

Challenges for management development in the German-speaking nations for the twenty-first century

Gayle Avery

*Graduate School of Management, Macquarie University,
Sydney, Australia*

Otmar Donnenberg

*Management and Organization Consultant, Zeist,
The Netherlands*

Wolfgang Gick

*Center for European Studies, Harvard University,
Cambridge, USA, and*

Martin Hilb

*Institute for Leadership and HRM, University of St Gallen,
Switzerland*

Keywords *Austria, Cross-cultural management, Germany, Management development, Switzerland*

Abstract *Close inspection reveals subtle differences in managerial style and culture within Austria, Germany and Switzerland. Foreign management development (MD) practitioners are more likely to be impressed by the management and cultural similarities within the German-speaking nations, especially when contrasted with the North American model. While many of the MD techniques used in the German-speaking areas will be familiar to North American practitioners, not all foreign MD techniques are directly applicable to management in the German-speaking region. Nonetheless, these countries face familiar challenges in developing managers into the twenty-first century. These countries need managers who can cope with rapid change, manage innovation and new technologies, develop their human resource and management skills, face globalisation, deal with information technology, as well as manage teams and external workforces. Many of these areas offer opportunities for foreign MD practitioners. Promoting intercultural development could be a strong argument for exposing German-nation managers to foreign MDPs.*

Introduction

This paper identifies some of the challenges facing management development (MD) in the major German-speaking nations: Austria, Germany and Switzerland[1]. Management and cultural contexts in these nations are identified to provide the foreign practitioner with a basic understanding of how MD operates in these countries and an understanding of some of the differences between the areas. The paper concludes with some guidelines for foreign practitioners seeking to enter the MD market in German-speaking countries.

The management context in German-speaking nations

Many MD practitioners argue that the management culture differs in the three major German-speaking nations, despite their geographic and linguistic closeness. For instance, the Swiss MD expert, Martin Hilb (1996), distinguishes these cultures in terms of assertiveness (“hard culture”) and cooperativeness (“soft culture”), as shown conceptually in Figure 1. Further, Hilb argues that western Germany manages by facts, eastern Germany and Austria manage by improvisation, while the Swiss balance facts and intuition. Irrespective of how universally accepted these differences may be, the region exhibits many management characteristics in common, particularly viewed from the perspective of MD practitioners from outside the region.

Common to the German-speaking nations is the predominant image of the manager as “master craftsman”, who really knows the field thanks to thorough vocational training and extensive experience (Hofstede, 1993). It is assumed that vocational training and technical mastery also qualify a person for managerial tasks, although nowadays awareness of the need to supplement the “master’s skills” with social skills and strategic orientation is widespread.

From a study of distinctive styles of senior manager thinking, feeling and behaving in different European countries, Kakabadse and Myers (1996) concluded that many European companies tend to display particular cultural characteristics which few companies from a different national background share. The study revealed that a so-called “directive” style predominated in 84 per cent of the German companies and 79 per cent of the Austrian companies surveyed, and occurred significantly less often in the Swedish (16 per cent),

