

REPORT DOCUMENTATION PAGE

Form Approved
OMB No. 0704-0188

Public reporting burden for this collection of information is estimated to average 1 hour per response, including the time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding this burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to Washington Headquarters Services, Directorate for Information Operations and Reports, 1215 Jefferson Davis Highway, Suite 1204, Arlington, VA 22202-4302, and to the Office of Management and Budget, Paperwork Reduction Project (0704-0188), Washington, DC 20503.

| | | | | |
|--|---|--|---|--|
| 1. AGENCY USE ONLY (Leave blank) | | 2. REPORT DATE 7 June 1996 | 3. REPORT TYPE AND DATES COVERED Master's Thesis, 2 Aug 95 - 7 Jun 96 | |
| 4. TITLE AND SUBTITLE The Role Leader Competence Plays ⁱⁿ The Trust-Building Process | | | 5. FUNDING NUMBERS | |
| 6. AUTHOR(S) Major Patrick J. Sweeney, U.S. Army | | | | |
| 7. PERFORMING ORGANIZATION NAME(S) AND ADDRESS(ES) U.S. Army Command and General Staff College ATTN: ATZL-SWD-GD Fort Leavenworth, Kansas 66027-1352 | | | 8. PERFORMING ORGANIZATION REPORT NUMBER | |
| 19960820 163 | | | | |
| 9. SPONSORING / MONITORING AGENCY NAME(S) AND ADDRESS(ES) | | | | |
| | | | | |
| 11. SUPPLEMENTARY NOTES | | | | |
| | | | | |
| 12a. DISTRIBUTION / AVAILABILITY STATEMENT Approved for public release; distribution is unlimited. | | | 12b. DISTRIBUTION CODE DTIC QUALITY INSPECTED 4 | |
| 13. ABSTRACT (Maximum 200 words) This study focused on testing a portion of Kelley and Thibaut's trust-building model. This model asserted that an individual could earn an attribution of dependability by: behaving cooperatively, sharing similar interests, and sharing interdependence with the other person. The model suggested that an individual's competence was a separate factor and that it did not influence the earning of an attribution of dependability. However, the author hypothesized that in military leader-follower relationships, competence was a significant factor in a leader earning an attribution of dependability. In addition, the author hypothesized a strong, positive between a leader's perceived dependability and the follower's willingness to trust the leader. Similarly, the author hypothesized a strong, positive relationship between the followers' trust in the leader and their willingness to be influenced (lead) by the leader. The hypotheses were tested using a two-by-two factorial design which manipulated leader's competence and Kelley and Thibaut's three factors for earning an attribution of dependability as one variable. The results supported all hypotheses. | | | | |
| 14. SUBJECT TERMS Competence, Dependability, Leadership, and Trust | | | 15. NUMBER OF PAGES 69 | |
| | | | 16. PRICE CODE | |
| 17. SECURITY CLASSIFICATION OF REPORT Unclassified | 18. SECURITY CLASSIFICATION OF THIS PAGE Unclassified | 19. SECURITY CLASSIFICATION OF ABSTRACT Unclassified | 20. LIMITATION OF ABSTRACT Unlimited | |

GENERAL INSTRUCTIONS FOR COMPLETING SF 298

The Report Documentation Page (RDP) is used in announcing and cataloging reports. It is important that this information be consistent with the rest of the report, particularly the cover and title page. Instructions for filling in each block of the form follow. It is important to *stay within the lines* to meet *optical scanning requirements*.

Block 1. Agency Use Only (Leave blank).

Block 2. Report Date. Full publication date including day, month, and year, if available (e.g. 1 Jan 88). Must cite at least the year.

Block 3. Type of Report and Dates Covered. State whether report is interim, final, etc. If applicable, enter inclusive report dates (e.g. 10 Jun 87 - 30 Jun 88).

Block 4. Title and Subtitle. A title is taken from the part of the report that provides the most meaningful and complete information. When a report is prepared in more than one volume, repeat the primary title, add volume number, and include subtitle for the specific volume. On classified documents enter the title classification in parentheses.

Block 5. Funding Numbers. To include contract and grant numbers; may include program element number(s), project number(s), task number(s), and work unit number(s). Use the following labels:

| | |
|-----------------------------|-------------------------------------|
| C - Contract | PR - Project |
| G - Grant | TA - Task |
| PE - Program Element | WU - Work Unit Accession No. |

Block 6. Author(s). Name(s) of person(s) responsible for writing the report, performing the research, or credited with the content of the report. If editor or compiler, this should follow the name(s).

Block 7. Performing Organization Name(s) and Address(es). Self-explanatory.

Block 8. Performing Organization Report Number. Enter the unique alphanumeric report number(s) assigned by the organization performing the report.

Block 9. Sponsoring/Monitoring Agency Name(s) and Address(es). Self-explanatory.

Block 10. Sponsoring/Monitoring Agency Report Number. (If known)

Block 11. Supplementary Notes. Enter information not included elsewhere such as: Prepared in cooperation with...; Trans. of...; To be published in.... When a report is revised, include a statement whether the new report supersedes or supplements the older report.

Block 12a. Distribution/Availability Statement. Denotes public availability or limitations. Cite any availability to the public. Enter additional limitations or special markings in all capitals (e.g. NOFORN, REL, ITAR).

DOD - See DoDD 5230.24, "Distribution Statements on Technical Documents."

DOE - See authorities.

NASA - See Handbook NHB 2200.2.

NTIS - Leave blank.

Block 12b. Distribution Code.

DOD - Leave blank.

DOE - Enter DOE distribution categories from the Standard Distribution for Unclassified Scientific and Technical Reports.

NASA - Leave blank.

NTIS - Leave blank.

Block 13. Abstract. Include a brief (*Maximum 200 words*) factual summary of the most significant information contained in the report.

Block 14. Subject Terms. Keywords or phrases identifying major subjects in the report.

Block 15. Number of Pages. Enter the total number of pages.

Block 16. Price Code. Enter appropriate price code (*NTIS only*).

Blocks 17. - 19. Security Classifications. Self-explanatory. Enter U.S. Security Classification in accordance with U.S. Security Regulations (i.e., UNCLASSIFIED). If form contains classified information, stamp classification on the top and bottom of the page.

Block 20. Limitation of Abstract. This block must be completed to assign a limitation to the abstract. Enter either UL (unlimited) or SAR (same as report). An entry in this block is necessary if the abstract is to be limited. If blank, the abstract is assumed to be unlimited.

**THE ROLE LEADER COMPETENCE PLAYS
IN THE TRUST-BUILDING PROCESS**

A thesis presented to the Faculty of the U.S. Army
Command and General Staff College in partial
fulfillment of the requirements for the
degree

MASTER OF MILITARY ART AND SCIENCE

by

PATRICK J. SWEENEY, MAJ, USA
B.S., U.S. Military Academy, West Point, New York, 1982
M.A., University of North Carolina, Chapel Hill, North Carolina, 1992

Fort Leavenworth, Kansas

1996


Approved for public release; distribution is unlimited.

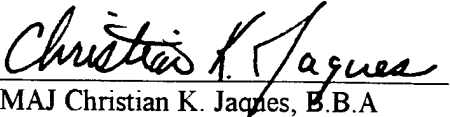
MASTER OF MILITARY ART AND SCIENCE
THESIS APPROVAL PAGE


Name of Candidate: MAJ Patrick J. Sweeney

Thesis Title: The Role Leader Competence Plays in the Trust-Building Process

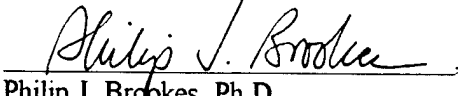
Approved by:

 _____, Thesis Committee Chairman
MAJ Max J. Valdez, M.A.

 _____, Member
MAJ Christian K. Jacques, B.B.A.

 _____, Member, Consulting Faculty
MAJ Bruce A. Leeson, Ph.D.

Accepted this 7th day of June 1996 by:

 _____, Director, Graduate Degree Programs
Philip J. Brookes, Ph.D.

The opinions and conclusions expressed herein are those of the student author and do not necessarily represent the views of the U.S. Army Command and General Staff College or any other governmental agency. (References to this study should include the foregoing statement.)

ABSTRACT

THE ROLE LEADER COMPETENCE PLAYS IN THE TRUST-BUILDING PROCESS by
Major Patrick J. Sweeney, USA, 63 pages.

This study focused on testing a portion of Kelley and Thibaut's trust-building model. This model asserted that an individual could earn an attribution of dependability by: behaving cooperatively, sharing similar interests, and sharing interdependence with the other person. The model suggested that an individual's competence was a separate factor and that it did not influence the earning of an attribution of dependability. However, the author hypothesized that in military leader-follower relationships, competence was a significant factor in a leader earning an attribution of dependability. In addition, the author hypothesized a strong, positive relationship between a leader's perceived dependability and the followers' willingness to trust the leader. Similarly, the author hypothesized a strong, positive relationship between followers' trust in the leader and their willingness to be influenced (lead) by the leader.

The hypotheses were tested using a two-by-two factorial design which manipulated leader's competence and Kelley and Thibaut's three factors for earning an attribution of dependability as one variable. The results supported all hypotheses.

ACKNOWLEDGEMENTS

I gratefully acknowledge the assistance of my advisory committee, Major Max Valdez, Major Christian Jaques, and Major Bruce Leeson, whose insights and support made the writing of this thesis an enriching experience for me. Also, I would like to thank Lieutenant Steve Egan and Ms. Lisa Hynes for their assistance in helping me collect the data for this project. Finally, I would like to thank my wife, Cynthia, my daughters, Taylor, Samantha, and Katherine, and my son, John, for their support, patience, and understanding throughout this endeavor.

TABLE OF CONTENTS

| | <u>Page</u> |
|---|-------------|
| APPROVAL PAGE | ii |
| ABSTRACT | iii |
| ACKNOWLEDGMENTS | iv |
| LIST OF ILLUSTRATIONS | vi |
| LIST OF TABLES | vii |
| CHAPTERS | |
| 1. INTRODUCTION | 1 |
| 2. REVIEW OF LITERATURE | 7 |
| 3. RESEARCH METHODOLOGY | 16 |
| 4. ANALYSIS RESULTS | 24 |
| 5. DISCUSSION AND CONCLUSIONS | 35 |
| APPENDIXES | |
| A. PILOT STUDY DEPENDENT MEASURE | 45 |
| B. INFORMED CONSENT FORM | 47 |
| C. "THE NEW PLATOON LEADER" SCENARIOS | 48 |
| D. DEPENDENT MEASURE QUESTIONNAIRE | 53 |
| ENDNOTES | 55 |
| BIBLIOGRAPHY | 59 |
| INITIAL DISTRIBUTION LIST | 62 |

LIST OF ILLUSTRATIONS

| Figure | Page |
|---|------|
| 1. Kelley and Thibaut's Trust Building Model..... | 2 |
| 2. Author's Modifications to Kelley and Thibaut's Trust Building Model..... | 5 |
| 3. Graph of the Interaction on the Influence Motivation Variable | 33 |

LIST OF TABLES

| Table | Page |
|--|------|
| 1. Results From the Factor Analysis of the Four Dependent Measures Designed to Assess the Effectiveness of the TK3 Manipulation | 25 |
| 2. Least Squares Means for TK3 Manipulation Check on the TKSUM Variable..... | 26 |
| 3. Least Squares Means for Competence Manipulation Check on the ABILITY Variable | 27 |
| 4. Least Squares Means for the Competence and TK3 Main Effects on DEPENDABILITY Variable | 29 |
| 5. Least Squares Means for the Competence and TK3 Main Effects on TRUST Variable | 30 |
| 6. Least Squares Means for the Competence and TK3 Main Effects on ACCEPT INFLUENCE Variable..... | 31 |
| 7. Least Squares Means for the Competence and TK3 Interaction on INFLUENCE MOTIVATION Variable | 32 |
| 8. Multiple Regression Results | 34 |

CHAPTER 1

INTRODUCTION

How does trust develop in leader-follower relationships? This was the question the author was initially investigating when he came upon Kelley and Thibaut's model for building trust, outlined in their Interdependence Theory. Out of the few trust-building models the author found in the literature, Kelley and Thibaut's model provided the best explanation for the trust building process. However, to the author, the model appeared to need a modification with regard to the role competence or ability plays in the trust building process. Kelley and Thibaut proposed that, in a relationship, a person can earn an attribution of dependability from the another by: (a) behaving cooperatively when interacting with other person, (b) demonstrating and acknowledging the dependence on the other person (interdependence), and (c) sharing common interests and goals with the other person. Furthermore, the model proposed that the person's dependability, competence, and willingness to trust the other person are the factors that influence the development of trust (see Figure 1).¹

The following terms are defined to facilitate the understanding of the trust-building model outlined in Figure 1. Kelley and Thibaut defined ability in terms of a person's capacity to provide rewards to the relationship. The term attribution of dependability was defined as an individual's belief that stable, dispositional characteristics have caused and will continue to cause the other person to behave cooperatively in the relationship. Common interests were defined as an overlap between the individual's and the other person's interests or goals for the relationship. Kelley and Thibaut defined cooperative orientation as a person's intention to act out of consideration for his own and the common interests.

