… Given HP’s string of misfortunes since 1999 in a high-tech marketplace increasingly dominated by the Gang of Four (Amazon, Apple, Facebook, and Google), cutting costs is only a short-term strategy that will not set the ship on the right course. For HP, the solution is to innovate unique products that give HP a competitive advantage. Investing in the past, such as buying PC businesses that are low margin and low growth are not strategies that will allow HP to realize its enormous potential. Innovation made HP great. It can make the Company great again. The plunging stock price that resulted from the latest revelation about Autonomy does not inspire confidence that HP is moving in the right direction. Hopefully, there is a technology or product on the horizon that will help HP to get back on a profitable course. HP fans are hoping to see that very soon because there may not be a lot of time left if the losses continue” (Kalb 2012).
ASSIGNMENT COVER SHEET FOR SUBMISSION OF INDIVIDUAL AND GROUP WORK

<table>
<thead>
<tr>
<th>Course/Unit Code</th>
<th>Assignment Number</th>
<th>Assignment Due Date</th>
<th>Group/Session name (if applicable)</th>
</tr>
</thead>
<tbody>
<tr>
<td>OMBA670 BUSM4149</td>
<td>2</td>
<td>11.02.2013</td>
<td>Session 3 2012-2013: Individual Assignment – Hewlett Packard</td>
</tr>
</tbody>
</table>

This statement should be completed and signed by the student(s) participating in preparation of the assignment.

Declarations and Statement of Authorship:
I/we hold a copy of this assignment, which can be produced if the original is lost/damaged.
This assignment is my/our original work and no part of it has been copied from any other student’s work or from any other source except where due acknowledgement is made.
No part of this assignment has been written for me/us by any other person except where such collaboration has been authorised by the lecturer/teacher concerned and is clearly acknowledged in the assignment.
I/we have not previously submitted or currently submitting this work for any other course/unit.
This work may be reproduced, communicated, compared and archived for the purpose of detecting plagiarism.
I/we give permission for a copy of my/our marked work to be retained by the School for review and comparison, including review by external examiners.
I/we understand that Plagiarism is the presentation of the work, idea or creation of another person as though it is your own. It is a form of cheating and is a very serious academic offence that may lead to expulsion from the University. Plagiarised material can be drawn from, and presented in, written, graphic and visual form, including electronic data, and oral presentations. Plagiarism occurs when the origin of the material used is not appropriately cited.
Enabling plagiarism is the act of assisting or allowing another person to plagiarise or to copy your work.

<table>
<thead>
<tr>
<th>Family name</th>
<th>Given Name</th>
<th>Student Number</th>
<th>Student Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rega</td>
<td>Joseph</td>
<td>S3362256</td>
<td>Joseph Rega</td>
<td>3.02.2013</td>
</tr>
</tbody>
</table>

Further information relating to the penalties for plagiarism, which range from a notation on your student file to expulsion from the University, is contained in Regulation 6.1.1 Student Discipline (http://www.rmit.edu.au/browse?SIMID=m62x4h7g8iep1) and Academic Policy: ‘Plagiarism’ (http://www.rmit.edu.au/course-admin/operating-procedures).

For Assessor only:
Assessor’s comments

Grade:
Executive Summary

Internal confusion reigns at Hewlett Packard, which has lost its way in the rapidly changing world of innovation. Changes to Hewlett Packard’s organizational structure from 1999 have had a detrimental impact on market conducive innovation dependent on being able to quickly, innovate and rollout unique new products and businesses (Kalb 2012). Research and development, which is essential in an industry where differentiation is critical to realize a competitive advantage (De Wit & Meyer 2010) has taken secondary status at Hewlett Packard.

This paper probes into delivering an innovative culture at Hewlett Packard for long term success, and explores by way of an innovation structured analysis, of which innovative leadership is one element, the organizational structure, creative teams, and the open knowledge inspired culture of change, creativity and innovation, which is sorely absent at Hewlett Packard and by which their fortunes could be reignited. Subsequently the paper surmises that Hewlett Packard urgently needs re-engineering developing resilience so as to accelerate creative innovation, producing distinctively ground-breaking products rather than bargain-basement products, if it’s to resume a competitive advantage over Dell and other competitors.

The paper also studies the promotion of a culture of continuous change and improvement, creativity of thinking, innovation-enhancing behaviour and social cohesive environment. By striving to promote risk taking, a tolerance of mistakes, and continuous support for change (Andriopoulos & Dawson 2009), innovative companies play an important role in shaping the creative process and have a way of doing things, which become routinized and integral to their organizational culture, and which facilitates non-resistance to change (Andriopoulos & Dawson 2009). Turning it around must be immediate and presents a considerable challenge for Hewlett Packard.

