Group Processes

and Organizational Behavior

Prof. Massimiliano Barattucci

Psychologist, Ph.D., Researcher @ DSUS

in collaboration with

GPM lab
Group Processes & Morality
-UNICH-

UNIVERSITÀ DEGLI STUDI DI BERGAMO
Dipartimento di Scienze Aziendali

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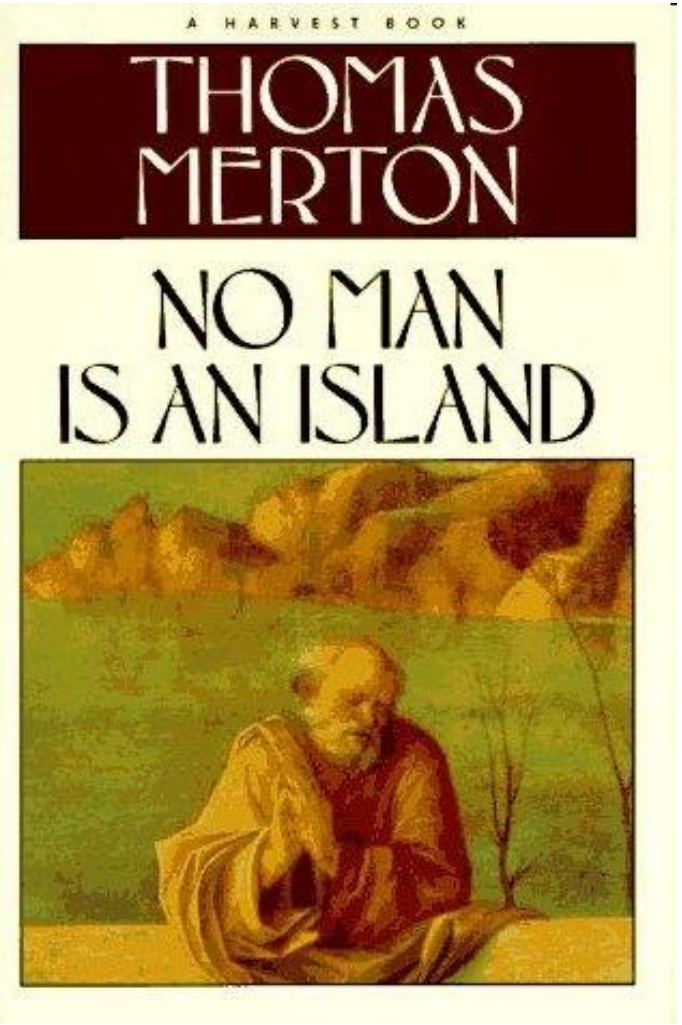
Structural and functional aspects of groups in social psychology



"No man is an Island, entire of itself; every man is a piece of the Continent, a part of the main.."

(John Donne,

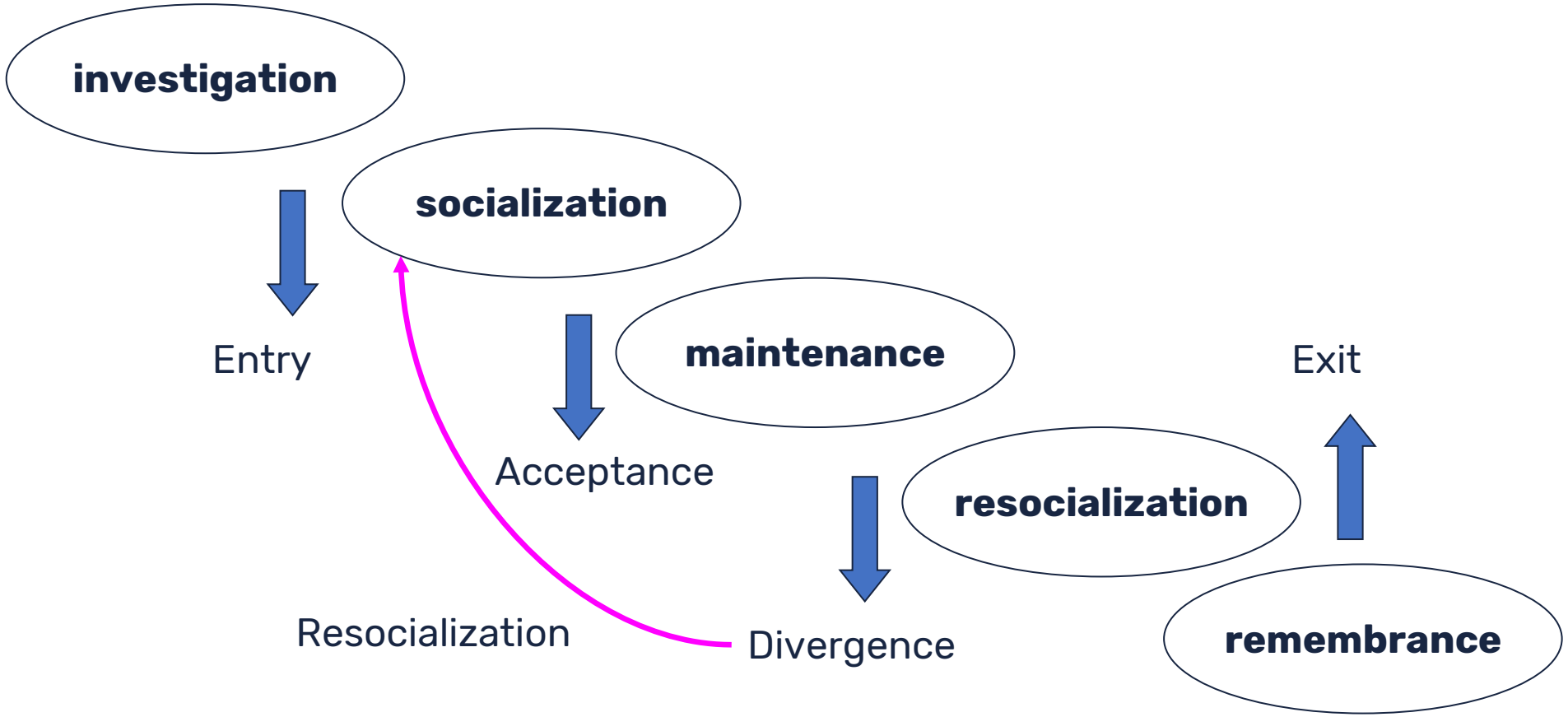
Devotions Upon Emergent Occasions, 1624)

Definitions: Groups are in mind

- Face-to-face interactions (Bales 1950, Hormans 1950)
- Common fate (Lewin, 1948; Rabbie e Horwitz 1988)
- Social structure, either formal or informal (Sherif e Sherif, 1969)
- Self-categorization (Tajfel 1981; Turner, 1982)
- Two individuals defining themselves as a psychological group, and a third individual outside this group recognizing it as well (Turner, 1982; Brown, 2000)

Basic Processes

Socialization in small groups (Levine e Moreland 1994)



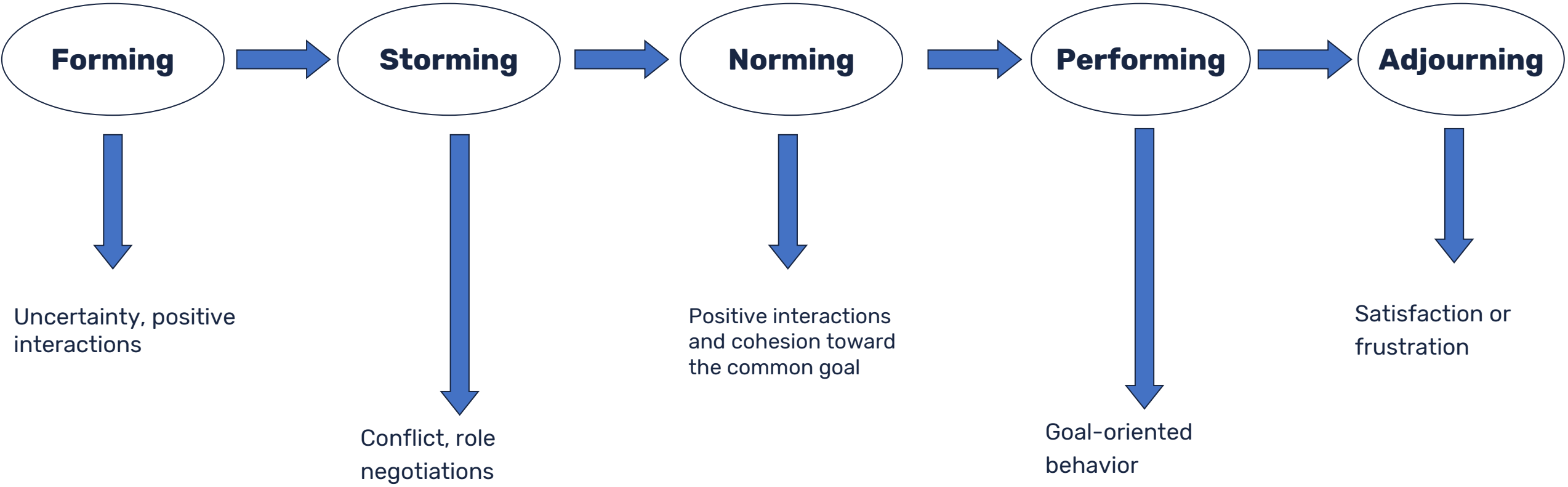
Stages of Small-Group Development (Tuckman & Jensen 1977)

Some groups are formed for particular purposes and dissolve after a period of time.

These groups will undergo an evolutionary process and the interaction patterns will change over time.

The idea is that groups face challenges and goals that change over time.

Stages of Small-Group Development (Tuckman & Jensen 1977)



Interaction Processes Analysis

Within groups it is possible to distinguish instrumental/task-oriented behaviors and socio-emotional/expressive behaviors

The IPA is a tool that requires considerable training to be used, however it has had great success in analyzing the patterns of recurrent interaction in both clinical and educational contexts.

Division of the interaction into microscopic acts then classified:

Area socio-emozionale : positiva	Reazioni positive	1	**Dimostra solidarietà**, elogia gli altri, aiuta, mostra stima
		2	**Allenta le tensioni**, scherza, ride, si mostra soddisfatto
		3	**Si mostra d'accordo**, accetta facilmente, comprende, contribuisce, esegue
Area del compito: neutra	Tentativi di risposta	4	**Dà suggerimenti**, idee, pur rispettando l'autonomia degli altri
		5	**Esprime opinioni**, valuta, giudica, esprime sentimenti e desideri
		6	**Fornisce orientamenti**, informa, chiarifica, conferma
	Domande	7	**Chiede degli orientamenti**, informazioni, ripetizioni, conferme
		8	**Chiede opinioni**, valutazioni, giudizi, espressioni di sentimenti
		9	**Chiede suggerimenti**, delle direttive, dei modi possibili di azione
Area socio-emozionale : negativa	Reazioni negative	10	**Disapprova**, rifiuta, si formalizza, si astiene dall'aiutare
		11	**Dimostra tensione**, chiede aiuto, si pone fuori dal gruppo
		12	**Mostra antagonismo**, cerca di abbassare il livello degli altri, si difende o si fa valere

Cohesion

Strength that binds members to the group, and causes them to stay there (Festinger, 1950)

- For a long time cohesion has been interpreted as the degree to which its members like each other; the degree of cohesion can be measured by looking at the mutual attraction between people.

- Attraction of members to the prototypical image of the group and its typical member, rather than attraction towards individuals (Hogg, 1992).

Cohesion and performance

The main effect of cohesion is to increase adherence to the group norms.

The effect on productivity depends on how much the norms encourage / inhibit productivity. If they inhibit productivity, group cohesion worsens performance

What factors facilitate cohesion?

- Physical proximity
- Interaction frequency
- Similarity between group members
- Faithfulness to the group's objectives
- Success in cooperative tasks
- Competition with other groups (tends to increase internal cohesion, especially in winning groups)

Group Norms

Definitions

- Shared expectations of how group members should behave;
- A set of behaviors and opinions that members are expected to conform to;
- They allow you to define the "latitude" within which individual differences are accepted;
- They do not have the same compulsory character for all members: people of high status are more tied to central rules

How are norms created?

- Imposed by the leader or by external authorities;
- Derive from the bargaining of the members;
- Spread among members;
- They do not have the same compulsory character for all members: people of high status are more tied to central rules

FUNCTIONS OF NORMS

- Norms are a point of reference for the individual: they help structure and predict their context and provide a tool by which behavior in the group can be regulated.

- Norms also perform a social function: they help coordinate activities, facilitate the achievement of the group's goals, express aspects of the group's identity (e.g. clothing).

Roles and Status

- Sherif & Sherif (1965): the structure of each group is an interdependent network of hierarchical roles and statuses

- Roles and Status refer to predictable behavior patterns associated not with individuals and their idiosyncratic characteristics, but with the position they occupy in the group

- The difference between the two concepts is of value:
  - Different roles may have a similar value in the group;
  - Different status positions correspond to a different value

Roles

- Roles Expectancies: the behavior expected by each member of the group according to the role covered

- Formal and informal roles

  - The task specialist vs. the socio-emotional specialist;

  - Orthogonal dimensions or a continuum?

Roles

- involve division of tasks
- facilitate the achievement of the group goal
- imply expectations of one's own and others' behavior
- make group life predictable and disciplined
- help define the personal identity within the group (what I have to do)

Status

- Not all roles imply the same power of influence and control over others (distribution of rewards and punishments)

- Status:
  - The high status is associated with the tendency to initiate the actions then continued by the group
  - It implies consensual prestige in the group
  - The status system changes over time, according to the group's objectives, environmental changes, the entry of new members

Status

- The status hierarchy can lead to self-fulfilling prophecy bias: people adjust to the level expected of them

- Expectation States Theory (Berger & Zelditch, 1985)
  - When a group performs a task, expectations develop on the specific skills of the members. These act as self-fulfilling prophecies: the higher the expectation, the greater the probability that a person will take the initiative, and therefore be positively evaluated by others

- The theory then explains how the status structure emerges in groups, and how groups are shaped by the status of their members by the group

Organizational psychology and organizational behavior

Definitions

- Organizations
  - Intentionally coordinated social units composed of two or more people, which function relatively continuously to achieve a common goal or set of goals (but see later..)

- Organizational Behavior (OB):
  - Interdisciplinary field of study whose aim is a better understanding and management of people in the workplace
  - is the study of human behavior in organizational settings, the interface between human behavior and the organization, and the organization itself;
  - is directly concerned with the understanding, prediction, and control of human behavior in organizations (Luthans);

Some topics covered by OB

- The organizations in which people work have an effect on their thoughts, feelings, and actions. These, in turn, affect the organization itself. OB investigates the mechanisms governing these interactions, seeking to identify and foster behaviors conducive to the survival and effectiveness of the organization.

- Topics covered, inter alia, are:
  - Job Satisfaction
  - Organizational Culture
  - Leadership and Conflict Resolution
  - Group thinking and problem solving
  - Job strain

Organizational psychology

Why do we study organizations?

- Many of our daily activities involve dealing with people who act as members of organizations, and much of our behavior is determined by the place we occupy in an organization

- When we consider organizations as groups:
  - Do groups reduce the individual's motivation and performance of individuals or strengthen them?
  - Do the groups introduce errors and prejudices in evaluations and decision-making processes, or are they a source of confirmation and validity?
  - Are individual products and behavior higher to group output and collective action?

What do we mean by organizations?

- Classically, organizations have been defined as "social devices to efficiently achieve some well-defined goals with group means" (Katz and Kahn, 1966)

- But this definition does not foresee accidental purposes
  - For example: a religious organization has as its objective the improvement of people's spiritual life, however often religious organizations also pursue collateral objectives (social support, social control ...)

- It is therefore better to opt for a definition that describes an organization as a "social system" that coordinates people's behavior through ROLES, NORMS and VALUES

Functions of Norms, Roles, and Values

- ROLES, NORMS and VALUES create a specific ORGANIZATIONAL CULTURE shared among the members of the organization (Bate, 1984; Deal and Kenney, 1981, Ellemers, 2003; Freytag, 1990)

- a person's ability to work effectively in an organization strongly depends on understanding the specific organizational culture of that organization

Can you describe roles, norms and values of these two organizations?

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- In describing the two organizations you probably started from their aims that they have

- Roles, norms and values exist to pursue goals, they act in order to orient and structure the behavior of individuals in relation to that purpose (Tannenbaum, 1966).

So…

- an organization can be defined as "a social group whose members are differentiated regarding their responsibilities for the task of achieving a common goal"

- The internal difference between members exists not only because of different roles, but also because individuals belong to different groups within the same organization

Let's start talking about identity

- Statt (1994) defines three features of an organization:
  - A group with a social identity → the organization has a psychological meaning for its members
  - A coordinated group → the behavior of the members is structured and planned
  - The behavior is directed towards a goal → it is a structure oriented towards a specific outcome

An organization is any group, internally differentiated and endowed with a purpose, which has a psychological impact on its members

(Turner e Haslam, 2001)

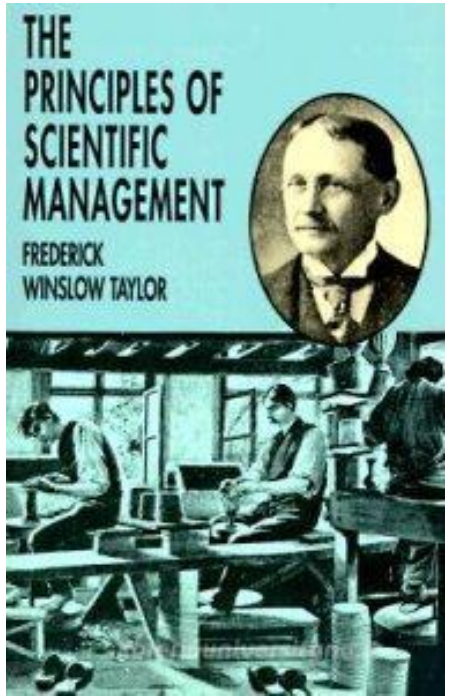
Theoretical approaches for studying organizations

- Organizations are not only of interest to psychologists. Sociologists, economists, anthropologists, historians and political scientists are all interested in how organizations work, what they produce and the impact they have.

- The first approaches focused on economic motivation, individual differences and human relationships

- More recently interest in the cognitive aspects of organizational life has grown

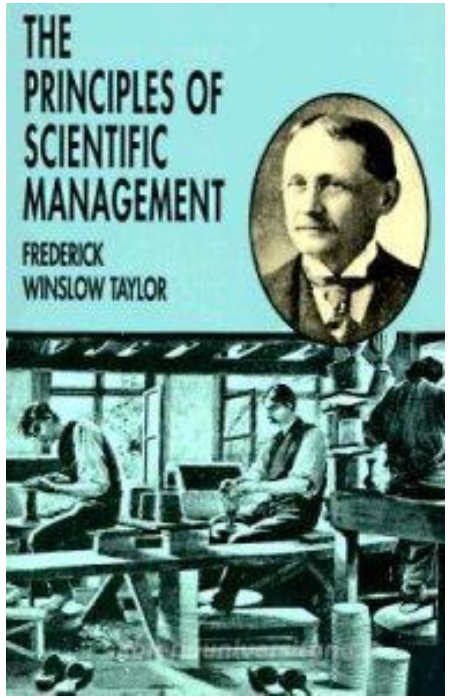
The economic paradigm (Taylorism)



- Scientific Management: the first widespread promotion of rational processes to improve efficiency. The goal was to develop a standard (THE ONE BEST WAY) against which work performance could be measured. Training became an important part of the management process.

- Three phases
  - analyze the characteristics of the task to be performed
  - create the prototype of the worker suitable for that type of job (the one best man)
  - select the ideal worker in order to train him and introduce him to the company

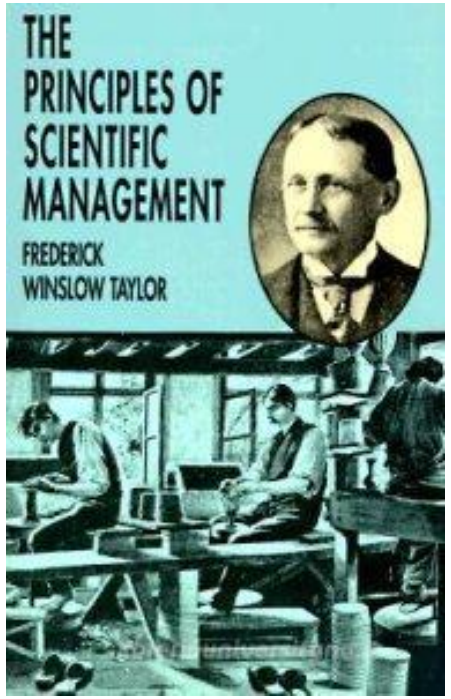
The economic paradigm (Taylorism)



- Taylorism offers a vision of the individual and his efficiency as a "gear" of a product process scientifically studied on a desk.

