Anywhere Working and the New Era of Telecommuting

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Chapter 3
Leading Anywhere Workers:
A Scientific and Practical Framework

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ABSTRACT

As organizations continue to adopt anywhere working, it remains critical to address the leadership and management challenges of leading anywhere workers. Through interviews with experienced anywhere leaders from several different organizations, this chapter clarifies how leaders meet and overcome those challenges. Building on existing behaviorally-based models of leadership, the authors propose a hierarchical taxonomy of anywhere leadership effectiveness behaviors. The taxonomy is composed of four metacategories (Relationships, Flexibility, Productivity, Culture) and fourteen subcategories, which detail the behavioral capabilities necessary for anywhere leadership. In doing so, this chapter provides a common framework for understanding anywhere leadership, lays the foundation for the assessment and development of anywhere leaders, and is a starting point for further research.

INTRODUCTION

The globalization of work coupled with rapid technological advancements have contributed to the rise of anywhere working, also known as telework, mobile, agile, or distributed work. Increasingly, organizations also leverage diverse expertise across geographies by utilizing virtual teams – physically and temporally dispersed work teams that communicate primarily through electronic media (Minton-Eversole, 2012). These various arrangements mean that employees are no longer tied to the traditional office or assigned workstations, which brings benefits such as freedom from the restrictions of a nine-to-five workday and reduced costs and time associated with commuting, travel, and relocation (Cascio & Shurygailo, 2003). However, this shift also raises complex challenges for organizations, particularly for the leadership and management of people (Biermeier-Hanson, Liu, & Dickson, 2015).

Leadership is a foundational cornerstone of an effective modern workforce, but recent research has indicated that traditional leadership is more difficult from a distance and the leadership challenges are more extensive (e.g., Hambley, O'Neill, & Kline, 2007a; Purvanova & Bono, 2009). Mainstream models of leadership were not designed with anywhere workers in mind and many of the key behaviors (e.g., motivating employees, setting a vision) may be driven by, or rely on, face-to-face contact (Avolio, Kahai, & Dodge, 2000). At the same time, research into the management capabilities necessary for anywhere work is lacking (Blount, 2015). Inefficiencies in typical uses of e-mail, videoconferencing, text messaging, and other communication media draw from an organization's bottom line due to mismanaged time, frustration, isolation, and turnover. Increasing reliance on these modes of communication requires managers find ways to effectively organize and direct employees, delegate tasks, and manage workflow.

The current chapter reports on recent research examining the behavioral capabilities necessary for effectively leading anywhere workers. Specifically, the authors develop and propose a taxonomy of leadership and management behaviors. Past research has distinguished between leadership behaviors (e.g., change processes such as developing a vision and empowering employees to support that vision) and management behaviors (e.g., behaviors focused on daily operations including planning, organizing, and coordinating others; Kotter, 1987; Lunenburg, 2011). Instead of focusing on this distinction, the current research uses the term *anywhere leadership* to refer to the range of leadership and management behaviors. In doing so, the authors do not aim to propose a new *type* of leadership but use this term to refer to capture the broad set of behaviors that fall under the umbrella term anywhere leadership. Moreover, the authors suggest that successfully leading anywhere workers will depend on the integration of leadership and management behaviors adapted

to the anywhere working context. Accordingly, the terms leadership and anywhere leadership are used throughout the chapter.

The usefulness of this proposed taxonomy is threefold. First, a working taxonomy provides a common framework for understanding anywhere leadership. Second, the taxonomy is based on a large and diverse database of effectiveness behaviors, which practitioners and organizations can leverage to inform leadership development. Third, the taxonomy provides a starting point for the assessment and development of leaders in organizations. Overall, the objective of this chapter is to advance existing understanding of the behavioral capabilities necessary for leading the anywhere workforce and providing scholars, organizations, policy makers, and leaders with a framework and best practices.

BACKGROUND

As technology has developed and the employment of knowledge workers has grown, many employees have gained the ability to work anytime and from anywhere (Blount, 2015). This chapter uses the term anywhere work to describe this flexibility. Also known as teleworking or distributed work, anywhere workers can do their jobs away from the conventional office while communicating with colleagues and accessing organizational resources through computer-based technology (Nilles, 1994). The recent trend towards virtual teams dispersed across locations, time zones, and cultural boundaries (Bell & Kozlowski, 2002) constitutes another type of anywhere work. To manage the challenges of dispersion, team members must leverage electronic communication technologies to work collaboratively from anywhere. A final type of anywhere work refers to an individual's job characteristics. Employees increasingly depend on distributed contacts (e.g., colleagues, clients, suppliers, freelancers) and rely on electronic communication regardless of whether their organizations are formally utilizing virtual teams or telework arrangements (Orhan, 2014). In fact, recent estimates indicate that approximately 30% of college-educated professional employees in the United States engage in anywhere working (see Noonan & Glass, 2012), and over half of multinational organizations use virtual teams (Minton-Eversole, 2012). Other studies assert that many employees are away from their desks up to half of the time (Global Workplace Analytics, 2016), due to meetings, travel, use of satellite offices, or remote work (e.g., home, coffee shops, client spaces). These findings show that working from anywhere is a key feature of the modern workplace.

Organizations have responded to these changes by increasingly designing workplaces compatible with anywhere work, as well as implementing communication and collaborative technologies. Despite these adaptations, both organizations and

researchers have largely overlooked whether the behavioral capabilities have shifted. This is both surprising and concerning given the prevalence of these ways of working and the leader's role in facilitating the success of the anywhere workforce (e.g., Bell & Kozlowski, 2002; Gajendran & Joshi, 2012; Golden & Veiga, 2008; Hambley et al., 2007a). Moreover, it appears that leadership depends on the specific context and characteristics of the virtual or anywhere work (Gajendran & Joshi, 2012; Golden & Veiga, 2008; Hoch & Kozlowski, 2014; Joshi, Lazarova, & Liao, 2009; Kahai, Huang, & Jestice, 2012). This highlights the need for a stronger understanding of how leaders currently manage the challenges of anywhere work while continuing to perform important roles such as motivating and developing employees, coordinating efforts, and managing cross-cultural differences (O'Neill, Lewis, & Hambley, 2008).

Leaders face numerous challenges when it comes to anywhere work. First, the lack of in-person exchanges between anywhere team members and leaders complicate the development of a seamless and coherent work unit. Leaders must also help employees overcome feelings of isolation or disconnectedness from colleagues (Gibson & Gibbs, 2006, Kirkman, Rosen, Gibson, Tesluk, & McPherson, 2002). Second, anywhere work is characterized by ambiguity. Leaders face the challenge of effectively communicating with different individuals from a distance (Mukherjee, Lahiri, Mukherjee, & Billing, 2012) and adapting to new technology (Qureshi & Vogel, 2001). Third, monitoring anywhere workers' performance requires new methods that do not involve face-to-face contact (Blackburn, Furst, & Rosen, 2003; Hertel, Geister, & Konradt, 2005). As such, leaders must learn to effectively manage by objectives instead of presenteeism (Konradt, Hertel, & Schmook, 2003). Moreover, minimizing process losses inherent in the use of electronic communication media remains one of the leader's fundamental challenges (Connaughton & Daly, 2004). Fourth, spanning multiple geographic boundaries raises new challenges (e.g., time zone management, cultural diversity), which increase the difficulty of becoming an efficient and cohesive work team (Armstrong & Cole, 2002). Across cultural boundaries, for example, it is more likely that self-regulation methods, power distance, uncertainty avoidance, collectivistic orientation, and assertiveness will differ. (Bell & Kozlowski, 2002; Javidan, Dorfman, de Luque, & House, 2006). Accordingly, anywhere leaders must manage these differences, and translate them into process gains (through complementary knowledge sharing). Fifth, the inherent reliance on technology in anywhere work presents an overarching challenge; the leader's ability to appropriately match the communication media to the task (Riopelle et al., 2003) is foundational to managing the other challenges of anywhere work. In fact, according to one perspective, research has failed to keep up with the organizational use of electronic technologies and little is known about the impact on leadership (Avolio, Sosik, Kahai, & Baker, 2014). For example, maintaining employee engagement

and focus from a distance poses a serious challenge. Distractions from the Internet and other applications have led to an increased prevalence of cyberslacking, or using the Internet for non-work purposes while being paid (Lim, 2002), although some personality traits are more strongly associated with cyberslacking than others (O'Neill, Hambley, & Bercovich, 2014; O'Neill, Hambley, & Chatellier, 2014).

