Zero Error Syndrome: A Barrier for the Young Managers' Cognitive Development in the Business Organizations of Bangladesh

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Abstract

Cognitive development embodies the ability to process knowledge through creative thinking and logical reasoning for the legitimate judgment. This attribute is one of the principle yardsticks for the young leaders to achieve professional excellence. In the business organizations of Bangladesh, top management often sets an aggressive goal and remain over career-conscious to accept any error that result in Zero Error Syndrome (ZES). As an outcome of the detrimental effects of ZES, young managers cannot use their creative domain in the professional arena. The study first determines attributes that govern ZES in the organization and uncover antecedents for the cognitive development. Through quantitative and qualitative analysis, it also evaluates how each attribute of ZES affects antecedents of cognitive development. This is an exploratory and descriptive study. The literature study explored that no such study portrait the relationship between ZES and cognitive development. Also, no previous study figured out the ways how young managers can excel their cognitive ability in the business domain of Bangladesh. This research data is the spontaneous response of young managers and pursued response of the top and mid-level managers of different business sectors. The research proposes a three-dimensional ZES elimination cycle combining role of effective leadership, ethical business management and sincere conduct of young managers. This team building strategy will eliminate ZES to substantiate young managers' cognitive development.

Keywords: Error, Cognitive, Development, Business, Managers

1. Introduction

The young managers represent the largest segment of junior leadership chain of any business organizations. They trigger the kernel of leadership from the lowest tier of management ladder to conform to the organizational goal. To expedite the goal achievement of the organization, the young managers apply their innovative ideas and professional competencies. Besides, the present business era of the world demands adaptability with situational changes and desires quick crisis management ability. To

attain this emerging management diversity skill, young managers must cultivate their cognitive domain. The capacity to think freshly and to recognize the value of new thinking as it emerges are important cognitive skills for the manager (Dalton, 2010 p. 39). To entrust in such a domain, a business organization must ensure a congenial working environment in the norm of participatory leadership atmosphere.

The present mindset to expect 'error free' outcome amongst top management in many business organizations keeps the young managers away from evolving such cognitive skills. But errors are a natural by-product of attempting challenging learning tasks and they may, in particular, provide learning opportunities (Van Lehn, 1988). Nevertheless, 'trends in the corporate world to use intolerance as a tool to carpet own incompetence by snubbing subordinates over mistakes and keeping less important junior people under pressure, are getting common day by day' (Raja, 2011). It curbs young leaders' initiative and develops a lack of self-confidence in them. Besides, expectation of the perfect result and fear of failure by the superior authority are two potential catalysts that encourages an error free environment. Few management hierarchies consider accepting error as a detrimental catalyst to nurture leadership. This mindset of not accepting any error by the top management termed this 'error phobia' as Zero Error Syndrome (ZES). In the business environment of Bangladesh, this detrimental effect of ZES work as a major barrier to develop the cognitive potentials of the young managers. The gradual aggressive dominance of this age-old problem in the business environment needs immediate attention to cultivate young managers' cognitive skills.

This syndrome encourages top management to focus only specific business perspective that suppresses the institutional attachment of the young managers. Again, absence of delegation of authority keeps the young managers dependent on top management's specific decision for executive orders. Young managers stay hesitant to use their cognitive aptitude to tackle an emergency when they envisage tough criticism and administrative actions resulting even from unintentional mistakes. Often, the top management does not entertain the young leaders' unorthodox approach beyond the typical framework set by the organizational rule. Such regular experience instigates the young leaders to shrink the organizational affiliation and prompts to switch jobs. It not only affects the administrative climate but reduces the efficiency of the young managers. Thus, ZES is a great impediment in developing individual skill and promoting to nurture the cognitive domain.

This paper first unveils whether ZES prevailing in the business organizations of Bangladesh affect the cognitive practices of the young managers. Later, it focuses on the

elimination of barriers against nurturing cognitive domain of the young managers to contribute to the business excellence of the country. Finally, the study will tend to propose a model to eliminate ZES from the business organizations in a methodical approach.

2. Theoretical Background

2.1 Cognitive Domain

Cognitive thinking constructs the evaluation process beyond the basic understanding which includes knowledge, perception, reasoning and judgment for the decision-making. 'The Blooms Taxonomy of Thinking' represents the most acceptable understanding of the cognitive domain. As Borich (1996) portraits, the domain encompasses knowledge, comprehension, application, analysis, synthesis, and evaluation stage. The sphere of knowledge covers remembering or recalling information such as facts, terminology, problem-solving strategies and rules. Comprehension stage demands understanding the information and interpret the consequences from the information. Application stage identifies logical errors of consequences, draw relations among ideas and conclude the derived hypotheses. The synthesis stage combines all findings and evolve a unique solution to the problem. At last, evaluation stage provides the best judgement through logical evaluation of the solution. Borich (1996) further explained that intellectual capacity is a cognitive ability of a person to investigate, analyze and synthesize problems to propose workable solutions in a higher order. The cognitive development is the single most influential characteristics of a human being to act in a leadership role.

