

UNIVERSITI PUTRA MALAYSIA

THE RELATIONSHIP BETWEEN POWER BASES AND INFLUENCE TACTICS OF PROGRAM PLANNERS

CHAN SIEW MENG

T FPP 2008 34



THE RELATIONSHIP BETWEEN POWER BASES AND INFLUENCE TACTICS OF PROGRAM PLANNERS

CHAN SIEW MENG

DOCTOR OF PHILOSOPHY UNIVERSITI PUTRA MALAYSIA

2008



Abstract of thesis presented to the Senate of Universiti Putra Malaysia in fulfillment of the requirement for the degree of Doctor of Philosophy

THE RELATIONSHIP BETWEEN POWER BASES AND INFLUENCE TACTICS OF PROGRAM PLANNERS

Ву

CHAN SIEW MENG

May 2008

Chairman: Jamilah Othman, PhD

Faculty: Educational Studies

Asymmetrical power relationship between program planners and their superiors could cause substantial amount of constraints for program planners to execute tasks of planning in a democratic manner. Under such situation, program planners are required to negotiate with their superiors by using influence tactics to counterbalance the lop-sided power relationship with their superior. Program planners would also need to acquire power bases and use them as tools to influence their superiors.

The main objective of the study was to determine power bases that predict the use of influence tactics by program planners. Along with this objective, the use of influence tactics by program planners, power bases of program planners, the use of influence tactics with respect to personal

UPM BR

factors of program planers and program planners' perception of importance of power bases in the influence of superiors were also determined. The dependent variables were influence tactics namely pressuring, counteracting, bargaining, reasoning, consulting, appealing and networking tactics. The independent variables were power bases, which were made up of legitimate power, expert power, information-control power, uncertainty and ambiguity-coping power, referent power, interpersonal-linkage power and communication-skill power.

This is an ex post facto study where data were collected through survey questionnaires. The samples were made up of 367 program planners randomly chosen from 26 teacher training colleges. A total of 264 sets of questionnaires were collected and analyzed. Descriptive statistic was used to describe data pertaining to the use of influence tactics, power bases of program planners, and program planners' perception of importance of power bases in the influence of superiors. One-way MANOVA was engaged to compare the use of influence tactics of program planners according to their personal characteristics. Multiple Linear Regression was used to determine power bases that predict the use of influence tactics by program planners.



The findings of this study indicate that the three most frequently used influence tactics were consulting, reasoning and appealing tactics. Program planners were found to have high power bases with communication-skill power, interpersonal-linkage power and expert power as the three leading power bases. Expert power and legitimate power were perceived as the two most important power bases to influence superiors. The findings of the use of influence tactics with respect to personal factors indicate that there was significant difference in the use of influence tactics among program planners of different gender and age. However, there was no significant difference in the use of influence tactics among program planners of different race, service tenure, academic qualification and level of management in organization.

The findings show that among the power bases, interpersonal-linkage power did no predict the use of any influence tactic. However, communication-skill power, referent power and information-control power were significant power bases that predicted the use of pressuring tactic by program planners. Legitimate power and information-control power were significant power bases that predicted the use of counteracting tactic by program planners. Communication-skill power and information-control power were significant power bases that predicted the use of bargaining tactic by program planners. Expert



power was the only significant power base that predicted the use of reasoning tactic by program planners. Uncertainty and ambiguity-coping power was the only significant power bases that predicted the use of consulting tactic by program planners. Uncertainty and ambiguity-coping power and information-control power were significant power bases that predicted the use of appealing tactic by program planners. Communication-skill power and referent power were significant power bases that predicted the use of networking tactic by program planners.



