**Демонстрационный вариант и методические рекомендации
по направлению «Менеджмент» (профили: «Стратегическое и корпоративное
управление», «Управление человеческими ресурсами», «Управление проектами:
проектный анализ, инвестиции, технологии реализации», «Маркетинг»,
«Маркетинговые коммуникации и реклама в современном бизнесе»)
Олимпиады ГУ-ВШЭ для студентов и выпускников вузов**

Методические указания для подготовки к выполнению олимпиадного задания

Олимпиада по менеджменту проводится в рамках отдельных магистерских программ: «Стратегическое и корпоративное управление», «Управление человеческими ресурсами», «Управление проектами: проектный анализ, инвестиции, технологии реализации», «Маркетинг», «Маркетинговые коммуникации и реклама в современном бизнесе». Участник олимпиады сообщает о своем намерении выполнять работу по профилю конкретной магистерской программы в момент регистрации.

Участникам олимпиады предлагается для выполнения одно письменное творческое задание. На выполнение творческого задания отводится 3 (три) астрономических часа (180 минут). Творческое задание оценивается по 10-балльной шкале.

Творческое задание представляет собой *научную статью на английском языке* по профилю конкретной магистерской программы с вопросами для размышления.

В ходе выполнения творческого задания участник олимпиады должен прочитать предложенную научную статью (в том числе, намеренно содержащую спорные суждения, точки зрения, неточные выводы и т.п.) и, на основании сформулированных к статье вопросов для размышления, сделать ее критический анализ, дать свое *оценочное суждение в письменном виде на русском языке*.

Важно помнить, что сформулированные к статье вопросы для размышления не являются вопросами-заданиями, на которые участнику олимпиады необходимо ответить. Они именно определяют, но *не ограничивают*, направления для размышления в рамках критического анализа материала и проблем статьи.

Выполнение творческого задания предполагает использование понятий, теорий и концепций, входящих во *второй раздел* Программы вступительного экзамена по менеджменту для поступающих в магистратуру факультета менеджмента ГУ-ВШЭ – «Общепрофессиональные и теоретические дисциплины» (см. http://ma.hse.ru/vstupi).

При подготовке к олимпиаде *особое внимание* следует уделить изучению дисциплин, соответствующих профилю выбранной участником олимпиады магистерской программы (см. таблицу).

Магистерская программа	Дисциплины, соответствующие профилю магистерской программы
Маркетинг	Маркетинг
Маркетинговые коммуникации и реклама в современном бизнесе	Маркетинговые коммуникации
Стратегическое и корпоративное управление	Стратегическое управление Основы корпоративного управления Разработка управленческих решений Исторические основы менеджмента
Управление проектами: проектный анализ, инвестиции, технологии реализации	Управление проектами Инновационный менеджмент Анализ финансовой отчетности Производственный менеджмент Управление качеством
Управление человеческими ресурсами	Теория организаций

	Управление персоналом
	Организационное поведение

Однако для получения высших оценок за олимпиадное задание *рекомендуется не ограничиваться* изучением только профильных дисциплин.

Например, успешно справиться с олимпиадным заданием, в котором рассматриваются проблемы маркетинговых коммуникаций (дисциплина магистерской программы «Маркетинговые коммуникации и реклама в современном бизнесе»), будет невозможно без знания основ маркетинга (дисциплина магистерской программы «Маркетинг»), а с заданием, в котором рассматриваются вопросы стратегии и политики управления человеческими ресурсами (дисциплина магистерской программы «Управление человеческими ресурсами»), – без знания основ стратегического управления (дисциплина магистерской программы «Стратегическое и корпоративное управление») и т.д.

Ответ (критический анализ научной статьи) должен быть хорошо структурированным, логически последовательным и аргументированным.

