# LEADERSHIP AT ALL LEVELS:
## DEVELOPING MANAGERS TO DEVELOP LEADERS

Diane Bandow, Troy University
bandow2@troy.edu


Terry B. Self, Auburn University
tbs0012@auburn.edu

## ABSTRACT

Some management practices have evolved over time yet management employees often practice traditional employee management approaches that do little to support employee participation, collaboration, create trust, demonstrate leadership or encourage commitment and engagement in organizations. The current environment of hyper-competition and continuous change calls for leadership at all levels of the organization, not just from managers. To develop an environment that encourages leadership from everyone, management practices must demonstrate a more effective approach to develop employees. Expectancy theory and situated learning are proposed as a systematic approach to develop managers and change behaviors necessary to support the development of other employees. Strategic, operational, and tactical leadership behaviors and goals must be evident and in alignment with strategic goals.

## INTRODUCTION

The practice of management has evolved over time; this is clearly evidenced by the changes promoted by Frederick Taylor (Grachev & Rakitsky, 2013; Wren, 2011) when his improvements to management emerged in the early 20th century and made a significant impact not only on management in the United States, but around the world. One of the problems found in management today is that even though the economy and the environment have evolved since Taylor presented his ideas, many of the basics of Taylor's approach to management are still practiced. While Kira and Forslin (2007) emphasized that organizations have moved away from the traditional bureaucracies following the end of World War II, there are still bureaucracies that function in practice. The movement away from the bureaucratic organization and related practices has been supported by social, economic, and technological changes in the workplace and many organizations have made transitions toward a post-bureaucratic organizational form. The newer organizational forms focus on satisfying employee needs and developing individuals, far more than the basic safety and psychological needs supported by Maslow (Kira & Forslin, 2007).

Management, at various levels, is the critical link between organizational goals and employees, and responsible for creating the environment that supports and nurtures success. Unfortunately, traditional management practices do not fit the current environment and do not align with an environment defined by competition and continuous change. Managers expect to "give orders" and be obeyed; employees are often objectified as sources of skills and abilities that can be applied to organizational challenges. Some of the continued perpetuation of outdated management theory based on Taylor's interpretation in the early 20th century could be attributed to the acknowledged gap between academia and practice, as well as, the inability by individuals in organizations to accept change and evolve into more current and effective management practices. Managers often practice management skills based on their personal experiences which often reflect heavily on Taylor's approach to management, although there have been many calling for new approaches to management (e.g., Brightman, 2004; Nixon, 1992; Ray, 1991). This clash between realities is not new (Kira & Forslin, 2007). Another possibility could be that organizations fail in change efforts at least 70% of the time (Nohira & Beer, 2011), as inability to adapt is one of the reasons managers fail (Ray, 1991). Another possible cause could be that relatively few promoted into management are actually trained in management. In reality, promotion is frequently used as a reward for high performers in the organization and many have little to no experience managing people. Another possible cause could be that most organizations cannot agree on the meaning of basic concepts such as manager, management, and organization and as a result there are multiple and competing definitions which result in conflicting ideas of what constitutes reality (Brightman, 2004). Brightman (2004) provided the example of one definition of management that is similar to "getting people to do their jobs" and yet another will define this as "making progress". Some managers consider the job of an employee as a "privilege" that can be taken away at any time, or an employee may define a job as a "right". As a result, all of these situations and more can make effective working relationships difficult and inhibit organizational change.

For the purposes of this paper, management is very broadly defined as any position that holds supervisory responsibility over others. However, the intent of this paper is not to define management, but instead to redefine the role of a manager as one who must develop others to be leaders in an organizational context defined by hyper-competition, emergence of widespread innovation, and a reduction of organizational boundaries (Palmer & Dunford, 2002).

