

**WHAT DO CANADIAN MANAGERS DO: A STUDY OF THEIR
ROLES, VIEWS, AND PERSPECTIVES**

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The Road Not Taken

*Two roads diverged in a yellow wood,
And sorry I could not travel both
And be one traveler, long I stood
And looked down one as far as I could
To where it bent in the undergrowth;*

*Then took the other, as just as fair,
And having perhaps the better claim,
Because it was grassy and wanted wear;
Though as for that, the passing there
Had worn them really about the same,*

*And both that morning equally lay
In leaves no step had trodden black.
Oh, I kept the first for another day!
Yet knowing how way leads on to way,
I doubted if I should ever come back.*

*I shall be telling this with a sigh
Somewhere ages and ages hence:
Two roads diverged in a wood, and I—
I took the one less traveled by,
And that has made all the difference.*

Robert Frost (1969)

ABSTRACT

This study presents a different perspective that strives to achieve a better understanding of “What do managers do.” The present work divides the role of a manager in two major ways: 1) through an analysis of the characteristics of successful and effective managers; and 2) through an assessment of the different attitudes and perspectives of Canadian managers. The data were collected from a sample of 186 Canadian managers in which the participants completed a paper and pencil questionnaire. The data were analyzed using both descriptive and inferential statistics. A major finding from this study was that successful Canadian managers used multiple roles including human resource management, traditional management, and networking whereas effective managers used predominantly the human resource management role. As well, the issues of professionalism and unionization stood out for this sample of Canadian managers.

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CHAPTER 1: INTRODUCTION

“Arguments that the quality of management is decisive in both organizational and national economic performance presuppose that the exclusively ‘managerial’ contribution to that performance is both tangible and identifiable.” (Hales, 1986, p.88)

Managers through their leadership within organizations influence our society. Studying the role of a manager is, therefore, crucial as it helps to understand managers as a part of society. Because of these economic and social influences, the multiple roles of managers have attracted a great deal of attention and study. However, with this increased attention came a multiplicity of perspectives and a lack of common focus (Hales, 1986). Managerial roles remain mystical, complex, and mired in contradictions.

In an attempt to provide better focus and advance our knowledge of managerial roles, the present study examines the characteristics, roles, and background of effective and successful Canadian managers as well as the attitudinal and behavioural patterns of Canadian managers. The remainder of this chapter will review the relevant literatures and formulate research questions and hypotheses. A total of four major sections are discussed: development of the managerial theories; managerial performance, success and effectiveness; Luthans’ dimensions of managerial roles; and new perspectives.

Contributing Theorists

Griffin (1984) suggests that the first management concepts were developed well before traditional management theory of the early twentieth century. The Egyptians were already applying managerial functions such as planning, organizing, and controlling to construct the pyramids. Socrates discussed management in 400 B.C., Plato described specialization in 350 B.C., and Alfarabi listed several leadership traits in 900 A.D.

Although ancient civilizations acknowledge management, it only appeared on the social and economic landscapes towards the middle of the 19th century. Today, managers have evolved as a predominant force in our civilization (Drucker, 2001). As such, understanding the nature of managers and their roles in organizations, circa 2002, is fundamental.

Frederick Taylor

The end of the 19th and beginning of the 20th centuries represented a period of expansion for corporations and a rise in the demand of goods. Therefore, productivity became an increasing concern in the corporate world (Brown, Greenwood, Sykes, & Wagner, 1986). Taylor's introduction of "scientific management" and the division of labor represent a valuable contribution to this industrial world. The scientific management approach changed the way goods were produced and created the need to supervise the production process. For example, tasks and jobs needed to be carefully analyzed, and the selection of personnel and training became crucial in increasing efficiencies and production (Brown et al., 1986). But scientific management was only a beginning.

Henri Fayol and Max Weber

Henri Fayol, the Director General and an engineer by professional specialization of a French mining company, wrote the epic "*General and Industrial Management*" in 1916 (Fayol, 1967). In this influential work, Fayol offered the following on managerial roles:

To manage is to forecast and plan, to organize, to command, to co-ordinate and to control [POC³]. To foresee and plan means examining the future and drawing up the plan of action. To organize means building up the dual structure, material and human, of the undertaking. To command means maintaining activity among the personnel. To co-ordinate means binding together, unifying and harmonizing

all activity and effort. To control means seeing that everything occurs in conformity with established rule and expressed command (1967, p.6).

This definition has had a significant impact on the way we perceive managerial roles today. According to Hatch (1997), Fayol's attempt to define the role of a manager "laid the groundwork for much discussion among management theorists about the necessary number and precise specification of administrative principles" (p.32). Fayol proposed his POC³ framework to define managers' effectiveness. He further suggested a list of 14 principles leading to effectiveness: division of labor, authority, discipline, unity of command, unity of direction, subordination of individual to the common good, remuneration, centralization, scalar chain, order, equity, stability, initiative, and esprit de corps. The strength of this framework is its clear appreciation of the importance of managers within organizations and an unambiguous definition on what he considers to be the role of managers. A limitation of Fayol's approach is his assumption that a manager acts merely within the organization and is a rational entity. However, this "flies in the face" of our present understanding of workers as ambiguous, complex, emotional and sometimes irrational (Kotter, 1990; Peters & Waterman, 1982; Zaleznik, 1977). Interestingly enough, Max Weber (1963, 1964) reinforced the view of workers as rational beings although he also warned us of the danger of the "iron cage"—the strict rational conceptualization of the organization that dehumanizes workers.

Chester Barnard

Barnard (1968) was one of the first few theorists of management who acknowledged the human side of the organization. He argues that cooperation cannot be assumed; rather organizations need to create an environment which is conducive for cooperative behavior. Depending on the ability, knowledge, and the position of the

leaders, workers within the organization may or may not question authority (Barnard, 1968). Thus, individuals are far more complex creatures than assumed by earlier writers. They possess power and are motivated both by economic and non-economic incentives. The important conclusion to draw from Barnard's writings is that managers must consider interpersonal dynamics and power within the workplace.

To summarize, two major shortcomings of Taylor, Fayol, Weber, and Barnard stand out. First, these theorists view the organization as a closed system. The organization is insulated and detached from its external environment, while the manager is perceived as a systematic and reflective thinker, a kind of robot. Second, these authors generally neglect the human dynamic in trying to understand work. In an attempt to deal with these shortcomings, the contributions of Mayo, Maslow, and McGregor deserve consideration here.

Elton Mayo

Elton Mayo along with others working on the Hawthorne studies helped change the view that individual workers within organizations were nothing more than a part of the production process. As a result of their work, employees were described as being part of complex, informal work groups, not only driven by money and working conditions but also driven by intangible incentives (e.g., social status and attention) (Daft, 1991; Pugh & Hickson, 1989).

Abraham Maslow

Building on the legacy of the Hawthorne studies of the 1920s, a generation later Abraham Maslow (cited in Griffin, 1984) proposed a pyramid of needs to explain the different steps leading to the satisfaction of an individual. The model presents five levels

(i.e., physiological, security, social, esteem, and self-actualization) whereby lower needs (e.g., physiological) must be met before higher needs (e.g., self-actualization) can be realized. The first two levels represent extrinsic needs whereas the last three levels represent intrinsic motivators. Maslow's theory of motivation suggests that managers must go beyond simply satisfying the basic lower needs of employees. "A paycheck buys a baseline level of performance. But one thing makes a good leader is the ability to offer people intrinsic rewards, the tremendous lift that comes from being aware of one's own talents and wanting to maximize them" (Hesselbein, Tiger, Gilmartin, Tragge-Lakra, & Zaleznik, 2001, p.62).

Douglas McGregor

Douglas McGregor (1960) has also contributed to this discussion of open and human work systems. Specifically, he has argued that managers' assumptions impact on their interactions with employees and their roles. A manager adopting a Theory X approach has a pessimistic view of his/her employees and assumes they are lazy and motivated extrinsically. Alternatively, a manager adopting a Theory Y approach has an optimistic view of his/her employees and assumes they like work and are motivated intrinsically.

Henry Mintzberg

Among all the twentieth century management theorists, Henry Mintzberg has probably been the most influential writer on management roles in modern organizations (Mintzberg, 1975, 1994, 1998). According to his approach, the organization is an open system acting under the influence of managers and employees alike. Here, managers are not seen as reflective and systematic regularly spending large amounts of time planning,

organizing, motivating, and controlling. Rather Mintzberg (1975) argues that managers' activities are characterized by brevity, variety, discontinuity, with a strong bias towards action. Mintzberg adds that his intention is to try to "break the reader away from Fayol's words and introduce him to a more supportable, and what I [Mintzberg] believe to be a more useful, description of managerial work" (Mintzberg, 1975, p.50).

In 1975, Mintzberg identified ten separate work roles and three corresponding groups: interpersonal roles—figurehead, leader, liaison; informational roles—nerve center, disseminator, spokesman; decisional roles—entrepreneur, disturbance handler, resource allocator, and negotiator. More recently, Mintzberg (1994, 1998) has updated his role descriptions to include information (communication and controlling), people (leading and linking), and action (doing). Moreover, Mintzberg emphasizes the *interpersonal* role of managers as being crucial: "[Managers] ... hardly ever 'do' anything. Many barely even dial their own telephones! As already noted, watch a manager and you will see someone whose work consists almost exclusively of talking and listening, alongside, of course, watching and '*feeling*'" (1994, p.20).

Mintzberg's (1975, 1994, 1998) contributions essentially move us from *folklore to fact*—from the more traditional views of "what should be" managerial work to "what is" managerial work (Noordegraaf & Stewart, 2000). For purposes of the present discussion, both views are considered valued and relevant. Indeed, several new perspectives featured below treat managerial roles as a melding between what is fact and what is folklore.

New Perspectives

Noordegraaf and Stewart (2000) agree that we need to be more imaginative in the study of managerial work. They suggest that one of the major shortcomings is the lack of

theoretical development and specifically, “inconsistent categories and concepts, too little theory, lack of clarity about what is “managerial” and about managerial work” (p.430). The development of new perspectives could certainly provide new answers as to “What managers do?” A good starting point would be the work of John Kotter.

Kotter (1982a, 1982b) defines a manager in terms of responsibilities (long run, medium run, and short run) and relationships (up, lateral, and down). Interestingly, this perception of a manager as being a rational entity as suggested by Kotter (1982a, 1982b) is very close to the POC³ framework of Fayol, since Kotter uses the very terms of planning, organizing, commanding, coordinating and controlling to explain some of the “dilemmas” faced by managers (Kotter, 1982b, p.160). But he does not stop there. He also introduces a relationship dimension where he refers to the crucial aspects of the network building for managers allowing them to realize their personal “agendas.” Managers are depicted as being primarily “social entities” because they spend 75% of their time with others (Kotter, 1982b).

This notion of social entity is further highlighted by the classic contribution by Abraham Zaleznik (1977). According to him, managers and leaders are not necessarily the same. The role of a manager is to maintain the balance of operations whereas the role of a leader is to create new approaches to presenting problems. Managers are described as being more practical, rational, embedded in the organizational culture, and regulating the existing order. Leaders are different. They are inspirational, emotive, visionary, and creative in their problem solving. Leaders are more oriented toward socialism. Hesselbein et al. (2001) have added that the three key roles of a leader are formulating and

communicating a vision, adding value to the enterprise, and the ability to motivate followers.

Kotter (1990) further underscores the value of considering both leaders and managers when he states that, “theoreticians of scientific management, with their organizational diagrams and time-and-motion studies, were missing half the picture – the half filled with inspiration, vision, and the full spectrum of human drives and desires” (p.85). For Kotter (1990), any discussion of work roles must include elements of both leadership and management.

In 1974, Peter Drucker suggested that “the management boom is over; the time for management performance has come” (p. 11). Interestingly, this statement which was written three decades ago is even more relevant today. Managers are expected to go beyond their job descriptions and provide competencies that will add value to their organizations. The roles of managers are changing radically (Stewart & Fondas, 1992). In fact, the roles of managers has become far more complex in terms of the range of functions, the responsibilities, the quantity, the pace of work, and the expected results (Stewart & Fondas, 1992). Ironically, managers’ perceptions of their roles and what differentiates them on effectiveness and success is all but ignored (Drucker 1999; Noordegraaf & Stewart, 2000). Beyond an expanded definition of managerial roles, a second contribution of this study is in its attempt to differentiate performance in terms of success and effectiveness.

Managerial Performance: Success and Effectiveness

Although managerial effectiveness has been neglected in the past, Martinko and Gardner (1985) among others suggest that managerial effectiveness is gaining attention.

Recently, several studies have reported significant differences between effective and successful managers (Javidan & Dastmalchian, 1992; Luthans 1988; Luthans, Rosenkrantz, & Hennessey, 1985; Quinn, 1988). These authors define *effective managers* using two parameters: (1) getting the job done with high quantity and high standards, and (2) getting the job done through people, which requires developing commitment and satisfaction. *Successful managers*, on the other hand, are defined primarily in terms of the speed of promotion within an organization. Notwithstanding such a reversal, the need for further research on different dimensions of performance is still needed (Noordegraaf & Stewart, 2000). Towards this end, a review of the major contributors to this discussion of success and effectiveness follows.

Quinn's Competing Values Model

In 1988, Robert Quinn developed a conceptual framework to describe what it is to be an “effective manager” (also see Quinn & Cameron, 1983; Quinn & Rohrbaugh, 1983). Quinn's (1988) model was based on a wheel of eight roles: facilitator, mentor, innovator, broker, producer, director, coordinator, and monitor. Based on the dimensions of “flexibility-control” and “internal-external focus,” Quinn further differentiates the roles into 24 competencies. His “competing values model” offers a realistic picture of competing pressures that managers face when performing their roles. A successful or “master” manager, according to Quinn (1988), needs to achieve a balance among the various roles and competencies in order to be effective.

Javidan and Dastmalchian's Contribution

Javidan and Dastmalchian (1992, 1993) studied 846 managers from a large public sector organization in Canada. These managers were asked to assess their immediate

superiors using a 131-item questionnaire. The factor analysis used in the study generated five roles: mobilizer, ambassador, driver, auditor, and servant. They were also interested in: (1) the impact of the hierarchical level of senior executives, (2) the public versus private organization they managed, and (3) the relationship between level and organizational type.

The study by Javidan and Dastmalchian (1992, 1993) proposes a model of 11 characteristics to define success and effectiveness. It is also interesting to know that they conducted a series of inter-correlations between five behavioural variables (empowerment, concern for employees, subordinate development and recognition, direct support, and support for self-reliance) and the variables of effective and successful managers. The correlations were significant between effectiveness and all the five behavioral variables whereas none were significant with success (Javidan & Dastmalchian, 1992, 1993).