Abstrak tesis yang dikemukakan kepada Senat Universiti Putra Malaysia sebagai memenuhi keperluan untuk ijazah Doktor Falsafah

HUBUNGAN ANTARA SUMBER KUASA DAN TAKTIK PENGARUH PERANCANG PROGRAM

Oleh

CHAN SIEW MENG

Mei 2008

Pengerusi: Jamilah Othman, PhD

Fakulti: Pengajian Pendidikan

Hubungan kuasa yang tidak seimbang antara perancang program dengan pegawai atasan boleh menyebabkan kekangan yang kuat untuk perancang program dalam melaksanakan tugas merancang program secara demokratik. Dalam keadaan sedemikian, perancang program perlu berunding dengan pegawai atasan mereka melalui penggunaan taktik pengaruh agar dapat mengimbangkan hubungan kuasa yang berat sebelah antara mereka dengan pegawai atasan. Perancang program juga perlu memperolehi sumber kuasa untuk digunakan sebagai peralatan dalam mempengaruhi pegawai atasan mereka.

Objektif utama kajian ini ialah menentukan sumber kuasa yang dapat meramalkan penggunaan taktik pengaruh oleh perancang program. Bersama-sama dengan objektif ini, penggunaan taktik pengaruh oleh

UPM BR

perancang program, sumber kuasa perancang program, factor-faktor peribadi perancang program terhadap penggunaan taktik pengaruh dan persepsi perancang program terhadap kepentingan sumber kuasa untuk mempengaruhi pegawai atasan juga ditentukan. Pembolehubah bersandar ialah taktik pengaruh iaitu taktik desakan, taktik tentangan, taktik tawaran, taktik taakulan, taktak rundingan, taktik penghargaan dan taktik rangkaian. Pembolehubah bebas ialah sumber kuasa yang terdiri daripada kuasa yang sah, kuasa pakar, kuasa kawalan maklumat, kuasa menghadapi ketidakpastian dan kekaburan, kuasa aura, kuasa hubungan interpersonal dan kuasa kemahiran berkomunikasi.

Kajian ini ialah kajian *ex post factor* di mana data telah dikumpul melalui soal selidik. Sampel kajian ialah 367 perancang program dipilih secara rawak daripada 26 maktab perguruan. Sejumlah 264 set soal selidik telah dikumpul dan dianalisis. Statistik deskriptif telah digunakan untuk menerangkan data yang berkaitan dengan penggunaan taktik pengaruh, sumber kuasa perancang program dan persepsi perancang program terhadap kepentingan sumber kuasa untuk mempengaruhi pegawai atasan. Ujian one-way *MANOVA* telah digunakan untuk membandingkan penggunaan taktik pengaruh perancang program menurut cirri-ciri peribadi mereka. Multiple Linear Regression telah



digunakan untuk menentukan sumber kuasa yang meramal penggunaan taktik pengaruh oleh perancang program.

Hasil kajian ini menunjukkan bahawa taktik pengaruh yang paling kerap digunakan ialah taktik rundingan, taktik taakulan penghargaan. Didapati bahawa perancang program mempunyai sumber kuasa yang tinggi di mana kuasa kemahiran berkomunikasi, kuasa hubungan interpersonal dan kuasa pakar merupakan tiga sumber kuasa yang utama. Kuasa pakar dan kuasa yang sah dipersepsikan sebagai sumber kuasa yang paling penting untuk mempengaruhi pegawai atasan. Hasil kajian tentang penggunaan taktik pengaruh yang berkenaan dengan factor-faktor peribadi menunjukkan bahawa terdapat perbezaan signifikan antara menggunaan taktik di kalangan perancang program menurut jantina dan umur. Akan tetapi, tidak terdapat perbezaan signifikan antara menggunaan taktik di kalangan perancang program menurut bangsa, pengalaman, kelulusan akademik dan peringkat pengurusan dalam organisasi.

