ACADEMY OF MANAGEMENT
ODC NEWSLETTER
Organization Development and Change Division

WELCOME TO THE ODC PROGRAM IN MONTRÉAL

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Program Chair
NHH Norwegian School of Economics and
Business Administration

Thanks to all of you we can present an excellent academic program for the 2010 conference in Montréal! This year's theme, "Dare to Care: Passion and Compassion in Management Practice and Research," motivated 194 paper and symposia submissions. Most of the ODC sessions will be at Le Centre Sheraton. The program begins with 50 PDW sessions on Friday and Saturday including traditional favorites and innovative newcomers. The scholarly program on Monday and Tuesday includes some 70 papers and 23 symposia featuring a wide range of change-related topics and perspectives.

New of this year is the format of the paper sessions. There are two different formats of the sessions: paper presentation sessions and round table discussions. Also there are two different types of sessions: divisional sessions consisting only of ODC submissions and cross-divisional sessions on topics that cut across various divisions within the Academy. To help you plan your schedule for the meetings, I have provided some highlights from the program below.

ODC Theme Session and Distinguished Speaker

Don't miss our kick-off session on Monday morning. We have invited high-impact change scholars who come in with various perspectives on and approaches to change featuring: Julia Balogun, Andrew Van De Ven, Ann Langley, Martha Feldman and Susan Mohrman. We have asked them to challenge the foundations of change and to discuss the role of values in their own research on organizational change and development. Jeffrey Ford will be leading the discussion in this session entitled "Challenging the Foundations of Change: Do Values Matter?"

Another exciting highlight you will want to make sure to attend is the ODC Distinguished Speaker,

REFLECTIONS ON THE ODC DIVISION AND THE ODC FIELD

Ann Feyerherm
Division Chair
Pepperdine University

I have been given the privilege of serving on the Organization Development and Change Board for five years, and as my term ends as chair, I have the space to write some of my reflections. I would like to first briefly talk about the ODC Board, move

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Michael Beer from Harvard Business School. Drawing on his extensive research base and close collaboration with practitioners, he will be addressing "High Performance, High Commitment: How to Develop a Resilient Organization for Sustained Advantage."

Shaping the Future of the ODC Division

On Saturday afternoon the ODC Division Executive Committee sponsors a PDW on "Shaping the ODC Division Narrative: Honoring the Legacy and Appreciating Shifts, Changes and Evolving Directions." This is an opportunity to join your fellow ODC members and a distinguished panel of ODC leaders past, present, and future in a high-engagement summit format to discuss new trends in the field and to help shape the future and direction of the division.

Symposia

Twenty-three of the 37 submitted symposia were accepted for the program. Most of these are co-sponsored and will provide a good opportunity for meeting and engaging in dialogue with members of other divisions within the academy. Here are examples of symposia that you may want to mark on your calendar:

- "Research in OC&D: Current Trajectories, Research in OC&D"

Showcase symposia:

- "The Wellspring of Opportunity: Conversation as the Source of Positive Organizational Change"

- "Alternative Pathways to Practice: Actor networks in research that impacts theory and practice."

Paper Sessions and Best Paper Awards

One hundred fifty-seven papers were submitted, and 70 of these were accepted, which means the competition was tougher than ever and the acceptance rate was down to 44%. Among the many excellent manuscripts that were submitted, the following four were selected as this year's award winning papers:

Best Paper: "Uncovering Relationships and Shared Emotion Beneath Senior Managers' Resistance to Strategic Change" by Julia Balogun, Lancaster

University Management School, Jean M. Bartunek, Boston College, and Boram Do, Boston College.

Rupe Chisholm Best Theory to Practice: "Towards a Maturity Model for Organizational Future Orientation" by Rene Rohrbeck, University of Technology, Berlin.

Best Paper Based on Dissertation: "The Interaction of Contributive and Absorptive Capacities in Post-Acquisition Integration" by Helene L. Colman, FAFO.

Best Paper Based on Dissertation: "Enacting Technological Change in Organizations: Devising Accommodations of Disconcerting Events" by Eleni Lamprou, London School of Economics.

There was no award this year for Best Action Research Paper. Likewise, there was no award for Best Student Paper. This requires that the paper is written and submitted by current student(s) and only students. Instead, two papers were awarded Best Paper Based on Dissertation.

Best Reviewers

Three hundred sixteen people completed 655 reviews. Your reviews ensure the rigor and high quality of our divisional sessions and the input you provide through your reviews is immensely valuable in the process of selecting papers and providing feedback to authors. In recognition of this important work, we each year award two of the most highly rated reviewers by paper submitters. Congratulations to the 2010 Best Reviewers: Rita Kowalski (Work Life Consulting LLC) and David S. Bright (Wright State University), and thank you to all who served.

ODC Sessions & Social

There are some sessions which we encourage all members to attend and all of these are in Le Centre Sheraton. We particularly hope to see you at our social reception where former division chair Frank Barrett will be entertaining with live jazz music!

- ODC PDW: "Shaping the ODC Division Narrative: Honoring the Legacy and Appreciating Shifts, Changes and Evolving Directions." Saturday, August 7, 3:15 p.m.-5:15 p.m., Salon B.

- ODC Theme Session: "Challenging Change Values." Monday, August 9, 8:00 a.m.-9:30 a.m., Salon A.

- ODC Distinguished Speaker: Michael Beer. Monday, August 9, 3:00-4:00 p.m., Salon A.

- ODC Business Meeting. Monday, August 9, 4:45 p.m.-6:15 p.m., Salon 4.

- ODC Social Reception with Jazz Band. Monday, August 9, 6:30-8:30 p.m., Salon A.

Thank You!

This year's ODC program would not be possible without help from a lot of people. Graduate student Cathrine Gravdal at NHH provided me with excellent assistance. The ODC board members are spread around the globe, but are always virtually close and quick to provide valuable and thoughtful advice. Finally, the experienced staff within the academy, in particular Valerie, has continuously provided high-quality support and services.

Finally, I want to thank all of you who volunteered as reviewers and session chairs. The division depends on your willingness to dedicate your time and effort to work with us to create this excellent academic program. From the entire ODC Division, we wish to recognize and thank our reviewers once again:

Tehsin Abid, Church World Service, Pakistan; Jeffrey Alstete, Iona College; Sylvia Alston; James Alstott, U. of Phoenix; Donald Anderson, U. of Denver; Frank Armstrong, Ferris State U.; Betty Arthur, Benedictine U.; Tommi Auvinen, U. of Jyväskylä, Finland; Dr Richa Awasthy, International Management Institute of New Delhi, India; Mark Axler, Henley Business School, United Kingdom; Nazli Aytug, Gediz U., Turkey; Susan Baechler, US Army Program Executive Office for Aviation; Mila Baker, New York U.; Diane Bandow, Troy U.; Marcos Barros, HEC Montreal, Canada; Jean Bartunek, Boston College; Maria Batista, U. dos Acores, Portugal; Stuart Belle, George Washington U.; John Bennett, Queens U. of Charlotte; Robin Berenson, American Public U. System; Christina Berg Johansen, ESADE Business School, Spain; Nathan Betancourt, Rotterdam School of Management, Erasmus U., Netherlands; Frans Bévort, Copenhagen Business School, Denmark; Marlene Biseda, Claremont Graduate U.; Deborah Blackman, U. of Canberra, Australia; Max Boehling, inOpus, Denmark; Brian Bridgeforth, Development by Design; David Bright, Wright State U.; Fiona Broadbent, Santa Clara U.;

