Influence of follower behaviors during regular staff meetings on their leader's perception of the team's human capital

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ABSTRACT

This study was an exploratory research of the relationship between follower behaviors and their leader's perception of the team's human capital. The goal was to find out what follower behaviors will enhance their leader's perception of the team's human capital. The methods used entail: (1) video-coded monitoring follower (N=172) and leader (N=14) behaviors during regular staff meetings, and (2) leader ratings about the human capital of the group of followers. Despite that in this study no significant linkages were found between follower behaviors and leader's perception of human capital, it was remarkable that not the studied behaviors (transformational and transactional), but the self-defending behavior showed an almost significant, negative link with the leader's perception of human capital. Therefore this study concludes that more research on the little studied specific follower behaviors is urgently needed.

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Keywords
Human capital, follower behavior, transformational behavior, transactional behavior, video-observation.

1. INTRODUCTION

A good understanding of the concept human capital is becoming more important for organizations due to the belief that knowledge - instead of the classical production factors land, labor, and capital (Drucker, 1993) - is increasingly the key competitive differentiator in most industries/sectors (Gratton & Ghoshal, 2003). Moreover, the investment in human capital can ensure both important positive individual- as well as unit- and organizational-level performance outcomes (Becker & Huselid, 2006; Bowen & Ostroff 2004), e.g. development of individual human capital at the individual-, unit- or organizational-level, and the subsequent improvement of organizational performances due this enriching of an extant workforce. Human capital itself can be created by improvements of human skills and capabilities that can make them able to act in new or better ways (Coleman, 2009). So, a lot of research already focused on understanding how human capital can be enhanced; however, to the best of my knowledge, no study has looked at what behaviors unit or team members need to show, in order for the leader to have a high perception of the human capital of the unit or team.

Research of Bukowitz, Williams and Mactas (2004) has shown that organizations have the propensity to value the human capital of their employees in other ways then solely by the knowledge and competencies they possess. Rather, organizations have a tendency to focus solely on the return on investment in human capital to understand whether their human capital is successful; by looking at revenue-employee ratio or revenue-compensation ratio (Bukowitz, Williams, & Mactas, 2004). However, since the fundamental changes which are occurring in the nature of the relationship between individuals and organizations, employees are seen less as a malleable resource for a company and more as a mobile investor of his or her own human capital (i.e., the knowledge and competencies an individual brings into the organization) (Gratton & Ghoshal, 2003).

To the best of my knowledge, the relation between the behaviors of employees during regular staff meetings and the degree to which leaders value the sum of human capital that he or she is leading. A lot of studies already have been done that examined other antecedents of human capital (e.g. Bukowitz, Williams & Mactas, 2004; Gratton & Ghoshal, 2003); e.g. the financial side of validly measuring the human capital, or how people have to manage their personal human capital. However, no studies have examined specific (patterns of) follower behavior and their relations with other's perception of their combined human capital, as is done in this research.

This research could therefore deliver some benefit for practice in the way that it becomes clear what behaviors followers display during regular staff meetings when leaders have a high perception of their human capital and which behaviors will enhance this perception.

The goal of this research is to examine what behaviors teams have to show during regular staff meetings so their leader will highly value their human capital, and if there is a difference with teams which are lower valued. In order to realize the goal of this paper, the following research question is defined:

"What behaviors of followers in meetings enhance the perception of follower's human capital by their leaders?"

2. THEORY AND HYPOTHESES

2.1 Human Capital

In the current management literature there is an extensive discussion in the way that human capital can be seen. One finds human capital defined in many different ways. Most scholars use the following definition of human capital: the knowledge, skills, and abilities (KSAs) residing with and utilized by individuals (e.g. Schultz, 1961; Coff, 2002). However, Graton and Ghoshal (2003) have a contrasting perspective. They see human capital as the composite of an individual's intellectual, social and emotional capital. While other researchers, like Subramaniam and Youndt (2005), see human capital more as a part of a firm's intellectual capital, which further consists of an organizational and a social capital part, than as personal owned capital for the employees. Furthermore, valuable human capital can be divided into at least two kinds of human capital: general- and firm-specific human capital. General human capital, such as industry experience, could easily move to the highest bidding competitor of the market without losing human capital (Coff, 1997). Firm-specific human capital represents a totally different value, because this kind of human capital will help the employee make decisions in line with the firm's unique strategy, context and competitive environment (Kor & Mahoney, 2005), and is moreover not as easily transferred and applied to another company as the general human capital (Becker, 1983). This study examines the human capital of followers as individual human capital, following Coff's (2002) definition. Coff (2002) defines human capital as the knowledge, skills, and abilities (KSAs) of individuals, and will be used as definition in this study from now on.

