

**THE EXPLORATION OF *INFLUENCE* AS A LEADERSHIP COMPETENCY
AMONGST EMERGING ADULT MALES**

A dissertation in partial fulfillment of the requirements for the degree

Of

MASTER OF BUSINESS ADMINISTRATION

In the

RHODES BUSINESS SCHOOL

By

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Integrative summary

The association between leadership, influence and power is well developed in the literature. However, there is a notable lack of research on youth leadership development, especially as it pertains to their exercise of influence. This paper was borne out of the need to explore how youth - *emerging adults' males* in particular - exercise influence as a leadership competency within their voluntary leadership positions.

Using semi-structured face-to-face interviews and the Critical Incident Technique (CIT), the research primarily focused on influence tactics and how they were employed. This included assessing the related *power bases* and *principles of influence* that were manifest, as well as the learning and development that occurred when reflecting on the outcome of the influence process. Data was analysed using an open coding procedure.

Incidents explored in the study were primarily interpersonal in nature. This was reminiscent of lateral influence that characterised the peer to peer contextual environment of the study.

The study found that in their influence pursuits, emerging adults followed a rational approach to influence. The distinguishable power bases and their relative importance in application were context dependent (Krause and Kearney, 2006:59-86). In addition, various proactive influence tactics were employed with a leaning towards those perceived as positive, honest and non-manipulative in application, which was congruent with Head Student role expectations and the culture of the organization.

The utilization of social media as a communication platform from which various tactics could be launched was a novel and notable finding. Consequently, the results were presented primarily under two themes, exploring how tactics of influence are used *face to face* and via the *social media* platform. In addition, the study emphasised the ethical implications of the exercise of influence in both of these platforms and related to this, the challenge of influencing friends or close associates, without undermining leadership integrity.

Overall, the various influence incidents presented and their outcomes, evidently shaped leadership development by reinforcing tactics which worked and stimulating

continuous reflection and learning, adaptive strategies and the development of new means to deal with resistance and non-compliance. All of these are critical to shaping future influence behaviour.

Primary recommendations include the need for a proactive approach to educating youth on leadership and influence through formal programmes, if they were to be empowered with tools to develop and maximize their leadership potential. Equally, practitioners need to be sensitized to the significance of their role as catalysts in nurturing youth leadership development.

In addition, the novel use of social media as a leadership influence platform was recognised as significant and as such, a candidate for further research. Beyond the limited scope of this study, other angles worthy of further research include, factoring in elements such as gender, cross-cultural differences and the aspect of voluntary versus incentivised (or paid) leadership positions.

The research is presented in an **academic paper** format, and is structured in three sections. These sections are written up as relatively independent sections, but are complementary in covering the full scope of the research.

Section One, which is essentially a paper in a **format of an academic journal article**, represent the primary section and covers the results of the study, together with discussions and recommendations. This is followed by a literature review (i.e. Section Two), which delves into all the relevant literature explored. Section Three covers the methodology, research design and research procedure pursued.

As part of the addendum, a comprehensive summary of the incidents explored is presented. This gives insight into the nature of the various incidents, the influence tactics preferred, power bases and influence principles manifested, together with the outcomes of the incidents. Furthermore, lessons drawn in reflection are noted, which participants viewed as critical, in that they shaped the way they now intend to exercise influence and thereby reflects their personal leadership development.

Acknowledgements

I wish to thank, first and foremost, my supervisor, Professor Noel Pearce, without whose guidance and patience, this thesis would not have been possible.

I would also like to give my sincere gratitude to my family, friends and colleagues who assisted and encouraged me through this journey.

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Source: Raven (1993:240)

LIST OF ABBRIVIATIONS

RU: Rhodes University

CIT: Critical Incident Technique

POIS: Profile of Organizational Influence Strategies

IBQ: Influence Behaviour Questionnaire

IBQ-R: Influence Behaviour Questionnaire- Revised

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SECTION A: THE ACADEMIC PAPER

1.1 Abstract

The association between leadership, influence and power is universally recognized in the literature. Against the backdrop of limited research on youth leadership development and a growing emphasis on developing leaders (i.e. holistic graduates) as a contemporary challenge for higher education, this paper explored the exercise of influence as a leadership competency amongst male university students (i.e. emerging adults) in voluntary leadership positions.

The exploration was pursued through semi-structured face-to-face interviews and the Critical Incident Technique (CIT), with particular focus on influence tactics. Eight students participated in the research, resulting in twenty four incidents being described. The incidents were primarily interpersonal and peer to peer (i.e. lateral influence) in nature and were analysed using an open coding procedure.

The results were generally congruent with the influence literature, attesting to a rational approach to influence. In addition, distinguishable *power bases* manifest and their relative importance in application was found to be context dependent. This in turn had bearing on the nature and available repertoire of influence tactics preferred.

A noteworthy finding was the novel exploitation of social media platforms as a launch pad for various influence tactics, as contrasted to traditional face to face approaches. The study also drew attention to ethical issues related to the exercise of influence in both platforms and the challenge of influencing friends or close associates without undermining leadership integrity.

Recommendations for further research include further exploration of the use of social media as a leadership influence platform, and a more diversified sample of youth leaders that factors in elements such as gender, cross-cultural differences and voluntary versus incentivised (or paid) leadership positions.

1.2 Introduction

This research study draws on leadership and influence literature, specifically youth leadership, to explore the exercise of influence as a leadership competency amongst *emerging adults'* males. It recognizes the association between leadership, influence and power as highlighted in the literature reviewed. This study is rooted in the premise that leaders exercise influence and as such, influence can be regarded as a key requirement of being a leader and even an indispensable competency of leadership.

“The field of youth leadership remains under theorized...” (Roach *et al.*, 1999: 22), and under researched with few empirical studies addressing youth leadership development (Oakland *et al.*, 1996; Dugan and Komives, 2007; MacNeil, 2006; Peterson and Peterson, 2012). Nevertheless it can be expected that such studies may yield valuable insights definitive of their unique contextual orientation. Bourgeois *et al.* (2009) noted that against the prevalence of research work focussing on the target of influence, there was very little work examining influence from the perspective of the agent of influence, which is the route pursued in this study.

Emphasis on developing leaders as an outcome or goal of institutions of higher education experience, as espoused by institutional mission statements is not uncommon (Shehane *et al.*, 2012: 141) and there is reason to believe that this trend, given the perceived importance of leadership as a life skill will continue (Astin and Astin, 2000; Boatman, 1999; McIntire, 1989 cited in Shehane *et al.* (2012: 141). Rhodes university (RU) with its mission statement “*Where leaders learn*” is no exception (Rhodes University, 2014).

This study examines the influence tactics of male RU students holding leadership positions. It is thus contextually located within an institution of higher learning and deliberately focused on students who are in voluntary leadership positions within the residential system. In its pursuit to nurture holistic leadership development beyond the academic curriculum, the university affords students various leadership opportunities and encourages them to partake voluntarily in these positions, mostly without the benefit of financial remuneration as an incentive (De Klerk and Klazinga, 2014).

The leadership position at the centre of this study is that of Head Student, an elected, voluntary position of notable influence. The incumbent is tasked primarily with heading the House Committee, facilitation of house meetings, and championing the goals and

ideals of a residence. In representing students and promoting a conducive residence environment, the Head Student often finds himself having to deal with a variety of issues requiring the exercise of influence, not limited to discipline and interpersonal conflict resolution amongst students. To this end, his powers are limited as his position does not afford him formal disciplinary power. He is thus challenged to resolve conflicts primarily through amicable means such as mutual discussion, mediation and compromise.

Reprimand powers are accessed in coalition with the Warden and or Sub-Wardens, who are appointees and paid representatives of the university, and empowered with formal disciplinary powers. Consequently, they enjoy a higher degree of formal authority. Sub-Wardens are recruited by the university from the pool of students in the residence and as such are equally peers of the Head Student. This leaves the House Warden as the only adult in the house with ultimate authority and who, by virtue of his position and seniority, often enjoys the status of mentor.

The study is conducted amongst emerging adults (Arnett, 2004) and within a peer to peer influence context characteristic of *lateral influence* (Yukl and Falbe, 1991; Yukl and Tracy, 1992).

1.3 Literature Review

Seen as ambiguous (Pfeffer, 1977) and multifaceted (Hogan *et al.*, 1994), leadership remains a challenging concept to define in absolute terms, as its meaning is largely contextual. However its association with power and influence is undisputed.

Beyond the assertion that influence is at the centre of leadership (Yukl 2006:147; Zhang and Chua (2009: 200) and popular definitions highlighting this link (Seeman, 1960 and MacNeil, 2006), some scholars (Wager, 1965; Chemers, 2001) have gone as far as arguing that influence can be viewed as a measure of effective leadership.

For the purpose of this study, leadership can be defined as a process of influence that enlists and mobilises the involvement of others in the attainment of collective goals (Hogg, 2001: 194). Social power or interpersonal power, on the other hand, has generally been defined in literature as “having the potential to influence or control others” (Carli, 1999: 82).

Leadership is however distinct from power (Lee-Chai and Bargh, 2001: 168) as it “imbues people with the group’s attitudes and goals and inspires them to work together towards achieving them”. In this context and congruent with the social identity theory (Tajfel and Turner, 1979), leadership is not about coercing people. Exemplary or ideal leaders for instance, do not have to exercise power as they are influential by virtue of their “position and the depersonalization process that assimilates members’ behaviour to the prototype” Lee-Chai and Bargh (2001: 168).

Issues of power and influence have occupied scientific minds for centuries (Bruins 1999: 8). Within this context, social power is acclaimed to be in large part instrumental in bringing about the ability to influence (Wilensky, 1967).

As early as the 1950’s, French and Raven (1959) defined social influence as a change in the belief, attitude or behaviour of a person referred to as the target of influence, which results from the action of another person, also called an influencing agent.

Social power on the other hand was described as potential for such influence, which is manifested in the ability of the agent or power figure to bring about such change by employing a number of resources (bases of power) at his disposal, such as: informational, reward, coercion, legitimate, expertise and referent (Raven, 2008: 1). It was French and Raven (1959: 52) who asserted that “Influence is kinetic power, just as power is potential influence”.

French and Raven (1959), further noted that, although a power-holder may not use all the power in a given situation, his capability to persuade a target, is the ultimate measure of the maximum possible influence he or she can exert.

The interplay between influence and power in practice, calls for a closer examination of the six bases of power as identified by Raven (2008), some of which are significantly relevant to this research. The six bases of power differ in the manner that social change is implemented, the permanence of such change, and the ways in which each base of change is established and maintained (Raven 2008: 2). They can be summed up as follows;

Informational power involves the use of persuasive reasoning, *reward power* results from the ability to offer positive incentives, *coercive power* involves bringing about change by threatening, *referent power* results from the target identifying with or seeing

the agent as a model that the target would want to emulate. Within *legitimate power*, the target accepts the agent's right to influence them to change behaviour and their obligation to comply, *expert power* manifest where the target has faith on the influencing agent based on their superior insight or knowledge about behaviour most appropriate under the prevailing circumstances or situation (Raven, 2008).

Notably, three of the bases of power - *referent*, *legitimate* and *expert* - are seen as resulting in change which is initially socially dependent upon the influencing agent, but surveillance is not necessary for the influence to occur (Raven, 2008: 3).

From an interpersonal perspective, as it is primarily the case in this study, the interplay between power and influence is perhaps best demonstrated by Raven's Power/Interaction Model of Interpersonal Influence (Raven 2008: 4-8), which depicts the influence agent as a rational decision maker who continuously weighs various costs and benefits of the power basis at his/her disposal before taking advantage of the one he deems most appropriate in influencing the target.

A complementary model, equally relevant to this study is the Kipnis (1976) Power Act Model, which approached the study of influence mainly from the point of view of the agent of influence. This model asserted that one's choice of a "means of influence" depends mainly on the resources one has available such as power bases at one's disposal; on one's inhibition to evoke a power base, and on the resistance that one expects on the part of the target towards the influence attempt. A rational process is equally assumed, as the agent takes into account or analyses factors such as reasons behind resistance, which informs him of the appropriate means to elicit compliance or to abandon, modify, intensify or invoke a stronger means of influence in the light of increasing or expected resistance (Bruins, 1999: 10).

Bruins (1999: 12) noted that beyond the Power/Interaction model, research on power and influence tactics culminated in the classification of these tactics, which have since received significant attention in empirical research (Hoy and Smith, 2007: 158-167) and now represent the epitome of influence behaviour.

Early research borne out of the need by Kipnis *et al.*, (1980) to investigate specific behaviours (or means) people have at their disposal to influence others, led to the founding of eight categories of (influence) tactics, namely: assertiveness, ingratiation, rationality, sanctions, exchange, upward appeal, blocking and coalitions. This

research was as Locke (2007) noted, fundamentally empirical and inductive. In addition it went beyond the traditional focus on downward influence to exploring upwards and lateral influence.

These eight tactics are the foundation and building blocks of the Profile of Organizational Influence Strategies- POIS (Kipnis and Schmidt, 1982), which became the predominant measure of organizational influence in psychology throughout the 1980s and the base for complementary research focussing on contextual and individual antecedent of various tactics of influence, such as gender (Ansari, 1989), leadership style and organizational goals (Ansari and Kapoor, 1987).

Subsequent research by Schriesheim and Hinkin (1990) found construct validity of six POIS tactics for upward influence attempt with a boss, namely: rationality, assertiveness, exchange, ingratiation, coalition and upward appeal.