Benedicte Brogger, BI Norwegian School of Management, Norway; Melanie Bryant, Monash U., Australia; Troy Buer, U. of Virginia; Richard Bush, Lawrence Technological U.; Steven Caldwell, U. of South Carolina, Upstate; Steven Callahan, Capella U.; Dejun Cao, SWUFE, Chengdu, China; Charles Capps, Lipscomb U.; Marilyn Carter, Benedictine U.; Richard Carter, Macquarie U., Australia; Catherine Cassell, Manchester Business School, United Kingdom; Pei-Chih Chang, Alliant International U.; Tarun Chaturvedi, XLRI, India; I-Shuo Chen, National Chiao Tung U., Taiwan; Kuanwen Chen, Liverpool Hope U., United Kingdom; Shou-Wei Chen, National Taiwan U. of Science and Technology, Taiwan; Nita Chhinzer, U. of Guelph, Canada; Holly Chiu, Rutgers U.; Chee-Leong Chong, SIM U., Singapore; Milan Chonich, Central Michigan U.; Samia Chreim, U. of Ottawa, Canada; Doug Chun, U. of Hawaii at Manoa; Allan Church, PepsiCo, Inc; Julie Cincotta, George Washington U.; David Coghlan, Trinity College Dublin, Ireland; Jonathan Coleman, Case Western Reserve U.; Scott Comber, Dalhousie U., Canada; James Conklin, Concordia U., Canada; Gary Connor, Coventry U., United Kingdom; Dorianne Cotter-Lockard, Fielding Graduate U.; Joao Cunha, U. Nova de Lisboa, Portugal; Christine D'Arbel, CEDEA, New Caledonia; John Daly, U. of Texas; Priyanka Dasgupta, Singapore Management U., Singapore; Bethany Davidson, Western Carolina U.; Annemarie Davis, U. of South Africa, South Africa; Daniel Dayton, Capella U.; Leon De Caluwe, Vrije U., Twynstra, Netherlands; Geoffrey De Lacy, Polaris Consulting, Australia; Robert Dengler, Roosevelt U.; Deborah DiazGranados, U. of Central Florida; Anthony DiBella, Naval War College; Simon Dolan, ESADE, Spain; Evelyn Dravecky, U. of California, Los Angeles; Yvonne Du Plessis, U. of Pretoria, South Africa; Richard Dunford, U. of Sydney, Australia; Debora Elam, Colorado Technical U.; Rida Elias, U. of Western Ontario, Canada; Bjarne Espedal, Norwegian School of Economics and Business Administration, Norway; Kent Fairfield, Fairleigh Dickinson U.; Joyce Falkenberg, U. of Agder, Norway; R. David Fass, Air Force Institute of Technology; Ann Feyerherm, Pepperdine U.; Anna Filipova, U. of Wisconsin, Oshkosh; Jeffrey Ford, Ohio State U.; Joann Fredrickson, Bemidji State U.; Max Freund, Claremont Graduate U.; Connie Fuller, Chicago School of Professional Psychology; Rod Gapp, Griffith U., Australia; Chris Garrabrant, Benedictine U.; Denise Gates, Asst. Business Prof / Consultant; Judith Gebhardt, U. of Maryland, College Park; Gemma George, Capella U.; Mattia Gilmartin, Gilmartin Worldwide, Inc.; Annette Gilzene, Pepperdine U.; Frédéric Godart, INSEAD, France; Eva Goutzamani, Athens U. of Economics and Business, Greece; Steve Graham-Hill, Kentucky State U.; Larry Greiner, U. of Southern California; Cuauhtémoc Guerrero Dávalos, U. Michoacana, Mexico; Julita Haber, TUI U.; Bruce Hanson, Concordia U. Irvine; Al Harris, PrimeStar Solar; Cheryl Harrison, Quinnipiac U.; James Harter, Gallup Organization; Jean Hartley, Warwick U., United Kingdom; Bernhard Hauser, U. of Applied Management, Germany; Corinne Haviley, Benedictine U.; Jeffrey Haynie, Auburn U.; Thomas Head, Roosevelt U. Chicago—Schaumburg; Richard Herko, U. of Pittsburgh; Katherine Heynoski, U. of Michigan; Paul Hibbert, Strathclyde U., United Kingdom; Malcolm Higgs, Southampton U. School of Management, United Kingdom; Renuka Hodigere, Case Western Reserve U.; Maja Holmes, West Virginia U.; Daniel Holt, Air Force Institute of Technology; Christina Hoon, Leibniz U. Hannover, Germany; Leland Horn, Colorado Technical U.; Henry Hornstein, Norwich U./Hornstein Teamworks Inc., Canada; Susan House, Oneida Tribe of Indians of Wisconsin; Anne-Karen Hueske, Technische U. Dresden, Germany; Keith Hunter, Carnegie Mellon U.; Brad Jackson, U. of Auckland, New Zealand; David Jamieson, Jamieson Consulting Group, Inc.; Hans Johnsen, U. of Agder, Norway; Ronald Johnson, U. of Phoenix (Europe), Germany; Deloras Jones, Benedictine U.; Arthur Jue, U. of Phoenix; Ellen Kaye-Gehrke, National U.; Hamid Kazeroony, Walden U.; David Kern, Northeastern State U.; Richard Kettner-Polley, Colorado Technical U.; Brian Kim, Occidental College; Kwangjum Kim, The Catholic U. of Korea, South Korea; Sewon Kim, Texas A&M U.; Teddy Kinzer, U. of Phoenix; Per Kirkebak, Østfold U. College, Norway; Geir-Tore Klaebo, County Governor of Nordland, Norway; Patricia Klarner, HEC Geneva; Jeff Klem, Healthways; Andrew Knight, U. of Pennsylvania; Gene Knorr, DeVry U.; Catherine Koch, SAIT Polytechnic, Canada; Lindsey Kotrba, Denison Consulting; Daniel Kowalski, Kowalski Consulting and Management LLC; Rita Kowalski, Work Life Consulting LLC; Manish Kumar, IIM Lucknow,

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to the division and end with my reflections of the OD field and thoughts for the future.

I have had many memories—from honoring Warren Bennis as a distinguished speaker, to vibrant discussions with other board members (often over glasses of wine or scotch). Engaging in feisty debates over the name of the division and what it means, to witnessing our practitioner board members exploring common interests and possible research with the more academic among us. I thank all the board members, past and present, for their dedication and innovation.

On a personal and interpersonal level, I can't think of a better group of people than currently serve on the board. Thoughtful, challenging, caring, intellectual, pragmatic, connected and dedicated. They have stretched my thinking and provided great leadership for the division. It is a global group (more than a third from outside the U.S.) and spans membership from over 25 years to the newly elected. This gives us a rich tapestry to weave our thinking and plan action for the division. There are two positions on our board expressly reserved for executive scholar/practitioners—and I think this makes us unique in the academy. Often our student representative is also from the world of practice.

Last year, we were at the end of our five-year review process (thanks Frank Barrett and Gavin Schwartz), and had published our report. Since one of the desires listed in the report was more involvement and communication, the board made the decision to host a World Café as a way of conducting the business meeting, which I believe was a good use of our process skills. First of all, what other division would do such a thing? And second, there were some themes that I'd like to share which I believe will point the way forward for our division.

Themes from the ODC Membership at the World Café

First, hats off to Jude Olson, one of our outgoing scholar/practitioners, who took major responsibility for orchestrating the event. Also, a major thanks to table "hosts" who were members of the board (Ron Fry, Jim Ludema, Inger Stensaker, Jeffrey Ford, Andre Avramchuk, Quy Huy, Ryan Quinn, Bob O'Neill, Tim Connelly, Gavin Schwarz, Ann Feyerherm) plus Nancy Wallis and Gary Mangiofico (two of our recruits from the members). Andre Avramchuk took all the flip chart notes and

transcribed them—a thankless task! And of course, the more than 100 ODC members who participated! Without their energy, the interactive dialogues and the themes I'm sharing would not have been possible.

We asked for conversation and dialogue on the following four questions:

- If ODC were as vibrant and robust a division as you could imagine, what would we look like, and what would be different?

- In the domain or area of ODC as you define it, what do you most identify with in terms of interest topics, research questions, scholarly focus, or applied issues? What most links you to this field?

- How can ODC best contribute in bringing together scholars and practitioners and creating good dialogue between them?

- What appeals most to you in the ODC division? What are the most important features (i.e. socials, meetings, networks, website, etc.) in our division?

The questions, of course, set the tone and guided the conversations that the Board felt were important to address. Indeed, we hoped to create more vibrancy and commitment as people participated with their colleagues who were from all over the world; people who defined themselves as practitioners, those who defined themselves as scholars or teachers of OD and change management. In essence, we created a microcosm of what we wished to see more of in the future—a diverse group of people dedicated and committed to fostering relevant research and practice given the changing nature of society, organizations and people.

I will claim responsibility for my interpretation of the notes. I have noted direct phrases in quotation marks in my comments below. The raw notes are available now through AOM Connect and soon on our website and therefore available to anyone who would like to do their own content analysis! The ODC board also used the raw notes as food for thought in our mid year meeting where we were able to formulate new direction and reinforce our current strengths.

Four Areas

Instead of taking each question listed above, I looked across the comments and four more "questions" popped out for me that I will organize the themes by. These are:

- Who are we?

- What excites us?

- How do we, or could we, interact?

- What's possible?

Who are we?

The simple answer to that is a variegated family. No, we're not flecked or dappled but rather diverse. Some interesting notions about the "variegated" nature of who we are centered around the scholar/practitioner theme. Our members carry multiple identities that include researcher, teacher, consultant and practitioner. While tension between these identities was expressed, for the most part the members were interested in how to best leverage our diversity since we are all "translators of knowledge" about change and organization development. We teach, we train, we research and write, we dialog across professions, and we blend theory and practice.

Another theme was that we are "intergenerational" and that there was value in hearing "founders" of the field along with newer voices. During my five years on the board, we've started our own doctoral consortium and had a panel of the founders (articles about that are in the previous issue of the newsletter). I believe these activities represent a manifestation of this theme.

The "family" part of who we are is evident in comments about the division having a family feel, having emotional support, seeing friends at the meetings, being authentically welcoming and welcomed, and a place where we listen to each other. Perhaps it is because we have a historical value in "use of self" as an instrument of change, which makes us more aware and curious, resulting in emotional warmth that is felt in the division.

What Excites Us?

Many things excite the members of ODC! "Rigorous relevance" is the most appropriate title to this theme song, coupled closely with "pragmatic idealism in action." The focus of our attention is "organizational metamorphosis" and the dynamics surrounding it—what works, what doesn't, what do we know, and what don't we know. We are attracted by the blend of OD&C with strategy, interpersonal change, community and sustainability. Action research was mentioned several times—occasionally

as a lost art and other times in conjunction with helping the system learn as we research. There were several mentions of Appreciative Inquiry—both as a positive methodology for large system change (also of interest more generally) and as a topic for some critical reflection and examination.

Additional interest was expressed for examining emergent change, the speed of change and questioning our "traditional" models of change in light of shifting socio-economic conditions and the global context. In fact, there is excitement and a desire for robust dialogue and discourse regarding all that we know and think we know about organization development and change processes. One phrase stuck me—we "push the frontiers"! How exciting is that?

How Do We, or Could We, Interact?

There was a call for collaboration—between researchers and those in the practice field, between those doing different types of research, between "newbies" and "old-timers" and that we be known as the "connector" division. This kind of interaction speaks to the interest in being inclusive and finding the sweet spot of theory and practice. One participant proposed the formula of scholarly + rigorous + relevant = useful and practical. This is perhaps a way to think about the collaboration.

Another theme in this area covered more the form of interaction. Generally, the face-to-face meetings were well regarded, except for perhaps not using our process skills in how we run meetings and the occasional comments about "cliques." People mentioned all manner of more electronic and virtual interactive media. These included blogs, wikis, AOM Connect, a LinkedIn group for ODC, and downloadable podcasts.

Given that one of our questions specifically targeted the opportunities to bring together scholars and practitioners, several ideas arose for that desire. Those included sharing stories of practitioners who came, learned and stayed (presumably to replicate this over time), adding small enterprises to our repertoire, creating practitioner-led sessions which focused on the change, the challenges and the practices and recognizing multiple methods and voices for researching change. There were also the behavioral suggestions of being welcoming, not putting on "airs," tolerance for differences, and engaging in practitioner venues to see what emerged.

