



ACADEMY OF MANAGEMENT ODC NEWSLETTER

Organization Development and Change Division

R. Wayne Boss, Editor

Winter 2009

Published by the ODC Division

CALL FOR PAPERS: 2009 ANNUAL MEETINGS

Ronald Fry
Program Chair
Case Western Reserve University

The 2009 Annual Meeting of the Academy of Management will be held August 7-11 in Chicago, Illinois.

The Organization Development and Change Division invites the submission of innovative, empirical and/or conceptual papers and symposia that develop theory and practice relevant to organization change, development and transformation. Topics and explorations that are specifically oriented to the 2009 All-Academy theme of "Green Management Matters" are especially encouraged. As with the 2008 theme, this year's focus encourages reflection on the importance of the topics we pursue and especially how our research can inform effective green management and leadership.

The following recognition awards, some with honorariums, will be given for the best papers in the following categories:

- Best Paper Overall
- Rupe Chisolm Best Practical Theory Paper Award
- Best Paper Based on a Dissertation
- Best Student Paper
- Best Action Research Paper
- Susan G. Cohen Doctoral Research Award

Please refer to our website for a more complete description of the criteria for these "best paper" recognitions (<http://division.aomonline.org/odc>). Papers authored by students (separately or with other students) and papers about action research should be clearly identified as such at the time of submission (please note on the title page and also in the accompanying email that you wish the paper to be considered for the student and/or action research awards). The Division also recognizes a Best Reviewer Award. All award

(See Fry, page 2)

CHANGE-BASED MOMENTUM AND TRAJECTORIES: THE DYNAMICS OF CHANGE PERCEPTIONS

Karen J. Jansen
University of Virginia

Judd H. Michael
Penn State University

2008 Best Paper Award

The change process is dynamic, both at the organizational level and in the minds of individuals. Change scholars have been focusing increased attention on dynamic characteristics of change processes, such as momentum (Dutton & Duncan, 1987; Jansen, 2004). Jansen's (2004) theory of change-based momentum asserts that momentum fluctuates over the course of change in response to different change-related factors, including commitment to the change, change-related interaction, and progress. These relationships were cyclical, such that, for example, momentum enabled

(See Jansen and Michael, page 2)

Table of Contents

Ronald Fry, Call for Papers: 2009 Annual Meetings	1
Karen J. Jansen & Judd H. Michael, Change-Based Momentum and Trajectories: The Dynamics of Change Perceptions	1
2008-2009 ODC Executive Committee	2
Richard Colton & William Stephensen, Perfect Storm: A Cross-Level Study of Transformational Leadership During Scandal-Exacerbated Decline	4
David Bouckenoghe & Geert Devos, Psychological Change Climate as a Crucial Catalyst of Readiness for Change	6
Maria Di Virgillo & James Ludema, How Can I Help You Succeed?: Leading Change by Asking Questions That Generate Energy for Action	8
Kaumudi Misra, Effects of High Involvement Human Resource Practices on Global Team Effectiveness	10
David S. Boss & Matthew L. Sanders, Book Chapters by ODC Division Members 2004-2007	14
Feedback to the Editor	27

ODC DIVISION EXECUTIVE COMMITTEE 2008-2009

Frank Barrett, Division Chairperson

Naval Postgraduate School

Phone: 831/656-2328 Fax: 831/656-3407

Email: fbarrett@nps.edu

Ann Feyerherm, Division Chair Elect

Pepperdine University

Phone: 310/568-5544 Fax: 310/568-2312

Email: ann.feyerherm@pepperdine.edu

Ron Fry, Program Chair

Case Western Reserve University

Phone: 216/368-2060 Fax: 216/368-6228

Email: rxf5@case.edu

Inger G. Stensaker, PDW Chair

Norwegian School of Economics and Business

Phone: +47-55959669 Fax: +47-55959870

Email: inger.stensaker@nhh.no

Jim Ludema, Division Representative

Benedictine University

Phone: 630/829-6229 Fax: 630/829-6211

Email: jludema@ben.edu

Ryan Quinn, Representative-at-Large

University of Virginia

Phone: 434/924-7735 Fax: 434/555-1212

Email: quinnr@darden.virginia.edu

Ian Palmer, Representative-at-Large

RMIT University, Australia

Phone: +61 3 9925 1412 Fax: +61 3 9925 5624

Email: ian.palmer@rmit.edu.au

Quy Nguyen Huy, International Representative-at-Large

INSEAD

Phone: +33 1 60 72 44 98 Fax: +33 1 60 74 55 57

Email: quy.huy@insead.edu

Tim Goodly, Executive Scholar-Practitioner

CNN Worldwide

Phone: 404/827-3800

Email: tim.goodly@turner.com

Jude Olson, Executive Scholar-Practitioner

Lockheed Martin Aeronautics Company

Phone: 817/777-6700 Fax: 817/777-0949

Email: jude.g.olson@lmco.com

Andre Avramchuk, Student Representative

Fielding Graduate University

Phone: 626/381-6956

Email: arttooz@aol.com

Eric A. Goodman, Web Page Master

Westwood College

Phone: 303/691-5714 Fax: 303/691-5701

Email: egoodman@westwood.edu

Gavin Schwarz, Secretary/Treasurer

University of New South Wales

Phone: +61 2 9385 7278 Fax: +61 2 9662 8531

Email: g.schwarz@unsw.edu.au

R. Wayne Boss, Newsletter Editor

University of Colorado

Phone: 303/492-8488 Fax: 303/494-1771

Email: wayne.boss@colorado.edu

(From Fry, page 1)

winners will be recognized at the ODC Business Meeting.

If you have questions, please feel free to contact me at rxf5@case.edu.

(From Jansen and Michael, page 1)

progress, and progress fueled subsequent momentum. We sought to extend this theory by focusing on how changes in perceptions influence momentum and how momentum dynamics influence change-related attitudes.

The Influence of Change-Related Trajectories on Momentum

The often touted practical advice for overcoming resistance to change is helping individuals find some personal benefit in the change initiative (e.g., Coetsee, 1999). The more the change is viewed as beneficial for the individual, the more likely the individual will commit to the change, take action in support of the change (Schneider, 2002), and perceive the change as having greater momentum (Jansen, 2004). We predict that momentum perceptions will be higher when the individual has consistently perceived a personal benefit compared to consistently perceiving little benefit because they are likely to enter a positive spiral of commitment, progress, and increasing momentum. We predict a similar effect when considering a change in perceived benefit over time. A positive trajectory in personal benefit is likely to be associated with higher perceptions of momentum than a negative trajectory.

Hypothesis 1a: Change-based momentum will be higher when perceived individual benefit from the change is consistently high over time than when it is consistently low.

Hypothesis 1b: Change-based momentum will be higher when perceived individual benefit from the change has increased over time than when it has decreased.

The Impact of Momentum Trajectories

Jansen (2004) proposed a cyclical relationship between commitment to the change and momentum perceptions. Building on this theory, we predict that commitment to the change will be higher when momentum has been consistently high rather than consistently low, and

when change commitment is on a positive rather than a negative trajectory. When momentum perceptions are consistently high or have increased over time, it is likely that commitment to the change is being positively reinforced. Individuals like to associate themselves with success rather than failure (Snyder, Lassgard, & Ford, 1986), and the positive energy of the change may make committing more viable and appealing. Similarly, a consistent or increasing momentum trajectory may lead to a bandwagon effect, encouraging previously uncommitted employees to get on board (Myers, Wojcicki, & Aardema, 1977).

Hypothesis 2a: Commitment to the change will be higher when change-based momentum is consistently high over time than when it is consistently low.

Hypothesis 2b: Commitment to the change and job satisfaction will be higher, and intent to leave will be lower, when momentum has increased over time than when it has decreased.

Abbreviated Methods

To test these hypotheses, we gathered longitudinal data from a building products firm undergoing a transformation to lean manufacturing. We collected survey data from 499 out of 565 employees (88.3%) at time 1 and from 516 out of 612 employees (84%) at time 2. Data were matched across the two waves yielding a matched sample of 362 employees (64%).

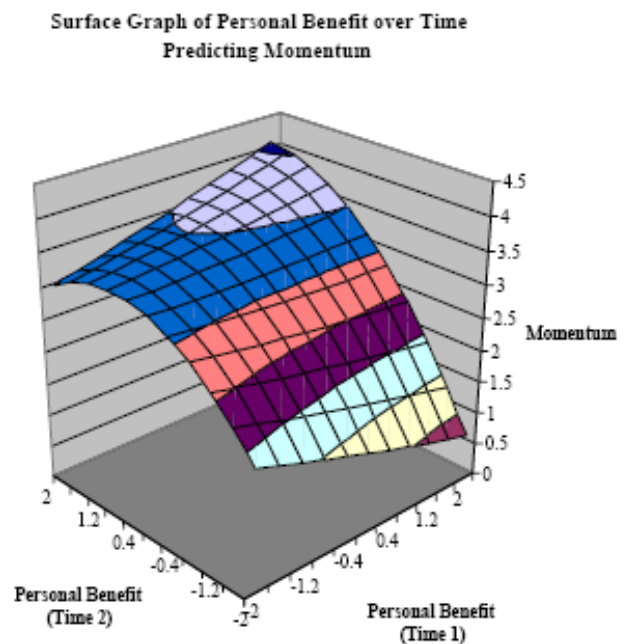
Variables. Momentum was measured using Jansen’s (2004) validated six-item scale. Six items assessed participants’ commitment to the change initiative, also from Jansen (2004). Eight items, created for this study, assessed perceptions of the personal benefit of this change.

To test our hypotheses, we used polynomial regression analysis and three-dimensional surface plot analysis given this approach’s benefits over calculating difference scores (Edwards & Parry, 1993). Although this technique has most often been utilized in research examining fit, congruence, or agreement, it is also applicable to the “agreement” between measures obtained at two different points in time. As such, it allows for the examination of stability of observations over time (traditionally referred to as the fit line, where both values of a variable are consistent over time (either high or low). It also allows for an examination of potentially differential effects of misfit, or in this case, the notion that positive or negative trajectories can have differential effects on some outcome.

Results

The first set of hypotheses was tested by regressing momentum at time 2 on the set of five terms used for polynomial regression (i.e., personal benefit at time 1, personal benefit at time 2, the squared term of each, and the interaction term). The total variance explained by the model was statistically significant ($R^2 = .33, p < .01$), so we graphed the surface plot (see below). To interpret the graph, the line of stability extends from the front (consistently low condition) to the back (consistently high condition) of the figure and the trajectory line extends from the right (high at time 1, low at time 2 or negative trajectory) to the left (low at time 1, high at time 2 or positive trajectory) corners.

Statistical and visual results show that there is a significant slope along the stability line (slope = .57, $p < .01$). We also located points on the stability line plus and minus the mean of the standard deviations of the T1 and T2 measures of personal benefit, and found that they were significantly different (z -difference = .61, $p < .05$). Thus, Hypothesis 1a is supported. For Hypothesis 1b, the figure illustrates that momentum is higher when personal benefit is on a positive trajectory (left corner) than a negative trajectory (right corner). Statistical results reveal a significant negative slope along the trajectory line, and a significant different for points tested along the line, supporting Hypothesis 1b. The second set of hypotheses was tested by regressing commitment to the change on the set of five polynomial regression terms for momentum. We tested this set of hypotheses in the same manner, and both were supported.



Discussion

The goal of this study was to develop and test a theory of how stability and change in change-related criteria over time influence momentum perceptions and how momentum dynamics influence change-related attitudes. To our knowledge, this study represents the first attempt to study differences in change variables over time using polynomial regression and response surface methodology. The approach provides rich contextual information so critical to studying change, and allows us visually depict and model the dynamism associated with change processes. Studying trajectories can expand the type and quality of questions change researchers ask; research on readiness, engagement, and momentum are all likely to benefit from this perspective. Does engagement plateau over time? Are there natural biorhythms to readiness implying that a particular trajectory should not be imposed or dictated? Are there times when a negative trajectory in commitment has a positive impact on momentum? These and other questions relating to the dynamism of change are potentially fruitful opportunities for future research. This study has provided evidence that momentum management can be an important aspect of effective change management and has identified several dynamics influencing momentum perceptions. Our hope is that by attending to these relationships during large-scale organizational change, future change leaders will create more energy and consequently achieve greater success.

References

- Coetsee, L. (1999). From resistance to commitment. *Public Administration Quarterly*, 23, 204-222.
- Dutton, J. E. & Duncan, R. B. (1987). The creation of momentum for change through the process of strategic issue diagnosis. *Strategic Management Journal*, 8(3), 279-295.
- Edwards, J. R. & Parry, M. E. (1993). On the use of polynomial regression equations as an alternative to difference scores in organizational research. *Academy of Management Journal*, 36, 1577-1613.
- Jansen, K. J. (2004). From persistence to pursuit: A longitudinal examination of momentum during the early stages of strategic change. *Organization Science*, 15(3), 276-294.
- Myers, D. G., Wojcicki, S. B., & Aardema, B. S. (1977). Attitude comparison: Is there ever a band-

wagon effect? *Journal of Applied Social Psychology*, 7, 341-347.

- Schneider, M. (2002). A stakeholder model of organizational leadership. *Organizational Science*, 13(2), 209-220.
- Snyder, C. R., Lassgard, M., & Ford, C. (1986). Distancing after group success and failure: Basking in reflected glory and cutting off reflected failure. *Journal of Personality and Social Psychology*, 51, 683-689.

PERFECT STORM: A CROSS-LEVEL STUDY OF TRANSFORMATIONAL LEADERSHIP DURING SCANDAL-EXACERBATED DECLINE

Richard Colton
William Stephensen
Boston College
2008 Best Interactive Paper

Scandal-exacerbated decline may prompt skilled members to disengage from the firm, making a positive turnaround and recovery less likely. What may be needed in these circumstances is transformational leadership (Bass, 1985; Bass & Avolio, 1994; Burns, 1978) and a research design that accounts for negative impacts at the individual and group levels.

