



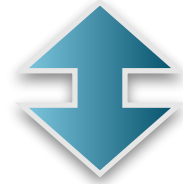
**'ALL FOR WANT
OF A NAIL'**



**CULTURAL
INTELLIGENCE**



**2019 CONFERENCE
REVIEW**



**VERTICAL
INTEGRATION**

ISODC

JULY 2019 NEWSLETTER



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Welcome to our Summer, 2019 issue of the ISODC newsletter!

Letter from the President

Greetings to You All:

The Summer equinox has come and gone as we continue on toward the future for ISODC. Some of you were able to join us for the 2019 Information Exchange in the Denver, CO. Ron Newton and his team developed an exciting program that featured many informative presentations.

The conference started bright and early with a simultaneous connection via ZOOM with ASM Institute, our ISODC affiliate in Pune India. The ASM Chairman (Dr. Sandeep Pachpande) along with ASM Professor and ISODC international director (Jaikumar Annajikulkari), with ASM faculty and students joined the ISODC Denver conference kick off. This was the first of many ISODC conferences to come that will acknowledge and include live participation from our international affiliates.

Ed Kang (from ISODC China) attended the conference in person to share our organization's growth throughout China. So, the 2019 Denver conference recognized ISODC's global presence and future potential to bring Organizational Development and Change throughout the world.

In this regard, the Board met during the Conference and agreed to partner with ASM in its INCON 2020 Conference in January in Pune, India. The details of how this involvement will unfold is being developed, with ASM taking the lead on the local logistics. Stay tuned for further information on this.

Keynote speakers at this year's conference in Denver included Dr. Tojo Thatchenkery who presented his universal application for Appreciative Intelligence, Dexter Hendrix and David Tunney provided future state scenarios from a geopolitical view, and Dr. Terry Armstrong, ISODC founder, along with Drs. Ken Murrell, Joanne Preston and Jeannie Maes delivered "Future OD opportunities that are better than we can think".

At the end of the conference, Jeannie Maes offered to host the 2020 Information Exchange at the University of South Alabama in Mobile, AL.

HOLD THE DATE: May 12-15, 2020 for the ISODC Information Exchange.

As I reported in an earlier newsletter, the Board of ISODC is continuing to look at its strategic focus. Included in that discussion is what do we want ISODC to look like in the next five to ten years? You may have thoughts about that; I would really like to hear them. Think about membership, programs (including conferences), affiliations,

certification programs, international collaborations, etc. Please send me any ideas you have, and I will make sure they are included in the strategic discussion the Board will begin at its next meeting (July 12, 2019). You may also be asked to complete a survey from membership or the conference and program sub-committees, please respond and let us know what you think. With your participation, we are certain that the future of ISODC will be what you want.

That's if for now. Enjoy the rest of the Summer and stay tuned for future developments.

Cheers...,
Roland Livingston



Denver Conference

ISODC Denver Conference summary, May 2019.

Inspiring! Fresh! Challenging! Personal! Idea-Building! Networking! Renewal! OD-Contextual! These are some of the exact words from members and attendees as the ISODC conference on “Managing the Fields of Global Opportunity – a Futurist Perspective” in Denver Colorado this May.

The conference started bright and early to collaborate simultaneously with ASM Institute, our ISOD affiliate in Pune India. The ASM Chairman (Dr. Sandeep Pachpande) along with ASM Professor and ISODC international director (Jaikumar Annajikulkari), with ASM faculty and students joined the ISODC Denver conference kick off. It was the first of many ISODC conferences to come including live international participation. Ed Kang (from ISODC China) attended the conference in person to share our organization’s growth throughout China. The 2019 Denver conference recognized ISODC’s global presence and future potential to bring Organizational Development and Change throughout the world.

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Several workshops relating to OD leadership opportunities throughout our military services, our universities and our known and sometimes unknown families are here for our engagement. Presentations regarding diversity and inclusion on the American farm, in international businesses, in IT, and within ourselves revealed a perspective and course for future Organizational Development.

Our ISODC Mission and Vision for the future is both clear and changing and our role to partner with both keeps us at the forefront of success. What a truly exciting time to be part of the OD&C community of Global Opportunities.

Thank to all who participated in this year’s conference in Denver Colorado and I look forward to seeing you and yours at future ISODC events.

