

Professional development of middle level managers in context of a developing service organization

Heli Bergström

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| Author(s) Heli Bergström | |
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| <p>Middle and first-line managers are in an essential role ensuring that the organization works flexibly. Managers have enormous challenges especially in the field of information and knowledge management. Managers have probably been doing tasks that one of their subordinates is capable of performing. Managers may not have enough time to do the right things because most of their working time is directed to tasks being not so valuable when thinking of the goals and purpose of doing business. Managers may not have enough time for their subordinates.</p> <p>The targets of this thesis was to find answers to following questions: 1) How is the working time of middle level managers distributed in context of a developing service organization? 2) What kind of development plans can be designed for middle level managers on basis of working time analysis and challenges in their jobs in context of a developing service organization? 3) What kind of professional development of middle level managers is needed in context of a developing service organization?</p> <p>This thesis contains descriptions of three development projects which were executed during years 2006-2008 in two different organizations: Nordic Service Organization and Finnish Service Organization.</p> <p>The results of the three development projects were as follows: 1) a thorough and a detailed analysis of working time distribution of middle level managers in Nordic Service Organization; 2) a description of working roles and development plans for studied managers in Nordic Service Organization; 3) a description of a change project and development paths of middle level managers and professionals in Finnish Service Organization, which result a description of professional development of middle level managers in context of a developing service organization.</p> <p>Suggestions for superiors of middle level managers on basis of this thesis were as follows: study how your managers spend their working time; ensure that your managers have an education that supports their managerial roles; and, ensure that your managers maintain their professional competence and update their managerial skills.</p> | |
| Keywords Middle level management, professional development, service organization, change | |

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1 Introduction

This chapter acts as an introduction to the issue. First, the background of the thesis is explained. Then, aims and research questions are presented. Third, methods are presented. Fourth, time span is explained. Finally, some key concepts and contexts regarding all of the projects are defined.

1.1 Background

Middle and first-line managers are in an essential role ensuring that the organization works flexibly. Managers have enormous challenges especially in the field of information and knowledge management. They are responsible for expanding the knowledge all over the organization in context of continuously and rapidly changing environment. Managers have probably been doing tasks that one of their subordinates is capable of performing. Managers may not have enough time to do the right things because most of their working time is directed to tasks being not so valuable when thinking of the goals and purpose of doing business. Managers may not have enough time for their subordinates.

Middle management has rather been a cost factor that may have been reorganized away in many organizations during the recessionary period in the 1990's when management levels have been streamlined. In the beginning of the 21st century, many organizations noticed that top management did not have resources enough to communicate with personnel because of their usually very extrovert role, i.e. because they concentrated on public relations and communication with potential customers. People could no longer be managed with traditional methods; instead of them, modern management methods were needed – even methods following very soft values.

The development projects described in this thesis concentrate on the problematic of real working life in management area. This thesis started in Nordic Service Organization, where time management was one of the most difficult issues in many managers' life. Therefore, the development project 1 was first named as "The Time-project" (see appendix 1, plan for a development project). The Time-project had following purpose and targets: 1) to study how the working time of managers is distributed between different tasks; 2) to develop ideas how managers can use their working time more effectively in order to meet the challenges of the developing environment; 3) after a two months period, to evaluate how managers have changed their working behavior from the viewpoint of use of working time. After that, the intention was to start a new development project ("The Time-

project 2”) on basis of the results of the first project. However, this never happened because there were huge organizational changes which led to the situation that my resources were not allowed to focus on the Time-project anymore.

Luckily, I had gathered some data for the project 2 already during project 1. In addition, I was able to interview the managers and conduct project 2 in this way. Project 3 was conducted in another organization, Finnish Service Organization. The main focus of the project 3 was professional development of managers in context of a developing knowledge-intensive service organization.

1.2 Aims and research questions

The original main target of this thesis was to find out ideas how middle level managers could use their working time more effectively in the context of a developing knowledge-intensive service organization, on basis of the working time they spend on different activities. The updated target of this thesis is to find out how the working time of middle level managers is distributed between different activities, what kind of development plans can be designed on basis of working time analysis and challenges in managers’ jobs, and, what kind of professional development of managers is needed in context of a developing knowledge-intensive service organization.

On basis of the targets, main research question was designed as follows:

- 1) How is the working time of middle level managers distributed in context of a developing knowledge-intensive service organization?

To broaden the view, an additional research question was designed as follows:

- 2) What kind of development plans can be designed for middle level managers on basis of working time analysis and challenges in their jobs in context of a developing knowledge-intensive service organization?

Because there also was a need to find ways to develop middle level managers, a third research question was designed as follows:

- 3) What kind of professional development of middle level managers is needed in context of a developing knowledge-intensive service organization?

1.3 Methods used in projects

Methods used in the reported three projects are described more thoroughly in chapters 2, 3 and 4 of this thesis. Project 1 contains large data gathering and includes development of the data gathering tool. Project 2 is based on interviews and partly on data gathered in project 1. Project 3 is a result of processing the results of the two previous projects in two other organizations and finding ways to develop managers.

Because this thesis aims to develop the ways of performing managerial work with help of theory and actions in real work situations, it can be characterized as action research. In addition, I worked in Nordic Service Organization during data gathering. As a part of action research process, this thesis process also included analysis of present situation, development actions, follow-ups and suggestions of development steps. This thesis uses profession-analytical oriented studies of managerial tasks and work assignments which are based on inductive approach; it has been developed in order to meet the challenges caused by empirical understanding of managerial work. Profession-analytical studies try to answer to questions like *what managers really do: where, with whom, how, where and why, they use their working time as they do* (Routamaa, Hakuli & Ryhänen 1992, 5-6). The purpose of this approach is to observe managerial work and work assignments as thorough as possible (Routamaa & al. 1992, 41). Researchers representing this approach are, for example, Carlson (1951), Mintzberg (1973), Kotter (1982), and Stewart (1988).

There are three sub-approaches in profession-analytical management studies: 1) work activity studies, 2) job analysis studies, and, 3) managerial behavior studies. Carlson (1951) used several research methods in his work activity studies: diary follow-up of managers and their secretaries, observation, half-structured discursive interviews and written documents. Mintzberg (1973) used structured observation in his work activity study. (Wahlgrén 1995, 12-18.)

Sayles (1964) gathered data for his study of managerial behavior by interviewing, participative observation, and complementary attitude questionnaire. Kotter (1982) gathered data for his managerial behavior study during a rather long participative observation. In addition to this method, he used questionnaires, diaries, interviews and written documents. Kotter's (1982) study was close to Stewart's (1988) study by nature. (Wahlgrén 1995, 13-20.)

Stewart's several studies (1976, 1982, 1988, 1991a, 1991b) were, however, work assignment studies by nature. She has gathered her data by using diaries for self-observation,

participative observation, questionnaires, and interviews. In the beginning, Stewart's studies were rather quantitative, but she passed towards qualitative research methods by increasing triangulation in her studies. (Wahlgrén 1995, 13-15.)

According to Mintzberg, the diary method investigated by Carlson (1951) and further developed by Stewart (1988), and other researchers, has proven to be a useful tool for the study of managerial work characteristics, because it is designed to determine the time distribution among known job factors. Disadvantage of the diary method is the fact that it is useless for the study of work content – just because the previous mentioned design emphasis. (Mintzberg 1973, 223-224.) I have not succeeded in finding a study using diary method and conducted in the 21st century.

Literature research is naturally one of the research methods of this thesis. The reader of this thesis may pay attention to the publishing years of sources used in this thesis and wonder why so many sources are old, i.e. dated back to many decades. There is a good reason for this: the sources used in this thesis are the original ones and in this way the best ones. Many authors (e.g., Burke 2014, Connelly 2016, Cummings & Worley 2009, and Morrison 2014) have cited the same or even older sources and some authors have used mainly old sources (e.g., Osterman used 2009 sources from 1954, 1956, 1982 and 1996). To give another example, McKinney, McMahon and Walsh (2013) pointed out in their Harvard Business Publishing article that workplaces have changed dramatically over the past decade and the role of middle level managers is no longer to issue orders to subordinates; instead, they have to use influencing and networking skills. There is nothing new in McKinney's & al. (2013) article in this sense because, for example, Sveiby had discovered the same issue already 15 years earlier.

Another reason for using certain types of sources in this thesis is previously mentioned focus on profession-analytical studies. Sources from the nearest decade do not concentrate on job profiles, work activities, job analyses, nor managerial behavior that this thesis concentrates on. Instead, the sources concentrate on drastic changes in workplace environments (McKinney & al. 2013); project management, individual skills and characteristics, although, in the new gaming industry (Mollick 2011); managerial work as it and middle managers hierarchical role in an organization (Osterman 2009); major responsibilities for a typical middle manager which were goal setting, strategies, resource allocation and people development (Kokemuller 2016); and the need of managers in the era of social technology (Fuller 2013). From the viewpoint of this thesis, there were positive findings or methods in newer studies, too. Osterman (2009) used interviews when he studied middle level managers across the United States of America; his conclusion was that we should

recognize the value of middle management. Derby (2012) had ended up to eight main duties that all divided to several sub-duties when she analyzed both senior and middle managers' work (her question was: What middle managers do?). However, Derby's study did not concern on day-to-day work – instead, it concerned on what middle managers did when they were not directing day-to-day work.

1.4 Time span of the thesis

This thesis was scheduled differently than it was performed. The following time span (figure 1) helps the reader to understand what was done in each phase of this thesis and when the actions were taken.

| Y/m | Project & phases |
|-------------------------|--|
| | Project 1 |
| 2006/01 | - Starting the project 1 in Nordic Service Organization |
| 2006/02 | - Reading the literature and designing the diaries |
| 2006/03 | - Gathering data with diaries |
| 2006/04 | - Analyzing the diaries (distribution of working time) |
| 2006/05 | - Doing complementary interviews & outlining the report |
| 2006/06 | - Interrupting the project because of organizational changes - Leaving Nordic Service Organization and starting with Finnish Service Organization |
| 2006/08 | - Ending the studies because there was no time for them |
| | |
| 2013/08 | - Continuing the studies (new situation and time resources) |
| | |
| from 2014/01 to 2016/03 | - Keeping the thesis in hold because of an incurable disease |
| | |
| from 2016/03 to 2016/05 | - Finalizing the report |

Figure 1. Time span of the thesis (continues)

| Y/m | Project & phases |
|-------------------------|---|
| <i>Project 2</i> | |
| 2006/07 | - Reading the literature - Analyzing the diaries (decisions, challenges, learning) - Defining working roles - Outlining the report |
| 2006/08 | - Interrupting the project because there were no possibilities to continue the project as such in Finnish Service Organization - Ending the studies because there was no time for them |
| | |
| 2013/08 | - Continuing the studies (new situation and time resources) |
| | |
| from 2014/01 to 2016/03 | - Keeping the thesis in hold because of an incurable disease |
| | |
| from 2016/03 to 2016/05 | - Finalizing the report |
| Y/m | Project & phases |
| <i>Project 3</i> | |
| from 2006/06 to 2006/12 | - Discussing change project in order to increase productivity in Finnish Service Organization - Analyzing the situation |
| 2007/01 | - Beginning the change project |
| 2008/03 | - Ending the change project |
| | |
| 2008/07 | - Leaving Finnish Service Organization |
| | |
| from 2011/08 to 2016/03 | - Developing middle level managers professional competence in two other organizations (not included in the thesis but described in appendices 9 and 10) |
| | |
| from 2013/08 to 2013/11 | - Continuing the studies (new situation and time resources) |
| | |
| 2013/12 | - Outlining the report |
| | |
| from 2014/01 to 2016/03 | - Keeping the thesis in hold because of an incurable disease |
| | |
| from 2016/03 to 2016/05 | - Finalizing the report |

Figure 1. Time span of the thesis (continued)

1.5 Key concepts and contexts

Middle level managers consist of both middle managers and first-line managers in this thesis. *Middle management* is formed by managers who work at the middle levels of the organization; they are high enough up the organizational ladders that they are expected to understand and take part in creating business plans, budgets, goal setting, performance management, etc. Middle managers are responsible for departments and business units; they are responsible for implementing the strategies and policies defined by top managers. Middle managers are concerned with the near future, they are expected to establish good relationships with peers around the organization, encourage teamwork, and resolve conflicts. Middle managers act as some kind of a fundamental link tying strategies and people together; the scale of their tasks is often quite broad which makes a big responsibility, although sometimes underestimated. (Daft 1993, 16-17; Haneberg 2005, xiii and 4-5.) *First-line managers* are managers who often are at the first management level and directly responsible for the production of goods and services. Their subordinates are groups of employees, and their primary concern is the application of rules and procedures in order to achieve efficient production, provide technical assistance, and motivate subordinates. The time horizon at the first-line management level is short, with the emphasis on accomplishing day-to-day objectives. (Daft 1993, 17.)

Managerial work was not solely understood as a set of tasks in this thesis. It was understood more as a combination of jobs, functions, relationships, and information. As Drucker (1977, 335-336) defined, managerial work contains four aspects:

- 1) Managerial work is a specific function – the *job* itself. Permanent, continuing work. A work that has to be done to forecast the future.
- 2) *Functional* definition of work, which usually is emphasized in work descriptions and organizational charts.
- 3) Managerial work is defined through vertical and horizontal *relationships*.
- 4) A definition through *information* and manager's place in the information flow; information is needed to perform the job.

Managerial role could be defined by combining several definitions: managerial role is a pattern of behavior that manager is expected to perform when acting in his managerial position. This definition utilized in this thesis, was combined from Daft's (1993, 24) definition of role ("a set of expectations for one's behavior") and Buchanan and Huczynski's (1997, 374) definition of role ("role is the pattern of behavior expected by others from a person occupying a certain position in an organizational hierarchy"). Using both of the formulated definitions together, managerial work and managerial role, the concept of managerial working role was able to define. In this thesis, *managerial working role* was understood as

a pattern of manager's behavior that can be found when he is performing his daily activities; managerial working roles may appear in different ways.

Many researchers (Greiner 1972; Kimberley & Miles, 1980; van de Ven and Poole, 1995; and, Weick & Quinn 1999, for example) have written about *change*, although they actually meant organizational *development*. That is why the term development was used in projects 1 and 2, instead of the term change. *Developing organization* was understood as flexible because of internal and external change forces. Therefore, developing organization could be characterized as a modern continuously changing turbulent organization. This definition was combined from Greiner's (1972), van de Ven and Poole's (1995), and, Weick and Quinn's (1999) studies. Van de Ven and Poole (1995) expressed that development usually is "happening" in stages and that they see each stage of development "as a necessary precursor of succeeding stages". Quite an important notion of them was that change and development processes go not only at one organizational level; instead, they go also at individual, group, organization and population levels, just to mention a few of the levels. (van de Ven & Poole 1995, 512-522.)

Weick and Quinn (1999) emphasized *continuous change*. They highlighted three ideas (improvisation, translation, and learning) around which images of a changing organization can be built. One of these ideas was learning; "work and activity are defined by repertoires of actions and knowledge...learning itself is defined as change in an organization's response repertoire". Organizations produce continuous change in each of the three images by means of repeated acts of improvisation, translation, and learning. Weick and Quinn stated that "change is an ongoing mixture of reactive and proactive modifications, guided by purposes at hand, rather than an intermittent interruption of periods of convergence". They also commented change management and change leadership as follows: "to manage change is to tell people what to do, but to lead change is to show people how to be". (Weick & Quinn 1999, 375-380.)

Knowledge-intensive organization was understood as a place that offers employees possibilities to increase their knowledge in a way that suits those best. By increasing their knowledge, i.e. learning, people increase productivity (for example, different kind of problem solving and other solutions) of the organization. Knowledge-intensive organization is in other words, based on individual competences. People stand in the core of such an organization being the most valuable resource. Besides as places for increasing knowledge, knowledge-intensive organizations were understood as organizational environments in which knowledge workers perform their jobs. Knowledge-intensive companies refer to companies in which most work is intellectual in nature, in which well-educated, qualified

employees form the major part of the workforce (see e.g., Alvesson, 1995; Morris & Empson, 1998; Starbuck, 1992), and, in which workers value the approval of their professional peers more than the approval of their superiors (see e.g., Sveiby, 1999). The most typical knowledge-intensive organizations operate in the fields of consultancy, advertising, law, and accounting, but also, industry-specific research laboratories, universities, and many civil service departments are regarded as knowledge-intensive organizations (see e.g., Eklund, 1992; Laitinen, 2004; Lönnqvist & Mettänen, 2003; Pyöriä, 2005; Sveiby, 1990). The target organizations of this thesis operated in the field of service and could, among other things, because of this reason be defined as knowledge-intensive organizations.

2 Project 1: Analyzing middle managers' working time

The idea of this chapter is to lead the reader to understand how the project 1 was conducted. First, earlier studies emphasizing roles and/or work of middle level managers are presented. Second, the Time-project conducted in Nordic Service Organization is explained. Third, the results of project 1, i.e., distribution of working time of middle level managers are presented.

2.1 Earlier studies emphasizing roles and/or work of middle level managers

Next, some earlier studies, relevant to this thesis, emphasizing managerial roles and/or middle level managers will briefly be presented in chronological order. Studies were chosen either on basis of the methods utilized in the studies (time diaries or observation) or on basis of the subjects or targets of the studies (middle managers, first-line managers, distribution of working time of managers, roles of managers, or managers as leaders of knowledge-workers).

2.1.1 Perspectives on managerial work and roles

Carlson's (1951) study was the first major systematic empirical study of managerial work. Carlson analyzed eight Swedish CEOs with help of time diaries. Carlson developed the diaries and asked the participants of his study to fill in them to record their daily activities. Carlson's conclusions were related to working time, to communication and to work content; the focus of the CEO's "attention was directed to a large extent by their closest co-workers". (Carlson 1951 in Mintzberg 1973, 202-203 and in Tengblad 2002, 544.)

Other researchers, because of the research methods, have criticized Sayles's (1964) study of 75 American lower and middle level managers in an engineering factory. Sayles defined the administrator's primary purpose as "to maintain the regularity or the sequential pattern of one or more of the work processes underlying the division of labor" (Sayles 1964, 49). Sayles classified managers in three groups: 1) the manager as a *participant* in external work flows engaging in different kind of relationships with people outside of his immediate managerial responsibility. 2) The manager as *leader* – three types of leadership existed: a) leadership as direction, b) leadership as response and c) leadership as representation or as intervention. 3) The manager as *monitor* appraising his internal and external relationships, looking for situations that require his intervention. (Sayles 1964, 53-54; Mintzberg 1973, 218-220.)

Horne and Lupton (1965) studied 66 British middle managers for one week with help of diaries. They found among other things, that middle managers were not overworked and that the time spent in particular functional areas indicated specialization by type of manager (financial, personnel, etc.) but not by level. Horne and Lupton reported that middle managers spent a lot of their time on non-formulating activities. (Horne & Lupton 1965 in Mintzberg 1973, 205-206.)

Kotter's (1982) study of fifteen general managers was a study utilizing many methods. Kotter found that general managers spent a huge amount of their time interacting with others through short discussions of topics unrelated to work. Kotter pointed out that building this network of co-operative relationships enabled the managers to influence others and implement their agendas. He did not observe general managers making decisions, giving direct orders, or planning to spend time with others. However, he noticed that general managers exhibited a variety of behaviors in their approaches to their jobs and concluded that the "bigger the difference in job demands, the bigger the difference in personal characteristics and in behavior". (Kotter 1982, 126-130.)

Immonen (1993) has studied interactivity of 16 middle and first-line managers in their jobs. The main target of her study was to describe leadership with help of interactivity of a manager. She concluded that interactivity of middle managers acting as professional employees were different from interactivity of first-line managers; middle managers had more interactivity than first-line managers did. Immonen also noticed that middle managers were oriented more outside from their own working environment, whereas first-line managers were oriented inside their own working environment. First-line managers participated in daily work and they knew the working process thoroughly. First-line managers had rather few interactions in their work. One of Immonen's conclusions was that interactivity of managers is not a stable method; instead, it is controlled partly by situational factors and circumstances and partly by the manager himself (Immonen 1993, 162-165). Another conclusion was that despite of branch and organizational hierarchy, managerial work is characterized with interactivity. Immonen also noticed that developing the diary method could lead to a valuable method of studying management and leadership (Immonen 1995, 188-189.)

According to Thomas (2002), role of a manager "relates directly to the constraints and demands of the national and organizational environment and involves choices in which roles are emphasized". The roles and work behaviors of managers are resulting from both national and organizational context, which both establish demands and obstacles on choices

managers are making according to their role expectations and in which national culture influences. It is important to emphasize that the culture influences on the roles and behavior of managers indirectly and directly. Direct influence appears from a chosen role. Indirectly culture influences on roles of managers by formulating the context in which a manager is working. (Thomas 2002, 24-25.)

Holden (2002) analyzed role of a multicultural manager as communicator and as global knowledge worker and listed qualification demands set by these roles. In order to be able to act as *communicator* in multicultural environment, a manager needs: 1) communication skills in order to be able to participate in discussions fruitfully; 2) an ability to equal co-operation regarding the common issue being discussed; 3) an ability to share knowledge, to transmit experience and to stimulate group learning. As *global knowledge worker*, a manager should have six core competence activities: 1) an ability to transfer knowledge, experiences and values; 2) an ability of collaborative learning; 3) an ability of networking; 4) an ability of interactive translation; 5) enough competence to be participative, and, 6) an ability to create collaborative atmosphere for the previous mentioned activities. (Holden 2002, 297-300.)

Viitala (2002) grouped 154 knowledge leaders in four levels/groups in her study: 1) *Coaches* who promoted learning by being role-models themselves, by orienteering learning, by creating positive atmosphere for learning and by supporting learning processes. 2) *Captains* who promoted learning by being role-models, by orienteering learning and by creating positive atmosphere. 3) *Pilots* who promoted learning by being role-models themselves and by orienteering learning. 4) *Colleagues* who activated their subordinates to learning by being role-models. As could be read from these brief descriptions, knowledge leadership was emphasized in very different ways in superiors' behaviour. (Viitala 2002, 192-193.)

