LATERAL INTERPERSONAL INFLUENCE TACTICS USED IN ORGANIZATIONS

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ABSTRACT

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This thesis study analyses the interpersonal influence tactics used in lateral influence attempts in organizations. In this research study, a comprehensive research tool including various number of tactics was formed and applied to 327 respondents in 10 different organizations. Then the data were analyzed by factor analysis and eight dimensions of interpersonal influence in lateral influence attempts were found: Coalition tactics, rational persuasion, ingratiating tactics, assertiveness, upward appeals, thought manipulation, negative actions, exchange tactics. The frequency with which each influence dimension was used in lateral influence attempts was analyzed in this thesis study. Coalition tactics, rational persuasion and ingratiating tactics were found to be the most frequently used tactics, where as exchange tactics and negative actions were found to be the least frequently used tactics in lateral direction of influence processes. Comparison of the results of the present study with the findings of early research studies stated that six factors are the basic elements of interpersonal influence attempts in organizations, regardless of the status of the target person. These six factors are coalition tactics, rational persuasion, ingratiating tactics, upward appeals, thought manipulation and exchange tactics. In addition to the six basic factors, Thought manipulation and negative actions were evaluated to be unique tactics that are used in lateral interpersonal influence attempts. Another important finding of the present study is that cross-cultural differences do not have an important effect on the interpersonal influence processes in organizations.

Keywords: Lateral, interpersonal influence attempts, factor

ÖZ

ORGANİZASYONLARDAKİ AYNI DÜZEYDEKİ KİŞİLER ARASINDA KULLANILAN ETKİLEME TAKTİKLERİ

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Bu tez çalışması, organizasyonlar içindeki aynı düzeydeki çalışan kişilerin birbirlerini etkilemede kullandıkları taktikleri incelemektedir. Bu çalışmada, çeşitli etkileme taktiklerinden oluşan bir anket oluşturularak, 10 değişik kuruluşta 327 kişiye uygulanmıştır. Elde edilen veriler faktör analiz yöntemi ile değerlendirilerek, sekiz farklı etkileme taktiği belirlenmiştir. Bu taktikler, koalisyon taktikleri, mantıksal ikna taktikleri, kendini sevdirme taktikleri, ısrarcılık, yukarı yönetime başvurma, aldatmaca taktikleri, olumsuz davranışlar ve değiş-tokuş taktikleri şeklinde ortaya çıkmıştır. Buna ek olarak her boyutun kullanım sıklığı bu çalışmada incelenmiştir. Yapılan analiz sonucu koalisyon taktikleri, mantıksal ikna taktikleri ve kendini sevdirme taktikleri aynı düzeyde birbirini etkilemede en sık kullanılan taktikler olarak bulunmuştur. Değiş-tokuş taktikleri ve olumsuz davranışlar ise en az sıklıkta kullanılan taktiklerdir. Araştırma sonuçlarının diğer araştırmaların bulguları ile karşılaştırılması sonucu altı adet etkileme taktiğinin temel olarak üstleri, astları ve aynı düzeydeki kişileri etkilemede kullanıldığı saptanmıştır. Bu altı temel taktik, koalisyon taktikleri, mantıksal ikna taktikleri, kendini sevdirme taktikleri, ısrarcılık, yukarı yönetime başvurma ve değiş-tokuş taktikleri olarak bulunmuştur. Altı temel taktiğin yanısıra bulunan aldatmaca taktikleri ve olumsuz davranışlar ise aynı düzeydeki kişileri etkileme sürecine özgü taktikler olarak ortaya çıkmıştır. Bu araştırmanın sonuçları, farklı kültürel ortamlarda yapılmış olan çalışmaların sonuçları ile kıyaslanarak, kültürel farlılaşmanın kişiler arası etkileme sürecine önemli bir etkisi olmadığı sonucuna varılmıştır.

Anahtar Kelimeler: Aynı düzey, kişiler arası, etkileme taktikleri

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CHAPTER I

INTRODUCTION

1.1. Problem Statement

Organizations are not collections of isolated individuals, making decisions and taking action in splendid solitude. In fact, they are social settings in which people interact with their subordinates, co-workers, and bosses. Most often, each member of the organization needs the assistance or compliance of the other members to reach his/her own set of personal or organizational goals (Pfeffer, 1981). As a result of interaction among the organizational units, power and influence can be said to be ubiquitous phenomena in organizations. It is commonly recognized, however, that the study of power and influence is a relatively neglected area of organizational research. The literature on power which began with French and Raven (1959) was quite new although many improvements was achieved by a number of research studies like Hickson, 1971; Salancik and Pfeffer, 1974; Hinkin and Schreisheim, 1989. Similarly, research on interpersonal influence based on quantitative research tools appeared in latest 1970's and much contribution was made in 1980's. However, many aspects of interpersonal influence like influence processes in certain influence directions or effectiveness of influence decisions has not been explored adequately. in addition to that, frameworks developed to explain the nature of influence patterns in landmark studies like Kipnis et al., (1980) and Yukl and Falbe, (1990) has not been replicated in certain directions of interpersonal influence especially in lateral influence processes tactics which are applied by the employee on his/her coworker who is at the same organizational level with him/her. Research has indicated that analysis of each influence direction (upward, lateral and downward) required specifically designed research studies (Schreisheim and Hinkin, 1990). As far as the previous research studies were concerned, the research on lateral influence processes was quite inadequate to understand the nature of the influence attempts in this particular influence direction. In addition to that, early models that clarified the dimensions of interpersonal influence were based on combined analysis of the three influence directions (upward, lateral and downward) were proved to be unstable (Ford and McCallum, 1986; Schreisheim and Hinkin, 1990). This fact justifies the need for conducting separate analysis of interpersonal influence processes in a certain influence direction. The nonexistence of an research study on lateral direction based on robust tools of analysis and sampling necessitates that a particular study should be conducted to reveal the characteristics of the interpersonal influence processes in lateral direction.

1.2. Objectives and Limits of the Present Research

Beginning with Kipnis et al., (1980) study, the research studies having based on inductive methodologies and quantitative analysis methods closed an important gap how people in organizations, convert their power bases to *process,* i.e. interpersonal influence methods to reach their goals. However, literature on interpersonal influence methods is quite unfledged. Although a general typology of interpersonal influence tactics has been developed in Kipnis et al., (1980) and Yukl and Falbe, (1990), creation of an unique scale for each influence direction is necessary (e.g. Mowday, 1978; Falbo and Peplau, 1980; Schmidt and Kipnis, 1984; Kipnis and Schmidt, 1988; Schreisheim and Hinkin, 1990). It is believed that there is a potential room of improvement for lateral influence since no considerable research except Kipnis et al., (1980), Yukl and Falbe, (1990) and Yukl and Tracey, (1992) on that direction has been conducted. However these research studies has considerable shortcomings and no specific scale of interpersonal influence attempts in lateral direction has been developed. Given the limitations of the earlier research studies on interpersonal influence, existing research tools, sampling methods and analysis techniques are to be redesigned.

The first objective of this thesis study is to create a specific research tool designed for analyzing the lateral influence attempts in organizations. In order to have a robust research tool, the research tools of the previous research studies will be analyzed.

The second objective of the research is to categorize the influence tactics used in lateral influence and create specific subscales for lateral influence attempts. To categorize the influence methods, quantitative methods of analysis, such as factor analysis will be used. The categories found, will be compared to the findings of the previous research studies.

After the categorization of the influence methods used in lateral direction, the next objective is to find out the how frequent each influence category is being used by the influence agent in relative terms. The findings in the present study will be compared to the results of the previous research studies.

CHAPTER II

POWER AND INFLUENCE WITHIN ORGANIZATIONS

2.1. Social Power within Organizations

Traditionally, management theorists and organizational sociologists have been interested in how organizations control the use of power and influence by their members. The traditional research has generally focused on the hierarchical authority system and bureaucratic rationality stressing on the formal side of the organization, although the adequacy of these concepts as general frameworks for understanding behavior in organizations has been seriously questioned by a number of researchers (Child, 1973; Salancik and Pfeffer, 1974; Pfeffer, 1977). Since the ability to influence decisions is not entirely dependent upon formal position in the organizations, power and influence have been highlighted as critical variables of study in understanding behavior in organizations. While authority refers to legitimate power based on formal position, power and influence are broader concepts referring to the generalized ability to change the actions of others in some intended fashion.

Although there are various definitions of power, most authors define power as a potential ability to influence behavior, to change the course of events, and to get people to do things that they would not otherwise do (Pfeffer, 1981).

The acquisition and maintenance of power is one of the most socially motivating processes that occurs in organizations (McClelland and Burnham, 1976). That motivation has been the central concern of the researchers, who has examined the question of why some individuals or groups are more successful than others in achieving their goals in decision making situations (Pfeffer, Salancik and Leblebici, 1976; Kipnis, 1976). In trying to account for differential effectiveness in the ability to influence decisions, researchers have examined the bases and distribution of power in organizations (French and Raven, 1959; Hickson, 1971; Salancik and Pfeffer, 1974; Hinkin and Schreisheim, 1989). The assumption implicit in this approach is that in this approach is that individuals or groups with relatively high power are more likely to be in a position to impose their preferences on others in decision making situations. Research evidence has generally supported their assumption (Salancik and Pfeffer, 1974).

The first power framework was developed by French and Raven (1959). Their framework included five power bases named as reward power, coercive power, legitimate power, expert power, referent power (Appendix A). Also discussed as a power base was the informational influence but was not considered as a primary power base. Their typology is presented in most major the textbooks in the field and according to Mintzberg (1983), it is also the framework most frequently used in power research followed by many research studies (Bachman, 1968; Hickson, 1971; Salancik and Pfeffer, 1974; Pfeffer, 1977; Yukl, 1981; Podsakoff and Schreisheim, 1985; Hinkin and Schreisheim, 1989).

But one problem with French and Raven's (1959) classifications is that they are not independent from each other, though each varies in the number of influence dimensions that are described (Raven, 1974; Yukl, 1981; Podsakoff and Schreisheim, 1985; Hinkin and Schreisheim, 1989). The critics were mostly based on the psychometric inadequacies of the measures that have been used in French and Raven (1959). Their research methodology is limited almost exclusively to field studies that have primarily used single item ranking scales (as opposed to rating or Likert-type measures). In this procedure respondents were asked to rank order the reasons why they comply with the requests of the power user. The interesting aspect of using ranking scales is that it produces measures that are not independent of each other (Podsakoff and Schreisheim, 1985). Any single base of power can only be given prominence at the expense of the other bases. As a result, the ranking procedure tends to produce negative empirical relations among the power bases, and this precludes interpreting results straightforwardly. This setback is overhauled by Podsakoff and Schreisheim, 1985; Hinkin and Schreisheim, 1989; Yukl and Falbe, 1991 and new power bases are introduced as *persuasiveness* and *charisma* in Yukl and Falbe (1991).

A further problem with French and Raven's (1959) typology is that when influence tactics are actually studied, it is found that people do not exercise influence in ways predicted by rational classification schemes. This point was first explicitly made in a study by Goodchild, Quadrado, and Raven (1975) in which college students wrote brief essays on the topic " How I got my way." It was found that many of the influence tactics described by these students could not be classified into preexisting five fold power framework. Several tactics thought to be basic such as the use of expert power, were not even mentioned by the students. Although power frameworks constitute a good starting point for research on influence processes, the obvious conceptual distinction between the power bases and the interpersonal influence methods clearly stated that power literature is inadequate to explain the nature of interpersonal influence processes.

2.2. Social Conflict Processes within Organizations

Social conflict in organizations is certainly an important ingredient of interpersonal influence processes (Falbo, 1977; Falbo and Peplau, 1980). In the context of organizational behavior, conflict refers primarily to instances in which units or individuals within an organization work against rather than with another (Rahim,1983). More formally, according to one widely accepted definition, conflict is an process in which one party perceives that another party has taken a particular action that will exert negative effects on its major interests, or about to take such action (Cheng, 1983). According to classical theory of social conflict developed by the research studies in early 1970's, the key elements in social conflict include: Opposing interests between individuals or groups, recognition of such opposition, the belief by each side that the other will thwart (or has already thwarted) these interests, actions that actually produce thwarting (Chertkoff and Conley, 1967; Chertkoff and Baird, 1971; Kuhlman and Marshello,1975). However, the classical theory on social conflict ignored that social conflict is in fact a *process*-a complex series of events that both reflect external conditions and in turn, affect them (Tjosvold, 1985; Van de Vliert and Kabanoff, 1990; Thomas, 1992). More specifically, social conflict between individuals or groups stem from preceding events and conditions, and produce results and outcomes. In other words, conflict is part of a continuing, ongoing relationship between two or more parties, not an isolated event that can be considered in and of itself. This process has several steps.

The first step is *awareness* of the conflict. Social conflicts occur when the parties involved, recognize the existence of opposing interests. That is why social conflict fails to emerge when outside observers notice deep divisions between potential opponents. The parties themselves do not notice (or care to notice) these conditions, and if they do not, conflict remains only a possibility.

The second step, once aware of the conflict, both parties experience emotional reactions to it and think about it in various ways. These emotions and thoughts are crucial to the course of the developing conflict. If the emotional of one or both sides include anger and resentment from past wrongs or from contemplated future ones, the conflict is likely to be intense (Tjosvold, 1985).If such reactions are absent, conflict may arise with lower intensity. But more important, the parties' reasoning concerning the conflict can have profound effects on its form and ultimate resolution.

In the third step, on the basis of such thoughts and emotions, individuals formulate specific intentions-plans to adopt various strategies during the conflict.

The last stage of the conflict is the implementation of the plans devised in the third stage. The implementation of the plans and strategies then elicit some response from the opposite side, and the process recycles.

The early research studies focusing on creation and implementation of strategies for resolving the conflict provided a basis for research on interpersonal influence. In fact, the tactics used in conflict management and resolution constitute a subset of interpersonal influence tactics (Falbo and Peplau, 1977; Erez, Rim and Keider, 1986; Yukl and Falbe, 1990). The one of the most popular conflict resolution schemes, developed by Blake, Shepard and Mouton

(1964); then revised and restructured by Rahim, (1983) and Rahim, (1985) included five conflict resolution styles as: Integrating, obliging, dominating, avoiding and compromising.

As far as, integrating (problem solving, suggestion) was concerned, interested parties confront the issue and cooperatively identify the problem, generate and weight alternative solutions and select a solution. Integrating is appropriate for complex issues plagued by misunderstanding.

The second method, obliging (smoothing) involves playing down differences while emphasizing commonalties. The obliging party may neglect its own concern in order to satisfy the concern of the other party (Rahim, 1985).

The third method, dominating (forcing, competing, pressure) includes tactics as described "win-lose" tactics in game theory. The party that wields dominating style for conflict resolution demonstrates high concern for its own needs and goals, and less for the goals of the opposing party. This style is often called as forcing because it may depend on the power of formal authority or coercive behavior.

The fourth style, avoiding may involve either passive withdrawal from the problem or active suppression of the issue. Avoidance is said to be appropriate for trivial issues or when the costs of confrontation outweigh the benefits of resolving the conflict.

The fifth style, compromising is a give-and-take approach. Each party is required to give up something of value. Compromise is appropriate when parties possess equal bases of power.

The five resolution styles model first developed by Blake, Shepard and Mouton, (1964) gave inspiration to the early researchers of interpersonal influence. There is a strong interdependence between the conflict resolution tactics and interpersonal influence tactics. Dominating style of conflict resolution, for example, is quite similar to Assertiveness and Sanctions in Kipnis et al., (1980) and Compromising is equivalent to Exchange Tactics in Kipnis et al. (1980) study. Also Integrating style of conflict resolution is relevant to Rational Persuasion in Kipnis et al. (1980) study.

Although conflict resolution literature provided a basis for exploring the interpersonal influence processes in organizations, it proved to be inadequate to cover the whole interpersonal influence tactics. The main reason for that, interpersonal influence tactics are also used when there is no conflict between the parties. For example, the tactics used by an manager to motivate his/her subordinate is irrelevant to the tactics used for conflict resolution. In fact, interpersonal influence methods constitute a broader concept when compared to conflict resolution methods (Rahim, 1983)

2.3. Interpersonal Influence Processes in Organizations

As stated before, conflict resolution literature, provided a starting point for exploring the nature of interpersonal influence processes. However, the methods presented in conflict management literature are inadequate to represent the whole interpersonal influence process. Therefore, further research was essential to explore the nature of interpersonal influence processes.

Research limited to the bases or amount of power of organizational members, however, may overlook several issues that are important to a complete understanding of the role of power in organizations. Research demonstrating that individuals or groups high in power generally receive a greater proportion of organizational resources provides little information about the *process* through which a given power base is translated into decision outcomes. The exercise of influence involves strategic decisions about who is to be influenced and when and how influence is to be exercised (Mowday, 1978). The effectiveness with which these decisions are made is likely to be an important determinant of whether the exercise of influence is successful. Also, powerful individuals may or may not choose to exercise their influence in decision-making situations. As a consequence, inferences about influence over decision outcomes based on assessments of the power possessed by the decision participants may give a distorted view of the decision-making process.

Although there are many definitions of interpersonal influence process, most authors has defined it as the set of actions applied on a person or group of people to change the behavior of the target person or group (Yukl, 1989). In other words, interpersonal influence attempts are the process of transformation of a power base or power bases into set of actions. The person or group who wields interpersonal influence tactics is called as influence agent and the person or group against whom the interpersonal influence tactics are used are called as influence target. The direction of influence is defined regarding the organizational status of the agent and the target. Upward influence is said to be present when the agent uses a particular influence tactic or a set of influence tactics on his/her superior. Similarly, if the agent is trying to influence his/her subordinate, downward influence takes place. Finally, if the agent attempts to influence his/her co-worker who is at the same organizational level with the agent, lateral influence occurs.

The focus on interpersonal influence methods has begun in the second half of 1970's. The early research on interpersonal influence processes stated judgmental models that classified the influence tactics. One important model was formed by Robbins (1974). In his model, there were six categories of influence tactics: manipulation, coercion (pressure), emotional tactics, integrating (suggestion), compromise (exchange), and persuasion.

