank, or

unhappy with someone in the Bank I can approach him and say 'I am uncomfortable, help me deal with this'."

- "Uhm, ok there was a personal incident where uhm I was unhappy with one of the employee's behaviour towards others, not necessarily towards myself, and I went to him and I said: "Look you need to know what's going on. These are the cards, I laid them on the table and I said: "You know you can't, I can't rely on my employees, or my associates to handle themselves in that manner and he agreed with me, and he spoke to her and uhm, everything's fine now."
- "So....., but if I did have any problems, he was very approachable."
- The interviewer reflected: "What I'm hearing again, is that you enjoyed that relationship because he was approachable and supportive?" and the response from the subject was: "Correct, correct."
- "Uhm. My dad has very similar characteristics to what have, so, so you know, we go on even better.....than what I did with my mom.... Uhm. He was also very approachable. I could approach him more than I did my mother. Uhm, Uhm. Our relationship was more based on uhm, similar traits, similar needs, and uh, I could always approach him when I needed to. It wasn't uhm, you know with regard to situations that I needed help, fighting or rebelling, not rebelling uhm. Like, like confronting, he was more, he took more of that stance and gave me advice, on how to, you know, on how to approach other situations, that weren't confrontational. [pause]."
- "Also one of respect, one of support... one of uhm, advice, constant advice I needed from him. So yah he is very approachable."

The above indicates that the manner in which the subject experienced and hence behaved towards her father could influence the way she behaves towards other male authority figures. In addition to the split in experiences towards her mother and father and hence male and female authority figures, the subject seems to also experience a split in her relationship with her mother. While on the one hand she experiences her mother as good and nice on the other hand she experiences her as evil and bad. Although she seems to view her mother as supportive and is

dependent on her for advice, she seems to have a different relationship with her mother than her father. The first indication of this is the fact that she believes that she has a very different personality to her mother. While she describes her mother as being more outspoken and getting what she wants, the subject seems to be more conservative and quiet. This could lead to a conflict. In addition, the subject indicated that she did not feel comfortable with individuals that are outspoken, dictatorial and outwardly expressive of their views. However this seems to be the manner in which her mother behaves. She could be uncomfortable with these individuals because they remind her of part of her mother's behaviour that she is not comfortable with and experiences conflict with. The subject could be rejecting part of her mother, and in doing so, she could perhaps be rejecting part of herself. In addition, her mother seems to be the more outspoken and dominant parent.

The following are examples from the transcribed interview that support the above theme:

- "Uhm, you know the people that she liked, were loud, and argumentative, and confrontational."
- "Correct. Especially with uhm people that are loud, overbearing and dictate authority, are very dictative, yah I don't like that environment at all."
- "There is a specific girl who I work at the Bank with. Uhm. She's very loud...both vocally and in her character. She said what she feels, if she doesn't like you, she'll tell you. If she doesn't like the work you do, she'll tell you. Uhm, she is almost too honest. She's not subtle, there's no tact. She's not an authority figure, but I think she can be. She has the potential to be. And,..... she's very good at what she does. I just don't like the way she goes about getting what she wants. She abuses people, and if things haven't been done, she'll scream and shout in front of everyone, and embarrass the person she's speaking to. Uhm (pause), yah. She's very confrontational and I don't

like that...So she yah, she did create an environment which I was very uncomfortable with."

- "My mother and I are very good friends. We're very close. Uhm, she has a very different personality from me. I'm very conservative, she's very, uhm, not aggressive, she, also gets what she wants, says what she wants, says what she feels. Uhm. I've learnt a lot from her. And uhm, look we're very close and if I don't like something she's done and *vice versa*, we'll tell each other. We have a very honest relationship, but as I say very different personalities."
- The interviewer reflected: "What I'm hearing is that you had a good relationship, and because of that you are quite happy to approach her?", and the subject responded: "Correct, very approachable."
- "She balances both what she wants, and how she's going to get it, and in, in a good way."
- "So she's not aggressive about it. But if she wants something she will make sure she gets it."
- "Uhm, respectful. I listened to her, she gave great advice, she was a good friend, she was a great listener, uhm she taught me to fight, uhm she taught me to be aggressive in certain circumstances....to be confrontational, uhm (pause) and she taught me to work hard."
- "And I didn't know how to handle it...And I used to come home crying to my mother. 'How do I, how do I handle this?'....and uhm, you know, she taught me ways and gave me advice every day on how to manage this friendship."
- "You know, so she taught me to fight and she taught me to find out what, what I really want, out of a friend and out of life."
- The interviewer reflected: "What I'm hearing is you found your mother to be a very approachable individual whom you treated with respect" and the subject responded: "Correct. And uhm yah. And uhm I know she did the same with you know with her parents."
- "...she didn't approve.." "...and she didn't like that" .."she didn't approve of that."

- “And uhm so she put her views across.”
- The interviewer reflected: “Again it sounds to me as if you approach your mother in a respectful way but that you still feel comfortable to make your own decisions” and the subject responded: “Correct. Correct.”

As seen from above, in addition to experiencing a split with her parents, the subject also seems to experience a split in her experience with her mother. On the one hand she seems to enjoy her mother’s support, constant advice and availability, while on the other hand she seems uncomfortable with her mother’s outspoken nature (the good and nice vs. the evil and bad). Her experience of her mother therefore appears to be one of love and hate. This and the fact that she favours her father over her mother could be related to unresolved issues around the Electra complex.

This split and the manner in which she experiences and hence behaves towards her mother and father seems to have influenced the manner in which she relates and behaves towards other authority figures, for example her managers.

#### *5.1.2.2 Theme 2: Conditions for acceptance and/or comfort*

There appears to be certain conditions that the subject needs in order to accept and feel comfortable with authority. These seem to be two-way respect, support, honesty, approachability and having knowledge or experience. If authority does not play out these conditions, she appears to be uncomfortable, experience anxiety and does not relate to such authority positively. This could result from the fact that the subject’s parents both created a supportive and approachable environment where two way respect seemed to prevail. She seems to therefore be mirroring the conditions her parents (her first authority figures) provided, to her relationships with other authority figures.



The subject places a great deal of emphasis on respect. This could indicate that she is repressing her true feelings towards authority, as the anxiety she experiences related to these feelings makes them too difficult to deal with. Her need for support could also indicate that she is fixated in the oral stage.

The following are examples from the transcribed interview that support the above theme:

- The interviewer reflected: "It sounds as if you have a great deal of respect for this individual?" and the subject responded "Yes, very much so. He proved himself both in the past and within a few months of coming into the area and because of that I respect him."
- "And he has supported us in every single situation that we've made a decision on."
- "So he's respected my actions and he's proved it over and over again."
- Described behaviour to male manager as the following "Uhm. It's one of respect, one of mutual support, uhm, mutual participation in each other's work", and "With support, mutual respect I've mentioned these. Advice uhm."
- "...she had [pause] no managerial qualities, no leadership qualities. She set no example, ..."
- "So there was a total lack of respect."
- Indicated that she had no respect for a female manager and added "she didn't know the business so she lacked knowledge as well."
- "And, when we needed advice, well there just wasn't any. And there was no support. Uhm, so within three months I left."
- "Uhm I believe that honesty is very important in a company, and if you can't be honest with your manager and your colleagues then there's no.... there's no basis for working together."
- "He was very honest with us. If we had a problem, or he had a problem with each of us, he'd bring us in the office and say, 'Look, this is what you did

wrong. This is what you should do in future. If you've got any problems, come back to me”

- “Uhm I must be honest, I didn't like him very much. He, he didn't, he didn't lead us as a group, he didn't manage us. Uhm, we never knew where he was during the day, uhm you know, on occasion when we needed help he was there to help us, and, help us write letters, and construct relationships uhm, but ..... I felt I couldn't go to him for advice.”
- The interviewer reflected: “What I'm hearing is there was a lack of respect that he had for your decision” and the subject responded: “Correct. Correct”
- “I was brought up that you respect authority, you respect your elders, uhm so I was very conservative, very quite listened to them.”
- “If I had any problems I would confront them, they created an environment for me which uhm I felt was, uhm a learning environment and one in which I could approach the teachers and *visa versa*.”
- “Yah, I got on well with teachers that were quiet, that were conservative, uhm, that, uhm came into class, that created an environment where we could all learn, that, you know, she enabled us to ask questions, and you know if we said the wrong things, she goes: ‘Don't worry you'll get it next time.’ She, they uhm encouraged us to learn more and I liked that environment.”
- The interviewer reflected: “It sounds as if they provided a supportive environment” and the subject reflected: “Correct. You know so if ever I did make the wrong decision, in inverted commas, uhm you know, they would say like, get up, and pick your feet up, and start again, and you'll make the right decision next time. So it was very supportive.”

In addition to the above, the subject's need for support is emphasised when she drew herself physically seated very close to her manager (Appendix C). The subject also commented: “and my manager is within a link away”, which could indicate her need for support from authority figures. When commenting on her role the subject made the following comments:

- “Uhm then there are other little details, such as being supportive as a team member amongst the team, to help create a team environment.”
- “We need to create an environment where its still a team even though a team leader has left.”

These comments could also emphasise her need for authority figures to create a supportive environment.

### *5.1.2.3 Theme 3: Dependency for support*

Linking onto the above theme, the subject appears to be strongly dependent on authority figures. This could be a result of the subject being dependent on her parents (her first authority figures), which in turn may have resulted in her being dependent on other authority figures such as teachers and managers. Not having this dependency and support seems to lead to frustration and anxiety. As a result the subject seems to stay in reactive dependency mode, in other words she sees herself as unable to take action or be proactive in such situations. In addition, this could also indicate that the subject is fixated in the oral stage as a strong dependency need could indicate that she was not adequately weaned off the nurturing dependency created by caregivers/parents in the oral stage.

The following are examples from the transcribed interview that support the above theme:

- “Uhm, I find that I only need that, to speak to my manager at a stage where I cannot handle a situation I’m in any longer...and I feel I need advice.”
- “Uhm so I went to the manager and said, “Look, I don’t know how to deal with this client, help me sort it out.” And he did. He both helped me construct a letter, uhm, to the client, uhm and he spoke to my client on my behalf.”

- “He specifically went over my head and went straight to my manager who then overruled my decision...which I thought was pretty unfair....So, in that respect, there was no support.”
- “It was just frustrating that I made my decision, and he called another.”
- “And the fact that he overruled my decision was frustrating, and I know it was the right one.”
- “The interviewer reflected: “what I am hearing is that you were comfortable with those teachers who you felt were approachable” and the subject responded: “Correct. Uhm and often those ones that were supportive. If I needed uhm advice on how to write an essay, or how to pose a story or whatever, you know they were very approachable and they could give me advice.”
- “Uhm I was having problems with understanding and the language, and I went to her after class and said, “Look, I don’t understand, I don’t know how to pose this, this speech. Please help me .” And she did, but she created the environment in which I did the learning, and I did the speech, even though she, she assisted.”
- The interviewer reflected: “what I am hearing is that the majority of teachers you were happy to approach because they were supportive and understanding?” and the subject responded: “Correct, correct.”

Despite the subject having a strong dependency on authority, it seems that she also experiences a split with the issue of dependency, both with male and female authority figures. While at times the subject appears to be dependent on authority for advice, support and nurturing, there also appears to be times when the subject tries to break away from this dependency and form her own identity. This however seems very difficult for her perhaps because her parents (her first authority figures) never truly allowed her to form her own identity or make her own decisions.

The following are examples from the transcribed interview that support this theme of the subject experiencing a split with dependency:

- “Uhm I brought up in the environment that I had to make a lot of decisions for myself, that my parents wouldn’t make for me. You know they gave me advice, and I said ‘don’t know what to do. Tell me what to do’ and they wouldn’t tell me. Uhm and I think that created an environment for me now, where I’m quick to make decisions, um, I’m quick to think on my feet, and I examine, or I uhm evaluate the situation more,....so, before making that decision. And I think they brought me up in that respect very well.”
- “Uhm, what he did, was fine for everyone else. But uhm,...I felt that, if he wasn’t there, I could actually lead myself basically.”
- “I confronted him and I said, “How could you actually overrule my decision? I still believe that this decision was right. This is the one that should have been taken.”
- “Uhm I didn’t need her approval to get ahead in that class I could do it on my own quiet way and I did well.”
- “Yes, there have been some certain circumstances, where I disagree with what they decided for me.”
- “Uhm, but in the end, you know, I’d realise that the way they think was best for me and that’s the route I will decide to go.”
- “I didn’t want to leave, uhm and they, I used to come home crying every day with regards to this manager, and they said ‘Look, you need to move, you need to resign, you need to get out of there’ uhm ‘its not working, you’re not learning anything. It’s a very destructive environment’ and I actually refused to get out of there. Uhm. You know it was a decision that I had to make on my own, so there were lots of uhm, lots of fighting with regards to that.”
- “Uhm. [pause] There was one instance that, okay you know with regard to the clothes, uhm, they highly approved of what I did. And I just totally ignored them. ‘How could you say this. Um, you’re very unfair. I had to do it this way, and you’re telling me that I did it the right way.’ I actually came to a situation

where I was fighting them and myself and not getting out of there. Uhm I didn't speak to my mother for two days (laugh), and uhm,(pause) eventually, on the third day, I actually resigned."

- The interviewer reflected: "What I'm hearing is, you respect your mother and father but you also feel comfortable at times to argue with or confront them?" and the subject responded: "Correct. Correct. I do know that whatever decisions they make together it is for the best. Uhm, but sometimes I need to make that decision on my own and not always listen to them."
- "Uhm, I listened to her. You know, she know she was telling the truth, but I needed to delve into our relationship, mine and my fiancé further, and see if there was such a big difference."

It seems that although the subject tries to be independent and make her own decisions, in the end she goes along with her parent's decision or views. She seems to experience anxiety if she does not choose her parent's decision. This could support the fact that it is difficult for her to form an identity. This theme could be linked to the next theme, the subject's need for attention and approval from authority.

#### *5.1.2.4 Theme 4: Need for attention, approval, to not disappoint and sibling rivalry*

It seems that the subject has a need for attention and approval from authority. In addition it seems that she does not want to disappoint authority. This could stem from the subject's need for attention and approval from her parents (her first authority figures) as well as a result of sibling rivalry that she could have experienced. The subject also appears to experience anxiety if she has disappointed her parent or anticipates herself disappointing her parents. As a result she seems more comfortable with other authority figures, such as managers, that provide her with attention and approval and strives to not disappoint them.

The following are examples from the transcribed interview that support the above theme:

- “He used to come up to you individually and say, ‘How was your evening? How was your day yesterday? Uhm What problems did you have?’ Uhm. He was only with us for three months, but within those three months, uhm I came to both trust him, and uhm appreciate his presence.”
- “Uhm, what he did, was fine for everyone else. But uhm,...I felt that, if he wasn’t there, I could actually lead myself basically.”
- “He specifically went over my head and went straight to my manager who then overruled my decision...which I thought was pretty unfair....”
- “She liked them. Uhm, she thought they were loud, and, and she liked that.”
- “She didn’t like me much because I was quiet and conservative.”
- “Uhm, and I wasn’t one of those. And she, ya, she did. She made me feel very uncomfortable.”
- The interview reflected: “It sounds as if you were afraid of her not liking you” and the subject responded: “Correct.”
- “Yah. She was one of the teachers, that I wanted her, her, um [pause], what’s the word, her um liking.”
- “Uhm, she was the only one that I, I felt uncomfortable in her class. The others, the others liked me, they, they knew I was hard-working.”
- “I wanted be there, and I wanted to stick in there. And uhm, even though I knew that I wasn’t happy,...I wanted to prove to them that I could do it.”
- “And, uhm, you know today she still has her doubts, but she likes and approves of him.”
- “There is a specific girl who I work at the Bank with. Uhm. She’s very loud...both vocally and in her character. She said what she feels, if she doesn’t like you, she’ll tell you. If she doesn’t like the work you do, she’ll tell you. Uhm, she is almost too honest. She’s not subtle, there’s no tact. She’s not an authority figure, but I think she can be. She has the potential to be. And,..... she’s very good at what she does. I just don’t like the way she goes

about getting what she wants. She abuses people, and if things haven't been done, she'll scream and shout in front of everyone, and embarrass the person she's speaking to. Uhm (pause), yah. She's very confrontational and I don't like that...So she yah, she did create an environment which I was very uncomfortable with."

In addition, this theme seems to be supported by the following:

- When describing her role at the company, the subject commented: "And there are three teams, one, two and I'm the third team. The manager's the closest to me, compared to the other teams." This could indicate sibling rivalry. Supporting this, the subject indicated, when drawing the physical layout of her department, that she is seated closest to her manager. This could again indicate her need for attention as well as sibling rivalry.
- In addition, at the time of the interview the subject was concerned to inform her manager and the department that she was leaving as she did not want to disappoint them.

The manner in which the subject interacted with the interviewer could also support the theme of dependency as well as the theme of the subject's need for approval and attention. The interviewer's perception was that the subject was dependent on the interviewer and seemed to look to the interviewer for approval. This was not only indicated through the subject's verbal expressions (indicated below) but through the subject's facial expressions, which were used when she seemed concerned that she was giving the correct answer. In addition, during the interview the interviewer's perception was that the subject could have been seeking her approval in terms of the manner in which she was answering the broad questions.

The following verbatim quotes indicate the role that the subject placed the interviewer in:



- “Uhm, you know.....”
- “I don’t know what other behavioral qualities there are.”
- “Advice uhm, you know, if a circumstance arises with a client or a broker that I don’t know how to deal with, uhm, you know.”
- “Or just telling him, you know, what’s going on.”
- “Do you want a specific answer?”
- “..I was honest, you know.”
- “If you were going to ask me if there were no specific circumstances, no, there wasn’t.”
- “Uhm, you know where others...”
- “Uhm, you know, where others said “No I don’t like this. This is how I think we should do it”. Uhm, you know, they confronted the teacher, where, you know.”
- “I don’t know if that is an example.....”
- “Um, with people, not really with authority. Is that all right.”
- “Is that behaviour qualities?”
- “You know, so she.....”
- When asked to draw the structure of the department the subject responded: “What specifically must it be? A hierarchical diagram?”

#### *5.1.2.5 Theme 5: Anxiety and the use of defense mechanisms*

The subject seemed to be uncomfortable discussing the variable authority, which could indicate that she experiences anxiety in dealing with her true feelings towards authority. This could be evident from the pauses and “uhms” she used during the interview.

The following are examples from the transcribed interview that support the above theme:

- “Uhm uhm, (pause). I’m thinking of behavioural qualities. [Long pause] I don’t know, uhm.”
- “She had (pause), she had (pause).”
- Long pauses used throughout the interview.
- “And then uhm, that was, that was it for the rest of the day. I didn’t see him. He had his own meetings, uhm and uhm yah.”
- “Um (pause). Not really. I mean.”

In addition, the subject used a number of **defense mechanisms** such as rationalisation, generalisation, denial, projection, withdrawal as well as speaking in the secondary person in order to disown her feelings. It seems that this supports the subject’s discomfort in discussing the variable authority as well as her true feelings towards authority. The use of these defense mechanisms could perhaps repress the subject’s true feelings towards authority and as a result make them easier to deal with.

The following are examples from the transcribed interview that support the above theme of defense mechanisms:

- “I have great relationships with them and I’ve had no problem.”
- “I hated, it was a female.”
- “...that no one would really listen.”
- “Uhm, no one went to her for advice, no one uhm listened to her at all.”
- “....we all managed ourselves, and uhm when we needed advice...”
- “And, when we needed advice, well there just wasn’t any. And there was no support. Uhm, so within three months I left.”
- “Uhm, we all specifically ignored her. Should she want something, or should, or when she approached us, uhm, we delayed any reaction, we delayed the work she requested, we were ignorant toward what she wanted.”

- The interviewer reflected: "What I'm hearing is that you rebelled against her" the subject responded: "I was honest. I didn't rebel, I was honest. I told her what I felt."
- "No one else is going to follow."
- "So there was no rebellion as such, just uhm, just uhm honesty, that, that she didn't like."
- "Scared? Uhm I was scared of everything. The Bank was a big place. And um, it was a new field, and it was a new job, and, um, it wasn't that I was scared of him specifically, but scared of the environment, um, in which I was in."
- "Because I was still in a new role, so I had no, no reason for that."
- "We never knew where he was during the day, uhm you know, on occasion when we needed help he was there to help us, and, help us write letters."
- "But uhm,...I felt that, if he wasn't there, I could actually lead myself basically."
- "I think a lot of other people that I work with need, need a manager; they need someone there all the time to discuss their problems, and discuss situations."
- "It was within respect towards, with regard to the client, thinking of his needs instead of thinking of the client in the situation. I don't think he was wrong. But he wasn't entirely right."
- "Uhm. And I know that he did it with a few others... but I can't comment on that."
- "I never approached her and said, 'I don't like this, this is the way it should be done.'"
- "And uhm so it actually came to the fact that whenever she asked questions I actually refused to put up my hand.... because I didn't want to be made out to be the idiot."
- "I was uncomfortable in that environment , so I chose not to say anything."
- "And I never did receive it. So I just stayed in the corner and just kept quiet."
- "There have been no instances, that I can remember that are antagonistic towards my parents."

- “Maybe because she didn’t know him, but she didn’t want me to get hurt.”

In addition, the subject’s strong need for approval, her desire not to disappoint authority, as well as her condition that authority should be respected, could result in discomfort and anxiety discussing issues around the variable authority. This could be another reason for her use of defense mechanisms.

#### *5.1.2.6 Theme 6: Clear and/or rigid boundaries*

The subject seems to have a need for clear boundaries to exist with authority. It seems important that authority stays within these boundaries. Perhaps these boundaries contain the anxiety she experiences related to her true feelings towards authority. These boundaries seem to have been formulated at a young age by the subject’s experiences with her earliest authority figures, her parents. As a result of clear boundaries formulated by her parents, she seems more comfortable interacting with other authority figures, such as managers, that have clear boundaries. The need for clear boundaries could also indicate that the subject is fixated in the anal stage as an anal retentive individual cannot tolerate confusion and ambiguity and hence the need for clear boundaries. This theme could be linked to the theme of conditions that the subject needs authority to have.

The following are examples from the transcribed interview that support the above theme:

- “You’re following a set of examples. You’ve got, you’re setting an example for the rest of the employees, and if you don’t, no one else is going to follow.”
- The interviewer reflected: “What I’m hearing is there was uncertainty on your behalf as to where you fitted?” and the interviewee responded: “Correct.”, and the interviewer continued: “Not only with regards to him but with regards to

the organisation?" and the subject responded: "Correct, correct. Lots of uncertainty."

- "Uhm, again I was still uncertain, after three months at the Bank, still learning my role, and the Bank's role in my life."
- "I had the type of personality that uhm, authority was there for respect.... and you didn't disobey them. Uhm and those who did I thought, "Oh God, how can you actually do this."
- "I was brought up that you respect authority, you respect your elders, uhm so I was very conservative, very quite listened to them."
- "This is what you should do, and I went home and I did it."
- The interviewer reflected: "it sounds as if you behave in a very respectful manner towards your teachers?" and the interviewee responded: "Correct, correct."
- The interviewer reflected: "What I'm hearing is that you are not comfortable when people behave a certain way that goes against your values?" and the interviewee responded: "My values? Yes. I think that's the most important thing. I think if people go against the norm, uhm that's fine. If they do it respectfully, in respect of others...Uhm, I just don't like it when they're aggressive about it."

The manner in which the subject drew the picture of her department (Appendix C) may support the theme for clear boundaries, as she drew the different teams in neatly shaped boxes with clear reporting lines.

#### *5.1.2.7 Theme 7: Fear of authority*

The subject appears to have some fear or be afraid of authority. This could be related to fear she may have to the dominant and outspoken role that her mother took (the evil and bad side). This fear could be related to unresolved issues in the Electra complex, which would result in her hating and fearing her mother at the same time. In addition she could also experience this fear when boundaries are

not clear or when authority does not play a supportive and dependable role. This seems to create anxiety and hence fear. This fear seems to have impacted on the way that she behaves towards other authority figures such as teachers and managers.

The following are examples from the transcribed interview that support the above theme:

- "I was, I was a bit wary of him, I was scared, I was uhm, keep back a bit, uhm said, "Good Morning" in the morning, but had no real relationship with him."
- The interviewer reflected: "so what I am hearing is you were scared of him?" and the subject responded with "Umm hum."
- "I was too scared to approach him and ask him for advice, or ask him for a support."
- "Uhm, you know, they confronted the teacher, where, you know, I was a bit, I was afraid of confrontation."
- "We uhm we you know had a teacher who was very dogmatic... Very 'this is the way it should be done'. Uhm but she was very, she was approachable, and if you didn't like it you could tell her, and she could assess the situation and maybe, maybe change her way. Not often, uhm I was very afraid of her..."

The above themes could indicate how this individual behaves towards authority. This behaviour seems to be based on the early experiences the subject encountered with her first authority figures, her parents. This seems to have impacted on the manner in which she experiences and hence behaves towards other authority figures in her life, such as schoolteachers and managers. By understanding these themes and how they are formed, insight could be gained into how this individual behaves towards authority in the working environment, which could enhance and optimise this individual's work performance as well as

the management of her work performance. This may in turn impact on the individual's well being as well as organisational productivity.

### **5.1.3 Results for subject 3**

From the analysis and interpretation of the transcribed interview of subject three as well as the non-verbal behaviour recorded and the picture the subject drew at the end of the interview (Appendix C), a number of key themes seemed to have emerged with regards to this subject's behaviour towards authority. These themes will be discussed below and will appear in order of the strength they seemed to occur in.

#### *5.1.3.1 Theme 1: Split in experience towards authority*

There appears to be a split in the manner in which the subject experiences and hence behaves towards authority. On the one hand, if she respects and agrees with what authority says or does then she seems to go along with their decisions. In addition, if authority provides a supportive environment and does not limit her by dictating what she should be doing, then she appears to behave towards authority with respect and goes along with their instructions. What also seems important is that authority is approachable, listens to and understands her needs. Linked to this, it seems to be important that things go her way.

On the other hand, if the above does not appear then the subject appears to behave differently. If authority does not support her, is not approachable, is rigid and dictative, and does not listen to her then the subject appears to become uncomfortable with authority and as a result rebels or withdraws and/or avoids the authority (i.e. fight/flight the situation). In addition, she seems to behave this way if things do not go her way, that is, if the subject does not agree or is uncomfortable with what the authority figure says. She rebels or avoids authority in such situations, as well as behaves in a 'spoilt child' manner. In such situations

she also appears to experience anxiety that is so uncomfortable that she uses the defense mechanism projection.

