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EXPLORING THE DEVELOPMENTAL MANAGER PHENOMENON WITHIN THE CONTEXT OF HIGHER EDUCATION

By

Tina Marie Riley

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ABSTRACT

EXPLORING THE DEVELOPMENTAL MANAGER PHENOMENON WITHIN THE CONTEXT OF HIGHER EDUCATION

By

Tina Marie Riley

The growth of the workplace as a site of learning, the increasing importance of informal learning at work, and the resulting changes in the roles of management have led to a significant body of literature, predominately prescriptive, on managers' possible roles in workplace learning. Little is known, however, about how managers perceive this role, and the events leading them to hold the view that employee learning, growth, and development is an integral part of their supervisory role.

The purpose of this qualitative study was to explore the lived experiences of staff managers within the context of higher education, focusing particularly on their relationship with employees and employee learning, growth, and development. The research question guiding this study was "How do staff managers in the context of higher education come to understand and construe their managerial role?" To find answers to this question, in-depth interviews were conducted with five managers in a large research university in the Midwest. The focus on staff managers was intentional, as this important group of individuals has been largely ignored in research on the academy.

The findings indicate that the participants hold an alternative conceptualization of management wherein employee development is a defining characteristic of the management role rather than a separate role or function. Three elements set this conceptualization apart from other management models: (a) employee development is

integrated into the supervisory role and the lifelong learning needs of employees is a fundamental consideration; (b) because employee learning, growth and development is integrated into the supervisory role, role conflict is not experienced; and (c) there is a substantial use of and reliance on reflection.

The participants in this study experience developmental management as reflective practice and perceive that their past experiences have led them to a developmental conceptualization of their supervisory roles. The lessons, values, assumptions, and principles that they learned in childhood form the basis of their working philosophy. Added to these early experiences are life experiences as adults, including family and past work experiences. Together these experiences are perceived as having a substantial influence on how they understand their roles. These experiences are reflected upon and inform the course of action the participants choose when they are faced with non-routine employee interactions or situations.

This study has added to our understanding of the ways in which managers influence employee learning, growth, and development. It has also provided insight into the ways in which individual managers come to hold the view that fostering such learning, growth, and development is a defining characteristic of management. This insight has implications for both theory and practice as the workplace continues to be an important site of adult learning.

I dedicate this dissertation to my son, Trevor M. Riley.

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To the men and women who so generously shared their time and experiences with me during this project: Thank You. This is your story.

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Chapter One

Introduction

At 21, I left college to be a full-time mom. At 25, I was a divorced single parent looking for work. At the local grocery store, I interviewed with a man named Don who asked why I wanted the job. Feeding my child seemed to me to be a good reason to want work. Don agreed and offered me the job, contingent upon my enrolling in a class for displaced homemakers that a nearby college was offering. As this was a free class, I agreed. My first day on the job started with Don asking what I had learned in the class. All I had learned, I responded, was that working in a grocery store was not the best career choice for me, and that better choices required a college degree. Over the following weeks Don and I had several conversations about what I wanted to do with my life and when was I going to enroll in college. Within three months, I was taking classes and Don was scheduling my work hours around my class schedule. At 42, I am now teaching managers and human resources professionals in a big-ten university and completing my Ph.D. In large part, I owe my current position, and the lifestyle that it affords, to Don. Had it not been for his support of my education, I would very likely still be working in a low-paying, service-sector job.

My experience with Don in the personal narrative above highlights three major themes related to adult learning that are relevant to this study: (a) "...education and development continue throughout working life" (Poell & Van der Krogt, 2003, p. 252), (b) the workplace has a significant role in adult growth, learning, and development (Dirkx, 1996; Rainbird, 2000; Watkins, 1989; Wexley & Latham, 2002) and (c) managers can exert considerable influence on employee learning, growth, and development (Ashton

& Maguire, 1986; Bradfield, 1992; Ellinger, Ellinger, and Keller, 2002; Ellinger, Watkins, and Bostrom, 1999; Grace & Straub, 1991; Grugulis, 2003).

The growth of the workplace as a site of learning, the increasing importance of informal learning at work, and the resulting changes in the roles of management have led to a significant body of literature, predominately prescriptive, on managers' possible roles in workplace learning. This prescriptive focus is not surprising given the increasing focus on techniques and solutions in management education and development (Burgoyne and Jackson, 1997; Clutterbuck, 2000).

The prescriptive focus on how management should foster learning in the workplace has led to a dearth in the literature on understanding how managers experience their employee development role. Exploring the ways in which managers think about workplace learning and their corresponding roles is important as managers exert greater influence over employee learning, growth, and development (Van der Krogt & Vermulst, 2000). Enactment of this influence has the potential to cause conflict for managers as they seek to create work environments that foster learning while ensuring productivity, two goals which may be viewed as dichotomous. This dichotomy may create confusion for employees as managers act in accordance with whichever role is being enacted at any given time (Ellinger & Bostrom, 2002). Given these challenges and the current lack of empirical research, Stewart suggests that exploring the ways in which managers view their roles is "the most open-ended, and potentially the most difficult and the most exciting of the possibilities outlined so far" (1989, p. 8).

The purpose of this study was to explore the ways in which managers experience the developmental management phenomenon. Managers who hold developmental

relationships with employees by exhibiting developmental behaviors that seek to foster learning, provide employees with emotional support, or facilitate employees' careers (D'Abate, Eddy, & Tannenbuam, 2003) are referred to as *developmental managers.* Developmental managers view employee growth, learning, and development as integral to their managerial responsibilities and regularly engage in developmental activities such as coaching, mentoring, teaching, supporting, and guiding employees.

Background to the Study

Over the past two decades, managers have been given greater responsibility for employee learning. It has become commonplace for managers to engage in some form of activity to enhance employee development. Douglas and McCauley (1999) conducted a study of formal development relationships in use in 300 American firms including coaching, mentoring, apprenticeships, and action learning. As a result of their research, they combined these separate constructs under the broad heading of developmental relationships. In an effort to build on the work of Douglas and McCauley and bring additional clarity to the developmental relationships construct, D'Abate, Eddy, and Tannenbaum (2003) conducted a comprehensive review of 182 scholarly articles published in the *Academy of Management Journal, the Academy of Management Review, Human Resource Development Quarterly, the Journal of Applied Psychology, the Journal of Applied Social Psychology, the Journal of Management, the Journal of Vocational Behavior, and Personnel Psychology* (p. 369). D'Abate et al. identified 23 different characteristics of developmental interactions being used in the literature. They grouped these characteristics into six separate categories: participant demographics, interaction characteristics, organizational distance-direction, purpose of interaction,

degree of structure, and behaviors exhibited (p. 366-367). The exhibited behaviors were further grouped according to the purpose of the interaction. The purposes of exhibited behaviors that D'Abate et al. (p. 367-368), identified include: enhancing the employee's ability to learn, such as modeling problem solving and providing opportunities for practice; providing emotional support, such as affirming, befriending, and claming; and assisting with career progression by providing networking opportunities. Further examples of the behaviors associated with each of the categories are provided in Chapter Two.

The research conducted by Douglas and McCauley (1999) and D'Abate, Tannenbaum, and Eddy (2003) provides a foundation for further exploring developmental relationships and the impact that managers can have on adult learning in the workplace.

The focus on employee development in both research and practice reflects a departure from previous conceptualizations of management. To more fully understand the significance of the developmental conceptualization of management on adult learning in the workplace, it is necessary to review the history of Western-style business management.

During the early 1900s, Taylor's Scientific Management Theory (1911/1972) framed the structure of most work environments. Under Scientific Management, the primary role of management was to increase production through the command and control of employees. Training consisted of managers explaining to employees how to perform a simplified task in the most efficient manner (Taylor, 1972). Employees were not allowed to deviate from these predetermined processes. Additionally, employees were

not required or encouraged to provide suggestions for improving the manner in which work tasks were performed.

The nature of work began to change in response to the changing needs of society. In the 1980s, command and control management began to give way to employee involvement and empowerment (Rowden, 1996). Under this model, employees took on many of the responsibilities previously in the purview of managers. In dramatic contrast to the tenets of Scientific Management, employee input and problem solving was encouraged, expected, or required. These changes in the expectations and roles of both employees and managers, economic constraints resulting from global competition and economic downturns, and rapid technological advances changed the nature of work so that continuous learning began to be seen as a requirement of workplace success (Bennis & Nanus, 2003; Ellinger, Ellinger & Keller, 2002; Gilley & Maycunich, 2000; Senge, 1990). These changes have led to a dramatic increase in the importance of work as a site of adult learning.

Today, the workplace is a major site for informal and formal adult growth, learning, and development (Dirkx, 1996; Rainbird, 2000; Watkins, 1989; Welton, 1991; Wexley & Latham, 2002). The magnitude of this phenomenon is evident when comparing the 10% of employees trained in the workplace in 1987 (U.S. Census Bureau, 1999) to the 79% who experienced workplace training in 2002 (American Society of Training and Development [ASTD], 2003). Watkins (1989) stressed this point by stating "adult education in business and industry is the fastest growing area of practice in the field of adult education in the United States" (p. 422). This focus on employee learning, growth, and development, both formal and informal, is altering the nature of management

as work is restructured to promote learning in addition to promoting productivity (Bierema, 1996; Harris, 1985; Pearson, Chattergee, & Okachi, 2003). While the decision to create an organization that fosters continuous learning may emanate from top leadership, it is the first level managers who serve as a link between the leadership and the employees (Salleh & Grunewald, 2001). It is the managers who engage in the behaviors that facilitate employee learning.

In order to facilitate employee learning, growth, and development, managers act as coaches (McGill & Slocum, 1998), educators (Antonioni, 1994), facilitators (Ellinger & Bostrom, 2002; Weaver & Farrell, 1997), learning leaders (Argyris, 1993), and teachers (Cohen & Tichy, 1998). To avoid adding another term to this body of literature that already suffers from a lack of consensus on terms and definitions (D'Abate, Eddy & Tannenbaum, 2003), this study relies on the umbrella term *developmental relationships*, identified by Douglas and McCauley (1999). Managers who hold developmental relationships with employees by exhibiting developmental behaviors that seek to foster learning, provide employees with emotional support, or facilitate employees' careers are therefore referred to as *developmental managers.* The developmental relationship between managers and employees shares a striking similarity to the relationship that exists between teachers and students.

Based on his review of both management and teacher literature, Eden (1990) asserts "[t]eachers and managers actually do have quite a bit in common. Both have authority over other persons whose activities they direct and for whose well-being, accomplishments, and future they assume considerable responsibility" (p.16). The developmental manager has responsibility not only for employee work performance but

also for employee learning outcomes. It is reasonable to consider that in the same way that teacher expectations influence students' learning outcomes (See Good 1987, for review; Rosenthal & Jacobson, 1968; Rosenthal & Rubin, 1978), developmental managers' views and expectations will influence employees' learning outcomes. This contention is supported by a body of research beginning with Merton's (1949) groundbreaking work exploring the significant impact that expectations can have on the shaping of reality. In organizational contexts, expectations have been found to influence both employee performance (Hogan, 1987; Phillips & Dipboye, 1989) and trainee outcomes (Eden, 1990; Eden & Shani, 1982).

In addition to broadening managers' spheres of influence over employee work and learning outcomes, the changing nature of management has implications for managers themselves. As organizational expectations change, managers must rethink their relationship with employees and what being a manager means. Reflection on the meaning of management and on their interactions with employees may help managers make sense of their changing roles. Reflective practice, particularly guided reflection, (Johns, 2000; Schön, 1983; Schön 1987) is used to foster deeper understanding and enhance the practice of teachers and other educators. Given the similarities between teachers and developmental managers in today's workplace, it is reasonable to assume the use of reflection would enhance managers' understanding and performance of their organizational roles. A discussion of the role of reflection in learning and management is provided in Chapter Two.

The educative roles of developmental management may be viewed as distinct from, and contradictory to, the more traditional management responsibilities of

accountability and productivity (Kaiser, 1996; Ellinger & Bostrom, 2002). Limited research has explored the ways in which managers experience these seemingly contradictory roles. In one of the few empirical studies that have been conducted, Ellinger and Bostrom (2002) found that managers did perceive employee learning as separate from their traditional managerial role. The managers who participated in Ellinger and Bostrom's study were found to view management and facilitating employee learning as not only separate but completely dichotomous roles. This dichotomy led to feelings of role conflict. Ellinger and Bostrom represent these two roles, that of traditional management and that of learning facilitator as two ends on a continuum. Managers who fully identify with the learning facilitator role, they assert, would likely not experience this role conflict (Ellinger & Bostrom, 2002). The experience of managers who fully identify with the learning facilitator role have heretofore been absent from the literature. Given this absence, whether such managers experience role conflict, or other types of conflict, has also missing from the literature.

Although there is a plethora of prescriptive literature claiming that managers should take responsibility for employee learning, growth, and development, (Argyris, 1993; Cohen & Tichy, 1998; French & Bazalgette, 1996; Gilley & Maycunich, 2000, Salleh & Grunewald, 2001), insufficient empirical research exists exploring the ways in which managers experience the developmental manager role (Altman & Iles, 1998; Ellinger & Bostrom, 2002). Empirical research in related areas of organizational life is, therefore, informative.

The leadership literature is informative because some characteristics of organizational leadership, such as holding a holistic view of employees, promoting

problem solving, and learning are also characteristics of developmental management. As Bennis & Nanus (2003, p. 20) point out, however, "[t]here is a profound difference between management and leadership... 'To manage' means 'to bring about, to accomplish, to have charge of or responsibility for, to conduct.' 'Leading' is 'influencing, guiding in direction, course, action, opinion." The behaviors that developmental managers engage in, such as teaching, encouraging, and supporting, likely have the effect of influencing and guiding employees' direction, courses of action, and opinions. Developmental management, then, may be viewed as exhibiting certain leadership behaviors.

While this view of developmental management, and the current thinking on leadership, suggests that leaders exist at all organizational levels and need not be linked to positions of formal authority (Bolman & Deal, 1997; Heifetz 1994), there is a trend in the literature to focus on those holding high levels of formal authority. This focus on high levels of leadership within the organization is particularly noticeable in academic leadership literature, where the focus is almost exclusively on the positions of president, provost or chair. Empirical research on lower levels of academic management is slight and focuses on the experience of faculty rather than staff (see for example Bergquist, 1992).

In addition to leadership studies, research on work-family initiatives in organizations also provides insight into the developmental management phenomenon. Work-family policies are defined as "employer policies to support the integration of paid work with other significant family demands" (Kossek, in-press). This represents a holistic approach to management that is consistent with the view encompassed by developmental

management. Certain behaviors associated with developmental management, such as providing support and allowing flexible work schedules, enhance employees' ability to integrate work and family responsibilities. Developmental management also fosters employee personal growth and development, thereby enhancing employees' competency in areas such as communication, interpersonal, decision-making, and lifelong learning, skills identified (Stein, 2000) as necessary for adults to succeed in the knowledge age.

This study is informed by existing research on the workplace as a site of adult learning opportunities. It adds to the literature by exploring how staff managers in the context of higher education experience the developmental manager role. The decision to focus on university staff managers sheds light on staff level management within the academy and provides voice to this ubiquitous yet under-examined population.

Research Question

In response to societal changes, the workplace has become a dominant provider of adult learning opportunities. The emphasis on employee learning and development has significantly altered both the structure of work, the role of managers, and their sphere of influence over employee outcomes. While this is arguably beneficial for employees and organizations, little is known about the ways in which managers experience the role. Therefore, the primary research question is: "How do staff managers in the context of higher education come to understand and construe their managerial role and perceive the developmental management phenomenon?"

Significance

This research has implications for both theory and practice. Given the increasing importance of lifelong learning and the emphasis on the workplace as a provider of adult

learning opportunities, a deeper understanding of the developmental manager phenomenon is warranted. The current literature will be augmented by an examination of experiences of managers as they enact their supervisory roles.

