***Organization Theory and Design 3Ce***

**Enriched Instructor’s Manual**

**Chapter 1: Organizations and Organization Theory**

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**CHAPTER OVERVIEW**

This chapter introduces students to characteristics of organizations and to the perspective that organizations are systems of interrelated units that have to adapt to their environment to survive. Definitions and examples are given to provide students with an understanding of the importance of organizational theory in becoming better managers and leaders in a rapidly changing world. The Air Canada case that opens the chapter is an interesting case to refer to during the semester and to update using current business analyses.

Organizational theory is discussed in historical stages and is shown to have practical application for managers. A framework for the content and topic of each chapter is also provided. Instructors can use this as an introductory overview and also as a frame of reference throughout the course.

**PURPOSE OF THIS CHAPTER**

This chapter provides students with the building blocks for and the language of organization theory and design.

**IF NOTHING ELSE, MY STUDENTS SHOULD LEARN…**

1. That organizations are ubiquitous and have a profound impact on individuals, other organizations, and society.

2. The meaning of structural and contextual dimensions and the concept of “contingency.”

**LEARNING OBJECTIVES**

After completing this chapter, students should be able to

1. Define the term *organization* and the importance of organizations in society. *[Remember]*
2. Identify current challenges facing organizations. *[Remember]*
3. Understand how organization design concepts apply to a major company like Air Canada. *[Understand & Apply]*
4. Recognize the structural dimensions of organizations and the contingencies that influence structure. *[Remember]*
5. Understand efficiency and effectiveness, and the stakeholder approach to measuring effectiveness. *[Understand]*
6. Explain historical perspectives on organizations. *[Understand]*
7. Describe Mintzberg’s five basic parts of an organization. *[Remember]*
8. Explain the differences in organic and mechanistic organization designs and the contingency factors typically associated with each. *[Understand]*

**HOW DOES THIS CHAPTER RELATE TO THE REAL WORLD?**

1. As already noted, organizations are ubiquitous.

2. Organizations today are facing many challenges; they need to respond by understanding old organizational designs and creating new organizational designs.

3. A well-designed organization can be source of significant competitive advantage.

**WHY SHOULD STUDENTS CARE?**

1. Students need to understand why and how organizations are structured so that they can navigate their workplaces.

2. Students can become better informed about what types of organizations they may like to work at.

**WHAT ARE COMMON STUDENT MISCONCEPTIONS AND STUMBLING BLOCKS?**

1. Students believe bureaucracies are “bad” and flat organizations are “good.”

2. Students find some of the OTD concepts non-intuitive.

**WHAT CAN I DO IN CLASS?**

**Stumbling Block Activities**

In class**, use** **Chapter 1 Workbook 1: Measuring Dimensions of Organizations** to show how different organizations are structured and why. Reinforce the idea of contingency. *[Stumbling Block 1]*

**Watch** <http://www.youtube.com/watch?v=QAJ3YV7k3o8&feature=related> for some thoughtful insights from Henry Mintzberg and **discuss** his main arguments. *[Stumbling Block 1]*

**Ask** students to apply the structural and contextual dimensions to their own families. *[Stumbling Block 2]*

**Clicker Question**

In Mintzberg’s typology, the key part of a simple structure is its

a. technostructure

b. operating core

c. middle line

**d. strategic apex**

Use this question to delve in detail into the key elements of the five structural choices—see Exhibit 1.5B.

**Video**

Discuss *Camp Bow Wow Part I: Innovative Management for a Changing World*.

**You & Design**

The You & Design questionnaire done as a group activity will allow students to discover their own style and discuss ways in which leaders’ styles impact an organization.

**ACT!**

The ACT! questions and tasks are designed to link the concepts to the students’ own experiences and careers and are suitable for small group discussions.

**Discussion Questions and Suggested Answers**

**1. What is the definition of *organization*? Briefly explain each part of the definition.**

An organization is a (1) social entity that is a (2) goal-directed, (3) deliberately structured activity system with a (4) link to the external environment. Social entity means that an organization consists of people; the human being is the basic building block of an organization, which makes it different from other types of systems. Goal-directed means that an organization exists for a purpose. It is created to achieve some end. Deliberately structured activity system means that an organization is deliberately subdivided into distinct sets of activities that use the knowledge and technology needed to do the work. The link to the environment includes interactions with customers, suppliers, competitors, the government, and other elements of the external environment.

