<table>
<thead>
<tr>
<th>Name of the Journal</th>
<th>Vol./Issue</th>
<th>Month &amp; Year</th>
<th>Page No.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advances in Developing Human Resources</td>
<td>16/01</td>
<td>February, 2014</td>
<td>3</td>
</tr>
<tr>
<td>Case Folio</td>
<td>14/01</td>
<td>March, 2014</td>
<td>4</td>
</tr>
<tr>
<td>Foreign Trade Review</td>
<td>49/01</td>
<td>February, 2014</td>
<td>5</td>
</tr>
<tr>
<td>IIMB Management Review</td>
<td>26/01</td>
<td>March, 2014</td>
<td>6</td>
</tr>
<tr>
<td>India Quarterly</td>
<td>70/01</td>
<td>March, 2014</td>
<td>7</td>
</tr>
<tr>
<td>Indian Jr. of Gender studies</td>
<td>21/01</td>
<td>February, 2014</td>
<td>9</td>
</tr>
<tr>
<td>IUP Jr. of Accounting Research and Audit Practice</td>
<td>13/01</td>
<td>January, 2014</td>
<td>11</td>
</tr>
<tr>
<td>IUP Jr. of Business Strategy</td>
<td>11/01</td>
<td>March, 2014</td>
<td>12</td>
</tr>
<tr>
<td>IUP Jr. of Corporate Governance</td>
<td>13/01</td>
<td>January, 2014</td>
<td>13</td>
</tr>
<tr>
<td>IUP Jr. of Information Technology</td>
<td>10/01</td>
<td>March, 2014</td>
<td>15</td>
</tr>
<tr>
<td>IUP Jr. of Knowledge Management</td>
<td>12/01</td>
<td>January, 2014</td>
<td>16</td>
</tr>
<tr>
<td>IUP Jr. of Organizational Behavior</td>
<td>13/01</td>
<td>January, 2014</td>
<td>17</td>
</tr>
<tr>
<td>IUP Jr. of Supply Chain Management</td>
<td>11/01</td>
<td>March, 2014</td>
<td>18</td>
</tr>
<tr>
<td>Jr. of Entrepreneurship, The</td>
<td>23/01</td>
<td>March, 2014</td>
<td>19</td>
</tr>
<tr>
<td>Journal of Human Value</td>
<td>20/01</td>
<td>April, 2014</td>
<td>21</td>
</tr>
<tr>
<td>Journal of Leadership &amp; Organizational Studies</td>
<td>21/01</td>
<td>February, 2014</td>
<td>23</td>
</tr>
<tr>
<td>Journal of Management (JOM)</td>
<td>40/03</td>
<td>March, 2014</td>
<td>24</td>
</tr>
<tr>
<td>Journal of Management Inquiry</td>
<td>23/02</td>
<td>April, 2014</td>
<td>25</td>
</tr>
<tr>
<td>Personality and Social Psychology Review</td>
<td>18/01</td>
<td>February, 2014</td>
<td>26</td>
</tr>
<tr>
<td>Teaching Statistics : An International Journal for Teachers</td>
<td>36/01</td>
<td>Spring, 2014</td>
<td>27</td>
</tr>
<tr>
<td>Workforce Management</td>
<td>93/03</td>
<td>March, 2014</td>
<td>28</td>
</tr>
</tbody>
</table>
Contents

Uncertainty & Ongoing Economic Turbulence: Implications for HRD

Issue Editors: Maura Sheehan and Alma McCarthy

Preface
Uncertainty and Ongoing Economic Turbulence: Implications for HRD
Alma McCarthy and Maura Sheehan

Articles
Investment in Training and Development in Times of Uncertainty
Maura Sheehan

The Global Financial and Economic Crisis: Did HRD Play a Role?
Clíodhna MacKenzie, Thomas N. Garavan, and Ronan Carbery

Leading During Uncertainty and Economic Turbulence:
An Investigation of Leadership Strengths and Development
Needs in the Senior Irish Public Sector
Alma McCarthy

China’s Ethical Dilemmas Under Globalization and Uncertainty:
Implications for HRD
Jie Ke and Greg G. Wang