Individual knowledge itself can be divided into tacit and explicit knowledge. In which tacit knowledge is defined as "practical, action-oriented knowledge or "know-how" based on practice, acquired by personal experience, seldom expressed openly, and often based on intuition" (Smith, 2001, p. 314). To relate it more to human capital, the cognitive tacit knowledge consists of the implicit mental models and perceptions that are so embedded that they are taken for granted (Sternberg, 1997). Next to tacit knowledge, the explicit knowledge of individuals is defined as academic knowledge or "know-what" that is described in formal language, print or electronic media, and often based on established work processes" (Smith, 2001, p. 314). The knowledge process model of Boisot (1998) displays the way of how knowledge could be managed within an organization, and since knowledge is considered as a part of human capital, this process is important to take into consideration. Boisot's knowledge process model consists of creating, learning and exploiting knowledge for individuals, what eventually could result in a higher human capital of the individual (Boisot, 1998). The knowledge process model is also related to transformational behavior style. Bryant (2003) found that transformational leaders may be more effective for individuals at creating and sharing knowledge with the followers. So Bryant (2003) took a leader perspective, which most behavioral studies do. However, this research took a follower perspective to investigate how followers/team members should behave in order to score high on human capital. In doing so, two dimensions of the taxonomy defined by Yukl et al. (2002) are important in relation with human capital. Because, when studying behaviors, in most of the behavioral taxonomies the distinction is made between relations- and task-oriented behavior. These two behaviors are part of a taxonomy of three behavioral categories with furthermore change-oriented behavior, that captures the essence of the behavioral repertoire (Yukl, Gordon, & Taber, 2002).

The definitions and characteristics of transformational/relations-oriented behavior and transactional/task-oriented behavior will be discussed in section 2.2 and 2.3.

2.2 Transformational behavior

There is a lot of research done on transformational behavior and transactional behavior towards leaders. However, these behaviors could also be seen as part of the follower behavioral repertoire. Based on the research of Carsten et al. (2010) one may assume that followers, depending on the organizational context, behave in particular patterns. For instance, followers with a pro-active behavior see themselves as active participants in the leadership process and as "quiet leaders" (Carsten, Uhl-Bien, West, Patera, & McGregor, 2010). This is similar to the finding of Hickman (2004). Hickman stated that followers could display a form of "invisible leadership" which represents motivated followers in a team who are committed to achieve a common team goal without regard to any affirmation of personal specialness or own interests. So those researchers have shown, albeit implicitly, that the transformational and transactional behavioral patterns, that have thus far typically been used to depict behavioral patterns of leaders, could also be displayed by their followers.

Transformational type behavior is characterized by the integration of creative insight, perseverance and energy, intuition, and sensitivity to the needs of others to ensure that there will be an embedded strategy created for their team or organization (Bass & Avolio, 1993, p. 112). As earlier introduced, the taxonomy of Yukl et al. (2002) can be mentioned here again. Yukl et al. (2002) defined relation-oriented behavior in their behavioral taxonomy as supporting, developing, recognizing, consulting and empowering. The relation-oriented behavior has the first objective to ensure "strong commitment to the unit and its mission, and a high level of mutual trust and cooperation among members" (Yukl, Gordon, & Taber, 2002, p. 17). The relation-oriented behavior studied in this research is composed out of the following behaviors: Intellectual stimulation, Individualized consideration, visioning and positive feedback. Intellectual stimulation and individualized consideration are part of the so called 4 I's of transformational style, that can be distinguished of four separate components (Avolio, Waldman, & Yammarino, 1991). These 4 I's consists of Idealized influence, Intellectual stimulation, Individualized consideration and Inspirational motivation. Avolio, Bass and Jung (1999) came up with explanations of these factors. Intellectual stimulation can be seen as relations oriented behavior because intellectual stimulation represents a stimulating behavior to be creative and innovative by questioning assumptions, reframing problems and approaching old situations in new ways (Avolio, Bass, & Jung, 1999). Also individualized consideration can be placed under the relations oriented behavior. This because individualized consideration is a behavior that sees another individual's need for growth and achievement and makes an effort to enable that growth. Moreover, individualized consideration is seen as a behavior that wants to improve by the realization of new opportunities and doing this all within a supporting environment (Bass & Avolio, 1993). Visioning comes close to the definition of inspirational motivation as stated by Avolio et al. (1999) (motivating others, providing challenges, and is enthusiastic and optimistic), and can therefore be seen as a relations oriented behavior as well. According to Densten (2005) visioning consists of directing of the organizational strategy (Mintzberg & Waters, 1984), goals that are motivating (Conger & Kanungo, 1998), and to establish a collective-sense of identity among the followers (Shamir, House, & Arthur, 1993). As last type of single behavior which is referred to as

relation-oriented behavior is positive feedback. This behavior includes the positive rewarding of actions from colleagues or the support from others the spirit of further actions for the purpose of achieving both individual and organizational goals. Therefore feedback is seen as important for the development and motivation of people in performance-oriented organizations (Ilgen, Fisher, & Taylor, 1979).