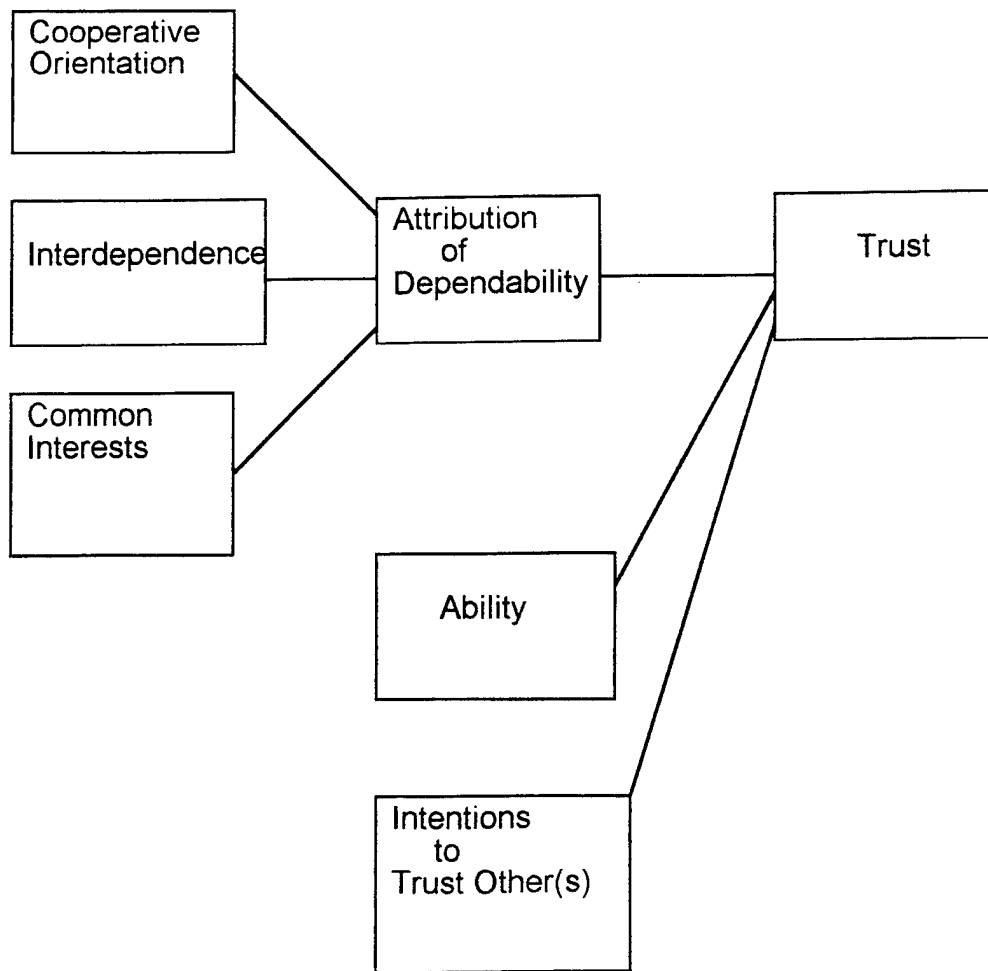


Figure 1. Kelley and Thibaut's Trust-Building Model

Intentions to trust was defined as an individual's willingness to behave in a manner that incurs risk in order to assure the other partner that the relationship will be safe. The individual's willingness to engage in risky behavior communicates that the other person is initially trusted. The individual's initial intentions to trust should prompt a reciprocating risk-taking move by the partner. These reciprocating acts of trust allow members of the relationship to gain information about each other, which serves to further reduce their uncertainty about the relationship's risk for exploitation and potential for reward.² Kelley and Thibaut did not offer a detailed definition of trust for their model. So, for the purpose of this thesis trust is defined as: a person's degree of certainty or confidence that another person will not exploit him or her at vulnerable positions in a relationship,

and this expectation leads a person to perform behaviors (e.g., intimate disclosures) that places him or her in a position of vulnerability.³ This definition of trust is general enough to apply to most relationships.

Kelley and Thibaut developed Interdependence Theory to analyze, understand, and explain the processes of interdependence in two-and three-person groups. Interdependence is a condition that exists when two or more people have some degree of mutual influence on each other's feelings, thoughts, or behaviors.⁴ Interdependence Theory has its roots in the social exchange tradition. The main propositions of Interdependence Theory are: a person will seek to maximize rewards and minimize costs in a relationship, a person will be attracted to relationships that provide more rewards than costs, a person uses his past history of rewards (comparison level) to set expectations for future relationships, and a person will pursue the development of a relationship if rewards exceed the comparison level and there is reasonable assurance that the other person has the ability to continue to deliver the rewards in the future.⁵

The principles outlined in Interdependence Theory seem applicable to the understanding of leader-follower relationships in the military. Kelley and Thibaut developed Interdependence Theory to analyze, explain, and predict behavior in small, interdependent groups. Their model for building trust was designed to explain how trust develops in these small, interdependent groups.⁶ Leader-follower relationships in a military unit can be viewed as a group of single interdependent, dyadic relationships. Since, leader-follower relationships in the military are interdependent and dyadic, the trust-building model outlined in Kelley and Thibaut's Interdependence Theory could be used to understand how trust develops in these types of relationships.

The author's leadership experience in Army organizations led him to believe that competence plays a significant role in attributing dependability to a leader. In leader-follower relationships, especially in the military, the primary focus of relationships seemed to center around task completion. To the author, the degree that a person's ability or competence contributed to the organization's task accomplishment was very salient. Thus, the author relied heavily on a person's competence or ability to meet task demands when making judgments about dependability.

Therefore, the author felt that Kelley and Thibaut's model contained a potential shortcoming with regard to the proposition that ability (competence) is not considered when an individual makes an attribution of dependability about another person in a leader-follower relationship. The author proposed a modification to Kelley and Thibaut's trust-building model which incorporated competence or ability as a factor in the attribution process for determining dependability. The modified model proposes that a leader would earn an attribution of dependability by: (a) behaving cooperatively towards subordinates, (b) demonstrating and acknowledging the dependence on subordinates (interdependence), (c) sharing common interests and goals with the subordinates, and (d) demonstrating competence to fulfill role responsibilities. The leader's attributed dependability and his demonstrated willingness to trust subordinates would be the factors that influence the development of trust (see Figure 2).

The definition of key terms included in the author's proposed modified model are similar to Figure 1 except for ability. The author expanded upon the Kelley and Thibaut's definition of ability. Kelley and Thibaut defined ability of a person's capacity to make the relationship rewarding. The author felt that an individual provides rewards to a relationship by meeting the other person's expectations about the individual's role in the relationship. In order to meet role expectations, the person must possess certain skills. For instance, when a sick person enters a doctor-patient relationship, the sick person expects the doctor to have the skills necessary to provide a cure. If the doctor does possess the skills to cure the person, then the person will view the relationship as rewarding. Therefore, the author defined ability as the skills necessary to fulfill role expectations or duties in a relationship. The author viewed ability and competence as synonymous. In addition, the author added the variable of leadership to the modified model to highlight the asserted link between trust and leadership. The author used the Army's doctrine to define leadership. Thus, leadership was defined as a direct and indirect interpersonal influence process used to get others to accomplish the goals of the organization.⁷ The potential shortcoming the author felt existed in Kelley and Thibaut's trust-building model led to the following research question:

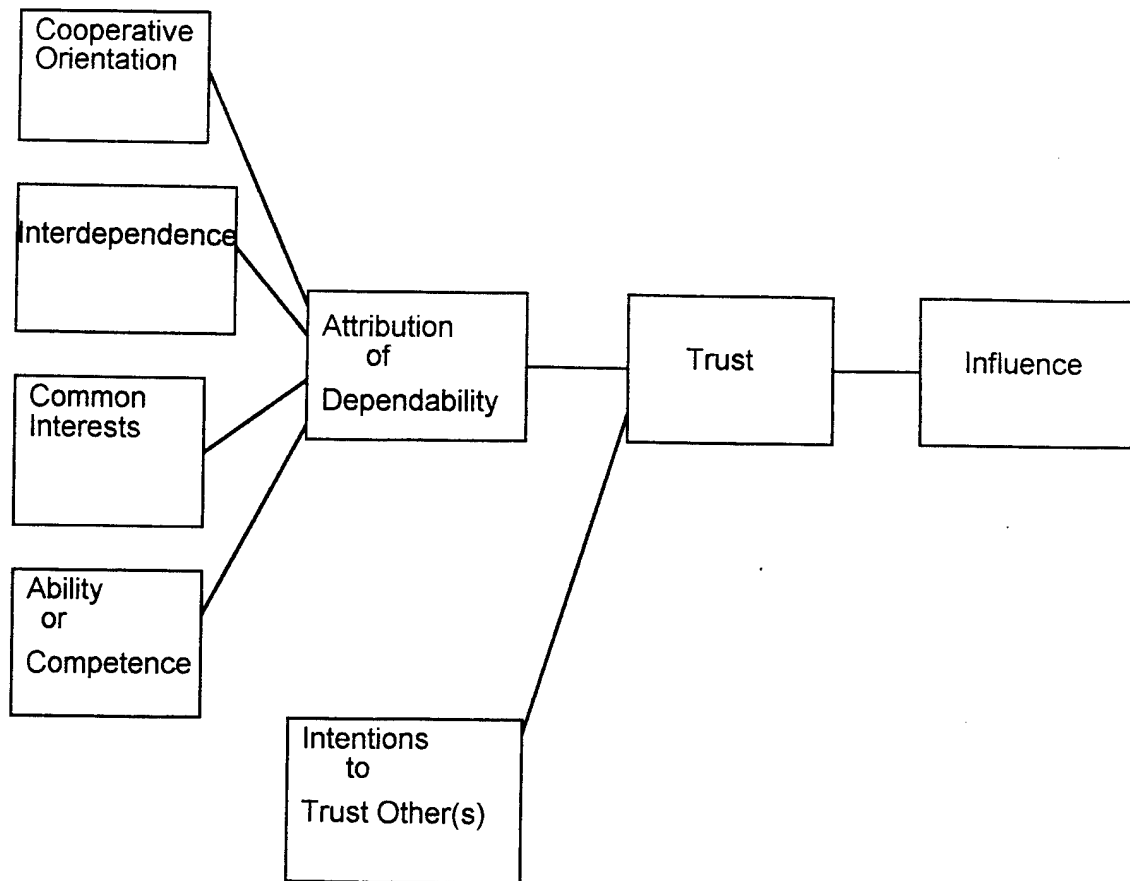


Figure 2. The Author's Modifications to Kelley and Thibaut's Trust-Building Model

Does a person consider competence when forming an attribution of dependability about a leader? This question inferred causation, therefore, experimental research methods were used to investigate it.

This study seemed important to the military because it introduced a trust-building model to the military domain and investigated the role leader competence plays in the trust-building process. The author felt that it was important for leaders, especially in the military, to understand how trust develops in leader-follower relationships because trust allows leaders to exercise influence (leadership), bonds organizations together, and allows the organization to grow and improve.⁸ The Army's current leadership doctrine (FM 22-100 and FM 22-103) discusses several factors, such as

integrity, competence, and commitment that contribute to the development of trust; however, these doctrinal manuals do not explain why and how these factors produce trust.⁹ This appears to be a gap in the Army's leadership doctrine in which Kelley and Thibaut's trust-building model might be able to fill. Military leaders need a model that identifies the factors involved in the trust-building process and explains how these factors interrelate to develop trust. An accurate model of the trust-building process would assist leaders in understanding the concept of trust and provide them with a guide on how to establish it with their followers. Leaders that can build trust with their followers, will enhance: their ability to exercise leadership, team development, and organizational growth, which all serve to increase an organization's effectiveness. This study was beneficial because it tested a portion of Kelley and Thibaut's trust-building model by investigating the factors that influence an attribution of dependability in military leader-follower relationships. The results of the study should provide insight into the role competence plays in the trust-building process and also serve as a start to the validation of this model.

The main purpose of this thesis was to investigate the role competence plays in a leader earning an attribution of dependability from followers. The author asserted that a leader's competence or ability to fulfill role responsibilities plays a significant role in the earning of an attribution of dependability from followers. On the other hand, Kelley and Thibaut's trust-building model proposed that a person's ability to provide rewards is not a significant factor in earning an attribution of dependability. This thesis used an experimental study to gather data to explore this conflict in assertions with regard to the role competence plays in a leader earning an attribution of dependability. In addition, this thesis tentatively explored the relationships between dependability and trust, and trust and influence (leadership).

Chapter 2 provides a review of the trust literature and outlines the hypotheses that were developed based on the literature review. Also, hypotheses with regard to the relationships of dependability and trust, and trust and influence (leadership) are introduced.

CHAPTER 2

LITERATURE REVIEW

The concept of trust has been investigated by researchers in the areas of intergroup conflict, close relationships, organizational behavior, and education. A majority of the literature regarding the investigation of the concept of trust has focused on defining the concept, identifying factors and specific behaviors that foster its development, identifying the positive consequences of its establishment, and identifying the negative consequences and factors that lead to distrust. However, two studies offer models to organize and explain the relationship between the factors that foster the establishment of trust.

The seminal work in the study of trust was conducted by Morton Deutsch in 1958. In his early studies, Deutsch conducted several experiments using the Prisoner Dilemma Game (PDG) methodology to discover the factors that lead to the development of trust in inter-group conflict situations.¹ The PDG is a laboratory game in which two opponents are given an outcome matrix which portrays the simultaneous effects of the two opponents' actions taken separately and jointly on their separate and joint outcomes.² Outcomes in these experiments are usually points or small amounts of money. The dilemma occurs because in order for both parties to maximize their joint outcomes, they must both perform a cooperative action. However, one party can maximize their individual outcomes while minimizing the other party's outcomes, thus exploit the other party, by behaving uncooperatively while inducing the other party to behave cooperatively. If both parties choose to behave uncooperatively, they both receive minimum joint outcomes. So, both parties must decide if they will trust the other party and behave cooperatively, or behave uncooperatively as a defensive move or exploitation move. In order to maximize their joint outcomes, the parties

must act in a manner to develop trust.³ Therefore, this game allows researchers to study the process of trust development in the laboratory.

Deutsch's definition of trust contained two components: an expectation about the occurrence of the partner's behavior (predictability or confidence) and that this expectation leads a person to perform a behavior with greater negative consequences than positive gains (risk). The results of these early studies yielded several factors that contributed to the development of trust in inter-group conflict situations: cooperative orientation, communication, and ability to retaliate. Deutsch defined cooperative orientation as a person or group caring about the welfare of the other person or group in the interaction. Cooperative orientation was a significant factor for establishing cooperative behavior or trusting behavior between groups taking part in the PDG interactions. Furthermore, the results suggested that when groups communicated openly, the likelihood of trusting behaviors significantly increased compared to conditions that had no communications. Finally, the sharing of power to retaliate against noncooperative behavior increased the trusting responses between the two groups.⁴ Deutsch's early work provided a methodology to study the development of trust in a laboratory setting, defined the concept of trust and identified three important factors that contributed to the development in inter-group conflict situations.

The relationship between trust and information, influence, and control in managerial problem solving was investigated by Dale Zand. Zand found that trust was a significant factor in managerial problem-solving effectiveness. His studies indicated that the following factors lead to the development of trust: acceptance of and your ability to influence others (interdependence), acceptance that others motives are not self-serving (cooperative orientation), demonstrating a willingness to trust others by taking the first step and performing risky behaviors, communication with others, positive affect and acceptance of others, and keeping promises.⁵ Zand proposed a model to show how trust enhanced information flow, increased the likelihood that members of the group would accept more influence from others, and decreased group members attempts to try to control others in group problem-solving situations.⁶ Zand's work contributed to the understanding

of the concept of trust by identifying more factors that influence its development and by identifying concrete effects of trust on group processes. Identifying the link between trust and the increased willingness of group members to accept more influence directly links the concept of trust to the leadership process. However, Zand's model focused on explaining the consequences of trust and did not explain how trust is developed.