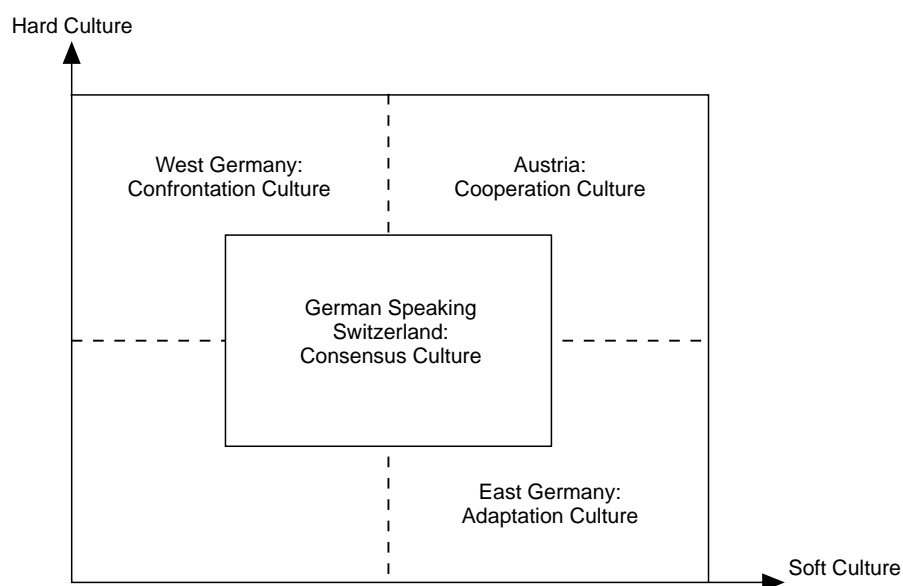


Figure 1.
Conceptualised
differences between
German-speaking
countries

Irish (12 per cent), UK (9 per cent), Finnish (6 per cent) and Spanish (5 per cent) companies studied.

The “directive” style is characterized by a focus on attaining a common goal, using whatever management style achieves the goal (Kakabadse and Myers, 1996). Although the directive manager sets the agenda in terms of what needs to be achieved, management can be sensitive and responsive to feedback. Expressions of individualism (including criticism) are commonplace, particularly relating to improving performance. Making a point directly, even if it is critical of another person’s performance, is acceptable. Role clarity is important – people knowing exactly where they stand on the job, their responsibilities and the task, and a strong discipline to follow through produces consistency in performance. Noteworthy is that fear of making a mistake is very strong, with few people in the German-speaking areas willing to confront the risk of failure (Kakabadse and Myers, 1996).

The German-speaking nations tend to fall between the USA and Japan on many dimensions, for example, in terms of time frame, loyalty to the organisation, and the economic and social responsibility of the firm (Calori *et al.*, 1995). US managers operating in Europe (including in the German-speaking areas) may express surprise at:

- the amount of government involvement in European firms;
- these firms often being product-oriented rather than customer-oriented;
- the hierarchy in many firms;
- the lower level of entrepreneurial spirit; and
- the timidity at celebrating individual success (Calori *et al.*, 1995).

A vivid tradition of systems thinking has developed in the German-speaking areas, which allows managers to fit their activities into a broader context and cover diverse aspects and interests, while providing a framework to protect managers from unforeseen consequences. Systems thinking stresses the interdependence of elements in a system, the nature and extent of mutual dependence which the parts of a system have on each other, as well as the nature and extent of mutual dependence between the individual elements and the system as a whole (Probst, 1987). Examples of systems thinking include:

- Austrian companies seeing themselves as operating within a complex system characterized by regulated bargaining – framed and monitored by the chambers of commerce, labor, etc. – in which the interests of employers, employees and the State are continually reconciled.
- Eastern Germany’s former Marxist ideology still surviving in their view of the “societal system”.
- Systems concepts from therapy having been adapted to management, resulting in many consultants and managers training in systemic thinking and shaping of social actions – a major trend in MD.

The cultural context

Despite local variations in cultural backgrounds within the individual German-speaking countries, the big corporations show some cultural homogeneity, according to Hofstede's (1980) classic study of work-related values in IBM employees in 50 countries. West Germany (D), Austria (A) and Switzerland (CH) fell in close proximity to one another when countries were ranked on Hofstede's four value dimensions, except that Austria ranks substantially lower on power distance than the other countries (see Table I).

Taken at face value (and assuming that national cultures change slowly), Hofstede's (1980) data suggest that to people from the US culture, people in the German nations would seem less individualistic, somewhat more likely to avoid uncertainty (in Germany and Austria), and more concerned for the common welfare (in Austria and Switzerland). North Americans might also feel that Austrians, who rank considerably lower on power distance than US and Canadian people, prefer power to be more equally shared than North Americans do.

