Welcome to the Instructor's Manual for SAGE Video!

Video is a central component of instruction and learning in higher education; however, high quality video that is explicitly developed and organized around curricula and key course needs is hard to find. *SAGE Video* aims to rectify this by offering collections of top-quality video—both newly commissioned and existing licensed videos—organized for instructors and students at all levels of university study.

The video collections are

▸ organized around subject taxonomies so that instructors and students can easily find the content they need for both class management and study, and

▸ designed with a clear line of sight to the learning outcomes of courses at university.

The *SAGE Video* platform offers numerous features designed to help both instructors and students, including a fully customizable video clipping and embedding tool to put control right in the hands of the end-user. Instructors and students can feel confident that *SAGE Video* will enhance the teaching and learning process both inside and outside of the classroom. Please visit this landing page for more information: **sagepub.com/video**.

The following is a faculty-oriented guide designed to help course instructors implement *SAGE Video* content within their teaching practices. Whether delivering lectures, research assignments, class discussion, or different forms of assessment, the following pages are intended to help instructors think about how they might use video in their course teaching, providing practical examples for implementation.
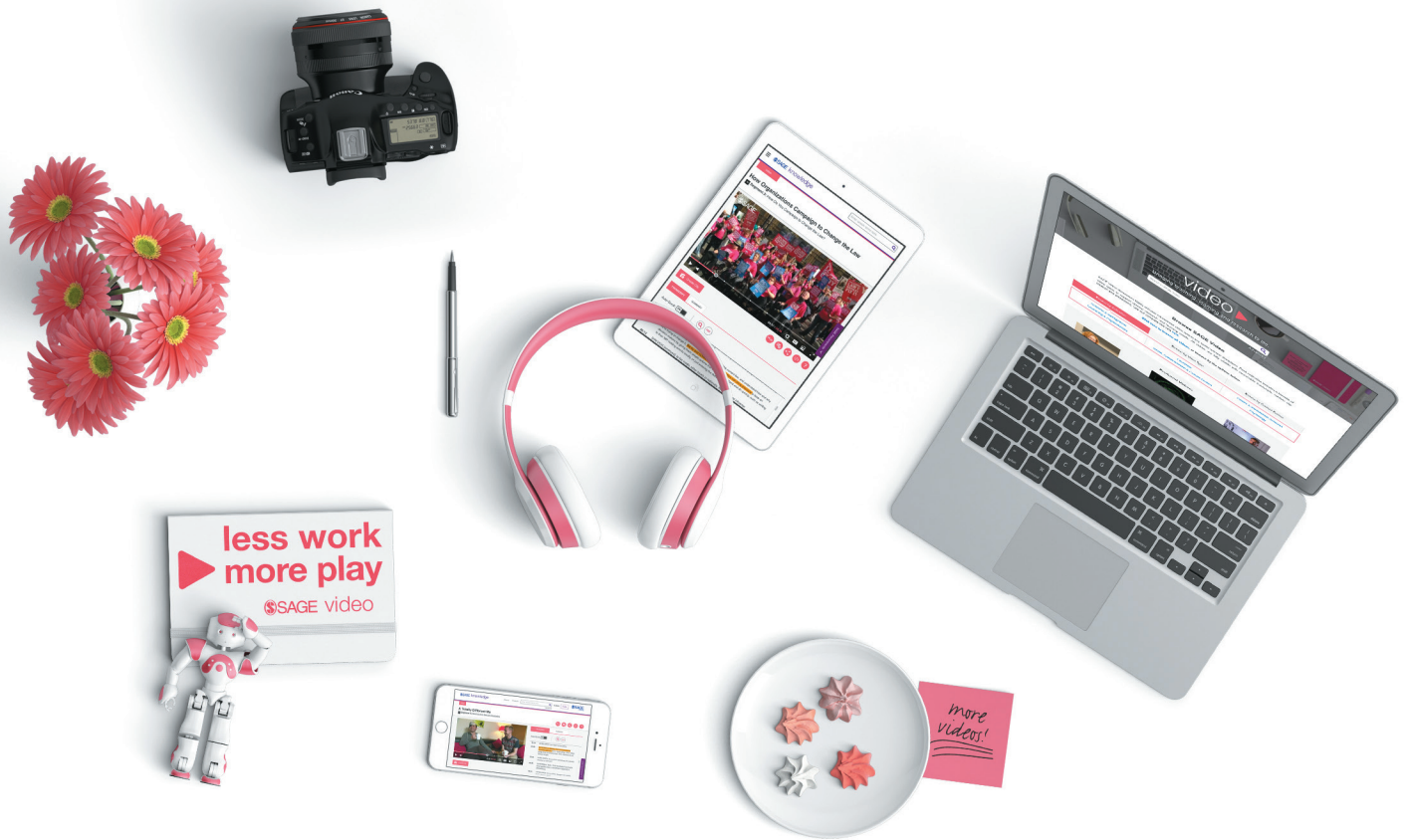
Written by academic faculty members in the relevant disciplines, each Instructor's Manual