Best in OD&C,

Ron Newton
ISODC Conference Chair

Cultural Intelligence – The Fourth Domain of Learning and the Key to 21st Century Leadership - by Dr. Karrie Lynn Maloney & Dr. John Frederick Bozin

Abstract

This article presents the need for educators, trainers, and business leaders to consider incorporating cultural intelligence into the training, education, design, and delivery of leadership development within their organizations. By incorporating cultural competency into the design of leadership development efforts, learning objectives and learning efforts can be developed to be inclusive and representative of all participants. Furthermore, the incorporation of a fourth domain of learning can improve the successful implementation of learning on the job and where cultural challenges can be thoughtfully and respectfully considered.

Introduction

Much of what we know about modern learning was developed in the 1950's by a committee of universities and colleges, led by Benjamin Bloom. This committee developed what is known as the three domains of educational activities. Today, we know these domains as Bloom's taxonomy:

- 1.Cognitive: mental skills (Knowledge)
- 2.Psychomotor: manual or physical skills (Skills)
- 3.Affective: growth in feelings/emotional areas (Attitude)

This taxonomy can be thought of as the categories of learning behaviors. Many educators and trainers refer to the categories as KSA (Knowledge – Skills – Attitude). The taxonomy was designed to be thought of as the learning objectives or goals of a given training or educational process whereby at the conclusion of the exercise or event, the learner would have acquired new knowledge, skills, and/or attitudes.

The committee led by Benjamin Bloom additionally constructed a detailed compilation of the three domains into various subdivisions and into a hierarchy of what is referred to as Bloom's taxonomy. There are other hierarchies and systems that have been derived within the training and educational world – but it remains in most educational

and training systems – that Bloom’s taxonomy is the most widely accepted and applied due to its ease of understanding and application. This article will discuss the recommendation for what we believe is a much-needed addition to Bloom’s taxonomy as well as the implications of integrating the concept into organizational learning as part of organizational development and change processes.

Learning and Leadership

An essential part of being a leader is to accept the responsibility of becoming a lifelong learner and mentor. Personal and professional growth should be in the forefront of every leader’s mind. This concept should not be exclusive to individuals in a leadership role but should be taught and targeted towards individuals at all levels of an organization.

Why is a learning taxonomy an important component of leadership development? As we all know, leadership development is a nexus of a variety of developed skills, intrinsic behaviors, life experiences, and many other critical factors. In fact, to be an effective leader it is arguable that one must possess the three categories of intelligence, KSA (Knowledge, Skills, and Attitude). By introducing Bloom’s taxonomy in organizational settings, it creates the opportunity to use a proven educational process within the context of corporate learning systems.

Without a doubt, a leader must have cognitive intelligence (knowledge) to be effective in any situation or environment. Cognitive intelligence is the intellectual ability to reason, have logic, read and comprehend, analyze, prioritize, and communicate through language (vocal and written). Without cognitive intelligence there would likely be little to no leadership ability to complete a task accordingly.

A leader must also have psychomotor intelligence (skills) in order to build, do, act, and participate in the functions of an operations. Having merely cognitive capabilities without the skills of building things, figuring out how things work, and having some degree of physical coordination does not meet the demands required of 21st Century leadership. Leaders must be agile, nimble, and most of all, participatory and willing to exemplify how the work effort is conducted and delivered. This does not require the athletic ability of a top paid athlete. It does require an ability coordinate body movement and motor skills in a keenly aware manner, whether that is in front of an audience or behind the desk performing a kinesthetic movement or other physical activity. Detecting non-verbal communication cues and recognizing one’s limitations and abilities also falls within the domain of psychomotor intelligence. Throwing in some additional level of the artistic side further compliments the activities that often require mastery of a creative movement.

Next, a leader cannot truly lead without the capacity to be aware of, control, and express one's emotions, and to handle interpersonal relationships judiciously and empathetically. In fact, many leadership experts believe that emotional intelligence (attitude) is the key to both personal and professional success. The ability to recognize,

understand, and manage our own emotions, and recognize, understand, and influence the emotions of others, is one of the most important qualities that separates good leaders from great leaders.

The Fourth Domain of Learning and Leadership

Is it time to change how we teach leaders and how leaders are expected to learn and develop their leadership abilities and professional skills? Today's leader is inundated with global opportunities and complications. They are surrounded by an increasingly diverse environment and often equipped with few capabilities to succeed. 21st Century leadership requires cultural intelligence in order to work effectively across cultures, relate to ethnicities, effectively engage in foreign and unfamiliar scenarios, and successfully blend into any environment in a complimentary, respectful, and inclusive manner. But how can we expect leaders to acquire and develop these capabilities if the learner and educational constructs that are utilized to design leadership development, and other training programs, does not incorporate this fourth domain of learning and intelligence?