- Taylor himself argued that groups within an organization represented an obstacle to its productivity leading to soldiering and loafing, and to a collective reduction of work and commitment, usually as a voluntary and coordinated act.

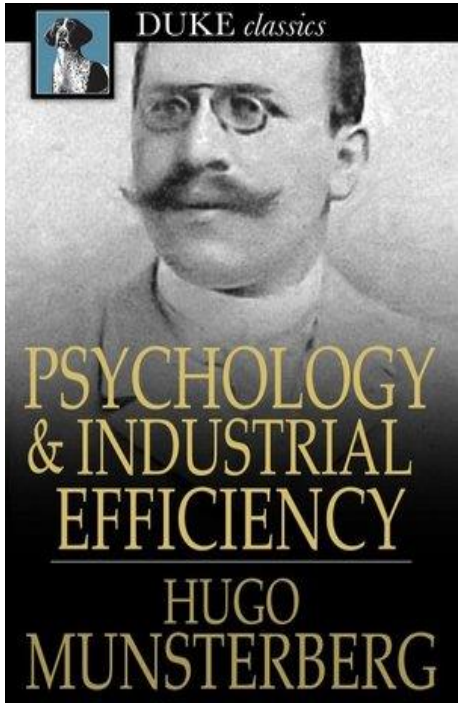
The economic paradigm (Taylorism)



- Parcelling and timing are characteristics of the work itself that lead to work Objectification (Baldissarri et al., 2014; 2016; 2017).

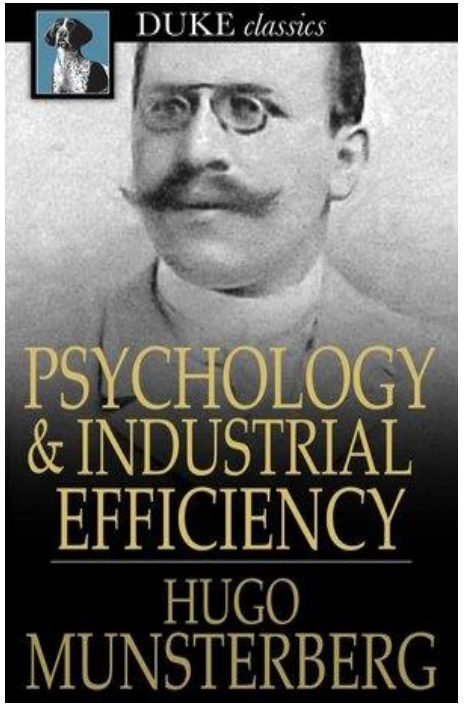
- An objectifying work: fragmented, heterodirect and repetitive.
- It has significant psychological consequences: less assertiveness, self-objectification, greater conformism and inability to decide independently on one's choices

The individual differences paradigm



- It introduces the need to conduct experimental research to determine the impact of specific personality and environmental variables on work performance.
- Two main suggestions:
  - To develop precise analyses of the requirements of each job and identify the key psychological components associated with its effective execution.
  - To reliably measure a person's attitude in relevant fields of organizational life.

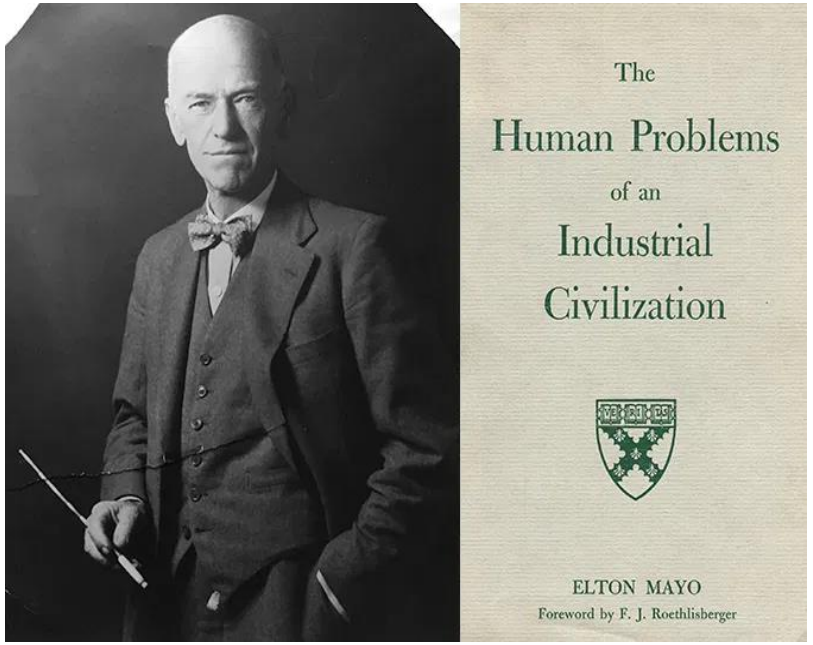
The individual differences paradigm



- Unlike Taylor, he argued that groups have a fundamental role in the organization "by strengthening the awareness of solidarity between workers and their sense of security"

- He realized that it was often difficult to obtain direct information about a worker's personality, but it could be inferred from his group membership, since the group helps to shape individuality.

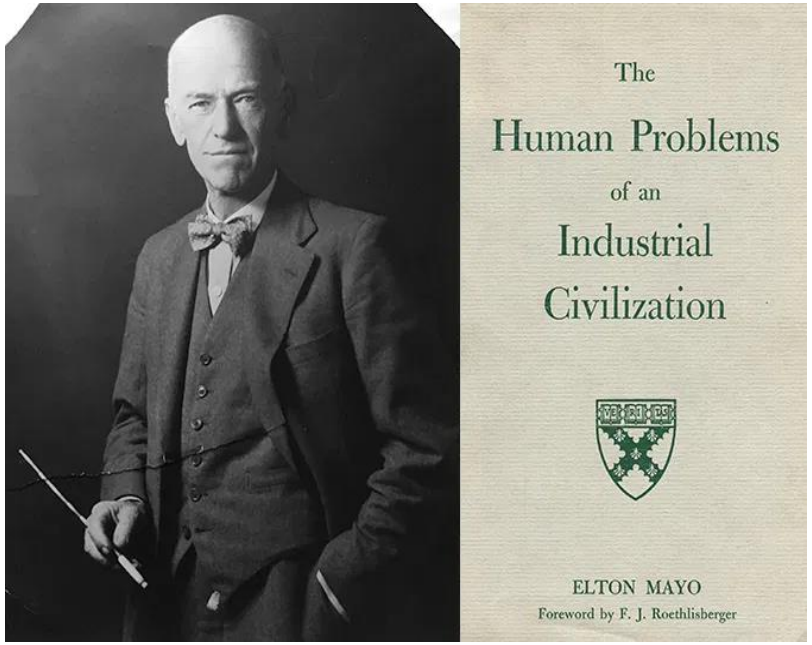
The human relations paradigm



- So far no interest is given to the relationships that are established between people within the organization, indeed, Taylorism denies the importance of the group in favor of the individual

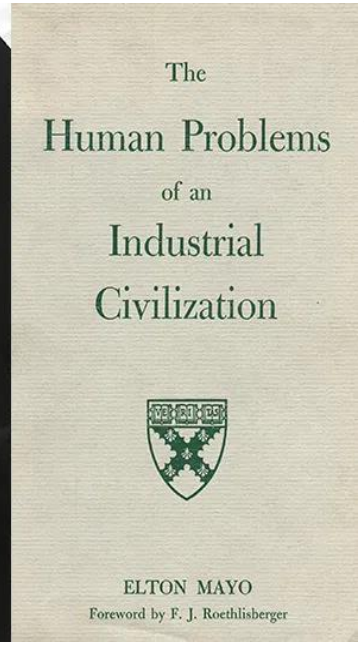
- Mayo conducted studies on the spinning workers of a Filadelphia textile industry. Compared to other company departments, the spinners had a lower production and a higher turnover. Individual incentive systems, as suggested by Taylorism, did not improve but production

The human relations paradigm



- Mayo introduced a series of rest periods to counteract fatigue. To observe the effects of innovation, the spinners were divided into two groups: one enjoyed new breaks while the other continued to work as before.
- Satisfaction and productivity drastically increased in the experimental group, for the first time ever.
- BUT… a very similar form of improvement was also evident in the work of the control group. This group had not enjoyed obvious changes in their conditions, yet they were now happier and more productive. Why?

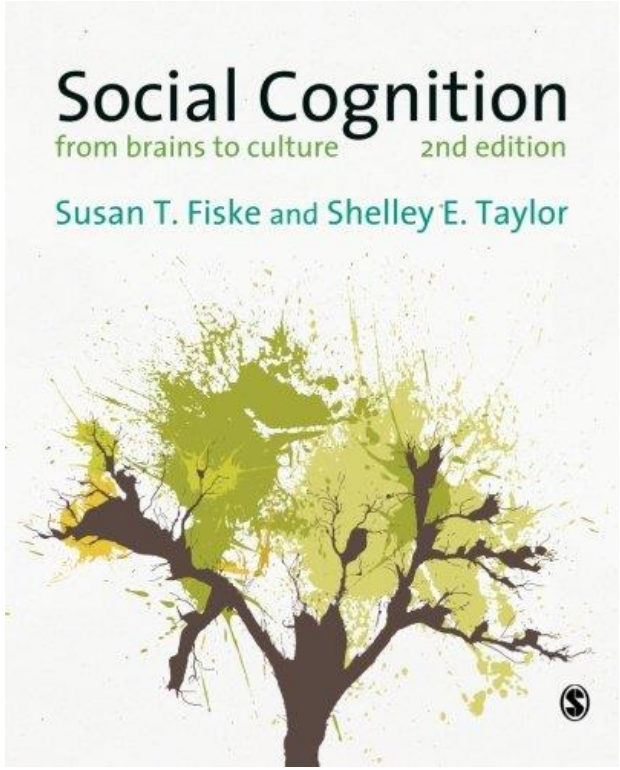
The human relations paradigm



Organizational life transformed individual differences into group similarities:

"The workers were no longer isolated individuals, who worked together only in the sense of effective physical closeness. They had become participating members of a working group with all the peculiar psychological and social implications of such a group. In period X, an increasing amount of social activity developed among the girls in the test room outside the factory. The conversation in the room became more socialized. The girls began to help each other for the common good of the group. They bonded with each other with common feelings and a sense of loyalty".

The cognitive paradigm

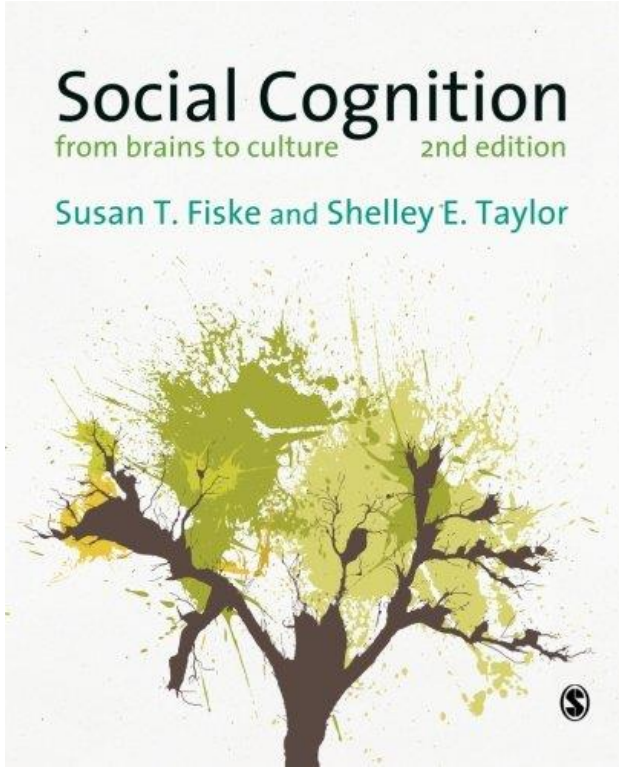


- Even if the attention has been shifted from the individual to the group, ideas on the PSYCHOLOGICAL PROCESSES associated with organizational activities are still lacking

- The identification of mental processes that can explain particular organizational behavior patterns - such as the perceptions that a person has of their work environment - determine their reaction to that environment.

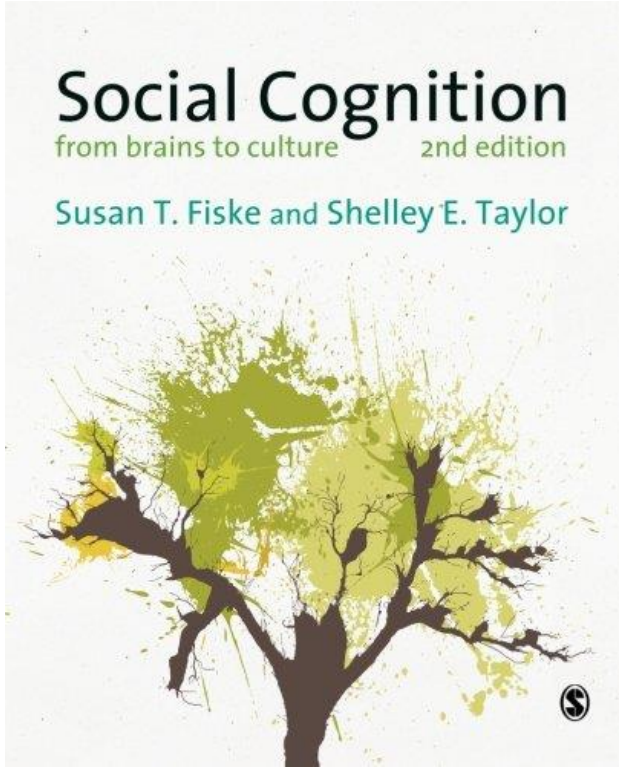
- An attempt to transfer the general principles of cognition (memory, judgment, attention, information processing and perception) to the organizational domain

The cognitive paradigm



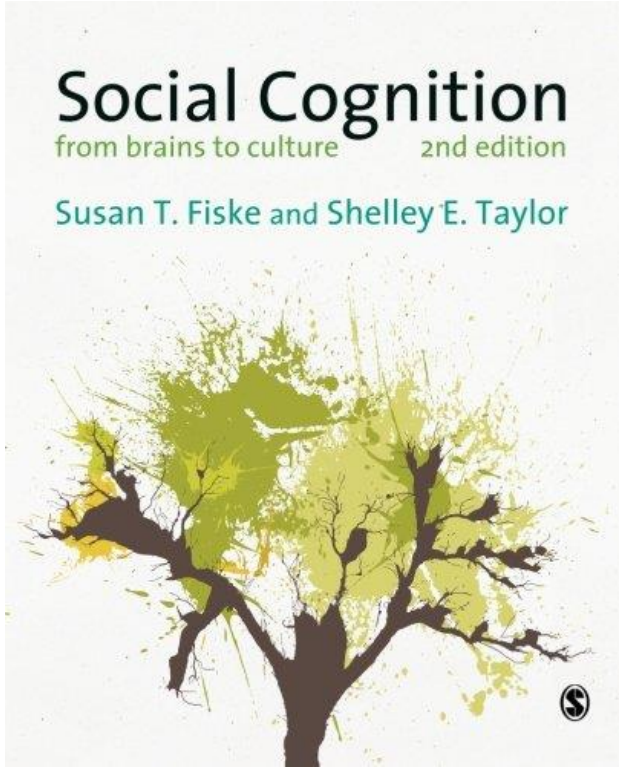
- The social thinker as a “consistency seeker”:
  - People aim to manage and make sense of their attitudes and beliefs by making them coherent with each other (Heider, 1958)

The cognitive paradigm



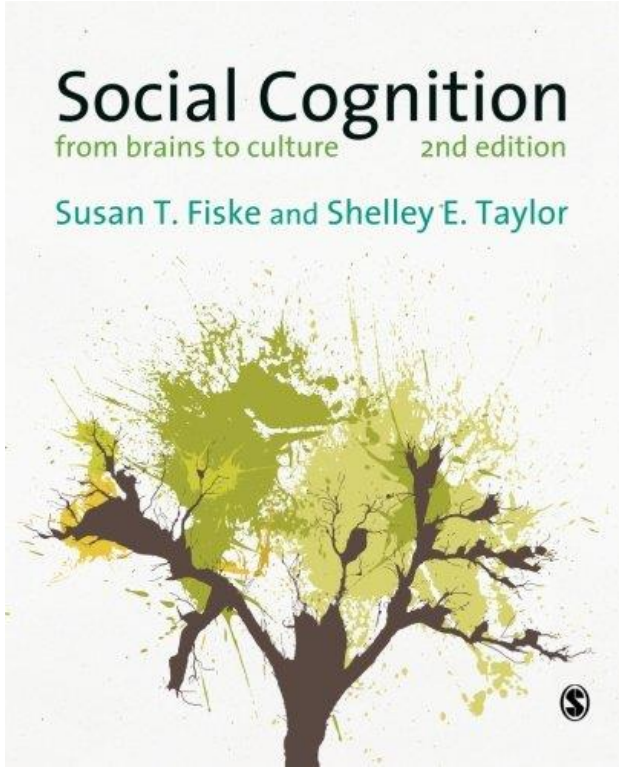
- The social thinker as a “naïve scientist”:
  - Try to explain the behaviors in terms of internal or external factors, therefore also taking into account the environment and not only the actions of the individual

The cognitive paradigm



- The social thinker as a “cognitive miser”:
  - In making cognitive decisions and in making judgments, people try to retain their valuable and limited information processing capacity
  - Much of human behavior (and error…) can be explained by the fact that people are forced to make quick and easy (but often wrong) decisions rather than those that take longer and are more difficult

The cognitive paradigm



- The social thinker as a “motivated tactician”:

  - Actually, compared to the psychology of organizations, the individual is not only a cognitive miser, but also a MOTIVATED TACTICIAN (Fiske and Taylor, 1991; Leyens, Yzerbyt and Schadron, 1994) who adopts strategies in the processing of information as well as a simple "savings".

To sum up

- The economic paradigm focuses on the contribution of the worker and the overall performance of the organization

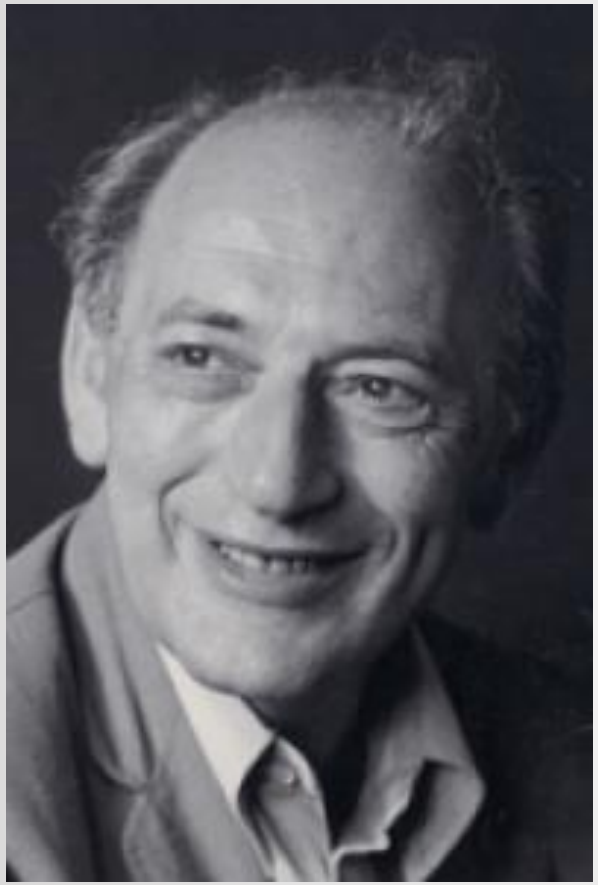
- The individual differences paradigm focuses on the individual even if it includes a consideration of psychological factors that is generally lacking in the economic approach

- The cognitive approach cannot really explain a whole series of processes related to social influences and underestimates the social and relational reality of an organization

- An approach is therefore needed:
  - which takes into account both individual and social factors and group dynamics (integrated)
  - provides an analysis of psychological processes that explains how group membership and social relationships contribute to the life of organizations.