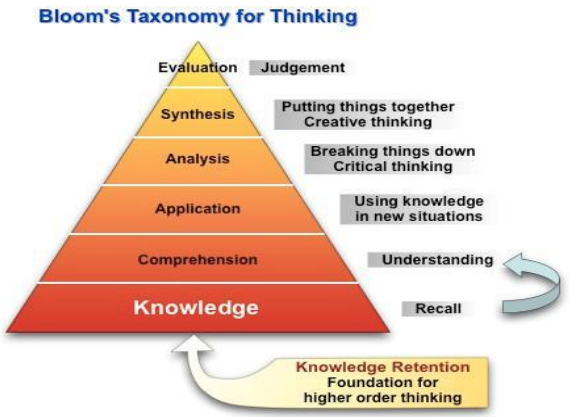


Figure 1: Bloom's Taxonomy for Thinking-Cognitive Domain

Source: Taken from https://www.proprofs.com/flashcards/story.php?title=blooms-taxonomy-thinking (Accessed on 10 April 2019)

2.2 Zero Error Syndrome

The word 'error' is a Latin word meaning 'wandering' signifies to deviate from accuracy or correctness. Wikipedia defines error as a 'mistake' caused by a fault: the fault being a misjudgment, carelessness, or forgetfulness. In portraying the contextual evidences of ZES prevailing at present, Raja (2011) stated that 'though highly skilled human resource graduated from best professional institutions is available in the market, yet the bosses also expect them to work round the clock without committing a single mistake'. He further added: 'Zero Error Syndrome has, slowly and gradually, crept in present day working environments as a permanent feature'. ZES is 'the attitude of expecting a perfect result and the strictness for not accepting any error'. Some professionals enforce the ZES from the fear of unknown and consider it as the professional career building tool. Again, the top managements of the organization often impose the ZES to the subordinates as the yardstick to achieve the goal of the company. They misrepresent the ZES as the leadership tool for handling the command and control of the organization.

3. Literature Review

The young manager of today is the future senior leadership of the organization. Their cognitive development sets the pillar of a business organization. Therefore, many researchers conducted a good number of researches, individual papers and project studies in the business organization to find steps to foster their professional development.

Fuller (1936) pointed out that interference in the works of subordinates curbs their professional development and originality. He narrated by referring Archduke Albertm that 'there are plenty of small-minded men who, in time of peace, excel in detail, are inexorable in matters of equipment and drill, and perpetually interfere with the work of their subordinates. ... they above all do mischief in preventing development of individuality, and in retarding the advancement of independent and capable spirits' (1936, pp. 32-33).

Jelenc and Swiercz (2010) figured the relationship as how the cognitive thinking strategy of the top management affects the institutional performance. Through empirical examination, he drew a relationship pattern between cognitive models of strategic thinking and organizational success. Goodhew (1998), in his research work analyzed how managers' cognitive thinking affects their performance. He defined cognition as a variable and portrayed a relationship between the managers' cognitive map and their

performance result in the organization. He pinpointed the cognitive factors responsible to promote and reduce the managers' management performance.

Tulis, M., G. Steuer, et al. (2016) argued that the errors form the potential to enhance the professional knowledge and offer learners a conclusive urge to learn newer. The researcher devised a theoretical framework model on how to learn from errors through a self-regulatory process. Dörfler, V. and J. Szendrey (2008) described the 'autopoietic systems' idea that knowledge is one of the key cognitive potentials. He presented a conceptual framework of cognitive domain decomposing it into three further potentials: instincts, emotions, and transcendence. He derived that the cognitive domain creates the urge to gain knowledge, regulate emotion and leads to perfection.

Vurdelja, I. (2011) asserted how cognitive development enables organizations' executive leaders reasoning abilities to encounter the non-linear nature of the transition and accord to a complex situation. He used Laske's (2009) dialectical thought form (DTF) framework to figure the phases of the cognitive domain. The phase wise impact of cognitive domain brings an effective change in leaders' behaviour to face any transformational change. Vanharanta, M. and G. Easton (2010) argued that cognitive thinking translates the managerial experience into 'focal network response'. This response addresses the complex environmental challenges in the business domain.

Most of the research works focused on the theoretical framework of cognitive domain and describe the positive flow of errors. Most of the papers retrieved a relationship between cognitive domain and its effect on senior leadership or top management. Some papers identified ZES as one of the debilitating factors to improve Young Managers' professional development and recommended removing those. But, none of the researcher or writer established relationship between ZES and young managers' cognitive development in the Business Organization. Besides, no researcher conducted any study on such relationship of young managers in Bangladesh perspective. Therefore, this study is a primary research.

4. Objective and Hypothesis

4.1 Research Objective

The research finds how the zero-error-syndrome of the top-level management is affecting the young managers' cognitive domain. Having identified the research problem, it pursues answers of the following questions in this research:

a. Primary Question: Does ZES affect Young Managers' cognitive thinking in the Business Organization?

b. Secondary Questions: To answer the primary question, the research will answer the following secondary questions:

(1) What is the present state of Young Managers' cognitive thinking in the Business Organization?

(2) What is the effect of ZES on Young Managers' cognitive thinking in the Business Organization?

(3) How to eliminate ZES from the business organizations of Bangladesh?

