The Manager is Not the Boss: An Investigation into Managing Professionals from both

Within and Without the Profession

By
Patricia Genoe McLaren

A Thesis Submitted to
Saint Mary's University, Halifax, Nova Scotia
in Partial Fulfillment of the Requirements for
the Degree of Doctor of Philosophy.

August, 2009, Halifax, Nova Scotia

Copyright Patricia Genoe McLaren

Canada

Abstract

The Manager is Not the Boss: An Investigation into Managing Professionals from both
Within and Without the Profession

by Patricia Genoe McLaren

Professionals have an inherent expectation of autonomy in their work, an associated lack of respect for both the managerial role and the people who hold managerial positions, and highly specialized knowledge and skills. These characteristics alone make the management of professionals difficult. Add to this the fact that there are an increasing number of professionals being managed by individuals from outside their profession, and the complexity of the managerial role becomes even greater. It is the purpose of this dissertation to examine the management of professionals and to determine if a set of strategies exists that managers can use in order to mitigate the lack of respect that their subordinates afford them. The dissertation consists of a three-study research design. The first study consists of interviews of professionals and their managers, looking for expectations, experiences, and perceptions of managerial effectiveness. A list of strategies was developed through these interviews. The second study is a large scale survey conducted over a diverse set of professionals, designed to validate the strategies and answer questions regarding managers of professionals. The third study consists of a vignette experiment, with participants rating the effectiveness of managers of varying levels of expert power and strategies. The research findings indicate that managers who are members of the profession of their subordinates are more effective than those who are not. A set of four strategies for managing professionals was identified. These strategies are used more often by managers who are members of the profession, and are inherent to professional membership, but are capable of being adopted by managers who are not members of the profession.

August, 2009

Acknowledgements

Thanks to Elizabeth Kelley and Catherine Loughlin, whose feedback throughout the research and writing process helped produce a better dissertation.

Thanks to Kevin Kelloway, who never once told me I wouldn't be able to meet my deadlines, who makes decisions quickly and pragmatically, who appreciates a concise dissertation, and who understands that one-word emails are succinct, not rude. We were well matched.

Thanks to Albert J. Mills and Jean Helms Mills, who took me under their wings and guided me through this new academic world of writing, publishing, and conferences.

Thanks to Shelagh, Rhonda, Adam, and Bill, the best cohort EVER, without whom I would never have made it through two crazy summers of courses.

Thanks to Gabie and Tony, my officemates who willingly listened, comforted, and gave advice during all of the trials and tribulations of the last three years, and who also celebrated all of the triumphs.

Thanks to Scott, my thesis support buddy. It was so much easier having someone who was going through the exact same thing I was, at the exact same time. When no one else understood, you did.

Thanks to Murray, Cassie, and Becky, my dad and sisters, who provided much needed emotional and research participant recruitment support.

Thanks to Sarah, my daughter, who danced me through my PhD, the good times and the bad.

Thanks to Chris, my husband, my 24-hour technical support, my chocolate-supplier, my book-provider, and my emotional stabilizer. For all your hard work, you most certainly deserve a sandwich. On a croissant.

And thanks to Sheila, my mom, from whom I learned the joy of always asking questions and always arguing the opposing side.

CONTENTS

LIST OF TABLES

LIST OF FIGURES

1. THE MANAGER IS NOT THE BOSS

1.1 Introduction

Professionals are notoriously difficult to manage (McKenna & Maister, 2002; Raelin, 1989). Indeed, the creation and growth of the professional category of worker was premised in part on an attempt to negate the notion of being managed. One of the foundations of a profession was the working autonomy afforded to the professional and the understanding that regulations would be set only by professional peers (Brint, 1994). Professions worked to maintain an aura of mystery around their knowledge and skills, and those who were not members of the profession were expected to place their blind trust in the abilities and competencies of the professionals (Parker, 2002). We have entered, however, a new era of professionalism. Where professionals originally sought higher intellectual training in order to meet their own goals and the goals of their profession, and often took pride in the social contributions of their professional work, we now see professionals putting their specialized competencies to use in order to serve the purposes defined by organizations and market forces (Brint, 1994). In order to ensure that these organizationally defined goals are achieved, professionals are now being placed under the auspices of managers or expected to be managers themselves (Dent & Whitehead, 2002).

Both anecdotal evidence and the management literature tells us that professionals are resisting being managed, but that they accept the management with better grace when the manager comes from within the profession and has earned the respect of their peers through their work as a professional (Bass, 1990). Increasingly, however, we are seeing managers being put in place who are not members of the profession of those they are

managing. These managers struggle to manage effectively in a situation where their subordinates speak in a sometimes incomprehensible technical language, have highly specialized knowledge and skills that can be difficult to understand, and come from a tradition of holding little respect for both managers and people outside of their profession. Since at least 1952 organizations have been asking how to manage professionals (Drucker, 1954), but no definitive, empirically-tested answers have arisen (McKenna & Maister, 2002; Raelin, 1989; Salacuse, 2006). In 1985 Shapero noted

> Most management literature is written to explain and advise on the management of routine and specifiable jobs, and is consequently inappropriate to the management of professional activities...In some cases the application of inappropriate management techniques to professional firms has been disastrous, particularly for smaller firms that lack the resources to survive large perturbations (pxvii).

Over fifty years after Drucker raised the issue of managing professionals, Shell raised the issue again.

> It is clear that professionally trained persons continue to present new and greater challenges to their bosses and organizations, and that many traditional management practices simply do not work. In fact, incorrect "management knowledge" more often than not is worse than no knowledge at all (2003, p1).

His book, however, focuses on instructing professionals who have moved into a managerial role on traditional management techniques, such as planning, directing, motivating, and staffing with superficial discussion of how the techniques might be slightly modified when dealing with professionals.

The purpose of this dissertation is three-fold: 1) to ascertain if a relationship exists between a manager's professional membership and his or her managerial effectiveness; 2) to uncover elements of professional membership that enhance the effectiveness of a manager; and 3) to identify strategies that managers can use in order to increase their

managerial effectiveness, regardless of whether or not they are members of the same profession as their subordinates. Are there specific actions in which managers can engage that will help them manage professionals effectively? As we venture forth into a post-industrial world, this question gains relevance even beyond that of managing professionals. Regardless of whether or not subordinates are of the same profession as their manager, or are even professionals at all, individuals who are employed for their knowledge and skill at learning are always going to be working in areas with which their manager is unfamiliar and unable to manage directly. In a knowledge-based economy managers cannot know everything that their subordinates know and therefore must be able to manage in an indirect way.

1.1 Managing Professionals

Modern society recognizes professionals as those who have completed an appropriate and prescribed level of education, have gained experience in a specific field, and have been certified by a professional society (Freidson, 1986; Martin & Shell, 1988; Shapero, 1985; Shell, 2003). Some occupations exist that require advanced levels of education and training, such as software development and professional librarianship, that are either relatively recent and have yet to reach a level of organization that would allow for certification, or have decided that professional certification beyond that of prescribed university education is not a requirement. Although not members of a formal profession, individuals in these occupations create what can be referred to as professionalized work environments (Brint, 1994), and for the purpose of this dissertation will be included under the term "professional."

While the term "knowledge worker" is popular in the literature, this dissertation will focus exclusively on professionals. Professionals are those who work from a distinct body of knowledge and while they can be considered to be knowledge workers, knowledge workers form a larger body of individuals who work with knowledge in general (Scarbrough, 1999). Some see all workers as knowledge workers, where individual workers range along a continuum of the amount of knowledge work that they undertake (Kelloway & Barling, 2000). The members of an autonomous work group in an automotive plant that designs their own production line are certainly using knowledge during the design phase of their job, but they also carry out the repetitive assembly line tasks and report to managers who have moved up through manufacturing positions. Professionals differ from the broad group of knowledge workers in that they have distinct characteristics in their credentialization, large body of professionally-guarded occupation-specific knowledge, and a long history of avoiding being managed.

The characteristics that define professionals also contribute to the relatively impermeable social and cognitive boundaries that surround professions, and the strong sense of social identification that professionals feel with their profession and fellow professionals. The development of a professional identity begins as soon as potential professionals enter their professional school. In many cases newcomers are divested of their previous identity through isolation and disparagement, and then have their professional identity constructed through the imposition of new symbols and both prescribed and proscribed behaviours. As students identify more strongly with their new profession, they internalize the profession's values and become more firmly situated within the boundaries of the profession (Ashforth & Mael, 1989; Ferlie, Fitzgerald,

Wood, & Hawkins, 2005). Their strong identification with their profession can lead professionals to perceive of themselves as the in-group, while all others are out-groups, including other professions and management. Any perceived competition or differences in values or status between the professional group and others can lead to distrust and, sometimes, major conflict between groups (Williams, 2001).

Professions create exclusive shelters in the labour market for individuals who have achieved advanced degrees and credentialization (Brint, 1994). Their authority over an area of functional expertise that is often incomprehensible, beyond the rudimentary basics, to the layperson provides professionals with a base of power from which to control certain aspects of their own work and to hold some leverage over administrative authorities (Brint, 1994; Parker, 2002). Possession of an important and complex piece of knowledge or skill can give a person on the low rungs of an organization's hierarchy greater influence than those positioned significantly higher. Being a member of a profession has positive social connotations, and while members of a profession tend to identify with their profession more than with their employer, at the same time they expect high status and preferential treatment at their place of work (Deetz, 1994; Salacuse, 2006; Shapero, 1985). While for many people achieving a management role is seen as a pinnacle of their career, for professionals being a professional holds greater status than being a manager (Alvesson & Karreman, 2001; Dent & Whitehead, 2002). A study of physicians who had taken on managerial roles within hospitals found that the managerial role was seen as a step backwards in their career, a step away from what really mattered (Mo, 2008). All of these characteristics of a professional lead directly to a lack of respect for both the managerial role and people who hold one.

1.1.1 From Occupational Authority to Organizational Employment

Managing professionals is a relatively new phenomenon in the history of professions. As the professions became established, part of their strength was based on "the successful institutionalization of occupational authority as an alternative to managerial hierarchy" (Brint, 1994, p6). Occupational authority, or the occupational principle of organization, occurs when recruitment, training, and the performance of work are controlled by the occupation that holds the knowledge rather than management or administration (Freidson, 1973). Professions actively sought occupational self-governance at the same time as the range of managerial control over work activities was limited as much as possible. During the Progressive era, a period of reform lasting from the 1890s through the 1920s, some university professors insisted that managerial authorities were not competent to be deciding on questions of intellectual quality, thereby strengthening their stance in favour of occupational authority (Brint, 1994).

The principle of occupational authority is being left behind, however, as professionals have begun using their expertise in the service of organizational goals rather than their profession's collective goals (Brint, 1994; Freidson, 1986). Lawyers and accountants are employed in legal and finance departments of organizations and physicians work solely for hospitals without establishing their own private practice. As their knowledge and skills are applied to organizational goals, and the organization financially contracts for the work, organizations impose managerial authority on professionals in order to ensure that their goals are being met. Even those professionals who are ostensibly still working within their community and working towards the purposes of their profession, such as academia and medicine, are finding themselves

subject to managerial authority. Societal moves towards mass higher education and health care, along with external audits of research and spending, have placed these professions under the purview of administrative hierarchies (Parker, 2002). Public distrust and suspicion of the professions is also leading to an increased call for managerial control (Freidson, 1986; Misztal, 2002). Universities and hospitals now see administrators brought in who have purely administrative backgrounds and whose goals are to make money, as opposed to practicing high quality research, teaching, and medicine.

For all that the ideology of professionalism may be changing from one of community and authority to one of service to organizational authorities and market forces, professionals themselves still hold strong to the principles of occupational authority and work autonomy. Professionals see management as an out-group in direct competition for authority, and this perception limits the development of trust between the groups (Williams, 2001). Managerial control is resisted and effective management requires different techniques than those traditionally used on non-professionals. The use of traditional management techniques can often cause more problems than having no management training at all, as these techniques have been created for the management of routine and specifiable jobs (Martin & Shell, 1988; Shapero, 1985; Shell, 2003). Managing professionals requires an understanding of the strong sense of self-worth that professionals hold, and the fact that many of them are highly mobile and have multiple career opportunities elsewhere. Professionals expect autonomy in performing their work and are motivated by interesting and challenging tasks (Martin & Shell, 1988). What is referred to as the "management" of professionals, in reality must become a complex task of influencing, motivating, leading, and coaching (McKenna & Maister, 2002; Shapero,

1985), combined with creating an environment in which it is easy for them to perform their professional tasks. Drucker (1974) provides a succinct summation of the perspective that makes the management of professionals a difficult task.

> Yet, while the career professional needs a manager to be effective, the manager is not his boss. The manager is his "guide," his "tool," and his "marketing arm." The manager is the channel through which the career professional, and especially the true specialist, can direct his knowledge, his work, and his capacities toward joint results, and through which in turn, he finds out the needs, the capacities, and the opportunities of the enterprise of which is he a member.
>
> In one way, indeed, the true career professional will and should be the "superior" of his manager. He must be the "teacher" and the "educator." It is the career professional's job to teach management, to raise its vision, to show new opportunities, new horizons, new and more demanding standards. In that sense, every career professional should be expected to be the senior in his relationship to his manager, and indeed, to managers within the organization. If he does not take the responsibility for leadership within his area of expertise and knowledge he is not a true career professional. He is instead a subordinate "technician" (p395).

1.2 Managing Effectively

Traditional management techniques were developed for environments where authority is recognized and accepted based on position, such as factories and non-professional organizations (McKenna & Maister, 2002). In these environments managers maintain direct supervisory planning and oversight of task activities. Managers are the acknowledged experts on tasks to be performed and are expected to train, mentor, motivate, coach, and evaluate their subordinates in their day-to-day duties. Accounting clerks, for example, perform the same tasks on a day-to-day basis, and their managers can take responsibility for training and the direct assignment and control of these daily tasks.

Professionals, on the other hand, have the expertise to retain control over their daily activities. The complexity of their tasks means, in fact, that many managers will not have the capability to directly manage work tasks. Managers instead have the

responsibility of creating a work environment in which their subordinates can practice their profession with few administrative interruptions (Raelin, 1989). Accountants encounter a variety of tasks on a day-to-day basis, and need to use their professional training and experience to solve numerous challenging problems. Managers of accountants cannot directly control daily tasks, and can best serve their subordinates by ensuring that administrative details such as meetings, organizational paperwork, and scheduling do not interfere with the practice of accounting. Traditional motivational techniques such as stirring speeches, emotional appeals to action, and directives from the top are just as likely to be ridiculed by professionals as they are to motivate. In general, professionals do not respond well to being overtly managed or led (Salacuse, 2006).

A standard operational definition of the construct of managerial effectiveness, whether of traditional or professional employees, does not exist (Hamlin, 2004). Where definitions of managerial effectiveness are explicitly stated in the literature, they differ between studies but there does seem to be an underlying focus on performance. In his work, Hamlin defines managerial effectiveness as "the relationship between what a manager achieves (performance) and what he/she is expected to achieve (aims/purposes and objectives/goals) within the constraints imposed by the organization and socio-economic environment" (Hamlin, 2004, p246). Luthans, Welsh, and Taylor (1988) define it simply as "quality and quantity of performance at the subunit level" (p149). In their meta-analysis of job performance ratings, Viswesvaran, Ones, and Schmidt (1996) group measures of effectiveness under overall job performance, signaling their belief that effectiveness and performance are measuring the same construct. In many of the studies that include the construct of managerial effectiveness, however, the construct itself is not

defined (Denison, Hooijberg, & Quinn, 1995; Lawrence, Lenk, & Quinn, 2009; Luthans & Peterson, 2002; Luthans, Rosenkrantz, & Hennessy, 1985; Martinko & Gardner, 1985, 1990; Page, Wilson, Meyer, & Inkson, 2003; Shipper, 2004; Shipper & Davy, 2002). Cammock, Nilakant, and Dakin (1995) state that they define managerial effectiveness in terms of both conceptual and interpersonal dimensions, but they do not provide a definition of the term itself. The assumption within the literature seems to be that while it is necessary to understand what leads to managerial effectiveness, the idea of managerial effectiveness itself is self-explanatory.

Measurement of the construct also varies greatly, from study participants being asked to simply rate the effectiveness of an individual, with the term "effectiveness" used within the measurement item (Luthans & Peterson, 2002; Page et al., 2003), to calculations based on an individual's level within the organizational hierarchy and their tenure within the organization (Luthans et al., 1985), to direct observation of managers (Luthans et al., 1988), to objective assessments of organizational performance, such as the ranking on student achievement tests when studying the effectiveness of school principals (Martinko & Gardner, 1990) and the achievement of organizational goals, such as productivity and injury rates (Levenson, Van der Stede, & Cohen, 2006). Where subjective measurement of effectiveness is used, ratings can be gathered from superiors, subordinates, peers, and the managers themselves, with different research studies using single, all, or some combination of the rating sources (Luthans & Peterson, 2002; Shipper & Davy, 2002). Multi-perspective ratings of managerial effectiveness seem to be the most valid, as self and other ratings can differ. Shipper and Davy (2002) found managers to overestimate their interactive, or relationship, skills and to underestimate their

initiating, or task-based skills, while the evaluations of others, employees and superiors, were more accurate. Goffin and Anderson (2006) found the degree to which managers' self-evaluations of performance were either higher or lower than superior, peer, and subordinate evaluations was related to the personality type of the manager. Furnham (2002) determined that individuals desire different characteristics in managers, colleagues, and subordinates, such as forward-thinking in managers versus intelligence in colleagues and subordinates. These differing valued characteristics lead to different indicators of effectiveness.

The use of the term managerial effectiveness seems to be prevalent within industry as well as the academic literature, yet is similarly undefined. Courses are offered in improving or developing managerial effectiveness for current managers through continuing education programs affiliated with universities such as Louisiana State University ("Developing your managerial effectiveness"), PennState Smeal College of Business ("Developing managerial effectiveness"), and the University of Wisconsin-Madison ("Improving managerial effectiveness") and professional associations such as The Leadership Academy of APPA ("Managerial effectiveness skills") and the American Management Association ("Improving your managerial effectiveness"). While the advertising for these courses touts benefits such as leading to "more effective managerial effectiveness," developing personal management/leadership style, understanding and implementing business unit strategy, and expanding productivity, explanations as to what managerial effectiveness is are never provided.

Opposing theories of managerial effectiveness include the contingent theory, where it is believed that what is required to be an effective manager differs based on the

context in which the manager is working, and the universalistic theory, where it is

believed that there exists universal criteria of managerial effectiveness (Hamlin, 2004).

Those who support the contingent theory of effective management have found differences

in the behaviours displayed by effective managers based on geographic location and

cultural diversity (Shipper, 2004), organizational culture, personal characteristics and

acquired skills of the manager, the support provided to the manager, the management

environment (Page et al., 2003), and environmental and demographic factors (Martinko

& Gardner, 1990). Cammock et al. (1995), on the other hand, began their exploration for

a social constructionist lay model of managerial effectiveness with the assumption that

their model would be situation-specific, only to find it to have many similarities with the

findings of studies conducted in different settings. Hamlin (2002, 2004) has also found

support for the universalistic theory of managerial effectiveness within the public sector,

as his studies of distinct organizations show the importance of genuine concern for people

and effective organization as positive management functions across the organizations

studied.

The differences required in managing professionals versus non-professionals

leads this study in the direction of the contingent theory of managerial effectiveness. The

literature suggests that managers of professionals need to create environments that are

free from administrative distraction and high in task autonomy and challenge (McKenna

& Maister, 2002; Raelin, 1989; Shapero, 1985). Managers who attempt to impose their

own views on professional subordinates are doomed to failure (McKenna & Maister,

2002), and managing professionals is accomplished through influencing their behaviour,

not directing the routine and specifiable tasks of non-professional jobs (Shapero, 1985). It

would seem that rather than directly contributing to the output of the group, managers of professionals have the responsibility of facilitating the output in order to ensure that their groups achieve acceptable levels of performance within the organization. While many studies do not explicitly define managerial effectiveness, I have drawn from the definitions found in the literature and their focus on managers needing to contribute to organizational performance, and the practitioner call for the need to create environments in which professionals can work effectively, as opposed to having their work directed and controlled, in order to create an operational definition of managerial effectiveness that captures the unique aspects of managing professionals. Managerial effectiveness, as defined for the purpose of this dissertation, is the ability of the manager to facilitate and guide the work of his or her subordinates such that organizational goals are achieved. While goals obviously differ between organizations, the assumption is being made that organizations that employ mainly professionals, such as law firms, hospitals, and software companies, share a measure of organizational success that is largely based on the output of the professionals themselves. Hence, goals may include increased productivity, low turnover, high customer satisfaction, or cutting edge development, all of which are directly related to the work of the professionals.

1.2.1 Managing, Not Leading

It is important to note that this research is explicitly looking at the management of professionals by managers, where managers are individuals who have been formally appointed to a position of power within the organizational hierarchy. Managers are generally responsible for planning work activities in order to meet organizational goals, supervising and evaluating subordinates, and being the representative between various

subgroups of the organization (such as their own team, upper management, and other teams) (Ackerman, 1985; Mintzberg, 1998). While the terms are sometimes used interchangeably, a manager is not necessarily a leader. A manager is assigned to his or her role with a specified job description and duties to complete. A leader can be a manager, but a leader can also emerge from within a group of people without any assignment of formal authority. Leaders use their personality to induce compliance, exercise influence, and persuade others to achieve goals that satisfy the motives of both the leader and the followers (Ackerman, 1985; Bass, 1990; Burns, 1978). Due to the nature of the occupations, it is not unusual for a manager of professionals to find him or herself managing a large number of leaders (Salacuse, 2006).

Many will argue that possessing some leadership abilities is a requirement in order for an individual to manage effectively (Bass, 1990; Bedeian & Hunt, 2006), and the theories of transformational leadership and servant leadership both present potential usefulness to managers of professionals. Transformational leadership involves the use of one or more of four components in ways that motivate others to exceed expected performance. These components are idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration. Transactional leadership involves disciplining or rewarding followers based on the adequacy of their performance. It is based on contingent reinforcement, with leaders using either contingent reward (reward for work done), management-by-exception (corrective action for mistakes), or laissez-faire leadership (avoidance or absence of leadership) (Bass, 1998).

Numerous studies have been conducted that show the success of transformational leadership styles in the workplace (Arnold, Barling, & Kelloway, 2001; Barling,

Loughlin, & Kelloway, 2002; Bass, 1998; Kelloway, Barling, Kelley, Comtois, & Gatien, 2003). It is understood that every leader displays both transformational and transactional leadership styles in some amount, and that different situations require different styles. Both styles of leadership have been found to be significantly associated with leadership effectiveness (Tejeda, Scandura, & Pillai, 2001). Bass (1998) speculated that in situations where the leader has the power and information, a transformational leadership style is expected to emerge, and when the follower holds the power and information, as many professionals do, the leader may be more successful with a transactional leadership approach. At the same time Bass talks about empowering leadership, where followers are encouraged to work autonomously, as a part of the transformational leadership style. The strong indication for the professional's need for autonomy that can be found in the literature (Freidson, 1986; Raelin, 1989) could lead us to speculate that transformational leadership would then be the preferred style for professionals. It is possible, however, that when a professional feels a stronger connection to her profession than to her employer, empowering that professional may result in her working towards goals other than the organization's (Bass, 1998). To add fodder to the debate, Elkins and Keller's (2003) review of the literature led them to hypothesize that transformational leadership is an effective style for use in research and development work environments, environments which are mainly staffed by professionals.

Servant leaders assist their followers in achieving their potential by learning about their followers' individual abilities, needs, interests, and characteristics through one-on-one communication (Liden, Wayne, Zhao, & Henderson, 2008). Both Sendjaya, Sarros, and Santora (2008) and Liden et al. (2008) note similarities between transformational and

servant leadership in that both types of leaders raise their followers to higher levels of achievements. At the same time, however, they both perceive servant leadership to place greater emphasis on the follower than transformational leadership, with precedence placed on individual followers over organizational objectives and a focus on developing servant leadership behaviours in followers. Having garnered interest in the leadership field later than transformational leadership, and lacking a large body of empirical research (Washington, Sutton, & Feild, 2006), no studies were found that address the idea of using servant leadership with professionals. Where servant leadership may be of benefit to managers of professionals would be in the focus on the individual, rather than the organization, and the resulting enhancement of the professional career.

What both transformational and servant leadership have in common, however, is their focus on the leader using their personality or behaviour in order to influence followers to work towards the leader's goals. As professions have actively worked towards occupational authority since their inception, professionals do not look to managers for leadership, but to successful and experienced professionals. A managerial role is seen as ending a professional career, not as a stepping stone to a position of leadership (Dent & Whitehead, 2002; Mo, 2008). While research may determine that the behaviours found to be beneficial in effectively managing professionals align with certain facets of transformational and servant leadership, managers themselves need to understand that their professional subordinates will not be looking for them to provide leadership.

1.2.2 Managing from Outside the Profession

Managers of professionals can be divided into two categories – those who are members of the profession of their subordinates, and those who are not. A review of the literature would suggest that those managers who are members of the profession of their subordinates will find it easier to gain the respect required to manage effectively for reasons of both technical competence (Badawy, 1995; Bass, 1990; Drucker, 2001; Elkins & Keller, 2003; Podsakoff & Schriesheim, 1985; Yukl & Falbe, 1991) and the trust engendered by group membership (Gillespie & Mann, 2004; Williams, 2001). The third edition of *Bass & Stogdill's Handbook of Leadership* (Bass, 1990) summarizes a number of studies that document the importance of technical competence to managerial effectiveness. Among these, groups were found to perform more effectively with a technically competent leader than a technically incompetent leader. Leaders in state supreme courts were found to generate less dissent when selected on the basis of merit rather than seniority. Elkins and Keller (2003) also summarize studies conducted in research and development settings that found higher team performance when managers performed roles related to technology, and that the effectiveness of leadership behaviour was dependent on the leaders' skills, with less involvement being more effective for leaders possessing less technical skills. Technical competence gives managers expert power, which is manifest in information, knowledge, and wisdom. Expert power appears to be the least likely to provoke resistance and to be the most effective amongst followers when compared to other bases of power (Podsakoff & Schriesheim, 1985; Yukl & Falbe, 1991). Traditional management techniques generally rely on reward (ability to provide

important benefits and advantages), coercive (ability to effect job dismissal), and legitimate (formal authority to assign tasks) power bases (Bass, 1990).

Aside from the problems inherent in managing a group of people who do not want to be managed and who lack respect for those from outside their profession, managers from outside the profession face logistical difficulties due to their lack of professional, or technical, competence. The advanced education and experience required to achieve professional status leads professionals to performing complex, creative tasks that are rarely repeated and that are difficult for the untrained manager to understand. An inability to fully grasp what his subordinates are doing, to understand what they are talking about, and to provide guidance as to what should happen next makes it difficult for a manager to exercise any power or control over a situation (Alvesson & Sveningsson, 2003). Managers can attempt to put project schedules in place, but have little recourse if professionals blame missed deadlines on complex problems or short time frames. As the manager cannot do the job himself, he cannot know an acceptable length of time for completion.

While the existence of practitioner literature on the subject of the difficulties involved with managing professionals indicates that organizations are aware of the problems (Goffee & Jones, 2007; Martin & Shell, 1988; McKenna & Maister, 2002; Shapero, 1985; Shell, 2003), little empirical and academic research seems to have been conducted. Even with recognition in the practitioner literature of these difficulties, industry education for managers makes no attempt to address them. Courses focus mainly on management topics such as motivation, coaching, monitoring, and leadership, all skills that offer little value when managing individuals who are motivated, led, and coached by

senior members of their profession, as opposed to managers. In 1984 Raelin drew from his research and consulting work to outline five distinct characteristics of professionals, including lawyers, doctors, and academics, that makes them difficult to manage: autonomy, overspecialization, overemphasis on professional evaluation of skills, lack of interest in real-world practice, and disregard of organizational procedures. He discussed the reasons behind each of the characteristics, and stated that managers need to respond to them, but his paper did not extend to indicating how managers should respond. Rosenthal (2002) explored the state of medical professional autonomy through three extensive interviews with chief medical officers in academic medical centres. She found that although the medical profession feels its autonomy and authority to be under siege by administration and government it is determined to hold onto its clinical autonomy.

Hypothesis 1: Managers who are members of the same profession as their subordinates will be rated by their subordinates as having higher levels of managerial effectiveness than those who are not.

1.3 Professional Respect

One of the difficulties faced when managing professionals is their lack of respect for management as a useful function. In the absence of respect for the position of manager, and therefore no ability to draw on legitimate power, managers of professionals may need to draw on professional respect. Professional respect is one of the components of leader-member exchange (LMX) that emerged when Liden and Maslyn (1998) investigated the multidimensionality of the theory. LMX theory posits that leaders develop a different relationship, or type of exchange, with each of their subordinates (Graen, Novak, & Sommerkam, 1982). Levels of LMX range from low, based strictly on

employment contracts, to high, based on mutual trust, respect, liking, and reciprocal influence (Dansereau, Graen, & Haga, 1975). Subordinates with low LMX are referred to as being in the out-group, and subordinates with high LMX are referred to as being in the in-group (Dienesch & Liden, 1986). In their meta-analysis of LMX research, Gerstner and Day (1997) found that "LMX is consistently correlated with member job performance, satisfaction (overall and supervisory), commitment, role perceptions, and turnover intentions" (p836). As one of the components of LMX, professional respect is the perception of the degree to which an individual has built a reputation, within and/or outside the organization, of excelling at his or her line of work (Liden & Maslyn, 1998). As the manager's ability to both perform a management role and perform the job of the professional is under analysis, it is important to give the definition greater focus by explicitly stating that the individual has built a reputation of excelling at his or her current job. Professional respect is referring to the individual's reputation as a manager.

Professional respect can be developed through personal experience or professional recognition, and levels of respect may already be in existence before a professional is assigned to a particular manager. Having the professional respect of colleagues as their peer does not, however, guarantee the continuation of that respect when an individual moves into a management role. Managers, even managers who are professionals, are essentially concerned with the preservation of the organization, whereas professionals are concerned with the preservation of integrity within their profession. These fundamental differences in goals can create tension and distrust between professionals and their former colleagues, particularly since the professionals see the managers as having chosen to leave the profession (Freidson, 1986; Mo, 2008) and join what is perceived to be a

competitive out-group (Williams, 2001). Highly respected professionals are sometimes seen as traitors to the profession when they move into a managerial role, and the respect in which they are held may drop to levels below that of a non-professional manager.

