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Participative Managerial Behavior and Organizational Change

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Abstract

Managerial behavior has typically not been the lead variable in organizational change efforts. Change efforts have assumed that structure strategy and work design changes will lead to new supervisory behaviors. This paper examines the kinds of behaviors that are required of a manager in a high involvement organization. It suggests that managerial behavior is the primary change that is required to make a transition to a high involvement culture, and that it might be a suitable lead variable in the change sequence.

Participative Managerial Behavior and Organizational Change

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The construct "participation in decision making" and the concept "participative management" have existed in the organizational literature for decades. However, there has been little explicit treatment of what constitutes participative managerial behavior beyond general discussions of the advantages of various forms of decision making (e.g. Vroom and Yetton, 1973). This is surprising in view of the amount of resources and attention that currently is being applied to efforts to transition to high involvement cultures and to install a more participatory management style in many organizations (Lawler, 1986; Walton, 1985). In the majority of cases, managerial behavior has not been a lead variable as organizations try to transition to a high involvement culture, indeed some organizations have not focused specifically on this important organizational variable. This may well be a result of the poor results that were found in earlier change efforts that used T-groups and other training approaches in order to change organizational behavior.

Most change efforts seem to be led by and dominated by structural interventions such as quality circles, changes in job design, and multi-stakeholder cooperative efforts such as union management problem-solving. Management style is an issue, but is articulated largely in terms of the new supervisory behavior that is required to be congruent with the intervention. Although many companies include supervisory training as part of their transition plan, this component of the change process is often introduced or drastically upgraded only after the company "discovers" that supervisors are failing to change their behavior. A similar process often occurs for middle management, when the company discovers that even if first line supervisors change their behavior, they do not have the necessary organizational power to make employee involvement a reality. Middle management is then recognized as a major blockage to the change and training is done.

There have been a number of discussions of the changes in the role of the first line supervisor that are required to support employee involvement efforts and self-managing teams (Klein, 1984; Walton and Schlesinger, 1979; Schlesinger and Klein, 1983; and Manz and Sims, 1987) and discussion of how to make "believers" out of supervisors (e.g., Shuster and Miller, 1985). Much of this literature implicitly treats supervisors as an impediment to organizational change. Little literature looks generally at the role of supervisiors at all levels in a participative organization. In addition, the literature on employee involvement rarely treats managerial behavior as the primary target variable in an organizational change process, i.e. as the lead variable. It is generally seen as something that has to change in order to enable the other changes that are desired, such as the establishment of self-managing teams, quality circles and so forth. From a change perspective, managerial behavior is treated as a "lag" variable, i.e., one that is expected to change as a consequence of the other changes or to be the subject of a later intervention. In other words, these other organizational changes are the figure and supervisory behavior is the ground in most treatments.

In this paper we reverse the figure and the ground, and focus on managerial behavior as the target variable. We think it is important to investigate the possibility that in moving to a high involvement management style, the managerial role and the way that it is enacted is the primary change that an organization must make.

"Managerial behavior", as we use it, refers to the behavior of all individuals who directly supervise or manage people. This avoids the confusion that arises in organizations utilizing self-managing teams, where the individual in a management position may not directly supervise subordinates, but is nevertheless responsible for managing them. For example, there may be a team leader who helps teams perform much of their own self-supervision. The manager in charge of the teams is nevertheless responsible for "managing" them, in the sense that a supportive environment must be created, the team must be helped to develop, and the team must be encouraged to take responsibility for itself.

Before we discuss managerial behavior we need to provide a perspective for understanding employee involvement, and identify the domain of issues that can potentially be managed more participatively. Once we have done this we can discuss the ways in which management might become more participative, what is required to transition to these participative practices, and the pros and cons of treating managerial behavior as the target variable in a change effort.

Why Employee Involvement?

The current interest in participative management can be understood from a number of different perspectives: humanistic values, technical rationality, political values, and economic behavior. Each will be discussed briefly below.