We posed two research questions. During scandal-exacerbated decline, (1) what is the relationship of perceived CEO transformational leadership on organizational commitment and stay intentions? and (2) how do group level contextual factors of business unit proximity to scandal and customer-facedness affect organizational commitment and stay intentions?

Transformational Leadership, Outcomes and Group-Level Effects

Organizations experiencing scandal-exacerbated decline have had “a substantial, absolute decrease in...resource base...over a specified period of time” (Cameron, Kim, & Whetton, 1987: 224), worsened by unethical behavior (e.g., “behavior which disagrees with principles of what is considered right, virtuous or just” (Lemke & Schminke, 1991).

Transformational leadership has been positively associated with organizational commitment (see

Bono & Judge, 2003; Koh, Steers, & Torberg, 1995; Walumbwa & Lawler, 2003). During scandal-exacerbated decline we expect transformational leaders to be perceived as ethical role models who are action-oriented, visible, approachable, trustworthy, aware of followers' concerns, and forthright about organizational plans (Bass, 1985; Bass & Avolio, 1994; Bligh, Kohles, & Meindl, 2004; Burns, 1978; Hater & Bass, 1988; Zhu, May, & Avolio, 2004). Accordingly: *Hypothesis 1: Positive perception of transformational leadership by the CEO will positively affect organizational commitment.*

Some studies find a correlation between transformational leadership and stay intentions (Martin & Epitropaki, 2001; McDaniel & Wolf, 1992; Singer, 1985) while others find organizational commitment to mediate this relationship (see Bluedorn, 1982; Clegg, 1983; Dougherty, Bluedorn & Keon, 1985; Naumann, 1993). Thus: *Hypothesis 2a: Positive perception of transformational leadership by the CEO will positively affect stay intentions; Hypothesis 2b: Organizational commitment will mediate the relationship between the perception of transformational leadership by the CEO and stay intentions.*

Those associated with a stigmatized person often suffer a "courtesy stigma" (Page, 1984) which corresponds to lower status. Individuals in low status groups show a bias towards higher-status out-groups (Boldry & Kashy, 1999; Sachdev & Bourhis, 1987; von Hippel, 2006). Thus: *Hypothesis 3a: Membership in a business unit implicated by scandal will negatively affect organizational commitment; Hypothesis 3b: Membership in a business unit implicated by scandal will negatively affect intention to stay.*

A stigmatized person prompts negative reactions from exchange partners (Goffman, 1963) and social proof theory (Cialdini, 1993) implies that employees exposed to negative customers would more likely mirror these customers and reduce their commitment and stay intentions. Therefore: *Hypothesis 4a: The level of customer-facing activity within a business unit will negatively affect organizational commitment; Hypothesis 4b: The level of customer-facing activity within a business unit will negatively affect stay intentions.*

Methods

ABC Insurance, a pseudonym, has 25 separate business units in the midst of scandal-exacerbated decline. The

value of ABC's insurance policies dropped more than \$180B (43%) in the four years prior to survey launch, as well as 25% fewer employees (down to 5250 total). In terms of public scandal, four employees were fired for improper financial activity (7 months prior) and another four senior employees were fired for covering-up a mishandled client transaction (2 months prior). The new CEO, whose transformational actions are the focus here, was promoted from his divisional head position.

This new CEO negotiated a settlement with regulators, implemented stringent employee transaction restrictions, and forced out wrongdoers. He communicated the firm's mission and a set of core values, held "all employee" meetings with directly-asked and anonymously-submitted questions, and supported employees by regularly stating, "Good, smart people do the right thing." He also opened the executive dining room to all employees, changed the dress code to business casual, eliminated half of the highest paid managers, and equalized benefits across groups and levels to minimize 'above the law' perceptions.

We pretested survey questions on four focus groups and found our scales to have internal consistency, factor structure and convergent validity. Our online survey had a response rate of 71% representative of population demographics. The 7 questions on CEO Transformational Leadership (CEO) reflected key attributes of transformational leadership and had a Cronbach's alpha of .90. Organizational Commitment (OC) was measured with 4 items and had a Cronbach's alpha of .81. Intention to Stay (STAY) was measured with one item, "Based on your feelings today, how long would you like to stay at ABC?" with the following responses: "Until I retire," "For at least 10 more years," "For at least 5 more years," "For at least 2 more years," and "Less than 2 years." Business Unit Proximity to Scandal (PROX) was coded 1 for units having employees implicated in scandal and 0 for those not-based on publicly available information. Business Unit Customer Facing Orientation (CUST) was coded 1 if 1/3 or fewer employee positions had daily customer interaction, 2 if 1/3 to 2/3 had daily customer interaction and 3 if more than 2/3 had daily customer interaction—according to ABC human resources. Age and organization tenure were controls (Griffeth, Hom, & Gaertner, 2000; Price, 1997).

We assumed that the context of each business unit would have effects above and beyond individual level factors. Thus, we used the Hierarchical Linear Modeling

(HLM) “incremental paradigm” (Hoffman & Gavin, 1998) and procedures outlined by Hoffman, Griffin, & Gavin (2000) using HLM 6.04 (Raudenbush, Bryk, & Congdon, 2006). We found sufficient between-group variance (for OC, ICC= 4.2% and for STAY, ICC=3.1%), used an uncentered, Intercept-as-Outcomes model (Hoffman, Griffin, & Gavin, 2000), and assessed the direct effect of group level variables on the dependent variables to estimate the intercepts of the Level 1 equation.

Results

For organizational commitment, Hypotheses 1 and 3a were supported while Hypothesis 4a was not. The cross-level model with all individual level variables and PROX had the best fit (pseudo-R2 = .2375, deviance = 4975.1). For intention to stay, Hypothesis 2a was strongly supported. In Hypothesis 2b, following Barron & Kenny (1986), we found OC mediation. Both Hypotheses 3b and 4b did not hold. The individual level model with organizational commitment as mediator had the best fit (pseudo-R2=.3728, deviance=8933.4).

Discussion

Results showed that the perception of CEO transformational leadership has a positive relationship with commitment and stay intentions even during scandal-exacerbated decline. We provide no support for the direct effect of business unit customer facedness on these outcomes, perhaps because individuals in customer-facing positions are selected and trained to consider negative interactions as ‘coming with the territory.’ Our results suggest that being in a business unit implicated by scandal negatively affects commitment while having little effect on stay intentions. Interestingly, in the mediated model, the perception of transformational leadership had a slight negative effect on stay intentions. One explanation is that although employees could be committed to the firm, CEO leadership may not equate to the cascading leadership needed to enhance stay intentions.

For limitations, respondents were from one company, data cross-sectional, and control variables limited. Going forward, researchers should validate findings generalizability and address research design shortcomings. Our findings do, nonetheless, indicate that the demanding clouds of scandal-exacerbated decline may begin to be cleared by transformational leadership that fosters commitment from employees to stay and help turn the organization around.

References available upon request.

Acknowledgments

This paper was, in part, supported by a grant from Boston College's Winston Center for Leadership and Ethics. We also thank Jean Bartunek for her insights on this paper.

PSYCHOLOGICAL CHANGE CLIMATE AS A CRUCIAL CATALYST OF READINESS FOR CHANGE

Dave Bouckennooghe

Vlerick Leuven Gent Management School, Belgium

Geert Devos

Ghent University, Belgium

2008 Best Student Paper

This study is an effort to further understand the soft side of change, and focuses on a range of variables that may foster employees' readiness for change. Individual readiness for change is a state that reflects people's beliefs and intentions regarding the extent to which changes are needed and their perception of individual and organizational capacity to successfully make those changes (Armenakis, Harris & Mossholder, 1993).

In literature four groups of drivers of readiness for change have been identified, namely, the process of change, the context of change, the content of change, and individual attributes (Holt, Armenakis, Harris, & Feild, 2000). Few studies actually considered the combined effect of these four enablers, and those that did are rather limited in their scope. The findings in many of these studies are based on data restricted to a single organization or sector, leading to very specific conclusions about the impact of change context and change process factors. Another observation was that the majority of these studies measured readiness as a unifaceted construct, whereas a multifaceted view of readiness for change (i.e. emotional, cognitive and intentional) would have been more appropriate to capture the complexity of this phenomenon (Oreg, 2006).

Based upon these gaps observed in literature, this empirical paper hopes to contribute to a better under-

standing of what shapes people's readiness for change. Special attention is drawn to the context and process factors of the change climate, because a better insight into how employees perceive the context and the process of change, will advance our knowledge of the central role change climate plays in the management of change.

Psychological Climate

Both practitioners and scholars agree on the pivotal role of psychological climate in shaping people's reactions towards change (Martin, Jones, & Callan, 2005; Tierney, 1999). In this inquiry psychological climate is conceived as employees' perceptions of the context and process characteristics of change. Based upon a literature review four climate dimensions were identified as crucial antecedents of readiness for change: (1) trust in top management (context), (2) history of change (context), (3) participatory management (context), and (4) quality of change communication (process). It was hypothesized that employees that were undergoing immediate effects of change would demonstrate higher levels of readiness for change when they had higher trust in top management (H1), when the organization had a positive change track record (H2), when the level of participatory management was high (H3), or when the quality of change communication was good (H4).

The assumptions made above all denote direct effects of the four psychological climate variables on readiness for change. However, complex change processes suggest that these relationships incorporate more intricate dynamics than main effects only. We concur with this picture of a more sophisticated change reality and assume that the total effects of history of change, participatory management, and quality of change communication on readiness for change can only be fully comprehended when the mediating effect of trust in management is considered (H5).

Method

In this study a self-administered survey was carried out in 53 Belgian companies that were undergoing salient change. In each company a contact person selected a sample of employees that were affected by the change. A total of 1,559 individuals participated in this inquiry, including responses of 930 people holding a managerial position and 629 people holding a non-managerial position (for a detailed overview and description of the sample we refer to the full paper). To increase the content validity of the research instru-

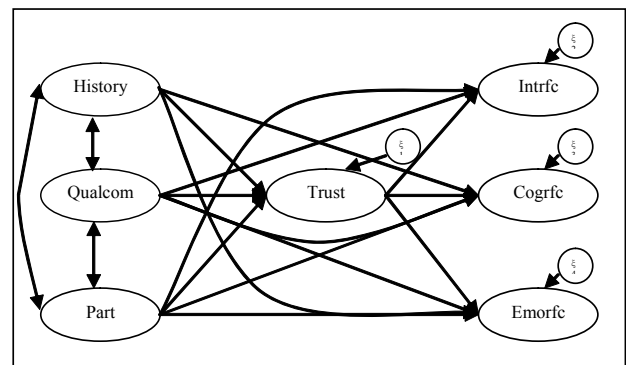
ment, questionnaires were first pretested on a sample of ten people.

All multi-item scales (DVs and IVs) in this questionnaire were borrowed or adjusted from scales that have demonstrated adequate levels of reliability and validity. All scales showed good internal consistency with Cronbach alpha values ranging between .70 and .88. To assess the dimensional structure of readiness for change and the psychological change climate constructs, all items were subjected to a confirmatory factor analysis. The measurement model, consisting of seven correlated latent factors (three dimensions of readiness for change and four psychological change climate dimensions), fitted the data very well ($\chi^2/df = 3.93$, GFI = .94, RMSEA = .05, NFI = .92, TLI = .93, CFI = .94). The standardized factor loadings ranged from .44 to .88 and the equivalent unconstrained regression weight estimates were statistically significant.

Results

Structural equation modeling was used to test H1 through H5. Although the goodness-of-fit indices indicate that the hypothesized model (M1, Figure 1) fits the data well ($\chi^2/df = 4.44$, GFI = .93, RMSEA = .05, NFI = .91, TLI = .92, CFI = .93), good fitting models may suffer from misspecification, suggesting that alternative models should be considered. Therefore we compared our hypothesized model against five alternative models (M0, M2, M3, M4 and M5).

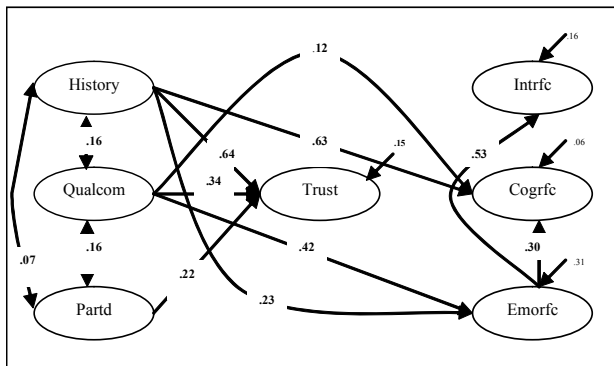
Figure 1: Hypothesized Model (M1)



An assessment of the six models (M0 through M5) demonstrated that M5 ($\chi^2/df = 3.97$, GFI = .94, RMSEA = .05, NFI = .92, TLI = .93, CFI = .94) had the best fit compared to the other models. This model was used to test our hypotheses (see Figure 2). Positive and statistically significant relationships were noted between history of change and emotional readiness for change ($\gamma = .23$) (H2), history of change and

cognitive readiness for change ($\gamma = .63$) (H2), quality of change communication and emotional readiness for change ($\gamma = .42$) (H4), and quality of change communication and cognitive readiness for change ($\gamma = .12$) (H4). Hypothesis 3 (H3) could not be supported because participatory management had no significant relationship with any of the readiness for change dimensions. Finally, the hypothesized relationship between trust in top management and readiness for change was not confirmed by the results in this inquiry (H1). In consequence, no empirical evidence was found that confirmed our mediation hypothesis (H5). In addition to the hypothesized relationships we found mediating effects of emotional readiness for change for both history of change and quality of change communication in the prediction of cognitive readiness for change and intentional readiness for change.

