

3-2020

WORKPLACE COMMUNICATION: EXAMINING LEADER-MEMBER EXCHANGE THEORY, UNCERTAINTY AVOIDANCE, AND SOCIAL STYLES

Guy Robinson

Follow this and additional works at: <https://scholarworks.lib.csusb.edu/etd>



Part of the [Architecture Commons](#), [Hospitality Administration and Management Commons](#), and the [Human Resources Management Commons](#)

Recommended Citation

Robinson, Guy, "WORKPLACE COMMUNICATION: EXAMINING LEADER-MEMBER EXCHANGE THEORY, UNCERTAINTY AVOIDANCE, AND SOCIAL STYLES" (2020). *Electronic Theses, Projects, and Dissertations*. 1064.

<https://scholarworks.lib.csusb.edu/etd/1064>

This Project is brought to you for free and open access by the Office of Graduate Studies at CSUSB ScholarWorks. It has been accepted for inclusion in Electronic Theses, Projects, and Dissertations by an authorized administrator of CSUSB ScholarWorks. For more information, please contact scholarworks@csusb.edu.

WORKPLACE COMMUNICATION: EXAMINING LEADER-MEMBER
EXCHANGE, UNCERTAINTY AVOIDANCE, AND SOCIAL STYLES

A Project
Presented to the
Faculty of
California State University,
San Bernardino

In Partial Fulfillment
of the Requirements for the Degree
Master of Arts
in
Communication
Studies

by
Guy T. Robinson
June 2020

WORKPLACE COMMUNICATION: EXAMINING LEADER-MEMBER
EXCHANGE, UNCERTAINTY AVOIDANCE, AND SOCIAL STYLES

A Project
Presented to the
Faculty of
California State University,
San Bernardino

by
Guy T. Robinson

June 2020

Approved by:

Dr. Julie Taylor, PhD, Committee Chair, Communication

Studies

Dr. Gretchen Bergquist, PhD, Committee Member

Donna Gotch, Committee Member

© 2020 Guy T. Robinson

ABSTRACT

There are numerous books, articles, and papers written about communicating in the work environment; especially how to communicate to the work force at large. However, not much is written or studied concerning the dyadic communication between supervisor and subordinate. The paper will use leader-member exchange theory (LMX) as a basis for developing a workplace relationship between supervisor and subordinate. LMX assigns levels in the communication process and helps guide the advancement of the workplace relationship between a supervisor and their subordinate; however, there are two other elements in need of attention. In order to communicate effectively with their subordinates, supervisors need an understanding of the subordinates' social-styles and uncertainty avoidance level. With a full understanding of these two individualistic elements, supervisors will be able to adjust their communication social style and frequency of communication to use LMX in building a lasting workplace relationship.

TABLE OF CONTENTS

ABSTRACT	iii
LIST OF FIGURES.....	v
CHAPTER ONE: INTRODUCTION.....	1
Workplace Communication: Examining Leader-Member Exchange	1
CHAPTER TWO: LITERATURE REVIEW	
Leader-Member Exchange	5
Hierarchical Perspective.....	11
Uncertainty Avoidance in Decision Making Process.....	12
Social Styles.....	18
CHAPTER THREE: PROJECT REVIEW.....	22
CHAPTER FOUR: CONTRIBUTION.....	24
CHAPTER FIVE: LIMITATIONS.....	26
APPENDIX A: CLASS HANDOUT.....	27
APPENDIX B: POWERPOINT PRESENTATION... ..	83
WORKS CITED	133

LIST OF FIGURES

Figure 1. Social Style Graph Wilson 1985.....	19
Figure 2. Venn Diagram.....	25

CHAPTER ONE

INTRODUCTION

Workplace Communication: Examining Leader-Member Exchange Theory

Many decades ago, the brilliant playwright, philosopher, and polemicist George Bernard Shaw sarcastically opined his thoughts on communication. Philosiblog (2012) quoted him saying “the single biggest problem in communication is the illusion that it has taken place” (p. 1). Shaw’s view, especially in a dyadic conversation, is to say, just because words are being spoken does not mean there is an understanding between the two parties. More specifically, a supervisor and subordinate engaged in an instructional conversation does not always result in understanding. Supervisors assuming the subordinate comprehends orders, without using a dialog of questions to solidify the meaning, may create consternation within the subordinate. Geertshuis, Morrison, and Cooper-Thomas (2015) pointed out that, “the quality of relationships between supervisors and subordinates has been found to be predictive of subordinate performance” (p. 228).

This leads to the belief that in order for supervisors to develop, as Anand, Hu, Liden, and Vidyardhi (2011) described as a “high-quality relationship”, with subordinates, “the relationship must go beyond the contractual agreement and is characterized by mutual influence, negotiability, and true respect” (p. 312). Important in the equation is the subordinates’ desire to maintain job satisfaction, with Steele and Plenty (2014) defining employee job satisfaction as, “enjoyable

and/or optimistic attitudes of an employee toward his/her job” (p. 298). King, Lahiff, and Hatfield (1988) reported that their research “consistently revealed a positive relationship between communication and job satisfaction” (p. 36). Similarly, Madlock and Kennedy-Lightsey (2009), discovered, “communication appears to play a crucial role in the superior-subordinate relationship and subordinates’ feeling about and toward their job and workplace” (p. 48).

With communication being at the forefront of determining whether supervisors and subordinates are satisfied at work, supervisors and subordinates need to develop a self-awareness about their communication styles and strategies. Beebe and Mottet (2016) stated, “the first principle that guides the communication and leadership skills in the workplace is to become aware of your communication with yourselves and others” (p. 26). Expounding on this principle, supervisors and subordinates should be mindful and methodical about their communication practices. Beebe and Mottet (2016) explained, that to communicate effectively, each individual must be aware of their social style. Social styles are the verbal and non-verbal methods individuals use to communicate. However, more importantly, an individual’s social style determines how the receiving individual may decode the message. Moreover, each individual’s style has a specific approach to encoding messages too.

In the 1980’s, the Speaker of the House of Representatives, Thomas “Tip” O’Neill Jr. according to Davidson (2018) is quoted to have said, “all politics is local” (p. 1). He was referring to politicians having too grand of a vision and

losing sight of the individual in their district. The same can be said of supervisors in an organization. Supervisors may manage a large number of subordinates but for their communication to be effective, it must resonate at the dyadic level. Thus, this project will review how much of an impact leader- member exchange theory (LMX) has in helping leaders build a lasting team through the realization of individuals' differing levels of *uncertainty avoidance* and *social styles*. Lloyd, Boer, and Voelpel (2015) stated, "LMX in its core suggests that effective leadership process occurs when leaders and followers are able to develop mature leadership and gain access to the many benefits of these relationships" (p. 432).

Importantly, for a cohesive and pleasant workplace to exist, a two-way or dyadic communication process between supervisor and subordinate is necessary. Furthermore, according to Lloyd et al, (2015) LMX "is unique among leadership theories in that it focuses on the dyadic and specific leader-follower relationship" (p. 434). Trying to determine the proper balance of items that will propel the leader-follower or supervisor-subordinate relationship to higher levels is a complicated task. Graen and Uhl-Bien (1995) reported that, "despite many years of leadership research and thousands of studies, we still do not have a clear understanding of what leadership is and how it can be achieved" (p.220). This is due to the fact that leadership is studied from the leader or follower. As Graen and Uhl-Bien (1995) stated, "studies should take on multiple-domain perspectives" (p. 221). This includes considering the perspectives of the

supervisor, subordinate and their relationship, bridging the two, in a Venn diagram setting. However, mingling LMX with proper communication procedures may assist in bringing cohesion to different theories. In determining characteristics of members or subordinates, Liden, Sparrowe, and Wayne (1997) name three: "performance, personality, and upward influence" (p.54). While performance and upward influence deal with subordinate and supervisor, respectively, personality is genetically inherent. For this reason, the genetically inheritance of an individual's communication social-style and their ability to handle ambiguous situations which is their uncertainty avoidance level, needs figuring into the communication process of LMX.

The following section will review leader-member exchange theory, perspectives, uncertainty avoidance, and social styles.

CHAPTER TWO

LITERATURE REVIEW

Leader-Member Exchange

In retrospect, the managers I encountered during my work experience, since the age of thirteen, came with different personalities and management styles; reflecting on both civilian managers and military non-commissioned officers. Some managers were excellent, appreciating them to this day, and some were regrettable. I believe the differences between my impressions of them was their ability to communicate their desires. Son, Kim, and Kim (2014) explained that LMX deals with the quality of the supervisor-subordinate relationship, also illuminating that this relationship is exclusive between each dyadic relationship. In essence, a manager does not manage subordinate *A* the same as he/she would manage subordinate *B* or *C* and so forth. The theory that the dyadic relationship between each manager and subordinate is distinct and should be nurtured according to each specific communication style. Gerstner and Day (1997), in explaining why a strong dyadic bond between supervisor and subordinate is desired, “Meta-analytical results suggest that strong leader-member relationships significantly influence outcomes such as job performance, satisfaction with supervision, overall satisfaction, commitment, role conflict, role clarity, member competence, and turnover intentions” (p. 834). In an attempt to elucidate on the above summation, Anand, Hu, Liden, and Vidhyarthi (2011) explained, “dyadic relationship quality exerts significant influence on a wide

variety of organizational outcomes, such as in-role performance citizenship behaviors, overall job satisfaction, and turnover intentions” (p.311). When a supervisor is able to develop a good working relationship with their subordinates, the subordinates are more likely to work more effectively, smarter, harder, and not look to leave their current place of employment. While subordinates working well in a group is highly important, Anand et al, (2011) stated, “LMX theory is rooted in the principle that each leader-follower relationship within a workgroup is unique, varies in quality, and should be studied in a dyad” (p. 311). Which is to say, that to have a successful working group, the manager’s relationship with each member of the group is important. Each relationship will be unique. The uniqueness of dyadic relationships in groups is not new. Summarizing Coleman (1993), in his book *The Master Plan of Evangelism*, described how Jesus preached to the multitudes, developed relationships with 12 disciples, of the 12 he became close to three, and of the three, he was closest to one; John. This points out the main tenant of LMX theory. A supervisor may care deeply for all under their commission, however, the relationship among them will be unique to differing degrees of closeness. As Graen and Uhl-Bien (1995) pointed out, “The centroid concept of the theory is that effective leadership processes occur when leaders and followers are able to develop mature leadership relationships and thus gain access to the many benefits those relationships bring” (p.225).

Development of the theory of leader-member exchange was established over four stages. The first stage grew from studies covering about 15 years. As Graen and Uhl-Bien (1995) discovered, “many managerial processes in organizations were found to occur on a dyadic basis, with managers developing differentiated

relationships with professional direct reports” (p.226). In this stage of “discovery of differentiated dyads”, they point out what seems like common sense. Supervisors have better relationship with some subordinates than others. The statement made by many supervisors that they “treat everyone the same” does not hold up with research. Which is why many subordinates give differing answers when they are asked to describe their supervisor; even though, they are talking about the same person. Importantly, this does not mean discrimination but working more effectively with some over others. In the preceding paragraphs, this is called the *role-taking* stage. In the *role-taking* stage positive LMX does not automatically take place between supervisors and subordinates. This is the first stage LMX goes through. According to Cropanzano, Dasborough, and Weiss (2017) the dyadic relationship in LMX develops in following sequential stages. The initial stage is the *role-taking stage* “where the leader takes the initiative in developing the relationship” (p. 234). This is offered to all subordinates. Some will not want to engage this communicative phase but remain as a transactional employee or as Graen and Uhl-Bien (1995) called them, “hired-hands” (p. 227). Stage two is concentrating on the relationship and the results. This is the *role-making* stage. Cropanzano et al, (2017) discovered “both individuals undergo a series of transactions or role-episodes, where the leader and follower become emotionally entrained” (p.p. 234). Where, as Liden and Graen (1980) explained, “trust, respect, and obligation take place” (p. 463). Stage three is, as Graen and Uhl-Bien (1995) described as the “Description of Dyadic partnership Building” (p.229). This third stage is where the *role-routinization* stages take place. Cropanzano et al, (2017) summarized, “where the LMX becomes stable” (p.234).

These reasons are at the center of why successfully navigating LMX throughout the supervisor-subordinate relationship will create a stable and peaceful workplace environment for members of the dyadic. Bauer and Erdogan (2016), in their compiled list of authoritative articles on LMX explicitly pointed out that, “LMX theory posits that leaders will form dyadic relationships with each follower over time through the role making process” (p. 88).

The initial contact between supervisor and subordinate will usually start the role-taking stage. The supervisor’s communication is crucial during this time. The employee is facing a certain amount of consternation in the beginning of the role-taking stage. This is due to the new surroundings of the situation. The supervisor sends out different messages to the subordinate in the form of instructions. This is a critical time in the relationships as pointed out by Nahrang and Seo (2016), that through a completion of tasks, “the leader attempts to discover the relevant talents, motivations, and limits of the subordinate” (p. 89). From the initial communication, the relationship is in transition. The relationship will either transition to the role-making stage or stagnate in the present stage. There is not a lot of room for miscommunication because each task is communicated precisely. The subordinate, if they choose to accept the message and comply, may not realize to the extent which they are being analyzed. Supervisors evaluate responses from subordinates and determines whether they have the potential to succeed in this particular environment. Bauer and Erdogan (2016) make very clear that this is the most important level. The relationship cannot move to the *role-making stage* until the effective communication has

taken place. The dyadic communication between supervisor and subordinate involves the subordinate completing the tasks assigned to him/her by the supervisor. In this stage employees adapt to their new environment through the completion of tasks given to them by the supervisor. Describing *organizational socialization* within this framework, Van Maanen and Schein (1979) stated, "This is where new members acquire the knowledge and skills necessary to move to the next level in an organization" (p. 211). It is this stage of the LMX, loyalty is or is not created. Van Maanen and Schein (1979) pointed out that, "loyalty ensures the survival of a business in much the same way that loyal church goers ensures survival of the Church or loyal citizens ensure survival of the State" (p. 212).

Creativity is the lynch-pin of the *role-making* stage. In this stage, the subordinate has gained the respect and confidence of the supervisor. Bauer and Erdogan (2016) pointed out that "supervisors and subordinates begin to influence one another's attitudes and behaviors" (p. 383). This is demonstrated by the supervisor trusting the subordinate to finish a given task using their own creativity. An example is a sales manager (supervisor) releasing a salesperson (subordinate) into the field to sell products. During the first stage, the supervisor communicated vision, ethics and product knowledge to the subordinate and tested the subordinate's retention. Trust and confidence begins to slowly deepen within the relationship. Supervisors expect the subordinate will complete the assigned task and the subordinate is confident with the supervisor's trust placed in them. In this stage, supervisors and subordinates will work together to complete tasks with each recognizing the other's trait or learned talents. The

proverbial *leash* is short, with the supervisor keeping close monitoring of the subordinate.