The paper further considers cognitive factors, which includes the elicitation of tacit knowledge (Ichijō & Nonaka 2007; Nonaka & Toyama 2007) where open knowledge sharing rather than data and information collection generates change, creativity and innovation, achieving elevated states of positivity and motivation (Frederickson 2003). For Hewlett Packard it requires inflection on mental flexibility, linking remote associations, the suspension of judgement and original thinking, and the main personality traits that are linked to creative achievement which include risk-taking, self-confidence, and tolerance of ambiguity, autonomy and non-conformity (Andriopoulos & Dawson 2009).

It emerges that Hewlett Packard’s business strategy or lack of it is cause for an uninspiring innovative culture. What is called for is strategic change delivering a more creative and elastic corporate re-engineering (Porter cited in De Wit & Meyer 2010).
The “HP Way”

Hewlett Packard began as an electronic equipment manufacturer in 1938 and to the late 1990s expanded operations and acquired similar companies. Hewlett Packard built a reputation on quality, innovative products created by employees that were invested in the company through the “HP Way” which laid the foundations for the organisation’s purpose, and steered strategic thinking, and respect, whilst fostering teamwork and innovation.

The “HP Way” allowed high levels of autonomy, and encouraged change, creativity and innovation and gave as much importance to employees as to profits. However by 1990 Hewlett Packard had … 92,000 employees and earned revenues of $13.2billion” (De Wit & Meyer 2010). Each Hewlett Packard division operated like an independent unit. Each unit had its own research and development arm whilst manufacturing its own products.

The “HP Way” had resulted in a highly decentralised company. With decentralised management, difficulties emerged with decision-making and by the end of the 1990’s … the PC industry in the US was moving into a recession” (De Wit & Meyer 2010). Hewlett Packard had begun to lag behind many of its competitors and it had become clear that the … organizational structure and culture of HP were not appropriate for a company of its size and complexity” (De Wit & Meyer 2010).

Cultural enabling since 1999 has been clearly subject to the dictates of a series of CEOs, all lacking in innovative skills, creating discord with stakeholders particularly shareholders including both Messrs Hewlett and Packard, the original founders, notwithstanding employees who have been the brunt of tumultuous operational change and mass dismissals (Kalb 2012).

The CEOs in question have created innovation barriers and developed a corporate culture that is not open to new ideas and experimentation. This has discouraged critical creative thinking and motivation to continuous knowledge inspired improvement and opportunities, which have significantly declined. For Hewlett Packard innovation has been seen as being an unwarranted expense as time and resources have been considered prohibitive (Kalb 2012). The “HP Way” now postures renewal and a resilient business model superimposed on a novel organizational structure.
Delivering an Innovative Culture at Hewlett Packard

Resiliency and Renewal

The question of resiliency and renewal or more appropriately the absence of it needs to be addressed if Hewlett Packard is seriously considering developing an innovative culture. Resilience and renewal is seen in light of managing change, creativity and innovation where creativity is the continuous generation of ideas, experimentation and strategic options (Hamel & Välikangas 2003) whilst innovation is the successful exploitation of this processual morphing all in the context of social, economic and political factors where the only constant is change (Andriopoulos & Dawson 2009).

For successful businesses strategic and continuous renewal extends to knowledge and change management programs, which encapsulates creative reconstruction and requires innovation superimposed onto a dynamic business model. This leads to an evolving resilient business model rather than a legacy in line with what Hamel & Välikangas (2003) describe resilience as a … capacity for continuous reconstruction, [which] requires innovation with respect to those organizational values, processes, and behaviors that systematically favor perpetuation over innovation.”

In other words an organizational structure cultivating creativity is a constant change agent leading to a multitude of strategic options rather than one big idea which when acted upon [rather than being reactionary] increases resiliency and the potential of successful renewal.

Organizational Structure & Business Strategy

Hewlett Packard has mainly grown by acquisition [for example Compaq] and it is in many cases nothing more than a federation of loosely coupled, and often antagonistic, business units (McCormack 2006). What is pressing is a novel business strategy employing a complementary cooperative and decentralised federation with centralised strategic decision-making and financial control: (De Wit & Meyer 2010) an organizational structure, one that spawns flexibility whilst creating internal markets for new ideas. Hewlett Packard should incorporate a vigorous gyration of organizational structures constantly changing, devoid of bureaucracy, leaning towards horizontal fragmentation and one dominant business model such as Apple (De Wit & Meyer 2010).