What's Possible?

My two favorite phrases of possibility were: a) ODC is the "academic epicenter of OD" and b) that "ODC would be assigned the largest rooms at AOM." Both of these together speak of the desire for prominence. Another comment was "we are the go-to place for interesting experiences." Yet another participant hoped for either initiating or consulting to big global initiatives that would make a difference in our world and another thought that powerful, small-scale change in communities would be the route to take. There seemed to be a call to make a difference embedded in these comments and others like them. Again, the scholar/practitioner possibilities were in full force, with joint papers, conferences that highlighted practice with the application of theory and a possibility of an award for the best scholar/practitioner team paper or project.

Also in the realm of possibilities was to make our venues more international—meeting around the world and doing more on comparative studies of OD and change practices around the globe, and the development of new theory as a result. There was also the call to make us relevant to other divisions and disciplines (and of course, thereby needing the largest rooms at the academy meetings).

Direction Established by the ODC Executive Board

The ODC board meets in February or March, most often to help shape the upcoming program, determine the best papers, and decide the nominees for the board offices. We also have made the commitment to meet a bit longer and carve time in the agenda for strategic deliberation. The board had the advantage at this year's mid year meeting of having not only the five-year report, but also the notes from the World Café. We used these, plus our own knowledge and excitement of the field to formulate where we want to go. It is this that I want to share with you now.

Three directions captured the spirit and intention for the ODC division:

- Fostering Intellectual Attractors

- Growth Through Partnering

- Creating our Branding Narrative

Within the direction of Fostering Intellectual Attractors, we focused on three areas of research

that felt exciting and important to us individually and the ODC division. They are:

- Dynamics of Change in a Multi-Cultural World

- Leading Strategic Change that is Socially, Fiscally and Environmentally Sustainable

- Building Networks/Systems of Communities

Naming an area of research, while important, doesn't sufficiently provide incentive and energy around it. Therefore, we talked about several possible actions including creating a "Pioneering Research Award" for one or more of these areas, using these areas to screen for existing ODC awards (e.g. best paper), developing a PDW in each of these areas for the 2011 AOM meetings, recruiting for a symposium or paper presentations in these areas, again for the 2011 meeting.

The next focus area, Growth through Partnering, had two key ideas:

- Focus on revitalizing ODC through collaborative networks with a focus on sustainability in a multi-cultural academy and world.

- Go from "Buick" to the "Leaf" as a metaphor for the division.

Key forces/factors for revitalization are other divisions who may be on the interesting edge (ONE, SIM), other interest groups, graduate programs, practice communities like OD Network, and key players who are at the nodes of networks. We also believe that growth may well come from those doctoral students looking for positions and from the developing countries and regions around the globe. Actions that are possible to take are to approach other divisions for joint symposia, find emerging interest groups and have conversations, invite those network "nodes" to our events. We also are on the lookout to change our paradigms about what is possible (the "Leaf" metaphor reference).

The final area of focus, Creating our Branding Narrative, was associated with several action items. The first was to start using AOM Connect for announcements and communication. The second was to have a PDW at the Montreal meeting to engage people in discussions about our domain for research and practice and to ensure that we included "legacy" voices as well as current and future voices (and I'm happy to report that such a PDW is happening). Another idea was to have a time where attendees can self-organize into generative discussions for AOM Connect or other venues. And the final idea of interest was to create a legacy project that would film parts of the Montreal program and interview those involved in the ODC division for a long time. Structurally, we dedicated a new position, Director of Communications, to assist in helping the communication get re-energized.

I think these three areas—fostering intellectual attractors, growth through partnering, and engaging others in creating our branding narrative capture the themes from the World Café, speak to what we needed to do from the five-year report and will position the ODC division for the near term future. In addition, I think the intellectual attractors that we identified as a board also speak to my personal vision for the future of OD, based on work I have done with colleagues, most notably Chris Worley.

Future of the OD Field

There are two overarching recommendations that we have put forward to "reclaim" the influence and vibrancy of the field of organization development: a) an identity based on values of what we call "responsible progress" and b) increased emphasis on research of practice (Feyerherm & Worley, 2008; Worley & Feyerherm, 2003). These nicely parallel much of what the ODC Board has developed. The elements of responsible progress include ecological sustainability, technological innovation, economic development and cultural diversity in which each element is to be optimized, within the constraints of the other three. One could suggest that socio-technical systems theory could be expanded to include an overall element of sustainability, making it socio-technical-sustainability theory. A whole new research agenda and practice could emerge from this focus. Which brings me to another urgent need for the field—research on change and organization development practice. This could nicely dovetail with the scholar/practitioner focus of the ODC division, enhance our division's relevance, and have us known as the "academic epicenter for OD."

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ODC PDW HIGHLIGHTS

James D. Ludema
PDW Chair
Benedictine University

We are pleased to present an exceptionally high-quality PDW program this year, featuring a wide variety of topics, formats, and presenters that are sure to be of interest. ODC is lead sponsor on 20 sessions (see list below) and co-sponsor on 30 others (please consult the online program for these at http://annualmeeting.aomonline.org/2010). We encourage you to participate in as many as you can.

Of particular interest is a PDW session Saturday afternoon sponsored by the ODC Division Executive Committee on "Shaping the ODC Division Narrative: Honoring the Legacy and Appreciating Shifts, Changes and Evolving Directions." This is an opportunity to join your fellow ODC members and a distinguished panel of ODC leaders past, present, and future in a high-engagement summit format to discuss new trends in the field and to help shape the future and direction of the division.

The session will occur Saturday, August 7, 3:15-5:15 p.m. in Le Centre Sheraton, Salon B. It will be followed by an ODC Doctoral Student and New Member Reception from 6:00-8:00 p.m. in Le Centre Sheraton, Joyce. Doctoral students and academy members from all divisions and interest groups are cordially invited to the reception.

ODC Sponsored PDWs Friday, August 6, 2010, Le Centre Sheraton

- "Beyond Leadership: Leadership as a Performance-Driven Strategy," 8:00-10:30 a.m., Drummond West

- "Exploring Insider Action Research," 8:00-10:00 a.m., Kafka

- "'That was Great!' High Impact Exercises for Teaching or Consulting on Organizational Change," 10:30 a.m.-12:30 p.m., Drummond East

- "Care-Based Practices: An Emergent Conversation on Creating and Sustaining Care in Action," 11:15 a.m.-1:45 p.m., Salon 4

- ODC Doctoral Consortium (invitation only), 12:00-7:30 p.m., Musset

- "Awakening the Dreamer: Sustainability, Social Justice and Healthy Spirit at Humanity's Crossroads," 1:00-5:00 p.m., Salon 6

- "Dare to Care: Using Traditional Concepts to Diagnose and Improve Performance," 2:00-4:00 p.m., Salon 4

- "I Never Knew You Cared: Forging a Rapprochement Between OD and Leadership Studies," 2:15-5:15 p.m., Lamartine

- "OD Social Innovations: Incubating NGOs, Synergizing Research," 2:30-4:30 p.m., Joyce

- "Workplace as Playspace: New Metaphors and Mindsets for Innovating, Learning and Changing," 4:15-6:15 p.m., Salon A

- "Publishing Qualitative Research in Scholarly Journals," 4:30-7:30 p.m., Jarry

- "Teaching Organizational Diagnosis (A Building ODC as an Academic Discipline Workshop)," 5:30-7:30 p.m., Kafka

ODC Sponsored PDWs Saturday, August 7, 2010, Le Centre Sheraton

- ODC Doctoral Consortium (invitation only), 8:00 a.m.-12:00 p.m., Salon 3

- "Bringing the Psychodynamic Approach and OD together to Enrich Meaningful Change," 8:00 a.m.-2:00 p.m., Salon 6

- "Future OD Consulting Roles in a 24/7 World," 12:00-2:00 p.m., Joyce

- "Leadership for (Latina) Women: Cultural Upbringing and the Role of Renewal, Agency and Passion," 1:45-3:45 p.m., Kafka

- "Truly Daring to Care: Organization Development Enabling Transformation in Healthcare," 2:00-4:00 p.m., Hemon

- "Shaping the ODC Division Narrative: Honoring the Legacy and Appreciating Shifts, Changes and Evolving Directions," 3:15-5:15 p.m., Salon B

- "Sustaining Passion: Managing the Intrinsic Rewards that Keep Us Caring," 4:45-7:45 p.m., Drummond Center

- ODC Doctoral Student and New Member Reception (wall academy members elcome!), 6:00-8:00 p.m., Joyce

We look forward to seeing you in Montreal!

A STUDENT OF ORGANIZATION DEVELOPMENT AND CHANGE

Andre Avramchuk
Student Representative
Fielding Graduate University

To say that the last two years on the ODC board were rewarding for me would be an understatement. Akin to a willing sponge, I soaked in the wisdom of senior scholars, the savvy of executive practitioners, and the humility of both in relating to me. The student voice is not only tolerated on the board, but it is appreciated, actively solicited, and weaved into the decision-making process. I have been a doctoral student representative on the executive board of Organization Development and Change Division from August 2007 to August 2009, when Mike Manning and Frank Barrett were division chairs in succession.

At the first gathering I attended, Wayne Boss, the newsletter editor and the bona fide historian of the division, fatherly cured my apparent nervousness by saying, "Relax, enjoy the company, and the magic will happen. They are just ordinary people, who have been fortunate to make extraordinary contributions to the field." The next bite from my dinner plate went down easier, and I have never looked back to the place of self-perceived inferiority in the presence of our best scholars.