The above split in the subject's experience towards authority could be related to the experiences that the subject had with her earliest authority figures, that is her parents. This will be discussed later on. In addition, the importance of things going her way could indicate that she is fixated in the anal stage, as one of the characteristics of anal fixation is that individuals relate to the world in terms of their wish for power and control.

The following are examples from the transcribed interview that support the above theme:

- "But, uhm, depends on the situation. If I agree with what the authoritarian person is talking about then I'll do it. If not, (pause) then uhm I usually fight it."
- The interviewer reflected: "What I'm hearing is there are two circumstances. One when you respect authority you behave accordingly, and on the other hand if you don't, then you rebel against it or question it?" and the interviewee responded: "Correct."
- "But I do find that, I find it very difficult to carry through with things if I don't agree with what's being done or what's being said or how I've been treated. Uhm, or somebody around me uhm.... then I do battle."
- "And that's what I've found the problem with people who are like that, because they don't ever listen, to anyone else, except themselves, and they have something in their head and that's it and .....nothing changes it."
- "Ya I will say that because I won't go out of my way to say hello to him; I won't go out of my way to go and ask him something, or, or do anything."
- "But, uhm again, I'd rather not go to him for something. I'll go to, if it's a credit issue, I'll rather go to another credit person, than to Mr X."
- "And in return, I respect her. Except clothes, (laugh)."



- The interviewer reflected: "What I'm hearing is that you rebelled against the company rule because you didn't believe in it? And the subject responded: "Umm, ya that's right. But not to the point that I would do anything to actually jeopardise although, I think that if it ever came down to it that if I didn't wear what they told me to wear, I would have left."
- "Ya, I just try and avoid him."
- "So we used to uhm, get a couple of warnings often about what I was wearing. Not that it was very short or anything like that, just that it was too colourful or not corporate enough et cetera, et cetera."
- "Uhm, I also had my favourite teachers you know, and with them, I was probably a really good girl, and with my uhm teachers that I couldn't stand."
- "I had a couple that I really loved. And you know, I did well in their classes I think I probably did better in the classes of the teachers I enjoyed than the ones I didn't."
- "Uhm, science (laugh). I actually dropped science as a subject in Std 9, because I couldn't stand my teacher."
- "I was going to fail because of this terrible teacher, Mr Y. Terrible teacher! I ended up dropping science and taking history uhm in Std 9 which was actually one of the biggest mistakes of my life."
- "Yah it was definitely him, but, that made me change the subject. I think that if I had had a good teacher, a different teacher it would have been a different situation..... He was the cause."
- "And a lot of the things we did, without ever letting her know, just not to hurt her, and not to get into a fight and try and avoid that type of issue."
- The interviewer reflected: "What I am hearing is that you rebelled against your mother but you protected her?" and the subject responded: "Yah, not so much even rebelled, uhm just sometimes you had to do something's on your own. You can't always be cushioned by your parents... It's not healthy. But they don't understand that, and they're trying to protect you. Uhm. Sometimes things need to be done."

*a. Relationship with male authority (father-daughter relationship)*

Related to the above split in behaviour it seems that the manner in which the subject experiences and behaves towards male and female authority figures could differ. The subject appears to be more comfortable with female than male authority figures. Although with both male and female authority figures it appears that the subject is uncomfortable when authority restricts her or when authority plays a dictative and unsupportive role, she seems to experience more difficulty with male authority. In such situations the subject seems to rebel against authority, fight authority or avoid the situation (fight-flight). She also seems to rebel when things do not go her way with male authority. In addition, she seems to get frustrated when authority does not give her attention and when authority is not aware of what her needs are. In such situations, it appears that the subject uses projection as a defense mechanism to deal with the anxiety she experiences.

This behaviour could be based on her experiences with her father, her first male authority figure. It appears that the subject's father was quite rigid and "set in his ways". At times the subject seemed to succeed in manipulating her father so things went her way. The subject tries to mirror this behaviour by manipulating other male authority figures, such as managers, to get her own way. When this is not successful she appears to become frustrated as well as experience anxiety. Although her father seemed to provide her with support it appears that he did not give her much attention as a child as he worked hard to provide material possessions for his children. At times it seems the subject would get into trouble with her father and other male authority figures. This could be a way of her getting attention from her father and these male authority figures.

The following are examples from the transcribed interview that support the above theme:

- “Uhm, all sorts of things, and just the the way he acts and the way he behaves, and he is so-o-o, you know, like a little Hitler sometimes, and it put my back up straight away.”
- “I think he, he would just annoy me to a point that I actually, you know I’m gonna say something that I’m gonna regret, I know, and I can’t always hold my tongue.”
- “Which right from then, every little thing that could possibly go wrong, or I could say possibly wrong, happens when he’s around.”
- “And I walk back to my team, and I said, ‘Hey guess what, guys, we’re gonna be getting our phone calls taped’, and as I said it, he walked past. Of course heard me, went straight to Mr X. Why am I creating panic among the staff et cetera, et cetera.”
- “Mr X on the other hand, as well, he’s quite similar to Mr Z in his ways, I mean he’s more approachable, but...., he’s uhm, he’s also hears only what he wants to hear, and sees what he wants to see, and I don’t think he’s enough on the ground with the people, to actually see what’s going on.....He’s not that approachable at all, actually.”
- “But, uhm again, I’d rather not go to him for something. I’ll go to, if it’s a credit issue, I’ll rather go to another credit person, than to Mr X.”
- “Uhm, .... it’s always like you’ve got to prove something all the time.”
- “It was just very uncomfortable. Uhm, the things he used to explain and if we didn’t understand the first time and ask too many questions, he used to get annoyed, and tell us we were stupid, and why don’t we know, and why don’t we study harder then we might know what was going on, and we were all going to fail our matric exams. Do we not know how hard they’re going to be? And all that type of thing.”
- The interviewer reflected: “What I’m hearing is you were frustrated with this individual?” and the subject responded: “Uhm. Yah. I mean, I wasn’t a stupid child, and I couldn’t grasp what he was saying half the time.”

- “Uhm. (slight pause) My dad, has always been, like the man in my life. (laugh). He’s adorable. And he’s always been a good provider, and he’s also been a lot of the time, the peacemaker between my mom and me.”
- “He’s, you know, and he’s a difficult man, make no mistake. Uhm. He’s set in his ways, and what he says is law. End of story. And no matter how much you can try and talk him out of it. There’s no way. So we certainly also had our few clashes. But, my father’s also the the person I’d look to for anything....you know, from a financial, my mother from an emotional support I think and my dad from a financial or advisory capacity....Uhm, he’s a great man.”
- “And umm, my father worked a lot of the time and often I think we used to feel like we never saw him and he was working too hard.”
- “We never really had any huge ruptions or anything. But you had to tread lightly. You can also blow his fuse (laugh).”
- “Um, ya you can push him, though. The thing is that you’ve got to know the right way to treat him, and I think he a lot like most men, if you ask him nicely and you ask the right way, you can get anything you want. But if you try and push them into something or if you push them, because you can push them, if you try and make them do something that they don’t wanna do, you won’t get it....You have to learn the tricks.”
- “I’ve learned how to handle him, things that I do, not often for my own gain as such, but to keep the peace or anything like that, I know how I have to treat him, to get what I want. And I know that he’s easy for like his little daughter, when she comes and smiles nicely and hugs her father, you can ask him for anything.”
- The interviewer reflected: “What I’m hearing is that you’ve learnt how to behave towards your father to get what you want?” and the subject responded: “Umm. It doesn’t always work. It’ll work if he thinks its right. So you’ve got to make him think he’s right.... You know what I mean? And then you’ll get what you want in the end. Uhm. He has to believe in it, as well.”
- “So it was more like a case of, and then I said the wrong thing, I said you mustn’t build a house, but the moment I said that, now he wants to go and

build a house. See now, its just little things like he's always saying, and change and change again. And try and like push and pull, and push and pull, try and get him to do what I want in the end. It's not only for my benefit. It's for theirs as well. (laugh)."

- "And I didn't and you like learned that you can't push him too far."

*b. Relationship with female authority (mother-daughter relationship)*

It appears that the subject has split experiences towards authority, which can be split further into male and female authority. In other words she appears to experience both male and female authority differently. It seems that the subject has generally found female authority to be supportive and in touch with her needs. In addition, these authority figures seem to be open, approachable, relied on her, trusted and had faith in her. She seemed to have experienced very close and familiar relationships with female authority and at times views them as her mother or sister. The boundaries here seem to be different to the boundaries with male authority. The subject appears to have loose boundaries with female authority, while boundaries with male authority appears to be more rigid.

The subject's relationship with female authority figures could be based on the experiences she had with her mother, her first female authority figure. It appears that she experienced a split in her relationship with her mother. This split in experience can be viewed as the good and nice versus the bad and perhaps evil. On the one hand she views her mother as supportive, nurturing, protective and indicated that they had a good friendship and relationship. The boundaries of this relationship appear to be loose and the subject seems to view herself as being on 'the same level' as her mother. These loose boundaries seem to be mirrored in the subject's relationship with other female authority figures, such as managers and schoolteachers. She appears to be dependent on her mother for emotional support and her mother at times appears to be in touch with her needs. On the other hand the subject appears to experience frustration with the

rigid boundaries that her mother places on her. This seems to result in her rebelling and fighting with her mother. The subject appears to be rejecting this part of her mother and hence could be rejecting part of herself. This could also indicate that the subject has a need for support and for authority to be in touch with her needs but at the same time the subject needs room to make her own decisions and not be boxed in by authority. It could also indicate a need for things to go her way. This could support the fact that she is fixated in the anal stage (mentioned above). In addition it is possible that the conflict she experiences with her mother could also be related to unresolved issues in the Electra complex.

The following are examples from the transcribed interview that support the above theme:

- “Uhm Ms X is great. She’s very in touch with what we want, what we need. She’s always quick to stand up for us. She fights tooth and nail for anything that we need or want,.....and I think we’re more on a, (slight pause) also a friendship level, the whole team. We’re very close.”
- “I get on well with her and I act towards her like I would, a sister or a mother, I suppose, you know, because I respect her.”
- “I got on quite well with her. She’s the same type of person as me. She wanted the same type of things, and uhm I think I had quite a bit of respect for her. She also battled like to get on with everyone else. So to me, always back the underdog in the end (laugh) so I mean I always used to respect her, and listen to her, and cause she was right half the time, and the others just didn’t like her, and that was that. So I had quite a good relationship with her.”
- “We had a manager who was also very much like one of us. So she was more of a friend than anything else.”
- “We were more, we were good friends as well as being manager and consultant.”

- The interviewer responded: "Tell me how you behaved towards those teachers you said you had a good relationship with?" And the subject responded "Uhm. We used to have fun."
- "She was a lady who knew how to teach. Knew how to get in touch with children's minds."
- "Makes things fun and easily understandable."
- "And we used to laugh with her, but not take it out of hand either. You know you get to a certain point, and she tells us, "No", its no and we did used to listen" In addition, the interviewer reflected: "what I'm hearing is you had a great deal of respect for this individual?" and the subject responded: "Umm yah."
- "My mom and I have a very good relationship. I mean to the point , too good. I often tell her things I shouldn't and she normally use against me at a later stage and she'd be upset with me. Uhm, I don't know, we don't have a normal mother daughter relationship."
- "Uhm, I mean, my friends can't actually believe the things I tell my mother. But again, its because I think she understands half the time, and I think she didn't do half the things I've done in my life and she'll probably enjoy living it again through me."
- And I love her a lot. You know. (voice drops right down to a whisper.) except when she gets on her high horse about things which is the normal I suppose (laugh). Uhm (pause) but no, I definitely would consider her my best friend."
- "She let me go out, but she never wanted me to stay out past 12 and that and I know I often used to get very frustrated with her and you know, my friends could do this, and my friends could do that, and she said, "I don't care. You're not your friends." You know, so we used to fight. I can't say we'd like, fight because we fight a bit now, as well."
- "You know, if I've got a problem, my mom's the first one I run to. If, uhm, (pause) you know she's always there to help me."

- “Uhm, but um, I mean we’re very strong in our relationship, and I always know she’ll be there for me and should I need anything, she’s always the first person to jump and, I think I’m very lucky in that sense.”

The theme of a split in the subject’s experience towards male and female authority and her aligning more with female than male authority could be supported by a comment that the subject made to the interviewer after the interview. The subject commented that there was a lack of growth for females in the organisation and that a boys club existed. Not being part of the boys club could indicate penis envy, thus supporting the fact that the conflict this individual experiences with her mother originates in the Electra complex.

#### *5.1.3.2 Theme 2: Anxiety and the use of defense mechanisms*

The subject appeared to be uncomfortable and seems to experience anxiety when discussing the variable authority. This could be indicated by the number of defense mechanisms she used as well as pauses, particularly long pauses and laughing used throughout the interview. This could also indicate that experiencing and exploring her true feelings towards authority is uncomfortable for the subject. This could also support the theme (which will be discussed below) that the subject does not want to be perceived as being dependent on authority.

Frequent long pauses could also indicate attempts made by the subject to try and take control of the interview and the interviewer so that things could go her way (a theme discussed above). In other words, the long pauses could be a way of the subject manipulating the situation to make things go her way. This could also indicate the need for the subject to be on the ‘same level’ as authority (in this case the interviewer). This theme will be discussed later. This theme could also be supported by the fact that the subject did not arrive for her biographical/ demographic interview (which was rescheduled) and she was 10 minutes late for the experiential interview.



The following are examples from the transcribed interview that support the above theme of discomfort:

- “Uhm. [pause] I can’t think of anything offhand, to be perfectly (slight laugh in the voice) honest.”
- “Uhm. [slight pause].”
- “I just had a bit of a...anti-Mr Z thing (laugh/sigh of embarrassment).”
- Long pauses throughout the interview.
- “Um. (pause) You know, [slight pause].”
- “Uhm. (long pause). I can’t really, I mean...”
- “We would bump heads a couple of times on that (laugh).”
- “(Pause) To my own detriment. (short laugh).”

Non-verbal behaviour such as the subject playing with her pen during the interview could support this theme of anxiety and discomfort.

The subject used a number of **defense mechanisms**, which could indicate her experiencing anxiety and discomfort in dealing with her feelings towards authority. Some of the defense mechanisms used were rationalisation, generalisation, projection, denial and secondary language to disown issues. Despite using a number of defense mechanisms, the subject particularly used projection.

The following are examples from the transcribed interview that support the above theme of defense mechanisms:

- “And tend to always go the other route.”
- “I tend to always do what I want to do.”
- “Uhm, or somebody around me uhm .... then I do battle.”
- “(Pause) But I can’t tell you like a specific incident.”
- “Always.”

- "I think people like that often put fear in you, and you try, not try too hard, because I don't do that..."
- "But, people do try too hard, and then they mess things up because of the way they are trying."
- "Um, I think people would mind their tongues more, what they say, and how they behave, in front of people, like that, and often they, they mess it up".
- "I think it's the luck of the draw. They will always be around when you mess up. Always. (Slight chuckle)."
- "And that wasn't it at all. I mean, I didn't, it wasn't coming from me. I was saying, 'I'd read the fax.' I was saying it as a joke, and it all turned bad".
- "And that's what I've found the problem with people who are like that, because they don't ever listen, to anyone else, except themselves, and they have something in their head and that's it and .....nothing changes it."
- "Um, I wouldn't say I'm not comfortable."
- "Ya I will say that because I won't go out of my way to say hello to him; I won't go out of my way to go and ask him something, or, or do anything."
- "Uhm, no, I'm fine with him, a lot better than I am with Mr Z."
- "But, uhm again, I'd rather **not** go to him for something. I'll go to, if it's a credit issue, I'll rather go to another credit person, than to Mr X."
- "Everyone's uncomfortable with the idea."
- "Ya, I just try and avoid him."
- The interviewer reflected: "What I'm hearing is that with these type of managers, there's a bit of fear in approaching them" and the subject responded: "Um. I don't know if its fear. I think its more (pause) there's no point."
- "Because, first of all, they think they're big managers but they're, actually they're not. So even if you go to them, they don't have the power to change it. They just actually following on from people like them on a higher level."
- "I think the morale is just so low that actually, there's no point in it. People are just taking day by day."

- “Uhm, I don’t even think they do it on purpose. I don’t know if they are so busy that they don’t think about it.”
- “Uhm, there are a lot of people leaving, there’s more people that **wanna** leave, and uhm, I don’t know.”
- “And you couldn’t even get upset with him, because he was just too nice a guy to actually get; and the way he used to talk circles around you when he used to try and tell you how something’s been resolved, when it actually hasn’t but he could talk you out of your belief in what you actually wanted in the first place (laugh).”
- “I think I was actually quite happy with all my managers there.”
- “I can’t say too much bad about them.”
- “I dunno, she was fine, we got along fine.”
- “(Pause). I can’t remember too much about it (laugh), but ya uhm.”
- “Uhm. I forgot about that (laugh).”
- “So we used to uhm, get a couple of warnings often about what I was wearing. Not that it was very short or anything like that, just that it was too colourful or not corporate enough et cetera, et cetera.”
- “I was actually quite a good student, though.”
- “And didn’t get into too much trouble at school.”
- “I can’t actually think back to a teacher that I really had a clash with at all!”
- “I was going to fail because of this terrible teacher, Mr Y. Terrible teacher! I ended up dropping science and taking history uhm in Std 9 which was actually one of the biggest mistakes of my life.”
- “And all due to a teacher.”
- “You feel very uncomfortable in class.”
- “I didn’t take much notice of him.”
- “Yah it was definitely him, but, that made me change the subject. I think that if I had had a good teacher, a different teacher it would have been a different situation..... He was the cause.”
- “It was quite a long time ago, I can’t remember too much about him.”

- "I was never a rebel, ever."

*Façade - not dependent on authority*

Linked to the above theme, it appears that the subject puts on a façade that she is not dependent on authority by using the defense mechanism reaction formation. This could indicate that the subject feels anxious admitting that she is dependent on authority, perhaps because she experiences fear and shame admitting this and is afraid of the power that authority may have over her. Admitting these true feelings may be too painful. This could be linked to the themes conditions, power struggle and fear of authority, which will be discussed later on.

The following are examples from the transcribed interview that support the above theme:

- "Uhm in most instances I am not very good with authority. So I tend to always buck the system and always ask why we have to leave things the way we do and.....and tend to always go the other route."
- "I tend to always do what I want to do."
- "Uhm, I mean I'm like all grown up, and like living out of the house, now, but I'd still phone him, like if we want to buy a house, or if we want to buy a piece of equipment, or appliance or something. Or if the lights aren't working instead of just being happy with what my boyfriend says about it, I always phone my dad and ask him. But I think I also do it just to make him feel like he's included."
- "'cos, I don't need them, but I want them to feel that we need them, and they are still loved because they are."

### *5.1.3.3 Theme 3: Conditions for acceptance and/or comfort*

The subject seems to have a number of conditions that are required for her to feel comfortable with and accept authority. These seem to be two-way respect, trust, that authority is approachable and does not order her around. In addition, it seems vital that authority understands her needs and listens to her. This could be linked to the need for things to go her way. Emphasis on these conditions is perhaps necessary for this subject, as these conditions appear to contain the anxiety associated to her true feelings towards authority.

In addition, it seems that part of the subject wants to be treated as an equal to authority. In other words, it seems that she want authority to respect her and be dependent on her. This could be a result of the boundaries with her mother being loose. It could also be linked to the above theme where the subject is uncomfortable indicating that that she is dependent on authority and she wants to be seen as equally 'important'. This theme could be supported by the fact that when asked to draw a picture of the structure of her department (Appendix C) she drew herself closer in terms of levels to her manager.

The subject could also need these conditions as she may be compensating for attention that she did not receive from her father and freedom to do things on her own which she did not get from both her mother and father. These conditions could also indicate that the subject has a need for attention and that she may experience sibling rivalry.

The following are examples from the transcribed interview that support the above theme:

- "I think he should calm down and listen to people's explanations before he goes off."

- “I think he’s really just gotten to the point now that I’ve totally lost respect for him. Just by the fact of him asking me what my position in the Bank is. He doesn’t know but he can decide on my bonus, my salary and everything, and doesn’t even know what I do, why should I have respect for him.”
- The interviewer reflected: “What I am hearing is the lack of respect effects your behaviour towards him?” and the subject responded: “Umm, ya, I don’t, I mean I wouldn’t go out of my way.”
- “It depends on who you classify as my present manager because there is Mr X, and then there’s Ms X. Now she’s our Team Leader, who I’ll probably consider more of my manager than Mr X because I never see Mr X.”
- “I suppose, you know, because I respect her.”
- “So that’s how we treat her.....the same way she treats you.”
- The interviewer reflected: “What I’m hearing is you’re comfortable with her, she’s approachable therefore you are more open towards her” and the subject responded “yah.”
- “I think it might have improved since the last lot of managers, but only because uhm I think that the managers seem to be more in touch with what their job is, and what the private bank job is, and what ours as consultants are. They seem to be around more. But not that you can still approach them or uhm, I don’t know, just completely different to the last lot (laugh).”
- “But, I mean, I think there’s going to be a bit of a catastrophe happening soon, if they don’t take note of what’s actually going on on the ground”.
- “I’m sure management can sort it out if they just had to actually listen to people’s, you know, beliefs and what they want and how they think their jobs should be working, et cetera, et cetera.”
- “My previous manager was almost like, ... a buddy. But not even, you know, it was like, he was a great guy, and always fun, you could feel like you could go talk to him about things. It wasn’t a hassle that you could approach him. But again, nothing would get done about it.”
- The interviewer reflected: “What I’m hearing on the one side, is you enjoyed him, you felt comfortable, you could approach him, but yet on the other side

there was a lack of respect for him as a manager?" and the subject responded: "Yah, (pause) exactly."

- "And instead of realising that we're ladies."
- "I got on quite well with her. She's the same type of person as me. She wanted the same type of things, and uhm I think I had quite a bit of respect for her."
- "I mean we almost became quite good friends. Uhm, and again, I think it was because she relied quite a bit on me to help her."
- The interviewer reflected: "In terms of Ms Y, it sounds as if you a great deal of respect for her and for her knowledge" and the subject responded: "Umm hum."
- "Because if I had a good deal I would discuss it with her, uhm if she needed something she would discuss it with me. Uhm, you know she would take me with her to clients, or I'd take her if I needed support or, uhm you know, we sometimes went out for lunch, and like that type of thing. We were more, we were good friends as well as being manager and consultant."
- "Uhm, we used to often sit around on a Friday afternoon chatting all of us."
- "She was a lady who knew how to teach. Knew how to get in touch with children's minds."
- "Makes things fun and easily understandable."
- "So she was fun, and uhm, and also because we could understand what she was teaching us, I suppose we listened."
- "Uhm, but um, I mean we're very strong in our relationship, and I always know she'll be there for me and should I need anything, she's always the first person to jump and, I think I'm very lucky in that sense."
- The interviewer reflected: "it sounds like a very supportive...." And the subject responded: "Uhm ya."
- "And umm, my father worked a lot of the time and often I think we used to feel like we never saw him and he was working too hard."
- "Uhm. But I think as a child I've always loved him, a lot. Uhm. Always treated him with respect. I mean, he deserved it."

- “Uhm, in the sense that, I don’t know if they are doing it for their own good, or to, and I understand that everybody’s ambitious, and everybody’s trying to get to the top, and every one wants their bonus, and everyone wants a salary increase, you know, its normal, but whether they are going to stand on people to get there, that’s the difference. And I think that’s what it is. Some managers want to help, ....and want the aid you to get to the point, and others don’t.”

#### *5.1.3.4 Theme 4: Power struggle*

It seems that regardless of authority being male or female, the subject is uncomfortable taking orders from authority. In such situations it appears that she rebels or flight/fights the situation. This could support the theme discussed above regarding the subject having a split in her experience towards authority. In addition it seems to support the theme that the subject does not want to be perceived as being dependent on authority.

It seems that the subject experiences a power struggle with authority. This could be supported by the manner in which she manipulates authority in order to get her own way. This theme could be a result of the subject’s early discomfort towards the rigid boundaries her parents placed on her, as well as the power her parents used over her, for example only allowing her to stay out till a certain time at night. In addition, this theme could also indicate that this individual is fixated in the anal stage because, as mentioned above, individuals with anal personalities relate to the world in terms of the wish for control and/or power.

The following are examples from the transcribed interview that support the above theme:

- “I tend to always do what I want to do.”



- “Again, its I, I think its also because I’m more like second ,not in command, but like, so she would rely on me for something.”
- “It’s because I want to do it, not because I **have** to, or because I’ve been told to do it.”
- “She also does it the right way. She doesn’t **tell** me to do something. She just says please can I do it. You know, and it’s with pleasure.”
- “In the correct way because he.....”
- “Because if I had a good deal I would discuss it with her, uhm if she needed something she would discuss it with me. Uhm, you know she would take me with her to clients, or I’d take her if I needed support or, uhm you know, we sometimes went out for lunch, and like that type of thing. We were more, we were good friends as well as being manager and consultant.”
- “You know, they were quite strict about dress code there, and I don’t like to be told what to wear and that type of thing, so we would bump heads a couple of time on that (laugh).”
- The interviewer reflected: “What I’m hearing is that you rebelled against the company rule because you didn’t believe in it? And the subject responded: “Umm, ya that’s right. But not to the point that I would do anything to actually jeopardise although, I think that if it ever came down to it that if I didn’t wear what they told me to wear, I would have left.”
- The interviewer reflected: “it sounds as if you stand by what you believe in” and the interviewee responded: “Definitely, always. Fight to the death (uncomfortable laugh).”
- “So I suppose an extra-mural activity made her seem more of a, somebody on our level, not one of those teachers that were there.”
- “She let me go out, but she never wanted me to stay out past 12 and that and I know I often used to get very frustrated with her and you know, my friends could do this, and my friends could do that, and she said, “I don’t care. You’re not your friends.” You know, so we used to fight. I can’t say we’d like, fight because we fight a bit now, as well.”

- “The interviewer reflected: “What I am hearing is that you rebelled against your mother but you protected her?” and the subject responded: “Yah, not so much even rebelled, uhm just sometimes you had to do something’s on your own. You can’t always be cushioned by your parents... It’s not healthy. But they don’t understand that, and they’re trying to protect you. Uhm. Sometimes things need to be done.”
- The interviewer reflected: “It sounds as if you were frustrated and you behaved in a way to compensate for the frustration?” and the subject responded “uh hum, ya.”
- The interviewer reflected: “What I’m hearing is you enjoyed the support but there were also times that you were frustrated?” and the subject responded: “Um. Ya. Ya that’s right ‘cos I mean she was more holding us in, ... then actually letting us explore the world around us. And I think looking back now, it could have been disastrous, because we didn’t know much about what was going on, jokes, sex, anything like that, because we were being so cacooned.”