The findings of this study are important for a variety of reasons. As adults continue to be faced with changing expectations in the workplace and in their personal lives, the need for lifelong learning increases in importance. These changes impact employees as well as managers. The changing nature of management to include responsibilities for employee learning requires managers to hold developmental relationships with employees by exhibiting behaviors that foster employee learning. These developmental activities are generally in addition to, rather than in place of, more traditional management behaviors that seek to enhance productivity. Previous research indicates that developmental managers may experience role conflict when attempting to fulfill both developmental and traditional management responsibilities. By exploring how the developmental manager role is experienced, this conflict may be articulated and reflected upon, thereby leading to strategies for minimizing the potentially negative effects of the conflict. This is particularly important as the workplace continues to grow as a site for adult learning and managers continue to take on greater responsibility for employee learning, growth, and development. It is hoped that human resource development and management development professionals, particularly those working within higher education institutions, will utilize the findings of this study to inform their management development practice.

In addition, while it is an accepted notion (Kerry, 2001) that support staff are critical to the operations of educational institutions, very little research has been

conducted exploring how support staff experience their work. Support staff are often missing from research on the academy, which is primarily focused on faculty and university leadership. This study will add to our understanding of this ubiquitous yet little understood population within the academy.

Finally, as my work and research interests lie in the intersection of higher education administration and management development, this research will inform my own practice. The developmental manager phenomenon is still emerging and many questions remain unanswered. These questions provide numerous opportunities for further research. Specific suggestions for future research are articulated in Chapter Six.

Limitations

As with any research, limitations exist in this study. The first limitation lies with the population from which the study sample was drawn. The participants in this study were all unionized employees working in a large university in the United States. The University setting may limit the relevance of the study for those interested in the developmental manager phenomenon in other types of organizations. By focusing on support staff functions, this difference is somewhat diminished, however, as support staff work lives within the academy share many similarities with staff in industry. In contrast to the faculty experience, support staff have clear lines of direct supervision, work regular shifts, and are subject to progressive corrective action (discipline) up to and including discharge for poor performance, violation of organizational rules and policies, or exhibiting behavior problems.

Another limitation arises from the union status of the study participants. As union members, the managers in this study enjoy greater job security than do managers who are

not represented by a union. Non-unionized employees generally fall under the doctrine of employment-at-will. The employment relationship of an at-will employee may be terminated by either the employer or the employee at any time for good reason, bad reason, or no reason whatsoever. Unionized employees, in contrast, may only be terminated for just cause. Just cause clauses outlining criteria for determining cause in disciplinary cases are negotiated between the union and the employer and are included in the resulting collective bargaining agreement. Also in the collective bargaining agreement are formal grievance procedures, which unionized employees use to seek redress if they believe that they have been treated unfairly. Job security provisions that protect employees from job loss are also included in the collective bargaining agreement with the employer. The job security and just cause provisions, coupled with the unions' duty to represent employees in disputes and negotiations with the University, may increase the participants' willingness to engage in employee development activities than would otherwise be the case.

Potential gender differences among managers represent an additional limitation in this study. Concerns surrounding the nurturing and development of others, such as might be underlying the developmental manager paradigm, have generally been associated with women. While these and other gender differences are important, they are beyond the scope of the present study. Fortunately, other scholars are exploring gender differences in management (see for example Davidson & Burke, 1994 – 2000; Van Velsor & Hughes, 1990).

Additional limitations exist due to the study's exclusive focus on the managers' perceptions of the developmental management phenomenon. It is possible that the

employees with whom these managers work perceive the managers' roles, responsibilities, and behaviors quite differently than do the managers themselves. The exclusive focus on the managers also fails to evaluate whether, and to what extent, learning actually occurs as a result of the managers' behaviors. Future research exploring the employees' experience of the developmental manager phenomenon, including an evaluation of learning outcomes is, therefore, warranted.

Chapter Two

Literature Review

In response to the changing needs of society, the workplace has become a significant provider of adult learning experiences (Dirkx, 1996; Rainbird, 2000; Watkins, 1989). Given global competition and the rapid technological change of the Knowledge Age " [a] literate, educated, inquisitive, problem-solving workforce is essential to the survival and competitiveness of business and industry" (Rowden, 1996, p. 3). The realities of today's society require that adults be competent in communication, interpersonal, and decision-making skills and continually engage in learning (Stein, 2000) as they fulfill their roles both within, and beyond, the workplace. Societal changes and the resulting changes in the workplace have led to a new model of work that incorporates learning as an integral part of the work process (Bierema, 1996; Harris, 1985; Pearson, Chattergee & Okachi, 2003; Senge1990). Under this model, the role of management, and management's relationship with employees, is changing from one of command and control, where knowledge and authority reside with the manager, to a developmental model (Newstrom & Davis, 1997) where managers facilitate learning opportunities and strive to create an environment conducive to adult learning. In this emerging developmental model, knowledge is co-created (Bruffee, 1999) through the collaborative efforts of employees and managers. Indeed, such collaborative learning in the workplace is deemed critical and is built on the understanding that "learning is the most important activity of modern-day organizations" (Bensimon & Neumann, 1993, p. ix). Fishback and Polson (1998) found that an environment that is both challenging and supportive facilitates adult learning. Reflection also facilitates learning. Recognition of the value of

reflection to adult cognitive development is not new. In 1933, Dewey defined the act of reflection as "active, persistent, and careful consideration of any belief or supposed form of knowledge in the light of the grounds that support it and the further considerations to which it tends" (1933, p. 118). Dewey's model included five states of thinking: suggestions, intellectualization of the experience, use of one suggestion after another to guide observation, mental elaboration or reasoning, and testing the hypothesis (1933, p. 199-209). Building on Dewey's work, Boud, Keogh, and Walker (1985) condensed Dewey's five states of thinking into three: returning to the experience, attending to feelings about the experience, and evaluating the experience.

One of the most influential scholars of reflection is Schön. Schön's conceptualization of reflection presents a distinction between two types of reflection that professionals engage in: reflection-in-action and reflection-on-action. Reflection-in-action occurs during an experience or "thinking on one's feet" (Schön, 1983. p. 68). Reflection-on-action involves looking back on the experience after it has occurred. When reflecting-on-action, one looks back at an event and considers what happened and thinks critically about the reasons why one responded to the event in a given manner.

The work of Argyris, Senge, and others has influenced organizational human resource and management development efforts through the concepts of organizational learning and the learning organization. The impact of Schön's work on reflection has been more evident in teacher education. The value of reflection has been less accepted in management practice where "reflection of any type has been considered a luxury... Yet, paradoxically, reflection is becoming more important, particularly for managers"

(Marsick, 1990 p. 23). As Siebert and Daudelin (1999) suggest "the blending of reflection and management is essential to productive learning."

The concepts of experiential learning (Dewey, 1933; Kolb, 1984), action learning (Argyris & Schön, 1978), and the learning organization (Senge, 1990) inform the adult learning that occurs in the workplace and the restructuring of work to incorporate learning. The developmental model of management rests primarily upon these theoretical foundations of adult learning and organizational behavior. These foundations also include Bandura's social cognitive theory (1986), which recognizes that learning takes place within a social context. The social context in the workplace includes department level subcultures. These subcultures have been found to be critical to understanding how organizational policies are put into practice (Palthe & Kossek, 2003). In the workplace context, indirect learning may occur at the departmental level as employees observe and model the behavior of their immediate supervisor. Similarly, the human resources model of organizational behavior that "is concerned with the growth and development of people towards higher levels of competency, creativity and fulfillment" (Newstrom & Davis, 1997, p. 15) supports the emerging developmental manager model. The human resources model views the management role as one of service rather than control. This is consistent with the concept of servant leadership (Block, 1993) wherein managers release control by empowering employees and achieve organizational goals through the growth and development of others.

Background

To more fully understand the significance of the developmental model of management for adult learning and management theory and practice, a review of Western style business management is appropriate.

Management in America has evolved since Taylor's Scientific Management (1911/1972), which began in the early the 1900s. Scientific management was predicated on the view that efficiency is achieved by breaking complex tasks into their simplest elements. Under this model, workers needed only rudimentary skills training to perform these simplified tasks. The accompanying management style was that of command and control where managers ensured that workers performed tasks as proscribed without deviation. This model of work and management can be understood as a panopticon, with the manager being an all-seeing central authority figure continually monitoring worker activity. This model required multiple levels of management, each responsible for monitoring the performance of the next lowest level. During this period, research interest into the formal practice of management grew significantly. One outcome of this interest was the development of Managerial Role Theory (Mintzberg, 1983) that continues to shape management development today (Pearson, Chatterjee, and Okachi, 2003). Mintzberg identified four primary functions of management: planning, organizing, coordinating, and controlling. According to Mintzberg, these functions apply to all levels of management, and can be defined in terms of 10 roles such as monitor and disturbance handler, disseminator and liaison, leader and figurehead. These four primary functions, and the 10 corresponding roles, form the basis for a traditional understanding of business management in America.

Although scientific management began in business and industry, higher education has been greatly impacted by its principles. In 1910, The Carnegie Foundation for the Advancement of Teaching sought out a mechanical engineer, Morris Llewllyn Cooke, to study the efficiency of Western higher education. One finding of this study was a reported need for greater uniformity and accountability. To achieve this, Cooke introduced the "student hour" (1910, p.19), the precursor of today's credit hour, as the unit of measurement by which universities would achieve this uniformity and accountability and by which its management would be evaluated. As explained by Cooke "The college professor must take the position that he is not an individual set apart, and that in the long run he must be governed and measured by the same general standards that obtain in other positions" (1910, p. 21). To facilitate the adaptation of scientific management principles to higher education, Knowles (1970) wrote an extensive handbook explaining in detail how its concepts could be applied to higher education. Other scholars began to exhort academic leadership to adopt business management models (McManis & Parker, 1978; Rourke & Brooks, 1966) with the goal of "produc[ing] at the lowest cost goods desired by customers – that is, to make higher education more like a business" (Birnbaum, 2000, p.27). This represented a dramatic shift in the thinking surrounding the structure and management of higher education in America. This shift to a business model of academic management led to increased scholarly interest in the management of institutions of higher education. The literature during this time, both descriptive and prescriptive, focused primarily on policy-level issues such as budgeting, planning, accounting, and information systems. As the business model became accepted as appropriate for higher education, administrators were

encouraged to improve overall management of the institution by adopting other business management techniques such as Management by Objectives (MBO), Total Quality Management (TQM), and Continuous Quality Improvement (CQI). Although the TQM/CQI movement in higher education "provoked serious discussion not only of its technical merits but also of its educational and social implications" (Birnbaum, 2000, p. 107), research exploring the impact of management models on academic support staff remains scarce.

Emerging Management Models

As the needs of society and the workplace began to change in the 1980s, disillusionment with scientific management began to emerge. Employee welfare issues such as quality of work life, worker dissatisfaction, and motivation were coming to the fore. Theories such as Maslow's Hierarchy of Needs (1954), Herzberg's Motivation and Hygiene Factors (1959/1993), and the human resources model of management began to gain prominence over traditional command and control models of management.

Argyris and Schön (1978) recognized the importance of organizational learning and developed the concept of Model-I and II management behaviors. Argyris (1987) posited that the behaviors of most managers could be described as Model-I, wherein their primary interests were: (a) winning rather than losing, (b) achieving self-defined goals, (c) suppressing negative feelings, (d) maximizing rationality, and (e) minimizing emotionality. These types of behaviors, Argyris argued, lead to single-loop rather than double-loop learning. Single-loop learning inhibits problem solving and questioning, and ultimately "...people begin to accept the idea that their organization is not a place for learning, and, consequently, they cease learning" (Wexley & Latham, 2002, p. 227).

Argyris and Schön 's work focused attention on the need for reflection and reflective practice (Schön, 1987) to understand one's actions. Schön explains that an individual reflects upon the "understandings which have been implicit in his action, understandings which he surfaces, criticizes, restructures, and embodies in future action" (1983, p. 50). In the time since their original work, the idea of reflection and reflective-practice has been used extensively in the development of nurses, teachers and other educators (Usher, et al., 1997). Reflection, as used here, is defined by Boyd and Fales (1983) as "The process of creating and clarifying the meaning of experience in terms of self in relation to both self and the world" (p. 101). It has been suggested that, in order to be effective, such reflection must be directed or guided (Johns, 2000). While the use of guided reflection has not been explicitly linked to the developmental management phenomenon, engaging in reflection and examining one's mental models is a basic element of the concept of the learning organization (Senge, 1990). Developmental management, and the concept of the learning organization, arose in response to the realization that traditional management models are ill suited to the needs of the knowledge age.

Also in response to the growing realization that traditional models of work and management would not meet the organizational and societal needs of the knowledge age, the Tavistock Institute of Human Relations in London developed the concepts of work groups and job enlargement (Trist, Higgin, Murray, & Pollack, 1963) that were the precursors of self-directed teams in the workplace.

The advent of self-directed work teams and employee empowerment initiatives required management behaviors that "motivate and empower" (Rosow & Zager, 1989, p.

10) rather than direct and control employees. According to Rosow and Zager, in their 1989 National Policy Study, *New Roles for Managers*, if organizations were to be successful, they would need to help employees develop the ability to engage in problem solving and self-directedness. In order to do this, managers would have to engage in what they referred to as "TCL" management (p.1); that is, managers would have to act as trainers, coaches, and leaders. It has been suggested that only through such activities, and the development of intellectual capital that they foster (Bennis & Nanus, 2003; Ellinger, Ellinger, & Keller, 2002; Gilley & Maycunich, 2000; Senge, 1990), can organizations achieve the needed flexibility, responsiveness, and quality needed to survive in today's environment. This environment is characterized by global competition, complexity brought on by "rapid and spastic change" (Bennis & Nanus, 2003, p. 8), mergers and acquisitions, downsizing, incessant advances in technology where the power of the microchip is said to double every 18 months (Burke, Trahnant & Koonce, 2000, p. 4), and the shift from the Industrial Age to the Knowledge Age (Naisbitt, 1984). Drucker (2001) captures this concept when he claims "[m]anagement must also enable the enterprise and each of its members to grow and develop as needs and opportunities change. Training and development must be built into it on all levels – training and development that never stop" (p. II). The Knowledge Age workplace requires a new management paradigm with a corresponding change in management roles and behaviors (Bennis & Nanus, 2003; Rosow & Zager, 1989).

The knowledge age also places new requirements on employees. Rapidly changing technology, the necessity for dual wage-earners, the elder care needs that come from enhanced life spans, and the changing nature of work itself (Daly, 2000) often cause

the employees to experience *work-life intensification* (Milliken & Dunn-Jensen, 2005), where employees feel that they do not have time to do everything that is expected of them. In an effort to recruit and retain employees experiencing work life intensification, many employers have developed work-family policies (Kossek & Ozeki, 1999; Osterman, 1995). Many of these work-family policies are congruent with those behaviors associated with developmental management such as allowing flexible work schedules and providing support to employees. Official access to these policies is often limited, however, based upon an employee's position and level of seniority. In practice, how access to work-family policies is granted (Kossek, In-press), and how employee learning, growth, and development are actually facilitated, is based largely on the discretion of individual managers.

The developmental management model, which has evolved in response to the requirements of the knowledge age, has significant implications for managers' roles and relationships with employees. As organizations strive to maintain competitive success in a rapidly changing environment, managers are expected and trained (Wexley & Latham, 2002) to engage in teaching (Cohen & Tichy, 1998; French & Bazalgette, 1996), coaching (McGill & Slocum, 1998), training (Rosow & Zager, 1989), and facilitating learning (Ellinger & Bostrom, 2002), in addition to enacting the 10 roles Mintzberg described. Building on the work of Douglas and McCauley (1999), D'Abate et al. (2003, pp. 367-368) identified behaviors that managers exhibit when fulfilling these developmental roles. These behaviors, grouped according to the purpose for the behavior, include:

The behaviors exhibited by the developer that enable the learner to learn. These include:

1. Collaborating: The extent to which the developer and learner work together in a collaborative manner.
2. Directing: The degree of direction provided to the learner.
3. Goal Setting: The establishment and tracking of goals and the provision of goal-related support.
4. Helping Assignments: The provision of task assistance or technical support to the learner.
5. Modeling: The demonstration or modeling of appropriate behaviors by the developer.
6. Observing: The observation of the learner in a work setting for developmental purposes.
7. Problem Solving: The developer working with a learner to examine and resolve a particular problem.
8. Providing Practical Application: The provision of experience or practice with hands-on projects or challenging work for the learner.
9. Providing feedback: The provision of feedback or constructive criticism to the learner.
10. Sharing Information: The provision of information to the learner.
11. Teaching: The instruction or teaching of the learner to build expertise, skills, or knowledge.