Figure 2: Best Fitting Model (M5)



Discussion

The aim of this paper was to explore the role and relationships of psychological change climate in understanding the way organizational members feel, think and act when confronted with organizational change. More specifically, this inquiry examined the potential effects of trust in top management, history of change, participatory management and quality of change communication on employees' readiness for change.

The findings from the SEM analysis in combination with the dominance analysis (see full paper) teach us that history of change is a crucial context variable in explaining cognitive readiness for change. On the other hand, the process factor quality of change communication is an essential predictor that contributes to a better understanding of emotional readiness for change. The role of both variables, however, is limited in the prediction of employees' intentional readiness for change.

Despite its limitations one of the crucial contributions of this inquiry is the positive psychology approach

(Cameron, 2008). We believe that an organizational change research perspective that emphasizes on the strengths and optimal functioning of employees rather than weaknesses and malfunctioning will provide some new fascinating insights that expand our knowledge of the pertinent role of the human side or soft side in organizational change processes. Another contribution is that this is one of the few studies that acquired data on the context of change, the process of change, and the readiness for change in a large and heterogeneous sample of Belgian companies. In sum, this inquiry provides a significant contribution to the stream of literature that highlights the relevance of the human dimension in change (George & Jones, 2001).

References available upon request.

HOW CAN I HELP YOU SUCCEED? LEADING CHANGE BY ASKING QUESTIONS THAT GENERATE ENERGY FOR ACTION

Maria Di Virgilio

James Ludema

Benedictine University

2008 Best Theory to Practice Award

In this paper, we offer a model of how leaders and managers can generate energy for change by asking the right questions. We develop the model by linking social constructionist thought with theory from the field of positive psychology. We propose that effective leaders generate energy for action by asking questions and engaging people in conversations that provide them (and themselves) with a sense of autonomy, competence, and relatedness. Energy is expressed in the form of support, time, money, and resources, which contribute to the success of the work. Continuous attention to asking questions that invite the co-creation of desired futures creates upward spirals of energy and increases the probability of successful change over time. We illustrate these ideas with a case study of a successful IT change initiative in a Fortune 100 insurance company—an initiative known as IT Asset Management.

Methods

This research uses case study and grounded theory methods. To strengthen the grounding of theory, five

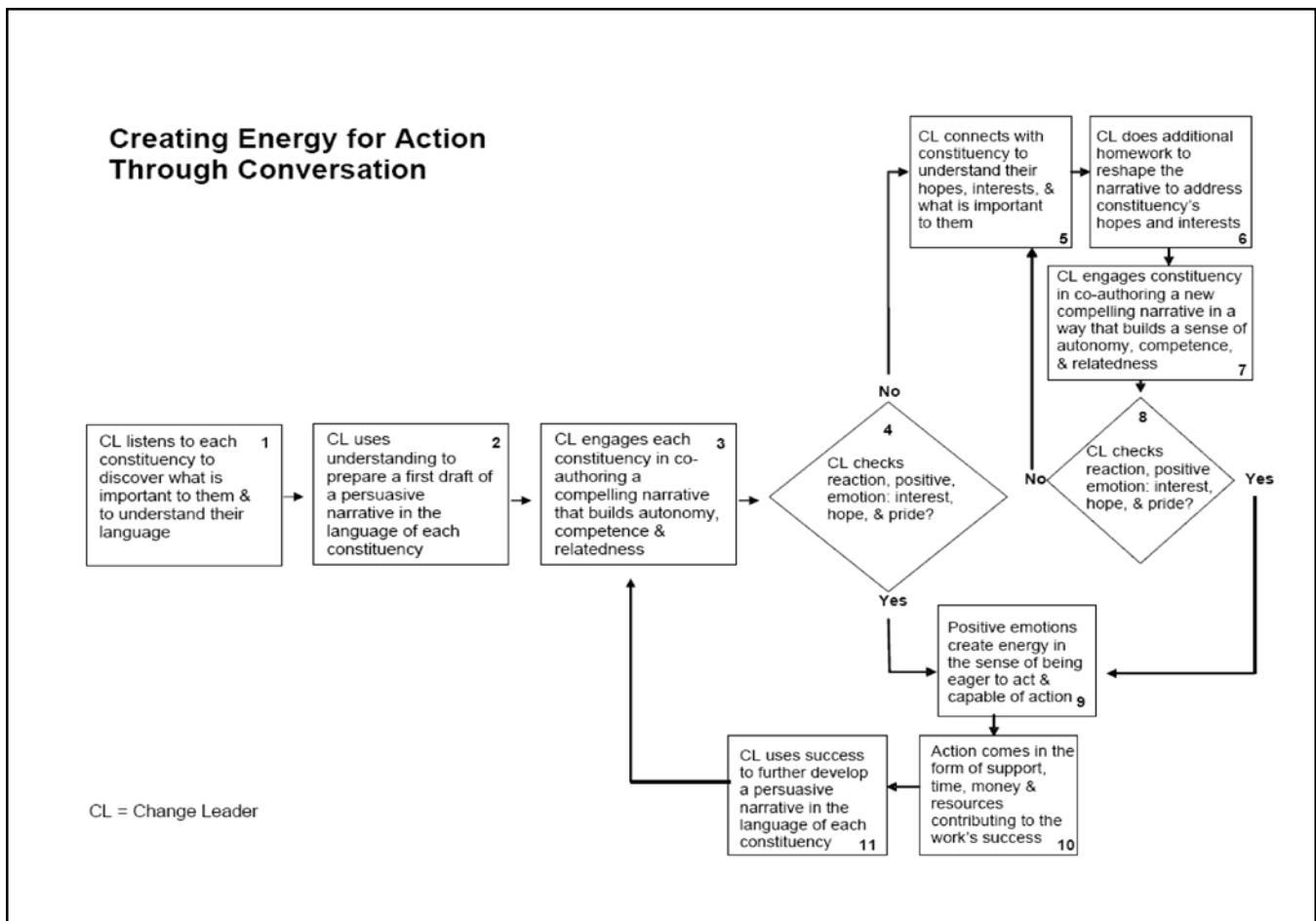


Figure 1: Creating Energy for Action Through Conversation

sources of data were analyzed: archival project documents, e-mail logs, voice-mail logs, the change leader’s field journal, and semi-structured interviews. We analyzed the data collected using the open, axial, and selective coding conventions of Strauss and Corbin (1998).

Creating Energy for Action Through Conversation

Based on our research, we suggest that Gaining Support for ITAM can be understood as a process of creating energy for action through conversation—a process we explain using Figure 1: Creating Energy for Action Through Conversation model.

Mini Cycles of Conversational Activity

As can be seen in box 1 of the “energy through conversation” model above, in the first stage of the cycle, the change leader listened to each constituency to discover what was important to them and to understand their language. Through this process the change leader discovered that: (a) senior leaders are interested in reducing expense and growing the business and that their primary language is the language of finance; (b)

leaders of technology are interested in using technology assets effectively and use the language of technology.

In the second stage of the cycle (box 2), the change leader used the information gathered in the first stage to draft a “persuasive narrative” (Gergen, 1999; Weick, 1979) before meeting with each constituency. In the case of senior leaders, this narrative included an assessment of the current state in financial terms, a proposal for improving the current state, and a projection of savings or risk avoidance. For technology leaders, the narrative focused on the ability to better track and manage technology assets.

In the third stage of the cycle (box 3), the change leader engaged each constituency in co-authoring a compelling narrative in which they felt a sense of autonomy, competence, and relatedness (Ryan & Deci, 2000). People were able to shape the narrative in such a way that it helped them accomplish their valued goals.

During and after stage three of the cycle, the change leader watched closely to see if the narrative created

positive emotions such as interest, hope, and pride (Fredrickson, 2003) that led people to support the work (box 4). If so, it is proposed here (box 9) that these positive emotions experienced by constituencies created energy in the sense of being eager to act and being capable of action (Quinn & Dutton, 2005). In turn, action was taken (box 10) in the form of support, time, money, and resources, which contributed to the success of the ITAM project (Homans, 1951).

If, however, for a particular constituency, the first round of conversation (boxes 1-3) did not generate positive emotions and energy for action (boxes 4, 9, & 10), the change leader re-engaged the constituency in another mini-cycle of narrative creation (boxes 5-7). First, she connected with the constituency to discover their hopes and interests and to learn what was important to them (box 5). Based on this dialogue, the change leader did additional homework and reshaped the narrative in a way that addressed the constituency's concerns, hopes, and interests (box 6). Then the change leader re-engaged the constituency in co-authoring the narrative in a way that built for them a sense of autonomy, competence, and relatedness (box 7). If successful, the new narrative generated positive emotions (box 8), which led to energy (box 9) and action in the form of support, money, time, and resources (box 10). If not successful (box 8), the change leader circled back and engaged the constituency yet again in another mini-cycle of narrative creation (boxes 5-7).

Thus, whether energy for action was generated with each constituency in the first round of conversations (boxes 1-3) or in subsequent rounds (boxes 5-7), the result was action that contributed to the project's success (box 10). The final phase in the process was to use the project's success to further market the ITAM work to the organization. The change leader did this by further shaping a persuasive narrative in the language of each constituency (box 11). Marketing to the organization is at the heart of the creating a persuasive argument. It is the process of crafting a compelling story and inviting others to co-author it in such a way that they can see in that story, or anticipate in that story, increasing their own autonomy, competence, and relatedness, which unleashes positive emotion.

Summary

In summary, the Creating Energy for Action Through Conversation model suggests that people have positive emotion about work that builds autonomy, competence, and relatedness (Ryan & Deci, 2000). Positive emotions create energy in the sense of being eager to act and

being capable of action (Quinn & Dutton, 2005). The resulting action comes in the form of support, time, money, and resources, which contribute the success of the work. By working with others to craft persuasive narratives on a continual basis, the change leader generates more and more energy for the work, creating an upward spiral of positive energy for the change and increasing the probability of its ultimate success.

References

- Fredrickson, B. L. (2003). Positive emotions and upward spirals in organizations. In K. S. Cameron, J. E. Dutton & R. E. Quinn (Eds.), *Positive organizational scholarship* (pp. 163-193). San Francisco: Berrett-Koehler Publishers, Inc.
- Gergen, K. J. (1999). *An invitation to social construction*. London: Sage Publications, Inc.
- Homans, G. C. (1951). *The human group* (5th ed.). New Brunswick, NJ: Routledge & Kegan Paul Ltd.
- Quinn, R. E., & Dutton, J. E. (2005). Coordination as energy-in-conversation. *Academy of Management Review*, 30(1), 36-57.
- Ryan, R. M., & Deci, E. L. (2000). Self-determination theory and the facilitation of intrinsic motivation, social development, and well-being. *American Psychologist*, 55(1), 68-78.
- Strauss, A. L., & Corbin, J. M. (1998). *Basics of qualitative research: Techniques and procedures for developing grounded theory* (2nd ed.). Thousand Oaks, CA: Sage Publications, Inc.
- Weick, K. E. (1979). *The social psychology of organizing*. Reading, MA: Addison-Wesley.

EFFECTS OF HIGH INVOLVEMENT HUMAN RESOURCE PRACTICES ON GLOBAL TEAM EFFECTIVENESS

Kaumudi Misra

Michigan State University

2008 Susan G. Cohen Doctoral Research Award

Virtual teams are growing in number and importance. A study by the Gartner Group indicated that more than 60 percent of professional employees work in teams characterized by virtuality (Kanawattanachai & Yoo, 2002). Globally dispersed teams, also called global

virtual teams, consist of members who carry out interdependent tasks from multiple geographical locations. Members of such teams rely heavily on the use of technology to communicate both within their teams and with other members of the organization and often have to coordinate across different time zones to get their work done (Cramton, 2001; Maznevski & Chudoba, 2000). The management of virtual teams is a complex process and organizations have to master this in order to remain competitive in the new global economy (Cohen & Mankin, 2002). There are significant differences in the ways that virtual teams need to function effectively, in contrast with traditional teams (Gibson & Cohen, CEO working paper). However, human resource practices have not been developed to address these differences and the specific needs of virtual team employees (Mohrman, 1999). This study aims to fill this gap in the field of human resource policy and practice, and extend existing knowledge on workplace practices to knowledge workers in global virtual team settings (Mohrman, Cohen and Mohrman, 1995).

More specifically, the study will examine how high involvement HR practices like training, rewards, communication, schedule flexibility, and self-managed teams can affect global virtual team effectiveness. To do this, it will test for the effects of high involvement HR practices on the work-family conflict, stress and performance outcomes for global team employees, as well as their effects on overall team performance. It will also examine whether work-family conflict mediates the relationship between HR practices and global team outcomes; and if helping behaviors among team members (citizenship behaviors) and support from the supervisor (supervisor support) moderates the relationship between HR practices and global team performance. Additionally, in order to compare and contrast between global versus non-global team functioning, it will test for differential effects of hypothesized relationships within global team versus collocated team settings.

As mentioned earlier, even though a large proportion of the workforce (60%) is working within global virtual teams, little empirical research examines how workplace practices affect the performance and effectiveness of such teams. Practically no research has been done to assess how members of global teams balance their work and family demands. Given the nature of their work, global team employees have to work non-standard hours to coordinate work with their counterparts across different parts of the globe, located in different time zones. Because working in a global

team necessitates work and coordination across different time zones, it can have important implications for the work-family lives of these workers, as they sometimes have to work during nights or weekends to adjust to the time differences across global locations. For example, if one global team member is located in the east coast in the continental United States (US), and another is located in Asia (e.g. China or Malaysia), these two people have to work across a more than 10-hour time difference. This means that during the normal working day for the team member in the US, it is night-time for the member in Asia, and the Asian counterpart has to work after-hours, which may interfere with his or her family life. Conversely, if it is a working daytime in Malaysia for example, it is still the previous night in the US and this may cause disruptions to the family lives of those working in the US location. Research in the areas of human resource practices or work-family life has not addressed these aspects of work in a global environment—an environment that is increasingly becoming part of everyday work life.

