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EMERGENT FOLLOWER ROLES AND THEIR CONSEQUENCES: A RECIPROCAL SOCIAL INFLUENCE PERSPECTIVE

A Dissertation

Presented for the

Doctor of Philosophy

Degree

The University of Tennessee, Knoxville

William Ellsworth McClane III

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DEDICATION

This dissertation is dedicated to my mother and father, Veva Triplett McClane and Ellsworth Gerard McClane. I hope they know how much they are loved and appreciated.

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ABSTRACT

Recent research suggests that leader-follower relationships are not homogeneous within work-groups. Instead, two different follower roles have been distinguished in terms of the follower's "negotiating latitude" or ability to negotiate his/her work role with the leader. In spite of the importance of this phenomenon, the developmental process by which followers emerge as either in- or out-group cohorts of the leader has not been explicated. The present study examined the adequacy of reciprocal social influence as an explanatory process for the development of different relationships between leaders and specific followers.

Fourteen task groups comprised of six followers and one leader participated in the study. Followers were balanced with respect to gender while all leaders were male. Groups were assigned a 50 minute exercise consisting of a series of memos between members of a hypothetical organization. Two observers assessed social influence behavior during the group sesssion in terms of influence attempts and responses to influence attempts between the leader and each follower. Follower status was assessed by questionnaire measures obtained from the leader and followers.

The results of the study indicated that follower and leader perceptions of follower negotiating latitude were strongly and positively related to leader influence attempts and follower responses. Further, different perspectives on the quality of the leader-follower working relationship were strongly and positively related with influence behavior: self ratings with follower influence attempts; peer ratings with both follower influence attempts and leader responses; and leader ratings with follower responses to leader influence attempts. Two measures of follower task involvement also were strongly and positively related with influence behavior: nomination as second in command with follower responses to leader influence attempts; and assigned task importance with leader influence attempts and follower responses. However, a third measure of task involvement, supervision of other followers, was not related to any measures of influence behavior. By contrast, influence behavior was not related with the follower's satisfaction with either the leader, the task, or their co-workers. These findings are discussed as well as the implications of the study for understanding the phenomenon of emergent follower roles.

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CHAPTER I

INTRODUCTION

Recent research suggests that superior-subordinate relationships are not homogeneous within work-groups. Specifically, two quite different relationships (Graen & Cashman, 1975), characterized as in- and out-group status within the work unit, appear to develop on the basis of superior-subordinate interactions. These results suggest that managers play two roles simultaneously: (1) exhibiting leadership with in-group members, based on position power and an interpersonal exchange relationship; and (2) exhibiting supervision with out-group members, based exclusively on position power (Dansereau, Graen, & Haga, 1975).

The nature of the difference between in- and out-group follower roles appears to be the "negotiating latitude" allowed the follower by the superior (Graen & Scandura, 1987). Negotiating latitude has been defined as the degree to which the subordinate perceives that he/she can influence the superior to negotiate the working relationship (Dansereau, Graen, & Haga, 1975). Negotiating latitude may be conceptualized as a continuum at one end of which "...a superior is unwilling to allow or help a member to influence his role (low negotiating latitude), while at the other end of the continuum a superior is willing not only to allow but

also to help a member to influence his role" (high negotiating latitude) (Dansereau, Graen, & Haga, 1975).

The presence of in- and out-groups within organizational units has received reasonable support. The potential magnitude of the effect is perhaps most clearly illustrated in a study by Graen & Cashman (1975) in which between 85 (peer ratings) and 74 (supervisor ratings) percent of the work units were characterized by heterogeneous as opposed to homogeneous superior-subordinate relationships.

Using negotiating latitude as a measure of in- and out-group status, in- and out-group membership appears to have important consequences for the follower. First, in contrast to out-group members, members of the in-group appear to have better working relationships with the leader (cf., Graen & Cashman, 1975; Vecchio & Gobdel, 1984). In-group members apparently are also more likely to be involved in important tasks of the work-unit (cf., Liden & Graen, 1980; Scandura, Graen & Novak, 1986). Finally, in-group members apparently have more positive affective reactions to the leader, the task, and their co-workers, than do members of the out-group (cf. Dansereau, Graen, & Haga, 1975; Seers & Graen, 1984).

Despite the apparent support for the presence and consequences of heterogeneous leader-follower relationships, little attention has been given to the process by which followers emerge as either the in- or out-group cohorts of

the leader (Dienesch & Liden, 1986). It has been proposed that in- and out-groups may develop based upon the compatibility of some combination of leader and follower characteristics (Graen & Cashman, 1975). However, the manner by which initial compatibility is determined is not specified, nor is the process of escalating leader-follower involvement defined.

Hollander's (1978) Social Transaction Theory of leadership suggests however, that leader-follower relationships may develop on the basis of mutual perceptions of successful group goal accomplishment. Specifically, differences in follower status may emerge based on the follower's contribution of behavior functional for task success. Because of the contributions of these followers to the success of the group, some followers may enjoy increased status, reflecting expectations that they will continue to contribute their unique expertise and assume greater responsibility for the success of the group.

Social Transaction Theory would suggest that, much as emergent leaders negotiate their roles with followers, followers may negotiate their roles with leaders over an extended time. The interpersonal relationship of the follower with the leader may be based on patterns of social influence (levels of reciprocal acceptance and accorded right to influence) which emerge over time between the leader and each follower. Examination of these areas may

provide an understanding of how leaders and followers define the role of the follower such that specific followers come to assume greater responsibility for and involvement in the task-group and its mission.

The purpose of this study is to test the adequacy of the reciprocal social influence process suggested by Hollander (1978) as an explanatory process for the development of different relationships between the leader and specific followers. Specifically, leader-follower relationships are examined by assessing patterns of reciprocal social influence between the leader and each follower. The adequacy of this reciprocal social influence process as an explanatory means for the emergence of follower (in- and out-group) roles is then tested by evaluating its relationship with follower negotiating latitude and the consequences of follower negotiating latitude.

CHAPTER II

NATURE AND CONSEQUENCES OF IN- AND OUT-GROUP STATUS

Differences in follower status represent the outcome of a process whereby different leader-follower relationships come to characterize in- and out-group members of organizational work units. This chapter begins by examining the nature of the in- and out-groups which develop in organizations, and concludes with a discussion of the consequences of these emergent differences in follower status for organizational members.

In- and Out-Groups in Organizational Subunits

The development of in- and out-groups in organizational subunits represents the emergence of a subset of followers (the in-group) who assume additional responsibilities within the group, demonstrating increased commitment to the success of the work unit (Graen & Cashman, 1975). The emergent status of followers has been distinguished on the basis of the "negotiating latitude" afforded the follower. This construct serves as an indicator of the role relationship (in- and out-group) between the leader and each follower within the work unit. The following sections describe the development and validation of the negotiating latitude construct.

The development of the precursor to the negotiating latitude construct is described in a study involving the managers and office staff of a "large corporation in one of the basic industries" (Graen, Dansereau, Minami, & Cashman, 1973, p. 614). Graen and his colleagues started with the presumption that the leader is dependent on the performance of his/her subordinates for the performance of the work unit. Given this dependency, the leader might be expected to reward high contributing subordinates more than their lower performing counterparts in an effort to maintain the performance levels of the high contributing subordinates. One purpose of the Graen, et al. (1973) study was to examine possible differences in leader behavior directed at high and low-performing members of the work group.

As a means of assessing possible within-group differences in leader behavior, a scale was constructed of the two 20 item subscales assessing Initiating Structure and Consideration from the Leadership Behavior Description Questionnaire (Fleishman, Harris, & Burtt, 1955), plus 20 additional items assessing leader behavior. This 60 item questionnaire was then used by followers to describe the leadership behavior of their immediate supervisor. Instead of seeking to describe the leader's "average" behavior (ie., behavior directed at the entire work unit), however, Graen and his colleagues sought to understand differences among followers in their perceptions of leader behavior.

Factor analysis of follower responses produced two factors. The composite of these factors was labeled as "vertical exchange", the degree to which the superior was perceived by a follower as (1) allowing follower involvement in the determination of the future course of the unit and (2) treating followers in an equitable manner. Graen and his colleagues found that the vertical exchange of the follower was positively related to the performance of the follower. That is, the behavior of the leader directed toward high contributing followers (high vertical exchange) encouraged the follower's involvement in the work unit and was seen as fair. By contrast, the behavior of the leader directed at low contributing followers (low vertical exchange) did not encourage these followers to become involved in the group.

The "openness of the superior to change" that was reflected in the follower's vertical exchange served as a stimulus for the the development of the negotiating latitude construct. Specifically, a subset of the vertical exchange scale was used to focus on early behavior on the part of the leader which might lead to the development of these in- and out-groups (Dansereau, Graen, & Haga, 1975). These researchers reasoned that the openness of the supervisor toward evolving change in the work role of the subordinate may serve as a indicator of emerging high and low contributing follower groups.

Negotiating latitude was defined as the degree to which the follower perceives that he/she can influence the superior to negotiate their working relationship (Dansereau, Graen, & Haga, 1975). More specifically, the negotiating latitude construct was designed to tap (1) the flexibility of the leader about evolving changes in the follower's job, and (2) regardless the leader's formal authority, his/her inclination to use position power to help the follower solve work-related problems. Negotiating latitude was conceptualized as a continuum, at one end of which "...a superior is unwilling to allow or help a member to influence his role (low negotiating latitude), while, at the other end of the continuum a superior is willing not only to allow but also to help a member to influence his role (high negotiating latitude)" (Dansereau, Graen, & Haga, 1975, pp. 51-52).

A longitudinal study of 60 managers of a public university housing division (Dansereau, Graen, & Haga, 1975) offered a unique opportunity to examine the formation of in- and out-groups (ie., high versus low negotiating latitude followers). Due to extensive reorganization, approximately 90 percent of the superior-subordinate dyads were "new" in that they contained at least one new member after reorganization. Data was collected in a series of four structured interviews during the second, fourth, seventh, and ninth months after reorganization. The results of the

Dansereau, et al. (1975) study indicated that, quite soon after the reorganized division began to function, differences in the relationship between the leader and each follower were identified in terms of the follower's initial ability to negotiate with the leader. Specifically, compared with members of the out-group, high negotiating latitude followers reported receiving higher amounts of information, influence, confidence, and concern from the leader. The results of this study strongly argue that follower negotiating latitude reflects important differences among leader-follower working relationships.

Graen and Cashman (1975) examined the extent to which organizational subunits could be characterized as having in- and out-groups, using the same longitudinal study of 60 managers described above. The new analysis found that, based on the follower's perception of negotiating latitude, between 85 and 74 percent (subordinate and superior ratings, respectively) of the work units were characterized as having in- and out-groups. Additionally, leaders and followers showed very high agreement in their ratings of follower negotiating latitude. That is, the ability of the subordinate to negotiate his/her work role with the leader appears to be a characteristic of the leader-follower relationship which is discernable by both the leader and follower. Finally, ratings of follower negotiating latitude were found to be quite stable over the seven month study.

These results suggest that in- and out-groups based on follower negotiating latitude are relatively stable features of organizational subunits.

The results of the Graen and Cashman (1975) study were subsequently replicated in a longitudinal study of 41 leader-follower dyads from three semi-autonomous university service departments (Liden & Graen, 1980). In contrast to the previously described study, this study included foremen as well as managers. Using an expanded measure of negotiating latitude, only one of the 12 units sampled included only followers of the same status, and that unit contained only two followers. These findings appear to offer additional support for the extensiveness with which organizational units are differentiated into in- and out-groups. Again, the correlation between leader and follower responses was very high in the Liden and Graen (1980) study, suggesting that negotiating latitude is a follower characteristic easily discernable from both the leader and follower's perspective. Also, as in the previously described study, measures of follower negotiating latitude proved to be relatively consistent over the three month study, again suggesting that in- and out-group membership is stable within organizational subunits.

Consequences of Emergent Follower Status

Subsequent studies have attempted to further describe the consequences of in- and out-group status as reflected in follower negotiating latitude. These studies underscore the importance of emergent follower roles for their respective members. Specifically, the follower's working relationship with the leader, involvement in group tasks, and affective reactions have been examined as consequences of in- and out-group formation based on the negotiating latitude of the follower.

Working Relationship with the Leader

One consequence of emergent follower roles based on negotiating latitude which has been extensively examined is the quality of the leader and follower's working relationship. Specifically, compared with low negotiating latitude followers, followers who are allowed to negotiate their work role with the leader appear to have a better working relationship with the leader as assessed by other followers. In a study of 60 managers in a large department undergoing reorganization, Graen and Cashman (1975) asked followers to map the vertical working relationships between other group members and the leader in terms of effective, moderately effective, or ineffective relationships. The negotiating latitude of the follower was positively associated with other members' ratings of the effectiveness

of the dyadic working relationship. That is, high negotiating latitude followers were rated by other followers as having more effective working relationships with the leader than were members with low negotiating latitude. These results suggest that in- and out-group distinctions made on the basis of follower negotiating latitude correspond to effective and ineffective leader-follower working relationships, respectively, as viewed by other followers.

The results of other studies further suggest that the better working relationship of high negotiating latitude followers with the leader is also evident to the followers themselves. In a study of 45 leader-follower dyads in a medium-sized multiple branch bank, Vecchio and Gobdel (1984) asked each subordinate to indicate on a 7-point scale the degree to which he/she was "IN (trusted assistant) or OUT (merely a hired hand)" in their relationship with their supervisor. This straightforward assessment of the follower's perception of their status with respect to the leader was strongly associated with their negotiating latitude. That is, high negotiating latitude followers were more likely to see themselves as the trusted assistants of the leader than were followers with low negotiating latitude. Additionally, in the previously described study of 60 managers in a university (Graen & Cashman, 1975), follower negotiating latitude was positively associated with

the effectiveness rating that the follower assigned to his/her working relationship with the leader. That is, followers allowed additional latitude in negotiating their work role described their own working relationship with the leader as being more effective than did low latitude followers. These studies suggest that in- and out-groups formed on the basis of negotiating latitude correspond to follower ratings of effective and ineffective working relationships with the leader, respectively.

Finally, there appears to be support for the conclusion that the negotiating latitude of the follower is positively correlated with the leader's perceptions of his/her working relationship with that follower. In the study of the large department undergoing reorganization, Graen and Cashman (1975) also asked leaders to map leader-follower working relationships indicating effective, moderately effective, and ineffective relationships. In this study, the latitude allowed the follower to negotiate his/her work role was positively related to the leader's rating of the effectiveness of the dyadic working relationship. That is, leaders rated their working relationship with high negotiating latitude followers as more effective than those with low latitude followers. Similarly, in a study of Junior Achievement Companies, Duchon, Green, and Taber (1986) asked leaders to name followers with whom they had the best working relationship and those with whom they had

the worst working relationship. These researchers found that the leader's assessment of the quality of the dyadic working relationship was positively associated with the follower's negotiating latitude. That is, high negotiating latitude followers were more likely to be specifically named by the leader as having a good working relationship with him/her than were followers with low negotiating latitude. Together, these studies suggest that in- and out-group follower roles defined in terms of the follower's negotiating latitude correspond to leader evaluations of effective and ineffective dyadic working relationships, respectively.

In sum, the previously reviewed studies offer reasonable support for the conclusion that in- and out-group status is associated with different qualities of leader-follower working relationships. High negotiating latitude (in-group) followers appear to function as "trusted assistants" to the leader and have good working relationships with the leader. By contrast, followers who are allowed relatively little latitude in defining their own work role (out-group) appear to be functioning as "hired hands" and have less effective working relationships with the leader. Further, the more effective dyadic working relationships that characterize high negotiating latitude followers is apparent to other followers, the follower him/herself, and the leader.

Task Involvement

A second consequence of in- and out-group status that has been identified is that, compared with low negotiating followers, high negotiating latitude followers appear more likely to be involved in the important tasks of the work unit. In their study involving both managers and foremen of university service departments, Liden and Graen (1980) found that high negotiating latitude followers reported spending more time on administrative decision making than did their low negotiating latitude counterparts. Similarly, the relationship between follower negotiating latitude and his/her task involvement was examined in a study of 58 salaried employees and their respective supervisors in a large manufacturing facility (Scandura, Graen, & Novak, 1986). These researchers found that leader assessments of the influence of the follower on decision making was positively correlated with both leader- and follower-ratings of the ability of the follower to negotiate his/her work role. That is, high negotiating latitude followers had greater influence on the decision making in the work unit than their low negotiating latitude counterparts. Interestingly, follower assessments of his/her decision influence, while strongly associated with self assessed negotiating latitude, was not significantly related to leader ratings of negotiating latitude. The implication of these studies is that, compared with out-group members,

followers with greater negotiating latitude are more involved in the decision making tasks of the work unit.

Additional support for the positive relationship between follower negotiating latitude and follower involvement in group tasks has come from studies examining the willingness of the follower to assist the leader. Specifically, in a study of 41 leader-follower dyads in a public university, Liden and Graen (1980) found that high negotiating latitude followers reported a greater willingness to contribute to the work unit than did followers with low negotiating latitude. Additionally, training the leader to allow group members additional negotiating latitude resulted in increases in follower reports of their availability to assist the supervisor in a study of 106 form-processing employees (Graen, Novak, & Sommerkamp, 1982). That is, increasing the negotiating latitude of followers had the apparent effect of increasing their availability to assist the leader. Finally, a similar program designed to train leaders to increase the negotiating latitude of their followers was examined in a study involving 83 computer processing employees (Scandura & Graen, 1984). In this study, followers with initially low negotiating latitude showed larger gains in their self-rated availability for additional assignments as the result of leader training than did followers with high negotiating latitude. The implication of the results of these three

studies is that, compared with members of the out-group, high negotiating latitude followers are more available and willing to work with the leader in the activities of the work unit. Further, increasing the negotiating latitude of followers has the apparent effect of increasing their willingness to work with the leader.

It also appears that the extent to which the follower is engaged in activities appropriate for the success of the work unit is positively related to his/her negotiating latitude. In a study of 109 managerial dyads from three university service departments, Graen and Scheimann (1978) found that, in contrast to low negotiating latitude followers, followers with relatively high ability to negotiate their work role were more likely to share the perspective of the leader on various departmental problems. In a similar manner, Dansereau, et al. (1975), in the previously described longitudinal study of a recently reorganized housing division, found that high negotiating latitude followers spent time and energy more in line with what the supervisor expected them to do than did low negotiating latitude followers. The implication of these two studies is that, compared with members of the out-group, followers with high negotiating latitude are more aware of the demands and priorities of their work unit and are more likely to be contributing their efforts toward group success in an effective manner.

In sum, this last set of studies offers reasonable support for concluding that in- and out-group status as reflected in follower negotiating latitude is positively associated with the follower's task involvement. Compared to low negotiating latitude followers, followers with greater latitude to define their work roles appear to be more involved in the decision making process and to be contributing their efforts in areas important for work unit success. High negotiating latitude followers (in-group) appear to be engaged in tasks which are important to the group success. By contrast, followers who are allowed relatively little negotiating latitude are apparently less available to assist the leader on tasks and less likely to be seen as working on tasks that are important to overall group success.

Affective Reactions

A final consequence of in- and out-group membership status that has been identified in the literature is that high negotiating followers appear to express more positive affective reactions to the leader, the task, and their co-workers than do followers with low negotiating latitude. Specifically, studies have suggested that follower negotiating latitude is positively related to the follower's satisfaction with the leader. Several of these studies have been conducted using the Interpersonal Relationship with the

Superior subscale of the Role Orientation Index (Graen, Dansereau, & Minami, 1972) to measure the follower's satisfaction with the leader. For example, high negotiating latitude followers expressed greater satisfaction with their leader than did their low negotiating latitude counterparts in a sample of 60 university housing managers (Dansereau, Graen, & Haga, 1975), 101 federal employees (Seers & Graen, 1984), and a combined sample of 340 managers and 202 staff members (Graen, Dansereau, Minami, & Cashman, 1973). Partial support for the positive relationship between the follower's negotiating latitude and their ratings of their Interpersonal Relationship with the Superior was also found in a study of 89 clerical employees, although the relationship was nonsignificant ($p<.07$) at conventional levels (Graen & Ginsburgh, 1977).

Additionally, two studies have offered support for the conclusion that high follower negotiating latitude is related to greater satisfaction with the leader using the Job Diagnostic Survey Supervision subscale (Hackman & Oldham, 1975). Specifically, high negotiating latitude followers rated their satisfaction with the leader higher than low negotiating latitude followers in a sample of 101 federal employees (Seers and Graen, 1984). Similarly, training leaders to increase the negotiating latitude of their followers resulted in increases in follower satisfaction with the leader as measured by the Supervision

subscale (Scandura & Graen, 1984). Moreover, greater increases in satisfaction with the leader were noted for followers having initially low negotiating latitude. Finally, in a study measuring satisfaction with the leader using the Job Descriptive Index (Smith, Kendall, & Hulin, 1963) Supervision subscale, both high- and moderate-negotiating latitude followers were more satisfied with their leader than were their low-negotiating latitude counterparts in a sample of 47 tellers and 12 branch bank managers (Vecchio & Gobdel, 1984). Collectively, the implication of these studies is that, compared to members of the out-group, followers who are allowed greater latitude in defining their role in the group report being more satisfied with the group leader.

