

“The Missing Link” - Utilising the Integrated Competing Values Framework (ICVF) to identify managerial roles and responsiveness to bullying at work

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ABSTRACT

This paper reports results from a pilot study which in part, examines the potential for utilising the Integrated Competing Values Framework (ICVF) to assist managers in gaining a clearer understanding of the managerial roles they display and consider to be important. The ICVF is then used to provide a focus for reflection on a challenging and complex management problem – responding effectively to bullying in the workplace. Early and effective management response may hold the key to minimising the trauma, costs and organisational disruption which may result from bullying behaviours. Indeed, active management intervention seems to be the “Missing Link” in dealing with this complex and often destructive workplace behaviour.

Keywords: *Bullying, Integrated Competing Values Framework, Leadership*

INTRODUCTION

A lack of timely and effective management leadership and intervention in relation to the issue of workplace bullying, is consistently cited by Targets of bullying as an area of deficit (Namie 2003, Rayner 1998, 1999). Indeed, responding effectively to the Targets’ desire to “just have the behaviour stop” (Richards & Freeman 2002) seems to be the “missing link” in an effective and genuine management response to bullying behaviours in the workplace. A lack of effective response may be the result of non-recognition of the problem, misunderstanding the phenomena, fear of bad behaviours or a lack of skill – each of which is eminently “fixable”, if there is the capacity to identify the issue, one’s own responsibility and effectiveness in the management of the issue and, then to identify and implement effective response strategies. Indeed, early recognition and intervention would appear to be primary factors in the management of escalation and effect of the harmful effects of bullying in the workplace.

This study aims to explore factors which impede effective intervention and management of workplace bullying behaviours through gaining a clearer understanding of overall managerial roles, and their effect upon responsiveness to workplace bullying behaviours. The research was conducted in a small public sector agency in South Australia (N= approx 90) and utilises the Integrated Competing Values Framework (ICVF) to identify:

1. *Roles managers display and consider important.*

¹ This paper is based on the doctoral work of the first author.

2. *Roles managers actually display* when dealing with a *bullying* situation

The paper then concludes by making observations with regard to findings and suggests future research activities which might shed some light on this complex and vexed issue.

Workplace Bullying

Increased reporting of poor interpersonal behaviours in the workplace has emerged as an issue of concern globally. Research into the phenomena of workplace bullying originated in Sweden in the early 1980's where family therapist, (Leymann 1990), investigated conflict in the workplace and undertook empirical investigations that led to the development of the concept of "mobbing". Since that time, under various nomenclature such as "emotional abuse" (Keashley 1998), "bullying" (Einarsen 1999) and "generalised workplace abuse" (Rospenda et al. 2000), considerable research development has been undertaken. Research over the past decade or so has led to varying claims of prevalence ranging from 2-4% (Mikkelsen & Einarsen 2001), through 10-16% (Cowie et al. 2000, Vartia 1996) to 33.5% (Rayner 1997). Such broad reporting of incidence has led inevitably to complex debates regarding definition (Björkqvist, Österman & Hjelt-Bäck 1994, Office of the Employee Ombudsman 1999, Rayner & Cooper 2003, Rigby 2002) which to date, remain unresolved.

In addition to conversations regarding incidence, prevalence and definition of the problem, international research has examined the multifaceted nature of the workplace bullying phenomenon and it appears from this wide array of research that bullying:

- Is a source of social stress at work (Vartia 2001, Wilson 1991, Zapf 1999);
- Results in social isolation, psychosomatic illnesses, depression, addictive behaviours, helplessness, anger and despair (Leymann 1990), fear, anxiety, depression and shock (Hansen et al. 2006) and post traumatic stress disorder (Björkqvist, Österman & Hjelt-Bäck 1994, Leymann & Gustafsson 1996);
- Impacts employee satisfaction and retention (Pearson, Andersson & Porath 2000);
- Affects employee health and well-being (Björkqvist, Österman & Hjelt-Bäck 1994, Kivimaki et al. 2004, Leymann & Gustafsson 1996);

- Increases absenteeism and sick leave (Kivimaki, Elovainio & Vahtera 2000);
- Is responsible for large organisational costs associated with filling of vacancies, training, loss of corporate knowledge, requirement for investigations resulting from grievances, increased WorkCover claims and associated costs which adds an impost on Australian employers of up to \$3 billion a year (Toomey 2005);
- Is often poorly understood and managed (Namie 2003, Zapf et al. 2003).

