Global Service Organizations Module

Module Length: 6 hours

Contents

Overview

Doctors, lawyers, accountants, teachers, hair dressers, waiters, analysts, and construction workers: services account for more than sixty percent of the world's economic output. Globalization is making the service sector more efficient through increased connectedness facilitated by the Internet and government policy. This efficiency though has its downside as many services jobs are being outsourced to low-wage countries.

This module provides an overview of the global services organizations and gives an understanding of the role of services in the 21st century using examples from corporate, governmental, and non-profit organizations. Students will learn about crucial skills and knowledge that will make them competitive for the global workplace. In this module, students will examine the role of service economy in the 21st century, analyze corporate, governmental and non-profit organizations offering global services, and identify the skills needed to compete in the global services sector.

Module Learning Objectives

Through the completion of this module, participants will be able to:

1. Define services and articulate the value of services in the global economy
2. Explain the economic shift from a manufacturing economy to a service economy
3. Identify the workforce skills needed to compete in the global services sector.

Key Terms and Concepts

Core competencies: "capabilities that are critical to a business achieving competitive advantage." From http://tutor2u.net/business/strategy/core_competencies.htm

Economies of Scale: producing large quantities of goods for a low prices per unit. So instead of printing 25 newspapers for $50 (1 newspaper/$2), one prints 1000 newspapers for $100 (1 newspaper/ ten cents).

Human capital: Investments that increase the value of an employee. Examples include education, training, medical care, etc.

Innovation: "the implementation of a new or significantly improved product (good or service), or process, a new marketing method, or a new organizational method in business practices, workplace organisation or external relations." Oslo Manual (OECD, 2005: 46)

Knowledge-intensive service activities: activities that rely heavily on professional knowledge, usually a high percentage of professionals carry them out (employees with a graduate degree). They link the production of knowledge to innovative activities and are used to analyze a firm's innovation.

OECD: Organisation for Economic Co-operation and Development: "a group of 30 member countries, with a shared commitment to democratic government and the market economy, that has active relationships with some 70 other countries via nongovernmental organizations. Formed in 1961, its work covers economic and social issues from macroeconomics to trade, education, development, and scientific innovation. Its goals are to promote economic growth and employment in member countries in a climate of stability; to assist the sustainable economic expansion of both member and nonmember countries; and to support a balanced and even-handed expansion of world trade."
http://dictionary.bnet.com/definition/OECD.html?tag=col1;rbDictionary

Off-shoring: Move (some of a company's processes or services) overseas to take advantage of lower costs.

Outsourcing: to procure (goods or services needed by a business or organization) under contract with an outside supplier.

Service Economy: services are a diverse group of economic activities not directly associated with the manufacture of goods, mining or agriculture

Strategic Business Unit: "Company division, product line within a division, or single product or company brand that has an objective and mission different from other company business and that

can be marketed independently from the rest of the company."
http://www.answers.com/topic/strategic-business-unit

Structural barriers: "Barriers to entry are factors which prevent or deter the entry of new firms into an industry even when incumbent firms are earning excess profits. Structural barriers to entry arise from basic industry characteristics such as technology, costs and demand. A narrower definition of structural barriers suggests that barriers to entry arise only when an entrant must incur costs which incumbents do not bear. This definition excludes scale economies as a barrier."
http://stats.oecd.org/glossary/detail.asp?ID=3149

Lesson Plans

Lesson 1: Shift from Manufacturing to Service Oriented Economies

Overview
This lesson introduces the concept of services and provides a historical overview of how services became a dominant part of the globalized economy.

Relevant Learning Objectives

1. Define services and articulate the value of services in the global economy
2. Explain the economic shift from a manufacturing economy to a service economy

Procedure

Possible Classroom Activities

- Opening Activity.
  (Time: 10 minutes) (Skills: n/a) (Objective 1) (Related Resources: Mr. Bean – bad customer service

  The instructor shows the short Youtube clip that highlights bad customer service. He or she asks the students to provide a definition of service.

  Economic stand-point

    - Service: labor that does not produce a tangible commodity.
    - Service sector: industry or business which deals with the marketing and selling of intangible products rather than physical goods.

  Social stand point
  Service: contribution to the welfare of others

  The instructor asks the following questions:

    - What are examples of services? IT, Education, Finance, Transportation, Hotel and Restaurant Management, etc.
    - What are examples of service professions? teachers, doctors, waiters, consultants, lobbyists, hair dressers, priests, journalists, etc.
    - What are the other sectors of the economy? manufacturing (produce tangible goods) and primary sector (agriculture, fishing, and extraction (mining)

- Discussion on the Shift from Manufacturing to Services.
  (Time: 20 minutes) (Skills: Holistic Thinking) (Objective 2) (Related Resources: Global Services-lesson1.ppt and The Service Economy)

Through a presentation of the PowerPoint slides, the instructor discusses the shift that economies make when they move from a manufacturing-based economy to a service-based economy. After these slides have been presented, the instructor asks the students to compare and contrast the manufacturing-based economy and service based economy. The instructor writes on board: "Manufacturing" and "Service." He or she asks the students to list the characteristics that fit under each heading.

The instructor concludes with the following questions.

- What is the impact of shifting from one economic system to the other?
- How does the shift impact students?
- What jobs are available locally in manufacturing or services?

- Discussion of the Service Economy.
  (Time: 20 minutes) (Skills: Holistic Thinking) (Objectives 1 & 2) (Related Resources: The Service Economy reading and Appendix A)

  The instructor leads a discussion the service sector as highlighted in the Service Economy article. Discussion questions are provided in Appendix A.