Tengblad (2002) wanted to repeat Carlson's study by studying eight Swedish CEOs. He aimed at identifying similarities and differences between Carlson's study and his own study. The most visible difference between these two studies was the big increase in time spent on traveling, despite the development of the means of communication. Tengblad realized that CEOs in Carlson's study operated in a national context while CEOs of today spent more time on traveling because of the globalization of economies and organizations. Another notion was the fact that the fragmentation of space had increased substantially from Carlson's days; instead of their own offices, CEOs worked in airport lounges, hotel rooms, etc. Carlson's observation, that the CEOs "desire and capacity to consume reports seems to vary considerably" (Carlson 1951, 89), remained valid in Tengblad's

study. Tengblad concluded that the content of CEO work had changed a lot during fifty years. He explained the change with geographical dispersion and the generally increasing size of companies. (Tengblad 2002, 543-560.)

Vartiainen, Kokko & Hakonen (2004) have studied dispersed organizations. They report that four leadership roles in a dispersed organization have been discovered: 1) *Designer* needs the capability to manage concepts and models, and networking ability in order to develop a multi-dimensional network. 2) *Network arranger* needs communication and troubleshooting skills in order to motivate people to achieve the agreed targets. 3) *Developer* thinks that the network should learn to learn and to improve its operations. 4) *Weaver* is one of the most central roles of a leader in a dispersed organization. Weaving is a term of networking; weaving refers to a habit to connect and synthesize different ways of acting and thinking in a dispersed organization. Regarding weaving, the most relevant aspects are to realize the actual stage (of a lifecycle) of an organization and the ways of thinking that are differentiating from the common ways of thinking. There are some characteristics with which a weaver can be described: expert knowledge and professional skills, strong expertise of the core contents of the work; diplomacy; leadership skills; communication and coaching skills; creative problem solving skill. (Vartiainen & al. 2004, 124-126.)

Ikävalko (2005) was interested in the experiences of middle managers in strategy implementation. According to her, the experiences of middle managers showed what kind of practices were considered meaningful in strategizing at middle management level. She found four logics of action, which illuminated how middle managers used the practices for different purposes during strategy process. These logics of action referred to purposes of the activities of middle managers: executing, facilitating, empowering, and reflecting. (Ikävalko 2005, 79; 131-132.)

2.1.2 Focusing managerial activities

Luthans, Rosenkrantz and Hennessey (1985) have reported an observation study of managerial activities. The purpose of their study was to find out, what successful managers actually do and how their performance differs from the performance of least successful managers. Trained participant observers executed the observation during two weeks period and the target of the observation was behavior of 52 managers in three diverse organizations (a state department of revenue, a medium-sized manufacturing plant, and a campus police department). As a result of their study, Luthans & al. (1985) found two activities being significantly related to the success of the managers: *interaction with outsiders* and *socializing/politicking*; the latter refers to internal development of organization.

Managers succeeded better if they spent more time in problem solving (conflict management), decision making and planning/coordinating. (Luthans & al. 1985, 255-257.)

Luthans & al. (1985) used a list of eleven checkpoints containing behavioral categories of managerial activities as follows: 1) planning/coordinating, 2) staffing, 3) training/developing, 4) decision-making/problem solving, 5) processing paper work, 6) exchanging routine information, 7) monitoring/controlling performance, 8) motivating/reinforcing, 9) interacting with outsiders, and, 11) socializing/politicking. Luthans & al. (1985) ended up to these activities on basis of their previous study based on 440 hours of free observation by trained observers of 44 managers from a wide variety of organizations who were observed for an hour a day over two-week period. (Luthans & al. 1985, 258.)

As a result of their study, Luthans & al. (1985) presented that successful managers, compared with least successful managers, spent their time on different activities as follows (Luthans & al. 1985, 263-264):

- Successful managers spent 160% more time on problem solving, 140% more time on socializing/politicking and 130% more time on interacting with outsiders than less successful managers did.
- Successful managers spent as much time on processing paper work as less successful managers did.
- Successful managers spent 62% less time on motivating/reinforcing and monitoring/controlling performance, and, 35% less time on staffing than less successful managers did.

Figure 2 illustrates the findings of Luthans & al. (1985, 264) study.

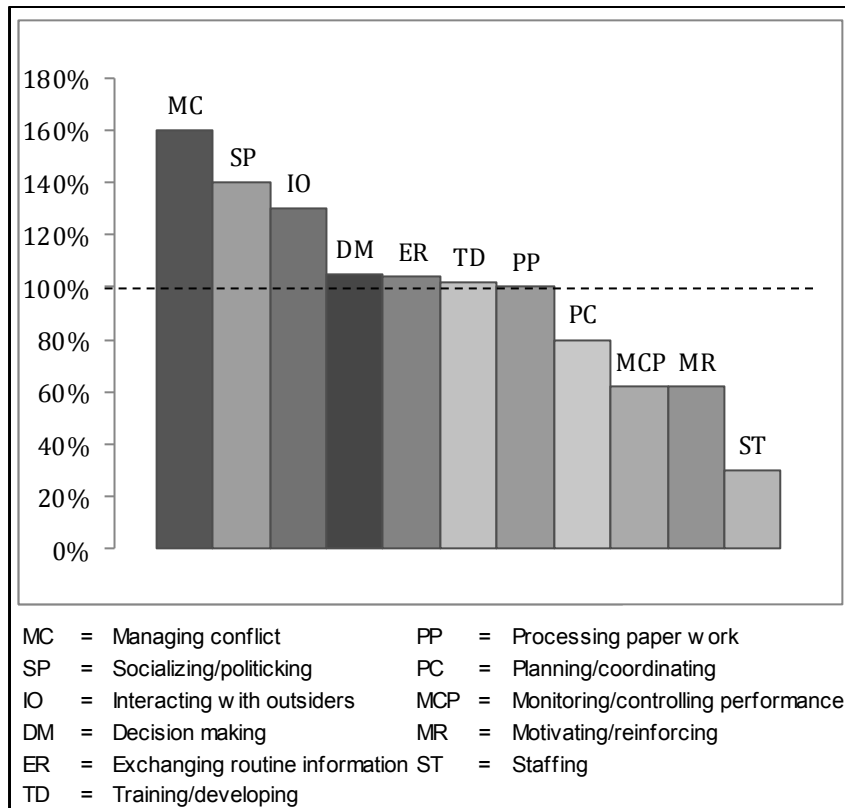


Figure 2. Comparative amount of observed behavior for most successful vs. least successful managers adapted from Luthans & al. (1985, 264)

When comparing time spent on different activities on the levels of top managers and middle managers, Luthans & al. (1985) ended up to a result as follows (Luthans & al. 1985, 265-266.):

- Top managers spent more time on decision-making/problem solving and planning/coordinating than middle managers did.
- Top managers spent more time on interaction with outsiders than first-line managers did but approximately as much time as middle managers did.
- Middle managers and first-line managers spent more time, for example, on socializing/politicking, monitoring/controlling, and staffing than top managers did.
- Managers at all organizational levels spent as much time on exchanging routine information, training/developing, processing paper work and motivating/reinforcing.

Luthans & al. (1985) referred also to Kotter's (1982) study; Kotter namely found that the types of behaviors identified in his study were not without purpose. Kotter concluded that behaviors enabled one to influence others, get the job done, and become successful. The findings' of Luthans & al. (1985) study tended to support Kotter's (1982) conclusions. (Luthans & al. 1985, 268.)

2.1.3 Roles of managerial work

Mintzberg's (1973) study was the most famous of the managerial studies; it was an observational study of five American chief executives. He studied six *characteristics* describing managerial work: 1) Quantity and pace of a manager's work. 2) Patterns in a manager's activities. 3) Relationship (in a manager's work) between action and reflection. 4) A manager's use of different media. 5) A manager's relationship to a variety of contacts. 6) An interplay between manager's rights and duties. (Mintzberg 1973, 28-53.)

Mintzberg divided managerial activities into three groups according to which his ten roles are grouped: *Interpersonal* roles concentrate on interpersonal relationships. Manager's formal authority leads to a special position of status in an organization and the three interpersonal roles result from formal authority and status. The interpersonal roles place a manager in a unique position to get information; his external contacts bring outside information and his leadership activities help to make him a center of organizational information. A manager's unique access to information, i.e. *informational* roles, and his special status and authority place him in the core where significant strategic organizational decisions are made. Probably the most crucial part of a manager's work – the part that justifies his great authority and his powerful access to information – is that performed in his *decisional* roles. These four roles involve the manager in the strategy-making process of his organization. (Mintzberg 1973, 56-94.) Mintzberg's ten roles are presented in figure 3.

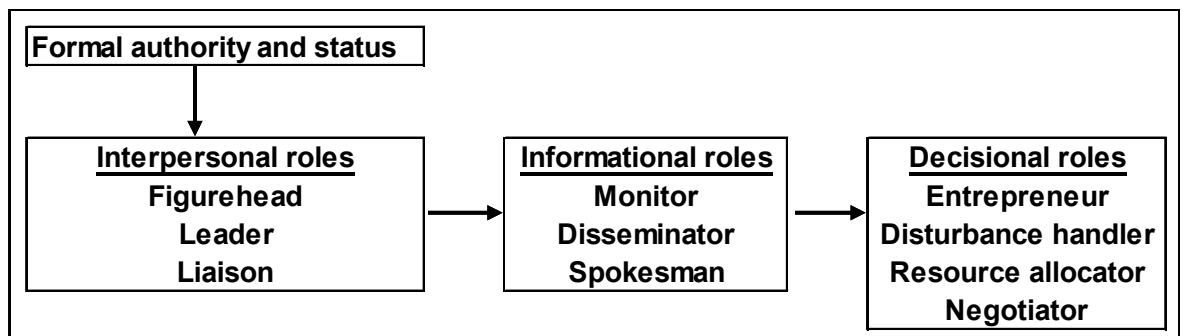


Figure 3. Ten roles adapted from Mintzberg (1973, 59)

Mintzberg found that top-level managers spent little time performing traditional managerial functions (planning, etc.) and that their work consisted mostly of superficial, reactive, and discontinuous incidents. The value of Mintzberg's study does not necessarily lie with the ten roles he found or with his conclusions on the nature of managerial work. Instead, Mintzberg's possibly greatest contribution results from his direct observations of real managers in real organizations, i.e., how managers actually behaved in everyday life.

Mintzberg, on basis of his research, concluded to the observation that in literature – even when it is based on systematic research – is the tendency to focus one aspect of managerial work to the exclusion of all others. There is a lot of material on the manager as leader and on the manager as decision-maker, but only seldom these two aspects are brought together in a comprehensive description of managerial work. Because of his observation, and in order to present comprehensive view of managerial work, Mintzberg's aim was to combine literature with his study. (Mintzberg 1973, 8.)

2.1.4 Characteristics of managerial work

According to Stewart (1994), role theories are suitable for studying managerial behavior because a) managers have more possibilities in interpreting the role compared with persons with defined work descriptions, and, b) the nature of managerial work depends on the expectations determined by their role. Stewart expresses that the less bureaucratic the organization is, the truer this statement is. (Stewart 1994, 13.)

Stewart has published many research reports regarding contents of work, managerial roles, and managerial jobs. Stewart has studied managers at all organizational levels. The most famous of her studies is the one from originally conducted 1967 and continued 1988; she studied 160 senior and middle managers for four weeks each, with the aim of discovering similarities and differences in the way managers spent their time. Stewart studied managers with help of diaries, emphasizing variations in managers' activities and between managers.

Stewart (1988, 113-119) found five characteristics of managerial work as follows:

- 1) *Fragmentation*. Brevity of single tasks of the managers is a dominant characteristic at every managerial level. Managers have to move from topic to another fast. Managers are allowed to work alone only short periods without being interrupted.
- 2) *Talking*. Managers get their work done by talking and listening. Middle and first-line managers have many horizontal contacts. Contacts of top managers are mostly outside of the organization.
- 3) *Establishing co-operative relationships*. Stewart refers to Kotter's (1982) study; Kotter highlighted that managers are networking (i.e. building networks) outside of the organization.
- 4) *Using informal information*. Managers get most of the information in discussions. Books, documents, and memos are not enough for a source of information.
- 5) *Managing on the run*. Managers have to be able to think at the same time they act – thinking is seldom separated from acting. Managing effectively requires that the manager is familiar with the aims and is prepared for changes in order to take up opportunities to obtain the aims. Stewart listed some reasons for ineffective management: managers' job is not controlled, they are superficial, managers work overtime, mistaken beliefs of managerial work.

By analyzing the diaries, Stewart found how managers spent their working time. On basis of the differences in the ways in which managers spent their working time, Stewart classified managers into five groups. Figure 4 illustrates how the managers fell in the groups.

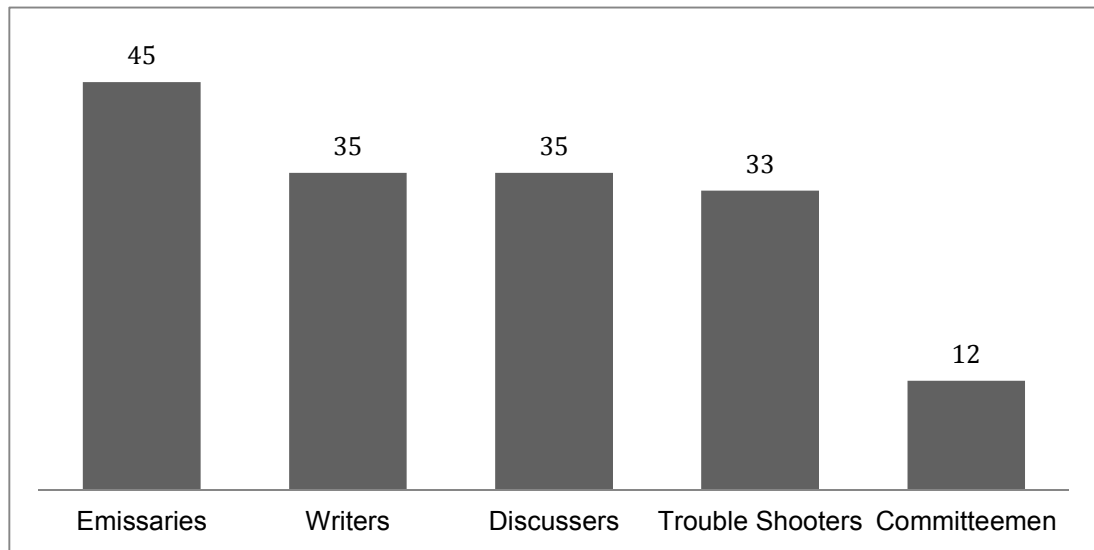


Figure 4. Classification of 160 managers on basis of Stewart's study (1988, 79-106)

Stewart's five manager groups were as follows (Stewart 1988, 79-106):

- 1) *The Emissaries* spent much of their time away from the company, dealing with and entertaining outsiders. They worked longer hours than other managers did but their days were less fragmented than the days of other managers. Almost one third of the 160 managers fell into this group.
- 2) *The Writers* spent most of their time in deskwork, i.e., writing, reading, dictating, and figure work. They worked shorter hours and were less subject to day-to-day pressures. One fifth of the managers fell into this group.
- 3) *The Discussers* were the average managers. They spent a lot of time with other people and particularly with their colleagues, carrying out a diverse range of activities. Over one fifth of the managers fell into this group.
- 4) *The Trouble Shooters* had to spend more time coping with crises and their work was most fragmented. They spent a lot of time with subordinates and less with peers. A relatively large share of their time was spent on inspection (i.e., tours around the work place). One fifth of the managers fell into this group.
- 5) *The Committeemen* spent most of their time in committee meetings. Their contacts were both vertical and horizontal but not (necessarily) outside the company. Not even one tenth of the managers fell into this group.

According to the results of another study of Stewart together with Dopson (1989), middle managers were often seen in the role of a change-agent during an organizational renewal process; middle managers seemed to be capable to eliminate chaos in organizations. In addition to this, one of middle managers' roles was to create and execute concrete solutions. (Dopson & Stewart 1989, 2-17.)

2.1.5 Summarizing the theory

I presented several studies emphasizing managerial roles and/or middle management in chapters 2.1.1 to 2.1.4. Three of the presented profession-analytical studies (Mintzberg 1973, Luthans & al. 1985, and Stewart 1988) have a special relevance to my study; they either studied similar target as I did (middle managers, first-line managers, distribution of working time of managers, roles of managers, or managers as leaders of knowledge-workers), or, the researchers of these studies utilized methods similar to my study (diaries, observation, or interviews). Summary of these three studies together with questions and/or choices to be considered in my study is presented in table 1.

Table 1. Summary of the earlier studies and questions and/or choices to be considered in my study

| | Mintzberg (1973) | Luthans, Rosenkrantz & Hennessey (1985) | Stewart (1988) | Questions and/or choices to be considered in my study |
|--|--|---|--|---|
| Approach | Work activity study | Work behavior & work assignment study | Work assignment study | Work assignment study |
| Data gathering methods | Intensive observation, diaries | Observation | Diaries, participative observation | Diaries, participative observation, interviews |
| Target persons and organizations | 5 american CEOs from different organizations and branches | 52 managers from 3 different organizations and branches (state department of revenue, medium-sized manufacturing plant, campus police department) | 160 senior and middle managers from different organizations and branches, working at different levels, functional work assignments | Earlier studies do not mention context of a developing (knowledge-intensive) service organization which is the context of my study |
| Target of the interest and/or main focus of the study | Contents of managerial work, similarities, focusing roles | How does behavior of successful managers differ from behaviour of less successful managers | How and with whom managers spend their time, differences in work assignments and between managers | In context of a developing (knowledge-intensive) service organization: how and with whom managers spend their time, what kind of decisions they make, what kind of challenges they meet and what do they learn? Differences between middle and first-line managers? |
| Interesting observations | Characteristics of managerial work, 3 role classifications, 10 basic roles | Interaction with outsiders and internal development of organization, emphasis also on middle and first-line managers | Job profiles on basis of time spent on work assignments, characteristics of a manager's work, emphasis on middle managers | What kind of working roles of middle level managers can be found? What kind of developing plans can be designed? What kind of professional development of middle level management is needed in context of a developing (knowledge-intensive) service organization? |

My study is a work assignment study as were Luthans & al.'s (1985) and Stewart's (1988) studies. I will use a combination of methods of earlier studies: diaries, participative observation, and complementary interviews. Earlier studies did not mention or emphasize context of a developing (knowledge-intensive) service organization which is the context of my study. This may have an influence on the results of my study and will therefore be evaluated in

chapter 5.2. Earlier studies concentrated on contents of managerial work, managerial behavior, differences in work assignments, and, how and with whom managers spent their time. My study emphasizes context of a developing (knowledge-intensive) service organization and studies how and with whom managers spend their time, what kind of decisions they make, what kind of challenges they meet and what do they learn, and, what are the differences between middle managers and first-line managers. Earlier studies produced characteristics of managerial work, three role classifications, ten basic roles (Mintzberg 1973); interaction with outsiders and internal development of organization (Luthans & al. (1985); job profiles on basis of time spent on work assignments, characteristics of a manager's work (Stewart 1988). My study will hopefully produce working roles of middle level managers, developing plans, and professional development steps for middle level managers.

2.2 Conducting the Time-project in Nordic Service Organization

Target organization of project 1 was Nordic Service Organization, which was operating in knowledge-intensive branch producing different kind of solutions and problem solving services for its customers. Nordic Service Organization consisted of three operational internal organizations, which all had management of their own. According to Finnish standards, Nordic Service Organization fell in the category of middle-sized companies on basis of its net sales and amount of personnel. One of the aims of Nordic Service Organization was to maintain growth: growth was mainly realized through alliances and partnerships.

Time-project (see appendix 1) was executed in one of the units of Nordic Service Organization, which was one of the main business areas of the company. Personnel of the unit consisted of professionals and specialists; the environment could be characterized as knowledge-intensive organization. Therefore, managers had different kind of challenges than, for example, in an environment consisting of workers doing tasks that demand physical efforts. The target unit did business on service branch but it could not be compared with a retail store or whole sale store, either. The nature of the main work done in the target unit could be described hectic, accurate and sensitive; it produced payroll services and relevant outsourcing and consultant services to its customers.

Time-project was limited to cover four managers in the target unit. Reason for this limitation was the nature of the business; it differed from every other business lines in the company and could not be compared with any other unit. The amount of the studied managers was rather small, but on the other hand, all of the unit's managers were studied. Managers were all women.

Table 2 presents background data of the managers. As can be seen in table 2, there were differences between managers concerning their working experience in managerial position; one of the managers was experienced in managerial position (as superior), whereas the rest of the managers had less experience in managerial position.

Table 2. Background data of the managers

| Manager | Age (years) | Education | Employed by target company (years) | Working experience in managerial position |
|----------------------|--------------------|------------------|---|--|
| Middle manager | 38 | Higher academic | 4 | 8 |
| First-line manager 1 | 46 | Institute level | 6 | 1 |
| First-line manager 2 | 49 | Lower academic | 0,5 | 0,5 |
| First-line manager 3 | 50 | Institute level | 4 | 1 |

In order to be able to analyze the results of this project, there is valuable information that has to be presented: descriptions of work contents and responsibilities of the studied managers. This information was needed when evaluating how the managers answered to the expectations of their managerial roles, and, what kind of factors may had influenced on the distribution of their working time, etc.

All of the studied managers were Finnish. Middle manager acted as first-line managers' superior. All of the first-line managers' subordinates were Finnish knowledge-workers, as well. Nationality of the middle manager's superior was Swedish. Middle manager also worked in co-operation with her Nordic colleagues. Middle manager traveled abroad only seldom, because she worked as a business unit manager. First-line managers worked both as superiors and as knowledge workers. They were responsible for the services produced for customers. They all had own customers, i.e., they did not work for the same customer. The sizes of their customers varied; first-line managers 1 and 3 had big customers and first-line manager 2 had numerous small customers. Therefore, the basics of their work and their responsibilities were similar but the demands of their customers quite different. Table 3 summarizes the responsibilities and work contents of the studied managers.