Characteristically the above methodology combines fluidly, operating independently in synchronisation across layers, formulating flexibility of communication where structure over strategy is not so imperative and autonomy of intra-business functions is governed by an emphasis on the larger organization over the business function, whilst understanding the process of industry evolution driving technology (De Wit & Meyer 2010). For Hewlett Packard this course of action will go a long way to advancing and stimulating a culture of open knowledge inspired change and continuous improvement, ground-breaking entrepreneurial ideas that use innovation to manipulate change.
In tandem with this strategy one can also look to Tushman and O’Reilly (2004) who identify the importance of being an ambidextrous organization by attacking and defending, sustaining and disrupting, and procuring today while creating tomorrow as a way to forge through the inevitable upheaval in achieving long-term success. They suggest exploiting the present and exploring the past. The Tushman and O’Reilly’s strategy may seem to be quite aggressive but necessary especially in endowing innovative skill sets and could work wonders at Hewlett Packard whose management is limited to effecting bargain-basement products.

Hewlett Packard should also reflect on Hamel’s (2006) notion that … a management innovation creates long lasting advantage when it meets one or more of three conditions: The innovation is based on a novel principle that challenges management orthodoxy; it is systemic, encompassing a range of processes and methods; and it is part of an ongoing program of invention, where progress compounds over time”. Gary Hamel (2006) argues that management innovation can create enduring success by harnessing employee intellect; building a community, and growing great leaders and self-leaders assembling into creative teams.

**Innovative Skill Sets**

Hewlett Packard anxiously needs a reconstruction where its leaders and employees are infused with a series of innovative skill sets. Questioning allows innovators to consider new possibilities. Through observing, innovators detect small behavioural details that suggest new ways of doing things. In experimenting, innovators inexorably take on new experiences, and through networking with individuals from diverse backgrounds they gain radically different perspectives (Dyer et al. 2001). These four actions together help these leaders and employees associate to cultivate new insights. Creative leaders such as Apple’s Steve Jobs, Amazon’s Jeff Bezos, eBay’s Pierre Omidyar, and P&G’s A.G. Lafley are known to possess the innovators’ skill sets (Dyer et al. 2001).

Interestingly Steve Jobs of Apple whenever interviewed prior to his death, many times made the point that Apple’s success was a result of recruiting creative people with the innovators skill sets. It is also interesting to note that the majority of innovative companies’ CEOs and top management are imbued with the above skill sets, (Dyer et al. 2001) which has been clearly lacking at the top level of Hewlett Packard since the late 1990s. Most importantly to succeed in developing a culture of continuous change and improvement the program must at every opportunity be championed by the CEO and top management instilled with these skill sets. For Hewlett Packard, it’s a matter of encouragement, motivation and reward to change, which determines creativity and innovation amongst new and existing members of the organization who should also be encouraged to procure these innovative skill sets.
Leadership

Hewlett Packard must nurture socially interactive leaders and self-leaders [Appendix] that make up a creative team. These leaders should be given allowances in creativity and original thinking, which are recognised as essential ingredients to innovation (Hardy 2011; Andriopoulos & Dawson 2009). In many cases, innovation and creativity are identified as key factors in the success and competitive advantage of organizations; global competition has provided motivation to exert creativity and to improve the quality of products, increase efficiency and effectiveness. (Andriopoulos & Lowe 2000; Gumusluoglu & Ilsev 2009). Finding and nurturing special leaders is an immediate step to delivering an innovative culture at Hewlett Packard.

Leadership is more than a … human activity in which judgments are made with messy, incomplete, and incoherent data – statistical and methodological wizardry [which] blind rather than illuminate” (Bennis & O’Toole cited in Gibson 2008). Leaders must have the capacity to see their work environment as a complex, dynamic system that is constantly evolving, rather than only structured and analytic ways (Quinn et al. 2011).

There is an abundance of scholarly studies, psychological analysis, and business literature on leadership in recent times, pointing to a more symbolic role of the leader, where cognitive interconnectedness, (Goleman & Boyatzis 2008) and its development is recognized, and where a distinction has been made between the manager who does things right, and the leader who does the right thing (Bennis & Nanus cited in Bolman & Deal 2008).

Effective leadership turns possibility thinking into an inspiring vision … an inspiring vision that is shared” … is the leader’s challenge … clarifying your vision, like clarifying your values, is a process of self-exploration and self-creation. It’s an intuitive, emotional process. There’s often no logic to it. Visions are reflections of one’s fundamental beliefs and assumptions about human nature, technology, economics, science, politics, art and ethics” (Kouzes & Posner 2007).