Humanistic Values According to this perspective, participative organizations are desirable because they enable individuals to grow, develop, and attain their potential. People are believed to value such outcomes, and to want to participate (See e.g. McGregor 1961), but it is also argued that if they participate in decisions they will be more satisfied, committed, and willing to accept change (Lawler, 1986). Enriched jobs, self-managing teams, and the opportunity to participate in task teams or quality circles are viewed as opportunities for the individual to attain intrinsic satisfaction through developing capabilities and performing meaningful work. This rationale underlies the early efforts to establish participative management, and strong humanistic values provide the context for many of the more successful participative organizations today.

Technical Rationality A different argument posits that participation is organizationally desirable because it enables the organization to better perform the technical tasks required to achieve its mission. The essential argument is that participation enables the most effective information processing and task accomplishment. For example, some work requires a great deal of on-line judgement and uncertainty reduction, and is consequently best performed by people who have the authority to make decisions. Other work entails high levels of interdependence, so that task related decisions are best made collectively by those who have to adjust their activities.

A structural argument suggests that in today's environment, organizations cannot afford the high transaction costs and delays that accompany hierarchical and centralized decision making and control. Maximum organizational effectiveness depends on moving decision making closer to where the work is performed. In addition, many of the problems that organizations face are systemic, necessitating participation by individuals at various levels and in various functions. Each perspective is a necessary piece of the puzzle in solving complex problems.

Yet another technical argument is related to the humanistic view--i.e., that individuals become more valuable to the organization as they develop and utilize new skills and knowledge bases, and can be utilized flexibly and apply a breadth of knowledge to any particular situation. Finally, many organizations believe that the continued health of the organization depends on stimulating innovation, which is best done by enabling those with ideas to contribute them and stimulate change.

Economic Behavior Rational man economic theories predict that individuals will act to maximize their outcomes; however, there is also some indication that this is tempered by beliefs about what is equitable. Exchange theory posits that individuals will act to create a sense of equity in the balance between what they contribute to the organization and what they receive in exchange (Homans, 1958; Adams, 1963). A related notion is the "inducements/contributions" balance (Barnard, 1938; March and Simon, 1958). The concept is that individuals exert enough effort to establish an equitable balance between what they contribute and what they receive, and that an increase or decrease in either will evoke a rebalancing of the other.

It can be argued that environmental change is upsetting the traditional inducements contributions balance in organizations. In return for a number of extrinsic inducements, individuals have contributed to the organization despite jobs that frequently held little meaning, little opportunity for development, and minimal autonomy. In an increasingly difficult competitive environment, organizations are begining to erode many of the traditional inducements such as job security and an implicit promise that wages will rise steadily with tenure in the organization. Thus, organizations are reducing inducements at the very time that they need increased contributions from their employees.

Participation can be viewed as a substitute for the paternalistic inducements contribution balance that has characterized organizations. Through participation, an individual can help determine the conditions under which the job is performed, the nature of the job, and the outcomes that are received, rather than relying on the company to "take care of them" in these areas. Gainsharing plans, as an example, allow individuals through their own effort and hard work to influence their financial stake.

Political Values Political values concern how decisions that allocate scarce resources and determine organizational direction ought to be made. Proponents of organizational democracy (e.g., Saskin, 1984) argue that participative management is a natural extension of societal values of democracy. Some argue that in contemporary American society, a well-educated population of employees is less willing to blindly follow the dictates of the hierarchy, and demands meaningful input into decisions that affect them. Stakeholder analysis (Mason and Mitroff,1981) is a systematic mechanism for determining who has a stake in decisions that are made, and involving them in the decision process. A political argument can simply be based on preferences for how decisions ought to be made, or judgments about what constitutes "fairness". However,it also can be based on the nature of the organization that results, particularly as it impacts the degree of commitment and connectedness of various groups to the organizational mission and objectives, and whose interests are taken into account in the decision making process.

