

Chapter 1

Introduction to Management and Organizations

In this chapter, we'll introduce you to who managers are and what they do. One thing you'll discover is that the work managers do is vitally important to organizations. But you'll also see that being a manager—a good manager— isn't easy. The best companies and organizations are more flexible, more efficient, and more adaptable. Focus on the following learning outcomes as you read and study this chapter.

LEARNING OUTCOMES

- 1.1 Understand what makes someone a manager.
- 1.2 Define management and describe what managers do.
- 1.3 Describe the characteristics of an organization.
- 1.4 Understand the challenges to managing.
- 1.5 Understand the importance of building an adaptable organization.
- 1.6 Explain the value of studying management.

CHAPTER VIGNETTE

Cirque du Soleil is an iconic Canadian success story and founder Guy Laliberté is the public face of this 4,000 person company. The vignettes in this chapter focus on the dynamics between the CEO, Daniel Lamarre and founder Guy Laliberté as they employ management techniques to manage a highly creative and artistic enterprise. The subtext in the opening vignette is the story of Guy's mission fight global poverty through the founding of the One Drop Foundation. This theme of responsible leadership and social responsibility is woven throughout the balance of the text. The second vignette asks students to think about the steps Daniel Lamarre uses the four constructs of management (planning, leading, organizing and controlling) to manage Cirque du Soleil. The third vignette thrusts students into the world of the modern manager where they need to manage multicultural challenges, technological challenges, and the demands for more accountability.

This opening dilemma should be used to encourage discussion on the role of managers and the reality that the workplace and the expectation of managers are evolving. You should find that many of your students have experience attending a Cirque performance and working on the service industry and that they will have stories about the demanding nature of the industry, what is expected of them from their managers, and if they have served in a supervisory role what is expected of managers. Chapter 1 continues with an examination of the functions of management, managerial roles and skills, the diverse nature of modern business organizations, and rewards and challenges offered by a career in management.

CHAPTER OUTLINE

INTRODUCTION.

The concept of management and managers is introduced in this chapter. Six questions are addressed:

- A. What makes someone a manager?
 - B. What is management and what do managers do?
 - C. What characteristics define an organization?
 - D. What are the challenges to managing?
 - E. Why build an adaptable organization?
 - F. Does studying management make a difference?
1. WHO ARE MANAGERS?
 - A. The changing nature of organizations and work has blurred the clear lines of distinction between managers and non-managerial employees. Many workers' jobs now include managerial activities. Definitions used in the past no longer work.
 - B. How do we define a manager? A **manager** is someone who works with and through other people by coordinating their work activities in order to accomplish organizational goals. However, keep in mind that managers may have other work duties not related to integrating the work of others.
 - C. Managers can be classified by their level in the organization, particularly for traditionally structured organizations. (See **Exhibit 1-1**.)
 1. **First-line managers** are the lowest level of management. They're often called supervisors.
 2. **Middle managers** include all levels of management between the first-line level and the top level of the organization.
 3. **Top managers** include managers at or near the top of the organization who are responsible for making organization-wide decisions and establishing the plans and goals that affect the entire organization.
 2. WHAT IS MANAGEMENT AND WHAT DO MANAGERS DO?
 - A. **Management** refers to the process of coordinating work activities so that they're completed efficiently and effectively with and through other people.
 1. **Efficiency** is getting the most output from the least amount of inputs, the goal of which is to minimize resource costs. (See **Exhibit 1-2**.)
 4. **Effectiveness** is completing activities so that organizational goals are attained; often described as "doing the right things." (See **Exhibit 1-2**.)
 - B. Management Functions.

Henri Fayol, a French industrialist from the early part of the 1900s, proposed that managers perform five management functions: POCCC (plan, organize, command, coordinate, control).

 1. These functions still provide the basis around which popular management textbooks are organized, but the functions have been condensed to four. (See **Exhibit 1-3**.)
 - a. **Planning** involves the process of defining goals, establishing strategies for achieving those goals, and developing plans to integrate and coordinate activities.

