



ACADEMY OF MANAGEMENT ODC NEWSLETTER

Organization Development and Change Division

R. Wayne Boss, Editor

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2016 PROGRAM HIGHLIGHTS: ORGANIZATION DEVELOPMENT AND CHANGE DIVISION

John Amis
Scholarly Program Chair
Danielle Zandee
PDW Chair

A highlight of this year’s program is the Distinguished Scholar Award address to be delivered by **Professor Michael L. Tushman, Harvard Business School**. This will take place on **Monday August 8, 3–4:30 p.m.** in the **Marriott Northwest Ballroom**. Please mark your calendar for what is the ODC Division’s showcase event.

In this presentation, Professor Tushman will reflect upon and provide extensions to his work in several areas in which he is internationally recognized. These include the relations between technological change, executive leadership and organization adaptation, and his work on ambidextrous organizational designs. This work has been published in numerous articles and books during a career in which Tushman has also served on the editorial boards of many journals, including *Administrative Science Quarterly*, *Management Science*, *Academy of Management Journal*, and *Academy of Management Review*. His work has won numerous awards, including *Academy of Management Review*’s best paper award in 2004 and the Sumantra Ghoshal Award for Rigour & Relevance in the Study of Management from London Business School in 2011.

This address will be followed by the **ODC Business Meeting (Marriott, Marquis South Ballroom, 4:45–6:45 p.m.)** and the **ODC Reception (Marriott, Marquis South Ballroom, 6:45–8:45 p.m.)**.

Our outstanding PDW program takes place over Friday 5th and Saturday 6th August. As always, a key feature of our PDW program is the **ODC Doctoral Consortium**, which this year is convened by our incoming ODC Division Chair, **Julie Wolfram-Cox**, and by our outgoing student representative, **Kate Elgayeva**. Doctoral students will get

(see Amis and Zandee, page 2)

PARADOXES OF CHANGE

George Kassinis
Alexia Panayiotou
University of Cyprus
2016 ODC Division Best Paper Award

Organizational life is filled with tensions, dualities, and paradoxes. The literature seeks ways to resolve tensions or accepts that disorder is what drives organizations (Kuhn, 2012; Murphy & Pauleen, 2007). Scholars argue that ambivalence and tensions are the “new normal” of organizational life (Smith & Lewis, 2011) and developing theories or meta-theories rooted in disorder rather than order is the way to respond to this reality (Lewis & Smith, 2014; Putnam, 2015).

We contribute to the organizational paradoxes literature by elaborating on theory through a case study of a revolutionary music industry start-up. Specifically, our research question focuses on understanding how change happened, its generative mechanisms, and its outcomes. We show that our focal organization was characterized by a series of paradoxes, which acted as transformative experiences. Our results

(see Kassinis and Panayiotou, page 7)

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(from Amis and Zandee, page 1)

the opportunity to participate in a number of events including receiving feedback on their dissertation topics from established academics, hearing from journal editors on the ‘dos and don’ts’ of journal submissions, learning how to interrogate their own and others paper ideas, and getting the opportunity to network with leading scholars in a variety of environments. The Consortium will run on **Saturday, August 6, 8:30 a.m.–6:30 p.m.** in the **Marriott, Platinum Ballroom 3**. The consortium also includes a reception during which doctoral students and new ODC members will be able to meet with each other and with ODC Board members in an informal setting. Those who have participated previously have commented on the value to them of this event, in terms of both their Ph.D. studies and career planning. Pre-registration is required.

Other highlights of our PDW program include our ever-popular session **“That Was Great!” More High Impact Exercises for Teaching or Consulting on Organizational Change**. This workshop presents a hands-on forum for educators, researchers, and consultants to showcase high impact, participative exercises for teaching organizational change in its many contexts. It takes place on **Friday, August 5, 10:30 a.m.–12:30 p.m.** in the **Marriott, Northwest Marquis Ballroom**. Participants include:

Gavin M. Schwarz, U. of New South Wales
Richard Dunford, U. of Newcastle, Australia
Ian Palmer, RMIT U.
Susan M. Adams, Bentley U.
Anthony F. Buono, Bentley U.
Ann E. Feyerherm, Pepperdine U.
Keith O. Hunter, U. of San Francisco
Cynthia Martinez, U. of Southern California
Susan Resnick West, U. of Southern California
Gary Wagenheim, Simon Fraser U.

This workshop presents the twelfth annual hands-on forum for educators, researchers, and consultants to showcase high impact methods for teaching organizational change in its many contexts. The session covers high impact classic exercises that still receive very positive responses in change programs, as well as newer approaches which provide novel activities, exercises or methodologies for teaching organizational change. In keeping with the high impact theme, participants get to experience, participate in, and critique, in part, the actual exercise or activity being undertaken. It adopts a “multiple perspectives” approach which assumes that a variety of approaches, assumptions and methodologies may be employed to explore the many areas associated with organizational change.

We also have a PDW on how to move inductive research through the publishing process. The cast for this workshop includes Quy Huy (Insead), Jason Davis (Insead), Melissa Graebner (U. of Texas-Austin), and David Obstfeld (California State U.-Fullerton). You will be guided by experienced researchers who have had significant success in publishing in our leading journals in how to most effectively design, conduct, and write up your work. The workshop, **Publishing Inductive Research in Prominent Academic Journals**, will be held on **Saturday August 6, 5:15 p.m.–7:15 p.m.**, in the **Marriott, Northwest Marquis Ballroom**.

This workshop is aimed at fostering information exchange among practitioner scholars interested in publishing inductive research in prominent academic journals. Practitioner scholars are individuals who pursue rigor in their research process and output as well as produce knowledge that is useful for improved managerial practice. Often practitioner scholars use inductive research methodologies, which may include qualitative research, action research, and simulation modelling. The workshop will feature scholars with an established track record of publishing in premier journals. The goal will be to build help practitioner scholars to disseminate their ideas through prominent journals, while still encouraging these scholars’ focus on managerial relevance. The conference presenters will lead exchanges around topics such as understanding the expectations of premier journals, conducting a literature review, designing data collection and analysis processes, selecting and working with co-authors, writing a first research draft, refining a manuscript before journal submission, and dealing with the editor and reviewers during the review process.

We have several outstanding symposia in the scholarly program, including a special symposium that features leading change scholars discussing future research directions.

Research Trajectories in Organization Change & Development (August 8, 11:30 a.m.–1:00 p.m., Marriott, Grand Ballroom Salon J).