▸ is organized by content type, first describing the value of using that particular content type in a given discipline,

▸ selects a video example and lists the courses in which this could be used,

▸ offers carefully curated clips of that content and the key concepts in which the clips will aid learning, and

▸ provides a variety of different course contexts where these clips can enhance instruction, such as assignments and assessments.

We hope that this guide helps you in your use of *SAGE Video*!

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SAGE video

Bringing teaching, learning and research to life

Business & Management
Teaching with Conference/Forum Video

Content Type

Conference/Forums consist of experts, involved in a group, discussing management-related topics. The format can be a conversation, seminar, or series of short presentations focused on a particular concept.

Spiritual Leadership Paradigms and Organizational Analysis

http://sk.sagepub.com/video/spiritual-leadership-paradigms-and-organizational-analysis

This presentation by Professor Louis W. Fry was delivered at the ESEC Seminar Series "Spiritual Leadership: Theory, Practice, and Personal Journeys." Professor Fry bases the presentation on a well-established theory of organizational paradigms and extends it to spiritual leadership. A summary of spiritual leadership is presented and then examined through functionalist, interpretivist, radical humanist, and radical structuralism perspectives.

Suggested Courses or Topics

This video can be included in courses or programs in business, counseling, education, public health, public policy, psychology, sociology, and others. Specific topics might include:

- religion,
- research methods,
- philosophy,
- Western history,
- critical analysis,
- post-modernism,
- leadership,
- management,
- organizational behavior, and
- organization strategy.

Classroom Clips

Listed below are a few examples of clips that focus on key concepts:

- This clip explains theory building, paradigms, and organizational analysis. **Clip 0:11 – 1:55**.
- This clip explains how sociological paradigms (functionalist, interpretivist, radical humanist, and radical structuralism) can help organize spiritual leadership paradigms. **Clip 6:05 – 12:46**.
- This clip describes the relationship between spiritual journeys and levels of being a leader. **Clip 18:30 – 20:15**.
- This clip proposes a model of spiritual leadership paradigms and levels of being. **Clip 26:30 – 28:30**.

Research Assignment

See below for some example assignments that you might use for students

1. Pick three leaders and search for evidence in their speeches, writing, and so forth, about the importance of spirituality in their lives. Write about that importance for each leader.

2. Research and summarize three academic articles that address the connection between spirituality and religion.

3. Keep a "self-reflection" journal for the next two weeks. Note anytime that you experience spirituality in any way, shape, or form. Describe the nature of the experience, and how it might be related to your own development as a leader.

Classroom Discussion

Here are some example questions that might be used for in-class discussion.

1. What this difference between spirituality and religion generally, and more specifically, in the workplace? **Clip 13:31 – 15:14**.

2. In your own words, what's the difference between leadership and spiritual leadership? **Clip 15:14 – 20:23**.

3. What are the benefits for followers of having a spiritual leader? Are there any disadvantages?

4. What are the differences between how science and religion build theories? **Clip 4:20 – 5:18**.

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SSAGE video

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Business & Management
Teaching with Documentary Video

Content Type

Documentaries provide dramatic recreations or follow real-life situations that illustrate management concepts in real world or simulated settings.

