



Louise Kelly · Jay M. Finkelman

The Psychologist Manager



Success Models for Psychologists in Executive Positions

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The Psychologist Manager: Success Models for Psychologists in Executive Positions

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The Psychologist Manager: Success Models for Psychologists in Executive Positions

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Endorsements

“At a time when organizations and job markets are going through rapid change, *The Psychologist Manager* provides an important contribution to the leadership and career literatures. Kelly and Finkelman offer important and practical insights, specifically to the question, “What role can psychologists play in the changing world of business?” This is a book that every traditional psychologist, either in management or thinking about moving into management, needs to read. It provides concepts, skills, and specific advice for traversing the changing world of both profit and not-for-profit organizations in the 21st century.”

Stephen P. Robbins, Professor Emeritus of Management at San Diego State University, and the world’s #1 best-selling textbook author in the areas of management and organizational behavior

“As discussions about the need for excellence and relevance in leadership continue to dominate political, educational, business, and community stages, this book brings a focused and refreshing application of concepts and principles of leadership to the work of the psychologist. *The Psychologist Manager* highlights what psychologists can ‘be’ and ‘do’ in their leadership positions and, as such, advances the understanding of the ever-growing applications of the psychology profession. For psychologists privileged to hold leadership positions, this book brings thoughtful and highly transferable information that will help them increase the effectiveness of their leadership responsibilities.”

Michele Nealon-Woods, PsyD, President, The Chicago School of Professional Psychology

“Interdisciplinary work is a little like Mark Twain’s famous quip about the weather: Everyone talks about it but no one does anything about it. Louise Kelly and Jay Finkelman have done a great job of bridging two disciplines that clearly ought to be in close communication. Management is a form of behavioral science, or at least it ought to be. This book uses concepts from psychology to show their clear application to anyone responsible for overseeing the work of others. It is a valuable contribution to an emerging field.”

Geoffrey M. Cox, PhD, President, Alliant International University

“For psychologists who are considering (or have made) a transition into management, this book will be a useful and thoughtful guide. Drawing from the literature in the fields of psychology and management as well as their own experiences, Kelly and Finkelman have created a very readable book that combines solid research and practical advice. I particularly liked their use of vignettes, case studies, and profiles of psychologists who have made a successful transition into management. This book will help psychologists clarify a path to productive careers in corporations, health care, education, and NGOs. Furthermore, the development of these effective psychologist-managers will contribute to the creation of positive, healthy, as well as productive workplaces.”

*Judith S. Blanton, PhD, ABPP, President of Blanton Consulting,
Pasadena, California*

“A fascinating glimpse into the exciting opportunities the business world holds for psychologists: An uncharted frontier transforming historically diverse cultures. The best and brightest of our next generation will be thrilled to discover from reading this book by visionary, trail blazing experts of their chosen field that they have already learned skills that are transferable to management activities with a little bit of thought and additional training.”

*Pat DeLeon, PhD, MPH, JD, former President of the
American Psychological Association*

Dedication

To my husband, David Behm, for being the guiding light, inspiration, and support in my life who always lifts me up to a higher level. To my parents, Joe and Maureen Kelly, for encouraging me to think differently and to go out and “make a dent in the world.”

L.K.

To my amazing wife, Princess Maria, and our Jr. Princess Lauren, who personify all that is good and caring in the world. In loving memory of my parents, Florence and Milton, whose devotion was boundless, and who will always be missed.

J.M.F.

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Introduction

When we first started conceptualizing this book, some publishers were concerned because it did not seem to fit into the neat categories, or silos, in which both academia and publishers are organized. Is it a psychology book, or is it a management book? Well, really it is both. We believe the future of education in the 21st century is interdisciplinary and based on solving real problems in the world, which do not come neatly wrapped in either a psychology or business perspective.

We teach at universities that embrace the notion of interdisciplinary problem solving through a professional practice model. Jay Finkelman is a licensed psychologist who has an extensive career in executive positions in Fortune 500 firms and is now in higher education management. Myself, Louise Kelly, I am a strategy professor and consultant who grew up learning about psychology at the dinner table through my father, Joe Kelly, who wrote one of the first textbooks in organizational psychology. I knew about the Hawthorne experiments by the time I was 8 years old! In writing this book, I referred back to some of the concepts I developed in the *Dictionary of Strategy* published by Sage in 2004, to situate the strategy discussions in this book.