To understand how leaders can manage the litany of challenges, studies have attempted to apply current knowledge of traditional hierarchical leadership to the distributed context (e.g., Avolio & Kahai, 2003; Hambley, O'Neill, & Kline, 2007b; Zigurs, 2003). In particular, there has been a strong focus on transactional and transformational leadership (Hambley et al., 2007b; Hoch & Kozlowski, 2014; Howell, Neufeld, & Avolio, 2005; Kahai & Avolio, 2008; Purvanova & Bono, 2009). Transactional leadership involves the exchange of rewards or punishment for desired behavior, whereas transformational leadership is focused on inspiring and motivating followers to achieve higher performance (Bass & Avolio, 1993). Substantial research has supported the effectiveness of both leadership styles in face-to-face work groups (Judge & Piccolo, 2004), but transformational leadership, in particular, has been linked to stronger performance (Lim & Ployhart, 2004) and enhanced group cohesion (Jung & Sosik, 2002). However, studies suggest that transformational leadership requires greater effort and is more difficult from a distance (Purvanova & Bono, 2009). Moreover, the effects of transformational leadership are attenuated by increases in virtuality (Hambley et al., 2007b; Hoch & Kozlowski, 2014; Howell et al., 2005). One study found that a related concept referred to as shared leadership – decision-making characterized by collaboration and shared responsibility (Day, Gronn, & Salas, 2004) – positively influenced performance, independent of virtuality (Hoch & Kozlowski, 2014). This led those authors to conclude that shared team leadership may be an effective alternative to traditional hierarchical leadership for managing in environments characterized by geographic dispersion, cultural diversity, and reliance on electronic communication. However, Avolio and colleagues (2014) have noted that "the shift in locus from individual to a shared or collective leadership in most organizations remains a stretch goal as opposed to reality" (p. 126). This is because modern organizations are still organized by hierarchies according to business function or service, and therefore the sharing of leadership authority runs counter to the organization's design. Thus, it remains necessary to understand how existing formal leaders meet and overcome the challenges of anywhere work.

A second line of research has studied the role of leader-member exchange (Graen & Scandura, 1987; Graen & Uhl-Bien, 1995). Leader-member exchange (LMX) considers the relationship between managers and subordinates and posits that both possess resources the other desires. For example, managers possess social support, consideration, and information, whereas employees can offer extra effort, goal com-

mitment, or loyalty. High quality relationships are characterized by the reciprocal exchange of these resources (Liden, Sparrowe, & Wayne, 1997). Researchers have recently begun to consider the effects of LMX within anywhere working relationships and outcomes such as job performance, satisfaction, and organizational commitment. One study found that employees whose work was extensively virtual demonstrated the highest levels of performance, satisfaction, and commitment when they reported high-quality relationships with their leaders (Golden & Veiga, 2008). Another showed that high-quality LMX was most important for those employees who relied heavily on electronic communication (Hill et al., 2014). In a field study of 40 globally distributed teams, Gajendran and Joshi (2012) observed that the teams only successfully leveraged diverse expertise and achieved innovative problem solving when virtual team members were willing to contribute and offer their perspectives. That study also showed that high-quality LMX relationships positively influenced innovation, suggesting that leadership offers a way to overcome the challenges of virtual teamwork.

While this is an important finding, it is still unclear exactly *how* leaders develop high quality relationships with their subordinates. For example, how do leaders establish personal connections, develop trust, or even effectively delegate from a distance? The majority of existing research is not well positioned to provide a clear answer to these questions, because most scholars have not taken a behavioral approach to understanding leadership of anywhere workers. Instead, researchers have largely focused on mapping existing theories to anywhere work without explicitly considering the differences between anywhere work and more conventional forms of work. Arguably, anywhere leadership constructs and their measurement should incorporate relevant new terms and concepts, especially related to electronic communication use. However, before assessments can be tailored to this type of leadership, it is critical to clarify the behaviors through interviews with anywhere leaders who have experience leading and managing employees who telework, work in virtual teams, and otherwise work away from the office. Without an understanding of what these leaders actually *do* (i.e., behaviors) to be effective, it is very difficult to provide guidance, training, and coaching.

This chapter aims to identify and classify leadership and management behaviors that experienced leaders view as fundamental to leading anywhere workers. In doing so, this chapter goes beyond describing the challenges of anywhere work (e.g., Kirkman et al., 2002) or comparing anywhere and face-to-face leadership (e.g., Rosen, Furst, & Blackburn, 2006; Zimmerman, Wit, & Gill, 2008). Although these are important first steps, they are unlikely to be very helpful for organizations or leaders (O'Neill et al., 2008). Instead, the current research proposes a taxonomy of effectiveness behaviors. This is in line with the long history (Halpin & Winer, 1957; Kahn & Katz, 1952; Stogdill & Coons, 1957) and ongoing perspective that

behaviors are the key mechanism for transmitting leadership. Eberly, Johnson, Hernandez, and Avolio (2013) recently argued that the leader's traits, affect, cognition, and behaviors are each mechanisms of leadership that interact to exert influence. Behaviors, though, are the primary mechanism because they can be *observed by others* and provide interpersonal cues about the leader's traits, affect, and cognition. That is, "behaviors are the primary carrier of leadership between the loci and therefore drive interactions that shape leadership" (p. 438).

Some researchers have offered contributions through a behavioral approach to virtual team leadership (e.g., Hambley et al., 2007a; Malhotra, Majchrzak, & Rosen, 2007). Hambley et al. (2007a) interviewed existing virtual team leaders and members to identify four overarching themes: leadership critical in virtual teams, virtual team meeting effectiveness, personalizing virtual teamwork, and learning to effectively use different media. Perhaps more importantly, those authors presented specific behavioral examples from the interviews (e.g., "leader must establish acceptable ground rules for use of e-mail"), which provide insight into how leaders manage the daily challenges of leading from a distance. In another field study on the effective practices of virtual team leaders, Malhotra et.al. (2007) collected interview and survey data from globally distributed team leaders and members who were part of short-term project teams. They identified six leadership practices (establish and maintain trust through the use of communication technology; ensure diversity in the team is understood, appreciated, and leveraged; manage virtual work-cycle and meetings; monitor team progress through the use of technology; enhance external visibility of the team and its members; and ensure individuals benefit from participating in virtual teams). They also presented specific behavioral examples to explain how leaders enacted these practices (e.g., "use check-ins during meetings to ensure everyone is engaged and heard").

These studies laid the groundwork for behaviorally-focused research of leadership in distributed contexts; however, they have several limitations. Both studies were focused specifically on virtual team leadership effectiveness, whereas the current research aims to incorporate the wider discipline of anywhere leadership. This is a broader, all-encompassing concept suggested by the authors of the current chapter that includes virtual team leadership as well as leadership of any mobile or dispersed team member. In addition, Hambley et al. (2007a) only interviewed nine leaders and Malhotra et al. (2007) focused on short-term project teams, thereby raising questions regarding the generalizability to other leaders and other types of anywhere work. Finally, the concept of anywhere work has continued to evolve over the last decade. In particular, significant technological advancements (e.g., social media platforms, smartphones, integrated collaborative software programs) mean it is critical to revisit the behavioral capabilities of anywhere leadership.

Behaviorally-based models of leadership have a long history in the literature. Notably, studies from Ohio State University and the University of Michigan identified two categories of behaviors as central to effective leadership: task and relationship (Halpin & Winer, 1957; Kahn & Katz, 1952; Stogdill & Coons, 1957). Also known as Initiating Structure and Consideration, or Concern for Production and Concern for People (Blake & Mouton, 1982), this two-dimensional framework once dominated leadership research (Yukl, Gordon, & Taber, 2002). Initiating Structure or task-oriented behaviors are those used by the leader to help employees do their jobs, such as clarifying roles or establishing processes. Consideration, or relationship-focused behaviors are those actions that center on enhancing employee well-being, such as expressing appreciation or demonstrating support. Although mixed evidence led researchers to question the efficacy of these leadership dimensions, a recent meta-analysis from Judge, Piccolo, and Ilies (2004) supported the validity of these behavioral categories. Building on this work, Yukl and colleagues (2002) attempted to integrate the vast literature of behavioral leadership taxonomies (see Bass & Stogdill, 1990) to develop a "meaningful conceptual framework" (p. 15). Their proposed hierarchical taxonomy of leadership behavior contained three meta categories: task behavior, relations behavior, and change behavior. The former two categories encompassed the behaviors discussed above whereas the latter category, change behavior, was a new addition. This category captured behaviors centered on promoting growth, utilizing and encouraging creative problem-solving, and monitoring changes in the environment in preparation to adapt. Yukl and colleagues (2002) distinguished the categories based on the primary objective of the specific leadership behavior. That is, while leadership behaviors serve multiple purposes they are driven by a primary goal. For example, the objective of task behaviors is mainly to improve outcomes like performance and efficiency, the objective of relation behaviors is to develop commitment to the group and build trust, and the objective of change behaviors is to facilitate innovation and adapt to change. This categorization approach is useful for providing outcome-focused best practices for managers.