THE INTEGRATED COMPETING VALUES FRAMEWORK

Vilkinas and Cartan (2006b) have developed the ICVF to explain the behaviours that managers display. Their work is based on a model developed by Robert Quinn with his associates (Denison, Hooijberg & Quinn 1995, Hart & Quinn 1993, Hooijberg & Quinn 1992, Quinn, 1984, 1988, Quinn et al. 1996, Quinn & McGrath, 1982, Quinn & Rohrbaugh, 1983). At the heart of the ICVF is the observation that there are two key dimensions to effective management — a people-task dimension and an external-internal focus dimension (Vilkinas & Cartan 2006b). The model uses these two dimensions to create a four quadrant model (see Figure 1).

Within the quadrants, Vilkinas and Cartan locate four operational roles for the manager called Innovator, Broker, Deliver, and Developer. A brief description of the behaviours associated with each of these roles is provided in Appendix A.

Vilkinas and Cartan (2001, 2006a) further developed the framework by adding the role of Integrator to create the Integrated Competing Values Framework (ICVF). The Integrator role accommodates the requirement for managers to adapt and change and aligns appropriate managerial behaviour with need and has been described as “... in effect, the behavioural ‘control room’” for the other four operational roles (Vilkinas and Cartan, 2001:177).

In this role, the manager gathers and processes data from the environment, which provides guidance as to the most appropriate role to adopt in any particular situation. The manager also reflects on and analyses their previous personal experiences relevant to the situation and uses this data to inform decisions about role usage. Previously this integrator role has been identified as a strong predictor of effectiveness for

managers (Vilkinas and Cartan, 2001). That is, effective managers are able to critically observe their own behaviour, to reflect on these observations and to learn new behaviours where appropriate.

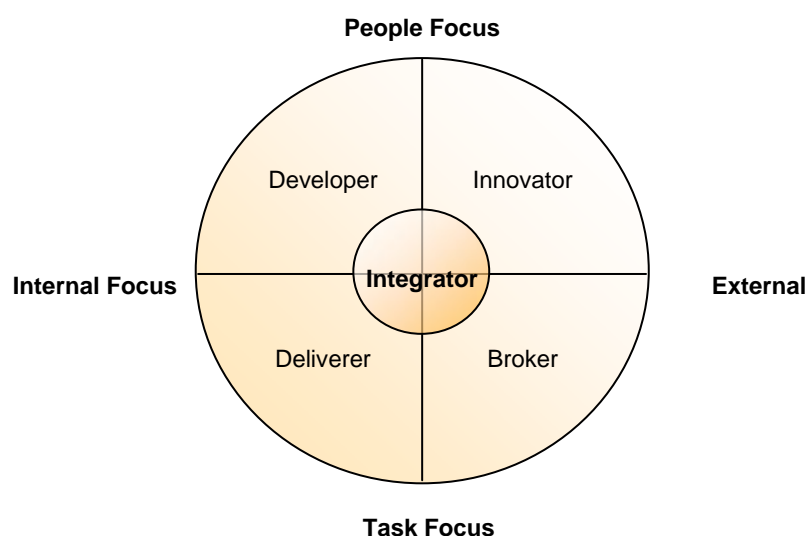


Figure 1 Integrated Competing Values Framework (derived from Vilkinas & Cartan 2006a, 2006b)

METHOD

Agency

A South Australian public sector agency was identified by size (up to approximately 100 full time equivalent staff), location (capital city) and span of service area (client focussed and state-wide).