These cultural differences could have considerable bearing on the success of North American MD and management techniques in the German-speaking areas. For example:

Value	W. Germany	Rankings		USA
		Austria	Switzerland	
Power distance (small to large acceptance that power is distributed unequally in organizations)	10-12	1	9	16
Individualism (collectivistic or group-oriented versus individualistic societies)	36	33	37	50
Uncertainty avoidance (weak versus strong uncomfortableness with uncertainty)	23	26-27	19	11
"Masculinity"/"femininity" (societies distinguish between roles based on gender so that "masculine" values may predominate, over "feminine" values with their greater emphasis on welfare and caring for all interests)	41-42	49	46-47	36

Source: Hofstede (1980)

Table I.
Workplace value
rankings for Western
Germany, Austria,
Switzerland and the
USA

- One should not assume that in less individualistic cultures, motivation will be based as much on promoting oneself ahead of the group as it is in the USA.
- Conflict management aims at promoting more harmony in the less individualistic societies (e.g. in Switzerland, conflict is handled by people-networking; in industrial disputes, Germans and Austrians strive for union, government and employer consensus).
- In cultures less comfortable with uncertainty, such as in Germany and Austria, organizations are more likely to prescribe behavior rigidly by written rules, specified procedures, formalized structures or implicit social codes, according to Hofstede (1980). Imposing a looser system on people in such cultures may make them uncomfortable. This applies less to Switzerland because, being more of a people-networking society, it tends to be less legalistic than Germany or Austria.
- The concept of maximizing shareholder value at the expense of other stakeholders' interests may also find resistance in the German cultures, with their greater emphasis on equitable sharing of prosperity.

East Germany

Practitioners should be aware of the MD challenges created by the "westernizing" of eastern Germany through reunification (Sweeney and Hardaker, 1994). Obviously, operating within a planned economy as opposed to a market-driven economy requires very different management skills, knowledge and attitudes.

At the time of reunification, former East Germans needed to be trained in such elementary capitalistic concepts as "bank checks", "profit", "marketing", "buyer beware", "the customer is king" and "individualism". Even today, by western standards, behavior such as "taking the initiative" often needs to be developed among eastern workers (Frese *et al.*, 1996). Nowadays, management trainers report growing self-confidence and increased self-esteem among East German managers; and their satisfaction in being able to realize their own initiatives and apply their own know-how – which appears very substantial.

The MD industry

Both local and foreign influences on MD in the German-speaking nations can be identified.

Local players

A large MD training and consulting industry has grown up in the German-speaking areas, involving diverse organizations: chambers of commerce and industry, universities and colleges, governments, specialized training organizations and business schools, corporate in-house training departments, freelance trainers and consultants. Despite the many players in MD, formal programs for the development of managers (MDPs) have not been as well

developed in most of the German-speaking areas as vocational training has been (Shackleton, 1995).

Graduate courses comparable to the MBA, for instance, were not offered in Germany and Austria until the early 1990s. Before then, the few Germans and Austrians seeking an MBA went either to Switzerland's long-established programs, or outside the German-speaking nations. Although a few companies, e.g. Daimler Benz, are experimenting with in-house MBAs, the MBA is still regarded suspiciously by both the government and many corporations in Germany, unless the degree is from a top-ranked business school.

Although business schools play a relatively low-key role in MD in Germany and Austria, corporate MDPs play a major role. Disappointment with the effectiveness of general courses and training for managers is widely felt, and has led to a growing demand for customized, action-oriented, in-company programs. Those responsible for bringing about real changes often find heavily theoretical courses ineffective, even if active forms of learning supplement the courses. Downsized themselves, most personnel departments strive to get development programs legitimized, within reduced budgets. Nevertheless, the local training business thrives. Classical MDPs remain relatively safe because, through their dependable authorities and generally accepted bodies of knowledge, they reduce risk-taking and confrontation, thereby increasing the comfort levels of the managers concerned. Foreign MD practitioners with classical programs should emphasize this point in soliciting business.