Arguably the most comprehensive typology and application of influence principles, which is also the foundation of this study, came in the work of Yukl and associates (e.g., Falbe and Yukl, 1992; Yukl *et al.*, 1996; Yukl and Chavez, 2002; Yukl and Tracy 1992), which was initiated in 1989. They identified nine proactive influence tactics used by managers: legitimization; rational-persuasion; inspirational-appeal; consultation; exchange; personal appeal; ingratiation; pressurization, and coalition tactics. Tactics used by the agent to influence a target person, are, as Yukl and Tracy (1992) noted, critical to the success of an influence attempt.

Yukl's (2008: 610) widely used Influence Behaviour Questionnaires (IBQ and IBQ-R versions) for measuring influence tactics, are primarily based on these tactics. The tactics are applicable to influence attempts with subordinates, peers and superiors (Yukl and Chavez, 2002) and are, as Yukl and Chavez (2002: 161) further noted, in practice, more likely to be successful if two or more are combined, with the outcome being dependent on the combination selected.

This paper focuses primarily on proactive tactics (used in an attempt to influence someone to carry out an immediate request) and impression management tactics (used to create a favourable image and build a better relationship), within a peer to peer or lateral influence environment.

In addition to proactive tactics used by the agent, the success of an influence attempt is a product of many complementary factors, including power and authority of the agent, the type of influence objective, the perceived importance of the request, the relationship between agent and target, including cultural values and norms about the use of tactics (Yukl, 2002: 162).

Complementing the literature on influence tactics, is literature on influence principles as identified by Cialdini (2001), who noted that established principles of human behaviour have implications relating to a person's ability to influence and the potential to elicit compliance. The majority of (influence) tactics used by practitioners to elicit compliance can be grouped into six basic principles: reciprocity; consistency; social proof; liking; authority and scarcity. These principles, he argues, give "power" to influence tactics within their respective categories.

He further noted that, the empowering nature of influence principles and equally their potential misuse, brings into question the risk of their manipulative use (abuse), which may lead to unethical behaviours. This he asserts, highlight the importance of the need for their understanding in society (Cialdini, 2013: 76-81).

In the pursuit to understanding influence and its outcomes, researchers have ventured beyond tactics and principles to exploring other factors and dynamics that may have implications to successful influence. Examples are, motivations behind the need to influence (Bourgeois *et al.*, 2009: 96-121) and the relationship dynamics between the influencing agent and the target of influence (Van Knippenberg *et al.*, 1999), which is of particular relevance to this study.

Research on the field of youth leadership is limited, with few empirical studies addressing youth leadership development (Oakland *et al.*, 1996; Dugan and Komives., 2007; MacNeil, 2006; Peterson and Peterson, 2012). In addition, there is a fine distinction between youth and adult leadership in practice. MacNeil (2006: 39) is of the view that while there may be differences in the practices, needs and styles of leaders depending on various factors, including age. However, age on its own cannot independently be a differentiator between youth and adult leadership.

Against this backdrop and the fact that such studies may yield unique and valuable insights definitive of their unique contextual orientation, the role of experience in shaping youth leadership development through formal or informal participation in

various activities presumed to fall under the domain of leadership, such as holding a leadership position, is undisputed (Duncan *et al.*, 2007: 16, Kress 2006).

Youth development thus creates opportunities for youth to meet their developmental needs in productive ways, focussing on the whole person, nurturing environments and opportunities; not limited to the positive outcomes desired from young people and their transformation into responsible members and contributors to the community. Within this context, leadership is an important potential outcome of youth development (Kress, 2006: 50).

The *Emerging adulthood* (Arnett, 2000: 2004) phase of youth development has attracted the focus of this study. According to Arnett (2000: 2004), this stage (18-25 years) is a period from the late teens through the twenties which represents a stage beyond adolescence but distinct from young adulthood, an age of possibilities where change and exploration is common. This is a phase in life which calls for decisions with life-changing significance (Arnett, 2004). Emerging adults are at this stage generally beyond high school and starting to explore a life independent of their parents.

Consistent with research indicating gender differences in youth leadership development such as studies conducted by Teasley *et al.* (2007), the scope of this study is limited to male research participants. Barbuto *et al.* (2007: 73) also noted that while studies on the perceived use of influence from a gender perspective have yielded mixed results, most researchers (Carothers and Allen, 1999; DuBrin, 1991; Lamude, 1993; White, 1988) found that men and women use different influence tactics.

Several studies (Elias, 2004, Elias and Loomis, 2004; Elias and Cropanzano; 2006) making use of French and Raven's taxonomy of social power, have provided empirical evidence on the role played by gender in one's ability to use social power.

1.4 Research Design

The aim of the study is to explore the exercise of influence as a leadership competency by emerging adult males, who are in a voluntary leadership position, within a tertiary institution of higher learning. The focus of the interviews was on identifying: (1) preferred influence tactics, (2) related power bases and influence principles manifest, (3) the rationale behind the preference of such tactics, and (4) how these experiences shape leadership development.

1.4.1 Research Method

This research adopted the form of a multiple case study design, which has the advantage of allowing the researcher to penetrate situations in ways that are not always susceptible to numerical studies (Cohen *et al.*, 2007: 253). “Case studies opt for an analytic rather than statistical generalization that is key to develop theory which can help researchers understand other similar cases, phenomena or situations” Robson (2002: 183). The case study approach is inductive in nature (Babbie, 2011: 23), which allows for the development of general principles from specific observations.

1.4.2 Data collection technique

Semi-structured face-to-face interviews (Kvale, 1996) were preferred because of their flexibility and iterative nature. All interviews were recorded and transcribed verbatim, verified and kept safely for further verification and future reference.

In the study, Flanagan’s (1954) Critical Incident Technique (CIT) as adapted by Cope and Watts (2000) was used in framing the interviews. In using the CIT in the interviews, each participant was asked to reflect on three challenging critical incidents within their leadership responsibilities, and how they applied influence to deal with the challenges in an attempt to elicit compliance and commitment.

The focus in the interviews was not only limited to incidents in which influence had successful outcomes, but also those with negative outcomes or were inconclusive. Yukl and Chavez (2002: 148-149) recognized the critical incident approach as one of the methods often used for research on the effectiveness of tactics.

1.4.3 Sampling

A purposive sampling strategy (Welman *et al.*, 2005) was adopted. The criteria for selecting research participants was primarily based on age (emerging adults), position of leadership (voluntary) and gender (males). Eight research participants were interviewed, all of whom were in a voluntary and influential leadership role within the RU residential system.

This amounted to twenty four (three per candidate) critical incidents explored, all of which were perceived by the participants as having arisen out of an influence challenge within their roles and as such definitive of how they exercise influence as

leaders. In this context, the sampling can also be said to have been at an incident level.

1.4.4 Data Analysis

Data was analyzed using the open coding procedure (Babbie, 2011: 397-398) which involves breaking down, examining, comparing, conceptualizing and categorizing data in pursuit of recurrent themes and patterns from which generalized inferences can be made. Main themes generated through open coding were summarized.

1.4.5 Ethical Considerations

Ethical consideration was upheld throughout the study. Before interviewing the research participants, their informed consent was sought. Participants were free to withdraw from the study at any stage if they felt uncomfortable. Confidentiality and the use of pseudonyms was maintained throughout the study.

1.5 Results

1.5.1 Context

Beyond the emphasis on developing leaders as an outcome or goal of institutions of higher education experience, Astin and Astin (2000:12), noted that an “important leadership development challenge for higher education is to *empower* students, by helping them to develop those special talents and attributes that will enable them to become effective social change agents”.

In South Africa, a study by Griesel and Parker (2009) highlighted the increasing pressure on Higher Education to produce graduates who, complementary to academic skills, have the “attributes, capabilities and dispositions” that enhance their career potential (Griesel and Parker, 2009:1).

In this pursuit of nurturing student’s holistic development and leadership potential beyond the academic curriculum, RU affords students a wide range of leadership opportunities, most of which are voluntary positions, without the benefit of financial remuneration as incentive. This is complemented by relevant training, support and achievement recognition, which has seen the implementation of the “Dean of Students Leadership Award”. Recipients of this award are listed in the university graduation programme, giving them formal recognition and encouragement.

A significant number of these leadership positions reside within the residential system, which is the contextual basis of this research and one of the areas identified by Astin and Astin (2000:7) as offering interactional experiences, which are essential in shaping students' notions and conceptions of leadership.

The position of Head Student within male residences, which is a voluntary and elected position of notable influence tasked primarily with heading the House Committee and facilitation of house meetings, is the focus of this study.

Through student representation, role modelling and championing the vision of the residence, this position is central to creating a conducive residence environment and ultimately directly impacts on the service and experience of residents. In addition to the House Committee, the Head Student works closely with the House Warden and his Sub Warden/s.

In this peer to peer environment, generally characteristic of youth leadership and lateral influence (Yukl and Falbe, 1991; Yukl and Tracy, 1992) amongst emerging adults (Arnet, 2000), the Warden is the only adult leader within the residence leadership team, whose role, beyond being perceived as ultimate authority, attracts the status of parent and mentor. In the incident about dealing with House Committee members who were seen as failing in their responsibilities, Denzel-A noted;

“I originally planned to address them in an official setting and my Warden advised against it, I resorted to one on one (individual evaluation) meetings, evaluations...”

The study primarily pursued incidents typical of interpersonal influence and most specifically those which were construed by participants as having presented a challenge or hurdle of influence, regardless of whether the outcome was positive or negative. Within this context, it is notable that the peer to peer environment evidently posed inherent influence challenges, such as when the target of influence happened to be a close associate or friend of the Head Student. An influence attempt targeted at another student, who is held in high regard based on seniority, social class, achievements or other influential positions within the campus community is another such example.

Such a challenge is compounded when the influence relationship is viewed from a power perspective. As brought forward in the interviews, the Head Student's pursuit

of eliciting commitment and compliance (influence) is borne out of influence objectives, which, beyond role specific responsibilities, such as leadership of the House Committee, include resolving interpersonal conflicts, asserting discipline, communication, setting an example, student representation and support, mentorship, and championing the ideals of the residences.

Within this context and consistent with RU values (organizational culture) and the results of this study, this voluntary, peer to peer, elected position, without incentives, remuneration or direct reprimand powers, lends itself to promoting the adoption of positive types of power bases such as reliance on referent and legitimate power bases, complemented by the use of informational and to a degree expert power.

As per the literature explored and the results of this study, the various bases of power often manifest themselves in combination. Furthermore, there is evident disregard of negative power such as coercive power, which is often used as last resort and accessed through, or in coalition with authority. The same can be said of a unilateral approach to leadership and influence.

“You have to involve the people you are leading, you have to show them that you are not superior to them and you are not abusing your power” (Brian-C).

In summary, a Head Student enjoys an influential and recognized position of leadership which affords him legitimate status and respect, and empowers him to fulfil his responsibilities through amicable means.

Within this context, there is very little room for the exercise of direct coercive power or exploitative influence tactics. The Head Student is thus challenged to primarily employ friendly, ethical and moral means in dealing with his peers. His access to reprimand, disciplinary or coercive power usually requires the application of coalition tactics as it is exercised mainly through, or in collaboration with a relevant authority (Sub-warden/Warden).

Within this context, even if he may as an individual, have a strong power motive-characterised by an intrinsic need to seek power or a strong concern with having influence over others (Winter, 1973; McClelland, 1985), the power bases and influence tactics at his disposal are limited and primarily used in pursuit of objectives associated with the role.

“so having this individual who is deviant not actually listening to what the head student say, made me actually think twice about how much power I have over this individual, because there is no conformity at the end of the day and you can’t force somebody to conform to what you say” (Greg-C).

The results of the study are congruent with this view, as it is evident that Head Students aspire to operate from a primarily referent power base perspective, complemented by positive influence tactics and an economical use of coercive influence.

“I wanted to be transparent and fair, to show that even if you are in leadership position you don’t have much power than the other students” (Brian-C).

In this context, Head Students can be seen as aspiring to be prototypical leaders with referent power, who, within their position, are intrinsically challenged to be persuasive by virtue of embodying the norms of the group they lead (fellow students/peers), without having to exercise personal power, more so given the fact that their position is structurally located within a context where they are not able to directly exercise power coercively. In addition, residential rules and policy discourages against any desire or opportunistic use of coercive power over others or abuse of power by students in leadership positions.

It follows that the notable bases of power at the direct disposal of the Senior Student, used to varying degrees (depending on the nature, goal or complexity of the challenge), are positive *referent*, *legitimate*, *informational* and to a degree *expert* power. This is appreciating the view that there are situations where some of these powers such as *expert* and *referent*, which were initially identified by French and Raven (1959) as positive bases of power can take negative forms as highlighted by (Elias, 2008: 272).

1.5.2 Influencing tactics

The goal of an influence attempt is ultimately to elicit commitment or compliance. To this end, influence tactics play a catalyst role in eliminating resistance, which is the undesired outcome or hurdle of influence.

Overall, a number of variables are critical to the outcome of an influence attempt, including “the type of tactic used, the objective of the influence attempt, the relative

power of an agent and a target, their relationship, the agent's skill in exercising power, and the agent's prior attitudes and perceptions about the requested action" (Falbe and Yukl, 1992: 640).

Within the incidences explored, participants reflected on a number of proactive influence tactics, most of which were used in combination and within a lateral influence context definitive of the peer to peer environment characteristic of this study.