Another interesting model developed by Allen, Madison, Porter, Renwick and Mayes, (1975) was a more comprehensive model in the initial research studies on interpersonal influence processes. The model is presented on the next page:

Table 1: Eight Tactics Model of Allen, Madison, Porter, Renwick and Mayes.

Tactic	Definition
Attacking (Pressure)	Applying coercion/pressure on people
Using information as influence tool	Involves the purposeful withholding or distortion of information
Impression	Dressing or grooming for success. Adhering to organizational norms and drawing attention to one's successes. Taking credit for others' accomplishments.
Praising (Ingratiation)	Making people feel good ("apple polishing").
Building commitment	Getting others' commitment to a decision through participation.
Coalitions	Teaming up with powerful people.
Association	Building up a support network both inside and outside the organization.
Reciprocity	Creating social debts (I did you a favor, so you owe me favor"

The early models on interpersonal influence processes were useful for the prospective researchers to build up research tools and provide conceptual definitions on how influence strategies could be defined and named.

However, such models were based on judgmental techniques and have limitations in terms of validity. Without proper sampling and quantitative tools of analysis, their value to provide an insight about interpersonal influence processes is quite limited.

Goodchild, Quadrado, and Raven (1975); Falbo (1977); Mowday (1978); Falbo and Peplau (1980) were the first studies that explored the interpersonal influence methods by asking respondents to write essays on how they get their way or by asking open ended questions. Also important, is that these studies were the first ones that used quantitative data analysis techniques in exploring interpersonal influence processes.

Among these early studies of interpersonal influence process, Falbo (1977) was important. In this research study, 346 influence strategies stated by 141 respondents were classified by eight experts into 16 schemes of interpersonal influence process regardless of influence direction (His 16 categories of interpersonal tactics were assertion, bargaining, compromise, deceit, emotion target, emotion agent, evasion, expertise, fait accompli, hinting, persistence, persuasion, reason, simple statement, thought manipulation, threat is explained in Appendix F). Falbo (1977) was the first study that developed a general conceptualization of influence processes. Then these 16 influence categories were reprocessed by multidimensional scaling (MDS) into a forced two axes MDS space, with two axes underlying the experts' judgments about the strategies. The two dimensions are rational/nonrational and direct/indirect influence methods.

Falbo (1977) was an important contribution to interpersonal influence processes literature since a broad typology of interpersonal influence tactics were developed from a broad spectrum of influence strategies. However, his consecutive study of reprocessing the categories of 16 influence tactics by the MDS method has considerable setbacks. The most important setback is that by using MDS method, the researcher must predefine the number of axes as an input before application of the method. Therefore the outcome of the solution is already biased by the judgment of the researcher. In Falbo (1977) two dimensions were introduced as an input to the model in order to ease the interpretation of the solution. This fact makes the two-dimensional MDS solution questionable. As a result, Falbo (1977) appears to be an useful study to construct a research tool from the initial categorization of 16 schemes of influence tactics.

Another categorization of interpersonal influence tactics was created by Mowday (1978) as threats, legitimate authority, persuasive arguments, rewards and manipulation in upward influence direction. Although based on judgmental methods of analysis, Mowday (1978) was the first study that draws attention to the need of constructing an unique categorization for each influence direction.

A landmark improvement in power and interpersonal influence research was the study of Kipnis, Schmidt, and Wilkinson (1980). Kipnis et al. (1980) first inductively derived a taxonomy of interpersonal influence processes by quantitative methods and then developed questionnaire measures for future investigations in this domain. They began their research by asking 165 part-time MBA students to each write a paragraph describing " How I get my way" with their bosses (62 of the students), coworkers (49 of the students), or subordinates (54 students). A total of 370 separate influence tactics were identified and then classified into 14 categories by three judges (Appendix B). Since many of the 14 categories of influence tactics in the first study overlapped either conceptually or empirically or both, a second study was needed. The next stage of Kipnis et al. (1980) study involved developing 58 survey questionnaire items from the original 370 tactics (Appendix C). These items were then administered to 754 employed graduate students, who were asked how frequently in the last six months they had used the tactic described by each item to influence their boss (225 students), co-workers (285 students), or subordinates (244 students). Kipnis et al. then conducted four factor analyses: One for the total sample and one for each influence target subsample (superior, co-worker, subordinate). The separate factor analyses for each direction of influence were conducted in order to examine the possibility that dimensions of influence would emerge at each influence direction that did not emerge in the combined factor analysis. Unfortunately, results of factor analyses of each influence direction was not mentioned in Kipnis et al., (1980) study. The combined factor analysis by mixing the three influence direction resulted in the identification of eight dimensions of influence (Assertiveness, Ingratiation, Rationality, Sanctions, Exchange of Benefits, Upward Appeal, Blocking, and Coalitions) and in the development of multi-item scales to measure each dimension (Appendix D).

Later, Kipnis and Schmidt (1982) verified the results of Kipnis et al. (1980) by developing a commercial version of Kipnis et al. (1980) research, named as Profile of Organizational Influence Strategies (POIS; Kipnis and Schmidt, 1982).

Kipnis et al. (1980) study has initiated a number of various studies (Ansari and Kapoor, 1987; Erez and Rim, 1982; Erez, Rim, and

Keider, 1986; Gonot, 1984; Kipnis and Schmidt, 1983; Kipnis, Schmidt, Swaffin-Schmidt, and Wilkinson, 1984; Reiser, 1982, Rim, and Erez, 1980; Schmidt, and Kipnis, 1984). These studies were based on the scales that were originated in Kipnis et al. (1980) study. An interesting point is that Kipnis, et al. (1980) scales were not only tested by various researchers but were also conducted on various cultures (Erez, Rim, and Keider, 1986 Erez, and Rim, 1982; Rim, and Erez, 1980; in Israel; Ansari, and Kapoor in India, others were conducted in the USA).

Kipnis et al. (1980) study has been considered as one of the most important landmark studies in power and interpersonal influence research but it has serious limitations which are to be considered in designing prospective research studies.

In Kipnis et al. (1980) study, data from several different perspectives (how one influence his/her boss, co-workers, and subordinates) were analyzed both separately and in combination, but only the combined analysis was extensively reported and it apparently constituted the basis for the subsequent scales developed in Kipnis et al. (1980) study. Although combining the three subsamples did yield a good respondent-to-item ratio (13:1), this process generated interpretation problems. Research has demonstrated that influence tactics vary depending on the relationship between individuals (e.g. Falbo and Peplau, 1980, Schreisheim and Hinkin, 1990). Combining the three different references thus makes it difficult to interpret the results from a theoretical perspective, and this procedure could have produced distortions in the combined factor analysis (all three directions of influence attempts were mixed and factor analyzed). This possibility is supported by the fact that subanalyses of each referent demonstrated that the various perspectives did not yield the same results (Kipnis et al. discuss but do not present the results of these subanalyses.). As a result, a particular factor analysis for each direction of influence should be conducted in order to create an unique scale for each of them.

Another potential problem in Kipnis et al. (1980) study and other previous research studies, excluding Yukl and Falbe (1990) is that their sample quality was questionable. For handiness, questionnaires were administered to the samples consisting of employed people attending to evening MBA classes. Of course, this kind of sampling could not represent the total working population.

Another limitation of Kipnis et al. study is that although its results were verified in different cultural settings (Erez, Rim, and Keider, 1986 Erez, and Rim, 1982; Rim, and Erez, 1980; in Israel; Ansari, and Kapoor in India), there are several problems in their design of their research tools. First of them is the way that is used in item processing phase. Items were extracted from the examples described by part-time MBA students. Although the items cover a wide range of tactics, new ones should be inserted and the ones with conceptual vagueness should be modified (Yukl and Falbe, 1990).

As stated previously, several research studies analyzing the interpersonal influence processes with respect to organizational variables based on the very scales of Kipnis et al. (1980), has emerged.

The first study that tested the scales of Kipnis et al. (1980) was Rim and Erez (1980). In their study, 125 middle-level managers responded the questionnaire of Kipnis et al. (1980) study. The data was factor analyzed and six groups of interpersonal influence tactics were found in the combined analysis of influence directions: Clandestine Tactics, Personal Negative Actions, Administrative Sanctions, Rational Tactics, Exchange Tactics, Appeal to Others. Most of the findings in Kipnis et al. (1980) study was replicated in this study. The emergence of Clandestine Tactics as a dimension of interpersonal influence in Rim and Erez (1980) study was interesting. This dimension appeared in Falbo (1977) as Thought Manipulation and in initial categorization of interpersonal tactics in Kipnis et al., (1980) study as Clandestine Tactics, but did not emerge in combined factor analysis in Kipnis et al. (1980) study.

Later, Erez and Rim (1982) analyzed the relationships between personal and contextual characteristics of the employer organization and the goals and tactics of influence used by the respondents. In their research study, participants were 125 middle level and assistant managers. The questionnaire developed by Kipnis et al. (1980) for measuring goals and tactics of influence was used in addition to background data such as ownership of the organization, size, and position of the respondents, professional discipline of the respondents. Results indicate that goals and tactics of influence were significantly related to four contextual variables: Ownership, size of the organization, number of subordinates, and the professional discipline.

Another research study that focused on the relationship between the goals of the influence agent and the interpersonal influence processes in upward direction was Schmidt and Kipnis (1984). That research study, however differentiated the goals of the agent into individual goals and organizational goals as opposed to Kipnis et al. (1980) and Erez and Rim (1982). 113 managers were the participants of the research study. The respondents completed the questionnaire used in Kipnis et al. (1980). Also, they completed a second questionnaire describing the frequency with which they influenced their superiors for individual and organizational reasons. They were able to replicate of the scales in Kipnis et al. (1980), except *Blocking*. Other principal findings were that staff managers exercised upward influence to achieve individual goals more than line managers and influence strategies used by managers varied as a function of goals sought from superiors. One important aspect of this study is that one of the influence dimensions in Kipnis et al. (1980) study (Blocking) was not replicated in a certain influence direction (Upward influence). This fact supports that different dimensions of influence exists in different directions of influence. Later, the research studies, Ansari and Kapoor (1986); Erez, Rim and Keider (1986) and Kipnis and Schmidt (1988) stressed that unique influence typologies for each direction of influence exists.

Especially, Ansari and Kapoor (1986) in their analysis of the relationship between upward influence attempts and two organizational variables, which are immediate superiors' leadership styles and the goals of influence attempts, stated that four dimensions of influence tactics in Kipnis et al. (1980) study (Ingratiation, Blocking, Rational Persuasion, Upward Appeal) are relevant to upward influence attempts. However, their selection of 22 items out of 58 items of Kipnis et al. (1980) questionnaire was not based on a item refinement and/or reduction process which should be applied on another sample prior to the main study of analysis (Schreisheim and Hinkin, 1990) . In addition to that their sample quality is questionable, only 69 male undergraduate students constitute the sample (respondent to the item ratio is as low as 3.1).

The aspect of agent vs. target in interpersonal influence was first stated by Erez, Rim and Keider (1986). In their study, the application of the influence tactics by agents' reports and the targets' perceptions of these tactics are analyzed and compared both from the agent's and the target's points of view. In their study, Kipnis et al.'s (1980) questionnaire was applied to 206 middle managers. Of the 206 middle managers, 125 respondents responded to the agent version of the Kipnis et al.'s (1980) questionnaire and the remaining 81 managers were asked to respond the target version. The outcomes of Erez, Rim and Keider (1986) has important outcomes. The first important outcome is that the dimensions of interpersonal influence emerged absolutely the same in the agent and target versions of the study. The second important outcome of this study is that a new dimension of influence emerged called as Manipulation, very similar to Thought Manipulation in Falbo (1977), Clandestine Tactics in initial categorization Kipnis et al. (1980) and Clandestine Tactics in combined analysis in Rim and Erez (1980). The other influence dimensions in Kipnis et al. (1980) including Blocking were successfully replicated.

In upward influence, an important study by Kipnis and Schmidt (1988) was conducted. In their analysis, they do not regard Blocking dimension in Kipnis et al. (1980) study as a dimension of upward influence. That result strengthened the fact that combined factor structure found in Kipnis et al. (1980) study had to be replaced by unique scales of influence for each influence direction.

In 1990's two landmark research studies was made on interpersonal influence process. Yukl and Falbe (1990) replicated the Kipnis et al. (1980) study by developing parallel versions of a questionnaire using both agent and target reports. Their research study overhauled some of the setbacks in Kipnis et al. (1980) study by using full time employed people from various organizations in addition to the part time employed students as the sample and introducing new items which included influence tactics that were not existing in Kipnis et al. (1980)'s questionnaire. A preliminary questionnaire was devised by the authors and was administered to 293 part time employed MBA students and managers in several companies. After that, this preliminary questionnaire was revised and shortened by the judges. The authors stressed that item content and scale definitions were strongly influenced by Kipnis et al. (1980) study. Their final questionnaire had two versions, agent self report version and target version. The agent self report version was applied to 197 respondents who were asked to describe their own influence attempts with an upward, lateral or downward target. The target version was administered to 237 respondents who were asked to describe the influence behavior of an agent that is designated as a superior, peer or subordinate. Their study replicated most of the findings in Kipnis et al. (1980). They reconceptualized six of the seven existing Kipnis et al. (1980) dimensions, deleted the *Blocking* dimension and adding two new dimensions called *Inspirational Appeals* and *Consultation Tactics* (Appendix E). Also, their comparison of the factor structures of the two versions of their study based on agent self reports and target reports, produced the same dimensions of influence. However as in Kipnis et al. (1980) study, Yukl and Falbe (1990) used combined factor analysis by mixing three directions of influence leading to conceptual ambiguity in interpreting the results of factor analysis. Another setback of their study is that although they used full time employed managers in their sample, it is questionable to state that part time employed MBA students and managers represent the total working population.

Another important study was conducted by Schreisheim, and Hinkin (1990). In this research, Kipnis et al. study (1980) was critiqued and their upward influence subscales were examined in four consequent studies with a reduced set of items. In their first study, 27 out of 58 items in Kipnis et al. (1980) study were administered to 34 senior business students to conduct content validity assessments. These 27 items corresponded with the items retained in Kipnis and Schmidt (1982) which constituted the six subscales of "How to influence your manager". In their second study, these 27 items were administered to 251 undergraduate students. The factor structure found in the second study was verified in the third study to which 281 full time employed MBA students participated. Finally, the fourth study compared the factor solutions of 17, 21, 27 items in the model. In their final study, 181 clerical and secretarial employee participated. In Schreisheim and Hinkin (1990), the researchers were able to develop a particular scale for the influence processes that are used by subordinates against their superiors. Their research was the first study that has developed an unique scale for a particular influence direction by quantitative analysis methods. The results of Schreisheim and Hinkin (1990) was consistent with the ones in Kipnis et al. (1980), leading to six influence dimensions (Coalitions, Exchange, Rationality, Assertiveness, Upward appeal and Ingratiation) in upward influence attempts. Blocking dimension which is reported to be existent in upward direction in Kipnis et al. (1980) study is not mentioned in their research.

Schreisheim and Hinkin (1990) brought important improvements to the interpersonal influence literature. In the first place, this study was able to build up an unique scale for upward influence process.

Given that the shortcomings of a combined factor analysis of the three influence directions, the unique categorization of influence tactics with respect to the influence directions led to conceptual clarity.

Another important contribution of Schreisheim and Hinkin (1990) study was that advanced features of factor analysis techniques were used to ensure the stability of the results. Till Schreisheim and Hinkin (1990), the factor analysis in interpersonal influence research was conducted arbitrarily. Their use of factor analysis to build up a stable factor structure proved useful in this thesis study (See Data Analysis: Factor Analysis section for critical decision variables for conducting factor analysis).

Although Schreisheim and Hinkin (1990) have important contributions to the literature, it has some limitations.

The first problem is that as in the previous research studies, the sample used was questionable. Full time employed MBA students, undergraduate students and clerical personnel were used as respondents. It is hard to state that this sample can represent the whole employed people.

In addition to this defect, the research tool in Schreisheim and Hinkin (1990) was completely extracted from the tool in Kipnis et al. (1980) study so that some of the problematic items in Kipnis et al. (1980) study which are either irrelevant to active influence methods or have conceptual ambiguity (See Research Design for details), were used in this research.

Hinkin and Schreisheim (1990) study was also as important as Schreisheim and Hinkin (1990) study since it investigated the relationships between measures of supervisor influence and power, as perceived by subordinates. In their study, the authors replicated the results of Kipnis et al. (1980) in downward influence direction based on the targets' perceptions. The results of Hinkin and Schreisheim (1990); Yukl and Falbe (1990) and Erez, Rim and Keider (1986) emphasized that the agents' reports and targets' perceptions led to equivalent dimensions of interpersonal influence in organizations. In Hinkin and Schreisheim (1990), Ingratiation, Exchange Tactics, Assertiveness, Coalitions, Rational Persuasion, Upward Appeals-Sanctions (a combined factor of two original factors in Kipnis et al., 1980 study.) were found. A detailed analysis of how many factors to be retained was conducted and a model of six dimensions were found to be suitable by a seperate analysis.

Based on the eight dimensions found in Yukl and Falbe (1990) study, Yukl and Falbe (1991) investigated the power sources relevant to downward and lateral interpersonal influence attempts. Their sample included 195 subordinate and 220 peers of 49 middle and lower managers. In their analysis, the authors successfully replicated the results of their early study, Yukl and Falbe (1990) and introduced three new power bases in addition to the five existing power bases of French and Raven (1959) called as Information Power, Charisma Power and Persuasiveness.

The consequences of influence tactics with subordinates, peers, and the superiors were analyzed in Yukl and Tracey (1992). As in Yukl and Falbe (1990) and Yukl and Falbe (1991), seven of the eight dimensions of influence were replicated with success with one important modification. The content of their Pressure Tactics introduced in Yukl and Falbe (1990) study was narrowed to the tactics relating to the threats, intimidation and similar hostile and unfriendly behavior and a new dimension of interpersonal influence was introduced named as Legitimating in which authority of the influence agent, organizational rules and policies are used to justify a request. With the differentiation of Pressure Tactics and Legitimating in Yukl and Tracey (1992) as Sanctions and Assertiveness in Kipnis et al. (1980) respectively, scale developed by Yukl and his colleagues in early 1990's became more similar to the scale developed by Kipnis et al. (1980).