- b. **Organizing** is the process of determining what tasks are to be done, who is to do them, how the tasks are to be grouped, who reports to whom, and where decisions are to be made.
- c. **Leading** includes motivating subordinates, influencing individuals or teams as they work, selecting the most effective communication channel, or dealing in any way with employee behaviour issues.
- d. **Controlling** is monitoring activities to ensure that they are being accomplished, comparing performance with previously set goals, and correcting any significant deviations.

C. Management Roles.

Henry Mintzberg, a researcher at McGill University, conducted a precise study of managers at work. He concluded that managers perform 10 different, but highly interrelated roles.

1. **Management roles** refer to specific categories of managerial behaviour. Mintzberg's 10 management roles are grouped into three categories (See **Exhibit 1-4.**)
 - a. **Interpersonal roles** include figurehead, leadership, and liaison activities.
 - b. **Informational roles** include monitoring, disseminating, and spokesperson activities.
 - c. **Decisional roles** include those of entrepreneur, disturbance handler, resource allocator, and negotiator.
2. Follow-up studies suggest managers perform similar roles, however, the emphasis that managers give to the various roles seems to change with their organizational level.
3. While each approach has merit, the functional approach still represents the most useful way of classifying the manager's job.
4. Robert L. Katz found through his research in the early 1970s that managers need three essential skills or competencies. (See **Exhibit 1-5.**)
 - a. **Technical skills** are skills that include knowledge of and proficiency in a certain specialized field.
 - b. **Human skills** include the ability to work well with other people both individually and in a group.
 - c. **Conceptual skills** include the ability to think and to conceptualize about abstract and complex situations, to see the organization as a whole, and to understand the relationships among the various subunits, and to visualize how the organization fits into its broader environment.

3. WHAT IS AN ORGANIZATION?

An **organization** is a deliberate arrangement of people to accomplish some specific purpose. (See **Exhibit 1-6.**) Although these three characteristics are important to defining what an organization is, the concept of an organization is changing. **Exhibit 1-7** lists some of the important differences between the traditional organization and the new organization.

A. The Size of Organizations.

Managers and employees work in a variety of sizes of organizations.

1. Large organizations represent only 2 percent of the organizations in Canada.
2. Nearly 98 percent of organizations employ fewer than 100 people.
3. About 16 percent of the labour force is self-employed.
4. Most Canadians (around 76 percent) work in the service sector of the economy.

B. The Types of Organizations.

Managers and employees work in a variety of organizations, and the type of organization has an impact on what managers can do.

1. Large organizations in the **private sector** (the part of the economy run by organizations which are free from direct government control) are often **publicly held** which means shares are not available on the stock market.
2. There are also numerous **privately held organizations**, (whose shares are not available on the stock exchange) and these organizations may be individually owned, family-owned, or owned by some other group of individuals.
3. Many managers work in the **nonprofit sector** where the emphasis is on providing charity or services, rather than making a profit.
4. Other organizational forms such as **NGOs** (non-governmental organizations) focus on humanitarian, development and environmental sustainability activities.
5. Some managers and employees work in the **public sector** (the part of the economy controlled by the government) as **civil servants** (working for local, provincial, or federal government departments) for **crown corporations** (companies owned by the government but independently managed).

4. WHAT CHALLENGES DO MANAGERS FACE?

In today's constantly changing environment, managers everywhere are dealing with issues related to ethics, social responsibility, workforce diversity and globalization.

A. **Ethics** refers to the study of moral values or principles that guide our behaviour, and inform us whether actions are right or wrong. Cases of corporate lying, misrepresentations, and financial manipulations have been widespread in recent years.

1. While most managers continue to behave in a highly ethical manner, the abuses suggest a need to "upgrade" ethical standards.
2. Ethics education is being widely emphasized in college and university curriculums.
3. Organizations are taking a more active role in creating and using codes of ethics, ethics training programs, and hiring ethics officers.
4. At the end of each chapter there is an "Ethical Dilemma" exercise to help you to develop your ethical skills.

B. **Social Responsibility** is defined as a business's efforts, beyond its legal and economic obligations to do the right things and act in ways that are good for society. ISO released a standard for social responsibility in November 2010 (ISO 26000) which "will help organizations for whom

operating in a socially responsible manner is more than ‘just a nice idea’ to implement social responsibility in a pragmatic way that targets performance. It will be a powerful tool to help organizations to move from good intentions about SR to good actions”.