Examples of notable tactics manifest in this study, include rational persuasion, inspirational appeals, coalition and personal appeals. Other tactics cannot be said to have been entirely absent given the scope of the study, but those perceived as negative, manipulative or dishonest (in application), such as those attracting the use of coercive power and pressure tactics were evidently least favoured and in some cases deemed inappropriate within the context of the position. When applied, they were accessed through coalitions.

Given that the research focussed primarily on interpersonal influence, the purpose of the influence tactics identified were limited to those aimed at influencing the target to carry out an urgent request (proactive tactics) and those aimed at creating a favourable personal image or building better relationship (impression management tactics) in line with the Head Student's aspiration for referent power and influence.

Reflecting on the outcomes of this study, two notable themes have attracted focus as definitive of the contexts within which Head Students pursue their influence objectives, namely *face to face* influence and *influence through social media*.

1.5.3 Influencing face to face

A simple request, based on legitimate power is the most common form of influence behaviour displayed by Head Students, who evidently follow a rational approach in their attempt to change or challenge the behaviours, attitudes, and or values of their peers. Such a request, according to Yukl (2002: 141) is most likely to elicit compliance when it is "clearly legitimate, relevant to work, and feasible for the target person to do". This is the epitome of influence attempt by Head Students who further leverage the power of influence tactics, most of whom are applied within a face to face context.

One example of such tactics is rational persuasion, defined by Yukl *et al* (2008) as involving the use of logical arguments and factual evidence to show that a request or proposal is feasible and relevant for important task objectives.

“Forging an understanding” and “getting them on the same level and see eye to eye”, was how Andrew-C went about attempting to resolve interpersonal conflict between two individuals in an incident reminiscent of the application of this tactic. He noted,

“It was encouragement through reason, I was able to reason with them and they were able to be more knowledgeable...on both sides...”

Another typical example of the use of rational persuasion relates to the Denzel-A incident, where in an attempt to influence positive change in work performance of his environmental representative he chose to draw from the “requirements” as outlined in the environmental representative job portfolio to “help him (the target) see his flaws”. “I told him my perception of his performance against his portfolio”.

In the incidents explored, rational persuasion appeared to be seemingly the first tactic of choice in face to face influence, but equally often complemented by another tactic in mitigation of resistance by the target of influence.

In an attempt to discourage a smoking and noise problem, Greg-C started by referring to the facts as contained in the residence rule book, such as where the student may or may not smoke, how many metres away from the residence it was permissible to smoke, and related sanctions for any infringements. When this tactic failed, he switched to using inspirational *appeals* before opting to pursue a coalition (tactic) approach in attempting to pressure the student (pressure tactic) into compliance.

Carl-C equally used rational persuasion (and to a degree, the exchange tactic) in the conflict on room allocations and in facilitating the adoption of a new and more transparent allocation system proposal.

In more than one incident such as Andrew-C, Carl-C and Eric-B, rational persuasion was used to diffuse conflict and also proved to be the first preferred tactic, especially in challenges where reason and understanding based on facts were seen as ideal means of facilitating compliance.

It is perhaps the one tactic which most Head Students interviewed seem to find most attractive within the context of their responsibilities. Its overall flexibility, adaptability and potential ability to forge an understanding and get the target to voluntarily accept and comply, makes it an ideal *face to face* tactic most likely to overcome hurdles of resistance while maintaining treasured relationships which are the cornerstone of the referent power most Head Students aspire for.

1.5.4 Influencing through social media

In coalition tactics the agent enlists the aid of others, or uses the support of others, as a way to influence the target to do something (Yukl *et al*, 2008). In the absence of formal disciplinary powers and the need to reign in misconduct, the coalition tactic is a handy and flexible tool of influence, often used in combination with other tactics and as a last resort, to access coercive power necessary to elicit compliance.

Invoking third party intervention is not limited to bringing in residence authority only (Warden and Sub-Wardens), but is equally about getting other students involved in compounding or sustaining the pressure necessary to get one's way.

Alluding to what would happen if a "reasoning" approach does not work, Denzel-C replied "It forces me to take a much sterner approach. I have to tell the person, this is the situation, you have to do it this way, if you don't want to do it I am not going to force you...but if all fails, I bring in the Warden. He has the authority..."

While the coalition tactic seem to play itself in virtually all spheres of residence life within the Head Student role, a novel dimension to its application relates to its manifestation on social media platforms.

Within the residential environment, social media has been embraced for its convenience and speed in facilitating student to student conversations and general communication. As Fred-A noted, "technological (communication)...is a big way of communicating in the 21st century..."

A number of participants (Andrew-B; Eric-A; Harry B; Fred A) in this study have reported having a Facebook page or WhatsApp group for their residence through which not only communication is relayed speedy, but in significant instances, deliberately used as a modern platform of influence from which a number of influence tactics can be launched, including the coalition tactic.

In the incident relating to the vandalization of the bar, Andrew-B noted that “every time it happens I have posted in our Facebook group...guys this is not right, unacceptable..., I promoted on Facebook the need for people to [take care of] the facility and refrain from vandalizing it...”

He went on to say that “I have also found that the older guys in res (residence) responding and posting their comments on the issue, usually add to the issue being taken more seriously”.

Andrew-B further explained that “Whenever we raise issues...there are older guys in res that comment about it as well and I find that...them being older and having being in the res, for say four, five years, they sort of have that influence as well where if I say something or someone says something and then they confirm it or they sort of reiterate how bad it is or how this is unacceptable, then it’s sort of in a way makes people think again..., I feel that Facebook has a positive influence in the res...”

This attests to the use of Facebook as a communication platform whose usage includes applying various tactics of influence, such as *personal appeal*, *pressure* and *coalition*.

Two other incidents (Eric-C and Brian-B) of a negative nature in this study also played out in social media and were equally resolved with the aid of the same medium.

In an incident relating to the organization of residence *Hoodies*, Eric-C was severely reprimanded by his peers and House Warden for posting on Facebook the names of students who had not yet paid, which he thought would be an “efficient” route to encourage speedy payment of outstanding monies. This was however mainly seen as wrong and bordering on ethical misconduct as it publicly exposed those students who may have genuinely battled to afford to buy the *Hoodie* due to financial challenges beyond their control, such as family background and class.

Eric-C was challenged to switch influence tactics from what was seen as “*pressure*” and “*coalition*” (publicly posting names and amounts outstanding), to an approach evident of *rational persuasion*, *consultation* and *personal appeal*, which also called for a face to face approach, in redressing the problem.

Brian-B, narrated another incident of influence in which a House Committee member posted on Facebook a comment which provoked unhappiness amongst some students, who construed it as bordering on racial and class insult.

This led to the Head Student adopting the *pressure* tactic, through escalating the problem by involving higher authority, an alliance (coalition) which saw the House Committee member threatened with possible sanctions, thus forcing him to withdraw his remarks and apologize both in person to all affected parties and on the very same platform on which the incident developed, namely Facebook.

In the residential system, Sub-Wardens occupy a relatively higher rank of authority and are empowered with disciplinary powers over their peers, including the Head Student. In the incident where a student and a friend of the Head Student set off a fire alarm while intoxicated, Carl-A found himself having to ensure that this act did not go unpunished by asking the Sub-Wardens to take up the matter and exercise their disciplinary powers. The Sub-Wardens' failure to entertain the issue at the face of his persistence and evidence, led him to opt for the coalition tactic taking advantage of a social media platform, thus switching from *face to face*, to attempting to influence over the social media platform.

“The Sub-Warden said yes it would be taken care of and will be dealt with, then a few days later I had not heard anything of the situation, so I spoke to another individual Sub-Warden, same story, nothing was heard and then a few days after that I put it on our social media between the House Committee and the Sub-Warden, asking what happened so that maybe it will influence the Sub-Wardens to make change because now the people in the group are aware and now there would be some kind of uprising...” (Carl-A).

“...I just felt that if it was made more known, then most people would be upset that the individual was not actually made accountable or had not been disciplined for his actions. That they would be upset and that they would argue against it and they would make it right...” (Carl-A).

1.5.5 Comparison: Face to face vs social media influence

Within the context of interpersonal influence, face to face and social media influence can be contrasted primarily from a communication efficiency perspective. Face to face

influence has the power to harness all human emotions; the agent of influence benefits from instant feedback and thus the ability to equally adapt influence tactics in real time.

In addition, it is the ideal method of influence in cases such as where there has to be sensitivity from an ethical and moral perspective, for the target of influence's personal dignity and privacy. From this perspective, the likelihood of unsuccessful influence or resistance increases when the target of influence feelings are undermined or violated.

On the other hand, social media has come a long way into mimicking the full gestures of one on one communication as evidenced by the addition of symbols and emoticons meant to mimic human emotions, however, without instant and interactive feedback, efficiency of communication in these platforms is not comparable.

In this study, the speed and ability to convey information instantly ("quickest way to get information out there" Andrew-B) and to a group of people has made social media an increasingly preferred influence platform and launch pad for various tactics of influence such as the coalition and pressure tactic where, through social media, it is possible to instantly garner support and input of others who may comment or simply "like" the post thus aiding the influence attempt.

Notably in the incidents explored, social media was used with the intent of eliciting the involvement of a group of people such as the whole house members or house committee, where it was perceived that such an involvement within this relatively public platform will help compound the intent and lead to compliance by individuals or the group.

Efficiency of influence tactics increase when they are used in combination (Yukl and Chavez, 2002) and equally the agent usually and simultaneously takes advantage of both *face to face* and a social media approach to compound influence effort, making these approaches evidently complementary in application.

In this study, social media was preferred when the agent of influence was targeting a group or an individual through a group. This is supported by the fact that in all incidents narrated, the use of social media in pursuit of influence was limited to open posting or group posting rather than one on one private messaging.

Examples of influence tactics pursued via social media presented in this study include coalition, pressure and inspirational appeal. Notably, although evidently often the first

tactic of choice preferred (within the context of the position), rational persuasion on its own had no manifestation in social media within the incidents presented. It is however evident that the ultimate choice of which influence route to pursue and which tactic/s would be ideal, and to what degree they can be pursued on either platform is generally a rational decision which lies in the behest of the agent.

1.5.6 Reflection and learning

As Arnett (2004) noted, emerging adults are in a stage characterised by *identity exploration* which calls for high degree of self-reflection, coupled with exploration and experimentation. Their aspiration to go beyond previous limitations, to venture into new territories and reach new heights is evident in the reflection and learning opportunity each influence attempt present. The outcome of the influence attempt, whether positive or negative is a source of reflection and learning, critical to personal leadership development and the shaping of future approaches to similar and new challenges. This is further enhanced by the inclination towards embracing learning and growth opportunities characteristic of an institution of higher learning such as RU.

It is evident that Head Students do not only experiment with influence tactics, but also adapt them through the influence process based on lessons and feedback they get as they attempt to overcome perceived hurdles of resistance. Experimentation and adaptation resulting from lessons learnt is critical to youth development and attest to a flexible approach to the application of influence tactics.

A notable consideration in the pursuit of influence and the application of influence tactics in particular relates to the need and challenge of ensuring that such pursuit does not undermine ethical and moral standards, such as in the use of influence tactics in a manner that can be considered dishonest or manipulative. This is a contentious issue as it brings to focus what would be considered morally and ethically just within the context both of *face to face* and social media. Eric-C's rebuke for publicizing names students owing monies on Facebook is a typical example.

"Ethics and morality is always a consideration, you always have to act accordingly and make decisions accordingly...although you step on toes here and there... you have to find the average of what is responsible and what is the right thing to do..." (Fred-C).

Closely related to moral and ethical considerations and the peer to peer context of this study is the challenge of influencing one's friends or close associates. This challenge is pervasive in the incidents reported and lessons cultivated given the need for consistency and objectivity critical in establishing leadership integrity.

"This is a friend of mine, we are on the same year and we attend the same classes. So, significant in that it is the aspect of taking a leadership role when it comes to friends...it is a challenge" Denzil-C.

Overall, it is evident that reflection and learning is a constant of the entire influence experience, more so given the fact that Head Students follow a rational approach to influencing and embrace critical feedback. The university experience is seen as a learning and development venture. Leadership roles present unique opportunities. Some of the participants in this study alluded to the fact that the interview process (being interviewed) was in itself enriching and proved a personal leadership reflection and learning experience.

"I don't think that money would change the way I lead, I thus do not entirely agree with those who say it should be a paid job. I have learnt a lot from doing it..." Andrew-C.

1.6 Discussion and Conclusion

1.6.1 Discussion

On an interpersonal level and in an attempt to influence their peers, Head students follow a rational process, grounded on relative power bases (Raven, 2008) at their disposal, and inspired by contextual factors such as the goal of influence, the nature and complexity of the challenge, the relationship with the target of influence, previous experiences, personal values and extrinsic expectations from their peers and managers. This results in a dynamic approach to "getting one's way" which is characterized by the manifestation of influence principles (Cialdini, 2001), a mixture of influence tactics (Yukl, Seifert, and Chavez, 2008:611), and continuous adaptation and refinement of the approach taken. This is largely congruent with the literature explored. Falbe and Yukl (1992: 640) noted that "[t]he outcome of an influence attempt depends in part on several variables, including the type of tactic used, the objective of the influence attempt, the relative power of an agent and a target, their relationship, the

agent's skill in exercising power, and the agent's prior attitudes and perceptions about the requested action" .