Frequency of use of each interpersonal influence dimension was analyzed with respect to target status (subordinates, peers and superiors). Rational Persuasion, Ingratiation were found to be the most frequently used tactics and Pressure Tactics and Exchange Tactics were found to be the least frequently used tactics in lateral direction of interpersonal influence.

Later, Falbe and Yukl (1993) investigated the effectiveness of the influence tactics based on the nine dimensions of interpersonal influence tactics stated in Yukl and Tracey (1992). The authors made a further classification of interpersonal influence tactics: Soft Tactics, Hard Tactics, Rational Persuasion. According to their definitions, *hard tactics* involve use of authority and position power and they tend to be used in an impersonal and manipulative way. Pressure Tactics, Legitimating, Coalition Tactics and Exchange Tactics were included in this category. *soft tactics* involve use of personal power and power sharing. The *soft tactics* include Ingratiation, Consultation, Inspirational Appeals. Rational Persuasion was considered as an distinctive category. This categorization was based on judgmental values of authors therefore it has serious limitations. Based on this categorization, the authors found that *soft tactics* were more effective than the *hard tactics*.

Yukl , Falbe, and Young (1993) also presented classification schemes for interpersonal influence tactics within organizations. The early schemes created by Kipnis et al. (1980), Yukl and Falbe (1990), Yukl and Falbe (1991), Yukl and Tracey (1992), Falbe and Yukl (1993) were replicated.

Study of Auginis, Nesler, Hosoda, and Tedeshi (1994) was also important. The researchers applied Schreisheim and Hinkin (1990)'s model in three different settings: in a manufacturing plant, in a public relations department and in a landscaping company. Not only, the researchers replicated the factor structure with LISREL technique, a newly designed algorithm, but also found similar results regarding the frequency of use of influence tactics. More interesting is that the respondents in each setting (manufacturing plant, public relations department and landscaping company) reported that rationality, ingratiation and assertiveness was among the most frequently used influence tactics. Exchange Tactics were reported as the least frequently used tactic.

Wilson, Near, and Miller (1996) had an important contribution to the interpersonal influence literature. Wilson et al. (1996), specifically researched *manipulative strategies* in social settings, using game theory frameworks based on the Christie and Geis, (1968, 1970a, 1970b) *Mach tests.* As Falbo (1977), Mowday (1978), Falbo and Peplau (1980), Kipnis et. al (1980), Rim and Erez (1980), Erez, Rim and Keider (1986), Gresov and Stephens (1993), Wilson et al. (1996) stated that *manipulative behavior*, has been an integral part of social interactions and influence behavior.

In Turkey, no particular research study has been conducted on interpersonal influence processes in organizations. However, there are a number of research studies on Turkish cultural identity that can provide a basis for the present study. In Belge (1990); Kongar (1995) and Güvenç (1996), most of the influence categories found in Kipnis et al. (1980), Schreisheim and Hinkin (1990), Yukl and Falbe (1990), Yukl and Falbe (1991), Yukl and Tracey (1992), Falbe and Yukl (1993) studies such as Ingratiating Tactics, Coalition Tactics, Assertiveness, Exchange Tactics were mentioned to be used in social interaction. Especially in these studies, Ingratiating Tactics is reported to be used frequently in the form of "ingratiating and praising" (Güvenç,1996). Also mentioned in Güvenç (1996), as a frequently used tactic, "teaming up" is certainly relevant to Coalition Tactics. Also, in a comprehensive analysis on Turkish society by Garnett (1982), tactics related to Ingratiating Tactics and Coalition Tactics were observed to be used in social interaction. These research studies, however, presented observations on social interaction between Turkish people, therefore the information in these studies should be handled with caution in organizational context.

CHAPTER III

THE RESEARCH DESIGN FOR LATERAL INFLUENCE TACTICS

3.1. Initial Categorization of Tactics

As explained before, a specific research tool should be designed to reach the objectives of the research. As a starting point, the initial categorization of influence tactics in Kipnis et al. (1980) study (Appendix B) is selected. The data for this categorization in Kipnis et al. study were collected from 165 respondents, 25% women and 75% men. All respondents were taking graduate business courses part-time, in the evening. Respondents were asked to describe an incident in which they actually succeeded in getting either their boss, a co-worker, or a subordinate to do something they wanted; 62 described how they got their way their boss, 49 with a co-worker, and 54 with a subordinate. In description of an incident, each respondent wrote an essay on what they wanted from a target person, what they did, whether there was resistance by the target, and what further influence tactics were used in response to target's resistance. A total of 370 influence tactics were reported by the 165 respondents. Next, these 370 influence tactics reported by the respondents were sorted by the three authors of Kipnis et al. study (1980). Consensus among the coders was used as the criterion for assigning a given tactic to a category. The 14 categories ranged from the use of administrative sanctions and personal threats through use of logic and rational discussions to clandestine, dependency appeal, and ingratiating tactics. Assignment of items to these 14 categories were also tested by three coders, who were not associated with the research. These 14 categories were verified by the three independent coders. The taxonomy of influence tactics found in the first phase of Kipnis et al. study (1980) were based on judgmental analysis and is used to construct items for their research tool used in their second study. That particular taxonomy is used as a basis for item generation in present research.

Another classification of influence tactics derived by judgmental methods was provided by Falbo (1977). In the first stage of the study, 70 male and 71 female students were asked to write an essay about how they get their way (Appendix F). Three coders decided upon 16 groups of influence tactics. The 14 groups of influence tactics found in Kipnis et al. (1980) and 16 groups of influence tactics of Falbo (1977) contain similar groups which are matched on the next page.

Table 2: Matching of Kipnis et al. (1980) and Falbo (1977) influence tactics

Kipnis et al. (1980)	Falbo (1977)
Persistence	Assertion and persistence
Personal negative actions and administrative negative actions	Threats
Exchange	Compromise and bargaining
Explained rationale for request and gathered supporting data	Reason and persuasion
Clandestine	Thought manipulation and deceit
Direct request, demand and weak ask	Simple statement

Although most of the groups of influence tactics stated in Kipnis et al. (1980) and Falbo (1977) studies seem to be equivalent, there are some important groups of influence tactics which were found in only one of the two studies. Coalitions, training and reward were mentioned as categories of influence tactics in Kipnis et al. (1980) but not mentioned in Falbo (1977). On the other hand, emotion target, emotion agent, hinting were treated as categories of influence tactics in Falbo (1977) but not in Kipnis et al. (1980) as categories of influence. But these categories, in fact, can be found under other influence categories, such as *emotion target and emotion agent of* Falbo (1977) under *self presentation* of Kipnis (1980) and *hinting* in Falbo (1977) under *clandestine* in Kipnis et al. (1980). Evasion in Falbo (1977) can not be regarded as an influence tactic since the agent did nothing as proactive by *evasion* to change the feelings or the behavior of the target. Fait accompli in Falbo (1977) can be regarded as an influence tactic but more information should be placed to explain how the target is influence by an *fait accompli.*

Of course, these initial categorization of influence tactics in the first stages of both Kipnis et al. (1980) and Falbo (1977) presents a broad range of influence tactics and possible categories. But the procedure for developing of these categories depends on qualitative methods. As a result of judgmental techniques used to derive these categories, the boundaries between these categories are not clear. In fact they seem to overlap. For example in Kipnis et al. (1980), the categories named as *demand*, *weak ask* and *direct request* do not have clearly defined boundaries. Another point is that some categories could have been integrated to form a single category. Therefore, *personal negative actions* and *administrative negative actions* in Kipnis et al. (1980) study could have been summed up to a single category by another set of three coders. The derivation of these categories was biased by the coder's point of view. As a result, both Falbo (1977) and Kipnis et al. used these preliminary categories to build up a tool and continued their research by using advanced statistical techniques (See Chapter IV, Data Analysis Methods: Factor Analysis.)

Although these preliminary studies in Falbo (1977) and Kipnis et al. (1980) provide a wide range of influence tactics, Yukl and Falbe (1990) stressed that items relating to two important influence tactics, namely, inspirational appeals and consultation tactics were missing in the tools of previous research studies.

The major source of behavior examples for these tactics was the literature on managerial leadership (Yukl, 1989). Inspirational appeals include:

a) Use of emotional, symbolic language to emphasize the importance of a new task or project

b) Appeals to the target person's sense of justice, humanitarianism, or organizational loyalty

c) Appeals to the person's desire to excel, to beat competitors, or to accomplish an important, challenging task.

According to these definitions, inspirational appeals include a variety of tactics which could be found in the preliminary categorization of influence tactics in Kipnis et al. (1980). Under the heading of *clandestine* among the 14 categories of Kipnis et al. (1980) study, two tactics, namely "Challenged the ability of the target" and "Made the target feel important" can be said to relate with inspirational appeals.

As far as consultation tactics are concerned, people in organizations are sometimes able to influence people to accept a decision by involving them in the process of making it, or at least in the process of planning how to implement it (Pfeffer, 1992). The mechanism for influence through participation is not very well understood, but when a person is invited to help decide what to do and how to do it, the person is likely to identify with the decision and try to make it successful. (Yukl and Tracey, 1992) Although consultation is not always a successful tactic, it is an important way of bringing commitment to a decision (Heller,1971). The agent may have two different reasons for asking the target for participation. The first reason is that the agent may really need the participation of the target since the target has the expertise, authority, or both needed for the accomplishment. In other words, the prospect of the project or action depends on the participation of the target whose expertise or authority is the key to success. In this case, maintaining the participation of the target is the goal of the agent, not a way of reaching a goal. In this case, sustaining the participation of a target is not an influence tactic but an objective. The second reason for asking one's participation in a project or a decision making process is that the agent sees the target as a prospective barrier and wants his/her participation to eliminate his resistance. Having sustained the participation of the target, the agent has exterminated the basis of the target's resistance since the target has already committed himself/herself to the issue, to which he/she has participated. In this case sustaining one's participation is an influence tactic.

In fact this tactic was mentioned in Kipnis et al. (1980) study under the category of *coalitions*. Under this heading, three tactics, namely "Obtained support of subordinates", "Obtained support of co-workers", "Obtained support informally from superiors" are present. In addition to these, "asking one's participation to decision making in order to change his/her opinion" may prove useful to be considered as an influence tactic.

3.2. Design of the Research Tool

After identifying the possible influence tactics, the design of a research tool comes next. This research tool must indicate how frequent does the respondent wield the influence tactics against his/her co-worker. Also this research tool should be applied in a number of different organizations and administered to people with different status and characteristics. In addition to these, the content of the tool must be easily understood and replied by the respondents. Moreover it should be easy to tabulate and analyze. The only research tool embodying these characteristics is the structured-undisguised questionnaire. It is one of the most commonly used research tools in organizational behavior science. One of the biggest advantages of this tool is that respondents have little difficulty in replying. Also, when compared to other data collection methods, it is less time consuming for the respondent to answer the questions if properly designed. In addition to these facts, it is easier to maintain the personal anonymity of the respondent with this method. This is a very important point to minimize the response bias. Since some of the tactics may be perceived as more socially acceptable by the respondent, he/she will be inclined to place these tactics as more frequently used by him/her. Conversely, the respondent will report that he/she uses the less socially acceptable tactics less frequently. In this case, it is very important to design the data collection phase of the research study to ensure the respondent that his/her identity will be kept strictly secret. In the first place, the interview method must be eliminated since the respondent may not be objective in describing how he/she attempts to influence his/her colleagues because his/her identity has been already revealed. Another salient fact to eliminate the interview method is that this method is very time consuming both for the respondent and the interviewer. Although interview method is more versatile and a flexible way of collecting data compared to structured-undisguised questionnaire, structured-undisguised questionnaire method is chosen because of the clear advantages stated above.

3.3. Item Generation for Lateral Influence Tactics

For item generation, items in Kipnis et al. (1980) study based on the preliminary categorization of 14 groups of influence tactics are the principal intuition for present research study. Not only the 58 items of Kipnis et al. study (1980) was founded on various 370 influence tactics, but were also tested in a number of studies. (e.g., Ansari and Kapoor, 1987; Erez and Rim, 1982; Erez, Rim, and Keider, 1986; Gonot, 1984; Kipnis and Schmidt, 1983; Kipnis, Schmidt, Swaffin-Schmidt, and Wilkinson, 1984; Reiser, 1982, Rim, and Erez, 1980; Schmidt, and Kipnis, 1984, Yukl, and Falbe, 1990; Yukl, and Tracey, 1992) However, modifications are needed in order to improve their research tool and adapt it for this research study.

In the first place, items that are irrelevant to lateral influence relationship must be phased out. Since items were generated for exploring all of the three directions of influence (upward, lateral and downward) in Kipnis et al. (1980) study, some of the items especially those relating to downward influence include influence tactics which can not be applied by the agent on his/her co-worker in a lateral influence attempt. These items are stated below:

- Threatened to give him/her an unsatisfactory performance evaluation.
- Promised (or gave) a salary increase.
- Threatened him/her with of loss of promotion.
- Gave no salary increase or prevented the person from getting a pay raise.
- Simply ordered him/her to do what was asked.

As might be expected, the agent does not possess the required legitimate power base to use any of these tactics against his/her co-worker.

Also, there are some items in Kipnis et. al (1980) study that do not contain proactive means of influence. These are:

- Ignored him/her and went ahead and did what I wanted.
- Waited until he/she appeared in a receptive mood before asking.
- Made him/her feel good about me before making my request.

As far as "Simply ignoring the target and going ahead" is concerned, there may be several reasons that may affect the agent to take such an action. The first one is that by ignoring an advice or comment from the target, the agent may want to prove that he/she is eligible enough to take an action without considering an outsider's comment, advice, authority into attention. If this is the fact, then the agent tries to influence the others by claiming that he/she is competent enough to take an action by himself without the aid or any assistance from others. As a result, the item "Demonstrated my competence to him/her" is a better choice than "Ignored him/her and went ahead and did what I wanted." , if this is the case.

If the agent ignores the target in order to by-pass him/her, this is not an influence tactic since the agent did nothing to change the behavior of the target. Because of the complexity in the structure of this item, this item had the lowest factor loadings in Kipnis et al. (1980) study.

In a similar fashion, "Waited until he/she appeared in a receptive mood before asking." is not a proactive way of changing the behavior of the target. If the agent had taken an action to change the *mood* of the target, that particular action would have been an influence tactic.

The item, " Made him/her feel good about me before making my request" is also not clear. What kind of action was applied by the agent to *make the target feel good about the target* is more important and unambiguous. In this research tool we have the following items which include more comprehensible ways of influence about agent's attempts to make the target feel good about the agent:

- Sympathized with him/her about the added problems that my request has caused.
- Acted very humbly to him/her while making my request.
- Acted in a friendly way prior to asking for what I wanted.
- Asked in a polite way.
- Praised him/her.
- Did personal favors for him/her.

Also, the item, "Provided him or her with various benefits that they wanted" has a vague meaning. It may be inferred that the agent tries to influence the target by presenting rewards or something desirable for the target. If this is the case, the following items are more suitable for our research tool in terms of clarity of their meaning:

- Offered an exchange (e.g. if you do this for me, I will do something for you).
- Reminded him or her of past favors that I did for them.

- Offered to make a personal sacrifice if he or she would do what I wanted (e.g. work late, work harder, do his or her share of the work, etc.)
- Did personal favors for him or her.
- Offered to help if he or she would do what I wanted.

Also, the two items "Kept checking on him or her" and "Became a nuisance (kept bugging him or her until he or she did what I wanted.)" were combined into "I coerce him/her until he/she will comply with my request" because the former two expressions have close meanings.

In the present research tool, the item, "Bawled him/her out." is also eliminated. Since this item contains extensive means of negative action, the respondents may have the tendency of not answering it or answering with bias. The item, "Expressed my anger verbally" is more suitable.

The item, "Filed a report about him/her with higher-ups" is thought to have negative attributes that can create a strong response bias. Instead, the item, "Sent him to my superior." is found to be a more suitable item, and added.

Since asking one's participation to a project is acknowledged as an influence tactic rather than an influence dimension, the item " "Asked the participation of the target to decision-making in order to change his/her opinion" is inserted.

Other items in Kipnis et al. (1980) research tool, were reconstructed with modifications in order to clarify their meanings. The words that may create response bias are revised.

Respondents were asked to evaluate each item on a 5-point Likert scale how frequently they have used each tactic to change the behavior and/or judgment of a person who is at the same organizational level with the respondent. The 5-point scale includes the anchors as follows (Appendix G):

- Usually (5)
- Frequently (4)
- Occasionally (3)
- Seldom (2)
- Never (1)

Also, additional background information such as sex, age, job level status and educational level of the respondent were asked in the research tool.

3.4. Sample Design

In previous research studies on interpersonal influence processes, respondents were mostly chosen from part-time employed people attending to evening MBA classes except for a few studies

(Yukl, and Falbe, 1990; Schreisheim and Hinkin, 1990; Yukl and Falbe, 1991; Yukl and Tracey, 1992). Moreover, in the studies in which full time employed people were the respondents, the part time employed graduate students represented the dominant part of the respondent pool. It is questionable to state that such a sample represent the whole working population.

Another important point is that the quality of the research depends on the variety of organizations from which the sample is drawn. It is plausible to state that organizational environment in which the employees are working, is shaping and affecting the ways that people use to reach their goals. If organizational characteristics such as culture and structure are important factors that may impact the research results in a salient manner, it is wise to draw the sample from various kinds of firms.

The sample size is another important factor that may affect the quality of the research. Since the variables would be classified by factor analysis, the accuracy of the factor analysis depends on the ratio of the number of respondents to the number of variables that will be factor analyzed. Both theoretical rationale and Monte Carlo evidence (Archer and Jennrich, 1976) show that the stability of factor loadings (and by implication the interpretation of factor solutions) is a direct function of sample size (Ford, et al., 1986). On the other hand, a study by Arrindell and van der Ende (1985) suggests that stability can be achieved with smaller samples than previously acknowledged. However most of the literature on factor analysis suggests that *large* *sample size* is mostly desirable (MacCallum, 1983; Ford et al., 1986; Nunnally, 1978).

To determine the ratio of number of respondents to number of variables, several suggestions were made. Gorsuch (1974) has suggested <u>at least</u> 5 observations per variable, while Nunnally (1978) has argued for a 10:1 as the <u>optimum</u>.