Money Programme: Motivators

http://sk.sagepub.com/video/money-programme-motivators

This documentary explores how managers rely on psychological principles to motivate people. The documentary shows unique and innovative approaches to teach and build motivation in employees. The documentary shows how one company uses hostage negotiation and military simulation training. Barclays Bank uses psychological profiles and explores childhood experiences to build better leaders and a "life mastery" coach tries to improve performance in a steel company that is losing money. The documentary asks if these programs are using motivation techniques or manipulating the individuals involved.

Suggested Courses or Topics

This documentary can be included in courses or programs in business, counseling, education, public health, public policy, psychology, and project management. Specific topics might include:

- coaching,
- communication,
- Conflict resolution,
- human resource management,
- leadership,
- management,
- motivation,
- negotiations,
- organizational development, and
- teams and groups.

Classroom Clips

Listed below are a few examples of clips that focus on key concepts:

- Mortgage sales team discuss the similarities between their job and the work of military special operations teams. **Clip 06:10 – 06:29**.
- The mortgage sales team is being challenged by the exercises and how they try to improve their teamwork. **Clip 10:44 – 12:31**.
- A top banker at Barclays Bank discusses how his childhood experiences may be impacting his performance at work. **Clip 09:57 and 20:10**.
- A "life mastery" tries to improve leadership and motivate employees of Corus Steel. **Clip 15:27 – 18:36**.

Research Assignment

See below for some example assignments that you might use for students

1 Imagine you are a human capital officer and you are asked to identify training for the top executives in your company. Conduct an internet search to identify various approaches to motivation, team building, and leadership development that are offered. Identify at least three different programs or approaches and outline the benefits and limitations of each approach.

2 Interview a manager or leader in an organization. Ask them what kinds of challenges they face in their work and the types of training programs in which they have participated.

Classroom Discussion

Here are some example questions that might be used for in-class discussion.

1 How effective is the mortgage sales team at improving their teamwork during the training program? **Clip 10:44 – 12:31**.

2 How does the "life mastery" coach try to improve leadership and motivate employees of Corus Steel? **Clip 15:27 – 18:36**.