  Review key points of the article:

    - The Characteristics of Service Industries
    - Employment and Services
    - International Trade and Investment in Services
    - Policy Issues

- Conclusion
  (Time: 10 minutes) (Skills: Holistic Thinking) (Objectives 1 & 2) (Related Resources: n/a)

  For first five minutes, the students brainstorm the strengths and weaknesses of a service economy vs. a manufacturing economy. For the last five minutes, the instructor asks some of the students to share their responses with the class.

Resources

- Appendix A: Discussion Questions
- Global Services-lesson1.ppt. Retrieved from: http://www.global-workforce.globalization101.org/wp-content/uploads/2012/06/Global-Services-lesson1.ppt
- *Mr. Bean – bad customer service*. (2009, October 30). Retrieved from. http://www.youtube.com/watch?v=lmFXThtn014

- The Service Economy. (2000). OECD. Retrieved from: http://www.oecd.org/dataoecd/10/33/2090561.pdf

Lesson 2: Role of Technology in Facilitating the Service Economy

Overview:
This lesson introduces various elements of technology and how these elements impact the service industry. Students examine the negative and positive impacts of technology on the service sector.

Relevant Learning Objectives:
1. Define services and articulate the value of services in the global economy
2. Explain the economic shift from a manufacturing economy to a service economy

Procedure:

Possible Classroom Activities

- Introduction.
  (Time: 5 minutes) (Skills: n/a) (Objective 1) (Related Resources: n/a)

  The instructor asks the students to explain how technology has improved their lives and how it has improved the services that they consume?

- Discussion on the Role of Technology in Service Economy.
  (Time: 15 minutes) (Skills: n/a) (Objectives 1 & 2) (Related Resources: Technology Issue in Depth)

  The instructors reviews the reading on technology and globalization with the following questions:

  - How has the decline in the technology costs driven the IT Revolution?
  - How has technology transformed the labor market in the U.S.?
  - What are the positive and negative impacts of technology on service jobs in the U.S?
  - How has technology contributed to the shift from the manufacturing to the service economy?

- Introduction to Outsourcing and Offshoring.
  (Time: 10 minutes) (Skills: Holistic Thinking) (Objectives 1 & 2) (Related Resources: n/a)

  The instructor highlights the differences between offshoring and outsourcing.

Outsourcing: to procure (as some goods or services needed by a business or organization) under contract with an outside supplier.

Offshoring: The relocation of some of a company's production, services or jobs overseas

The instructor asks the student to list potential outcomes of offshoring and outsourcing: (ie. Loss of jobs, creation of new jobs, decreased prices for services, national security, etc.)

The instructor asks the students to explain the contribution of offshoring and outsourcing to the shift from manufacturing-based to services-based economy.

- The Role of the New Social Media and its Impact on Services.
  (Time: 20 minutes) (Skills: Holistic Thinking) (Objective 1) (Related Resources: Technology Issue in Depth)

  The instructor divides the class into three groups. Each group should discuss the development and success of one of the follow social technologies: Youtube, Facebook, and Twitter. Students should answer the following questions in their groups:

  - What services does this technology provide?
  - Based on your observations and experience, what are some signs that the social technology has changed/increased/abated/ influenced globalization?
  - Who benefits from the technology and why?
  - Who is harmed by the technology and why?
  - What ethical issues arise from the use/misuse of the social technology?

  After the group discussion, each group presents the highlights of discussion to the whole class.

- Outsourcing and Offshoring Activity.
  (Time: 20 minutes) (Skills: Holistic Thinking and Cross-Cultural Communications) (Objective 1) (Related Resources: n/a)

  The instructor divides the class into groups of three to carry-out the following role-play.

  ABC Advertising is bidding to win an account to create a series of animated commercials for Nokia. To win the bid, the advertising company is thinking of using a Korean animation firm *Manha* rather than their usual American firm *Go Animation*. *ABC Advertising* has been working with *Go Animation* for more than 20 years, but needs to find a way to make their proposal competitive. *Go Animation* decides to set up a conference call with representatives from *Go Animation* and *Manha* to hear their offers.

Students sit in groups of three to role-play the conference call. Rolls: 1) Account manager at *ABC Advertising*, 2) Lead Animator at *Manha*, and 3) Lead Animator at *Go Animation.* By the end of the call, the account manager needs to choose which company will be producing the animated advertisement for the Nokia bid.

- Conclusion Activity.
  (Time: 5 minutes) (Skills: Holistic Thinking) (Objectives 1 and 2) (Related Resources: n/a)

  De-brief either the offshoring/outsourcing activity or the social media activity.

  Questions for the offshoring activity:
  - Has your opinion of outsourcing changed as a result of this activity?
  - How does technology contribute to the outsourcing phenomena?

  Question for the Social Media Discussion:
  - What are the commonalities and differences amongst these technologies?
  - How do you think they can be used to strengthen the service sector?

Resources

- Technology Issue in Depth. (n.d). Globalization101.org. Retrieved from: http://www.globalization101.org/issue_main/technology

Optional Resources

- Joseph, Chris. (n.d.) Pros & Cons of Technology in *Business Today*. Retrieved from: http://smallbusiness.chron.com/pros-cons-technology-business-today-2709.html
- Krugman, Paul (2011, March 6). Degrees and Dollars. In *The New York Times*. Retrieved from http://www.nytimes.com/2011/03/07/opinion/07krugman.html

Lesson 3: Innovation in the Service Sector

Overview

This lesson introduces the concept of innovation and its application to the service sector. Students apply the concepts of innovation to technology firms and debate the firm's achievements.

Relevant Learning Objectives

1. Define services and articulate the value of services in the global economy
3. Identify the workforce skills needed in global service organizations

Procedure

Possible Classroom Activities

- Introduction to Innovation.
  (Time: 10 minutes) (Skills: n/a) (Objectives 1 & 3) (Related Resources: *What is innovation* video)

  The instructor shows the *What is innovation* video to prime for the classroom discussion on innovation and global services.