Another basis for determining the ratio of number of respondents to number of items may be the sampling methods used in previous research studies. In Kipnis et al. (1980) study, combining three subsamples (each subsample is used for one direction of influence, namely as upward, lateral, downward directions) yield a good respondent-to-item ratio (13:1). But the process of combining three subsamples in factor analysis generated interpretation problems as previously mentioned. More relevant indicator in Kipnis et al. (1980) is the ratio of the size of the subsample used for measuring lateral influence attempts to number of the items (285 respondents per 58 items; 4.9 respondents per item). Later, in two studies of mid-level Israeli managers, and Rim and Erez (1980) and Erez and Rim (1982), respondents were asked to describe how they influenced others using the entire set of 58 Kipnis et. al. (1980) items. In both of the studies, the same sample was used (125 subjects with 58 items; 2.16 subjects per item).In another research study, Erez, Rim and Keider (1986) used a sample of 206 Israeli mid-managers that answered the full set of 58 items of Kipnis et al. study (respondent-to-item ratio : 3.55:1). Better respondent-to-item ratio was retained in Schreisheim and Hinkin (1990) (This research study includes four consequent studies. Of the four studies, the second, the third, and the fourth studies contained factor analysis. The respondent-to-item ratios in these three studies was 251 respondents per 27 items or 9.29 respondents per item in the second study; 281 respondents per 21 items or 13.3 respondents per item in the third study and 181 respondents per 18 items or 10 respondents per item in the fourth study. In Yukl and Falbe (1990) although the exact number of items in their research tool was not revealed (From the research paper, it can be inferred that 32 to 40 items were present in their research tool), 434 respondents per 40 items yielding to 10.85 respondent-to-item ratio. However this study included all three directions of influence (downward, lateral and upward). Therefore, the respondent-to-item ratio was far below 10.85 as far as respondent-to-item ratio in lateral direction was considered.

After considering all of these facts, it was decided that maintaining a respondent-to-item ratio not lower than 5:1 and not higher than 10:1 would be plausible. Since full time employed people are target respondents, it is not easy to maintain 10:1 ratio.

3.5. The Research Procedure for Lateral Influence Processes

The research was conducted in Turkish private sector firms. Universities, public enterprises (except for Ziraat Bankası in public sector banking), medical and military organizations were not included in the sample in this research since these organizations are not-for-profit oriented. The firms which contributed the present research study have a profound business experience in their market and have formal and clear-cut organizational schemes (See Appendix I for details).

The sampling method is based on convenience sampling. Since this kind of research is perceived to be quite sensitive by the firms, that kind of sampling is the most appropriate method. Since a minimum respondent per item ratio must be attained, more rigid sampling methods such as cluster sampling and stratified sampling methods are not suitable. As a result, all research on interpersonal influence processes used convenience sampling without exception including the landmark studies of Kipnis et al. (1980), Yukl and Falbe (1990), Schreisheim and Hinkin (1990).

In the current study, no organizations except Ziraat Bankası has greater weight than 12 percent in the sample pool. As far as Ziraat Bankası is concerned, two subsamples were from that particular organization. The first sample which constitutes the 12 percent of the sample was drawn from the branches in Ankara. The respondents in this subsample were dealing with banking business and providing financial services to individuals and institutions. The second subsample was drawn from the Civil Engineering and Architecture department located in Head Office of Ziraat Bankası. The respondents in the second subsample were all engineers and architects that were working for special construction projects of Ziraat Bankası. The characteristics of the two subsamples are quite different in terms of organizational variables. In the first subsample, the respondents worked in a functional organizational system under strict rules, policies and procedures. There were relatively a great number of hierarchical steps in the organization and job definitions and positions of the employees were clearly set . Span of control is relatively narrow. A manager supervises approximately three or four people in the branches.

In the second subsample, respondents were working in the project teams under the supervision of a team head with a relatively flat organizational structure. The project groups contain ten to twelve engineers. The job definitions of the employees were less clear, changing with respect to the nature of the project with which the employee was involved. The rules, policies and procedures that were relevant to financial services were irrelevant to the Engineering and Architecture Office. It won't be wrong to state that Engineering and Architecture Office in Ziraat Bankası has been functioning quite similar to civil engineering project firms. Because of these considerable distinctions of the two subsamples, the weight of Ziraat Bankası in the total sample does not distort the heterogeneity of the total sample (The first subsample has 12% weight and the second sample has 11% weight in the total sample).

Family owned business units and organizations without a clear organizational structure were phased out in this study.

In this research study, a total of 327 respondents answered the questionnaire. We were able to maintain 7.1:1 respondent-to-item ratio which can be evaluated as a fair ratio. 170 (52 percent) of the respondents were male and 157 (48 percent) of the respondents were female.

In this research study, a variety of firms were used to draw sample (Appendix I). Of the total of 327 respondents, %23 were employed in the public sector banking, %26 were employed in the press and media, %10 were employed in the retailing business, %10 were employed in the high-tech research business, %14 were in the packaged consumer goods business, %10 were in the paper and board business and %7 were in the paint production business (See Appendix I).

As far as the age of the respondents were concerned, 6 percent of the respondents were below the age 20, 47 percent were between the ages of 21 and 30, 32 percent were between 31 and 40, 13 percent were between 41 and 50, and finally 2 percent were

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between the ages of 51 and 60. No respondent in the sample has age over 60.

Of the 327 respondents only 1 percent of the respondents were holding a primary and/or junior high school diploma, %24 of them were holding a high school diploma, %65 were holding an undergraduate degree and %11 had a graduate degree.

Another important characteristic of the sample is the job level status of the respondents. %35 of the respondents reported that they were employed in clerical positions, %35 of them were working as a professional employee (financial expert, engineer, etc.), %24 were line and middle managers, %5 were employed as top managers and %1 percent were consultants.

The questionnaire was administered by department secretaries to the employees. The employees that have completed his/her questionnaire put it into a closed, non-transparent file. After a two/three weeks time period, they were delivered back to the researcher.

The response rate of the questionnaire was high (% 89 percent). However 17 questionnaires were not put into analysis since they were returned back incomplete.

3.6. Data Analysis Methods: Factor Analysis

As mentioned, the primary objective of this research is to find out the dimensions (subscales) of the influence tactics used laterally based on quantitative analysis techniques. Therefore it is required to conduct an analysis of interdependence of the 46 items or in other words, 46 variables.

The most suitable technique for analyzing the interdependence of 46 variables is the factor analysis. In studies of interdependence, all of the variables have equal footing, and the analyst is concerned with the whole set of relationships among the variables that characterize the objects. For example, in this research a factor analysis would focus on the whole set of interrelationships displayed by the 46 variables; it would not treat one or more of the variables as dependent variables to be predicted by the others, as would, say regression or discriminant analysis. The focus on the full set of relationships can be looked at in one of two ways - conceptually or mathematically. At the mathematical level, a factor is simply a linear combination of variables. The other way of looking at factor analysis, which is the focus of this research, is conceptual. In this sense, a factor is a qualitative dimension of the data that attempts to depict the way in which entities differ, much as the length of an object or the flavor of a product defines a qualitative dimension on which objects may or may not differ. A factor does not indicate how much different various entities are, knowing that length is an important physical dimension does not indicate how much longer one object is than another (Steward, 1981).

The purposes of factor analysis are actually two: data reduction and substantive interpretation. The first purpose emphasizes summarizing the important information in a set of observed variables by a new, smaller set of variables expressing that which is common among the original variables. The second purpose concerns the identification of the constructs or dimensions that underlie the observed variables.

In modern social and human behavior science, the number of research studies applying factor analysis has been on a geometric increase (Comrey, 1978). While a large amount of information has been published on factor analysis, it is surprising that a systematic assessment of how factor analysis has actually been applied in empirical work is lacking (Ford, McCallum, and Tait; 1986). Therefore, a detailed assessment of the factor analysis is depicted below to emphasize the importance of a systematic approach on factor analysis.

3.6.1. The Selection of the Factor Model

The first decision the researcher faces when employing factor analysis is the choice of the factor model. Most modern applications of factor analysis can be divided into two different approaches:

- Common factor model
- (Principal) Components analysis

Both approaches allow researchers to examine how variance for a given variable distributed relative to other variables in the data set. The major assumption that distinguishes the two approaches concerns the nature of the variance in the variables.

The common factor model assumes that the variance of each measured variable can be decomposed into common and unique portions, where unique variance can be decomposed into common and unique variance includes random error variance and systematic variance specific to the given measured variable. The common factor analyzes the covariation among the variables, as well as that portion of the total variability of each variable that is due to common factors. This requires the estimation of *communalities* , which represent the common variance of each variable analyzed.

Principal components model, does not differentiate between common, unique, and error variance. The objective of a principal components analysis is to transform a set of interrelated variables into a set of unrelated combinations of these variables. These new variables are intended to account for covariation among variables as well as the total observed variance of each variable.

Critics charge that by mixing common, unique, and random variance, the components model not only makes use of the analysis of unreliable variance (Weiss, 1976), it also results merely in convenient groupings of variables rather than theoretical constructs. Supporters counter this argument by stating that, unlike common factor analysis, principal components analysis does not impose the potentially questionable assumption that a hypothetical causal model actually underlies the data (Weiss, 1976; Ford et al., 1980) . Researchers also point to the basic indeterminacy of the common factor (factor scores and estimated communalities) as a weakness (Nunnally, 1978).

In previous research studies, various sets of real data were examined and little substantial difference was found between the results of principal components and common factor analyses (Ford, 1980 et al.) However, the researcher should give serious thought to the appropriate factor model during the design stage of the research (Nunnally, 1978). The principal components model is more appropriate when a researcher is interested in maximizing the ability to explain the variance of the observed variables. Common factor analysis is more appropriate when measured variables are assumed to be a linear function of a set of unmeasured variables. Common factor analysis produced more accurate recovery of true factors if and only if the data closely corresponded to the common factor model as mentioned in the previous sentence (Ford et al., 1986)

Common factor model is not appropriate for this research since it is not possible to state a hypothesis, claiming that 47 variables of influence constitute a linear function of the unmeasured variables i.e. the factors that will be retained after the analysis. Such a hypothetical causal model is not proposed in this research. As mentioned, common factor model produces more accurate results when the data is closely correspondent to the model. In this research, it is more important to focus on the factors that are the answers for covariation among the influence tactics as well as the total variation of each influence tactic. To reach this end, the principal components model is the appropriate model.

3.6.2. The Number of Factors to be Retained

Another important issue is to determine how many factors are retained prior to *rotation*. Factoring should be stopped when additional factors are accounting for trivial variance. There are several methods for determining the number of factors that should be retained.

Latent roots criterion is one of the most popular methods for determining the number of factors that should be retained. The latent roots criterion holds that the amount of variation explained by each factor or latent root must be greater than one. The rationale is that the variation in each variable is one after the variable has been standardized. Thus each factor should account for the variation in at least one variable if the factor is to be considered useful from a data summarization perspective. For example, we have 10 variables so that maximum number of factors for this set of variables is 10. Suppose that we carried a forced 10-factor solution with the 10 variables and the variance explained by each factor is below.

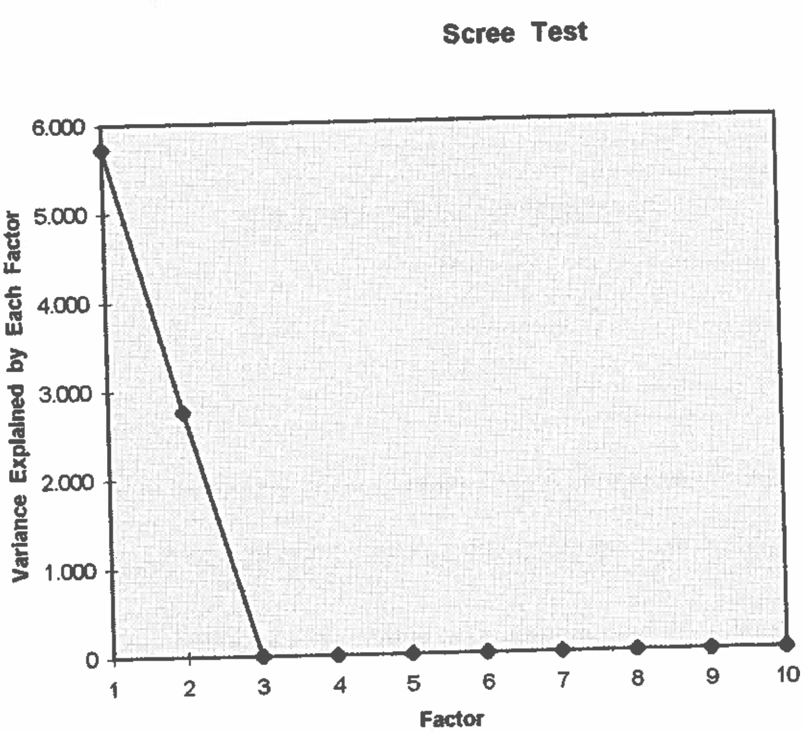
Table 3: Example for applying latent roots criterion

Factor (Latent Root)	Variance Explained by each factor
Factor 1	5.725
Factor 2	2.761
Factor 3	0.366
Factor 4	0.357
Factor 5	0.243
Factor 6	0.212
Factor 7	0.132
Factor 8	0.123
Factor 9	0.079
Factor 10	0.001

In this example, only two factors with latent roots greater than one, the latent roots criterion suggests a two-factor solution for the example stated above.

Scree test is another technique for determining the number of factors. The scree test employs a plot of the size of the latent roots against the number of factors in their order of extraction. See the following graph for the scree test of the example given in the explanation of latent roots criterion.

Graph 1: Example for applying Scree test



Note how the curve drops sharply at first and then levels off as it approaches to the horizontal axis. This is often the case in such plots, and the method actually gets its name because of the resemblance of the plot to a side view of a mountain. Typically such a view will show a sharp drop representing the mountain view of a mountain. At the foot of the mountain, there will be a straight line or two or even three at a much lesser angle to the horizontal, where rocks that have fallen off the mountain have piled up. These various piles of stable rocks are called screes. The last real factor is considered to be that point before the first scree begins.

According to Ford et. al (1986), both of the methods should be used for making a robust decision on the number of factors that should be retained. Therefore, both of the methods are used in the present study.

3.6.3. Rotation of Factors

Factor rotation is used to improve the psychological, meaningfulness, reliability, and reproductivity of factors (Weiss, 1976). Because the number of different positions for the axis (factor) is unlimited, a unique solution to the rotation problem is not possible (Ford, et al. , 1986). Rotation of factors does <u>not</u> change the number of factors found in the pre-rotation factor analysis. The amount of variation in each variable accounted for is exactly the same after rotation as it was before. The only thing that changes is how the variance accounted for is distributed among the factors.

An axis rotation simply amounts to forming linear combination of the factors. This is achieved by attempting to produce loadings that are close to either 0 or 1.00, because such loadings show more clearly what things go together and, in this sense, are more interpretable.

There are two salient types of factor rotation: Orthogonal rotation and oblique rotation. Orthogonal rotation produces factors that are statistically uncorrelated, while oblique rotation allows factors themselves can be correlated. Proponents of orthogonal rotation cite its simplicity, conceptual clarity, and amenability to subsequent analysis (Nunnally, 1978). Oblique rotation adds statistical complexity by generating a pattern and structure matrix. However, this complexity may lead to unstable sets of factor structures and therefore requires replication of factor results on different sample for subsequent analysis. Another drawback of oblique rotation is that no type of oblique rotation clearly dominates the field in terms of acceptability, and each technique (Harris-Kaiser orthoblique approach, promax, direct oblimin oblique rotations has been the mostly cited techniques) tends to give a slightly different solution (Ford et al., 1986). Another problem is that all three popular oblique rotation techniques may not be found together even in popular statistical computer packages such as SPSS, Systat, Minitab. Although, oblique rotation allows the factors to be correlated, the drawbacks of this technique, on the other hand, are considerable.

Orthogonal rotation techniques present more accurate and stable results (Churchill, 1991, Nunnally, 1978, Ford et al., 1986). Empirical evidence shows that varimax rotation has a dominance over the other two popular orthogonal rotation techniques, quartimax and equimax (results (Churchill, 1991, Nunnally, 1978, Ford et al., 1986). Varimax attempts to clean up the factors in the factor loading table that is, force the entries in the columns to be near 0 or 1.

As far as research studies on interpersonal influence attempts since Kipnis et al. (1980) are concerned, varimax rotation has been used for interpreting the factor results. In Schreisheim and Hinkin (1990), the researchers also tested promax rotation (one of the oblique rotation methods) on Kipnis et al. (1980) items, and found a negligible difference in factor loadings between promax and varimax (Maximum variation of factor loadings were 0.05 when promax was applied).

As a result, it is appropriate to apply varimax rotation in this research because of its conceptual clarity and stability.