A Review of Human Resource Development Trends and
Practices in Australia: Multinationals, Locals, and Responses
to Economic Turbulence
Peter McGraw

Investing in HRD in Uncertain Times Now and in the Future
Wayne F. Cascio
Contents

To Our Readers 5

Case Shelf 6

Business Model and Competitive Strategy of IKEA in India 7
Debapratim Purkayastha and Syed Abdul Samad

Central City Opera House Association 26
Vijaya Narapareddy and Nancy Sampson

Organizational Culture at DreamWorks Animation 37
Bhavika Reddy and Indu Perepu

Women’s Bean Project 54
Angel Moreno, Vijaya Narapareddy and Nancy Sampson
Contents

Articles
Vikas Dixit

Does Anti-dumping Enforcement Generate Threat?
Sagnik Bagchi, Surajit Bhattacharyya and K. Narayanan

India’s Import Tariff Evaluation during Recent Financial Crisis
Priyanka Sinha and Nalin Bharti

Commentary
Intra-Regional Trade and Sectoral Performances: A VAR Analysis of the Nigerian Economy
Chibuike R. Oguanobi, Anthony A. Akamobi, Geraldine E. Nzeribe, Chibueze A. Aniebo and Ogochukwu T. Chukwuma

Book Reviews
Sarmila Banerjee and Anjan Chakrabarti, Development and Sustainability: India in a Global Perspective
Reviewed by Ananya Ghosh Dastidar

Oluf Langhelle (Ed.), International Trade Negotiations and Domestic Politics: The Intermestic Politics of Trade Liberalization
Reviewed by Debasish Chakraborty
CONTENTS

Editorial
Nagasimha Balakrishna Kanagal

Synopases

Return and Volatility Transmission between Gold and Stock Sectors: Application of Portfolio Management and Hedging Effectiveness
Dilip Kumar

Deconstructing Symbolic Ideology in Contemporary Communication Strategy: The Case of Nirma and Wheel
Pragyan Rath and Apoorva Bharadwaj

Portfolio Strategies of Fund Managers in the Indian Capital Market
Zabiulla

Innovation and Internationalisation in the Indian Software Industry: Wipro – Going Forward
Interview with Rishad Premji, Chief Strategy Officer, Wipro Limited
Chirantan Chatterjee

Round Table: Reviving Business History in India – The Way Forward
K Kumar

Book Review
Capital Market Reform in Asia: Towards Developed and Integrated Markets in Times of Change:
Edited by Masahiro Kawai; Andrew Sheng; SAGE India, 2012, 396 pages: Rs 995
Venkatesh Panchapagesan
Contents

Articles

The Economics of Pakistan–Afghanistan Relations: Implications for the Region
Wolfgang-Peter Zingel

Strategies for Countering Somalian Piracy: Responding to the Evolving Threat
Probal Kumar Ghosh

India and Latin America: Looking Ahead
Deepak Bhojwani

The Limits of Globalisation: Unveiling Resilience and the Primacy of the Nation State in World Politics
Rajen Harshe

Memories of Post-imperial Nations: Silences and Concerns
Dietmar Rothermund

Book Reviews

India–Japan Relations in Emerging Asia
Reviewed by Rajaram Panda

Balfour, Lawrie. 2011.
Democracy’s Reconstruction: Thinking Politically with W.E.B. Du Bois
Reviewed by Arvind Kumar

Netaji Subhas Chandra Bose and Germany
Reviewed by Dagmar Bernstorff
Michael, Arndt. 2013. 80
*India’s Foreign Policy and Regional Multilateralism*
Reviewed by Gulbin Sultana

Mahbubani, Kishore. 2013. 82
*The Great Convergence: Asia, the West and the Logic of One World*
Reviewed by Vikash Chandra
Contents

Articles

Writing English, Writing Reform: Two Indian Women’s Novels of the 19th Century
Indrani Sen

Conditions of Emergence: The Formation of Men’s Rights Groups in Contemporary India
Romit Chowdhury

Role of Language in Gender Identity Formation in Pakistani School Textbooks
Qaisar Khan, Nighat Sultana, Qasim Bughio and Arab Naz

Inaugurating a (Feminine) Public: Women’s Romances in Kannada, 1950s–1960s
Radhika P.