The Social identity Approach

Henry Tajfel



John C. Turner

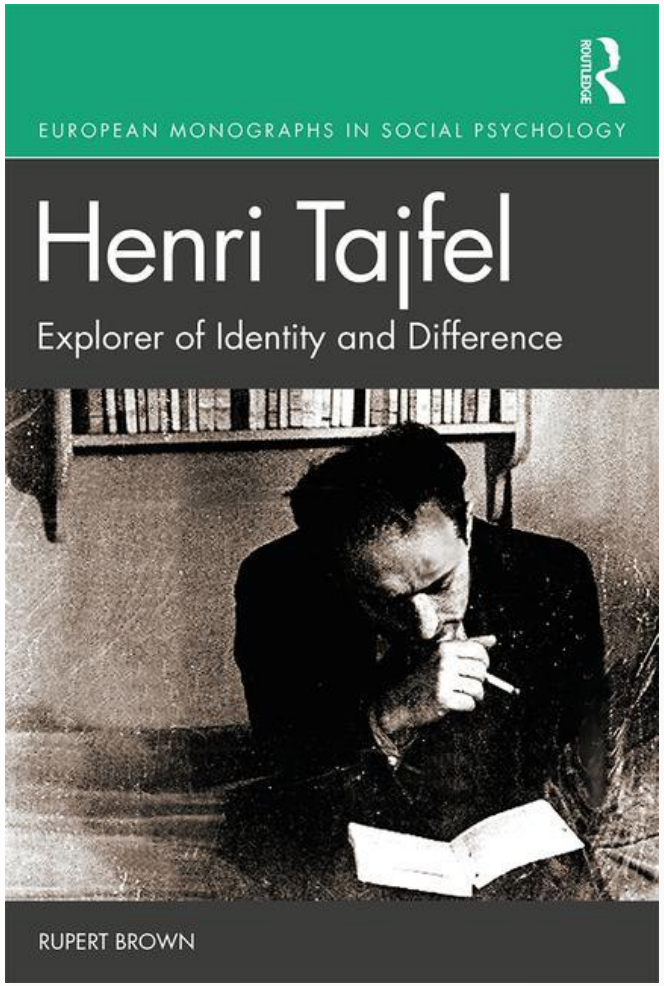
- To understand organizational dynamics it is necessary to go beyond a psychology of workers as individuals

- It is necessary to include how social interaction is necessary for the definition of oneself in terms of belonging to groups, or to the social identities deriving from these belonging.

- As noted by Mayo (1949), groups change individuals

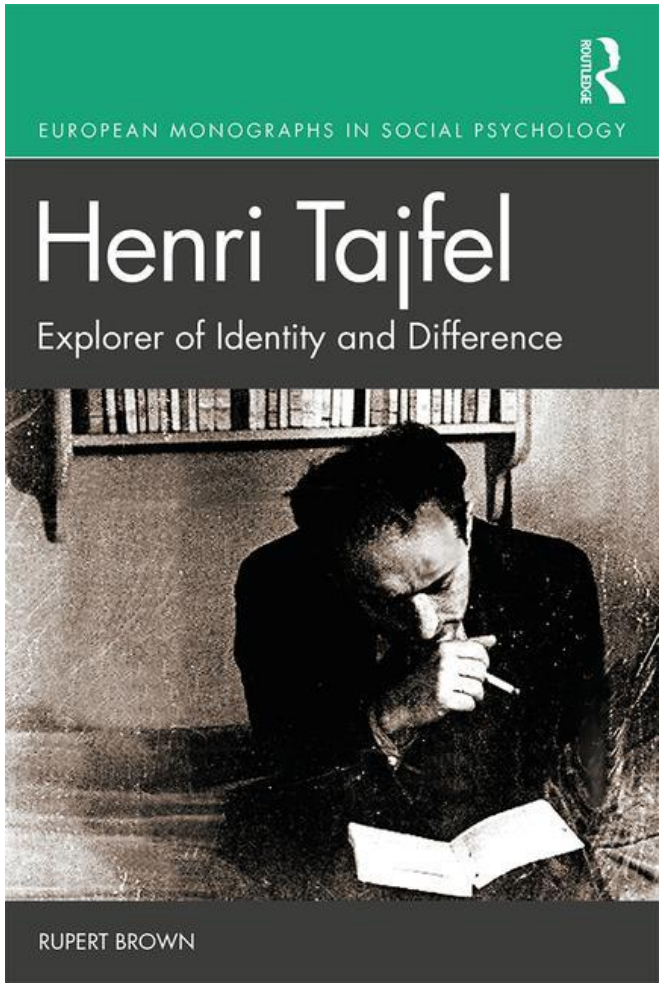
Social Identity Approach: History

- Understand the psychological basis of intergroup discrimination
- "..that portion of an individual's concept of self that derives from the awareness of belonging to a social group (or groups) combined with the value and emotional meaning of such belonging" (Tajfel, 1978).
- The focus of the theory is motivational: individuals strive to achieve a positive social identity, and thus seek membership in high-status groups



Social Identity Approach: Fundamental Questions

- Why do individuals want to be members of high-status groups?
- Why do individuals want to belong to groups that have distinct identities?
- Under what conditions will members of a group act as a group to try to change situations they are dissatisfied with?
- What strategies will members adopt to improve their group position?
- Under what conditions and with what strategies will members of a group act individually to try to improve their condition?



Minimal Group Paradigm

Tajfel et al. (1971)
Kandinsky vs. Klee experiment

Example of a Matrix for Distributing Money

Number 07 of your group receives...	7	8	9	10	11	12	13	14	15	16	17	18	19
Number 52 of the other group receives...	1	3	5	7	9	11	13	15	17	19	21	23	25

- **STRATEGIES**
- Fairness/Equity (E)
- Maximum Joint Profict (MJP)
- Maximum Ingroup Profict (MIP)
- Maximum Differentiation (MD)

Participants tended to deviate from an equity strategy by choosing a pair of rewards that assigned a higher score to those identified as members of their own group. In other words, they exhibited favoritism for their group.

They were motivated less by the desire to maximize their absolute gain and more by the propensity to increase their relative gain compared to the outgroup.

Similar results emerged in an organizational context, where workers were asked how they would like the pay increases to be structured

Brown's (1978) research with employees of an aircraft engine manufacturer established that the main concern of workers was to maintain the pay differentials between the various categories of employees, rather than increasing their absolute earnings

maximize the differences in wages between their group and the less skilled workers AND minimize the differences between their group and those of the more specialized.

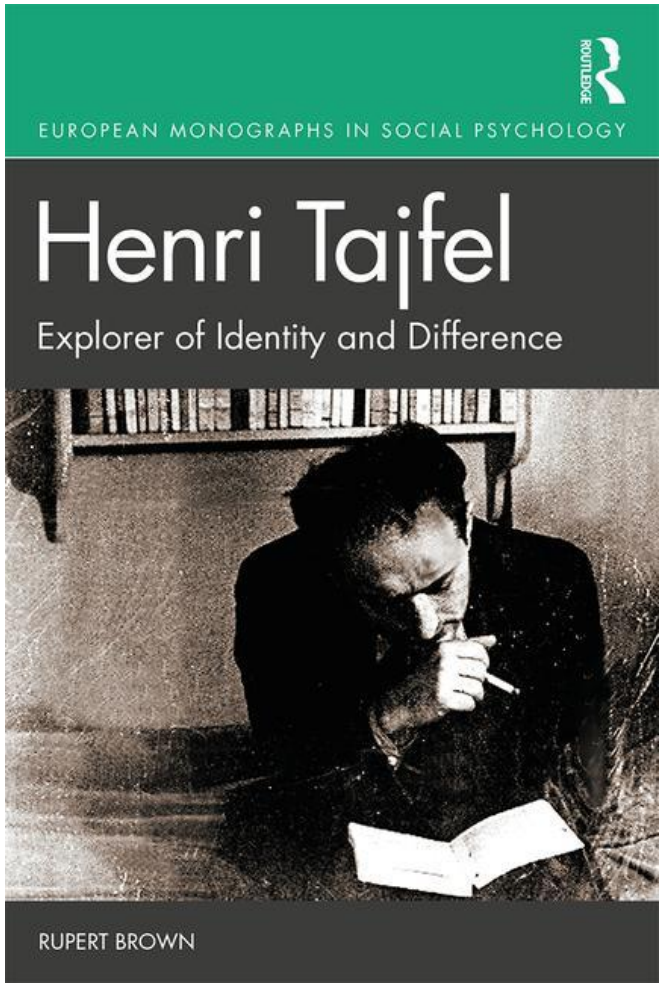
in this way the workers with the highest qualification levels actually ended up assigning themselves a lower wage than the other groups assigned them

"*job status is more important than actual pay*" (Brown, 1978, p. 421)

Social Identity Approach

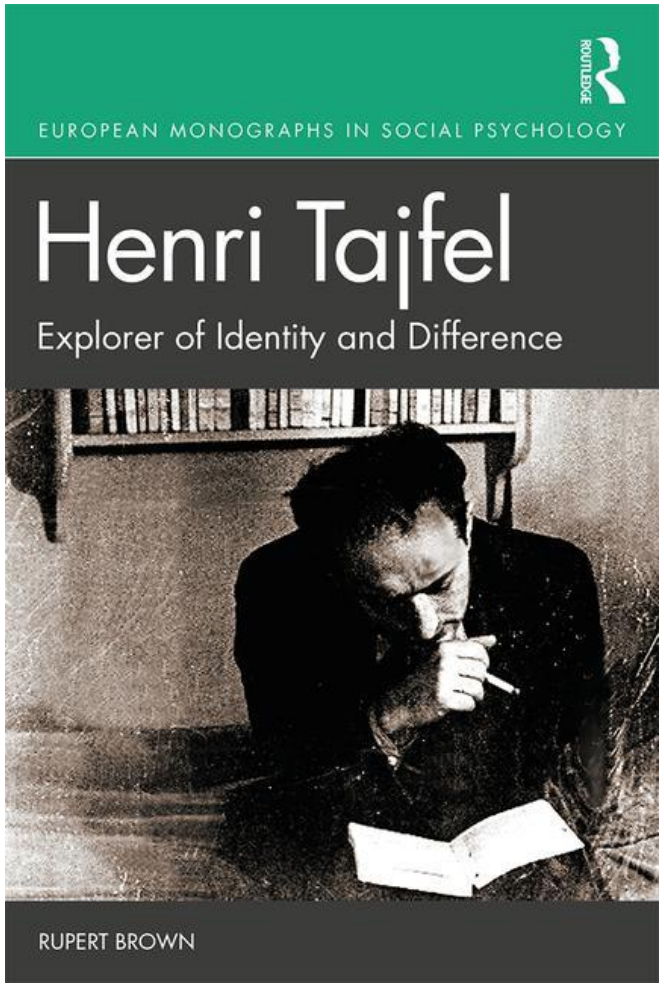
- Cognitive Aspect: Social Categorization Process

- Motivation Aspect: people strive for a positive identity (and self-esteem), and in order to keep information about it they compare their ingroup with the outgroups



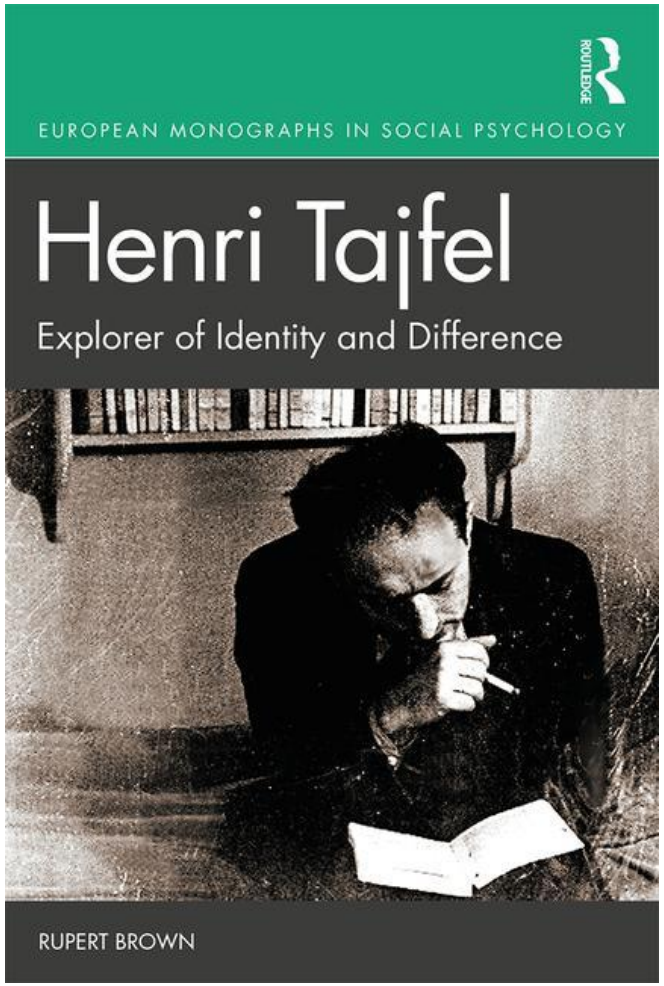
Social Identity Approach

- The We-ness in organizations:
  - the employee of a company that identifies strongly with the department in which they work (where the department makes an important contribution to their sense of selves) can be motivated to see that department as better than the others, to have a better sense of self (Ashforth and Mael, 1989; Brown, Condor, Mathews, Wade and Williams, 1986).

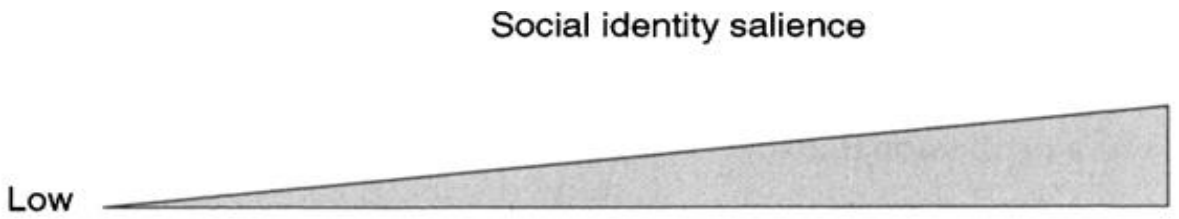


Social Identity Approach: The impact of the social structure

- TIS suggests two other sets of ideas concern the way in which people's cognitions and behaviors are influenced by group behaviors
    - Moving along the interpersonal-intergroup continuum
    - The perceived social structure



Social Identity Approach: The impact of the social structure



Behaviour

interpersonal ..... intergroup

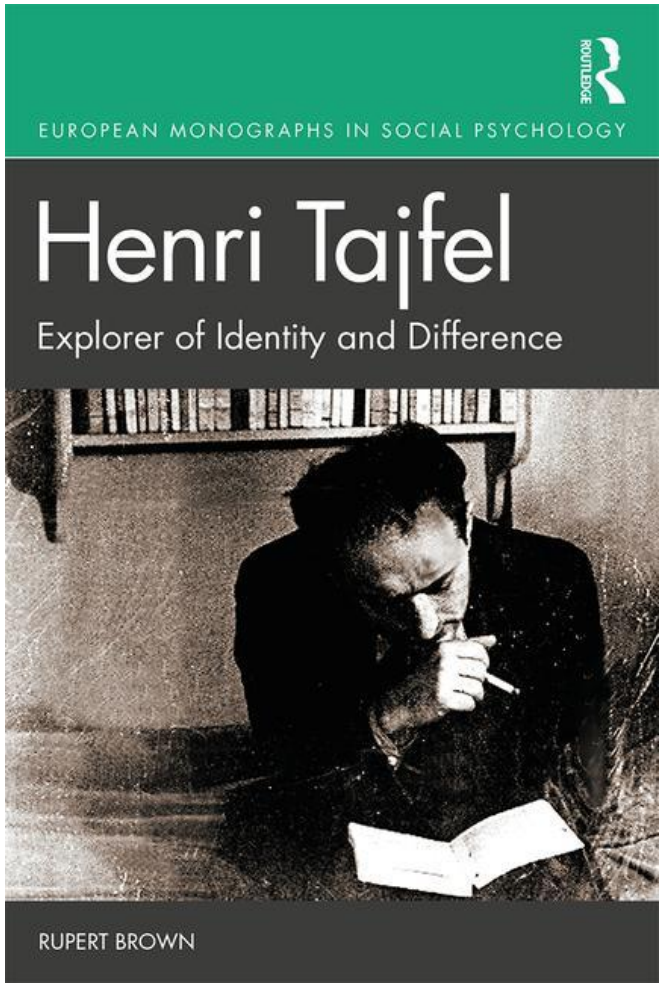
Reflected in

perceived outgroup heterogeneity ..... perceived outgroup homogeneity

non-uniform treatment of outgroup ..... uniform treatment of outgroup

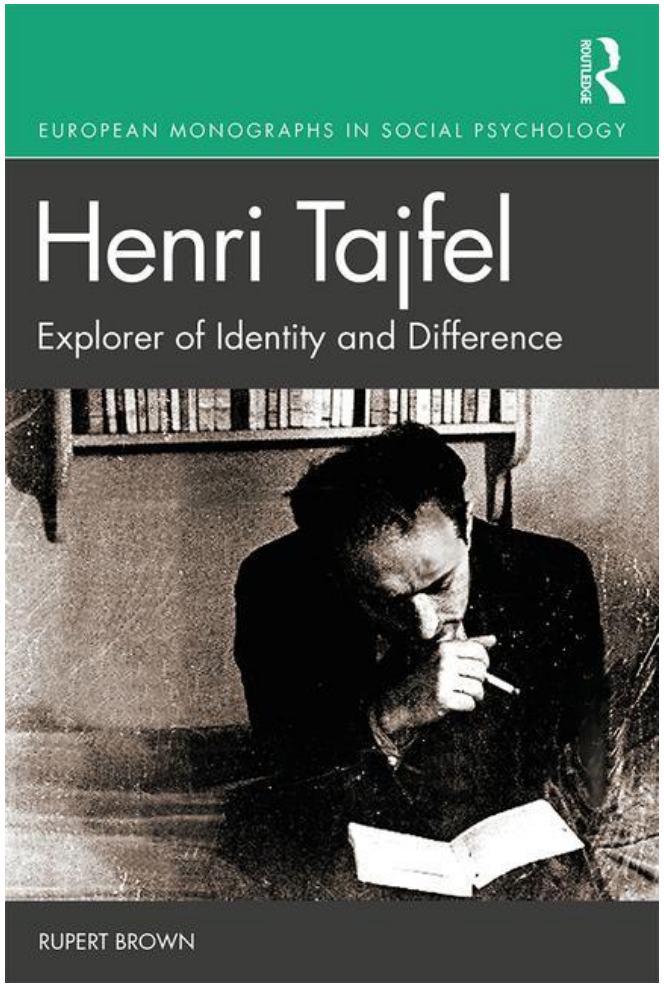
Associated with

social mobility beliefs..... social change beliefs



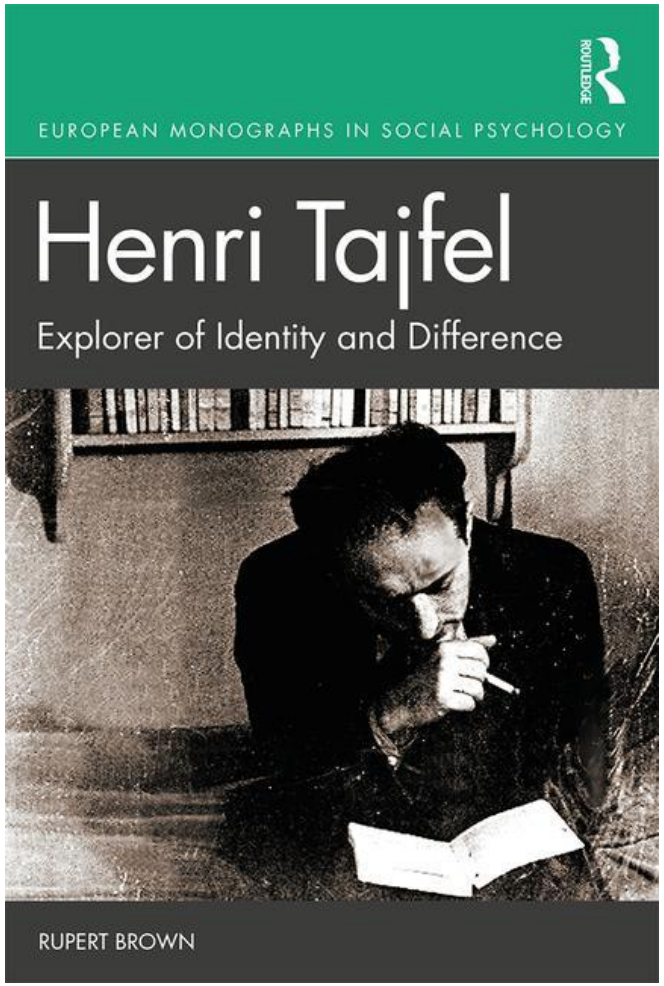
Social Identity Approach: Mobility vs. Social Change

- The shift on the interpersonal-intergroup continuum is a consequence of the interaction between social and psychological factors
- Social factors have to do with the objective characteristics of the world that the individual must face
- Psychological factors are associated with the interpretation that the individual gives of that world.
- The key elements of this perspective are the beliefs about the social structure of the individual, which are found on another continuum, between an ideology of social mobility and one of social change (Tajfel, 1975)