Participants include Bob Hinings (Alberta), Royston Greenwood (Alberta), Barbara Benedict (Buffalo), Jean Bartunek (Boston College), Mamta Bhatt (IESEG), Dhannon Brown (St. Francis), Michael Manning (Benedictine), Jim Ludema (Benedictine), Tobia Fredberg (Chalmers), Johanna Pregmark (Chalmers), Ram Tenkasi (Beendictine), & Yehia Kamel (American U. of Beirut).

The first annual research volume in Organization Change and Development was published by JAI Press in 1987. Since then, ROCD has provided a special platform for scholars and practitioners to share new research-based insights in the book as well as at AOM. The symposium has become an integral part of the Organization Development and Change (ODC) Division program in which division members have the opportunity to meet with authors of the upcoming volume. Volume 24 of ROCD continues the tradition of providing insightful and thought provoking chapters. Collaboration seems to be at the core of many of the chapters in the volume: a collaboration between two colleagues over a twenty year period, collaboration between women and colleagues over fifty years and the essence of social identity, the impact of collaboration on the ongoing evolution/change of research questions during an intervention, collaboration in social space, organization identity and collaboration, changing a program on change leadership requiring collaboration among multiple stakeholders, collaboration and transformation in a media-based conglomerate, and insights into the road back from bankruptcy. The interactive session provides a unique opportunity to explore research findings and emerging research directions in the field. The give and take in the small group discussions led by chapter authors advances our collective understanding of current issues facing the field.

The OCD Division is also cosponsoring two Showcase Symposia:

Challenging the Status Quo in Organizations: From Subordinate Challenge to Superior Reactions. (August 8, 8–9:30 a.m., Convention Center, 210D)

Chair: Andrew Brodsky, Harvard Business School

Discussant: Hui Liao, U. of Maryland

A Field Quasi-Experimental Study of Incentives, Choice, and Employee Creativity | Jing Zhou, Rice U.; Greg R. Oldham, Tulane U.; Aichia Chuang, National Taiwan U.; Ryan Shuwei Hsu, National Taiwan U., Taiwan

Challenging the Status Quo One Courageous Act at a Time | Evan Bruno, Cornell U.; James R. Detert, Cornell U.

Open Innovation, Closed Minds: An Analysis of Idea Selection in an Open Innovation Funnel | Ajit Sharma, Carnegie Mellon U.; Yan Huang, U. of Michigan; Gautam Ahuja, U. of Michigan; M.S. Krishnan, U. of Michigan, Ann Arbor

System Justifying Motivates Cause Endorsement of Essentialist Explanations for Gender Differences | Victoria L Brescoll, Yale U.; George Newman, Yale U.; Eric Luis Uhlmann, HEC Paris

Do Top Executives Matter for Innovation? | Wei Vivian Guo, Hong Kong Polytechnic U.; Ken Smith, U. of Maryland; Patrick G. Maggitti, Villanova U.; Paul E. Tesluk, U. at Buffalo, The State U. of New York

Boundary Work in Health Care Teams: Responding to Shifting Demands. (August 9, 3–4:30 p.m., Hilton, Santa Monica)

Organizers: Lars Walter, U. of Gothenburg; Ann Langley, HEC Montréal

Discussant: Michael Barrett, U. of Cambridge

Morphing Boundaries: Integrating Expertise when Work Is Embedded in Space | Samer Faraj, McGill U.; Karla Sayegh, McGill U.

Boundary Work Dynamics in Interprofessional Collaboration | Mariline Comeau Vallée, HEC Montreal; Ann Langley, HEC Montréal

The Role of Objects in Sustaining and Disrupting Professional Jurisdictions in Health Care | Bjorn Erik Mork, U. of Oslo; Davide Nicolini, U. of Warwick; Jasmina Masovic, U. of Oslo

Boundary Work in a Hybrid Operating Room | Kajsa Lindberg, U. of Gothenburg; Elena Raviola, U. of Gothenburg; Lars Walter, U. of Gothenburg

We also have many other outstanding symposia and papers, including the ODC Division Best Paper,

“Paradoxes of Change” by **George I. Kassinis** and **Alexia Panayiotou** (U. of Cyprus), that will be presented in the session **Paradox and Change, August 9, 1:15 p.m.–2:45 p.m., Marriott, Orange County Ballroom 1**

We build on the organizational paradoxes literature by elaborating on theory through a rich set of qualitative data collected on an Internet start-up that revolutionized the music industry. Following the company for twelve years, we focus on how change happens “on the ground,” its generative mechanisms and outcomes. Specifically, we locate the tensions arising during the company’s development and the decisions made to address these tensions. Contrary to our expectation that we would confirm a stability-change paradox presented in previous literature, we find that our focal organization was characterized by a series of nested paradoxes: first, in analyzing change on three levels, individual, organizational and industry, we were able to illuminate the dynamic interplay of “changing while being changed” or what we call a changed-changing paradox. As the three levels interacted with and against each other, we also find that the decision bringing “resolution” to a tension is the same decision instigating a new tension, creating a second paradox. Furthermore, we see that tensions actually lead to order, not disorder, as we expected, bringing to the forefront yet another paradox. Our study points to an alternative theoretical lens for studying both paradox and tensions as positive developmental experiences.

It has been a privilege to work on this year’s program and a delight to see the program listed online this May. We received 18 Professional Development Workshop (PDW) submissions, and were able to accept 15, which was similar to the number of PDW acceptances in recent years. Our paper submissions increased this year, and of the 128 papers that we received, we were able to accept 70. We received 32 symposia proposals, and were able to sponsor or co-sponsor 30 of these, a great result for our division.

This year 256 reviewers signed up to assess our submissions, a healthy number that allowed us

to comfortably work through the reviewing process. While the majority of reviewers still came from the U.S. (127), we were delighted that our reviewers came from a total of 39 countries. Aside from the U.S., the countries with the largest numbers of reviewers included Canada (15), U.K. (15), and Germany (10).

Awards

We are extremely grateful to all of our reviewers, including several who were able to take on emergency assignments and board members who assisted with the selection of our best paper winners. We will recognize our outstanding reviewers along with the award winners at this year's business meeting (Monday, as above). Sincere congratulations to all winners of ODC awards for 2016.

Distinguished Scholar Award: Michael L. Tushman (Harvard Business School)

2016 Best Paper Award: George I. Kassinis (U. of Cyprus) & Alexia Panayiotou (U. of Cyprus). *Paradoxes of Change*. (Dexter Award Finalist)

Pasmore-Woodman Award: Mitchell L. Marks (San Francisco State U. & JoiningForces.org) & Philip H. Mirvis (Boston College)

Rupert F. Chisolm Best Theory-to-Practice Award: Synnove Nesse (NHH Norwegian School of Economics). *To Gain Control—Let Go: Heterarchical Leadership during an Organizational Crisis*. (Newman Award Nominee)

Best Paper Based on a Dissertation: Silja Hartmann (LMU Munich). *Yes, We (Still) Can! Team Resilience at the Workplace*.