In addition, significant gaps exist in the area of research on high-performance or high-involvement human resource practices, such as self-managed teams, performance-related-pay, formal and informal training, job rotation, gain sharing, worker participation, problem-solving teams, communication, etc. Extant literature on human resources practices has only identified and empirically established a set of “best practices” that have been shown to enhance overall organizational performance (MacDuffie, 1995; Huselid, 1995; Ichniowski, Shaw and Prennushi, 1997; Appelbaum, Bailey, Berg and Kalleberg, 2000). While the impact of high performance or high involvement practices on organizational performance has been studied widely in different contexts, the implications of such practices for individual or team performance remains relatively unaddressed (see Batt & Valcour, 2003; White et al, 2003 for exceptions). A more recent criticism of the high performance literature has been its exclusion of work-family policies and practices from the bundles of best practices (see Kossek & Ozeki, 1998 for a review; also Perry-Smith and Blum, 2000).

Further, the set of practices included in the high performance paradigm may have been appropriate for production-level workers in the blue-collar work environments in which most of these studies were done (for example, high involvement practices such as skill-based pay are more likely to be used in manufacturing settings (Lawler, Ledford, & Chang 1993). However, the applicability of these practices to modern-day white-

collar team environments may be limited. For example, the use of traditional rewards systems is difficult for globally dispersed teams due to lack of visibility (Mohrman, 1999); and high involvement practices such as formal training or problem-solving teams that require regular face-to-face meetings cannot be implemented for these teams. More research is needed to assess the application of high involvement practices to technical, professional and managerial workers in a service economy (Batt & Valcour, 2003; Batt, 2002). Given the gaps in the high performance literature and an increased thrust in the economy towards the use of service and knowledge workers (Mohrman, Mohrman and Cohen, CEO Working Paper), the set of “best practices” or “high involvement HR practices” must assess the needs of these workers, to include practices relevant to white-collar professional jobs.

Research Design and Methodology

Data for this study will be collected from US-based companies with global operations. This will allow for control of macro environmental forces. The selected companies must have global teams that coordinate across different time zones to accomplish their routine, work-related tasks. At each organization, multi-level, multi-source data will be gathered from a survey of global team employees and supervisors and from interviews with global team managers. The goal is to gather data from a sample consisting of 60-70 global teams across three organizations. As such, the study will use a two-phased approach in its research design, combining qualitative interviews and a quantitative survey instrument:

Phase I: To gather multi-level qualitative data, a set of semi-structured interviews will be conducted with at least 7-8 supervisors and managers of global and collocated teams at the selected site of at least three participating organizations. In addition, interviews will be conducted with one HR manager, and a training manager who is responsible for any training provided to global team members. Supervisor responses to variables of interest will be gathered during these interviews, as well as contextual information on how global teams function in that particular organization. The site visit will also be used to get employee lists, organization charts, and other organizational-level information. These qualitative interviews will be conducted over a 1 or 2-day period, at the convenience of participants.

Phase II: To gather data for quantitative analyses, a web survey will be administered to a group of employees

who will be randomly selected from teams that are included in the employee list made available by management of participating organizations. To design the survey questions, previously validated existing measures will be adapted to measure variables of interest. The survey will take approximately 30 minutes to complete, and will focus on respondents’ experiences with HR policies and practices and their work-family, stress and performance outcomes. A separate survey will be designed for supervisors to include questions on organizational-level HR policies and practices, their own individual work-family outcomes, and performance and citizenship reports for the members of their team. This will allow for matched data from supervisors on employee and team performance and citizenship behaviors to yield a multi-level and multi-source data set.

Research Progress. As part of Phase I of the study, the first set of qualitative interviews has been completed at one US-based multinational company with global teams across North America, Europe and Asia. At this site, 12 face-to-face interviews of about 60 minutes each were conducted with global team supervisors, an HR manager and a training manager. Participants were given assurances of confidentiality and informed of their rights as voluntary participants. In order to secure meaningful qualitative data, semi-structured protocols were developed to explore participants’ understanding and description of the different variables of interest in the hypothesized research model with respect to global team work (e.g. HR practices, work-family conflict, helping or citizenship behaviors, supervisor support, employee and team performance and well-being). Supervisors were also asked to rate the performance of their team relative to other teams.

A combination of multiple regression and structuring equation modeling techniques will be used to analyze the data collected and test hypothesized relationships. Hierarchical level modeling techniques will also be utilized to analyze cross-level data, to enable control for single-source bias. Additionally, the qualitative interviews will supplement findings from the quantitative analyses.

Academic Contributions

This study makes several contributions to the field of research in human resources management and practice. First, it extends our current understanding of high-involvement HR practices to include knowledge workers. Second, it helps us understand the impact of these HR policies and practices on the work-family life of employees in a global setting. Third, it will also shed new light on the use of HR policies and practices

for individual-level outcomes such as employee performance, stress and well being in a global virtual team setting. Finally, it will explore the use of HR practices for the effective management of global team performance. The study will also help open up potential new areas of research. This study aims to ignite fresh inquiry into current understanding of global team effectiveness and the role of HR policy and practice for the management of global virtual team employees. By providing new empirical evidence on the effects of HR policies and practice for global virtual teams, the study hopes to generate further research interest in the design of effective workplace practices for this growing section of the workforce.

This research also has important implications for the practice of human resource management. Globalization, growth of the service sector, and outsourcing trends mean that employees have to work virtually and coordinate with overseas partners across different time zones. The results of this study will not only inform organizations and their managers about the design and implementation of human resource practices to make global team employees more effective, but also has important implications employee well-being. It will also assess how HR practices can improve workplace team effectiveness. The implementation of an effective set of human resource practices, designed specifically for global teams will enable members of these teams to better adjust their work and family lives so that they lead a healthier and better work-family life. A healthier and productive workforce not only signifies direct gains in productivity for the society, but also indirect gains through fewer missed workdays. It also means direct savings in healthcare costs for the economy.

Application to Management Practice

The results from this study will benefit a larger population of the academic as well as practitioner communities, as it will help managers better understand and implement effective human resource practices for global team employees in the following ways:

Benchmarking. Participating organizations will receive information from a feedback report about how various HR policies and practices can influence the work-family outcomes of global team members, team-level performance and helping behaviors, as well as assess individual outcomes, such as stress and well-being, and work-family conflict. This report will be based on aggregated data from participating organizations and can be used to benchmark HR policies and practices.

Managing Global vs. Collocated Teams. This study will allow participating organizations to compare how global team employees and those who do not work as part of global teams experience HR policies and practices. With both global team members and non-members included in the study, organizations will be able to learn how differences in working across time zones or within the same time zone influence the effectiveness of HR policies and practices and the work-family lives as well as the performance and stress-levels of global team employees.

Training Resource. The study will identify effective HR practices that can be implemented for global teams, and make recommendations for training materials to be developed for global team operations. These training materials could be used to shape organizational HR strategy or could be integrated into existing training protocols for global teams, if any.

References

- Appelbaum, E., T. Bailey, P. Berg and A. L. Kalleberg (2000). *Manufacturing advantage: Why high performance work systems pay off*. Ithaca, NY: Cornell University Press.
- Batt, R. (2002). Managing customer services: Human resource practices, quit rates, and sales growth. *Academy of Management Journal*, 45(3), 587.
- Batt, R. & Valcour, P.M. (2003). Human resource practices as predictors of work-family outcomes and employee turnover. *Industrial Relations*, 42(2), 189-220.
- Cohen, S.G. & Mankin, D. (2002). Complex collaborations in the new global economy. *Organizational Dynamics*, 31(2), 117-133.
- Cramton, C. D. (2001). The mutual knowledge problem and its consequences for dispersed collaboration. *Organization Science*, 12, 346-371.
- Gibson, C. & Cohen, S.G. Best practices for virtual team effectiveness. *Center of Effective Organizations Working Paper # G 02-18(427)*, University of Southern California.
- Huselid, M.A. (1995) The impact of human resource management practices on turnover, productivity, and corporate financial performance. *Academy of Management Journal*, 38(3), 635-672.
- Ichniowski, C.; Shaw, K.; & Prennushi, G. (1997). The effect of human resource practices on

- productivity: A study of steel finishing lines. *American Economic Review*, 87(3), 291-313.
- Kanawattanachai, P. & Yoo, Y. (2002). Dynamic nature of trust in virtual teams. *Journal of Strategic Information Systems*, 11, 187-213.
- Kossek, E. E. & Ozeki, C. (1998). Work-family conflict, policies, and the job-life satisfaction relationship: A review and directions for organizational behavior-human resources research. *Journal of Applied Psychology*, 83(2), 139.
- Lawler, E. III; Ledford, Jr., G; & Chang, L. (1993). Who uses skill-based pay, and why they use it. *Compensation & Benefits Review*, 25(2), 22-26.
- Macduffie, J.P. (1995) Human resource bundles and manufacturing performance: Organizational logic and flexible production systems in the world auto industry. *Industrial and Labor Relations Review*, 48(2), 197-221.
- Maznevski, M. & Chudoba, K.M. (2000). Bridging space over time: Global virtual-team dynamics and effectiveness. *Organization Science*, 11, 473-492.
- Mohrman, S.A. (1999). The contexts for geographically dispersed teams and networks. *Journal of Organizational Behavior*, 6, 63.
- Mohrman, S. (1999). The contexts for geographically dispersed teams and networks. *Center of Effective Organizations Working Paper #G 99-5(364)*. Los Angeles: University of Southern California.
- Mohrman, S.; Mohrman, Jr., A.M.; & Cohen, S. Organizing Knowledge Work Systems. *Center of Effective Organizations Working Paper #T 94-27(270)*. Los Angeles: University of Southern California.
- Mohrman, SA.; Cohen, S.G.; & Mohrman, Jr., A.M. (1995). *Designing team-based organizations: New forms for knowledge work*. San Francisco: Jossey-Bass.
- Perry-Smith, J. E. & Blum, T.C. (2000). Work-family human resource bundles and perceived organizational performance. *Academy of Management Journal*, 43(6), 1107.
- White, M.; Hill, S.; McGovern, P.; Mills, C.; & Smeaton, D. (2003). High-performance management practices, working hours and work-life balance. *British Journal of Industrial Relations*, 41(2), 175-195.

BOOK CHAPTERS BY ODC DIVISION MEMBERS 2004-2007

David S. Boss
Babson College

Matthew L. Sanders
Utah State University

In an effort to continue measuring the research productivity of ODC Division members, we have compiled the following list of book chapters from January 2004 to December 2007. This list represents an exhaustive search of the Business Source Complete and PsychINFO databases using the name of each ODC Division member as the criterion for an author search. This list is presented in alphabetical order with one entry for each chapter.

We recognize that despite our best efforts, this list is certainly not comprehensive. Although there are many reasons for this, there is one worth mentioning. Some common author names made searches more difficult, and at times it proved impossible to determine for certain which book chapters belonged to ODC Division members. In all cases, we erred on the side of caution. If you know of any book chapters that have been omitted from this list, we request that you send those citations to the editor (wayne.boss@colorado.edu), and he will include them in the next issue of the ODC Newsletter.

Alexander, Patricia A. (2004). A model of domain learning: Reinterpreting expertise as a multidimensional, multistage process. In D. Y. Dai & R. J. Sternberg (Eds.), *Motivation, emotion, and cognition: Integrative perspectives on intellectual functioning and development* (pp. 273-298). Mahwah, NJ: Lawrence Erlbaum Associates.

Alexander, Patricia A. (2005). Teaching towards expertise. In P. Tomlinson, J. Dockrell, & P. Winne (Eds.), *Pedagogy—Teaching for learning* (pp. 29-45). Leicester, England: British Psychological Society.

Alexander, Patricia A., & Buehl, Michelle M. (2004). Seeing the possibilities: Constructing and validating measures of mathematical and analogical reasoning for young children. In L. English (Ed.), *Mathematical and analogical reasoning of young learners* (pp. 23-46). Mahwah, NJ: Lawrence Erlbaum Associates.