In 1973, Deutsch published a set of theoretical notes, a theory of trust, and several experiments in a book entitled *The Resolution of Conflict: Constructive and Destructive Processes*. These theoretical notes and experimental results expanded upon the findings from his earlier research. His theory of trust is based on trust as: "the confidence that the other person will behave as expected."⁷ This theory of trust is composed of numerous hypotheses that he proposes about the concept of trust. Each hypothesis is accompanied by an explanation for its proposal. Based on the discussions of these hypotheses and experimental results, one can extract the following factors that contribute to the development of trust: cooperative orientation towards others, intentions to trust the other party, the power to retaliate, communication, and the ability to produce a benevolent act. Two new factors, intentions to trust and the ability to produce a benevolent act were added to the list of factors that Deutsch identified in his earlier studies. In all, Deutsch's work contributed to the understanding of the concept of trust by: defining trust, developing a methodology to study it, and identifying factors that foster its development. Deutsch identified several factors that influence the development of trust, but he never proposed a model to outline the relationships between these factors, which would have clarified the process that leads to the development of trust.

One of the first models attempting to explain the formation of trust was proposed by Golembiewski and McConkie in a chapter of a book entitled *Theories of Group Processes*. These researchers introduced the notion that trust was built in a spiraling or escalating cycle so that trust begets trust.⁸ After introducing the idea that trust is built in a cycle, the researchers proposed a "Cycle of Trust Model" developed by Gordon Lippitt.⁹ The cycle

outlined in Lippitt's model starts with trust, which leads to good communications, which leads to increased ability to influence others, which leads to greater feelings of being in control, which leads to the deepening of trust, and the cycle starts again. However, one must question if this model explains the formation of trust or if it highlights the positive consequences of trust, since the model starts with trust. Furthermore, in their chapter, Golembiewski and McConkie identify the following five factors that influence trust: good communications, cooperative orientation towards others, intentions to trust others, social power over others (interdependence), and risk taking. These factors are similar to the factors that were identified by Deutsch and Zand. In addition, Golembiewski and McConkie found that trust was a significant factor in: group dynamics, human development, and organizational change process.¹⁰ The work by Golembiewski and McConkie furthered the understanding of the trust-building process by introducing the idea that trust was built in an escalating cycle. On the other hand, they did not discuss the relationship between the factors that influence the development of trust.

To review, the literature thus far has identified the following factors that contribute to the development of trust: cooperative orientation, communication, power to retaliate or influence other(s), the willingness to accept influence from others, intentions to trust other(s), risk taking, and the ability to produce the expected cooperative act. A comprehensive model has not been proposed to explain the relationship between the above trust-building factors and/or explain the process of how trust is developed. However, Golembiewski and McConkie introduced the notion that trust is built in a cycle and that it deepens or escalates at the completion of each cycle.

In their book, entitled *Interpersonal Relationships: A Theory of Interdependence*, Kelley and Thibaut outline a model explaining how trust develops in a relationship and the factors involved in the process. They propose that trust development takes place in the early stages of a relationship when dangers and uncertainty abound. According to Kelley and Thibaut's model, trust develops through a reciprocating cycle in which each partner in a relationship acts to reduce the other's fear of exploitation and to show that the relationship will be productive. A partner can

reduce the other's uncertainty about the relationship by taking action to show that he is dependable and has the ability to make the relationship rewarding. A person earns an attribution of dependability by demonstrating: (a) a willingness to act out of the concern for all involved (cooperative motivational orientation), (b) dependence on the relationship (interdependence), and (c) highlighting the sharing of common interests.¹¹ Simultaneously, as a person is taking actions to demonstrate his dependability and ability to provide rewards, he must also demonstrate his intentions to trust the other partner. A person demonstrates his intentions to trust the other partner by performing behavior that places him in a position of vulnerability or risk (e.g., give your subordinates the autonomy to do their job). It is important to note that the potential risk associated with the initial trusting behavior should be at a low to moderate level as judged by implicit social norms.¹² If the potential risk associated with a person's initial trusting behavior is too great, the other partner may back away from the relationship due to fear of becoming involved with an overly dependent partner or out of fear of being taken advantage of in the future. This initial willingness to trust may motivate the other partner to reciprocate trust.

In the second half of the cycle, the other person uses the first partner's behavior and communications (oral, written, and nonverbal) as cues to determine whether or not the relationship will be productive and safe over time. The other person will attribute dependability to the individual if he feels that stable, dispositional factors caused the cooperative behavior.¹³ Also, the likelihood of a dispositional attribution of dependability increases if the individual acts cooperatively in the face of risk or attractive temptations.¹⁴ If the second person feels that the first partner is dependable and that the relationship will be productive, he is likely to reciprocate the trust. However, the risk associated with the second partner's trusting behavior will be just a little greater than the first partner's. Now, if the first partner believes that the second partner is dependable and has the ability to make the relationship rewarding, he will reciprocate the trust and increase the risk associated with it. This gradual escalation of potential risk associated with trusting behaviors gives each partner in the relationship time to gain more information about the

other, which tends to lead to more accurate predictions about the safety and productiveness of the relationship. The reciprocation of trust between partners will continue as long as each feels that common interests are being met and the potential for exploitation is low. As each cycle is completed, the trust in the relationship deepens. The trust-building cycle was presented in a sequential manner to help explicate the process. In an actual relationship, the gradual escalation and reciprocation of trusting behaviors may occur simultaneously and be indistinguishable to the partners.¹⁵

Kelley and Thibaut's model for building trust clarifies the process for building trust by identifying the factors that influences its development, and outlining the relationships between these factors. The model encompasses the factors that early researchers identified as contributing to the building of trust. Trust building factors such as a person's willingness to accept influence from others and power to influence others were combined under one factor Kelley and Thibaut called interdependence. Also, Kelley and Thibaut defined ability in terms of a person's capacity to provide rewards. One can infer that a primary means to provide rewards in a relationship, would be through the successful fulfillment of role expectations. Thus, the competence needed to fulfill role expectations is directly related to the ability to provide rewards to the relationship. Whereas Deutsch's concept of ability was limited to a person's capability to produce a cooperative or benevolent act.¹⁶ In addition, the model clearly highlights the importance of the attribution process in the development of trust. Kelley and Thibaut's model which outlined the relationship between trust-building factors that earlier researchers identified and the process that leads to the development of trust, significantly contributed to the literature.

The literature was not consistent in establishing the role competence plays in the trust-building process. Some researchers supported Kelley and Thibaut's assertion that competence is a separate factor in the trust-building process. For instance, the results of a study investigating trust among educational leadership, conducted by Steven Curral, indicated that cooperative intentions and competence were the strongest predictors of trust.¹⁷ Likewise, Kouzes and Posner viewed

competence as a separate factor in the trust-building process when they proposed that credibility is the cornerstone of leadership and that a leader earns it through his honesty, competence, and inspiration.¹⁸ On the other hand, some researchers seem to infer that competence plays a role in earning an attribution of dependability. Results from studies, conducted by Rempel, Holmes, and Zanna, investigating the development of trust in close relationships suggest that competence was considered when subjects made attributions about the dependability of their partners. Also, the results from these studies support the assertion that trust develops through an attribution process and that dependability is a key factor in the development of trust.¹⁹ These inconsistencies concerning the role of ability or competence in the trust-building process, leads one to wonder if ability is a separate, distinct factor in the process or if ability is considered when making an attribution of dependability.

In addition, the author was interested in the relationship between trust and a leader's ability to influence or lead. The leadership literature suggests that a link exists trust and the leader's ability to influence followers. For instance, Dale Zand's study on managerial problem solving found that in the high trust condition group members were more open to the leader's influence attempts compared to the low trust condition.²⁰ Also, Kouzes and Posner, in their book entitled, *The Leadership Challenge* asserts that trust increases the likelihood that group members will accept a leader's influence attempts.²¹ Likewise, a field study conducted by Roberts and O'Reilly, in 1974, found that when high trust existed between leaders and subordinates, subordinates estimated that the leaders had a higher degree of influence.²² These studies suggest that trust may play an important role in the mediation of a leader's attempts to influence his followers.

The results of the literature review and the author's first-hand experience led him to believe that competence was a significant factor in a leader earning an attribution of dependability from followers. Based on that belief, the following hypotheses concerning the role competence plays in the trust-building process were proposed:

Hypothesis 1: If a person is given positive information about a future leader's competence, then he or she will view the leader as more dependable compared to a person who has received negative information about the future leader's competence. Thus, a leader's competence has a significant influence in earning an attribution of dependability from followers.

Hypothesis 2: If a person is given positive information about a future leader's cooperation, interdependence, and common interests, then he or she will view the leaders as more dependable compared to a person who has received negative information about these factors.

Furthermore, the leadership literature suggested that trust in leader-follower relationships is a major factor that determines the degree that a leader can exercise influence. The author believed that trust in leader-follower relationships increased the followers' acceptance of the leader's influence attempts and also increased the leader's acceptance of the followers' influence attempts. Thus, the following hypotheses were proposed with regard to the relationship between the concepts of trust and leadership:

Hypothesis 3: There is a strong, positive relationship between a leader's attributed dependability and a person's willingness to trust the leader.

Hypothesis 4: There is a strong, positive relationship between a person's willingness to trust a leader and his or her willingness to accept the leader's influence.

In summary, the majority of the literature reviewed focused on identifying the factors that influenced the development of trust. Of the works reviewed, only two proposed models to explain how the relationship between the factors that influence the development of trust. Of the two works, Kelley and Thibaut's trust-building model offered the most extensive model to explain the relationship between these factors. Kelley and Thibaut's trust-building model was the theoretical bases for this study.

However, Kelley and Thibaut's model seemed to have an inconsistency with regard to the role competence plays in the trust-building process. Kelley and Thibaut viewed competence as a

separate factor in the trust-building process. Whereas, other researchers and the author feel that competence influences an attribution of dependability. This study was developed to investigate what role competence plays in the trust-building process.

CHAPTER 3

RESEARCH METHODOLOGY

Introduction

This experimental study was designed to investigate the role that a leader's competence has in earning him an attribution of dependability from followers. The study attempted to answer the research question: Does a person consider competence when forming an attribution of dependability about a leader?

Design

The study was a two-by-two factorial design with two between subject factors being manipulated. Kelley and Thibaut's three factors that contribute to dependability (cooperative orientation, common interests, and interdependence) manipulated together as either all high or all low, thus treated as one independent variable named "TK3" and the leader's competence (high vs. low) as the other independent variable.

Subjects

One hundred and forty-nine Fourth Class (Freshmen) cadets participated to fulfill the laboratory requirement for introductory psychology at the United States Military Academy during the Spring of 1995. By the Spring semester, Fourth Class cadets have been through Cadet Basic Training and have served five months as members of a Squad (Privates) in a military organization. The experience they have gained at this point in their careers should qualify them to judge a platoon leader or company commander's competence, cooperative intentions, dependence on others,

and the extent interests are shared. Twenty-nine cadets participated in the pilot study and one hundred and twenty cadets participated in the study proper. No data were excluded from the study proper.

Pilot Study

Twenty-nine fourth class cadets were used in the pilot study to check and refine the manipulations of the independent and dependent variables. The procedure for the pilot study was identical to the study proper, explained in detail in a later section, except for the addition of four open ended questions at the end of the dependent measure questionnaire. These additional questions were designed to elicit subjects' thoughts on what made a leader seem more or less competent, cooperative, interdependent, and sharing of common interests. For instance, to collect subjects' thoughts on leader competence the following question was asked: "What could be added to the situation to make the Alpha Company Commander appear more or less competent or incompetent?" The other three questions were worded similarly except each one focus on one of Kelley and Thibaut's three factors that earn an attribution of dependability. Subjects' comments on these questions were used to refine the manipulations of the independent variables. The data from the pilot study was only used to refine the manipulation of the independent variables and dependent measures, and were not included in the study proper.

Results from the pilot study indicated that the competence manipulation needed to be strengthened and also the dependent measure pertaining to competence needed to differentiate between task and social-emotional competence. Analyses of the comprehension check (manipulation check) for the competence variable yielded marginally significant effects for both competence and TK3 variables (Competence: $F[1,28] = 4.1, p = .053$; TK3: $F[1,28] = 3.4, p = .076$). The results suggested that the competence manipulation needed strengthening. The subjects' comments on the open-ended question concerning competence were used to strengthen this manipulation. In addition, the results of the pilot study indicated that the dependent measure for

competence needed refining. The initial dependent measure ask subjects to indicate how competent they felt the Alpha Company Commander was in fulfilling his duties. This global measure of competence included subjects evaluations of how the leader fulfills both task and social-emotional functions of the group.¹ Information from the TK3 manipulation could influence a subject's evaluation of the leader's ability to meet the social emotional function of the group, thus effect the competence manipulation. To eliminate the confound between the TK3 and Competence variables, the competence dependent measure was refined. The refined competence dependent measure asked subjects to evaluate the Alpha Company Commander's competence pertaining to his tactical duties. This new dependent measure focused strictly on the leader's ability to meet the task competence of the group.

Analyses of the comprehension check for the TK3 variable yielded significant effects for both TK3 and competence variables (TK3: $F[1,28] = 158.86, p < .001$; Competence: $F[1,28] = 16.55, p < .001$). The results indicated that the TK3 manipulation was sufficiently strong, however, the manipulation needed refining to reduce any potential confounding with the competence manipulation. Subjects' comments on the open-ended questions were used to refine the TK3 manipulation for the study proper. (see Appendix A)

Procedure

General Administration

Subjects reported to the laboratory session, where an investigator briefed the subjects on their rights, the procedures of the study, and then asked for their participation. The informed consent form emphasized that: the subjects had the right to leave whenever they wished and still receive credit, their responses were anonymous, the study had minimum risk, and they would receive a detailed briefing at the end on the purpose of the experiment. Also, the informed consent outlined what the subject would be required to do and how long the experiment would last (see Appendix B).

After the informed consent was signed, subjects were randomly assigned to one of four conditions by handing each of them a pre-shuffled folder containing a scenario and questionnaire. The experimenter did not know what conditions the subjects were in. This use of the single blind technique reduced the likelihood of experimenter bias.² The subjects read a scenario describing a hypothetical situation in which they were reporting into their first duty assignment and called a friend for information about the new commander. The hypothetical friend's conversation provided information concerning the new commander's: (a) motivation to cooperate to achieve common interests, (b) dependence on the relationship with subordinates, (c) the degree his interests overlap with subordinates, and (d) his technical and tactical competence.

Independent Variables

Kelley and Thibaut's three factors for dependability were manipulated together through variations of the information the hypothetical friend provided about the commander. In the high condition for the TK3 variable, the commander was cooperative, shared interdependence with followers, and shared common interests. High cooperation was manipulated by having the hypothetical company mate state: "I feel the company commander cares about the soldiers as demonstrated by his willingness to listen to and help solve his soldiers' problems, or stand-up to headquarters in order to protect the unit from meaningless details or taskings. For instance, the commander repeatedly tells us that soldiers' problems are the chain of command's business and that he will make time to help solve them." Likewise, high interdependence was manipulated by having the hypothetical company state: "I also enjoy the fact that the commander makes an effort to bring platoon leaders and platoon sergeants in on decisions and regularly asks for their input and advice. It makes you feel more committed to directives when you have had some input into making them." Finally, high common interests were manipulated by having the hypothetical company mate state: "I feel that the commander shares the same interests and goals of the soldiers, such as: a desire to make Alpha company the best unit, caring for soldiers' families, and providing soldiers with

opportunities to improve themselves by attending schools. For example, the commander consistently adheres to the training schedule and, when possible, releases soldiers at 1700 each day. Stabilizing the training schedule and consistently releasing soldiers at the end of the normal duty day provides them with predictability in their family lives and opportunities to attend night school."