Fallen Through the Nationalist and Feminist Grids of Analysis: Political Campaigning of Indian Women against Indentured Labour Emigration
Shobna Nijhawan

Research Note

Nimble Fingers on Beedis: Problems of Girl Child Labour in Sambalpur and Jharsuguda
Dharmendra Kumar Mishra
Book Reviews

Rami Chhabra, Breaking Ground: Journey into the Media ... And Out 145
Reviewed by Zarina Bhatti

Ranjana Padhi, Those Who Did Not Die: Impact of the Agrarian Crisis on Women in Punjab 147
Reviewed by A.R. Vasavi

New Resources

Compiled by Meena Usmani and Akhlaq Ahmed 151
Contents

Focus 5

Internal Auditor as Accounting Fraud Buster 7
Gopal Krishna Agarwal and Yajulu Medury

Joint Provision of Audit and Non-Audit Services in Nigeria: An Empirical Study 30
S C Okaro and G O Okafor

Do the Characteristics of Board of Directors Constrain Real Earnings Management in Emerging Markets? – Evidence from the Tunisian Context 46
Innaam Zgarni, Khmoussi Halioui and Fatma Zehri

Curriculum for Environmental Accounting: A Comparative Analysis of the Viewpoints of Manufacturing and Financial Service-Rendering Organizations 62
Balram Choubey and J K Pattanayak
Contents

Focus


Group Dynamics: A Study of Joint Liability Groups of the Poor in Delhi/National Capital Region (NCR) Manisha Saxena and A S Kohli

Relationship Between Innovations, Capital Expenditures and Post-M&A Performance: Evidence from Vietnam, 2005-2012 Quan Hoang Vuong, Nancy K Napier and Donaldine E Samson

Crisis-Driven Strategy: A Case of Xerox Corporation Rajnandan Patnaik

Application of the Resource-Based View: A Case of an Indian Pharma Multinational M Raja Shekhar Reddy and Venu Gopal Rao
Contents

Focus ................................. 5

Corporate Governance as Correlate for Firm Performance: ................................. 7
A Pooled OLS Investigation of Selected Nigerian Banks
Adegbemi Babatunde O Onakoya, Ismail O Fasanya and Donald Ikenna Ofoegbu

Corporate Governance Disclosures: ................................. 19
Emerging Trends in Indian Banks
Samiksha Jain and V K Nangia

Corporate Governance Practices of Insurance Companies: ................................. 47
Attributes and Accountability
Zatul Karamah Ahmad Baharul Ulum, Syed Azizi Wafa Syed Khalid Wafa,
Mohd Rahimie Abdul Karim and Amer Azlan Abdul Jamal

The Role of Board Characteristics as ................................. 58
a Control Mechanism of Earnings Management:
A Study of Select Indian Service Sector Companies
Priti Kumari and J K Pattanayak
Contents

Focus 5

Liquidity Regulatory Framework of Basel III:
A Simulation Model for Balance Sheets
and Profit and Loss Accounts 7
Enrico Geretto

Policy Lapsation Risk and Technical Efficiency:
Evidence from Indian Life Insurance Sector 25
Ram Pratap Sinha

The Longevity Risk of Life Insurance Policies Induced by Pricing Error 34
Ya-Wen Hwang and Chyngsien Tsai
Contents

Focus 5

E-B-M-Based Decision for Forwarding the Data in Intermittently Connected MANETs 7
D Jyothi Preshiya and C D Suriyakala

Classification of Skewed Data: A Comparative Analysis of the Performance of Select Classifiers 18
Banyabaishqi Mohanty and Subhendu Kumar Pani

Virtual Appliances-Based Framework for Regulatory Compliances in Cloud Data Centers 30
Jitendra Singh and Vikas Kumar

Cyber Crimes: Evolution, Detection and Future Challenges 48
Raksha Chouhan

Wireless Sensor Networks: Applications and Impact 56
Monika Kohli and Rohit Tiwari
Contents