Kajian ini memperlihatkan bahawa antara semua sumber kuasa, kuasa hubungan interpersonal tidak meramalkan penggunaan sebarang taktik pengaruh. Akan tetapi kuasa kemahiran berkomunikas, kuasa aura dan kuasa kawalan maklumat merupakan sumber kuasa yang signifikan



yang meramalkan penggunaan taktik desakan oleh perancang program. Kuasa yang sah dan kuasa kawalan maklumat merupakan sumber kuasa yang signifikan yang meramalkan penggunaan taktik tentangan oleh perancang program. Kuasa kemahiran berkomunikasi dan kuasa kawalan maklumat merupakan sumber kuasa yang signifikan yang meramalkan penggunaan taktik tawaran oleh perancang program. Kuasa pakar merupakan sumber kuasa tunggal yang signifikan yang meramalkan penggunaan taktik taakulan oleh perancang program. Kuasa menghadapi ketidakpastian dan kekaburan merupakan sumber kuasa tunggal yang signifikan yang meramalkan penggunaan taktik rundingan oleh perancang program. Kuasa menghadapi ketidakpastian dan kekaburan dan kuasa kawalan maklumat merupakan sumber kuasa yang signifikan yang meramalkan penggunaan taktik penghargaan oleh perancang program. Kuasa kemahiran berkomunikasi dan kuasa aura merupakan sumber kuasa signifikan meramalkan yang yang penggunaan taktik rangkaian oleh perancang program.



ACKNOWLEDGEMENTS

The process that culminates in the completion and finalization of this research is long, arduous and challenging. This research would not have been completed without the untiring, conscientious and selfless effort rendered by the numerous individuals and organizations.

First and foremost, I would like to express my sincere gratitude and appreciation to the Supervisory Committee made up of Dr. Jamilah Othman, PhD as chairperson, Associate Professor Dr. Jegak Uli, PhD and Dr. Shamsuddin Ahmad, PhD as members, for having extended such valuable guidance and assistance throughout this period of research. This team has indeed endowed me with the quality and the ability to deal with situations, problems and issues with the correct intuition, skills, perspective and mindset with a view to achieve the desired end results. Their contribution is indeed immeasurable. Such synergic arrangement of academic members augers well for the process of pursuit of academic as well as professional excellence.

My appreciation also goes to the lecturers and supporting staff in the Faculty of Educational Studies, Universiti Putra Malaysia, for their assistance in one way or the other.



The process of research had been facilitated greatly by the assistance rendered by the Educational Planning & Research Division and the Teacher Education Division, Ministry of Education, Malaysia in granting permission to conduct the research in teacher training colleges. The vast volume of data gathered was of immense value.

My heartfelt gratitude also goes to the heads and the secretaries of the in-service training units of teacher training colleges who had selflessly provided me with information pertaining to program planners in their colleges and also allowing me to conduct this research in their respective colleges. Not forgotten are those respondents whose valuable input has made this research possible.

I am greatly indebted to Dr. Azahari Bin Ismail, PhD for vetting my questionnaires; Munshi Ab. Rahim Bin Md Yasin, Pn. Normala Bt Mohd and Pn. Nur Adeela Bt Othman for translating my questionnaires; Dr. Loh Sau Cheong, PhD and Dr. Sabrina Abdullah, PhD for their assistance in sharing their thoughts and ideas in respect of the research. And to my dear friend, Mun Wai, your untiring effort and valuable assistance rendered is one I shall long cherish.



Lest I forget, it is right for me, at this juncture, to say a word of thanks to my fellow colleagues and friends for their encouragement, assistance and moral support throughout this course of study.

Last but not least, my deepest gratitude to my beloved husband, Choh Yoon and daughter, Min Hui, for their love, understanding, endless assistance and support. They have endured hardship and difficulties by none other than their wife and mother whose passion for academic excellence had somehow constituted a 'wayward' pursuit of some sort.

To all those mentioned above, I again say: "Best Wishes" and "Jauh di mata, di hati jangan!".



I certify that an Examination Committee has met on 14 May 2008 to conduct the final examination of Chan Siew Meng on her Doctor of Philosophy thesis entitled "The Relationship between Power Bases and Influence Tactics of Program Planners" in accordance with Universiti Pertanian Malaysia (Higher Degree) Act 1980 and Universiti Pertanian Malaysia (Higher Degree) Regulations 1981. The Committee recommends that the student be awarded the degree of Doctor of Philosophy.