As enterprises turn more to a process team culture in the German-speaking nations, human resource development does not indicate primarily off-the-job training or climbing up a hierarchy. Individuals may choose one of many career pathways to broaden their experience and be able to master more challenging processes in the future, including job rotation, job enrichment, promotion, realignment, outplacement, outsourcing, and project team activity. The various routes for advancement are not mutually exclusive, and an individual may pursue more than one simultaneously (Hilb, 1996).

The impact of foreign programs

Organizations in the German-speaking areas tend to resist foreign or novel elements more than their American counterparts (Lincoln *et al.*, 1995). Although recession in the German-speaking areas weakens this resistance to change and leads to searching for new models, "faith in the established order runs deep" (Lincoln *et al.*, 1995, p. 438), providing challenges in introducing new MD models and programs.

Despite this conservatism, MD in the German-speaking areas has been strongly influenced by foreign management ideas from North America (as well as from Japan and elsewhere in northern Europe – mainly Scandinavia and the UK). Training programs, typically lasting one to three days, cover a wide range of topics and skills familiar to practitioners elsewhere, including technical and interpersonal skills, creativity and problem solving, managing change, leadership and creating learning organizations. Most well-tried techniques found in North

America are used in the German-speaking areas, including lectures, discussions, simulations, role plays, workshops, feedback instruments, sensitivity training, experiential learning and self-study programs. Specialised techniques such as action learning, benchmarking, and 360 degree feedback[2] are beginning to be used in the German-speaking areas with varying degrees of success.

The influence of the North American model of management has been counterbalanced today by a view that looks at cultural constraints in management theories and practice (Hofstede, 1993). Most managers interviewed across Europe by Calori *et al.* (1995) could identify their own cultural context, and were convinced of the benefit of reciprocal learning across borders. The European manager's task today is seen as being vitally dependent on an ability to understand and be able to operate in other cultures, as well as to "explain" and "translate" these cultures to others (Goffee and Jones, 1995). Promoting intercultural development could be a strong argument for exposing managers to foreign MDPs.

However, with European problems to solve, in a European social and economic context, people in the German-speaking region express equivocal attitudes about the relevance of North American MDPs (Wills, 1996). In the search for improvement in MD, many North American models have been considered, modified, tried out and sometimes adopted.

If it is inappropriate to conceptualize what MD in the German-speaking areas should be in US paradigmatic terms, the question remains: What should MD practitioners be addressing in these nations? A number of key areas for MD are identified below.

Opportunities for foreign MD practitioners in German-speaking areas

A number of opportunities are identified which foreign MD practitioners might argue are particularly suited to their international or leading edge perspective:

(1) *Developing people.* A recent review (Forster and Whipp, 1995) called for European companies to learn to:

- recruit, train and retain the right people;
- put stable learning systems in place to provide a supply of qualified people ready at the right times;
- ensure widespread managerial and technical excellence throughout the organization;
- develop learning packages to support their people in adapting to international assignments;
- develop a corporate culture committed to innovation, quality, customer service and flexibility;
- develop leadership skills in an international context, along with networking skills, life-long learning, interpersonal competencies; and
- promote cultural and linguistic adaptability.

Many companies in the German-speaking areas are addressing these issues, but clearly internationalizing managers could benefit from using foreign MD practitioners rather than locals.