An overarching finding of this study supports the assertion that distinguishable power bases and their relative importance in application are context dependent (Krause and Kearney, 2006:59-86). This equally has implications to the available repertoire of influence tactics accessible. Being in a voluntary leadership position, without formal reprimand powers and within an organizational culture which discourages unethical behaviour, the Head Student is challenged to pursue influence primarily through amicable means. Even if he may as an individual have a strong power motive (i.e. an intrinsic need to seek power or a strong concern with having influence over others (Winter, 1973; McClelland, 1985), the power bases and repertoire of influence tactics at his disposal are limited. He is thus challenged to efficiently employ appropriate tactics which are consistent with prevailing social norms and role expectations. These tactics must not only meet the objective of influence, but have to overcome "encountered or anticipated" resistance if commitment or compliance is to be elicited (Yukl and Tracy, 1992:526).

Within this context of an evident disdain for the negative use or exercise of power and manipulative influence tactics, the Head Students can be seen as aspiring to be prototypical leaders with referent power, who through their position are able to be intrinsically persuasive by virtue of embodying the norms of the group they lead. It follows that the notable bases of power espoused in this study which were used to varying degrees (depending on the nature, goal or complexity of the challenge) are *positive* Referent, Legitimate, Informational and Expert power. It is acknowledged though, that there are situations where some of these powers can take *negative* forms as noted by Elias (2008: 272).

Complementary to this, there is a leaning toward the use of soft tactics, such as rational persuasion and inspirational appeals. Coercive power and related hard tactics are rarely first preference and usually accessed through coalitions and for the purposes of overcoming an influence hurdle.

The remarkable growth and adoption of social media, and its pervasive usage amongst university students (Market Research, 2012; 2013), affords emerging adults a convenient, effective and empowering means of communication (Urista *et al.*, 2009).

This platform will increasingly be exploited for social ends and as such, provides a platform for leadership and influence.

As evidenced in the results of this exploratory study, the question is not that of whether to influence face to face or through social media, but rather how influence is pursued through both platforms within the context of the various influence tactics, some of which lend themselves for use in one platform more than the other. Parallel use of these platforms through an influence process attests to a complementary application in practice.

In interpersonal influence, as in communication, traditional face to face influence arguably remains the most effective, but technology is equally ushering in increasingly innovative platforms of human interaction through social media networks, providing innovative ways of communicating, with attractive functions such as walls, blogs, bulletins, profiles and photo albums (Urista *et al.*, 2009: 218). In addition, users can share private or public messages, photos and videos, which compounds the limitless potential social media presents as an influence platform.

A study by Pempek *et al.* (2009) on college students and their social networking experiences on Facebook, found as one of its outcomes that beyond social interaction, emerging adults also used social media platforms to express their identity, which has implications on the development of identity and peer relationships. This equally has implications for the potential role this platform can play in youth leadership development and influence.

According to Huber (1991:89), learning does not have to result in behaviour change, but rather the potential for such change. Beyond the evident continuous adaption and refinement of approach, within and between incidents, a pervasive element across all incidents, is the range of potential behaviour change evident in the Head Student's reflection on how the incident/s shaped their current and future influence approach as leaders. This does not only attest to an experimental and flexible approach to influence and application of tactics, but also to a flexible outlook on future behaviour change as a result of experience. Continuous adaptation or flexibility in the application of influence principle and future approach, is evidence of the reflection and learning that takes place through the influence attempts which has implications for personal leadership development. This is congruent with Arnett's (2000: 473) distinction of

emerging adulthood as a period of identity explorations. In essence, the Head Student's leadership identity development can be construed from an experimental perspective. He tries one thing, and when it does not work, moves on to trying something else.

Leadership integrity is a function of upholding moral and ethical values (Komives *et al.*, 2009:179). A number of incidents have brought this challenge into focus, begging the question of what is considered morally and ethically just on both face to face and social media influence platforms, and from whose perspective. In this regard, in their influence attempts, emerging adults are challenged to guard against overstepping moral and ethical boundaries, which as this study shows, can be a challenging task especially within a peer to peer environment or when dealing with close friends and associates. These questions can only be answered through further research.

1.6.2 Conclusions and Recommendation

Leadership education, which should be a critical part of the university experience is an emerging rather than an established component of the under-graduate experience (Astin and Astin, 2000:27). However, there is empirical evidence attesting to the importance and success of formal leadership programmes for college students (Zimmerman-Oster and Burkhardt, 1999).

It is recognized that this is a limited study, conducted within a specific context, and as such broad inferences cannot be made. The study can benefit from deeper or expanded exploration of the topic and from different angles of interest. The recommendations that follow are made with this understanding in mind.

1.6.2.1 Practical recommendations

In the incidents explored, there was little evidence that participants had prior exposure to formal influence education. There is no reason to doubt the positive impact such an intervention would have in how emerging adults exercise influence. To the contrary, literature on influence (e.g. Cialdini, 2001) upholds the view that such understanding is crucial to effective use of influence for both the agent and the target of influence. "In interpersonal situations, a faltering influence process can lead to the breakup of close personal relationships and to interpersonal aggression" (Bruins, 1999:8).

The role of adults in nurturing youth leadership development potential is evident in the reliance of Head Students on their House Wardens who are also seen as mentors and role models. By their nature, influence hurdles are critical to development given the rich lessons they provide and as such, the Warden's (adult's) role is invaluable in supporting and shaping youth leadership development.

RU has an opportunity to align this role with its desired outcomes of youth leadership development through relevant training and support. A facilitation approach (Warden as facilitator) is proposed as this should not take away from the value and power of experiential learning and self-reflection, critical to personal learning and self-awareness as highlighted by Cope and Watts (2000: 117).

Social media has been identified in this study as ushering a significant platform of leadership influence. Against the backdrop of technological developments and the adoption of social media and mobile computing, practitioners in the area of youth leadership development are challenged not only to understand and embrace this medium, but to take advantage of this platform while staying up to date with trends.

Nurturing holistic development of university students in line with its missions statement "*where leaders learn*", calls for an equally holistic approach which factors the integration of opportunities and support within all student experiences.

1.6.2.2 Research Recommendations

The scope and limitations of the study opens the opportunity to other researchers who may pursue related studies, not limited to the following:

- The novel use of social media as a leadership influence platform recognised in this study is significant and as such is candidate for further research.
- Against the backdrop of the literature explored in this research, and the assertion that men and women exercise influence differently, a study on female emerging adults and their exercise of influence within similar context will be equally beneficial.
- A particular and notable criterion in sampling was about ensuring that participants were in voluntary positions free of incentives and remuneration. Feedback gathered during the interviews relating to whether participants would

be influencing differently if they were getting paid for the responsibility reflected mixed views, whose conclusion can only be gained with further exploration.

- Amidst a dearth of research on cross-cultural differences in the tactics used to influence or resist change (Yukl *et al.*, 2003: 69), and the likelihood that the behaviour adopted by participants in the critical incidents explored may be reflective of their cultural values and traditions, the potential benefit of such an exploration cannot be underestimated and as such, is worthy of consideration in future related studies.

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SECTION 2: LITERATURE REVIEW

2.1 Leadership - Influence

Leadership is generally seen as ambiguous (Pfeffer, 1977) because the definition attracts a kaleidoscope of meaning as diverse as the contexts in which it is used. Its multifaceted nature (Hogan *et al.*, 1994) does not escape its relatively undisputed association with influence and power.

The association of leadership and influence, for instance, is well recognized in the literature, with Yukl (2006: 147) noting that “influence is the essence of leadership”. Zhang and Chua (2009: 200), reinforce the same view in their assertion that “[t]he core characteristic of leadership is influence”. A further look at other definitions by prominent scholars such as Seeman (1960) and MacNeil (2006) highlight this link, with Chemers (2001) and Wager (1965) going as far as arguing that influence can be viewed as a measure of effective leadership.

While influence is an essential element of leadership, vision and some level of authority (formal or informal) are equally important. Authority is invaluable to a leader’s recognition by potential followers, and without such recognition, there is no leadership (Kress, 2006: 51).

For the purpose of this study, leadership can be defined as a process of influence that enlists and mobilises the involvement of others in the attainment of collective goals (Hogg, 2001: 194). Its transformative nature as an essential ingredient of social change is equally worth noting, Astin and Astin (2000: 6) noted that “...leadership has often escaped precise definition. And yet, we respect its power to transform and are quickly able to sense its absence”. From this perspective, leadership is ultimately seen as a process that is concerned with fostering change, and a “leader” can thus be viewed as a change agent or “one who fosters change” (Astin and Astin, 2000: 18).

It is, in addition, a purposive process which is inherently value-based, a collective or group process involving other people and grounded on the premise that all people are potential leaders (Astin and Astin, 2000: 18).

2.2 Leadership - Power

Social power or interpersonal power, on the other hand, has generally been defined in literature as “having the potential to influence or control others” (Carli, 1999: 82).

As highlighted by Lee-Chai and Bargh (2001: 168), leadership is from a scientific perspective distinct from power, as it is not a process that necessarily requires people to exercise power over others in order to gain compliance. On the contrary, it imbues people with the group’s attitudes and goals and inspires them to work together towards achieving them. In this context and congruent with the social identity theory of leadership (Hogg *et al*, 2012), leadership is not about coercing or forcing people. Exemplary or ideal leaders for instance, do not have to exercise power as they are influential by virtue of their “position and the depersonalization process that assimilates members’ behaviour to the prototype” Lee-Chai and Bargh (2001: 168).

2.3 Influence and Power

Bruins (1999: 8), citing literature as early as the 1530s relating to this field (e.g., Machiavelli, 1532, 1984; Hobbes, 1651, 1968; Lukes, 1974; Nietzsche, 1883–1888/1968; Russell, 1938; Webber, 1948), noted that issues of power and influence have occupied scientific minds for centuries. Within this context, social power is acclaimed to be in large part instrumental in bringing about the ability to influence (Wilensky, 1967).

Similarly, the association between influence and power cannot be ignored. As early as the 1950’s, French and Raven (1959) defined social influence as a change in the belief, attitude or behaviour of a person referred to as the target of influence, which results from the action of another person, also called an influencing agent.

Social power on the other hand was described as potential for such influence, which is manifested in the ability of the agent or power figure to bring about such change by employing a number of resources (bases of power) available to him/her, namely: informational, reward, coercion, legitimate, expertise and referent (Raven, 2008: 1). It was French and Raven (1959: 52) who asserted that “Influence is kinetic power, just as power is potential influence”.

French and Raven (1959), further noted that, although a power-holder may not use all the power in a given situation, his capability to persuade a target, is the ultimate measure of the maximum possible influence he or she can exert.

The interplay between influence and power in practice, calls for a closer examination of the six bases of power as identified by Raven (2008), some of which are significantly relevant to this research. The six bases of power differ in the manner that social change is implemented, the permanence of such change, and the ways in which each base of change is established and maintained (Raven 2008: 2). They can be summed up as follows (Raven 2008);

Informational power involves the use of persuasive reasoning to foster an understanding and change in behaviour. It leads to cognitive change and acceptance and is thus called socially independent change, in that it perpetuates independent of the influencing agent once he has facilitated the change.

Reward power results from the ability to offer positive incentives such as a gift, pay increase or special work privileges. *Coercive power* on the other hand involves bringing about change by threatening. To elicit compliance, the agent may threaten the target with withdrawal of work privileges, job loss or demotion, all of which are undesirable. Both *reward power* and *coercive power* are seen as power that results in socially dependent change, with surveillance necessary. It is both their socially dependent nature and the fact that their effectiveness requires surveillance by the influencing agent which makes them distinct from other kinds of power. Within this context and unlike informational power, targets will comply only if they believe that the agent will be able to determine if compliance has occurred.

It is not unexpected that targets of *coercive power* may resent threat of punishment, feel forced and develop ill feelings towards the agent and the behaviour they are forced to accept, which may lead to their undermining of the influence attempt thus rendering it unsustainable. The same cannot be said of reward power where the reward may elicit positive feelings towards and likability of the influencing agent conducive to greater acceptance of change or compliance.

Referent power results from the target identifying with the agent or seeing the agent as a model that the target would want to emulate. Feelings of admiration are not uncommon.

Within *legitimate power*, the target accepts the agent's right to influence them to change their behaviour and their obligation to comply. It stems from a social norm that requires compliance to influence by people who are in a superior position in a formal or informal social structure (Raven, 2008: 4).

Expert power on the other hand is manifest where the target has faith on the influencing agent based on their superior insight or knowledge about behaviour most appropriate under the prevailing circumstances or situation.

Three of the bases of power - *referent*, *legitimate* and *expert* - are seen resulting in change which is initially socially dependent upon the influencing agent, but surveillance is not necessary for the influence to occur (Raven, 2008: 3).