Focus 5

A Study of the Driving Factors of Knowledge Management and Corporate Entrepreneurship in Iran 7
Mostafa Bahrami, Mahdi Salehi and Sezer Korkmaz

Critical Success Factors in Knowledge Management Among Project-Based Organizations: A Multi-Case Analysis 20
Peyman Akhavan and Mohammad Reza Zahedi

Information Technology Support to Knowledge Management Practices: A Structural Equation Modeling Approach 39
S K Chadha and Ritika Saini

Synthesis of Knowledge Through Responsiveness, Recognition, Formation, Attraction and Retention: An Empirical Approach 53
Anli Suresh
Contents

Focus 5

Human Resources Management Practices and Turnover Intentions: The Mediating Role of Organizational Justice
Neuza Ribeiro and Ana Suzete Semedo 7

Job Satisfaction Among College Teachers: A Comparative Analysis
Sumbul Tahir and S M Sajid 33

Work-Life Balance and Job Satisfaction Among School Teachers: A Study
S Padma and M Sudhir Reddy 51

A Study on the Self-Concept of Teachers Working in Government, Aided and Unaided Colleges in Bangalore
Jacqueline Kareem and Bupha Ravirot 61
Contents

Focus

Effect of Responsiveness and Process Integration in Supply Chain Coordination
Anupam Ghosh, Sujoy Das and Aashish Deshpande

Managing Behavioral Risks in Logistics-Based Networks: A Project Finance Approach
Henry Schäfer and Sebastian Baumann

Development of Proactive Risk-Predictive Model for 4PL Transaction Center Using PLS Regression and Neural Networks
K M Sharath Kumar, H K Narahari and Nicholas Wright

An Empirical Analysis of Power in Retailer-Manufacturer Supply Chain Relationship: A Resource Dependency Perspective
Sushil Chaurasia

Supply Chain Risk Assessment Tools and Techniques in the Automobile Industry: A Survey
Satyendra Kr. Sharma and Anil Bhat
Contents

Articles

Impact of Entrepreneurship Education on Entrepreneurial Intentions of University Students in Egypt 1
*Hala W. Hattab*

Exploring Stewardship as an Antecedent Behavioural Trait of Social Entrepreneurs 19
*Shubhabrata Basu and Anita Sharma*

Earnings of Immigrants: Does Entrepreneurship Matter? 35
*Nahikari Irastorza and Iñaki Peña*

Using Interactive Management to Identify, Rank and Model Entrepreneurial Competencies as Universities’ Entrepreneurship Curricula 57
*Morteza Rezaei-Zadeh, Michael Hogan, John O'Reilly, Brendan Cleary and Eamonn Murphy*

The Impact of Gender on Start-up Capital: A Case of Women Entrepreneurs in South Africa 95
*Evelyn Derera, Pepukayi Chitakunye and Charles O'Neill*
Entrepreneurship and Competitive Strategy: An Integrative Approach  
Shepherd Dhliwayo

**Book Reviews**

Richard Seymour (Ed.)  
*Handbook of Research Methods on Social Entrepreneurship*  
Reviewed by Chitvan Trivedi

V.C. Joshi  
*E-Finance: The Future is Here*  
Reviewed by Amit Kumar Dwivedi

Ravi Chaudhry  
*Quest for Exceptional Leadership: Mirage to Reality*  
Reviewed by Kumar Mukul

Badrinaryan Shankar Pawar  
*Theory Building for Hypothesis Specification in Organizational Studies*  
Reviewed by Shalini Misra
Contents

Speech

The Joy of Giving
Delivered by Gururaj Karajagi

Articles

Public Administration Ethics: James Svara’s Model
Ryan C. Urbano

Intergenerational Differences in the Preferences for Family Values: An Indian Perspective
Amit Kumar Tripathi

Existential and Ethical Values in an Information Era
Liudmila V. Baeva

Indian Renaissance in the Twenty-First Century: Management Education, Thoughts and Practices for the Betterment of Business, Nation and Society
Shubhasheesh Bhattacharya and Sonali Bhattacharya

