



Organization Development and Change

R. Wayne Boss, Editor

Summer 2004

Published by the ODC Division

ODC DIVISION PROGRAM NEWS

George Roth
2004 Program Chair
Massachusetts Institute of Technology

This year we received 133 submissions — 105 papers and 28 symposia. This level of activity is a significant increase over last year’s 105 submissions. The resulting ODC program includes 17 symposia and 69 paper sessions. The process of submissions, reviews and feedback on reviews, I hope, has given everyone that wanted to be active in the division a chance to really participate. Your involvement is what makes this upcoming conference so great!

Here is a sampling of the ODC program for this year’s conference with the theme of *Creating Actionable Knowledge* in New Orleans:

- The two All Academy and six Showcase symposia:
Uncomfortable Questions for Comfortable Researchers: A Forum on Challenges Facing Change Research (All Academy)
Actioning Corporate Sustainability: Implications for Change and Leadership (All Academy)
Actionable Knowledge as the Power to Narrate (Showcase)
Action Learning Embedded in Corporate Contexts (Showcase)
Is Design Science Better at Creating Actionable Research and Knowledge than Action Research is? (Showcase)
Contributions to Actionable Knowledge: The Legacy of Tannenbaum, Jaques, Schutz and Merton (Showcase)
Philosophical Foundations of Knowledge Management – How Is Knowledge Management Possible? (Showcase)
Leadership with Inner Meaning: Indications and Models from the Western Spiritual Traditions (Showcase)

(See Roth, page 2)

THE STATE OF THE ORGANIZATION DEVELOPMENT AND CHANGE DIVISION

Gretchen M. Spreitzer
Division Chair
University of Michigan

Some Background

Picture this. I am at the ODC Business Meeting at the Denver Academy meeting in August 2002. I was just gearing up to be the Program Chair for the ODC Division for 2003 and thinking “How am I ever going to manage this important but extremely time-consuming role on the ODC Board?” I was rationalizing to myself how it would only be for one year and then life would return to normal again. I was feeling badly for Chris Worley, who was just finishing his role as program chair and was immediately being tasked with the dreaded five year Division Review. Just then, Chris (See Spreitzer, page 5)

Table of Contents

George Roth, ODC Division Program News	1
Gretchen M. Spreitzer, The State of the Organization Development and Change Division	1
ODC Division Executive Committee 2003-2004	2
Christopher G. Worley, OMT/ODC/MOC Doctoral Student Consortium	6
Call for Papers	7
Ram Tenkasi, The ODC Professional Development Workshops (PDW) Program in New Orleans	7
Raymond Saner, Glenn Varney, & Arthur Darrow, The PDW on an Endowment: A Call for Support	10
Hilary Bradbury, ODC Contribution to the Movement Toward Sustainability	10
Raymond Saner, ODC is Dead, Long Live OSD! Irreverent Thoughts of a Former ODC Executive Board Member	12
Randal Ford, Erik Monsen, and Alan Boss, Publications by ODC Division Members 2000-2003	16
Feedback to the Editor	38

ODC DIVISION EXECUTIVE COMMITTEE 2003-2004

Gretchen Spreitzer, Division Chairperson
University of Michigan
Phone: 734/936-2835 Fax: 734/936-0282
Email: spreitze@umich.edu

Christopher G Worley, Past Division Chairperson
Pepperdine University
Phone: 949/488-7978 Fax: 949/488-0157
Email: chris.worley@pepperdine.edu

George Roth, Program Chairperson
MIT
Phone: 617/253-8407 Fax: 617/252-1425
Email: groth@mit.edu

Ram Tenkasi, Pre-Conference Chair and Program Chair Elect
Benedictine University
Phone: 630/829-6212
Email: tenkasi@email.msn.com

Michael Manning, Division Representative
New Mexico State University
Phone: 505/646-2532
Email: mmanning@nmsu.edu

Hillary Bradbury, Representative-at-Large (3-year term)
Case Western Reserve University
Phone: 216/368-0700 Fax: 216/368-4785
Email: hxb22@weatherhead.cwru.edu

Julie Wolfram-Cox, Representative-at-Large (2-year term)
RMIT University
Phone: 817/531-4835
Email: julie.wolfram-cox@rmit.edu.au

Raymond Saner, International Representative-at-Large (2-year term)
Centre for Socio-Eco-Nomic Development (CSEND)
Phone: +41-22-906-1720 Fax: +41-22-738-1737
Email: saneryiu@csend.org

Linda D. Sharkey, Executive Scholar-Practitioner
VP Organization Development and Staffing
GE Commercial Finance, CEF
Phone: 203/796-1091 Fax: 203/796-1318
Email: Linda.Sharkey@ge.com

Eric A. Goodman, Web Page Master
Colorado Technical University
Phone: 719/590-6772 Fax: 719/598-3740
Email: egoodman@coloradotech.edu

George Hay, Student Representative
Benedictine University/McDonald's Corp.
Email: george.hay@mcd.com

Gavin Schwarz, Special Projects
University of New South Wales
Phone: +61 2 9385 278
Email: g.schwarz@unsw.edu.au

R. Wayne Boss, Newsletter Editor
University of Colorado at Boulder
Phone: 303/492-8488 Fax: 303/494-1771
Email: wayne.boss@colorado.edu

(From Roth, page 1)

- There will be nine other symposia sponsored by ODC and/or other divisions.
- The paper sessions include presentations in four different formats: regular paper, interactive presentation, shared interest track and visual sessions.
- ODC will have 35 papers in eight paper sessions, 12 papers in shared interest track sessions (these sessions encourage cooperation across divisions based on papers with common topics), 12 papers in interactive presentation sessions (these papers are posted in advance for people to read, allowing time to digest more “data intensive” materials), and 10 papers in visual sessions (presenting concepts to smaller audiences in a more informal fashion).

The ODC Theme session for the conference is Development and Change across Enterprises. Professors Pettigrew, Greenwood and Chisholm will be presenting the theories and methods that they have used to extend development and change across organizations. Professor Cummings, an ODC member, former Division Chair, and current AOM Program Chair, will be the discussant. Many of the challenges that face organizations, their development and their abilities to change go beyond the single organization and have to do with the enterprises, industries and society within which organizations operate. These “enterprise” factors have to do with relationships and capabilities that cross organizations. This year’s theme session examines the implications of research and practice expanding beyond the boundaries of an organization.

Most of our sessions are scheduled to take place in the Sheraton Hotel (one of the two main conference hotels). Here are some special division sessions to mark on your calendars (since these are unconfirmed, please check the final AOM program for time and location):

- ✓ ODC Welcome and Continental Breakfast: Monday, August 9 at 8:15 AM in Napoleon A2
- ✓ ODC Theme Session: Development and Change across Enterprises: Monday, 8:40 am in Napoleon A2 (listed as continuation of “Welcome” in program)
- ✓ ODC Distinguished Speakers: Richard Woodman, Texas A&M University and William Pasmore, MercerDelta Consulting. Dick and

Bill have contributed to our field in many ways, including their editing of 14 volumes of Research in Organizational Change and Development. Their talk is titled “Research in Organizational Change and Development in Perspective: Learning from our Colleagues.” Tuesday, August 10 at 4:10 p.m. in Napoleon A2

- ✓ ODC Business Meeting and Awards Ceremony: Tuesday, 5:30 p.m. in Napoleon A2
- ✓ ODC Social Hour: Tuesday, 6:30 p.m. - 9:00 p.m. in Sheraton Hotel (probably in Borgne).

At our ODC Business Meeting we will be honoring our award winners and recognizing our outstanding reviewers.

This year’s ODC Award Winners are:

Best Overall Paper: “How do social accounts and participation during change affect organizational learning,” by Rune Lines, Department of Strategy and Management, Norwegian School of Economics and Business Administration.

Best Practice Paper: “Employee Readiness for Change: Utilizing the Theory of Planned Behavior to Inform Change Management” by Nerina L Jimmieson, Katherine M. White and Megan Peach, all from the School of Psychology, The University of Queensland.

Best Action Research Paper: “Organizational Discourse as Situated Symbolic Action: Application Through an OD Intervention,” by Loizos Heracleous, National University of Singapore and Robert J. Marshak, American University.

Best Interactive Paper: “Building an Internal Mediation System: An Action Research Case” by Ann W. Martin, New York State School of Industrial and Labor Relations, Cornell University.

Best Visual Paper: “Team Member Proximity and Teamwork in Innovative Projects” by Martin Hoegl and Luigi Proserpio, both from Institute of Organization and Information Systems, Bocconi University.

Best Student Paper: “Making Sense of Radical Organizational Change,” by Ken Ogata, University of Alberta.

The ODC division thanks the Journal of Change

Management, OD Journal and Action Research Journal and their editors for their contributions and support to the Best Paper, Best Practice Paper, and Best Action Research Paper awards.

A Great Big Thank You!

I thank Henrik Bresmann, a PhD student at MIT Sloan, who helped me with receiving reviews, sending reviews out to submitters and tabulating reviewer evaluations and Scott Boss, a PhD student from the University of Pittsburgh, who set up an MS Access database for me to manage reviews. I would also like to thank the ODC executive board for their help in selecting our best papers. My ODC board colleagues Gretchen Sprietzer, Chris Worley and Ram Tenkasi have also helped me enormously in our regular talks with their calming and sage advice.

I thank everyone who helped in the development of the program – submitters and reviewers alike. One of my goals in this year’s program was greater involvement and engagement. I noticed in checking on people’s availability as reviewers back in December that people wrote back to say that they had been asked in the past but then not given papers to review. That did not, or should not have, happened this year. Everyone that signed up as a reviewer should have gotten three papers to review. The result was more reviewers involved and more reviews to submitters. I hope you all appreciated it!

What made the arduous and detailed process of sending out submissions, getting reviews and making decisions tolerable was the positive responses to my requests, your help, your participation, and the quality of your efforts. Thank you to the 153 reviewers, and special thanks to those of you who have also volunteered to be session chairs and discussants. Your efforts are what make all that happens at the Academy of Management truly outstanding! Thank you all very much.

The ODC Division thanks its 153 reviewers along with other special friends: Akinyinka Akinyele, Benedictine U.; Kim Appleberg, McDonald’s; Marianne Araujo, Benedictine U.; Terry Armstrong, Georgetown U.; Keith Bahde, Benedictine U.; Keith Baker, Benedictine U.; Jean Bartunek, Boston College; Jeff Bauer, U. of Cincinnati; Cindy Bean, U. of South Florida; J.J. Berends, Technische U. Eindhoven; Cecile G. Betit, Independent Researcher; Purnima Bhaskar-Shrinivas, Pennsylvania State U.; Michelle Biro, Whirlpool; Sharon Borowicz ; Wayne Boss, U. of Colorado at

Boulder; Jennifer P. Bott, U. of Akron; Hilary Bradbury, Case Western Reserve U.; Henrik Bresman, Massachusetts Institute of Technology; David Bright, Case Western Reserve U.; Melanie Bryant, Monash U.; Kathleen Buchman, Wheaton Franciscan Svs., Inc.; Tony F. Buono, Bentley College; C. Shawn Burke, Institute for Simulation & Training; Gervase Bushe, Simon Fraser U.; Miguel Caldas, EAESP/FGV; Marilyn Carter, Benedictine U.; Ron Cheek, U. of Louisiana Lafayette; Rupert Chisholm, Pennsylvania State U.; Kerry Christianson, Benedictine U.; David Coghlan, U. of Dublin; Rosa Colon-Medina, Benedictine U.; Bill Cooke, U. of Manchester; Miles K. Davis, Shenandoah U.; Don W. de Guerre, Concordia U.; Eric B. Dent, U. of North Carolina; Anthony DiBella, Organization Transition, Inc.; Marie DiVirgilio, Allstate; Ross Donahue, Monash U.; John Dopp, San Francisco State U.; Evelyn Drapecky, U. of California Los Angeles; Patricia Duffy Atkin, U. of Calgary; Olav Eikeland, Work Research Institute; Marianne Ekman Philips, National Institute for Working Life; Jennifer Evans, Dublin City U.; Mary Ferdig, Benedictine U.; Mary Fewel Tulin, Independent Consultant; Ann Feyerherm, Pepperdine U.; Sylvia Flatt, U. of San Francisco; Gordon Forward, Point Loma U.; Susan Fox-Wolfgramm, San Francisco State U.; Suzanne Geigle, Pricewaterhouse Coopers; Robert T. Golembiewski, U. of Georgia; Eric Goodman, Colorado Technical U.; Robert Gordon, U. of Phoenix; Kathy Gurley, Fayetteville State U.; Bruce Hanson, Colorado Technical U.; George Hay, Benedictine U.; Mary Ann Hazen, U. of Detroit Mercy; Tom Head, Roosevelt U.; Amy B. Hietapelto, Michigan Technological U.; Daniel T. Holt, Air Force Institute of Technology; J. Duane Hoover, Texas Tech U.; Andrea Hornett, Penn State U.; David Jamieson, Pepperdine U.; Karen Jansen, Penn State U.; Knut Ivar Karevold, In3; Elizabeth Kelly, U. of Western Ontario; Christie J. Kennedy, Benedictine U.; Rick Kettner-Polley, Colorado Technical U.; Bill Kohley Benedictine U.; Constantine Kontoghiorghes U. of Toronto; Mary Lou Kotecki, Benedictine U.; Katherine Lawrence, U. of Michigan; Bill Leban, DeVry U.; Anat Lechner, DeVry Institute; Tony LeTrent-Jones, NO AFIL; Benyamin B. Lichtenstein, Syracuse U.; Jim Ludema, Benedictine U.; Nancy Lynch, Benedictine U.; Sean Lyons, Cornell U.; Barry Macy, Texas Tech U.; Michael Manning, New Mexico State U.; William F. Martin, DePaul U.; Judy Matthews, Australian

National U.; Gerry M. McLaughlin, DePaul U.; Anne K. Meda, Benedictine U.; Janann J. Medeiros, U. de Brasilia; Christine Meyer, Norwegian School of Economics; Phil Mirvis; Mike Moch, Michigan State U.; Erik Monsen, Colorado U.; Ken Murrell, U. of West Florida; James Neblett, City U., Bratislava; Tjai M. Neilson, Case Western Reserve U.; Mitchell J. Neubert, Baylor U.; Dennis O'Connor, Le Moyne College; Phyllis Okrepkie, National American U.; Mark Picker, Benedictine U.; Thoralf U. Qvale, Work Research Institute; Richard Reeves-Ellington, U. of Bath; Sophie Romack, John Carroll U.; Greg Roper, Benedictine U.; Ken Rossi, Hawaii Pacific U.; George Roth, Massachusetts Institute of Technology; Jared Roth, Pepperdine U.; Raymond Saner, CSEND; Khaled Sartawi, Fort Valley State U.; Marshall Sashkin, George Washington U.; Nicholas J. Scalzo, George Washington U.; Mike Schraeder, Troy State U.; Gavin Schwarz, U. of New South Wales; Linda Schweitzer, The U. of Wollongong; Charlie Seashore, NTL Institute; Victor Settergren, California Polytechnic State U.; Rami Shani, California Polytechnic State U.; Charlotte Shelton, Rockhurst U.; Debora Sholl Humphreys, California Polytechnic State U.; Peter Sorensen, Jr., Benedictine U.; Dale Spartz, John C. Lincoln Health Network; Gretchen Spreitzer, U. of Michigan; Param Srikantia, Baldwin-Wallace College; Ervin Starr, Roberts Wesleyan College; Mike Stebbins, California Poly State U.; Bob P. Steel, U. of Michigan; Inger Stensaker, Norwegian School of Economics; Bengt Stymne, Stockholm School of Economics; Barry Sugarman, Society for Organizational Learning; Ranjini Swamy, U. of Akron; Leslie Szamosi, U. of Sheffield; Ram Tenkasi, Benedictine U.; Richard Thompson, Consulting Psychologists Press; Tengiz O. Ucok, Gazi U.; Andy Van de Ven, U. of Minnesota; Glenn H. Varney, Bowling Green State U.; Helen G. Vassallo, Worcester Polytechnic Institute; Frances A. Viggiani, Alfred U.; Gail Von Gonten, Benedictine U.; Ruth Wagner, American Management Systems; Consuelo Waight, U. of Houston; Nancy Waldeck, U. of Toledo; Marvin Washington, Benedictine U.; John Watson, Texas Tech U.; Ellen West, Portland State U.; Nancy Westrop, U. de Monterrey; Karen S. Whelan-Berry, Utah Valley State College; Julie Wolfram-Cox, RMIT U.; Kym Wong, Benedictine U.; Yim-Yu Wong, San Francisco State U.; Richard Woodman, Texas A & M U.; Chris Worley, Pepperdine U.; Therese Yaeger, Benedictine U.; Jisun Yu, U. of Minnesota; and Feirong Yuan, American U. in Cairo.

(From Spreitzer, page 1)

leaned over to tell me that he had just found out from a meeting that we were wrong about when the five year review was due and that, horror of horrors, it would come due in my year as Division Chair. After spending several meetings desperately trying to convince Chris that he must be mistaken, reality set in – I was the lucky Division Chair to manage the five year review of the division!

Let me give you a little bit of background on what the five year review entails. The Academy of Management bylaws specify that all of its professional divisions must be reviewed every five years. “The purpose of this review is twofold. First, the Board of Governors has a responsibility, as outlined in the bylaws, to ensure that the professional divisions are operating in compliance with the Professional Divisions Policy Statement and in the best interests of Academy members. Second, the review provides divisions with the opportunity to assess how well they are serving the needs of their members, and to identify areas in which improvement in member services may be desirable. This self-assessment provides valuable information about how effectively the division is operating from the members’ perspective” (From the Instructions for Division Review, September 2003).

In addition to documenting all of the division’s activities over the prior five years, the report also surveys the entire Division membership and includes a SWOT analysis to help shape future directions for the division. It is a major undertaking (just ask Ken Murrell and Karen Whelan-Berry who managed the previous five year report).

Now, almost 18 months later, I am happy to report to you that our five year report for 1999-2003 is now complete. Rather than being a horrible experience, I feel honored to have the opportunity to be the voice of the Division in this important endeavor. One of the most important reasons for the success of this five year report is Gavin Schwarz who was the Division’s Special Projects Coordinator for the five year review. He was a phenomenal resource and full of energy and great ideas throughout the process. We all owe Gavin a big thank you at the Academy meeting this year!

The State of the Division

The actual five year report is available for you to download on from the ODC website. In this newsletter, I just want to highlight for you some of the key findings

about the current state of our Division. In short, the ODC division is in very good shape!

First, we have grown in size. Membership figures show steady increases of new members over the past five years (285 new members bring our total membership to 2347 in 2003). We remain financially healthy. And paper and symposia submissions to the annual Academy meeting have seen an upward trajectory as well.

Second, our member is largely satisfied. 408 members responded to our survey this summer. Members view the division as being responsive, not appearing elitist, providing a more interesting program, and offering a valuable PDW program. And the results are generally more positive than the prior five year survey indicating a positive trajectory. There is a trend toward more interest in ODC research and less interest in teaching and learning, practitioner issues, social and public policy, and the development of OD scholars. Similarly, the members agree that the ODC division should be more active in shaping the Academy’s future, but less strongly than five years ago (possibly because two former division chairs, Jean Bartunek and Tom Cummings, have played key leadership roles in the Academy).

And third, we are engaged in a number of innovations. We developed a vision statement for the division. We have made some important changes in our governance structure. In 2004, we will add a new position to the executive board – that of an appointed secretary/treasurer for a five year term. The secretary role will help to create more of an organizational memory for the division (this will help immensely for the development of the next five year report). The treasurer role will ensure sound financial management of the division and the creation of best practices by having the same person in the position for five years (rather than the current system where a new Division Chair must learn the financial ropes each year). In addition, we also have changed the sequence of the Division’s Board’s roles so that they track more closely to the other Academy divisions. This will help build social capital as the board members can develop closer relationships with the officers of other Academy divisions.