We thought it would be ideal if we combined our unique optics on business and psychology, because we believe there are some profound changes going on in the field of psychology and in the field of business that require some major rethinking of the basic premises. In a nutshell, psychology is now moving in a direction of being more of a team sport that requires working with teams and an organizational structure to have the most significant impact. In addition, business in the late 20th century went through an ethics crisis and a global recession, which along with the sustainability movement, the millennials, new social media, and technology like Twitter and Facebook, are leading to some new ways of doing business – ways that are more compatible with the networked leadership style and high ethical standards, tendency toward empowerment, the embracing of diversity, and a more humanistic outlook that are characteristic of the psychologist manager.

Our unique book explores the opportunities and challenges for traditionally trained psychologists entering leadership positions and assuming

management responsibilities. The advantages and limitations of psychologists in management are evaluated in the context of the array of leadership possibilities and variety of psychological training and experience.

The knowledge, skills, and abilities (KSAs) of psychologists are compared with the requirements of organizations and management hierarchies. A quasicontingency model is suggested as a means to insure goodness of fit for psychologists entering the ranks of management. Guiding principles and career advice are offered for psychologists and those in the allied behavioral sciences who have been extended such opportunities – or who wish to solicit management offers in the future. Special consideration is given to leading and managing in different organizational contexts, from corporate to health care, education, and nongovernmental organization (NGO) contexts, which are becoming increasingly common organizational entities.

One motivation for writing the book is the new, emerging organizational forms for the business of psychologists and psychologists in business. For example new licensures such as licensed professional clinical counselor (LPCC) can be perceived as a threat to the established profession of psychology and were in fact opposed by many of the professional associations in psychology. In California, for example, which has significant budget problems, the state is obliged to provide psychological services to inmates in the California prisons. In the past, California had to pay US \$120 an hour for the services of someone with a PhD in psychology. This new professional designation, LPCC, now enables the state to provide similar services to the inmates at half the cost – US \$60 an hour. So it is obvious why the state supported this new type of designation – as a means to save money.

These newer licensures, which allow those with a master's degree to have essentially the same professional practice as those with a doctoral degree, means that those with a doctoral degree will now have to manage and take leadership positions over those with lesser qualifications. Consider the example of a psychologist managing and leading a team at Kaiser Permanente, a US-based integrated managed care consortium. With health care and the convergence of a number of industries, it is necessary for psychologists to maintain a high level of efficiency and effectiveness, which we argue can only be achieved by working in teams, which in turn requires management and leadership skills.

One of the discoveries in writing this book is that many psychologists have a very negative perception of business. Psychologists, in general, have a high opinion of themselves and their profession. Many psycholo-

gists perceive themselves as having had very rigorous training and also maintaining high ethical standards. In contrast, they perceive business people as having lower ethical standards, with less rigorous academic training. As a result, psychologists have found the practice of business to be being effectively “beneath them.” Part of the motivation for writing this book is to change that perception or worldview in order to get psychologists excited and motivated about using business and management tools to achieve their goals.

The authors of this book believe that psychologists, if they want to achieve their altruistic goals of changing the world and improving the human experience for as many people as possible, would do well to adopt a more positive attitude toward business practices. For business is really only a tool to organize a large number of people to get things done efficiently and effectively.

Some of the harsh economic realities, such as the surplus of psychologists in the marketplace and the need to adapt to a changing and more challenging business environment, make this business approach even more crucial today in the 21st century. The best way to effectively combine the efforts of more than one psychologist with other professional practitioners is to use the tools of business and management as described in this book.

We are suggesting that psychology as it has been practiced over the last 50 years may no longer be a viable career option for the majority of psychologists. To adapt to these new realities, psychologists will need to work in teams in a corporate, health care, education, or NGO environment that will allow them to be effective and to have satisfying and lucrative careers in the process.

Finally, let us not lose sight of the attributes and capabilities that are sorely needed in business in the 21st century. In particular we argue that psychologists have many skills, attributes, and dispositions that our business system needs, to more effectively serve the needs of society as a whole. The values of 20th-century organizations were primarily white male, individualistic values – in other words, power, control, and status. The new generation wants to build organizations whose practices and policies reflect their values – values that have more to do with embracing diversity, finding meaning in work, and pursuing altruistic goals through their business careers. We think psychologists work most effectively in a workplace that allows a more value-based organization to emerge.