Luthans' Twelve Categories

A third contributor to this discussion on effectiveness can be found in the studies of Luthans and his coworkers (1985, 1988). They conducted a study of 248 managers from the private and public sector to examine differences between “effective” and “successful” managers. Luthans (1988) and Luthans et al. (1985) identify twelve descriptive categories (*exchanging information, paperwork, planning, decision making, controlling, interacting with outsiders, socializing/politicking, motivating/reinforcing, disciplining/punishing, managing conflict, staffing, and training/developing*) in their work. They also found a significant difference between the characteristics of effective and successful managers. Effective managers definitely spend more time on

communication and human resource management, while successful managers spend considerably more time on networking and slightly more time on routine communication. These conceptual definitions of “success” and “effectiveness” (Luthans, 1988; Javidan & Dastmalchian, 1992) serve as an integral component in this study of Canadian managers. A second conceptual component used in this study is derived from Luthans (1988) and Luthans et al.’s (1985) work on managerial roles described below.

Luthans’ Managerial Roles

These twelve categories identified by Luthans (1988) were further classified by him into four distinct roles: *communication*, *traditional management*, *networking*, and *human resource management*.

Communication is an activity that “consists of exchanging routine information and processing paperwork” (Luthans, 1988, p. 129). Mintzberg (1998) suggested that such communication may be both inside and outside the unit. He referred to communication as “managing by information” (1998, p. 142). Mintzberg (1975) clarified that “managers strongly favor the verbal media- namely telephone calls and meetings” (p.51). To quote a study by Stewart cited in Mintzberg (1975):

In two British studies, managers spent an average of 66% and 80% of their time in verbal (oral communication.) In my study of five American chief executives, the figure was 78% (p. 52).

The role of communication and the time spent by managers on establishing contact is, therefore, a key managerial role. Kotter (1982b) further highlighted that the average general manager only spends 25% of his/her time working alone. The time spent with others is often characterized by disjointed conversations on a series of different

issues. Kotter (1998) referred to the best leaders as people who are compulsive communicators.

The role of *traditional management* consists of the activities of planning, organizing, coordinating, commanding, and controlling (Fayol, 1967). Most management writers (e.g., Taylor, Weber, Ford, Kotter, Pugh, and Hickson) including Luthans (1988) agree with this definition of traditional management role.

Luthans (1988) defined *networking* as an activity that consists of “socializing/politicking and interacting with outsiders” (p. 129). In networking with customers, suppliers, and vendors, a great deal of stress is placed on establishing connections and getting to know the latest gossip. Through networking a manager is able to get the relevant information and “implement his or her agenda” (Kotter, 1982a, p. 127). Such an activity is carried out with outsiders that are often beyond the internal organizational environment. Politicking is, therefore, important to enhance managerial interests. Mintzberg (1975) referred to such roles of networking as the “liaison role” in which he refers to a manager as making “contacts outside his vertical chain of command” (p. 55). Mintzberg further referred to these efforts as “linking” which implied relating more coherently with the “important outsiders” (1998, p. 146). Other similar examples in the literature include the manager performing the “broker role” (Quinn, 1988), “working more outside the organization” (Mintzberg, 2001), and “network building” by effective managers (Kotter, 1982b).

The *human resource* role of a manager includes upwards of five behavioural categories: motivating/reinforcing, disciplining/punishing, managing conflict, staffing and training/developing (Luthans, 1988, p. 129). Many management theorists have

written about human resource activities and the interpersonal dynamics between a manager with his/her employees. For example, McGregor (1960) as seen earlier describes Theory X and Theory Y assumptions which impact on the manager-employee relationship. As a second example, Quinn (1988) referred to the roles of a manager as the “facilitator role,” which involves activities such as team-building, participative decision-making, and conflict management. He further highlighted such dimensions with the “mentor role” of a manager, which refers to understanding others, the importance of interpersonal communication, and the need for developing subordinates.

Luthans’ (1988) study distinguishes successful and effective managers in terms of these four roles. According to Luthans (1988), *successful managers* favor the roles of *networking* and *communication*. In contrast, Luthans reported that *effective managers* prefer the roles of *communication* and *human resource management* over *networking* and *traditional management*.

Hypotheses

Based on the *New Perspective* literatures on performance and managerial roles highlighted above, the following hypotheses are proposed for this study:

- H1: Effective Canadian managers place more emphasis on communication and human resource management practices.
- H2: Successful Canadian managers place more emphasis on communication and networking.

In addition to these hypotheses on managerial roles and performance, this study will also examine several questions focusing on the views and perspectives of Canadian managers.

Managerial Perspectives and Views in Canada

Poole, Mansfield, and Mendes' (2001) and Mansfield and Poole's (1981, 1991) work is unique in many ways and represents an attempt to place the role of managers as a distinct group in British society. Their work illustrates the role of a manager as it relates to contextual forces over a period of time. Understanding the different thoughts of managers on important societal issues in Britain and beyond is extremely valuable.

The study of Poole et al. (2001) provides a useful framework to understand the different views and perspectives of Canadian managers. Their study offers some very interesting results concerning professionalism, unions, government, job characteristics or major organizational concerns for the future. However, a major drawback of this study is that it was done with British managers and may not be generalizable to a Canadian context. Consider the following.

The political, social, and cultural settings have a significant impact on managerial roles and leadership styles (Hartog, House, Hanges, Antonion Ruiz-Quintanilla, & Portman, 1999; Javidan & House, 2001). Hofstede (1980) identifies four cultural values to examine cross-national differences: individualism, power distance, uncertainty avoidance and masculinity. According to Hofstede (1980), Canada, Great Britain, and the United-States, share a pattern of similar cultural values. All three countries rated high on individualism, uncertainty avoidance, and masculinity, and low on power distance. Notwithstanding these shared cultural values, there is much to suggest that Canada, the United-States, and Great Britain are as much different as they are similar.

Building on Hofstede's (1980) work, the GLOBE project (Javidan & House, 2001) presents a model based on nine characteristics (i.e., assertiveness, future

orientation, gender differentiation, uncertainty avoidance, power distance, institutional emphasis on collectivism versus individualism, in-group collectivism, performance orientation, and humane orientation). These researchers report that American managers tend to be highly assertive and their performance is based on a “can-do” attitude. Canadian managers are particularly strong on the future orientation dimension; they tend to make long-term decisions and delay gratification. Finally, British managers appear to be milder in all the nine dimensions (Javidan & House, 2001).

To sum up, the study of attitudes and behaviors of managers has scarcely been looked at in the literature. Poole et al. (2001) and Mansfield and Poole (1981, 1991) conducted studies on the matter for over two decades in a British context. While we may not be able to generalize their findings to the Canadian context, we can use their methodology to serve as a basis for surveying the views and perspectives of Canadian managers.

Research Questions

Based on this reasoning, a series of five research questions examining the role of Canadian managers are proposed:

- Q1: What are Canadian managers’ thoughts about professionalism?
- Q2: What is the attitude of Canadian managers toward unions?
- Q3: What is the opinion of Canadian managers on the role of government?
- Q4: What are the characteristics (e.g., pay, security, promotions) that are present and those that should be present in the job of Canadian managers?
- Q5: What are the issues that Canadian managers view as likely to be important in organizations over the next decade?

CHAPTER 2: RESEARCH METHODOLOGY

In this chapter, the overall research approach will be explained, followed by the data collection process and sample. Next, the attributes of the sample will be reported and the instrument development including a pilot study will be discussed. This is followed by description of the variables that are included in the final instrument, their definitions, their descriptive statistics, and their validity and reliability indicators.

The majority of published studies on managerial roles have used *qualitative* observation and interview methods (e.g., Mintzberg, 1973, 1975, 1994, 1998; Luthans et al., 1985; Luthans, 1988; Noël, 1989; Stewart, 1982; Stewart, Smith, Blake, & Wingate, 1980). In contrast, the present study has adopted a *quantitative* survey approach. Specifically, a survey questionnaire was developed to gain an understanding of how Canadian managers perceive their own roles within their respective organizations. This survey questionnaire was developed based on the works of Luthans et al. (1985), Luthans (1988), Poole et al. (2001), Quinn (1988), and Javidan and Dastmalchian (1992, 1993). The present quantitative approach advances our study and knowledge of managerial roles.

Data Collection Process

The data were collected from members of the Canadian Institute of Management (CIM). The researcher obtained initial consent of the CIM as well as ethics approval from the Faculty of Management at the University of Lethbridge prior to conducting the research.

All the respondents were members of the CIM. The organization consists of 17 branches across Canada, three of which participated in this study:

- Calgary branch: 156 members,
- Montreal branch: 42 members, and
- Winnipeg branch: 702 members.

The three branches represented a convenience sample of 898 CIM members.

The confidentiality of the research process and privacy of respondents were important. As such, establishing a climate of trust between the researcher and the CIM was particularly important. Prior to beginning the research study, a proposal was sent to the CIM Calgary branch by email. The researcher subsequently visited members of the Calgary branch to finalize the details of the study.

The researcher received the names and addresses of members from the Calgary and Montreal branches of the CIM. In total, 196 survey instruments were mailed by the researcher in Lethbridge. Due to concerns of confidentiality expressed by the Winnipeg branch of the CIM, the remaining 702 questionnaires were mailed directly to the Winnipeg branch. The Winnipeg branch in turn mailed the survey instruments to their members directly.

Each survey package consisted of a cover letter (see Appendix B), a survey instrument, and a self-addressed prepaid return envelope (see Appendix A).

Sample

In total, 186 useable surveys were received (response rate of 20.7%). Responses were received from all three branches of the CIM. Selected characteristics of the sample are reported in Table 1. The key industries represented in the final sample were manufacturing (24.9%), transportation (13.5%), and business services (11.9%).

There was also a fair representation of all levels of management in the sample of respondents: lower management (34.4%), middle management (41.4%), and upper management (24.2%). These managers were also distributed equally between smaller and larger organizations (i.e., 48.9% and 51.1%, respectively). Approximately two-thirds of the respondents were males and did not possess a university degree. All the respondents had completed high school.

Table 1

Demographics

<u>Sector</u>	<u>Percentage (%)</u>	<u>Gender</u>	<u>Percentage (%)</u>
Agriculture	4.9	Male	62.9
Primary	0.5	Female	37.1
Manufacturing	24.9		
Construction	3.2	<u>Gender</u>	<u>Percentage (%)</u>
Transportation/communication	13.5	High School Degree	11.8
Wholesale	4.9	Non-University Degree	64.5
Retail	3.8	Baccalaureate Degree	15.1
Financial estate/Real Estate	4.9	Master's (MBA)	8.1
Business services	11.9	Doctor of Philosophy	0.5
Community services	8.6		
Hospitality services	3.8	<u>Number of employees within the organization</u>	<u>Percentage (%)</u>
Other	15.1	0-99	26.3
<u>Management level</u>	<u>Percentage (%)</u>	100-249	12.9
Lower management	34.4	250-499	9.7
Middle management	41.4	500-2000	25.3
Upper management	24.2	More than 2000	25.8

Early Versus Late Respondents

The sample of the CIM members was tested for non-response bias following the recommendation of Armstrong and Overton (1977). Non-response bias in this study was assessed using the late respondents (defined as those who returned the survey after the reminder was sent out) as surrogates for those who chose not to return the questionnaire.

Essentially, analyses were conducted to examine whether the earlier respondents differed from the non-respondents (i.e., the late respondents).

A first series of MANOVA tests were conducted to examine possible differences between late-early responses and the variables of effectiveness and success using the Hotelling's T^2 method. For both success ($F = 1.82, p = .18$) and effectiveness ($F = 0.56, p = .81$) by late-early responses, no significant differences were found at the .05 level. A second series of MANOVAs were conducted between late-early responses and the four roles of a manager. Communication ($F = 0.10, p = .75$), traditional management ($F = 0.34, p = .56$), networking ($F = 2.10, p = .15$) and human resource management ($F = 1.20, p = .27$) were also all non-significant at the .05 level. In addition, a series of Chi-square were conducted between all the categorical demographic variables and the category late-early. The results were as follows: number of employees $X^2(4, N = 186) = 4.30, p = .37$, category of employment for managers $X^2(2, N = 186) = 6.20, p = .06$, level of education $X^2(4, N = 186) = 4.73, p = .32$, gender $X^2(1, N = 186) = 3.57, p = .06$ and union $X^2(1, N = 185) = 1.03, p = .31$. All the five demographic variables were not significant at the .05 level. Finally, an ANOVA was conducted between the late-early variable and age ($F = 9.31, p = .00$), and was found to be significant at the .05 level. However, considering the number of test that was conducted, this level of significance could have been caused by chance.

Overall, it appears that there is no significant difference between those who responded early in the study and those who responded later in the study.

Development of the Survey Questionnaire

One of the major problems faced by this researcher was the unavailability of a questionnaire that could measure the precise constructs identified in this research. Thus, the development of a survey questionnaire formed an integral part of this research project. A preliminary or pilot test of the survey was conducted with three different groups: undergraduate management students, faculty members, and managers.

Pilot Study

Undergraduate Student

The first phase of the pilot study involved 97 undergraduate students, most of who were in their 3rd or 4th year in the Faculty of Management. A 169-item survey was distributed to all of the students. Of the 97 student respondents, 51 indicated that that they had worked in a managerial position. Based on the students' responses and suggestions, the survey questionnaire was improved.

Faculty Members and Managers

Based on the feedback from the students, the survey was distributed to three faculty members and four managers. The benefits of this procedure were twofold: The experience of faculty members as researchers helped provide insight to the development of the final set of survey items. As well, the practical experience of managers provided a realistic portrait of how the CIM members of the sample were likely to respond to the instrument. Based on the feedback from these two groups, the survey questionnaire used in this study was finalized (see Appendix A again).

Survey Variable Definitions

In the 173-item survey a number of variables were measured. The number of items or questions for each variable ranged from two to seven. In this next section, selected results and discussion of the variables measured in this research will be presented. For variables pertaining to managerial roles and performance (success and effectiveness), the validity and reliability of the variable measures were examined using the following approach:

1. Exploratory factor analyses were performed in order to assess the construct validity of each of the variable measures, and
2. Internal consistency reliabilities of the variable measures were reported using Cronbach's alpha.

For the remaining variables in the study (i.e., managerial views and perspectives), only descriptive statistics will be given.

To summarize, the 173-item survey questionnaire used in this study consists of four major sections corresponding to the major variables under study: roles, performance, perspectives, and demographics. Table 2 presents each of these major variables along with the corresponding questions used to measure each variable in the survey.