The discomfort and frustration that the subject experienced with the recent changes in her department, could support this theme. The subject appeared to be uncomfortable as authority allocated new roles and new clients to her without consulting her. This could have disempowered her, which could have led to anxiety and fed the theme of a power struggle.

#### *Disappointed with authority*

Related to the above theme of a power struggle could be the sub-theme of disappointment with authority. The subject appears to be disappointed with authority as well as experiences a lack faith in authority to get things done. This disappointment could be linked to her struggle for power and wanting things to go her own way. In addition, it could be linked to the themes anxiety and the use of defense mechanisms and the fact that the subject does not want to be perceived

as being dependent on authority (discussed above). Alternatively she could also be disappointed in authority for not giving her attention (discussed below).

This theme could have resulted from the subject's inability to get things to go her own way with her mother and father's rigid sides. It could also be a result of the disappointment and not wanting to acknowledge that both her mother and father and hence authority has negative and bad sides and that they are not only good.

The following are examples from the transcribed interview that support the above theme:

- "Because, first of all, they think they're big managers but they're, actually they're not. So even if you go to them, they don't have the power to change it. They just actually following on from people like them on a higher level."
- The interviewer reflected: "It sounds like there's a lack of belief in some of the manager?" and the subject responded: "Definitely, definitely."
- The interviewer reflected: "What I'm hearing is that, the new set of managers, there are those that perhaps disappoint you because they aren't acting in the way that you would like them to act but on the other hand there are those managers or team leaders who you have respect for and who you feel comfortable to approach?" and the subject responded: "That's right."
- "Uhm, in the sense that, I don't know if they are doing it for their own good, or to, and I understand that everybody's ambitious, and everybody's trying to get to the top, and every one wants their bonus, and everyone wants a salary increase, you know, its normal, but whether they are going to stand on people to get there, that's the difference. And I think that's what it is. Some managers want to help, ....and want the aid you to get to the point, and others don't."
- The interviewer reflected: "Again what I hear is the lack of belief in certain managers?" and the subject responded: "Um mm."

- “So in a sense I mean, I can’t say anything bad about him, because he’s a great guy but as a manager, he didn’t do his job,(slight pause) at all.”
- “..., but, when it came to, again, a problem with team peers and that type of thing, or even other managers, or problems with your budget or something like that, I don’t think he had the power in the first place to do anything more, and secondly I don’t know if he actually knew how to get it across to other people in the correct way because he was always like joking about everything.”
- “I would never have approached him about personal things or anything that I thought a manager **should** be able to do, because I mean that he can’t.”
- The interviewer reflected: “What I’m hearing is you felt comfortable to approach him about issues you knew would be resolved, but there were other issues that you would not approach him on?” and the subject responded: “That’s right.”
- “And if I went in to explain or talk to him about it, he’d talk circles around me in the sense of I’m doing the right thing, and they’re working on it, and I must just stay put, and not to worry, and, you know, by the end of it I’d think something’s being done. In the meantime, it wasn’t. (Voice drops down) So that was an incident that often happened.”
- The interviewer reflected: “What I’m hearing, is you approached him in the beginning, but because of disappointment your behaviour changed?” and the subject responded: “Yah.”
- “And that was one thing that also really got to me. I thought that Ian would rather support us in that and not expect certain things from us that wasn’t, we didn’t want to do.”
- “And you couldn’t even get upset with him, because he was just too nice a guy to actually get; and the way he used to talk circles around you when he used to try and tell you how something’s been resolved, when it actually hasn’t but he could talk you out of your belief in what you actually wanted in the first place (laugh).”

### *5.1.3.5 Theme 5: Attention, approval, to not disappoint and sibling rivalry*

Despite the façade that the subject puts on that she is not dependent on authority, as well as the defense mechanisms she uses, it appears that she is dependent on authority for attention or approval. The subject appears to be uncomfortable and disappointed when she does not get this attention or approval from authority and hence her behaviour towards authority seems to be influenced. As mentioned previously, the subject would often get into trouble with male authority, which could be as a result of her need to get attention from them. In addition, the subject also seems to experience sibling rivalry, which results in jealousy and envy when she does not get attention.

This behaviour could be a result of the subject compensating for the lack of attention she received from her father (her first male authority figure). It could also be an attempt to get attention and approval that her mother (her first female authority figure) gave her as a young child.

The following are examples from the transcribed interview that support the above theme:

- “And I know that she trusts me to do something and that if she gives me something that I’m responsible for, I’ll do it because I can’t let her down.”
- “Uhm, [pause] I think, it would probably, I think the thing is that you want her to feel proud of you...ok so if you’ve done something or you’re excited about a deal you’ll go and tell her straightaway. But you don’t go and run and say, ‘Guess what I’ve did today’ to Mr X or to Mr Z. You know you’ll tell Ms X, and she’ll be all happy for you (Very fast & rambling) and send you a little e-mail congratulations, that’s why you do it, because you feel comfortable telling her.”
- “Uhm, you know if she needs something done, you’ll be the first to volunteer, or that type of thing.”

- “Uhm, and its almost like you’re never good enough. You’re not performing. Why haven’t you hit budget? This, that, the next thing.”
- “I’m sure management can sort it out if they just had to actually listen to people’s, you know, beliefs and what they want and how they think their jobs should be working, et cetera, et cetera.”
- “Which right from then, every little thing that could possibly go wrong, or I could say possibly wrong, happens when he’s around.”
- “And the others just didn’t like her, and that was that. So I had quite a good relationship with her.”
- “Uhm, [pause] I think, it would probably, I think the thing is that you want her to feel proud of you.”
- “Uhm, ....it’s always like you’ve got to prove something all the time.”

This theme could be supported by the role the subject appeared to place the interviewer in. The interviewer’s perception was that the subject sought approval and attention from the interviewer. This could be supported by the following examples from the transcribed interviews:

- “Who, you know.”
- “You know.”
- “Uhm, and you know from that moment onwards.....”
- “He you know, just puts you on the spot. You know.”
- “You know, and it’s with pleasure. I’ll help you know.”
- “Well you know when it comes to bonus time.”
- “Does that answer your question?”
- “...and she was the one that I was first interviewed by, so you always remember that.”
- “You know, their corporate colours.”
- “You know.”
- “You know uhm, (sigh).”

- “You know, if I’ve got a problem, my mom’s the first one I run to. If, uhm, (pause) you know she’s always there to help me.”
- “You know what I mean?”

The subject asking the interviewer the following question when asked to draw the structure of her department could support this theme of a need for attention, approval and to not disappoint:

- “Uhm. The structure of my department? Names and stuff or just?”

#### *5.1.3.6 Theme 6: Dependency for support*

Despite the façade that the subject uses that she is not dependent on authority, as well as the use of defense mechanisms, the subject appears to be dependent on authority to provide a supportive and understanding environment. This could be linked to the fact that her mother (her first female authority figure) provided her with a supportive environment. It could also indicate that the subject is fixated in the oral stage where she was dependent on her parents, her first authority figures, to provide her with support and to take control over situations that were difficult for her. When this support does not take place, the subject appears to use the defense mechanism projection. This could be evidence that the subject’s parents ended this stage of development too abruptly.

The following are examples from the transcribed interview that support the above theme:

- “Then on the other side, they’re telling you: ‘don’t worry, you’ve got 3 years to do it! Three years goal plan.’ But then in the next breath, ‘It’s not good enough’, or, ‘You’re not performing’.”

- The interviewer reflected: "What I'm hearing is the contradictory message you're getting perhaps results in you avoiding this individual" and the subject responded: "yaah."
- "Like you could rely on him in, in certain ways I mean, but if I had to deal with a rate signed off by a manager, I could go to him he would do it. Uhm, you know, you could talk to him about clients, and he would urge you on: "Gees, that's excellent" you know, when it came to that you were sick, or had personal problems, you could go to him. That was fine..."
- "And that was one thing that also really got to me. I thought that Ian would rather support us in that and not expect certain things from us that wasn't, we didn't want to do."
- The interviewer reflected: "it sounds as if there was a lack of support and understanding?" and the subject responded: "Ya, ya."
- "Then all of a sudden, they're like try and be friendly. "How are you doing?" And it almost like they need to prompt it all the time otherwise they don't do it."
- "And instead of realising that we're ladies."
- "And if there was also again, she would come with us to clients if we needed her, she would come with us to Head Office if we needed her. Uhm, she did support us in all those things. And with me, same thing. You know she wasn't any different to me because I was new or anything. She treated me the same. Obviously not as friendly, as the others, but very fair. And in return, I respect her. Except clothes, (laugh)."
- "Because if I had a good deal I would discuss it with her, uhm if she needed something she would discuss it with me. Uhm, you know she would take me with her to clients, or I'd take her if I needed support or, uhm you know, we sometimes went out for lunch, and like that type of thing. We were more, we were good friends as well as being manager and consultant."
- "She didn't work, so she was 100% with us all the time, and always at our extra mural activities and was a very devoted mother."



- “But, my father’s also the the person I’d look to for anything....You know, from a financial, my mother from an emotional support I think and my dad from a financial or advisory capacity....Uhm, he’s a great man.”
- “He was my big protector.”
- “And then just when I was getting ready to throw in the towel, he’d come up with, you know, “We’re going to move you here. We’re going to move you there. Try this, I promise you it’s going to be good”, but it’s not but I’d still do it. You know, and things like that.”
- “Because if I had a good deal I would discuss it with her, uhm if she needed something she would discuss it with me. Uhm, you know she would take me with her to clients, or I’d take her if I needed support or, uhm you know, we sometimes went out for lunch, and like that type of thing. We were more, we were good friends as well as being manager and consultant.”

#### *5.1.3.7 Theme 7: Fear of authority*

It appears that the subject fears authority, but does not admit or deal with this fear (related to the theme of a façade). As a result she seems to deal with this fear by using defense mechanisms. This theme could stem from the subject’s fear of her father’s “short fuse”. This fear could also be related to the Electra complex where the subject has to repress socially unacceptable impulses and the same sex parent, her mother, is seen as the ultimate authority that is both feared and hated.

The following are examples from the transcribed interview that support the above theme:

- The interviewer reflected: “What I’m hearing is that with these type of managers, there’s a bit of fear in approaching them” and the subject responded: “Um. I don’t know if its fear. I think its more (pause) there’s no point.”

- “We never really had any huge ruptions or anything. But you had to tread lightly. You can also blow his fuse (laugh).”
- “I think people like that often put fear in you, and you try, not try too hard, because I don’t do that.....”

The above themes could indicate how this individual behaves towards authority. This behaviour seems to be based on the early experiences the subject encountered with her first authority figures, her parents. This seems to have impacted on the manner in which she experiences and hence behaves towards other authority figures in her life, such as schoolteachers and managers. By understanding these themes and how they are formed, insight could be gained into how this individual behaves towards authority in the working environment, which could enhance and optimise this individual’s work performance as well as the management of her work performance. This may in turn impact on the individual’s well being as well as organisational productivity.

#### **5.1.4 Results for subject 4**

From the analysis and interpretation of the transcribed interview of subject four as well as the non-verbal behaviour recorded and the picture the subject drew at the end of the interview (Appendix C), a number of key themes seemed to have emerged with regards to this subject’s behaviour towards authority. These themes will be discussed below and will appear in order of the strength they seemed to occur in.

##### ***5.1.4.1 Theme 1: Clear and/or rigid boundaries***

It seems important for the subject to have clear and rigid boundaries with authority, as she appears to be more comfortable behaving towards authority when she knows where she stands. The need for these boundaries could indicate that the subject experiences anxiety with authority and the boundaries

serve to contain the anxiety. It also seems important for the subject to behave according to these boundaries as if she does not; she views herself as behaving incorrectly. In addition, despite becoming more relaxed in certain circumstances it appears that the subject is not comfortable becoming too informal with authority. In other words, her relationship and hence the boundaries with authority seem more closed and reserved than familiar. Loose boundaries appear to make her uncomfortable. This could be based on her experiences with her mother, as it seems important that she behaved within the boundaries set by her mother so she did not disappoint her. It seems that the subject's mother would not allow her to be relaxed and familiar as she viewed this as disrespectful. In addition, the need for these clear and rigid boundaries could indicate that the subject is fixated in the anal stage as an anal retentive individual cannot tolerate confusion and ambiguity and hence the need for clear boundaries.

In situations where the subject appears to be uncertain how to behave towards authority, she will stick to these rigid boundaries. She does express her opinion and challenge authority if she believes strongly about something. This however always seems to be done within these rigid boundaries. This could also say something about her need for attention and approval from authority as well as her need to be the 'shining star', the 'good girl' and to not disappoint authority.

It appears that the subject monitors her behaviour according to the fact that authority has the power. The issue of **power** could be linked to the theme of clear and rigid boundaries. It appears that the subject views authority as someone on a different/higher level to her with more power. She does not view herself as being equal to authority but somehow would like to be on the same level. This could be a result of her first authority figures, her parents, and particularly her mother, having 'power' and using such power to enforce these clear and rigid boundaries. This perception of power, as well as placing authority on a pedestal, forms

boundaries for the subject, and as a result impacts on her behaviour towards authority.

The following are examples from the transcribed interview that support the above theme:

- “So there’s, there’s kind of an understanding uhm you know in the team as to what everyone’s roles are, even though we don’t have specific job descriptions.....You kind of know where your place is. I think that’s, that’s also I think what really makes you react differently to authority.”
- “I’m very sort of, I think I’m myself...with regard to my present manager but at the same time, I’m always very careful as to where you draw the line.”
- “I, I don’t want to ever be in the situation where it becomes too familiar or, where it becomes, you know, disrespectful and where people can just treat each other as if there isn’t that level of respect. I think that’s, that’s important.”
- “And I think, if you start to become too familiar, you can lose that, especially in a work environment. And I also feel that because she’s in a situation where she determines uhm, salaries and bonuses, and that sort of thing, uhm you can never really forget that because she’s got the upper edge, so to speak, so you can never get too comfortable.”
- The interviewer reflected: “It sounds as if there are boundaries with regards to your behaviour?” and the subject responded: “Yah, definitely.”
- “I think uhm, I think it’s important to have the boundaries because I don’t want it to be a free-for-all, and I think in any situation even though for instance the Bank is an environment which, which typically says that everyone’s equal, ...uhm in reality you’re not equal....Uhm and in life it’s not equal, so you’ve also got to maintain those kinds of uhm thoughts when you’re in, in a work situation because if I had to do something, which Ms X (*noise of people walking past in the background*) as my sort of my immediate supervisor considered to be beyond, what she would maintain my profile, or my job

description, or whatever it is, it would be considered incorrect. So you've got to, you've got to have that understanding of where your boundaries are."

- "Because I think, knowing the relationship, and knowing the boundaries I've always been quite careful not to overstep them."
- The interviewer reflected: "What I'm hearing is you've always behaved according to the boundaries?" and the subject responded: "Ya. (Pause) Pretty much (half chuckle) I think I've, I think uhm, I think I've learnt almost the hard way though."
- "There's a certain element of respect, but in always being allowed to voice my opinions,..... uhm but knowing who was in charge type of thing, but being comfortable actually disagreeing and so on. Uhm I found that having worked I've been able to do those things, but depending on the culture of the different companies I've either been able to do so comfortably, or I've figured out really quickly that that's not the right way to do it, and there is some sort of process that you've got to stick to."
- The interviewer reflected: "It sounds as if there is the element of respect, which highlights the boundaries, but yet it also seems important for you to express your opinions?" and the subject responded: "Umm, true."
- "Uhm if I believe strongly about something I'll voice my opinion, and it doesn't mean that I'm trying to impress her by just agreeing with her because of who she is. I'll still stand by what I believe in but I might be – mind my Ps and Qs just more, in that situation."
- The interviewer reflected: "What I'm hearing is you've stayed or stuck to your boundaries, all along?" and the subject responded: "Ya, I uhm. There haven't been too many opportunities to cross the boundary, uhm but then again I haven't sort of tried to break them down as such, because I feel quite comfortable about it. I feel that it's, it's right that she's in that position, that she behaves in that way and I'm quite comfortable being in my position, but I mean, I do, every now and then, I think it probably would be important to have a, a closer relationship towards her, because, yes she is a determining factor

in my performance, at the end of the day, and her interaction with senior management is important.”

- “Uhm, I, I battle to be familiar with people, if I don’t feel that they are going to respond the same way, I won’t try and build up a relationship with somebody.”
- The interviewer reflected: “Again I’m hearing that there are certain standards that you stick to? And the subject responded: “Definitely, uhm (pause) yah, I, I think there’s probably is that element of them being up there and me being down here. Sort of like the worker bee and the queen bee so to speak. Uhm, but I just believe in timing.”
- “Uhm, yah, I don’t feel I have to go up to somebody like Mr X (CEO) and congratulate him on his birthday. Just because uhm its Mr X. Uhm I just, I think if I were in a situation where it was relevant, and I felt comfortable congratulating him, or what ever it is, then I would do that. But I wouldn’t do that just because I know it’s the right thing, maybe considered the right thing to do, or because it’s probably going to be, you know like flattering to him and uhm it will maybe get my name known or something. Ya so I’d rather stay away from those situations.”
- The interviewer reflected: “What I’m hearing is that you weigh up situations in line with your boundaries?” and the subject responded: “Uhm. Ya I do. I think I, I assess them quite carefully.”
- “Because he was, he really was the person who paid my salary so to speak.”
- “Uhm, my relationship with Mr Y was, (pause) relaxed but at the same time, almost like a bit in awe of him.”
- “Uhm, so I yah, was a bit in awe of him. There was a lot of respect, but at the same time, I couldn’t really get too close to him because he didn’t really spend a lot of time there.”
- “And so I think I was probably reserved in uhm, in that I wouldn’t sort of have open conversation with him and I wouldn’t necessarily ask about his family, or his children, or his wife and so on. I sort of wait for, for situations to arise and if, if it happened that way, then it would, and then if he sort of made a

comment about something you know, uhm not work related, I would respond quite openly... and so on, but uhm I don't think it was a familiar relationship."

- The interviewer reflected: "What I'm hearing on the one side is there's a lot of respect for this individual, but on the other side you knew where your boundaries were and it was a business relationship and you behaved accordingly?" and the subject responded: "Mm. Definitely."
- The interviewer reflected: "It sounds like there was a bit of rebellion, and avoidance of the individual?" and the subject responded: "Umm, yes. I didn't confront it. Uhm. I think I just avoided and what became a bit rebellious, Yah."
- "I was never, again, the kind of person who became familiar with my school teachers."
- "So in terms of the in relationships I had with them, it was very normal, very sort of, I do my work. They teach me. We have a very sort of friendly, you know, there was never any uhm, situations in which I had a conflict with the teacher."
- "Uhm I think I probably used to accept a lot in terms of their decisions and marks. I'd never go up and sort of have an argument about an essay, and why I think it should be more, or whatever. I used to just accept it. It wasn't. Yah, I don't think I thought much about it."
- "Uhm but at the same time, they are almost able to manipulate that relationship because, I don't think consciously, but because uhm if they do become harsh, or they do become, uhm, offish, you read into it quite easily, and I think, I think my mom can sometimes, I read into the behaviour very easily, I'm quite sensitive or in tuned into people's behaviour."
- "And I can read into my mom's immediately. I know if I walk in through the door and something's funny, or off or whatever. I know that there's something funny and it will put me in a funny mood as well, then. But I'm very open uh to her and I've actually got to be quite controlled in how I speak to her, because she gets offended very easily and often, when I think I'm actually just talking like I would to a friend, she is taking offence to it because she thinks

I'm being too matter of fact, too bottom line, and I'm her mother, and I must be like that. I think she probably thinks I'm still her little girl, even though I'm married now."

- "Uhm, I wouldn't sort of like want her, if she waved to me I wouldn't wave back. I was like very sort of like oh no, don't make a scene, don't like get too openly affectionate or anything like that. Uhm, I'm told I wasn't a sort of a huggy child. Or I wouldn't just be passed to people and go there easily or so to speak."
- "I feel like, you know your dad should always be like, like better off than you, that kind of scenario. It kind of does make me feel a bit awkward, so I like, tend to downplay it a bit."

Placing authority on a higher level than her seems to be supported by the following comments that the subject made during the discussion on her role in the organisation:

- "You know consultants probably do think they are slightly at a higher level."
- "I think in terms of importance of jobs I probably rank it like that."

The above theme of clear and rigid boundaries could be also be supported by the fact that when drawing a picture of the structure of the department, the subject drew quite a rigid and clear reporting structure (Appendix C).

#### *5.1.4.2 Theme 2: Attention, approval, to not disappoint and sibling rivalry*

The subject seems to have a great need for attention and approval from authority. In addition it seems that she does not want to disappoint authority. This need appears to influence her behaviour, which she seems to manipulate and adapt in order to gain attention and approval from authority. Perhaps not getting approval or attention causes anxiety, which is too difficult to deal with. She also



seems to adapt her behaviour according to the behaviour of authority. This could be based on her not wanting to disappoint her parents. In addition, her manipulative behaviour could be as a result of her mother's use of emotional blackmail. It seems that often she could tell when her mother was angry and would adapt her behaviour to get the approval and attention back from her mother. In addition the subject did not want to disappoint her father and still seems to be 'daddy's little girl'.

There could also be evidence of sibling rivalry as the individual appears to get jealous and envious when she does not get attention from authority. This could be based on the fact that while her brother disappointed her mother and behaved the way he wanted to, the subject always behaved within the boundaries set by her mother. She seems to adapt herself and never be herself in order to get attention and approval from her mother. Perhaps she is jealous and envious that she could never form her true identity like her brother and as result perhaps she becomes jealous with her colleagues for the same reason.

In addition, it seems that the subject would rather avoid conflict with authority in order to be liked or get attention from authority. There seems to be a need to be 'the good girl', the 'favorite'. Linked to this could be that she is not comfortable getting negative feedback from authority and seems to have a need to feel important. She seems to enjoy authority that provides her with attention, approval and positive feedback. Where she does not get this from authority, she seems to experience anxiety and hence withdraw from the situation (flight).

The following are examples from the transcribed interview that support the above theme:

- "Uhm (pause). It depends on how that person behave towards me initially. I mean you can get authority where the person is quite relaxed in their behaviour, and you can get somebody who is really stuffy... And then it will

depend on how I react to that person. So it all depends on their personality. So I like to read the personality of the person, so, so that I know how to react to them.”

- The interviewer reflected: “What I’m hearing is the different personalities and behaviour of the different managers will influence how you behave towards them?” and the subject responded: “Yes, that’s correct.”
- “So what I tend to do, is if I do want to do something,....I know that Ms X needs to know about it, so I’ll kind of go about involving her in it or speaking to her about and then seeing what the outcome is and is she’s in agreement with it, obviously going ahead full steam, if she’s not then it would require a slightly different approach. I might need to convince her uhm by putting a proposal together or convince her in another way or something.”
- “But uhm, no I’ve never done something which I’ve had to sort of almost override that authority....Not yet. (Laugh).”
- “And if you weren’t basically in “academia” then you weren’t really considered too much.”
- “I think that’s pretty much how, how I act towards her but I think also still uhm, just reacting to the way she reacted to me. If she becomes more relaxed she’s on a social level and she decides, you know, that its sort of off-duty time, and she can be more relaxed then I’ll be more relaxed. But if it’s within the work environment, and she’s uhm rigid, and she’s being very professional, whatever, then I’ll respond in that way as well.”
- The interviewer reflected: “It sounds as if your behaviour is influenced by her behaviour towards you?” and the subject responded: “Um, ya, I’d say that. I think uhm, I like to read people, so that I can know how I’m going to react in that situation. And I, I dunno, I suppose it requires being adaptable...Uhm, at the same time it might be that you’re not really being who you are because you’re not uhm, you’re not, you’re not yourself. You’re reading a situation and then you’re reacting, but I think at the end of the day I think you, you can never undermine exactly who you are, and your opinions if you believe in what they are, you’ll always stand by them.”

- “I know that uhm Ms Y (colleague) has had more interaction with her, so when, uhm anything has to be done, it will be her that Ms Z (Head of Human Resources) will call on. Uhm and that can sometimes, almost a bit, like a snub.”
- “Uhm, I don’t want people to think that I have to, be sort of an ‘ass creep’, excuse the expression, uhm to, to get some-thing. I’d rather it’s done through my work, through my example, and uh not because I want to be noticed for other reasons.”
- “Uhm, some people get to places quick because they’re able to mingle, to know each other’s business and so on. I don’t. I’m not interested in their business or uhm what’s going on in the Group and who’s had a baby and who’s engaged, and what have you.”
- “And uhm, and its, but if people know that information, and I haven’t twigged on to it, it can sometimes be a bit of a, “My goodness, I mean where was I? Why didn’t I hear about it? Or, What happened, Why don’t people confide in me in those kinds of issues.”
- “And I think I used to play it accordingly, I used to, to feed her information she wanted to hear... because it would build up the relationship with me.”
- “I would almost play the part of like mediator, or the in-between man, the middle man. So I would sort of almost pass the information on sort of saying ‘Well, it’s not my opinion. This is what they’re saying’ and if she came through and said this, I would pass the information back to them saying, ‘this is what Ms S has thought’ and so on.”
- “If they had something that was negative, or if they want to criticise, that they do it openly, that they don’t go and write all over your work, and that, and that it feels as if it is almost demeaning to what you’ve done, and there’s no sort of positive feedback, they’re only looking for the negative, for the corrections.”
- “She was (pause) a very odd character. (Laugh) Uhm, she was having a relationship with, with a colleague that had also arrived from New Zealand, and they were, were very much, that, things were done this way.”

- “I used to, I used to get quite uhm I think I used to get quite upset. I used to feel that people didn’t trust my, or I didn’t feel that she trusted my opinion, or felt that it was worthwhile considering my opinion. Uhm, it used to uhm hurt that somebody didn’t see the potential and was too critical.”
- “Uhm. I used to like to be noticed in the class. I used to like to, like give the answers. I would contribute, but I don’t think I was overly assertive. Uhm, I don’t think that I was considered to be, sort of, you know, the prize, sort of gem in the class who needed to be treated specially. I think I was a very average student.”
- “I used to go the extra mile to do the, the little added extras, and I think that she appreciated that. She could see that I obviously bought into what she was teaching and so on, and I think that we had quite a close relationship. I was invited to her wedding and, and that sort of thing. And it was definitely a close relationship. I think that, I think that the things is, as soon as I feel that I am accepted by them, then I will give more on my side. If I don’t get that feeling then I don’t give. Then I sort of probably reserve myself. Uhhh, on other occasions also I had teachers which I felt I was almost given a little bit more preference I had better relationships with them than some of the other students, then I would also give more there, I would uhm contribute more, I’d feel more relaxed and I’d be more myself.”
- “Like things like, uhm, history, and I remember home economics and uhm (pause), what else was there, it was subjects that I enjoyed I felt that I had obviously a better relationship with my teachers whereas, subjects like accountancy, where the teacher used to make us stand up and actually recite transactions actions verbally, it used actually terrify me. (laugh) And I wasn’t terribly strong in accounts so I used to dread, I used to hate that you see, because it was like , it was embarrassing, and it was humiliating, and I felt that she was humiliating people and me by making us be in that situation, so I didn’t like her (laugh).”