One relevant meta category of behaviors missing from the hierarchy is that of culture (e.g., Malhotra et al., 2007). Past research has shown that behaviors aimed at managing cultural differences and leveraging diverse perspectives are pertinent to leading anywhere workers for several reasons. Anywhere working enables the use of globally distributed team structures, often associated with innovation (Gibson & Gibbs, 2006). At the same time, the modern workforce is becoming increasingly diverse, and a strong business case is building for the inclusion of diverse perspectives (e.g., Hunt, Layton, & Prince, 2015). While crossing cultural boundaries and accessing diverse expertise is often cited as a key advantage of anywhere working, managing cultural differences requires additional leadership behaviors (Javidan

et al., 2006). Diverse workers bring differing cultural values, assumptions, and perspectives on appropriate behaviors, which can complicate team functioning and performance (Armstrong & Cole, 2002; Cramton, 2001). The leader plays a key role in translating diversity into improvements in performance, decision making, and innovative thinking (Ang et al., 2007; Caligiuri & Tarique, 2012; Gajendran & Joshi, 2012). This requires behaviors such as adjusting one's communication style during and after cross-cultural interactions (Earley & Ang, 2003; Ang et al., 2007) and adapting to different cultural practices (Shaffer, Harrison, Gregersen, Black, & Ferzandi, 2006).

The current chapter incorporates Yukl and colleagues' (2002) leadership taxonomy and research on cross-cultural leadership capabilities (e.g., Earley & Ang, 2003; Caligiuri & Tarique, 2012) to propose a taxonomy of effectiveness behaviors. This extends work on virtual team leadership (Hambley et al., 2007a; Malhotra et al., 2007) to the broader range of anywhere workers, including teleworkers, part-time remote workers, employees working in mobile and campus environments, and virtual team members. Since the taxonomy is modeled after existing research, significant differences at the metacategory level were not expected, whereas differences were anticipated at the more granular levels of behavioral clusters and specific behaviors. For example, promoting a vision is a key behavior for all leaders (Yukl et al., 2002) but *how* a leader effectively communicates that vision via electronic communication media may not be captured in existing models. Without a taxonomy of specific behaviors needed for success, we are left with a limited theoretical understanding of the anywhere leadership performance domain. Moreover, to optimally train and develop leaders in the modern workplace, specific leadership and management behaviors must be catalogued, classified, and understood. The authors aim to address these issues in this chapter.

MAIN FOCUS OF THE CHAPTER

Research Method

The researchers interviewed 34 leaders from North America and Europe who had experience leading anywhere workers. This included leading employees working in different cities or countries, or working remotely from the same city. The leaders were recruited purposively through the networks of the research team and references from other participants. In an effort to capture the diverse experiences of leading anywhere workers, interviewees were drawn from 12 different organizations in a range of industries including energy, engineering, information/communication

technology, financial services, and pharmaceuticals. All participants were currently leading anywhere employees or teams, with the exception of one participant who had recently returned to an individual contributor role but who had significant previous leadership experience and was therefore deemed suitable for participation. Leaders spanned a variety of roles and levels, i.e., the sample include front-line managers, middle managers, and senior leaders (e.g., vice presidents). The majority of leaders had led anywhere workers in multiple roles (65.0%) and had an average of 8.25 years of experiences (*SD* = 5.61). Twenty-nine leaders were based in Canada, four in the United Kingdom, and one in the Netherlands, and the majority (55.9%) were male. Interviews were conducted over the phone and typically ranged from 45-60 minutes. Detailed notes were taken during each interview, and interviews were recorded and transcribed.

Leaders were interviewed using the Critical Incident Technique (CIT; Flanagan, 1954). The CIT is an interview technique where individuals are asked to provide instances of high and low performance. Specifically, participants were asked to outline different situations in which they effectively and ineffectively led anywhere workers, describe the behaviors and actions taken in each situation, and specify the outcome (e.g., O'Neill, Goffin, & Gellatly, 2010). This method allows the researcher to observe differences in behaviors associated with different levels of performance. In addition to asking CIT questions, the researchers drew questions from a past interview study of virtual team leaders (Hambley et al., 2007a) and asked leaders to outright list and describe the behaviors and actions necessary for success when leading/managing anywhere workers.

Proposed Taxonomy and Framework

The authors developed the behavioral taxonomy by identifying and classifying behavioral statements from the interviews. First, a member of the research team extracted behavioral statements from the interview transcripts and notes to create a database of 680 unique statements. Two researchers then independently classified the first 200 behavioral statements by thematically organizing them into behavioral clusters. The researchers discussed their themes and decided on the number, name, and definition of the clusters that captured the statements (cf. Bownas & Bernardin, 1988) and then classified the remaining 480 statements into those clusters. They discussed all disagreements and made adjustments to the definitions in order to capture the nature of additional statements that were included. Finally, the researchers categorized the fourteen behavioral clusters into the four meta categories (Relationships, Flexibility, Productivity, Culture) to arrive at a preliminary hierar-

chical framework of effectiveness behaviors (see Figure 1). These procedures are in accordance with modern applications of the CIT (e.g., O'Neill et al., 2010). Below the findings are considered with respect to the meta categories, behavioral clusters, marker behaviors, and relevant past research.

Relationships

The Relationships meta category captures relations-focused behaviors (Yukl et al., 2002) aimed at overcoming the challenges of limited face-to-face interactions. This meta category was defined by four behavioral clusters: Accessible and Supportive, Building Trusting Relationships, Creating Team Unity, and Fostering Collaboration. Each cluster is defined and discussed in connection with relevant past research. See Table 1 for key behaviors that leaders can implement to develop these capabilities.

- **Accessible and Supportive:** Makes him/herself accessible by being easy to get a hold of and retrieve information. Remains approachable, such that employees feel comfortable reaching out with questions and concerns. Is responsive, communicates regularly, and gets to know employees.

Figure 1. Preliminary hierarchal framework of anywhere leadership effectiveness behaviors
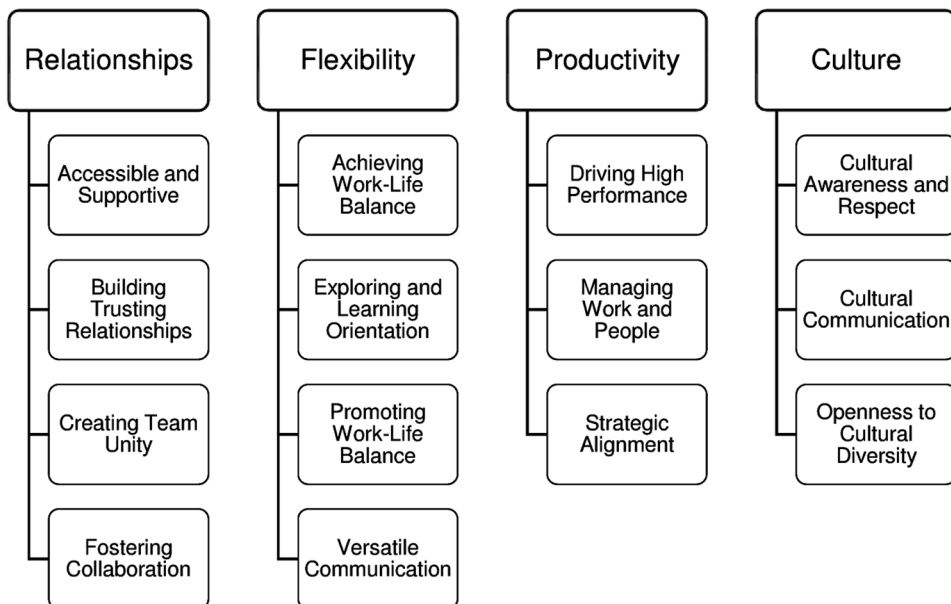
One major challenge associated with anywhere work is limited face-to-face interactions. This can slow communication and information flow and leave employees feeling isolated from their team, leader, or organization. The key to overcoming these challenges was conveying constant availability through a virtual "open-door policy" by keeping the "available" light turned on in collaborative software programs, using instant messaging, and responding to e-mails promptly. Consistent with previous research, leaders maintained constant communication via various communication media (Brake, 2006; Kayworth & Leidner, 2002). To prevent isolation and lessen the impacts of distance, they incorporated communication on a personal level through IM, "virtual coffee," and pausing to allow for a few minutes of personal conversation/personal moments.

- **Building Trusting Relationships:** Forms strong relationships with employees that are built on trust and rapport. Makes people feel important and valued. Communicates in a fair and consistent manner to all employees and is present and focused on interactions.