Best Action Research Paper: Gertjan Schuiling (VU Amsterdam) & Hans Vermaak (Sioo & Twynstra). *Action Research as Interplay of Four Contexts*.

Susan G. Cohen Doctoral Research Award: Janina Reich (U. of Edinburgh): *The Relationship between Organizational Design and Identity in Situations of Change*.

Outstanding Reviewer Awards: Vanessa Hasse, Ivey Business School, Western U., Canada & Sophie Michel, EMLYON Business School, France.

Please search our online program at <http://my.aom.org/program2016/> for our other terrific PDWs, paper sessions and co-sponsored symposia.

A Special Thanks to the Reviewers

We express our heartfelt gratitude and appreciation to the 268 reviewers who contributed their time and resources to reviewing the paper submitted to the ODC Division. Their service is invaluable. They include the following:

Mustapha Achoui, Arab Open U.; Ruchi Agarwal, U. of Edinburgh; Ayoola Tony Alabi, Capella U.; Starr Allaby, Douglas College; Bashir Salem Alzawawi, U. of Hull; Anna M. Amato, edtec central / Benedictine U.; Donald L. Anderson, U. of Denver; Gunnar Andersson, Østfold U. College; Marc Augier, SKEMA Business School; Lee Ann Avery, Fielding Graduate U.; Jeff Bailey, Benedictine U.; Mila N. Baker, Teachers College, Columbia U.; Diane Bandow, Troy U.; Elise Barho, Benedictine U.; Jean M. Bartunek, Boston College; Stuart Belle, The QED Group, LLC; Francois Bester, Alfaisal U.; Danielle Beu Ammeter, U. of Mississippi; Abha Bhartia, Indian Institute of Technology, Madras; Melvin Blumberg, Pennsylvania State U., Harrisburg; Virginia Bodolica, American U. of Sharjah; Siri Boelillegraven, Aarhus U.; Hani Nagati Boulos, Case Western Reserve U.; Alyncia Magdalene Bowen, Franklin U.; Martin Esteban Brizuela, U. Catolica Argentina; Emily Bulger, U. of Pittsburgh; Anthony F. Buono, Bentley U.; Lora Burkhill, Leeds U. Business School; Anna Canato, IESEG School of Management; Arne Carlsen, BI Norwegian Business School; Shih-Yu Cheng, National Cheng Kung U.; Raina Chhajer, Indian Institute of Management, Udaipur; Donald Chick, Colorado Technical U.; Michael Chikeleze, Louisiana State U. Shreveport; Milan Chonich, Central Michigan U.; Kenneth U Chukwuba, Walden U.; Helen H. Chung, Seattle Pacific U.; Allan H. Church, PepsiCo, Inc; Julie Cincotta, George Washington U.; Laura Claus, U. of Cambridge; Brett Clay, Fielding Graduate U.; April Coleman, None; Kaija Marjukka Collin, U. of Jyväskylä; Richard Joseph Cotter, Maynooth U.; Mary Alice Crowe-Taylor, U. of Georgia; Dane Richard D'Alessandro, Benedictine U.; Prakash Das, Individual; Birgit Daxböck, Otto von Guericke U. Magdeburg; Melanie De Rooter, Nyenrode Business U.; Anthony J. DiBella, National Defense U.; Boram Do, Boston College; Richard Dool, Seton Hall U.; Stephanie Duchek, Dresden U. of Technology; Francois Duhamel, U. de Las Américas, Puebla; Olivier Dupouët, Kedge Business School; Karen C. Eboch,

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(From *Kassinis and Panayiotou*, page 1)

illuminate a new understanding of the change-stability duality (Farjoun, 2010); we find that the paradoxical relationship is less between change and stability and more between the dynamic interplay of “changing while being changed.” This *changed-changing* paradox described all three levels of our study: the company’s founder, the company, and the industry. We also show that the very decision that resolved a tension often propelled a new tension, creating yet another paradox.

We propose an alternative lens for studying both paradox and tensions as positive developmental experiences, and embrace Putnam’s (2015) call for a new agenda in the study of organizational paradoxes, moving beyond “either-or” and “both-and” approaches (Lewis & Smith, 2014) towards a “more-than” perspective.

Theoretical Background

We adopt a process view, seeing change as an endemic feature of organizations (Thomas, Sargent & Hardy, 2011). Guided also by the literature that treats change and stability as a paradox (Luscher & Lewis, 2008; Smith & Lewis, 2011), we seek to uncover the underlying tensions of the change process and the responses to those tensions. We define paradox as “the contradictory yet interrelated elements that exist simultaneously and persist over time” (Smith & Lewis, 2011, p. 382). Tensions can be seen as the strenuous pressures that result from different even conflicting stakeholder demands (Smith & Lewis, 2011). A paradox framework allows us to explore *what* sorts of tensions exist, *why* actors might trigger reinforcing cycles, and *how* actors might manage paradoxes (or dualities) (Graetz & Smith, 2007; Lewis, 2000).

Stability and change are often presented as paradoxical—as opposites and separate (Farjoun, 2010; Poole & Van de Ven, 1989). At the same time the literature implicitly recognizes that stability and change jointly contribute to organizational effectiveness (Feldman & Pentland, 2003; Klarner & Raisch, 2012). Stability often presupposes change and “can be both an outcome and a medium of change” (Farjoun, 2010, p. 203). Farjoun (2010) proposes a conceptualization of stability and change as a duality: the two are distinct yet mutually enabling and constituent of one another, both contradictory *and* complementary. Sutherland and

Smith (2011, p. 534) argue that it is possible to maintain elements as independent and conceptually distinct without implying they are oppositional. Unlike theories based on linear assumptions, a dualities view “captures the contextual nature of paradox which is embedded in organizations” and “encourages a balance between extremes” (Graetz & Smith, 2007, p. 5). Existing literature also suggests that we must uncover the tensions underlying this paradox (Lewis, 2000; Smith & Lewis, 2011). Tensions both enable and constrain change so strategic leadership should accept and address tensions (Leana & Barry, 2000; Stoltzfus, Stohl & Seibold, 2011).

Methods, Results, and Discussion

Our twelve-year ethnographic case study takes place in Sonicbids, a company headquartered in Boston, Massachusetts. Sonicbids provided a revolutionary model of doing business in the music industry (Champy, 2008) by connecting independent musicians with promoters of live music events and licensing opportunities directly through its on-line platform.

