JROTC Virtual Learning

LET 3 & 4/ Power Bases and Influence

May 18, 2020

Lesson: May 18, 2020

Objective/Learning Target:

Students will outline a personal plan to build strong relationships with team members.

Learning Objectives:

- List the different types of power and influence
- Describe the appropriate application of power and influence
- Discuss how individual and system power can be used to increase performance
- Define key words contained in this lesson

Student Learning Plan
Unit 2: Leadership Theory and Application
Power Bases and Influence [U2C6L1]

What you will accomplish in this lesson:

Outline a personal plan to build strong relationships with team members

Why this lesson is important:

Leaders can often experience confusion as they use power and influence. If they provide too little influence, their followers will drift aimlessly. If they show too much power, the followers will shut down. In this learning plan, you will examine the bases of power and how to use power effectively. You will also explore four ways to influence others.

What you will learn in this lesson:

- State the different types of power and influence
- Determine the appropriate application of power and influence
- Evaluate how individual and system power can be used to increase performance
- Define key words: coercive power, defensive, developmental, expert power, legitimate power, referent power, relinquishing, reward power

You will have successfully met this lesson's purpose:

- by writing a reflection summary and designing a power model
- when you analyze your power bases
- when you analyze your approach to influence people
- when you blend power bases and influence to design a power model
- when you reflect on how your power model will help you build strong relationships with team members

Learning Activities:

These learning activities are designed to help you learn the target skills and knowledge for this lesson. Your instructor may assign additional or alternative learning activities.

INQUIRE PHASE: What do you already know?

_____1.   THINK ABOUT what you know about the definition of power. PREPARE for this lesson by discussing *What you will accomplish in this lesson; What you will learn in this lesson; Why this lesson is important,* and *When you will have successfully met this lesson's purpose*.

_____2.   THINK-PAIR-SHARE responses to: 1) How do you define power, 2) Where do you think people get their power, 3) Who do you think are powerful people.

_____3.   REFLECT on where and how people get power. ANSWER the reflection questions presented by your instructor.

Let 4

GATHER PHASE: So, what else do you need to know or learn?

_____1.   VIEW an animation about Power Bases and Influence.

_____2.   READ your text and COMPLETE Exercise #1: Power Bases and Influence to define bases and influences with a partner. IDENTIFY when to use each influence approach.

_____3.   DISCUSS cautions and benefits of various approaches to leading.

_____4.   REFLECT on power bases and influence. ANSWER the reflection questions presented by your instructor.

PROCESS PHASE: Now what can you do with this new information you've learned?

_____1.   CREATE Multi-Flow Maps to illustrate responses to scenarios in Exercise #2: Power Scenarios.

_____2.   SHARE your maps with the class or another team. COMPARE the scenario responses to other responses in the class.

_____3.   PLAY Family Feud Game to check your comprehension of power bases and approaches of influence.

_____4.   REFLECT on the Multi-Flow Maps that were created. ANSWER the reflection questions presented by your instructor.

Assessment Activities:

APPLY PHASE: What else can you do with what you've learned today?

_____1.   REVIEW your notes about bases of power and power influences. REFER back to Exercise #1: Power Bases and Influence and DESCRIBE how you use the bases of power. EXPLAIN your approaches to influence others.

_____2.   COMPLETE the Power Bases and Influences Performance Assessment Task. SUBMIT your completed performance assessment task to your instructor for feedback and a grade.

_____3.   REVIEW the key words of this lesson.

_____4.   REFLECT on what you have learned in this lesson and how you might use it in the future.

Self-Paced Learning and Assessment Activities:

Independently complete the activities outlined below:

1. **Inquire Phase**: Complete the Learning Activities 1 – 3 or as modified by your instructor.

2. **Gather Phase**: Complete the Learning Activities 1 – 4 or as modified by your instructor.

3. **Process Phase:** Complete the Learning Activities 1 – 4 or as modified by your instructor.

4. **Apply Phase:** Complete the Learning Activities 1 – 4 or as modified by your instructor.

Lesson 1

Power Bases and Influence

Key Terms

coercive power
defensive
developmental
expert power
legitimate power
referent power
relinquishing
reward power

What You Will Learn to Do

- **Outline a personal plan to build strong relationships with team members**

Linked Core Abilities

- **Take responsibility for your actions and choices**
- **Apply critical thinking techniques**

Skills and Knowledge You Will Gain along the Way

- **List the different types of power and influence**
- **Describe the appropriate application of power and influence**
- **Discuss how individual and system power can be used to increase performance**
- **Define key words contained in this lesson**

Introduction

Leaders can often experience tremendous confusion as they exercise power and influence. If they provide too little influence, their followers will drift aimlessly. If they exert too much power, the follower will shut down. In this lesson you learn about the bases of power available to leaders and how to use them effectively. You will also learn about four different approaches to influencing.