Table 2	
Description of the Final Survey Instrument	
Variables	Question Number/Section
1. Roles of Managers	Part VII
Communication	
Exchanging Information	Write a-b-c-d and read a-b-c-d 1, 2, 3, 4, 5, and 6
Paperwork	
Traditional Management	
Planning	1, 2, 3, 4, and 5
Decision Making	6, 7, 8, and 9
Controlling	10, 11, 12, and 13
Networking	
Interacting with Outsiders	1, 2, 3, and 4
Socializing/Politicking	5, 6, 7, 8, and 9
Human Resource Management	
Motivating/Reinforcing	1, 2, 3, 4, 5, 6, and 7
Disciplining/Punishing	8, 9, 10, and 11
Managing Conflict	12, 13, 14, 15, 16, and 17
Staffing	18, 19, 20, 21, and 22
Training/Developing	23, 24, 25, 26, and 27
2. Performance	Part II, III, VIII
3. Perspectives	Part IV, V, VI, IX, and X
Professionalism	Part IV
Job Characteristics	Part IX
Opinion toward Unions	Part V
Role of Government	Part VI
Important Organizational Issue in the Future	Part X
4. Demographics	Part I

Managerial Roles

The first objective of this study was to understand how managers perceived their roles. A total of 63 survey questions were asked to understand the role of managers.

Luthans et al. (1985) evaluated the role of managers on 12 dimensions. The 12 dimensions were subsequently regrouped into four major roles: *communication*, *traditional management*, *networking*, and *human resource management*. Luthans's 12 dimensions are presented in Table 2 and include *exchanging information*, *paperwork*, *planning*, *decision making*, *controlling*, *interacting with outsiders*, *socializing/politicking*, *motivating/reinforcing*, *disciplining/punishing*, *managing conflict*, *staffing*, and *training/developing*.

For purposes of this quantitative study, 10 of Luthans's 12 dimensions were used as a basis to construct a series of managerial role questions. For the remaining two dimensions (i.e., *managing conflicts* and *training/development*), Quinn's (1988) "competing model" was used as a basis for constructing the managerial role questions associated with managing conflict, and training and development.

All the 63 questions assessing the role of managers used two, seven-point Likert scales ranging from: (1) Infrequently to (4) Moderately to (7) Frequently; and (1) Strongly Disagree to (4) Neutral to (7) Strongly Agree.

In order to test the validity and reliability of the managerial roles, a series of factor analyses were conducted using the four roles proposed by Luthans (1988). For each factor analysis, an exploratory method using principal components, Varimax rotation was performed. The exploratory method allowed the different questions to be naturally regrouped into the most appropriate factors. A total of 16 dimensions were extracted from the four major roles unlike Luthans's model that predicts 12 dimensions. The results of the four factor analyses for each managerial role are presented in Appendix C (Tables A1 to A4). Using the generally accepted rule of thumb of 0.4 (Gorsuch, 1983),

only factor loadings of 0.4 or greater for each of the questions are presented in the factor analyses outputs. Any questions which did not have a factor loading of 0.4 or greater on a specific factor were dropped from subsequent analyses.

Based on the factor analyses results, reliability analyses were conducted on the 16 dimensions. These results along with the descriptive statistics for the 16 dimensions are presented in Table 3. Any dimension that had a Cronbach alpha below 0.70 was dropped and not used in the subsequent analyses (Gay & Diehl, 1992). As a result of the reliability analyses, a total of five out of 16 dimensions were dropped: *routine information*, *organizing*, *discussing rumors*, *public and customers' interaction*, and *delegation*.

A total of 13 questions out of the pool of 63 questions were dropped either because of low factor loadings or low reliability alphas (Gay & Diehl, 1992). The remaining 11 dimensions (*e-mail*, *exchanging information*, *verbal/writing*, *controlling*, *decision making*, *establishing contacts*, *training*, *staffing*, *managing conflicts*, *disciplining*, and *motivating*) and 50 questions were used to assess managerial roles (see Table 3 again). A detailed account of the four managerial roles and their remaining dimensions and questions follows.

Table 3

Descriptive Statistics and Reliability Coefficient for the Managerial Roles
Used within this Study

Dimensions	Number of Items	Mean	Std. Deviation	Cronbach Alpha
Communication	14	5.26	0.68	0.70
E-mail communication	2	6.61	0.94	0.90
Exchanging information	6	5.12	1.28	0.86
Routine information	2	5.96	1.03	0.49*
Verbal/writing	4	3.43	1.16	0.75
Traditional management	13	5.43	0.88	0.85
Controlling	7	5.04	1.24	0.87
Decision making	4	6.13	0.87	0.72
Organizing	2	6.08	0.95	0.48*
Networking	9	5.08	1.10	0.70
Establishing contacts	4	5.08	1.10	0.70
Discussing rumors	3	3.66	1.24	0.61*
Public & customers' interaction	2	5.20	1.39	0.50*
Human resource management	26	5.40	0.67	0.88
Training	5	5.98	0.82	0.91
Staffing	4	4.61	1.94	0.88
Managing conflict	5	5.36	0.94	0.91
Disciplining	3	5.35	0.66	0.70
Motivating	6	6.19	0.67	0.82
Delegating	3	3.00	1.21	0.51*

* Items not being used in subsequent analysis

Communication. Luthans et al. (1985) and Luthans (1988) suggest that the two dimensions of *communication* are *exchanging information* and *paperwork*. For the purposes of this study, a factor analysis was conducted on the role of communication (see Appendix C, Table A1); the results reveal questions loading on four dimensions (*exchanging information, verbal/writing, routine information, and e-mail*) three of which are different from Luthans et al. (1985). In addition to this difference in the number of dimensions, it should also be noted that the questions used in Luthans et al. (1985) and

the questions used in this study are not distributed in the same manner across the *communication* role.

Subsequently, a reliability analysis was conducted on the four dimensions revealed by the factor analysis. Only three dimensions out of four revealed a significant Cronbach alpha greater than 0.70: *exchanging information* 0.86, *verbal/writing* 0.75, and *e-mail communication* 0.90 (see Table 3).

Traditional management. Luthans et al. (1985) suggest that traditional management has three dimensions: *planning*, *decision-making*, and *controlling*. A factor analysis on the questions for this role indicate support for the *decision making* and *controlling* dimensions with an *organizing* dimension substituting for Luthans et al.'s (1985) *planning* dimension (see Appendix C, Table A2). Like the *communication* questions, the *traditional management* questions used by Luthans et al. (1985) as compared to the questions in this study are not distributed in the same way across the *traditional management* role.

The reliability analysis conducted on the role of *traditional management* has revealed that two out of three dimensions were reliable as they possessed a significant Cronbach alpha of 0.87 for *controlling* and 0.72 for *decision-making*.

Networking. The *networking* role as defined by Luthans et al. (1985) consists of the *interacting with outsiders* and *socializing/politicking* dimensions. A factor analysis was carried out on the nine relevant questions for this role. The results indicate that the *networking* role of a manager was the most poorly defined. While three factors were identified in the factor analysis (see Appendix C, Table A3), two of them were subsequently removed because only the *establishing contacts* dimension had an

acceptable Cronbach alpha of 0.70 (Gay & Diehl, 1992). The *establishing contacts* dimension consist of four questions including *establishing contacts*, *maintaining contacts*, *interacting with suppliers*, and *attending to external meetings*. These questions are quite different from Luthans et al.'s (1985) questions to assess their dimension of *establishing contacts*.

Human Resource Management. This role was the most clearly defined and contained all the dimensions as defined by Luthans et al. (1985) and Quinn (1988): *conflict management*, *training*, *motivation*, *staffing*, and *disciplining* (see Appendix C, Table A4). Over all the managerial roles, the questions defining the *human resource management* role used in this study fit closest to Luthans et al.'s (1985) questions. The sixth dimension, *delegating*, identified in this study from the factor analysis results was subsequently dropped from further analyses because the Cronbach alpha for this dimension was only 0.51 (see Table 3 again).

To summarize, 11 dimensions and 50 questions serve to define the four managerial roles of *communication*, *traditional management*, *networking*, and *human resource management* used in this study. Only data from these four roles, selected questions, and dimensions will be reported in the result chapter of this project.

Performance (Success and Effectiveness)

The second objective of this study was to focus on performance and more specifically measure the differences between *effective* and *successful* managers. The definitions of success and effectiveness are consistent with the work of Luthans (1988) and Luthans et al. (1985). He defines success of a manager in terms of the number promotions during his/her organizational tenure. Luthans and his colleagues (1985, 1988)

define effective managers as (1) getting the job done with high output and high standards and (2) getting the job done through people which requires developing commitment and satisfaction. However, a major measurement limitation of their approach is that it assumes that all managers must be from the same organization. Obviously, such an approach is limiting when one wants to compare across various organizations. As such, although this study adopted the conceptual definitions offered by Luthans (1988) and Luthans et al. (1985) for success and effectiveness, I opted to measure these constructs differently because I was comparing managers in different organizations in different parts of the country.

The instrument proposed by Javidan and Dastmalchian (1992) for measuring *success* (three items) and *effectiveness* (eight items) was modified for the present study to measure perceptions of managers only (see Appendix A, Part VIII). More specifically, a successful manager is defined as possessing three main characteristics (i.e., high number of promotions, big pay increases, and performances above average), and an effective manager possesses eight characteristics (i.e., employees will feel fortunate to work for him/her, a good unit performance, consider himself/herself as being a natural leader, recognition as a star, highly regarded by his/her subordinates, viewed as an ideal manager by his employees and superiors, and employees will use him/her as a role model).

In order to test the validity and reliability of the success and effectiveness variables, a factor analysis was conducted on the 11 questions that define these two elements of performance (see Appendix C, Table A5). Based on the factor analysis as well as reliability analysis presented in Table 4, eight effectiveness questions and two success questions were retained for further analyses.

Table 4

Descriptive Statistics and Reliability of Success and Effectiveness

Variable	Mean	Std. Deviation	Cronbach Alpha
Success	5.03	0.75	0.84
Effectiveness	3.69	1.63	0.76

The measurement for *success* demonstrated an acceptable level of reliability (Cronbach alpha = 0.84, see Table 4). The mean response for *success* (M = 5.03) indicated that successful managers perceived themselves as receiving big pay increases and rapid promotions. The *effectiveness* measurement also demonstrated an acceptable level of reliability (Cronbach alpha = 0.76, see Table 4). The mean of *effectiveness* (M = 3.69) suggested that effective managers reported a neutral stance for their perceptions of themselves as being a performing manager, a leader, a star, highly regarded by their subordinates, a role model, and an ideal manager.

Manager's Opinion

The third objective of this study is to understand the perceptions and attitudes of Canadian managers. Using the work of Poole and his colleagues (1981, 1991, 2001), which was performed in the United-Kingdom, the present study identified five different views and perspectives: professionalism (Appendix A, Part IV, seven questions), opinion towards unions (Part V, six questions), role of government (Part VI, 14 questions), job characteristics (Part IX, 16 questions), and important organizational issues in the future (Part X, 32 questions). Data on these perceptions and attitudes will be discussed in greater details in the Results chapter to follow.

Other Questionnaire Items

The demographic questions used in this study appear as Part I of the survey (see Appendix A). Finally, due to the scope of the study, the data for the effectiveness and success questions given as Parts II and III of the survey will not be presented in the Results chapter.

CHAPTER 3: RESULTS

This Result chapter is essentially divided into two parts. In the first part of the chapter, the results related to the first two hypotheses on managerial success and effectiveness will be presented. As described in the previous chapter, these two hypotheses are based on Luthans et al. (1985) and Luthans (1988) work on managerial roles and the research by Javidan and Dastmalchian (1992, 1993) on success and effectiveness. Drawing on Poole et al.'s (2001) contributions, the second part of this chapter focuses on the different attitudes and perspectives of Canadian managers and the five related research questions.

Data Quantification

Based on the psychometric results of Chapter Two, the remaining questions for effectiveness (8), success (2), communication (12), traditional management (11), networking (4) and human resource management (22) were summed and averaged for each individual manager.

Effective and Successful Managers

Managerial Roles and Effectiveness

To test the first hypothesis, Pearson R correlations were generated between the four managerial roles and effectiveness (see Table 5). This analysis reveals that only the *human resource management* role was correlated with effectiveness ($r = 0.27$, $p = 0.05$).

Table 5

Correlation Matrix between the Four Roles of a Manager and Effectiveness

	Effectiveness	Communication	Traditional	Networking	Human Ressource
Effectiveness	1.00				
Communication	-0.03	1.00			
Traditional management	0.10	0.16*	1.00		
Networking	0.02	0.24**	0.18*	1.00	
Human Ressource Management	0.27**	0.16*	0.54**	0.25**	1.00

** $p = 0.01$.

* $p = 0.05$.

The researcher was also interested in determining whether effective managers performed their roles differently than less effective managers. To examine the possible differences between effectiveness and roles, a modified version of the approach used by Javidan and Dasmalchian (1992) was used because this study was interested in understanding the perception of managers and not subordinates. The managers were classified into two groups namely “effective” and “ineffective” based on their effectiveness scores. The top 40% of the sample was defined as “effective” whereas the bottom 40% was considered to be “ineffective.” A series of ANOVAs were conducted to compare the role means between these two groups of managers.

The results, as reported in Table 6, show that effective and ineffective managers perform the *human resource management* role in a different way ($F = 5.98, p = 0.05$). Effective managers value the *human resource management* role more so than the ineffective managers.

Table 6

A Comparison of Means for Managerial Roles for High and Low Effectiveness Measure

Managerial Roles	Overall (N)	Effectiveness		ANOVA F-ratio
		High (N=83)	Low (N=79)	
Communication	185	5.09	5.08	0.01
Traditional Management	183	5.61	5.60	0.00
Networking	186	4.98	4.95	0.02
Human Resource Management	182	5.40	5.15	5.98*

* $p = 0.05$.

Luthans et al. (1985) and Luthans (1988) suggest that effective managers place more emphasis on both *communication* and *human resource management* roles. However, the findings of this study suggest that while *human resource management* is tied to effectiveness, *communication* is not. Thus, these results only partially support the first hypothesis of the study that effective Canadian managers place more emphasis on communication and human resource management practices.

Managerial Roles and Success

Pearson R correlations were calculated between the managerial roles and success (see Table 7). Statistically significant relationships were found between success and the roles of *traditional management* ($r = 0.21$, $p = 0.05$) and *human resource management* ($r = 0.39$, $p = 0.05$).

Table 7

Correlation Matrix between the Four Roles of a Manager and Success

	Success	Communication	Traditional	Networking	Human Ressource
Success	1.00				
Communication	0.00	1.00			
Traditional management	0.21**	0.16*	1.00		
Networking	0.10	0.24**	0.18*	1.00	
Human Ressource Management	0.39**	0.16*	0.54**	0.25**	1.00

** $p = 0.01$.

* $p = 0.05$.