Table 3. Responsibilities and work of managers

| | Middle manager | First-line manager 1 | First-line manager 2 | First-line manager 3 |
|-------------------------|--|--|---|--|
| Nationality | Finnish | Finnish | Finnish | Finnish |
| Nationality of superior | Swedish | Finnish | Finnish | Finnish |
| Amount of subordinates | 3 Finnish subordinates | 7 Finnish subordinates | 16 Finnish subordinates | 14 Finnish subordinates |
| Main responsibility | Unit manager of professional services in Finland | Service Coordinator of professional services in Finland | Service Coordinator of professional services in Finland | Service Coordinator of professional services in Finland |
| Work contents | Superior of three first-line managers. Economical and operational responsibility of a unit providing professional services for Finnish customers. Development of the business in co-operation with colleagues in other Nordic countries. High quality and effectiveness of the services are essential outputs of the unit, which direct the work content of the manager. Reports to her superior once a month. | Superior of seven knowledge workers, which all work for the same big customer having several business areas and organizational changes at least once a year. Subordinates operate quite independently but may sometimes need help in problem solving. Follows the quality, productivity and effectiveness of the service. Participates in production of services herself. Participates in development of services. | Superior of sixteen knowledge workers, which all have several (four to twelve) customers of their own. Subordinates operate quite independently with their customers but may sometimes need help in problem solving. Very different kind of customers; branches, processes, sizes. Follows the quality, productivity and effectiveness of the service. Participates in production of services herself. Participates in development of services. | Superior of fourteen knowledge workers; half of them work for one big customer and another half for another big customer. Subordinates need help more often than subordinates of the other two first-line managers. Both big customers are quite challenging. Follows the quality, productivity and effectiveness of the service. Participates in production of services herself. Participates in development of services. |

In order to be able to answer to the research question 1, a self-observation diary for managers were designed on basis of Stewart's (1988) diaries. The diary was a *daily diary* (see appendix 2), which was expected to fill in every day and after every single incident (i.e., task) during five working days. The terms (i.e., the meanings of the alternatives) of daily diary are explained in appendix 3, and the reader needs to study them in order to be able to follow the analysis of the results. Probably the most important thing to know is as follows: *working time* of managers refers to the *duration of the incidents* managers reported in their daily diaries. Thus, working time is not equivalent to total working hours per week.

According to Stewart (1988, 5), the main advantages of the diary method (and some comparative facts about participative observation) are:

- 1) Diary is less time-consuming, less expensive, and much less restricted in locality. Many more managers can be studied over a wider area of locality, for example.
- 2) The length of study is less restricted when using the diaries. When using observation, the longer the period the fewer the number of people that can be studied.
- 3) When using diaries, classification is made by those who know what they are doing. When using observation, the observer would have to ask managers to explain their actions.
- 4) When using diaries, all time can be recorded, whereas an observer may be excluded from confidential discussions.

Stewart also presented the main disadvantage of diaries: they (greatly) limit both the scope and content of what can be studied. The scope is limited because managers cannot devote much time to the recording, and the content because it is difficult to get managers

to record exactly in the same way if the item being recorded allows plenty of scope for differences in interpretation. (Stewart 1988, 5-6.)

The four managers participated in this study filled in total number of 144 diaries during one working week and all of the diaries could be analyzed. Managers filled in one diary for each incident lasting at least five minutes. Amount of diaries (i.e., incidents) per manager ranged from 26 to 44 during their working week.

Duration of all incidents recorded by the four managers was 186.25 hours (11.175 minutes). Average duration of all incidents was 1.3 hours (79 minutes). Shortest incident per manager ranged from five to 15 minutes, which results an average of 11 minutes. Longest incident per manager ranged from 3.5 to 8.5 hours (210 to 510 minutes).

Working hours of the managers ranged from 40.08 to 52.07 hours per week, which results an average of 46.66 working hours per week per manager. Noteworthy is the fact, that average working hours per manager in Stewart's (1988) study were only 42 hours per week; Stewart's managers were from different kind of industries and it is not clear if there were knowledge-intensive service organizations participating in Stewart's study. Here, two kinds of conclusions could be drawn; a) it seemed that on an average, managers work more hours per week in knowledge-intensive service organization than in organizations generally; or b) it seemed that nowadays managers work over six hours more per week than they did thirty or fifty years ago. The real answer to this kind of question is probably a combination of these answers: nearly everything has changed during thirty or fifty years causing also changes in managerial work and the way in which managers have to allocate their working time – despite of the industry.

2.3 Distribution of working time of middle level managers

The aim of the analysis part of project 1 was to find out how working time of middle level managers was distributed between different kind of activities and with whom managers were accompanied during their working time. Analysis concentrates on following aspects: where (location), with whom (persons), and how (forms of work) middle level managers spent their working time; what kind of tasks they performed during their working time (i.e., during the incidents); and what kind of interruptions (i.e., fleeting contacts) there were during the incidents.

2.3.1 Locations in which managers spent their working time

When analyzing locations in which managers spent their working time, no one of the managers chose alternative 'other units', i.e., they spent no time at all in other establishments, divisions or subsidiary companies belonging to the same parent company. On average, both middle and first-line managers spent at least half of their working time in their own offices. However, there were some differences of where middle and first-line managers spent their working time (see specification in appendix 5): a) middle manager spent more time in her own office than first-line managers did; and b) middle manager spent less time in other internal premises, in external premises and at home than first-line managers did.

Middle manager seemed to spend nearly three quarters of her working time in her own office and the rest of the working time in other internal premises. Middle manager acted as unit manager; because of this fact, her own office was the most logical place to spend her working time. She also worked at home.

When recalling the responsibilities and work contents of first-line managers, one can notice that they had similar main responsibilities but that there were some differences in their work contents. First-line manager 1 seemed to spend her working time mostly in her own office and only one fifth of her working time in other internal premises. She spent no time at all outside internal premises. First-line manager 2, on her turn, spent only one third of her working time in her own office. Another third of her working time was spent in other internal premises and the rest of her working time was spent in external premises or traveling. First-line manager 2 spent most time outside internal premises; nearly one fifth of her working time was spent traveling. This is logical because she was responsible for several customers and this fact partly determined where she spent her working time; it was easier that she met customers in external premises. First-line manager 3 spent half of her working time in her own office and over one third of her working time in other internal premises. She was the only one of the first-line managers who worked at home (one tenth of her working time).

2.3.2 Persons involved in reported incidents

Differences between first-line managers and middle manager appeared in working time spent 'with one other person'; on average, middle manager spent double working time with one other person compared with first-line managers. Reason for this phenomenon according to the results of diaries and complementary interviews was as follows:

- Middle manager met one other person in committees more often (often refers to working time, i.e., duration of incidents, not to amount of incidents) than first-line managers did; first-line managers preferred to meet people more freely having discussions with them.
- Middle manager had telephone conferences with one other person while first-line managers had no telephone conferences at all.

When studied with whom managers were accompanied during their working time, differences showed up (see appendix 6). Middle manager seemed to spend most of her working time alone (but not necessarily without communicating). Biggest difference between first-line managers seemed to be working time spent alone; while first-line manager 1 spent three fourths of her working time alone, first-line manager 2 spent not even one fifth of her working time alone, and, first-line manager 3 stood in the middle of these two ends.

When analyzing persons involved in reported incidents, differences between managers came up as follows (see appendix 6): a) middle manager spent more working time with other internal persons, with persons from other units and with suppliers than first-line managers did; and, b) first-line managers spent more working time with their superiors, subordinates, colleagues, fellow specialists, and customers than middle manager did.

Working time spent with internal persons divided differently between the managers. Middle manager spent one fifth of her working time with her subordinates. Middle manager spent hardly any working time with colleagues and fellow specialists. Middle manager spent hardly any working time with other internal persons or with other units. The explanation for these differences was the nature of the job of middle manager; she worked as service unit manager.

A big difference among first-line managers seemed to be working with two or more persons; first-line manager 1 spent only one fifth of her working time with two or more persons because of her high percentage of working alone. First-line manager 3 spent twice as much and first-line manager 2 triple as much working time with two or more persons than first-line manager 1 did. Subordinates of first-line manager 1 was reported to operate quite independently; this was probably the reason for her working alone time. Amount of customers gave reason for first-line manager 2 to spend her working time with at least two other persons. Challenging customers and subordinates were reasons for first-line manager 3 dividing her working time between working alone and with two or more persons.

One more thing to notice between first-line managers was the working time spent with internal persons: first-line manager 2 spent over double working time with internal persons compared with first-line manager 1. First-line manager 3 stood in the middle of these two

ends; she spent half of her working time with internal persons. First-line manager 2 spent most of her working time with her subordinates and with fellow specialists. First-line managers 1 and 3 spent no time at all or only a little time with fellow specialists. Concerning subordinates, first-line manager 3 spent one fourth of her working time with them and first-line manager 1 only a few percentages of her working time.

When it comes to external persons, middle manager spent some time with external persons (customers and suppliers). Middle manager spent some time with suppliers but not with any other external persons. All of the three first-line managers spent working time with external persons who were mostly customers. First-line managers 1 and 3 spent less working time with external persons than first-line manager 2 who spent one fifth of her working time with external persons. First-line manager 3 spent one tenth and first-line manager 1 only a few percentages of her working time with customers.

2.3.3 Forms of working

Neither middle manager nor first-line managers had chosen alternatives *reading*, *external* (no one or only a few of Stewart's (1988) managers chose this alternative), *inspection* or *lectures and conferences* when analyzing *how* managers spent their working time. Managers were asked about these alternatives and each of them stated that 1) they normally do not have time to read any external readings; 2) inspection does not belong to their way of leading their subordinates, and, 3) they very seldom participate in lectures or conferences or have presentation of their own in lectures or conferences.

Some differences showed up between middle manager and first-line managers when analyzing how they spent their working time: a) middle manager spent more time in committees, telephoning, and writing and reading internal documents than first-line managers did; and, b) first-line managers spent more time performing figure work, in discussions and in social situations, in other work (i.e., thinking work related issues) and traveling than middle manager did. One could draw assumptions from these differences, as follows:

- Middle manager seemed to behave more discipline oriented than first-line managers did (working time spent in scheduled meetings, i.e., committees).
- First-line managers seemed to behave more social oriented than middle manager did (working time spent in discussions and in other social activities).

When studying how managers spent their working time, individual differences showed up (see appendix 7). Middle manager seemed to prefer individual work since she spent approximately half of her working time performing figure work, writing & reading internal documents and other work (i.e., just thinking work related issues). Middle manager spent

quite a lot of her working time in committees and discussions; she had huge percentages concerning these activities. When recalling responsibilities and work contents of middle manager, committees and discussions sounded reasonable. In addition to this, the differences between middle manager and first-line managers seemed to be explained by their responsibilities and drivers directing the contents of their work.

First-line manager 1 seemed to prefer individual work since she spent nearly three fourths of his working time with figure work and writing & reading internal documents. First-line managers 2 and 3 spent both approximately one fifth of their working time on the same activity. First-line manager 2 spent over half of her working time in committees and in discussions, of which committees being the most time consuming. First-line manager 3 spent, on her turn, a little less than a half of her working time in committees and in discussions – her working time divided equally between these activities. First-line manager 1, on the contrary, spent not even one fifth of her working time in committees and in discussions. First-line manager 1 spent more time in social situations than the other two first-line managers did. First-line manager 3 seemed to spend nearly one fifth of her working time on other work (i.e., just thinking work related issues). She also spent more working time on telephoning than the other two first-line managers did. First-line manager 2 was the only one of the first-line managers who spent working time on traveling.

Middle manager seemed to spend more working time in informal discussions. On basis of this information, middle manager seemed to prefer free discussions – however, middle manager spent over a half of her working time alone as reported earlier. Again, the differences between first-line managers seem to come from the work contents; specially the nature of their customers and challenges with followers influenced on how they spent their working time on ‘how’ activities.

2.3.4 Tasks managers performed during their working time

When studying what kind of activities managers performed during their working time, differences were as follows. First, middle manager spent nearly one third of her working time on personnel issues. Middle manager spent another third of her working time on general management, i.e., doing many tasks at the same time. Middle manager spent a fifth of her working time on financial issues, whereas first-line managers did not spent time on financial issues.

Second, when studying first-line managers, ‘production/service’ and ‘other main business activity’ were united here; tasks first-line managers performed under these titles meant

that they either participated in the production/service themselves or they helped their subordinates. First-line manager 1 seemed to work closer to production/service than the other two first-line managers since nearly seven tenths of her working time was spent on this activity. First-line manager 3 spent a fourth and first-line manager 2 not even one fifth of her working time on the same activity. Over half of the working time of first-line manager 2 was spent on public relation issues, i.e., co-operation and other similar situations with customers. One fourth of the working time of first-line manager 3 was spent on the same activity. However, first-line manager 1 spent no time at all on the same activity – and she still worked in the same position and with similar responsibilities than the other two first-line managers. First-line manager 1 seemed to be more internal oriented than the other two first-line managers; this was perhaps why she was performing research & development more than the other two first-line managers. Personnel issues were quite time consuming regarding first-line managers 2 and 3 who spent working time on this activity. Appendix 8 illustrates the described differences.

2.3.5 Working in different locations alone and with other people

When managers spent their working time in their own offices, they usually were alone. The rest of their 'in own office' working time was spent with other internal persons, such as subordinates. There were differences between managers regarding time spent alone (alone meant that they were working without face-to-face contact with anyone). Middle manager spent 80% of her 'in own office' working time alone. First-line manager 1 spent hardly 2 %, first-line manager 2 one third, and first-line manager 3 over tenth of her 'in own office' working time with her subordinates. First-line manager 3 spent over tenth of her 'in own office' working time with her colleagues, too.

When taking a closer look at results concerning working time managers spent in their own offices, one can notice that there were quite big differences between middle and first-line managers:

- First-line managers spent half of their 'in own office' working time on figure work which was related to production/service, i.e., they participated in the production. The equivalent percentage for middle manager was only one tenth of her working time.
- Middle manager, on her turn, spent most of her 'in own office' working time on writing and reading internal documents (nearly 40% of her working time) which were related to general management area. The equivalent percentage for first-line managers was one fifth of their working time.
- Middle manager spent almost one third of her 'in own office' working time in committees while first-line managers spent no time at all on the same activity. Middle manager's committees concerned mostly personnel issues.

- First-line managers spent one fourth of their 'in own office' working time on discussions and telephoning whereas middle manager spent not even one fifth of her working time on the same activities.
- Middle manager spent nearly one fifth of her 'in own office' working time on performing financial and marketing & sales related issues while first-line managers spent no time at all on the same activities.
- First-line managers spent over double time on research & development than middle manager did and eight times more time on public relation related issues than middle manager did.

When managers spent their working time in other internal premises, one can notice that, on average, middle manager spent nearly all of her 'in other internal premises' working time in committees and in discussions whereas first-line managers spent less time on the same activities; they spent half of their working time in committees and one fourth in discussions. Middle manager seemed to prefer formal committees whereas first-line managers seemed to prefer informal discussions. This result shows clearly that managers' working time was spent mainly on talking. Stewart's (1988) study ended up to a similar conclusion in this sense. On average, one fifth of first-line managers' talking concerned production/service, another fifth personnel issues, a fifth public relation issues and more than a tenth research & development issues. Half of middle manager's talking concerned personnel issues, a tenth production/service and other tenth purchasing related issues. Noteworthy here was that nearly one fifth of middle manager's working time was spent on other activities not specified here.

There were two quite big differences between middle and first-line managers regarding topics being under discussion in committees in external premises: a) middle managers' topics concerned personnel and production/service related issues; and, b) first-line managers' topics concerned most often public relation issues; production/service and research & development related issues were discussed sometimes.

When middle manager was working at home, she was always alone. Middle manager concentrated only on figure work related to financial issues at home. Only first-line manager 3 spent working time at home, and she was always alone there. There were only one 'how' activity that she performed at home: personnel related other work (i.e., she was just thinking personnel issues). This result shows that first-line manager 3 had to concentrate on her subordinates more than the other two first-line managers had to.

When managers were traveling, they usually worked round some other task at the same time. Middle manager did not travel. It seemed that first-line managers always traveled for public relation reasons. First-line manager 1 did not report any working time spent on traveling. When first-line managers 2 and 3 were traveling, one of them usually worked round

some other task at the same time. First-line manager 2 was traveling usually with her subordinates, but sometimes also with fellow specialists. She reported that she was just traveling and not doing anything else during traveling. When she was interviewed, she told that the purpose of this traveling was planning of public relation issues. First-line manager 3 traveled either alone or with her superior. She usually discussed with someone or just thought work related issues which most often concerned public relations.

2.3.6 Interruptions

On basis of earlier studies (for example Kotter 1982, Luthans & al. 1985, Stewart 1988, Mintzberg 1973, etc.), fleeting contacts play a remarkable role when discussing managerial work; it is described very fragmented according to these authors. This is why fleeting contacts was one of the targets studied in this project, too. Stewart (1988, 52) defined fleeting contact as a conversation of fewer than five minutes, either by telephone or by face-to-face.

Managers participating in this project experienced that reporting fleeting contacts was quite a demanding task. They told that it was hard to notice when it was a question of a fleeting contact, and, when it was a question of the task they were performing, before the fleeting contact started. They explained – as thinking the nature of their work – that it is very usual for them to do many tasks at the same time and that these tasks can begin and end without being in relationship with each other.

Managers preferred talking about bigger interruptions instead of fleeting contacts; by saying this they meant that the new task ended what they were doing before this new task started but that they tried to return to the original task as soon as possible. Surprisingly, only middle manager experienced fleeting contacts as interruptions. Other managers were not disturbed at all by these contacts and one of them explained that the fleeting contacts only kept her alive, i.e., the fleeting contacts were like a vital shot helping her to adopt the most effective way to perform her job.

Fleeting contacts were divided in face-to-face contacts and telephone contacts. Middle manager most often had telephone fleeting contacts. Each of the first-line managers were interrupted most often face-to-face. First-line manager 2 reported that she was interrupted only face-to-face. When this was doubted, she admitted that she might have forgotten to report some fleeting contacts. Table 4 shows the differences between managers concerning fleeting contacts by type.

Table 4. Fleeting contacts by type in percentages

| Fleeting contacts | Middle manager | First-line manager 1 | First-line manager 2 | First-line manager 3 | Averages |
|--------------------------------|-----------------------|-----------------------------|-----------------------------|-----------------------------|-----------------|
| Face-to-face fleeting contacts | 36 | 66 | 100 | 58 | 65 |
| Telephone fleeting contacts | 64 | 34 | - | 42 | 35 |

Other internal persons, who normally stopped by for asking something, usually made middle manager's face-to-face fleeting contacts. There were some differences between middle manager and first-line managers. Middle manager was quite often interrupted by her superior. Subordinates usually made first-line managers' face-to-face fleeting contacts (see table 5). First-line manager 2 reported that subordinates were the only persons who interrupted her. Other internal persons who stopped for asking something also interrupted first-line manager 3 quite often. First-line manager 1 was the only one who reported interruptions made by external persons; these were unscheduled visits of customers.

Table 5. Face-to-face fleeting contacts in percentages

| Face-to-face fleeting contacts | Middle manager | First-line manager 1 | First-line manager 2 | First-line manager 3 |
|---------------------------------------|-----------------------|-----------------------------|-----------------------------|-----------------------------|
| boss | 40 | 3 | - | - |
| subordinates | - | 78 | 100 | 57 |
| other internal | 60 | 11 | - | 39 |
| other units | - | 5 | - | 4 |
| external | - | 3 | - | - |

Most of telephone fleeting contacts of middle manager were made by subordinates. This results directly from her responsibilities and from the contents of her work. First-line manager 2 did not record any *telephone* fleeting contacts. First-line manager 3 was most often interrupted by external persons (normally calls from customers) and sometimes by other internal persons than subordinates. Persons from other units of the same company most often interrupted first-line manager 1. She also received calls from customers and her superior. See table 6 for differences.

Table 6. Fleeting contacts by telephone in percentages

| Telephone fleeting contacts | Middle manager | First-line manager 1 | First-line manager 2 | First-line manager 3 |
|-----------------------------|----------------|----------------------|----------------------|----------------------|
| boss | - | 11 | - | - |
| secretary | 5 | - | - | - |
| subordinates | 78 | 5 | - | - |
| other internal | 17 | 21 | - | 25 |
| other units | - | 47 | - | 5 |
| external | - | 16 | - | 70 |

Next, some summaries concerning distribution of working time of middle level managers will be presented.

2.3.7 Distribution of working time of middle level managers in context of a developing service organization

Middle manager seemed to prefer mostly working alone (61% of her working time) in her own office (73% of her working time) performing deskwork (writing and reading internal documents 34% of her working time, and, figure work 20% of her working time) related to general management (31% of her working time) or finance (20% of her working time). She sometimes also was accompanied with one other person (20% of her working time) or with two or more persons (19% of her working time) – who usually were her subordinates (22% of her working time) – in committees (24% of her working time) or in discussions (16% of her working time) talking about personnel issues (28% of her working time).

First-line manager 1 seemed to prefer working alone (75% of her working time) in her own office (77% of her working time) performing figure work (70% of her working time) related to production/service (68% of her working time).

First-line manager 2 seemed to prefer working with two or more persons (66% of her working time) mainly in her own office (31% of her working time), but also in other internal premises (28% of her working time) and not even external premises (23% of her working time) were out of the question. She spent her working time mostly with her subordinates (45% of her working time), but also with customers (14% of her working time), and fellow specialists (10% of her working time). She usually met other persons in committees (41% of her working time) and the main topic in the meetings was related to public relation issues (51% of her working time).

First-line manager 3 seemed to prefer working both alone (46% of her working time) and with two or more persons (44% of her working time) mainly in her own office (47% of her

working time), but also in other internal premises (36% of her working time). She spent her working time mostly alone thinking on personnel issues (29% of her working time), but also with her subordinates (30% of her working time). She usually met her subordinates in committees (23% of her working time) or in discussions (22% of her working time), talking about public relation (33% of her working time), or production/service related issues (26% of her working time). Table 7 summarizes working time analysis; only the most time consuming issues are listed in the table.