Power is the capacity to which you can influence someone else to behave in accordance with what or how you want them to. The amount of power you have is contingent on the level of dependency that person has on you. The greater the dependency, the greater the power. You only have power if you have something that the other person wants. As a high school student living at home, you are highly dependent on your parents for financial support. Once you graduate and get a job, the level of dependence significantly decreases.

The two concepts of leadership and power are closely intertwined yet have important differences. Leadership focuses on the attainment of a goal. Power does not need to have a goal, just dependence. Leadership most often refers to a downward influence and power does not. Power is focused on gaining compliance.

Source of Power

A leader can experience confusion and frustration when trying to gauge how and when to exert power. Leaders used to draw their power from the fact that they were the "boss." The followers were dependent on the leader for distribution of rewards and punishments; however, it has been learned that leading from the position of boss with these controls can yield average performance. To energize followers, leaders must grasp a broader understanding of and relationship to power. Five power bases from which power is yielded include coercive, reward, legitimate, expert and referent.

Coercive power is defined as a power that is yielded by fear — fear that negative results might occur if one does not comply. Fear is generated from the belief that someone might inflict pain, restrict movement or withhold basic needs.

Reward power is seen when people comply with the wishes of another because they may be given something of value in return — that there is a positive benefit for doing so.

Legitimate power is given to the person in the position within the hierarchy. Positions of authority can use both coercive and reward power. Most often, because of the position they hold, when they speak, the followers listen and comply.

Expert power comes from the result of specific expertise, knowledge or special skills. Those who exert expert power are seen as the expert in the field (such as technology, medicine, politics, and religion) and their advice is sought after and followed.

Key Note Term

coercive power – power that is yielded by fear.

reward power – when people comply with the wishes of others to get something in return.

legitimate power – power given to the person in the position within the hierarchy.

expert power – power resulting from specific expertise, knowledge, or special skills.

Referent power is based on admiration. This power is used often in the advertising world. Tiger Woods is admired by the world and can influence what people buy through his endorsement of the product. The product is purchased in hopes to be seen more like him.

Table 6.1.1 shows examples of the different types of power covered in this lesson.

Table 6.1.1: Examples of Power

coercive	The person yells at others and you want to avoid making him angry.
reward	The person gives rewards to people and you want to trade favors with him.
legitimate	The person is the supervisor and you are the subordinate and she has the right to ask for compliance.
expert	The person has the knowledge and experience in the task at hand and you defer to her judgment.
referent	You really like this person and search for opportunities to do things for him.

Understanding Influence

Influence can be thought of as power in action. It is difficult to know how much influence to exert with followers and in teams. The challenge is to know when and how to exercise more or less influence on the follower or the team. Four types of influence available to the leader are: controlling, relinquishing, developing, and defensive.

Controlling is a one-way approach. It involves exerting pressure, using authority or attempting to persuade someone into doing something the way you feel it should be done.

It is best to use this approach when you have all or most of the facts, experience, or knowledge related to the problem at hand, there is an emergency situation or speed is important, the resistance to a course of action is low, and/or the need to develop collective commitment and understanding is low.

Even if you have all the facts, unless others recognize your expertise (expert power), they will resist the controlling approach. There are a few situations where any one person has all the facts or knowledge related to the problem. No one of us is as smart as all of us. And finally, this method is less effective when there are expectations of employee involvement.

Relinquishing is also a one-way approach and it involves giving up influence and reducing one's contribution or role in the situation. The leader may accommodate or comply with the wishes of others. This one-way approach puts others in the influencing position.

It is best to use this approach when the team has most of the facts and experience related to the problem, the problem is highly personal and not work-related, and/or the team is highly motivated and can learn from the experience.

Be careful that you are not using the relinquishing approach to avoid "rocking the boat." Sometimes discussions are hard and people are not always happy. Don't use this approach to avoid dealing with the issue. If you have been controlling and feel the need for change, don't run all the way to this point to compensate from previous behavior.

The **developmental** approach is a two-way or mutual approach. It involves sharing opinions or facts. This approach is used most often when there is a need for consensus.

This approach is best used when the individuals involved do not have all the experience and knowledge about the situation, collective commitment is important, there is resistance or a difference of opinion, and/or new ideas are needed.

