# Teaching and Learning Resources On-line to accompany
## 21$^{st}$ Century Management:
## A Reference Handbook

Edited by

# Charles Wankel
*St. John's University*

# Table of Contents

# PART II.  Business and Society:  Contemporary Issues

# PART III.  Managing the Global Enterprise

## PART IV.  Sustainability and the Natural Environment:  Green Management

# PART V.  Strategy in a Fast and Networked World

## PART X.  Gender and Diversity in Organizations

# PART XI.  Organizational Behavior

Chapter 68. Motivating Individuals and Groups at Work in the 21st Century
*Naomi Ellemers, Leiden University*
*S. Alexander Haslam, Free University, Amsterdam*
*Dick de Gilder, University of Exeter*

Chapter 69. Intrinsic Motivation in Public Organizations
*Leonard Bright, University of Louisville*

Chapter 70. Why Self-Set Goals May Sometimes be Non-Motivating
*Maika Rawolle, Technical University of Munich*
*Juergen Glaser, Technical University of Munich*
*Hugo M. Kehr, Technical University of Munich*

Chapter 71. Organizational Politics in Management Settings
*Hunter L. Harris, Vanderbilt University*

Chapter 72. Understanding and Managing Misbehavior in Organizations
*Ely Weitz, Tel Aviv University*
*Yoav Vardi, Tel Aviv University*

Chapter 73. Organizational Paranoia: Origins and Dysfunctional Consequences of Exaggerated Distrust and Suspicion in the Workplace
*Roderick M. Kramer, Stanford University*

Chapter 74. New Approaches for Cultivating and Nourishing Communications Networks
*George B. Graen, University of Illinois, Champaign-Urbana (Emeritus)*

Chapter 75. Intercultural Communication: Strategies for Managing Intercultural Dimensions of Business
*Hendrick Serrie, Eckerd College*
*Naveen K. Malhotra, Eckerd College*
*Steve Sizoo, Eckerd College*
*Morris Shapero, Eckerd College*

Chapter 76. Emotion in Organizations
*Kevin E. Fox, Saint Louis University*
*Stephanie E. Granda, Saint Louis University*

# PART XII.  Leadership without Boundaries

Chapter 77. Leadership Style: Developing a Leadership Style to Fit 21st-Century Challenges
> *Dail Fields, Regent University*

Chapter 78. Remote Leadership
> *Elizabeth Kelley, Dalhousie University*
> *E. Kevin Kelloway, St. Mary's University*

Chapter 79. Leadership in Interorganizational Networks
> *Angel Saz-Carranza, New York University*
> *Sonia Ospina, New York University*
> *Alfred Vernis, ESADE Business School, Barcelona*

Chapter 80. Challenges of Implicit Leadership Theories for Management
> *Birgit Schyns, University of Portsmouth, United Kingdom*
> *Jörg Felfe, University of Siegen, Germany*

Chapter 81. Integrating Plurality: Towards an Integral Perspective on Leadership and Organization
> *Wendelin Küpers, University of Hagen, Germany*
> *Mark Edwards, University of Western Australia*

Chapter 82. The Global Manager's Work: Crossing Boundaries of Distance, Countries, and Cultures.
> *Chris Ernst, Center for Creative Leadership*

# PART XIII.  Information and Knowledge with Mobility and Ethics

Chapter 83. Knowledge Management: Strategy, Culture, Intellectual Capital, and Communities of Inquiry
> *Murray E. Jennex, San Diego State University*

Chapter 84. Facilitating Mobile and Virtual Work
> *Matti A. Vartiainen, Helsinki University of Technology*

Chapter 85. Balancing the Implications of Employee Telework: Understanding the Impacts for Individuals and Organizations
> *Timothy D. Golden, Rensselaer Polytechnic Institute*

# PART XIV.  Organization Development and Change in the 21st Century

## PART XV.  Non-Business Organizations: New Perspectives

# Introduction

*Charles Wankel, St. John's University*

It is typical for textbooks to have manuals with suggested student assignments associated with the various topics covered in them.  In contrast reference books are often delivered without such guidance as to the kinds of assignments that they might be helpful in structuring.  So, this guide is intended to suggest to reference librarians and instructors the sort of assignments and student research papers that this reference handbook might help clarify and orient learners in their related efforts.  *21st Century Management* is explicitly conceived to support students in locating, learning about, and coming to see directions for term papers and assignments in Management.  It is hoped that these sample uses of the book will enable librarians to more aptly suggest it in their supportive dialogues with learners.  Also this guide might be shared with management instructors to suggest assignments transcending the more constrained ones included in many management textbooks.

# PART I.  Entrepreneurship in the 21st Century

# Chapter 1.  Organizational Emergence: Business Start-Up Issues
*Linda Edelman, Bentley College*

## 1.  Interview entrepreneurs who are in the process of starting their own business.

There is nothing like talking to people who are in the process of doing what you are studying. Many colleges and universities have business incubators which are areas where young firms are given resources to help them in the start-up phase.  If your college or university does not have such a resource, then contacting your local Small Business Association (SBA) or your college alumni office are also good ways of getting names of new business owners.  Dun and Bradstreet list new firms, so you can get a copy of this from your reference librarian. There definitely will be a number of new businesses in your area.  Finally, ask around in your local community. Many communities have organizations that offer resources for young firms, so new and small business owners join these organizations.  Questions you might ask include:

1. *What resources did you have to start your new business?*
2. *How did you obtain the resources you did not own?*
3. *What about you made you decide to start your own business?*
4. *Did you start your own business alone or with others?*
5. *Was there anyone who was a particularly important influence in your decision to start your own firm?*

## 2.  Do a web-search for new businesses

If interviewing a new entrepreneur is not an option, then search the web!  One of the first things new business owners do is to develop their own websites.  Pick a product, service, or industry that interests you and see what new firms are being created in that area.  If possible, e-mail the founder and see what s/he is doing to start their new firm.  Using the web, you could compare and contrast new start-up companies in different industries and offer suggestions on which is more likely to survive, and why.

## 3.  Use Global Entrepreneurship Monitor (GEM) data to study start-up firms in different regional areas.

At the end of the chapter, the author offers suggestions on a number of institutions that collect data on start-up firms.  The Global Entrepreneurship Monitor (GEM) is a project that collects data on start-up firms across many different countries.  You could compare and contrast entrepreneurial start-up efforts in developed versus developing countries.  It seems likely that the motivations for starting a new venture, as well as the characteristics of the founder may be very different in developing versus developed countries.  Not only would you be looking at new ventures, in this type of project you would also be looking at internationalization, which is another topic of great interest in universities recently.

The most important idea here is to go out and explore new companies.  It is exciting to discover new ideas and see how enterprising individuals are turning those ideas into new businesses. Who knows?  Maybe you will get an idea and turn it into a business of your own someday!

# Chapter 2.  Corporate Entrepreneurship

*Tobias Kollmann, University of Duisburg-Essen*
*Christoph Stöckmann, University of Duisburg-Essen*

Many large firms value the development of an entrepreneurial orientation to better develop innovative products and services to outdo their competitors.

1.  Locate such a firm by searching in the databases of recent business articles in your university's library.

2.  Describe what that firm has done to foster an entrepreneurial orientation and what results they have had which you consider associated with such an orientation.

# Chapter 3.  Social Entrepreneurship and Social Enterprise

*Wolfgang Bielefeld, Indiana University*

Discuss the types of social issues that social entrepreneurs address and the associated management decisions that they face.  Include in your report discussion of the trade-off between financial and social bottom lines.   In your report, clearly explain what social entrepreneurship is.

# Chapter 4. High Technology Entrepreneurship
*Mariann Jelinek, College of William and Mary*
*Claudia Bird Schoonhoven, University of California, Irvine*

**The focus of this assignment is to identify a market need not currently adequately addressed by existing competitors.** Teams of three to five students are to identify a potential business opportunity (ignoring for the moment cost or other resource constraints), and conduct a comprehensive market analysis demonstrating whether and why the group thinks its idea has profitability and growth potential. Among the data to determine: Who are the current competitors? What is the size of the market? What key factor should the new idea deliver in order to be successful? Be as creative as you like; many successful new businesses were founded by inexperienced entrepreneurs (Heelys, Stamps.com), or even undergraduate students (Microsoft, Dell).

Work from what you know: What do you wish you had? What would make your life easier? Ask others what they need. This is called identifying a customer's pain, for which a solution is needed. Team members with computer science, engineering or medical technology background might have one set of ideas; team members in education or film might have other, very different but equally useful ideas. (Think of the changes in digital editing of film, images, or music or downloads of music and videos, for example.) Ask research experts or professors on your campus what is really needed by bench scientists in commercial firms. Ask consumers about issues that annoy, or elementary school teachers about difficulties they'd like to solve. Interview your family members in business for potential venture ideas.

Here is an example, taken from the field of medical technology (a high growth area for entrepreneurship):

> *It is well understood by 50% of the U.S. population that mammography, the most widely-used technology to screen for breast cancer, is inadequate. The typical x-ray device in use is described by some as a medieval torture device, and the screening process is often quite painful for the patient, and is not effective for very small cancers (those easiest to cure). The advantages of designing a more humane but efficacious screening device are that the market is huge (billions of dollars annually, throughout the developed world, with potential for further expansion into the virtually unserved developing world). In the U.S., payment is typically reimbursed by third-party payers as a necessary medical expense; the test is recommended by the American Medical Association annually for millions of women; and it is part of mainstream, conventional medical practice. Yet no one has yet designed and marketed a device that improves on the device that has been in use for decades – insofar as patient comfort is concerned (there have been advances in digitizing and information processing). The technical constraints do not appear insurmountable, since various types of nuclear imaging–e.g., x-rays, gamma rays, MRIs and so on—are well understood. Some believe no pain-free mammogram machine exists because the (male) designers and executives who market the equipment literally do not feel the (female) patients' pain.*

If this were the venture possibility you identified (a pain-free mammogram device for cancer screening), you would need to investigate the size of the market (the number of mammograms

per year in the U.S., for example), and translate that into projected demand for devices by calculating the number of devices and price sold per year). You would want to identify competing technologies and competitor companies now in place, and technologies that are under development by competitors, the average life of mammogram equipment, and their distribution channels. Are these machines sold? Leased? You might want to speak with engineers and physicians, especially radiologists, and others who might speculate knowledgeably about what it would take to redesign mammogram equipment.

**Take an Entrepreneur to Coffee.** Contact an entrepreneur (not a person known personally to you or your family), and arrange to take that person to lunch. Interview the entrepreneur about how she or he came to start their business, and what their source of competitive advantage is. In the course of the conversation, try to discern the business model of the firm. Ask about what the entrepreneur has learned from his or her experience. Gain as much understanding as you can from this conversation, then write it up as a summary, emphasizing what led to the idea of starting the firm, what the firm's principal source of competitive advantage is, and what its business model is.

**Technology Finding.** Identify ten sources for new technology, using the Internet, and choose three that appear interesting to you. For each, generate three different applications–different in function, customer benefit, or market. New technology often does not have an immediately evident application. For example, when Intel invented the microprocessor, the firm had no idea of its application, beyond the first specific product; today, microprocessors are ubiquitous in literally hundreds of thousands of devices and applications. Be creative in considering what customer needs–or pains–your technology might solve.

**Resourcing a new firm: people, financing (VC cycle) and insight.** Every new firm needs resources, and finding them is the point of this exercise. Where would you find people to fill key functional roles (marketing, product design, operations or manufacturing, legal, accounting and finance)? Where might you raise money, and what are the advantages and disadvantages of the financial resources available to you personally? What is your personal network for finding people, or skills, or financial backing? How might you go about building such a network? Consider, for example, your professors (who might identify highly skilled people), your family and former employers (who might know others to introduce you to).

## Chapter 5.  Governmental Impedimentation and Facilitation of Entrepreneurship
*Kathy Fogel, Northern Kentucky University*

Many entrepreneurs are constrained by lacking start-up capital.  In the United States, a common source of seed financing for new ventures is a bank loan using the entrepreneur's house as collateral.  This venue of financing, however, is mostly unavailable to entrepreneurs in many developing countries.   Those entrepreneurs might have accumulated enough wealth to buy their houses, but they lack the ability to convert the assets locked up in their houses into startup capital.

The difficulty does not start at the bank that refuses to extend the credit; it is more deeply rooted in the property right system.  Research by Hernando De Soto, a famous Peruvian economist, shows that in some countries it might be take years to officially register the property under one's name.  Bank loans simply are not possible when the ownership of the collateral cannot be legally verified.  The "inability to produce capital," and the lack of financing for entrepreneurs thereof, De Soto argues, underlies the political and economic challenges faced by many developing countries.

The above example highlights the important roles of the property rights system to entrepreneurial formation.  **Analyze the business environment for start-ups in a country of your choosing. Discuss how discretionary government policies could advance or stifle entrepreneurship.** "Doing Business" at http://www.doingbusiness.org is a good place to start your research.

*Reference:*
De Soto, Hernando, 2000. *The Mystery of Capital: Why Capitalism Triumphs in the West and Fails Everywhere Else*. Basic Books.

# Chapter 6.  Women Entrepreneurs
*Colette Henry, Dundalk Institute of Technology, Ireland*

1. Choose an established female entrepreneur with whom you are familiar and compare her type of business, her entrepreneurial makeup, background, strategic approach, management style, perception of risk, growth orientation, etc., to the literature (as debated in the chapter).

2. Discuss the key and emerging themes in research on women entrepreneurs, including the growth orientation of women entrepreneurs and their (perceived) suitability to particular industry sectors.

## Chapter 7.  Entrepreneur Resilience: What Makes Entrepreneurs Start Another Business After Failure?

*Fu-Sheng Tsai, I-Shou University*
*Yueh-Chin Chen, Chao Yang University of Technology*

Go to a new small business that you know of and ask to speak with the owner if he/she is available.  Interview the owner for a school project.

1.  Ask the owner to describe any prior businesses he or she might have opened that did not work out.

2.  Why did he/she feel confident enough to start another business?

Discuss your reactions to the owner's response.

# Chapter 8.  Strategic Planning in New Ventures and Young SMEs
*Sascha Kraus, University of Oldenburg*

Many small business owners do not engage in strategic planning for the long term.  They often plan their daily operations, but do not believe that long-term strategies apply to them.  **Discuss the benefits that small and medium businesses might accrue by engaging in the strategic planning process.**

# PART II.  Business and Society:  Contemporary Issues

# Chapter 9.  Fostering Social and Civic Responsibility by Organizations and Their People

*Laurie N. DiPadova-Stocks, Park University*

1. Examine the constitution of your country.  Reflect on the values expressed by it. Discuss their implications for relations at work.

2. Organizations foster civic and social responsibility in a number of ways. Corporations often establish foundations to fund local projects.  How might an organization and its people create a dynamic learning environment at every level of the organization to enhance social and civic responsibility?

# Chapter 10.  Poverty Alleviation as a Corporate Issue

*Rob van Tulder, Erasmus University*
*Ans Kolk, University of Amsterdam*

Poverty eradication as a business challenge is still a nascent concept. **Discuss ways that companies can proactively work to alleviate global poverty while making a profit given obligations to employees, stockholders, customers, etc.** Specifically discuss entrepreneurial approaches toward poverty alleviation such as microcredits and Bottom of the Pyramid (BOP).

# Chapter 11.  Organizational Crisis Management in the Post-9/11 Business Epoch
*Janet L. Rovenpor, Manhattan College*

## 1.  Learn about the similarities/differences between disasters, environmental jolts, organizational crises and other related phenomena.

View a number of CBS *60 Minutes* television programs or read articles in business magazines that feature some of the major challenges executives face when their organizations are growing rapidly, facing technological discontinuities, or dealing with significant ethical dilemmas.
   a. Identify the type of situation the company is encountering, i.e., disaster, environmental jolt, organizational crisis, predictable surprise, or problem.
   b. Determine whether or not the triggering events came from the internal or external environment.
   c. Map out the stages in the evolution of the situation, e.g., pre-event phase, acute phase involving turmoil and stress, strategic and tactical response phase, resolution, organizational learning.
   d. Analyze the ways in which managers handled the situation and offer suggestions regarding how managers could make better decisions in the future.

The following CBS *60 Minutes* programs are appropriate for such analysis:
   * Sir Howard Stringer: Sony's Savior? (January 8, 2006)
   * Inside the NYPD's Anti-Terror Fight (March 19, 2006)
   * The Explosion at Texas City (October 29, 2006)
   * The Mensch of Malden Mills (July 6, 2003)

The following articles are appropriate for such analysis:
   * Zhang Ruimin (Feb. 2005), "Raising Haier," *Harvard Business Review*, pp. 141-146.
   * Fara Warner (Sept. 2005), "Keeping the Crisis in Chrysler," *Fast Company*, pp. 68-73.

## 2.  Conduct in-depth research on a certain type of organizational crisis and draw out the implications for successful resolution.

Probe further the causes and consequences of certain classes of organizational crises. Determine what managers have learned over time from the specific types of challenges and issues they faced. Develop protocols regarding how to carefully prevent and handle similar crises should they occur in the future.
   * For industrial crises, you might study Three Mile Island (1979), Union Carbide (1984), and/or Chernobyl (1986).
   * For terrorist-driven crises, you could investigate the Oklahoma City bombing (1995), Sarin gas attacks in the Tokyo subways (1995), the World Trade Center attack in 2001, or the Anthrax tainted mailings (2001).
   * For product-tampering hoaxes, read about dangerous objects in Ball Park franks (1982), Diet Pepsi cans containing syringes (1993), and the finger in a bowl of Wendy's chili (2005).
   * For liquidity crises, refer to Independence Air (2005), Revlon (2002), or Hyundai (2000).

**3. Experience first-hand what a crisis is like and develop crisis management skills by participating in a crisis simulation.**

Participate in a crisis simulation and work in teams to evaluate the situation and determine an appropriate course of action.

A Hostage Crisis Simulation, based on the hijacking of a passenger plane going to Israel from Europe, is described in: Sarit, Kraus, Jonathan Wilkenfeld, Michael Harris and Elizabeth Blake (1992, December), "The Hostage Crisis Simulation," *Simulation & Gaming*, volume 23, issue 4, p. 398. "The Recent World Crises Simulation," which places students in the position of members of a UN Commission seeking to find workable political solutions in Bosnia, Northern Ireland, Kosovo and West Bank, is described in: David Ghere (2001, June), "'You are Members of a United Nations Commission . . .' Recent World Crises Simulations," *Teaching History*, issue 103, pp. 22-25.

# Chapter 12.  Integrating Corporate Social Responsibility in the Management of Supply Chains

*Francesco Ciliberti, Polytechnic of Bari, Italy*
*Pierpaolo Pontrandolfo, Polytechnic of Bari, Italy*
*Barbara Scozzi, Polytechnic of Bari, Italy*

What do companies do if they find that child labor is used in a supplier company?  What should they do?  Research this in your university's library with the guidance of the reference librarian.

# Chapter 13. Activist Group Tactics to Influence Companies

*Frank G.A. de Bakker, Vrije University*
*Frank den Hond, Vrije University*

1.  In the chapter, different tactics are listed that activist groups could apply to influence companies. Find an example of an enduring conflict between activist groups and a company.  Then analyze what tactics activist groups have applied over time with your example.

2.  In the chapter, four categories of tactics are distinguished. Write a discussion paper on possible responses of firms to one of these categories of tactics.

3.  The Internet is an important outlet for activist group tactics. Analyze how (elements of) the different types of tactics outlined in this chapter can be found in a recent Internet campaign.

# Chapter 14.  Global Business Citizenship: A Model of Social Responsibility and Ethical Behavior for the 21st Century

*Jeanne M. Logsdon, University of New Mexico*
*Donna J. Wood, University of Northern Iowa*

**Global Business Citizenship Assignment 1:  Corruption.**  Corruption is an ongoing problem for businesses operating internationally, and it is one of the targets of responsible action for companies that try to be global business citizens.  Transparency International is a global nonprofit organization that tracks corruption and provides a valuable resource to global businesses.   To learn more, check out the website of Transparency International at www.transparency.org.  Go first to the "FAQs on corruption" to see how corruption is defined, what its consequences are, and some common misperceptions about it.  Then look at the annual Corruption Perceptions Index.  What are the ten most corrupt nations in the world at present?  What are the ten least corrupt?  Where does the United States stand?  Finally, browse around the site to learn how companies can fight corruption in the places where they do business.

NOTE:  This assignment is adapted from Donna J. Wood, *Business Ethics: Text and Workbook*.  Cedar Falls, IA: Woodhaven Press LLC, 2007, p. 319.  Used with permission.

**Global Business Citizenship Assignment 2:  The United Nations Global Compact.**  Visit the website of the United Nations Global Compact at www.unglobalcompact.org.  First examine the ten principles, then learn about what the Global Compact is and does, and finally read about the network's history.  Once you have a good idea of what the Global Compact is all about, go into the company-specific posts and find an example of a company that has reported more than once on a specific attempt to meet one or more of the principles.  What changed from one report to the next?  If progress was made, how was it measured or assessed?  If the project did not make progress, why not?  What do you think could have been done differently?  How well do you think the project meets the goal of abiding by one or more of the ten principles?

**Global Business Citizenship Assignment 3: Corporate Social Responsibility, Corporate Citizenship, Global Business Citizenship.**  Explain the differences and similarities among the following three concepts: corporate social responsibility (CSR), corporate citizenship (CC), and global business citizenship (GBC).  Find examples of how these concepts differ with reference to a corporate action, program, process, policy, etc., for each.

**Global Business Citizenship Assignment 4:  Citizenship.**  To learn more about the meaning of citizenship for individuals and for organizations, search for a review essay in a scholarly journal that explains the views of numerous scholars on the nature of citizenship and whether it applies to business organizations.  After reading the article, write an essay, using concepts derived from the article, detailing the pros and cons of using the term "citizenship" to refer to organizations in the global environment.  Be sure to reference appropriately any ideas or language you take from the article itself, or from other sources.

# Chapter 15.  Excessive Work and Its Business Consequences

*Gayle Porter, Rutgers University, Camden*

**Locate ten articles on workaholism and develop an essay of at least 800 words on the subject.**  Use and cite at least five recent germane articles.  In your essay, consider the effect of "labor-saving devices" that enable people in organizations to do more things and do things faster.

# Chapter 16.  Factors Influencing Women Managers' Success

*Claudia Peus, Massachusetts Institute of Technology*
*Eva Traut-Mattausch, University of Munich*

**In an essay of at least 800 words, discuss teaching women to be successful managers.**  In your report, specifically discuss factors that have been found to influence, both positively and negatively, women managers' success.

## Chapter 17.  Future Directions in Labor Relations: A 2025 Perspective
*James A. Craft, University of Pittsburgh*

1. In 2005, the American labor movement split into two federations: the Change-to-Win Coalition (CTW) and the AFL-CIO.  Since the percentage of the workforce represented by the labor movement had been declining for decades, the CTW said that it was going to focus more on organizing workers and reversing the downward trend in membership. **Examine the differences between organizing strategies and tactics of the CTW and the AFL-CIO to see what, if any, meaningful differences are apparent.  Also, has there been any difference in the membership growth of the unions in the two rival federations?**  The federation websites, labor blogs, individual union websites, newspaper stories and interviews with local labor officials would be good sources.

2. The chapter pointed out that there has been substantial growth in the number and use of part-time, contingent and alternative employment workers (e.g., temporary workers, contractors, free lancers, etc.).  Typically, these persons are not represented by unions. Often, they may be paid less and/or not have employer sponsored benefits.  **Document the extent of such employment and explore what unions are doing, if anything, to represent this sizeable sector of the workforce.**

3. It was pointed out in the chapter that unions will become much more involved with community groups and form mutually beneficial coalitions.  **Explore the degree to which such coalitions are being formed in the local community or in a broader area.** Interviews with a few local labor leaders and representatives from specific community, religious, or rights organizations could be arranged and students could inquire about union involvement in the community and its importance in meeting union goals and community goals.  Details on types of involvement and the specific benefits and problems that the organizations see in such engagement should be obtained.

4. Unions will be using more technology in the future to carry out their activities–including worker organizing, communicating with the public, keeping in touch with their membership, etc.  **Arrange interviews with a few local labor leaders and find out what type of technology is being used, how it is being used, when, where and for what purposes is it most effective and least effective, and so on.**  In addition, union websites may be useful sources of information.

5. The globalization of industry has created the need for organized labor in various countries to consider joint efforts and cooperation (even mergers) to deal with multi-national firms.  However, as noted in the chapter, this cooperation is a challenging objective given the varying interests, ideologies, degrees of independence, nationalistic orientations, etc., of worker organizations throughout the world.  **Explore the pressures and prospects for cooperation between unions in various countries, the factors that limit the potential for joint effort, the implications of not cooperating, the issues and areas on which joint efforts might be possible, etc.**

6. The chapter predicts that there will be more labor-management cooperation in the coming years due to mutual interests and the declining effectiveness of the strike weapon. However, it is clear that there will still be differences and potential conflicts in the negotiating relationship. Yet, overt and direct confrontation through strikes is expected to remain low. But unions are expected to use other types of tactics to pressure employers to change their positions. These might include efforts to affect the image, the market or the finances of a company. **Explore the types of tactics used (e.g., pressure through community coalitions, boycotts, use of financial clout to have financial institutions put pressure on employers, etc.).** Newspaper accounts, union blogs, interviews with employers and union leaders, etc., would be useful sources.

# PART III.  Managing the Global Enterprise

# Chapter 18.  Global Mind-Set

*Schon Beechler, Duke Corporate Education*
*Orly Levy, Culture Crossing Consulting*
*Nakiye A. Boyacigiller, Sabanci University*
*Sully Taylor, Portland State University*

*The following exercise was developed by the chapter authors, along with Joyce Osland, for workshops on global leadership development.  It has a systems theory approach.*

First, present workshop participants with a set of about 20 constructs that have some relationship to each other, such as "poverty," "education," "government transparency," and "natural resources."  Then ask them individually to connect as many of the constructs that they feel are closely and causally related as possible, with arrows indicating the direction of the causality. Ask them if they see connections they had not seen before.  This helps to convey the concept of "cognitive complexity," particularly the "integration" aspect of it.  This exercise facilitates conceptualization of the global mindset.

# Chapter 19.  Management in Developing Countries
*Betty Jane Punnett, University of the West Indies, Cave Hill Campus, Barbados*

**Work with a team of fellow students to develop a PowerPoint presentation on doing business in developing countries.**  Focus on the region specified by your instructor for your team.  In your presentation consider corruption and differing interpretations and expectations about what is ethical.

# Chapter 20.  Internationally Managing in the Face of Terrorism-Induced Uncertainty

*Peter W. Liesch, University of Queensland, Australia*
*John Steen, University of Queensland, Australia*
*Gary A. Knight, Florida State University*
*Michael R. Czinkota, Georgetown University*

International business is particularly vulnerable to terrorism because terrorism is known to occur throughout the world and to hold ominous consequences especially for international supply chain and distribution activities, as well as demand for both industrial and consumer goods by buyers worldwide.

- Choose a specific industry or firm.

- Discuss the direct effects that a terrorist event can have on the firm.

- Discuss the indirect psychological effects on people in organizations working in the context of uncertainty regarding possible terrorist attacks.

## Chapter 21. HRM Best Practices and Transfers to the Asia-Pacific Region

*Chris Rowley, City University, London*
*Hon-fun Poon, City University, London*

1. Based on information provided in the chapter, how would you describe the Asia Pacific economies in terms of their demographics, rates of economic growth, technological development, and cultural values? Use the chart below to compile your profiles.

| Economy | Demographic Characteristic | Economic Growth | Technological Development | Culture |
|---|---|---|---|---|
| China Hong Kong Indonesia Japan Korea Malaysia Philippines Singapore Taiwan Thailand Vietnam | | | | |

2. Choose two Asia Pacific economies from the table below. Compare and contrast their HR practices in terms of employee flexibility, rewards and development.

| Economy | Employment Flexibility | Performance-based Rewards | Employee Development Investment |
|---|---|---|---|
| China Hong Kong Indonesia Japan Korea Malaysia Philippines Singapore Taiwan Thailand Vietnam | | | |

3. Are there any similarities or differences in the HRM practices of the two chosen

economies?  Relate your answer to information compiled in addressing question 1, above. What other possible explanations contribute to the convergence and divergence of HRM practices in the two chosen economies?

4.  Other than these three HRM practices of employment flexibility, performance-based rewards, and employee development investment, what do you consider to be "best practices" in HRM?  Why?  (Hint:  See Pfeffer, 1994; 1998 list for examples).

5.  How do you think HRM practices might be transferred between countries?  What might be some of the constraints on the transfer?  (Refer to the further reading book series for cases and examples.)

## 6. Chapter 22. Cultural Differences in Perceptions of Fairness in Organizational Contexts

*Uma Janardana Iyer, Austin Peay State University*

Due to increased intercultural interactions in business in recent years, cultural differences in perceptions of what is fair in organizations have become increasingly important. **What might organizations do to evaluate whether their procedures are fair or not?**

# Chapter 23.  Winning in Asia
*Peter J. Williamson, INSEAD Singapore*

**What do multinational corporations (MNCs) need to learn if they are to successfully compete in Asia?**   Using articles from your library, locate and discuss examples of multinationals that are successful innovators in Asia.   What are specific reasons for their success?

# Chapter 24. Language Issues in Multinational Management
*Rebecca Piekkari, Helsinki School of Economics*

1. **Language and careers.** Prepare a paper focused on analyzing job ads for managerial positions across several multinational corporations in a particular industry. Alternatively, you could concentrate on examining job ads for certain positions within one single multinational corporation over time. These can be found in business newspapers, for example. How are language skills discussed in these ads? Which languages should the job applicant master? Can you observe any changes over time? If you can find a job ad in a foreign newspaper, in what language is the ad itself?

2. **The use of a common corporate language worldwide.** In a paper, analyze the language use on the websites of a multinational corporation. Many multinational corporations have a global, corporate website to meet particular communication purposes. This website is often in the common corporate language, which in many cases is English. However, when you enter the company website through various subsidiary locations, you may observe the use of local subsidiary languages. In your paper, compare language use between U.S.-based multinational corporations and companies originating from non-English speaking countries. What type of information is communicated in the common corporate language vs local subsidiary language? Are there any differences in language use?

3. **Machine translation.** There are several machine translation services available on the Internet. In a paper, take a rich but short text, such as a job ad, and use a machine translation to translate it into a foreign language. In your paper, use a couple of different language pairs (such as English-to-French and English-to-Russian). If possible, translate the new text back into the original language and compare. In the light of this exercise, discuss the possibilities and limitations of using machine translation.

4. **Cross-border mergers and acquisitions.** In the business press, cross-border mergers and acquisitions are frequently discussed. The challenges of post-merger/post-acquisition integration are often associated with cultural and communication differences. In your analysis, you may choose a failed merger such as that of DaimlerChrysler or an ongoing deal. The purpose of your paper is to use media texts since the deal was announced as a basis for discussing communication and language issues in the context of a cross-border merger/acquisition.

# PART IV.  Sustainability and the Natural Environment
## Green Management

# Chapter 25. Toward Sustainable Organizations for the 21st Century

*Ken Peattie, Cardiff University*

**Assignment 1. Sustainability Stakeholder Analysis**.  Management students usually have experience of analyzing particular companies or industries using conventional frameworks and tools such as SWOT analysis (covering strengths, weaknesses, opportunities and threats), Michael Porter's model of industry structure or stakeholder analysis.

A useful way to extend this conventional thinking is to ask them to conduct a stakeholder analysis for a particular company or organization or industry from the perspective of the three different strands of the sustainability agenda. A template for such an analysis is suggested below. Students should be asked to identify the various interests that each type of stakeholder might have in the actions and performance of the company, and their implications, from an economic, environmental and social perspective.  (It also proves helpful to get them to think in terms of issues of opportunity, risk, dependency and benefit.)

| Issues | Economic Factors | Environmental Factors | Social Factors |
|---|---|---|---|
| Stakeholders | | | |
| Stockholders | | | |
| Customers | | | |
| Employees | | | |
| Suppliers | | | |
| Intermediaries | | | |
| Local communities | | | |
| Regulators | | | |
| Media | | | |
| General public | | | |
| Non-Governmental Organizations | | | |

Getting students to analyze the interests of each stakeholder should begin to tease out some of the interesting interconnections on this agenda. Stockholders are interested in good economic returns, but may worry about social and environmental factors if they represent areas of risk that may threaten potential future returns. Good social or environmental performance could earn endorsement in terms of the ethical investment movement which attracts investment and raises stock prices. Local communities will typically welcome the economic benefits linked to employment from firms in their midst but may have concerns about any social or environmental consequences linked to congestion or pollution. NGOs may seek to highlight particular aspects of a company's social or environmental performance but are often interested in very specific issues so that different NGO interests compete.

Two interesting questions can be posed for class discussion:

   a.  *Can the planet itself qualify as a stakeholder?* Stakeholder theory involves identifying participants in the management environment who are strategically important because their behavior may impact a company's interests, or because some form of social obligation is owed to them. Some theorists argue that the ability of the planet to impact a company's interests (through everything from drought to flood), and the vulnerability of the planet to the actions of business (through things such as deforestation or $CO_2$ releases) mean it should be a stakeholder. Others argue that since the environment is non-sentient, lacks moral agency and is unaware of its ability to exercise its power (and the ability of businesses to insure themselves against environmental disruptions), it should not qualify as a stakeholder. Yet others have suggested that it should have a special status as a "dependent" stakeholder, that requires others (such as Environmental Protection Agencies) to defend its interests.

   b.  *How can companies seek to manage the many different, and sometimes conflicting, stakeholder interests?* There are no easy answers to this question, but the typical issues companies consider when trying to assign priorities among stakeholders include: How much influence do they have over us (or we over them)? How legitimate and how urgent are any stakeholders' claims on us? How close is a particular stakeholder in terms of space or time? (The final point prompts an interesting supplementary question: How can firms cope with the interests and claims of the generations of customers, investors and employees that are to come?)

**Assignment 2. Devising Sustainability Management Metrics.** For a particular company (or type of company) students could be asked (individually or in groups) to devise and justify a set of indicators to enable the overall sustainability performance of the company to be managed. This could be done by giving them access to an on-line or physical copy of a company's annual report that only reports on conventional economic performance metrics.

A range of potential measures are in the Social Venture Network's Standards of CSR: http://www.resourcesaver.org/file/toolmanager/O16F5369.pdf

**Assignment 3. Developing a Sustainable Development Business Plan.** Students should take a company they're familiar with (perhaps one they've used previously as a case study) and gather information about that company (e.g., annual report, any news coverage) in order to analyze it using the GEMI SD Planner™ available at: http://www.gemi.org/sd/index.php (a free tool requiring registration). They should be required to answer the screening and self evaluation questions using the information they have gathered plus best guesses, and use their judgment to establish realistic next step suggestions for the goal setting section.

For a more substantial assignment with a fun competitive element, students could be required to work in teams to develop sustainability plans for different businesses using the GEMI analysis as a foundation and then have these entered into a Sustainable Business Plan competition, which they could be encouraged to self-organize. Guidelines on organizing a green business awards scheme (available at http://www.resourcesaver.org/file/toolmanager/CustomO16C45F52535.pdf) could be used as a basis for the competition's rules.

# Chapter 26.  Why Do Firms Comply With Environmental Regulations?

*Mark A. Cohen, Vanderbilt University*

**Discuss why firms comply with environmental regulations.**  Consider the following questions in your discussion:

- What is the role of good will as well as governmental sanctions?

- How might firms motivate employees to act in an environmentally conscientious manner on their behalf?

- Why might a firm voluntarily go beyond compliance?

**Chapter 27.  Understanding and Overcoming the Green Wall: Environmental Strategy, Leadership, and Change Management in Business**
*Kevin A. Fletcher, Audubon International*

1. **Research and discuss ways in which environmental issues have permeated businesses in your country in recent years.**  Identify what have been some of the dominant drivers or reasons for change in business during this time.  Identify one business that has recently announced new programs or a new commitment to some environmental goals or aims.  Whether this effort is in the early stages or completed, develop a thorough case study that explores how the organizational plans or has changed its relevant operations (new products launched, new marketing scheme, etc.), within the context of the thirty years of business environmentalism in your country and internationally.

2. **To understand how the environmental movement's impacts on business behavior (i.e., social expectations) have influenced change inside the organization, develop a thorough case study of a business.**  Identify a business that offers a product or service with some environmental attributes or is impacted heavily by environmental laws, regulations, or outside stakeholder pressure.  Begin by doing a web and print search of information and identify the environmental affairs department—highest level in the organization.  After you have enough information about that organization and the environmental issues it faces, contact the environmental department and do a phone or face-to-face interview.  Ask the environmental staff what the company's environmental issues are, how they face them, how management of the environment fits within the business strategy, how important environmental leadership is to the company compared to other goals, etc.  Then, find business managers (product, sales, marketing staff, etc.) and ask them the same questions.  Report how each professional responds differently to the same questions.

# Chapter 28.  Environmental Supply Chain Management

*Joseph Sarkis, Clark University*

1. **Investigate a supply chain for a common consumer product.** Flowchart the major steps of the processes for the organizations. Identify environmental issues through the major phases. Identify methods to improve the environmental performance either through network, product or process changes. Make sure to identify possible negative outcomes for this decision.

2. **Determine how alternative products and their product chains may cause various environmental effects.** Life cycle analysis tools (e.g. Umberto) can be used to develop mass balances for a supply chain. The class may wish to go to the Economic Input and Output Life Cycle Analysis website (http://www.eiolca.net/) to assist in their determinations.

3. **Go to a local company interview them based on a series of questions related to their practices in the four major steps of a closed-loop supply chain.** Some questions to ask of these companies include:
   - *Do they purchase materials that are environmentally sound? What kind of materials? Do they collaborate with suppliers? Do they audit suppliers?*
   - *What type of internal policies, practices, and products do they have in place to help minimize the environmental burden of their operations? Do they complete internal audits? How do they manage their materials, energy and resources? Have they been able to identify "win-win" opportunities?*
   - *What type of outbound logistics and distribution practices do they follow to help minimize environmental burden? How do they manage their packaging and transportation to minimize the environmental burden? Do they even consider environmental dimensions?*
   - *What do they do with products and materials that are returned? Do they have a way to capture disposed materials? Would they benefit from a reverse logistics process? Have these companies considered the economics of setting up a reverse logistics channel?*

4. **What roles do communities and governments have in pressuring or providing organizations incentives to green their supply chains?** What about issues related to global supply chains?

# PART V:  Strategy in a Fast and Networked World

# Chapter 29.  Strategic Decisions in High-Velocity Contexts

*Matthias Seifert, University of Cambridge*
*Allègre L. Hadida, University of Cambridge*

Contemporary firms find themselves in increasingly uncertain context where demand, competitors' technologies, and regulations are influx. **Discuss whether employees' intuitive decision skills are becoming more important or not.** Might intuition and analysis interplay in decision-makers' minds?

# Chapter 30.  Innovation as a Strategy in Network Markets
*Willow A. Sheremata, York University*

Students should select high-profile examples of innovation in network markets—products where the larger the compatible install base, the greater the demand. Current examples include Apple's iPod and Microsoft's competitive product, Zune. Students should **recreate the history of an innovation and its market from business press articles, then use it to develop strategies for current and potential competitors.** Using this approach, students should become more expert than the instructor about a particular innovation, while the instructor introduces them to the relevant body of scholarly knowledge. Discussion of classic readings, and comparisons of the innovations the students have selected, should then help them develop analytic skills and deepen their understanding of innovation in this context.

# Chapter 31. Planning Effectiveness for Internet-Based Interorganizational Systems

*Hsiu-Fen Lin, National Taiwan Ocean University*
*Gwo-Guang Lee, National Taiwan University of Science and Technology*

**Discuss planning the effectiveness of Internet-based organizations.** Specifically, discuss what an organization might consider in developing an e-business strategy. Explicitly consider technological, environmental, and competitive pressure factors.

# Chapter 32.  The Competitive Advantage of Interconnected Firms

*Dovev Lavie, University of Texas at Austin and Technion*

**This project requires students (in groups of 3-5 each) to analyze a recent strategic alliance that was announced in the press.** Students should rely on Factiva or LexisNexis for press information as well as on additional databases and websites that offer information on the firms involved in the alliance. The groups should identify the challenges that the alliance is likely to face based on the material learned in class. Each group first should submit a short project proposal that provides background on the firms' history, business, products, and industries, as well as a brief analysis of the challenges, identifying possible solutions.

After the instructor approves the proposal and provides feedback to the groups, each group should prepare a final project paper and a presentation. The final project should include an executive summary, corporate background and industry analysis, discussion of the challenges, evaluation of alternative solutions based on advantages/disadvantages, benefits, costs, and risks, and finally a recommendation for the proposed solution. The analysis should accurately and thoroughly use course concepts and the proposed solution should be consistent with the group's analysis and reported data.

# Chapter 33.  New Product and Service Development in Strategic Alliances
*Donald Gerwin, Carleton University and Erasmus University*

1.  **Starting with the factors mentioned in the handbook chapter, and building on your own additional research, indicate the factors that a company should consider in deciding whether to do a development project jointly or alone.**  Using the example of a development alliance from a case, textbook, article, or your own experience, indicate what would probably have been the most important factors in that situation and why.  Evaluate whether or not each company should have entered the alliance.

2.  **Suppose you are designing a development alliance to ensure that it is successful.  How would you define success?**  Based on the handbook chapter and your own additional research, indicate important potential design features and their advantages and disadvantages.  Would they all fit into a compatible overall design for an alliance?  Using the example of a development alliance from a case, textbook, article, or your own experience, indicate what are the significant design features and what issues they were presumably meant to handle.  Do you have any redesign suggestions?

3.  **Evaluate a specific multilateral development alliance from a case, textbook, article, or your own experience.**  Why do you think the companies decided on a multilateral alliance?  How is it organized?  Do you agree with the way it is organized?  How does the alliance achieve coordination?  Do you think that the coordination methods used are sufficient?  What are the key problems with which the central firm or managing body must contend?  How should each problem be dealt with?

# Chapter 34.  The Merger Paradox: Determinants and Effects

*Hans Schenk, Utrecht University*

The "merger paradox" is that although thousands of firms acquire other firms, increased shareholder value is not created in the majority of cases.  **Discuss why, if most of these acquisitions fail, they are still so popular.**

# Chapter 35.  Evolving Aspects of Outsourcing to India
*Rajan A. Thillai, Indian Institute of Technology, Madras*

1. **Benefits of IT outsourcing.** Students browse information available from the Internet and other sources to prepare a paper on benefits companies have realized from outsourcing.

2. **Case studies of IT outsourcing.**  Specific case studies of large outsourcing can be examined in detail and the process of outsourcing can be documented. The case study could focus on issues such as identification of outsourcing partner, structuring of the deal, risk management, and benefits realized.

3. **Looking into the future.** First, a survey exercise can be done by sending a questionnaire on outsourcing trends to IT departments in various organizations. The questionnaire should ask respondents to provide their views on how outsourcing will shape up in the future. Second, interviews could be held with CIOs of large organizations on their perspectives of evolution of outsourcing in the next decade.

4. **Lessons from failures.** Analyze large outsourcing deals which can be classified as failures. Identifying common factors in outsourcing deals that failed would be helpful in efforts to increase the probability of success in future deals.

**Role play.**   A classroom role play to generate discussion involves two participants. One represents an outsourcing service provider and the other an outsourcing organization. The scenario for the discussion could be as follows.  The outsourcing organization is seeking to finalize a large contract (multi-million, multi-year) with the service provider. Both participants would have to negotiate on various aspects related to pricing, guarantees, penalties for delays, payment terms, risk management etc.

# Chapter 36.  Holistic Approaches to Business Planning
*Elly Philpott, University of Bedfordshire*

1.  Discuss key differences between large and small businesses.

2.  Split the class into groups of four to five each.  Provide a case study of a small company in need of business planning help. Answer any questions about the information given and what information can be used. Set the full assignment.

3.  In the full assignment, have the groups define the company in terms of size, whether it is reactive or proactive, whether its strengths are in its resources or its activities. Have each imagine that they manage the company.  They must each use tools at their disposal to come up with a holistic business plan in terms of supply chain and positioning.  Make clear that the groups need to use the information provided to date to produce a 20-slide PowerPoint presentation.  The work will culminate in them presenting back to the entire group.  The presentation will be marked.

# Chapter 37.  Culture-Sensitive Global Strategies

*Mikhail V. Grachev, Western Illinois University and University of Iowa*
*Mariya A. Bobina, University of Illinois, Chicago*

1.  Discuss inter-firm strategic fit.

2.  Discuss the challenges facing MNCs in cross-cultural situations, for example, the sort encountered by Honda and Rover or by DaimlerChrysler.

# Chapter 38.  Co-Opetition: Promises and Challenges

*Devi R. Gnyawali, Virginia Polytechnic Institute and State University*
*Jinyu He, Hong Kong University of Science and Technology*
*Ravindranath Madhavan, University of Pittsburgh*

Co-Opetition refers to simultaneous cooperation and competition between organizations. Traditionally, firms either collaborated or competed with each other rather than doing both at the same time with the same firms. **Discuss co-opetition between Samsung and Sony using articles from your university library.**

# Chapter 39.  Business Imitation
*Shigeru Asaba, Gakushuin University*
*Marvin B. Lieberman, University of California, Los Angeles*

**Find an example of how one firm imitates what another firm is doing in some way.**  Why might the competitor decide to imitate in this way?  Does information or rivalry-based theory better explain this case of imitation?

# PART VI:  Operations Management with New Technologies in Global Context

# Chapter 40.  Supply Chain Management: Integration and Globalization in the Age of e-Business

*M. Eric Johnson, Dartmouth College*
*David F. Pyke, Dartmouth College*

**Discuss supply chain management in the age of globalized e-business.**  Include in your discussion a consideration of such topics as:

- inventory and forecasting
- marketing and channel restructuring
- service and after-sale support
- reverse logistics and green issues
- location, transportation and logistics
- outsourcing and logistics alliances
- product design and new product introduction
- information and electronically mediated environments
- metrics and incentives
- sourcing and supplier management
- global issues

# Chapter 41.  Mass Customization

*Frank T. Piller, Massachusetts Institute of Technology & RWTH Aachen University, Germany*

**What is the key to the paradox of choice?**
Why is heterogeneity of demand increasing in Western societies? Can you give an example from your own life where you make more customized choices than in the past?

**Cost and Solution Space level**
- What are the main cost drivers behind a mass customization system? Why?
- What are recent technologies to reduce the costs?
- What is the role of "transaction costs" in mass customization?
- Which industries are best suited to benefit from a postponement effect?
- What are the requirements that firms can profit from this effect?
- Describe an example of a company with a stable solution space that still allows flexibility and adaptation.
- What is the major challenge in new product development when creating a solution space for mass customization?

**Customer integration/Co-creation level**
- Sketch a toolkit for customer co-designing your company.
- Where would you start?
- What would be the main benefit to your organization?
- Who should have the responsibility in your company for the configuration project?

**Strategic level**
- If your organization (or a company of your choice) would consider mass customization (or is actually doing it), where would your mass customization strategy start?
- What would be a feasible path to reach this strategic position?
- In general, what are contingency factors influencing this path? What would be a good "mass customization strategy"?

**Implementing mass customization**
- What is the difference between an established mass producer implementing mass customization to green-field operations (start-up)?
- What are the advantages of aligning mass customization with an existing mass production offering?  What are the challenges of such an approach?
- What are best reasons in your organization for NOT doing mass customization? Who would bring such reasons forward? What might motivate their resistance to change?
- What could be a strategy to overcome this resistance?

# Chapter 42.  Improving Supply-Chain Information Velocity, Product Customization, and Cost through Extended Enterprise Applications

*T. C. Daniel Loh, University of Sheffield*
*Lenny S. C. Koh, University of Sheffield*

**Tutorial and assignment.**  Discuss why businesses today differ from businesses operating 30 years ago. Themes to bring out include the impact of information and communication technologies (ICT) in today's businesses and how to increase the efficiency and effectiveness in meeting customer expectations.  In class, construct a mini-task for students to calculate the MRP for a component. Set a 1,000- to 1,200-word paper to identify and describe other elements that could improve the supply-chain information velocity, product customization, and cost.  The topic can be covered through interactive sessions, where students are required to surf the Web and provide examples of tools and technologies that could complement with ERPII system. This paper will be marked.

**Major project.**  This is the sort of major project normally aimed at seniors or graduate students. A report of 10,000 to 15,000 words would be sufficient for an undergraduate paper and 30,000 to 35,000 words for a post-graduate dissertation. Carefully choose the topics to reflect the necessary work to be undertaken during the project.  The project title could include phases like "A Case Study of Implementing...to Improve the Supply-Chain Information Velocity, Product Customization, and Cost" or "How to Overcome the Supply Chain Issues in...Enterprise."  The major project will require details of brainstorming on how to conduct specific research.

Designing a questionnaire and organizing an interview with the necessary enterprise will provide good research exposure for students.  Set a weekly meeting of 20 to 30 minutes for them to report progress, and provide guidelines for them if necessary.  Provide them with some reading material on research methodology.  Arranging a case study of a small enterprise in need of business planning will help both parties at the end their project. Always highlighting the contributions and lessons learned from carrying out the project/case study is vital.  At the end of the project, students will produce a 20-slide PowerPoint presentation to gather the important information to date, such as findings, results, conclusion, recommendation, and contributions. The presentation and the project report/dissertation will be marked.

# Chapter 43.  Business Process Outsourcing Management Issues

*Mohan Thite, Griffith University, Australia*

Business process outsourcing has emerged as a key business strategy.  More than half of all Fortune 500 companies are outsourcing and/or off-shoring to various degrees.  **Research the most outsourced services.  Discuss some of the driving factors,** including:

- globalization
- comparative advantages
- technology trends
- the global pool of creative talent
- public sector reforms
- hypercompetition and demanding customers
- a focus on core competencies
- changing organizational structures.

# Chapter 44. Place and Space Strategies for 21st-Century Organizations
*Clive Holtham, City University, London*

You are a knowledge worker yourself. **Consider the physical location/s where you feel you are most creative.** This doesn't have to be related to a formal elemental space and doesn't have to be a building.

1.    Produce an image or collage which sums up this location. Most people will take or use photographs, but you can use any visual method. You are looking to make an impact on the viewer through your image/collage. This image must be on a postcard-size piece of cardstock (exactly 6X4 inches, or A6) with your name on the front image side.

2.    On the reverse of the card, discuss why you identified this location and what factors make this a good location for your own creativity.

3.    After all cards are handed in, they will be allocated into clusters.  (This may be carried out by a team of students in lieu of doing the individual exercise.)  Then each cluster is mounted in exhibit form as posters.

4.    The full set of posters will be exhibited in a public location for viewing and discussion by the students and others.

# Chapter 45.  Ethical Manufacturing
*Philippa Collins, Heriot Watt University, Scotland*

Two big world issues are:

1.  saving the planet, which includes the debate on climate change, and

2.  poverty, which includes how we all treat each other.

**Research and discuss ethical manufacturing in at least 400 words**, including such aspects as sustainability, pollution issues, labor issues, etc.

**PART VII:  Organizing in the Post-9/11 World**

# Chapter 46.  Constraints on Strategy of an Organizational Structure
*Bo Eriksen, University of Southern Denmark*

The following suggestions for teaching are based on students writing term papers that can be done individually or in groups. I suggest term paper subjects be anchored in real organizations where the students either identify a firm where there is a possibility of getting substantive publicly available information or as consulting projects for SME firms.

**Managing organizational transformation.** Students identify a company that is going or has recently gone through a transformation process and analyze the interaction between the firm's strategy and its organizational structure to identify:

1. How has the structure impacted the identification and framing of key issues?
2. How did the organizational structure change underway?
3. How did managers resolve conflicts in goals, means and timeframe in the priorities that emerged in the transformation process?

**Organizational adaptation.** Students identify a firm that is active in an industry where there is a dual focus on technological innovation and operational efficiency, and identify:

1. How has management organized the innovation process in the firm, and are these efforts coupled to the operational side of the firm?
2. How does management resolve conflicts between operational and innovation priorities?
3. What does management do to create a culture that is supportive of an organizational context of conflicting goals?

**Leadership in managing organizational structures.** Students identify a firm and analyze the role of its top management in designing organizational structures and making them work. In particular assignments could focus on the following:

1. What are the inherent conflicts between short and long term adaptive pressures confronting the organization, and how does the firm's management deal with these?
2. How do managers achieve coordination and how do they deal with the issues that "fall between the cracks" in the formal organizational structure?

# Chapter 47. Global Projects as New Organizational Form
*Antti Ainamo, University of Turku*

To vividly and dynamically present to students issues associated with the coordination of global projects, **invite a panel of managers to discuss how the strategic, engineering and design, communications, and other project work gets coordinated when people working on a project are located in many different nations.** Students might prepare for such an open-ended discussion by reading not only this chapter in the handbook but others on team collaboration and global process from the chapter's References and Further Readings list and elsewhere.

# Chapter 48.  Artistic Methods and Business Disorganization

*Lee Devin, Swarthmore College*
*Robert D. Austin, Harvard Business School*

- Describe in detail the symptoms of business disorganization, using examples. Who in the firm should know about these symptoms?  Who should address them?

- Which of the symptoms of business disorganization can artful methods most effectively address? Choose two or three and discuss them with examples.

- Choose two or three artful ideas or methods.  Show how they do not apply to certain common business situations.

- Interview a teacher or two in the Theatre Department.  Learn what you can about some aspect of rehearsal, or acting and directing, or performance. Interview a local manager about his/her business.  Learn what you can about one or two aspects of the business.  Map one on to the other.

- Learn what you can about Arts Administration from a local arts organization. Compare with what you know about business, in general.  Better, compare what you learn to what you can find out about a local business.

- Find an interesting small business.  Interview a manger.  Describe the business in some detail, emphasizing what makes it unique, particular.  Critique the business from an artful point of view. Remember that a critique addresses both strengths and weaknesses. Be sure you pass your description of the business to the person you interviewed and make whatever adjustments he/she suggests.

- Conceive this or another course you are taking as a small business:  you access supplies and materials; you design a product and production methods and perform operations on the materials to make the product; you deliver the product to a customer.  Describe and critique this business according to artful principles.

- Think of an interesting job you have held—one where you had duties someone else depended on and where, if you did not do it right and on-time, bad things would happen.  Examine that job for symptoms of disorganization.  Suggest repairs.

# Chapter 49.  Organizational Security
*James A. Sena, California State Polytechnic University*

Assessing an organization's security needs includes finding out its vulnerabilities to known threats.

- Discuss the steps a firm might take to address security vulnerabilities.

- Develop contingency plans.

# PART VIII:  Teaming in and Beyond Organizations in the Knowledge Economy

# Chapter 50. The Evolving Nature of Work Teams: Changing to Meet the Requirements of the Future

*Tjai M. Nielsen, George Washington University*

Increasing globalization and digitalization of work are associated with more frequent creation of virtual teams to work on projects collaboratively. This exercise gives students the opportunity to compare the experience of working in face-to-face settings versus virtual settings.

Assign students to teams of about four each. Direct each team to develop two reports: one on Wal-Mart in China and a second on Dell in China. Each team is to work on the Wal-Mart report only in face-to-face team meetings and the Dell report only through online virtual communication. Their final reports may take the form of written papers, PowerPoint presentations, or videos.

In addition to these reports, ask all individuals to provide an assessment of both the face-to-face and the virtual team experiences according to:

1) the comparative amount of time in minutes they put into completing each;

2) the level of satisfaction (on a ten-point scale, with ten being most satisfying) they had working on each; and

3) the comparative quality, in their opinion, of the reports, again using a rating scale 1 to 10.

# Chapter 51.  Collaborative Innovation: Web-Based Tools for Customer Involvement in New Product Development

*Gianmario Verona, Bocconi University*
*Emanuela Prandelli, Bocconi University*

**Discuss web-based tools for customer involvement in new product development.**  Include how the Web's unique characteristics, such as interactivity, reach, speed, persistence, and flexibility, foster reaching new frontiers of value.

# Chapter 52.  Coordination in Global Teams
*Mark A. Clark, American University*
*J. Alberto Espinosa, American University*

**Consider the issues that McDonald's confronts with its global teams and the best utilization of its resources.**  Questions to explore:

- How do teams collaborate across functional, organizational, geographic, temporal, and cultural boundaries?

- What possible handicaps might befall them?

# Chapter 53.  Transnational Teams in Knowledge-Intensive Organizations

*Martine R. Haas, University of Pennsylvania*
*Mallika Banerjee, Cornell University*

As organizations cross geographical divides and work groups connect diverse individuals, the success of transnational firms increasingly depends upon effective co-ordination, co-operation, and communication within and across the multicultural work group.

- Locate at least five articles on transnational teams.

- Using and citing these articles, discuss different issues and approaches to managing these groups.

# Chapter 54.  Conflict Management in Work Teams
*Helena Syna Desivilya, Max Stern Academic College of Emek Yezreel*

With any teams you've been assigned to by your instructor for various class projects (in this course or other courses), reflect from your experience over the term:

- types conflicts you've experienced or witnessed within teams,

- their antecedents,

- ways of coping by individual team members and the team as a whole, and

- consequences for teams' effectiveness and sustainability.

# PART IX:  Human Resources as a Key Strategic Factor

# Chapter 55.  Human Resources Management
*David Lewin, University of California, Los Angeles*

Locate five articles on human resources management in the global context.  Then develop a paper of at least 800 words discussing contemporary issues and opportunities associated with it.

# Chapter 56.  Managing in the New Economy: Restructuring White-Collar Work in the United States, the United Kingdom, and Japan

*John Hassard, Universities of Manchester and Cambridge*
*Leo McCann, University of Manchester*
*Jonathan Morris, Cardiff University*

In this epoch of downsizing within businesses and reducing the number of levels in an organization, companies sometimes attempt to have fewer people do more.  Citing at least five articles on the topic, discuss the impact of this on white-collar workers.

# Chapter 57.  Work-Home Interaction: A Challenge to Human Resources Management

*Eva Cifre, Jaume I University, Spain*
*Marisa Salanova, Jaume I University, Spain*

1.      Based on your own experience, do you think that the work-family interaction is mostly supported by companies? Or it is mainly a stressful situation for most employees? Why?

2.      Which theoretical approach to the work-home interaction (WHI) do you think better suits "real life" situations?  Choose one of them and try to explain the theoretical model with a real example.

3.      Which personal strategies for work/home balance do you think are mainly used by…
    - women/men?
    - new/experienced employees?
    - singles/married people/married people with small children/married people with older children?
    - ….? Why?

4.      Think about a real case that you know in which the WHI has not been supported by a company. Think about the organizational balance strategies that you could propose them and the arguments that you would include (i.e., positive consequences of a proper WHI) to encourage them to support the WHI.

# Chapter 58. External Competitiveness: Theoretical and Practical Facets of Strategic Pay-Level Decision-Making
### *Mark P. Brown, Bradley University*

1. Select a particular job and then identify sources of publicly available salary data for setting the job's salary level. Consult with the reference librarian for guidance on this. Lastly, based upon their sources of salary data, students should propose a potential yearly salary for the selected job.

2. Students should select a leader of a publicly traded organization and collect information on his or her compensation and the various components of the compensation. Next, students should look at the compensation of a comparable executive of a competing organization and explain why the compensation and components of compensation of their initial executive varies from the compensation and components of compensation of the other firm's executive.

3. Students should briefly describe the implications of using individual versus group-based incentive compensation for the retention of high- versus low-performing employees. Specifically, which form of compensation will be most effective at retaining high versus low performers? Moreover, when would an organization wish to pursue group-based incentive compensation versus individual-based incentive compensation?

# Chapter 59.  Flexible Labor
*Nicole Torka, University of Twente*
*Martijn Van Velzen, University of Twente*

Organizational survival nowadays often requires organizational flexibility.  Flexibility involves the creation of capabilities for dealing with situations of unexpected disturbance.

**Discuss how a firm's employees might be prepared to adapt to changes appropriately and quickly as production fluctuates and the nature of that activity itself changes.**

# Chapter 60.  Employee Wellness Programs

*Adam D. Bailey, Texas Tech University*
*Heather L. Shields, Texas Tech University*
*Eric W. Ford, Texas Tech University*

The goal of employee wellness programs is to provide interventions to maintain good health, resulting in lower healthcare spending and higher employee productivity, as well as enhanced organizational performance.

**On the basis of library research, describe and discuss components of organizational wellness programs.**

# Chapter 61.  Career Management
*Kerr Inkson, University of Waikato, New Zealand*

- Discuss your own career management experience and plans.

- Join LinkedIn.com, a social networking group for people looking to locate positions in a wide variety of career paths.  Using the Answers utility, search for people with positions that you covet, and report on the career path you discern from the list of jobs and companies that they list in their career paths.  *Hint:  put the keywords of the position that interests you in the title field of the advanced search utility*.

- Explore and report on self-help career websites.

# Chapter 62.  Careers in Transition
*Yehuda Baruch, University of East Anglia*

Discuss current career models including:

- the Protean Career
- the Post-Corporate Career
- the Intelligent Career (or Career Capital)
- Career Resilience
- Multidirectional Career
- Employability and Career Proactivity
- Kaleidoscope Careers

How do these models compare with the traditional model of stable structured career tournament?

# Chapter 63.  The Changing Nature of Mid- and Late Careers
*Kenneth S. Shultz, California State University, San Bernardino*
*Mo Wang, Portland State University*

**Conduct an interview with someone well established in your field of interest.** This obviously represents a rather wide range of potential interviewees. For example, it could be the CPA your family uses if you are an accounting major and want to become a professional accountant. Alternatively, if you are a marketing major, your interviewee could be your aunt who completed her master's degree in consumer psychology and works for a large, private employer or advertising agency. The key is that the person should be in mid- to late career and also be able to address the issues and theories that were discussed in this chapter (i.e., the changing nature of career development models and theories for mid- and late career workers) and ultimately demonstrate how they are played-out in real life within your field of interest.

## GENERAL GUIDELINES

One of the more rewarding ways (both personally and pedagogically) of gaining insight into the practical use of theoretical models is the use of field interviews. A few simple guidelines are provided below to help make the field interview process more enjoyable for you and more informative when you present your results to the class.

1.    Discuss various mid- and late career topics, theories, and concepts with others and your instructor which interest you.  Make a list of these topics.

2.    Discuss the application of these concepts and/or theories to everyday life. What would you like to know about each concept or theory's applicability?  Write these questions down.

3.    Look at the questions you developed above.  How clear are they?  Do they really say what you want them to say?  Re-write those questions which are vague, poorly worded, or do not tap into the theories or models you wish to investigate.

4.    Run the questions by your instructor for a final check and approval.

5.    Now that you have a set of questions that you can ask an appropriate interviewee, your next step is to contact a logical interviewee.  This could be a relative or friend, basically anyone who meets the criteria above and is willing to give you an hour of so of his/her time.  Let the person know that you are interested in interviewing him/her in order to see how the concepts, principles, and theories you learned about in this chapter apply to everyday life, as well as their profession in particular.

6.    Try to get a commitment for a time and place that is convenient to both of you and where you won't be interrupted.  It is preferable to have a face-to-face interview, but if that is not possible a phone interview may work.  A last option would be an e-mail interview.   However, extra diligence will be needed in order to get complete responses since you will only have their verbal or written (as opposed to verbal and

nonverbal) responses to go by.  The interview should take somewhere around thirty minutes to one hour (this can vary depending on your line of questioning and the verbosity of the interviewee).  You may want to offer the interviewee the option of having the questions in advance so that some thought can be given to the issues you will raise.  Also, ask if the interview can be tape recorded.  This will be a big help and will put less of a burden on you to take copious notes.  This also allows you to focus on the interview and not the notes you are taking.

7.      On the day of the interview, be prompt, professional, and courteous (even if the interviewee is a relative) and be sure to thank him/her for the valuable time he/she has allowed for the interview.  Also, be certain to follow-up on anything interesting that the interviewee might say.  Often, if you read between the lines, some additional interesting information can be found.  When you have completed the interview, again thank the interviewee for his/her time.  It also would be appropriate to send a written thank-you note expressing how helpful he/she was in helping you meet your educational goals.

8.      Prepare to discuss your interview with the class during finals week.  You should be able to give a brief biography of the person you interviewed and why you chose that person.  You will also be asked to present the highlights of your interview and be sure to mention any consistencies and/or inconsistencies you found between the interviewee's experiences and those suggested by the theories and models discussed during class and the readings.

9.      Hand in a typed, double-spaced five-page write-up summarizing the field interview.  Be sure to include (1) a short biography/background of the interviewee of perhaps a half page or so, (2) a copy of the questions as a table or appendix, (3) a copy of your notes taken during the interview or from the tape recording (as an appendix), and (4) copies of any correspondences sent/received to/from the interviewee (as an appendix).  Only the first item—the brief bio—counts toward the five-page limit.

10.     *HAVE FUN!*  This is your chance to see how theories and models discussed during the term actually play out in real life (or sometimes don't!) in relation to your future career field of interest.

# PART X:  Gender and Diversity in Organizations

# Chapter 64.  Diversity and Diversity Management in the Age of Globalization

*Janet L. Kottke, California State University, San Bernardino*
*Mark D. Agars, California State University, San Bernardino*

**Project Idea 1: Applying theories of diversity management to evaluate the diversity practices of a "real-world" organization.**  The goal of this project is to learn about the diversity management practices of organizations by evaluating an organization for how it compares to the ideas presented in the various theories outlined in the chapter. Identify an organization and gather as much information as you can about its approach to diversity. Information may be available on the company website, and through other public means. Information may also be gathered by speaking to individuals who work in the organization. Depending on the size of the organization, information may be available through the popular press in such media as the New York *Times* and CNN.com.

Once you have gathered sufficient information, compare what you have learned with ideas presented in the theories of diversity management. Using Powell's (1993) model, determine if the organization could be characterized as in the benign neglect, reactive, or proactive stage. Using Cox's (2001) Model for Creating Diversity, describe and discuss advances related to diversity in each of the five key areas presented in the model. Using Agars and Kottke's Full Integration Model, what stage of diversity management is the organization currently experiencing (i.e., issue identification, implementation, or maintenance)? How is the organization addressing each of the four underlying processes presented in the model?

*Project Variation:*  Visit www.catalyst.org and identify a past winner of the Catalyst Award. These organizations have been recognized for their diversity efforts. How do they compare to the ideas presented in the theories?

**Project Idea 2: Learning about social identity and diversity management.**  The goal of this project is to learn first-hand how organizational efforts to manage diversity may be perceived differently by individuals in the organization.  The social groups with which we identify (i.e., group memberships based on gender race, religion, etc.) often have a powerful role in determining how we interpret the world around us. For this project, identify an organization that is actively managing diversity. (The Catalyst web site mentioned above may be a good place to begin your search.) Next, identify four or five individuals who work in the organization, each representing a different social group. For example, interview at least one man and one woman, include individuals from different racial groups, and perhaps from different levels (e.g., executive management, entry-level) within the organization. Once you identify a group of individuals, interview each employee (individually) about the organization's diversity management practices. Begin by asking general questions about the organization's diversity efforts, such as, "*What practices related to diversity management does your organization engage in?*" and, "*How long has your organization been engaging in diversity management practices?*" Next, ask questions that capture the interviewee's perception of the personal impact of the initiatives such as, "*Do you believe the initiatives are fair?*" or, "*How have you been directly or indirectly impacted by these programs?*"  Ask as well about their perceptions of the impact the initiatives have had on the organization as a whole, with questions such as, "*What impact have the diversity initiatives had on the attitudes and behaviors of employees in your organization?*"

or, "*How has the organization as a whole been helped or hindered by the diversity efforts?*" All of these questions are meant to be examples, and you should identify additional questions on your own.

Once you have gathered the information, summarize for each individual. Compare and contrast their perceptions. What differences emerged in their perceptions? What do these differences mean for understanding the process of diversity management? How might organizations attend to these differences?

*Project Variation:* After collecting the data, replace the group-identifying information (e.g. gender), with a code or ID identifiably only to you so that the demographic characteristics of the interviewee are not included. (Be sure to keep the information and code so that you can later reintegrate demographic information with the data) Have a classmate (or someone not involved with the actual interview) evaluate the perceptions. Do they find the same themes that you did? Discuss how your knowledge of an interviewee's race or gender might influence your evaluation of the information they provided.

# Chapter 65. Ethnic and Minority Enterprise
*Anuradha Basu, San Jose State University*

The following ideas could be developed into term papers or team projects:

**1. Interview and shadow an ethnic minority entrepreneur.** Talking to and shadowing ethnic entrepreneurs can be an invaluable learning experience, enabling the student to evaluate theories of ethnic entrepreneurship by comparing them with local contextual realities. Students could do so by contacting local ethnic business organizations or the local Small Business Association (SBA), or by asking around in the local community. Questions they might ask include:

- *What is your background? Did you migrate to this country and, if so, at what age? What is your educational background? What were you doing immediately before you started your own business?*
- *What motivated you to start your own business?*
- *How did you secure the resources to start your new business?*
- *What obstacles did you face in securing the resources?*
- *What role did your family and ethnic community play in helping you start your own business?*
- *In what ways might your cultural values and beliefs affect your entrepreneurial behavior or the way you conduct business?*

**2. Study entrepreneurship within a specific ethnic minority community.** Select an ethnic minority community you are familiar with or have access to in your local neighborhood or about whom you can find information on the web. Research into the history of migration and settlement of that community in the specific area. For instance, what brought them there, when and why? Find out the rate of business ownership among community members, the types of businesses started by members of that community, the average size of the business in terms of revenue or number of employees, whether there are any patterns of concentration in certain businesses and any explanations for those patterns.

**3. Compare patterns of entrepreneurship among different ethnic minority groups.** Select two or more ethnic minority communities to study such issues as their patterns and reasons for migration, the average educational attainment among each group, their rates of business ownership and wealth creation, etc., to discern whether there is any relationship between these variables. This could be carried out as a team project with different team members focusing on and interviewing members of different ethnic minority communities.

The main purpose of these exercises is to explore how ethnicity and culture affect entrepreneurship and to compare ethnic minority entrepreneurs with non-ethnic, native entrepreneurs.

# Chapter 66.  Aging and Work Motivation

*Ruth Kanfer, Georgia Institute of Technology*
*Phillip L. Ackerman, Georgia Institute of Technology*

In countries around the world, older persons represent one of the fastest growing segments of the active workforce.  **Research this segment using resources available in your library.  Then discuss age-related influences on motivation, performance, and productivity.**  In your discussion, explicitly consider age bias and stereotyping.

# Chapter 67.  Family-Friendly Organizations
*Lizabeth A. Barclay, Oakland University*

1.  One family-friendly option mentioned in the literature is job sharing.  Not many organizations have formal job sharing programs. Individuals interested in job sharing often have to do research in order to draft a proposal to present to their employer for consideration.  **Learn more about job sharing practices and possibilities by locating and reading recent articles on it.  You and another student in the course should, as a team, draft a job-sharing proposal for an employer and a job of your choice.** You should explain in your proposal why and how the job might be shared.  Include how the hours will be allocated between team members, how transition between the individuals will be handled, how vacations will be scheduled, how sick time will be allocated and covered, how benefits will be pro-rated, and lastly how communication will occur between sharers and the immediate boss.  The team members need to have agreed on the conditions of the proposal. Possible problems coordinating the shared job should be discussed prior to drafting the proposal. In addition to the written document, be prepared to present your proposal to your instructor who will be playing the role of the employer.

2.  Elder care is a highly topical issue.  **Develop an 800-word term paper on elder care using and citing at least ten recent articles that you might locate in the bibliographic databases in your university's library.**  Your report should include a definition of elder care and why it is becoming increasingly more important as a workplace issue.  Your report might consider U.S. population demographics, traditional care-giving responsibilities, and costs associated with elder care.  Lastly, you should consider differences between child and elder care for employees when framing your discussion.

3.  **Some organizations now prefer the term "work-life balance initiatives" to "family-friendly initiatives."  What dynamics might underlie this shift?**  In your response, consider the political and legal environment as well as the value individuals place on different types of activities and obligations.

4.  Compressed work weeks are alternate work schedules that are considered family friendly. **Locate information about different forms of compressed work weeks. Prepare a document proposing use of compressed work weeks for the following job situations:**

    a.  A factory situation that has two shifts.  Most of the employees are working moms.
    b.  A hospital that needs to staff nursing positions 24-7.
    c.  A high tech firm that has a programmer shortage. Many of their potential employees are in their twenties and thirties.

    In each proposal, you should assume the role of Human Resource Manager. Outline the advantages and disadvantages (benefits/costs) associated with a compressed work week for each of the situations. Be specific about work hours and days.

# PART XI:  Organizational Behavior

# Chapter 68.  Motivating Individuals and Groups at Work in the 21st Century

*Naomi Ellemers, Leiden University*
*S. Alexander Haslam, Free University, Amsterdam*
*Dick de Gilder, University of Exeter*

Traditional theories of work motivation were developed at a time when workers were mostly concerned with the production of goods, often through physical labor.  However the working conditions of employees in the 21st century are quite different.  An increasing proportion of workers are engaged in the exchange of knowledge or the provision of services, and work is organized in matrix structures, in which workers can fulfill different (and sometimes conflicting) roles.  One important consequence of these developments is that it has become more difficult to distinguish individual work performance from team performance.  **Discuss how people can be energized to engage in behaviors that are significant primarily at a collective level, such as service provision, on the basis of germane cited library research.**

# Chapter 69.  Intrinsic Motivation in Public Organizations
*Leonard Bright, University of Louisville*

In the 21st century and beyond, public organizations and public managers will have to recognize the high value that public employees place on the intrinsic aspects of their employment. Managers must understand the relationship between the personal characteristics of public employees (i.e., level of public service motivation, age, education level, public sector experience, etc.) and their intrinsic reward preferences.

Understanding this comparative research on the non-monetary intrinsic work preferences of public employees will allow managers to develop cost effective motivational strategies to help recruit, train, and retain these valuable employees.

**Class/Group Discussion Topic**. Ask students to describe their most desirable public employment position.  Then ask them to describe and discuss the intrinsic aspects of the job that must be present to promote job satisfaction.

# Chapter 70.  Why Self-Set Goals May Sometimes be Non-Motivating

*Maika Rawolle, Technical University of Munich*
*Juergen Glaser, Technical University of Munich*
*Hugo M. Kehr, Technical University of Munich*

Some people are highly motivated by the intrinsic incentives of doing particular activities without being dependent on extrinsic motivation, or even the existence of rational goals. **On the basis of relevant cited library research, discuss behavior carried out for its own sake** (that is, intrinsic motivation).

# Chapter 71.  Organizational Politics in Management Settings

*Hunter L. Harris, Vanderbilt University*

Although political behaviors and associated outcomes can be discussed theoretically and anecdotally in the classroom, it is best taught through experiential exercises. Class activities with specific conditions can illustrate how certain behaviors patterns, such as team-focused or individual-focused, will surface based on how the conditions of the activities are framed.

**Create a pair of similar tasks to be completed. For the each activity, change the conditions as discussed below, and after they are both completed, facilitate class discussion of how the changes in task conditions made significant changes in team dynamics and individual behavior.**

1. For the first task, tell students that 25% of them will receive an A on the task while the remaining 75% will receive a failing grade. This should create a competitive dynamic causing the students to regard each other as out-group members, thus increasing self-serving and potentially corrosive political behaviors.

2. For the second task, tell students that if everyone in the class earns at least a B on the task, the entire class will get an A.  This condition should increase the stake that each student has in each others' performance thus creating a sense of in-group that should create a stronger teamwork focus.

After completing the activities, ask the students to discuss how they acted differently to accomplish their goals across the two activities.  Facilitate the discussion to show how the rewards structure influenced perceptions of in-group and out-group and resulting cooperative versus competitive mindsets. This exercise should help to illustrate how policy decisions such as rewards structures can moderate the prevalence of counterproductive behaviors such as corrosive political behaviors.

# Chapter 72.  Understanding and Managing Misbehavior in Organizations

*Ely Weitz, Tel Aviv University*
*Yoav Vardi, Tel Aviv University*

It is quite safe to assume that most, if not all, members of work organizations, throughout their employment, engage in some form of misbehavior that is related to their jobs, albeit in varying degrees of frequency and intensity.  Such misbehaviors appear to range the full spectrum from relatively minor to very serious.  For example, workplace incivility, insulting behaviors, social undermining, theft of company assets, acts of destructiveness, vandalism and sabotage, substance abuse, and misconduct perpetrated against fellow employees, toward the employer, or toward other organizations are all very common.

On the basis of cited germane library research, **discuss how organizations attempt to lower the possibility of organizational misbehavior.**

# Chapter 73.  Organizational Paranoia: Origins and Dysfunctional Consequences of Exaggerated Distrust and Suspicion in the Workplace

*Roderick M. Kramer, Stanford University*

On occasion, exaggerated distrust and suspicion arises and causes dysfunction in the workplace. **Research and discuss specific instances of organizational paranoia** (delusions and false beliefs about being harassed, threatened, harmed, subjugated, persecuted, accused, mistreated, disparaged, vilified, etc., by malevolent individuals or groups in an organization) that lead to especially prominent instances of dysfunction that became reported in the news.  Discuss less dramatic, day-to-day examples and possible ways to defuse them.

# Chapter 74.  New Approaches for Cultivating and Nourishing Communications Networks

*George B. Graen, University of Illinois, Champaign-Urbana (Emeritus)*

**Discuss leadership sharing networks.**  Some employees are more effective as members of communications networks in organizations than others.  Effective team players differ in initiative, risk-taking, opportunity-seeking, persistence, ability to resolve ambiguity, and ability to influence others.  On the basis of library research, discuss how these qualities are important in actual business situations.

# Chapter 75.  Intercultural Communication: Strategies for Managing Intercultural Dimensions of Business

*Hendrick Serrie, Eckerd College*
*Naveen K. Malhotra, Eckerd College*
*Steve Sizoo, Eckerd College*
*Morris Shapero, Eckerd College*

The following intercultural exercises are powerful tools for intercultural training, involving individuals from different cultures or subcultures in groups of 2-5 persons. After each exercise is completed, the instructor makes comments and initiates class discussion. The exercises are especially useful within a large, multicultural organization. They have been described at length (Serrie 1992) and their effectiveness has been measured and demonstrated (Sizoo and Serrie 2004).   In 1983, Eckerd College established the first undergraduate major combining anthropology and international business. This unique curriculum requires introductory anthropology, intercultural communication, cultural area study and two years of a foreign language in addition to the standard courses in business (Serrie 1989).   The intercultural exercises described here are an integral part of one of the required courses.

*Intercultural Mistake*.  Each participant writes a one-page account of an intercultural or cross-cultural mistake he or she has made or observed first hand. The goal is to demonstrate understanding of the nature of intercultural errors. The instructor divides the class into groups of five or six, and every person in turn reads his/her account to the others. Each group selects the most hilarious or interesting mistake for reading to the entire class.

*Intercultural Interview.* Each participant must on his or her own initiative make an acquaintance with a non-participant of a different cultural background who has hitherto been a stranger and conduct an in-depth interview that explores the topics of cultural differences and social integration of domestic and foreign people in the organization.  The instructor writes a standard protocol with appropriate questions for the students to use.

This exercise helps students overcome inertia and fear about getting to know strangers from a different culture.  Many students, after they have completed the assignment, admit to having experienced anxiety about dealing with a foreign stranger and feel that this exercise, along with some others, helped them to overcome it.

The exercise provides students with an opportunity to successfully motivate a foreign stranger to expend a significant effort on their behalf. After this assignment has been collected in class, discussion groups of four to five students are formed.  Each student shares his or her strategy for meeting the foreign student, explaining the situation, and persuading the foreign student to agree to do the interview.

*Intercultural Social Event.* Each participant must on his or her own initiative organize a social event involving four people, two from the host culture and two from a guest culture, who have hitherto been strangers. The goal of the social event is to foster conversation and hopefully to develop friendships across cultural boundaries. Successful events have been built around

learning and playing a game or sport, watching and discussing a movie, and cooking and eating an ethnic meal.

***Intercultural Skit.*** Each participant must on his or her own initiative organize a skit involving six to eight people, half from the host culture and half from a guest culture. The goal of the skit is to dramatize the intercultural errors that host culture individuals are likely to make when they are visitors in the guest culture. The guest culture individuals serve as native experts and identify five intercultural errors to be dramatized. The entire group develops and acts out a five minute scenario to demonstrate the errors.  Students typically embrace this challenge with great enthusiasm, dramatic talents, and imagination.

***Intercultural Analysis of a Company.*** Participants write a research paper summarizing an investigation of the overseas business operations of a multinational company, including its problems and successes in adapting to a particular foreign culture. Participants interview an executive of the company, collect any available brochures and research articles in business magazines or newspapers about the company's international operations.  Students are urged to select a company they might like to work for in the future, give the executive they interview a copy of their research paper and inquire about an internship with the firm.

References
Serrie, Hendrick.  1989. "An Anthropology-Led Major in International Business,"
        *Practicing Anthropology* 11(4):8-10.
Serrie, Hendrick. 1992. "Teaching Cross-Cultural Management Skills," *Journal of Teaching in International Business*  3(3):75-91.
Sizoo, Steve and Hendrick Serrie. 2004. "Developing Cross-Cultural Skills of International Business Students: An Experiment," *Journal of Instructional Psychology* 31(2):160-166.

# Chapter 76. Emotion in Organizations
*Kevin E. Fox, Saint Louis University*
*Stephanie E. Granda, Saint Louis University*

Emotion can be a challenging topic to teach, many students feel that they know a lot about the topic already, however, this may or may not be true. As such, one of the early challenges is to identify student's existing beliefs regarding emotion in organizations, and facilitate a process of questioning current thinking and increasing awareness of its potential influence.

## Teaching Activities

1.  Have students engage in a simulated negotiation experience. Negotiations can be varied by using either one-on-one or teams. Negotiation topics can be varied from vary simple and non-controversial (e.g., best restaurant in town), to more challenging and nuanced. Ask students to reflect on the influences that emotion plays throughout the negotiation process (e.g., excitement, frustration, concern).
2.  Assign students to interview and/or spend a day with a professional in your community who is likely to experience emotional labor in their career (e.g., police officer, paramedic, emergency room nurse, social worker, etc.). Students then present the results to the class, specifically identifying the emotions the professionals experience as well as the coping strategies they use to manage emotional labor. Students should offer recommendations and ideas as to how emotional labor could be managed. These suggestions should be supported with current research.
3.  Students can work independently or in groups to design a study to examine how emotions impact creativity or decision-making. Review at least 5 scholarly articles to provide framework and rationale for your hypothesis. In addition to the literature review, describe the research methodology and how to measure creativity and decision-making.
4.  Provide an opportunity for students to learn about Positive and Negative Affectivity through administration, scoring and interpretation of the Watson, Clark, and Tellegen (1988) PANAS.
5.  Select an individual who you consider to be a transformational leader. Provide a description and rationale as to how they transform their environment. Then, discuss examples of how they use emotional intelligence in their work.

## Term Paper Topics

1.  Discuss the effects of stress on the job. What are the antecedents, causes, and contributors to stress? What are the outcomes of stress? Then, outline ways organizations can help employees cope with stress.
2.  Workplace aggression and counterproductive behavior is increasingly something that organizations must consider. Investigate the degree to which workplace violence is been present in organizations throughout modern history. Identify some of the practices through which organizations are attempting to reduce and prevent workplace aggression and counterproductive behaviors.
3.  You have begun your first job as an operations manager. The morale on your team is low, mostly due to the ineffective and belligerent management style of your predecessor.

The Vice-President of Operations expects you to increase your employees' performance. Given your knowledge of emotions in the workplace, discuss the management tips and style you will integrate into your new job.

4.    You are the Vice President of Human Resources and are responsible for managing organizational change during a merger between your organization and your biggest competitor.  The board has notified you the merger will ultimately lead to downsizing. Several front line managers notified you that morale in their department is tense and anxious.  Using your knowledge of emotions in the workplace, what recommendations do you provide for the managers?  What other issues do you anticipate as a result of the merger and how will you address them?

## Discussion Topics

1.    Ask students to define the term emotion.  The majority will define emotion by naming and describing specific emotions (e.g., fear, anger, happiness).  Discuss with students the process aspects of emotion – the content of emotion changes, but the process of emotional experience is what stays the same.

2.    Discuss how emotions motivate employees to behave.  What types of emotions promote positive work behaviors, such as productivity?  What types of emotions generate negative behaviors, including turnover, absenteeism, or low productivity?  Can managers make a difference in the types of emotions employees experience at work, and if so, how?

3.    What is the appropriate role of emotion in the workplace?  Students can offer ideas, stories, and incite regarding how emotion should be (or not) integrated in organizations. Students can be asked to justify extreme positions such as: 1) emotion has no benefit for good manager; 2) supervisors most important job is to make their employees feel good. Alternatively, interesting conversation can arise from practical and ethical questions such as whether or not coworkers should even be attempting to influence each others' emotions at work.

4.    Is romance in the workplace avoidable and/or acceptable?  Discuss the advantages and disadvantages of employee dating policies.

# PART XII: Leadership without Boundaries

# Chapter 77.  Leadership Style: Developing a Leadership Style to Fit 21st-Century Challenges

*Dail Fields, Regent University*

The chapter contents can best be taught by a) helping students consider their own characteristics, such as importance of achievement compared to importance of relationships and reactions to or tolerance for stress; b) having students review alternative behavioral approaches, such as transaction/transformational or path-goal models; and c) applying this knowledge to propose a leadership strategy that would be appropriate for alternative scenarios.  Alternative scenarios are:

1. You have been assigned to a team that will implement an out-sourcing of a unit handling customer service telephone calls.  The out-sourced unit will be supervised by you in a partnership arrangement involving co-supervisor provided by the contracted organization.   Your first task is to help evaluate out-sourcing customer service to India compared to Ireland.  Do some research and consider the leadership implications of both locations.

2. You work as part of a group which supplies products and service support to an international network of dealers.  Most of the dealers outside the USA are located in South America and Asia.  UPS has contacted your VP and provided a proposal to take over the warehousing and shipping of products resulting in a 50% cost reduction. The VP wants to know the implications of this move for dealers and employees.

3. You work in a unit charges with maintenance of facilities in a region of the USA and Western Europe, including Germany and France.  Your department head has just returned from a conference highlighting the use of personal assistants by inspectors for recording existing problems and preventive maintenance needs and transmitting these work needs to a central dispatching unit.  Currently, each facility has staff located on-site. To save significant costs, your department head wants to centralize staff in two locations - one for the USA and one for Europe.  How would you plan and lead this change?

**These scenarios can be used as the basis for in-class discussion and/or presentation by two or more student teams.  These could also be assigned as individual or group term papers.**

# Chapter 78.  Remote Leadership

*Elizabeth Kelley, Dalhousie University*
*E. Kevin Kelloway, St. Mary's University*

Increasingly, organizations are making use of information technology to enable employees to work at a distance from their managers, their work groups, and/or their offices.  Implementation comes in a variety of configurations—virtual teams, flextime, telecommuting, and other remote working arrangements—and, despite the great hopes for improved employee satisfaction and productivity, many of these arrangements are not considered to be successful by either the manager and/or the employee.  **Discuss how the situation can be improved on the basis of germane cited library research that you might undertake.**

# Chapter 79.  Leadership in Interorganizational Networks

*Angel Saz-Carranza, New York University*
*Sonia Ospina, New York University*
*Alfred Vernis, ESADE Business School, Barcelona*

The following questions might be used for either brief paper assignments or classroom discussions:

- What is the relationship between networks as interorganizational governance modes—as opposed to market and hierarchy—and current societal trends? Is the network mode a cause or an effect?

- What is the effect of the network governance mode on individual satisfaction and personal life standards?

- Empirically document power and/or leadership in networks.

- What can network management learn from other related areas of study such as conflict resolution and negotiation?

# Chapter 80. Challenges of Implicit Leadership Theories for Management

*Birgit Schyns, University of Portsmouth, United Kingdom*
*Jörg Felfe, University of Siegen, Germany*

Discuss implicit leadership theories as an issue in such occasions of organizational life as selection of leadership applicants, decision making on career and development opportunities for young potentials already in leadership positions, cooperation and leading in cross-cultural teams, and the evaluation of leadership (follower and supervisor feedback).

# Chapter 81.  Integrating Plurality: Towards an Integral Perspective on Leadership and Organization

*Wendelin Küpers, University of Hagen, Germany*
*Mark Edwards, University of Western Australia*

**Assignment 1**.  Envision and investigate an integral organization. This will include developing guiding questions and strategic implications for an integrally-informed organization. The envisioning aspect will include the description of the basic elements of an organizational form that could be defined as being "integral." The investigation aspect will include two components:

i)      working in groups to research theory-based criteria for integral forms of organizing and
ii)     collaborating with a partner to carry out online researching of organizations that might currently meet these criteria.

Groups present findings in a seminar format. The seminar materials and group findings subsequently will be workshopped to reach some point of agreement about the qualities of an integral organization.

**Assignment 2**.  Investigate "success and failure stories" by using the lenses of the integral metatheory. The identification of the core explanatory lenses used in integral analyses allows for a critical approach to evaluating the relative success or failure of organizations in achieving their goals and in contributing to the welfare of individual and to the general good of society. From a number of suitable case studies, students are to choose one for analysis and use integral lenses as their framework for critical exploration. The goal here is to develop an understanding of the critical capacity of integral lenses, the relationships between various lenses, and their potential for flexibility in application to complex case studies.

**Chapter 82. The Global Manager's Work: Crossing Boundaries of Distance, Countries, and Cultures**

*Chris Ernst, Center for Creative Leadership*

This chapter in the handbook is organized into three sections exploring 1. Context, 2. Concepts, and 3. Current and Future Directions for global management in the 21st century. Suggested teaching approaches for each of these sections are as follows:

**1. Context.** Global management is defined by its context, a context requiring managers to lead across interacting boundaries of distance, country, and culture. To make this context come alive, read or create a handout based on the below description of a fictitious global manager by the name of John Smith. After reading the description, ask: What is unique about John Smith's job? What aspects of his work might be different because John is working globally rather than domestically? Flipchart the student responses. Afterwards, map the responses according to the dimensions of distance, countries, and culture.

*John Smith – Global Manager*
*John Smith is sitting at his desk in New York City. The phone rings. It is the British plant manager in Beijing announcing that the plant is closed down because the workers are demonstrating against the accidental bombing of their embassy. John accepts this information without comment. He does not know how alarmed he should be as he only knows this plant manager slightly and is not sure whether he is given to understatement or exaggeration. He has always found it hard to read the British.*

*John turns to his e-mail. There is a message from the plant manager in Mexico. Inflation remains rampant and employees are once again complaining that they are not making enough to pay their ever-increasing rent. John is mildly annoyed and responds abruptly, wondering at the same time whether he really should have hit the send button. These Mexican managers act like parents instead of managers.*

*The phone rings again. The Saudi Arab plant manager in the United Kingdom informs him, as an aside to the conversation, that consumers are becoming increasingly resistant to the idea of genetically engineered foods. John leaves to go to a meeting and passes the director of finance in the hallway, who tells him that the relocation costs for expatriates are out of control. John hardly hears him. He still has Beijing on his mind.*

*John stops and turns back to his office to ask his secretary to arrange a conference call of all plant managers. This call will take place across twelve time zones which means that John will be up at 3 a.m. to participate in the call. The secretary reminds him that he will be flying to Mexico on Monday for a five-day stay and then going on to England for an additional week. John has acquired in excess of a hundred thousand frequent flyer miles for the third year in a row but wonders if he will ever get to use them or if he even wants to.*

**2. Concepts.** Management scholars and practitioners have identified the ability to "learn from experience" as a meta-competency for effectiveness in modern global organizations. Experience teaches valuable lessons regarding effective global managerial thought and behavior. Further,

experience can be gained either at work or outside of work. Ask students to think about and discuss the types of multicultural and international experiences they have had. These may include experiences within their own country (e.g., attending cultural events, watching foreign movies, reading the international press) or when visiting other countries. More importantly, ask students to think about what they learned from this experience. How might this learning be related to the types of concepts discussed in this chapter, such as global mindset or cultural adaptability?

**3. Current and Future Directions.** Currently the global management literature lacks a theoretical base, and remains largely at a conceptual level. This presents challenges both for research (e.g., the inability to replicate and build a base on knowledge) and practice (e.g., a lack of understanding concerning the underpinning beneath concepts). This provides an excellent opportunity for a case in point about the value of sound theory for both research and practice. Further, encourage students to identify existing theories in the management and leadership literature. Five areas of leadership research and theory are considered in this chapter. Ask: How might these theories be applied to further our understanding about global management in the 21st Century?

# PART XIII: Information and Knowledge with Mobility and Ethics

# Chapter 83.  Knowledge Management: Strategy, Culture, Intellectual Capital, and Communities of Inquiry

*Murray E. Jennex, San Diego State University*

Knowledge Management (KM) success involves capturing the right knowledge, getting it to the right users, and having this knowledge used to improve organizational and/or individual performance.  **Use germane cited library research to locate examples of internet-based KM.**

# Chapter 84. Facilitating Mobile and Virtual Work
*Matti A. Vartiainen, Helsinki University of Technology*

As work becomes more geographically distributed and mobile, strains develop that reveal latent and often unexamined dimensions of collaboration. Management typically has to rely more on results than on the supervision and direct control of behavior than are typical of traditional organizations. The motivation of employees and social bonding—two of the major benefits of face-to-face communication—have to be at least partly accomplished in other ways. **On the basis of your cited library research, discuss facilitating mobile and virtual work.**

## Chapter 85. Balancing the Implications of Employee Telework: Understanding the Impacts for Individuals and Organizations

*Timothy D. Golden, Rensselaer Polytechnic Institute*

**Assignment 1.** In the first part of this assignment, have students generate (in outline form) what they view as the benefits and drawbacks of telework. The instructor may wish to suggest a few possible areas to investigate, such as job satisfaction, performance, work-family conflict, commitment to the organization, and employee turnover. The second part of this assignment involves having students write a brief paper discussing why they would choose to telework or not. They should discuss how they feel telework fits with their own conceptualization of work and what their own priorities are in terms of flexibility, work-life balance, etc.

**Assignment 2.** This assignment involves having students imagine that they are implementing a telework program in their company. The assignment entails the student writing up what they expect to be the outcomes of the program from the perspective of the company. Questions for students to consider include: What are the benefits and drawbacks of telework to the company? Is there anything they should do to help ensure the program's success? From the company's standpoint, what are the implications for employee job satisfaction, commitment, productivity, etc? The students may also consider who would decide which employees are allowed to telework, and what portion of each workweek. The intent is to highlight the trade-offs inherent in telework and its implications for the company.

# Chapter 86.  Electronic Monitoring of Personal Web Use at Work

*Micheal T. Stratton, Hood College*

Electronic performance monitoring has become an integral part of the control and coordination aspects of managing.  Sometimes employees are continuously observed with or without their knowledge of this surveillance.  Some forms of personal Web use at work are disruptive, such as visiting pornographic or gambling websites, or exchanging inappropriate e-mails among coworkers.  Also employees often engage in recreational and personal-learning usage, including planning trips.  Even seemingly innocent acts of personal Web use at work can result in harmful results for an organization, such as opening a door to hackers or viruses.  This is a considerable concern for healthcare and financial industries, which are legally required to protect the information on their networks.  **On the basis of your library research, discuss the issues in electronic monitoring of personal Web use at work.**

# Chapter 87. Information Privacy in Organizations
*Bradley J. Alge, Purdue University*
*Shaun D. Hansen, Purdue University*

**1. This project concerns the decision making process firms engage in to make decisions about monitoring.** Since workplace monitoring technologies are developing rapidly, firms must often develop their policies and regulations for the use of such technology. (There might not yet be laws or suggested standards or "best practices" available from the outside.) How are firms making decisions regarding the purpose, type, and invasiveness of the monitoring they engage in? What considerations are paramount as such policies are formed and decisions made, and who makes them and at what level in the organization? Develop a term paper based both on interviews with several managers responsible for information and monitoring at real firms. Assure the interviewees that you will keep their names and their firms' names anonymous. In your paper discuss ways some of the firms do similar things and ways they differ in decisions about monitoring. To prepare for you interviews, review at least five articles in your school's library on workplace monitoring. Term paper length should be at least 700 words.