3 Do you think the different types of motivational programs work? For example, does military type training improve teamwork (**Clip 28:00**) and does working through childhood experiences improve your ability to lead (**Clip 27:26**), and can life mastery classes (**Clips 18:08, 25:31, and 26:50**) improve productivity? Explain and support your answer.
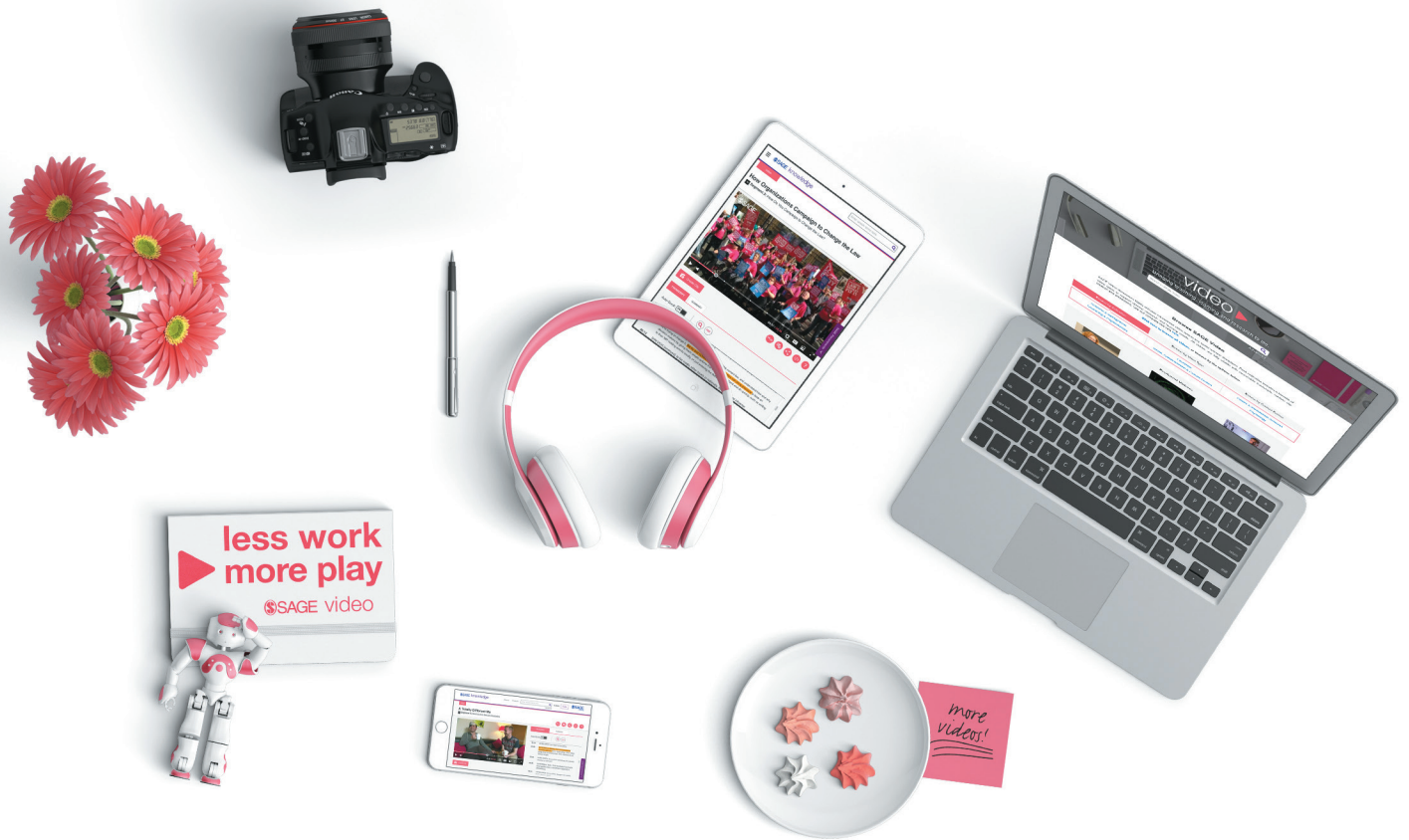
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Business & Management

Teaching with In Practice Video

Content Type

In Practice videos show practitioners talking about real world challenges and discuss management concepts and how they apply to their organization.

> ### Leadership in the Modern Business Environment
>
> http://sk.sagepub.com/video/leadership-in-the-modern-business-environment

This video reviews the role of leadership in the modern business environment through an interview with industrial plant manager David Brown. Brown describes his responsibilities as plant manager working in a modern business environment. He describes his view of leadership, outlining integrity, character, and a vision of the future as key elements to leadership. He also describes the need to be a good communicator and listener. Additional issues that are addressed include leadership style, motivation, and the skills necessary to be a good communicator.

Suggested Courses or Topics

This video can be included in courses or programs in business, counseling, education, public health, public policy, psychology, and project management. Specific topics might include:

- communication,
- consulting,
- conflict resolution,
- cross-cultural management,
- human capital,
- human resource management,
- leadership,
- management,
- negotiations,
- organizational behavior,
- organizational change, and
- teams and groups.

Classroom Clips

Listed below are a few examples of clips that focus on key concepts:

- David Brown describes advice for stepping into a leadership role. **Clip 15:20**.
- David Brown describes the biggest resource challenges to be a successful leader. **Clip 13:54**.
- David Brown describes the importance of communicating values on a daily basis. **Clip 10:06**.
- David Brown explains the importance of data in effective leadership and management. **Clip 6:26 – 07:52**.

Research Assignment

See below for some example assignments that you might use for students

1. David Brown outlines his view of leadership. Now it's time to turn to the research. Conduct a review of peer-reviewed research on leadership. What are the main themes that emerge? How does David Brown's approach to leadership reflect the current trends in research?

2. Interview a manager or leader in an organization. Ask them what they think leadership means. How do they practice leadership and what are some of the problems they face as leaders working in a modern leadership context?

Classroom Discussion

Here are some example questions that might be used for in-class discussion.