Research on the challenges of anywhere work has repeatedly stressed the importance, and difficulty, of building trust from a distance (Kirkman et al., 2002; Brahm & Kunze, 2012). This was reiterated by leaders in the current study. They described communicating with honesty and transparency, and tried to provide consistent messages to different people. These communication techniques have been emphasized in previous research (Clark, Clark, & Crossley, 2010; Malhotra et al., 2007), and building trust is a key leadership function that is heavily dependent upon frequency of communication (Staples & Cameron, 2004). Punctuality in virtual meetings and remaining focused during virtual communications were other approaches used to convey respect and build strong relationships. Finally, it is noteworthy that every interviewee stressed the importance of trying to meet employees face-to-face to establish a personal connection and build trust, especially with newly formed workgroups (cf. Hambley et al., 2007a). Though it is optimal for organizations to equip leaders for success by providing resources for some face-to-face interactions, at other times closely approximating face-to-face through video and integrated collaborative software was identified as an effective alternative.

- **Creating Team Unity:** Cultivates a powerful sense of team unity by learning the team's history and integrating new members. Builds strong social and emotional bonds among employees, recognizes individuals and shows appreciation, and makes it fun to be on the team.

Leading Anywhere Workers

This behavioral cluster captures the leader's broader efforts to meet the challenge of developing a healthy distributed team environment. Leaders leveraged rich communication media (e.g., face-to-face or one-on-one video conference) to learn about existing relationships or team conflicts. This was a critical behavior since the electronic communication media relied on in anywhere work can facilitate misunderstanding and exacerbate team conflicts (Furst, Reeves, Rosen, & Blackburn, 2004). Leaders also created opportunities for team members to connect and work together on a semi-regular basis to prevent feelings of isolation from the work group. One leader expressed that setting up face-to-face working opportunities for her anywhere workers was valuable because individuals used the time to problem solve and to build personal connections which enhanced their long-term working relationships. This is consistent with Gibson and Manuel's (2003) recommendation that managers develop interdependencies among anywhere workers, and that they do so explicitly. Interdependency fosters team spirit (O'Neill et al., 2008) because members are accountable and dependent on each other. However, conflicts and performance issues must be addressed swiftly for this structure to enable strong team unity.

- **Fostering Collaboration:** Supports idea sharing and cooperation across locations, including with other teams or leaders. Identifies common ground among people in and outside of the team to accomplish goals. Builds alliances and connects employees in cross-department collaborations.

Paradoxically, although the ability to collaborate across geographies is cited as a key benefit of anywhere working (Peters & Manz, 2007), leaders described challenges with technology, time lags, and cultural differences that *hindered* effective distributed teamwork. To address some of these issues, leaders promoted collaboration by establishing processes for effective technology use (e.g., require meeting materials 24-hours in advance), preparing backup communication options, and facilitating schedule-sharing to help workers connect and reduce the impact of time zone delays. Leaders also took other actions such as virtually introducing employees to others in the organization, and organizing workspaces for closely located individuals to meet and solve problems in person. Regarding managing the impact of culture on collaboration, leaders discouraged the formation of sub-groups and "us versus them" attitudes especially for globally distributed workers. Although there is limited research on sub-groups within anywhere working teams (Gilson, Maynard, Young, Vartiainen, & Hakonen, 2015), the available literature does suggest that fault lines are readily developed across geographical boundaries (O'Leary & Mortensen, 2010). Leaders need to make sure these sub-groups identify with the

Table 1. Marker behaviors of the Relationships meta category

Relationships **Accessible and Supportive**
Schedule "virtual coffee" to chat between formal meetings and check-ins.
Take a moment to allow for personal conversation or time to "catch up" during formal communications.
Communicate a virtual open-door policy by staying online in instant messaging software, responding to e-mails quickly, and reiterating your accessibility.
Communicate your accessibility by making your schedule available online to team members or by letting workers know the best time/way to contact you.
Respond to communications quickly to prevent feelings of isolation (i.e., acknowledge the receipt of e-mails even if you're still working on an answer).
Building Trusting Relationships
Be careful not to constantly miss or reschedule meetings with those at a distance, or anywhere workers may feel they are a lower priority than those who are in closer proximity or face-to-face.
Use communication media that approximate face-to-face as much as possible (i.e., videoconference), especially for difficult or important conversations.
Turn off your phone, e-mail, and instant message notifications during phone calls/video conference and pay attention. Do not multitask on distance calls.
Try to meet every employee face-to-face at least once to start building a relationship. Use this opportunity to begin to understand his/her body language and nuances in communication, which will be less obvious via electronic communication.
Record personal information that individuals share with you (birthdays, work anniversaries, other personal details) and deliberately bring up to help personalize conversation and prevent people from feeling forgotten.
Creating Team Unity
When visiting workers at other locations/when workers visit your location, plan activities outside of work (e.g., lunch, dinner, teambuilding activities) to help individuals connect with you and each other on a personal level.
Use technology to recognize anywhere workers and their contributions (e.g., on a team conference call, on the organization's social media page).
To prevent employees from disengaging during virtual meetings be enthusiastic, request contributions from each individual by name, and use interactive activities (e.g., prizes, games, online polling).
Take time to learn about and understand existing relationships between your staff members (anywhere and collocated). Accomplish this by interacting with both individuals and groups of workers at different locations via different media (face-to-face, conference call, videoconference).
When new team members join the work group, try to give them the opportunity to meet with others face-to-face. If face-to-face is not feasible, make sure to encourage both formal introductions and informal virtual meetings.
Fostering Collaboration
Introduce and connect likeminded groups/disciplines within the organization to help anywhere workers get to know and leverage the expertise available.
When trying to facilitate large-group virtual collaboration, first connect with and update workers individually and then pull into group meetings. Providing the opportunity for questions and understanding one-on-one can help everyone get up to speed quickly and smooth subsequent workflow.

Table 1. Continued

Encourage and expect individuals to communicate with each other so you are not always relied upon as the "middle person" for communication.
If you lead people who largely work at other company locations, build relationships and alliances with leaders at those locations. Engage those leaders to help monitor and support your workers – and do the same for theirs.
Pay attention to "us versus them" attitudes that may develop between employees in different locations, or anywhere workers and those who mostly work in the office. Demonstrate and reinforce the value that all workers add in your everyday behavior and language to prevent sub-groups from developing and disrupting collaboration.

team and its objectives rather than the sub-team. Indeed, according to Shapiro and colleagues, the salience of identification with the global team is the primary determinant of members' willingness to sacrifice and work hard for the group (Shapiro, Furst, Spreitzer, & Von Glinow, 2002).

Flexibility

The Flexibility meta category captures change-focused behaviors (Yukl et al., 2002) aimed at managing and embracing the dynamic and ambiguous nature of anywhere work. This meta category was defined by four behavioral clusters: Achieving Work-Life Balance, Exploring and Learning Orientation, Promoting Work-Life Balance, and Versatile Communication. Each cluster is defined and discussed in connection with relevant past research. See Table 2 for key behaviors that leaders can implement to develop these capabilities.

- **Achieving Work-Life Balance:** Maintains a healthy balance between work and life commitments.

Although anywhere work is often cited as a way to enhance balance, the impact of electronic media on work-life boundaries has come under recent scrutiny (Demerouti, Derks, Lieke, & Bakker, 2014; Gerdenitsch, Kubicek, & Korunka, 2015). This is relevant to leaders because electronic communication technology underpins anywhere work. Several interviewees described endless workdays in which a constant stream of e-mail and requests kept them tethered to their computer long after standard work hours. To overcome this, leaders intentionally scheduled non-work time in which they "signed off" from working remotely by shutting the home-office door and turning off work phones and computers. Leaders managing globally distributed workers experienced the added complication of 24/7 work across time zones. One

leader's approach to managing this was to carve out specific times during the day to attend to e-mails or other communications. He explained this process to his staff to ensure they did not feel isolated or ignored. Lastly, leaders repeatedly pointed out that managing anywhere workers requires more work than traditional face-to-face leadership (Purvanova & Bono, 2009). One aspect of ensuring sufficient time and energy for success involved diligently managing the boundaries between work and life activities with the strategies described.

- **Exploring and Learning Orientation:** Open to a distributed work environment and willing to learn how to succeed in it. Is open to and accepting of change.

Anywhere working represents a massive shift regarding how and where work is done, as well as how it is evaluated. Leaders emphasized that success depended on remaining open to this dynamic nature, investing significant effort into learning how to adapt and embracing constant shifts in technology. For example, leaders must be open and willing to evaluate employees on the quality of deliverables, instead of on time spent. As well, leaders constantly reevaluated processes and consulted with others when seeking solutions for problems with communication or workflow. In fact, developing and maintaining a network of mentors and peers who understand the context was cited as critical. Regarding technology, leaders agreed that electronic media underpins successful anywhere work (Blount, 2015). They often revisited whether their current technology was adequate, reported constantly searching for new applications to support workers, and strived to provide workers with different options for communication (Workman, Kahnweiler, & Bommer, 2003). Further, leaders considered it their responsibility to train employees to effectively utilize different communication media (Maruping & Agarwal, 2004).