Alexander, Patricia A., & Sinatra, Gale M. (2007). First steps: Scholars' promising movements into a

- nascent field of inquiry. In S. Vosniadou, A. Baltas & X. Vamvakoussi (Eds.), *Reframing the conceptual change approach in learning and instruction* (pp. 221-236). New York: Elsevier Science.
- Allan, Julie. (2006). Failing to make progress? The aporias of responsible inclusion. In E. A. Brantlinger (Ed.), *Who benefits from special education? Remediating (Fixing) other people's children* (pp. 27-43). Mahwah, NJ: Lawrence Erlbaum Associates.
- Apfelthaler, Gerhard; Hansen, Katrin; Keuchel, Stephan; Mueller, Christa; Neubauer, Martin; Ong, Siow Heng; & Tapachai, Nirundon. (2007). Cross-cultural differences in learning and education: Stereotypes, myths and realities. In D. Palfreyman & D. L. McBride (Eds.), *Learning and teaching across cultures in higher education* (pp. 15-35). New York: Palgrave Macmillan.
- Argyris, Chris. (2004). Reflections on personality and organization. In B. Schneider & D. B. Smith, (Eds.), *Personality and organizations* (pp. 371-383). Mahwah, NJ: Lawrence Erlbaum Associates.
- Argyris, Chris. (2006). Effective intervention activity. In J. V. Gallos (Ed.), *Organization development: A Jossey-Bass reader* (pp. 158-184). San Francisco: Jossey-Bass.
- Argyris, Chris. (2006). Teaching smart people how to learn. In J. V. Gallos (Ed.), *Organization development: A Jossey-Bass reader* (pp. 267-285). San Francisco: Jossey-Bass.
- Ashkanasy, Neal M., & Härtel, Charmine E. J. (2005). A bounded emotionality perspective on organizational change and culture. In C. E. Härtel, W. J. Zerbe, & N. M. Ashkanasy (Eds.), *Emotions in organizational behavior* (pp. 355-358). Mahwah, NJ: Lawrence Erlbaum Associates.
- Ashkanasy, Neal M.; Zerbe, Wilfred J.; & Härtel, Charmine E. J. (2005). A bounded emotionality perspective on the individual in the organization. In C. E. Härtel, W. J. Zerbe, & N. M. Ashkanasy (Eds.), *Emotions in organizational behavior* (pp. 113-115). Mahwah, NJ: Lawrence Erlbaum Associates.
- Astrachan, Joseph H., & McMillan, Kristi S. (2006). United States. In F. W. Kaslow, (Ed.), *Handbook of family business and family business consultation: A global perspective* (pp. 347-363). New York: Haworth Press.
- Austin, John R., & Bartunek, Jean M. (2006). Theories and practices of organizational development. In: J. V. Gallos (Ed.), *Organization development: A Jossey-Bass reader* (pp. 89-128). San Francisco: Jossey-Bass.
- Bailey, Darlyne. (2006). Leading from the spirit. In F. Hesselbein & M. Goldsmith (Eds.), *The leader of the future 2: Visions, strategies, and practices for the new era* (pp. 297-302). San Francisco: Jossey-Bass.
- Becker, Thomas E., & Bennett, Rebecca J. (2007). Employee attachment and deviance in organizations. In J. Langan-Fox, C. L. Cooper, & R. J. Klimoski (Eds.), *Research companion to the dysfunctional workplace: Management challenges and symptoms* (pp. 136-148). Northampton, MA: Edward Elgar Publishing.
- Bennett, Winston Jr.; Lance, Charles E.; & Woehr, David J. (2006). Introduction. In W. Bennett, Jr., C. E. Lance, D. J. Woehr (Eds.), *Performance measurement: Current perspectives and future challenges* (pp. 1-5). Mahwah, NJ: Lawrence Erlbaum Associates.
- Bligh, Michelle C., & Meindl, James R. (2005). The cultural ecology of leadership: An analysis of popular leadership books. In D. M. Messick & R. M. Kramer (Eds.), *The psychology of leadership: New perspectives and research* (pp. 11-52). Mahwah, NJ: Lawrence Erlbaum Associates.
- Boccialetti, Gene. (2006). Reversing the lens: Dealing with different styles when you are the boss. In J. V. Gallos (Ed.), *Organization development: A Jossey-Bass reader* (485-500). San Francisco: Jossey-Bass.
- Boje, David M. (2007). From Wilda to Disney: Living stories in family and organization research. In D. J. Clandinin (Ed.), *Handbook of narrative inquiry: Mapping a methodology* (pp. 330-353). Thousand Oaks, CA: Sage Publications.
- Boje, David M. (2007). The antenarrative turn in narrative studies. In M. Zachry & C. Thralls (Eds.), *Communicative practices in workplaces and the professions: Cultural perspectives on the regulation of discourse and organizations* (pp. 219-237). Amityville, NY: Baywood Publishing.

- Bowen, David E.; Lawler, & Edward E. III. (2006). The empowerment of service workers. In D. Mayle (Ed.), *Managing innovation and change* (3rd ed.) (pp. 155-169). Thousand Oaks, CA: Sage.
- Boyatzis, Richard E.; Bilimoria, Diana; Godwin, Lindsey; Hopkins, Margaret M.; Lingham, Tony; et al. (2006). Effective leadership in extreme crisis. In Y. Neria, R. Gross & R. Marshall (Eds.), *9/11: Mental health in the wake of terrorist attacks* (pp. 197-214). New York: Cambridge University Press.
- Bradbury, Hilary; Good, Darren; & Robson, Linda. (2006). What keeps it together: Collaborative tensility in interorganizational learning. In S. Schuman (Ed.), *Creating a culture of collaboration: The International Association of Facilitators handbook* (pp. 105-126). San Francisco: Jossey-Bass.
- Bradford, David L., & Burke, W. Warner. (2006). The future of OD? In J. V. Gallos (Ed.), *Organization development: A Jossey-Bass reader* (pp. 842-857). San Francisco: Jossey-Bass.
- Brown, L. David. (2007). Multiparty social action and mutual accountability. In A. Ebrahim & E. Weisband (Eds.), *Global accountabilities: Participation, pluralism, and public ethics* (pp. 89-111). New York: Cambridge University Press.
- Buehl, Michelle M., & Alexander, Patricia A. (2004). Longitudinal and cross-cultural trends in young children's analogical and mathematical reasoning abilities. In L. English (Ed.), *Mathematical and analogical reasoning of young learners* (pp. 47-74). Mahwah, NJ: Lawrence Erlbaum Associates.
- Burke, W. Warner. (2006). Conflict in organizations. In M. Deutsch, P. T. Coleman, & E. C. Marcus (Eds.), *The handbook of conflict resolution: Theory and practice* (2nd ed.) (pp. 781-804). Hoboken, NJ: Wiley Publishing.
- Burke, W. Warner. (2006). Where did OD come from? In J. V. Gallos (Ed.), *Organization development: A Jossey-Bass reader* (pp. 13-38). San Francisco: Jossey-Bass.
- Bushe, Gervase R. (2006). Sense making and the problems of learning from experience: Barriers and requirements for creating cultures of collaboration. In S. Schuman (Ed.), *Creating a culture of collaboration: The International Association of Facilitators handbook* (pp. 151-171). San Francisco: Jossey-Bass.
- Butterfield, D. Anthony, & Powell, Gary N. (2005). The psychology of aspirations to top management: Does gender identity matter? In J. W. Lee (Ed.), *Psychology of gender identity* (pp. 47-61). Hauppauge, NY: Nova Biomedical Books.
- Cartwright, Susan, & Whatmore, Lynne C. (2005). Stress and individual differences: Implications for stress management. In A. G. Antoniou & C. L. Cooper (Eds.), *Research companion to organizational health psychology* (pp. 163-173). Northampton, MA: Edward Elgar Publishing.
- Cassell, Catherine, & Symon, Gillian. (2006). Qualitative methods in industrial and organizational psychology. In G. P. Hodgkinson & J. K. Ford, (Eds.), *International review of industrial and organizational psychology* (Vol. 21) (pp. 339-380). Hoboken, NJ: Wiley Publishing.
- Coghlan, David, & Coughlan, Paul. (2005). Collaborative research across borders and boundaries: Action research insights from the CO-improve project. In R. W. Woodman & W. A. Pasmore (Eds.), *Research in organizational change and development* (pp. 275-295). Burlington, MA: Elsevier Science/JAI Press.
- Cooper, Cary L., & Dewe, Philip. (2007). Stress: A brief history from the 1950s to Richard Lazarus. In A. Monat, R. S. Lazarus, & G. Reevy (Eds.), *The Praeger handbook on stress and coping* (Vol. 1) (pp. 7-31). Westport, CT: Praeger Publishers/Greenwood Publishing Group.
- Cooperrider, David L.; Sekerka, Leslie E.; & Gallos, Joan V. (2006). Toward a Theory of Positive Organizational Change. In J. V. Gallos (Ed.), *Organization development: A Jossey-Bass reader* (pp. 223-238). San Francisco: Jossey-Bass.
- Crosby, Faye J.; Ferdman, Bernardo M.; & Wingate, Blanche R. (2004). Addressing and redressing discrimination: Affirmative action in social psychological perspective. In M. B. Brewer & M. Hewstone (Eds.), *Applied Social Psychology* (pp. 206-224). Malden, MA: Blackwell Publishing.
- David, Susan A. (2005). Integrating an emotional intelligence framework into evidence-based

- coaching. In M. Cavanagh, A. M. Grant, & T. Kemp (Eds.), *Evidence-based coaching: Theory, research and practice from the behavioural sciences* (Vol. 1) (pp. 57-67). Bowen Hills, Australia: Australian Academic Press.
- Day, David V., & Zaccaro, Stephen J. (2007). Leadership: A critical historical analysis of the influence of leader traits. In L. Koppes (Ed.), *Historical perspectives in industrial and organizational psychology* (pp. 383-405). Mahwah, NJ: Lawrence Erlbaum Associates.
- Day, David V., & Zaccaro, Stephen J. (2004). Toward a science of leader development. In D. Day, S. Zaccaro, & S. Halpin (Eds.), *Leader development for transforming organizations: Growing leaders for tomorrow* (pp. 383-399). Mahwah, NJ: Lawrence Erlbaum Associates.
- Diamante, Thomas; Natale, Samuel M.; & London, Manuel. (2006). Organizational wellness. In S. Gorin & J. Arnold (Eds.), *Health promotion in practice* (pp. 460-493). San Francisco: Jossey-Bass.
- Dodge, Kenneth A.; Malone, Patrick S.; Lansford, Jennifer E.; Miller-Johnson, Shari; Pettit, Gregory S.; Bates, John E.; et al. (2006). Toward a dynamic developmental model of the role of parents and peers in early onset substance use. In A. Clarke-Stewart & J. Dunn (Eds.), *Families count: Effects on child and adolescent development* (pp. 104-131). New York: Cambridge University Press.
- Donaldson, Stewart I. (2004). Using professional evaluation to improve the effectiveness of non-profit organizations. In R. E. Riggio & S. S. Orr (Eds.), *Improving leadership in nonprofit organizations* (pp. 234-251). San Francisco: Jossey-Bass.
- Donaldson, Stewart I., & Berger, Dale E. (2006). The rise and promise of applied psychology in the 21st century. In S. I. Donaldson, D. E. Berger, & K. Pezdek (Eds.), *Applied psychology: New frontiers and rewarding careers* (pp. 3-23). Mahwah, NJ: Lawrence Erlbaum Associates.
- Donaldson, Stewart I., & Bligh, Michelle C. (2006). Rewarding careers: Applying positive psychological science to improve quality of work life and organizational effectiveness. In S. I. Donaldson, D. E. Berger, & K. Pezdek (Eds.), *Applied psychology: New frontiers and rewarding careers* (pp. 277-295). Mahwah, NJ: Lawrence Erlbaum Associates.
- Donaldson, Stewart I., & Christie, Christina A. (2006). Emerging career opportunities in the transdiscipline of evaluation science. In S. I. Donaldson, D. E. Berger, & K. Pezdek (Eds.), *Applied psychology: New frontiers and rewarding careers* (pp. 243-259). Mahwah, NJ: Lawrence Erlbaum Associates.
- Edmondson, Amy C., & Detert, James R. (2005). The role of speaking up in work-life balancing. In E. E. Kossek & S. J. Lambert (Eds.), *Work and life integration: Organizational, cultural, and individual perspectives* (pp. 401-427). Mahwah, NJ: Lawrence Erlbaum Associates.
- Edmondson, Amy C. (2004). Psychological safety, trust, and learning in organizations: A group-level lens. In R. M. Kramer & K. S. Cook (Eds.), *Trust and distrust in organizations: Dilemmas and approaches* (pp. 239-272). New York: Russell Sage Foundation.
- Efebera, Henry; Hayes, David C.; Hunton, James E.; & O'Neil, Cherie. (2004). Tax compliance intentions of low-income individual taxpayers. In V. Arnold (Ed.), *Advances in accounting behavioral research* (Vol. 7) (pp. 1-25). Oxford: Elsevier Science.
- Ellinger, Andrea D. (2006). The role of 'learning-committed leaders' in lifelong learning. In S. B. Merriam, B. C. Courtenay, & R. M. Cervero (Eds.), *Global issues and adult education: Perspectives from Latin America, Southern Africa, and the United States* (pp. 469-481). San Francisco: Jossey-Bass.
- Elliott, Ray H. (2005). The parameters of specialist professional leadership coaching. In M. Cavanagh, A. M. Grant & T. Kemp (Eds.), *Evidence-based coaching: Theory, research and practice from the behavioural sciences* (Vol. 1) (pp. 111-126). Bowen Hills, Australia: Australian Academic Press.
- Falkenberg, Joyce; Stensaker, Inger G.; Meyer, Christine B.; & Haueng, Anne Cathrin. (2005). When change becomes excessive. In W. Pasmore & R. Woodman (Eds.), *Research in organizational change and development* (pp. 31-62). Burlington, MA: Elsevier Science/JAI Press.