We employed a variety of data sources including interviews, on-site visits, participant observations, and archives, and relied on a combination of strategies for analyzing these data (Feldman, 2004; Mantere, Schildt, & Sillince, 2012). In the end, we were able to express the relationship between tensions, paradoxes, and organizational change, revealing a connection we had not initially expected. First, we identify the underlying tensions surrounding the change process, the responses to address them, and observe a pattern: the decision made to “resolve” a tension is the same decision acting as the impetus for a new tension. Second, we notice that, even though tensions are perceived by our informants as “either-or” dualities, the decisions to address them are not; what we see when studying the decision outcome is what Putnam (2015) calls a “both-and” or a “more-than” approach, not an “either-or” type resolution. Third, we find a dynamic interaction between the three levels we analyzed: change is not only intra-organizational but affects multiple dimensions simultaneously.

Our findings confirm the process literature, which notes that change is not a distinct event but “a series of events growing out of other events so the past is constitutive of and internally related to the present”

(Langley & Tsoukas, 2010, p. 4). They also confirm Weick and Quinn’s (1999) suggestion for a shift in vocabulary from “change” to “changing” to capture a more precise description of organizational life.

Furthermore, we see that by trying to resolve competing claims, Sonicbids engaged in a process of tension management. Tensions generate new tensions as they force stakeholders to open meanings and develop options while engaging in trial and error exploration through reflective learning (Huxham & Beech, 2003). Tensions are found then at the very core of organization, helping Sonicbids survive; they are not “destabilizing” as steady-state equilibrium models would suggest (Putnam, 2015, p. 13) and result in *order*, not in disorder.

Our findings also point to an unexpected connection. The existing literature treats stability and change as a duality—both contradictory and mutually enabling. Initially, we suspected that our data would point to a similar relationship. What we found, however, is that the paradoxical relationship is less between these terms and more between the constant interplay of changing while being changed, or what one Sonicbids staff member described as “the paradox of having to fly the plane while fueling it at the same time.” What our analysis showed, in other words, is that stability is more a linguistic construct and less an organizational reality.

We find then that the drivers of change played with and against each other in a continuous dialectical relationship, ultimately revealing a series of nested paradoxes. First, we discover that in attempting to resolve a tension, another is created. Second, delving deeper into this paradox, we find that the management of tensions does not result in intermittent periods of change and stability, as expected, but rather in a relationship between changing others through the ways that others change us, so a paradox of “changing while being changed.” The only observation we can make about stability is that it only exists *in* change as a social, psychological or linguistic construction (Berger & Luckmann, 1966). Within this paradox there is yet another one: even though we can epistemologically distinguish between the person, the organization and the industry, when it comes to viewing how they change we cannot discern where one begins and the other ends. Lastly, tensions found in the various levels of change are the root of organization rather than disorganization.

Our study brought to the forefront the constant interactions of founder-firm-industry but also revealed a series of unexpected paradoxes, such as the paradox of changed-changing, confirming March's (1981, p. 569) idea that "changes are transformed by the process of change." Change is paradoxical not in relation to stability but in the fact that the very decisions made to bring stability are the same ones that drive change, and the way that one tension is resolved is often the same way that another is instigated. We hope our study can serve as a springboard from which further studies on the paradoxical underpinnings of change can be developed.

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TO GAIN CONTROL—LET GO: HETERARCHICAL LEADERSHIP DURING AN ORGANIZATIONAL CRISIS

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 Practical Theory Best Paper Award

In this paper I develop a heterarchical perspective on organizational crisis leadership, based on observations and interviews carried out while a terrorist attack was ongoing in a multinational corporation. Contrary to the emphasis on hierarchical control and formal power found in most crisis leadership research, the leadership I observed was characterized by a different power order, which I refer to as heterarchical. At the heart of heterarchical crisis leadership were dynamic power transitions. Throughout crisis response, power was dynamically transferred from one leader to another, one structure to another, driven by (1) the competency and (2) the legitimacy of different leaders and structures in addressing unfolding situational needs and demands. I identify three factors that appeared to enable heterarchical leadership: procedural training, preparedness plans, and norms, values and culture. Heterarchical leadership allows leaders to grapple with the inherent tension of balancing strategic control and adaptive response during crises. The findings may inspire future research on how leaders balance controlling and adaptive leadership not only during organizational crises but also in other exceptional settings, such as during transformational change.

Introduction

Perhaps at no time is leadership more pivotal than during an organizational crisis (Dubrin, 2013;

Mitroff, 2004) Whether triggered by terrorist attacks, industrial accidents or natural disasters, any organizational crisis represents an exceptional leadership situation both in relation to the event and the context (Hannah, Uhl-Bien, Avolio & Caravetta, 2009). These events are characterized by high stakes, time pressure and ambiguity (Sommer & Pearson, 2007; Pearson & Clair, 1998). In addition, the complex problem-solving required tends to have poor fit with existing structures in the organizational context (Bigley & Roberts, 2001).

To date, the literature on crisis leadership has grappled with how leaders respond effectively to such crises primarily in two ways. One stream of research emphasizes hierarchical, formal leadership (Boin, Kuipers & Overdijk, 2013) while another points to the necessity of emergent and decentralized leadership, thus emphasizing adaptiveness rather than control (Uhl-Bien, Marion & Kelvey, 2007). However, both perspectives are increasingly perceived as inadequate as leaders need to handle the “adaptive tension” of balancing strategic control with adaptive response (Hannah et al., 2009). Thus, recently, a third research stream has begun to explore hybrid leadership. This research emphasizes combining formal control with structural adaptiveness (Boin, T’Hart, Stern & Sundelius 2005; Klein, Ziegert, Knight & Xiao, 2006; Bigley & Roberts, 2001).

However, past studies tends to ignore that crises occur when a trigger reaches a threshold where existing problem-solving approaches and structures become inadequate (Hannah et al. 2009; Boin et al., 2005). Further, managerial control is limited during crises and may give rise to response inertia (Bigley & Roberts, 2001). Particularly, crises are likely to challenge the existing power order and require more improvisation than existing research is able to adequately describe and explain. While past research is typically based on retrospective data (see e.g. DeCurch, Burke, Shuffler, Lyons et al., 2011) or quantitative experiments in laboratory settings (Hunt, Boal & Dodge, 1999), much remains unknown about leadership and power dynamics during crises as they unfold. Thus, in the current research I ask the following question: *How do leaders gain control during an organizational crisis?*

Methodology

This study offers a unique vantage point, as I was given the opportunity to collect data during an

ongoing organizational crisis, a major terrorist attack and siege of a production plant in a subsidiary of a multinational corporation. A long standing and trusting relationship between the researcher and key actors in the corporation was crucial to getting such access during the crisis.