Table 7. A summary of working time analysis of middle level managers

| | Middle manager | First-line manager 1 | First-line manager 2 | First-line manager 3 |
|--------------------|--|--|---|---|
| Alone, one or more | Alone (61%), one (20%), more (19%) | Alone (77%), more (20%) | More (66%), alone (19%) | Alone (46%), more (44%) |
| Location | Own office (73%), other internal (25%) | Own office (77%), other internal (21%) | Own office (31%), other internal (28%), external (23%), traveling (17%) | Own office (47%), other internal (36%) |
| Who | Alone (53%), subordinates (19%) | Alone (64%), subordinates (7%), boss (6%) | Subordinates (42%), customers (20%), fellow specialists (16%) | Alone (40%), subordinates (26%), boss (10%) |
| How | Writing & reading, intl. (34%), committees (24%), figure work (20%), discussions (16%) | Figure work (70%), committees (13%) | Committees (41%), traveling (17%), discussions (16%), figure work (15%) | Committees (23%), discussions (22%), other work/thinking (18%), telephoning (11%) |
| Tasks | General management (31%), personnel (28%), finance (20%) | Production/service (68%), research & development (16%) | Public relations (51%), personnel (18%), production/service (17%), research & development (11%) | Public relations (33%), personnel (29%), production/service (26%) |

After receiving the results of their diaries, the middle level managers were surprised at how their working time was divided into different tasks and locations. They were now aware of how they used their working time and this was something new. Suddenly they saw unnecessary work processes and time eaters – every one of them said that they had to increase the effectiveness of their work, and they enthusiastically said it. The managers had learnt how to analyze their work and the use of their working time and were interested in studying their own work more thoroughly, in order to develop their work. Therefore, project 2 was launched

3 Project 2: Development plans for middle level managers

The idea of this chapter is to lead the reader to understand how the project 2 was conducted. First, theory concerning challenges managers meet in a developing knowledge-intensive organization is presented. Second, decisions, challenges and learning of the managers in Nordic Service Organization are reported. Third, the results of project 2, i.e., working roles of managers in Nordic Service Organization are defined. Finally, development plans for middle level managers will be developed.

3.1 Challenges managers meet in a developing knowledge-intensive organization

It is not easy to lead knowledge workers; they often are experienced challenging as subordinates. In addition to this, organizational changes increase challenges of a manager. As follows, some challenges that managers meet when they work in a certain organizational context and act as superiors of professionals, will be presented.

Churchill and Lewis (1983) stated that stage of organizational development determines leadership factors that have to be taken into account. Plans help to determine which ones of the factors have to be met. When an organization develops and grows, managers have to spend more time on management and they have to delegate more than earlier.

(Churchill & Lewis 1983, 42-50.) Greiner (1972, 252-253) offered three advices for managers working in developing organizations:

- 1) Be aware of the developmental phase of your organization. Every organization and every part of an organization are at different phases of development.
- 2) Identify the limited range of solutions. In every phase of change it becomes evident that this phase can be finalized only with a certain solution being different from the phase before change. Management has to react before the change becomes too turbulent.
- 3) Understand that solutions bring new problems with them. For example, a decision to delegate leads to a problem of control. Managers have to be very quick in order to tackle the change.

The stage of dispersed assignments defines the needs of certain kind of leadership and competences that an organization needs. Knowledge-intensive and communication-oriented tasks and assignments suit best for the dispersed teams. Leading a dispersed organization requires knowledge about the phases of development of the organization and about critical issues concerning improvement and disturbance of the effective performance. (Vartiainen & al. 2004, 102.) Leader's challenge is employee's tolerance and capability to change (Vartiainen & al. 2004, 182).

Nonaka and Takeuchi (1995) stressed important role of middle managers in knowledge creation process; knowledge is created by middle managers being at the intersection of the vertical and horizontal flows of information within the company. The authors argued that middle managers are the key to continuous innovation. They also saw middle managers as knowledge engineers who are responsible for converting tacit knowledge into explicit and vice versa. (Nonaka & Takeuchi 1995, 127; 151-158.)

Knowledge-intensive organizations are environments where the staffs value the approbation of their professional peers more than the approval of their leaders. It is hard to lead professionals because their creativity flourishes best in chaos. It is difficult for a manager to know whether he is on the right track when the management information system does not report knowledge flows. In such a world, managers' power base is their relative level of knowledge. The manager's roles shift from supervising subordinates to supporting colleagues. (Sveiby 1999.) Every subordinate has his own expectations and development phases in his career. Especially knowledge workers are in this sense challenging to their superiors, because they need new challenges at least every five to seven years. Manager's role is to be some kind of an agent or a negotiator whose job is to combine the needs of the organization and the individual. (Sveiby 1990.)

What a professional enjoys most is getting to grips with a difficult or thorny problem. What he enjoys least is solving a problem the same way as usually or last time. Professionals like complex problems, new approaches in their profession, freedom to search solutions, well-equipped laboratories, and public recognition of their achievements. Professionals dislike rules that limit their (individual) freedom, routine work and bureaucracy (which they see everywhere). Professionals care little about salary, time off, and the organization that employs them, people who ignore their specialization. Professionals can seldom work through other people or lead an organization. Professionals admire people more than themselves. Professionals despise power-oriented people, i.e. traditional bosses. Leadership in a knowledge-intensive organization is a matter of giving professionals creative freedom within a framework devised by the leader. The task of leadership, in such organizations, is to provide the professionals with the conditions in which they can exercise their creativity and to benefit of customers without letting the organization become entirely dependent on them. (Sveiby 1997.) Sveiby's illustration of the professionals' behavior was very informative. It highlighted the problems managers confront in everyday life. Managers should have the ability to treat each professional very individually in order to be able to "sell his management services" to the professional in question. (Sveiby 1990.)

The moment of tension plays quite a vital role in creative problem solving. One of the keys to successful leadership of knowledge-intensive organizations is to use these tensions as fuel for moving forwards. Leaders in successful knowledge-intensive organizations are usually former professionals themselves. (Sveiby 1997.) The knowledge-focused manager creates learning opportunities, encourages knowledge sharing, sees staff turnover as loss and considers recruitment too important to be delegated to the HR department. Knowledge-focused managers do not manage knowledge (because it is impossible), nor people (because it is even less possible), but the environment in which knowledge is created. (Sveiby 2001.)

Kotter (1988) emphasized the importance of changing business environment and its influence on leadership. It is never easy to meet the demands of sharpening competition; it always is a matter of change. On the other hand, change brings uncertainty, anxiety, winners, and losers. Threatening of real success and opposition to anguished people or followers is seldom an easy task to win. (Kotter 1988, 27.)

3.2 Decisions, challenges and learning of the managers in Nordic Service Organization

In Nordic Service Organization, middle managers and first-line managers were in an essential role ensuring that the organization works flexibly. Middle level managers had enormous challenges especially in the field of information and knowledge management; they were responsible for expanding the knowledge all over the organization in the context of continuously and rapidly changing environment. There were also uncertainty concerning role and work of middle level managers. Even after management trainings, there were questions after questions: “What actually ARE working roles of middle level managers?” Therefore, the head of human resources of the company strongly emphasized the need of the Time-project: “This is really a part that we as a knowledge-intensive organization want to have more knowledge about.”

There had been several succeeded change processes in Nordic Service Organization during the past five years, before this project started, and there continuously was some kind of change process going on. Changes usually were launched for acquiring better way to organize the operations. The personnel of Nordic Service Organization consisted only of experts, specialists, and knowledge workers; there were no other kind of people employed by the target organization – all supportive tasks not related to the main business were outsourced.

In order to be able to understand managers' work more thorough, another self-observation diary for managers were designed on basis of Stewart's (1988) diaries. The diary was a *weekly diary* (see appendix 4), which was expected to be filled in after five working days. The purpose of the weekly diary was to evaluate the change in studied managers' behavior. This was done by studying the reflective weekly diary and discussing with the studied managers. The focus of this part was to find out what kind of decisions middle level managers made, what kind of challenges they met during their working days, and, what kind of issues they emphasized when they reflected their learning during their working week. In addition to that, weekly diary asked if the managers had filled in the daily diaries regularly, if there were problems filling in the diaries, and, if manager's working week had been ordinary.

Managers were asked to record the most important decision they had made during each working day. Middle manager seemed to make decisions concerning her subordinates. First-line managers seemed to make very concrete decisions in connection with their everyday life. In this sense, first-line managers' decisions were made from right point of view and they made actions possible.

Middle manager's decisions concerned resource allocation and reorganizing the unit, statistics ("I decided to apply a new way to prepare statistics."), and, supporting one of her subordinates in feedback and resource allocation situations. One of her decisions concerned her future role ("We agreed on my future role with my boss today; I felt I could influence on the decision.").

First-line manager 1 found that recording of her most important decision was quite difficult and she had not recorded any comments in her file. When she was asked why she had not recorded any comments, she was thinking a long while before answering to the question. Then she explained that all of her so-called decisions were so close to everyday work that she could not separate them or think her thoughts as decisions. Finally, when she was asked "Task after task without decisions?" she realized that her working days were full of decisions. She added then, that all of her decisions were production/service related.

First-line manager 2 had made three important decisions during the work week: reallocating resources for an important customer, software transfer schedules, and, a schedule for working out developmental targets for a customer ("Common developmental targets for one of our customers have to be worked out before presenting them to the customer."). In addition to these three decisions, first-line manager 2 told that she also had made a lot of

“not so important decisions” which she had not recorded because of their “very every day nature”.

First-line manager 3 had recorded four decisions during the working week: 1) reorganizing work responsibilities between her subordinates and appointing a new coordinator for one of her biggest customers; 2) redistributing working tasks (“We distributed working tasks in a new way in team meeting today. It just had to be done.”); 3) schedules with a customer; and, 4) creating a guide of working methods for a customer (“We have to create a guide of working methods for this customer – otherwise we waste time and do not work as effectively as we could.”).

Managers were also asked to record the most demanding challenge they had had during each working day. No one of the first-line managers felt that this was a difficult task. However, first-line manager 2 had recorded no challenges here. When she was asked about this, she explained that during the target week every situation had been a challenge itself and that she could not specify or prioritize any of the challenges. The challenges of the managers give a hint of their responsibilities and main working areas; challenges of middle manager emphasize her superior role and multiplicity of her general manager roles, and, challenges of first-line managers highlighted and concretized their main problems in their work. They had to solve very concrete problems.

Middle manager had recorded five challenges. First, she had to write an explanation for a customer's note. Second, she participated in a discussion with personnel supplier. Third, she felt that it was quite challenging to finalize monthly follow-up in time. Fourth, she had difficulties to follow supplier's talk who had too many runners in his speech. Fifth, she had difficulties in getting her tasks done because she had too many interruptions during the day.

First-line manager 1 had recorded and reflected three challenges. First, she reflected that her working day had been full of dummy routines and that she felt she had no challenges at all. Her next reflective note was that she found out how to solve the worst professional problem she had ever had during her career and how she had to solve it quickly (“Moreover, I had to solve it as quickly I could because my customer was not in a pleasant mood.”). Her final reflective note was that she had future nightmare dreams (“I had to tackle future nightmare dreams in the middle of the working day. It was a difficult day.”)

First-line manager 3 had recorded several situations that she felt challenging during the work week: introduction of new employees was a challenging situation because there was

no one to ask details; work distribution in a team meeting was more challenging than she thought beforehand; she had to act as chair in a customer meeting and felt it was very challenging; and, resource allocation with several persons was too challenging for her. She even was a bit frustrated with resource allocation. In addition to that, work distribution and introduction of new employees were tasks that made her day too uploaded. She also felt that she had been testing her boundaries during one of her working days (“Today the worst nearly happened: I had to try to get the customer understand that we must act in a more effective way than they proposed.”)

Finally, managers were asked to think and analyze what they had learnt during their working week. Middle manager seemed to analyze her learning from internal point of view; her own career was under consideration. There also was a desire to find an answer to a thorny problem of resourcing. First-line managers reported learning aspects concentrating on them. They stopped for thinking of how they have managed through the working week; how they had communicated with their subordinates and customers, etc.

Middle manager analyzed that she had realized that her recent position was not the one she was aiming at and wanted to hold. She aimed at more creative role and broader environment. She felt that she did not learn in her recent position as much as she could and that her job had turned too routine-like; she wanted different kind of challenges. She seemed to be frustrated with resource allocation (“How can it always be so tough and time consuming? There must be at least one way to do it simpler.”) She also reported that she had written yellow notes during working days and completed the diaries when she had time to do it. She thought it was faster in that way and she also had more time to analyze her working days when she had a quiet moment to do it.

First-line manager 1 analyzed her learning and reflected that the recording of her working time had opened her eyes; now she realized how much different kind of tasks she actually performed during her working week. She also found that the diary method was a suitable way to analyze working time (“Thanks to this self-reflection diary, I hopefully have learnt how to manage my working time in an easier way. I think the diary could be even more detailed.”).

First-line manager 2 felt that she had learnt something new every day; she had found new working methods and other ways of doing things. She also pointed out that she was quite a new employee, compared with the other managers, and that she had managed to participate in the service process quite independently, although the introduction was not as good as she expected it to be. She had realized that resource allocation lived its own life

and got aspects that were more detailed day by day (“I am quite conscious about my subordinates’ capabilities and I think I know how to combine the needs of the customer with my subordinates’ resources.”).

First-line manager 3 analyzed and thought what had happened during the working week. She realized that she had learnt something new every day, although she had worked for the same employer for several years. She highlighted that personnel issues tended to give reason to consideration and thoughts most urgently. She had learnt that her skills to co-operate and to communicate with her customers had improved a lot during this week. She also reflected that she had one difficulty (“There has been too little time to fill in the diaries – although I know it is for my best”).

As a conclusion, middle manager’s decisions seemed to concern resources (resource allocation or recruitment), reorganizing (in order to be more effective) and supporting her subordinates (i.e., first-line managers). Her challenges seemed to concern time management (getting her work done in time) and different kinds of administrative tasks according to her responsibilities. Middle manager seemed to learn resource allocation and her own time management and importance of co-operation, for example. First-line managers’ decisions seemed to concern customers (customer service or customer relations), schedules, and resources of their subordinates (resource allocation or work distribution in a new way). Their challenges seemed to concern resources (resource allocation), work distribution, and different kind of problems related to customer service. First-line managers seemed to learn resource allocation, working methods and their own time management. Table 8 summarizes the differences and similarities between managers.

Table 8. Decisions, challenges, and learning of managers

| | Middle manager | First-line manager 1 | First-line manager 2 | First-line manager 3 |
|------------|--|--|---|---|
| Decisions | Resources, reorganizing, finance/reporting, roles, supporting subordinates | Production/service | Resources, schedules, customers | Responsibilities, customers, work distribution, schedules, working methods, effectiveness |
| Challenges | Writing an explanation for a customer, discussion with a supplier, getting work done in time, meeting with a supplier | Professional problem concerning customer service | Hard week; all situations were challenging | Introduction of subordinates, work distribution, acting as chairman in a customer meeting, misunderstanding with a customer, effectiveness, resource allocation |
| Learning | Own role and content of own work - dissatisfaction, resource allocation is time consuming and quite difficult, effectiveness | Complexity and multiplicity of work, own time management | Working methods, process of production/service, challenges and multiplicity of resource allocation, combining capabilities with resources | Importance of personnel issues, improvement of own co-operation and communication skills |

Next, decisions, challenges and learning will be combined with results of how working time was distributed between the studied managers. As a result of this combination, working roles will be defined.

3.3 Definition of working roles of managers in Nordic Service Organization

Instead of studying managers as one group, they were studied as individuals. Working roles of managers was tried to find on basis of distribution of their working time and the emphasis of their decisions, challenges and learning aspects. This solution was essential because the amount of the managers was rather small - although other researchers have made conclusions also on basis of small amounts of participants (for example, Carlson 1951, Immonen 1993, Kotter 1982, and Mintzberg 1973, just to mention a few of them).

On basis of the working time analysis summary presented in chapter 2.3.7, middle manager is called *General management oriented Writer who has strong traits of personnel oriented Discusser*. Middle manager emphasized resources, reorganizing, roles, and supporting her subordinates in their decisions. Her most important challenges were connected to customers, suppliers and her own time management. What she learned during the working week, was to notice that she felt dissatisfied in her work and that resource allocation was time consuming and quite difficult. When combining these details, she was called *Lonely General Manager* when she was in her own office concentrating on desk-work, and, *Social Internal Discusser* when she was discussing with other people.

On basis of the working time analysis summary presented in chapter 2.3.7, first-line manager 1 clearly seemed to fall into Stewart's (1988) group called *Writers* (if necessary, recall the chapter 2.1.4 for Stewart's classification). Because she was so concerned to production/service related figure work, she was named *Production oriented Writer*. First-line manager 1 told that, all of her decisions concerned production/service and that she could not specify them. Her most important challenge was a professional problem concerning customer service. Her learning aspects concerned the complexity and multiplicity of her own work; she also emphasized how she had learnt time management during the working week. When combined all of these details together, she was called *Lonely Figure-Worker*.

On basis of the working time analysis summary presented in chapter 2.3.7, it was quite a challenging task to group first-line manager 2 according to Stewart's (1988) classification (if necessary, recall the chapter 2.1.4). Because of her emphasizing of public relation issues, first-line manager 2 was grouped into *Emissaries*. On the other hand, she participated in the meetings quite often, which would speak for the group called *Committeemen*. First-line manager 2 also emphasized her subordinates, which fact connected with meetings let her fall into group *Trouble-shooters*. By taking into account all of these nuances, first-line manager 2 was called *Public relation oriented Emissary having traits of personnel oriented Trouble-Shooter and Committeeman*. First-line manager 2 seemed to emphasize resources, schedules, and customers in her decisions. She felt that all of the situations during working week were challenging. What she learned during the working week, concentrated on working methods, process of production/service and challenges and multiplicity of resource allocation – she also learnt how to combine capabilities with resources in a productive way. When combining all of the previous mentioned details together, first-line manager 2 was called *Social Internal Discusser* when she was emphasizing her subordinates and other internal people, and, *Social External Discusser* when she was emphasizing customers.

On basis of the working time analysis summary presented in chapter 2.3.7, first-line manager 3 was grouped into Stewart's (1988) group called *Discussers* but also into *Trouble-Shooters* (if necessary, recall the chapter 2.1.4). By adding the areas of performance first-line manager 3 usually emphasized, she was called *Personnel & production oriented Discusser & Trouble-Shooter*. First-line manager 3 seemed to emphasize responsibilities, customers, work distribution, schedules, working methods, and effectiveness in her decisions. She felt that introduction of subordinates, acting as chair in a customer meeting, misunderstanding with a customer, in addition to issues she mentioned when she reported her decisions, were challenges during her working week. She learned the importance of personnel issues and she noticed that she had improved her skills of co-operation and

communication during the working week. When combining all of these details together, first-line manager 3 was called *Lonely Thinker* when she was sitting in her own office and thinking personnel issues, and, *Social Internal Discusser* when she was emphasizing her subordinates and discussing public relation or production/service related issues with them. Table 9 is presenting a summary of the defined working roles by combining Tables 7 and 8 and adding working roles definitions in it.

Table 9. A summary of the working roles of managers

| | Middle manager | First-line manager 1 | First-line manager 2 | First-line manager 3 |
|---|---|---|---|--|
| Stewart's (1988) classification added with results of this project | General management oriented ' Writer ', strong traits of personnel oriented ' Discussor ' | Production oriented ' Writer ' | Public relation oriented ' Emissary ', traits of personnel oriented ' Trouble Shooter ' & ' Committeeman ' | Personnel & production oriented ' Discussor ' & ' Trouble Shooter ' |
| Working roles of managers | Lonely General Manager / Social Internal Discussor | Lonely Figure-Worker | Social Internal Discussor / Social External Discussor | Lonely Thinker / Social Internal Discussor |
| Description of working roles | Alone in own office writing and reading internal documents related to general management or performing figure work related to finance or with other people discussing personnel issues. Decisions concerning resources and reorganizing. Challenges concerning customers, suppliers and own time management. Learning about resources and own work. | Alone in own office performing figure work related to production/service. Decisions concerning production/service. Challenges concerning professional problems related to customer service. Learning about own time management. | With two or more subordinates, customers or fellow specialists in own office or in other internal premises participating in committees in which discussion concerns public relation or personnel issues. Decisions concerning resources, schedules or customers. All tasks challenging. Learning about working methods, resources and production/service process. | Alone in own office thinking personnel related issues or with two or more subordinates in other internal premises participating in committees or in discussions related to public relations or production/service issues. Decisions concerning responsibilities, work distribution, customers and working methods. Challenges concerning subordinates, work distribution, customers or responsibilities. Learning about personnel issues and co-operation. |

Next, the information gathered so far, was used to formulate development plans for the managers participating in this development project. The aim was to combine each managers' working roles (i.e., main responsibilities, tasks, decisions, challenges and learning) with individual strengths and weaknesses so that customers' needs in the context of a developing service organization would be taken into account, too.

3.4 Development plans for middle level managers in context of a developing service organization

Bukovec (2016, 1) stated that our turbulent environment offers new opportunities that can be seized by those who will continuously develop their expertise and learning methods. Developing and new opportunities refer to individual change process which, according to Boyatzis (2006), involves a sequence of discontinuities which function as an iterative process in producing the sustainable change at the individual level. These discontinuities are: 1) the ideal self and a personal vision; 2) the real self and its comparison to the ideal self, resulting in an assessment of one's strengths and weaknesses; 3) a learning agenda and plan; 4) experimentation and practice with the new behavior, thoughts, feelings, or perceptions; and 5) trusting relationships that enable a person to experience and process each discovery in the process. (Boyatzis 2006, 613.) Boyatzis (2006, 619) continues that people change in desired ways but not without intentional efforts.

As middle level managers commented after data collection, they were interested in developing themselves as managers. They were therefore asked about their strengths and weaknesses, their personal vision or target concerning their future managerial jobs and their thoughts about future learning. On basis of this information, and, using parts of Boyatzis' (2006) idea of discontinuities, development plans for each manager were designed.

Middle manager was strong in general management but time management was her weakness. Her education was higher academic in management. Her personal vision and target was to resource and reorganize work less and to concentrate more on business development. Her personal learning plan was to raise her effectiveness which meant that she would be more satisfied in her job, perform more strongly and develop herself continuously. When taking these views into consideration, her development plan was defined as follows. She was strongly recommended to take individual coaching which aims at improving her time management skills and help her to find effective ways to resource and reorganize work. In addition, she was recommended to participate a short training for business development tools and methods which would help her in business development.

First-line manager 1 was strong in production and service processes but customer relationships management was her weakness. Her education was commercial at institute level. Her personal vision and target was to participate production and service processes less and to focus on managerial work. Her personal learning plan was to learn how to manage time and customer relations more effectively. When taking these views into consideration, her development plan was defined as follows. She was recommended to apply

for a bachelor's degree program with special focus on customer relationships management and leadership. She was strongly recommended to participate a short time management course or training. In addition, she was recommended to participate training focusing on business development and/or future leadership in customer-based service business.