- Discussion on Innovation.
  (Time: 20 minutes) (Skills: Holistic Thinking) (Objectives 1 & 3) (Related Resources: Global Services-Lesson 3PowerPoint, and Social Innovation reading)

  Instructor leads discussion on innovation and the service sector, based on the PowerPoint and the reading.

- Social Innovation Simulation.
  (Time: 30 minutes) (Skills: Holistic Thinking) (Objectives 1 & 3) (Related Resources: Development and Social Entrepreneurship readings)

  If doing this activity, students should read the Development Issue in Depth beforehand.

  Phase 1 (5 minutes) The instructor tells the class that each student should develop one innovative solution to a poverty problem facing a city in a developing country. Students should write down their ideas.

  Phase 2 (5 minutes) In pairs, the students should pitch the idea to another person in the class. Between the two of them, they should decide which is more feasible and they should figure out the constraints for the chosen solution. Potential constraints include government legislation, funding, infrastructure, lack of access to technology, etc).

De-brief (10 minutes):

1) What were some of the innovative poverty solutions? How many of these solutions could be carried out by the service sector?
2) Did any of the ideas offer solutions that made a profit? If so, what were they? If not, why not?
3) How did talking with someone else strengthen your idea (or not)?
4) What were some of the constraints?
5) What are some solutions to these constraints?

- IBM and Lenovo Presentation.
  (Time: 45 minutes) (Skills: Cross-Cultural Communications and Technology Skills) (Objective 3) (Related Resources: Appendix B)

  The following activity can be done instead of the innovation discussion and simulation. Divide students into teams ahead of time to prepare the 10-minute presentations. Appendix B offers guiding questions the students can use to prepare their presenation.

  Activity: The IBM and Lenovo representatives want to convince the audience that their company can successfully provide global services in their industry. Students should examine the priorities of the organization and how they accomplish their work through the people who work for the organization. Based on the research, the students make a presentation to the class to convince the class that their product is the best one on the market.

  Alternatively, this activity could be done with two NGOs or two government service agencies (i.e. USAID and counterparts in other countries).

  Following the student presentations, the professor facilitates discussion comparing and contrasting the two organizations and their strategies.

    - What are the similarities?
    - What are the differences?
    - Is one corporation providing better services?
    - What is the future of such companies?
    - Which company is more innovative?

- Innovation De-brief.
  (Time: 5 minutes) (Objective 3) (Related Resources: n/a)

The instructor asks the student what global workforce skills do workers need to possess to help make an institution (for-profit company and NGO) innovative?

If there is more time, the instructor can lead a discussion about what leadership in corporations and NGOs can do to foster a culture of innovation?

Resources

- Appendix B Lesson Three Handout
- Development Issue in Depth (n.d.) Retrieved from: http://www.globalization101.org/category/issues-in-depth/development/
- Global Services Lesson 3 Powerpoint. http://www.global-workforce.globalization101.org/wp-content/uploads/2012/06/Global-Services-lesson3.ppt
- Ling, Zhijun (2005). *The Lenovo Affair: The Growth of China's Computer Giant and its Takeover of IBM-PC*. Retrieved from: http://books.google.com/books?id=Mg7TdU9E3d0C
- Social Entrepreneurship: Blurring the Boundaries of Business and Philanthropy (2010, November 10). Retrieved from: http://www.globalization101.org/social-entrepreneurship-blurring-the-boundaries-of-business-and-philanthropy-2/
- Social Innovation: Lets hear those ideas. (2010, August 12). In *The Economist*. Retrieved from: http://www.economist.com/node/16789766
- What is innovation? (2010, April 8). Retrieved from: http://www.youtube.com/watch?v=2NK0WR2GtFs

Optional Resources

- Front End of Innovation Blog (2009, September 2). Retrieved from: http://www.frontendofinnovationblog.com/2009/09/10-drivers-of-organizational-innovation.html
- Kahn, Michael and Hounwanou, Lidwine.(August 2008) “Research and development in the services sector of an emerging economy: the case of South Africa.” In *Science and Public Policy*, 35(7), pages 515–526 [Background reading for the professor]

Lesson 4: Delivery of Public Services

Overview:

This lesson introduces the delivery of public services. Students examine case studies and compare and contrast the various types of public services delivered by NGOs, for-profit providers and governments.

Relevant Learning Objectives:

1. Define services and articulate the value of services in the global economy
3. Identify the workforce skills needed in global service organizations

Procedure

Possible Classroom Activities

- Introduction.
  (Time: 5 minutes) (Skills: Holistic Thinking) (Objective 3) (Related Resources: David Lynch Public Service Announcement)

  The instructor shows the public service announcement and then asks the class what public services the students consume. (i.e. transportation, health care, education, sanitation services, etc..)

- Lecture on Public Services.
  (Time: 10 minutes) (Skills: Holistic Thinking) (Objective 3) (Related Resources: PowerPoint Presentation, Nundy and Capistrano et al. readings)

  The instructor provides an overview of delivery of public services (education, health care, clean water, etc.) by governments, NGOs, and for-profit providers.

- Case Study on Water Delivery in the Philippines.
  (Time: 15 minutes) (Skills: Holistic Thinking) (Objective 1) (Related Resources: PowerPoint Presentation, Capistrano and Gutierrez reading)

  PowerPoint slide four summarizes the Capistrano and Gutierrez reading.

  Students read the Executive Summary and the Case Summary before class. In class, students compare and contrast the delivery of water services by the government and by for-profit providers.

  - Why are private contractors used to deliver water services in developing countries?

  - What are the optimal conditions for private sector involvement in public utilities?
  - Compare and contrast the delivery of water in Darangan, New Bulatukan, and Magdalena. Which are most successful and why?