On the other hand, in the low condition for the TK3 variable, the commander was uncooperative, did not share interdependence and common interests. Low cooperation was manipulated by having the hypothetical company mate state: "I feel the company commander does not care about the soldiers as demonstrated by his unwillingness to listen to and help solve his soldiers' problems, or stand-up to headquarters in order to protect the unit from meaningless details or taskings. For instance, the commander repeatedly tells us that soldiers' problems are the chain of command's business and that he does not have time to help solve them." Similarly, low interdependence was manipulated by having the hypothetical company state: "I also dislike the fact that the commander does not make an effort to bring platoon leaders and platoon sergeants in on decisions or ask for their input and advice. It makes you feel less committed to directives when you have no input into making them." Finally, low common interests were manipulated by having the hypothetical company mate state: "I feel that the commander does not share the same interests and goals of the soldiers, such as: a desire to make Alpha company the best unit, caring for soldiers' families, and providing soldiers with opportunities to improve themselves by attending schools. For example, the commander consistently disregards and works soldiers past normal duty hours. Changing the training schedule and consistently working soldiers past the normal duty day denies them predictability in their family lives and opportunities to attend night school."

Competence was manipulated through variations in information about how the commander handled his duties. The commander either made good tactical and technical decisions or the commander made poor tactical and technical decisions. High competence was manipulated by having the hypothetical company mate state: "However, the other platoon leaders and I have no

reservations about the commander's tactical knowledge and ability to make decisions in stressful situations. Matter of fact, I am very confident about his ability to successfully lead us in combat. During garrison operations and field exercises, the commander is able to make timely and sound decisions, which contributes greatly to the company's successes. He seems to make his best decisions when under time pressure. Company operation orders are thorough and clearly communicate the commander's intent and concept of how to accomplish the mission. When platoon leaders ask questions about tactical plans, he is able to thoroughly answer them. His plans almost always accomplish the mission with the least amount of effort or potential for casualties. Also, during field operations, he has the ability to change the plan to take advantage of changes in the situation. I feel that the commander's decisions reflect a very good understanding of tactics and doctrine. I am not surprised by the commander's tactical performance because of his previous job assignments: platoon leader, company executive officer, and battalion operations officer in the 82nd Airborne Division. His tactical decision-making ability was the "hot" topic of conversation at several of the After Action Reviews (AARs) during the last external evaluation."

Low competence was manipulated by having the hypothetical company mate state: "However, the other platoon leaders and I have some reservations about the commander's tactical knowledge and ability to make decisions in stressful situations. Matter of fact, I am not very confident about his ability to successfully lead us in combat. During garrison operations and field exercises, the commander is unable to make timely and sound decisions, which contributes greatly to the company's failures. He seems to make his worst decisions when under time pressure. Company operation orders are incomplete and rarely communicate the commander's intent and concept of how to accomplish the mission. When platoon leaders ask questions about tactical plans, he is unable to clearly answer them. His plans rarely accomplish the mission and require the most amount of effort or potential for casualties. Also, during field operations, he does not have the ability to change the plan to take advantage of changes in the situation. I feel that the commander's decisions reflect a very poor understanding of tactics and doctrine. I am not

surprised by the commander's tactical performance because of his previous administrative job assignments: platoon leader, company executive officer, and battalion operations officer in an officer training battalion. His tactical decision-making ability was the "hot" topic of conversation at several of the After Action Reviews (AARs) during the last external evaluation."

(see Appendix C).

Dependent Measures

Subjects were asked to place themselves mentally in the situation described and to complete a questionnaire designed to measure their perceptions of the commander. The instructions on the dependent measure questionnaire asked subjects to: "Please answer the following questions that pertain to the 'New Platoon Leader' situation as if you were assigned to a platoon leader position in Alpha company." The questionnaire contained five comprehension (manipulation) checks, four for Kelley and Thibaut's dependability factors and one for the competence manipulation. Also, the questionnaire contained four dependent variables to assess the subject's perceptions pertaining to the commander's dependability, the degree of trust, the extent of influence the subject will allow, and the likelihood of inspiration for extra effort. A seven point scale was used for all questions. Each position on the scale had word anchors. Dependent measures are presented in Appendix D. Some examples of the comprehension checks are: "How competent do you feel the Alpha company commander is in fulfilling his tactical duties?" and "How concerned for soldier welfare is the Alpha company commander?" Some examples of the dependent variables are: "In your opinion, how dependable is the Alpha company commander as a leader?" and "What is the likelihood that the company commander would inspire you to put forth extra effort for him?"

Limits

The design of the study placed limits on the applicability of the results in terms of the stage of relationship development, leader-follower characteristics, and generalizability. This study was

designed to investigate the role competence plays in a leader earning an attribution of dependability in military leader-follower relationships. The study investigated the factors that influence attributions of dependability during the initial stage of development of the leader-follower relationship and did not investigate dependability in actual, long-term leader-follower relationships. During the initial stage of relationship formation, an individual will use information about the other person to form impressions to determine the future prospects of the relationship. Thus, the factors that influence an attribution of dependability during the impression formation stage may not be the same as those that sustain an attribution of dependability throughout a long-term leader-follower relationship. In addition, the author had no a priori hypotheses regarding gender or race influencing a leader earning an attribution of dependability, thus data on these variables were not collected. Therefore, the results of the study would be applicable to leaders in general without consideration of gender or race. The limitations with regard to generalizability of the results are discussed in chapter five. Finally, this study investigated only one proposition of Kelley and Thibaut's trust-building model, thus it was not a full test of their model.

The next chapter will discuss the results of the data analyses.

CHAPTER 4

ANALYSIS RESULTS

Introduction

The a priori analysis plan identified multivariate Analyses of Variance (MANOVAs) to be used to determine the success of the manipulations and to test for main effects on the various dependent measures. The plan also called for Factor Analysis to be used to determine if the four dependent measures for Kelley and Thibaut's three factors could be summed into one overall factor. In addition, the plan called for correlation analyses to be used to explore the relationship between dependent variables of dependability, trust, and influence. Finally, a post hoc addition to the plan was the inclusion of multiple regression analysis to investigate the contribution of Kelley and Thibaut's three factors to explaining the variance in the dependability measure. The statistic program used to conduct the analyses was SPSS for windows.

Manipulation or Comprehension Checks

Manipulation checks were used to ensure that subjects perceive the manipulations of the independent variable(s) as intended. Each independent variable had corresponding items on the dependent measure questionnaire to collect data on the effectiveness of the manipulations.

Kelley and Thibaut's Three Factors

Four dependent measures were used as manipulation checks for the TK3 independent variable. Since, the author intended to manipulate the three factors as one variable, factor analysis was used to see if the four measures could be summed as one. The author set the criteria for

inclusion as a correlation of .70 or greater. A factor analysis with a varimax rotation was conducted on the four dependent measures to assess the TK3 manipulation. The factor analysis yielded only one factor, and all four dependent measures had a correlation of .85 or greater with the emerged factor. The emerged factor seem to relate to the leader's consideration of followers in the leadership process. Thus, the factor was labeled "Consideration of Followers" (see Table 1). Based on the results of the factor analysis, the four dependent measures were summed and averaged to produce a single measure of effectiveness for the TK3 manipulation. This new summed variable was called TKSUM.

TABLE 1

RESULTS FROM FACTOR ANALYSIS OF THE FOUR DEPENDENT MEASURES
DESIGNED TO ASSESS THE EFFECTIVENESS OF THE TK3 MANIPULATION

| Dependent Measures | Emerging Factor |
|--------------------------------|--|
| | Factor 1 (Consideration of Followers) |
| Concern for Others | .93 |
| Need Others..... | .88 |
| Participate in Leadership..... | .92 |
| Similar Interests..... | .85 |

A two-factor MANOVA (Competence X TK3) was done to check the effectiveness of the TK3 manipulation (high TK3 and low TK3) on TSUM. The results yielded a significant main effect for the TK3 factor, $F[1,119] = 721.3, p < .001$ (see Table 2). Thus, the results suggest that the TK3 manipulation was effective.

TABLE 2
 LEAST SQUARES MEANS FOR TK3 MANIPULATION CHECK ON TSUM VARIABLE
 (N = 120)

| | | Competence | |
|-----|------|------------|------|
| | | Low | High |
| TK3 | Low | 2.4 | 2.4 |
| | High | 5.6 | 5.9 |

TK3 Main Effect Test, $p < .001$

Note: The higher the mean, the more the subjects perceived the commander as performing dependability building behaviors that Kelley and Thibaut outlined (range 1 to 7).

Competence Manipulation

The two-factor (Competence X TK3) MANOVA that was performed to check the effectiveness of the competence manipulation yielded a significant main effect for ability, $F[1,119] = 192.4, p < .001$ (see Table 3). The results indicate that the competence manipulation was effective.

Tests of Hypotheses

Hypotheses 1 and 2: Attribution of Dependability

Hypothesis 1: If a person is given positive information about a future leader's competence, then he or she will view the leader as more dependable compared to a person who has received negative information about the future leader's competence. Thus, a leader's competence has a significant influence in earning an attribution of dependability from followers.

TABLE 3
 LEAST SQUARES MEANS FOR COMPETENCE MANIPULATION CHECK ON THE
 ABILITY VARIABLE (N = 120)

| | | Competence | |
|-----|------|------------|------|
| | | Low | High |
| TK3 | Low | 2.9 | 6.1 |
| | High | 2.7 | 6.2 |

Competence Main Effect Test, $p < .001$

Note: The higher the mean, the more the subjects perceived the commander as tactically competent (range 1 to 7).

Hypothesis 2: If a person is given positive information about a future leader's cooperation, interdependence, and common interests, then he or she will view the leaders as more dependable compared to a person who has received negative information about these factors.

These hypotheses were tested with a two-factor (Competence X TK3) MANOVA. To review, the Competence independent variable had two levels: high or low. The TK3 independent variable was composed of cooperative intentions, interdependence, and common interests (Kelley and Thibaut's three factors to earn an attribution of dependability) manipulated as one variable with two levels: all three factors high or all three factors low. The two-factor MANOVA determines how each level (low or high) of the two independent variables (Competence & TK3) influence the depend variable. Consistent with hypothesis 1, the MANOVA revealed a significant main effect for competence on the leader's perceived dependability, $F[1,119] = 177.8, p < .001$. Also, consistent with hypothesis 2, the MANOVA revealed a significant main effect for TK3 on

the leader's perceived dependability, $F[1,119] = 46.89, p < .001$ (see Table 4). Insko's relative difference test demonstrated that the competence main effect was stronger than the TK3 main effect, $t [4,116] = 4.59, p < .001$. Insko's relative difference test provides a means to compare two main effects to determine which one is stronger. The test consists of comparing the relative difference between the average of the two columns for variable one and the average of the rows for variable two. After computing the relative difference, a t test is performed to determine if the difference is significant. If the t test is significant, then you have evidence to support an assertion that one main effect is stronger than the other.¹

In summary, the subjects in the high competence and high TK3 conditions perceived the commander as more dependable than did subjects in the low competence and low TK3 conditions. Results from the relative difference test suggest that the Competence variable had a stronger influence on the leader's perceived dependability compared to the TK3 variable.

Hypothesis 3: The Relationship Between Dependability and Trust

This hypothesis proposed that a strong, positive relationship exists between a leader's attributed dependability and a follower's willingness to trust the leader. Correlation analysis was used to test this hypothesis. Somewhat consistent with hypothesis 3, the results of the correlation analysis revealed a moderately strong positive correlation between the variables of Dependability and Trust, $r = .56, p < .001$. Results from the correlation analysis suggest that there is a moderately strong positive relationship between attributed dependability and the subjects' willingness to trust the hypothetical leader.

In addition, a two-factor MANOVA yielded a significant main effect for both the TK3 and Competence variables on the Trust variable, $F[1,119] = 59.45, p < .001$; $F[1,119] = 31.11, p < .001$, respectively (see Table 5). The Insko test of relative difference was not significant, $t [4, 116] = 1.51, p = .134$. The results from the MANOVA suggest that subjects in the high TK3 and high Competence conditions trusted the hypothetical commander more than subjects in the low TK3 and low Competence conditions.

TABLE 4

LEAST SQUARES MEANS FOR THE COMPETENCE AND TK3 MAIN EFFECTS ON THE
DEPENDABILITY MEASURE (N = 120)

| | | Competence | |
|-----|------|------------|------|
| | | Low | High |
| TK3 | Low | 2.9 | 5.6 |
| | High | 4.4 | 6.6 |

Competence Main Effect Test, $p < .001$

TK 3 Main Effect Test, $p < .001$

Note: The higher the mean, the more the subjects perceived the commander as being dependable (range 1 to 7).

Hypothesis 4: The Relationship Between Trust and Influence

This hypothesis proposed that a strong, positive relationship exists between a follower's trust in the leader and the leader's ability to influence the follower. Correlation analyses were also used to test this hypothesis. Somewhat consistent with hypothesis 4, the results of the correlation analyses revealed a moderately strong positive correlation between the variables of Trust and Acceptance of Influence and Trust and Influence on Motivation, $r = .56, p < .001$ and $r = .58, p < .001$ respectively.

Willingness to Accept Leader's Influence

A two-factor (Competence x TK3) MANOVA yielded significant main effects for Competence and TK3 variables and also a significant interaction effect on the Accept Influence dependent measure, $F[1,119] = 65.58, p < .001$; $F[1,119] = 27.55, p < .001$; and $F[1,119] = 8.12,$

TABLE 5

LEAST SQUARES MEANS FOR THE COMPETENCE AND TK3 MAIN EFFECTS ON THE TRUST MEASURE (N = 120)

| | | Competence | |
|-----|------|------------|------|
| | | Low | High |
| TK3 | Low | 3.3 | 4.5 |
| | High | 4.9 | 6.0 |

Competence Main Effect Test, $p < .001$

TK 3 Main Effect Test, $p < .001$

Note: The higher the mean, the more the subjects trusted the commander (range 1 to 7).