Studies have also concluded that the negotiating latitude of the follower is positively related to the follower's satisfaction with the task. Specifically, Rosse and Kraut (1983), using four Likert-type questions to assess task satisfaction, concluded that high negotiating latitude followers were more satisfied than followers with low negotiating latitude in a sample of 433 managerial dyads. Similarly, high-negotiating latitude followers expressed more task satisfaction than did their low negotiating latitude cohorts in a study of 60 managers of a university service department (Dansereau, Graen, & Haga, 1975), and a combined sample of 340 managers and 202 staff members

(Graen, Dansereau, Minami, & Cashman, 1973) using the Intrinsic Motivation of Work subscale of the Role Orientation Index (Graen, Dansereau, & Minami, 1972) to measure task satisfaction. However, a similar study involving 101 federal employees did not find follower negotiating latitude to be related to follower task satisfaction measured by the Intrinsic Motivation of Work subscale (Seers & Graen, 1984). Collectively, these studies suggest that, compared to members of the out-group, followers with greater latitude to define their own work role are more satisfied with the task with which they are occupied.

Finally, several studies have concluded that the negotiating latitude of the follower is positively related to follower satisfaction with their co-workers. Specifically, negotiating latitude was positively correlated with scores on the Group Climate subscale of the Role Orientation Index (Graen, Dansereau, & Minami, 1972) in a correlational field study involving 340 managers and 202 staff members (Graen, Dansereau, Minami, & Cashman, 1973). That is, followers who were allowed additional latitude to define their roles were more satisfied with their co-workers than low negotiating latitude followers. Similarly, in a study using the Job Diagnostic Survey (Hackman & Oldham, 1975) Social Satisfaction subscale, high negotiating latitude followers demonstrated greater satisfaction with

their co-workers than their low negotiating latitude counterparts in a sample of 101 federal employees (Seers & Graen, 1984). Finally, an increase in employee satisfaction with their co-workers as measured by the Job Diagnostic Survey Social Satisfaction subscale was noted in a sample of 106 form processing employees as a result of a leader training program designed to increase follower negotiating latitude (Graen, Novak, & Sommerkamp, 1982). That is, increasing the negotiating latitude of followers apparently increased their satisfaction with their co-workers. Collectively, these studies indicate that, compared with out-group members, followers with high negotiating latitude are more satisfied with their fellow workers.

In sum, these studies offer reasonable support for concluding that the follower's negotiating latitude is positively related to his/her satisfaction with the leader, the task, and co-workers. This implies that, compared with low negotiating latitude followers, followers who have more latitude in defining their work role with the leader express higher levels of satisfaction with the leader, the task on which they are occupied, and the co-workers with whom they must work.

It may be concluded that, based on negotiating latitude as a measure of in- and out-group status, the emergent status of followers appears to have important consequences for the follower. Specifically, the previously described

research indicates that, in contrast to out-group members, in-group members appear to have better working relationships with the leader, are more likely to be involved in important tasks, and are more satisfied with the leader, the task and their co-workers. The observed consequences of emergent follower status have important implications for the involvement and contribution of organizational members to the work unit. However, in spite of the awareness of the phenomenon and its consequences, little is known about how in- and out-groups form in organizational subunits. The importance of these consequences for members and the organizations of which they are part strongly argues that the means by which emergent follower status develops be explored.

CHAPTER III

A PROPOSED PROCESS OF FOLLOWER EMERGENCE

Despite the relative support for the existence and consequences of in- and out-group status among followers in organizations, little attention has been given to the developmental process by which particular followers emerge as the in-group (Dienesch & Liden, 1986). This chapter is devoted to outlining a possible explanation of the developmental processes antecedent to differences in follower status. The discussion begins with a review of the role making process in organizations. The nature of these emergent roles is then described in terms of different leader-follower exchange relationships. Finally, Hollander's (1978) Social Transaction Theory of leadership is examined as a theoretical background from which to deduce the developmental process by which followers emerge. The chapter closes with the advancement of specific hypothesis by which to test the adequacy of this proposed process for the development of in- and out-group follower roles.

Role Making in Organizations

The theoretical basis for the development of in- and out-groups within organizational subunits lies in the concept of role making. "Organizational members accomplish their work through roles; these roles are sets of behaviors

that persons expect of occupants of a position" (Graen, 1976, p. 1201). However, organizational roles are incompletely defined, requiring further definition by the position incumbent and incumbents of surrounding positions (Graen, Orris, & Johnson, 1973; Katz & Kahn, 1978). Role making is thus the process by which organization members define their expectations for each other's behavior.

By communicating their expectations, organization members having a vested interest in the performance of a position incumbent exert pressure on that individual to perform in an expected manner (Katz & Kahn, 1978). Due to the hierarchical organizational structure, the immediate supervisor is central in communicating the constraints and demands placed on the subordinate's behavior and hence the subsequent role behavior adopted by the subordinate (Graen, 1976). Thus, even though member roles are completely defined only in relation to all other members of the work unit, these roles are primarily defined vis-á-vis the supervisor or leader. This would suggest that a reasonable approximation of the role making process in organizations would be dyadic, primarily involving relationships between the leader and each follower.

The process by which followers emerge vis-á-vis the leader can thus be described as a special case of the role making process (Graen & Cashman, 1975). Within leader-follower dyads, role making describes the process whereby

the follower (1) acquires knowledge about the contents and sources of constraints and demands placed on his/her behavior, (2) receives and sends persuasive communication regarding his/her own role, (3) accepts a particular pattern of behavior, and (4) modifies this behavior over time (Graen, 1976).

The specific behavioral process by which followers receive and send persuasive communication regarding their roles may be described in terms of Kahn et al.'s role-episode model (Kahn, Wolfe, Quinn, Snoeck, & Rosenthal, 1964). This model would suggest that the follower's role is developed by means of a transaction between him/herself and the leader. This transaction may consist primarily of (1) a sent role initiated on the part of either the leader or follower representing that member's expectations of the other's behavior, and (2) a received response in which the target individual acknowledges the other member's role expectations and communicates his/her own role expectations back to the initiating member. For example, the leader may communicate his/her expectations to the follower and the follower might respond by acknowledging and attempting to modify the expectations of the leader. A parallel process could also be described in which the follower communicates role expectations to the leader and the leader acknowledges and modifies these expectations. Over time, this interactional process among functionally interdependent

organizational members results in the development of norms regarding member behavior and interaction (Graen, 1976).

Different leader-follower relationships reflect the development of specific norms regarding the behavior between the leader and each of his/her followers (Graen & Cashman, 1975). The development of different norms between the leader and each follower is a reflection and provision of a social structure for the group to accomplish its task. While providing a pattern for group process, the emergence of in- and out-group follower roles neither fosters nor prevents effective problem solving. Leaders may adopt ineffective followers by misidentifying task requirements, misevaluating follower ability or by lacking the ability or motivation to resist the follower's attempts to control them (Stein, Hoffman, Cooley, & Pearce, 1979).

Some support for this model of role making between the leader and follower may be found in a study of 62 new nonacademic university employees (Graen, Orris, & Johnson, 1973). Repeated questionnaire measures concerning newcomer involvement in various job activities were conducted at the first, second, twelfth, and sixteenth weeks of tenure. The results of the study indicated a convergence over time between role preferences of the subordinate and subordinate perceptions of the role preferences of the supervisor. These findings suggest that followers respond to the role

expectations of the leader, modifying their behavior over time to meet these expectations.

Leader-Follower Exchange Relationships

As discussed above, role making describes the process whereby the leader and follower develop mutual expectations regarding each other's behavior. These behavioral expectations may be described in terms of stable exchange relationships within each leader-follower dyad. Social Exchange Theory (Blau, 1964) further suggests that interpersonal interaction may be described in terms of an exchange involving both material and/or non-material goods (eg., financial resources, task skills, verbal skills, planning skills). Thus, the leader-follower relationship may be considered as a special type of exchange relationship: in return for performing specified activities to acceptable performance levels, the subordinate receives income, security, status, and/or other outcomes.

The superior-subordinate exchange relationships described above are defined, in part, by the organization in the form of union contracts, work rules, and/or production requirements. Relationships in which the superior influences the subordinate exclusively through the exercise of contractual obligation may be described as "supervision" exchanges (Jacobs, 1970). The only requirement for subordinates involved in this type of relationship is that

they comply with formally prescribed role expectations and with legitimate directions from the leader. As long as they comply, these subordinates receive standard benefits of group membership (eg., pay and benefits).

Additionally however, managers and subordinates may develop another type of exchange relationship extending beyond that established by the organization. This latter type of relationship is one in which the subordinate takes on greater responsibility and puts forth greater effort in return for greater attention, skill development, or other resources of the manager (Graen & Cashman, 1975). These latter relationships, involving the influence of members beyond the authority derived from the employment contract, may be described as "leadership" exchanges (Jacobs, 1970).

Leadership exchange relationships arise, in part, because of the inadequacy of the personal resources of the manager to deal with all the demands of the managerial position (Graen, 1976; Kotter, 1977). To meet these demands, trusted assistants are selected from the work-group to take on some additional responsibilities. Specifically, followers are sought who will provide greater than required expenditures of time and energy, assume greater responsibility and risk, and demonstrate concern for, if not commitment to, the success of the unit or organization (Graen & Cashman, 1975).

Social Exchange Theory further suggests that subordinates involved in a "leadership exchange" expect that these extra-role behaviors will be rewarded in some way and will strive to maximize the rewards for their behavior (Blau, 1964). In return for greater subordinate commitment to the organizational enterprise, the manager may offer resources deriving from his/her hierarchical position: task assignment (difficulty level, level of information and support), role development, information and support, participation in decision making, and visibility within the organization (Dansereau, Graen, & Haga, 1975; Graen & Cashman, 1975).

In concert, these propositions suggest that superior-subordinate exchanges may be described as either "supervision" (out-group) exchanges, involving influence exclusively through the exercise of contractual obligation, or as "leadership" (in-group) exchanges, involving the influence of members beyond the authority derived from the employment contract (Jacobs, 1970). It is significant that managers do not enter solely into either a leadership or a supervision exchange with all of their subordinates. Instead, superior-subordinate relations appear to be heterogeneous within departments, with different exchange relationships developing between the manager and each subordinate (Graen & Cashman, 1975; Liden & Graen, 1980).

While the assistance of committed subordinates can be crucial to the success of a manager who lacks time and resources to carry out all his/her duties, the development of such a cadre is not without its drawbacks. From the manager's standpoint, increasing subordinate latitude in task accomplishment results in greater dependence on the subordinate and corresponding vulnerability to subordinate performance (Graen & Cashman, 1975). Additionally, extended "leadership" relationships make greater demands on the time and effort of the manager, suggesting that there may be a practical limit to how many subordinates may receive this special treatment (Dansereau, Graen, & Haga, 1975).

From the follower's standpoint, membership in the in-group is also not without cost. In-group subordinates are expected to be more committed to their work and, with increasing responsibility, to assume greater responsibility and risk for failure. In-group status may not be desirable to all members, as extended exchange relationships incur costs for the follower in terms of responsibilities beyond the specified duties of employment (Graen & Cashman, 1975).

Social Transaction Theory

The previous discussion suggests that different leader-follower relationships can be described in terms of different exchanges between the leader and each follower. The specific behavioral patterns by which these exchange

relationships develop, however, is yet unspecified. Hollander's Social Transaction Theory of leadership (Hollander, 1978) represents an application of Social Exchange Theory to social influence structures between leaders and followers in task groups. The theory specifically focuses on the development of reciprocal social influence processes over time relevant to leader emergence, but, by extension, it should be possible to apply it to the emergence of follower roles.

The proposed process of follower emergence may be best illuminated by first considering the process of leader emergence in small groups from the standpoint of Social Transaction Theory. During the course of group interaction, a subset of the members of the group will perform different tasks or functions necessary for the group's success (Hollander & Julian, 1969). That is, some group members may facilitate information exchange, propose solutions, enhance task motivation, or perform other behaviors that are functional to the group's performance on the task (cf., Lord, 1977). The contribution of the group member to the task allows that member to accumulate "idiosyncrasy credits" (Hollander, 1958; 1960), which may be considered a form of indebtedness of the group to that member for its success. The accumulation of these credits reflects the relative status of that member in the group and allows that member (the emergent leader) to deviate more from the norms of

regular group membership without penalty (Hollander, 1960). In return for higher status, the newly elected leader is expected to continue to contribute behavior functional to task accomplishment and to assume the responsibilities of the leadership role.

It is proposed that differences in follower status may emerge in a similar fashion. Specifically, some followers may perform different behavior which is functional to the performance of the group. Because of the contributions of these members to task success, these followers may accumulate "idiosyncrasy credits" which reflect their relative status in the group. As with leader emergence, increasing status may allow the follower increased influence over the group, reflecting expectations that that member will continue to behave in a manner functional to task accomplishment and assume greater responsibility for the success of the group.

From a behavioral standpoint, leaders are thought to emerge through a role making process in which the leader attempts to influence group members in a manner which is viewed as acceptable by group members (House & Baetz, 1979). In a manner analogous to leader emergence, the role of the follower may become defined through a process in which the follower attempts to influence the leader in a manner which is viewed as acceptable by the leader. Thus, one possible mechanism by which differences in follower status may emerge

may be follower-initiated transactions, consisting of the follower's attempts to influence the leader and the leader's acceptance or rejection of these influence attempts. In terms of Kahn et al.'s previously described role-episode model (Kahn, Wolfe, Quinn, Snoeck, & Rosenthal, 1964), follower influence attempts may reflect the follower's attempt to define his/her role within the group, which may be based on the follower's perceptions of his/her own potential for contributing to the group task. In a corresponding manner, leader responses (acceptance or rejection of influence attempts) should communicate to the follower the leader's perception of the role of that follower and the capability of that follower to contribute to task success.

However, whereas leaders emerge vis-á-vis a group of otherwise equal group members, followers emerge vis-á-vis a group leader with greater influence within the group. The previously discussed role making process suggests that follower roles are determined by both the follower and leader (Katz & Kahn, 1978; Graen, 1976). Accordingly, a second possible mechanism for follower emergence may be leader-initiated transactions. Leader-initiated transactions consist of the leader's attempts to influence the follower and the follower's acceptance or rejection of these influence attempts. In terms of Kahn et al.'s previously described role-episode model (Kahn, Wolfe, Quinn,

Snoeck, & Rosenthal, 1964) leader attempts to influence specific followers may reflect perceptions on the part of the leader regarding the contribution of that follower to the group. In a corresponding manner, follower responses (acceptance/ rejection) to these influence attempts should communicate to the leader the follower's reaction to this sent role.

Hypotheses

Social Transaction Theory (Hollander, 1978) would suggest that the process by which follower roles develop may be based on patterns of reciprocal social influence behavior which emerge over time between the leader and each member. These patterns may be examined as two components, representing (1) follower-initiated transactions, consisting of follower influence attempts and leader responses (acceptance/rejection) to those attempts, and (2) leader-initiated transactions, consisting of leader influence attempts and follower responses (acceptance/rejection) to those attempts. The adequacy of this reciprocal social influence process as an explanation for emergent follower status will be tested by evaluating the relationship between process measures of reciprocal influence and follower negotiating latitude, as well as other measures of follower status which are supportive of the negotiating latitude construct as a measure of in- and out-group status.

The level of "negotiating latitude" is viewed as an indicator of the resultant role relationship (in- or out-group status) within the leader follower dyad: low negotiating latitude corresponds to follower roles in which the superior is unwilling to allow the follower to influence his/her role, while high negotiating latitude corresponds to roles in which the superior actively helps the follower to influence his/her role (Dansereau, Graen, & Haga, 1975). The negotiating latitude of the follower may be assessed from both the leader's and follower's perspectives (cf., Graen & Cashman, 1975). The following hypothesis is advanced regarding the expected relationship between social influence behavior and measures of follower negotiating latitude.

Hypothesis 1:

Both follower- and leader-initiated transactions will be positively related to both leader and follower assessments of follower negotiating latitude.

Based on the previously described research, in-group membership appears to be positively related to the follower's "working relationship with the leader" as assessed by the leader and other members of the group (cf., Duchon, Green, & Taber, 1986; Graen & Cashman, 1975; Vecchio & Gobdel, 1984). Accordingly, the following hypothesis is advanced regarding the expected relationship between social

influence behavior and measures of the follower's working relationship with the leader.

Hypothesis 2:

Both follower- and leader-initiated transactions will be positively related to assessments of the dyadic working relationship as assessed by (1) the leader, (2) other followers, and the follower him/herself.

The previously described research also suggests that in-group membership is positively related to the follower's "task involvement" (cf., Liden & Graen, 1980; Scandura, Graen, & Novak, 1986). Several measures of the degree to which the follower is involved in the group tasks will be considered: the leader's nomination of a follower to direct the group in the absence of the leader, the importance of subtasks delegated the follower, and the degree to which the follower acts as a supervisor for the work of other followers. The following hypothesis is advanced regarding the expected relationship between social influence behavior and measures of follower participation in decision making.

Hypothesis 3:

Both follower- and leader-initiated transactions will be positively related to (1) leader nominations of "second in command", (2) the importance of tasks delegated, and (3) number of subordinates (if any) assigned to supervise.

Finally, the previously described research suggests that in-group membership is positively related to the follower's "affective reactions" (cf., Dansereau, Graen, & Haga, 1975; Seers & Graen, 1984). Specifically, follower negotiating latitude appears to be positively related to follower assessment of their satisfaction with the leader, the task, and their co-workers. Accordingly, the following hypothesis is advanced regarding the relationship between social influence behavior and measures of follower affective reactions.

Hypothesis 4:

Both follower- and leader-initiated transactions will be positively related to follower assessment of their satisfaction with (1) the leader, (2) the task, and (3) their co-workers.

CHAPTER IV

METHOD

Participants

Based on a statistical power analysis (Appendix A), fourteen seven-person task groups were involved in the study, resulting in 84 leader-follower dyads. Each group was comprised of six followers and one leader. The six followers were undergraduate students from either management or psychology classes. At the discretion of the course instructor, followers participated in the exercise either for extra credit or as a class assignment. In return for their participation, followers received feedback on their performance in addition to any extra credit arrangements. The group leaders were graduate students from the College of Business Administration. In return for their participation, leaders received feedback on their performance and a $20.00 stipend.

Followers were balanced with respect to gender while leaders were always male. Leaders were older than followers, with mean ages of 28.8 (*SD* = 4.8) and 22.3 (*SD* = 3.3), respectively. Leaders also had more work experience than followers, (8.0 years vs 5.6 years; *SD* = 4.1 vs *SD* = 4.0, respectively) and were more likely to be employed (84.2 percent vs 57.1 percent) than were followers. Approximately

thirty-seven percent (36.8%) of the leaders were engaged in full time employment at the time of the study. Some unknown percentage of followers were acquainted with each other prior to the study; however, leaders were not aquainted with any of the followers in their respective groups prior to the group session.

Procedure

The procedure used in conducting the group session is outlined in this section. A detailed description of this procedure is presented in Appendix B. Prior to the exercise, all participants completed a demographic questionnaire requesting their age, gender, and work experience (Appendix C). At the designated time of the experiment, the leader and followers reported to separate rooms. The leader reported to a behavior lab where the experiment was to take place, while the followers reported to a room adjacent to this lab. The researcher met first with the leader to briefly describe the task. The task was described as a Group Discussion Exercise similar to those found in assessment centers. The leader then received a red badge and was asked to use "Red" as his "color name" during the exercise. After meeting with the leader, the researcher met with the followers to provide an identical brief description of the task. Each follower was then randomly assigned a "color name" (eg., Blue, Green) and were told

that they would receive an appropriately colored badge at the start of the exercise. They were requested to wear this badge during the exercise and to use their assigned "color name" during the exercise and on any forms they may complete.

The researcher then escorted the followers into the behavior lab where they were introduced to the leader. The lab was equipped with a rectangular table near the center of the room with three chairs on each of the two long sides of the table and one chair at the head of the table. The leader was seated at the head of the table when the followers arrived. A video camera was positioned directly in front of the leader and a flip chart was placed behind him and to his left. Each of the follower positions to the left and right of the leader were identified by the color badge of the incumbent. The positions of the color names remained the same for each group session to allow observers to identify followers by their positions.

After the followers were seated in the position corresponding to their assigned color name, the researcher gave the leader and each follower a packet of material which contained their respective instructions for the Group Discussion Exercise (Appendix D). Although the leader's and followers' instructions differed slightly in wording (eg., "you have been requested" in the leader's instructions versus "Red has been requested" in the follower's version),

the content of all the instructions was exactly the same. The instructions indicated that the participant was a staff member of a project coordinating committee. The present "meeting" had been scheduled to identifying possible problem areas in an upcoming project. In the absence of the committee director, a senior member of the group (Red) was to lead the meeting.