При выполнении творческого задания участники олимпиады должны продемонстрировать не только понимание текста статьи, широту знаний соответствующих понятий, теорий, концепций, практических подходов, методов и технологий, но и глубину их понимания, умение грамотно оперировать ими, анализировать их взаимосвязь, а также логически связанно и аргументировано излагать свою точку зрения, делать выводы, давать критическую оценку. Важными характеристиками «отличного» ответа на творческое задание должны являться умение излагать свои мысли в тексте в стилистике научных работ, а также владение методами научной аргументации. Приветствуются ссылки на монографии, профессиональные источники и литературу, их цитирование, а также практические примеры.

Задание. Прочитайте статью[1] и сделайте ее критический анализ.

Census numbers indicate older age groups will increase substantially in the next few years. Workforce aging is a result of the maturing of baby boomers, increased longevity and a simultaneous decline in the birth rate (Crampton & Hodge, 1996). Drucker (1997) believes the most important concern for businesses in the near future will not be technology or economics, but demographics. Similarly, Reingold (1999) characterizes anticipated demographic changes as "almost like geological plates, but it's demographic plates. The graying of America will alter everything from office furniture to the meaning of work itself. As Americas generation of baby boomers approaches retirement age, statisticians and demographers are predicting a workforce vastly different from any time in the past. The impact of workforce aging will be comparable in magnitude to the baby boom generation, the civil rights movement, and the women's rights movement (Bronte & Pifer, 1986). Much of the current workforce is made up of baby boomers, followed by a considerably smaller generation X (Venneberg, 2006). Many of the most experienced workers will soon be eligible to retire, and there will be too few knowledgeable, skilled workers to replace them. A gap in the supply and demand of workers is emerging – a gap that will grow to perhaps tens of millions of workers (Dychtwald et al., 2006). In addition, the workforce is becoming more demographically diverse, with people frequently working with others who differ in age, race, gender, and ethnicity (Tsui et al., 1992).

Changing demographics have created a shortage of skilled and experienced workers, molding the workplace of the future and "shaping HR management and development practices" (Stein et al., 2000). These changing demographics have increased the importance of understanding the characteristics of older workers. For this study, older workers and older supervisors were defined as age 50 and over. This threshold was chosen because it is the age of eligibility for membership in the American Association of Retired Persons (AARP), the leading nonprofit, nonpartisan organization for older individuals in the United States. In addition, research published by AARP (1989, 1994) defined older workers as age 50 and over.

Traditionally, managers have been older and more experienced than their subordinates. However, businesses are now hiring older workers for entry-level positions as well as jobs previously performed by younger workers, thus violating traditional age norms in the workplace (Lawrence, 1988). As a result of this demographic evolution, older workers are reporting to much younger supervisors (Perry et al., 1999; Shore et al., 2003) who were promoted into management positions because of a higher level of education, strategic planning expertise, or information technology skills (Sopranos, 1999). Younger workers and supervisors were defined in this study as age 39 and below. This age threshold is consistent with the Federal Age Discrimination in Employment Act specifying age 40 as the cutoff point between younger and older employees (Crampton & Hodge, 2007). Moreover, younger workers are normally defined in the literature as someone under 40 years of age (Smith & Harrington, 1994).

Several problems have been associated with the older-worker-younger-supervisor dyad. For example, older workers feel uncomfortable taking instructions from supervisors the same age as their children or grandchildren (Hirsch, 1990; Shellenbarger & Hymowitz, 1994). Younger

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[1] Составлено по Collins M.H., Hair J.F., Rocco T.S. Jr. The Older-Worker-Younger-Supervisor Dyad: A Test of the Reverse Pygmalion Effect. // HUMAN RESOURCE DEVELOPMENT QUARTERLY, Vol. 20, № 1, Spring 2009.

supervisors are reluctant to give orders to workers as old as their grandparents (Hirsch, 1990). Similarly, younger supervisors with older subordinates may contradict status and age norms that suggest older, more experienced supervisors should supervise younger, less experienced subordinates (Perry et al., 1999). Finally, age differences that are not compatible with workplace status norms may negatively affect the supervisor-subordinate relationship (Tsui et al., 1996).