Over the last five years, our division has developed and sponsored a relatively new doctoral consortium – focused on scholar-practitioners. This consortium has been very successful under the watchful mentoring of Peter Sorenson and other division members. With great help from our newsletter editor (Wayne Boss) and webmaster (Eric Goodman), we have also

transitioned to an electronic newsletter which is more timely and cost effective. During this five year time frame, our PDW program has exploded. It is viewed as highly innovative, and many people rave that they find it even more energizing than the traditional program. Please see the full report for a more complete picture of our innovations and core strengths as a division.

Future Directions

From the survey and SWOT analysis, we see a need to be more global, more environmentally conscious and more balanced between scholarly and practitioner issues. Our activities, reflective of that broadened scope, have been more diverse. We have sponsored more conferences beyond the Academy meeting, sponsored Ph.D. students to attend those conferences, and debated hosting our own international conference (Raymond Saner has been great in helping us think through our internationalization as our International representative – thank you Raymond).

As a result, our ODC board has had long discussions about the implications of these actions. Are we focused on the right set of activities? The survey results give us some direction. They suggest being more focused on research and less concerned about teaching, and conferences outside the annual meeting. We also believe there is more room for active involvement of the ODC membership beyond those on the executive board. The challenge is to find the right pathways to engage the wider membership.

To aid in this direction setting, our plan is to share the results of the survey with division members at our Business Meeting at the 2004 Academy. We will highlight key improvements over last five years and key areas where would like to improve in the next five years. As a Division, we can identify the one or two priority items we will focus on and outline the specific action steps the board will take to move the Division forward on these issues. We can use the survey in the next five year review as our assessment instrument to track our improvement on key measures. In the meantime, we can implement a mid-term evaluation on the subset of items that reflect the several key issues we identify as a board.

So let me end by offering this invitation to each of you: You are cordially invited and encouraged to join us in New Orleans to not only celebrate our five years of successes but also to take part in this direction-setting dialogue. I look forward to mapping our future together.

OMT/ODC/MOC DOCTORAL STUDENT CONSORTIUM

Christopher G. Worley
Past OD Division Chair
Pepperdine University

Nominations for the 2004 OMT/ODC/MOC Doctoral Consortium are now open, and we encourage doctoral candidates in the field of organization development and change to apply. This is the inaugural year of a new partnership between the our division and the Organization and Management Theory and Managerial and Organizational Cognition Divisions. We are excited about this new combination and the opportunities it provides our membership.

As part of the Professional Development Workshop (preconference) program at the 2004 Academy of Management Meetings, the consortium will take place from August 6-8, 2004. We are planning an interesting and energetic mix of presentations, discussions, and interactive sessions that are designed to provide a perspective on various aspects of launching one's academic career. Specific topics include: Developing a High-Impact Research Program, Getting Research Done, Serving Multiple Constituencies, and Managing Your Career.

Faculty organizers include: Violina Rindova, University of Maryland (OMT); Chris Worley, Pepperdine University (ODC); Stuart Bunderson, Washington University-St. Louis (MOC); and Matt Kraatz, U. of Illinois – Urbana-Champaign (OMT – co-organizer).

Our Faculty panelists include: Blake Ashforth, Arizona State U.; Jean Bartunek, Boston College; Mason Carpenter, U. of Wisconsin-Madison; Tina Dacin, Queen's University; Ann Feyerherm, Pepperdine U.; Kim Elsbach, UC-Davis; Theresa Lant, New York University; Luis Martins, Georgia Institute of Technology; Sue Mohrman, U. of Southern California; Tim Pollock, U. of Maryland; Kaye Schoonhoven, UC-Irvine; and Dick Woodman, Texas A&M.

The Academy of Management Vice-President and Program Chair Tom Cummings, U. of Southern California, will provide the consortium opening remarks.

We encourage schools to nominate students for the Consortium. To keep the faculty-participant ratio to an optimal size, the number of participants will be limited. This has been a very popular program, so apply early!

The deadline for receipt of nominations is June 7, 2004. To apply, interested students must be nominated by their

schools. No university can nominate more than two students (and each doctoral program is limited to one nomination). Universities with multiple departments seeking to send students need to coordinate their nominations. In making the decision to accept students, preference is given to those who have made the most progress toward completing their Ph.D. program. The Consortium is not open to those who have already completed their Ph.D., as it is designed for students. New faculty will find the Junior Faculty Workshop appropriate for their interests.

Applications should be sent by the department representative who nominates the student and should include in the body of the email the nominee's name, address, e-mail address, phone and fax numbers, and name of affiliated school and university and a statement by department certifying nominee's completion of doctoral coursework and comprehensive exams by August 1, 2004. Two attachments to the email are requested:

- (1) an attached letter from a faculty member providing a general appraisal of the nominee, including an assessment of his/her progress toward a dissertation defense, expected defense date, and subject of dissertation; and
- (2) a one-page bio summarizing the nominee's contact information, research and teaching interests, and publications. This one-page bio will be distributed among consortium participants.

Please send nominations and supporting materials by electronic mail by June 7, 2004 to chris.worley@pepperdine.edu.

CALL FOR PAPERS

The Organization Development Network invites students of organization development programs to submit papers for its third annual Student Paper and Presentation Program. The program theme is "The Role of Organization Development in Creating Sustainable Organizations." Three papers will be chosen for presentation at the Network's annual conference scheduled for 1-7 October, 2004 in San Juan, Puerto Rico. The finalists will work with a leading OD professional as they collaborate and present their ideas at a conference workshop. Presenters will be chosen based on the merit of their paper.

The deadline for submissions is June 14, 2004. For more information, contact PLYankus@odnetwork.org or visit www.odnetwork.org.

THE ODC PROFESSIONAL DEVELOPMENT WORKSHOPS (PDW) PROGRAM IN NEW ORLEANS

Ram Tenkasi
2004 PDW Chair
Benedictine University

We welcome our members to rich learnings, sharing, and community building. The Professional Development Program (PDW) as you know is intended as a series of pre-conference "working" sessions. They are different from the regular academy paper and symposia sessions in that they have a longer time frame and use a more interactive/participative format. The intent is to create a relaxed atmosphere that can get lost in the hustle and bustle of the main academy sessions. PDWs are intended as a space for participation, reflection, connections, and the co-creation of interesting and novel ideas. Participants usually interact freely with the PDW organizers as well as one another in knowledge and community building.

The ODC Division has a tradition of interesting and innovative PDW programs that has been further enhanced by the theme for the 2004 AOM conference. "Creating Actionable Knowledge" is at the very heart of what the ODC Division stands for and in our opinion has also stimulated a number of exciting PDW submissions to the Division. Sessions are aimed at research, teaching, practice and the "creating actionable knowledge" conference theme.

We have a total of 25 PDW offerings this year. There are 23 very innovative and interesting PDW programs offered in collaboration with 21 other divisions/interest groups of the academy. We are lead sponsors for 12 PDWs and co-sponsors for 11 others. Our 21 co-sponsors include: Organization and Management Theory (OMT), Management Education and Development (MED), Managerial Consulting (MC), Practice Theme Committee (PTC), Social Issues in Management (SIM), Managerial and Organizational Cognition (MOC), Research Methods (RM), Technology and Innovation Management (TIM), Health Care Management (HCM), Organizational Behavior (OB), Organizational Communication and Information Systems (OCIS), Entrepreneurship (ENT), International Management (IM), Teaching Theme Committee (TTC), Practitioner series (PS), Management History (MH), Business Policy and Strategy (BPS), Gender and Diversity in Organizations (GDO), Careers (CAR),

Critical Management Studies (CMS), and the New Doctoral Student Consortium (NDSC).

As in the past, we are also sponsoring independently the International Doctoral Student reception on Friday and the Doctoral Student Reception on Saturday that we welcome you to attend. These are excellent opportunities to meet fellow ODCers, board members, doctoral students and also welcome our international guests.

The PDW sessions commence Friday, August 6th at 1 p.m. and conclude Sunday, August 8th at noon. We have two all weekend sessions, the “OMT/ODC/MOC Doctoral Student Consortium” for advanced doctoral students at the dissertation writing stage, and “Playmakers” where participants will co-create and perform a play during the main program time as a highlight of The Fringe Café.

There are six other exciting sessions on Friday. “Actionable Knowledge through the Development of an Academic Coaching Course” will share experiences on how best to design a course that helps students acquire actionable knowledge; “Bridging The Knowing-Doing Gap” will explore fundamental reasons for the disconnection between organizational knowledge and action, and propose solutions; “Optimizing the Power of Action Learning” will focus on the core components and the steps necessary to introduce successful action learning in organizations; “International Business Consulting,” a popular workshop in its 9th year offering, is an interactive discussion with a panel of experts on issues surrounding international consulting; “Enabling Knowledge Continuity” addresses knowledge management strategies that help institutionalize learnings of the past and bridge them with the plans and processes for the future. “Interweaving 1st, 2nd, and 3rd-person research” will engage participants in multiple 1st, 2nd, and 3rd-person types of research. This session commences on Friday at 6 p.m. and regroups on Saturday morning to conclude at 1 p.m.

Saturday continues with more terrific sessions. The Executive Doctoral Colloquium for working professionals pursuing doctoral studies is an all day session, as is the “Academic-Practitioner Collaborative Action Research/Learning” series. “Five Approaches to Change” looks at five families of change paradigms. “Knowledge from Action” brings together several researchers who investigate the creation and use of knowledge at its points of enactment. Saturday afternoon sessions include: “Stakeholder Dialogue and Workplace

Spirituality,” which explores the linkages between reflective dialogue and spirituality in the work place; “Critical lenses on ODC” is a five-hour interactive and stimulating workshop involving multiple presenters who will examine organization development and change from a critical theory perspective and in the process question several fundamental assumptions of the field. “Qualitative methods for studying Organizational Change” and “Latent Growth Modeling” are two back-to-back workshops that will focus respectively on qualitative and quantitative methods for studying change.

Sunday, with another offering of dynamic workshops, concludes the PDW program. “RePOsitioning research using a Positive Organizational Scholarship Perspective” is intended to stimulate discussions around how the emerging perspective of Positive Organizational Scholarship (POS) can inform one’s research. “Publishing Collaborative Research” brings together as coaches, researchers experienced in both collaborating with practitioners, and in publishing, to help an audience eager to translate their findings from collaborative research to publications. “Foundation for the Development of ODC Competencies” will explore establishing a foundation to define guidelines for the teaching of ODC knowledge and skills and encourage their use. The OMT/OB/ODC/MOC Editors Panel is an interactive panel session with the editors of Organization Studies journals that include ASQ, AMJ, AMR, OS, SMJ, JMS and SO. “Facilitating Effective Change” distinguishes between the content and process aspects of change and offers a methodology to productively integrate them. “Finding the Appropriate Funding Source” will help identify appropriate target funders for proposed research and provide expert advice on preparing grant proposals. “Learning the Art and Craft of Reviewing” will provide an opportunity for doctoral students to meet with and learn from some of the best reviewers in the Academy and a panel of journal editors.

For more details on the ODC and other sessions including pre-registration details, see the Academy of Management program or visit the web site at <http://program.aonline.org/2004>. Remember to make your Academy travel plans soon. Consider coming early to partake in the pre-program PDWs, and join your colleagues at one of the ODC sessions or receptions!

Summary of ODC sponsored and co-sponsored PDWs

Notes – **bold** PDWs are those where ODC is lead sponsor

* indicates that pre-registration and/or nomination is required

FRIDAY, AUGUST 6 TH , PM	SATURDAY, AUGUST, 7 TH		SUNDAY, AUGUST, 8 TH , AM
	AM	PM	
Actionable knowledge through an academic coaching course <i>Deborah Butler & Mark Cannon</i>	Five approaches to Change <i>Hans Vermaak & Leon de Caluwe</i>	Stakeholder dialogue and workplace spirituality* <i>Robert Giacalone & Jerry Calton</i>	RePoSitioning research using positive organizational scholarship* <i>Jane Dutton & Mary Ann Glynn</i>
Bridging the Knowing-Doing Gap <i>William Malek</i>	Knowledge from Action <i>Richard Andrew Thorpe</i>	Critical Lenses on ODC <i>Julie Wolfram Cox</i>	Publishing Collaborative Research <i>Bengt Stymne & Niclas Adler</i>
Optimizing the power of action learning <i>Michael Marquardt</i>	Executive Doctoral Colloquium* <i>Margaret Gorman</i>		Foundation for the Development of ODC Competencies <i>Glenn Varney</i>
International Consulting <i>Peter Sorensen & Thomas Head</i>	Academic-Practitioner Collaborative Action Research/ Learning <i>Rupe Chisholm & Dan Twomey</i>		Facilitating Effective Change* <i>Olaf Rughase</i>
Enabling Knowledge Continuity <i>Mark Werwath</i>		Qualitative methods for studying organizational change* <i>Gordon Cheung</i>	OMT/OB/ODC/MOC Editors Panel <i>Marc Ventresca & Majken Schultz</i>
OMT/ODC/MOC Doctoral Student Consortium* <i>Violina Rindova, Chris Worley, & Stuart Bunderson</i>			
Playmakers: Creating and Performing Actionable Knowledge <i>Hans Hansen</i>			
Interweaving 1st, 2nd, and 3rd-person research* <i>William Torbert</i>		Latent Growth Modeling: Quantitative methods for studying change* <i>Gordon Cheung</i>	Finding the Appropriate Funding Source <i>Jane Banaszak-Holl</i>
International Student Reception		Doctoral Student Reception	Learning the Art and Craft of Reviewing* <i>Haze Nicole Schepmyer</i>

THE PDW ON AN ENDOWMENT: A CALL FOR SUPPORT

Raymond Saner
Center for Socio-Economic Development
Glenn Varney
Bowling Green State University
Arthur Darrow
Bowling Green State University

We would like to call to your attention a special Professional Development Workshop (PDW): Establishment of a Foundation (Endowment) for the Development of OD&C Competencies in Academic Programs, Sunday, August 8, 2004, 8:00 a.m.-Noon.

Please plan to attend a very important PDW to consider a proposal to establish a Foundation (Endowment) designed to provide OD&C programming assistance to academic institutions in the following ways:

- OD&C program development
- OD&C course development
- Design of delivery processes
- Design of and application of OD&C teaching methods and technologies
- Design and application of measurement methodologies
- Promotion of the application of entry-level competencies in order to assure employers and clients of quality performance by practitioners and academics in the field

Please join your OD&C academic colleagues in making this important decision.

ODC CONTRIBUTION TO THE MOVEMENT TOWARD SUSTAINABILITY

Hilary Bradbury
Representative-at-Large (3-year term)
Case Western Reserve

The Academy of Management theme this year, "Creating Actionable Knowledge," coincides with my transitioning off the executive board of Organization Development and Change. In 1998 the Academy

theme was "What Matters Most." The intersection of the two themes is on my mind as I respond to the invitation by the ODC board to write some parting words.

What matters to me is that business leaders are grappling with a broader, much more complex mandate than ever before. Concern for environmental impact, broader stakeholder satisfaction, and community investment are coming to be integrated with perennial concerns about profit. I see the trend toward this broader mandate, often referred to as a concern for sustainability, among diverse companies such as Alcoa, BP, Citigroup, Dow chemical, HP, GE, IKEA, Shell, Unilever, to name but a few. I see it also in local companies with whom I work. Naturally, some are seeking ways to avoid real change, by "greenwashing" or otherwise buffering their business from external pressures with symbolic gestures. Yet others are finding opportunities to create new institutional forms that reflect deeply held values while simultaneously serving their shareholders. For those companies seeking to do the right thing, however, there are many obstacles, not least of which is how to integrate the concern with sustainability through the company and among the employees. I wonder how ODC members might apply our scholarship, research efforts, facilitation and design skills to develop better research and practice in support of the movement toward sustainability?

Citigroup: An Illustrative Case

Recently I heard Todd Thompson, CFO of Citigroup, give a keynote address about how his company has begun to grapple with sustainability issues. Citigroup is the second most profitable company in the world. He reported support for sustainability at the most senior executive level. He indicated efforts to integrate sustainability principles into current business practices.

Other than being one of its myriad credit card users, I have no connection to Citigroup. My interest in their success with sustainability is similar to my interest in the success of the many other companies I see on this path toward "doing the right thing." We know from early reports that employees are fired up about this new way of doing business. In my own research inside "sustainability-tending" companies, I find many employees feel proud of their work, often for the first times in their lives. However I also find that such companies put most attention on figuring out the

technical requirements of the sustainability mandate – at least until they run into so-called “people issues.” I wonder how we can lend insights from ODC to such well intentioned companies.

An Invitation to Join up Our Thinking

Three trends in ODC scholarship allow me to think that scholars (reading this!) might join up with those already concerned with issues of sustainability. Perhaps together we might offer something to help move forward our thinking and practices about how change happens in complex human systems moving toward sustainability.

First, since the '90s more people from more organizations are gathering inside and across organizations in networks, partnerships and joint ventures (Crossan & Guatto, 1996). Thinking of sustainability through a collaborative learning lens suggests a learning imperative that may allow us remain adaptive and innovative in increasingly turbulent environments. Learning efforts can benefit from the skills of ODC members who can design for cycles of reflection and action with the attendant need for dialogue and collaboration.

Second, developments in the field of ODC have been bringing attention to how we grow change rather than execute change in a more mechanistic way. For example, Weick has rendered useful Heidegger's idea of “thrownness” for scholars of change (in Boland and Callopy, 2004). The concept helps remind us that we find ourselves always, already muddling around in human systems. We cannot so easily “freeze and unfreeze” these constantly living systems quite as much or as easily as we might pretend. As such we might help change agents think of finding opportunities for change within what is already happening.

Third, recent developments in positive psychology (Fredrickson, 2001; Snyder & Lopez, 2002), positive organizational scholarship (Cameron, Dutton, & Quinn, 2003), and appreciative inquiry (Cooperrider, 1999; Srivastara & Cooperrider, 1986) assert that efforts to understand human interaction have been overly colored by “deficit assumptions” about human nature. It would seem timely to help bring more focus to the positive emotional elements in people's engagement and build on people's desire to be a partner in something that has meaning.

Putting together the idea of working in networks, muddling through and focusing on the positive, a group of scholars was convened to think together about how

change occurs in complex human systems. Including more people in the process is part of the process of giving life to the work. For example, inviting representation from WorldBank and UN leaders led us to hope the document can slowly influence how international development work takes place. I hope that sharing it with other scholars may provoke better thinking.

Actionalizing Knowledge: Supporting Change Toward Sustainability

In December 2003, a group of social scientists were invited to gather for a couple of days at Case Western Reserve University. Co-convened by the Case/Weatherhead Institute for Sustainable Enterprise and The Natural Step, a global, sustainability NGO, our goal was to think together about how change happens in complex social systems.

The group consisted mostly of professors but included representation from WorldBank, UN and other “think tanks.” Our purpose was to think together and develop a consensus statement. The question we considered was: How can we fundamentally change the ways in which we live and organize work together – with all living beings and systems – so that future generations not only survive but thrive?

Over time our conversation boiled down to a handful of ideas that together allow us to say: In effective social change, we

- *Address immediate needs linking them to larger, systemic issues.* Successful change connects single-issue efforts with the web of political, cultural, economic and environmental factors.
- *Raise awareness of how social systems support and resist change.* Successful change engages people working at multiple levels – individual, organizational, national, international, etc. – in experiencing how the status quo is maintained.
- *Involve diverse people in partnering for action.* Successful change is fueled by a mix of “un-usual” suspects – from those at the periphery of power to those closer to the center – in co-producing alternative futures.
- *Elevate expectations.* Successful change celebrates many small victories, personal learning and further action – continually building momentum to evolve the system as a whole.