1. Think of a leader you know personally. What characteristics did they display as a leader? **Clip 01:08 – 01:29**.

2. What is the role of a leader in motivating others and building a team? What are some of the things a leader can do to build a team? (**Clip 04:03 – 04:52**) How does a leader build creativity and innovation and technology? **Clip 04:53**.

3. Describe the types of data that are critical to leaders. How do leaders capture data and use the data?

4. What are the greatest challenges to leadership in the modern business environment?

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Business & Management

Teaching with Interview Video

Content Type

Interviews involve leading academics and researchers describing recent research findings and discussing debates in the field.

Leveraging Organizational Culture

http://sk.sagepub.com/video/leveraging-organizational-culture

This interview with Professor Jennifer Chatman describes and defines organizational culture. Professor Chatman examines organizational culture research and its role in organizational success. She covers various debates in the study of organizational culture and discusses the role of leadership in building and sustaining organizational culture.

Suggested Courses or Topics

This interview can be included in courses or programs in business, counseling, education, public health, public policy, psychology, and project management. Specific topics might include:

▸ communication,
▸ consulting,
▸ conflict resolution,
▸ cross cultural management,
▸ human capital,
▸ human resource management,
▸ leadership,
▸ management,
▸ negotiations,
▸ organizational behavior,
▸ organizational change, and
▸ teams and groups.

Classroom Clips

Listed below are a few examples of clips that focus on key concepts:

▸ This clip describes the debate about the difference between organizational climate and organizational culture. (**Clip 5:39**)

▸ This clip discusses how leaders impact organizational culture (**Clip 6:00 – 8:00**)

▸ This clip describes how leaders can roll out a new culture to their team in an organization (**Clip 11:02 – 13:11**)

Research Assignment

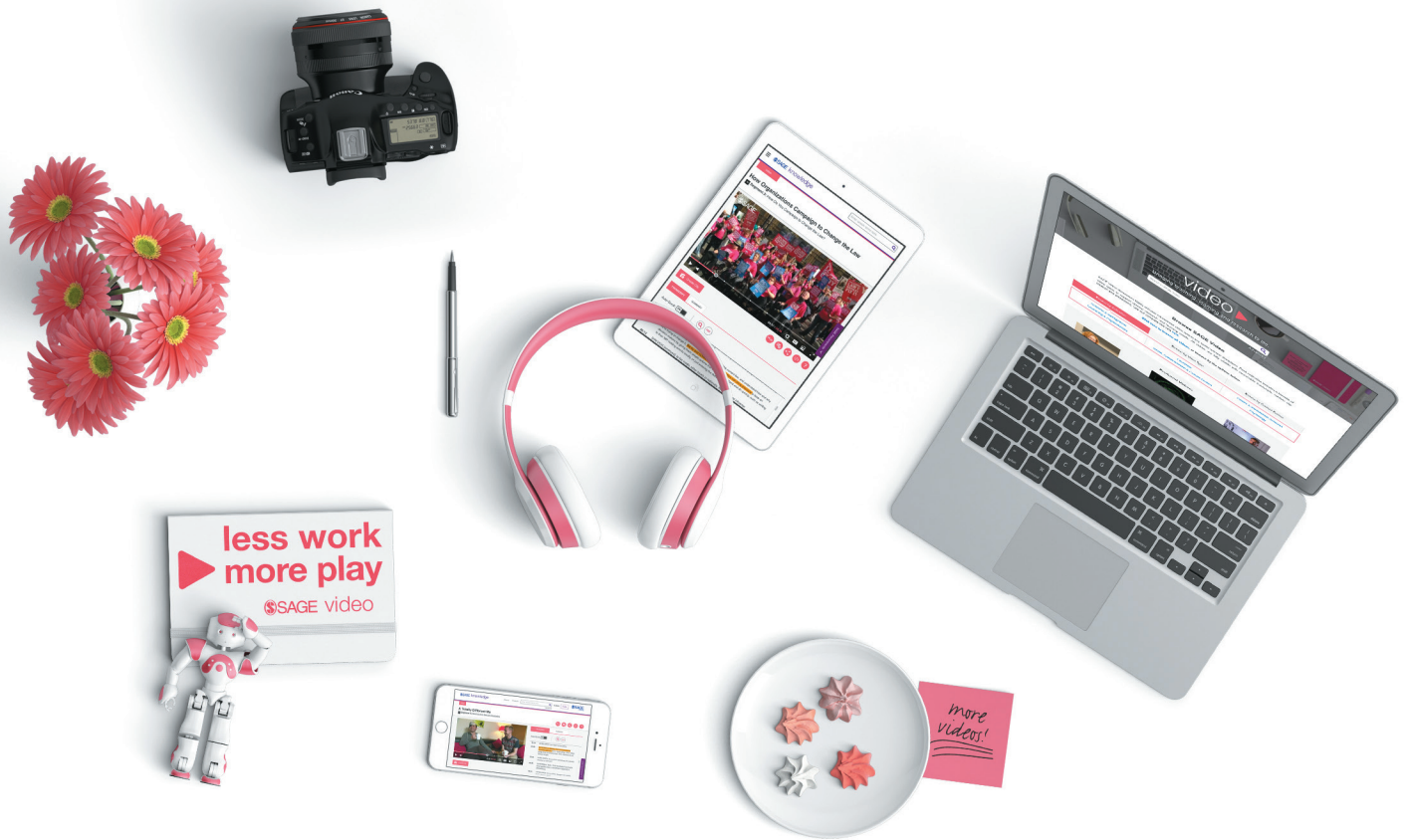**See below for some example assignments that you might use for students**