To test the second hypothesis, the same procedure used to dichotomized effectiveness was used to split this sample of managers into “successful” and “unsuccessful” groups. A series of ANOVAs were conducted to compare the means between successful and unsuccessful managers across the four roles. The results presented in Table 8 show that successful managers place more emphasis than unsuccessful managers on the *traditional management* ($F = 3.36, p = 0.07$), *networking* ($F = 3.73, p = 0.06$), and *human resource management* ($F = 29.87, p = 0.00$) roles.

Table 8

A Comparison of Means for Managerial Roles for High and Low Successful Measure

Managerial Roles	Overall (N)	Effectiveness		ANOVA F-ratio
		High (N=83)	Low (N=79)	
Communication	185	5.16	5.05	1.30
Traditional Management	183	5.73	5.48	3.36*
Networking	186	5.22	4.87	3.73*
Human Resource Management	182	5.54	5.01	29.87**

** $p = 0.001$.

* $p = 0.1$.

Luthans et al. (1985) and Luthans (1988) suggest that successful managers are more apt to rely on the roles of *communication* and *networking*. However, the findings of this study suggest that *traditional management*, *human resource management*, and to a weaker extent *networking*, are associated with success; while the role of *communication* does not appear to be used differently between successful and unsuccessful managers. Thus, the second hypothesis was only partially supported.

Perspectives and Views of Managers

In addition to the two hypotheses, there were five main research questions related to the topics of professionalism, unions, government, job characteristics, and future

organizational concerns. The following sections will offer results related to each of these important questions.

Managerial Thoughts about Professionalism

There has always been some tension among managers between professionalism and the managerial role. For the skill of a professional is seen to rest on an established body of knowledge, with conduct being governed, to some extent at least, by professional norms and professional associations. By contrast, the *raison d'être* for managers is control over specialists (including professionals) who carry out the work process. (Poole et al., 2001, p.31)

Poole et al. (2001) raise a legitimate concern about the topic of professionalism. They explain that in the recent years managers are showing greater concern and sensitivity towards their professional standards due to downsizing and the need for higher ethical standards. This study adopts Poole et al.'s (2001) definition of professionalism to examine seven issues (see Appendix A section IV of the survey instrument) related to the dedication and willingness of the organization to see managers as professionals.

Canadian Managers as Professionals

A series of descriptive statistics were generated for each of the seven professionalism questions used in the survey. As indicated in Table 9, an overwhelming 94% of Canadian managers perceive themselves as being professionals. In comparison, the study by Poole et al. (2001) reveals that 95% of British managers perceive themselves as professionals.

Table 9 (1) Strongly Disagree (7) Strongly Agree

Professionalism					
Question	Mean	Std. Deviation	Disagree %	Neutral %	Agree %
Professional	6.15	1.06	1.6	4.3	94.1
Grievance	4.20	1.81	34.4	18.3	37.4
Autonomy	3.98	1.77	38.4	22.7	38.9
Middle Managers	3.45	1.87	51.6	17.4	31.0
Routine	3.94	1.73	40.9	16.1	43.1
Downsizing	4.23	2.07	38.4	11.4	50.3
Job Insecurity	4.61	1.81	26.9	15.6	57.5

As well, the researcher was interested in examining if there were any differential perceptions of professionalism across managerial levels. Each manager was identified as being in an upper level, middle level or lower level position. A perusal of Table 10 suggests that there are no apparent differences on any of the questions of professionalism across the three levels of management measured in this study. Hence, one would be confident in saying that Canadian managers regardless of their level within the organization see themselves as being professionals.

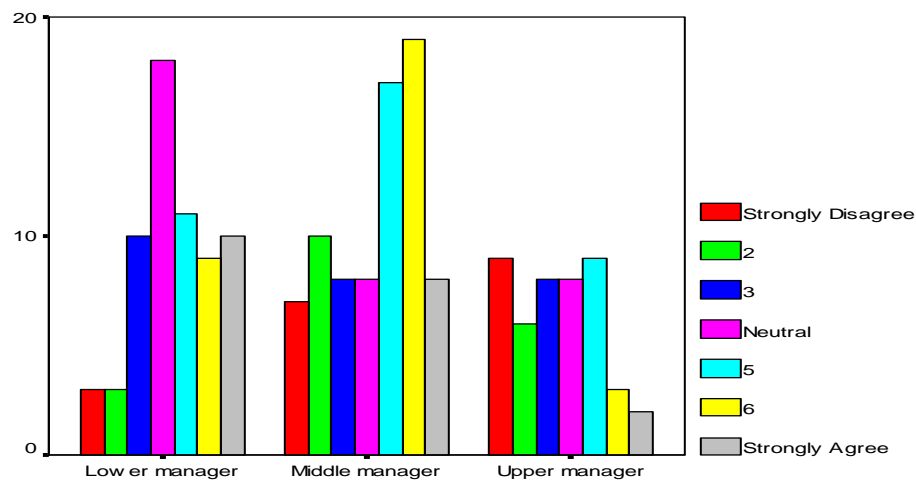
Table 10 (1) Strongly Disagree (7) Strongly Agree

Professionalism and Lower-Middle-Upper Managers' Descriptive Statistics							
Question	Level	Mean	Std. Deviation	Question	Level	Mean	Std. Deviation
Professional	Lower	5.92	1.13	Routine	Lower	4.30	1.74
	Middle	6.27	0.98		Middle	3.94	1.63
	Upper	6.20	1.07		Upper	3.44	1.78
Grievance	Lower	4.53	1.63	Downsizing	Lower	4.63	1.83
	Middle	4.39	1.86		Middle	3.83	2.22
	Upper	3.42	1.76		Upper	4.33	2.04
Autonomy	Lower	4.44	1.71	Job Insecurity	Lower	4.50	1.84
	Middle	4.09	1.68		Middle	4.40	1.84
	Upper	3.16	1.77		Upper	5.11	1.67
Middle Managers	Lower	3.78	1.97				
	Middle	3.40	1.89				
	Upper	3.05	1.64				

Canadian Managers and the System of Handling Grievances

Managers were asked to indicate their level of agreement (1 = strongly disagree to 7 = strongly agree) to the following statement: “Existing arrangements in your organization for handling manager’s individual grievances are inadequate.” Overall, managers appear to be split on their level of agreement with this question (i.e., the mean for this question is 4.20; see Table 9). A total of 34.4% of the respondents disagreed with the statement, while 37.4% agree. However, a comparison of the mean scores for lower (M = 4.53), middle (M = 4.39), and upper (M = 3.42) level managers offers an interesting distinction. As presented in Figure 1, it appears that middle managers as compared to their upper level counterparts are more dissatisfied on how their organizations handle grievances. Lower level manager reported a neutral stance on the issue of handling grievances.

Figure 1: Existing Arrangements in my Organization for Handling Managers’ Individual Grievances are Inadequate



Autonomy in the Workplace

As far as autonomy goes, a total of 38.9% of Canadian managers believe that they lack autonomy in their work, while 38.4% believe they have autonomy. As indicated in Table 9, the average score for all managers on this question is 3.98 again suggesting a split. The mean scores for each level of management are as follows: lower management (M = 4.44), middle management (M = 4.09), and upper management (M = 3.16). These results mirror the earlier perceptions for the handling of grievances. Upper managers perceive that they have the autonomy and authority to take decisions, whereas managers further down the hierarchy see themselves as having less and less autonomy.

Middle Managers Perceived as Professionals

A fourth question of professionalism used in this study examined whether middle managers are perceived as professionals by other managers. The results indicate that the majority (51.6%) of Canadian managers tend to disagree with the question, “top management in your organization no longer treats middle management as professionals,” while 31% agree. These results are similar to the findings of Poole et al. (2001), which have found that only 27% of British managers agree. A comparison between the different averages on this question for lower (M = 3.78), middle (M = 3.40) and upper managers (M = 3.05) suggests possible albeit weak differences across the levels for this question.

The Managers' Job: Routine or Dynamic

Are managerial jobs routine? In all, 40.9% of the Canadian managers disagree with the statement while 43.1% of them agree. The mean for all the respondents is 3.94 (see Table 9 again), while the means for lower managers (M = 4.30), middle managers (M = 3.94), and upper managers (M = 3.44) differed somewhat. Based on these data, one

might conclude that upper managers perceive their jobs as more dynamic and challenging versus lower managers who perceive their jobs as lacking scope, being routine, and repetitive.

Downsizing

The majority of Canadian managers (50.3%) agree that there is no significant downsizing of middle managers, while 38.4% indicated there was significant downsizing. This finding reflects a similar sentiment as suggested by Poole et al. (2001) who found that 60.0% agreed that there was no significant downsizing in British organizations. A comparison of average scores on this question by level reveals that middle managers ($M = 3.83$) are more concerned about downsizing than either their lower ($M = 4.63$) or upper ($M = 4.33$) counterparts.

Job Insecurity

The seventh and last question on professionalism asked whether management jobs become less secure. A total of 57.5% of Canadian managers agree that their jobs have become less secure, while 26.9% disagree with this statement (see Table 9). British managers (e.g., 64.0%) indicated that their jobs were even less secure when compared with Canadian managers. These feelings of insecurity are shared equally across the three managerial levels.

Managerial Attitudes toward Unions

The second main research question focuses on managerial attitudes toward unions. The findings from this study suggest that the majority of Canadian managers hold negative attitudes toward unions and believe that unions are not acting in the best

interests of this nation (see Table 11). Selected comparisons between the level of manager and unionized/non-unionized will also be presented (see Table 12 and 13).

Table 11 (1) Strongly Disagree (7) Strongly Agree

Unions					
Question	Mean	Std. Dev.	Disagree %	Neutral %	Agree %
Voluntary Membership	5.78	1.69	10.8	11.9	77.4
Country Interest	5.41	1.51	10.8	18.4	60.8
Power	5.36	1.46	8.6	17.3	74.0
Pay and Working Conditions	4.23	2.05	38.6	12.5	48.9
Unions Have More Power Than	4.15	1.73	34.1	24.9	41.0
Industrial Action	2.36	1.58	76.1	15.8	8.1

Table 12 (1) Strongly Disagree (7) Strongly Agree

Opinion toward Unions and Lower-Middle-Upper Managers' Descriptive Statistics

Question	Level	Mean*	Std. Deviation	Question	Level	Mean	Std. Deviation
Voluntary Membership	Lower	5.48	1.91	Pay and Working Conditions	Lower	3.57	2.03
	Middle	5.94	1.52		Middle	4.71	1.99
	Upper	5.96	1.62		Upper	4.36	1.97
Country Interest	Lower	5.37	1.62	Unions Have More Power Than Management	Lower	4.00	1.80
	Middle	5.29	1.51		Middle	4.23	1.66
	Upper	5.67	1.35		Upper	4.22	1.76
Power	Lower	5.14	1.61	Industrial Action	Lower	2.49	1.63
	Middle	5.44	1.33		Middle	2.34	1.54
	Upper	5.51	1.46		Upper	2.20	1.59

Table 13

(1) Strongly Disagree (7) Strongly Agree

Opinion toward Unions and Unionized/Non-Unionized Organizations Descriptive Statistics

Question	Unionized	Mean	Std. Deviation
Voluntary Membership	Yes	5.35	1.88
	No	6.28	1.29
Country Interest	Yes	5.24	1.60
	No	5.83	1.29
Power	Yes	4.99	1.43
	No	5.77	1.39
Pay and Working Conditions	Yes	3.89	1.98
	No	4.59	2.09
Unions Have More Power Than	Yes	3.79	1.70
	No	4.55	1.69
Industrial Action	Yes	2.46	1.64
	No	2.23	1.51

A majority of Canadian managers believe that union membership should be purely voluntary (77.4% agree), that unions are not acting in the Country's best interest (60.8% agree), and that unions have too much power (74.0% agree). More than three quarters of Canadian managers also believe that unions should **not** use any form of industrial actions they deem effective (see Table 11 and Appendix A, Part V for details). Moreover, any differences in the perception of unions by managers seem to be dependent on whether managers work in unionized or non-unionized organizations and less dependent on managerial levels (cf. Tables 12 and 13).

Interestingly, the views of British managers on unions appear to be different in several respects when compared with the views of Canadian managers described above (Poole et al., 2001). As one example, an overwhelming 79% of British managers (cf. 8.6% of this sample of Canadian managers) do not think that unions have more power than management (Poole et al, 2001).

Managerial Views toward the Role of Government

The third main research question focuses on managerial views on the role of government in the work environment. A series of descriptive statistics are presented in Table 14 (see Appendix A, Part VI for specific questions). Canadian managers generally disapprove of intervention by government. Specifically, Canadian managers did not feel that the government should establish state monopolies (84.8%), give more power to ministers (71.2%), control wages and salaries (75.0%), control prices (68.5%), and restructure industry (57.6%). Conversely, Canadian managers stated that the government should get involved in strike regulation (62.5%), compulsory arbitration (59.2%), and establish tribunals to investigate strike (53.8%).

Table 14 (1) Strongly Disagree (7) Strongly Agree

Government

Question	Mean	Std. Dev.	Disagree %	Neutral %	Agree %
Strike Regulation	4.87	1.59	13.6	23.9	62.5
Arbitration	4.75	1.64	18.5	22.3	59.2
Strike Tribunals	4.53	1.69	23.9	22.3	53.8
Stock	3.56	1.61	43.5	31.5	25.0
Imports	3.70	1.71	42.9	23.6	33.5
Restructure Industry	2.94	1.59	57.6	25.5	16.8
Control Prices	2.66	1.60	68.5	19.0	12.5
Control Foreign Enterprises	3.86	1.72	39.1	22.8	38.1
Government Coordination	3.59	1.67	44.3	23.7	30.0
Investment	3.44	1.59	45.1	31.9	23.0
Exports	3.28	1.66	50.5	25.3	24.1
Wages and Salaries	2.41	1.45	75.0	15.2	9.8
Ministers	2.54	1.53	71.2	19.0	9.7
Monopolies	1.94	1.21	84.8	10.9	4.3

The Job of the Managers

The fourth main research question focuses on managerial views regarding job characteristics. The sample of managers were asked to indicate the extent to which selected job characteristics were present in their job as well as those job characteristics that should be present in their job. The descriptive statistics for selected job characteristics are presented in Table 15.