Participants

Twenty nine managers employed by the selected public sector agency were invited to participate in the study. The senior and managers were identified from the agency's organisational chart, which indicated a relatively flat structure – a Chief Executive Officer, a “Director” or “Executive” level and then “Manager” level. Both the Director/Executive and Manager levels were approached by email and invited to a) complete an ICVF survey and b) participate in a recorded 1 to 1 ½ hour interview with the researcher. A total of 16 managers returned completed ICVF surveys (9 females and 7 males) and 12 managers participated in the interview (6 females and 6 males). All managers participating in the interview had completed the ICVF questionnaire.

ICVF Questionnaire

Display: The survey measured the four operational roles using the measures refined by (Vilkinas & Cartan 2006a). For each role there were a number of descriptive phrases. In the role of innovator, for example, responses were sought to the phrases: 'Comes up with inventive ideas' and 'Experiments with new concepts and ideas'. Responses were recorded on a seven-point Likert scale ranging from 1, anchored by *almost never*, to 7, anchored by *almost always*.

Importance: The same items, as for display, were used to measure the importance of each role. Responses were recorded on a seven-point point Likert scale ranging from 1, anchored by *not important at all*, to 7, anchored by *very important*.

Interview Format

A semi-structured interview format was adopted. The interview questions were grouped into three key areas of interest:

1. Understanding the Manager
2. Understanding the organisation
3. Understanding management of bullying

DATA ANALYSIS

ICVF Questionnaire

The following analyses were conducted to determine

- the extent to which roles are displayed, importance of roles and effectiveness - descriptive statistics were used,
- if there was a significant difference between the roles displayed - a within the subjects analysis of variance (ANOVA) with role (innovator, broker, deliverer, developer) as the within subject factor was used,
- if there was a significant difference between the roles considered important - a within the subjects analysis of variance (ANOVA) with role (innovator, broker, deliverer, developer) as the within subject factor was used,

- if there was a significant difference between “Display” and “Importance” of each role - a series of paired t-tests were performed.

Interview

All interviews were digitally recorded, transcribed and content analysed (Insch, Moore & Murphy, 1997). The unit of analysis used in the current study was the word or phrase, as suggested by Insch et al. (1997:1), who have argued that this is the most appropriate unit to use because words and phrases have “higher reliability than sentences, paragraphs or documents”.

Inferred categories that emerged from the data were used. The categories were mutually exclusive, that is, each word or phrase was assigned to the category of best fit. If a word or phrase did not fit, it was not dropped from the analysis as suggested by Insch et al. (1997), but rather was held in an unspecified category. The same word or phrase was only counted once for each interviewee.

NVIVO software was utilised to manage transcripts and to code data in order to undertake analysis of the interview data.

RESULTS

ICVF Questionnaire: Of the 29 managers invited to participate in the study, 16 completed and returned the questionnaire (9 females and 7 males) indicating 55% of all management positions within the Agency. The mean age of respondents was 41.2 years (1 missing value). The mean scores for each of four roles displayed and considered important are shown in Table 2.

Table 2. Descriptive statistics for roles displayed and importance

Role	Display		Importance		Paired t-tests	
	Mean	Std dev'n	Mean	Std dev'n	t-test (df =15)	Signf
Innovator	4.78	1.05	5.16	0.87	1.57	<i>n.s.</i>
Broker	4.94	1.28	5.94	0.66	3.76	.002
Deliverer	5.97	0.46	6.50	0.57	4.33	.001
Developer	6.21	0.54	6.33	0.90	0.82	<i>n.s.</i>
Integrator	5.76	0.51	6.32	0.47	3.76	.002

Operational roles: Displayed. Results indicate that the participant managers believed they displayed the Innovator and Broker roles frequently, and the Deliverer and Developer roles very frequently (see

Table 2). When the Display Role scores were analysed in a within-subjects analysis of variance (ANOVA) with Roles (Innovator, Broker, Deliverer, Developer) as the within-subject factor, the assumption for Mauchley's test of sphericity was not met, so the results were corrected using the Hyunh-Feldt statistic. There was a main within-subjects effect for Role [$F(2.529, 37.930) = 11.868, p = .000$]. Bonferroni corrected pairwise comparisons of the estimated marginal means and showed that Innovator and Broker roles were displayed significantly less than Developer and Deliverer roles. That is, the managers were very focused on getting the job done and developing their staff, and less focused on being innovative and developing networks.