- Fearon, David S. Jr. (2004). The bond threat sequence: Discourse evidence for the systematic interdependence of shame and social relationships. In L. Z. Tiedens & C. W. Leach (Eds.), *The social life of emotions* (pp. 64-86). New York: Cambridge University Press.
- Ferdig, Mary A., & Ludema, James D. (2005). Transformative interactions: Qualities of conversation that heighten the vitality of self-organizing change. In W. Pasmore & R. Woodman (Eds.), *Research in organizational change and development* (pp. 169-205). Burlington, MA: Elsevier Science/JAI Press.
- Fetchenhauer, Detlef, & Wittek, Rafael. (2006). Solidarity in the absence of external sanctions: A cross-cultural study of educational goals and fair-share behavior. In D. Fetchenhauer, A. Flache, A. Buunk, & S. Lindenberg (Eds.), *Solidarity and prosocial behavior: An integration of sociological and psychological perspectives* (pp. 191-206). New York: Springer Science + Business Media.
- Fetterman, David; McNeece, C. Aaron; McClintock, Charles; Smith, Michael J.; Pane, Natalia E.; Leigh, Douglas; et al. (2004). Section VII: Program evaluation strategies. In A. Roberts & K. Yeager (Eds.), *Evidence-based practice manual: Research and outcome measures in health and human services* (pp. 585-684). New York: Oxford University Press.
- Fisher-Yoshida, Beth, & Wasserman, Ilene. (2006). Moral conflict and engaging alternative perspectives. In M. Deutsch, P. Coleman, & E. Marcus (Eds.), *The handbook of conflict resolution: Theory and practice* (2nd ed.) (pp. 560-581). Hoboken, NJ: Wiley Publishing.
- Fitzgerald, Therese; Purington, Timothy; Davis, Karen; Ferguson, Faith; & Lundgren, Lena. (2004). Utilization of needle exchange programs and substance abuse treatment services by injection drug users: Social work practice implications of a harm reduction model. In R. J. Mancoske & J. D. Smith (Eds.), *Practice issues in HIV/AIDS services: Empowerment-based models and program applications* (pp. 107-126). New York: Haworth Press.
- Fry, Louis W.; Matherly, Laura L.; & Vitucci, Steve. (2006). Spiritual leadership theory as a source for future theory, research, and recovery from workaholism. In R. J. Burke (Ed.), *Research companion to working time and work addiction* (pp. 330-352). Northampton, MA: Edward Elgar Publishing.
- Fujimoto, Yuka; Härtel, Charmine E. J.; & Panipucci, Debra. (2005). Emotional experience of individualist-collectivist workgroups: Findings from a study of 14 multinationals located in Australia. In C. E. Härtel, W. J. Zerbe, & N. M. Ashkanasy (Eds.), *Emotions in organizational behavior* (pp. 87-111). Mahwah, NJ: Lawrence Erlbaum Associates.
- Gessner, Theodore L., & Klimoski, Richard J. (2006). Making sense of situations. In J. A. Weekley & R. E. Ployhart (Eds.), *Situational judgment tests: Theory, measurement, and application* (pp. 13-38). Mahwah, NJ: Lawrence Erlbaum Associates.
- Giacalone, Robert A.; Jurkiewicz, Carole L.; & Fry, Louis W. (2005). From advocacy to science: The next steps in workplace spirituality research. In R. F. Paloutzian & C. L. Park (Eds.), *Handbook of the psychology of religion and spirituality* (pp. 515-528). New York: Guilford Press.
- Giga, Sabir I., & Cooper, Cary L. (2005). The development of psychosocial capital in organizations: Implications for work and family life. In E. E. Kossek & S. J. Lambert (Eds.), *Work and life integration: Organizational, cultural, and individual perspectives* (pp. 429-443). Mahwah, NJ: Lawrence Erlbaum Associates.
- Glavas, Ante; Jules, Claudy; & Oosten, Ellen Van. (2006). Use of self in creating a culture of collaboration. In S. Schuman (Ed.), *Creating a culture of collaboration: The International Association of Facilitators handbook* (pp. 304-318). San Francisco: Jossey-Bass.
- Goldbart, Stephen; Jaffe, Dennis T.; & DiFuria, Joan. (2004). Money, meaning, and identity: Coming to terms with being wealthy. In T. Kasser & A. D. Kanner (Eds.), *Psychology and consumer culture: The struggle for a good life in a materialistic world* (pp. 189-210). Washington, DC: American Psychological Association.
- Golden-Biddle, Karen; Germann, Kathy; & Reay, Trish. (2007). Creating and sustaining positive organizational relationships: A cultural perspective. In J. E. Dutton & B. R. Ragins (Eds.), *Exploring positive relationships at work: Building a theo-*

- retical and research foundation* (pp. 289-305). Mahwah, NJ: Lawrence Erlbaum Associates.
- Golembiewski, Robert T.; Yoon, Jong-In; Kim, Seok-Eun; & Lee, Jung-Wook. (2005). Informing an apparent irony in OD applications: Good fit of OD and Confucian work ethics. In R. W. Woodman & W. A. Pasmore (Eds.), *Research in organizational change and development* (pp. 241-273). Burlington, MA: Elsevier Science/JAI Press.
- Grawitch, Matthew J., & Munz, David C. (2005). Individual and group affect in problem-solving workgroups. In C. E. Härtel, W. J. Zerbe, & N. M. Ashkanasy (Eds.), *Emotions in organizational behavior* (pp. 119-142). Mahwah, NJ: Lawrence Erlbaum Associates.
- Hall, Richard C. W.; Hall, Ryan C. W.; & Chapman, Marcia J. (2004). Emotional and psychiatric effects of weapons of mass destruction on first responders. In R. J. Ursano, A. E. Norwood, & C. S. Fullerton (Eds.), *Bioterrorism: Psychological and public health interventions* (pp. 250-273). New York: Cambridge University Press.
- Hambrick, Donald C.; Finkelstein, Sydney; Cho, Theresa S.; & Jackson, Eric M. (2005). Isomorphism in reverse: Institutional theory as an explanation for recent increases in intraindustry heterogeneity and managerial discretion. In B. M. Staw & R. M. Kramer (Eds.), *Research in organizational behavior: An annual series of analytical essays and critical reviews* (Vol. 26) (pp. 307-350). Burlington, MA: Elsevier Science/JAI Press.
- Hanrahan, Patricia; Luchins, Daniel J.; & Murphy, Kathleen. (2004). Providing appropriate care in advanced dementia. In H. E. Briggs & T. L. Rzepnicki (Eds.), *Using evidence in social work practice: Behavioral perspectives* (pp. 190-209). Chicago, IL: Lyceum Books.
- Härtel, Charmine E. J.; Ashkanasy, Neal M.; & Zerbe, Wilfred J. (2005). What an emotions perspective of organizational behavior offers. In C. E. Härtel, W. J. Zerbe, & N. M. Ashkanasy (Eds.), *Emotions in organizational behavior* (pp. 359-367). Mahwah, NJ: Lawrence Erlbaum Associates.
- Härtel, Charmine E. J.; Zerbe, Wilfred J.; & Ashkanasy, Neal M. (2005). Organizational behavior: An emotions perspective. In C. E. Härtel, W. J. Zerbe, & N. M. Ashkanasy (Eds.), *Emotions in organizational behavior* (pp. 1-8). Mahwah, NJ: Lawrence Erlbaum Associates.
- Hendrick, Hal W.; Carayon, Pascale; Alvarado, Carla J.; Hundt, Ann Schoofs; Kleiner, Brian M.; Johnson, Julie K.; Barach, Paul; Bogner, Marilyn Sue; Smith, Maureen A.; Bartell, Jessica M.; Kosseff, Andrew; Borgsdorf, Amanda; & Jacobsen, Kendra. (2007). II: Macroeconomics and Systems. In P. Carayon (Ed.), *Handbook of human factors and ergonomics in health care and patient safety* (pp. 41-158). Mahwah, NJ: Lawrence Erlbaum Associates.
- Hilburt-Davis, Jane, & Dyer, W. Gibb Jr. (2006). Hilburt-Davis/Dyer consulting model. In F. W. Kaslow (Ed.), *Handbook of family business and family business consultation: A global perspective* (pp. 73-93). New York: Haworth Press.
- Hoffman, Robert R. (2007). Introduction: A context for 'out of context.' In R. R. Hoffman (Ed.), *Expertise out of context: Proceedings of the Sixth International Conference on Naturalistic Decision Making* (pp. 3-5). Mahwah, NJ: Lawrence Erlbaum Associates.
- Hoffman, Robert R., & Lintern, Gavan. (2006). Eliciting and representing the knowledge of experts. In K. A. Ericsson, N. Charness, P. J. Feltovich, & R. R. Hoffman (Eds.), *The Cambridge handbook of expertise and expert performance* (pp. 203-222). New York: Cambridge University Press.
- Hoffman, Robert R.; Coffey, John W.; Novak, Joseph D.; & Cañas, Alberto J. (2005). Applications of concept maps to web design and web work. In R. W. Proctor & K. L. Vu (Eds.), *Handbook of human factors in web design* (pp. 156-175). Mahwah, NJ: Lawrence Erlbaum Associates.
- Holvino, Evangelina; Ferdman, Bernardo M.; & Merrill-Sands, Deborah. (2004). Creating and sustaining diversity and inclusion in organizations: Strategies and approaches. In M. S. Stockdale & F. J. Crosby (Eds.), *The psychology and management of workplace diversity* (pp. 245-276). Malden, MA: Blackwell Publishing.
- Humphreys, Michael S., & Maguire, Angela M. (2005). Recollection and familiarity: Redundancy at the item level. In C. Izawa & N. Ohta (Eds.), *Human learning and memory: Advances in theory and application: The 4th Tsukuba International*

- Conference on Memory* (pp. 61-83). Mahwah, NJ: Lawrence Erlbaum Associates.
- Huy, Quy Nguyen. (2005). Emotion management to facilitate strategic change and innovation: How emotional balancing and emotional capability work together. In C. E. Härtel, W. J. Zerbe, & N. M. Ashkanasy (Eds.), *Emotions in organizational behavior* (pp. 295-316). Mahwah, NJ: Lawrence Erlbaum Associates.
- Jaffe, Dennis T.; Dashew, Leslie; Lane, Sam; Paul, Joseph; & Bork, David. (2006). The Aspen Family Business Group Consulting Process: A model for deep structural change and relationship shift in complex multigenerational enterprising family systems. In F. W. Kaslow (Ed.), *Handbook of family business and family business consultation: A global perspective* (pp. 47-72). New York: Haworth Press.
- Jansen, Karen J.; Corley, Kevin G.; & Jansen, Bernard J. (2007). E-survey methodology. In R. A. Reynolds, R. Woods, & J. D. Baker (Eds.), *Handbook of research on electronic surveys and measurements* (pp. 1-8). Hershey, PA: Idea Group Reference/IGI Global.
- Jimmieson, Nerina L. (2005). The role of event characteristics and situational appraisals in the prediction of employee adjustment to change and change implementation success. In A. G. Antoniou & C. L. Cooper (Eds.), *Research companion to organizational health psychology* (pp. 3-19). Northampton, MA: Edward Elgar Publishing.
- Jinnett, Kimberly, & Kern, Todd. (2007). Evaluating leadership as a strategy to transform complex systems. In K. M. Hannum, J. W. Martineau, & C. Reinelt (Eds.), *The handbook of leadership development evaluation* (pp. 315-342). Hoboken, NJ: John Wiley & Sons.
- Johnson, Craig E. (2007). Best practices in ethical leadership. In J. A. Conger & R. E. Riggio (Eds.), *The practice of leadership: Developing the next generation of leaders* (pp. 150-171). San Francisco: Jossey-Bass.
- Kahn, William A. (2007). Commentary: Positive relationships in groups and communities. In J. E. Dutton & B. R. Ragins (Eds.), *Exploring positive relationships at work: Building a theoretical and research foundation* (pp. 277-285). Mahwah, NJ: Lawrence Erlbaum Associates.
- Kahn, William A. (2007). Meaningful connections: Positive relationships and attachments at work. In J. E. Dutton & B. R. Ragins (Eds.), *Exploring positive relationships at work: Building a theoretical and research foundation* (pp. 189-206). Mahwah, NJ: Lawrence Erlbaum Associates.
- Kaminski, Michelle. (2005). Running into the wind: The experience of discrimination in an academic workplace. In J. L. Chin (Ed.), *The psychology of prejudice and discrimination: Bias based on gender and sexual orientation* (Vol. 3) (pp. 93-111). Westport, CT: Praeger Publishers/Greenwood Publishing Group.
- Kanov, Jason M.; Maitlis, Sally; Worline, Monica C.; Dutton, Jane E.; Frost, Peter J.; Lilius, Jacoba M.; et al. (2006). Compassion in organizational life. In J. V. Gallos (Ed.), *Organization development: A Jossey-Bass reader* (pp. 793-812). San Francisco: Jossey-Bass.
- Karwowski, Waldemar. (2006). The discipline of ergonomics and human factors. In G. Salvendy (Ed.), *Handbook of human factors and ergonomics* (3rd ed.) (pp. 3-31). Hoboken, NJ: John Wiley & Sons.
- Klein, Cameron; DeRouin, Renée E.; & Salas, Eduardo. (2006). Uncovering workplace interpersonal skills: A review, framework, and research agenda. In G. Hodgkinson & J. K. Ford (Eds.), *International review of industrial and organizational psychology* (Vol. 21) (pp. 79-126). Hoboken, NJ: Wiley Publishing.
- Kraiger, Kurt, & Ford, J. Kevin. (2007). The expanding role of workplace training: Themes and trends influencing training research and practice. In L. L. Koppes (Ed.), *Historical perspectives in industrial and organizational psychology* (pp. 281-309). Mahwah, NJ: Lawrence Erlbaum Associates.
- Kristof-Brown, Amy L.; & Jansen, Karen J. (2007). Issues of person-organization fit. In C. Ostroff & T. A. Judge (Eds.), *Perspectives on organizational fit* (pp. 123-153). Mahwah, NJ: Lawrence Erlbaum Associates.
- Lawler, Edward E., & Gallos, Joan V. (2006). Business strategy: Creating the winning formula. In J. V. Gallos (Ed.), *Organization development: A Jossey-Bass reader* (pp. 545-564). San Francisco: Jossey-Bass.