4.2 Research Hypothesis

The research hypothesis is: ZES affects Young Managers' cognitive development in the Business Organization of Bangladesh. This research will validate this hypothesis in following ways:

a. First, the study will identify the attributes of ZES and antecedents of Young Managers' cognitive development in the Business Organization.

b. Then, the researcher will assess the present state of Young Managers' cognitive state in the Business Organization.

c. At last, the research will furnish the effects of the attributes of ZES on the antecedents of Young Managers' cognitive development.

5. Research Design and Methodology

5.1 Research Design

The study is an exploratory and descriptive research that combines both qualitative and quantitative approaches. The qualitative approach has been used to gain insights about the attributes of ZES and antecedents of cognitive development. The study converted those qualitative information into quantitative findings for analysis. The quantitative research has been used to determine present state of Young Managers' cognitive practice in the Business Organization. Again, by qualitative approach a relationship was formed to figure out whether every attributes of ZES affects every antecedents of Young Managers' cognitive development. Finally, the quantitative research validated the research hypothesis and pinpointed methods to eliminate ZES from the business organization of Bangladesh.

5.2 Target Population and Sampling

From different business sectors of Bangladesh, the young managers, mid-level managers and top-level managers were the target population of the study. In the research, the top-level managers are the General Manager (GM), Managing Director (MD), Chief Executive Officer (CEO) and Board of Directors (BOD) of different business organizations from Bangladesh. The mid-level managers are the Branch Managers, Departmental Heads and Plant managers. The young managers or the first-line managers are the Supervisors, Team Leaders, Assistant Managers and Shift Managers who forms the first layer of leadership. This branching varies depending on the organizational framework design and job requirement the company offers. Besides, the study adopted probability sampling and judgment sampling methods in selecting the different level of managers from different business organizations and demography of Bangladesh. The researcher selected 5 experienced business leaders and 5 veteran teachers of management faculty using non-probability sampling technique for the Key Informant Interview (KII) session. Out of randomly selected 63 managers of different levels from different regions, 54 managers could complete the survey. Thus, a total of 64 error-free survey results were included in the analysis.

5.3 Data Collection and Measurement Tools

The study focused on both qualitative and quantitative methods for data collection. It constructed questionnaires on Likert scale to measure the responses and processed through Statistical Package for the Social Sciences (SPSS)-version 20. To form the problem structure, the primary source of data for quantitative analysis was the sample survey.

The Content Analysis was the secondary data collection method. It encompasses various books, publications, journals, articles and internet sites. The research also carried out the qualitative analysis. Content Analysis was a tool of secondary data collection method for quantitative analysis. This method converts words into numbers. It transformed the verbal, non-quantitative findings into quantitative data. For survey analysis, the responders received close-ended self-administered questionnaires.

Besides, to extract the expert and experienced based opinion, few senior officials of the top management and expert teachers of the management fields faced self-administered questionnaires in the personal interview. The study then converted the qualitative information into precise quantitative findings. The respondents are from different

business organizations of various demographic profile. Therefore, variations in opinions prevailed. However, respondents were neutral in divulging their opinions.

6. Discussion and Findings

6.1 Attributes of ZES

The study identified the attributes of ZES by statistical analysis followed by a qualitative analysis in the form of discussion. It also unveiled that attribute of ZES varies among different level of respondent managers. Primitive analysis uncovered several attributes of ZES from both organizations' and individual perspective. Amongst many, the survey picked the top six influential attributes of ZES setting a benchmark of over 60% average responses from the respondents. Attributes of ZES are: over supervision, lack of empowerment, strict traditional rule, lack of flexibility felt in the organizational, lack of initiative and lack of confidence.

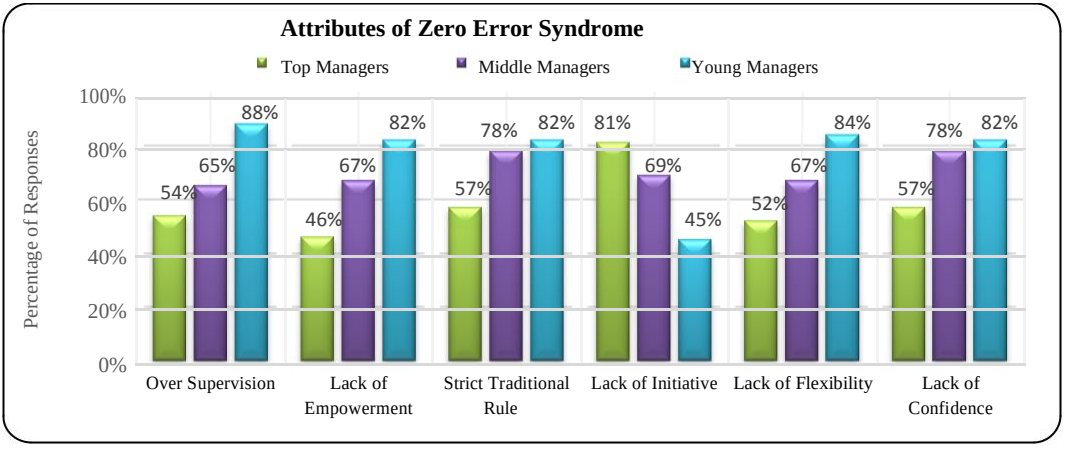


Figure 2: Attributes of Zero Error Syndrome

Source: Survey Analysis

The survey findings showed that where ZES prevails, the organization shows strictness to the traditional rule to meet the organizational goal. Also, the management often sets rules for subordinates that hinders the flexibility of empowerment. As a result, the young managers lack initiative and confidence that deficit the sense of belongingness for the organization.