First-line manager 2 was strong in managing customers' environments but resourcing and working methods were her weaknesses. Her education was lower academic in accounting. Her personal vision and target was to manage public relations less and to focus on managerial work. Her personal learning plan was to learn how to manage resources more effectively and to find new working methods. When taking these views into consideration, her development plan was defined as follows. She was recommended to apply for a master's degree program with special focus on leadership and human resource management. In addition, she was recommended to participate training focusing on business development and/or future leadership in customer-based service business.

First-line manager 3 was strong in production and service processes but managing work distribution was her weakness. Her education was commercial at institute level. Her personal vision and target was to confront challenges with customers and subordinates less and to focus on managerial work. Her personal learning plan was to learn leadership skills and how to distribute subordinates' work more equitably. When taking these views into consideration, her development plan was defined as follows. She was recommended to apply for a bachelor's degree program with special focus on leadership and customer relationships management. In addition, she was recommended to participate training focusing on business development and/or future leadership in customer-based service business.

Table 10 summarizes each managers' strengths, weaknesses, earlier education, personal visions/targets, personal learning plans and development plans for the next 1 to 2 years.

Table 10. Development plans of managers

| | Middle manager | First-line manager 1 | First-line manager 2 | First-line manager 3 |
|--|---|--|---|---|
| Strengths | General management | Production/service processes | Customers' environments | Production/service processes |
| Weaknesses | Time management | Customer management | Resourcing and working methods | Work distribution |
| Education | Higher academic (management) | Institute level (commercial) | Lower academic (accounting) | Institute level (commercial) |
| Personal vision/target | Less resourcing and reorganizing work, more business development | Less production/service, more managerial work | Less public relations, more managerial work | Less challenges with customers and subordinates, more managerial work |
| Personal learning plan | To raise individual effectiveness, e.g., job satisfaction, performance, personal development | To learn how to manage time and customer relations more effectively | To learn how to manage resources more effectively and to find new working methods | To learn leadership skills and how to distribute subordinates' work more equitably |
| Development plan for the next 1-2 years | Individual coaching which aims at improving time management skills and helps to find effective ways to resource and reorganize work. A short training for business development tools and methods. | Bachelor's degree program with special focus on customer relationships management and leadership. A short time management course/training. Focus to be considered: business development and/or future leadership in customer-based service business. | Master's degree program with special focus on leadership and human resource management. Focus to be considered: business development and/or future leadership in customer-based service business. | Bachelor's degree program with special focus on leadership and customer relationships management. Focus to be considered: business development and/or future leadership in customer-based service business. |

Because each of the managers had different kind of challenges and orientation in their jobs, development plans were designed with individual focuses but taking into account their similar roles in the same service organization. Strengthening their educational backgrounds was one of the targets; that is why degree programs were chosen. Degree programs were evaluated to give more holistic picture for first-line managers than a series of single courses.

Designing development plans was the final project that was possible to carry out in Nordic Service Organization. If it was possible to continue the project in Nordic Service Organization, designing training paths for the knowledge workers (i.e., subordinates of the studied managers) would have been a natural and an interesting next step. However, the project was not given any resources because many change processes started in the organization. Therefore, the project 2 was forced to interrupt.

After all, development project continued in another organization but not as planned originally. Instead, project 3 concentrated on professional development of managers at more universal level. Managers that participated projects 1 and 2 were not the same managers that were analyzed in project 3.

4 Project 3: Professional development of managers

The idea of this chapter is to lead the reader to understand how the project 3 was conducted. First, theory concerning change and development is presented. Second, development project in Finnish Service Organization is reported. Third, the professional development path of middle level managers in context of a developing service organization is sketched.

4.1 Change and development

Many researchers (Greiner 1972; Kimberley & Miles 1980; van de Ven and Pool 1995; and, Weick & Quinn 1999, for example) are actually talking about *change* when they talk about organizational *development*. That is also, what I understand with the word development in context of an organization. There are different kind of theories and models of organizational development.

Greiner (1972), for example, states that the future of an organization is mainly determined by the organization's history – outside factors have a minor influence on it. Greiner uses the term *evolution* to describe periods of growth and the term *revolution* to describe periods of substantial turmoil in organization's life. When a company lives through development phases, each evolutionary period created its own revolution. Revolutionary periods are important because managers' decisions determine whether a company will move forward into its next stage of development or not. (Greiner 1972, 241.) Also Burke (2014) uses terms evolution and revolution in context of organizational change.

According to two researcher groups (Kimberley & Miles 1980, and, van de Ven and Poole 1995), development actually is change processes that unfold during the time between a company's establishment and end of existence. They emphasize that organizational development can also follow a regressive path (in case of organizational decline). Van de Ven and Poole (1995) followed Greiner's (1972) thoughts by expressing that development usually is "happening" in stages and that they see each stage of development "as a necessary precursor of succeeding stages". According to them, change is explained by evolution as a recurrent and cumulative progression of variation. Quite an important notion of them is that change and development processes go not only at one organizational level; instead, they go also at individual, group, organization and population levels, just to mention a few of the levels. Just as Greiner, van de Ven and Poole see two angles for studying change in organizations: a) historical processes of change, adaptation and replication of an organizational entity explain the internal development, and, b) relationships between

organizational entities are needed in order to understand ecological processes of competition, conflict, for example. (van de Ven & Poole 1995, 512-522.)

Weick and Quinn (1999) emphasize continuous change. They highlight three ideas (improvisation, translation, and learning) around which images of a changing organization can be built. One of these ideas is learning. Organizations produce continuous change in each of the three images by means of repeated acts of improvisation, translation, and learning. Weick and Quinn state that “change is an ongoing mixture of reactive and proactive modifications, guided by purposes at hand, rather than an intermittent interruption of periods of convergence”. (Weick & Quinn 1999, 375-380.)

Cummings and Worley (2009) defined characteristics of transformational change. First, change is triggered by environmental and internal disruptions. Second, change is aimed at competitive advantage. Third, change is systemic and revolutionary. Fourth, change demands a new organizing paradigm. Fifth, change is driven by senior executives and line management. Sixth, change involves significant learning. (Cummings & Worley 2009, 505-509.)

Cummings and Worley (2009) also discussed differences between organization development and change. According to them, their definition “Organization development is a system wide application and transfer of behavioral science knowledge to the planned development, improvement, and reinforcement of the strategies, structures, and processes that lead to organization effectiveness” emphasized several features that differentiate organization development from other approaches to organizational change and improvement and helps to distinguish organization development from change management and organizational change. Furthermore, Cummings and Worley remind that organization development and change management both address the effective implementation of planned change. Moreover, they point out that organization development’s distinguishing feature is its concern with the transfer of knowledge and skill so that the system would be able to manage change in the future. On the other hand, change management does not necessarily require the transfer of these skills. Finally, they denote that organization development involves change management, but change management may not involve organization development. (Cummings & Worley 2009, 1-4.)

Next, a change project which included professional development paths for middle level managers and professionals in Finnish Service Organization will be described. After that, a model of professional development of middle level managers will be sketched.

4.2 Development project in Finnish Service Organization

Finnish Service Organization operated in outsourcing business, employed sixty professionals, had four hundred customers, and was a part of a group of companies. The nature of the main work done in the target organization could be described hectic, accurate and sensitive; it produced payroll services and relevant outsourcing and consultant services to its customers. I was one of the directors who were responsible for the change that took place from June 2006 to December 2007. The target of the change process was to rise the profitability of the company.

First we made a quick but thorough analysis of present situation. Before the change process, profitability of the company was very poor and negative. The most important reason for poor profitability was poor customer relationships management; nobody was responsible of customer relations. Customers were dissatisfied with the service and sent compensation claims to the company. There even were many customers with whom the company had no written agreements. This had led to unpunctual and inaccurate invoicing. Another reason for poor profitability was poor management. Nobody allocated resources and workloads were unevenly distributed between professionals. First-line managers did not know how to manage and they did not have time to manage. There were no job descriptions or definitions of responsibilities. Professionals were not informed how the company performed and they were not asked about possible problems in customer service. Only seven percent of the employees were highly motivated in their jobs; motivation was measured twice a month in intranet pages so that every employee ticked their motivation level using scale 1 to 5 where 1 indicated poor motivation and 5 high motivation. Nobody implemented strategies that came from the group.

After the change process (eighteen months), profitability was rising and had already reached zero level and risen a little above zero. Motivation level of the professionals had risen remarkably; already seventy-three percent of the professionals were highly motivated in their jobs, i.e., they ticked 5 as their motivation level. Resources were allocated and there were no active crises anymore. Information was distributed both vertically and horizontally. Team meetings took place once a week and company meetings twice a month. Customers were taken care actively; they were satisfied with the service they were distributed and sent no compensation claims anymore. Every customer had a written service level agreement. Customers were invoiced regularly and as agreed. Strategies were implemented at the same time as in any part of the group. Every professional had a job description and responsibilities were defined. Workloads were evenly distributed. Team leaders acted as first-line managers and knew how to manage. Education and training

paths had been created for every professional on basis of individual and company needs; professionals had started to develop their professional skills in a professional training program aiming at a professional degree, tailored with an external partner. Training program was implemented in group level later. Figure 5 illustrates the situation before and after the change. Operational steps marked in the middle of the arrow will be explained next.

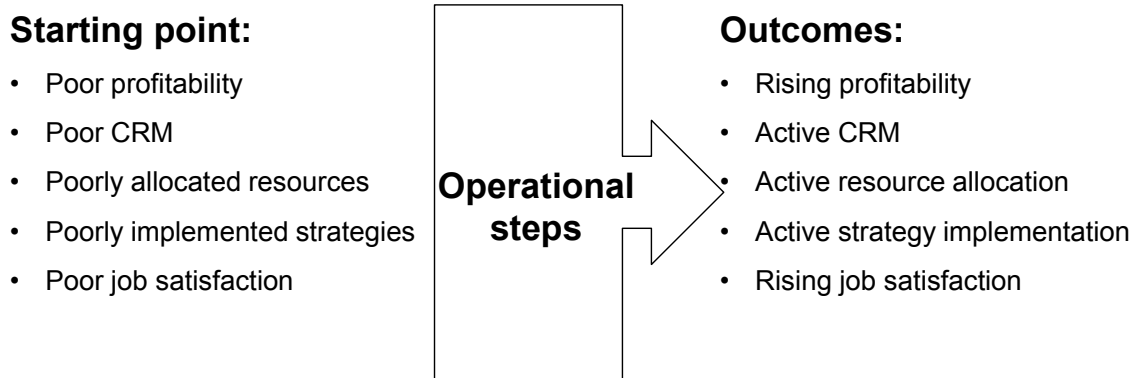


Figure 5. Starting point and outcomes of the change process

I will next briefly describe operational steps during the change project by using modified Lewin's (1951) three-phase change model which he designed on basis of his force field analysis (Burke 2014, 985-986; Connelly 2016; Morrison 2014). My adaptation of Lewin's model has three steps called unfreezing, moving, and, flexible refreezing. Figure 6 summarizes the phases and steps in our change project.

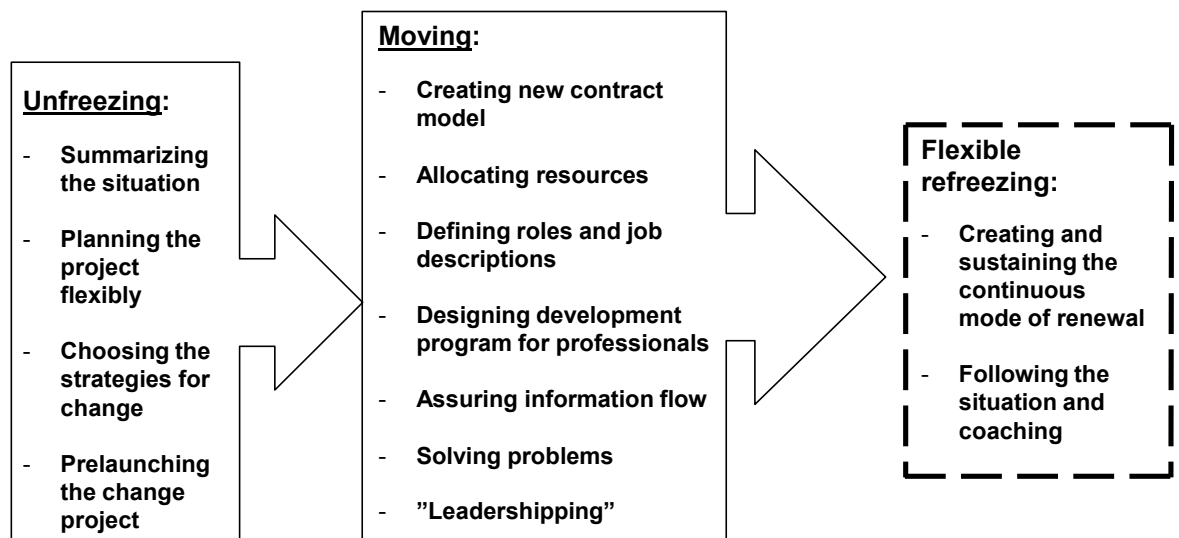


Figure 6. Operational steps during change project

Unfreezing phase is first of Lewin's phases and included three steps in our case. *Summarizing the situation* was our first step. We made a quick situation summary and realized

that there was an urgent reason for the change: the company was performing poorly and profitability had to be improved quickly. In this step, timespan for the change was defined to eighteen months. *Planning the project flexibly and choosing the strategies for change* were our next steps. We realized that we could not make a fixed project plan, which means that we did not necessarily plan single actions beforehand. Because of our flexible project plan, we also decided that we do not strictly follow any particular strategy or combination of strategies during our change process. *Pre-launching the change project* was our final step. We launched the change project first in the management team and one hour later we all informed the professionals together.

Moving phase was second of Lewin's phases and included five steps in our case. *Creating a new contract model* was our first step in moving phase. Customers were not satisfied with the service because our professionals did not serve the customers as scheduled or as carefully as expected. Customers were invoiced randomly. Only a few of our four hundred customers had a contract that defined the content of the service. We designed a contract model that defined our standard services and additional services with pricing. One of us directors contacted the customers and signed the contracts with them.

Allocating resources and defining roles and job descriptions were our next steps. Our professionals' skills were not updated. Some of the professionals had too many customers and they were in a continuous stress and hurry and made mistakes. Some other professionals did not have enough customers and had time for too many coffee breaks during a work day. Job roles and job descriptions were missing. We asked every professional what tasks he/she did for each customer, and tried to anticipate future needs regarding skills. After this we could define the competencies needed with each customer and in each task. What was most important, we could distribute customers and tasks to the professionals in a reasonable way.

Designing development program for professionals was our next step. A group of professionals had been nominated as team leaders, but they had neither experience nor education for that demanding role. Team leaders were more like team "pullers" or "pushers", and each of them hated that part of their job. We planned and started a development program with two paths for the professionals:

- a) Those who wanted to act as superiors were guided to participate in a leadership training which we designed together with an external service provider. These superior candidates participated in thematic training days which were focused on leadership issues, in order to gain the knowledge needed in managerial work. If this

had happened year 2016, the program would have been the new Further Qualification in First-line Management and it would have been executed as apprenticeship program.

- b) Those professionals who wanted to strengthen their professional skills were guided to participate in a tailored development program that aimed to expand their skills in their substance area. This program was a part of further qualification which was executed as apprenticeship program.

Assuring information flow was our next step. Nobody did not communicate with anybody in the company. Obligatory monthly information sessions for professionals were held only because it had been a habit for last twenty years. We defined which issues and how often had to be informed for all professionals and for different professional groups. During the change process we informed all professionals once a week, even if there was nothing to inform. By doing this, we wanted to implement more open information culture and to keep our professionals updated what was going on during our change process. We emphasized the importance of group strategies and why it was necessary to streamline processes. We also started to implement group strategies one by one to show that they were nothing to be afraid of.

Solving problems and "leadershiping" were our final steps in this moving phase. What was happening all the time during the change process was what I called "leadershiping", with two p's (which stand for people and promises). We spent most of our time on solving different kinds of big and small problems that aroused suddenly and unexpectedly. They had to be tackled without delays so that they did not create common restlessness or insecurity. We tried to understand reasons behind the problems and searched for solutions *with* professionals. We spent a lot of time by listening to and by discussing with them, by asking them about their work, etc. What we promised, we kept. Step by step professionals began to trust on us. We repeated our words as many times as was necessary to ensure that all of our professionals understood what we meant and what we expected them to do. We were physically present as much as possible and, for example, kept our own meetings after office hours. We justified our decisions as thorough as possible and we also told what would happen if we do not take certain steps. We were determined and kept our target clear in our minds. We acted as role models and followed our plans and schedules together with the professionals. We were active in doing productive work with professionals to show them that no task was less valuable than some other task. We encouraged professionals and thanked them for successes. We acted as transparent as possible. Professionals' confidence in us grew and finally they were ready to do whatever was needed to save the company. Professionals finally experienced that they had an important role in the company and that they were appreciated as professionals.

Flexible refreezing was final phase in our change process. During our change process, we realized that we could not *refreeze* the situation, because we probably would have more or less ended up to the situation before the change. Instead, we aimed at creating basis for sustaining continuous renewal, for example by launching and developing the development program for the team leaders and professionals. In addition, we agreed on regular follow-up meetings with professionals and first-line managers. Leader of this change process continued coaching the team leaders in their new roles to strengthen their skills in leadership issues.

We naturally faced several challenges during our change journey. The biggest challenge was to realize how to get people to trust on us, the directors. Individuals in the organization worked with resignation; they did value neither themselves nor the work they did. They just worked in the organization to earn money for living. Second big challenge was the competencies that did not meet the requirements defined by the environment and customers' needs. It took a month before we understood what was behind customers' complaints and dissatisfaction because our professionals appeared to be so professional. Third problem was processes that did not exist and/or were not documented. This affected directly to company's result, i.e., profitability in form of missing invoicing and contracts with customers. Lack of leadership could be perceived already right after working for the organization a few days. CEO did not have time to lead people because he participated in production intensively.

What I found professionally the most important step during our change project was designing a development program for managers and professionals. I could use here all of the results from my two previous projects in Nordic Service Organization because Finnish Service Organization operated at the same branch as Nordic Service Organization, and, professionals and managers did similar kind of jobs in both organizations. I knew how to analyze especially managers' working time, what kind of challenges managers met in their jobs, what kind of decisions they had to make, and, what kind of learning issues should be considered. Of course, leadership experience I had gained during years, helped me in solving issues and designing development paths for the professionals and managers.

It would have been interesting to continue with many new development projects around managers' and professionals' professional development in Finnish Service Organization. However, unfortunately a huge IT project needed all human and financial resources and there were no possibilities to continue with these kinds of interesting projects. What was the most regrettable result from the named IT project was the need to downsize some

parts of the group because the IT project turned out to be unsuccessful. I continued developing middle level managers' professional competence in Training Organization (see appendix 9), and after that, I used a possibility to develop training programs for middle level managers in Public Service Organization (see appendix 10). When sketching a model of professional development of middle level managers in next chapter, I used my experiences described in appendices 9 and 10, as well.

4.3 Professional development of middle level managers in context of a developing service organization

When people use the term professional development, they usually mean a formal process: 1) a conference, seminar, or workshop; 2) collaborative learning among members of a work team; or 3) a course at a college or university. Nevertheless, professional development can also occur in informal contexts: 1) discussions among work colleagues, 2) independent reading and research, 3) observations of a colleague's work, or 4) other learning from a peer. (Mizell 2010, 5.)

In order to increase the likelihood of success, there are four processes that should be exercised when implementing employee-training programs: 1) Attentional processes take into consideration that individuals learn from a model when they can relate to it and pay attention to its details. 2) Retention processes take into consideration the degree of which an individual can remember the model and its characteristics. 3) Motor reproduction process illustrates an individual converting observation into doing. 4) Reinforcement processes are used when an individual changes behavior due to rewards and positive incentives. (Kritsonis 2005, 5.)

Professional development and training should be planned based on individual and organizational needs. The best solution is to design some kind of a system for managers' development (see e.g. appendix 10). Special needs such as change, as was described concerning Finnish Service Organization, should be taken into account, too. In addition to developing middle level managers' competences in an organization, they can be developed also by designing qualification and degree oriented programs in training organizations (see e.g. appendix 9) and offering them to different kinds of target groups with similar needs. What should not be done, is to educate managers just for education or degrees.

Figure 7 shows one possible solution for professional development of middle level managers in context of a developing service organization. Concerning one single middle manager, development plan requires information of middle manager's work design, use of working time, challenges he/she meets during working days, decisions he/she makes and

his/her learning. Special needs of an organization, such as change situations, phase of organizational development and customer needs have to be taken into account here. Development plan can contain both degree oriented training programs in training organizations and training programs inside the organization if the organization has systematic development path for managers.

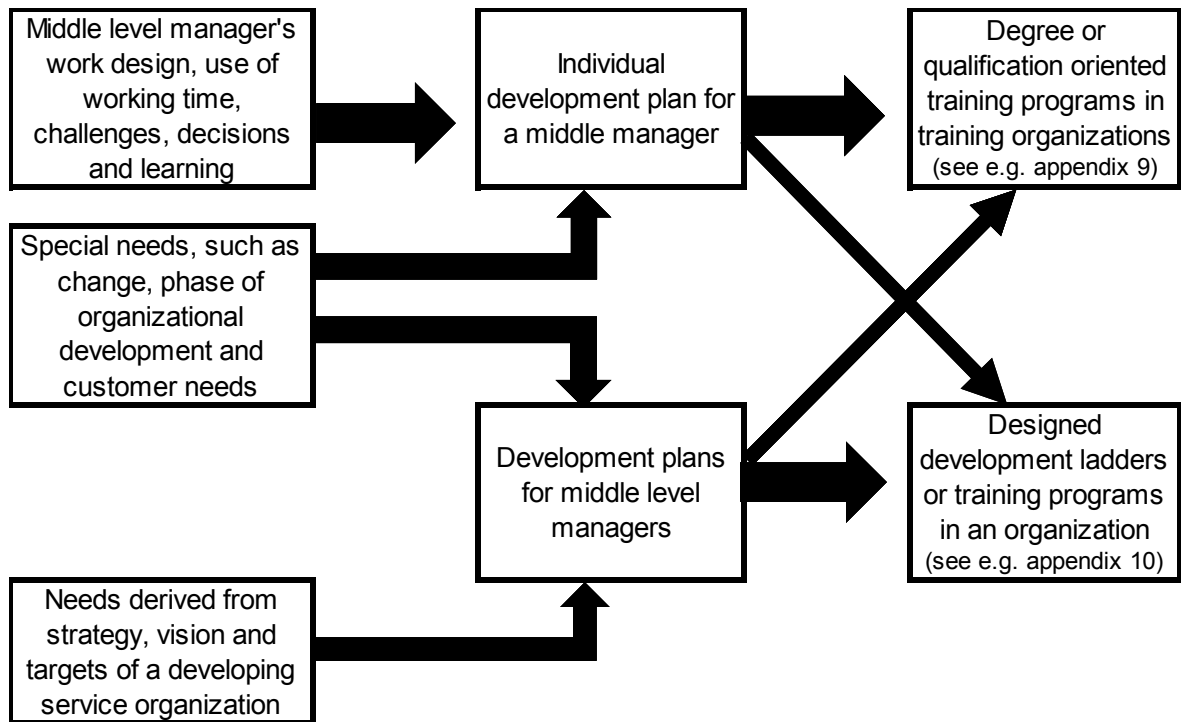


Figure 7. Professional development of middle level managers in context of a developing service organization

An organization may also have well defined needs derived from strategy, vision and targets and it may want to develop all of its managers at the same time. Then, development plans for middle level managers should be based on special needs and analysis of managers' working time. Development plans may then be either individual or same for a certain manager groups. The organization may choose to send managers to degree or qualification oriented trainings and/or to follow systematically designed development ladders inside the organization. At its best, development of middle level managers should be planned and systematic and it should be based on organizational and individual needs.