CHAPTER IV

DATA ANALYSIS

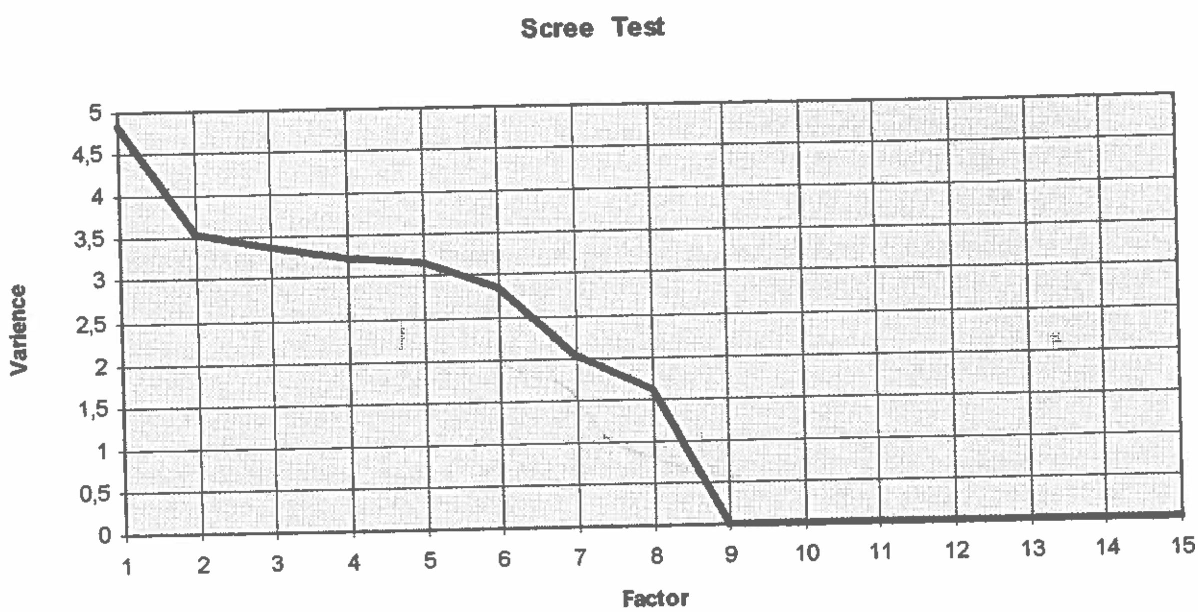
In this research, SPSS for Windows was used to find out the factor structure of 46 variables. The principal components model was selected as the factor model as mentioned before. To find out the number of factors to be retained prior rotation, Latent roots criterion and scree test were conducted. According to the default settings build in SPSS, latent roots criterion was applied to the eigenvalues of the unreduced correlation matrix (the matrix with 1.0's on the diagonal). According to the built-in functions of SPSS, 8 factors were retained in the factor analysis. However, even in professional packages like SPSS, BMDP, SAS, Statistica; use of built-in functions to determine the number of factors may lead to grave misinterpretations (MacCallum, 1983, Ford et al., 1986). Therefore it is a must to find out the number of factors to be held with other methods.

As mentioned before, the researcher has two analytical tools for determining the number of factors: latent roots criterion and scree test. In this research, these tests were conducted on the forced 15 factor solution (In fact a forced 46 factor solution might be tried but as in the 46 factor solution, we do not expect to retain 15 factors at the end of the data analysis since previous research studies have found 8 factors at most.). The results of the 15-factor solution is presented below:

Table 4: Latent Roots Criterion

Factor (Latent Root)	Variance Explained by the Factor
1	4,84
2	3,49
3	3,36
4	3,22
5	3,14
6	2,85
7	2,01
8	1,61
9	0.67
10	0.45
11	0.31
12	0.25
13	0.17
14	0.11
15	0.009

Graphics 2: Scree Test on forced 15 factor solution



Both latent roots criterion and scree test on 15 factor solution approved that 8 factor solution is appropriate. All 8 factors had eigenvalues greater than 1.00 satisfying the latent roots criterion. In addition to this, Scree test indicates that the ninth factor brought a negligible utility to the factor solution. These results are also consistent with the results of the built-in tools of SPSS.

After determining the number of factors to be retained, the factor analysis was subjected to varimax rotation to facilitate the interpretation of results. The results are shown on the next page.

Table 5: Results of Factor Analysis

Influence Tactics	Factors							
Factor 1	1	2	3	4	5	6	7	8
35. Ona, istediğim şeyi tekrar tekrar hatırlattım.	94	-01	-02	05	00	00	01	03
15. Kendisinden önceden rica ettiğim işi yapmasını talep ettim.	83	02	11	08	00	00	02	01
41. İsteğimi yapana kadar onu sıkıştırdım.	79	02	-03	17	-03	04	04	09
33. Kendisiyle konu hakkında yüz yüze görüştüm.	74	06	07	02	00	00	02	01
16. Ona, işin kendisine söylendiği şekilde yapmasını ya da daha iyi bir yol önermesini söyledim.	68	09	14	02	-04	00	07	06
9. Yapılmasını istediğim iş için ona zaman sınırı koydum.	66	04	11	05	01	-03	02	13
23. Kurallara uyması gerektiğini söyledim.	62	01	21	08	02	12	00	-06
40. İsteğimi şaka yollu hatırlattım.	55	16	01	-02	03	00	05	12
Factor 2	1	2	3	4	5	6	7	8
7. İsteğimi dile getirirken alçakgönüllü bir şekilde davrandım.	01	81	07	-04	12	02	09	06
22. Kibar bir şekilde istekte bulundum.	09	75	05	00	02	05	00	02
29. Onu övdüm.	00	73	03	-09	04	01	02	13
14. İsteğimi karşımdakine söylemeden önce ona arkadaşça davrandım.	03	67	06	-11	04	02	04	04
8. Yardımına ihtiyacım olduğunu belirttim.	12	61	-01	00	01	13	05	06
3. İsteğimin neden olabileceği problemleri anladığımı ona belli ettim.	06	54	08	03	07	02	00	11
Factor 3	1	2	3	4	5	6	7	8
11. Mantıksal bir süreç içinde onu ikna etmeye çalıştım.	06	01	91	-04	00	01	03	02
32. Fikirlerimi haklı çıkartan detaylı bir plan kaleme aldım.	01	-07	84	-02	03	08	00	01
31. Kendisine görüş açımı destekleyen bilgileri sundum.	03	02	80	00	01	05	00	08
24. İsteğimin altında yatan nedenleri açıkladım.	04	02	77	-03	01	06	04	-06
34. Karşılıklı taviz vererek mesele üzerinde uzlaşma teklif ettim.	09	12	54	02	19	00	02	-07
13. İşimde yetenekli ve başarılı olduğumu ona kanıtladım.	08	09	47	01	05	02	-01	03

Table 5 continued

	1	2	3	4	5	6	7	8
Factor 4	1	2	3	4	5	6	7	8
27. Ona gerekeni yapmaması durumunda iş yaşantısının tehlikeye gireceğini söyledim.	17	-08	05	88	01	-02	00	-02
4. İsteğimi yerine getirinceye kadar onunla çalışmaktan kaçındım ve/veya işimi ağırdan aldım	12	04	02	86	-03	07	-09	04
37. Ona, isteğime uymaması durumunda başka bir kuruluşu uyaracağımı söyledim.	15	01	-03	69	09	06	01	04
38. İsteğime uyana kadar onunla çalışamayacağımı söyledim.	23	-05	01	62	03	-03	-13	-04
42. Kızgınlığımı sözler ile ifade ettim.	06	-08	05	57	02	01	00	05
5. Onu görmezden geldim ve/veya ona arkadaşça davranmayı kestim	02	-09	06	53	07	-02	-05	09
Factor 5	1	2	3	4	5	6	7	8
28. Bir tür değiş tokuş önerdim (Ör: "Eğer bunu benim için yaparsan, ben de ileride senin için bir şey yaparım").	00	06	12	-04	85	02	09	03
39. İsteğimi yapması karşılığında kişisel bir özveride bulunmayı teklif ettim (Ör: Geç saate kadar çalışmak, onun payına düşen işi yapmak).	02	05	-03	01	79	06	11	08
43. Ona kişisel iyilikler yaptım.	01	01	-02	02	73	-04	08	13
6. İstediğim işi yapması durumunda yardım etmeyi teklif ettim.	05	23	05	-09	69	-03	02	01
21. Ona, geçmişte kendisine yaptığım iyilikleri hatırlattım.	13	11	-02	03	61	01	00	08
Factor 6	1	2	3	4	5	6	7	8
46. İsteğim konusunda üst düzey yöneticilere resmi bir başvuru yaptım.	08	-02	04	03	00	82	06	00
17. Üstlerimin gayri resmi desteğini alarak isteğimin yerine gelmesine çalıştım.	05	13	06	-01	04	67	-07	11
26. Kendisini görüşmesi için üstüme gönderdim.	17	-05	08	12	01	56	03	-02
Factor 7	1	2	3	4	5	6	7	8
10. İsteğimin desteklenmesi için benimle aynı düzeydeki iş arkadaşlarımın desteğini kazandım.	01	00	09	-02	09	04	91	03
25. İsteğim konusunda astlarımın ve/veya destek elemanlarının desteğini aldım.	05	-03	12	-08	02	00	77	01
45. Onu, karar verme sürecine dahil ederek etkilemeye çalıştım.	-09	02	01	-06	13	01	69	21

Table 5 continued

Factor 8	1	2	3	4	5	6	7	8
2. Karşımdakini etkilemek amacı ile bazı düşüncelerimi ondan sakladım.	01	09	02	13	-02	04	-03	<u>88</u>
12. İsteğimin altında yatan nedenleri sakladım ve/veya bu konudaki gerçekleri çarpıttım.	05	04	-02	16	01	07	-02	<u>78</u>
18. Ne yapılması gerektiğini anlamamış gibi görünüp, onun benim yerime yapmak üzere gönüllü olmasını sağladım.	00	02	06	-01	07	11	02	<u>74</u>
1. Yeteneklerine meydan okuyarak, onu hırslandırdım ("Bence sen bu işi yapamazsın", diyerek).	13	09	00	02	01	00	05	<u>69</u>
19. Yapılmasını istediğim şeyi kendisinin kararına bırakıyormuş gibi davrandım.	-07	16	01	05	03	-01	02	<u>58</u>
30. Yapmasını istediğim işin önemini abarttım.	04	27	-09	04	01	-07	06	<u>49</u>
36. Kendisini önemli hissetmesini sağladım (Ör: "Bu iş yapmak için gereken yetenek sadece sende var").	-02	23	03	-02	05	01	12	<u>41</u>
Unclassified variables:	1	2	3	4	5	6	7	8
44. Onun istekte bulunduğum resmi bir toplantıya gelmesini sağladım	34	01	08	02	03	29	08	00
20. Ona isteğimi açıklayan bir not yazdım.	37	-04	14	-03	11	07	05	-04

To test the internal reliability of the factors, Kaiser-Meyer-Olkin Index was calculated for each factor. This index is formed for comparing the magnitudes of the observed correlation coefficients to the partial correlation coefficients. If the sum of the squared partial correlation coefficients between all variables is small when compared to the sum of the squared correlation coefficients, it is close to 1.00. Small values indicate that the factors are internally weak (inconsistent items are present) since correlation between pairs of variables can not be explained by the other variables. Kaiser describes values in the 0.90's are marvelous, in the 0.80's as meritorious, in the 0.70's as middling, in the 0.60's as mediocre, in the 0.50's as miserable, and below 0.50's as unacceptable.

Table 6: Kaiser-Meyer-Olkin Index Values of Factors

Factors	Kaiser-Meyer-Olkin Index
1	0.81
2	0.75
3	0.77
4	0.83
5	0.74
6	0.69
7	0.69
8	0.72

No factor was evaluated by Kaiser-Meyer-Olkin Index less than mediocre status. In fact most of them are in the middling status. These findings are better than Kipnis et al. (1980) study and comparable with Schreisheim and Hinkin (1990), and Yukl and Falbe (1990).

As a rule of thumb used in the landmark studies on interpersonal influence tactics (Kipnis et al., 1980; Schreisheim and Hinkin, 1990; Yukl and Falbe, 1990) , items loaded lower than 0.40 and/or cross-loaded on a secondary factor higher than 0.25 were evaluated as *weak*. This evaluation is also supported by famous research studies on factor analysis used in psychological sciences (Ford et al., 1986). No item in any factor was loaded lower than 0.40 on the primary factor in this research. Also no item was loaded on a secondary factor greater than 0.27 (only item 30 was cross-load on a secondary factor greater than 0.25) in any factor.

Another point is that, the eight factors accounted for the %67.2 of the variance. This is a very important indicator of the appropriateness of the factor structure found in this research. The variance for which the total number of factors accounted is comparable with much more powerful research studies (Schreisheim and Hinkin (1990) with 13:1 respondent-to-item ratio, our study has 7.1 respondent-to-item ratio).

These results are robust, in statistical means. Depending on these statistics the eight factor model can be said to be suitable for lateral interpersonal influence tactics.

CHAPTER V

ANALYSIS OF FACTOR STRUCTURE

According to the factor analysis presented above, eight factors were found to be the categories of lateral interpersonal influence tactics. The interpretation of the factors found in the factor analysis is the next step. In our interpretation, we will compare the structure of the factors with the ones in Kipnis et al. (1980) study since that study is the source of most of our items. We do not compare our factor structure with replications of Kipnis et al. (1980) (e.g., Ansari and Kapoor, 1987; Erez and Rim, 1982; Erez, Rim, and Keider, 1986; Gonot, 1984; Kipnis and Schmidt, 1983; Kipnis, Schmidt, Swaffin-Schmidt, and Wilkinson, 1984; Reiser, 1982, Rim, and Erez, 1980; Schmidt, and Kipnis, 1984) since these studies were less powerful when compared to Kipnis et al. (1980) study in terms of the respondent-to-item ratio. In addition to Kipnis et al. (1980) study, scales of Yukl and Falbe (1990) and Schreisheim and Hinkin (1990) will be also considered in our interpretation.

The first factor included tactics like reminding, forcefully asserting one's way, directly requesting. The influence agent attempts to change the behavior of the target by reminding his/her previous demand, stating what he/she wants from the target and making a direct request. An important point about these tactics is that they do not include any means of coercive or negative actions. According to the factor analysis results, the respondents categorize the influence tactics regarding coercive attributes as an independent category. The fourth factor in this research study included tactics as unfriendly behavior, making direct threats and intimidation.

The first factor in this study, has the same characteristics with the Assertiveness in Kipnis et al. (1980) study therefore it is named as Assertiveness. This factor includes the initial categories stated by Kipnis et al. (1980) and Falbo (1977). Persistence, demand, direct request, weak request in Kipnis et al. (1980) study and assertion, persistence, simple statement in Falbo (1977) study are subsets of the Assertiveness dimension.

All items were loaded strongly on Assertiveness factor, only item 40 was loaded below 0.60. No cross loading more than 0.25 on a secondary factor was experienced in this factor (The highest cross loading was 0.21 in item 23). This factor is a successful replication of the Assertiveness factor found in Kipnis et al. (1980) and Schreisheim and Hinkin (1990) study with a more robust factor structure (In fact, In Kipnis et al. (1980), there are serious flaws in Assertiveness factor structure. Two items loaded on the primary factor as low as 0.33 and 0.34. Also there are two items had cross loadings on secondary factors as high as 0.30 and 0.33).

Another important point is that no item in Assertiveness factor was loaded on the fourth factor (the factor including coercive tactics) higher than 0.17 (item 41). That indicates a clear cut distinction between the two dimensions.

The Assertiveness factor in this study, has common tactics with Pressure Tactics factor found in Yukl and Falbe (1990), but it does not include threats, intimidation of the target as included in Pressure Tactics in Yukl and Falbe (1990). As explained before, tactics like threats and intimidation which have coercive traits are classified as a different factor.

The second factor found in this research contains tactics which are used by the agent to get the target in good mood or to think favorably of the agent before asking or requesting. Mostly the agent tries to alter the emotions of the target by acting friendly and kind, being or pretending to be receptive so that the target will be more liable to comply with prospective requests. In fact, the influence agent tries to get into an exchange process in which he/she behave friendly and receptive and invokes good feelings on the behalf of the target. In exchange of his/her friendly and receptive approach, the agent tries to maintain the compliance of the target person with his/her demand. In fact, the agent *rewards* the target by friendly and receptive behavior before making his demand or request for which the target's compliance is needed. However, the tactics in the second dimension should not be mixed with the *formal* exchange tactics which include distinct presentation of benefits or rewards to target person in order to maintain his/her compliance.

These tactics were found in initial categorization in Falbo (1977) as emotion target and in Kipnis et al. (1980) as self presentation. The factor structure found in the second factor is mostly identical with the Ingratiating Tactics factor found in Yukl and Falbe (1990). It has some common tactics with Ingratiation factor found in Kipnis et al. (1980) but it does not include the tactics relating to thought manipulation like "Pretended I was letting him or her decide to do what I wanted (acted in a pseudo-democratic fashion)", "Made him or her feel important ("only you have the brains, talent to do this, "Inflated the importance of what I wanted him or her to do." in Ingratiation found Kipnis et al. (1980). In fact these tactics constitute a different dimension (See analysis of the eighth factor). Therefore, we name the second factor as Ingratiating Tactics as in Yukl and Falbe (1990). The factor structure in Ingratiating Tactics is strong. No factor was loaded below 0.50, only one factor was loaded below 0.60 (item 3). No cross loading greater than 0.13 was present. The robustness of this factor can not be compared with Ingratiation in Kipnis et al. (1980) study (no item was loaded higher than 0.60 on Ingratiation, and there are two items loaded below 0.40 on Ingratiation. Also one item cross loaded on a secondary with a score of 0.27 in Kipnis et al. (1980)).

Another important point is that the items in Ingratiating Tactics were not loaded higher than 0.12 on the fifth factor (The factor including tactics regarding to distinct presentation of rewards) and 0.13 on the eighth factor (the factor including tactics relating to manipulation of the target).

The third factor included tactics as using logical arguments, and factual evidence. The agent tries to influence the target by logical or rational presentation of ideas and attempts to convince him/her. Different from the Assertiveness factor in this study, this dimension includes tactics relating to convincing process accompanied by demand and request.

The tactics in the third factor were found in initial categorizations of Falbo (1977) as reason and persuasion and Kipnis et al. (1980) as explained rationale for request and gathered supporting data. The third factor is equivalent to Rationality in Kipnis et al. (1980) and Rational Persuasion in Yukl and Falbe (1990). We name this tactic Rational Persuasion. The items loaded powerfully on Rational Persuasion (only one item loaded below 0.50 and no item cross loaded on a secondary factor greater than 0.19). In Kipnis et al. (1980) study, one item loaded below 0.40 on Rationality and there were cross loadings on secondary and even tertiary factors as high as 0.23. More impressive is that the item " Offered to compromise over the issue" loaded on 0.40 on Rationality and 0.47 on Coalitions and retained in Rationality despite the fact that that item was loaded higher on Coalitions. Another serious flaw is that the item "wrote a detailed plan that justified my ideas" which was loaded 0.65 on Rationality as the strongest item in this factor, cross loaded on Coalitions with a loading of 0.61! These flaws in Kipnis et al. (1980) were severely criticized by Schreisheim and Hinkin (1990). Their factor structure was excellent with the same set of items (no item was loaded below 0.79 with very insignificant cross loadings.