- Education Activity.
  (Time: 15 minutes) (Skills: Holistic Thinking and Cross-Cultural Communications) (Objective 1) (Related Resources: PowerPoint Presentation, Pauline reading)

  Based on the Pauline reading, the instructor guides the students in discussion, comparing and contrasting the delivery of education services by NGOs and by governments. PowerPoint slide 3 summarizes the Pauline reading. In class the instructor leads a discussion, using the following questions:

  - Which schools (NGO or government-sponsored) provide better care and why?
  - What are the similarities and differences between the NGO schools in India, Ghana, Bangladesh, and Ethiopia?
  - What do you think is the best solution to teach underserved communities, some of whom are currently being taught in NGO schools?

- Non-profit Case-study.
  (Time: 30 minutes) (Skills: Holistic Thinking and Technology Skills) (Objective 3) (Related Resources: Non-Profit Case Study and Appendix C)

  Students examine the role of non-profits in providing services to the community. Students should be assigned to read one of the case-studies before class. In groups, students assigned to the same case discuss the following questions:

  1. What was the organization's motivation for growth and to what extent?
  2. How did the expansion take place?
  3. How was the growth financed?
  4. How did the organization's programs change due to the growth?
  5. What external factors contribute to the organizations growth

- De-brief
  (Time: 5 minutes) (Skills: Holistic Thinking) (Objective 1) (Related Resources: Appendix C)
  Teacher facilitates a discussion sharing the commonalities and differences amongst the various NGOs and organizations. Appendix C should be helpful when discussing the non-profit case studies.

Resources

- Appendix C Case Study Overview
- Capistrano, Lyn and Gutierrez, Eric. (2003) Executive Summary. In For Profit Versus Not-For-Profit: Cases from The Philippines. Retrieved from: http://www.wateraid.org/documents/plugin_documents/pspphilippinesweb.pdf
- David Lynch's Public Service Announcement (2006, February 21). Retrieved from: http://www.youtube.com/watch?v=ZSWv90msTUc
- Global Services-lesson4 PowerPoint Presentation. Retrieved from: http://www.global-workforce.globalization101.org/wp-content/uploads/2012/06/Global-Services-lesson4.ppt
- Nundy, Madhurima (n.d.) The not-for-profit sector in medical care. Retrieved from: http://www.whoindia.org/LinkFiles/Commision_on_Macroeconomic_and_Health_The-not-for-profit_sector_in_medical_care.pdf [background reading for professor for lecture]
- Pauline, Rose. (March 2009). NGO provision of basic education: alternative or complementary service delivery to support access to the excluded?. In A Journal of Comparative and International Education, Vol. 39, No. 2, 219–233.
- The Bridgespan Group. (2005, March 1). Non-Profit Case Study: Growth of Youth-Serving Organizations**.** Retrieved from: http://www.bridgespan.org/LearningCenter/ResourceDetail.aspx?id=1096

Lesson 5: Challenges Facing Service Providers

Overview

This lesson highlights the challenges faced by service providers around the world. Students examine problems facing senior citizen service providers in Europe and discuss immigration challenges in the United States.

Relevant Objectives

1. Define services and articulate the value of services in the global economy
2. Explain the economic shift from a manufacturing economy to a service economy
3. Identify the workforce skills needed in global service organizations

Procedure

Possible Classroom Activities

- Introductory Discussion on Service Providers.
  (Time: 10 minutes) (Skills: Holistic Thinking and Cross-Cultural Communications) (Objectives 1, 2 and 3) (Related Resources: n/a)

  The instructor asks the class the following questions:
  - What challenges faces service providers, profit/not-for-profit/government providers?

    For example: lack of social infrastructure, physical infrastructure; IT infrastructure, rapid growth in demand for talented manpower/quality staff,outsourcing, conducive business environment, good governance, market access (regulations – i.e. government controls the industry (not liberalized), regulations, immigration laws

  - How does globalization impact these challenges?

    For example: WTO and trade agreements – often deal with the issue of services and liberalization of the service sector.

    IT has increased networking opportunities – providing access to new talent and information, but has also lead to an increase of off-shoring and outsourcing – both positive and negative.

- Case Studies on the Challenges of the Service for Seniors.
  (Time: 25 minutes) (Skills: Holistic Thinking and Cross-Cultural Communications) (Objectives 1, 2 and 3) (Related Resources: Mapping Challenges of the Senior Service

Sector reports)

The instructor divides the class into groups. Each group will examine the challenges facing one European country. If there is time, the group can present their findings to the class. If not the instructor can ask the following questions and fill in the information in a chart.

1) What percentage of the society is 65 and older and what is the fertility rate?
2) What social welfare services are provided for seniors and by whom?
3) What are the major challenges facing the senior service sector in your country?
4) What is being done to combat these challenges?

De-brief. After all the presentations are done, the teachers facilitates a de-brief
1) What similarities and differences exist across countries, service providers, etc?
2) Are these challenges similar to what is happening in the U.S., in your own communities? Why or why not?
3) What skills are needed to work in the senior service sector?

- Migration Activity.
  (Time: 25 minutes) (Skills: Holistic Thinking) (Objectives 1 and 3) (Related Resources: Wadha reading)

  Students should read the Wadha reading before class for this activity.

  The instructor divides the students into groups of four. Each group must develop a set of five criteria for employer –sponsored immigrant visas. Applicants who have at least one of these criteria will be fast-tracked and get their work visas within one month.

  After the groups are finished developed their criteria sheet, the teacher ask the groups to report back their criterion. After all the entire criteria are noted, the class votes for which ones should be the kept in the final five.