- C. **Sustainable management** is the recognition by business of the close link between its decisions and activities and their impact on the natural environment.
 - D. **Workforce diversity** refers to the mix of people in organizations in terms of gender, race, ethnicity, disability, sexual orientation, and other characteristics.
 - 1. The challenge for managers is to make their organizations more accommodating to diverse groups of people by addressing different lifestyles, family needs, and work styles.
 - 2. Diversity-related issues are featured in the *Managing Workforce Diversity* feature at the end of the chapters throughout the textbook.
 - E. Globalization.
Organizational operations no longer stop at geographic borders. Managers in all types and sizes of organizations are faced with the opportunities and challenges of globalization.
 - F. Managing in an E-business World.
 - 1. **E-business** (electronic business)—a comprehensive term describing the way an organization does its work by using electronic (Internet-based) linkages with key constituencies in order to efficiently and effectively achieve its goals.
 - 2. Ebusiness includes **e-commerce** (electronic commerce) or the sales and marketing component of an ebusiness.
 - 3. Categories of ebusiness involvement are identified in **Exhibit 1-8**.
 - a. *Ebusiness enhanced* organization—uses the Internet to enhance (not to replace) their traditional ways of doing business.
 - b. *Ebusiness enabled* organization—Internet enables organizational members to do work more efficiently and effectively.
 - c. *Total ebusiness* organization—whole existence is made possible by and revolves around the Internet.
 - E. Customers.
 - 1. Globalization and ebusiness give customers more access and sources to find supplies and services they want.
 - 2. Delivering consistent high-quality service is essential for success and survival in today’s competitive environment.
 - 3. Managers need to create a customer-responsive organization.
5. **WHY BUILD AN ADAPTABLE ORGANIZATION**
Organizations not only need to be effective and efficient, they need to be adaptable. An adaptable organization creates a set of skills and processes, and a culture the enable it to continuously look for new problems and offer solutions before the clients even realize they have a need. This is illustrated in **Exhibit 1-9**.
- A. **Wicked problems** are impossible to solve because each attempt to create a solution changes the understanding of the problem. Today managers face many wicked problems and despite the constantly changing nature of the problem, it must still be addressed.

- B. Innovation means doing things differently, exploring new territory, and taking risks. Managers—at all levels and in all areas—need to encourage their employees to be on the lookout for new ideas and new approaches in everything that’s done. “Nothing is less risky than not innovating.
 - C. Knowledge Management and Learning Organizations. Change takes place at an unprecedented rate.
 - 1. To be successful, organizations need to be **learning organizations**—ones that have developed the capacity to continuously learn, adapt, and change. (**Exhibit 1-10** demonstrates the differences between a learning organization and a traditional organization.)
 - 2. **Knowledge management** involves cultivating a learning culture where organizational members systematically gather knowledge and share it with others in the organization so as to achieve better performance.
6. WHY STUDY MANAGEMENT?
Management is needed in all types and sizes of organizations.
- A. The **Universality of Management**—the certainty that management is needed in all types and sizes of organizations, at all organizational levels, and in all organizational work areas, regardless of where they’re located. (See **Exhibit 1-11**.)
 - 1. We interact with organizations every day of our lives. Every product we use and every action we take is provided or affected by organizations. These organizations require managers. Organizations that are well managed develop a loyal customer base, grow, and prosper.
 - 2. By studying management, students will be able to recognize good management and encourage it, as well as to recognize poor management and work to get it corrected.
 - B. The Reality of Work—after graduating, you will either manage or be managed. A course in management provides insights into the way your boss behaves and the internal working of organizations. You don’t have to aspire to be a manager to gain something valuable from a course in management.
 - C. If you decide to pursue self-employment you will require an understanding of management, as you will need to manage yourself as well as others.