The role of the follower can be described by distinguishing between the effective and ineffective followers. According to Kelley (1988) an effective follower is enthusiastic, smart, and shows self-reliant participation for the organizational goals. Those two kinds of followers differ from each other in motivation and the degree of taking their jobs seriously as a follower. According to Kelley (1988), one may expect a follower to display at least the following important qualities: self-management, commitment, competence and courage. Kelley stated that if the follower displays these 4 qualities, they are effective followers (Kelley, 1988). Effective follower behavior could lead to a leader's praise and/or recognizing followers for their performances and/or effort (Yukl, Gordon, & Taber, 2002), thus a higher leader perception of their human capital.

Based on the above, it is likely that there is a positive relation between transformational behavior of a team of followers (in this study seen as intellectual stimulation, individualized consideration, visioning and positive feedback) and the leader's perception of the team's human capital.

Hypothesis 1: "Transformational behavior of followers has a positive relation with their leader's perception of the team's human capital".

2.3 Transactional behavior

As opposed to transformation style, a transactional style is characterized by three dimensions: contingent reward, management-by-exception, and as last the laissez-faire style (Bass, Avolio, Jung, & Berson, 2003; Bass, 1985). The reward style means that followers agree with, accept and comply with their leader in exchange for rewards, resources or the avoidance of sanctions due to bad performance. The rewards are provided to followers if they are carrying out their roles and assignments successfully, thus perform as expected (Podsakoff, Todor, Grover, & Huber, 1984). Management by exception is the second way of transactional behavior, which is focusing on intervening until something went wrong, or until decisions are delaying. Hater & Bass (1988) separated management-by-exception in an active and passive form of transaction with team members. The difference between those two forms of management-by-exception is based on the timing of intervening (Howell & Avolio, 1993). In which active means that the team members will be continually checked at their performances in order to make sure the process keeps going on, and could make corrections if needed. The passive style of management-by-exception is the opposite, intervening only takes place if something goes wrong, and only the issue which occurs at that moment will be fixed. A last way of executing the transactional style is known as laissez-faire style. This style is seen as a non-leadership style which is characterized by the avoidance of any responsibility and leadership tasks (Bass, 1985), and is most of the time examined separate from the other forms of transactional style. In general transactional behavior style is seen as a behavior that is driven by the need to maintain efficiency and to avoid risks within a system's boundaries (Levy, Cober, & Miller, 2005).

Essential for transactional style are the transactional behavior agreements or exchanges which will be set up with their team members, in order to ensure that it is clear what team members

will receive if they perform satisfactory as well as unsatisfactory (Bass & Avolio, 1993). These rewards make it clear for the follower what behaviors are encouraged, what activities will be rewarded, and how the organization will value their performance. With these factors the workers' motivation and ability to develop new knowledge will be influenced, because during that process of knowledge creating they convert their personal experiences and images into personal insights (Nonaka, 1991). Thus, to make sure that followers are acquainted to what is expected from them, and are able to execute their tasks, the transactional style is needed (Bass, 1998).

This study has the purpose to investigate the influence of relations- and task-oriented behavior of followers on the perception of human capital by their leaders. On the contrary of relations behavior, task behavior is defined by Yukl et al. (2002) as short term planning, clarifying responsibilities and objectives, and monitoring operations and performance, which has its first objective to ensure "high efficiency in the use of resources and personnel, and high reliability of operations, products and services" (Yukl, Gordon, & Taber, 2002, p. 17) For the task oriented/transactional behavior this paper will study the following behaviors which followers could display during general staff meetings: task monitoring, informing, structuring of the conversation and directing.

Bass (1990) stated that task monitoring is one of the most important behaviors of the transactional style. Task monitoring can be defined by the definition of Bales (1950) as asking for clarification and confirmation about tasks and activities. Or by a little bit more recent definition of Bass & Avolio (1995): "the monitoring of task execution for any problem that might arise and correcting of those problems to maintain current performance levels". Thus it involves the checking of others' progress in their tasks and activities to keep the process going, which is task oriented behavior according to the definition of Yukl et al. (2002). Informing is seen as the sharing of (objective) information with teammates. With structuring the conversation is meant the guidance of the meeting for the rest of the followers. So in principle giving the signs to jump to another subject or agenda point. As fourth transactional behavior is directing behavior studied. Directing behavior incorporates the behavior of delegating tasks to colleagues, which could be seen as the short term planning from the
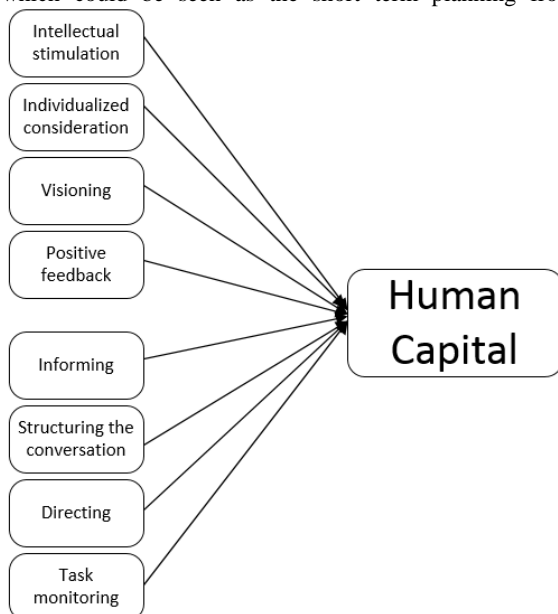