The final stage of LMX theory is the role-routinization stage. This is where the dyadic relationship becomes routine. Graen and Scandura (1987) called this “institutionalized” (p. 182). The term “second-nature” is used to define this level of the relationship. The supervisor and subordinate become in tune with each other’s wants and needs. This stage shows a mutual communication understanding between supervisor and subordinate as it pertains to business. In previous studies Van Maanen and Schein (1979) pointed out in their description of organizational socialization, this communication process develops in any organization: business, sports, religious, state, and recreation. The relationship progressed to allow a supportive dyadic. As Goldberg and McKay (2016) explained, “they develop a shared understanding of organizational norms and goals and sense their career trajectories as interdependent” (p. 383). The trust factor becomes second nature. Examples of this level of trust are the straight-man and funny-man in comedy. Jerry Lewis and Dean Martin are an example. During the years 1946 to 1956 they were the highest paid dyadic comedy team in America. Prior to July of 1946, they were both struggling stand-up entertainers. They met and developed an initial relationship. The next stage had Jerry Lewis writing out on a paper bag some easy routines (*role-taking and role-making*). The success of the first two stages led to their careers being interdependent and they flawlessly and instinctively communicated in their routines, (*role-routinization*). Many viewing the comedy team thought them to be

equals. In summarizing Jerry Lewis' book, *Dean and Me*, Jerry Lewis explained that the team was not equal and he was forced to take on the role as supervisor. He supervised the money, developed the content, and negotiated with producers. However, transitioning to the third level of LMX does not just happen without purposeful and considerate communicative interactions between the dyad. The following section further explains the importance of communication type and frequency.

Hierarchical Perspective

When discussing an individual's perspective, the discussion focuses on how the individual mentally sees an object, situation, or leader. One of the definitions of *perspective* by Merriam-Webster (2019) is "a mental view or prospect" (p.1). Because perspective is a mental view and no two individuals think exactly the same, individuals may possess different perspectives of the same object, situation, or leader. LMX is designed to aid in developing positive relationships or perspectives between supervisors and subordinates. According to Trees and Kellas (2009) "attentiveness to and confirmation of others' perspective was consistent of relationship measures" (p.104). One of the tenets of positive LMX is that according to Tierney (2016), "it fosters a subordinates' creative performance" (p.177). Tierney (2016) also asserts, that "sensemaking" is paramount to a subordinate being creative (p. 179). Sensemaking to an employee means that they believe their position warrants them to be creative. Attempting to explain sensemaking, Ford (1996) stated "employees may seek to understand whether creativity is an expected and legitimate behavior for them in

their job” (p. 1116). A supervisor must effectively communicate their desire for subordinates to be creative in their decision making if that is what they want. The subordinate’s perspective is that they should follow orders. They must decode the creative message from the encoder correctly. For this reason, perspective plays a vital role in LMX. Trees and Kellas (2009) stated, “Perspective-taking behavior plays an important role in interactional sensemaking” (p. 94). When a supervisor is trying to develop a relationship with a subordinate, knowing the subordinates perspective of the workplace, leadership, and tasks at hand is important to understanding of why or why not tasks are completed. Summarizing Dunegan (2003), concerning perspectives in the workplace, even in “homogenous” workplaces, the supervisors and subordinates can vary greatly in their perspectives. Dunegan (2003), in explaining a diversifying workplace, stated, “as the workforce becomes more diverse, and as organizations become more international in their operations, the methods we use for assessing leadership will have to reflect a greater sensitivity to individual variation” (p. 72). The supervisor must take into account the subordinates perspective when assigning roles and determining when and if the subordinate advances to the next role.

Uncertainty Avoidance in Decision Making Process

Uncertainty avoidance plays a key role in the communication processes between the supervisor and subordinate; whether they realize it or not. Hofstede, Hofstede, and Minkov (2010) summarized a culture’s or country’s level of uncertainty avoidance by using numbers. In this respect, individuals, depending

from what culture or from what country they originate, have a certain level of *uncertainty avoidance* (UA). This ranges from high to low. Hofstede et al (2010), defined *uncertainty avoidance* as the “avoidance of ambiguous situations” (p. 197). UA not only applies to cultures but to individuals on an individual level. Using the United States as an example, traditionally the United States has a low level of UA. However, this does not mean everyone born and raised in the United States has low UA. An individual born and raised in the United States may have a high level of UA. This is why determining a supervisors or subordinates’ UA is needed to properly communicate with them and advance through the LMX stages.

Hofstede et al, (2010) discovered, “Rules in a society with a strong uncertainty- avoidance culture is emotional. People have been programmed since early childhood to feel comfortable in structured situations” (p. 209). This is not an area managers with low UA will be able to restructure. The need for them to design a structured workplace, to include proper responses to unplanned issues, is paramount in achieving positive LMX. Hofstede, Hofstede, and Minkov (2010) said, “Matters that can be structured should not be left to chance” (p. 209). The supervisor has a duty to create and maintain a positive work environment.

In LMX, beginning in the second stage, ingenuity is the process by which subordinates prove their desire to conform to the traditions of the organization. In this stage the subordinate is expected to handle situations according to organizational standards. However, the UA level of an individual determines how

little or how detailed the communication between supervisors and subordinates need to be. Hohenberg and Homburg (2016) looked at motivating factors, in this case sales reps, for supervisors to use with subordinates. The determining factor of which incentive to use was an individual's UA level. The important part of the applies to cultures but to individuals on an individual level. Using the United States as an example, traditionally the United States has a low level of UA. However, this does not mean everyone born and raised in the United States has low UA. An individual born and raised in the United States may have a high level of UA. This is why determining a supervisors or subordinates' UA is needed to properly communicate with them and advance through the LMX stages.

Hofstede et al, (2010) discovered, "Rules in a society with a strong uncertainty-avoidance culture is emotional. People have been programmed since early childhood to feel comfortable in structured situations" (p. 209). This is not an area managers with low UA will be able to restructure. The need for them to design a structured workplace, to include proper responses to unplanned issues, is paramount in achieving positive LMX. Hofstede, Hofstede, and Minkov (2010) said, "Matters that can be structured should not be left to chance" (p. 209). The supervisor has a duty to create and maintain a positive work environment. equation is not that some individuals like to make money and others do not. All employees were receiving compensation for services rendered. In order to motivate individuals with high UA, supervisors used recognition. In order to understand why recognition is successful, an understanding of a high UA individual's desire to attach to the organization is in

order. Individuals with high UA need to avoid risk. For this reason, Baker and Carson (2011) studied what attached them to an organization and posited, “individuals deal with uncertainty by becoming committed to organizational goals and values and continuing in their relationship with the organization because of the potential loss in leaving” (p. 130). Awards and recognition are methods employed to help high UA individuals stay motivated. When supervisors motivate employees to move from the *first role-taking* stage of LMX to the next stage, *role-making*, which requires ingenuity, strategies differ between low UA individuals and high UA individuals. Individuals from high uncertainty avoidance cultures need and expect documentation on how to deal with certain situations in certain circumstances.

Baker and Carson (2011) also stated that “high UA individuals may rely on such mechanisms as rules, customs, laws and religion to achieve security” (p. 129). Hohenberg and Homburg (2016), explained that when a supervisor tries to give motivational support to subordinates, because of the need for clear and implicit directions, this support will probably not relate to a competence gain. This means that the proverbial “pep” talk” to individuals to go out and be innovative and aggressive may be null and void with an individual who adheres to an equation is not that some individuals like to make money and others do not. All employees were receiving compensation for services rendered. In order to motivate individuals with high UA, supervisors used recognition. In order to understand why recognition is successful, an understanding of a high UA individual’s desire to attach to the organization is in order.

Individuals with high UA need to avoid risk. For this reason, Baker and Carson (2011) studied what attached them to an organization and posited, “individuals deal with uncertainty by becoming committed to organizational goals and values and continuing in their relationship with the organization because of the potential loss in leaving” (p. 130). Awards and recognition are methods employed to help high *UA* individuals stay motivated. When supervisors motivate employees to move from the *first role-taking* stage of LMX to the next stage, *role-making*, which requires ingenuity, strategies differ between low *UA* individuals and high *UA* individuals. Individuals from high uncertainty avoidance cultures need and expect documentation on how to deal with certain situations in certain circumstances.

Baker and Carson (2011) also stated that “high UA individuals may rely on such mechanisms as rules, customs, laws and religion to achieve security” (p. 129). Hohenberg and Homburg (2016), explained that when a supervisor tries to give motivational support to subordinates, because of the need for clear and implicit directions, this support will probably not relate to a competence gain. This means that the proverbial “pep” talk” to individuals to go out and be innovative and aggressive may be null and void with an individual who adheres to an avoidance of uncertain situations. These individuals need clear cut instructions on how to act in ambiguous situations.

The “pep talk” to individuals with low UA has a different effect. In dealing with individuals with low UA, Baker and Carson (2011) described businesses in Ireland as “highly successfully without planning” (p. 131). Ireland has a low UA culture. Higher incentives, small amount of detail, and allowing more ingenuity to low UA individuals, produced a positive LMX to develop between the dyadic.

Initially, when a supervisor communicates certain messages to a new subordinate, they must take into consideration the UA level of that particular subordinate in order to achieve success. Success is measured how quickly and formidably subordinates ascend the three levels of LMX. Jung and Kellaris (2004) explained “individuals with high levels of uncertainty avoidance should be more likely to rely on decision heuristics” (p.743). Supervisors’ understanding of the subordinate’s level of uncertainty avoidance is paramount to the method they communicate tasks to the subordinate. When trying to move from the first LMX role to the second, supervisors may need to give detailed instructions to the subordinate. Saorin-Iborra and Cubillo (2016) backed up why the need for decision heuristics is desired, “people prefer to stay within accepted norms, to be more formal in their relations, and to follow and establish rules, all for the sake of keeping uncertainty at a low level” (p. 522). Blodgett, Long-Chuan, Rose, & Vitell (2001) viewed individuals in high uncertainty avoidance cultures as very likely to rely on written rules for situational behavior and not very likely to take risks.

They also viewed individuals from low uncertainty avoidance cultures as very likely to take risks and use unethical behavior to achieve desired results.

To give an example, Hofstede, Hofstede, and Minkov (2010) described the difference between Germany, a country with a strong UA level and England, a country with a low UA level. "Germany has laws for the event that all other laws become unenforceable; called *Notstandsgesetze*." While they also pointed out that, "In contrast, England does not even have a written constitution" (p. 216).

If high UA individuals need expectations defined, low UA individuals need the opposite. A manager giving a low UA subordinate precise operating instructions on how they want tasks completed will be viewed as micro-managing. Low UA individuals do need strict ethical guidelines to guide them. These guidelines keep low UA subordinates on the organizational path or upward mobility within the organization when using their own ingenuity to accomplish a task. In paraphrasing a description of low uncertainty avoidance individuals by Blodgett, Long-Chuan, Rose, & Vitell (2001), low uncertainty avoidance individuals need more guidance in their business dealing and that companies managing individuals from low uncertainty avoidance cultures should develop strict ethical guidelines. While their study confirmed their hypothesis, another aspect emerged. When an ethical situation came up, without clear guidelines or policy concerning the situation, individuals from low uncertainty avoidance cultures, namely Western cultures like the United States and Great Britain, placed a higher level of value on personal responsibility and made the more

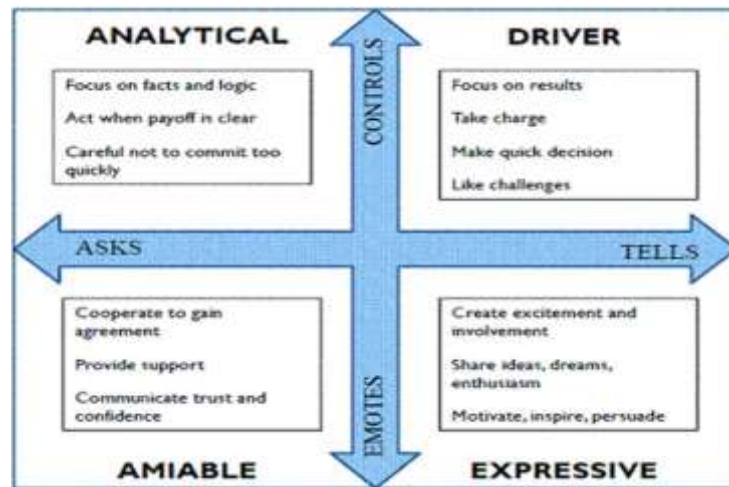
ethical choice. This discovery came about through a study they performed using health insurance salespeople from Taiwan and the United States; two countries with high UA and low UA, respectively. The scenarios the study used were based on real-life scenarios from actual insurance agents in both countries. Of the four scenarios, one involved an ethical situation dealing with the agent and his company and the other three dealt with the agent and customer. This being the need for training of supervisors and subordinates.

Social Styles

Important to the verbal communication process between the supervisor and subordinate, are both individuals' social styles. The importance lies in the fact that communication is how both supervisor and subordinate process and interact within the world they are part of. Beebe and Mottet (2016) define social styles as "as a pattern of communication behaviors that others observe when you interact with them" (p. 28). The four main social styles are: *amiable*, *analytical*, *driver* and *expressive*. Social styles are important because they determine how individuals encode and decode messages. UA explains how much and in what detail a supervisor sends messages. Social styles are the methods in how the messages are encoded and decoded. Fan and Han (2018) posited, "when the dyadic communication fits well, a leader and follower may achieve a high level of dyadic agreement" (p. 1084). In their study, Fan and Han (2018) found that "a mismatch in the level of interaction orientation is harmful to the leader follower relationship" (p.1087). This is the purpose for the leader to understand the subordinates' social style in order to communicate properly or as

Fan and Han put it, “orient the interaction” (p. 1087). Figure 1 details the four main social styles, a graph, designed by Wilson (1985). The four main social styles are represented in four quadrants. Each style has their own quadrant with the tip of each quadrant representing the extreme of each style.

Figure 1. Social Style Graph Wilson (1985)



To explain how the graphed is viewed, first locate an expressive/expressive on the graph. The expressive/expressive point is located at the bottom tip of the *Expressive* quadrant does not communicate the same as an analytical/analytical which is located at the top left-hand corner of the *Analytical* quadrant. They are opposites in communication processes. However, an expressive/analytical and an analytical/expressive, which are located toward the center point of the graph, would have similar communication styles.

When supervisors and subordinates move toward the middle the graph, they are very likely to communicate more effectively. Fan and Han (2018)

example, when ordering at a restaurant, they will ask the waiter to order food, “may I have the steak medium-rare”? They respond well to clear cut tasks that have a numerical order they can chip away at. Narrative long winded individuals and small talk are not their forte. The most effective form of communication with them is to verbally slow down the pace of the conversation and give them point by point instructions with regard to the task. The *analytical* social styles are usually involved with inventory control, planning, and accounting types of professions.

The *amiable* is in the lower left side of the graph and like the analytical, they are task individuals. However, they are people oriented and not task oriented. They are task oriented with their communicative orders but are highly interested in people. Effectively communicating with this style requires some small talk and concern for their feelings. An example is to ask them “how is your family” or “how are you feeling today”.