Looking at professional respect in conjunction with managerial effectiveness as defined for this dissertation, facilitating and guiding work so that organizational goals are achieved, it is possible that professional respect may be a facet of managerial effectiveness. Managers will need to have the respect of their subordinates in order to convince them that organizational goals should be met. Those characteristics or behaviours that lead to a manager being effective should also increase the level of professional respect that he or she is afforded. Professional respect will be included as a facet of managerial effectiveness.

1.4 Expert Power

Liden and Maslyn (1998) have suggested that professional respect may have emerged as a component of LMX due to its relationship to expert power. Expert power is based in the knowledge or perception by subordinates that their manager has job experience and special knowledge or expertise in a given area (French & Raven, 1959; Rahim, 1996). Subordinates evaluate the expertise of their manager relative to their own knowledge and to an absolute standard (French & Raven, 1959). Essentially, the base of a manager's expert power lies in a combination of the manager's professional competence and the perceptions of that competence held by his or her subordinates. A manager is going to hold a different amount of expert power over each individual subordinate, and this power feeds directly into the effectiveness of the manager. Where, for the purpose of

this dissertation, professional respect is based on an individual's reputation as a manager, expert power comes from an individual's experience and reputation as a professional.

Hypothesis 2a: Managers who are members of the same profession as their subordinates will be rated by their subordinates as having higher levels of expert power than those who are not.

Hypothesis 2b: The perceived effectiveness of a manager of professionals will increase as the manager's level of expert power increases.

1.5 Strategies for Managing Professionals

One of the purposes of this dissertation is to investigate those elements of professional membership that enhance the effectiveness of managers and the existence of strategies that managers may be able to use in order to more effectively manage their professional subordinates who, by the very nature of their professional status, are inherently opposed to being managed. I have speculated that the strategies will directly increase management effectiveness. The strategies are intended to be of use to those managers who are struggling to manage a group of professionals effectively without the benefit of being a member of the profession, compensating for low levels of expert power and exclusion from the professional group. It is possible, however, that even managers who are members of the profession may find utility in the strategies as a supplement to their expert power or if their subordinates perceive their expert power as being too low to garner respect.

An initial review of the literature for strategies for managing professionals has presented some areas of research that may relate to the strategies. These include impression management and influence tactics. Impression management refers to the

process people use in order to control the image others have of them (Rosenfeld, Giacalone, & Riordan, 1995) and has been categorized into five tactics: ingratiation, self-promotion, exemplification, supplication, and intimidation (Jones & Pittman, 1982). Using impression management has no inherent moral or ethical implications, but the reasons for using it can be ethical or unethical (Rosenfeld et al., 1995). As a manager, presenting an image of him or herself that fosters a congenial work atmosphere and decreases tension at work is good for both the manager and his or her subordinates. If the manager then uses the positive working relationships to further his or her own career at the expense of the subordinates the impression management has been used in a Machiavellian way. A manager who espouses the importance of transparency with subordinates in order to build trust will be harshly judged when he is found to be withholding information regarding organizational plans to shut down their current project. People who feel that impression management is being used in order to manipulate them tend to react negatively to the behaviour, causing it to backfire (Bolino & Turnley, 2003). Used in a subtle manner, not to hide the behaviours but to avoid excessive use that may be seen as overt manipulation, it is possible that ingratiation, self-promotion, and exemplification may all increase a manager's effectiveness.

Influence tactics are used within organizations in order to encourage others to perform effectively and accept new ideas and procedures. There are seven strategies of influence: reason, coalition, ingratiation, bargaining, assertiveness, higher authority, and sanctions (Kipnis & Schmidt, 1983). Research on influence discusses both downward and upward influence, where downward involves influencing subordinates and upward involves influencing superiors. Influence strategies used differ based on whether the

influence is targeted upwards or downwards and the level of power that the manager

holds. When dealing with a situation of managing professionals, where the professionals

potentially hold more power than the manager, it is possible that the manager may use

those influence strategies more commonly associated with upward influence. A group of

physicians who use their extensive knowledge and experience to make life-and-death

decisions on a daily basis, and are highly employable, will probably respond more readily

to a reasoned discussion as to why new procedures need to be followed than to the threat

of sanctions if new procedures are ignored.

Hypothesis 2c: Managers who are members of the same profession as their

subordinates will have a lower use of the strategies for managing professionals than

managers who are not.

Hypothesis 3a: The perceived effectiveness of a manager of professionals will

increase as the manager's use of the strategies for managing professionals increases.

Hypothesis 3b: The use of the strategies for managing professionals by managers

of professionals will increase as the level of expert power decreases.

Hypothesis 3c: The use of the strategies for managing professionals will increase

the perceived managerial effectiveness of a manager of professionals.

1.6 Research Objectives and Design

Exploration of the hypotheses developed through the literature review has been

accomplished through a three-study research design. The first study was a qualitative

study using McCracken's (1988) long interview format. Participants were selected from a

variety of professions and positions (both managerial and non-managerial) and were

asked to discuss their experiences, expectations, and perceptions regarding managing

professionals, both from within the profession and from without. A set of strategies was compiled from the interview data. These strategies were then utilized in the subsequent two studies. The second study involved measuring the use, by managers of professionals, of the strategies identified in the first study by a large sample of professionals. The data collected was used to refine the set of strategies, develop scales to measure use of the strategies, and explore the impact of both membership in the profession and the use of the strategies on managerial effectiveness. The third study was a vignette experiment conducted to determine if there is a causal effect of membership in the profession and the use of the strategies on managerial effectiveness.

2. STRATEGIES FOR MANAGING PROFESSIONALS: DEVELOPMENT THROUGH INTERVIEWS

The first step involved in answering the research questions was to identify reasons why members of the profession are perceived to be better managers, and to develop a refined and usable set of strategies for managing professionals. The set of strategies has been compiled through a qualitative inquiry into, and analysis of, the experiences, expectations, and perceptions of professionals and their managers. It is this set that will be used as the basis for studies two and three.

Qualitative research techniques complement the more traditional quantitative processes by allowing investigation into cultural categories and assumptions (McCracken, 1988) and providing insights from descriptions of real-life contexts (Gephart & Rynes, 2004). One mixed method approach is to then generalize these categories, assumptions, and insights and validate them through quantitative methods. Although dissension exists within the academic community as to the rigour of qualitative research methods and the wisdom of combining both qualitative and quantitative methods in the same study, acceptance for the process is growing, as is recognition of the value that qualitative research can add. Some believe that using only quantitative or qualitative methods will result in research falling short of the major approaches in use today and failing to align fully with philosophical assumptions (Creswell, 2003).

2.1 Method

The set of strategies for managing professionals has been developed through content analysis of a set of interviews conducted in the long interview format (McCracken, 1988). The long interview methodology as used for this study involved four

steps. The first step was an exhaustive review of the literature that was used to help frame the interview questions. The second step involved an examination of my personal experience with the topic. In this step I looked for categories that had not been covered by the literature and worked towards establishing a distance between myself and the topic so as to allow for a critical view that could see beyond personal assumptions and expectations. This step aided in the development of interview questions and in the data analysis step. In the third step I constructed the interview questions and conducted the interviews. The fourth step consisted of data analysis.

2.1.1 Sampling Procedure

Sample sizes in qualitative research need to be small enough to allow for in-depth analysis, yet large enough to capture maximum variation of the phenomenon under study (Sandelowski, 1995). A total of eleven interviews were conducted across a variety of professions and employment positions. A sample size of eight to twelve participants is recommended by McCracken (1988) to allow for longer, more detailed interviews with each participant, providing an opportunity to delve below the surface and move beyond assumptions and stereotypes. In addition to McCracken's recommended sample size, Glaser and Strauss (1968) discuss using theoretical saturation as a way of ensuring adequate coverage of topic areas through the interview procedure. Theoretical saturation has occurred when no new categories are emerging from the interviews being conducted. In order to determine when theoretical saturation had occurred I conducted data analysis, step four of McCracken's long interview process, while the interviews were ongoing. Few new categories emerged after the seventh interview, but I continued until the

eleventh interview in order to have a broader range of professions and managerial experience present in my data (Glaser & Strauss, 1968).

Purposive sampling was used to find participants in order to include a wide cross-section of professions, gender, geographical locations, and employment positions and ensure a range of cultural categories. Through purposive sampling I was able to select participants who could provide a wide range of experiences, including participants from each of the cases that are said to have the greatest payoff – typical cases, extreme cases, and disconfirming cases (Devers & Frankel, 2000). As recommended by Lincoln and Guba (1985), I initially selected five participants based on referrals from colleagues. The initial selection criterion was that participants be either professionals or managers of professionals. I selected the remaining six participants serially following the analysis of previous interviews in order to complement and extend the information already collected. For example, the second participant is a Chartered Accountant who is the Chief Operating Officer of a law firm. Following the analysis of his interview I purposely interviewed a lawyer from within the same law firm in order to understand whether the strategies that the Chief Operating Officer deemed pertinent to his success were also valued by the lawyers working with him.

The study participants included five women and six men, five from Nova Scotia and six from Ontario, seven who are currently managers, two managers who are managing within their own profession, six professionals who have been managed by individuals both within their profession and outside of their profession, and there are two instances where I interviewed a manager and one of his or her current employees. Some of the managers who are professionals also discussed their experiences of being managed.

The professions of the study participants include law, accounting, health care, engineering, and software development. See Appendix A for the recruitment and informed consent materials used.

2.1.2 Long Interview Steps

2.1.2.1 Step 1 - Review of Analytic Categories

The review of analytic categories, or step one of McCracken's long interview process, resulted in an extensive literature review which has been presented in Chapter 1 of this document. The purpose of the literature review was to critically assess the existing research and to develop an awareness of some of the areas to be explored through the interviews. The review revealed little in the way of existing research on the specific topic of strategies for managing professionals. What was continually discussed, however, as an important topic in the professional and management of professionals literature was the idea of respect and autonomy. Professions were built around the fundamental idea that highly specialized knowledge and skills earned professionals a high measure of respect from society. Professionals have actively worked to achieve and maintain occupational authority, and they attach little respect to the managerial role. Those professionals who are in positions where they are being managed will more readily respect a manager who is also a member of their profession, and managers who use traditional management techniques with professionals will find that they are held in low respect by their subordinates. The common thread of respect running throughout the reviewed literature became the foundation of the interview areas for discussion.

2.1.2.2 Step 2 – Review of Cultural Categories

The review of cultural categories, or step two of McCracken's long interview

process, is where the researcher becomes an instrument in the study. In this stage I

examined my own experiences and assumptions in an effort to capture those cultural

categories that may be relevant to the research being undertaken but that were not found

in the academic literature. It is my personal experience working as a professional, being

managed and watching others be managed by people from within and without the

profession, that has led to the particular topic under study. My observations of the

confidence that professionals have in their own knowledge and skills, often reaching the

point of arrogance, has led me to the belief that extremely high levels of expert power on

the part of a manager is required in order for that manager to be given professional

respect. This confidence, combined with the expectation of autonomy that seems to be

inherent in all professions, leads to an automatic disrespect of management that even

highly respected managers must work to overcome. My expectations were that strategies

for managing professionals would include altering the type and amount of autonomy

given to professionals based on the expert power of the manager, acknowledging the

expertise of the professionals and the lack of expertise of the manager, and minimizing

administrative and managerial interruptions in the daily work activities of the

professionals.

My awareness of these expectations allowed me to lessen the possibility that I did

not, consciously or unconsciously, lead the interview participants toward the strategies I

was expecting. At the same time, however, they allowed me to create a frame of

reference for the data analysis portion of the study, with my expectations combined with

the results of the literature review being a base on which individual interview observations could be generalized.

2.1.2.3 Step 3 – Discovery of Cultural Categories

To begin the interview I asked participants for biographical details such as education, professional experience, professional certification, and current organizational position. I asked those participants who were not currently managers about the professional backgrounds of their current and prior managers, and I asked managers about the professional backgrounds of their subordinates. After collecting biographical details, I began the main body of the interview by asking the grand-tour question, an opening, non-directive question that was intended to prompt participants to tell their own story in their own way (McCracken, 1988). With this question I attempted to elicit specific experiences from professionals and managers when both professional competence and professional respect were affected. Following discussion resulting from the first grand-tour question, I asked professionals to discuss their expectations of their managers, and asked managers to discuss possible actions they could take, or have taken, in order to increase their level of professional respect amongst their subordinates. Following the second interview, which was the first in which a manager was interviewed, I added a third grand-tour question. I asked managers how important they feel it is to have the respect of their subordinates in order to do their job effectively. Note that I used the term "professional competence" to represent the construct of expert power. This was done in order to avoid the highly probable situation of the participants not being familiar with the expert power term and subsequently assigning it a meaning that is different from

the one in use for the research. The grand-tour questions for participants who were not

managers are as follows:

> Please think about and discuss experiences with managers that have led
> you to either think highly of the manager's professional competence
> and/or to respect the manager or to doubt the manager's professional
> competence and/or to lose respect for the manager.

> More generally, what expectations do you have of managers in order for
> you to accept and defer to their authority?

The grand-tour questions for participants who were managers are as follows:

> Please think about and discuss experiences with subordinates that you feel
> have led to either a strengthening or weakening of the respect that your
> subordinates have for you.

> Have you ever adopted specific behaviours in order to earn the respect of
> your subordinates? How effective have they been?

> How important do you feel that the respect of your subordinates is to your
> effectiveness as a manager?

Throughout the interview I used both floating and planned prompting to elicit as

much information as possible from the participants. Floating prompts consisted of

features of everyday speech, such as a raised eyebrow or repeating a key term with an

interrogative tone. Planned prompts were more formal and asked participants to expand

on remarks through contrasts and special incidents (McCracken, 1988). The complete

formal interview procedure can be found in Appendix B.

2.1.2.4 Step 4 – Discovery of Analytic Categories

McCracken's (1988) long interview data analysis procedure involves five stages,

with a progression from analyzing individual observations to identifying general theses.

The analytic categories resulting from the data analysis are discussed in detail in

subsequent sections, and can be found in Appendix C. Examples of the stages of data

analysis can be found in Appendix D. Interviews were transcribed. I then analyzed the transcriptions one utterance at a time, using the ideas of respect, autonomy, and managerial effectiveness as a frame of analysis. I recorded observations and marked parts of the interview that appeared to relate directly to managerial strategies, but I did not make any generalities and nothing was discarded. In the second stage of analysis I extended each observation to all implications and possibilities. I then related observations back to the transcript and examined them in relation to the other observations. I noted logical relations of identity, similarity, opposition, and contradiction. In the third stage of analysis I again developed observations individually, but away from the main body of the transcript. A process of refinement was undertaken with the goal of patterns of strategies coming into view and general properties emerging. In stage four I identified themes and their interrelationships, retaining contradictory themes. In the fifth stage I took the themes from each interview and brought them together into generalized theses. Instead of looking at the world from the perspective of each individual, the themes now show how the world looks from an analytic view. Each generalized theme consists of one item on the list of strategies for managing professionals, where one item may be an amalgam of associated strategies. I refined the themes to include only those that were deemed necessary for the specific situation of managing professionals in the absence of expert power. I did not include themes that spoke to more general managerial strategies, as they are not the focus of this study.

2.1.3 Trustworthiness

Critical to convincing others that it is worth paying attention to a set of research findings is being able to show the trustworthiness of those findings. When conducting

quantitative research trustworthiness is generally measured in terms of internal and external validity, reliability, and objectivity. These criteria are well-defined and there are accepted methods for both achievement and measurement. When assessing the trustworthiness of qualitative data we need to use criteria that have a more logical relationship to its axioms, which differ from quantitative research in terms of sampling, replication, and truths. Lincoln and Guba (1985) have proposed four criteria for establishing the trustworthiness of qualitative data: credibility, transferability, dependability, and confirmability. I used these four criteria to establish the trustworthiness of the data collected for this study.

2.1.3.1 Credibility

The credibility of the research findings refers to the extent to which the researcher has represented the information gathered in a way that is credible to the information sources (Lincoln & Guba, 1985). Similar to the quantitative criterion of internal validity, credible findings are those that are presented to the consumer of the research in a way that the sources of the information had intended, and would recognize. There are a number of activities that can be engaged throughout the data collection and analysis stages in order to increase the credibility of the findings. The long interview procedure (McCracken, 1988) that I followed for this study has some of these activities embedded within it, others I engaged in addition to the formal interview procedure.

I used triangulation of both sources and methods to improve the probability that the research findings will be credible. The use of multiple sources of information and methods of gathering that information is embedded in the long interview procedure. The sources of information that informed the research findings of this study are the literature

studied for the literature review, my own experiences that were analyzed during the review of cultural categories, and the eleven interviews that were conducted. The methods of collecting information were archival and interviewing.

Peer debriefing was used to expose problems and inconsistencies with data analysis that I, as the researcher, may not have seen due to my immersion in the study, as well as to develop the next steps in the study. Debriefing also allowed me to discern those aspects of the study that were implicit in my mind but that I had yet to make explicit through my findings. I undertook peer debriefing with both colleagues within my PhD program and professionals and managers of professionals who were not part of the study sample. During the process of developing the analytical categories I reviewed and discussed my findings with colleagues and professionals in order to ensure that they made sense, that I was explaining them clearly, and that I understood them. I also used these discussions in order to experiment with various ways of organizing the interview data into categories.

Member checking, or testing data, interpretations, and conclusions with members of those groups who were sources of information, is crucial for establishing credibility. I conducted member checking continuously throughout the data collection and analysis phases of the study. During interviews I would often raise ideas presented during previous interviews in order to gauge reactions and clarify interpretations. At the end of the data collection and analysis I prepared a two page summary of the findings and included it in a feedback letter to all of the interview participants. Participants were asked to contact me about any questions, concerns, or ideas that arose from the findings.

Overall, the response to the findings was positive. The full text of the feedback letter can be found in Appendix E.

2.1.3.2 Transferability

The transferability of the research findings is similar to external validity in a quantitative study. In qualitative research, however, we cannot make statements about external validity and generalizability as we recognize the influence of time and context on our findings. Establishing transferability requires providing a rich enough description about the research and the findings that a person who wishes to transfer the findings to another context can make a judgment as to the validity of the transfer (Lincoln & Guba, 1985). The multiple stages of data analysis and the purposive sampling technique used in the long interview procedure (McCracken, 1988) ensure that a rich, deep, and wide range of data was produced through this study.

2.1.3.3 Dependability

When conducting qualitative research we can never assess the extent to which repeating a study would result in the same findings, as we would when assessing the reliability of a quantitative study. Instability in the findings of a qualitative study is expected, as the particular context that produced one set of findings can never be replicated. Instead we can assess the dependability of the study in terms of the process of the study. Following the long interview procedure throughout the study has increased the dependability of the findings. The defined steps of the procedure allow for the process itself to be replicated. The steps in the procedure that led to the manufacture of distance between myself and the study and the neutral wording of the interview guide increase the dependability of the process by decreasing the instability of the instrument.

2.1.3.4 Confirmability

The confirmability of a study is assessed in terms of the product, checking that it is supported by the data and internally coherent (Lincoln & Guba, 1985). While related to objectivity in a quantitative study, confirmability differs in that it removes the emphasis from an unbiased investigator and places it on the data. The long interview procedure greatly increases the confirmability of the findings as the five stages of data analysis work to ensure that the findings are both supported by the data and have internal coherence. The data analysis process also leaves enough documented evidence of how the findings were reached that it can be used as a type of audit trail.

2.2 Results

The results of the data analysis are two-fold. Through the interviews I found validation of the value of this research, an elaboration of further reasons why managing professionals is difficult for those who are not a member of the profession, and confirmation of my operational definition of managerial effectiveness. I also defined eight strategies that managers can use to compensate for low expert power when managing professionals.

2.2.1 Elaboration of Research Question

The value of, and need for, the research being conducted was borne out by both the interviews themselves and the reactions of people to my research topic. When approached with a request to be interviewed, potential participants were always eager to take part and were excited to have a forum in which to discuss issues that obviously resonate. Even when discussing my dissertation in non-interview settings the topic always elicits much recounting of stories about, and frustration with, managers or

subordinates. During the interviews participants expressed their opinions that the issues surrounding managing professionals are highly relevant. An industrial engineer who has been working in his field for over ten years has never been managed by an industrial engineer, and beyond that said that he has "not had one leader that has understood what I was looking to accomplish in the organization." A speech language pathologist who has been managed by speech language pathologists, nurses, physiotherapists, and a social worker, stated "personally, I don't think it can be done" when asked what managers need to do in order to effectively manage professionals from a different profession.

Managers also acknowledge the difficulties inherent in managing professionals, particularly when their subordinates are members of a different profession. A manager of a multi-disciplinary rehabilitation services team who is a clinical psychologist stated that even though he had been a respected colleague, his relationships and level of respect had changed when he moved into his managerial role. A former marketing analyst and manager who moved into a management role in a software development group eight years ago has always been, and still is, concerned about her lack of technical expertise and its impact on her ability to do her job. A Chief Operating Officer of a software development company who was neither a sales associate nor a software developer talked about how she finds it easier to manage those individuals in her organization who are not professionals (here she is talking about her sales team) than those who are (the software developers).

> I can orient them and I get their respect on that side that much faster. ... regardless if they have the sales experience and I don't, I'm much more confident and I also can give them more and ... they get from me faster a sense of, "okay I can get this from [the COO], I've received something from [the COO]," and that helps the relationship.

The initial impetus for the thesis, and one that was borne out in the literature, was the difficulty inherent in managing professionals due to their lack of respect for the managerial role, particularly for those in the managerial role who are not from the profession of their subordinates. The interviews provide empirical evidence of this issue, one example being the following quote from a Chief Operating Officer of a law firm who is not a lawyer.

> And here, pretty quickly you learn that what you had done before you walked in the doors really doesn't matter. You had to be prepared to start at ground zero to earn the trust and respect. Because no one gave you respect. You had to earn it.

All of the study participants acknowledged the importance of respect in the manager/subordinate relationship. A manager of software developers said "I know that if you're disrespected it's very difficult to do your job well" and a manager of a rehabilitation services team said "there's really no room for an environment of disrespect either between staff or between staff and managers."

While all participants value respect, those who are managing in a profession of which they are not a member talked at length, and with little prompting, about having to actively work at earning respect from their subordinates. Respect was an issue that they were acutely aware of upon starting their job, and its importance became no less critical as their tenures as managers lengthened. Significant amounts of time and energy had been given to determining how to earn the respect of their subordinates and then doing their best to retain that respect over time. A Chief Operating Officer of a software company who is not a software developer talked about how, even after two years with the organization, she is still conscious of her behaviour around the software developers in order to continue earning their respect.

I'm going to be at [organization] for two years come end of August and every day I walk in and ... [I am] definitely more at ease in the client services side than in the programming. Because ... you walk in and they don't even look up, so there's very few visual cues right, you basically have to scream "hello" and they don't even respond to noise because their level of concentration is a different degree than client services is and they're introverts versus extroverts.

In stark contrast to those who are managing in a profession of which they are not a member, the study participants who are managing within their professions had given little thought to what they should do in order to earn respect. Like the other managers and the professionals, they acknowledged the importance of being respected by their subordinates, but they had not spent time actively working towards earning respect. Discussion around respect with these participants required a large amount of prompting and probing, as how to earn respect had not been an important concern during their managerial careers.

It's really difficult for me to say whether people respect me because I've never stopped to think whether I care if people respect me because ... as long as we're effectively working and I have reasonable relationships with people I can infer that that's okay, but, you know, it's not something that I've stopped to check out, whether people respect me. *(a software developer who is managing software developers)*

A Chartered Accountant who manages Chartered Accountants, Certified Management Accountants, Certified General Accountants, and individuals with Masters degrees in accounting talked about how he seems to retain his Chartered Accountants for long periods of time, but that the accountants from other professional bodies do not last long working for him. He indicates that he thinks it was the specific individuals who were in those roles, not the professions themselves, that has caused the problems. This particular manager, however, is a highly skilled and respected Chartered Accountant who

has much less respect for the other accounting professions and who gives little thought to ways in which they may need to be managed differently.

> I've got one CGA here, and then downstairs, or next door, ... I had two CGAs and two CMAs and then three CMAs so I had a whole broad spectrum there, and then the previous job before that I had a masters in accounting person as well. And for some reason, you know, CAs, I've never had problems with CAs, and I'm not sure if that's my bias or I think it's just a technical competency or what it is, and not to say anything bad because ... I had a super CMA and the CGA down there she was super as well, but it gets back to what you can give them, and you can't give them the same technical work as you can give the CAs just because the CAs are trained differently. ... So I don't have problems with that, but if I look at the people I've chewed up and spit out in the last couple years, it's been the CMAs and the masters of accounting, and some of those ones. Those are the people that didn't actually have much staying power with me. And I'm not sure if it's, I think it was more individually driven in there.

The professionals also provided insight into how respect ties into the topic of managing professionals. Professionals who had in the past, or were at the time of the interview, working for members of their profession discussed the need for themselves as professionals to earn the respect of their managers. On the other hand, when professionals were discussing their experiences when being managed by individuals from outside of their profession, their focus changed from earning the respect of their manager to how their manager could earn their respect. A partner in a law firm, when discussing the issue of respect in regard to senior partners, stated

> Honestly, most of the senior partners don't give a shit if an associate respects them or cares about them. Because they demand it. They're a senior partner. You have to. They expect it. You know, they know everything, they've been running this business, they're making X amount of money, they're driving these kinds of cars. Not all of them. Like there's a lot that wouldn't be like that, but there are a lot like that because it's an ego thing. And so sometimes the respect is out of fear.

The same law firm has a highly respected Chief Operating Officer who is a Chartered Accountant. The law partner talked at length about what the Chief Operating Officer had

done to earn the respect of the lawyers in the firm, both the partners and the associates, and the uniqueness of the situation.

> Like, when you think of [law firm], even people outside think of [the COO]. ... but he's done that with a lot of long hours here, a lot of hard work, a lot of managing personalities and going to have hard chats with people and bringing people on board and bringing them into the fold. You know, it's been a lot of hard work, and I think, you know, lots of hours that he probably would have rather been at home or something. ...Because that's an anomaly, having a non-partner sitting at a partners' meeting and giving presentations to the partners and talking about how they should vote about things.

At the same time as issues of respect are raised, however, so too are difficulties in the management situation that are based not on lack of respect but on the fact that the managers do not understand what their subordinates are doing. This lack of knowledge about the profession causes problems in completing basic managerial tasks, such as performance appraisals, task assignments, mentoring, and a general disconnect between the perspectives of the manager and the subordinates. The following quote from a health care professional who has been managed by both members of her profession and members of different health care professions illustrates how both respect and lack of knowledge become factors in the problem.

> Just the idea of having somebody in the management position who does know exactly what you're doing and your day to day tasks and demands, etc, just offers a kind of a comfort level, or she's the manager but she's also a colleague. So I guess there's ... automatically respect there and just a kind of a feeling of, a feeling of being a little more relaxed or at ease because you know that this person knows what you're talking about or ... the difficulties that you're encountering, she's experienced that, and you don't have to worry that she might not understand what you're going through.

2.2.2 Managing Professionals Effectively

Study participants also provided insight into what it means to manage professionals, and what it means to manage them effectively. The single-most common

response to inquiries as to what a manager must do in order to be deemed effective by his

or her professional subordinates was to create an environment where the professionals

can work effectively.

> I kind of look at it as, to get the respect of your team, basically you're just trying to remove roadblocks for them, right. In essence, if you look at your role as a service to the team, what problems are people running into, what challenges are they running into, and how can you help them get through those? And I think that has a huge bearing. If somebody's blocked and you can unblock them, that really helps. *(manager of software developers who was a software developer)*

> I'm now of the understanding that I personally believe I need an effective manager to take away certain tasks from my workload so that I can concentrate on my strengths rather than always being forced to … work on my weaknesses. So if I'm doing a project and my task is officially to code, there are a whole bunch of management tasks that I should not be doing, simple as that. And the question is, is my manager doing them or is my manager requiring me to babysit my manager so that he can do them. *(software developer with 15 years experience)*

The first step in effectively managing professionals entails the manager in question

understanding that he or she will face challenges that managers in more traditional

employment situations do not face. Professionals require, and expect, levels of autonomy

higher than those of non-professionals.

> Most of the professionals I've had the pleasure of working with in the last little while, … you … give them a goal and they'll figure out how to get there and they work away at it, so they're happy to work autonomously along and then it's more of a collaborative, you know, let's brainstorm stuff as we need to to … get there but it's not like I'm managing every little step of the way. (*Chartered Accountant who is managing Chartered Accountants, Certified General Accountants, and Certified Management Accountants*)

2.2.3 Managerial Strategies

As the problems faced by managers of professionals turned out to be more

involved than lack of respect, so to do the resulting managerial strategies cover much

broader ground than ways to earn respect, although respect was an underlying theme for

many of them. The strategies uncovered through the data analysis process are wide-reaching, covering many aspects of the managerial role. The strategies themselves are generic to managers of all professions. How the strategies are implemented will, at times, be specific to the profession that is being managed.

The five stage analysis process defined by McCracken (1988) resulted in the discovery of eight analytic categories, with each category corresponding to a strategy in which a manager can engage in order to increase his or her effectiveness. The list of analytic categories with brief descriptions can be found in Appendix C, and are outlined in detail below. As part of the analysis, data was gathered for each category as to what the strategy is, why it is necessary for individuals who are managing in a profession of which they are not a member, and how it can be accomplished. In anticipation of study two, a set of statements that can be used as indicators of the extent to which managers are using the strategies was developed. The statements were drawn directly from the data, and can be found in Appendix F. See Table 1 for a listing of each strategy and the interviews in which the strategy was raised.

Understand/learn about the profession(s) of your subordinates.

By far the most important strategy for managers of professionals raised by the interview participants is to actively learn about, and understand, the profession, or professions if they are managing multi-professional teams, of their subordinates. This strategy was raised in every interview, and provides the foundation for many of the following strategies.