Figure 1 Theoretical model

definition of Yukl et al. (2002), thus also task oriented.

Going back to the knowledge process model of Boisot (1998), transactional behavior style represents an exploiting aim towards knowledge management, instead of the aim of creating and sharing of knowledge by transformational behavior. And according to Yukl et al. (2002) the first objective transactional style has, is to ensure high efficiency. Thus, a follower who shows transactional behavior, which is to exploit the knowledge on an as efficient way as possible, will be higher valued on his human capital.

Based on the above, it is likely a positive relation exist between transactional behavior (seen as task monitoring, informing, structuring the conversation, and directing) and the leader's perception of the team's human capital.

Hypothesis 2: "Transactional behavior of followers has a positive relation with their leader's perception of the team's human capital".

3. METHODS
3.1 Design of study
In this exploratory, cross-sectional study design two different data sources are used: (1) reliably video-coded monitoring followers' and leaders' behavior during regular staff meetings, and (2) leader ratings about the human capital of the group of followers. By systematic video-coding, various behaviors of the leaders and followers have been observed. By using this variety of methods and sources, common source bias is reduced in this study (Podsakoff, MacKenzie, Lee, & Podsakoff, 2003)

3.2 Sampling
The leader sample consisted of 14 leaders employed in a large Dutch public sector organization. Those leaders were either from M1 level of management or M2 level of management within this public organization. The sample was comprised of 9 male (64.3%) and 5 female (35.7%) leaders and the leaders were on average 52.5 years of old, ranging from 46 to 61 (SD=4.6). The average job tenure of the leader sample is 27.2 years, ranging from 3 to 43 (SD=13.92). Next to the leader sample, the sample of the followers consisted of 172 employees employed in the same large Dutch public sector organization as the leaders. The sample was comprised of 122 male (65.1%), 50 female (29.1%), and from 10 followers (5.8%) is the sex unknown. These followers were on average 49.4 years old, ranging from 22 to 64 (SD=10.31). The followers have an average job tenure of 24.7 years (SD=13.43), ranging from 6 months to 44 years. The leaders were asked, directly after the video recorded staff meeting, to fill out a survey in which they were asked about the human capital of their team. In total, all 14 leaders filled out the survey, which results in a response rate of 100%.

3.3 Key survey measures
Human capital for teams perceived by the leaders was measured by the leader ratings given in the questionnaire they have filled out after the recorded meetings. These ratings were measured with a five-item scale, based on Subramaniam and Youndt (2005). The executed reliability analysis of Cronbach's Alpha has resulted in .523, which is lower than the required .65. However, due to a small leader sample (N=14) and the use of a validated scale it is decided to keep this variable in the study. A sample item of the five-item scale was: "My team members are highly skilled". The responses were scored on a 7 point Likert scale, which was ranged from one (totally disagree) to seven (totally agree).

3.4 Video observation method

We videotaped during randomly selected regular staff meetings in the ordinary course of daily work 14 leaders and 172 followers who working in one large public sector-organization. A total of 1800 minutes have been recorded while each meeting took 138,47 minutes on average. Through the behavioral software program "The Observer XT" which has been developed for the analysis, management and presentation of observational data (Noldus et al., 2000), the videos were precisely coded and analyzed.

The observers were six third year students of International Business Administration and three master students Business Administration of the University of Twente who all received training about "The Observer XT". Additionally, they learnt how to apply the behavioral coding scheme within the software (Van der Weide, 2007). These trainings and clear instructions helped to enhance the accuracy of the coding of different behaviors.

On basis of the behavioral coding scheme, the pre-defined sets of behaviors were coded very precisely for each leader and each follower to ensure valid and reliable results. In order to avoid subjectivity bias, two observers coded each video independently and subsequently the results were compared through the so-called confusion error matrix by "The Observer XT" to determine inter-reliability. This inter-reliability was defined as the percentage of agreement of a specific code within a time range of two seconds and if significant differences or disagreements occurred, the observers re-viewed, discussed and re-coded the affected fragment. In this study, the obtained average inter-reliability rate was 95%.