Operational roles: Importance. The managers indicated that they should continue to deliver the Innovator role frequently, and to deliver the Broker, Developer and Integrator roles very frequently. For the Deliverer, they indicated, it should be delivered almost all the time. When Role Importance scores were analysed in a within-subjects analysis of variance (ANOVA) with Roles (Innovator, Broker, Deliverer, Developer) as the within-subject factor, there was a main within-subjects effect for Role [$F(3, 45) = 10.153, p = .000$]. Bonferroni corrected pairwise comparisons of the estimated marginal means and showed that Innovator was significantly less important than the Developer and Deliverer.

The series paired t-tests between display and importance for each role showed that there were significant differences for a Broker, Deliverer and Integrator (see Table 2). That is, the managers indicated that they should be focusing even more on the Deliverer than they currently were. They also indicated that they should put more effort into developing networks (Broker) and considered that the extent to which they did the activities under the Innovator and Developer roles were sufficient.

Integrator. The managers said they had a reasonably well developed integrator and believed that they could develop this capability further (see Table 2).

Interviews. In total, 12 managers (6 females and 6 males) participated in a one to one interview with the researchers (indicating 41% of all management positions within the Agency). All 12 interviewees had also completed the ICVF questionnaire. All interviewees were asked to describe their

management role/style and the results of the content analysis of the interview data related to this question is indicated below in table 3.

Table 3. Manager Interviews: Management role/style content analysis

Category	Items	Frequency
<u>Responsive to the Future</u>	<ul style="list-style-type: none"> Adaptable 	1
	<i>Total</i>	<i>1</i>
<u>Communicative</u>	<ul style="list-style-type: none"> Gather & disseminate information Communication 	1 1
	<i>Total</i>	<i>2</i>
<u>Decisive and performance focused</u>	<ul style="list-style-type: none"> Outcome focused Decisive/directive when required Set clear priorities/accountability Balance firmness and fairness Able to prioritise Manage up/around 	3 2 2 1 1 1
	<i>Total</i>	<i>10</i>
<u>People management qualities and skills</u>	<ul style="list-style-type: none"> Lead by example/encouragement Collaboration 	3 2
	<i>Total</i>	<i>5</i>
<u>Inclusive, accessible, consultative & respectful</u>	<ul style="list-style-type: none"> Respect staff skills to “do the job” Inclusive Consultative Individual people/strength focus Empathetic Open door policy, meet regularly Observant 	7 4 4 4 3 4 1
	<i>Total</i>	<i>27</i>

The content analysis indicates that five categories of management role/style could be identified from the interview data. These categories were then compared to the ICVF roles and descriptors of managerial application (see Table 4 below).

Table 4. Comparison of interview and questionnaire data for managerial roles

ICVF Role	Managerial application	Interview Data: Reported Manager Roles/Style (freq)
Innovator	<ul style="list-style-type: none"> Is creative Encourages, envisions and facilitates change 	<ul style="list-style-type: none"> Responsive to the future (1)
Broker	<ul style="list-style-type: none"> Develops, scans and maintains networks Acquires needed resources 	<ul style="list-style-type: none"> Nil data (0)
Deliverer	<ul style="list-style-type: none"> Is work focused Motivates behaviour Sets goals Clarifies roles Does scheduling, coordination and problem-solving 	<ul style="list-style-type: none"> Decisive and performance focused (10)
Developer	<ul style="list-style-type: none"> Is aware of individual needs and facilitates development Develops teams 	<ul style="list-style-type: none"> Communicative (2) Inclusive, accessible, consultative & respectful (27) People management qualities & skills (5)
Integrator	<ul style="list-style-type: none"> Critically observes own behaviour Reflects on observations and learns 	<ul style="list-style-type: none"> Nil data (0)

Interviewees were also asked to describe their management response to identified bullying behaviours in the workplace. All 12 managers were asked to identify situations at work where they were either an Observer (7) or Target (3) of bullying behaviours, two interviewees were not able to identify any experienced bullying situations. Those interviewees who reported no experience of bullying behaviours were provided with a workplace bullying scenario where they were Observers of bullying behaviours. All managers were then asked to describe their responses from a management perspective. The interviewees' responses were recorded, transcribed and then examined. The outcomes of a content analysis of responses is indicated in the following table (see Table 5).