- “It used to be sort of I don’t like this teacher, this situation. I’m not very good at this. I’ll go somewhere else and get my help. I think that was the scenario.”
- “And I think or obviously depending on my strength as well, where I was stronger in a specific field or area and so on, uhm it used to obviously make me feel more confident and so I could then, my confidence would build up my personality and I could then be more relaxed with people. But when I was in a situation where I was out of my depth or if I felt like I wasn’t good at what I was doing, then I would obviously be less open uhm and be more reserved.”
- “And I think also because she’s, she’s a very soft and considerate type of person, and she’s means very well. So that’s sort of side of her I think I’m also quite protective of. Uhm. She is probably one of the few people who can do emotional blackmail on me.”
- “Your mother is soft and sweet and kind and all these wonderful things, and you never want to disappoint them.”
- “Uhm but at the same time, they are almost able to manipulate that relationship because, I don’t think consciously, but because uhm if they do become harsh, or they do become, uhm, offish, you read into it quite easily, and I think, I think my mom can sometimes, I read into the behaviour very easily, I’m quite sensitive or in tuned into people’s behaviour.”
- “And I can read into my mom’s immediately. I know if I walk in through the door and something’s funny, or off or whatever. I know that there’s something funny and it will put me in a funny mood as well, then. But I’m very open uh to her and I’ve actually got to be quite controlled in how I speak to her, because she gets offended very easily and often, when I think I’m actually just talking like I would to a friend, she is taking offence to it because she thinks I’m being too matter of fact, too bottom line, and I’m her mother, and I must be like that. I think she probably thinks I’m still her little girl, even though I’m married now.”
- The interviewer reflected: “It sounds as if you don’t want to disappoint her?” and the subject responded: “Uhm, ya, I think I am. I’ve never. Ya I think I

probably am. I don't think I've disappointed her yet, but I think it is something that I wouldn't want to do. I'm sort of, I think between my brother and I, I'm probably am the one that has not disappointed her, and I have to maintain that. Whereas my brother, my brother's just being himself. He hasn't, like, in fact, he's been too much himself. He doesn't really make too much of an effort. So it it's kind of like I need to make the balance here. I couldn't possibly do the things that he does. First of all, I wouldn't want to but I don't think that that would please my, my mother."

- "That's probably the relationship, that I've seen so much sacrificing from her side, that I think often, that, you know how can you disappoint your mother if she's give up her life so to speak for your fulfillment."
- "But I was, you know, if I had to be home at a certain time, I'd be home, or if I knew uhm that bath-time was this time or if I knew dinner-time was that time. I would be home. It wasn't sort of an issue of ya, lets see how I can irritate mom, and I'll just stay out a little later or something."
- "Now I almost see my dad sort of looking at me as if, in the way that I used to look at him when I was smaller, like, like uhm that's my girl now, and she's grown up and she's a success in his eyes, and she's got the degree, and she's married and she lives in a nice house."
- "But I think he's proud. He's proud."

This theme seems to be supported by the role the subject places the interviewer in. The interviewer's perception was that while on the one hand the subject was looking to the interviewer for approval, on the other hand, as the interviewer and subject worked together in the past, there could have been elements of sibling rivalry and competition. This could be supported by the subject offering the interviewer something to drink before the interview started, which could indicate that she was trying to take control of the situation.

The following are examples from the transcribed interview that support the above theme:

- "Excuse the expression."
- "At the same time I wouldn't you know,...."
- "You know, everything that you did."
- "So I think its, its also got to do with you know,...."
- "My father, now or then? Or when I was small?"

In addition, the subject's discussion on changes in her department could support the above theme of her need to feel special, get attention and approval from authority, as well as elements of sibling rivalry. The following examples could support this:

- "Also what was so weird about it was that there wasn't any relationship problems with me, and any, I didn't feel with me and my colleagues."
- "But because I was made to feel slightly elevated."
- "At the same time, I enjoyed it, feeling like I had, I had my supervisor's attention. But at the same time, it was very important to me that I didn't feel ostracized by the rest of the team."
- "I think what was important to me was that I was liked... and uhm and I kept feeling that well if I'm not being liked by my team, then maybe I should hang onto the fact that I'm being liked by my manager, I mean she's the one who pays my salary and what have you."
- "I'm not the kind of person who uhm enjoys being disliked by anybody."
- "I feel in a way, that Ms Y has almost taken over now as the, as the like blue-eyed girl. She's got the experience, she's been here long enough, in terms of uhm, having worked prior in the HR, and she's gained a lot of exposure, and I feel sometimes that that, her knowledge that I don't have, is to my detriment. And I feel that, uhm its frustrating not having the knowledge like that. Its frustrating not to know what the salary scales are, or haven't had interaction with senior management and so on. And uhm, but at the same time, I like her very much."
- "I can sometimes feel a slight difference in preference for something."

- “I don’t think that I’m sort of quite buddy buddy any more, but it doesn’t bother me as much, because I, I don’t think that I was ever comfortable in that role. I prefer to being the kind of less, not as familiar, I don’t wanna to, to be, yah, not too familiar with management.”

#### *5.1.4.3 Theme 3: Conditions for acceptance and/or comfort*

Certain conditions seem to be important for the subject when interacting with authority. It seems important that authority understands her needs, gives her attention and things go her own way. This could indicate that she is fixated in the oral stage. This theme could also support the theme of attention and sibling rivalry as it seems important that she is regarded as the special one. In addition the subject seems to place emphasis on two-way respect. These conditions could also support the theme clear and rigid boundaries.

It seems that the subject enjoys authority that is open to new ideas, is approachable, flexible and creative. It also seems important that authority is down to earth, which could support her need for clear boundaries. Although the subject appears to become more relaxed with such authority she still seems to behave within her rigid boundaries. In contrast, it appears that the subject becomes frustrated and experiences anxiety with authority that is rigid, autocratic, inflexible and does not treat her as an adult. In such situations the subject seems to avoid authority and withdraw (flight).

The need for these conditions could indicate an attempt to recreate the environment that her first authority figures, her parents created for her. As a result she appears to be more comfortable in situations where these conditions prevail and is more comfortable with other authority, such as managers and schoolteachers that have these conditions. As mentioned earlier the subject seems to experience anxiety towards authority and perhaps the subject uses these conditions as a manner in which she controls or contains this anxiety.



The following are examples from the transcribed interview that support the above theme:

- “I feel that I can, uhm be on an equal level with her, and I can discuss things quite openly with her. Uhm, (pause) I feel that she’s actually in touch with uh with they uhm in touch with what’s going on.”
- “Ms Z’s kind of, slightly more removed, she’s more aloof, .....she’s very business-like. Uhm, you can see she’s not really there for chit-chat, ...uhm and she’s not there to have the emotional side to her. She’s very matter of fact, and that’s been my relationship with her. So in terms uhm of her as an authority figure I’ve got more, I’m slightly more reserved, I’m not as outgoing and maybe not as natural as I would be with, with Ms X, not as relaxed.”
- “I, I don’t want to ever be in the situation where it becomes too familiar or, where it becomes, you know, disrespectful and where people can just treat each other as if there isn’t that level of respect. I think that’s, that’s important.”
- “I want to be treated as well, with respect. So there has to be like a certain understanding.”
- “It was almost as if it didn’t really matter in any case, because she had such set ideas, uhm that you could actually say anything you wanted, but she would believe only what she wanted to believe. And she, being quite a miserable soul, she was, she wasn’t open to me, sort of happy suggestions, or positive thoughts or anything like that. So, it was, it was a difficult relationship, because I think I would hear what she had to say, I would probably agree.”
- “But, uhm, yah I think it was a relaxed relationship. I’m quite comfortable talking to him. He was down to earth. I think that was the difference. I found him, even though he was a professor, and a judge, and so on. He was exactly who he was, at any point in time, and there was no airs and graces. He was extremely down to earth, and I think that makes me more relaxed. I like people who are natural, who are themselves. I think that’s important.”

- “Uhm, one came from a teaching background and she had a very, sort of uhm autocratic style, very teacher orientated. You know, everything that you did, wasn’t discussed as if you were an adult, it was sort of assessed as if you were a pupil, or if you were a student of hers. And that used to drive me absolutely mad. I, I was, I just couldn’t relate to that I, I prefer people to be open, up front, uhm you know, if they had something that was negative, or if they want to criticise, that they do it openly, that they don’t go and write all over your work, and that, and that it feels as if it is almost demeaning to what you’ve done, and there’s no sort of positive feedback, they’re only looking for the negative, for the corrections.”
- “They were from Australia, and this is the way it is. I was very much the type of person who couldn’t come to grips with that. If you’re in South Africa, and things work differently in South Africa, then you have to have a different approach. And I, I, they were very inflexible. Uhm, they weren’t, they didn’t, she didn’t allow a creative style to come through.”
- “And that used to just drive me mad. Because I think you need to be a flexible person, you need to be adaptable to the market. And uhm, I didn’t enjoy the environment. I think I found it very stifling, very uhm, very petty, uhm and pedantic.”
- “Everything had to, everything was a small issue. They, they weren’t able to look at the big picture and I am more a ‘big picture person’ than a ‘little picture person’. I, I don’t, I’m not good with the little details. I’m good with the big ideas, and the like, once people throw ideas out, my mind starts turning. (throat being cleared) I don’t like getting bogged down with the small issues. I think she was more of a ‘small issue’ person. Things have to go one step at a time. I want to do things in leaps.”
- “She was, she is, a very lovely mother. She’s very caring and is always there for us. Uhm and I think I respect that. I think its, you know she’s given, I feel that my mom sacrificed so much of her life, for, for me and for my gain, and for my enjoyment, that I could never like not be there for her.”

- The interviewer reflected: "It sounds as if you have a great deal of respect for her?" and the subject responded: "Yes, I do. I think its respect based on the fact that she just loves us so much. That you just can't turn your back on something like that. Yah."
- "Uhm I had a lot of respect for my dad I thought he was just the best thing since sliced cheese."
- "I admired him for his personality and so on."

In addition to the above, the subject seemed to be dependent on her father for advice. This dependency for advice could be mirrored onto her needs and expectations of the one male manager she has experienced. Her father appeared to be very energetic and creative and she may look for these attributes in other authority figures, particularly male authority. In addition, it seems that the subject's husband replaced the elements of her father that she was disappointed with. This replacement perhaps enabled the subject to repress the anxiety associated with her disappointment in her father, her first male authority figure.

- "Uhm, ya I thought he was an outgoing foreigner because he came from Mauritius, and he was, he was like different to other fathers, he was, he was there for us and he was very family orientated."
- "And he'd sweep through and he'd give all the orders, and you'd sort of like discuss issues with him, and he'd respond immediately. Uhm his mind was quick and I respected that. I respected the fact that he could make decisions quickly. Uhm, it suited my needs because I needed answers."
- "He wasn't, he also wasn't a conformist. Uhm, he was constantly up against the university in terms of their bureaucratic style. He was very unconventional, very open to suggestions and ideas and so on, and he was always prepared to challenge everything, and that appealed to me more, because I, I was, I think I am more like that. I like things that are not the norm, that, things that are creative, and people that are creative, and that come up with different ideas."

- “I never ever lost respect, but I started thinking that you know, suddenly my dad, I wouldn't necessarily go to my father, if I had a query about finance, or if I had a query about cars, I'd use other people who I though had uhm more expertise in those areas, I think, in a way, our relationship changed because of that. Uhm, because he maybe felt less wanted because he could see that I was capable of doing things and I would, I'd do things on my own.”
- “That he's got qualities that were important to me in the kind of man or husband that I chose..... um and I think that those were, that was quite an influencing decision, when I started dating that there were qualities in my father, that I would make sure were there in, in a future husband. Uhm, I think it was quite important, that he was able to instill in me those values, values that, that has played a very important part in my life.”

#### *5.1.4.4 Theme 4: Anxiety and the use of defense mechanisms*

The subject seemed to be uncomfortable discussing the variable authority, particularly talking negatively about authority. This could indicate that she is uncomfortable discussing her true feelings towards authority and experiences anxiety. The anxiety that she experiences could be too painful to deal with and hence the use of defense mechanisms and pauses. This could be evident from the pauses and “uhms” she used during the interview. This discomfort could be linked to the theme of not wanting to disappoint and need for attention and approval from authority.

The following are examples from the transcribed interview that support the above theme:

- “She's more. (clear of throat). She's sort of more (pause) more.”
- Long pauses occurred throughout the interview.
- “Uhm (pause). I think I'm (slight pause) I'm very sort of....”

- “But because I also consider myself to be uhm (slight pause) somebody, who uhm, how can I put it.”
- “Uhm (sigh and slight pause).”
- “Uhm, (slight pause) and (pause).”
- “(Laugh), Uhm.”
- “Umm [pause] Uhm.”
- “Uhm (pause).”
- “Uhm (sigh/pause).”
- “So I didn’t like her (laugh).”
- “Uhm, pause.”

In addition, the subject used a number of **defense mechanisms**, which could support the fact that she is uncomfortable with the variable authority and experiences anxiety in expressing her true feelings towards authority. The use of defense mechanisms assists in reducing this anxiety and hence the subject does not have to deal with her true feelings, which are too painful. Some of the defense mechanisms used were justification, denial, projection, rationalisation, generalisation and the use of secondary language. In addition, when the subject is not comfortable with authority or does not get approval or attention from authority she seems to withdraw and avoid authority (flight). She seems uncomfortable confronting authority but would prefer to withdraw or avoid authority in these situations. This could be a result of her need to be seen as the superstar or the special one (‘daddy and mommy’s little girl’) and not wanting to disappoint authority, particularly her mother and father, her first authority figures.

The following are examples from the transcribed interview that support the above theme:

- “Who isn’t, uhm (pause) even though she’s a, she’s a fantastic person.”
- “I’m slightly more reserved, I’m not as outgoing and maybe not as natural as I would be with, with Ms X, not as relaxed.”

- “Can’t really....”
- “But uhm, no I’ve never done something which I’ve had to sort of almost override that authority....Not yet. (Laugh).”
- “Due to reasons beyond my control, on my side.”
- “But suddenly things beyond my control were actually starting to cause this project to continue into, closer to my holiday.”
- “So (half chuckle) and it was, all resolved.”
- “Uhm (sigh). I probably (pause), I probably communicate less with her uhm I have as little to do with her as possible.”
- “I suppose. I’m not, I’m not sort of the type of person who will go and sit at her desk and make conversation just because of who she is. I’d rather just sort of stay out the way, and when it comes to interacting with her acting professionally, uhm, uhm not familiar.”
- “Uhm, at the same time it might be that you’re not really being who you are because you’re not uhm, you’re not, you’re not yourself. You’re reading a situation and then you’re reacting, but I think at the end of the day I think you, you can never undermine exactly who you are, and your opinions if you believe in what they are, you’ll always stand by them.”
- “Um (pause) I actually can’t.”
- “I can’t really think of a specific example.”
- “And if I were closely aligned with her that might be to my advantage. But, uhm, yah, maybe that does bother me to some extent.”
- “But I don’t, I don’t sort of take it personally. I’ll sort of, I’ll basically say that it is due to that fact that they have had that relationship that she’ll refer to.”
- The interviewer reflected: “It sounds as if there has been a distance between you?” and the subject responded: “Yah, I think there is. I think there is a distance.”
- “Uhm, yah, I don’t feel I have to go up to somebody like Mr X (CEO) and congratulate him on his birthday. Just because uhm its Mr X. Uhm I just, I think if I were in a situation where it was relevant, and I felt comfortable congratulating him, or what ever it is, then I would do that. But I wouldn’t do

that just because I know it's the right thing, maybe considered the right thing to do, or because it's probably going to be, you know like flattering to him and uhm it will maybe get my name known or something. Ya so I'd rather stay away from those situations."

- "Ms S was (slight pause) complexed. (Suppressed chuckle) Uhm, she was, wasn't a happy individual."
- "Yah, I think I was more of a middleman with Ms S. Uhm I didn't feel it was worth getting heated up about anyway, because my career within the organisation, I, I **definitely** didn't see it happening there. Uhm it was, I saw it as an opportunity to learn, and for me to gain as much information as possible, and I wasn't passionate enough about the situation to, to feel that it need or warranted getting all hyped up about."
- "It wasn't a destructive relationship, but I just don't think we saw eye to eye."
- "And I eventually decided to go overseas. It wasn't an environment that I saw a future in."
- "Like, uhm I didn't want to know them, or I didn't want to like relate or have a conversation with them, or, or show that I was in any way accepting um, what they thought."
- "Uhm. (pause) Very well. I always had excellent uhm relationships."
- "there was never any uhm, situations in which I had a conflict with the teacher."
- "Uhm I think I probably used to accept a lot in terms of their decisions and marks. I'd never go up and sort of have an argument about an essay, and why I think it should be more, or whatever. I used to just accept it. It wasn't. Yah, I don't think I thought much about it."
- "My mother and I had an excellent relationship."
- "I was very happy to listen, and to be there when I was supposed to be there...Uhm, ya I think that's pretty much it."

The above themes could indicate how this individual behaves towards authority. This behaviour seems to be based on the early experiences the subject

encountered with her first authority figures, her parents. This seems to have impacted on the manner in which she experiences and behaves towards other authority figures in her life, such as schoolteachers and managers. By understanding these themes and how they are formed, insight could be gained into how this individual behaves towards authority in the working environment, which could enhance and optimise this individual's work performance as well as the management of her work performance. This may in turn impact on the individual's well being as well as organisational productivity.

### **5.1.5 Results for subject 5**

From the analysis and interpretation of the transcribed interview of subject five as well as the non-verbal behaviour recorded and the picture the subject drew at the end of the interview (Appendix C), a number of key themes seemed to have emerged with regards to this subject's behaviour towards authority. These themes will be discussed below and will appear in order of the strength they seemed to occur in.

#### *5.1.5.1 Theme 1: Split in experience towards authority*

The subject seems to have a split in the manner in which she experiences and hence behaves towards authority. On the one hand, if she respects authority, that is, if authority provides her with a supportive, compassionate and understanding environment, then she seems to go along with their decisions. This could indicate that she is fixated in the oral stage. On the other hand if authority does not allow things to go her way the subject then challenges, fights and even rebels against authority. There seems to be a link to sibling rivalry as well as a power struggle, which are themes that will be discussed later.

This split could result from a split in her experience with her first authority figures, her mother and father. She seemed to experience these authority figures



differently. It appears that the subject has a split in her experience and behaviour towards her mother, her first female authority figure. On the one hand her mother seems to provide her with a warm, close and supportive environment and in such situations she behaves towards her mother with respect and warmth. On the other hand when her mother does not allow things to go her way the subject challenges, fights with her mother, loses her temper and becomes cheeky. She seems to love and hate her mother. There therefore appears to be a conflict with her mother, which could be the Electra complex.

In addition, it appears that the subject has a split in her experience with her father, her first male authority figure. On the one hand the subject appears to be 'daddy's little girl' and seems to be able to manipulate things to go her way. In such situations the subject would go along with her father and behave with respect. On the other hand, when the subject is not able to manipulate her father and as a result things do not go her way, she challenges and loses her temper. In other words she fights such situations. This is however all done within the boundary of respect. A conflict therefore also seems to exist with her father. This split can perhaps also be described as a love-hate split.

In addition to the split the subject experienced towards each parent individually, it appears that she has a split in her experience and hence her behaviour towards her parents, her first authority figures. It seems that she is more comfortable with her mother than her father, which could be a result of fear of her father's temper. The subject also seems to use manipulative behaviour and play her parents off one another in order to get her own way. This could support the theme power struggle, to be discussed later. This split seems to be mirrored in her relationships with other authority figures, for example, her managers.

The following are examples from the transcribed interviews that support the above theme:

- “Uhm, with respect, but uhm, I do feel that even though its authority, if you feel that you’re in the right, you should still say you’re in the right and not just keep quiet just because its authority, and just take the blame for something that is not you.”
- The interviewer reflected: “So what I’m hearing is that although you behave towards authority with respect, if there is a situation that you are uncomfortable with you will approach that authority figure about you it?” and the subject responded: “That’s correct.”
- The interviewer reflected: “What I’m hearing also is that were certain situations where you felt comfortable to approach this individual and other situations where you would hold back?” and the subject responded: “That’s correct. Yah.”
- “So I’d rather held back and went and spoke to the team leader of that team. And said to her, ‘You know I wanted to work in your team.’ I know she wanted me in her team. ‘So, can’t I come into this team?’ So instead of going to him where I knew I wouldn’t get much of a response, or I would get just a plain simple ‘No’. I rather went to the team leader to where I would get a more logical answer probably.”
- “Uhm. I would say I’m very comfortable with him. We have had huge arguments, not huge arguments, but we have had arguments before.”
- “And maybe we’ll come one on one but at the end of the day, we’ve always comes to the conclusion, and one that we both happy with. And so I’m not scared to challenge him, and I know he’s not scared to challenge me and say, ‘This is asking for a bit too much. We can’t do this, or, ‘X’.”
- The interviewer reflected: “It sounds as if you are comfortable to challenge an authority figure when fighting for something?” and the subject responded: “Yes, that I strongly believe in, I am.”
- “We immediately challenged our managers and said: “Why, didn’t you tell us, you know, it works out more expensive? You know, we feel like idiots now, going out in the marketplace saying, ‘It actually benefits the bigger clients’.”

- “She was **very** open, very honest. If you messed up, she told you right there and then and we could do the same to her. Though at the same time, I don’t know if I trusted her one hundred per cent.”
- “No, I won’t because I don’t feel I’ve got anything to apologise about’.”
- The interviewer reflected: “So, although it was uncomfortable, you were prepared to stand up for your opinion?” and the subject responded: “yes.”
- “I have a close relationship with my mother. Uhm, she, she can be, very difficult at times and I can loose my temper with her often, but umm ( slight pause) all in all, I have a very good relationship with my mother.”
- “If I’m upset about something she’ll know it immediately. You know so I have a warm relationship with my mother. I’m close to my mom.”
- “And she always said that I drove her insane and that uhm, one day when I have my own kids, they’re gonna be ten times as cheeky, as what I am, as what I was. (laugh as talking) Uhm (pause) but all in all, we very similar in a lot of ways. We get along well.”
- “So I think from that point of view I’d sometimes be cheeky if I wanted something and my mother said no. If I said I wanted to go somewhere and she said no then I’d get all stropky and cheeky with her.”
- “Uhm, I’m also close to my father uhm, although I’m closer I’d probably say, to my mother. I mean its always been a joke that I’m daddy’s little girl, and I know, if I want something, I know I can, you know I’ve always been able to get no I wouldn’t say that, though my mother’s always pointed that out to me, that if I want something, I always have to go to my dad and I knew I could would get it.”
- “If my mom said no about something, I wouldn’t go to my dad and ask my dad, you know except if it was in a joker way. I would then say “Oh, come on dad, mom said no, but please can I go” or whatever the case maybe.”
- “If my mom said no about something, I wouldn’t go to my dad and ask my dad, you know except if it was in a joker way. I would then say “Oh, come on dad, mom said no, but please can I go” or whatever the case maybe.”

- “Look, because he loses his temper quickly and so do I, and I’ll just say “fine, leave it. We’ll discuss it at a later stage.”
- “You know, and (pause) but all in all he’s always been there for me. I’m comfortable with him. I’ll, I’ll tell him if I don’t approve of the way something’s being done. So all in all, I’d say we share that same open honest relationship.”
- The interviewer reflected: “What I’m hearing is you will openly argue or challenge your father?” and the subject responded: “Yes, but I mean, it all depends, depending on circumstances, if we at home, I mean I wouldn’t challenge him at a dinner party in front of twenty guests for instance, you know there is also that element of respect there. But I would. I would say, I don’t agree with you, I think it should actually be this. I think what you’re saying is wrong.”
- The interviewer reflected: “It sounds as if you have a great deal of respect for your parents but yet you will always challenge and stand up for.....” and the subject interrupted “yes, I will.”

#### *5.1.5.2 Theme 2: Dependency for support*

The subject appears to be dependent on authority to provide her with a supportive, understanding and compassionate environment. She seems to need authority to sort out difficult situations for her. Authority needs to be open, honest and approachable, as well as visible. This could say something about the subject’s need for attention, which will be discussed later.

The subjects dependency on authority to provide her with such an environment could result from both her mother and father providing her with a supportive and understanding environment. This dependency on authority for support could also indicate that the subject is fixated in the oral stage and perhaps weaning in this stage ended too abruptly.

The following are examples from the transcribed interviews that support the above theme:

- “Some people just are more open, and the one we have at the moment, is very open, and approachable and no matter what time of day or night you know you can phone him if you’ve got a problem. Very compassionate..... person.”
- The interviewer reflected: “What I’m hearing is that approachability that compassionate nature is more important for you in terms of relating to that individual?” and the subject responded: “Uhm, yes, it is, because at the end of the day you, you don’t feel as if, if you’ve got a problem you can’t approach him. You know you can, and he will try and help you the best he can. But if you’re out of line, he’ll also tell you you’re out of line.”
- “Uhm, he’d be kind. He’d be caring. You know he’d be more diplomatic. He’d take the time out to make sure that you know, after you’d approached him about a certain issue he’d say, ‘Look , I’m sorry if I did react in that way. Uhm. It wasn’t intended. It was, you know, natural instinct, and, you know, I do take it back. And let’s see if we can resolve the problem, and we can work around it’. So, from that point of view he was also compassionate.”
- “I’ve got a lot of respect for him. I think he works very hard. He’s, he’s achieved a lot, and [slight pause] he does take the time out to, (pause) to see that you’re happy, to, you know, if there is something wrong, like one of my brokers committed suicide recently and, they, he was away, he made the point to phone me, to say he was sorry, and was there anything he can do. You know, so little things like that, always add up to a lot and at the end of the day, you appreciate those kind of things.”
- “I was very grateful to her, towards all the help that she gave me in those first couple of months. I learnt a lot from her. She again is also a very calm person, whereas I’m not. I expect things to be done properly and if its not I throw my toys and its over. She’s very calm, collected and was very helpful, you know, you know, showing me the ropes when I first started.”