ANSWERS TO READING FOR COMPREHENSION QUESTIONS

1. *How does a manager's job change with his or her level in the organization?*
The differences are of degree and emphasis but not of activity. As managers move up, they do more planning and less direct overseeing of others. The amount of time a manager gives to each activity is not necessarily constant. The content of managerial activities changes with a manager's level. Top managers are concerned with designing the overall organization's structure. Lower-level managers focus on designing the jobs of individuals and work groups.
2. *Why are efficiency, effectiveness and adaptability important to management?*
Organizations not only need to be effective and efficient, they need to be adaptable. Management is concerned with getting activities completed and meeting organizational goals, which is why effectiveness is so important. However, management is also focused on the means of getting things done, which relates to efficiency. An adaptable organization creates a set of skills and processes, and a culture that enable it to continuously look for new problems and offer solutions. In successful organizations, high efficiency, high effectiveness and high adaptability go hand in hand.
3. *What are the four functions of management? Briefly describe each of them.*
The management process can be condensed to four functions: planning, organizing, leading and controlling. These processes are interrelated and interdependent.
 - Planning – encompasses defining an organization's goals, establishing an overall strategy for achieving those goals, and developing comprehensive plans to integrate and coordinate.
 - Organizing – determining what tasks are to be done, who is to do them, how the tasks are to be grouped, who reports to whom, and where decisions are to be made.
 - Leading – managers motivate employees, direct the activities of others, select the most effective communication channel, or resolve conflicts among members.
 - Controlling – to ensure that things are going, as they should, a manager must monitor performance. The monitoring, comparing, and correcting are the controlling process.
4. *What are the three categories of management roles proposed by Mintzberg? Provide an example of each.*
 - Interpersonal roles – involve working with people inside and outside the organization and/or performing duties that are ceremonial and symbolic in nature. For example, training and motivating employees, greeting visitors and signing legal documents are all interpersonal roles a manager may assume.
 - Informational roles – involve receiving, collecting and disseminating information. An example would be reading reports and holding staff meetings.

- Decisional roles – revolve around making choices. For example, a manager may develop organizational strategy and set budgets for the upcoming year.
5. *What are the three skills that affect managerial effectiveness?*
According to researcher, Robert L. Katz the three essential skills that affect managerial effectiveness include; technical skills, human skills and conceptual skills.
 6. *What is an organization? Why are managers important to an organization's success?*
An organization is a systematic arrangement of people brought together to accomplish some specific purpose. All organizations share three common characteristics. 1) Every organization has a purpose and is made up of people who are grouped in some fashion. 2) No purpose or goal can be achieved by itself, therefore, organizations have members. 3) All organizations develop a systematic structure that defines and limits the behaviour of its members.
Managers direct the activities of other people in the organization. Customarily classified as top, middle, or first line, they supervise both operative employees and lower-level managers. First-line managers are responsible for directing the day-to-day activities of operative employees. Middle managers manage other managers and possibly some operative employees. They are responsible for translating the goals set by top management into specific details. Top managers are responsible for making decisions about the direction of the organization and establishing policies that affect all organizational members.
 7. *Why is an understanding of management important even if you don't plan to be a manager?*
Even if you don't plan to be a manager, any organization you encounter will have managers. As such, it will be extremely useful to understand their responsibilities, challenges, and experience.
 8. *How could an organization build an adaptive culture?*
This question will be revisited in Chapter 2 when the elements of culture are discussed in detail. At this point it is an opportunity to weave the discussion of adaptability into the concepts of wicked problems, the creation of a learning organization and the building of effective knowledge management systems.

ANSWERS TO LINKING CONCEPTS TO PRACTICE

1. *Is your course instructor a manager? Discuss in terms of management functions, roles, and skills.*
A course instructor would generally not fall within the definition of a manager when utilizing managerial functions. This is predominantly due to the relationship between instructors and students. Students are not employees but, more appropriately, clients. In fact, in some cases, an instructor may have little say about the course content or how it is to be taught. In these instances, the instructor clearly makes few decisions. Regardless, course instructors, in their

position as teacher (in contrast to a position such as department head) are not managers.