We have discussed participative management from four different perspectives, because we believe that all are required to understand the nature of the phenomenon. An organization may decide to establish a high involvement culture for reasons of technical rationality; however, the transition will establish a more humanistic environment. A different political environment and a new exchange relationship with its employees. A participative manager must manage far more than the technical aspects of the participative process. The human values, political processes and the determination of the economic exchange must also be managed. Thus, it is not surprising that the establishment of quality improvement processes or team manufacturing systems, originally seen as technical solutions, eventually cause the organization to focus on how decisions are made, its commitment to growth and development of people, and issues of "what's in it for me?" for various employee groups.

The Domains of Participation

Broadly conceived, three aspects of an organization are critical in transitions to participation. Company practices and policies provide guidelines, rules and procedures, and constrain how people are treated and work is done. They include formal information sharing channels, appraisal and reward systems, and workforce administration practices. Organization structure determines how responsibilities are formally divided, and provides a framework within which decisions are made and information is exchanged. Managerial behavior is how managers enact their roles within company practices and the structure of the organization and the way jobs are designed.

We have made the case that management involves values about how decisions are made and who is involved, the development of people, technical rationality, and the economic behavior of the organization and the employee. As a result, we define the domain of possible participation very broadly, to go beyond the issues of technical rationality such as quality, productivity, efficiency and effectiveness. Issues of human development, and career and financial equity are also included.

Potentially, employees can participate in issues at four different levels: individual, the work area team or workgroup, inter-group and organization. Our experience in working with organizations that are implementing high involvement practices is that many individuals want to participate at all four levels, and that systemic change will not occur unless that happens. Each of these four levels will be discussed below. We will describe the various legitimate concerns of employees, and suggest managerial practices that can enable meaningful participation at each level.

Personal Involvement

Personal involvement is the opportunity to influence one's personal stake in the organization, including how one's job is defined, the training and development that is received, the manner in which one's performance is evaluated, and the rewards, recognition and career opportunities that result. Each individual is involved in a dynamic relationship to the organization, that can be thought of in terms of a performance or career cycle, illustrated in figure 1. This cycle can be managed in ways that range from highly autocratic to highly participative.

At one extreme, the performance cycle can be managed informally and secretly, so that the employee is not even aware of how it's being done, and the process can be dominated by impressions, visibility, and political clout. Some organizations utilize mechanical lockstep processes, so that an employee's preferences and performance has little bearing on job assignments or outcomes. Formal, well specified systems with clear criteria, explicit links between performance and outcomes, well defined development tracks and career planning processes can be hierarchically administered so that the individual has little opportunity to influence the processes and may even be unaware of how the decisions are made. At the other extreme, this career cycle can be highly participative. It can be characterized by two way communication about all facets, and employee interest can be considered to be an important and legitimate criterion.

Figure 2 illustrates the concerns of employees about their personal stake in the organization, and the supervisory practices that can be utilized to permit employee involvement. Employees are concerned about how their jobs are defined, how their performance is perceived, what training and development they receive, and what kinds of outcomes result from their performance. They are concerned not only with the content of each of these issues, but also with issues of internal and external equity, and with the long-term ramifications for their employability and potential career advancement.

Traditionally, decisions in this arena are viewed as a management prerogative, and are carefully guarded by the hierarchy; however, supervision can initiate practices that enable employee involvement. The entire performance cycle can be mutually determined. This would begin by the supervisor making sure that individuals know the nature of the organizational systems in which their careers and jobs are embedded, thus ensuring that they can manage their own behavior to attain their goals. It would include a two way dialogue to ensure that supervision is aware of employee concerns and interests, and to ensure that appraisals, training and development decisions, and career moves are informed by employee perceptions, felt needs, and aspirations. It would also include giving employees a chance to participate in setting their performance goals, appraising their performance and deciding what job they take next.