**2. What is the difference between an open system and a closed system? Can you give an example of a closed system? How is the stakeholder approach related to this concept?**

The difference is in the relationship with the external environment. An open system has an exchange relationship with the environment and must import resources from the environment to survive. A closed system is completely autonomous and does not need external resources. In a sense, there is no such thing as a closed system, although some managers in organizations that are insufficiently tuned in to their environments act as if they are in a closed system. However, any completely closed-off system would eventually die. Some machine systems, such as a satellite with a nuclear reactor, come close to being closed systems because they last for years without energy from the environment. The stakeholder approach illustrates that an organization is an open system, which needs to recognize and deal with its external stakeholders.

**3. Explain how Mintzberg’s five basic parts of the organization illustrated in Exhibit 1.5 work. If an organization had to give up one of these five parts, which one could it survive the longest without? Discuss.**

Students should refer to each of the five parts and describe them in detail. Because all subsystems are interdependent, there is not one *correct* answer to the last question; however, the discussion will ensure that students understand each subsystem’s interactive relationship to all others.

**4. A handful of companies on the Fortune 500 list are more than 100 years old, which is rare. What organizational characteristics do you think might explain 100-year longevity?**

Companies that maintain longevity must be flexible. This includes flexibility with organizational structures and ongoing relationships with employees and the external environment. The ability of organizations to offer competitive pricing and to bring together resources in an innovative manner and over time contributes to their success. Scientific management has played a role in this, and the Hawthorne studies aided in the understanding that positive treatment of workers contributes to their longevity within the organization, which decreases turnover and maximizes expertise among the labour pool. Also, the ability to embrace technology and knowledge is critical to most organizations’ success and longevity.

**5. What is the difference between formalization and specialization? Do you think an organization high on one dimension would also be high on the other? Discuss.**

Formalization refers to the amount of written documentation used to direct the organization, including procedures, job descriptions, and policy manuals. Specialization refers to the extent to which tasks are subdivided so that each employee performs only a narrow set of activities.

Generally, these characteristics are associated, so an organization tends to be high or low on both dimensions. As an organization becomes large, for example, tasks become more specialized. Formalization is then required to provide rules and regulations to specify specialization. Some organizations may deviate from this relationship, but generally an organization high on one characteristic will tend to be high on the other.

**6. What does *contingency* mean? What are the implications of contingency theories for managers?**

Contingency means that one thing depends on other things, and therefore, for an organization to be effective, there must be a good fit between its internal structure and its external environment. There are no universal principles that apply to every organization in every situation. There is not one best way.Contingency means “it depends.” Thus, managers should diagnose a particular situation carefully before deciding on the management approach to take.

**7. What are the primary differences between an organization designed for efficiency and one designed for flexibility? Discuss the pros and cons of each approach for today’s organizations.**

An organization designed for efficient performance is more *traditional* in its top-down orientation, as opposed to one designed for learning, which is geared toward collaboration, so that everyone is engaged in identifying and solving problems. As organizations face increasing environmental uncertainty, they need to become more flexible in design and take a learning approach in their systems. Major differences can be seen in the chart that follows.

| **Efficient Performance** | **Learning Organization** |
| --- | --- |
| Vertical, functional groupings | **Structure** around horizontal workflows or processes |
| **Tasks** are routine and narrowly defined. | Empowered roles are emphasized. |
| Formal control systems to manage complex **information**. | Widespread sharing of information with open channels of communication |
| Top management strategy is competitive. | Collaborative **strategy** emerges from employee relationships with customers, suppliers, etc. |
| **Culture** may become rigid from having been successful in stable environment. | Culture adaptive to external environment |

**Chapter 1 Workbook: Measuring Dimensions of Organizations**

This activity allows students to begin to understand different organizations’ dimensions. Ask students what dimensions they look for in an organization that they would like to work for. Ask them to list the dimensions and also why they prefer some to others. For example, if they have a preference for empowered work roles and decision making, they should also understand that those elements carry with them specific responsibilities and accountability for results. This can add pressure for some people who may not be used to results-based performance management. Also, most students will identify an organization with low formalization and few written rules as a preference. A discussion on this could illustrate that low formalization also means that it is difficult to know how to handle a problem because this organization may also lack written procedures about how to handle it. This can lead to inconsistencies, especially if it is in a customer service context.

Next, divide the class into groups and have them share their lists and reasons to see if there are any common themes that emerge from the group. You may want to write them on the board or on a PowerPoint slide and discuss why some themes are repeated. You could also have a discussion about multiple generations in the workplace and how those lists may differ because of different expectations and experience levels of employees.