6.2 Antecedents of Development of Cognitive Domain

To find the key antecedents of the cognitive development in the business sphere, the study extracted quantitative responses from participants. The following survey result

identified only score rating over 3.5 out of 5 as the most effective antecedents of cognitive evolution:

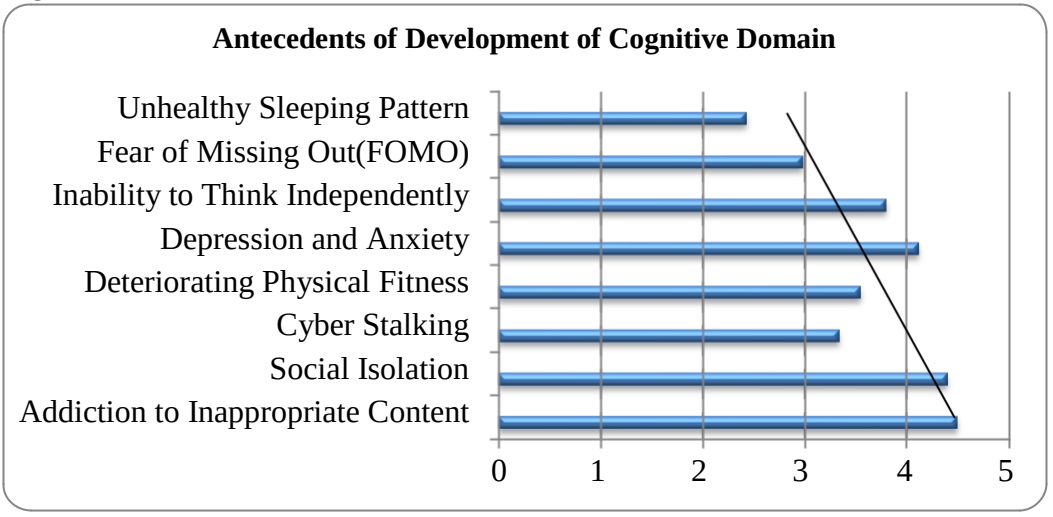


Figure 3: Antecedents of Development of Cognitive Domain
Source: Survey Analysis

As per survey result, the congenial business environment in the organization scoring highest rating 4.5 is the most significant antecedent to develop cognitive domain. Because 'creative thinking requires an environment where the thinker has the freedom to think what he likes, and able to organize his experience independent of external restraints' (Nazareth, 1976, p.92). Besides, Manekshaw (2003) stated that 'the first, the primary, indeed the cardinal attribute of leadership is professional knowledge and professional competence' (taken from Kariappa, 2001, p. 26). Again, 'Initiative is demonstrated by taking action in situations where something must be done, even in the absence of direction from a superior' (Malone, 1983, p.38). The survey findings found that professional competence and initiative are two driving factors of the cognitive development scored 4.4 and 4.25.

The survey result identifies that empowering the young managers with authority and training is another key antecedent of the cognitive development. 'Delegation indicates you trust your subordinates and will make them want even more responsibility' (US FM 22-100, 1990, p.7). Batin (2009) quantified that empowering subordinates by delegating authority is a prerequisite for tapping their potentials (2009, p.10). The survey displays that empowerment by authority and training scoring 4.15 is one of the most effective catalysts for developing the cognitive domain. Newman (1987) simplified that there is no

simple answer to how and when and to what degree authority can be delegated, but not the responsibility (1987, p.165).

Creative thinking involves the intentional production of novelty (Weisberg, 1993). According to Business Dictionary, Creativity is 'Mental characteristic that allows a person to think out of the box, which results in innovative or different approaches to a particular task'. The survey and expert opinion illustrate that 'recognition to creative job' is another important role player in cognitive development which scored 4.12 in the overall rating. As the survey findings shows, participatory leadership is another key factor contributing to cognitive development. 'A participative leader must have a pioneering, imaginative and adventurous mindset to empower employees to decide involving the organization' (Kamal, 2013, p. 57).

Flexibility interlinks with accountability which enables an individual to work according to one's plans and without over-supervision. In the survey, the participatory leadership and flexibility in assignment had substantial score rating of 3.8 and 3.7. The last antecedent identified is the intellectual harmony between top management and young managers of the business organization. The intellectual harmony is the adaptability in academic qualification and professional competence of a young manager with the senior leaders of the organization. Most of the top managements opines that gap of intellectual conformity often led the management to prescribe a formatted role for the young managers. As a result, the young managers cannot improve their intellectual domain in the professional dealings.