Although there is no research on this particular issue, it is our strong impression based on exposure to many organizations that are instituting employee involvement practices, that failure to allow participation in one's personal situation in the organization can undermine all other attempts to change to a more participative culture . Supervisors cannot necessarily control all these issues enough to allow high levels of employee involvement because organizational systems may make this impossible; however, they normally can at least see that their subordinates' wishes are heard and views known.

Work Area Involvement

Perhaps the most frequently encouraged type of employee involvement is work area performance improvement. Most commonly, members of a team or workgroup are encouraged to suggest ways to change processes and procedures to improve quality or productivity. Often this occurs in "special" groups set up explicitly for the problem solving process, such as quality circles, task teams or quality improvement teams (Lawler and Mohrman, 1987). Traditionally individual suggestion systems have been used to encourage this type of participative activity. The most common roles of supervision in this process are to respond to ideas that emanate from the group, to facilitate team problem-solving process, and sometimes to lead the problem solving efforts.

Employee interest in the work area includes a broad set of issues, illustrated in Figure 3, going well beyond processes and procedures. They include coordination within the workgroup, the division of labor, the relative contributions of different team members, the resources that are provided to the group, and the climate and leadership within the group. Employees have a stake in the effectiveness of their work area for several reasons. They draw conclusions about how well their organization is run and its long term survivability based on their immediate experiences. This issue has implications for job security. In addition, they are concerned about how the group is perceived by others in the company. Finally, it is impossible to have a sense of accomplishment and pride in a poorly performing workgroup.

Supervisors can approach work group issues participatively even in the absence of a formal organizational effort such as quality circles or self-managing work teams. Group or team input can be directly solicited by supervisors on performance problems and on innovations. This can happen in regular staff meetings, by the supervisor asking for them on a one to one basis, or simply by the supervisor being available and responsive on an informal basis.

A step beyond input is the encouragement of group problem-solving and planning for change, and finding ways to free people up to take part in these activities. Ideally, the supervisor should take the time to educate the group in areas where their perspective and skills are narrow, and to communicate the "big picture", so that they are identifying problems and generating solutions that make sense within the larger organizational context. The participative manager should go further, and be responsive to the needs of the work area members and provide the resources they need to perform effectively. Without this reciprocal exchange, work area members will come to see their participation as weighted in the direction of greater contribution to the organization, without a sense of "what's in it for us".

Establishing an effective participative work area improvement process is significantly more complex than dealing individually with the needs and ideas of employees. The manager is dealing with a "collective", in the sense that a team viewpoint may emerge through the interactions among the team members. They may develop a collective sense of equity and fair process and a collective sense of power. Furthermore, an increased variety of technical solutions become available when the division of labor and distribution of knowledge and skills between people can be examined and changed. This may significantly challenge the status quo and place the supervisor in the position of having to "work the system" to enable changes within the work area.

Ultimately, the participative manager should view the workgroup as a performance entity that has a cycle of performance much like the individual performance cycle illustrated in Figure 1. The workgroup has the same needs for goal clarification, feedback, outcomes such as recognition, and internal development through mechanisms such as cross training. The participative manager can establish a two-way communication with the workgroup about all these aspects of the team performance cycle, and can encourage ongoing lateral communication within the group to examine these same issues. The more the supervisor can encourage self-management within the team, the more his/her efforts can be concentrated on providing the context for effective team performance and "working the system" to enable the changes that are required to increase performance. At this point the supervisor may need to spend a considerable amount of time insulating her work area from the rest of the organization. If it is a stand alone participative effort it is likely to receive considerable pressure from the rest of the organization to look like it and to abandon its new activities.

Intergroup Involvement

Employees often have concerns about the other groups inside and outside of the organization with whom they are interdependent. Various quality improvement processes, for instance, have focussed attention on customer satisfaction, and have introduced the notion that there are both external and internal customers whose needs must be met. Employee concerns, illustrated in Figure 4, are with the coordination between groups, the division of labor and the workflow between groups, the quality of inputs received from other groups and the appropriateness of expectations and feedback from groups who receive their work. Cutting across all these concerns is an overarching concern for equity and for the climate of intergroup relationships in the organization. Failure to address these concerns can lead to the organizational paralysis that occurs when groups blame one another, and no one takes the intitiative to solve problems.