What is needed is to really achieve this is a workplace revolution. There are many elements that are changing in society in the early 21st

century workplace. One noteworthy trend is alliance capitalism. Alliance capitalism refers to the phenomenon that to get products to market the fastest and with a global reach, it is necessary to engage in alliances with other organizations. When you are dealing with alliances, a command and control structure does not work well. Psychologist managers typically exhibit a networked leadership style that works very well with an alliance structure.

A good example of this are the burgeoning alliances between corporate entities and NGOs. The NGOs need business expertise to get things done, and sometimes they also need the deep pockets of the big corporations. The big corporations need the network for doing good that the NGOs have – as well as the stellar reputation those NGOs have for fair play and good corporate citizenship. A psychologist manager who has read and absorbed the messages of this book would thrive in managing in the intersection between the corporate world and the not-for-profit sector.

We can also look at the phenomenon of globalization as an opportunity for the psychologist manager to work wonders in the business world. If you think of the network leadership style and the humanistic orientation and concern for others exhibited by psychologists, we are really describing the values of the collectivist cultures. Seventy-five percent or more of the world's population live in collectivist societies such as China, India, Africa, and Latin American, and only 25% live in highly individualist societies. And yet our management models are largely based on individualist models that stress individual success and status. In many ways the networked and ethical management style of many psychologists is a better fit with the collectivist cultural systems that are the basis of many cultures of the world.

Integrating psychologists effectively into management and leadership will allow diversity and a value-based workplace organization to flourish and will also facilitate alliances and a more globally friendly approach to business strategy. Psychologists, in making the commitment to learn these management and leadership principles, will do very well economically despite increasing economic pressures and a probable lowering of the licensure requirements allowing for less-qualified psychologists to practice who will need guidance from those psychologists with higher qualifications – a situation requiring leadership and management.

If we may finish with a somewhat clichéd term from business, we would say that this is a win-win for the practice of business, the practice of psychology, and in particular for the practitioners of psychology. It is our hope that the material in this book, will inspire curriculum changes

in psychology to include more management-oriented content and preparation and will inspire psychologists to embrace the management and leadership challenges of the 21st century.

Louise Kelly
San Diego, California

November 2011

Jay M. Finkelman
Los Angeles, California

1 Expanding Opportunities for the Psychologist Manager

Uniquely Qualified to Address 21st-Century Management and Leadership Challenges?

Vignette

Maria arrived at her office early Friday morning to the usual blinking of the red message light on her phone. She asked her assistant whether there was anything urgent that she needed to attend to before getting into the routine of the morning, and he responded that there was a message for her from someone who seemed to know her, but who insisted on leaving private voice mail rather than a call-back message with him. Maria was concerned that it might be a former client in trouble, so she began screening her voice mail messages. She quickly found the mystery message, but it said only to call back Geoff Williams, a name she did not recognize. Maria was too busy to return a call to someone who might only want to sell her investment opportunities in Southern Florida or solicit her support for an unknown candidate for an upcoming city council election, so she ignored it.

The following Monday, the mystery caller tried again, but this time told Maria's assistant that he was a search consultant with Korn Ferry International and needed to speak with her about a candidate for a position that he was trying to fill. Thinking that it might be a reference check for a former colleague or client, she returned the call, only to be asked whether she knew of potential candidates for a significant middle management position at the corporate offices of a major retailer who happened to be located very close to her offices. When she said that she didn't – although it sounded like a good opportunity and that

she would think about people she knew who might be interested – Geoff asked whether she might be interested herself, considering that she was trilingual (including Korean and Japanese) and had some consulting experience in that industry space.

Maria was caught off guard and then a bit embarrassed that she had not figured out earlier where the call might be heading. She quickly recovered and asked Geoff how he knew about her language proficiencies and consulting background in that industry. Geoff responded only partly in jest, that it was his business to know things like that and then explained more candidly that her name had been suggested by an (unnamed) former client, and of course, he had checked her on Facebook before calling. Maria checked her Facebook profile after the call and was surprised at how much information she had in the public view – including her language proficiencies as well as her former employers.