Effective leadership can be learnt and developed, and self-education thus launches through repetitive technique [Appendix]. Having a vision of what is good for the organization and its stakeholders is crucial to the exercise of wise and effective leadership, (Collins & Porras; Tichy; Ward; & Yukl cited in Gibson 2008) … taking into account what is for the best in the long term, rather than merely expedient” (Gibson 2008).

Peterson et al. (2008) characterize psychological capital as deriving from a sense of well-being and manifests in the form of optimism, hope, confidence and resiliency, is measurable, and open to development no different to positive emotion, (Frederickson 2003) emotional, cultural and social intelligence, (Cherniss & Goleman 2001; Deng & Gibson 2009; Goleman 2000; Goleman & Boyatzis 2008) and self-leadership, (Neck & Houghton 2006) and can be positively directed with repetitive practice, rehearsal and motivation [Appendix].
Effective leadership is reliant on higher levels of psychological capital … one’s capacity to cope successfully in the face of significant change, adversity, risk, or even increased responsibility. Such leaders can actually thrive and grow through setbacks and difficulties [and] … bounce back to higher levels of performance than before, and they find meaning and value in the process” (Peterson et al. 2008).

**Creative Teams**

The output of creative ideas on a per-employee basis decreases as the team size increases (Hardy 2011; Renzulli et al. cited in Andriopoulos & Dawson 2009). The creative team should be large enough to seize an identified opportunity, while being small enough for members fresh and knowledgeable to work together without any difficulty (Adams cited in Andriopoulos & Dawson 2009). Google’s Schmidt overcomes team diversity through small creative teams who build on one another’s ideas, constantly evolving and changing. This approach embraces rework and waste or learning and experimentation, and is strengthened by direct consumer feedback allowing products to continually evolve (Hardy 2011).

There is a distinction between a working group and a creative team, where the creative team is seen as more liberal and democratic in its approach and therefore more likely to generate a multitude of sound ideas (Andriopoulos & Dawson 2009). Hewlett Packard forms working groups rather than creative teams with a strong focus on the leader where the CEO and top management dictates to groups’ purpose.

The primary objects for Hewlett Packard are to achieve multiple focus without segmenting the organization in a dysfunctional way; foster creative teamwork with clear shared objectives; enable a constantly changing dynamic environment; enable ongoing competitiveness; and attract, motivate, develop and retain employees within a chain of cross-functional creative teams rather than just one, co-located or virtual that are task interdependent, autonomous and varying in size between four and six members (Andriopoulos & Dawson 2009).

The guidelines for managing cross-functional creative teams are based on the premise that shared understanding, empowerment and ownership over the goals; taking advantage of unique talents; accountability; ready access to information and the authority to make decisions; training in interpersonal skills, teamwork and process management; clear expectations and responsibility to the team, emphasis on the larger organization over the business function; and team members should be encouraged to step up beyond their roles. These are basic self-leadership and creative team guidelines in developing an innovative culture.

It follows that teams need to have creative talent factors in order to achieve innovative outcomes. Factors that have been linked to creative thinking for teams include cognitive style and ability, relevant knowledge, personality traits, motivation, a questioning nature and critical thinking, a safe environment for learning and experimentation, where new team members are exposed to a variety of creative individuals and leaders (Hardy 2011; Andriopoulos & Dawson 2009; Dyer et al. 2001).
Organizational Culture

Organizational culture develops subject to the organizational structure and business strategy and is key to the success of implementing an open knowledge and change program, which has been sorely lacking at Hewlett Packard. However, tacit knowledge sharing, face to face and informal networks and also peer to peer learning seem to be anathema at Hewlett Packard who need to step up to a cultural state that will more readily accommodate open knowledge inspired change, creativity and innovation (Dalkir 2005). For Hewlett Packard culture change means … changing the corporate ethos, the images, and values that inform action” (Dalkir 2005).

This must be brought into the management process … involving social expectations and standards, the values and beliefs that people hold central and that bind organizations” (Dalkir 2005) unlike the dysfunctional culture at Hewlett Packard. Morgan (cited in Dalkir 2005) aptly describes culture as … an active living phenomenon through which people jointly create and recreate the worlds in which they live”. The medium of culture … is social interaction, the web of communications that constitute a community (Dalkir 2005) expressing a distinctive organizational culture having their own jargon and brand.