- *Support positive innovations.* Successful change disturbs the status quo, encourages the natural course of innovation and supports the evolution of the system as a whole.

I wonder what ODC scholars and scholarly practitioners might bring to this ongoing conversation about change toward a more just and sustainable future? In what contexts could such a consensus statement be useful? Are these principles worthy of garnering further efforts at consensus? I invite you to send reactions, comments and ideas for future networking around ODC in support of sustainability to Hilary@Case.edu.

References

- Cameron, K. S., Dutton, J. E., & Quinn, R. E. (Eds.). 2003. *Positive organizational scholarship: Foundations of a new discipline*. San Francisco, CA: Berrett-Koehler.
- Cooperrider, D. L. 1999. Positive image, positive action: The affirming basis of organizing. In S. Srivastva, & D. L. Cooperrider (Eds.), *Appreciative Management and Leadership*: 91-125. Euclid, OH: Williams Custom Publishing.
- Cooperrider, D. L. 1999. Positive image, positive action: The affirming basis of organizing. In S. Srivastva, & D. L. Cooperrider (Eds.), *Appreciative Management and Leadership*: 91-125. Euclid, OH: Williams Custom Publishing.
- Crossan, M. M., & Guatto, T. 1996. Organizational learning research profile. *Journal of Organizational Change Management*, 9(1): 107-112.
- Fredrickson, B. L. 2001. The role of positive emotions in positive psychology: The broaden-and-build theory of positive emotions. *American Psychologist*, 56(3): 218-226.
- Snyder, C. R., & Lopez, S. J. 2002. *Handbook of positive psychology*. New York: Oxford University Press.
- Weick, K. 2003. Thrownness. In Boland and Callopy, Eds., *Managing as Design*, Stanford Press.

*See you in
New Orleans!*

ODC IS DEAD, LONG LIVE OSD¹! IRREVERENT THOUGHTS OF A FORMER ODC EXECUTIVE BOARD MEMBER

Raymond Saner
International Representative
CSEND Geneva

Caveat

After 20 years of active membership in AOM and ODC, the last three as international representative member of the ODC Executive Board, I sense that time is right to express my gratitude to all colleagues who have supported me in my own learning process. As a way of expressing my thanks, I am writing out some thoughts below, which I hope will add to our division's ongoing reassessment of our goals and self-understanding. Having often been the odd one out in most AOM/ODC meetings (non-American, academic, consultant and NGO advocate), I remain true to my non-conventional role by writing this good-bye note in a court jester-like style not to offend, but rather to elicit discussions on issues dear to me but also, I assume, dear to our membership at large.

ODC Quo Vadis?

Judging by the growing number of substantial reflections and surveys on what OD is, is not and could be (Worley & Feyerherm, 2003²), I chose to bring to the fore aspects which have so far been under published or often absent from our current discussions. What follows is a list of concerns with current mainstream thinking followed by a summary of suggestions for remedial action. This contribution does not pretend to be scientifically sound nor exhaustive in its mentioning of authors and publications but should rather be understood as thought pieces for further discussions.

Under-Developed Parts of OD Theory and Practice

Historical and political perspectives: A large number of our annual conference papers report on change management interventions as they occurred recently. The time span is generally short and short changed are those who wonder about the sustainability of the reported change projects. Research papers, which revisit past OD change efforts, are rare. Are we facing "plus ça change, plus ça reste la même chose?" If not, which OD change projects, designs, practices show lasting effects, which ones are just faddish blips on our radar screen of scientific scrutiny?³

Looking at history with capital H, namely knowledge of long-term trends of large system change, few scholarly contributions have been written about how organizations and societies have changed over a longitudinal time frame. For instance, what do we know about the oldest multinational service organization called the Catholic Church or the German trading group called Hansa with their multiple city memberships and trade outposts in Northern Europe? Both organizations have adapted to changing environments over centuries with the first one remaining operational for more than 1900 years. Kieser (1993) has focused on such longitudinal change. Other disciplines have made such contributions (political science, history) but few emanate from OD scholars.

Leading figures of OD such as Kurt Lewin and others at the New School of Social Research in New York City did not narrow their focus on intra-organizational dynamics. Their research focused on individuals, groups, organizations and the larger social settings including the embedded political and administrative environment. OD in its current North American form appears too much intra-organizationally oriented as if the exchange with the larger social environment is irrelevant. Is it irrelevant or simply the result of the McCarthy terror inflicted on American social scientists who dared speak out on political issues or worse dared to profess sympathies to left leaning causes. Kurt Lewin was known to have been under FBI surveillance for supposed communist activities. Other “free thinkers” were harassed and threatened. I wonder whether the stunning absence of studies focusing on interactions between organizations and their socio-political environment represents a hangover from this sad period of US history best described as the “narrowing of the mind.”⁴

Scholars or servants of business? Arthur P. Brief (2000) discusses Loren Baritz’s (1960) book titled “The Servants of Power: A History of the Use of Social Science in American Industry” and comes to the conclusion that little has changed since Baritz’s publication. Most contemporary social scientists, and that includes OD practitioners, work for management, very few offer consulting to workers and employee organizations and even less offer consulting to social sector organizations. Where does this bias come from? Is it greed, infatuation with power (by proxy to “important leaders of business”) or fear of getting classified by others as “doing work for the socially deprived”?

Even established and well known leaders of our field are not immune to bragging at AOM conferences

about how many high level consulting jobs they have been asked to do for XYZ CEO of XYZ important multinational company. There is nothing wrong with consulting nor with successful practice as OD specialists but too much of it by academic role models becomes offensive to me. Inevitably, I would like to ask these expert-guru colleagues “so what”: have you ever cared about the less privileged people? What about working for the less lucrative organizations such as NGOs, community organizations, and developing countries? Peter Drucker told a packed audience at the AOM conference in San Diego, that the AOM was created in the late 1940s to serve the government (civil servants were then called managers). He wondered why the AOM has become so much biased towards the private sector. Many of our US based OD leaders like Richard Beckhard spent considerable time working in public institutions such as hospitals which offered them invaluable paid learning opportunities and insights later used for their own model development. I wonder if we should not require of our students to do at least one of their learning assignments in community institutions and/or foreign country rather than solely in private sector organizations.

Credulity, parochialism, anti-intellectualism: Even economists, if asked, will admit that their premises based on which they build many of their sophisticated looking models are flawed,⁵ we OD and Management experts seem to believe in an economist view of our societies more than do the economists themselves. Woolsey Biggart & Delbidge (2004) have recently made a courageous effort to deconstruct deeply held beliefs within the MBA academic community about the “free market” economy and C.K. Prahalad (2004) even suggests that time has come for “democratization of commerce, leading us to an economy of the people, by the people, and for the people” somewhat putting into question our current doctrines of capitalism. While these developments are welcome, albeit long overdue, few OD academics find it meaningful to engage in contemporary discussions on the so called “Washington Consensus” based model of country development. Do we have nothing to say or do we prefer to “not know” that alternatives to the Washington Consensus do exist despite the IMF/WB doctrine?

The Academy and our division have spent considerable energy trying to internationalize our membership. While this is laudable and the results are encouraging, we should make a distinction between internationalizing US based theory and practice versus broadening our

field to accommodate non-US based scholarly contributions. The first one is exporting US theories and standards of practice, the latter one is moving towards co-existence and mutual learning through pluralism. Sorensen et al (2001) give an example by providing non-US scholars with a discussion forum to compare notes on pluralistic approaches to OD. More needs to be done to avoid continued parochialism disguised as “internationalization” and to ensure de facto cross-continental learning in our field. The difference might seem artificial to most US scholars but not to those who lived and taught abroad trying to answer local needs and adapting to local cultural values and preferences.

North American and Anglo-Saxon social science is heavily biased towards empiricism, quantitative data collection and analysis and inductive theory building. While all of the above are perfectly legitimate scientific epistemologies, alternative approaches to knowing are equally legitimate (e.g. theory building through deduction and speculative reasoning, qualitative research methods, and critical theory). Several leading OD experts complain about the lack of a major breakthrough in OD theory. More progress might be possible if we lift the informal embargo on deductive-theoretical contributions.

Scope of our field of knowledge: Kurt Lewin and his followers did not limit themselves to the study of organizations, why should we? Most of the current AOM/ODC papers focus on intra-organizational development and change. There is no reason why we should self-limit ourselves to this narrow focus. We all know humans live in a multitude of mutually reinforcing social networks ranging from individual, family, and groups to organization and on to regional, national and international boundaries. There is more to organization development and change than focusing on intra-organizational development. Rupert Chisholm (1998) contributed pioneering steps towards an enlarged scope of OD. It is not clear to me why OD experts should not be involved in larger scale development projects such as regional development or nation building in developing and transition economies. David L. Brown and Ken Murrell have extensive experience working on such larger scales in developing and least developed countries for NGOs, governments and public sector organizations. Other colleagues have similar experiences including non-American scholars such as Vijay Padaki (2003). We have to upscale our willingness to meet upscaled challenges. There is no reason why such important tasks should be left to economists or Pentagon

officials. At the same time by broadening our scope of study and work, we need to expand our current sources of theoretical knowledge and draw on theories that offer adequate constructs for larger OD system studies such as chaos and complexity theory.^{6, 7}

Competence requirements & ethical standards: Accountants analyze numbers, computer engineers deal with computer chips and IT, our task is to understand human behavior, development and adaptability to change. Our practice impacts human beings, not machines. Hence ethical standards of behavior are an integral part of our work no matter how technical our approach might be. We still impact real human lives and hence should accept rules of behavior similar to the medical profession. To be more concrete, whether “traditionalist, pragmatist or academic”, the minute we accept contractual engagement as OD practitioner or scholar, we should accept ethical standards similar to the ones of the medical profession. No matter whether an OD expert counts him or herself to the human relations or the change management school of OD, we all deal with human lives and hence I cannot imagine an academic OD scholar accepting an assignment causing harm to human beings.⁸

In light of the above, it astonishes me why we as a profession cannot agree to codify our knowledge base and competencies. Without defining minimum standards of knowledge and skills requisite, no medical doctor or member of the healing profession is allowed to be let loose on humans. We have a basic set of theories and methods, which define what OD is and how an OD practitioner should conduct himself when taking contractual responsibilities vis-à-vis other humans. Glenn Varney started a working group several years back trying to define the content of an OD undergraduate course. The group had a hard time to get approval of its findings from several influential ODC members who feared that the group was preparing a backdoor scheme of quality certification. Even though this was not intended, I nevertheless wonder why such an idea would be so terrible? Without some form of third party qualification, any degree mill could put up a bogus program and call it “master in OD.” A little bit of consumer protection (students, employers) will not disable the creativity of OD experts, provided there is creativity in the first place.

Blind spots – real and imaginary: Change Management has become the battle cry of many OD experts at the cost of becoming myopic in regard to the fundamentals of human, organizational and social behavior. All forms

of human existence invariable go through stages of development, hence change. We make a big fuss about “resistance to change” and how to manage that but totally lose sight of the fact that human systems also need continuity in order to grow and absorb environmental change. Darl Kolb (2002) is even more forthcoming by stating that continuity, not change, is the next organizational challenge. I could not agree with him more. This might be even more apparent to all those of us who have been in psychotherapy and learned how important it is to have sufficient support to face new challenges and to resolve unfinished emotional business of the past. Worley & Feyerherm report in their study that the OD experts who participate in their study were divided in regard to self-knowledge. Half were of the opinion that an OD expert should have gone through personal learning before impacting others. The other half was not so categorical. Based on my own personal experience as OD expert working in different parts of the world, I would join the first group and state categorically that any person impacting other humans or human systems should have had minimum self-learning and self-knowledge. The potential for causing harm on others is too high. History has shown us enough examples of idiot savants who caused horrific suffering to others (Dr. Mengele in Nazi Germany and Dr. Karazic in today’s Bosnia). Related to this topic, I also think that we should continue to practice tolerance and not fall into the trap of quasi scientism. Skinner’s behaviorism and Freud’s Psychoanalysis are both partially useful and potentially harmful depending on the situation at hand. We should practice the same tolerance vis-à-vis the various schools of Organization Theory be they “technical” or “psychologically” oriented. I see no reason why for instance a Gestalt⁹ or Psychodrama approach should be any less useful as a heuristic construct than for instance a socio-technical approach. They all offer valuable insights for parts of social and human phenomena and are all-equal in the sense that none can explain the totality of human phenomena.

In addition to social sciences, we can also benefit from other sources of knowing, for instance through the various forms of the arts which can help us concretize conflicts and situational impasses but also could help us get a fresher look at the political environment which surrounds us. David Boje (2002) has been a pioneer in applying theatre arts to management and organization development. In an even larger context, European management and organizational scholars have joined forces with artists to explore ways how both fields

could offer new insights to the other. The European Institute for Advanced Studies under the leadership of Pierre Guillet de Monthoux is organizing bi-annual conferences focusing on such cross-fertilization.¹⁰

Conclusion

Putting some of the points made above into practice, I would suggest to start with a re-naming of our division from ODC to ODS (Organization and Social Development). The new name would clarify the basic facts of OD reality today. Organizations function in large systems who in turn impact organizations. The new name would bring a sense of lived reality to our world of thought and analysis. As a second step, I would encourage us to get over our fear of certification and to agree to codify our theory and practice and to go public with this on a global scale. Such a codification, if done appropriately, will only define minimum standards and leave the schools to excel beyond these minimal standards. Without such codification, there is no way to complain about deceitful bogus programs. As a final step, I highly recommend that our division members “go abroad” and start exchanging with our colleagues residing in other countries. To my knowledge, valuable contributions in theory building and description of practice exist for instance in India, Germany, France, and Brazil and this most certainly is true for other countries as well. Advancement of theory is facilitated through exchanging with the unknown, not by rehashing existing knowledge. Bon courage and bon voyage to all of us.

- ¹ Organization and Social Development
- ² Worley & Feyerham (2003) distinguish between three camps of OD specialists namely a) traditionalists (value based), b) pragmatists (change management oriented) and academics (studying-analysing OD). They also suggest three criteria to define OD namely: a) focus on change and time frames of change, b) learning and c) deliberate attempt to improve performance of an organization.
- ³ Similar point is made by Ken Murrell who suggests that a new field of OD would required wisdom to learn from the past (see ODC newsletter, Summer 1999)
- ⁴ Applications of OD to larger community issues have been rare events at AoM meetings. Rupert Chisholm consistently stemmed the tide and organized PDWs focusing on socially relevant

large-scale OD interventions. His premature death leaves a large whole in our division's list of socially relevant AoM activities.

- ⁵ The key premises are: a) assumed profit maximization and b) rational decision making by economic actors and c) perfect transparency of market sensitive information.
- ⁶ For pioneering application of chaos and complexity theory to OD, visit Frans M. van Eijnatten's website: www.chaosforum.com
- ⁷ Applying complexity theory might also be useful to support Bill Tolbert's comprehensive First, Second and Third Person Research Practice (see ODC newsletter, Summer 1997).
- ⁸ For the sake of illustration, I would consider accepting an OD assignment for a concentration camp or a torturing facility as unethical and incompatible with OD ethical standards.
- ⁹ See for example Edwin C. Nevis, (1987,2001) "Organizational Consulting: A Gestalt Approach", The Analytic Press, Hillsdale, NJ.
- ¹⁰ The theme of the 2003 conference was "Aesthetics, art and management: towards new fields of flow." For more information, contact: www.eiasm.org

References

- Baritz, L. (1960). *The servants of power: A history of the use of social science in American Industry*. New York, John Wiley.
- Boje, David. (2002). *Theaters of Capitalism*. San Francisco: Hampton Press.
- Brief, A. P. (2000). Still Servants of Power? *Journal of Management Inquiry*, 9 (4), 342-351.
- Chisholm, Rupert F. (1998). *Developing Network Organizations: Learning from Practice and Theory*. Addison Wesley,
- Kieser, A. (1993). Why organization theory needs historical analyses. University of Mannheim, Germany, paper given at EGOS meeting in Paris, 1993.
- Padaki, V. & Vaz, M. (2003). *Institutional Development in Social Interventions: Towards inter-organizational effectiveness*, Sage Publications, New Delhi & Thousand Oaks, CA.
- Sorensen, P. F., Head, T., Yaeger, T. & Cooperrider, D. (2001). *Global and International Organization Development*. Champaign, IL: Stipes Publishing.
- Spotlight on C.K.Prahalad. (2004). Emerald Now, Interview, p.6, <http://oberon.emeraldinsight.com/vl=852162/cl=28/nw=1/rpsv/now/spotlight.htm>
- Woolsey Biggart, Nicole, Delbridge, Rick. (2004). Systems of exchange, *Academy of Management Review*, 29 (1), 28-49
- Worley, C. & Feyerherm, A. (2003). Reflections on the future of OD. *Journal of Applied Behavioral Science*, 39 (1), 97-115.

PUBLICATIONS BY ODC DIVISION MEMBERS 2000-2003

Randal Ford
University of Colorado at Boulder
Erik Monsen
University of Colorado at Boulder
Alan D. Boss
University of Maryland

In an ongoing effort to measure the productivity of research by ODC members, the following list of 532 journal publications from January 2000 to December 2003 was compiled. This list represents an exhaustive search of the PsycINFO database (EBSCOHost Research Databases) using each ODC member as criteria for an individual search. We have also included a number of articles that were published during the period but not reported in the PsycINFO, from our personal databases and from input from individual ODC members. The list is presented in alphabetical order with one entry for each article. Refer to the lead authors when searching for an article.

While we have attempted to make it as complete as possible, this list is certainly not comprehensive. There are numerous reasons for an omission, but two are worth mentioning here. First, articles published in the final months of 2003 might not have been cataloged on the PsycINFO database by the time of this compilation. Second, in searching for relevant articles, some common author names resulted in lengthy search results including articles from both non-members and members. In these situations we endeavored to use all available resources (e.g., AOM membership database, Internet search engines, university web pages, etc.) to properly identify articles written by our members. When in doubt, we erred on the side of caution and limited our results. Should you find either an omission or a listing that you did not publish, corrections can be forwarded to the editor.

Ainsworth, S. & Wolfram Cox, J. 2003. Families divided: Culture and control in small family business. *Organization Studies*, 24(9): 1463-1485.