The behaviors exhibited by the developer that provide emotional support to the learner. These include:

12. Affirming: The provision of communications indicating acceptance and confirmation of the learner.
13. Aiding: The provision of aid or help to the learner.
14. Befriending: The provision of friendship to the learner.
15. Calming: Actions or communications designed to reduce the learner's anxiety or stress.
16. Confidence Building: Communications or actions taken to enhance the confidence or self-esteem of the learner.
17. Counseling: The provision of counseling, advice or guidance to the learner.
18. Encouraging: The encouragement or motivation of the learner.
19. Supporting: The social, emotional, or personal (i.e., psychosocial) support of the learner.

The behaviors exhibited by the developer that assist the learner's career progression. These include:

20. Advocating: The sponsorship of the learner to advance in the organization or field.

21. Introducing: The provision of opportunities for the learner to network, increase visibility, and gain exposure to others in the organization or field.
22. Sheltering: The protection of the learner.
23. Socializing: The socialization or orientation of the learner to the organization or field.

In essence, today's managers are accountable for employee development (Bennis & Nanus, 2003; Pugh, 2001; Rosow & Zager, 1989; Salleh & Grunewald, 2001) as well as the production of goods and services. For the developmental manager, the behaviors and the nature of the manager - employee relationship is significantly different than, and may be perceived as being in conflict with (Ellinger & Bostrom, 2002; Kaiser, 1996), those identified by Managerial Role Theory. Rosow and Zager (1989, pp. 6-7, italics in original) highlighted these differences when they wrote:

> Managers who *train* instead of disciplining employees transfer knowledge and experience to operating levels and develop individual talent and ability. Managers who *lead* instead of confining employees increase their self-esteem and that of the total work group. Managers who *coach* instead of scold develop a rapport with employees and create a spirit which can manage dissent and achieve consensus.

Additional conflict may also emerge from managers' philosophical perspectives regarding the purpose of adult learning. Friere (1970), hooks (1994), and others state that adult learning must lead to the empowerment of learners to challenge the existing order. This perspective appears to be enacted when managers encourage individual employee learning, growth and development rather than focusing solely on work-based skill training. The degree to which managers hold these views, what influenced the development of these views, and how such holistic development efforts are interpreted by

the organization remain unclear. Indeed, the concept of the learning organization, defined by Senge (1990) as "...an organization that is continually expanding its capacity to create its future" (p14) has been viewed as both an ideal workplace where workers re-create themselves through learning and thereby increase their productivity and yet another method for employers to manipulate and exploit employees to achieve organizational goals and where very little learning occurs (Coopey, 1998; Owneby, 2002). The reality of how and why employee learning is facilitated in organizations is likely someplace in between (Driver, 2002) and is dependent upon the subcultures that exist at the department level where organizational policies are actually carried out (Palthe & Kossek, 2003).

Management by Objectives, conceived of by Drucker (1954) in response to the changing management needs of increasingly complex organizations, is illustrative. MBO claims to empower employees because specific work outcomes are co-determined and approved by both the employee and his or her immediate supervisor. This view fails to consider the power differential between managers and employees. It seems unlikely that an employee, particularly at the staff level, could easily refuse to agree upon goals suggested by his or her manager. Additionally, management models cannot be view as neutral processes. They are value-laden as they are "used, always by persons operating in time, place, circumstance, culture and power relationships" (Enarson, 1975, p.172). Within the context of higher education, as elsewhere, the underlying "ideological foundations" (Birnbaum, 2000, p. xii) of various management models need to be considered.

Context

This study was situated within the context of higher education with specific focus on *support staff* management. The designation of support staff, as used in this study, includes departments such as grounds and maintenance, student services, housing and food services and other non-academic functions and departmetns. A review of research on higher education administration revealed that previous research has focused primarily on high-level administrative positions such as the President, Provost, and Board of Trustees, or on faculty and the cultures that these groups experience. Bergquist (1992), for example, identified four distinct cultures existing within the academy. His examination explored the impact of the various cultures on the working lives of faculty. His description of the one of the four cultures, the Developmental Culture, is reflective of the developmental manager model being explored here and seems to apply to all individuals within the institution. A review of Bergquist's (1992) developmental culture is, therefore, relevant. Bergquist defines the developmental culture as:

> A culture that finds meaning primarily in the creation of programs and activities furthering the personal and professional growth of all members of the collegiate community; that values personal openness and service to others, as well as systematic institutional research and curricular planning; that holds untested assumptions about the inherent desire of all men and women to attain their own personal maturation, while helping others in the institution become more mature; and that conceives of the institutions' enterprise as the encouragement of potential for cognitive, affective, and behavioral maturation among all students, faculty, administration, and staff (p.5).

A notable exception to the lack of empirical research of academic support staff is Kerry's (2001) study concerning academic secretaries in the United Kingdom. Many similarities exist between the individuals in Kerry's study and those in this study. Activities such as making copies for faculty, answering phones, and filing are common to support staff in both settings. The importance of this work group is often overlooked but is crucially important to the functioning of the organization. Indeed, Kerry found that support staff wield significant power because "[t]hey are often the people with crucial knowledge" (2001, p. 14) within the organization. Members of the support staff rather than the faculty often hold the working knowledge of institutional procedures and accompanying paperwork.

Given the critical nature of support staff to the operations of the University, the importance of creating work environments that foster employee learning, growth and development, management's role in creating such environments, and the lack of empirical research in this area, further research is warranted. The purpose of this study was, therefore, to examine the experience of staff-level developmental managers within the context of higher education. Chapter Three explains the research methods that were used.

CHAPTER THREE

Research Methods

The purpose of this study was to examine the experience of staff managers in the context of higher education. This chapter outlines the phenomenological approach of a qualitative research design that was used. The primary question guiding this research was: How do staff managers in the context of higher education come to understand and construe their managerial role? The research question focused primarily on the developmental role that the participants held with the employees with whom they work. Included in the appendices are the interview protocols, informed consent document, demographic information questionnaire, and the detailed data analysis steps that were used as the study was carried out.

The data were analyzed using Moustakas' modification of the Van Kaam Method of phenomenological data analysis (Moustakas, 1994). Rich textural descriptions of the nature of the phenomenon, and structural descriptions of how the phenomenon was experienced (Moustakas, 1994) were co-created by participants and researcher to capture the "essence" (Creswell, 1998, p. 52, 55; Moustakas, 1994, p. 100) of the phenomenon.

Participant Sampling Procedures

This study focused on staff managers in the context of higher education, seeking specifically to explore how they experienced their responsibilities for employee development. Purposeful sampling (Creswell, 1998; Seidman, 1991) was used to identify a criterion sample of five staff managers. Receipt of the university's exemplary supervisor award was used as an admittedly imperfect indicator that managers who received the award might engage in developmental interactions with employees.

Supervisors are nominated for the award by individual employees. The award recognizes supervisors for respecting employees as individuals with important roles and responsibilities beyond the University and for managing in a manner that facilitates work-life integration. Given that this reflects a holistic view of employees and that some of the activities that support work-life integration, such as supporting employees, also facilitate employee learning, it was hoped that the recipients of the award might view employee learning, growth, and development as part of their managerial role. The data analysis provided confirmation that the individuals who participated in the study did indeed hold this view of their management roles. This finding enhances the validity of the receipt of the commendation as an indicator of the presence of the developmental manager phenomenon.

The majority of staff managers in the University where the study took place are members of the Staff Managers Association (SMA). To minimize differences due to job structure, job security, and work culture, the study was limited to those managers who received the commendation and who were also members of the SMA.

The specific process for participant selection that was used was as follows:

1. Upon committee and UCHRIS approval, I developed a list of SMA members who had received the exemplary supervisor award. The individuals on this list were then evaluated to determine whether they met the following criteria:
    a. At the time of the study, hold a position as a staff manager or supervisor position with responsibility for supervising two or more employees.
    b. At the time of the study, have held their current position for at least five years.

2. Slightly fewer than 10 individuals met all of the criteria. Of these, I was able to contact five, all of whom agreed to participate in the study. Although six to eight participants were originally desired, five was determined to be a sufficient number for this study as the goal was to seek a deep understanding of lived experiences of individual managers.
    a. Following Seideman's (1991) framework, I initially contacted potential participants to provide a brief overview of the study, an explanation of how I came to have their name, and a request for a meeting to discuss the study and their interest in participating. This initial contact was not used to attempt to persuade individuals to participate in the study but rather to explain the purpose of the research.
3. Individual meetings with potential participants were then conducted to further explain the study and the rights and expectations of participants.

Although the process of contacting each individual was labor intensive and time consuming, the process provided potential participants with what I hope was valuable information about the study, the time that was required, and the level of information sharing anticipated. By providing this information before asking for their participation, individuals had an opportunity to consider these issues prior to making a decision regarding participation. Additionally, the individual contact hopefully signaled to potential participants that I value them as individuals and did "lay the groundwork for the mutual respect necessary to the interview process" (Seidman, 1991, p.38).

Data Collection Procedures

In-depth interviews were the primary data collection method in this study. The interviews closely followed the framework provided in Seideman's Three-Interview Series (1991). Through the use of open-ended questions, participants were asked to reconstruct their experience as managers within the context of their lives. By placing experiences in context "[p]eople's behavior becomes meaningful and understandable" (Seidman, 1991, p. 10).

With this data collection technique, my primary role as a researcher was to ask open-ended questions and actively listen to the responses. I made a concerted effort to allow participants an opportunity to think about responses and respond as fully as they desired without interruption. While follow-up and exploratory questions were asked, I made every effort to avoid asking leading questions. I also strove to avoid making judgments and imposing my own ideas regarding the topic onto the participants.

Each interview built upon the information shared and reflected upon in the preceding interviews. To the extent possible, participants were allowed to select the date, time, and location for each of the interviews. Although alternative locations such as meeting rooms both on and off campus and my office were offered, each of the participants preferred to be interviewed in their own offices. Each interview was approximately 90 minutes in length. Although in-depth interviews may run to two hours (Creswell, 1998), 90 minutes allows sufficient time for participants to "reconstruct their experience, put it in context of their lives, and reflect upon its meaning." Out of respect for the participant's time, and to maintain a feeling of mutual trust, interviews were not

allowed to go beyond the 90-minute time frame. The Interview protocols used are provided in Appendix A.

To more fully capture interview responses, each interview was audio-taped. In addition, interview notes, both descriptive and reflective, were made during each interview. As soon as possible after each interview, additional notes were made to document reflections, follow-up questions, etc. The specific questions asked during each interview were dependent upon the participant's responses and the follow-up questions that I had identified. While variation occurred based on the needs and preferences of the participant, the rapport that developed between each participant and myself, and time constraints, the interviews approximated the following outline:

Interview One: Setting the Context and Examining the Details of the Experience

Informed consent was obtained at the start of the first interview. The participant's right to stop any of the interviews or to withdraw from the study at any time was made explicit. Appendix B contains a sample of the informed consent form that was used. The demographic questionnaire (Appendix C) was also administered at this time.

The goal of the first interview was to set the context for the study by illuminating the "concrete details of the participant's present experience" (Seidman, 1991, p.11). This was achieved by asking the participant to share examples of enacting his or her management role. The participants were asked to talk about their relationships with employees, and to share stories illustrating these relationships. Specific details and concrete examples were drawn from the stories shared by the participant.

Interview Two: Focused Life History

The purpose of the second interview was to establish the context of the participant's experience. This was achieved by asking the participant to share as much as possible about his or her experiences with management prior to becoming a manager. The participant was asked to go back in time as far as possible within the 90-minute time frame. The focus here was on past experiences relating to work, management, teaching and learning.

Interview Three: Reflection on the Meaning

In the third interview, participants were asked to reflect upon the meaning of their experiences. This included thinking about connections between their work and personal lives and how they make sense of their managerial role given their lives prior to becoming managers and their current work. Participants were also asked to make connections between their past, present, and future by responding to the question "Given what you have reconstructed in these interviews, where do you see yourself going in the future?" (Seidman, 1991, p. 12).

Also during the third interview, I shared initial categories and findings to determine whether what I viewed as important was also perceived as important to the participant. The perceptions of the participants informed, rather than replaced, my analysis and findings. This member checking is common to forms of narrative inquiry (Lincoln & Guba, 1985; Marshall & Rossman 1999; Seidman, 1991) and provided greater confidence in the rigor of the study. Additional contacts via phone and e-mail were made for clarification purposes.

Pilot Study

Although I had conducted a number of interviews prior to conducting this study, I had not previously used the Three-Interview Series technique. To enhance my comfort with the process, and to evaluate and revise the data collection techniques, a pilot study was conducted. The pilot study consisted of two managers. The managers in the pilot study were not from the population from which the study sample was drawn. As a result of the pilot study, original questions were determined to be too vague and open-ended, leading to long discourses on the personal lives of the pilot study participants. Closed-ended questions were revised to be more open-ended.

Data Analysis

All of the data gathered during the study was carefully stored and managed. A detailed listing of the data analysis steps used is provided in Appendix D.

To begin the data management process, each of the interview tapes was transcribed in its entirety. This included pauses, non-verbal sounds such as laughter and background noise, as well as linguistic devices such as "um", "you know" and the like. By capturing these non-verbal sounds, I was able to more fully remember the interview experience.

Hard copies of the complete, original transcripts were created and stored in a safe-deposit box. Additional hard copies were used for the actual data analysis.

To protect participant confidentiality, real names were only retained in the original documents. All documents used for analysis, whether electronic or hard copy, refer to participants only by pseudonyms. Care was used when selecting pseudonyms, taking into account "issues of ethnicity, age, and the context of the participant's life."

(Seidman, 1991, p. 93). The pseudonyms, while reflective of each individual, do not provide so much information that the participant's identity becomes obvious.

Data analysis was conducted following Moustakas' modified version of the Van Kaam Method (Moustakas, 1994). Audiotapes were listened to in their entirety after each interview and sections were returned to repeatedly throughout the study. Transcripts were read through in their entirety with passages of interest highlighted and labeled. As anticipated, these labels used the first letter of the participant's pseudonym to denote the participant, a roman numeral to refer to interview number one, two, or three, and an Arabic number to refer to the page number of the interview transcript (Seidman, 1991, p. 100). Transcripts were read several times throughout the study with each statement being viewed as having equal value. Repetitive, vague, and overlapping statements were then eliminated.

From these readings, the categories of the phenomenon began to emerge from the text. Passages were grouped in these categories and the categories were combined into themes. As this was an inductive process, the initial categories and themes changed as the analysis continued.

Member checking was conducted by sharing the emergent themes that I perceived to represent the essence of the developmental manager phenomenon and relevant passages to participants for review and comment.

Role of the Researcher in Data Analysis

As with any qualitative researcher, my presence is felt in this study. My questioning likely provided the impetus for some of the participants to think more deeply about the origins of their views of management and the implications for their daily

practice. The questions that I asked, and failed to ask, directly influenced the course of the interviews and, therefore, the data that were collected.

Just as the life experiences of the participants influenced their work, so too, did my life experiences influence this research. My initial interest in the subject was, as is noted in the introductory paragraphs, driven by my relationship with a manager who greatly influenced the direction of my life. My view of myself as a developmental manager, and my role as a management educator, led me to experience a continuous struggle to view the data as something new, rather than as affirmation of my own experiences and beliefs. To minimize the impact of my personal biases, I *bracketed* my experiences and beliefs. Bracketing, in phenomenological research, "describes the act of suspending one's various beliefs about the reality of the natural world in order to study the essential structures of the world" (Van Mannen, 2000, Glossary section). Bracketing allowed me to acknowledge, and then consciously hold in abeyance, the biases, opinions, and beliefs that I held regarding developmental management. In practice, I often had to insert my beliefs in a large red font at the top of the page of data I was analyzing as a reminder to myself to view the data as it was, rather than as how I experienced it. This process of bracketing enhanced the data analysis and resultant findings.

Presentation of Findings

As appropriate to a qualitative study that seeks to examine the lived experiences of participants, findings are presented in a narrative format. Participants' stories have been shared using their own words and experiences as appropriate. From the data analysis, "textural-structural descriptions" (Moustakas, 1994, p. 121) presenting both the essence of the developmental manager phenomenon and its meaning for participants have

been developed and presented. Chapters Four, Five and Six provide additional information regarding the study context, findings, and implications for theory and practice.