Open Knowledge

… Open knowledge is defined as what we know: knowledge involves the mental processes of comprehension, understanding and learning that go on in the mind and only in the mind … uttering messages of one kind or another - oral, written, graphic, gestural or even through body language” (Wilson 2002). Open knowledge operates on the premise that a business model should follow steps in creating a dynamic knowledge sharing culture … mental imagery and symbols, stories and the theatrical embed the individual to the organization … a more artistic licence is undertaken in corporate re-engineering. Open knowledge is set up as innovation modelling which primarily concerns itself with eliciting tacit knowledge through positivity programs such as developing positive emotions and psychological capital. This is a more esoteric view of Knowledge and Change Management highlighting change, creativity and innovation as part of organizational re-engineering achieving elevated states of positivity.

Carol Kinsey (cited in Babcock 2004) stresses … knowledge management is change management, and, if you don’t understand people's perspective, all the strategy and technology in the world means very little.” Rather than navigating a perfect conclusion, knowledge is incessantly reprocessed [Figure 1: “A Dynamic Model for Open Knowledge Inspired Change”]. Open knowledge prospects the future as complex adaptable systems … the more general name for the field is complexity theory [within which ‘chaos’ is a particular mode of behaviour],” (Rosenhead 1998) and within which irregularity may occur … co-evolving,” … self-organizing behavior in adaptation to change by applying concepts of [social] organization theory and [social] organizational behavior … knowledge has emerged as the creator of wealth in today’s global economy: knowledge applied to work is productivity; knowledge applied to knowledge is innovation … accumulating knowledge is applied to the marketplace by some self-
organizing, entrepreneurial companies in the process of adaptation to change” (Drucker 1994 & 2005; Coleman Jr 1999).

Organizational open knowledge has become a management tool for change, creativity and innovation especially given the commercial context of fierce global competition, shorter product life cycles and more demanding customers. Increasingly, long-term commercial success is based on an ability to manage change, to nurture creativity and to promote innovation” (Andriopoulos & Dawson 2009). The pace of global, economic, and technological development makes change and open knowledge an inevitable feature of organizational life with Hewlett Packard slow on the uptake to changing customer trends. Open knowledge inspired innovation and creativity is the key factor to competitive advantage of organizations (Gumusluoglu & Ilsev 2009). Unlike the disparate Hewlett Packard innovative organizations respond to open knowledge where global competition is the motivating force exerting creativity to improve the quality of their products and increase efficiency and effectiveness (Andriopoulos & Lowe 2000).

Hewlett Packard has access to a pool of talented employees. The challenge for Hewlett Packard is to create ways to tap into their knowledge pool and introduce the benefit of unstructured new generation thinking with the expertise of the company’s long-term employees. As previously stated, for Hewlett Packard longevity postures a challenge to combine the fresh, unstructured thinking of young people with the deep expertise of older staff (Hardy 2011) and promoting open knowledge as the agent for change, creativity and innovation.

People often confuse the concepts of data, information and open knowledge and this is peculiar to Hewlett Packard. The majority of organizations are not adept at eliciting tacit knowledge, which leads to open knowledge. Open knowledge is also referred to as a continuum composition defined as the means to eliciting tacit knowledge, and through improvisation its conversion to codified explicit knowledge [data and information] is incessantly observed and re-examined, creating new knowledge, sharing, and reprocessing back to tacit knowledge again seeking renovated knowledge (Nonaka & Toyama 2007). The Japanese see knowledge as tacit, and highly personal, something not easily visible … deeply rooted in an individual’s action and experience, as well as the ideals, values, or emotions he or she embraces” (Nonaka & Takeuchi 1995).

Tacit knowledge involves human processes such as creativity, conservation, judgement, and teaching and learning, which is founded on … emotional knowledge and care in the organization, one that highlights how people treat each other, and encourages creativity and even playfulness” (Ichijō & Nonaka 2007). Nonaka and Toyama (2007) consider subjective tacit knowledge held in an individual’s mind is externalized or converted into objective, explicit knowledge incessantly observed and synthesized as new knowledge creation, viewed as the social process of validating truth (Nonaka, Nonaka & Takeuchi cited in Nonaka & Toyama 2007). There is no entirely explicit knowledge in so far as the landscape of tacit knowledge received from explicit causes.
Following is a model for cyclic open knowledge, which describes the changing interspersions of knowledge, creating a social cohesive playfield for change, creativity and innovation. Figure 1: “A Dynamic Model for Open Knowledge Inspired Change” describes the nature of open knowledge in action and in the contemplative integrates reflective experience, and tacit knowledge over time, brokering cognitive schemas, character and perception, and enabling the wise object of explicit knowledge, engendering new knowledge creation, sighted through value framing, and sharing knowledge episodically and dynamically in synthesis and judgment as a holistic membership, rather than separately, sequentially or reactively (Gibson 2008; Gosling & Mintzberg cited in Gibson 2008). Hewlett Packard would be wise to implore positive change resulting from the simulation of open knowledge developing the social cohesion required to inspire change, creativity and innovation.