- Akin, G. & Palmer, I. 2000. Putting metaphors to work for change in organizations. *Organizational Dynamics*, 28(3): 67-79.
- Alderfer, C. P. & Simon, A. F. 2002. Nonresponse rates to organic questionnaire items as evidence of parallel processes during organizational diagnosis. *Journal of Applied Behavioral Science*, 38(4): 416-435.
- Allison, S. T. & Eylon, D. 2003. Ambiguity as friend or foe: The use of ambiguous information in the self-serving achievement of task goals. *Current Research in Social Psychology*, 8(18): 253-266.
- Alvero, A. M., Bucklin, B. R., & Austin, J. 2001. An objective review of the effectiveness and essential characteristics of performance feedback in organizational settings. *Journal of Organizational Behavior Management*, 21(1): 3-29.
- Amichai-Hamburger, Y., Wainapel, G., & Fox, S. 2002. "On the Internet no one knows I'm an introvert": Extroversion, neuroticism, and Internet interaction. *CyberPsychology & Behavior*, 5(2): 125-128.
- Amis, J., Slack, T., & Hinings, C. R. 2002. Values and organizational change. *Journal of Applied Behavioral Science*, 38(4): 436-465.
- Andrews, T. & Schwartz, G. M. 2002. Preparing students for virtual organisation: An evaluation of virtual learning technologies. *Educational Technology and Society*, 5(3): 54-65.
- Antonacopoulou, E. P. 2000a. Reconnecting education, development and training through learning: A holographic perspective. *Education & Training*, 42(4-5): 255-264.
- Antonacopoulou, E. P. 2000b. Employee development through self-development in three retail banks. *Personnel Review*, 29(4): 491-508.
- Antonacopoulou, E. P. & Gabriel, Y. 2001. Emotion, learning and organizational change: Towards an integration of psychoanalytic and other perspectives. *Journal of Organizational Change Management*, 14(5): 435-451.
- Antonioni, D. & Park, H. 2001a. The effects of personality similarity on peer ratings of contextual work behaviors. *Personnel Psychology*, 54(2): 331-360.
- Antonioni, D. & Park, H. 2001b. The relationship between rater affect and three sources of 360-degree feedback ratings. *Journal of Management*, 27(4): 479-495.
- Argyris, C. 2002. Double-loop learning, teaching, and research. *Academy of Management Learning & Education*, 1(2): 206-218.
- Arthur, J. B. & Aiman-Smith, L. 2001. Gainsharing and organizational learning: An analysis of employee suggestions over time. *Academy of Management Journal*, 44(4): 737-754.
- Arthur, W. J., Bennett, W. J., Edens, P. S., & Bell, S. T. 2003. Effectiveness of training in organizations: A meta-analysis of design and evaluation features. *Journal of Applied Psychology*, 88(2): 234-245.
- Austin, J. & Wilson, K. G. 2001. Response-response relationships in organizational behavior management. *Journal of Organizational Behavior Management*, 21(4): 39-53.
- Austin, J. R. 2003. Transactive memory in organizational groups: The effects of content, consensus, specialization, and accuracy on group performance. *Journal of Applied Psychology*, 88(5): 866-878.
- Axtell, C., Wall, T., Stride, C., Pepper, K., Clegg, C., Gardner, P., & Bolden, R. 2002. Familiarity breeds content: The impact of exposure to change on employee openness and well-being. *Journal of Occupational & Organizational Psychology*, 75(2): 217-231.
- Axtell, C. M., Holman, D. J., Unsworth, K. L., Wall, T. D., Waterson, P. E., & Harrington, E. 2000. Shopfloor innovation: Facilitating the suggestion and implementation of ideas. *Journal of Occupational & Organizational Psychology*, 73(3): 265-285.
- Axtell, C. M. & Parker, S. K. 2003. Promoting role breadth self-efficacy through involvement, work redesign and training. *Human Relations*, 56(1): 112-131.
- Ayoko, O. B., Haertel, C. E. J., & Callan, V. J. 2002. Resolving the puzzle of productive and destructive conflict in culturally heterogeneous workgroups: A communication accommodation theory approach. *International Journal of Conflict Management*, 13(2): 165-195.
- Bamforth, M., Morris, T., & Clarke, J. 2000. Senior house officer training in child and adolescent psychiatry: Using the new paradigms in learning. *Psychiatric Bulletin*, 24(2): 72-73.
- Banutu-Gomez, M. B. 2002. Leading and managing in developing countries: challenge, growth and opportunities for twenty-first century organisations. *Cross Cultural Management*, 9(4): 29-41.
- Bard, C. C., Bieschke, K. J., Herbert, J. T., & Eberz, A. B. 2000. Predicting research interest among rehabilitation counseling students and faculty. *Rehabilitation Counseling Bulletin*, 44(1): 48-55.

- Barker, V. E., Abrams, J. R., Tiyaamornwong, V., Seibold, D. R., Duggan, A., Park, H. S., & Sebastian, M. 2000. New contexts for relational communication in groups. *Small Group Research*, 31(4): 470-503.
- Barlow, C. B., Jordan, M., & Hendrix, W. H. 2003. Character assessment: An examination of leadership levels. *Journal of Business & Psychology*, 17(4): 563-584.
- Barrett, F. J. & Peterson, R. 2000. Appreciative learning cultures: Developing competencies for global organizing. *Organization Development Journal*, 18(2): 10-21.
- Barry, D., Bathurst, R., & Williams, L. 2003. Cadences at Waco: A critique of "Timing and Music". *Academy of Management Review*, 28(3): 367-368.
- Bartlett, K. R. 2001. The relationship between training and organizational commitment: A study in the health care field. *Human Resource Development Quarterly*, 12(4): 335-352.
- Bartunek, J. M., Walsh, K., & Lacey, C. A. 2000. Dynamics and dilemmas of women leading women. *Organization Science*, 11(6): 589-610.
- Bartunek, J. M. & Seo, M.-G. 2002. Qualitative research can add new meanings to quantitative research. *Journal of Organizational Behavior*, 23(2): 237-242.
- Bayster, P. G. & Ford, C. M. 2000. The impact of functional issue classification on managerial decision processes: A study in the telecommunications industry. *Journal of Managerial Issues*, 12(4): 468-483.
- Becker, T. 2003. Is emotional intelligence a viable concept? *Academy of Management Review*, 28(2): 192-195.
- Becker, T. E. & Kernan, M. C. 2003. Matching commitment to supervisors and organizations to in-role and extra-role performance. *Human Performance*, 16(4): 327-348.
- Beech, N., Cairns, G., & Robertson, T. 2000. Transient transfusion; or the wearing-off of the governance of the soul? *Personnel Review*, 29(4): 460-473.
- Beech, N. & Cairns, G. 2001. Coping with change: The contribution of postdichotomous ontologies. *Human Relations*, 54(10): 1303-1324.
- Beer, M. & Nohria, N. 2000. Cracking the code of change. *Harvard Business Review*, 78(3): 133-141.
- Beer, M. 2001. How to develop an organization capable of sustained high performance: Embrace the drive for results-capability development paradox. *Organizational Dynamics*, 29(4): 233-247.
- Bell, E., Taylor, S., & Thorpe, R. 2002. Organizational differentiation through badging: Investors in people and the value of the sign. *Journal of Management Studies*, 39(8): 1071-1085.
- Bennett, W. J., Schreiber, B. T., & Andrews, D. H. 2002. Developing competency-based methods for near-real-time air combat problem solving assessment. *Computers in Human Behavior*, 18(6): 773-782.
- Bennett, W. J., Alliger, G. M., Eddy, E. R., & Tannenbaum, S. I. 2003. Expanding the training evaluation criterion space: Cross aircraft convergence and lessons learned from evaluation of the Air Force Mission Ready Technician program. *Military Psychology*, 15(1): 59-76.
- Berr, S. A., Church, A. H., & Waclawski, J. 2000. The right relationship is everything: Linking personal preferences to managerial behaviors. *Human Resource Development Quarterly*, 11(2): 133-157.
- Bhagat, R. S., Ford, D. L., O'Driscoll, M. P., Frey, L., Babakus, E., & Mahanyele, M. 2001. Do South African managers cope differently from American managers? A cross-cultural investigation. *International Journal of Intercultural Relations*, 25(3): 301-313.
- Bhargava, M., Kim, J., & Srivastava, R. K. 2000. Explaining context effects on choice using a model of comparative judgment. *Journal of Consumer Psychology*, 9(3): 167-177.
- Boal, K. B. & Hooijberg, R. 2000. Strategic leadership research: Moving on. *Leadership Quarterly*, 11(4): 515-549.
- Bogler, R. & Somech, A. 2002. Motives to study and socialization tactics among university students. *Journal of Social Psychology*, 142(2): 233-248.
- Bonk, C. J., Hara, N., Dennen, V., Malikowski, S., & Supplee, L. 2000. We're in TITLE to dream: Envisioning a community of practice, the intraplanetary teacher learning exchange. *CyberPsychology & Behavior*, 3(1): 25-39.
- Borg, I. 2003. Affektiver Halo in Mitarbeiterbefragungen. *Zeitschrift für Arbeits- und Organisationspsychologie*, 47(1): 1-11.
- Boss, R. W. 2000. Is the leader really necessary? The longitudinal results of leader absence in team building. *Public Administration Quarterly*, 23(4): 471.
- Bott, J. P., Svyantek, D. J., Goodman, S. A., & Bernal, D. S. 2003. Expanding the performance domain: Who says nice guys finish last? *International Journal of Organizational Analysis*, 11(2): 137-152.
- Bouwen, R. & Taillieu, T. 2003. Psychological processes, linking diverse communities for natural

- resources and social/community development. *Journal of Community & Applied Social Psychology*, 13(5): 417-418.
- Bowles, T. & Fallon, B. J. 2003. The experience of changing and the relationship between changing and coping: An adult perspective. *Australian Journal of Psychology*, 55(1): 43-48.
- Boyatzis, R. E., Murphy, A. J., & Wheeler, J. V. 2000. Philosophy as a missing link between values and behavior. *Psychological Reports*, 86(1): 47-64.
- Boyce, L. A. & Herd, A. M. 2003. The relationship between gender role stereotypes and requisite military leadership characteristics. *Sex Roles*, 49(7-8): 365-378.
- Boyd, N. M. & Angelique, H. 2002. Rekindling the discourse: Organization studies in community psychology. *Journal of Community Psychology*, 30(4): 325-348.
- Bradbury, H. & Lichtenstein, B. M. B. 2000. Relationality in organizational research: Exploring the space between. *Organization Science*, 11(5): 551-564.
- Bradbury, H. & Reason, P. 2003. Action Research: An Opportunity for Revitalizing Research Purpose and Practices. *Qualitative Social Work: Research & Practice*, 2(2): 155-175.
- Brewis, J. & Linstead, S. 2000a. 'The worst thing is the screwing' (2): Context and career in sex work. *Gender, Work & Organization*, 7(3): 168-180.
- Brewis, J. & Linstead, S. 2000b. 'The worst thing is the screwing' (1): Consumption and the management of identity in sex work. *Gender, Work & Organization*, 7(2): 84-97.
- Brown, A. D. & Humphreys, M. 2003. Epic and tragic tales: Making sense of change. *Journal of Applied Behavioral Science*, 39(2): 121-144.
- Brown, L. L. & Svyantek, D. J. 2001. Complex systems, time, and graphical analysis of organizational behavior. *International Journal of Organizational Analysis*, 9(4): 354-368.
- Brown, P., Hesketh, A., & Williams, S. 2003. Employability in a knowledge-driven economy. *Journal of Education & Work*, 16(2): 107-126.
- Bryant, M. & Wolfram Cox, J. 2003. The telling of violence: Organizational change and atrocity tales. *Journal of Organizational Change Management*, 16(5): 567-583.
- Buch, K. & Bartley, S. 2002. Learning style and training delivery mode preference. *Journal of Workplace Learning*, 14(1): 5-10.
- Bucklin, B. R., Alvero, A. M., Dickinson, A. M., Austin, J., & Jackson, A. K. 2000. Industrial-organizational psychology and organizational behavior management: An objective comparison. *Journal of Organizational Behavior Management*, 20(2): 27-75.
- Buono, A. F. 2003a. False prophets: The gurus who created modern management and why their ideas are bad for business today. and What's the big idea? creating and capitalizing on the best management thinking. *Personnel Psychology*, 56(3): 757-762.
- Buono, A. F. 2003b. Accountability: Freedom and responsibility without control. *Personnel Psychology*, 56(2): 546-549.
- Butler, D. S. & Mullis, F. 2001. Forgiveness: A conflict resolution strategy in the workplace. *Journal of Individual Psychology*, 57(3): 259-272.
- Cady, S. H., Boyd, D. G., & Neubert, M. J. 2001. Multilevel performance probability: A meta-analytic integration of expectancy and self-efficacy. *Psychological Reports*, 88(3): 1077-1090.
- Cady, S. H. & Fandt, P. M. 2001. Managing impressions with information: A field study of organizational realities. *Journal of Applied Behavioral Science*, 37(2): 180-204.
- Caetano, A., Vala, J., & Leyens, J.-P. 2001. Judgeability in person perception: The confidence of leaders. *Group Dynamics*, 5(2): 102-110.
- Cairns, G. 2002. Aesthetics, morality and power: Design as espoused freedom and implicit control. *Human Relations*, 55(7): 799-820.
- Calsyn, R. J., Morse, G. A., Klinkenberg, W. D., Yonker, R. D., & Trusty, M. L. 2002. Moderators and mediators of client satisfaction in case management programs for clients with severe mental illness. *Mental Health Services Research*, 4(4): 267-275.
- Cannon, M. D. & Edmondson, A. C. 2001. Confronting failure: Antecedents and consequences of shared beliefs about failure in organizational work groups. *Journal of Organizational Behavior*, 22(2): 161-177.
- Caputo, R. K. & Cianni, M. 2001. Correlates of voluntary vs involuntary part-time employment among US women. *Gender, Work & Organization*, 8(3): 311-325.
- Carless, S. A., Wearing, A. J., & Mann, L. 2000. A short measure of transformational leadership. *Journal of Business & Psychology*, 14(3): 389-405.
- Carlson, D. S., Bozeman, D. P., Kacmar, K. M., Wright, P. M., & McMahan, G. C. 2000. Training motivation in organizations: An analysis of individual-level antecedents. *Journal of Managerial Issues*, 12(3): 271-287.

- Carlson, L. E., Taenzer, P., Koopmans, J., & Casebeer, A. 2003. Predictive value of aspects of the Transtheoretical Model on smoking cessation in a community-based, large-group cognitive behavioral program. *Addictive Behaviors*, 28(4): 725-740.
- Carr, J. Z., Schmidt, A. M., Ford, J. K., & DeShon, R. P. 2003. Climate perceptions matter: A meta-analytic path analysis relating molar climate, cognitive and affective states, and individual level work outcomes. *Journal of Applied Psychology*, 88(4): 605-619.
- Cellar, D. F., Sidle, S., Goudy, K., & O'Brien, D. 2001. Effects of leader style, leader sex, and subordinate personality on leader evaluations and future subordinate motivation. *Journal of Business & Psychology*, 16(1): 61-72.
- Challagalla, G., Shervani, T., & Huber, G. 2000. Supervisory orientations and salesperson work outcomes: The moderating effect of salesperson location. *Journal of Personal Selling & Sales Management*, 20(3): 161-171.
- Chansler, P. A., Swamidass, P. M., & Cammann, C. 2003. Self-Managing Work Teams: An Empirical Study of Group Cohesiveness in "Natural Work Groups" at a Harley-Davidson Motor Company Plant. *Small Group Research*, 34(1): 101-120.
- Chattopadhyay, P., Glick, W. H., & Huber, G. P. 2001. Organizational actions in response to threats and opportunities. *Academy of Management Journal*, 44(5): 937-955.
- Chen, C. C. & Hooijberg, R. 2000. Ambiguity intolerance and support for valuing-diversity interventions. *Journal of Applied Social Psychology*, 30(11): 2392-2408.
- Cherniss, C. 2002. 2001 Division 27 Presidential Address: Emotional intelligence and the good community. *American Journal of Community Psychology*, 30(1): 1-11.
- Chiu, R. 2000. Does perception of pay equity, pay satisfaction, and job satisfaction mediate the effect of positive affectivity on work motivation? *Social Behavior & Personality*, 28(2): 177-184.
- Chiu, R. K. & Babcock, R. D. 2002. The relative importance of facial attractiveness and gender in Hong Kong selection decisions. *International Journal of Human Resource Management*, 13(1): 141-155.
- Chiu, R. K., Luk, V. W.-M., & Tang, T. L.-P. 2002. Retaining and motivating employees: Compensation preferences in Hong Kong and China. *Personnel Review*, 31(4): 402-431.
- Chiu, R. K. & Erdener, C. B. 2003. The ethics of peer reporting in Chinese societies: Evidence from Hong Kong and Shanghai. *International Journal of Human Resource Management*, 14(2): 335-353.
- Chreim, S. 2002. Influencing organizational identification during major change: A communication-based perspective. *Human Relations*, 55(9): 1117-1137.
- Church, A. H. 2000. Do higher performing managers actually receive better ratings? A validation of multirater assessment methodology. *Consulting Psychology Journal: Practice & Research*, 52(2): 99-116.
- Church, A. H., Rogelberg, S. G., & Waclawski, J. 2000. Since when is no news good news? The relationship between performance and response rates in multirater feedback. *Personnel Psychology*, 53(2): 435-451.
- Church, A. H. 2001. Is there a method to our madness? The impact of data collection methodology on organizational survey results. *Personnel Psychology*, 54(4): 937-969.
- Church, A. H. & Waclawski, J. 2001a. A five-phase framework for designing a successful multisource feedback system. *Consulting Psychology Journal: Practice & Research*, 53(2): 82-95.
- Church, A. H. & Waclawski, J. 2001b. Hold the line: An examination of line vs. staff differences. *Human Resource Management*, 40(1): 21-34.
- Clarke, T. & Rollo, C. 2001. Corporate initiatives in knowledge management. *Education & Training*, 43(4-5): 206-214.
- Cobb, A. T., Stephens, C., & Watson, G. 2001. Beyond structure: The role of social accounts in implementing ideal control. *Human Relations*, 54(9): 1123-1153.
- Coghlan, D. 2000a. The interlevel dynamics of large system change. *Organization Development Journal*, 18(1): 41-49.
- Coghlan, D. 2000b. Interlevel dynamics in clinical inquiry. *Journal of Organizational Change Management*, 13(2): 190-200.
- Coghlan, D. & McKee, R. K. 2000. Aligning grid organization development and interlevel dynamics for systemic change. *Organization Development Journal*, 18(3): 37-48.
- Coghlan, D. 2001. Insider action research projects: Implications for practising managers. *Management Learning*, 32(1): 49-60.
- Coghlan, D. 2002. Facilitating learning and change: Perspectives on the helping process. *Organization Development Journal*, 20(2): 116-120.