6.3 Present State of Cognitive Nurturing in the Business Organization

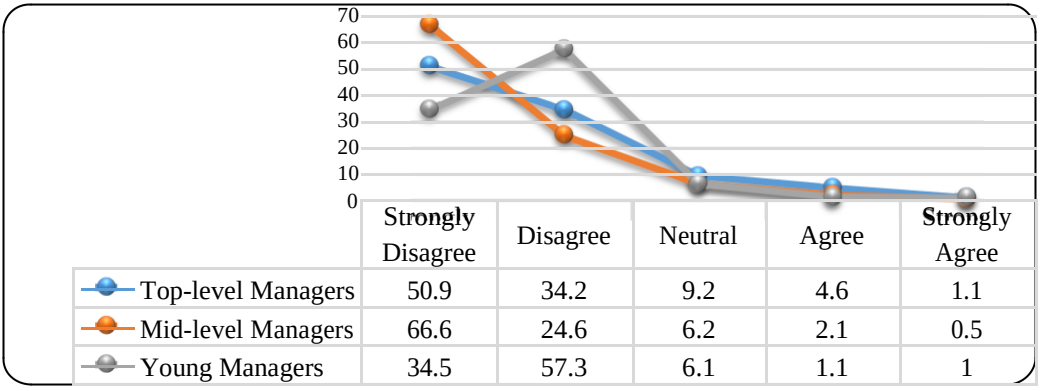
The foregone survey aptly shows the differences in opinions on selecting the most effective antecedents of Young Managers' cognitive development in the Business Organization. Young Managers' intellectual nourishment is a prerequisite for rolling a Business Organization with a progressive vision and a sustainable future. Therefore, it was necessary to find out whether they are nurturing cognitive domain in the business organization. This research analyzed eight antecedents to figure out the present state of Young Managers' cognitive development.

Congenial working environment is the sine qua non for enhancing Young Managers' cognitive development. Most of the participants admitted that they keep a congenial working environment in their respective Business Organizations. Besides, the top-level managers believe that they are recruiting the most competent young managers filtering the applicants' educational qualification and professional excellence. Again, initiative is the prime mover for any individual to undertake any assignment. Young Managers'

reluctance to take individual responsibilities is an indicator of fear of failure being prevalent.

Most of the Young Managers opined that they do not enjoy the flexibility that tend them to use their innovative dimension to work. However, the top management does not entrust flexibility to young managers when they infer failure in assignments. At the end, it warrants over-supervision by superior officers. Delegation of authority is another much-needed constituent for Young Managers' capacity building. Proper delegation allows flexibility and encourage initiative. The top management often assumes that delegation of authority would reduce their exercise of authority over young managers and can reduce the chances of failure. Again, the lack of experience in dealing business norms often creates a gap with the top leadership. Therefore, participatory leadership and intellectual harmony often pose challenges for the young managers. Because, young managers cannot inculcate these attributes overnight, they need a methodical approach to build within them. However, the present business environment in most of the organizations values the creative works with incentives and promotions. But the typical structured framework for performing any assignments offer no scope to explore their creative domain in the business organizations. The study deduces that most of the constituents of developing young managers' cognitive domain is not present in the business organizations.

To substantiate the findings, the researcher further took the respondents' opinion. Most of the participants confessed that the young managers do not enjoy enough opportunity to nurture their cognitive potentials in the business organization of Bangladesh.



	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Top-level Managers	50.9	34.2	9.2	4.6	1.1
Mid-level Managers	66.6	24.6	6.2	2.1	0.5
Young Managers	34.5	57.3	6.1	1.1	1

Figure 4: Respondents' Opinion Whether Young Managers can Nurture their Cognitive Domain in the Business Organizations
Source: Survey Analysis

The study showed that attributes of ZES prevail amongst most of the antecedents of cognitive development. If so, the question remains why ZES prevails and how the attributes of ZES affects the antecedents of the cognitive development.

6.4 Causes of ZES

The focus group discussion deduced that organizational environment and individual attitude both are responsible to nurture this syndrome. Therefore, analysis of organizational systems and managements' attitudes that radiate this syndrome would find the causes of ZES. Again, 'organizational cultures offer people with a direction, a framework within which to interpret events, an inspiration, a sense of unity, and an opportunity to transcend the routine of their work lives' (Bryman, 1986, p.186). 'Attitudes form directly as a result of experience. They may emerge due to direct personal experience, or they may result from observation' (about.com, n.d.). Therefore, the study ramified the causes of ZES into two standpoints: organizational systems and individual attitudes. In the organization, the prime causes of ZES are: aggressive goal reaching strategy, unhealthy competitions within similar organizations and faulty HRM approach. In individual platform, the superior mindset, image-concern, high expectation of superior officers and ineffective leadership practice are the main causes of sensing ZES in a working environment.