Stewart and Fondas (1992) identified these post-bureaucratic changes in management as requiring less decision-making and more coaching and mentoring that are a fundamental departure from traditional management. Some of the traditional management perspectives focus on a view of Taylorism that reflects a mechanistic and reductionist view of the world as discussed by Shelton and Darling (2001) and calls for a new paradigm that can help organizations become a more effective approach to managerial leadership. Further, Shelton and Darling (2001) emphasized that people want to be led, not managed; as a result, managers who wish to be successful must also develop leadership skills which reflect an understanding that organizations are not charts and processes, but instead are human-based systems connected by networks and relationships. Fleming (2008) suggested that a successful new manager must also seek to lead, as this will provide the ability to influence others' behaviors based on the position power and leadership ability. Ray (1991) emphasized the need for managers to do more than look at the bottom line, as businesses need leadership to survive in a world that is increasingly

complex. Ray suggested that managers need more skills that relate to leadership, such as the need to be a motivator. Isaac, Zerbe, and Pitt (2001) concluded that leadership should be every employee's job.

This paper is a response to the call for new practices, to develop management employees who can then develop their employees for greater participation in the organization, specifically related to management development and a departure from a traditional managerial approach (e.g., Ghoshal & Bartlett, 1996; Palmer & Dunford, 2002; Shelton & Darling, 2001). This discussion is framed around expectancy theory, situated learning, and creating expectations for managers to support more current management practices, as well as a realistic framework for working in organizations to foster employee engagement and participation. However, it is not clear how organizations can develop managers who can, in turn, develop subordinates in these areas, while mired in traditional organizational practices. This new approach to managing people focuses on creating high-performance systems, employee development, the development of trust and commitment and strong networks and relationships. A literature review provides background information on theory, issues and areas of development, and then focuses on a framework for management development. Discussion on implications and recommendations for future research is provided and followed by conclusions.


## LITERATURE REVIEW


The existence of leadership capabilities in managers is an inherent assumption in organizations; this may be a carryover from traditional management practices when skills and capabilities were primary considerations. However, demands for managers now require far more than work assignments and focus on areas such as leading organizational change and developing relationships with other employees that encourage commitment, teamwork, and collaboration. Bryson and O'Neil (2009) confirmed research is mounting that demonstrates the link between positive human resource management (HRM) practices such as employee commitment, development, involvement, and high-performance work systems. These capabilities can be challenging to find in some organizations at any level. For example, although the need for organizational change and transformation may be recognized, one of the reasons change fails for some organizations is due to the existence of a bureaucratic mentality, which impedes progress toward more current and effective management approaches (Kira & Forslin, 2007; Palmer & Dunford, 2002). If organizations wish to succeed and strive to meet goals, organizational leadership must recognize that traditional management practices no longer align with or support workplace environments focused on collaborative decision-making, employee development and participation, commitment, and trust from all employees. The development of managers who, in turn, must develop and support employees calls for different approaches and different expectations.

## Transforming Organizations

Goshall and Bartlett (1996) accounted for the success of some corporations as a result of the transformation process that focuses on sequential development of organizational capabilities and the realization that transformation is not limited to behavior change alone and must include a transformation of structures. Goshall and Bartlett (1996) referred to this process as simplification, integration, and regeneration. Strategies and systems introduced by top management fundamentally reshape an organization, followed by organizational regeneration. In particular, four elements within these common threads are identified to establish an environment to rejuvenate the employees; these four elements are discipline, support, trust, and stretch. As it relates to developing managers to focus on leadership capabilities, building discipline was a key element in the transformation of AT&T, which included unambiguous performance standards, a strong commitment to feedback, and clear and consistent rewards and sanctions (Goshall & Bartlett, 1996). Creating support means commitment to providing access to resources, commitment to legitimate empowerment for employees and focusing on coaching and guidance to develop a supportive environment. In creating stretch, Goshall and Bartlett (1996) identified two of the elements as establishing unifying values that align individual commitment to the organization and that provide employees links to their individual contributions to the larger organizational goals. This creates a sense of fulfillment. To develop trust, Goshall and Bartlett (1996) provided the example from Asea Brown Bovari (ABB), a Swedish-Swiss corporation that focuses on inclusion and participation beyond formal committees and boards. ABB's senior management focus on daily employee involvement in decision-making related to objectives, options and priorities, concentrated on the perceptions of those closest to the customers. Employee relations were built on respect, openness, fairness, and required people to believe in the competencies of leadership and their colleagues.