2.4 Power-Influence Models

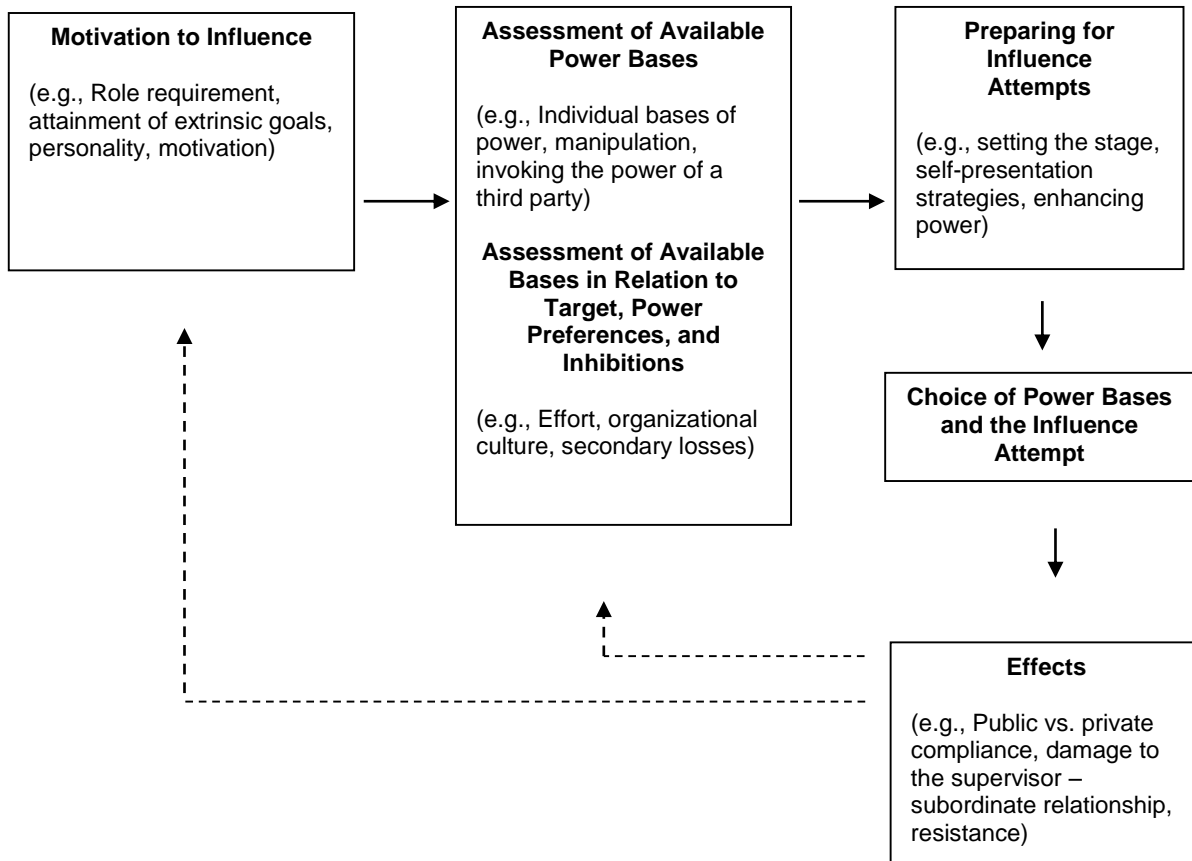
2.4.1 Power/Interaction Model of Interpersonal Influence (Figure 1)

From an *interpersonal influence* perspective, the interplay between power and influence is further evident when one examines Raven's (2008: 4-8) Power/Interaction model of interpersonal influence, which in summary projects the influence agent as a rational decision maker who continuously weighs various costs and benefits of the power basis at his/her disposal before taking advantage of the one he deems most appropriate in influencing the target.

The model's advantage is that it goes beyond classification and detailed description of the basis of power to offering a dynamic view of power and influence processes. This is complemented by a description of possible consequences of influence, such as changes in the agent's motivation to influence the target, his or her assessment of available power bases, and feelings towards perceptions of both self and the target.

In addition, the model also looks at the various effects that can occur on the part of the target as a result of the influence attempt other than private acceptance or private compliance. This may include the target's perception of self and the agent, and changes in their relationship. (Bruins, 1999: 9).

Figure 1.
The Power Interaction Model
Source: Raven (1993: 240)



2.4.2 Power Act Model

An equally noteworthy model on power and influence known as the Power Act Model was developed by Kipnis (1976). This model which approached the study of influence mainly from the point of view of the agent of influence, asserted that one's choice of "means of influence" depends mainly on the resources one has available, such as power bases at one's disposal, on one's inhibition to evoke a power basis and on the resistance that one expects on the part of the target towards the influence attempt. A rational process is equally assumed in this model as the agent takes into account or analyses factors such as reasons behind resistance, which informs him of the appropriate means to elicit compliance or to abandon, modify, intensify or invoke a stronger means of influence in the light of increasing or expected resistance. (Bruins, 1999: 10).

Within the context of the Power/Interaction model and the related bases of power already outlined in this paper, Raven (2008: 2) went on to argue that the manner in which social change is implemented (executed), including the permanence of such change and the ways in which each bases of power is established would determine the bases of power.

Bruins (1999: 12) noted that over the past decades research on social power and influence tactics developed along two parallel lines, the first culminating in the Power/Interaction Model and the other in the classification of influence tactics. The Power Act model has resonance with this research since it equally explores the study of influence from the perspective of the agent and highlight the importance of contextually available power bases in one's capacity to exercise influence.

2.5 Influence Tactics

Leadership's concern with the ability to influence (Hughes *et al.*, 1996), would explain the vast literature focusing on topics such as understanding the behaviour patterns leaders use to influence followers (Howell and Costley, 2001); influence principles (Cialdini, 2001) and influence tactics, which has received significant attention in empirical research (Hoy and Smith, 2007: 158-167).

Early research borne out of the need by Kipnis, Schmidt and Wilkinson (Kipnis *et al.*, 1980) to investigate specific behaviours (or means) people have at their disposal to influence others, led to the founding of eight categories of tactics, namely: assertiveness, ingratiation, rationality, sanctions, exchange, upward appeal, blocking and coalitions, which were since referred to as influence tactics (Bruins, 1999: 10).

Subsequent research by Schriesheim and Hinkin (1990) found construct validity of six Profile of Organizational Influence Strategies (POIS) tactics for upwards influence attempt with a boss, namely: rationality, assertiveness, exchange, ingratiation, coalition and upward appeal. This was further complemented by the work of Yukl and associates (e.g., Falbe and Yukl, 1992; Yukl *et al.*, 1996; Yukl and Chavez, 2002; Yukl and Tracy 1992), which was initiated in 1989 representing what is arguably the most comprehensive typology and application of influence tactics to date and thus the primary focus in this study. They identified nine proactive influence tactics used by managers: legitimization; rational-persuasion; inspirational-appeal; consultation; exchange; personal appeal; ingratiation; pressurization, and coalition tactics.

These influence tactics, together with two additional tactics, *apprising* and *collaboration* (Table 1), are the basis for Yukl *et al.* (2008: 610) widely used Influence Behaviour Questionnaires (IBQ and IBQ-R versions) for measuring influence tactics. The tactics are applicable to influence attempts with subordinates, peers and superiors (Yukl and Chavez, 2002) and are, as Yukl and Chavez (2002: 161) further noted, in practice, more likely to be successful if two or more are combined, with the outcome being dependent on the combination selected.

Table 1. Definitions of Proactive Influence Tactics

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Source: Yukl, Seifert, and Chavez (2008:611)

Influence tactics	Definitions
Rational Persuasion	The agent uses logical arguments and factual evidence to show that request or proposal is feasible and relevant for important task objectives.
Apprising	The agent explains how carrying out a request or supporting a proposal will benefit the target personally or will help to advance the target's career.
Inspirational Appeals	The agent appeals to the target's values and ideals or seeks to arouse the target person's emotions to gain commitment for a request or proposal.
Consultation	The agent asks the target to suggest improvements or help plan a proposed activity or change for which the target person's support is desired.
Collaboration	The agent offers to provide relevant resources or assistance if the target will carry out a request or approve a proposed change.
Ingratiation	The agent uses praise and flattery when attempting to influence the target person to carry out a request or support a proposal.
Personal Appeals	The agent asks the target to carry out a request or support a proposal out of friendship, or asks for a personal favour before saying what it is.
Exchange	The agent offers something the target person wants, or offers to reciprocate at a later time, if the target will do what the agent requests.
Coalition Tactics	The agent enlists the aid of others, or uses the support of others, as a way to influence the target to do something.

Legitimizing Tactics	The agent seeks to establish the legitimacy of a request or to verify that he/she has the authority to make it.
Pressure	The agent uses demands, threats, frequent checking, or persistent reminders to influence the target to do something.

Tactics used by the agent to influence a target person, are critical to the success of an influence attempt (Yukl and Tracy, 1992).

According to Yukl (2002: 141), proactive influence tactics are essential tools of influence whose application often leads to compliance. They are particularly important for attempts to influence people over whom the agent has no direct authority.

In this regard, a simple request, based on legitimate power is the most common form of influence behaviour. "Compliance by the target person is likely when for a simple request that is clearly legitimate, relevant to work, and feasible for the target person to do" (Yukl, 2002: 141).

Overall, "[t]he outcome of an influence attempt depends in part on several variables, including the type of tactic used, the objective of the influence attempt, the relative power of an agent and a target, their relationship, the agent's skill in exercising power, and the agent's prior attitudes and perceptions about the requested action" (Falbe and Yukl, 1992: 640).

Studies on the application and relative effectiveness of influence tactics, using critical incidents, surveys, experiments and scenario research (such as Yukl and Tracy, 1992; Yukl, Kim and Falbe, 1996; Yukl, Kim and Chavez, 1999 and Fu and Yukl, 2000), led to the identification of rational persuasion, consultation, collaboration and inspirational appeals as being amongst those most likely to be successful in eliciting task commitment or compliance (Yukl, 2002).

Influence tactics can be classified according to their purpose and time frames, namely: proactive tactics (used in an attempt to influence someone to carry out an immediate request); impression management tactics (used to create a favourable image and build a better relationship) and political tactics (used to influence policy decision and/or allocation of scarce resources). While some tactics may be used for more than one purpose, a tactic may not equally be effective for different purposes.

Furthermore and consistent with the fact that influence does not only occur in situations where a power-holder is of high rank or status in comparison with his target of influence attempt (Elias, 2008: 269), Yukl and colleagues (Yukl and Falbe, 1990, 1991; Yukl and Tracey, 1992) classified influence attempts into three distinct categories: upward, downward and lateral. An influence attempt such as when a subordinate influences a supervisor, is considered upward, while a supervisor influencing a subordinate would represent downward influence and in cases where peers influence one another, lateral influence would result.

Yukl and Chavez (2002:161), noted that the likelihood of an influence attempt to be successful increases when more than one different tactic is combined, with the outcome dependent on which tactics are combined.

Compatibility or how well tactics complement each other is critical to the net effect of using multiple tactics. They identified rational persuasion as a flexible tactic generally compatible with other tactics and which can enhance the effectiveness of tactics such as consultation or apprising, when used in combination.

In addition to proactive tactics used by the agent, factors such as power and authority of the agent, the type of influence objective, the perceived importance of the request, the relationship between agent and target, including cultural values and norms about the use of tactics are equally critical to the outcome of an influence attempt (Yukl, 2002: 162).

2.6 Influence Principles

Complementing the literature on influence tactics, is literature on the identification of influence principles (Cialdini, 2001). It is Cialdini's (2001) view that established principles of human behaviour have implications relating to a person's ability to influence and the potential to elicit compliance. In this regard, he gives examples such as the popular principle, which states that when a person is asked to carry out a favour, they are more likely to comply if such a request is followed up with a reason (Cialdini, 2001: 4).

Persuasion and compliance are two related areas of interest within the social influence literature. *Persuasion* is concerned with attitudes and beliefs, while *compliance* is about changes in behaviour (Cialdini 2001, cited in Burger, 2012: 155). Cialdini (2001)

argues that the majority of influence tactics used by practitioners to elicit compliance can be grouped into six basic categories or principles: reciprocity; consistency; social proof; liking; authority and scarcity. These principles, he argues, give “power” to influence tactics within their respective categories.

These popular principles within the influence literature can be summed up as follows:

Firstly, the rule of *reciprocation* according to Cialdini (2001: 20), states that “we should try to repay in kind what another has provided us”. In this context, when we receive a favour, we are challenged to offer one in return, there is a sense of obligation and we also feel *obligated* to future repayments as senders.

This powerful principle which can be used effectively as a tool of influence and of eliciting compliance, is without human societal boundaries, as it is widely pervasive and evident in the provision of gifts and favours in business, politics and amongst individuals in pursuit of influence.

Secondly, *the principle of commitment and consistency* speaks to “our desire to be and to appear consistent with what we have already done ... once we have made a choice or take a stand, we will encounter personal and interpersonal pressure to behave consistently with that commitment” (Cialdini 2001: 53).

Cialdini (2001: 54) noted that as far back as the 1940s, consistency has been seen as central motivator for behaviour. The challenge within the context of this principle, is the need to ensure that one’s behaviour or actions are congruent with one’s commitment. This drive to strive for congruence between a person’s commitments and their actions, according to Cialdini (2001), constitutes a highly potent catalyst of social influence, to the extent that people sometimes act in ways which are clearly contrary to their own interest.

From an application perspective, and within the realm of compliance, people’s desire to stay congruent to their beliefs, attitudes, words and deeds, makes them vulnerable to being influenced in situations where for instance, they are made to agree to an initial commitment. Similarly, in attempting to elicit compliance, a person is more likely to be successful if s/he is able to secure an initial commitment from those they wish to influence. “Securing an initial commitment therefore is key to compliance” (Cialdini,

2001: 96). Cialdini (2001) further noted that commitments are most effective when they are active, public, effortful, and viewed voluntary or internally motivated.

The third principle, the principle of *social proof* is another catalyst for social influence, which makes the assertion that “we determine what is correct by finding out what other people think is correct” Cialdini (2001: 100). In this context, deciding on what constitutes good or correct behaviour within a particular situation, is ultimately a factor of seeing others performing that behaviour. “We view the behaviour as correct in a given situation to the degree that we see others performing it.” (Cialdini 2001: 100).

As Festinger noted (1954, cited in Cialdini 2001: 119), this principle is most powerful when people observe behaviour of others with whom they can identify. This principle manifests its influence potential most prominently in situations of ambiguity and uncertainty, such as when people are not sure whether or not to assist in an emergency situation. The influence factor in such a situation (before committing to action), will most likely be a result of observing and emulating the behaviour of other bystanders.