Members of the Examination Committee were as follows:

Zaidatol Akmaliah Lope Pihie, PhD

Professor Faculty of Educational Studies Universiti Putra Malaysia (Chairman)

Jamaliah Abdul Hamid, PhD

Associate Professor Faculty of Educational Studies Universiti Putra Malaysia (Internal Examiner)

Foo Say Fooi, PhD

Lecturer
Faculty of Educational Studies
Universiti Putra Malaysia
(Internal Examiner)

Ronald M. Cervero, PhD

Professor Department of Lifelong Education, Administration, and Policy University of Georgia (External Examiner)

HASANAH MOHD. GHAZALI, PhD

Professor and Deputy Dean School of Graduate Studies Universiti Putra Malaysia

Date: 23 October 2008



This thesis was submitted to the Senate of Universiti Putra Malaysia and has been accepted as fulfilment of the requirement for the degree of Doctor of Philosophy. The members of the Supervisory Committee were as follows:

Jamilah Othman, PhD

Lecturer Faculty of Educational Studies Universiti Putra Malaysia (Chairman)

Jegak Uli, PhD

Associate Professor Faculty of Educational Studies Universiti Putra Malaysia (Member)

Shamsuddin Ahmad, PhD

Lecturer
Faculty of Educational Studies
Universiti Putra Malaysia
(Member)

AINI IDERIS, PhD

Professor and Dean School of Graduate Studies Universiti Putra Malaysia

Date: 13 November 2008



DECLARATION

I hereby declare that the thesis is based on my original work except for quotations and citations which have been duly acknowledged. I also declare that it has not been previously or concurrently submitted for any other degree at UPM or other institutions.

CHAN SIEW MENG

Date: 11 January 2008



TABLE OF CONTENTS

| ABSTRACT ABSTRAK ACKNOWLEDGEMENTS APPROVAL DECLARATION LIST OF TABLES LIST OF FIGURES GLOSSARY OF TERMS | | Page ii vi x xiii xv xxi xxv xxvi xxv |
|---|---|--|
| CHAPTER | | |
| I | INTRODUCTION Background of the Study Program Planning Program Planning View Points and Models Program Planning in Teacher Training | 1 1 1 |
| | Colleges Statement of Problem Objectives of the Study | 5 12 18 |
| | Research Questions of the Study Hypotheses of the Study Personal Characteristics and Influence | 19 19 |
| | Tactics Power Bases and Influence Tactics Significance of the Study Scope and Limitations of the Study Assumptions of the Study Definition of Terms Influence Tactics | 20 30 41 43 47 48 48 |
| | Power Bases Program Planners Summary | 51 53 54 |
| II | LITERATURE REVIEW Introduction View Points of Program Planning Program Development Framework Influence of Subordinates in Organizations | 55 55 55 57 62 |