An early January morning in 2013, thirty-two heavily armed terrorist attacked and besieged a plant owned by a multinational corporation and two other joint venture partners. While most of the nearly 800 employees at the site of the attack were released, 130 foreigners from nearly 30 nationalities were taken hostage by terrorists. The siege of the plant lasted for four days, and 40 people were eventually killed. Five of these victims were from the studied corporation. Plant operations were shut down for almost two year and the corporation's international strategy was questioned by the media and one of the major owners, a nation state.

In response to the terrorist attack, a temporary crisis management team (CMT) was mobilized at the corporate headquarters. While preparedness plans existed for a number of scenarios, these did not include terrorist attacks where a two-digit number of employees were captured. Hence, the personnel, in addition to using plans, had to improvise. The complexity of the situation reflected in that over the course of eight days, what started out as a single CMT evolved into a temporary CMO structure that included 125 people and six units at the most, including a response, human resources, communication, corporate communication, business continuity and recovery project unit.

The primary data are observations and interviews carried out at the corporate headquarter crisis management facilities. I observed the crisis response efforts for 65 hours, and carried out 46 interviews. Complementary data include observations and interviews prior to and after the crisis, as well as preparedness plans, reports and logs. I used an emergent and explorative qualitative research design (Edmondson & McManus, 2007). The data are analyzed combining grounded theory (Glaser & Strauss, 1967, Strauss & Corbin, 1997) and process analytic strategies (Langley, 1999).

Findings

The empirical analysis yielded several interesting findings. Specifically, I develop an alternative perspective on crisis leadership, conceptualized as het-

erarchical crisis leadership. A key feature of this perspective has to do with dynamic power transitions, a process that involves fluid and repeated shifts in both leader roles and structures. Throughout crisis response, leadership was characterized by shifts in leadership roles and structures over time.

Power transitions were pivotal to how leaders met situational needs and demands—and thus gained control—during the organizational crisis. Paradoxically, when multiple leaders and structures were allowed to emerge, more complex problems could be addressed at the same time, which in turn allowed formal leaders to regain strategic control. At the core of this were the rapid, frequent and continuous shifts in who leads and how leadership was structured. The dynamic power transitions were driven by the competency and legitimacy of different leaders and structures at any given time, in response to critical situational needs and demands.

I identify three enablers of power transitions: a pool of procedurally trained personnel, preparedness plans and procedures for a crisis management organization, and crisis management values norms and culture. The ongoing, rapid, and frequent power transitions, could easily have led to power struggles, conflicts and tensions in many organizational contexts. However, power struggles and conflict were rarely observed or reported, due to the collectively held enablers that facilitated the power transitions.

Discussion

The study makes three contributions to the literature on crisis leadership. First, in contrast to research emphasizing hierarchy and formality during crises, leaders paradoxically appear to gain control by relinquishing control and enabling others to lead. Yet, this does not occur in an entirely self-organized and distributed manner, as suggested by a distributed power perspective. While underscoring the usefulness of examining hybrid leadership perspectives, I document a much more emergent power order than described in prior research on hybrids. The second contribution is that I to develop a heterarchical crisis leadership perspective, by drawing on extant literature about a heterarchies (e.g. McCulloch, 1945). Third, I identify dynamic power transitions as the core process underlying heterarchical leadership. I distinguish between the terms “drivers” and “enablers” to indicate that while competency and legitimacy are in-situ factors that

influence power transitions, the other factors are more likely to be embedded in the broader organizational environment. Taken together, I propose that heterarchical leadership contribute to a “checks-and-balances system” that addresses the “adaptive tension” of balancing strategic control with adaptive response during crises.

In addition to the important implications for how we theorize about leadership control and power during organizational crises, the study has some other implications. First, it highlights the utility of examining phenomena that we have limited knowledge of through rich, longitudinal and qualitative data. Second, there are some implications for practice, particularly in light of that most organizations and leaders are ill-prepared for crises (Mitroff, 2004). For instance, while most plans outline a hierarchical structure, the findings indicate that one should design plans that allow for more in-situ improvising in order to enable adaptive response. Further, there appears to be a benefit to developing a strong culture that can offer guidance and thereby a conservative form of strategic control during crises.

Conclusion

This study was based on a rare and unexpected opportunity to study leadership and power relations while an organizational crisis unfolded. The study suggests that heterarchical leadership is one way through which leaders grapple with the “adaptive tension” of balancing strategic control with adaptive response. Future studies are needed to explore this heterarchical leadership further, using both qualitative and quantitative designs. Given that more organizations are likely to experience crises, transitions and changes, this appears to be a potentially important stream of research.

ACTION RESEARCH AS INTERPLAY OF FOUR CONTEXTS

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Hans Vermaak

Sioo & Twynstra

2016 ODC Best Action Research Paper Award

The paper presents a model of action research that distinguishes four contexts in which this type of investigation takes place: adding practical value,

improving institutions, developing professions and researching theory. We argue that action research is not just a combination of activities within any one of these contexts, but more importantly a process of handling the generative tensions in the boundary regions between contexts. Next we show how the model can be used to help one tailor action research to specific situations and objectives. Both the model and its application have been refined during two decades of ongoing practice and reflection by the authors.

We developed our views on action research by being scholar-practitioners who were persistently confronted by a divergence between the needs of various actors (such as managers, workers, educators, researchers) and the demands of their contexts that needed to be acknowledged in order to proceed in any meaningful way. Over time we felt the often stated dichotomy of action and research can thus better be regarded as a polychotomy of four processes: action, research, training and institutional development (Schuiling, 2001; Vermaak, 2009). In the seven decades since Lewin (1946) shared his first experiences with action research, those four processes have become distinct fields of professional activity each with their own contexts, practices and methodologies. The upside is a boost in performance as a result of developing a specific logic for communication within the specialized system (Kieser & Leiner, 2009); the downside is the loss of capacity to communicate with other systems due to syntactic (language), semantic (meaning) and pragmatic (practice) differences (Carlile, 2002). These boundary issues leads to tensions and conflict and—when underestimated—poor performance.

Tetra-Context Model: Valuing Contradictions

We developed a model that sets out four contexts in which action research takes place, which are visually represented in figure 1. It can be regarded as a boundary object that is used as a common frame of reference for communication across different occupational and professional worlds acknowledging their contrasting demands. We have found it to be a useful tool in discussing design choices. For this reason, we share it with the wider community of action researchers, in the hope that it might stimulate discussions.