The packets given to the leader and followers also contained the task materials for the Group Discussion Exercise (Appendix D). The leader and followers each received identical materials. The enclosed task materials consisted of a series of memos between members of the hypothetical organization. These memos suggested potential problem areas (eg., raw material shortages) in an upcoming line expansion. The instructions suggested that participants review the task materials for 10 minutes before the leader convened the meeting. After the 10 minute review, the group was allowed 40 minutes to identify possible problem areas in the line expansion.

Following the Group Discussion Exercise, followers were asked to complete questionnaires assessing their negotiating latitude, working relationship with the leader, and affective reactions to the leader, task, and other group members (Appendix E). At the same time, the leader was requested to complete a questionnaire assessing the negotiating latitude of each follower, his working

relationship with each follower, and to nominate one follower to assume leadership of the group in his absence (Appendix F).

Once the leader completed his questionnaire, the researcher escorted him to a separate room while the followers remained in the behavior lab. The leader was then presented with a packet containing the instructions and materials for the Task Delegation Exercise (Appendix G). The instructions for this exercise indicated that six problem areas had been identified by the director on the basis of the memos in the previous Group Discussion Exercise. These problem areas were briefly described and were rank ordered in terms of their importance to the overall project. The next group task was to generate as many possible solutions to these problem areas as possible. The leader's task prior to rejoining the followers was to delegate these identified problem areas in a way that maximized overall group performance. The instructions specified that leader was not allowed to work on any problem area himself but was allowed to work with subordinates as they worked on generating solutions to their assigned problem areas.

The Task Delegation Exercise materials also included a questionnaire which the leader completed prior to rejoining the followers (Appendix G). This questionnaire requested that he indicate his intended assignment of followers to

subtasks (problem areas). Specifically, the leader indicated which followers would be assigned primary responsibility for each of the six subtasks. Only one follower could be assigned primary responsibility for a given subtask. The same follower could, however, assume primary responsibility for more than one subtask. Additionally, the leader was requested to indicate followers who would be assigned secondary responsibility (subordinate roles) for each subtask. Multiple followers could be designated as subordinates on a given subtask. Additionally, followers could function as subordinates on more than one subtask. Once this questionnaire was complete, the leader rejoined the followers to complete the Task Delegation Exercise.

Once the group completed the Task Delegation Exercise, the researcher joined the group. The purpose of the study was then discussed. Participants were informed of their performance during the session, and thanked for participating.

Social Transaction Coding

The following social influence coding scheme seeks to map out the influence attempts and responses to influence attempts among group members. In so doing, it attempts to provide a direct measure of the reciprocal social influence process between the leader and each follower. The

behavioral categories along which social influence behavior was measured are described in the following paragraphs. In addition, the social influence mapping process incorporated in the study and the specific procedure by which this mapping process was executed are also described.

The first issue confronted in attempting to develop a social influence coding scheme is the identification of behavioral descriptions of influence attempts and responses to influence attempts. Such descriptions are important for observers to recognize and record ongoing social influence behavior. It may be recalled that leaders may emerge based on their contribution of behavior functional to the group task (Hollander & Julian, 1969). Defining the process by which follower roles emerge in a manner similar to that of leader emergence strongly suggests that existing taxonomies of leader influence behavior may represent suitable dimensions along which social influence behavior can be observed. Although there have been a considerable number of efforts to derive taxonomies of leadership behavior (cf., Bales, 1950; Carter, 1954; Carter, Haythorn, Meirowitz, & Lanzetta, 1951; Kirscht, Lodahl, & Haire, 1959; Morris & Hackman, 1969), a comprehensive taxonomy of Functional Leadership Behavior presented by Lord (1977) was judged most suitable for the present purposes.

The Functional Categories described by Lord (1977) were developed on the basis of theoretical conceptions of

leadership (Bowers & Seashore, 1966; Hamphill & Coons, 1957; Kahn, 1958) as well as empirical studies of leadership (Borgatta & Bales, 1956; Carter, Haythorn, Shriver, & Lanzetta, 1950). Behavioral process coding according to these operational definitions of leadership functions was significantly related to perceptual ratings of leadership and the system demonstrated a high degree of reliability when employed by the original investigator (Lord, 1977). The operational definitions of the behavioral dimensions are presented in Figure 1.

The Functional Leadership Behavior taxonomy attempts to provide a general set of behavioral functions whose instrumentalities are expected to vary with the task or situation. Of special interest to the present study is the fact that the Lord (1977) observational categories were developed to be comprehensive in their description of social influence behavior. Further, in line with Hollander's (1978) recognition of the importance of task competence in the reciprocal social influence process, the taxonomy centers on influence behavior which is functional with respect to task accomplishment.

For purposes of the present study, the role making process within each leader-follower dyad was observed and recorded using the 12 social influence categories previously validated by Lord (1977). Additionally, the present social transaction coding procedure also incorporated observations

Task Related Behavior

Developing orientation and defining a problem
- Diagnosing or interpreting situations or problems
- Describing a task or problem
- Identifying sub-problems or specific needs
- Identifying initial conditions, constraints, or goals
- Introducing new ideas
- Summarizing events in a non evaluative or non integrative manner

Facilitating information exchange
- Asking for factual information, clarification, or repetition
- Clarifying others' comments
- Directing communications
- Supporting other member's right to speak

Facilitating evaluation and analysis
- Asking for or providing evaluations or analysis concerning paths to goals or goal attainment
- Abstractly exploring means to goals
- Analyzing interrelations among variables
- Examining consequences of actions
- Statements of principles
- Hypothesis development and testing
- Reasoning, logical elaboration, or calculation

Developing plans
- Proposing plans concerning the task or interpersonal environment - procedural as well as task plans
- Suggesting general strategies for coping with a task, problem or subproblem

Proposing solutions
- Proposing complete or partial solutions

Coordinating or directing behavior
- Requesting specific actions
- Indicating where or when specific behaviors are to be performed
- Indicating roles to be played by particular group members
- Assigning members to subtasks

Figure 1. Operational definitions of social influence categories.

Initiating behavior
- Requests for nonspecific action
- Behavior with an activational rather than motivational connotation

Removing barriers or providing resources
- Explaining or showing others how to do a job or approach a problem
- Providing information relevant to carrying out actions
- Providing material resources
- Eliminating task or interpersonal obstacles

Socio-emotionally Related Influence Behavior

Enhancing task motivation
- Stressing the importance of goals
- Exhorting group members to work harder
- Making rewards contingent upon good task performance
- Complimenting an individual's task performance

Fulfilling nontask needs of members
- Showing concern for others as individuals
- Supporting their self esteem or worth
- Indicating acceptance or admiration of others that is not based on their task performance
- Consoling others

Reducing or avoiding conflict
- Asking for preferences
- Seeking consensus
- Moderating or resolving differences
- Providing justifications of behavior
- Apologizing for behavior

Developing a positive group atmosphere
- Indicating gratitude, general satisfaction, or positive affect
- Complimenting group performance or output
- General courtesies, friendly behavior

Figure 1. (Continued).

Adapted from: Lord, R. G. (1977). Functional leadership behavior: Measurement and relation to social power and leadership perceptions. Administrative Science Quarterly, 22, 114-133.

made using the valence model of the group problem solving process (Hoffman & Maier, 1964; 1967; Stein, Hoffman, Cooley, & Pearse, 1979). Specifically, social influence was measured by observing verbal influence attempts (suggestions, recommendations designed to further the task and/or control other group members) and the responses of others to these influence attempts.

Following Hoffman and Maier (1964), an influence attempt was defined as any statement or consecutive series of statements in which one group member attempted to influence another member. Similarly, an influence response was defined as any statement or consecutive series of statements in which one member responded either positively or negatively to another's previous influence attempt. Separate influence attempts or responses to influence attempts were recorded for each participant if (1) the member started to talk, (2) the same person made a statement representing a different behavior category, or (3) the same person made a statement addressed to a different member. Influence attempts or responses were recorded only for verbal behavior which could be characterized by one of the 12 behavior categories reported in Figure 1.

Unique to the current scheme is a system to document the social influence behavior between the leader and each follower. Specifically, the following measures were obtained for each follower: (1) the follower's attempts to

influence the leader, (2) his/her responses to the leader's influence attempts, (3) the leader's attempts to influence that follower, and (4) that follower's responses to the leader's influence attempts. Leader attempts to influence the entire group were recorded as attempts to influence each follower. In a similar manner, follower attempts to influence the entire group were recorded as attempts to influence the leader.

Behavioral coding of the social influence process was accomplished by observing videotapes of the Group Discussion Exercise. A transcript of the verbal interaction was prepared for each videotape by the researcher. Three observers were then trained using three videotaped pilot sessions to code the previously described measures of social influence behavior. Subsequently, two of the three observers were randomly assigned to view each videotaped session. These two observers were provided copies of the transcript and allowed to view each videotape independently as many times as required to document the social influence exchanges among the participants. After coding each group, observers met and examined discrepancies in behavioral coding as a means of maintaining agreement.

The coding scheme used by the observers can be described in terms of several sequential steps. In practice, however, these steps were executed more or less simultaneously. Initially, the verbal transcript was broken

into segments representing different speakers (initiators) and persons to whom the address was directed (targets). Subsequently, the transcript was further broken into individual segments representing one of the 12 previously described social influence dimensions. Only behavior fitting one of these dimensions was retained. Finally, the resultant transcript segments were categorized as either influence attempts (behavior to facilitate task accomplishment or to control member activities), or responses to influence attempts (the reaction on the part of a noninitiating group member to an initiation attempt). In the case of responses to influence attempts, a record was also made of whether the influence attempt being responded to was accepted or rejected. For analytic purposes, the records of the two observers were averaged.

The previously described process yielded four behavioral measures for each follower: (1) the number of times the follower attempted to influence the leader, (2) the number of positive responses the leader made to the follower's influence attempts (scored negatively for rejections), (3) the number of times the leader attempted to influence the follower, and (4) the number of times the follower responded positively to the leader's influence attempts (scored negatively for rejections).

Once the social influence transactions were coded, the reciprocal social influence process was assessed in terms of

the previous theoretical discussion. As stated, Social Transaction Theory suggests two possible mechanisms for follower emergence: follower-initiated transactions and leader-initiated transactions. These two mechanisms consist of four behavioral components of the reciprocal social influence process: (1) follower attempts to influence the leader, (2) leader responses to follower influence attempts (coded negatively for influence attempts rejected), (3) leader attempts to influence the follower, and (4) follower responses to these influence attempts (coded negatively for influence attempts rejected).

Follower-initiated transactions were assessed by summing (1) follower attempts to influence the leader, and (2) leader responses to follower influence attempts (coded negatively for rejected influence rejected). In a parallel fashion, leader-initiated transactions were assessed by summing (1) leader attempts to influence the follower, and (2) follower responses to these influence attempts (coded negatively for influence rejected attempts). Finally, an overall measure of reciprocal social influence behavior was constructed by summing (1) follower-initiated transactions and (2) leader-initiated transactions.

Measures of Follower Status

Following the Group Discussion Exercise, the leader and followers were asked to complete questionnaires assessing

the follower's status. The followers were asked to complete a questionnaire assessing their negotiating latitude, reactions to the leader, reactions to the task, and reactions to the other group members, as well as their own and other follower's working relationship with the leader (Appendix E). In a parallel fashion, the leader was asked to complete a questionnaire assessing the negotiating latitude of each follower, his working relationship with each follower, and to nominate one follower to assume leadership of the group in his absence (Appendix F).

As indicated, both the leader and followers completed questionnaires assessing the follower's negotiating latitude. Negotiating latitude assesses the degree to which leaders allow followers to shape their role within the group (cf., Dansereau, Graen, & Haga, 1975). The four likert-type items (five point scale) employed in the current study to measure negotiating latitude were adapted for application in a small group setting from Liden and Graen (1980). In their longitudinal study involving 41 leader-follower dyads, these researchers reported test-retest reliabilities of .75 and .72 (follower and leader reports, respectively) between ratings taken three months apart.

The follower was asked to evaluate his/her negotiating latitude on a subsequent task in which the current leader "is in charge and each member is assigned specific duties to carry out" (Appendix E, Section 1). Specifically, followers

indicated (1) how flexible they expected the leader to be about letting them change their job duties, (2) the chances that the leader will help them solve a problem in their task, (3) the frequency with which they expected to make suggestions to the leader regarding their task, and (4) the extent to which they expected the leader to "bail them out" if they make a mistake. In a parallel fashion, the group leader was also asked to evaluate the follower's negotiating latitude (Appendix F, Section 1). Scale items were identical to those completed by the follower except for rewording to match the leader's perspective. To increase contrast effects, leaders responded to each questionnaire item by assessing all followers within the group rather than assessing each follower on all four items. Higher scores on this scale correspond to higher levels of negotiating latitude.

The follower's "working relationship with the leader" has also been used to assess the status of the follower from the perspective of both the leader and follower (cf., Duchon, Green, & Taber, 1986; Graen & Cashman, 1975; Vecchio & Gobdel, 1984). For purposes of the present study, follower working relationship was operationalized as a one item scale response in which both the leader and followers rank ordered all followers in terms of their working relationship with the leader. Specifically, followers rank ordered all followers, including themselves, in terms of

their working relationship with the leader (Appendix E, Section 2). The status of a specific follower in terms of working-relationship was measured by averaging the rankings received by all followers other than the follower being assessed (peer assessment). Self-assessed working relationship was obtained from this same scale as the rank the follower assigned him/herself. In a parallel fashion, the leader also completed a one item measure in which he rank ordered his working relationship with all followers (Appendix F, Section 2). Leader-assessed working relationship was simply the rank assigned the specific follower. For both leader and follower ratings, higher ranks correspond to better working relationships and higher status within the group.

Followers were also asked to report their affective reactions along several dimensions. Specifically, followers were asked to assess their satisfaction with (1) the leader, (2) the task, and (3) their co-workers (Appendix E, Sections 3, 4, and 5, respectively). Follower satisfaction along these three dimensions has been found to be positively related to follower negotiating latitude in previous studies (cf., Dansereau, Graen, & Haga, 1975; Graen, Novak, & Sommerkamp, 1982; Seers & Graen, 1984). Three corresponding subscales of the Job Descriptive Index (Smith, Hulin, & Kendall, 1963) were incorporated for this study. These subscales have demonstrated reasonable reliability as

measured by split half internal consistencies (corrected to full length by the Spearman-Brown formula) of .87, .84, and .88 for the Supervision, Work, and Co-Worker subscales, respectively. For task satisfaction, items clearly irrelevant to the current setting were omitted (eg., "on your feet"). Higher scores on these scales correspond to increasing satisfaction with the leader, task or co-workers.

The leader also completed three additional measures designed as measures of the degree to which the follower was involved in group tasks. Several studies have concluded that in-group membership is positively related to the follower's task involvement (cf., Liden & Graen, 1980; Scandura, Graen, & Novak, 1986). The three measures of follower involvement used in the present study were: a nomination for second in command, the importance of tasks delegated, and the supervision of other subordinates. Nomination by the leader to take over the group in his absence was operationalized on a one item scale in which the leader was asked to nominate a follower who would assume leadership in his absence (Appendix F, Section 3). Responses to this item were dummy coded for whether a follower was designated as second in command or not, with 1 coded for if the follower was designated as second in command and 0 if they were not.

The second measure of the follower's task involvement was whether that follower was asked by the leader to

supervise other followers. In assigning followers to execute subtasks, the leader identified one follower who assumed "primary responsibility" and other followers who functioned in support roles. The assignment of subordinates served as an indication of the leader's willingness to share responsibility for supervising the activities of group members with the particular follower. The level of supervision was defined for each follower who was assigned primary responsibility for a subtask as the number of other followers assigned as subordinates. Possible scores ranged from 0 (not assigned primary responsibility for any subtask or not assigned a subordinate) to five (all other followers acting as subordinates to the follower), with higher scores representing higher levels of supervision.

A final measure of the degree to which the follower was involved in the critical tasks of the group was the importance of the subtask which the follower was assigned (Appendix F, Section 4). For each subtask, the leader was asked to identify one follower who would assume "primary responsibility" for that subtask. A single follower could assume primary responsibility for more than one subtask. Since the subtasks were rank ordered in terms of their importance, it was possible to assess the overall importance of a particular follower's assignments. First, each of the six subtasks received a "score" representing its importance to the overall group task (1=lowest, 6=highest). Then, the

score on each of the subtasks for which the follower assumed primary responsibility was summed for an overall score of subtask importance. Possible scores ranged from 0 (follower not assigned responsibility for any subtask) to 21 (follower assigned responsibility for all subtasks: 6+5+4+3+2+1=21). Higher scores indicate that more important subtasks were assigned a particular follower and higher follower status.

CHAPTER V

RESULTS

The purpose of this study was to examine reciprocal social influence as a possible explanatory process for the development of in- and out-groups within the same functional work group. The results of the study are presented in this chapter. The characteristics of the measures of the reciprocal social influence process and the measures of follower status are initially examined. Subsequently, the hypothesized relationships between cumulative measures of the social influence process and the measures of follower status are explored. Finally, the relationship between social influence behavior and follower status is examined over time to explore possible behavioral cues between the leader and follower which might be related to the ultimate emergence of patterns of mutual involvement between the leader and follower.

Reciprocal Social Influence Behavior

The social influence behavior between the leader and each follower constituted the independent variable for this study. It may be recalled that the group session was videotaped and social influence exchanges between the leader and each follower were recorded by observers. Three observers participated in the study. Of these three, two

observers were randomly assigned to view each videotaped session independently as many times as required to document influence attempts (suggestions, recommendations designed to further the task and/or control other group members) and the responses of others to these influence attempts.

Observers coded attempts to influence other members with respect to (1) the member initiating the attempt and (2) the member(s) who were the target(s) of the attempted influence. In a similar manner, responses to influence attempts were coded with respect to (1) the respondent, (2) the member to whom the response was intended, and (3) whether the original influence attempt was accepted or rejected. Social influence behavior was recorded only for verbal behavior in one of 12 behavior categories: developing orientation, facilitating information exchange, facilitating evaluation, developing plans, proposing solutions, initiating behavior, coordinating behavior, removing barriers, enhancing task motivation, fulfilling nontask needs, reducing conflict, or developing a positive group atmosphere (Lord, 1977).

The previously described scoring procedure yielded four behavioral components of the reciprocal social influence process discussed earlier. Specifically, the following measures were obtained for each follower: (1) the number of times the follower attempted to influence the leader, (2) the number of positive responses the leader made to the

follower's influence attempts (negatively scored for rejections), (3) the number of times the leader attempted to influence the follower, and (4) the number of positive responses the follower made to the leader's influence attempts (negatively scored for rejections).

These four components were combined for each follower to form behavioral composites in line with the previous theoretical discussion. Specifically, a measure of "follower-initiated transactions" was calculated by summing the number of times the follower attempted to influence the leader with the number of positive responses (scored negatively for influence rejections) the leader made to these influence attempts. In a parallel manner, a measure of "leader-initiated transactions" was calculated by summing the number of times the leader attempted to influence the follower with the number of positive responses (scored negatively for influence rejections) the follower made to these influence attempts. Finally, a measure of "reciprocal transactions" was calculated as the combination of leader- and follower-initiated transactions (ie., the amount of positive dyadic exchange between leader and follower).

For analytic purposes, the ratings of the two observers were averaged to compute the above measures. Additionally, since the intent of the present study was to examine the development of follower roles as a within-group phenomenon, each follower's raw score on each of the

behavioral dimensions (described above) was adjusted to his/her group's average to indicate the follower's relative position within the group (Dansereau, Alutto, Markham, & Dumas, 1982).

Mean frequencies for each of the 12 functional social influence categories are presented in Table 1. Two findings are noteworthy. First, the frequency of socioemotionally related functional behavior was relatively low, especially in the category of fulfilling nontask needs of members (eg., showing concern for others as individuals and indicating acceptance). This finding parallels the results of other laboratory studies (cf., Lord, 1977) and suggests that the relatively short duration of the session and demanding nature of the task may have discouraged group maintenance behavior.

Table 1. Mean Frequency of Social Influence Behavior within Functional Categories.

Task Related		Socioemotionally Related	
Category	Mean Frequency	Category	Mean Frequency
Orientation	27.77	Task Motivation	1.24
Information Exchange	16.51	Nontask Needs	.14
Evaluation	36.64	Avoiding Conflict	4.17
Developing Plans	5.04	Positive Atmosphere	2.51
Proposing Solutions	.63		
Initiating Behavior	2.68		
Coordinating Behavior	5.08		
Removing Barriers	.48		

Note. $n = 14$.

Second, the relative frequency of behavior within the task related social influence categories appeared to directly reflect the nature of the task. It may be recalled that the Group Discussion Exercise instructions requested the group to identify problems in an upcoming project but not to actually solve these problems. As might be expected for a task involving problem identification, the frequency of behavior in the functional categories of developing orientation (eg., diagnosing the problem) and evaluation (eg., analysis of paths to goal attainment) was quite high. Similarly, reflecting the absence of a mandate to actually solve these problems, the frequency of behavior in the categories of proposing solutions and removing barriers (eg., providing material resources and information relevant to carrying out actions) was very low.