- Cole, M. 2001. Remembering history in sociocultural research. *Human Development*, 44(2-3): 166-169.
- Cole, M. S., Schaninger, W. S. J., & Harris, S. G. 2002. The workplace social exchange network: A multilevel, conceptual examination. *Group & Organization Management*, 27(1): 142-167.
- Cole, M. S., Feild, H. S., & Giles, W. F. 2003. Using recruiter assessments of applicants' resume content to predict applicant mental ability and Big Five personality dimensions. *International Journal of Selection & Assessment*, 11(1): 78-88.
- Costa, A. C., Roe, R. A., & Taillieu, T. 2001. Trust within teams: The relation with performance effectiveness. *European Journal of Work & Organizational Psychology*, 10(3): 225-244.
- Creed, W. E. D., Scully, M. A., & Austin, J. R. 2002. Clothes make the person? The tailoring of legitimate accounts and the social construction of identity. *Organization Science*, 13(5): 475-496.
- Da Silva, N., Tetrick, L. E., Slack, K. J., Etchegaray, J. M., Latting, J. K., Beck, M. H., & Jones, A. P. 2002. Is there a relationship between employee perceptions of organizational learning practices and employee performance? *Psychologist-Manager Journal*, 6(1): 104-116.
- Dasgupta, S., Chanin, M., & Ioannidis, A. 2000. Research note: Group decision making using knowledge-based systems—An experimental study. *Simulation & Gaming*, 31(4): 536-544.
- Davey, K. M. & Arnold, J. 2000. A multi-method study of accounts of personal change by graduates starting work: Self-ratings, categories and women's discourses. *Journal of Occupational & Organizational Psychology*, 73(4): 461-486.
- Davidson, E. J. 2002. Linking organizational learning to the bottom line: Methodological issues, challenges, and suggestions. *Psychologist-Manager Journal*, 6(1): 54-67.
- Dayan, K., Kasten, R., & Fox, S. 2002. Entry-level police candidate assessment center: An efficient tool or a hammer to kill a fly? *Personnel Psychology*, 55(4): 827-849.
- De Cieri, H., Wolfram Cox, J., & Fenwick, M. 2001. Think global, act local: From naïve comparison to critical participation in the teaching of strategic international human resource management. *Journal of Critical Postmodern Organization Science*, 1(1): 68-78.
- De Vos, A., Buyens, D., & Schalk, R. 2003. Psychological contract development during organizational socialization: Adaptation to reality and the role of reciprocity. *Journal of Organizational Behavior*, 24(5): 537-559.
- de Vries, R. E., Roe, R. A., & Taillieu, T. C. B. 2002. Need for leadership as a moderator of the relationships between leadership and individual outcomes. *Leadership Quarterly*, 13(2): 121-137.
- DeJoy, D. M., Searcy, C. A., Murphy, L. R., & Gershon, R. R. M. 2000. Behavior-diagnostic analysis of compliance with universal precautions among nurses. *Journal of Occupational Health Psychology*, 5(1): 127-141.
- Dent, E. B. 2003. The complexity science organizational development practitioner. *Organization Development Journal*, 21(2): 82-86.
- Desplaces, D. E. & Comerford, R. A. 2003. The impact of September 11 on the IT sector in Rhode Island: A partial assessment of human resource management practice. *Employee Responsibilities & Rights Journal*, 15(2): 45-53.
- Dewettinck, K. & Buyens, D. 2002. Downsizing: Employee threat or opportunity? An empirical study on external and internal reorientation practices in Belgian companies. *Employee Relations*, 24(4): 389-402.
- Dixon, J. 2001. "Locating" the social psychology of intergroup relations. *Theory & Psychology*, 11(5): 587-608.
- Dixon, J. & Dogan, R. 2003. A philosophical analysis of management: Improving praxis. *Journal of Management Development*, 22(6): 458-482.
- Dobson, D. M. 2001. Big change programmes: Increasing the likelihood of success. *Journal of Change Management*, 2(1): 7-22.
- Donaghue, N. & Fallon, B. J. 2003. Gender-role self-stereotyping and the relationship between equity and satisfaction in close relationships. *Sex Roles*, 48(5-6): 217-230.
- Donaldson, S. I. & Gooler, L. E. 2002. Theory-driven evaluation of the work and health initiative: A focus on winning new jobs. *American Journal of Evaluation*, 23(3): 341-346.
- Doorewaard, H., Van Hootegeem, G., & Huys, R. 2002. Team responsibility structure and team performance. *Personnel Review*, 31(3): 356-370.
- Doorewaard, H. & Benschop, Y. 2003. HRM and organizational change: An emotional endeavor. *Journal of Organizational Change Management*, 16(3): 272-286.
- Doorewaard, H. & Brouns, B. 2003. Hegemonic power processes in team-based work. *Applied Psychology: An International Review*, 52(1): 106-119.

- Dorado, M. A., Medina, F. J., Munduate, L., Cisneros, I. F. J., & Euwema, M. 2002. Computer-mediated negotiation of an escalated conflict. *Small Group Research*, 33(5): 509-524.
- Drach-Zahavy, A. & Somech, A. 2001. Understanding team innovation: The role of team processes and structures. *Group Dynamics*, 5(2): 111-123.
- Drach-Zahavy, A. & Somech, A. 2002. Coping with health problems: The distinctive relationships of Hope sub-scales with constructive thinking and resource allocation. *Personality & Individual Differences*, 33(1): 103-117.
- Dreachslin, J. L., Hunt, P. L., & Sprainer, E. 2000. Workforce diversity: Implications for the effectiveness of health care delivery teams. *Social Science & Medicine*, 50(10): 1403-1414.
- Drehmer, D. E., Belohlav, J. A., & Coye, R. W. 2000. A exploration of employee participation using a scaling approach. *Group & Organization Management*, 25(4): 397-418.
- Druskat, V. U. & Kayes, D. C. 2000. Learning versus performance in short-term project teams. *Small Group Research*, 31(3): 328-353.
- Druskat, V. U. & Pescosolido, A. T. 2002. The content of effective teamwork mental models in self-managing teams: Ownership, learning and heedful interrelating. *Human Relations*, 55(3): 283-314.
- Dunford, R. 2000. Key challenges in the search for the effective management of knowledge in management consulting firms. *Journal of Knowledge Management*, 4(4): 295-302.
- Eagly, A. H. & Karau, S. J. 2002. Role congruity theory of prejudice toward female leaders. *Psychological Review*, 109(3): 573-598.
- Edmondson, A. C., Bohmer, R. M., & Pisano, G. P. 2001. Disrupted routines: Team learning and new technology implementation in hospitals. *Administrative Science Quarterly*, 46(4): 685-716.
- Edmondson, A. C. 2002. The local and variegated nature of learning in organizations: A group-level perspective. *Organization Science*, 13(2): 128-146.
- Edwards, P. & Wright, M. 2001. High-involvement work systems and performance outcomes: The strength of variable, contingent and context-bound relationships. *International Journal of Human Resource Management*, 12(4): 568-585.
- Elkjaer, B. 2001. The learning organization: An undelivered promise. *Management Learning*, 32(4): 437-452.
- Ellinger, A. D., Watkins, K. E., & Bostrom, R. P. 2000. Managers as facilitators of learning in learning organizations: ArejoindertoDirkx's invitedreaction. *Human Resource Development Quarterly*, 11(4): 403-409.
- Ellinger, A. D. & Bostrom, R. P. 2002. An examination of managers' beliefs about their roles as facilitators of learning. *Management Learning*, 33(2): 147-179.
- Ellinger, A. D., Ellinger, A. E., Yang, B., & Howton, S. W. 2002. The relationship between the learning organization concept and firms' financial performance: An empirical assessment. *Human Resource Development Quarterly*, 13(1): 5-21.
- Elloy, D. F., Terpening, W., & Kohls, J. 2001. Causal model of burnout among self-managed work team members. *Journal of Psychology*, 135(3): 321-334.
- Elloy, D. F. & Mackie, B. 2002. Overload and work-family conflict among Australian dual-career families: Moderating effects of support. *Psychological Reports*, 91(3): 907-913.
- Elloy, D. F. & Smith, C. R. 2003. Patterns of stress, work-family conflict, role conflict, role ambiguity and overload among dual-career and single-career couples: An Australian study. *Cross Cultural Management*, 10(1): 55-66.
- Elmes, M. & Smith, C. 2001. Moved by the spirit: Contextualizing workplace empowerment in American spiritual ideals. *Journal of Applied Behavioral Science*, 37(1): 33-50.
- Engvik, H. & Barlaug, D. 2001. Emosjonell intelligens: En psykologisk dognflue? *Tidsskrift for Norsk Psykologforening*, 38(12): 1127-1132.
- Etzion, D. & Westman, M. 2001. Job stress, vacation, and the crossover of strain between spouses – stopping the vicious cycle. *Man & Work*, 11(1-2): 118-106.
- Etzion, D. 2003. Annual vacation: Duration of relief from job stressors and burnout. *Anxiety, Stress & Coping: An International Journal*, 16(2): 213-226.
- Euwema, M. C. & Kop, N. 2001. Werkstress en conflicthantering door Nederlandse politiefunctionarissen. *Gedrag en Organisatie*, 15(6): 347-358.
- Evans, J. & Benefield, P. 2001. Systematic reviews of education research: Does the medical model fit? *British Educational Research Journal*, 27(5): 527-541.
- Evans, J. & Lunt, I. 2002. Inclusive education: Are there limits? *European Journal of Special Needs Education*, 17(1): 1-14.
- Eylon, D. & Bamberger, P. 2000. Empowerment cognitions and empowerment acts: Recognizing the importance of gender. *Group & Organization Management*, 25(4): 354-372.

- Eylon, D., Giacalone, R. A., & Pollard, H. G. 2000. Beyond contractual interpretation: Bias in arbitrators' case perceptions and award recommendations. *Journal of Organizational Behavior*, 21(5): 513-524.
- Eylon, D. & Allison, S. T. 2002. The paradox of ambiguous information in collaborative and competitive settings. *Group & Organization Management*, 27(2): 172-208.
- Falkenberg, J. 2003. Decreasing numbers at increasing levels: An investigation of the gender imbalance at NHH. *Gender, Work & Organization*, 10(2): 175-193.
- Farias, G. & Johnson, H. 2000. Organizational development and change management: Setting the record straight. *Journal of Applied Behavioral Science*, 36(3): 376-379.
- Ferdman, B. M. 2000. "Why am I who I am?" Constructing the cultural self in multicultural perspective. *Human Development*, 43(1): 19-23.
- Ferlie, E., Fitzgerald, L., & Wood, M. 2000. Getting evidence into clinical practice: An organisational behaviour perspective. *Journal of Health Services Research and Policy*, 5(1): 1-7.
- Finegold, D., Mohrman, S., & Spreitzer, G. M. 2002. Age effects on the predictors of technical workers' commitment and willingness to turnover. *Journal of Organizational Behavior*, 23(5): 655-674.
- Fisher, S. R. & White, M. A. 2000. Downsizing in a learning organization: Are there hidden costs? *Academy of Management Review*, 25(1): 244-251.
- Fitzgerald, L. & Ferlie, E. 2000. Professionals: Back to the future? *Human Relations*, 53(5): 713-739.
- Flanagin, A. J., Tiyaamornwong, V., O'Connor, J., & Seibold, D. R. 2002. Computer-mediated group work: The interaction of member sex and anonymity. *Communication Research*, 29(1): 66-93.
- Ford, C. M. & Gioia, D. A. 2000. Factors influencing creativity in the domain of managerial decision making. *Journal of Management*, 26(4): 705-732.
- Ford, C. M. 2002. The futurity of decisions as a facilitator of organizational creativity and change. *Journal of Organizational Change Management*, 15(6): 635-646.
- Ford, D. L. J. & Whaley, G. L. 2003. The digital divide and managing workforce diversity: A commentary. *Applied Psychology: An International Review*, 52(3): 476-485.
- Ford, J. D., Ford, L. W., & McNamara, R. T. 2002. Resistance and the background conversations of change. *Journal of Organizational Change Management*, 15(2): 105-121.
- Forsyth, D. R., Zyzniewski, L. E., & Giammanco, C. A. 2002. Responsibility diffusion in cooperative collectives. *Personality & Social Psychology Bulletin*, 28(1): 54-65.
- Fox, S. & Hoffman, M. 2002. Escalation behavior as a specific case of goal-directed activity: A persistence paradigm. *Basic & Applied Social Psychology*, 24(4): 273-285.
- Fox, S. & Schwartz, D. 2002. Social desirability and controllability in computerized and paper-and-pencil personality questionnaires. *Computers in Human Behavior*, 18(4): 389-410.
- Fredrickson, B. L. 2000a. Extracting meaning from past affective experiences: The importance of peaks, ends, and specific emotions. *Cognition & Emotion*, 14(4): 577-606.
- Fredrickson, B. L. 2000b. Cultivating research on positive emotions: A response. *Prevention & Treatment*, 3: np.
- Fredrickson, B. L. 2000c. Why positive emotions matter in organizations: Lessons from the broaden-and-build model. *Psychologist-Manager Journal*, 4(2): 131-142.
- Fredrickson, B. L., Mancuso, R. A., Branigan, C., & Tugade, M. M. 2000a. The undoing effect of positive emotions. *Motivation & Emotion*, 24(4): 237-258.
- Fredrickson, B. L., Maynard, K. E., Helms, M. J., Haney, T. L., Siegler, I. C., & Barefoot, J. C. 2000b. Hostility predicts magnitude and duration of blood pressure response to anger. *Journal of Behavioral Medicine*, 23(3): 229-243.
- Fredrickson, B. L. 2001. The role of positive emotions in positive psychology: The broaden-and-build theory of positive emotions. *American Psychologist*, 56(3): 218-226.
- Fredrickson, B. L. 2002. How does religion benefit health and well-being? Are positive emotions active ingredients? *Psychological Inquiry*, 13(3): 209-213.
- Fredrickson, B. L. & Joiner, T. 2002. Positive emotions trigger upward spirals toward emotional well-being. *Psychological Science*, 13(2): 172-175.
- Fredrickson, B. L., Tugade, M. M., Waugh, C. E., & Larkin, G. R. 2003. What good are positive emotions in crisis? A prospective study of resilience and emotions following the terrorist attacks on the United States on September 11th, 2001. *Journal of Personality & Social Psychology*, 84(2): 365-376.

- Fry, R., Barrett, F., Seiling, J., & Whitney, D. 2002. Appreciative inquiry and organizational transformation: Reports from the field. *Personnel Psychology*, 55(4): 1022-1025.
- Gabris, G. T., Golembiewski, R. T., & Ihrke, D. M. 2001. Leadership Credibility, Board Relations, and Administrative Innovation at the Local Government Level. *Journal of Public Administration Research & Theory*, 11(1): 89.
- Gavin, M. B. & Hofmann, D. A. 2002. Using hierarchical linear modeling to investigate the moderating influence of leadership climate. *Leadership Quarterly*, 13(1): 15-33.
- Gebert, D., Boerner, S., & Lanwehr, R. 2003. The risks of autonomy: Empirical evidence for the necessity of a balance management in promoting organizational innovativeness. *Creativity & Innovation Management*, 12(1): 41-49.
- Gerhart, B., Wright, P. M., & McMahan, G. C. 2000. Measurement error in research on the human resources and firm performance relationship: Further evidence and analysis. *Personnel Psychology*, 53(4): 855-872.
- Gerhart, B., Wright, P. M., McMahan, G. C., & Snell, S. A. 2000. Measurement error in research on human resources and firm performance: How much error is there and how does it influence effect size estimates? *Personnel Psychology*, 53(4): 803-834.
- Gersick, C. J. G., Bartunek, J. M., & Dutton, J. E. 2000. Learning from academia: The importance of relationships in professional life. *Academy of Management Journal*, 43(6): 1026-1044.
- Giacalone, R. A. & Eylon, D. 2000. The development of new paradigm values, thinkers, and business: Initial frameworks for a changing business worldview. *American Behavioral Scientist*, 43(8): 1217-1230.
- Gilbreath, B., Manning, M. R., Burchett, O., Wieters, C. D., Wright, R., & Powers, T. L. 2001. Using management advisory boards in the classroom. *Journal of Management Education*, 25(1): 32-53.
- Gilkey, D. P., Keefe, T. J., Hautaluoma, J. E., Bigelow, P. L., Herron, R. E., & Stanley, S. A. 2003. Management commitment to safety and health in residential construction: HomeSafe spending trends 1991-1999. *Work: Journal of Prevention, Assessment & Rehabilitation*, 20(1): 35-44.
- Giordano, C., Wood, J. V., & Michela, J. L. 2000. Depressive personality styles, dysphoria, and social comparisons in everyday life. *Journal of Personality & Social Psychology*, 79(3): 438-451.
- Goh, S. C. & Fraser, B. J. 2000. Teacher interpersonal behavior and elementary students' outcomes. *Journal of Research in Childhood Education*, 14(2): 216-231.
- Goh, S. C. 2002. Managing effective knowledge transfer: An integrative framework and some practice implications. *Journal of Knowledge Management*, 6(1): 23-30.
- Gold, J., Holman, D., & Thorpe, R. 2002. The role of argument analysis and story telling in facilitating critical thinking. *Management Learning*, 33(3): 371-388.
- Golembiewski, R. T. & Miller, C. F. 2000. Politics/administration interface as locus for planned change perspectives on helping intended things happen in critical places. *Public Administration Quarterly*, 23(4): 392.
- Golembiewski, R. T. 2001. Symposium X: OD in the public sector: Reemphasizing the generations. *Public Administration Quarterly*, 25(2): 131.
- Golembiewski, R. T., Vigoda, E., & Sun, B.-C. 2002. Cacophonies in the contemporary chorus about change at public worksites, as contrasted with some straight-talk from a planned change perspective. *International Journal of Public Administration*, 25(1): 111.
- Goodman, E.A., Zammuto, R.F., & Gifford, B. 2001. Utilizing the competing values framework to understand the impact of organizational culture on the quality of work life. *The Organization Development Journal*, 19(3), 58-68.
- Goodman, E.A. & Boss, R.W. 2002. The phase model of burnout and employee turnover. *The Journal of Health and Human Resources Administration*, 25 (1), 33-47.
- Gopinath, C. & Becker, T. E. 2000. Communication, procedural justice, and employee attitudes: Relationships under conditions of divestiture. *Journal of Management*, 26(1): 63-83.
- Gottlieb, J. Z. 2001. An exploration of organization development practitioners' role concept. *Consulting Psychology Journal: Practice & Research*, 53(1): 35-51.
- Green, S. & Cooper, B. A. 2000. Occupation as a quality of life constituent: A nursing home perspective. *British Journal of Occupational Therapy*, 63(1): 17-24.
- Greenwood, R., Suddaby, R., & Hinings, C. R. 2002. Theorizing change: The role of professional associations in the transformation of institutionalized fields. *Academy of Management Journal*, 45(1): 58-80.

- Guimon, J., Baro, F. C. J., Becker, T., Breier, P., Czabala, J. C., Dilling, H., Henderson, J. H., Meulenberg, L., Tudorache, B., Yastrebov, V. S., Rutz, W., & Bramesfeld, A. 2002. WHO task force on mental health assessment: A reflection on an experience of three years. *European Journal of Psychiatry*, 16(4): 233-239.
- Gunz, H. P., Lichtenstein, B. M. B., & Long, R. G. 2002. Self-organization in career systems: A view from complexity science. *M@n@gement*, 5(1): 63-88.
- Hailey, V. H. & Balogun, J. 2002. Devising context sensitive approaches to change: The example of Glaxo Wellcome. *Long Range Planning: International Journal of Strategic Management*, 35(2): 153-178.
- Haines, V. Y. I., Merrheim, G., & Roy, M. 2001. Understanding reactions to safety incentives. *Journal of Safety Research*, 32(1): 17-30.
- Hara, N., Bonk, C. J., & Angeli, C. 2000. Content analysis of online discussion in an applied educational psychology course. *Instructional Science*, 28(2): 115-152.
- Hardin, E. E., Leong, F. T. L., & Osipow, S. H. 2001. Cultural relativity in the conceptualization of career maturity. *Journal of Vocational Behavior*, 58(1): 36-52.
- Hardy, C., Palmer, I., & Phillips, N. 2000. Discourse as a strategic resource. *Human Relations*, 53(9): 1227-1248.
- Hart, J. W., Bridgett, D. J., & Karau, S. J. 2001. Coworker ability and effort as determinants of individual effort on a collective task. *Group Dynamics*, 5(3): 181-190.
- Hart, P. M., Wearing, A. J., Conn, M., Carter, N. L., & Dingle, R. K. 2000. Development of the School Organisational Health Questionnaire: A measure for assessing teacher morale and school organisational climate. *British Journal of Educational Psychology*, 70(2): 211-228.
- Hartley, J. & Benington, J. 2000. Co-research: A new methodology for new times. *European Journal of Work & Organizational Psychology*, 9(4): 463-476.
- Harvey, J., Pettigrew, A., & Ferlie, E. 2002. The determinants of research group performance: Towards Mode 2? *Journal of Management Studies*, 39(6): 747-774.
- Harvey, S. & Keashly, L. 2003. Predicting the risk for aggression in the workplace: Risk factors, self-esteem and time at work. *Social Behavior & Personality*, 31(8): 807-814.
- Hazen, M. A. 2003. Societal and workplace responses to perinatal loss: Disenfranchised grief or healing connection. *Human Relations*, 56(2): 147-166.
- Hebl, M. R., Foster, J. B., Mannix, L. M., & Dovidio, J. F. 2002. Formal and interpersonal discrimination: A field study of bias toward homosexual applicants. *Personality & Social Psychology Bulletin*, 28(6): 815-825.
- Hebl, M. R. & Mannix, L. M. 2003. The weight of obesity in evaluating others: A mere proximity effect. *Personality & Social Psychology Bulletin*, 29(1): 28-38.
- Hendrick, H. W. 2000. The technology of ergonomics. *Theoretical Issues in Ergonomics Science*, 1(1): 22-33.
- Hepburn, C. G. & Barling, J. 2001. To vote or not to vote: Abstaining from voting in union representation elections. *Journal of Organizational Behavior*, 22(5): 569-591.
- Heracleous, L. & Hendry, J. 2000. Discourse and the study of organization: Toward a structural perspective. *Human Relations*, 53(10): 1251-1286.
- Heracleous, L. 2001. An ethnographic study of culture in the context of organizational change. *Journal of Applied Behavioral Science*, 37(4): 426-446.
- Heracleous, L. & Barrett, M. 2001. Organizational change as discourse: Communicative actions and deep structures in the context of information technology implementation. *Academy of Management Journal*, 44(4): 755-778.
- Heracleous, L. 2003. A comment on the role of metaphor in knowledge generation. *Academy of Management Review*, 28(2): 190-191.
- Herscovitch, L. & Meyer, J. P. 2002. Commitment to organizational change: Extension of a three-component model. *Journal of Applied Psychology*, 87(3): 474-487.
- Hill, J., Puurula, A., Sitko-Lutek, A., & Rakowska, A. 2000. Cognitive style and socialisation: An exploration of learned sources of style in Finland, Poland and the UK. *Educational Psychology*, 20(3): 285-305.
- Hofmann, D. A., Morgeson, F. P., & Gerras, S. J. 2003. Climate as a moderator of the relationship between leader-member exchange and content specific citizenship: Safety climate as an exemplar. *Journal of Applied Psychology*, 88(1): 170-178.
- Hood, J. N., Muller, H. J., & Seitz, P. 2001. Attitudes of Hispanics and Anglos surrounding a workforce diversity intervention. *Hispanic Journal of Behavioral Sciences*, 23(4): 444-458.