Each team meeting was recorded by three video cameras installed beforehand in the meeting rooms so that actual leader and follower behaviors could be ensured. According to Erickson (1992) and Kent and Foster (1997), shortly after entering the meeting room, the presence of the camera is forgotten and leaders and followers behave naturally whereas observers who attend meetings often cause more obtrusive and abnormal behaviors of leaders and followers. For this reason video cameras are used instead of outside people sitting in the same room who observe the meeting and take notes. Hence, observer bias is prevented and the meeting takes place without any interferences.

3.5 Behavioral coding scheme

A behavioral coding scheme has been developed in order to capture specific leadership behaviors during the daily work practices (Gupta et al., 2009; Nijhuis et al., 2009; Van der Weide, 2007). In the appendix, a table is added which contains different behaviors which are coded in this current study. After each behavior, there has been given a short description about the behavior and a couple of examples to understand the different behaviors more in detail. A solid base for this video coding scheme has been developed by Bales (1950) and Borgatta (1964). Bales (1950) and Borgatta (1964) observed in their early studies the interaction processes between the leaders and their followers. The observation of the interaction processes is done without any use of tape-recording device. In their exploratory work they made distinction between three broadly defined behaviors; neutral task oriented behavior, positive-social emotional behavior and the remaining socio-emotional behavior. Bales' (1950) and Borgatta´s (1964) work provided a practical scheme for coding of a range of leadership behaviors (Yukl, 2002). Feyerherm (1994) extended the work of Bales and Borgatta; he used an experimental approach towards measuring the leadership behaviors and added some task-oriented and social-oriented behaviors to the work of Bales and

Borgatta. The three coding schemes, (Bales, 1950; Borgatta, 1964; Feyerherm, 1994), have two important commonalities. First, all of the three schemes assess the directly observable behavior. Second, the three studies use behavioral schemes to code leader behavior in a group context (e.g., Avolio, Howell, & Sosik, 1999; Bass & Avolio, 1995; Pearce et al., 2003; Yukl et al., 2002). We have also used the behavioral taxonomy of Yukl et al. (2002) in the development of the behavioral coding scheme. It is more accurately to describe the behaviors of the leaders more in detail, the observable behaviors, than in one or two meta-constructs such as transactional or transformational leadership. Examples of behavior coded as directing behavior are; "I want you to have the work done next week", "You handle this one", and "Do you want to figure this out for me?".

3.6 Data analysis

The purpose of this research was to test if the hypothesized behaviors of followers will affect the leader's perception of the human capital of the team. In order to realize this, the three highest and the three lowest scoring teams on human capital were used to compare the standardized frequencies and durations of their follower behaviors. A Shapiro Wilk test was executed to check the normality of the distribution, which resulted in non-normal distributed data.

In order to compare the data between high and low scoring human capital teams, the Mann-Whitney U (with $p<.05$) test is used, because of the non-normal distributed data and the two unpaired groups of data. After the comparison of the highest and lowest human capital teams on their showed behavior via the Mann-Whitney U test, a Spearman's Rho correlation test was executed to find out if there are any significant correlation between the displayed follower behaviors (both in terms of frequency and duration of their behaviors) and the leader's perception of human capital.

4. RESULTS

	Duration	Frequency
Displayed follower behavior	n=172	n=172
Showing disinterest	0.39%	0.12%
Defending one's own position	5.6%	4.14%
Providing negative feedback	10.30%	6.17%
Disagreeing	1.66%	3.45%
Agreeing	3.39%	9.47%
Directing	2.91%	11.35%
Task monitoring	5.71%	9.08%
Structuring the conversation	1.24%	2.01%
Informing	34.42%	23.67%
Visioning	24.03%	14.95%
Intellectual stimulation	2.63%	2.07%
Individualized consideration	2.13%	6.60%
Humor	2.37%	4.32%
Providing positive feedback	1.13%	0.92%
Informing personal	2.10%	1.68%
	100,00%	100,00%

Table 1 Displayed follower behavior on both duration and frequency

	High and low human capital teams compared on displayed behavior					
	Frequency			Duration		
	highest	lowest	Mann-Whitney U	highest	lowest	Mann-Whitney U
	n=3	n=3		n=3	n=3	
Showing disinterest	0.08%	5.59%	0,050	0.75%	4.97%	0,200
Defending one's own position	1.24%	6.02%	0,200	2.89%	7.66%	0,050
Providing negative feedback	10.45%	5.87%	0,500	16.77%	6.25%	0,500
Disagreeing	4.18%	5.93%	0,200	2.60%	5.50%	0,200
Agreeing	8.86%	6.10%	0,350	3.60%	5.51%	0,350
Directing	12.17%	11.77%	0,500	1.93%	10.28%	0,350
Task monitoring	9.89%	6.03%	0,350	5.86%	6.20%	0,500
Structuring the conversation	0.51%	5.62%	0,500	0.56%	4.86%	0,350
Informing	23.69%	6.67%	0,500	36.73%	10.08%	0,500
Visioning	12.49%	11.82%	0,500	15.92%	12.78%	0,500
Intellectual stimulation	2.33%	5.72%	0,350	3.37%	5.65%	0,350
Individualized consideration	7.30%	5.82%	0,350	3.53%	5.04%	0,500
Humour	4.29%	5.80%	0,500	2.30%	5.21%	0,500
Providing positive feedback	0.37%	5.65%	0,350	0.48%	5.02%	0,100
Informing personal	2.14%	5.62%	0,500	2.71%	5.00%	0,500
	100,00%	100,00%		100,00%	100,00%	