According to Earley (2003), Ang, and Van Dyne (2008), cultural intelligence can be defined as "a person's capability to adapt as she interacts with others from different cultural regions", and has behavioral, motivational, and metacognitive aspects. Without cultural intelligence, both business and military actors seeking to engage foreigners are susceptible to mirror imaging (Early, 2003).

Cultural intelligence or CQ is measured on a scale, like that used to measure an individual's intelligence quotient. People with higher CQs are regarded as better able to successfully blend into any environment, using more effective business practices, than those with a lower CQ. If we can measure and predict intercultural performance, isn't it necessary that the learning taxonomies be modified to develop the proper learning objectives and goals from four domains rather than three? Adding an additional domain of educational activities will help to drive cultural intelligence and enable learners in all settings to embed inclusion and diversity into their objectives and efforts.

The three domains of educational activities in Bloom's taxonomy could be revised to include a fourth domain as follows:

- 1.Cognitive: mental skills (Knowledge)
- 2.Psychomotor: manual or physical skills (Skills)
- 3.Affective: growth in feelings/emotional areas (Attitude)
- 4.Cultural: ability to be aware of, understand, and apply cultural competence into decision making

KSAC (Knowledge – Skills – Attitude – Cultural)

Business is a global environment and it is due to this, that it should be considered essential for learning to begin with cultural competence. This would effectively assist in establishing a context and stage that is inclusive and representative of all audiences and participants. When considering the ever-changing global stage, could the fourth domain be the first domain necessary for successful learning objectives to even be developed? If the taxonomy was designed to be thought of as the learning objectives or goals of a given training or educational process, then why shouldn't the primary objective be focused on ensuring that all learners are aware of the cultural components associated with the application and deployment of the learning in the setting and/or on the job?

Organizational Implementation

Cross-cultural competence requires cross-cultural intelligence development. Intercultural capabilities cannot be an afterthought. They must be designed and planned strategically with the goals and objectives of other learning activities. Leadership development in the 21st Century cannot fire on three cylinders alone. KSA without cultural intelligence as either a fourth domain or as a primary domain, creates the continued susceptibility of mirror imaging that has failed leaders for centuries. Engaging in 21st Century leadership requires behavioral, motivational, and metacognitive competencies that are guided by cultural intelligence and abilities.

Each organization must begin by understanding what they need. According to Crowe, Dirks, & Wenderoth (2008), a specified comprehensive assessment tool is needed to promote specific learning guidelines for different disciplines. As with most things, there is not a one size fits all approach to organizational development and training. To properly utilize and implement Bloom's taxonomy in an organizational setting, an organization must not only analyze their needs, but create its personalized tools which could benefit from utilizing the proposed updated taxonomy (Crowe et al., 2008).

Organizations need to fully understand their employee's and stakeholder's cultural needs when creating tools for organizational training. As previously discussed, it is our belief that Cultural Intelligence should be considered first – as culture not only affects individuals – but organizations. Leaders need to be aware of not only the internal culture of the organization but the cultures in which are secondary via individuals or organizations in which the organization interacts and conducts business with. Leaders must be aware of, respect, work to understand, teach, and require cultural intelligence throughout their organizations.

KSA to KSAC

Once leaders understand that different cultures affect the way people interact and learn, it is time to move on from KSA to KSAC. Organizations need to understand that individuals learn in differing ways and not always through the same path or methods. As a result, training and education should be focused on an individual's strengths as

well as their cultural intelligence capabilities or deficiencies. We can all learn new concepts or ideas; the key is finding the best way for everyone to be part of the learning so that the organization can achieve the greatest combined learning and application of the learning towards the vision and mission.

Leaders need to guide others to find their best. Organizations can utilize various methods in this area and need to focus on more than just the needs of the company. The real opportunity is the focus on the individual's cultural learning and capabilities. Organizations must seek to find methods that work for individuals across the entire enterprise and at every level. Often this requires a more conscious understanding of the cultural representation beyond just the leadership team. Examples are one on one instruction or computer training tailored to cultural competence and awareness. Organizations should consider utilizing a cyclical nature when it comes to implementation of cultural training and this can be managed by analyzing the situation and determining current needs, creating a plan, studying the outcome, adjusting, and beginning the cycle again.

It is time to move to KSAC!