Table 5. Manager Interviews: Management response to bullying (actual and theoretical)

Category	Items	Frequency
<u>Passive response:</u>		
Ignore behaviour and effect	• Nothing, ignored it	3
	• Ignored it, hoped it would go away	1
	Total	4
Lack of knowledge/understanding	• Not understand what is/isn't bullying	2
	• Lack of knowledge re what bullying is	1
	Total	4
Lack of problem recognition	• Don't count that as bullying	1
	• Sense no-one would deliberately bully	1
	Total	2
<u>Active response:</u>		
Engage perpetrator/target	• Speak to alleged target & bully	4
	• Speak to alleged bully's manager	1
	• Offer counselling	1
	• Deal with it individually/subtly	1
	Total	7
Respond through formal processes	• Use policy & procedure	3
	Total	3
Seek assistance	• Seek assistance from HR	1
	• Engage a consultant	1
	Total	2
Initiate systemic change response	• Draw up team values	1
	• Seek feedback and respond	1
	• Set clear behaviour objectives	1
	• Initiate staff training	1
	• Not a fix it no and that's it – long term	1
	Total	5
Initiate personal change response	• Change approach	1
	• Project manage behaviour	1
	• Manage upwards	1
	• Protect self	1
	Total	4
<u>Attributive response:</u>		
Externalise responsibility for action	• Put it back – 'What will you do'	1
	• I can't do anything	1
	• Boss made the decision	1
	• I did what I had to do	1
	Total	4

The results of the content analysis indicates that manager's responses to workplace bullying behaviours varied from *passive* (not knowing, not recognising and ignoring the behaviours), through *active* (engaging, responding/managing, seeking assistance and initiating change) and *attributive* (externalising responsibility). Active role categories were then compared to the ICVF roles (see Table 6 below).

Table 6. Comparison of interview and questionnaire data for response to bullying

ICVF Role	Managerial application	Response type and role category
Innovator	<ul style="list-style-type: none"> – Is creative – Encourages, envisions and facilitates change 	<ul style="list-style-type: none"> • Initiate personal change response (4)
Broker	<ul style="list-style-type: none"> – Develops, scans and maintains networks – Acquires needed resources 	<ul style="list-style-type: none"> • Nil data
Deliverer	<ul style="list-style-type: none"> – Is work focused – Motivates behaviour – Sets goals – Clarifies roles – Does scheduling, coordination and problem-solving 	<ul style="list-style-type: none"> • Respond through formal processes (3) • Initiate systemic change response (5)
Developer	<ul style="list-style-type: none"> – Is aware of individual needs and facilitates development – Develops teams 	<ul style="list-style-type: none"> • Engage perpetrator/target (7) • Seek assistance (2)
Integrator	<ul style="list-style-type: none"> – Critically observes own behaviour – Reflects on observations and learns 	<ul style="list-style-type: none"> • Nil data

These comparative results indicate that the managers, in the majority, responded to workplace bullying by displaying activities which relate to the Deliverer and Developer roles with some activities which relate to the Innovator role. They made no mention of activities associated with the Broker or Integrator roles. When dealing with bullying situations therefore, the managers reported that they tended to use those roles with which they were most familiar. That is, they used the Deliverer then the Developer and Innovator roles. They did not use the Broker or Integrator roles.