The fourth factor in our study includes tactics´ like threats, intimidation, unfriendly actions. By wielding these tactics, the agent gets into coercive action to force the target to comply with his/her request or demand. The agent believes that the target would comply in order to avoid the punitive behavior. The influence process may take place in two forms. The agent may behave cold and unfriendly to the target, indicating that he/she does not approve target's actions or behaviors so that the target would change his/her course of action to avoid the existing *punishment* (unfriendly behavior). In this case, the agent actualizes the punitive behavior and expect conformity from the target. In another case, the agent presents his/her demand accompanied with threat or intimidation without actualizing a punitive action. The agent expects that the target would get into compliance in order to avoid a prospective *punitive* action.

The tactics in the fourth factor can be found in initial categorization of influence tactics in Falbo (1977) as treat and Kipnis et al. (1980) as personal negative actions, administrative negative actions. We named this factor as Negative Actions. This factor has common influence tactics with Pressure Tactics of Yukl and Falbe

(1990), Sanctions of Kipnis et al. (1980) and Blocking of Kipnis et al. (1980). As far as Pressure Tactics in Yukl and Falbe (1990) study are concerned, this factor includes all kinds of pressure tactics like assertion, demanding, reminding, threats and intimidation. In the present study, the first factor, Assertiveness is accounted for assertion, demanding, reminding and our fourth factor, Negative Actions included tactics like threats, intimidation, unfriendly action. In case of Kipnis et al., (1980) study, the factor structure seems to be more complex, but unreliable. As mentioned, our Assertiveness factor is equivalent to the Assertiveness in Kipnis et al. (1980). Negative Actions included tactics that were also occupied by two of the factors in Kipnis et al. (1980), Sanctions and Blocking. Sanctions in Kipnis et al. (1980) study has the common influence tactics relating to "threatening job security" with our Negative Actions factor. Blocking factor in Kipnis et al. (1980) and Negative Actions have the tactics relating to "unfriendly behavior" in common. In the present study, no item was loaded on the factor Negative Actions below 0.50 and no cross loading above 0.23 on a secondary factor occurred.

In the case of Kipnis et al. (1980) study, the items loaded relatively stronger on Sanctions factor as compared with the other factors in Kipnis et al. (1980) study (All items were loaded over 0.40 on the primary factor and cross loading on a secondary factor was at most 0.26). However, Blocking factor in Kipnis et al. (1980) study was problematic. First of all, its internal consistency was questionable. Except Blocking, the rest of the factors in Kipnis et al. (1980) had alpha coefficients 0.64 at minimum in lateral direction of influence. Blocking factor had a much more lower alpha value, 0.42 which is unacceptable in terms of statistics. Not only the internal reliability, but also the factor loadings were problematic. Two of the five items in Blocking were loaded as low as 0.37 and 0.33 on the primary factor. Another important point is that Blocking in Kipnis et al. (1980) did not emerge in the overall factor analysis (In fact, Kipnis et al. (1980) found this factor in only upward influence and forcefully retained this factor for heuristic purposes in the overall analysis.). More interesting is that in Schreisheim and Hinkin (1990) model for upward influence, they did not find a factor structure similar to Blocking in their search for the patterns of upward influence. As a result, our study presented a new and more reliable factor, Negative Actions including tactics like threats, unfriendly behavior and intimidation.

The fifth factor, includes tactics that the agent presents rewards or benefits explicitly to influence or seduce the target to comply with the request or demand of the agent. In this influence dimension, the target is well aware of the exchange process, knowing that what rewards he/she has taken or will take in return of conformity.

The tactics in this influence direction can be found in the initial categorization of Falbo (1977) as compromise and bargaining and Kipnis et al. (1980) as reward and exchange. Our factor is exactly the same as the Exchange Tactics in Yukl and Falbe (1990) and Exchange in Kipnis et al. (1980). Therefore this factor is named as Exchange Tactics. Items were loaded moderately on Exchange Tactics in our study. The two items that are loaded as 0.47 (item 6) and 0.41 (item 21) on the primary factor as the weakest items. No item was cross-loaded higher than 0.23 in this factor. The items in Kipnis et al. (1980) study has the same loading scheme (two items were loaded between 0.40 and 0.50) but cross loadings as high as 0.37 on secondary factors were experienced.

The sixth factor in our study includes tactics that the agent attempts to influence the target by using assistance from higher management or the agent tries to persuade the target by stating that his/her request is approved by higher management. The influence process in this dimension is based on the power of a person with a higher rank in the organization. The agent tries to extend his/her power base by collaborating with the employee with a higher rank and attempts to influence the target depending on the new-sprung power base created by that collaboration.

The factor structure in this study is same as Upward Appeal in Kipnis et al. (1980) and Upward Appeals in Yukl and Falbe (1990). Therefore this factor is named as Upward Appeals. In this factor, the items were loaded quite strong on the primary factor, (the lowest loading was 0.56) and no apparent cross loading on a secondary factor was experienced. In Kipnis et al. (1980), however loadings on primary factor were low, between 0.40 and 0.59. But more important was that there were high cross loadings on secondary and even tertiary factors (e.g. the item "Obtained the informal support of higher-ups" was loaded 0.47 on the primary factor, 0.26 on the secondary factor, 0.23 on the tertiary factor and 0.20 on the quaternary factor!)

The tactics in the seventh factor are in a form that the agent seeks the help and assistance of others to influence the agent. However, source of the help and assistance is any person in the organization except the ones from higher management. This distinction resulted from respondents' perceptions of the source of help and assistance and it led to two different factors: Upward Appeals and our seventh factor, Coalition Tactics . The factor, Coalition Tactics has the same traits as the Coalition Tactics in Yukl and Falbe (1990) and Coalitions in Kipnis et al. (1980). In our study, the items were loaded strongly (no item was loaded below 0.50 on primary factor and no cross loading occurred above 0.21 on a secondary factor). In Kipnis et al. (1980) study, items were loaded moderately with no loading below 0.40 on primary factor but high cross loadings on secondary factors as high as 0.35 were observed.

The eighth factor contains tactics like attempting to fool the target by use of flattery, lies, or manipulation of reality so that the agent makes the target think that the agent's way of thinking or action is the best way. The influence process in this dimension depends on the ability of the agent to convey the distorted information. The distorted information is the key point in the process since it directly affects the decision-making process of the target. The agent expects that the distorted information changes the decision of the target in a way that the target would behave or think as the agent wishes. The process of distorting the information and the way how it is conveyed is important, since these variables are quite effective in the decision-making process of the target. This dimension should not be mixed with the Ingratiating Tactics since the latter is a process of exchanging.

The tactics in this dimension can be found in initial categorizations of Falbo (1977) as thought manipulation, hinting and deceit and Kipnis et al. (1980) as clandestine. This factor is absolutely a new factor. In Kipnis et al. (1980), most of the items in our factor were not loaded on a primary factor and classified as unclassified items. In Schreisheim and Hinkin (1990) study, most of these items were not inserted in their reduced set of 27 Kipnis et al. (1980) et al. items and therefore they were not tested. In Yukl and Falbe (1990), no factor similar to the eighth factor in the present study, was found. The items were loaded moderately on the primary factor (Item 30 and 36 were loaded as 0.49 and 0.41 respectively) and in item 30, a high cross loading on a secondary factor as high as 0.27 is observed. But other items were loaded strongly on the primary factor and no important cross loading on a secondary factor except item 30 was experienced. This factor is named as Thought Manipulation.

After constructing a scale of eight factors in lateral influence attempts, the primary objective for conducting the present research study is met. Also according to the eight factors presented above, a product-moment analysis was conducted to find out the mean frequency of categories of influence tactics reported by the respondents. The results are depicted in Appendix J. According to the mean factor frequencies, rank order of tactic frequencies according to each factor is shown below.

Table 7: Mean Factor Frequency of the Eight Factors

Factor	Mean Factor Frequency	Rank Order
Coalition Tactics	3.42	1
Rational Persuasion	3.41	2
Ingratiating Tactics	3.20	3
Assertiveness	2.63	4
Upward Appeals	2.48	5
Thought Manipulation	2.32	6
Negative Actions	2.12	7
Exchange Tactics	2.06	8

The results of the mean factor frequencies are comparable data to the results in Kipnis et al. (1980) and Yukl and Falbe (1990).

Ingratiating Tactics, Assertiveness, Rational Persuasion were found to be the most frequently used tactics as in Kipnis et al. (1980) study. On the other hand, Coalition Tactics which were found to be the most frequently used by the agents against the targets in lateral direction in this study, were found to be the least frequently used tactics in Kipnis et al. (1980). Also Exchange Tactics which were found to be the least used tactics in our study were found to be used in moderate frequency in Kipnis et al. (1980). The ranking order of the other factors were similar.

When the results of the present study are compared with Yukl and Falbe (1990), Ingratiating Tactics and Rational Persuasion were among the most frequently used tactics. Assertiveness factor found in this study is not comparable with Pressure Tactics in Yukl and Falbe (1990) since their contents are different. As in this research, Yukl and Falbe (1990) found the Exchange Tactics were least frequently tactics. On the other hand, they found that Coalition Tactics were used in moderate frequency as in Kipnis et al. (1980) while we found that these tactics were found to be most frequently used. Our new factor, Thought Manipulation tactics were found to be in the sixth rank in terms of frequency of use. Other common factors were approximately same as in our study in ranking order when compared to findings in Kipnis et al. (1980) study and Yukl and Falbe (1990) study.

Most of the findings in our study are comparable with the ones in Kipnis et al. (1980) and Yukl and Falbe (1990). Especially, the results of the mean frequency analysis of factors are mostly consistent with the ones in Yukl and Falbe (1990). This similarity may result from the fact that full time employed people were used as the respondents in both of the studies when compared to the sample of part-time employed MBA students in Kipnis et al. (1980) study.

CHAPTER VI

CONCLUSION

In the present study, eight dimensions of interpersonal influence tactics in lateral direction were found by factor analysis. As mentioned in the previous chapter, the results of factor analysis in this study were more robust compared to the landmark studies of Kipnis et al. (1980) and Yukl and Falbe (1990) and comparable to much more stronger studies like Schreisheim and Hinkin (1990). The strength of the present study was based on many factors.

The first factor was the sampling method. In the present study, respondents-to-item ratio was considered as the most critical element for determining the sample size. The greater ratio of number of observations per item affects the stability of the factor structure in a favorable way (MacCallum, 1983; Ford et al., 1986; Nunnally, 1978). In this study, the ratio of number of observations per item was maintained as 7.1:1, where as 4.9 in Kipnis et al. (1980); 2.16 in Rim and Erez (1980); 3.55 in Erez, Rim and Keider (1986).

The second factor was the heterogeneity of the characteristics of the respondents. In most of the previous studies, respondents were selected as part time employed MBA students or employees from a certain firm. Kipnis et al. (1980); Kipnis and Schmidt (1982); Kipnis, Schmidt, Swaffin and Wilkinson (1984); Schreisheim and Hinkin (1990); Hinkin and Schreisheim (1990) and partly Yukl and Falbe (1990) and Yukl and Falbe (1991) studies used part time employed MBA students in their research. Rim and Erez (1980); Erez and Rim (1982) and Erez, Rim and Keider, (1986) used managers from a particular firm as the sample. In this research study, full time employed people from 10 different firms and from 7 different sectors constitute the sample. This aspect of the present research study affect the final results in a favorable way.

The third factor is that a specific research methodology on lateral influence processes was chosen instead of applying a combined analysis of the three influence directions. As described before, combined analysis of factors might have caused distortions in the previous research studies (Schreisheim and Hinkin, 1990). Given the three distinct characteristics of the present research study, certain setbacks of the previous research studies were overhauled in this study.

In the present study, eight dimensions of interpersonal influence tactics used laterally were found to be existent. The six of the eight dimensions of influence, Assertiveness, Ingratiating Tactics, Coalition Tactics, Upward Appeals, Exchange Tactics and Rational Persuasion were pre-explored by the previous research studies. From the uniform emergence of the six dimensions, several conclusions can be drawn.

The six dimensions of interpersonal influence can be considered as basic elements of interpersonal influence regardless of influence direction, sample and organizational characteristics. Kipnis et al. (1980) stressed that these six dimensions emerged in separate analysis of factors in three influence directions as well as in the combined analysis of factors (Kipnis et al., 1980 gave no further information about the three directional analyses of factors). The same six factors also emerged in Ansari and Kapoor (1987), in upward influence. But more important was that in Schreisheim and Hinkin (1990), a much more powerful study than Ansari and Kapoor (1987), the six dimensions of influence were found with a very robust factor structure in upward influence. In downward direction, Hinkin and Schreisheim (1990) were able to replicate the same six factors. Yukl and Falbe (1990) and Yukl and Tracey (1992), in their combined analysis also reported that the six dimensions were existent in three directions of influence with minor differences in their content.

As far as sample characteristics were concerned, it seems that cultural differences might have trivial effects on the results of the factor solutions. Ansari and Kapoor (1987), conducted on Indian people and Rim and Erez (1980), Erez and Rim (1982) and Erez, Rim and Keider (1986), conducted on Israelis found the same factors with trivial difference. The findings of the present study supported the fact that the six dimensions of interpersonal influence is not affected by cultural effects.

Also, the job status of the respondents did not affect the emergence of the six basic influence dimensions. Kipnis et al. (1980), Kipnis and Schmidt (1982), Kipnis, Schmidt, Swaffin and Wilkinson (1984), Schmidt and Kipnis (1984), Hinkin and Schreisheim (1990) and Schreisheim and Hinkin (1990) used part time employed MBA students and undergraduate students dominantly in their sample where as Rim and Erez (1980); Rim and Erez (1982); Erez, Rim and Keider (1986; Yukl and Falbe (1990); Yukl and Falbe (1991); Yukl and Tracey (1992); Yukl and Falbe (1993); Yukl, Falbe, and Young (1993) used full time employed people from various organizational levels in their sample. However, use of part time employed MBA students or full time employed people did not change the result and the six factors emerged with minor differences in those studies. Thus, the use of part time employed MBA students as respondents has been criticized on the grounds that such a sampling increase the homogeneity of the sample characteristics and might lead to distortions in the factor solution.

Another interesting point is that the basic six factors were found by the studies comparing agent reports and target perceptions. As Erez, Rim and Keider (1986) and Yukl and Falbe (1990) emphasized that the basic six factor solution was valid in both analyses of agent reports and target perceptions. Although this should be supported with further research, it seems that the six factors constitute the core dimensions of the interpersonal influence attempts in organizations.

The present study differentiated the tactics relevant to reminding, emphasizing and directly ordering and demanding (Assertiveness) and tactics relevant to coercive behavior (Negative Actions) such as using threats and intimidation and behaving unfriendly. In Kipnis et al. (1980), this differentiation was also observed as Assertiveness and Sanctions (Blocking was deleted in later research). Yukl and Falbe (1990), however, integrated the two factors into Pressure Tactics in their combined analysis. But later research, Yukl and Tracey (1992); Yukl and Falbe (1993) and Yukl and Falbe, and Young (1993) demonstrated that such an distinction was necessary especially, for lateral and downward direction of interpersonal influence. This fact is supported by two research studies, Schreisheim and Hinkin (1990) and Hinkin and Schreisheim (1990). Schreisheim and Hinkin (1990), analyzing the upward direction of interpersonal influence, found that only Assertiveness is valid for that particular direction where as, Hinkin and Schreisheim (1990) stated that that Sanctions dimension is valid for downward direction. The distinction between Negative Actions and Assertiveness found in the present study has a strong support by the previous research studies. The fact that the distinction of the two factors in lateral and downward direction was supported by various studies, simply supported the idea that direction of the influence attempts is a strong determinant of the factor structure of the marginal factors in addition to the *basic* six factors.

Another important point is that Negative Actions found in the current study, has some differences from Sanctions in Kipnis et al. (1980); Kipnis and Schmidt (1982); Rim and Erez (1980), Erez and Rim (1982) and Hinkin and Schreisheim (1990) and Legitimating in Yukl and Falbe (1993) and Yukl and Falbe, and Young (1993). Negative Actions cover Sanctions (use of threats and intimidation such as making threats to one's job security) as well as unfriendly behaviors (covered by Blocking in Kipnis et al., 1980). This distinction might arise from the unique characteristics of lateral interpersonal influence processes.

Another new factor that emerged in the present study is Thought Manipulation. Thought Manipulation includes tactics including conveyance of distorted information in order to make the target think that the agent's way is the best way. Thought Manipulation was found to be present in Falbo (1977), Mowday (1978), Falbo and Peplau (1980), in the initial categorization of Kipnis et al. (1980), Rim and Erez (1980), Erez, Rim and Keider (1986), Gresov and Stephens (1993), Wilson et al. (1996). The cultural difference seems to have trivial effect on the emergence of Thought Manipulation since the same dimension was found to be present in the interpersonal influence attempts among Israeli managers (Rim and Erez, 1982; Erez, Rim, and Keider, 1986) and American managers (Falbo 1977, Mowday 1978, Falbo and Peplau, 1980, Gresov and Stephens, 1993, Wilson et.

al, 1996). Also, Inspirational Appeals in Yukl and Falbe (1990), Yukl and Falbe (1991), Yukl and Tracey (1992), Yukl and Falbe (1993), Yukl and Falbe, and Young (1993) is a subset of Thought Manipulation since in Inspirational Appeals, the agent appeals to the values and ideals of the target to back up his/her request so that the agent makes the target think that his/her own values and ideals require the compliance with the request of the agent. In fact, the agent may well be aware of the fact that if he/she directly makes his/her request, his/her attempt may be unsuccessful. By using Inspirational Appeals, the agent successfully hides and distorts the reasons for target's compliance (Yukl and Falbe, 1990).

An interesting point on Thought Manipulation is that this dimension did not emerge as an independent dimension in studies where part time employed MBA students and undergraduate students were used as respondents (Kipnis et al., 1980; Kipnis and Schmidt, 1982; Kipnis, Schmidt, Swaffin and Wilkinson, 1984; Hinkin and Schreisheim, 1990, Schreisheim and Hinkin, 1990). Sampling method seems to have affected the emergence of the factor in previous research. As a result, the assumption that the use of part time employed MBA students as respondents may cause problems is well placed.