The *driver* social style is in the upper right hand corner of the graph and give instructions in a tell fashion. Ordering at the same restaurant as the analytical, the *driver* will order in the following fashion, “I’ll take the steak medium-rare”. They usually speak and act quickly and are not interested in small talk. They want to give orders and move on. The *driver* like the *analytical*, wants to follow a specified list and accomplish the tasks at hand.

Finally, the *expressive* social style is in the lower right hand corner of the graph. They are task oriented like the driver but are people oriented like the

amiable. *Expressive* individuals like to engage with people and may seem a little rude with their verbal tell orders but show a dichotomy of enjoying small talk with people. They may not ask you where you want to go to dinner but tell you where you all are going. *Expressives* bore easy and need verbal discourse with their managers; they always need new challenges. This ensures the approval they require to remain happy.

Relational satisfaction for both supervisor and subordinate, because of the amount of time spent together, is paramount to a successful organization. Fan and Han (2018) pointed out that “Dyadic communication is at the heart of all relational dynamics” (p. 1083). When communication is valued and understood by supervisor and subordinate, the relationship should move to the next level. Rich dyadic communication within an organization leads to a number of wonderful qualities like Fan and Han pointed out; “degree of intimacy, self-disclosure, relational closeness, relational expectations, and interactional richness” (p. 1083). Which leads to a fulfilling workplace environment.

CHAPTER THREE

PROJECT REVIEW

In sum, on the subject of communication in the workplace, scholars conclude that proper communication in the workplace leads to workplace satisfaction for supervisors and subordinates. The importance of proper communication is reported by Good Reads (2020), quoted the words of, at the time the richest man, John D. Rockefeller when he said, “The ability to deal with people is as purchasable a commodity as sugar or coffee. And I will pay more for that ability” (p. 1). Meaning, an individual that effectively communicates with individuals by recognizing their potential, extracting their talents, and organizing them to accomplish tasks, is worth a substantial investment.

For this project, I designed a class that focuses on supervisor communication styles and the effects on subordinates. The class will be based on the theoretical outlines in this paper. The class will be called, Developing Positive Dyadic Communication in the Workplace. The class will consist of a three day agenda and three exercises. One of the exercises, due before class starts, is the Social Styles Assessment Test. The next two exercises are original to the class and are done in the classroom setting.

Students will learn the how to use LMX’s three stage process of role assignment to bring the relationship to a fruition.

Students will learn, that in order for the receiver to hear their message, they need to take into consideration on how detailed the message or messages should be and how often they should deliver them. Uncertainty avoidance levels of themselves and the message receiver needs consideration in order to help them decide to what degree the job requirements and ethical statements should be taught and reinforced.

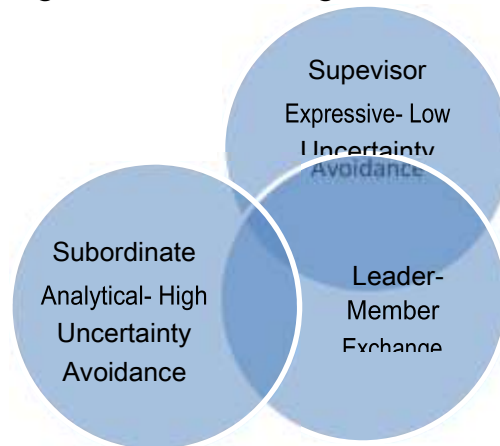
Finally, each student in the class will learn their own social style and how to communicate with other social styles. In the communication process this allows for the least amount of offense when dealing with others. Not everyone knows what their individual social style is or even that they have one. This will give the students an advantage in the workplace when they adjust or “style-flex” their communication to effectively communicate with others. In the words of one of the greatest CEO’s in the history of America, Charles Schwab, Brainy Quotes (2020) published “ I have yet to find the man, however exalted his station, who did not do better work and put forth greater effort under a spirit of approval than under a spirit of criticism”(p.1).

CHAPTER FOUR

CONTRIBUTION

The purpose of this class is to aid a supervisor or subordinate to communicate outside of their own social style. In the preceding paragraphs we learned, through genetics, everyone has a dominant social style and uncertainty avoidance level. However, through what Beebe & Mottet (2010) called, "style-flexing", individuals are able to change their form of communication to fit the social style of the individual they are communicating with. However, stopping at just style-flexing, may lead to unintended consequences. If we are only style-flexing to achieve a goal for ourselves or make a point, this could lead to a case of manipulation instead of relationship. I believe this is the reason that a supervisor needs an understanding of an individual's social style and uncertainty avoidance level in order for the supervisor to style-flex within the confines of leader-member exchange theory. This will allow a proper workplace relationship to develop or the knowledge that this is the wrong supervisor subordinate combination. Within this framework, the supervisor needs to move out of their position in the graph and into a Venn diagram type of communication pattern.

Figure 2: Venn Diagram



Within the above context, an expressive supervisor with a low level of uncertainty avoidance must effectively communicate with a subordinate who is an analytical with a high level of uncertainty avoidance. Without proper training this is a communication nightmare. By employing the techniques of sty-flexing, understanding of uncertainty avoidance levels, the supervisor is able to follow the guidelines of leader-member exchange and blend his communication style into that of their subordinates'. As an example, the supervisor, needs to communicate in a task-focused, facts oriented manner. The subordinate, having a high level of uncertainty avoidance, will need to have constant reassurance with strict guidelines from the supervisor with completing the tasks in the role-taking and role-making stages of the leader-member exchange theory. Following the recommendations of these communicating suggestions will allow the supervisor to cross over into the sphere of the subordinate and communicate at their level.

CHAPTER FIVE

LIMITATIONS

The leader-member exchange theory of workplace communication is based on the belief that a strong supervisor/subordinate relationship in the workplace is needed. As we viewed in the different workplace domains of leader-based, employee-based, and relationship based, relationship-based may not be the best form of leadership in the workplace. Due to the fact that a relationship based approach is very time consuming and requires a long term commitment from the subordinate, a relationship based form of leadership may not be the best type. Using a fast-food restaurant as an example, this is not a good place for relationship based leadership. Most of the subordinates there are transactional employees and have no interest in making that their career or being there a long time. For the most part, a fast-food restaurant is a place for summer or part-time employment until the subordinate finds a better opportunity. There is not time to develop the stages of leader-member exchange theory.

APPENDIX A

CLASS HANDOUT

DEVELOPING POSITIVE DYADIC COMMUNICATION IN THE
WORKPLACE

**Increasing Productivity and Creativity by Perfecting
the Supervisor/Subordinate Dialogue**

By

Guy T. Robinson

January 27, 2020

California State University, San Bernardino

Table of Contents

Introduction & Objectives		1
Chapter 1	Leader-Member Exchange	4
Chapter 2	Social-Styles	9
Chapter 3	Uncertainty Avoidance	12
Chapter 4	Learning Communication Styles	14
Chapter 5	Determining Uncertainty Avoidance Levels	30
Chapter 6	Reason for Leadership Theory	38
Appendix	Surveys	44
References		48

Introduction

During the last 14 years travelling across the country and meeting with a diversity of clients, I observed many frustrated principals managers, supervisors, and subordinates. Supervisors wonder aloud to me why their instructions are not followed and subordinates, voicing their frustration to me, not understanding what is expected of them. Supervisors believe their instructions are easy to comprehend and subordinates believe they are doing what is being asked of them. However, there is an abundance of miscommunication in the workplace. Miscommunication is nothing new. Philoiblog (2012) quoted the polemicist, George Bernard Shaw, “the single biggest problem with communication is the belief that it has taken place” (p. 1).

There is no amount of proper communication between a supervisor and their subordinate that will turn a bad subordinate into a good one. If the subordinate is habitually late, lazy, lying, stealing, or disagreeable with others, than termination is in order. However, if a subordinate is a good employee in all areas and the supervisor needs them to become more productive and creative than developing a stronger relationship through productive communication is key. On the other hand, if you are a manager that just believes you have all the answers because of your position or experience, than this is not the workshop for you. This workshop is for the supervisor who believes that the company’s success and their success depends on subordinates who are committed, creative and productive in the workplace. With this in mind, there is not one “magic bullet” to ensure productive communication. I believe there are three major areas to focus on to achieve productive communication between supervisor and subordinate.

The three areas this workshop focuses on is leader-member exchange theory, social styles, and uncertainty avoidance. To understand why there is not one method or as I postulated

in the above paragraph, “magic bullet” to develop communication, a parable given to us by Geert Hofstede is of use. Geert Hofstede is a multi-degreed Dutch social scientist who worked for IBM and studied the differences in cultures from around the world. He is the author of many books to include: Culture’s Consequences and Cultures and Organizations-Software of the Mind. After studying different cultures for many years, Hofstede (1984) said “the survival of mankind will depend to a large extent on the ability of people who think differently to act together” (p. 8). Hofstede (1984) presented an old Indian fable to describe using only one approach to communication. Three blind men approach an elephant, one grabs the tail and thinks it is a rope, the other grabs the leg and thinks it is a tree, and the other grabs the nose and thinks it is a hose. Because they are only coming at the animal from one perspective, they do not realize what they have as a whole. When supervisors approach communication from one angle, they do not fully grasp the lack of communication they portraying. Lack of communication is the elephant in the room.

This workshop is designed to aid a supervisor in effectively communicating with their subordinates. Included in the workshop are surveys that will aid you and your subordinates in determining everyone’s social-style and uncertainty avoidance levels. The workshop will take place over the course of two and a half days. The first day takes an analysis of your view of communication followed by defining leader-member exchange. Social styles is covered toward the end of day one and into day two with surveys to aid in determining each individual’s social style. The latter part of day two will explain, with surveys to determine, each individuals’ uncertainty avoidance level. The final part of the workshop will teach how to combine all three to create an effective level of communication. At the end of each page in your workbook are

lines. This area is for you to take notes or write down questions to pose to the class for discussion.

Class Objectives

1. Create an effective communication between supervisor and subordinate by incorporating an individual's social style and uncertainty avoidance level into leader-member exchange theory
2. Evaluate each social style, uncertainty avoidance level and different stages of leader-member exchange theory
3. Analyze the different social styles and uncertainty avoidance levels and assign them to supervisors and subordinates.
4. Learn how to apply an individual's different social style and level of uncertainty avoidance when using leader-member exchange to develop a workplace relationship
5. Understand the individualistic reasoning of each type of individual: Amiable, Driver, Analytical or Expressive
6. Developing the ability of a supervisor to identify a subordinate's communication style and adjust their communication pattern.

Chapter 1: Leader-Member Exchange

One of the differences in supervisors, is their ability to communicate to their subordinates. This ability has not escaped the notice of many entrepreneurs. Ingram (2012) quoted John D. Rockefeller, who, at the time, was the richest man in the world, said, “I will pay more for the ability to deal with people than any other ability under the sun” (p. 112). In summarizing Son, Kim, & Kim (2014) when they explained that leader-member exchange (LMX) deals with the quality of the supervisor/subordinate relationship, also illuminating that this relationship is exclusive between each dyadic relationship. As Robinson (2020) pointed out, “in essence, a manager does not manage subordinate *A* the same way he/she manages subordinate *B* or *C*”(p. 5). LMX is a theory that views each supervisor/subordinate relationship is unique and should be cultivated as such. Anand, Hu, Liden and Vidyarthi (2011) stated, “LMX is rooted in the principal that each leader/follower or supervisor/subordinate relationship within an organization is UNIQUE, varies in quality, and should be studied in a dyad”(p. 311).
Emphasis mine.

Furthermore, in confirming the validity of a strong LMX, Gerstner and Day (1997) through their meta-analysis of LMX, gave evidenced-based support, “ LMX is associated with positive performance-ratings and attitudinal variables”(p. 828).

Attitudinal Variables

- *Higher Performance Ratings*
- *Better Objective Performance*
- *Higher Overall Satisfaction with Organization and Supervisor*
- *Positive Roll Perceptions*
- *Low Turnover*

Reason to Consider Using LMX

1. In summarizing Graen & Uhl-Bien (1991), LMX is just what the doctor ordered to develop and maintain mature leadership relationships
2. To determine what is the appropriate mingling of communication between supervisor and subordinate that will lead to the achieving of desired goals.
3. Graen & Uhl-Bien (1995) discovered “subordinates who accepted an offer by the supervisor to develop high-quality LMX, increased their performance dramatically” (p. 222).

LMX Roles: Role-Taking Stage

Discover Relevant Talents of Subordinate

- *Analytical*
- *Mechanical*
- *Artistic*
- *Rhetorical*

Discover Motivations of Subordinate

- *Just a Job*
- *Stepping Stone to Another Company*
- *Career Oriented*

LMX Roles: Role-Taking Stage

Tierney (2016)

Limits of Subordinate

- *Physical*
- *Mental*
- *Time Constraints*
- *Fears*

Tierney (2016) revealed, “LMX is a mechanism for providing high LMX subordinates with a script for behavior APPROPRIATE for their status” (p. 179). Emphasis mine.

LMX Roles: Role-Making Stage

The Nature of the Relationship is Defined

1. Role episodes are created
2. Expectations are created by supervisor
3. Subordinate responds by fulfilling expectations
4. *Negotiating Latitude* occurs; Day & Miscenko (2015) defined negotiating latitude as “the extent to which a supervisor was willing to consider requests from a subordinate on matters concerning role development”(p. 15).

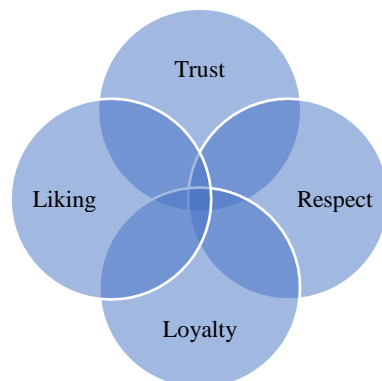
Summarizing Nahrgang & Seo (2015), this is the stage that different personalities and individual characteristics determine how the relationship develops or the roles are completed in the expected manner.

- *Social-styles*
- *Uncertainty avoidance*

LMX Roles: Role-Routinization Stage

Supervisors and subordinates share mutual expectation

A strong dyadic relationship develops through, as Graen & Scandura (1987) described, “interlocking-behaviors” (p. 170).



Chapter 2: Social-Styles

Beebe & Mottet (2010), after thorough research, stated, “the first principal that guides communication and leadership skills in the workplace is to become aware of your communication with yourself and others” (p.27).

Be aware of your and your subordinates’ social-style

- *Analytical*
- *Amiable*
- *Driver*
- *Expressive*

Using your understanding of each word, give a workplace example of each:

1. _____
2. _____
3. _____
4. _____

There are two dimensions to understanding social-styles:

Assertiveness and Responsiveness

Dimension: Assertiveness

- | | |
|---------------------------------------|---|
| Capacity to make requests | Initiate, maintain or disengage from conversation |
| Actively disagree | Maintain composure, without attacking another |
| Express feelings-positive or negative | |

An individuals’ method of **ASSERTIVENSS** is what they use to influence the thoughts and actions of others.