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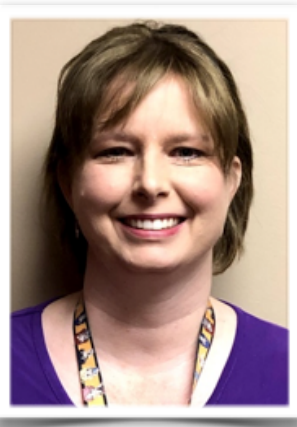
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Dr. Karrie Maloney



Dr. Karrie Maloney's has brought her passion to her professional career of 20 years and has focused on helping organizations improve through leading change, leadership development, and improvement of employee satisfaction. She has diligently worked with various organizations in both private and public sectors to improve internal corporate culture, improve operations, increase profitability while lowering turnover rates.

She has a wide range of experience with human resources, organizational development, implementation of change, and team building.

Dr. Maloney is driven to help organizations succeed by ethical means. Karrie believes in being available for organizations large and small and enjoys volunteering with non-profits to help not only the organizations but their customers as well. One of her favorite pastimes during the last five years, has been volunteering with the Women's Care Center of Duluth, MN where she taught classes and designed new programs that have lead to helping more clients.

She earned her BS in Business Administration, MBA in Human Resources Management, and a Doctorate in Management with a concentration in Organizational Development and Change with a GPA of 3.98.

Since 2016 Karrie has been focused on her career as a Human Resource and Organizational Development and Change consultant. She has worked with the automotive industry, healthcare, government, non-profits, among others. She looks forward to continuing to improve organizations for years to come.

Dr. John Bozin



Dr. John Bozin's professional career of more than 20 years is comprised of delivering innovative solutions to complex problems across diverse industries. He is a strategically acute senior executive with a history of driving exceptional performance through streamlining operations, boosting revenues, and increasing profitability in the financial services, oil & gas, healthcare/behavioral health, government, and non-profit sectors.

His multiple academic achievements include an MBA, an MS in Management, a BSBA in Project Management, a BS in Finance, and a Doctorate in Management (Organizational Development and Change). He also holds a Six Sigma/Lean Certification.

For the last two years, he has been employed with New York City Health + Hospitals, the largest public healthcare system in the nation, serving as Chief Financial Officer / Chief Operating Officer for the Community Health Division of the enterprise. He was hired to help direct and strategize a critical transformation of the organization that serves many of New York City's most underserved and vulnerable populations.

Vertical Integration and Diversification Strategies - by Marc D. Williams

Vertical integration is anathema to firms building manageable and active departments internally to improve profits and increase market share. Investopedia calls vertical integration "...a strategy where a [firm] expands its business operations into different steps on the same production path, such as when a manufacturer owns its supplier and distributor." (Investopedia, 2017) Vertical integration helps firms minimize expenses and advance proficiencies in several of their processes. Vertical integration also helps firms reduce the probability of having limited access to critical elements, possibly maintained by a monopoly-type supplier. Firms gain economies of scale by increasing their buying power and consolidation of possible management and other processes. With vertical integration, firms control access to rare physical resources or resources developed by other firms; plus, control the access to the inputs towards the firm.

When a firm utilizes vertically integrates, they no longer have a dependence on their suppliers and avoid labor disputes that can cause supply chain disruptions. Vertical integration happens when firms, such as Ticketmaster and Live Nation, merge to form a vertically integrated entertainment company that produces shows and sells event tickets; plus, manage and represent the artists involved in the shows. Vertical integration also happens when Apple, Inc., the resolute of vertical integration, self-manufactures custom chips for its products. Before their vertical integration, Apple, Inc. implanted Samsung, an industry competitor, manufactured chips in their products. Another example of vertical integration, from another industry, is a mortgage firm that originates and services its mortgages. This type of mortgage firm vertically integrated into a loan-servicing mortgage firm.

These firms, along with many other firms in different industries, are vertically integrating to reduce costs and improve their efficiencies; such as transportation costs and reducing turnaround time. The vertical integration happening across industries is taking place in two forms of integration: forward and backward. When a firm performs forward integration, they are controlling from the beginning of the supply chain stages. The firm's business activities expand to direct distribution and supply control of the firm's products. Investopedia explains forward integration as a "...operational strategy implemented by a [firm] that wants to increase control over its suppliers, manufacturers, or distributors so that it can increase its market power." (Investopedia, 2017) Ticketmaster and Live Nation vertical integration is forward integration for Ticketmaster and backward integration for Live Nation. Apple, Inc.'s vertical integration is also another example of forward integration because they have company-owned retail stores exclusively selling their products. Only very few select big-box retailers, like Best Buy and Walmart, sells Apple products, but Apple controls the distribution and costs to consumers. The realization of economies of scale and the desire for increase industry market share is viable reasons for firms to perform forward integration. Firms need to understand their costs and scope strategy before attempting forward integration and ensure no compromise of their core competencies. If firms want to have

successful forward integration, the firms should perform acquisitions over firms that were previous customers.