In context 1 (practicing) people seek to create value for the outside world. The key actors here have generic labels like ‘clients’, ‘(knowledge) workers’

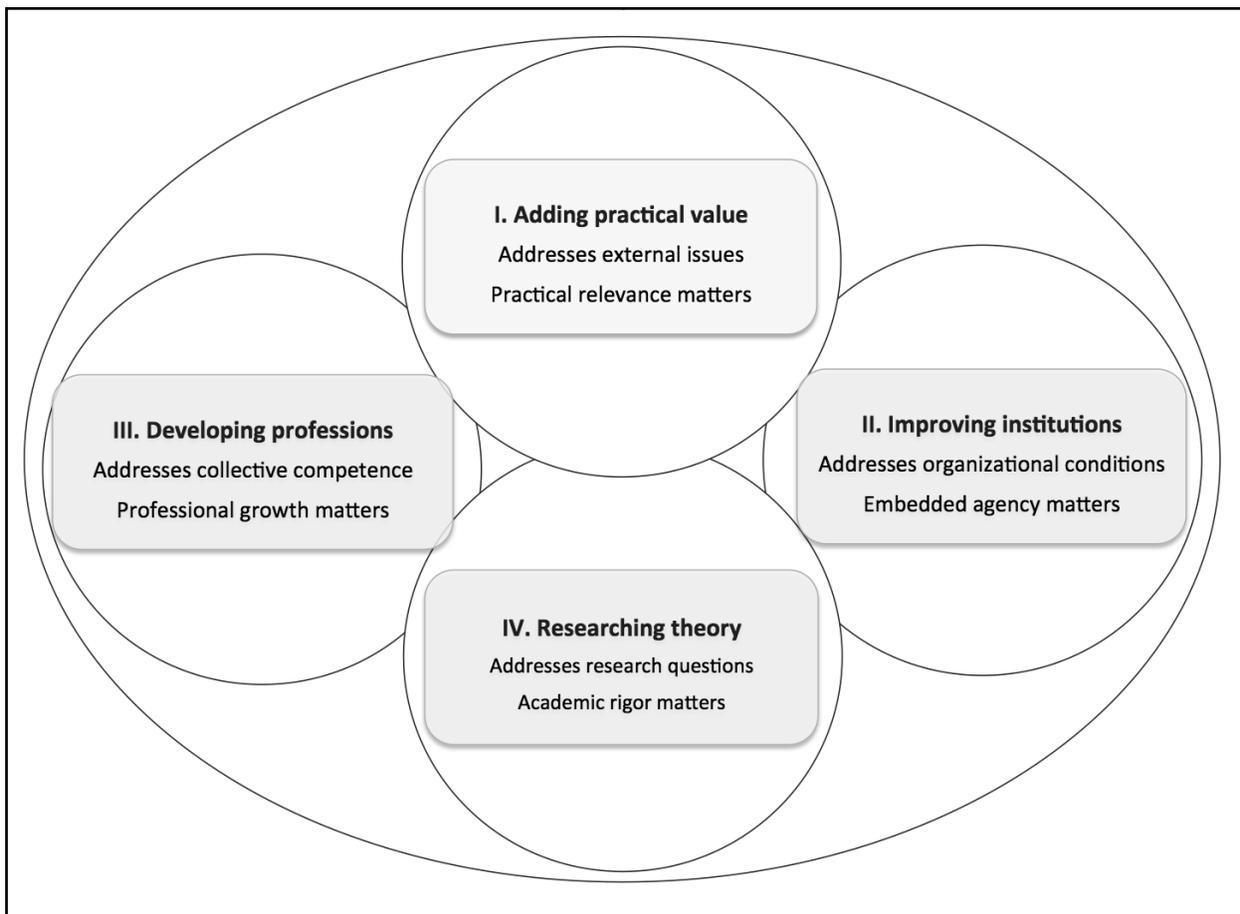


Figure 1. Action research takes place within and across four contexts.

and ‘first-line supervisors’. In this context, work systems seek to meet the requirements of clients in the best way they can, and to develop the means, technology and methods for doing so. The work can be nursing, operating a plant, teaching children, providing security in times of terror, et cetera. In context 2 (institutionalizing) people focus on the institutional arrangements that structure work processes, including the enabling processes that provide resources such as facilities, finances, systems, and leadership, but also governing processes that align the internal and external environment and negotiate legitimacy and objectives with key stakeholders. These institutional arrangements condition behaviour, while at the same time allowing agency that can challenge those arrangements. Managers and professional staff are regarded as key actors here. Success is evaluated in terms of embedded agency: have we challenged and improved the necessary conditions for value creation (context 1) and staff development (context 3) where need be? In context 3 (professionalizing) people are concerned with the professional development of the actors in all contexts (1 and 2 in particular). Educators (role models,

mentors, trainers, teachers, coaches) help increase the awareness and skills of those involved (students, participants, trainees) by organizing learning environments. In context 4 (researching) people are concerned with building and testing theory by means of research. They address research questions that arise from fascinations with real life phenomena or from spotting gaps in the existing literature. Key actors are the researchers, their peers and their research participants. The utility of theoretical knowledge is often defined as its ability to explain and predict: to further the understanding of specific situations as instances of a more general phenomenon, which allows us to explain how something works or does not. Schön (1995) stretches this a bit further in his epistemology of practice: knowing-in-action is legitimate knowledge too and explicating knowing-in-action will help to build actionable theories.

We speak of contexts, not of domains or organizational entities, as it is important to acknowledge today that even within all of these contexts the key-actors often coproduce their most meaningful contributions together with people who are not part of their field or institution. Many organizations require

collaborative arrangements with their clients and other organizations to add value. Thus organizational boundaries are not the prime concern; rather the challenge at hand defines who should be involved. The same applies to the institutional, educational and scholarly context, where the exclusive role of managers, educators and scholars is challenged, as participants are not only followers of strategies, consumers of learning or objects of study, but co-creators as well.

The six boundary regions between the contexts suggest interdependence, they also bring to light competing demands. This complexity of interdependence and competition may be viewed as a destructive force, or as having a valuable potential for innovation. How they are viewed seems to be based less in the nature of any contradictions between contexts but in the way those involved respond to those contradictions (Lewis & Smith, 2014). Actors may polarize elements in an ‘either-or’ type of reasoning that denies their interdependence (concealing tactics) or sustains the domination of one context over others (splitting tactics). However, if the contradictions themselves are framed as meaningful in relation to the issues that are being addressed, then the differences may be explored, leading to ‘both-and’ reasoning in which people deliberately switch between contexts and develop innovative solutions. Working through contradictions thus is the heart of action research rather than a distraction from it. The action researcher thus has a double task: designing and guiding the action research process and creating a ‘holding environment’ to work through the cognitive confusion, emotional uncertainty and relational frictions that are part and parcel of figuring out new and constructive combinations.