Figure 1: “A Dynamic Model for Open Knowledge Inspired Change” [Appendix].
Deliverables

Hewlett Packard’s business strategy is devoid of eliciting tacit knowledge, and lacking autonomy, whilst resistant to change. What is required are creative teams of self-leaders. To encourage self-leadership [Appendix], management at Hewlett Packard should enact systemic strategies as outlined by Andriopoulos and Dawson (2009) and paraphrased below. These imperatives will go a long way to eliciting tacit knowledge and diffusing change resistance facilitating the … capturing of good ideas; keeping ideas alive; imagining new uses for old ideas; putting promising concepts to the test” (Andriopoulos and Dawson 2009).

- Hire individuals who are able to generate alternatives and engage in divergent thinking;
- Encourage employees to try new things;
- Set some creativity goals that are related to creative outcomes;
- Allow their employees to initiate their own projects;
- Hire individuals who are more predisposed to be creative;
- Allow their employees discretion and autonomy in structuring their job activities;
- Encourage their employees to take risks;
- Celebrate ‘small wins’;
- Provide different opportunities for ongoing learning;
- Maintain a portfolio of projects that require a different mix of skills and diverse viewpoints;
- Establish and manage effective mentoring relationships with all employees so that the growth of necessary skills is encouraged;
- Provide a mix of rewards that focus both on intrinsic (greater autonomy) and extrinsic motives (pay increases and bonuses);
- Offer jobs that are complex, demanding and of interest to employees. These types of jobs allow employees to experiment, to take risks and act creatively; and
- Periodically review employees’ job activities and interests so that they are made aware of different fields of interest.

Augmenting the above deliverables John Webb (2013) suggests the following imperatives; that the paper inferences, and which delivers intrapreneurial culture driving innovation, competitive advantage and customer experience. These deliverables are considered imperative to change, creativity and innovation:

- Look out for intrapreneurs who already exist in the organization;
- Be transparent;
- Be inclusive;
- Give people ownership;
- Make risk-taking and failure acceptable;
• Create a Learning Culture;
• Train employees on creating and selling innovation;
• Support people with ideas;
• Offer room to play around away from their workplace;
• Create a safe place for innovation;
• Celebrate and reward intrapreneurial behaviour;
• Encourage cross-discipline projects and collaboration;
• Encourage networking and knowledge sharing;
• Focus on how to better serve customers;
• Be sensitive to external changes;
• Shorten the ‘Yes Chain’ by navigating ideas; and
• Create and allocate a funding pot for intrapreneurial initiatives.

Conclusion

Resiliency and renewal; organizational structure and business strategy; innovative skill sets; leadership and self-leadership; creative teams; organizational culture; open knowledge and deliverables explored in this paper are the qualitative mechanisms of harnessing what people tacitly know, and how they objectively express it (Nonaka & Toyama 2007). The capturing of knowledge and constant procurement of creative innovation where the social organization is cohesive, (Bradley & McDonald 2011a&b) operates as a prospecting anticipation machine making future its aspiration, rather than just a machine for information processing (Choo 2003) and lacklustre innovation.

For Hewlett Packard the time is ripe for the taking into a world where every member imbues with innovative skill sets as the doctrine for success. What is required is making innovation a competence overarching all business functions in the immediate term delivering an innovative culture, or languish as a second rate performer. The challenge is with Hewlett Packard: engage in disruptive change revaluing and re-engineering the organizational structure, (Christensen & Overdorf 2000) innovate and once again reach greatness.
References

Andriopoulos, C & Dawson, P 2009, Managing change, creativity and innovation, Sage, London.


Bradley, AJ & McDonald, MP 2011a, ‘All organizations are social, but few are social organizations’, Harvard Business Review, 3 October.


Dalkir, K 2005, Knowledge management in theory and practice, Burlington.


Nguyen, G Technology Era 90's-95, viewed 29 December 2012 <http://www.timetoast.com/timelines/technology-era-90s-95s>


Quinn, R, Faerman, S, Thompson, M, McGrath, M & St Clair, L 2011, Becoming a master manager, 5th edn, John Wiley & Sons, Hoboken NJ.