When Geoff did not hear from Maria after 2 days, he called again and reached her directly. It was apparent that Maria was intrigued, apprehensive, and ambivalent about the opportunity. Geoff said that he did not want to waste her time if there was no interest (which she correctly interpreted as meaning he did not wish to waste his time) but offered to meet with her to provide more details if she was willing. It was a lunch meeting to take place at the California Club in Los Angeles. Maria thought that the California Club still did not even admit women, but she was sufficiently intrigued (and flattered) to agree to meet. What was there to lose, and she would get to see the inside of an old world rich men's club.

Maria was sophisticated enough to understand that if she was interested, Geoff would be evaluating her potential fit just as much as she would be evaluating the opportunity. She fretted a bit as to what to wear and what to do if offered wine or a cocktail before or during lunch. She enjoyed the valet parking experience when she arrived at the California Club, and the valet advised her that no claim ticket was necessary and declined her offered tip. Geoff was both polished and professional. He wore a conservative Brooks Brothers suit with a stylish tie. He offered a drink but did not order one himself. The California Club was a bit more diverse than Maria had anticipated, but still old world and certainly not hip. Geoff made her feel welcome, and they had a pleasant lunch together. When it became apparent that they were both still interested, Geoff asked her to join him for further discussions in what appeared to be a reading lounge, but cautioned that they were not really supposed to discuss business at the club. That made no sense to Maria, but she followed him to a quiet area of the lounge which was almost empty in the early afternoon.

Five weeks and four interviews later, Maria had a formal offer to become director of quality and training for an entrepreneurial regional retailer that had just broken into the Fortune 1000 club.

Introduction¹

This book proposes that the potential contribution of psychologists to the management profession is significant, distinct, and valuable, in light of their humanistic training, high ethical standards, and networked – instead of warrior – leadership style. The obstacles that limit psychologists' success as managers are considered, including the traditional rigorous training of psychologists, emphasizing in-depth analysis and complete information, which are often incompatible with the relentless pace of managerial decision making. The complexity, increasing diversity, and plurality of the business environment calls for a skillful blending of the agentic and communal styles of leadership.

There is evidence that suggests that managerial work in the 21st century is less fragmented and is less oriented toward managerial efficiency than in the past (Tengblad, 2006). The movement to embrace transformational leadership, corporate culture as a competitive advantage, and de-bureaucratization of businesses has impacted managerial practices. The recent financial and ethical business crises and the focus on sustainable business models that embrace the triple bottom line of people, the planet, and profit, all suggest that new managerial practices are needed.

The argument is that in these times of challenge in the business and not-for-profit sector, there is an increasingly urgent need for a new leadership and management style that is much closer perhaps to the profile of the psychologist than the old-school, shoot-from-the-hip, alpha male. However, there is a persistent concern that psychologist managers do not have sufficient managerial credibility in corporate settings to be able to leverage their unique strengths. We suggest that with sufficient and appropriate preparation, the psychologist manager can be uniquely poised to aid in the transformation of business and management practices in the 21st century (Dilchert, 2007; Glader, 2005; Marquardt, Leonard, Freed-

¹ This chapter is adapted from the following article: "The Psychologist Manager: Uniquely Qualified to Address 21st Century Leadership Challenges?" by L. Kelly and J. Finkelman, 2011, *The Psychologist-Manager Journal*, 14, 196–210. © 2012 by The Psychologist-Manager Journal. Reprinted with permission.

man, & Hill, 2009; Morgeson, DeRue, & Karam, 2010; Morken, 1994; Munkeby, 2007).

Background

According to the American Psychological Association (APA, 2009), the leading category of primary full-time employment for psychologists in 2009 was university settings at almost 20%, followed closely by business, government, and other settings at just under 19%. The latter is a remarkably high percentage of nonclinical, nonacademic employment. It was followed by hospitals (14%), and schools and other educational settings (Strickland, 1984), and other human service settings, at 11% each. There are also many examples of industrial-organizational psychologists who have served with distinction in a number of administrative roles in academic environments (Hays-Thomas et al., 2006).

Furthermore, the American Psychological Association notes that:

Doctorates employed full time as the result of two or more part-time positions were located most often in independent practices (24%), university settings (18%), other human service settings (17%), business, government and other settings (11%) as their primary employment positions. Most secondary settings for this group were in independent practice (36%), universities (20%), and business, government and other settings (12%). (APA, 2009)

Again, management-related professions account for a significant percentage of employment settings for psychologists whose full time career was split across multiple settings.