These issues have created a need for greater understanding of age-related demographics in the supervisor-subordinate dyad. For example, older workers perceive they obtain less support from younger supervisors, while younger supervisors believe they receive less loyalty and fewer contributions from older workers (Tsui et al., 1996). These feelings may be due to incongruence in social status or violation of expected career timetable (Perry et al., 1999). Older workers also may perceive younger supervisors as having less wisdom and experience, or as lacking the ability to obtain resources and use upward influence in the organization. Age differences that are not consistent with relational age norms, as with an older subordinate, may create negative responses such as less cooperation and lower support for younger supervisors (Tsui et al., 1996). Finally, generational differences can contribute to how workers perceive the leadership of their supervisors (Arsenault, 2004).

This age-reversed dyad can be understood by examining the effects of older workers' expectations on their younger supervisors leadership behavior – a relationship referred to as the *Reverse Pygmalion* effect (Eden, 1984) or upward expectancy effects (Eden, 1990). The lack of research on upward expectancy effects in the workplace, as well as emerging problems associated with generational differences, led to this investigation of older and younger workers' expectations of their younger supervisors. Gilley et al. (2002) defined one mission of human resource development (HRD) as "organizational development that results in both optimal utilization of human potential and improved human performance". This study addresses that mission by increasing HRD's awareness of and ability to respond to this new intergenerational dyadic relationship of an older worker with a younger supervisor, a phenomenon that is increasingly critical to improving organizational performance.

The purpose of this research was to examine the Reverse Pygmalion effect by focusing on upward expectancy effects in the supervisor-subordinate dyad represented by an older worker with a younger supervisor, as compared to a younger worker with a younger supervisor. Specifically, the upward expectancy effects examined were the subordinate's expectations of the supervisor's leadership behaviors. These research questions were posed:

1. Do older workers with younger supervisors expect less effective leadership behaviors than do younger workers with younger supervisors?

2. Do older workers with younger supervisors expect less effective leadership behaviors than do younger workers with older supervisors?

3. Do older workers with younger supervisors expect less effective leadership behaviors than do older workers with older supervisors?

4. Do older workers with younger supervisors rate their supervisors leadership behavior lower than do younger workers with younger supervisors?

5. Do older workers with younger supervisors rate their supervisors leadership behavior lower than do younger workers with older supervisors?

6. Do older workers with younger supervisors rate their supervisors leadership behavior lower than do older workers with older supervisors?

Research Method
Study Measures. A questionnaire was developed using constructs from the supervision literature, input from knowledgeable experts in the field, and interviews with managers and

employees. The two leadership constructs used were worker expectations of their supervisors' leadership and worker perceptions of the supervisors leadership behavior. Leadership expectations were measured by the Leadership Expectations Inventory (LEI) developed by Gurie (2002). With the original LEI instrument, respondents rated their supervisor on 12 items using a five-point Likert scale from Never to Always. Examples of items: I expect my supervisor to be "overall a strong leader," I expect my supervisor to be "an effective communicator," and I expect my supervisor to be "a good encourager." The Cronbach alpha for the original LEI instrument was .96. The original LEI was adapted for this study because two questions were double-barreled. For the present study, these double-barreled items were separated into two separate items. This was done because it is impossible to know which of the two adjectives a respondent is reacting to, and respondents would not know how to answer if they have differing opinions about the two descriptors (Hair et al., 2007). In addition, the adjective *helpful* was added to the construct as another item because this dimension was suggested in preliminary in-depth interviews as a component of the supervisory expectations domain. Separation of the two double-barreled items and the addition of the "helpful" item brought the total number of LEI items to 15 in this study. Reliability of the revised expectations measure was assessed with Cronbach's alpha, which revealed an $a = .97$. The sample used to assess the reliability was the 319 older and younger workers and supervisors on which the study's findings are based.