Corporate Social Responsibility: A Way of Life at the Tata Group
Shashank Shah

Proposed Framework for Government of India to Effectively Monitor Mandatory CSR Initiatives of Public Sector Enterprises in India
Nikhil Atale and E.J. Helge
Women Empowerment as a Tool for Enhancement of Values in Education: An Historical Analysis
D. Pulla Rao

Inculcation of Values for Best Practices in Student Support Services in Open and Distance Learning—The IGNOU Experience
Sampat Ray Agrawal and Chinmoy Kumar Ghosh

Book Review
Subhash Sharma, Wisdom & Consciousness from the East: Life, Living & Leadership
Reviewed by Sonali Bhattacharya and Shubhasheesh Bhattacharya
## Contents

### Articles

<table>
<thead>
<tr>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Impact of Political Skill on Employees’ Perceptions of Ethical Leadership</td>
<td>5</td>
</tr>
<tr>
<td><em>Paul Harvey, Kenneth J. Harris, K. Michele Kacmar, Anne Buckless, and Anthony T. Pescosolido</em></td>
<td></td>
</tr>
<tr>
<td>Relational Evaluation, Organization-Based Self-Esteem, and Performance: The Moderating Role of Allocentrism</td>
<td>17</td>
</tr>
<tr>
<td><em>Yang Sui and Hui Wang</em></td>
<td></td>
</tr>
<tr>
<td>Engaging Leaders in the Eyes of the Beholder: On the Relationship Between Transformational Leadership, Work Engagement, Service Climate, and Self–Other Agreement</td>
<td>29</td>
</tr>
<tr>
<td><em>Karoline Hofslett Kopperud, Øyvind Martinsen, and Sut I. Wong Humborstad</em></td>
<td></td>
</tr>
<tr>
<td>Employee Engagement and Well-Being: A Moderation Model and Implications for Practice</td>
<td>43</td>
</tr>
<tr>
<td><em>Brad Shuck and Thomas G. Reio Jr.</em></td>
<td></td>
</tr>
<tr>
<td>Feel Free, Be Yourself: Authentic Leadership, Emotional Expression, and Employee Authenticity</td>
<td>59</td>
</tr>
<tr>
<td><em>Dana Yagil and Hana Medler-Liraz</em></td>
<td></td>
</tr>
<tr>
<td>Work Engagement: The Roles of Organizational Justice and Leadership Style in Predicting Engagement Among Employees</td>
<td>71</td>
</tr>
<tr>
<td><em>Diana L. Strom, Karen L. Sears, and Kristine M. Kelly</em></td>
<td></td>
</tr>
<tr>
<td>The Needs of Participants in Leadership Development Programs: A Qualitative and Quantitative Cross-Country Investigation</td>
<td>83</td>
</tr>
<tr>
<td><em>William A. Gentry, Regina H. Eckert, Vijayan P. Munusamy, Sarah A. Stawiski, and Jacob L. Martin</em></td>
<td></td>
</tr>
<tr>
<td>I See Me the Way You See Me: The Influence of Race on Interpersonal and Intrapersonal Leadership Perceptions</td>
<td>102</td>
</tr>
<tr>
<td><em>Arbi Festekjian, Susanna Tram, Carolyn B. Murray, Thomas Sy, and Ho P. Huynh</em></td>
<td></td>
</tr>
</tbody>
</table>
CONTENTS

Articles

When Preference Is Not Satisfied but the Individual Is: How Power Distance Moderates Person–Job Fit
Yih-teen Lee and John Antonakis 641

Why Stakeholders Ignore Firm Misconduct: A Cognitive View
Michael L. Barnett 676

Women’s Managerial Aspirations: An Organizational Development Perspective
Jenny M. Hoobler, Grace Lemmon, and Sandy J. Wayne 703

Using Self-Definition to Predict the Influence of Procedural Justice on Organizational-, Interpersonal-, and Job/Task-Oriented Citizenship Behavior
Lieven Brebels, David De Cremer, and Marius Van Dijke 731

Exploring the Dynamics of Workgroup Fracture: Common Ground, Trust-With-Trepidation, and Warranted Distrust
Richard L. Priem and Paul C. Nystrom 764