> When somebody comes in … from a different profession … you had a general sense of what people did, but on the management side you really needed to know because, not in a mean-spirited way, but in terms of trying to support staff to find

Table 1. Interview sources of strategies for managing professionals

Strategies for Managing Professionals	Interview Participants										
	1 P*	2 MWP	3 MWP, MOP	4 MOP	5 MWP, MOP	6 P	7 P	8 MWP	9 MOP	10 P	11 MWP, MOP
Understand/learn about the profession(s) of subordinates	X	X	X	X		X		X	X	X	X
Education subordinates/professionals about management	X	X	X		X	X		X	X		
Provide third-party professional support	X	X				X					X
Use your skills and perspective to complement the group	X	X	X			X		X	X	X	
Recognize the value that your subordinates bring to the organization	X	X	X	X			X	X			X
Build relationships with those in power positions			X	X	X	X			X		X
Build relationships with subordinates			X	X		X	X				
Admit ignorance		X	X		X				X		

* MWP – manager within profession; MOP – manager outside of profession; P - professional

ways to work more effectively, more efficiently, and when we're looking at the bigger picture of the program, trying to identify where there are opportunities to move operations to increase efficiencies and outcomes and increase capacity in areas. (*clinical psychologist managing a multi-disciplinary medical team*)

What? Learning about, and understanding, the profession of subordinates involves

learning the values, goals, and ethical standards of the profession, the physical

requirements of performing the job, such as equipment, technology, space, and time, and

the work styles that are required by the profession, such as levels of autonomy, ability to

complete non-routine tasks, and interaction with professional colleagues and other

individuals. In addition, managers need to gain a level of understanding of the technical

skills, language, tasks, and knowledge that are the foundation of any given profession.

> I needed to find out exactly what people were doing ... I think one of the things that I identified very early was that I needed to sort of nail down who knows what, when, and where, who do they do it with, how often do they do it, and ... all that sort of stuff. *(clinical psychologist managing a multi-disciplinary medical team)*

The exact level of understanding that managers need to reach is unknown. They

do not need to become professionals themselves, but they do need to know enough to be

effective in their role. What exactly they need to know will differ based on the context in

which an individual manager is working. A clinical psychologist who has in the past been

managed by both psychologists and non-psychologists, and is now managing a multi-

disciplinary group of health care professionals, captures somewhat the difficulty in

understanding what it is the professionals expect their manager to know, and what the

manager is capable of learning given the constraints of the job.

> I expect the manager to become aware, maybe this is unreasonable or unrealistic, to become aware of who we are as psychologists and what we believe in, which is embodied in our code of ethics of professional practice standards and our various sort of publications around practice and our governance. And ... that was probably an unreasonable expectation. I think that was probably beyond what any

manager could have achieved given the scope of their work as I know it now. Because most of the managers manage multiple professions, so that was probably an unfair expectation, that was a very self-centred expectation, and it was also one that created a lot of tension initially. And those are expectations I think shared by a number of my former colleagues in psychology. I think we expected the manager to come more towards us and we didn't really expect to have to budge much at all to accommodate the manager.

It is important that managers make it clear to subordinates that they are learning about the profession in order to help themselves be effective in their managerial roles, not to become an expert in the profession and begin managing the professional work itself.

There's a kind of a fear maybe that a manager from another discipline will come in and try to tell you how to do your job. I think that's a very pervasive, I'm not sure it's a fear, a pervasive thought. (*clinical psychologist managing a multi-disciplinary medical team*)

Why? Learning about, and understanding, the profession of subordinates offers a variety of ways for managers of professionals to be more effective at their jobs. The benefits of the strategy can be divided into two categories. There are those that accrue through the act of acquiring the knowledge, and those that accrue through the use of the knowledge once acquired. Depending on how it is undertaken, the act of learning about the profession of their subordinates is a way for managers to show respect for the profession and the professionals, to acknowledge the expertise of their subordinates, and to build relationships with their subordinates.

You can't be obtuse to your environment, but you also can use it. Tell me anybody, name a professional, doctors, lawyers, dentists, who doesn't respond well to "what is it that you do? Or how do you do that? Or I don't understand? You know, I'm just a poor simple country boy. Can you tell me?" They'll talk to you endlessly. And if you listen, and you're a good listener, and to do this job I think you do have to have good listening skills, ... I think that if you get people talking about what it is they do, and they get comfortable, you can learn a lot. ... You can't say I don't understand five times on the same topic because then they'll think you're thick. But you can say, geez, can you explain that, I don't understand

that, what's that about? And you know, it shows appreciation. *(Chief Operating Officer of a law firm who is a Chartered Accountant)*

Once knowledge about the profession has been acquired it can be used by managers to determine how best to fit their own skill set into the group, how to best support and facilitate their subordinates, how to understand and determine the value that their subordinates provide to the organization, and how to be an effective communication bridge and advocate between their subordinates and others in the organization. Understanding the profession allows managers to frame communication with their subordinates effectively – from a perspective that the professionals understand. It also helps managers assign tasks, projects, or customers to their subordinates, conduct performance appraisals, and maintain a workable professional/organizational balance within their group. A Chief Operating Officer of a law firm who is a Chartered Accountant talked about the importance of knowing enough about the profession of law, and lawyers themselves, that he can convince them to follow his lead.

> So I have failed in my communication or I have not created an environment where they see the same sense of urgency I have about why we have to do something. I never ever blame it on them. I never call them stupid. They're not stupid people. And so anytime I fail they know I'm going to come back at them. I just go back to the drawing board and I think through, okay, how could I have done this differently? How did I have to package it?

Managers with the best intentions can make mistakes that greatly inhibit their ability to be effective if they lack a basic understanding of the profession of their subordinates. A clinical psychologist recounted an experience he had shortly after the hospital at which he was working began assigning professionals to managers who were not members of the profession.

So I can recall examples of a non-psychologist manager doing things that were just tantamount to heresy to a psychologist. You know, for example, allowing other professions to come in and use our test and examination rooms, which we hold very near and dear to our heart, because they are full of our top secret tests. And I mean we do guard those very closely. The tests, you know some of those major tests might cost several hundred thousand dollars to produce, even into the millions, the large-scale standardization studies and so on, so we're bound by the purchase agreement but also by our code of ethics and also by our practice standards to maintain the security of these instruments, these tests. And so our test rooms are full of this stuff. You know, less so now, but years ago ... we didn't have many alternate forms of these tests so if they became generally available they'd be compromised. So the idea of someone coming into the test room and just using it as a space was just horrendous. And I can recall one day I came into work and there was someone in our test room that I didn't recognize. And I said "who are you?" "Oh, so and so, who was our manager at the time, I needed a little office, I'm going to be in the building for the afternoon, let me in so I could use this office." You know, this was just outrageous. And of course, the manager at the time had no idea. Probably had no idea about these tests number one. No idea what a test room was. Probably had no idea how much we valued these things, you know, how hard we'd all worked to train the administration that nobody was to go into that room. So that's a small example. So my respect for the manager at that time obviously went down a little bit. But you know, we worked through it, and that wasn't evil, it was really just a lack of information on the manager's part at that time.

How? Gaining benefit from learning about the organization requires that the learning be undertaken in specific ways. Managers should learn from their professional subordinates by asking questions, observing their work, working with them when possible, and being open to proactive attempts at education from the subordinates themselves. Learning can also be done individually, through taking introductory courses or reading introductory texts and professional journals.

I never shied away from asking the questions of my people and there's a level of confidence that for me was more like I don't have to hide anything, they know I don't know, so I would just ask the question. And you know, you win a lot of people over by showing your vulnerability. So ... I won people through that and they also got a chance to shine in front of an owner type of thing. .... Like oh look, I can show ... one of the owners that I have this skill set, that I know this information. So it gives them that self-[recognition]. Like they feel so good about themselves, right, ... And I never shied away. And I took as many notes, and

sometimes I had to ask twice because it was just an overload of information. ... I still ask the questions. *(Chief Operating Officer of a software development firm who is not a software developer)*

Educate your subordinates/professionals about the tasks, responsibilities, and goals of management.

Throughout the interviews professionals talked about not knowing what it is that their managers do, nor what value managers add to the organization. Managers were also aware that many of their subordinates do not know what it is that the managerial role entails.

We've got all kinds of people who, I don't know what they do in a day. They're fairly senior. We've got directors in our organization that I don't know what they do in a day. *(industrial engineer working in a telecommunications company)*

I can see that whole skeptical, you know, what does she actually do? ... People will say, sometimes they'll actually come in and they'll say ... "what do you do? I have no idea what you do." *(manager of software developers who is not a software developer)*

What? Managers need to ensure that their professional subordinates understand the role of a manager and how a manager can contribute, both directly and indirectly, to their professional effectiveness and success. Professionals need to know what it is that managers do with their time, and what specific strengths, skills, and knowledge they bring to their role that relate specifically to the functioning of the group of professionals. It helps professionals to understand the managerial role if they understand why their particular manager has made it a career choice.

Don't know how she landed in that role or whether that was what she, I assume that was what she wanted to do, I don't know. *(industrial engineer working for a telecommunications company)*

It is also important for professionals to understand that while a large part of the role of a manager is to facilitate the work of the professionals, the manager also works for the organization and needs to maintain a balance between professional and organizational goals. Not everything that a manager does can, or should, be transparent to professionals, but professionals need to understand why this will sometimes be the case.

> The problem is I can't necessarily tell them about the 75% of my time that is burned talking about things and trying to figure things out that never come about and may impact them and is stuff that they shouldn't know about. ... So in a lot of ways our job is to shield people from all this chaos and ugliness and filter down, if people were exposed to all that chaos they would be all stressed all the time. So that's kind of the value-add ... that they never see. (*manager of software developers who was a software developer*)

Why? Many aspects of a manager's job are invisible to subordinates, both professionals and non-professionals. Professionals are rarely educated, or trained, in business and the aspects of their manager's job that deal with running a business are foreign to them.

> It's dealing with very, very, very bright people and getting them to do the right things and things that might be counter-intuitive to them because nobody teaches business, how to run the business part of a law firm, in law school. (*Chief Operating Officer of a law firm who is a Chartered Accountant*)

Educating professionals about what it is that a manager does works towards increasing their respect for their manager, showing them the value of their manager within the group, and increasing their understanding of why their manager does some things that to them may seem a waste of time. As professionals understand their manager's role within, and value to, the group they can determine how best to make use of the manager to increase the effectiveness of their own work.

> I think in trying to be as open as possible, trying to be as honest and direct with staff about what I was doing and why I was doing it, and genuinely so, not sort of

trying to mislead folks, ... and I think that went a long way to establishing mutual respect. I think at this point folks trust me. They'll trust, they know I'll say, we are looking into a lot of options we just can't disclose those at the moment but nobody will feel threatened. *(clinical psychologist managing a multi-disciplinary health care team)*

How? Managers can educate their professionals through communication such as emails, reports, memos, and meetings. They can also educate through action, being visible in their daily tasks, and working with the professionals where appropriate. Managers may need to frame their communication and education from a perspective that the professionals will understand. In order to do this, managers will need to have an understanding of the profession(s) of their subordinates.

Well one of the things I did and I think it was effective but time will tell, just spend a lot of time providing education for people. You know, around what it was I was trying to do, why I'm trying to do it. *(clinical psychologist managing a multi-disciplinary health care team)*

Provide third-party professional support, such as professional mentors and professional training and development.

Professionals, particularly junior and intermediate-level professionals, bemoaned the lack of professional guidance that they received within their organizations when they were managed by individuals who were not members of their professions.

I've had good people that have been leaders that I've worked with and I've learned a lot and I've gotten a lot done with those leaders, ... but never one who's had a really strong grasp of technically what I should be doing. *(industrial engineer working for a telecommunications company)*

What? Providing professional support involves providing access to, or helping to find, a mentor from within a subordinate's profession, providing career development specific to the profession, and providing access to, whether internally or externally, ongoing professional development and training.

Why? Managers who are not members of the professions of their subordinates cannot take an active role in professional development and training. This can be detrimental in creating a work environment in which professionals can work effectively. Ongoing development and training is an important factor in a professional's career, as is the ability to follow a profession-specific career path. When managers provide subordinates with the opportunity to grow professionally it increases the ability of the professionals to be more effective, and it also shows that the manager respects the profession of the subordinates.

How? Professional mentors can be found within the organization if there is a large professional presence, or through local chapters of professional associations and societies. Professional development and training can be provided internally by bringing instructional courses into the organization or arranging for seminars led by senior-level professionals. Externally, professionals can be provided with the financial and time resources required in order to attend courses or conferences. Managers will need to have an understanding of the profession in order to know what type of development and training is required.

> And, you know, I've genuinely tried to work, to advance their discipline, their profession. One of the things I'm aware of is that when leadership is from another profession I think it's really important for each profession to be supported and to feel that they can grow as professions. So to provide those kinds of continuing education opportunities but also on the job opportunities. And to provide the resources, the administrative and physical resources they need to advance their profession. And so that's taken a real deliberate act of effort because I didn't understand what those were. And I still don't. (*clinical psychologist managing a multi-disciplinary health care team*)

Use your skills and perspective to complement those of your subordinates.

Both professionals and managers spoke of the need for managers to add value to their group in ways that complemented the work of the professionals and increased the effectiveness of the group.

> One of the things that they're looking for ... is the stuff that isn't related to the technical stuff. So they'll find that in a lot of ... standard software organizations that the managers [don't offer] the pieces that they're looking for related to some soft pieces, so understanding that they might have a personal situation that they need to be taking care of, or they need to reschedule things around a certain way or they just need someone to vent to, or whatever. Those pieces, I think, people have respected me for. (*manager of software developers who is not a software developer*)

What? Managers of professionals should draw on managerial skills and knowledge, and technical expertise from previous jobs, in order to complement the work of the professionals from both a facilitation and a collaboration perspective. Having career experience from outside of the profession of their subordinates gives managers a different perspective from which to solve problems and make decisions. This perspective combined with the professionals' expertise should result in better quality work.

> I had a very senior IT manager coming to me who knew the thing upside down and he could run the department himself and so, like I said the only reason [my boss] put me in there was because I have more of a business discipline behind me in terms of my decision-making. If you're spending many, many millions of dollars then they just wanted somebody with that acumen in there because again the IT people, no knock against them, but they, they'll buy all the features you let them buy. And sometimes the features are valuable but a lot of times, you know, they're just extra bells and whistles that you don't need. (*Chartered Accountant who was managing his firm's IT group*)

Why? By actively working towards complementing their group, managers can provide both direct, in terms of collaboration, and indirect, in terms of facilitation, value

to the group. The different perspective brought to a group by an individual who is not a

member of the profession can be extremely useful.

> One he radically changed the vision and we had lots of arguments until I realized
> that his vision is actually better. And the reason that his vision was better was
> because his vision fit the business need and my vision fit a technical niche. And
> so his business need, more people wanted it, more people needed it. It was harder
> to code, but it was more sellable. More useful. (*software developer*)

Finding, and successfully engaging in, ways to add value increases the respect in which

the manager is held. Two employees of the same software development organization, one

a software developer and one a manager, both gave examples of situations where a

manager doing his or her job well, and in a way that made the professional's job easier,

earned respect.

> And I think the funny thing is that if you get a good manager ... this idea that the
> professional might not have respect for a manager kind of diminishes because if
> you can judge between ... being given a task and having the ability to finish the
> task on time because you had a significant amount of time to do it in, and being
> pulled in many different directions because the manager can't do their job and
> they require help by those people who shouldn't be helping them, you tend to
> respect those people who can do their jobs. (*software developer*)

> My value is uncovering risks, finding opportunities, asking questions, that's what
> I do, really, to me that's the essence of what I do, which over the course of some
> amount of time you finally get to the point where that just continues to build on
> itself. (*manager of software developers who is not a software developer*)

> *How?* In order to complement a group of professionals, managers need to

thoroughly assess their own knowledge and skills. It is crucial to have an understanding

of the profession of their subordinates in order to determine how their own skills and

knowledge can be best used within the group.

> But I mean a lot of it is just common sense. Often you'll find very, very bright
> people don't necessarily, it's not a given that they have the same level of common
> sense. Because they're so bright and so theory bound and so precedent bound that
> sometimes common sense eludes them and that's what maybe I brought to the

> table was. Because I'm not bright but I have a bit of common sense, and so it's been a perfect match. I might be an abysmal failure in another law firm. *(Chief Operating Officer of a law firm who is a Chartered Accountant)*

It may be necessary for managers to learn new skills. Working with the professionals whenever and wherever possible will allow both managers and professionals to understand how their separate skill sets and bodies of knowledge can complement each other. Professionals may be skeptical of the ability of managers to add any value to their work. Managers will need to be confident in their own value, and will need to successfully add noticeable value to their group a number of times before their worth is commonly acknowledged.

> He's a shrewd businessperson. He knows how to get the profits up and when he gets the profits up everyone loves him because they want more money. *(partner in a law firm discussing the firm's Chief Operating Officer, who is a Chartered Accountant)*

Recognize the value that the profession of your subordinates adds to your organization.

Professionals who had been, or are currently being, managed by individuals from outside of their profession discussed the need for their managers to understand and recognize the value that their professions add to their organization.

> I guess the people that I've found have been the most helpful have been the ones that recognized, and kind of selfishly, recognized what I was offering in terms of my skill set. *(industrial engineer working in a telecommunications company)*

What? Managers need to recognize that the specific work carried out by each profession in their group adds its own value to the organization. This strategy is important for all managers of professionals, but more so for managers managing those professions that are not the primary income-generators. Software developers in a software development company and lawyers in a law firm provide an obvious value. Industrial

engineers in a telecommunications company and physiotherapists in a mental rehab services unit do not necessarily have such obvious value.

> So I've had experiences where you have to demonstrate your value. Show that you're more than kind of a bean counter, because he was an engineer and he didn't really appreciate the value that the finance department could bring. It was just the nature of the business that he kind of saw the accounting and the bookkeeping as something that just needed to be done, ... an overhead cost. ...Some people have that perception of finance, but the kind of evolving perception of finance is that finance can be a value-creation entity just as much as it is, as it has to be a cost centre. (*Chartered Accountant who was working for a professional engineer*)

This strategy is also particularly important for those managers who are members of one profession and/or are managing subordinates from multiple professions. Within organizations professions can become quite competitive. It is extremely important for a nurse who is managing members of the allied health professions (eg. physiotherapy, occupational therapy, speech language pathology, and social work) to recognize the value that the allied health professionals provide.

> Some of the interesting dynamics was, and still plays itself out now, is that nursing is a 24/7 whereas other allied health professional groups aren't. So there'd be times where there'd be some jealousy. So nursing wouldn't necessarily be able to go to all of those workshops or always be present in rounds because the nature of their role is different. So there was sometimes a need to address those differences and sometimes you know be part of that reframing of what's different for nursing because I was always still a nurse as a leader and try and find ways to support nursing to be at that workshop or talk about the value of nursing in terms of 24/7 in a different way. So sometimes it was about bridging some of the gaps between professional groups and helping each, sort of see each other in a different way. (*Director of Nursing at a hospital, who has managed nurses and members of all of the allied health professions*)

Why? Recognizing the value of the profession of their subordinates is a way for managers to show respect for both their subordinates and their profession. This respect may result in a reciprocation of respect from their subordinates. Some professionals fear,

or worry, that a manager from outside of their profession will attempt to change the scope

of their roles within the organization, and showing respect for the profession should

assuage this fear. Recognizing the value of their subordinates also enables managers to

become advocates for the work of their group to the rest of the organization.

> It really needed the support at her level to drive change and to have us visible ...
> we can be doing the work but unless she's an advocate of what we were doing ...
> it wasn't moving us forward. (*industrial engineer working in a
> telecommunications company, reporting to a Certified Management Accountant*)

How? In order to recognize the value of a profession, it is necessary to have a

basic understanding of the profession in terms of its goals and work. It is also important

that professionals know that their managers recognize their value. This can be

accomplished by communicating your recognition to them, using their ideas, suggestions,

and work in decision-making and implementation, and responding to their needs and

requests promptly.

> We were going to buy new chairs for everyone, but I knew that [the software
> developers] would, some of them would have preferred getting the choice
> between flat screens and the chairs, so knowing that it was within the same price
> range, a bit more expensive, I still gave them a choice, you know what guys, if
> you want a chair, because in a business you run on a budget and we're quite a lot
> of people so I said for this year you guys get the choice of a flat screen and a
> chair, and all of them took the flat screen. So I just feel that that's another little
> thing that I could do to help them out in my own way. (*Chief Operating Officer of
> a software development firm who is not a software developer*)

Build relationships with professionals in your organization who are highly respected by

your subordinates.

All of the managers who were managing in a profession of which they are not

members discussed the need to build relationships with individuals in the organization

who are highly respected by the professionals, in other words the organization members

who hold high levels of expert power.

> I think about going into a new organization … and saying, okay, I want to manage
> your support organization, and I look at … what they require for job requirements
> … and they're all talking about how you need to have this level of technical, and I
> would be going in there and I would have not a clue. And then who would I know
> there that I could use as my allies to help me through that? (*manager in a software
> development company who is not a software developer*)

What? Managers need to build relationships with individuals in the organization

who hold high levels of expert power. The relationships needed are deeper than simply

knowing each other. Managers need highly respected professionals who will act as

mentors in learning about the profession, advocates in convincing the other professionals

in the organization to follow the guidance of the managers, and colleagues in those

aspects of the managerial role that require professional expertise, such as performance

appraisals, task assignments, decision-making, and customer-focused activities. These

professionals may report directly to the manager or they may be found in different

sections of the organizational structure. In some organizations there are formal, but non-

managerial, positions for professionals who hold high levels of expert power, such as

technical lead or architect in a software development company and practice leader in a

health care setting.

> My survivability I guess would be because I had some great mentors at the start.
> … I think the key, certainly one of the keys to … longevity, to manage other
> professionals which you're not of their genre, is to have mentors up front. People
> who can pave the way and if you stumble they can say give the kid a break. We
> brought him in, he's learning, he's bringing the other skill sets. (*Chief Operating
> Officer of a law firm who is a Chartered Accountant*)

Why? Having highly-respected professionals who are willing to act as mentors

allows managers to learn about the organization, one of the strategies considered vital to

effectively managing professionals. As advocates, highly respected professionals can help

to bridge the gap between managers and their professional subordinates. Where a

professional may not accept a decision made by, or follow the guidance of, a manager

who is not a member of the profession, the opinion of a highly respected member of the

profession will hold sway.

> I think that, I think he's very good at selling it to the right people who then, because they have such respect in their departments are able to sell it for him. That's my perspective. You know, the people who know him very well, he talks to and says it's a good idea because of X, Y, and Z and they have a lot of respect for him, and then they go out to their people and say this is why, and then it just is a ripple effect. That's what I've found that he's very good at communicating and communicating with the people who need to understand and to get on board so as not to put up roadblocks early on. And if he can get them on board the rest is easy. *(partner in a law firm, discussing the firm's Chief Operating Officer who is a Chartered Accountant)*

Managers of professionals do have some tasks that require specific knowledge

about the profession. For managers who are not members of the profession, highly

respected professionals can be used to complete those tasks effectively. Professionals

who are respected within the organization can help managers complete performance

appraisals, assign tasks, projects, or clients, and make decisions that require an

understanding of the profession as well as the business.

> And as I mentioned, we would do regular reviews and the annual performance evaluation together, and if the individual allied health professional had an issue with practice they would go to the practice leader in collaboration with myself and if it was more of an operational issue it just sort of came to me. *(Director of Nursing at a hospital, who has managed members of all of the allied health professions)*

On a more fundamental level, if professionals see that those who have high expert

power respect their manager, they will be more inclined to respect their manager as well.

> And he always seems to be very closely connected to our managing partners. I remember when I came in and ... our managing partner, and he's a tax lawyer, corporate guy, really bright, really strong personality, and he really relied on [the COO], and you knew it, and they were always, you know, two peas in a pod, and wherever [the managing partner] was [the COO] was. So just seeing that as a young lawyer, you know, he's helping run the show and he's got [the managing partner's] ear and [the managing partner] is asking him questions and getting his advice so you kind of see it. *(partner in a law firm, discussing the firm's Chief Operating Officer who is a Chartered Accountant)*

In some organizations, such as professional firms, the highly respected professionals also hold legitimate, reward, and coercive power. Managers can use relationships with these individuals in order to have them wield authority that the manager may not have.

> I think that they would say that it's not a good thing if I come in and am upset with you and think that you've done something wrong because I'm not adverse to using my relationships with others to get done what I need to get done. *(Chief Operating Officer of a law firm who is a Chartered Accountant)*

How? It takes time to build working relationships with the highly respected professionals. Managers need to identify who these people are. Expert power does not always follow organizational hierarchy structures, so this determination may not be obvious. Managers then need to work towards earning the respect of these individuals, much as they do their own subordinates, and convincing them that managers can provide value to the organization. Managers will need to achieve successes within the organization in order to convince the expert power holders to actively work with them.

Actively work towards building relationships with your subordinates in order to compensate for missing the bonds that result from sharing a profession.

Some of the study participants discussed the importance of building relationships between professionals and their managers that go beyond the managerial/subordinate role.

> She was the best manager at that site that we had. Now whether that's because she's an SLP or just her, but I imagine a lot was too because she was an SLP because she would also be involved with all the SLPs in social things like going out for lunch for somebody, like for a new person started, or if it was somebody's maternity leave or leaving or birthday she was part of the SLP group that went out for dinner or parties and that, and I don't think that happened with the other groups. (*speech language pathologist who has worked for both speech language pathologists and non-speech language pathologists*)

What? Managers of professionals need to actively work towards building relationships with their subordinates that go beyond the managerial/subordinate role. Many professionals, even when being managed, do not consider themselves to be subordinates, and so managers cannot rely on a traditional hierarchical relationship in order to be effective in their roles. An effective working relationship between managers and professionals requires strong enough relationships that professionals choose to follow the guidance of their managers when necessary.

Why? Professionals share a common bond that comes from being members of the same profession. Managers who are not members of the profession of their subordinates are at a disadvantage to managers from the profession, as they begin their working relationships without having that common bond upon which they can draw. It requires active work to build a common ground. A speech language pathologist who has been managed by both speech language pathologists and non-speech language pathologists

discussed how it was easier for her speech language pathologist manager to relate to her subordinates.

> Plus I think she felt more relaxed with us, and I think she saw us as colleagues and employees because she did know all about our job and she could give us good input and she also knew the management side of it. Whereas other managers don't have that, wouldn't have that same feeling of being a colleague as well as a manager if that makes sense.

Building relationships that go beyond the managerial/subordinate role, building comfortable relationships, allows for better communication, higher levels of trust, and greater respect. Having these relationships can help managers determine what it is that professionals value and what aspects of their working environment can be improved.

> I'm the pitcher. I talk trash with the best. That's why they like me. And also I'll buy the beer, buy a few drinks. I think that's really the reason they bring me along and tolerate me. But it's a lot of fun. But these are the things you gotta do. ... you learn more sitting on a softball bench. If I could convince the partners to come out. But they don't want to embarrass themselves. I'm saying I don't embarrass myself because you learn. You see what is on their mind ... what are the issues? (*Chief Operating Officer of a law firm who is a Chartered Accountant*)

How? Managers can actively work towards building stronger relationships with professionals by finding common areas of interest, socializing outside of work hours, asking questions about, and developing an interest in, the profession, interacting as colleagues, not subordinates, and treating the professionals as intelligent adults.

> From my perspective when I came here in 99 I got to know [the COO] really quickly because he would go to a lot of different events where there are a lot of different levels of lawyers at. So he would go to the softball games with the article clerks and the associates. He'd go to the associates' dinners. So he wasn't just developing relationships with the partners, he was developing relationships with future partners. (*partner in a law firm discussing the firm's Chief Operating Officer who is a Chartered Accountant*)

Admit ignorance in their professional tasks, duties, and skills, and ask them for guidance

when decisions need to be made.

Both managers and professionals agreed that managers of professionals should

never pretend that they know something when they do not and that they should ask for

guidance when professional expertise is required for making decisions.

> If the manager demonstrates at least respect for, or understanding that the person's a professional and they know their job, and that [the manager] doesn't have the experience with the job and just has the trust in the person - that they know what they're doing and kind of gives them the independence and ... ability to do their job without a lot of interference, but to be there for support. (*speech language pathologist who has been managed by both speech language pathologists and non-speech language pathologists, discussing a manager who was a social worker*)

What? Even if managers do learn about, and gain a basic understanding of, the

profession of their subordinates they are still not professionals themselves. Managers

need to readily admit when they do not know something, and they need to be comfortable

saying that they need help, or that they are not equipped to make a decision on their own.

> Like I'll just say, speak to me in layman's terms or whatever because I want to make sure, from the beginning I wanted to make sure that anybody that I'm working with, I've fully set expectations with them that I'm not at all going to be expecting they're going to think I know what they're talking about when it gets into some of the level of those kinds of things. (*manager in a software development company who is not a software developer*)

When mistakes are made managers need to take responsibility and show that they have

learned from the mistakes.

> But I don't think that you ever get it right. So there's a kind of, you also learn, I've learned, you need to walk around with a healthy dose of humility and beg for forgiveness. Because you never know when you're going to be stepping in someone's professional toes. (*clinical psychologist who is managing a multi-disciplinary mental rehab services team*)

Why? Managers will earn the respect of their subordinates by being open about what it is that they know and do not know. Claiming understanding where it does not exist, and making decisions without complete information, will lead to professionals ignoring all input from their manager and the group performing ineffectively.

> I don't know whether they respect me as a manager or they respect that I do management soft kind of stuff, but I think they respect the fact that I'm up front about the fact that I might not know what they're talking about and that I use the process the way I do. I use people as tools to help me to do that, if that makes sense. (*manager in a software development company who is not a software developer*)

Admitting to mistakes will increase the respect in which managers are held, and will also allow the group to quickly fix problems and learn how to work effectively.

> I'm the first to say I pooched this one guys. This is not where I want us to be and this is not the quality of work that we should have. And you try again. But you've got to admit and you've got to be prepared to step up and say mea culpa. People who try to deny it or argue it are the ones I think I see are more trouble than the ones who say hey I pooched this… You gotta say I pooched it but what could I have done differently. Because when you say to them I pooched it they're going to want to know, they're going to cross-examine you and say "well how could you have done it different. … when you say you pooched it what do you mean?" You can't just artificially say well I pooched it and now you're giving me forgiveness and blessings and we'll walk down the road, continue our journey down the road. (*Chief Operating Officer of a law firm who is a Chartered Accountant*)

How? Managers need to be upfront when they do not know something, and need to admit to mistakes immediately. They should ask professionals for information and guidance when decisions need to be made.

> You want to be transparent. Okay, you're right, I've never practiced law. I've practiced as a CA. (*Chief Operating Officer of a law firm who is a Chartered Accountant*)

2.3 Discussion

A literature review conducted subsequent to the data analysis found little in the way of existing research on strategies for managing professionals. The dearth of research that addresses managing, as opposed to leading, extends to the areas covered by the strategies as well. None of the specific individual strategies were found to be explicitly addressed in the literature. For some of the strategies there are ties to impression management, influence tactics, and bases of power. A few, such as providing third-party professional development and mentors, have an existing base of research but not to the full extent of the strategy as it emerged through the analysis.