$p = .005$, respectively (see Table 6). However, a contrast testing the interaction at its weakest points was significant, thus discussion should focus on the main effects, $t = -3.77$, $p < .001$.² Since the contrast was a post hoc analysis, the Scheffe procedure was used to maintain the experimentwise error rate at .05. Experimentwise error rate is the probability that one or more contrasts will be falsely declared significant in an experiment. The Scheffe procedure keeps the experimentwise error at .05, thus allowing a researcher the opportunity to perform multiple contrasts after examining the data.³ In addition, the Insko test of relative difference was significant, $t [4, 116] = -1.86$, $p = .05$. The results from the MANOVA suggest that subjects in the high TK3 and high Competence conditions were more likely to willingly accept the influence of the hypothetical commander than subjects in the low TK3 and low Competence conditions. Also, the

results from the relative difference test indicated that the Competence variable had a stronger effect on the subjects' willingness to Accept Influence of the hypothetical commander compared to the TK3 variable.

TABLE 6
LEAST SQUARES MEANS FOR THE COMPETENCE AND TK3 MAIN EFFECTS ON THE
ACCEPT INFLUENCE MEASURE (N = 120)

| | | Competence | |
|-----|------|------------|------|
| | | Low | High |
| TK3 | Low | 3.3 | 4.5 |
| | High | 3.9 | 6.3 |

Competence Main Effect Test, $p < .001$
 TK 3 Main Effect Test, $p < .001$
 Interaction Effect, $p < .005$

Note: The higher the mean, the more the subjects were willing to accept the commander's influence (range 1 to 7).

Influence Motivation

A two-factor (Competence x TK3) MANOVA yielded a significant interaction effect on the Influence Motivation dependent measure, $F[1,119] = 18.89, p < .001$ (see Table 7 and Figure 3). Post hoc contrasts suggest that subjects in the high competence/high TK3 condition perceived that the hypothetical commander would have significantly more influence on their motivation than the subject in the other three conditions. Likewise, results from the post hoc contrasts suggested that subjects in the low competence/high TK3 and high competence/high TK3 conditions perceived

that the hypothetical commander would have significantly more influence on their motivation than the subject in the low Competence/low TK3 and high Competence/low TK3.

TABLE 7
LEAST SQUARES MEANS FOR THE COMPETENCE AND TK3 INTERACTION ON
INFLUENCE MOTIVATION MEASURE (N = 120)

| | | Competence | |
|-----|------|------------|------|
| | | Low | High |
| TK3 | Low | 3.0 | 2.9 |
| | High | 4.6 | 6.5 |

Interaction Effect, $p < .001$

Note: The higher the mean, the more the subjects perceived the commander would influence their motivation (range 1 to 7).

Regression Analysis of the TK3 Factors

Regression analysis was performed to determine the contribution of Kelley and Thibaut's three factors in predicting a leader earning an attribution of dependability. Four measures were included dependent measures questionnaire to assess Kelley and Thibaut's three factors. The regression model contained the following variables: PARTICIPATE IN LEADERSHIP, TACTICAL COMPETENCE, SIMILAR INTERESTS, NEED FOR OTHERS, CONCERN FOR OTHERS, and all interactions. The results of the regression analysis indicated that

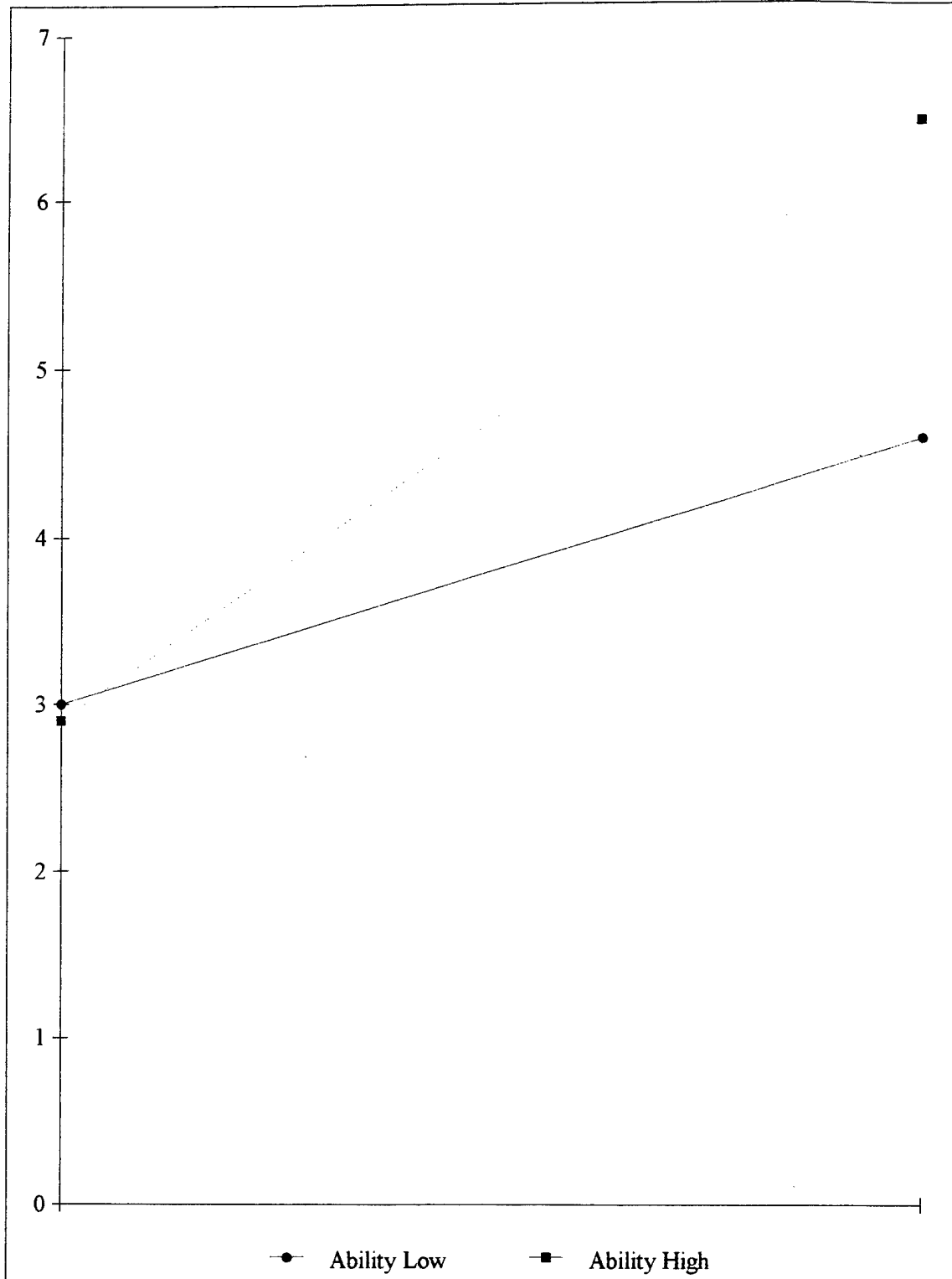


Figure 3. Interaction on INFL MOT

Competence was the only significant predictor of a leader earning an attribution of dependability, $t = 9.5$, $p < .001$ (see Table 8). The results suggest that a leader's competence significantly contributes to him or her earning an attribution of dependability from followers.

TABLE 8
MULTIPLE REGRESSION RESULTS

| | |
|-------------------------|------|
| Multiple R..... | .73 |
| R Squared..... | .53 |
| Adjusted R Squared..... | .52 |
| Standard Error..... | 1.19 |

Analysis of Variance

| | DF | Sum of Squares | Mean Squares |
|------------|-----|----------------|--------------|
| Regression | 5 | 188.44 | 37.69 |
| Residual | 114 | 163.43 | 1.43 |

F = 26.29, $p < .001$

Variables in Model

| Variable | B | SE B | Beta | T | p value |
|-----------|-------|------|-------|-------|---------|
| SIMINT | .127 | .107 | .12 | 1.94 | .235 |
| CONCERN | .108 | .099 | .144 | 1.09 | .277 |
| TACCOMP | .494 | .052 | .613 | 9.47 | .000 |
| NEEDOTHER | .159 | .095 | .194 | 1.68 | .096 |
| PARTLEAD | -.037 | .111 | -.040 | -.335 | .738 |
| Constant | 1.140 | .365 | | 3.122 | .002 |

CHAPTER 5

DISCUSSION

Overview of Findings

The results of this study supported all of the hypotheses. First, the results strongly supported the study's main hypothesis that a leader's task competence significantly contributes to earning an attribution of dependability from followers. Second, the results confirmed that a leader's cooperative orientation towards followers, interdependence with followers, and the sharing of common interests with followers significantly contributed to a leader earning an attribution of dependability when the three factors were manipulated as one. Third, the results suggest that a leader's task competence, cooperative orientation, interdependence with followers, and the sharing of common interests with followers significantly influence followers' trust in a leader. Fourth, the results indicate that there is a moderately strong relationship between a leader's perceived dependability and the followers' willingness to trust him or her. Fifth, the results confirmed that a moderately strong relationship exists between the followers' trust for a leader and their willingness to accept and be influenced by the leader.

Role of Competence's Role in Earning an Attribution of Dependability

Results indicating that a leader's task competence has a significant influence in earning an attribution of dependability from followers, supported the study's main hypothesis and answered the research question. Based on the results of this study, it can be asserted that people do consider competence when forming an attribution of dependability about a leader. In addition, the study provided empirical support for the author's modification to Kelley and Thibaut's trust-building model with regard to the placement of the factor of competence in the model (see Figures 1 & 2).

The finding that competence significantly influences a leader in earning an attribution of dependability, is not fully inconsistent with Kelley and Thibaut's trust-building model. Rather, the finding suggests the type of relationship influences the salience of competence. Kelley and Thibaut's trust-building model was developed to explain how trust develops in close, dyadic relationships.¹ Generally, most people establish close relationships to obtain social-emotional fulfillment. Thus, the factors that Thibaut and Kelley suggest earn a person an attribution of dependability (cooperative behavior, mutual dependence, and the sharing of common interests) maybe salient to the exchange of social-emotional rewards (e.g., validation of attitudes, feeling of worth, status from being seen with an attractive partner, and sexual enjoyment) between partners. Therefore, a person may use these factors exclusively when determining if the other partner can be counted on or depended on to continue to deliver the same rewards in the future. Consideration of a partner's competence may focus only on his or her ability to meet the social-emotional needs of the current relationship, and be taken into account separate from dependability when making the decision to trust the other person and pursue the development of the relationship.

On the other hand, in task-oriented relationships (e.g., leader-follower relationships in the military) the primary focus usually centers around accomplishment of the dyad or group's task requirements. Task oriented-relationships exist for the primary purpose of accomplishing a specific task or tasks. If the members of the dyad or group could not accomplish the tasks, the relationship would cease to exist.² Also, participants in task-oriented relationships seem to derive their primary rewards (e.g., promotion, bonus, job satisfaction, and increased job discretion) from successful accomplishment of the task requirements. Therefore, in task-oriented relationships, a person's ability to contribute to task accomplishment would be very salient to members in the relationship. Thus, it seems logical to conclude that in task-oriented relationships, a person's ability or competence would be a significant factor in making judgments about dependability.

Therefore, the type of relationship (social-emotional vs. task) may influence the salience of competence, thus influence the role of competence in the trust-building process. Kelley and

Thibaut based their model on relationships that had social-emotional rewards as the primary focus. Thus, their model might be accurate for explaining how a person earns an attribution of dependability in this type of relationship. On the other hand, in relationships where task accomplishment is the primary focus, the author's modified model maybe more accurate in explaining how the leader earns an attribution of dependability from the followers. This assertion that the type of relationship causes a change in the salience of the factors that influence the earning of an attribution of dependability, merits future research.

Kelley and Thibaut's Three Factors

Results from the study supported Kelley and Thibaut's assertion that cooperative orientation, common interests, and interdependence are significant factors in earning a leader an attribution of dependability. The manipulation of these three factors as one produced a significant effect on subjects' perceptions of the hypothetical leader's dependability.

However, the results of the regression analysis suggested that the leader's task competence was the only significant predictor of dependability. The regression analysis equation included manipulation checks for each one of Kelley and Thibaut's three factors and also one for task competence. The manipulation check for interdependence was the only factor that approached marginal significance ($p = .09$) as a predictor of dependability (see Table 8).

This apparent inconsistency between the results of the MANOVA and the regression analysis concerning Kelley and Thibaut's three factors is intriguing. First, this inconsistency may suggest that it is the aggregate effect of Kelley and Thibaut's three factors that influence an attribution of dependability. That is to say, the effect of the three factors present together is greater than the effect of each individual factor by itself. This possible insight would have to be tested in future studies in which Kelley and Thibaut's three factors were manipulated individually. Second, this apparent inconsistency may be due to the fact the author manipulated the three factors as one.

Therefore, the manipulations in the study may not have been refined enough for subjects to distinguish between the three factors. This inconsistency is worthy of future exploration.

In summary, the results of the study support Kelley and Thibaut's proposition that cooperative orientation, interdependence, and the sharing of similar interests significantly influences a person earning an attribution of dependability from others. However, the study's results suggest that Kelley and Thibaut trust-building model needs to be modified to more accurately explain the earning an attribution of dependability in task-oriented relationships, such as military leader-follower relationships. This study showed that task competence also plays a significant role in a person earning an attribution of dependability. The author asserts that the type of relationship (i.e., task oriented or social oriented) determines the salience of the factors that influence a person earning an attribution of dependability. This assertion would have to be tested in future research that examined task competence, cooperative orientation, interdependence, and common interests in both types of relationships.

The Relationship Between The Factors of Dependability and Trust

This study found that a leader's task competence, positive orientation, interdependence with followers, and the sharing of common interests with followers significantly effected the followers' willingness to trust the leader. Since, the above four factors significantly influenced a leader earning an attribution of dependability. It seems logical to suggest that a causal link exists between a leader's attributed dependability and the followers' willingness to trust the leader. This finding supports the portion of Kelley and Thibaut's trust-building model that asserts a causal link between dependability and trust (see Figure 1). Furthermore, this finding, suggesting that dependability is a significant factor in trust development, is consistent with the literature regarding trust.³

In addition, further empirical evidence suggesting a link between a leader's attributed dependability and the followers' trust in the leader was obtained from the results of the correlation

analyses. The results indicate that a moderately strong, positive relationship exists between a leader's attributed dependability and the follower's willingness to trust the leader. This finding also supports the portion of Kelley and Thibaut's trust-building model that proposes an attribution of dependability leads to trust (see Figure 1).

The fact that the relationship was only moderately strong, suggests that other factors also influence the development of trust. Kelley and Thibaut's model asserts that the other variable that contributes to the development of trust in a relationship is the leader's willingness to trust others. Thus, if you have a dependable leader who is willing to trust his or her followers, the followers are more likely to trust the leader. It is important to note that this correlation analysis only tested the relationship between a leader's dependability and the followers' willingness to trust the leader, thus no causal inference can be made from the results. However, the results are consistent with Kelley and Thibaut's model. Future research would have to manipulate dependability and a leader's willingness to trust followers to determine the factors that influence the development of trust in leader-follower relationships.