- “So I actually called her into a meeting room and I said, ‘Look, I’ve come here with the wrong understanding. I never came for an internal position. I came from an external position, I was used to being on the road and there was no way I was going to be able to sit in an office now you know, for eight hours, you know behind a computer all day.’ And she was very good in that way. She said to me, uhm ‘Look it all depends on you. Everybody has to start on an internal basis, so you can learn the products and our system and depending on the amount of time that you take to prove yourself, you’ll be out on the road.’ You know, she said it probably won’t happen very soon, but you know that is all dependent on me. Now, if I look at some of our other team leaders, they could have just turned around and said, ‘Well, look. If you think you made the wrong decision, then you know leave now, and go back to your old job. Or if you want to be, if you want to stick it out, stick it out!’ Whereas she took the time out to make sure that I understood exactly where I stood, that the ball was in my court.”
- “So she was good to me in that sense. By saying to me, ‘Don’t give up. Give it a shot! And see how it goes’ She knows it’s a big adapt, a change and a big adapt, uhm, quite a big, uhm.”
- The interviewer reflected: “It seems as if that respect and approachability and compassionate nature of your managers that you have had has been important to you?” and the subject responded: “They have. Uhm. You know the compassion obviously counts, you know, for quite a bit, but also the honesty and the openness that they have shared with us. It doesn’t scare you from being up-front. It doesn’t scare you from challenging them. (play with pen) Uhm, you know that they’ll listen to your opinion, and, if its unreasonable, they’ll tell you, but if it’s not, they’ll value your opinion, and they’ll take it further than that. You know, we’ll sit down and we’ll discuss it and see what can be done from that point onwards.”
- “And they immediately jumped on the bandwagon and said to us. ‘Let’s put a hold on this. We’ve got a function on Monday night with all our brokers. We’ll then approach it then, and get a feedback from all the brokers then’.”

- "So from that point of view they are good (playing with pen) in that we approach them with a serious issue that you know, must be addressed in a correct way and they put a hold on it until they can address the brokers in a correct way."
- "You never feel as if your opinions are worth nothing."

This theme could be supported by comments the subject made when asked to describe the structure of her department:

- "He's there for a support role. He's there to be taken out to our brokers if we need. If we need him to phone our brokers. But he sits there right in the middle of us all. So whenever we need to get hold of him, we just turn around and say: Blah, Blah, Blah whatever."

#### *5.1.5.3 Theme 3: Conditions for acceptance and/or comfort*

There appears to be conditions that the subject needs in order to be comfortable with authority. This could be linked to the theme dependency for support, discussed above. As mentioned, it seems important that authority is approachable as well as compassionate, warm, understanding and supportive. This could be a result of the subject being fixated in the oral stage, as well as the fact that her parents seemed to have provided her with such an environment. In addition it appears to be important that two-way respect prevails. These conditions perhaps play an important role in containing the anxiety that the subject experiences when dealing with her true feelings towards authority. These conditions could also be important as they allow the subject to challenge and manipulate things to go her own way, which it appears she was able to do with her parents. The presence of or lack of these conditions will therefore influence her behaviour towards other authority figures such as managers and schoolteachers.

The following are examples from the transcribed interview that support the above theme:

- “Very much so, ya. If I compare him to my first manager that I had when I started at the Bank, uhm, very different, I was very fond of my manager then, but in a different way. He was not as approachable, not as open as the manager that I have at the moment.”
- “He’s very diplomatic as well, which, (pause) which counts a helleva lot, and uhm he’s open and I think he’s honest with us. If you’ve messed up he’ll tell you you’ve messed up and you must bear the consequences..... of it.”
- The interviewer reflected: “I’m hearing that this open, approachable honest relationship, influences your behaviour towards him?” and the subject responded: “Yes. Uhm (pause) yes, (play with pen) if I think of my, well one of my previous managers, it was like difficult to approach him, not, well he wasn’t really an unapproachable people, although he was a good, he was a nice person and all that, it was just difficult to approach because you were so scared that he was going to go off at you or look at you as if to say, ‘Where did that come from?’ that you actually felt intimidated, you felt inferior, that at time you found yourself keeping quiet just to avoid a blow-up.”
- The interviewer reflected: “What I’m hearing is you were more comfortable approaching the one individual than the other one? And the subject responded: “Than the other one; that is correct.”
- “He’s also a very, very, uhm, compassionate person as well. Can be hard at times, but very approachable. Also uhm a warm person, I know, even now that he’s not my manager now, if I want to approach him, I can go directly to him and say, ‘I don’t feel comfortable with this.’ (play with pen) You know. ‘What’s the reasoning behind this?’ ‘What was your reason for saying no to this specific broker? or for saying yes, you would do this.’ Or whatever the case may be.”



- "But he was only my manager for about two weeks and then he got very ill, so I barely even got to know him. He interviewed me for five minutes before I started and then he was here for about two weeks and then he got ill."
- "I never actually got to know him very well at all during that time. Over the years then I got to know him even though he wasn't our direct manager. But over that time, it was difficult in his role. He was also all over, with the other regions, so he was all over the country, and uhm, always busy with a lot of other things going on. So we didn't see much of him."
- The interviewer reflected: "What I'm hearing is that you've had a great deal of respect this individual?" and the subject responded: "Yes, I have."
- The interviewer reflected: "So what I'm hearing is the approachability, the honesty, even the integrity and the respect that they have shown, makes you comfortable?" and the subject responded: "Very much so. Yes."
- "So. You know, so they always so honest in that way. They don't always just try and make you happy by saying: 'OK, we'll think about it', and you know they're not going to think about it."
- The interviewer reflected: "Again, I'm hearing the respect from both sides" and the subject responded: "From both sides. That's correct."
- "You know, although she was an approachable person, I would think, it's just, I would say we didn't really have much to do with her, because she was always out you know, she would still see clients, whereas a lot of our managers here don't see, don't have a set book of clients, where she had a set book of clients she used to see. So besides our Monday meetings we didn't always see her that much."
- "She was always quite approachable, quite fun at a, on a social level, but at work there was always that, cold person, extremely cold. There was always that barrier, you know, that you couldn't cross, at all."
- "She would put up a very strong front, uhm, she had an office, um, whereas the rest of us all sat in open plan areas, and she was very (slight pause) confined to that office. She liked to spend time in that office and you know, you couldn't just, you know, (slight pause) walk into her office. Well, you

could, you know, but you'd always get that bit of a glare you know. You had to like say from the outside, "Oh, can I come in and see you" you know, kind of thing. And I also noticed there it wasn't interaction that we have here."

- "It wasn't that same warm atmosphere that we had here. It wasn't the same relationships that I formed here."
- The interview reflected: "What I am hearing is the lack of approachability impacted on the way you behaved towards your manager?" and the subject responded: "I would say so, yes."
- "She was just someone that I had grown very very fond of. She could be very very stern, (pause) but at the same time a warm person."

#### *5.1.5.4 Theme 4: Need for attention, approval, to not disappoint and sibling rivalry*

The subject seems to have a need for attention and approval from authority. She needs to be heard and for authority to encourage her. This could be her way of compensating for the lack of attention and approval she received from her parents, her first authority figures. Alternatively it could be a way of recreating the attention and approval her parents provided her with. This need for attention and approval could be supported by the subject's need for authority to be visible and interact with her.

The following are examples from the transcribed interview that support the above theme:

- "I didn't actually get to know him that well. He was also very involved, because he wasn't just our manager. He was the treasury manager as well. So he had quite a few roles to play. So on the whole, I didn't really get to know him that well."
- "Like, everybody's was so busy doing their own thing, not so busy doing there own thing, but I'd go out and see my client, she'd go out and see her client,

two other colleagues would go out and see their client. It would maybe be three o'clock in the afternoon before we saw each other again, and then for like half an hour."

- The interviewer reflected: "What I am hearing is the lack of approachability impacted on the way you behaved towards your manager?" and the subject responded: "I would say so, yes."
- "Uhm, you know so you had a lot of individual attention."
- "Was extremely close to her. Very comfortable with her, she was also my Afrikaans teacher, so I spent a lot of time with her."
- "So I used to spend a lot of time with her between then you know school finishing and waiting for the high school to finish. So from that point of view I spent a hellevea lot of time with her, and I got to know her well... and she was, she was more like a friend."
- "I was very fond of her and at the same time, you don't want to upset her, not upset her but you wanted to have, you know, to respect you like you respect her."
- "You know, so you don't want to, you want to impress her. I would say, in a way; you would always work extra hard maybe, in her class, or, and not to be a shlup, or you know, to be a teacher's pet, but you've really grown to like her so you don't want to disappoint her in the long run."
- The interviewer reflected: "What I'm hearing is because the positive nature of the relationship, there was an aspect in you that was afraid to disappoint her" and the subject responded: "Yes, I would say, yah, that's probably correct."
- "She would always make remarks to me and I would just make sarcastic remarks back to her, you know, there was this animosity there, and there was no doubt about it and everybody knew about it, and the other teachers were quite aware of it as well, but they knew it stemmed from the fact that her daughter and I were purely competition for each other."
- "And I didn't realise that after I'd walked out the whole class just packed up laughing saying, and they turned around and said to her, 'Don't you think you've actually gone one step too far?', well not the whole class."

- “And I’ve been in that situation before, where we’re in a meeting, and everybody in that meeting has thought exactly, I’m not talking about a huge meeting, but maybe four or five of us at a meeting, where everybody has thought the same thing about a certain person, and won’t have the guts to say it. Whereas (pause) I’ll (pause) depending on the situation, I may raise it. And say, but you know, this is my opinion.”

In addition, at times during the interview, it appeared that the subject was perhaps looking to the interviewer for attention or approval. This could be supported by her constantly using the phrase “you know”.

The following are examples from the transcribed interview that support the above theme:

- The subject used the phrase “You know” throughout the interview.
- “Than the other one; that is correct.”
- “Well, you could, you know, but you’d always get that bit of a glare you know.”
- “I would say so, yes.”
- “And you know what it’s like.”

The following statements that the subject asked when drawing a picture of the structure of the department (Appendix C) may also support this theme:

- “Where I fit in at the moment?”
- “My drawing is not very good (laugh).”

#### ***5.1.5.5 Theme 5: Power struggle and sibling rivalry***

It seems important for the subject that things go her way. She seems to experience a power struggle with authority to try and manipulate things to go her own way and becomes disappointed when things do not go her way. This power

struggle could be a result of her being used to playing her parents (her first authority figures) off one another to get her own way. The power struggle could also be related to the Electra complex where the subject hated and feared her mother's power. In addition, this power struggle could indicate that she is fixated in the anal stage as anal personalities seem to relate to the world in terms of the wish for power and/or control. This can be supported by the subject's need to stand up, challenge authority and take charge of a situation. This could also support her need for attention, as it seems that she wants to be in the spotlight.

Linked to this theme could be the issue of sibling rivalry. As a result of this power struggle and the need for things to go her way, the subject experiences jealousy and envy when she does not have the attention or power of authority. There also appears to be an element of competition.

The following are examples from the transcribed interview that support the above theme:

- "Uhm, yah, probably I wasn't happy, I was meant to be in one team before, and then due to somebody else moving into that team, I had to be moved to another team, and I wasn't happy about it at all."
- "If something gets messed up we get moaned at, not the internals sitting in the office, not the manager, because they don't see them everyday. They see us everyday."
- "And its just natural, that the people who have been working there for a while are closer, and deal with each other much more and integrate with each other much more than the new staff. And in there, I felt it was, especially, that happened all the time. Uhm, there were, you know, your little cliques of all the old staff that had been there; the old consultants that all stick together, and they were also Afrikaans, which I guess, you know concentrating on the Afrikaans sector of the market, (playing with pen) and us on the English sector. You know, not the English sector, but not dealing with as many

Afrikaans clients, so that in itself I think created a bit of a ridge. Uhm, they were very in, you know, the older consultants were very entrenched in what they'd been doing. You know they'd been doing it for 5 years, and they were all very good friends, social friends as well, so they had, they were like a breed of their own."

- "And then they were always out together. You know, or they would all have a meeting together, and, ok, its still so unfair to say 'they' and 'us' because they focused on the corporate sector of the market and we focused on the high network of individuals so you know that in itself was (playing with pen) you know already a split."
- "There had always been competition from an academic point of view. We were always on par with one another. And you know what it's like, rivalry I mean, you know, between two students to be the dux pupil every year, so and by the time I got to high school, her mother actually taught me Afrikaans, which was very unfortunate because she had known of the rivalry between her daughter and myself for 7 years."
- "She would always make remarks to me and I would just make sarcastic remarks back to her, you know, there was this animosity there, and there was no doubt about it and everybody knew about it, and the other teachers were quite aware of it as well, but they knew it stemmed from the fact that her daughter and I were purely competition for each other."
- "But anything to blacken my name in favour of her daughter's."
- "You know, it was, as was always said, 'Your mom's not always around to protect you', and 'you've got to move on and fend your own battles'. And I mean, that was proven when she came to varsity. I mean, she took it quite hard, in that she left varsity for a year and then she came back a year later."
- "If I want to say something, I'll say it. I won't be scared to say it. So, you know sometimes it does come across as you, as being cheeky, as not having respect for your elders, but it's, it's more just I guess, wanting things my way. And I do like to get things my way and I will push until I do."

- “So I think from that point of view I’d sometimes be cheeky if I wanted something and my mother said no. If I said I wanted to go somewhere and she said no then I’d get all stroppy and cheeky with her.”
- “I think that I’ve always been that way inclined, to say exactly what I felt. And I know, that sometimes I stand on people’s toes for saying exactly what you want. But I don’t, I don’t believe in beating around the bush, and being all sweet and nice, when actually deep down, you don’t feel that at all.”
- “And I’ve been in that situation before, where we’re in a meeting, and everybody in that meeting has thought exactly, I’m not talking about a huge meeting, but maybe four or five of us at a meeting, where everybody has thought the same thing about a certain person, and won’t have the guts to say it. Whereas (pause) I’ll (pause) depending on the situation, I may raise it. And say, but you know, this is my opinion.”
- “And I don’t always go with the flow. I like things to be done properly.”

In addition, the interviewer’s perceptions of the subject could perhaps support the above theme. It seemed that the subject tried to take control of the interview by using long pauses as well as constantly yawning. The subject speaking very loudly and almost in a domineering manner could also support this theme. In addition, the subject at times appeared to challenge the interviewer. The interviewer also perceived the subject as being very rushed. The subject rescheduled the interview, which could indicate that she wanted things done her way. In addition, she sat right next to the interviewer and wore the same jersey as the interviewer, which could indicate that she wanted to dominate or challenge the interviewer’s ‘power’.

The following examples from the transcribed interview support the above theme:

- “Uhm, (pause) In what respects do you mean by ‘behaviour’?”
- The subject interrupted the interviewer. The interviewer reflected: “What I’m hearing is there were barriers for you in terms of....” , and the subject

interrupted: "I wouldn't exactly call it barriers, and I wasn't there long enough to actually determine that."

- The subject yawned throughout the interview.
- "So uhm and you must keep in mind."
- The interviewer reflected: "What I'm hearing is because the positive nature of the relationship, there was an aspect in you that was afraid to disappoint her" and the subject responded: "Yes, I would say, yah, that's probably correct."
- The interviewer reflected: "It sounds as if you have a great deal of respect for your parents but yet you will always challenge and stand up for....." and the subject interrupted "yes, I will."

This theme could also be supported by the subject's comments when asked to draw a picture of her department:

- "No wait."
- "The reporting line? What do you mean by that?"

In addition, when asked what changes had taken place in the department, the subject commented "Uhm, there's always new staff (laugh)". This could make her uncomfortable and hence experience anxiety due to the theme power struggle and sibling rivalry discussed above. The subject's drawing of her department (Appendix C) could also indicate her competitive nature and power struggle, as she drew all the teams very separately and did not link them at all.

#### *5.1.5.6 Theme 6: Anxiety and the use of defense mechanisms*

The subject appeared to be uncomfortable discussing the variable authority, which could indicate that she is uncomfortable dealing with her true feelings towards authority. Perhaps her true feelings towards authority result in anxiety that is too difficult to deal with. The long pauses as well as non-verbal behaviour,



such as playing with a pen, used throughout the interview could also support this theme.

The following are examples from the transcribed interview that support the above theme:

- "Uhm, with respect, but, uhm...."
- A number of long pauses occurred throughout the interview,
- The subject constantly played with her pen on the table throughout the interview.
- "Uhm, (pause)."
- "Uhm, let me just thing because this was a while back, uhm (long pause) Uhm, uh, yah, like uhm."
- "(Laugh)."
- "Uhm (pause)."
- "Uhm, ya uhm, you know."
- "And um, (slight pause)."
- "I can't even think of the word now."
- "Uhm (pause) we'll (slight pause)."
- "Uhm, there it was also uhm, she was a very (pause)."
- "Uhm, (pause)." (Used throughout the interview).
- Slight pause.

In addition, the subject used a number of **defense mechanisms** such as denial, generalisation, the use of secondary language, flight-fight (withdraws in some situations where she is uncomfortable), and projection. This could support the above theme that the subject experiences anxiety in dealing with her true feelings towards authority and hence the defense mechanisms help reduce this anxiety.

The following examples from the transcribed interview could support the above theme:

- “Not only me, but the rest of my team, who’ve been forced over the last 2 years if we did not or since the beginning of the department.”
- “I do feel that even though its authority, if you feel that you’re in the right, you should still say you’re in the right and not just keep quiet just because its authority, and just take the blame for something that is not you.”
- “But I, I do feel that I have a good relationship with him.”
- “Uhm, our manager makes us feel very comfortable, very much uh one on one, that we very equal, that he’s not necessarily our manager, and he encourages us to speak up and to say what we want to say, and challenge him on certain issues.”
- “And the person wouldn’t have felt like such an idiot and the rest of us also sitting in the meeting room also being embarrassed for that person.”
- “I just I can’t actually think of any specific examples.”
- “Which to him it would be a stupid question, but for us it would be legit. I mean we wanted to know.”
- “We actually learned that, the best way to speak to him.”
- “That’s how everybody describes her.”
- The interviewer reflected: “So what I’m hearing is that a compassionate warm approach is more comfortable for you than what the other manager’s approach” and the subject responded: “Uhm. Not always, you know, there’s a time and a place for every-thing.”
- “So we didn’t see much of him.”
- “So unfortunately I wouldn’t, I didn’t really have any direct contact with my first manager, as I say, it was a very short period of time. And I was more involved with my team leader at that point in time.”
- “And I mean you always a bit weary to resign your previous job without your letter of employment.”
- “You always.”

- "And it's natural."
- "Its still so unfair to say 'they' and 'us' because they focused on the corporate sector of the market and we focused on the high network of individuals so you know that in itself was (playing with pen) you know already a split."
- "I was pretty comfortable with him."
- "I didn't actually get to know him that well. He was also very involved, because he wasn't just our manager. He was the treasury manager as well. So he had quite a few roles to play. So on the whole, I didn't really get to know him that well."
- "Uhm, I didn't have a problem with her at all."
- "So but otherwise on a social level I was very fond of her."
- "Also I was only there for seven months, and here it's been 2 years."
- "But, all in all, I'd say my schooling career, both primary and high school was very happy."
- "Uhm, I always, I did well."
- "Uhm, her mother also made no qualms that she didn't like me, so you know, we would have, (pause) I wouldn't say really arguments, I just, you know, although I always did well in Afrikaans, she would always try and cut me down, in the fact that I could speak Afrikaans as fluently as I could."
- "Everybody knew."
- "I wasn't one to swear, really, but you know when you're so angry, you just actually say I."
- "And it wasn't just my conception, it was an open fact, with the teachers, they knew that."
- "And I didn't realise that after I'd walked out the whole class just packed up laughing saying, and they turned around and said to her, "Don't you think you've actually gone one step too far?", well not the whole class."
- "So, I actually didn't care you know, she could do what she wanted. It was going to be no skin off my nose."
- "Well maybe I didn't say quite that. I can't remember, it was so many years ago, but it was something probably along those lines."

- "All in all, I have a very good relationship with my mother."
- "Uhm, I mean, we always joke about it now, but as a kid, I was always the cheeky one."
- "We get along well."
- "People do tend agree with you because you are the one who has mentioned it and brought up the subject."
- "So, I always say to her that tend to disagree there. I mean, I never played one up against the other."

*Emphasis on getting along with authority*

Linked to this theme, the subject seems to have a need to emphasise that she gets along with both male and female authority and that she has such wonderful and understanding relationships with them. This could be because dealing with her true feelings towards authority, that is the conflict she experiences with both her mother and father and the anxiety associated with it, could be too difficult and painful. In addition, the subject could be compensating for her fear of not getting along with authority and hence not getting attention and being the special one.

The following are examples from the transcribed interview that support the above theme:

- "I'm very comfortable with him, so I don't have a problem raising issues with him, and especially this one. I don't have a problem going to him and saying, 'Look I'm not comfortable with this. It puts me in a comprising position'. (Playing with pen on the table)."
- "Yes. Uhm (pause) yes, (play with pen) if I think of my, well one of my previous managers, it was like difficult to approach him, not, well he wasn't really an unapproachable person, although he was a good, he was a nice person and all that, it was just difficult to approach because you were so scared that he was going to go off at you or look at you as if to say, 'Where

did that come from?' that you actually felt intimidated, you felt inferior, that at time you found yourself keeping quiet just to avoid a blow-up."

- "Uhm, maybe because she's, she's a, she's a very good person, she's got a huge heart. She cares about everybody in the 'greater team, she won't just look after her self and her team. She's a very exceptional person. Uhm, one of the most unselfish people that I've ever met in my life! She will do everything that's best for everybody else. She really, she's just a good person. That's how everybody describes her. She's got a heart of gold, and she's a good person. (playing with pen) And she's got, she looks in the long term, she doesn't look in the short term. And she'll do what's best for you, which may come across as harsh at a point in time, but she will tell you things for your own good uhm to better yourself. Just as maybe her road's been long and hard, she'll share her experiences with you so that you don't make the same mistake as what she does. But she does it in a very diplomatic compassionate way."
- "So, I'm very, I'd say, I'm extremely comfortable with him."
- "Uhm I still have a very good relationship with her today, to this day."

#### 5.1.5.7 *Theme 7: Fear of authority*

It seems that the subject has some fear of authority despite using defense mechanisms to deny this. This could indicate that the subject experiences anxiety admitting that she fears authority. This fear could be associated with unresolved issues in the Electra complex, where the subject both hates and fears her mother. In addition she seems scared to challenge authority when a supportive environment is not created. Perhaps the supportive environment assists in containing her anxiety. This fear could also be a result of her being careful and afraid of her father's temper. She could also be afraid and anxious of no longer being in the limelight or getting the attention from authority.

The following examples from the transcribed interview support the above theme:

- “Uhm, our manager makes us feel very comfortable, very much uh one on one, that we very equal, that he’s not necessarily our manager, and he encourages us to speak up and to say what we want to say, and challenge him on certain issues. Uhm, so I do feel that I’m very comfortable with him. I don’t see him as this manager on a pedestal that you’re too scared to say something to.”
- “It was just difficult to approach because you were so scared that he was going to go off at you or look at you as if to say, ‘Where did that come from?’ that you actually felt intimidated, you felt inferior, that at time you found yourself keeping quiet just to avoid a blow-up.”
- “We’d maybe have a group marketing meeting, and uhm, somebody would raise an issue that our manager didn’t quite approve of and he’d say, ‘Well where does that come from?’ You know. ‘That doesn’t make sense’. And he could have said that in a more diplomatic way, where and maybe it would have meant you know, it wouldn’t have come across as harsh. And the person wouldn’t have felt like such an idiot and the rest of us also sitting in the meeting room also being embarrassed for that person.”
- “Yet we’d all be a bit weary of asking him, because number one he doesn’t have the patients to explain.”
- “It doesn’t scare you from challenging the....”
- “You always a bit weary of you know of what you can say, what you can’t say, because you scared it might happen to you.”
- “You couldn’t just, you know, (slight pause) walk into her office. Well, you could, you know, but you’d always get that bit of a glare you know.”
- “I wouldn’t say I felt quite comfortable (laugh), I mean at that stage you also young, and he’s your principal and what not. Uhm, I wouldn’t say I felt quite comfortable, but I felt that I had a right to say what I wanted.”

#### 5.1.5.8 Theme 8: Clear and/or rigid boundaries

The subject seems to have a need for clear boundaries with authority. It appears that they enable her to see where she stands as well as perhaps cope with anxiety when uncertain or afraid. It seems important that authority sticks to the boundaries and supports the boundaries that they set. This could also indicate that the subject is fixated in the anal stage as an anal retentive individual cannot tolerate confusion and ambiguity and hence the need for clear boundaries.

The following are examples from the transcribed interview that support the above theme:

- "Yes, actually we had an incident yesterday where uhm we have a certain way of operating in our division, and our manager has gone and said to the client uhm, 'Oh, no. You are more than welcome to phone the consultant.' And that's not the way we operate at all."
- "But I will take it up with him on Monday when he gets back, because that is not what we've been told, and that is not the way we operate. So I will tell him that I don't think its right that he goes and tells the client this, because we're not here to deal with clients all day. We are a broker distribution centre, and that's what we do."
- "Not only me, but the rest of my team, who've been forced over the last 2 years if we did not or since the beginning of the department, that we do not communicate with clients."
- "Sometimes you have to be harsh and to the point. You can't always be compassionate and you know soft and what not."
- "So, you know, I was still trying to find my feet, and you know, getting more involved in the admin side of things, trying to see how the admin side of things work."
- "And I mean you always a bit weary to resign your previous job without your letter of employment."

- “Must be addressed in a correct way and they put a hold on it until they can address the brokers in a correct way.”
- “So you obviously stick more to the routine of what you have to do. And you’re not as comfortable with them.”

The above themes could indicate how this individual behaves towards authority. This behaviour seems to be based on the early experiences the subject encountered with her first authority figures, her parents. This seems to have impacted on the manner in which she experiences and hence behaves towards other authority figures in her life, such as schoolteachers and managers. By understanding these themes and how they are formed, insight could be gained into how this individual behaves towards authority in the working environment, which could enhance and optimise this individual’s work performance as well as the management of her work performance. This may in turn impact on the individual’s well being as well as organisational productivity.

This concludes the first part of this chapter.

## **5.2 INTERPRETATION OF EMERGING THEMES**

From the above interviews, a number of themes emerged that could provide insight and understanding into how these individuals behave towards authority. It seems that their experiences with past authority figures, in particular their parents who were their first authority figures, resulted in the formation of patterns of behaviour which seem to have impacted on the manner in which they relate and behave towards present authority figures, such as their managers.