5 Discussion

First, this chapter contains summary with answers to research questions and suggestions to managers on basis of this thesis. Second, the development projects will be evaluated. Third, suggestions for further development actions will be given.

5.1 Summary

Knowledge-intensive service organization as an organizational context is different from a traditional manufacturing organization. It as an organization creates its own demands for managers, which appear as changing situations and learning and as challenges with subordinates. This is why all of the described working roles are needed in change processes, in organizational development, in learning situations, and when leading knowledge workers.

The nature of managerial work and expectations related to the working roles of middle level management, are results of different factors: environmental change factors, factors related to work, personal factors, and situational factors. Demands of managerial work of middle level managers call most urgently for communication skills and skills of interaction – not forgetting the problem solving skills and an ability to lead people.

Middle level managers need to be able to adapt to rapidly changing situations; here the ability to adopt several roles is a great advantage – the context in which management or leadership is enacted defines the predominant role in each situation. When we add knowledge creation functions and maintain learning in context of a developing service organization, managers need tools in order to succeed in their managerial role.

Results of development projects 1 and 2 were intended to have an influence on several stakeholders of the middle level managers: superiors and subordinates of the middle level managers, customers, and other managers. During the development process in Nordic Service Organization, middle level managers were guided how to distribute their working time; subordinates of the managers probably got better management as their superiors learned how to spend more time with them. Middle level managers received individual development plans, as well. Superiors of the managers saw results better as middle level managers learned how to use their working time more effectively and they knew how to develop themselves from now on. Other managers in the same company were encouraged to learn principles of time management and to plan their own development in managerial issues. Customers received better service as both managers and their subordinates become more satisfied.

Development project 3 emphasized professional development of managers. Middle level managers in Finnish Service Organization were guided how to develop themselves as managers. Professionals were also guided to develop their substance knowledge. As a result of this third and final development project, a model of professional development path of middle level managers in context of a developing service organization was designed.

As an answer to research question 1, *how is the working time of middle level managers distributed in context of a developing service organization*, I will summarize as follows. Middle level managers seem to work often alone in their own offices writing and reading documents or doing figure work. They also participate meetings or discuss with subordinates in other internal company premises. Their tasks concern general management, production or service, personnel or public relations related issues.

As an answer to research question 2, *what kind of development plans can be designed for middle level managers on basis of working time analysis and challenges in their jobs in context of a developing service organization*, I will summarize as follows. Development plans can be designed for several years but more realistic is to design them for the next one to two years because environment changes rapidly and needs development along with the change. Development plans should be derived from a managers strengths and weaknesses, his/her personal vision and targets, and his/her personal learning plan not forgetting organizational needs.

As an answer to research question 3, *what kind of professional development of middle level managers is needed in context of a developing service organization*, I will summarize as follows. There are several possible development paths. Middle level manager's work design, use of working time, challenges, decisions and learning should be taken into account. Special needs, such as change, phase of organizational development and customer needs should not be forgotten. Needs derived from strategy, vision and targets of a developing service organization should be taken into account, too. Middle level managers should be recommended to apply for degree or qualification oriented training programs in training organizations or designed training programs inside the organization, depending on the organizational needs.

There also are some suggestions I would like to give to middle level managers' superiors whose working context is a developing service organization. First, you should study how your subordinates really spend their working time. This helps you to coach them into the

right direction in order to achieve the goals derived from the strategy and customer needs. Second, ensure that your subordinates have an education that supports their managerial roles and if not, design development plans that support your subordinates managerial skills in that defined context that they are working in. Third, ensure that your subordinates maintain their professional competence and update their managerial skills. They can do it in training organizations if you do not have own training programs.

5.2 Evaluation of the development projects

As Alkula, Pöntinen & Ylöstalo (1995) stated, a researcher has to be familiar with the phenomenon that she is going to study. This is to prevent her from getting lost when analyzing the data. To understand and to interpret numeral data requires that a researcher knows the target more intensively than a researcher being familiar with her data. (Alkula & al. 1995, 21.) A great advantage in these development projects was the fact that I had a possibility to participate in everyday life and action of the target organizations intensively. Therefore, culture, language, functions and processes of target organizations were familiar to me. This was an advantage, because it was easier to analyze and think phenomena.

Although the diary method is an old data gathering method, it was a useful method even after eighteen years by modernizing the diaries with adding new elements (decisions, challenges, and learning) into them. Even *what* –section in daily diary seemed to work, although Stewart criticized it in her book (1988). Managers that participated development projects 1 and 2 did not find the *what* –section problematic. The conclusion is that the main functions of managerial work had not changed during eighteen years; there still were functions such as finance, general management, marketing & sales, personnel, etc. Of course this *what* –section could be modernized, for example, by giving new names to the functions and defining the contents differently.

Stewart (1988, 6) highlighted the disadvantages of diary method; it limits the scope and content of what can be studied. It is true that the scope is limited. However, this limitation was found good because it helped to define the limitations of development projects 1 and 2. The only part that was not giving the information, was the fleeting contacts –section. First, managers found it difficult to remember to fill in this section, and second, they had difficulties to separate fleeting contacts from the incident they were recording when a possible fleeting contact started.

The reason why the diary method was chosen, was that a method suitable for gathering time based data was needed. Because of the very limited time for this development project, it was out of question to observe managers instead of diaries. The diaries themselves

were not sufficient source of data but they increased the knowledge of how managers spent their working time. In order to be able to analyze the data, the work descriptions of the studied managers were also needed, and information of working processes of the target organizations, for example.

Are the diaries a reliable method, then? There is always a possibility to mistakes when human beings participate. This possibility was tried to diminish by guiding the managers wherever they needed guidance. Although the managers were instructed thoroughly how to fill in the diaries, there always is a possibility that they did not follow the instructions. In addition to this, each of the managers filled in the diaries in a way being most suitable for them. One of the managers copied the diaries and filled in these paper copies with a pen, another one filled in Excel-sheets right after each incident, and third wrote notes in her calendar during the day and filled in excel-sheets after her working day, etc. Data analysis was done as accurate as possible, and the results were crosschecked. Still, there is a possibility to interpretations, which the reader cannot accept.

There is a set of choices that occupies my mind now when I am finishing this thesis project. Ten years ago, when I started with this thesis, I chose original sources dated back to many decades. There was a good reason for this: the sources used in this thesis were the original ones and in this way the best ones. As I tried to find newer sources now, I ended up to articles that used the same “too old” articles that I had done. The most perplexing finding was a Harvard Business Publishing article by McKinney & al. (2013) presenting results that had been discovered by Sveiby (1997) over fifteen years before McKinney & al., and, what was shocking, they did not refer or not even mention Sveiby’s studies. Anyway, there *must* be newer literature around the issue.

In project 1, I emphasized three studies as main sources of my study and presented some questions and choices on basis of them (recall table 1). Those earlier studies did not mention context of a developing (knowledge-intensive) service organization which was the context of my study. This raises the question if the context had remarkably influenced on the results. Plain fact is that the context always influence on issues and performance *but* does it influence *remarkably* on the results? The earlier studies were from 1973 (Mintzberg), 1985 (Luthans & al.), and 1988 (Stewart). Twenty to forty years ago knowledge-intensive organizations did not exist as they do today. Managerial work has also renewed its face during the decades. If organizations at 1970’s and 1980’s were typical as described in the named sources, so are the organizations of today.

When evaluating the results of projects 1, 2 and 3, I must state that only project 1 followed partly the original research plan (see appendix 1), according to which the final outcome after working time analysis should have been a guide of time management for managers in context of a developing service organization. That guide was never sketched because the organization, managers and I became interested in analyzing managers' work more thorough. Challenges, decisions and learning were analyzed and on basis of them, development plans were designed for each of the managers that participated in the project. In a way, I think that this output was more useful for the managers and the organization than the guide. This is because in this way the managers learned how to analyze own working time instead of trying to apply hints of more effective time management.

Project 3 was actually a description of a change project in real working life. That is why there is no special methods presented. Finnish Service Organization was a description of a large change project and development paths of managers. My responsibility was to rise the productivity of the company and to lead the change through people, i.e., by executing all of the described actions both managers and professionals were more satisfied in their work and productivity of the company raised. Without the change project the company would probably have gone bankruptcy.

My time usage for these three projects exceeded what was planned. This was because the combination of three large development projects in two case organizations was wider than a combination of two smaller development projects in one case organization. In addition, my development projects lasted three years instead of a defined some months long development project.

There were many problems and challenges during my development projects journey. I had to change my jobs from an organization to another four times during the projects described in this thesis. This meant that I had to interrupt development projects every time I changed my jobs. In addition, I got a serious illness during the thesis project and recovering has been a long and painful experience which prevented me to write this thesis. Luckily, as a result of the successful treatments I have now got back my abilities to work, walk and live my life full of energy.

What I have learnt during this thesis project is a lot of new skills. I also have widened my work experience and research skills. A thesis project in a university of applied sciences differentiates totally from a thesis project in a university. A UAS-thesis is a development project with real development actions, preferably at least a couple of development pro-

jects, whereas a university-thesis is a quantitative or qualitative study with defined methods and theory but not necessarily with development actions. The development actions I did during my development projects described in this thesis, can be transferred to other knowledge-intensive service organizations that employ middle level managers.

5.3 Suggestions for further development actions

On basis of development projects presented in this thesis, I give some suggestions for further development actions or research targets. My suggestions suit for both of the case organizations.

The emphasis could be on the success of the managers in relation to the success of the company. The idea could be to find out whether the working time of managers is distributed in the right relation to their key profit areas, the targets of their balanced core cards, etc. An interesting approach would be of the learning aspect: developing management training with time distribution analysis, effects on business, etc.

Naturally, one of the possible development actions could be the complexity of the leadership in the context of leading professionals. When bounded in the life cycles of the organization, one could study how working roles change when the organization moves from one phase of organizational development to another. And, what kind of professional development of middle level managers should be used in each phase of organizational development.

Managerial decisions, challenges and learning should be studied in different types of knowledge-intensive service organizations. It would be interesting to see if there is variation between different types of service organizations, e.g., game service organizations, outsourcing services organizations, and health care service organizations.

Managers' strengths and weaknesses and their connection to performance of an organization would be an interesting study. What kind of weaknesses should be treated as hindrances for performance in the sense of productivity? What kind of strengths enable performance in a productive way? These could be studied from organization's point of view or from a managerial viewpoint.

How do development plans promote a manager's career? Are there differences between well designed development plans and development plans without the clue? Should a manager have a strong own vision of his/her development? Should an organization always define how managers should develop themselves? These and many other questions offer

motive for new studies either at university or at university of applied sciences level. Depending on the approach, these questions can be answered with help of many methods and research traditions, e.g. action research, case study, survey, etc.

Professional development paths could be studied in many ways, as well. For example, before development begins, one should measure manager's skills and/or knowledge, and the same measuring should be done after development actions. Here again, how development affects success of an organization, is an interesting question. Follow-up period should be long enough, i.e., years, not months.

It also would be interesting to compare two organizations operating in the same business. If one of the organizations have managers with bachelor level education and the other managers with master level education, does level of education influence on success of the organization? Then, how about an organization that has a systematic training ladders compared with an organization that does not have systematic training ladders – are there differences of how managers perform their work?

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Appendices

Appendix 1. Plan for a development project

Name of the student: Heli Bergström

Study id: 0503497

Title of the development project: Time-project

From a project plan to a plan for a development project

1. Background

Reason for launching this development project is as follows. We work in quite a turbulent environment and are not sure if we have allocated resources in a right way. Our managers probably do tasks that someone of their subordinates is capable of performing. Managers may not have enough time to do the right things because plenty of their working time is directed to tasks being not so valuable when thinking of our goals and purpose of doing business. Managers may not have enough time for their subordinates. As a knowledge-intensive organization in service branch and as one of the company's main business areas, we have to aim to be effective in order to be able to produce services in a competitive price. This development project concentrates on the problematic of real working life in management area. Time management has been one of the most difficult issues in many managers' life for decades.

2. Purpose and targets

The Time-project has following purpose and targets: 1) to find out how the working time of managers is dividing between different tasks; 2) to evaluate the effectiveness of managers' time usage; 3) to find ideas how managers can develop the usage of their working time in order to meet the challenges of the environment; 4) to write a guide of time management for managers in their own context (?). Note that the fourth target may change to another when re-evaluating the targets in the management group of this project. The decision is to be done after phase 3 (evaluation).

3. Limitations

Time-project will be executed in our own unit, which is one of the main business areas of the company. Personnel of our unit consist of professionals and specialists – our environment can be characterized as knowledge-intensive organization. Therefore, managers have different kind of challenges than, for example, in an environment consisting of workers doing tasks that demand physical efforts. We are doing business on service branch but our business cannot be compared with a retail store or whole sale store, either.

Time-project is limited to cover the four managers in our unit. This means that 100% of our superiors are studied in this project. One of the managers is middle manager and the rest of them are first-line managers. Reason for this limitation is the nature of our business; it differs from every other business lines in our company and cannot be compared with any other unit. The resources reserved for this project are limited to a minimum for the same reason.

Tasks of time-project are defined on basis of earlier studies; see methods in chapter 9 and references in chapter 12.

4. Environment

Results of this Time-project intend to have an influence on the parties/stakeholders presented in figure 1.

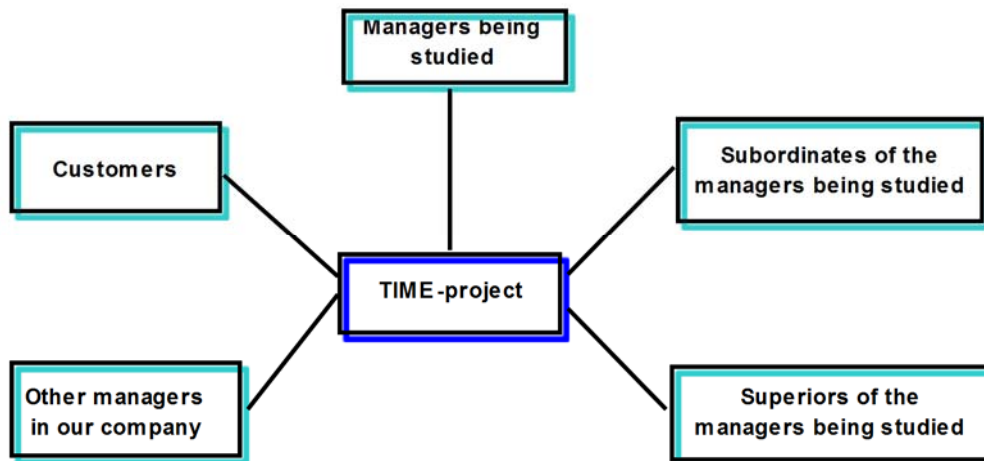


Figure 1. Parties/stakeholders of Time-project

Managers being studied will get guidance how to divide their working time. Subordinates of the managers will probably get better management when their superiors learn how to

spend more time with them. Superiors of the managers will see better results when managers learn how to use their working time effectively. Other managers in our company will be encouraged to learn principles of time management. Customers will get better service when both managers and their subordinates become more satisfied.

5. Phases of Time-project

Time-project can be divided in 6 main phases as follows (figure 2 illustrates the flow chart of Time-project):

- 1) Starting the project
- 2) Study (target of the phase: to find out how the working time of managers is dividing between different tasks)
- 3) Evaluation (target of the phase: to evaluate the effectiveness of managers' time usage)
- 4) Ideas (target of the phase: to find ideas how managers can develop the usage of their working time in order to meet the challenges of the environment)
- 5) Guide (target of the phase: to write a guide of time management for managers in their own context)
- 6) Ending the project

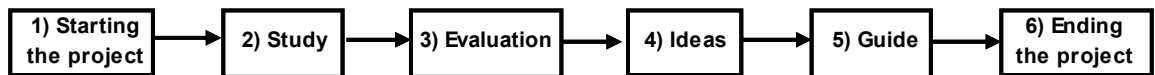


Figure 2. Flow chart of Time-project

6. Sub-projects and schedule

Sub-projects of Time-project are as follows in table 1.

Table 1. Sub-projects of Time-project (continues)

| Sub-projects of TIME-project | | | | | | | | | |
|------------------------------|----------------------|---------------------------------------|----------------|---------------|-------------|-----------|-------|------------------|-------|
| No | Name of the phase | Contents of the phase | Responsibility | Starting date | Ending date | Cal. days | Hours | Resources/inputs | |
| | | | | | | | | Person | Hours |
| 1 | Starting the project | | | 2006-01-02 | 2006-01-29 | | | | |
| 1.1 | Preparing | Preparing for the kick off meeting | HB | 2006-01-02 | 2006-01-08 | 7 | 4,0 | HB | 4,0 |
| 1.2 | Kick off meeting | Participating in the kick off meeting | HB | 2006-01-09 | 2006-01-15 | 7 | 12,0 | HB | 1,5 |
| | | | | | | | | LW | 1,5 |
| | | | | | | | | HL | 1,5 |
| | | | | | | | | RH | 1,5 |
| | | | | | | | | OO | 1,5 |
| | | | | | | | | AMM | 1,5 |
| | | | | | | | | ES | 1,5 |
| | | | | | | | | SO | 1,5 |
| 1.3 | Documentation | Writing the memo and report | HB | 2006-01-16 | 2006-01-29 | 14 | 7,0 | HB | 7,0 |
| | | | | | | 28 | 23,0 | | |

Table 1. Sub-projects of Time-project (continued)

| No | Name of the phase | Contents of the phase | Responsibility | Starting date | Ending date | Cal. days | Hours | Resources/inputs | |
|----------|-------------------|---|-----------------|-------------------|-------------------|------------|--------------|------------------|-------|
| | | | | | | | | Person | Hours |
| 2 | Study | | | 2006-01-30 | 2006-05-14 | | | | |
| 2.1 | Reading | Reading the literature (methods) | HB | 2006-01-30 | 2006-02-19 | 21 | 52,5 | HB | 52,5 |
| 2.2 | Diaries | Outlining the data gathering formulas (=diaries) and guide to fill in them | HB | 2006-02-20 | 2006-03-05 | 14 | 14,0 | HB | 14,0 |
| 2.3 | Data gathering | Managers filling in self-reflection diaries | OO, RH, AMM, ES | 2006-03-06 | 2006-03-19 | 14 | 8,0 | OO | 2,0 |
| | | | | | | | | RH | 2,0 |
| | | | | | | | | AMM | 2,0 |
| | | | | | | | | ES | 2,0 |
| 2.4 | Results | Studying the results (finding out how the working time of managers is dividing between different tasks) | HB | 2006-03-20 | 2006-04-16 | 28 | 70,0 | HB | 70,0 |
| 2.5 | Interviews | Complementary interviews in order to ensure the validity of results | HB | 2006-04-17 | 2006-04-30 | 14 | 7,5 | HB | 1,5 |
| | | | | | | | | OO | 1,5 |
| | | | | | | | | RH | 1,5 |
| | | | | | | | | AMM | 1,5 |
| | | | | | | | | ES | 1,5 |
| 2.6 | Documentation | Writing the report | HB | 2006-05-01 | 2006-05-14 | 14 | 35,0 | HB | 35,0 |
| | | | | | | 105 | 187,0 | | |
| 3 | Evaluation | | | 2006-05-15 | 2006-08-27 | | | | |
| 3.1 | Reading | Reading the literature (evaluation) | HB | 2006-05-15 | 2006-06-04 | 21 | 52,5 | HB | 52,5 |
| 3.2 | Evaluation | Evaluating the effectiveness of managers' time usage | HB | 2006-06-05 | 2006-06-18 | 14 | 21,0 | HB | 21,0 |
| 3.3 | Discussions | Discussions with managers in order to ensure the validity of evaluation | HB | 2006-06-19 | 2006-07-02 | 14 | 5,0 | HB | 1,0 |
| | | | | | | | | OO | 1,0 |
| | | | | | | | | RH | 1,0 |
| | | | | | | | | AMM | 1,0 |
| | | | | | | | | ES | 1,0 |
| 3.4 | Analyzing | Analyzing the effectiveness of managers time usage | HB | 2006-07-03 | 2006-07-16 | 14 | 35,0 | HB | 35,0 |
| 3.5 | Documentation | Writing the report | HB | 2006-08-07 | 2006-08-27 | 21 | 52,5 | HB | 52,5 |
| | | | | | | 84 | 166,0 | | |