Chapter Four

Study Context and Participant Profiles

The purpose of this study was to explore the lived experiences of staff managers within the context of higher education, focusing particularly on their relationship with employees and their role in employee growth and development. The research question guiding this study was "How do staff managers in the context of higher education come to understand and construe their managerial role?" This research was situated within a specific place and time and the perspective is that of a group of individuals who experience the developmental manager phenomenon as they interact with employees every working day.

As learning occurs within a specific socio-cultural and political context, understanding the context within which this study was situated is critical. In this chapter I will share information about the context of the study to enhance the readers' ability to draw meaning from the research findings and participant narratives.

The Context of the Study

This study was conducted in a large and diverse American university. The University supports employee learning through policies such as tuition assistance, release time for employees to engage in credit or non-credit courses, and through workshops offered by their human resources development unit. Although the University encourages these policies, it is likely that, as is the case with access to work-life integration policies (Kossek, 2005, in press), employee access to such policies is often dependent upon the support of individual managers. One of the ways in which the University encourages managers to grant access to employee development and work-life policies is through its

Exemplary Supervisor Award. As explained in Chapter Three, employees nominate their supervisors for this award if they view the manager as treating employees with respect and facilitating employees' ability to integrate their work and personal lives.

The University employs over 5,000 support staff, approximately 15% of whom are members of the supervisors union. The purpose of the union is to protect and promote the interests of its members. Being a member of a union may provide workers with a greater degree of voice and job security than that enjoyed by non-unionized employees, as termination of employment must be for just cause. In addition, union members who feel that they have been treated unfairly in the workplace may seek redress through formal grievance procedures.

Although beyond the scope of this research, the fact that the participants in this study are union members must be acknowledged. The enhanced job security enjoyed by union members may have influenced the participants' willingness to support employee development. It is probable that this perception of job security led them to be more flexible with university policies than would otherwise have been case.

The Participants

The Exemplary Supervisor Award is open to all individuals in the university with supervisory responsibilities. At the time of this study, approximately 20 individuals had received the Award. Fewer than 10 of these recipients were members of the supervisors union. Of these, I was able to make contact with five, all of whom agreed to participate in this study. The ways in which they understand and experience their supervisory roles is explored in Chapter Five. To protect confidentiality, participants' names have been changed and the departments in which they work have not been identified.

The participants in this study hold supervisory positions within the University and have responsibility for directly supervising up to 25 staff members. Each participant worked his or her way "up through the ranks," holding non-supervisory positions within the university prior to entering management. They have all been with the university for over 20 years and in their current positions for approximately 10 years.

The following paragraphs provide a brief demographic overview of each of the participants.

Alicia

Alicia is in her '50s and exudes an air of calm professionalism. Her workday starts at roughly 7:30 each morning as she checks her calendar and e-mail for important messages, "to see what I'm challenged with" for the day. After checking for important messages she pulls up the highlights from *USA Today*, checking the headlines and the weather. By five minutes to 8:00, she opens her office door and then goes back to her e-mails. The phone generally starts to ring and "it may or may not require a response. It may require that I communicate with one of my people and say 'I need you to do this, that or some other thing." Alicia's sense of humor shows when she laughingly says that she again checks her e-mail, "to make sure I shouldn't have been in an 8:00 meeting and it's already 8:05." Alicia's workday officially ends at 4:30, although she usually doesn't leave until almost 5:00.

Alicia defines her supervisory role and the relationship that she has with employees as that of listener. She strives to listen to fully understand employees' needs and perspectives.

At the first interview, Alicia, who had been sitting at her desk when I arrived, immediately made me feel welcome. She smiled broadly, made eye contact, and shook my hand. I got the impression that she was genuinely glad to see me. This feeling of welcome was a consistent element of all of my interviews with her.

Kyle

Kyle is in his 40's and is the first person in his family to earn a college degree. Kyle lives with his wife and children in a small town approximately 30 minutes from the university. At the end of the day, Kyle uses the drive home to transition from work to home, thinking about what needs to be done at home, what the kids are doing, and so on. By the time he arrives home, he has left his worries from the office behind him.

Kyle has been with the same campus department the entire time he has worked at the university. There was a time when he thought he would never want to move into management, but his supervisor often encouraged him by saying, "Someday, you are going to have this job." In response to this statement Kyle thought to himself, "No way, can't do it, don't want it." When a supervisory position actually became available in the department, Kyle thought deeply about what being a supervisor meant to him, what kind of supervisor he wanted to be, and what type of relationship he wanted to have with employees if he was a supervisor. After a great deal of consideration, Kyle applied for, and received the promotion to management. He views his management role as that of a resource for employees. He believes that the employees know their jobs so he acts as a resource by overseeing the workflow, pitching in when there is a backlog and answering employees' questions.

Kyle's office invites people to come in and talk. His desk is perpendicular to, and facing, the door. The office is small but has a chair for visitors and a coffee pot. His easy manner made me feel welcome and restful every time we met. He smiled and laughed with regularity, and I always left our meetings feeling fortunate for having spent time with him.

Mary

Mary is in her 40's. She comes from what she refers to as a "blue-collar" background of which she is very proud. Her father worked long hours and died soon after retiring. Mary thinks her father was unhappy being retired. She seems torn between admiring her father, saying "He was God to me" for being so loved and respected in the community, and resenting him for not spending more time at home. Mary, somewhat sadly, acknowledges that she is, in many ways, like her father.

Mary often works nights and weekends, and is concerned about spending less time with her family than she should. She usually arrives at work between 8:00 and 8:15. During busy periods, it is common for her to not get home until 10:00 or 11:00 at night. She often works six days per week, in addition to taking work home with her at night.

Mary's dedication to her work should not be construed to mean that she is an uninvolved mother. It is clear from the way that she talks that she loves her family dearly and wishes she could spend more time with them.

When I first met Mary, she came up to me, extended her hand and heartily asked if I was Tina. She smiled as she looked into my eyes and gave me the impression that I was the most important person in the world at that moment. Throughout the course of our conversations, I learned that Mary has a gift for making people feel that way. I was

always surprised when our 90-minute interviews were over, as it always felt like we had only been talking for a few minutes. Talking with Mary, her passion for her work is obvious, and contagious.

Rebecca

Rebecca is in her 40's and this is her first supervisory position. She obtained it after working her way up through the ranks, holding almost every position in the department at one time or another. Rebecca reflected upon these experiences as an employee when considering how she would enact her management role. She recalls times when she had to miss work because her children were sick or she had day care problems. Rebecca's own experiences led her to recognize that these circumstances are sometimes unavoidable and she vowed to respect that when the employees she supervises have to miss work due to unavoidable circumstances. She made a commitment to herself to treat employees the way she would want to be treated.

As Rebecca talked about her managerial role, she exuded a quiet sense of ability, coupled with humility. Her office has a homelike feel with a chair for visitors, family photos, and a wall calendar. She was always very poised and professional. I felt comfortable during our interviews and was thankful for the way she listened carefully and paused to think before answering questions.

While Rebecca was willing to share a great deal about her work experiences, she gave me the impression of being a private person. She occasionally chose not answer questions about her personal life.

Sam

Sam is in his 50's. He has been in his current position for almost 20 years. He started with the University as a part-time employee, working his way through the ranks to his current position. Although some of his siblings spent time at community college, Sam is the only member of his family to have earned a bachelor's degree.

Sam's workday starts with a swim in the pool before work. He is at his office by 8:00. The first thing he does when he reaches his office is read his email. As he reads his messages, he decides what he needs to take action on, what he can respond to quickly, and what will take more time. His days are filled with meetings, reports, and deadlines. The deadlines and requests for meetings and for information change constantly. To get done what he needs to on any given day, Sam works until after 5:00, and occasionally goes in to the office on weekends.

When Sam does get home in the evenings, he uses the first 15 minutes or so to "decompress". He sits on the couch and reads the newspaper. He laughingly relates that his son, now an adult, learned as a boy not to ask questions until Dad had been home for 15 minutes and had finished reading the newspaper.

When I first met Sam, I was a bit intimidated. He was poised, professional, and cordial. He greeted me politely, yet for some reason, I felt uncomfortable and a bit guilty for taking his time. During that first interview, Sam seemed more comfortable talking about others in the department, than he did talking about himself. I walked away from the interview concerned that I had just spent 90 minutes with this man and felt that I did not know anything more about him than before we met. This was indicative of his introverted personality. This is a personality preference that he recognized he cannot

always indulge, "I am an introvert...but you know the position I am in, I have to act a different way...um, be a different type of person."

It was not until the end of the second interview, after the tape recorder had been turned off, that Sam began to open up to me. After that, I felt more comfortable with him and, I hope, he began to feel more comfortable with me.

Summary

This study explored the developmental manager phenomenon through the lived experiences of five staff managers within a large American university. It is worth noting that these five individuals share many features in common: they are all in their 40's or 50's, all have been or are parents, and have all worked their way up through the ranks during the more than 20 years each of them has spent working at the University.

Each of the managers takes great pride in their work. They consistently work more than 40 hours per week. It is common for them to arrive earlier or stay later than the employees whom they supervise.

In their current positions they are responsible for the direct supervision of between two and 25 employees. They work in a variety of support functions on campus. All are members of the supervisors union, which may influence their ability to support employee development through an enhanced sense of job security.

Each participant received the exemplary supervisor award for his or her respectful and supportive treatment of employees. The employees with whom they work nominated them for the award.

While the participants in this study share many common features, each is a unique individual and they each bring their unique characteristics to their work. One difference

is the desired amount of distance between the manager and the employees with whom they work. Alicia, Kyle, and Mary strive to minimize this distance. Mary explained that she has invited employees to her home so that, " they see who I am. And they don't look at me as a manager. They look at me as a co-worker." Mary views the distance that often exists between employees and managers as problematic. This is very different than the view of appropriate distance between employees and managers that was held by Rebecca and Sam. Rebecca and Sam stated that the line between employees and management must be clear and maintained. As Rebecca stated, "I try to maintain distance where they understand that I am the boss. I am not just one of them, one of the group, one of the guys... You have to maintain that somehow."

As the contrast of views of the participants illustrate, the desired distance between management and employees did not appear to impact their views that employee learning, growth, and development are an integral part of their supervisory roles. Further exploration in this area is warranted.

Regardless of the unique characteristics of each of the participants, one characteristic was held by each of the participants. That characteristic was the view that employee development is an integral element of their supervisory role. The ways in which they conceptualize and enact these roles is examined in Chapter Five. The implications of these findings are discussed in Chapter Six.

In this chapter I have provided information about the University within which this study was situated. I have also provided brief descriptions of the participants themselves. A greater sense of each participant is presented in Chapter Five. It is hoped that this

information will enhance the reader's ability to draw meaning from the research findings and participant narratives.

Chapter Five

Participants' Perceptions of their Supervisory Roles

The purpose of this study was to explore the lived experiences of staff managers within the context of higher education focusing particularly on their relationship with employees and employee growth and development. The research question guiding this study was: "How do staff managers in the context of higher education come to understand and construe their managerial role?" Underlying this research question was a desire to learn more about the following questions, from the perspective of those who live the phenomenon every working day.

1. What does it mean to be a manager?
2. What does it mean to facilitate employee learning, growth, and development?
3. How is the manager employee relationship defined?
4. How is the developmental manager model different from other constructions of management?
5. How did the participants come to hold their current conceptualizations of management?

This chapter describes the findings that emerged through an extensive analysis of the data collected through individual interviews with five staff supervisors at a large American university. These findings suggest that the developmental management model represents an alternative construction of the supervisory role of managers. In contrast to traditional conceptualizations of management, the developmental management model views employee learning, growth, and development as integral to the managers' role.

This is consistent with Ellinger and Bostrom's (2002) conceptualization of managers who have fully integrated employee learning into their organizational role identities. Although the participants in this study did not refer to themselves as developmental managers, facilitators of learning, coaches, teachers, or any of the other myriad terms used to classify this type of management, the data suggest that they identify with the developmental management model. Specifically, they:

1. View employee learning, growth, and development as integral to their managerial role, rather than as a separate task, function, or role.
2. Came to hold their current conceptualization of their managerial roles through an ongoing process of reflection. This reflection consisted of a critical reflection of personal experiences, beliefs, values, and views of work engaged in prior to entering their management roles, and reflection-in-action as they engage in daily interactions with employees.

Facilitating employee learning, growth, and development defines the manager employee relationship for the participants in this study. It is not something that they do, it is how they do what they do, how they enact their supervisory roles. Much of the learning that the participants facilitate is informal in nature. As they engage in their daily activities and their day-to-day interactions with employees, they recognize and act upon teachable moments. Such teachable moments involve professional development, as when a manager encourages an employee to take a training class, or personal development, such as when a manager engages in dialogue and provides support to an employee experiencing a personal crisis. These teachable moments are sometimes of both a personal and professional nature, such as when a manager works with an employee to

better deal with stress, enhance interpersonal skills, or increase self-confidence. The recognition of, and attention to, the overlap between personal and professional learning, growth, and development is indicative of the holistic and humanistic view of employees inherent in the developmental management model. As Kyle explained:

> It is so important to let them know that, that they matter and that the job they do is important. And, it is important that they are here. And, that we want them here and we are glad they are here. That would be my greatest wish, that it would be across the board, somehow that that can get out to everybody in the nation, the world.

The participants respect the employees with whom they work as intelligent adults with needs and responsibilities beyond the workplace. Their facilitation of employee development in both personal and professional areas is indicative of this respect. They view facilitating employee learning, growth, and development as a defining characteristic of their management roles. This conceptualization of management has at its foundation a reflection upon the lessons, values, and beliefs that were learned during childhood. Four of the five managers in this study, Alicia, Kyle, Mary, and Sam, explicitly stated this reflection upon their early experiences when asked how they came to hold their understanding of their management role. Rebecca, in contrast, did not. When asked about her early experiences, she said that "there are some things that I am not comfortable talking about." She repeated this comment several times during our interviews, also stating that her childhood had not influenced her work life. Interpreting these comments is beyond my area of expertise. From a lay perspective, however, the strength of these comments led me to consider that there are issues from her childhood that she is not yet prepared to address.

Alicia, Kyle, Mary, and Sam cited reflection upon their early experiences as having led to their holding certain principles, assumptions, values, and beliefs about people. The meanings drawn from these early experiences inform their views about the nature of work, workers, and the role of management. Added to this were meanings made from critical reflection upon significant experiences they had had as adults, experiences both in their family and work lives. Reflection upon work included experiences that they had had as employees and their experiences as managers. Together, these experiences and the meaning drawn from these experiences through reflection form the managers' working philosophies. These working philosophies influence how the managers identify with their managerial roles, their relationships with employees, and their daily interactions with employees.

In this chapter I share the findings that emerged from the analysis of the data. The chapter is divided into two major sections: how the participants understand their supervisory roles and the ways in which reflection informs this understanding.

How Participants Understand their Supervisory Roles

The participants in this study hold a developmental management view of supervision. When interacting with employees or deciding on a specific course of action regarding an employee, they consider the facilitation of employee learning, growth, and development. In contrast to being viewed as a separate task or function, employee development defines the supervisor-employee relationship for the participants. This is an alternative to more traditional views of management as discussed in Chapter Two.

For the participants, their interactions with employees were based on the underlying assumption that employees are intelligent adults who add value to the

organization. Four major themes inform these interactions: (a) a striving to get to know employees as individuals with goals and responsibilities outside of the organization, (b) engaging in and fostering lifelong learning, (c) trusting that employees have the ability and desire to perform their jobs well and therefore treating them with respect and, (d) demonstrating empathy and flexibility to accommodate and validate employee needs.

Striving to Get to Know Employees as Individuals

The participants in this study viewed employees in a holistic fashion, recognizing that, like themselves, employees have myriad roles and responsibilities in society. They are respectful and supportive of the fact that these multiple responsibilities may cause events that impact employees' job performance. The participants did not view these events as indications of poor work ethic or lack of dedication to the job. Rather, they are accepted as valid events to which employees must respond. To better understand and accommodate these events, the participants engaged in a variety of activities to get to know employees as individuals, rather than as one-dimensional employees of the university. As Alicia stated, "I try to know each one of my employees and their family lives and what they are going through."

In order to get to know employees as individuals, the participants took the time to talk with employees every day. They listened and observed employees as they went about their work. Alicia included time to talk with employees in her daily routine.