Job Characteristics					
Question	Mean	Std. Dev.	Disagree %	Neutral %	Agree %
Characteristics present in your job...					
Independent Thought and Action	5.83	1.29	7.0	4.3	88.7
Personal Growth	5.46	1.47	10.8	4.8	84.4
Security	4.91	1.63	18.3	14.5	67.2
Pay	5.15	1.44	14.5	10.8	74.7
Self-Esteem	5.44	1.42	11.3	9.7	79.0
Promotion	4.16	1.74	32.6	20.7	46.7
Friendship	5.64	1.27	4.9	10.4	84.7
Remuneration Package	4.24	2.05	32.8	12.6	54.6
Should be present in your job...					
Independent Thought and Action	6.42	0.99	1.6	3.3	95.1
Personal Growth	6.41	0.97	1.6	1.6	96.8
Security	5.99	1.16	2.7	8.2	91.1
Pay	6.34	0.95	1.1	2.7	96.2
Self-Esteem	6.34	1.03	2.2	3.8	94.0
Promotion	6.20	1.11	2.7	4.4	92.9
Friendship	5.78	1.25	2.2	14.7	83.2
Remuneration Package	5.96	1.26	6.0	6.6	87.4

Overall, managers tend to agree that all the eight elements are present in their jobs. For instance, 88.7% of Canadian managers agreed that their jobs presented some opportunity for independent thought and action, 84.4% agreed that their job presented some opportunity for growth and development, and 84.7% agreed that their jobs presented some opportunity to develop friendships.

Using Poole et al.'s (2001) approach, differences between each job characteristic present and each job characteristic that should be present were calculated. These differences are presented in Table 16. The most striking differences between what is and what should be are promotion opportunities and remuneration packages. Managers clearly see promotion and remuneration as valuable job characteristics in the future.

Job Characteristics What is Verses What Should Be	
Statement	Dissatisfaction Score
Promotion	2.04
Remuneration Package	1.72
Pay	1.19
Security	1.08
Personal Growth	0.95
Self-Esteem	0.90
Independent Thought and Action	0.59
Friendship	0.14

Future Issues

The last research question addresses a plethora of future issues facing Canadian managers. Descriptive statistics for the 32 issues identified in this study are presented in Table 17. The vast majority of issues identified by Poole et al. (2001) and used in this study were perceived by Canadian managers as important organizational issues in the future. The exception to this is genetic screening of employees ($M = 2.88$; see Table 17).

Table 17

(1) Strongly Disagree (7) Strongly Agree

Important organizational issues in the future

Statement	Mean	Std. Dev.	Disagree %	Neutral %	Agree %
Customer satisfaction	6.52	0.75	0.5	0.5	99.0
Managing change	6.39	0.87	2.2	1.1	96.8
Managing diversity	6.25	0.92	1.6	2.2	96.2
Team working	6.24	0.90	0.5	4.8	94.6
Total Quality	6.21	0.99	1.6	5.9	92.4
Developing information technology	6.12	0.97	1.1	3.2	95.7
Developing human resources	6.08	0.99	0.5	6.5	93.2
Ethical issues	6.04	1.11	3.2	9.1	87.6
Motivation of core staff	6.02	1.05	1.6	8.1	90.3
Management/executive development	5.94	1.06	3.2	3.2	93.5
Managing knowledge workers	5.91	1.00	1.1	7.0	91.9
Globalization	5.88	1.49	11.3	12.4	76.3
Balancing stakeholders' interests	5.84	1.27	3.3	9.2	87.5
Environmental issues	5.82	1.29	4.8	7.5	87.6
business strategy	5.79	1.15	3.8	8.6	87.3
Use of the Internet	5.71	1.36	5.9	11.9	82.2
International competition	5.66	1.42	7.0	10.8	82.2
Equal opportunities/gender	5.54	1.26	4.8	14.0	81.2
Equal opportunities/age	5.53	1.20	5.4	16.1	79.6
Equal opportunities/ethnic origins	5.44	1.29	5.9	18.8	75.3
Corporate citizenship	5.43	1.15	4.3	16.8	78.8
Equal opportunities/disability	5.39	1.23	5.4	18.8	85.8
Consumer power	5.37	1.23	6.0	15.2	78.8
E-commerce	5.36	1.47	10.8	9.7	79.5
Maturation of markets	5.33	1.40	8.2	17.5	74.3
Managing international operations	5.27	1.52	12.6	14.8	72.7
North-American regulation	5.03	1.48	12.0	23.3	64.7
Managing international careers	4.97	1.55	17.9	17.9	64.1
Home working	4.96	1.40	11.4	19.5	69.2
Selling via the Internet	4.79	1.67	18.4	20.0	61.6
Government regulation	4.68	1.52	18.9	24.9	56.2
Genetic screening of employees	2.88	1.64	60.0	22.7	15.3

CHAPTER 4: DISCUSSION

One would expect that the answer to the seemingly easy question of “What do managers do?” to be straightforward. However, a perusal of exiting literatures and current practices reveals a completely different picture: a world full of complexity and multiple perspectives. This study represents an attempt to further our understanding of the role of managers with a particular reference to managers in Canada, and to link it to the question of managerial performance. Data for the study were collected from 186 managers from three different Canadian provinces. Four key managerial roles were included in the study (Luthans et al., 1985; Luthans, 1988) and managerial performance defined in terms of “success” and “effectiveness” (i.e., Javidan & Dastmalchian, 1992; Luthans, 1988) were also included. This study also examined more general views, attitudes, and perspectives of Canadian managers based on the earlier work on British managers (Mansfield & Poole, 1981; Mansfield & Poole, 991; Poole et al., 2001). What follows next is a series of discussion points focusing on three considerations: theoretical issues, contributions and future research directions, and limitations of the present research project.

Theoretical Issues

Managerial Roles and Performance

Luthans et al. (1985) and Luthans (1988) proposed a model to explain both the role of managers and the concept of success and effectiveness. The role of a manager is described by four major activities: *communication, traditional management, networking, and human resource management*. These roles reflect what managers really do and represent a mixture of earlier historical views about management by Fayol (*traditional management*), Mintzberg (*communication*), Kotter (*networking*), and Luthans et al.

(*human resource management*). According to Luthans et al. (1985) and Luthans (1988), effective managers rely on *communication* and *human resource management*, while successful managers focus primarily on *networking* and *communication*. Such a perspective serve as the basis for the two hypotheses investigated in the study.

Effectiveness

This study partially confirms the results found by Luthans et al. (1985) and Luthans (1988) on the different correlates of effectiveness. This research found that effective managers are more oriented toward the *human resource management* role than ineffective managers. It did not support Luthans's findings that effective and ineffective managers differ on the role of communication.

This research describes effective managers as being oriented toward the *human resource management* role. The most effective managers will value the people assisting them in their work. Their ability to maintain good relationships with their superiors and subordinates makes them more effective than the ineffective manager. Effective managers are also able to deal with adversity and create harmony within their working environments. They have a clear vision of the goals and objectives and are quick to identify and solve problems. They take great care in selecting the right people to assist them in their work. Effectiveness is inexorably linked to good human resource practices.

Unlike the results from previous studies (Luthans et al., 1985; Luthans, 1988), effective and ineffective Canadian managers, circa 2002, do not differ in their communication role. One possible explanation is that over the last decade plus communication in all of its various forms has become a kind of Leviathan for all managers, effective or ineffective. Because communication has become the norm for

practicing management, all managers regardless of their effectiveness understand the importance of the communication role in their jobs. It is almost as if “manager” has become synonymous with “communicator.”

Success

This study partially confirms the results found by Luthans et al. (1985) and Luthans (1988) on the different correlates of success. The research found that successful and unsuccessful managers differed in terms of their *networking* role but not on their *communication* role.

On the one hand, successful managers value networking. They are more involved with organizational politics. They are especially careful at establishing and maintaining internal and external contacts. Presumably, successful managers will use their networking skills to continue to achieve promotions and advancements within the organization. On the other hand, like effectiveness this study did not find any differences between successful and unsuccessful managers regarding communication. The impact of the communication Leviathan described earlier for effectiveness can also apply to success.

Views and Perspectives of Canadian Managers

The second contribution of the study involved understanding Canadian managers’ views and perspectives on professionalism, unions, government, job characteristics, and future issues. This discussion is important for two reasons. Firstly, it offers insight on how Canadian managers feel about important issues that impact their work environments both internally and externally. Secondly, it provides the opportunity to assess possible cultural differences between this sample of Canadian managers and Poole and his colleagues’ investigations of the views and perspectives of British managers.

Professionalism

The development of the professionalism literature has been significant in the last few years (Poole et al., 2001). This study reveals that Canadian managers perceive themselves as professionals regardless of level. This notion of professionalism seems to know no cultural boundaries (cf. Poole et al., 2001). The homogeneity between Canadian and British managers is reflected in their views on professionalism, downsizing, and job insecurity, all measured in this study.

Managerial Attitudes toward Unions

The blurring of cultural perceptions featured above does not hold when comparing Canadian and British attitudes towards unions. Generally speaking, it appears that the opinions that Canadian managers hold towards unions today are similar to those opinions expressed by British managers in the 1980s and not the British managers surveyed most recently by Poole et al. (2001). Canadian managers of today express negative opinions towards unions and perceive them as having too much power. In contrast, their British counterparts report more positive opinions on unions; they do not perceive them as illegitimate threats. Unlike Britain that has experienced a rapid reduction in the number of unions in the last 20 years, unions continue to maintain a stronghold in Canadian organizations. This may contribute to the negative perceptions by Canadian managers found in this study.

A second interesting finding from this study was that managers working in unionized organizations expressed more favorable views towards unions than those managers working in non-unionized organizations. Perhaps unions are misconceived, even vilified by those managers who do not work in a unionized environment. Managers

that have experienced working with unions tend to have a more positive view about the potential contributions unions bring to the organization. Unions lead to more formal managerial practices (Clark, 1980; Ng & Maki, 1994) which in turn may constrain managers in their day-to-day activities. But unions can also lead to improvements in productivity (Ng & Maki, 1994). Perhaps Canadian managers in non-unionized organizations are overlooking the values and underestimating the beneficial advantages.

Role of Government

Canadian and British managers seem to have more similarities than differences as far as their opinions towards the role of government. British managers do not support the intervention of government, with the exception of setting up stocks of essential raw materials. British managers just like Canadian managers, oppose governmental intervention in the control of wages and salaries (77.0%), giving more powers to ministers (77.0%), and establishing state monopolies (83.0%). Canadian and British managers agree that government should legislate strikes (58.0%) and be able to establish tribunals to investigate strikes (56%). To sum up, British and Canadian managers oppose any intervention by the government, except in cases where strikes are involved.

According to Poole et al. (2001), managers are naturally opposed to two constraints: below (unions) and above (government). This might explain why managers are so polarized against any governmental interventions. Canadian managers feel that the government should not interfere in the control of wages and salaries or the control of prices. The results of this study exposed that the only type of intervention that Canadian managers support is the arbitration of government during strikes. Peter Drucker (1954) argues in the same way as Poole et al. (2001). Drucker proposes that businesses are

driven by economic performance, while the government is not. However, managing must be entrepreneurial in nature and cannot be bureaucratic. He further concludes that the diverse regulatory functions of government are negative to the business environment due to its bureaucratic nature. This reason may explain why Canadian and British managers reject the intervention of government for most counts.

Future Job Characteristics and Issues

Finally, it is clear from this study that both Canadian and British managers report a need to move from the status quo and create greater opportunities for promotions, better benefits, and better pay. As well, British and Canadian managers agree that customer satisfaction and various issues related to human resource issues (e.g., managing change, managing diversity, and team work) are important concerns for the future. Overall, when one debates the question of whether or not there are cultural differences between British and Canadian managers one would be advised to consider the results of this study. Managers are more similar than different!

Contribution and Future Research Directions

The research project presented is significant in at least three separate ways. First, a quantitative survey questionnaire was developed for this study of what managers do. A survey questionnaire offers a different methodology than qualitative and observational methods. This is clearly a value-added contribution and will no doubt benefit future researchers in their study of managerial roles.

Second, this study adopts the dichotomous view of performance that includes the constructs of effectiveness and success. It both builds and expands on the work of Javidan and Dastmalchian (1992, 1993) and Luthans (1988). Any future studies on

managerial performance cannot afford to ignore the complex interaction between success, effectiveness, and the roles of managers.

Third, the contributions of Mansfield and Poole (1981, 1991) and Poole et al. (2001) in their longitudinal studies of British managers serve as an invaluable baseline for researchers interested in understanding the changes in the attitudes and perceptions of managers. Being sensitive to differences in the cultural values across nations, this study offers important cross-national comparisons of Canadian managers with their British counterparts. Notwithstanding the similarities found in this study, future researchers need to be vigilant to the possibility that differences in managerial attitudes and perceptions across different nations and different cultures exist.

Research Limitations

- 1) A convenience sample was used in this study. All the participants for this study were members of the CIM working in three Canadian cities: Calgary (154 members), Montreal (42 members), and Winnipeg (702 members). This type of sampling and the high concentration of Western Canadian managers may have biased the results to an extent and limited the generalizability of the study. Hence, a more representative sampling in future studies appears warranted.
- 2) The sample size of 186 respondents was quite low. As Hair, Anderson, Tatham, and Black (1998) states, as a general rule of thumb, the number of participants should be about 10 times the number of variables for factor analysis. Therefore, my results need to be interpreted with caution.
- 3) Baruch (1999) states that the average response rate for published studies involving managers is 61.8% with a standard deviation of 21.9% and for top

managers it is 36.1% with a standard deviation of 18.2%. Based on these studies, the response rate for this study (20.7%) is low, but acceptable. Nonetheless, the question of generalizability remains.

- 4) The current research uses a quantitative questionnaire to measure the perceptions and roles of Canadian managers. Clearly, a triangulated, multiple-measure approach (e.g., survey, interviews, and observations) represents an improvement on past and current efforts including this study.

CONCLUSION

Managers are a fundamental part of our modern society. Describing, and more importantly understanding, what managers actually do, is an important, though not easy task. This research project is offered as an original contribution to studying what Canadian managers actually do. The author's research of 186 managers in Canada provided the context for this discussion. In addition to highlighting the importance of roles such as *human resource management*, *traditional management*, *communication*, and *networking* for overall performance of managers; the study also provide an insight into different aspects of performance for managers. Hence, being an effective manager overall (developing employees or achieving organizational goals) requires different skill sets as opposed to merely being successful (moving up the organizational ladder more quickly).

This issue clearly needs further research in light of the recent corporate scandals in North America (e.g., Enron-Anderson). The society is smitten with a loss of confidence in the notion of managers as leaders (e.g., Bartunek, 2002). In addition, further work in this area may also shed light on the issue raised by Javidan and Dastmalchian (1992) that organizations may be rewarding inappropriate behavior of their

managers and leaders (i.e., rewarding behavior that leads to “success” as opposed to “effectiveness”).

The dynamics of understanding management and what managers do is an exciting and mystical area of study. Given the increasing awareness of the vital roles that our managers and leaders play in our societies (e.g., Drucker, 2001; Poole et al., 2001) this area of research is ripe for further analysis and investigation.

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APPENDIX A

MANAGERS' WORK PERCEPTIONS SURVEY

Dear Respondent:

The enclosed questionnaire asks how you perceive your role as a manager. Your responses and insights are greatly appreciated. Thank you for taking the time to participate in this research project; your answers are important. This survey should take you approximately 20 minutes to complete. Your individual responses are voluntary and completely **CONFIDENTIAL**. Only aggregate information will be presented in the final report.