These emerging themes will be discussed next in order of the frequency in which they appeared amongst these individuals. The themes will first be discussed followed by verbatim and non-verbal examples that aim to support the themes.



Verbatim quotes were kept in this section rather than the appendix as it assisted in the flow and understanding of the research.

### **5.2.1 Theme 1: 'Daddy and mommy's little girl', need for attention, approval, to not disappoint and sibling rivalry**

These individuals all appeared to have a need for attention and approval from authority figures. In addition, they did not want to disappoint authority. These individuals not only appeared to become frustrated when attention or approval was not received, but they seemed to unconsciously experience feelings of jealousy or envy, particularly when other individuals received the attention. This could indicate elements of sibling rivalry. It could also indicate that these individuals are fixated in the oral stage as according to Pervin (1993) envy and jealousy are characteristics of individuals fixated in the oral stage. During the oral stage these individuals were totally reliant on their parents, their first authority figures, for survival as dependency on their parents was the only way in which they received instinctual gratification. Perhaps these individuals' parents constantly satisfied these instinctual demands and as a result, as infants, these individuals became dependent on their parents to constantly provide them with attention when needed. Not receiving such attention from their parents could have led to anxiety due to a build up of tension of instinctual demands, which had no outlet and way of being satisfied.

It seems that these individuals would satisfy this tension through an outlet that their parents approved. In other words, these individuals' ids contain certain instinctual demands that built up to cause tension, as these demands need to be satisfied. As a result of these individuals need for attention and approval from authority, in particular their parents (their first authority figures), it seems that these individuals could have internalised their parents' 'moral' component and hence developed very strong superegos. Their superegos seem to play a very important role in pressurising the ego to keep the forbidden drives of the id at an

unconscious level. Perhaps their superegos play an influential role in ensuring that these individual's drives and instincts are satisfied in a manner that these individuals will gain the attention and approval of authority, in particular their parents, and as a result would not disappoint them.

Perhaps an anticathexis occurs where the superego and the ego team up to prevent the primitive instinctual desires of the id. The original need is therefore displaced to socially acceptable objects and objects that their parents approved of. This will allow these individuals to obtain the attention and approval of authority, to be the good girl and not disappoint authority.

By these individuals experiencing authority in a manner that will allow them to receive attention and approval they do not form their true identity as the internalisation of moral codes and their parents codes of conduct into their superego controls to a large extent their identity. Perhaps they experience sibling rivalry as they are jealous and envious of others that are able to form their own identities.

When these individuals do not receive attention and approval from authority they experience anxiety. Such anxiety may be due to the conflict of the demands of the id and the superego. This anxiety may be so uncomfortable that the superego either pairs up with the ego to perform an anticathexis or the superego places pressure on the ego to prevent the id's instinctual demands from entering consciousness and hence the use of defense mechanisms.

These individual's earliest experiences and patterns of behaviour formed with their earliest authority figures, their parents, seem to be played out on other authority figures that these individuals interact with. When interacting with their managers these individuals appear not to be truly interacting with them as their managers but rather their internal representation of their first authority figures, their parents. This results in them projecting and transferring feelings, wishes and

fantasies from their relationship with their parents onto other authority figures. In other words when interacting with present authority figures these individuals attempt to recreate and mirror their experiences with their earliest authority figures, their parents, where they received attention, approval, were 'daddy and mommy's little girl' and did not disappoint authority.

The following verbatim quotes from the interviews could support the above theme:

- "...but don't be buddy-buddy during work hours, because then it makes the other people wonder what the hell has been going on."
- "You can actually see people are sticking out who aren't doing their jobs, and they are still getting treated the same way as the rest of us who are slogging away all day."
- "He used to come up to you individually and say "How was your evening? How was your day yesterday? Um What problems did you have?" Uhm. He was only with us for three months, but within these three months, uhm I came to both trust him, uhm and appreciate his presence."
- "Yah. She was one of the teachers, that I wanted her, her, um [pause], what's the word, her um liking."
- "I wanted be there, and. I wanted to stick in there. And uhm, even though I knew that I wasn't happy,...I wanted to prove to them that I could do it."
- "Uhm, [pause] I think, it would probably, I think the thing is that you want her to feel proud of you."
- "Uhm, .... it's always like you've got to prove something all the time."
- "I know that uhm Ms Y (colleague) has had more interaction with her, so when, uhm anything has to be done, it will be her that Ms Z will call on. Uhm and that can sometimes, almost a bit, like a snub."
- "Uhm. I used to like to be noticed in the class. I used to like to, like give the answers. I would contribute, but I don't think I was overly assertive. Uhm, I don't think that I was considered to be, sort of, you know, the prize, sort of

gem in the class who needed to be treated specially. I think I was a very average student.”

- “I used to go the extra mile to do the, the little added extras, and I think that she appreciated that. She could see that I obviously bought into what she was teaching and so on, and I think that we had quite a close relationship. I was invited to her wedding and, and that sort of thing. And it was definitely a close relationship. I think that, I think that the things is, as soon as I feel that I am accepted by them, then I will give more on my side. If I don’t get that feeling then I don’t give. Then I sort of probably reserve myself. Uhhh, on other occasions also I had teachers which I felt I was almost given a little bit more preference I had better relationships with them than some of the other students, then I would also give more there, I would uhm contribute more, I’d feel more relaxed and I’d be more myself.”
- “You know, so you don’t want to , you want to impress her. I would say, in a way; you would always work extra hard maybe, in her class, or, and not to be a shlup, or you know, to be a teacher’s pet, but you’ve really grown to like her so you don’t want to disappoint her in the long run.”

In addition to the verbatim quotes, the following examples from the interviews could also support the above theme:

- When describing her role at the company, one of the individuals commented: “And there are three teams, one, two and I’m the third team. The manager’s the closest to me, compared to the other teams.” This could indicate sibling rivalry. This individual also indicated, when she drew the physical layout of her department, that she was seated closest to her manager. This could again indicate her need for attention as well as sibling rivalry.
- At the time of the interview one of the individuals was concerned to inform her manager and the department that she was leaving, as she did not want to disappoint them.

- One of the individuals, when describing changes in her department, commented: "I don't think that I'm sort of quite buddy buddy any more, but it doesn't bother me as much, because I, I don't think that I was ever comfortable in that role. I prefer to being the kind of less, not as familiar, I don't wanna to, to be, yah, not too familiar with management."

In addition to these examples and verbatim quotes, the interviewer's perception was that these individuals looked to her for approval. This could be supported by the constant use of the phrase "you know" by most of these individuals, as well as comments such as "does that answer your questions" and "um, with people, not really with authority. Is that all right?" The interviewer also perceived one of the individuals' facial expressions as indicating her concern that she was providing the 'correct' answer. However with another individual the interviewer perceived possible elements of sibling rivalry, which could stem from the interviewer and this individual working together in the past.

### **5.2.2 Theme 2: Anxiety and the use of defense mechanisms**

All these individuals appeared to experience anxiety with the stimuli authority. This anxiety could be supported by the number of "uhms", laughter, as well as short and long pauses used by these individuals during the interviews. In addition, the number of defense mechanisms used by these individuals when describing their experiences with authority could support this anxiety. Defense mechanisms such as denial, generalisation, projection, rationalisation, flight/fight and the use of secondary language in order to disown their true feelings were used.

These individuals' experiences of anxiety and use of defense mechanisms could be linked to the interpretation of the previous theme. It seems that these individuals have certain experiences and feelings towards their first authority figures, their parents, that are not acceptable to society's moral code and their

parent's values. In other words, their ids have certain desires, urges and needs towards authority. These are situated in the unconscious and cause tension as they want to be released. However, these individuals' superegos cause guilt about these 'immoral wishes and desires' and pressurise their egos to keep these forbidden desires and wishes at an unconscious level. This ongoing conflict between the id and the superego produces anxiety. This anxiety is so uncomfortable that their egos use defense mechanisms to contain the anxiety. These individuals' true feelings towards authority are hence distorted and kept from awareness as the defense mechanisms operate on an unconscious level.

The use of defense mechanisms as well as the anxiety displayed could therefore indicate that these individuals find it too difficult to explore their true feelings towards authority. In other words it may be too painful to bring unconscious feelings into consciousness. Expressing their true feelings could also result in them not receiving attention and approval from authority as well as disappointing authority. As discussed in the previous theme, it seems important for the subjects that they not only get attention and approval from authority but that they also do not disappoint authority.

The manner in which these individuals' experience other authority figures, such as their managers, could also result in anxiety and hence the use of defense mechanisms to contain this anxiety. This could be explained by these individuals bringing their earliest experiences with their parents, their earliest authority figures, into relationships with other authority figures. This results in the same interplay between the id, superego and ego discussed above. The use of these defense mechanisms therefore enables these individuals to feel 'safe' and in control.

The following verbatim quotes from the interviews could support the above theme of discomfort:

- “Uhm, very quietly. (laughter).”
- “(Pause) To my own detriment. (short laugh).”
- “Uhm uhm, (pause). I’m thinking of behavioural qualities. [Long pause] I don’t know, uhm.”
- Subjects used a number of long pauses throughout the interviews.
- “Uhm. [pause] I can’t think of anything offhand, to be perfectly (slight laugh in the voice) honest.”
- Some subjects played with a pen throughout the interview.
- “She’s more. (clear of throat). She’s sort of more (pause) more.”

The following verbatim examples from the interviews conducted could support the theme of defense mechanisms:

- “That’s how everybody describes her.”
- “So, I actually didn’t care you know, she could do what she wanted. It was going to be no skin off my nose.”
- “And I eventually decided to go overseas. It wasn’t an environment that I saw a future in.”
- “She was always out to lunch.”
- “There were no problems at all.”
- “Uhm, but yah, I greeted, and only really communicated when I had to.”
- “I have great relationships with them and I’ve had no problem.”
- The interviewer reflected: “What I’m hearing is that you rebelled against her” the subject responded: “I was honest. I didn’t rebel, I was honest. I told her what I felt.”
- “We never knew where he was during the day, uhm you know, on occasion when we needed help he was there to help us, and, help us write letters.”
- “I think a lot of other people that I work with need, need a manager, they need someone there all the time to discuss their problems, and discuss situations.”

### **5.2.3 Theme 3: Conditions for acceptance and/or comfort**

These individuals appeared to have certain conditions that dictate whether they are comfortable (hence they will not experience anxiety) with or accept individuals in authority roles. Some of these appear to be respect, approachability, that authority had experience and knowledge, provided support and authority needed to be in touch with their needs.

These conditions seem to be based on the relationships these individuals had with their parents, their earliest authority figures. This seems to be played out on two different levels. On the one hand, some of these individuals appear to be comfortable with other authority figures, such as managers, that provide the same conditions their parents provided. In other words they would try and mirror earlier conditions their parents provided onto relationships with other authority figures. On the other hand individuals appear to look for these conditions in other authority figures to compensate for not receiving these conditions in their relationship with their parents, their earliest authority figures.

When these individuals interact and respond to present authority figures such as their managers, they are not responding to what these individuals say, do or the role they take up. Rather these individuals appear to have long persisting internal representations of their parents, their earliest authority figures. They therefore appear to often project or transfer feelings, fantasies and wishes that are often experiences of early authority relations (their parents) onto present authority figures such as their managers. These conditions appear to therefore be based on early relationships with their parents and hence their internal representation of authority. When authority figures do not have these conditions, these individuals experience anxiety. These individuals are therefore responding to experiences with past authority figures that are formulated in their inner world. Their earliest relationships with authority, their parents, formed their inner world. This contains these individual's hopes, fears and expectations of how they will be treated by



others and the beliefs on which they base their code of conduct and hence their behaviour towards authority. These individuals play out their inner worlds on present authority figures such as their managers and hence their behaviour towards authority is based on past experiences and patterns of behaviour formed with their parents, their earliest authority figures.

The following verbatim quotes from the interviews could support this theme:

- “As long as the person who is in that position knows more than I do and knows what they are doing, ....I am quite happy with it.”
- “They’ve been promoted (pause) and haven’t had....had no background, no social skills, no social styles development, no management development.”
- The interviewer reflected: “It sounds as if you have a great deal of respect for this individual?” and the subject responded “Yes, very much so. He proved himself both in the past and within a few months of coming into the area and because of that I respect him.”
- “..she had [pause] no managerial qualities, no leadership qualities. She set no example, ...”
- “She was a lady who knew how to teach. Knew how to get in touch with children’s minds.”
- “I feel that I can, uhm be on an equal level with her, and I can discuss things quite openly with her. Uhm, (pause) I feel that she’s actually in touch with uh with they uhm in touch with what’s going on.”
- “I want to be treated as well, with respect. So there has to be like a certain understanding.”
- “He’s very diplomatic as well, which, (pause) which counts a helleva lot, and uhm he’s open and I think he’s honest with us. If you’ve messed up he’ll tell you you’ve messed up and you must bear the consequences..... of it. ”

#### **5.2.4 Theme 4: Dependency for support**

The majority of these individuals appear to be dependent on authority to provide them with support and advice. This could indicate that these individuals are fixated in the oral stage of psychosexual development, as it is during this stage that an infant is totally dependent on their caregivers, their parents, for survival. This dependency is the only way of obtaining instinctual/drive gratification. Infants are therefore dependent on their parents to provide them with a supportive and nurturing environment. According to Ewen (1998) the oral stage "is likely to cause dependency on other people" (p.45). There is also evidence that perhaps these individuals' parents ended this stage too abruptly.

Fixation at this stage indicates that these individuals became partly stuck at this particular stage during their psychosexual development. This results in the development of certain personality characteristics that are related to this stage. Fixation at this stage indicates that these individuals could expect the world to mother them, they are only interested in themselves and they seem to always be asking for something.

As a result of these individuals being fixated in the oral stage they seem more comfortable relating to authority that provides them with the same support, nurture and understanding their parents (their first authority figures) provided them with. These individuals therefore seem to relate to present authority figures, for example their managers, in a similar manner, projecting and transferring this dependency for support. When this support does not occur these individuals' experience anxiety and use defense mechanisms, such as projection and withdrawing from the situation, to contain this anxiety. The experience of anxiety could be also due to their instinctual desires not having an outlet for satisfaction in an unsupportive environment.

The following verbatim quotes from the interviews could support this theme:

- "I had that support. Uh (pause) you just felt that she was always around. No matter what happened, she knew what was going on."
- "Yah, I think you can't survive without that support."
- "Uhm so I went to the manager and said, "Look, I don't know how to deal with this client, help me sort it out." And he did. He both helped me construct a letter, uhm, to the client, uhm and he spoke to my client on my behalf."
- "The interviewer reflected: "what I am hearing is that you were comfortable with those teachers who you felt were approachable" and the subject responded: "Correct. Uhm and often those ones that were supportive. If I needed uhm advice on how to write an essay, or how to pose a story or whatever, you know they were very approachable and they could give me advice."
- "And that was one thing that also really got to me. I thought that Ian would rather support us in that and not expect certain things from us that wasn't, we didn't want to do?"
- "And if there was also again, she would come with us to clients if we needed her, she would come with us to Head Office if we needed her. Uhm, she did support us in all those things."
- "I was very grateful to her, towards all the help that she gave me in those first couple of months. I learnt a lot from her. She again is also a very calm person, whereas I'm not. I expect things to be done properly and if its not I throw my toys and its over. She's very calm, collected and was very helpful, you know, you know, showing me the ropes when I first started."
- "And they immediately jumped on the bandwagon and said to us. 'Let's put a hold on this. We've got a function on Monday night with all our brokers. We'll then approach it then, and get a feedback from all the brokers then'."

### **5.2.5 Theme 5: Clear and/or rigid boundaries**

Most of these individuals appear to have a need for clear and/or rigid boundaries with authority. It also seems important that authority remains within these

boundaries. In addition, these boundaries seem to provide these individuals with security when they are uncertain how to behave and when they experience anxiety.

The need for clear and/or rigid boundaries could indicate that these individuals are fixated in the anal stage. Fixation at this stage indicates that these individuals became partly stuck at this particular stage during their psychosexual development, which results in the development of certain personality characteristics associated with this stage. According to Hjelle and Ziegler (1992) an anal retentive individual lacks the ability to tolerate confusion and ambiguity. These clear and/or rigid boundaries serve to contain the anxiety that these individuals' experience related to this stage.

As a result of these individuals being fixated in the anal stage they seem to be more comfortable and hence experience less anxiety relating to authority that provides them with the same boundaries that their parents, their first authority figures, provided them with. These individuals seem to therefore project and transfer their needs from their experiences with their first authority figures onto their present authority relations. These boundaries therefore serve to contain the anxiety that these individuals' experience.

The following are examples from the interviews that could support this theme:

- "And, ....if she just put her foot down once, everybody's idea would just change completely. Which would make it a lot easier for everybody."
- "You can't mix business and pleasure."
- "But even just, he knows, you just get that look and he knows where the limits are, and I, I was brought up like that as well."
- The interviewer reflected: "What I'm hearing is there was uncertainty on your behalf as to where you fitted" and the interviewee responded: "Correct", and the interviewer continued: "No only with regards to him but with regards to the

organisation” and the subject responded: “Correct, correct. Lots of uncertainty.”

- “So there’s, there’s kind of an understanding uhm you know in the team as to what everyone’s roles are, even though we don’t have specific job descriptions.....You kind of know where your place is. I think that’s, that’s also I think what really makes you react differently to authority.”
- “I think uhm, I think it’s important to have the boundaries because I don’t want it to be a free-for-all, and I think in any situation even though for instance the Bank is an environment which, which typically says that everyone’s equal, ...uhm in reality you’re not equal....Uhm and in life it’s not equal, so you’ve also got to maintain those kinds of uhm thoughts when you’re in, in a work situation because if I had to do something, which Ms X (*noise of people walking past in the background*) as my sort of my immediate supervisor considered to be beyond, what she would maintain my profile, or my job description, or whatever it is, it would be considered incorrect. So you’ve got to, you’ve got to have that understanding of where your boundaries are.”
- “Yes, actually we had an incident yesterday where uhm we have a certain way of operating in our division, and our manager has gone and said to the client uhm, ‘Oh, no. You are more than welcome to phone the consultant.’ And that’s not the way we operate at all.”
- “And I mean you always a bit weary to resign your previous job without your letter of employment.”

In addition to the above quotes, the manner in which one of these individuals drew the picture of her department (Appendix C, subject four) may support the theme for clear boundaries, as she drew the different teams in neatly shaped boxes with clear reporting lines.

### **5.2.6 Theme 6: Split in experience towards authority**

Most of these individuals appear to experience a split in the manner in which they experience authority. These splits in experience towards authority seem to be a result of early experiences with their parents, their first authority figures. These splits in experience appear to be mirrored in later experiences with authority, for example their managers.

Splits in experience with their parents seemed to occur between their experiences of their parents, that is the way these individuals' experience their mother and father differs. These individuals also encountered a split in their experience towards one parent, for example they can hate and love their mother at the same time.

The Electra complex could explain these splits in experience towards their mother (female authority) and their father (male authority). The Electra complex occurs at the phallic psychosexual stage of development. Here the mother is the girl's first love until she discovers that she does not have a penis. This discovery results in the girl becoming openly hostile towards her mother for a lack of a penis while at the same time she wishes to possess her father as he has the enviable organ (McAdams, 1994). This complex therefore explains the love-hate experience that these individuals developed with their mother. As a result of these individuals projecting and transferring fantasies, wishes and feelings from past authority relations onto present authority relations, this love-hate relationship as well as the feelings and behaviour associated with the Electra complex, are transferred and projected onto these individuals' experiences with present authority, their managers.

This split in experience could also lead to anxiety, as it may be too painful and difficult for these individuals to acknowledge their desires, fantasies and feelings associated with the Electra complex. In other words it may be difficult to

acknowledge that they want to kill their mother so they can be with their father. These instinctual desires may lead to anxiety and hence the use of defense mechanisms to protect them from the pain of reality.

This split in experience towards their mother (female authority) and father (male authority) could also be explained by the fact that right from the start of their lives, these individuals experienced their mother and father differently. In other words, these individuals experienced authority as coming in pairs, a mother and a father. As a result it almost seems acceptable that they have a split in their experience towards male and female authority.

These individuals do not behave towards present authority, for example their managers, based on who they are but rather their experience of present authority is based on their internal representation of their parents, their first authority figures. Hence their split in experience towards their mother and father impacts on them experiencing present male and female authority differently and hence behaving differently.

The following verbatim quotes from the interviews could support this theme:

- "Uhm, I like her very much. Um, we get on very well (sounded as if she was careful when she was saying this), and I think my biggest concern is, that I'm not going to learn anything from her."
- "Uhm, we got on very very well. Uhm, she was a disciplinarian....I was very cheeky. Uhm, but I think she hit that out of me (nervous laugh). Uhm, but we still get on very well."
- "My mother and I are very good friends. We're very close. Uhm, she has a very different personality from me. I'm very conservative, she's very, uhm, not aggressive, she, also gets what she wants, says what she wants, says what she feels. Uhm. I've learnt a lot from her. And uhm, look we're very close and if I don't like something she's done and *vice versa*, we'll tell each

other. We have a very honest relationship, but as I say very different personalities.”

- “But, uhm, depends on the situation. If I agree with what the authoritarian person is talking about then I’ll do it. If not, (pause) then uhm I usually fight it.”
- “And in return, I respect her. Except clothes, (laugh).”
- “Uhm, with respect, but uhm, I do feel that even though its authority, if you feel that you’re in the right, you should still say you’re in the right and not just keep quiet just because its authority, and just take the blame for something that is not you.”
- “Uhm. I would say I’m very comfortable with him. We have had huge arguments, not huge arguments, but we have had arguments before.”
- “I have a close relationship with my mother. Uhm, she, she can be, very difficult at times and I can loose my temper with her often, but umm ( slight pause) all in all, I have a very good relationship with my mother.”

### **5.2.7 Theme 7: Fear of authority**

Some of these individuals appear to fear or be afraid of authority. The Electra complex discussed in the previous theme could explain this fear. It is during the phallic stage and during the Electra complex that external social repression is accompanied with the internal repression of impulses. During this stage the same sex parent, their mothers, were seen as the ultimate authority who was both feared and hated. During this stage these individuals also learnt to control their impulses as the fear of external authority was internalised (Czander, 1993). The parental figure becomes internalised and began to act as an internal censor to the ego.

The fear these individuals experienced with their parents (first authority figures), particularly their mother based on the Electra complex, is internalised. When these individuals’ experience authority figures they project and transfer this fear as well as the repression of their true feelings and internalisation of their parents.



They use this inner world when relating to other authority figures, for example their managers. They therefore do not respond to authority based on who they are but rather based on past fear of authority formulated in their inner world.

The following verbatim quotes from the interviews could support this theme:

- "I think I was too scared to take a chance, because I would get caught out (nervous little giggle while verbalising this sentence). Or maybe just too stupid, I don't know which one."
- "I was petrified (laughter)."
- "(Pause), but yah, she put the fear of God into us (laughter)."
- "I was, I was a bit wary of him, I was scared, I was uhm, keep back a bit, uhm said, 'Good Morning' in the morning, but had no real relationship with him."
- The interviewer reflected: "So what I am hearing is you were scared of him?" and the subject responded with "Umm hum."
- "I was too scared to approach him and ask him for advice, or ask him for a support."
- "Uhm, you know, they confronted the teacher, where, you know, I was a bit, I was afraid of confrontation."
- "We never really had any huge ructions or anything. But you had to tread lightly. You can also blow his fuse (laugh)."
- "I think people like that often put fear in you, and you try, not try too hard, because I don't do that."
- "It was just difficult to approach because you were so scared that he was going to go off at you or look at you as if to say, 'Where did that come from?' that you actually felt intimidated, you felt inferior, that at time you found yourself keeping quiet just to avoid a blow-up."

### 5.2.8 Theme 8: Power struggle

Although not experienced by all these individuals, some of the individuals appeared to experience a power struggle with authority. It seems important for these individuals that things go their way and hence the power struggle with authority to try and manipulate things to go their way. This means that they perceive individuals in authority to have power and to be on a higher level than them. This theme could also be linked to the theme of attention, approval, to not disappoint and sibling rivalry. These individuals could struggle for power in order to be in the limelight and get attention.

This theme could indicate that these individuals are fixated in the anal stage as according to Pervin (1993) individuals with anal personalities relate to the world in terms of their wish for control or power. "They hold fast to their own way of doing things, expecting compliance from others; they refuse to request or demand from others, particularly those in authority, but they will do the same things of their own free choice" (Pervin, 1993, p.126). As mentioned earlier, fixation at this stage indicates that these individuals became partly stuck at this particular stage during their psychosexual development. This resulted in these individuals developing certain personality characteristics (discussed above) related to this stage.

In addition, the Electra complex could also explain this theme. These individuals perhaps experienced a power struggle with their mother in the Electra complex over their father. Any hatred and aggression that was left over from the Electra complex may be spilled over to their present experiences with authority. How these individuals worked through this stage of psychosexual development therefore impacts on how they view events in competitive terms.

This power struggle could also be due to these individuals failure to identify with their parents, their first authority figures, early in life. As a result, they were

unable to invest their aggression in their superegos and hence were unable to internalise authority. Individuals therefore use the superego to rather defend against a replication of early struggles of an Electra nature (Czander, 1993).

These individuals therefore transfer and project any unresolved issues with their first authority figures from their psychosexual development (anal and phallic stage) onto other authority figures, hence the power struggle.

In addition, these individuals could unconsciously play out a need for power over siblings and parents. As colleagues and managers are not siblings or parents the need does not fit the reality of the work situation and as a result may lead to confusion, aggression and anger (Cilliers & Koortzen, 1998). In such situations it seems that these individuals' experience anxiety, as their instinctual desires cannot be satisfied. Through experiencing a power struggle with present authority these individuals are able to recreate their earlier experiences with their siblings and parents. This in turn reduces and contains the anxiety.

This theme is again evidence that these individuals' experience of present authority, for example their managers, is not based on who the present authority is. Rather, their experience of present authority and the manner in which they behave is a result of their internal representation of their parents, their earliest authority figures. They therefore project and transfer feelings, fantasies and wishes related to a power struggle that are often experiences of early authority relations onto present authority relations.

The following verbatim quotes from the interviews could support this theme:

- "I tend to always do what I want to do."
- "It's because I want to do it, not because I **have** to, or because I've been told to do it."