Table 2 High and low human capital teams compared on their displayed behavior

Table 1 presents the behaviors in both duration and frequency that the 172 followers have displayed during the studied regular staff meetings. The table shows that during this regular staff meetings followers displayed informing behavior in 34% of the duration of their behavior, with a frequency percentage of 25%. Visioning behavior is also displayed many times by the followers; a 24% duration percentage, with a 14.95% frequency percentage. Behaviors which the followers do not display much are, for example intellectual stimulation behavior (2.63% in frequency, and 2.07% in duration) as well as providing positive feedback (1.13% duration and 0.92% frequency).

Table 2 shows the displayed behaviors of the three highest scoring teams and the three lowest scoring teams on human capital. The difference between followers behavioral repertoire in the high human and low human capital teams is tested with a Mann-Whitney U test (where a $p < .05$ represents a significant difference between the high and low human capital teams). For both frequency and duration, no significant difference is found for any of the behaviors. However, for the frequency of showing disinterest there is almost ($p = .050$) a significant difference found between the two groups. The percentage of showing disinterest (in terms of frequency of this type of behavior) is higher for the lowest human capital teams. If this link had been significant, this could mean that due to showing disinterest by followers, the leader's perception of the team's human capital is relatively undesirable. Next to the frequency of showing disinterest, for the duration of showing disinterest there is also almost a significant difference ($p = .050$). Therefore this could mean that if followers show more self-defending behavior, their human capital will be scored lower by the leader.

Table 3 and 4 (displayed on the next page) are showing the correlations between human capital and the follower behaviors, on both frequency and duration. As these tables show, there are no significant correlations between the displayed behavioral types and the perceived human capital rate by the leader, for both duration and frequency (1-sided). This means that both hypotheses were not accepted. The results of the executed Mann-Whitney U test together with the Spearman's Rho test, indicate that both hypotheses have to be rejected. For hypothesis 1 (*transformational behavior of followers has a positive relation with the leader's perception of the team's human capital*), all the examined behaviors for transformational behavior do not have a significant difference between the highest and lowest capital teams. Moreover, those behaviors do not have a significant correlation with the human capital variable as well. For hypothesis 2 (*transactional behavior of followers has a positive relation with the leader's perception of the team's human capital*) are the outcomes the same, because all examined behaviors for this behavioral style showed no significant difference between high and low perceived human capital teams. Also none of the correlations between human capital and the transactional behaviors were significant. Therefore both hypotheses have to be rejected. However, an almost significant negative relationship exist between defending one's own position behavior and the perception by leaders of human capital($r = -.387$, $p = .086$). That should mean, if it was significant, that defending own position behavior is correlated negatively with the perception of human capital. This was also almost significant in the Mann-Whitney U test, which was earlier executed. However, none of the correlations was significant correlated to the perception of human capital, thus both transformational(or relations-oriented) and transactional(or

Follower behavior	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
1. Human Capital																
2. Showing disinterest	-,134															
3. Defending one's own position	-,338	,839**														
4. Providing negative feedback	,051	,443	,359													
5. Disagreeing	,022	,802**	,697**	,578*												
6. Agreeing	-,076	,533*	,554*	,433	,657**											
7. Directing	-,040	,137	,279	,389	,068	,275										
8. Task monitoring	-,016	,434	,598*	,525*	,468*	,424	,701**									
9. Structuring the conversation	,056	,327	,309	-,042	,236	,355	,528*	,479*								
10. Informing	,113	,223	,207	,275	,336	,807**	,266	,429	,435							
11. Visioning	,016	,106	-,112	,292	,262	,477*	,319	,143	,435	,525*						
12. Intellectual stimulation	,176	,771**	,565*	,569*	,723**	,569*	,046	,160	,236	,310	,240					
13. Individualized consideration	,349	,637**	,359	,697**	,651**	,563*	,180	,218	,230	,350	,438	,893**				
14. Humour	-,078	,200	,343	,609*	,130	,481*	,815**	,547*	,258	,415	,204	,292	,400			
15. Providing positive feedback	-,175	,655**	,627**	,429	,394	,334	,288	,480*	,110	,198	,191	,436	,474*	,348		
16. Informing personal	,036	,842**	,606*	,563*	,731**	,611*	,068	,227	,264	,400	,174	,916**	,804**	,351	,420	

*. Correlation is significant at the 0.05 level (1-tailed).