  Notes:
  One of the major challenges facing service providers is access to talent. The United States currently offers:
    - Nonimmigrant visa for persons desiring to enter the United States temporarily for business (B-1) or for pleasure, tourism or medical treatment (B-2)
    - Nonimmigrant student visas: academic setting (F-1), vocational/recognized non academic institutions (M-1), or exchange visitor (J-1)
    - Temporary work: Foreign nationals with extraordinary ability in Sciences, Arts, Education, Business or Athletics (O visas); International cultural exchange visitors (Q visas); Intra-company transferees (L visas), Performing athletes,

artists, entertainers (P visas); Specialty occupations in fields requiring highly specialized knowledge (H-1B); Temporary agricultural workers (H-2A); Temporary workers performing other services or labor of a temporary or seasonal nature (H-2B); Training in a program not primarily for employment (H-3); Crewmembers (D visa); Foreign Media, Press, and Radio (I visa); Religious Workers (R visa) ; Treaty Traders & Treaty Investors (E visa)
  - Immigrant visas: Immediate Relative and Family Sponsored, Employer Sponsored, and Special immigrants.

  It can take months, even years to get certain types of visas and many of the visas are not flexible - i.e. allowing students to work while still in the U.S. under a student visa, etc. There are quotas on the number of immigrants for certain categories as well, such as 140,000 total employment-based green cards per year and 55,000 in the green card lottery as well as 65,000 for the special occupation visa (H-1B).

- Conclusion Activity.
  (Time: 5 minutes) (Skills: Holistic Thinking) (Objectives 1 and 3) (Related Resources: n/a)

  The instructor asks:
  - How can students impact the delivery of services for seniors and/or the delivery of services for immigrants?
  - Why should students care about these issues?

Resources

- Mapping Challenges of the Senior Service Sector. National Reports (n.d.). Retrieved from: http://senior-service-sector.eu:8180/opencms/opencms/4LC/en/Results/MappingChallenges.html

- Wadha, Vivek (2007, February 8). Let's Keep Skilled Immigrants in the U.S. In *Business Week*. Retrieved from: http://www.businessweek.com/smallbiz/content/feb2007/sb20070208_968450.htm

Lesson 6: Leisure Services

Overview: This lesson provides a leisure studies activity on global services and includes a module wrap-up. Student groups present leisure programs to be carried out in Haiti.

Relevant Objectives:

1. Define services and articulate the value of services in the global economy
3. Identify the workforce skills needed in global service organizations

Procedure

Possible Classroom Activities

- Student Presentations of Haiti Leisure Programs.
  (Time: 50 minutes) (Skills: Holistic Thinking, Cross-Cultural Communications, Technology Skills) (Objectives 1 and 3) (Related Resources: Appendix D)

  Please note this activity requires advance planning and integration into the curriculum.

- Module Reflection.

  (Time: 10 minutes) (Skills: Holistic Thinking) (Objective 3) (Related Resources: n/a)

  Instructor discusses the following questions with the class:

  - What is the role of culture in the successful delivery of services?
  - What is the role of technology in the successful delivery of services?
  - Are there any new global workforce skills that you now want to gain as a result of these lessons?

Resources

- Appendix D Haiti Service Project

Appendices

Appendix A Discussion Questions (Lesson 1)

The Characteristics of Service Industries

1. How are service activities similar as well as different from other economic activities, such as manufacturing?

2. How has technology impacted services?

3. Provide an example of highlighting the symbiotic relationship between the "manufacturing" and "service" sector?

4. What are distinguishing features of the service sector?

5. How do services spur innovation?

Employment and Services

6. What are governments doing to attract the best and brightest workers to come to their countries?

7. Why is this important?

International Trade and Investment in Services and Policy Issues

10. Identify the four modes of trade for services?

12. What barriers exist that impede the trade of services?

13. How do governments regulate the trade of services?

Appendix B Lesson Three Handout

Write a paper addressing the following points:

- What is the history of the organization? Include current financial numbers and “global details” such as how: in many countries do they operate, etc.
- When did they focus more on global services? Why?
- What role does technology play in their current services?
- What is their global strategy?
- Identify 10 major characteristics of the organization
- What are 5 “keys to their success”
- How is the company promoting innovation?
- What are some workforce skills that would be important for this organization?

Appendix C NGO Case Study Overview

For most for-profit companies, steady growth is the surest path to success. How to grow—whether by opening new divisions, developing branches or franchising operations, acquiring other companies, or taking any number of other possible approaches—comes down to a matter of choice and opportunity for each individual company. Whichever path a company pursues, more often than not it can be assured it will have access to ample information about the benefits and risks of each option, talent to help execute its chosen strategy, and money to finance its growth.

In the nonprofit sector, the picture is much different. Few, if any, of those same resources are available to growth-minded nonprofits—especially organizations in the social-service sector that aspire to serve more people.

In January 2004, the Edna McConnell Clark Foundation commissioned the Bridgespan Group to study growth in U.S. youth-serving organizations: the prevalence of growth, the factors that were critical in shaping how these organizations grew, and the major consequences of growth. We hoped that by increasing our understanding of this phenomenon, we could become more effective in our own work. We also hoped that these efforts would be useful for other organizations committed to supporting nonprofits that serve young people.

One of the chief components of the study was an in-depth look at 20 youth-serving organizations that had experienced significant growth in recent years. This research produced a wealth of information about the experience and effects of growth in youth-serving organizations—far more than could be encompassed in a single document. As a result, we have chosen to present the material in two forms: a series of 20 case studies, which capture the particulars of each organization’s growth story, and a white paper, which calls out the observations that emerged most consistently across the interviews and data-gathering process.

Trends

Observation 1: Growth was more often a response to opportunity than the result of strategic choice.

All these organizations grew because their leaders saw—and seized—opportunities to acquire funding, talented staff, or both. The challenge lay in differentiating genuine opportunities from will-o-the-wisps, which could compromise or even undermine their missions. A few of the organizations in the study admitted to having to rationalize the addition of some programs retrospectively and, in some cases, changing the mission (as many as three times) to reflect the new direction. The experience of these organizations points to the importance of being deliberate about responding to growth opportunities. It also suggests the potential usefulness of viewing strategy not as an unchanging roadmap but more as a set of guardrails within which new opportunities can be pursued.