Relationship Between Trust and Influence

The study found that a moderately strong, positive relationship exists between a follower's trust in a leader and the follower's willingness to allow the leader to influence him or her. This finding is very interesting because it provides empirical evidence that suggests a link between trust and influence (leadership). As defined earlier, leadership is viewed as a direct or indirect interpersonal influence process. Results from the literature review suggest that trust is vital to the development in all types of relationships, however, only two works assert a link between trust and leadership. Kouzes and Posner, in their book, *The Leadership Challenge* propose that individuals are more willing to listen to and accept the influence of people they trust.⁴ Likewise, in the article, "Trust and Managerial Problem Solving" Zand asserts that trust increases managerial problem solving because individuals are more willing to accept the influence of people they trust.⁵ Out of

the two works mentioned above, only Zand's provided empirical evidence supporting the assertion that trust is linked to influence. Thus, the results from this study are consistent with the literature and provide further empirical evidence suggesting a link between trust and the ability to influence (leadership).

Furthermore, this study found that the hypothetical leader's task competence, cooperative orientation, interdependence with followers, and the sharing of common interests with followers significantly affected the subjects' perceptions of their willingness to accept the leader's influence and the extent that the leader could motivate them. The four factors mentioned above, significantly influenced the subject's willingness to trust the hypothetical leader. Thus, the fact that these four factors also significantly influence the subjects' perceptions of their willingness to accept the hypothetical leader's influence, strengthens the assertion that a link exists between influence and trust.

Empirically establishing a link between trust and leadership is important because trust may be a significant factor that mediates leadership. If trust is found to be a critical factor in leadership, then this link might open new avenues to explore the phenomenon of leadership. In his study on managerial problem-solving, Zand found that trust was a critical factor in people's willingness to accept the influence of others. The author proposes that the degree of trust that exists between a leader and his followers mediates the leader's ability to influence or lead. In other words, trust determines the extent that a leader will be able to influence the followers.

If trust mediates the leadership process, then the amount of trust that exists in the leader-follower relationship determines the type of leadership the leader can use. The author views leadership on a continuum with social-exchange on one end and transformational leadership on the other end. At the low end of the continuum, the leader exchanges rewards and punishment to gain the compliance of the followers. This type of leadership will modify followers' behavior as long as the leader has the means to monitor it. Leadership based on social-exchange has no lasting permanent change or influence on the followers. On the high end of the continuum, the leader

inspires / persuades followers to change their attitudes about the purpose of their efforts, thus imparting relatively permanent change. However, before followers will let the leader influence their attitudes, they must trust the leader. Therefore, organizations and leaders who wish to inspire a relatively permanent, positive change in their followers' attitudes, with regard to the purpose of their work, must first develop trust with the followers.

This causal link between trust and leadership has implications for organizational effectiveness. A leader who can develop trust with his followers will have the opportunity to impart relatively permanent change in their attitudes with regard to their work. Thus, followers would derive the motivation to accomplish the organizational tasks from internal sources instead of external sources such as rewards and punishments. In addition, a command climate based on trust will increase: information exchange, problem-solving effectiveness, worker satisfaction, willingness to accept influences from others, individual and organizational development, and initiative among organizational members.⁶

Ramification of These Findings

The results of this study have implications for the US Army with regard to furthering the understanding of how the factors of task competence, dependability, and trust relate to the process of leadership outlined in FM 22-100 and FM 22-103. These manuals note that above factors are important to leadership; however, the manuals do not discuss the relationship between these factors and the leadership process.⁷

The theoretical model used for the basis of this study provides a way to understand the relationships between the factors of task competence, dependability, and trust. Furthermore, the author's modification to Kelley and Thibaut's theoretical model for trust building links the trust-building process to leadership (see Figure 2). The results of the study supported the author's modification with regard to the role task competence plays in earning a leader an attribution of dependability. In addition, the results support the asserted links between the factors of

dependability-trust and trust-leadership. Thus, the modified trust-building model outlined in this study provides Army leaders with a means to understand how task competence and trust are related to leadership. Likewise, the Army can use this model to teach leaders "how to" build trust in relationships. Therefore, the trust-building model introduced in this study may fill a gap in the Army's current leadership doctrine and help military leaders understand how task competence and dependability impact on leadership.

Furthermore, this study extended Kelley and Thibaut's trust-building model to the military domain. Prior to this study, Kelley and Thibaut's trust-building model was used in the domains of close relationships and the study of small groups in laboratory settings. The results of this study show that Kelley and Thibaut's trust-building model can be used to understand the development of trust in leader-follower relationships. Extending Kelley and Thibaut's model suggests that researchers can treat and/or view the leader-follower relationship as a close relationship. Thus, close relationship theories, models, and methodologies could be used to explore the influence process in leader-follower relationships. These theories, models, and methodologies from the close relationship domain could provide a leadership researcher with new means to explore the phenomenon of leadership.

Limitations

A major limitation to this study is the question of the ability to generalize the results to a large population of military leaders. Since, the data was collected from freshmen (Plebes) cadets, one must ask if the results can be generalized to military leaders at different ranks. In addition, one must ask if the results from this study can be generalized to civilian leader-follower relationships. Also, since this study used a hypothetical situation to operationalize the variables that influence a leader earning an attribution of dependability, one must ask if the results apply to actual relationships. The above questions place limits on the ability to generalize the results of the study.

However, the results from this initial study support the modified model for trust building and demonstrates that the model warrants future research.

The author did not intend to make broad generalizations based on the results of the study. Future research will need to replicate this study using military leaders at various ranks, actual leader-follower relations, and civilian leaders and followers. If the replication studies confirm the initial results, then the ability to generalize the findings increase. In addition, nonexperimental studies need to be conducted investigating a leader earning an attribution of dependability. Similarly, if the results from these nonexperimental studies support the early results, then the ability to generalize the initial findings increases.

Implications for Future Research

The results of the study provide empirical support for the author's modification to Kelley and Thibaut's trust-building model. However, additional research, using both experimental and nonexperimental methods, is needed to provide a full test of the model. Future research should focus on testing each portion of the model using both experimental and nonexperimental methods. After each portion has been tested, the entire model needs to be tested. Only after the entire model has been empirically tested, can one reasonably conclude that the model accurately describes the development of trust in leader-follower relationships.

To augment the results of this study, future research might replicate this study using both military and civilian followers, in actual leader-follower relationships, at various levels of leadership. In addition, a field study could be conducted to augment the results obtained from using experimental methods. For instance, a researcher conducting the field study might ask followers: "What let's you know that you can depend on a leader?" "How do you know that you can trust a leader?" "When do you willingly accept the influence of a leader?" and "How does a leader motivate you to give extra effort for him or her?" The above studies would provide

additional evidence that the results of this study are accurate and help increase the ability to generalize the results to larger and different populations.

Furthermore, a future study needs to investigate the assertion that the type of relationship (task or social-emotional) affects the salience of the factors that influence the attribution of dependability. Finally, experimental studies should be conducted to test and explore the relationship between trust and leadership.

Summary

This study introduced a theoretical model for building trust in leader-follower relationships, tested a modification to the model in terms of the role of competence in a leader earning an attribution of dependability, and explored the relationship between trust and leadership. The results of the study supported all of the hypotheses, thus indicating that the modified model warrants future research. Also, the study found a moderately strong relationship between trust and leadership, which suggests that trust is a significant factor in the leadership process.

APPENDIX A

PILOT STUDY'S SOCIAL PERCEPTION QUESTIONNAIRE

Instructions: Please answer the following questions that pertain to the "New Platoon Leader" situation as if you were assigned to a platoon leader position in Alpha company. For each question, please circle the number that best represents your evaluation or rating.

1. In your opinion, how *dependable* is the Alpha company commander as a leader?

| | | | | | |
|--------------------|------------------------|--|-------------------|----------------------------|------------------------|
| Very Dependable | Somewhat Dependable | Neither Dependable nor Not Dependable | Not Dependable | Somewhat Not Dependable | Not Very Dependable |
| 1 | 2 | 3 | 4 | 5 | 6 7 |

2. What is your initial impression of the Alpha company commander?

| | | | | | | |
|----------------------|---------|---------------------|-----------------------------|------|------------------|-------------------|
| Dislike Very Much | Dislike | Somewhat Dislike | Neither Like nor Dislike | Like | Somewhat Like | Like Very Much |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |

3. How *competent* do you feel the Alpha company commander is in fulfilling his duties?

| | | | | | | |
|-------------------|-----------|-----------------------|--------------------------------------|-------------------------|-------------|---------------------|
| Very Competent | Competent | Somewhat Competent | Neither Competent nor Incompetent | Somewhat Incompetent | Incompetent | Very Incompetent |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |

4. How *concerned for soldier welfare* is the Alpha company commander?

| | | | | | | |
|-------------------|-----------|-----------------------|--|-----------------------|------------------|-----------------------|
| Very Concerned | Concerned | Somewhat Concerned | Neither Concerned nor Not Concerned | Somewhat Concerned | Not Concerned | Not Very Concerned |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |

5. How much do you feel that you can *trust* the Alpha company commander?

| | | | | | | |
|-----------------------|----------|----------------------|-------------------------------|-------------------|-------|--------------------|
| Distrust Very Much | Distrust | Somewhat Distrust | Neither Trust nor Distrust | Somewhat Trust | Trust | Trust Very Much |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |

6. To what degree do you feel that the Alpha company commander recognizes that he *needs others* to help make the company and himself successful?

| | | | | | | |
|--|---------------------------------------|---|--------------|--|--|---|
| Fully Recognizes Need for Others 1 | Recognizes Need for Others 2 | Somewhat Recognizes Need for Others 3 | Neutral 4 | Somewhat Does Not Recognize Need for Others 5 | Does Not Recognize Need for Others 6 | Fully Does not Recognize Need for Others 7 |
|--|---------------------------------------|---|--------------|--|--|---|

7. To what degree do you feel that the Alpha company commander *shares similar interests and goals* with you and the other members of the unit?

| | | | | | | |
|----------------------|---------------------------|-------------------------------|-------------------------------------|---------------------|----------------------------|---------------------|
| Shares Fully 1 | Shares A Majority 2 | Shares Quite A Few 3 | Shares A Moderate Amount 4 | Shares Some 5 | Shares Very Little 6 | Shares None 7 |
|----------------------|---------------------------|-------------------------------|-------------------------------------|---------------------|----------------------------|---------------------|

8. To what extent does the Alpha company commander allow subordinates to *participate in the leadership* of the company?

| | | | | | | |
|-----------------------------------|---|---|--|--------------------------------------|---|---------------------------------|
| Allows Full Participation 1 | Allows Participation Majority of the Time 2 | Allows Participation Quite Often 3 | Allows Moderate Participation 4 | Allows Some Participation 5 | Allows Very Little Participation 6 | Allows No Participation 7 |
|-----------------------------------|---|---|--|--------------------------------------|---|---------------------------------|

9. What could be added to the situation to make the Alpha Company Commander appear more competent or incompetent?

10. What could be added to the situation to make the Alpha Company Commander appear more or less concerned for soldiers' welfare?

11. What could be added to the situation to make the Alpha Company Commander appear to share more or less interests and goals with the soldiers?

12. What could be added to the situation to make the Alpha Company Commander appear to share more or less power with the soldiers?

APPENDIX B

INFORMED CONSENT FORM

I agree to participate in the study titled, "Social Perception in Leadership Situations." I understand that I will be asked to place myself in a hypothetical leadership scenario and then answer a questionnaire related to the situation. I understand that the study will not take longer than 50 minutes. I understand that I do not have to answer any of the questions I choose not to answer. I also understand that I may discontinue the study at anytime and still receive full credit for participating. I understand that my anonymity and privacy will be protected. I understand that no risk is foreseen in this research. I understand that I will receive a detail briefing about the study after completing it.

I have read and understood the above information and have had a chance to get my questions answered.

Date

Signature of Subject

Thank you for taking the time to participating in this subject.

APPENDIX C

"THE NEW PLATOON LEADER" SCENARIOS (MANIPULATIONS)

Note: The scenarios used in the study proper were printed in 11 pica font. However, in order to meet formatting guidelines, the scenarios enclosed in this appendix were reprinted in 10 pica font. Furthermore, condition labels were placed at the top of each scenario to facilitate understanding of the manipulations.

Condition: Low TK3 and Low Competence (Cell 1)

Instructions: Please attempt to place yourself in the position of the newly assigned lieutenant, the major character in the situation below. Try to imagine (as vividly as you can) how you would feel and what your attitudes would be in that situation. You may need to read the scenario a couple of times to become familiar with the details, then complete the questionnaire indicating how you would react if you were in that situation.

The New Platoon Leader

Situation: You have just reported to your first unit and found out that you have been assigned as platoon leader for 1st Platoon, Alpha Company. During your in-brief with the battalion commander, you discover that an old West Point company mate of yours has been a platoon leader in Alpha company for the past sixteen months. You decide to give him a call to get some information about your new commander and the unit.

After catching up on the activities of mutual acquaintances and the old company, you ask your friend for his candid opinion of Alpha company and the commander. He informs you that Alpha company is a solid unit that has the potential to be excellent. After talking about the caring and talented people in Alpha Company, your friend starts to elaborate about the commander, he tells you the following:

I feel that the company commander does not care about the soldiers as demonstrated by his unwillingness to listen to and help solve his soldiers' problems, or stand-up to headquarters in order to protect the unit from meaningless details or taskings. For instance, the commander repeatedly tells us that soldiers' problems are the chain of command's business and that he does not have time to help solve them. I also dislike the fact that the commander does not make an effort to bring platoon leaders and platoon sergeants in on decisions or ask for their input and advice. It makes you feel less committed to directives when you have no input into making them. I feel that the commander does not share the same interests and goals of the soldiers, such as: a desire to make Alpha company the best unit, caring for soldiers' families, and providing soldiers with opportunities to improve themselves by attending school. For example, the commander consistently disregards the training schedule and works soldiers past normal duty hours. Changing the training schedule and consistently working soldiers past the normal duty day denies them predictability in their family lives and opportunities to attend night school.

Furthermore, the other platoon leaders and I have some reservations about the commander's tactical knowledge and ability to make decisions in stressful situations. Matter of fact, I am not very confident about his ability to successfully lead us in combat. During garrison operations and field exercises, the commander is unable to make timely and sound decisions, which contributes greatly to the company's failures. He seems to make his worst decisions when under time pressure. Company operation orders are incomplete and rarely communicate the commander's intent and concept of how to accomplish the mission. When platoon leaders ask questions about tactical plans, he is unable to clearly answer them. His plans rarely accomplish the mission and require the most amount of effort or potential for casualties. Also, during field operations, he does not have the ability to change the plan to take advantage of changes in the situation. I feel that the commander's decisions reflect a very poor understanding of tactics and doctrine. I am not surprised by the commander's tactical performance because of his previous administrative job assignments: platoon leader, company executive officer, and battalion operations officer in an officer training battalion. His tactical decision-making ability was the "hot" topic of conversation at several of the After Action Reviews (AARs) during the last external evaluation.