All of the strategies contribute in some way to helping managers build trust between themselves and their subordinates, trust that would already exist between professionals due to their shared group membership (Williams, 2001). The reciprocal divulging of information required in order to engage in all of the strategies leads to the expansion of trust (Burke, Sims, Lazzara, & Salas, 2007). Trust has been positively related to a variety of aspects of the managerial/subordinate relationship, including perceptions of increased leadership effectiveness and increased willingness to follow (Burke et al., 2007); the perceived effectiveness of managers in research and development teams (Gillespie & Mann, 2004), where the complexity and unstructured nature of the work aligns closely with that of professional organizations; and effective team-level problem solving (Zand, 1972).

2.3.1 Managerial Effectiveness

As no standard, widely-used definition of managerial effectiveness exists, one was developed for the purpose of this dissertation. Drawing on the management and

professionals literature, managerial effectiveness was defined as the ability of the

manager to facilitate and guide the work of his or her subordinates such that

organizational goals are achieved. Understanding what is required in order to be an

effective manager of professionals can best be fully determined by analyzing the question

from two perspectives – the professional and the manager. In the course of this study I

explored both of these perspectives. From both perspectives, participants saw the role of a

manager of professionals as facilitating professional work, removing roadblocks, and

creating an environment in which high-quality professional work could be conducted.

Participants never discussed the main topics covered in industry courses offered to

improve managerial effectiveness, such as mentoring, coaching, leadership, and

motivation. Linda A. Hill (2004) wrote that in the 21st century effective managers will

need to create a context in which people are willing, and able, to learn and change in

order to allow organizations to adapt and innovate. Similarly, instead of managing

people, managers of professionals need to manage the context in which the people work

in order to allow the profession to be successfully practiced[1].

2.3.2 Managerial Strategies

Understand/learn about the profession(s) of your subordinates

The basic logistics of understanding, and learning about, the profession(s) of

subordinates were not found in the literature, and much more in-depth research would be

needed in order to determine levels of knowledge required and optimal ways of acquiring

that knowledge. Likewise, the impact of holding a particular level of professional

understanding, or technical competence, on a manager's ability to effectively carry out

---

[1] Thanks to Roy Stager Jacques.

basic managerial tasks, such as scheduling, task assignment, and performance appraisals has not been explicitly studied. It is possible, however, that an understanding of the profession of subordinates will allow managers to more effectively use the influence tactic of reason, or rational persuasion. Rational persuasion involves using facts and data in order to develop a logical argument (Kipnis & Schmidt, 1983). Studies have found it to be a commonly used and effective influence tactic (Falbe & Yukl, 1992; Keys & Case, 1990; Kipnis & Schmidt, 1983), particularly by those managers who have high levels of expert power (Hysong, 2008) and those who are able to use strong, rather than weak, rational persuasion (Yukl, Kim, & Falbe, 1996). Where managers who are members of the profession of their subordinates will be able to use their expert knowledge to easily draw on strong rational persuasion, managers who are outside of the profession will need to learn about the profession in order to utilize rational persuasion effectively.

Along with being directly related to the successful execution of the other strategies, the benefits accrued through the process of acquiring knowledge about the profession of subordinates can be tied to impression management research. Impression management refers to the process people use to control the image others have of them (Rosenfeld et al., 1995), and as managers learn from subordinates they engage in the impression management tactic of ingratiation. Ingratiation involves making yourself likeable by flattering, or doing favours for, others (Bolino & Turnley, 2003). In asking subordinates for their guidance in understanding their profession, managers emphasize the expertise that the professionals hold and express a positive evaluation of the professionals' knowledge and skills. These acts of flattery can make managers more

likeable, but only if the managers are genuinely learning about the profession and not simply asking questions in an obvious attempt to flatter professional egos.

As managers develop an understanding of the professions of their subordinates, they should correspondingly be able to identify any shared values that already exist between the professional and managerial groups, or values that one group holds that the other may begin to share. Value congruence between employee and management groups has been shown to be positively associated with trust between the groups, as has the process of identifying shared values been shown to be likely to build trust (Gillespie & Mann, 2004; Jung & Avolio, 2000).

Educate your subordinates/professionals about the tasks, responsibilities, and goals of management.

Educating professionals about management is something that all managers of professionals should do, regardless of whether or not they are members of the profession of their subordinates. Literature targeted towards professionals who are moving into managerial roles discusses the importance of new managers learning about management, as their professional training and experience leaves them completely unprepared (Badawy, 1995). Educating all professionals about management, as opposed to only those who become managers, should pave the way for better relationships between the groups. Managers who can educate professionals to the extent that the professionals understand the goals of, and see value in, the managerial role will also be better equipped to make use of rational persuasion as an influence tactic. Professionals will be more likely to accept facts and arguments presented by managers if they understand the managerial perspective.

As professionals learn about management, the identification of existing shared values, and determination of values that could be shared, should occur on their part as well, increasing the trust between the professionals and the manager. Having an understanding of what it is that managers do, and how their tasks contribute to the group, may also work towards increasing the cognitive trust that professionals feel towards their managers. Cognitive trust exists when employees have confidence in the skill of their managers (McAllister, 1995).

Provide third-party professional support, such as professional mentors and professional training and development.

The importance of mentoring and training and development to professionals has been well-documented in the academic literature (Eby, Durley, Evans, & Ragins, 2008; Higgins & Kram, 2001; Lankau & Scandura, 2002; Ragins, Cotton, & Miller, 2000). In particular, the need for professionals to use mentors both from within their organization, in order to learn how to successfully function in the specific context of the organization, and from within their profession, in order to progress within their discipline and maintain professional contacts and career mobility has been studied. Mentors from multiple sources were found to increase the career success of early career professionals, and the use of a mentor from outside the work place was found to increase the career success of middle career professionals (Peluchette & Jeanquart, 2000).

Use your skills and perspective to complement those of your subordinates.

While all benefits are not specifically addressed in the literature, the ability of managers to use their skills and perspective to complement those of the professionals does have an effect on impression management, influence tactics, and transformational

leadership. These effects are contingent on professionals seeing their managers as successfully complementing their work, not simply on managers espousing their ability to act as a complement. In addition to ingratiation, self-promotion, where people explicitly and verbally express their own abilities and accomplishments in order to convince others of their competence, and exemplification, where people go above and beyond the call of duty in order to show their dedication, are impression management tactics used in order to make a positive impression on others (Bolino & Turnley, 2003). As managers successfully add value to the work of their subordinates they can use both self-promotion, in raising awareness of their successes, and exemplification, in having gone beyond the traditional managerial duties, in order to create a more favourable impression with their subordinates. Self-promotion can lead to unfavourable impressions if used too blatantly. Managers should focus on proving their competence through action, not through verbal self-aggrandizement.

Successes in complementing the work of subordinates will also allow managers to use the influence tactic of rational persuasion more effectively. As professionals see their manager provide value to their work they will be more likely to give due thought to any facts, data, and arguments presented during attempts to influence change.

As managers successfully complement the work of professionals, and display evidence of competence and skill, the level of cognitive trust that professionals feel towards their managers should increase. Working together towards shared goals also increases trust between managers and employees, as it allows employees to predict the behaviour of managers (Gillespie & Mann, 2004). The collaborative interaction required

in order for managers to determine how best to complement the work of professionals, and to work with professionals, will also act as an antecedent of trust (Burke et al., 2007).

One of the four components of transformational leadership, intellectual stimulation refers in part to the ability of a leader to stimulate innovation and creativity by questioning assumptions and reframing problems (Bass, 1998). As managers learn to use their own specific knowledge and skills to complement the work of their subordinates, they should also be able to make use of their unique perspectives from outside of the profession in order to ask questions and raise issues that lead to intellectual stimulation. Indeed, an ability to question assumptions and reframe problems in ways that lead professionals to view their own work from a different perspective may be one of the most valuable ways that managers can complement the work of their subordinates. It will be necessary, however, for managers to have enough of an understanding of the profession that they are not asking questions that are so basic that the professionals will consistently view them as a waste of time.

Recognize the value that the profession of your subordinates adds to your organization.

Explicitly recognizing the value of professional subordinates does not appear to have been studied within the academic literature. Through recognizing the value of subordinates managers can make use of the impression management tactic of ingratiation, as recognition of value is a form of flattery. By recognizing value through the inclusion of professionals in problem solving and decision making managers also engage in the intellectual stimulation component of transformational leadership (Bass, 1998).

Build relationships with professionals in your organization who are highly respected by your subordinates.

Building relationships with professionals who hold high levels of expert power will increase managers' abilities to use rational persuasion as an influence tactic, as they will be able to proffer support by experts in their arguments. Managers can also use these relationships to draw on the trust that exists between members of the same profession as a result of shared values, social identification (Gillespie & Mann, 2004), and professional credentials (McAllister, 1995). As managers build relationships with highly-respected professionals, the trust in which those professionals are held will also extend to the managers.

Actively work towards building relationships with your subordinates in order to compensate for missing the bonds that result from sharing a profession.

Strong social boundaries have been found to exist between professions. The boundaries are the result of well-developed professional roles, identities, and work practices and result in professionals having richer interactions within the boundaries than with their managers or individuals from other professions (Ferlie et al., 2005). Relationships with subordinates are important for all managers, but managers from outside the profession of their subordinates need to actively work to surmount these boundaries in order to develop relationships. Positive relationships between managers and subordinates lead to increased referent power for the manager, which in turn leads to increased influence (Yukl et al., 1996). Repeated positive interaction between managers and subordinates also leads to increased levels of affective trust, which is based on the

emotional bonds between individuals and is reflected in the faith of employees that

managers are not going to purposely harm them (Burke et al., 2007; McAllister, 1995).

Admit ignorance in the professional tasks, duties, and skills of your subordinates, and ask

them for guidance when decisions need to be made.

When done properly, admitting ignorance and seeking guidance can result in

managers utilizing the intellectual stimulation component of transformational leadership

as subordinates are involved in finding solutions and making decisions. Not admitting

ignorance in areas that require professional expertise and refusing to acknowledge when

mistakes have been made may lead to a decrease in the ability of managers to use rational

persuasion as an influence tactic. As rational persuasion is based on an assumption that

the persuader is using an argument based on correct facts and data, managers who are

known to falsely claim expertise will have difficulty convincing others that their

arguments are based in fact. If ignorance and mistakes are acknowledged, and guidance is

requested, it must be done in a way that avoids any appearance of supplication.

Supplication is an impression management tactic that involves showing weaknesses or

limitations in order to solicit aid from others, and it generally has negative repercussions

on the impressions formed by others (Bolino & Turnley, 2003). Managers need to make

sure when they admit ignorance or mistakes that they are learning from the guidance

received and that they have a basic level of self-confidence.

2.3.3 Leadership

As a final step in analyzing the strategies for managing professionals as developed

through the interviews it is important to study them as a whole in conjunction with other

management constructs. The most widely-researched topic in the management and

leadership literature for the past ten years has been transformational leadership. Do the strategies offer theory about, and guidance to, managers of professionals that differs from that of transformational leadership? Of the four components of transformational leadership, intellectual stimulation is the only one that appears in the discussion of the individual strategies. Managers of professionals can use their own ignorance of the profession of their subordinates in order to engage them in intellectual stimulation. The three remaining components, idealized influence, inspirational motivation, and individual consideration, were never raised during the interviews. Of the eleven interviews, nine were, in fact, devoid of explicit discussion of leadership and little is found that addresses leadership concepts. Participants did not discuss motivation, role models, coaching, or inspiration in their expectations of their managers. Rather, they seemed to expect leadership from their professional leaders, who are often those professionals who have chosen not to follow a managerial career path.

2.3.4 Potential Limitations

Criticisms of qualitative research being conducted in a positivist paradigm focus on the failure to use a rigorous, well-developed methodology, which results in a superficial analysis of the data and questionable validity and reliability (Gephart & Rynes, 2004). McCracken's long interview methodology is well-defined with detailed steps and has been in use for twenty years. The interview sample was of recommended size and included a range of professions and organizational positions, but I did not interview any managers who had failed at managing in a profession of which they were not a member. The experiences of managers who were not successful at managing professionals, and the professionals I interviewed insist that they exist, would have added

insight to the difficulties inherent in managing professionals and why so many managers are ineffective. While only five professions were included in the sample, the professions of the participants covered a broad range of professional categories, including health care, finance and accounting, law, and engineering and technology. A greater number of professions represented may have elicited some behaviours that were not uncovered.

3. STRATEGIES FOR MANAGING PROFESSIONALS: DEVELOPMENT AND VALIDATION THROUGH SELF-REPORT

The strategies identified and refined through the analysis of the interviews conducted in study one are intended to help managers who are not members of the profession of their subordinates mitigate low levels of expert power and increase managerial effectiveness. The next step in the analysis of the strategies, and in answering the questions arising from the literature review, was to empirically validate the strategies and assess the relationships between the strategies, managerial effectiveness, expert power, and professional membership. In the second study of this dissertation, professionals were asked to rate their current managers through an online survey. Use of each of the eight strategies for managing professionals identified through the first study was measured through a set of four to eight items. The survey results were analyzed through item-reduction techniques and factor analysis in order to develop a refined list of four strategies, and to create a 26-item scale that measures the use of the refined strategies. Statistical analysis was then used to address the hypotheses posed in the first chapter. The specific hypotheses that were tested are as follows:

Hypothesis 1: Managers who are members of the same profession as their subordinates will be rated by their subordinates as having higher levels of managerial effectiveness than those who are not.

Hypothesis 2a: Managers who are members of the same profession as their subordinates will be rated by their subordinates as having higher levels of expert power than those who are not.

Hypothesis 2b: The perceived effectiveness of a manager of professionals will increase as the manager's level of expert power increases.

Hypothesis 2c: Managers who are members of the same profession as their subordinates will have a lower use of the strategies for managing professionals than managers who are not.

Hypothesis 3a: The perceived effectiveness of a manager of professionals will increase as the manager's use of the strategies for managing professionals increases.

Hypothesis 3b: The use of the strategies for managing professionals by a manager of professionals will increase as the level of expert power decreases.

3.1 Method

3.1.1 Measurement Scales

The scale used to measure expert power was taken directly from the literature and the scale used to measure managerial effectiveness was developed from existing scales, also found in the literature. The use of the strategies for managing professionals was measured through the statements developed in the first study. Demographic details of survey respondents were collected at the beginning of the survey, including the profession, the sex, and the years of work experience of the respondent and his/her manager. None of the details, or any combination of them, allow the respondent to be identified. See Appendix G for the complete set of demographic questions.

3.1.1.1 Expert Power

Expert power has been defined as the knowledge or perception by subordinates that their manager has job experience and special knowledge or expertise in a given area (French & Raven, 1959; Rahim, 1996). It was measured using the expert power subscale

of the Rahim Leader Power Inventory (RLPI) (Rahim, 1988, 1996). During design, the

RLPI was shown to have substantial construct and criterion-related validity, and to have

sufficient retest and internal consistency reliabilities (Rahim, 1988). Further investigation

into the construct validity of the RLPI showed evidence of both convergent and

discriminant validities of the subscales and provided support for construct validity

(Rahim, 1996). The scale is a six-item scale, with higher scores representing a greater

base of power, and one negatively-loading item (item 4). Items were scaled using a 7-

point Likert scale, *Strongly Disagree = 1* to *Strongly Agree = 7*. The alpha for the scale is

0.88. For the complete scale see Appendix H.

3.1.1.2 Managerial Effectiveness

Managerial effectiveness has been defined as the ability of the manager to

facilitate and guide the work of his or her subordinates such that organizational goals are

achieved. Managerial effectiveness was measured through a scale developed for this

dissertation. Shipper (2004) used four items of the Survey of Management Practices

(Wilson & Wilson, 1991) to measure managerial effectiveness, finding the items as a

scale to have a Cronbach's alpha of 0.72. While Shipper does not define managerial

effectiveness in his study, the four items that he uses from the Survey of Management

Practices, asking if the group works well, does high quality work, is very productive, and

has a very positive impact on the organization, align well with the definition in use in this

dissertation. These four items were combined with the professional respect subscale of

the LMX-MDM (multidimensional measure of leader-member exchange) (Liden &

Maslyn, 1998). I have combined these two sets of survey items to create an eight-item

scale, with higher scores representing higher levels of managerial effectiveness. The

responses are scaled on a 7-point Likert scale from *Strongly Disagree = 1* to *Strongly Agree = 7*. The newly created scale assesses the manager's ability to create a working environment conducive to meeting organizational goals. The Cronbach's alpha for the scale is 0.97, and a principal components analysis conducted with the scale items resulted in all eight items loading strongly on one factor. This single factor represents the managerial effectiveness construct. For the complete scale see Appendix I.

3.1.1.3 Strategies for Managing Professionals

The use of the strategies was measured using the statements developing during study one. A total of 50 items were included, and the responses were scaled on a 7-point Likert scale from *Strongly Disagree = 1* to *Strongly Agree = 7*. The complete list of items can be found in Appendix F. The list of items was refined to 26 through item-reduction techniques and principal components analysis, and the resulting scale was used during the hypothesis testing. Detailed explanations of the scale creation process can be found in the Results section of this chapter.

3.1.2 Sample

3.1.2.1 Sampling Procedure

A total of 209 respondents were recruited through organizations that employ professionals, through professional associations, through the StudyResponse project, and through snowball sampling. See Appendix J for the recruitment email/notice and the informed consent letter. Professions represented in the sample include software development, engineering, health care, accounting, education, and law. Organizations through which approval was obtained for the recruitment of employees were asked to forward an email from the researcher to any employed professionals. Organizations that

participated include a law firm, a university library, and four software development

companies. Recruitment through professional associations was done through either an

email to association members or a notice of the research study posted in the association's

newsletter. Participating professional associations include the Canadian Association of

Social Workers, the Nova Scotia Barristers' Society, the Nova Scotia Association of

Optometrists, the Certified Management Accountants of Nova Scotia, and the Certified

Management Accountants of New Brunswick. A total of 87 respondents were recruited

through organizations and professional associations.

The StudyResponse project is an academic, non-profit research project that

connects researchers with potential respondents who have signed up with the project

specifically to participate in online social science research. Through the project I sent a

prescreening notice to 1000 potential respondents, asking if they work as a professional,

if they currently report to a manager, and the likelihood that they would participate in the

study. I received 101 responses to the prescreening notice (a 10% response rate), of

which 63 were eligible for the study. A request to participate in the study was sent to

those 63 individuals plus an additional 112 from the StudyResponse participant pool.

Participants were drawn from the StudyResponse population based on employment status

(currently employed) and occupation (members of accounting and finance, engineering

and design, and health and safety occupation groups). A total of 58 participated in the

study. StudyResponse respondents were entered in a draw as an incentive for

participating.

Due to extremely low response rates from the organizations, professional

associations, and StudyResponse project, snowball sampling was also used in order to

achieve the recommended minimum sample size of 160 for conducting a principal

components analysis of 32 items. Colleagues who are professionals were asked to

participate in the survey, as well as to forward the recruitment request on to co-workers.

A total of 64 respondents were recruited through snowball sampling. The snowball

sampling allowed for a greater range of professions to be included in the study, with

engineering and health care being mainly recruited through this method. Snowball

sampling introduces a large amount of bias. Statistical analysis was conducted during

data screening in order to assess differences between the sources of data.

3.1.2.2 Sample Characteristics

Survey respondents were members of over 25 different professions. I assigned

each profession to one of six professional categories: engineering/technology,

finance/accounting, health care, law, education, and miscellaneous. See Table 2 for a full

listing of the professions assigned to each professional category. Health care was the

most highly represented category, with 28.8% of respondents being health care

professionals (registered nurses, speech language pathologists, physiotherapists,

dieticians, occupational therapists, physicians, social workers, veterinarians, and

optometrists). Engineering and technology followed closely with 25.0% of respondents

being employed as engineers and software developers. The largest representation from a

single profession was law, with 16.8% of respondents being lawyers. The

finance/accounting and education categories had 9.1% and 4.8% representation

respectively. Professions such as human resource professionals, land surveyors, scientists,

and technical writers were assigned to the miscellaneous category, which represents

15.4% of respondents.

Table 2. Professional categories

Professional Category	Profession
Engineering/Technology	Professional Engineers
	Software Developers
Finance/Accounting	Certified General Accountants
	Certified Management Accountants
	Chartered Accountants
	Health Insurance Risk Assessors
	Statisticians
	Surety Bond Underwriters
	Pension Consultants
Health Care	Dieticians
	Occupational Therapists
	Optometrists
	Physicians
	Physiotherapists
	Recreation Therapists
	Registered Nurses
	Social Workers
	Speech Language Pathologists
	Veterinarians
Law	Lawyers
Education	Elementary/Secondary School Teachers
	University Librarians
	Professors
Miscellaneous	Human Resource Professionals
	Land Surveyors
	Scientists
	Technical Writers

The percentage of respondents' managers who do not belong to a profession is 14.9. The highest representation of managers from professions were in the health care and engineering/technology categories, with 26.0% and 21.6% respectively.

Finance/accounting, education, and law had similar levels of representation among managers with 10.1%, 7.2% and 9.1% respectively. The miscellaneous category

accounted for 11.1% of managers. Managers were considered to be members of the same profession as the respondent if they were in the same specific profession, not the professional category. A respondent who is an RN would be in the same category as his manager who is a physiotherapist, but the RN would be considered to be managed by someone outside of his profession. Respondents who are managed by a member of their profession accounted for 57.5% of respondents, 41.1% of respondents are not managed by a member of their profession, and 1.4% did not know the professional membership of their manager.

The sex of both respondents and managers is fairly evenly split, with 56.4% of the respondents and 42.1% of the managers being female. Just over half of the respondents have 10 years or less of professional experience (56.6%), and 15.1% of the respondents have more than 20 years of experience. Similarly, 54.4% of managers have 10 years of less of managerial experience, and 7.7% have more than 20 years. Length of managerial experience was unknown for 19.6% of the managers. See Table 3 for the respondent and manager demographics.

3.2 Results

The first data analysis step involved conducting item reduction and principal components analysis on the fifty-item measure of strategies for managing professionals in order to create the refined scale. The data collected through the survey was analysed using item-reduction techniques in order to reduce the number of items measuring the use of the strategies from 50 to 30. Principal components analysis was then conducted, resulting in the removal of four further items and the creation of four scale components. The newly-developed scale was then analysed with the expert power, managerial

effectiveness, and professional membership variables using both multivariate analysis of variance (MANOVA) and multivariate analysis of covariance (MANCOVA) in order to test the hypotheses.

Table 3. Demographics of professionals and managers

| | Valid Percent | |
	Professionals	Managers
Professional Category		
Non-professional		14.2
Engineering/technology	25.0	21.6
Finance/accounting	9.1	10.1
Health care	28.8	26.0
Law	16.8	9.1
Education	4.8	7.2
Miscellaneous	15.4	11.1
Sex		
Female	56.4	42.1
Male	43.6	57.9
Professional Experience (in years)		
not known		19.6
less than 6	22.9	34.4
6 to 10	33.7	20.6
11 to 15	20.1	12.8
16 to 20	8.4	4.8
More than 20	15.1	7.7
Manager in same profession		
Yes	57.5	
No	41.1	
Do not know	1.4	

3.2.1 Strategies for Managing Professionals Scale

3.2.1.1 Item Reduction

The total number of items in the scale was reduced from 50 to 30 (on average, four per strategy) through this phase of the data analysis. Each individual item was first checked for normality, with the intention of removing any items that had an extreme skew to either end of the

scale and a low variance. No items exhibited these characteristics. Each strategy scale

was then analyzed for its alpha and the item-total statistics, as well as redundant and

poorly-worded items. The items with the lowest item-total correlations were removed,

bringing the number of items in each scale to four. The resulting scales all exhibit

appropriate levels of internal consistency. The internal consistency of some scales was

reduced during item reduction. While higher internal consistency values are desirable, I

gave greater value to having a shorter scale that participants would fully complete. Item

reduction continued during the principal components analysis, as some items were

removed due to loading values of less than 0.50.

1. Understand/learn about the profession(s) of your subordinates. Items 1, 3, 7, and 8

   were removed as they had the lowest item-total correlations. The four remaining

   items address the underlying fundamentals of a profession – ethical standards,

   professional goals, skills, and language. The internal consistency changed from an

   original value of 0.90 to a higher value of 0.92. The item-total correlations can be

   seen in Table 4.

Table 4. Understand the profession item reduction.

Scale Item	α	Item-Total Correlation	α if Item Deleted
Before item reduction	0.90		
My manager			
* 1. is learning about my profession.		0.42	0.91
2. understands my profession's ethical standards.		0.81	0.88
* 3. understands the physical requirements of my professional work.		0.71	0.89
4. understands my professional goals.		0.79	0.88
5. understands the skills required to in order to practice my profession.		0.86	0.87
6. understands the language specific to my profession.		0.77	0.88
* 7. is open to my proactive attempts to educate him/her about my profession.		0.70	0.89

* 8. shows little interest in my professional work.   0.51   0.91

After item reduction   0.92

* Items removed from the scale.

2. Educate your subordinates/ professionals about the tasks, responsibilities, and goals

of management. Items 4, 5, and 7 were removed as they had the lowest item-total

correlations. These items measure information that would have the least amount of

impact on professionals gaining understanding as to how a manager can add value to

their work. The internal consistency changed from an original value of 0.85 to a

higher value of 0.86. The item-total correlations can be seen in Table 5.

Table 5. Educate professionals about management item reduction.

Scale Item	α	Item-Total Correlation	α if Item Deleted
Before item reduction	0.85		
My manager			
1. has educated me as to how an effective manager can increase my effectiveness as a professional.		0.74	0.81
2. has educated me as to the specific strengths that s/he brings to the managerial role.		0.77	0.80
3. has educated me as to how s/he spends her/his time.		0.72	0.81
* 4. has educated me as to which groups of people s/he works for (i.e. subordinates, superiors, clients).		0.64	0.82
* 5. has educated me as to why s/he has chosen to be a manager.		0.67	0.82
6. has used an understanding of my profession in order to educate me about her/his role from my perspective.		0.68	0.82
* 7. I do not see value in the tasks that a manager performs.		0.09	0.90
After item reduction	0.86		

* Items removed from the scale.

3. Provide third-party professional support, such as professional mentors and

professional training and development. Item 5 was removed as it had the lowest item-

total correlation. The remaining four items measure the types of support that should

be provided, as well as the required resources for professional development (time and

money). The internal consistency changed from an original value of 0.70 to a higher

value of 0.74. The item-total correlations can be seen in Table 6.

Table 6. Provide third-party professional support item reduction.

Scale Item	α	Item-Total Correlation	α if Item Deleted
Before item reduction	0.70		
My manager			
1. has helped me find a mentor from within my profession.		0.39	0.68
2. provides in-house professional training and development opportunities for me.		0.65	0.57
3. provides funds for me to pursue professional training and development outside of the organization.		0.50	0.64
4. provides time for me to pursue professional training and development.		0.61	0.59
* 5. expects me to find support within my profession on my own.		0.19	0.76
After item reduction	0.74		

* Items removed from the scale.

4. Use your skills and perspective to complement those of your subordinates. Items 2, 3

7, and 8 were initially removed as they had the lowest item-total correlations. Items 1

and 5 consistently doubled-loaded during the principal components analysis,

however, so they were subsequently removed and replaced with items 3 and 8. The

items in the scale measure the extent to which managers complement and facilitate

the work of professionals, while removing the redundancy of the original scale in

which some items were extremely similar. The internal consistency changed from an

original value of 0.93 to a still acceptable value of 0.87. The item-total correlations

can be seen in Table 7.

Table 7. Complement subordinates item reduction.

Scale Item	α	Item-Total	α if Item

		Correlation	Deleted
Before item reduction	0.93		
My manager			
* 1. uses his/her managerial skills to complement my work.		0.84	0.92
* 2. uses his/her perspective from outside of my profession to add value to my work.		0.66	0.93
3. uses technical skills from his/her career experience to complement my work.		0.78	0.92
4. has facilitated my work through his/her own skills.		0.82	0.92
* 5. has used his/her own skills to collaborate with me and add value to my work.		0.79	0.92
6. uses an understanding of my profession to determine how his/her work best complements mine.		0.80	0.92
* 7. does not enable me to be more successful in my professional work.		0.75	0.93
8. makes me less successful at my professional work.		0.69	0.93
After item reduction	0.87		

* Items removed from the scale.

5. Recognize the value that the profession of your subordinates adds to your

organization. No items were removed, as there were only four in the original scale

and the scale shows acceptable internal consistency of 0.89. The item-total

correlations can be seen in Table 8.

Table 8. Recognize value of profession of subordinates item reduction.

Scale Item	α	Item-Total Correlation	α if Item Deleted
	0.89		
My manager			
1. follows my guidance and advice when making decisions.		0.75	0.85
2. interacts with me as a colleague, not as a subordinate.		0.75	0.85
3. responds to my needs and requests promptly.		0.68	0.88
4. gives serious consideration to my opinions/suggestions/ideas regarding our organization.		0.83	0.82

6. Build relationships with professionals in your organization who are highly respected

by your subordinates. Item 3 was removed as it appears to be extremely similar in

meaning to item 6. Item 5 was then removed due to its low item-total correlation. The

retained scale items combine assessment of the specific actions of performance

appraisals and task assignments with the respect that professionals hold for the

manager. The internal consistency changed from an original value of 0.84 to a still

acceptable value of 0.81. The item-total correlations can be seen in Table 9.

Table 9. Build relationships with highly-respected professionals item reduction.

Scale Item	α	Item-Total Correlation	α if Item Deleted
Before item reduction	0.84		
My manager			
1. uses highly respected professionals within the organization to help conduct performance appraisals.		0.54	0.84
2. uses highly respected professionals within the organization to help with the assignment of tasks/projects/clients.		0.68	0.81
* 3. uses highly respected professionals within the organization as advocates for him/herself to the other professionals in the organization.		0.64	0.81
4. is respected by those professionals within the organization who I hold in high respect.		0.68	0.81
* 5. is supported by senior and executive levels of management.		0.48	0.84
6. presents ideas and decisions through those professionals within the organization who I hold in high respect.		0.73	0.80
After item reduction	0.81		

* Items removed from the scale.