The face validity of the LEI was established on the basis of input from in-depth interviews of managers and workers, as well as psychometric experts. Exploratory factor analysis (EFA) was used to further assess the validity of the LEI. EFA was chosen because it yields a direct picture of dimensionality (Hurley et al., 1997). The EFA approach was common factor analysis because it is more appropriate than principal components analysis when the objective is to identify latent structures (Nunnally & Bernstein, 1994). Moreover, the Kaiser's measure of sampling adequacy was .95, which means the data were appropriate for an exploratory common factor analysis. An oblique rotation was used because it is also more appropriate for latent variable investigation when latent variables are expected to have some correlation (Hair et al., 2006). The sample used for the EFA was the 319 older and younger workers and supervisors on which the study's findings are based, which represented a 21.2:1 respondent-to-item ratio. Generally a ratio of between 5:1 and 10:1 is desirable (Hair et al., 2006), so this sample would be considered to have strong respondent-to-item ratios.

The Leadership Practices Inventory-Observer version (LPI-O) was used to assess workers' perceptions of their supervisors leadership behavior (Kouzes & Posner, 2003). The LPI-O has 30 items measuring five leadership behavior attributes identified using exploratory factor analysis: Modeling the Way Inspiring a Shared Vision, Challenging the Process, Enabling Others to Act, and Encouraging the Heart. This instrument was developed from more than 1,000 case studies, followed up by 38 in-depth interviews to determine what leaders did in their personal best experiences as leaders (Posner & Kouzes, 1990). Results from the initial qualitative findings were then analyzed quantitatively with another sample of more than 2,100 managers and their subordinates (Posner & Kouzes, 1988). The LPI-O has excellent face validity, and construct validity was further established by a study that concluded the five leadership behavior attributes were significantly related to subordinates' rating of managerial effectiveness; internal reliability ranged from .81 to .92, and test-retest reliability ranged from .93 to .95 (Posner & Kouzes, 1992). Reliability of the LPI-O for the current study was assessed using the 319 older and younger workers and supervisors. The Cronbach's alpha measure of reliability was .98. For purposes of consistency in data collection across the two constructs in this study, a 10-point Likert scale was used on both the LEI and LPI-O, with 10 being "Strongly Agree" and 1 being "Do Not Agree at All." A 10-point Likert scale was

used because it increases the precision in the scaled responses and reduces bias when respondents tend to avoid extreme scale points (Hair et al., 2007).

The final questionnaire included a total of 45 items for the LEI and LPI-O. In addition, demographic information such as respondent age, gender, educational level, and firm size were obtained. The questionnaire was pretested on a small sample ($N = 11$) of subordinates and supervisors to examine clarity of instructions and sequence and understanding of questions.

Data Collection and Preparation. The questionnaire was uploaded to a Website by a professional research firm. The firm maintains a list of individuals employed by a cross-section of U.S. businesses that have agreed to participate in surveys but are not compensated. The firm solicited participation by sending a notice to the list of individuals inquiring if they would be interested in responding to a survey focusing on the relationships between workers and their immediate supervisor. The individuals were informed that the survey would take approximately 10 minutes to complete and that their responses would be totally anonymous. A total of 1,500 individuals were invited to take the survey. The final response was 566, for a response rate of 37.7 percent.

The responses were coded to create four analysis groups, as shown in Table 1. The four groups were older worker, younger supervisor; older worker, older supervisor; younger worker, younger supervisor; and younger worker, older supervisor. For this study, older workers and older supervisors were defined as age 50 and above (AARP, 1989, 1994) and younger workers and supervisors as age 39 and below (Smith & Harrington, 1994).