Thought Manipulation did not emerge in downward direction of influence (Hinkin and Schreisheim, 1990). In upward influence, Mowday (1978) has found it to be present but Ansari and Kapoor (1987) and Schreisheim and Hinkin (1990) did not mention the presence of this factor. However, in the combined analysis of factors, most of the research studies have found that this dimension is present. Emergence of this factor in the present study may have different interpretations. The first one is that that this tactic may be perceived as a different influence category by the agents in lateral direction. As a result, Thought Manipulation emerged as an independent factor. The studies, in which Thought Manipulation did not emerge as an independent factor, found a factor solution that Ingratiating Tactics, one of the six basic factors, includes an important part of the Thought Manipulation. In lateral influence attempts, Thought Manipulation emerged as an interdependent dimension. Also, use of full time employed people as respondents, might affect the emergence of this factor.

As far as the findings about the frequency of use of influence dimensions were concerned, Coalition Tactics, Rational Persuasion and Ingratiating Tactics were found to be the most frequently used tactics, whereas Exchange Tactics and Negative Actions were found to be the least frequently used tactics. The frequency scheme is similar to Yukl and Falbe (1990)'s study in which Rational Persuasion, Ingratiating Tactics and Consultation Tactics were found to be the most frequently used and Pressure Tactics (including threats and intimidation as in Negative Actions) and Exchange Tactics were found to be the least frequently used tactics. Coalition Tactics in Yukl and Falbe, (1990) were found to be used in moderate frequency. The studies of Erez, Rim and Keider, (1986) and

Yukl and Falbe, (1990) study were able to replicate these results for both agent reports and target perceptions. In Auguinis, et al. (1994), Rationality and Ingratiating Tactics were found to be the most frequently used ones where as Exchange Tactics were the least frequently used. Auginis et al. (1994) were able to replicate these results in three different settings (these settings consists of a manufacturing plant, a public relations department and a construction yard). Also, in Erez, Rim and Keider (1986) study which is conducted on Israeli managers, the same frequency scheme of influence dimensions is valid for both agent reports and target perceptions. Kipnis et al. (1980), presented different results. Kipnis et al. (1980) reported that Ingratiation and Rational Persuasion were used most frequently as stated in the present study but found that Coalition Tactics were the least frequently used tactics in their study. But it should be noted that Kipnis et al. (1980) used part time employed MBA students where as Yukl and Falbe (1990), Erez, Rim and Keider (1986) and Auginis, et al. (1994) used full time employed people in their research. The findings of the present study that Ingratiating Tactics and Coalition Tactics were the most frequently used categories of interpersonal influence processes were also supported by the observations of Güvenç (1996) and Garnett (1982) on Turkish society.

In order to improve the literature on lateral interpersonal influence processes, several improvements should be made.

In the first place, this study should be replicated on a different sample. The sample should include full time employed people from different organizational levels and job status. The sample should be drawn from different organizations as well as different industrial or service sectors.

Separate factor analyses based on agent self report and target's perceptions as in Yukl and Falbe (1990), would prove useful in terms of comparison of two factor structures. As a result, the researcher can measure if any bias occurs in the factor structure resulted from the agent self report data. However, the researcher should avoid making a combined factor analysis of the two subsamples, since the overall factor analysis by mixing two subsamples will distort the factor structure. The size of the both subsample should be designed in order to maintain the minimum respondent per item ratio.

In conclusion, the current study has attempted to constructively examine Kipnis et al. (1980) influence dimensions, and despite the shortcomings uncovered in this measure, the contribution to knowledge about the influence processes in organizations by Kipnis et al. (1980) should not be underestimated. Furthermore, it should be emphasized that the results of the current study directly pertain to only one of the three influence measures developed by Kipnis et al. (1980). Thus, future research is needed on the downward influence attempts (how I influence my subordinates). Additionally, it would seem particularly useful for future research to replicate the Schreisheim and

Hinkin (1990) study on upward influence as well as the current study, and even the initial part of the original Kipnis et al. (1980) work (that part of research in which the respondents wrote narratives, 14 preliminary influence categories were uncovered, and the initial battery of 58 survey questionnaire items was written).

Despite the need to replicate and extend the current research, the results of this study should prove useful starting place for future research.

APPENDIX A

POWER TYPOLOGY OF FRENCH, AND RAVEN (1959)

Reward Power

Study	Power base description
French and Raven (1959)	Reward power is defined as power whose basis is the ability to reward. The strength of the reward power of the *agent* increases with the magnitude of the rewards which the *target* perceives that the *agent* can mediate for him/her. Reward power depends on the *agent's* ability to administer positive valences and to remove or decrease negative valences. The strength of reward power also depends upon the probability that the agent can mediate the reward, as perceived by the target.
Bachman et al. (1966)	"He can give special help and benefits to those who cooperate with him."
Student (1968)	"I comply with my supervisor's directives because he can give special help and benefits for those who cooperate with him."
Thamhain and Gemmill (1974)	"I feel he can influence my salary"

Coercive/Punishment Power

Study	Power base description
French and Raven (1959)	Coercive power is similar to power in that it also involves the agent's ability to manipulate the attainment of valences. Coercive power of the agent stems from the expectation on the part of the target that he/she will be punished by the agent if he fails to conform to the influence attempt. Thus, negative valences will exist in given region's of the target's life space, corresponding to the threatened punishment by the agent. The strength of coercive power depends on the magnitude of the negative valence of the threatened punishment multiplied by the perceived probability that the target can avoid the punishment by conformity.
Bachman et al. (1966)	"He can apply pressure or penalize those who do not cooperate."
Student (1968)	"I comply with my supervisor's directives because he can give penalize or make things difficult for those who do not cooperate with him."
Thamhain and Gemmill (1974)	"I feel he can apply pressure or penalize me in some way."

Legitimate Power

Study	Power base description
French and Raven (1959)	Legitimate power of the agent is here defined as that power which stems from internalized values in the target which dictate that the agent has a legitimate right to influence the target and that the target has an obligation to accept this influence. Legitimate power is very similar to the notion of legitimacy of authority which has long been explored by sociologists, particularly by Weber and more recently by Goldhammer and Shils. However, legitimate power is not always a role relation: the target may accept an induction from the agent simply because he previously promised to help the agent, and he/she values his/her word too much to break the promise. In all cases, the notion of legitimacy involves some sort of code or standard, accepted by the individual, by virtue of which the agent can assert his/her power.
Bachman et al. (1966)	"He has a legitimate right, considering his position, to expect that his suggestions will be carried out."
Student (1968)	"I comply with my supervisor's directives because he has a right, considering his/her position, to expect subordinates to do what he wants."
Thamhain and Gemmill (1974)	"I feel he has the formal authority."

Expert Power

Study	Power base description
French and Raven (1959)	The strength of the expert power of the agent varies with the extend of the knowledge or perception that the target attributes to the agent within a given area. Probably, the target evaluates the agent's expertness in relation to personal knowledge as well as against an absolute standard.
Bachman et al. (1966)	"I respect his competence and his good judgment about things with which he is more experienced than I."
Student (1968)	"I comply with my supervisor's directives because I respect his experience and good judgment."
Thamhain and Gemmill (1974)	"I respect him and place confidence in his special knowledge and advice."

Referent power

Study	Power base description
French and Raven (1959)	The power of the agent has its basis in the identification of the target with the agent. By identification, it is meant that a feeling of oneness of the target with the agent or a desire for such an identity. If the agent is a person toward whom the target is highly attracted, the target will have a desire to become closely associated with the agent. If the target has been already closely associated with the agent, he/she will maintain this relationship. The stronger the identification of the target with the agent, the greater the referent power of the agent.
Bachman et al. (1966)	"I admire him/her for his/her personal qualities, and want to act in a way that merits his respect and admiration."
Student (1968)	"I comply with my supervisor's directives because he is a 'nice guy' and I don't want to hurt him."
Thamhain and Gemmill (1974)	"He has established a personal friendship with me."

APPENDIX B

INITIAL CLASSIFICATION OF INFLUENCE TACTICS

(KIPNIS ET AL., 1980)

Category/Tactic	Category/Tactic
Clandestine:	**Persistence**
Challenged the ability of the target	Repeated reminders
Lied to the target	Argued
Acted in a pseudo-democratic manner	Repeated previous actions
Puffed up the importance of the job	Surveillance
Manipulated the information	**Training**
Made the target feel important	Explained how it was to be done
Cajoled the target	Showed how to do it
Sowed understanding (pretended) of the target's problem	**Reward**
Personal negative actions	Verbal reinforcement
Fait accompli	Salary raise
Chastised the target	Gave benefits
Become a nuisance	**Self Presentation**
Slowed down on the job	Demonstrated competence
Held personal confrontation with the target	Performed well, then asked
Threatened withdrawal of help	Waited until the target is in the right mood
Expressed anger	Was humble
	Was friendly

Category/Tactic	Category/Tactic
Personal negative actions (continued)	**Weak Ask**
Threatened to leave job	Show dependency
Blocked target's actions	Weak request
Ignored the target	**Demand**
Administrative negative actions	Invoked rules
Filed a report with supervisor	Ordered
Sent target to superior for conference	Convened formal conference
Give unsatisfactory performance evaluations	Set deadline
Threatened the target with unsatisfactory performance ratings	Told the target that it must be done as I said or better proposed
Give no salary increase	**Coalitions**
Threatened job security	Obtained support from co-workers
Threatened loss of promotion	Obtained support informally from superiors
Exchange	Obtained support from subordinates
Contributed in exchange for compliance	Threatened to notify an outside agency
Compromised	Made formal appeals to higher levels
Offered to make sacrifice	**Other Tactics**
Offered help to get the job done	Direct Request
Invoked past favors	Explained rationale for request
	Gathered supporting data

APPENDIX C

KIPNIS ET AL. (1980)'S QUESTIONNAIRE

1. Challenged his or her ability ("I bet you cannot do that").
2. Concealed some of my reasons for trying to influence him or her.
3. Sympathized with him or her about the added problems that my request has caused.
4. Engaged in a work slowdown until he or she did what I wanted.
5. Ignored him or her and/or stopped being friendly.
6. Threatened to give him or her an unsatisfactory performance evaluation.
7. Offered to help if he or she would do what I wanted.
8. Provided him or her with various benefits that they wanted.
9. Acted very humbly to him or her while making my request.
10. Showed my need for their help.
11. Set a deadline for him or her to do what I asked.
12. Obtained the support of co-workers to back up my request.
13. Used logic to convince him or her.
14. Distorted or lied about reasons he or she should do what I wanted.
15. Promised (or gave) a salary increase.
16. Demonstrated my competence to him or her before making a request.
17. Acted in a friendly way prior to asking for what I wanted.
18. Demanded that he or she do what I requested.
19. Told him or her that the work must be done as ordered or he or she should propose a better way.
20. Obtained the informal support of higher-ups.
21. Pretended not to understand what I needed to be done so that so that he or she would volunteer to do it for me.

22. Pretended I was letting him or her decide to do what I wanted (acted in a pseudo-democratic fashion).
23. Ignored him or her and went ahead and did what I wanted.
24. Wrote a memo that described what I wanted.
25. Filed a report about the other person with higher-ups.
26. Threatened his or her job security (e.g. hint of firing or getting him or her fired).
27. Reminded him or her of past favors that I did for them.
28. Made him or her feel good about me before making my request.
29. Asked in a polite way.
30. Pointed out that the rules required that he or she comply.
31. Explained the reasons for my request.
32. Obtained the support of my subordinates to back up my request.
33. Sent him or her to my superior.
34. Threatened him or her with loss of promotion.
35. Offered an exchange (e.g. if you do this for me, I will do something for you).
36. Praised him or her
37. Inflated the importance of what I wanted him or her to do
38. Presented him or her with information in support of my point of view.
39 Bawled him or her out.
40. Wrote a detailed plan that justified my ideas.
41. Had a showdown in which I confronted him or her face to face.
42. Offered compromise over the issue (I gave in a little).
43. Repeatedly reminded him or her about what I wanted.
44. Waited until he or she appeared in a receptive mood before asking.
45. Simply ordered him or her to do what was asked.
46. Made him or her feel important ("only you have the brains, talent to do this").
47. Threatened to notify an outside agency if he or she did not give in to my request.
48. Threaten to stop working with him or her until he or she gave in.
49. Gave no salary increase or prevented the person from getting a pay raise.
50. Offered to make a personal sacrifice if he or she would do what I

51. Kept checking up on him or her
52. Kept kidding him or her until they did what I wanted.
53. Become a nuisance (kept bugging him or her until he or she did what I want.)
54. Expressed my anger verbally.
55. Did personal favors for him or her.
56. Had him or her come to a formal conference at which I made my request.
57. This item is missing both in Kipnis et al.(1980) and Schreisheim et al.(1990) studies.
58. Made a formal appeal to higher levels to back up my request.

APPENDIX D

SCALES OF INFLUENCE TACTICS (KIPNIS ET AL.,1980)

Assertiveness
Kept checking on him or her.
Simply ordered him or her to do what was asked.
Demanded that he or she do what I requested.
Bawled him or her out.
Set a deadline for him or her to do what I asked.
Told him or her that the work must be done as ordered or he or she should propose a better way.
Became a nuisance (kept bugging him or her until he or she did what I wanted.)
Repeatedly reminded him or her about what I wanted.
Expressed my anger verbally.
Had a showdown in which I confronted him or her face to face.
Pointed out that rules required that he or she comply.
Ingratiation
Made him or her feel important ("only you have the brains, talent to do this
Acted very humbly to him or her while making my request.
Acted in a friendly manner prior to asking for what I wanted.
Made him or her feel good about me before making my request.
Inflated the importance of what I wanted him or her to do.

Ingratiation (continued)
Praised him or her
Sympathized him or her about the added problems that my request has caused.
Waited until he or she appeared in a receptive mood.
Showed my need for their help.
Asked in a polite way.
Pretended I was letting him or her decide to do what I wanted (acted in a pseudo-democratic fashion).
Rationality
Wrote a detailed plan that justified my ideas.
Presented him or her with information in support of my point of view.
Explained the reasons for my request.
Used logic to convince him or her.
Wrote a memo that described what I wanted.
Offered compromise over the issue (I gave in a little).
Demonstrated my competence to him or her before making a request.
Sanctions
Gave no salary increase or prevented the person from getting a pay raise.
Threatened his or her job security (e.g. hint of firing or getting him or her fired).
Promised (or gave) a salary increase.
Threatened to give him or her an unsatisfactory performance evaluation.
Threatened him or her with loss of promotion.
Exchange
Offered an exchange (e.g. if you do this for me, I will do something for you).
Reminded him or her of past favors that I did for them.

Exchange (Continued
Offered to make a personal sacrifice if he or she would do what I wanted (e.g. work late, work harder, do his or her share of the work , etc.)
Did personal favors for him or her.
Offered to help if he or she would do what I wanted.
Upward Appeal
Made a formal appeal to higher levels to back up my request.
Obtained the informal support of higher-ups.
Filed a report about the other person with higher-ups.
Sent him or her to my superior.
Blocking
Threatened to notify an outside agency if he or she did not give in to my request.
Threaten to stop working with him or her until he or she gave in.
Engaged in a work slowdown until he or she did what I wanted.
Ignored him or her and/or stopped being friendly.
Distorted or lied about reasons he or she should do what I wanted.
Coalitions
Obtained the support of co-workers to back up my request.
Had him or her come to a formal conference at which I made my request.
Obtained the support of my subordinates to back up my request.
Unclassified Items
Kept kidding him or her until they did what I wanted.
Ignored him or her and went ahead and did what I wanted.
Provided him or her with various benefits that they wanted.
Challenged his or her ability ("I bet you cannot do that").
Pretended not to understand what I needed to be done so that so that he or she would volunteer to do it for me.
Concealed some of my reasons for trying to influence him or her.

APPENDIX E

YUKL AND FALBE (1990)'S SCALE DEFINITIONS OF INFLUENCE TACTICS

Scale	Definition
Pressure Tactics	The person uses demands, threats, or intimidation to convince you to comply with a request or to support a proposal (Similar to *assertiveness* in Kipnis et al., 1980).
Upward Appeals	The person seeks to persuade you that the request is approved by higher management or appeals to higher management for assistance in gaining your compliance with the request (Similar to *upward appeal* in Kipnis et al., 1980).
Exchange Tactics	The person makes an explicit or implicit promise that you will receive rewards or tangible benefits if you comply with a request or support a proposal, or reminds you of a prior favor to be reciprocated. (Similar to *exchange* in Kipnis et al.,1980).
Coalition Tactics	The person seeks the aid of others to persuade you to do something or uses the support of others as an argument for you to agree also. (Similar to coalitions in Kipnis et al., 1980)
Ingratiating Tactics	The person seeks to get you in a good mood or think favorably of him/her before asking you to do something (Similar to *ingratiation* in Kipnis et al., 1980).
Rational Persuasion	The person uses logical arguments and factual evidence to persuade you that a proposal or request is viable and likely to result in the attainment of task objectives (Similar to rationality in Kipnis et al.,1980).
Inspirational Appeals	The person makes an emotional request or proposal that arouses enthusiasm by appealing your values and ideals, or by increasing your confidence
Consultation Tactics	The person seeks your participation in making a decision or planning how to implement a proposed policy, strategy, or change.

APPENDIX F

GROUPS OF INFLUENCE TACTICS (FALBO, 1977)

Group	Definition	Example
Assertion	Forcefully asserting one's way	"I voice my wishes loudly."
Bargaining	Explicit statement about reciprocating favors and making two-way exchanges	"I tell her/him that I will do something if she will do something for me."
Compromise	Both agent and target give up part of their desired goals in order to obtain some of them	"More often than not we come to a sort of compromise if there is a disagreement."
Deceit	Attempts to fool the target into agreeing by the use of flattery or lies	"I get my way by doing a good amount of fast talking and sometimes by some white lies."
Emotion agent	Agent alters own facial expression	"I put on a sweet face. I try to look sincere."
Emotion target	Agent attempts to alter the emotions of target	"I try to put him/her in a good mood.
Evasion	Doing what one wants by avoiding the person who would disapprove	"I got to read novels at work as long as the boss never saw me doing it."
Expertise	Claiming to have superior knowledge or skill	"I tell them that I have a lot of experience with such matter."
Fait accompli	Openly doing what one wants without avoiding the target	"I do what I want anyway."