Assertiveness: Ask-Directed

- *Indirect method of communication*
- *Speak slowly and deliberately*
- *Make conditional statements*

Assertiveness: Tell-Directed

- *Direct approach to communication*
- *They TELL individuals*
- *Make declarative statements*
- *Speak strong and fast*

1. _____
2. _____
3. _____
4. _____

Dimensions: Responsiveness

- Communication sensitivity
- Viewed as a good listener
- Instills a sense of communication comfortability in others
- Recognize needs of others
- How an individual expresses their feelings when communicating with another is called

Responsiveness

-

Responsiveness: Task-Directed

- *Communicates feelings about the task*
- *Focus on facts*
- *Concerned with how and why the situation at hand exists*

Responsiveness: People Oriented

- Focus on the individuals' state of affairs
- Want to make sure everyone involved is happy

1. _____
2. _____
3. _____
4. _____

Chapter 3 Uncertainty Avoidance

- Hofstede, Hofstede, & Minkov (2010) defined uncertainty avoidance as “the avoidance of ambiguous situations” (p.197).
- Uncertainty about the future is a fact of life; offset by technology law and religion
- In business, uncertainty is offset by: technology, rules, and rituals
- Cultures have high or low uncertainty avoidance levels. So do individuals!

Uncertainty Avoidance: Low Level

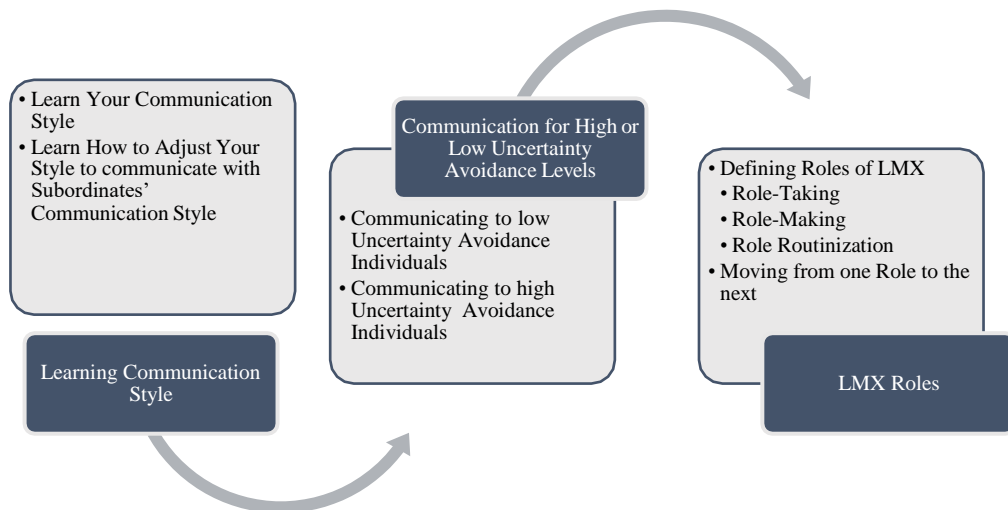
- Everyday uncertainty is easily accepted
- More willingness to take risks in life and work
- Aggressive behavior is frowned upon
- More acceptance of dissent
- There should be few rules as possible
- If rules cannot be kept, we should change them
- Belief in common sense

1. _____
2. _____
3. _____
4. _____

Uncertainty Avoidance: High Level

- Everyday uncertainty is a continuous threat and must be fought
- Higher anxiety and stress
- Time is money
- Strong need for consensus
- Concerned with security in life
- Believes in experts and their knowledge
- Needs written rules and explanations

1. _____
2. _____
3. _____



Chapter 4: Learning Communication Styles

Social Style: Amiable

Seen As:	Comfort Zone:
Conforming	Developing Relationships
Supportive	Being Supportive
Respectful	Providing Services
Dependable	Teaching
Agreeable	

Advantages:	Disadvantages
Inherently suitable for coaching or counseling	Oversharing of feelings
Supportive of others' feelings	Over emphasis on developing relationships
Concerned for people	
Communicates gratitude	

Use space below to label supervisors or subordinates

1. _____

2. _____

3. _____

4. _____

Social Style: Analytical

Seen As:	Comfort Zone:
Critical	Science
Indecisive	Engineering
Persistent	Accounting
Exacting	Working
Orderly	

Advantages	Disadvantages
Focus on facts	Sometimes viewed as unsociable
Accepts new way of doing things once value is determined	Do not believe they need to develop a relationship to achieve task
Uses what is at hand before moving on to something else	

Use space below to label supervisors or subordinates

1. _____

2. _____

3. _____

4. _____

Social Style: Driver

Seen As:	Comfort Zone:
Dominating	Business Owner
Harsh	Management
Strong-Willed	Politician
Independent	Taking Responsibility & Directing Others
Efficient	

Advantages:	Disadvantages:
Taking charge	Brash
Quick decision making	Dismissive
Managing difficult situations	No interest in others' opinions
Efficient	

Use space below to label supervisors or subordinates

1. _____

2. _____

3. _____

4. _____

Social Style: Expressive

Seen As:	Comfort Zone:
Social	Salesman
Excitable	Entertainment
Ambitious	Advertising
Enthusiastic	Musicians
Friendly	Writers
Dramatic	

Advantages:	Disadvantages:
People love to work with them	Bores easily
Gives others self-esteem	Futuristic
Highly customer-oriented	High-risk taking

Use space below to label supervisors or subordinates

1. _____

2. _____

3. _____

4. _____

Style-Flexing

In the workplace, it is not uncommon for supervisors and subordinates to give instructions or discuss ideas to others. Also, what is not uncommon is for individuals involved in the conversation to not fully understand or grasp the meaning of what the others are talking about. This is where style-flexing comes into play.

In trying to give an accurate portrayal of style-flexing, Beebe & Mottet (2010) defined it as “adapting your communication to how others communicate” (p.32).

In stressing the importance, Bolton & Bolton stated, “when it comes to presenting your ideas, style-flexing is communicating on the other person’s wavelength” (p.98).

Think back on a time when you were trying to present an idea to someone or explain a situation and the individual did not understand what you were saying. Write your thoughts below.

Example:

If an *expressive* needs to discuss the value of a project, idea, or product to an *analytical*, the *expressive* need to communicate so the *analytical* is able to properly process the information.

The expressive needs to be cognizant of:

1. The *analytical* is not concerned with how cool, fantastic, wave of the future that a project, idea or product seems to you (the *expressive*).
2. The *analytical* is also annoyed by your (the *expressive*) dramatic, excitable, over-the-top language you (the *expressive*) are using to describe your project, idea, or product.
3. Though the project, idea, or product may be of great value, the *expressive* needs to effectively communicate the value to the *analytical*.

Exercise: You are an expressive salesman trying to convince the analytical account the need for a new, very large, flat-screen monitor for the conference room. How would you approach the analytical?

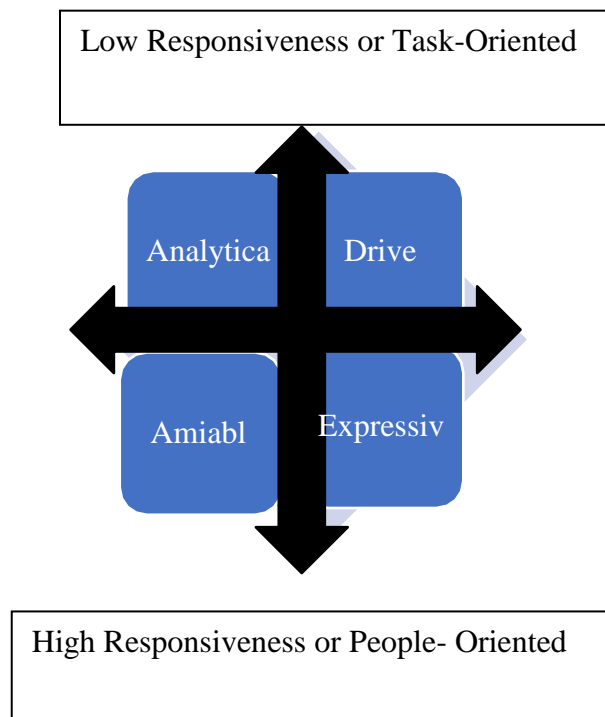
Steps to Style-Flexing

Learning how to style-flex is given by Beebe & Mottet (2010)

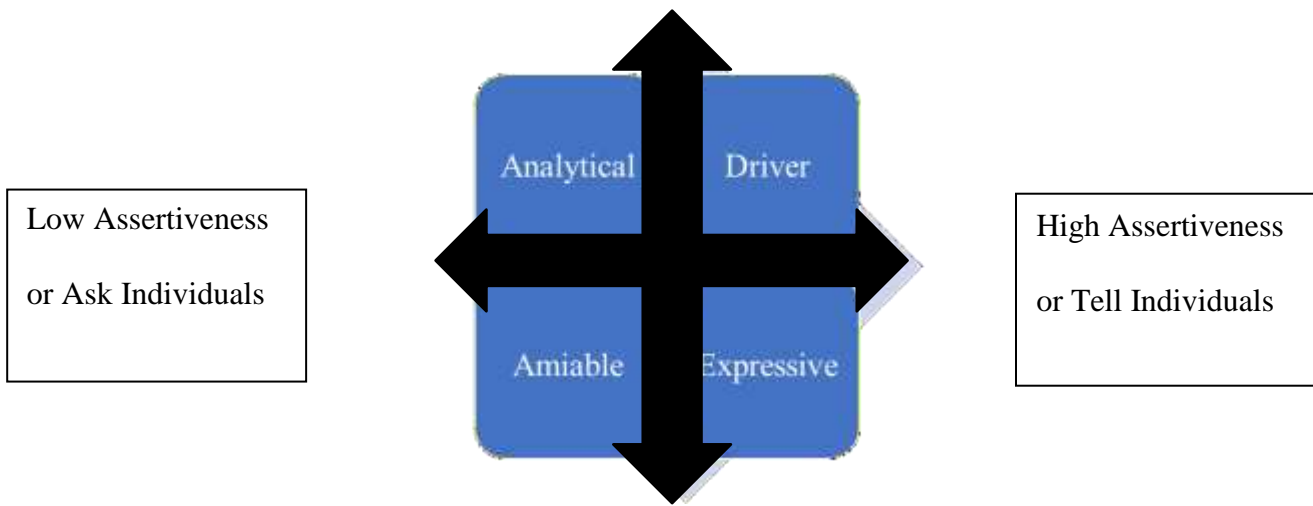
1. Know your own social style
2. Figure out the social style of the individual you are trying to communicate with
3. Learn how to adjust your communication style in order for the receiving individual to process what you are trying to communicate.

Beebe & Mottet (2010) summarized this down to two dimensions: **Responsiveness & Assertiveness**

Responsiveness: Measuring how well someone responds to another. Does an individual listen well and understand the communicators' perspective. Wilson (1985) describes a high responsive individual as being "people-oriented" and a low responsive individual as being "task-oriented" (p. 15). The graph illustrates that analytical and driver individuals are low responsive or task-oriented. Amiable and expressive individuals are high responsiveness or people-oriented.



Assertiveness is described by Beebe & Mottet (2010) as “an individuals’ ability to make requests (p. 33). They are labeled low and high in assertiveness. Wilson (1985) described these individuals as “ask” or “tell” individuals (p.16).



High Assertiveness or **Tell** individuals will tell you their requests. To use an example of an individual ordering in a restaurant. “I will take the chicken salad”.

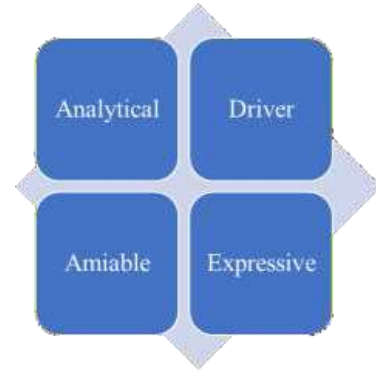
Low Assertiveness or **Ask** individuals will ask their requests. This type of individual in the same restaurant; “may I have the chicken salad”.

Exercise: Determine Style

Circle Correct Answer on Chart

- **Low Assertiveness and Low Responsiveness**

- **ASK Assertive**
- **Task-Oriented**



- **Low Assertiveness and High Responsiveness**

- **ASK Assertive**
- **People-Oriented in Responsiveness**



Exercise: Determine Style

Circle Correct Answer on Chart

➤ **High Assertiveness and Low Responsiveness**

➤ **TELL in Assertiveness**

➤ **Task-Oriented in
Responsiveness**



➤ **High Assertiveness and High Responsiveness**

➤ **TELL in Assertiveness**

➤ **People-Oriented in
Responsiveness**



Style Flexing Steps by Communication Style

Amiable Communicating With an Analytical

- Have plan laid out in detail
- Provide details in factual manner
- Think in bullet points; succinct details
- Be prepared

Amiable Communicating With an Expressive

- Talk faster than usual
 - Get to the point
 - Give the general idea
 - Short on detail; long on big picture
 - Listen with interest to their thoughts
 - Tell stories
-
-
-
-

Amiable Communicating With a Driver

- Talk at a quick pace
- Give options and comparisons
- Set realistic goals
- Be prepared to answer questions
- No small talk
- Realize, you are their communication opposite

Driver Communicating With an Analytical

- Slow down your speech pattern, analyticals are distrustful of fast-talkers
 - Allow the analytical to speak.
 - Speak more factually without a lot of gestures
 - Give proof to what you are saying
-
-
-
-

Driver Communicating With an Expressive

- Talking fast is O.K.
- Let the expressive talk too
- Give the expressive confirmation on their ideas.

Robinson/Developing Positive Dyadic Communication

- Keep the conversation moving to a favorable solution

Driver Communicating With an Amiable

- *Ask how their family is doing*
 - Allow them to explain and ask how your family is doing
 - Be supportive of their feelings
 - Support their goals
 - Remember, you are their communication opposite
-
-
-
-
-
-
-
-

Expressive Communicating With an Analytical

- Acknowledge the analytical's expertise
- Remain task focused
- Keep small talk to a minimum
- Avoid being expressive with gestures
- Avoid being dramatic
- Remember, the analytical is your communication opposite

Expressive Communicating With a Driver

- Keep information in order; spotlighting points as needed
- Focus on achieving results in a timely manner
- Give options and ask driver's opinion
- Do not tell stories
- Keep small talk to a minimum

Expressive Communicating With an Amiable

- Be genuine
- Ask about their family
- Give appropriate self-disclosure about yours
- Allow amiable to speak
- Slow your speech down

Analytical Communicating With an Expressive

- Engage in small talk
- Give your thoughts in a general manner
- Be flexible on solutions or rules
- Ask them to describe their view of the situation
- Remember, the expressive is your communication opposite

Analytical Communicating With a Driver

- Put information in proper order
- Do not get involved in details
- Give your point of view; succinctly!
- Give options and comparisons

Analytical Communicating With an Amiable

- Be genuine
- Build rapport-ask about their family
- Do not focus on details

Robinson/Developing Positive Dyadic Communication

- Speak in generalities

Robinson/Developing Positive Dyadic Communication

- Discuss their contributions

Percentage of Social Styles by Industry

Wilson (1985)

Robinson/Developing Positive Dyadic Communication



If your industry is not listed, you can still use the graph.