> I try to make a trip at eight o'clock every morning or just between 8:00 and 8:10 to the two administrative assistants we have that really keep the office moving. That is Michelle and Susan. I am not going to them for anything specific. I am every morning [going] to see what kind of day they have had the day before. What is their demeanor in the morning? How are your kids? How did Johnny do in baseball? What is going on with your daughter? Did she have the baby all right?

Mary attempted to learn more about what was going on in employees' lives by being attentive to what was going on in the office.

> You have to walk through this office and notice that if there is somebody who has a new picture on their [*sic*] desk, you say, "Is that this year's school picture?" Or, you listen to people's conversations and someone talks about having to take the dog to the vet. The next day you ask "how is your dog doing?"

By taking the time to talk with employees and by noticing and commenting on events in employees' lives, the participants signaled to employees that they were interested in their lives and in the events outside of the workplace that were important to the employees. This show of interest was reinforced by the participants' open-door policies and the respect with which they treated employees' requests for time off to deal with personal issues. Kyle explained:

> I feel it is important to realize that people are people and they have things, we all have things, outside of the office that can affect your performance. I have an open-door policy where my door is never shut. And I think that the staff feels comfortable coming to me and talking, whatever it is, a personal issue or not. You know, it is important to be at work, it is important to do your job, but your life outside of work is important, too.

Keeping one's office door open to encourage employees to come in and talk with the supervisor was cited as a common practice by all of the participants. Sam shared that, "Sometimes they come to me and close the door to talk. Sometimes you just sit and listen and talk with the employee." Rebecca has told employees that they can talk with her whenever they wish. She stated that this has helped employees understand that "they feel that I listen to what they are telling me." She cited this "openness, willingness to listen, availability, being available for your staff to come talk to you about an idea that they have" as critical to her role as a manager.

While the participants did note that they had responsibilities that occasionally necessitated the closing of their office doors, they kept them open whenever possible to signal their availability and approachability to employees. As Rebecca explained:

> I may not be physically available but when I am here, and it sounds trite, but I leave my door open. It's not 'I have to schedule a meeting with Rebecca.' They know they can come in and get a half an hour of time no matter what. But, it never stops anybody from just [coming in] as evidenced from a conversation I had this morning. The door was open, he stood in the doorway, and said, 'Hey, I got this situation, let's talk about it.' So, it is being here, being open and communicative.

In addition to keeping their office doors open whenever possible, all of the managers in this study held regularly scheduled staff meetings. The frequency of regularly scheduled staff meetings varies by manager. Mary and Rebecca, for example, schedule bi-weekly group staff meetings. Sam and Kyle, on the other hand, schedule their group staff meetings every week. In addition to the regularly scheduled group staff meetings, Rebecca also scheduled a weekly meeting with individual employees. This served to let employees know that they "can get a half-hour if they want it."

The participants in this study noted that employees sometimes resisted their desire to be accessible, and to get to know employees. In an attempt to minimize such resistance, Sam shared how he repeatedly told one employee that he was willing to listen and that he viewed what the employee had to say as valuable:

> The person in the cubicle space next to me is the most fantastic employee in the world. Do you know how long it took me to convince her to not ask if she is bothering me if she comes in with a question? It is not only the supervisor that has to be willing to let their employees speak freely, the employee has to be able to do that [too]and not all of them can.

To help her get to know employees better, and to build stronger relationships with them, Mary pitches in with mundane tasks.

> One of the things that I find is when you pull everybody to do a menial task it is great teambuilding. People laugh, people smile, and they're seeing each other doing stuff... and you say you know what, let's order pizza for lunch. What it does is it makes people feel good about things with a minimal amount of money and also, you are building relationships.

To varying degrees, all of the participants reported that listening was critical to their success as managers. As Kyle explained, "I think management is doing a good job listening." Listening carefully to what is being said, to what is "left unsaid", and to "fully understand what the employee is experiencing" were cited as important elements of the participants' supervisory roles. Mary explained the act of listening as a choice.

> You can make a choice about either fighting with people and creating a negative environment that will make it tough to come to work everyday, or you can get along with folks, you can understand folks, you can listen to folks.

Alicia was particularly aware of the value of listening. Drawing on a painful lesson that she learned as a child, she listens to thoroughly understand the message that the employee is sharing, knowing that the words are not always the most important part of that message. She shared how she learned, as a young child of five or six years old, the importance of listening to truly understand the message being conveyed.

> I had a father that was a very good teacher. Pretty neat, huh? He taught my brother and I [*sic*] to listen....One day my father called me to the shop and in his hand he had a piece of metal and he said "Take this to the house and cool it off." So I reached for it and I had the hot end...after which I then dropped it and I caught a verbal lashing. He said, "God damn it, Alicia! You are not listening. I am asking you to cool this off ...and you need to reach around and take my side of it because the side that is extended is hot and you are not listening." I guess it was certainly an experience I have never forgot. So I listen.

As the narratives above illustrate, the participants in this study engaged in a variety of strategies to learn more about the employees with whom they work. These strategies included listening to employees, taking the time to talk with employees, being attentive to what was going on in the office, being accessible, and communicating their accessibility to employees, and holding regular staff meetings. These activities were reported as common practice by all of the study participants.

Engaging in and Fostering Lifelong Learning

The participants viewed engaging in and fostering lifelong learning as an integral part of their supervisory roles. The lifelong learning that the managers themselves engaged in was primarily of an informal nature, although formal learning opportunities were also cited as engaged in and beneficial. Lifelong learning opportunities focused on personal development. These included gaining self-confidence and managing stress, professional development, staying abreast of technological changes, staying current in their professions, and improving work processes.

Engaging in Lifelong Learning

Each of the participants recognized the value of learning and stated that they needed to continue learning in order to perform their jobs well. Sam explained.

> In this job, in this office, it is so non-static. You are constantly learning. The lowest level support person up to the director, it is a field that is constantly changing and has so much information. ... so, the sky is kind of the limit here in this office about what you want to learn because there is so much.

Alicia also reported a need to continually learn to stay current in her profession. She did this informally, spending time each day reading professional journals and other materials in order to stay current with the field. Similarly, Sam reviewed job-related websites to keep up with changes in his profession.

In addition to these informal learning opportunities, the participants also engaged in formal training programs. Each of the participants had attended at least one formal, work-related, training program during his or her management career. Topics included management skills, interpersonal skills, and negotiation skills. In addition, Kyle, Rebecca, and Sam engaged in training designed to help them better understand themselves and their own preferred styles and personal preferences.

The participants also learned informally by engaging in *dialogue* with employees. The participants used the term dialogue to refer to a process of talking with others to share ideas and gain new perspectives. This process was characterized by questioning and careful listening. Sam and Kyle, for example, both reported engaging in dialogue with employees when trying to find new ways to accomplish departmental tasks during particularly heavy periods. During this process, Sam and Kyle each asked the employees in their departments what was working well, what was not working well, and what changes should be made. The employees' suggestions for change were implemented to the extent possible.

Sam and Kyle's approach to needed change represents a view of employees held by all of the study participants. This shared view is that it is the employees, rather than the managers, who possess the greatest insight and understanding of the work processes. All of the participants used dialogue to varying degrees. Mary referred to the learning that occurred through these dialogues as "a group learn," where employees and managers together created new knowledge.

Alicia reported that she frequently learned new ways to structure work or perform specific tasks through listening to employees' ideas. She respects the employees'

expertise to the extent that she has adopted employees' suggestions, even when they were dissimilar to her own preferences.

> It may not be the same thing that I would do or the same way I would do it. I like flexibility because that is going to make you grow. That is going to be make me grow.

The participants also used the employees' performance appraisal meetings as an opportunity for their own development. Alicia explains.

> You can sit down with the employee during performance review process, and have a good exchange that will get some dialogue going between you and the other person. And, it is friendly, and you are probably going to learn a lot of facts about things you didn't know but that you are going to be grateful for when the process is over. So, you can become a better supervisor or manager.

The participants in this study valued lifelong learning. The primary method of learning that they engaged in was informal in nature. They built opportunities for learning into their daily activities by taking time each day to remain current in their professional fields. These daily activities included reading work-related journals, technical manuals, and professional websites. They also used dialogue to learn from, and create new knowledge with, the employees in their departments. In addition, the participants engaged in formal, work-related, training programs. Participation in these programs was generally in response to a felt need to improve their supervisory and interpersonal skills.

Fostering Employee Lifelong Learning

In addition to engaging in lifelong learning themselves, the participants also facilitated the employees' learning. As with their own learning, much of the learning they facilitated was informal in nature. These informal learning opportunities took a variety of forms such as engaging in dialogue and by recognizing and acting on *teachable moment*s. The participants understood teachable moments as those situations that

occurred in the workplace that supervisors could use to help employees learn. These situations included times when an employee made an error in a work task or process, failed to perform up to expectations, or was attempting to learn a new task or responsibility. Teachable moments also included situations where an employee experienced feelings of stress or frustration, or interpersonal conflict in the workplace. Rather than responding with disciplinary action or by solving problems for employees, the managers used the situation to help the employee learn, grow, or develop personally or professionally. Mary explained:

> Part of what I want our staff to understand is that you've got to teach people, use teachable moments...I think it happens everyday. I mean it really does. Instead of me jumping in and saying, ...let me resolve it. My teachable moment was 'I am not going to be your big sister... You solve this one yourselves.'

Teaching employees to solve problems for themselves, as Mary did in the case above, is one example of the managers' recognizing and acting upon a teachable moment. Alicia provided another example when she described how she helped an employee deal with her frustration through dialogue. She asked a series of questions to help the employee discover the root cause of her frustration. This understanding facilitated the employee's ability to develop strategies for minimizing the frustration. Alicia stated that she engaged in this type of informal teaching on a regular basis.

> I try to teach on a day-to-day basis. Issues come up and I go back through the questioning process, and say, 'Laurie, show me what you are finding so frustrating.' And as you begin to tell me that, then I begin to question it.

The employee learning fostered by the participants did not focus primarily on job skills to enhance employees' current job performance. Rather, it was primarily in the form of personal development or the learning of skills for upward mobility, both personally and professionally. It was accepted by all of the participants that the

acquisition of new skills might have led to valued employees leaving the department or University. Rebecca explained that although a valued employee might leave the department, this did not minimize the value that lifelong learning brings to both the employee and the University.

> I will help them get training or do whatever they think or they feel and I feel they will need in order to move to that next level. It may be a realization, however, on their part that that next level is not here.

Sam shared a similar view. He explained that even though an employee may leave the department, encouraging the employee's growth and development was in the best interests of both the employee and the department.

> Sometimes, you get such a good employee and you let them kind of strut their stuff and everybody wants them. I have a couple of people on my staff right now that I am lucky I still have them because they are so good at what they do. But, they could go somewhere else in this office or beyond, but they are choosing to stay here. I talk about it a lot with them. You know, to let them know if that is what they want to do that I will support it 100 percent. But I am keeping my fingers crossed that they won't want to leave.
>
> If you don't support them growing, the growth that they want, then I think you lose them anyhow. You have an employee who is not motivated because they feel stifled or they will look elsewhere where they feel that they can, you know, move up the ladder or have some growth or whatever, so...I think it is a win-win for the office as well as the employee to try to facilitate growth.

The possibility of job loss has provided the impetus for the participants' encouraging an employee to seek out more formal learning opportunities. When his department was facing layoffs, Kyle encouraged employees to take advantage of the many different training programs offered by the University, thus enhancing their job prospects should they be laid off.

> We had, a couple two or three years ago, layoffs within the office. And we did, at that time, really encourage people to go out and get as much training as they could. We did not know what the budget was going to be like, and more than that, [we knew] we were going to have more [employees] laid off. So, we worked

> hard to get people to get as much training as they could. Taking medical classes, Excel classes, whatever. Just in case something opened up somewhere else.

Other times, the impetus for learning came in the form of a specific problem an employee was facing. Kyle shared his experience with Molly, an employee who found the extremely busy season at work to be profoundly stressful. In response to Molly's sense of overwhelming stress, Kyle talked with her to provide a sense of community and to offer suggestions for dealing with the stressful workload. Kyle related his conversation with Molly:

> Okay, we know we are here in this time period of the year when we are all busy. All we can do is what we can do. So you can't worry about what you are not getting done. Let's not worry; let's just do what we can do. Everything will be here tomorrow when we come back. We are going to have to take it one day at a time and deal with what we have one day at a time. And she would go home and not sleep at night, and I would talk to her about that many times, you have to leave this here when you leave at night. You cannot do this. You are going to make yourself ill if you do this.'

The participants also facilitated employee growth and development by helping them find ways to overcome perceived barriers to continuing their education. Alicia described how she has helped employees find time to study.

> I have had people tell me that their barriers are their children because they do not feel that they dedicate the time to their professional career because they are torn between raising a family or not. I tell them that they need to look at it just the opposite way. That it is because of their children that they are here, trying to create an opportunity to be successful and financially be able to provide. And by pushing yourself...how much time do you give me? Eight hours a day. How much do you give your family? You still got two hours; you don't have to stay [at work for] eight hours. You can stay six. Hit the books for two hours. Get through this program and then come back in here and we can financially reward you by giving you a promotion. And now you can do this for your family. You try to take that negative at that moment as they see it, and try to turn it around and see the positive that can be extracted from it.

Mary also offered encouragement to employees who were struggling to continue their educations. She did this by asking about their progress and what barriers they are

facing. Mary allowed flexible work schedules to help employees find the time needed to complete their studies. Sometimes, Mary also pushed employees who were struggling to complete their formal educations. Her example of encouraging an employee to finish her dissertation is illustrative:

> I really pushed the hell out of her to do it because she wasn't getting it done. Finally I said, 'take time off. You do what you got to, but I want this done.' And she finished it.

Facilitating learning in the performance appraisal process.

In addition to facilitating informal learning opportunities and supporting employees' efforts to continue their formal educations, the participants also used the University's annual employee performance appraisal process to facilitate employee development. The performance appraisal form used by the University to evaluate staff performance is brief and open-ended. The supervisor and employee whose work performance is being evaluated are required to discuss the employee's professional development goals. The open-ended nature of the evaluation process allows the managers a great deal of latitude in how to structure the evaluation meeting. While each participant conducted the employee performance reviews according to his or her own individual preference, all of the participants reported asking employees what types of training they would like to engage in during the upcoming year. During the performance appraisal meeting, Alicia, for example, asked employees where they wanted to be in one, five, and ten years. Alicia and the employee would then discuss developmental experiences that would facilitate the employee meeting his or her stated goals. Kyle, Rebecca, and Sam also reported that they explicitly asked employees in what areas they wanted to have additional training.

Mary explained how she used the performance appraisal meeting to encourage employee growth and development.

> In the yearly performance evaluations, the last question is, Okay, what are you going to do for yourself this year? What is this about? You know this is a wonderful job that you enjoy and you get to be on campus, but what more is there to it? What do you want to do? Is there something you want to learn? Is there something I should be doing to help you do that? Is there something that you are already doing?

Rebecca, Mary, and Alicia all reported using questioning during the performance appraisal meeting to encourage employees to think about what they would like to learn and how that learning might be facilitated.

The participants in this study engaged in and facilitated lifelong learning. They did this in a variety of ways that were primarily informal in nature. These activities included reading, recognizing and acting upon teachable moments, and engaging in dialogue. More formal activities to facilitate learning included attending and encouraging employees to attend work-related training workshops and discussing manager and employee development opportunities during the annual employee performance review meeting. The specific examples identified in the preceding paragraphs illustrate the variety of approaches used by the participants to engage in and facilitate lifelong learning.

Trusting Employees and Treating Them with Respect

Underlying the participants' facilitation of employee learning was a sense of trust in, and respect for, the employees with whom they worked. Each of the participants stated that the employees know how to perform their jobs and perform them well. The managers viewed the employees as the job experts. This is evidenced by the managers' practice of asking employees for their suggestions regarding how to deal with heavy

workloads and how to improve work processes. As reported earlier in this chapter, the participants implemented employees' suggestions when possible, even when they were dissimilar to the managers' own preferences.

The participants treated employees with respect and strove to develop relationships with employees based on openness, respect, and trust. These types of relationships were viewed by participants as facilitating the sharing of information and ideas between employees and managers. This sharing of ideas, acting on teachable moments, and the willingness to learn from employees, are indicative of the trust and respect that the participants had for the employees with whom they worked.