| | influence, influence factics and influence Styles in | |
|----|--|-----|
| | Organizations | 63 |
| | Influence in Program Planning | 85 |
| | Influence Tactics and Influence Styles in | |
| | Program Planning | 86 |
| | Nature of Power | 99 |
| | Power Bases in Organizations | 104 |
| | Power Bases of Program Planners | 115 |
| | Relationship between Power Bases and Influence | 116 |
| | Relationship between Influence, Power and | |
| | Personal Factors | 121 |
| | Concept Formation of Influence Tactics and Power | 121 |
| | Bases | 131 |
| | Concept of Influence Tactics | 131 |
| | Concept of Power Bases | 137 |
| | Research Framework | 138 |
| | Summary | 141 |
| | Summary | 141 |
| II | METHODOLOGY | 143 |
| | Introduction | 143 |
| | Research Design | 143 |
| | Population and Sample of the Study | 145 |
| | Sample Size | 146 |
| | Sampling Procedure Technique | 151 |
| | Categorization of Profile of Respondents | 153 |
| | Measurement of Influence Tactics and Power | 100 |
| | Bases | 155 |
| | Instrumentation of the Study | 155 |
| | Section A: Demographic and Professional | 133 |
| | Background of Respondents | 157 |
| | Section B: Power and Influence Tactics | 157 |
| | | 157 |
| | Scale (POINTS) | 157 |
| | Section C: Power Bases Scale (POBS) Section D: Rank Order of Power Bases | |
| | | 160 |
| | Pilot Test for Reliability and Validity of Instruments | 161 |
| | Reliability of Instruments | 161 |
| | Validity of Instruments | 164 |
| | Data Collection Technique | 169 |
| | Data Analysis | 172 |
| | Exploration of Data by Exploratory Data | 470 |
| | Analysis | 172 |
| | Statistical Analyses | 173 |
| | Summary | 186 |



| IV | FINDINGS AND DISCUSSION | 187 |
|----|---|------|
| | Introduction | 187 |
| | Profile of Respondents | 188 |
| | Demographic Profile of Respondents | 188 |
| | Professional Profile of Respondents | 190 |
| | Research Question One: What is the Frequency of | |
| | the Use of Influence Tactics by Program | |
| | Planners? | 194 |
| | Level of Frequency of Influence Tactics | 195 |
| | Discussion of Level of Frequency of the Use | |
| | of Influence Tactics | 197 |
| | Research Question Two: What is the Level of | |
| | Power Bases of Program Planners? | 200 |
| | Level of Power Bases | 201 |
| | Discussion of Level of Power Bases | 203 |
| | Research Question Three: What is the Ranking of | |
| | Importance of Power Bases by Program | |
| | Planners? | 206 |
| | Ranking of Importance of Power Bases | 206 |
| | Discussion of Ranking of Importance of | |
| | Power Bases | 212 |
| | Research Question Four: Is There Significant | |
| | Difference in the Use of Influence Tactics by | |
| | Program Planners According to Gender, Race, | |
| | Age, Service Tenure, Academic Qualification and | |
| | Level of Management in Organization? | 214 |
| | The Use of Influence Tactics by Gender | 214 |
| | Hypothesis Concerning the Use of Influence | |
| | Tactics by Program Planners of Different | |
| | Gender | 217 |
| | The Use of Influence Tactics by Race | 219 |
| | Hypothesis Concerning the Use of Influence | |
| | Tactics by Program Planners of Different | |
| | Race | 220 |
| | The Use of Influence Tactics by Age | 221 |
| | Hypothesis Concerning the Use of Influence | |
| | Tactics by Program Planners of Different | 00.4 |
| | Age | 224 |
| | The Use of Influence Tactics by Service | |
| | Tenure | 225 |
| | Hypothesis Concerning the Use of Influence | |
| | Tactics by Program Planners of Different | 000 |
| | Service Tenure | 226 |