The average recorded frequency of social influence behavior within each leader-follower dyad is presented in Table 2. Not surprisingly, over 70% of all social influence behavior within each leader-follower dyad was attributable to leader attempts to influence followers. Follower influence attempts, leader responses, and follower responses shared relatively equal portions of the remaining 30% of the observed social influence behavior.

Estimates of interrater reliability are also presented in Table 2. The reliability with which the reciprocal social influence process could be observed was estimated

Table 2. Mean Frequency, Reliability, and Intercorrelations of Social Influence Behavior.

Social Influence Behavior	Mean Freq[1]	Interrater Reliability[2] A&B	B&C	A&C	Intercorrelations[1] 1	2	3
Reciprocal	96.38	.97	.86	.75			
Follower Initiated	19.56	.93	.91	.79			
1 Follower Influence	10.05	.92	.96	.70	--		
2 Leader Responses	9.50	.87	.87	.46	.33**	--	
Leader Initiated	76.82	.98	.70	.72			
3 Leader Influence	70.24	.99	.36	.64	.32**	.53***	--
4 Follower Responses	6.58	.84	.81	.91	.44***	.62***	.57***

Note. A&B = reliability of rater A with rater B; B&C = reliability of rater B with rater C; A&C = reliability of rater A with rater C.
[1]Calculated using the average of the ratings of the two observers assigned per group. [2]Corrected by Spearman-Brown formula.
**$p<.01$. ***$p<.001$.

from correlations between each observer pair using the Spearman-Brown formula. While the Spearman-Brown does not directly assess rater agreement, it does reflect the estimated stability of the score produced by averaging across raters and is appropriate for studies using averaged ratings as a primary basis for additional analyses (Jones, Johnson, Butler, & Main, 1983).

Two raters (A and B) demonstrated very high reliability across all dimensions. The lowest estimated reliabilities were between raters C and A in coding leader responses to follower influence attempts and between raters C and B in coding leader influence attempts. With these two execeptions, estimated reliabilities of the model components appear acceptable for exploratory research (Nunnally, 1967). Apparently, rater C found it difficult to discriminate between acts in which the leader was initiating influence with a particular follower and those in which he was responding to a prior influence attempt of the follower.

Follower Status

Multiple measures of follower status were used as dependent variables with which to examine the implications of the reciprocal social influence process for the development of in- and out-group roles. Specifically, followers assessed their own negotiating latitude with the leader, the working relationship of themselves and other

followers with the leader, their satisfaction with the leader, their satisfaction with the task, and their satisfaction with their co-workers. The leader also rated each follower on their negotiating latitude and their working relationship with him. Additionally, the leader nominated one follower to assume leadership in his absence, delegated subtasks of known importance to followers, and assigned followers to act in a supervisory capacity over other followers. The use of these multiple measures allowed assessment of follower in- and out-group membership in terms of different constructs (negotiating latitude, working relationship, affective reactions, and task involvement), and from different perspectives (leader, follower and others).

Historically, in- and out-group follower status has been assessed by means of the follower's negotiating latitude. Negotiating latitude is defined as the degree to which the leader allows the follower to shape his/her own role within the work group (Dansereau, Graen, & Haga, 1975). The higher the negotiating latitude, the more willing the leader is to allow the follower to influence his/her role in the task-group. Negotiating latitude was operationally measured with a 4 item likert type scale (Liden & Graen, 1980). Higher scores on this scale corresponded to higher perceived negotiating latitude and in-group membership.

The present study also incorporated measures of the follower's working relationship with the leader. The quality of the dyadic working relationship was operationalized in a one item scale in which both the leader and followers rank ordered all followers in terms of their working relationship with the leader. Follower-assessed working relationship was the rank order the follower assigned him/herself in terms of the working relationships of all followers with the leader. Peer assessments of the dyadic working relationship were measured by averaging rankings across all followers other than the one being assessed. Finally, leader-assessed working relationship was simply the rank the leader assigned to the specific follower. Higher ranks corresponded to better working relationships with the leader and in-group membership.

Three separate measures attempted to assess the degree to which the follower was involved in the important tasks of the group. One measure of task involvement was "second in command", a one item scale in which the leader was asked to nominate a follower who would assume leadership in his absence. The follower's nomination as second in command by the leader was an indication of in-group membership.

A second measure of the follower's involvement in important tasks was "task importance", a measure of the importance of the subtask which the follower was assigned to execute. Subtasks available for assignment were rank

ordered in terms of importance from one to six (lowest to highest importance, respectively). The importance of the task assignment of a particular follower was defined as the sum of the rank ordered importance of all subtasks assigned that follower. Possible scores ranged from 0 (follower not assigned responsibility for any subtask) to 21 (follower assigned responsibility for all subtasks: 6+5+4+3+2+1=21). Higher scores indicated responsibility for more important subtasks and in-group membership.

A final measure of the follower's task involvement was that of "supervision", the degree to which the follower supervised the activity of other followers. The level of supervision was defined as the number of other followers who were assigned as subordinates to the follower in working on a task. Followers could be assigned scores ranging from zero (not assigned primary importance for any task or not assigned any subordinate) to five (all other followers acted as subordinates). Higher scores indicated greater responsibility for executing the group tasks and in-group membership.

Finally, the present study included three measures which separately assessed the affective reactions of the follower to the leader, the task and their co-workers. The follower's satisfaction with the leader, the task, and their co-workers were operationalized by the Supervision, Work, and Co-worker subscales of the Job Descriptive Index (Smith,

Hulin, & Kendall, 1963), respectively. Higher scores on the respective subscale indicated higher follower satisfaction with that aspect of the task-group and in-group membership.

Within the present study, each of the previously described measures of follower status were examined as within-group phenomenon. Accordingly, the group mean was subtracted from each follower's raw score to indicate the follower's relative position within the group on scales measuring self-rated negotiating latitude, leader-rated negotiating latitude, satisfaction with the leader, task satisfaction, and satisfaction with co-workers (Dansereau, Alutto, Markham, & Dumas, 1982). Scales for the dyadic working relationship, nomination for second in command, and task importance were each within-group measures and so raw scores provided appropriate measures of the follower's relative status within the group.

Means and standard deviations of the measures of follower status prior to standardization are included in Table 3. Distributions for scales measuring the followers' working relationship with the leader (rank order within group) and the leader's nomination of second in command (one nomination per group) are not presented here as their response distributions were fixed by the item format.

Interestingly, the results presented in Table 3 indicate little difference in the variance in negotiating latitude allowed followers as rated by the leader and

Table 3. Means and Standard Deviations of Measures of Follower Status.

Measure	Mean	Standard Deviation
Negotiating Latitude:		
Follower Assessed	15.78	2.75
Leader Assessed	15.74	3.19
Task Involvement:		
Task Importance	3.32	3.10
Number of Subordinates	.77	.85
Affective Reactions:		
Leader	27.91	4.60
Task	32.67	9.53
Co-workers	35.88	7.63

Note. $n = 84$.

follower. This finding is in contrast with previous research in which leaders were initially less willing than followers to recognize differences in the negotiating latitude they allowed different followers (Graen & Scandura, 1987). The apparent increase in the distribution of the leader's ratings may have resulted from the format of the leader's questionnaire. It may be recalled that the leader responded to one scale item at a time, rating all followers on that scale item. This procedure may have encouraged the leader to exaggerate differences among followers.

The intercorrelations among the dependent variables are presented in Table 4. Several observations are noteworthy. First, follower ratings of their negotiating latitude were positively related to leader ratings of the follower's

Table 4. Intercorrelations Among Measures of Follower Status.

Measures of Follower Status	1	2	3	4	5	6	7	8	9	10
Negotiating Latitude:										
1 Follower	--									
2 Leader	24**	--								
Working Relationship:										
3 Self	10	37***	--							
4 Peer	10	44***	84***	--						
5 Leader	08	49***	56***	66***	--					
Task Involvement:										
6 2nd in Cmd	12	17	41***	44***	38***	--				
7 Importance	08	20*	38***	39***	38***	31**	--			
8 Supervision	03	11	20*	21*	20*	21**	50**	--		
Affective Reactions:										
9 Leader	36***	29***	-07	-02	-07	10	-04	09	--	
10 Task	24**	38***	30***	27**	30***	33***	17*	26**	48***	--
11 Co-Workers	16	31***	00	07	00	14	-12	07	54***	53***

Note: Decimals have been omitted. n = 84.
*p<.05. **p<.01. ***p<.001.

negotiating latitude (r = .24, p<.01). Interestingly, previous studies have found intercorrelations between the two views of .50 (Graen & Cashman, 1975) and .46 (Liden & Graen, 1980). The lower correlation obtained in the present study between leader and follower ratings of follower negotiating latitude may have resulted from differences between the response formats used for leader and follower questionnaires. As previously discussed, the leader responded to each scale item in sequence and rated all followers on that scale item, a procedure which may have encouraged the comparison of followers.

Additionally, as indicated in Table 4, self and leader ratings of negotiating latitude demonstrated different relationships with self, peer and leader ratings of the dyadic working relationship. Specifically, follower ratings of their negotiating latitude were not significantly related to the quality of the dyadic working relationship as perceived by themselves, other followers, or the leader (r = .10, r = .10, and r = .08, p>.05, respectively). That is, followers appeared not to consider their working relationship with the leader to be related to their latitude to define their own work roles.

Leader perceptions of the follower's negotiating latitude were, by contrast, quite strongly correlated with the dyadic working relationship as rated by the follower, other followers, and himself (r = .37, p<.001; r = .44,

$p<.001$; and $r = .49$, $p<.001$, respectively). These results suggest that leaders may be basing their willingness to negotiate the work role of the follower on how well that follower worked with him.

A third observation concerns the relationship between the follower's negotiating latitude and his/her task involvement. As shown in Table 4, self ratings of negotiating latitude were not related to leader nominations for second in command, the importance of assigned tasks, or the number of subordinates assigned ($r = .12$, $r = .08$, and $r = .03$, $p>.05$, respectively). Similarly, while leader ratings of the follower's negotiating latitude were weakly but significantly related to the importance of assigned tasks ($r = .20$, $p<.05$), these ratings were not related to his selection of second in command or assignment of subordinates ($r = .17$, $p<.06$, and $r = .11$, $p<.22$, respectively). These results suggest that the follower's latitude in negotiating his/her work arrangement with the leader is relatively unrelated to the degree to which the follower is involved in the important tasks of the group.

These findings contrast to those of previous research (cf., Liden & Graen, 1980; Scandura, Graen, & Novak, 1986) in which positive relationships were found between the follower's status and participation in decision making. The difference between the conclusions reached in this and previous research may stem from differences in the way in

which participation in decision making was operationalized. It may be that leader nominations and the assignment of subordinates tap the leadership capabilities of the follower, which are somewhat different than the degree of the involvement of the follower in group tasks. A second possible explanation is that the present study used actual leader assignments whereas previous studies used self reports of time spent on decision making (Liden & Graen, 1980) or leader- and follower-reports of decision influence (Scandura, Graen, & Novak, 1986). That is, self reports of follower task involvement may not actually translate into leader invitations for the follower to contribute to the task.

In contrast to the above results, ratings of the dyadic working relationship were positively associated with all measures of task participation. As shown in Table 4, the follower's self-assessed working relationship with the leader was strongly related to his/her likelihood of being nominated for second in command, being assigned important subtasks, and being asked to supervise other followers (r = .41, $p<.001$; r = .38, $p<.001$; and r = .20, $p<.05$, respectively). Similarly, other followers' ratings of the dyadic working relationship were strongly correlated with the leader's nominations for second in command, the importance of assigned tasks, and the number of subordinates assigned (r = .44, $p<.001$; r = .39, $p<.001$; and r = .21,

$p<.05$, respectively). Finally, leader ratings of his working relationship with the follower were very strongly related to his selection of a follower to assume leadership in his absence, his assignment of important tasks, and his assignment of subordinates ($r = .38$, $p<.001$; $r = .38$, $p<.001$; and $r = .20$, $p<.05$, respectively). Collectively, these results indicate that the leader's selection of followers to assume greater responsibility for executing the task of the group was strongly related to his assessed working relationship with those followers.

As presented in Table 4, negotiating latitude appeared to be positively related to follower affective reactions. Specifically, the follower's self rated negotiating latitude was related to his/her satisfaction with the leader and with the task ($r = .36$, $p<.001$; and $r = .24$, $p<.01$, respectively). By contrast, follower assessments of their negotiating latitude were not related to their satisfaction with their co-workers ($r = .16$, $p<.06$). These results suggest that followers who perceive themselves as having high latitude to alter their work role are more satisfied with the leader and the task. However, this additional latitude in role definition did not affect the degree to which they were pleased with their work partners. Similarly, leader ratings of the follower's negotiating latitude were strongly related to the follower's satisfaction with the leader, the task, and their co-workers

(r = .29, p<.001; r = .38, p<.001; and r = .31, p<.001; respectively). These results indicate that those who the leader would allow more latitude in defining their role relationship were more satisfied with all three aspects of task-group membership assessed: the leader, the task and their co-workers.

Finally, the follower's task satisfaction appeared to be positively related to both the quality of the dyadic working relationship and to invitations for subsequent task involvement. As presented in Table 4, the follower's satisfaction with the task was positively related to self, peer, and leader assessments of the dyadic working relationship (r = .30, p<.001; r = .27, p<.01; and r = .34, p=.001, respectively). Additionally, task satisfaction was significantly related to the follower's likelihood of being nominated to assume leadership, the importance of assigned tasks, and the number of subordinates assigned (r = .17, p<.05; r = .26, p<.01; and r = .26, p<.01; respectively). Based on these results, it would appear that the greater the extent to which the follower was involved in the task, as measured by the dyadic working relationship and invitations for subsequent task involvement, the more satisfied the follower was likely to be with that task.

Relationship between Social Influence Behavior and Follower Status

Central to the present study is an evaluation of the adequacy of reciprocal social influence behavior as an explanatory process for emergent differences in follower status. The relationship of each of the previously described measures of in- and out-group status with observed social influence behavior are examined in this section.

These results are presented in Table 5. This table presents the relationship of each measure of follower status (eg., follower ratings of their negotiating latitude) with each of the four components of the reciprocal social influence process: follower attempts to influence the leader (FI), leader (positive/negative) responses to follower influence attempts (LR), leader attempts to influence the follower (LI) and follower (positive/negative) responses to these influence attempts (FR). The relationship of each measure of in- and out-group membership with two combined measures of social influence behavior is also presented in Table 5; follower-initiated transactions (FIT: follower attempts to influence the leader and leader responses to those attempts), and leader-initiated transactions (LIT: leader attempts to influence the follower and responses of the follower to those attempts). Finally, the correlation between each measure of follower status and the measure of

Table 5. Relationship of Social Influence Behavior with Measures of Follower Status.

Measures of Follower Status	Social Influence Behavior						
	Follower Initiated			Leader Initiated			Reciprocal
	FI	LR	FIT	LI	FR	LIT	RT
Negotiating Latitude:							
Follower Rated	14	22*	18	16	23*	24**	22*
Leader Rated	26*	23*	27**	22*	37***	37***	32**
Working Relationship:							
Self Rated	73***	55***	72***	53***	61***	67***	73***
Peer Rated	78***	70***	81***	60***	71***	77***	83***
Leader Rated	31**	32**	33**	19	45***	41***	38***
Task Involvement:							
2nd in Command	34**	33**	36***	36***	47***	49***	43***
Task Importance	41***	32**	41***	34**	38***	42***	43***
Subordinates	15	15	16	01	20	16	16
Affective Reactions:							
Leader	-04	-06	-06	03	00	01	-03
Task	10	09	10	14	16	18	14
Co-Workers	00	-01	00	05	05	06	02

Note. FI = Follower attempts to influence the leader; LR = Leader responses to follower influence attempts; FIT = Follower-initiated transactions; LI = Leader attempts to influence the follower; FR = Follower responses to leader influence attempts; LIT = Leader-initiated transactions; RT = Reciprocal transactions.
*p<.05. **p<.01. ***p<.001.

reciprocal transactions (RT: the sum of leader- and follower-initiated transactions) is presented.

For each measure of follower status, analysis consisted of examining the correlation of that status variable with each measure of the social influence process. The relative strength of these relationships was subsequently compared in an attempt to develop parsimonious yet complete explanations of the social influence behavior most adequately describing the development of follower status. A correlational rather than regression approach (eg., comparing beta weights of the regression of the follower status variable onto each measure of social influence behavior) was undertaken because of the high intercorrelation among the social influence behavior ratings (see Table 1). High intercorrelations (multicollinearity) among independent variables makes the resultant beta weights unstable and any interpretations questionable (Darlington, 1968).

For each measure of follower status, the hypothesized relationship of that status variable with follower- and leader-initiated transactions was initially examined. Subsequently, the relationship between the measure of follower status and a measure of the reciprocal transactions (combined follower- and leader-initiated transactions) was explored. Finally, the relationship between the measure of in- and out-group membership and each of the four behavioral

components of the social influence process (eg., follower attempts to influence the leader) was explored.

Hypothesis 1: Follower Negotiating Latitude

Self-assessed negotiating latitude. The first hypothesis concerned the relationship between follower negotiating latitude and social influence behavior. Specifically, it was proposed that self assessments of negotiating latitude would be positively related to both follower- and leader-initiated transactions (FIT and LIT, respectively). As shown in Table 5, mixed support was found for this hypothesis. Leader-initiated transactions were weakly but significantly related to follower perceptions of their negotiating latitude (r = .24, p<.01), as predicted. However, the relationship of follower-initiated transactions with self assessments of negotiating latitude, while in the predicted direction, failed to reach significance (r = .18, p<.10).

Table 5 also reports the relationship between the reciprocal transaction (RT) and component social influence behavior (FI, LR, LI, FR) scores with follower perceptions of their negotiating latitude. It is apparent that the relationship of the reciprocal transactions with self rated negotiating latitude (RT; r = .22, p<.05) was slightly smaller relative to a separate measure of leader-initiated transactions (LIT). Examination of the four model

components further revealed that leader and follower responses (LR and FR, respectively) had the strongest relationships with follower-assessed negotiating latitude (r = .22, p<.05 and r = .23, p<.05, respectively). However, these relationships were all weaker relative to that demonstrated between leader-initiated behavior and self-assessed negotiating latitude.

Collectively, these results suggest that follower perceptions of their latitude to develop their own role may have developed through leader-initiated transactions; leader attempts to influence the follower and the follower's responses. Further, it appears that follower responses to attempted influence on the part of the leader were the more important part of this behavioral exchange. That is, if the follower responded favorably to their influence attempts, the leader was likely to seek further influence with that follower. This reciprocal social exchange apparently prompted higher levels of perceived negotiating latitude among followers in the exchange.

Leader-assessed negotiating latitude. It was also hypothesized that leader perceptions of follower negotiating latitude would be positively related to follower- and leader-initiated transactions (FIT and LIT, respectively) in a manner similar to follower perceptions. As reported in Table 5, this hypothesis received significant support (r = .27, p<.01 and r = .37, p<.001, respectively). These

results suggest that leader-initiated transactions, the leader's attempts to influence the follower and the follower's responses, may have influenced the leader's perceptions of the follower's negotiating latitude. It is also apparent that leader perceptions of follower negotiating latitude were more strongly related to social influence behavior than were those of the follower.

The relationship between the measure of reciprocal (RT) and component social influence behavior (FI, LR, LI, FR) scores with leader ratings of negotiating latitude are also reported in Table 5. The relationship between the measure of reciprocal transactions (RT) and leader-assessed negotiating latitude (r = .32, p<.01) was slightly smaller relative to the relationship obtained with the separate measure of leader-initiated transactions. Examination of the four separate components further revealed that follower responses (FR) to leader influence attempts had the strongest relationship with leader ratings of negotiating latitude (r = .37, p<.001).

These results argue that leader perceptions of their willingness to negotiate the work role of the follower may have developed through leader-initiated transactions. However, leader perceptions appear to have been formed primarily on the basis of the follower's responses to their influence attempts. That is, leaders were moved to allow

additional latitude for role development to followers who had responded positively to their directive activities.

Hypothesis 2: Leader-Follower Working Relationship

Self-assessed leader-follower working relationship. The second hypothesis concerned the relationship between the follower's working relationship with the leader and social influence behavior. Specifically, it was proposed that self assessments of the dyadic working relationship would be positively related to both follower- and leader-initiated transactions (FIT and LIT, respectively). As reported in Table 5, this hypothesis received very strong support (r = .72, $p<.001$ and r = .67, $p<.001$, respectively). These results indicate that follower-initiated transactions, consisting of follower influence attempts and leader responses, may be a source of follower impressions of their working relationship with the leader. Further, the strength of these relationships is noteworthy, in that they suggest that followers were very sensitive to their own behavior and that of the leader in forming their impressions of the quality of the dyadic working relationship.