- “You know, they were quite strict about dress code there, and I don’t like to be told what to wear and that type of thing, so we would bump heads a couple of time on that (laugh).”
- The interviewer reflected: “It sounds as if you stand by what you believe in” and the interviewee responded: “Definitely, always. Fight to the death (uncomfortable laugh). ”
- “And I think, if you start to become too familiar, you can lose that, especially in a work environment. And I also feel that because she’s in a situation where she determines uhm, salaries and bonuses, and that sort of thing, uhm you can never really forget that because she’s got the upper edge, so to speak, so you can never get too comfortable.”
- “And I’ve been in that situation before, where we’re in a meeting, and everybody in that meeting has thought exactly, I’m not talking about a huge meeting, but maybe four or five of us at a meeting, where everybody has thought the same thing about a certain person, and won’t have the guts to say it. Whereas (pause) I’ll (pause) depending on the situation, I may raise it. And say, but you know, this is my opinion.”

In addition to the above quotes, this theme can be also supported by the discomfort and frustration that one individual experienced with the recent changes in her department. This individual appeared to be uncomfortable and hence experience anxiety as authority allocated new roles and new clients to her without consulting her. This could have disempowered her and fed the theme of a power struggle. The interviewer’s perceptions of another individual could also support the theme of a power struggle. It seemed that this individual tried to take control of the interview by using long pauses as well as constant yawning. This individual also spoke very loudly and almost in a domineering manner. In addition, she sat right next to the interviewer and wore the same jersey as the interviewer, which could indicate that she wanted to dominate or challenge the interviewer’s ‘power’

### **5.2.9 Theme 9: Counterdependency of the interviewer**

A theme emerging from the research but which does not pertain directly to these individuals' behaviour towards authority is the counterdependency of the interviewer on these individuals.

In order to gain insight and understanding into these individuals' behaviour towards authority the interviewer was dependent on these individuals to participate in the research. During the interviews the interviewer was also dependent on these individuals to provide information and to discuss their experiences towards authority. In other words these individuals were not only dependent on the interviewer but the interviewer was dependent on them. This counterdependency may have influenced and impacted the interviewer's behaviour during the interview. For example the interviewer may have reflected on information these individuals provided. The interviewer may have therefore projected or transferred her needs, desires and fantasies onto these individuals. When these individuals did not provide information on their experiences the interviewer could have experienced anxiety as her needs, desires and fantasies were not being met. This in turn could have impacted on her behaviour towards these individuals.

This counterdependency perhaps indicates that individuals in authority positions experience counterdependency on their subordinates. In other words individuals in subordinate roles may not only be dependent on authority but individuals in authority roles may be dependent on subordinates to behave and relate to them in a certain way. This may satisfy their needs, desires and fantasies and may reinforce their position of authority and perhaps their power. When this does not take place individuals in authority roles could perhaps experience anxiety.

The following verbatim quotes of the interviewer from the interviews could support this theme:

- “Tell me how you behave towards authority?”
- “Can you tell me about a situation where you felt comfortable with authority?”
- “It sounds as if you are uncomfortable with those individuals promoted to these authority roles?”
- “How would you say you behave towards your present manager?”
- “It sounds as if you have a great deal of respect for this individual?”
- “What I am hearing is that he is also supportive?”
- “Can you take that further?”
- “Can you give me an example of your behaviour towards your manager?”
- “Can you expand on this?”

From this discussion it is evident that a number of themes emerge which perhaps provide understanding and insight into individual behaviour towards authority.

This concludes the second part of this chapter.

### **5.3 INTEGRATION OF RESULTS**

The results of the interviews conducted with these individuals and the analysis and interpretation of these indicate a number of emerging themes with regards to these individuals' behaviour towards authority. These themes appeared to be; 'daddy and mommy's little girl', a need for attention, approval, to not disappoint and sibling rivalry; anxiety and the use of defense mechanisms; conditions for acceptance and/or comfort; dependency for support; clear and/or rigid boundaries; split in experience towards authority; fear of authority, power struggle and counterdependency. The aim of this section is to integrate these themes and hence the results of the research.

When these individuals were born into the world they were totally reliant on their parents for their survival. This *dependency* was the only way in which these

individuals could obtain their instinctual gratification and hence the only way they could survive. This was their experience of the oral stage. The manner in which their parents were available to fuel this *dependency* and to satisfy their instinctual demands had a huge impact on these individuals' experiences of their parents, their first authority figures. These individuals internalised the fact that their parents, particularly their mother, provided an outlet for instinctual gratification. As a result they became aware of their parents (their first authority figures) providing them with *attention* when they demanded it. These individuals could have experienced envy and jealousy if their siblings received the attention and hence *sibling rivalry* could have occurred. Also at this stage of development, these individuals started to *experience their parents very differently*, particularly since they were more reliant on their mother (female authority) in this stage. In addition, these authority figures perhaps ended this weaning too abruptly which could have led to these individuals developing certain personality characteristics, particularly being *dependent* on their parent to provide a *supportive and nurturing environment*. Hence the beginning of these individuals' lives and their first experiences with their parents in the oral stage seemed to have impacted on these individuals' experiences of their parents (authority). The groundwork was therefore created for the themes *dependency for support; split in experience towards authority and 'daddy and mommy's little girl', need for attention, approval, to not disappoint and sibling rivalry*.

Right from the beginning of these individuals' lives they experienced certain instinctual demands (their ids) that needed to be satisfied. From a young age these individuals' parents (their first authority figures) seemed to have played an influential role in influencing these individuals to internalise socially acceptable outlets and ways of satisfying their instinctual demands and needs. In addition it seemed that these individuals internalised their parents values and morals. This internalisation of their parents and society's moral code seems to have had a huge influence on the development of their superegos. As a result these individuals learnt and internalised ways in which to satisfy these instinctual

demands that would avoid guilt and hence avoid the experience of *anxiety*. It seems that *clear and/or rigid boundaries* were created in terms of what was 'right' and what was 'wrong' in accordance to their parents and society's code of conduct. In this way these individuals learnt to get the *approval and attention* of their parents without disappointing them. They would experience *anxiety* if their instinctual demands were in conflict with their parents and society's moral code. This could have resulted in them using *defense mechanisms* to distort their reality and contain their anxiety. Hence the development of the themes '*Daddy and mommy's little girl*', *need for attention, approval, to not disappoint and sibling rivalry; anxiety and the use of defense mechanisms and clear and/or rigid boundaries*.

Another important stage in these individuals' development and in the development of their behaviour towards authority was the anal stage. During this stage these individuals learnt to satisfy instinctual demands in line with their parents *approval* or even disapproval. These individuals' experience of their parents (their first authority figures) seemed to have influenced how they experienced authority. During this stage it seemed that they learnt how to obtain their parents (authority) *approval and not disappoint them* while at the same time releasing *anxiety* through satisfying their instinctual demands and receiving their gratification in line with their parents (authority) *approval*. The manner in which these individuals related to their parents (authority) during this stage seemed to have led to a fixation which resulted in them relating to the world in terms of a wish for *power and control* and also lead to an inability to tolerate confusion and ambiguity. Perhaps this resulted in the need for *clear and/or rigid boundaries*. These individuals' experiences with their parents (first authority figures) during this stage led to the internalisation of certain expectations, attitudes and desires from authority. Hence this stage and these experiences with their parents could have resulted in these individuals developing the themes '*Daddy and mommy's little girl*', *need for attention, approval, to not disappoint and sibling rivalry; anxiety*



*and the use of defense mechanisms, power struggle and clear and/or rigid boundaries.*

Right through their development it appeared that these individuals experienced their parents differently. This was however emphasised during their experience of the phallic stage of psychosexual development where they experienced the Electra complex. During this stage these individuals learnt to *fear* and hate their mother at the same time and hence develop a love-hate relationship. It seems that they experienced a *power struggle*, wanting to kill their mother so that they could possess their father. Another important influence during this stage was that these individuals learnt to control their instinctual impulses as they internalised their *fear* of external authority. It appears that their parental figures become internalised and began to act as an internal censor for their egos.

This stage seemed to play an important role in these individuals' development and the formation of their expectations, demands and attitudes towards authority. These individuals' experiences of this stage could indicate that their superego formation was strongly influenced by their parents (their first authority figures). In other words, it seems that these individuals internalised their parents and society's moral codes. When their instinctual demands (id) go against their parent's and society's moral codes, this could lead to *anxiety*. This was and is so unbearable for these individuals that they used *defense mechanisms* to contain the *anxiety*. These individuals' experiences with their parents during this stage of development led to the internalisation of certain expectations, attitudes and desires from authority. Hence the formation of the following themes; *split in experience towards authority; power struggle; fear of authority and anxiety and the use of defense mechanisms.*

Throughout these individuals' development it seemed that they internalised their experiences with their parents (their first authority figures). This could have led to the formation and internalisation of certain *conditions* these individuals need

authority to have in order to feel comfortable and not experience anxiety. Hence the formation of the theme *conditions for acceptance and/or comfort*.

During these individuals early years it seems that they internalised their parents and developed their inner world, which contains their hopes, fears and expectations of authority based on their past experiences with their parents, their first authority figures.

As these individuals entered school they came into contact with other authority figures, their schoolteachers. When interacting with these new authority figures it seems that these individuals re-enacted the early patterns of behaviour they formed with their parents and the internal representation of their parents (their first authority figures). As a result the themes that were discussed seemed to have played an important role in these individuals' experiences, interaction and hence their behaviour towards their schoolteachers. When these conditions were not there or when these individuals could not play out their internalisation of their parents onto their schoolteachers, they appeared to experience anxiety. It appears that these individuals projected and transferred feelings, fantasies and wishes of past experiences with authority (their parents) onto their interaction with their schoolteachers. When this did not fit the reality of the situation these individuals appeared to experience anxiety.

A similar situation seems to occur when these individuals entered the working environment and in their present experiences in the working environment. In this environment these individuals also come into contact with and interact with authority figures, their managers. The same situation as when they entered school, these individuals seem to have certain patterns of behaviour they use when interacting with their managers (authority). These seem to have been developed with their earliest authority figures, their parents. During their early years of development, these individuals appeared to have internalised their parents (first authority figures) and hence created an inner world, which holds

their hopes, fears, expectations, attitudes and demands of authority. The inner world of these individuals seems to contain the themes that emerged from these individuals' interviews. It seems that when interacting with their manager (authority) these individuals attempt to transfer and project these fantasies, desires and needs from past relationships with authority (their parents) onto their relationships with their present managers. For example they are dependent on their managers for support and they experience jealousy and envy if they do not get attention from their managers. It appears that these individuals do not experience their managers based on who they are but rather on the persisting internal representation of their parents, their earliest authority figures. The themes emerging in this research, which indicate how these individuals behave towards authority, are therefore projections of themes that these individuals experienced with their earliest authority figures, their parents.

When these individuals are unable to project and transfer their internal representation of their parents (authority) onto their present experiences with their managers, these individuals appear to experience anxiety. This anxiety seems to be a result of their internal representation of authority not suiting their present reality with their managers. Such anxiety can be alienating for these individuals as, patterns of behaviour that were functional in the past, are at times not functional in their experiences with their managers.

These individuals' earliest experiences of authority with their parents seem to have been internalised to form their own inner world describing their needs, fantasies, desires, expectations and attitudes towards authority. When these individuals come into contact with other authority figures during their life, for example their schoolteachers and now their managers, they do not respond to these individuals based on who they are. Rather these individuals appear to project and transfer feelings, fantasies, attitudes, expectations and wishes of their experiences with their parents, their earliest authority figures, onto other

authority figures. They therefore respond to authority based on their internal representation of their parents (their first authority figures).

In conclusion the basic assumption of this research can be summed up by the following hypothesis:

*“Past experiences with authority figures influences individual experiences and hence behaviour towards present authority figures”.*

This concludes the third part of this chapter.

#### **5.4 CHAPTER SUMMARY**

In this chapter the results of the phenomenological study were provided. Step 5 of the phase 2 of the research methodology stated in chapter 1 has therefore been completed. With reference to the phenomenological aims of the research, to examine individual behaviour towards authority and to make recommendations regarding future research into individual behaviour towards authority and to provide a better understanding of organisational authority dynamics, these have been addressed.

Chapter 6 will discuss the conclusions, limitations and recommendations of the research.

## **CHAPTER 6: CONCLUSIONS, LIMITATIONS AND RECOMMENDATIONS**

With reference to the research methodology in chapter 1, the aim of this chapter is to formulate conclusions with regards to the research and to discuss limitations of the research. Finally recommendations will be made with reference to the literature review, phenomenological study as well as to the organisation concerned and the field of industrial psychology in terms of recruitment and selection, counselling, training and development and human dynamics.

### **6.1 CONCLUSIONS**

The following conclusions will be discussed in relation to the specific literature review objects and phenomenological study objectives. In addition, a hypothesis for this research will be drawn.

#### **6.1.1 Conclusions pertaining to the literature review objectives**

With reference to the literature review objectives of this research, the following conclusions are drawn:

(1) The first literature review objective was to understand the concept of individual behaviour. A comprehensive literature review on Freud's personality structure indicated that behaviour is a dynamic and complex process that can be explained by:

- the influence of early childhood experiences
- unconscious motives and conflicts
- methods individuals use to cope with their sexual and aggressive urges so as to reduce anxiety and achieve as much pleasure as possible

The literature places emphasis on behaviour being determined by inner forces that are outside individual's awareness and control (Carver & Scheier, 1992). Such behaviour, thoughts and feelings can be traced back to the

physiological needs of the individual (Mayer & Sutton, 1996). According to the literature, as a result of early childhood experiences and society's norms, individual's behaviour is an outcome of an ongoing series of internal conflicts. These conflicts are either experienced within the unconscious or are a result of the push from within the unconscious against the protective barrier of defenses. The unconscious is therefore the pivot of individual behaviour. In conclusion, based on the literature review, individual behaviour is a complex and dynamic process that has its roots in unconscious conflicts, drives and childhood experiences, which are repressed by defense mechanisms and internal conflicts that result from society's norms and childhood experiences. Thus it can be concluded that this literature review contributed to the phenomenological study, particularly with reference to the development and design of the unstructured interview as well as the analysis and interpretation of the results. The first literature objective has been addressed, and answers to the first problem statement have been provided.

- (2) The second literature review objective was to understand the concept of authority within organisations. Limited literature indicated that authority, despite existing in all aspects of an individual's life, is a complex concept and as a result there appeared to be no clear definition on authority. Literature did state that authority seems to be a role individuals are given or take up (Palmer, 1978). In addition, literature indicated that the dynamics between an individual in an authority role and their subordinate/s is referred to as authority relations (Czander, 1993; Singer et al, 1975). It seems that these authority relations emerge from the unconscious dynamics of both the authority figure and the subordinate's past experiences with authority figures. Literature suggests that both these individuals project fantasies, fears and doubts from past relationships onto authority relations in the organisation (Hirschhorn, 1997; Rice, 1975). It is also suggested that some of the spin-offs or dimensions of authority are power, roles, boundaries, anxiety, conflict, dependency, transference and flight/fight. Thus it can be concluded that

authority is a complex phenomena that comprises of various dynamics. Despite limited literature available, this literature review can be viewed as contributing to the foundation of the phenomenological study as well as the analysis and interpretation of the results. The second literature review objective has been addressed, and answers to the second problem statement have been provided

### **6.1.2 Conclusions pertaining to the phenomenological study objectives**

With reference to the phenomenological objectives of the research, discussed in chapter 1, the following conclusions are drawn:

- (1) With regards to the first phenomenological objective, to examine individual behaviour towards authority, the phenomenological study indicated that the subjects' behaviour towards authority is based on their experiences with their first authority figures, their parents. The study indicated that these individual's transfer past conflict/s, desires and fantasies experienced with their parents (their first authority figures) onto other authority figures such as schoolteachers and managers. In addition to this, the phenomenological study also indicated that individual's who did not move through the psychodynamic developmental stages 'normally', experienced fixation in certain stages. This in turn seems to influence their behaviour towards other authority figures. The phenomenological study indicated that a number of themes emerged that could describe these individuals' behaviour based on their early childhood experiences. In conclusion, these subject's early childhood experiences with their first authority figures seems to have impacted and influenced the manner in which they relate to authority later on in their lives, for example their managers. In other words, past experiences with authority influences present experiences with authority. The first objective of the phenomenological study is therefore met.

(2) The phenomenological study indicated that nine themes emerged regarding these individuals' behaviour towards authority. These themes seem to be based on these individuals' past experiences with authority. The themes indicated that:

- These individuals experience a need for attention and approval from authority and they do not want to disappoint authority. In line with this, these individuals' experience jealousy and envy when they are not the centre of attention.
- Discussing and exploring their true feelings towards authority could be difficult for these individuals. They may experience anxiety and hence use defense mechanisms.
- Certain conditions need to be in place for these individuals to feel comfortable and/or accept authority.
- These individuals are dependent on authority for support.
- There appears to be a need for clear and rigid boundaries when relating to authority.
- These individuals have a split in their experience of authority, which influences their behaviour towards both male and female authority figures.
- These individuals seem to experience fear of authority.
- As a result of trying to take control of situations, these individuals may experience a power struggle with authority.
- Individuals in authority roles may be dependent on subordinates to provide certain information and behaviour.

The above indicates that these individuals have certain requirements or expectations from authority. It is recommended that by conducting further research into these themes, greater understanding can be gained of individual's behaviour towards authority. Both individuals and managers gaining greater understanding into individual behaviour towards authority could enhance the management and productivity of individuals. This could



perhaps lead to optimal behaviour and functioning not only on an individual level but also on an organisational level.

In conclusion these individuals' behaviour towards authority can be described by themes, which seem to be based on their early experiences with authority. Further research into both these themes and how early experiences with authority impact on present experiences with authority could assist in providing understanding and hence enhancing both individual and organisational optimal functioning.

This satisfies the second objective of the phenomenological study. By satisfying the first and second objectives of the phenomenological study, it can be concluded that answers to the third and fourth problem statements have been provided.

### **6.1.3 The generated hypothesis**

With reference to step 8 of the research methodology in chapter 1, the following hypothesis can be generated from this research:

“Past experiences with authority figures influences individual experiences and hence behaviour towards present authority figures”.

Further research needs to be conducted to test this hypothesis. Recommendations for further research into this hypothesis are made in section 6.3.2 of this chapter.

This concludes step 6 of the phenomenological study.

## **6.2 LIMITATIONS**

With reference to step 7 of the research methodology in chapter 1, the limitations of this research will now be discussed. It is important to note the limitations of the research as they obviously restrict the value of the study. These limitations will now be discussed in terms of the literature review and the phenomenological study.

### **6.2.1 Limitations in terms of the literature review**

The availability of literature on the variable authority was limited. As a result this limited the research in terms of achieving the second literature objective. In addition, the limited availability of literature on authority could have limited the formation and/or development of the unstructured interview as well as the analysis and interpretation of the results. This in turn could have limited the validity and reliability of the research.

### **6.2.2 Limitations in terms of the phenomenological study**

The following are limitations that pertain to the phenomenological study:

- (1) The use of only five in depth interviews may have limited the research. Further research with a larger sample size could be conducted.
- (2) The sample limited the results to white females in consultant roles in one organisation. Hence further research needs to be undertaken to access whether the results generated are applicable to individuals with a different demographic background. In addition, those individuals in the sample had grown up with their primal authority figures, their parents. Further research needs to be conducted on individuals who did not grow up with their primal authority figures, for example their parents perhaps died when they were

young, or their parents were replaced with stepparents due to perhaps death or a divorce.

- (3) The biographical and demographical interview (Appendix A) was limited. Sections examining the subject's marital status and family background, such as the number of siblings he/she has, could have been included. This information may have assisted the analysis and interpretation of information.
- (4) Although the time constraint of the phenomenological interview was an important boundary for the phenomenological study, at times the researcher experienced this constraint as limiting to the discussion and exploration of individual behaviour towards authority.
- (5) The use of the reflection technique and other repertoires could have limited the research as issue/s that the researcher reflected on, may have changed the subject's focus of discussion. This could have influenced both the reliability and validity of the research.
- (6) The fact that the interviewer was known by some of the subjects and that she worked in the same organisation as the subjects could have influenced the subjects' responses. This may have also influenced the reliability and validity of the research.
- (7) Despite reliability and validity of the study being carefully planned, the nature of analysis may have resulted in the researcher's own bias's, conflicts or issues being transferred onto the analysis and interpretation of the results. In addition, the broad nature of the technique used to analyse the interviews into themes may have been subjective.

This completes step 7 of the phenomenological study.

## **6.3 RECOMMENDATIONS**

Recommendations for the research will be discussed with reference to the literature and phenomenological objectives. Finally recommendations will be made to the organisation concerned and the field of industrial psychology regarding recruitment and selection, counselling, training and development, and human dynamics.

### **6.3.1 Recommendations pertaining to the literature review objectives**

With reference to the literature objectives in chapter 1, the following recommendation is made:

With regards to the second literature review objective, to understand the concept of authority within organisations, extended research is needed to gain more information on the variable authority as well as how individuals behave towards authority. Both qualitative and quantitative research could be conducted to expand on the concept of authority, its definition, authority relations as well as the various elements that may make up this concept.

### **6.3.2 Recommendations pertaining to the phenomenological study objectives**

With reference to the phenomenological objectives the following recommendations are made:

(1) It is recommended that an extended qualitative phenomenological study should take the following factors into consideration:

- As the sample used was small it would be advisable that further research be conducted to extend the size of the sample.

- Since the sample included only female consultants employed in one company (a bank), a much larger and diverse sample is needed. This could include males, individuals in different roles, in different companies, individuals from different race groups as well as individuals who did not grow up with their primal authority figures, their parents. This would provide insight as to whether the findings are relevant to individuals with different demographical backgrounds.
- Adding sections, such as, the subject's marital status and family background to the biographical and demographical interview, could assist in the analysis and interpretation of the results.
- The use of an interviewer that is unknown to the respondents and who does not work in the same company as the subjects, could eliminate possible biases on the part of the researcher and the respondents.
- The time boundary of the unstructured interview could be extended to avoid it being a constraint and hence allow the interviewer to explore the subject's behaviour towards authority without limits.
- Other unstructured interviews need to be developed with the aim of probing further into the themes that emerged from this research.
- The draw a picture technique used could be expanded by developing a projective assessment technique, similar to the Thematic Apperception method, to assess whether early experiences with authority influences an individual's later experiences and hence behaviour towards authority. In addition, such an assessment could be used to probe further and gain more information on the themes that emerged from this study.
- A technique for interpreting the interview responses and results could be developed to remove possible elements of bias.

(2) It is recommended that a quantitative empirical study should take the following into consideration:

- An assessment technique could be developed to assess whether a positive relationship exists between an individual's early experiences with authority and their later experiences towards authority. Built into this assessment, further research could be conducted into the nine themes that emerged from this research. The aim would be to assess whether a positive relationship exists between these themes, an individual's early experiences towards authority and an individual's experiences and hence behaviour towards present authority figures.

### **6.3.3 Recommendations for the organisation and the field of industrial psychology**

With reference to the results of the phenomenological study in chapter 5, the following recommendations can be made for the organisation where the research was conducted, as well as the field of industrial psychology:

- (1) With reference to the culture and values of the organisation, where a flat structure is emphasised as well as the opportunity to challenge and debate, it seems important that individuals recruited and selected for positions within this company are comfortable with the environment and behaviour that prevails in this organisation. In addition to the above-mentioned characteristics, the culture of the organisation seems to be tough where support and nurturing is often not provided. It seems important and that the organisation recruits and selects individuals who are comfortable with these characteristics and who can relate to authority comfortably in this environment. In relation to the themes, which emerged from the phenomenological study, individuals who are highly dependent on authority for support or have a need for clear and rigid boundaries may struggle to relate to authority in this environment. It therefore seems to be important when recruiting and selecting individuals for this organisation, and any other organisation, that the manner in which an individual experiences and hence

behaves towards authority be investigated. The aim is to ensure that he/she would be comfortable with the organisational culture as well as the role they would be working in. If the right fit is found then the individual could be more productive in his/her role and hence greater organisational effectiveness, productivity and optimisation can be gained.

(2) In addition to recruitment and selection, insight into the manner in which individuals behave towards authority, in terms of the themes that emerged, could assist individuals, the organisation and the field of industrial psychology when counselling individuals. Individuals not performing in this organisation's highly performance-orientated environment as well as individuals that may have issues with their manager and/or colleagues may not be performing optimally due to issues related to authority. This in turn could be hampering the optimal functioning of the organisation. As a result the organisation could have counselling facilities available to assist individual/s dealing with such difficulties. The results of the phenomenological study could enhance the counselling process. By counsellor's understanding how past experiences with authority impact on present authority relations, based on the themes discussed, they could use this insight to facilitate such understanding in the individual experiencing a problem. This insight could improve the individual's functioning in the department and the organisation as a whole. It may also assist an individual in his/her career, as through such insight he/she could gain information on roles they would prefer working in, as well as the environment and people they would enjoy working for. This in turn could lead to greater optimisation for the organisation as a whole.

(3) The organisation could also look into training and development as, according to Cascio (1991), training and development is used extensively for improving job performance and organisational effectiveness. Through training, such as self-insight workshops, greater insight can be gained into individual behaviour towards authority. Training could be quite explorative for the individuals as

they examine and explore whether the manner in which they behave towards authority in present situations is based on their past experiences. Training could not only be channeled to these individuals but also to their managers. By managers understanding why individuals behave towards authority (towards them) in a particular way, with reference to certain themes, he/she could develop managerial skills suited for the more effective management of such an individual. Hence individual, departmental and organisational optimisation can be gained. The focus of such training should be from a psychodynamic perspective.

- (4) It seems that such insight into individual behaviour towards authority could also be useful to the organisation and individuals from a human dynamics perspective. In this particular organisation the majority of managerial or authority roles are occupied by men, while the majority of subordinates who report to these male authority figures, are women. By understanding individual behaviour towards authority, insight into the dynamics between managers (authority and in this organisation mostly men) and subordinates (individuals and in this organisation mostly women) such as, for example, the Electra complex, can assist both individual and organisational optimal functioning. By the organisation facilitating workshops from a psychodynamic perspective such insight and dynamics can be examined.

The second phenomenological objective, to make recommendations regarding future research into individual behaviour towards authority and to provide a better understanding of organisational authority dynamics, has therefore been met.

This completes step 8 of the phenomenological study.



## **6.4 CHAPTER SUMMARY**

In this chapter, phase 2 of the phenomenological study as depicted in chapter 1 has been completed. Conclusions have been formulated and limitations of the research have been discussed. In addition recommendations with reference to the literature review, the phenomenological study, the organisation and the field of industrial psychology regarding recruitment and selection, counselling, training and development and human dynamics, has been explored.

With reference to the planning of the research, as discussed in chapter 1, steps 6 to 8 have now been completed. The general and specific objectives to this research, as discussed in chapter 1, have also been addressed.

This concludes this research on individual behaviour towards authority.