Table 1. Respondent Groups for Analysis

Analysis Group	Age Characteristics	N
Older Worker – Younger Supervisor (OW-YS)	Older Worker = 50+ with Younger Supervisor = 39 or less	45
Older Worker – Older Supervisor (OW-OS)	Older Worker = 50+ with Older Supervisor = 50 +	51
Younger Worker – Younger Supervisor (YW-YS)	Younger Worker = 39 or less with Younger Supervisor = 39 or less	143
Younger Worker – Older Supervisor (YW-OS)	Younger Worker = 39 or less with Older Supervisor = 50 +	80
Total		319

These age differences ensured that comparisons were based on demographic differences and consistent with research on relational demography that investigates demographic differences, such as age, between an employee and another member of his or her workgroup (Perry et al., 1999). Because "differences in the attitudes, values, and beliefs of each generation affect how each generation views leadership" (Arsenault, 2004), the stated age differences ensured data were collected from distinct generations.

Note that to create the analysis groups responses identifying workers or supervisors aged 40 to 49 were removed from the sample. Thus no middle-age dyadic relationships such as older-worker-middle-age supervisor, or middle-age-worker-younger supervisor were examined. This ensured that in all comparisons the age difference between groups was a minimum of 10 years. The justification for removing this middle group was in-depth interviews with workers and supervisors in a preliminary study. These individuals indicated that perceptions of an older or younger relationship with another individual were not manifested unless several years' difference existed in ages. These expressed perceptions along with the study's definition of older and younger workers/supervisors led to this group being removed from the analysis.

Results reported in this study are based on comparisons of the subgroups of the 319 individuals in the worker-supervisor groups aged 39 or younger, and 50 or older. The sizes of the older-worker-younger-supervisor and older-worker-older-supervisor groups are somewhat smaller than the other two groups. The lower representation of these groups in the sample is a reflection of the proportion they represent in the worker-supervisor population as a whole. That is, these two groups have emerged only in recent years and still represent a relatively smaller proportion of the overall worker-supervisor population. Although they are somewhat smaller, they were considered sufficiently large to represent these two groups. Table 1 presents the respondent groups, their ages, and sample sizes.

Table 2. Demographic Characteristics of Study Respondents

Groups	Respondent[*]		Immediate Supervisor	
	Age	Typical Education Level	Age	Typical Education Level
1. YW-YS	26	Undergraduate degree	33	Undergraduate degree
2. YW-OS	28	Undergraduate degree	55	Undergraduate degree
3. OW-YS	55	Undergraduate degree	35	Undergraduate degree
4. OW-OS	53	Undergraduate degree	55	Undergraduate degree

Firm size: the average size of firm that respondents worked for was about 8,500 employees. *Respondent gender:* about 70% of respondents were female and 30% male. *Type of job:* about 80% of the respondents were employed in a white-collar position. Respondents were workers and supervisors, either younger age ^ 39 years or older ^ 50 years.

A demographic profile of the responses included in the analysis is shown in Table 2. The average age of the younger worker groups was 27 and the average age of the older worker groups was 54. Approximately 70% of respondents were female and 30% male; about 80% were employed in a white-collar position. Respondents were asked to evaluate their immediate supervisor, so demographic characteristics for the immediate supervisor were also obtained. The average age of younger supervisors was 34 and the average age for older supervisors was 55. The typical educational level for both respondents and immediate supervisors was an undergraduate degree, although about 20% of the immediate supervisors had a graduate degree. The average size of the respondents' firms was about 8,500 employees.

Data Analysis and Results

Table 3 contains the means and correlations of the study variables. Overall summated scores are reported for the LEI and LPI-O. Individual summated scores for the five composite leadership attributes making up the LPI-O also are shown. As can be seen, the mean level of leadership expectations of the immediate supervisor for the total sample is quite high: 8.23 on a 10-point scale, with 10 being the highest level of expectations.

Table 3. Descriptive Statistics and Correlations Among Study Variables ($N = 319$)

Variables	Mean	1	2	3	4	5	6
1. Expectations (LEI)	8.23						
2. Management Behaviors (LPI-O)	6.13	.436*					
3. Models the Way	6.15	.410*	.939*				
4. Inspires Shared Vision	5.84	.376*	.920*	.833*			
5. Challenges the Process	5.83	.399*	.948*	.852*	.894*		
6. Enables Others to Act	6.74	.452*	.926*	.853*	.767*	.832*	
7. Encourages the Heart	6.12	.401*	.943*	.861*	.808*	.858*	.876*

Note: *$p < 0.001$.