Jane Dutton, our ODC Distinguished Speaker at the 2009 Academy of Management Chicago Meeting, centered her address on positive meaning, emotions, and relationships as booster shots for psychological strengthening in change agents. I felt the power of all three booster shots while on the ODC board! The comforting and respectful nature of the board's discourse, coupled with the deeply meaningful and engaging relationships, produced a lasting feeling of strength I carried over to my life outside the AoM. I became a stronger partner in positive change with innovative academics at Fielding Graduate University and seasoned practitioners at Kaiser Permanente.

Fielding gave me hope to fulfill my aspirations for earning a doctorate degree, and a decade-long career at Kaiser has supported that hope both financially and through applied organizational experiences. No theoretical concept went unchecked by the immediate thought about examples in practice, and no major practical undertaking was attempted blindly, without consideration of available, theoretically-explained evidence. I lived and breathed the role of a scholar-practitioner, a role rooted in my family's story.

Both of my parents had started their Ph.D. journeys at different points in their lives. Neither of them had a fortune to complete the degree. My mother withdrew when she fell ill trying to finish her coursework in parallel with attending to challenging family and work obligations. She taught higher mathematics her whole life, following the academic-career footsteps of my grandfather, and she has been a positive change agent for thousands of her students and many former Soviet scientists. I found some of her dozen publications—translated in multiple languages—in UCLA archives. She cried when she received the copies, not knowing for over 30 years that her early, Ph.D.-bound work made a significant impact abroad. My father also made a positive and meaningful mark (in applied research related to his engineering-management job), but could not continue the doctoral residence program due to his professional foreign-service assignments. Providing for the family and serving his organization's mission tramped my dad's academic dream at the time. He died this year in April, on my birthday, and the rest of my Ph.D. journey is dedicated to his scholar-practitioner legacy.

Our division is interdisciplinary and integrative. It unites scholarship and practice in a blend unparalleled anyplace else. Today's students studying management and organizations will find ODC as a friendly home base, positioning them at the main intersection of scholarly rigor and practical relevance. Out of over 2800 ODC members, 708 also affiliate themselves with the Organization and Management Theory Division, and 415 with the Business Policy and Strategy Division. At the same time, Human Resources, Management Consulting, and Management Education and Development divisions each have around 500 members who also belong to ODC. Over 900 of Organizational Behavior Division members chose to affiliate with us as well.

We are as diverse and multifaceted as the practices we cherish and research methods we employ. We are the researchers, educators, and practitioners who welcome new ideas and do not shy away from the organizations' most complex puzzles. ODC board represents us all, and the role of a student represen-

tative signifies how important it is for our division to cultivate new generations of scholar-practitioners in organization development and change. The positive meaning, emotions and relationships are integral to our being, learning, and teaching; and the change-agent nature of our members gives us not only a booster for a personal psychological strength but also a hope for a better organizational life.

BOOSTER SHOTS: STRENGTHENING CHANGE AGENTS FOR SUSTAINABLE CHANGE

Jane E. Dutton
2010 Distinguished Speaker
University of Michigan

Change agents working on intractable, challenging issues are frequently, exhausted, isolated, over-whelmed and hard on themselves. Simply said, the work of being a change agent or supporting change agents can be psychologically depleting. The purpose of my talk was to take this challenge seriously and to see if research from positive organizational scholarship (e.g., Cameron, Dutton & Quinn,. 2003; Dutton & Glynn, 2007) and positive psychology could be deployed to develop "booster hosts" or small moves that change agents could take to psychologically strengthen themselves. By psychological strengthening I am referring to the process of building resources (e.g., optimism, hope, efficacy, support, etc.) that provide individuals with an enhanced capacity to respond to demands and/or an enhanced capacity to bear the weight associated with being a change agent. My model of psycholog-ical strengthening draws from conservation of resources theory (Hobfoll, 1989; 2002) which emphasizes the criticality of individuals' actions for acquiring resources for dealing with stress and for adapting to a variety of situations. The goal of my talk was to identify a range of actions that change agents can take to fortify or strengthen themselves psychologically to persist, to be resilient and to potentially thrive while "staying in the game" of making change happen.

I identity three different types of "booster shots," which draw from three different "generative engines" of capability-building that positive organizational scholarship points to (Dutton & Glynn, 2007). First, I focus on the power of cultivating positive meaning, second on the power of positive relationships, and finally, I direct attention to booster shots directed at cultivating positive emotions.

Cultivating Positive Meaning as a Form of Booster Shot

Change agents working on challenging issues such as the eradication of poverty, the transformation of an organization's structure or strategy, or the arresting of climate change are working on tough issues that are psychologically taxing. Research suggests, however that the cultivation of positive meaning can make a difference. By positive meaning I am referring to" imbuing stimuli with significance, implications and consequences that imply something is good, desirable or beneficial (Dutton & Glynn, 2007, p.702).

There are at least three different ways that change agents might cultivate positive meaning in their work on an issue that would be psychologically bolstering. First, they can choose to construct the issue they are working in ways that are more positive. For example, research suggests constructing an issue as an opportunity as opposed to a threat can be strengthening by increasing individual's sense of having freedom to respond, a stronger sense of possible gain and personal control (Dutton, 1993; Dutton & Jackson, 1987).

A second path toward positive meaning involves how change agents frame or think about themselves. For example, are they imbuing themselves with attributes or self-conceptions that strengthen as opposed to weaken their sense of what is possible for themselves (what psychologists call possible selves, Markus & Nurius, 1986). For example, change agents who construct a possible self that is more elaborated and vivid in a particular action domain, are more likely to perform better in that action domain (Cross and Markus, 1994). Practical tools such as the Reflected Best Self Exercise (Roberts, Dutton, Spreitzer. Heaphy & Quinn, 2005; http://www.bus.umich.edu/Positive/POS-Teaching-and-Learning/ListPOS-Tools.htm) are explicitly designed to strengthen people psychologically, in part through elaborating and enriching their possible self through the collection and integration of stories in which important people in their lives have seen them add value.

A third set of booster shots through positive meaning involves change agents' efforts to see their work of being a change agent as more significant or consequential. One important path for doing this is by making more salient the impact that the change will have on beneficiaries of the change. An extensive set of studies by Adam Grant and colleagues (e.g., Grant, 2007; Grant, 2008; Grant, Campbell, Chen, Cottone, Lapedis & Lee, 2007) demonstrate the motivational and performance impacts of employees having a better sense of how their work impacts others. One can easily imagine the psychological strengthening that would occur from this same type of link if change agents were to be more aware of the impact of their work on beneficiaries of their change efforts.

Cultivating Positive Relationships as a Form of Booster Shot

Change agents can tap into a different source of strengthening through the cultivation of positive relationships. Positive relationships can be defined in many ways, but simply said, they are the relationships in which an individual experiences him or herself as vitalized, the connection as mutual, and a sense of positive regard (Dutton & Heaphy, 2003; Dutton & Ragins, 2007). Research abounds about how positive relationships strengthen. For example there is ample medical evidence suggesting that positive relationships with others are associating with health, coping and resilience e.g ., Seeman, 2001). Emily Heaphy and I document the evidence for the salutary effects of even short term connections on physiological functioning, which supports the claim that positive relationships are physiologically strengthening (Heaphy & Dutton, 2008). These studies all point to the power of positive relationships as viable booster shots for change agents working on challenging issues. Change agents might consider at least three different routes for using positive relationships to bolster a depleted self.

First, at a basic level, change agents would benefit from tuning their relational radar to the positive relationships in their work and their life more generally. The interesting point is that individuals tend to pay more attention to the relationships that are problematic or negative, as these are the relationships that often demand attention as they are emotionally disturbing and taxing, However, given

the beneficial effects of positive relationships at work and beyond, the first booster shot strategy involves simply noticing-being more aware of where and with whom one has positive relationships, as simply being mindful of their existence can yield beneficial effects.

The second and third paths for tapping into positive relationships are more active than paying attention. They involve the more intentional cultivation and accessing of positive relationships (or connections) in one's day. The second path involves more active and deliberate use of better relational practices as means for cultivating more positive relationships. For example, there is ample research suggesting that respectful engagement (Pearson & Porath, 2009), trusting (Mishra & Mishra, 2008) and task enabling (Dutton, 2003) are all effective interpersonal interaction practices that make more likely the cultivation of positive relationships. Recent attention to power of social intelligence (e.g., Goleman, 2006) is one more indicator of the value of efforts to get wiser and better at building positive connections with others. It is a strategy that would serve change agents well.

Finally, assuming a change agent has enhanced awareness of positive relationships and is actively cultivating skills for increasing the probability of forming positive relationships, the last booster shot involves increasing the interaction frequency with people with whom one has positive relationships. Positive relationships are more potent in their boosting effect if one has actual contact with the persons which whom one has positive relationships. Often this takes deliberate intent and careful planning. Thus, change agents who are facing challenge and depletion would do well to devote time and effort to ensure meaningful contact with the persons or groups with whom they have a positive relationship.

Cultivating Positive Emotions as a Form of Booster Shot

The third major cluster of booster shots are derived from the compelling set of findings that suggest the cultivation of positive emotions strengthen individuals by broadening thought-action repertories and building personal resources that help people in immediate and more enduring circumstances (Fredrickson, 1998; 2003). Positive emotions are

"short-term states of felt activation associated with a pleasantly subjective feeling" (Fredrickson, 1998, p. 300). Thus positive emotions include a broad array of subjective feelings including joy, contentment, interest and serenity.

Change agents who wish to replenish and fortify themselves would do well to widen and deepen the array of actions taken to cultivate positive emotions as a means for self-strengthening. Barbara Fredrickson, who has done the most extensive and coherent set of studies on the effects of positive emotions has a new book in which she has detailed a range of actions that people can take to cultivate position emotions (Fredrickson, 2009). Her recommendations stem from her empirical findings that suggest that individuals are in a more flourishing state when the ratio of positive to negative emotions reaches or exceeds a 3:1 ratio but does not go above a 11:1 ratio (Fredrickson & Losada, 2005). We can use this ratio to suggest that change agents would experience the boosts I have described by deliberately increasing the cultivation of positive emotions, but also by decreasing the rate of experiencing negative emotions. There are several possible actions that fit this bill.