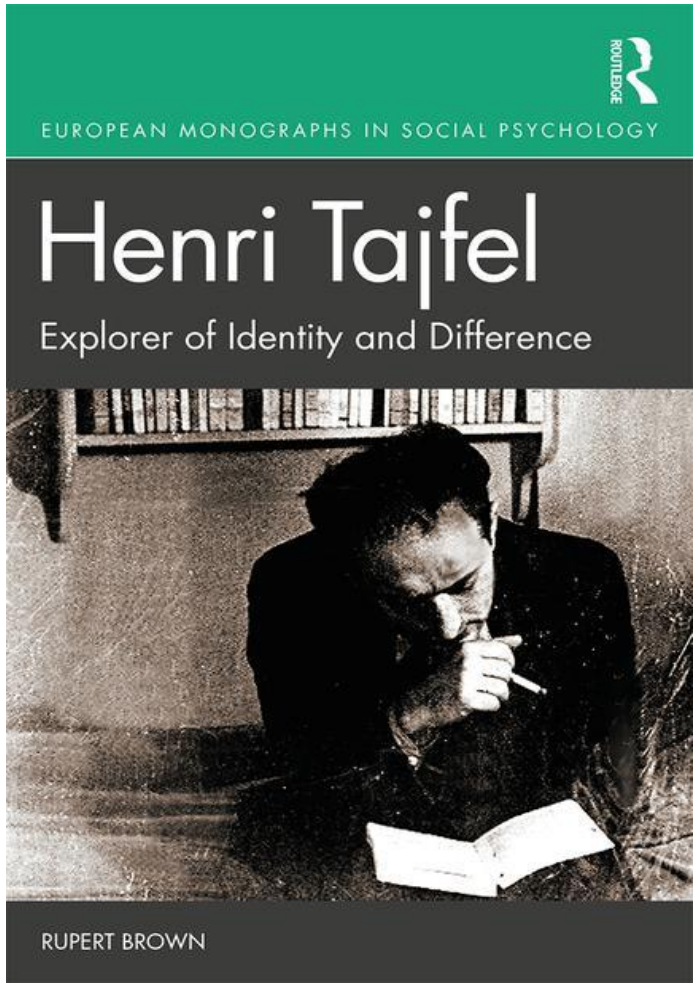
Social Identity Approach: The impact of the social structure

- Within Organizations:
  - SOCIAL MOBILITY
    - anyone can rise to the top of an organization, having enough personal resourcefulness
  - SOCIAL CHANGE
    - participation in the activities of a professional association or a union that actively promotes the cause of the ingroup



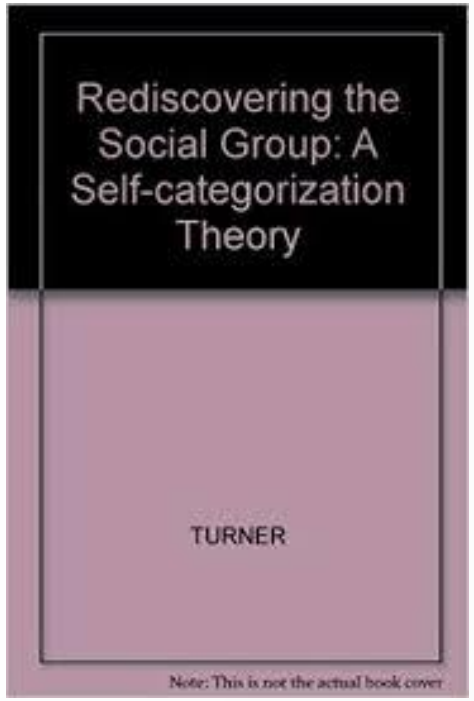
Social Identity Approach: Socio-structural characteristics

- Permeability of group boundaries
- Legitimacy of the status differences
- Stability of the status differences



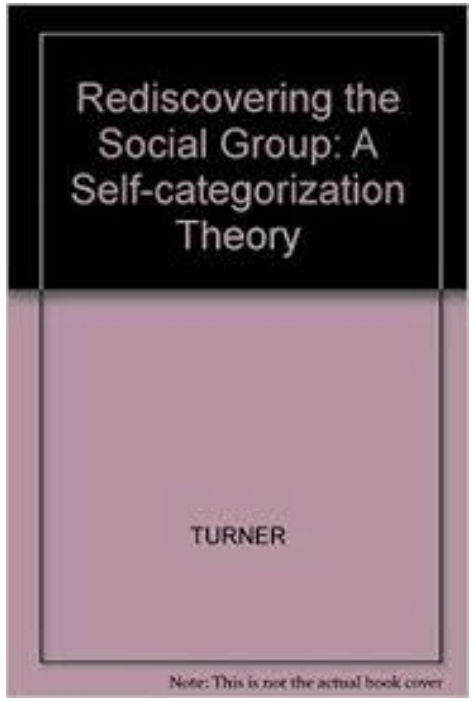
The Self-categorization theory

- Social identity theory offers an underdeveloped analysis of the cognitive processes associated with the importance of social identity:
  - What is the relationship between personal and social identity?
  - What mechanisms drive people to define themselves as members of a group?
  - How does social identity allow for coordinated social actions?



The Self-categorization theory

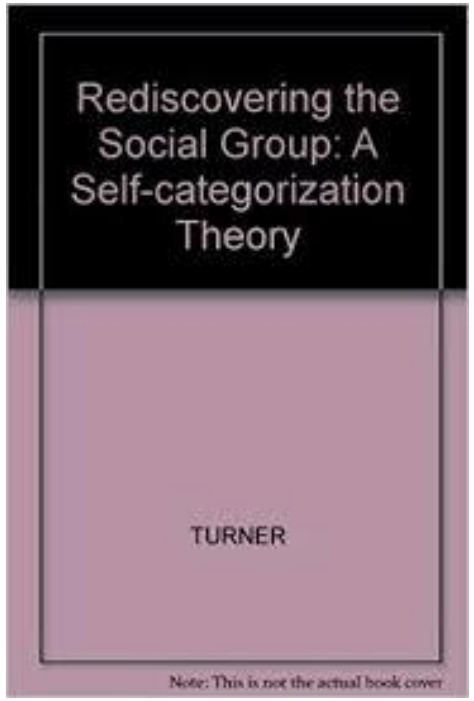
- SCT tries to understand and explain the processes by which people form cognitive representations of themselves and others in relation to different social groups.
- It describes the circumstances that lead people to describe themselves as members of a group
- Turner suggests that the functioning of the self-concept is the cognitive mechanism underlying the behavioral continuum described by Tajfel (1978a)



The Self-categorization theory

- People not only develop a sense of personal identity but also possess multiple social identities, based on their belonging to social groups

- When these social identities are made salient, individuals tend to favor people who share group membership (for example, group members) over those of other social groups (for example, members outside the group)



Leadership

Leadership implies the influence of a group member on others (i.e., followers) in order to achieve the group's goals (Hollander, 1985)

The leader is the one who shows the most initiative in directing, suggesting, advising, proposing ideas compared to the other members of the group; he/she occupies a high position in the status hierarchy and holds a central position in the group communication network (Turner, 1991)

Leaders stand out from the rest for having the 'right feature', thanks to their personality characteristics

All the identified features are….typically masculine!

Situational leadership (Hersey & Blanchard, 1977): a leader's actions depend on the situation and the followers.

Four styles of leadership are used in the situational approach: delegating, supporting, coaching and directing.

The leader selects the appropriate style according to the situation and readiness level of the followers for a particular style of leadership. For example, if the subordinates have a low level of knowledge, the directing style of leadership – where the leader tells the followers exactly what to do – is appropriate.

Fiedler's Contingency Theory of Leadership Effectiveness

Effective Leader	Task Oriented (Low LPC)			Relationship Oriented (High LPC)			Task Oriented (Low LPC)	
Situational Favorableness	Favorable			Intermediate Favorableness			Unfavorable	
Leader—Member Relations	Good	Good	Good	Good	Poor	Poor	Poor	Poor
Task Structure	Structured	Structured	Un-structured	Un-structured	Structured	Structured	Un-structured	Un-structured
Leader Position Power	Strong	Weak	Strong	Weak	Strong	Weak	Strong	Weak
Situation	I	II	III	IV	V	VI	VII	VIII

Adapted from Exhibit 8-4: Fiedler's Contingency Model of Leadership Effectiveness

Contingency theory (Fiedler e Garcia, 1987): a leader's effectiveness is contingent upon with how his or her leadership style matches to the situation. That is, the leader must find out what kind of leadership style and situation he or she thrives in.

The Contingency Theory is concerned with the following:

- There is no one best style of leadership
- A leader is effective when his or her style of leadership fits with the situation

Least-preferred coworker (LPC)

The goal is to match the leader's style with a compatible situation. To make best use of this theory, it is important to find what style a leader has, through the LPC.

The LPC is a list of questions designed to find out what kind of employee a leader would most like to work with, and in turn shows the leaders style.

Istruzioni

Pensate a una persona fra quelle con cui vi trovate meno bene a lavorare. Può essere qualcuno con cui lavorate ora o che avete conosciuto in passato. Non deve essere la persona che vi piace di meno, ma quella con cui avete avuto più difficoltà a svolgere un lavoro. Descrivete questa persona selezionando uno dei numeri fra ciascuna coppia di aggettivi.

piacevole	8	7	6	5	4	3	2	1	spiacevole
amichevole	8	7	6	5	4	3	2	1	non amichevole
intransigente	1	2	3	4	5	6	7	8	accondiscendente
teso	1	2	3	4	5	6	7	8	rilassato
distante	1	2	3	4	5	6	7	8	vicino
freddo	1	2	3	4	5	6	7	8	caldo
solidale	8	7	6	5	4	3	2	1	ostile
noioso	1	2	3	4	5	6	7	8	interessante
litigioso	1	2	3	4	5	6	7	8	armonioso
tetro	1	2	3	4	5	6	7	8	allegro
aperto	8	7	6	5	4	3	2	1	circospetto
traditore	1	2	3	4	5	6	7	8	fedele
non affidabile	1	2	3	4	5	6	7	8	affidabile
rispettoso	8	7	6	5	4	3	2	1	irrispettoso
cattivo	1	2	3	4	5	6	7	8	buono
disponibile	8	7	6	5	4	3	2	1	non disponibile
insincero	1	2	3	4	5	6	7	8	sincero
gentile	8	7	6	5	4	3	2	1	scortese

Valutazione

Sommate i numeri che avete selezionato in ciascuna delle scale. Dati normativi (ottenuti da un campione di studenti di psicologia del primo anno nel 1997) indicano che il punteggio mediano su questa scala è di circa 68 (25-esimo percentile = 53; 75-esimo percentile = 83). Un punteggio di 68 o meno corrisponde quindi a un basso LPC (cioè: orientamento al compito), un punteggio superiore a 68 corrisponde a un elevato LPC (cioè: orientamento alle relazioni).

Least-preferred coworker (LPC)

High LPC Score– leader with good personal skills and relies on relationships with others to accomplish tasks: people-oriented

Low LPC Score– leader that accomplishes goals through focus on the task and positional power: task-oriented

Istruzioni

Pensate a una persona fra quelle con cui vi trovate meno bene a lavorare. Può essere qualcuno con cui lavorate ora o che avete conosciuto in passato. Non deve essere la persona che vi piace di meno, ma quella con cui avete avuto più difficoltà a svolgere un lavoro. Descrivete questa persona selezionando uno dei numeri fra ciascuna coppia di aggettivi.

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Fiedler's Contingency Theory of Leadership Effectiveness

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Task Structure	Structured	Structured	Un-structured	Un-structured	Structured	Structured	Un-structured	Un-structured
Leader Position Power	Strong	Weak	Strong	Weak	Strong	Weak	Strong	Weak
Situation	I	II	III	IV	V	VI	VII	VIII

Adapted from Exhibit 8-4: Fiedler's Contingency Model of Leadership Effectiveness

- Task-oriented leaders are most effective when their positional power is high, as well as the task structure
- People or relation-oriented leaders perform their best when the relationship levels between themselves and followers are at their greatest

Fiedler's Contingency Theory of Leadership Effectiveness

Effective Leader	Task Oriented (Low LPC)			Relationship Oriented (High LPC)			Task Oriented (Low LPC)	
Situational Favorableness	Favorable			Intermediate Favorableness			Unfavorable	
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Task Structure	Structured	Structured	Un-structured	Un-structured	Structured	Structured	Un-structured	Un-structured
Leader Position Power	Strong	Weak	Strong	Weak	Strong	Weak	Strong	Weak
Situation	I	II	III	IV	V	VI	VII	VIII

Adapted from Exhibit 8-4: Fiedler's Contingency Model of Leadership Effectiveness

Situational favorableness

- Leader-Member Relation - how the leader interacts with employees
- Task Structure - how tasks are set up by the leader
- Positional Power - the amount of power a leader has over followers

Transactional approaches

Transactional leadership is a style of leadership in which leaders promote compliance by followers through both rewards and punishments.

Through a rewards and punishments system, transactional leaders are able to keep followers motivated for the short-term. Leaders using transactional leadership as a model pay attention to followers' work in order to find faults and deviations.

This type of leadership is effective in crisis and emergency situations,[1] as well as for projects that need to be carried out in a specific way.

Transformational approaches

A leader works with teams to identify needed change, creating a vision to guide the change through inspiration, and executing the change in tandem with committed members of a group.

Transformational leadership serves to enhance the motivation, morale, and job performance of followers through a variety of mechanisms:

- connecting the follower's sense of identity and self to a project and to the collective identity of the organization;
- being a role model for followers in order to inspire them and to raise their interest in the project;
- challenging followers to take greater ownership for their work, and understanding the strengths and weaknesses of followers,

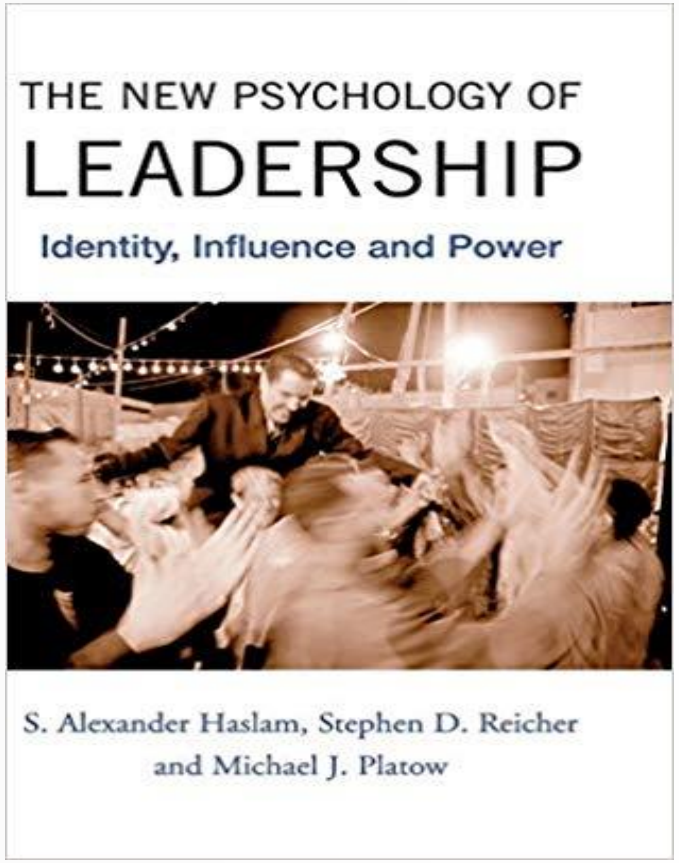
Four distinct behaviors (the 4 I's):

Inspirational motivation: the leader inspires their followers to achieve, inspires commitment and creates a shared vision for their organization.

Idealized influence: the leader acts as a strong role model for their organization and leads by example. They typically have loads of charisma and are very ethical.

Intellectual stimulation: the leader encourages their followers to think for themselves. These leaders are creative, innovative, and are very open to new ideas.

Individualized consideration: the leader establishes a strong relationship with their followers. These leaders mentor their followers and allocate their time to developing their followers potential.

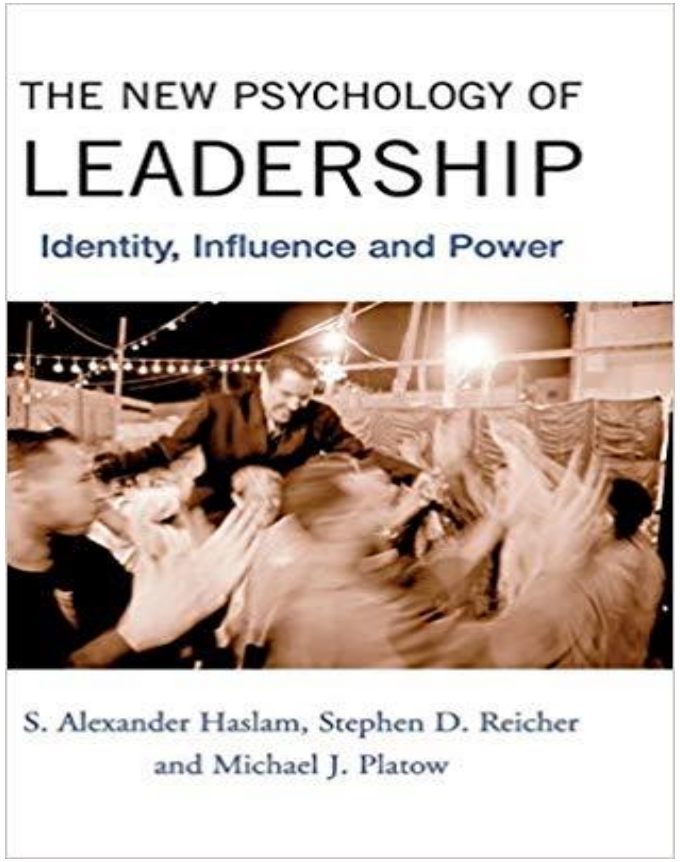


The Social Identity Approach to Leadership

Leaders who are perceived as representative of group identity are perceived more positively by followers, are perceived as more charismatic, receive greater support and have a greater chance of influencing the members of their group

The relationship between leader-followers can be defined as the result of a shared social identity

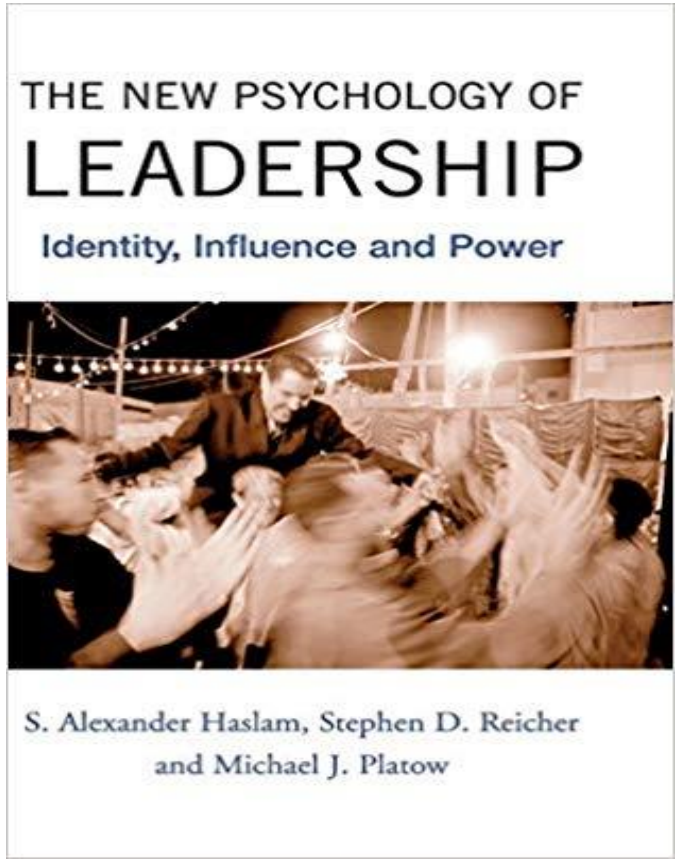
Leadership is a group process, not a mere personality trait



Four fundamental awareness

The leader:

- appears to followers as “one of us”, a member therefore representing what best distinguishes the group from the outgroups present in the social context
- appears to be one who acts in the interest of the group, “who does it for us”
- becomes the builder of the group’s social identity, “building a common we” and linking his attempts at influencing the values and priorities of the group
- contributes to making the group’s goals real, “making the group powerful”, putting into practice values and implementing the group’s potential.