All of the participants reported that they routinely asked for suggestions and feedback from employees. By acting upon these ideas when possible and genuinely listening to employee feedback, the participants created non-threatening work environments in which employees were able to comfortably and confidently share their ideas and concerns. The reported give and take in departmental staff meetings is illustrative. As Sam explained, "I believe that pretty much everybody in this office knows that they are permitted to speak their minds and offer suggestions."

Each of the participants in this study reported having a high level of trust and respect for the employees with whom they work. This trust and respect was reflected in their willingness to learn from employees as well as their desire to help the employees grow personally and professionally. It was also reflected in the empathetic and flexible manner in which they responded to employees' needs and concerns.

Empathy and Flexibility

The empathy that the participants reported having for employees and the flexibility with which they responded to employees' needs was indicative of the trust and respect that they had for employees. The participants viewed empathy as responding in an understanding and respectful manner when employees had personal issues that interfered with their ability to perform their work. When an employee called in absent from work, for example, the participants actively attempted to alleviate any feelings of guilt that the employee may have been experiencing. The participants all reported trying to create supportive work environments where employees could miss work because of a sick family member or personal crisis without feeling guilty. When an employee called in absent due to such a situation, the managers responded with empathy, letting them know that it was okay to miss the work and telling the employee not to worry about the work or the workplace during their absence and by creating flexible work arrangements to help the employee deal with the situation. The managers also attempted to create a sense of mutuality among all members of the department. This sense of mutuality was evidenced by the number of times and ways in which employees responded to their coworkers experiencing personal problems that interfered with work performance.

To minimize feelings of worry and guilt, and to create a sense of mutuality among the employees, Kyle would tell employees who were calling in absent to rest assured that the work would get done and that the employee need not worry. Alicia also took steps to minimize feelings of guilt that an employee may have experienced due to missing work. She did this by reminding employees that everyone has personal situations that may prevent them from being at work. She also reminded the employee that everyone in the

department helped each other as needed. The strong sense of mutuality evidenced in Alicia's department was striking.

> We had a supervisor who had four sons and they were all wild kids. Inside of probably eight months he had lost three of them to car accidents, one on a railroad track, and he just couldn't work. He ultimately went through a divorce because of the stress at their home. But, these guys [the other employees in the department] paid his paycheck, made up his paycheck for better than six months. Every Friday the box went on the counter and every Friday the guys dumped their money in it. Every Saturday somebody delivered it to them and said, 'We hope this helps.' That is this place.

The participants encouraged employees to talk with them when they were experiencing personal problems that had an impact on their work performance. They would then create flexible work arrangements to help the employee better meet those needs while also meeting the needs of the department. Rebecca's example is illustrative.

> I think you have to be flexible to the point that there are times you need to approach work differently. For example, the person that handles our website for me does not work 40 hours a week in his office here. There are times that he will spend a day working from home. He is dealing with some elder care issues right now that have necessitated, especially within the last couple of weeks, him physically not being here but being in his home. But, you know, we've got a laptop for him, he's got a good connection and I think he's now got broadband at the house but basically he's doing what he would have done if he were physically here, most of it from home. He does have students that report to him that work on the web and he interacts with them via phone and via the web but he's not physically here as much.

Mary, somewhat timorously, explained how she was able to allow an employee to take needed time off without losing any pay. The work that she was allowed to take home has been changed here to ensure that the identity of the department is not discernable.

> One of our staff members has a mom who is terminally ill and it is really a challenge for her because she is a new person. She has no time, I mean in terms of sick time. She is the primary caregiver. She is right now facing unpaid days. And HR is not right now in the position to allow us, uh.. there are a lot of us with sick days that we can't use, but we would like to build a bank to give to her, but we are not getting the clearance to do that and we won't. So, what I have done is

> cut a deal for her. I am sure that Human Resources would not be excited if they knew that I did this so this probably is where I'd better be anonymous. But, what I said is, take the work with you. While you are gone, [do this amount of work] and I'll say that [that amount of work] was a workday. Because if you are in here, you would never get through [that much work]. And that is helping out one of the colleagues who is behind [in his work]. So, the thought is, I'll give you a workday for it. I'll just say you were not around that day. You were working.

In this way, Mary was able to meet the needs of the department, getting more done than if the employee were physically in the office and helping out another employee who was behind in his work.

This flexible work arrangement served to meet the needs of the department, the employee who had to miss work, and of another employee in the department who was behind in this work. As noted in Mary's narrative, however, this arrangement was in violation of University policy. Mary felt that the University's policy prohibiting employees from giving their paid time off to an employee in need was inappropriate and hindered her ability to respond to the employee's needs. Each of the participants voiced a willingness to be flexible with work arrangements if so doing would allow them to meet the needs of the employee and the department.

The above narratives should not be construed to mean that the participants were unconcerned about the needs of the department. Indeed, each reported that the empathetic and flexible manner with which they responded to employees' needs created a greater sense of dedication among the employees. Kyle explained, "That is what makes people more willing to come in and do their jobs." Alicia explained her viewpoint.

> I think business first, too, but there is a parallel with that that if you don't know your employees and what they are going through, it is hard to maximize the productivity of that employee or the motivational side of that employee to where they can excel to their fullest ability.

The participants in this study are cognizant and respectful of the fact that employees may experience personal situations that impact their ability to perform their jobs. They respond to these situations with empathy and flexibility, striving to minimize feelings of guilt, helping employees deal with personal situations, and creating a sense of mutuality among employees. Each of the participants reported engaging in such activities and each possessed the view that doing so allowed them to better meet the needs of the department through increased employee motivation and dedication.

Ways Past Experiences Inform Participants' Understanding of Their Supervisory Role

The participants' perceptions of their past experiences play an important part in how they understand their supervisory roles. For example, Kyle recalls his supervisors treating him as if he were stupid and making him feel guilty when he called in absent from work. In contrast, Rebecca recalled how her supervisors were supportive and sympathetic when she had to miss work because of a sick child. While the experiences with previous supervisors vary, each of the participants reported drawing on these and other experiences from their own lives to help them better understand what the employee was experiencing.

For the participants, recalling personal experiences, and reflecting upon their own feelings during those experiences, informed the ways in which they understand and enact their supervisory roles. They reported primarily reflecting on these past experiences in two types of situations: (a) when they were thinking about the type of managers they wanted to be, and (b) when they were faced with non-routine situations in the workplace.

Three types of past experiences were reported as being the most informative in both types of situations. These experiences included their childhood experiences, their family experiences as adults, and their past work experiences. Although to a somewhat lesser degree, the participants also reported that participating in workplace training programs also informed the ways in which they understand and enact their supervisory roles.

Childhood Experiences

Four of the 5 participants reported that their childhood experiences strongly influenced how they see themselves as managers. Kyle, Mary, Sam, and Alicia all shared instances of reflecting upon their childhood experiences as they considered what management meant to them; how, as managers, they wanted to treat employees; and how to respond to non-routine employee interactions. These experiences included experiences that were both pleasant and those that were painful. The basic values of listening, of treating every individual with dignity and respect, of the treating employees as they themselves would like to be treated, are all issues considered by participants as they thought about their managerial roles and their relationships with employees.

Parental role models appeared to have been particularly influential. This influence was exhibited as the participants both attempted to emulate, and to avoid, the parental role model's behavior. Alicia again drew on her painful childhood experience with her father. She explained that she always tries to teach employees important lessons, such as the value of listening, without inflicting pain in the process. While Alicia attempts to avoid repeating his father's behavior, Sam and Mary emulate their fathers. Sam recalled how, as a child, he would visit his father at work. Even as a child, he recognized that the

employees with whom his father worked treated his father with admiration and respect. Sam attempts to treat employees in such a manner so as to garner that same level of respect from the employees with whom he works. Mary also reported that her father was highly respected by his colleagues and highly successful. She has built her own management style in part by watching and learning from her fathers' example.

Sam and Mary both spoke of how admired and esteemed their fathers were in their respective workplaces. Both had many opportunities as children to see their fathers interacting with employees. Both also reported that they seek to be the type of supervisors they believe their fathers to have been. For Mary, this desired emulation has created a sense of tension, "I am my father. I mean I know that. And sometimes it really isn't a pleasant thought. Other times it is really a point of pride."

Mary clearly attributed her supervisory style to her parents and her blue-collar upbringing.

> It is blue collar. Strictly blue collar. I had some wonderful coaches along the way. One of them was my father. Another was my mother. Another was one of my baseball coaches. I had people who cared about me. A community that cared about me. I grew up, you know, laugh about Hilary Clinton and the fact that it takes a community to raise a kid, but it does. I grew up in a very secure environment. If you screwed up, okay, you screwed up. Don't make it a big to do. What are you going to do to make it right? It is very blue collar.

Kyle also attributed his views on management to his own upbringing. This was particularly evident with respect to his strong views on family. Kyle reported that even if it interferes with an employee's ability to perform at work, family is rightfully the highest priority. He explained how his background influenced this strong sense of family.

> I always considered myself poor. Not dirt poor or that we were on welfare or anything like that. My mom didn't work and my dad was in construction. So, when there was no work, he didn't work. So, we never had a lot of money. What we had was family and we did things with the family. You know, some days we

would go out back and sing songs as a whole family and stuff like that. I think it is better that way.

Kyle also reported that growing up with a mentally ill sister and a mother with a life-threatening illness has helped him understand the fragile nature of life. His mother's strength during these personal crises continues to serve as a source of inspiration for Kyle.

Like Alicia, Sam, and Mary, Kyle drew on his childhood experiences as he considered whether or not to enter management, on the type of manager he wished to be, and on the types of relationships he hoped to have with employees.

In contrast to the other participants, Rebecca stated that she had not previously considered how her childhood influenced her supervisory identity. When asked, she opted not to consider her childhood, explaining that there were some things she was uncomfortable talking about. Whenever the topic of her childhood arose, she stopped herself and repeated that she was uncomfortable talking about her childhood. Her limited comments about her childhood and the tension that she exhibited when the subject arose, led me to believe that there might be issues from her childhood that remain unresolved.

Family backgrounds appeared to create tensions for the other participants as well as for Rebecca. Although Mary was clearly proud of her heritage and tried to remain true to her blue-collar background, she experienced tension between this background and her educational attainment. This tension was evident in Mary's refusal to earn an advanced degree even though it would enhance her career. This tension is further evidenced by Mary's conflicting claims that she both values and does not value education. This conflict appears to arise from a fear of denigrating or distancing herself from her blue-collar

background. When considering aloud why one of the employees with whom she works was hesitant to continue her formal education, she surfaced a number of concerns.

> I mean there are so many cultural issues. She is first generation kid. She is the only one of her siblings to get a college degree. Her mom and dad have eighth grade educations. She very much lives in a blue-collar environment with her family. Everyone in her life thinks she is a hero because she's got her bachelor's degree. She is so smart. She is the smartest person in her family. She is the most accomplished person in her family. And to get another degree may almost distance herself further from her roots, and I think she struggles with that.

After a pause of several moments, Mary realized that she was voicing her own concerns. She gave voice to the fact that she struggles with a reluctance to distance herself from her blue-collar background by seeking an advanced degree. Her comments below highlight this tension between the value of education and a desire to stay true to her heritage.

> I don't value education very much, very well. I really don't. I do value education tremendously, but I have a father-in-law who has an eighth grade education and who is one of the brightest men I know. He's world smart. My dad...my mom didn't go to college. I have two sisters who have been out of education for a while that never finished their master's degrees. And yet, I am in an environment where people are saying, 'you don't have a master's degree.' And it is one of those behaviors, a self-defeating behavior; I refuse to get a master's degree ...I am going to do it without it.

Sam also experienced tension between his educational attainment and his family background. This tension has led to feelings of separation between himself and the rest of his family as he has "gone farther educationally, emotionally, and geographically" than his parents or siblings.

> I just think I have different tastes than they do, and not that we don't find common ground to talk about and enjoy getting together. But, we have just had different life experiences. And the gap between my mother and I as far as what she thinks of my life. I don't think she really has any concept whatsoever about what my work entails or anything, and it is kind of hard to even share it with her.

In addition to leading to feelings of tension, the participants' childhood experiences have led them to hold certain principles, assumptions, values, and beliefs that form their working philosophy. This philosophy appears to serve as the foundation for the ways in which they understand and enact their supervisory roles. To this foundation are added their experiences as adults. Two types of adult experiences appeared to be the most relevant to the participants' understanding of their supervisory roles, their family experiences and their work experiences.

Family Experiences as Adults

The participants' experiences as adult family members also informed the participants' understanding of their supervisory roles. These included experiences as parents, spouses, and as adult children. Sam credited his experience of being a single parent for his ability to make difficult workplace decisions.

> I have been a single parent since my son was 10 years old...knowing what decisions you have to make for the sake of your child kind of works in the workplace, also. It might not be necessarily the decision you would make for yourself, but you think about your employees.

For Kyle reflecting on his experiences as a parent served to remind him that children get sick. Reflecting on his experiences as an adult child of a seriously ill parent reminded him that when children grow up, parents get sick. In either case, child and elder care issues often require an employee to be present at home instead of present in the workplace. Critical consideration of his mother's treatment in the workplace has also influenced Kyle's understanding of management and the appropriate manner in which to treat employees.

> I see my mom working in a shop. She has worked there some thirty-some years. And, you know, makes less than I do, and it is hard. She is on her feet all day.

> They treat her like she is on her way out because she's been there for so long. They don't care if she is happy or not because she is going to retire soon.

The participants reported reflecting on their experiences within their families as they framed their supervisory roles. They also reported referring to and considering these experiences when faced with non-routine situations and employee interactions.

Participants' Past Work Experiences

The participants' past experiences as employees have also influenced how they understand and enact their supervisory roles as staff managers in the University. Each of the participants in this study worked his or her way up through the ranks, holding non-managerial positions prior to entering management. The experiences encountered as an employee have had a strong influence on their conceptualization of their supervisory roles and their relationships with employees.

When non-routine situations were encountered, the participants drew upon their foundational working philosophies, their familial experiences, and their experiences as employees. For example, Kyle drew upon his previous work experiences as he reassured an employee whose child was sick.

> You have this daughter that you have to care for, and we are going to be all right here. Don't worry about us. Don't worry about your job. She [the employee] does miss a lot of work. It is not her...she can't help her being sick. Her own mother passed away from asthma in the past year or 2 so you know... you know, she has just had a rough time. And, you know, she is really good about making sure she brings in doctor's excuses and everything. She is good about being here when she can. I guess that is all I can ask. She does the best she can and that is all I can ask of her. She likes her job. It is not her fault she has a sick daughter.

Kyle related that he held this view because he could clearly recall how he felt when, before he was a supervisor, he had to call in absent from work because his child was sick. He recalled that his supervisor made him feel guilty for taking care of his child

and how much he resented that feeling. Prior to taking on his supervisory role, Kyle made a conscious decision that, if he were ever in a supervisory position, he would let employees know that their families were important and that it was acceptable to miss work to care for a family member when necessary. As he explained.

> I guess part of it is that I came in this office, and you know, I was really low on the totem pole. The old mindset of the office really wore on me because they really had the old, 'You are here to work and you better have a good reason for not being here.' It made you feel like if your child was sick you felt guilty, scared to call in because they were going to be angry with you. It was just really hard. I just really dreaded calling in. I just hated that feeling. I hated feeling like the whole office thought my job was more important than my family.

Prior to accepting his current position, Kyle also reflected upon work experiences in other organizations. His consideration of these and other experiences facilitated his conceptualization of management and his supervisory role.

> The other jobs I had before I came here were always 'You are here and you do this.' They didn't really care about you... the customer was important to them but employees were not. I guess I have seen that everywhere I worked, and I really thought, what is this? Why am I not important? I feel it is important for people to feel special, you know. Even if you don't think I am special, treat me like I am somebody. You don't have to treat me special, just treat me like a somebody.

Like Kyle, Rebecca's previous work experiences before becoming a manager also influenced her conceptualization of the role of managers in the workplace. She recalled an unpleasant experience during her first internship while in college.

> I interned for a semester. I had gone down to the staff Christmas party as kind of the first thing and then my internship was to start after that. And the day that I was down there, just prior to the Christmas party, they fired somebody. I mean this person during the Christmas party was cleaning out their *[sic]* office and being escorted out of the building.