Participative supervisory practices in this domain largely involve soliciting input from the group as to the nature of the intergroup issues that exist and the establishment of a two-way exchange of information. This can occur through direct interfaces between members of the various groups or through information technology. A key process factor typically is creating the possibility of this happening without the supervisor being involved. This can be facilitated by helping members of the various groups become familiar with the work that is done in the other areas, and developing personal linkages with people in the other groups. Task teams can examine the processes by which these groups interact, discover areas where quality problems exist, and make changes to improve performance. This cannot be accomplished without significant cooperation between the leaders of the various groups; consequently, a task of the participative manager is to maintain strong positive links to the leadership of these other groups.

Intergroup involvement is virtually impossible to accomplish in the absence of an organizational-wide commitment to participative management. Occasionally an individual supervisor can work with another supervisor to accomplish some of this, but in general supervisors cannot successfully implement this approach unless they are in an organization that is committed to participative management.

Business Involvement

Employees have a strong and valid stake in the strength of their organization, its "future", and whether there is sound strategic leadership (See Figure 5). They look for indications that top management is "in touch" with what is happening in the organization. One of the most direct indicators to them is whether policies and practices in the organization facilitate or hinder performance. In the absence of information about the bigger picture, they may interpret changes initiated by management as indicators that they exist in a rudderless ship or as unnecessary actions by a group of top managers who have nothing better to do with their time.

The manager's task is to establish a two-way flow of information about issues of strategic importance to the organization and those that impact organizational effectiveness. Employees can have input into these issues through formal mechanisms such as surveys, electronic mail and other information technology methods, and through more informal sensing in staff meetings or focus groups. The participative supervisor has an important role of carrying information upward that is relevant to strategic and resource allocation decisions. In addition, it is important to share business information throughout the organization, and educate the work group so they are good consumers of such information and able to provide meaningful input. An individual supervisor maybe able to produce limited business involvement in the absence an organization wide program to encourage it. However, in some cases it simply can't be done because the supervisor isn't given the support and information that is needed.

Perhaps the most important outcome of creating higher employee involvement in business issues is the increased understanding and sense of connectedness that results. Some organizations have gone as far as establishing employee participation in business decisions by creating mechanisms for cross sectional participation in policy formulation. For example, some organizations use task forces to seek new manufacturing locations, set personnel policies and decide on new investments. This is a particularly strong statement of the appropriate political mechanism for decision making, and the importance of multistakeholder input.

Implications for the Role of the Participative Manager

Being a participative manager involves far more than soliciting employee ideas before making decisions. It requires linking individuals in a two-way process with their workgroup, other groups with which they must deal, and the organization as a whole. It involves developing people to be meaningful participants in how their jobs are done, in larger workgroup and organizational issues, and in efforts to make improvements in how the organization operates. Thus, there are both technical and humanistic components to the participative supervisor's role.

Equally important are the political and economic aspects of the role. Individuals are involved in a complex exchange relationship with their organization. Changing the equilibrium of that exchange is a two-way process. As an example, figure 6 ilustrates the kinds of managerial behavior required to get employees to "Know More", "Care More" and "Contribute More" (Lawler, 1986). To evoke this kind of performance, managers must provide more information about the job and the business and develop their employees to perform new tasks and contribute at a different level of sophistication. They need to alter the motivational environment by examining the way jobs and work areas are designed and linking desired performances with valued outcomes. They need to enable their employees to contribute by providing clear expectations and feedback, providing resources, linking the workgroup to others in the organization, and enabling change. Finally, they need to take seriously the notion that employees, as legitimate stakeholders in the organization, should be participants in its decision making processes.