- Hood, J. N. & Logsdon, J. M. 2002. Business ethics in the NAFTA countries: A cross-cultural comparison. *Journal of Business Research*, 55(11): 883-890.
- Hornstein, H. 2001. Organizational development and change management: Don't throw the baby out with the bath water. *Journal of Applied Behavioral Science*, 37(2): 223-226.
- Hoskisson, R. E., Eden, L., Lau, C. M., & Wright, M. 2000. Strategy in emerging economies. *Academy of Management Journal*, 43(3): 249-267.
- Huelsman, T. J., Furr, R. M., & Nemanick, R. C. J. 2003. Measurement of dispositional affect: Construct validity and convergence with a circumplex model of affect. *Educational & Psychological Measurement*, 63(4): 655-673.
- Hughes, R. E. 2001. Deciding to leave but staying: Teacher burnout, precursors, and turnover. *International Journal of Human Resource Management*, 12(2): 288-298.
- Humphreys, M. S. 2001. Proactive interference and complexity. *Journal of Experimental Psychology: Learning, Memory, & Cognition*, 27(3): 872-878.
- Hunt, J. G. J. & Ropo, A. 2003. Longitudinal organizational research and the third scientific discipline. *Group & Organization Management*, 28(3): 315-340.
- Hunt, J. W. & Baruch, Y. 2003. Developing top managers: The impact of interpersonal skills training. *Journal of Management Development*, 22(8): 729-752.
- Huxham, C. & Vangen, S. 2000a. Leadership in the shaping and implementation of collaboration agendas: How things happen in a (not quite) joined-up world. *Academy of Management Journal*, 43(6): 1159-1175.
- Huxham, C. & Vangen, S. 2000b. Ambiguity, complexity and dynamics in the membership of collaboration. *Human Relations*, 53(6): 771-806.
- Huxham, C. & Beech, N. 2003. Contrary Prescriptions: Recognizing Good Practice Tensions in Management. *Organization Studies*, 24(1): 69-93.
- Huxham, C. & Vangen, S. 2003. Researching organizational practice through action research: Case studies and design choices. *Organizational Research Methods*, 6(3): 383-403.
- Huy, Q. N. 2002. Emotional balancing of organizational continuity and radical change: The contribution of middle managers. *Administrative Science Quarterly*, 47(1): 31-69.
- Jacobs, R. L. & Russ-Eft, D. 2001. Cascade training and institutionalizing organizational change. *Advances in Developing Human Resources*, 3(4): 496-503.
- Jacobs, R. L. 2002. Institutionalizing organizational change through cascade training. *Journal of European Industrial Training*, 26(2-4): 177-182.
- Jaques, E. 2001. Diagnosing sources of managerial leadership problems for research and treatment. *Consulting Psychology Journal: Practice & Research*, 53(2): 67-75.
- Jaques, E. 2003. Work and the unconscious. *Psychoanalytic Psychology*, 20(2): 236-244.
- Johnson, J. W. 2000. A heuristic method for estimating the relative weight of predictor variables in multiple regression. *Multivariate Behavioral Research*, 35(1): 1-19.
- Johnson, J. W. 2001. The relative importance of task and contextual performance dimensions to supervisor judgments of overall performance. *Journal of Applied Psychology*, 86(5): 984-996.
- Johnson, J. W., Carter, G. W., Davison, H. K., & Oliver, D. H. 2001. A synthetic validity approach to testing differential prediction hypotheses. *Journal of Applied Psychology*, 86(4): 774-780.
- Johnson, P., Wistow, G., Schulz, R., & Hardy, B. 2003. Interagency and interprofessional collaboration in community care: The interdependence of structures and values. *Journal of Interprofessional Care*, 17(1): 69-83.
- Jones, J. W., Brasher, E. E., & Huff, J. W. 2002. Innovations in integrity-based personnel selection: Building a technology-friendly assessment. *International Journal of Selection & Assessment*, 10(1-2): 87-97.
- Jordan, M. H., Feild, H. S., & Armenakis, A. A. 2002. The relationship of group process variables and team performance: A team-level analysis in a field setting. *Small Group Research*, 33(1): 121-150.
- Kahn, W. A. 2001. Holding environments at work. *Journal of Applied Behavioral Science*, 37(3): 260-279.
- Kahn, W. A. 2002. Managing the paradox of self-reliance. *Organizational Dynamics*, 30(3): 239-256.
- Kalliath, T. & Coghlan, D. 2001a. Applying OD in the classroom: The design and operation of an OD course. *Organization Development Journal*, 19(4): 51-60.
- Kalliath, T. & Coghlan, D. 2001b. Developing reflective skills through writing in an OD course. *Organization Development Journal*, 19(4): 61-70.
- Kaminski, M., Kaufman, J. S., Graubarth, R., &

- Robins, T. G. 2000. How do people become empowered? A case study of union activists. *Human Relations*, 53(10): 1357-1383.
- Kaminski, M. 2001. Unintended consequences: Organizational practices and their impact on workplace safety and productivity. *Journal of Occupational Health Psychology*, 6(2): 127-138.
- Karau, S. J., Markus, M. J., & Williams, K. D. 2000. On the elusive search for motivation gains in groups: Insights from the Collective Effort Model. *Zeitschrift fuer Sozialpsychologie*, 31(4): 179-190.
- Keashly, L. 2001. Interpersonal and systemic aspects of emotional abuse at work: The target's perspective. *Violence & Victims*, 16(3): 233-268.
- Keenoy, T., Oswick, C., & Grant, D. 2003. The edge of metaphor. *Academy of Management Review*, 28(2): 191-192.
- Kenis, P. & Knoke, D. 2002. How organizational field networks shape interorganizational tie-formation rates. *Academy of Management Review*, 27(2): 275-293.
- Khilji, S. E. 2002. Modes of convergence and divergence: An integrative view of multinational practices in Pakistan. *International Journal of Human Resource Management*, 13(2): 232-253.
- Khilji, S. E. 2003. 'To adapt or not to adapt': Exploring the role of national culture in HRM – A study of Pakistan. *International Journal of Cross Cultural Management*, 3(1): 109-132.
- King, M. & Watson, K. 2001. 'Transgressing venues': 'Health' studies, cultural studies and the media. *Health Care Analysis*, 9(4): 401-416.
- Kirkbride, P. S. 2003. Management development: In search of a new role? *Journal of Management Development*, 22(2): 171-180.
- Kissler, G. D. 2001. e-Leadership. *Organizational Dynamics*, 30(2): 121-133.
- Konczak, L. J., Stelly, D. J., & Trusty, M. L. 2000. Defining and measuring empowering leader behaviors: Development of an upward feedback instrument. *Educational & Psychological Measurement*, 60(2): 301-313.
- Kontoghiorghes, C. 2001. Factors affecting training effectiveness in the context of the introduction of new technology: A US case study. *International Journal of Training & Development*, 5(4): 248-260.
- Kontoghiorghes, C. 2003. Identification of key predictors of organizational competitiveness in a service organization. *Organization Development Journal*, 21(2): 28-42.
- Kop, N. & Euwema, M. C. 2001. Occupational stress and the use of force by Dutch police officers. *Criminal Justice & Behavior*, 28(5): 631-652.
- Kosarzycki, M. P., Salas, E., Wilson, K. A., & DeRouin, R. 2002. Teamwork training in organizations: The case of training resource management. *Psyche: Revista de la Escuela de Psicología*, 11(2): 121-140.
- Krause, D. E. & Gebert, D. 2003. Unterschiede in der Durchführung zwischen internen und externen Assessment Centern – Eine empirische Analyse. *Zeitschrift für Arbeits- und Organisationspsychologie*, 47(2): 87-94.
- Krausz, M., Bizman, A., & Fox, S. 2002. Factors affecting post-relocation adaptation in a case of an entire plant relocation. *Journal of Managerial Psychology*, 17(2): 80-94.
- Kristof-Brown, A. L., Jansen, K. J., & Colbert, A. E. 2002. A policy-capturing study of the simultaneous effects of fit with jobs, groups, and organizations. *Journal of Applied Psychology*, 87(5): 985-993.
- Kuchinke, K. P. 2000. The role of feedback in management training settings. *Human Resource Development Quarterly*, 11(4): 381-401.
- Kur, E. & Bunning, R. 2002. Assuring corporate leadership for the future. *Journal of Management Development*, 21(10): 761-779.
- Lance, C. E. & Bennett, W. J. 2000. Replication and extension of models of supervisory job performance ratings. *Human Performance*, 13(2): 139-158.
- Lance, C. E., Johnson, C. D., Douthitt, S. S., Bennett, W. J., & Harville, D. L. 2000. Good news: Work sample administrators' global performance judgments are (about) as valid as we've suspected. *Human Performance*, 13(3): 253-277.
- Lance, C. E., Kavanagh, M. J., & Brink, K. E. 2002. Retraining climate as a predictor of retraining success and as a moderator of the relationship between cross-job retraining time estimates and time to proficiency in the new job. *Group & Organization Management*, 27(2): 294-317.
- Landry, E. M. 2000. Scrolling around the new organization: The potential for conflict in the on-line environment. *Negotiation Journal*, 16(2): 133-142.
- Lawler, E. E. 2000. Research directions. *Human Resource Management Review*, 10(3): 307-311.
- Lawler, E. E. I. & Finegold, D. 2000. Individualizing the organization: Past, present, and future. *Organizational Dynamics*, 29(1): 1-15.
- Lawler, E. E. I., Benson, G. S., Finegold, D. L., & Conger, J. A. 2002. Corporate boards: Keys to effectiveness. *Organizational Dynamics*, 30(4):

- 310-324.
- Le Fevre, M., Matheny, J., & Kolt, G. S. 2003. Eustress, distress, and interpretation in occupational stress. *Journal of Managerial Psychology*, 18(7):726-744.
- Lee, K., Allen, N. J., Meyer, J. P., & Rhee, K.-Y. 2001. The three-component model of organisational commitment: An application to South Korea. *Applied Psychology: An International Review*, 50(4):596-614.
- Leiter, M. P., Frizzell, C., Harvie, P., & Churchill, L. 2001. Abusive interactions and burnout: Examining occupation, gender, and the mediating role of community. *Psychology & Health*, 16(5): 547-563.
- Lemieux-Charles, L., Murray, M., Baker, G. R., Barnsley, J., Tasa, K., & Ibrahim, S. A. 2002. The effects of quality improvement practices on team effectiveness: A mediational model. *Journal of Organizational Behavior*, 23(5): 533-553.
- Levin, I. M. 2000a. Vision revisited: Telling the story of the future. *Journal of Applied Behavioral Science*, 36(1): 91-107.
- Levin, I. M. 2000b. Five windows into organization culture: An assessment framework and approach. *Organization Development Journal*, 18(1): 83-94.
- Lichtenstein, B. M. B. & Mendenhall, M. 2002. Non-linearity and response-ability: Emergent order in 21st century careers. *Human Relations*, 55(1): 5-32.
- Lichtenstein, B. M. B., Ogilvie, J. R., & Mendenhall, M. 2002. Non-linear dynamics in entrepreneurial and management careers. *M@n@gement*, 5(1): 31-47.
- Liefooghe, A. P. D. & Davey, K. M. 2001. Accounts of workplace bullying: The role of the organization. *European Journal of Work & Organizational Psychology*, 10(4): 375-392.
- Lillrank, P. 2003. The Quality of Standard, Routine and Nonroutine Processes. *Organization Studies*, 24(2):215-233.
- Lin, C. Y.-Y. 2002. Empowerment in the service industry: An empirical study in Taiwan. *Journal of Psychology*, 136(5): 533-554.
- Linstead, S. 2000. Gender blindness or gender suppression? A comment on Fiona Wilson's research note: Comment. *Organization Studies*, 21(1): 297-303.
- Linstead, S. 2001. Death in Vegas: Seduction, Kitsch, and sacrifice. *M@n@gement*, 4(3): 159-174.
- Lounsbury, J. W., Sundstrom, E., Loveland, J. L., & Gibson, L. W. 2002. Broad versus narrow personality traits in predicting academic performance of adolescents. *Learning & Individual Differences*, 14(1): 65-75.
- Lounsbury, J. W., Loveland, J. M., Sundstrom, E. D., Gibson, L. W., Drost, A. W., & Hamrick, F. L. 2003a. An investigation of personality traits in relation to career satisfaction. *Journal of Career Assessment*, 11(3): 287-307.
- Lounsbury, J. W., Sundstrom, E., Loveland, J. M., & Gibson, L. W. 2003b. Intelligence, "Big Five" personality traits, and work drive as predictors of course grade. *Personality & Individual Differences*, 35(6):1231-1239.
- Lowman, R. L., Alderfer, C., Atella, M., Garman, A., Hellkamp, D., Kilburg, R., Lloyd, P., & O'Roark, A. 2002. Principles for education and training at the doctoral and postdoctoral level in consulting psychology/organizational. *Consulting Psychology Journal: Practice & Research*, 54(4): 213-222.
- Lundberg, C. C. 2000. Questions About OB at the Club. *Journal of Management Inquiry*, 9(1): 29-35.
- Lundberg, C. C. & Young, C. A. 2001. A note on emotions and consultancy. *Journal of Organizational Change Management*, 14(6): 530-538.
- Luther, N. 2000. Integrity testing and job performance within high performance work teams: A short note. *Journal of Business & Psychology*, 15(1): 19-25.
- Macy, G. & Neal, J. C. 2002. The Dialogic Case Method: Building a Microworld in the Classroom. *Organization Development Journal*, 20(3): 31-41.
- Madsen, S. R. 2003a. The effects of home-based teleworking on work-family conflict. *Human Resource Development Quarterly*, 14(1): 35-58.
- Madsen, S. R. 2003b. Wellness in the Workplace: Preparing Employees for Change. *Organization Development Journal*, 21(1): 46-55.
- Manning, M. R. & Weber, P. S. 2001. Developing first encounters of the close kind: A beginning class exercise. *Journal of Management Education*, 25(2): 617-623.
- Mantler, J., Schellenberg, E. G., & Page, J. S. 2003. Attributions for serious illness: Are controllability, responsibility and blame different constructs? *Canadian Journal of Behavioural Science*, 35(2): 142-152.
- Markham, S. E. & Halverson, R. R. 2002. Within- and between-entity analyses in multilevel research: A leadership example using single level analyses and boundary conditions (MRA). *Leadership*

- Quarterly*, 13(1): 35-52.
- Marks, M. A., Sabella, M. J., Burke, C. S., & Zaccaro, S. J. 2002. The impact of cross-training on team effectiveness. *Journal of Applied Psychology*, 87(1): 3-13.
- Marks, M. L. & Mirvis, P. H. 2000. Managing mergers, acquisitions, and alliances: Creating an effective transition structure. *Organizational Dynamics*, 28(3): 35-47.
- Marshak, R. J., Keenoy, T., Oswick, C., & Grant, D. 2000. From outer words to inner worlds. *Journal of Applied Behavioral Science*, 36(2): 245-258.
- Martin, G. & Beaumont, P. 2001. Transforming multinational enterprises: Towards a process model of strategic human resource management change. *International Journal of Human Resource Management*, 12(8): 1234-1250.
- Martin, G., Massy, J., & Clarke, T. 2003. When absorptive capacity meets institutions and (e)learners: adopting, diffusing and exploiting e-learning in organizations. *International Journal of Training & Development*, 7(4): 228-244.
- Maslach, C., Schaufeli, W. B., & Leiter, M. P. 2000. Job burnout. *Annual Review of Psychology*, 52: 397-422.
- Masterson, S. S., Lewis, K., Goldman, B. M., & Taylor, M. S. 2000. Integrating justice and social exchange: The differing effects of fair procedures and treatment on work relationships. *Academy of Management Journal*, 43(4): 738-748.
- Mattis, M. C. 2001. Advancing women in business organizations: Key leadership roles and behaviors of senior leaders and middle managers. *Journal of Management Development*, 20(4): 371-388.
- May, G. L. & Kahnweiler, W. M. 2000. The effect of a mastery practice design on learning and transfer in behavior modeling training. *Personnel Psychology*, 53(2): 353-373.
- Mazen, A. M., Jones, M. C., & Sergenian, G. K. 2000. Transforming the class into a learning organization. *Management Learning*, 31(2): 147-161.
- McConkie, M. L. & Boss, R. W. 2001. David's rise to power and the struggle to keep it: An examination of the change process. *Public Administration Quarterly*, 25(2): 190-228.
- McCormick, D. W. & White, J. 2000. Using one's self as an instrument for organizational diagnosis. *Organization Development Journal*, 18(3): 49-61.
- McCoy, H. V., Messiah, S. E., & Zhao, W. 2002. Improving access to primary health care for chronic drug users: An innovative systemic intervention for providers. *Journal of Behavioral Health Services & Research*, 29(4): 445-457.
- McDaniel, M. A., Morgeson, F. P., Finnegan, E. B., Campion, M. A., & Braverman, E. P. 2001. Use of situational judgment tests to predict job performance: A clarification of the literature. *Journal of Applied Psychology*, 86(4): 730-740.
- McDonald, C., Harris, J., & Wintersteen, R. 2003. Contingent on Context? Social Work and the State in Australia, Britain, and the USA. *British Journal of Social Work*, 33(2): 191-208.
- McIliduff, E. & Coghlan, D. 2000. Reflections: Understanding and contending with passive-aggressive behaviour in teams and organizations. *Journal of Managerial Psychology*, 15(7-8): 716-732.
- McNatt, D. B. 2000. Ancient Pygmalion joins contemporary management: A meta-analysis of the result. *Journal of Applied Psychology*, 85(2): 314-322.
- Meda, A. K. 2003. Tendercare, Inc.: A Case Study Using Appreciative Inquiry. *Organization Development Journal*, 21(4): 81-86.
- Meyer, J. P. & Herscovitch, L. 2001. Commitment in the workplace: Toward a general model. *Human Resource Management Review*, 11(3): 299-326.
- Meyer, J. P., Bartunek, J. M., & Lacey, C. A. 2002. Identity change and stability in organizational groups: A longitudinal investigation. *International Journal of Organizational Analysis*, 10(1): 4-29.
- Meyer, J. P., Stanley, D. J., Herscovitch, L., & Topolnytsky, L. 2002. Affective, continuance, and normative commitment to the organization: A meta-analysis of antecedents, correlates, and consequences. *Journal of Vocational Behavior*, 61(1): 20-52.
- Meyer, M., Aderhold, J., & Teich, T. 2003. Optimization of social structure in business networks by grid-technique and polyhedral analysis. *Journal of Business & Psychology*, 17(4): 451-472.
- Miceli, N. S., Harvey, M., & Buckley, M. R. 2001. Potential discrimination in structured employment interviews. *Employee Responsibilities & Rights Journal*, 13(1): 15-38.
- Michailova, S. 2002. When common sense becomes uncommon: Participation and empowerment in Russian companies with Western participation. *Journal of World Business*, 37(3): 180-187.
- Miles, R. H. 2001. Beyond the age of Dilbert: Accelerating corporate transformations by rapidly engaging all employees. *Organizational Dynamics*, 29(4):