Prototypicality as a key mechanism

Leader as a prototype of the ingroup conceptualizes the social category they are a member of

In order for a leader to be effective, it is essential that they are representative of the group they lead, the fundamental values and the distinctive character that the group has for its members

A prototypical leader receives more confidence because he/she is perceived as having the group's interests at heart

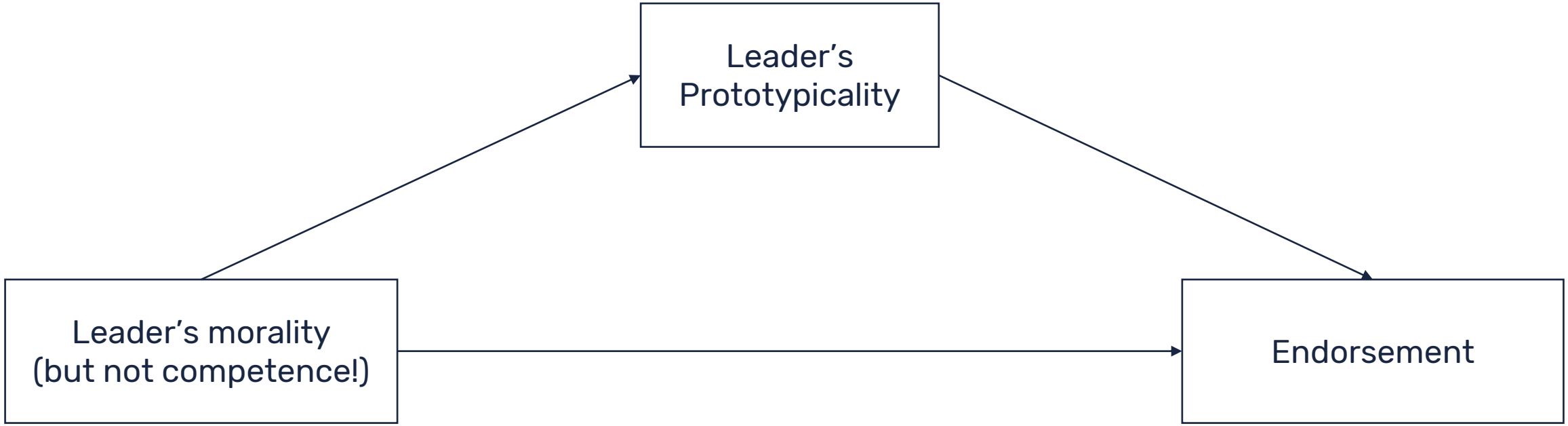
Prototypical leaders are regarded as more reliable

Morality and group identity

Morality determines a code of conduct that guides people to behave according to what they believe to be right or wrong (Ellemers & van den Bos, 2012; Ellemers et al, 2013; Pagliaro & Di Cesare, 2013)

Morality is crucial for the positive evaluation of oneself and of one's group as it performs a function of defining our identity, providing information on who we are and which groups we want to belong to (Leach, Ellemers, & Barreto, 2007)

Moral norms regulate the behavior of ingroup members with the aim of coordinating behaviors and supporting the positivity that belonging to that group means for the individual (Ellemers, Pagliaro, & Barreto, 2013; Ellemers & van den Bos, 2012)


Leader's Prototypicality
Leader's morality (but not competence!)
Endorsement

A study with real employees

Correlations	1.	2.	3.	4.	5.	6.	7.	8.
1. Morality	1	--	--	--	--	--	--	--
2. Competence	.66***	1	--	--	--	--	--	--
3. Identification	.16*	.22**	1	--	--	--	--	--
4. Prototypicality	.53***	.53***	.31***	1	--	--	--	--
5. Endorsement	.52***	.48***	.34***	.49***	1	--	--	--
6. Commitment	.40***	.28***	.47***	.30***	.55***	1	--	--
7. Turn Over	-.31***	-.27***	-.33***	-.20**	-.33***	-.52***	1	--
8. Recommendation	.46***	.36***	.38***	.33***	.54***	.61***	-.39***	1

Note: * $p < .05$; ** $p < .01$; *** $p < .001$

Partial correlation matrix

Correlations	Identification	Global Impression	Prototypicality	Endorsement	Commitment	Turn Over	Recommendation
Morality	.04	.51***	.27***	.29***	.25**	-.20**	.28***

Note: * p < .05; ** p < .01; *** *p* < .001

Controlled for competence

frontiers

Distributed Leadership Agency and Work Outcomes: Validation of the Italian DLA and Its Relations with Commitment, Trust and Satisfaction

Massimiliano Barattucci[1*], Alessandro Lo Presti[2], GIAMBATTISTA BUFALINO[3], Thomas Jønsson[4], Manuel Teresi[5], Stefano Pagliaro[5]

[1]Faculty of Psychology, eCampus University, Italy, [2]Department of Psychology, University of Campania 'Luigi Vanvitelli, Italy, [3]Department of Education Sciences, University of Catania, Italy, [4]Department of Psychology and Behavioural Sciences, Aarhus BSS, Aarhus University, Denmark, [5]Department of Neuroscience, Imaging and Clinical Sciences, G. d'Annunzio University of Chieti and Pescara, Italy

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Frontiers in Psychology

Specialty Section:
Organizational Psychology

In review

A Useful Tool: The Distributed Leadership Agency

Collective skills, carefully constructed through professional collaboration, can positively influence work outcomes

A positive relation between distributed leadership, organizational improvement and innovation

DLA's descriptive power that seems to capture the forms of practice implicit in professional learning communities and communities of practice

its power of representation in guiding alternative forms of organization to obsolete organizational structures that find it difficult to adapt to demands in the 21st century

8 items – Italian version (Barattucci et al.)

1. Contribuisco a stabilire gli obiettivi per lo sviluppo/ crescita del mio ufficio (C)
3. Sono attivamente impegnato nel coordinamento di diverse funzioni all'interno del mio ufficio (T)
4. Contribuisco ad avanzare proposte per lo sviluppo e l'operatività del mio ufficio (C)
5. Mi assumo la responsabilità di organizzare compiti e mansioni nel mio ufficio/Dipartimento (T)
7. Sono coinvolto nell'identificazione di problemi e possibili soluzioni del mio lavoro (T)
8. Sono coinvolto in attività finalizzate ad insegnare ai colleghi nuove ed efficienti modalità per svolgere il lavoro (t)
9. Mi assicuro che ci sia supporto per i colleghi che hanno difficolta nello svolgimento del loro lavoro (R)
10. Mi assicuro che i colleghi possano influire sulle più importanti questioni lavorative all´ interno del mio ufficio (R)

5-point Likert scale (0 = *do not agree*; 4 = *totally agree)*,
3 sub-scales (Task, Change, Relations), but better to use the total score

Table 2. Zero-order correlations between study variables

	M (SD)	1	2	3	4
1) Distributive leadership	3.25 (1.03)	(.93)			
2) Trust	4.92 (1.47)	.21***	(.91)		
3) Affective commitment	3.51 (1.11)	.25***	.47***	(.82)	
4) Job satisfaction	2.76 (.83)	.21***	.45***	.61***	(.70)

Ethical Climate and Organizational Identification:

Studies on employees' attitudes and behaviors

Organizational Ethical Climate

Represents a set of shared formal and informal perceptions of procedures and policies, which shape expectations for ethical behavior

(Victor and Cullen, 1987, 1988)

First Evidences: Ethical Climate

- Job Satisfaction (*Deshpande, 1996*);
- Commitment (*Babin et al., 2000*);
- OCB – Organizational Citizenship Behaviors *(Leung, 2008);*
- Customer Performance *(Lau et al., 2017);*
- Deviant Behavior *(Hsieh and Wang, 2016);*
- Corruption *(Gorsira et al., 2018);*
- *Absenteism (Wimbush and Shepard, 1994)*;
- Ecc..

SIT - Social Identity Thory *Approach*

- People can think of themselves as individuals, however for most of their lives they act as members of social groups with rules and well-defined status **(Tajfel & Turner, 1979).**

- Organizational identity as a predictor of favorable or unfavorable behaviors and attitudes towards organizations **(Ashfort & Mael, 1989).**

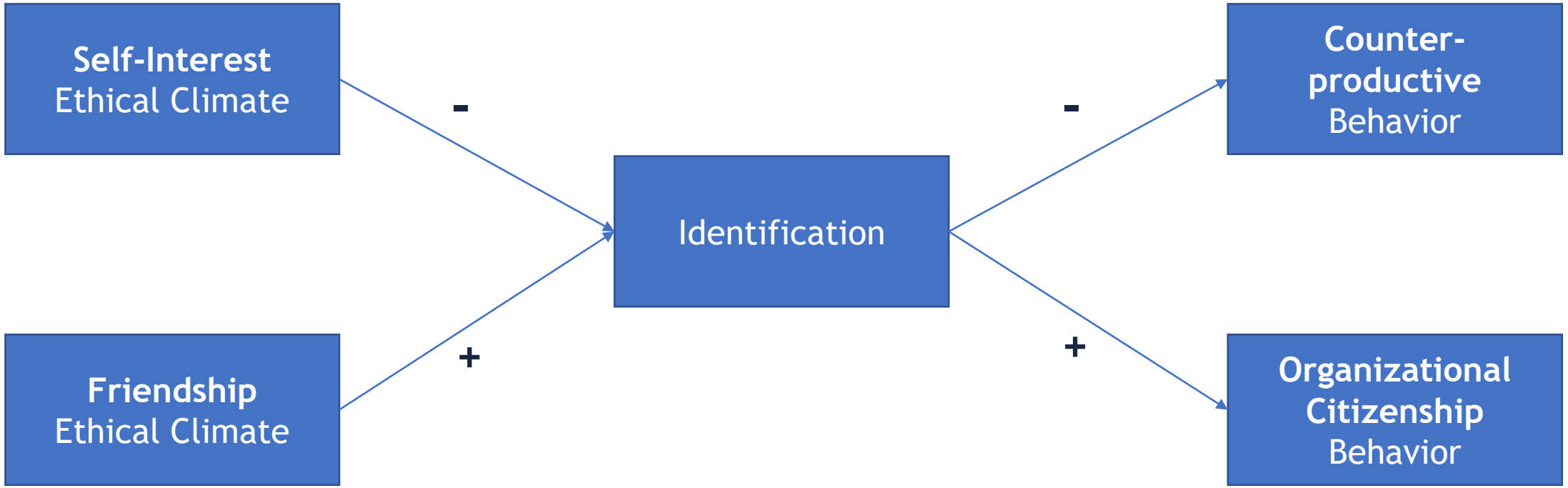
Ethical Climate and Identification

Ethical Work Climate

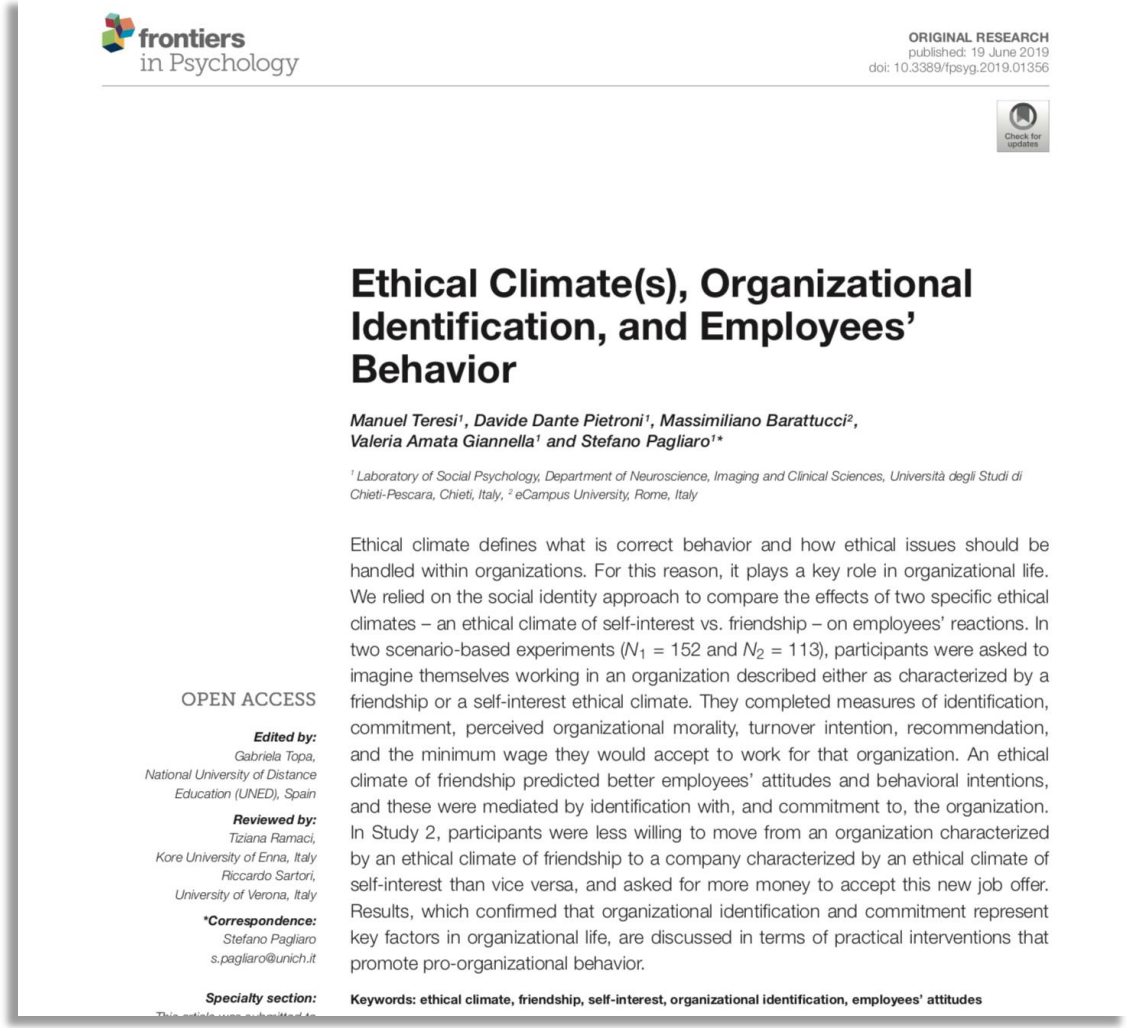
- **Friendship**: A **collective** and **interdependent** way to manage ethical issues within the company
- **Self-Interest**: A more **individualistic** and **independent** way of dealing with ethical issues within the organization

Pagliaro et al., 2018

Ethical Climate and Identification



Pagliaro et al., 2018



frontiers in Psychology

ORIGINAL RESEARCH
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Ethical Climate(s), Organizational Identification, and Employees' Behavior

*Manuel Teresi[1], Davide Dante Pietroni[1], Massimiliano Barattucci[2], Valeria Amata Giannella[1] and Stefano Pagliaro[1]**

[1] Laboratory of Social Psychology, Department of Neuroscience, Imaging and Clinical Sciences, Università degli Studi di Chieti-Pescara, Chieti, Italy, [2] eCampus University, Rome, Italy

Ethical climate defines what is correct behavior and how ethical issues should be handled within organizations. For this reason, it plays a key role in organizational life. We relied on the social identity approach to compare the effects of two specific ethical climates – an ethical climate of self-interest vs. friendship – on employees' reactions. In two scenario-based experiments (N_1 = 152 and N_2 = 113), participants were asked to imagine themselves working in an organization described either as characterized by a friendship or a self-interest ethical climate. They completed measures of identification, commitment, perceived organizational morality, turnover intention, recommendation, and the minimum wage they would accept to work for that organization. An ethical climate of friendship predicted better employees' attitudes and behavioral intentions, and these were mediated by identification with, and commitment to, the organization. In Study 2, participants were less willing to move from an organization characterized by an ethical climate of friendship to a company characterized by an ethical climate of self-interest than vice versa, and asked for more money to accept this new job offer. Results, which confirmed that organizational identification and commitment represent key factors in organizational life, are discussed in terms of practical interventions that promote pro-organizational behavior.

Keywords: ethical climate, friendship, self-interest, organizational identification, employees' attitudes

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Gabriela Topa,
National University of Distance Education (UNED), Spain

Reviewed by:
Tiziana Ramaci,
Kore University of Enna, Italy
Riccardo Sartori,
University of Verona, Italy

Correspondence:
Stefano Pagliaro
s.pagliaro@unich.it

Specialty section:

a) Confirm that ethical climates - *Friendship VS Self-Interest* - differently influence employee identification with the organization and, in turn, employee attitudes and behavioral intentions;

b) Provide evidence on the causal link between the two ethical climates considered on the one hand and identification with the organization and subsequent results on the other;

c) Expand the outcomes related to organizational life.

Study 1- Hp

I. Ethical Climate of Friendship (vs. Self-Interest) increase Organizational identification;

II. Friendship Climate elicit more positive effects regarding attitudes and behaviors in contrast with Self-Interest condition;

III. Organizational Identification mediates the effect of Ethical Climate on outcomes.

Teresi et al., 2019

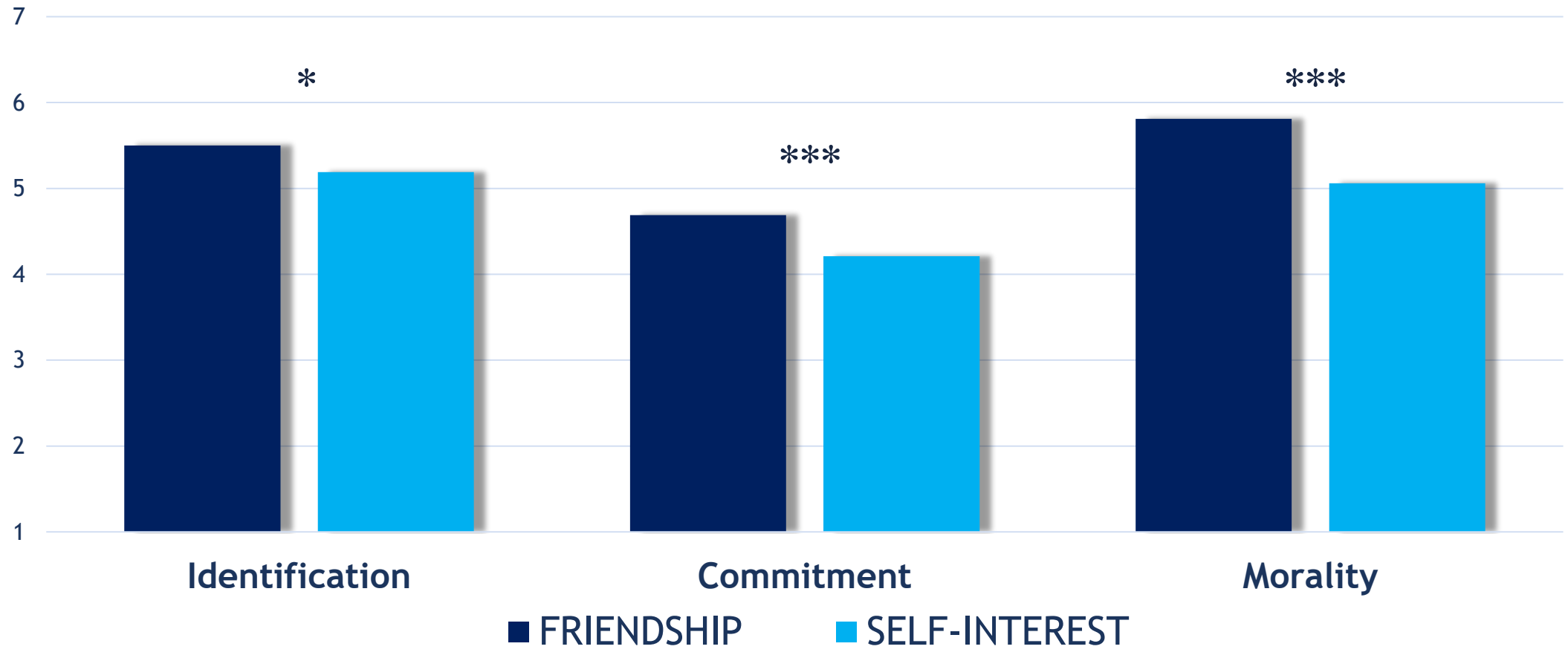
Methods

- **Participants**: 152 *(127 females, 24 males, 1 unknown; mean age = 21.07; SD = 2.05);*
- **Experimental Design:** Between Subjects with a two level factor
- **Procedure**: Questionnaire paper-and-pencil; two fictitious scenarios, built ad-hoc, to make salient the perception of a specific ethical climate (*friendship vs. Self-Interest*).