Please answer all the questions. When you have completed the questionnaire, please return it in the self-addressed envelope.

Bruno Regimbald, B.Com
MSc (Management) Candidate
University of Lethbridge

Ali Dastmalchian, Ph.D. and Helen Kelley, Ph.D.
Project Supervisors
University of Lethbridge

Part I

Please answer the following **demographic questions** by choosing the answer that best represents you. This information is important for studying the differences between managers' perceptions about their work.

1) In which of these sectors do you work? (Please circle one response)

- | | | | |
|---|------------------------------|----|--------------------------------|
| 1 | Agriculture | 7 | Retail |
| 2 | Primary | 8 | Financial estate / Real estate |
| 3 | Manufacturing | 9 | Business services |
| 4 | Construction | 10 | Community services |
| 5 | Transportation/communication | 11 | Hospitality |
| 6 | Wholesale | 12 | Other (Please describe) |

2) What is the title of your position? _____ (Please fill in blank)

3) How many employees are there in your organization? (Please circle one response)

- 1 0-99
- 2 100-249
- 3 250-499
- 4 500-2000
- 5 More than 2000

4) Which of these categories of employment best represents you? (Please circle one response)

- 1 Lower management
- 2 Middle management
- 3 Upper management

5) What is the highest level of education that you have achieved? (Please circle one response)

- 1 Partial High School
- 2 High School Diploma
- 3 Non-University Degree/Diploma (e.g. CEGEP, Colleges, Technical schools)
- 4 Baccalaureate Degree
- 5 Master's Degree, please specify _____ (e.g., MBA, MA, MSc)
- 6 Doctor of Philosophy

6) What is your gender?

- 1 Male
- 2 Female

7) In what year were you born? _____ (Please fill in blank)

8) Is there a union (unions) in your organization? (Please circle response)

- 1 Yes
- 2 No

Part II

Please answer the following questions about your **current and previous work situations**.

- 1) How many years have you worked in management? _____ years (Please fill in blank)
- 2) How long have you worked for your present organization? _____ years (Please fill in blank)
- 3) How many times have you been promoted since joining this organization? _____ (Please fill in blank)
- 4) How many employees do you supervise? _____ (Please fill in blank)
- 5) Have you worked for a previous employer? (Please circle response)
 - 1 Yes
 - 2 No **If No, please go to part III.**
- 6) How long did you work for your previous employer? _____ years (Please fill in blank)
- 7) How many employees did you supervise? _____ (Please fill in blank)
- 8) How many times were you promoted by your previous employer? _____ (Please fill in blank)

Part III

Using the scale provided below, please rate the following questions by circling the answer which best represents your **opinion about the effectiveness of your department/unit**.

1) How effective is your department/unit compared to other departments within your <u>company</u> regarding...	Very Ineffective		Average			Very Effective	
a) Financial performance	1	2	3	4	5	6	7
b) Quality of the product/service	1	2	3	4	5	6	7
c) Employees' job satisfaction	1	2	3	4	5	6	7
d) Corporate Citizenship	1	2	3	4	5	6	7

2) How effective is your department/unit compared to <u>other companies (external benchmarks)</u> regarding...	Very Ineffective		Average			Very Effective	
a) Financial performance	1	2	3	4	5	6	7
b) Quality of the product/service	1	2	3	4	5	6	7
c) Employees' job satisfaction	1	2	3	4	5	6	7
d) Corporate Citizenship	1	2	3	4	5	6	7

Part IV

Using the scale provided below, please provide your opinion on managers as professionals. Please circle your response for each question.

	<u>Strongly</u> <u>Disagree</u>		<u>Neutral</u>		<u>Strongly</u> <u>Agree</u>	
1) Thinking about the managerial role of your work, do you regard yourself as a professional.	1	2	3	4	5	6 7
2) Existing arrangements in your organization for handling manager's individual grievances are inadequate.	1	2	3	4	5	6 7
3) In your organization, there has been too much undermining of the manager's prerogative to manage.	1	2	3	4	5	6 7
4) Top management in your organization no longer treats middle management as professionals.	1	2	3	4	5	6 7
5) In your recent experience, management jobs have become more routine and lack scope for managerial initiative and action.	1	2	3	4	5	6 7
6) In your recent experience, there has been no significant downsizing of middle management in your organization.	1	2	3	4	5	6 7
7) In your recent experience, management jobs have become less secure.	1	2	3	4	5	6 7

Part V

Using the scale provided below, please provide your attitude toward unions. Please circle your response for each question.

	<u>Strongly</u> <u>Disagree</u>		<u>Neutral</u>		<u>Strongly</u> <u>Agree</u>	
1) Union membership should be purely voluntary.	1	2	3	4	5	6 7
2) Unions are not acting in the country's best economic interests.	1	2	3	4	5	6 7
3) Unions today have too much power.	1	2	3	4	5	6 7
4) Unions should be solely concerned with pay and working conditions.	1	2	3	4	5	6 7
5) All in all, unions have more power than management.	1	2	3	4	5	6 7
6) Unions should be prepared, if necessary, to use any form of industrial action they deem to be effective.	1	2	3	4	5	6 7

Part VI

Using the scale provided below, please provide your opinion on the role of the government in the work environment. Please circle your response for each question.

	<u>Strongly Disagree</u>	<u>Neutral</u>	<u>Strongly Agree</u>
The government should...			
1) Establish strike regulation	1 2 3	4 5 6	7
2) Have compulsory arbitration	1 2 3	4 5 6	7
3) Establish tribunals to investigate strikes	1 2 3	4 5 6	7
4) Set up stocks of essential raw materials	1 2 3	4 5 6	7
5) Control imports	1 2 3	4 5 6	7
6) Restructure industry	1 2 3	4 5 6	7
7) Control prices	1 2 3	4 5 6	7
8) Control foreign enterprises in Canada	1 2 3	4 5 6	7
9) Increase government co-ordination of industry	1 2 3	4 5 6	7
10) Channel investments	1 2 3	4 5 6	7
11) Subsidize exports	1 2 3	4 5 6	7
12) Control wages and salaries	1 2 3	4 5 6	7
13) Give more powers to government ministers	1 2 3	4 5 6	7
14) Establish state monopolies	1 2 3	4 5 6	7

Part VII

Using the scales provided below, please provide your opinion on your role as a manager. Please circle your response for each question.

	Infrequently	Moderately	Frequently
I write ...			
a) Emails.	1 2 3 4	5 6 7	
b) Reports.	1 2 3 4	5 6 7	
c) Memos.	1 2 3 4	5 6 7	
d) Letters.	1 2 3 4	5 6 7	
I read ...			
a) Emails.	1 2 3 4	5 6 7	
b) Reports.	1 2 3 4	5 6 7	
c) Memos.	1 2 3 4	5 6 7	
d) Letters.	1 2 3 4	5 6 7	

	<u>Strongly Disagree</u>	<u>Neutral</u>	<u>Strongly Agree</u>
1) Answering routine and procedural questions is part of my job.	1 2 3	4 5 6	7
2) Attending informational meetings is part of my job.	1 2 3	4 5 6	7
3) I prefer to <u>send</u> routine information in written form.	1 2 3	4 5 6	7
4) I prefer to <u>send</u> routine information verbally.	1 2 3	4 5 6	7
5) I prefer to <u>receive</u> information in writing.	1 2 3	4 5 6	7
6) I prefer to <u>receive</u> information verbally.	1 2 3	4 5 6	7

Which of the following are part of your job responsibilities?

	<u>Strongly Disagree</u>			<u>Neutral</u>			<u>Strongly Agree</u>		
1) Setting goals and objectives.	1	2	3	4	5	6	7		
2) Providing routine instructions to my subordinates.	1	2	3	4	5	6	7		
3) Assigning tasks to my subordinates.	1	2	3	4	5	6	7		
4) Organizing work.	1	2	3	4	5	6	7		
5) Coordinating the activities of subordinates to keep work running smoothly.	1	2	3	4	5	6	7		
6) Developing new procedures to increase efficiency.	1	2	3	4	5	6	7		
7) Identifying problems.	1	2	3	4	5	6	7		
8) Making decisions regarding problems.	1	2	3	4	5	6	7		
9) Handling day-to-day crisis.	1	2	3	4	5	6	7		
10) Inspecting subordinates' work.	1	2	3	4	5	6	7		
11) Monitoring performance of subordinates (e.g. computer printouts, production, financial reports).	1	2	3	4	5	6	7		
12) Controlling how tasks are completed by subordinates.	1	2	3	4	5	6	7		
13) Walking around to assess subordinates' work.	1	2	3	4	5	6	7		

Which of the following are an important aspect of your job?

	<u>Strongly Disagree</u>			<u>Neutral</u>			<u>Strongly Agree</u>		
1) Public and community.	1	2	3	4	5	6	7		
2) Customer interaction.	1	2	3	4	5	6	7		
3) Supplier interaction.	1	2	3	4	5	6	7		
4) External meetings.	1	2	3	4	5	6	7		
5) Nonwork-related interaction (joking around, family discussions, etc.).	1	2	3	4	5	6	7		
6) Organizational politics.	1	2	3	4	5	6	7		
7) Discussing rumors and hearsay.	1	2	3	4	5	6	7		
8) Establishing contacts.	1	2	3	4	5	6	7		
9) Maintaining contacts to help me with my future career.	1	2	3	4	5	6	7		

Please provide your opinion on the following human relations questions.

	<u>Strongly Disagree</u>			<u>Neutral</u>			<u>Strongly Agree</u>		
1) I encourage employee participation.	1	2	3	4	5	6	7		
2) I thank employees for their work.	1	2	3	4	5	6	7		
3) I compliment employees on their work.	1	2	3	4	5	6	7		
4) I delegate responsibilities to my subordinates.	1	2	3	4	5	6	7		
5) I do not give my subordinates authority.	1	2	3	4	5	6	7		
6) I listen to suggestions made by my subordinates.	1	2	3	4	5	6	7		
7) I encourage employees to determine how to complete their own work.	1	2	3	4	5	6	7		
8) I feel that enforcing rules is important.	1	2	3	4	5	6	7		
9) I feel that enforcing policies is important.	1	2	3	4	5	6	7		
10) I feel that providing feedback on poor performance is not important.	1	2	3	4	5	6	7		
11) I feel that reprimanding is important.	1	2	3	4	5	6	7		
12) I know how to create win-win situations in conflicts.	1	2	3	4	5	6	7		
13) I can manage tensions.	1	2	3	4	5	6	7		
14) I get people to relax during conflict.	1	2	3	4	5	6	7		
15) I am able to call on different conflict management approaches specific to the situation.	1	2	3	4	5	6	7		
16) I know how to keep a conflict situation moving towards a productive conclusion.	1	2	3	4	5	6	7		
17) I know how to initiate conflict in a meeting in order to ensure that different points of view are heard.	1	2	3	4	5	6	7		
18) I hire employees.	1	2	3	4	5	6	7		
19) I dismiss employees.	1	2	3	4	5	6	7		
20) I cannot modify job descriptions.	1	2	3	4	5	6	7		
21) I interview employees myself.	1	2	3	4	5	6	7		
22) I can staff jobs when needed.	1	2	3	4	5	6	7		
23) I am able to coach subordinates effectively.	1	2	3	4	5	6	7		
24) I feel comfortable acting as an advisor to subordinates.	1	2	3	4	5	6	7		
25) I am able to mentor.	1	2	3	4	5	6	7		
26) I help subordinates to grow and develop.	1	2	3	4	5	6	7		
27) I am able to advise subordinates on important matters.	1	2	3	4	5	6	7		

Part VIII

Using the scale provided below, **please rate views that may relate to you.** Please circle your response for each question.

	Strongly <u>Disagree</u>	<u>Neutral</u>	Strongly <u>Agree</u>
1) My employees feel fortunate to work with me.	1 2 3	4 5 6	7
2) The performance of my unit is above average.	1 2 3	4 5 6	7
3) I consider myself a natural leader.	1 2 3	4 5 6	7
4) I am widely recognized as a "star".	1 2 3	4 5 6	7
5) I am highly regarded by my subordinates.	1 2 3	4 5 6	7
6) My employees view me as an ideal manager.	1 2 3	4 5 6	7
7) My superiors view me as an ideal manager.	1 2 3	4 5 6	7
8) Many employees use me as a role model.	1 2 3	4 5 6	7
9) I have a series of rapid promotions.	1 2 3	4 5 6	7
10) I usually receive big pay increases.	1 2 3	4 5 6	7
11) I always perform better than average.	1 2 3	4 5 6	7

Part IX

Using the scale provided below, please rate the following questions according to the **characteristics present in your job** and the **characteristics that should be present in your job.** Please circle your response for each item.

<i>1) This characteristic is <u>present</u> in your job...</i>	Strongly <u>Disagree</u>	<u>Neutral</u>	Strongly <u>Agree</u>
a) Opportunity for independent thought and action	1 2 3	4 5 6	7
b) Opportunity for personal growth and development	1 2 3	4 5 6	7
c) Security	1 2 3	4 5 6	7
d) Adequate pay	1 2 3	4 5 6	7
e) Self-esteem	1 2 3	4 5 6	7
f) Promotion opportunities	1 2 3	4 5 6	7
g) Opportunity to develop friendships	1 2 3	4 5 6	7
h) Remuneration package (stock options, bonuses, insurances, etc.)	1 2 3	4 5 6	7

<i>2) This characteristic <u>should be</u> present in your job...</i>	Strongly <u>Disagree</u>	<u>Neutral</u>	Strongly <u>Agree</u>
a) Opportunity for independent thought and action	1 2 3	4 5 6	7
b) Opportunity for personal growth and development	1 2 3	4 5 6	7
c) Security	1 2 3	4 5 6	7
d) Adequate pay	1 2 3	4 5 6	7
e) Self-esteem	1 2 3	4 5 6	7
f) Promotion opportunities	1 2 3	4 5 6	7
g) Opportunity to develop friendships	1 2 3	4 5 6	7
h) Remuneration package (stock options, bonuses, insurances, etc.)	1 2 3	4 5 6	7

Part X

*Using the scale provided below, please describe **what issues are likely to be important in organizations over the next decade**. Please circle your response for each question.*

	<u>Not</u>		<u>Moderate</u>			<u>Extremely</u>	
	<u>Important</u>					<u>Important</u>	
1) Balancing stakeholders' interests	1	2	3	4	5	6	7
2) Consumer power	1	2	3	4	5	6	7
3) Corporate citizenship	1	2	3	4	5	6	7
4) Customer satisfaction	1	2	3	4	5	6	7
5) Developing human resources	1	2	3	4	5	6	7
6) Developing information technology	1	2	3	4	5	6	7
7) E-commerce	1	2	3	4	5	6	7
8) Environmental issues	1	2	3	4	5	6	7
9) Equal opportunities/age	1	2	3	4	5	6	7
10) Equal opportunities/disability	1	2	3	4	5	6	7
11) Equal opportunities/ethnic origins	1	2	3	4	5	6	7
12) Equal opportunities/gender	1	2	3	4	5	6	7
13) Ethical issues	1	2	3	4	5	6	7
14) Genetic screening of employees	1	2	3	4	5	6	7
15) Globalization	1	2	3	4	5	6	7
16) Government regulation	1	2	3	4	5	6	7
17) Home working	1	2	3	4	5	6	7
18) International competition	1	2	3	4	5	6	7
19) Linkage of human resource and business strategy	1	2	3	4	5	6	7
20) Management/executive development	1	2	3	4	5	6	7
21) Managing change	1	2	3	4	5	6	7
22) Managing diversity	1	2	3	4	5	6	7
23) Managing international careers	1	2	3	4	5	6	7
24) Managing international operations	1	2	3	4	5	6	7
25) Managing knowledge workers	1	2	3	4	5	6	7
26) Maturation of markets	1	2	3	4	5	6	7
27) Motivation of core staff	1	2	3	4	5	6	7
28) North-American regulation	1	2	3	4	5	6	7
29) Selling via the Internet	1	2	3	4	5	6	7
30) Team working	1	2	3	4	5	6	7
31) Total Quality	1	2	3	4	5	6	7
32) Use of the Internet	1	2	3	4	5	6	7

THANK YOU FOR COMPLETING THIS QUESTIONNAIRE. IT IS GREATLY APPRECIATED!