In backward integration, a firm operating at the end of a supply chain begins to take on activities at the beginning of the supply chain. Another industry view of backward integration is when a firm moves backward in its supply chain. Firms pursue backward integration when they seek to improve cost savings and efficiency. An example of cost saving in backward integration is cutting transportation costs and improving efficiency is increasing the profit margins by making the firm more competitive. As with forward integration, backward integration is a difficult strategy to implement into the firm's structure because it is difficult to reverse-engineer; making it very expensive to firms, expending large amounts of capital, when not integrated successfully. Firms will lose their flexibility of following consumer trends to remain competitive. Also, if the CEO, or executive leadership, lose focus on the firm's mission, the backward integration can cause disruptions in the firm's organizational culture.

Netflix successfully enacted backward integration when they started manufacturing movie content in addition to being a movie distributor. As mentioned earlier, Apple, Inc. performed backward vertical integration when they manufactured their microchips for their iPhones and iPads. Amazon.com was another example of a firm performing backward vertical integration when they became a book retailer and a book publisher. Amazon.com's vertical integration reduced its costs of producing and procuring books. Starbucks is another good example of backward vertical integration. Starbucks has multiple suppliers and vendors for their coffee beans and personalized items within their stores. After purchasing a Chinese coffee farm, Starbucks can eliminate their coffee bean supplier and control cost to the supply chain process and ensures there is always a supply of coffee beans to their firm. Each one of these firms performing backward integration was a consumer of raw materials that it acquired from a supplier or vendor. The firms determine there is an opportunity to integrate, set up its facility, or bought a competitor, to have more reliable, cost-effective, sustainability of its input supply.

Vertical integration, whether forward or backward is a risky strategy for any firm to undertake because it is difficult to re-engineer, very complex, and highly expensive operations. When firms vertically integrate, they should do so to protect, or create, value because the high are detrimental to the firm. Stuckey described four (4) valid reasons why a firm should vertically integrate into their market in his article to McKinsley Quarterly.

The reasons are if: (1) the market is too risky and unreliable, (2) firms in adjacent stages of the industry chain have more market power than firms in the vertically integrating firm, (3) the vertical integration would create or exploit market power by raising entry barriers or allowing price discrimination across customer segments, or (4) the market is young, and the firm must forward integrate to develop a market, or the market is declining and independents are pulling out of adjacent stages. (Stuckey, 1993) While Stuckey's reasons for vertically integrating are important reasons, firms also have internal motives for vertical integration without considering Stuckey's reasons. Stuckey listed these reasons as a better risk management tool for firm's management to perform to increase the probability of the

firm's success with the vertical integration. Firms are vertically integrating for more internal reasons as controlling cost and gaining more control over production or distribution processes; as mentioned earlier. Firms are gaining an advantage over their product presentation, but more importantly the prices to their consumer market. Firms are eliminating an extra cost step in the supply chain process to remove cost increases, to optimize resource utilization, and avoid cost wastes.

All firms have their reasons for vertically integrating, even though most have similar goals towards their vertical integration. Their vertical integration combines with a diversification strategy embedded in the vertical integration. A firm's diversification strategy is implemented to minimize the risk of major losses to the firm. Some firm's such as AT&T use a concentric diversification strategy to attempt their vertical integration with Time Warner. Concentric diversification is a strategy where a firm "...acquires or creates new products or services to reach more consumers. These new products and services are closely related to the company's existing products and services." (Lister, 2017) AT&T's attempts to vertical integrate with Time Warner is best for them to achieve a competitive advantage in the telecommunications industry by achieving business synergy through the integration.

Currently, the firm has telephone lines and cell phone towers, but the acquisition of a cable television firm will increase their product distribution and move the firm into new market areas. A concentric diversification strategy will not only increase product distribution but improve AT&T's ability to improve in product development. Acquiring a cable television company, along with their other telecommunications products, will ensure the firm is fulfilling the needs, or demands of their given markets; plus, all new acquired Time Warner markets. AT&T is using the concentric diversification strategy in their vertical integration to increase their market share to give them a larger presence in the very competitive telecommunications industry. The acquisition of Time Warner gives AT&T a wider market presence in the telecommunications industry; which defines better health with their concentric diversification vertical integration. Sometimes a concentric diversification can cross into horizontal diversification to where the firm is simply developing, or acquire, new products unrelated to their core business, but appeal to their current consumer markets. If the firm's focus on just a horizontal diversification strategy, it is considered less risky to undertake within vertical integration.