Participative management is in many ways a collective process: it goes beyond the traditional one-to-one relationship of the supervisor to the employee. The individual employee must be enabled to participate in the crafting of his/her own job and career in the organization, and in making changes to improve performance. Even this individual process will occur in a context of increased emphasis on the group. The participative supervisor supervises the group as well as the individual; the group also participates. In addition, management in a participative organization must deal with the dynamics between groups; ways must be found for multiple groups to participate together. Finally, management must find ways to sense and respond to the entire organization and its diversity of stakeholders. In this sense, managing participatively is an integrative process.

It is clear that participative supervision is not a solo act. Managers must become a team in order to establish the culture of participation. Groups of managers must be managed as a team, and must behave as a team. Establishing inter-group involvement, for example, can only occur if management is working as a team toward common goals. Management throughout the organization must take seriously the need to manage the multiple aspects of the participative process with their own subordinates. Systemic change toward involvement requires that participative managerial behavior pervade the organization. A single supervisor can manage a particular work area in a participative manner, but only with respect to a limited number of issues.

Managerial Behavior as a Change Lever

Many employee involvement change efforts focus on structural mechanisms such as quality circles, self-managing work teams; task teams; gainsharing, and so forth. As noted earlier, the assumption is that managerial behavior will change to fit the structural intervention. The literature on supervisor behavior, however, suggests that if it changes at all, it is quite slow. Furthermore, the change is sometimes characterized by a false start, a time during which managers stop managing because they believe that employee involvement means that they have been stripped of authority (Perkins, Nieva and Lawler, 1981). Frequently, the failure of managers to change their behavior ends up being the limiting factor and possibly even the Achilles heel of the change effort. "Nothing has changed in my day to day work life" is the sad tale of many disillusioned workers. whose managers don't change their behavior. Given the many fundamental changes that are needed in managerial behavior it is hardly suprising that it is difficult to bring it into alignment with a high involvement approach to management.

Because of the difficulty of changing managerial behavior and the confusion and ambiguity experienced by managers who are asked to change, it may make sense to focus on the change in managerial behavior as <u>the</u> major change. As we noted above, this should lead eventually to the same kinds of structural and systems changes that typically lead the change process. For example, managers who want to involve their employees in making improvements in quality will look for mechanisms to collect input and solve problems. Managers who want to link rewards to performance will start pressuring the organization for systems that enable that to occur. Managers who want to focus on strategic and contextual issues and on facilitating change can only free themselves up to do this if they can foster self-management in the workgroup, and so forth.

We are certainly not suggesting that using managerial behavior as the key change lever will make it unnecessary to alter the organization and job design and to change the organizational policies and practices. Quite the contrary: participative managerial behavior must be supported by congruent organizational systems and practices. The issue is not which aspects of the organization to change, but where to begin.

The advantage of focusing initially on the managers and their role is that it can move this key constituency into a position of advocating the organizational changes that constitute a high involvement model rather than having them in a position of resistance to the change. In essence the strategy is to make them expert advocates of participative management. It is our contention that even in a traditional organization, individual managers can do a lot to establish high involvement practices in their units if they are trained and motivated. These participative practices can then become forces for further change. As they learn to manage differently, managers become stakeholders participating in the redesign of the organization and its practices and systems.

Starting by focusing on participative managerial behavior requires that the role of the manager be redefined, and that accountability mechanisms be established. For many organizations, there has to be a new commitment to the idea that managers manage <u>people</u> and are responsible for managing groups, intergroup relations, and the relationship of their group to the business. This is not likely to happen unless the top executives of the organization develop a philosophical framework that stresses the importance of such management. This framework ideally should address the commitment of the organization to participative practices for technical business reasons, but also should serve as a statement of values about human development, the equity of the exchange relationship, and the importance of multi-stakeholder participation.