In terms of managerial roles, course instructors are perhaps involved in some ways in the interpersonal, informational, and decisional roles. For example, a course instructor could be seen as a liaison (interpersonal role), a monitor and disseminator (both informational roles), and a disturbance handler and negotiator (both decisional roles). Looking at managerial skills, course instructors obviously need a lot of technical skills—in this case, knowledge about the latest research and conceptual developments in a particular discipline. They also need significant human skills as they deal with their students. To a limited extent, the instructor might need to utilize conceptual skills as courses are planned or as departmental curriculums are debated.

2. *Is there one best “style” of management? Why or why not?*
No, there’s probably not one single “best” style of management. Organizational situations vary and what works best in one organization may not necessarily work best in another. Point out to students that they’re going to see a variety of managerial “styles” illustrated throughout the textbook in different boxes, examples, and cases. Each individual tends to develop his or her own preferred “style” of managing.
3. *What characteristics of new organizations appeal to you? Why? Which do not? Why?*
Exhibit 1-7 lists some of the important differences between the traditional organization and the new organization. Some of these differences include: flexible work arrangements, employee work teams, open communication systems and supplier alliances. Organizations are becoming more open, flexible, and responsive to changes. Students should reflect on these new elements and defend their selections.
4. *In today’s economic environment, which is more important to organizations—efficiency, effectiveness, or adaptability? Explain your choice.*
All three are integral to effective management. Management refers to the process of coordinating and integrating work activities so that they’re completed efficiently and effectively with and through other people. Efficiency is getting the most output from the least amount of inputs, the goal of which is to minimize resource costs. (See **Exhibit 1-2**.) Effectiveness is completing activities so that organizational goals are attained; often described as “doing the right things.” (See **Exhibit 1-2**.) Adaptability focuses on producing a culture that embraces change and the identification of meaningful “customer” problems.
5. *Can you think of situations where management does not matter to organizations? Explain.*
No. The principle of the universality of management—the certainty that management is needed in all types and sizes of organizations, at all organizational levels, and in all organizational work areas, regardless of where they’re located—applies here.
6. *How do societal trends (for example, social networking, or Baby Boomers reaching retirement age) influence the practice of management? What are the implications for someone studying management?*

Societal trends greatly influence the practice of management. For example, social networking impacts the way that communication occurs and managers must be able to adapt to these changes in order to perform this function adequately. As well, demographic changes like the aging of the Baby Boomers will affect the composition of the workforce and this may impact the way that organizations are structured, motivation programs, and other work-related processes that must be aligned with the needs of a more diverse workforce.

MANAGEMENT FOR YOU TODAY

Dilemma

Think about where you hope to be in your life five years from now (that is, your major goal). What is your competitive advantage for achieving your goal?

*What do you need to plan, organize, lead, and control to make sure you reach your goal? Looking over Mintzberg's management roles (see **Exhibit 1-4**). Which roles seem comfortable for you? What areas need improvement?*

Teaching Suggestions:

This exercise allows the students to make a personal connection between their own success and the management concepts discussed in the text. A facilitated class discussion would help reinforce the connection as well as the need for students to assume responsibility for their own success and that the possession of relevant skills like management will increase their odds of success.

WORKING TOGETHER — TEAM-BASED EXERCISE

A New Beginning

This exercise asks students, in small groups, to develop a list of characteristics that make individuals good managers. Then for each characteristic, the students are to identify which management function it falls under and which of Mintzberg's 10 roles the good managers seemed to fill.

Teaching Suggestions:

1. Before the in-class group activity, have each student identify three managers they have worked with (this could be a current or previous boss, a family member they have watched closely, or even themselves in managerial roles). Then for each of the three managers, have the student identify a minimum of three characteristics that made the individual a good manager and at least one characteristic that needed changing. Then have the students identify the management function and/or management role that each good characteristic and each "bad" characteristic falls under. Have the student bring these lists to class to work with in a group.
2. In the group setting, have the students compile a comprehensive list of "good" manager characteristics and a list of "bad" manager characteristics. Also, have them identify the management function and management role of each characteristic.

3. When all of the group-compiled lists are completed, have the students make a prediction on what management function will be identified the most often and which function will be identified the least.
4. Finally, going around the room, share group results, and see if management function predictions were correct.

ETHICS IN ACTION

Ethical Dilemma Exercise: Are Canadian Executives Paid Too Much?