7. Actively work towards building relationships with your subordinates in order to

compensate for missing the bonds that result from sharing a profession. Item 2 was

removed as it is the same as item 2 from the fifth strategy (My manager interacts with

me as a colleague, not a subordinate). Items 1 and 5 were removed as they had the

lowest item-total correlations. Item 3 was removed during principal components

analysis because it consistently loaded on its own factor. The remaining items

measure the extent to which managers have a relationship with their subordinates.

Those items that were dropped involved ways in which managers could build

relationships. Perhaps the ways of building relationships that I had included are not

those that are actually used. The internal consistency changed from an original value

of 0.88 to a still acceptable value of 0.77. The drop in the internal consistency is due

to the removal of item 2, which had the second largest item-total correlation. The item

still exists, however, in the overall index. The item-total correlations can be seen in

Table 10.

Table 10. Build relationships with subordinates item reduction.

Scale Item	α	Item-Total Correlation	α if Item Deleted
Before item reduction	0.88		
My manager			
* 1. socializes with myself and my colleagues outside of work.		0.49	0.88
* 2. treats me as a colleague, not a subordinate.		0.82	0.84
* 3. and I have found areas of common interest that we enjoy discussing.		0.72	0.85
4. shows an interest in my profession.		0.75	0.85
* 5. hides workplace information from me.		0.52	0.88
6. and I have a comfortable working relationship		0.84	0.84
7. I do not know my manager very well.		0.53	0.88
After item reduction	0.77		

* Items removed from the scale.

8. Admit ignorance in their professional tasks, duties, and skills, and ask them for

guidance when decisions need to be made. Items 3 and 6 were removed as they had

the lowest item-total correlations. Item 2 was removed during principal components

analysis because it consistently loaded on its own factor. The remaining items

measure acknowledgement of professionals' expertise by the manager, rather than

acknowledgement of the manager's inexpertise. The internal consistency changed

from an original value of 0.70 to a higher value of 0.72. The item-total correlations

can be seen in Table 11.

Table 11. Admit ignorance item reduction.

Scale Item	α	Item-Total Correlation	α if Item Deleted
Before item reduction	0.70		
My manager			
1. asks me for help when s/he requires professional expertise.		0.60	0.61
* 2. acknowledges that s/he cannot do my job.		0.39	0.68
* 3. acknowledges that s/he does not understand many aspects of my job.		0.28	0.71
4. acknowledges my expertise in my professional area.		0.66	0.60
5. is uncomfortable admitting that s/he does not know something.		0.42	0.67
* 6. is uncomfortable asking me to explain the professional aspects of my work.		0.32	0.70
After item reduction	0.72		

* Items removed from the scale.

3.2.2.2 Principal Components Analysis

The 30 items retained during the item reduction phase of the analysis were

analyzed through principal components analysis with varimax rotation and four

components resulted. Four further items were removed at this stage (My manager

responds to my needs and requests promptly; My manager is respected by those

professionals within the organization who I hold in high respect; My manager and I have

a comfortable working relationship; and My manager is uncomfortable admitting that

s/he does not know something) as their item loadings were less than 0.50 and therefore

cannot be considered to be strongly related to the component. Each component does have

a sufficient number of items loading in the 0.70 range to make it a strong component

(Meyers, Gamst, & Guarino, 2006). The four components became the four strategies of

the strategies for managing professionals scale. See Table 12 for the full list of factor

loadings, communalities, and eigenvalues. See Appendix K for the strategies for

managing professionals scale.

Table 12. Factor loadings, communalities, and eigenvalues

Item	F1	F2	F3	F4	h^2
Eigenvalue	5.77	5.70	5.22	3.46	
% of Variance	19.22	19.01	17.41	11.55	
My manager understands my profession's ethical standards.	.285	.326	**.699**	.190	.712
My manager understands my professional goals.	.475	.359	**.544**	.210	.695
My manager understands the skills required to in order to practice my profession.	.366	.286	**.796**	.120	.863
My manager understands the language specific to my profession.	.357	.233	**.739**	.184	.762
My manager has educated me as to how an effective manager can increase my effectiveness as a professional.	**.736**	.239	.188	.252	.698
My manager has educated me as to the specific strengths that s/he brings to the managerial role.	**.757**	.288	.135	.180	.707
My manager has educated me as to how s/he spends her/his time.	**.757**	.153	.195	.012	.635
My manager has used an understanding of my profession in order to educate me about her/his role from my perspective.	**.658**	.254	.452	.123	.716
My manager has helped me find a mentor from within my profession.	**.572**	-.147	.321	.297	.541
My manager provides in-house professional training and development opportunities for me.	.381	-.015	.172	**.707**	.675
My manager provides funds for me to pursue professional training and	.118	.128	.074	**.775**	.636

development outside of the organization.					
My manager provides time for me to pursue professional training and development.	.143	.301	.038	**.740**	.660
My manager uses technical skills from his/her career experience to complement my work.	**.596**	.345	.416	.154	.671
My manager has facilitated my work through his/her own skills.	**.556**	.337	.462	.243	.695
My manager uses an understanding of my profession to determine how his/her work best complements mine.	**.524**	.298	.488	.357	.729
My manager makes me less successful at my professional work.	-.103	-.446	**-.536**	-.329	.606
My manager follows my guidance and advice when making decisions.	.317	**.752**	.178	.133	.715
My manager interacts with me as a colleague, not as a subordinate.	.176	**.695**	.458	.189	.759
My manager responds to my needs and requests promptly.	.389	.446	.430	.324	.640
My manager gives serious consideration to my opinions/suggestions/ideas regarding our organization.	.312	**.733**	.293	.210	.765
My manager uses highly respected professionals within the organization to help conduct performance appraisals.	.414	-.033	.281	**.593**	.603
My manager uses highly respected professionals within the organization to help with the assignment of tasks/projects/clients.	**.541**	.421	.204	.331	.622
My manager is respected by those professionals within the organization who I hold in high respect.	.359	.404	.385	.395	.597

My manager presents ideas and decisions through those professionals within the organization who I hold in high respect.	**.618**	.375	.080	.332	.639
My manager shows an interest in my profession.	.331	.446	**.604**	.255	.738
I do not know my manager very well.	-.153	-.329	-.485	.184	.401
My manager and I have a comfortable working relationship.	.199	**.752**	.409	.135	.791
My manager asks me for help when s/he requires professional expertise.	.217	**.754**	.109	-.053	.631
My manager acknowledges my expertise in my professional area.	.191	**.717**	.442	.101	.755
My manager is uncomfortable admitting that s/he does not know something.	.095	-.483	-.386	-.331	.501

Factor 1: Contribute to the work of professionals. This factor is defined by ten items and accounts for 19.22% of the variance. The factor is mainly an amalgam of two of the strategies from the original scale: educate professionals about management; and use your skills to complement the work of your subordinates. The items from these two strategies relate to each other intuitively, as a major part of contributing to the work of professionals is ensuring that the professionals understand what it is that their manager is doing. Additional items in the factor, such as provide a professional mentor, use highly respected professionals in the assignment of tasks, and present ideas and decisions through highly respected professionals also add to the ability of a manager to contribute to the work of the professionals. The internal consistency of the factor is 0.93. See Table 13 for the scale items.

Table 13. Contribute to the work of professionals.

Scale Item

My manager

   1. has educated me as to how an effective manager can increase my effectiveness as a professional.

   2. has educated me as to the specific strengths that s/he brings to the managerial role.

   3. has educated me as to how s/he spends her/his time.

   4. has used an understanding of my profession in order to educate me about her/his role from

      my perspective.

   5. has helped me find a mentor from within my profession.

   6. uses technical skills from his/her career experience to complement my work.

   7. has facilitated my work through his/her own skills.

   8. uses an understanding of my profession to determine how his/her work best complements

      mine.

   9. uses highly respected professionals within the organization to help with the assignment of

      tasks/projects/clients.

   10. presents ideas and decisions through those professionals within the organization who I

      hold in high respect.

Factor 2: Treat professionals as colleagues, not subordinates. This factor is defined by six items and accounts for 19.01% of the variance. Treating professionals as colleagues, not subordinates, was not one of the original strategies, but it was an underlying theme of many of them, particularly recognize the value of the profession(s) of subordinates, build relationships with subordinates, and admit ignorance. The factor cleanly represents the strategy with items such as following the guidance and advice of professionals, interacting as a colleague, seriously considering ideas from professionals, asking for help, acknowledging expertise, and acknowledging expertise. The internal consistency of the factor is 0.93. See Table 14 for the scale items.

Table 14. Treat professionals as colleagues, not subordinates.

Scale Item

My manager

1. follows my guidance and advice when making decisions.
2. interacts with me as a colleague, not as a subordinate.
3. gives serious consideration to my opinions/suggestions/ideas regarding our organization.
4. and I have a comfortable working relationship.
5. asks me for help when s/he requires professional expertise.
6. acknowledges my expertise in my professional area.

Factor 3: Understand the profession of your subordinates. This factor is defined by six items and accounts for 17.41% of the variance. The factor encapsulates the strategy understand the profession from the original scale, and adds items regarding showing interest in the profession and making professionals more successful at their work. The internal consistency of the factor is 0.93. See Table 15 for the scale items.

Table 15. Understand the profession of your subordinates.

Scale Item
My manager
1. understands my profession's ethical standards.
2. understands my professional goals.
3. understands the skills required to in order to practice my profession.
4. understands the language specific to my profession.
5. makes me less successful at my professional work.
6. shows an interest in my profession.

Factor 4: Use professionals for development and appraisal. This factor is defined by four items and accounts for 11.55% of the variance. The factor encompasses the original strategy of provide third-party professional support with the addition of using senior professionals to help with performance appraisals, which is a logical grouping of items. The internal consistency of the factor is 0.79. See Table 16 for the scale items.

Table 16. Use professionals for development and appraisal.

Scale Item
My manager
1. provides in-house professional training and development opportunities for me.
2. provides funds for me to pursue professional training and development outside of the

organization.
3. provides time for me to pursue professional training and development.
4. uses highly respected professionals within the organization to help conduct performance
    appraisals.

3.2.2 Data Screening

Following the creation of the scale through item reduction and principal

components analysis the data was screened for violation of assumptions of linearity,

normality, and multicollinearity, and univariate and multivariate outliners. The data does

not violate assumptions of linearity and normality. The variables do exhibit significant

moderate to high correlations, but both tolerance (all values in excess of 0.01, as

recommended by Meyers et al. (2006)) and variance inflation factor (all values

significantly lower than 10, as recommended by Meyers et al. (2006)) test values indicate

that multicollinearity is not a problem. The data were checked for univariate and

multivariate outliers, both the data set as a whole and within the two groups of the

manager in the same profession variable. No multivariate outliers were found, but eight

univariate outliers were found and their corresponding cases were excluded from further

analysis. Three cases had a value of "don't know" for the question as to whether the

manager is a member of the profession of the respondent. These cases were removed

from analysis as all further analysis was conducted based on two groups of respondents –

those whose managers are members of their profession, and those whose managers are

not. A full listing of descriptive statistics, including means, standard deviations, and

correlations, can be found in Tables 17a, 17b, and 17c. Tables 17b and 17c show the

correlations of items within the groups of managers who are members of the profession

of their subordinates and managers who are not. During analysis missing values were handled using listwise deletion.

Statistical analysis was conducted in order to assess sample differences on recruitment technique, professional category, years of professional and managerial experience, and gender of both professionals and managers. A MANCOVA was run with managerial effectiveness, expert power, and the four strategies of the scale as the dependent variables, professional membership as the independent variable, and recruitment technique, professional category of both professionals and managers, years of professional and managerial experience, and gender of both professionals and managers as covariates. Based on the resulting Wilks' lambda value of 0.78 and $F(6, 149) = 6.96$, $p \leq 0.001$, there is a significant difference between groups on the combined dependent variables. None of the covariates show any significant relationship to group membership.

Further univariate analysis shows recruitment technique as a significant predictor of the use of the strategy *Understand the Profession*, $F(1, 164) = 9.20$, $p \leq 0.05$. A one-way ANOVA with recruitment technique as the independent variable and *Understand the Profession* as the dependent variable shows a statistically significant difference in the use of the strategy between the recruitment techniques organizations/professional associations and the StudyResponse project, $F(2, 171) = 6.76$, $p \leq 0.001$. With a mean of 5.56 for use of the strategy *Understand the Profession*, managers of StudyResponse participants showed a higher use of the strategy than managers of participants recruited through organizations and professional associations (M = 4.63). Neither of the data sources show a significant difference from the social media data source (M = 5.23).

100

Table 17a. Descriptive statistics of survey variables.

	M	SD	α	1	2	3	4	5	6
1. Manager is a member of the profession	1.44	.53		---					
2. Expert power	4.72	1.43	.88	-.18*	---				
3. Managerial effectiveness	4.86	1.64	.97	-.16*	.77***	---			
4. Contribute to the work of professionals	4.19	1.34	.93	-.19*	.73***	.81**	---		
5. Treats professionals as colleagues, not subordinates	4.99	1.40	.93	-.10	.55***	.76**	.67**	---	
6. Understand the profession	4.99	1.54	.93	-.39**	.72***	.82***	.80***	.76**	---
7. Use professionals for development and appraisal	4.59	1.41	.79	-.10	.47***	.57**	.61**	.42**	.55**

* *p* ≤ .05; ** *p* ≤ .001

Table 17b. Descriptive statistics of survey variables – managers in profession.

	1	2	3	4	5
1. Expert power	---				
2. Managerial effectiveness	.73**	---			
3. Contribute to the work of professionals	.63***	.73**	---		
4. Treats professionals as colleagues, not subordinates	.55***	.72***	.64**	---	
5. Understand the profession	.69***	.75***	.65***	.77**	---
6. Use professionals for development and appraisal	.42**	.39**	.56***	.35**	.39**

* *p* ≤ .05; ** *p* ≤ .001

Table 17c. Descriptive statistics of survey variables – managers not in profession.

	1	2	3	4	5
1. Expert power	---				
2. Managerial effectiveness	.75**	---			
3. Contribute to the work of professionals	.69***	.79**	---		
4. Treats professionals as colleagues, not subordinates	.49***	.76***	.67**	---	
5. Understand the profession	.67***	.85***	.84***	.79**	---
6. Use professionals for development and appraisal	.38**	.65***	.55***	.44**	.62**

* *p* ≤ .05; ** *p* ≤ .001

3.2.3 Hypothesis Testing

The hypotheses were tested through three sets of analyses[2]. Hypotheses 1, 2a, and 2c were tested through a MANOVA with professional membership as the independent variable and expert power, managerial effectiveness, and the four strategies as the dependent variables.

Hypothesis 1: Managers who are members of the same profession as their subordinates will be rated by their subordinates as having higher levels of managerial effectiveness than those who are not.

Hypothesis 2a: Managers who are members of the same profession as their subordinates will be rated by their subordinates as having higher levels of expert power than those who are not.

Hypothesis 2c: Managers who are members of the same profession as their subordinates will have a lower use of the strategies for managing professionals than managers who are not.

A significant multivariate difference between groups was found, with a Wilks' Lambda value of 0.69 and $F(6, 157) = 11.89$, $p \leq 0.001$. The significant multivariate difference led to separate ANOVAs being conducted for each dependent variable. Alpha levels for the ANOVAs were adjusted using a Bonferroni correction in order to reduce the possibility of an inflated Type I error rate. Further analysis of the univariate F values shows significant differences between groups at the $p \leq 0.001$ level for expert power, managerial effectiveness, and the strategies of *Contribute to the Work of Professionals* and *Understand the Profession*, and at the $p \leq 0.05$ level for the scale strategies of *Treat*

---

[2] Covarying recruitment technique, in response to the difference in means between two of the recruitment techniques, did not materially affect the results of the analyses.

Professionals as Colleagues and *Use Professionals for Development and Performance*

Appraisal. See Table 18 for the full MANOVA results.

The results of the analyses of variance indicate that managers who are members of

the profession of their subordinates have both higher levels of expert power and

managerial effectiveness, with mean differences of 0.81 and 0.85 respectively. These

findings show support for hypotheses 1 and 2a. Managers who are members of the same

profession as their subordinates do have higher levels of perceived managerial

effectiveness than those who are not. Managers who are members of the same profession

as their subordinates do have higher levels of expert power than those who are not.

Table 18. Results of Variance Analyses

MANOVA	Wilks' Lambda	M	$F^{a,b}$	Eta
Manager in the same profession	.69		11.89**	.31
ANOVA				
Expert power			16.87**	.09
Manager in same profession		5.21		
Manager not in same profession		4.40		
Managerial effectiveness			14.35**	.08
Manager in same profession		5.43		
Manager not in same profession		4.58		
Contribute to the work of professionals			18.36**	.10
Manager in same profession		4.63		
Manager not in same profession		3.83		
Treat as colleagues			7.08*	.04
Manager in same profession		5.32		
Manager not in same profession		4.78		
Understand profession			48.57**	.23
Manager in same profession		5.71		
Manager not in same profession		4.31		
Use professionals for development/appraisal			4.48*	.03
Manager in same profession		4.87		
Manager not in same profession		4.43		

* $p \leq .05$; ** $p \leq .001$
[a]df = 6, 157 for MANOVA analysis; [b]df = 1, 162 for ANOVA analyses

Managers who are members of the profession of their subordinates are also more likely to use the strategies, with mean differences ranging from 0.44 for the strategy *Use Professionals for Development and Appraisal* to 1.40 for the strategy *Understand the Profession*. These findings indicate that hypothesis 2c is not supported. Instead of managers from within the profession of their subordinates showing lower levels of use of the strategies, we see them having a statistically significant higher use.

To further explore the relationship between managerial effectiveness and expert power, and to test hypothesis 2b, an ANCOVA was conducted, with professional membership the independent variable, managerial effectiveness the dependent variable, and expert power as a covariate.

Hypothesis 2b: The perceived effectiveness of a manager of professionals will increase as the manager's level of expert power increases.

No significant difference between groups was found for managerial effectiveness $(F(1, 181) = 1.35)$ when expert power was controlled. These results indicate support for hypothesis 2b. The perceived effectiveness of a manager of professionals does increase as the manager's level of expert power increases. See Table 19 for the full results of the ANCOVA.

Table 19. Results of Covariance Analysis, Expert power as covariate

ANCOVA	F^a	Eta
Manager in the same profession	1.35	.01
Expert power	217.32**	.55

** $p \le .001$
[a]df = 1, 181

The significant difference in managerial effectiveness between those managers who are members of the profession of their subordinates and those who are not leads to

further analysis as to the possible reasons for the difference. In order to test hypotheses 3a and 3b, a MANCOVA was conducted with professional membership as the independent variable, expert power and managerial effectiveness as the dependent variables, and the four strategies as covariates.

Hypothesis 3a: The perceived effectiveness of a manager of professionals will increase as the manager's use of the strategies for managing professionals increases.

Hypothesis 3b: The use of the strategies for managing professionals by a manager of professionals will increase as the level of expert power decreases.

The multivariate results, based on Wilks' Lambda, show no significant difference in the dependent variables on group membership, $F(2, 157) = 0.54$, when the strategies are held constant. Three of the strategies act as predictors of the composite dependent variable of managerial effectiveness and expert power: *Contribute to the Work of Professionals* $(F(2,157) = 12.30, p \leq .001)$; *Understand the Profession* $(F(2, 157) = 11.08, p \leq .001)$; and *Treat Professionals as Colleagues* $(F(2, 157) = 7.68, p \leq .001)$. *Using Professionals for Development and Appraisal*, the fourth strategy, has no predictive power $(F(2, 157) = 1.82)$.

Further univariate analysis of the dependent variables (with alpha levels adjusted using a Bonferroni correction) shows that neither expert power nor managerial effectiveness differ based on whether or not managers are members of the profession of their subordinates when the use of strategies is held constant. Two of the strategies, *Contribute to the Work of Professionals* and *Understand the Profession of Subordinates*, provide significant predictive power as to the value of the dependent variables. There is no predictive power associated with the strategy *Use Professionals for Development and*

Appraisal for either expert power or managerial effectiveness. The strategy *Treat*

Professionals as Colleagues does predict managerial effectiveness, but not expert power.

See Table 20 for the full results of the MANCOVA and ANCOVA analyses.

The results of these analyses indicate that the differences in managerial

effectiveness between groups, those who are members of the profession and those who

are not, is partially accounted for by the use of three of the strategies, which is a positive

finding for hypothesis 3a. The perceived effectiveness of managers of professionals

increases as their use of the strategies increases. These results combined with the

Table 20. Results of Covariance Analyses, Strategies as covariates

MANCOVA	Wilks' Lambda	M^c	$F^{a,b}$	Eta
Manager in the same profession	.99		.54	.01
Contribute to the work of professionals	.87		12.30**	.14
Treat as colleagues	.91		7.68**	.09
Understand the profession	.88		11.08**	.12
Use professionals for dev't/appraisal	.98		1.82	.02
ANCOVA				
Expert power				
Manager in the same profession			.01	.00
Yes		4.87		
No		4.88		
Contribute to the work of professionals			16.40**	.10
Treat as colleagues			.19	.00
Understand the profession			12.34**	.07
Use professionals for dev't/appraisal			.03	.00
Managerial effectiveness				
Manager in the same profession			.98	.01
Yes		5.02		
No		5.17		
Contribute to the work of professionals			17.79**	.10
Treat as colleagues			11.89**	.07
Understand the profession			18.12**	.10
Use professionals for dev't/appraisal			3.30	.02

** $p \leq .001$

[a]df = 2, 157 for MANCOVA analysis; [b]df = 1, 158 for ANCOVA analyses

[c]M = estimated marginal mean

positive correlations between expert power and the strategies, however, show a negative

finding for hypothesis 3b. The use of strategies does account for some of the variance in

expert power between groups, but it increases as expert power increases, whereas it was

hypothesized that the use of strategies would decrease as expert power increases.

3.3 Discussion

The purpose of this study was to assess the set of strategies for managing

professionals, identified and refined through the interview study, using empirical data and

to test the hypotheses raised by the literature review. Through a series of item reduction

techniques and a principal components analysis, the original eight strategy, fifty-item

scale was refined into a four strategy, 26-item scale. Although the number of specific

strategies was reduced by half, each of the original eight strategies is still represented in

the scale. In general, items that were removed from the original scale were either

redundant or appeared to be items that had been included as possible ways of enacting

their associated strategy but that managers are not using or professionals do not value.

For example, building relationships with subordinates remained as a strategy that was

absorbed by two of the components, but the scale items that related to how to build those

relationships were removed. Either the original scale did not correctly capture how

relationships can be built, or the presence in the sample of professionals who are being

managed by members of their profession, and therefore using professional association to

build relationships, obscured other ways in which relationships can be built.

The first strategy, *contribute to the work of professionals*, absorbs the original

strategies of use your skills and perspective to complement those of your subordinates;

educate professionals about the managerial role; and build relationships with highly

respected professionals. These three strategies together increase managers' abilities to contribute to the work of their group of professionals. *Treat professionals as colleagues, not subordinates* is the second component of the scale. This component captures a theme that underlies many of the original strategies and that was particularly evident in the strategies recognize the value of the profession of your subordinates; build relationships with your subordinates; and admit ignorance. The original strategy of understand/learn about the profession of your subordinates maps directly to the third component of the scale, *understand the profession of your subordinates*. This component also includes items that specifically contribute to the perception that managers understand the profession of their subordinates, such as showing an interest in the profession and making professionals more successful at their work. The fourth component, *use professionals for development and appraisal*, maps directly to the original strategy provide third-party professional support.

Through a series of multivariate and univariate analyses of variance each of the hypotheses was tested. Hypothesis 1 states that managers who are members of the same profession as their subordinates will have higher levels of perceived managerial effectiveness than those who are not. This hypothesis is supported by the data. Support for the first hypothesis provides empirical support for the premise of this dissertation. Evidence of a difference in managerial effectiveness between members and non-members of the profession leads directly to questioning why those differences exist. These findings also add to the empirical evidence found in the literature that suggests a relationship between professional membership and managerial effectiveness, but never addresses the

question directly (Bass, 1990; Elkins & Keller, 2003; Podsakoff & Schriesheim, 1985; Yukl & Falbe, 1991).

Hypothesis 2a states that managers who are members of the same profession as their subordinates will have higher levels of expert power than those who are not. Hypothesis 2a is supported by the data, which provides simple empirical evidence of French and Raven's concept of expert power (1959).

Support for hypotheses 1 and 2a shows significant differences in both managerial effectiveness and expert power between members and non-members of the profession of subordinates. With hypothesis 2b expert power and managerial effectiveness are analyzed together. Supported by the data, hypothesis 2b states that the perceived effectiveness of a manager of professionals will vary depending on the manager's level of expert power. Expert power was found to account for 55% of the variance in managerial effectiveness between the two groups of managers. These findings provide further empirical support of the importance of expert power and technical competence when managing professionals, and also lead to further questions about how managers who have low levels of expert power can effectively manage professionals.

The results of the analysis show support for hypothesis 2c, which states that the use of the strategies by a manager of professionals will increase the perceived effectiveness of the manager. When the use of the strategies is controlled in the analysis of differences between members and non-members of the profession, neither managerial effectiveness nor expert power show a significant difference between groups. This indicates that use of the strategies does account for the difference between groups.

The strategies for managing professionals were developed in order to provide managers with low levels of expert power an understanding as to how they can increase their managerial effectiveness. I expected, as stated in hypotheses 3a and 3b, that managers who are not members of the profession of their subordinates and managers with low levels of expert power would show an increased use of the strategies. Neither of these hypotheses are supported by the data. Managers who are members of the profession of their subordinates make more use of the strategies, and the expert power of managers is positively related to the use of the strategies. An examination of the strategies provides one possible explanation for why neither of the hypotheses are supported by the data. The strategies that account for the largest amount of variance in managerial effectiveness between members and non-members of the profession are *contribute to the work of professionals* (10%) and *understand the profession* (10%). Both of these strategies are, by their very nature, endemic to professionals working within their profession. It is therefore more likely, and easier, for managers who are members of the profession of their subordinates to engage in them. Those strategies for managing professionals that emerged as having the largest impact on managerial effectiveness are a natural outcome for those managers who hold professional membership, thereby providing explanation for why professional members are more effective managers. The question then becomes one of how managers from outside the profession can enact these strategies. Those managers who do hold professional membership will still engage in these strategies to varying degrees, due to differences amongst individuals in both professional and managerial ability, so an understanding of the strategies that makes managers of professionals more effective is of use to them as well.

The individual strategies for managing professionals have different levels of influence on managerial effectiveness. *Understanding the profession of subordinates* and *contributing to the work of professionals* have the greatest predictive power of a manager's effectiveness with partial eta squared values of 0.10. Both of these strategies also predict expert power, with partial eta squared values of 0.07 and 0.10 respectively. The ability of the two strategies to predict both managerial effectiveness and expert power provides another indication that the strategies are closely tied to the professional membership of managers. *Using professionals for development and appraisal* does not predict either managerial effectiveness or expert power, which increases the discriminant validity of the scale.

Treating professionals as colleagues, not subordinates, has a significant partial eta squared value of 0.07 for managerial effectiveness, but no predictive power for expert power. Of the three strategies that predict managerial effectiveness, this is the only one that does not also predict expert power. The influence of the strategy on managerial effectiveness without a corresponding influence on expert power suggests that treating professionals as colleagues, not subordinates, is a strategy that managers who are not members of the profession of their subordinates should be able to engage in more easily than understanding the profession and contributing to the work of the professionals. This strategy should not necessarily come more naturally to those who have high levels of expert power.

3.3.1 Potential Limitations

Self-report measures are often criticized for the fact that what individuals report about themselves or others is not always what would actually be seen if behaviour was

observed. Self-reporting records what people think, not what people do (St. Jean, 2001). One of the key factors of this particular study is that it is how professionals perceive their managers' professional competence that results in the manager having expert power and earning professional respect. Even when looking at the strategies for managing professionals, it is the subordinate's perception of the manager's actions, as opposed to the manager's actions themselves, that will cause changes in managerial effectiveness. To that end, the issue at hand does concern what people are thinking, as opposed to doing. This makes self-reporting an effective technique to use.

Managerial effectiveness as measured in this study was solely from the perspective of the manager's subordinates. Precedent for the rating of effectiveness by subordinates has been set, although most studies that rate effectiveness use ratings by a superior, or a combination of superior, peer, and/or subordinate ratings (Hofstede, 1976; Luthans & Peterson, 2002; Sivanathan & Fekken, 2002). The focus of this study on the unique aspects of managing professionals, and how professionals would like to be managed, leads to the use of subordinate ratings. Professionals also often have an understanding of their managers' effectiveness based on the quality and output of their own work.

Some of the scale items of the Rahim Leader Power Inventory (RLPI) (Rahim, 1988, 1996) used to measure expert power may have ambiguity regarding whether or not the participant is measuring the manager's expertise as a manager, or as a professional. The RLPI has been shown to have substantial construct and criterion-related validity, and to have sufficient retest and internal consistency reliabilities (Rahim, 1988), as well as

both convergent and discriminant validities of the subscales and construct validity

(Rahim, 1996)

The survey sampling procedure used snowball sampling to gather one third of the survey respondents. The snowball sampling allowed for a greater range of professions to be included in the study, with engineering and health care being mainly recruited through this method. Snowball sampling introduces a large amount of bias, as participants are likely to refer individuals who are similar to themselves. This bias should be mitigated somewhat in that the process individuals go through in order to earn professional membership (education, examinations, apprenticeships, etc) creates a group of people who have similar professional identities, in terms of their values, goals, and opinions on professional matters. This common identity underlies all professionals, not simply those known to initial participants. Statistical analysis was conducted during data screening in order to assess differences between the sources of data.

4. STRATEGIES FOR MANAGING PROFESSIONALS: VALIDATION THROUGH EXPERIMENT

In study one, strategies that managers can use to mitigate low levels of expert power were identified and refined into a usable set, and in study two a scale for measuring the use of these strategies was created. The strategies for managing professionals were found to positively vary with managerial effectiveness. This study continued the validation of the strategies and provided further verification of the study two finding that managers who are members of the profession of their subordinates are more effective than those who are not. Through the use of an experiment, this study allows the assessment of the impact of the strategies on managerial effectiveness in terms of causation. It also allows the assessment of, at a simple level, the impact of expert power versus the impact of using the strategies on managerial effectiveness. The specific hypotheses that were tested are as follows.

Hypothesis 1: Managers who are members of the same profession as their subordinates will be rated by their subordinates as having higher levels of managerial effectiveness than those who are not.

Hypothesis 3c: The use of the strategies for managing professionals will increase the perceived managerial effectiveness of a manager of professionals.