Observation 2: For organizations with multiple sites, finding the right balance between local autonomy and central control was a recurring challenge.

Nonprofits engaged in replicating programs in new geographic locations can be arrayed along a spectrum according to the level of control maintained by a central office or headquarters. At one end of the spectrum are organizations that try to expand their reach by sharing their model with other organizations, formally or informally. At the opposite end of the spectrum are organizations that choose to expand by building branches, with a single national office holding both ultimate decision-making power and the organization's 501(c)(3) designation. Between these two extremes are nonprofits that have grown by creating some sort of partnership or affiliation with other independent 501(c)(3) organizations.

Observation 3: The financial condition of these organizations, even the best-known and fastest-growing, was remarkably fragile.

The organizations in this study are among the best known in the field of youth services. They take in average annual revenues of $7.3 million, and they have been in operation for an average of 26 years. Yet the degree to which they live on the edge financially might well stop for-profit executives dead in their tracks. Consider a few statistics: among the 16 organizations that provided data on this question, the average operating reserve was four-and-a-half months, and eight had two-month reserves or less. None had more than nine months of operating expenses on hand.

Observation 4: Economies of scale and experience were evident for some of the organizations in the study but not for others.

Growth in the for-profit sector is often motivated by the potential to achieve economies of scale (the ability to share indirect costs over more products) and/or economies of experience (the ability to turn out products at a lower unit cost over time thanks to "smarter" production practices). The ability to realize these economic effects has long been a critical success factor in manufacturing; and it is becoming increasingly important for many for-profit service providers as well.

Nevertheless, given the other issues highlighted above (i.e., program modifications, turnover, external forces, the pursuit of quality), continuing to question whether every youth-serving organization could, or even should, achieve economies of scale or experience effects comparable to those of corporations appears to be warranted.

Observation 5: Bringing in a chief operating officer was often essential, yet just as often proved challenging for the organization's leader as well as for the staff.

The organizations in the study commonly found that as they grew, the demands of daily operations coupled with the need to communicate constantly with the board, the public, funders, and key partners, overwhelmed the capacity of even the most tireless leaders. Staff began to observe bottlenecks, with day-to-day operating decisions getting held up because only the executive director or CEO could make them.

Bringing in a chief operating officer or, alternatively, delegating COO-like responsibilities to a senior staff member, constituted a direct response to the complexity that comes with growth.

In talking about the contributions of their COOs, many participants in the study noted the implementation skills they brought with them and their ability to impose order on a disorderly world. When the pairing worked well, the COO could provide a balance to the visionary drive of the leader, producing the combination of inspiration and implementation that the organization needed to succeed.

COOs were instrumental in rationalizing programs and thinking about how to get the most impact from the leanest operations. They also had the energy to devote to critical internal functions, such as financial management, monitoring performance, and hiring and training staff, which many stretched-thin leaders had not previously been able to address. Perhaps the most important function the COO fulfilled, however, was freeing the leader from daily operations, so that he or she could fulfill the roles which only they could perform, chief among them fundraising and developing—and maintaining—strong board and external relationships.

Clarifying the COO role and explicitly dividing responsibilities between the leader and COO could also be a substantial challenge. Many leaders were not only accustomed to being enmeshed in the organizations' daily work but also had strong relationships with existing staff who were now being asked to report to someone else. Yielding these roles and relationships tended to be hard for everyone.

Observation 6: The complexity caused by growth gave rise to the need for formal systems and staff with more specialized skills. These, in turn, tended to create internal stress as well as a more professional organization.

To sustain growth, the organizations had to fill a number of management roles besides the COO. They also had to upgrade their systems as defined not only by the technology infrastructure but also by operating policies and procedures that would allow them to work more efficiently and insure them against liabilities (especially in the areas of human resources and finance). Finance was another "invisible" function the organizations needed to upgrade, by adding more sophisticated financial managers and management systems. Similarly with development, adding staff with specialized skills and knowledge was one of the ways in which the organizations met the challenge of increasing and diversifying their sources of funding as they grew.

Good information technology was a necessary, and often under-funded, complement to all these functions.

From the perspective of existing staff, the increased professionalism that accompanied growth could be a plus or a minus. On the one hand, growth could help to curb staff turnover and develop new leaders. Turnover for several of the organizations was a constant challenge. Given the intensity of the work and the typically low pay, young people made attractive hires. The same reasons—coupled with life-stage events and general mobility—sometimes led to situations in which employees routinely departed after one or two years.

Observation 7: Growth almost always required redefining the role of the board and its members.

Growth often affected the boards of these organizations as profoundly as it did the staff. At virtually all of these organizations the board was moving (or had already moved) away from a hands-on programmatic role to one that emphasized fundraising and governance.

Observation 8: Foundation funds could propel growth, but they were unlikely to sustain it.

Foundations played a variety of roles in the growth of the organizations in this study. The most common, and most important, roles were propelling early growth and providing general operating support.

“For individuals you have to invest in the cultivation of people. Building a strong board and staff is key to raising more money from individuals. For the public sector, you need a talented person who can write great grants and do great research. You also need someone who can network. In the corporate world, a different type of networking is important. Conferences help build respect. There is no silver bullet. We aim to build a range of revenue flows, each of which covers 10 percent to 15 percent of the budget.”

Observation 9: These organizations believe program codification was essential in enabling them to expand without sacrificing quality.

Study participants struggled with questions about how much variation and program experimentation was healthy and at what point it impinged on the results they were trying to achieve. Ultimately, however, all of the organizations found that in order to expand successfully, they needed some degree of program codification. A number of factors drove in the direction of codification. One was the desire to ensure that the organization continued to have the same impact on all its participants. Another was a sense of responsibility to colleagues, to share wisdom gained from experience.