As before, the relationship between the reciprocal (RT) and component social influence behavior (FI, LR, LI, FR) scores with self assessments of the dyadic working relationship was examined. As indicated in Table 5, the correlation between working relationship and reciprocal

transactions (RT; r = .73, $p<.001$) was somewhat larger than the relationship obtained for the separate measure of follower-initiated transactions (FIT). Examination of the four separate model components further revealed that, of the four components, follower influence attempts (FI) showed the strongest correlation with self ratings of the dyadic working relationship (r = .73, $p<.001$).

These results collectively argue that follower perceptions of their working relationship with the leader may have been formed on the basis of reciprocal transactions between the leader and follower (combined leader- and follower-initiated transactions). That is, both the leader and follower's influence attempts and responses to the other's attempted influence were seen as parts of a reciprocal exchange which constituted the dyadic working relationship. However, it appears that followers placed very heavy emphasis on their own attempts to influence the leader in assessing this working relationship.

Peer-assessed leader-follower working relationship. It was also hypothesized that other follower assessments of the dyadic working working relationship would be positively related to both follower- and leader-initiated transactions (FIT and LIT, respectively). As reported in Table 5, this proposition received very strong support (r = .81, $p<.001$ and r = .77, $p<.001$, respectively). These results argue that follower-initiated transactions, the influence attempts

of the follower and the leader's responses, may be a means by which followers gauge the working relationship of other followers with the leader. The strength of these relationships suggests that other followers were very sensitive to the behavior of both the leader and the follower in forming their impressions of the quality of the dyadic working relationship.

The relationship between the reciprocal (RT) and component social influence behavior (FI, LR, LI, FR) scores with peer assessments of the working relationship with the leader was subsequently examined. As indicated in Table 5, the correlation between peer-assessed working relationship and the measure of reciprocal transactions (RT; $\underline{r}$ = .83, $\underline{p}$<.001) was slightly larger than the relationships previously presented for the separate measure of follower-initiated transactions. Examination of the four model components revealed that none of the components (FI, LR, LI, FR) showed stronger relationships with peer ratings of the dyadic working relationship than did the measure of reciprocal transactions. However, a very strong relationship ($\underline{r}$ = .78, $\underline{p}$<.001) was noted between follower influence attempts and peer ratings of the leader-follower working relationship.

These results suggest that the perceptions of other followers of the working relationship of specific followers with the leader may have been formed on the basis of

reciprocal transactions between the leader and follower. That is, the influence attempts and responses to attempted influence on the part of both the leader and follower were seen as parts of a reciprocal exchange which prompted other group members's perception of that working relationship. However, it appears that peers placed heavy emphasis on follower-initiated transactions, the influence attempts of the follower and the responses of the leader to this attempted influence, in forming their impressions. That is, while affected by leader influence attempts and follower responses, other members in the group were most sensitive to the frequency with which the follower attempted influence and the leader's reaction to these attempts in assessing the quality of the dyadic working relationship.

Leader-assessed leader-follower working relationship. It was also hypothesized that leader assessments of the dyadic working relationship would be positively related to both leader- and follower-initiated transactions (FIT and LIT, respectively). As reported in Table 5, this hypothesis was also supported (r = .33, p<.001 and r = .41, p<.001, respectively). These results indicate that leader ratings of the dyadic working relationship may be primarily formed on the basis of leader-initiated transactions; his own influence attempts and the responses of followers. Interestingly, the leader's perception of his working relationship with the follower was not as strongly related

to social influence behavior as were those of the follower. This would suggest that leaders were not as dependent on social influence behavior as were followers in forming their judgments on the quality of the dyadic working relationship.

The relationship between the reciprocal (RT) and component social influence (FI, LR, LI, FR) scores with the leader's rating of his working relationship with the follower are also reported in Table 5. The relationship between leader ratings of the dyadic working relationship and the measure of reciprocal transactions (RT; (r = .38, p<.001) was smaller than the relationship observed for the separate measure of leader-initiated transactions. Examination of the four separate model components revealed a very strong correlation between follower responses (FR) and the leader's ratings of the working relationship (r = .45, p<.001).

Collectively, these results argue that leader perceptions of their working relationship with specific followers may have been formed on the basis of the follower's responses to his influence attempts. The follower's acceptance of these influence attempts apparently formed the basis of further influence attempts on the part of the leader in a pattern of escalating mutual involvement.

Hypothesis 3: Follower Task Involvement

Second in command. The third hypothesis concerned the relationship between measures of the follower's task involvement and social influence behavior. Specifically, it was proposed that leader nominations for second in command, the designation of a follower to assume leadership in the absence of the leader, would be positively related to follower- and leader-initiated transactions (FIT and LIT, respectively). As shown in Table 5, this hypothesis received strong support (r = .36, p<.001, and r = .49, p<.001, respectively). These results suggest that leader-initiated transactions, consisting of leader attempts to influence the follower and follower responses, may have been a behavioral antecedent to the leader's nomination of a successor.

The relationship between the reciprocal transactions (RT) and component social influence behavior (FI, LR, LI, FR) scores with leader nominations for second in command are also examined in Table 5. The relationship between leader nominations and the measure of reciprocal transactions (RT; r = .43, p<.001) was smaller than the relationship obtained with the measure of leader-initiated transactions. Examination of the four separate model components revealed that follower responses (FR) had the strongest relationship with leader nominations (r = .47, p<.001).

Together, these results argue that the leader's selection of a follower to assume the leadership role in his absence may have been based on both his own influence attempts and the follower's responses to these attempts. Further, leaders apparently relied on follower responses to their influence attempts in nominating a follower for second in command. The follower's acceptance of attempted influence apparently resulted in increased efforts on the part of the leader to influence the follower in an escalating pattern of social exchange. This pattern of reciprocal influence was apparently important in the leader's decision to designate a particular follower as second in command.

Importance of tasks assigned. It was also proposed that the importance of tasks assigned to specific followers by the leader would be positively related to both follower- and leader-initiated transactions (FIT and LIT, respectively). As reported in Table 5, this hypothesis received strong support (r = .41, p<.001 and r = .42, p<.001, respectively). These results suggest that the importance of tasks assigned by the leader may have been motivated by leader-initiated transactions, consisting of the leader's attempts to influence the follower and the follower's positive responses to these attempts.

Table 5 also shows the relationship between the reciprocal transactions (RT) and component social influence

behavior (FI, LR, LI, FR) with the importance of the subtask assigned the follower. It is apparent that some benefit was obtained by the measure of reciprocal transactions (RT; r=.43, p<.001) relative to separate measures of follower- and leader-initiated transactions. Examination of the four model components revealed that none of the model components had a stronger relationship with the importance of the task assigned than did either the reciprocal transactions measure or separate measures of follower-and leader-initiated transactions.

These results collectively suggest that leader perceptions of the suitability of the follower to assume responsibility for more important subtasks may have developed on the basis of reciprocal transactions; ie., combined follower-initiated and leader-initiated transactions). That is, the influence attempts and responses to attempted influence on the part of both the leader and follower were seen as parts of a reciprocal exchange. This reciprocal influence process was positively associated with the leader's delegation of tasks having greater importance to the success of the group. However, it is also apparent that the leader was most sensitive to leader-initiated transactions in delegating subtasks. That is, the follower's acceptance of his attempted influence and subsequent influence attempts on the part of the leader may have been the central feature of this reciprocal social

influence process which was antecedent to the leader's task assignments.

Supervision of other followers. It was also proposed that the follower's supervision of other followers would be positively related to follower- and leader-initiated transactions (FIT and LIT, respectively). As reported in Table 5, this hypothesis was not supported (r = .15, p<.18 and r = .15, p<.16, respectively). The relationship between the reciprocal transactions (RT) and component social influence behavior (FI, LR, LI, FR) scores with the number of subordinates assigned a follower are also reported in Table 5. As indicated, the relationship between supervision and the measure of reciprocal transactions (RT) was also nonsignificant (r = .16, p<.12). Examination of the four separate model components further revealed that none of the components demonstrated a significant relationship with the leader's assignment of subordinates for task execution.

In the light of the strong relationships observed between follower- and leader-initiated transactions and other measures of task participation (ie., leader nominations for second in command and the assignment of important subtasks), the absence of a similar relationship for the assignment of subordinates by the leader is puzzling. However, it may be that the current measure did not permit sufficient discrimination among followers as leaders of separate subgroups. It may be recalled that six

subtasks were available to the leader for delegation to the six followers. Each task was unitary in nature (Steiner, 1972), not requiring coordination among members for its execution. Thus, "overlapping" memberships were frequently used by leaders, in which followers worked on several subtasks. It may be that the use of fewer subtasks involving more coordination among the followers assigned for their execution would have resulted in the leader's use of identifiable teams for subtask execution. That is, the use of a different task requiring nonoverlapping group members may have confirmed the hypothesized positive relationship between social influence behavior and the assignment of subordinates.

Hypothesis 4: Follower Affective Reactions

Satisfaction with the leader. The final hypothesis concerned the relationship between social influence behavior and follower affective reactions to the leader, the task and their co-workers. Specifically, it was proposed that follower satisfaction with the leader would be positively related to follower- and leader-initiated transactions (FIT and LIT, respectively). As reported in Table 5, this hypothesis was not supported (r = -.06, p<.58, and r = .01, p<.92, respectively). As is also indicated in Table 5, neither the measure of reciprocal transaction (RT) nor any of the four separate model component scores (FI, FR, LI, FR)

were significantly related to follower affective reactions to the leader. These results argue that the follower's satisfaction with the leader was not related to either leader or follower social influence behavior.

Satisfaction with the task. It was also proposed that follower satisfaction with the task would be positively related to follower- and leader-initiated transactions (FIT and LIT, respectively). As reported in Table 5, this hypothesis also was not supported (r = .10, p<.34, and r = .18, p<.09, respectively). Table 5 also indicates that neither the measure of reciprocal transactions (RT) nor any of the model component social influence behavior scores (FI, LR, LI, FR) had significant relationships with follower task satisfaction. These results suggest that the follower's satisfaction with the task was not related to social influence behavior on the part of either the leader or follower.

Satisfaction with their co-workers. Finally, it was proposed that follower satisfaction with their co-workers would be positively related to follower- and leader-initiated transactions (FIT and LIT, respectively). As reported in Table 5, this hypothesis was also not supported (r = .00, p<.98 and r = .06, p<.57, respectively). Table 5 also indicates that neither the reciprocal transaction (RT) nor the component social influence behavior scores (FI, LR, LI, FR) had significant relationships with follower

satisfaction with their co-workers. These results indicate that the follower's satisfaction with their co-workers is not related to social influence behavior on the part of either the leader or follower.

Escalating Pattern of Reciprocal Social Influence

The previously described results offer some support for the hypothesized relationship between patterns of interaction between the leader and each follower (leader- and follower-initiated transactions) and the emergence of in- and out-group follower roles. This section attempts to extend the analysis by exploring possible behavioral cues between the leader and follower which might be related to the ultimate emergence of these previously described reciprocal patterns of social exchange.

For this analysis, only behavior directed at specific group members (ie., excluding influence attempts directed at the entire group) were considered. Using this narrower definition of social influence behavior, the four model components (ie., follower influence attempts, leader responses to follower influence attempts, leader influence attempts and follower responses to these influence attempts) were reexamined separately independently over time for their relationship with in- and out-group formation.

Followers were trichotomized into high, middle, and low status groups on the basis of follower- and leader-assessed

negotiating latitude. For each of the four components of the social influence process model, cumulative behavior for high and low negotiating latitude followers was then plotted for each one minute time interval of group interaction. The relationship between the social influence process and follower status was then examined for the possible emergence of divergent patterns of influence behavior between in- and out-groups over time. Significance testing (t tests) was conducted for the difference between in- and out-groups at the conclusion of the 50 minute group exercise. In reviewing these results, it is important to note that the group interaction actually began approximately 10 minutes after the start of the exercise.

Follower Assessed Negotiating Latitude

The relationship between follower perceptions of their negotiating latitude and measures of social influence behavior was first examined over time. These results are illustrated in Figure 2. In contrast to out-group members, followers with relatively high self ratings of their negotiating latitude received more frequent positive responses from the leader (B: $t(53) = 6.45$, $p<.05$). There were no differences between in- and out-groups for the number of times the followers attempted to influence the leader (A: $t(53) = 2.82$, $p<.10$), the number influence attempts received from the leader (C: $t(53) = 1.95$, $p<.17$),

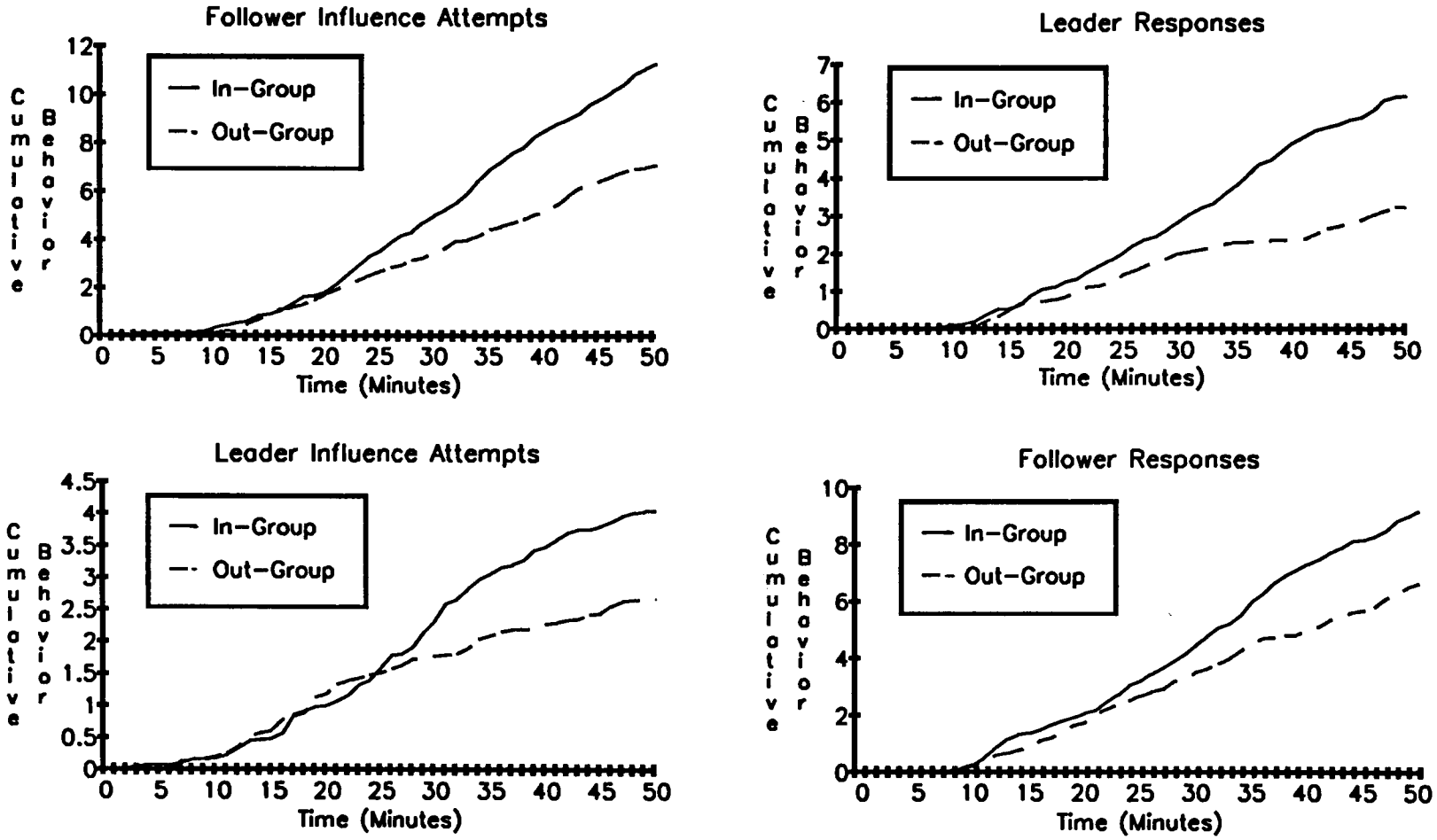


Figure 2. Follower-Assessed Negotiating Latitude versus Cumulative Social Influence Behavior.

or the number of positive responses the followers made to leader influence attempts (D: $t(53) = 2.17$, $p<.15$).

Examining these figures reveals that in- and out-groups, as perceived by the follower, diverged first on the basis of leader responses to follower influence attempts. That is, beginning early in the group session, leaders apparently responded more positively to influence attempts from followers who rated themselves as having high negotiating latitude than their low negotiating latitude counterparts. This suggests that follower perceptions of their ability to negotiate their work role were initially formed by the leader's positive responses to their influence attempts. Leader (positive) responses may have served as invitations or encouragement for subsequent role development on the part of the follower.

Leader Assessed Negotiating Latitude

The relationships between leader ratings of follower negotiating latitude and measures of social influence behavior were also examined over time. These results are illustrated in Figure 3. In contrast to out-group members, followers who were rated by the leader as having high negotiating latitude made more frequent attempts to influence the leader (A: $t(52) = 10.55$, $p<.01$), responded positively to leader influence attempts more frequently (B: $t(52) = 14.48$, $p<.001$), and had their influence attempts

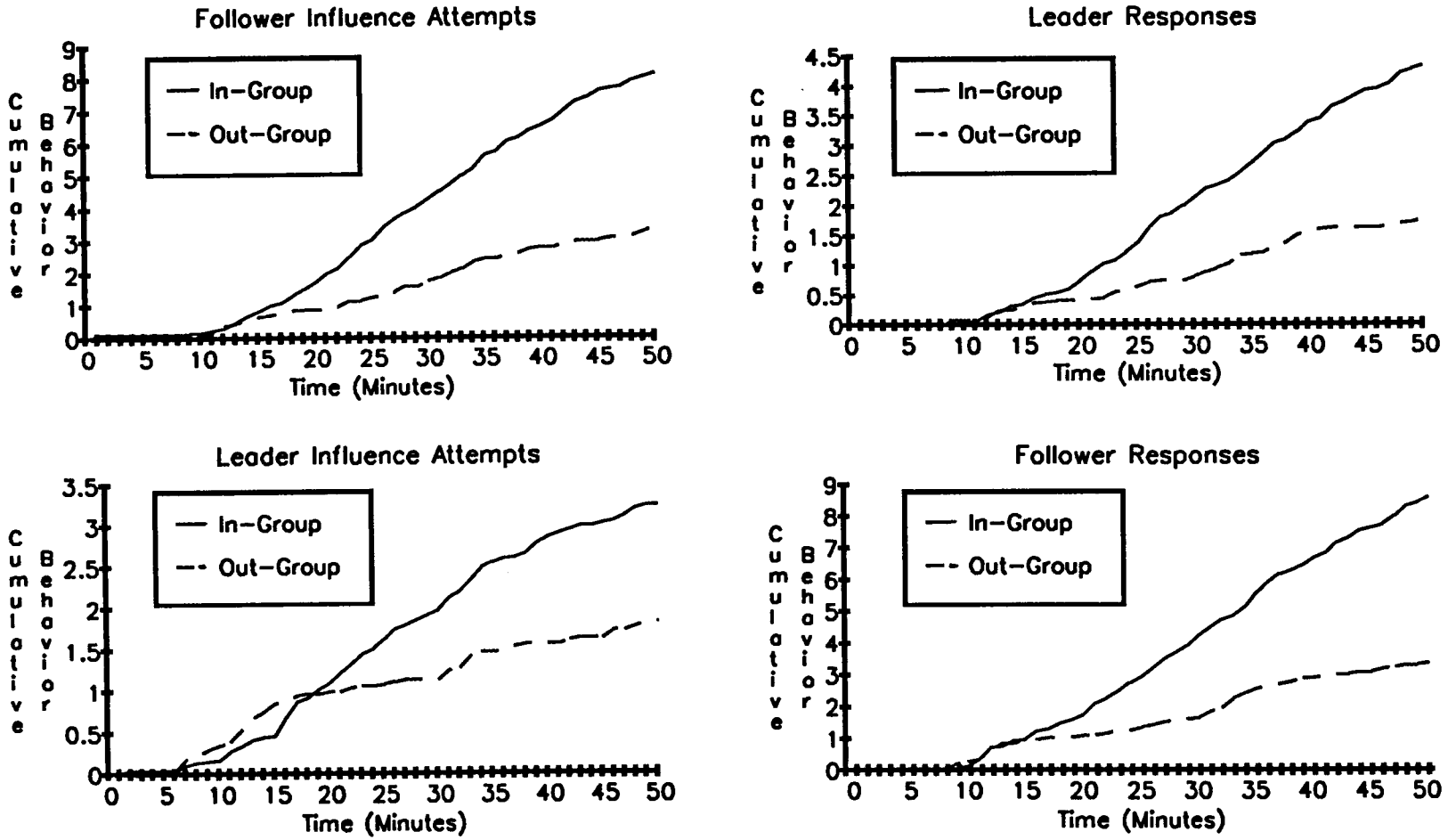


Figure 3. Leader-Assessed Negotiating Latitude versus Cumulative Social Influence Behavior.

positively responded to more frequently by the leader (D: $t(52) = 9.27$, $p<.01$). There were no differences between in- and out-groups in the frequency with which the leader attempted to influence the follower (C: $t(52) = 3.35$, $p<.10$).