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**APPENDIX A: BIOGRAPHICAL AND DEMOGRAPHICAL INTERVIEW**

*Interviewer:* Thank you for taking the time to participate in the research I will be conducting on individual behaviour towards authority. As discussed this is the first of the two interviews I will be conducting. The purpose of this interview is to obtain biographical and demographical information that may be important to my research. The interview will take approximately 15 minutes. I will document your answers on the answer sheet.

Are you comfortable with the process?

*Subject:* Response

*Interviewer:* Lets begin.

**QUESTIONS:****A. GENERIC QUESTIONS**

1. Name:	
2. Race:	
3. Age:	
4. Educational Background	

**B. CAREER HISTORY AT THE BANK**

1. When did you join the Bank?	
2. What was the position that you were in when you joined the Bank?	

3. Are you still in the same position? Y N

(i) If YES, do you report to an individual? •

• What is the gender of the individual you report to? •

• What is the race of the individual you report to? •

(ii) If NO, how many different positions have you had at the Bank •

• What were the positions called? • \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

• Did you report to an individual in the .....(position)? *Report to:* Y N

**If yes**

• What was the individual's gender? Gender:

• What was the individual's race? Race:

• Did you report to an individual in the *Report to:* Y N

.....(position)?

**If yes**

Gender:

Race:

• Did you report to an individual in the .....(position)? *Report to:*    **Y**    **N**

**If yes**

Gender:

Race:

• Did you report to an individual in the .....(position)? *Report to:*    **Y**    **N**

**If yes**

Gender:

Race:

• Did you report to an individual in the .....(position)? *Report to:*    **Y**    **N**

**If yes**

Gender:

Race:

**C. CAREER HISTORY BEFORE THE BANK**

- Before joining the Bank did you have a permanent job at any other companies?

Y

N

- If yes, how many other companies?

\_\_\_\_\_

**If the individual has worked elsewhere ask the following questions:**

**COMPANY 1:**

\_\_\_\_\_

<p>1. How many positions did you have in this company?</p> <ul style="list-style-type: none"><li>• What were the position/s called?</li>       <li>• Did you report to an individual in the .....(position)?</li></ul> <p><b>If yes</b></p>	<ul style="list-style-type: none"><li>• _____</li><li>• _____</li><li>• _____</li><li>• _____</li></ul> <p><i>Report to:</i>    <b>Y</b>    <b>N</b></p>
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<ul style="list-style-type: none"> <li>• What was the individual's gender?</li> </ul>	<p>Gender:</p>
<ul style="list-style-type: none"> <li>• What was the individual's race?</li> </ul>	<p>Race:</p>
<ul style="list-style-type: none"> <li>• Did you report to an individual in the .....(position)?</li> </ul> <p><b>If yes</b></p>	<p><i>Report to:</i>    <b>Y</b>    <b>N</b></p> <p>Gender:</p>
<p>Race:</p>	<p>Race:</p>
<ul style="list-style-type: none"> <li>• Did you report to an individual in the .....(position)?</li> </ul> <p><b>If yes</b></p>	<p><i>Report to:</i>    <b>Y</b>    <b>N</b></p> <p>Gender:</p>
<p>Race:</p>	<p>Race:</p>
<ul style="list-style-type: none"> <li>• Did you report to an individual in the .....(position)?</li> </ul> <p><b>If yes</b></p>	<p><i>Report to:</i>    <b>Y</b>    <b>N</b></p> <p>Gender:</p>
<p>Race:</p>	<p>Race:</p>
<ul style="list-style-type: none"> <li>• Did you report to an individual in the .....(position)?</li> </ul> <p><b>If yes</b></p>	<p><i>Report to:</i>    <b>Y</b>    <b>N</b></p> <p>Gender:</p> <p>Race:</p>

**COMPANY 2:** \_\_\_\_\_

<p>2. How many positions did you have in this company?</p>	<ul style="list-style-type: none"> <li>•</li> </ul>
<ul style="list-style-type: none"> <li>• What were the position/s called?</li> </ul>	<ul style="list-style-type: none"> <li>• _____</li> </ul>
<ul style="list-style-type: none"> <li>• Did you report to an individual in the</li> </ul>	<ul style="list-style-type: none"> <li>• _____</li> </ul>
<p>.....(position)?</p>	<p>_____</p>
<p><b>If yes</b></p>	<p>_____</p>
<ul style="list-style-type: none"> <li>• What was the individual's gender?</li> </ul>	<p>_____</p>
<ul style="list-style-type: none"> <li>• What was the individual's race?</li> </ul>	<p>_____</p>
<ul style="list-style-type: none"> <li>• Did you report to an individual in the</li> </ul>	<p>_____</p>
<p>.....(position)?</p>	<p><i>Report to: Y N</i></p>
<p><b>If yes</b></p>	<p>_____</p>
<ul style="list-style-type: none"> <li>• What was the individual's gender?</li> </ul>	<p>Gender:</p>
<ul style="list-style-type: none"> <li>• What was the individual's race?</li> </ul>	<p>Race:</p>
<ul style="list-style-type: none"> <li>• Did you report to an individual in the</li> </ul>	<p>_____</p>
<p>.....(position)?</p>	<p><i>Report to: Y N</i></p>
<p><b>If yes</b></p>	<p>_____</p>
<ul style="list-style-type: none"> <li>• What was the individual's gender?</li> </ul>	<p>Gender:</p>
<ul style="list-style-type: none"> <li>• What was the individual's race?</li> </ul>	<p>Race:</p>
<ul style="list-style-type: none"> <li>• Did you report to an individual in the</li> </ul>	<p>_____</p>
<p>.....(position)?</p>	<p><i>Report to: Y N</i></p>
<p><b>If yes</b></p>	<p>_____</p>
<ul style="list-style-type: none"> <li>• What was the individual's gender?</li> </ul>	<p>Gender:</p>
<ul style="list-style-type: none"> <li>• What was the individual's race?</li> </ul>	<p>Race:</p>
<ul style="list-style-type: none"> <li>• Did you report to an individual in the</li> </ul>	<p>_____</p>
<p>.....(position)?</p>	<p><i>Report to: Y N</i></p>
<p><b>If yes</b></p>	<p>_____</p>
<ul style="list-style-type: none"> <li>• What was the individual's gender?</li> </ul>	<p>Gender:</p>
<ul style="list-style-type: none"> <li>• What was the individual's race?</li> </ul>	<p>Race:</p>

<p><b>If yes</b></p> <p>• Did you report to an individual in the .....(position)?</p> <p><b>If yes</b></p> <p>• Did you report to an individual in the .....(position)?</p> <p><b>If yes</b></p>	<p>Gender:</p> <p>Race:</p> <p><i>Report to:</i>    <b>Y</b>    <b>N</b></p> <p>Gender:</p> <p>Race:</p> <p><i>Report to:</i>    <b>Y</b>    <b>N</b></p> <p>Gender:</p> <p>Race:</p>
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**COMPANY 3:** \_\_\_\_\_

<p>3. How many positions did you have in this company?</p> <p>• What were the position/s called?</p>	<p>• _____</p> <p>• _____</p> <p>• _____</p> <p>• _____</p>
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<ul style="list-style-type: none"> <li>• Did you report to an individual in the .....(position)?</li> </ul>	<i>Report to:</i> <b>Y</b> <b>N</b>
<p><b>If yes</b></p>	
<ul style="list-style-type: none"> <li>• What was the individual's gender?</li> </ul>	Gender:
<ul style="list-style-type: none"> <li>• What was the individual's race?</li> </ul>	Race:
<ul style="list-style-type: none"> <li>• Did you report to an individual in the .....(position)?</li> </ul>	<i>Report to:</i> <b>Y</b> <b>N</b>
<p><b>If yes</b></p>	
<ul style="list-style-type: none"> <li>• Did you report to an individual in the .....(position)?</li> </ul>	Gender:
<ul style="list-style-type: none"> <li>• Did you report to an individual in the .....(position)?</li> </ul>	Race:
<ul style="list-style-type: none"> <li>• Did you report to an individual in the .....(position)?</li> </ul>	<i>Report to:</i> <b>Y</b> <b>N</b>
<p><b>If yes</b></p>	
<ul style="list-style-type: none"> <li>• Did you report to an individual in the .....(position)?</li> </ul>	Gender:
<ul style="list-style-type: none"> <li>• Did you report to an individual in the .....(position)?</li> </ul>	Race:

<ul style="list-style-type: none"> <li>• Did you report to an individual in the .....(position)?</li> </ul> <p><b>If yes</b></p>	<p><i>Report to:</i>    <b>Y</b>    <b>N</b></p> <p>Gender:</p> <p>Race:</p>
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**COMPANY 4:** \_\_\_\_\_

<p>4. How many positions did you have in this company?</p> <ul style="list-style-type: none"> <li>• What were the position/s called?</li> </ul> <ul style="list-style-type: none"> <li>• Did you report to an individual in the .....(position)?</li> </ul> <p><b>If yes</b></p> <ul style="list-style-type: none"> <li>• What was the individual's gender?</li> <li>• What was the individual's race?</li> </ul> <ul style="list-style-type: none"> <li>• Did you report to an individual in the</li> </ul>	<ul style="list-style-type: none"> <li>• _____</li> <li>• _____</li> <li>• _____</li> <li>• _____</li> </ul> <p><i>Report to:</i>    <b>Y</b>    <b>N</b></p> <p>Gender:</p> <p>Race:</p> <p><i>Report to:</i>    <b>Y</b>    <b>N</b></p>
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<p>.....(position)?</p> <p><b>If yes</b></p>	<p>Gender:</p> <p>Race:</p>
<p>• Did you report to an individual in the .....(position)?</p> <p><b>If yes</b></p>	<p><i>Report to:</i>    <b>Y</b>    <b>N</b></p> <p>Gender:</p> <p>Race:</p>
<p>• Did you report to an individual in the .....(position)?</p> <p><b>If yes</b></p>	<p><i>Report to:</i>    <b>Y</b>    <b>N</b></p> <p>Gender:</p> <p>Race:</p>
<p>• Did you report to an individual in the .....(position)?</p> <p><b>If yes</b></p>	<p><i>Report to:</i>    <b>Y</b>    <b>N</b></p> <p>Gender:</p> <p>Race:</p>

The focus of the questions will now change from being work focused, to a personal focus.

#### D. SCHOOL

1. Did you go to a government or private primary school?	
2. What was the name of your primary school?	
3. Did you go to a government or private high school?	
4. What was the name of your high school?	

#### E. FAMILY HISTORY

1. Is your mother still alive?

Y                  N

If NO, how old were you when your mother died? \_\_\_\_\_

1. Is your father still alive?

Y                  N

If NO, how old were you when your father died? \_\_\_\_\_

2. Did your parents get divorced?

Y N

- If YES, how old were you when your parents got divorced?

\_\_\_\_\_

- Do you have any stepparents?

Y N

- If YES, did any of your stepparents play an active role in raising you?

\_\_\_\_\_

- Did anyone else besides your parents and/or stepparent play an active role in raising you?

Y N

If YES, who were they?

\_\_\_\_\_



\*\*\*\*\*

Thank you for your time and for answering these questions.

I will be contacting you shortly to set up a convenient time for our next interview.

Goodbye.

## **APPENDIX B: UNSTRUCTURED INTERVIEW**

### **1. Introduction**

*Interviewer:* Hello, thank you for taking the time to have this interview with me. As discussed previously the reason for this interview is to listen, for research purposes, to your behaviour towards authority figures. The discussion will last 45 minutes. You can be assured that all the information discussed will be kept absolutely confidential and your response will remain anonymous. Before we start I need to ask you if you are comfortable with me using a tape recorder and a notebook?

*Interviewee's response:*

*Interviewer:* If you are comfortable with the process, let us begin.

*Interviewee's response:*

## 2. Questions

*Interviewer:*

- Tell me how you behave towards authority?

(Interviewee will either start talking or may need clarification, if so can take the discussion to the next broad question)

- How do you behave towards your present manager? / What is your relationship like with your present manager?
  - reflect and probe
  - ask for examples
- How did you behave to your previous manager? What was your relationship like with your previous manager?
  - reflect and probe
  - ask for examples
- How did you behave towards school teachers/principle? What was your relationship like with your school teachers/principle?
  - reflect and probe
  - ask for examples
- How do/did you behave towards your mother? What is/was your relationship like with your mother? (May ask grandmother or stepmother, will depend on information obtained in 1<sup>st</sup> interview).

- reflect and probe
  - ask for examples
- How do/did you behave towards your father? What is/was your relationship like with your father? (May ask grandfather or stepfather, will depend on information obtained in 1<sup>st</sup> interview).
- reflect and probe
  - ask for examples

**10 minutes before the end of the interview:**

- Our time is almost over. Before we end the discussion I would like you to please, on the blank piece of paper in front of you, draw the structure of your department and where you see yourself fitting in/situated.

**Once the subject is finished drawing ask the following:**

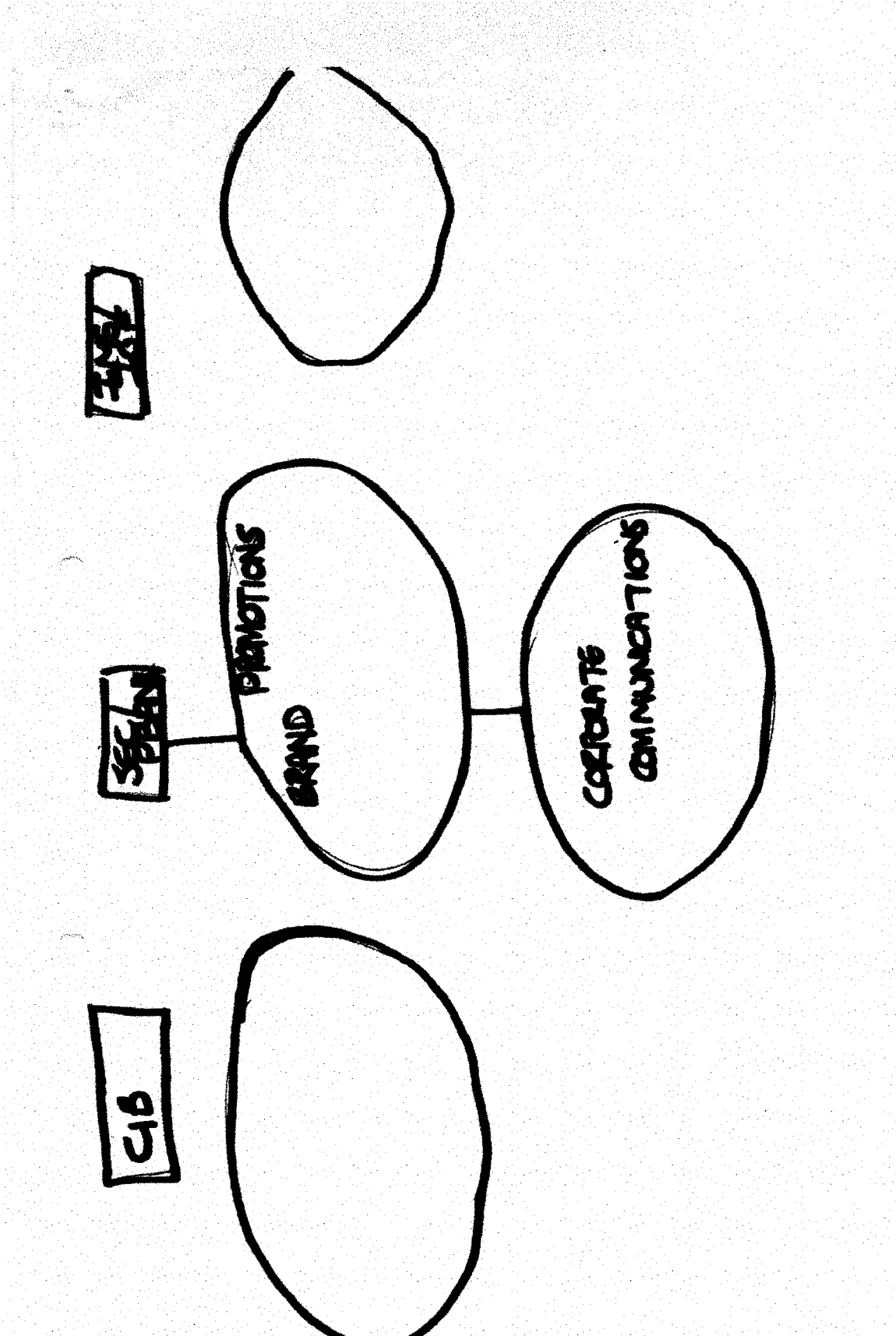
- Can you explain this picture to me?
  - Can you explain your present job function to me?
  - Have any changes taken place recently in your department?
- (If clarification is needed, can expand such as changes in structure, strategy etc.) If the answer is yes, ask individual to expand and explain the changes and how they may have impacted on his or her experience in the department.

**3. Conclusion:**

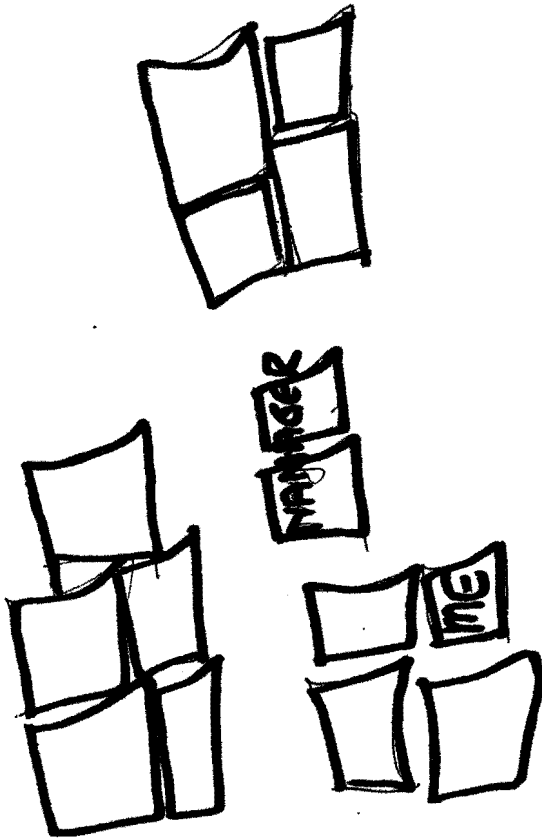
Our time is up. I would like to thank you for your cooperation and participation in the research. Goodbye.

APPENDIX C: PICTURES DRAWN BY SUBJECTS DURING THE INTERVIEW

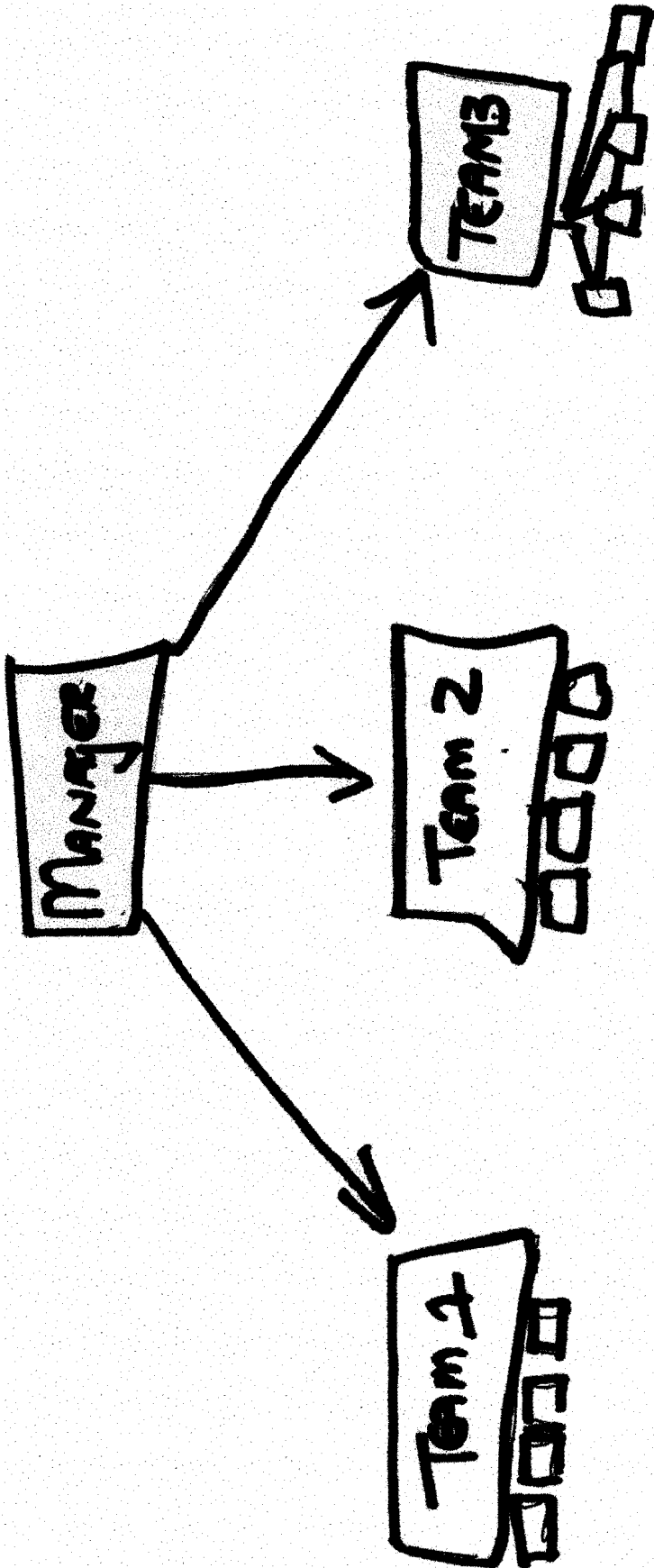
Subject 1:



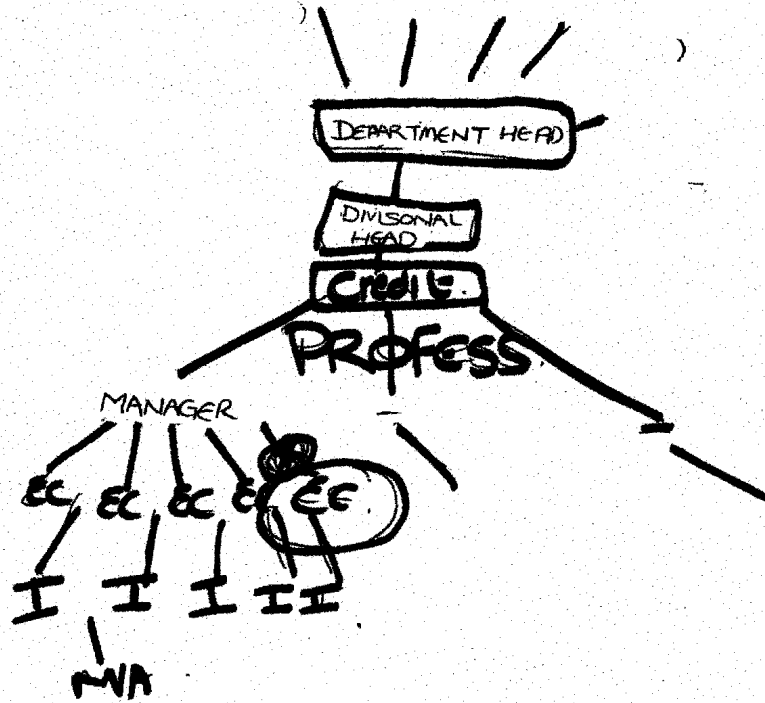
Subject 2: Picture one (physical structure)



Subject 2: Picture two

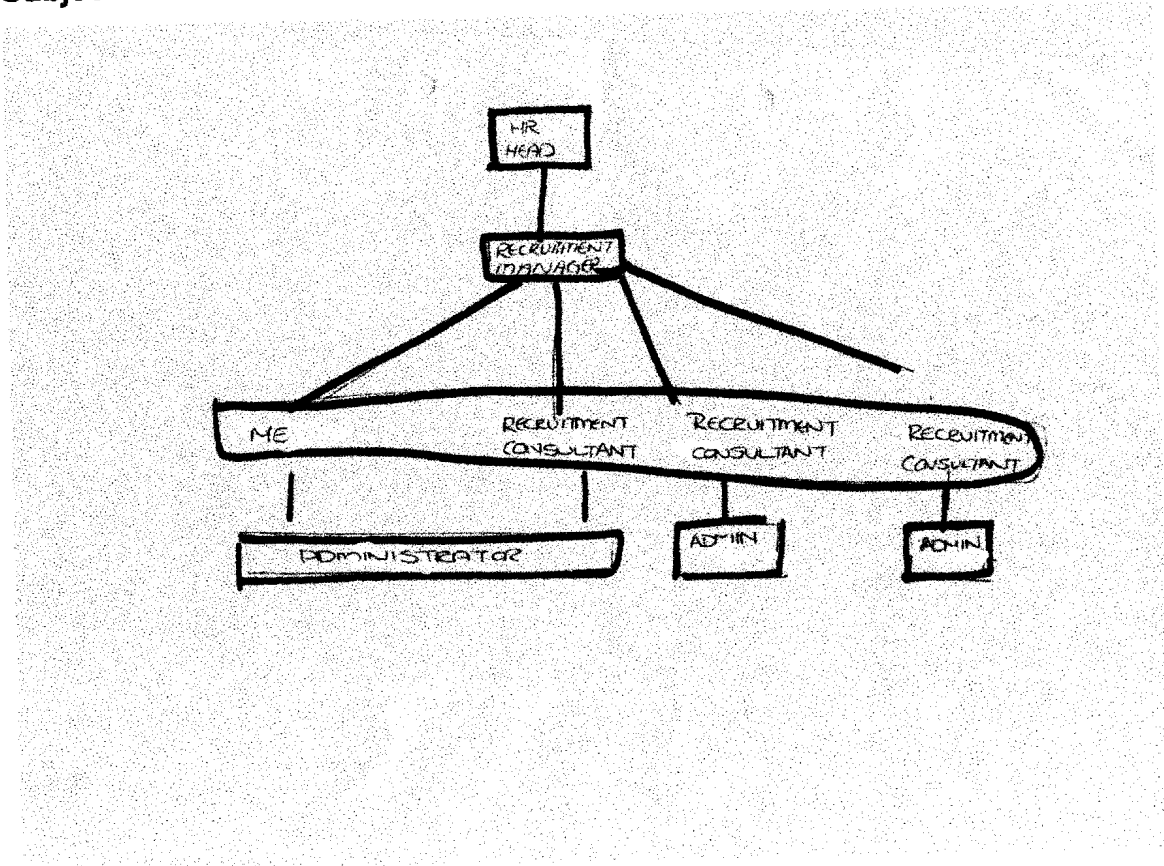


Subject 3:





Subject 4:



Subject 5:

