# Chapter 3

# Project Humans Resource Management

## 3.1 How to Detect Cultural Differences[1]

**Contents:** Reading • Assignments • Student Engineers' Commentaries

> NOTE: This version of the module has no attached video clips. Later versions will have video attached.

> NOTE: This module was prepared by Dr. Ute Cezeaux of Intercultural Training Associates. Mr. Dan Erchick has contributed additions valuable for medical volunteers. Several students also contributed to the readings in the module. The preparation of this module and others in the "Preparing for Engineering Communication in Developing Countries" course was supported by a generous grant from the Engineering Information Foundation. We are grateful for their belief that today's engineering students need information that will prepare them to deal with international collaborations.

### 3.1.1 MODULE READING

#### 3.1.1.1 Preliminary Matters

Engineering students working on field projects in other countries face several communication challenges. Typically they come from a US college environment and are accustomed to live and learn among peers and professors in an English-speaking environment where codes of conduct are generally understood by all without paying too much specific attention to them.

When these students arrive in the developing country at their rural non-English speaking project site, things change on many levels. In addition to obvious language difficulties, basic assumptions about how to get things done and even whether things should be done will be challenged, sometimes openly, more often in many subtle ways.

Additionally, students working on outreach engineering projects all over the world face specific challenges not encountered by casual visitors or long time workers, such as Peace Corps volunteers or missionaries who are committed to several years in the foreign location. Student engineering groups are generally on location for 7 to 10 days during spring break or in the summer, and even though there may be repeated visits to the same village, the individual members of the group may change. These conditions create challenges that are specific to engineering communication in traditional societies.

This web site is designed to share with you some of the cultural challenges students have experienced in Engineers without Borders projects, help you identify common areas of difficulties, and suggest strategies to prepare to cope with them. The stories of these students' varied projects, experiences, approaches, strategies,

[1] This content is available online at <http://cnx.org/content/m14686/1.4/>.

surprises, successes and failures were collected and discussed in a cross-cultural training course for engineering students at Rice University in Houston, Texas, USA in the spring semester 2007 under a grant from the Engineering Information Foundation. We hope that their accounts will help you anticipate the exciting and complex challenges of communication abroad.

> NOTE: **For students without experience in US culture.** The students who tested the modules for this project in class were United States engineering students of various cultural family backgrounds. Almost all of them had worked on engineering projects in El Salvador, Nicaragua or Mexico. One student had a special interest in and some experience in Mongolia and China. Examples and exercises in these modules assume familiarity with United States American culture, sometimes specifically in the United States college setting. If you use these materials and you are not familiar with the US American background, you would have to rethink the issues raised and substitute exercises and comparisons that would clarify the issues for you or your students.

#### 3.1.1.1.1 Prior Readings

Before you begin using this module and others in the course, you may wish to read portions of Iris Varner and Linda Beamer's **Intercultural Communication in the Global Workplace** (2005), which focuses on the professional context of intercultural communication. Chapters 3 and 4 especially lay out the concepts of underlying values that affect behavior in different cultures. The context of traditionally structured societies, which the modules in this Connexions series address, differs from the professional context Varner and Beamer describe in the level of technical training that local partners for outreach projects have. Two excellent publications produced for the United States Peace Corps are also useful:

- **Learning Local Environmental Knowledge: A Volunteer's Guide to Community Entry** (Information Collection and Exchange Publication No. M0071, Peace Corps 2002) and
- **Culture Matters: The Peace Corps Cross-Cultural Workbook** by Craig Storti, which is also available in English or in Spanish as ***La Cultura Sí Importa: Manual Transcultural Del Cuerpo de Paz*** as a free .pdf download at Peace Corps Web Site[2]

### 3.1.1.2 Detecting Cultural Differences

When you want to work successfully in another culture, it becomes very important to understand the 'language you yourself speak', not just the words and the grammar of your own language, but the underlying, often subconscious, assumptions you make and the underlying values that you rely on. When you understand the implications of your own language, then it becomes easier to deal with the reality that the "language local people speak" is not just a literal translation of yours, but is embedded in their underlying cultural values and assumptions. Communication across cultures is not easy. As we all know, the possibility of misunderstanding is always present, even among members of the same culture who are communicating in the same language. The possibility of misunderstanding, even if everybody is of good will, is exponentially increased when you cross cultures.

EXERCISE

**Exercise 3.1.1** ***(Solution on p. 190.)***

- Ask each person in your group to take a standard sheet of 8 1/2" x 11" paper. Ask one person to read the following directions to the group. Without demonstrating or telling anyone how to hold or fold the paper, read the following words exactly, read slowly, and only read once. Or, if you are working independently, skip to 1.3, Comparing Cultures.
- Ready to start? Stand up. Close your eyes and keep them closed throughout the exercise. Do not ask any questions.

[2] http://www.peacecorps.gov/wws/publications/culture/index.cfm

- Fold your piece of paper in half and tear off the bottom right corner.
- Now, fold it in half again and tear off the upper right corner.
- Now, fold it in half again and tear off the lower left corner.
- Fold your piece of paper in half and tear off the bottom right corner.
- Now, unfold the whole page. Compare your page with the other people's. What do you notice?"
- 
- (Developed by Russel Dore, Fruehauf Corporation, Detroit, Michigan)

#### 3.1.1.3 Comparing Cultures

When you want to compare cultures and eventually identify specific differences that require special attention, cross-cultural trainers often use the picture of the iceberg. Only a small part, the tip of the iceberg, is visible, the major portion of the iceberg is submerged and can become dangerous to a ship. Everybody wants to avoid the calamity that befell the Titanic, the famous passenger ship that ran into an iceberg on her first voyage and sank, taking hundreds of passengers with her.

Applying this image, the tip of the iceberg shows the visible part of the culture or, more specifically, the part of the culture that can be perceived through all the senses, the things you can see, hear, feel, taste and smell: the architecture, the food, the music, the literature, the art and much more. This is the part of culture that the tourist is interested in and that the short-term visitor perceives as different, interesting and sometimes exotic.

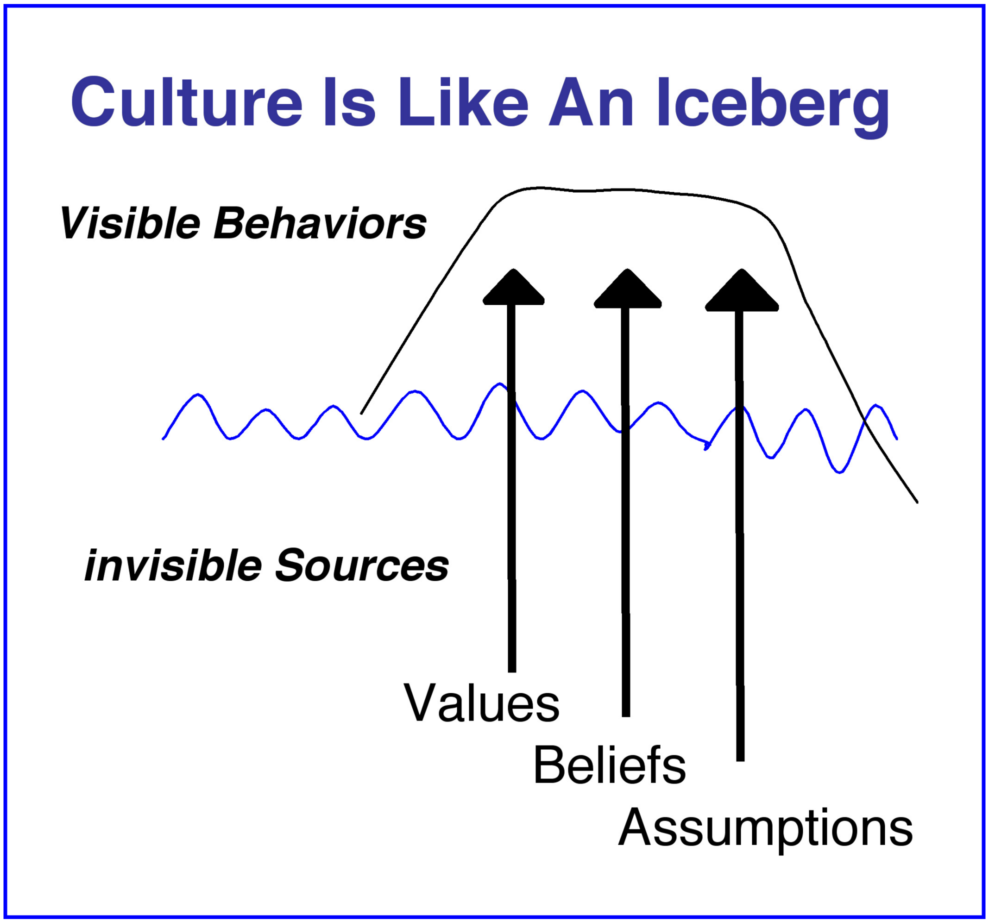


**Figure 3.1**

Below the surface is the invisible part of culture, the differences that are perceived by long-term visitors, the people who try to live in the culture for an extended period of time. These people realize–often slowly–how essential the under-the-surface components of the culture are and how deeply they affect everyday life. Here we look at questions like: How do people identify themselves, as individuals or as members of the group? How is time perceived: is it controlled by the person or not? How are children raised–what are the most important things they have to learn? Are old people respected for their wisdom? What is important when people talk to each other–do they say things straight out, or do they assume that you know how to read between the lines? How is power distributed in the community? Who has it, and how much? In the submerged part of the iceberg of culture we find the values, the beliefs and the often subconscious assumptions that most members of the culture share.

**In summary:** Here is the important insight, especially for groups like engineering students, who want to work successfully with rural villagers on very short-term projects: the underlying values, beliefs and assumptions of a culture affect what you see on the surface in the behavior of the members of that culture. In other words, if you know something about the values, beliefs and assumptions of your own culture and the culture you are going to work with, if you understand the major differences, then it will become easier to deal with the behavior patterns of everyday interactions and you can become more creative and hopefully more successful in solving the big and little problems of getting your project completed.

#### 3.1.1.3.1 Norms and Variations

When we talk about the US Americans we have to define on what we mean. Whenever you ask a culturally based question such as "How do you show friendliness and respect when you greet somebody?" to a large group of Americans in different parts of the country, in different population groups and at different age levels, you will get a wide variety of answers. Not all Americans act or think alike in the same situation. The many answers could be sorted statistically and the result would probably show a bell curve, a line through the apex would then show how most Americans would deal with the particular question. The same would hold for the foreign culture. The two bell curves might overlap indicating that some people in both cultures would deal with that question in the same way and would have fewer misunderstandings in dealing with each other. This example shows that all cultures have many variations. In general, these variations are more noticeable when you are in the country. When you look at a culture from the outside, the common elements tend to stand out.

**US American Values and Beliefs**

In your cross-cultural class you can brainstorm the most important US American values, beliefs and assumptions. You might come up with concepts like: individualism, self-reliance, competition, equality, can-do-spirit, hard work, informality, and a direct communication style.

There are many ways to study the main values of your own culture:

One way is to look at how children are raised in your culture. Parents all over the world want to teach their children what will make them successful in their culture. US American children are taught independence and self-reliance at an early age. "You can do that yourself," "Figure it out," "What do you think?" and "Ask your teacher, brother, grandpa" are phrases heard from parents and teachers.

Another way to study main values is to listen to comments of foreign visitors. Here are some quotes from foreigners who have worked or studied for a while in the US: The examples below werer taken from L. Robert Kohls and John M. Knight's **Developing Intercultural Awareness: A Cross-cultural Training Handbook** 1994:

- "Americans seem to be in a perpetual hurry. Just watch the way they walk down the street. They never allow themselves the leisure to enjoy life; there are too many things to do." (Visitor from India)
- "In the US everything has to be talked about and analyzed. Even the littlest thing has to be "why? why? why?" I get a headache from such persistent questions. I still can't stand a hard hitting argument." (Visitor from Indonesia)
- "The American seems very explicit, he wants a 'Yes' or "No' – if someone tries to speak figuratively, the American is confused." (Visitor from Ethiopia)
- "I was surprised, in the United States, to find so many young people who were not living with their parents, although they were not yet married. Also, I was surprised to see so many single people of all ages living alone, eating alone, and walking the streets alone. The United States must be the loneliest country in the world." (Visitor from Colombia)
- "Imagine my astonishment when I went to the supermarket and looked at eggs. You know, there are no small eggs in America, they just don't exist. They tend to be jumbo, extra large, large and medium. It does not matter that the medium are little. Small eggs don't exist because, I guess, they think that might be bad or denigrating." (Visitor from The Netherlands)

"What Bothers Nationals about Working with US Americans in Their Community" Adapted from: L. Robert Kohls, Survival Kit for Overseas Living 1984

We carry with us our own cultural baggage. When we work in a foreign environment, our way of doing things contrasts with the local way, and our attitudes and behaviors–which look positive to us–may appear differently in the foreign environment. Here are some characteristics of US American workers that have stood out in a foreign culture

- They expect to accomplish more in the local environment than is reasonable.

- They are insensitive to local customs and norms.
- They resist working through normal administrative channels.
- They often take credit for joint efforts.
- They think they have all the right answers.
- They are abrupt and task oriented, insensitive to the feelings of others.

#### 3.1.1.3.2 Continuums of Values

When you think about underlying values, beliefs and assumptions in different cultures, you can think in terms of continuums, with extremes on either end. Research has located cultures at various point on a value continuum. Some cultures can be found close to one end; other cultures may be found closer to the opposite end. For example,members of some cultures think about themselves as independently acting individuals; members of other cultures think primarily of themselves as integral members of a group, with primary responsibilities toward that group.

Other cultures could be located on these continuum lines and similar lines could be drawn for other values, beliefs and assumptions. The locations are not engraved in stone but are simply guidelines to stimulate observation, questions and discussion in preparing to work in another culture.

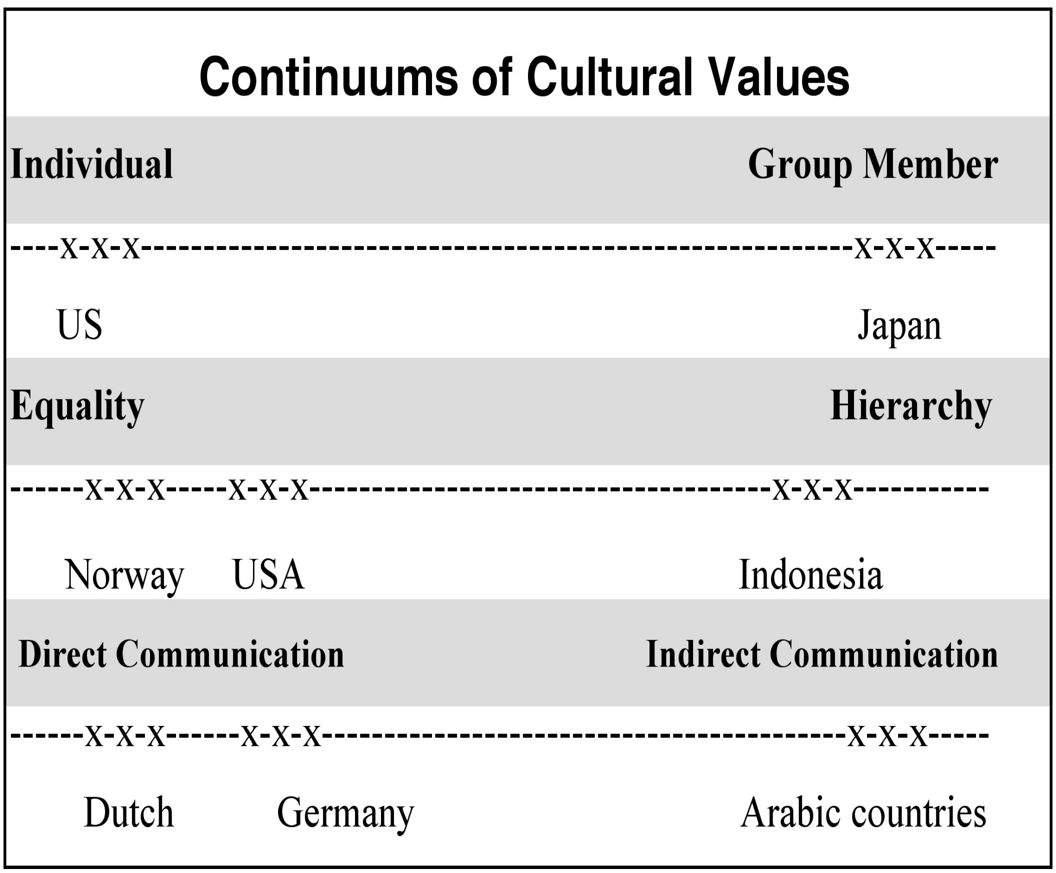


**Figure 3.2**

#### 3.1.1.4 Communication Styles

People have different styles of communication. Some people are direct: they rely on words and data. Other people are indirect: they suggest, they hint at what they really mean, they don't just use a precise word, they may use a descriptive phrase or a picture, or tell a story and expect the listener to infer the meaning. In the same way, languages and the cultures they express can be either more direct or more indirect, more precise or more vague. The Dutch speaker will know that the Dutch listener will expect directness, even bluntness, and will not be offended. The Japanese speaker, on the other side, will know that he does not have to be precise; the listener will take into consideration the surroundings, the subtle non-verbal message, and will understand; and by avoiding directness, face will be saved for both sides.


**Figure 3.3**

To illustrate the possible frustration and resulting non-communication, let me tell you about one of my experiences. I remember that in China I once listened with a group of other US Americans to a lecture by a Chinese professor on Chinese watercolor painting. The professor spoke excellent grammatically correct English, but the Chinese indirect communication style came through so strongly that most Americans could not follow the circles and spirals of the thought patterns and simply grew too tired to listen. They were accustomed to a much more direct style that quickly got to the point and stated each point clearly and as a result, they missed learning more about a very special form of art.

### 3.1.2 ASSIGNMENTS

#### 3.1.2.1 Assignment: Analyze a Dialog

To practice paying attention to the differing mindset of speakers from different cultures and detecting differences in underlying cultural values and communication styles, we look at a conversation taking place in a work situation between a US American CARL and a Hispanic JUAN who may be from a South American country. The dialog and the comments are from Craig Storti's **Cross-Cultural Dialogues** (1993).

#### 3.1.2.2 Dialog: A Helping Hand

- CARL: Hey, Juan, Is everything OK?
- JUAN: Yes, sir. I was just explaining to Raul here about the new drill press. Some of the men aren't sure about it yet.
- CARL: I know. Actually, I overheard you; what you were telling Raul isn't exactly right.
- JUAN: No?
- CARL: No. You have to turn on the fan before you switch on the water jet, not after. Now try it, Raul. (Pause) Yes, That's it. Any more problems with this, Juan, Just come and ask me. That's what I am here for.
- JUAN: Thank you, sir.

In their discussion of this short dialog the students identified behavior that could be traced back to values of hierarchy, task or relationship orientation, saving face, direct and indirect communication styles and made suggestions to improve the interaction.

Now take a look at Storti's critique of this transaction:

**Example: A Helping Hand (comments by Craig Storti p.70)**

- Juan is not pleased. To be corrected in public is bad enough, but to be corrected in front of a subordinate – someone he supervises and would be expected to know more than – is especially humiliating. What Carl should have done, of course, is to have taken Juan aside later and, without even mentioning the "mistake," reminded him again how the new drill press worked. (Juan would then realize, without anything being said, that he had given Raul incorrect instructions).
- Carl has been boorish even by American standards, but it is typical of him to have zeroed in on the task. His first thought – his instinct - is to correct the error Juan has made so that the work will proceed smoothly and production won't be disrupted What really matters, in other words, is efficiency and not whether someone's feelings get hurt.
- But is this altogether fair to Carl (and his compatriots)? Granted, he may be just another cold unfeeling American manager possessed of a characteristically single-minded obsession with production (and the worker be damned). But as we have noted before, Americans tend to identify very closely with their work; if our work is good then we are good.
- In this context, Carl's impulse to correct Juan might very well be an expression of his instinctive concern for Juan's feelings. After all, Juan would be embarrassed if the men under him kept making mistakes and production in his division plummeted. In short, the typical American manager's obsession with output and production doesn't necessarily mean a lack of caring for the worker. If workers identify with their work, then worrying about output is synonymous with caring for the worker.

#### 3.1.2.3 Summary and General Advice

When you are working as a student engineer on a project in a rural community some general points are important to remember.

- Do not automatically assume that you understand
- Assume that you do not understand
- Do not react automatically
- Observe attentively
- Listen carefully
- Do not judge quickly; instead, wait
- Ask questions gently

In summary: stop, look, listen, learn before you respond and act

#### 3.1.2.4 Assignment Two: Narrating Cultural Awareness

##### 3.1.2.4.1 Including Unexpected Cues

Note: This assignment draws on readings from **Culture Matters** and on the reading by Dr. Cezeaux, above. The reading featured the "iceberg," with visible cultural differences floating above the water and deep values concealed below the surface. The reading brought out observations about differences in views of time, gender roles, and the amount of reliance on what people already know when choosing what to include in a communication (the US tells all; other cultures expect listeners to have a high degree of shared knowledge). The readings asked you to pay attention to the following questions:

###### 3.1.2.4.1.1 Questions about the self in society

- Is the basic unit of society the individual or the collective?
- Is obligation a burden or a benefit?
- Is age valued or is youth valued?
- Are genders equal or unequal?.
- Are gendered activities negotiable or restricted?

###### 3.1.2.4.1.2 Social organization questions

- Is group membership temporary or permanent?
- Is form important or distrusted?
- Are personal activities private or public?
- Is social organization horizontal or hierarchical?
- Is approach to authority direct or mediated?

This assignment has only one part. We imagine this assignment will be about two pages long, double-spaced, or longer, as you see fit. In it, you will demonstrate your ability to reinterpret and teach others from your past experiences and by your increasing cultural competence by writing a narrative. We imagine that stories like this will be the heart of your instruction for future engineering outreach groups. This exercise will also give you a chance to practice preparing other engineers for assignments abroad.

This narrative should describe

- A problematic or unexpected situation
- How you originally defined it
- How you "solved," "responded," or "flubbed" it
- How you now see it

As you set the scene, you should think about the "iceberg diagram." Include cultural cues (both "surface" differences and some indication of deeper differences in values) you did not originally expect (and that other engineering students may not expect), in your narrative.

Include some communicative actions that were involved: Don't just say, "The pump didn't work properly; replacing a valve with one scavenged from a damaged one at the church fixed it." That account masks a whole lot of interaction and thinking. Tell us how you thought of the problem; how your local collaborators thought of it; how you found out another defective pump was stored in the church, whether you asked for help; how you approached a person according to his or her status in the village (or failed to), whether you were expected to pay; etc., etc." You might also include differences in vocabulary or different meanings associated with a term. For example, if a Mexican government official asked whether you had taken your proposal or agreement to a notary public, you might not have realized that this common phrase in English, "notary public" has a totally different meaning in Spanish-speaking countries, where a "notary public" is certifying the legality of an agreement, and his or her services cost a great deal.

**The Afterword.** End your narrative with an "afterword" (literally, the opposite of a foreword; the words written in reflection or as a comment on the text)–a section that others could read after they have read and discussed your story. Add your "lessons learned" or take-away notions there. **You may want to read some of the student engineers' commentaries (below) to stimulate your memory.**

## 3.1.3 STUDENT ENGINEERS' COMMENTARIES

### 3.1.3.1 Alec Walker: Rethinking my next projects in the Peoples Republic of China

The time I spent in class inspired me to be proactive in developing guidelines for the attitude that I will adopt while working to accomplish a specific goal in a foreign community with a different culture. I had conceptualized cultural differences as obstacles with which to slowly familiarize myself on an intuitive, experience-based level. One of the first major points that was covered in class was that culture is a category under which to file one's architecture of thought. Cultures can be appreciated by a temporary visitor, but they cannot be learned in the same way that a native of the particular community has learned. This does not mean, however, that an attempt made by a visitor to study a host culture with the objective of working through it is futile. In addition, preparations can be made by the visitor before arrival to facilitate this process.

The two potential future trips that I foresee for myself in the coming years are 1) to Chengdu in Sichuan province, China to teach English, and 2) to Bayaan Ulgii in Mongolia to provide Engineering service work in water treatment or energy distribution. I will consider the specific concepts, techniques, and processes discussed in the class as they will apply to each of the three potential future trips, and the differences in projected successes of each method will be compared.

Each of the trips shares certain commonalities: I will be a foreigner working within a subgroup of a larger community with a different culture, I will be working to accomplish a specific goal that is independent of the culture in which I will be immersed, and I will only be there for a definite amount of time (less than 3 months). The techniques to consider are:

A) encouraging needed communication through an alternative or indirect route, B) categorizing the culture in general qualitative spectra, and C) gauging the optimal adjustment of my goal in response to cultural hurdles.

The following is a brief expansion of the general methods I have applied below.

A) includes requesting an audience with specific members of the community in private, requesting that members of a community arrange a play about the desired topic, or asking for anonymous reviews, written or oral. This method is to be employed in situations wherein cultural boundaries prevent communication necessary for the completion of the goal. The spectra B) in which to classify the host culture include collectivism versus individuality, egalitarian versus hierarchical, direct communication versus indirect communication, task oriented versus relationship oriented, and linear time versus cyclical time. This method is employed to develop and retain a broad sense of the guidelines and expectations of the community. C) includes revision of a goal in a vacuum (out of cultural context) followed by revision with respect to results obtained from A) and B). The two revisions are compared, and a hybrid is developed until the time for the next revision.

#### 3.1.3.1.1 Examining trip 1 to Chengdu in Sichuan province

A) The English language students will be girls and boys at the high school level, and they will be used to a strict and quantitative approach to learning. They will know off-hand how many English words they can write and what their test-score history is. They will be used to learning under a lecture style of teaching and adhering to military-like disciplinary standards. Most high school teachers in Chinese cities are under administrative pressure to train students to produce certain test scores on certain exams. These initial assumptions may be invalid and will change. My goal is to teach them English, and I must make them aware of how this differs from boosting their exam scores. The majority of the class will be interactive and questions will be encouraged.

Depending on the number of students, I will either hold meetings with individual students requesting feedback on teaching style, or I will ask for a certain number volunteers with strong opinions. I will also have a slit-topped shoebox wherein students can submit comments or critiques in English or Chinese. I will hold meetings with parents to discuss my methods and keep all members of the community up to date on my dealings. I will encourage students to put on performances, in English about topics they choose and in Chinese about how they think the class is going.

B) I rate Chinese culture as a collectivist, hierarchical, relationship oriented culture with a linear time sense and tendency towards indirect communication. I will scale these generalizations from one to ten periodically.

C) Perhaps my goal will change, and I will tend towards a teaching style geared towards boosting the students' statistical academic standings and developing their traditional showing of respect after analyzing the feedback I get from the community.

#### 3.1.3.1.2 Examining trip 2 to Bayaan Ulgii in Mongolia

A) The staff in the Engineering company where I will work will have limited technical background, as Mongolian schools lack resources and qualified technical professors. The employees will be diligent workers with pride in their position, and they will likely follow instructions and wait for approval before making decisions. These assumptions may be invalid and will change. My goal is to provide a technical perspective with an emphasis on sustainability and safety. I will establish what is desired, offer encouragement towards long-term company-health thinking, and emphasize the associated health risks and injury prevention techniques.

B) I will invite my colleagues to go on walks or horseback rides with me, spending the day talking and exchanging stories. In my experience to date, time and space coverage greatly facilitate Mongolian inner and inter company business. I will hold sustainability, and environmental and personal health meetings for colleagues. I will inform them of what I have been informed, maintaining humility. I will compete with colleagues in numerous games. I rate Mongolian culture as individuality based, egalitarian, directly communicative (slow and repetitive), task oriented, and cyclical time oriented.

C) The results from A) and B) may change my goal. I may slacken my safety regulations and sustainability expectations, adopting instead a more short-term outlook on accomplishing specific engineering goals.

### 3.1.3.2 Sean McCudden: Rethinking Unexpected Developments in Mexico

When my team travels to Mexico, we bring local food to a woman in the village (let's call her "Sara") who cooks for us. In addition to providing all ingredients, we pay Sara $15US per day. The Mexico team first visited the village the year before I arrived at the university and became involved with engineering projects. I have learned that the team was referred to Sara by a missionary in a nearby village and with only that recommendation to go on, it contacted Sara about cooking.

In my experience, Sara has performed her cooking duties well and she converses amiably with us, but conflicts have arisen. She and her husband (call him "Juan") appear to try to take advantage of her role as "feeder of the Americans" and seem to be a source of strain in the community. In addition, Juan is on the Water Board, which oversees the pipe distribution system from the well and our recently implemented biosand filter construction. It is difficult for me to get a full sense of how extensive the conflicts are through translations, but our translators report subtle elements in the language that suggest they could be splitting the village.

Some concrete examples are Sara's asking us to lay pipe from the pump directly to her house (which other residents don't have and while we have made clear that our role is not to decide placement of the distribution system). On our team's most recent trip during Spring Break, we constructed biosand filters to purify their water. We announced to the community that we would not decide the distribution of the filters we built; the Water Board would. We left sufficient construction materials in the village for the residents to build their own household filters. Yet, Sara asked if one that we built could be hers. Juan is very capable to construct their own, but he did not even assist us (as we had asked the entire community to do so that they could get hands-on experience), despite being on the Water Board.

In addition, our team's translators have said that they sense tension between Sara/Juan and the rest of the village, including Juan's position on the Water Board and his use of it for personal gain. The translators say it is subtle phrases that suggest these conflicts, but they are consistent.

Moreover, my team leaders say that the worst part of any Mexico trip is negotiating Sara's payment at the end, as she asks for advances or denies that we paid her previous advances. Added to this are constant requests for goods like propane gas and diapers which are reasonable in themselves, if we need to stop by the store anyway, but she does not readily reimburse us. We are also fairly certain that she asks us to buy more food than we eat and that she saves the leftovers for her family.

All the above has created a difficult situation for our team. We originally contacted Sara because we had no other information and she has not done anything to overtly lose her cooking job. However, I am concerned that we are creating conflict in the village by giving her a perceived power that she and her husband use for personal gain. This would not be very disconcerting if it only involved us, but it seems to extend to the Water Board and its relationship with the community. Our team could easily ask another family to cook for us, but that may damage more relationships than it helps. We have delicately tried to investigate the issue. For example, on the Spring Break trip we asked a community youth who befriended us whether our $15US per day was fair payment. He agreed that it was, so I do not trust that Sara is just trying to compensate for being cheated.

**Afterword**. Since we are closing in on the completion of our project, I do not believe we should do anything to drastically change our relationship with the village. I do believe that we need to clearly emphasize our role in the community whenever we have the chance. Especially important is defining the Water Board as in charge of the water projects and as democratic and following the will of the village. We should also demonstrate our desire that Sara and Juan take a prominent role in assisting our projects.

Our team clearly has influence in the community and they appear to try to use their position to wield some of their own. We have denied their excessive requests, but we have not raised the issue of our buying extra food. Since we can only surmise that they keep leftovers from our own estimates of what we eat, anything we say will only reveal our suspicion, which could make our relationship worse. We should only bring it up (gently) if Sara asks for even more food or money. When we contact a new community to begin another project, it will be important that we establish a personal relationship with the residents, so we should find a food and sleep host as quickly as possible, but we need to take care on our choices in light of our experience.

#### 3.1.3.2.1 Ketan Shah: Taking Cultural Practices into Designs for a Community

In January 2005, our team traveled to a small community in El Salvador to install a 40,000 L water storage tank for community use in order to increase access to water and decrease the time people had to wait to get water. We had been on a survey trip a few months earlier, and during our time at school, we designed the water tank and adjacent washing stations for the community. Although we had already sent the designs down to the community before we arrived and thought they approved, we did not realize that some of the system components were not compatible with their ways of doing things.

When we built the tank, we also built washing stations and showers next to the tank. Washing stations, or *pilas*, are the method of washing clothes people in Latin America use – a *pila* consists of a large basin that is filled with water and two elevated surfaces around the basin on which to scrub the clothes. When in use, the drains on the pilas should be stoppered so the water can fill up. With this in mind, we installed removable drain clogs to each of the pilas so that they could be filled up and drained as needed. This did not seem to be a problem when we were constructing them, but after we returned from our trip, we heard from the community that the stoppers that little children had been stealing the stoppers and that it was too expensive to continue to replace them.

This problem was due to a difference in cultural interpretation and assumptions on both parts of the project. Our team assumed that the community would want removable stoppers in their *pilas* because they are so common in the United States. On the other hand, the community members did not even realize that we had included the stoppers in the design, so they could not address their concerns about the stoppers. Because neither side realized that the stoppers were an issue in the design, the potential problem was never even addressed until we found out about the stolen stoppers. After talking about it with the community, we decided that there was no harm in not having any stoppers at all. Originally, our concern was that if there were no drain in the *pilas*, the standing water would collect mosquito larvae; however, the community assured us that abate, a poison for mosquito larvae, was readily available through the local health clinic. Thus, the solution to the problem was to fill the drains with concrete to allow water to collect and kill the mosquito larvae with abate.

In following out our original design, we also ran into one other implementation problem during our trip. We constructed a shower behind the tank for all community members to use. However, on our next visit to the community, we found out that the community members had ripped down the shower, reconstructed it in another corner, and claimed it as a "men only" shower. Once again, this problem was caused due to differences in deep culture and a lack of communication between the two sides on the project.

Our team assumed that the showers would be for both male and female use because that is how we would address the situation in the United States. However, in both the surface and deep culture in El Salvador, men are considered the dominant sex, so the showers were assumed to be only for the men. We talked to the women of the community and found that they did not agree with the "men only" shower situation and that the changes were made without their approval. Therefore, we did not change our stance on this situation as we did in the previous situation with the drain stoppers.

We held a community meeting and explained what we felt the differences between the two cultures were. We also explained that the purpose of our projects is to benefit everybody in the community, and that if we had realized that this part of the project would benefit only the men and estrange the women, we would not have constructed the showers. After talking to the community, they agreed to make the showers for both males and females, and the problem was resolved.

**Afterword**. This story describes two problems that took place as a result of our original water storage tank design and construction. The first problem occurred due to different cultural assumptions and lack of communication, and the second problem occurred due to different cultural view and lack of communication. These two stories illustrate an important lesson in intercultural communication. It is important to come to agreements based on the interaction of both cultures, not just one of the cultures.

In the first issue, there was no harm in letting the community use the solution they were used to, so it was the better course to follow. However, when the difference in culture clashes with the beliefs upon which the project was created, as in the second problem, it is important to discuss with the community to come to a mutual agreement. **In other words, I believe it is important to recognize the community's**

**culture while still negotiating to include important aspects of your own.**

***

#### 3.1.3.3 Reflection or Discussion Opportunity

Select one or more of the students' commentaries and discuss them. What other additional issues from the reading can you apply to the students' situations? Do you agree that the team should have insisted on the community's making the shower stall available to all adults in the community?

#### 3.1.3.4 END OF MODULE

**END**

## 3.2 International business for entrepreneurs: Organizational structure and human resource management[3]

### 3.2.1 Organizational structure and human resources management

One of the fundamental challenges facing companies of all sizes is determining how to organize and staff their operations. This task becomes even more complex when a company decides to do business across national borders.

A small business owner may start out as the only employee in his or her company. In this case organization and staffing simply involves the efficient allocation of the owner's time and attention to the various tasks associated with the business. As the company grows, more employees will probably be hired. When this occurs, it is useful to explicitly look at how tasks can be allocated across employees in a systematic way. As the company grows still larger, it is often useful to begin organizing the company into departments.

In many cases, a company's early moves overseas involve reacting to an apparently random or unexpected overseas business opportunity. At first, such business may be conducted anywhere in the organization on an ad hoc basis. As a company extends its operations overseas, it takes on additional complexity as decisions have to be made which address global and local product design, local responsiveness to individual markets, cross-border financing, etc. As the international side of the business grows, many companies conclude that a reorganization of some type can better handle the current international business demands, and better position the company to take full advantage of international opportunities as they arise. In the following section, several common international organization structures are briefly described.

#### 3.2.1.1 International division

Perhaps the simplest start for many organizations is to adopt what is known as an international division. With the addition of an international division, the domestic organization may remain relatively unchanged while an additional side structure is added. This additional structure (in collaboration with the domestic structure) takes on the responsibility for virtually all international business. This structure assumes that there are skills associated with doing business overseas that will transcend the typical business lines. Market assessments, compliance with export/import regulations, arranging shipping, identification of local representatives, establishment of dedicated sales offices, production facilities, etc. are all examples of tasks often assigned to the international division.

*Advantages*: The international division is effective in consolidating international activity under one area of responsibility. Such a division develops international expertise that can serve all areas of the organization. This eliminates the need for every part of the organization to master the ins and outs of doing business overseas (this can sometimes be quite complex).

[3] This content is available online at <http://cnx.org/content/m35610/1.4/>.

*Disadvantages*: On the other hand, the existence of an international division encourages the organization to approach their business in an artificially dichotomous manner. Part of the business organization focuses primarily on the home country market, while the international division serves "the rest of the world". In most organizations such a structure lends itself to a continuing preoccupation with the home country market.

As a company becomes more serious about overseas business, it often finds it useful to adopt a more sophisticated global structure. Four examples of such organizations are included below.

### 3.2.1.2 Global functional structure

A global functional structure is often adopted by companies with a very limited product scope. A CEO will oversee a number of business functions that have been identified as critical to business operations. Because the product mix is singular or limited, the CEO can coordinate the work of the functions and bring the resources of each to bear on the product line. In this case, the CEO serves as the common denominator between the functions.

*Advantages*: In many organizations, the primary sources of expertise are functionally based. Therefore, economies of scale can be achieved by grouping these resources by function. In the case of human resources, for instance, a central human resources function can serve as a consultant to all parts of the organization on issues such as pay and performance evaluation. This eliminates the redundancy occurring when multiple parts of the organization attempt to develop such programs on their own. A functional organization also enables the organization to standardize policies, practices and procedures that can be carried out throughout the organization.

*Disadvantages*: The primary focus on business functional activity, often distracts organizations from specific product requirements, customer needs, and geographic idiosyncrasies. With the top of the organization serving as common denominator and arbiter between the functions, strategies may not reflect realities on the ground as decisions are made without the benefit of close interaction with customers and deep understanding of local circumstances.

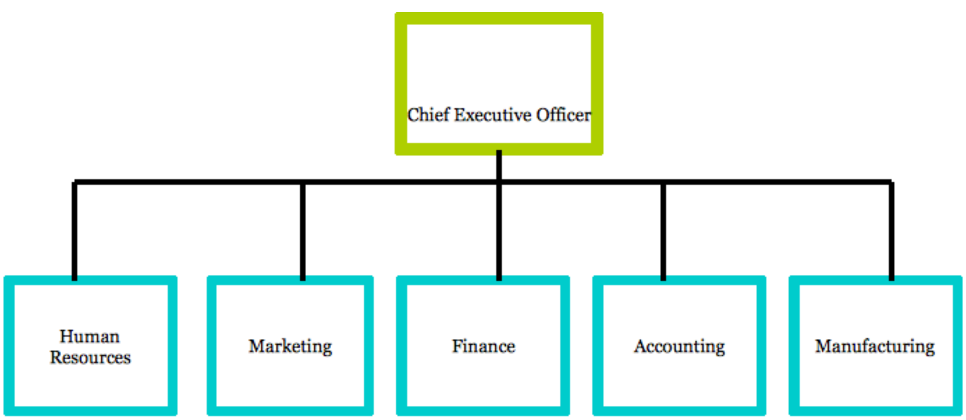


**Exhibit 3.4:** A global structure

### 3.2.1.3 Product structure

A global product structure is often chosen in companies with an array of diverse product lines. Each product line is assigned to its own organization unit so that decision-making is focused on the product characteristic and the customers who will be targeted. In many cases, the product unit will have its own functional organization—in essence, operating as a stand alone business in the context of the larger organization. In many cases, a product unit will be managed with full profit and loss responsibility.

*Advantages*: The main advantage of a product structure is that it focuses attention and resources toward a single product and the customers toward which that product is targeted. Decisions are optimized for the success of the product and distractions are minimized.

*Disadvantages*: Redundancies often exist across product organizations as functional responsibilities are duplicated under each product organization. Economies of scale and scope are more difficult to achieve as this organization structure encourages less cooperation and coordination across the product units.

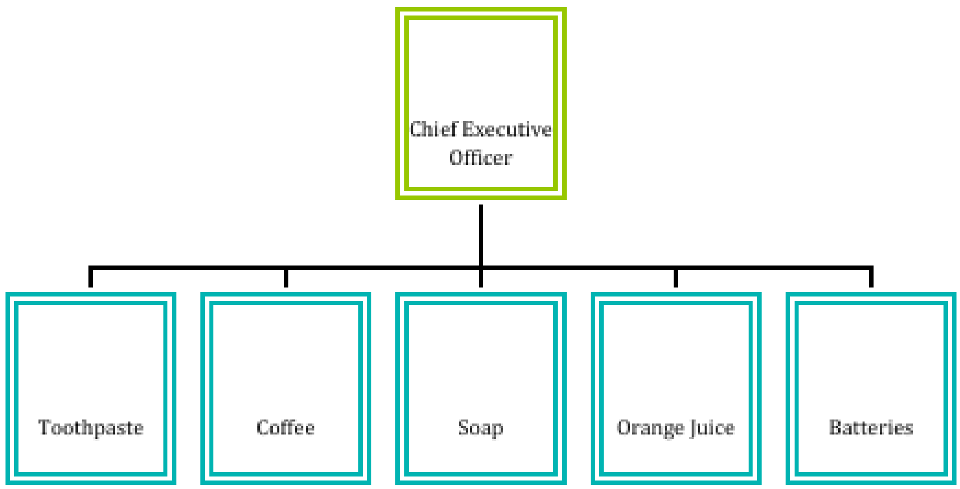


**Exhibit 3.5:** A product structure

#### 3.2.1.4 Area/geographic structure:

An area structure is often chosen by companies who want to emphasize geographically specific strategies and focus decision-making on local needs. Organizations may be divided up into regional and country structures where country managers operate rather autonomous businesses supported by an array of local functions. In this case, the country organization often operates as a fairly self-contained business with substantial local authority as well as profit and loss responsibility.

*Advantages*: The country organization is capable of sensing and understanding local conditions and is able to formulate strategies which effectively meet the needs of local stakeholders. Policies in areas such as human resource management can be tailored to meet the needs and expectations of local employees, product mix and design can be optimized for local conditions, and the organization can respond more quickly to changing circumstances on the ground.

*Disadvantages*: The disadvantages of the area structure are similar to those of the product structure. Economies of scale will be harder to achieve as different localities develop and implement very different product strategies on one hand, and invest resources in developing local functional expertise and effort which may well be duplicated unnecessarily across geographic units.

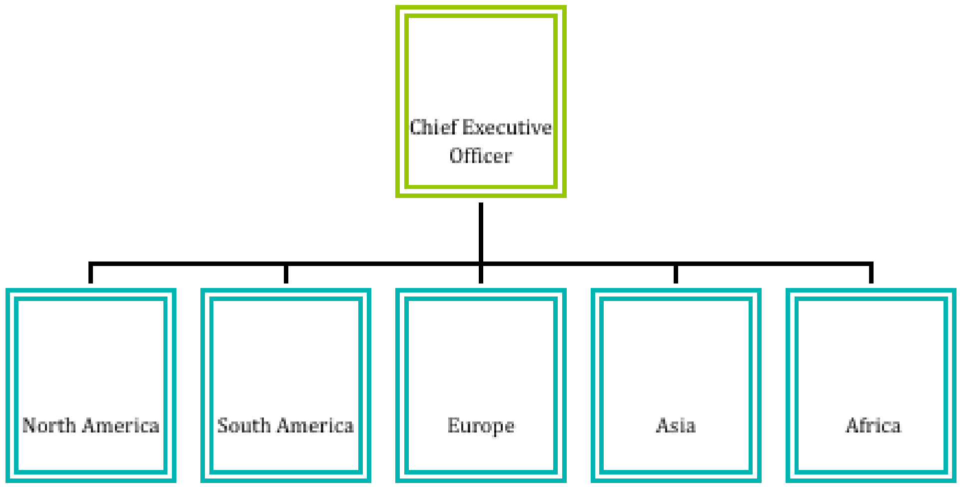


**Exhibit 3.6:** Area/geographic structure

#### 3.2.1.5 Matrix structure:

A matrix structure is often adopted in organizations that would like to optimize decisions across multiple organization dimensions. In other words, they would like to achieve economies of scale where appropriate, but do not want to lose the ability to respond to product/customer and geographic needs more effectively.

A matrix organization simultaneously utilizes two or more dimensions (product, geographic, function, etc.) to organize the company's work. In this case, two or more dimensions may have direct links to the head of the organization (see here[4]) and key individuals throughout the organization may actually report to more than one dimension. As can be seen in here[5], the orange juice product manager reports to the head of the organization, as does the head of the finance function. In this example, the finance officer in the orange juice product group reports to two individuals: the head of finance and the head of the orange juice group. At the same time, a geographic dimension may require that the function and product heads interact as coequals with any number of country managers or regional heads as well.

*Advantages*: The matrix allows functional efficiencies to be achieved while also allowing for the management of discrete product lines. Product managers remain focused on specific customer and product issues, yet can tap into the specialized support systems offered by strong functions. Where a geographic dimension is included in the structure, country managers or other local personnel can devote their attention to the development of location specific strategies. Communication and information sharing may be facilitated through the multiple dimensions.

*Disadvantages*: The matrix is complex and often involves additional coordination costs. Confusion and ambiguity may result from multiple reporting relationships as a single individual may receive conflicting direction from their various supervisors.

[4]"International business for the entrepreneur: Introduction", Exhibit 1 <http://cnx.org/content/m35588/latest/#id4387077>

[5]"International business for the entrepreneur: Introduction", Exhibit 1 <http://cnx.org/content/m35588/latest/#id4387077>

**Exhibit**

| | Toothpaste | Soap | Orange Juice | Batteries |
|---|---|---|---|---|
| North America | | | | |
| South America | | | | |
| Europe | | | | |
| Asia | | | | |

**Table 3.1**: Matrix Structure

#### 3.2.1.6 Beyond the matrix:

Each of the above organizational choices clearly offers advantages and disadvantages.

While some type of hierarchy exists at the heart of most organization designs, many organizations are finding that the typical pyramid shaped organization no longer meets their needs. They are looking for options that allow greater flexibility and responsiveness. Such organizations may legitimize informal relationships between various organizational parts and levels. They may rely more on teams as coordinating mechanisms and they may actively encourage collaboration and sharing across business units. Successful global organizations in the 21st century will balance hierarchical control (which remains critical in most organizations) on one hand, with less rigidity, more flexibility and emphasis on individual empowerment on the other.

#### 3.2.1.7 Staffing choices in a globally far-flung company

Staffing choices in a far-flung global company are more complex as well. Issues of cost, cultural savvy, familiarity with local conditions, language skill, family issues, and more must all be considered carefully as staffing decisions are made. In addition to many of the standard human resources challenges that inevitably arise, determining where employees will be sourced from represents one of the most important decisions facing companies as they set up operations abroad. In general, employees may come from any of the following sources: the headquarters (home) country, the host (local) country, or a third country (neither home, nor host). These choices are outlined briefly below.

**Ethnocentric staffing** involves staffing overseas positions with home country personnel. These "expatriates" are usually assigned to fairly senior or technical positions in the overseas organization. An example of this staffing choice would be when a Japanese company sets up an office in the United States and sends a Japanese executive from their headquarters in Tokyo to staff the new office in Chicago.

Advantages: Home country staff, when sent overseas, are familiar with the home country operations and culture. Because of this, they may be able to better communicate with headquarters, access needed resources, and tap into a home-country network. In addition, the home country may know these people well from past collaboration that can lead to high levels of trust and confidence between the parties. Familiarity with the company often means that these individuals bring special company-specific expertise along with them, as well as technical skills and knowledge related to the company's product offering. They may also bring general technical, or managerial skills that may be in short supply in the host country. Ethnocentric staffing offers the additional benefit of building a global mindset among the home country workforce. Those individuals who are sent overseas as expatriates will often return home with a more globalized perspective.

Disadvantages: Home country employees are expensive. Many companies estimate that sending an expatriate overseas costs about 2-5 times their annual salary. This means that sending an executive and their family overseas can cost hundreds of thousands of dollars or more per year. The home country employee is usually less familiar with the local culture and employment conditions, and the employee and the family may find it hard to adapt to the new local living and working conditions. In fact, according to widely cited research, failure of the spouse and of the family to adapt to local cultural differences are two of the most frequent reasons that an employee assigned to an overseas post will fail to complete their assignment. Ethnocentric staffing practices are also sometimes criticized for preventing talented local employees from filling the positions held by expatriates.

**Polycentric staffing** involves hiring local personnel to fill needed overseas positions. For example, under this model, a South African company setting up an office in Brazil would hire a Brazilian to fill an open position.

Advantages: A polycentric staffing strategy is much less expensive than the ethnocentric model. Relocation costs are usually much lower and a standard compensation package consistent with the local market is usually sufficient. Local employees are usually more familiar with the local culture and language and may have access to networks and relationships with local stakeholders.

Disadvantages: Talent is often short in host countries. Lack of familiarity with the home country conditions, culture and language may become a barrier to effective communication with the headquarters staff. Lack of familiarity with headquarters operations may make it difficult for the local staff to access needed resources and assistance.

**Geocentric staffing** involves staffing a location without regard for the employees' place of origin. Companies simply scan their global workforce for the best qualified candidate to fill a position. In this model, a Chinese company might fill a position in their Mexico office with an employee from the United Kingdom.

Advantages: The geocentric model offers the most employment flexibility and choice to the company. The company can search the entire global workforce to find the most qualified candidate for a certain position. Opportunities for cross-cultural development are extended to company employees no matter which country they come from. The additional global interaction taking place can foster teamwork across countries and a better cross-border understanding of company operations. A cadre of globally savvy employees with experience in multiple company locations can be a powerful asset as the company continues to seek additional overseas opportunities.

Disadvantages: Geocentric staffing can be as expensive as ethnocentric staffing practices. Employees and families often have to be relocated across country boundaries and long distances. Geocentrically placed employees may be unfamiliar with local practices.

**Regiocentric staffing** involves staffing within a global region. In this case, a Korean company might fill a position in Italy with a Spanish employee.

Advantages: Moves are often made over shorter distances as employees are relocated. Cultural and linguistic differences may be less pronounced. Employees gain the benefits of cross-cultural experience as they work outside their home country.

Disadvantages: Costs of relocation often remain fairly high. While cross-cultural perspective is built, a truly global perspective may still be lacking. It is also important to note that cultural and language differences will often be significant factors even within region.

All of the above models have strengths and weaknesses which must be seriously considered. In most companies with multiple employees in overseas locations a mixed strategy will often make the most sense both in terms of efficiency and effectiveness. A few select positions may best be filled with either home country or third country nationals while the vast majority of employment positions are usually filled by local employees. Because cross-cultural difference will be encountered in almost any overseas staffing configuration, significant investment in cross-cultural skills training will be extremely valuable.

### 3.2.1.8 Trends and challenges in a global HR environment

HR leaders in the 21st century will be challenged to address a number of issues to ensure availability of skilled staff, regardless of which staffing option the MNC pursues. As the global environment continues to develop, MNCs are challenged to address the shortage in global skills and cross-cultural communication barriers. The successful MNC will be able to adapt to the changing environment by globalizing their HR systems and function, and globalizing the workforce mindset. These efforts must also be aligned with business and organizational objectives and will require HR professionals to adopt a new way of thinking to identify and implement new ways of getting work done.

HR systems in the MNC must be aligned with global business imperatives both in terms of pay and performance systems. As the number of overseas transfers increases, MNCs must look to develop general policies and compensation packages rather than negotiating these on a case-by-case basis in order to obtain efficiency and consistency of process. Systems must also be in place for succession planning on a local level as well as a global level. Currently many MNCs are not operating an effective expatriate pipeline, either not sending the most effective individuals to host countries or failing the repatriate them effectively. The trend towards increasing reliance on integrated systems should contribute to better access across borders and regions to better serve expatriate relocation and business decisions.

Another opportunity for MNCs in regards to creating a global workforce will be to standardize and revisit current expatriate compensation packages to include soft benefits. Until now, individuals have often not been willing to take positions abroad because the incentives are solely financial. Historically, systems have not been in place to repatriate smoothly the individual and family following completion of their overseas assignment. Many employees find themselves out of their home HR system, and therefore are not made aware of possibly enticing job opportunities at home. This can be improved greatly simply by creating alignment and communication between the home and international HR department.

## 3.3 Selecting and managing your team - Competitive advantage through human resource management[6]

*An introduction, by Cynthia V Fukami*

A great deal of recent research has underscored the strategic advantage to be gained from managing employees as if they are assets rather than commodities. Consider the commodities a business employs—pads of paper, ballpoint pens—things that you purchase, use up, and then discard. Investing in a commodity is never considered—refilling a ballpoint pen, for a simple example—because it simply is not worth the expenditure of time and resources. A return on that investment is not expected. On the other hand, consider the assets employed in business—the physical plant, the equipment, and the money—things that are maintained and developed. When the paint peels on the office walls, one does not throw away the building and build a new one; a new coat of paint is sufficient. Making investments in a business's assets makes a great deal of sense, because these investments will bring a return. A growing number of companies, recognizing that their employees are among their most valuable assets, are backing up that recognition with solid investment.

In an important recent book, Professor Jeffrey Pfeffer of Stanford University identified seven management practices that have been associated with producing sustained competitive advantage for the companies that have adopted them. These practices are: employment security, selective hiring, self-managed teams with decentralized authority, high pay contingent on organizational performance, training, reduced status differences, and sharing information. Put together, these practices form the foundation of what is called a "high-commitment" or a "high-performance" management system.

The evidence on the results of implementing a high-commitment management system is striking and strong. Research has been conducted in many industries, from banking to automotive to semiconductors to service. Some research has focused on one industry while others have looked across industries. Some research has included companies from the United States and others have studied companies abroad. Overall, the conclusions of these studies are remarkably similar. High-commitment management systems produce higher organizational performance. Pfeffer summarizes the results into three categories. First, people work harder because they have more control over their work from the high-commitment management practices. Second, people work smarter because they have stronger skills and greater competence from the investments of high-commitment management practices. Third, companies save administrative overhead and the costs by reducing the alienation of their workforce and the adversarial relationship with management.

In a study of firms representing all major industries, Mark Huselid found that a one standard-deviation increased the use of high-commitment practices was associated with a 7.05 per cent decrease in employee

[6] This content is available online at <http://cnx.org/content/m35386/1.4/>.

turnover, a USD 27,044 per-employee increase in sales, USD 18,641 more in market value per employee, and USD 3,814 more in profits per employee. When he repeated the study several years later, he found that a similar increase in the use of high-commitment management practices was associated with a USD 41,000 increase in shareholder value per employee.

Another noteworthy study examined the management practices of initial public offerings or IPOs to see if there was a relationship between high-commitment management practices and the five-year survival rate of IPOs. This study concluded that the treatment of employees as assets and the use of stock options, profit sharing and gain sharing programs for all employees (versus limiting the programs to key executives) were significantly related to the survival of the IPO to the five-year milestone.

These studies, and many others like them, have put conventional wisdom on its ear. Typically, we have assumed that success was related to factors such as size, or being global, or leading your market, or being in particular industries such as high tech, or pursuing a brilliant strategy. Yet, research shows there is virtually no connection between industry and success. As Wal-Mart and Southwest Airlines have shown us, an individual business can be very successful in a terrible industry. Similarly, there is little or no connection between success over time and company size or market dominance. Instead, competitive advantage comes from the way business is conducted, and employees are the keys to this. The most successful companies manage their workforce effectively as assets not commodities.

So why are more companies not adopting high-commitment management practices? Why are their executives proclaiming employees to be their most valuable assets, while continuing to treat them as commodities? Perhaps it is a continual cultural emphasis on short run performance and stock prices—an emphasis that makes it seem more profitable to lay off employees or to cut training when times are tough. Perhaps it is a preoccupation with systems that control rather than delegate. Perhaps it is our overwhelming tendency to teach future managers technical tools at the expense of people-management tools. Whatever the reasons, the challenge remains. If a business is able to meet that challenge, the odds are that competitive advantages will follow.

## 3.4 Selecting and managing your team - Performance appraisal[7]

*By Adam Ruberg*

### 3.4.1 Purpose of appraisals

Historically, performance appraisals have been used by companies for a variety of different purposes, including salary recommendations, promotion and layoff decisions, and training recommendations (Kulik, 2004). In general, "performance elements tell employees what they have to do and standards tell them how well they have to do it" (United States Department of the Interior, 2004). This broad definition, however, can allow for appraisals to be ineffective, even detrimental, to employee performance. Second only to firing an employee, managers cite performance appraisal as the task they dislike the most, and employees generally have a similar disposition (Heathfield, Performance Appraisals Don't Work). One key item that is often forgotten during the appraisal process (by managers and employees alike) is that the appraisal is for improvement, not blame or harsh criticism (Bacal, 1999).

### 3.4.2 Creating an appropriate appraisal process

One significant problem in creating an appraisal process is that no single performance appraisal method will be perfect for every organization (Kulik, 2004). Establishing an appropriate process involves significant planning and analysis in order to provide quality feedback to the employee. The most crucial task in the process is determining proper job dimensions that can be used to gauge the employee against accepted standards that affect the performance of the team, business unit, or company (Fukami, Performance Appraisal, 2007). Peter Drucker developed a method termed 'Management by Objectives' or MBO, in order to address

[7]This content is available online at <http://cnx.org/content/m35408/1.4/>.

the creation of such job dimensions. Drucker suggests that the objectives of any employee can be validated if they pass the following six tests (Management by Objectives—SMART, 2007):

- **S**pecific
- **M**easurable
- **A**chievable
- **R**ealistic
- **T**ime-related

If an objective meets these criteria, it is considered a valid dimension on which to gauge performance. The standards on which the objective is compared with should also be validated using the SMART method.

## 3.4.3 Appraisal methods

Numerous methods exist for gauging an employee's performance, and each provides strengths and weaknesses for given environments. The following outlines some of the more commonly used methods, as well as some recently developed ones that can be useful for various feedback situations:

Graphic rating scales: This method involves assigning some form of rating system to pertinent traits. Ratings can be numerical ranges (1-5), descriptive categories (below average, average, above average), or scales between desirable and undesirable traits (poor ↔ excellent). This method can be simple to setup and easy to follow, but is often criticized for being too subjective, leaving the evaluator to define broad traits such "Leadership ability" or "Conformance with standards" (Kulik, 2004).

Behavioral methods: A broad category encompassing several methods with similar attributes. These methods identify to what extent an employee displays certain behaviors, such as asking a customer to identify the usefulness of a sales representative's recommendation. While extremely useful for jobs where behavior is critical to success, identifying behaviors and standards for employees can often be very time consuming for an organization (Kulik, 2004).

2+2: A relative newcomer in performance appraisal methodology, the 2+2 feedback system demonstrates how appraisals can be used primarily for improvement purposes. By offering employees two compliments and two suggestions for improvement focused around high-priority areas, creators Douglas and Dwight Allen suggest that organizations can become "more pleasant, more dynamic, and more productive" (Formula 2+2, 2004). If the goal of the performance appraisal is employee improvement, this system can provide significant benefits; however, if the goals are more akin to compensation changes and rankings, the system provides little benefit.

Appraisal methodologies depend greatly on the type of work being done; an assembly worker will require a considerably different appraisal system than a business consultant. Significant planning will be required to develop appropriate methods for each business unit in an organization in order to obtain maximum performance towards the appraisal goals.

## 3.4.4 Performing the appraisal

Performing an appraisal on employees can be nerve racking for both parties if the situation is not handled correctly, and is thus seen as one of the most difficult tasks managers face. There are many acts a manager can perform to make the process easier on both parties, and hopefully, mutually beneficial.

Many assume that performance appraisals are meant to identify weaknesses to be worked on, and exposing these weaknesses can be painful for employees. Martha Craumer suggests that organizations should be leveraging the strengths of each employee rather than focusing on their weaknesses. By "encouraging and developing what people do well naturally...the organization could become more efficient by allowing their people to do what they do best" (Craumer, 2001).

The frequency of appraisal can be a notable factor in ongoing development. Yearly performance reviews are becoming increasingly rare as companies begin to see the benefits of frequent appraisal. Susan Heathfield suggests that quarterly performance development meetings can allow for clear direction towards performance goals (Heathfield, Performance Management is NOT an Annual Appraisal). Constant tuning of performance can be much more effective than annual overhauls.

Any individual administering performance appraisals must realize the two-way conversation that is occurring. Inviting feedback and listening to reactions and concerns from the employee during the appraisal process becomes very important to establishing trust with the employee (United States Department of the Interior, 2004). If the appraiser provides any negative feedback or improvement points, suggestions should be made to help resolve the problem to develop the person's performance. With the suggestions made, follow-up should occur to assist with any problems with the development and to track progress, rather than waiting until the next performance review (Fukami, Performance Appraisal, 2007).

Often being seen as a strictly hierarchical feedback tool, performance appraisals can be less "scary" if employees have the opportunity to appraise their managers as well as their peers. With this 360-degree feedback process, employees and managers will see multiple vantages of their performance and can participate on an even playing field, ultimately providing a greater ability to work together to achieve corporate goals (Kulik, 2004).

Performance appraisals should not be looked upon as a necessary evil, but rather a process that has the ability to develop and improve the people within the company. By taking the time to create appropriate performance measures, and administering them accordingly, the resulting system can provide long-term gain for the company.

For further investigation:

For a discussion of why many people think of feedback as criticism visit:

http://www.selfhelpmagazine.com/articles/growth/feedback.html[8]

For a discussion of differing views on feedback and specific examples on how to give feedback visit:

http://home.att.net/~nickols/feedback.htm[9]

### 3.4.5 Giving and receiving feedback

*By Kristin Hamilton and Tiffani Willis*

In a broad sense, **feedback** is simply verbal or nonverbal communication between two or more parties. So, why are so many of us afraid of the word feedback? People often think of feedback as being synonymous with criticism because feedback is given, in most circumstances, when expectations have not been met (Rich). As humans, we all have the desire to fit in with our society's social norms and please those within our community by meeting expectations. As shown in Exhibit 3.7, we are constantly surrounded by feedback as we see the consequences of our actions and how our actions affect the impressions of those around us (Jossey and Bass, 1995). Feedback is an essential part of our personal life and our work environment, making, giving and receiving feedback successfully critical.

---

[8] http://www.selfhelpmagazine.com/articles/growth/feedback.html

[9] http://home.att.net/~nickols/feedback.htm

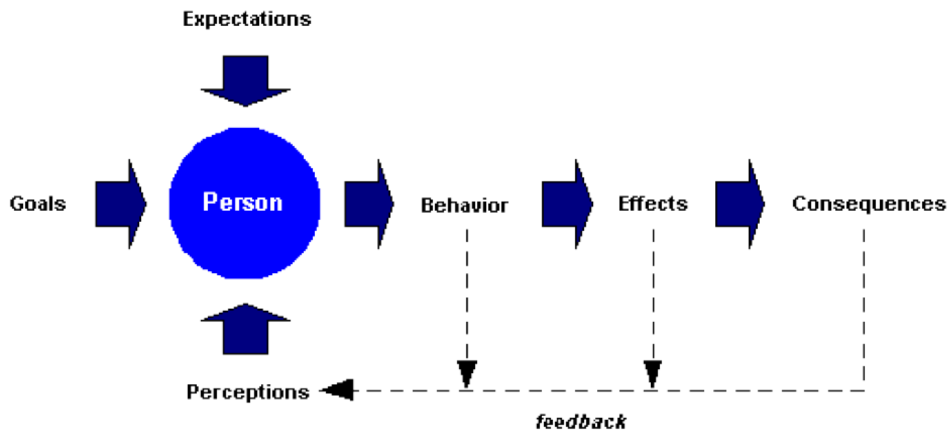


**Exhibit 3.7:** Feedback

### 3.4.6 Giving feedback

Many are not aware that giving successful feedback is affected by more than just the words used to communicate. Words used to tell ideas are only "7 per cent of your communication, your tone of voice comes out to 38 per cent and your gestures are equivalent to 55 per cent of your total communication" (Hathaway). As a result, the effectiveness of communication is related to how well one mirrors the culture and behaviors of the person to which one is talking. Matching a person's voice tone, tempo, body posture, movements, and gestures creates a feedback environment where the ideas being communicated are easily understood.

In addition to mirroring the person you are communicating with, there are nine easy steps that can be followed when giving feedback. First, be clear about what you have to say. Second, emphasize the person's ability to change in a positive way. Third, avoid general comments and clarify pronouns such as "it" and "that" so the person understands exactly what you are attempting to communicate. Fourth, make sure to pick the right time. Fifth, focus on the behavior that can be changed rather than the person or your opinions (Meister). Sixth, be descriptive rather than evaluative. Seventh, own the feedback by using "I statements" that clarify your feelings related to the person you are giving feedback to. Eighth, avoid generalization words such as "all", "never", "always" etc.; rather, use more specific examples of the behavior you are trying to change or encourage in the future. Ninth, to ensure mutual understanding after giving feedback, ask the person you are communicating with to restate their understanding of the issue being discussed (McGill & Beatty, 1994).

When thinking about feedback in an organization, it is likely a person will think of performance reviews. One common problem that managers overlook when reviewing performance is remembering that feedback is not all about forms. Traditional performance reviews have checklists, ratings or reports that are used as tools to analyze feedback in the organization. While these forms are useful in documenting and appraising a person's performance, feedback should not be dictated by the type of form an organization uses. Performance appraisals are often given at benchmarked times throughout the year. As a result, feedback is often delayed. Increased amounts of time that pass between the time the behavior took place and the time the recipient receives the feedback greatly affects the recipients ability to accept the feedback as useful information.

In one's personal life and in the work environment, it is important to understand that feedback is something that can be asked for. As such, the giver and receiver of feedback are equally accountable for communicating the need and desire to give and receive feedback. Finally, it is important to ask for comment on the way one gives feedback because most humans are great at self-delusion. It is much easier to think that our suggestions are useful to another person than to actually understand how our feedback is being interpreted by another. In the end, feedback is a continuous process which ensures goals and expectations are being met through communication between two parties.

### 3.4.7 Receiving feedback

While giving feedback is extremely important, receiving feedback and changing one's characteristics to reflect that feedback is just as important. Often, employees become defensive when they are receiving feedback on their performance. Ken Blanchard, co-author of The One Minute Manager states, "[t]he reason a lot of people get defensive with feedback is they don't distinguish feedback from reaction. While they are listening to the feedback, they have a reaction to the demand for action that your feedback implies" (Blanchard, 1996). For example, when a boss is telling an employee the aspects of the job the employee needs to work on, he may only focus on the negative points and not the positive.

Receiving feedback should not only be looked at from a downward point of view, such as a boss giving his employees critiques; but it should also be studied in an upward way. According to Richard Reilly, James Smither, and Nicholas Vasilopoulos, authors of A Longitudinal Study of Upward Feedback, "upward feedback (that is, subordinates rating the performance of their immediate supervisor) is growing in importance as a tool for the individual and organizational development" (1996). Upward feedback allows management to see the effects they have on their employees. It is then up to the managers to act on that feedback. Atwater, Roush and Fischthal found that "follower ratings of student leaders improved after feedback was given to leaders and that leaders receiving 'negative' feedback (defined as self-ratings that were considerably higher than follower ratings) improved the most" (The Influence of Upward Feedback on Self and Follower Ratings of Leadership, 1995). This shows that there is a bigger reaction when the upward feedback is negative instead of positive.

In order to effectively receive feedback, a person has to be ready to understand that they may hear critiques that they do not want to hear. Jan B. King, the former President and CEO of Merritt Publishing states that an individual is ready to receive feedback when he:

- wants to know him as others see him and he is clear that this is their perception, net necessarily what is true about you inside.
- trusts his co-workers to care enough about his development to risk hearing their opinion.
- has a place outside work where you can talk it through.
- Has opportunities for additional feedback so he gets validation of the changes he has made (Receiving Feedback Gracefully is a Critical Career Skill).

If an individual is not ready to constructively receive feedback, then the feedback he does receive will not be effective. King continues to state that individuals must remember this about feedback, "it is one opinion coming from another individual's unique perspective" (Receiving Feedback Gracefully is a Critical Career Skill). Just because one person views another individual in a particular way does not mean that the rest of world views that person in the same way, but it is a good way for an individual to find out what others think of him/her that is not known.

There are several tips that an individual can use when receiving feedback. These tips include:

- Try to show your appreciation to the person providing the feedback. They will feel encouraged and believe it or not, you do want to encourage feedback.
- Even your manager or supervisor finds providing feedback scary. They never know how the person receiving feedback is going to react.
- If you find yourself becoming defensive or hostile, practice stress management techniques such as taking a deep breath and letting it out slowly.
- Focusing on understanding the feedback by questioning and restating usually defuses any feelings you have of hostility or anger.

- If you really disagree, are angry or upset, and want to dissuade the other person of their opinion, wait until your emotions are under control to reopen the discussion (Heathfield, How to Receive Feedback with Grace and Dignity).

These tips are helpful in becoming a better receiver for feedback, but they will only work as long as they are practiced on a regular basis.

With the above facts and figures workers can see that giving and receiving feedback does not have to be scary. As long as people give and receive feedback in a constructive way and practice their feedback skills it will eventually become second nature to the employees. It will also show that feedback provides benefits for both the individuals that work for the company, and the company itself.

For further investigation:

For information on Ken Blanchard, his Book *One Minute Manager*, and various facts on feedback visit: http://www.answers.com/topic/ken-blanchard[10]

For more information on the findings of "A longitudinal study of upward feedback" visit: http://www.blackwell-synergy.com/ doi/ abs/10.1111/j.1744-6570.1996.tb01586.x[11]

Link your knowledge:

Click on this link to find an exercise to practice effective ways to receive feedback: http://humanresources.about.com/cs/communication/ht/receivefeedback.htm[12]

## 3.5 Selecting and managing your team - Aligning employee career development with organizational growth[13]

*By Rahul Choudaha*

> *Work is such a cozy place that it's sometimes difficult for Google employees to leave the office...*

(Lashinsky, 2007).

We all can predict at least one thing about the future of businesses—competition will increase. However, the direction of competition will not only be for customers, but also for talent. Satisfied talent will attract more customers and in turn will keep them satisfied. Losing talent in an era of talent scarcity is the last thing an organization wants. Especially for small and medium enterprises, criticality and dependability on the talent is much higher. Schweyer makes a case for improving the retention strategies within the organization because winning the internal war for talent is as critical as losing a top performer and leads to general employee dissatisfaction. "Successful talent management inside an organization sets in motion a virtuous cycle. Through word of mouth it becomes known as a great place to work. This reduces the external war for talent to mere skirmishes in which talent will almost always choose the top employer" (An Internal War for Talent, 2006).

Recruiting and selecting the right talent is the first stage, and identifying talent which fits into company's needs and values is critical. Subsequently, the challenge for the organization is to keep the talent and consistently motivate them to over deliver. Baruch examines transforming models of career management, arguing that there is a general shift in career trajectories from linear to multidirectional trajectories (Transforming Careers from Linear to Multidirectional Career Paths, 2004). In this new model, workers' experience of career development and progression does not follow a traditional linear model of moving up organizational hierarchies. The multidirectional career model suggests that as the individual career trajectories gain multiple direction and possibilities, workers are exposed to greater diversity of relationships, involving cross-functional, inter- and intra-organizational and multi-level encounters which transform the landscape of relationships involved in career experiences.

[10] http://www.answers.com/topic/ken-blanchard
[11] http://www.blackwell-synergy.com/ doi/ abs/10.1111/j.1744-6570.1996.tb01586.x
[12] http://humanresources.about.com/cs/communication/ht/receivefeedback.htm
[13] This content is available online at <http://cnx.org/content/m35399/1.4/>.

**3.1: Best of East and West**

Google was ranked number 1 in the Fortune 100 Best Companies to Work For. Google receives almost 1,300 resumes every day. The biggest challenge for Google is not how to attract the best talent but how to retain them and keep them excited. Google provides innumerable perks at the office like free meals, free professional advice on health and finance, childcare, shuttle services, gym etc. Google provides two key opportunities for career development. First, engineers are required to devote 20 per cent of their time to pursuing projects of their interests which are in alignment with organizational goals. Second, Google is exploring a sabbatical program and mobility within the company for the developing and retaining talent.

TCS was ranked the number 1 technology company in the DQ-IDC India Survey: Best Employers. This is not an easy achievement considering size of TCS and its philosophy of being one of the moderate pay masters. TCS has over 70,000 employees, and earned global revenue of USD 4.3 billion (2006-07). The key to success is the learning culture that the organization promotes. The organization has adopted a two-prong strategy for developing talent. First, continuous learning through technology: TCS has launched iCALMS, an integrated competency and learning management system. Second, providing global assignments to employees and hence enabling a route for professional and financial growth (Dataquest, 2006).

The career development programs should provide excitement and satisfaction at various stages of employee development. Marshall highlighted that leadership development programs for small organizations should identify the talent early on and provide multiple opportunities of learning by job rotation (Leadership Development for Small Organizations, 2002). These development programs should also leverage the internal talent, who are already experts in their fields for creating inspiration and developing the next chain of leaders. Komisar shared his experiences and mentioned that a passion-driven career has major virtues and ample learning opportunities. This is good for the organization as they know that employee is enjoying the work, and finally it provides fluidity and flexibility in the ever-changing landscape of the new economy (Goodbye Career, Hello Success, 2000).

The changing nature of careers and organizations has increased the significance of mentoring. It benefits and strengthens employer-employee relationship. Mentoring can be accomplished by immediate superiors, peers within one's own organization, individuals outside of one's organization, subordinates, and any number of other individuals (Baugh & Sullivan, 2005). Michaels, Handfield-Jones, and Axelrod in their book *The War for Talent* mentions that talent development is critical for organizations and many think development means training, but training is only a small part of the solution (2001). They suggest that development primarily happens through a sequence of stretch jobs, coaching, and mentoring. However, organizations are not leveraging the development opportunities. Companies need to adopt and accelerate development by improving the frequency and candor of feedback and institutionalizing mentoring. Every leader at all levels can and should be responsible for people development.

Hymowitz says that managers are not spending adequate time in understanding their team members and providing them with opportunities to learn and grow on the job (When Managers Neglect to Coach Their Talent, 2007). This is leading to employees feeling alienated, underutilized and ignored, and may be searching for new jobs elsewhere. Managers who focus on talent assign their employees to jobs that play to their strengths, make sure they have the resources they need to perform well, respect their opinions and push them to advance (Hymowitz, 2007). The people manager should develop relationships and an environment that is conducive to development. Five skill areas that successful developers of people have mastered are:

- encouraging an open climate for dialogue with employees
- providing employees with on-going feedback regarding performance
- helping employees understand the strategies of the organization
- helping employees identify multiple and realistic options for their career growth and development within the enterprise
- helping employees compile meaningful, business-driven personal development plans (Kaye & Vultaggio, 2004)

"...[I]n the new career model, employees make major shifts within the same company, or exit and reenter the company at different career stages" (Kulik, 2004). Organizations need to realize that talent is precious and dynamic. Organizations need to create action strategies and provide a favorable environment to help talent grow in line with the organizational goals.

## 3.6 Selecting and managing your team - References[14]

Accel Team. (n.d.). Job Design. Retrieved May 17, 2007, from Accel Team: http://www.accel-team.com/work_design/wd_03.html[15]

Adams, S. (2002). Dilbert. Retrieved May 18, 2007, from http://pag.csail.mit.edu/~adonovan/dilbert/show.php?day=17&month=03&year=2002[16]

Allen, D., & Allen, D. (2004). Formula 2+2. San Francisco: Berrett-Koehler Publishers, Inc.

Asheghian, P., & Ebrahimi, B. (2005). Global Business: Environments, Strategies, and Operations. San Bernardino, CA: Globe Academic Press.

Atwater, L., Roush, P., & Fischthal, A. (1995). The Influence of Upward Feedback on Self and Follower Ratings of Leadership. Personnel Psychology, 35-59.

Bacal, R. (1999). Ten Stupid Things Managers Do to Screw Up Performance Appraisal. Retrieved May 18, 2007, from Work911.com: http://www.work911.com/performance/particles/stupman.htm[17]

Baruch, Y. (2004). Transforming Careers from Linear to Multidirectional Career Paths. Career Development International, 58-73.

Baugh, S., & Sullivan, S. (2005). Mentoring and Career Development. Career Development International, 425-428.

Becker, B., & Huselid, M. (2001). The Strategic Impact of HR.

Beer, M., Spector, B., Lawrence, P., Mills, D., & Walton, R. (1984). Managing Human Assets. New York: The Free Press.

Blanchard, K. (1996). Feedback Facts. Incentive , 59.

Canadian Centre for Occupational Health & Safety. (2002). What is "Job Design?". Retrieved May 17, 2007, from CCOHS: http://www.ccohs.ca/oshanswers/hsprograms/job_design.html[18]

Case, J. (1997). What Can You Learn from Open-Book Management? Harvard Management, 3-5.

Center for Advanced Human Resource Studies. (1999). Waging the War for Talent. HR Spectrum, 1-4.

Central Parking Corporation. (2004). Communication Policy. Retrieved May 17, 2007, from Central Parking: http://www.parking.com/people/communicationpolicy.aspx[19]

Centrelink. (n.d.). Centrelink. Retrieved May 2007, from Centrelink: http://www.centrelink.gov.au/[20]

Clarkson, K. (2004). West's Business Law. Mason: Thompson Learning.

Craumer, M. (2001). How to Coach Your Employees. Harvard Management Communication Letter .

Creating Situational Interviews and Rating Scales. (n.d.). Retrieved May 15, 2007, from http://www.hrtoolkit.gov.bc.ca/staffing/staffing_steps/assess_methods/oral_interviews/situational_samples.htm[21]

Dataquest. (2006). The Top 10: 1-TCS: A Giant on Top. Retrieved May 3, 2007, from Dataquest: http://dqindia.ciol.commakesections.asp/06090619.asp[22]

Dessler, G. (2004). Framework for Human Resource Management. Upper Saddle River: Pearson Prentice Hall.

[14] This content is available online at <http://cnx.org/content/m35417/1.4/>.
[15] http://www.accel-team.com/work_design/wd_03.html
[16] http://pag.csail.mit.edu/~adonovan/dilbert/show.php?day=17&month=03&year=2002
[17] http://www.work911.com/performance/particles/stupman.htm
[18] http://www.ccohs.ca/oshanswers/hsprograms/job_design.html
[19] http://www.parking.com/people/communicationpolicy.aspx
[20] http://www.centrelink.gov.au/
[21] http://www.hrtoolkit.gov.bc.ca/staffing/staffing_steps/assess_methods/oral_interviews/situational_samples.htm
[22] http://dqindia.ciol.commakesections.asp/06090619.asp

Dorenbosch, L., van Engen, M., & Verhagen, M. (2005). On-the-Job Innovation: The Impact of Job Design and Human Resource Management Through Production Ownership. In Creativity and Innovation Management (pp. 129-141). Blackwell Publishing Limited.

Duening, T., & Ivancevich, J. (2003). Managing Organizations. Cincinnati, OH: Atomic Dog Publishing.

Employee Benefit. (n.d.). Retrieved May 2007, from Wikipedia: http://en.wikipedia.org/wiki/Employee_benefit[23]

Employee Benefits Definition. (n.d.). Retrieved 2007, from BusinessDictionary.com: http://www.businessdictionary.com/definition/employee-benefits.html[24]

Employee Benefits Magazine. (n.d.). Retrieved May 2007, from http://www.employeebenefits.co.uk/[25]

Employee Recruitment: How to Hire the Right People. (1999). Retrieved 14 2007, May, from http://www.truckstoptravelplaza.com[26]

Employment Case Law Headlines. (n.d.). Retrieved May 19, 2007, from EEO News: http://www.eeonews.com/news/adea/index.html[27]

Falcone, P. (2002). The Hiring and Firing Question and Answer Book. New York: AMACOM.

FindLaw.com. (n.d.). Illegal Reasons for Firing Employees. Retrieved May 18, 2007, from FindLaw: http://smallbusiness.findlaw.com/employment-employer/employment-employer-ending/[28]

Free Sample Behavioral Interview Questions. (n.d.). Retrieved May 15, 2007, from QuintCareers.com: http://www.quintcareers.com/sample_behavioral.html[29]

Friedman, T. (2006). The World is Flat. New York: Farrar, Straus, and Giroux.

Fukami, C. (2007, May 1). Performance Appraisal. Lecture. Denver, CO, USA: University of Denver; Daniels College of Business.

Fukami, C. (2007). Reward Systems. Lecture. Denver, CO, USA: University of Denver; Daniels College of Business.

Fukami, C. (2007, April). Strategic Human Resources: Training. Class Lectures. Denver, CO, USA: University of Denver—Daniels College of Business.

Garvin, D., & Roberto, M. (2001). What You Don't Know About Making Decisions. Harvard Business Review.

Ghemawat, P. (2007). Managing Differences; The Central Challenge of Global Strategy. Harvard Business Review, 59-68.

Godwin, J., Neck, C., & Houghton, J. (1999). The Impact of Thought Self-Leadership on Individual Goal Performance. Journal of Management Development, 18, 153-170.

Golan, P. (2003). All Talk But No Voice: Employee Voice at the Eurotunnel Call Centre. Economic and Industrial Democracy, 509-541.

Graham, S. (2006). Diversity: Leaders not Labels. New York: Free Press.

Grossman, R. (2006, December). Measuring the Value of H. HR Magazine, pp. 44-49.

Hathaway, P. (n.d.). Powerful Communication Skills that Get Results! Retrieved May 21, 2007, from http://www.thechangeagent.com/communication.html[30]

Heathfield, S. (n.d.). Discipline (Progressive Discipline). Retrieved May 18, 2007, from About.com: http://humanresources.about.com/od/discipline/a/discipline.htm[31]

Heathfield, S. (n.d.). How to Fire an Employee. Retrieved May 18, 2007, from About.com: http://humanresources.about.com/od/discipline/a/fire_employee.htm[32]

[23]http://en.wikipedia.org/wiki/Employee_benefit
[24]http://www.businessdictionary.com/definition/employee-benefits.html
[25]http://www.employeebenefits.co.uk/
[26]http://www.truckstoptravelplaza.com
[27]http://www.eeonews.com/news/adea/index.html
[28]http://smallbusiness.findlaw.com/employment-employer/employment-employer-ending/
[29]http://www.quintcareers.com/sample_behavioral.html
[30]http://www.thechangeagent.com/communication.html
[31]http://humanresources.about.com/od/discipline/a/discipline.htm
[32]http://humanresources.about.com/od/discipline/a/fire_employee.htm

Heathfield, S. (n.d.). How to Receive Feedback with Grace and Dignity. Retrieved May 16, 2007, from About.com: http://humanresources.about.com/cs/communication/ht/receivefeedback.htm[33]

Heathfield, S. (n.d.). Performance Appraisals Don't Work. Retrieved May 21, 2007, from About.com: http://humanresources.about.com/od/performanceevals/a/perf_appraisal.htm[34]

Heathfield, S. (n.d.). Performance Management is NOT an Annual Appraisal. Retrieved May 21, 2007, from About.com: http://humanresources.about.com/od/performanceevals/a/perf_appraisal.htm[35]

Heathfield, S. (n.d.). Recruiting Stars: Top Ten Ideas for Recruiting Great Candidates. Retrieved from About.com: http://humanresources.about.com[36]

Heathfield, S. (n.d.). Use the Web for Recruiting: Recruiting Online. Retrieved from About.com: http://humanresources.about.com[37]

Herzberg's Motivation-Hygiene Theory. (n.d.). Retrieved May 2007, from ChangingMinds.org: http://instruct1.cit.cornell.edu/courses/dea453_653/ideabook1/thompson_jones/Taylorism.htm[38]

Hobman, E., Bordia, P., & Gallois, C. (2003). Consequences of Feeling Dissimlar from Others in a Work Team. Journal of Business and Psychology, 301-325.