Group	Definition	Example
Hinting	Not openly stating what one wants; indirect attempts at influencing others	"I drop hints. I subtly bring up a point."
Persistence	Continuing in one's influence attempts or repeating one's point	"I reiterate my point. I keep going despite all obstacles."
	Both agent and target give up part of their desired goals in order to obtain some of them	"More often than not we come to a sort of compromise if there is a disagreement."
Persuasion	Simple statements about using persuasion, convincing, or coaxing	"I get my way by convincing others that my way is the best."
Reason	Any statement about using reason or rational argument to influence others	I argue logically. I tell them all the reasons why my plan is the best."
Simple statement	Without supporting evidence, or threats, a matter-of-fact statement of one's desires	"I simply tell him what I want."
Thought manipulation	Making the target think that the agent's way is the target's own idea	"I usually try to get my way by making the other person feel that it is his/her idea."
Threat	Stating that negative consequences will occur if the agent's plan is not accepted	"I will tell him I will never speak to him again if he doesn't do what I want."

APPENDIX G

THE QUESTIONNAIRE

Aşağıdaki anketin sonuçları Ortadoğu Teknik Üniversitesi İşletme Bölümünde yürütülen bir yüksek lisans tezi için kullanılacaktır. Yanıtlayanların kimliği kesinlikle gizli tutulacaktır.

Herhangi bir isteğinizi elde etmek amacı ile çalışmakta olduğunuz kuruluş içinde, **<u>sizinle aynı düzeydeki</u>** bir kişinin davranış şeklini ve/veya düşünce tarzını değiştirmek için aşağıda belirtilen davranış biçimlerini hangi sıklıkta kullandığınızı lütfen uygun kutuya işaret koyarak (☒) belirtiniz.

	Her zaman	Sık Sık	Bazen	Ender	Hiçbir zaman
1. Yeteneklerine meydan okuyarak, onu hırslandırdım. ("Bence sen bu işi yapamazsın", diyerek)........	☐	☐	☐	☐	☐
2. Karşımdakini etkilemek amacı ile bazı düşüncelerimi ondan sakladım........	☐	☐	☐	☐	☐
3. İsteğimin neden olabileceği problemleri anladığımı ona belli ettim........	☐	☐	☐	☐	☐
4. İsteğimi yerine getirinceye kadar onunla çalışmaktan kaçındım ve/veya işimi ağırdan aldım........	☐	☐	☐	☐	☐
5. Onu görmezden geldim ve/veya ona arkadaşça davranmayı kestim........	☐	☐	☐	☐	☐
6. İstediğim işi yapması durumunda yardım etmeyi teklif ettim........	☐	☐	☐	☐	☐
7. İsteğimi dile getirirken alçakgönüllü bir şekilde davrandım........	☐	☐	☐	☐	☐

	Her zaman	Sık Sık	Bazen	Ender	Hiçbir zaman
8. Yardımına ihtiyacım olduğunu belirttim...........	☐	☐	☐	☐	☐
9. Yapılmasını istediğim iş için ona zaman sınırı koydum..	☐	☐	☐	☐	☐
10. İsteğimin desteklenmesi için diğer iş arkadaşlarımın desteğini kazandım.....................	☐	☐	☐	☐	☐
11. Mantıksal bir süreç içinde onu ikna etmeye çalıştım..	☐	☐	☐	☐	☐
12. İsteğimin altında yatan nedenleri sakladım ve/veya bu konudaki gerçekleri çarpıttım..........	☐	☐	☐	☐	☐
13. İşimde yetenekli ve başarılı olduğumu ona kanıtladım..	☐	☐	☐	☐	☐
14. İsteğimi karşımdakine söylemeden önce ona arkadaşça davrandım..................................	☐	☐	☐	☐	☐
15. Kendisinden önceden rica ettiğim işi yapmasını talep ettim..	☐	☐	☐	☐	☐
16. Ona, işin kendisine söylendiği şekilde yapmasını ya da daha iyi bir yol önermesini söyledim..	☐	☐	☐	☐	☐
17. Üstlerimin gayri resmi desteğini alarak isteğimin yerine gelmesine çalıştım..................	☐	☐	☐	☐	☐
18. Ne yapılması gerektiğini anlamamış gibi görünüp, onun benim yerime yapmak üzere gönüllü olmasını sağladım........................	☐	☐	☐	☐	☐
19. Yapılmasını istediğim şeyi kendisinin kararına bırakıyormuş gibi davrandım...............	☐	☐	☐	☐	☐
20. Ona isteğimi açıklayan bir not yazdım.............	☐	☐	☐	☐	☐
21. Ona, geçmişte kendisine yaptığım iyilikleri hatırlattım..	☐	☐	☐	☐	☐
22. Kibar bir şekilde istekte bulundum....................	☐	☐	☐	☐	☐
23. Kurallara uyması gerektiğini söyledim...............	☐	☐	☐	☐	☐
24. İsteğimin altında yatan nedenleri açıkladım.......	☐	☐	☐	☐	☐
25. İsteğim konusunda astlarımın ve/veya destek elemanlarının desteğini aldım............................	☐	☐	☐	☐	☐
26. Kendisini görüşmesi için üstüme gönderdim..	☐	☐	☐	☐	☐
27. Ona gerekeni yapmaması durumunda iş yaşantısının tehlikeye gireceğini söyledim.........	☐	☐	☐	☐	☐

	Her zaman	Sık Sık	Bazen	Ender	Hiçbir zaman
28. Bir tür değiştokuş önerdim (Ör: "Eğer bunu benim için yaparsan, ben de ileride senin için bir şey yaparım")	☐	☐	☐	☐	☐
29. Onu övdüm	☐	☐	☐	☐	☐
30. Yapmasını istediğim işin önemini abarttım	☐	☐	☐	☐	☐
31. Kendisine görüş açımı destekleyen bilgileri sundum	☐	☐	☐	☐	☐
32. Fikirlerimi haklı çıkartan detaylı bir plan kaleme aldım	☐	☐	☐	☐	☐
33. Kendisiyle konu hakkında yüz yüze görüştüm	☐	☐	☐	☐	☐
34. Karşılıklı taviz vererek mesele üzerinde uzlaşma teklif ettim	☐	☐	☐	☐	☐
35. Ona, istediğim şeyi tekrar tekrar hatırlattım	☐	☐	☐	☐	☐
36. Kendisini önemli hissetmesini sağladım (Ör: "Bu iş yapmak için gereken yetenek sadece sende var")	☐	☐	☐	☐	☐
37. Ona, isteğime uymaması durumunda başka bir kuruluşu uyaracağımı söyledim	☐	☐	☐	☐	☐
38. İsteğime uyana kadar onunla çalışamayacağımı söyledim	☐	☐	☐	☐	☐
39. İsteğimi yapması karşılığında kişisel bir özveride bulunmayı teklif ettim (Ör: Geç saate kadar çalışmak, onun payına düşen işi yapmak)	☐	☐	☐	☐	☐
40. İsteğimi şaka yollu hatırlattım	☐	☐	☐	☐	☐
41. İsteğimi yapana kadar onu sıkıştırdım	☐	☐	☐	☐	☐
42. Kızgınlığımı sözler ile ifade ettim	☐	☐	☐	☐	☐
43. Ona kişisel iyilikler yaptım	☐	☐	☐	☐	☐
44. Onun istekte bulunduğum resmi bir toplantıya gelmesini sağladım	☐	☐	☐	☐	☐
45. Onu, karar verme sürecine dahil ederek etkilemeye çalıştım.	☐	☐	☐	☐	☐
46. İsteğim konusunda üst düzey yöneticilere resmi bir başvuru yaptım	☐	☐	☐	☐	☐

Kişisel Bilgiler:

Cinsiyetiniz:	**Yaş grubunuz:**			
Erkek ☐ Kadın ☐	20 yaş ve altı 21-30 yaş arası 31-40 yaş arası	☐ ☐ ☐	41-50 yaş arası 51-60 yaş arası 60 yaş üstü	☐ ☐ ☐

Eğitim Düzeyiniz:		**Kuruluş içinde göreviniz:**	
İlkokul/Ortaokul	☐	Memur/Ofis görevlisi	☐
Lise	☐	Profesyonel eleman (Mühendis, finans uzmanı, doktor, vs.)	☐
Üniversite	☐	Yönetici (Alt ve orta kademe)	☐
Yüksek lisans ve üstü	☐	Üst düzey yönetici	☐
		Danışman	☐

Zaman ayırıp, anketi yanıtladığınız için teşekkür ederim.

Burak Köylüoğlu

ODTÜ İşletme Bölümü yüksek lisans öğrencisi

APPENDIX H

ENGLISH VERSION OF THE QUESTIONNAIRE ITEMS

1. Challenged his/her ability ("I bet you can not accomplish that").
2. Concealed some of my thoughts in order to influence him/her.
3. Showed my sympathy about the added problems that my request may cause.
4. Avoided from working with him/her or engaged in a work slowdown until he/she did what I wanted.
5. Ignored him/her and/or stopped being friendly.
6. Offered to help if he/she would do what I wanted.
7. Acted very humbly to him/her while making my request.
8. Showed my need for his/her help.
9. Set a deadline for him/her to do what I asked.
10. Obtained the support of co-workers to back up my request.
11. Used logic to convince him/her.
12. Distorted or lied about the realities or reasons related to my request.
13. Proved my competence to him/her.
14. Acted in a friendly manner prior to asking for what I wanted.
15. Requested him/her to do what I asked for.

16. Told him or her that the work must be done as ordered or he or she should propose a better way.

17. Obtained the informal support of higher-ups.

18. Pretended not to understand what I needed to be done so that so that he or she would volunteer to do it for me.

19. Pretended I was letting him or her decide to do what I wanted.

20. Wrote a memo that described what I wanted.

21. Reminded him or her of past favors that I did for them.

22. Asked in a polite way.

23. Stated that he/she must obey the rules.

24. Explained the reasons for my request.

25. Obtained the support of my subordinates and/or the staff personnel to back up my request.

26. Sent him or her to my superior.

27. Told him/her that his/her job security would be in jeopardy unless he/she did what he/she should do.

28. Offered an exchange (e.g. if you do this for me, I will do something for you).

29. Praised him or her

30. Inflated the importance of what I wanted him or her to do

31. Presented him or her with information in support of my point of view.

32. Wrote a detailed plan that justified my ideas.

33. Had a showdown in which I confronted him or her face to face.

34. Offered compromise over the issue (I gave in a little).

35. Repeatedly reminded him or her about what I wanted.

36. Made him or her feel important ("only you have the brains, talent to do this").

37. Threatened to notify an outside agency if he or she did not give in to my request.

38. Threatened to stop working with him or her until he or she gave in.

39. Offered to make a personal sacrifice if he or she would do what I wanted (e.g. work late, do his/her share of work)

40. Reminded my request by kidding him/her.

41. Become a nuisance (kept bugging him or her until he or she did what I want.)

42. Expressed my anger verbally.

43. Did personal favors for him or her.

44. Had him or her come to a formal conference at which I made my request.

45. Tried to change his/her opinion by including him/her to decision making process.

46. Made a formal appeal to higher levels to back up my request.

APPENDIX I

THE ORGANIZATIONS THAT HAVE CONTRİBUTED TO THE RESEARCH

Firm	Core Business	Number of Respondents	Percentage
Turyağ Henkel	Consumer goods business	28	8%
Kipa	Retailing business	32	9%
Tetrapak	Paper and board business	30	9%
Ziraat Bankası (Branches)	Public sector banking	41	12%
Ziraat Bankası (Engineering Office)	Architecture and Civil Engineering Projects	35	11%
Dewilux Bayraklı Boya	Paint production business	22	7%
Milliyet	Press	26	8%
Hürriyet	Press	17	6%
Ekonomik Çözüm Gazetesi	Press	21	7%
İzmir TV	Media	23	7%
Kartal Makarna Sanayii	Consumer goods business	19	6%
Aydın Yazılım ve Elektronik Sanayii	High-tech military equipment producer	33	10%
Total		327	100%

APPENDIX J

SAMPLING DETAILS

Distribution of Respondents with respect to Sector

Sector	Number Respondents Employed	Percentage
Press and Media	87	26%
Public Sector Banking	76	23%
Packaged Consumer Goods Business	47	14%
Retailing Business	32	10%
High-tech Research Business	33	10%
Paper and Board Business	30	10%
Paint Production Business	22	7%
Total	327	100%

Distribution of Respondents to Job Level Status

Job Level Status	Number of Respondents	Percentage
Clerical	115	35%
Professional	113	35%
Line and Middle Management	79	24%
Top Management	17	5%
Consultant	3	1%
Total	327	100%

Distribution of Respondents with respect to Age

Age Group	Number of Respondents	Percentage
Below 20	20	6%
21-30	153	47%
31-40	104	32%
41-50	43	13%
51-60	7	2%
Total	327	100%

Distribution of Respondents with respect to Educational Background

Education	Number of Respondents	Percentage
Primary and/or Junior High School Degree	3	1%
High School Degree	78	23%
Undergraduate Degree	211	65%
Graduate Degree	35	11%
Total	327	100%

APPENDIX K

MEAN FREQUENCY OF FACTORS

Influence Tactics	Mean Frequency
Assertiveness	
35. Ona, istediğim şeyi tekrar tekrar hatırlattım.	2.53
15. Kendisinden önceden rica ettiğim işi yapmasını talep ettim.	3.17
41. İsteğimi yapana kadar onu sıkıştırdım.	3.01
33. Kendisiyle konu hakkında yüz yüze görüştüm.	2.87
16. Ona, işin kendisine söylendiği şekilde yapmasını ya da daha iyi bir yol önermesini söyledim.	3.41
9. Yapılmasını istediğim iş için ona zaman sınırı koydum.	2.74
23. Kurallara uyması gerektiğini söyledim.	3.85
40. İsteğimi şaka yollu hatırlattım.	2.13
Factor Mean Frequency:	**2.63**
Factor 2	
7. İsteğimi dile getirirken alçakgönüllü bir şekilde davrandım.	3.99
22. Kibar bir şekilde istekte bulundum.	3.54
29. Onu övdüm.	1.64
14. İsteğimi karşımdakine söylemeden önce ona arkadaşça davrandım.	3.33
8. Yardımına ihtiyacım olduğunu belirttim.	3.17
3. İsteğimin neden olabileceği problemleri anladığımı ona belli ettim.	3.50
Factor Mean Frequency:	**3.20**

Rational Persuasion:	Mean Frequency
11. Mantıksal bir süreç içinde onu ikna etmeye çalıştım.	3.80
32. Fikirlerimi haklı çıkartan detaylı bir plan kaleme aldım	3.69
31. Kendisine görüş açımı destekleyen bilgileri sundum.	2.19
24. İsteğimin altında yatan nedenleri açıkladım	3.07
34. Karşılıklı taviz vererek mesele üzerinde uzlaşma teklif ettim.	4.10
13. İşimde yetenekli ve başarılı olduğumu ona kanıtladım.	3.61
Factor Mean Frequency:	**3.41**
Negative Actions:	
27. Ona gerekeni yapmaması durumunda iş yaşantısının tehlikeye gireceğini söyledim.	2.27
4. İsteğimi yerine getirinceye kadar onunla çalışmaktan kaçındım ve/veya işimi ağırdan aldım	1.88
37. Ona, isteğime uymaması durumunda başka bir kuruluşu uyaracağımı söyledim.	2.97
38. İsteğime uyana kadar onunla çalışamayacağımı söyledim.	1.49
42. Kızgınlığımı sözler ile ifade ettim.	2.21
5. Onu görmezden geldim ve/veya ona arkadaşça davranmayı kestim	1.87
Factor Mean Frequency:	**2.12**
Exchange Tactics:	
28. Bir tür değiş tokuş önerdim (Ör: "Eğer bunu benim için yaparsan, ben de ileride senin için bir şey yaparım").	1.73
39. İsteğimi yapması karşılığında kişisel bir özveride bulunmayı teklif ettim (Ör: Geç saate kadar çalışmak, onun payına düşen işi yapmak).	1.79
43. Ona kişisel iyilikler yaptım.	2.37
6. İstediğim işi yapması durumunda yardım etmeyi teklif ettim.	2.57
21. Ona, geçmişte kendisine yaptığım iyilikleri hatırlattım.	1.83
Factor Mean Frequency:	**2.06**

Upward Appeals:	Mean Frequency
46. İsteğim konusunda üst düzey yöneticilere resmi bir başvuru yaptım.	2.27
17. Üstlerimin gayri resmi desteğini alarak isteğimin yerine gelmesine çalıştım.	2.49
26. Kendisini görüşmesi için üstüme gönderdim.	2.67
Factor Mean Frequency:	**2.48**
Coalition Tactics:	
10. İsteğimin desteklenmesi için benimle aynı düzeydeki iş arkadaşlarımın desteğini kazandım.	3.36
25. İsteğim konusunda astlarımın ve/veya destek elemanlarının desteğini aldım.	3.87
45. Onu, karar verme sürecine dahil ederek etkilemeye çalıştım.	3.03
Factor Mean Frequency:	**3.42**
Thought Manipulation:	
2. Karşımdakini etkilemek amacı ile bazı düşüncelerimi ondan sakladım.	2.20
12. İsteğimin altında yatan nedenleri sakladım ve/veya bu konudaki gerçekleri çarpıttım.	1.52
18. Ne yapılması gerektiğini anlamamış gibi görünüp, onun benim yerime yapmak üzere gönüllü olmasını sağladım.	2.06
1. Yeteneklerine meydan okuyarak, onu hırslandırdım ("Bence sen bu işi yapamazsın", diyerek).	1.71
19. Yapılmasını istediğim şeyi kendisinin kararına bırakıyormuş gibi davrandım.	2.81
30. Yapmasını istediğim işin önemini abarttım.	2.94
36. Kendisini önemli hissetmesini sağladım (Ör: "Bu iş yapmak için gereken yetenek sadece sende var").	3.01
Factor Mean Frequency:	**2.32**

Unclassified variables:	Mean Frequency
44. Onun istekte bulunduğum resmi bir toplantıya gelmesini sağladım	2.82
20. Ona isteğimi açıklayan bir not yazdım.	2.21

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