The final aspect of structural transformation as discussed by Goshall and Bartlett (1996) is regeneration, which ensures continuous learning and will enable ongoing transformation processes. This is the self-renewal in which organizations can develop beyond the past and includes a review of embedded practices; essentially, this alters the way managers think and act. The ultimate goal is to develop all managers into leaders (Goshall & Bartlett, 1996).

## Transforming Culture

Nixon (1992) recognized the need for new culture in organizations that includes employees in the decision-making process because it is unrealistic to expect that management can solve all problems. Due to increasing complexity and competition, organizations should determine how to tap the creative energies, initiative, and intelligence of people at every level. Palmer and Dunford (2002) noted the hyper-competitive conditions that have emerged contributed to the disintegration of bureaucracies and the related emergence of new organizational practices such as innovation, outsourcing, and delayering, which reduced organizational boundaries. Palmer and Dunford (2002) acknowledged that a transition from a traditional organization to a more effective form of management requires traditional practices as well as integration of new

practices. Their research provided an indication that, while new practices are the trend, there is a lack of evidence suggesting a systematic transformation for organizations, indicating the emergence of incompatibility. Further, management needs to determine which traditional practice should remain relevant and useful and under what conditions. Managers should not give in to pressure to adopt "fashionable management ideas" and instead should carefully assess which new management practices could provide the most effective combination for the current context, keeping in mind that continuous change is present.

## Developing Transformative Capabilities

Changing the mindset, behaviors, and attitudes of leadership is necessary and this may be a significant cultural change for many. Shelton and Darling (2001) explained that managers must develop leadership skills that are aligned and congruent with human-based systems, which is a departure from the bureaucratic structures of the past.

Brightman proposed, "The environment necessary to develop managers should include opportunities to make mistakes or fail, and supports experimentation, curiosity and long-term learning; availability of expert models and peers; real life experience under changing conditions" (2004, p. 49). This suggests experiential learning (Frost &Wallingford, 2011), which is generally defined as on-the-job training (OJT) and situated learning (Lave & Wegner, 1991), which is loosely defined as legitimate participation in a context of work activities through which people develop understanding through growing involvement. The differences between OJT and situated learning with traditional training could be described as determining what needs to be learned in a work context and how to learn it instead of traditional 'training' which consists of telling individuals what somebody thinks they need to know.

Nixon (1992) proposed that expectations of top management who will solve all organizational problems is becoming inappropriate because of the need to engage the energy, initiative, and intelligence of employees at all levels for success, and calls for a new culture in organizations. Because leadership drives culture, and culture drives behavior, any change requires changes in leadership behavior. Nixon (1992) believed managers are the key drivers of culture in an organization and unless their management behaviors change, no progress is possible. Nixon's alternatives include creating an environment of encouragement and support, developing relationships based on trust and honesty, and seeing oneself as a "leader of leaders" (Nixon, 1992, p. 36). This includes creating a culture where people take initiative instead of blaming and complaining, and seeing themselves as lifelong learners who welcome change.

To develop a new culture, Nixon (1992) recommended a vision not only for the organization but also for one's position in the organization and for self: developing good relationships with managers and building one's own network as well as being a model for others without pretense to help develop support. Maccoby (2003) proposed developing a learning culture that includes trust and honesty, but also describes the purpose of the work in progress with clear roles and responsibilities. This also calls for understanding people's differences and how they work; facilitating communication, and evaluating based on honesty rather than bureaucratic processes

**Developing an Environment for Leadership**

Isaac et al. (2001) suggested that we must view leadership as the role of everyone in the organization. This view is supported by Ray (1991) who suggested that businesses need to be guided by a special type of leader, as well as the need to abandon the old paradigm for managers. Shelton and Darling (2001) used quantum theory to demonstrate that the development of a new paradigm is necessary for effective managerial leadership, but this requires the end of the old management approach, which was deterministic, reductionist, and mechanistic. Wilson (1996) agreed that the traditional distinction between management and leadership is often not clear, as organizations need both; in reality, leadership and management share similar attributes and concerns.