Affective Trust in Chinese Leaders: Linking Paternalistic Leadership to Employee Performance
Xiao-Ping Chen, Marion B. Eberly, Ting-Ju Chiang, Jiing-Lih Farh, and Bor-Shiuan Cheng 796

Racial Diversity and Firm Performance: The Mediating Role of Competitive Intensity
Goce Andrevski, Orlando C. Richard, Jason D. Shaw, and Walter J. Ferrier 820

Work–Family Enrichment and Satisfaction: Mediating Processes and Relative Impact of Originating and Receiving Domains
Dawn S. Carlson, Emily M. Hunter, Merideth Ferguson, and Dwayne Whitten 845

Joachim Hüffmeier, Philipp Alexander Freund, Alfred Zerres, Klaus Backhaus, and Guido Hertel 866

The Impact of Media Information on Issue Salience Following Other Organizations’ Failures
Vinit M. Desai 893

Overcoming Resistance to Change and Enhancing Creative Performance
Alice H. Y. Hon, Matt Bloom, and J. Michael Crant 919
## Contents

**Editors' Statement**  
*Nelson Phillips and Chris Quinn Trank*  
3

**Essays**  
*Learning in Crisis: Rethinking the Relationship Between Organizational Learning and Crisis Management*  
*Elena P. Antonacopoulou and Zachary Sheaffer*  
5

*Heterologous and Homologous Perspectives on the Relation Between Morality and Organization: Illustration of Implications for Studying the Rise of Private Military and Security Industry*  
*Masoud Shadnam*  
22

*Promises, Premises . . . An Alternative View on the Effects of the Shane and Venkataraman 2000 AMR Note*  
*Richard J. Arend*  
38

*Reflections on the Metamorphosis at Robben Island: The Role of Institutional Work and Positive Psychological Capital*  
*Wayne F. Cascio and Fred Luthans*  
51

**Non-Traditional Research**  
*Living in a Culture of Overwork: An Ethnographic Study of Flexibility*  
*Kristina A. Bourne and Pamela J. Forman*  
68

*“Time(x) Out of Joint”: Interpreting Spectral Imagery in Media Representations of the 1993 Timex Industrial Dispute in Scotland*  
*MariaLaura Di Domenico and Peter Fleming*  
80

**Dialog**  
*It’s All in Your Head: Why We Need Neuroentrepreneurship*  
*Pablo Martin de Holan*  
93

*Biology, Neuroscience, and Entrepreneurship*  
*Nicos Nicolaou and Scott Shane*  
98

*Neuroentrepreneurship: “Brain Pornography” or New Frontier in Entrepreneurship Research?*  
*Paul Tracey and Denis Schuppeck*  
101

**Out of Whack**  
*AQ, PQ, Miscue!*  
*Charles M. Vance*  
104
Contents

Improving the Dependability of Research in Personality and Social Psychology: Recommendations for Research and Educational Practice
David C. Funder, John M. Levine, Diane M. Mackie, Carolyn C. Morf, Carol Sansone, Simine Vazire, and Stephen G. West 3

Social Value Orientation: Theoretical and Measurement Issues in the Study of Social Preferences
Ryan O. Murphy and Kurt A. Ackermann 13

Relationship Duration Moderates Associations Between Attachment and Relationship Quality: Meta-Analytic Support for the Temporal Adult Romantic Attachment Model
Benjamin W. Hadden, C. Veronica Smith, and Gregory D. Webster 42

A Two-Dimensional Model for the Study of Interpersonal Attraction
R. Matthew Montoya and Robert S. Horton 59

Parenting as a Reaction Evoked by Children's Genotype: A Meta-Analysis of Children-as-Twins Studies
Reut Avinun and Ariel Knafo 87
Editorial

I am delighted to welcome Professor Helen MacGillivray as joint editor of Teaching Statistics. The journal was set up by Peter Brooks as a resource for teachers of pupils in the age range 9 to 19 years; although it may be less natural for school teachers to share their best practice via peer reviewed journals, our goal is to continue to attract practical classroom inspiration from this source as well as to maintain the rigour that we enjoy from many university-based teachers. Submissions continue to be welcomed online at www.teachingstatisticsonline.org