Caution students not to consider any relationships between dimensions as cause-and-effect or dependent. Relationships between dimensions, at this point, are to be regarded only as a basis for discussion. The textbook will present findings on relationships between dimensions in subsequent chapters.

As a summary of chapter highlights, ask students to reflect back on the opening Air Canada case. Rate Air Canada in 1992 and today. Record results on a transparency or PowerPoint slide. Students should see the shifts in Air Canada’s structural dimensions as the company met its challenge of adapting to the environment.

**Alternative Classroom Activities**

Another helpful way to summarize the chapter highlights for students is to show them a short video clip on an organization that most of them would know (e.g., Google; several YouTube videos are available) and then use the chart from the Workbook to identify where Google may fit on each of these dimensions. A discussion can help students understand many different aspects of Google—not just the positive ones.

In contrast, show a video on Seattle’s Fish market (another YouTube video)—or any other organization that you are familiar with and that demonstrates a rather unconventional culture and task structure—and ask students to rate this organization on the same dimensions. It makes for a very interesting and memorable discussion.

**Lecture Enhancement: Organizational Typologies**

To understand and conceptualize the world of organizations, researchers have developed typologies by which organizations can be classified. A typology is a set of categories, with each category including certain characteristics that differentiate the organizations within it from those in other categories. Just as different artists portray the same person or scene in different ways, researchers have based their typologies on different underlying dimensions that they see as important in differentiating among organizations. Typologies are methods of organizing information. The characteristics of the organizations in each cell indicate the nature of the organizations.

One typology that influenced organizational research was developed by Talcot Parsons in 1960. Parsons maintained that organizations have different functions in society and that these functions could be the basis for typing organizations. Parsons’ four functions and examples of organizations are shown below.

|  |  |  |
| --- | --- | --- |
| **Type of Organization** | **Functions** | **Examples** |
| Adaptation | Acquire resources | Businesses |
| Goal attainment agencies | Set and implement goals | Government |
| Integration | Maintain and coordinate systems | Courts |
| Latency or pattern | Transmit culture and values | Educational and religious maintenance organizations |

Because organization theory involves the use of models to describe important dimensions of an organization, we will study several typologies in this course. For example, we discuss a typology based on Duncan’s classification of perceived environmental uncertainty. We also examine Thompson's typology on technological interdependence in terms of its influence on organizational structure.

Typologies lend some insight into understanding organizations and serve as a good basis upon which to analyze cases. Typologies must be relatively simple, yet complete enough to enable distinct categorization and development of understanding and comparison among types of organizations. Because of a typology’s simplicity, some students have difficulty in placing organizations in just one category. Remind them to look for dominant characteristics as they classify an organization, acknowledging that there are overlapping areas, but not getting *hung up* on them. When studying conglomerates, each product division may be categorized separately on the typology.

**Case for Analysis: Teleflex Canada: A Culture of Innovation**



**Teaching Note**

C07-06-0002

By Andrew C. Inkpen

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*This teaching note was prepared by Professor Andrew C. Inkpen for the sole purpose of aiding instructors in the classroom use of the case “Teleflex Canada: A Culture of Innovation.” It should not be used in any way that would prejudice future use of this case.*

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Teleflex Canada, a division of Teleflex Inc., manufactured a range of products, including marine hydraulic steering systems, trim components for marine propulsion, heating equipment for both the truck and bus industries, a range of proprietary fluid controls, and field cookstoves for the U.S. Army. Over the past 30 years, Teleflex Canada grew from sales of a few million dollars to more than $160 million in 2004. The company has a reputation as a world leader in the design and manufacture of hydraulic and thermal technology products. Within Teleflex Canada there was a consensus that continual innovation in product design, manufacturing, and marketing was critical to the success of the organization.

In 2005, Teleflex Canada executives were faced with various questions: Would size inhibit the ability to innovate? Would increased corporate centralization at Teleflex Inc. impact Teleflex Canada’s ability to respond quickly to new market opportunities? At the Teleflex Inc. corporate level, different questions were being asked: Could the culture of innovation in Teleflex Canada be transferred to other parts of the company? What was the appropriate level of corporate support and control necessary to foster innovation and high performance at Teleflex Canada and at other Teleflex business units?