- (2) *Interpersonal skills.* With moves toward more empowerment of individuals, more teamwork, and a focus on developing effective communication, enhancing expertise in diverse negotiating styles and interpersonal skills in managers, at home and abroad, is vital. Authoritarian structures are very much alive in the German-speaking areas, but a more egalitarian attitude is evident in the upcoming generation. Many skills and techniques needed to enact these patterns are still missing. Authoritarian structures have been so strongly internalized, even by the younger generation, that considerable “un-learning” has to occur prior to widespread change. Foreign MD practitioners may find a niche in parts of the interpersonal skills field.
- (3) *Intercultural skills.* Especially for countries in a uniting and borderless Europe, it is more important than ever for managers to develop intercultural communication skills. Europe has always been multicultural, but today each of the German-speaking nations also has an immigrant or refugee workforce, requiring managers to cope with employees from vastly different religious, educational and cultural backgrounds. Like all countries today, the German-speaking countries are affected by globalization. Production is moving to cheaper locations in Asia or Eastern Europe, software is being written in India, and taxation is being paid in the most attractive locations. MDPs need to address the international, intercultural, legal and organizational aspects of this trend. This again provides opportunities for foreign MD practitioners.
- (4) *Virtual management skills* As more enterprises transact increasing amounts of business through e-mail, Web sites, Internet and other electronic media, MDPs will need to be developed to prepare managers to use IT effectively. Foreign MD practitioners may have an edge here, because according to *The Economist* (1996), the German-speaking nations are lagging in the IT area. Compared with other developed countries, Germany occupies rank 14 in annual growth in the number of Internet hosts, Austria ranks 12th, and Switzerland lies in place 8. The growth in 1996 in Internet hosts in the German-speaking countries was less than half that of the two leading nations, Finland (86 percent) and the USA (42 percent). Foreign MD practitioners may find a welcome for programs in virtual management.
- (5) *External workforces.* Many companies are outsourcing activities once conducted internally and/or are introducing teleworking (*European Industrial Relations Review*, 1996). This brings challenges of managing outside “employees” or consultants, and dealing with an environment of

less company loyalty and permanence than has been traditional in German-speaking organizations. Managers will need to develop new skills for dealing with employees who are rarely physically present.

- (6) *Innovation management.* Managing the innovation process presents a challenge to managers worldwide, and the German-speaking nations are no exception. Skills needed in this area include managing risk and uncertainty, being open to new ideas, introducing new products and processes, and managing the associated cultural and other changes. This area provides opportunities for both local and foreign MD practitioners.
- (7) *Technology management.* Technology-intensive firms often have to tackle several complex and risky technological developments simultaneously, needing sound managerial skills. Coombs (1996, p. 52) points out that in large firms, the following technology management skills, which could be provided by local or foreign MD practitioners, are needed:
 - managing R&D and the external technology flow into the enterprise;
 - analyzing long-term technology issues relevant to corporate strategy;
 - recognizing and exploiting the potential of R&D outputs in creating new business areas;
 - optimizing new product development; and
 - enhancing the speed and effectiveness with which the enterprise continuously improves its products and services.
- (8) *Technological collaboration.* Sometimes existing rigid institutional regulations prevent organizations in the German-speaking areas from exchanging researchers, and quite often management treats contact with outside research institutes with suspicion (Reinhard, 1995). This is especially true for international collaboration, and could be a risky long-term attitude with international relations becoming increasingly essential in successful innovation management (Tylecote, 1996, p. 50). Managers in the German-speaking areas need to develop better contacts to other firms and research institutes to support innovation, as well as exchanging researchers and conducting research joint ventures (ifo Institut für Wirtschaftsforschung, 1994, p. 19). Using foreign MDPs could assist in building up these vital international networks and breaking down some of management's distrust of international exchanges.
- (9) *The Mittelstand.* Germany in particular is known for its large "Mittelstand". The Mittelstand consists mostly of enterprises organized as a limited company with the owner as manager, but which can have up to 2,000 employees. Generally speaking, the Mittelstand lacks access to capital and the "critical mass" needed to act as real global players, and

sometimes these firms have difficulty innovating and finding strategic niches in which they can operate. Addressing the Mittelstand's concerns could offer many opportunities to MD practitioners.