First, psychologists would remind change agents to simply savor more of the small positive experiences that occur during the course of a day. Savoring means intentionally slowing down and paying attention to the enjoyable aspects of some experience (Bryant & Veroff, 2007). For change agents this might be and focusing on small wins and victories (Weick, 1984) or simply noticing beauty or kindnesses that are part of one's daily physical or social environment.

Second, change agents could also pay more attention to or structure their environment to have more exposure to nature, which has clear fortifying and healing effects. In one meta-analysis of studies of the impact of nature, for example, studies show that mere exposure to nature combats stress. The compilation of studies on the effect of nature in healthcare settings shows clear linkages between exposure to nature and physical, physiological and social well-being (e.g., Irvine & Warber, 2002). Small moves such as ensuring views of nature (even pictures!), short walks, or nature visualizations can have fortifying effects.

Finally, a third possible set of booster shots that arise from the bolstering from positive emotion involves decreasing the rate and intensity of negative emotions experienced during the day. Actively and intentionally trying to reduce negative thought patterns or avoiding negative people are two sets of moves that would make it more feasible for change agents to achieve the positivity ratio documented by Fredrickson and Losada, 2005). However, if change agents are working in domains of change where negativity is rampant, it may be more fruitful and feasible to actively try to elevate the rate of exposure to positive emotions to try to undo some of the unavoidable depletion associated with the negative experiences.

In sum, the goal of my talk was to open up possibilities for thinking about strengthening change agents "from within" through tapping into and elevating the fortifying and reparative effects that arise from positive meaning, positive relationships and positive emotions. By necessity, this idea of booster shots oversimplifies the complex psychological processes that undergird these proposed booster shot strategies. In addition, the research I have rallied tends to come from studies of individuals from a restricted range of cultures. As a result, there may be real cultural limits to the booster shot "fixes" I have proposed. At the same time, I hope it is useful for change agents to ponder the array of options they might have at hand, over which they have some control, that might help them persist, survive (and maybe thrive) when working on challenging and depleting change issues.

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UNCOVERING RELATIONSHIPS AND SHARED EMOTION BENEATH SENIOR MANAGERS' RESISTANCE TO STRATEGIC CHANGE

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Jean Bartunek
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Boram Do
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2010 Best Paper Award

A somewhat circumscribed role has been implicitly carved out for the recipients of change, centred on whether or not, and how much, they resist changes initiated by change agents (cf., Ford, Ford, & D'Amelio, 2008). A common assumption is that change recipients will resist and that this resistance is illegitimate and unfounded, as "right" sits with those initiating change. Furthermore, little research on resistance deals with change that negatively impacts on senior managers; they are typically viewed as the architects and supporters of change. Studies of resistance have largely ignored questions about how and why senior managers used to strategic autonomy respond to change imposed on them and the implications of this.

In this paper we take a very different approach. Based on anomalies uncovered in a study of senior managers who were recipients of a large scale strategic change initiative, we take an abductive approach (Locke, Golden Biddle, & Feldman, 2008) to the development of theory-building about responses to organizational change. That is, we develop conjectures about the dynamics associated with responses to change, and explore the data to determine the reasonableness of these conjectures. If they are reasonable, then they support Dent and Goldberg's (1999) challenge to the value placed on the resistance to change concept, and also suggest another model of the underlying dynamics that generate responses to change; one that takes into account broader issues of relationships and affective experience, and the development of both over time.

A Brief Introduction to Our Case Data

The empirical data we use here were gathered as part of a longitudinal, real-time, qualitative study of the creation of an integrated European division from a previously multidomestic European operation within a multinational. The new European structure effectively reduced members of country board teams from senior managers with the autonomy to develop the direction of their own country operations to middle managers of the corporation. Here we explore how, during their transition from senior to middle managers, the members of the UK board initially reconceived of their strategic role to still allow themselves autonomy in terms of how the European change was translated and implemented in the UK. However, through time, as the impact of the centralization of strategic power at the level of the EU started to curtail their freedom, the UK board members engaged in the ultimate resistance and left the organization. Our analysis of the events that transpired made evident that while some of them could be labelled as resistance, there were also anomalies; the events had a much broader meaning. True understanding required seeing these events as one component of a much larger relational and process context.

Resistance to Organizational Change

Literature on resistance to change goes back to Lewin (1947), and Coch & French (1948). Early studies discussed diverse aspects of change and resistance, but subsequent studies have been more limited. Recent research concentrates on two main questions: 1) why people resist and 2) how to overcome the resistance. These studies, while valuable in many respects, exhibit problematic assumptions about change resistance. The assumptions derive from 1) a management biased perspective (see, for example, Bartunek, Rousseau, Rudolph, & DePalma, 2006; Ford, et al., 2008), 2) a rationally based approach (focusing on, for example, self-interest and conflicting schemas (Bernerth, Armenakis, Feild, & Walker, 2007; Folger & Skarlicki, 1999) and 3) considering change recipients solely as individuals.

Thus the concept of "resistance" and the taken-for-granted assumptions that accompany it tend to dominate discourse in a way that is detrimental to thinking about change processes and relationships. It focuses attention almost solely on individuals and on what is not being done in response to what from the change agents' perspective is seen as legitimate and positive change initiation. Underlying relational group dynamics in organizational change are largely unexplored, either within change recipient groups or between change recipient and change agent groups. Thus in contrast to prior literature, we suggest consideration of three inevitable factors that shape change recipients' responses to organizational change. These are 1) change recipients' emotions,

2) relationships among change recipients and 3) relationships between change recipients and agents.

Data Analysis

Using an abductive logic, the data analysis was iterative (Langley, 1999). Through iterations between data and literature the following became clear. First, throughout the change process the UK senior managers had strong affective reactions to the changes that were occurring. Second, they had varying, though interrelated, affective reactions to the imposed EU change process and their self-initiated UK culture change process. Reactions to the latter were always positive, but to the former, increasingly negative. Third, these affective reactions were embedded in group dynamics and relationships. Two sets of relationships were key, those among the UK senior managers and those between the UK senior managers and the senior EU managers. Fourth, within the UK team there was a sense of cohesion and a commitment to returning the UK to high performance through the culture change program. What is more, as success was delivered there was a growing sense of pride about this in the UK team. Fifth, the culture change programme did not win the UK team recognition in Europe. As this lack of recognition continued, but simultaneously EU centralization gathered momentum, the UK managers' relationship with the EU managers deteriorated, leading to negative affective responses to do with betrayal and loss.

This led the authors to analyse the nature of these key relationships, individual emotions and group dynamics (identifying three types also identified in the literature: emotional contagion, group cohesiveness and social comparison). We arrived at the model shown in Figure 1.

Figure 1: Recipients' responses to change
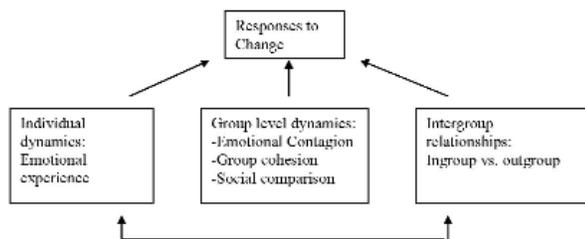
Discussion and Conclusions

Our purpose in this paper has been to work from the surprising outcomes of the change process (the departure of a group of talented senior managers, despite promises of continued high financial

remuneration if they stayed) to abduct a model of the relational context in which change and change responses, including change involving senior managers, happens. Rather than assuming that the events were a classic case of unwarranted resistance, we explored the senior managers' responses and found that there was much more happening. We found evidence of affect and group dynamics and relationships (within the UK team, but also between the UK and the EU). These are all components that have received comparatively little attention in discussions of resistance.

Our findings suggest the need to recast the way we think of resistance, particularly in contexts where those affected by the change, yet simultaneously having to implement it, do have discretion to act otherwise. In other words, an additional reason for recasting "resistance" is not just to get a better grasp of it, but to develop the concept in a way that enables us to understand "resistance" in those who can have a strategic impact as well as more junior employees.

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ENSURING A SAFE RIDE ON A BUMPY ROAD: UNDERSTANDING ORGANIZATIONAL FUTURE ORIENTATION

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Research on strategic management has been devoted to advising managers on how to ensure the long-term survival and success of their organizations. In its early days, the general recommendation was to exercise careful planning and ensure decisive, top-down controlled execution (Ansoff, 1965; Chandler, 1962). Later, recommendations were extended to include a continuous scan of the environment for discontinuous change and strategic surprises in order to continuously update strategic planning and enhance strategic decision-making (Ansoff, 1980; Drucker, 1969; Mintzberg, 1978).

After 40 years of research, the time has come to ask whether scholars have successfully enabled managers to safely travel the bumpy road of environmental turbulence, discontinuities, strategic surprises, and disruptions (Christensen & Overdorf, 2000).

The recent example of the failure of Kodak to produce a timely response to discontinuous technological change—the transition from chemical-based to digital photography—suggests that scholars have fallen short. Kodak, the leader of an industry, has been marginalized; it was able to avoid bankruptcy only by cutting 80 percent of its workforce, and it had to invest $5 billion in R & D to catch up with much smaller new market entrants (Lucas & Goh, 2009).

Research has produced ample examples of successful large organizations failing when faced with discontinuous change. One study solicited by Royal Dutch Shell found the average life expectancy of a Fortune 500 company to be less than 50 years. Only a few companies were identified which—like Royal/Dutch Shell—had survived for more than 100 years and were still in a strong competitive position in their industry (De Geus, 1997; Stubbart & Knight, 2006).

## Understanding the Challenge to Build Organizational Future Orientation

Given a 40-year research history on strategic planning, foresight, and environmental scanning, it is surprising that large organizations still fail to counter threats and make use of opportunities emerging from discontinuous change. Past research investigating this failure has identified three fundamental barriers to OFO:

- *High rate of change:* In the past three decades, various empirical investigations have been conducted to prove the normative perception that the rate of change is increasing.