A fourth principle, the *liking* principle simply states that, “as a rule, we most prefer to say yes to the request of people we know and like” Cialdini (2001: 143), which has implications for how people yield to compliance requests (influenced or manipulated), on a daily basis, even by people they do not know.

Cialdini further noted that taking advantage of this rule, professionals often increase their effectiveness by emphasizing factors that increase their overall attractiveness and likability. Physical attractiveness, similarity, compliments, contact and cooperation are some of the reasons why people would like someone (Cialdini 2001: 148-161).

Cialdini (2001: 200) summed up the fifth principle, *Authority*, by noting that there is influential strength in our tendency to obey legitimate authority, which is the result of the fact that people are generally socialized to believe that obedience or compliance with requests from an authority constitutes correct conduct.

Lastly, the six principle, the *scarcity* principle, is dubbed “the rule of the few”, by virtue of the fact that it states that “opportunities seem more valuable to us when they are less available”, which has implications on how people make decisions or get others to make decisions around resources which are perceived to be scarce.

Taking advantage of this principle, an individual may seek to influence another by highlighting the scarcity or potential scarcity of services, products or deals they are offering as a tactic to increase the perceived value of such a deals, with the goal of hastening compliance.

2.7 Potential Misuse of Influence Principles/Tactics

Powerful as they are, influence principles and related tactics of influence are understandably, and as Cialdini (2001) highlighted, best learnt or understood if one is to defend oneself against undesired influence or manipulation in daily encounters. The same can be said for individuals attempting to maximize their potential in pursuit of getting others to yield to their influence objectives, whether positive or negative.

In an interview with Cliffe (Cialdini, 2013: 76-81), Cialdini does not only give insight into the everyday positive application of these influence principles in society, but also highlights their potential misuse in the wrong hands, which may lead to unethical behaviours and has the potential to ruin the reputation of perpetrators, an area he admits needs further research if we are to better understand scientifically the ethics of influence (Cialdini, 2013: 81).

2.8 Other Factors of Influence

Researchers have also focussed on other factors and dynamics beyond influence principles and tactics, which are responsible for successful influence or follower compliance, such as the relationship dynamics between the influencing agent and the target of influence (Van Knippenberg *et al.*, 1999), influence triggers or “the essence or reason for compliance” (Barbuto 2000: 365-387), and the motivations behind the need to influence (Bourgeois *et al.*, 2009: 96-121).

2.9 Youth Leadership

“The field of youth leadership remains under theorized...” (Roach *et al.*, 1999: 22), and under-researched with few empirical studies addressing youth leadership development (Oakland *et al.*, 1996; Dugan and Komives., 2007; MacNeil, 2006; Peterson and Peterson, 2012). This may be a result of the notable fine distinction between youth and adult leadership in practise. MacNeil (2006: 39) is of the view that while there may be differences in the practices, needs and styles of leaders depending on various factors, including age; age on its own cannot independently be a

differentiator between youth and adult leadership. Nevertheless it is expected that such studies may yield valuable insights definitive of their unique contextual orientation.

Kress (2006: 51) noted that “Youth leadership is the involvement of youth in responsible, challenging action that meets genuine needs, with opportunities for planning and decision making”.

Notable in the literature on youth development, it is the positive role played by youth participation formally or informally in various activities presumed to fall under the domain of leadership, or the role of experience in shaping youth leadership development (Kress, 2006).

A college-based research by Dugan and Komives (2007: 16), which focussed on developing leadership capacity in college students, found as one of its major outcomes that holding a leadership position had a positive effect on leadership development.

Fostering the maturity of individuals through experiences with people and activities that are both challenging and supportive is the goal of youth development. To this end, the idea that some things cannot be taught but must be learnt through experience is a key element of development (Kress, 2006: 48-49).

Learning (and development) result from youth interacting with their environment and thus harnessing unique experiences. It is also interactional and is aided by the support of others who can assist, within learning experiences and instruction, in determining the correct balance between challenge and support. Observation and modelling the behaviour of others as well as the opportunity to use and practice that behaviour is equally important for effective learning.

Youth development thus creates opportunities for youth to meet their developmental needs in productive ways, focussing on the whole person, nurturing environments and opportunities; not limited to the positive outcomes desired from young people and their transformation into responsible members and contributors to the community. Within this context, leadership is an important potential outcome of youth development (Kress, 2006: 50).

“Opportunities for youth to experience independence and autonomy and to extend their influence are important elements of youth development” (Kress, 2006: 50).

2.10 Emerging Adulthood

This study will examine the influence tactics of male university students holding leadership positions. Bourgeois *et al.* (2009) noted that against the prevalence of research work focussing on the target of influence, there was very little work examining influence from the perspective of the source (agent), which is the route pursued in this study.

Within the context and the scarcity of such focussed research, this study aims to explore how emerging adults exercise influence within their leadership responsibilities at RU. Notably, RU affords such opportunity and encourages students to volunteer for various leadership positions without the benefit of financial remuneration as incentive.

Emerging adulthood, a period from the late teens through the twenties (18-25) represents a stage beyond adolescence and distinct from young adulthood, an age of possibilities and a stage where change and exploration is common (Arnett, 2000). This is a phase in life which calls for decisions with life-changing significance (Arnett: 2004). Emerging adults are at this stage generally beyond high school and starting to explore a life independent of their parents.

Emerging adulthood is a “distinct period of life” (Arnett 2000: 470), mainly in three areas; demographically, subjectively and from an identity explorations point of view. Demographic variability or diversity, depicting the wide scope of individual volition within this stage is an important and defining characteristic of emerging adulthood.

Their subjective perspective is highlighted by the fact that they do not see themselves as adolescents and equally, many of them do not see themselves as fully adult either. Lastly, a key element of this phase is that it is the one stage in life which offers the most opportunity for identity exploration (in the areas of love, work and worldviews) and as such, critical to identity formation (Arnett 2000: 470-474).

Culture plays an important role in the manifestation of this stage, as it cannot be said to be universal, but rather primarily associated with cultures that postpone entry into adult roles and responsibilities until well beyond the late teens, such as within industrialized societies (Arnett 2000: 178).

Notably, this group also closely shares its age range with that referred to as young adults and the emerging workforce (Parks, 2000; Reese, 1999; Tulgan, 2000). They

are at a stage “where they make formative life decisions and are challenged to re-examine their earlier beliefs and assumptions in the face of bewildering array of new experiences and complex choices...” Parks (2000).

The majority of students within a tertiary institution such as RU would fall under this category.

2.11 Students Leadership development- Institutions of Higher Learning

RU affords students various leadership opportunities and encourages them to volunteer for various (elected) leadership positions, mostly without the benefit of financial remuneration as an incentive (De Klerk and Klazinga, 2014).

Emphasis on developing leaders as an outcome/goal of institutions of higher education experience, as espoused by institutional mission statements is not uncommon (Zimmerman-Oster and Burkhardt, 1999: 51; Shehane *et al.*, 2012: 141) and there is reason to believe that this trend, given the perceived importance of leadership as a life skill will continue (Astin and Astin, 2000; Boatman, 1999; McIntire, 1989 cited in Shehane, 2012: 141). Rhodes University (Rhodes) with its mission statement “*Where leaders learn*” is no exception (Rhodes University, 2014).

Colleges and universities can provide highly effective environment for the development of future leaders (Zimmerman-Oster and Burkhardt, 1999). Leadership should as such be a critical part of university experience (Astin and Astin, 2000: 27).

Leadership holds the key to transforming institutions, students and society at large to reflect values critical to human prosperity, such as opportunity, responsibility, equity, access, participation and justice (Astin and Astin, 2000). Within this context, higher education plays an invaluable role in creating capable leaders able to maximize their potential with a diverse and democratic society (Astin and Astin, 2000).

“Students will implicitly generate their notions and conceptions of leadership from what is taught intentionally and unintentionally across the educational experience” (Astin and Astin, 2000: 7). To this end, all interactional experience with the university community, not limited to the classroom, residence hall, responsibilities in campus work opportunities and participation in students’ activities in general, can be seen as essential in shaping students’ notions and conceptions of leadership (Astin and Astin, 2000: 7).

A study by Zimmerman-Oster and Burkhardt (1999), examining the impact of leadership development programmes on students, found empirical evidence of the importance and success of formal leadership programmes developed for college students, which has huge implications for provision of leadership development opportunities for the future. Students participating in such leadership education and training programmes were found to develop knowledge, skills and values consistent with the objectives of the programmes.

Leadership development programmes and experiences for students can capitalize on the power of the student peer group through the classroom, residential living, and various co-curricular activities (Astin and Astin, 2000: 20).

Seen from a transformative perspective, youth leadership development in higher education institutions should aim to empower students to become agents of social change or transformative leaders.

2.12 Influence and Gender

The scope of this study is limited to male research participants, which is seen as consistent with literature on youth leadership development such as studies conducted by Teasley *et al.* (2007: 7), which indicated gender differences in youth leadership development. A study by Barbuto *et al.* (2007) concluded that the interaction between gender and education produced consistent differences in leadership behaviours. Barbuto *et al.* (2007: 73) also noted that while studies on the perceived use of influence from a gender perspective have yielded mixed results, most researchers (Carothers and Allen, 1999; DuBrin, 1991; Lamude, 1993; White, 1988) found that men and women use different influence tactics.

Several studies (Elias, 2004, Elias and Loomis, 2004; Elias and Cropanzano; 2006), have equally provided empirical evidence on the role played by gender in one's ability to use social power.

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SECTION 3: DESCRIPTION OF RESEARCH METHODOLOGY

3.1 Methodology

The primary aim of the study is to analyze how influence as a leadership competency is exercised by young male university students, who are between the ages of 18 and 25 (emerging adulthood), and already in positions of leadership, within RU, a tertiary institution of higher learning.

Complementary to this aim, this exploration is not limited to identifying preferred influence tactics, related power basis and influence principles manifest, the rationale behind the preference of such tactics and how this experiences shapes leadership development.

The study was performed using an interpretivist, qualitative research method, which is ideal when “a complex, detailed understanding is needed; when the researcher wants to write in a literary, flexible style; and when the researcher seeks to understand the context or settings of participants” (Creswell, 2012: 65). Within this context, qualitative research empowers the researcher to “study issues selected in-depth as they attempt to understand categories of information that emerge from the data” (Terre Blanche *et al.*, 2006: 47). “The qualitative paradigm assumes that reality is socially constructed and it is what participants perceive it to be” (Creswell and Miller, 2000: 125).

According to Terre Blanche *et al.* (2006: 273), the interpretive paradigm, “involves taking people subjective experiences seriously as the essence of what is real for them, making sense of peoples experience by interacting with them and listening carefully to what they tell us, and making use of qualitative research techniques to collect and analyze information”.

The focus is not on isolating and controlling variables, but on “harnessing and extending the power of ordinary language and expression to help us understand the world around us” (Terre Blanche *et al.*, 2006: 274).

Qualitative research, which according to Byrne (2001: 372), can be seen as “contextually laden, subjective, and richly detailed” concerns “the meanings and interpretation given to events” by individuals, and as Hakim (1987: 26) further noted, displays how these events are conceptualized to “make sense” of experiences. The

strength and power of the interpretivist approach lies in its ability to address the complexity and meaning of (consumption) situations (Black, 2006: 319).

Within this context, the researcher does not aim to make claims as to the generality of the specific influence practices observed. It is rather the transferability of the research findings which is of relevance.

This approach allowed for details about preferences, motivations and actions that are not easily made numeric to be exposed and interpreted into meaningful perspectives, whose manifestations remain specific to this case study. This empowered the researcher, in drawing conclusions, to be able to comment about general principles and relationships by highlighting how the general pattern looked in practice (Lin, 1998: 163), within the incidents explored.

3.2 Research Method

Since the sampling can also be said to be at an incident level, this research takes the form of a multiple case study design, which has the advantage of allowing the researcher to penetrate situations in ways that are not always susceptible to numerical studies (Cohen *et al.*, 2007: 253). “Case studies opt for an analytic rather than statistical generalization that is key to develop theory which can help researchers understand other similar cases, phenomena or situations” (Robson 2002: 183). The case study approach is inductive in nature (Babbie, 2011: 23), which allows for the development of general principles from specific observations.

3.3 Data collection technique

Semi-structured, face-to-face interviews (Kvale, 1996) were adopted in this study because of their flexibility and iterative nature. The interviews were conversational thus enabling and encouraging participants to speak freely about their experiences.

This approach is congruent with Marshall and Rossman’s (1999: 57) assertion that studies focusing on “individuals’ lived experience” require “face-to-face interaction” to allow the researcher the opportunity to develop a deeper understanding of respondents’ views on the phenomena being analysed. Chell (1998: 68) noted that Critical Incident Technique (CIT) interviews allow “linkage between context strategy and outcome” which makes them ideal as a means of pursuing the objective of this study.

An added advantage of face-to-face interviews, which made this method an attractive choice for the research, is that there is an opportunity for the interviewer to guard against misinterpretation of confusing questions (Babbie, 2011: 263). In addition, face-to-face interviews allows for instant real-time feedback, which empowers the researcher to *probe* the interview to obtain detailed responses (Babbie, 2011: 166).

Audio recordings of all interviews were made and transcribed verbatim, verified and kept safely for further verification and future reference. This enhanced consistency and reliability throughout the process. In addition, by ensuring that he was aware and safeguarded against his own theoretical position and personal biases (Hirschman, 1986: 240), the researcher was proactive throughout the interviews in his effort to enhance the overall dependability of the research.