**2. This project concerns workplace trends with regards to information privacy.** Research one of the information gathering and privacy workplace trends discussed in this chapter (electronic performance monitoring, personality and workplace testing, biometrics, drug testing, genetic testing open-officing/hot-desking/hotelling, or Wi-Fi & public access computing) using a minimum of five scholarly journal articles and five popular press articles. Consult with the reference librarian at your institution on how to locate scholarly articles in the databases in the library. Write an at least 800 paper discussing the history of the trend, how it came to be, what its current status is (what kinds of firms are doing it and to what extend are firms doing it), and where it is likely headed in the future. In addition, carefully analyze and discuss both the risks and benefits involved with the trend, and present your opinion as to how the trend should be managed by firms so as to protect the rights of the people involved.

**3. This project concerns the legal side of information privacy issue.** With the help of a reference librarian, locate at least three national laws relating to information privacy applicable to the workplace. Explain some of the things each covers. Speculate on a future technology that might have privacy mitigation effects beyond the purview of current laws. Suggest what things future laws might need to regulate to protect privacy.

**4. This project concerns the ethicality of secret monitoring in the workplace.** Write an 800-word paper that uses ethical rules in helping to understand monitoring behaviors and attitudes. To develop this paper, review at least 10 recent articles on "business ethics" in the databases in your library. A reference librarian can guide you in constructing your search to obtain good results. Identify 4-5 general ethical rules or perspectives from your review that might be used to justify or not secret monitoring in the workplace, perhaps qualified by when and why. Include your personal opinion on when, why, and how secret monitoring in the workplace is justifiable.

**5. This project concerns the negative impact electronic monitoring can have on employees.** Ask at least 10 employed people their opinions about both positive and negative effects of workplace monitoring on people such as themselves. Discuss your findings.

# Chapter 88.  Multilingual Issues in Global e-Commerce Websites
*Shaoyi He, California State University, San Marcos*

The Web has evolved from an English-dominated domain into a realm of more than one thousand languages, creating both new challenges and new forums for multilingual communication in global e-commerce.  Just translating a website into a different language does not translate it into a different culture; for example, Asians are accustomed to being greeted by their surnames, and might feel uncomfortable being greeted by their first names when visiting a website.  One solution is glocalization.  **On the basis of research that you should complete in your library, give and discuss examples of glocalization.**

# Chapter 89.  Managing Intangible Capital
*Michael M. Beyerlein, Purdue University*
*Frances A. Kennedy, Clemson University*

**1.  Intangible capital as a strategic resource.**  Key resources in an organization are both tangible and intangible. When decision making omits consideration of intangible resources, the results are more likely to fall short of strategic goals. How do managers take intangible capital into account in decision making? Develop an answer to this question in the form of a term paper by interviewing four to five managers. Assure them of confidentiality, so they will be comfortable in sharing information. Cluster their remarks to identify themes.  Illustrate the themes with anonymous quotes. Locate recent articles on intangible capital and discuss the findings in an 800-word essay, providing at least five references cited where you used them in your report.

**2.  The limitations of the "bottom line" perspective.**  The accounting and finance functions of an organization are often criticized and labeled as "bean counters" although managers with that kind of narrow perspective can be found in any functional area. Identify an organization that you would be willing to invest at least 10% of your retirement funds for at least 10 years. What would you like accounting to be measuring in such an organization, so the health and vitality of the organization is most likely to be sustainable over the 10 years and your investment kept safe?

**3. Industry Leaders and Intangible Value.**  Every industry has leaders—top performing companies. For example, in airlines, Southwest has outperformed the others financially for many years and has avoided layoffs during recessions. What intangibles differentiate industry leaders from the also-rans?

**4. Careers and Intangible Value.**  Intangible capital may make a difference in your career progress. Identify three types of intangible capital that relate to career progress and explain why they make a difference (e.g., intellectual, relationship, political, and leadership).

# Chapter 90.  What Is the Business Case for Adopting RFID?

*Fred Riggins, University of Minnesota*

Radio frequency identification (RFID) is a technology dramatically altering the ability of an organization to acquire data about the location and condition of any items that can be physically tagged and wirelessly scanned.  RFID can be used to monitor the location and condition of parts and finished goods while being shipped to the organization's facilities.  Similarly, it helpfully monitors the location and condition of items within the firm's internal facilities, directly impacting the organization's inventory control system.  Tagging items that are shipped out facilitates tracking and answering customer queries about the location of such items.  **Locate in your library articles giving examples of RFID applications in business.  Analyze and discuss several of these.**

# PART XIV:  Organization Development and Change in the 21st Century

## Chapter 91.  Change Agency in 21st-Century Organizational Life
*R. Michael Bokeno, Murray State University*

- **Which kind of change-agent would be most/least effective for changing organizations today?  Why?**

- Much of organizational activity occurs in teams currently.  Similarly, rather than individuals leading change, it is increasingly common to have teams acting as change agents.  **Discuss teams as mechanisms for organizational learning based on your library research. Discuss how teams solve problems for better products or services.**

# Chapter 92.  Organization Development in the 21st Century
*Christopher J. Rees, University of Manchester*

**First, students are required to obtain the following documents:**

1.      The "Principles of Practice" statement issued by the Organization Development Network (a professional association of OD practitioners).
<center>http://www.odnetwork.org/aboutod/principles.php</center>

2.      The "International Organization Development Code of Ethics: 22nd Revision" issued by the Organization Development Institute (a non-profit educational association).
<center>http://members.aol.com/odinst/ethics.htm</center>

3.      Three job advertisements together with associated job descriptions for positions which include Organization Development (OD) as an element of the job title.  (As an alternative, instructors, tutors, or teaching assistants may wish to locate these job descriptions themselves and distribute them as part of an assignment pack.)  These types of positions are advertised regularly in countries such as the U.S.A. and U.K.  As a starting point, students may wish to enter the terms "organization development" and "job vacancy" into a search engine such as Google or Yahoo. The job advertisements should have been published over the last 18 months but do not have to describe live vacancies.

**Second, students are required to answer the following questions:**

•       Using relevant literature, including the documents obtained from the OD Network and the OD Institute, discuss the meaning of the term OD with specific reference to the values often associated with the field of OD.  (Suggested length: 500 words.)

•       Using the job descriptions you have obtained, together with relevant literature, explain the nature of OD work often undertaken within organizations in the 21st century. (Suggested length:  1,200 words.)

•       Discuss the extent to which the espoused values of OD are compatible with the OD-related activities often undertaken within organizations. (Suggested length:  300 words.)

# Chapter 93.  The State of Organization Development
*David L. Bradford, Stanford University*
*W. Warner Burke, Columbia University*

Organization development (OD) is focused on planning and executing change, and also the increasing an organization's competence to handle future change.   Today changes are increasingly episodic and jolting rather than continuous, so change often involves bringing an organization into some sort of stable balance for awhile before moving to introduce other innovations.   Having those affected by the change participate in it is a way to integrate the expertise of the change agents with the expertise embedded within an organization.  **Locate examples of successful and unsuccessful changes in organizations.  Analyze and discuss why those outcomes might have occurred.**

# Chapter 94. Managing Creativity and Innovation in the 21st Century
*Lisa K. Gundry, DePaul University*

## Term Paper Projects for Managing Creativity and Innovation

1. Group creativity theory proposes that groups are capable of high levels of creative thinking and behavior that sometimes can outperform individuals who are working alone. Does the creative behavior of groups relate to other group-level process or performance variables? What else in the organization is influenced by group creativity?

2. Wallas' four-stage process of preparation, incubation, illumination, and verification is still a useful guide for creativity in organizations. What specific behaviors might occur within each stage that managers could observe and reinforce?

3. Compare and contrast the Osborne-Parnes Creative Problem Solving (CPS) process with traditional problem solving and decision making models in organizations. How is it different? Can it lead to different outcomes? For what types of problems might it be most useful?

4. Define more specifically the underlying constructs of the Kirton Adaptor Innovator (KAI) instrument? What research has been done using testing the KAI and applying it to organizations? How might the KAI be helpful to managers?

5. How does the Hermann Brain Dominance Inventory help managers understand different modes of thinking? What occupations seem best suited to each of the four thinking modes? Do you think it is possible for people to "switch" thinking modes in response to the needs of the situation?

6. How does the climate for innovation influence individual and organizational-level outcomes? Are the dimensions of the organizational climate for innovation associated with outcomes such as employee satisfaction, employee involvement, company performance, managerial effectiveness, or other outcomes?

7. Consider the four innovation strategies and their respective strengths and weaknesses, and identify one organization that you believe is of good fit to each strategy. How might that strategy be useful to the company?

# Chapter 95.  Organizational Memory: Why Does it Matter?

*Kim Chi Wakefield Trinh, National University of Singapore*

Although firms can sometimes learn from their experiences, we know that organizations and individuals frequently suffer from memory loss.  Moreover, firms invest deeply in attempts to capture organizational memory in knowledge-management systems, but employees commonly underutilize these systems.  **Interview people you know who are working in organizations and ask them why employees might underutilize the stored data of their organizations.**

# Chapter 96.  Why Catastrophic Group or Organizational Failures Happen
*Michael A. Roberto, Bryant University*

- Discuss, in general, how leaders can improve performance and reduce risk of catastrophic failure in their teams and organizations.  Then extend the discussion to specific types of organizations and teams.

- Some complex organizations have operated with very few major safety incidents for many years.  These are termed "high reliability organizations" (HRO's).  Examples of such organizations include aircraft carriers and air traffic control centers.  Using library research, try to clarify why the error rates for these organizations are remarkably low given the hazardous conditions in which they operate.

# PART XV:  Non-Business Organizations:  New Perspectives

## Chapter 97.  Arts Management Issues in the 21st Century
*David Cray, Carleton University, Ottawa, Canada*
*Loretta Inglis, Monash University, Melbourne, Australia*

One characteristic that differentiates arts organizations from private sector firms is the presence and importance of volunteers.  Volunteers may serve at all levels of the organization, from those who distribute programs at performances to members of the board.  Since volunteers lack a monetary incentive, there is considerable interest in what motivates them to donate their time and effort.  Dealing with volunteers is complicated by the dynamic nature of their relationship to the organization.  **Discuss issues in managing large cadres of volunteers in arts organizations based on your library research and, if possible, interviews with people in such organizations—both volunteers themselves and those who manage them.**

# Chapter 98.  Hospital Planning for Weapons of Mass Destruction Incidents

*Scott Somers, Arizona State University*
*Ronald Perry, Arizona State University*

With the increase in worldwide terrorism incidents, hospital disaster plans need to be scrutinized to ensure they include preparedness elements that are unique to weapons of mass destruction (WMD) incidents.  A terrorist attack is likely to involve a multi-agency response and could involve mass casualties.  Hospitals will need to coordinate planning efforts to maximize treatment capacity and capability.  At a minimum, hospital planning for WMD events must promote effective communication and information sharing, coordination with other agencies, and distribution of resources.  Interoperability refers to the ability of emergency responders to communicate and work seamlessly via myriad of voice and data systems.  **On the basis of your library research and, if possible, an interview with a hospital manager, discuss the issues in creating robust interoperability.**

# Chapter 99. Unique Aspects of Managing Sport Organizations

*Russell Hoye, La Trobe University, Melbourne, Australia*
*Matthew Nicholson, La Trobe University, Melbourne, Australia*
*Aaron Smith, La Trobe University, Melbourne, Australia*

1.  Discuss whether the special attributes of sport discussed in this chapter apply to all levels of sport by comparing the operation of professional sports league with a community sporting competition.
2.  Is there any evidence that a centralized model of elite sport development is any more effective than a market-based sport development model?
3.  Why do governments attempt to intervene in the management of nonprofit sport organizations? Explain how governments do this in your own country.
4.  Explain how sport organizations work cooperatively but still compete on the playing field.
5.  Choose a professional sport league and identify the fees paid by television broadcasters over the previous twenty years for the broadcast rights. Has it increased or decreased over the period? Explain why.
6.  Choose a high profile athlete and identify what companies or products sponsor the athlete. Is the athlete represented by an agent or did they secure the sponsorships or endorsements themselves?
7.  Create a list of the top five paid sportspeople in the world. What does the list tell you about the size of the commercial markets that the sports are played in?
8.  Select a sport organization that has a strategic plan on its website. Conduct an analysis of this plan, and comment on its approach to strategic management.
9.  Compare the organizational structure of a sport manufacturing organization and a local community sports facility. How do each of the six elements of organizational structure differ? Which elements are similar?
10. Does the place of athletes in professional sport organizations make the need for effective human resource management practices more or less important?
11. Compare the orientation and induction processes of a sport organization and a non-sport organization. How and why do they differ?
12. Does the often public appraisal of employees in sport organizations diminish the integrity of the human resource management process?
13. Select a sport organization you belong or have belonged to. Create a list of attributes or values that you believe embodies its organizational culture. Which are the characteristics that distinguish it from other similar sport organizations?
14. Compare the governance structures of a multi-disciplinary sport (e.g. gymnastics, canoeing, athletics) with a single discipline sport (e.g. field hockey, basketball). How do they differ? What impact does this have on volunteers involved in governance roles?
15. How are board performance and organizational performance linked?
16. How can the intrinsically vague concept of customer satisfaction be "hardened-up" to provide a quantitative, concrete measure of the service quality in a community leisure center?

# Chapter 100.  Managing Philanthropic Organizations for Creativity

*Diana Leat, Center for Civil Society*
*Helmut K. Anheier, University of California, Los Angeles*

Philanthropic foundations are freed from the constraints of pleasing customers or constituencies. This lack of external discipline enables them to be creative to think the unthinkable, to challenge conventional approaches, to take risk, and to take a long view.  But without an external discipline, **where is the incentive for learning and improving?  On the basis of your library research and ideally an interview of someone who works in the philanthropic foundation, discuss this issue.**