- Lawler, Edward E., & Gallos, Joan V. (2006). What makes people effective? In J. V. Gallos (Ed.), *Organization development: A Jossey-Bass reader* (pp. 634-655). San Francisco: Jossey-Bass.
- Leiter, Michael P., & Maslach, Christina. (2005). A mediation model of job burnout. In A. Antoniou & C. Cooper (Eds.), *Research companion to organizational health psychology* (pp. 544-564). Northampton, MA: Edward Elgar Publishing.
- Lewis, Laurie K. (2006). Collaborative interaction: Review of communication scholarship and a research agenda. In C. Beck (Ed.), *Communication yearbook* (Vol. 30) (pp. 197-247). Mahwah, NJ: Lawrence Erlbaum Associates.
- Livanis, Andrew; Solomon, Esther R.; & Ingram, Daniel H. (2007). Guided social stories: Group treatment of adolescents with Asperger's disorder in the schools. In R. Christner, J. Stewart & A. Freeman (Eds.), *Handbook of cognitive-behavior group therapy with children and adolescents: Specific settings and presenting problems* (pp. 389-407). New York: Routledge.
- Lockwood, Angie L.; Evans, Sarah Carr; & Eby, Lillian T. (2007). Reflections on the benefits of mentoring. In T. D. Allen & L. T. Eby (Eds.), *The Blackwell handbook of mentoring: A multiple perspectives approach* (pp. 233-236). Malden, MA: Blackwell Publishing.
- London, Manuel, & Maurer, Todd J. (2004). Leadership development: A diagnostic model for continuous learning in dynamic organizations. In J. Antonakis, A. Cianciolo, & R. Sternberg (Eds.), *The nature of leadership* (pp. 222-245). Thousand Oaks, CA: Sage Publications.
- London, Manuel; Smither, James W.; & Diamante, Thomas. (2007). Best practices in leadership assessment. In J. Conger & R. Riggio (Eds.), *The practice of leadership: Developing the next generation of leaders* (pp. 41-63). San Francisco: Jossey-Bass.
- Marks, Mitchell Lee. (2007). Best practices in leading organizational change: Workplace recovery following major organizational transitions. In J. Conger & R. Riggio (Eds.), *The practice of leadership: Developing the next generation of leaders* (pp. 201-223). San Francisco: Jossey-Bass.
- Marmenout, Katty. (2007). Organizational culture profile. In R. A. Reynolds, R. Woods, & J. D. Baker (Eds.), *Handbook of research on electronic surveys and measurements* (pp. 313-316). Hershey, PA: Idea Group Reference/IGI Global.
- Marshak, Robert J., & Gallos, Joan V. (2006). Emerging directions: Is there a new OD? In J. V. Gallos (Ed.), *Organization development: A Jossey-Bass reader* (pp. 833-841). San Francisco: Jossey-Bass.
- Marsick, Victoria J.; Sauquet, Alfonso; Yorks, Lyle; & Deutsch, Morton. (2006). Learning through reflection. In M. Deutsch, P. T. Coleman, & E. C. Marcus (Eds.), *The handbook of conflict resolution: Theory and practice* (2nd ed.) (pp. 486-506). Hoboken, NJ: Wiley Publishing.
- Martinez-Moyano, Ignacio J. (2006). Exploring the dynamics of collaboration in interorganizational settings. In S. Schuman (Ed.), *Creating a culture of collaboration: The International Association of Facilitators handbook* (pp. 69-85). San Francisco: Jossey-Bass.
- McLeod, Poppy Lauretta, & Kettner-Polley, Richard. (2005). Psychodynamic perspectives on small groups. In M. S. Poole & A. B. Hollingshead (Eds.), *Theories of small groups: Interdisciplinary perspectives* (pp. 63-97). Thousand Oaks, CA: Sage Publications.
- Meindl, James R.; Ehrlich, Sanford B.; & Dukerich, Janet M. (2006). The romance of leadership. In J. M. Levine & R. L. Moreland (Eds.), *Small groups* (pp. 401-420). New York: Psychology Press.
- Meisiek, Stefan. (2005). Nonsense makes sense: Humor in social sharing of emotion at the workplace. In C. E. Härtel, W. J. Zerbe, & N. M. Ashkanasy (Eds.), *Emotions in organizational behavior* (pp. 143-165). Mahwah, NJ: Lawrence Erlbaum Associates.
- Miller, Andrew. (2007). Best practices for formal youth mentoring. In T. D. Allen & L. T. Eby (Eds.), *The Blackwell handbook of mentoring: A multiple perspectives approach* (pp. 307-324). Malden, MA: Blackwell Publishing.
- Moreland, Richard L. (2006). Socialization in organizations and work groups. In J. M. Levine & R. L. Moreland (Eds.), *Small groups* (pp. 469-498). New York: Psychology Press.

- Morris, Michael W., & Gelfand, Michele J. (2004). Cultural differences and cognitive dynamics: Expanding the cognitive perspective on negotiation. In M. J. Gelfand & J. M. Brett (Eds.), *The handbook of negotiation and culture* (pp. 45-70). Palo Alto, CA: Stanford University Press.
- Mumford, Michael D.; Eubanks, Dawn L.; & Murphy, Stephen T. (2007). Creating the conditions for success: Best practices in leading for innovation. In J. A. Conger & R. E. Riggio (Eds.), *The practice of leadership: Developing the next generation of leaders* (pp. 129-149). San Francisco: Jossey-Bass.
- Murphy, P. Karen, & Alexander, Patricia A. (2007). Contextualizing learner-centered principles for teachers and teaching. In W. D. Hawley & D. L. Rollie (Eds.), *The keys to effective schools: Education reform as continuous improvement* (2nd ed.) (pp. 13-32). Thousand Oaks, CA: Corwin Press.
- Murphy, P. Karen; Alexander, Patricia A.; Greene, Jeffrey A.; & Edwards, Maeghan N. (2007). Epistemological threads in the fabric of conceptual change research. In S. Vosniadou, A. Baltas, & X. Vamvakoussi (Eds.), *Reframing the conceptual change approach in learning and instruction* (pp. 105-122). New York: Elsevier Science.
- Nadler, David A., & Gallos, Joan V. (2006). The congruence model of change. In J. V. Gallos (Ed.), *Organization development: A Jossey-Bass reader* (pp. 252-262). San Francisco: Jossey-Bass.
- Nadler, David A.; Gerstein, Marc S.; & Gallos, Joan V. (2006). Designing high-performance work systems: Organizing people, work, technology, and information. In J. V. Gallos (Ed.), *Organization development: A Jossey-Bass reader* (pp. 730-747). San Francisco: Jossey-Bass.
- Neuman, Joel H., & Baron, Robert A. (2005). Aggression in the workplace: A social-psychological perspective. In S. Fox & P. E. Spector (Eds.), *Counterproductive work behavior: Investigations of actors and targets* (pp. 13-40). Washington, DC: American Psychological Association.
- Norum, Karen E. (2005). Future search conversation. In B. H. Banathy & P. M. Jenlink (Eds.), *Dialogue as a means of collective communication* (pp. 323-333). Cambridge, MA: Springer Science & Business Media.
- Noumair, Debra A. (2004). Diversity and authority conferences as a social defence. In L. J. Gould, L. F. Stapley, & M. Stein (Eds.), *Experiential learning in organizations: Applications of the Tavistock Group Relations Approach: Contributions in honour of Eric J. Miller* (pp. 63-84). London: Karnac Books.
- Obidah, Jennifer E.; Jackson-Minot, Marquita; Monroe, Cara R.; & Williams, Brian. (2004). Crime and punishment: Moral dilemmas in the inner-city classroom. In V. S. Walker & J. R. Snarey (Eds.), *Race-ing moral formation: African American perspectives on care and justice* (pp. 111-129). New York: Teachers College Press.
- Omodei, Mary M.; McLennan, Jim; Elliott, Glenn C.; Wearing, Alexander J.; Clancy, Julia M.; et al. (2005). 'More is better?': A bias toward overuse of resources in naturalistic decision-making settings. In H. Montgomery, R. Lipshitz, & B. Brehmer (Eds.), *How professionals make decisions* (pp. 29-41). Mahwah, NJ: Lawrence Erlbaum Associates.
- Omodei, Mary M.; McLennan, Jim; Wearing, Alexander J.; (2005). How expertise is applied in real-world dynamic environments: Head-mounted video and cued recall as a methodology for studying routines of decision making. In T. Betsch & S. Haberstroh (Eds.), *The routines of decision making* (pp. 271-288). Mahwah, NJ: Lawrence Erlbaum Associates.
- Penwell, Larry W. (2006). Global identity and the superordinate task. In E. Klein & I. L. Pritchard (Eds.), *Relatedness in a global economy* (pp. 124-148). London: Karnac Books.
- Peterson, Tim O., & Taylor, Suzanne D. (2004). When technology comes knocking: Using information technology to automate job descriptions. In J. W. Beard (Ed.), *Managing impressions with information technology* (pp. 73-93). Westport, CT: Praeger Publishers/Greenwood Publishing Group.
- Pezdek, Kathy; Deffenbacher, Kenneth A.; Lam, Shirley; & Hoffman, Robert R. (2006). Cognitive psychology: Applications and careers. In S. I.

- Donaldson, D. E. Berger, & K. Pezdek (Eds.), *Applied psychology: New frontiers and rewarding careers* (pp. 221-241). Mahwah, NJ: Lawrence Erlbaum Associates.
- Pizer, Michelle K., & Härtel, Charmine E. J. (2005). For better or for worse: Organizational culture and emotions. In C. E. Härtel, W. J. Zerbe, & N. M. Ashkanasy (Eds.), *Emotions in organizational behavior* (pp. 335-354). Mahwah, NJ: Lawrence Erlbaum Associates.
- Podratz, Leah Toney, & Tetrick, Lois E. (2004). Workplace accommodations for psychopathology. In J. C. Thomas & M. Hersen (Eds.), *Psychopathology in the workplace: Recognition and adaptation* (pp. 277-291). New York: Brunner-Routledge.
- Priest, Heather A.; Stagl, Kevin C.; Klein, Cameron; & Salas, Eduardo. (2006). Virtual teams: Creating context for distributed teamwork. In C. Bowers, E. Salas, & F. Jentsch (Eds.), *Creating high-tech teams: Practical guidance on work performance and technology* (pp. 185-212). Washington, DC: American Psychological Association.
- Quick, James Campbell; Gavin, Joanne H.; Cooper, Cary L.; & Quick, Jonathan D. (2004). Working together: Balancing head and heart. In R. H. Rozensky, N. G. Johnson, C. D. Goodheart, & W. R. Hammond (Eds.), *Psychology builds a healthy world: Opportunities for research and practice* (pp. 219-232). Washington, DC: American Psychological Association.
- Quinn, Ryan W. (2007). Energizing others in work connections. In J. E. Dutton & B. R. Ragins (Eds.), *Exploring positive relationships at work: Building a theoretical and research foundation* (pp. 73-90). Mahwah, NJ: Lawrence Erlbaum Associates.
- Raelin, Joseph A., & Gallos, Joan V. (2006). Action learning and action science: Are they different? In J. V. Gallos (Ed.), *Organization development: A Jossey-Bass reader* (pp. 202-222). San Francisco: Jossey-Bass.
- Rayner, Charlotte, & Cooper, Cary L. (2006). Workplace bullying. In E. K. Kelloway, J. Barling, & J. J. Hurrell, Jr. (Eds.), *Handbook of workplace violence* (pp. 121-145). Thousand Oaks, CA: Sage Publications.
- Riger, Stephanie; Reyes, Olga; Watts, Roderick W.; Kelly, James G.; Shinn, Marybeth; Cherniss, Cary; Jason, Leonard A.; & Trickett, Edison. (2004). Faculty deconstructs participatory research. In L. A. Jason, C. B. Keys, Y. Suarez-Balcazar, R. R. Taylor, & M. I. Davis (Eds.), *Participatory community research: Theories and methods in action* (pp. 233-238). Washington, DC: American Psychological Association.
- Roberts, Vega Zagier, & Jarrett, Michael. (2006). What is the difference and what makes the difference? A comparative study of psychodynamic and non-psychodynamic approaches to executive coaching. In H. Brunning (Ed.), *Executive coaching: Systems-psychodynamic perspective* (pp. 3-39). London: Karnac Books.
- Rodrick, David, & Karwowski, Waldemar. (2006). Manual materials handling. In G. Salvendy (Ed.), *Handbook of human factors and ergonomics* (3rd ed.) (pp. 818-854). Hoboken, NJ: John Wiley & Sons.
- Rodrick, David, & Karwowski, Waldemar. (2006). Sources and bibliography of selected human factors and ergonomics standards. In W. Karwowski (Ed.), *Handbook of standards and guidelines in ergonomics and human factors* (pp. 569-589). Mahwah, NJ: Lawrence Erlbaum Associates.
- Roth, George L. (2005). Creating new knowledge by crossing theory and practice boundaries. In R. W. Woodman & W. A. Pasmore (Eds.), *Research in organizational change and development* (pp. 135-167). Burlington, MA: Elsevier Science/JAI Press.
- Sanchez, Juan I.; Spector, Paul E.; & Cooper, Cary L. (2006). Frequently ignored methodological issues in cross-cultural stress research. In P. T. Wong & L. C. J. Wong (Eds.), *Handbook of multicultural perspectives on stress and coping* (pp. 187-201). Dallas, TX: Spring Publications.
- Sandoval-Taylor, Patricia. (2005). Home is where the heart is: A funds of knowledge-based curriculum module. In N. Gonzalez, L. C. Moll, & C. Amanti (Eds.), *Funds of knowledge: Theorizing practices in households, communities, and classrooms* (pp. 153-165). Mahwah, NJ: Lawrence Erlbaum Associates.