**. Correlation is significant at the 0.01 level (1-tailed).

Table 3 Correlation for duration of follower behavior with human capital

Follower behavior	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
1. Human Capital																
2. Showing disinterest	-0,065															
3. Defending one's own position	-0,387	,602*														
4. Providing negative feedback	0,024	,638**	,504*													
5. Disagreeing	0,031	,522*	,539*	,670**												
6. Agreeing	-0,036	,581*	,618**	,657**	,591*											
7. Directing	0,047	0,334	0,328	,600*	0,222	0,332										
8. Task monitoring	0,076	0,380	,651**	,684**	0,433	,670**	,679**									
9. Structuring the conversation	0,000	,496*	0,415	0,161	0,258	0,351	,461*	,501*								
10. Informing	0,169	0,414	0,348	,516*	0,345	,842**	0,415	,701**	,501*							
11. Visioning	0,007	0,316	0,024	0,398	0,314	,530*	,565*	0,314	0,417	,556*						
12. Intellectual stimulation	0,027	,490*	0,319	,521*	,710**	,490*	0,051	0,130	0,157	0,332	0,323					
13. Individualized consideration	0,158	0,368	0,185	,719**	,504*	,477*	0,359	0,361	-0,051	0,431	,466*	,766**				
14. Humour	-0,067	,506*	,557*	,798**	0,314	,631**	,714**	,780**	0,272	,684**	0,297	0,226	,510*			
15. Providing positive feedback	-0,200	,716**	,909**	,736**	,609*	,732**	0,363	,754**	0,316	,473*	0,116	0,367	0,389	,670**		
16. Informing personal	0,029	,630**	0,457	,616**	,678**	,620**	0,077	0,302	0,197	,563*	0,174	,815**	,650**	,536*	,536*	

*. Correlation is significant at the 0.05 level (1-tailed).

**. Correlation is significant at the 0.01 level (1-tailed).

Table 4 Correlation for frequency of follower behavior with human capital

task-oriented) behavior do not have a significant influence on the perception of human capital by their leaders.

5. DISCUSSION, FUTURE RESEARCH AND LIMITATIONS

5.1 Discussion

Purpose of this research was to find out what behaviors in meetings enhance the perception of follower's human capital in the eyes of their leaders. This question is important, because to the best of my knowledge, the current literature lacks study of follower behavior in relation with human capital. Results of the present study show, however, that there are no significant relations between the displayed behavior of the followers in regular staff meetings and the leader's perception of follower human capital.

The majority of transactional and transformational behavioral research is directed towards leaders, because researchers are convinced that organizations will succeed or fail by the way they are led (Kelley, 1988). As a result less research is done

towards followers, and if it is done, it is usually done to better understand leadership (Kelley, 2008). Our research focused on the follower behavior, with both transformational and transactional behaviors taken into account, in relation with the perception of human capital by leaders, because human capital is becoming more important for organizations as key differentiator (Gratton & Ghoshal, 2003). And moreover, Bass (1990) commented on earlier executed researches towards transactional and transformational behavior, that behaviors will be the most successful if both transformational and transactional behavior is displayed, also referred to as the 'augmentation effect'. This is important to mention, because, as with leadership research, are these two behavioral types representing a full range of behavior? Furthermore, Howell and Avolio (1993) stated that transformational behavior complements transactional behavior. Moreover, according to Judge and Piccolo (2004) it is suggested that without the conceptualization of transactional behavior, the effects of transformational behavior may not be possible. However, the results had shown that there were no significant relations between leader's perception of human capital and the displayed transformational

and/or transactional behaviors of followers, and therefore the hypotheses cannot be accepted. The absence of significant correlations and differences in this research could be due to the small sample size of leaders (N=14) who score their teams on human capital.

Despite of the small sample size and no significant correlations or differences, it is remarkable that compared with the highest scoring human capital teams the lowest scoring human capital teams almost showed a significant difference on defending one's own position. Moreover, an almost significant, negative correlation was found for the perception of human capital and displaying defending one's own position behavior. If this link was significant, this could mean that followers who show more a defending one's own position behavior during regular staff meetings, have lower scores on the team's human capital by their leaders. Defending one's own position behavior was indicated by Thomas and Kilmann (1974) as assertive and uncooperative behavior. This is because with self-defending behaviors people try to fix their own concerns at someone's other's expense (Thomas & Kilmann, 1974). Thus it may be a sign of lowering the shared or team-level human capital. Hence, if team members tend to defend their position a lot in a team, the overall sense of team's human capital in the eyes of the leader might be lowered, because in the domain of morality, negativity will receive more weight than positivity, and could therefore result earlier in a negative effect on the human capital perception (Skowronski & Carlston, 1987). This could explain the almost significant difference between the high and low human capital teams, combined with the negative correlation in self-defending behavior with human capital.