- **Promoting Work-Life Balance:** Encourages employees to seek a healthy work-life balance. Supports the use of strategies to achieve balance.

As described, leaders experienced substantial challenges managing their work-life balance. Unsurprisingly, leaders also expressed that the use of electronic media and constant access to communication via smartphones, for example, has blurred work-life boundaries for their employees. This is supported by research showing that virtual and anywhere work arrangements do not necessarily equate to improved work-life balance (Allen, Johnson, Kiburz, & Shockley, 2013). Leaders attended to this challenge by modeling and promoting work-life balance norms such as taking a lunch break or not sending e-mails late at night. One leader committed to using the

Table 2. Marker behaviors of the Flexibility meta category

Flexibility **Achieving Work-Life Balance**
Set your own boundaries of availability and communicate those boundaries. However, ensure that employees can access other leaders/managers/resources during periods of unavailability.
When not working, make sure to limit your access to work demands and tasks by turning off your company phone, powering down your laptop, or pausing email notifications.
If you lead workers across multiple time zones, be careful to avoid literally working around the clock. Instead of trying to answer as messages come in, set specific times for responding to e-mails and requests.
It is more work to support and develop employees from a distance, so monitor yourself for symptoms of stress and burnout and ask for help if you need it.
Take breaks. Don't be afraid of others thinking you are not working hard just because you cannot see each other.
Exploring and Learning Orientation
Research and experiment with new ways of communicating instead of relying on e-mail. Try instant messaging, videoconferencing, or integrated communication platforms.
Constantly and deliberately ask your staff for feedback on various processes. You cannot see what is and is not working for others, so make sure to ask.
Seek out other leaders who have experience managing anywhere workers. Ask questions and share your successes and failures in order to learn from their experiences.
Ask your employees a lot of questions about their daily experiences so that you are better able to support them (e.g., what resources do they use, who do they consistently communicate with, what communication media do they rely on).
Demonstrate your buy in to the concept of anywhere working and remain open to constantly learning and adapting.
Promoting Work-Life Balance
Try to ensure that meetings across time zones fall within work hours. If that is not possible, then rotate who starts early/late; if meetings fall over lunch hours, then encourage workers to bring a meal to the meetings. "Share the pain."
Demonstrate and model the behaviors that you expect such as not working through the lunch hour, taking breaks, and not replying to e-mails late at night.
Respect others' boundaries. For example, only contact people outside of their typical working hours when necessary and set this as a standard of behavior among the entire team or work group.
Encourage people to be flexible with how they manage their time. For example, if someone has to work late to accommodate those in another time zone, encourage that individual to start their workday later or take a longer break during the day.
Discuss work-life balance with your people. Help them to re-create the boundaries that can be blurred with anywhere working.
Versatile Communication
Ask your employees how they prefer to be communicated with and periodically revisit this. People vary in their preference for various communication media.
Take time to understand the needs of your workers and adjust your behavior accordingly. Some will require more regular check-ins or support, whereas others may prefer to work more independently – this depends on individual personality, confidence, and competence.

Table 2. Continued

Pay attention to workers' social needs. Some workers may desire and need more social interactions. Make time for personal conversation during formal communications, or schedule "virtual coffee."
Try to ensure that communications are engaging, interactive, and not one-way by varying the communication media, or by alternating who leads meetings/communications.
Demonstrate and encourage the use of different communication media for different tasks to help employees learn how to best utilize various communication media with each other.

delayed send feature for any e-mails after 7:00 p.m., so as not to set the expectation that she required a response at night. Although working outside of standard work hours was not always avoided, leaders employed different strategies to manage this. For example, they flexed their workdays instead of always expecting others to accommodate the leader's work hours and encouraged employees to delay the start of their workday on days where they were working later to accommodate those in another time zone.

- **Versatile Communication:** Knows and understands that employees' preferences for how to communicate from a distance will differ. Is willing and able to adjust personal style to others' preferences.

A recent review suggested member consideration and recognition of individual needs were important capabilities for managing anywhere workers (Mukherjee et al., 2012). Leaders echoed this finding, noting that adapting to individual communication preferences was more important in the distributed context. Leaders mentioned that relying on e-mail for communications with employees whom they saw face-to-face every day was effective because the low richness of e-mail was supplemented with face-to-face interactions. For anywhere workers, however, leaders tried to use communication methods better suited to the individual. For example, some employees were fine with text-based media like e-mail or instant messaging, whereas others preferred phone or video calls. This depended on individual preference, as well as the worker's relationship with the leader. Leaders also reported adjusting the content of their messages; some members preferred directive and concise communications, whereas others also desired personal interaction and social support. To accommodate the latter group, leaders would schedule "virtual coffee," and initiate or be available for informal contact. These behaviors can be understood as specific examples of high-quality leader-member exchange (Graen & Uhl-Bien, 1995; Golden & Veiga, 2008).

Productivity

The Productivity meta category captures task-focused behaviors (Yukl et al., 2002) aimed at managing the daily work environment and enabling performance. This meta category was defined by three behavioral clusters: Driving High Performance, Managing Work and People, and Strategic Alignment. Each cluster is defined and discussed in connection with relevant past research. Table 3 contains key behaviors that leaders can implement to develop these capabilities.

- **Driving High Performance:** Sets high standards for the team, communicates the standards and expectations clearly, and holds him/herself and others accountable. Is outcome and objective focused.

Leaders consistently emphasized that their role was to drive and facilitate high performance, regardless of the work arrangement. As such leaders were required to explicitly set, communicate, and document expectations. Leaders also moved away from managing time on tasks and instead focused on managing by objectives. This was accomplished by providing clear directions and deadlines, and then encouraging employees to work where and when they were most effective. Leaders spoke to incorporating this results-focused approach into performance appraisals by primarily evaluating the quality of deliverables. This behavioral cluster also contains behaviors related to the transformational leadership facet of inspirational motivation (Avolio, Bass, & Jung, 1999). One leader articulated this as "using every conversation to leverage passion for the work." She pointed out that motivating performance and inspiring enthusiasm was much more difficult from a distance. Her approach to overcoming this challenge was to be energetic and positive and use every conversation to boost and engage employees.

- **Managing Work and People:** Manages the flow of work among employees in an effective, efficient, and detailed manner. Provides frequent feedback.

This cluster provides a detailed understanding of the behaviors related to task-structure and efficiency, which are consistent across research in this domain (Bell & Kozlowski, 2002; O'Neill et al., 2008). In particular, the effective management of technology and work processes is critical to ensuring smooth workflow (King & Majchrzak, 2003). Leaders set up communication guidelines and expectations for meeting preparation. For example, in one distributed engineering team, the leader mandated all on-site engineering problems between on-site engineers and engineers located in company headquarters be discussed via video conference.

This facilitated quicker and clearer communication by allowing the headquartered engineers to see the issues instead of relying on an oral description. Other leaders strictly enforced rules such as requiring meeting materials be accessible ahead of

Table 3. Marker behaviors of the Productivity meta category

Productivity   **Driving High Performance**
Be enthusiastic and positive in every conversation you have with your employees to create and motivate passion for the work.
Manage by results. Clearly outline deliverables and deadlines and then allow team members to manage their own time within those parameters.
Set, document, and display clear expectations for all employees to have constant access to (e.g., in a collaborative software program).
Emphasize that anywhere working depends on individuals taking responsibility for themselves. Be clear that workers are accountable for results, but make yourself available to answer questions, alleviate concerns, and remove obstacles.
Model and exceed the behaviors that you expect from others, especially those which are critical to facilitating success (e.g., adhering to communication or workflow processes, demonstrating enthusiasm, using the correct communication media for the task).
Managing Work and People
Plan ahead and be sensitive to time frames and deadlines as much as possible. It is more difficult to execute "need it now" work.
Establish explicit policies and guidelines around communication to streamline workflow (e.g., meeting materials must be made available 24 hours before the start of a meeting).
Facilitate schedule sharing among your entire team or work group to prevent inefficiencies in communication due to differing work hours, time zones, or preferences.
Beware of "out of sight, out of mind." Take detailed notes during meetings and immediately create and share a list of items for follow up.
Opportunities for more informal feedback will be limited, so establish a culture of deliberate, ongoing feedback.
Strategic Alignment
Consult employees in the development of strategic plans. Integrate input from your employees as much as possible and then communicate the plan back to the group for feedback.
To overcome the lack of casual check-ins that happen more informally when collocated, use regularly schedule touch points for adjustment and to ensure workers are headed in the right direction.
Workers at a distance may struggle to understand organizational or team norms. Explicitly communicate norms or aspects of the team/organizational culture (e.g., what is most important to the group, how work gets done).
Meet with other managers or stakeholders (e.g., clients) outside of your team/work group to get a better sense of whether your staff's actions and behaviors are aligned with objectives.
When you receive notice of organizational decisions/changes, quickly communicate this information to your employees. This prevents them slowly hearing news through the grapevine and feeling that they are the last to be informed.

the meeting or preventing employees from introducing any new materials during meetings. Leaders also used project management software and checklists to follow up on tasks and people. In a traditional office, follow-up and feedback often take place during informal physical encounters (Kirkman et al., 2002). Since anywhere work limits those opportunities for contact, leaders recorded and delivered feedback during regular check-ins.