| The Use of Influence Tactics by Academic Qualification | 228 |
|--|-----|
| Hypothesis Concerning the Use of Influence | |
| Tactics by Program Planners of Different | |
| Academic Qualification | 229 |
| The Use of Influence Tactics by Level of | |
| Management in Organization | 230 |
| Hypothesis Concerning the Use of Influence | |
| Tactics by Program Planners of Different | 224 |
| Level of Management in Organization Research Question Five: What Power Bases | 231 |
| Predict the Use of Influence Tactics of Program | |
| Planners? | 233 |
| Power Bases that Predict the Use of | 233 |
| Pressuring Tactic | 234 |
| Hypothesis Concerning Power Bases that | 254 |
| Predict the Use of Pressuring Tactic | 241 |
| Power Bases that Predict the Use of | |
| Counteracting Tactic | 248 |
| Hypothesis Concerning Power Bases that | |
| Predict the Use of Counteracting Tactic | 255 |
| Power Bases that Predict the Use of | |
| Bargaining Tactic | 263 |
| Hypothesis Concerning Power Bases that | |
| Predict the Use of Bargaining Tactic | 270 |
| Power Bases that Predict the Use of | |
| Reasoning Tactic | 277 |
| Hypothesis Concerning Power Bases that | |
| Predict the Use of Reasoning Tactic | 284 |
| Power Bases that Predict the Use of | |
| Consulting Tactic | 291 |
| Hypothesis Concerning Power Bases that | 000 |
| Predict the Use of Consulting Tactic | 298 |
| Power Bases that Predict the Use of | 205 |
| Appealing Tactic | 305 |
| Hypothesis Concerning Power Bases that | 212 |
| Predict the Use of Appealing Tactic Power Bases that Predict the Use of | 312 |
| | 319 |
| Networking Tactic Hypothesis Concerning Power Bases that | 519 |
| Predict the Use of Networking Tactic | 326 |
| Summary | 333 |
| | |



| V | SUMMARY, CONCLUSION, IMPLICATIONS & | |
|--------------------|--|-----|
| | RECOMMENDATIONS | 334 |
| | Introduction | 334 |
| | Summary | 334 |
| | Conclusion | 340 |
| | Implications of the Study | 346 |
| | Practical Implications | 346 |
| | Methodological Implications | 350 |
| | Theoretical Implications | 351 |
| | Recommendations | 353 |
| | Recommendations for Practice | 353 |
| | Recommendations for Future Research | 354 |
| BIBLIOG | RAPHY | 356 |
| APPEND | ICES | 369 |
| BIODATA OF STUDENT | | 453 |



LIST OF TABLES

| Table | | Page |
|-------|---|------|
| 3.1 | Teacher Training Colleges in Malaysia | 146 |
| 3.2 | Population, Selected Sample and Returned Sample from Teacher Training Colleges | 152 |
| 3.3 | Influence Tactics, Item Number and Number of Items | 158 |
| 3.4 | Power Bases, Item Number and Number of Items | 160 |
| 3.5 | Reliability Test for Influence Tactics | 164 |
| 3.6 | Reliability Test for Power Bases | 164 |
| 3.7 | Modified Items in Final Questionnaire for Influence Tactics | 166 |
| 3.8 | Deleted and Modified Items in Final Questionnaire for Power Bases | 166 |
| 3.9 | Rephrased Questions for Influence Tactics and Power Bases | 167 |
| 3.10 | Statistical Analyses Based on Objectives and Research Questions | 174 |
| 4.1 | Demographic Profile of Respondents - Gender and Race (n = 264) | 189 |
| 4.2 | Demographic Profile of Respondents - Age (n = 264) | 189 |
| 4.3 | Professional Profile of Respondents - Service Tenure (n = 264) | 190 |
| 4.4 | Professional Profile of Respondents - Academic Qualification (n = 264) | 191 |
| 4.5 | Professional Profile of Respondents - Field of Academic Qualification (Basic Degree or Lower) | 191 |