Notwithstanding the results outlined in Table 6 above, the management roles undertaken by the managers occurred within an organisational context where, for the greater part, managers reported that their responses to bullying behaviours were passive (see Table 5). That is, the managers who participated in the interview process reported that they were not able to identify bullying behaviours, indicated that they did not recognise some individuals would deliberately bully others or, they stated that they ignored bullying behaviours in the hope that they would disappear or “fix” themselves. In addition, managers reported that they externalised responsibility for action by requiring Targets to be

responsible for initiating responses to the behaviour themselves, by working to instruction from a superior or an advisor from human resources or, by abrogating responsibility (“I can’t do anything”).

The results from this study indicate that whilst some managers initiated action by displaying activities which relate to the Deliverer and Developer roles and with some activities which relate to the Innovator role. On the whole, responses to workplace bullying behaviours initiated by managers did not involve them engaging directly with the alleged perpetrators, rather they used third parties or third party methods i.e. HR personnel, consultants or organisational policy and procedure to address the issue. Other responses initiated by managers can be described as *passive* (not knowing, not recognising and ignoring the behaviours) and *attributive* (externalising responsibility).

DISCUSSION

The context for the agency participating in this study was one of rapid growth, partial and incomplete organisational restructure with a discrete focal point on customer focussed service delivery. This context created both opportunity for agency expansion and development, with concomitant challenges regarding leadership in a time of change and the introduction of new methods of working. For some of the managers participating in the study, there was a very real sense that they were trying to survive and maintain their operational roles during an uncertain and stressful time. Kelloway et al (2005: 90) noted that “... leadership is a critical element of context that needs to be considered in understanding organisational stressors”.

The managers participating in this study indicated that they were very focused on getting the job done (Deliverer) and developing staff (Developer). These findings were evident in both the questionnaire and interview data. The managers also reported that they believed that they should do more of the Deliverer role as they considered it to be very important. These findings closely mirror the previous findings of Vilkinas and Cartan (2001, 2006b) and Vilkinas (2002).

The managers also indicated that they were less focused on being innovative (Innovator) and developing networks (Broker), which were not as important to them. Indeed, given the organisational focus at the time of data gathering - building an increased employee base to service the customer and

the phased restructure of the Agency, - focussing on the core business and “getting it right” may, of necessity, been the priority for the individual managers. In fact, the managers saw no need to do more of the Innovator role but did think they could do more of the Broker role. However, from the interview data there was little or no mention of these roles. Again, given the state of organisational flux, this may indicate that managers were focussing on day-to-day survival and, whilst aware of broader management roles, were unable to commit the required personal resources to achieve.

In the questionnaire, the managers indicated that they had reasonably well developed Integrators, which they believed they could develop further. However, when interviewed, they made no mention of the activities associated with the Integrator. It may be that reflecting is a private activity that the managers failed to mention or it could be that the managers did not have the language to describe the Integrator. Both are areas for future research.

When the managers were asked how they dealt with bullying situations, they tended to use their well developed roles of Deliverer and Developer. They did not mention any of the activities associated with the Integrator. This absence of an active Integrator when confronted with a bullying situation, may adversely affect the capacity of managers to respond to bullying behaviours in a timely and effective manner. A well developed Integrator would have the capacity to critically observe the bullying situation and then to decide on the most appropriate response (Vilkinas & Cartan 2001). Effective managers would have the necessary abilities to examine in depth their capability to deal with a bullying situation and to deal new behaviours if their current ones were inadequate.

Bullying has been identified as a significant source of social stress at work (Zapf 1999; Vartia 2001; Wilson 1991). Kelloway et al (2005) suggest that poor leadership is a source of stress and that at least two aspects of leadership may be stressors:

1. Leaders who are abusive or punitive
2. Leaders who evidence inadequate leadership abilities for a given context.

It is possible that the second aspect of leadership stressor as outlined above may indicate the lack of an active Integrator as identified in this study.