4.1 Method

4.1.1 Experimental Design

Study three consisted of a 2 x 2 between-subjects factorial vignette experiment. The factorial design consists of two independent variables, professional membership and the use of the strategies for managing professionals, and one dependent variable,

perceived managerial effectiveness. Two of the four strategies were selected for

manipulation, as manipulating all of the strategies as part of one variable would be too

complex within the vignettes and would obscure the effects of the strategies. The two

strategies that were manipulated are *contribute to the work of professionals* and

understand the profession of your subordinates. These two strategies were chosen as they

accounted for the greatest between-group variance in study two. See Figure 1 for the

experimental design.

Figure 1. Experimental Design

	managers use the strategies	managers do not use the strategies
managers are members of the profession	*Vignette 1*	*Vignette 3*
managers are not members of the profession	*Vignette 2*	*Vignette 4*

4.1.1.1 Procedure

The experiment was run online. Participants were undergraduate students enrolled

in one of four programs that lead to a profession – computer science, nursing, accounting,

and human resource management. Participants were asked to indicate their current

academic program and demographic details, and a vignette for their profession was

randomly selected from the four experiment cells. The random assignment of vignettes

was designed to ensure that each of the four variable combinations was read an equal

number of times. Participants were asked to read their assigned vignette and rate their

perceived effectiveness of the manager discussed in the vignette. See Appendix L for the

full set of demographic questions.

Vignettes

Four vignettes were written, each outlining a management situation that

corresponds with one of the experiment cells. The original four vignettes were written for

a software developer working in a software development company. These vignettes were

then modified slightly to create situations for a nurse working in a hospital, an accountant

working in an accounting firm, and a human resources professional working in an

accounting firm. The four vignettes for the computer science program can be found in

Appendix M.

4.1.1.2 Variables

PROFESSIONAL MEMBERSHIP The professional membership of the manager

portrayed in the vignette was manipulated by having the manager be either a member of

the participant's profession or not a member of the participant's profession.

STRATEGIES FOR MANAGING PROFESSIONALS The strategies used by the

manager were manipulated through the description of the workplace environment in the

vignette. For those vignettes where the manager used strategies the manager was

described as understanding the profession and contributing to the work of professionals.

For those vignettes where the manager did not use strategies those descriptions were not

included.

MANAGERIAL EFFECTIVENESS Managerial effectiveness has been defined as

the ability of the manager to facilitate the work of his or her subordinates such that

organizational goals are achieved. Managerial effectiveness was measured through the

scale developed for this dissertation that was used and analyzed through principal

components analysis in study two. In study two the scale had a Cronbach's alpha of 0.97,

in this study the Cronbach's alpha of the scale is 0.94. For the complete scale see Appendix I.

4.1.2 Sampling Procedure

As recommended in order to achieve minimal levels of power (Hair, Anderson, Tatham, & Black, 1998), each cell in the experimental design required a minimum of 20 participants. The total number of participants was 99, with cell totals ranging from 23 to 28 participants. A power of 0.89 was achieved, which allows for the detection of a large effect ($f = 0.40$) at an alpha of 0.05. Participants were drawn from the undergraduate student population of the computer science, accounting, and human resource management programs at Saint Mary's University and the nursing program at Trent University. Participants were recruited through visits by myself to their classes, requests from course instructors, and announcements posted in program intranets. Inducement was offered in the form of a draw for four prizes of $50 cash. The sample was evenly divided between male and female. Years of work experience ranged from none to more than 5, with 85% of the participants having at least 2 years of work experience and 43% having more than 5 years. Sixty-five percent of the participants had work experience in their chosen profession. See Appendix N for recruitment materials and the informed consent letter.

4.2 Results

Screening for missing data, outliers, and violations of assumptions of linearity and normality was conducted for both the data set as a whole and within the individual experiment cells. Eight cases were removed from further analysis – seven outliers and one with no measure of managerial effectiveness. The removal of the cases did not significantly affect the descriptive statistics of the resulting data set. All further data

analysis was conducted with a sample size of 91, and all experiment cells retained a recommended minimum of 20 cases (Hair et al., 1998). Descriptive statistics and correlations for the data can be found in Table 21. There are few significant correlations within the data set. Of the 28 correlations, only 6 show significance and these are at a low to moderate level, which suggests a low chance of monomethod bias.

To assess the hypotheses I conducted a 2 x 2 ANOVA with professional membership and use of the strategies as the independent variables and managerial effectiveness as the dependent variable. None of the demographic variables (age, sex, program, years of program completed, work experience, and work experience in profession) were controlled in the analysis as there are no associations between them and the outcome variable, managerial effectiveness. Significant main and interaction effects emerged: $F(1,90) = 34.44$, $p \leq 0.001$ for professional membership; $F(1,90) = 139.23$, $p \leq 0.001$ for use of the strategies; and $F(1,90) = 12.67$, $p \leq 0.001$ for the interaction of the two independent variables. Managers who are members of the profession of subordinates (M = 5.29) were seen as being more effective than managers who are not (M = 4.36). Managers who use the strategies (M = 5.92) were seen as being more effective than those who do not (M = 3.93).

Analysis of the means of the experiment cells suggests that managers who are members of the profession and use the strategies have the highest level of managerial effectiveness (M = 6.13). Managers who are not members of the profession but who do use the strategies have higher levels of managerial effectiveness (M = 5.71) than managers who are members of the profession but do not use the strategies (M = 4.64). Those managers who are not members of the profession and do not use the

Table 21. Descriptive statistics of experiment variables

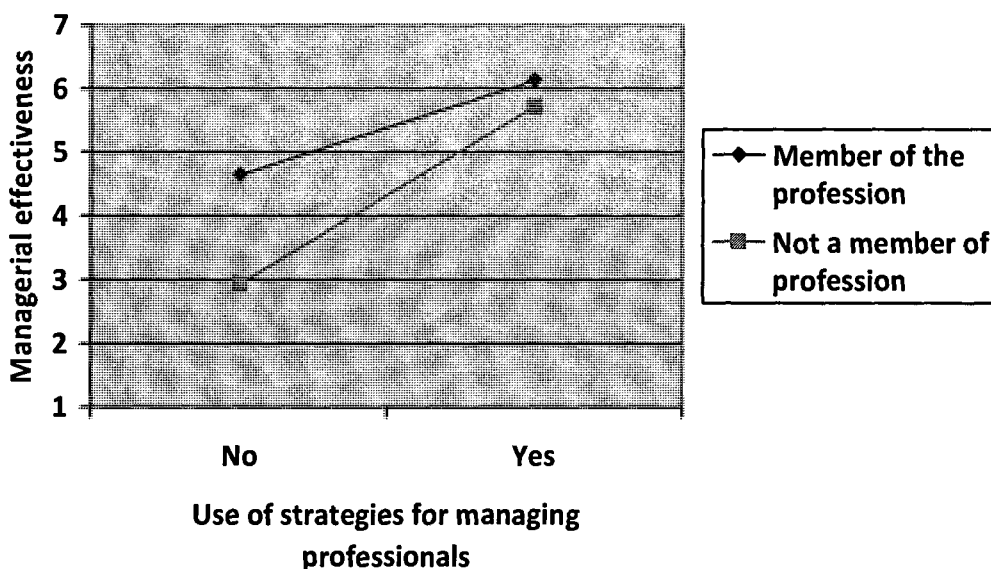|	M	SD	1	2	3	4	5	6	7
1. Professional membership	1.45	.50	---						
2. Use of the strategies	1.53	.50	-.07	---					
3. Years completed of academic program	3.04	.99	.07	.11	---				
4. Years of work experience	6.02	2.20	.10	-.04	-.02	---			
5. Years of professional work experience	2.77	1.86	.30**	-.08	.00	.35**	---		
6. Age	2.51	.82	.12	-.03	-.18	.30**	.46**	---	
7. Sex	1.45	.50	.07	.02	.07	-.20	-.14	-.02	---
8. Managerial effectiveness	4.87	1.45	-.32**	-.69**	-.13	-.05	-.10	-.09	-.09

** $p \leq .01$

strategies have the lowest level of managerial effectiveness (M = 2.94). Both of the

hypotheses being tested are supported by these results. Figure 2 shows a graphical

depiction of the interaction between professional membership and use of the strategies.

4.3 Discussion

The purpose of this experiment was to determine if a causal effect can be found

between managers' professional membership and use of the strategies for managing

professionals and their perceived effectiveness. It was hypothesized that a manager who

is a member of the profession of his/her subordinates will be perceived to be more

effective than a manager who is not (hypothesis 1) and that the use of the strategies by a

manager will increase his/her perceived effectiveness (hypothesis 3c). Both of the

hypotheses are supported by the experiment in that managers who are members of the

profession of their subordinates had higher levels of

Figure 2. Managerial effectiveness based on use of the strategies and professional membership

perceived effectiveness than those who are not and managers who used the strategies had

higher levels of effectiveness than those who did not. It is not possible to determine a varying effect on managerial effectiveness along a continuum of expert power or use of the strategies from the experiment results as the independent variables were measured only at levels of yes and no. Support for hypothesis 1 provides us with empirical evidence supporting the mainly conceptual and practitioner-based literature that posits the benefits of expert power to a manager of professionals (Elkins & Keller, 2003; Goffee & Jones, 2007; McKenna & Maister, 2002; Raelin, 1984; Rosenthal, 2002; Shapero, 1985; Yukl & Falbe, 1991). Support for hypothesis 3c provides us with continued empirical validation of the strategies for managing professionals as developed in the first and second studies.

None of the demographic variables collected from the experiment participants (age, sex, educational program, number of years of educational program completed, number of years of work experience, and number of years of professional work experience) were associated with the levels of managerial effectiveness assigned. The professional programs in which participants were enrolled are accounting, computer science, nursing, and human resource management. These programs cover a broad range of more general professional groups, including finance, engineering/technology, health care, and human capital. The range of professions and demographics, and the lack of associations between them and managerial effectiveness, suggests that the issue of expert power when managing professionals is relevant to all professions and all professionals, and that the strategies are not specific to any one profession or group of similar professions.

Along with support for the hypotheses, the experiment results also suggest an interaction effect between a manager's professional membership and her use of the

strategies for managing professionals. Managers who are members of the profession of their subordinates and use the strategies (Vignette 1) had the highest levels of managerial effectiveness. While the strategies were developed with the intent of helping managers who are not members of the profession, it is interesting to see that they also increase the effectiveness of those managers who are members of the profession. From this we can infer that the strategies for managing professionals can benefit all managers of professionals, including those who are members of the profession of their subordinates. This may be particularly useful for those situations in which managers come from the profession of their subordinates but, through years away from professional practice or the decision to move into a managerial role, have lost some of the expert power that they accrued while practicing their profession.

Those managers who were not members of the profession of their subordinates and did not use the strategies (Vignette 4) had the lowest levels of managerial effectiveness. Managers who were members of the profession but did not use the strategies (Vignette 3) had higher levels of managerial effectiveness than those in Vignette 4, but lower levels than those managers who used the strategies but were not members of the profession (Vignette 2). This tells us that managers who are members of the profession of their subordinates are more effective than those who are not, but that the strategies not only level the playing field between managers but can raise the effectiveness of those who use them above those who have expert power. Using the strategies has a greater impact on a manager's effectiveness than wielding expert power.

4.3.1 Reliability and Validity

The experiment was tested by a group of ten individuals, including PhD

Candidates and professionals. Testers were asked to complete the experiment and to

assess the survey design, the clarity of the vignettes, and the managerial effectiveness

measurement items. An inconsistency was found in the variable manipulation of one of

the vignettes, which was subsequently fixed. The testing session increased the reliability

of the experiment.

The random assignment of participants to experiment cells increases the internal

validity, the actual effectiveness of the treatments administered, of the results. Random

assignment ensures pre-treatment equivalence between groups within the limits of

sampling error, thereby increasing the ability to conclude that any post-treatment group

differences are a result of the treatment (Cook, Campbell, & Peracchio, 1990). The

factorial design of the experiment increases its external validity, or generalizability, due

to the ability to assess interactions among the independent variables (St. Jean, 2001).

Construct validity involves the assurance that the variables in use in the

experiment can only be construed in terms of the constructs they are representing.

Assessing this type of validity is necessary in order to be sure that any treatment effects

can be attributed directly to a causal relationship between the constructs as defined by the

researcher, and not reinterpreted as relationships between different constructs that can be

reduced to the same variables (Cook et al., 1990). It is expected that construct validity

should not be an issue for the dependent variable, as the measure of managerial

effectiveness being used was been taken directly from the literature as measures of the

constructs. The construct validity of expert power is strong, as it has been in use for fifty

years. The strategies for managing professionals should also have strong construct validity as the strategies used were drawn directly from the preceding two studies.

4.3.2 Potential Limitations

Controversy exists over the use of students as participants in research (Gordon, Slade, & Schmitt, 1986, 1987; Greenberg, 1987). Opponents argue that students are used in experiments simply as a low-cost alternative to the actual population under study, and that conditions cannot be met for any claims of external validity (Gordon et al., 1986). An in-depth comparison, however, of research results from laboratory and field studies in the industrial-organizational psychology, organizational behaviour, and human resource management disciplines showed that both university students and full-time employees respond similarly to goals, feedback, incentives, and participation (Locke, 1986). Laboratory studies using university students as participants did not produce different results than field studies using full-time employees (Campbell, 1986). Within the scope of the current experiment, while not yet completed their education the undergraduate students that participated in this study are a superset of professionals, as all professionals have the similar experience of obtaining an undergraduate degree. Sixty-five percent of the participants have work experience in their chosen profession, and no association between work experience and managerial effectiveness was found. These facts increases the external validity of the experiment. Instances of students as experiment participants can be found in the literature (De Cremer, 2006; Kelloway et al., 2003; Porath & Erez, 2007; van Knippenberg & van Knippenberg, 2005).

The use of the strategies for managing professionals as manipulated in the vignettes do not map directly to the measurement items in each factor developed in the

survey study. While this was done purposely in order to maintain the desired simplicity of the experiment, as manipulating up to ten items for each strategy would have created long vignettes, it may have resulted in the strategies being assessed in the experiment not being exactly the same strategies that were assessed in the survey.

All of the managers represented in the vignettes were competent at their jobs. This was done purposely, in order to have a common baseline of managerial effectiveness from which to assess the impacts of expert power and the use of strategies for managing professionals. Explicitly stating that a manager was incompetent in some of the vignettes would have introduced a bias to the managerial effectiveness ratings that was not related to the independent variables. This baseline level of competence may have skewed the managerial effectiveness ratings towards a higher average level. The experiment mean for managerial effectiveness of 4.87 (SD = 1.45), however, is extremely similar to the survey mean of 4.86 (SD = 1.64). The baseline level of managerial competence present in the experiment does not appear to have impact the results of the study.

5. FINDINGS

5.1 General Discussion

Managing professionals is a challenging task regardless of the background and skill set of the manager. Professionals have an inherent expectation of, at the least, operational autonomy, and often strategic and administrative autonomy as well (Raelin, 1989). Convincing professionals to work towards organizational goals and to accede to the authority of others is not a straightforward proposition, and the effective management of professionals requires different skills than the effective management of non-professional employees. Added to this already complex situation is the fact that in many cases the individual managing a group of professionals is not a member of the profession. These managers are expected to manage a group of highly educated, autonomous individuals who lack respect for both the position of manager and those outside of the profession, speak a different language, and complete tasks of which the manager has no understanding.

The purpose of this dissertation was to gather and present empirical evidence as to the relationship between the professional membership, the expert power, and the managerial effectiveness of managers of professionals. The data collected indicates that managers who are members of the profession of their subordinates are more effective than managers who are not. This finding leads to the investigation of what causes the increased effectiveness, and how managers who are not members of the profession of their subordinates, or who hold low levels of expert power, can increase their managerial effectiveness.

The first study of the dissertation was a qualitative study through which I identified strategies that managers of professionals can use to mitigate low levels of expert power and refined these strategies into a usable set. One of the strengths of this study lies in the inclusion of both managers who are members of the profession of their subordinates and managers who are not. Those managers who do manage within their profession were generally unable to explain how they managed, likely as a result of the fact that what makes them better managers is endemic to their professional membership. Managers who were not members of the profession of their subordinates, on the other hand, were acutely aware of the weaknesses that arose from their lack of professional membership.

The second study was a survey that asked a diverse set of professionals to rate their current managers' levels of expert power, perceived managerial effectiveness, and use of the strategies for managing professionals. The data collected through the survey was used to create the strategies for managing professionals scale and to assess relationships between professional membership, expert power, perceived managerial effectiveness, and the use of the strategies. The third study was an experiment which was designed to explore a causal relationship between professional membership, use of the strategies, and perceived managerial effectiveness. Through these three interconnected studies I am able to draw three general findings: professional membership and expert power does increase a manager's perceived effectiveness; there is a set of strategies that can help a manager of professionals be more effective regardless of his or her expert power levels; and it is the greater use of some of these strategies that increases the effectiveness of managers who are members of the profession of their subordinates.

5.1.1 Professional Membership, Expert Power, and Managerial Effectiveness

The main premise on which this dissertation is based is that managers who are members of the profession of their subordinates are more effective than managers who are not. This premise is addressed in the practitioner literature, and tangentially in the academic literature, but little direct support from empirical evidence can be found. Each of the studies conducted as part of this dissertation contribute empirical evidence in support of professional membership and expert power increasing the effectiveness of managers of professionals.

5.1.1.1 Managerial Effectiveness

In the absence of a widely-accepted operational definition of managerial effectiveness (Hamlin, 2004), I developed a definition, rooted in the professional and management literature (McKenna & Maister, 2002; Raelin, 1989; Shapero, 1985), intended specifically for managers of professionals. Managerial effectiveness is defined as the ability of the manager to facilitate and guide the work of his or her subordinates such that organizational goals are achieved. This definition was supported by the interviews conducted in study one in which participants, both professionals and managers, indicated overwhelmingly that in order to be considered effective by professional subordinates, managers must be able to create an environment in which professionals can work effectively.

The importance to professionals of operational autonomy, along with their resistance to being managed, is well-documented in the literature (Brint, 1994). The definition of managerial effectiveness used in the dissertation captures the situation in which, as Drucker (1974) tells us, the manager is not the boss. My exploration of

managerial effectiveness through the literature review and the interviews led me to exercise care in all correspondence with potential survey respondents regarding the nature of the study. I consistently outlined the purpose of the survey study as determining how managers can create effective work environments for professionals, as opposed to determining how to increase managerial effectiveness. Where discussion of increasing managerial effectiveness casts professionals in the role of subordinates, determining how managers can create effective work environments to some extent places the manager in the role of subordinate. In my efforts to recruit professionals for my study I wanted to avoid alienating potential respondents by inferring through my correspondence that I perceive managers to be in a superior position.

5.1.1.2 Professional Membership and Managerial Effectiveness

While never explicitly stated in the literature, there is conceptual and empirical work that suggests that managers who are members of the profession of their subordinates are more effective than managers who are not (Bass, 1990; Elkins & Keller, 2003; Podsakoff & Schriesheim, 1985; Yukl & Falbe, 1991). The definition of managerial effectiveness leads to an intuitive expectation that managers who are members of the profession of their subordinates will be more effective, as facilitating and guiding the work of others should be easier for someone who understands that work than for someone who does not.

The interviews provided the first empirical evidence in support of the hypothesis that managers who are members of the profession of their subordinates are more effective than managers who are not. The professionals who were interviewed all preferred to work for managers who are members of their profession. Reasons given for this preference

included advocacy for their profession to the rest of the organization, mentoring and career development, shared professional ethics, values, and goals, and an understanding of how the profession in question adds, or could potentially add, value to the organization.

Study participants who manage professionals showed more subtle, yet equally relevant, support for the hypothesis. Managers who are not members of the profession of their subordinates were extremely aware of their status as outsiders and over the course of their management careers had given significant thought as to how they could gain the respect, and increase the effectiveness, of their professional subordinates. These managers felt that they were required to continuously prove their value. Managers who are managing within their profession, however, had given little thought as to how to earn the respect of their subordinates and add value through their managerial role. These managers simply helped their subordinates with their professional work when needed and set the professional direction of their group of subordinates. Their activities seemed to be a natural extension of their professional career.

The hypothesis that managers who are members of the profession of their subordinates are perceived to be more effective than managers who are not is also supported by the empirical results of both the survey and the experiment. Both sets of data showed significant differences in managerial effectiveness between groups based on professional membership. The members of the group that claimed the same professional membership as their subordinates showed higher levels of managerial effectiveness.

5.1.1.3 Professional Membership and Expert Power

A manager's expert power is based in the knowledge or perception by subordinates that their manager has job experience and special knowledge or expertise in a given area (French & Raven, 1959; Rahim, 1996). It is inherent in the definition of expert power that members of a profession will have higher levels of expert power than non-members, as it is through achieving professional membership and practicing within a profession that job experience, special knowledge, and expertise are accrued. The data collected through the survey supports this definition of expert power and the hypothesis that managers who are members of the profession of their subordinates will have higher levels of expert power than those who are not.

5.1.1.4 Expert Power and Managerial Effectiveness

The importance of expert power, or technical competence, to a manager's effectiveness can be found in the literature (Bass, 1990; Elkins & Keller, 2003; Podsakoff & Schriesheim, 1985; Yukl & Falbe, 1991). Expert power appears to be the most effective form of the five bases of power (which include legitimate, reward, expert, coercive, and referent) when used by a manager (Podsakoff & Schriesheim, 1985; Yukl & Falbe, 1991). It is logical to assume that expert power will increase managerial effectiveness based on the definition of managerial effectiveness in use for this dissertation. A manager will have greater ability to facilitate and guide the work of her subordinates if she has the respect of those subordinates and if she has the technical ability to understand their work.

Much of the support from the interviews for the influence of expert power on managerial effectiveness is the same as that for the relationship between professional

membership and managerial effectiveness. Professionals preferred being managed by those who had expert power because they felt more comfortable in terms of mentoring, career development, and working at a high standard of quality. The professionals who were interviewed also discussed how they worked hard to earn the respect of those managers who had high levels of expert power, whereas they expected managers with low levels of expert power to earn their respect. Managers who have low levels of expert power described how they purposely seek out and develop relationships with professionals who have high levels of expert power. They then use these relationships to help them earn respect from their subordinates, and to complete managerial tasks such as performance appraisal, task assignment, and project scheduling. The survey results also indicate support for the influence of expert power on managerial effectiveness. A positive correlation between expert power and managerial effectiveness exists and expert power can be used to predict managerial effectiveness differences between managers who are members of the profession of their subordinates and managers who are not.

There are obvious similarities between the relationships between professional membership and managerial effectiveness and expert power and managerial effectiveness, in that expert power is built through being a successful professional. It is still worth investigating the relationship between expert power and managerial effectiveness, however, as it allows us to see variance within the groups. Levels of expert power will range widely amongst members of a profession, and these differing levels can account in part for differences in managerial effectiveness within the group of managers who are members of the profession of their subordinates.

5.1.2 Strategies for Managing Professionals Scale

The findings that those managers who are members of the profession of their subordinates are more effective managers than those who are not leads to asking why professional membership may increase managerial effectiveness and what those without professional membership can do to bridge the gap. The main purpose of the interview study was to identify and refine a set of strategies that both professionals and managers saw as critical in helping managers compensate for lack of professional membership or low levels of expert power. Little was found in the literature as to possible strategies, although some facets of impression management (Bolino & Turnley, 2003; Jones & Pittman, 1982; Rosenfeld et al., 1995), influence tactics (Kipnis & Schmidt, 1983), and leadership style (Bass, 1998) presented potential tie-ins.

The strategies for managing professionals that resulted from studies one and two are 1) contribute to the work of professionals; 2) treat professionals as colleagues, not subordinates; 3) understand the profession of your subordinates; and 4) use professionals for assistance in development and performance appraisal. Each of the strategies contributes to managers creating environments in which professionals can work more effectively.

5.1.2.1 Contribute to the work of professionals.

From the time of their inception, professions have expected occupational authority and have actively avoided being managed (Brint, 1994). Professional education rarely includes business or management content, and professionals who do choose to take on a managerial role generally require extensive training and education in how to move into their new role (Badawy, 1995). It is not surprising, then, that a common complaint raised

by both managers and professionals in the interviews was that professionals do not know what managers do with their time or how managers add value to the organization.

Contributing to the work of professionals is a strategy that encompasses both of these issues by calling on managers of professionals to use their skills and perspective to complement the work of their subordinates, to educate professionals about the managerial role, to provide professional mentors, and to use professionals who have high levels of expert power in the assignment of tasks, projects, and clients and in presenting ideas and discussion. Both the survey and the experiment results show support for a positive relationship between this strategy and managerial effectiveness. The experiment results speak to a causation effect between contributing to the work of professionals and increasing managerial effectiveness.

The obvious benefits of contributing to the work of professionals reside in the combination of educating professionals about what managers do and contributing direct value to the professional work. More subtle benefits may also arise from this strategy. Educating professionals about management, providing value to their work, and presenting ideas through professionals who hold high levels of expert power can all increase the ability of a manager to use rational persuasion as an influence tactic. Contributing to the work of professionals allows for the use of the impression management techniques of self-promotion and exemplification as managers accrue successes that provide evidence of value and commitment.

There is a political element to contributing to the work of professionals. The strategy includes using those professionals who are respected by subordinates, those professionals with high levels of expert power, to help in adding value. Building

relationships with professionals for the purpose of using them in achieving organizational goals is a form of organizational politics. Political behaviours are not necessarily self-serving and detrimental, as is sometimes believed (McClelland & Burnham, 1995), but managers need to be transparent in their networking and goals in order to be perceived as working with professionals and not against them.

5.1.2.2 Treat professionals as colleagues, not subordinates.

An underlying theme of this dissertation is that when managing professionals the manager is not the boss. Professionals are highly autonomous in their work and regularly encounter situations in which they must apply their training and experience in new ways. Where they are tolerated, managers are expected to create an environment in which professionals can easily practice their profession, rather than act as traditional managers by directing day-to-day activities (Martin & Shell, 1988; Shapero, 1985; Shell, 2003). Professionals do not see themselves as the subordinates of managers, and in many instances they consider the manager to be working for them.

Managers need to treat professionals as colleagues, not subordinates. The key facets of this strategy involve recognizing the value that professionals provide to the organization and acknowledging that the professionals have an expertise that managers may not. Managers should ask for, and follow, the guidance and advice of professionals when warranted by decisions that need to be made. Interactions should be on the level of equals, not of boss to subordinate. Comfortable working relationships need to be developed in order to enable effective and open communication.

Treating professionals as colleagues should help managers surmount the professional boundaries that make it so difficult to manage from outside of a profession

(Ferlie et al., 2005). Acknowledging the expertise of professionals, and seeking and following their guidance when professional expertise is required, will allow managers to make decisions of high quality and increase the ability of managers to use rational persuasion as an influence tactic. It is important, however, that managers maintain self-confidence in their interactions with professionals and avoid an appearance of supplication. A key facet of the managerial role is to be able to influence professionals to work towards organizational goals, and professionals need to respect the manager as a colleague in order to follow their influence.

5.1.2.3 Understand the profession of your subordinates.

One of the fundamental defining characteristics of professionals lies in their specialized body of knowledge that is often incomprehensible to those outside of the profession (Brint, 1994; Parker, 2002). The shared understanding of knowledge specific to a profession contributes to the boundaries that exist around professions (Ferlie et al., 2005). When managers are not members of the profession of their subordinates they are unable to understand what their subordinates are talking about and doing. Both the boundaries and the lack of understanding greatly reduce the power and influence that managers hold, negatively impacting their ability to guide professionals towards organizational goals (Alvesson & Sveningsson, 2003). The managers and the professionals who were interviewed also discussed the operational issues involved with being managed from outside the profession. Managers who are not members of the profession of their subordinates have difficulty effectively assigning tasks, conducting performance appraisals, staffing projects, scheduling, and providing professional development and support.

Understanding the profession of subordinates requires having an understanding of the profession's ethical standards, goals, knowledge, skills, and language. It also involves showing an interest in the profession and using this understanding to make subordinates more successful at their work. Managers would not be expected to develop expertise in the profession, or to become a member of the profession, but the survey results show that increases in the level of understanding of the profession show associated increases in managerial effectiveness.

5.1.2.4 Use professionals for assistance in development and performance appraisal.

Even as managers who are not members of the profession of their subordinates do gain an understanding of the profession, they are unlikely to become professionals themselves. There will always be gaps in their understanding of the work of their subordinates that will make it difficult to conduct thorough performance appraisals and to personally provide professional training and development. The fourth strategy calls for managers to use professionals with high levels of expert power for assistance when conducting performance appraisals of subordinates, and to provide subordinates with the financial and time support required for professional development and training.

5.1.3 Using the Strategies

Both the survey and the experiment studies support the hypothesis that as the use of the strategies increases, the perceived effectiveness of managers of professionals increases. Survey respondents assigned higher levels of managerial effectiveness to those managers who showed greater use of the strategies. *Contributing to the work of professionals* and *understanding the profession* accounted for the greatest variance between groups based on professional membership, and also provided the greatest

predictive power of managerial effectiveness. *Treating professionals as colleagues* and *using professionals for assistance with professional development and performance appraisal* also accounts for some of the variance between groups of managers, and *treating professionals as colleagues* provides predictive power for managerial effectiveness.

Experiment participants rated managers who were members of their profession and used the strategies as the most effective. Managers who were not members of their profession who used the strategies were rated more effective by participants than managers who were members of their profession but did not use the strategies. Managers who were not members of their profession and who did not use the strategies were assigned the lowest levels of effectiveness by experiment participants. The experiment results show a causation effect on managerial effectiveness by both professional membership and the use of the strategies, and indicate that managers who use the strategies well can achieve higher levels of effectiveness than managers who are members of the profession.

Where the research findings do not support the hypotheses is in the analysis of who makes greater use of the strategies. I had hypothesized that managers who are not members of the profession of their subordinates and managers with low levels of expert power would be more likely to use the strategies than managers who are members of the profession. The survey results show, however, that three of the four strategies are more likely to be used by managers who are members of the profession of their subordinates and who have high levels of expert power.

Contributing to the work of professionals and *understanding the profession* are strategies more likely to be used by managers who are members of the profession of their subordinates. These strategies predict both the expert power and managerial effectiveness of managers, and it makes sense that managers who are members of the profession will be more likely to both contribute to professional work and understand the profession. Their training and years of experience as a professional provide them with the capabilities to easily engage in the strategies as well as the natural inclination to do so. The ease with which managers who are members of the profession of their subordinates may be able to engage in these strategies should not, however, obscure the importance of the strategy. A study of physicians who had moved into managerial roles within their hospitals found that it was critical for the physician-managers to maintain an active affiliation with their clinical practice in order to hold managerial authority (Mo, 2008). Professionals who become managers need to maintain their professional expertise and activity in order achieve high levels of managerial effectiveness.