Just a word of caution here. The developmental approach takes more time and energy on the part of everyone. Some may feel this is a rather soft approach and may be uncomfortable with it. It is important that you have strong communication and listening skills.

The **defensive** approach occurs when the person withdraws from the situation. This withdrawal can be seen visibly by someone leaving the room, or invisibly, by tuning people out. The person in this behavior cannot be influenced or influence others.

This approach is best used when there is insufficient information to explore the issue any further, and/or there is a legal, moral, or ethical consideration that prevents discussion of the issue. But patience is important here. Don't continue to push and if withdrawal occurs, be willing to come back at another time to better understanding of the situation.

Different situations require you to select the appropriate approach; used appropriately, each approach can be effective. Effective two-way communications and a win/win attitude about conflict are key ingredients to the developmental approach and most often the benefits of the developmental approach out weigh the others. When in the developmental approach process there is a great amount of give-and-take of information, ideas, and opinions between the leader and the follower or the team. If disagreement exists, instead of saying you don't agree, explore the reasons behind the idea. You could ask "Why do you think that is important? What would happen if we did that?" The assumption that one person is right or wrong is set aside and all ideas are considered. There is a desire to hear what is being said. Clearly this is not the type of influence you are most likely familiar with. You might be more used to the controlling (being told what to do) or the relinquishing (withdrawing from the discussion). You might also be used to how those two approaches feel to you; after you experience the developmental approach, as either the leader or the follower, you will want to lead or follow that path again.

As a leader in an organization you will often feel caught between the needs of your organization and the needs of your team for they are not always the same. The beginning of this lesson defined power as "the capacity to influence people," and you learned about where power comes from and different approaches to influencing others. You can broaden this definition and its application. An expanded definition of power can be "the capacity to influence the larger system to survive and adapt." It is important that you know how to use the power and influence you have in your organizational role as well as the role of team/unit leader. You will have information from different parts of the organization and can see the total picture more clearly than either the team or the organization. It is your responsibility to facilitate integration of both viewpoints.

Leaders can serve an integrating function by moving back and forth between working with their teams and working with other team leaders in the organization. When you are with your team you are working independently from other team leaders. You will use your influencing skills within your team. You will focus on what is working, what the team needs, and what difficulties the team is experiencing. When you are meeting with other team leaders, however, there is a sharing of what they have heard while working with their own teams.

The potential knowledge pool for team leaders is substantial. Team leaders create a forum for sharing information with each other and affecting the organization as a whole. Often this is known gaining "critical mass."

Conclusion

In this lesson you learned about the bases of power available to leaders and how to use them effectively. You also learned about four different approaches to influencing people.

Lesson Review

1. **List and give brief explanations of the five power bases.**
2. **Compare and contrast relinquishing and developing influence.**
3. **What is the difference between leadership and power?**
4. **What is the main downside to controlling influence?**

Chapter 6

Lesson Review

Exercise 1: Power Bases & Influence

Sources of Power: Part 1

Directions: First, identify the sources of power, adding definitions outlined in the class presentation or within the *Power Bases and Influences* section of the student text. Provide an example of your own, preferably one referring to you. Finally, rank yourself in order of 1 = most like yourself to 4 = least like yourself.

Source of Power	Definition	Self Example	Rank

Power Influence Approach: Part 2

Directions: Then, list the various influence approaches, a definition of each, when you've used that type of approach yourself, and a short personal assessment of how you relate to that type of approach – *it works and why, it's necessary and why, etc.* Rank the approaches in order from 1 = approach I often use to 4 = approach I hardly ever use.

Influence Approach	Definition	When to Use	Self-Analysis	Rank

Exercise 2: Power Scenarios

Directions: You've been assigned one of scenarios below. Your team is to provide answers to your assigned scenario using the information you've learned about power bases and the approaches of influences to create a solution to the 'team situation'. Keep in mind that you are one of five team leaders in this unit.

Scenario 1:
You just left a team leaders meeting where you were given an assignment that needs to be completed immediately. You feel your team will resist this assignment for they are not as familiar with the command's needs as you are. What influence approach will you use. Why? From what power base will you yield power? Why?

Scenario 2:
You are in a team leaders meeting. You know the problem at hand will require a full commitment for all members of the team. You also know that there is a need to explore new ideas around this issue. The other team members have relinquished decision-making to you in many team situations. You feel you have good communication and listening skills. What influence approach will you use? Why? From what power base will you be coming from? Why?