**Teaching Objectives**

This case is designed to explore the concept of innovation in large organizations. Teleflex Canada is a division of a diversified multinational corporation (MNC) that competes in the marine, automotive, and aerospace sectors. Teleflex Canada has delivered consistent and, within Teleflex Inc., above-average growth for many years. The company enjoys a leading position in the marine hydraulic steering industry and continues to develop new products for a diverse set of markets, such as commercial trucking and defence. Much of the company’s success has come from an approach to innovation that emphasizes several key factors.

1. A focus on product development using existing and proven technologies.

2. The development of products for end users that can then be “pulled” through channels as opposed to pushed.

3. The creation of a corporate culture that encourages creativity, risk taking, and tolerance for failure.

4. An atmosphere that tries to foster sharing and teamwork.

The case can be used to accomplish various teaching objectives. It can be used

* In a strategic management class to develop the concept of innovation and its role in a firm’s success.
* In a course on organizational design to show how a division of an MNC links its innovation activities to the larger firm.
* To examine the key determinants for innovation.

**Assignment Questions**

1. What does innovation mean at Teleflex Canada? Why is innovation necessary at Teleflex Canada?

2. Why has Teleflex Canada been so successful in introducing new products?

3. What role do organizational factors play in supporting innovation?

4. Are there threats to continued innovation at Teleflex Canada?

5. Can the Teleflex Canada approach to innovation be implemented in other organizations?

**Suggested Teaching Approach**

The classroom discussion should begin with an overview of the types of innovation (unless the case is used in a course or case sequence that has already covered this material). Discussion can then shift to the Teleflex case. It is useful to begin with an overview of the company and its history of diversification, acquisitions, and business unit autonomy. You can then begin to examine the specific Teleflex innovations and match them to the list of different types of innovation. The intent is to emphasize that there are various ways to innovate, and that Teleflex Canada has chosen to focus on existing technologies, new market segments, and constant improvement of existing products. You should also emphasize that the innovation can occur at any point in the value chain and not just at the technological or design stage.

Next, ask students why Teleflex Canada has been so innovative. This should generate a long list of factors. Your challenge will be to establish some linkages across the different factors and move toward integrating these links into a more cohesive explanation. Discuss threats to future innovation and how Teleflex Canada can maintain its solid growth rate. Conclude with some general comments about innovation. In particular, emphasize that innovation can be managed and that firms can institute organizational processes that support and encourage innovative activities.

**Analysis**

**1. What does innovation mean?**

If this is a stand-alone innovation case, I suggest beginning with a discussion of innovation. Students often assume that innovation means new technology developed through R&D. A discussion of innovation should make it clear that there are a variety of different innovation forms, and that innovation can occur in any value chain activity.

The main types of innovation include the following:

* *Disruptive innovation:* New technologies and new products, often driven by technological discontinuities, such as mobile phones, personal computers, and Internet-based products like Amazon.com and eBay
* *Technology application:* Existing technologies for new markets (e.g., ATMs that were created with technology from the computer industry)
* *New technologies for existing products and markets:* For example, quartz watches in the watch industry
* *Product innovation for new market segments:* For example, Swatch used existing watch technology to create a low-priced fashion segment in the watch industry
* *Process innovation:* Usually cost-oriented, such as Dell Computer and Wal-Mart
* *Customer experience:* New experience for established products (e.g., Southwest Airlines was the first major carrier to use the Internet for ticketing; Apple iPod changed the way consumers could experience music)
* *Marketing innovation:* For example, Swatch used major sporting events to advertise its watches; Swatch also established Swatch boutiques in train stations, airports, etc. In the wine industry, New World competitors have emphasized labelling as a means of capturing new customers.
* *Business model innovation:* Changes in the configuration of product or service delivery that allow a company to target new markets (i.e., Apple developed a way for musicians, music publishers, and Apple to profit from downloaded music)
* *Structural innovation:* Changes in industry structure can lead to new products (i.e., deregulation of financial services in many countries has created opportunities to develop new products for customers unfamiliar with personal investing).
* *Management innovation:* Innovation in areas such as leading, organizing, motivating, controlling, etc.

**2. Identify the types of innovation at Teleflex Canada.**

At least four types of innovation can be identified.