- **Strategic Alignment:** Communicates a vision, provides direction, and establishes strategic plans. Engages both the team and individual employees to overcome feelings of isolation from objectives.

As pointed out, the nature of anywhere work limits opportunities for informal communication and clarification. This meant leaders worried about employees veering from objectives or struggling to understand the relevance of their role to broader team and organizational objectives. One mitigation strategy involved articulating a vision and providing strategic plans that clearly linked an individual's work to the broader goals. Promoting a vision is considered central to many leadership models (e.g., Bass & Avolio, 1993; Harvey, Novicevic, & Garrison, 2005), and leaders felt that anywhere work was no different. The behaviors used to accomplish this were not fundamentally different than those that occur in face-to-face environments, but leaders structured them more formally and delivered them more regularly (through various communication media) to be effective. For example, one leader described how her former manager included all team members in the development of strategic plans, regardless of distance. Since face-to-face planning meetings were not feasible, he pulled together individual ideas and contributions from one-on-one meetings and then communicated the plan back out to the group. This approach resulted in stronger identification with and knowledge of the objectives.

Culture

The Culture meta category captures cross-cultural leadership behaviors (e.g., Earley & Ang, 2003) aimed at leveraging diversity and overcoming challenges related to cultural differences. This meta category was defined by three behavioral clusters: Cultural Awareness and Respect, Cultural Communication, and Openness to Cultural Diversity. Each cluster is defined and discussed in terms of relevant research. Table 4 contains key behaviors that leaders can implement to develop these capabilities.

- **Cultural Awareness and Respect:** Conscious and respectful of cultural differences among employees. Considers the impact of cultural diversity on the team's interactions.

Table 4. Marker behaviors of the Culture meta category

Culture **Cultural Awareness and Respect**
Facilitate activities (e.g., personality assessment, personal history sharing) to help you and your workers build self-awareness about cultural assumptions and biases.
Seek the advice of leaders who have worked with culturally diverse or globally distributed teams in order to learn from their experiences. Consider inviting experienced leaders to a team meeting to lead a discussion about cultural awareness and respect.
Constantly revisit whether your expectations of employees are culturally bound. Do not assume that your way is the only, or "right," way.
Pay attention to how an individual's local context and culture could impact his/her work and be prepared to support him/her through additional challenges (e.g., is anywhere working an accepted practice in his/her location?)
Watch for cultural differences among employees that may impede communication or collaboration (e.g., different expectations about work hours, availability on vacation).
Cultural Communication
Some individuals may feel uncomfortable speaking in meetings with more senior employees present. Deliberately invite those people to contribute or solicit input in different ways (e.g., in writing, pre/post meetings).
If you lead employees who speak a different first language, take extra time to clarify your message and ask probing questions to ensure you are understood.
To gain insight into how culture may influence your employees, question them on the decisions they make and their reasoning for those decisions. Take the time to get to know the culture of all your staff and be sensitive to it.
Pay attention to differences in nonverbal communication (e.g., eye contact, nodding) and be prepared to adjust your habits.
Do not assume that you are understood: always recap or summarize the main points of your message and encourage and reward clarification and questions.
Openness to Cultural Diversity
Regularly emphasize and demonstrate the importance and value of cultural diversity to your staff through your language and behavior.
Get to know and understand your employees' personal and cultural backgrounds by asking questions and encouraging them to share their stories with you and each other. Don't feel like you can't talk about each other's backgrounds.
Try to visit individuals at their locations. If this is not possible, consider attending cultural events in your own city/location in an effort to immerse yourself and gain more understanding of your workers' cultures.
Display an open, inquisitive, and respectful attitude towards others and expect the same behaviors from all of your employees. Encourage team members to maintain their cultural identity.
Don't just try to help employees fit in. Instead, also consider what they can teach you and use this to broaden your ability to fit in with them.

Leaders identified developing self-awareness as a key first step to effectively managing cultural diversity. Leaders accomplished this by examining their cultural assumptions and biases (Brislin, Worthley, & MacNab, 2006; Triandis, 2006) and by seeking the advice of other leaders with experience managing culturally diverse teams. One leader described a situation in which one of his employees was consistently late, even to local client meetings. While this aggravated the leader, he recognized that punctuality is a culturally-bound expectation and in the employee's context, it was normal to arrive late. The leader recognized his assumptions and had a collaborative discussion with the employee about expectations, demonstrating an ability to go beyond acknowledging differences and adapt to the context (e.g., Wang, Feng, Freeman, Fan, & Zhu, 2014). In addition to recognizing individual cultural differences, leaders also paid attention to the broader cultural context of their staff. For example, in some cultures, anywhere working is less accepted and leaders had to support employees through additional challenges (e.g., family resistance to working outside of standard work hours). Finally, leaders paid close attention to how cultural differences impacted team interactions. During the interviews, several North American-based leaders noted key differences in work-life balance between those in Canada and those in the United States. For instance, expectations of availability differed across regions, so leaders helped clarify expectations to ensure that frustrations such as receiving e-mails on vacation or being unavailable during evenings did not prevent communication or collaboration.

- **Cultural Communication:** Capable of adjusting verbal and nonverbal behaviors during cross-cultural interactions. Uses communication to create an inclusive working environment.

Cultural distribution presents an added obstacle to achieving the smooth, effective communication necessary to anywhere work success. For example, differing social cues may increase the chance for misunderstandings (Shaw & Barrett-Power, 1998). One leader described how she misinterpreted an employee's silence during conference calls as an unwillingness to contribute, whereas the behavior was tied to the individual's cultural beliefs about speaking when more senior employees (e.g., leaders) were present. Upon becoming aware of this, the leader made sure to invite the individual to speak – a simple, but effective, behavioral adjustment. Other leaders emphasized taking time to clarify whether their message was understood when managing workers whose first language was not English. Although these businesses largely operated in English and all employees were fluent in English, leaders took extra time with those individuals to limit opportunities for miscommunication and to ensure language barriers did damage outcomes such as trust (Tenzer, Pudelko, & Harzing, 2014).

- **Openness to Cultural Diversity:** Open attitude towards diverse backgrounds. Enjoys learning about and interacting with people from different cultures.

Leaders identified a third set of behaviors centered on demonstrating openness towards cultural diversity. They acknowledged that it was paramount to communicate their willingness to engage with individuals across cultural boundaries (Deci & Ryan, 1985). Leaders served as role models for other employees in the business, and it was critical that they demonstrated both willingness and confidence when working cross-culturally (Bandura, 2002). Effective leaders showed an intrinsic belief in the value of diversity and made an effort to get to know and understand their workers' personal and cultural backgrounds. Moreover, they encouraged employees to share this information with each other and provided opportunities during team interactions for members to discuss and get to know one another's histories.

DISCUSSION

The current chapter extends Yukl and colleagues' (2002) hierarchical leadership taxonomy to the anywhere working context. Further, this research incorporates work on cross-cultural leadership capabilities (e.g., Early & Ang, 2003; Caligiuri & Tarique, 2012; Malhotra et al., 2007) by adding a Culture meta category to the framework. In doing so, the authors clarify the theoretical understanding of the anywhere leadership performance domain. This helps to address the "criterion problem" as it is related to anywhere leadership by identifying the criterion space and facilitating the identification of variables that may be important predictors of effectiveness. This taxonomy also provides specific behaviors to guide item development for future measures of the leadership facets (e.g., behavioral clusters). Thus, the main contribution of this research is in laying the foundation for a program of research on leadership effectiveness of the anywhere workforce.

This taxonomy also extends existing behavioral research focused on virtual team leader effectiveness (Hambley et al., 2007a; Malhotra et al., 2007). There are several similarities, and also important differences, between current and past research. Several of the main themes are strikingly similar. For example, Malhotra et al. (2007) identified the importance of establishing and maintaining trust and acknowledging and leveraging cultural diversity, which corresponds with Building Trusting Relationships and the Culture meta category, respectively. Hambley et al., (2007a) considered personalizing virtual teamwork a key capability, which corresponds to Creating Team Unity. Both Malhotra et al. (2007) and Hambley et

al. (2007a) recognized the role of facilitating effective team meetings, which was reflected in the Managing Work and People behavioral cluster. Malhotra et al. (2007) identified two categories (enhance external visibility of the team and its members; ensure individuals benefit from participating in virtual teams) which did not constitute major themes in the current study, but captured behaviors categorized under Fostering Collaboration (e.g., connect workers to others in the organization) and Creating Team Unity (e.g., acknowledge virtual/anywhere contributions). This difference in categorization may have arisen due to the nature of the interviewees in each study. Malhotra et al., (2007) focused on short-term project teams, whereas the current study examined a wider range of anywhere leadership. Thus, while the behaviors were considered important by leaders in the present study, they were identified in relation to other capabilities instead of as individual categories. One final similarity revolved around the effective use of different communication media. Hambley and colleagues (2007a) defined this as a capability in and of itself, Malhotra et al. (2007) linked the effective use of technology to monitoring team progress, and leaders in the current study stressed the importance of utilizing technology and communication media when discussing several behavioral clusters.