All transcribed data was retained and saved electronically to facilitate re-analysis and enhance objectivity.

In the study, Flanagan's (1954) Critical Incident Technique (CIT) as adapted by Cope and Watts (2000) was adopted in framing the interviews.

Flanagan (1954: 327) described the CIT as "a set of procedures for collecting direct observations of human behavior in such a way as to facilitate their potential usefulness in solving practical problems and developing broad psychological principles".

This proven qualitative research approach "is capable of yielding rich, contextualized data that reflect the real-life experiences". Kain (2004: 85) noted that "people assign meaning to their experiences". These meanings, when collectively explored in our pursuit of making sense of the world, result in a kind of research, "a seeking of understanding" (Kain, 2004: 85). In pursuing this understanding, the CIT "provides a systematic means for gathering the significances others attach to events, analyzing the emerging patterns and laying out tentative conclusions for the reader's consideration".

In using the CIT in the interviews, participants were asked to reflect on more than one (three) incidents which they perceived as having presented an influence challenge within their leadership responsibilities and how they applied influence to deal with the challenge in an attempt to attain their set objectives.

In the context of this research, a critical incident was described to participants as a positive or negative experience (incident) of influence which occurred within their leadership responsibility, which they recognized as significant and which they relate to (perceive) as definitive of how they exercise influence as leaders. Such incident would have presented an influence opportunity. Influence was simply described as a means of *persuasion* (Cialdini, 1993; Parsons, 1963: 48).

The aim of the questioning and probing, in line with the goal of the research was primarily to “elicit a narrative from the respondent offering an account of the incident and its resolution” (Curran *et al.*, 1993: 15). In addition it was about getting them to reflect on how these incidents shaped the way they now influence.

The list of interview questions is attached as Appendix C of this paper.

The researcher endeavoured to keep all probes neutral and in some cases this was achieved through inquisitive silence. As Babbie (2011: 266) noted “Sometimes the best probe is silence; if the Interviewer sits quietly with pencil poised, the respondent will probably fill the pause with additional comments”.

Overall, the focus in the interviews was not only limited to incidents in which influence had successful outcomes on their peers but those incidents they perceived as presented a challenge or hurdle of influence. Yukl and Chavez (2002: 148–149) recognized the critical incident methods as one of the methods often preferred for research on the effectiveness of influence tactics.

3.4 Sampling

Creswell (1994: 144) noted that “the idea of qualitative research is to purposefully select informants” who may “best answer the research question”. A purposive sampling strategy (Welman *et al.*, 2005) was adopted, focusing on male Head Students within the RU residential system.

The criteria for selecting research participants was primarily based on being in a voluntary leadership position (Head Student), and having being in that position for at least one university term, which would attest to having had some experience of exercising leadership and influence. Secondly, participants had to be between the ages of 18 and 25, which is a growth stage identified by Arnett (2000, 2004) as *Emerging Adulthood*. Lastly, against the background of research, supporting gender

in the exercise of influence (tactics), participants of the same gender were preferred (males). In addition, and in an attempt to enhance objectivity and the validity of the overall study, participants had to be in a voluntary leadership position free from incentives and/or remuneration. The Head Student role within the RU residential system fitted this criterion.

The Head Student position is both a voluntary and elected leadership position, which is critical to the running of the residence as it is the backbone of students' representation and a champion of the residence's vision, all of which impact directly on the service and experience of residents. It is an influential leadership position where responsibilities includes various initiatives crucial to the running of the residence, such as first year students' orientation and induction activities. It thus has the potential to define the failure and success of the residence, both socially and academically.

Eight research participants were interviewed, with each presenting three incidents of influence, which led to a total of twenty-four incidents explored over a full day of recorded interviews, given the fact that each interview lasted just over an hour. The sampling can as such be viewed as having been on an incident level, with a variety of incidents explored, similar in that they all represented incidents perceived by the participant as having presented a challenging incident or hurdle of influence, regardless of whether the overall influence goal was achieved (successful) or not.

The table attached as Appendix B presents a summary of the sample population interviewed for this study.

In line with maintaining highest standards of confidentiality, pseudonyms were used to ensure non-disclosure of participant's real names. It is also notable that the age group varied between 19 and 21, which denoted the early phase of emerging adulthood (18–25). The ages were recorded as of the last birthday.

With the exception of one participant, all were of the same nationality (South African), but of diverse racial representation, black (4), white (3), and coloured (1). This diversity is further reflected on the respective home languages. All have been in the position for a full university term which is approximately three months. Furthermore, previous leadership experiences and type of positions held varied across participants, which can be seen as having benefited the study as this offered multiple perspectives and insights into the topic.

In addition, they had been at RU for between one and three years. Andrew, Carl, Denzel, Eric, and Fred had been at the university for just over a year (second year students), while Brian, Greg and Harry had already completed two years (third year students).

Elections for the next year Head Student are conducted in the last term of the previous year. This means at least four participants would have been elected to the position during their first year of university study, a significant factor in that from a seniority perspective, they would often had to deal with (influence) individuals who, from an age perspective, are older and had been in residence longer and as such, are perceived as more senior than they are.

Formal training for the responsibility is provided prior to the start of the academic year in the form of workshops meant to prepare them for the wide range of situations and crises which they are likely to face as leaders. (De Klerk and Klazinga, 2014).

All incidents presented are named for ease of reference. This is necessary because the sampling in this study is essential at an incident level, where the focus is primarily on the various incidents explored and not the leaders.

A comprehensive summary (Appendix A) of the incidents is tabled and included as part of the addendum. The incidents tables comprise the name of the incident and its description, tactics, power bases and influence principles manifested within each incident are highlighted, together with the overall outcome of the influence attempt. Notes on how the leader reflected on the incident from a learning or leadership development perspective are included.

Incidents had to be of an interpersonal nature, depicting peer-to-peer or lateral influence.

Given the scope of the study (size and duration) and the intensive nature of the method (semi-structured in-depth interviews), the sample size was limited to eight participants, which has been found to be adequate when dealing with relatively homogenous samples or when the protocols are based on hours of interviews (Terre Blanche *et al.*, 2006: 289).

3.5 Data Analysis

“The aim of data analysis is the discovery of patterns among the data, patterns that point to a theoretical understanding of social life” (Babbie, 2011: 398). “It is the process of bringing order, structure, and interpretation to the mass of collected data” (Marshall and Rossman, 1999: 150).

Data was analyzed using the open coding procedure (Babbie, 2011: 397–398) which involves breaking down, examining, comparing, conceptualizing and categorizing data in pursuit of recurrent themes and patterns from which generalized inferences can be made. Main themes generated through open coding were summarized.

Analysis of the incidents is from the participant’s subjective reflection of previous “individual lived experiences” which as Marshall and Rossman (1999: 57) noted, requires an understanding of the “meaning that participants attribute to those actions”.

Data analysis was conducted at an incident level.

3.6 Ethical Considerations

According to Creswell (1994: 165), “The researcher has an obligation to respect the rights, needs, values, and desires of the informants”. In the study, ethical considerations were maintained. Before interviewing the research participants, their informed consent was sought. The research was explained to the participants in a language they understood and their questions answered to their satisfaction. They freely and voluntarily agreed to participate. Participants were equally free to withdraw from the study at any stage if they felt uncomfortable, without giving reason or risking any type of loss or penalty. Confidentiality and the use of pseudonyms were maintained throughout the study.

By being self-aware, the researcher also guarded against any kind of coercion and heeded any signs of distress, anxiety or embarrassment. There was particular sensitivity to social, cultural and linguistic issues, given the fact that participant represented a diverse group in terms of race, nationality and social class.

Interviews were recorded with the participant’s voluntary consent.

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APPENDICES

Appendix A: Incidents Summary

Tactic/s manifest: Source- Yukl, Seifert, and Chavez (2008)

Power base/s manifest: Raven (2008)

Influence Principles: Cialdini (2001)

Andrew – A (Face To Face)	
Name of incident	First Year Student Mentorship Target: First Year Student
Incident description/Goal	Assisting him overcome language barrier and self-confidence problem affecting his studies.
Tactic/s manifest	<i>Coalition> Apprising> Personal Appeals> collaboration</i>
Power base/s manifest	Legitimate, Referent, Expert
Principle/s manifest	Liking, Authority
Outcome summary	Positive (progress)
Leader Reflection/Lesson	<p><i>“Shaped me to be more involve in how I do influence and being proactive”</i></p> <p><i>“Throughout my life I have always done community work and in a way I lost that part of my life when I come to varsity, through this, it sort of brought me back to that”</i></p>

Andrew – B (primarily Social Media)	
Name of incident	Residence Bar Upkeep Target: Individuals (Bar users)
Incident description/Goal	Changing behaviour- getting individuals who were leaving the Bar dirty/vandalized after use to change their ways.
Tactic/s manifest	<i>Inspirational Appeals> Pressure> Coalition</i>
Power base/s manifest	Legitimate, Coercive

Principle/s manifest	Authority, scarcity
Outcome summary	Not entirely solved, problem is persistent (may happen again)
Leader Reflection/Lesson	<i>“There are certain aspects (instances) I have to be more harsh as a leader. And that through helping others you also benefit”</i>

	Andrew – C (Face To Face)	
Name of incident	Party Music Preference Conflict.	Target: Two individuals in conflict
Incident description/Goal	Conflict between two individual (one a friend) who both wanted their own music preference to play in a residence party	
Tactic/s manifest	<i>Rational persuasion,</i>	
Power base/s manifest	Legitimate, Informational	
Principle/s manifest	Liking, Authority	
Outcome summary	They were very understanding. Positive outcome	
Leader Reflection/Lesson	<i>“I learnt the importance of being objective, especially in a res, being a diverse place. Being able to deal with diversity”.</i>	

	Brian-A (Face To Face)	
Name of incident	House-Committee Entertainment representative resigns early.	Target: House-Committee Member
Incident description/Goal	Attempt to retain House Committee member who resigns early in the year and to discourage other from resigning early.	
Tactic/s manifest	<i>Rational Persuasion > Inspirational Appeals > Coalition/ Pressure and/or Exchange</i>	
Power base/s manifest	Legitimate, Informational power, Reward power and coercive	
Principle/s manifest	Authority, liking	

Outcome summary	Influence unsuccessful with resigning student but perceived as successful with regard to commitment or retention of other House Committee members
Leader Reflection/Lesson	<i>“Accepting and letting go sometimes...”</i>

	Brian-B (Face To Face and Social Media)	
Name of incident	Controversial/distasteful Facebook post on Toilets Hygiene	Target: House Committee members who posted/ Affected students or complainants
Incident description/Goal	In attempting to address a hygiene problem in the toilets, a House Committee member post a comment on Facebook, construed by some as having racial (racist) and or class inferences thus triggering unhappiness and complaints mainly from affected racial group.	
Tactic/s manifest	<i>Coalition > Inspirational Appeals</i>	
Power base/s manifest	Legitimate, informational	
Principle/s manifest	Liking, Authority	
Outcome summary	Positive, although complex and challenging, deserving of high authority intervention, the problem was resolved within the residence.	
Leader Reflection/Lesson	<ul style="list-style-type: none"> - It has <i>“groomed”</i> me as a leader. Difficult <i>decisions</i> and <i>circumstances</i> inevitable in leadership, can be overcome by humility and amicable means without the use of aggression. - Also the challenge of dealing with <i>colleagues</i> or <i>close friends</i> 	

	Brian-C (Face To Face)	
Name of incident	Violation of Inter-visiting rule	Target: House Committee member infringing
Incident description/Goal	A House Committee member and friend of the Head Student persistently violates a new inter-visiting rule by bringing in female guests outside visiting hours and without following procedure.	
Tactic/s manifest	<i>Inspirational Appeals > Coalition > Pressure/rational persuasion</i>	
Power base/s manifest	Legitimate, informational> coercive	
Principle/s manifest	Authority, Commitment and consistency	
Outcome summary	Positive, after the House Warden's intervention.	
Leader Reflection/Lesson	<i>The importance of remaining consistent and fair to maintain leadership integrity, even when dealing with your own friend</i>	

	Carl – A (Face To Face)	
Name of incident	Breakdown in communication- Give five campaign	Target: House Committee member
Incident description/Goal	A House Committee member refuses to assist the Head Student in organizing an event because he felt that when he wanted assistance in running the Give Five Campaign, the Head Student did not listen to his plea for help. The Head student sees the problem as rooted in miscommunication.	
Tactic/s manifest	Inspirational Appeals>Exchange	
Power base/s manifest	Legitimate power, Informational power	
Principle/s manifest	Authority, reciprocation	
Outcome summary	"Although not immediately the outcome was positive and eventually what I wanted".	