- *Ignorance:* When faced with discontinuous change, many organizations fail to perceive it.

- *Inertia:* If a company has perceived a change in the environment with a potentially high impact, it needs to (1) define and plan appropriate strategic actions and (2) implement them.

The Pillars of Organizational Future Orientation

To understand how companies can overcome these three barriers I conducted 19 case studies throughout empirical data was collected from 107 interviews and internal documents. In this study I define OFO as follows: *Organizational future orientation (OFO) is the ability to identify changes in the environment and in response acquire needed strategic resources to ensure long-term survival and success.*

From the data and multiple interactions with the respondents I have identified five capability dimensions which constitute the organizational future orientation (OFO): (1) *information usage* describes the information which is collected, (2) *method sophistication* describes methods used to interpret the information, (3) *people & networks* describes characteristics of individual employees and networks used by the organization to acquire and disseminate information on change, (4) *organization* describes how information is gathered, interpreted
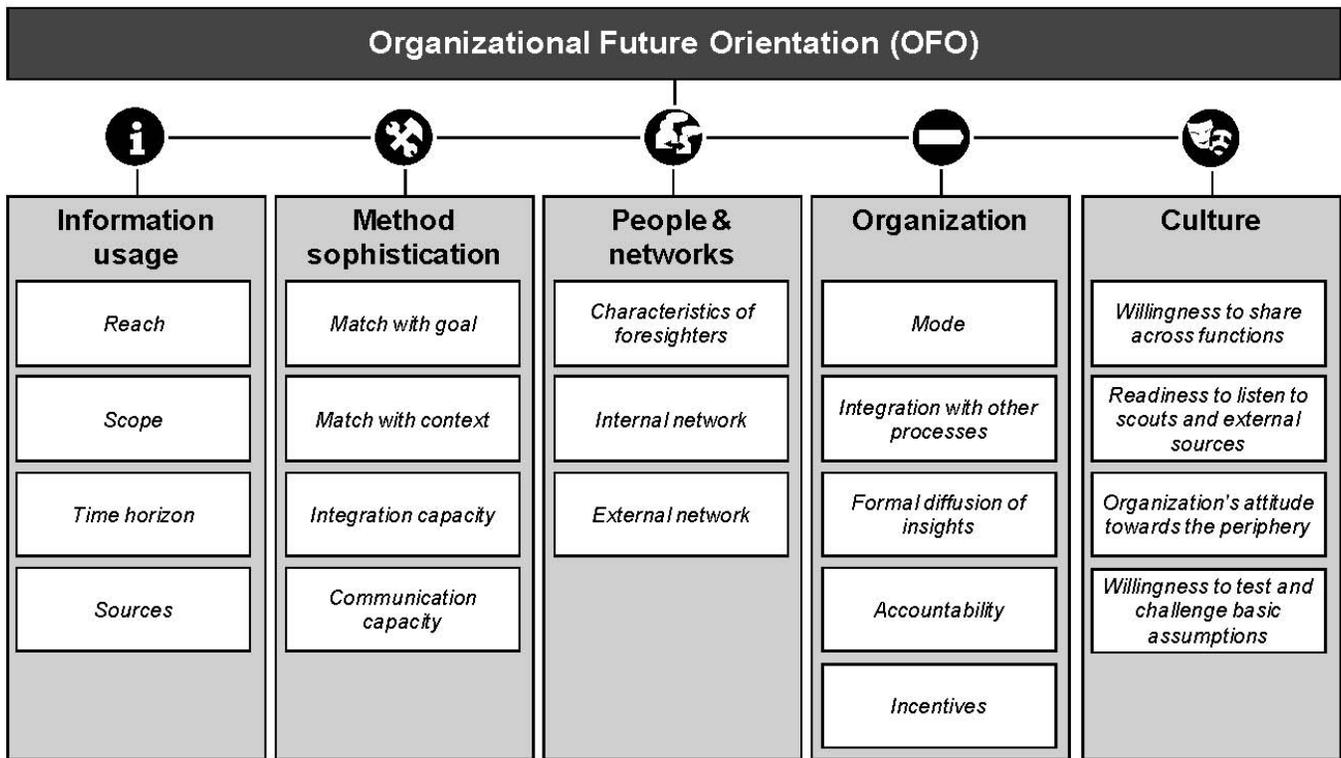
Figure 1: The five capability dimensions of Organizational Future Orientation (OFO)

and used in the organization, and (5) *culture* describes the extent to which the corporate culture is supportive of OFO (see figure 1).

Within each dimension, there are three to five elements according to which the maturity of the OFO system can be assessed. For each element, four maturity levels have been identified. They make it possible to assess the proficiency of the organization in each capability element and can also guide improvement of the OFO. The definitions of the maturity levels have been excluded for this version of the paper. They are available at request from the author.

Conclusion

Past research has shown that most firms lack effective systems to identify, interpret, and respond to external change. This is troubling, because this organizational future orientation is closely associated with the ability to retain a competitive advantage in times of discontinuous change and the ability to ensure long-term survival (Eisenhardt & Martin, 2000; Helfat & Peteraf, 2003; Teece, Pisano, & Shuen, 1997). Even though we were able to identify various best practices in specific capability dimensions, none of the firms had implemented a comprehensive,

stable, and effective system. Most companies had mature practices in one or two capability dimensions but few capabilities in the others. Thus, the overall implementation level is still low and raises serious concerns about the ability of an organization to retain a competitive advantage in times of discontinuous change.

To improve this situation and help companies build organizations that are more agile and robust when faced with change in their environment, this research contributes by providing a *maturity model that allows benchmarking and planning the improvement* of systems that enhance OFO.

From a research perspective I hope that this article will contribute to dynamic capability theory, introduced by Teece and others. The contribution of this article to dynamic capability theory is twofold: first, we show how the overall ability to renew the portfolio of strategic resources can be broken down into different elements, and second, we propose a process to increase understanding of how different actors have to work together to create dynamic organizational capabilities.

References available from the author

ENACTING TECHNOLOGICAL CHANGE IN ORGANIZATIONS: DEVISING ACCOMMODATIONS OF DISCONCERTING EVENTS

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2010 Best Paper on Dissertation Award

The Performative Stream in Information Technology Research

Under "performative" I group these studies that understand practice as the site of enactment of organizational phenomena. Performative studies view organizational phenomena as practical accomplishments, produced by the situated action of organizational members. These studies provide both theoretical arguments and empirical evidence to demonstrate that organizational phenomena are performed and organizational practice carries the intrinsic potential of change. As Tsoukas and Chia (2002) aptly note, performative accounts encompass an appreciation of change as ever-present in organizational life, suggesting an ontological shift from being to becoming.

The performative stream in information technology research was propelled by the work of Orlikowski (1996, 2000) and gave way to substantial empirical research on the enactment of information technology-enabled change. However, these studies have recently received criticism for under-theorizing the affect as an integral part of situated action. Ciborra (2006) demonstrates how the affect or, as he calls it, the "inner situation of the actor," is rudimental to understanding and conceptualizing situated action.

Encountering and Accommodating Disconcerting Events

The Deleuzian event is not a happening of a broad scope or impact, although its effects may amplify to that extent (Deleuze, 1968; Williams, 2003). Rather the "event" appears to be a mundane, *inessential* interaction amidst further interactions with colleagues or technological artifacts. I shall refer to Deleuzian "events" as *disconcerting events*, as they "disconcert" organizational practice by disrupting activity in a temporary, yet, definitive manner. At the same time, such events "disconcert" organizational members, since they invoke intensive states of mind.

Disconcerting events are encountered and accommodated through what I shall call "intensive cognition." Intensive cognition encompasses the workings of the mind, the body and the affect in an indivisible manner (for a brief, but enlightening discussion, see Williams, 2005). It is the site within which individuals become, as they passively connect with one another. Namely, upon a disconcerting event, an organizational member does not intentionally choose whether to connect with a colleague or the information system and in what ways; it just happens. The path to follow for the resolution of the disconcerting event is the one which resonates with the individual (Chia, 1999). Yet, such resonance does not happen in the vacuum. Rather, it happens upon a synthesis of experience (Williams, 2003), which I shall call *"backdrop of significance."* This backdrop is actually a seamless, individualized, intensive memory of previous disconcerting events and their accommodations.

"Devising" Accommodations of Disconcerting Events

The concept of *"device"* refers to ways in which social actors arrange meaning in social occasions (Garfinkel, 2006). In this account, a "device" refers to a generic method employed by organizational members as to accommodate disconcerting events. Analysis of ethnographic data gave way to a non-exhaustive list of 18 "devices." Four broad categories were identified:

- *Extending:* Passing on the effect of the disconcerting event to further human agents

- *Probing:* Exploring the consequences of alternative courses of action through material and non-material means

- *Reversing:* Alleviating the effects of the disconcerting event through re-considering its relevance and value within present circumstances, and;

- *Expanding:* Intensifying the effects of the disconcerting event beyond present circumstances or in spite of clues to the contrary

It is important to make three points regarding the employment of devices. First, each of the 18 devices is not necessarily stand-alone. Namely, in accommodating disconcerting events, organizational members may employ a number of devices. Second, the manner in which these devices will be arranged

is not standard. That is, organizational members may resort to all possible arrangements of devices that emerging circumstances afford or call for. Finally, the arrangement of devices is not effected through the workings of the cognitive faculty. Rather, organizational members passively connect with and respond to local circumstances, resorting to alternative methods of accommodating the disconcerting event, until its unsettling effect is soothed out.