Discussion Questions:

What is your industry?

If your industry is not listed, which one from the graph closely resembles your industry?

Do you agree with the findings?

Chapter 5 Determining Uncertainty Avoidance Levels Facts Concerning

the Uncertainty Avoidance Levels of Individuals

- Individuals within an organization, a culture, or a relationship can vary in their levels of uncertainty avoidance.
- Duncan (1972) stated, “some individuals may have a high tolerance for ambiguity and they may perceive situations as less certain than others with low tolerances” (p.325).
- Each organization may have a mixture of low and high uncertainty avoidance individuals.
- Low and high uncertainty avoidance individuals need different levels of communication
- Supervisors who understand the uncertainty avoidance level of the subordinate under their control are able to communicate more effectively
- Visual inspection of individuals work habits or survey taking can identify uncertainty avoidance levels.
- Jung & Kellaris (2004) discovered, “ individuals with high levels of uncertainty avoidance will be more likely to rely on decision heuristics” (p.743).

Characteristics of Uncertainty Avoidance in Individuals

Hofstede (1980)

Low	High
Takes each day as it comes	Everyday uncertainty is a threat and must be fought
Time is free	Time is money
Rules are basically, suggestions	Need for written rules and regulations
Belief in common sense	Believes in experts
Low stress	Higher stress and anxiety

Low Uncertainty Avoidance Communication

- Generalist guideline for days' activities
- Do not stress them with micro-managing
- Works best by relying on own skills
- They need basic rules and mission of company
- Desires advancement to manager position
- Look to them for innovative ideas
- They are not resistant to change

High Uncertainty Avoidance Communication

- Need an exact accounting of the days' activities
- High –stress individual.
- Needs performance reassurance on a daily basis
- Very loyal to their employer
- Believes in experts
- Would rather be a specialist than a manager
- Needs clear and detailed company rules on each situation
- Does not like change

According to Hofstede (1980), “the borderline between defending against uncertainties and accepting them is fluid” (p.111).

- To maintain a low stress environment, communication of procedures, rules, and regulations in the workplace is needed
- A subordinates' level of uncertainty avoidance determines how detailed each of the procedures, rules, and regulations are needed.
- Because of the “fluidness” of each situation, the level of ambiguity is always subjective. The individual's perception and level of uncertainty avoidance determines how ambiguous the situation.

Hohenberg & Homburg (2016) studied individuals in sales positions with high and low levels of uncertainty avoidance. The results were astonishing when determining how each type of individual is motivated. In summarizing:

Robinson/Developing Positive Dyadic Communication

- Low uncertainty avoidance individuals were motivated by financial rewards while high uncertainty avoidance individuals were motivated by manager approval and appreciation.
 - Motivation = higher sales numbers
- The attitude by managers “if you never hear from me than you are doing a good job”, only works with low uncertainty avoidance individuals.
 - The level of a subordinates’ uncertainty avoidance dictates how often the supervisor should communicate with the subordinate.

Determine the Level of Uncertainty Avoidance

Supervisor's Obligations

- Determine the level of uncertainty avoidance
 - Tests
 - Survey
 - Observation
 - Develop and support elements to reduce uncertainty
 - Tools: skills, knowledge, programs
 - Rules
 - Practices

Effectively communicate to a subordinate's uncertainty avoidance level

Determining the Level of Uncertainty Avoidance Tests:

- Skills test: put a time limit on a skills test and allow the subordinate to ask as many questions as they feel necessary
- Give subordinates a Likert style uncertainty avoidance survey that determines a subordinate's level of uncertainty avoidance
- Observe each subordinate during working hours.

Reducing Uncertainty

Tools:

Skills: cross-training, advanced training, team-building

- Relieves uncertainty about job elimination

Knowledge: advanced classes, night classes, assign books

- Upper management values their views

Programs: new machinery, new computer programs, and flow charts

- Advance machinery and new computer programs decrease mistakes
- Flow charts decrease uncertainty in decision making process

5 Communication Practices That Reduce Uncertainty

(Hofstede 1980, ppg.114-116)

Reports: Helps to “stop-time” and allows subordinate to explain or justify their actions. Reduces uncertainty by communicating to subordinate that someone cares about their work performance

Aspects of Accounting System: Grambling (1977) asserted, “the main function of accounting information is to maintain morale in the face of uncertainty”(p.145).

Planning System: Examples include flow charts, hourly rates, and rules & regulations.

Hofstede (1980) opined, helps managers sleep peacefully and may help subordinates believe in what they are doing”(p.118).

Control system: Measures feedback from subordinates

Experts: High uncertainty avoidance individuals look to experts, specialists, and authorities to reduce uncertainty in ambiguous situations.

Exercise: Use the space below to write which practice, and examples, would reduce uncertainty in your workplace.

Taxonomy of Leadership in 3 Domains: Leader-Based, Follower- Based, and

Relationship Based

Graen & Uhl-Bien (1995)

What is Leadership: 3 Domains

Leader-Based	Follower-Based	Relationship-Based
Appropriate behavior of the person in leadership role	Ability and motivation to manage one’s own performance	Trust, respect, mutual obligation that generates influence between parties.

Discussion Question: What type of leadership are you under or deploying currently?

Leadership Behavior: 3 Domains

Leadership- Based	Follower-Based	Relationship-Based
Establishing and communicating vision: inspiring, instilling pride	Empowering, facilitating, giving up control	Building strong relationships with followers: Mutual learning and accommodation

Discussion Question: What leadership behaviors are apparent in your workplace?

Advantages: 3 Domains

Graen & Uhl-Bien (1995)

Leader-Based	Follower-Based	Relationship-Based
Leader is rallying point for organization	Makes the most of followers’ capabilities:	Accommodates needs of subordinates
Can initiate wholesale change	Frees up leader’s time	Can elicit superior work from different types of individuals

Disadvantages: 3 Domains

Leader-Based	Follower-Based	Relationship-Based
Very leader dependent	Depends on follower's willingness to work hard	Time consuming: depends on long term commitment between supervisors and subordinates
Problems if leader leaves or goes rogue	Depends on follower's initiative	

Appropriateness: 3 Domains

Leader-Based	Follower-Based	Relationship-Based
Charismatic leader in place	Highly capable and task-committed subordinates	Continuous improvement-teamwork
Limited diversity among followers		Substantial diversity and stability among subordinates
		Network building

Discussion question: What do you view are the advantages and disadvantage of each?

Building a Relationship-Based Workplace Through Leader-
Member Exchange (LMX)

Graen & Scandura (1987), Tierney 92016), Goldberg & McKay (2016)

LMX: Role-Taking Stage

- Represents the 1st encounter between supervisor and subordinate
 - Extent that each party views that the other is willing to contribute to the relationship
- Role-taking stage need only take a short amount of time; hours to months
 - Up to supervisor to determine how long first stage will take
- Tests subordinate's potential
 - Communicate the role using a *performance request*
 - Subordinate must accept or reject request
 - Supervisor determines if advancement to next role is merited.

Exercise: List, in order, a task a new employee should accomplish; with a time-line

1. _____
2. _____
3. _____
4. _____
5. _____

LMX: Role-Making Stage

Tierney (2016)

- Starts at the completion of the role-taking stage
 - Mutual respect exists
- Defines the supervisor/subordinate relationship
 - Their communication begins to influence each other's attitudes and behaviors.
 - Supervisor begins to communicate more complicated tasks
 - Subordinate begins to accept more completed tasks

Supervisor and subordinate create what Tierney (2016) called a “sensemaking process”(p.179)

LMX: Sensemaking and Perspectives

Trees and Kellas (2009) reported, “perspective taking behavior plays an important role in interactional sensemaking” (p.94). Sensemaking involves:

- Attentiveness to the other's perspective
- The degree to which the supervisor will solicit, listen to, and incorporate the other's perspective into the situation
- Individuals will use their perception of the situation to evaluate it as compatible or non-compatible of how they believe it should be.
- An incompatible situation produces an unharmonious situation. Individual will act to restore harmony.
- Incompatibility between the subordinate's perception of the situation and their expectation on how it should be, creates dissatisfaction with supervisor and organization.

LMX: Role-Making Stage, cont.

- Negotiating latitude is present in this stage.
 - Day & Miscenko (2016) defined negotiating latitude as, “the extent to which a supervisor is willing to consider requests from a subordinate concerning role requests”(p.15).
- Develops in subordinates
 - Creativity: Tierney (2008) believed this stage works as a natural incentive for promoting creativity in subordinates
 - Motivation: Graen & Scandura (1987) subordinates will go the extra mile for their company
 - Productivity: Volmer, Spurk, & Niessen (2012) subordinates will produce at higher levels when their opinions are taken into consideration.

LMX: Role-Routinization Stage

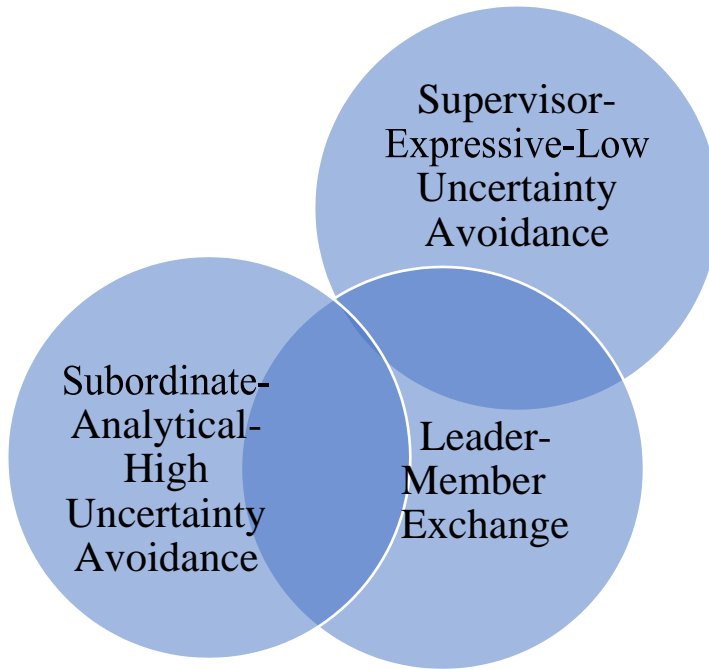
Graen & Scandura (1987), Goldberg & McKay (2016)

- Interlocking behaviors develop
 - Trust, loyalty, and respect
- Relationship stabilizes
 - Supervisor understands subordinate's strengths and weaknesses
 - Subordinate understands supervisor's desire without being told
 - Roles from previous stages become institutionalized and second-nature
 - Supervisor and subordinate share a unique relationship where predictability creates mutual and beneficial behaviors

Leads to High Performance of subordinates



Conclusion



Subordinate is	Supervisor is	Supervisor through LMX needs to
Unsure	Self-assured	Give a lot of reassurance
Needing of Reassurance	Micromanaging opposed	Micromanage
Facts Oriented	Generalized	Give exact procedures

Surveys

LMX Measures: LMX -MDM

Liden & Maslyn (1998)

Strongly Disagree 1 2 3 4 5 6 7 Strongly Agree

Rating	Question
<input type="text"/>	My subordinates respect my knowledge of and competence on the job
<input type="text"/>	My subordinates believe I would defend them to others in the organization if I think they made an honest mistake
<input type="text"/>	My subordinates believe that I am the kind of person one would like to have as a friend
<input type="text"/>	My Subordinates do not mind working their hardest for me
<input type="text"/>	My subordinates believe that I would come to their defense if they were being attacked by others
<input type="text"/>	My subordinates like me as a person
<input type="text"/>	My subordinates go beyond what is expected of them because of me
<input type="text"/>	My subordinates admire my professional skills
<input type="text"/>	My subordinates believe I will defend (would defend) their work actions to a superior, even without complete knowledge of the issue in question
<input type="text"/>	I am a lot of fun to work with
<input type="text"/>	My subordinates will go beyond what is required of them to meet my goals.
<input type="text"/>	My subordinates are impressed with my knowledge

LMX Measures: LMX -MDM

Liden & Maslyn (1998)

Strongly Disagree 1 2 3 4 5 6 7 Strongly Agree

Rating	Question
<input type="text"/>	I respect my manager's knowledge of and competence on the job
<input type="text"/>	My manager would defend me to others in the organization if I made an honest mistake
<input type="text"/>	My manager is the kind of person one would like to have as a friend
<input type="text"/>	I do not mind working my hardest for my manager
<input type="text"/>	My manager would come to my defense if I were attacked by others
<input type="text"/>	I like my manager very much as a person
<input type="text"/>	I do work for my manager that goes beyond what is expected of me in my job
<input type="text"/>	I admire my manager's professional skills
<input type="text"/>	My manager defends (would defend) my work actions to a superior, even without complete knowledge of the issue in question
<input type="text"/>	My manager is a lot of fun to work with
<input type="text"/>	I am willing to apply extra efforts, beyond those normally required, to meet my manager's work goals.
<input type="text"/>	I am impressed with my manager's knowledge of his/her job

Measuring Perspective Perspective

Survey: Supervisors

Trees & Kellas (2009)

Strongly Disagree 1 2 3 4 5 6 7 Strongly Agree

Rating	Question
<input type="text"/>	During discussions at work or during meetings, Subordinates demonstrate an understanding that others may have a different view and incorporate that view into the discussion
<input type="text"/>	Subordinates acknowledge others' perspective and include them in their comments
<input type="text"/>	Subordinates sometimes acknowledge others' perspective and sometimes ignore them. There is a balance in perspective taking
<input type="text"/>	Subordinates rarely take their Supervisor's perspective into account. Subordinate's will do what is expected of them but only begrudgingly
<input type="text"/>	Subordinates ignore the perspectives of their supervisors.

Perspective Survey: Subordinates

Trees & Kellas (2009)

Strongly Disagree 1 2 3 4 5 6 7 Strongly Agree

Rating	Question
<input type="checkbox"/>	During discussions at work or during meetings, Supervisors demonstrate an understanding that others may have a different view and incorporate that view into the discussion
<input type="checkbox"/>	Supervisors acknowledge others' perspective and include them in their comments
<input type="checkbox"/>	Supervisors sometimes acknowledge others' perspective and sometimes ignore them. There is a balance in perspective taking
<input type="checkbox"/>	Supervisors rarely take their subordinates' perspective into account. Managers may occasionally acknowledge their subordinates comments but do not integrate them into their own and do not seek out subordinates' perspective
<input type="checkbox"/>	Supervisors ignore the perspectives of their subordinates.