Examining these figures reveals that follower attempts to influence the leader and follower responses to leader influence attempts showed early and strong divergence for in- and out-group members. That is, beginning quite early in the group session, in-group followers apparently made more frequent attempts to influence the leader and responded positively to leader influence attempts more frequently. These results argue that leader's perceptions of his willingness to allow the follower latitude in negotiating his/her work role was initially determined by follower social influence behavior. That is, follower attempts to influence the leader and acceptance of leader influence attempts appear to positively dispose the leader to allowing these followers greater latitude in their role definition.

CHAPTER VI

DISCUSSION

The purpose of this study was to examine the developmental process by which in- and out-group follower roles emerge. More specifically, the adequacy of the reciprocal social influence process suggested by Hollander (1978) was tested as an explanatory means for the development of in- and out-groups within organizational subunits. The discussion begins with an examination of potential limitations of the study. Subsequently, the major findings of the study are reviewed. The findings of the study are then used to explore the process of follower role emergence from the perspective of both the leader and follower. The chapter concludes by summarizing the implications of the study and offering recommendations for future research.

Limitations of the Study

Before discussing the findings and implications thereof, the possible limitations of this study need to be addressed. Since the purpose of the present study was to examine behavior antecedent to the emergence of in- and out-group follower roles, the implications of the study rest, in part, on the validity of the study as a replication of the follower role emergence phenomenon found in previous

research (eg., Dansereau, Graen, & Haga, 1975). Specifically, differences between the sample population and setting employed in the current study and that of previous research on emergent follower roles should be examined for the possible limitations these differences may place on the generalizability of the present findings to organizational settings.

First, the participants in the study were primarily undergraduate students. As a result, the sample was younger and less socially experienced than that which might be found in an organizational setting. However, the followers and leaders of the present study possessed a significant amount of work experience at the time of the study (approximately 5 and 8 years, respectively). Further, the emergence of follower roles has been documented for lower level subordinates in organizations (Graen, Liden, & Hoel, 1982; Graen, Novak, & Sommerkamp, 1982; Wakabayashi & Graen 1984) and among high school students (Duchon, Green, & Taber, 1986). These studies suggest that the present subjects might provide an adequate sample for the study of emergent follower roles.

Other possible limitations to the generalizability of the study to organizational settings concern the duration and setting of the group exercise which was used to observe social influence behavior. In contrast to field studies involving leaders and followers who interact over prolonged

periods of time (cf., Dansereau, Graen, & Haga, 1975), the current study involved only a single 50 minute session during which in- and out-group follower roles could emerge. The short duration of the task session may have encouraged in- and out-groups to form on the basis of more extreme behavior or via different processes than might be the case in organizational settings. Additionally, the use of a relatively large (six follower) group in the present study may have similarly exaggerated the behavior by which in- and out-group formation takes place.

However, the process by which leaders emerge has been studied extensively in settings of similar duration (cf., Stein, Hoffman, Cooley, & Pearse, 1979). Additionally, leaderless group discussion exercises, after which the current group exercise was modeled, have received good support for their use in the assessment of leadership potential (Thornton & Byham, 1982). Whereas the duration and setting of the current study may have exaggerated the behavior antecedent to in- and out-group formation, it would not appear that this behavior would be qualitatively different from that by which follower roles emerge in organization settings. These observations would suggest that the duration and setting of the current study were not serious limitations for a study designed to make a preliminary exploration of the role making process.

A final potential limitation to the current study concerns the exclusive use of males as group leaders. This characteristic of the study places obvious limitations on the generalizability of this sample's behavior to other samples. However, the exploratory nature of the current study strongly argued for controlling possible gender effects which may have obscured the relationships of interest. Gender effects have been noted in the appraisal of subordinate performance, such that male and female leaders apparently use different criteria by which to evaluate the performance of their subordinates (cf., Dobbins, 1985). The magnitude of such gender effects and their possible implications for in- and out-group emergence vis-á-vis the leader made it important to control for these effects in the present study.

In conclusion, while there appear to be some differences between the sample and setting in the present study and that of previous research on in- and out-group follower roles, these differences appear to be acceptable for an exploratory study. Within the usual limitations (eg., sample, setting), there appears to be reasonable assurance that the process of follower role emergence found in the present study may be similar to that by which in- and out-group follower roles form in organizational settings.

Social Influence Behavior and Follower Status

As stated, a concern for this study was an examination of reciprocal social influence behavior as a possible explanatory process for emergent differences in follower status. This section examines in turn each measure of follower status and reviews the observed relationships between social influence behavior and that measure of in- and out-group membership.

Follower Negotiating Latitude

It may be recalled from the review of the literature that in- and out-group membership is most frequently assessed and understood in terms of the negotiating latitude of the follower (cf., Scandura & Graen, 1987). Dansereau, et. al. (1975) has described low negotiating latitude (out-group membership) as characterizing followers who are not allowed to define their own role in the group. By contrast, high negotiating latitude (in-group membership) characterizes followers for whom the superior is encouraging of the follower's attempts at role development.

Follower Perceptions of Negotiating Latitude. In the present study, follower perceptions of their latitude to develop their own role were most strongly related to the frequency of leader-initiated transactions (ie., leader attempts to influence the follower and the follower's responses to these influence attempts). That is, followers

who frequently receive influence attempts from the leader and respond positively perceive themselves as having greater latitude to negotiate their work role with the leader. This reciprocal social exchange of leader-initiated transactions apparently prompts higher levels of perceived negotiating latitude among followers in the exchange.

Interestingly, it appears that the ultimate emergence of leader-initiated transactions may be based on early behavioral cues between the leader and follower. Specifically, examination of cumulative social influence behavior between the leader and follower over time revealed that, in contrast to out-group members, followers with high self-assessed negotiating latitude received more frequent positive responses from the leader very early in the group session. This suggests that the leader's willingness to accept the follower's influence attempts may serve as invitations or encouragement for subsequent influence exchanges in terms of leader-initiated transactions; ie., leader influence attempts and follower responses.

Some support for the possibility that follower perceptions of their negotiating latitude are formed originally on the basis of (positive) leader responses to follower influence attempts is offered by examining the behavioral components of leader-initiated social influence behavior. Specifically, follower perceptions of their negotiating latitude with the leader were strongly related

to follower responses alone. However, follower perceptions of their negotiating latitude were not significantly related with the frequency of leader influence attempts. This would suggest that the positive responses of the follower to leader influence attempts are not arising as a response to leader influence attempts. Instead, it would appear reasonable that the follower's positive responses to the influence attempts of the leader are themselves a reaction to the leader's positive responses.

The implication of this line of reasoning is that follower perceptions of their negotiating latitude may be based on the leader's positive responses to follower influence attempts. Early positive responses from the leader may serve to foster subsequent transactions in terms of follower responses and leader influence attempts. It should be noted, however, that the observed relationship between the frequency of leader responses and follower ratings of their negotiating latitude may have been an artifact of the relative naivete of the followers in the present study. Specifically, naive followers may have thought the leader was according status by responding positively to their influence attempts. More organizationally experienced followers or followers in groups of longer duration may be less inclined to rely simply on leader responses in forming perceptions of their negotiating latitude.

Leader Perceptions of Negotiating Latitude. In a fashion parallel to follower perceptions, leader perceptions of his willingness to allow the follower to negotiate his/her work role were strongly related to leader-initiated transactions. That is, the presence of a behavioral exchange consisting of leader influence attempts and follower positive responses appears to positively dispose the leader toward allowing the follower additional negotiating latitude. Interestingly, leader perceptions of the negotiating latitude of the follower were more strongly related to social influence behavior than were follower perceptions. This suggests that the leader, more than the followers, uses social influence behavior as a means of judging the degree to which the follower will be allowed to define his/her work role.

It also appears that the leader-initiated transactions which apparently give rise to leader perceptions of the follower's negotiating latitude may be based on early behavioral cues between the leader and follower. Specifically, examination of cumulative social influence behavior between the leader and follower over time indicated that, in contrast to out-group members, followers who were attributed high negotiating latitude by the leader made more frequent influence attempts, responded positively to the leader more frequently, and received more positive responses from the leader. In particular, in-group members appeared

to attempt to influence the leader and respond positively to his influence attempts more frequently than out-group members very early in the group session. This suggests that the follower's willingness to attempt to influence the leader and to accept the leader's directive behavior may function as encouragement for subsequent influence exchanges in terms of leader-initiated transactions; ie., leader influence attempts and follower responses.

Interestingly, leader ratings of follower negotiating latitude were also strongly correlated with the frequency of follower responses alone. This suggests that the positive responses of the follower to leader influence attempts are the more important component of the leader-initiated transaction. It would appear that the positive responses of the follower to the leader's directive behavior prompts the leader to allow these followers additional negotiating latitude.

This would present the possibility that the leader judges follower negotiating latitude on a unilateral basis rather upon a reciprocal pattern of influence attempts and responses to these influence attempts between himself and the follower. Thus, leader assessments of the negotiating latitude of the follower may be a response to follower behavior rather than part of a behavioral transaction in which the leader actively encourages high negotiating latitude on the part of particular followers. It should be

noted, however, that the observed relationship between the frequency of follower responses and leader assessments of follower negotiating latitude may have been an artifact of the duration of the study. Specifically, time constraints on task accomplishment may have encouraged the leader to look for "yes man" behavior (individuals who best listened to and responded to the leader) on the part of followers. Leaders of more experienced work groups with longer histories may be less inclined to rely on simply the positive responses of the follower in forming their perceptions of follower negotiating latitude.

Leader-Follower Working Relationship

In- and out-group membership also appears to be related to the follower's working relationship with the leader (cf., Duchon, Green, & Taber, 1986; Graen & Cashman, 1975; Vecchio & Gobdel, 1984). Three perspectives on the quality of the dyadic working relationship were used in the present study; those of the leader, the follower (self), and other followers (peer). Interestingly, these three perspectives of the dyadic working relationship appear to be based on different phenomena.

Specifically, self ratings of the dyadic working relationship were most strongly related to reciprocal transactions (combined leader- and follower-initiated transactions). This suggests that followers are sensitive

to the give-and-take of social transactions on both sides of the leader-follower exchange. Interestingly, self ratings of the quality of the dyadic working relationship were very strongly correlated with measures of social influence behavior. This would suggest that followers are very dependent on the experienced social influence behavior in judging the level of dyadic working relationship between themselves and the leader.

Further, follower ratings of their own working relationship with the leader were most strongly correlated with the frequency with which he/she attempted to influence the leader. Apparently, followers who attempt to influence the leader frequently judge their working relationship with the leader to be very good. It should be noted, however, that the observed relationship between follower influence attempts and follower ratings of their working relationship with the leader may have been due in part to the relative naivete of the followers in the present study. Relatively inexperienced followers may have thought their working relationship with the leader to be good because the leader allowed them to speak frequently. More organizationally experienced followers or followers in groups of longer duration may be less inclined to rely simply on the frequency of their attempts to influence the leader to form impressions of their working relationship with the leader.

In a similar manner, peer ratings of the quality of the dyadic working relationship were most strongly related to reciprocal transactions (combined leader- and follower-initiated transactions). That is, observers of the working relationship between a follower and the leader appear to consider both sides of the influence exchange in making their evaluations of the quality of that dyadic relationship. In contrast to those of the follower themselves, however, peer ratings of the quality of the leader-follower relationship were most strongly correlated with both follower attempts to influence the leader and the leader's responses to these influence attempts (ie., follower-initiated transactions). That is, other followers appear to be sensitive not only to the frequency with which the follower attempted to influence the leader but to the leader's reactions to these influence attempts as well. As with self ratings of the dyadic working relationship, peer ratings were very strongly related with measures of social influence behavior. This would indicate that observers of the dyadic relationship are very dependent on the observed/ experienced social influence behavior in judging the quality of that leader-follower working relationship.

In contrast to self and peer ratings, leader ratings of the quality of the dyadic working relationship appear to be based on quite different types of social influence behavior. Specifically, leader ratings of the quality of their working

relationship with a follower were most strongly correlated with the frequency with which that follower responded positively to influence attempts by the leader. This would suggest that, in contrast to followers, leaders seem to assess the efficacy of the dyadic working relationship primarily on the basis of the follower's acceptance of their own directive behavior. That is, followers who frequently respond positively to the leader's influence attempts are considered by the leader to have a more effective working relationship with him. As in the case of leader perceptions of follower negotiating latitude, this relationship may be due in part to the time constraints of the task. Such constraints may have forced the leader to seek positive responses from followers as a means of moving quickly through the task. Leaders of groups of longer duration may be less inclined to rely simply on the positive responses of the follower in assessing their working relationship with the follower.

Additionally, leader ratings of his working relationship with the follower, while strongly correlated with social influence behavior, was less so than that of the follower him/herself or of other followers. This difference may reflect the leader's use of a "quality" dimension (eg., timing, insightfulness) to evaluate follower contributions. That is, instead of assigning equal weight to each instance of social influence behavior as in the case of the current

coding system, the leader may weight the contributions of the follower according to their perceived quality.

By contrast, followers might be unaware of the leader's evaluation of their contributions and those of other followers. Accordingly, followers may be more prone to weight all instances of social influence behavior equally (ie., simple frequency) in determining the quality of the dyadic working relationship in a manner closely approximating the coding scheme used in the current study. The relative absence of such weighting by the follower could account for the much stronger associations of social influence behavior with self and peer ratings of the dyadic working relationship in comparison with leader ratings. It should be noted, however, that the observed relationship may be due to the relative inexperience of followers in the present study. It may be that followers with greater work experience would be more critical in examining social influence transactions and go beyond simply the frequency of social influence behavior.

To the extent that these results generalize to more experienced work groups, the contrast between leader and self perceptions of the dyadic working relationship is significant, especially in the light of the leader's control of organizational rewards. It may be that followers are unaware of the importance of their responses to leader influence attempts for the leader's evaluation of the dyadic

working relationship. Instead, followers appear to judge the quality of their working relationship with the leader primarily on the basis of their own attempts to influence the leader. Further, it appears that followers may not be aware of the possible impact of the quality of their contributions on leader assessments of the dyadic working relationship. Instead, followers may be more prone than the leader to weight all instances of social influence behavior equally, neglecting the relative importance of this behavior for task accomplishment. These perceptual differences between the leader and follower could cause followers to evaluate the quality of the leader-follower working relationship differently than the leader. Thus, rewards administered by the leader may appear equitable from the leader's perspective (ie., based on leader perceptions of follower performance), but not reflect the follower's perception of his/her contributions.

Follower Task Involvement

Previous studies have also indicated that in-group status is positively associated with the follower's task involvement (cf., Liden & Graen, 1980; Scandura & Graen, 1986). Three measures of the follower's involvement in important activities in the group were employed in the present study: a nomination for second in command, the

importance of tasks delegated to the follower, and the supervision of other followers.

In the present study, the leader's selection of a follower to assume the leadership role in his absence was strongly and positively related to the frequency of leader-initiated transactions (leader influence attempts and follower responses to these attempts). It appears that the follower's acceptance of attempted influence results in increased efforts on the part of the leader to influence that follower in an escalating pattern of social exchange. Interestingly, it appears that, by their influence attempts, leaders may be "cultivating" particular followers who, on the basis of their positive responses to the leader, appear to have greater willingness to contribute to the task. This reciprocal social exchange of leader-initiated transactions apparently prompts the leader to designate particular followers as second in command.

By contrast, leader perceptions of the suitability of specific followers to assume responsibility for more important tasks was strongly and positively related to reciprocal transactions (combined leader- and follower-initiated transactions). That is, the presence of this reciprocal process of mutually accorded influence and right to influence between the leader and specific followers apparently positively disposes the leader to assign more important tasks to these followers. This suggests that two

transactions are important for leader decisions to involve followers in important tasks. Specifically, it appears that the follower's acceptance of attempted influence results in increased efforts on the part of the leader to influence that follower in an escalating pattern of social exchange (leader-initiated transactions). This would suggest that, by their influence attempts, leaders may be cultivating particular followers who, on the basis of their positive responses to the leader, appear to have greater willingness to contribute to the task.

In a parallel manner, leader perceptions of the suitability of specific followers to assume responsibility for more important tasks appears to be related to follower-initiated transactions. That is, the leader's acceptance of attempted influence appears to result in increased efforts on the part of the follower to influence the leader in an escalating pattern of social exchange. This would suggest that, by their influence attempts, followers also may be cultivating their additional involvement in subsequent tasks with leaders who, on the basis of their positive responses to the follower, appear to be willing to allow the follower that involvement. It would appear that the presence of this reciprocal process of mutually accorded influence and right to influence (leader-initiated and follower-initiated transactions) positively disposes the leader to assign tasks

of greater importance to the success of the group to these followers.

Surprisingly, the number of other followers the leader assigned to be supervised by the follower was not related to any of the present measures of social influence behavior. As previously discussed, the absence of this relationship may have been the result of the task design. Specifically, the present task allowed the leader to set up several work groups with overlapping memberships. It may be that a different task involving a smaller number of work groups with nonoverlapping memberships would represent a more appropriate test of the hypothesized relationship between the supervision of subordinates and in-group status.

Follower Affective Reactions

Finally, previous studies have indicated that in-group status is positively associated with follower affective reactions (cf., Dansereau, Graen, & Haga, 1975; Seers & Graen, 1984). Surprisingly, social influence behavior between the leader and follower as measured in the present study was not related to the follower's satisfaction with either the leader, the task on which they are working, or the co-workers with whom they are working.

The Leader's Perspective of Follower Role Emergence

The previously described findings suggest a unique picture of the process by which leader perceptions of follower status might develop. While causal directions are untested, it appears that social influence behavior may directly affect leader perceptions of his working relationship with followers. In turn, the leader's perception of the quality of the dyadic working relationship appears to be related to subsequent decisions by the leader regarding the selection of followers to assign important tasks and to allow additional negotiating latitude.

The results of the current study suggest that the leader's assessment of the quality of the dyadic working relationship was strongly related to the frequency of positive follower responses to his influence attempts. This result would suggest that, from the leader's perspective, effective working relationships are characterized by followers who are more accepting of the leader's influence attempts. The acceptance of the leader's directive behavior appears to communicate an acknowledgement by the follower of his/her ability and willingness to contribute to the task.

Similarly, leader ratings of the negotiating latitude he would allow a follower on a subsequent task were strongly and positively related to the frequency of leader-initiated transactions (leader influence attempts and follower

responses). However, the strength of the relationship between follower responses and leader ratings of the follower's negotiating latitude suggests that follower responses again may have been the more important component of this behavioral exchange. That is, leaders apparently allow more negotiating latitude to followers who are more accepting of his influence attempts. Interestingly, this is the same behavior (follower responses) associated with the leader's impression of the quality of the dyadic working relationship. This common behavioral source was apparently reflected in the strong correlation between leader ratings of follower negotiating latitude and the quality of the dyadic working relationship.

Interestingly, analysis of cumulative social influence behavior between the leader and follower over time indicated that differences between in- and out-group members, as assessed by the leader, were evident in terms of their responses to the leader very early in the group session. Specifically, in contrast to out-group members, followers who were later accorded high negotiating latitude by the leader responded positively to the leader's influence attempts more frequently and very early during the group discussion. That is, very early in the life of the group, in-group members appear to be more positively disposed toward accepting the directive behavior of the leader than were their low negotiating latitude counterparts.

These results suggest that leaders allow followers additional negotiating latitude primarily on the basis of their contribution to task accomplishment vis-á-vis positive responses to the leader's influence attempts. Thus, it appears that additional latitude (freedom) to negotiate their work role may be allocated to followers as a reward for contributing to task accomplishment. That is, followers who contribute to the task by building upon or accepting the directive behavior of the leader were allowed more latitude by the leader on subsequent tasks to define their work role than followers who did not contribute in a way desired by the leader (ie., positive responses).

The results of the current study also indicate that the involvement of the follower in important tasks was strongly and positively related to social influence behavior. Specifically, the importance of task assignments given to the follower by the leader was related to the frequency of reciprocal transactions (combined leader- and follower-initiated transactions). However, leader-initiated transactions demonstrated the strongest relationship with the importance of the task assignments of the follower. That is, follower acceptance of attempted influence apparently results in increased efforts on the part of the leader to influence the follower. Followers who share this pattern of reciprocal influence appear to be rewarded by the

leader by being assigned responsibility for more important tasks.

In a parallel manner, the leader's designation of particular followers to assume the leadership role was strongly related to leader-initiated transactions (leader influence attempts and follower responses). That is, the follower's acceptance of the leader's influence attempts apparently results in increased efforts on the part of the leader to influence the follower. Followers who share this pattern of reciprocal influence are more likely to be seen as appropriate members to carry on in the leader's absence than followers who do not share this pattern of interaction with the leader.