Tailoring by Design: Four Design Parameters

First, we like to argue that action research is not about evenly ‘integrating’ all four contexts. We might even go as far as to suggest such integration as the worst scenario. Not only is engaging with all four contexts challenging, as each requires different competences which no one person can possess in full, but handling the contradictions between them is challenging as well. It makes sense to select the boundary region that has the generative potential desired in light of the issue and situation at hand and focus one’s efforts there.

Second, one may consider who shall mediate the contradictions in the selected area, including the

extent to which boundary crossing is done on behalf of or with those most involved. We observe two types of boundary-crossing strategies. In commuting, skilled action researchers go back and forth between the different contexts. In intertwining, key actors from one or more contexts are invited to cross boundaries as well and in doing so experience and deal with the contradictions as well. Commuting is done sequentially and involves time lags, whereas intertwining happens in real time. Though we see these boundary-crossing strategies as extremes, it does point to choices in terms of participation.

Third, one may consider ‘supportive input’ from another context. Boundary work is rarely straightforward: focusing on one boundary area and purposefully organizing participation does enable, but does not guarantee, generative work. Habitual change dynamics may emerge, such as certain voices dominating discussions, covering up tensions or laying blame, and resorting to habitual expectations or anecdotal insights. Boundary work becomes generative when collective inquiry has sufficient depth. To this end methods or skills from another context can make a difference – think of a skilled facilitation of a dialogue (input from context 3) or research methods to guide the selection of data, code findings and construct lessons (input from context 4). The question to ask here is thus ‘what methods or skills may bolster our boundary work?’

Finally, one may consider how knowledge can be gathered as an intrinsic part of doing action research. It stands to reason that this is part of boundary work, when it borders context 4. When this is not the case, we maintain there should still be knowledge output to context 4 as an inalienable trait of action research.

Conclusion

We have found the tetra-model helpful as a tool to discuss and design action research – often together with those involved, as illustrated by two brief case examples in the paper. Such design choices are made based on what benefits the issue at hand the most, while being mindful of the capacities of those involved. We also suggest the contribution made by an action research project can only truly be assessed when we review it in connection to such design choices. We think this will aid discussions about the methodology of action research. Furthermore, we think the model and the design choices may help to distinguish various approaches as used in action

research projects and enhance learning and knowledge building across them. The model may also be used to refine the boundary roles that play a part in action research. The term ‘scholar-practitioner’ surely needs to be unpacked in order to know to what ‘practice’ it refers: the practice of managers, workers or educators? A boundary object such as this model can help bridge different worlds, but this also has its limits. We have noticed this when using the model: it makes people aware of other contexts but only up to a point: it seems nigh impossible to talk about the model as if one is context-free. It points to the issue of incommensurability. As such, it is no coincidence that it made sense to us to distinguish three contexts of practice, whereas an academic researcher might also wonder whether there might be three contexts of research.

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YES, WE (STILL) CAN! TEAM RESILIENCE AT THE WORKPLACE

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2016 ODC Best Paper Based on a Dissertation

Given the dynamic and often adverse business environment employees face today, research on resilience is on the rise, aiming at developing a better understanding of how to successfully manage adversity (van der Vegt, Essens, Wahlström, & George, 2015). Resilience is one of the central constructs of positive organizational behavior (Luthans, 2002) and is defined by two elements: first, adversity creating an extraordinary challenge and a threat for an entity’s performance and well-being; second, the adaptation to or beyond a prior state of performance or well-being (Masten, 2001). Even though resilience research has proliferated in recent years, more empirical research and conceptual refinement are necessary to foster theoretical development (King, Newman, & Luthans, 2015).

One reason for this is that existing research has focused mainly on the individual level of analysis. The few exceptions that have investigated team resilience (e.g. Stephens, Heaphy, Carmeli, Spreitzer, & Dutton, 2013; West, Patera, & Carsten, 2009) strongly rely on the conceptualization of individual resilience. This understanding hardly accounts for relational facets. Considering the high importance of teamwork for organizations (Mathieu, Tannenbaum, Donsbach, & Alliger, 2013) and the increasing focus on relational perspectives for theory development (Dutton, Workman, & Hardin, 2014), gaining a well-grounded comprehension of how team resilience develops as a group construct through human interaction and clearly distinguishing team resilience from individual resilience appear important (King et al., 2015). Thus, Luthans, Youssef-Morgan, and Avolio (2015) recently called for investigating the team level in resilience research. I aim to address this call and look into the following research questions: How can team resilience be understood as a collective construct? Which resources enable teams to be resilient?

To answer these questions, I conduct an ethnographic study within a palliative care team and investigate the team’s handling of two episodes of extraordinary adversity. Based on my findings, I build a theoretical model that explains how team resilience can develop as a dynamic relational process through the interaction of team members. An abridged version of

the study has been published in the Proceedings of the 76th Annual Meeting of the Academy of Management.

Methodology

Research on team resilience is still in its infancy, and there is only scarce theory that helps understand team resilience as a collective phenomenon. Thus, I selected a qualitative approach, which is particularly helpful for concept development (Gioia, Corley, & Hamilton, 2013). In particular, ethnographies are valuable to investigate social dynamics and human sensemaking (Jarzabkowski & Bednarek, 2014). Accordingly, I conducted an ethnographic study following an interpretive approach.

Research Context and Adversity

I accompanied a palliative care team over eight months. In the course of the study, the team faced two episodes of different forms of extraordinary work-related adversity. In the first episode of adversity, several relatives of the palliative care team members experienced severe medical issues. This situation became work-related because some of the relatives were treated as patients on the ward and died on the ward. In the second, subsequent episode of adversity, the senior physician and the nurse manager, both central team figures, announced that they would both leave the ward and resign.

Analysis

The database consists of observations and ethnographic accounts, interviews, participants' written reflections, and documentary data. The analysis was guided by the methodology outlined by Gioia et al. (2013) and aimed for abductive theorizing (Alvesson & Kärreman, 2007).

Results

I observed how facing adverse situations triggered the team's experience of exceptional strain, which persisted over a longer period. This created an episode of extraordinary adversity, which was threatening the team's performance and well-being. To positively deal with the two episodes of adversity, the team primarily drew on team relational processes. The team members exhibited specific mind-sets and, importantly, collectively pursued corresponding actions. The collective mind-sets comprise the shared belief system the team holds about team members' relations. I identified the following collective mind-sets as protective mechanisms: appreciation, care and sympathy, and protectiveness and openness. Those were complemented

by collective action describing the actual interacting behavior the team pursued. With regard to team resilience, the following collective actions were important: open communication and voice, mutual support and consideration, as well as joint processing in narration and activity. The collective mind-sets and actions were not only related but also mutually reinforcing. Pointing to the temporal dynamics, the team's experience of its ability to positively deal with the first adversity reinforced the team relational processes when handling the second episode of adversity.