Do you believe that Canadian executives are overpaid? Explain your opinion.

Teaching Suggestions

1. Before leading this discussion, consider assigning students the task of researching CEO pay of two groups of companies, small caps and large caps to see if there are any significant differences.
 - Select five large caps and assign a student team to research each one.
 - Select five small caps and assign a student team to research each one.
2. Ask students to research the make-up of the boards of selected companies who's CEOs are very highly paid. [There is some evidence of the linkage of CEO and the make-up of the board, i.e., the more CEOs and executives on a company board, the higher the pay.]
3. Final items to research are the performance of the companies over the last three years and then match that to the pattern of CEO performance. This type of personal research will give the students an objective perspective of the issue rather than an opinion shaped by headlines.

CASE APPLICATION

Lipschultz, Levin & Gray LLC

Case Problem: Yesterday, one of Siegel's new employees complained in an email to him that the work environment is too informal, and that employees need their own desks. This employee has done well in her first few months on the job. Siegel is meeting with her in an hour.

What should he say to her?

Answer: (Suggestion only, and should be developed by the instructor.)

Siegel needs to discuss with the employee that he has deliberately designed the office to encourage staff to work together and to develop a team approach to attaining the firm's goals as expressed in the mission. He needs to encourage her to understand the reasons for the organization's design. He might also try to provide some space for when an employee needs some uninterrupted time.

Additional Discussion Questions:

1. *Keeping professionals excited about work that can be routine and standardized is a major challenge for Siegel. How could he use technical, human, and conceptual skills to maintain an environment that encourages innovation and professionalism in his accounting firm?*

Technical skills are skills that include knowledge of and proficiency in a certain specialized field. Accountants have this skill set and Siegel would expect competence in his staff. Human skills that he employs demonstrate his commitment to open communication, innovation and creativity. The structure of the organization demonstrates the application of conceptual skills by designing an office that encourages communication and team skills while focusing on the mission of the firm to delight the customer. The office is arranged in a nomadic fashion without proprietary desks or other office equipment. This arrangement encourages staff to work together and to develop a team approach to attaining the firm's goals as expressed in the mission.

2. *What management roles would Steven be playing as he (a) made a presentation to potential clients, (b) assessed the feasibility of adding a new consulting service, (c) kept employees focused on the company's commitments to customers?*

The basic managerial roles are broadly classified as interpersonal, informational, and decisional. Making a presentation to a client would exemplify the informational managerial role that includes the role of spokesperson and disseminator of information. In terms of assessing the feasibility of adding a new consulting service, Steven would be engaged in decisional roles that revolve around making choices. Here he would be acting as perhaps entrepreneur and resource allocator. Keeping employees focused on the company's commitments to customers would involve interpersonal roles where Steven would be acting as figurehead, leader and liaison.

3. *What can you tell about LLG's emphasis on customer service and innovation? In what ways does the organization support its employees in servicing customers and in being innovative?*

It is clear that LLG is focused primarily on the customer. The mission of the firm, and the symbols used in the office (e.g. the giant wall-mounted abacus and the "Welcome Wall") exemplify the firm's commitment. Their pledge to "delight" the customer, and to respond to customer's within 24 hours demonstrates this commitment. Within the office, there are no telltale signs of what most people consider boring, dull CPA work. Everywhere you look in the company's office you see versatility, comfort, and eccentricity. The open office design promotes opportunities for professionals to gather.

4. *Would LLG's approach work for all accounting firms? Why or why not? What could other managers learn from Steven Siegel?*

Each manager develops his or her own style. Not all accounting firms would necessarily benefit from LLG's approach. This may depend on the type of customers, management, organizational design, and other factors. Other managers could learn the value and benefit of innovation and a strong emphasis on people as a key to organizational success.

DEVELOPING YOUR DIAGNOSTIC AND ANALYTICAL SKILLS

Managing the Virus Hunters

Questions:

1. *Keeping professionals excited about work that is routine and standardized and chaotic is a major challenge for Vincent Weafer. How could he use technical, human, and conceptual skills to maintain an environment that encourages innovation and professionalism among the virus hunters?*

Students' responses will be unique but may address the following principles:

Technical Skills: Weafer can encourage his organization to be innovative and creative by staying on top of current technological trends so that his organization can continue to serve their customers and identify new opportunities.