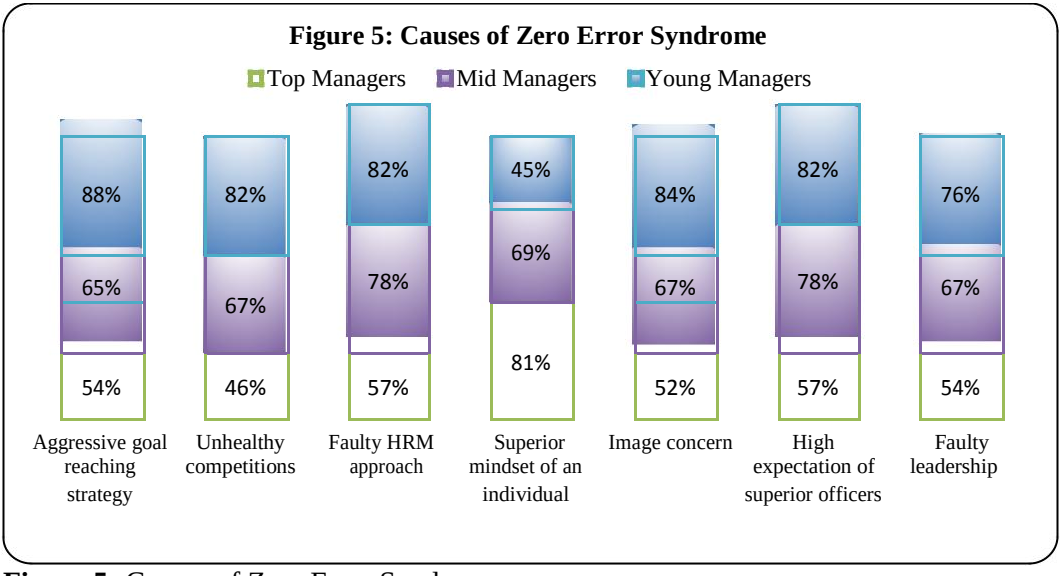


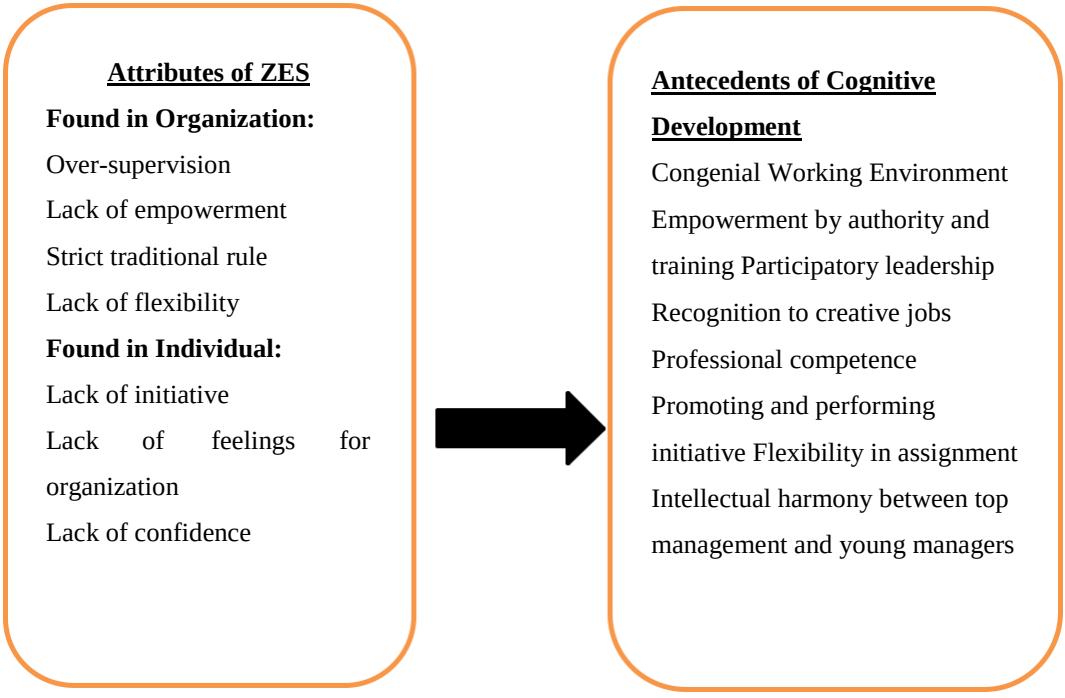
Figure 5: Causes of Zero Error Syndrome
Source: Survey Analysis

6.5 ZES Vis-à-vis Cognitive Development

To understand how ZES affects the cognitive development, it is imperative to list down findings of all the attributes of ZES and antecedents of Cognitive Development. The subsequent study will alleviate how each attribute of ZES influences the antecedents of young managers' cognitive development.

6.6 Effects of ZES on Young Managers' Cognitive Development in the Organization

Table 1: Attributes of ZES and Antecedents of Cognitive Development



Source: Survey and Content Analysis

The researcher assessed effects of every single attribute of ZES on the antecedents of young managers' cognitive development in the business organizations. The findings reveal that congenial working environment exists in the organization. Besides, the organizations recruit the competent young managers with professional excellence and good communication skill. Accordingly, the researcher did not analyze the effects of the attributes of ZES on these two antecedents of cognitive development.