There are also important differences. One major difference is the number and specificity of the behavioral categories in the present taxonomy. The authors took a bottom-up approach to developing the behavioral clusters to capture the breadth of experiences described by interviewees. This resulted in the three-level hierarchical taxonomy presented. This difference is best illustrated by comparing Malhotra and colleagues' (2007) category Ensuring Diversity is Understood, Appreciated, and Leveraged to the Culture meta category. The three behavioral clusters (Cultural Awareness and Respect, Cultural Communication, and Openness to Cultural Diversity) correspond to Malhotra et al.'s (2007) category, but breaking the concept into several clusters serves two specific purposes. First, it adds specificity to the vaguely defined domain of anywhere leadership. Second, this approach highlights the complexity and depth of leading anywhere workers, which serves to make the taxonomy more applicable and useful for organizations and leaders who must navigate that complexity daily. Another key difference in this taxonomy is the presence of the work-life balance clusters (Achieving Work-Life Balance, Promoting Work-Life Balance). Previous taxonomies have not systematically defined these behavioral capabilities for leaders of virtual teams, teleworkers, or other types of anywhere workers. The recent emergence of research on the impacts of electronically mediated communication on the work-life interface (e.g., Allen et al., 2013) may partly explain this discrepancy. Moreover, the ongoing development of technology and the way humans leverage technology for work has continued to evolve over the

last decade (e.g., social media, smartphones). This has contributed to the blurring of work-life boundaries (e.g., Nam, 2014) and has drawn attention to the role of organizational leadership in navigating these challenges (Fonner & Stache, 2012). While certain behavioral capabilities of anywhere leaders have remained constant over the past decade of research, the discipline has continued to develop, and ongoing research is warranted.

Practical Implications

This proposed taxonomy could be useful to organizations and leaders. First, this research offers a starting point for assessing the behavioral capabilities for leading anywhere workers. Given the lack of assessment tools focused on leadership in the anywhere working domain, this is a key practical contribution. Leadership assessment can offer individual leaders and organizations valuable insight into strengths and areas for development. However, a lack of tools addressing relevant leadership criteria could leave leaders and organizations unable to recognize or address the key issues regarding anywhere leadership training and development. By clarifying what constitutes effective leadership behavior, this taxonomy lays the groundwork for accurate and comprehensive leadership assessment. For example, leaders could incorporate these tips and strategies into their daily practices, and organizations could integrate the concepts into existing training and development resources. Thus, this taxonomy could be practically applied to guide anywhere leadership assessment and development.

Development of a Preliminary Assessment and Results from the Workplace

Using the marker behaviors, the authors developed a preliminary assessment of anywhere leadership effectiveness in conjunction with the consulting firm Work EvOHlution. The researchers developed a Likert-type scale with multiple items per behavioral cluster (e.g., I have regularly scheduled contact with my anywhere workers; I ask each anywhere worker how to best communicate with him/her). Individual item responses were averaged across the behavioral clusters and meta categories to obtain overall dimension scores on each behavioral cluster and leadership meta category. To illustrate the potential utility of anywhere leadership assessment, the researchers collected preliminary data comparing leader self-assessments to direct report assessments on the fourteen behavioral clusters. Fifty leaders of two large, multinational organizations self-rated their effectiveness on each behavioral clus-

ter. Leaders were from the information and communication technology industry or the insurance and financial services industry and were based in North America or Europe. Individual ratings were averaged across the behavioral clusters in each organization. The clusters were rank ordered and compared to the rank ordering of direct report ratings. Interestingly, in both organizations leaders self-rated Strategic Alignment and Creating Team relatively high, while direct reports ranked these clusters near the bottom (see Table 5). Although this is an exploratory comparison, it provided the participating organizations with valuable information about potential

Table 5. Rank ordering of self and other ratings on the anywhere leadership dimensions (behavioral clusters). Discrepancies between self and other ratings of Strategic Alignment and Creating Team Unity are marked with an asterisk

Organization 1 Self Report Ratings	Organization 1 Direct Report Ratings
Driving High Performance	Driving High Performance
Strategic Alignment*	Openness to Cultural Diversity
Creating Team Unity*	Building Trusting Relationships
Building Trusting Relationships	Versatile Communication
Accessible and Supportive	Accessible and Supportive
Fostering Collaboration	Fostering Collaboration
Promoting Work-Life Balance	Cultural Awareness and Respect
Cultural Awareness and Respect	Exploring and Learning Orientation
Managing Work and People	Promoting Work-Life Balance
Exploring and Learning Orientation	Strategic Alignment*
Versatile Communication	Achieving Work-Life Balance
Openness to Cultural Diversity	Managing Work and People
Cultural Communication	Creating Team Unity*
Achieving Work-Life Balance	Cultural Communication
Organization 2 Self Report Ratings	**Organization 2 Direct Report Ratings**
Driving High Performance	Openness to Cultural Diversity
Strategic Alignment*	Cultural Awareness and Respect
Fostering Collaboration	Driving High Performance
Creating Team Unity*	Versatile Communication
Accessible and Supportive	Building Trusting Relationships
Building Trusting Relationships	Accessible and Supportive
Promoting Work-Life Balance	Fostering Collaboration
Openness to Cultural Diversity	Exploring and Learning Orientation
Managing Work and People	Promoting Work-Life Balance
Versatile Communication	Achieving Work-Life Balance
Cultural Awareness and Respect	Managing Work and People
Exploring and Learning Orientation	Strategic Alignment*
Cultural Communication	Creating Team Unity*
Achieving Work-Life Balance	Cultural Communication

blind spots within their leadership. The finding suggests that the leaders may need to adjust their behaviors focused on developing Strategic Alignment and Creating Team Unity. More broadly, this result highlights the diagnostic potential of individual leader assessment in the anywhere leadership domain.

Leader assessment also lends itself to organizational benchmarking. Benchmarking is a useful way for organizations to gain insight into current areas of success and areas of opportunity (Drew, 1997). The information can help leaders and decision makers better allocate resources and direct development investments. Using the same pilot assessment described above, the authors obtained self-ratings from 200 leaders across five different organizations in the energy sector, information and communication technology, and insurance and financial services. The individual assessments were aggregated by organization, and comparisons were made between the participating members. Examples are presented in Figures 2 and 3. Figure 2 shows the Flexibility meta category results from a large oil and gas organization based in Canada. That organization's leaders scored significantly higher on Achieving Work-Life Balance and significantly lower on Versatile Communication, compared to leaders from the other participating organizations. Discussion with stakeholders at the target organization revealed that anywhere working was only recently adopted by the organization and previously collocated teams were now distributed across North America. The results of this assessment provided valuable information to human resource leaders on where to focus their development efforts, namely, improving leaders' capability to adjust their communication styles to workers' preferences. Figure 3 shows the Relationships meta category results from a