Interestingly, leader decisions to involve followers in subsequent tasks appears to involve the same behavior (follower responses) that seem to be the basis of the leader's assessment of the quality of the dyadic working relationship. This common behavioral source is apparently reflected in the strong relationship of leader assessments of the quality of the dyadic working relationship with the importance of the assigned task and leader selections of followers to assume the leadership role.

These results suggest that leaders may select followers to be assigned responsibility for important subtasks and judge the suitability of potential successors on the basis of that follower's contributions during the prior task.

That is, followers who have responded positively to the influence attempts of the leader (contributed to the task in a manner the leader considers most appropriate) are likely to be associated with increased task involvement.

Interestingly, leader ratings of follower negotiating latitude were either not significantly related to or showed only very weak relationships to measures of task involvement. This would suggest that negotiating latitude may not be the mechanism by which followers come to be allowed additional involvement in the work unit tasks. Instead, the negotiating latitude accorded a follower on a subsequent task appears to used by the leader as a reward for task contributions, in much the same manner as invitations for involvement in subsequent tasks. This is suggested in the present findings by the strong relationships between leader assessments of working relationship and both negotiating latitude and task involvement. Interestingly, this is similar to the way that negotiating latitude was originally conceptualized in developing the "vertical exchange scale" previously described (Graen, Dansereau, Minami, & Cashman, 1973). While not conclusive, these results do suggest that the negotiating latitude the leader accords higher performing subordinates is a reward for previous indications of high performance, perhaps as a means of encouraging future high performance.

In sum, the leader's perception of the leader-follower working relationship appears to be based on follower responses to his directive behavior. That is, leaders perceive themselves to have better working relationships with followers who are accepting of their influence attempts. This would suggest that follower responses may represent the social influence behavior which the leader perceives as most important to task success. The leader apparently rewards high performing (acquiescent) subordinates by allowing them additional latitude to negotiate their work role in subsequent tasks. Additionally, the leader seems to reward followers who contribute or are involved by allowing them the opportunity to assume command of the group and by giving them important subtasks to execute. From the perspective of the leader, in-group status seems to be earned by followers by contributing to task success in a manner valued by the leader -- by accepting the influence attempts of the leader.

The Follower's Perspective of Follower Role Emergence

The findings of the present study also seem to have implications for understanding follower perceptions of in- and out-group role development. While causal directions are again untested, it appears that social influence behavior may directly affect follower perceptions of their working relationship with the leader. Follower perceptions of their

negotiating latitude also appear to be formed, in part, on the basis of social influence behavior, although the relationship is much weaker than that between social influence behavior and perceptions of the dyadic working relationship. Interestingly, it appears that follower perceptions of their negotiating latitude may be affected by their satisfaction with the leader.

The results of the current study indicate that follower ratings of their own working relationship with the leader were strongly correlated with the frequency with which he/she attempted to influence the leader. That is, followers who make frequent attempts to influence the leader appear likely to see their working relationship with the leader as being very effective. These results suggest that the behavior which the follower considers as most important for task accomplishment is that of directing the group's activities through the designated leader so that the group performs in a way that the follower sees as appropriate. Thus, the follower appears to view effective task behavior as the frequency of his/her attempts to influence the leader and positive responses by the leader to those attempts.

The results of the current study also indicate that follower perceptions of their own negotiating latitude were only weakly related to leader-initiated transactions (leader influence attempts and follower responses). That is, the follower's acceptance of the leader's attempted influence

apparently results in increased efforts on the part of the leader to influence that follower. Followers who share this pattern of reciprocal exchange with the leader are more likely to perceive themselves as having high negotiating latitude than followers who do not share this pattern of interaction with the leader.

However, examining social influence behavior between the leader and follower over time showed that followers who rated themselves as having high negotiating latitude received more positive responses from the leader very early in the group session. This would suggest the presence of early behavioral cues (positive responses from the leader) may be used by followers to determine their anticipated negotiating latitude. Specifically, followers may look at the leader's behavior in the previous exercise for some indication of the leader's willingness to allow the follower to negotiate their own work role. Apparently, the more willing the leader is to accept influence attempts from the follower, the more willing he is seen by the follower to allow additional latitude in role development.

This line of reasoning also suggests that follower perceptions of their negotiating latitude may not have the same behavioral antecedents as do follower perceptions of their working relationship with the leader. The absence of a common behavioral source could be the basis for the nonsignificant relationship observed in the present study

between follower ratings of their negotiating latitude and their working relationship with the leader. That is, from the perspective of the follower, the manner in which one attains high negotiating latitude may be different from the way that one contributes to task performance.

Interestingly, follower assessments of their negotiating latitude were quite strongly related with their satisfaction with the leader. That is, followers who were more satisfied with the leader rated themselves as being allowed more negotiating latitude in a subsequent task. It may be that this same positive disposition toward the leader is reflected in follower expectations that the leader will allow him/her additional negotiating latitude. That is, positive feelings toward the leader may include expectations on the part of the follower that the leader will act in a socially desirable manner by allowing the follower freedom in negotiating his/her work role (cf., Schriesheim, Kinicki, & Schriesheim, 1979). While causal relationships are untested, it appears that follower perceptions of their negotiating latitude may be formed on the basis of other factors not tested here (eg., stereotypes regarding the preferred types of people to work with). Previous research has assumed that in-group status is formed first and follower affect follows (cf., Graen & Cashman, 1975). However, it appears possible that follower satisfaction with

the leader may actually precede high negotiating latitude and be the reason for it.

In conclusion, follower ratings of the effectiveness of their working relationship with the leader appear to be based primarily on their own attempts to influence the leader. That is, followers who make frequent attempts to influence the leader rate their working relationship with the leader as being more effective than followers who make infrequent attempts to influence the leader. In contrast, followers appear to perceive their negotiating latitude as evolving on the basis of the leader's willingness to accept influence. In other words, followers who have received frequent positive responses to their influence attempts from the leader perceive the leader as being willing to negotiate their work role. Additionally, follower ratings of their negotiating latitude appear to reflect a generalized positive disposition toward the leader. That is, followers who are satisfied with the leader apparently anticipate that the leader will behave in a socially desirable fashion by allowing them future freedom to negotiate their work roles.

Conclusion

The present study strongly suggests that, despite their relatively high relationship, leader and follower perceptions of the negotiating latitude of the follower are different phenomena. Thus, to use leader and follower

perceptions of the negotiating latitude allowed the follower interchangeably seems ill advised. Specifically, leader perceptions of the negotiating latitude of the follower appear to be strongly related to their perceptions of their working relationship with the follower. Further, leader perceptions appear to develop on the basis of positive follower responses to the leader's influence attempts. By contrast, follower perceptions of their negotiating latitude appear to be not related to their perceptions of their working relationship with the leader. Further, follower perceptions were only weakly related to social influence behavior but were strongly related to follower satisfaction with the leader. This relationship suggests that follower perceptions of their negotiating latitude may have been formed on the basis of factors not tested here (eg., stereotypes regarding the preferred type of person to work with).

The results of this study also have implications for our understanding of the process of follower role emergence. Graen and Cashman (1975) have suggested that subordinates' opportunities for in-group membership are regulated by the superior. That is, if the follower perceives that they have high negotiating latitude, an in-group relationship may develop. However, when the follower perceives that they have little latitude to negotiate the work role, an out-group exchange develops. This conceptualization suggests

that negotiating latitude develops on the basis of the leader's responses to follower influence attempts, which serve to notify followers of the potential of an in-group relationship.

The results of the present study indicate that, from the standpoint of the follower, this conceptualization is partially correct. There is some evidence that in-group development may occur initially on the basis of early positive responses directed at specific followers. However, there is also evidence that follower ratings of their negotiating latitude may be based on a generalized positive regard toward the leader. That is, followers who see the leader and task in a positive light expect socially desirable behavior (ie., negotiating latitude) from that leader.

From the standpoint of the leader's perceptions of follower negotiating latitude, however, the study offers little support for the model of follower role emergence suggested by Graen and Cashman (1975). Specifically, leader perceptions of in- and out-group emergence appear based simply on follower acceptance of his directive behavior. That is, in the leader's mind, followers make their own roles by their responses to his attempts to influence them.

The present study also has implications for the efforts of researchers directed at increasing the percentage of in-groups in organizational subunits (cf., Scandura & Graen

1984; Seers & Graen, 1984). More specifically, leader training interventions have been described as directed at enabling supervisors to increase the extent to which their relationships with their followers are characterized as in-group relationships (Scandura & Graen, 1984). These interventions are aimed at changing leader behavior on the presumption that in- and out-group development take place on the basis of the leader's openness to in-group relationships.

The results of the present study indicate that this approach may be misdirected. Specifically, the results of the present study suggests that follower responses to leader behavior may be the means by which in-group membership originates from the perspective of the leader. This would suggest that more effective training designs should involve training leaders not only to offer in-group status to a wider range of subordinates, but to train subordinates to recognize and respond to opportunities for role development vis-á-vis the leader.

The present study also offers several areas that appear promising for future research in mapping the social influence behavior process. Based on the findings of the study, it appears that the observational approach used in the present study may be improved to provide better estimates of the reciprocal social influence process as it relates to in- and out-group role development. First,

future work may explore the use of behavioral sequences rather than individual units of specific behavior as was done in the present study. For example, rather than examining separate cumulative measures of leader attempts to influence the follower and follower responses to leader influence attempts, the influence attempt of the leader and the response of the follower to that specific attempt may be used as the unit of observation.

Taking a somewhat different tack, future research may reexamine the transactional process between the leader and follower for early behaviors which serve as cues to an emerging role relationship. The present study included a chronological comparison of in- and out-groups on the basis of social influence behavior. This graphical analysis suggested that certain behaviors on the part of the leader and follower may function as preliminary cues for in- and out-group development. These cues may be different from the behavioral sequence which evolves and maintains in-group status. For example, early positive responses on the part of the leader directed at specific followers may serve to cue followers of an opportunity for role development. Followers may develop in-group status, however, by their positive responses to leader influence attempts.

Finally, future research should examine the stability of in- and out-groups formed within relatively short periods of time such as that employed in the current study. While

it has been suggested that leaders and followers make in- and out-group assessments early in the life of the work group (cf., Graen & Cashman, 1975), the relative impact on role development of early interaction with subordinates versus interaction over a prolonged period of time have yet to be considered.

In conclusion, the development of member roles in organizational subunits is central to the development of an effective means of carrying out organizational tasks (Dansereau, et al., 1975). Effective management appears to depend in large measure on the cultivation of an in-group, a group of subordinates willing to exert additional effort and to become personally involved in the group and its enterprise (Barnard, 1938). The present study has attempted to examine the behavioral antecedents to emergent follower roles. Ultimately, understanding the process of follower emergence may lead to the ability to plan effective interventions aimed at developing more effective work units.

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APPENDIXES

APPENDIX A

STATISTICAL POWER ANALYSIS

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STATISTICAL POWER ANALYSIS

The proposed minimum sample size for this study is 64 subjects in 8 seven-person groups. This conclusion is based on the following analysis in which the estimated effect size, specified alpha level and desired power are used to calculate an appropriate sample size.

The power of a statistical test ($1 - \beta$) is dependent upon the following values: effect size (f^2), alpha level (α), and the total number of subjects (n). By convention, alpha will be set at .05. Similarly, the desired power will be set at .80 by convention. The subjective parameter is the expected effect size. Unfortunately, there does not exist previous research allowing an empirical estimate of effect size for the hypotheses to be tested. Accordingly, the medium effect size ($f^2 = 0.15$ suggested by Cohen (1977) is used. Cohen (1977, p. 413) points out that this results in an R^2 or partial R^2 of 0.13 and hence an R or partial R of 0.36. Given the lack of alternate empirical evidence, this appears appropriate.

Reciprocal Social Influence

The usefulness of the reciprocal social influence behavior as an explanatory means for follower emergence will be assessed by examining the relationship between two different means of caclulating social influence behavior

(follower- and leader-initiated) and different measures of in- and out-group follower status (eg., negotiating latitude, working relationship with the leader). Testing each of these relationships involves preparing correlation coefficients and testing for significance. Entering Table 9.3.2 (Cohen, 1977 p. 417) and interpolating for the number of independent variables (u) = 1 and β = .80 designates L = 7.83.

When $R^2_{y.b}$ = .10

f^2 = .15/(1- .15) = .1765

Since $df = L / f^2$ Substituting: L = 7.83 and f^2 = .1765 yields df = 44.36

Since N = df + u + 1 Substituting: df = 44.36 u = 1 yields N = 46

Thus, adequate power (β = .80) for testing the convergence of social influence behavior with other measures of in- and out-group follower status is gained by a sample of (46/6) or eight seven-person groups.

APPENDIX B

PROCEDURE FOR CONDUCTING GROUP SESSIONS

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PROCEDURE FOR CONDUCTING GROUP SESSIONS

This section describes the procedure to be followed in conducting the group discussion sessions. The consent form used with participants in the study is also included in this appendix.

Participants

Leaders: The group leaders will be male graduate management students selected on recommendation from his/her professor. For his participation, the leader receives $20.00 at the conclusion of the exercise.

Followers: Followers will be male and female students who sign up to participate in undergraduate management classes where the exercise is offered either for extra credit or as a class assignment. Signup sheets for three males and three females per group are provided the instructor approximately one week prior to the exercise.

Advance Preparation of the Behavior Lab

Fixtures: Lights are turned on the Behavior Lab, hallway, and Observation Room F, off in the control room. A sign is placed on the door to 69 Glocker (Office area) identifying it as the location of the "Group Discussion Exercise".

Physical Layout: One table is placed near the center of the room with one chair at the head of the table and three chairs each on the right and left sides of the table head. Placards indicating participant color names are placed at each position. The positions of the colors are identical for each session. A control room is behind a one way mirror to the right of the main table.

Recording equipment: Two blank 60 minute video cassettes and their cases are labeled with the group number, date, and time. The VCR has a labeled videocassette in place. The camera is positioned at the back of the room directed at the leader. The microphone is on, in position, and volume adjusted.

Task materials: The following task material will be on hand in the behavior lab prior to the start of the session.

Seven copies of the Group Discussion Exercise

One copy of the Task Delegation Exercise

Participant badges (7)

Pens (7)

Note pads (7)

Flip chart and marking pens

Clock

Reception

The group leader will be instructed to come directly to the Behavior Lab (68 Glocker) 15 minutes prior to the start of the experiment. When the leader arrives, the researcher

introduces the study (following). The leader is then provided the demographic questionnaire and asked to return the questionnaire to the researcher within the following week. The questionnaires are marked by the researcher to indicate group number (sequentially assigned) and participant color name ("Red"). The leader is asked to use his assigned color name in their questionnaire and to use color names to address all participants during the exercise.

Followers will meet in 69 Glocker (offices) prior to the start of the session. At the appointed time, the researcher meets the followers and introduces the study (following). The followers are then provided the demographic questionnaire and asked to return the questionnaire to the researcher within the following week. The questionnaires are marked by the researcher to indicate group number (sequentially assigned) and participant color name (randomly assigned except for the leader, who is assigned "Red"). Followers are asked to use the color assigned them in their questionnaire and to use color names to address all participants during the exercise.

Instructions to Participants: The researcher introduces himself and thanks the participants for coming.

"The task which you are about to do is a Group Discussion Exercise requiring you to solve a common problem. The task is similar to those used in assessment centers for middle managers and so is intended to be quite challenging.

After the conclusion of the task we will discuss what transpires today in some detail.

"The session will be videotaped for observation at a later date. A person will be in a control room (behind a one-way mirror) to assure that no problems occur. The session will be used as research supporting a dissertation. Your identification is confidential; videotapes will not be seen by anyone besides people directly involved in the project and participant names do not appear on any of the video or questionnaire material."

Special instructions to leaders: "You will be the leader of a task-group. However, you will not receive any special information which is not provided to your subordinates. Your role is to use the resources of your subordinates to maximize task performance."

Special instructions to followers: "You will be members of a task-group with a designated leader. Each member of the group will receive the same information regarding a problem which requires a group solution."

The researcher will ask for questions from the participants.

Consent form: Participants are given copies of the consent form and given the following instructions: "This form asks for your consent to participate in the exercise and allow me to use the data from this exercise in research. If you are participating in this exercise as a class

assignment, your participation in the research is optional and your decision to participate or not to participate is confidential.

"The form has two places to sign. If you give your consent to to participate and allow my use of this session for research, please sign the first space at this time. The form will be returned to you at the conclusion of the session to obtain your final consent. You may withdraw from the experiment at any time without penalty."

The researcher will ask for questions from the participants and collect the consent forms.

Group Discussion Exercise

Followers are then escorted to the behavior lab through the corridor behind the control room (personal belongings may be left in Glocker 69). Upon entering the behavior lab, followers are introduced to the leader (Red) and all participants are given packets containing a (1) copy of the Group Discussion Exercise, (2) note pad, and (3) pen. Followers are asked to take seats at positions marked by badges indicating their color name. Participants are reminded that they have 50 minutes to review and complete the Group Discussion Exercise. The camera is started at this time.

The researcher leaves the room at this time.

If the leader fails to call the group to meeting after approximately 10 minutes, the researcher enters the room and indicates that it is time for the group meeting to begin.

After 50 minutes have elapsed from the start of the task, the researcher returns to the room and announces that time is up.

Questionnaire Measures: Questionnaire measures are then given to the participants. They are asked to read the instructions carefully before completing the items.

Task Delegation Exercise

After completion of the Group Discussion Questionnaire, the leader is escorted by the researcher to an interview room (F) and given the packet containing the Task Coordination Exercise. Followers are asked to remain in the Behavior Lab at this time.

The leader is allowed 5 minutes to review the Task Delegation Exercise, following which he completes the Task Coordination Exercise Questionnaire.

Leader instructions: "In the exercise you just completed, you identified several task areas. The next exercise asks that you coordinate the preparation of executive summaries of each task area by your subordinates, clarifying the problem and how it should be handled. You have 5 minutes to review the exercise and decide how you will coordinate the task. Please use the strategy

formulation sheet to record specific assignments and any work teams you may consider.

"At the conclusion of 5 minutes you will rejoin your group and then work with your group to write executive summaries of each of the coordination areas. Once you rejoin your group you will have 20 minutes for discussion and preparation of the analysis. You may change seating, move around and discuss the task in any way."

Follower instructions: "In the exercise you just completed, you identified several task areas. The next exercise asks that you preparing executive summaries of the coordination area problem and how it should be handled. Red is reviewing the exercise now and will rejoin you shortly. You will have 20 minutes for discussion and preparation of the analysis. You may change seating, move around and discuss things in any way."

If the leader has not completed the Task Coordination Exercise at the conclusion of approximately 10 minutes, the researcher knocks on the door to room F and announces that time is up.

Conclusion

At the conclusion of the 20 minute work period, the researcher enters the Behavior Lab and announces that time is up.

Consent forms are returned to the participants; they are asked to read the form again and sign.

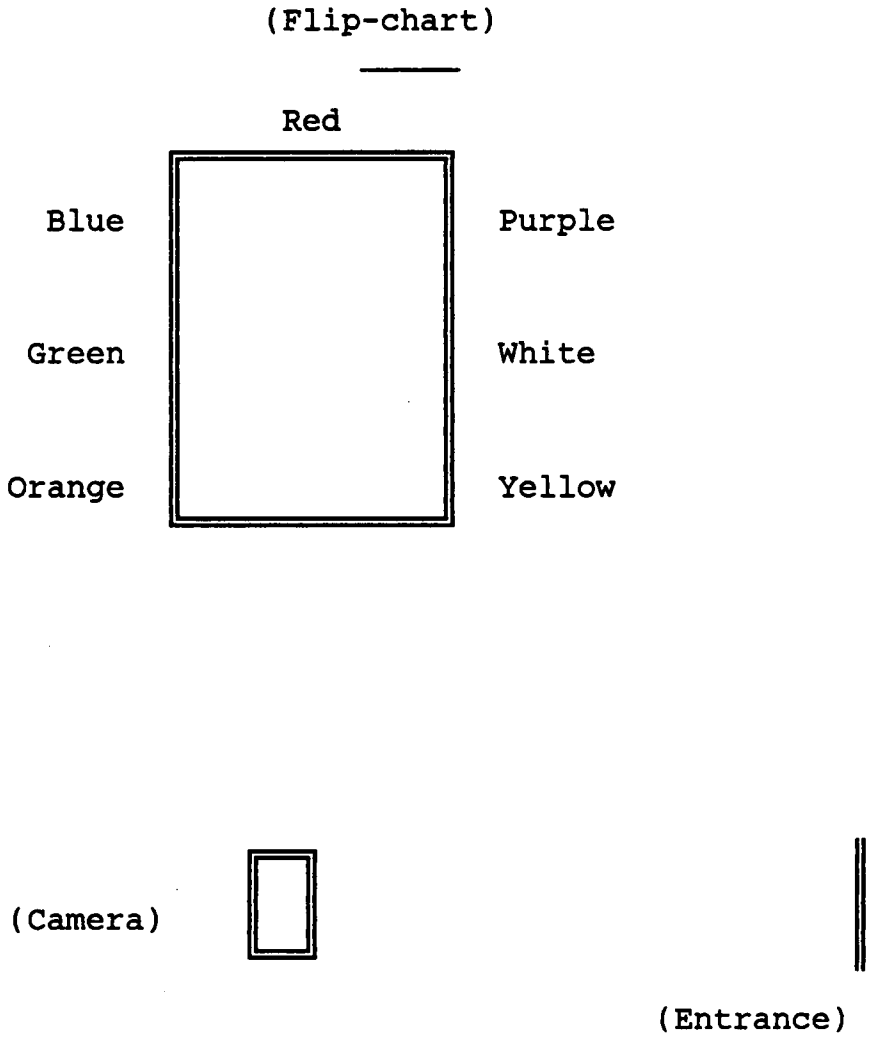
Participants are debriefed regarding the purpose of the experiment. Feedback and a discussion of the leader-member exchange process observed in the group will be offered.