Kira and Forslin (2007) analyzed case studies and proposed that post-bureaucratic work supports the opportunity for employees to become more engaged; that is, the work was more manageable, comprehensible and meaningful, and allowed interconnectivity. However, there is a need ongoing to understand this "regenerative" work because of the continual changes and emerging demands. This is similar to the regeneration as discussed by Goshall and Bartlett (1996). The opposite of regenerative work is that which depletes employee resources and degrades coping capabilities. Because of the continuing changes and demands, employees may receive mixed signals related to comprehensibility, manageability, what is important, and how the work should be accomplished. Such confusion, if unaddressed, has the potential of reducing the meaning and the purpose of the work itself.

Organizations that desire empowered employees and participative management need a culture in which openness and trust are required (Wilson, 1996), where learning and action are driven by leadership; the responsibility of leadership is to maintain the alignment of the task with the culture, strategy, mission, and vision. Wilson also pointed to the growing democratization of corporations in which stakeholders are being more involved in decisions, representing a cultural shift and more focus on empowerment. This type of action does not fit the traditional role of management or of "being managed" and instead requires the vision provided by leadership for a successful transition. Kira and Forslin (2007) explained how bureaucratic organizational forms are normally defined as "static", whereas post-bureaucratic organizations are in a state of "becoming". Management must be able to provide visions of the future and enable employees to internalize and influence the work by coordinating dialogues about these potential futures. The question that emerges is how can management lead organizations and transform employees into leaders if the only support is from traditional management practices.

**Current Management Issues**

Basic assumptions about management often conclude that managers can learn a specific set of skills that are broken down into basic elements that anyone can master, and usually attain mastery within a matter of hours (Brightman, 2004). Beyond this, there is also an assumption that the best learning for these new managers occurs in a stable environment with expert models,

repetition, and advice. These lead to bullet lists of "to do" items and, as such, cannot provide much impact on the job in situations that arise on a daily basis. This is the basis of the disconnect that may occur between the status quo sought by trainers and developers in organizations and the reality that a uniform and standardized approach that cannot reflect organizational life because reality is inconsistent and somewhat chaotic. Brightman (2004) proposed that a failed management relationship is one of the key causes of poor performance, work dissatisfaction, as well as turnover and absenteeism.

Brightman (2004) explained that if good management could be learned from a "how to" list; there would be many good managers in organizations today. Instead, when good management is considered as a collection of knowledge, behaviors, and attitudes, organization will want to move toward a paradigm that focuses on learning and development of managerial talent over time. Fleming (2008) provided an example in a list of skills recommended for new managers. One of the problems when providing a list of necessary skills is that different organizations may define the necessary skills differently, making management highly sensitive to context and organizational culture.

Brightman (2004) noted another issue: Managers frequently lack a shared understanding with their direct reports; managers often believe that supervisor assumptions are understood and comprehended when these assumptions have never been explained or discussed. In one example, a manager was asked how many times he had told an employee to do A, B, and C; the manager replied that the employee should know it because it is obvious. This expectation for the employee is to have mind-reading talents, particularly as part of a communications issue.

The success of a manager depends on the consent and performance of the governed. When issuing 'orders' and dehumanizing approaches fail, management still considers the position to be about the importance of power rather than relationships with people (Brightman, 2004). As organizations frequently do not reward good management practices or consistently develop managers or support ineffective managerial paradigms, it is often difficult, if not impossible, to turn around a bad situation (Brightman, 2004). Ready and Conger (2003) confirmed that leadership typically approaches managing people based on control, ownership, and power orientation instead of focusing on the need to share accountability. Traditional leadership sees, for example, the need to separate the leader from the subordinates; to appear invulnerable; to be consistent to the point of rigidity; and pursue power rather than purpose (Nixon, 1992). In addition, basing a leadership program on the current best-selling book is not effective because not only is this not aligned with strategic goals; it is approached as a "rush" which is changed every few years. Leadership cannot be learned by simply attending training sessions if employees perceive it is a waste of time. If this happens, any development programs are perceived to have no value.