Figure 2. Organizational benchmarking results on the Flexibility meta category
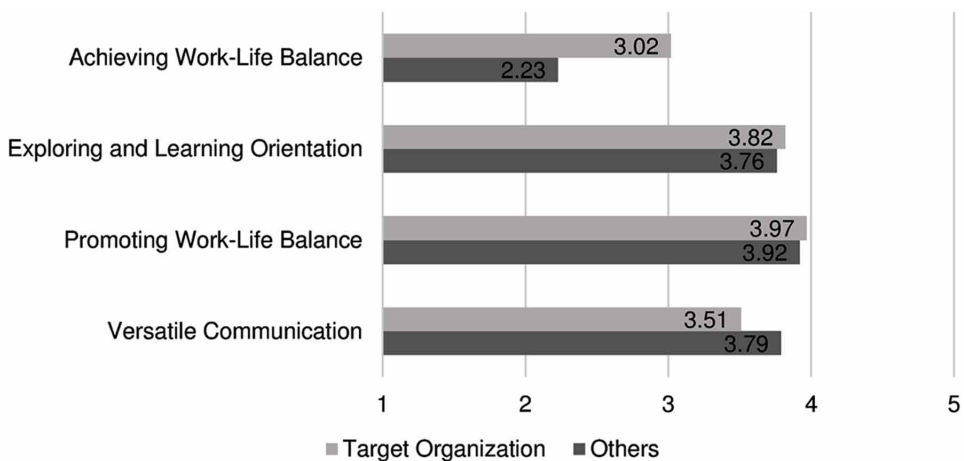
Figure 3. Organizational benchmarking results on the Relationships meta category
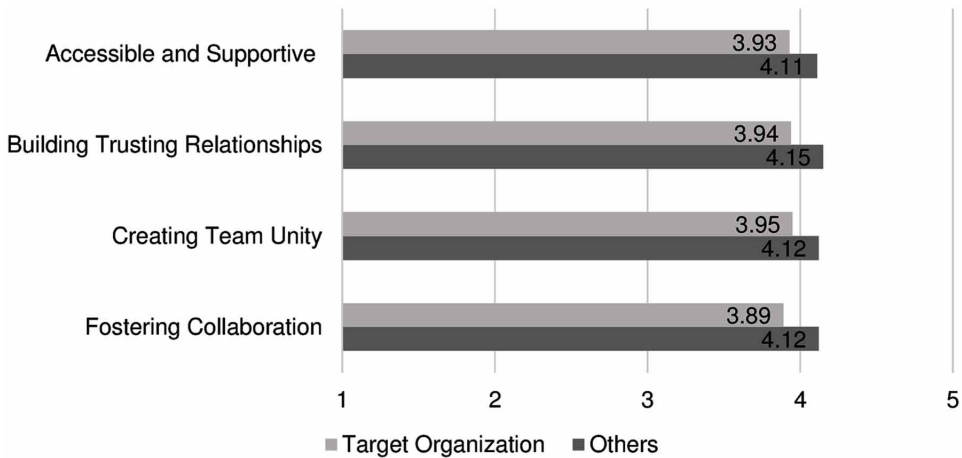
mid-size North American engineering firm. That organization's leaders scored significantly lower on all four behavioral clusters of the meta category. Human resource leaders in this organization were not surprised with the assessment results but were able to use the data to make a stronger case to senior management about the need to address these specific deficits of anywhere leaders. These two examples provide further evidence for the usefulness of assessing leaders tasked with the challenge of leading anywhere workers. As a whole, this exercise demonstrates some applications of this taxonomy and its potential value as the basis of an assessment tool.

Implications for Organizational Policy and Processes

Historically, significant attention has been paid to the technology and facility issues of anywhere work (see Blount, 2015). This chapter draws attention to the *human elements* of anywhere work and suggests that it is important to consider the human factors of effective anywhere leadership. In fact, research has shown that leadership/managerial resistance remains a key obstacle to widespread anywhere and flexible work adoption (e.g., Blount, 2015; Hegewisch, 2009; Lee & Hong, 2011). This means it is critical to ensure that leaders are equipped with the requisite leadership and management behavioral capabilities and that the proficiency levels of anywhere leaders are addressed and supported. Based on the current research, the authors recommend that organizations formally acknowledge the demands of these forms of leadership by supplementing their current talent management and human resources

processes with leadership selection, training and development, performance appraisal, and succession planning processes targeted towards leading the anywhere workforce. During the interviews, leaders repeatedly emphasized that leading from a distance was more difficult than face-to-face leadership.

Poor leadership, in general, can result in employee turnover, raise employee stress levels, and diminish employee confidence (Erickson, Shaw, & Zha, 2007). The added demands of anywhere leadership mean selecting leaders with the right skills and attributes to perform the critical behaviors is paramount. For example, a leader who lacks technology savvy may be able to lead somewhat effectively in face-to-face arrangements but could become completely ineffective when required to lead workers from a distance. Without explicitly considering the behavioral capabilities specific to leading anywhere workers during leadership selection processes, an organization may mistakenly move a leader into a position where he/she is likely to fail – a costly, yet avoidable error. Following selection of the behaviors, skills, and attributes needed for effective anywhere leadership, the training and development, performance appraisal, and succession planning processes should also be carefully aligned with the requirements of this type of leadership.

Integrating specific behavioral capabilities into leadership development and performance appraisal processes is particularly important. Many organizations already assess, train, and develop their leaders, but it is less clear whether they consider the full range of leadership capabilities necessary for anywhere leadership. Leading anywhere workers requires similar yet nuanced, as well as additional, leadership and management behaviors. Using assessments designed for and validated with face-to-face leaders is thus insufficient and could leave organizations unable to accurately address leadership deficiencies and leverage key strengths. Moreover, failing to adequately appraise the range of leadership and management behaviors necessary for anywhere leadership success means organizations are without accurate data on the performance of leaders. This could mean that key performance issues inherent in this context are overlooked or ignored, or that leaders who are effectively handling the challenges are inadequately acknowledged for their contributions.

Finally, it is important to consider policy around succession planning. Effective succession planning is key to ongoing organizational effectiveness as it prepares the organization to meet future leadership demands. Without incorporating the leadership and management capabilities specific to anywhere leadership, organizations may be overlooking a critical factor when attempting to identify and develop future leaders. Leaders in the current study pointed out that a key source of their knowledge and learning about leading anywhere workers came from experienced colleagues, mentors, or supervisors. This informal learning may be useful, but policy and systems should

be in place to formally integrate knowledge of anywhere leadership directly into succession management practices. This would allow organizations to leverage this expertise more formally when developing the next generation of leaders. Moreover, this is relevant to successfully training and supporting those currently in leadership positions. As the nature of work continues to evolve, the acknowledgment of the human success elements of anywhere work by human resource and organizational policymakers is a key step to developing a culture that acknowledges, promotes, and leverages anywhere work.

FUTURE RESEARCH DIRECTIONS

The current chapter serves as a starting point for future research into the behavioral capabilities necessary for effectively leading anywhere workers. A key first step is the empirical validation of this model. This is dependent on the development of reliable measures of the behavioral clusters and meta categories. One approach could be to use the database of behavioral markers to guide the development of survey items, which was the method used by the authors when developing the preliminary assessment previously described. Second, upon the development a reliable and valid measurement instrument, confirmatory factor analyses can be used to test the robustness of the hierarchical categorization proposed. Third, future research should investigate the relationships involving leadership and individual, team, and organizational outcomes, such as individual and business unit performance, employee engagement, and job satisfaction. Fourth, researchers should examine how feedback, training, and development specific to anywhere leadership may impact leader proficiency and individual, team, and organizational outcomes. Fifth, the behavioral interviews also provided insight into the skills and personality attributes that leaders rely on for success. Future research should endeavor to systematically identify individual differences (e.g., skills, attributes, general mental ability) that predict anywhere leadership effectiveness. Understanding the predictors of effective leadership in this context is foundational to the accurate assessment and development of leaders. Lastly, it will be important to compare the anywhere working specific assessment of leadership effectiveness to other leadership constructs and models. This is a critical research phase for determining the utility and value of assessing leadership in this domain. For example, researchers could examine whether there are differences in the prediction of employee outcomes, or if the antecedents of effective anywhere leadership differ from other leadership constructs. Thus, this taxonomy forms the basis for a program of future research into leading anywhere workers.

CONCLUSION

Anywhere working is a fundamental evolution in the nature of work from a place (e.g., "I am going to work") to an activity (e.g., "I am working"). While this shift is driven by factors including the desire for flexibility, the globalization of work, and rapidly improving technological infrastructure, it continues to be limited by an inadequate understanding of the management challenges of anywhere work (Blount, 2015). This chapter is a step forward in addressing that gap. Through behavioral interviews with leaders who lead anywhere workers, the authors detailed the behavioral capabilities required for effectiveness and provided insight into overcoming the daily challenges of anywhere work. The proposed taxonomy extends existing leadership taxonomies (Hambley et al., 2007; Malhotra et al., 2007; Yukl et al., 2002) and brings clarity to the performance domain of leading the anywhere workforce. Hopefully, by extending prior research, suggesting future research directions, and demonstrating potential applications for leaders and organizations, this chapter will serve as a resource for researchers, practitioners, and leaders who seek to understand and address what it takes to lead anywhere workers.

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KEY TERMS AND DEFINITIONS

Anywhere Leadership: Managing one or more workers from a distance at least part of the time; includes employees working in different cities or countries, and mobile employees working remotely from the same city.

Behavioral Cluster: A subcategory of a leadership metacategory; composed of a set of related behaviors identified by leaders as fundamental to effective anywhere leadership.

Behaviorally-Based Leadership: An approach to leadership focused on understanding and enacting effectiveness behaviors.

Behavioral Taxonomy: The classification of a set of related behaviors.

Marker Behavior: Specific behaviors identified by leaders as fundamental to effective anywhere leadership and classified as representative of a behavioral cluster.

Metacategory: An overarching category or leadership dimension containing three to four subcategories (behavioral clusters).

Virtual Team: Organizational work teams dispersed across geographic, temporal, and/or cultural boundaries.