- (10) *Size of firm.* The size of firms affects MD opportunities. SME (small and medium enterprise) management benefits from less bureaucracy, entrepreneurial management, rapid decision making, higher risk-taking and an organic style of management, but typically suffers from the entrepreneurial managers' lack of formal management skills. Large firms gain from the skills of professional managers, able to control complex organizations and establish corporate technology strategies, but tend to be less flexible and responsive to change (Rothwell and Dodgson, 1996, p. 312). MD practitioners should take the size of firm into consideration in assessing opportunities for their programs.

Making foreign MDPs successful in German-speaking countries

Frustrations due to unfamiliarity with the culture, regulations and procedures of the host country can prevent successful solicitation, design, implementation and evaluation of MDPs in German-speaking nations. Some suggestions to guide foreign MD practitioners on behavioural and cultural issues are included in Table II.

Specific suggestions for soliciting business in the German-speaking areas include:

- *Contact the right level.* The appropriate person to contact in an organisation is usually the training and development manager, who normally makes decisions relevant to this area (not the president as in many US companies). By-passing the responsible person may not advance your case.
- *Cold-calling.* If you do not have an introduction, telephone first, then write. Unsolicited brochures tend to get lost among the competition. A direct approach, telephoning the responsible person first and then immediately sending detailed written materials marked to their attention, would be more likely to be successful. Follow-up with another phone call a week or two later. Then wait patiently for a response.
- *Documentation.* Written documentation is important. Written communications should be factual, comprehensive, serious in tone, well written, and printed on quality paper, to impress.
- *Factual approach.* Present arguments in a logical, factual manner for greatest effect. Superficial presentations may not convey an impression of seriousness and depth.
- *Newness is not an advantage.* In preparing the sales pitch, it is advisable not to emphasise the newness of a program, but to focus instead on how old, well-established, well-reputed and solid is the program's basis and/or your organisation.

Behavior	Rationale	Advice
1. Language	Competency in English is generally high in all of the countries covered, but most German-speakers express extreme modesty and uncertainty about their foreign language skills. This (usually unwarranted) modesty may inhibit attendance at MDPs held in English or it might reduce attendees' participation in discussions	Conduct the program in German. If conducting the program in English, consider increasing participation by allowing participants to put their questions in German (through a translator if necessary)
2. Presentation style	German-speakers tend to like structured presentations. The more relaxed, rambling North American style may come across as ill prepared	Organize the presentation well. Have a thread going through the presentation and refer clearly to the structure
3. Separate personal and work issues	North American style commonly includes anecdotal examples from the presenter's family, friends, experiences or self. In German-speaking areas, personal and work matters tend to be strictly separated	Use objective examples rather than personal or anecdotal ones
4. Respect titles	In North America, academic titles tend to be rarely mentioned or used. However, in German cultures, especially in Austria, titles are very important. In Austria, status titles such as "Herr Direktor" or "Frau Architektin" are widely used in addition to the familiar titles of doctor or professor	Use people's titles and include your own academic degrees on your business card
5. Names	In German cultures, especially in business, people address each other as Herr X or Frau Y and use the formal form of "you" (= <i>Sie</i>). Using first names is typically reserved for longstanding friends, family, children and classmates. In a very few corporations, using first names may be part of the culture	Enquire from your contract at the company about whether to use first names or the formal Dr/Mrs/Mr/ Herr Dr/ Frau Professor Dr forms of address. Use the equivalent form yourself, i.e. if the participants are being addressed formally, do not introduce yourself by first name
6. Using feedback instruments	In using feedback instruments, be aware of sensitivities such as disclosure in front of superiors or colleagues from the same department. In Eastern Germany, the use of feedback from peers or superiors may still be very sensitive (because of recent history with secret police under the communist system). It goes without saying that using instruments normed on nonGerman populations, or those administered in a foreign language, may be of dubious value	Tread cautiously in using feedback instruments

Table II.
Guidelines for foreign
MD practitioners in
German-speaking areas

(Continued)