Your responses to the survey questions are strictly confidential. Responses will be summarized and aggregated across all participants, and only summary information will be included in my research report. Your input is valued and your insightful experiences about being a manager are appreciated. Please do not hesitate to contact me if you should have questions.

A copy of the final report will be provided to the Canadian Institute of Management, which will be available for distribution among the membership.

Please be aware that this research is being carried out in accordance with the Tri-Council Policy Statement: Ethical Conduct for Research Involving Humans, and The University of Lethbridge Policies. If you require further information on any ethical concerns of this research, please call: 403-329-2747. If you have any questions, please contact Dr. Robert Boudreau, Director of Graduate Programs and Research at The University of Lethbridge - phone number: 403-329-2646, fax: 403-329-2038 or by e-mail: boudreau@uleth.ca.

Thank you for your participation and your feedback.

Bruno Regimbald, B.Com
MSc (Management) Candidate
University of Lethbridge

Ali Dastmalchian, Ph.D. and Helen Kelley, Ph.D.
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APPENDIX B

June 30, 2002

Dear Respondent:

The roles and functions of managers in our society have undergone drastic changes during the last decade and continue to evolve and transform. Given the crucial impact of management on our communities, organizations and economy, we need to better understand such changes in order to better train and develop present and future managers. To this end, I am writing to ask for your assistance and participation in a study that I am conducting. This is part of the requirement for my Master of Science degree in Management at the University of Lethbridge, supervised by Professors Ali Dastmalchian and Helen Kelley. The attached questionnaire is designed to solicit your views about managerial work and your perceptions about future challenges and changes. The Calgary, Montreal and Winnipeg branches of the Canadian Institute of Management (CIM) have endorsed this study. The survey will be distributed to CIM members in these branches, and the participation is voluntary.

Your assistance in the study by providing your views and perceptions is very important for this research. Completing the attached questionnaire should take approximately 20 minutes. Please take the time to complete the questionnaire and mail it in the enclosed self-addressed envelope. Your responses are **strictly confidential and will only be seen by the principal researchers**. Please note that the mail-out in Manitoba has been done by the Winnipeg branch office of CIM. Your completion of the questionnaire indicates your willingness to participate and your informed consent to be part of this study. This research project has the approval of the Faculty of Management Research & Ethics Committee at the University of Lethbridge, and is consistent with the Tri-Council Policy Statement on the ethical conduct for research involving humans. In return for your participation, a copy of the final report will be provided to the Canadian Institute of Management.

We greatly appreciate your participation in this research and thank you for your time. Responses will be aggregated across all participants, and summary information will be included in the research report. If you have any questions about the survey, please contact me, Bruno Regimbald, at (403) 382-7158 (email: bruno.regimbald@uleth.ca), Dr. Ali Dastmalchian, (403) 329-2633 (email: dastmal@uleth.ca), or Dr. Helen Kelley (403) 329-2686 (email: helen.kelley@uleth.ca).

Sincerely,

Bruno Regimbald, B.B.A.
MSc (Management) Candidate

Ali Dastmalchian, Ph.D.
Full Professor
Project Supervisor

Helen Kelley, Ph.D.
Assistant Professor
Project Supervisor

CC. Ruth McFarland
CIM, Calgary
E-mail: cim_calgary@shaw.ca

APPENDIX C

Table A1

Communication Role Rotated Component Matrix

Question (Section VII: Your Role as a Manager)	Factor 1 Exchanging Information	Factor 2 Verbal/Writing	Factor 3 E-mail	Factor 4 Routine Information
I write emails			0.90	
I write reports	0.67			
I write memos	0.80			
I write letters	0.81			
I read email			0.91	
I read reports	0.59			
I read memos	0.79			
I read letters	0.86			
Answering routine and procedural questions is part of my job				0.83
Attending informational meetings is part of my job				0.68
I prefer to send routine information in written form (reversed)		0.74		
I prefer to send routine information verbally		0.85		
I prefer to receive information in writing (reversed)		0.69		
I prefer to receive information verbally		0.73		

Table A2

Traditional Management Role Rotated Component Matrix

Question (Section VII: Job Responsibilities)	Factor 1 Controlling	Factor 2 Decision Making	Factor 3 Organizing
1	0.74		
2		0.62	
3	0.61		
4	0.71		
5			0.64
6	0.70		
7		0.74	
8		0.82	
9		0.70	
10			0.80
11	0.74		
12	0.78		
13	0.82		

Table A3

Networking Role Rotated Component Matrix

Question (Section VII: Important Aspect of your Job)	Factor 1 Establishing Contacts	Factor 2 Discussing Rumors	Factor 3 Public & Customers' Interaction
1			0.76
2			0.80
3	0.55		
4	0.69		
5		0.70	
6		0.72	
7		0.77	
8	0.79		
9	0.75		

Table A4

Human Resource Management Role Rotated Component Matrix

Question (Section VII: Human Relation)	Factor 1 Managing Conflict	Factor 2 Training	Factor 3 Motivating	Factor 4 Staffing	Factor 5 Disciplining	Factor 6 Delegating
1			0.48			
2			0.75			
3			0.77			
4			0.64	0.41		
5						0.66
6			0.68			
7			0.62			
8					0.78	
9					0.80	
10		-0.40			-0.49	
11						0.53
12	0.82					
13	0.85					
14	0.80					
15	0.79					
16	0.82					
17						
18				0.88		
19				0.82		
20						0.73
21				0.85		
22				0.76		
23		0.62				
24		0.74		0.41		
25		0.81				
26		0.72				
27		0.69				

Table A5

Success and Effectiveness Rotated Component Matrix

Question Section VIII	Factor 1 Effectiveness	Factor 2 Success
1	0.73	
2	0.41	
3	0.66	
4	0.55	
5	0.81	
6	0.84	
7	0.56	
8	0.63	
9		0.83
10		0.88
11		

APPENDIX A

MANAGERS' WORK PERCEPTIONS SURVEY

Dear Respondent:

The enclosed questionnaire asks how you perceive your role as a manager. Your responses and insights are greatly appreciated. Thank you for taking the time to participate in this research project; your answers are important. This survey should take you approximately 20 minutes to complete. Your individual responses are voluntary and completely **CONFIDENTIAL**. Only aggregate information will be presented in the final report.

Please answer all the questions. When you have completed the questionnaire, please return it in the self-addressed envelope.

Bruno Regimbald, B.Com
MSc (Management) Candidate
University of Lethbridge

Ali Dastmalchian, Ph.D. and Helen Kelley, Ph.D.
Project Supervisors
University of Lethbridge

Part I

Please answer the following **demographic questions** by choosing the answer that best represents you. This information is important for studying the differences between managers' perceptions about their work.

1) In which of these sectors do you work? (Please circle one response)

- | | | | |
|---|------------------------------|----|--------------------------------|
| 1 | Agriculture | 7 | Retail |
| 2 | Primary | 8 | Financial estate / Real estate |
| 3 | Manufacturing | 9 | Business services |
| 4 | Construction | 10 | Community services |
| 5 | Transportation/communication | 11 | Hospitality |
| 6 | Wholesale | 12 | Other (Please describe) |

2) What is the title of your position? _____ (Please fill in blank)

3) How many employees are there in your organization? (Please circle one response)

- 1 0-99
- 2 100-249
- 3 250-499
- 4 500-2000
- 5 More than 2000

4) Which of these categories of employment best represents you? (Please circle one response)

- 1 Lower management
- 2 Middle management
- 3 Upper management

5) What is the highest level of education that you have achieved? (Please circle one response)

- 1 Partial High School
- 2 High School Diploma
- 3 Non-University Degree/Diploma (e.g. CEGEP, Colleges, Technical schools)
- 4 Baccalaureate Degree
- 5 Master's Degree, please specify _____ (e.g., MBA, MA, MSc)
- 6 Doctor of Philosophy

6) What is your gender?

- 1 Male
- 2 Female

7) In what year were you born? _____ (Please fill in blank)

8) Is there a union (unions) in your organization? (Please circle response)

- 1 Yes
- 2 No

Part II

Please answer the following questions about your **current and previous work situations**.

- 1) How many years have you worked in management? _____ years (Please fill in blank)
- 2) How long have you worked for your present organization? _____ years (Please fill in blank)
- 3) How many times have you been promoted since joining this organization? _____ (Please fill in blank)
- 4) How many employees do you supervise? _____ (Please fill in blank)
- 5) Have you worked for a previous employer? (Please circle response)
 - 1 Yes
 - 2 No **If No, please go to part III.**
- 6) How long did you work for your previous employer? _____ years (Please fill in blank)
- 7) How many employees did you supervise? _____ (Please fill in blank)
- 8) How many times were you promoted by your previous employer? _____ (Please fill in blank)

Part III

Using the scale provided below, please rate the following questions by circling the answer which best represents your **opinion about the effectiveness of your department/unit**.

1) How effective is your department/unit compared to other departments within your <u>company</u> regarding...	Very Ineffective		Average			Very Effective	
a) Financial performance	1	2	3	4	5	6	7
b) Quality of the product/service	1	2	3	4	5	6	7
c) Employees' job satisfaction	1	2	3	4	5	6	7
d) Corporate Citizenship	1	2	3	4	5	6	7

2) How effective is your department/unit compared to <u>other companies (external benchmarks)</u> regarding...	Very Ineffective		Average			Very Effective	
a) Financial performance	1	2	3	4	5	6	7
b) Quality of the product/service	1	2	3	4	5	6	7
c) Employees' job satisfaction	1	2	3	4	5	6	7
d) Corporate Citizenship	1	2	3	4	5	6	7

Part IV

*Using the scale provided below, please provide your opinion on **managers as professionals**. Please circle your response for each question.*

	<u>Strongly</u> <u>Disagree</u>	<u>Neutral</u>					<u>Strongly</u> <u>Agree</u>
1) Thinking about the managerial role of your work, do you regard yourself as a professional.	1	2	3	4	5	6	7
2) Existing arrangements in your organization for handling manager's individual grievances are inadequate.	1	2	3	4	5	6	7
3) In your organization, there has been too much undermining of the manager's prerogative to manage.	1	2	3	4	5	6	7
4) Top management in your organization no longer treats middle management as professionals.	1	2	3	4	5	6	7
5) In your recent experience, management jobs have become more routine and lack scope for managerial initiative and action.	1	2	3	4	5	6	7
6) In your recent experience, there has been no significant downsizing of middle management in your organization.	1	2	3	4	5	6	7
7) In your recent experience, management jobs have become less secure.	1	2	3	4	5	6	7

Part V

*Using the scale provided below, please provide your **attitude toward unions**. Please circle your response for each question.*

	<u>Strongly</u> <u>Disagree</u>	<u>Neutral</u>					<u>Strongly</u> <u>Agree</u>
1) Union membership should be purely voluntary.	1	2	3	4	5	6	7
2) Unions are not acting in the country's best economic interests.	1	2	3	4	5	6	7
3) Unions today have too much power.	1	2	3	4	5	6	7
4) Unions should be solely concerned with pay and working conditions.	1	2	3	4	5	6	7
5) All in all, unions have more power than management.	1	2	3	4	5	6	7
6) Unions should be prepared, if necessary, to use any form of industrial action they deem to be effective.	1	2	3	4	5	6	7

Part VI

Using the scale provided below, please provide your opinion on the role of the government in the work environment. Please circle your response for each question.

	<u>Strongly</u> <u>Disagree</u>		<u>Neutral</u>		<u>Strongly</u> <u>Agree</u>
The government should...					
1) Establish strike regulation	1	2	3	4	5 6 7
2) Have compulsory arbitration	1	2	3	4	5 6 7
3) Establish tribunals to investigate strikes	1	2	3	4	5 6 7
4) Set up stocks of essential raw materials	1	2	3	4	5 6 7
5) Control imports	1	2	3	4	5 6 7
6) Restructure industry	1	2	3	4	5 6 7
7) Control prices	1	2	3	4	5 6 7
8) Control foreign enterprises in Canada	1	2	3	4	5 6 7
9) Increase government co-ordination of industry	1	2	3	4	5 6 7
10) Channel investments	1	2	3	4	5 6 7
11) Subsidize exports	1	2	3	4	5 6 7
12) Control wages and salaries	1	2	3	4	5 6 7
13) Give more powers to government ministers	1	2	3	4	5 6 7
14) Establish state monopolies	1	2	3	4	5 6 7

Part VII

Using the scales provided below, please provide your opinion on your role as a manager. Please circle your response for each question.

	Infrequently	Moderately	Frequently
I write ...			
a) Emails.	1	2 3 4	5 6 7
b) Reports.	1	2 3 4	5 6 7
c) Memos.	1	2 3 4	5 6 7
d) Letters.	1	2 3 4	5 6 7
I read ...			
a) Emails.	1	2 3 4	5 6 7
b) Reports.	1	2 3 4	5 6 7
c) Memos.	1	2 3 4	5 6 7
d) Letters.	1	2 3 4	5 6 7

	<u>Strongly</u> <u>Disagree</u>		<u>Neutral</u>		<u>Strongly</u> <u>Agree</u>
1) Answering routine and procedural questions is part of my job.	1	2	3	4	5 6 7
2) Attending informational meetings is part of my job.	1	2	3	4	5 6 7
3) I prefer to <u>send</u> routine information in written form.	1	2	3	4	5 6 7
4) I prefer to <u>send</u> routine information verbally.	1	2	3	4	5 6 7
5) I prefer to <u>receive</u> information in writing.	1	2	3	4	5 6 7
6) I prefer to <u>receive</u> information verbally.	1	2	3	4	5 6 7

Which of the following are part of your job responsibilities?