Treating professionals as colleagues is also a strategy that is more likely to be used by managers who are members of the profession of their subordinates. It differs from *contributing to the work of professionals* and *understanding the profession*, however, in that the use of the strategy does not predict the level of expert power held by a manager. If treating professionals as colleagues is not related to expert power, then doing so is a strategy that managers of both groups should be able to use with equal effectiveness. While professional boundaries may make it more natural for professionals to treat other professionals as colleagues, managers who are not members of the

profession should be able to engage in the strategy without needing to acquire expert power.

While the results of the survey study show that managers who are members of the profession of their subordinates are more likely to use the strategies, the value of this research lies in the determination of what it is that makes professional membership a factor in the effective management of professionals. The interviews led to a set of strategies that were then validated by the empirical studies. While the strategies that were found to increase the effectiveness of managers of professionals are not compensatory to members of the profession, but rather a natural outcome of professional membership, they are compensatory for those who do not hold professional membership as they essentially capture how to compensate for a lack of expert power. The statistical findings of the dissertation lead back to the interviews for an understanding of how managers who do not hold professional membership can engage in the strategies.

Before being able to contribute to the work of professionals, managers must understand the profession. Managers can take introductory-level courses, read the profession's code of ethics and understand why it applies, and learn through talking to, and observing, their subordinates at work. Once a basic understanding of the profession has been achieved, managers can use this understanding in combination with their own knowledge, skills, and work experience to contribute to the work of professionals. Managers coming from outside the profession have an opportunity to use their perspective to raise questions and make suggestions that may not occur to individuals who are embedded within their profession. Managers can also take on business-related tasks that professionals feel detract from their ability to practice their profession

effectively. An understanding of the profession will also allow managers to determine the best ways to support their subordinates in ongoing professional development.

Treating professionals as colleagues may, in some situations, be easier for those managers who are not members of the profession. Managers who are also experienced professionals may feel that as they fill the roles of both manager and senior professional their relationships with subordinates can only be one of boss to subordinate. Managers who have no claim to being a professional superior may find it easier to ask their subordinates for advice in their areas of expertise, as they will not be risking their professional reputation.

When taken as a group the overriding purpose of the strategies for managing professionals seems to be to initially create cooperative interdependence between professional and management groups, and, in time, to create a group to which both the manager and his or her subordinates socially identify. Moving from a state of competitive interdependence, in which professionals perceive management to be a threat to their goals, to a state of cooperative interdependence, in which professionals and managers both believe that they are working towards mutual gain (Tjosvold, 1988), is critical to a manager being able to manage effectively. The creation of a unique group in which both professionals and managers can claim membership will greatly aid in the development of the shared values and trust required for high performance (Montgomery & Oliver, 2007; Williams, 2001). The strategies for managing professionals developed through this study are effective for individuals managing within their profession because they draw on the elements with which both managers and professionals identify with their professional group. Individuals who are managing from outside the profession who make use of these

strategies should be able to move from competitive interdependence to cooperative interdependence, and potentially from there into the creation of a new in-group.

5.1.4.Potential Limitations

As in all research, the studies conducted for this dissertation have inherent limits. It is important that these limitations be acknowledged, and potential ramifications for the study results addressed, in order to fully understand the dissertation's results and value. The limitations for each study, including sampling and variable measurement and manipulation have been addressed. The three-study mixed-method design of the dissertation, with interviews, a survey, and an experiment, allows for the mitigation of common limitations associated with individual research methods. The small sample size of the qualitative interview study allowed for in-depth analysis of real-life situations and experiences, which was followed by larger sample sizes and quantitative statistical analysis in the survey and experiment. Where experiment participants were undergraduate students, which potentially limits external validity, survey respondents were working professionals. Where the cross-sectional nature of the survey precludes any analysis of causation, the experiment creates a setting where cause and effect can be addressed. The use of three different studies to identify and validate the strategies for managing professionals increases the overall validity, internal, external, and construct, of the findings. Mono-method bias was avoided (Cook et al., 1990), causal relationships were assessed, and a sample of the actual population of study was measured.

5.2 Implications

The research findings supported by the studies, combined with the difficulties in managing professionals raised in the practitioner literature (McKenna & Maister, 2002;

Raelin, 1989) and the dearth of empirical research into solutions in the academic literature, lead to valuable implications for this dissertation. As professionals move in increasing numbers from private practice to organizational employment (Dent & Whitehead, 2002; Parker, 2002) it is critical that organizations have managers who can maximize the effectiveness of professional work while simultaneously achieving organizational goals. The traditional management styles of direct control and legitimate authority (Martin & Shell, 1988; Shapero, 1985; Shell, 2003) are not suited to the highly specialized and varied nature of professional practice, the long history of occupational authority and task autonomy within professions (Brint, 1994), and the extensive value that professionals provide to organizations (Deetz, 1994; Salacuse, 2006; Shapero, 1985).

Academic implications of the research include the addition of empirical evidence to the management of professionals body of research and setting the foundation for continued research. The findings strengthen the existing literature that supports the importance of expert power when managing professionals (Bass, 1990; Elkins & Keller, 2003; Podsakoff & Schriesheim, 1985; Yukl & Falbe, 1991). At the same time, the research explores in detail why professional membership and expert power increase managerial effectiveness and why managers who are not members of the profession of their subordinates experience difficulty in managing effectively. This research contributes to our understanding of the managerial styles to which professionals best respond and the particular facets of expert power that increase managerial effectiveness. The support that this dissertation shows for the need for managers from different backgrounds to use different management styles and techniques also provides support for the contingent theory of managerial effectiveness, over the universalistic theory (Hamlin, 2004).

The value placed on occupational authority within professions is discussed in the literature as one of the reasons behind the lack of respect that professionals hold for managers (Brint, 1994). The strategies for managing professionals developed through this dissertation go beyond the basic goal of increasing managerial effectiveness to addressing the relationship between professionals and managers. Contributing to the work of professionals and treating professionals as colleagues both work towards developing a relationship of respect between managers and professionals. It is possible that, when successfully engaged, these strategies may contribute to a long-term fundamental change in the feelings towards, and understanding of, the value of the manager by professionals.

The practical implications of the research to organizations that employ professionals can be quite significant. Even simple awareness of the fact that managers who are not members of the profession of their subordinates face difficulties not faced by those managers who hold professional membership opens the door for helping those managers increase their effectiveness. The strategies provide specific steps that managers can take to compensate for low expert power and increase their effectiveness, and they also provide a framework on which more detailed guidelines can be created for managing specific professions. The existence of industry courses for improving managerial effectiveness speaks to the understanding of its importance to organizational outcomes. The findings of this dissertation allow for the development of courses targeted specifically to managers of professionals, a growing subset of managers that includes both professionals and non-professionals. Where existing courses cover topics such as leadership style, coaching, motivation, and influencing change within a traditional organizational hierarchy, courses for managers of professionals could include discussion

of understanding professions and professionals, learning how to identify skills that can complement the work of professionals, ways to access professional support, and the understanding that professionals do not see their managers as their leaders or their bosses.

5.3 Future Research

Beyond the immediate implications discussed, this dissertation leads to a variety of future research directions. Throughout the interviews the issue of managers having responsibility for a group of subordinates that includes members of more than one profession was raised. Such situations seem to be most common in health care, with, for example, one manager managing nurses, physiotherapists, occupational therapists, and speech language pathologists, but exist in many organizations. Inter-professional boundaries lead to strong identification within professions and mistrust and competition between professions (Ferlie et al., 2005). Managers who are managing multiple professions are often closely watched for signs of favouritism towards one profession. Managers who are members of the profession of some of their subordinates, but not all, can especially face difficulty in this area. It would be interesting to know if multi-profession groups of subordinates require a different managerial style than single profession groups, or if some of the strategies work better than others or require a different application technique.

The definition of managerial effectiveness used for this dissertation was only validated quantitatively from the perspective of the subordinate. For a full validation of the definition that would enable its usage in the broader management of professional literature future studies need to be conducted that validate the definition from the organization and the manager perspective.

The literature leading to the research questions asked in this dissertation includes a discussion of the need for professionals to be managed differently than non-professionals (McKenna & Maister, 2002; Shapero, 1985), but the research conducted does not explicitly address this issue. In conversations regarding my dissertation research, individuals always responded with interest and with multiple stories of their own frustrating experiences with managers who did not understand the demands and tasks of their subordinates' work. These individuals were from a variety of occupations, some professional and some not, such as police officers, firefighters, dental hygienists, and marketing associates. The extent of the reaction to the topic from professionals and non-professionals alike, combined with the discussion in the literature of the need for professionals to be managed differently, leads to questions regarding the use of the strategies by managers of non-professionals. Is the effectiveness of the strategies specific to professionals? Could managers of non-professionals who experience similar difficulties, in that they do not know how to do their subordinates' jobs, make use of the strategies, or is the nature of the non-professional manager/subordinate relationship such that a different set of strategies would be required?

Following in a similar vein, of the five bases of power (French & Raven, 1959) expert power was the only one studied in relation to managing professionals. In order to gain a full understanding of the manager/subordinate relationship all five bases of power should be explored. Through an understanding of how each base of power impacts managerial effectiveness for both professionals and non-professionals we can determine if differences do exist between the groups and how each group can be best managed.

There is room for extensive further research to be conducted into the use of each of the strategies by managers who are not members of the profession of their subordinates. While I have determined that it is important for managers to understand the profession of their subordinates, the strategy does not achieve full value until managers know exactly how much of a profession they need to understand. Likewise, further research into specific ways in which managers can bridge professional boundaries by treating professionals as colleagues will make that strategy much more usable. The idea of contributing to the work of professionals would benefit from analysis of how, exactly, managers can contribute, which will be dependent in many instances on the profession itself.

During the interviews professionals never, and managers rarely, discussed the concept of leadership. Professionals never expressed that they were looking for leadership from their manager. With the strong emphasis on leadership in the management field today, it is important to understand if professionals are looking elsewhere for leadership, possibly to highly-respected professionals who have chosen not to follow the managerial path, or if their autonomy and expertise leads them to believe that they do not need leadership. The relationships between professionals and their mentors versus professionals and their managers could be explored in an attempt to answer this question.

The idea of the strong identification between professionals and their professions has been raised throughout this dissertation during the literature review and in the discussions. It was not, however, studied directly. It would be interesting to explore the impact that social and group identity has on a professional's perspective of her manager's

effectiveness. Do professionals automatically perceive members of their profession to be better managers because of the strong identification between them?

Other areas of research that may contribute to the differences between managers of professionals, and may relate to the strategies for managing professionals, include the manager's emotional intelligence (Goleman, 1995; Salovey & Mayer, 1990) and the manager's disposition (Judge, Bono, Remus, & Gerhardt, 2002). These concepts also present further areas of research.

5.4 Conclusion

As professionals increasingly move into organizational employment and are placed under the auspices of managers we are seeing a clash between the traditional managerial style of command and control and the historical professional value of occupational authority (Brint, 1994; Dent & Whitehead, 2002). In a first step towards easing the adversarial relationship between managers and professionals, I have conducted three studies that explore why managers who are members of the profession of their subordinates are more effective than those who are not, and how managerial effectiveness can be increased. Through my research I have found support for the belief that where professionals are managed, those managers who are members of their profession are more effective than those who are not, that much of the increased effectiveness stems from the managers' expert power, and that managers who are not members of the profession of their subordinates can increase their effectiveness by utilizing the strategies. These strategies include 1) contribute to the work of professionals; 2) treat professionals as colleagues, not subordinates; 3) understand the profession; and 4) use professionals for help with professional development and performance appraisal.

An understanding of the manager/professional relationship and how to manage professionals such that they practice high-quality work while working towards organizational goals is critical for organizations who rely on professionals for their knowledge, skills, experience, and revenue-generating ability. This exploration of how to manage professionals, complete with empirical evidence, contributes to the academic literature on professionals, management, leadership, and power, building on Drucker's contention that, indeed, the manager is not the boss (1974). It also provides managers and organizations with concrete guidelines as to how to create environments in which professionals can work effectively, and professionals and managers can work well because of each other, as opposed to in spite of each other.

REFERENCES

Ackerman, L. (1985). Leadership vs. Managership. *Leadership & Organization Development Journal, 6,* 17-19.

Alvesson, M., & Karreman, D. (2001). Odd couple: Making sense of the curious concept of knowledge management. *Journal of Management Studies, 38,* 995-1018.

Alvesson, M., & Sveningsson, S. (2003). Managers doing leadership: The extra-ordinarization of the mundane. *Human Relations, 56,* 1435-1459.

Arnold, K. A., Barling, J., & Kelloway, E. K. (2001). Transformational leadership or the iron cage: Which predicts trust, commitment and team efficacy? *Leadership & Organization Development Journal, 22,* 315-320.

Ashforth, B. E., & Mael, F. (1989). Social identity theory and the organization. *Academy of Management Review, 14,* 20-39.

Badawy, M. K. (1995). *Developing managerial skills in engineers and scientists: Succeeding as a technical manager.* New York: Van Nostrand Reinhold.

Barling, J., Loughlin, C., & Kelloway, E. K. (2002). Development and test of a model linking safety-specific transformational leadership and occupational safety. *Journal of Applied Psychology, 87,* 488-496.

Bass, B. M. (1990). *Bass & Stogdill's handbook of leadership: Theory, research and managerial applications* (Third ed.). New York: The Free Press.

Bass, B. M. (1998). *Transformational leadership: Industry, military, and educational impact.* Mahwah, NJ: Lawrence Erlbaum Associates, Publishers.

Bedeian, A. G., & Hunt, J. G. (2006). Academic amnesia and vestigial assumptions of our forefathers. *Leadership Quarterly, 17,* 190-205.

Bolino, M. C., & Turnley, W. H. (2003). More than one way to make an impression: Exploring profiles of impression management. *Journal of Management, 29*, 141-160.

Brint, S. G. (1994). *In an age of experts: The changing role of professionals in politics and public life*. Princeton, NJ: Princeton University Press.

Burke, C. S., Sims, D. E., Lazzara, E. H., & Salas, E. (2007). Trust in leadership: A multi-level review and integration. *Leadership Quarterly, 18*, 606-632.

Burns, J. M. (1978). *Leadership*. New York: Harper & Row, Publishers.

Cammock, P., Nilakant, V., & Dakin, S. (1995). Developing a lay model of managerial effectiveness: A social constructionist perspective. *Journal of Management Studies, 32*, 443-474.

Campbell, J. P. (1986). Labs, fields, and straw issues. In E. A. Locke (Ed.), *Generalizing from laboratory to field settings: Research findings from industrial-organizational psychology, organizational behavior, and human resource management* (pp. 269-279). Lexington, MA: D.C. Heath and Company.

Cook, T. D., Campbell, D. T., & Peracchio, L. (1990). Quasi-experimentation. In M. D. Dunnette & L. M. Hough (Eds.), *Handbook of industrial and organizational psychology* (Vol. 1). Palo Alto, CA: Consulting Psychologists Press.

Creswell, J. W. (2003). *Research design: Qualitative, quantitative, and mixed method approaches*. Thousand Oaks, CA: Sage Publications, Inc.

Dansereau, F., Graen, G., & Haga, W. (1975). A vertical dyad approach to leadership within formal organizations. *Organizational Behavior and Human Performance, 13*, 46-78.

De Cremer, D. (2006). Affective and motivational consequences of leader self-sacrifice: The moderating effect of autocratic leadership. *Leadership Quarterly, 17*, 79-93.

Deetz, S. A. (1994). The micro-politics of identity formation in the workplace: The case of a knowledge intensive firm. *Human Studies, 17*, 23-44.

Denison, D. R., Hooijberg, R., & Quinn, R. E. (1995). Paradox and performance: Toward a theory of behavioral complexity in managerial leadership. *Organization Science, 6*, 524-540.

Dent, M., & Whitehead, S. (2002). Introduction: Configuring the 'new' professional. In M. Dent & S. Whitehead (Eds.), *Managing professional identities: Knowledge, performativity and the 'new' professional* (pp. 1-16). London: Routledge.

Developing managerial effectiveness. Retrieved May 10, 2009, from http://www.smeal.psu.edu/psep/dme.html

Developing your managerial effectiveness. Retrieved May 10, 2009, from http://www.peopleware.net/index.cfm?siteCode=0177&eventDisp=PBMME&CF ID=23684600&CFTOKEN=11675a-6cc39a0d-4a51-447d-8486-dd3844ed201a

Devers, K. J., & Frankel, R. M. (2000). Study design in qualitative research - 2: Sampling and data collection strategies. *Education for Health, 13*, 263-271.

Dienesch, R. M., & Liden, R. C. (1986). Leader-member exchange model of leadership: A critique and further development. *Academy of Management Review, 11*, 618-634.

Drucker, P. F. (1954). *The practice of management*. New York: Harper & Row Publishers, Inc.

Drucker, P. F. (1974). *Management: Tasks, responsibilities, practices*. New York: Harper & Row Publishers, Inc.

Drucker, P. F. (2001). *The essential Drucker*. New York: HarperCollins Publishers.

Eby, L. T., Durley, J. R., Evans, S. C., & Ragins, B. R. (2008). Mentors' perceptions of negative mentoring experiences: Scale development and nomological validation. *Journal of Applied Psychology, 93*, 358.

Elkins, T., & Keller, R. T. (2003). Leadership in research and development organizations: A literature review and conceptual framework. *Leadership Quarterly, 14*, 587-606.

Falbe, C. M., & Yukl, G. (1992). Consequences for managers of using single influence tactics and combinations of tactics. *Academy of Management Journal, 35*, 638-652.

Ferlie, E., Fitzgerald, L., Wood, M., & Hawkins, C. (2005). The nonspread of innovations: The mediating role of professionals. *Academy of Management Journal, 48*, 117-134.

Freidson, E. (1973). Professions and the occupational principle. In E. Freidson (Ed.), *The professions and their prospects*. Beverly Hills, CA: Sage Publications, Inc.

Freidson, E. (1986). *Professional powers: A study of the institutionalization of formal knowledge*. Chicago: The University of Chicago Press, Ltd.

French, J. R. P., & Raven, B. (1959). The bases of social power. In D. Cartwright (Ed.), *Studies in social power*. Ann Arbor, MI: The University of Michigan.

Furnham, A. (2002). Rating a boss, a colleague, and a subordinate. *Journal of Managerial Psychology, 17*, 655-671.

Gephart, R., & Rynes, S. L. (2004). Qualitative research and the *Academy of Management journal*. *Academy of Management Journal, 47*, 454-462.

Gerstner, C. R., & Day, D. V. (1997). Meta-analytic review of leader-member exchange theory: Correlates and construct issues. *Journal of Applied Psychology, 82*, 827-844.

Gillespie, N. A., & Mann, L. (2004). Transformational leadership and shared values: The building blocks of trust. *Journal of Managerial Psychology, 19*, 588-607.

Glaser, B. G., & Strauss, A. (1968). *The discovery of grounded theory: Strategies for qualitative research*. London: Weidenfeld & Nicolson.

Goffee, R., & Jones, G. (2007). Leading clever people. *Harvard Business Review*.

Goffin, R. D., & Anderson, D. W. (2006). The self-rater's personality and self-other disagreement in multi-source performance ratings: Is disagreement healthy? *Journal of Managerial Psychology, 22*, 271-289.

Goleman, D. (1995). *Emotional intelligence*. New York: Bantam Books.

Gordon, M. E., Slade, L. A., & Schmitt, N. (1986). The "science of the sophomore" revisited: From conjecture to empiricism. *Academy of Management Review, 11*, 191-207.

Gordon, M. E., Slade, L. A., & Schmitt, N. (1987). Student guinea pigs: Porcine predictors and particularist phenomena. *Academy of Management Review, 12*, 160-163.

Graen, G., Novak, M. A., & Sommerkam, P. (1982). The effects of leader-member exchange and job design on productivity and satisfaction: Testing a dual

attachment model. *Organizational Behavior and Human Performance, 30,* 109-131.

Greenberg, J. (1987). The college sophomore as guinea pigs: Setting the record straight. *Academy of Management Review, 12,* 157-159.

Hair, J. F., Anderson, R. E., Tatham, R. L., & Black, W. C. (1998). *Multivariate data analysis* (5 ed.). Upper Saddle River, NJ: Prentice Hall.

Hamlin, R. G. (2002). A study and comparative analysis of managerial and leadership effectiveness in the National Health Service: An empirical factor analytic study within an NHS trust hospital. *Health Services Management Research, 15,* 245-263.

Hamlin, R. G. (2004). In support of universalistic models of managerial and leadership effectiveness: Implications for HRD research and practice. *Human Resource Development Quarterly, 15,* 189-215.

Higgins, M. C., & Kram, K. E. (2001). Reconceptualizing mentoring at work: A developmental network perspective. *Academy of Management Review, 26,* 264-286.

Hill, L. A. (2004). New manager development for the 21st century. *Academy of Management Executive, 18,* 121-126.

Hofstede, G. (1976). Nationality and espoused values of managers. *Journal of Applied Psychology, 61,* 148-155.

Hysong, S. J. (2008). The role of technical skill in perceptions of managerial performance. *Journal of Management Development, 27,* 275-290.

Improving managerial effectiveness. Retrieved May 10, 2009, from

> http://exed.wisc.edu/courses/ImproveManagerEffectiveness/

Improving your managerial effectiveness. Retrieved May 10, 2009, from

> http://www.amanet.org/seminars/seminar.cfm?basesemno=2508#blank

Jones, E. E., & Pittman, T. S. (1982). Toward a general theory of strategic self-

> presentation. In J. Suls (Ed.), *Psychological perspectives on the self* (Vol. 1, pp.

> 231-262). Hillsdale, NJ: Lawrence Erlbaum.

Judge, T. A., Bono, J. E., Remus, I., & Gerhardt, M. W. (2002). Personality and

> leadership: A qualitative and quantitative review. *Journal of Applied Psychology,*

> *87,* 765-780.

Jung, D. I., & Avolio, B. J. (2000). Opening the black box: An experimental investigation

> of the mediating effects of trust and value congruence on transformational and

> transactional leadership. *Journal of Organizational Behavior, 21,* 949-964.

Kelloway, E. K., & Barling, J. (2000). Knowledge work as organizational behavior.

> *International Journal of Management Reviews, 2,* 287-304.

Kelloway, E. K., Barling, J., Kelley, E., Comtois, J., & Gatien, B. (2003). Remote

> transformational leadership. *Leadership & Organization Development Journal,*

> *24,* 163-171.

Keys, B., & Case, T. (1990). How to become an influential manager. *Academy of*

> *Management Executive, 4,* 38-51.

Kipnis, D., & Schmidt, S. M. (1983). An influence perspective on bargaining within

> organizations. In M. H. Bazerman & R. J. Lewicki (Eds.), *Negotiating in*

> *organizations.* Beverly Hills, CA: Sage Publications, Inc.

Lankau, M. J., & Scandura, T. A. (2002). An investigation of personal learning in mentoring relationships: Content, antecedents, and consequences. *Academy of Management Journal, 45,* 779-.

Lawrence, K. A., Lenk, P., & Quinn, R. E. (2009). Behavioral complexity in leadership: The psychometric properties of a new instrument to measure behavioral repertoire. *Leadership Quarterly, 20,* 87-102.

Levenson, A. R., Van der Stede, W. A., & Cohen, S. G. (2006). Measuring the relationship between managerial competence and performance. *Journal of Management, 32,* 360-380.

Liden, R. C., & Maslyn, J. M. (1998). Multidimensionality of leader-member exchange: An empirical assessment through scale development. *Journal of Management, 24,* 43-72.

Liden, R. C., Wayne, S. J., Zhao, H., & Henderson, D. (2008). Servant leadership: Development of a multidimensional measure and multi-level assessment. *Leadership Quarterly, 19,* 161-177.

Lincoln, Y. S., & Guba, E. G. (1985). *Naturalistic inquiry.* Beverly Hills, CA: Sage Publications, Inc.

Locke, E. A. (1986). *Generalizing from laboratory to field settings: Research findings from industrial-organizational psychology, organizational behavior, and human resource management.* Lexington, MA: D. C. Heath and Company.

Luthans, F., & Peterson, S. J. (2002). Employee engagement and manager self-efficacy: Implications for managerial effectiveness. *Journal of Management Development, 21,* 376-387.

Luthans, F., Rosenkrantz, S. A., & Hennessy, H. W. (1985). What do successful

managers really do? An observation study of managerial activities. *The Journal of*

Applied Behavioral Science, 21, 255-270.

Luthans, F., Welsh, D. H. B., & Taylor, L. A. I. (1988). A descriptive model of

managerial effectiveness. *Group & Organization Studies, 13*, 148-162.

Managerial effectiveness skills. Retrieved May 10, 2009, from

http://www.appa.org/training/academy/managerialeffectivenessskills.cfm

Martin, D. D., & Shell, R. L. (1988). *Management of professionals: Insights for*

maximizing cooperation. New York: Marcel Dekker, Inc.

Martinko, M. J., & Gardner, W. L. (1985). Beyond structured observation:

Methodological issues and new directions. *Academy of Management Review, 10*,

676-695.

Martinko, M. J., & Gardner, W. L. (1990). Structure observation of managerial work: A

replication and synthesis. *Journal of Management Studies, 27*, 329-357.

McAllister, D. J. (1995). Affect- and cognition-based trust as foundations for

interpersonal cooperation in organizations. *Academy of Management Journal, 38*,

24-59.

McClelland, D. C., & Burnham, D. H. (1995). Power is the great motivator. *Harvard*

Business Review, 73, 126-139.

McCracken, G. (1988). *The long interview* (Vol. 13). Newbury Park, CA: Sage

Publications, Inc.

McKenna, P. J., & Maister, D. H. (2002). *First among equals: How to manage a group of*

professionals. New York: The Free Press.

Meyers, L., Gamst, G., & Guarino, A. J. (2006). *Applied multivariate research: Design and interpretation.* Thousand Oaks, CA: Sage Publications, Inc.

Mintzberg, H. (1998). Covert leadership: Notes on managing professionals. *Harvard Business Review, 76,* 140-147.

Misztal, B. (2002). Trusting the professional: A managerial discourse for uncertain times. In M. Dent & S. Whitehead (Eds.), *Managing professional identities: Knowledge, performativity and the "new" professional* (pp. 19-37). London: Routledge.

Mo, T. O. (2008). Doctors as managers: Moving towards general management? *Journal of Health Organization and Management, 22,* 400-415.

Montgomery, K., & Oliver, A. L. (2007). A fresh look at how professions take shape: Dual-directed networking dynamics and social boundaries. *Organization Studies, 28,* 661-687.

Page, C., Wilson, M., Meyer, D., & Inkson, K. (2003). "It's the situation I'm in": The importance of managerial context to effectiveness. *The Journal of Management Development, 22,* 841-862.

Parker, M. (2002). 'The romance of lonely dissent': Intellectuals, professionals and the McUniversity. In M. Dent & S. Whitehead (Eds.), *Managing professional identities: Knowledge, performativity and the "new" professional* (pp. 138-156). London: Routledge.

Peluchette, J. V. E., & Jeanquart, S. (2000). Professionals' use of different mentor sources at various career stages: Implications for career success. *The Journal of Social Psychology, 140,* 549-564.

Podsakoff, P. M., & Schriesheim, C. A. (1985). Field studies of French and Raven's bases of power: Critique, reanalysis, and suggestions for future research. *Psychological Bulletin, 97*, 387-411.

Porath, C. L., & Erez, A. (2007). Does rudeness really matter? The effects of rudeness on task performance and helpfulness. *Academy of Management Journal, 50*, 1181-1197.

Raelin, J. A. (1984). The basis for the professional's resistance to managerial control. *Human Resource Management, 24*, 147-175.

Raelin, J. A. (1989). An anatomy of autonomy: Managing professionals. *Academy of Management Executive, 3*, 216-228.

Ragins, B. R., Cotton, J. L., & Miller, J. S. (2000). Marginal mentoring: The effects of type of mentor, quality of relationship, and program design on work and career attitudes. *Academy of Management Journal, 43*, 1177-1194.

Rahim, M. A. (1988). The development of a leader power inventory. *Multivariate Behavioral Research, 23*, 491-503.

Rahim, M. A. (1996). Confirmatory factor analysis of the bases of leader power: First-order factor model and its invariance across groups. *Multivariate Behavioral Research, 31*, 495-516.

Rosenfeld, P., Giacalone, R. A., & Riordan, C. A. (1995). *Impression management in organizations: Theory, measurement, practice*. London: Routledge.

Rosenthal, M. M. (2002). Medical professional autonomy in an era of accountability and regulation: Voices of doctors under siege. In M. Dent & S. Whitehead (Eds.),

Manage professional identities: Knowledge, performativity and the "new" professional (pp. 61-90). London: Routledge.

Salacuse, J. W. (2006). Leading leaders: How to manage the top talent in your organization. *Ivey Business Journal*, 1-5.

Salovey, P., & Mayer, J. D. (1990). Emotional intelligence. *Imagination, Cognition, and Personality, 9*, 185-211.

Sandelowski, M. (1995). Sample size in qualitative research. *Research in Nursing & Health, 18*, 179-183.

Scarbrough, H. (1999). Knowledge as work: Conflicts in the management of knowledge workers. *Technology Analysis & Strategic Management, 11*, 5-16.

Sendjaya, S., Sarros, J. C., & Santora, J. C. (2008). Defining and measuring servant leadership behaviour in organizations. *Journal of Management Studies, 45*, 402-424.

Shapero, A. (1985). *Managing professional people: Understanding creative performance*. New York: The Free Press.

Shell, R. L. (2003). *Management of professionals*. New York: Marcel Dekker, Inc.

Shipper, F. (2004). A cross-cultural, multi-dimensional, nonlinear examination of managerial skills and effectiveness. *Journal of Leadership & Organizational Studies, 10*, 91-103.

Shipper, F., & Davy, J. (2002). A model and investigation of managerial skills, employees' attitudes, and managerial performance. *Leadership Quarterly, 13*, 95-120.

Sivanathan, N., & Fekken, G. C. (2002). Emotional intelligence, moral reasoning and transformational leadership. *Leadership & Organization Development Journal, 23*, 198-204.

St. Jean, R. (2001). *Understanding psychological research: An introduction to methods.* Toronto: Prentice Hall Canada.