References

- Anand, S., Hu, J., Liden, R. C., & Vidyarathi, P. R. (2011). Leader-member exchange: Recent research findings and prospects for the future. *The Sage Handbook of Leadership*, 311–325.
- Beebe, S. A., & Mottet, T. P. (2016). *Business and Professional Communication: Principles and Skills for Leadership*. Boston: Pearson
- Bolton, R., & Bolton, D. G. (1996). *People Styles at Work: Making Bad Relationships Good and Good Relationships Better*. New York: AMACOM.
- Day, D. V., Miscenko, D., Bauer, T. N., & Erdogan, B. (2014). Leader–member exchange (LMX): Construct evolution, contributions, and future prospects for advancing leadership theory. *The Oxford Handbook of Leader-Member Exchange* (pp, 381-385). New York, NY: Oxford University Press
- Dunegan, K. J. (2003). Leader-image compatibility: An image theory view of leadership. *Journal of Business and Management*, 9(1), 61–77.
- Goldberg, C., & McKay, P. (2016). Diversity and LMX development. *Oxford Handbook of Leader-Member Exchange*, 381-393.
- Graen, G. B., & Scandura, T. A. (1987). Toward a psychology of dyadic organizing. *Research in Organizational Behavior*, 9, 175-208. Retrieved March 30, 2019.

- Graen, G. B., & Uhl-Bien, M. (1991). The transformation of professionals into self-managing and partially self-designing contributors: Toward a theory of leadership-making. *Management Department at DigitalCommons@University of Nebraska - Lincoln.*, 1–16. Retrieved from <https://digitalcommons.unl.edu/cgi/viewcontent.cgi?article=1015&context=managementfcpub>
- Graen, G. B., & Uhl-Bien, M. (1995). Relationship-based approach to leadership: Development of leader-member exchange (LMX) theory of leadership over 25 years: Applying a multi-level multi-domain perspective. *Leadership Quarterly*, 6(2), 219–247.
- Hofstede, G. (1984). *Cultures Consequences*. Newbury Park, CA: Sage Publications.
- Hofstede, G. H., Hofstede, G. J., & Minkov, M. (2010). *Cultures and Organizations: Software of the Mind*. Maidenhead: McGraw-Hill.
- Ingram, K. C. (2012). *Winning Your Way With People*. N.Y.: McGraw-Hill.
- Liden, R. C., & Maslyn, R. T. (1998). Multidimensionality of leader-member exchange: An empirical assessment through scale development. *Journal of Management*, 24, 43–72.
- Nahrang, J. D., & Seo, J. J. (2016). How and why high leader-member exchange (LMX) relationships develop: Examining the antecedents of LMX. *The Oxford Handbook of Leader-Member Exchange*. New York, NY: Oxford University Press.
- Self-assessment of social styles. (n.d.). Retrieved January 30, 2020, from https://www.academia.edu/34813435/SELF-ASSESSMENT_OF_SOCIAL_STYLES

Robinson/Developing Positive Dyadic Communication

- Tierney, P. (2008). Leadership and employee creativity. In *The Oxford Handbook of Creativity, Innovation, and Entrepreneurship* (pp. 125-147). (2015) United Kingdom: Oxford University Press
- Tierney, P. (2016). LMX and creativity. In *The Oxford Handbook of Leader-Member Exchange* (pp. 175–188). New York, NY: Oxford University Press
- Trees, A. R., & Kellas, J. K. (2009). Telling tales: Enacting family relationships in joint storytelling about difficult family experiences. *Western Journal of Communication*, 73(1), 91–111.
- Volmer, J., Spurk, D., & Niessen, C. (2012). Leader–member exchange (LMX), job autonomy, and creative work involvement. *The Leadership Quarterly*, 23(3), 456–465.
- Wilson, L. (1985). *The Versatile Salesperson*. Eden Prairie, MN: Wilson Learning.

APPENDIX B
POWERPOINT SLIDES

Developing Positive Dyadic Communication in the Workplace

INCREASING PRODUCTIVITY AND CREATIVITY BY PERFECTING THE SUPERVISOR/SUBORDINATE DIALOGUE

Introduction:

- *Housekeeping*
- *Welcome*
- *Describe LMX*
- *Describe Uncertainty Avoidance*
- *Describe Social Styles*
- *Explain Why Understanding and Individual's Social Style and Uncertainty Avoidance Level, Will Promote LMX.*

Objectives:

Create an effective communication between supervisor and subordinate by incorporating an individual's social style and uncertainty avoidance level into leader-member exchange theory

Evaluate each social style, uncertainty avoidance level and different stages of leader-member exchange theory

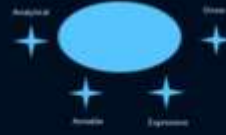
Analyze the different social styles and uncertainty avoidance levels and assign them to supervisors and subordinates.

Learn how to apply the an individual's different social style and level of uncertainty avoidance when using leader-member exchange to develop a workplace relationship

Understand the individualistic reasoning of each type of individual: Amiable, Driver, Analytical or Expressive

Developing the ability of a supervisor to identify a subordinate's communication style and adjust their communication pattern.

Welcome:



Developing a Workplace Relationship Through Leader-Member Exchange

- Anand, Hu, Liden, and Vidyarthi (2011) state "that LMX is rooted in the principal that each leader/follower or supervisor/subordinate relationship within an organization is UNIQUE, varies in quality and should be studied in a dyad" (p.311).
- Gerstner and Day (1997) through their meta-analysis of LMX gave evidenced based support that LMX is "associated with positive performance-rated and attitudinal variables"(p.828)

Attitudinal Variables

- *Higher performance ratings*
- *Better Objective Performance*
- *Higher Overall Satisfaction with Organization and Supervisor*
- *Overall Commitment*
- *Positive Role Perceptions*
- *Low Turnover*

LMX Roles: Role-Taking Stage

- Discover Relevant Talents of Subordinate
 - *Analytical*
 - *Mechanical*
 - *Artistic*
 - *Rhetorical*
- Discover Motivations of Subordinate
 - *Just a Job*
 - *Stepping-Stone to Another Company*
 - *Career Oriented*

Why Leader-Member Exchange (LMX)?

- 1. According to Graen & Uhl-Bien (1991), LMX is just what the doctor ordered to develop and maintain mature leadership relationships.
- 2. To Determine what is the appropriate mingling of communication between the supervisor and subordinate that will lead to the achieving of desired goals.
- 3. Determines if the relationship will progress to a mature level or remain at a *transactional* level.
- 4. Graen & Uhl-Bien (1995) discovered, subordinates who accepted an offer by the supervisor to "develop a high-quality LMX, INCREASED their performance dramatically.

LMX Roles- Role Taking

Tierney (2016)

- Limits of Subordinate

- *Physical*
- *Mental*
- *Educational*
- *Time Constraints*
- *Fears*

• Tierney (2016) reveals, "LMX is a mechanism for providing high LMX subordinates with a script for behavior "APPROPRIATE" for their status" (p.179).

LMX Roles: Role Making Stage

- The Nature of the Relationship is Defined
- Role-Episodes Are Created
 - 1. Expectations are Created By Supervisor
 - 2. Subordinate Responds by Fulfilling Expectations
 - 3. *Negotiating Latitude* Occurs:

LMX Roles: Role Making Stage

- According to Nahrgang & Seo (2015), personalities and characteristics determine relationship development
 - *Social Styles*
 - *Uncertainty Avoidance*

LMX Roles: Role-Routinization Stage

- Supervisors and Subordinates Have Mutual Expectations
- A Strong Dyadic Relationship Develops through, as Graen and Scandura (1987) described, "Inter-locking Behaviors"(p. 179).
 - *Trust*
 - *Respect*
 - *Loyalty*
 - *Liking*



Exercise to Develop Communication Flow Chart

- 1. Think of One Subordinate That You Have a Good Relationship and Does Most Tasks Without Your Input.
- 2. Name One or Two Subordinates That, While Good Employees, Do Not Perform Tasks As You Wish Them To.
- 3. Give An Example of A Task That The Subordinate You Have A Good Relationship With Does Without Your Input
- 4. Name Two Tasks That You Wish The Subordinates That You Do Not Have A Good Relationship With Would Perform Without Your Input.

Social Styles

- Beebe & Mottet (2010), through their extensive research stated, " The first principle that guides communication and leadership skills in the workplace is to become aware of your communication with yourself and others" (p.27).
- Be **Aware** of Your and Your Subordinates' *Social Styles*.
 - Analytical, Amiable, Driver, and Expressive
- There are 2 Dimensions to Understanding Social Styles:
Assertiveness and Responsiveness

Dimensions: Assertiveness

- *Capacity to Make Requests*
- *Actively Disagree*
- *Express Feelings-Positive or Negative*
- *Initiate, Maintain, or Disengage from Conversations*
- *Maintain Composure, Without Attacking Another*

Assertiveness: Ask-Directed

- *Your Method of Assertiveness is What You Use to Influence The Thoughts and Actions of Others.*
- *"ASK-Directed" Individuals Use:*
 - *Indirect Method of Communication*
 - *Speak Slowly and Deliberately*
 - *Make Conditional Statements*

Assertiveness: Tell-Directed

- Your Method of Assertiveness is What You Use to Influence The Thoughts and Actions of Others.
- Tell-Directed Individuals Use:
 - *Direct Approach To Communication*
 - *They "TELL" Individuals*
 - *Make Declarative Statements*
 - *Speech is Strong and Fast*

Dimensions: Responsiveness

- *Communication Sensitivity*
- *Viewed As A Good Listener*
- *Instill a Sense of Communication Comfortability in Others*
- *Recognize Needs of Others*

Responsiveness: Task Directed

- How an Individual Expresses Their Feelings When Communicating With Another is Considered Responsiveness.
- Task- Directed Responsiveness:
 - *Communicate Feelings About The Task*
 - *Focus on Facts*
 - *Concerned With How and Why The Situation at Hand Exists*

Responsiveness: People Oriented

- How an Individual Expresses Their Feelings When Communicating With Another is Considered Responsiveness.
- People-Oriented Responsiveness
 - Focus on the Individual's State of Affairs
 - They Want to Make Sure Everyone Involved is Happy

Uncertainty Avoidance

- Hofstede, Hofstede, and Minkov (2010) defined Uncertainty Avoidance as "the avoidance of ambiguous situations" (p.197).
- Uncertainty About the Future is a Fact of Life; Offset by Technology, Law, and Religion.
- In Business, Uncertainty is Offset by; Technology, Rules, and Rituals.
- Cultures Have "High" or "Low" Uncertainty Avoidance Levels. So Do Individuals!

Uncertainty Avoidance: Low level

- Everyday Uncertainty is Easily Accepted
- More Willingness to Take Risks in Life and Work
- Aggressive Behavior is Frowned Upon
- More Acceptance of Dissent
- There Should Be Few Rules as Possible
- If Rules Cannot Be Kept, We Should Change Them
- Belief in Common Sense

Uncertainty Avoidance: High Level

- Everyday Uncertainty is a Continuous Threat and Must Be Fought
- Higher Anxiety and Stress
- Time is Money
- Strong Need for Consensus
- Concerned With Security in Life
- Believes in Experts and Their Knowledge
- Needs Written Rules and Explanations

Creating a Desirable Workplace Through Communication



Social Styles: Amiable

Beebe & Mottet (2010), Wilson (1985)

SEEN AS

- Conforming
- Supportive
- Respectful
- Dependable
- Agreeable

COMFORT ZONE

- Developing Relationships
- Being Supportive
- Providing Services
- Teaching

Social Styles: Amiable

Beebe & Mottet (2010), Wilson (1985)

ADVANTAGES

- Natural Skill For Coaching and Counseling
- Provides Support for Others' Feelings and Ideas
- Truly Concerned For People in Their Sphere
- Communicate Gratitude

DISADVANTAGES

- Oversharing of Feelings
- Over Emphasis Placed on Developing Relationships

Social Styles: Analytical

Beebe & Mottet (2010), Wilson (1985)

SEEN AS

- Critical
- Indecisive
- Persistent
- Exacting
- Orderly

COMFORT ZONE

- Science
- Engineering
- Accounting
- Working Alone

Social Styles: Analytical

Beebe & Mottet (2010), Wilson (1985)

ADVANTAGES

- Focus on Facts
- Accepts New Ways of Doing Things Once Value is Determined
- Uses What is at Hand Before Moving On to Something Else

DISADVANTAGES

- Sometimes Viewed as Unsociable
- Do Not Believe They Need to Develop a Relationship to Achieve Tasks

Social Styles: Driver

Beebe & Mottet (2010), Wilson (1985)

SEEN AS

- Dominating
- Harsh
- Strong-Willed
- Independent
- Efficient

COMFORT ZONE

- Business owner
- Management
- Politician
- Taking Responsibility and Directing Others

Social Styles: Driver

Beebe & Mottet (2010), Wilson (1985)

ADVANTAGES

- Taking Charge
- Quick Decision Making
- Managing Difficult Situations
- Efficient

DISADVANTAGES

- Brash
- Dismissive
- Not Interested in Others' Opinions

Social Styles: Expressive

Deebe & Moffet (2010), Wilson (1985)

SEEN AS

- Social
- Excitable
- Ambitious
- Enthusiastic
- Friendly
- Dramatic

COMFORT ZONE

- Salesman
- Entertainment
- Advertising
- Musicians
- Writers

Social Styles: Expressive

Deebe & Moffet (2010), Wilson (1985)

ADVANTAGES

- People Love to Work With Them
- Gives Others Self-Esteem
- Highly Customer-Oriented

DISADVANTAGES

- Bored Easily
- Futuristic
- High Risk Taking

Social Styles: Style Flexing

- Beebe & Mottet (2010) defined *Style Flexing* as, "adapting your communication to how others communicate" (p.32)
- Bolton & Bolton (2009) stated, "when it comes to presenting your ideas, style flexing is communicating on the other person's wavelength" (p.98)
- As an example, If an *Expressive* needs to discuss the value of a project, idea, or product to an *Analytical*, the *Expressive* needs to communicate so the *Analytical* is able to properly process the information.

Social Styles: Style Flexing

- The *Analytical* is not concerned with how cool, fantastic, wave of the future that a project, idea, or product seems to you (The *Expressive*).
- The *Analytical* is also is annoyed by Your dramatic, excitable, over the top language, you (The *Expressive*), are using to describe your project, idea, or product.
- Even Though the Project, Idea, or Project May be of Great Value, an Individual Needs to Effectively Communicate That Value So Another Individual Can Properly Process The Information.

Steps to Style Flexing

- Beebe & Mottet (2010) discuss 3 Steps to Identifying Someone's Social Style.
 - *Know Your own Social Style*
 - *Figure Out The Social Style of the Individual You are Trying to Communicate With*
 - *Learn How to Adjust Your Communication Style in Order for the Receiving Individual to Process What You Are Trying To Communicate*

Style Flexing

- Beebe & Mottet (2010) Break This Down to Two Dimensions: *Responsiveness* and *Assertiveness*.
- **Responsiveness** is measure in how well someone responds to another. Do they listen well and seek to understand the communicators' perspective. Wilson (1985) describes a high responsive individual being "People-Oriented" and a low responsive individual being "Task Oriented".