The process of codification went hand-in-hand with evaluation. Ensuring that a program *is* making a difference to its participants was the most compelling reason to measure outcomes. But measurement filled other functions as well, including establishing credibility with funders and allowing the organization to monitor outcomes and therefore establish arms-length accountability.

Observation 10: The later an organization made performance measurement part of its culture, the more disruptive the process was.

The influence of funders in getting people focused on performance measurement was unmistakable. In contrast, organizations that came late to performance measurement tended to find it organizationally taxing and at times divisive. Even when management had internalized the value of the new practices, program staff tended to be skeptical, viewing them as bureaucratic at best and antithetical to delivering quality services at worst.

Introducing data collection and performance evaluation into an organization that has operated without them requires significant investment, not just of money, but also of management time.

Observation 11: Funds for building infrastructure consistently lagged the need for them. Organizations in the study coped with the scarcity of infrastructure funding in two primary ways. Those that relied heavily on government grants, which include an allowance for indirect costs, typically took a “build-as-you-go” approach.

Appendix D: Haiti Service Project

<u>The Scenario:</u>
You are employees of the Rochester YMCA, which is sending a team of volunteers to Port au Prince, Haiti for one week to provide recreational services and supplies to Haitian children, young adults, families, and seniors. The Rochester YMCA received a grant from Dick's Sporting Goods to fund this trip. As members of this volunteer team, **you will develop a preparation plan** that demonstrates to your funding source that you have adequately prepared for this cross-cultural experience and that the recreational services and supplies you will be delivering will be well-received by the Haitian people. This preparation plan should take into consideration cultural elements including (but not limited to): history, religion, gender, power relations, norms and values, time orientation, politics, and economic systems.

<u>Your Assignment:</u>
As a class, you will use Google Docs to create a multi-section, electronic preparation plan with content relating to effective cross-cultural communication, international travel preparations, and culturally- and age-appropriate recreation programs.

1. Part I of the plan is an introductory section, to be completed individually. The introductory section should demonstrate to your funding source that you are knowledgeable about *specific cultural practices in Haiti.* The introduction should also summarize *travel-related preparations*, including packing considerations, visa requirements, and security concerns. Each student will contribute one section to the introduction, designated by a subject heading which also includes the contributing student's name. Be sure to include references in your section. Parenthetical citation of websites consulted will suffice. Make sure that you click "Save now" before you exit the Google Doc.

2. Part II of the plan will be completed by eight groups of students (4 students per group). Each group will design a culturally- and age- appropriate recreational service (such as a program, activity, or game) that will be implemented upon arrival in Port au Prince. Each group must also provide an itemized budget of all equipment/supplies required for implementation of the service. In order to design culturally- and age-appropriate recreation services, you will need to conduct research on the recreation practices of Haitians. You can also use the introductory section of the Preparation Plan to guide you in your recreational program design. The eight groups are:

   a. Physically active recreation activity for youth
   b. Recreation activity for youth which does not involve physical activity
   c. Physically active recreation activity for young adults

d. Recreation activity for young adults which does not involve physical activity
e. Physically active recreation activity for families (one or more adult with one or more children)
f. Recreation activity for families (one or more adult with one or more children) which does not involve physical activity
g. Physically active recreation activity for seniors
h. Recreation activity for seniors which does not involve physical activity

**In order to use Google Docs, you must first create a Google account, if you do not already have one. Please make sure you choose a user name that identifies you (i.e., marksmith@gmail.com, not macdaddymark@gmail.com). If you already have a Gmail username, you may use that as long as it clearly identifies you. If your Gmail username does not identify you by name, please create a separate account for this assignment.

Evaluation:
The final product will be evaluated in two parts:

1. Your individual contribution to the introductory section will be evaluated based on your demonstration of awareness of the importance of cultural differences in effective cross-cultural communication or your thoughtful consideration of factors that influence international travel. This part of the assignment is worth up to 75 points.

2. Your group's proposed recreational services will be evaluated based on level of detail in program and budget, demonstration of an understanding of the appropriate role of recreation in Haiti, and professionalism of in-class presentation. This part of the assignment is worth up to 100 points: 50 points for the written component; 50 points for the in-class presentation.

Assessment

Webpage Assignment

GOAL: Demonstrate strength in the following skills –

1. Research
2. Tailoring a message for a specific audience
3. Integrating multiple sources and graphics
4. Integrating visuals into a message
5. The five C's (*Creativity, Clarity, Coherence, Conciseness, and mechanical Correctness*)

ROLE: Web-editor

INTENDED READER: Community agency supervisors

DISCUSSION. We often look for news and ideas from people whom we expect will give us information that agrees with our points of view. In so doing, we nestle into "emotional and cognitive comfort zones" that hurt our ability to think and empathize, and therefore we hurt our ability to communicate effectively. Ironically, we often limit our information-gathering in spite of the wealth of information, ideas, and opinions available through the Net. To help address that situation, this assignment requires you to use information from a variety of sources, including one news source (minimum) that is based outside of the U.S.

INSTRUCTIONS. Describe

1. A concern in another country that is also present in your own community
2. Steps that at least one organization is taking to address that condition in that other country.

Use information from the following sources:

1. *<u>Your current service-learning experiences</u>*, which offer narratives that personalize and "set the stage" for your Web page's message. If this class does not have a service learning component, draw upon your own experiences (or those of your friends and family) for the narrative.

2. *<u>Library's electronic data bases</u>*, which give you access to general information about your topic. For example, you can find information linking poverty with stress, and stress with academic success (or failure).
   a. Use at least two articles that have been published after January 2005.
   b. At least one of the articles should be paginated.