Human Skills: Critical elements of this skill area include the ability to communicate, to motivate, to lead and to inspire enthusiasm and trust.

Conceptual Skills: Through the use of conceptual skills, Weafer can see the organization as a whole and understand the relationships between the various employees and departments. This will allow him to develop systems and procedures that will encourage innovation and ensure that the organization continues to adapt to changes in the environment.

2. *What management roles is Weafer playing as he a) has weekly security briefing conference calls with co-workers around the globe, b) assesses the feasibility of adding a new network security consulting service, and c) keeps employees focused on the company's commitments to customers?*
As he conducts weekly conference calls with employees around the globe, Vincent Weafer plays the information role of disseminator, which is essential in coordinating work activities among employees who work in international locations. When Vincent assesses the feasibility of adding a new network security consulting service, he performs the decisional roles of entrepreneur and resource allocator. Keeping employees focused on the company's commitments to customers involves the interpersonal roles of figurehead, leader, and liaison. His effectiveness in playing interpersonal roles is a key determinant of Vincent's ability to motivate his employees to achieve company goals in a dynamic industry.
3. *Go to Symantec's website (www.symantec.com) and look up information about the company. What can you tell about its emphasis on customer service and innovation? In what ways does the organization support its employees in servicing customers and in being innovative?*
Visiting Symantec's Web site, students can clearly see that Symantec is focused primarily on the customer. The "Corporate Responsibility" link highlights the company's belief in the importance of customer service and innovation by first stating: "We are customer driven; we earn trust; we innovate; we take action."

Named one of the “100 Best Corporate Citizens” by *Business Ethics* magazine for five consecutive years, Symantec demonstrates its commitment to customers, employees, and to other stakeholders through responsible business practices. The company presents its annual Visionary Awards to Symantec customers around the world in recognition of their application of technology to minimize IT risk and achieve major organizational goals. Symantec’s dedication to its employees is evidenced by the atmosphere of trust and empowerment and the company’s inclusion in *Fortune* magazine’s “Best Companies to Work For.”

4. *What could other managers learn from Vincent Weafer and Symantec’s approach?*

Weafer’s approach is one that recognizes the value and importance that employees play in the success of an organization. He actively recruits employees with the desired skill sets from all over the globe and has developed an organizational structure that allows his highly talent employees to perform their job functions effectively and efficiently while still maintaining personal independence and professionalism. He has a strong commitment to ensuring diversity and an inclusive work environment. Other managers could learn the value of innovation and a strong emphasis on people as a key to organizational success.

DEVELOPING YOUR INTERPERSONAL SKILLS

Mentoring

A mentor is someone in the organization, usually older, more experienced and in higher level position, who sponsors or supports another employee (a protégé) who is in a lower-level position in the organization. A mentor can teach, guide, and encourage. In choosing a mentor self-knowledge can be a powerful learning tool. Go to [mymanagementlab](http://mymanagementlab.com) and complete any of these self-assessment exercises: How Motivated Am I to Manage? How Well Do I Handle Ambiguity? How Confident Am I in My Abilities to Succeed? or What’s My Attitude Toward Achievement? Using the results of your assessments, identify personal strengths and where a mentor could help improve your weaknesses.

Teaching Suggestions

You can make this exercise “real” for students by asking them about the mentors they already have in their lives or that their parents have in their lives. Most classes will include student athletes who have coached or mentored others and this is an excellent way to draw out the learning.

ADDITIONAL CHAPTER INFORMATION

It will definitely “not be business as usual” for managers in the future. As a way of reinforcing this assertion, instructors could ask students to look at the Harvard business article by J. C. Camillus, “Strategy as a Wicked Problem,” *Harvard Business Review*, Vol. 86, 98-101 (2008) or ask them to visit the ISO 26000 – Social Responsibility and discuss why this is becoming an agenda items for managers.

http://www.iso.org/iso/iso_catalogue/management_and_leadership_standards/social_responsibility.htm