Each of the participants reported that their work experiences prior to entering management helped to inform their understanding of management, how managers should

interact with employees, and how they themselves would enact their supervisory roles within the university. Although to a lesser degree, 4 of the 5 participants, Kyle, Mary, Rebecca, and Sam reported that formal training programs were also informative as they attempted to construct and enact their supervisory roles. Those programs that encouraged self-reflection, sharing of experiences, and enhanced self-knowledge were found to be particularly informative.

Experiences with Formal Training Programs

An analysis of the data revealed that formal training programs, although to a lesser degree than reflection upon personal experiences, did have an impact on the way participants enact their supervisory roles. Interpersonal training programs such as employee empowerment, understanding personality preferences, and interest-based negotiations, which incorporated self-reflection, the sharing of experiences with others in the program, and that led to enhanced self-knowledge had the greatest amount of influence.

Sam and Kyle identified employee empowerment training as influential in changing the management style in their departments. Both Sam and Kyle reported that the training content validated their fundamental views about management.

Sam also reported that other training programs have helped to shape his management practice. He reported frequent use of the negotiation skills that he learned in a University training program. Sam explained that, although he does not consciously consider nor name it as such, he has integrated the negotiation skills that he learned in the workshop into his daily activities. He reported frequent use of negotiations skills when faced with workplace challenges.

Participants also reported that programs focusing on an enhanced understanding of self, and of others, were informative to their management practice. Both Rebecca and Sam cited experience with the Myers-Briggs Type Indicator and the DISC[1] instrument as informative, particularly when they were faced experiencing interpersonal difficulties or with non-routine interactions with employees. Rebecca explained. "What it [DISC] really did was help me get a sense of how to communicate with other people."

Sam stated that he gained self-knowledge when he took the Myers-Briggs Type Indicator. This helped him learn more about his own preferences and how he might interact more effectively with others.

> This exercise divided the staff into drivers, supporters, flexible, and so forth. I can remember that just so clearly...then we went through how to deal with a pure driver, how you deal with a supporter, flexible or a whatever. It was just like I saw the light and okay., you know, this is the way I am.

An analysis of the data did not suggest that formal training programs are of primary importance to the participants' understanding of their supervisory role. It did reveal, however that certain types of programs did influence the participants' conceptualization and enactment of their supervisory roles. Programs that had the greatest impact were those that encouraged self-reflection and enhanced self-knowledge.

The Role of Reflection

The managers in this study reported that engaging in reflection facilitated their understanding of management and of their supervisory roles. Reflection was also cited as informing the decisions that they made and the actions that they took in the performance of these roles. The employees' engaged in reflection primarily in a self-directed manner

[1] DISC is a personal assessment tool based on the 1928 work of psychologist William Moulton Marston. The DISC Personal Profile System is personality behavioral testing profiling using a 4 dimensional model of normal behavior

although some workplace training programs also included opportunities for reflection. Self-directed reflection was cited as being used in primarily two distinct types of situations. These situations included when, prior to entering management, they engaged in reflection to determine the meaning of management, what type of manager they would be, and what this meant for their relationships with employees. The participants also reported engaging in reflection when faced with non-routine situations or interactions with employees. All 5 of the participants reported consciously engaging in reflection to determine an appropriate course of action in such situations. Alicia described the reflective process she engaged in as similar in nature to an index or card file.

> I think it is an index or card file system of different events in your life that have a major impact. We index these events and catalog them in our mind. And depending on our given day-to-day situations and experiences we begin to pull them out of the card file and we play them again.
>
> I am thinking about the loss of my family members, or my first son, and I am sitting here today dealing with 2 employees. One lost a brother-in-law and one's brother killed himself. And ...these guys need time off for these reasons. Do I think business comes first, or do I think compassion and telling these folks to do what they've got to do and take care of problems at home and to just come back with a clear mind? I pull out a card file and [think] how did I feel at that time? How compassionate do I want to be today?" Even though I know that business has got to get done...what are our other alternatives to getting it done [other] than being a hard-ass and not being compassionate at this point in time with good employees, trusted and bright employees.

Reflection upon a variety of experiences informed the participants' construction of their supervisory roles as managers within the University. Participants reported reflecting on their past experiences when considering the type of managers they wanted to be and when faced with non-routine employee interactions and situations. When faced with non-routine situations, they engage in reflection to select an appropriate course of action. This reflection often included a critical consideration of the working philosophies

that developed from their early life experiences such as Kyle's placing a high value on family and Alicia's painful lesson in listening, their previous work experiences, and their experiences as adult family members.

Chapter Summary

As the preceding paragraphs indicate, the participants in this study viewed the facilitation of employee learning, growth, and development as integral to their conceptualizations of their management roles. None of the participants viewed activities that facilitated employee learning, growth, and development as separate roles or functions that they were required to perform. All of the participants held a holistic and humanistic view of employees, affirming the value of employees' needs, concerns, and responsibilities beyond the workplace. The conceptualization of management held by participants differs from other constructions of management. The primary difference between this and other constructions of management lies in the integration of employee learning, growth, and development opportunities.

Four major themes undergird this construction of management. These themes include striving to get to know employees as individuals with valid needs and concerns beyond the organization, engaging in and facilitating lifelong learning, trusting and treating employees with respect, and demonstrating empathy and flexibility to assist employees' efforts to engage in learning opportunities and fulfill their multiple life roles. Together, these themes form the framework of developmental management.

While each of the participants in this study exemplifies the developmental manager construct, it is important to be mindful that each is a unique individual. Each brought his or her own unique experiences, perspectives, views, and preferences to their

roles and to their relationships with employees. Sam, for example, viewed himself as an introvert and did not engage in small talk with employees. Kyle, in contrast, saw himself as an extrovert. He reported regularly engaging in small talk with employees. He also provided a listening ear when employees needed to share their frustrations, fears and concerns.

The desired distance between management and employees was also unique to each of the participants. Mary, for example, encouraged employees to view her as a coworker. She let employees know that she was one of them, and that while she had additional responsibilities, she would not ask employees to do anything that she would not do and that the employees should view her as a colleague. To varying degrees, Alicia and Kyle also encouraged employees to consider themselves colleagues and attempted to minimize the distance between themselves and the employees with whom they worked. In contrast, Rebecca and Sam preferred to maintain clear distinctions between themselves and the employees with whom they worked.

Despite these unique characteristics, the participants in this study held a common, developmental view of management. This developmental view is primarily defined by the integration of employee learning, growth, and development into the managers' daily activities and interactions with employees. Rather than being viewed as a separate task, role, or function, facilitating employee learning defines the ways in which the participants enact their supervisory roles.

Another striking similarity among the participants is the role that reflection has played in their understanding of employee supervision as a developmental construction of management. Whether formal or self-directed, each of the managers engaged in reflection

to help them understand their supervisory roles and their relationships with employees. They used reflection primarily in two areas: (a) when considering the meaning of management and the type of manager that they aspired to be, and (b) when faced with non-routine situations in the workplace.

Chapter Six

Discussion, Implications, and Recommendations for Future Research

The purpose of this study was to explore the lived experiences of staff supervisors within the context of higher education, focusing particularly on their relationship with employees and their roles in the facilitation of employee learning, growth, and development. Three major themes related to adult learning informed my approach to this study: (a) "...education and development continue throughout working life" (Poell and Van der Krogt (2003, p. 252); (b) the workplace has a significant role in adult growth, learning, and development (Dirkx, 1996; Rainbird, 2000; Watkins, 1989; Wexley & Latham, 2002); and (c) managers can exert considerable influence on employee learning, growth, and development (Ashton & Maguire, 1985; Ellinger, Ellinger, and Keller, 2002; Ellinger, Watkins, and Bostrom, 1999; Grace & Straub, 1991; Grugulis, 2003).

Two primary findings emerged through the data analysis: (a) the role of reflection, and (b) the integration of employee learning and management. These findings show a developmental perspective that is fully consistent with the role of management. Rather than being in conflict with the role of management, as previous research (Ellinger & Bostrom, 2002) has found, employee development is integral to the participants' understanding of their management role.

Conceptualization of Management

An analysis of the data, gathered via in-depth interviews with five staff supervisors in a large American university, indicates that developmental management is an alternative construction of management. This conceptualization differs from traditional, command and control models of management where employees are valued

only for their productivity and the goal of employee training is solely to enhance productivity and the attainment of organizational goals (Coopey, 1998; Dirkx, 1999).

Osterberg (1993) has suggested that organizational hierarchies themselves are a barrier to employee development because they lead to fear and a lack of trust. Partly in an attempt to overcome these and other organizational barriers to learning, the concept of the manager as facilitator of learning has placed responsibility for employee learning on managers. The developmental management construct, as reported in this study, also differs from this facilitator of learning model of management.

Recent research on managers as facilitators of learning (Ellinger & Bostrom, 2002) found that the managers who had been given formal responsibility for employee learning viewed employee development as a separate task, responsibility, or function. This separate function was viewed as being in addition to, rather than integrated with, the managers' other supervisory responsibilities. In contrast, the data in this study indicate that the participants have integrated employee learning, growth, and development into their supervisory roles. Employee development is viewed as defining the manner in which they fulfill their supervisory roles, rather than as a separate task or role that must be fulfilled in addition to their other responsibilities. They routinely engage in employee development as they interact with employees and view facilitating learning as being integral to the manager employee relationship.

The participants in this study facilitated employee learning primarily through informal means. These took a variety of forms including engaging in dialogue, recognizing and acting upon teachable moments, and encouraging and providing support for employees. These and other behaviors reported by the participants in this study have

been identified in the literature as developmental interactions (D'Abate, Eddy, & Tannenbaum, 2003) that "involve exchanges between two or more people where the goal is personal or professional development" (p.364). These behaviors are integral to the enactment of the participants' conceptualization of developmental management.

The developmental management construct is both holistic and humanistic in nature. It reflects humanistic assumptions and attention to adult learning as suggested by Bierema (1996):

> Holistic development integrates personal and professional life in career planning, development, and assessment. Holistic development is not necessarily linked to the present or future job tasks, but the overall growth of the individual with the recognition that this growth will have an effect on the organizational system (p. 25).

At the core of the participants' conceptualization of management is the view that employees have multiple, valid roles and responsibilities; are intelligent adults from whom they can learn and who add value to the organization, and that employees deserve to be treated with empathy and respect. These fundamental views provide the framework for managerial decision-making, problem-solving, and employee interactions. Key concepts of developmental management include:

1. Respecting employees as intelligent adults and viewing employees as subject matter experts from whom others can learn.
2. Striving to get to know employees as individuals with important roles beyond that of employee.
3. Affirming the value of employees' multiple roles and the importance of meeting the requirements of these multiple roles by responding with empathy and flexibility to employees' needs.
4. Engaging in lifelong learning.

5. Facilitating employees' lifelong learning. Such learning opportunities include both personal and professional learning, growth, and development with the employee's needs being of primary importance.

6. Recognizing and acting upon teachable moments. This includes responding to employee errors and problems as learning, rather than disciplinary, opportunities.

Developmental managers are also cognizant of the needs of the organization. They recognize that they are responsible for ensuring that the work of the department be accomplished effectively and efficiently. They view facilitating employee learning, growth, and development as a way to benefit both the employee and the organization. Fostering employee learning is seen as an effective way to achieve organizational goals by promoting employee motivation and performance while also meeting the employees' learning needs.

How this Conceptualization Differs from Other Conceptualizations of Management

Two primary elements set this conceptualization apart from other conceptualizations of management: (a) employee development is integrated into the supervisory role; and (b) reflection informs managers' understanding and enactment of their supervisory roles.

Employee Development is Integrated into the Supervisory Role

The participants' conceptualization of developmental management differs from previous conceptualizations of management. It clearly differs from traditional command and control models of management. Of greater interest is how it differs from the facilitator of learning conceptualization of management. Ellinger and Bostrom (2002) reported that facilitators of learning viewed "managing and coaching" as separate and distinct roles (p.158). It was viewed as something that was done in addition to, rather than

integrated with, other supervisory responsibilities. This view (Ellinger, Watkins, & Bostrom, 1999) led the participants to experience role conflict. The participants in Ellinger and Bostrom's study defined managing as "telling, judging, and controlling, and coaching was perceived to be a way of empowering learners, helping learners to understand, and removing obstacles that inhibited their ability to understand" (p.157). In contrast, the managers in this study defined managing as "helping employees learn, engaging in teachable moments, encouraging and supporting employees. They viewed employee development as "how" they enacted their supervisory roles rather than as a distinctly separate role.

Although the findings of the current research appear to contradict this previous research, careful consideration reveals that this may not be the case. Ellinger et al. (1999) suggest that the adoption of what they referred to as the facilitator of learning role is a transitional process that occurs along a continuum in which the manager moves from viewing him or herself as a manager to "fully identifying with the role of coach or facilitator of learning" (p. 113). Using the Ellinger et al. model, the participants in this study could be said to fully identify with the facilitator of learning role. In contrast to the previous research (Ellinger, Watkins, Bostrom, 1999; Kraut, Pedigo, McKenna, & Dunnette, 1989; Mintzberg, 1973, 1990, 1994), the participants in this study did not report experiencing role conflict. This is to be expected since the participants in this study perceived employee development as a defining characteristic of their role rather than as a significantly different and separate role.

It must be noted that the previous research by Ellinger and Bostrom (2002) focused on organizations engaged in becoming learning organizations. In contrast, the

University in this study was not striving to become a learning organization as understood in the literature. The participants in this study did not refer to themselves as facilitators of learning, coaches, teachers, or any of the other myriad terms that have been used in the literature to label managers' roles in employee learning, growth, and development. The managers in this study labeled themselves managers. Also, in contrast to the participants in previous research, they had not been given formal responsibility for employee learning, While all of the participants had engaged in formal management training programs of one sort or another, none had had formal training in employee development.

Reflection Informs Managers' Understanding and Enactment of Their Supervisory Roles

The act of reflection informed the developmental managers' conceptualization of management. The participants engaged in reflection when considering the meaning of management, how they would enact their management roles, and how they would interact with employees.

Reflection, as used by the participants in this study was experientially, rather than academically based. It was primarily self-directed and free flowing rather than guided. This understanding of reflection is congruent with Siebert and Daudelin's (1999) definition of management reflection: "cognitive activity managers engage in to make sense of an experience. The process of stepping back from experience to carefully and persistently ponder its meaning to the self" (xvii).

The study participants reflected primarily upon their experiences from childhood, previous work experiences, and their experiences as adult members within their families. The participants in this study reflected upon their past life experiences as they formed their conceptualization of developmental management. The lessons, values, assumptions,

and principles that they learned in childhood formed the basis of their working philosophy. Reflection on past experiences as adult family members and their past work experiences have had a substantial influence on how they understand and construe their managerial roles. Work experiences that they had had as employees prior to entering management were particularly influential to their conceptualization of management.

Formal management training programs appear to have had only minor impact on their conceptualization of developmental management. Programs that focused on self-knowledge and interpersonal skills were recognized by the participants as having greater influence than did skill-based training programs. Rather than learning what it means to be a manager from management training, the participants learned what being a manager meant to them by reflecting on their life experiences, including the experience of being supervised at work.

When transitioning from the employee role to a management role the participants reflected upon their experiences as employees. Recall from Chapter Five Kathy's desire to be treated as "If I am somebody" and her commitment to treat employees better than she was treated. This learning how to be a supervisor from ones' experiences as an employee is similar to findings in the teachers' beliefs literature that suggests that prospective teachers learn what it means to be a teacher in large part by being a student (Zeichner & Tavachnick, 1981).

The participants also engaged in reflection in response to non-routine situations. Recall Alex's index card file metaphor:

> I think it is an index or card file system of different events in your life that has a major impact. We index these events and catalog them in our mind. And depending on our given day-to-day situation and experiences we begin to pull them out of the card file and we play them again.

By drawing on their own experiences, managers appear to form a "folk pedagogy" (Bruner, 1996. p.2) that they bring to their management roles. Just as teacher educators are encouraged to acknowledge the folk pedagogy that they bring to teaching, so too, must managers take into account the folk pedagogy that they bring to the act of supervising. Just as teachers "cannot help but teach what they believe," (Yero, 2001-2002. p 3) so too do managers act based on their conceptualization of management.

