



# ACADEMY OF MANAGEMENT ODC NEWSLETTER

Organization Development and Change Division

R. Wayne Boss, Editor

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## 2016 ODC DIVISION SCHOLARLY PROGRAM: CALL FOR SUBMISSIONS

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**Specific Domain:** The Organization Development and Change (ODC) division is devoted to empirical research, theory development, and practical application concerning all forms of organization change. The ODC content domain focuses on the processes and outcomes of organization change and development at the individual, group, organizational, and institutional levels using multiple methods and perspectives. Major topics include:

- the causes and dynamics of different forms of change, such as emergent change, evolutionary change, planned change, continuous change, and strategic change;
- the forms, processes, and levels of interventions—e.g., individual, group, and large scale—and the factors that influence their use and effectiveness;
- the leadership and facilitation of organization change and development, such as forms and functions of leadership; approaches, behaviors, and activities of leaders and change agents; leadership and change agent effectiveness, and the contextual factors that influence these;
- the responses of people to change such as readiness for change, engagement in change, and resistance to change; and the individual, interpersonal, and organizational factors that contribute to these responses;
- the impact of contexts, such as organizational type, industry structure and dynamics, institutions, and nationality on the content and processes of organization change and development;
- the integration of change outcomes such as human--social, financial, and environmental as system goals and measures of success;

(see Amis, page 3)

## ORGANIZATIONAL TENSIONS, CONTRADICTIONS, AND PARADOXES: KEY FEATURES OF ORGANIZATIONAL CHANGE<sup>1</sup>

Linda L. Putnam  
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2015 ODC Distinguished Speaker

Since the early work on systems theory, contradictions and paradoxes has been a vital part of the organizational change landscape (Quinn & Cameron, 1988). Although initially growing out of ways to apply family systems theory to organizational practices (Kets de Vries, 1980), this work has moved beyond treating paradoxes as problems or ruptures (Benson, 1977) and toward treating them as the “new normal” in a highly volatile organizational world. Since new forms often clash with traditional practices, changes in globalization, new technologies, niche markets, organizational structures, and economic conditions means that contradictions and incongruities are everyday occurrences in organizations (Ashcraft & Trethewey, 2004). Indeed, both scholars and practitioners often question what stability means in an era of continual change.

In the midst of rapid changes, the research and theoretical literatures on organizational contradictions and paradoxes has mushroomed, particularly in the

(see Putnam, page 5)

### Table of Contents

John Amis, Organization Development and Change Division: Call for Submissions . . . . .	1
Linda L. Putnam, Organizational Tensions, Contradictions, and Paradoxes: Key Features of Organizational Change, 2015 Distinguished Speaker Presentation . . . . .	1
ODC Division Board Members 2016-2017 . . . . .	2
Danielle Zandee, 2016 ODC PDW Call for Proposals . . . . .	2
News about Members . . . . .	15
Phoenix Van Wagoner, Articles by ODC Division Members 2012-2015 . . . . .	15
Feedback to the Editor . . . . .	112

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### 2016 ODC DIVISION PROFESSIONAL DEVELOPMENT WORKSHOPS: CALL FOR PDW PROPOSALS

Danielle Zandee  
Nyenrode Business Universiteit  
PDW Chair

Professional Development Workshops are intended to create a forum in which Academy members can share knowledge and foster personal development. They differ from regular Academy paper and symposia sessions in that they offer a longer time frame, use an interactive format, and allow for experimentation with new ideas, processes and practices. As such, they enable ample opportunity for direct interaction with other participants and the PDW organizers around issues of mutual interest.

Professional Development Workshop sessions will be held between 8am on Friday August 5th and 8pm

Saturday August 6th 2016, immediately prior to the AOM scholarly program.

Professional Development Workshops are encouraged, but not required, to tie in with the Annual Meeting theme. This year, the theme is “Making Organizations Meaningful” (see <http://aom.org/annualmeeting/theme/>). The theme is intended to be interpreted in its broadest possible sense, and can relate to qualities, actions, and processes that create, maintain, but sometimes also diminish meaningfulness in the eyes of both organizational members and external stakeholders.

Members of the ODC community will find particular resonance with this year’s theme. The notion of meaningfulness relates both to the humanistic values of OD and to an emerging emphasis in the organizational change agenda to renew a sense of meaning, purpose and worth for its members, customers, other stakeholders and society at large.