After talking with the fellow platoon leader, you realize you have a lot of information to think about.

Condition: Low TK3 and High Competence (Cell 2)

Instructions: Please attempt to place yourself in the position of the newly assigned lieutenant, the major character in the situation below. Try to imagine (as vividly as you can) how you would feel and what your attitudes would be in that situation. You may need to read the scenario a couple of times to become familiar with the details, then complete the questionnaire indicating how you would react if you were in that situation.

The New Platoon Leader

Situation: You have just reported to your first unit and found out that you have been assigned as platoon leader for 1st Platoon, Alpha Company. During your in-brief with the battalion commander, you discover that an old West Point company mate of yours has been a platoon leader in Alpha company for the past sixteen months. You decide to give him a call to get some information about your new commander and the unit.

After catching up on the activities of mutual acquaintances and the old company, you ask your friend for his candid opinion of Alpha company and the commander. He informs you that Alpha company is a solid unit that has the potential to be excellent. After talking about the caring and talented people in Alpha Company, your friend starts to elaborate about the commander, he tells you the following:

I feel that the company commander does not care about the soldiers as demonstrated by his unwillingness to listen to and help solve his soldiers' problems, or stand-up to headquarters in order to protect the unit from meaningless details or taskings. For instance, the commander repeatedly tells us that soldiers' problems are the chain of command's business and that he does not have time to help solve them. I also dislike the fact that the commander does not make an effort to bring platoon leaders and platoon sergeants in on decisions or ask for their input and advice. It makes you feel less committed to directives when you have no input into making them. I feel that the commander does not share the same interests and goals of the soldiers, such as: a desire to make Alpha company the best unit, caring for soldiers' families, and providing soldiers with opportunities to improve themselves by attending school. For example, the commander consistently disregards the training schedule and works soldiers past normal duty hours. Changing the training schedule and consistently working soldiers past the normal duty day denies them predictability in their family lives and opportunities to attend night school.

However, the other platoon leaders and I have no reservations about the commander's tactical knowledge and ability to make decisions in stressful situations. Matter of fact, I am very confident about his ability to successfully lead us in combat. During garrison operations and field exercises, the commander is able to make timely and sound decisions, which contributes greatly to the company's successes. He seems to make his best decisions when under time pressure. Company operation orders are thorough and clearly communicate the commander's intent and concept of how to accomplish the mission. When platoon leaders ask questions about tactical plans, he is able to thoroughly answer them. His plans almost always accomplish the mission with the least amount of effort or potential for casualties. Also, during field operations, he has the ability to change the plan to take advantage of changes in the situation. I feel that the commander's decisions reflect a very good understanding of tactics and doctrine. I am not surprised by the commander's tactical performance because of his previous job assignments: platoon leader, company executive officer, and battalion operations officer in the 82nd Airborne Division. His tactical decision-making ability was the "hot" topic of conversation at several of the After Action Reviews (AARs) during the last external evaluation.

After talking with the fellow platoon leader, you realize you have a lot of information to think about.

Condition: High TK3 and Low Competence (Cell 3)

Instructions: Please attempt to place yourself in the position of the newly assigned lieutenant, the major character in the situation below. Try to imagine (as vividly as you can) how you would feel and what your attitudes would be in that situation. You may need to read the scenario a couple of times to become familiar with the details, then complete the questionnaire indicating how you would react if you were in that situation.

The New Platoon Leader

Situation: You have just reported to your first unit and found out that you have been assigned as platoon leader for 1st Platoon, Alpha Company. During your in-brief with the battalion commander, you discover that an old West Point company mate of yours has been a platoon leader in Alpha company for the past sixteen months. You decide to give him a call to get some information about your new commander and the unit.

After catching up on the activities of mutual acquaintances and the old company, you ask your friend for his candid opinion of Alpha company and the commander. He informs you that Alpha company is a solid unit that has the potential to be excellent. After talking about the caring and talented people in Alpha Company, your friend starts to elaborate about the commander, he tells you the following:

I feel that the company commander cares about the soldiers as demonstrated by his willingness to listen to and help solve his soldiers' problems, or stand-up to headquarters in order to protect the unit from meaningless details or taskings. For instance, the commander repeatedly tells us that soldiers' problems are the chain of command's business and that he will make time to help solve them. I also enjoy the fact that the commander makes an effort to bring platoon leaders and platoon sergeants in on decisions and regularly asks for their input and advice. It makes you feel more committed to directives when you have had some input into making them. I feel that the commander shares the same interests and goals of the soldiers, such as: a desire to make Alpha company the best unit, caring for soldiers' families, and providing soldiers with opportunities to improve themselves by attending school. For example, the commander consistently adheres to the training schedule and releases soldiers at 1700 each day. Stabilizing the training schedule and consistently releasing soldiers at the end of the normal duty day provides them with predictability in their family lives and opportunities to attend night school.

However, the other platoon leaders and I have some reservations about the commander's tactical knowledge and ability to make decisions in stressful situations. Matter of fact, I am not very confident about his ability to successfully lead us in combat. During garrison operations and field exercises, the commander is unable to make timely and sound decisions, which contributes greatly to the company's failures. He seems to make his worst decisions when under time pressure. Company operation orders are incomplete and rarely communicate the commander's intent and concept of how to accomplish the mission. When platoon leaders ask questions about tactical plans, he is unable to clearly answer them. His plans rarely accomplish the mission and require the most amount of effort or potential for casualties. Also, during field operations, he does not have the ability to change the plan to take advantage of changes in the situation. I feel that the commander's decisions reflect a very poor understanding of tactics and doctrine. I am not surprised by the commander's tactical performance because of his previous administrative job assignments: platoon leader, company executive officer, and battalion operations officer in an officer training battalion. His tactical decision-making ability was the "hot" topic of conversation at several of the After Action Reviews (AARs) during the last external evaluation.

After talking with the fellow platoon leader, you realize you have a lot of information to think about.

Condition: High TK3 and High Competence (Cell 4)

Instructions: Please attempt to place yourself in the position of the newly assigned lieutenant, the major character in the situation below. Try to imagine (as vividly as you can) how you would feel and what your attitudes would be in that situation. You may need to read the scenario a couple of times to become familiar with the details, then complete the questionnaire indicating how you would react if you were in that situation.

The New Platoon Leader

Situation: You have just reported to your first unit and found out that you have been assigned as platoon leader for 1st Platoon, Alpha Company. During your in-brief with the battalion commander, you discover that an old West Point company mate of yours has been a platoon leader in Alpha company for the past sixteen months. You decide to give him a call to get some information about your new commander and the unit.

After catching up on the activities of mutual acquaintances and the old company, you ask your friend for his candid opinion of Alpha company and the commander. He informs you that Alpha company is a solid unit that has the potential to be excellent. After talking about the caring and talented people in Alpha Company, your friend starts to elaborate about the commander, he tells you the following:

I feel that the company commander cares about the soldiers as demonstrated by his willingness to listen to and help solve his soldiers' problems, or stand-up to headquarters in order to protect the unit from meaningless details or taskings. For instance, the commander repeatedly tells us that soldiers' problems are the chain of command's business and that he will make time to help solve them. I also enjoy the fact that the commander makes an effort to bring platoon leaders and platoon sergeants in on decisions and regularly asks for their input and advice. It makes you feel more committed to directives when you have had some input into making them. I feel that the commander shares the same interests and goals of the soldiers, such as: a desire to make Alpha company the best unit, caring for soldiers' families, and providing soldiers with opportunities to improve themselves by attending school. For example, the commander consistently adheres to the training schedule and, when possible, releases soldiers at 1700 each day. Stabilizing the training schedule and consistently releasing soldiers at the end of the normal duty day provides them with predictability in their family lives and opportunities to attend night school.

Furthermore, the other platoon leaders and I have no reservations about the commander's tactical knowledge and ability to make decisions in stressful situations. Matter of fact, I am very confident about his ability to successfully lead us in combat. During garrison operations and field exercises, the commander is able to make timely and sound decisions, which contributes greatly to the company's successes. He seems to make his best decisions when under time pressure. Company operation orders are thorough and clearly communicate the commander's intent and concept of how to accomplish the mission. When platoon leaders ask questions about tactical plans, he is able to thoroughly answer them. His plans almost always accomplish the mission with the least amount of effort or potential for casualties. Also, during field operations, he has the ability to change the plan to take advantage of changes in the situation. I feel that the commander's decisions reflect a very good understanding of tactics and doctrine. I am not surprised by the commander's tactical performance because of his previous job assignments: platoon leader, company executive officer, and battalion operations officer in the 82nd Airborne Division. His tactical decision-making ability was the "hot" topic of conversation at several of the After Action Reviews (AARs) during the last external evaluation.

After talking with the fellow platoon leader, you realize you have a lot of information to think about.

APPENDIX D

SOCIAL PERCEPTION QUESTIONNAIRE

Instructions: Please answer the following questions that pertain to the "New Platoon Leader" situation as if you were assigned to a platoon leader position in Alpha company. For each question, please circle the number that best represents your evaluation or rating.

1. In your opinion, how *dependable* is the Alpha company commander as a leader?

| | | | | | | |
|-----------------|---|---------------------|------------------------|----------------|-------------------------|---------------------|
| Very Dependable | | Somewhat Dependable | Neither Dependable nor | Not Dependable | Somewhat Not Dependable | Not Very Dependable |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |

2. What is your initial impression of the Alpha company commander?

| | | | | | | |
|-------------------|---------|------------------|---------------------|------|---------------|----------------|
| Dislike Very Much | Dislike | Somewhat Dislike | Neither Dislike nor | Like | Somewhat Like | Like Very Much |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |

3. How *competent* do you feel the Alpha company commander is in fulfilling his tactical duties?

| | | | | | | | |
|----------------|-----------|--------------------|-----------------------|-------------|----------------------|-------------|------------------|
| Very Competent | Competent | Somewhat Competent | Neither Competent nor | Incompetent | Somewhat Incompetent | Incompetent | Very Incompetent |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | |

4. How *concerned for soldier welfare* is the Alpha company commander?

| | | | | | | | |
|----------------|-----------|--------------------|-----------------------|-----------|--------------------|---------------|--------------------|
| Very Concerned | Concerned | Somewhat Concerned | Neither Concerned nor | Concerned | Somewhat Concerned | Not Concerned | Not Very Concerned |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | |

5. How much do you feel that you can *trust* the Alpha company commander?

| | | | | | | | |
|--------------------|----------|-------------------|-------------------|----------|----------------|-------|-----------------|
| Distrust Very Much | Distrust | Somewhat Distrust | Neither Trust nor | Distrust | Somewhat Trust | Trust | Trust Very Much |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | |

6. To what degree do you feel that the Alpha company commander recognizes that he *needs others* to help make the company and himself successful?

| | | | | | | |
|---|----------------------------------|--|---------|---|---|--|
| Fully Recognizes Need for Others | Recognizes Need for Others | Somewhat Recognizes Need for Others | Neutral | Somewhat Does Not Recognize Need for Others | Does Not Recognize Need for Others | Fully Does not Recognize Need for Others |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |

7. To what degree do you feel that the Alpha company commander *shares similar interests and goals* with you and the other members of the unit?

| | | | | | | |
|-----------------|----------------------|--------------------------|--------------------------------|----------------|-----------------------|----------------|
| Shares Fully | Shares A Majority | Shares Quite A Few | Shares A Moderate Amount | Shares Some | Shares Very Little | Shares None |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |

8. To what extent does the Alpha company commander allow subordinates to *participate in the leadership* of the company?

| | | | | | | |
|------------------------------|--|--|-------------------------------------|---------------------------------|--|----------------------------|
| Allows Full Participation | Allows Participation Majority of the Time | Allows Participation Quite Often | Allows Moderate Participation | Allows Some Participation | Allows Very Little Participation | Allows No Participation |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |

9. What is the likelihood that you will willingly follow the company commander's *leadership* in all situations?

| | | | | | | |
|------------------|--------|--------------------|--------------------------------|----------------------|----------|--------------------|
| Highly Likely | Likely | Somewhat Likely | Neither Likely nor unlikely | Somewhat Unlikely | Unlikely | Highly Unlikely |
| 7 | 6 | 5 | 4 | 3 | 2 | 1 |

10. What is the likelihood that the company commander would *inspire you* to put forth extra effort for him?

| | | | | | | |
|------------------|--------|--------------------|--------------------------------|----------------------|----------|--------------------|
| Highly Likely | Likely | Somewhat Likely | Neither Likely nor unlikely | Somewhat Unlikely | Unlikely | Highly Unlikely |
| 7 | 6 | 5 | 4 | 3 | 2 | 1 |

ENDNOTES

Chapter 1

¹Harold Kelley and John Thibaut, Interpersonal Relationships: A Theory of Interdependence (New York: Wiley & Sons, 1978), 232.

²Ibid., 232-234.

³Morton Deutsch, "Trust and Suspicion," Conflict Resolution 2(4) (1958): 266.

⁴David Sears, Letita Peplau, and Shelley Taylor, Social Psychology, 7th ed. (Englewood Cliffs, NJ: Prentice Hall, 1991): 552.

⁵John Thibaut and Harold Kelley, The Social Psychology of Small Groups (New Brunswick, NJ: Transaction Books, 1986), 9-30.

⁶Ibid., v.

⁷US Army, FM 22-100, Military Leadership (Washington, D.C.: US Government Printing Office, 1990), 0-2.

⁸US Army, FM 22-100, 45-51.

⁹US Army, FM 22-103, Leadership and Command at Senior Levels (Washington, D.C.: US Government Printing Office, 1987), 56 & 87 and US Army, FM 22-100, 23-34.

Chapter 2

¹Morton Deutsch, "Trust and Suspicion," Conflict Resolution 2(4) (1958): 265-278.

²John Thibaut and Harold Kelley, The Social Psychology of Small Groups (New Brunswick, NJ: Transaction Books, 1986), v.

³David Sears, Letita Peplau, and Shelley Taylor, Social Psychology, 7th ed. (Englewood Cliffs, NJ: Prentice Hall, 1991): 320-321.

⁴Deutsch, Conflict Resolution, 278-279.

⁵Dale Zand, "Trust and Managerial Problem Solving." Administrative Science Quarterly 17 (1972): 238.

⁶Ibid., 231.

⁷Morton Deutsch, The Resolution of Conflict: Constructive and Destructive Processes (New Haven: Yale University Press, 1973): 155 & 165.