Implications for Theory and Practice

In the knowledge age, Americans are faced with changing technologies on a daily basis. They interact with new technologies when they use a touch screen to conduct banking transactions at an automatic teller machine, when they respond to voice activated computers when ordering goods and services on the telephone, and when seeking information on the Internet. These technological advances change the requirements for success in society in general and in the workplace in particular. In order to meet these changing requirements, individuals must engage in lifelong learning. Likewise, organizations must foster and harness the talent of all employees and, as an organization, continue to learn in order to remain viable.

Facilitating employee learning adds value to the organization through enhanced creativity, problem solving, and the ability to adapt to the changing environment. From a business standpoint, then, it is in an organization's best interests to facilitate employee learning, growth, and development. In response, the workplace has become a significant site for adult learning opportunities.

The benefits of facilitating lifelong learning reach far beyond the workplace. As a society, we all benefit from a citizenry that is able to meet the challenges of rapidly

changing technologies, the changing nature of work, demographic changes, and changes in the nature of international relations among others (Daly, 2000). The demands placed upon adults by these and other changes have been referred to as the "hidden curriculum of adult life" (Kegan, 2000. p. 45). Skills identified as required content in this hidden curriculum include communication skills, decision-making skills, interpersonal skills, and lifelong learning skills (Stein, 2000). These skills are also necessary for success in the workplace.

Through a culture of learning, and supportive management practices, organizations can provide learning opportunities that facilitate the acquisition of these essential skills. Organizational policies can provide such opportunities through paid time off to participate in education and training, financial assistance in the form of tuition reimbursements and waivers, and by providing training programs and workshops for employees. Of primary importance to employees' ability to learn, however, is the nature of the work environment. An environment that is "dialogic, challenging, and supportive" (Fishback & Polson, 1998) facilitates employees' continued ability to learn. The employee's immediate supervisor plays an important role in creating such an environment. The influence that an employee's immediate supervisor has over the employee's learning is significant (McGregor, 1960; Siebert & Daudelin, 1999) as the immediate supervisor allows or denies employee access to organizational policies that foster learning. This is similar to an immediate supervisor's ability to provide or limit employee access to work-family policies (Palthe & Kossek, 2003). In addition, the manager's level of support impacts the employees' access to training and development opportunities within the organization and their ability to be absent from work to engage

in other learning opportunities. It is generally the immediate supervisor who responds to employee errors, developmental needs, concerns, and problems. The ways in which the immediate supervisor responds to these issues impacts the employee's ability to learn from them.

Managers who facilitate employee learning by granting access to organizational policies in support of education, who take an educative, rather than disciplinary, approach to employee errors and problem solving, and who otherwise engage in developmental activities, are referred to in this study as developmental managers. Developmental managers recognize the importance and value of lifelong learning and integrate employee learning, growth, and development into their daily activities. Developmental managers view errors and problems as teachable moments. They help employees learn problem-solving skills, rather than solving employees problems for them. In addition, they provide support and encouragement for employees' multiple roles and encourage them to engage in educational opportunities to better meet the demands of these multiple roles.

The participants hold such a developmental perspective of management. For these developmental managers, employee learning, growth, and development is integral to their understanding of what it means to be a manager. They came to hold this view without being given explicit responsibility for, or training in, the facilitation of employee learning. Reflection was found to be a primary factor in the participants' understanding of management and of their roles as supervisors within the University. These findings add to our understanding of the workplace as a site for adult learning and have implications for both theory and practice.

The participants' conceptualization of developmental management exemplifies what Drucker (2001) was advocating for as necessary in the knowledge age, that "[m]anagement must also enable the enterprise and each of its members to grow and develop as needs and opportunities change. Training and development must be built into it on all levels – training and development that never stop" (p. II). An analysis of the data indicates that, for the participants, employee development is indeed built into their supervisory roles and serves to define their relationships with employees.

The ways in which the participants in this study responded to non-routine situations are congruent with Model II behaviors (Argyris, 1987), striving for (a) win-win solutions, (b) working with the employee to develop goals, (c) surfacing and exploring negative feelings, (d) fostering inquiry and dialogue and (e) validating emotionality. Management educators should develop programs to foster this kind of behavior in the workplace. Given the role of reflection in developmental management, encouraging managers to critically examine their understanding of management and where these understandings have their roots would enhance foster Model II behaviors, managers' ability to foster employee learning, and their knowledge of themselves as managers. Parker Palmer (1998) eloquently stated:

> When I do not know myself, I cannot know who my students are. I will see them darkly, in the shadows of my unexamined life. And when I cannont see them clearly, I cannot teach them well. (p. 5).

Those with supervisory responsibilities must also know themselves so that they can truly see the employees they supervise. Given the increasing role of the workplace as a site of adult learning and the influence that supervisors can exert over employee learning, growth and development, such self-knowledge is critical.

The influence of reflection on developmental management has several implications for human resource and management development, for the practice of management, and for organizational policy. The primary implications for practice include:

1. Managers should be taught the value of reflection and the use of guided reflection as a way to inform their practice. Critical reflection of the managers' working philosophies should be encouraged.
2. Managers should be encouraged to seek similarities between their own experiences and those of the employees with whom they work.
3. Organizational leadership should encourage and support the use reflection in managerial practice.
4. Scarce resources should be used to conduct training programs that include reflection and encourage self-knowledge.

In addition to the implications related to the importance of reflection in developmental management, the integration of employee learning as a normal part of the supervisory role also has several practical implications.

Although the integration of employee learning, growth, and development into the supervisory role minimized feelings of role conflict for the participants in this study, another form of conflict was recognized by the participants. In their efforts to be supportive and accommodating to employees' needs, the participants were sometimes confounded by organizational policies that limited their flexibility. In these instances, the participants experienced conflict, as they desired to both comply with University policies

and meet the needs of the employee. The practical implications of this conflict for the organization include:

1. Foster a developmental view of management that incorporates employee learning into supervisors' daily activities.
2. Provide training to facilitate managers' desire and ability to view employee errors and problems as teachable moments.
3. Look broadly at all organizational policies to ensure congruence between creating supportive, learning, environments and other business policies. Specific questions to be addressed include:
    a. Do managers have the flexibility to create supportive environments that foster learning?
    b. Are managers encouraged to, and rewarded for, facilitating employee learning, growth, and development?
    c. Do avenues exist where managers can surface and explore areas of conflict without fear of negative repercussions?

An additional area of interest arises from the overlap of the developmental management construct and two other organizational constructs: work-life integration and the learning organization. Many of the behaviors identified in the literature as developmental, such as supporting, calming, and encouraging, also serve to facilitate employees' ability to integrate their work and family lives. Indeed, supervisors have a substantial impact on an employee's access to both learning and work-family policies within an organization. In addition, just as reflection is an essential element of the concept of the learning organization, it is also an essential element of developmental

management. Recognizing the intersection of these three constructs; developmental management, work-life integration, and the learning organization, will provide organizations with opportunities to enhance the impact of organizational initiatives in each area. By working together to look for commonalities and to ensure congruence, human resource, work-life, and learning organization champions can substantially impact employee and organizational learning and success.

Summary

The participants in this study hold a note-worthy construction of management in which employee learning, growth, and development are integrated into their supervisory roles. Their decisions and interactions with employees informally facilitate learning as they respond to errors and problems in a dialogic, supportive, and educative manner. The implications of these findings are significant for organizations seeking to benefit from a workforce that is creative, is adept at problem solving, and engages in lifelong learning.

Suggestions for Future Research

The growth of the workplace as a site of learning has led to a significant body of literature on the ways in which managers can facilitate employee learning. Missing from the literature has been an understanding of how managers conceptualize their employee development role and how they come to hold this conceptualization. This study has begun to fill this gap by exploring these issues as perceived by five staff managers within the context of higher education.

The data in this study revealed that childhood experiences continue to be processed in the workplace and that these early experiences influenced the participants'

conceptualization of management. The impact of these early experiences needs to be explored further.

The participants in this study shared several common characteristics. For example, all are over 40 years of age, all come from working class families in the Midwest, all work in the same university, and all have worked in the university for more than five years and worked their way up through the ranks to their current managerial positions. Conducting similar research with individuals from more diverse backgrounds would add to our understanding of developmental management.

In addition to further research into the experience of managers, exploring the phenomenon from the employee's perspective would add needed depth to our current understanding of the phenomenon. Whether employee learning actually occurs and what learning outcomes occur must be examined as we seek to understand how adult learning occurs in the workplace and the influence that managers can have on that learning.

The Supervisory Recognition Award that was used in the purposeful sampling of participants is an imperfect indicator of the presence of behaviors indicative of the developmental manager phenomenon. While the employee nomination of the supervisor seems to imply that the employees view the supervisors' management style in a positive manner, other factors such as politics and power may influence such nominations. Further study of supervisors within the University who have not received the Award is necessary to see if receipt of the Award influences the developmental management conceptualization.

Two of the participants have asked me to help create a space where reflection and dialogue about the meaning of developmental management can continue. The creation of

a praxis group of supervisors at the University will be part of my continuing education on the developmental manager phenomenon.

Conclusion

This study has brought to light a unique conceptualization of management that differs from traditional views of management, instrumental views of facilitating employee development solely to achieve organizational goals (Dirkx, 1999), and the view of managers as facilitators of learning. The findings of this study also illustrated the important role that reflection has in the practice of management.

In addition, this study has provided a voice for an often-ignored community within the academy, the support staff. Little attention has been given to staff in the literature on higher education, in spite of the fact that it is the staff who have the institutional knowledge to get students enrolled, to keep the lights burning, and work to attract and provide funding for students.

Appendices

APPENDIX A

Interview Protocol

There will be three, 90-minute interviews with each participant. The purpose of the interviews will be to explore the history, experience and place the participant within his or her individual context, exploring the meanings attached to these experiences and the connections between these experiences and the individuals understanding of his or her role as a manager and views regarding the emerging developmental manager phenomenon.

Role of the Researcher

To help participants feel comfortable and at ease and encourage the sharing experiences. Asking open-ended, non-leading questions while actively listening to participant responses will facilitate this process. To foster understanding, follow-up questions and requests for clarification will be asked. The interviews will be audio-taped and the researcher will also take interview notes.

Introduction to the Participant

Thank you for agreeing to participate in this study. Because I am interested in what we can learn from the lives of managers, we will talk about your experiences as a manager and being managed by others. In addition, we will explore the experiences that have impacted your view of yourself as a manager. I will be asking you to share specific events in your life and education that have influenced this understanding. I will ask you to complete a brief biographical background questionnaire that we will build upon during this and the two following interviews. We will not go beyond the 90-minute time frame.

The key topical areas to be explored are identified in the questions below. It is anticipated that the questions will be asked over the course of the three interviews and the actual interview in which they are asked will vary by participant.

1. Please share with me what you actually do as a manager.
2. What to you understand to be the responsibilities of a manager?
3. How do you see your role as a manager?
4. What do you consider to be important in a manager?
5. How do you know when you see good management in action?
6. Please tell me about a typical workday in your life, from the time you wake up until you fall asleep at night.
7. Please tell me a story that highlights your relationship with the employees with whom you work.
8. How did you first become a manager?
9. What were your subsequent management responsibilities or experiences?
10. What events or experiences do you feel had a significant impact on how you understand your role as a manager?

The following questions will provide participants with an explicit opportunity to reflect upon the meaning of their experiences.

1. Given what you have shared about your life before you became a manager and what you have said about your work now, how do you understand what it is to be a manager? What sense does it make to you?
2. Given what you have shared in these interviews, where do you see yourself going in the future?

Appendix B

Informed Consent

Exploring the Developmental Manager Phenomenon within the Context of Higher Education

The purpose of this study is to gain deeper understanding of how managers experience and understand their organizational role. You are being asked to think about and discuss your experiences, thoughts, and feelings about management in 3 individual interviews with the researcher. The individual interviews will be audio-taped and notes will be taken. The researcher may contact you by phone with additional questions and for clarification purposes.

Your participation is totally voluntary and can be discontinued at any time. You may also refuse to answer any question. Additionally, you may ask that the audiotape be stopped at any time.

All information obtained will be kept confidential and any written reports will not use actual names or other identifying data. Pseudonyms will be used is during analysis and in any written report. Your privacy will be protected to the extent allowable by law. The audiotapes, notes, and transcripts will be kept in a locked file cabinet that is accessible only to the researchers.

Questions for the researcher may be asked at any time during the process. Additional information about the project may be obtained from Tina Riley, M.L.R.H.R. (517/432-2799) or John Dirkx, Ph.D. (517/353-8927.

You will be given an opportunity to review the written comments that are recorded or documented during the interviews to ensure that they are correct. The researcher will phone you to share the preliminary data analysis, to confirm the information obtained during the session, or to ask any follow-up questions. This call will be made to the phone number that you provide below.

We foresee no psychological or emotional trauma from participation in this project, but you are encouraged to ask questions about this study and your participation in it at any time.

We anticipate that your participation in this study will take about 4.5 hours. To show our appreciation for your time and energy, we will present you with a copy of a book, selected by the researcher, on management or adult learning. We will be happy to do so even if you decide to discontinue participation part way through the project.

If you have any questions or concerns regarding your rights as a study participant, or are dissatisfied at any time with any aspect of this study, you may contact - anonymously, if you wish - Peter Vasilenko, Ph.D., Chair of the University Committee on Research

Involving Human Subjects (UCRIHS) by phone: (517) 355-2180, fax: (517) 432-4503, email address: ucrihs@msu.edu, or regular mail: 202 Olds Hall, East Lansing, MI 48824.

I voluntarily agree to participate in this research project. A copy of this consent form will be made available to you for your records.

Signature of participant _____

I voluntarily agree to participate in audio-taped interviews with the researcher during this research project. I understand that the tape recorder will be turned off at any time that I so request.

Signature of participant_____

Name _____Date_____

Phone Number for follow-up calls _____

Appendix C

Questionnaire

Thank you for agreeing to participate in this research project. Please take a moment to answer the following information.

Biographical Information:

1. Full name:

2. Date of birth:

3. Place of birth:

4. Amount of formal education:

Professional Practice

1. Years of management experience:

2. Years in current position:

3. Years with the University:

4. Number of employees you supervise:

Appendix D

Data Management and Analysis

Initial reflective notes will be created as soon as possible after each interview. Audiotapes will be listened to in their entirety after each interview and repeatedly during the data analysis process. Transcripts will be read repeatedly throughout the process. Member checking will be used to strengthen the validity of the findings. It is anticipated that the process described below will be used to analyze the data.

Moustakas' Modification of the Van Kaam Method of Analysis of Phenomenological Data (Moustakas, 1994, p. 120 – 121).

1. *Listing and Preliminary Grouping* (italics in original)

   List every expression relevant to the experience (Horizonalization)

2. *Reduction and Elimination* (italics in original) To determine the Invariant Constituents:

   Test each expression for two requirements:

   a) Does it contain a moment of the experience that is a necessary and sufficient constituent for understanding it?

   b) Is it possible to abstract and label it? If so, it is a horizon of the experience. Expressions not meeting the above requirements are eliminated. Overlapping, repetitive, and vague expressions are also eliminated or presented in more exact descriptive terms. The horizons that remain are the invariant constituents of the experience.

3. Clustering and Thematizing the Invariant Constituents:

Cluster the invariant constituents of the experience that are related into a thematic label. The clustered and labeled constituents are the core themes of the experience.

4. Final Identification of the Invariant Constituents and Themes by Application: Check the invariant constituents and their accompanying theme against the complete record of the research participant. (1) Are they expressed explicitly in the complete transcription? (2) Are they compatible if not explicitly expressed? (3) If they are not explicit or compatible, they are not relevant to the co-researcher's experience and should be deleted.
5. Using the relevant, validated invariant constituents and themes, construct for each co-researcher an *Individual Textural Description* (italics in original) of the experience. Include verbatim examples from the transcribed interview.
6. Construct for each co-researcher an *Individual Structural Description* (italics in original) of the experience based on the Individual Textural Description and Imaginative Variation.
7. Construct for each participant a Textural-Structural Description of the meanings and essences of the experience, incorporating the invariant constituents and themes.

From the individual Textural-Structural Descriptions, develop a Composite Description of the meanings and essences of the experience, representing the group as a whole (italics in original).

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