This framework and the broad mandate for the integration of the management of people, teams, and the business as a whole can serve as the underpinning of the design of an intense management development process. This development process must spell out the new role in great detail, and provide an opportunity for managers to plan their own approaches, and to practice. Thus, the development process should be a performance management process, starting with a clear definition of the managerial behaviors that have to be developed, planning how to do that, and providing the skills required. The additional element required is an accountability system, so that performance evaluations are based on the new model of management, and managers receive feedback, and outcomes such as rewards, recognition and promotion are dependent on meeting the new standards.

This intense management development process also needs to include access by managers to help in developing their teams and possibly redesigning their work areas. Additionally, the organization should be prepared to follow the management development process very quickly with changes in the information and human resource systems to support the new way of managing. For example, participative managers require good performance information that they can share with their employees. They require reward systems that enable them to link pay to performance and skill development. By starting with managerial behavior, the organization has unambiguously defined the new role of the manager so that these system changes will support their role, rather than intrude upon the comfortable status quo. Figure 7 illustrates the progression of activities that might be involved.

Conclusion

We have examined the meaning of participative management in some detail. It is a concept that is broad in scope; if taken seriously, it implies changes in the technical, human, economic and political values that underlie organizational functioning. The role of the manager includes a focus on individuals, teams, relationships between workgroups and the relationship of all of these to the organizational mission.

We have suggested that organizations transitioning to high involvement cultures might benefit by making managerial behavior a lead change lever rather than a lag change. In our experience, it is the variable most likely to undermine all other changes and cause the organization to revert back to traditional practices. If not the lead variable, participative managerial behavior should at least be seen as a key element in the organizational transition.