Behavior	Rationale	Advice
7. Interaction	German-speakers tend to help one another by giving unasked for criticism more than is common in the USA. Expect politeness and sometimes reluctance to question the expert (especially in Eastern Germany). Once the ice has been broken, participation levels can be very high and extremely rewarding to the presenter	Be open to feedback from participants
8. Time efficiency	Some participants may become restless and dissatisfied if breaks extend beyond the stipulated time or time is otherwise "wasted"	In delivering the program, make sure that the time allotted is used well, and that there is coordination between trainers and minimal overlapping
9. Pitch to participants	The participants attending MDPs in German-speaking areas are likely to be excellent, willing students, critical, well-educated and well-informed. They will expect to work hard, and to learn from the material presented. They will enjoy discussions, simulations, cases, role plays and other activities to promote learning	Prepare to pitch the level of the presentation high for most audiences. Look forward to a very rewarding experience
10. Package the message in its context	Some German-speaking people may not respond as well as North Americans to direct "how to do" suggestions. These often appear flat, unappealing and taken out of context to German speakers	Explain the linkages and interrelationships of your message with other material; include a little historical context so that the suggestions can be positioned within a greater realm of meaning

Table II.

- *Customising.* MD practitioners can expect to be required to tailor the programs to the company and audience concerned, and to include practical applications relevant to the job, company and corporate culture.
- *Patience.* Be prepared for the process to take considerable time. You may need to attract loyal corporate clients away from existing programs to yours, not always an easy process. This loyalty can, however, be an advantage once your program has been accepted.
- *Scheduling.* The trend is moving toward employers paying the fees and participants giving their own time for MDPs, i.e. on evenings and weekends. Time is of the essence because six weeks' annual leave is usually additional to time spent attending MDPs (unlike in the USA where seminars are sometimes regarded as "holiday substitutes").
- *Contracts.* A formal contract engaging your services will be entered into (and usually adhered to).
- *Language of submission.* Often you will be expected to make submissions and sign contracts in German, especially if non-English-

speaking people from various parts of the company are to be involved in making the decision. In some circumstances, submissions in English may be acceptable. It is advisable to seek the services of one of the many certified translators in the German-speaking areas.

Conclusion

Although members of the German-speaking countries may focus on the differences between their countries, the foreign MD practitioner is more likely to be impressed by the similarities. The challenges facing management in the German-speaking nations in the late 1990s are not unique to managers in those countries. Like their foreign counterparts, organizations in the German-speaking areas need to develop a ready supply of flexible managers, able to cope with diversity; and comfortable with innovation, information technology and multicultural environments. How this state is reached is seen to depend on the quality of the learning and developmental experiences available to the emerging managers. Foreign MD practitioners can play a role in promoting intercultural communication and understanding of nonGerman ways of conducting business.

However, Hofstede (1996) reminds us that all MD models and theories have been developed under the influence of our own values and culture. Therefore, foreign MD practitioners would be well-advised to become aware of the cultural context in which they plan to operate before applying their models in the German-speaking areas. It seems that "... it is only by going back and discussing with European leaders their basic assumptions about leadership ... that the cultural variants become more easily recognizable" (Wills, 1996, p. 97).

Those who grasp the initiative, who take their well-tried programs to the German-speaking areas, who present them in a professional manner, bearing in mind the local culture, will reap many rewards. German-speakers will be very flattering about any attempts foreigners make to speak German, so give it a try.

Notes

1. Other German-speaking areas such as Liechtenstein and South Tyrol in Italy have been excluded for space reasons. Approximately 70 percent of the Swiss population are German-speaking.
2. Action learning refers to projects and other applied learning activities usually conducted at the workplace; benchmarking refers to comparing performance with others, usually those demonstrating "best practice"; and 360 degree feedback refers to obtaining feedback from peers, subordinates, bosses, customers and others interacting with the individual concerned.