The National Science Foundation uncovered even more persuasive statistics in 2003 when they surveyed 91,410 doctoral level psychologists and found 39,580 employed in management, sales, and administration. It was the second largest category following professional services, and preceding teaching (National Science Foundation, 2003) as illustrated in Table 1.

There are two discernible issues when considering psychologists as managers and leaders. One is the large number of psychologists who are in positions in which management is their primary professional role (Kilburg, 1984) as documented by the APA (APA, 2009). Higher education among others is an area where there are many cases of success-

Table 1. Doctoral Psychologists by Field of Primary or Secondary Work Activity

Field of primary or secondary work activity for doctoral psychologists	Number of doctoral psychologists working in that field
Research and development	32,190
Computer applications	2,960
Management, sales, and administration	39,580
Professional services	48,860
Teaching	26,140
Other	3,940

Note. $N = 593,300$ employed doctoral scientist and engineers; $N = 91,410$ psychologists. Adapted from Table 16 “Employed Doctoral Scientists and Engineers, by Field of Doctorate and Primary or Secondary Work Activity” in *Survey of Doctoral Recipients*, by the National Science Foundation, Division of Science Resources Statistics, 2003.

ful psychologist managers (Hays-Thomas et al., 2006; Humber, 1959, 1960). The second is whether psychologists are trained and qualified to assume these positions. Both questions are introduced in this chapter and explored throughout the book.

Many psychologists who are working in the more traditional domains of providing professional clinical services, doing research, and training/coaching, such as the members of APA’s Division 12 Clinical Psychologists, are finding that the management function can still consume up to one third of their time (Clements, Rickard, & Kleinot, 1986). In addition, they self-report that they are ill prepared to perform those management and administrative functions (Kilburg, 1991; Sessa & Lee, 2005).

It has been well documented that many psychologists spend much of their time in administrative-managerial activities – such as supervising other psychologists in the delivery of psychological services. In addition, there is an argument that a significant proportion of these psychologist managers may lack effective management skills (Vroom, 1997). This is because their training in graduate school is designed to produce scientists and individual practitioners, and to this day the curriculum still does not include significant training for managerial careers (Judge, Klinger, & Simon, 2010; Rubenstein, 1968) or even the managerial function (Jackson, 1981; Westover, 1994).

We argue that not only is good management in psychology critical to the profession of psychology (Bray, 1984; Kaufman & Agars, 2009;

Steinber, 1999; Winum, 2003), but we further posit that integrating psychologists as leader managers is also needed to meet the challenges in health care (James & Folen, 1999), education, politics, business, and the not-for-profit sector (Brown & Folen, 2005; Hawken & Hess, 2006; Mitchell, 1992). Management roles for psychologists offer promising career opportunities for using psychological techniques for enhancing the health as well as the productivity of organizations and their employees (DeMuth, Yates, & Coates, 1984; Kahn, 1960; Leavitt, 1960). This chapter will conclude with preliminary recommendations for training that should advance the effectiveness of psychologists in these fields.

Obstacles and Opportunities

Clearly, psychology as a field has contributed significantly to our understanding of administrative behavior (Judge & Bono, 2000; Mustafa, 1992). By focusing on factors most related to interpersonal interaction, productivity, motivation, and morale, psychologists provided insights for evaluating administrative arrangements and managerial practices (Antonakis, Avolio, & Sivasubramaniam, 2003; Mustafa 1992; Nachshoni, Abramovitch, Lerner, & Assael-Amir, 2008).

Wall (1984) observes how psychological training can contribute positively to managerial performance. The specific skills at which a psychologist may excel include interpersonal skills, the ability to use family dynamics as a model to analyze organizations (Masuo, Fong, Yanagida, & Cabal, 2001), skill in group dynamics, the use of applied behavioral analysis to reinforce an employee's behavior, and facility in using evaluative research for decision making. The open question is whether knowledge of this theory and methodology can easily translate into enhancing practice for the psychologists themselves, as opposed to those whom they are training (Mintzberg, 1970, 1971, 1973).

The proliferation of psychologists among the management ranks is good news for the profession as well as for business leadership (Levant et al., 2001). However, there are some obstacles that form a sort of glass ceiling that keeps psychologists from attaining these upper level positions, despite the proliferation of opportunities in a changing world of work (Cascio, 1995). Some of the obstacles come from the rigorous training of psychologists, with a heavy emphasis on analysis, written reports and communication, and a drive toward complete in-