Table 1. Sub-projects of Time-project (continued)

| No | Name of the phase | Contents of the phase | Responsibility | Starting date | Ending date | Cal. days | Hours | Resources/inputs | |
|----------|-------------------|---|----------------|-------------------|-------------------|------------|--------------|------------------|-------|
| | | | | | | | | Person | Hours |
| 4 | Ideas | | | 2006-08-28 | 2006-11-12 | | | | |
| 4.1 | Reading | Reading the literature (ideas) | HB | 2006-08-28 | 2006-09-10 | 14 | 35,0 | HB | 35,0 |
| 4.2 | Ideas | Finding ideas how managers can develop the usage of their working time in order to meet the challenges of the environment | HB | 2006-09-11 | 2006-09-24 | 14 | 21,0 | HB | 21,0 |
| 4.3 | Discussions | Discussions with managers in order to find out the usefulness of the ideas | HB | 2006-09-25 | 2006-10-01 | 7 | 5,0 | HB | 1,0 |
| | | | | | | | | OO | 1,0 |
| | | | | | | | | RH | 1,0 |
| | | | | | | | | AMM | 1,0 |
| | | | | | | | ES | 1,0 | |
| 4.4 | Analyzing | Analyzing the usefulness of the ideas | HB | 2006-10-02 | 2006-10-22 | 21 | 52,5 | HB | 52,5 |
| 4.5 | Documentation | Writing the report | HB | 2006-10-23 | 2006-11-12 | 21 | 52,5 | HB | 52,5 |
| | | | | | | 63 | 166,0 | | |
| 5 | Guide | | | 2006-11-20 | 2007-03-11 | | | | |
| 5.1 | Writing | Outlining the guide of time management for managers in their own context | HB, SO | 2006-11-20 | 2006-12-31 | 42 | 147,0 | HB | 84,0 |
| | | | | | | | | SO | 63,0 |
| 5.2 | Evaluation | Evaluating the guide | HB, SO | 2007-01-01 | 2007-01-14 | 14 | 28,0 | HB | 14,0 |
| | | | | | | | | SO | 14,0 |
| 5.3 | Finalization | Finalizing the guide | HB, SO | 2007-01-15 | 2007-02-04 | 21 | 52,5 | HB | 52,5 |
| 5.4 | Workshop | Workshop for the managers in order to ensure that they begin to change their behavior when discussing time management | HB, SO | 2007-02-05 | 2007-02-18 | 14 | 18,0 | HB | 3,0 |
| | | | | | | | | SO | 3,0 |
| | | | | | | | | OO | 3,0 |
| | | | | | | | | RH | 3,0 |
| | | | | | | | | AMM | 3,0 |
| | | | | | | | ES | 3,0 | |
| 5.5 | Documentation | Writing the report | HB | 2007-02-19 | 2007-03-11 | 21 | 52,5 | HB | 52,5 |
| | | | | | | 112 | 298,0 | | |

Table 1. Sub-projects of Time-project (continued)

| No | Name of the phase | Contents of the phase | Responsibility | Starting date | Ending date | Cal. days | Hours | Resources/inputs | |
|--------------|---------------------------|------------------------------|----------------|-------------------|-------------------|-----------|--------------|------------------|--------------|
| | | | | | | | | Person | Hours |
| 6 | Ending the project | | | 2007-03-12 | 2007-06-03 | | | | |
| 6.1 | Report | Writing the project report | HB | 2007-03-12 | 2007-04-01 | 21 | 52,5 | HB | 52,5 |
| 6.2 | Meeting | Participating in the meeting | HB | 2007-04-02 | 2007-04-15 | 14 | 12,0 | HB | 1,5 |
| | | | | | | | | LW | 1,5 |
| | | | | | | | | HL | 1,5 |
| | | | | | | | | RH | 1,5 |
| | | | | | | | | OO | 1,5 |
| | | | | | | | | AMM | 1,5 |
| | | | | | | | | ES | 1,5 |
| SO | 1,5 | | | | | | | | |
| 6.3 | Documentation | Writing the thesis report | HB | 2007-04-16 | 2007-06-03 | 49 | 73,5 | HB | 73,5 |
| | | | | | | 84 | 138,0 | | |
| Total | | | | | | | 978,0 | HB | 843,0 |
| | | | | | | | | LW | 3,0 |
| | | | | | | | | HL | 3,0 |
| | | | | | | | | RH | 11,5 |
| | | | | | | | | OO | 11,5 |
| | | | | | | | | AMM | 11,5 |
| | | | | | | | | ES | 11,5 |
| | | | | | | | | SO | 83,0 |

978,0

7. Resources

The project organization can be described as shown in Figure 3. Participants of the management steering group of the Time-project are Director, Vice-President, me and a member from Helia. As shown in Figure 3, I will act as project manager. The rest of the project group consists of three first-line managers, one middle manager and one analyst.

Responsibilities of project members are dividing as follows: 1) I am responsible of project management as a whole. 2) Director and Vice President are participants of management steering group meetings if there is a need to have ones; Director will act as chairman of steering group. 3) Middle manager and first-line managers are being studied in Time-project. 4) Analyst is participating in writing the time management guide.

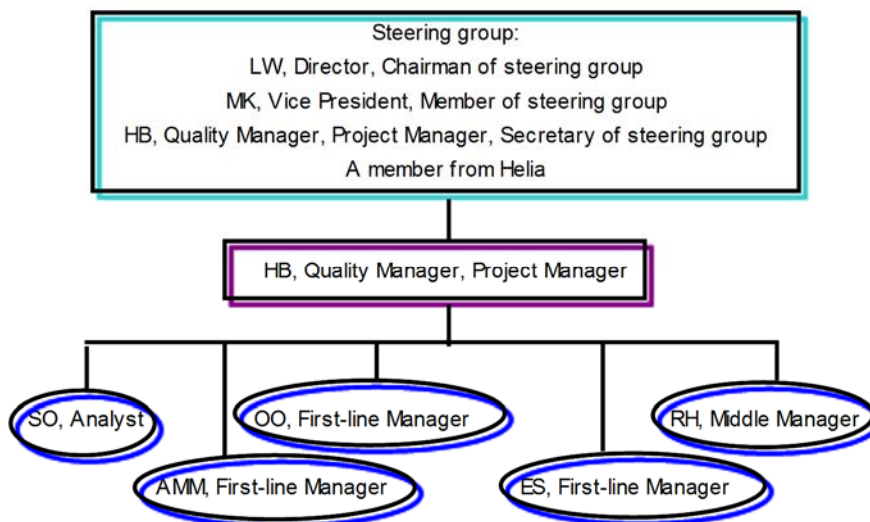


Figure 3. Project organization of Time-project

8. Costs

Costs of the time-project have been accounted for total 37.545 euros and they consist of partly fictitious salaries (including social costs). No other costs will be included. Workloads per person per month together with costs per person per month are collected together in Table 2. Note that the salaries are accounted for each hour spent for the Time-project; no differentiation is made whether the work is done within normal working hours or on my leisure time.

Table 2. Workloads and costs per person per month in Time-project

| Planned work loads and costs | | | | | | | | | | | | |
|------------------------------|-------------------------------|------------|------------|-------------|-------------|-------------|-------------|-------------|--------------|--------------|--------------|--------------|
| Month | Work loads per person (hours) | | | | | | | | Costs (eur) | | | |
| | HB | LW | HL | OO | RH | AMM | ES | SO | Total | Cumul. | Total | Cumul. |
| 01/2006 | 17,5 | 1,5 | 1,5 | 1,5 | 1,5 | 1,5 | 1,5 | 1,5 | 28,0 | 28,0 | 1060 | 1060 |
| 02/2006 | 56,5 | | | | | | | | 56,5 | 84,5 | 2260 | 3320 |
| 03/2006 | 35,0 | | | 2,0 | 2,0 | 2,0 | 2,0 | | 43,0 | 127,5 | 1660 | 4980 |
| 04/2006 | 41,5 | | | 1,5 | 1,5 | 1,5 | 1,5 | | 47,5 | 175,0 | 1855 | 6835 |
| 05/2006 | 77,5 | | | | | | | | 77,5 | 252,5 | 3100 | 9935 |
| 06/2006 | 32,0 | | | 1,0 | 1,0 | 1,0 | 1,0 | | 36,0 | 288,5 | 1410 | 11345 |
| 07/2006 | 35,0 | | | | | | | | 35,0 | 323,5 | 1400 | 12745 |
| 08/2006 | 62,5 | | | | | | | | 62,5 | 386,0 | 2500 | 15245 |
| 09/2006 | 47,0 | | | 1,0 | 1,0 | 1,0 | 1,0 | | 51,0 | 437,0 | 2010 | 17255 |
| 10/2006 | 75,0 | | | | | | | | 75,0 | 512,0 | 3000 | 20255 |
| 11/2006 | 52,0 | | | | | | | 16,5 | 68,5 | 580,5 | 2493 | 22748 |
| 12/2006 | 62,0 | | | | | | | 46,5 | 108,5 | 689,0 | 3643 | 26390 |
| 01/2007 | 56,5 | | | | | | | 14,0 | 70,5 | 759,5 | 2610 | 29000 |
| 02/2007 | 38,0 | | | 3,0 | 3,0 | 3,0 | 3,0 | 3,0 | 53,0 | 812,5 | 1985 | 30985 |
| 03/2007 | 77,5 | | | | | | | | 77,5 | 890,0 | 3100 | 34085 |
| 04/2007 | 26,5 | 1,5 | 1,5 | 1,5 | 1,5 | 1,5 | 1,5 | 1,5 | 37,0 | 927,0 | 1420 | 35505 |
| 05/2007 | 46,5 | | | | | | | | 46,5 | 973,5 | 1860 | 37365 |
| 06/2007 | 4,5 | | | | | | | | 4,5 | 978,0 | 180 | 37545 |
| Total | 843,0 | 3,0 | 3,0 | 11,5 | 11,5 | 11,5 | 11,5 | 83,0 | 978,0 | 978,0 | 37545 | 37545 |

9. Methods, describing and informing

Tools to be used in Time-project are MSWord, MSEXcel, MSProject, MSOutlook and probably SPSS. All other methods used in Time-project are in line with methods used in our company.

At the moment I still am considering which research approach to emphasize in my study: action research, case study research or constructive research. The conclusion may be that I will use all of the mentioned approaches, as well.

I prefer highlight *profession-analytical management studies* to management theory oriented studies (see more detailed description in chapter 12), because in my opinion, they help me to fix the theme for research more practically than the latter mentioned studies. The idea in professional-analytical management studies is to find answers to questions like *what managers really do; where, with whom, how, where and why they use their working time as they do*. The purpose of this approach is to observe managerial work and work assignments as thorough as possible.

In my opinion, profession-analytical management studies can be seen as one form of *project oriented action research*. This is because the research not only studies; it develops, evaluates and improves at the same time. I will gather the data by using self-reflection diaries, participative observation (and interviews, if needed). I have lead my conclusion on basis of literature; participative observation is one of the main data gathering methods of action research and diaries can be seen as a method of reflection which has a great role in action research. Information gathered with diaries will be analyzed with help of excel (and SPSS?).

Information policy of our company defines how to inform personnel about Time-project; project manager is responsible for informing. Because of the nature of our unit, the results are informed to a defined group first and the delivery of the information to the rest of the employees is decided later. We have agreed that I will send memos and other papers to my superior first and we decide together which part of the material is delivered to other project members and when. The documentation exists in my personal laptop and in a server called Fatta where files can be protected with passwords and restricted accesses.

10. Risks of the project and how to prepare for them

The main risk that may appear is that I have to start some new and more important project. This means that the schedule have to be reorganized. I think the following alternatives are considerable in order to avoid this risk: a) to execute the project the faster the best; b) to outline looser schedule, or c) to manage my own time so that there is always space for this project.

Other risks that may appear are double bookings in the schedules of other project members. I think this risk is hardly to be realized because I intend to book their calendars as early as it is possible. However, there should always be enough space in their calendars for the hours needed for this project.

This project can be seen as a part of the development process of managerial work in our company, as well as education sessions arranged for managers. Our managers are very committed to develop their own working methods, i.e., their commitment for this project has already been ensured.

What comes to organizational commitment, my superior's support is basically all I need to execute this project. In addition to this, I also have informed our personnel department about my study. Our HR-Director and HR-Manager have promised to support me in my study.

11. Guidance of quality during the project

I as project manager am responsible for the quality. When needed and if I meet problems during my journey of Time-project, I hope I will receive guidance from my boss and my tutor in form of comments and proposals how to proceed. There are several check-points in my study; every phase includes documentation (as can be seen in chapter 6). This documentation acts as progress report and will be delivered to my boss in order to give him a possibility to evaluate the quality during the study process.

12. Theoretical background: previous management studies

Mary Parker Follett (1868-1933) and Chester Barnard (1886-1961) were the first researchers who studied decision processes, official and unofficial relationships together with roles and functions of managers in organizations. Cyrill Burt (1883-1972) and Elton

Mayo (1880-1949) developed concepts of work psychology and human relationships and applied them in organizations and in leadership. (Drucker 1977, 27.)

Generally, *management theory oriented* studies of managerial work and work assignments include studies that search answers for questions like *what are the managerial tasks in organization, what are the functions managers execute in their work or that they should execute*. (Routamaa, Hakuli & Ryhänen 1992, 5). This trend of research started from Henri Fayol's (1949) thoughts and writings. Fayol presented five elements of management process: plan, organize, coordinate, command and control. (Fayol 1949, 13.)

The most important criticism regarding management theory oriented research points to deductive approach belonging to this kind of research; satisfying empirical verifying of concepts is not usually included. Routamaa & al. (1992) state that it is not necessarily reasonable to perform empirical testing in the context of management theory oriented studies, because in these studies it is intended to describe good management performance instead of understanding managers' real behavior. (Routamaa & al. 1992, 41-42.) In other words, researchers describe managers' tasks but they do not refer to direct observations.

Profession-analytical oriented studies of managerial tasks and work assignments are based on inductive approach; it has been developed in order to meet the challenges caused by empirical understanding of managerial work. They try to answer to questions like *what managers really do; where, with whom, how, where and why they use their working time as they do*. The purpose of this approach is to observe managerial work and work assignments as thorough as possible. Researchers representing this approach are, for example, Sune Carlson (1951), Rosemary Stewart (1967), Henry Mintzberg (1973) and John P. Kotter (1982). (Routamaa & al. 1992, 5-6 and 41.)

There are three sub-approaches in profession-analytical management studies: 1) work activity studies, 2) job analysis studies, and, 3) managerial behavior studies. Carlson used in his work activity studies several research methods: diary follow-up of managers and their secretaries, observation, half-structured discursive interviews and written documents. Mintzberg (1973) used structured observation in his work activity study. (Carlson, 1951; Mintzberg, 1973; Wahlgrén 1995, 12-18.)

Leonard R. Sayles (1964) gathered data for his study of managerial behavior by interviewing, participative observation and complementary attitude questionnaire. John P. Kotter (1982) gathered data for his managerial behavior study during a rather long participative

observation. In addition to this method, he used questionnaires, diaries, interviews and written documents. (Kotter, 1982; Sayles, 1964; Wahlgrén 1995, 13-20.)

Kotter's study was close to Rosemary Stewart's (1967, 1976, 1984, 1988, 1989) study by nature. Stewart's several studies are, however, work assignment studies by nature. She has gathered her data by using diaries for self-observation, participative observation, questionnaires and interviews. In the beginning, Stewart's studies were rather quantitative, but she passed towards qualitative research methods by increasing triangulation in her studies. (Stewart, 1988; Wahlgrén 1995, 13-15.)

However, there is one common problem in management theory oriented, profession-analytical oriented and management and leadership studies in general: every researcher has developed his or her own concept, because theoretical frames of studying managerial work and work assignments have been failing. These concepts have certainly not been congruent with each other. (Fondas & Stewart 1990, 4.) This observation illustrates how dispersed results of different researchers are – a clear consensus about management has not been found inside neither of these research trends.

Henry Mintzberg has described diversity of the field of management studies on the 1970's so aptly that his research report has been republished on the 1990's:

“If you ask managers what they do, they will most likely tell you that they plan, organize, coordinate and control. Then watch what they do. Don't be surprised if you can't relate what you see to these words.” (Mintzberg 1975, 49; Mintzberg 1990, 163.)

Mintzberg has on basis of his research concluded to the observation that in literature – even when it is based on systematic research – is the tendency to focus one aspect of managerial work to the exclusion of all others. There is a lot of material on the manager as leader and on the manager as decision-maker, but only seldom are these two aspects brought together in more comprehensive description of managerial work. Because of his observation, and in order to present comprehensive view of managerial work, Mintzberg's aim in his book *The nature of managerial work* is to combine literature with his study. (Mintzberg 1973, 8.)

Appendix 2. Daily diary

Time of starting incident?* _____

Duration: Hours _____ Minutes _____ (nearest 5 minutes)

| DID YOU DO THIS | | | |
|---|----------------------------------|--|-----------------------------------|
| Alone? _____ With one other person? _____ With 2 or more persons? _____ | | | |
| WHERE? | WHO? | HOW? | WHAT? |
| 1 Own office | INTERNAL | 1 Committees ^d | 1 Finance |
| | 1 Boss | | |
| 2 Other internal | 2 Boss' boss | 2 Discussions ^e | 2 General management ^k |
| 3 Other units ^a | 3 Secretary | 3 Selection interviewing | 3 Marketing and sales |
| 4 External | 4 Subordinates | 4 Social ^f | 4 Personnel |
| 5 Home | 5 Subordinates' subordinates | 5 Telephoning | 5 Production/service |
| 6 Travelling | 6 Colleagues ^b | 6 Figure work | 6 Public relations |
| | 7 Fellow ^c specialist | 7 Reading, external | 7 Purchasing |
| | 8 Other internal | 8 Writing & reading, internal ^g | 8 Research and development |
| | 9 Other units ^a | 9 Other work ^h | 9 |
| | EXTERNAL | | |
| | 10 Customers | 10 Inspection ⁱ | 10 |
| | 11 Suppliers | 11 Lectures and conferences | |
| | 12 Other external | 12 Travelling ^j | |

| FLEETING CONTACTS | | | |
|-------------------|----------|-----------|---------------|
| | Personal | Telephone | Interruption? |
| Boss | 1 | 1 | 1 |
| Secretary | 2 | 2 | 2 |
| Subordinates | 3 | 3 | 3 |
| Other internal | 4 | 4 | 4 |
| Other units | 5 | 5 | 5 |
| External | 6 | 6 | 6 |

DECISIONS AND CHALLENGES

Most important decision you made today:

Most demanding challenge you had today:

Appendix 3. Guide for using the diaries

HOW TO FILL IN THE DIARIES

There are two types of diaries: a daily diary to be filled in daily and a weekly diary to be filled in after five working days. Please read the instructions below in order to learn how to fill in each diary. Do not hesitate to contact me if you have any questions concerning the diaries or the study.

Daily diary

- **Common instructions:**

You may find the *explanations* of the headings below.

Please, try to fill in the diary *as soon as you can* after the incident you are going to record.

Please, record each day *at least three* activities that take up the greatest amount of your time.

You may choose how long you will keep the diary. However, in order to get feedback, you should keep the diary *at least for one working week and on each working day*. As a researcher, I am very grateful, if you have the possibility to keep the diary *for four weeks*; this would enable more trustworthy results of the study.

Therefore, anything between one to four weeks will help me to do my research work.

- **How to fill in episodes lasting 5 minutes or more**

Please start a fresh sheet whenever there is a change under any one of the headings: 'Did you do this', 'Where?', 'Who?', 'How?', 'What?'. This means that, except for 'Who?', there should never be more than one tick under one of these headings.

'Did you do this': *mark a tick* for 'alone' if you did the incident by your own, mark a tick for 'with one other person' if you did the incident with some other accompanying with you, and, mark a tick for 'with 2 or more persons' if you did the incident with at least two other persons accompanying with you.

'Where?' is the place in which you did the incident you are recording. Please, choose only one alternative.

'Who?' is the person(s) accompanying you when you did the incident. You may choose, as many alternatives as there are participants.

'How?' is the form of the incident. Please, choose only one alternative.

'What?' is one of the main functions you are performing the incident. Please choose only one alternative.

'Incident' is what you have taken a fresh sheet to record, which is a change in one of the headings.

- a. **'Other units'** means other establishments, divisions, or subsidiary companies belonging to the same parent company.
- b. **'Colleagues'** are those reporting to the same line boss as you.
- c. **'Fellow specialists'** are those doing a similar job to you, in another department, or elsewhere in the parent company. They may or may not be at the same level as you.
- d. **'Committee'** is any pre-arranged group meeting. It may or may not have an agenda.
- e. **'Discussion'** is talking, which is not classified under one of the other headings.
- f. **'Social'** is when work is combined with a social activity.
- g. **'Writing & reading, internal'** includes dealing with correspondence. Company reading is of material produced by the company.
- h. **'Other work'** means just thinking work related issues.
- i. **'Inspection'** is a personal tour of work place.
- j. **'Traveling'** is when you are traveling for your work and *not* doing any other work listed under 'How?'.
k. **'General management'** is when you are dealing with two or more management functions, such as sales and production/services, at the same time, or in the same meeting. But if there is a clear division between the discussions on two functions, please record on separate sheets.

- **How to record contacts of less than 5 minutes ('Fleeting contacts')**

There may be a number of such fleeting contacts during the main incident that you have recorded above, or before you start a fresh sheet. Therefore, you can have a *number of ticks* in this section.

When recording a fleeting contact no entries should be made in the main section of the diary, but a tick should be put in the adjoining column if this interrupts what you were doing.

- **How to record decisions and challenges**

There may be one or several decisions you have been made during the working day. Please, according to your own opinion, choose the most important one to report here. You may *describe* your decision *with a few words* of your own.

You also may have met different kind of challenges during your working day.

Again, according to your own opinion, choose the most demanding challenge and *describe it with a few words* of your own.

Weekly diary

- **How to give information of your diary keeping**

Please, mark with a tick, whether you found it easy or not to fill in the diaries.

If you chose alternative 'no', please explain with a few words why it was not easy to fill in the diaries.

Please, give the number of times during your working week you filled in the diaries.

Please, give also days/hours/minutes describing the longest time interval that elapsed before you for some reason completed the diary after the incident.

- **How to evaluate your working week**

Please, give the amount of working hours during your working week you are now evaluating.

Please, tick whether your working week was abnormal or not, compared with the working weeks you usually have.

If you chose alternative 'yes', please explain with a few words why the week was abnormal.

- **How to report what you have learnt during your working week**

You may have learnt many things during this working week. It may relate with people, managerial tasks etc. In your own opinion, what is the most important thing you have learnt during this working week? You may describe it with a few words of your own.