Style Flexing

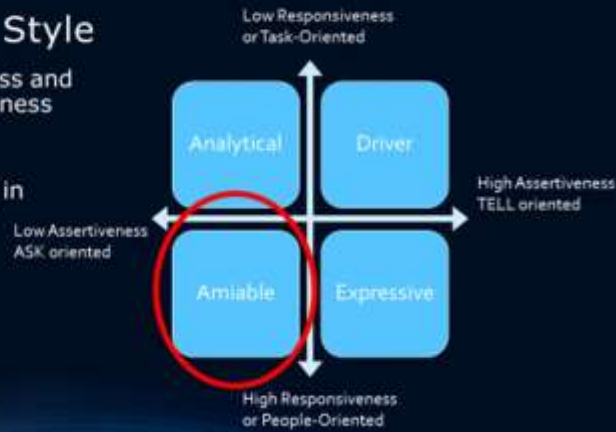
- **Assertiveness** is described by Beebe & Mottet (2010) as an individuals' ability to make requests. Wilson (1985) describes these types of individuals as "Ask" or "Tell" individuals.
- **High Assertiveness** or "**Tell**" Individuals will tell you their requests. Using an example of an individual ordering in a restaurant; "I will take the chicken salad".
- **Low Assertiveness** or "**Ask**" Individuals will ask their requests. Same restaurant, "may I have the chicken salad"?

Style Flexing

- **Assertiveness** is described by Beebe & Mottet (2010) as an individuals' ability to make requests. Wilson (1985) describes these types of individuals as "Ask" or "Tell" individuals.
- **High Assertiveness** or "**Tell**" Individuals will tell you their requests. Using an example of an individual ordering in a restaurant; "I will take the chicken salad".
- **Low Assertiveness** or "**Ask**" Individuals will ask their requests. Same restaurant, "may I have the chicken salad"?

Determine Style

- Low Assertiveness and High Responsiveness
- ASK Assertive
- People-Oriented in Responsiveness



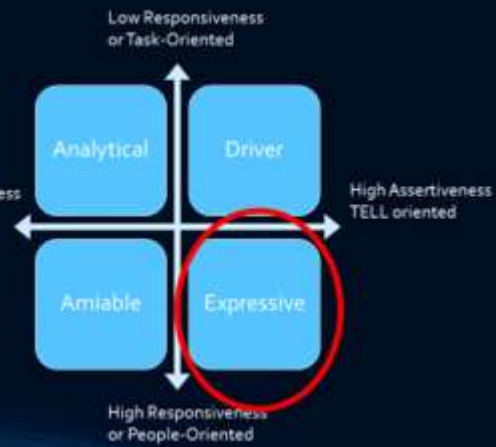
Determine Style

- High Assertiveness and Low Responsiveness
- TELL Assertive
- Task-Oriented in Responsiveness



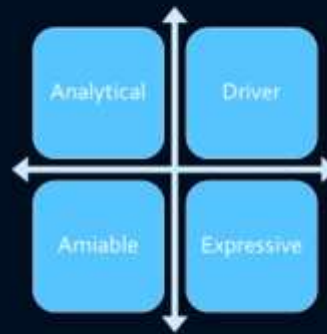
Determine Style

- High Assertiveness and High Responsiveness
- TELL Assertive
- People-Oriented in Low Assertiveness ASK oriented



Determine Style

- Exercise:
- 1. What Are Some Questions to Ask That Will Help to Determine Assertiveness?
- 2. What Are Some Questions to Ask Will Help Determine Responsiveness?



Amiable Communicating With an Analytical

- Have Plan Laid Out in Detail
- Provide Details in a Factual Matter
- Think in Bullet Points: Succinct Details
- Play Down Emotions
- Be Prepared

Amiable Communicating With an Expressive

- Talk Faster Than Usual
- Get to the Point
- Give the General Idea
- Short on Detail, Long on the Big Picture
- Listen With Interest to Their Thoughts
- Tell Stories

Amiable Communicating With a *Driver*

- Talk At a Quick Pace
- Give Options and Comparisons
- Set Realistic Goals
- Be Prepared to Answer Questions
- No Small Talk
- You Are Their Communication Opposite

Driver Communicating With an *Analytical*

- Slow Down Your Speech Pattern. Analyticals Are Untrustful of "fast" Talkers.
- Allow the Analytical to Speak
- Speak More Factually. Without A Lot of Gestures
- Give Proof of What You Are Saying

Driver Communicating With an Expressive

- Talking Fast is OK!
- Let the Expressive Talk Too
- Give the Expressive Confirmation
- Keep the Conversation Moving to a Favorable Result

Driver Communicating With an Amiable

- Ask How Their Family is Doing
- Allow Them to Explain and Ask How Your Family is Doing
- Be Supportive of Their Feelings
- Support Their Goals
- Remember, You Are Their Communication Opposite!

Expressive Communicating With an Analytical

- Acknowledge the Analytical's Expertise
- Remain Task-Focused
- Keep The Small Talk to a Minimum.
- Avoid Being Expressive With Gestures
- Avoid Being Dramatic
- Stick to the Facts
- Remember, the Analytical is Your Communication Opposite

Expressive Communicating With a Driver

- Keep Information in Order. Spotlighting Points as Needed
- Focus on Achieving Results in a Timely Manner
- Give Options and Ask Driver's Opinion
- Do Not Tell Stories
- Keep Small Talk to a Minimum

Expressive Communicating With an Amiable

- Be Genuine
- Ask About Family
- Give Appropriate Self-Disclosure About Your Family
- Allow The Amiable to Speak
- Slow Your Speech Down

Expressive Communicating With an Amiable

- Be Genuine
- Ask About Family
- Give Appropriate Self-Disclosure About Your Family
- Allow The Amiable to Speak
- Slow Your Speech Down

Analytical Communicating With a Driver

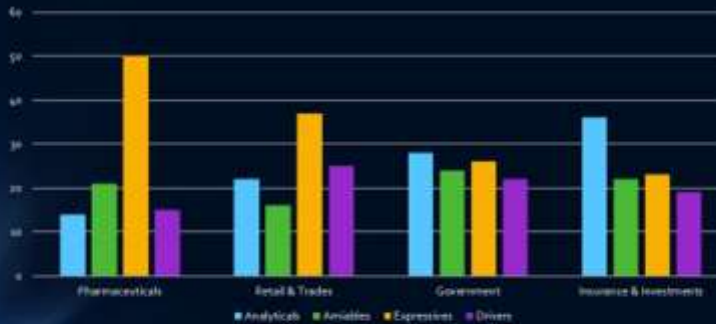
- Put Information in Proper Order.
- Do Not Get Involved in Details
- Give Your Point of View; Succinctly!
- Give Options and Comparisons

Analytical Communicating With an Amiable

- Be Genuine
- Build Rapport-Ask About Their Family
- Do Not Focus on Details
- Speak In Generalities
- Discuss Their Contributions

Percentage of Social Styles by Industry

According to Wilson (2002)



Uncertainty Avoidance

- Individuals Within an Organization, In Any Culture, Can Vary in Their Levels of Uncertainty Avoidance.
- Duncan (1972) stated, "some individuals may have a high tolerance for ambiguity and uncertainty and they may perceive situations as less uncertain than others with lower tolerances" (p.325).
- The United States Registers Low in Uncertainty Avoidance But That Does Not Mean That Everyone in the United States Has a Low Level.
- Each Organization May Have a Mixture of Low and High Uncertainty Avoidance Individuals. Low and High Uncertainty Avoidance Individuals Need Different Levels of Communication.

Uncertainty Avoidance

Supervisors Who Understand the *Uncertainty Avoidance* Level of The Subordinates Under Their Control, Are Able To Communicate More Effectively.

Supervisors Can Watch and Record How Subordinates Act and Communicate or The Supervisors May Assign Subordinates to Take A Survey.

However, When There Are Individuals With Contrasting Levels of *Uncertainty Avoidance*, Different Types of Communication To Each Individual is Needed.

Uncertainty Avoidance

- Jung & Kellaris (2004) Discovered That, "Individuals With High Levels of Uncertainty Avoidance, Will Be More Likely To Rely on Decision Heuristics" (p.743).
- Decision Heuristics = "Flow Chart" of the Decision Process When Faced With Ambiguous Situations.
- Before Going Further, A Review of Characteristics associated with Low and High *Uncertainty Avoidance* Individuals is Needed.

Uncertainty Avoidance: Characteristics: Hofstede (1980)

LOW

- Takes Each Day As It Comes
- Time is Free
- Rules Are Basically, Suggestions
- Belief in Common Sense
- Low Stress

HIGH

- Everyday Uncertainty Is a Threat and Must Be Fought
- Time is Money
- Need For Written Rules and Regulations
- Believes in Experts
- Higher Stress and Anxiety

Low Uncertainty Avoidance Communication

- Generalist Guideline For The Days' Activities
- Do Not Stress With Micro-Managing
- Works Best By Relying On Their Own Skills
- They Need The Basic Rules and Mission of the Company
- Desires Advancement to Manager Position
- Look To Them For Innovative Ideas
- They Are Not Resistant to Change

High Uncertainty Avoidance Communication

- Need An Exact Accounting of the Day's Activities
- High Stress Individual. Needs Reassurance With Their Performance on a Regular Basis
- Very Loyal To Their Employer
- Believes in Experts
- Would Rather Be a Specialist Than a Manager
- Needs Clear and Detailed Company Rules On Each Situation.
- Does Not Like Change

Uncertainty Avoidance

- According to Hofstede (1980), "the borderline between defending against uncertainties and accepting them is fluid"(p.111).
- To Maintain a Low Stress Environment, Communication of Procedures, Rules, and Regulations in the Workplace is Needed.
- A subordinates' Level of Uncertainty Avoidance Determines How Detailed Each of the Procedures, Rules, Or Regulations is Needed.
- Because of the "Fluidness" of Each Situation, the Level of Ambiguity is Always Subjective. The Individuals' *Perception*, and Level of *Uncertainty Avoidance* Determines How Ambiguous the Situation.

Uncertainty Avoidance

- Hohenberg and Homburg (2016) studied individuals in sales positions with high and low levels of *uncertainty avoidance*. The results were astonishing when determining how each type of individual is motivated.
 - Low *Uncertainty Avoidance* individuals were motivated by financial rewards while High *Uncertainty Avoidance* Individuals were motivated by manager approval and appreciation.
 - Motivation = Higher Sales Numbers
 - The Statement "If you never hear from me, than you are doing a good job" by managers only works with low *uncertainty avoidance* individuals.
 - The level of a subordinates' *uncertainty avoidance* dictates how often the supervisor communicates with subordinate.

Uncertainty Avoidance: Managers' Obligations

- Determine Level of Uncertainty Avoidance in Subordinates
 - *Tests*
 - *Survey*
 - *Observation*
- Develop and Support Elements to Reduce Uncertainty
 - *Tools: Skills, Knowledge, Programs*
 - *Rules*
 - *Practices*
- Effectively Communicate to a subordinates' UA level

Determining Level of Uncertainty Avoidance

- **TESTS:**

- Skills Test- Put a Time Limit on a Skills Test and Allow The Subordinate to Ask as Many Questions as They Feel Necessary
- Give Subordinates a Likert style UA Survey with Questions That Determine a Subordinates' Level of Uncertainty Avoidance
- Observe Each Subordinate During the Work Period

Elements to Reduce Uncertainty

- **Tools:**

- **Skills:** Cross-Training, Advanced Training, Team Building
 - *Relieves Uncertainty About Job Elimination*
- **Knowledge:** Advanced Classes, Night Classes, Assign Books
 - *Upper Management Values Their Views*
- **Programs:** New Machinery, New Computer Programs, Flow Charts
 - *Advanced Machinery and Computers Decrease Number of Mistakes*
 - *Flow Charts Decrease Uncertainty in the Decision Making Process*

Practices: 5 Communication Practices That Reduce Uncertainty

(Hofstede 1980, p.114-116)

- **Reports:** Helps to "Stop-Time" and Allows Subordinate to Explain or Justify their Actions. Reduces Uncertainty by Communicating to Subordinate That Someone Cares About Their Work Performance.
- **Certain Aspects of the Accounting System:** Gambling (1977) asserted, " the main function of accounting information is to maintain morale in the face of uncertainty" (p. 145)

Practices: 5 Communication Practices That Reduce Uncertainty

(Hofstede 1980, p.114-117)

- **Planning System:** Examples include Flow-Charts, and Hourly Rates, and Rules & Regulations. " Hofstede (1980) opined, "helps managers sleep peacefully" and "may help subordinates believe in what they are doing" (p. 118).
- **Control Systems:** Measuring of Feedback from Subordinates.
- **Experts:** High Uncertainty Avoidance Subordinates Look to Experts, Specialists, or Authorities to Reduce Uncertainty in Ambiguous Situations.

Practices: 5 Communication Practices That Reduce Uncertainty

(Hofstede 1980, p.114-117)

- **Planning System:** Examples include Flow-Charts, and Hourly Rates, and Rules & Regulations. " Hofstede (1980) opined, "helps managers sleep peacefully" and "may help subordinates believe in what they are doing" (p. 118).
- **Control Systems:** Measuring of Feedback from Subordinates.
- **Experts:** High Uncertainty Avoidance Subordinates Look to Experts, Specialists, or Authorities to Reduce Uncertainty in Ambiguous Situations.