Workplace bullying is a complex social phenomena and reaction to unmanaged and unrestrained bullying behaviours elicits a sequence of conflict escalation (Einarsen, Hoel, Zapf & Cooper 2003) and spiralling behaviours. This results in many Targets being less able to cope with daily tasks (Einarsen 2000), having serious detrimental health effects (Einarsen & Hellesoy, 1998 in Einarsen & Mikkelsen, 2003), lowered job satisfaction (Einarsen, Matthiesen & Skogstad 1998, Quine 1999), lower commitment (Andersson & Pearson 1999, Hoel, & Cooper 2000), increased absenteeism plus organisational costs (Kivimaki, Elovainio & Vahtera 2000, Toomey 2005, Vartia 2001) and increased intention to leave (Hoel & Cooper 2000, Keashley & Jagatic 2003, Quine 2001). Clearly, managers need to have at their disposal, an array of skills and operational capacities on which they can call to effectively manage the array of emotions, situations and intricacies associated with the workplace bullying phenomenon. To know when they need to call on the appropriate skills they require the capacity to be reflective and self-aware, to have a well developed Integrator which can decipher which of the operational roles is necessary at any point in time and to ensure 'fit' between historical learning, context and behaviour (Vilkinas & Cartan, 2006a). The results in this study indicate managers did not use their Integrator role when dealing with bullying situation thereby limiting their effectiveness to handle such an occasion.

IMPLICATIONS FOR FUTURE RESEARCH

This exploratory study forms the basis for future research to be undertaken within a larger population. In particular, there is the potential for further interviews with managers to determine whether or not they have a well developed Integrator, but don't necessarily discuss this factor when reflection of their managerial roles and activities.

In addition, there is a research need for further exploration of the impact of gender, culture and sector on how managers operate and manage the complexities of workplace bullying behaviours. Also, the current study suggests the potential for further exploration regarding the training of managers for a more complex future.

Practical Implications

For some professions in the human services field (eg. nursing, social work), the ritual of self analysis and reflection has been an essential part of ongoing professional practice behaviours. To engage in such behaviours at a sophisticated level, may have some application and positive effect upon manager capacity to respond appropriately to highly complex management issues such as bullying in the workplace.

The ICVF accompanied by interview analysis, may be a useful tool for supporting managers to recognise the capacity of their Integrator role. Additionally, results of the data gathering process may be useful as part of a 360 degree feedback process to develop managers.

Organisations which employ managers who can implement appropriate and timely management responses to allegations of workplace bullying, who can be flexible in their management practice and be prepared to initiate early intervention strategies, may reap the benefits of avoidance of conflict escalation and costly organisational and personal outcomes

Conclusion

The managers in the present study were focused on getting the job done and developing their staff. When faced with a bullying situation they tended to use their well rehearsed roles of the Deliverer and Developer. What was missing in their response to such situations was the Integrator role. A well developed Integrator is a primary requirement for any manager wanting to be effective in addressing the complexities associated with bullying in the workplace. Indeed, the lack of such an Integrator may be the “Missing Link” in dealing with bullying situations.

APPENDIX A: Questionnaire items by role
Derived from Vilkinas & Cartan (2006a)

ICVF Role	Questionnaire Item
Innovator (.79)	<ul style="list-style-type: none"> – Comes up with inventive ideas – Experiments with new concepts and ideas
Broker (.84)	<ul style="list-style-type: none"> – Exerts upward influence in the organisation – Influence decisions made at high levels
Deliverer (.90)	<ul style="list-style-type: none"> – Gets the unit to meet expected goals – Anticipates workflow problems, avoids crisis – Sees the unit delivers on stated goals – Clarifies the unit's priorities and directions
Developer (.62)	<ul style="list-style-type: none"> – Treats each individual in a sensitive, caring way – Shows empathy and concern in dealing with subordinates – Encourages participative decision making in the group
Integrator (.91)	<ul style="list-style-type: none"> – Learn after reflecting on your past behaviours as a manager? – Change your behaviour after reflection? – Respond to others in an appropriate manner? – Accurately read the signals in your environment? – Use a range of responses to different situations? – Focus on the most important signals in your environment?

Note: Alpha coefficients are from Vilkinas & Cartan (2006a) and are shown in the parenthesis for each operational role

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