1 Identify five popular press articles that discuss organizational culture. Review these articles and describe the culture of each organization based on the question, How do you think people behave in that organization? **Clip 5:39**.

2 Identify three academic studies that examine the link between leadership, organizational culture, and firm performance. **Clips 7:36 and 8:00**.

Classroom Discussion

Here are some example questions that might be used for in-class discussion.

1 Describe the difference between organizational climate and organizational culture. **Clip 5:39**.

2 How would you measure each of these differently?

3 How is organizational culture different from ethnic or national culture?

4 Can leaders create culture? What are some of the ways leaders create culture? **Clip 6:00 – 8:00**.

5 What are the steps, according to Professor Chatman's case study, to rolling out a new culture? **Clip 11:02 – 13:11**.

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Bringing teaching, learning and research to life

Business & Management

Teaching with Tutorial Video

Content Type

Tutorials offer practical advice from leading thinkers and practitioners on how to apply management concepts.

> ### Overcoming Resistance to Change
>
> http://sk.sagepub.com/video/overcoming-resistance-to-change

This tutorial is offered by Professor James Bailey. Professor Bailey takes a psychological or "micro" approach to change, emphasizing that organizations don't lead change, people do. The three primary learning objectives are to identify the reasons why people resist change, present the "change curve" as a method for describing individuals' progress through a change initiative, and to identify some common sense approaches to facilitating change.

Suggested Courses or Topics

This tutorial can be included in courses or programs in business, counseling, education, public health, public policy, psychology, and project management. Specific topics might include:

- communication,
- consulting,
- conflict resolution,
- cross-cultural management,
- human capital,
- human resource management,
- leadership,
- management,
- negotiations,
- organizational behavior,
- organizational change, and
- teams and groups.

Classroom Clips

Listed below are a few examples of clips that focus on key concepts:

- This clip presents reasoning on why resistance to change should be understood as a psychological phenomenon as opposed to an organizational one. **Clip 0:11 – 1:55**.
- This clip emphasizes the critical role of leaders understanding the root of resistance in order to lead others through it. **Clip 2:18 – 2:40**.
- This clip identifies a host of reasons why individuals resist change, including anxiety, fear, self-identity, routines, and neurology. **Clip 2:40 – 11:03**.
- This clip introduces the change curve as a visual method for describing how individuals experience the course of change. **Clip 11:03 – 11:25**.
- This clip describes the risks of abandoning a change effort because of performance decline. **Clip 13:35 – 13:50**.
- This clip covers eight common sense steps to help people through the change curve. **Clip 16:09 – 22:11**.