**Strategy and Management**

There are multiple levels of strategy that must be considered relative to management and leadership. Strategic management is perhaps the most well-known, focusing on the entire

organization. Two other areas that are necessary but acknowledged less frequently are organizational strategy, usually recognized in the business unit, and tactics that are usually considered at the lowest levels of supervision such as that found between a first-level supervisor and direct-report employees. Svensson, Wood, and Mathisen (2008) acknowledged that strategic management is the primary focus. They noted that the key assumption in management practice is the belief that a top-down approach of leadership performance is superior to the bottom-up approach. This assumes that strategic management is the prominent factor, but neglects employee experience, knowledge, awareness, and competency at the operational and tactical levels in business. This suggests not only a lack of leadership and the "know-how" at non-management levels; it also suggests that the knowledge necessary to develop these employees is absent. This exposes a lack of leadership development at organizational and tactical levels. Even if there is a strategic plan, this brings into question the existence of operational and tactical leadership by any level of management and the capabilities of the employees to demonstrate leadership. In addition, even if strategic goals are present, Ready and Conger (2003) pointed to leadership development efforts that are frequently not aligned with strategic goals.

While managers must consider the development of capabilities in themselves as well as their employees focused on strategic goals deployed at the operational and tactical levels, they also must consider the work itself. Stewart and Fondas (1992) stressed the need for managers to think strategically about their work. Traditional supervisors, who were trained to have control, make decisions, reward, and punish, are now required to coach and mentor and actually make fewer decisions because employees now contribute to decision-making. This approach requires managers to build trust in the workforce so people are more willing to change, manage expectations, and modify constraints for themselves and to some extent for their employees. Stewart and Fondas (1992) discussed the need for managers at all levels to look inside and outside the entire organization to see networks, contracts, relationships, and the dynamics that could influence work and jobs. To be prepared for change as it is necessary to develop good working relationships with people who can help meet organizational goals. This requires that managers focus beyond their work groups and work units and nurture relationships outside of work groups, divisions, and organizations. It is also necessary to think long-term even though a traditional manager often focuses on short-term goals. By thinking long-term, managers can be better prepared to predict and be proactive, rather than reacting primarily to short-term goals.

Ready and Peebles (2015), in their discussion on how to develop the next generation of enterprise leadership, have addressed the need to have an enterprise mindset. This could arguably be the responsibility of management at all levels which can prepare the organization to manage change more effectively and includes peer learning networks in which challenges can be discussed with others, the need to have timely feedback which can be highly motivating, and the need to build unit capabilities. Generally speaking, all managers, regardless of level, should be able to demonstrate a comprehensive understanding of the business.

**Setting Manager Expectations**

Isaac et al. (2001) linked expectancy theory and leadership concepts to show how to create motivating work environments. The authors propose that every organization should be comprised of leaders rather than employees who are capable of taking control of situations and influence others, as influence is necessary to instill the mission and the purpose in other employees. Each employee should be able to lead and follow depending on the situation as well as contribute to planning, organizing, and controlling activities that are typically associated with the traditional management role. In short, Isaac et al. (2001) proposed the need to eradicate the distinction between leaders and followers and between manager and leader because it takes the collective efforts of everyone to make it possible for a CEO to accomplish strategic goals. This requires a significant change in how managers are developed and how managers, in turn, develop employees.

**The Role of Expectancy Theory**

When applying expectancy theory, as proposed by Vroom in 1964 (as cited in Isaac et al., 2001), and also known as the valence, instrumentality, and expectancy model (VIE), the authors describe this process theory of motivation because of the emphasis on environment, subsequent interactions, and individual perceptions. This is why expectancy theory can provide an approach to help individuals accomplish their leadership goals because it can influence psychological processes in followers. Motivation is expected to occur when three conditions are perceived; these include expending personal effort that results in acceptable performance, specific outcomes which are expected when the performance level is achieved, and that the outcome is of value to the individual.

For example, expectancy theory links performance to outcomes. When setting goals, the work must be reasonably challenging, developed in consideration of the ability of the person who will do the work, and the understanding that people have different levels of self-confidence and self-esteem depending on the task. The leader and the follower must have a clear and exact understanding of what is acceptable from which is not, and the leader must understand that when the follower expends effort this leads to satisfaction (Isaac et al., 2001).

Isaac et al. (2001) proposed that leaders are successful when they can "pull" a follower through influence rather than through a command; when they get to know their followers and what motivates them as well as their personal stages of development by understanding needs, motives and goals, and understand that they cannot directly motivate followers. Other required leadership qualities include honesty, consistency of behavior, and perception of fairness.