Participants are thanked again for their participation.

Total Time Allotment

Task Time	(Minutes)
Introduction, consent forms	10
Group Discussion Exercise	
Exercise	40
Questionnaire	15
Task Coordination Exercise	
Leader (overlaps with Group Discussion Exercise questionnaire)	0
Group	05
Debriefing, discussion, consent forms	20
	1:30

GROUP DISCUSSION EXERCISE SEATING POSITIONS



Consent to Participate in Research Project

Project Director: Dr. M. C. Rush
418 Stokely Management Center
974-3161

Principal Investigator: Bill McClane
974-3161 or 523-6148

I understand that this research is being conducted to examine leadership in small groups. I understand that, as a participant in this research project, I will be working in a laboratory room with a group of other people on tasks (1) requiring the identification of problem areas in a described project, and (2) generating possible solutions to these problems. I understand that the entire session will be videotaped, and that the videotapes will later be viewed by researchers and research assistants who are working on the project. My name will not be identified with the videotape of the group session.

[] If the exercise is a class assignment, I understand that my decision to participate or not to participate is confidential and will not be revealed to my instructor. I understand that I can withdraw my consent to participate at any time during or after the session.

[] If the exercise is taken for extra credit, I understand that I can withdraw my consent to participate in the research study at any time during or after the session and still receive full compensation.

Prior to the session, I consent to the use of the videotape of the session for purposes of research.

Signed _____ Date _____

After completing the session, I consent to the use of the videotape of the session for purposes of research.

Signed _____ Date _____

APPENDIX C

DEMOGRAPHIC QUESTIONNAIRE

Group Discussion Exercise

Project Director: Dr. M. C. Rush
408 Stokely Management Center
Work: 974-3161

Principal Investigator: Bill McClane, Doctoral Candidate in Industrial/ Organizational Psychology

Work: 974-3161

Home: 523-6147

Thanks for your participation! The Group Discussion Exercise is a series of tasks originally developed for use as part of an assessment center for middle managers. You should find them both interesting and informative.

Prior to your scheduled meeting, please complete the following questionnaires. The questionnaire set should take about 20 minutes to complete. You should bring this entire packet with you when you come to 69 Glocker for the Group Discussion Exercise.

Group Number: _____

Date of Session: ___/___/___

Time of Session: _____

Color Name:

[1] Blue
[2] Green
[3] Orange
[4] Purple
[5] Red
[6] White
[7] Yellow

Instructions: Please respond to the following questions by checking the appropriate box or filling in the blank.

What is your gender?	[1] Male [2] Female
What is your age?	____ (years)
What is your educational status?	[1] Freshman [2] Sophomore [3] Junior [4] Senior [5] Graduate
Currently employed?	Yes, [1] Full-time [2] Part-time [3] No
How much full- or part-time work experience have you had?	____ (years)

APPENDIX D

GROUP DISCUSSION EXERCISE

LEADER INSTRUCTIONS

GROUP DISCUSSION EXERCISE

You are a member of the Special Project department of a building products corporation. Your department coordinates projects which cross organizational lines of authority.

Today is Monday morning, September 24. On your arrival, you discover that your boss (Chuck Sherwin) has been hurt over the weekend in an accident at home and will be out of work for some time. Sherwin had scheduled a meeting this morning with you and the other staff members to discuss a project involving the replacement of an existing finishing line at one of the corporation's plants. A message left by the manager of the plant asks that you, as senior member of the department, conduct this meeting in the absence of your boss to determine problem areas in the finishing line project.

The following memos were found in a file in Sherwin's desk marked "High Speed Finishing Line". The department secretary has made copies for each department member. You have 10 minutes to review the file contents after which you have 40 minutes to determine problem areas in the finishing line project prior to your meeting with the plant manager.

Please begin.

INSTRUCTIONS

GROUP DISCUSSION EXERCISE

You are a member of the Special Project department of a building products corporation. Your department coordinates projects which cross organizational lines of authority.

Today is Monday morning, September 24. On your arrival, you discover that your boss (Chuck Sherwin) has been hurt over the weekend in an accident at home and will be out of work for some time. Sherwin had scheduled a meeting this morning with you and the other staff members to discuss a project involving the replacement of an existing finishing line at one of the corporation's plants. A senior member of the staff (Red) has been asked by the plant manager to conduct the meeting in the absence of your boss to determine problem areas in the finishing line project.

The following memos were found in a file in Sherwin's desk marked "High Speed Finishing Line". The department secretary has made copies for each department member. You have 10 minutes to review the file contents and 40 minutes to determine problem areas in the finishing line project.

Please begin.

INTER-OFFICE MEMO

CC: C. B. Sherwin, Projects
All Sales Reps

TO: W. C. Hertz, Plant Manager

FROM: R. A. Wasko, Marketing

DATE: July 22

RE: Finished Product Sales

A major competitor has just announced plans to withdraw from our market altogether and we are now getting calls from some of their customers. In addition, the recent drop in interest rates has stimulated the new housing market, which accounts for 70% of our sales. We now have an unbelievable demand and not enough finishing capacity. Anything you can do to up production?

Also, please advise regarding your timetable for the new finishing line. We are putting some of our new customers on allocation but we need to keep these people informed of when our new capacity will come on line. Also, we want to orchestrate press releases and any related advertising.

R. A. Wasko

INTER-OFFICE MEMO

CC: C. B. Sherwin, Projects

TO: M. E. Burk, Finishing

FROM: J. A. Smart, Purchasing

DATE: August 2

RE: Anticipated Raw Material Consumption

We are preparing to negotiate new contracts with several of our raw material suppliers. Please let me know of any planned production changes and the effect of these changes on raw material consumption.

Also, we have been hearing of spot shortages of some of the more exotic resins that we use. We may want to stockpile some of these materials as a hedge.

J. A. Smart

INTER-OFFICE MEMO

CC: C. B. Sherwin, Projects

TO: R. A. Wasko, Marketing

FROM: W. C. Hertz, Plant Manager

DATE: August 4

RE: Finishing Production

We are now running three shifts and weekends on finishing line #2 to try to keep up with demand. In addition, we are delaying some planned maintenance and cutting preventive maintenance as much as possible.

Next time get your sales numbers right and you'll have enough finished product to sell!

W. C. Hertz

INTER-OFFICE MEMO

CC: W. C. Hertz, Plant Mgr.
W. P. Shoar, Engineering

TO: C. B. Sherwin, Special Projects

FROM: S. H. Ballwin, Research and Development

DATE: September 2

RE: New Finishing Line

I was surprised during our recent meeting to hear the speed that Engineering is proposing for the new line. I don't need to tell you that the current finishes are "state of the art" and cannot simply be "cooked a little faster" as engineering would have us believe.

We can offer no assurance that the proposed production capacity can be reached without significant evaluation and perhaps major changes to the equipment of the new line.

S. H. Ballwin

INTER-OFFICE MEMO

CC: C. B. Sherwin, Projects

TO: W. L. Alexander, Personnel

FROM: W. C. Hertz, Plant Manager

DATE: September 10

RE: New Finishing Line

Present plans call for putting the new finishing line on stream while Line #2 is still in operation. Once the new line is fully operational, Finishing Line #2 will be phased out of operation.

The timetable for this changeover has yet to be worked out but I would like to see a schedule for hiring new people, staffing the new line, and then reabsorbing any personnel excess when the old line is phased out.

W. C. Hertz

INTER-OFFICE MEMO

CC: W. C. Hertz, Plant Mgr.
C. B. Sherwin, Projects

TO: W. E. Shoar, Engineering

FROM: R. A. Wasko, Marketing

DATE: September 12

RE: New Finishing Line

I am disappointed with current plans to simply build a "bigger, faster" version of the finishing line we have now. My sales people are putting together a "wish list" of new products which we want to see the capacity to produce in the new line. To produce some of these products will require different equipment than we are currently considering.

I will forward our suggestions to you as soon as they are ready.

R. A. Wasko

INTER-OFFICE MEMO

CC: W. C. Hertz, Plant Mgr.
C. B. Sherwin, Projects

TO: W. L. Alexander, Personnel

FROM: M. E. Burk, Finishing

DATE: September 15

RE: New Line

Because of equipment changes, many positions on the new finishing line have no corresponding jobs on the old line. I need to know job descriptions and pay rates for these new positions to open bidding on these positions. We should also flag new positions and perhaps schedule training for these people with the equipment manufacturer.

M. E. Burk

INTER-OFFICE MEMO

CC: W. C. Hertz, Plant Mgr.
C. B. Sherwin, Projects

TO: M. E. Burk, Finishing

FROM: W. E. Shoar, Engineering

DATE: September 15

RE: Equipment Selection for High Speed Line

The selection of some equipment for the new finishing line is being delayed until the Product Design group decides what they want.

However, we will be previewing some of the equipment for the new line soon. Much of the equipment is just updated versions of what we have already but there are some significant changes. I will send you blueprints and other specs when we are closer to finalizing the design.

W. E. Shoar

APPENDIX E

FOLLOWER QUESTIONNAIRE

Group Number: _____

Your Color Name:

[1] Blue
[2] Green
[3] Orange
[4] Purple
[5] Red
[6] White
[7] Yellow

Questionnaire Set Instructions: The following questions ask for your reactions to the group discussion in which you have just participated. Please read the instructions at the beginning of each set prior to answering the questions.

SECTION 1

Instructions: Please check the appropriate response if this group were to begin a new task in which Red was in charge, and each group member was assigned specific duties to be carried out.

If this group were to begin a new task, one in which Red is in charge and each member is assigned specific duties to carry out:

1. How flexible do you expect Red to be about letting you change your task duties?

☐ Extremely ☐ Moderately ☐ Somewhat ☐ Very Little ☐ Not at all

2. What are the chances that Red will help you solve a problem in your task?

☐ Very Likely ☐ Moderately Likely ☐ Somewhat Likely ☐ Unlikely ☐ Not Likely At All

3. How often do you expect to make suggestions regarding your task to Red?

☐ Very Often ☐ Moderately Often ☐ Occasionally ☐ Seldom ☐ Never

4. To what extent do you expect Red to "bail you out" if you make a mistake?

☐ A Great Deal ☐ Quite a Bit ☐ To Some Extent ☐ Very Little ☐ Not At All

SECTION 2

Instructions: Please rank order each member of the group (including yourself) in terms of how closely they worked with Red on the task by placing the first letter of that member's color name (Blue, Green, Orange, Purple, White, Yellow) in the appropriate box. Include all group members and place only one letter per box.

Very close Working Relationship with Red	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6	Limited Working Relationship with Red

SECTION 3

Instructions: Please use the following adjectives to describe your reaction to the group task. Check "yes" if the item describes the task, "no" if it does not, and "?" if you are uncertain.

		Yes	Not Certain	No
1.	Fascinating	[Y]	[?]	[N]
2.	Routine	[Y]	[?]	[N]
3.	Satisfying	[Y]	[?]	[N]
4.	Boring	[Y]	[?]	[N]
5.	Good	[Y]	[?]	[N]
6.	Creative	[Y]	[?]	[N]
7.	Respected	[Y]	[?]	[N]
8.	Pleasant	[Y]	[?]	[N]
9.	Useful	[Y]	[?]	[N]
10.	Tiresome	[Y]	[?]	[N]
11.	Healthful	[Y]	[?]	[N]
12.	Challenging	[Y]	[?]	[N]
13.	Frustrating	[Y]	[?]	[N]
14.	Simple	[Y]	[?]	[N]
15.	Endless	[Y]	[?]	[N]
16.	Gives sense of accomplishment	[Y]	[?]	[N]

SECTION 4

Instructions: Please use the following adjectives to describe your reaction to the other members of the group (not the group leader). Check "yes" if the item describes your co-workers, "no" if it does not, and "?" if you are uncertain.

		Yes	Not Certain	No
1.	Stimulating	[Y]	[?]	[N]
2.	Boring	[Y]	[?]	[N]
3.	Slow	[Y]	[?]	[N]
4.	Ambitious	[Y]	[?]	[N]
5.	Stupid	[Y]	[?]	[N]
6.	Responsible	[Y]	[?]	[N]
7.	Fast	[Y]	[?]	[N]
8.	Intelligent	[Y]	[?]	[N]
9.	Talk too much	[Y]	[?]	[N]
10.	Smart	[Y]	[?]	[N]
11.	Lazy	[Y]	[?]	[N]
12.	Unpleasant	[Y]	[?]	[N]
13.	Active	[Y]	[?]	[N]
14.	Narrow interests	[Y]	[?]	[N]
15.	Loyal	[Y]	[?]	[N]

SECTION 5

Instructions: Please use the following adjectives to describe your reaction to the group leader. Check "yes" if the item describes the group leader, "no" if it does not, and "?" if you are uncertain.

		Yes	Not Certain	No
1.	Asks my advice	[Y]	[?]	[N]
2.	Hard to please	[Y]	[?]	[N]
3.	Impolite	[Y]	[?]	[N]
4.	Praises good work	[Y]	[?]	[N]
5.	Tactful	[Y]	[?]	[N]
6.	Influential	[Y]	[?]	[N]
7.	Annoying	[Y]	[?]	[N]
8.	Knows task well	[Y]	[?]	[N]
9.	Bad	[Y]	[?]	[N]
10.	Intelligent	[Y]	[?]	[N]
11.	Lazy	[Y]	[?]	[N]

APPENDIX F

LEADER QUESTIONNAIRE

Group Number: _____

Your Color Name:

[1] Blue	[5] Red
[2] Green	[6] White
[3] Orange	[7] Yellow
[4] Purple	

Questionnaire Set Instructions: The following questions ask for your reactions to the group discussion in which you have just participated. Please read the instructions at the beginning of each set prior to answering the questions.

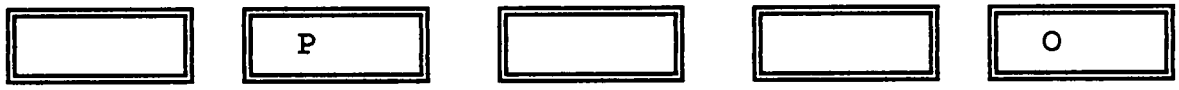
SECTION 1

Instructions: Please respond to the following questions by writing the first letter of that member's color name (White = W, Blue = B, Yellow = Y, Green = G, Purple = P, Orange = O) in the appropriate box below. You may rate more than one person the same way (more than one letter per box).

For each question, mark your response as if this group were to begin a new task in which you were in charge, and each member was assigned specific duties to carry out.

Example: Evaluate each member with respect to how often you would make task suggestions to that person. If, for example, you would make no such suggestions to Orange, you would place an "O" as indicated below. Similarly, if you would make suggestions "moderately frequently" to Purple, you would place a "P" as indicated below.

How often would you make suggestions regarding the task to this person (Blue, Green, Orange, Purple, White, Yellow)?



Complete the Scale on the Following Page.

SECTION 1

If this group were to begin a new task, one in which you are in charge and each member is assigned specific duties to carry out:

1. How flexible do you expect to be about letting this person (Blue, Green, Orange, Purple, White, Yellow) change their task duties?

Extremely	Moderately	Somewhat	Very Little	Not at all

2. What are the chances that you will be inclined to help this person (Blue, Green, Orange, Purple, White, Yellow) solve a problem in his or her task?

Very Likely	Moderately Likely	Somewhat Likely	Unlikely	Not Likely At All

3. How often do you expect this person (Blue, Green, Orange, Purple, White, Yellow) to make suggestions regarding their task to you?

Very Often	Moderately Often	Occasionally	Infrequently	Never

4. To what extent do you expect to "bail out" this person (Blue, Green, Orange, Purple, White, Yellow) if they make a mistake?

A Great Deal	Quite a Bit	To Some Extent	Very Little	Not At All

SECTION 2

Instructions: Please rank order each member of the group in terms of how closely they worked with you on the task by placing the first letter of that member's color name (Blue, Green, Orange, Purple, White, Yellow) in the appropriate box. Include all group members and place only one letter per box.

Very close Working Relationship With Me	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6	Limited Working Relationship With Me

SECTION 3

Instructions: If you were asked to turn the leadership of the group over to another member of the group, who would it be? (Please check only one box).

[1] Blue
[2] Green
[3] Orange
[4] Purple
[6] White
[7] Yellow

When you have completed the questionnaire, tell the researcher.

APPENDIX G

TASK COORDINATION EXERCISE

LEADER INSTRUCTIONS

TASK COORDINATION EXERCISE

After your meeting with the rest of the department, you return to your office to find a message from the plant manager saying that he would be unable to discuss the project as previously planned. Instead, you are to generate as many ways as possible for dealing with each identified problem in the finishing line project prior to this meeting.

In the meantime, the department secretary has found a note that Sherwin had left to be typed in preparation for the department meeting. In it, he has identified the problem areas and rank ordered them in terms of their importance:

Priority	Description
1	Equipment design for High-speed finishes
2	Equipment for new products desired by marketing
3	Training on new equipment
4	Job descriptions and wage determination for new positions
5	Selection-training timetable for positions already on old (#2) line
6	Reporting anticipated production and raw material consumption changes

You must decide how to coordinate the group's efforts at generating problem solutions. You may use your team's resources in any way (eg., assign one problem per individual, assign subordinates to work with other subordinates). You may work with individual subordinates or groups of subordinates but you may not take any task to do yourself.

You have 5 minutes to plan your approach, after which you will meet with the entire group and have 15 minutes to generate possible solutions.

TASK COORDINATION EXERCISE

Group Number: _____

Prior to meeting with your group, please describe your anticipated strategy by checking the appropriate box to indicate (1) which subordinate (if any) will have primary responsibility for the given task area and (2) additional subordinates which may be involved in that task area. You may alter this strategy when you rejoin the group.

1 Equipment design for high-speed finishes

	Primary Responsibility	Involved
Blue	[1]	[1]
Green	[2]	[2]
Orange	[3]	[3]
Purple	[4]	[4]
White	[6]	[6]
Yellow	[7]	[7]

2 Equipment for new products desired by marketing

	Primary Responsibility	Involved
Blue	[1]	[1]
Green	[2]	[2]
Orange	[3]	[3]
Purple	[4]	[4]
White	[6]	[6]
Yellow	[7]	[7]

3 Training on new equipment

	Primary Responsibility	Involved
Blue	[1]	[1]
Green	[2]	[2]
Orange	[3]	[3]
Purple	[4]	[4]
White	[6]	[6]
Yellow	[7]	[7]

4 Job descriptions and wage determination for new positions

	Primary Responsibility	Involved
Blue	[1]	[1]
Green	[2]	[2]
Orange	[3]	[3]
Purple	[4]	[4]
White	[6]	[6]
Yellow	[7]	[7]

5 Selection-training timetable for positions already on old (#2) line

	Primary Responsibility	Involved
Blue	[1]	[1]
Green	[2]	[2]
Orange	[3]	[3]
Purple	[4]	[4]
White	[6]	[6]
Yellow	[7]	[7]

6 Reporting anticipated production and raw material consumption changes

	Primary Responsibility	Involved
Blue	[1]	[1]
Green	[2]	[2]
Orange	[3]	[3]
Purple	[4]	[4]
White	[6]	[6]
Yellow	[7]	[7]

VITA

William Ellsworth McClane III was born in Spartanburg, South Carolina on February 19, 1954. He attended primary and secondary schools in Spartanburg, South Carolina; Richmond, Virginia; Norfolk, Virginia; and in Concord, North Carolina. He was graduated from Spartanburg High School in June 1972. The following September he entered Georgia Institute of Technology, and in August, 1975 he received a Bachelor's degree in Chemical Engineering.

After completing his undergraduate degree, he was employed as an engineer, initially with RSR Corporation in Dallas, Texas and subsequently with Abitibi-Price Corporation in Roaring River, North Carolina. He entered the Graduate School of the University of Tennessee, Knoxville, in September, 1983 and received the Doctor of Philosophy degree with a major in Industrial/Organizational Psychology in August, 1987.

Dr. McClane will be employed as an assistant professor in the Department of Management and Law at Loyola College in Baltimore, Maryland after graduation.