Measures

- **IDENTIFICATION** (6 items;"Quando qualcuno critica la mia organizzazione, sembra un insulto personale”; **alpha =.70**);
- **MORALITY** (3 items; lealtà, onestà, sincerità; **alpha=.89**);
- **COMMITMENT** (20 items;“Sarei molto felice di trascorrere il resto della mia carriera con questa organizzazione”; **alpha=.81**);
- **TURNOVER** ("Se ne avessi l'opportunità, non ci penserei due volte a cambiare lavoro”);
- **RECCOMMENDATION** ("Consiglierei a una persona vicino a me di fare domanda per un possibile lavoro in azienda?”);
- **MINIMUM WAGE** ("Qual è lo stipendio mensile minimo che accetteresti per lavorare alla Smart & Tech?”).
- **CLIMATE OF FRIENDSHIP** (6 items; Es., "In questa azienda, le persone si prendono cura l'una dell'altra"; **alpha=.94**);
- **CLIMATE OF SELF-INTEREST** (4 items; Es. “In questa azienda, le persone pensano per lo più per se stesse"; **alpha=.86**);

Results


7
6
5
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3
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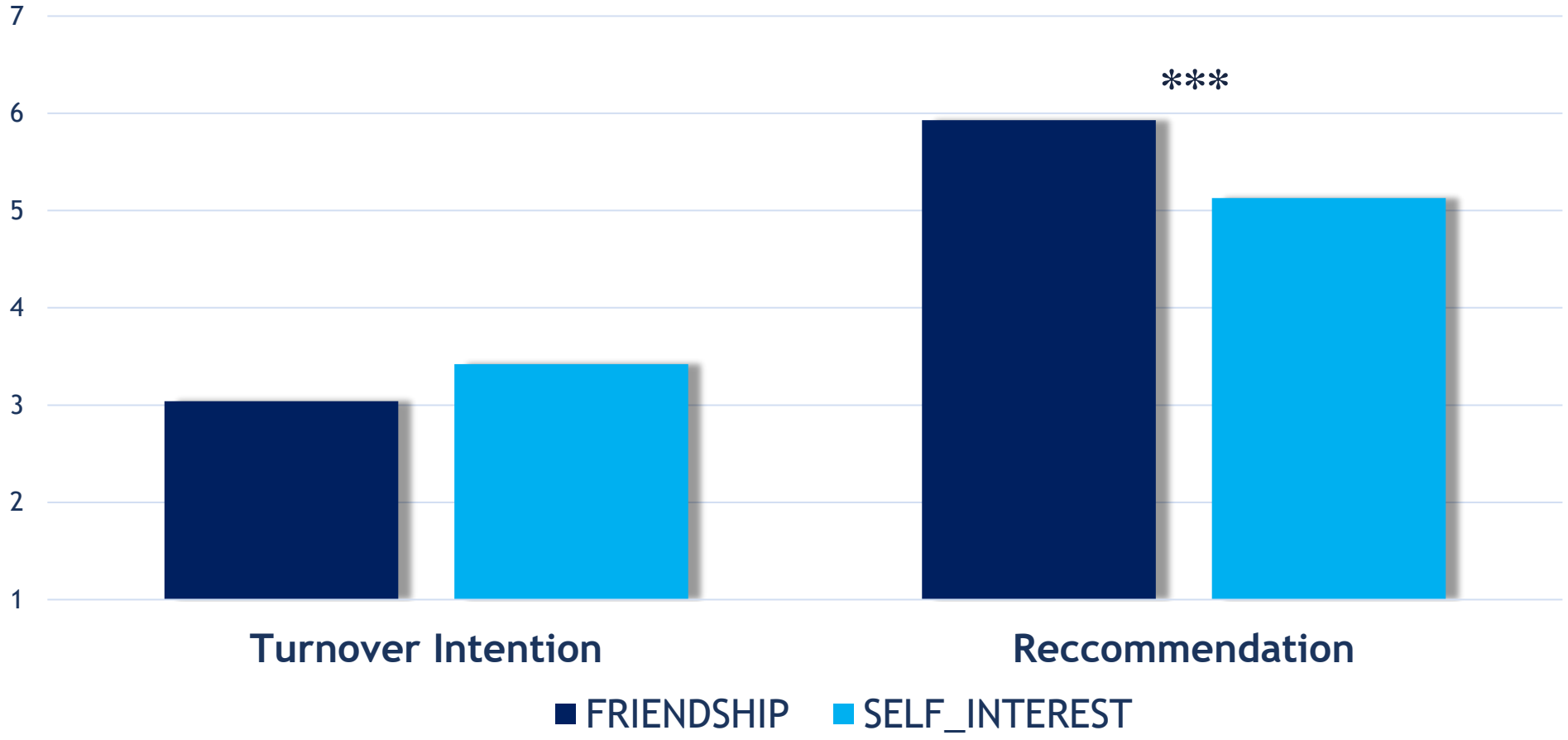
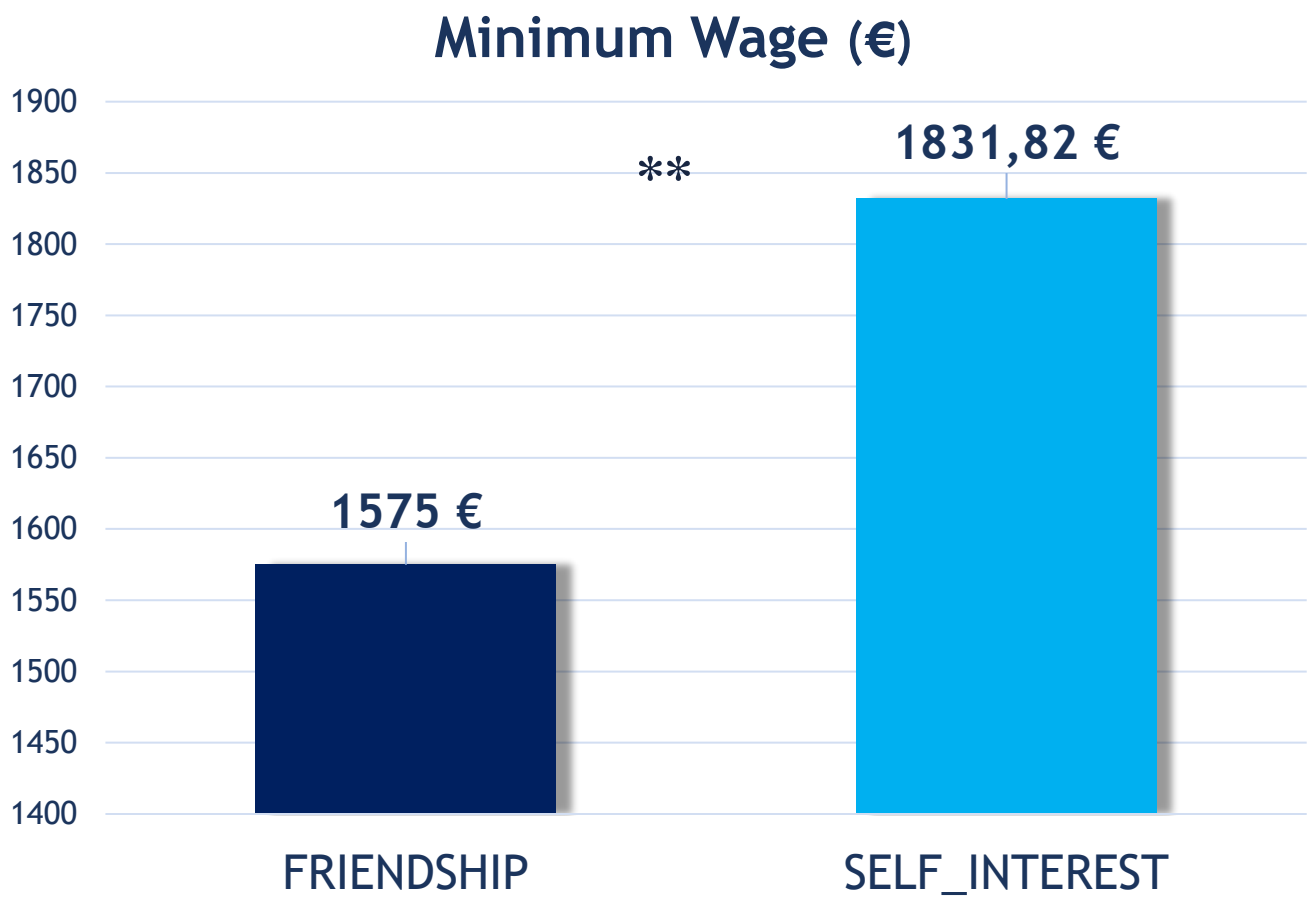
***
***
Identification
Commitment
Morality
FRIENDSHIP
SELF-INTEREST

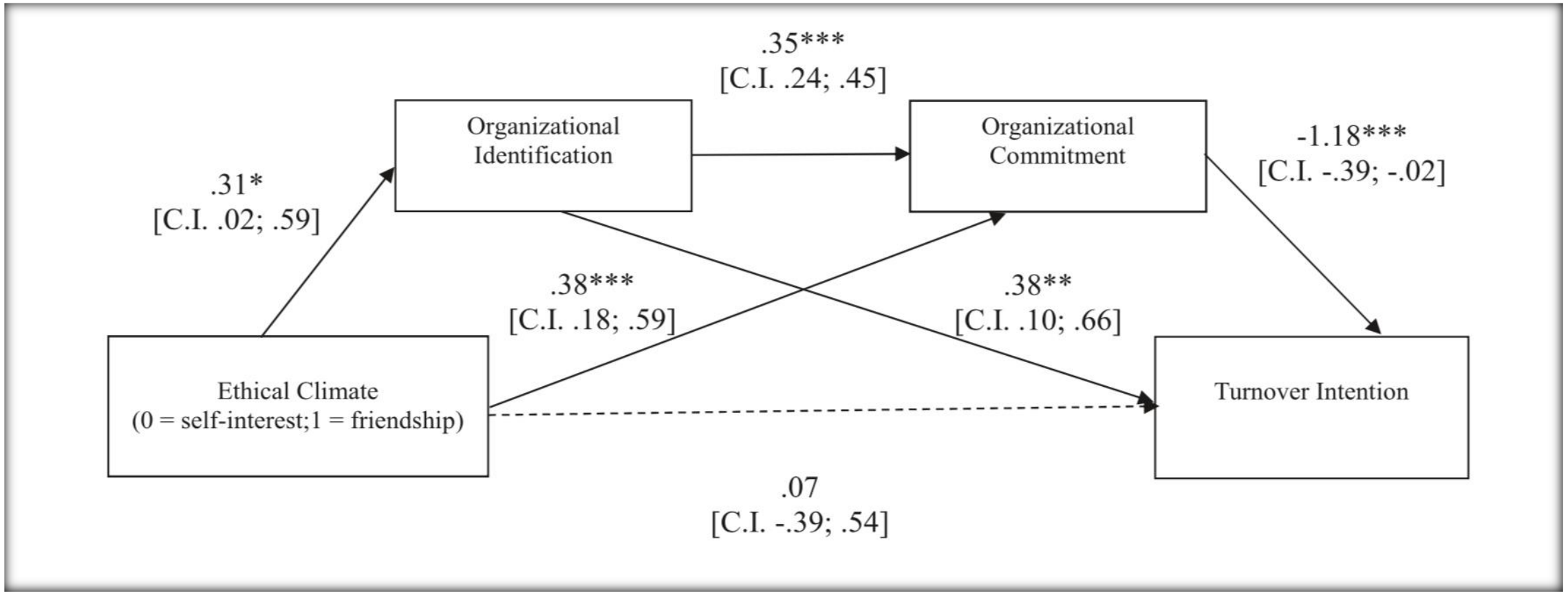
Results


7
6
5
4
3
2
1
***
Turnover Intention
Reccommendation
FRIENDSHIP
SELF_INTEREST

Results


Minimum Wage (€)
1900
1850
1800
1750
1700
1650
1600
1550
1500
1450
1400
**
1575 €
1831,82 €
FRIENDSHIP
SELF_INTEREST

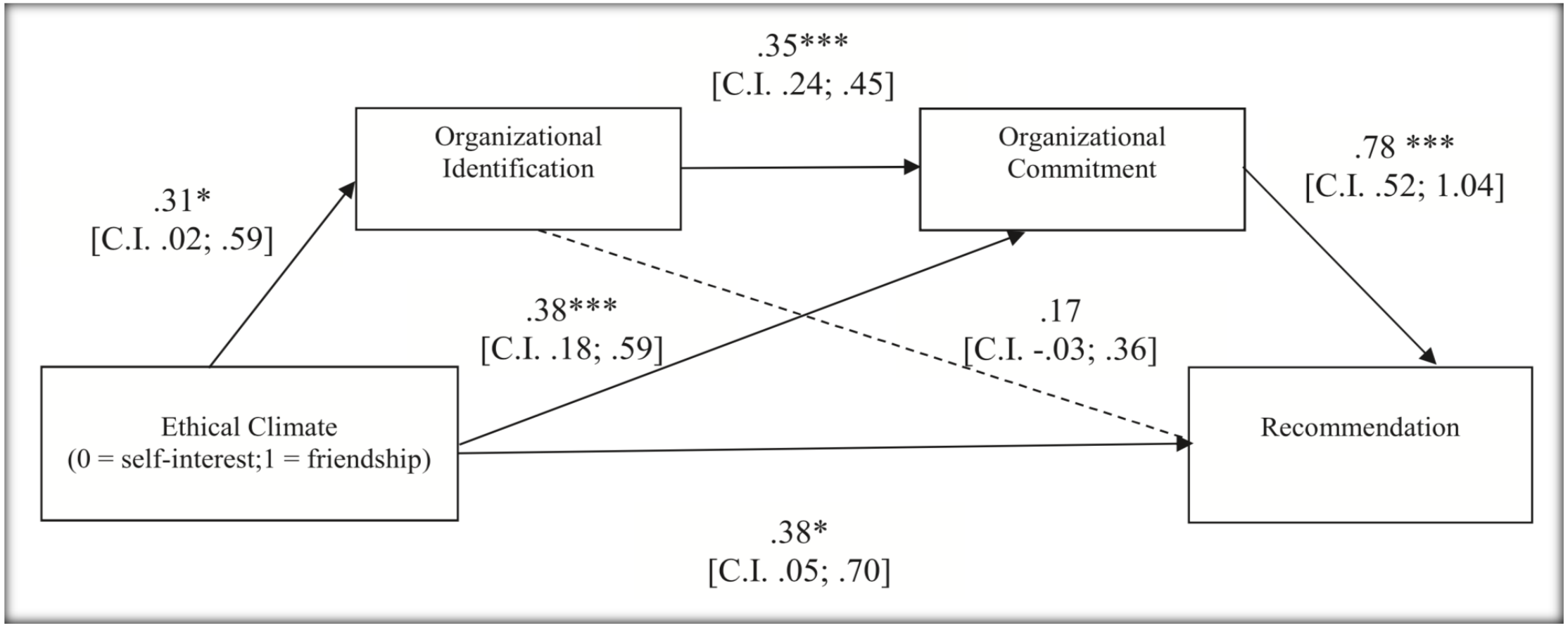
Results



TURNOVER INTENTION

MEDIATION CHAIN (Process mod. n°6)

Results



RECCOMMENDATION

MEDIATION CHAIN (Process mod. n°6)

Study 2 - Hp

I. Less intention to abandon an organization characterized by an ethical climate of Friendship towards one with an ethical climate of Self-Interest.

II. Request for a higher minimum wage to move to an organization characterized by a climate of Self-Interest (vs. Friendship).

Teresi et al., 2019

Methods

- **Partecipants**: 113 *(66 females, 36 males, 1 other; 10 unknown; mean age = 27.91; SD = 7.06);*
- **Experimental Design:** Between Subjects with a two level factor
- **Procedure**: Qualtrics *Online Survey*; Double presentation, in different times, of two fictitious scenarios (in turn, salience of *friendship vs. Self-Interest*).

Measures

- **IDENTIFICATION** (6 items;"Quando qualcuno critica la mia organizzazione, sembra un insulto personale"; **alpha =.70**);
- **MORALITY** (3 items; lealtà, onestà, sincerità; **alpha=.89**);
- **COMMITMENT** (20 items;"Sarei molto felice di trascorrere il resto della mia carriera con questa organizzazione"; **alpha=.81**);
- **TURNOVER** ("Se ne avessi l'opportunità, non ci penserei due volte a cambiare lavoro");
- **RECCOMMENDATION** ("Consiglierei a una persona vicino a me di fare domanda per un possibile lavoro in azienda?");
- **MINIMUM WAGE**("Qual è lo stipendio mensile minimo che accetteresti per lavorare alla Smart & Tech?").
- **CLIMATE OF FRIENDSHIP**(6 items; Es., "In questa azienda, le persone si prendono cura l'una dell'altra"; **alpha=.94**);
- **CLIMATE OF SELF-INTEREST** (4 items; Es. "In questa azienda, le persone pensano per lo più per se stesse"; **alpha=.86**);

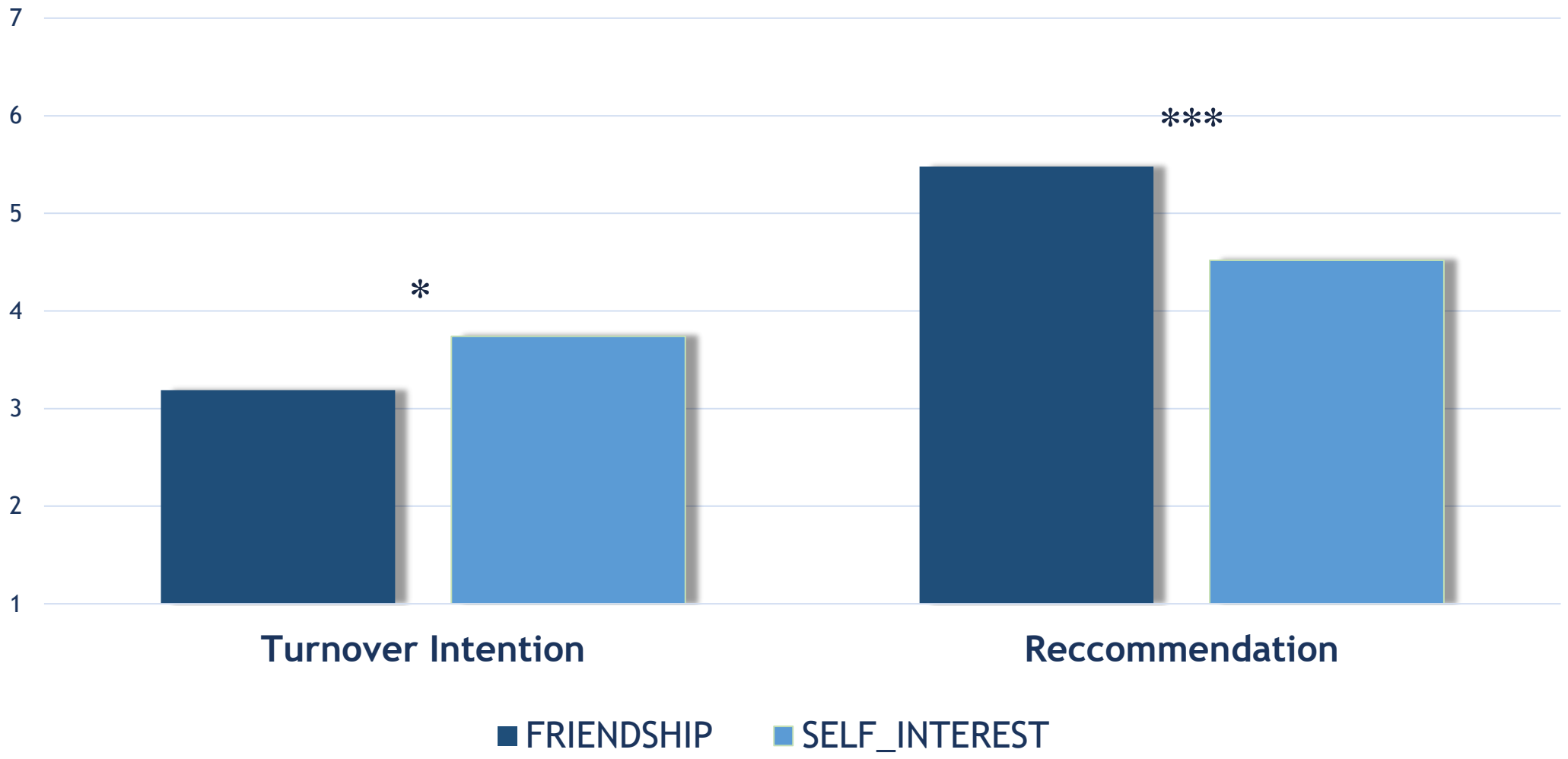
AFTER THE READING OF A SECOND SCENARY

- **INTENTION TO SWITCH (Single Item - Likert from 1 to 7);**
- **WAGE TO SWITCH (€).**