Uncertainty Avoidance: Low level

- Everyday Uncertainty is Easily Accepted
- More Willingness to Take Risks in Life and Work
- Aggressive Behavior is Frowned Upon
- More Acceptance of Dissent
- There Should Be Few Rules as Possible
- If Rules Cannot Be Kept, We Should Change Them
- Belief in Common Sense

Low Uncertainty Avoidance: Less Steps to Flow Chart



Taxonomy of Leadership in 3 Domains: Leader-Based, Follower-Based and Relationship-Based

Green & Uhl-Bien (1995)

- *What is Leadership*
- *What Behaviors Constitute Leadership*
- *Advantages*
- *Disadvantages*
- *When Appropriate*
- *Where Most Effective*

What is Leadership: 3 Domains

Graen & Uhl-Bien (1995)

LEADER-BASED

- **Appropriate Behavior of the Person in Leadership Role**

FOLLOWER-BASED

- **Ability and Motivation to Manage One's Own Performance**

What is Leadership: 3 Domains

Graen & Uhl-Bien (1995)

Relationship-Based

- **Trust, Respect, and Mutual Obligation That Generates Influence Between Parties**

Leadership Behaviors: 3 Domains

Green & Uhl-Bien (1995)

LEADER-BASED

- **Establishing and Communicating Vision: Inspiring, Instilling Pride**

FOLLOWER-BASED

- **Empowering, Facilitating, Giving Up Control**

Leadership Behaviors: 3 Domains

Green & Uhl-Bien (1995)

Relationship-Based

- **Building Strong Relationships With Followers: Mutual Learning and Accommodation**

Advantages: 3 Domains

Graen & Uhl-Bien (1995)

LEADER-BASED

- **Leader Is Rallying Point For Organization;**
- **Can Initiate Wholesale Change**

FOLLOWER-BASED

- **Makes The Most of Followers' Capabilities: Frees Up Leader's Time**

Advantages: 3 Domains

Graen & Uhl-Bien (1995)

Relationship-Based

- **Accommodates Differing Needs of Subordinates. Can Elicit Superior Work From Different Types of Individuals**

Disadvantages: 3 Domains

Green & Uhl-Bien (1995)

LEADER-BASED

- **Very Leader Dependent**
- **Problems if Leader Leaves or Goes Rogue**

FOLLOWER-BASED

- **Depends on Follower's Willingness To Work Hard and Initiative**

Disadvantages: 3 Domains

Green & Uhl-Bien (1995)

Relationship-Based

- **Time Consuming: Depends on Long Term Commitment Between Supervisors and Subordinates**

Disadvantages: 3 Domains

Graen & Uhl-Bien (1995)

Relationship-Based

Time Consuming: Depends on Long Term Commitment Between Supervisors and Subordinates

Disadvantages: 3 Domains

Graen & Uhl-Bien (1995)

Relationship-Based

Time Consuming: Depends on Long Term Commitment Between Supervisors and Subordinates

Most Effective: 3 Domains

Graen & Uhl-Bien (1995)

LEADER-BASED

- **Structured Tasks**
- **Strong Leader**
- **Acceptance of Leader**

FOLLOWER-BASED

- **Unstructured Tasks**
- **Weak Leader**
- **Non-Acceptance of Leader**

Most Effective: 3 Domains

Graen & Uhl-Bien (1995)

LEADER-BASED

- **Structured Tasks**
- **Strong Leader**
- **Acceptance of Leader**

FOLLOWER-BASED

- **Unstructured Tasks**
- **Weak Leader**
- **Non-Acceptance of Leader**

Most Effective: 3 Domains

Graen & Uhl-Bien (1995)

LEADER-BASED

- **Structured Tasks**
- **Strong Leader**
- **Acceptance of Leader**

FOLLOWER-BASED

- **Unstructured Tasks**
- **Weak Leader**
- **Non-Acceptance of Leader**

LMX: Role-Making Stage

Turnley (2016)

- Starts at the Completion of the Role-Taking Stage
 - Mutual Respect Exists
- Defines the Supervisor Subordinate Relationship
 - Their Communication Begins To Influence Each Others' Attitudes and Behaviors
 - Supervisor Begins to Communicate More Complicated Tasks
 - Subordinate Begins to Accept More Complicated Tasks
- Supervisors and Subordinates Create a "Sensemaking Process" (p.179)

LMX: Role-Making Stage

Timney (2010)

- Starts at the Completion of the Role-Taking Stage
 - Mutual Respect Exists
- Defines the Supervisor Subordinate Relationship
 - Their Communication Begins To Influence Each Others' Attitudes and Behaviors
 - Supervisor Begins to Communicate More Complicated Tasks
 - Subordinate Begins to Accept More Complicated Tasks
- Supervisors and Subordinates Create a "Sensemaking Process" (p.179)

LMX: Sensemaking and Perspectives

Beauch (1996)

- Individuals use their perception of the situation to evaluate it as compatible or non-compatible of how they believe it should be.
- An incompatible situation produces an unharmonious situation. Individuals will act to restore harmony
- Incompatibility between their perception of the situation and their expectation on how it should be, creates dissatisfaction with Supervisor and Organization.
- Surveys and Tests Can Inform Supervisors of Most Subordinates with Unharmonious Perceptions.

LMX: Role-Making Stage

- *Negotiating Latitude* is Present in the Role-Making Stage.
 - Day and Miscenko (2016) define *Negotiating Latitude* as, "the extent to which a supervisor is willing to consider requests from a subordinate concerning role-requests" (p. 15).
- Develops in Subordinates:
 - Creativity: Tierney (2008) works as a natural catalyst for promoting creativity among subordinates
 - Motivation: Graen & Scandura (1987) believe subordinates will go above and beyond when this is present.
 - Productivity: Volmer, Spurk, & Niessen (2012) discovered that most subordinates produced at high levels when they were empowered by offering their opinions.

LMX: Role-Routinization Stage

Graen & Scandura (1987), Goldberg & McKay (2016)

- Interlocking Behaviors
 - Trust, Loyalty, Respect
- Relationship Stabilizes
 - Supervisor Understands Subordinates Strengths and Weaknesses
 - Subordinate Understands Supervisors Desires Without Being Told
 - Roles From Previous Stages Become "Institutionalized" and "Second-Nature"
 - The Supervisor and Subordinate Share a Unique Relationship Where Predictability Creates Mutual and Beneficial Behaviors.
 - Leads to High Performance of Subordinates

Creating The Plan



Combining Aspects of All 3

Subordinate is	Supervisor is	Supervisor through LMX needs to
Unsure	Self-assured	Give a lot of reassurance
Needing of Reassurance	Micromanaging opposed	Micromanage
Facts Oriented	Generalized	Give exact procedures



Exercise:

- 1. Define Problem
- 2. Define Desired Solution
- 3. Define The Social Style and UA Level of Subordinate
- 4. Type of Communication To Use
- 5. Will You Have to Style Flex
- 6. What Level of Interaction: General Instructions or Detailed
- 7. Determine Role of Each Subordinate
- 8. Design Task to Advance Subordinate to Next Role

Conclusion

- Review of Social Styles, Uncertainty Avoidance, Perspective and How To Combine All Three Into LMX
- Questions
- Inform All In Attendance That a Survey of Supervisors and Subordinates Concerning Success or Non-Success of LMX in the Workplace to Will Be Sent Out in Six Months
- Ideally, an Interview Survey at The Workplace to be Conducted.

References

- Anand, S., Hu, J., Liden, R. C., & Vidyarthi, P. R. (2011). Leader-member exchange: Recent research findings and prospects for the future. *The Sage Handbook of Leadership*, 311- 325.
- Beebe, S. A., & Mottet, T. P. (2016). *Business and professional communication: Principles and skills for leadership*. Boston: Pearson.
- Bolton, R., & Bolton, D. G. (1996). *People styles at work: making bad relationships good and good relationships better*. New York: AMACOM.
- Day, D. V., & Misemko, D. (2016). Leader-Member Exchange (LMX):Construct Evolution, Contributions, and Future Prospects for Advancing Leadership Theory. In *The Oxford Handbook of Leader-Member Exchange* (pp. 361-395). New York, NY: Oxford University Press.
- Dunneigan, K. J. (2003). Leader-image compatibility: An image theory view of leadership. *Journal of Business and Management*, 9(1), 61-77.
- G. B., & Scandura, T. A. (1987). Toward a psychology of dyadic organizing. *Research in Organizational Behavior*, 9, 175-208. Retrieved March 30, 2019.
- Goldberg, C., McKay, R., (2016). Diversity and LMX Development. In *The Oxford Handbook of Leader-Member Exchange* (pp. 381-395). New York, NY: Oxford University Press.

References

- Graen, G. B., & Scandura, T. A. (1987). Toward a psychology of dyadic organizing. *Research in Organizational Behavior*, 9, 175-208. Retrieved March 30, 2019.
- Graen, G. B., & Uhl-Bien, M. (1991). The transformation of professionals into self-managing and partially self-designing contributors: toward a theory of leadership-making. *Management Department at DigitalCommons@University of Nebraska - Lincoln*, 4-16. Retrieved from <https://digitalcommons.unl.edu/cgi/viewcontent.cgi?article=1015&context=managementfacpub>
- Graen, G. B., & Uhl-Bien, M. (1995). Relationship-based approach to leadership: Development of leader-member exchange (LMX) theory of leadership over 25 years: Applying a multi-level multi-domain perspective. *Leadership Quarterly*, 6(2), 219-247.
- Hofstede, G. (1984). *Cultures Consequences*. Newbury Park, CA: Sage Publications.
- Hofstede, G. H., Hofstede, G. J., & Minkov, M. (2010). *Cultures and organizations: Software of the mind*. Maidenhead: McGraw-Hill.
- Nahrgang, J. G., & Seg, J., J., LMX and Creativity. In *The Oxford Handbook of Leader-Member Exchange* (pp. 175-186). New York, NY: Oxford University Press.
- Self-assessments of social styles. (n.d.). Retrieved January 30, 2020, from https://www.academia.edu/14813430/SELF-ASSESSMENT_OF_SOCIAL_STYLES

References

- Tierney, P. (2016). How and why leader-member exchange (LMX) relationships develop: Examining the antecedents of LMX. In *The Oxford Handbook of Leader-Member Exchange* (pp. 87-117). New York, NY: Oxford University Press.
- Tierney P. (2008). Leadership and employee creativity. In *The Oxford Handbook of Creativity, Innovation, and Entrepreneurship* (pp. 125-147). (2015). United Kingdom: Oxford University Press.
- Trees, A. R., & Kellas, J. K. (2009). Telling tales: Enacting family relationships in joint storytelling about difficult family experiences. *Western Journal of Communication*, 73(1), 91-111.
- Volmer, J., Spurk, D., & Niessen, C. (2012). Leader-member exchange (LMX), job autonomy, and creative work involvement. *The Leadership Quarterly*, 23(3), 456-465.
- Wilson, L. (1985). *The versatile salesperson*. Eden Prairie, MN: Wilson Learning.

WORKS CITED

- Anand, S., Hu, J., Liden, R. C., & Vidyarthi, P. R. (2011). Leader-member exchange: Recent research findings and prospects for the future. *The Sage Handbook of Leadership*, 311–325.
- Baker, D. S., & Carson, K. D. (2011). The two faces of uncertainty avoidance: Attachment an adaptation. *Institute of Behavioral and Applied Management*, 128-141
- Bauer, T. N., & Erdogan, B. (2016). *The oxford handbook of leader-member exchange*. New York, NY: Oxford University Press.
- Beebe, S. A., & Mottet, T. P. (2016). *Business and professional communication: Principles and skills for leadership*. Boston: Pearson
- . Blodgett, J. G., Long-Chuan, L., Rose, G. M., & Vitell, S. J. (2001). Ethical sensitivity to stakeholder interests: A cross-cultural comparison. *Journal Of The Academy Of Marketing Science*, 29(2), 190.
- Brainy Quotes. (n.d.). Retrieved January 17, 2020.
- Coleman, R. E. (1993). *The master plan of evangelism*. Grand Rapids, MI:
- Cropanzano, R., Dasborough, M. T., & Weiss, H. M. (2017). Affective events and the development of leader-member exchange. *Academy of Management Review*, 42(2), 233-258.
- Davidson, T. (2018, November 5). The sad death of “all politics is local.”
- Dunegan, K. J. (2003). Leader-image compatibility: An image theory view of leadership. *Journal of Business and Management*, 9(1), 61–77.

- Fan, H., & Han, B. (2018). How does leader-follower fit or misfit in communication style matter for work outcomes. *Social Behavior and Personality, 46*(7), 1083-1100.
- Ford, C. M. (1996). A theory of individual creative action in multiple social domains. *Academy of Management Review, 21*(4), 1112–1142.
- Geertshuis, S. A., Morrison, R. L., & Cooper-Thomas, H. D. (2015). It's not what you say, it's the way that you say it. *International Journal of Business Communication, 52*(2), 228-245
- Gerstner, C. R., & Day, D. V. (1997). Meta-analytic review of leader-member exchange theory: Correlates and construct issues. *Journal of Applied Psychology, 82*, 827-843.
- Goldberg, C., & McKay, P. (2016). Diversity and LMX development. *Oxford Handbook of Leader-Member Exchange, 381-393*.
- Good Reads. (n.d.). Retrieved January 17, 2020.
- Graen, G. B., & Uhl-Bien, M. (1995). Relationship-based approach to leadership: Development of leader-member exchange (LMX) theory of leadership over 25 years: Applying a multi-level multi-domain perspective. *Leadership Quarterly, 6*(2), 219–247.
- Graen, G. B., & Scandura, T. A. (1987). Toward a psychology of dyadic organizing. *Research in Organizational Behavior, 9*, 175-208. Retrieved March 30, 2019.
- Hofstede, G. H., Hofstede, G. J., & Minkov, M. (2010). Cultures and Organizations: Software of the mind. Maidenhead: McGraw-Hill.

- Hohenberg, S., & Homburg, C. (2016). Motivating sales reps for innovation selling in different cultures. *Journal of Marketing*, 80(2), 101–120.
- Jung, J. M., & Kellaris, J. J. (2004). Cross-national differences in proneness to scarcity effects: The moderating roles of familiarity, uncertainty avoidance, and need for cognitive closure. *Psychology and Marketing*, 21(9), 739-753.
- King, W. C., Lahiff, J. M., & Hatfield, J. D. (1988). A discrepancy theory of the relationship between communication and job satisfaction. *Communication Research Reports*, 5(1), 36-43.
- Liden, R. C., & Graen, G. (1980). Generalizability of the vertical dyad linkage model of leadership. *Academy of Management Journal*, 23(3), 451–465.
- Lewis, J., & Kaplan, J. (2014). *Dean and Me: A Love Story*. London: Macmillan.
- Liden, R. C., Sparrowe, R. T., & Wayne, S. J. (1997). Leader-member exchange theory: The past and potential for the future. *Research in Personnel and Human Resource Management*, 15, 47–119
- Lloyd, K. J., Boer, D., & Voelpel, S. C. (2015). From listening to leading: Toward an understanding of supervisor listening within the framework of leader-member exchange theory. *International Journal of Business Communication*, 54(4), 431-451.
- Madlock, P. E., & Kennedy-Lightsey, C. (2009). The effects of supervisors verbal aggressiveness and mentoring on their subordinates. *Journal of Business Communication*, 47(1), 42-62.

- Nahrang, J. D., & Seo, J. J. (2016). How and why high leader-member exchange (LMX) relationships develop: Examining the antecedents of LMX. *The Oxford Handbook of Leader-Member Exchange*. New York, NY: Oxford University Press.
- Philosiblog. (2012, January 6). The character of man. Retrieved April 26, 2019.
- Saorín-Iborra, M. C., & Cubillo, G. (2016). Influence of time pressure on the outcome of intercultural commercial negotiations. *Journal Of Promotion Management, 22(4)*, 511-525
- Son, S., Kim, D., & Kim, M. (2014). How perceived interpersonal justice relates to job burnout and intention to leave: The role of leader-member exchange and cognition-based trust in leaders. *Asian Journal of Social Psychology, 17(1)*, 12-24.
- Steele, G. A., & Plenty, D. (2014). Supervisor–Subordinate Communication Competence and Job and Communication Satisfaction. *International Journal of Business Communication, 52(3)*, 294-318
- Tierney, P. (2016). LMX and Creativity. In *The Oxford Handbook of Leader-Member Exchange* (pp. 175–188). New York, NY: Oxford University Press.
- Trees, A. R., & Kellas, J. K. (2009). Telling tales: Enacting family relationships in joint storytelling about difficult family experiences. *Western Journal of Communication, 73(1)*, 91–111.

Van Maanen, J., & Schein, E. H. (1979). Toward a theory of organizational socialization. Research in Organizational Behavior, 1, 209-264. Retrieved March 30, 2019.

Wilson, L. (1985). The Versatile Salesperson. Eden Prairie, MN: Wilson Learning.