- 313-321.
- Miller, D. 2002. Successful change leaders: What makes them? What do they do that is different? *Journal of Change Management*, 2(4): 359-368.
- Mirvis, P. H., Ayas, K., & Roth, G. L. 2001. Learning in performance: How a dutch company transformed itself. *Reflections*, 2(4): 21-38.
- Mohrman, S. A. & Quam, K. 2000. Consulting to team-based organizations: An organizational design and learning approach. *Consulting Psychology Journal: Practice & Research*, 52(1): 20-35.
- Mohrman, S. A., Gibson, C. B., & Mohrman, A. M. 2001. Doing research that is useful to practice: A model and empirical exploration. *Academy of Management Journal*, 44(2): 357-375.
- Moideenkutty, U., Blau, G., Kumar, R., & Nalakath, A. 2001. Perceived organisational support as a mediator of the relationship of perceived situational factors to affective organisational commitment. *Applied Psychology: An International Review*, 50(4): 615-634.
- More, E. & McGrath, M. 2002. An Australian case in e-health communication and change. *Journal of Management Development*, 21(8): 621-632.
- Mossholder, K. W., Settoon, R. P., Armenakis, A. A., & Harris, S. G. 2000. Emotion during organizational transformations: An interactive model of survivor reactions. *Group & Organization Management*, 25(3): 220-243.
- Mulac, A., Seibold, D. R., & Farris, J. L. 2000. Female and male managers' and professionals' criticism giving: Differences in language use and effects. *Journal of Language & Social Psychology*, 19(4): 389-415.
- Murphy, L. R. & Sauter, S. L. 2003. The USA Perspective: Current Issues and Trends in the Management of Work Stress. *Australian Psychologist*, 38(2): 151-157.
- Muse, L. A., Harris, S. G., & Feild, H. S. 2003. Has the inverted-U theory of stress and job performance had a fair test? *Human Performance*, 16(4): 349-364.
- Nair, K. U. & Ramnarayan, S. 2000. Individual differences in need for cognition and complex problem solving. *Journal of Research in Personality*, 34(3): 305-328.
- Nekoranec, W. & Kusy, M. 2003. OD (Simply Speaking!). *Organization Development Journal*, 21(4): 91-96.
- Nemanick, R. C. & Clark, E. M. 2002. The differential effects of extracurricular activities on attributions in resume evaluation. *International Journal of Selection & Assessment*, 10(3): 206-217.
- Neubert, M. J. & Cady, S. H. 2001. Program commitment: A multi-study longitudinal field investigation of its impact and antecedents. *Personnel Psychology*, 54(2): 321-448.
- Neubert, M. J. 2003. Creating a group culture through group systems: An example of integrating academic research into consulting practice. *Organization Development Journal*, 21(2): 20-27.
- Nigam, J. A. S., Murphy, L. R., & Swanson, N. G. 2003. Are Stress Management Programs Indicators of Good Places to Work? Results of a National Survey. *International Journal of Stress Management*, 10(4): 326-344.
- Nikandrou, I., Papalexandris, N., & Bourantas, D. 2000. Gaining employee trust after acquisition: Implications for managerial action. *Employee Relations*, 22(4): 334-355.
- Nissley, N. & Casey, A. 2002. The politics of the exhibition: Viewing corporate museums through the paradigmatic lens of organizational memory. *British Journal of Management*, 13(SpecIss): S35-S45.
- Nutt, P. C. 2002. Selecting decision rules for crucial choices: An investigation of the Thompson framework. *Journal of Applied Behavioral Science*, 38(1): 99-131.
- Nutt, P. C. 2003. Why decisions fail: Avoiding the blunders and traps that lead to debacles. *Personnel Psychology*, 56(1): 235-238.
- Ogilvie, J. R. & Stork, D. 2003. Starting the HR and change conversation with history. *Journal of Organizational Change Management*, 16(3): 254-271.
- O'Hara, L. A. & Sternberg, R. J. 2001. It doesn't hurt to ask: Effects of instructions to be creative, practical, or analytical on essay-writing performance and their interaction with students' thinking styles. *Creativity Research Journal*, 13(2): 197-210.
- Olson, R. & Austin, J. 2001a. Behavior-based safety and working alone: The effects of a self-monitoring package on the safe performance of bus operators. *Journal of Organizational Behavior Management*, 21(3): 5-43.
- Olson, R. & Austin, J. 2001b. Reflections on the EO concept: Commentary prompted by responses to "unconditioned and conditioned establishing operations in organizational behavior management." *Journal of Organizational Behavior Management*, 21(2): 67-78.

- Osterloh, M. & Frey, B. S. 2000. Motivation, knowledge transfer, and organizational forms. *Organization Science*, 11(5): 538-550.
- Oswick, C., Keenoy, T. W., & Grant, D. 2000. Discourse, organizations and organizing: Concepts, objects and subjects. *Human Relations*, 53(9): 1115-1123.
- Oswick, C., Keenoy, T., & Grant, D. 2002. Metaphor and analogical reasoning in organization theory: Beyond orthodoxy. *Academy of Management Review*, 27(2): 294-303.
- Paauwe, J. & Williams, R. 2001a. Seven key issues for management development. *Journal of Management Development*, 20(2): 90-105.
- Paauwe, J. & Williams, R. 2001b. Management development revisited. *Journal of Management Development*, 20(2): 180-191.
- Palmer, I. & Dunford, R. 2002. Managing discursive tension: The co-existence of individualist and collaborative discourses in Flight Centre. *Journal of Management Studies*, 39(8): 1045-1069.
- Palthe, J. & Ernst Kossek, E. 2003. Subcultures and employment modes: Translating HR strategy into practice. *Journal of Organizational Change Management*, 16(3): 287-308.
- Park, W.-W. 2000. A comprehensive empirical investigation of the relationships among variables of the groupthink model. *Journal of Organizational Behavior*, 21(8): 873-887.
- Parker, A. R. 2000. Impact of the organizational performance of the strategy-technology policy interaction. *Journal of Business Research*, 47(1): 55-64.
- Parker, C. P., Baltes, B. B., Young, S. A., Huff, J. W., Altmann, R. A., Lacost, H. A., & Roberts, J. E. 2003. Relationships between psychological climate perceptions and work outcomes: A meta-analytic review. *Journal of Organizational Behavior*, 24(4): 389-416.
- Parker, S. K. & Axtell, C. M. 2001. Seeing another viewpoint: Antecedents and outcomes of employee perspective taking. *Academy of Management Journal*, 44(6): 1085-1100.
- Parker, S. K., Axtell, C. M., & Turner, N. 2001. Designing a safer workplace: Importance of job autonomy, communication quality, and supportive supervisors. *Journal of Occupational Health Psychology*, 6(3): 211-228.
- Paul, J., Costley, D. L., Howell, J. P., Dorfman, P. W., & Trafimow, D. 2001. The effects of charismatic leadership on followers' self-concept accessibility. *Journal of Applied Social Psychology*, 31(9): 1821-1844.
- Paul, J., Strbiak, C. A., & Landrum, N. E. 2002. Psychoanalytic diagnosis of top management team dysfunction. *Journal of Managerial Psychology*, 17(5): 381-393.
- Pearce, C. L. & Giacalone, R. A. 2003. Teams behaving badly: Factors associated with anti-citizenship behavior in teams. *Journal of Applied Social Psychology*, 33(1): 58-75.
- Pearson, C. M., Andersson, L. M., & Wegner, J. W. 2001. When workers flout convention: A study of workplace incivility. *Human Relations*, 54(11): 1387-1419.
- Perlmutter, F. D., Netting, E., & Bailey, D. 2001. Managerial tensions: Personal insecurity vs. professional responsibility. *Administration in Social Work*, 25(1): 1-16.
- Pisano, G. P., Bohmer, R. M. J., & Edmondson, A. C. 2001. Organizational differences in rates of learning: Evidence from the adoption of minimally invasive cardiac surgery. *Management Science*, 47(6): 752-768.
- Pisarski, A., Bohle, P., & Callan, V. J. 2002. Extended shifts in ambulance work: Influences on health. *Stress & Health: Journal of the International Society for the Investigation of Stress*, 18(3): 119-126.
- Potter, P. T., Smith, B. W., Strobel, K. R., & Zautra, A. J. 2002. Interpersonal workplace stressors and well-being: A multi-wave study of employees with and without arthritis. *Journal of Applied Psychology*, 87(4): 789-796.
- Prasad, P. & Eylon, D. 2001. Narrating past traditions of participation and inclusion: Historical perspectives on workplace empowerment. *Journal of Applied Behavioral Science*, 37(1): 5-14.
- Pulakos, E. D., Arad, S., Donovan, M. A., & Plamondon, K. E. 2000. Adaptability in the workplace: Development of a taxonomy of adaptive performance. *Journal of Applied Psychology*, 85(4): 612-624.
- Putz, P. & Lehner, J. M. 2002. Effekte zielorientierter Führungssysteme - Entwicklung und Validierung des Zielvereinbarungsbogens (ZVB). *Zeitschrift fuer Arbeits- und Organisationspsychologie*, 46(1): 22-34.
- Quinn, R. E., Spreitzer, G. M., & Brown, M. V. 2000. Changing Others Through Changing Ourselves. *Journal of Management Inquiry*, 9(2): 147-164.
- Raelin, J. A. 2001. Public reflection as the basis of learning. *Management Learning*, 32(1): 11-30.
- Raghuram, S., London, M., & Larsen, H. H. 2001.

- Flexible employment practices in Europe: Country versus culture. *International Journal of Human Resource Management*, 12(5): 738-753.
- Rahim, M. A., Antonioni, D., Krumov, K., & Ilieva, S. 2000. Power, conflict, and effectiveness: A cross-cultural study in the United States and Bulgaria. *European Psychologist*, 5(1): 28-33.
- Rahim, M. A., Antonioni, D., & Psenicka, C. 2001. A structural equations model of leader power, subordinates' styles of handling conflict, and job performance. *International Journal of Conflict Management*, 12(3): 191-211.
- Randolph, W. A. 2000. Re-thinking empowerment: Why is it so hard to achieve? *Organizational Dynamics*, 29(2): 94-107.
- Rentsch, J. R. & Klimoski, R. J. 2001. Why do 'great minds' think alike?: Antecedents of team member schema agreement. *Journal of Organizational Behavior*, 22(2): 107-120.
- Richards, D. 2003. Organizational culture: Mapping the terrain. *Management Learning*, 34(2): 281-284.
- Rickards, T., Chen, M.-H., & Moger, S. 2001. Development of a self-report instrument for exploring team factor, leadership and performance relationships. *British Journal of Management*, 12(3): 243-250.
- Rickards, T. 2003. Synectics: Reflections of a little-s practitioner. *Creativity & Innovation Management*, 12(1): 28-31.
- Ricketts, M. & Seiling, J. G. 2003. Language, Metaphors and Stories: Catalysts for Meaning Making in Organizations. *Organization Development Journal*, 21(4): 33-43.
- Robbins, T. L., Summers, T. P., Miller, J. L., & Hendrix, W. H. 2000. Using the group-value model to explain the role of noninstrumental justice in distinguishing the effects of distributive and procedural justice. *Journal of Occupational & Organizational Psychology*, 73(4): 511-518.
- Robertson, I. T., Baron, H., Gibbons, P., MacIver, R., & Nyfield, G. 2000. Conscientiousness and managerial performance. *Journal of Occupational & Organizational Psychology*, 73(2): 171-180.
- Rosenblatt, Z. & Sheaffer, Z. 2001. Brain drain in declining organizations: Toward a research agenda. *Journal of Organizational Behavior*, 22(4): 409-424.
- Rosenblatt, Z. & Sheaffer, Z. 2002. Effects of crisis-triggered demographic depletion on organizational change: The case of Israeli kibbutzim. *Journal of Contingencies & Crisis Management*, 10(1): 26-38.
- Roth, G. L. 2000. Constructing conversations: Lessons for learning from experience. *Organization Development Journal*, 18(4): 69-78.
- Roth, G. L. 2003. Learning to anneal: An interview with Vic Leo. *Reflections*, 4(3): 59-68.
- Rowan, B., Correnti, R., & Miller, R. J. 2002. What Large-Scale, Survey Research Tells Us About Teacher Effects on Student Achievement: Insights From the Prospects Study of Elementary Schools. *Teachers College Record*, 104(8): 1525-1567.
- Roy, M. 2003. Self-directed workteams and safety: A winning combination? *Safety Science*, 41(4): 359-376.
- Ruck, H. W., Barthelemy, R. R., & Barlow, C. B. 2001. The merger of government organizations: A case study. *Psychologist-Manager Journal*, 5(2): 171-179.
- Ruef, M., Aldrich, H. E., & Carter, N. M. 2003. The structure of founding teams: Homophily, strong ties, and isolation among U.S. entrepreneurs. *American Sociological Review*, 68(2): 195-222.
- Ruiz-Santos, C., Ruiz-Mercader, J., & McDonald, F. 2003. The use of contractual working time flexibility by Spanish SMEs. *Personnel Review*, 32(2): 164-186.
- Rynes, S. L. & McNatt, D. B. 2001. Bringing the organization into organizational research: An examination of academic research inside organizations. *Journal of Business & Psychology*, 16(1): 3-19.
- Sadler-Smith, E., Spicer, D. P., & Chaston, I. 2001. Learning orientations and growth in smaller firms. *Long Range Planning: International Journal of Strategic Management*, 34(2): 139-158.
- Salas, E., Burke, S. C., Bowers, C. A., & Wilson, K. A. 2001. Team training in the skies: Does crew resource management (CRM) training work? *Human Factors*, 43(4): 641-674.
- Saner, R., Yiu, L., & Sondergaard, M. 2000. Business diplomacy management: A core competency for global companies. *Academy of Management Executive*, 14(1).
- Saner, R. & Yiu, L. 2001. External Stakeholder Impacts on Third-Party Interventions in Resolving Malignant Conflicts: The Case of a Failed Third Party Intervention on Cyprus. *International Negotiations*, 6: 387-416.
- Saner, R. & Yiu, L. 2002a. Porous boundary and power politics: Contextual constraints of

- organisation development change projects in United Nations organisations. *Gestalt Review*, 6(2): 84-94.
- Saner, R. & Yiu, L. 2002b. Response to Rob Farrands and Mark Newton. *Gestalt Review*, 6(2): 109-123.
- Saner, R. & Fasel, S. 2003. Negotiating Trade in Educational Services within the WTO/GATS context. *Aussenwirtschaft*, 59(2): 275-308.
- Saner, R. & Yiu, L. 2003. International Economic Diplomacy: Mutations in Post-modern Times, *Discussion Papers in Diplomacy*, Vol. 84: 1-37. The Hague: Clingendael Institute of International Relations.
- Sarin, S. & Mahajan, V. 2001. The effect of reward structures on the performance of cross-functional product development teams. *Journal of Marketing*, 65(2): 35-53.
- Savall, H. 2003. An updated presentation of the socio-economic management model. *Journal of Organizational Change Management*, 16(1): 33-48.
- Schaller, M., Park, J. H., & Mueller, A. 2003. Fear of the dark: Interactive effects of beliefs about danger and ambient darkness on ethnic stereotypes. *Personality & Social Psychology Bulletin*, 29(5): 637-649.
- Schein, E. H. 2003. Five traps for consulting psychologists: or, How I learned to take culture seriously. *Consulting Psychology Journal: Practice & Research*, 55(2): 75-83.
- Schein, V. E. 2001. A global look at psychological barriers to women's progress in management. *Journal of Social Issues*, 57(4): 675-688.
- Schmidt, A. M. & Ford, J. K. 2003. Learning within a learner control training environment: The interactive effects of goal orientation and metacognitive instruction on learning outcomes. *Personnel Psychology*, 56(2): 405-429.
- Schneider, B., Godfrey, E. G., Hayes, S. C., Huang, M., Lim, B.-C., Nishii, L. H., Raver, J. L., & Ziegert, J. C. 2003. The human side of strategy: Employee experiences of strategic alignment in a service organization. *Organizational Dynamics*, 32(2): 122-141.
- Schruijer, S. G. L. & Vansina, L. S. 2002. Leader, leadership and leading: From individual characteristics to relating in context. *Journal of Organizational Behavior*, 23(7): 869-874.
- Schwartz, G. M. 2002. Organizational hierarchy adaptation and information technology. *Information and Organization*, 12: 153-182.
- Seginer, R. & Somech, A. 2000. In the eyes of the beholder: How adolescents, teachers and school counselors construct adolescent images. *Social Psychology of Education*, 4(2): 139-157.
- Seiling, J. G. 2002. The meaning and role of organizational advocacy: Responsibility and accountability in the workplace. *Personnel Psychology*, 55(4): 1047-1050.
- Seo, M.-G. & Creed, W. E. D. 2002. Institutional contradictions, praxis, and institutional change. *Academy of Management Review*, 27(2): 222-247.
- Seo, M.-G. 2003. Overcoming emotional barriers, political obstacles, and control imperatives in the action science approach to individual and organizational learning. *Academy of Management Learning & Education*, 2(1): 7-21.
- Shafer, R. A., Dyer, L., Kilty, J., Amos, J., & Ericksen, J. 2001. Crafting a human resource strategy to foster organizational agility: A case study. *Human Resource Management*, 40(3): 197-211.
- Shani, A. B., Sena, J. A., & Stebbins, M. W. 2000. Knowledge work teams and groupware technology: Learning from Seagate's experience. *Journal of Knowledge Management*, 4(2): 111-124.
- Shapiro, D. L., Furst, S. A., Spreitzer, G. M., & Von Glinow, M. A. 2002. Transnational teams in the electronic age: Are team identity and high performance at risk? *Journal of Organizational Behavior*, 23: 455-467.
- Sheaffer, Z. & Mano-Negrin, R. 2003. Executives' orientations as indicators of crisis management policies and practices. *Journal of Management Studies*, 40(2): 573-606.
- Shipper, F. & Davy, J. 2002. A model and investigation of managerial skills, employees' attitudes, and managerial performance. *Leadership Quarterly*, 13(2): 95-120.
- Shirom, A., Melamed, S., & Nir-Dotan, M. 2000. The relationships among objective and subjective environmental stress levels and serum uric acid: The moderating effect of perceived control. *Journal of Occupational Health Psychology*, 5(3): 374-385.
- Shockley-Zalabak, P., Ellis, K., & Winograd, G. 2000. Organizational trust: What it means, why it matters. *Organization Development Journal*, 18(4): 35-48.
- Short, D. C. & Yorks, L. 2002. Analyzing training from an emotions perspective. *Advances in Developing Human Resources*, 4(1): 80-96.
- Skarlicki, D. P., Lucas, C., Prociuk, T., & Latham, G. P. 2000. Factors explaining why people join,