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FIGURE 1

PERFORMANCE AND CAREER CYCLES

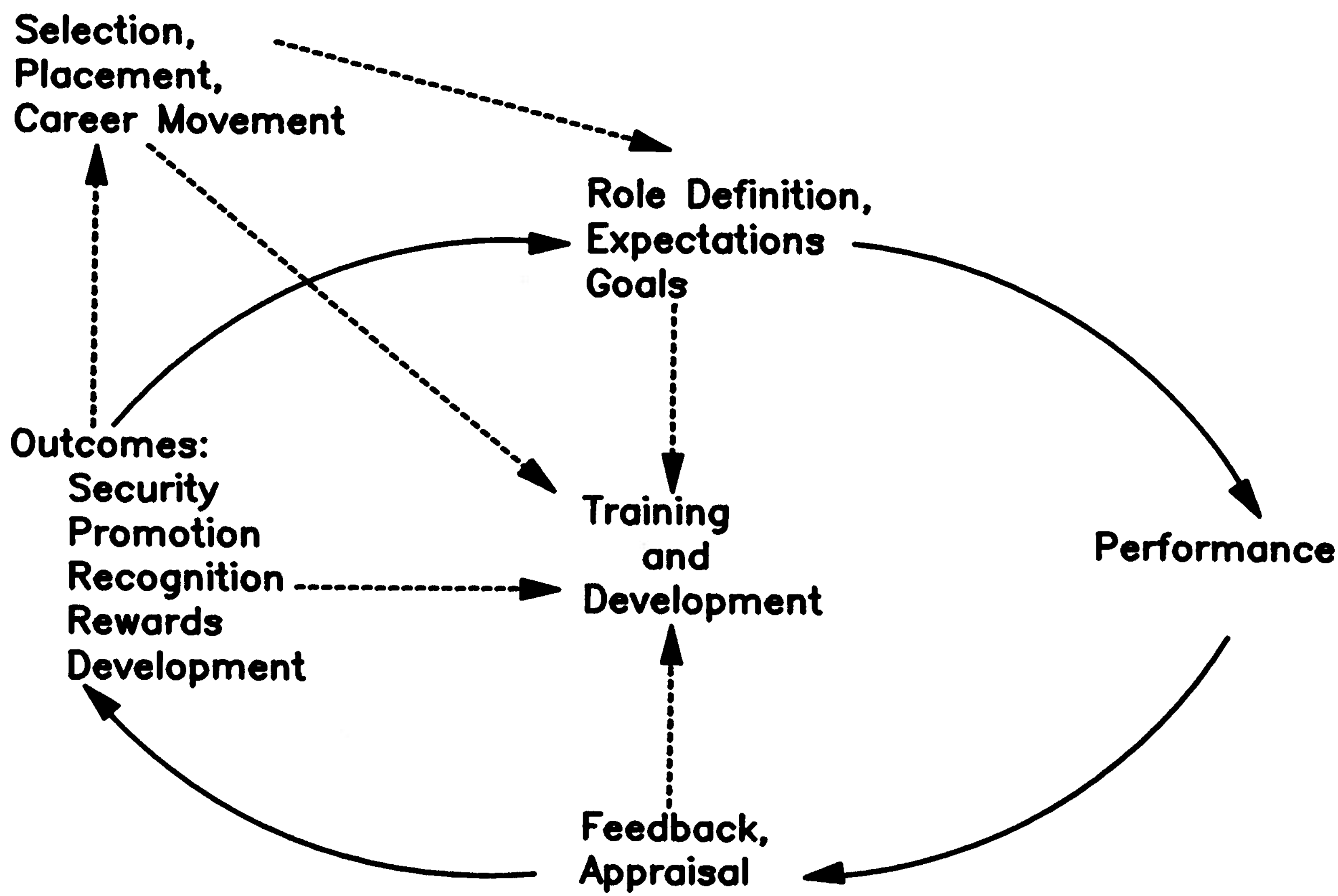

FIGURE 2

PARTICIPATION IN THE PERFORMANCE CYCLE

Participative Supervisory Practices	Employee Concerns
"Negotiate" roles/clarify expectations	Job Content
2-way performance appraisal	Job Resources
Recognition feedback	Responsibility and Authority
Responsiveness to personal needs	Training and Development
Responsiveness to job needs	Career moves
Joint planning, training and development	How perceived in company
Joint discussion of career objectives	Rewards
	How to improve opportunities
	Sense of accomplishment

FIGURE 3

PARTICIPATION IN WORK AREA PERFORMANCE IMPROVEMENT

Participative Supervisory Practices

Solicit team input on performance problems

Solicit ideas from group --
encourage innovation

Facilitate group problem solving

Educate the group

Communicate "big picture"

Provide resources

Responsiveness to needs

Clarify goals, expectations

Feedback to group

Recognition

Facilitate cross-training

Employee Concerns

Processes and procedures

Coordination among work group

Division of Labor, Workflow

Equity

Resources

Climate

How perceived in company

Leadership

Sense of accomplishment

FIGURE 4

PARTICIPATION IN INTERGROUP/LATERAL ISSUES

Participative Supervisory Practices	Employee Concerns
Solicit ideas from group	Coordination between groups
Create interfaces between group members and other groups	Division of labor, workflow
2–way exchange of information	Quality of Inputs from other groups
Share big picture	Appropriateness of expectations from "customer" groups
Work cooperatively with leadership of other groups	Customer satisfaction
Encourage rotation across groups	Equity
	Climate

FIGURE 5

PARTICIPATION IN HIERARCHICAL/BUSINESS DOMAIN

Participative Supervisory Practices	Employee Concerns
Upward information flow, sensing sessions, surveys, etc.	Is there sound strategic leadership?
Cross-sectional participation in policy formation	What is the "future" of the company?
Business education	Is top management "in touch"?
Business feedback	Do policies and practices facilitate performance?
Sharing business information	How is the company doing?

FIGURE 6

KNOW MORE

INFORM AND DEVELOP

- —about the job
- —to perform new tasks
- —about the business

CARE MORE

MOTIVATE

- —link performance to desired outcomes
- —make jobs motivating

CONTRIBUTE MORE

ENABLE

- —provide resources
- —enable change
- —provide clear expectations & feedback
- —arrange linkages to other parts of the organization

Table 7
Using Management Behavior As a Lead Variable