Firms not using the concentric diversification strategy in their vertical integration instead are using a conglomerate diversification strategy to gain a competitive advantage in their industries. These firms are logically adding non-related products into the firm's current existing business operations. General Electric is a firm that successfully used the conglomerate diversification strategy by launching as a lighting firm but acquiring other firms that produced products, such as radios, refrigerators, wind turbines, and jet engines.

What were the competitive advantage motives behind GE's conglomerate diversification? GE was possibly suffering from declining annual sales and profits in a slow-moving market after saturation. GE was also possible seeking financial synergy with firms that had creditable capital and competent management team to have success in the new industries. GE capitalize on the conglomerate diversification strategy to remain a market leader in their

relevant industries as well as remain the only firm to remain on the Dow Jones Industrial Average; from the original twelve (12).

Vertical integration and the diversification strategies used within are creating the competitive advantages the firms are desiring to increase market share over their competitors. There are firms operating in markets that have scarce resources, so the integration and diversification are key to simply survival. Firms are creating differentiation amongst the markets by developing access to more distribution resources, processes and production inputs to increase the distinction. As Grant stated, vertical integration is “...*beneficial because it allowed superior coordination and reduced risk...*” (Grant, 2016) to firms seeking superiority, while reducing risk, in their markets.

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Marc D. Williams (“Dr. No Days Off”) is the CEO of T-M-T Services International, LLC (TMTSI); a complete business consulting and training company. Marc is a former combat veteran of the U.S. Army and Navy. As an entrepreneur, Marc has built 3 different marketing organizations achieving awards and accolades such as Top Producers, Top Executive Directors, and Icon Leadership.



Marc’s leadership and experience has gained him expert knowledge in leadership, supervision, all-levels of management, team building, and training. He has earned degrees in Professional Aeronautics, Business Studies, and Project Management.

Marc is currently working on his Doctor of Management: Executive Leadership. Dr. No Days Off has provided business and marketing workshops/trainings/seminars for Virginia Department of Transportation (VDOT), University of Virginia (UVA), Charlottesville Chamber of Commerce, Greater Williamsburg Chamber & Tourism Alliance, National Society of Leadership and Success, Department of Veteran Affairs, and many more organizations. Dr. No Days Off is a well sought off speaker and trainer of management, leadership, organization development, and personal development.

“All for want of a nail!” by Dr. Brent Oberholtzer

Does that quote resonate with anyone?

There’s the old proverb, usually referring to the defeat of Richard III at the Battle of Bosworth Field:

*“For want of a nail the shoe was lost;
For want of a shoe the horse was lost;
For want of a horse the battle was lost;
For the failure of battle the kingdom was lost.”*

It’s often shortened to “all for want of a nail, the kingdom was lost!”. Last week I conducted a discovery workshop for one of our clients discussing the disastrous launch of new product line. With much intriguing input from the audience, the overall conclusion tended toward: for want of honest communications, the product launch was lost.

Much has been written about failed communications and “where the project went awry”. Two of the top contenders on the list in consumer products have been the marketing development method (e.g.: was it actually “marketing or PR”, could a different approach have worked better, etc.) and the morass of the current social media landscape.

Certainly those are key areas. And, there are enough errors in those two alone to justify writing a book. However, for most we work in arenas in which those aspects are outside our influence. Our discussion focused on what those in mid-management could and should have done to drive the outcome.

As in the proverb, the failure of the new product line reflects a snowballing of many smaller failures coming together. When looking at the decisions and project in detail, repeatedly the questions would be asked: who signed off on a decision like that? Didn’t anyone raise concerns? Did the person requesting that know what the impact on the launch would be?

Whether design, or contracts, or integration, or PR or marketing, reasonably well educated middle managers—from both the brand owner, supplier and manufacturing sectors—repeatedly asked: who signed off on that?

While certainly it is easy to deflect the failure onto the “model”, when we look closer there are a million small places where the project could have been steered better. All through that often-overused phrase of “effective communications.”

Effective communications means: ensuring that what your technical experts are telling you gets translated into business impacts. That clients clearly understand the cost and impact (be that revenue and funding lost, time delays or loss of productivity) of a choice. And, that all of these discussions are documented.