Eden (1988) explained two different aspects of expectancy theory: Many see VIE as state expectancy, which is a perception about a particular situation, but this is seen as a state and does not adequately describe personal areas of expectancy. Trait expectancy is based on self-confidence perceptions, and both state expectancy and trait expectancy play roles in motivation.

If leaders are unwilling to spend the effort involved, they are denying the organization the benefits of the numerous possible contributions and even forgoing opportunities to grow "…by failing to create the future everyone seeks" (Eden, 1988, p. 224).

**The Role of Situated Learning**

Frost and Wallingford (2011) proposed a planned, supervised and organized approach to management development "in place" of on-the-job training (OJT) as an effective approach to developing managers through experiential learning. Experiential learning refers to learning from actual experience, and situated learning refers to the specific context; an example of both experiential learning and situated learning would be OJT. Although OJT is an effective way to support learning in the workplace for non-managerial employees, this is not widely used in management for several reasons. Poor implementation of training methods and the lack of a structured environment, as well as poorly defined competencies - or no competencies defined at all -(Bohlander & Snell, 2010) can make this challenging and provide little value. The authors argued that a well-organized, well-planned, and supervised training program for core management development is needed on the job, using a situated learning approach.

Brightman (2004) emphasized that there is a better way to teach necessary skills and have learning opportunities, mentors, and expert models available by training managers on the job. Indeed, mentoring and providing expert models are accepted practices as an effective way to develop new managers but organizations struggle with work demands, time constraints, and sometimes a lack of mentors and expert models due to workload and time demands.

Job rotation, cross training, and apprenticeships are not a good fit for managers; in addition, sending managers to workshops and seminars away from their current positions is expensive and often nonproductive as many of the skills learned may not be practiced upon returning to the workplace (Frost & Wallingford, 2011). Frost and Wallingford (2011) also proposed experiential learning as noted can increase organizational commitment in managers, contribute to personal career goals, serve as a positive impact on diversity, and generally become an effective action model for learning and development, as mentoring and providing expertise also support the development of coaching skills.

Minter and Thomas (2000) proposed employee development through coaching, mentoring, and counseling. Although this focuses primarily as a task for supervisors to work with employees, these should also be considerations for the development of management employees. Brocato (2003) discussed how organizations need to transition out of the old managerial paradigm of constancy and conformity and focus on the new reality of unpredictability and varying environments. Brocato (2003) reminded us that coaching is about very specific items, not generalities, and coaches must be specific in recognizing work well done. Saying "nice job" is not effective recognition. Brocato required specific behaviors, causes, and actions that are meaningful to employees. However, to be a good coach, leaders need to be self-aware and know themselves, their strengths, and their limitations - and be willing to develop as a coach. Some items in the coaching process include getting the team member involved instead of just talking

"at" the person; focusing on attitude rather than behavior, be specific about what has to be done to improve performance, always follow-up to be sure action which has been agreed upon happens, and always acknowledge the improvement with positive feedback.

Mantz and Sims (1980), citing Bandura's social learning theory, proposed leadership begins with self-management, which is a key element of social learning theory. Managers, who can develop self-management abilities in employees, are providing the introductory aspects of leadership in terms of participation, engagement, and commitment by setting specific, realistic goals and personal expectations. This includes role modeling, guided participation, and reinforcing behaviors that demonstrate effective self-management.

Using role modeling to develop managers (Warhurst, 2011) focuses on the process of "becoming". Although there has been little research on role modeling in management, Warhurst's (2011) empirical research provided key lessons learned from role models including values, attitudes, and ethical approaches. The research found openness to personal learning and development, yet the concept of role modeling for management development purposes may not be as widespread as assumed (Warhurst, 2011). One conclusion drawn from the research is that social learning through role modeling is a significant factor in management development for both positive and negative role models. Learning qualities such as acting ethically, articulating values, supporting and appreciating people were learned as part of the mentoring effort, suggesting that formal learning programs may need to be reevaluated and perhaps move toward less formal programs with more focus on experiential learning and situated learning.