- remain in, or leave a scholarly society: The Canadian Psychological Association. *Canadian Psychology*, 41(1): 69-74.
- Smith, C. & Elmes, M. 2002. Leading change: Insights from Jungian interpretations of The Book of Job. *Journal of Organizational Change Management*, 15(5): 448-460.
- Smith, P. B., Peterson, M. F., Schwartz, S. H., Ahmad, A. H., Akande, D., Andersen, J. A., Ayestaran, S., Bochner, S., Callan, V., Davila, C., Ekelund, B., Francois, P.-H., Graversen, G., Harb, C., Jesuino, J., Kantas, A., Karamushka, L., Koopman, P., Leung, K., Kruzela, P., Malvezzi, S., Mogaji, A., Mortazavi, S., Munene, J., Parry, K., Punnett, B. J., Radford, M., Ropo, A., Saiz, J., Savage, G., Setiadi, B., Sorenson, R., Szabo, E., Teparakul, P., Tirmizi, A., Tsvetanova, S., Viedge, C., Wall, C., & Yanchuk, V. 2002. Cultural values, sources of guidance, and their relevance to managerial behavior: A 47-nation study. *Journal of Cross-Cultural Psychology*, 33(2): 188-208.
- Smith-Jentsch, K. A., Campbell, G. E., Milanovich, D. M., & Reynolds, A. M. 2001. Measuring teamwork mental models to support training needs assessment, development, and evaluation: Two empirical studies. *Journal of Organizational Behavior*, 22(2): 179-194.
- Smith-Jentsch, K. A., Salas, E., & Brannick, M. T. 2001. To transfer or not to transfer? Investigating the combined effects of trainee characteristics, team leader support, and team climate. *Journal of Applied Psychology*, 86(2): 279-292.
- Smola, K. W. & Sutton, C. D. 2002. Generational differences: Revisiting generational work values for the new millennium. *Journal of Organizational Behavior*, 23(SpecIssue): 363-382.
- Sole, D. & Edmondson, A. 2002. Situated knowledge and learning in dispersed teams. *British Journal of Management*, 13(SpecIss): S17-S34.
- Somech, A. 2000. The independent and the interdependent selves: Different meanings in different cultures. *International Journal of Intercultural Relations*, 24(2): 161-172.
- Somech, A. & Drach-Zahavy, A. 2000. Understanding extra-role behavior in schools: The relationships between job satisfaction, sense of efficacy and teachers' extra-role behavior. *Teaching & Teacher Education*, 16(5-6): 649-659.
- Somech, A. & Drach-Zahavy, A. 2002. Relative power and influence strategy: The effects of agent/target organizational power on superiors' choices of influence strategies. *Journal of Organizational Behavior*, 23(2): 167-179.
- Somech, A. 2003. Relationships of participative leadership with relational demography variables: A multi-level perspective. *Journal of Organizational Behavior*, 24(8): 1003-1018.
- Somech, A. & Miassy-Maljak, N. 2003. The relationship between religiosity and burnout of principals: The meaning of educational work and role variables as mediators. *Social Psychology of Education*, 6(1): 61-90.
- Spector, B. 2003. HRM at Enron: The unindicted co-conspirator. *Organizational Dynamics*, 32(2): 207-220.
- Spreitzer, G. M. & Mishra, A. K. 2002. To stay or to go: Voluntary survivor turnover following an organizational downsizing. *Journal of Organizational Behavior*, 23(6): 707-729.
- Spreitzer, G. M. 2003. Editor's Introduction: Interview on Positive Organizational Scholarship. *Journal of Management Inquiry*, 12(3): 264-265.
- Steel, R. P., Rentsch, J. R., & Hendrix, W. H. 2001. Cross-level replication and extension of Steel and Rentsch's (1995) longitudinal absence findings. *Journal of Business & Psychology*, 16(3): 447-456.
- Stoeva, A. Z., Chiu, R. K., & Greenhaus, J. H. 2002. Negative affectivity, role stress, and work-family conflict. *Journal of Vocational Behavior*, 60(1): 1-16.
- Strazdins, L. M. 2000. Integrating emotions: Multiple role measurement of emotional work. *Australian Journal of Psychology*, 52(1): 41-50.
- Sturges, J., Guest, D., Conway, N., & Davey, K. M. 2002. A longitudinal study of the relationship between career management and organizational commitment among graduates in the first ten years at work. *Journal of Organizational Behavior*, 23(6): 731-748.
- Styhre, A., Ingelgard, A., Beausang, P., Castenfors, M., Mulec, K., & Roth, J. 2002. Emotional management and stress: Managing ambiguities. *Organization Studies*, 23(1): 83-103.
- Suddaby, R. & Greenwood, R. 2001. Colonizing knowledge: Commodification as a dynamic of jurisdictional expansion in professional service firms. *Human Relations*, 54(7): 933-953.
- Sugarman, B. 2001. A learning-based approach to organizational change: Some results and guidelines. *Organizational Dynamics*, 30(1): 62-76.
- Sundstrom, E., McIntyre, M., Halfhill, T., & Richards, H. 2000. Work groups: From the Hawthorne

- studies to work teams of the 1990s and beyond. *Group Dynamics*, 4(1): 44-67.
- Svyantek, D. J. & Brown, L. L. 2000. A complex-systems approach to organizations. *Current Directions in Psychological Science*, 9(2): 69-74.
- Swanson, R. A. 2002. Assessing the financial benefits of human resource development. *Personnel Psychology*, 55(4): 1059-1062.
- Szamosi, L. T. & Duxbury, L. 2002. Development of a measure to assess organizational change. *Journal of Organizational Change Management*, 15(2): 184-201.
- Tan, T. K. & Heracleous, L. 2001. Teaching old dogs new tricks: Implementing organizational learning in an Asian national police force. *Journal of Applied Behavioral Science*, 37(3): 361-380.
- Tanoff, G. F. & Barlow, C. B. 2002. Leadership and followership: Same animal, different spots? *Consulting Psychology Journal: Practice & Research*, 54(3): 157-167.
- Taylor, M. S. 2001. Reflections on fairness: Continuing the progression of justice research and practice. *Journal of Vocational Behavior*, 58(2): 243-253.
- Taylor, S. S. 2002. Overcoming aesthetic muteness: Researching organizational members' aesthetic experience. *Human Relations*, 55(7): 821-840.
- Taylor, S. S., Fisher, D., & Dufresne, R. L. 2002. The aesthetics of management storytelling: A key to organizational learning. *Management Learning*, 33(3): 313-330.
- Teo, C. & Waters, L. 2002. The role of human resource practices in reducing occupational stress and strain. *International Journal of Stress Management*, 9(3): 207-226.
- Terry, D. J., Carey, C. J., & Callan, V. J. 2001. Employee adjustment to an organizational merger: An intergroup perspective. *Personality & Social Psychology Bulletin*, 27(3): 267-280.
- Tetrick, L. E., Slack, K. J., Da Silva, N., & Sinclair, R. R. 2000. A comparison of the stress-strain process for business owners and nonowners: Differences in job demands, emotional exhaustion, satisfaction, and social support. *Journal of Occupational Health Psychology*, 5(4): 464-476.
- Thomas, K. M. & Landau, H. 2002. Organizational Development Students as Engaged Learners and Reflective Practitioners: The Role of Service Learning in Teaching OD. *Organization Development Journal*, 20(3): 88-98.
- Tinsley, C. H. & Weldon, E. 2003. Responses to a Normative Conflict among American and Chinese Managers. *International Journal of Cross Cultural Management*, 3(2): 183-194.
- Tobin, T. J. 2001. Organizational determinants of violence in the workplace. *Aggression & Violent Behavior*, 6(1): 91-102.
- Torbert, W. R. 2000. A developmental approach to social science: A model for analyzing Charles Alexander's scientific contributions. *Journal of Adult Development*, 7(4): 255-267.
- Trader-Leigh, K. E. 2002. Case study: Identifying resistance in managing change. *Journal of Organizational Change Management*, 15(2): 138-155.
- Trepo, G. & de Geuser, F. 2003. Managing the unmanageable: How can SEAM give back to employees and work situations their anthropological original substance? *Journal of Organizational Change Management*, 16(1): 99-106.
- Tsoukas, H. 2001. Re-viewing organization. *Human Relations*, 54(1): 7-12.
- Tsoukas, H. & Hatch, M. J. 2001. Complex thinking, complex practice: The case for a narrative approach to organizational complexity. *Human Relations*, 54(8): 979-1013.
- Tsoukas, H. 2002. Introduction: Knowledge-based perspectives on organizations: Situated knowledge, novelty, and communities of practice. *Management Learning*, 33(4): 419-426.
- Tsoukas, H. & Chia, R. 2002. An organizational becoming: Rethinking organizational change. *Organization Science*, 13(5): 567-582.
- Tsui, A. S., Porter, L. W., & Egan, T. D. 2002. When both similarities and dissimilarities matter: Extending the concept of relational demography. *Human Relations*, 55(8): 899-929.
- Tubbs, M. E. & Trusty, M. L. 2001. Direct reports of motivation for task performance levels: Some construct-related evidence. *Journal of Psychology*, 135(2): 185-204.
- Tucker, A. L., Edmondson, A. C., & Spear, S. 2002. When problem solving prevents organizational learning. *Journal of Organizational Change Management*, 15(2): 122-137.
- Turban, D. B., Lau, C.-M., Ngo, H.-Y., Chow, I. H. S., & Si, S. X. 2001. Organizational attractiveness of firms in the People's Republic of China: A person-organization fit perspective. *Journal of Applied Psychology*, 86(2): 194-206.

- Twomey, D. F. & Harris, D. L. 2000. From Strategy to Corporate Outcomes: Aligning Human Resource Management Systems with Entrepreneurial Intent. *International Journal of Commerce & Management*, 10(3/4): 43-55.
- Twomey, D. F., Twomey, R. F., & Quazi, H. 2000. Antecedents and dynamics of the business school-business interface. *International Journal of Organizational Analysis*, 8(2): 179-199.
- Van Rooy, D. L., Alonso, A., & Fairchild, Z. 2003. In with the new, out with the old: Has the technological revolution eliminated the traditional job search process? *International Journal of Selection & Assessment*, 11(2-3): 170-174.
- Vangen, S. & Huxham, C. 2003. Nurturing collaborative relations: Building trust in interorganizational collaboration. *Journal of Applied Behavioral Science*, 39(1): 5-31.
- Vest, M. J., Scott, K. D., Vest, J. M., & Markham, S. E. 2000. Factors influencing employee beliefs that pay is tied to performance. *Journal of Business & Psychology*, 14(4): 553-562.
- Vigoda, E. & Golembiewski, R. T. 2001. Citizenship Behavior and the Spirit of New Managerialism: A Theoretical Framework and Challenge for Governance. *American Review of Public Administration*, 31(3): 273.
- von Krogh, G., Nonaka, I., & Aben, M. 2001. Making the most of your company's knowledge: A strategic framework. Long Range Planning: *International Journal of Strategic Management*, 34(4): 421-439.
- Voronov, M. & Singer, J. A. 2002. The myth of individualism-collectivism: A critical review. *Journal of Social Psychology*, 142(4): 461-480.
- Voronov, M. & Coleman, P. T. 2003. Beyond the ivory towers: Organizational power practices and a "practical" critical postmodernism. *Journal of Applied Behavioral Science*, 39(2): 169-185.
- Wang, Z.-M. 2003. Managerial competency modelling and the development of organizational psychology: A Chinese approach. *International Journal of Psychology*, 38(5): 323-334.
- Waters, L., McCabe, M., Kiellerup, D., & Kiellerup, S. 2002. The role of formal mentoring on business success and self-esteem in participants of a new business start-up program. *Journal of Business & Psychology*, 17(1): 107-121.
- Waters, L. E. & Moore, K. A. 2001. Coping with economic deprivation during unemployment. *Journal of Economic Psychology*, 22(4): 461-482.
- Waters, L. E. & Moore, K. A. 2002a. Predicting self-esteem during unemployment: The effect of gender financial deprivation, alternate roles and social support. *Journal of Employment Counseling*, 39(4): 171-189.
- Waters, L. E. & Moore, K. A. 2002b. Self-esteem, appraisal and coping: A comparison of unemployed and re-employed people. *Journal of Organizational Behavior*, 23(5): 593-604.
- Waters, L. E. & Moore, K. A. 2002c. Reducing latent deprivation during unemployment: The role of meaningful leisure activity. *Journal of Occupational & Organizational Psychology*, 75(1): 15-32.
- Weber, P. S. & Manning, M. R. 2001. Cause maps, sensemaking, and planned organizational change. *Journal of Applied Behavioral Science*, 37(2): 227-251.
- Weick, K. E. 2002a. Puzzles in organizational learning: An exercise in disciplined imagination. *British Journal of Management*, 13(SpecIss): S7-S15.
- Weick, K. E. 2002b. Essai: Real-time Reflexivity: Prods to Reflection. *Organization Studies*, 23(6): 893-898.
- Weldon, E. 2000. The development of product and process improvements in work groups. *Group & Organization Management*, 25(3): 244-268.
- Weldon, E. & Yun, S. 2000. The effects of proximal and distal goals on goal level, strategy development, and group performance. *Journal of Applied Behavioral Science*, 36(3): 336-344.
- Westman, M. & Etzion, D. 2001. The impact of vacation and job stress on burnout and absenteeism. *Psychology & Health*, 16(5): 595-606.
- Westman, M., Etzion, D., & Danon, E. 2001. Job insecurity and crossover of burnout in married couples. *Journal of Organizational Behavior*, 22(5): 467-481.
- Westman, M. & Etzion, D. 2002. The impact of short overseas business trips on job stress and burnout. *Applied Psychology: An International Review*, 51(4): 582-592.
- Wheelan, S. A. & Lisk, A. R. 2000. Cohort group effectiveness and the educational achievement of adult undergraduate students. *Small Group Research*, 31(6): 724-738.
- Whelan-Berry, K. S., Gordon, J. R., & Hinings, C. R. 2003. Strengthening organizational change processes: Recommendations and implications from a multilevel analysis. *Journal of Applied Behavioral Science*, 39(2): 186-207.
- Whipp, R. & Strong, C. 2002. Editorial. *British Journal of Management*, 13(4): 283-284.

- Willemyns, M., Gallois, C., & Callan, V. J. 2003. Trust me, I'm your boss: Trust and power in supervisor-supervisee communication. *International Journal of Human Resource Management*, 14(1): 117-127.
- Winefield, A. H., Gillespie, N., Stough, C., Dua, J., Hapuarachchi, J., & Boyd, C. 2003. Occupational stress in Australian university staff: Results from a national survey. *International Journal of Stress Management*, 10(1): 51-63.
- Witt, L. A., Hilton, T. F., & Hockwarter, W. A. 2001. Addressing politics in matrix teams. *Group & Organization Management*, 26(2): 230-247.
- Witt Smith, J., Smith, W. J., & Markham, S. E. 2000. Diversity issues in mentoring academic faculty. *Journal of Career Development*, 26(4): 251-262.
- Wolff, S. B., Pescosolido, A. T., & Druskat, V. U. 2002. Emotional intelligence as the basis of leadership emergence in self-managing teams. *Leadership Quarterly*, 13(5): 505-522.
- Wolfram Cox, J. 2001. Remembrance of things past? Change, development and paternalism. *Journal of Organizational Change Management*, 14(2): 168-189.
- Wolfram Cox, J. & Minahan, S. 2002. Crafting organization. *Culture and Organization*, 8(3): 209-224.
- Wood, J. V., Michela, J. L., & Giordano, C. 2000. Downward comparison in everyday life: Reconciling self-enhancement models with the mood-cognition priming model. *Journal of Personality & Social Psychology*, 79(4): 563-579.
- Wood, J. V., Heimpel, S. A., & Michela, J. L. 2003. Savoring Versus Dampening: Self-Esteem Differences in Regulating Positive Affect. *Journal of Personality & Social Psychology*, 85(3): 566-580.
- Wood, R. E., Atkins, P., & Taberner, C. 2000. Self-efficacy and strategy on complex tasks. *Applied Psychology: An International Review*, 49(3): 430-446.
- Worley, C. G. & Feyerherm, A. E. 2003. Reflections on the future of organization development. *Journal of Applied Behavioral Science*, 39(1): 97-115.
- Wright, C. R., Manning, M. R., Farmer, B., & Gilbreath, B. 2000. Resourceful sensemaking in product developmental teams. *Organization Studies*, 21(4): 807-825.
- Wright, P. M., McMahan, G. C., Snell, S. A., & Gerhart, B. 2001. Comparing line and HR executives' perceptions of HR effectiveness: Services, roles, and contributions. *Human Resource Management*, 40(2): 111-123.
- Yang, S. & Knoke, D. 2001. Optimal connections: Strength and distance in valued graphs. *Social Networks*, 23(4): 285-295.
- Yiu, L., Parker, J. E., & Saner, R. 2000. Best Practice: Tri-Continental (Europe, North-America, Asia) ODL Programme of 3M Corporation's Asia-Pacific Research Laboratories. *Proceedings of the Lisbon 2000 European Conference on ODL Networking for Quality Learning, 19-21 June 2000*: 195-199.
- Yiu, L. & Saner, R. 2000a. Determining the impact of cognitive styles on the effectiveness of global managers: Propositions for further research. *Human Resource Development Quarterly*, 11(3): 319-324.
- Yiu, L. & Saner, R. 2000b. Cognitive Requisite of Global Managers. *Human Resource Development Quarterly*, 11(3).
- Yorks, L. & Kasl, E. 2002. Toward a theory and practice for whole-person learning: Reconceptualizing experience and the role of affect. *Adult Education Quarterly*, 52(3): 176-192.
- Yrle, A. C., Hartman, S., & Galle, W. P. 2002. An investigation of relationships between communication style and leader-member exchange. *Journal of Communication Management*, 6(3): 257-268.
- Zaugg, R. J. & Thom, N. 2003. Excellence through implicit competencies: Human resource management – organizational development – knowledge creation. *Journal of Change Management*, 3(3): 199-211.
- Zell, D. 2001. Overcoming barriers to work innovations: Lessons learned at Hewlett-Packard. *Organizational Dynamics*, 30(1): 77-86.
- Zell, D. 2003. Organizational changes as a process of death, dying and rebirth. *Journal of Applied Behavioral Science*, 39(1): 73-96.
- Zollo, M., Reuer, J. J., & Singh, H. 2002. Interorganizational routines and performance in strategic alliances. *Organization Science*, 13(6): 701-713.
- Zollo, M. & Winter, S. G. 2002. Deliberate learning and the evolution of dynamic capabilities. *Organization Science*, 13(3): 339-351.
- Zottoli, M. A. & Wanous, J. P. 2000. Recruitment source research: Current status and future directions. *Human Resource Management Review*, 10(4): 353-382.

Please Address All Correspondence to:

R. Wayne Boss
Academy of Management ODC Newsletter
Leeds School of Business
Campus Box 419
University of Colorado
Boulder, Colorado 80309
(303) 492-8488

FEEDBACK TO THE EDITOR

We welcome your feedback and would appreciate your comments below. Selected comments on articles in the OD Newsletter may be published in the next issue, so please indicate if you prefer your comments to be withheld. After completing your comments, please return them to the editor at wayne.boss@colorado.edu.

LETTERS TO THE EDITOR

1. Do you have any comments that you would like to share with the Editor (comments on articles from the last issue, comments on this issue, suggestions, etc.?)

NEWS ABOUT MEMBERS

2. Is there any important information about you or a colleague that you would like to have appear in the next issue?

PUBLICATIONS

3. Please list below any recent or forthcoming publications by you or a colleague. (Indicate full citation.)