* *Technology application:* ProHeat, MBU
* *Process innovation:* Production floor innovations that supported manufacturing processes for SeaStar, ProHeat, and other products. The result is that Teleflex Canada is the low-cost producer of steering systems (and commands the premium price, which is a difficult and unique position to attain).
* *Customer experience:* In the steering business, Teleflex Canada’s vision is to make marine steering as comfortable as car steering. Each new upgrade involves a more comfortable steering system in order to enhance the customer’s experience with the product.
* *New technologies for existing products:* Steer-by-wire for marine steering systems (Teleflex will adopt existing steer-by-wire technologies to the steering business).

At this point, it is useful to introduce a value chain and show that Teleflex innovation has occurred at different points in the chain. A mini-lecture on innovation and value chain activities may be necessary here.

**3. Why has Teleflex Canada been so innovative?**

Various reasons can be identified.

* *History and geographic position:* Teleflex Canada is located a long way from corporate HQ and was left alone as long as the division remained profitable. This allowed management to experiment more than might have been possible in a more centrally located unit.
* *Leadership:* Harold Copping’s belief was that people with passion for their jobs would create innovative things if they were left alone to do what they were good at (“one degree of passion is worth 10 degrees of efficiency”). He hated bureaucracy and believed that size interfered with creativity. He tolerated people who might otherwise have been considered too idiosyncratic. He also protected people and projects from corporate eyes when necessary.
* *Corporate culture:* Independence, risk taking, enthusiasm, tolerance for individuality.
* *Strategy:* Deep understanding of the links among innovation, strategy, and financial performance.
* *Strong engineering talents.*
* *Tolerance for change.*
* *Processes oriented toward innovation:* Skunkworks, development projects, etc.
* *Pull-through strategy focused on end-user customers***:** Rather than designing products and then looking for channels through which to sell the products, Teleflex Canada focused on end users. In marine steering, customers want comfort and are willing to pay for it (boat builders, on the other hand, were inclined to focus on price).
* *Continuous improvement in manufacturing methods and commitment to make products better, easier to use, lower cost, etc.*
* *Good people who understand the connection between innovation and competitive advantage.*

The common theme that can be garnered from the above points is that Teleflex Canada has a deeply rooted commitment to and culture around innovation. The culture around innovation did not happen overnight. It began when Teleflex Canada was started and required an assortment of ingredients.

* The right leadership
* A corporate parent willing to allow autonomy
* A dedicated corps of engineers and managers
* Some luck

Over time, all of these ingredients coalesced around a strategy based on new product development.

**4. What are the threats to continued innovation at Teleflex Canada?**

The case identifies a number of threats that could harm or slow down the record of innovation.

* *Success:* The company has grown. Larger size often brings more bureaucracy and more processes that can impede creativity. Teleflex Canada has tried to deal with this by reorganizing into smaller units. However, larger size will inevitably mean that some of the small-company attributes will be lost.
* *Centralization:* Teleflex Inc. has always been a very diversified company. When the company was smaller, it was possible for corporate management to use a “remote trust” type of management that allowed the various business units a high degree of autonomy. As Teleflex has grown, there has been a need to rationalize some activities that are common across all divisions and business units. A discussion on the reasons for centralization will generate some ideas, such as greater efficiencies—especially in shared services—stronger controls, consistent corporate strategy, and faster corporate decision making. However, rationalization and centralization have the potential, according to some managers at Teleflex Canada, to disrupt innovation. According to one of the managers quoted in the case, “With more centralization going on, how do you make sure you don’t kill the entrepreneurialism? Everybody knows that if you go completely centralized, you totally lose the innovation. What we have agreed on is that product development has to stay close to the market.”
* *A lack of new products:* (this point is obvious but still a threat to any business that depends on a stream of new products to generate growth).
* *Competition and complacency*, especially in the marine steering business: It has been well documented that industry leaders eventually lose their top position. Complacency can set in after many years of a dominant leadership position. Teleflex Canada has been a leader for a number of years and occupies a high-price/low-cost position. Undoubtedly, competitors are looking to topple Teleflex Canada from this position. Teleflex Canada is working on steer-by-wire and other new initiatives, but must ensure that it does not take the leadership position for granted.

**Summary Points**

* Growth requires starting new businesses and/or developing new products.
* Organizational culture can be a significant deterrent to innovation.
* New product development should be viewed as an experiment. Some products will fail.
* Different stages of the product development process require different management approaches.
* It can be hard to integrate new businesses into established systems and structures.
* An open mind is essential for innovations to succeed.
* Innovation that focuses on end-user needs can be faster and more profitable than trying to push new technologies to channel members.
* Innovation can be managed and an organizational culture supporting innovation can be created.