References

- Calori, R., Steele, M. and Yoneyama, E. (1995), "Management in Europe: learning from different perspectives", *European Management Journal*, Vol. 13, pp. 58-66.
- Coombs, R. (1996), "Large enterprises: policies to promote best practice in cross-functional technology management", in Cannell, W. and Dankbaar, B. (Eds), *Technology Management and Public Policy in the European Union*, Oxford University Press, Oxford, pp. 51-72.

- (The) Economist (1996), "The Internet", *The Economist*, February 24, p. 118.
- European Industrial Relations Review (1996), "Teleworking in Europe: part two", *European Industrial Relations Review*, No. 269, June, pp. 18-21.
- Forster, N. and Whipp, R. (1995), "Future of European human resource management: a contingent approach", *European Management Journal*, Vol. 13, pp. 434-42.
- Frese, M., Kring, W., Soare, A. and Zempel, J. (1996), "Personal initiative at work: differences between East and West Germany", *Academy of Management Journal*, Vol. 39 No. 1, pp. 37-63.
- Goffee, R. and Jones, G. (1995), "Developing managers for Europe: a re-examination of cross-cultural differences", *European Management Journal*, Vol. 13, pp. 245-50.
- Hilb, M. (1996), "Business process re-engineering: a human resources management perspective", in Armistead, C. and Rowland, P (Eds), *Managing Business Processes*, John Wiley & Sons, New York, NY, Toronto, Singapore.
- Hofstede, G. (1980), *Culture's Consequences: International Differences in Work-related Values*, Sage, Beverly Hills, CA.
- Hofstede, G. (1984) "Cultural dimensions in management and planning", *Asia Pacific Journal of Management*, Vol. 1, pp. 80-82.
- Hofstede, G. (1993), "Cultural constraints in management theories", *Academy of Management Executive*, Vol. 7 No. 1, pp. 81-93.
- Hofstede, G. (1996), "An American in Paris: the influence of nationality on organizational theories", *Organization Studies*, Vol. 17 No. 3, pp. 525-37.
- ifo Institut für Wirtschaftsforschung (1994), *Entwicklung der Wirtschaftsstruktur Baden-Württembergs*, Vol. 1, ifo Institut für Wirtschaftsforschung, Munich.
- Kakabadse, A. and Myers, A. (1996), "Boardroom skills for Europe", *European Management Journal*, Vol. 14, pp. 189-200.
- Lincoln, J.R., Kerbo, H.R. and Wittenhagen, E. (1995), "Japanese companies in Germany: a case study in cross-cultural management", *Industrial Relations*, Vol. 34, pp. 417-40.
- Probst, G.J.B. (1987), *Selbstorganisation – Ordnungsprozesse in sozialen Systemen aus ganzheitlicher Sicht*, Berlin/Hamburg, p. 32f.
- Reinhard, M. (1995), *Beitrag des Technologietransfers zur Steigerung der Wettbewerbsfähigkeit der deutschen Wirtschaft – Stand und Reformbedarf*, ifo Institut für Wirtschaftsforschung, Munich.
- Rothwell, R. and Dodgson, M. (1996), "Innovation and the size of firm", in Dodgson, M. and Rothwell, R. (Eds), *The Handbook of Industrial Innovation*, Elgar, Cheltenham, (reprint), pp. 310-24.
- Shackleton, J.R. (1995), *Training for Employment in Western Europe and the United States*, Elgar, Cheltenham.
- Sweeney, E.P. and Hardaker, G. (1994), "The importance of organizational and national culture", *European Business Review*, Vol. 94 No. 5, pp. 3-14.
- Tylecote, A. (1996), "Managerial objectives and technological collaboration: the role of national variations in cultures and structures", in Coombs, R. et al. (Eds), *Technological Cooperation: The Dynamics of Cooperation in Industrial Innovation*, Elgar, Cheltenham, pp. 34-53.
- Wills, S. (1996), "European leadership: key issues", *European Management Journal*, Vol. 14, pp. 90-7.