The overall evaluation of the immediate supervisors leadership practices is somewhat above the midpoint of the 10-point scale (mean = 6.13). Two of the composite leadership attributes (Inspires Shared Vision and Challenges the Process) were rated below the mean of 6.13 and three (Models the Way, Enables Others to Act, and Encourages the Heart) were rated above the mean.

All of the relationships are positively and significantly correlated. Thus worker expectations of their immediate supervisors' leadership effectiveness are associated with their perceptions of their leadership practices. That is, if subordinates expect a higher level of performance from their immediate supervisor they also perceive that their supervisor performs relatively higher. Similarly, if subordinates' performance expectations are lower for their immediate supervisor then perceptions of leadership performance are lower.

To examine the research questions, data analysis required testing for statistical differences between the means of two metric variables from two sample groups, workers versus supervisors. For all research questions, the null hypothesis was no differences between the two groups being tested. These considerations indicated that analysis of variance (ANOVA) was the appropriate statistical technique to examine the research questions (Hair et al., 2007).

Research Question 1: Do older workers with younger supervisors expect less effective leadership behaviors than do younger workers with younger supervisors?

Table 4 presents the ANOVA tests comparing the leadership expectations of two groups. The mean expectations level of older workers with younger supervisors was 6.97, whereas the mean expectations level of younger workers with younger supervisors was 8.31.

Table 4. ANOVA for Expectations of Immediate Supervisors' Leadership Effectiveness

				Leadership Expectations (LEI)			
	Groups	*N*	*Means*	*Standard Deviations*	*Mean Difference*	*Sig.*	*Effect*[*]
Research	OW-YS	45	6.97	2.568	1.34	.000	.624
Question 1	YW-YS	143	8.31	1.620			
Research	OW-YS	45	6.97	2.568	1.64	.000	.830
Question 2	YW-OS	80	8.61	1.100			
Research	OW-YS	45	6.97	2.568	1.52	.000	.742
Question 3	OW-OS	51	8.49	1.340			

[*]Cohen's d = .5 is medium effect and .8 is large effect.

The difference between the means of the two groups, 1.34, was statistically significant at the .000 level. Thus older workers with younger supervisors expect less effective leadership behaviors than do younger workers with younger supervisors.

Research Question 2: Do older workers with younger supervisors expect less effective leadership behaviors than younger workers with older supervisors?

Table 4 presents the ANOVA tests comparing leadership expectations of two groups. The mean expectations level of older workers with younger supervisors was 6.97, whereas the mean expectations level of younger workers with older supervisors was 8.61. The difference between the two groups, 1.64, was statistically significant at the .000 level. We conclude, therefore, that older workers with younger supervisors do expect less effective leadership behaviors than younger workers with older supervisors.

Research Question 3: Do older workers with younger supervisors expect less effective leadership behaviors than older workers with older supervisors? Table 4 presents the ANOVA tests comparing leadership expectations of two groups. The mean expectations level of older workers

with younger supervisors was 6.97, whereas the mean expectations level of younger workers with younger supervisors was 8.49. The difference between the two groups, 1.52, was statistically significant at the .000 level. We conclude, therefore, that older workers with younger supervisors do expect less effective leadership behaviors than older workers with older supervisors.

Table 5. ANOVA for Evaluations of Immediate Supervisors' Leadership Performance

Leadership Performance (LPI-O)							
	Groups	*N*	*Means*	*Standard Deviations*	*Mean Difference*	*Sig.*	*Effect*[*]
Research	OW-YS	*45*	4.67	2.418	1.74	.000	.732
Question 4	YW-YS	*143*	6.41	2.331			
Research	OW-YS	*45*	4.67	2.418	1.76	.000	.778
Question 5	YW-OS	*80*	6.43	2.095			
Research	OW-YS	*45*	4.67	2.418	1.53	.000	.663
Question 6	OW-OS	*51*	6.20	2.193			

[*]Cohen's d = .5 is medium effect and .8 is large effect.