Appendix – Open Knowledge Action Plan

Routine mantra repetitive reflective practice and rehearsal leading to patterns of habitual thinking and behavior, and the development of leadership qualities, which facilitate open knowledge self-leadership, the creative formulation of innovation and the reciprocal flow of knowledge acquisition.

<table>
<thead>
<tr>
<th>Strategies</th>
<th>Knowledge Traits</th>
<th>Value Framing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Constructive Thought: Visualizing successful performance</td>
<td>Knowledge requires a sound awareness of self and others: The elicitations, which help facilitate structural thinking where ambiguity and uncertainty may be prevalent.</td>
<td>Control [internally directed] and structure are required to make sense of the chaotic state walking the colonnade contemplative cloister and reflection over time and encouraging self-dialogue to elicit tacit knowledge and map the possibilities, deliberate, ordering, weighing options, decide, and act judicially in making the right choice as an integration of the playfield and social process of knowledge rehearsal validating truth. Examine integrity gaps and try to close them in uncluttered mind facilitate the elicitation of tacit knowledge and evaluate your ideals, values, beliefs and assumptions as an integration of the playfield and social process of knowledge rehearsal validating truth. Collaborate [other-focused] and human resource through the complex web of cognitive schemas and engage superiors, peers and constituents to comfortably and confidently and dynamically elicit tacit knowledge without being negatively affected by overzealousness and negativity on the part of others or even yourself. See others as people with legitimate needs, feelings, and wants and seek positive influence and information formally, or informally over coffee, lunch or dinner, by phone or email or create a casual office or other environment for the explication of knowledge inspiring envisioning and circumspection of knowledge rehearsal validating truth. Canvas untarnished character and through the development of political coalitions mentally challenge and subsume potential impacts, positive or negative, of internal and external political influences and the competitive nature and needs of stakeholders in order to freely explicit knowledge and comfortably evaluate yours and others’ ideals, values, beliefs and assumptions as an integration of the playfield and social process of knowledge rehearsal validating truth.</td>
</tr>
<tr>
<td>Self-dialogue</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Evaluating values, beliefs and assumptions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Behavior Focused: Self-goal setting</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- I will use my imagination to picture myself performing well on important tasks.
- I will visualize myself successfully performing a task before I do it.
- I will picture in my mind a successful performance before I actually do a task.
- I will purposefully visualize myself overcoming the challenges I face.
- I will mentally rehearse the way I plan to deal with a challenge before I actually face the challenge.
- I will talk to myself (out loud or in my head) to help me deal with difficult problems I face.
- I will talk to myself (out loud or in my head) to work through difficult situations.
- When I’m in difficult situations I will talk to myself (out loud or in my head) to help me get through it.
- I will think about my own values, beliefs and assumptions whenever I encounter a difficult situation.
- I will mentally evaluate the accuracy of my own beliefs about situations I am having problems with.
- I will openly articulate and evaluate my own assumptions when I have a disagreement with someone else.
- I will think about and evaluate the values, beliefs and assumptions I hold.
- I will picture in my mind a successful performance before I actually do a task.
- I will visualize myself successfully performing a task before I do it.
- I will mentally evaluate the accuracy of my own beliefs about situations I am having problems with.
- I will openly articulate and evaluate my own assumptions when I have a disagreement with someone else.
- I will think about and evaluate the values, beliefs and assumptions I hold.

Knowledge requires a sound awareness of self and others: The elicitations, which help facilitate structural thinking where ambiguity and uncertainty may be prevalent.

- Escape the chaotic state by walking the colonnade contemplative cloister in order to reflect through past experiences so as to elicit tacit knowledge utilizing self-dialogue for motivation and clarifying and evaluating ideals, values, beliefs and assumptions.
- Systems’ thinking allows one to see the longer-term patterns of knowledge that lie behind the events and from understanding the causes of those patterns.
- Paradoxical knowledge allows one to engage in contradiction, making the impossible possible. One must be willing to move outside their current level of thinking and attempt to see things from a new perspective, sometimes requiring knowledge conflict to reduce conflict.
- Cognitive schemas of positive emotion, satisfaction and self-efficacy are called for in order to elicit tacit knowledge and overcome challenges by commissioning character to improvise explicit knowledge and perception to clarify knowledge creation.
- Create the psychological states or conditions necessary for lift, by engaging in positive behaviors and outcomes [learned optimism, optimal experiences, and authentic lessons] and identifying their knowledgeable causes.
- Purposefully engage in heightened awareness and use of social intelligence in evaluating how others respond to your knowledge patterns and theirs to yours by picking up on their emotions and non-verbal cues.
- Positive influence is required as it invites your highest personal and social values that meet the needs of people involved in ways that increasingly reflect theirs and your ability to adapt to changing circumstances.