Human Resources. (n.d.). Retrieved April 15, 2007, from Wikipedia: http://en.wikipedia.org[39]

Hymowitz, C. (2007, March 20). When Managers Neglect to Coach Their Talent. Retrieved May 3, 2007, from The Wall Street Journal Online: http://www.careerjournal.com/columnists/inthelead/20070320-inthelead.html[40]

Internal Revenue Service. (n.d.). What are Employment Taxes? Retrieved May 2007, from Internal Revenue Service: http://www.irs.gov/businesses/small/article/0,,id=98858,00.html[41]

Janz, T. (1982). Initial Comparisons of Patterned Behavior Description Interviews Versus Unstructured Interviews. Journal of Applied Psychology, 577-580.

Jones, D. (1997). Employees as Stakeholders. Business Strategy Review, 21-24.

Jossey and Bass. (1995). Feedback About Feedback. Retrieved May 21, 2007, from http://home.att.net/~nickols/feedback.htm[42]

Kaye, B., & Vultaggio, P. (2004). The Development-Minded Manager. Retrieved May 3, 2007, from http://www.careersystemsintl.com/Word per cent20Files/The per cent20Development-Minded per cent20Manager.doc[43]

Kerr, S. (1995). An Academy Classic: On the Folly of Rewarding A, While Hoping for B. Acadmy of Management Executives, 7-14.

King, J. (n.d.). Receiving Feedback Gracefully is a Critical Career Skill. Retrieved May 16, 2007, from http://www.sideroad.com/Career_Advice/receiving-feedback.html[44]

Komisar, R. (2000). Goodbye Career, Hello Success. Harvard Business Review, 160-174.

Kram, K. (1985). Mentoring at Work: Developmental Relationships in Organizational Life. Glenview, IL: Scott, Foresman.

Kulik, C. (2004). Human Resources for the Non-HR Manager. New Jersey: Lawrence Erlbaum Associates, Inc.

Lashinsky, A. (2007, January 29). Google's Employment Roster. Fortune .

Latham, G., & Saari, L. (1984). Do People Do What They Say? More Studies of the Situational Interview. Journal of Applied Psychology, 569-573.

[33]http://humanresources.about.com/cs/communication/ht/receivefeedback.htm
[34]http://humanresources.about.com/od/performanceevals/a/perf_appraisal.htm
[35]http://humanresources.about.com/od/performanceevals/a/perf_appraisal.htm
[36]http://humanresources.about.com
[37]http://humanresources.about.com
[38]http://instruct1.cit.cornell.edu/courses/dea453_653/ideabook1/thompson_jones/Taylorism.htm
[39]http://en.wikipedia.org
[40]http://www.careerjournal.com/columnists/inthelead/20070320-inthelead.html
[41]http://www.irs.gov/businesses/small/article/0,,id=98858,00.html
[42]http://home.att.net/~nickols/feedback.htm
[43]http://www.careersystemsintl.com/Word per cent20Files/The per cent20Development-Minded per cent20Manager.doc
[44]http://www.sideroad.com/Career_Advice/receiving-feedback.html

Lectric Law Library. (n.d.). Retrieved May 21, 2007, from Lectric Law Library: http://www.lectlaw.com/def2/w025.htm[45]

Lockwood, N. (2005). Workplace Diversity: Leveraging the Power of Difference for Competitive Advantage. HR Magazine .

Management by Objectives—SMART. (2007, May 1). Retrieved May 18, 2007, from Values Based Management: http://www.valuebasedmanagement.net/methods_smart_management_by_objectives.html[46]

Marken, G. (2004). Collaboration: Managers Who Share Power, Have More Power. Retrieved 18 2007, May, from Enterprise Networks and SErvers: http://www.enterprisenetworksandservers.com/monthly/art.php?694[47]

Marshall, T. (2002). Leadership Development for Small Organizations. T+D, 52-55.

McDonald, G., & Obenchain, K. (2003). How does information technology affect communication, decision making, job design, and power within an organization? In D. Laube, & R. Zammuto, Business Driven Information Technology: Answers to 100 Critical Questions for Every Manager. Stanford: Stanford Business Books.

McGann, R. (2004). Online Job Sites Overshadow Newspaper Classifieds. Retrieved May 14, 2007, from Clickz.com: http://www.clickz.com[48]

McGill, & Beatty. (1994). Action Learning: A Practitioner's Guide. London: Kogan.

Meister, M. (n.d.). How to Give Feedback. Retrieved May 21, 2007, from FastCompany: http://www.fastcompany.com/magazine/80/sgodin.html[49]

Michaels, E., Handfield-Jones, H., & Axelrod, B. (2001). The War for Talent. Boston: Harvard Business School Press.

Moyer, . R., McGuigan, J., & Kretlow, W. (2006). Financial Management. Thompson South-Western.

Olson, D. (2003, April 22). Stakeholder. Retrieved May 17, 2007, from Six Sigma: http://www.isixsigma.com/dictionary/Stakeholder-127.htm[50]

O'Reilly, C., & Pfeffer, J. Southwest Airlines: Using Human Resources for Competitive Advantage. Stanford University Graduate School of Buiness.

Parker, S., & Turner, N. (2002). Organizational Design and Organizational Development as Preconditions for Good Job Design and High Job Performance. In S. Sonnentag, Psychological Management of Individual Performance. Indianapolis: John Wiley & Sons, LTD.

Peterson, R. (2005, April 21). Who Speaks For Employees? It's Certainly Not Management. Retrieved May 19, 2007, from The Seattle Times: http://seattletimes.nwsource.com/html/opinion/2002247724_peterson21.html[51]

Pfeffer, J. (2000). Six Dangerous Myths About Pay. Harvard Business Review .

Pfeffer, J., & Viega, J. (1998). Putting People First for Organizational Success.

Recruitment. (n.d.). Retrieved May 15, 2007, from Wikipedia: http://en.wikipedia.org/wiki/Recruitment[52]

Reilly, R., Smither, J., & Vasilopoulos, N. (1996). A Longitudinal Study of Upward Feedback. Personnel Psychology , 599-612.

Rich, P. (n.d.). Giving and Receiving Feedback. Retrieved May 21, 2007, from http://www.selfhelpmagazine.com/articles/growth/feedback.html[53]

Ritberger, C. (2007). Tips on Managing the Differences Among Payroll Staff. Payroll Manager's Report, pp. 11-14.

SAS. (n.d.). Careers. Retrieved May 2007, from SAS: http://www.sas.com/jobs/corporate/index.html[54]

[45] http://www.lectlaw.com/def2/w025.htm
[46] http://www.valuebasedmanagement.net/methods_smart_management_by_objectives.html
[47] http://www.enterprisenetworksandservers.com/monthly/art.php?694
[48] http://www.clickz.com
[49] http://www.fastcompany.com/magazine/80/sgodin.html
[50] http://www.isixsigma.com/dictionary/Stakeholder-127.htm
[51] http://seattletimes.nwsource.com/html/opinion/2002247724_peterson21.html
[52] http://en.wikipedia.org/wiki/Recruitment
[53] http://www.selfhelpmagazine.com/articles/growth/feedback.html
[54] http://www.sas.com/jobs/corporate/index.html

Schaefer, P. (n.d.). How to Avoid Hiring Failures: Assess Interpersonal Skills and Motivation Levels. Retrieved May 15, 2007, from http://www.businessknowhow.com/manage/hiring-failure.htm[55]

Schermerhorn, J. (2006). Job Design Alternatives. In S. Elbe, Personal Management 8th Edition. Hoboken: John Wiley and Sons, Inc.

Schermerhorn, J. (1993). Taylorism? Retrieved May 19, 2007, from Management for Productivity: http://instruct1.cit.cornell.edu/courses/dea453_653/ideabook1/thompson_jones/Taylorism.htm[56]

Schneider, C. (2006, February). The New Human-Capital Metrics. CFO, pp. 22-27.

Schweyer, A. (2006). An Internal War for Talent. Retrieved May 3, 2007, from Inc: http://www.inc.com/resources/recruiting/articles/20050401/talentwars.html[57]

Shim, J., Siegel, J., & Simon, A. (2004). The Vest Pocket MBA. London: Penguin Books.

SHPS. (n.d.). Program Information. Retrieved May 2007, from FSAFEDS: https://www.fsafeds.com/fsafeds/literature.asp[58]

Smith, G. (n.d.). How to Interview and Hire Top People Each and Every Time. Retrieved May 15, 2007, from Business Knowhow.com: http://www.businessknowhow.com/manage/hiretop.htm[59]

Smith, S., & Mazin, R. (2004). The HR Answer Book. New York: Division of American Management.

Solnik, C. (2006, April 14). Employee Input is Key to Improving Workplace. Retrieved May 17, 2007, from Long Island Business News: http://findarticles.com/p/articles/mi_qn4189/is_20060414/ai_n16167375[60]

Spreitzer, G. (1995). Psychological Empowerment in the Workplace: Dimensions, Measurement, and Validation. Academy of Managment Journal , 38, 1442-1465.

Srohm, O. (2002). Organizational Design and Organizational Development as Preconditions for Good Job Design and High Job Performance. In S. Sonnentag, Psychological Management of Individual Performance. Indianapolis: John Wiley & Sons, LTD.

Survey Monkey. (2007). Survey Monkey. Retrieved May 21, 2007, from http://www.surveymonkey.com[61]

Taylorism. (n.d.). Retrieved May 2007, from Cornell University: http://instruct1.cit.cornell.edu/courses/dea453_653/ideabook1/thompson_jones/Taylorism.htm[62]

The U.S. Equal Employment Opportunity Commission. (n.d.). The ADA: Your Responsibilities as an Employer. Retrieved May 19, 2007, from EEOC: http://www.eeoc.gov/facts/ada17.html[63]

Thomas, D., & Ely, R. (1996). Making Differences Matter; A New Paradigm for Managing Diversity. Harvard Business Review, 1-13.

Thomas, R. J. (20014). Harvard Business Review on Managing Diversity. Boston: Harvard Business School Publishing Corporation.

Tips for Creating an Effective Online Job Posting. (n.d.). Retrieved April 17, 2007, from http://yourhrexperts.com[64]

Training and Development. (2007). Retrieved May 19, 2007, from Wikipedia: http://en.wikipedia.org/wiki/Training_ per cent26_Development[65]

U.S. Department of Justice. (n.d.). ADA Home Page. Retrieved October 18, 2006, from http://www.usdoj.gov/crt/ada/adahom1.htm[66]

U.S. Department of Labor. (n.d.). The Americans With Disabilities Act of 1990. Retrieved October 15, 2006, from The American's With Disabilities Act of 1990

[55]http://www.businessknowhow.com/manage/hiring-failure.htm
[56]http://instruct1.cit.cornell.edu/courses/dea453_653/ideabook1/thompson_jones/Taylorism.htm
[57]http://www.inc.com/resources/recruiting/articles/20050401/talentwars.html
[58]https://www.fsafeds.com/fsafeds/literature.asp
[59]http://www.businessknowhow.com/manage/hiretop.htm
[60]http://findarticles.com/p/articles/mi_qn4189/is_20060414/ai_n16167375
[61]http://www.surveymonkey.com
[62]http://instruct1.cit.cornell.edu/courses/dea453_653/ideabook1/thompson_jones/Taylorism.htm
[63]http://www.eeoc.gov/facts/ada17.html
[64]http://yourhrexperts.com
[65]http://en.wikipedia.org/wiki/Training_ per cent26_Development
[66]http://www.usdoj.gov/crt/ada/adahom1.htm

United States Department of the Interior. (2004). Performance Appraisal Handbook. Retrieved from http://www.doi.gov/hrm/guidance/370dm430hndbk.pdf[67]

Wilson, T. (2000, Fall). What's Hot and What's Not: Key Trends in Total Compensation. Wilson Group Newsletter.

[67]http://www.doi.gov/hrm/guidance/370dm430hndbk.pdf

## Solutions to Exercises in Chapter 3

**Solution to Exercise 3.1.1 (p. 158)**

Result: The exercise demonstrates how easily misunderstandings develop, even among speakers of the same language, when not enough detail is provided, when clarification questions are not encouraged, and when non-verbal signs of hesitation or frustration are overlooked.