Research Question 4: Do older workers with younger supervisors rate their supervisors leadership behavior lower than do younger workers with younger supervisors?

Table 5 presents the ANOVA tests comparing evaluations of immediate supervisors' leadership practices for the two groups. The mean performance level of older workers with younger supervisors was 4.67, whereas the mean performance level of younger workers with younger supervisors was 6.41. The difference between the means of the two groups, 1.74, was statistically significant at the .000 level. Thus older workers evaluate their younger supervisors' leadership behavior lower than do younger workers with younger supervisors.

Research Question 5: Do older workers with younger supervisors rate their supervisor's leadership behavior lower than do younger workers with older supervisors?

Table 5 presents the ANOVA tests comparing evaluations of immediate supervisors' leadership practices for the two groups. The mean performance level of older workers with younger supervisors was 4.67, whereas the mean performance level of younger workers with older supervisors was 6.43. The difference between the two groups, 1.76, was statistically significant at the .000 level. Thus older workers with younger supervisors rate their supervisors' leadership behavior lower than younger workers with older supervisors.

Research Question 6: Do older workers evaluate their younger supervisor's leadership behavior lower than do older workers with older supervisors?

Table 5 presents the ANOVA tests comparing evaluations of immediate supervisors' leadership practices for the two groups. The mean performance level of older workers with younger supervisors was 4.67, whereas the mean performance level of older workers with older supervisors was 6.20. The difference between the two groups, 1.53, was statistically significant at the .000 level. Thus older workers evaluate their younger supervisors' leadership behavior lower than older workers with older supervisors.

Conclusions and Discussion

The overall workforce is growing older, but the proportion of younger supervisors is increasing. Although negative stereotypes have been associated with older workers, research supports their positive attributes including dependability, loyalty, high work ethic, exemplary attendance, and good citizenship (Perry et al., 1999; Rix, 1997; Ramsey, 2003). Workplace changes show an increase in older workers reporting to younger supervisors, thus creating a need for research on supervisor-subordinate relationships. In addition, studies of Pygmalion and Reverse

Pygmalion effects have shown that supervisory expectations have an impact on the performance of the subordinate (Eden, 1984) and that subordinates' expectations of their supervisor can affect the supervisor's leadership behavior (Eden, 1990).

The Pygmalion effect proposes that higher expectations in a supervisor-subordinate relationship elicit more effective performance and lower expectations elicit less effective performance (Eden, 1984). Within the context of this research study, the Pygmalion effect occurs when supervisory expectations influence the performance of subordinates. Similarly, the Reverse Pygmalion effect occurs when subordinate expectations have an impact on the performance of supervisors. The major findings of this study are that older workers expect less from their younger supervisors than do younger workers, and in turn older workers rate their younger supervisors' leadership behavior lower than younger workers rate their younger supervisors, thus confirming the Reverse Pygmalion effect. In addition, older workers expect less from their younger supervisors than do younger workers with older supervisors or older workers with older supervisors, and they also rate their younger supervisors' leadership behavior lower than younger workers with older supervisors or older workers with older supervisors. Again, this confirms the Reverse Pygmalion effect because employee expectations affect how they rate the leadership behavior of their supervisors.

Implications for HRD Research and Practice. HRD has become a dynamic force in bringing about change to greatly enhance organizational performance. Gilley et al. (2002) defined the mission of HRD as offering individual development, career development, performance management, and organizational development. These four characteristics of HRD's mission are important to HRD professionals in all organizations. Therefore they are discussed individually in relation to our research findings.