Control [internally directed] and structure are required to make sense of the chaotic state walking the colonnade contemplative cloister and reflection over time and encouraging self-dialogue to elicit tacit knowledge and map the possibilities, deliberate, ordering, weighing options, decide, and act judicially in making the right choice as an integration of the playfield and social process of knowledge rehearsal validating truth. Examine integrity gaps and try to close them in uncluttered mind facilitate the elicitation of tacit knowledge and evaluate your ideals, values, beliefs and assumptions as an integration of the playfield and social process of knowledge rehearsal validating truth.

Collaborate [other-focused] and human resource through the complex web of cognitive schemas and engage superiors, peers and constituents to comfortably and confidently and dynamically elicit tacit knowledge without being negatively affected by overzealousness and negativity on the part of others or even yourself. See others as people with legitimate needs, feelings, and wants and seek positive influence and information formally, or informally over coffee, lunch or dinner, by phone or email or create a casual office or other environment for the explication of knowledge inspiring envisioning and circumspection of knowledge rehearsal validating truth.

Canvas untarnished character and through the development of political coalitions mentally challenge and subsume potential impacts, positive or negative, of internal and external political influences and the competitive nature and needs of stakeholders in order to freely explicit knowledge and comfortably evaluate yours and others’ ideals, values, beliefs and assumptions as an integration of the playfield and social process of knowledge rehearsal validating truth.
- I will establish specific goals for my own performance.
- I will consciously have goals in mind for my work efforts.
- I will work toward specific goals I have set for myself.
- I will think about the goals that I intend to achieve in the future.
- I will write specific goals for my own performance.

**Self-reward**

- When I do an assignment especially well, I will treat myself to something or activity I especially enjoy.
- When I do something well, I will reward myself with a special event such as a good dinner, movie, shopping trip, etc.
- When I have successfully completed a task, I will reward myself with something I like.

**Self-correction**

- I will get down on myself in my mind when I have performed poorly.
- I will be tough on myself in my thinking when I have not done well on a task.
- I will freely feel guilt when I perform a task poorly.
- I will openly express displeasure with myself when I have not done well.

**Self-observation**

- I will make a point to keep track of how well I’m doing at work.
- I will be aware of how well I’m doing as I perform an activity.
- I will pay attention to how well I’m doing in my work.
- I will track my progress on projects I’m working on.

**Self-cueing**

- I will continually remind myself of what I need to accomplish.
- I will use concrete reminders to help me focus on things I need to accomplish.

---

Cultivate malleable traits and be anxious to learn in terms of what knowledge and your ideals, values, beliefs and assumptions actually mean as an integration of the playfield and social process of knowledge rehearsal validating truth. Consider multi-framing in terms of knowledge sharing cultivating membership and what true knowledge and your ideals, values, beliefs and assumptions actually mean as an integration of the playfield and social process of knowledge rehearsal validating truth.

**Evaluation:**

In the creation and sharing of knowledge, reflection, improvisation, capturing and reprocessing, repetitive rehearsal techniques and mentoring will:

- Show furthering practical wisdom.
- Show a tendency to be authoritative, democratic, affiliative, pacesetter and vicarious, and to share in the same ideals, values and aspirations as others.
- Show increase in mental performance, autonomy, satisfaction, creativity and innovation and intrinsic and extrinsic motivation.
- Show increase feelings of competence and self-determination.
- Show decreased negative affect or nervousness.
- Show increase in the psychological capital of optimism, hope, confidence and resiliency.

**Application:**

An honest personal evaluation of the above will be undertaken regularly.

- I will seek mentoring and coaching relationships with superiors and peers that will lead to feedback on the above, not withstanding friends and relatives.
- I will purposefully engage in heightened awareness and use of social intelligence in evaluating how others respond to my positive
**Natural Rewards**

- I will focus my thinking on the pleasant rather than the unpleasant aspects of my job activities.
- I will surround myself with objects and people that bring out my desirable behaviors.
- I will do my work in ways that I enjoy rather than just trying to get it over with.
- I will seek out activities in my work that I enjoy doing.
- I will find my own favorite ways to get things done.