3. *<u>The English version of a news organization that is based outside of the U.S.</u>* That news organization could be
   a. A foreign city's newspaper or magazine {the English version}, such as *The Guardian* (the British-English version of a London, England newspaper) or *la Prensa* (Mexico) or Spiegel Online (Germany) *<u>– or –</u>*
   b. Net-based. In the U.S., for example, News sources from other parts of the world include *Vietnamnet, Businessday* (South Africa), and *al Jazeera* (Qatar).

4. (Optional) *<u>Local sources</u>* that provide background information for your personal narrative. One such source is http://www.sevenvalleyshealth.org/.

<u>CHECKLIST</u>: Create a webpage that –

1. ___ Is designed for agency supervisors
2. ___ Uses the kinds of sources listed above
3. ___*Integrates*
   a. ___ One properly-documented photo

b. ___ At least one properly-documented chart or graph.

c. ___ At least one electronic link to an additional source of information. (A link to one or more community agencies would be fine.)

d. ___ Three short quotes (no more, no less).

4. ___Uses APA formatting for your in-text citations and References section. *Your drafts and final project will fail if you do not.*
5. ___ Is at least 800 words long
6. ___ Is
   a. Creative
   b. Clear
   c. Coherent
   d. Concise
   e. mechanically Correct

<u>SUBMIT</u> your assignment in two ways: by

1. Hard copy. In your folder, including the following materials in this order
   a. On top – This instructions packet (with completed checklist) stapled to a hard copy of your Webpage
   b. Your drafts, each of which should have the date on which it was due
   c. Research Record
   d. Annotated copies of your sources. For long sources (7 or more pages), you need provide only the first page and the pages from which you took info.
   e. Pre-writing
2. An e-mail with:
   a. Your assignment (sent as an attachment)
   b. Your Webpage's URL (placed into the e-mail's message section)

SUNY Global Workforce Project

One way of organizing your Web page's message

1. Introduction: Use a narrative (a personal experience) from your current service-learning project to introduce your message. That narrative would illustrate a specific instance of that condition. You might include

   (Transition to…)

2. A description of the condition, using information from your database sources. Compare and contrast information from at least two sources.

   (Transition to…)

3. An explanation of the steps that an agency is taking to address the condition and reasons for which their steps may differ from the local agency.

   (Transition to…)

4. Conclusion

At appropriate places in your Web page, include your

- In-text citations (which should be placed immediately after the information that you have paraphrased or quoted)
- Visuals to represent information concisely and engagingly
- Electronic link(s) to additional sources of information
- References page

Interview and Writing Activity

Students develop a pamphlet for a US non-profit that describes how an international non-profit is dealing with the same issue.

ROLE: Program officer at a US non-profit service organization

AUDIENCE: Your staff.

INSTRUCTIONS: Create a three-fold pamphlet that gives your nonprofit agency's personnel a global perspective on a public issue that they address locally.

1. Illustrate the global extent of a public issue that your non-profit addresses by describing the efforts of a non-U.S. nonprofit agency that tends to that issue elsewhere on the planet. For example, if you are involved in an effort to train young mothers in "life skills" (which range from parenting to budgeting), identify an agency that fills that need in another country.
2. Avoid presenting a message with which your readers are already familiar. To meet this requirement, interview a person from the identified, international non-profit, if possible. (see "Interview," below).

CHECKLIST

1. ___ Create a three-fold pamphlet that gives your nonprofit agency's personnel a unique global perspective on a public issue that they address locally.
2. ___ Compare/contrast that agency's efforts with those of your agency.
3. ___ Preserve specific individuals' *confidentiality*.
4. Integrate information from
   a. ___ non-U.S. nonprofit agency's website
   b. ___At least two current (January 2005 or newer) periodicals – *not* books. These sources can provide information about the public issue and/or about the international agency. Be sure that

      ___ You use information from credible sources.

      ___ You use information from two different periodicals

      ___ At least one of those sources is paginated.

___ You quote two of those source, one time each

c. ___ information the following an online news source from another country or region (Optional)

5. ___ Include at least one properly-documented photo, chart, or graph. Feel free to provide your own photo, or to create and use your own chart or graph (which you generate from data you discover through your research and/or experience).
6. ___ Include a link to the international nonprofit agency.
7. ___ Use APA formatting for your in-text citations and References section.

   Reminder: Drafts and final projects without a References page will fail.
8. ___ Compose a 600- to 800-word message

INTERVIEW:

Interview a staff member of the identified international non-profit. If not possible, see if you can interview someone from the same field in the target country. Interview can be done using Skype, or online chat programs.

1. Purpose – Begin to develop an understanding of your intended readers'…
   a. Knowledge of the global extent of your pamphlet's public issue
   b. Informational needs: What kinds of info (statistical or narrative, for example) help her meet her professional responsibilities?
2. When you make your interview appointment,
   a. Explain your purpose
   b. Provide your questions
   c. Tell her/him how much time you'll need (15 to 20 minutes)
   d. Set – and keep – the appointment
3. Question design: Open-ended, based on your purpose (see #1, above). Be ready to
   a. Paraphrase answers so that you confirm your understanding
   b. Move off on an important tangent, if you are so inclined

WHEN SUBMITTING your assignment, include (in your folder) the following items in this order:

3. A hard copy of these instructions stapled to your final draft (at the top of the packet)
4. Hard copies of drafts, with
   a. appropriate due-dates   b. my comments   c. your Statement of Revisions (draft #2)
5. Research Record
6. *Annotated* hard copies of your reference material, including your interview notes
7. Outline(s) &/or pre-writing

Notes to the Piloter

Background readings for the professor:

- Hufbauer, Gary Clyde and Warren, Tony. (1999). The Globalization Of Services: What Has Happened? What Are the Implications?.
- Davies, Thomas Richard. (2008, April). The Rise and Fall Of Transnational Civil Society: The Evolution of International Non-Governmental Organizations Since 1839. Centre for International Politics.