⁸R. Golembiewski and M. McConkie, "The Centrality of Interpersonal Trust in Group Processes," ed. C. Cooper, Theories of Group Processes (London: John Wiley & Sons, 1975): 139.

⁹Ibid., 152.

¹⁰Ibid., 177-178.

¹¹Harold Kelley and John Thibaut, Interpersonal Relationships: A Theory of Interdependence (New York: Wiley & Sons, 1978), 232.

¹²Ibid., 236.

¹³B. Weiner, H. Heckhausen, W. Meyer, and R. Cook, "Causal Ascriptions of Achievement Behavior: A Conceptual Analysis of Effort," Journal of Personality and Social Psychology 21(1972): 239-248.

¹⁴E. Jones and K. Davis, "From Acts to Dispositions: The Attribution Process in Person Perception," ed. L. Berkowitz, vol. 2, Advances in Experimental Social Psychology (New York: Academic Press, 1965): 227.

¹⁵Kelley and Thibaut, Interpersonal Relationships: A Theory of Interdependence, 231-236.

¹⁶Deutsch, The Resolution of Conflict: Constructive and Destructive Processes, 164.

¹⁷Steven Curral, "Group Representatives in Educational Institutions: An Empirical Study of Superintendents and Teacher Union Presidents," Journal of Applied Behavioral Science 28(2) (1992): 307.

¹⁸B. Posner and J. Kouzes, "Relating Leadership and Credibility," Psychological Reports 63 (1988): 530.

¹⁹J. Rempel, J. Holmes, and M. Zanna, "Trust in Close Relationships," Journal of Personality and Social Psychology 49(1) (1985): 96-97.

²⁰Zand, Administrative Science Quarterly, 236.

²¹J. Kouzes and B. Posner, The Leadership Challenge (San Francisco: Jossey-Bass, 1990): 150.

²²K. Roberts and C. O'Reilly, "Failures in Upward Communication in Organizations: Three Possible Culprits," Academy of Management Journal 17 (1974): 208.

Chapter 3

¹R. Bales, Interaction Process Analysis (Cambridge: Addison-Wesley, 1950): 34-35.

²E. Aronson, P. Ellsworth, M. Carlsmith, and M. Gonzales, Methods of Research in Social Psychology, 2d ed. (New York: McGraw-Hill, 1990): 308.

Chapter 4

¹Insko's relative difference test to compare the strengths of main effects was taught by Professor Chester Insko, University of North Carolina at Chapel Hill, to students in his "Research Methods" course during the Spring term of 1992.

²Ibid.

³S. Maxwell and H. Delaney, Designing Experiments and Analyzing Data. (Belmont, CA: Wadsworth Publishing, 1990): 172 & 174.

Chapter 5

¹Harold Kelley and John Thibaut, Interpersonal Relationships: A Theory of Interdependence (New York: Wiley & Sons, 1978), 231.

²John Thibaut and Harold Kelley, The Social Psychology of Small Groups (New Brunswick, NJ: Transaction Books, 1986), 274.

³Bennis and Nanus, Leader: The Strategies for Taking Charge (New York: Harper & Row, 1985): 43; J. Cangemi, J. Rice, and C. Kowalski, "The Development, Decline, and Renewal of Trust in an Organization: Some Observations," Organizations Development Journal 7(4) (1989): 1&2; Steven Currall, "Group Representatives in Educational Institutions: An Empirical Study of Superintendents and Teacher Union Presidents," Journal of Applied Behavioral Science 28(2) (1992): 300; and J. Kouzes and B. Posner, The Leadership Challenge (San Francisco: Jossey-Bass, 1990): 155.

⁴Kouzes and Posner, The Leadership Challenge, 150.

⁵Dale Zand, "Trust and Managerial Problem Solving." Administrative Science Quarterly 17 (1972): 232.

⁶Kouzes and Posner, The Leadership Challenge, 147-149; Zand, Administrative Science Quarterly 17 (1972), 232; R. Golembiewski and M. McConkie, "The Centrality of Interpersonal Trust in Group Processes," ed. C. Cooper, Theories of Group Processes (London: John Wiley & Sons, 1975): 151 & 156; and Gibb, Trust: A New View of Personal and Organizational Development (La Jolla, CA: Omicron Press, 1978): 16.

⁷US Army, FM 22-100, Military Leadership (Washington, D.C.: US Government Printing Office, 1990), 6 & 48; and US Army, FM 22-103, Leadership and Command at Senior Levels (Washington, D.C.: US Government Printing Office, 1987), 56 & 87.

BIBLIOGRAPHY

Books

- Aronson, E., P. Ellsworth, M. Carlsmith, and M. Gonzales. Methods of Research in Social Psychology, 2d ed., New York: McGraw-Hill, 1990.
- Bales, R. Interaction Process Analysis. Cambridge: Addison-Wesley, 1950.
- Bennis and Nanus. Leader: The Strategies for Taking Charge. New York: Harper & Row, 1985
- Deutsch, M. The Resolution of Conflict: Constructive and Destructive Processes. New Haven: Yale University Press, 1973.
- Gibb, J. Trust: A New View of Personal and Organizational Development. La Jolla, CA: Omicron Press, 1978.
- Golembiewski, R., and M. McConkie. "The Centrality of Interpersonal Trust in Group Processes. Edited by C. Cooper. Theories of Group Processes (pp. 131-185). London: John Wiley & Sons, 1975.
- Heider, F. The Psychology of Interpersonal Relationships. New York: Wiley & Sons, 1958.
- Holmes, J., and J. Rempel. "Trust in Close Relationships." Edited by C. Hendrick. Close Relationships (pp. 187-220). Newberry Park, CA: Sage Publications, 1989.
- Johnston, D., and R. Johnson. Learning Together and Alone. Englewood Cliffs, NJ: Prentice-Hall, 1987.
- Jones, E., and K. Davis. "From Acts to Dispositions: The Attribution Process in Person Perception." Edited by L. Berkowitz. Vol. 2, Advances in Experimental Social Psychology (219-266). New York: Academic Press, 1965.
- Kelley, H. and J. Thibaut. Interpersonal Relations: A Theory of Interdependence. New York: John Wiley & Sons, 1978.
- Kouzes, J. and B. Posner. The Leadership Challenge. San Francisco, CA: Jossey-Bass, 1990.

Lieberman, A., E. Saxl, and M. Miles. "Teacher Leadership: Ideology and Practice." Edited by Nancy Wyner. Current Perspectives On the Culture of Schools (pp.165-179). Brookline Books, 1991.

Likert, R. The Human Organization. New York: McGraw Hill, 1967.

Maxwell, S., and H. Delaney. Designing Experiments and Analyzing Data. Belmont, CA: Wadsworth Publishing, 1990.

Sears, D., L. Peplau, and S. Taylor. Social psychology, 7th ed., Englewood Cliffs: Prentice Hall, 1991

Thibaut, J., and H. Kelley. The Social Psychology of Groups. New Brunswick, NJ: Transaction Books, 1986.

Journal Articles

Alexander, P. "The Theories of Likert and Gibb: New Tools for Determining Management Readiness for Quality Circles and Similar OD Interventions. Organizational Development Journal (Spring 1985): 15-20.

Cangemi, J., J. Rice, & C. Kowalski. "The Development, Decline, and Renewal of Trust in an Organization: Some Observations." Organizations Development Journal 7 (4) (Winter 1989): 1-8.

Curral, S. (1992). "Group Representatives in Educational Institutions: An Empirical Study of Superintendents and Teacher Union Presidents." Journal of Applied Behavioral Science 28 (2) (1992): 296-317.

Deutsch, M. "Trust and Suspicion." Journal of Conflict Resolution 2 (4) (1958): 265-279.

Hart, K. "A Requisite for Employee Trust: Leadership." A Journal of Human Behavior 25(2) (1988): 1-6.

Hoy, W., and W. Kuper-Smith. "The Meaning and Measure of Faculty Trust." Educational and Psychological Research 5 (1) (1985): 1-10.

Kelley, H. "The Processes of Causal Attribution." American Psychology (1973): 107-128.

Meeker, B. "Cooperative Orientation, Trust, and Reciprocity." Human Relations 37 (3) (1983): 225-243.

Posner, B., and J. Kouzes. "Relating Leadership and Credibility." Psychological Reports 63 (1988): 527-530.

Rempel, J., J. Holmes, and M. Zanna. "Trust in Close Relationships." Journal of Personality and Social Psychology 49(1) (1985): 95-112.

Roberts, K., and C. O'Reilly. "Failures in Upward Communication in Organizations: Three Possible Culprits." Academy of Management Journal 17 (1974): 205-215.

Rotter, J. "A New Scale for Measurement of Interpersonal Trust." Journal of Personality 35 (1967): 651-665.

Weiner, B., H. Heckhausen, W. Meyer, and R. Cook. "Causal Ascriptions of Achievement Behavior: A Conceptual Analysis of Effort." Journal of Personality and Social Psychology 21 (1972): 239-248.

Zand, D. "Trust and Managerial Problem Solving." Administrative Science Quarterly 17 (1972): 230-239.

Government Publication

US Army. FM 22-100. Military leadership. Washington, D.C.: U.S. Government Printing Office, 1990.

US Army. FM 22-103. Leadership and Command at Senior Levels. Washington, D.C.: U.S. Government Printing Office, 1987.

INITIAL DISTRIBUTION LIST

1. Combined Arms Research Library
U.S. Army Command and General Staff College
Ft. Leavenworth, KS 66027-6900
2. Defense Technical Information Center
Cameron Station
Alexandria, VA 22314
3. Major Max Valdez
Center for Army Leadership
U.S. Army Command and General Staff College
Ft. Leavenworth, KS 66027-1352
4. Major Christian Jaques
Center for Army Leadership
U.S. Army Command and General Staff College
Ft. Leavenworth, KS 66027-1352
5. Major Bruce Leeson
USDB-DMH
Ft. Leavenworth, KS 66027-6900
6. Colonel George Forsythe
Professor, Vice Dean
United States Military Academy
West Point, NY 10997
7. Center for Leadership and Organizations Research (CLOR)
Attn.: Dr. Trueman Tremble and Dr. Ken Evans
Thayer Hall
West Point, NY 10997
8. Major Patrick Sweeney
4-11th Field Artillery
Ft. Wainwright, Alaska 99703-6350

STATEMENT A: Approved for public release; distribution is unlimited. (Documents with this statement may be made available or sold to the general public and foreign nationals).

STATEMENT B: Distribution authorized to U.S. Government agencies only (insert reason and date ON REVERSE OF THIS FORM). Currently used reasons for imposing this statement include the following:

1. Foreign Government Information. Protection of foreign information.
2. Proprietary Information. Protection of proprietary information not owned by the U.S. Government.
3. Critical Technology. Protection and control of critical technology including technical data with potential military application.
4. Test and Evaluation. Protection of test and evaluation of commercial production or military hardware.
5. Contractor Performance Evaluation. Protection of information involving contractor performance evaluation.
6. Premature Dissemination. Protection of information involving systems or hardware from premature dissemination.
7. Administrative/Operational Use. Protection of information restricted to official use or for administrative or operational purposes.
8. Software Documentation. Protection of software documentation - release only in accordance with the provisions of DoD Instruction 7930.2.
9. Specific Authority. Protection of information required by a specific authority.
10. Direct Military Support. To protect export-controlled technical data of such military significance that release for purposes other than direct support of DoD-approved activities may jeopardize a U.S. military advantage.

STATEMENT C: Distribution authorized to U.S. Government agencies and their contractors: (REASON AND DATE). Currently most used reasons are 1, 3, 7, 8, and 9 above.

STATEMENT D: Distribution authorized to DoD and U.S. DoD contractors only; (REASON AND DATE). Currently most used reasons are 1, 3, 7, 8, and 9 above.

STATEMENT E: Distribution authorized to DoD only; (REASON AND DATE). Currently most used reasons are 1, 2, 3, 4, 5, 6, 7, 8, 9, and 10.

STATEMENT F: Further dissemination only as directed by (controlling DoD office and date), or higher DoD authority. Used when the DoD originator determines that information is subject to special dissemination limitation specified by paragraph 4-505, DoD 5200.1-R.

STATEMENT X: Distribution authorized to U.S. Government agencies and private individuals of enterprises eligible to obtain export-controlled technical data in accordance with DoD Directive 5230.25; (date). Controlling DoD office is (insert).

CERTIFICATION FOR MMAS DISTRIBUTION STATEMENT

1. Certification Date: 05 / 02 / 96
2. Thesis Author: MAJ Patrick J. Sweeney
3. Thesis Title: THE ROLE LEADER COMPETENCE PLAYS IN THE TRUST-BUILDING PROCESS

4. Thesis Committee Members Signatures:

Mr. J. Kelly
Christina K. Jacques
Bruce K. ...

5. Distribution Statement: See distribution statements A-X on reverse, then circle appropriate distribution statement letter code below:

A B C D E F X SEE EXPLANATION OF CODES ON REVERSE

If your thesis does not fit into any of the above categories or is classified, you must coordinate with the classified section at CARL.

6. Justification: Justification is required for any distribution other than described in Distribution Statement A. All or part of a thesis may justify distribution limitation. See limitation justification statements 1-10 on reverse, then list, below, the statement(s) that applies (apply) to your thesis and corresponding chapters/sections and pages. Follow sample format shown below:

| <u>S</u> | <u>-----SAMPLE-----</u> | <u>-----SAMPLE-----</u> | <u>-----SAMPLE-----</u> | <u>S</u> | | |
|----------|---|-------------------------|-------------------------|----------|----------------|----------|
| <u>A</u> | <u>Limitation Justification Statement</u> | <u>/</u> | <u>Chapter/Section</u> | <u>/</u> | <u>Page(s)</u> | <u>A</u> |
| <u>M</u> | <u>P</u> | <u>L</u> | <u>E</u> | <u>M</u> | <u>P</u> | <u>L</u> |
| | <u>Direct Military Support (10)</u> | <u>/</u> | <u>Chapter 3</u> | <u>/</u> | <u>12</u> | <u>P</u> |
| | <u>Critical Technology (3)</u> | <u>/</u> | <u>Sect. 4</u> | <u>/</u> | <u>31</u> | <u>L</u> |
| | <u>Administrative Operational Use (7)</u> | <u>/</u> | <u>Chapter 2</u> | <u>/</u> | <u>13-32</u> | <u>E</u> |
| | <u>-----SAMPLE-----</u> | <u>-----SAMPLE-----</u> | <u>-----SAMPLE-----</u> | | | |

Fill in limitation justification for your thesis below:

| <u>Limitation Justification Statement</u> | <u>Chapter/Section</u> | <u>Page(s)</u> |
|---|------------------------|----------------|
| | | |
| | | |
| | | |
| | | |

7. MMAS Thesis Author's Signature:

Patrick J. Sweeney