5.2 Future research
Based on this outcome, there are some possibilities for related future research regarding human capital and follower behaviors. We would need to find out more about both transformational and transactional team-member behaviors as well as self-defending type of team-member behaviors during meetings. It might be interesting to investigate how the behaviors that those followers will display during these meetings will develop over time, thus with a time range. This because of that individuals come and go, but organizations try to preserve knowledge over time (Daft & Weick, 2002). Therefore, it might be interesting to investigate how organizations try to preserve this knowledge in relation to the displayed behaviors of the followers. Because do teams who score high on knowledge sharing in the team, show other patterns of social interaction than teams who score lower on this point? Therefore, it might also be interesting for future research to investigate the influence leaders' behavior has on the behaviors of followers. This because research has shown that followers will be shaped by the way of behaving of their leaders (Lord & Brown, 2004) and that followers try to fulfill the leader's expectations (Eden, 1992). And according to Weick (1995) and Carsten et al. (2010) there is much influence of an immediate work environment on individual behaviors. Thus, individuals are influenced in their behavior as follower by their immediate work context which is affected to a large extent by their leader (Bresnen, 1995; Carsten et al., 2010). This could be a good base for future research to examine if, and if so, how a leader could affect the various specific behaviors of their followers, including possible patterns in them: also beyond the confined of a regularly occurring staff meeting as we did in the present study.

5.3 Limitations
Several limitations need to be considered regarding this study. First of all, the fact that the key variable was not reliable, which limits this research the most. Also that only one organization is studied during this research is limiting. It would be better to investigate more organizations than just one: to get a better view of how followers will behave under the condition of leaders' high regard of the human capital in the team he/she leads. Moreover, when studying more organizations, the sample size of the number of teams and followers/leaders will be bigger, enhancing the chance of obtaining significant results. Furthermore, this research is limited because of the focal organization is just one public organization, and not a company or organization active in the private sector. As last is this research limited by the fact that just fourteen teams are studied and resulted in no significant result which might be due to the small size of fourteen leaders who scored the team's human capital.

6. CONCLUSION
The goal of this research was to find out what behaviors teams show during meetings so that their team leader will highly values their team's human capital. Furthermore, we investigated if there was a difference in follower's behavioral repertoire during team meetings that are rated as less valuable by their team leaders. During this study we focused on the follower behaviors from a transformational and transactional perspective. This was done to answer the following research question: *"What behaviors of followers in meetings enhance the perception of follower's human capital by their leaders?"*. Despite the fact that this research does not have delivered significant results which could give reliable answers on this research question, this exploratory study could still be a good base for further research towards views of leaders on team members' human capital. This is because the executed tests showed an almost significant result on some behaviors. This study concludes therefore that more research on the little studied specific follower behaviors is urgently needed.

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9. APPENDIX.

9.1 Appendix 1 Behavioral coding scheme

Behavior category		Behavior	Definition	Examples
Self-defending	1	Showing disinterest	Not showing any interest, not taking problems seriously, wanting to get rid problems and conflicts	Not actively listening, talking to others while somebody has the speaking term, looking away
	2	Defending one's own position	Protecting the own opinion or ideas, emphasizing the own importance	"We are going to do it in my way." Blaming other people
	3	Providing negative feedback	Criticizing	"I do not like that…" "But we came to the agreement that…"
Steering	4	Disagreeing	Contradicting ideas, opposing team members	"That is not correct" "I do not agree with you"
	5	Agreeing	Saying that someone is right, liking an idea	"That is a good idea" "You are right"
	6	Directing	Telling others what (not) to do, dividing tasks	"I want that" "Kees, I want you to" Interrupting
	7	Task monitoring	Getting back to previously made agreements/ visions/ norms	"We came to the agreement that…"
	8	Structuring the conversation	Giving structure by telling the agenda, start/end time etc.	"The meeting will end at…" "We are going to have a break now"
	9	Informing	Giving factual information	"The final result is …"
	10	Visioning	Giving the own opinion Giving long-term visions	"I think that…" "Within the next years, we want to…"
Supporting	11	Intellectual stimulation	Asking for ideas, inviting people to think along or come up with own ideas, brainstorming	"What do you think is the best way to…?" "What is your opinion about…?"
	12	Individualized consideration	Rewarding, complimenting, encouraging, being friendly, showing empathy	"Good idea, thank you" "You did a great job" "Welcome" "How are you?"
	13	Humor	Making people laugh, saying something with a funny meaning	Laughing, making jokes
	14	Positive feedback	Rewarding, complimenting	"Well done"
	15	Informing personal	Giving non-factual, but private information	"Last weekend, my wife…"