Discussing Original vs. Ordinary Accommodations

Emerging circumstances give rise to disconcerting events all the time, as organizational members interact with one another and technological artefacts (Williams, 2003). Yet, organizational members need to be attentive and open as to experience disconcerting events. Actually, organizational members have the choice of engaging with disconcerting events and creatively exploring them, or ignoring their effects. I suggest that the *originality* of an accommodation is indicated by the creative, doubt-full exploration of a disconcerting event, while *ordinariness* is indicated by the resigned, doubt-less resolution of the event.

It might be proposed that devices inherently carry a particular degree of originality. However, analysis indicated that such a proposition would be hasty. Indeed, certain devices appear to relate to particular degrees of originality, for instance, the devices included in the "reverse" category (suspension of doubt). Yet, other devices give way to accommodations that exemplify varying degrees of originality. In fact, analysis revealed that the employment of devices is actually highly situated. In responding to unique disconcerting events, organizational members employ and arrange generic devices, the meaning and implications of which are situationally established. Thus, rather than residing in generic devices, the originality of accommodations is actually performed in situ by organizational members responding to disconcerting events.

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THE INTERACTION OF CONTRIBUTIVE AND ABSORPTIVE CAPACITIES IN POST-ACQUISITION INTEGRATION

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Through a longitudinal, multiple case study approach, I explore the general question of how value is created in post-acquisition integration processes, and how the target firm contributes to this value creation. I examine five acquisitions made by the same acquirer. Data sources include in-depth interviews with managers and employees of both acquiring firm and target firms, observations in meetings, and archival data. I introduce the concept of contributive capacity, referring to the target firm's active role in creating value post-acquisition. This study shows that 1) the target's contributive capacity positively influences serendipitous value-

creation post-acquisition, and 2) the acquirer's absorptive capacity is not constant or accumulative, but rather relative and dependent on the characteristics of the target and the integration process, and 3) value is created through the interaction of the target's contributive and the acquirer's absorptive capacities.

The Acquirer's Absorptive Capacity

Absorptive capacity refers not only to the acquirer's ability to obtain, accumulate and assimilate knowledge, but also the ability to exploit and use that particular knowledge (Cohen & Levinthal, 1990; Lane, Salk, & Lyles, 2001). In my material, absorptive capacity emerged as the acquiring firm's motivation and ability to acknowledge the targets knowledge, processes and technologies.

Absorptive capacity is conceptualized from three second order categories in my material. The first is perceived need for interaction, is the degree to which the acquirer perceives the necessity to interact with the target organization to gain access to competencies in the target firm. The second, acquiring firm mitigating and mobilizing actions, is actions performed by acquiring firm managers and employees to facilitate human or task integration. The third, organizational structure, is how the acquiring organization's decision-making, information systems, routines and processes were aligned with the targets'.

The acquisitions varied along all the second order categories, and in the extent to which the acquirer possessed the ability to obtain, accumulate and assimilate knowledge from the different targets. This contradicts prior studies that suggest that absorptive capacity accumulates over time (Barkema & Nadolska, 2003). In my material, absorptive capacity is relative and context dependent, and not a capability of the firm that accumulates over time. I argue that it must be understood in the context of the acquirer-target relationship, and specifically related to the contributive capacity of the acquirer.

The Target's Contributive Capacity

Contributive capacity, which refers to the target organization's ability to leverage its knowledge and capabilities in the post-acquisition integration process, is what the target needs to transfer its knowledge to the acquirer. The targets showed different capacities to contribute to the acquiring firm with their knowledge, competencies and capabilities.

Contributive capacity is conceptualized from three second order categories. The first, cross-organizational roles, is the extent to which the managers took on both formal management positions and informal roles in the merged organization. Cohen and Levinthal (1990) argue the need for individuals at the interface between the firm and the external environment, or between subunits of the firm to facilitate knowledge transfer. These roles are an important factor constituting absorptive capacity of the firm. My findings indicate that these roles and functions are important for the contributive capacity of the target firm. The second, mitigating and mobilizing actions, is the actions performed by the target managers to ease the target employees' concerns and to link activities post-acquisition. Mitigating and mobilizing actions have in the existing literature been treated as two distinct concepts (Graebner, 2004), while in my data, they appeared intertwined. The third, perception of autonomy, provides the motivational mechanism of contributive capacity. The immediate and intuitive assumption would be that an increase in autonomy would provide employees the drive and possibilities to act. However, my findings indicate the opposite. Loss of individual autonomy did not work as constraints on action, as would be intuitively assumed. Rather, the feelings of constraint seemed to fuel mitigating and mobilizing actions in post-acquisition integration.

The contributive capacity of the target firm determines the potential impact the target can have on the acquiring firm. The data shows variations in levels of contributive capacity across the cases and over time. There were different dynamics involved in the emergence of contributive capacity, as well as in the ramifications on the development of the integration process.

Creating Value Through the Interaction of Contributive and Absorptive Capacities

The acquirer's ability to make use of the strategic capabilities of the target firm to create value in acquisitions has in prior literature been a key concern connected to the performance of acquisitions. Absorptive capacity, knowledge transfer and learning have been explored mostly from the perspective the acquirer in the M&A literature. I argue that absorptive capacity is not a characteristic of the acquiring firm. It is rather contingent on the context of the acquisition, characteristics of the target, and integration process. This study shows how the target's active participation in the post-acquisition integration process, through

its contributive capacity, is crucial to the outcomes of the acquisition. My findings propose the mechanisms through which the interplay of the acquirer's absorptive capacity and target's contributive capacity creates value.

The acquisitions in this study all delivered expected value, as described in the business cases and by the managers of the firms. However, it was evident from the respondent's descriptions that the acquisitions varied in their creation of serendipitous value. The acquiring firm varied in its approach to the different targets, and its absorptive capacity varied according to the different targets. In addition, the targets varied in their contributive capacity, however, these capacities seemed to off-set each other. I argue that for the acquirer to realize the potential for absorptive capacity, there needs to be a minimum of contributive capacity in the target. A lack of contributive capacity in the target can be compensated for by a strong absorptive capacity in the acquiring firm. This entails a drive in the acquiring firm to learn through the perceived need for interaction with the target, mitigating and mobilizing actions performed by acquiring firm managers to facilitate knowledge organization and retrieval, and acquiring firm organizational structures that promote this through avoiding ambiguities and fragmentation in post-acquisition integration. Furthermore, a lack of absorptive capacity can be compensated for by a strong target contributive capacity.

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THE TRANSPARENCY PARADOX: A ROLE FOR PRIVACY IN ORGANIZATIONAL LEARNING

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Organizations' quest for worker productivity and continuous improvement is fueling a gospel of transparency in organizations (AMA, 2007). New frontiers in organizational transparency—from open office design (Zalesny and Farace, 1987; Brennan et al 2002) and visual factories (Grief, 1991) to recent technological advancements in surveillance and knowledge search tools (Levinson, 2009)—have promised improved knowledge transparency, boosting worker and team productivity and accelerating organizational learning (Argote et al, 2000). Ample research has demonstrated these benefits, so much so that transparency is routinely viewed as a critical antecedent to effective organizational learning and performance (Argote, McEvily and Reagans, 2003). Inherent in that logic is the assumed premise that organizational transparency facilitates knowledge transfer.

However, this potential for increased organizational transparency to improve one unit's access to expertise, experience, and stored knowledge of another (Hansen, 1999) is subject to individuals' and groups' behavioral responses to that constructed transparency. Significant research has documented conditions under which increased transparency counterintuitively increased hiding among certain organization members, producing less knowledge transfer rather than more (Dalton, 1959; Roy, 1960; Burawoy, 1979; Hamper, 1986). Normal human behavior involves cycles of engagement and withdrawal from others—"directly as well as symbolically, bodily as well as spiritually, we are continually separating our bonds and binding our separations" (Simmel, Landmann, and Susman, 1957). Boundaries providing freedom from transparency, creating a state of privacy, have been found to be required for meaningful experimentation (Simmel, 1950), generation of new ideas (Hargadon, 2003; Simonton, 2003; Eysenck, 1995), maintenance of expertise attached to professional identity (Anteby, 2008a), the capacity to trust others (Scheler, 1957), avoidance of the dysfunctions of social facilitation (Zajonc 1965, Bond & Titus

1983), and maintenance of long-term meaningful relationships and group associations (Simmel, 1950; Kanter and Khurana, 2009; Schwarz, 1968; Mill, 1859), all behaviors associated with effective knowledge sharing (Edmondson, 2002). Privacy, traditionally defined as a limit to physical, interactional, psychological, and informational access to the self or to one's group (Westin, 1967; Altman, 1975; Schoeman, 1984; Solove, 2008), represents the most recognized and institutionalized form of counter-patterns of disengagement (Schwartz, 1968) which necessarily accompany and give meaning to the patterns of interaction on which knowledge transfer and organizational learning rely.

Nonetheless, management scholars, while investing substantial effort in understanding the value of autonomy, or discretion for decisionmaking (Hackman and Oldham, 1975), have invested little in studying such privacy, or discretion for unobserved local activity. Local group activity unobserved by senior management could lead to experimentation, productive deviance, learning, and improvement (Edmondson, 2002), or it could follow the economist's view that "when the cat is away, the mouse will play." This paper summary describes a field study that examines how organizational transparency and its antipode, privacy, impact knowledge transfer, organizational learning, and performance. Using both ethnographic and field experiment data in a unique empirical setting allows me to investigate deeply and instrument precisely privacy, transparency, learning and performance within the locus of organizational experience. I find a transparency paradox where, under certain conditions, reducing the transparency of an organization's design increases the transparency and transfer of its accumulated knowledge.