The analysis explicated that every single attribute has the significant effects on the antecedents of young managers' cognitive ability with varying magnitude. The study pinpointed that though the young managers possess professional competence, but with the effects of the ZES attributes, the competence gradually diminishes. However, the professional competence is the most important ingredient for capacity building. The following table illustrates the effect of the attributes of ZES on the single antecedent of the cognitive domain. It replicates the effect of each attribute on the antecedents of Cognitive development:

Table 2: Effects of all ZES Attributes on the Antecedents of Cognitive Domain (Graded out of 5)

	Empowerment	Intellectual harmony	Recognition to creativity	Empower Initiative	Flexibility	Participatory leadership
Over-supervision	4.6	4.56	4.5	4.47	4.55	4.45
Lack of empowerment	5	4.45	4.25	4.1	4.2	4.5
Strict traditional rule	4.4	3.52	4.22	4.75	4.7	4.58
Lack of flexibility	4.54	3.75	3.45	4.8	5	4.1
Lack of initiative	4.2	3.65	4.1	5	3.9	2.85
Lack of Confidence	4.52	4.76	4.3	3.9	3.54	3.92

Source: Author Compiled from the Survey

6.7 Mean of the Effect of All Attributes of ZES on Antecedents of Cognitive Domain

The following figure shows the mean of the effects of attributes of ZES on the antecedents of the cognitive domain. The analysis shows that 'empowerment with authority and training' and 'promoting initiative' for the young managers are the most affected areas with score 4.54 and 4.5. These two antecedents are the cardinal points of their cognitive development. Again, the attributes of ZES affects the organizational approach to offer flexibility in accomplishing any assignments. These attributes curtail the organizational initiative for creative works and restrains to recognize their ingenuity. 'Flexibility in assignments' and 'recognition to creative jobs' are the third and fourth most affected antecedents scoring mean value 4.32 and 4.14. The analysis reveals that

most of the attributes confines the growth of the young managers professional horizon. This result further exaggerates the intellectual gap with top-level managers. With such deficient intellectual harmony, the influx of participatory leadership diminishes. Thus, the attributes of ZES affect intellectual harmony and participatory leadership traits. These two antecedents of the cognitive domain registered the mean score 4.12 and 4.07 respectively.

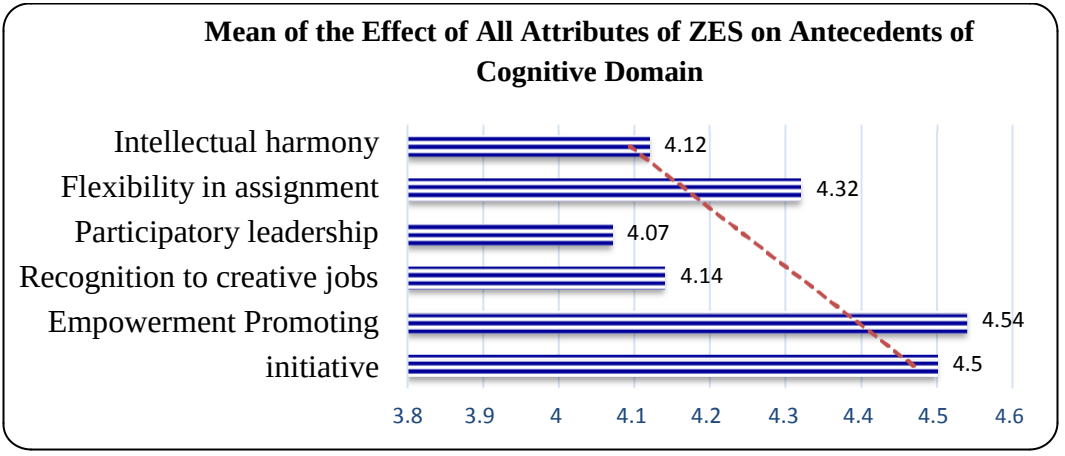


Figure 6: Mean of the Effect of All Attributes of ZES on Antecedents of Cognitive Domain
Source: Survey Analysis

The analysis identifies that all the attributes of ZES affects almost every antecedents of young managers' cognitive development. However, the Pearson Chi-square test is a stronger tool to assess the level of significance of effect of ZES attributes on the antecedents.

6.8 Findings and Analysis on Levels of Significance

The Pearson Chi-square test measured the level of significance by testing effect of each ZES attributes on all the antecedents of Cognitive Development. The survey results explicate that most of the responses are positively significant. On the contrary, effects of strict traditional rule on intellectual harmony (.199) shows a nonsignificant value. Again, the analysis proves that effects of lack of flexibility on intellectual harmony and on recognition to creativity show insignificant values (.125 and .155). Then, effect of lack of initiative on intellectual harmony and on participatory leadership between top and young managers are not significant (.092 and .065). The survey findings display that effect of lack of confidence on flexibility exposes insignificant value (0.72).

However, analysis on the mean of the values of significance showed that the ZES attributes displays strong significance on each antecedent. The following figure shows the mean significant value of the effect of all ZES attributes on antecedents of cognitive development. The analysis used 'Pearson Chi-square test' at the level of p=<.05.