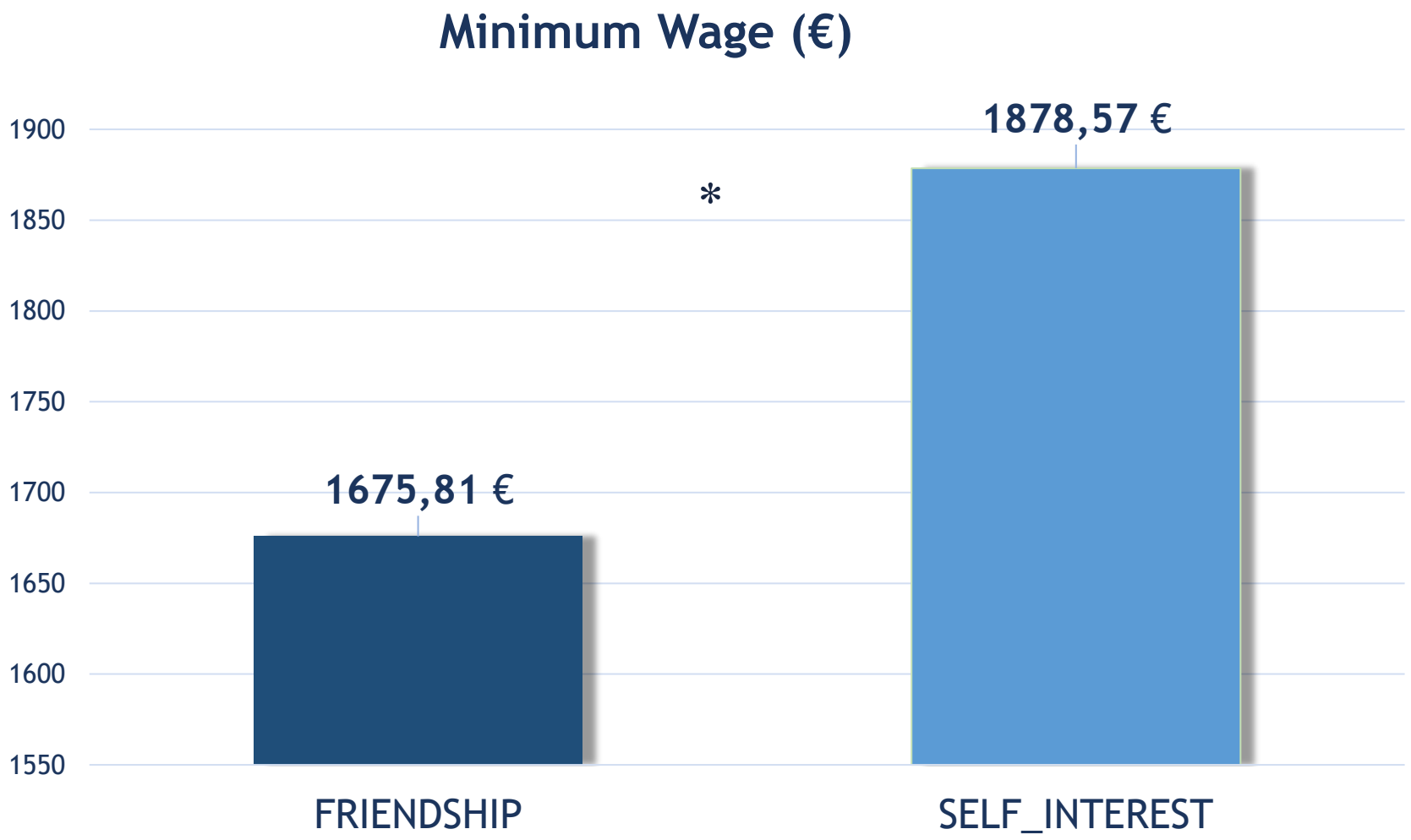
Results

7
6
5
4
3
2
1
***
***
***
Identification
Commitment
Moralità Percepita
FRIENDSHIP
SELF-INTEREST

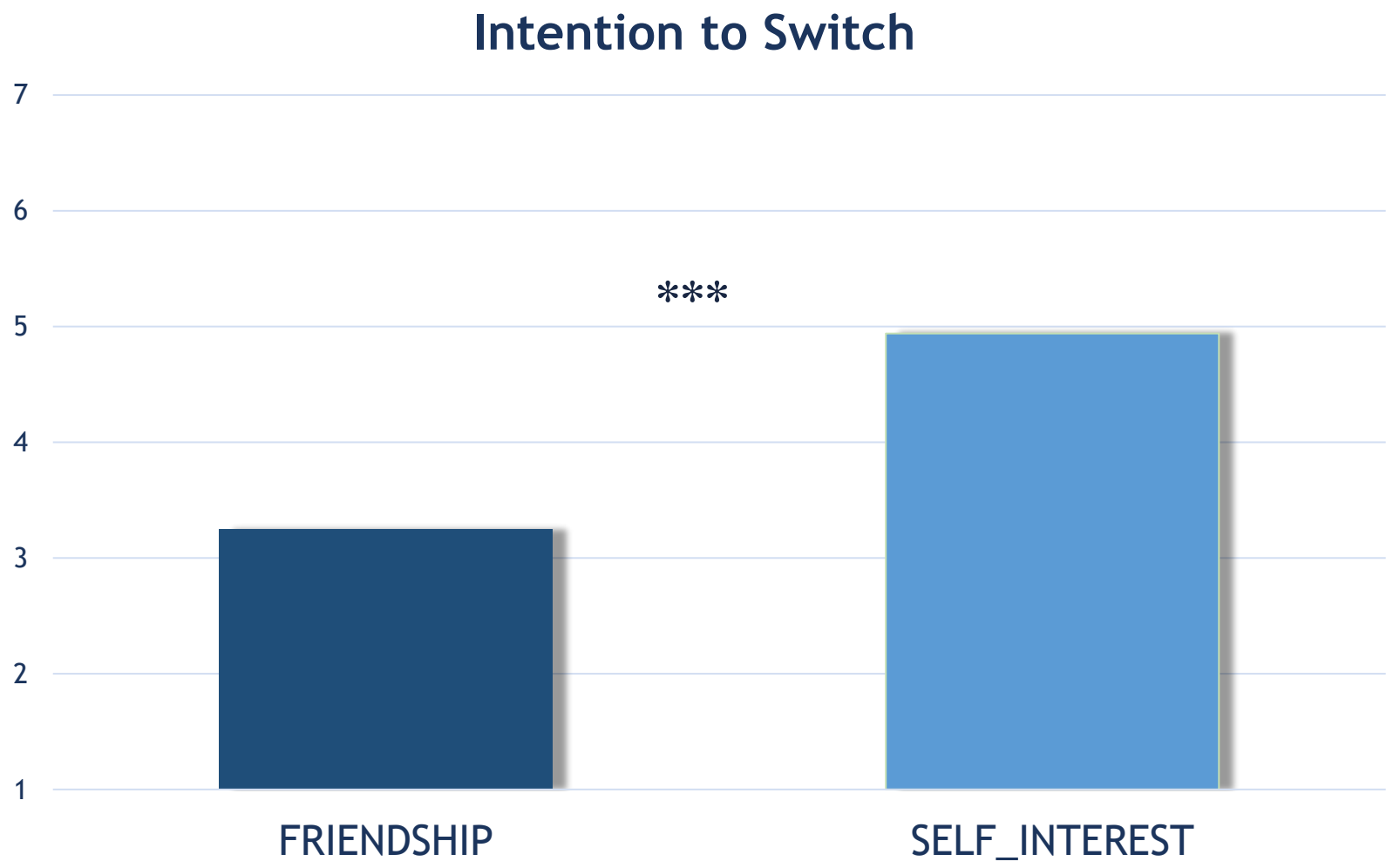
Results


7
6
5
4
3
2
1
*
***
Turnover Intention
Reccommendation
FRIENDSHIP
SELF_INTEREST

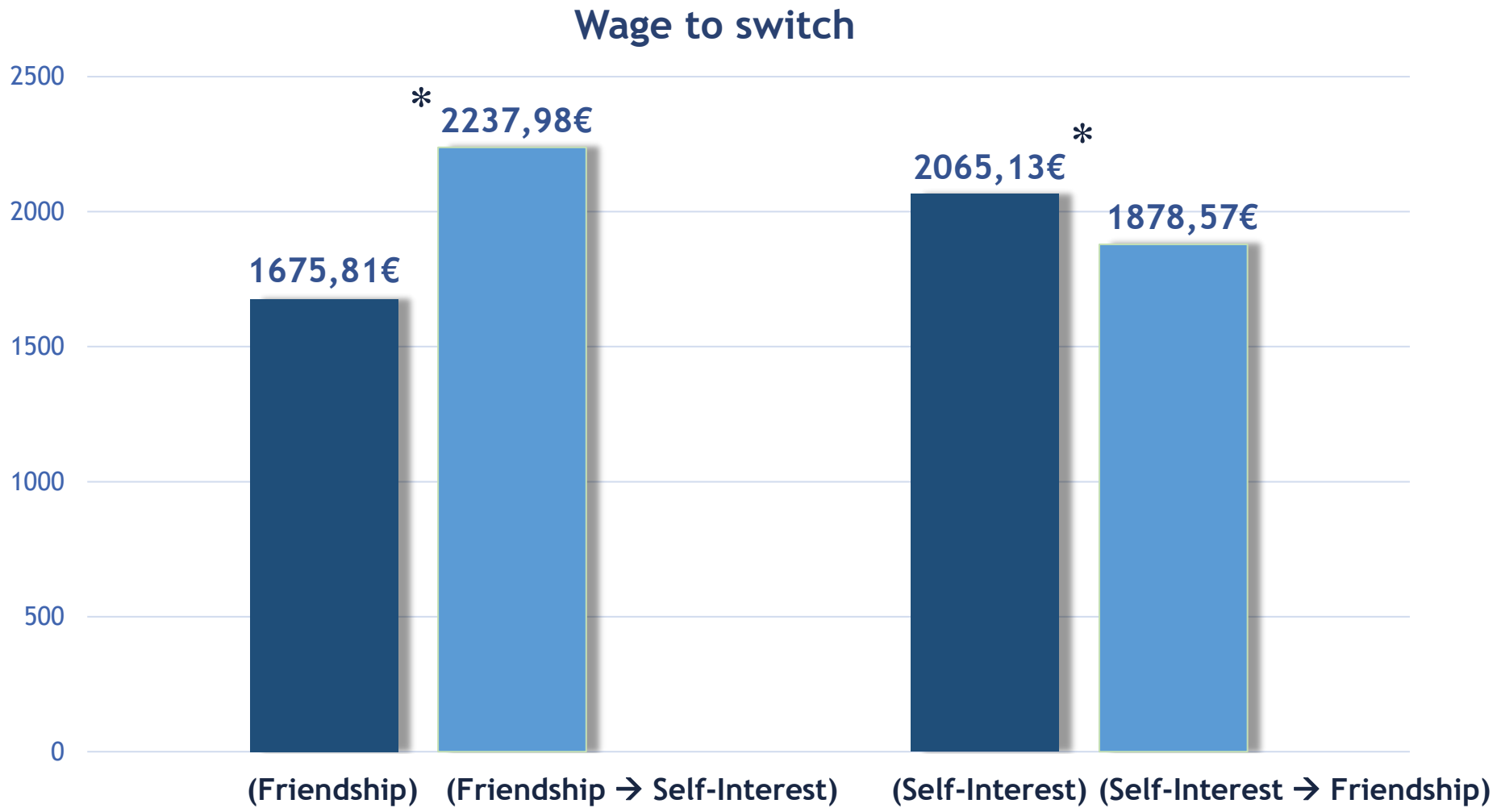
Results


Minimum Wage (€)
1900
1850
1800
1750
1700
1650
1600
1550
1675,81 €
1878,57 €
*
FRIENDSHIP
SELF_INTEREST

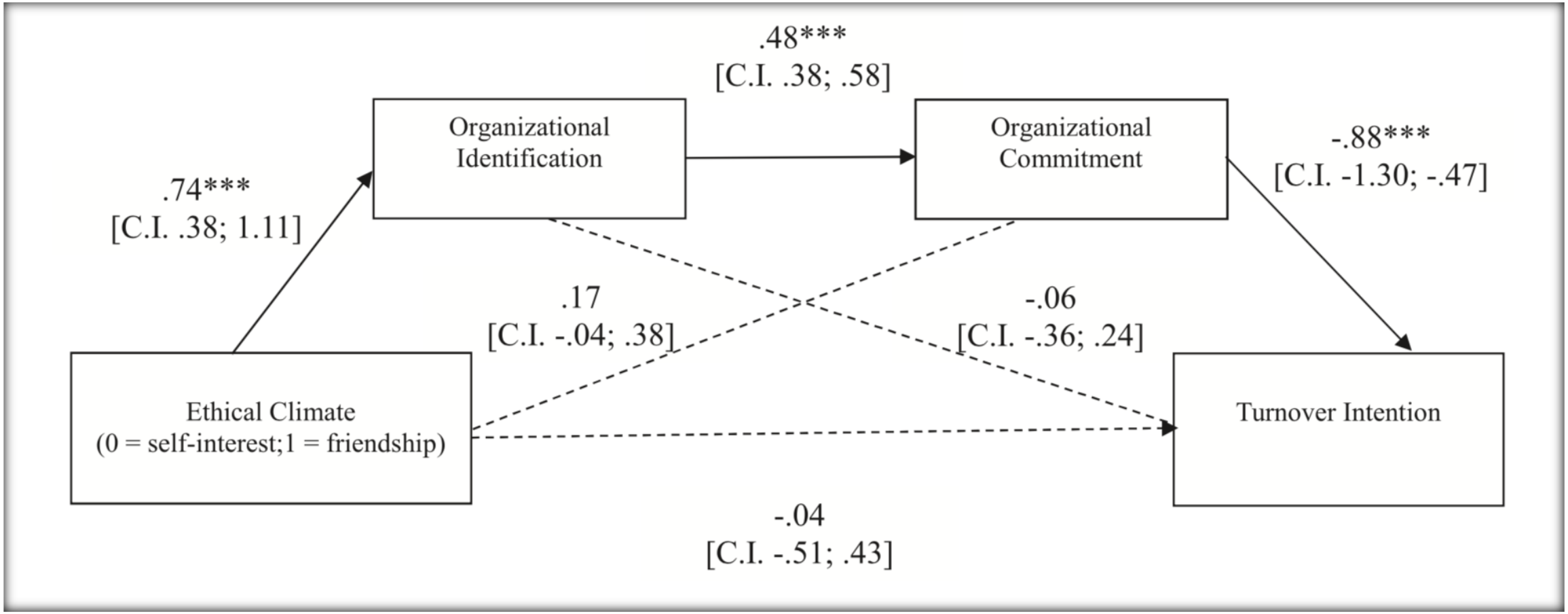
Results



Results


Wage to switch
2500
2000
1500
1000
500
0
1675,81€
*
2237,98€
2065,13€
*
1878,57€
(Friendship)
(Friendship → Self-Interest)
(Self-Interest)
(Self-Interest → Friendship)

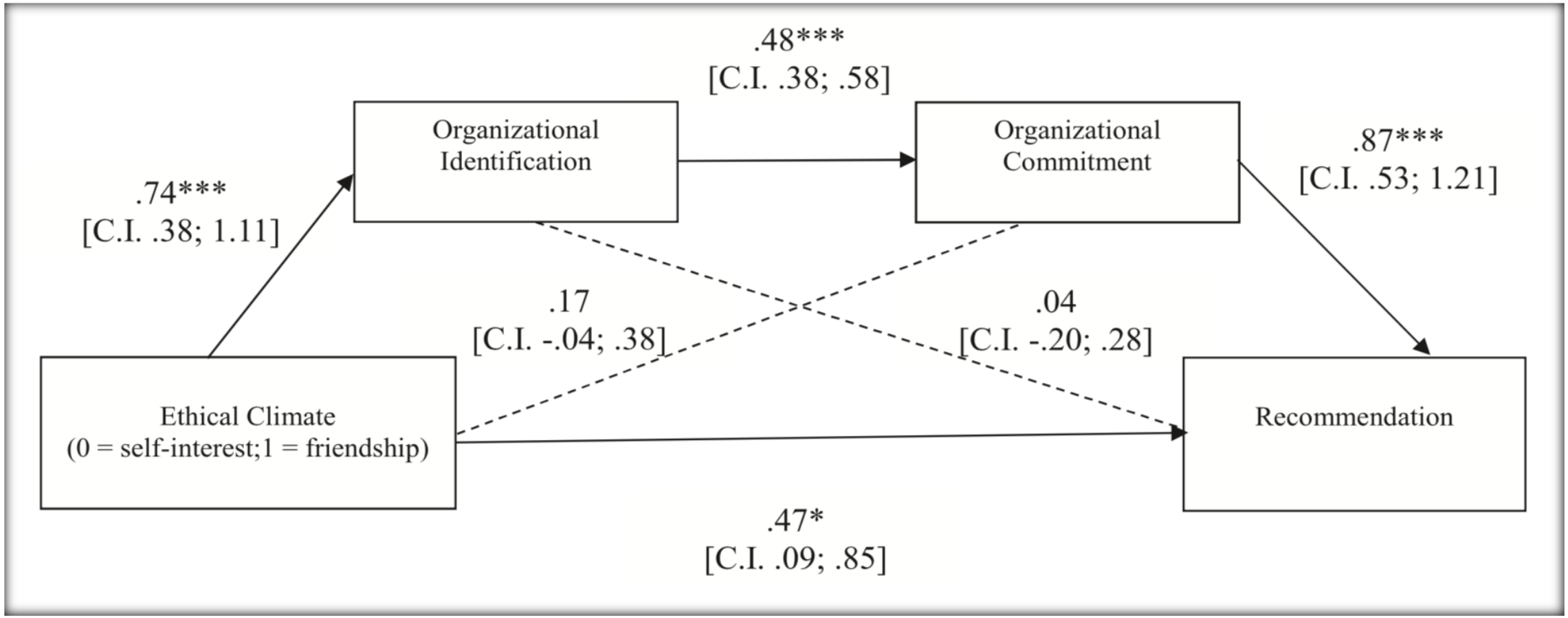
Results



TURNOVER INTENTION

MEDIATION CHAIN (Process mod. n°6)

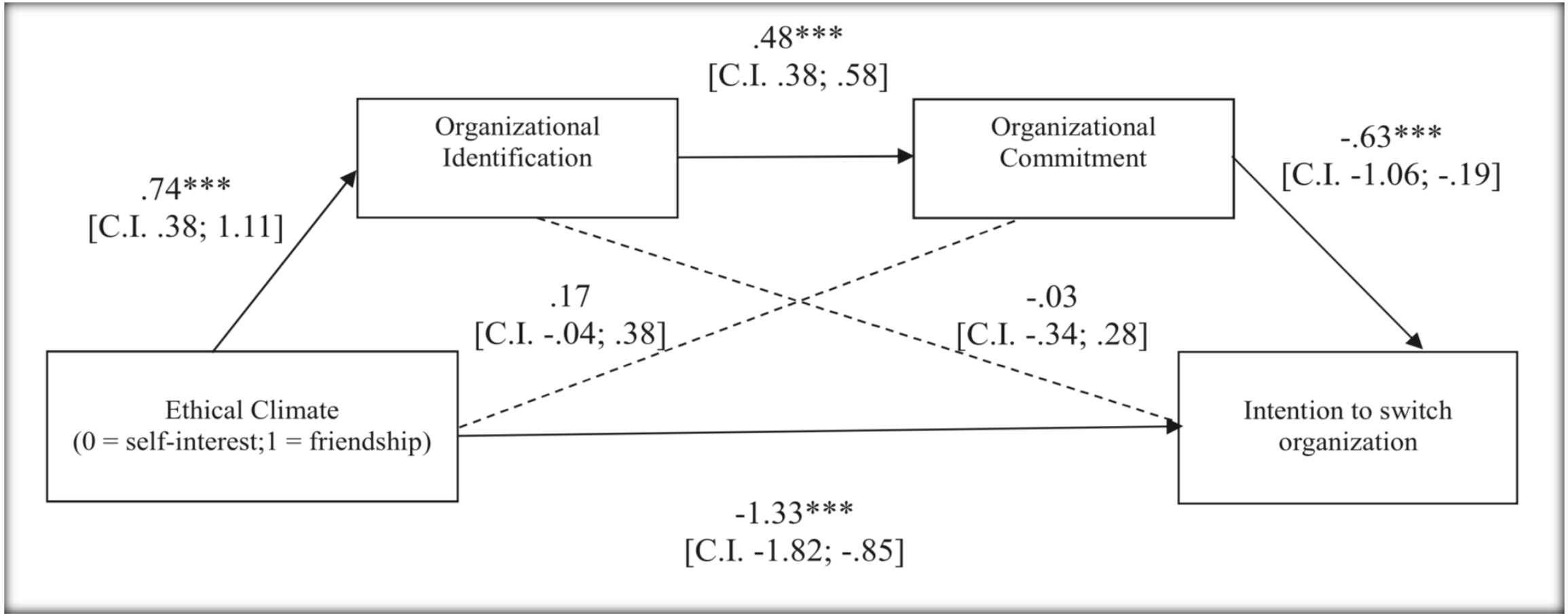
Results



RECCOMMENDATION

MEDIATION CHAIN (Process mod. n°6)

Results



INTENTION TO SWITCH

MEDIATION CHAIN (Process mod. n°6)

Examining the influence of Distributed Leadership

Case study:

- 342 employees, 158 in the public company (response rate = 92%) and 184 in the private one (response rate = 93%).
- Management employees made up 18.4% of the sample, while white-collar employees about 37.4%, and regular staff about 33.2%.
- Education, 28.7% of the workers had a high school degree, 23.1% had a university degree, 9.4% a higher degree, and the remaining completed only compulsory school or hold a simple certificate/qualification.