Tejeda, M. J., Scandura, T. A., & Pillai, R. (2001). The MLQ revisited: Psychometric properties and recommendations. *Leadership Quarterly, 12*, 31-52.

Tjosvold, D. (1988). Cooperative and competitive interdependence: Collaboration between departments to serve customers. *Group & Organization Studies, 13*, 274-289.

van Knippenberg, B., & van Knippenberg, D. (2005). Leader self-sacrifice and leadership effectiveness: The moderating role of leader prototypicality. *Journal of Applied Psychology, 90*, 25-37.

Viswesvaran, C., Ones, D. S., & Schmidt, F. L. (1996). Comparative analysis of the reliability of job performance ratings. *Journal of Applied Psychology, 81*, 557-574.

Washington, R. R., Sutton, C. D., & Feild, H. S. (2006). Individual differences in servant leadership: The roles of values and personality. *Leadership & Organization Development Journal, 27*, 700-716.

Williams, M. (2001). In whom we trust: Group membership as an affective context for trust development. *Academy of Management Review, 26*, 377-396.

Wilson, C. L., & Wilson, J. L. (1991). *Teams and leaders: A manual for the Clark Wilson Publishing Company training and development programs*. Silver Spring: Clark Wilson Publishing Company.

Yukl, G., & Falbe, C. M. (1991). Importance of different power sources in downward and lateral relations. *Journal of Applied Psychology, 76*, 416-423.

Yukl, G., Kim, H., & Falbe, C. M. (1996). Antecedents of influence outcomes. *Journal of Applied Psychology, 81*, 309-317.

Zand, D. E. (1972). Trust and managerial problem solving. *Administrative Science Quarterly, 17*, 229-239.

APPENDICES

Appendix A – Recruitment Email and Informed Consent Letter for Study One

Dear *<potential participant>*,

My name is Patricia Genoe McLaren and I am a PhD Candidate in the Department of Management at Saint Mary's University. My dissertation topic is related to the management of professionals, specifically involving the investigation of ways to increase the effectiveness of managers who are not members of the same profession as the professionals they are managing. As part of my dissertation research I am conducting a series of interviews with both professionals and managers of professionals. The purpose of the interviews is to gather information regarding both perceived professional competence and professional respect afforded to managers of professionals.

The purpose of this email is to ask if you would be willing to be interviewed. The interviews can be conducted either in person or over the phone depending on your schedule and location. I expect the interview to be approximately one hour long. Interviews will be audio recorded. Full measures will be taken to maintain anonymity and confidentiality of your identity in the interview data.

Please let me know as to your willingness to participate through either email, patricia.mclaren@smu.ca, or phone, 902 496 8791.

Thank you,
Trish

Management of Professionals
Patricia Genoe McLaren
Department of Management
Saint Mary's University
Halifax, NS B3H 3C3
902 496 8791; patricia.mclaren@smu.ca

I am a PhD Candidate in the Department of Management at Saint Mary's University. As part of my PhD dissertation, I am conducting research under the supervision of Dr. Kevin Kelloway and I am inviting you to participate in my study. The purpose of the study is to examine the management of professionals in an attempt to determine what compensatory behaviours a manager can use in order to increase his or her effectiveness when a lack of professional competence results in low levels of professional respect.

This study involves interviewing both professionals and managers of professionals. As a participant you will be asked to discuss your experiences, expectations, and perceptions of either being managed as a professional, or managing professionals. It is expected that the interviews will be approximately one hour in length. Interviews will be audio recorded.

Benefits to participating in the study could include a greater awareness of the difficulties faced in the management of professionals, leading to better working conditions. There are no expected risks. **Your participation is completely voluntary. You may withdraw from this study at any time without penalty.**

All information obtained in this study will be kept strictly anonymous. Your name will not be associated with your interview recording or transcript. Names will not be included in the results of the study or divulged to other participants, nor will characteristics that could be used to identify you as an individual or any individuals you discuss during the interview. To protect individual identities, this consent form will be sealed in an envelope and stored separately.

If you have any questions, please contact Patricia Genoe McLaren, at 902 496 8791 or patricia.mclaren@smu.ca, or Dr. Kevin Kelloway, at 902 491 8652 or kevin.kelloway@smu.ca. This research has been reviewed and approved by the Saint Mary's University Research Ethics Board. If you have any questions or concerns about the study, you may contact Dr. Veronica Stinson, Chair of the Saint Mary's University Research Ethics Board at ethics@smu.ca or 420-5728.

By signing this consent form, you are indicating that you fully understand the above information and agree to participate in this study.

Participant's Signature: _____   **Date:** _____

Please keep one copy of this form for your own records.

Appendix B – Interview Form

Biographical Details

1. current employment position
2. education
3. professional certification
4. years of experience
5. profession of current and previous managers

Grand-Tour Questions

For professionals:

> Please think about and discuss experiences with managers that have led you to either think highly of the manager's professional competence and/or to respect the manager or to doubt the manager's professional competence and/or to lose respect for the manager.

> More generally, what expectations do you have of people who manage you in order for them to earn your respect?

For managers:

> Please think about and discuss experiences with subordinates that you feel have led to either a strengthening or weakening of the respect that your subordinates have for you.

> Have you ever adopted specific behaviours in order to earn the respect of your subordinates? How effective have they been?

> How important do you feel that the respect of your subordinates is to your effectiveness as a manager?

Planned Prompts

How did that make you feel?

What would you have preferred to have happened?

Would you have done it differently?

Appendix C – Analytic Categories

Understand/learn about the profession(s) of your subordinates.	Learning about the profession of which your subordinates are members provides a variety of benefits for a manager including understanding the daily tasks of your subordinates, being able to effectively advocate for your subordinates to other groups in the organization, being able to frame communication from a perspective that your subordinates understand, and to determine how best you can support your subordinates and facilitate their work. Learning about the profession also shows your respect for your subordinates as professionals, and for their profession. Learning directly from your subordinates allows you to acknowledge their expertise, and to build relationships.
Educate your subordinates/ professionals about the tasks, responsibilities, and goals of management.	Professions have traditionally worked without managers, and few professionals have aspirations of becoming managers. Try to educate your subordinates as to what your job entails and how it can add value to their work.
Provide third-party professional support, such as professional mentors and professional training and development.	Growth and development is a key factor in a professional career. You cannot provide these, so you need to provide your subordinates with someone who can.
Use your skills and perspective to complement those of your subordinates.	In a traditional manager/subordinate situation, where the manager has done the job of his or her subordinates, the managerial role is strongly based in guiding, instructing, controlling, and defining activities. When, as a manager, you have never performed the job of your subordinates you need to find new ways in which to be an asset to your group. Through an understanding of the profession of your subordinates, determine how your own unique background and skills can be used to complement the group.
Recognize the value that the profession of your subordinates adds to your organization.	Do not place more value on the managerial role than you do on the professional role. If you are a member of a profession that is different from your subordinates, indicate to your subordinates that you value their profession as highly as you value your own.

Build relationships with professionals in your organization who are highly respected by your subordinates.	Determine who the highly respected professionals are in your organization and develop relationships of mutual respect with them. Your subordinates will look to their experts in order to determine what level of respect you deserve, and will follow their lead in deciding whether to accept your managerial authority.
Actively work towards building relationships with your subordinates in order to compensate for missing the bonds that result from sharing a profession.	Having relationships with subordinates that are broader than the simple manager/subordinate relationship can increase the effectiveness of a group. Members of the same profession can draw on common experience on which to build a working relationship. You will need to work harder to find common interests or experiences on which a relationship can be built.
Admit ignorance in their professional tasks, duties, and skills, and ask them for guidance when decisions need to be made.	Do not pretend to be an expert in the areas of expertise of your subordinates. They will know that you do not know what you are talking about, and they will not respect you. Acknowledging their expertise and your own ignorance shows respect for them and will allow you to make better decisions as you will be doing so with the correct information at hand.

Appendix D – Data Analysis Examples

Original Utterance	So I think I had to be, I think one of the experiences was, there's a kind of a fear maybe that a manager from another discipline will come in and try to tell you how to do your job. I think that's a very pervasive, I'm not sure it's a fear, a pervasive thought
Stage 1 – Observation	Educate professionals on what manager is doing/trying to do. Don't come in and tell them how to do their job.
Stage 2 – Extended Observation	Be aware that the fear/thought exists and recognize it as a reason for distrust. Try to determine if previous managers have done this.
Stage 3 – Refined Observation	Understand professionals in general – their need for autonomy, their expertise, their dislike of management, the flexibility and non-routine nature of their jobs – use this to help you do your job.
Stage 4 – Theme	Understand own value and contribution and share this with subordinates - they will need to understand the reasons for why you are doing what you are doing - they will need to know that you are not out to undermine them or threaten their jobs.
Stage 5 – Analytic Category	Educate your subordinates/ professionals about the tasks, responsibilities, and goals of management.

Original Utterance	From my perspective when I came here in 99 I got to know [the COO] really quickly because he would go to a lot of different events where there are a lot of different levels of lawyers at. So he would go to the softball games with the article clerks and the associates. He'd go to the associates dinners. So he wasn't just developing relationships with the partners, he was developing relationships with future partners.
Stage 1 – Observation	Build relationships with everyone, not just the people who are immediately important. Earn respect through ways other than work-related. Try to break the professional barrier by building relationships in many ways.
Stage 2 – Extended Observation	Use these relationships to determine what people want, what is important to them
Stage 3 – Refined Observation	Build relationships with subordinates in order to help learn what they value, what they need, what is important to them. This will help you do your job more effectively and will help earn their respect.
Stage 4 – Theme	Build relationships with subordinates - to learn what they value/require - to build respect.
Stage 5 – Analytic Category	Actively work towards building relationships with your subordinates in order to compensate for missing the bonds that result from sharing a profession.

Original Utterance	We've got all kinds of people who, I don't know what they do in a day. They're fairly senior. We've got directors in our organization that I don't know what they do in a day.
Stage 1 – Observation	Professionals need to know what you are doing in a day, what value you add.
Stage 2 – Extended Observation	Professionals keenly aware of their own value. What value does the manager add? This isn't always seen. The manager needs to know what value they're adding and to somehow indicate this to the professionals.
Stage 3 – Refined Observation	Educate professionals about management – they're smart people, they should get it.
Stage 4 – Theme	Educate professionals about management - role of management - why you are doing it - what strengths you bring
Stage 5 – Analytic Category	Educate your subordinates/ professionals about the tasks, responsibilities, and goals of management.

Appendix E – Feedback Letter to Interview Participants

Dear *participant*,

I am writing to express my appreciation for your participation in my research study on the management of professionals. Through your willingness to be interviewed and the information and experiences you shared I have compiled a list of compensatory behaviours that managers of professionals can use when managing individuals from a different profession. I share this list with you here in the hope that it will help you, as either a manager or a professional, in making your working relationships more effective. If you have any comments or questions regarding the list of behaviours, please contact me to discuss them. Any and all feedback is welcome, as it will strengthen my findings.

Compensatory Behaviours

1. *Understand/learn about the profession(s) of your subordinates.* Learning about the profession of which your subordinates are members provides a variety of benefits for a manager including understanding the daily tasks of your subordinates, being able to effectively advocate for your subordinates to other groups in the organization, being able to frame communication from a perspective that your subordinates understand, and to determine how best you can support your subordinates and facilitate their work. Learning about the profession also shows your respect for your subordinates as professionals, and for their profession. Learning directly from your subordinates allows you to acknowledge their expertise, and to build relationships.

2. *Educate your subordinates/professionals about the tasks, responsibilities, and goals of management.* Professions have traditionally worked without managers, and few professionals have aspirations of becoming managers. Try to educate your subordinates as to what your job entails and how it can add value to their work.

3. *Provide third-party professional support, such as professional mentors and professional training and development.* Growth and development is a key factor in a professional career. You cannot provide these, so you need to provide your subordinates with someone who can.

4. *Use your skills and perspective to complement those of your subordinates.* In a traditional manager/subordinate situation, where the manager has done the job of his or her subordinates, the managerial role is strongly based in guiding, instructing, controlling, and defining activities. When, as a manager, you have never performed the job of your subordinates you need to find new ways in which to be an asset to your group. Through an understanding of the profession of your subordinates, determine how your own unique background and skills can be used to complement the group.

5. *Recognize the value that the profession of your subordinates adds to your organization.* Do not place more value on the managerial role than you do on the

professional role. If you are a member of a profession that is different from your subordinates, indicate to your subordinates that you value their profession as highly as you value your own.

6. *Build relationships with professionals in your organization who are highly respected by your subordinates.* Determine who the highly respected professionals are in your organization and develop relationships of mutual respect with them. Your subordinates will look to their experts in order to determine what level of respect you deserve, and will follow their lead in deciding whether to accept your managerial authority.

7. *Actively work towards building relationships with your subordinates in order to compensate for missing the bonds that result from sharing a profession.* Having relationships with subordinates that are broader than the simple manager/subordinate relationship can increase the effectiveness of a group. Members of the same profession can draw on common experience on which to build a working relationship. You will need to work harder to find common interests or experiences on which a relationship can be built.

8. *Admit ignorance in their professional tasks, duties, and skills, and ask them for guidance when decisions need to be made.* Do not pretend to be an expert in the areas of expertise of your subordinates. They will know that you do not know what you are talking about, and they will not respect you. Acknowledging their expertise and your own ignorance shows respect for them and will allow you to make better decisions as you will be doing so with the correct information at hand.

Sincerely,

Trish McLaren

Appendix F – Strategies for Managing Professionals Statements

Understand/learn about the profession(s) of subordinates
1. My manager is learning about my profession.
2. My manager understands my profession's ethical standards.
3. My manager understands the physical requirements of my professional work.
4. My manager understands my professional goals.
5. My manager understands the skills required to in order to practice my profession.
6. My manager understands the language specific to my profession.
7. My manager is open to my proactive attempts to educate him/her about my profession.
8. My manager shows little interest in my professional work.

Educate subordinates/professionals about management
1. My manager has educated me as to how an effective manager can increase my effectiveness as a professional.
2. My manager has educated me as to the specific strengths that s/he brings to the managerial role.
3. My manager has educated me as to how s/he spends her/his time.
4. My manager has educated me as to which groups of people s/he works for (i.e. subordinates, superiors, clients).
5. My manager has educated me as to why s/he has chosen to be a manager.
6. My manager has used an understanding of my profession in order to educate me about her/his role from my perspective.
7. I do not see value in the tasks that a manager performs.

Provide third-party professional support
1. My manager has helped me find a mentor from within my profession.
2. My manager provides in-house professional training and development opportunities for me.
3. My manager provides funds for me to pursue professional training and development outside of the organization.
4. My manager provides time for me to pursue professional training and development.
5. My manager expects me to find support within my profession on my own.

Use your skills and perspective to complement the group
1. My manager uses his/her managerial skills to complement my work.
2. My manager uses his/her perspective from outside of my profession to add value to my work.
3. My manager uses technical skills from his/her career experience to complement my work. My manager has facilitated my work through his/her own skills.
4. My manager has used his/her own skills to collaborate with me and added value to my work.
5. My manager uses an understanding of my profession to determine how his/her work best complements mine.

6. My manager does not enable me to be more successful in my professional work.
7. My manager makes me less successful at my professional work.

Recognize the value that your subordinates bring to the organization.
1. My manager follows my guidance and advice when making decisions.
2. My manager interacts with me as a colleague, not as a subordinate.
3. My manager responds to my needs and requests promptly.
4. My manager gives serious consideration to my opinions/suggestions/ideas regarding our organization.

Build relationships with those in power positions
1. My manager uses highly respected professionals within the organization to help conduct performance appraisals.
2. My manager uses highly respected professionals within the organization to help with the assignment of tasks/projects/clients.
3. My manager uses highly respected professionals within the organization as advocates for him/herself to the other professionals in the organization.
4. My manager is respected by those professionals within the organization who I hold in high respect.
5. My manager is supported by senior and executive levels of management.
6. My manager presents ideas and decisions through those professionals within the organization who I hold in high respect.

Build relationships with your subordinates
1. My manager socializes with myself and my colleagues outside of work.
2. My manager treats me as a colleague, not a subordinate.
3. My manager and I have found areas of common interest that we enjoy discussing.
4. My manager shows an interest in my profession.
5. My manager hides workplace information from me.
6. My manager and I have a comfortable working relationship.
7. I do not know my manager very well.

Admit ignorance
1. My manager asks me for help when s/he requires professional expertise.
2. My manager acknowledges that s/he cannot do my job.
3. My manager acknowledges that s/he does not understand many aspects of my job.
4. My manager acknowledges my expertise in my professional area.
5. My manager is uncomfortable admitting that s/he does not know something.
6. My manager is uncomfortable asking me to explain the professional aspects of my work.

Appendix G – Survey Demographic Questions

Please indicate your professional affiliation:
1. Chartered Accountant
2. Certified General Accountant
3. Certified Management Accountant
4. Community College Instructor
5. Elementary/Secondary Teacher
6. Human Resources Professionals
7. Lawyer
8. Occupational Therapist
9. Optometrist
10. Physician
11. Physiotherapist
12. Professional Engineer
13. Professional Librarian
14. Registered Nurse
15. Social Worker
16. Software Developer
17. Speech Language Pathologist
18. University Professor
19. Other   Please Specify:

Please indicate the number of years for which you have been a member of your profession.

Please indicate your sex.
1. female
2. male

Please indicate, if known, the number of years your manager has been a manager.

Please indicate your manager's sex.
1. female
2. male

Is your current manager a member of the same profession as you?
1. yes
2. no
3. do not know

If your manager is not a member of the same profession as you, please indicate the profession of your manager.
1. My manager is not a member of a profession.
2. Chartered Accountant
3. Certified General Accountant

4. Certified Management Accountant
5. Community College Instructor
6. Elementary/Secondary Teacher
7. Human Resources Professionals
8. Lawyer
9. Occupational Therapist
10. Optometrist
11. Physician
12. Physiotherapist
13. Professional Engineer
14. Professional Librarian
15. Registered Nurse
16. Social Worker
17. Software Developer
18. Speech Language Pathologist
19. University Professor
20. Other   Please Specify:

Appendix H – Expert Power Scale

1. I approach my superior for advice on work-related problems because she (he) is usually right.

2. When a tough job comes up my superior has the technical "know how" to get it done.

3. My superior has specialized training in his (her) field.

4. My superior does *not* have the expert knowledge I need to perform my job.

5. I prefer to do what my superior suggests because he (she) has high professional expertise.

6. My superior has considerable professional experience to draw from in helping me do my work.

(Source: Rahim, 1996)

Appendix I – Managerial Effectiveness Scale

1. My manager creates an environment in which his or her employees can work well together.

2. My manager creates an environment that supports his or her employees in doing high quality work.

3. My manager creates an environment that is free from administrative distractions.

4. My manager plays a positive contributing role in the productivity of his or her employees.

5. My manager plays a positive contributing role in the impact that his or her employees have on the organization.

6. I am impressed with my supervisor's knowledge of his/her job.

7. I respect my supervisor's knowledge of and competence on the job.

8. I admire my supervisor's professional skills.

Appendix J – Recruitment Email and Informed Consent Letter for Study Two

Hello,

My name is Patricia Genoe McLaren and I am a PhD Candidate in the Department of Management at Saint Mary's University. My dissertation topic is related to the management of professionals, specifically involving the investigation of ways to increase the effectiveness of managers who are not members of the same profession as the professionals they are managing. As part of my dissertation research I am conducting a survey of professionals. The purpose of the survey is to gather information related to professionals' opinions of their managers' professional competence and managerial effectiveness, and to determine levels of professional respect for managers.

The purpose of this email is to ask if you would be willing to complete the survey. The survey can be completed online at <*web address of survey*>, and is expected to take approximately twenty minutes to complete. Upon completion of the survey, you will be asked if you would be willing to complete the survey again in three months. If you are, you will be asked to submit an email address to which a reminder can be sent. Email addresses will not be stored with survey responses. Full measures will be taken to maintain anonymity and confidentiality of the survey responses.

The management team of your organization has given approval for me to ask for your participation and is aware of the time requirement.

I appreciate you taking the time to read this email, and completing the survey if you choose to do so.

Thank you,
Trish

Management of Professionals
Patricia Genoe McLaren
Department of Management
Saint Mary's University
Halifax, NS B3H 3C3
902 496 8791; patricia.mclaren@smu.ca

I am a PhD Candidate in the Department of Management at Saint Mary's University. As part of my PhD dissertation, I am conducting research under the supervision of Dr. Kevin Kelloway and I am inviting you to participate in my study. The purpose of the study is to investigate the relationship between a manager's technical competence and the level of respect and managerial effectiveness he or she achieves. I am also investigating a set of compensatory behaviours which a manager may use in order to increase his or her effectiveness when technical competence levels are low.

Participants in the study will be asked to complete a short online survey. It is expected that the questionnaire will take twenty minutes to complete.

Benefits of participating in the study include the potential for improvement in the way you are managed, once the study results have been published. There are no expected risks. **Your participation is completely voluntary. You may withdraw from this study at any time without penalty.**

All information obtained in this study will be kept strictly **confidential and anonymous.** IP addresses of participants' computers will not be traced. Furthermore, the results of this study will be presented as a group and no individual participants will be identified.

If you have any questions, please contact Patricia Genoe McLaren, at 902 496 8791 or patricia.mclaren@smu.ca, or Dr. Kevin Kelloway, at 902 491 8652 or kevin.kelloway@smu.ca
This research has been reviewed and approved by the Saint Mary's University Research Ethics Board. If you have any questions or concerns about the study, you may contact Dr. Veronica Stinson, Chair of the Saint Mary's University Research Ethics Board at ethics@smu.ca or 420-5728.

By agreeing with this consent form, you are indicating that you fully understand the above information and agree to participate in this study.

[As this will be an online survey, participants will be asked to agree or disagree, if they agree the survey will begin.]

Appendix K – Strategies for Managing Professionals Scale

Contribute to the work of professionals
1. My manager has educated me as to how an effective manager can increase my effectiveness as a professional.
2. My manager has educated me as to the specific strengths that s/he brings to the managerial role.
3. My manager has educated me as to how s/he spends her/his time.
4. My manager has used an understanding of my profession in order to educate me about her/his role from my perspective.
5. My manager has helped me find a mentor from within my profession.
6. My manager uses technical skills from his/her career experience to complement my work.
7. My manager has facilitated my work through his/her own skills.
8. My manager uses an understanding of my profession to determine how his/her work best complements mine.
9. My manager uses highly respected professionals within the organization to help with the assignment of tasks/projects/clients.
10. My manager presents ideas and decisions through those professionals within the organization who I hold in high respect.

Treat professionals as colleagues, not subordinates
1. My manager follows my guidance and advice when making decisions.
2. My manager interacts with me as a colleague, not a subordinate.
3. My manager gives serious consideration to my opinions/suggestions/ideas regarding our organization.
4. My manager and I have a comfortable working relationship.
5. My manager asks me for help when s/he requires professional expertise.
6. My manager acknowledges my expertise in my professional area.

Understand the profession of your subordinates
1. My manager understands my profession's ethical standards.
2. My manager understands my professional goals.
3. My manager understands the skills required to in order to practice my profession.
4. My manager understands the language specific to my profession.
5. My manager makes me less successful at my professional work.
6. My manager shows an interest in my profession.

Use professionals for development and appraisal
1. My manager provides in-house professional training and development opportunities for me.
2. My manager provides funds for me to pursue professional training and development outside of the organization.
3. My manager provides time for me to pursue professional training and development.
4. My manager uses highly respected professionals within the organization to help conduct performance appraisals.

Appendix L – Experiment Demographic Questions

1. Please indicate the education program in which you are currently enrolled.
   a. Accounting
   b. Computer science
   c. Human resource management
   d. Nursing
   e. Other
2. Please indicate the number of years of the program that you have completed.
3. Please indicate the number of years of work experience that you have (including part-time and co-op jobs).
4. Of your years of work experience, how many (if any) include work done in the profession for which your educational program is preparing you (this could include co-op terms, internships, summer or part-time jobs as assistants, etc.).
5. Please indicate your age.
6. Please indicate your sex.

Appendix M – Vignettes

Member of the profession, no strategies
You have a university degree in computer science and are currently employed as a software developer for a major software development firm. Your manager, John, has been managing your team for just over two years. Before moving into his management position he was a software developer within the firm, and he was highly respected for his technical skills. As a manager John has taken on a new set of tasks and responsibilities. He seems to be always busy, but you have little idea of what he is doing and why he is doing it. John's experience as a software developer means that he has an excellent understanding of your job and is able to help you out in a variety of ways. Since moving into his position as manager, however, he has stopped following emerging technologies and he has failed to keep abreast of changes in the industry. John completes basic managerial tasks effectively, such as expense forms, vacation requests, and progress reports, but he does not seem to use his managerial skills to complement your work. He uses his technical skills, however, to guide the work of your team, make decisions, and mitigate conflict.

Member of the profession, strategies
You have a university degree in computer science and are currently employed as a software developer for a major software development firm. Your manager, John, has been managing your team for just over two years. Before moving into his management position he was a software developer within the firm, and he was highly respected for his technical skills. As a manager John has taken on a new set of tasks and responsibilities, and he has been active in ensuring that you and your team are aware of what those are. Through emails, team meetings, and direct interaction with each individual on your team John has expressed why he decided to leave a technical position for a managerial position, what he sees his role as within the team, and how he thinks he will be able to facilitate your work. He has also asked for your input as to ways in which he can make your job easier. John's experience as a software developer means that he has an excellent understanding of your job and is able to help you out in a variety of ways. He has continued to follow emerging technologies and keep abreast of changes in the industry. Through his understanding of your work John has been able to use both his own technical skills and his newly acquired managerial skills to complement the work of yourself and your colleagues, adding to the effectiveness of your team as a whole.

Not a member of your profession, no strategies
You have a university degree in computer science and are currently employed as a software developer for a major software development firm. Your manager, John, has been managing your team for just over two years. Before becoming your manager John was a manager in the marketing department. All of his education and work experience are in marketing. As a manager of software developers John has taken on a new set of tasks and responsibilities. He seems to be always busy, but you have little idea of what he is doing and why he is doing it. John's background in marketing means that he has little understanding of what you, as a software developer, do and how you do it. You have tried to explain things to him at a basic level, but he has not shown any interest in learning.

John completes basic managerial tasks effectively, such as expense forms, vacation requests, and progress reports, but he has only minimal involvement with your daily tasks.

Not a member of your profession, strategies
You have a university degree in computer science and are currently employed as a software developer for a major software development firm. Your manager, John, has been managing your team for just over two years. Before becoming your manager John was a manager in the marketing department. All of his education and work experience are in marketing. As a manager of software developers John has taken on a new set of tasks and responsibilities, and he has been active in ensuring that you and your team are aware of what those are. Through emails, team meetings, and direct interaction with each individual on your team John has expressed why he has chosen to move from marketing into software development, what he sees his role as within the team, and how he thinks he will be able to facilitate your work. He has also asked for your input as to ways in which he can make your job easier. John's background in marketing means that he came to his current role with little understanding of what you, as a software developer, do and how you do it. Over the past two years John has made a concerted effort to gain a basic understanding of the technology that you work with and the tasks required to complete your work. He follows emerging technologies and keeps abreast of changes in the industry. Through his understanding of your work John has been able to determine how best the skills and knowledge he acquired in marketing, and his managerial skills, can complement the work of yourself and your colleagues, adding to the effectiveness of your team as a whole. As an example, his marketing perspective, which is highly customer-centric, acts as a balance in your highly technical-centric team and has helped ensure that the product being developed is one that will meet customer needs.

Appendix N – Recruitment Materials and Informed Consent Letter for Study Three

Here's your chance to
WIN ONE OF 4 PRIZES OF $50 CASH
for only 5 minutes of your time!

Please help me conduct my PhD dissertation research and you will have the opportunity to enter your name in a draw for one of four cash prizes of $50. You simply need to go to the following URL, read a paragraph describing a manager in a work situation, and answer a few questions. It will only take 5 minutes to complete.

www.managingprofessionals.com/survey.php

Management of Professionals
Patricia Genoe McLaren
Department of Management
Saint Mary's University
Halifax, NS B3H 3C3
902 496 8791; patricia.mclaren@smu.ca

I am a PhD Candidate in the Department of Management at Saint Mary's University. As part of my PhD dissertation, I am conducting research under the supervision of Dr. Kevin Kelloway and I am inviting you to participate in my study. The purpose of the study is to investigate the causal relationship between a manager's technical competence and the level of respect and managerial effectiveness he or she achieves.

This study involves an experiment. Participants will be split into groups of four, and one member of each group will be selected as the group manager. After a training session, groups will be asked to conduct a task. Following the task, participants will be asked to complete a short questionnaire. The group in each session with the highest output at the end of the task time will receive a financial reward. The experiment is expected to take one hour.

Benefits of participating in the study include the potential for a financial reward. There are no expected risks. **Your participation is completely voluntary. You may withdraw from this study at any time without penalty.**

All information obtained in this study will be kept strictly **confidential and anonymous.** Please do not put any identifying information on any of the forms. To protect individual identities, this consent form will be sealed in an envelope and stored separately. Furthermore, the results of this study will be presented as a group and no individual participants will be identified.

If you have any questions, please contact Patricia Genoe McLaren, at 902 496 8791 or patricia.mclaren@smu.ca, or Dr. Kevin Kelloway, at 902 491 8652 or kevin.kelloway@smu.ca
This research has been reviewed and approved by the Saint Mary's University Research Ethics Board and the Trent University Research Ethics Board. If you have any questions or concerns about the study, you may contact Dr. Veronica Stinson, Chair of the Saint Mary's University Research Ethics Board, at ethics@smu.ca or 902 420 5728 or Dr. Gillian Balfour, Chair of the Trent University Research Ethics Board, at 705 748 1011.

By signing this consent form, you are indicating that you fully understand the above information and agree to participate in this study.

Participant's Signature: _____   **Date:** _____

Please keep one copy of this form for your own records.

Research Ethics Board Certificate Notice

The Saint Mary's University Research Ethics Board has issued REB certificates related to this thesis. The certificate numbers are: __**08-077, 08-147, 08-148**__ .

Copies of the certificates are on file at:

Saint Mary's University, Archives
Patrick Power Library
Halifax, NS
B3H 3C3

Email: archives@smu.ca
Phone: 902-420-5508
Fax: 902-420-5561

For more information on the issuing of REB certificates, you can contact the Research Ethics Board at 902-420-5728/ ethics@smu.ca .