**Integrative Case 1.0: IKEA: Scandinavian Style**

**Case Summary**

This case describes the evolution of IKEA, from its founding in 1943 to the challenges it faces now that it is a global organization. Ingvar Kamprad, founder of IKEA, grew up on a farm and was entrepreneurial even as a child, by selling matches that he had bought in bulk. In 1943, aged 17, he founded IKEA. His goal was to provide low-cost furniture to the many who could not afford furniture. He used vertical integration to create a strong relationship with suppliers and was able to out-manoeuvre his competition by building even stronger relationships with his suppliers. Today, IKEA works with 1,300 suppliers in 53 countries.

IKEA has built a culture around the values of frugality and rural Sweden—IKEA is about “creating a better everyday life for the majority of people.” However, that does not mean sacrificing quality or design. IKEA is essentially about creating a lifestyle.

IKEA pursued global expansion. By 2010, there ware 332 IKEA stores in 41 countries. The expansion was not always smooth as IKEA did not anticipate local requirements, e.g., North American customers expected beds to be sized to North American measures and many customers around the world found the Swedish product names confusing.

While IKEA is driven by standardization, it has developed innovations such as the flat packaging and reduction of waste in packaging. IKEA supports various children’s charities in addition to working toward reducing its carbon dioxide emissions.

**Assignment Questions and Suggested Answers**

**1. Using the contextual dimensions presented in Chapter 1, describe IKEA**.

a) *Environment*: IKEA’s environment has been changing and continues to do so as IKEA attempts to expand its global reach. It is now competing in an environment that is very different from its rural Swedish roots.

b) *Goals and Strategies*: IKEA’s goals are to create modestly-priced, well-designed furniture so most people can afford it. IKEA wants to sell a lifestyle. It does so by working closely with its supply chain to reduce costs while working with Scandinavian designers to capture a little bit of Sweden.

c) *Size*: IKEA has a large retail and online presence. However, as it does not manufacture its products, it is seen as a hollow organization.

d) *Culture*: IKEA has a strong culture, embedded in and supported by the rural values of frugality and family.

e) *Technology*: IKEA transforms inputs into outputs through its suppliers’ manufacturing processes and then passes on the assembly processes to its customers.

**2. Which of IKEA’s stakeholders are the most important and why?**

While all the stakeholders are important, the suppliers and the customers are paramount. IKEA also tries to create an employee focus in its culture, in the way it refers to employees as co-workers.

**3. What concerns (if any) do you have about IKEA’s global future?**

IKEA needs to do more pre-work in its global expansion because it has under-estimated the importance of diversity and local norms in its earlier expansions. It will need to manage the tension between mass standardization and responsiveness to local market demands. As it says in the case, IKEA “nearly blew it” in America. It is a lesson that IKEA needs to take to heart to be strategic in any future global expansion.

**Assessment Tools**

Please refer to the accompanying Test Bank for assessment purposes. You may also wish to encourage students to conduct self-assessments by taking quizzes as well as doing the various activities on the CourseMate companion website.

**Reflections on Teaching**

Reflect on **your** classroom experience by reviewing the following questions:

* What worked? What didn’t? Why and why not?
* Were students engaged? Were they focused or did they go off on tangents?
* Did my assessments suggest that they understood the key concepts?
* What should I do differently next time?
* How can I gather student feedback?

**WHAT OTHER RESOURCES ARE AVAILABLE?**

Here are a few websites that provide further information for some of the organizations discussed in Chapter 1.

**Air Canada**

<http://www.thestar.com/news/gta/2014/05/19/union_objects_to_air_canada_outsourcing_new_dreamliner_jets.html>, accessed June 1, 2014

<http://news.nationalpost.com/2014/04/03/air-canada-apologizes-after-staff-abandoned-disabled-violinist-itzhak-perlman-at-pearson-international-airport/>, accessed June 1, 2014.

**Mackenzie Valley Pipeline**

<http://www.theglobeandmail.com/report-on-business/international-business/us-business/mackenzie-valleys-new-price-tag-20-billion-and-rising/article16095114/#dashboard/follows/>, accessed June 1, 2014.

**Additional**

<http://www.businessweek.com/articles/2014-05-30/the-real-reason-keystone-xl-might-fail>, accessed June 1, 2014

<http://www.cbc.ca/news/canada/edmonton/desmond-tutu-urges-canada-to-address-climate-change-powderkeg-1.2659447>, accessed June 1, 2014.