Research Assignment

See below for some example assignments that you might use for students

1. Identify an organizational change case study and highlight five individual reasons for resistance that might be operative. **Clip 2:40 – 11:03**.

2. Describe a change you went through using the change curve to illustrate progress. **Clip 10:57 – 15:15**.

3. Find evidence for two of the common sense methods for development in the academic literature. **Clip 16:09 – 22:11**.

Classroom Discussion

Here are some example questions that might be used for in-class discussion.

1. Why is it important to treat change from an individual perspective? **Clip 0:11 – 1:15**.

2. To you, what are the most interesting reasons for resistance to change, and why? **Clip 2:40 – 11:03**.

3. Given that the world is in a more or less constant state of change, how might a leader guard against "change fatigue?"

4. When there's not an evident motivation to change, how can leaders encourage it anyway?

5. Identify common sense measures for facilitating changes that are not identified in the tutorial. **Clip 16:09 – 22:11**.
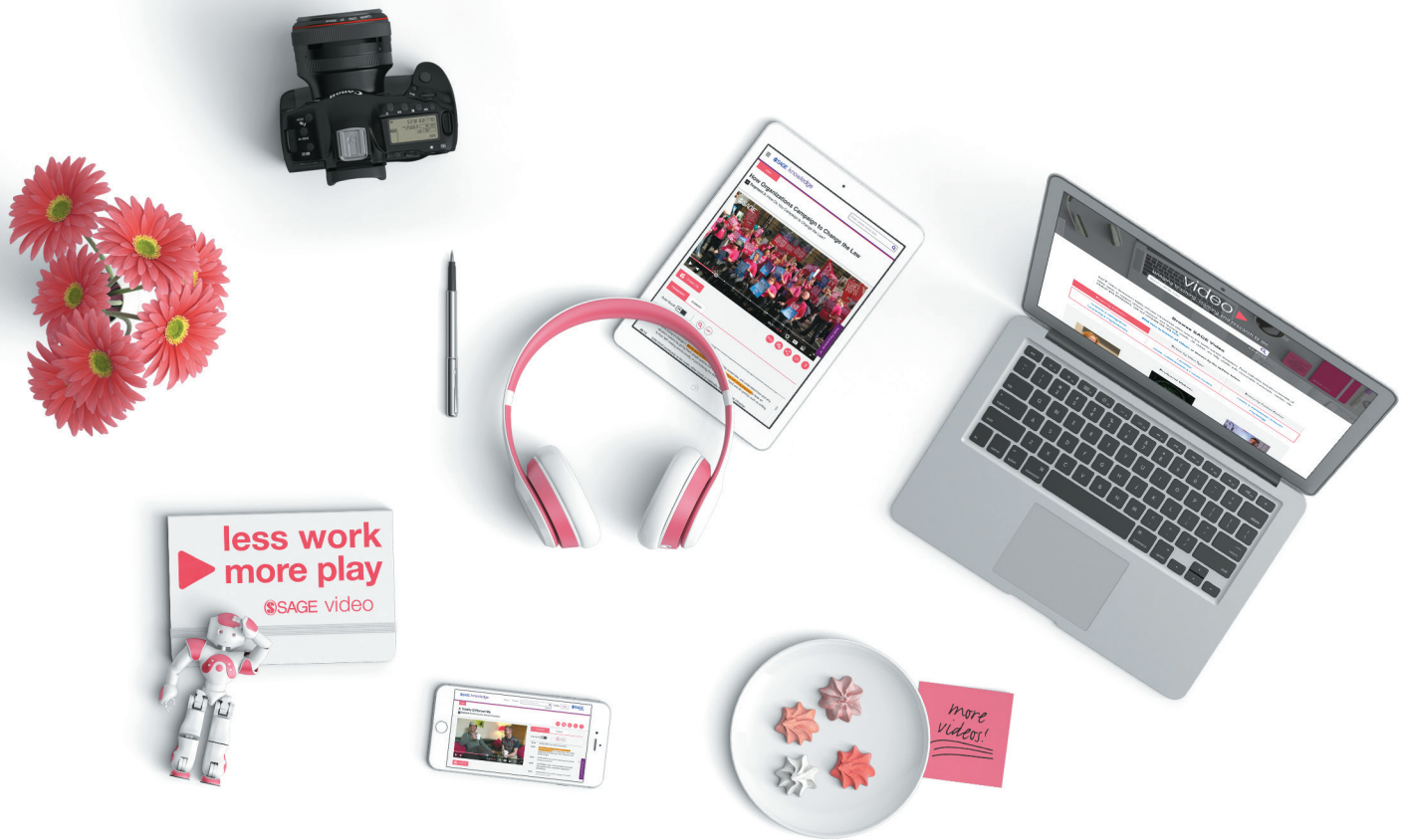
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Business & Management