"Individual development [is] focused on performance improvement related to a current job" (Gilley et al., 2002). In considering the impact of individual development, HRD professionals have expressed concern about an aging workforce and its influence on organizational performance. From a research perspective, this study confirms the importance of focusing on the individual development of both the older worker and the younger supervisor. Individual knowledge of the power of expectations in the supervisor-subordinate dyad could contribute to a better workforce and to overall improvements in the organization. Our findings also suggest HRD professionals should develop training programs for younger supervisors to develop and improve their supervisory skills in managing an older population. Because perceptions may influence the subordinates belief about the leadership ability of the supervisor (Tsui et al., 1996), and "such perceptions represent employees' thinking about such issues as relationships with their supervisors" (McMurray et al., 2004), HRD professionals and practitioners need to develop training programs to address issues surrounding the qualifications of younger supervisors by focusing on development of both older workers and younger supervisors. These programs should assist older workers in better understanding younger supervisors, thus improving their negative perceptions. They should specifically focus on training both younger supervisors and older workers about cultural and generational differences. This training will lead to greater understanding within this dyad. As HRD professionals focus on developing and training the individual, both younger supervisors and older workers will gain the tools needed to focus on the development of their respective careers.

"Career development [is] related to future job assignments" (Gilley et al., 2002). This study also confirms the value of career development related to future job assignments. HRD professionals familiar with upward expectancy effects should leverage this knowledge to increase performance by designing and implementing career development training on the power of expectations to bring about more effective leadership. Career development training should include information on age

differences and the value each generation contributes to the workplace, thus increasing the older workers expectations of their younger supervisor and leading to higher performance on the part of younger supervisors. If employees are given the opportunity to develop and advance their careers, this will in turn lead to better system-wide performance.

"Performance management systems [are] used to enhance organizational performance capacity and capability" (Gilley et al., 2002). According to Gilley et al., performance management is an approach that improves organizational performance by focusing on the total organizational system. Organizations commonly use leadership development programs to improve system wide organizational performance from the top down. By using the findings of our research, HRD professionals should design leadership development programs that emphasize generational differences by making training programs more relevant to the younger generational cohorts (Arsenault, 2004). They should also focus on aspects of management and leadership that can develop younger supervisors. In addition, system wide performance improvements can be attained by planning for and systematically employing an age-diverse workforce (Jayne & Dipboye, 2004). Competitive readiness and profitability of the whole organization as a system can be enhanced as HRD professionals find ways to use the diverse talent created by this emerging dyad of an older worker with a younger supervisor.

This readiness and profitability can be further enhanced if HRD professionals implement plans for organizational development.

"Organizational development that results in both optimal utilization of human potential and improved human performance [is] measured by increased competitive readiness, profitability and renewal capacity" (Gilley et al., 2002). Our study confirms the importance of this fourth component of HRD's mission. Greater understanding of this new intergenerational dyad will increase our ability to respond to a dyadic relationship critical to improving organizational development and performance. Moreover, organizations can enhance the value of both younger supervisors and older subordinates by designing relevant training to enhance the development of each member of the supervisor-subordinate dyad. An understanding of the power of expectations in the supervisor-subordinate dyad gives HRD professionals a new performance lever to use in designing innovative training methods, thus developing a company's best resource: its employees.

Вопросы для размышления[2]**:**
1. Каковы основные проблемы, рассматриваемые в статье?
2. Какие из приведенных в статье исследовательских подходов и методов, выводов по результатам исследования представляются вам спорными, неполными, недостаточно обоснованными? Почему?
3. Каковы ограничения проведенного исследования?
4. Как вы считаете, каковы дополнительные направления использования HR-менеджерами результатов этого исследования?
5. Являются ли рассмотренные в статье проблемы актуальными для российских компаний? Насколько применимы результаты проведенного исследования в российской практике?

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[2] **Внимание!** В олимпиадном задании вопросы для размышления будут сформулированы на **английском языке**. Также важно помнить, что вопросы для размышления не являются вопросами-заданиями, на которые участнику олимпиады необходимо ответить. Они именно **определяют, но не ограничивают**, направления для размышления в рамках критического анализа материала и проблем статьи.