While that may not have guaranteed that the new product line launch project would not have ended up reported in various magazines as a brand failure. It would, however, have been refreshing to see someone walk into the leaders office and say, “ok, it didn’t really work. Sorry about that. Here’s my email trail and report of how the decisions were made...” For want of good communications from all the parties, the product launch was lost.

Dr. Brent Oberholtzer



I have over 20 years of experience as a consultant in organizational development: organizational design, change management, coaching, workforce development, and people analytics. In applied terms this means guiding multi-million-dollar IT deployments to success, transforming leadership and organizations, and crafting strategic plans and the tools needed to execute them.

I help organizations and individuals navigate market disruption and the complexity and speed of change. I have experience ranging from Fortune-100 global corporations to small start-up non-profits, both public and private sector, in national and international organizations.

Academically I bring a PhD in organizational psychology and organizational behavior together with an MBA and international business experience to add value and insight to an organization’s strategic direction.

EVENTS

Developing the Organizational and Personal Self (D/OPS) Lab with the Kaleel Jamison Consulting Group

The world we work and live in today is making unprecedented demands on us. Work smarter, work harder, work longer. Balance work and life through a thousand little hacks that get things done but leave us depleted and unfulfilled. What if the answer to surviving and thriving in the complexity of life isn't adding new tools to our belts or strengthening our outer defenses, but instead delving deeper within ourselves? What if the key to being and engaging in the world is in how we know ourselves and know our capabilities...and our boundaries?

D/OPS is an opportunity to do just that. This workshop enables you to be more intentional, effective, and joyful in how you lead your life and bring your best self into focus. D/OPS can be a place to redefine yourself and see yourself beyond the labels and roles placed on you by the world—by work, family, friends, and yourself.

The Developing the Organizational and Personal Self (D/OPS) workshop enables you to explore ways to bring your best self into focus, enabling you to be more intentional, effective, and joyful in how you lead your life. D/OPS can be a place to redefine yourself and see yourself beyond the labels and roles placed on you by the world—by work, family, friends, and yourself.

For more information, please visit: <https://kjcg.com/events-list/2020/developing-the-organization-and-personal-self-dops-lab>

Professional Certificate in Cultural Competence

The **Professional Certificate in Cultural Competence** enables professionals to develop essential knowledge and skills for cultural competence, change and development, and leadership in our diverse world. From global boardrooms to local communities, the demand for cultural competence is needed today more than ever in government, health care, human services, business, tourism and hospitality, education, and the military. Professionals in our global community need to interact with people from different cultures, regardless of local or international contexts. Participants will learn to recognize, respect, reconcile, and realize different cultural values. They will learn to use their new knowledge to work in diverse workplaces, create culturally-appropriate change and development initiatives, and work internationally.

Delivered completely online by the Institute for Culture and Adaptive Leadership, the **Professional Certificate in Cultural Competence** includes two engaging four-week on-line courses.

What is Cultural Competence?

Cultural competence is a learned skill set enabling professionals to lead and adapt in any setting, and in some cases, without prior knowledge of the specific cultures involved. The skilled culturally competent leader operates effectively in diverse workplaces, on global teams or international assignments. Our approach to cultural competence includes a fundamental knowledge of cultural dynamics, using a framework to understand and analyze cultural differences, and an approach to reconcile cultural dilemmas.

Why is Cultural Competence So Important?

Culture influences everything we do, from the food we eat to how we interact with others. Whether in a board meeting, customer service interface, or working with persons from different countries for business development, when two or more people from different cultures interact, the chances for misunderstandings, increases significantly. Viewing situations through a cultural lens helps people to interpret and validate the beliefs and values of others. People who are equipped with cultural competency skills are more effective leaders, team members, service providers, and colleagues. New and reconciled solutions to common workplace issues are developed through the recognition and respect for seemingly opposing cultural values. These approaches enable people with different cultural orientations to work together in cooperation rather than conflict.



What are the advantages of the Certificate in Cultural Competency?

The Certificate provides advantages to anyone who wishes to improve how they operate in culturally diverse settings. The courses may be delivered to cohorts of individual professionals, or as in-house continuing education in corporations, communities, and governments.

The Certificate Advantages...