	<u>Strongly Disagree</u>			<u>Neutral</u>			<u>Strongly Agree</u>		
1) Setting goals and objectives.	1	2	3	4	5	6	7		
2) Providing routine instructions to my subordinates.	1	2	3	4	5	6	7		
3) Assigning tasks to my subordinates.	1	2	3	4	5	6	7		
4) Organizing work.	1	2	3	4	5	6	7		
5) Coordinating the activities of subordinates to keep work running smoothly.	1	2	3	4	5	6	7		
6) Developing new procedures to increase efficiency.	1	2	3	4	5	6	7		
7) Identifying problems.	1	2	3	4	5	6	7		
8) Making decisions regarding problems.	1	2	3	4	5	6	7		
9) Handling day-to-day crisis.	1	2	3	4	5	6	7		
10) Inspecting subordinates' work.	1	2	3	4	5	6	7		
11) Monitoring performance of subordinates (e.g. computer printouts, production, financial reports).	1	2	3	4	5	6	7		
12) Controlling how tasks are completed by subordinates.	1	2	3	4	5	6	7		
13) Walking around to assess subordinates' work.	1	2	3	4	5	6	7		

Which of the following are an important aspect of your job?

	<u>Strongly Disagree</u>			<u>Neutral</u>			<u>Strongly Agree</u>		
1) Public and community.	1	2	3	4	5	6	7		
2) Customer interaction.	1	2	3	4	5	6	7		
3) Supplier interaction.	1	2	3	4	5	6	7		
4) External meetings.	1	2	3	4	5	6	7		
5) Nonwork-related interaction (joking around, family discussions, etc.).	1	2	3	4	5	6	7		
6) Organizational politics.	1	2	3	4	5	6	7		
7) Discussing rumors and hearsay.	1	2	3	4	5	6	7		
8) Establishing contacts.	1	2	3	4	5	6	7		
9) Maintaining contacts to help me with my future career.	1	2	3	4	5	6	7		

Please provide your opinion on the following human relations questions.

	<u>Strongly Disagree</u>			<u>Neutral</u>			<u>Strongly Agree</u>		
1) I encourage employee participation.	1	2	3	4	5	6	7		
2) I thank employees for their work.	1	2	3	4	5	6	7		
3) I compliment employees on their work.	1	2	3	4	5	6	7		
4) I delegate responsibilities to my subordinates.	1	2	3	4	5	6	7		
5) I do not give my subordinates authority.	1	2	3	4	5	6	7		
6) I listen to suggestions made by my subordinates.	1	2	3	4	5	6	7		
7) I encourage employees to determine how to complete their own work.	1	2	3	4	5	6	7		
8) I feel that enforcing rules is important.	1	2	3	4	5	6	7		
9) I feel that enforcing policies is important.	1	2	3	4	5	6	7		
10) I feel that providing feedback on poor performance is not important.	1	2	3	4	5	6	7		
11) I feel that reprimanding is important.	1	2	3	4	5	6	7		
12) I know how to create win-win situations in conflicts.	1	2	3	4	5	6	7		
13) I can manage tensions.	1	2	3	4	5	6	7		
14) I get people to relax during conflict.	1	2	3	4	5	6	7		
15) I am able to call on different conflict management approaches specific to the situation.	1	2	3	4	5	6	7		
16) I know how to keep a conflict situation moving towards a productive conclusion.	1	2	3	4	5	6	7		
17) I know how to initiate conflict in a meeting in order to ensure that different points of view are heard.	1	2	3	4	5	6	7		
18) I hire employees.	1	2	3	4	5	6	7		
19) I dismiss employees.	1	2	3	4	5	6	7		
20) I cannot modify job descriptions.	1	2	3	4	5	6	7		
21) I interview employees myself.	1	2	3	4	5	6	7		
22) I can staff jobs when needed.	1	2	3	4	5	6	7		
23) I am able to coach subordinates effectively.	1	2	3	4	5	6	7		
24) I feel comfortable acting as an advisor to subordinates.	1	2	3	4	5	6	7		
25) I am able to mentor.	1	2	3	4	5	6	7		
26) I help subordinates to grow and develop.	1	2	3	4	5	6	7		
27) I am able to advise subordinates on important matters.	1	2	3	4	5	6	7		

Part VIII

Using the scale provided below, **please rate views that may relate to you.** Please circle your response for each question.

	Strongly <u>Disagree</u>		<u>Neutral</u>				Strongly <u>Agree</u>
1) My employees feel fortunate to work with me.	1	2	3	4	5	6	7
2) The performance of my unit is above average.	1	2	3	4	5	6	7
3) I consider myself a natural leader.	1	2	3	4	5	6	7
4) I am widely recognized as a "star".	1	2	3	4	5	6	7
5) I am highly regarded by my subordinates.	1	2	3	4	5	6	7
6) My employees view me as an ideal manager.	1	2	3	4	5	6	7
7) My superiors view me as an ideal manager.	1	2	3	4	5	6	7
8) Many employees use me as a role model.	1	2	3	4	5	6	7
9) I have a series of rapid promotions.	1	2	3	4	5	6	7
10) I usually receive big pay increases.	1	2	3	4	5	6	7
11) I always perform better than average.	1	2	3	4	5	6	7

Part IX

Using the scale provided below, please rate the following questions according to the **characteristics present in your job** and the **characteristics that should be present in your job.** Please circle your response for each item.

	Strongly <u>Disagree</u>		<u>Neutral</u>				Strongly <u>Agree</u>
<i>1) This characteristic is <u>present</u> in your job...</i>							
a) Opportunity for independent thought and action	1	2	3	4	5	6	7
b) Opportunity for personal growth and development	1	2	3	4	5	6	7
c) Security	1	2	3	4	5	6	7
d) Adequate pay	1	2	3	4	5	6	7
e) Self-esteem	1	2	3	4	5	6	7
f) Promotion opportunities	1	2	3	4	5	6	7
g) Opportunity to develop friendships	1	2	3	4	5	6	7
h) Remuneration package (stock options, bonuses, insurances, etc.)	1	2	3	4	5	6	7

	Strongly <u>Disagree</u>		<u>Neutral</u>				Strongly <u>Agree</u>
<i>2) This characteristic <u>should be</u> present in your job...</i>							
a) Opportunity for independent thought and action	1	2	3	4	5	6	7
b) Opportunity for personal growth and development	1	2	3	4	5	6	7
c) Security	1	2	3	4	5	6	7
d) Adequate pay	1	2	3	4	5	6	7
e) Self-esteem	1	2	3	4	5	6	7
f) Promotion opportunities	1	2	3	4	5	6	7
g) Opportunity to develop friendships	1	2	3	4	5	6	7
h) Remuneration package (stock options, bonuses, insurances, etc.)	1	2	3	4	5	6	7

Part X

*Using the scale provided below, please describe **what issues are likely to be important in organizations over the next decade**. Please circle your response for each question.*

	<u>Not</u>		<u>Moderate</u>			<u>Extremely</u>	
	<u>Important</u>					<u>Important</u>	
	1	2	3	4	5	6	7
1) Balancing stakeholders' interests	1	2	3	4	5	6	7
2) Consumer power	1	2	3	4	5	6	7
3) Corporate citizenship	1	2	3	4	5	6	7
4) Customer satisfaction	1	2	3	4	5	6	7
5) Developing human resources	1	2	3	4	5	6	7
6) Developing information technology	1	2	3	4	5	6	7
7) E-commerce	1	2	3	4	5	6	7
8) Environmental issues	1	2	3	4	5	6	7
9) Equal opportunities/age	1	2	3	4	5	6	7
10) Equal opportunities/disability	1	2	3	4	5	6	7
11) Equal opportunities/ethnic origins	1	2	3	4	5	6	7
12) Equal opportunities/gender	1	2	3	4	5	6	7
13) Ethical issues	1	2	3	4	5	6	7
14) Genetic screening of employees	1	2	3	4	5	6	7
15) Globalization	1	2	3	4	5	6	7
16) Government regulation	1	2	3	4	5	6	7
17) Home working	1	2	3	4	5	6	7
18) International competition	1	2	3	4	5	6	7
19) Linkage of human resource and business strategy	1	2	3	4	5	6	7
20) Management/executive development	1	2	3	4	5	6	7
21) Managing change	1	2	3	4	5	6	7
22) Managing diversity	1	2	3	4	5	6	7
23) Managing international careers	1	2	3	4	5	6	7
24) Managing international operations	1	2	3	4	5	6	7
25) Managing knowledge workers	1	2	3	4	5	6	7
26) Maturation of markets	1	2	3	4	5	6	7
27) Motivation of core staff	1	2	3	4	5	6	7
28) North-American regulation	1	2	3	4	5	6	7
29) Selling via the Internet	1	2	3	4	5	6	7
30) Team working	1	2	3	4	5	6	7
31) Total Quality	1	2	3	4	5	6	7
32) Use of the Internet	1	2	3	4	5	6	7

THANK YOU FOR COMPLETING THIS QUESTIONNAIRE. IT IS GREATLY APPRECIATED!

Your responses to the survey questions are strictly confidential. Responses will be summarized and aggregated across all participants, and only summary information will be included in my research report. Your input is valued and your insightful experiences about being a manager are appreciated. Please do not hesitate to contact me if you should have questions.

A copy of the final report will be provided to the Canadian Institute of Management, which will be available for distribution among the membership.

Please be aware that this research is being carried out in accordance with the Tri-Council Policy Statement: Ethical Conduct for Research Involving Humans, and The University of Lethbridge Policies. If you require further information on any ethical concerns of this research, please call: 403-329-2747. If you have any questions, please contact Dr. Robert Boudreau, Director of Graduate Programs and Research at The University of Lethbridge - phone number: 403-329-2646, fax: 403-329-2038 or by e-mail: boudreau@uleth.ca.

Thank you for your participation and your feedback.

Bruno Regimbald, B.Com
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University of Lethbridge

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APPENDIX B

June 30, 2002

Dear Respondent:

The roles and functions of managers in our society have undergone drastic changes during the last decade and continue to evolve and transform. Given the crucial impact of management on our communities, organizations and economy, we need to better understand such changes in order to better train and develop present and future managers. To this end, I am writing to ask for your assistance and participation in a study that I am conducting. This is part of the requirement for my Master of Science degree in Management at the University of Lethbridge, supervised by Professors Ali Dastmalchian and Helen Kelley. The attached questionnaire is designed to solicit your views about managerial work and your perceptions about future challenges and changes. The Calgary, Montreal and Winnipeg branches of the Canadian Institute of Management (CIM) have endorsed this study. The survey will be distributed to CIM members in these branches, and the participation is voluntary.

Your assistance in the study by providing your views and perceptions is very important for this research. Completing the attached questionnaire should take approximately 20 minutes. Please take the time to complete the questionnaire and mail it in the enclosed self-addressed envelope. Your responses are **strictly confidential and will only be seen by the principal researchers**. Please note that the mail-out in Manitoba has been done by the Winnipeg branch office of CIM. Your completion of the questionnaire indicates your willingness to participate and your informed consent to be part of this study. This research project has the approval of the Faculty of Management Research & Ethics Committee at the University of Lethbridge, and is consistent with the Tri-Council Policy Statement on the ethical conduct for research involving humans. In return for your participation, a copy of the final report will be provided to the Canadian Institute of Management.

We greatly appreciate your participation in this research and thank you for your time. Responses will be aggregated across all participants, and summary information will be included in the research report. If you have any questions about the survey, please contact me, Bruno Regimbald, at (403) 382-7158 (email: bruno.regimbald@uleth.ca), Dr. Ali Dastmalchian, (403) 329-2633 (email: dastmal@uleth.ca), or Dr. Helen Kelley (403) 329-2686 (email: helen.kelley@uleth.ca).

Sincerely,

Bruno Regimbald, B.B.A.
MSc (Management) Candidate

Ali Dastmalchian, Ph.D.
Full Professor and
Project Supervisor

Helen Kelley, Ph.D.
Assistant Professor and
Project Supervisor

CC. Ruth McFarland
CIM, Calgary
E-mail: cim_calgary@shaw.ca

APPENDIX C

Table A1

Communication Role Rotated Component Matrix

Question (Section VII: Your Role as a Manager)	Factor 1 Exchanging Information	Factor 2 Verbal/Writing	Factor 3 E-mail	Factor 4 Routine Information
I write emails			0.90	
I write reports	0.67			
I write memos	0.80			
I write letters	0.81			
I read email			0.91	
I read reports	0.59			
I read memos	0.79			
I read letters	0.86			
Answering routine and procedural questions is part of my job				0.83
Attending informational meetings is part of my job				0.68
I prefer to send routine information in written form (reversed)		0.74		
I prefer to send routine information verbally		0.85		
I prefer to receive information in writing (reversed)		0.69		
I prefer to receive information verbally		0.73		

Table A2

Traditional Management Role Rotated Component Matrix

Question (Section VII: Job Responsibilities)	Factor 1 Controlling	Factor 2 Decision Making	Factor 3 Organizing
1	0.74		
2		0.62	
3	0.61		
4	0.71		
5			0.64
6	0.70		
7		0.74	
8		0.82	
9		0.70	
10			0.80
11	0.74		
12	0.78		
13	0.82		

Table A3

Networking Role Rotated Component Matrix

Question (Section VII: Important Aspect of your Job)	Factor 1 Establishing Contacts	Factor 2 Discussing Rumors	Factor 3 Public & Customers' Interaction
1			0.76
2			0.80
3	0.55		
4	0.69		
5		0.70	
6		0.72	
7		0.77	
8	0.79		
9	0.75		

Table A4**Human Resource Management Role Rotated Component Matrix**

Question (Section VII: Human Relation)	Factor 1 Managing Conflict	Factor 2 Training	Factor 3 Motivating	Factor 4 Staffing	Factor 5 Disciplining	Factor 6 Delegating
1	0.32	0.31	0.48			
2			0.75			
3			0.77			
4			0.64	0.41		
5						0.66
6			0.68			
7			0.62			
8					0.78	
9					0.80	
10		-0.40			-0.49	
11						0.53
12	0.82					
13	0.85					
14	0.80					
15	0.79					
16	0.82					
17	0.40	0.40				
18				0.88		
19				0.82		
20						0.73
21				0.85		
22				0.76		
23		0.62				
24		0.74		0.41		
25		0.81				
26		0.72				
27		0.69				