- Schein, Edgar H., & Gallos, Joan V. (2006). Facilitative process interventions: Task processes in groups. In J. V. Gallos (Ed.), *Organization development: A Jossey-Bass reader* (pp. 286-308). San Francisco: Jossey-Bass.
- Schein, Edgar H., & Gallos, Joan V. (2006). So how can you assess your corporate culture? In J. V. Gallos (Ed.), *Organization development: A Jossey-Bass reader* (pp. 614-633). San Francisco: Jossey-Bass.
- Schein, Edgar H. (2006). Coaching and consultation revisited: Are they the same? In M. Goldsmith & L. Lyons (Eds.), *Coaching for leadership: The practice of leadership coaching from the world's greatest coaches* (2nd ed.) (pp. 17-25). San Diego, CA: Pfeiffer & Company.
- Schein, Edgar H. (2006). Leadership competencies: A provocative new look. In F. Hesselbein & M. Goldsmith (Eds.), *The leader of the future 2: Visions, strategies, and practices for the new era* (pp. 255-264). San Francisco: Jossey-Bass.
- Schoenbaum, Stephen C.; Davis, Karen; & Audet, Annie-Marie J. (2006). Visions of the future. In D. B. Nash & N. I. Goldfarb (Eds.), *The quality solution: The stakeholder's guide to improving health care* (pp. 283-304). Boston: Jones and Bartlett Publishers.
- Schultz, Majken; Hatch, Mary Jo; Ciccolella, Francesko; (2006). Brand life in symbols and artifacts: The LEGO Company. In A. Rafaeli & M. G. Pratt (Eds.), *Artifacts and organizations: Beyond mere symbolism* (pp. 141-160). Mahwah, NJ: Lawrence Erlbaum Associates.
- Segura, Susana, & Morris, Michael W. (2005). Scenario simulations in learning: Forms and functions at the individual and organizational levels. In D. R. Mandel, D. J. Hilton, & P. Catellani (Eds.), *The psychology of counterfactual thinking* (pp. 94-109). New York: Routledge.
- Sherehiy, Bohdana; Karwowski, Waldemar; & Rodrick, David. (2006). Human factors and ergonomics standards. In G. Salvendy (Ed.), *Handbook of human factors and ergonomics* (3rd ed.) (pp. 1487-1516). Hoboken, NJ: John Wiley & Sons.
- Sherehiy, Bohdana; Rodrick, David; & Karwowski, Waldemar. (2006). An overview of the international standardization efforts in human factors and ergonomics. In W. Karwowski (Ed.), *Handbook of standards and guidelines in ergonomics and human factors* (pp. 3-46). Mahwah, NJ: Lawrence Erlbaum Associates.
- Sherehiy, Bohdana; Rodrick, David; Karwowski, Waldemar; & Wogalter, Michael S. (2006). Design of warnings for physical tasks: Slips, trips, falls, and manual materials handling. In M. S. Wogalter (Ed.), *Handbook of warnings* (pp. 655-667). Mahwah, NJ: Lawrence Erlbaum Associates.
- Shirom, Arie, & Melamed, Samuel. (2005). Does burnout affect physical health? A review of the evidence. In A. G. Antoniou & C. L. Cooper (Eds.), *Research companion to organizational health psychology* (pp. 599-622). Northampton, MA: Edward Elgar Publishing.
- Shore, Lynn M.; Tetrick, Lois E.; Taylor, M. Susan; Shapiro, Jaqueline A. M. Coyle; Liden, Robert C.; Parks, Judi McLean; et al. (2004). The employee-organization relationship: A timely concept in a period of transition. In J. J. Martocchio & G. R. Ferris (Eds.), *Research in personnel and human resources management* (Vol. 23) (pp. 291-370). Burlington, MA: Elsevier Science/JAI Press.
- Sommerich, Carolyn M.; Marras, W. S.; & Karwowski, Waldemar. (2006). Work-related upper extremity musculoskeletal disorders. In G. Salvendy (Ed.), *Handbook of human factors and ergonomics* (3rd ed.) (pp. 855-888). Hoboken, NJ: John Wiley & Sons.
- Spector, Paul E.; Allen, Tammy D.; Poelmans, Steven; Cooper, Cary L.; Bernin, Peggy; Hart, Peter; Lu, Luo; Miller, Karen; Renault de Moraes, Lucio; Ostrognay, Gabrielle M.; Pitariu, Horea; Salamatov, Vladimir; Salgado, Jesus; Sanchez, Juan I.; Siu, Oi Ling; Teichmann, Mare; Theorell, Töres; Vlerick, Peter; Widerszal-Bazyl, Maria; & Yu, Shanfa. (2005). An international comparative study of work-family stress and occupational strain. In S. A. Y. Poelmans (Ed.), *Work and family: An international research perspective* (pp. 71-84). Mahwah, NJ: Lawrence Erlbaum Associates.
- Stober, Dianne R., & Grant, Anthony M. (2006). Toward a contextual approach to coaching models. In D. R. Stober & A. M. Grant (Eds.), *Evidence*

- based coaching handbook: Putting best practices to work for your clients* (pp. 355-365). Hoboken, NJ: John Wiley & Sons.
- Stober, Dianne R.; Parry, Carla; Cavanagh, Michael; Grant, Anthony M.; & Kemp, Travis. (2005). Current challenges and future directions in coaching research. In D. R. Stober & A. M. Grant (Eds.), *Evidence-based coaching: Theory, research and practice from the behavioural sciences* (Vol. 1) (pp. 13-19). Bowen Hills, QLD, Australia: Australian Academic Press.
- Stober, Dianne R. (2006). Coaching from the humanistic perspective. In D. R. Stober & A. M. Grant (Eds.), *Evidence based coaching handbook: Putting best practices to work for your clients* (pp. 17-50). Hoboken, NJ: John Wiley & Sons.
- Svyantek, Daniel J.; Bott, Jennifer P.; & Thomas, Jay C. (2004). Organizational culture and organizational climate measures: An integrative review. In M. Hersen (Ed.), *Comprehensive handbook of psychological assessment: Industrial and organizational assessment* (Vol. 4) (pp. 507-524). Hoboken, NJ: John Wiley & Sons.
- Svyantek, Daniel J., & Bott, Jennifer P. (2006). Organizational climate, personality interactions, and organizational behavior. In M. Hersen, J. C. Thomas, & D. L. Segal (Eds.), *Comprehensive handbook of personality and psychopathology: Personality and everyday functioning* (Vol. 1) (pp. 412-431). Hoboken, NJ: John Wiley & Sons.
- Torbert, William R., & Gallos, Joan V. (2006). Generating simultaneous personal, team, and organization development. In J. V. Gallos (Ed.), *Organization development: A Jossey-Bass reader* (pp. 813-828). San Francisco: Jossey-Bass.
- Trafton, J. Gregory, & Hoffman, Robert R. (2007). Computer-aided visualization in meteorology. In R. R. Hoffman (Ed.), *Expertise out of context: Proceedings of the Sixth International Conference on Naturalistic Decision Making* (pp. 337-357). Mahwah, NJ: Lawrence Erlbaum Associates.
- Tubré, Travis; Arthur, Winfred Jr.; & Bennett, Winston Jr. (2006). General models of job performance: Theory and practice. In W. Bennett, Jr., C. E. Lance, & D. J. Woehr (Eds.), *Performance measurement: Current perspectives and future challenges* (pp. 175-203). Mahwah, NJ: Lawrence Erlbaum Associates.
- Turner, Marlene E.; Pratkanis, Anthony R.; Probasco, Preston; & Leve, Craig. (2006). Threat, cohesion, and group effectiveness: Testing a social identity maintenance perspective on groupthink. In J. M. Levine & R. L. Moreland (Eds.), *Small groups* (pp. 241-264). New York: Psychology Press.
- Turner, Marlene E., & Pratkanis, Anthony R. (2007). Groupthink as social identity maintenance. In A. R. Pratkanis, C. K. Struckman (Eds.), *The science of social influence: Advances and future progress* (pp. 223-246). New York: Psychology Press.
- Turner, Nick, & Parker, Sharon K. (2004). The effect of teamwork on safety processes and outcomes. In J. Barling & M. R. Frone (Eds.), *The psychology of workplace safety* (pp. 35-62). Washington, DC: American Psychological Association.
- Turner, Nick; Parker, Sharon K.; & Williams, Helen M. (2006). Teamworking in organizations: Implications for workplace safety. In P. Jackson & M. Shams (Eds.), *Developments in work and organizational psychology: Implications for international business* (pp. 49-77). Amsterdam, Netherlands: Elsevier.
- Weeks, Clinton S.; Cornwell, T. Bettina; & Humphreys, Michael S. (2006). Conceptualizing sponsorship: An item and relational information account. In L. R. Kahle & C. Kim (Eds.), *Creating images and the psychology of marketing communication* (pp. 257-276). Mahwah, NJ: Lawrence Erlbaum Associates.
- Weinberg, Robert S.; Harmison, Robert J.; Rosenkranz, Ric; & Hookom, Stacia. (2005). Goal setting. In J. Taylor & G. Wilson (Eds.), *Applying sport psychology: Four perspectives* (pp. 101-116). Champaign, IL: Human Kinetics.
- Weinberg, Robert S. (2007). Applied sport psychology: Issues and challenges. In D. Smith & M. Bar-Eli (Eds.), *Essential readings in sport and exercise psychology* (pp. 483-490). Champaign, IL: Human Kinetics.
- Weinberg, Robert. (2004). Goal setting practices for coaches and athletes. In T. Morris & J. Summers (Eds.), *Sport psychology: Theory, applications and issues* (2nd ed.) (pp. 278-293). Milton, QLD, Australia: John Wiley & Sons Australia.

- Westman, Mina, & Etzion, Dalia. (2005). Short overseas business trips: A respite or source of stress? In A. Columbus (Ed.), *Advances in psychology research* (Vol. 37) (pp. 199-213). Hauppauge, NY: Nova Science Publishers.
- White, Mona; Härtel, Charmine E. J.; & Panipucci, Debra. (2005). Understanding cross-cultural negotiation: A model integrating affective events theory and communication accommodation theory. In C. E. Härtel, W. J. Zerbe, & N. M. Ashkanasy (Eds.), *Emotions in organizational behavior* (pp. 167-182). Mahwah, NJ: Lawrence Erlbaum Associates.
- Wilder, David, & Simon, Andrew F. (2004). Affect as a cause of intergroup bias. In M. B. Brewer & M. Hewstone (Eds.), *Emotion and motivation* (pp. 113-131). Malden, MA: Blackwell Publishing.
- Wischnesky, J. Daniel, & Damanpour, Fariborz. (2005). Punctuated equilibrium model of organizational transformation: Sources and consequences in the banking industry. In R. W. Woodman & W. A. Pasmore (Eds.), *Research in organizational change and development* (pp. 207-239). Burlington, MA: Elsevier Science/JAI Press.
- Witherspoon, Robert, & White, Randall P. (2007). Executive coaching: A continuum of roles. In R. R. Kilburg & R. C. Diedrich (Eds.), *The wisdom of coaching: Essential papers in consulting psychology for a world of change* (pp. 103-111). Washington, DC: American Psychological Association.
- Wolff, Steven B.; Druskat, Vanessa Urch; Koman, Elizabeth Stubbs; Messer, Tracey Eira; Druskat, Vanessa Urch; Sala, Fabio; et al. (2006). The link between group emotional competence and group effectiveness. In V. U. Druskat, F. Sala, & G. Mount (Eds.), *Linking emotional intelligence and performance at work: Current research evidence with individuals and groups* (pp. 223-242). Mahwah, NJ: Lawrence Erlbaum Associates.
- Worrall, Les; Cooper, Cary L.; & Mather, Kim. (2007). Organizational change and its dysfunctional effect on managers in large organizations. In J. Langan-Fox, C. L. Cooper, & R. J. Klimoski (Eds.), *Research companion to the dysfunctional workplace: Management challenges and symptoms* (pp. 402-421). Northampton, MA: Edward Elgar Publishing.
- Yaeger, Therese F.; Sorensen, Peter F.; & Bengtsson, Ulf. (2005). Assessment of the state of appreciative inquiry: Past, present, and future. In R. W. Woodman & W. A. Pasmore (Eds.), *Research in organizational change and development* (pp. 297-319). Burlington, MA: Elsevier Science/JAI Press.
- Young, Maia J., & Morris, Michael W. (2004). Existential meanings and cultural models: The interplay of personal and supernatural agency in American and Hindu ways of responding to uncertainty. In J. Greenberg, S. L. Koole, & T. Pyszczynski (Eds.), *Handbook of Experimental Existential Psychology* (pp. 215-230). New York: Guilford Press.
- Zaccaro, Stephen J.; Ardison, Sharon D.; & Orvis, Kara L. (2004). Leadership in virtual teams. In D. Day, S. Zaccaro, & S. Halpin (Eds.), *Leader development for transforming organizations: Growing leaders for tomorrow* (pp. 267-292). Mahwah, NJ: Lawrence Erlbaum Associates.
- Zaccaro, Stephen J.; Foti, Roseanne J.; & Kenny, David A. (2006). Self-monitoring and trait-based variance in leadership: An investigation of leader flexibility across multiple group situations. In J. M. Levine & R. L. Moreland (Eds.), *Small groups* (pp. 357-367). New York: Psychology Press.
- Zaccaro, Stephen J.; Kemp, Cary; & Bader, Paige. (2004). Leader traits and attributes. In J. Antonakis, A. Cianciolo, & R. Sternberg (Eds.), *The nature of leadership* (pp. 101-124). Thousand Oaks, CA: Sage.
- Zerbe, Wilfred J., & Härtel, Charmine E. J. (2005). A bounded emotionality perspective on work characteristics. In C. E. Härtel, W. J. Zerbe, & N. M. Ashkanasy (Eds.), *Emotions in organizational behavior* (pp. 287-291). Mahwah, NJ: Lawrence Erlbaum Associates.
- Zollo, Maurizio, & Singh, Harbir. (2005). Deliberate learning in corporate acquisitions: Post-acquisition strategies and integration capability in US bank mergers. In A. Capasso, G. B. Dagnino, & A. Lanza (Eds.), *Strategic capabilities and knowledge transfer within and between organizations: New perspectives from acquisitions, networks, learning and evolution* (pp. 306-346). Northampton, MA: Edward Elgar Publishing.

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
Email: *wayne.boss@colorado.edu*

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.)