Teaching with Case Study Video

Content Type

Case Study videos describe events, stories, or situations that illustrate management concepts and provide detailed descriptions that present a context for understanding these concepts.

> ### Learning and Leadership in the 1996 Mt. Everest Disaster: The Role of Destructive Goal Pursuit
>
> http://sk.sagepub.com/video/learning-and-leadership-in-the-1996-mt-everest-disaster-the-role-of-destructive-goal-pursuit

Professor Christopher Kayes presents a case study of a failed attempt to reach the summit of Mount Everest in 1996. His research on destructive goal pursuit can be used by businesses that do not want to get trapped in an unworkable or unworthy goal. The video case takes viewers through the events detailed in the book *Into Thin Air* and the movie *Everest* and details how poor decision making and dysfunctional goal pursuit led to the deaths of several climbers, including the two team leaders. This video is based in part on the article available in SAGE Journals, "The 1996 Mt. Everest Climbing Disaster: The Breakdown of Learning in Teams", which appeared in *Human Relations*, October 2004. Retrieved from http://journals.sagepub.com/doi/abs/10.1177/0018726704048355

Suggested Courses or Topics

This video can be included in courses or programs in business, counseling, education, public health, public policy, psychology, and project management. Specific topics might include:

▸ coaching,
▸ communication,
▸ conflict resolution,
▸ human resource management,
▸ leadership,
▸ management,
▸ motivation,
▸ negotiations,
▸ organizational development, and
▸ teams and groups.

Classroom Clips

Listed below are a few examples of clips that focus on key concepts:

▸ Many of the climbers ignored a simple rule of thumb that climbers use to guide their ascent: "getting to the top is optional, but getting back down is not." **Clip 06:17 – 06:59**.
▸ The destructive goal pursuit (**Clip 07:43**) and its characteristics are described in this clip.
▸ The actions and beliefs that organizations can take to overcome destructive goal pursuit are outlined. **Clip 10:40**.

Research Assignment

See below for some example assignments that you might use for students

1 This video discusses other situations where organizations and their leaders continued to pursue a predefined goal, even though the pursuit led to disasters (**Clip 01:59 – 02:43** and **Clip 09:11**). Conduct a search of recent organizational crisis, scandals, or breaches of ethics to identify examples of a destructive goal pursuit. Write a short summary of the situation and describe why you think it might be an example of a destructive goal pursuit.

2 Watch the motion picture *Everest*, and try to identify the characteristics of the destructive goal pursuit.

Classroom Discussion

Here are some example questions that might be used for in-class discussion.

1 Imagine you are on a team of climbers heading to the summit of the mountain and one of your teammates becomes too weak to continue the climb. Should you continue to pursue the summit without the weaker team member or turn back and help your teammate get to safety? Discuss the values that lead to your decision. See SAGE Journals, "Dilemma at 29,000 Feet: An Exercise in Ethical Decision Making based on the 1996 Mt. Everest Climbing Disaster" in *Journal of Management Education*, June 2002. Retrieved from http://journals.sagepub.com/doi/abs/10.1177/10562902026003006

2 Can you think of any situations where you pursued a goal, even though you knew that you should abandon the goal? What were the circumstances that led to the decision? Did you ever abandon your pursuit of that goal?

3 What factors and actions taken by leaders Hall and Fischer contributed to the disaster? **Clip 04:32 – 04:14**.

4 Describe the characteristics of the destructive goal pursuit and four of the six actions that an organization can take to overcome destructive goal pursuit.