Research Site, Method, and Findings:

I chose to study workers at the Precision mobile phone factory in China, one of the three largest and most advanced mobile phone factories in the world, producing up to two million mobile devices per week or roughly one of every 25 mobile phones sold in the world. Over the past century, factory studies have been core to building the foundations of organizational theory (Taylor, 1911; Mayo, 1933; Roethlisberger and Dickson, 1939; Roy, 1952; Roy, 1960; Adler and Clark, 1991; Barker, 1993; Anteby, 2008b); however, I chose this group not because of the type of work they do nor because they worked in the epicenter of Chinese outsourced manufacturing, but rather because organizational life for them was extremely transparent, in both actions and performance. In accordance with best practices for visual factory design (Grief, 1991) and total quality management (TQM) (Hackman and Wageman, 1995), visibility was everywhere: there was a clear line of sight across factory floors, each several football fields long, such that learning could be quickly captured, distributed, and replicated by managers; hat color signaled organizational role and rank, such that expertise could be visibly sought when needed; and both output and quality performance were constantly monitored in very visible ways. To efficiently achieve scale, Precision simultaneously operated large numbers of identical production lines and implemented extremely sophisticated processes to ensure cross-line transparency for learning and continuous improvement. I sought to explore the workers' behavioral responses to such stark transparency.

Phase I: Preliminary Qualitative Research— Participant Observation

Given the open-ended nature of the inquiry, I began the research inductively, entering the field with the open mind characteristic of grounded theory building through ethnographic participant-observation (Glaser and Strauss, 1967; Van Maanan, 1988). My research team included three college students, all of whom had been born and raised in China until at least the age of ten, who were inconspicuously embedded into the factory lines as ordinary operators ("embeds")—only the general manager, head of HR, and head of operations knew their true identities, which were guarded carefully. As college freshmen, the embeds' age perfectly matched the age of the average Precision recruit, allowing them to blend in. Prior to arrival, the embeds were only trained in how to properly conduct an ethnography and collect fieldnotes (Emerson, Fretz, and Shaw, 1995). Upon arrival, they were put through Precision's orientation and entered the line just like new hires, living in the factory dorms and eating at the factory cafeteria. After several weeks of working on the line, up to 12 hours per day, the embeds had collected several volumes of ethnographic data, reflecting approximately 800 hours of observation in total (contact author for working paper with detailed results).

It became clear almost immediately that, despite the transparent environment, operators were "hiding" their most innovative techniques from management so as not to "get in trouble" for doing things differently. One of the first rules the embeds were trained in was how to act whenever a customer, manager, or any other outsider came in sight of the line, with frequent peer-to-peer reminders akin to "hey, you're doing this… don't do that when so-and-so comes around!" Because these performances were not productive for the assigned tasks, line performance actually dropped when lines were actively supervised, a result we began calling a Reverse Hawthorne Effect because productivity fell, not rose, as a result of an observer. The problem was intensified by the fact that these workers, though unskilled, were by-and-large very smart. As one of the embeds proclaimed, "if they want to hide something from you, they will succeed." Ironically, the extremely high level of visibility across the factory floor was an important enabler of this behavior, as lines could see management coming long before they arrived. Visual factory tenets, intended to enable seeking behavior by operators for needed expertise, was instead enabling hiding behavior. In a conversation after a line visit by a global manager, an embed asked her trainer about this hiding behavior, leading the operator to refer to it as the "privacy operators needed to keep production moving sufficiently smoothly to meet ever-increasing management targets." The research team adopted the word "privacy" in turn.

Such deviance in workplaces is well-documented (Dalton, 1959). What made the deviance in this context so interesting is that so much of it appeared to be productive, improving performance with no degradation in quality or safety. When the embeds casually probed operators about their motivation to hide productive behavior from management, operators' most common first response was: "people from above don't really know what they are doing. They set all these rules, but they have no idea how it actually operates down here. Rules are dead, people are alive!" When the embeds pushed a bit harder, suggesting that one reason that management might have "no idea how it actually operates" was because operators were hiding it from them, they received a consistent response: knowledge transfer to management was costly. Successfully transferring knowledge highly situated in an operator's task

first requires transformation of that knowledge into common ground using boundary objects (Bechky, 2003). But for an operator in this facility, busily doing one set of tasks 2,400 times per day, it was far less costly to hide that knowledge than to share it—keeping it private meant, in one operator's words, "everyone is happy: management sees what they want to see, and we meet our production quantity and quality targets."

Phase 2: Field Experiment

While productive, no one described this environment as ideal for organizational learning. Viewing the lack of transparent knowledge, in spite of the transparent environment, as a failure of organizational learning (Tucker, Edmondson and Spear, 2002), I returned to the site to conduct field experiments. I again chose to study the lines representing the largest volume product, this time 3G USB datacards, as the mix of the factory production had shifted substantially from phone to wireless data over the 10 months since the first visit. Although the number of operating lines varied by day depending on production needs, on average there were 16 lines producing nearly the same products across two shifts (day and night), or 32 line-shifts total, representing a total production capacity of roughly half a million 3G USB datacards per week. Two lines (four line-shifts) were randomly selected for the experimental condition, leaving 28 line-shifts in the treatment control. Through the management information systems, I tracked detailed hourly production and quality data for all 32 lines. To supplement the quantitative data, I assigned one embed to a treatment line and one embed to a control line, although neither embed was told details of the treatments prior to implementation.

At its best, executing a field experiment is an inductive process which iteratively incorporates the input of the individuals involved (Perlow, 1999). In preparation for the experiment, I asked the engineering department to install a curtain between a pair of experimental and control lines which were too close to avoid cross-treatment contamination. Upon seeing the curtain, one operator said within earshot of an embed, "Wouldn't it be nice if they hung up curtains all around the line, so we can be completely closed off? We could be so much more productive if they did that." Starting several days

later, the four experimental lines operated inside the equivalent of a hospital bed curtain. Within a week, performance on the experimental lines increased by 10%-15% over the 28 control lines and sustained that lead for the remaining five months of the experiment. A difference in differences estimation model confirms this result at a 1% significance level.

That result could be explained by existing theory had I not painstakingly controlled for the Hawthorne Effect, a circumstance where subjects improve the aspect of their behavior being experimentally measured simply in response to the fact that they are being studied (Mayo, 1933; Roethlisberger and Dickson, 1939). Because the same space is used by the day and night shifts, the curtains—once installed—were present for both shifts, but the night shift was under the impression that the curtains were "for something that the day shift was doing," thereby eliminating the possibility that the night shift's performance improvement (statistically insignificantly different from the day shift's) was a response to being studied.

Conclusion and Implications: A Behavioral Model of Transparency, Privacy, and Learning

Privacy is accomplished in society and organizations in one of two ways: either by blocking visibility of our actions through physical boundaries or by blocking understanding of our actions through encrypted communication. We either close the door, window, or curtain, or we speak in code which only chosen others can decode. In either case, we achieve privacy—limited physical, interactional, psychological, and/or informational access to the self or group. In other words, we create either visibility or encryption boundaries (or both) to separate the private from the transparent (Figure 1).

Figure 1
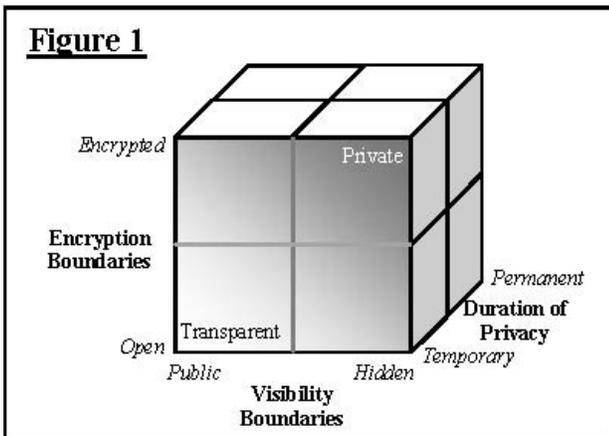
In most cases, these two forms of privacy are substitutes—few organizations find the need to construct both forms of boundaries (c.f. Harvard finals clubs (Karabel, 2006), the CIA (Marchetti and Marks, 1974), and the mafia (Gambetta, 1996)). Why would individuals or groups choose one form over another? While costly to construct and deconstruct, encryption boundaries have the advantage of being far more versatile: while visibility boundaries are physical and thus can only be constructed where legitimate (institutionally or otherwise), speaking in code can happen without raising the awareness of uninformed parties. Logic would therefore dictate that encryption boundaries would be reserved primarily for illegitimate hiding—as Simmel stated, "where [visibility-based] privacy is prohibited, man can only imagine separateness as an act of stealth." (Simmel, 1964) Organizational privacy is therefore a contingency-based phenomenon. Organizations decide how much visible privacy to support; then individuals and groups decide how much code to implement. Ultimately, there can be agency at both senior levels (design) and lower levels (code) of the organization.

At the beginning of this study, Precision was awash in physical transparency and coded privacy. Within the curtain, however, the code evaporated, leaving full transparency behind the boundary. According to operators, that resulted in three equal contributions to improved performance: (1) privacy to tweak the line as issues arise; (2) privacy to experiment with new ideas prior to sharing them; and (3) privacy to avoid external interruptions with negative consequences (Jett and George, 2003) without engaging in value-reducing hiding behavior. An equally important theoretical implication was that operators spoke of sharing knowledge outside of the curtain "when we are ready." Installation of the curtain moved the organization from the northwest, posterior corner of Figure 1 to the southeast, front corner. Construction of physical transparency had triggered long-term behavioral privacy; reinstatement of physical privacy enabled long-term behavioral transparency.

These findings carry practical as well as theoretical implications. In an age when transparency has become gospel, and where technological advances have made it more costly to guarantee privacy than to invade it, the very efforts to increase transparency in organizations may, in fact, be

limiting it. The removal of visible privacy boundaries within an organization can motivate the creation of more permanent encrypted privacy. Yet the field experiment at Precision also offers hope that the reversal of this trend is not only possible but relatively simple to implement. For optimal levels of learning and productivity, a pragmatic model of organizational transparency should incorporate spaces and/or times of visible privacy, much like the fluid team boundaries which form the architecture of a team-based organization (Mohrman, Cohen, et al, 1995). As for managers, while managing by walking around may remain the dominant logic, sometimes managing by standing still is not without its merits.

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