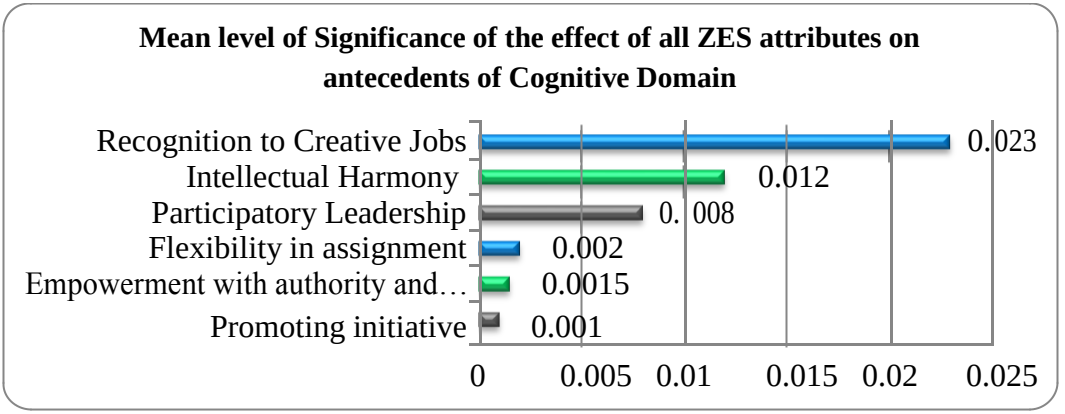


Figure 7: Mean Level of Significance of the Effect of all ZES Attributes on Antecedents of Cognitive Domain
Source: SPSS Analysis

Considering most of the results, it is imminent that the samples' responses functionally represent the population. Thus, researcher tested the hypothesis and found it to be correct.

7. Validating the Hypothesis

The study first identified few attributes of ZES and antecedents of cognitive development. Taking these two core issues as yardsticks, the study tested that young managers cannot nurture their cognitive domain in the organization. Later, to figure the effects of ZES, the study analyzed the antecedents of young managers' cognitive development. Afterward, the statistical analysis proved that attributes of ZES affects most of the antecedents of cognitive development. Therefore, ZES affects the nurturing of Young Managers' cognitive domain in the business organizations. To attain the purpose of the research, the study will examine whether eliminating ZES positively contributes Young Managers' cognitive development. At last, the analysis will propose a three-dimensional ZES elimination model to promote young managers' cognitive development.

8. Recommendation

A Proposed ZES Elimination Model for a Business Organization

To shed the ZES and ensure an atmosphere to develop cognitive domain, the researcher constructed a three-dimensional ZES elimination cycle. This cycle combines leadership role, business management activities and managers' function in a single framework. The top-level managers will act in both the role of leadership and business domain. Then, the mid-level managers will represent their role as the bridge between business management and young managers. Young managers will form the spine of the business organization as the practitioner of innovation, responsibility, esprit de corps and professional competence. These three tiers must work in harmony and give due importance to each other for achieving the common goal of the organization. Before assigning any task by higher tiers, the patron must assert the righteousness of the cause to strengthen the team spirit. The cyclic mentoring will wipe out the ZES and portray the way to develop the young managers cognitive domain.

The following figure affirm the ZES elimination model which instills the nurturing of the cognitive domain of the young managers:



Figure 8: Proposed ZES Elimination Mode
Source: Researcher's own Construct

Holding ethics as the prime mover, the 'leadership layer' of business organization will set a sustainable goal for the organization. They will use the essence of participatory leadership to build a sense of belongingness to the organization. In process, they will capitalize the esprit de corps to assign responsibility for the best-chosen team to carry out any mission. The 'business management' team will focus on the 'business ethics' to set the organizational goal and to run administration. They will empower the managers with enrichment facilities for attaining professional competence. They will also accept logical errors in performing any assignments by the lower tier. The business model will promote initiative from the managers and assign them 'mission-oriented task' with enough flexibility. This dimension will excel the team building approach amongst different tiers of the organization. In the managers' role, they will enrich professional competence, generate innovative ideas and hold responsibilities for the organizational goodwill. They will substantiate their sense of belongingness for the organization by emphasizing on 'work as a team'. Thus, the top-down approach within leadership, business management and managers will eradicate essence of ZES and promote the young managers' cognitive development.

9. Conclusion

ZES fosters a negative climate detrimental to organizational efficiency. Young managers forming the first tier of leadership often become subjugated by this syndrome. The negative effect of ZES prevents them from nurturing cognitive development. It raised as a point of concern since organizational development largely depends on the Young Managers' cognitive development. This study is an effort to delve the relationship between ZES and Young Managers' cognitive development in the organization. At last, the research proposes a model to prevent ZES from the business organization. Since no research work combining a relationship with ZES and cognitive domain prevailed, this research is the first of its kind.

At first, the study pinpointed attributes of ZES and antecedents that contribute to enhance young managers' cognitive development as the yardsticks for evaluation. The study disclosed that that antecedents liable to develop junior managers' cognitive habit are not much exercised in the organization. Afterward, the study identified effects of ZES on Young Managers' cognitive development. During the survey, most of the respondents opined that every single attribute affects either or more antecedents negatively. As a whole, attributes of ZES has significant effects on antecedents of young managers' cognitive development. The study proposed a top-down and integrated approach to

eradicate ZES from the business environment. To attain this, participatory leadership, ethical business management, empowering junior leaders and developing belongingness for the organization are essential prerequisites.

The research theme is a new dimension of thought for the HRM sector to predict the barriers young managers experience in using their cognitive potentials. This study explores the opportunity for the HRM affiliates to conduct future studies on the ZES elimination cycle model. The researcher believes that the model demonstrates approaches to adopt the full cognitive potentials of all tiers of managers in the business organization of Bangladesh.

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