In this issue that we have, an article by Clare Orlando and Antonio Orlando 'One man's rubbish' that clearly speaks to the lower end of our target age range (as well as having relevance to older learners). We also have an article by Ardith Baker that provides classroom experience of quality control. Maybe it's a sidetone, but statistical process control can be traced back at least to Dodge and Romig (1929). It can be argued that it is a use of statistical decision making that is somewhat distinct from Neyman–Pearson hypothesis testing. What is certainly clear is that it represents an important workplace statistical endeavour that avoids many of the non-statistical biases that can make secondary data analysis with human subject survey data challenging at all levels.

Amy Wagler and Ron Wagler provide some practical pointers to working with Madagascan Hissing Cockroaches as a means of developing a memorable class to introduce statistical thinking around study design. If that doesn’t engage a class, John Braun, Bethany White and Gavin Craig suggest we study fire (albeit simulated fire using R) as a means of introducing computer simulations. Developing and testing the predictions made by simulation models is a rather larger area of science than implied by some introductory statistics courses. As usual, we conclude with Peter Petocz and Eric Sowey’s statistical diversions column.
CONTENTS

ON THE COVER
THE SAVING IS THE HARDEST PART
Workers are stashing away cash. It just might not be enough to feather the nest egg for long once they retire.

COVER ILLUSTRATION BY TRAVIS ROTH

FEATURES

22 HOW AMERICA SAVES
How much U.S. workers are able to save for retirement is an issue that won't go away anytime soon.

28 THE INS AND OUTS OF SUCCESSION PLANNING
A company's decision to select an internal or external candidate should hinge on the skills and competencies needed to achieve goals.

34 STILL STRESSED & PRESSED
Companies continue to ask workers to do more with less, but there are signs that organizations are starting to jeopardize their future success.

40 VINEET'S HAPPY FEET
A willingness to experiment with counterintuitive, radical approaches to managing people enabled Vineet Nayar to turn around HCL Technologies.

SPECIAL REPORT

44 LIFE, DISABILITY & THE PURSUIT OF BENEFITS
With health care and retirement taking priority in company benefit budgets, group life and disability plans are slowly shrinking from employer offerings.
Contents

ON THE WEB
SPEAK UP!
The Workforce Discussion Forum provides you with a virtual meeting place to chat about issues and trends affecting you and your workplace: Workforce.com/forums.

TRENDING
10 SHEDDING TIERS
UAW wants to eliminate a wage system focused on tenure.
10 DEAR WORKFORCE
Management style and leadership; succession plans.
11 FROM THE WEB, PEOPLE MOVES AND BY THE NUMBERS
Humane resources; U-Haul promotes DeWinter; perking up.
12 BEWARE SUBTLE BIAS
Caryl Rivers talks stealth discrimination in the workforce.
12 FLEX WORK AND THE PAY GAP
An economist suggests flex-work opportunities could help.

COLUMNS
4 YOUR FORCE
Let the March Madness begin — for Workforce.
13 WORK IN PROGRESS
A heartfelt goodbye.
17 BUTLER ON BENEFITS
A successful wellness program? It's a long shot.
20 THE PRACTICAL EMPLOYER
Some disparaging remarks about nondiscrimination clauses.
50 THE LAST WORD
You're on vacation? Really?

FOR YOUR BENEFIT
14 TAKE CARE TO COMMUNICATE HEALTH COSTS
More employees are asking for personal guidance in choosing their benefits.
15 INSIDE, OUTSIDE EXAMINATION OF HIRING IN HEALTH CARE
Health care looking beyond its walls, report finds.
15 COMPANIES EMPLOYING CHAPLAINS
Some companies believe using an internal chaplain is a crucial benefit for workers.
16 ACA BRINGS DIFFERING PROGNOSSES ON JOB OUTLOOK
Some predict the widespread elimination of full-time positions, but others see opportunities for growth.

LEGAL
18 OBFUSE ABOUT OBESITY
Policy shifts are changing the way employers address obesity.
19 LEGAL BRIEFINGS
Cancer and accommodations; pregnancy discrimination.

MARCH 2014
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