| 4.6 | Professional Profile of Respondents - Field of Academic Qualification (Master Degree or Higher) | 192 |
|------|--|-----|
| 4.7 | Professional Profile of Respondents - Means of Appointment, Interest in Program Planning, Knowledge and Skill in Program Planning, Level of Management in Organization (n = 264) | 193 |
| 4.8 | Descriptive Statistics for Influence Tactics | 195 |
| 4.9 | Descriptive Statistics for Power Bases | 201 |
| 4.10 | Frequency and Percentage of the Ranking of Importance of Legitimate Power, Expert Power and Information-control Power | 207 |
| 4.11 | Frequency and Percentage of the Ranking of Importance of Uncertainty and ambiguity-coping Power and Referent Power | 209 |
| 4.12 | Frequency and Percentage of the Ranking of Importance of Interpersonal-linkage Power and Communication-skill Power | 211 |
| 4.13 | One-Way Multivariate Analysis of Variance on Pressuring, Counteracting, Bargaining, Reasoning, Consulting, Appealing and Networking Tactics by Gender | 215 |
| 4.14 | Tests of Between-Subjects Effects on Pressuring, Counteracting, Bargaining, Reasoning, Consulting, Appealing and Networking Tactics by Gender | 216 |
| 4.15 | Group Means for Pressuring, Counteracting, Bargaining, Reasoning, Consulting, Appealing and Networking Tactics by Gender | 216 |
| 4.16 | One-Way Multivariate Analysis of Variance on Pressuring, Counteracting, Bargaining, Reasoning, Consulting, Appealing and Networking Tactics by Race | 219 |
| 4.17 | One-Way Multivariate Analysis of Variance on Pressuring, Counteracting, Bargaining, Reasoning, Consulting, Appealing and Networking Tactics by Age | 222 |



| 4.18 | Counteracting, Bargaining, Reasoning, Consulting, Appealing and Networking Tactics by Age | 223 |
|------|---|-----|
| 4.19 | Group Means for Pressuring, Counteracting, Bargaining, Reasoning, Consulting, Appealing and Networking Tactics by Age | 223 |
| 4.20 | One-Way Multivariate Analysis of Variance on Pressuring, Counteracting, Bargaining, Reasoning, Consulting, Appealing and Networking Tactics by Service Tenure | 226 |
| 4.21 | One-Way Multivariate Analysis of Variance on Pressuring, Counteracting, Bargaining, Reasoning, Consulting, Appealing and Networking Tactics by Academic Qualification | 229 |
| 4.22 | One-Way Multivariate Analysis of Variance on Pressuring, Counteracting, Bargaining, Reasoning, Consulting, Appealing and Networking Tactics by Level of Management in Organization | 231 |
| 4.23 | Estimates of Coefficients for the Model of Pressuring Tactic | 235 |
| 4.24 | Collinearity Statistics for the Model of Pressuring Tactic | 238 |
| 4.25 | Collinearity and Multicollinearity Diagnostic for the Final Model of Pressuring Tactic | 238 |
| 4.26 | Estimates of Coefficients for the Model of Counteracting Tactic | 250 |
| 4.27 | Collinearity Statistics for the Model of Counteracting Tactic | 252 |
| 4.28 | Collinearity and Multicollinearity Diagnostic for the Final Model of Counteracting Tactic | 252 |
| 4.29 | Estimates of Coefficients for the Model of Bargaining Tactic | 264 |
| 4 30 | Collinearity Statistics for the Model of Bargaining Tactic | 267 |



| 4.31 | Model of Bargaining Tactic | 267 |
|------|--|-----|
| 4.32 | Estimates of Coefficients for the Model of Reasoning Tactic | 279 |
| 4.33 | Collinearity Statistics for the Model of Reasoning Tactic | 281 |
| 4.34 | Collinearity and Multicollinearity Diagnostic for the Final Model of Reasoning Tactic | 281 |
| 4.35 | Estimates of Coefficients for the Model of Consulting Tactic | 293 |
| 4.36 | Collinearity Statistics for the Model of Consulting Tactic | 295 |
| 4.37 | Collinearity and Multicollinearity Diagnostic for the Final Model of Consulting Tactic | 295 |
| 4.38 | Estimates of Coefficients for the Model of Appealing Tactic | 307 |
| 4.39 | Collinearity Statistics for the Model of Appealing Tactic | 309 |
| 4.40 | Collinearity and Multicollinearity Diagnostic for the Final Model of Appealing Tactic | 309 |
| 4.41 | Estimates of Coefficients for the Model of Networking Tactic | 321 |
| 4.42 | Collinearity Statistics for the Model of Networking Tactic | 323 |
| 4.43 | Collinearity and Multicollinearity Diagnostic for the Final Model of Networking Tactic | 323 |