- **How to give your other comments**

There may be other comments you would like to present concerning your working week, you diary keeping, etc. Feel free to comment anything you want with a few words of your own. This is not obligatory, so if you feel uncomfortable, you do not have to fill in anything.

Appendix 4. Weekly diary

INFORMATION OF YOUR DIARY KEEPING

Do you find it easy to fill in the diaries? ____ yes ____ no

If no, in what ways? _____

How often did you fill in the diary during this week? _____ times

What was the longest time interval after an incident that elapsed before you completed the diary?

_____ days _____ hours _____ minutes

HOW ORDINARY WAS YOUR WEEK

How many hours did you work during this week? _____ hours

Was the week abnormal? ____ no ____ yes

If yes, in what ways? _____

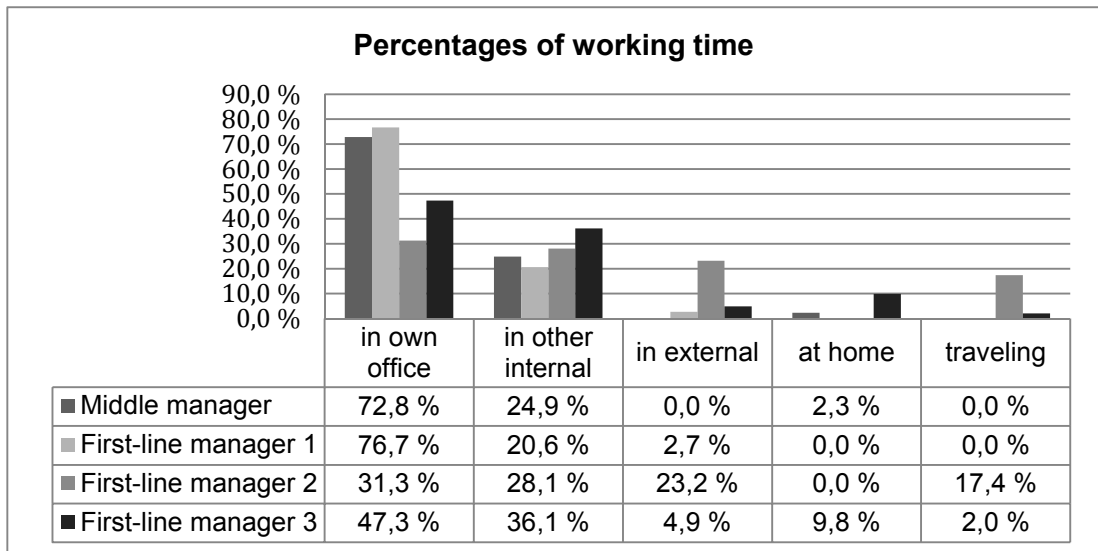
LEARNING ASPECT

What was the most important thing you have learnt during this week?

OTHER COMMENTS (voluntary)

Feel free to comment anything you want concerning your working week, your diary keeping etc.:

Appendix 5. Locations in which managers spent their working time



Appendix 6. Persons whom managers worked with

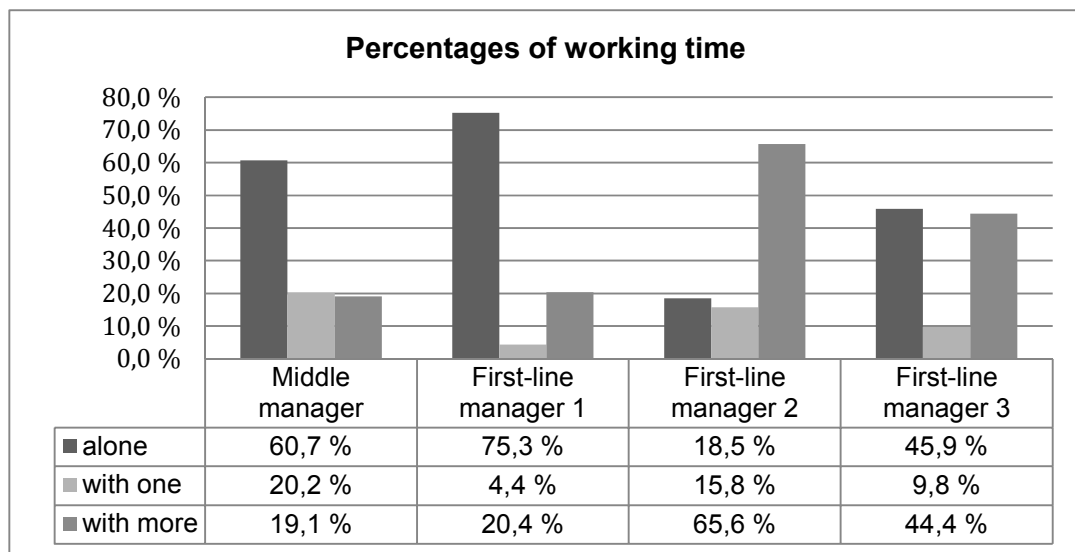


Figure 1. How managers spent their working time alone, with one other person and with more persons

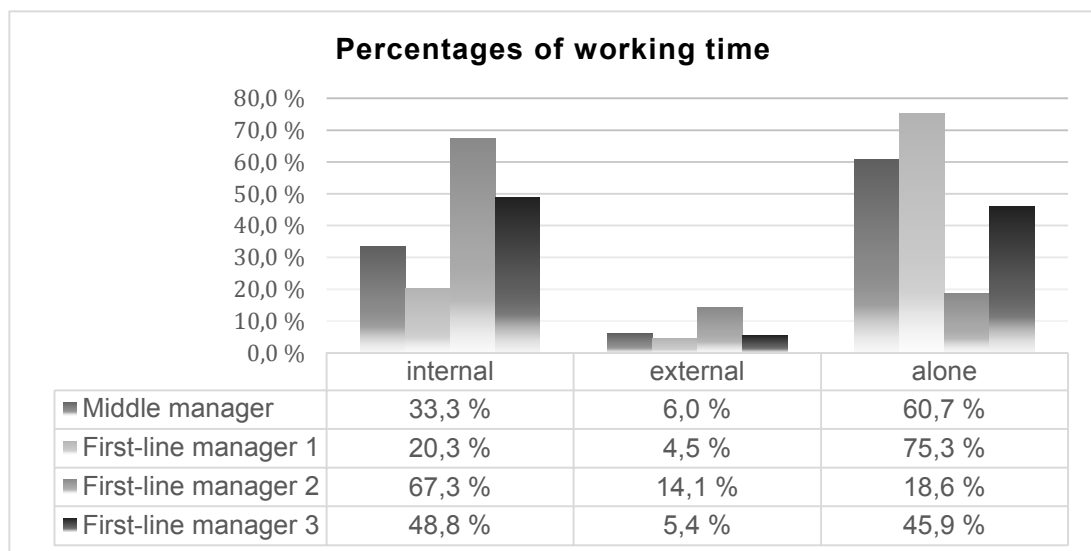
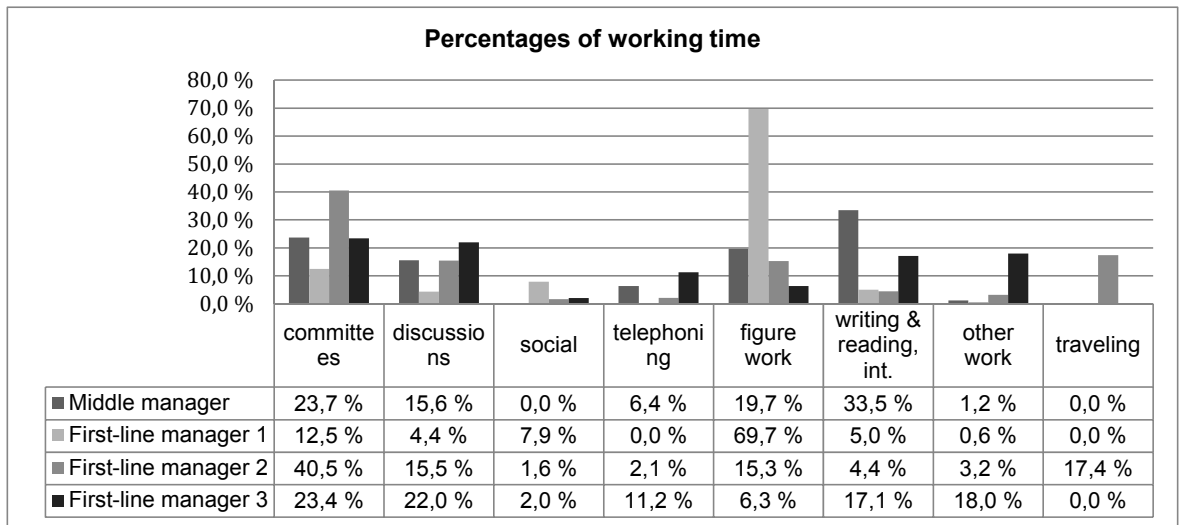
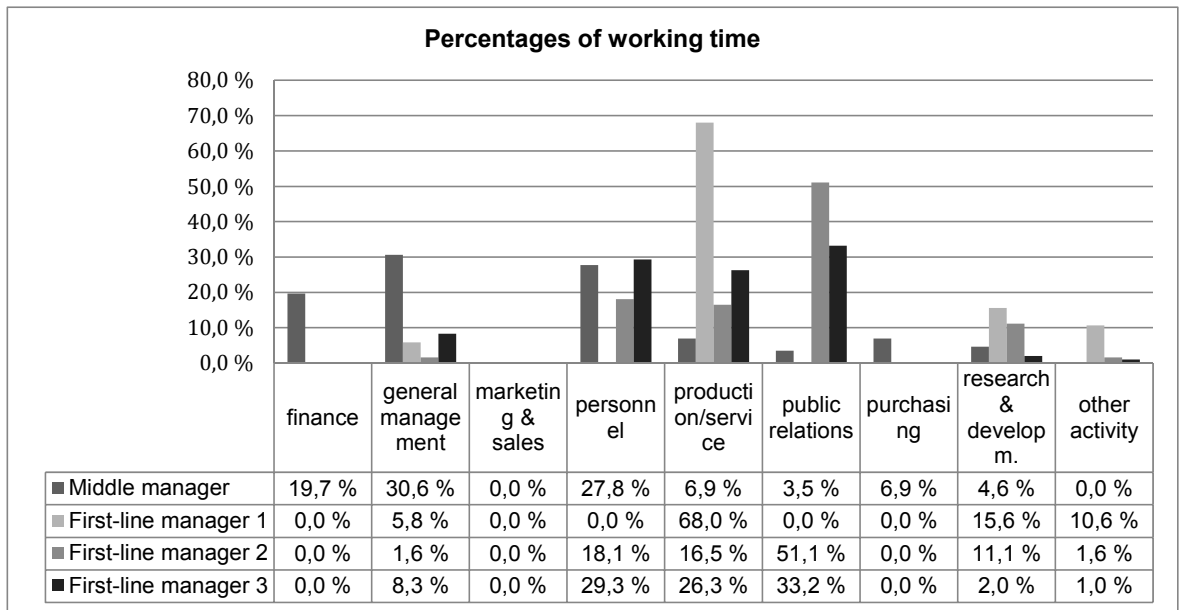


Figure 2. How managers spent their working time alone, with internal and external persons

Appendix 7. How managers spent their working time



Appendix 8. Activities managers performed during their working time



Appendix 9. Developing middle level managers' professional competence in Training Organization

Training Organization was a middle sized training organization with 250 professionals and approximately 5.000 students. My work was to develop training programs for leaders working in different kinds of branches and organizations. Training programs were qualification oriented programs for bachelor and master degree students in UAS-level (UAS = university of applied sciences) and vocational further education for students with relevant work experience. I worked with these training programs from 2011 to 2014. Approximately 300-350 students participated in following programs and courses during two and a half years. In this chapter I will briefly describe the training programs I worked with.

Single courses (5 credits each) in leadership at bachelor level focused on leadership in work places, leadership in distribution channels and leadership in chain store business. Single courses (5 credits each) in leadership at master level focused on wellbeing at work and developing work places, HR management, change management, operative management and strategic management. These single courses were executed both as classroom teaching and virtual learning and a combination of these methods. Each of the courses mentioned was executed one to two times a year and amount of students participated in these courses was twenty to forty students per course. Students were mainly managers from private companies and from public employers.

Specialized studies in leadership (30 credits) was further education for managers with at least three years managerial experience. The program was executed as a combination of classroom teaching and virtual learning. The program was a yearlong education during years 2011 and 2012. Twenty-five students participated in it. Students were managers from private companies operating at different branches. The contents of the program was as follows: a) professional studies (25 credits) which divided in four thematic entities: 1) management and leadership (14 credits) which included HR management, operational capabilities, ICT in managerial work and strategic know-how; 2) management in international environment (4 credits) which included managerial work in multicultural environment; 3) language studies (3 credits) which included updating professional knowledge of a chosen language; and 4) research methods (4 credits) which included methods of applied research with reporting; and, b) specialized development work and seminar work (5 credits) which included a project work, seminars and opponents.

Specialized studies in leadership (30 credits) was updated on basis of experiences. The next execution took place during years 2012 and 2013. The contents of the program was as follows: a) perspectives of management and leadership (20 credits) which divided in four themes: 1) strategic management and ICT in managerial work; 2) operative management; 3) HR management; and 4) leadership in an international environment; and, b) specialized development work and seminar work (10 credits) which included methods of applied research with reporting and specialized development work. The program was executed, too, as a combination of classroom teaching and virtual learning. Twenty-five students participated in it. Students were managers from private companies operating at different branches.

Curriculum for HR, leadership and work environments (60 credits) was planned during autumn 2013 and it was intended to be implemented in the beginning of the year 2014. This curriculum was planned for bachelor level students (approximately thirty students yearly): 1) competencies in first-line management (15 credits) which included human resource management, labor law, and, payroll administration; 2) future organizations (15 credits) which included well-being and competent organization, change management, and, future leadership in future environments; 3) work place competencies (15 credits) which included self-management and professional development path, work place skills, and, emotional intelligence leadership and emotional skills; and 4) strategic and operative planning (15 credits) which included strategic planning, operative planning, and, strategic and operative cases.

HR specialist for SME (30 credits) was vocational further education for managers who were working for small and medium sized companies and had at least master level education. The program was intended to be implemented during the year 2014 for thirty students. The contents of the program were as follows: 1) employment management (5 credits) which included essentials in labor law and life cycle of employment (personnel planning in SME, recruitment and introduction, salaries and rewards, internal communication, negotiations and cooperation, retirement and transferring tacit knowledge); 2) HRIS (5 credits) which included utilization of information systems in human resources; 3) organizing and operative management (5 credits) which included strategy implementation, organizing work, and, staff risk management; 4) HR and change management (5 credits) which included preparation and executing of changes in work life, performance and negotiation skills in HR environment, and, development discussions; 5) wellbeing and competent staff (5 credits) which included development of staff's competencies, development of wellbeing

in work, occupational safety and health, and, interventions and early signals; and, 6) development and analyzing methods and portfolio which included collecting theories and best practices relevant in own organization, aiming at a handbook for own HR work.

Common target for all of the described training programs was to support managers in their various roles in different kinds of organizations. Most of the managers participating in training programs were either managing directors, HR directors and managers, sales directors and managers, and logistics managers. Some of them were entrepreneurs and a minor part of them professionals who were potential future managers. Feedback from the participants was only positive which encouraged to continue development of these kinds of training programs.

Appendix 10. Developing training programs for middle level managers in Public Service Organization

Public Service Organization was a big public multi-professional organization with nearly 11.000 professionals and approximately 700 managers. My work was to develop, implement and execute training programs for all those 700 managers working in the organization, despite of the organizational ladders or boundaries between business lines. Two of the training programs were qualification oriented and the rest of them were training programs based on strategies and best practices. I worked with these training programs from 2014 to 2016. Approximately 300 managers participated in following yearlong programs and another approximately 300 managers participated in short trainings that lasted a day or a half of the day. In this appendix I will briefly describe the training programs I worked with.

Public Service Organization had a training path for managers as shown in figure 1. A single manager did not have to go through all this path but he/she had a possibility to do that if his/her organizational status was high enough. Further Qualification in First-Line Management and Specialist Qualification in Management were training programs aiming at a qualification and had a certain prerequisites. Figure 1 shows how the training path was in May 2016.

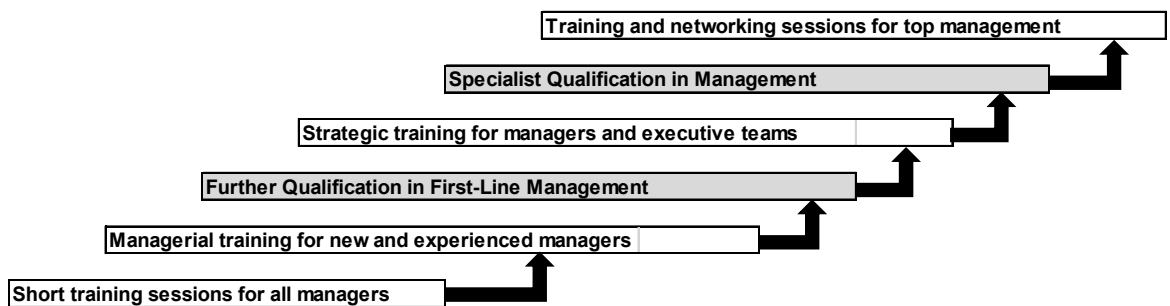


Figure 1. Training path for managers in Public Service Organization

Short training sessions for all managers were thematic training days which lasted from three hours to seven hours. These sessions were offered for all managers despite of their organizational status. Themes around which training sessions were offered two to six times a year were as follows: 1) meaningful change – management and leadership in continuous change, 2) difficult interactions – how to speak about them, 3) successful recruitment, 4) rules and regulations concerning working time, 5) rules and regulations concern-

ing absences, 6) manager as decision maker – preparing and deciding issues, 7) manager as financial manager, 8) wellbeing at work in a productive way, and, 9) several trainings concerning HRIS.

Managerial training for new and experienced managers was a yearlong training for all new managers in the organization in spite of manager's earlier managerial experience, and, for any experienced manager who wanted to update his/her knowledge in managerial issues. The target of this training was to develop managers' managerial skills and to introduce this certain organizational environment from managerial point of view. This training was worth 3 to 5 credits depending on the amount of exercises. Universities and universities of applied sciences had accepted this training as a part of a student's management studies. Altogether eight groups of twenty managers passed this training during two and a half years. The training included classroom learning, learning in virtual environment, learning at work, discussions with own superior, and learning from a mentor. In addition, managers were forced to network with each other. DiSC Work of Leaders and analysis of present situation were the tools used for individual development during this training.

The training was divided in five modules as follows: 1) orientation which aimed at absorbing meanings of different kinds of learning environments, understanding own role as a developing manager in a changing environment, and, defining own and learning group's targets; 2) performance management which introduced employer's rights and duties, planning and setting targets, controlling and follow-ups, organizing and operative management, labor law concerning working time and absences, recruitment, and, wellbeing at work in a productive way; 3) coaching leadership which concentrated on managerial skills and managerial role, work place skills from managerial point of view, encouraging and rewarding, wellbeing and competent staff, meaningful management in change situations, and, how to solve difficult interaction situations; 4) development as a manager which concentrated on individual development as a manager, self-management and time management, evaluation and development of competencies and work place; and; own managerial handbook; and 5) follow-up which concentrated on reflecting own development during the training, making a development plan for future managerial development, and, evaluating and concluding the mentoring process.

Further Qualification in First-Line Management was first of the qualification oriented trainings and it required *Managerial training for new and experienced managers* and at least two to three years managerial experience. This training was executed with two partners: one who was responsible for degree requirements and other who was responsible for ap-

apprenticeship contracts. My role was to ensure that there was something new for the managers and that our organization's strategies were implemented in the training program. This training program was divided in three basic requirements and modules as follows: 1) acting as a superior which included leading groups, guidance and introducing subordinates, and, evaluating own and group's performance; 2) customer relationships management which included managing internal and external customer groups and developing customer relations; and, 3) operational profitability which included profitable performance and analyzing and developing profitability of performance. This new training started in 2016 and twenty managers participated in it.

Strategic training for managers and executive teams was a training concentrating on strategic management and strategic issues. It was offered to executive teams only and it was executed according to coaching principles. The training supported executive teams in achieving targets derived from strategy; the organization had defined certain areas of focus with strategic emphasis. The training emphasized targets, values, management, regeneration and everyday leadership. Themes of the training were strategic thinking in executive team work, analysis of present situation, and, implementing change and regeneration. The training lasted eight to ten months and it was planned according to the needs of participating executive teams. In addition of classroom learning and virtual learning, each executive team had a possibility to group or team coaching which strengthened their development. DiSC Work of Leaders was used as a tool to support group performance. Altogether twelve executive teams participated in this training program.

Specialist Qualification in Management was second of the qualification oriented trainings which required at least three years managerial experience, adequate basic education and preferably *Managerial training for new and experienced managers*. This training was executed with two partners, as well: one who was responsible for degree requirements and other who was responsible for apprenticeship contracts. My role was to ensure that there was something new for the managers and that our organization's strategies were implemented in the training program. This training program was divided in two basic requirements (acting as a manager and HR management) and eight modules as follows: 1) strategic management, 2) developing leadership skills and change management, 3) financial management, 4) development project management, 5) process management and development of processes, 6) HR management and HR development, 7) leadership development; and, 8) a concluding seminar. 360 evaluation was used as a tool for individual development during this training program. Two groups of twenty managers participated in this training program.

Training and networking sessions for top management were held for fifty top managers once or twice a year. They concentrated on networking around a chosen theme. Last two sessions included DiSC Work of Leaders evaluation and 360 degree evaluation with relevant presentations, for example presentation of positive leadership. Trainings for top management are not as systematic as trainings for lower level managers are. Of course, top managers are welcome to all of the previously described trainings and some of them have participated specially in *Managerial training for new and experienced managers* and *Specialist Qualification in Management* trainings.

Development path of managers, or ladders of development, was continuously modernized. The contents in each ladder were synchronized so that there were no same themes in different ladders. The idea was to deepen the themes when ascending the ladders upwards. One adjacent ladder with *Specialist Qualification in Management* was not shown in figure 1 because it was intended to be implemented in autumn 2016. That adjacent ladder was *Specialist Qualification in Technology Management* and it was offered to managers working with supervision in technical field.