Implications for Research on Team Resilience

I conceptualize team resilience as a dynamic and relational process that primarily draws on collective mechanisms. In particular, I shed light on how team resilience develops in human interaction and identify those team relational processes that enabled the team to positively adapt. Moreover, I develop a process model of team resilience accounting for temporal dynamics. For example, I show how one team resilience cycle can influence the other. My findings suggest that a resilient team outcome can create an experience of affirmation, which reinforces the protective team relational processes.

Implications for Research on Care and Compassion

My study shifts the focus from relationships between sufferers and non-sufferers to the relationships between sufferers. Hence, I show how compassion can originate from the relation of sufferers and can develop as a collective capability, leading to favorable outcomes, such as a team's resilience. This result implies that care and compassion cannot only alleviate an individual's suffering but can also enable a team to collectively recover.

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THE RELATIONSHIP BETWEEN ORGANIZATIONAL DESIGN AND IDENTITY IN SITUATIONS OF CHANGE

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An organization's ability to change can be seen as a key factor for long-term survival and success (Keller & Price, 2011). Both organizational design and organizational identity play crucial roles in this context as both need to be changed after external shocks (Corley & Gioia, 2004; Fox-Wolfgramm, Boal & Hunt, 1998; Glynn, 2000; Gulati & Puranam, 2009; Romanelli & Tushman, 1994). The two elements are often impacted when organizations change— either directly by purposive managerial action or indirectly as a consequence of changes to other elements of the organization. Galbraith (1977: 5), one of the early scholars of design, defines it as “the search for coherence between strategy (domain, objectives and goals), the mode of organization (division into subtasks, coordination to perform the totality of the tasks), and integration of people (selection and training of personnel and design of a rewards system).” In short, design is about “what we do” (Gulati, Raffaelli & Rivkin, 2016). Albert and Whetten (1985) defined identity as the core, distinctive and enduring features of an organization. These elements give meaning and provide purpose to an organization.

Organizational scholars attribute an organization's design an important role for success. The classic works in organization studies assign structure a central role in organizations as it determines organizational behaviour and impacts performance (Lawrence & Lorsch, 1967; Simon, 1957; Weber, 1974). Greenwood and Miller (2010: 79) point out that “[d]esign drives the way strategies are formulated or formed, and determines whether and how they can be implemented. It is the vehicle by which firms recognize the need for adaptation, determine its course, and put change into effect.” Similarly, identity is central because organizational members sub-consciously use it as a guide for their activities such as decision-making, the interpretation of issues, organizational change, the way in which they approach stakeholders and how they respond to institutional forces (Gioia, Price, Hamilton & Thomas, 2010; Kodeih & Greenwood, 2014). “Organizational identity provides a guide for what an organization's members should do” (Gioia, Patvardhan, Hamilton

& Corley, 2013) and gives a clear answer to what constitutes appropriate action (Altman & Tripsas, 2015). Therefore, design and identity are both crucial for organizational success and organizational changes require thinking about both elements: “[W]e believe that it is necessary to consider organizational identity when engaging in any type of organizational change. . . . [C]onsidering the organization’s identity prior to taking action will improve the chances for a successful outcome” (Hatch & Schultz, 2004: 2-3). What is more, a good match between design and identity is crucial for a strong performance (Pratt & Foreman, 2000). However, “[m]aintaining a tight fit between design and identity . . . is extremely difficult when an organization’s environment changes” (Gulati et al., 2016: 3).

Despite the importance of matching design and identity and the challenges organizations face in ensuring such fit when changing their organizations, the current literature has studied both concepts separately; very little is known about the joint dynamics of design and identity (Gulati et al., 2016) and there is limited research that relates organizational design decisions and identity (Tripsas, 2013). What is more, research has shown that the design and identity literatures separately are not able to explain specific change paths that organizations undergo, but that studying both elements in conjunction provides theoretical insights that would not be obtained otherwise (Gulati et al., 2016). In order to gain a better understanding of the interplay between design and identity in situations of change, research is needed that explores this crucial relationship and how the two elements interrelate; this is the aim of this project.

In exploring this under-researched area, this Ph.D. project addresses several theoretical and practical objectives. One of the theoretical objectives is to uncover the distinct ways in which design and identity change. More specifically, one objective is to provide insights on the sequence in which design and identity change and on the factors that might influence this sequence. Another objective is to present findings on the pace of design and identity change. In addition to providing theoretical knowledge on a poorly understood relationship, this project seeks to offer new insights for practitioners. The results of this research will help managers to improve organizational performance in change situations as a better understanding about the interplay of design and identity will allow them to implement necessary

changes more effectively and quicker and in a way that ensures a good match between the two elements.

In order to satisfy the aim of this project and its underlying objectives, the following research questions will guide the project:

What is the relationship between design and identity in situations of change?

1. In what way do design and identity change?
 - i. In what sequence do design and identity change?
 - ii. What factors impact the sequence in which design and identity change?
 - iii. What is the pace of design and identity change?
 - iv. What factors impact the pace of design and identity change?
2. What effects do pace and sequence have on change outcomes – how do these dynamics impact people and performance?

Methods

This research project will apply what Langley and Abdallah (2011) refer to as the “Gioia method.” Based on an interpretive approach and qualitative techniques, this method draws on one single case as data source. The Gioia method is particularly well suited for this project as it has already been successfully used to study identity (Gioia et al., 2010; Gioia et al., 2013). Moreover, this project uses one single case study.

The case that will be studied is a charity headquartered in Scotland which is currently undergoing tremendous change which impacts its design and identity. In order to ensure that the charity is fit for the future, a long-term strategic plan has been set up which lays out the changes which are planned over the next years. The main areas of change include the implementation of a new, decentralised organisational structure with fewer layers of management; the introduction of more efficient ways of working and investment in key properties. In addition to these design changes, identity changes will be needed as new demands to increase revenue together with plans to cut costs by 10% annually create a tension with the charity’s original purpose.

Data collection from the case will consist of three methods: interviews, observation and document analysis. Four groups of organizational members will be interviewed and observed: managers, employees, members and volunteers. Interviewing and observing organizational members from different

levels, who have different roles and responsibilities in the change process, together with conducting interviews and observations at different sites of the charity, will allow the researcher to grasp potentially existing different perspectives. Document analysis will allow the researcher to capture the changes the organization has gone through and is going through over time.

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FEEDBACK TO THE EDITOR

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