- Based on work of Trompenaars, Hampden-Turner, and Glover- widely recognized authorities in the field of cultural differences and developing cultural competence.
- Content designed to develop more than basic knowledge of one or more specific cultures, providing the learners with cultural competence to apply in a variety of cultural contexts.
- Learners master concepts of culture, a framework and method, then an operational and applied way to understand and work with culture and different cultural settings.
- Course sites have user-friendly designs, with engaging content and interface.
- Stories, cases, simulations, and examples based on actual situations used to illustrate learning.
- Flexible schedules to fit work and family demands.
- Engaging threaded discussions, video calls, and interactive formats.
- Four-week courses in which the learners progressively learn to be more culturally competent.
- Culture, change, development, and leadership are linked.

Individual Benefits...

- Individuals may use the learning from the certificate to enhance their professional development and daily leadership skills and practices.
- Easy to use online format for course sites.
- No previous experience or credentials needed.
- Low tuition cost.

- In-House Organizational Training Benefits...

Group rates.

- Custom designed cases, dilemmas to make the learning relevant to organization.
- Applications to cultural dilemmas in the organization.
- Projects to resolve workplace issues.

“This program is great for anyone looking to add to their skill set. The instructors bring with them a wealth of knowledge and practical experiences that really create a dynamic learning environment with exceptional content that takes theory and applies it effectively to real-life cultural dilemmas.”

Leah Taylor-Best, MA Chief Executive Officer The Bridging Principles

- Professional associations may use the Certificate to provide professional development opportunities for their members. One or all courses can be custom designed for association members’ learning needs.

Requirements for the Cultural Competence Certificate Program

There are two courses in the Professional Certificate in Cultural Competence. Each course lasts four weeks and facilitated and mentored by our highly qualified professional faculty. All work is completed online via the course website. We also hold weekly web video calls.

Our courses use videos, cases, threaded discussions, readings, simulations, and other methods to create an engaging and active learning environment.

Navigating and Reconciling Cultural Differences – Course 1000

Participants explore how culture influences professional practices by applying a proven framework and process for understanding, assessing, and reconciling cultural differences. Participants work with common socio-cultural encounters, such as meetings, teaching, counseling, negotiations, teams, decision-making, and performance management. Cultural competence skills are enhanced through self-assessment, analysis, executive coaching, and reconciliation.

Recommended reading: Transcultural Competence: Navigating Cultural Differences in the Global Community, by Glover and Friedman. 2015. American Psychology Association.

Leading Culture, Change and Development Initiatives – Course 1001

Change initiatives in education and community development are examined as cultural designs and learners discuss common challenges facing leaders. Issues include identifying cultural dilemmas in educational development projects, overcoming resistance to community change initiatives, and measuring organizational change. Different models and methods for understanding, measuring, and leading organizational culture are provided as background for course participants. In addition, cases from virtual and on-site global settings will be used to illustrate models and methods for creative problem solving and decision-making appropriate for teams and collaboration.

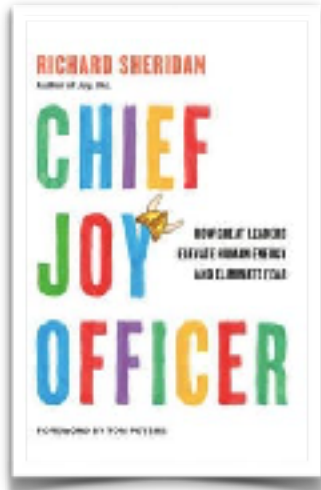
A Program Designed for Professional Learners

Guided by over 30 years of experience, informed by top cultural experts, and tested on the job, our approach has a track record of producing desired results. As lead designer and faculty member Gerald Glover, PhD shares his work as a consultant and coach in over 30 countries on 150 change projects. Using cases, simulations, and experiences, participants actively engage in the learning process while being mentored by experienced faculty. Program participants learn methods and their practical application to create new ways of dealing with culture, change, and leadership

For more information and questions, contact Kimberley Barker at kimjbarker@gmail.com.
Registration fee course one is \$350. Registration fee for course two is \$525.
The annual recertification fee is \$125. All USD.

“Although I have been doing cultural competence work for several years, the certificate is teaching me a framework I did not know. I am being taught by seasoned professionals with solid academic experience and credentials, AND by highly experienced professionals active in the field.”

Regina McClinton, Ph.D. Chief Officer for Diversity, Equity, and Inclusion at the University of Michigan



A final word from newsletter editor, Dr. Kim Barker:

I am so excited for this webinar on August 15th with Richard Sheridan. Chief Joy Officer is a MUST read for every business student, professor, professional, and anyone who works in an organization!

Please share this webinar invitation & book review. <https://www.eventbrite.com/e/webinar-with-richard-sheridan-author-of-chief-joy-officer-tickets-62896778959>

Have a great Summer!