Larsson, Sjöberg, Vrbanjac, and Björkman (2005) studied indirect leadership in a military context to obtain a better understanding of how those in leadership positions can influence employees who are not direct reports. They proposed a model through which indirect leadership was defined as two simultaneous processes, one of which is based on direct interaction with the group, usually a subordinate managerial group, and the other is an influence process related to image and being a role model. For this to be effective employees at the lower levels must be able to trust both processes which are necessary to develop commitment and encourage active participation. When there are problems these are often related to the lack of trust. The lack of trust encourages messages to be perceived and redefined in non-supportive ways.

Larsson et al. (2005) suggested indirect leadership through role modeling includes the multiple components through which behavior patterns are discerned. For example, some of these include consideration (care and respect; devoting time to self and others), basic attitude (integrity, reliability, trustworthiness, organizational responsibility, personal role in caring, respect for others) and, when consistently and reliably present, set the standard for behavior.


**Supporting Innovation**


Keathley, Merrill, Owens, Meggarrey, and Posey (2013) recognized the importance of developing a creative environment to enable creative people. This can include supporting people

through hard times and allowing time for creative development. This also includes respect for the creative genius who may not fit well or be perceived as "different" in the environment.

Cheverton (2001) proposed that managers have a duty to protect the "mavericks" in their organization, "the round peg in a square hole", because mavericks, when nurtured, can do "out-of-the-box" thinking, suggest new ways of looking at old problems, and even renew entrepreneurial aspirations through which the organization may have developed in the first place. Protecting the maverick may be the most important job in the organization because the maverick is the only one who makes progress (Cheverton, 2001).

## IMPLICATIONS

If traditional management practices are the norm in organizations, not much is going to change because of the misalignment between bureaucratic systems, as bureaucracies and related practices do best in static and unchanging conditions. If organizations are unwilling to assess the current practices of managers, look at behaviors, and look at expectations as they relate to organizational goals, little is going to change. Managers have significant influence over employees and can influence retention, turnover, job satisfaction, attitudes, and even goal attainment in organizations. Hewson (1997) predicted that companies that are currently in a comfort zone with old-style management would be unaware of the crisis. Such giants as IBM, General Motors, and General Electric were the first to experience disruptive change. Companies that are currently comfortable will experience the second wave of disruptive change and they are unable to see the need to change internally so change can be managed externally; if they are unable to change, they may find themselves in the middle of a crisis (Hewson, 1997).

## FUTURE RESEARCH

As much of the management literature must be continually updated due to the changing environment, a significant number of opportunities exist to look at expectancy theory, situated learning, and experiential learning in organizations. Conducting research in organizations to determine alignment between existing management training and employee expectations can help identify gaps in experience and training. Reviewing organizations for traditional management practices to determine what types of practices can help identify areas of change that are needed to encourage more effective management behaviors and concepts. Exit interviews, retention, and turnover information may also help identify the existence of ineffective traditional management practices that can help organizations address better ways to develop managers who ultimately develop the next leaders.

## CONCLUSIONS

The jobs of managers have changed radically since the days when bureaucracies flourished. Managers' jobs require relationships that are more complex and a much broader scope of responsibilities; there is typically a heavier workload, a demand for faster and better results in ambiguity about the best options to meet organizational goals. Managers should not be left to their own assumptions on how to manage because of the tremendous influence they have on subordinates, peers, and other employees. Organizations must provide development opportunities to improve managerial skills based on strategic organizational goals as well as guidance for expectations on desired outcomes and behaviors that need to be demonstrated in the workplace as these managers represent the organization at all levels. Managers can coach and support; they have the opportunity to reduce potential for failure and can support sustained, successful performance. When organizational leadership can support managers, managers can learn from coaches and role models, creating cumulative effects of positive experiences; this raises expectations at all levels.

Organizations should also look at processes related to human systems and abandon the bureaucratic processes that worked years ago but no longer fit in an environment of continuous change. This requires changing expectations and aligning these expectations with the behaviors and attitudes of managers at all levels so these managers can develop leadership in employees throughout the organization strategically, operationally, and tactically.

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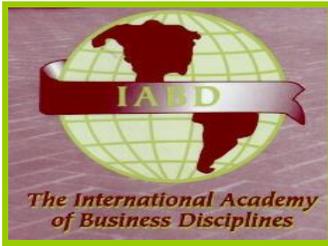
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