Leader Reflection/Lesson	<i>"...I think that was definitely a change (changed me) in terms of taking people's values into account, taking people's opinions more into account than what I did previously"</i>
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Carl – B (Face To Face)	
Name of incident	House Committee member meeting attendance an poor performance Target: House Committee member
Incident description/Goal	House Committee member (Sports Rep) fails to attend meetings and persistently performs poorly in his portfolio.
Tactic/s manifest	Inspirational Appeal>Pressure
Power base/s manifest	Informational, Legitimate, Coercion
Principle/s manifest	Liking> Authority
Outcome summary	Remains a challenge. "Because things have now digressed backwards..."
Leader Reflection/Lesson	<i>"I feel each situation requires different tactics and different elements to move about..."</i>

Carl – C (Face To Face)	
Name of incident	Room Allocations Conflict Target: Individuals Affected (House Committee members)
Incident description	A disagreement over room allocation. Four House Committee members, including the Head Student disagrees on who had first preference in selecting/occupying the most liked rooms in the residence.
Tactic/s manifest	Rational Persuasion, Exchange
Power base/s manifest	Informational
Principle/s manifest	Legitimate, liking, Authority

Outcome summary	Positive outcome, Head Student new allocation criterion proposal adopted.
Leader Reflection/Lesson	<i>“It was my very first sort of interplay in decision making... It was the very first thing where I could exercise a bit and a bit of influence”</i>

	Denzel – A (Face To Face)	
Name of incident	Poor Performance- Environmental Representative	Target: House Committee member
Incident description/Goal	“One individual who raised major concern was my environmental rep...he made statements and promises on what he was going to do, but we as a committee did not see results...”	
Tactic/s manifest	Rational persuasion	
Power base/s manifest	Authority, Informational, referent	
Principle/s manifest	Liking, Commitment and consistency	
Outcome summary	Positive. “Yes it was a successful strategy”	
Leader Reflection/Lesson	<i>“We are peers, we were friends..., what made it difficult is that as a whole..., I needed to come off from a Senior Student perspective, not as a friend”</i>	

Denzel- B (Face To Face)	
Name of incident	Unsatisfactory Work Performance-Entertainment Rep Target: House Committee member
Incident description/Goal	"...people were getting notices late, he had events (planned), which I was happy with, but not notifying the house, House-Committee and myself, it was needing improvement."
Tactic/s manifest	Rational persuasion, Coalition tactics
Power base/s manifest	Informational
Principle/s manifest	Authority
Outcome summary	Problem still seen as unresolved, "evaluate the process with him in my next meeting"
Leader Reflection/Lesson	<i>"It was a reflection of my leadership that is why it is important...in this instance I am not particularly proud of how I dealt with this situation"</i>

Denzel – C (Face To Face)	
Name of incident	Awareness Representative neglecting duties Target: House Committee member
Incident description/Goal	Awareness representative neglecting his duties, fails to attend important meetings and to reply to email communication, leaving the house uninformed.
Tactic/s manifest	Rational persuasion, Coalition
Power base/s manifest	Informational, legitimate
Principle/s manifest	Authority
Outcome summary	Positive
Leader Reflection/Lesson	<i>"This is a friend of mine, we are on the same year and we attend the same classes. So significant in that it is the aspect"</i>

	<i>of taking a leadership role when it comes to friends...it is a challenge”</i>
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	Eric - A	
Name of incident	Party with illegal recreational drug	Target: Accused student and his friends
Incident description/Goal	Student hosting a party in his room where an illegal recreational drug was discovered to have been used. The Senior student felt he should “Protect” support this student who was evidently in trouble, mainly, by making “him feel better about the situation” and hopefully facilitate a lesser charge.	
Tactic/s manifest	Personal Appeals, Inspirational Appeals	
Power base/s manifest	Referent, informational	
Principle/s manifest	liking	
Outcome summary	Yes, the target was seen as having taken well to the influence and support. “I felt that he felt reassured and he felt that I had his best interest at heart”	
Leader Reflection/Lesson	<i>“...from a leadership perspective, felt that it (the incident) validated my position, the fact that he came to speak to me, validated the fact that I was a person that he wanted to go to for advice”</i> from a personal level “ <i>I felt that he saw me as a trust worthy person</i> ” and I appreciated that.	

	Eric – B (Face To Face)	
Name of incident	Conflict over a perceived derogatory word	Target: Two individuals in conflict
Incident description/Goal	A word “gay”, whose use was perceived by some student as derogatory, caused a conflict between two individuals and	

	some member of the house. The Head Student attempt to quell the conflict between the two students and restore harmony.
Tactic/s manifest	Rational Persuasion, inspirational appeals
Power base/s manifest	Informational, legitimate
Principle/s manifest	Liking, Authority
Outcome summary	"I don't think it is resolved and I don't think it will be..., but I think at the moment there is sort of an understanding, unspoken agreement as it were"
Leader Reflection/Lesson	<i>On influence strategy, "I think it was encouragement through reason, I was able to reason with them and they were able to be more knowledgeable or be more wise from that (on both sides)"</i>

	Eric – C (Face To Face and Social Media)	
Name of incident	Head Student's Unpopular Face Book Post	Target: Individual Complainants
Incident description/Goal	Thinking he was being "efficient" in collecting outstanding monies for residence tops' the Senior Student put up all the names of "the guys who hadn't paid and the amount they still need to pay" on Facebook (wall), leading to a backlash as individuals affected felt it wasn't the right platform. He is challenged to redress the problem.	
Tactic/s manifest	Inspirational appeal> rational persuasion	
Power base/s manifest	Informational	
Principle/s manifest	Authority	
Outcome summary	Positive, people went back to ordering the res tops	

Leader Reflection/Lesson	<i>“This incident has probably been the most difficult for me to deal with...in hindsight I know now it was probably a bit of a mistake” (the way he approached it, using Facebook (public platform) as medium of communication for this type of issue).</i>
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	Fred – A (Face To Face and Social Media)	
Name of incident	False Fire Alarm- Intoxicated Student	Target: Sub Wardens
Incident description/Goal	A student and friend of the Senior Student deliberately set out the fire alarm while intoxicated and denies it. An act which would attract a heavy penalty in residence.	
Tactic/s manifest	Coalition>rational persuasion	
Power base/s manifest	Informational	
Principle/s manifest	Authority	
Outcome summary	Still ongoing	
Leader Reflection/Lesson	<i>“I tried to influence them (Sub-Wardens) through other means (WhatsApp group message) by informing my committee and yet nothing was done and now I have to go to my Warden and say that punishment should be dealt out”</i>	

	Fred – B (Face To Face)	
Name of incident	House Committee member not performing to expected standards.	Target: House- Committee member (Treasurer and Secretary)
Incident description/Goal	House Committee member neglecting his duties and generally performing below expected standard. By not partaking in important events and failing to attend House Committee meetings.	
Tactic/s manifest	Rational persuasion>Pressure	

Power base/s manifest	Legitimate> Informational>coercive
Principle/s manifest	Authority, scarcity principle
Outcome summary	Positive “so far”.
Leader Reflection/Lesson	<i>“Because I have the results of going there in a positive attitude and trying to inspire him instead of putting him down, I realized that it works and it is probably an idea that I should use a lot more, it’s probably a leadership style that I should adopt and use more frequently...”</i>

	Fred – C (Face To Face)	
Name of incident	Organizing Inter-residence Party	Target: House Committee members
Incident description/Goal	Senior student feels he could have done a better job getting individual house committee members committed to the preparations (influencing commitment) of the party, which suffered due to incoordination and miscommunication.	
Tactic/s manifest	Inspirational appeals and rational persuasion, Apprising	
Power base/s manifest	Informational	
Principle/s manifest	Commitment and consistency	
Outcome summary	Positive, although could have been better as party was not well organized	
Leader Reflection/Lesson	<i>“This (incident” is a bit different because I realized (made me realize) my flaws in leadership...”</i> <i>“it made me realize that I have to communicate more with and finalize details a lot quicker to make sure that everyone knows what they are doing their jobs accordingly.”</i>	

	Greg – A (Face To Face)
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Name of incident	Res-net representative underperforming	Target: House Committee member
Incident description/Goal	A friend and member of the House Committee (Res-net rep) is underperforming in his duties leading to complaints from students	
Tactic/s manifest	Rational persuasion, collaboration	
Power base/s manifest	Informational, legitimate	
Principle/s manifest	liking	
Outcome summary	Positive, <i>"Yes...it was positive basically"</i>	
Leader Reflection/Lesson	<i>"having a friend on House Com is a challenge, because you don't want them to hate you at the end of the day because they are part of the people who elected you to lead them"</i>	

	Greg – B (Face To Face)	
Name of incident	Organizing combined braai-conflict between two Senior Students	Target: Another senior student
Incident description/Goal	A conflict arose between the Senior Student and another senior student with whom he was organising an Inter-residence social braai, she felt that he was spreading rumours accusing her and her House Committee of not assisting them throughout the organization of the event. The Senior Student wanted the conflict resolved and to iron out misunderstandings	
Tactic/s manifest	Rational Persuasion> Coalition	
Power base/s manifest	Informational	
Principle/s manifest	Authority	

Outcome summary	Not positive, still ongoing. Nothing was done about it
Leader Reflection/Lesson	<i>"It was a new experience for me first of all, that's why I didn't exactly know how to handle the situation and that's why I used those approaches, but the general outcome of it is that it made me realize that I need to be more firm"</i>

	Greg – C (Face To Face)	
Name of incident	Cigarette Smoking and Music Disturbance in a room	Target: Student infringing
Incident description/Goal	"We have had this individual who is constantly smoking cigarette in his room or blasting music at very high levels..." This became a recurring problem.	
Tactic/s manifest	Rational persuasion, Coalition, Pressure (planned).	
Power base/s manifest	Informational>coercive	
Principle/s manifest	Authority	
Outcome summary	Ongoing	
Leader Reflection/Lesson	<i>"It was the first time experience in the sense that when I got this post I had always feel like at the end of the day people still have to conform to whatever you say, so having this individual who is deviant not actually listening to what the head student say, made me actually think twice about how much power I have over this individual, because there is no conformity at the end of the day and you can't force somebody to conform to what you say. So it made me realize that in whatever way I influence people, not everybody will listen to me at the end of the day, you will have those times where people just ignore you or just move on with their lives"</i>	

Harry- A (Face To Face)	
Name of incident	Movie Night Plan Lacks buy in Target: House Committee Entertainment Representative
Incident description/Goal	An inter-residence movie night plan by the entertainment representative lacks buy (support) in from the house and is seen as short notice, demoralizing the organizer, who now wanted to quit the portfolio.
Tactic/s manifest	Rational Persuasion, Inspirational Appeals, Personal Appeals
Power base/s manifest	Informational, referent
Principle/s manifest	Liking
Outcome summary	Positive
Leader Reflection/Lesson	<i>"...You have to consider both parties all the time as a leader, you can't just make a judgement or ruling, by one side's perspective, that's what I realized"</i>

Harry – B (Social Media)	
Name of incident	Cleaning Staff Complains About Bathrooms hygiene Target: Individuals infringing
Incident description/Goal	A complaint from the cleaning staff that the ablution facilities were being left untidy, with students neglecting bathroom hygiene etiquette.
Tactic/s manifest	Inspirational Appeals, Coalition
Power base/s manifest	Informational, legitimate
Principle/s manifest	Authority
Outcome summary	Positive
Leader Reflection/Lesson	<i>"...what I have realize and notices, also personally, from personal experience, people don't like acting in a certain way that they are actually told, people tend to rebel against"</i>

	<i>actually being told than being asked ...cos if I just tell you like, do it, do it, do it, it's like you are putting your power on me and there is no say that I have here, but I tell them to actually consider it , that's the only time that they do it willingly."</i>
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	Harry – C (Face To Face)	
Name of incident	Faulty Electrical appliance not allowed in residence dropping electricity	Target: Student Infringing
Incident description/Goal	A student was using a faulty electric appliance (toaster) which was causing electricity faults (failing main switch). The Senior Student wants this to end as rules do not even allow such an appliance in the residence.	
Tactic/s manifest	Rational Persuasion, coalition, Pressure	
Power base/s manifest	Informational, coercive	
Principle/s manifest	Authority	
Outcome summary	Positive Overall	
Leader Reflection/Lesson	<i>"It made me realize that that sometimes I have to draw the line..."</i>	

Appendix B: Sample Profile

The table below presents a summary of the sample population interviewed for this study.

Pseudonym	Age	Nationality/ Race	Language	Time In Position	Incidents Context
Andrew	19	South African White	English	One Term Three months	A- 1 st Year student
					B- Res bar upkeep
					C- Party music
Brian	21	South African Black	Siswati	One Term Three months	A- Resignation
					B- Facebook remark
					C- Inter-vising rule
Carl	19	South African Coloured	English	One Term Three months	A- Communication
					A- Poor performance
					C-Room allocations
Denzel	20	South African Black	Zulu	One Term Three months	A- Poor performance
					B- Poor performance
					C- Poor Performance
Eric	19	South African White	English	One Term Three months	A-Party illegal drug
					B- Derogatory word
					C-Facebook post
Fred	20	South African White	English	One Term Three months	A-False fire alarm
					B-Poor performance
					C-Inter- res party
Greg	21	Kenyan Black	English	One Term Three months	A- Poor performance
					B-Combined party
					C-Cigarette/ music
Harry	21	South African Black	Xhosa	One Term Three months	A-Movie night
					B-Bathrooms hygiene
					C-Electrical appliance

Appendix C: List of Interview Questions

The list of questions included:

- Can you recall any incidents that have arisen in your leadership role which you recognized as being critical to the way in which you exercise influence as a leader? Please tell me about them. How did this incident shape the way you influence others as a leader?
- Why were they important from an influence perspective?
- What strategies or tactics did you employ to persuade others or to get your own way?
- Why these strategies/tactics? What else could you have done? Why did you not do that? What would you do next time?
- Elaborate on how you went about applying these strategies or tactics.
- What was the outcome? Is this the result you wanted?
- If you were getting paid, would you be influencing differently?
- To what extent does ethical consideration play a role?

In addition, probes were used as a catalyst to eliciting comprehensive responses and clarity, such as:

- Anything else?
- In what ways?
- What do you mean?
- How is that?