Barattucci et al., under review

Measures

- CLIMATE OF FRIENDSHIP
- CLIMATE OF SELF-INTEREST
- DISTRIBUTED LEADERSHIP
- IDENTIFICATION
- TRUST
- COMMITMENT
- TURNOVER
- RECOMMENDATION
- ORGANIZATIONAL CITIZENSHIP BEHAVIOR

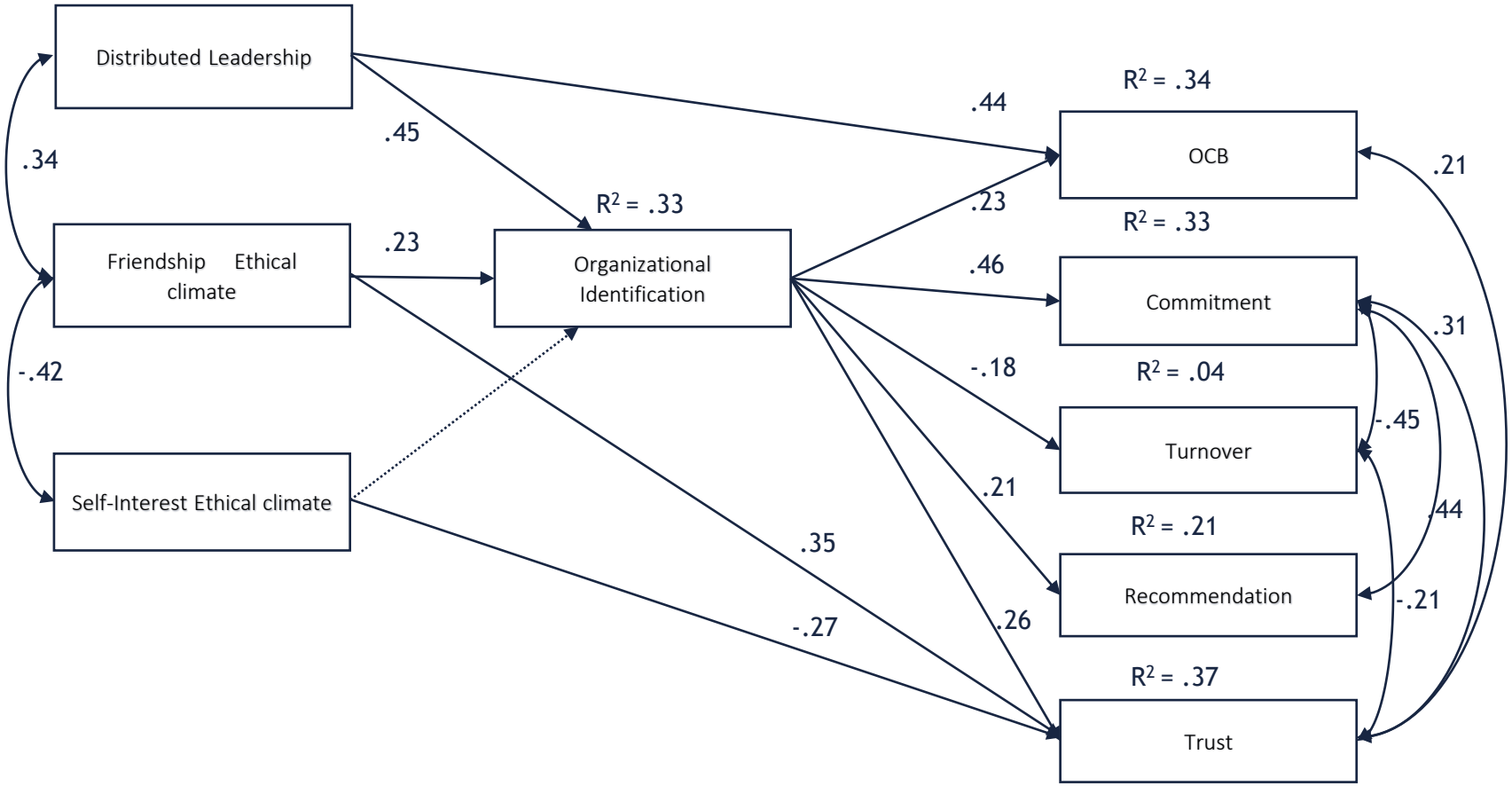
Barattucci et al., 2021

Correlations

	M (SD)	1	2	3	4	5	6	7	8
1) Friendship E.C.	2.66 (.99)	-	-	-	-	-	-	-	-
2) Self- Interest E.C.	3.14 (1.11)	-.423**	-	-	-	-	-	-	-
3) DLA	2.71 (1.11)	.336**	.140*	-	-	-	-	-	-
4) Identification	3.31 (1.13)	.377**	.039	.528**	-	-	-	-	-
5) OCB	5.35 (.97)	.338**	-.011	.605**	.529**	-	-	-	-
6) Commitment	3.01 (.7)	.521**	-.168**	.401**	.575**	.449**	-	-	-
7) Trust	4.96 (1.51)	.565**	-413**	.261**	.381**	.383**	.486**	-	-
8) Turnover	2.53 (1.69)	-.338**	.307**	-.040	-.162**	-.140*	-.458**	-.366**	-
9) Recommendation	3.56 (1.48)	.422**	-.065	.332**	.469**	.371**	.564**	.346**	-.293**

Barattucci et al., under review

Path analysis



Barattucci et al., 2021

Questions

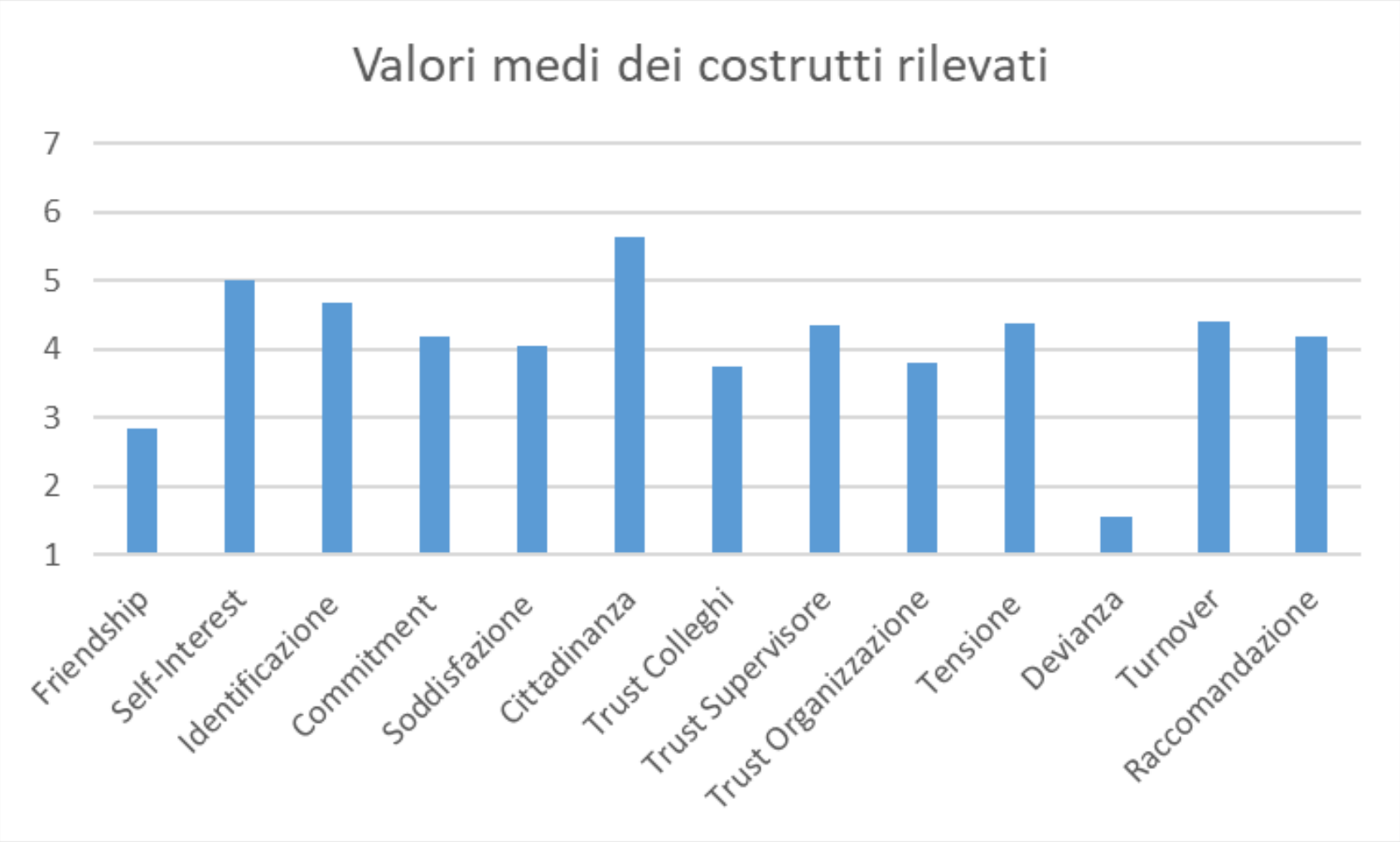
- What did you notice in the results?
- What would you suggest to the management?

Case study:

- A small company in the steel sector requires a climate analysis
  - “I don't understand what they want: they are permanent employees, they are paid well, they work safely, and the union always complains“ (The HR manager)

- Around 110 questionnaire distributed (response rate = 35%)

Pagliaro & Teresi, forthcoming


Valori medi dei costrutti rilevati
7
6
5
4
3
2
1
Friendship
Self-Interest
Identificazione
Commitment
Soddisfazione
Cittadinanza
Trust Colleghi
Trust Supervisore
Trust Organizzazione
Tensione
Devianza
Turnover
Raccomandazione

Correlations

	Identificazione	Commitment	Soddisfazione	OCB	WTS	Fiducia Supervisori	Fiducia Organizzazione	Fiducia Colleghi
Clima_F	.47	.32	.58	-.02	-.09	.37	.60	.62
Clima_S	-.09	-.23	.06	-.13	.08	-.02	-.03	.04

Correlations

	Identificazione	Commitment	Soddisfazione	OCB	WTS
Fiducia Supervisori	.43	.29	.66	.23	-.26
Fiducia Organizzazione	.70	.58	.87	.38	-.12
Fiducia Colleghi	.34	.21	.56	.06	-.14

Questions

- What did you notice in the results?
- What would you suggest to the management?

Examining the identification-trust chain

Case study:

- 114 employees and technicians of a communications company (mean age = 40.52, SD = 7.59; 27 women, 86 men, 1 missing value).

- Education, 38.1% of the workers had a high school degree, 18.6% had a university degree, 33.6% a higher degree, and the remaining completed only compulsory school or hold a simple certificate/qualification

Teresi et al., forthcoming

Measures

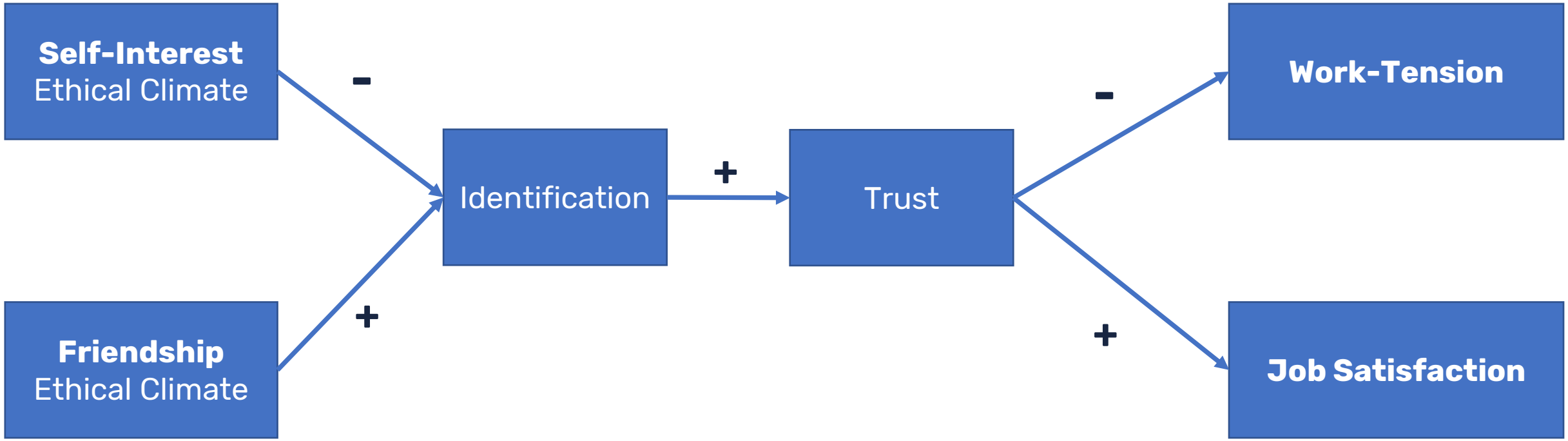
- CLIMATE OF FRIENDSHIP
- CLIMATE OF SELF-INTEREST
- DISTRIBUTED LEADERSHIP
- IDENTIFICATION
- TRUST
- COMMITMENT
- JOB SATISFACTION
- WORK TENSION

Teresi et al., forthcoming

Correlations

	M (SD)	1	2	3	4	5	6	7
1) Friendship	4.45(1.26)	-	-	-	-	-	-	-
2) Self- Interest	3.46 (1.64)	-.55***	-	-	-	-	-	-
3) Identification	5.66 (0.98)	.46***	-.33***	-	-	-	-	-
4) Trust	5.71 (1.15)	.77***	-.53***	.60***	-	-	-	-
5) Commitment	5.12 (0.80)	.65***	-.37**	.58***	.68***	-	-	-
6) Work Tension	2.97 (1.51)	-.49***	.51***	-.25**	-.53***	-.42***	-	-
7) Satisfaction	5.78 (1.21)	.73***	-.52***	.45***	.86***	.66***	-.64***	-

Teresi et al., forthcoming



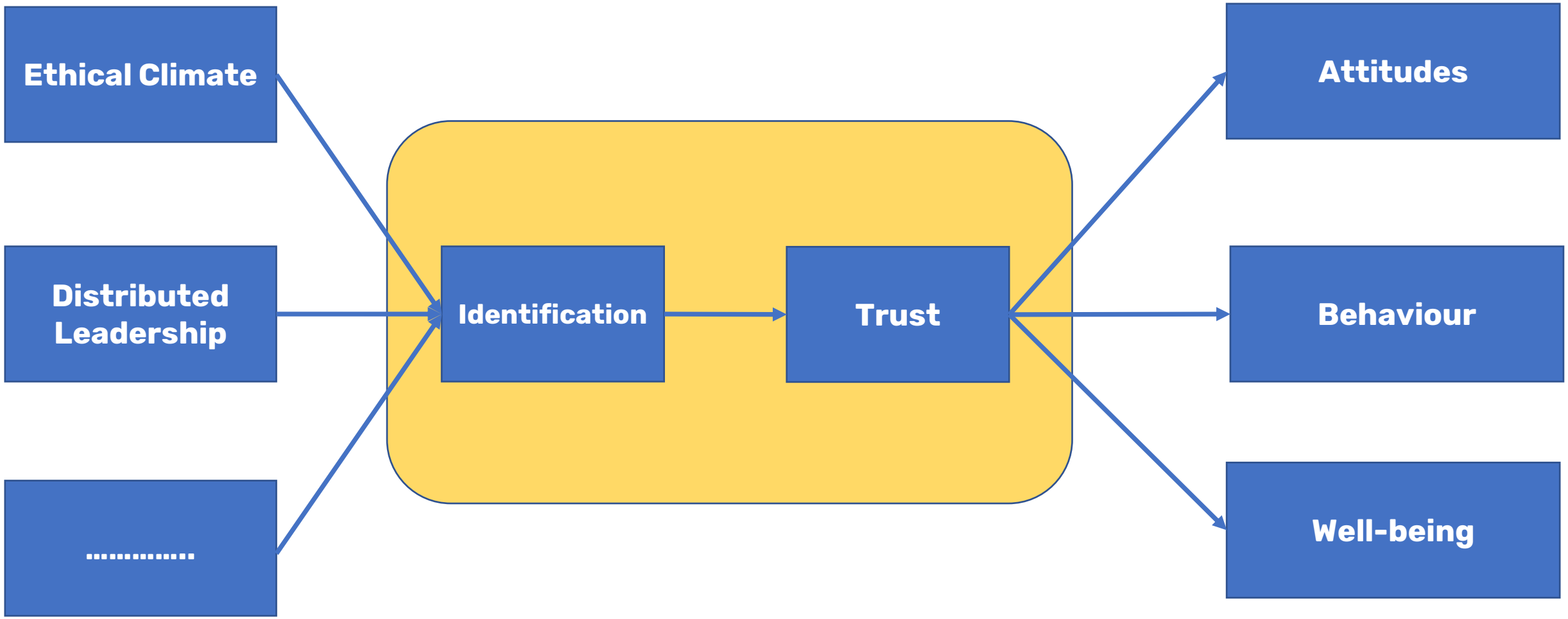
Pagliaro et al., 2018

Questions

- What did you notice in the results?
- What would you suggest to the management?

A Trust Building Process Guided by Identity Concerns

Identification-Trust buffer hypothesis



So…how to create Trust?

As a manager/leader:

- **Recognize excellence**.
  - Neuroscience proves that public recognition has the largest effect on trust when it occurs immediately after an employee meets a goal. Public recognition inspires others to try harder as well.
- **Induce "challenge stress“.**
  - Moderate stress releases oxytocin and adrenocorticotropin, inducing greater focus and deeper collaboration. Challenges must be Specific, Measurable, Attainable, Realistic, and Time-Sensitive with a deadline (SMART-model)

So…how to create Trust?

As a manager/leader:

- **Give employees a voice in their own job design.**
  - Employees welcome the opportunity to have input into the projects they work on, who they work with, and how they work. Remember DLA…
- **Communicate often.**
  - Thorough and frequent communication is one of the easiest ways to gain employee loyalty and trust. People want to know what the company is doing, where it is going, and how they are impacted.

So…how to create Trust?

As a manager/leader:

- **Be honest and supportive**
  - Even when it’s difficult, tell the truth and not just what you think people want to hear. Showing support and understanding for your team members, even when mistakes are made.

- **Be consistent**
  - Consistently doing what you say you’ll do builds trust over time. Show behavioral integrity

So…how to create Trust?

As a manager/leader:

- **Recognize that building trust takes hard work**
  - Trust must be earned. It comes from conscious effort to walk your talk, keep your promises and align your behavior with your values. Building trust is worth the effort because once trust is lost, it can be very difficult to recover.

And if trust is predicted by identification…how to increase identification?

- **Improve organizational communication**
  - Encourage an open-door policy, allowing employees to present issues to managers freely and without hesitation. Managers should also provide a vehicle for communicating organizational information to employees on a regular basis. A **newsletter** is a good example.

And if trust is predicted by identification…how to increase identification?

- **Build positive (and collectivistic!) culture**
  - Strengthen common bonds, above and beyond cultural differences
  - Encourage employee interaction through team-building contests.
  - Encourage team members to embrace individual differences as positive rather than negative. Manage diversity as a resource (vs threat)

And if trust is predicted by identification…how to increase identification?

- **Encourage Employee Participation**
  - Encourage employees to contribute to the organization
  - Endorse Distributed leadership
  - Consider allowing employees to participate in board meetings, or provide suggestions for process improvements and other opportunities to become part of the company.

And if trust is predicted by identification…how to increase identification?

- **Design the organizational prototype**
  - Define values and organizational vision
  - Reward those who endorse the prototypical vision but avoid censoring dissenting thoughts (pay attention to the groupthink!)
  - Create we-ness