Moreover, the focus on organizational meaning-making relates directly to the dynamic process orientation that is at the core of change theory and practice. The theme thus encourages us to consider how we can develop PDWs that address issues that may include, but are not limited to, the following questions:

- What external or internal issues, pressures and interruptions may provoke changes in organizational meaningfulness?
- What practices and interventions might be helpful in facilitating change that enhances meaningfulness and how do we know they have impact?
- How can the humanistic values of OD guide the search for meaning in organizations and how might this search help renew those values?
- What theoretical frames and concepts are useful for understanding meaningfulness in and of organizations and what new conceptualizations emerge from studying processes of meaning making?
- How do tensions and contradictions in logics and meanings play out in organizational practice and how might such complexity be handled in organizational change initiatives?
- What is the role of language (including social media) in the construction of organizational meaningfulness?
- What does the making of meaningful organizations imply for multi-stakeholder collaborations around issues of green sustainability and social innovation?
- What is the role of leadership in making organizations (more) meaningful?
- What might be the impact of enhancing organizational meaningfulness on well embedded notions of planned change such as the need for urgency, readiness for change and change resistance?
- What are principles and qualities of research methods that seem well suited to study (and impact) the dynamics of making organizations meaningful?
- How might we teach for organizational meaningfulness and meaningful change in the managerial classroom?

- How can we write about organizational meaning and change in ways that provoke a sense of value and possibility for theory and practice?

Proposals for PDWs may address these or other issues that emanate from this year's AOM theme. They may also focus on issues that are unrelated to the theme, but that align with the ODC Division domain statement at <http://aom.org/Content.aspx?id=237&odc>. Professional Development Workshops that relate to research, teaching, and/or practice are equally encouraged.

Professional Development Workshop proposals that would be of interest to several divisions or interest groups are encouraged, although a PDW can only be submitted to one division. We also encourage PDWs that create a meeting place for ODC practitioners and academics as well as for members of different divisions. (Any co-sponsors will be determined after submission.) A doctoral consortium will be included in the program. Organizers of successful past PDWs are encouraged to propose a further PDW for 2016.

The submission deadline is **January 12, 2016, 5:00 p.m. EST (NY Time)**. Early submissions are strongly advised. Instructions for how to submit your PDW can be found at <http://aom.org/annualmeeting/submission/>.

If you have any questions or have an idea for a possible proposal that you would like to discuss, please contact the ODC PDW Program Chair, Danielle Zandee, at [odc@nyenrode.nl](mailto:odc@nyenrode.nl) before December 12, 2015.

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*(From Amis, page 1)*

- The development of paradigms and methods that address values such as sustainability, justice, dignity, and integrity in ODC contexts and generate ethical, positive, and meaningful contributions as they relate to organizational change and its processes;
- Approaches and methods for the meaningful evaluation of change interventions.

**Special Instructions for Submissions to the Scholarly Program of the AOM 2016 Meeting in Anaheim:** The ODC division invites submission of innovative empirical or conceptual papers and sym-

posia that develop theory and practice relevant to strategic and organizational change, development, transformation, and leadership. Topics and explorations specifically oriented to the 2015 all-Academy theme: *Making Organizations Meaningful* are especially encouraged. The all-Academy theme encourages submissions that focus on how organizations can make a more positive contribution to society. Meaningfulness is intended to convey a consideration of the underlying purpose, values, or worth of an organization. In this respect, we are encouraged to think about how the value of organizations goes beyond instrumental measurements of material success or profitability. This plays well into current debates regarding inequality, corruption, and flows of people, as well as thoughts about identity, culture, reputation and legitimacy.

As ODC scholars and practitioners, the topic of organization meaningfulness can and should deeply influence our understanding of change and the ways in which we carry out our research, practice and teaching. The 2016 all-Academy theme therefore encourages us to consider issues such as, but not limited to:

- What are the political, economic, social, cultural, or institutional mechanisms that might bring about changes in organizational meaningfulness?
- To what extent, and how, can the theory and practice of ODC contribute to our understanding of how we can make organizations (more) meaningful?
- How might these mechanisms vary across social, political and economic space?
- How are expressions of meaningfulness communicated during programs of change?
- What fundamental assumptions and ethical considerations in relation to ODC does organization meaningfulness raise?
- What strategies of change might be more or less effective in bringing about changes in organization meaningfulness?
- How can change methods and approaches unveil the potential tensions between ‘meaningfulness’, and traditional functional imperatives?
- How may recent developments in ODC such as ‘New’ or ‘Dialogi’” OD and change contribute

to the study and practice of making organizations meaningful in various settings?

- What might a change typology look like for tracing organizational paths towards becoming more meaningful?
- What is the role of organizational meaningfulness in the constitution of other reactions to change, including acceptance, commitment, ambivalence and cynicism? For example, in what ways, and to what effect, does the reevaluation of meaningfulness mobilize people to accept or resist change?
- What are the connections between new technologies and the creation of new understandings of organization meaningfulness?
- What are the implications of the changing nature of organizations and organizational work for making meaningfulness? For what types of organizations does meaningfulness matter, especially those beyond the corporate form?
- What research methods are appropriate/useful for exploring the process and impact of interventions designed to develop new understandings of meaningfulness in and of organizations? What types of outcomes should we privilege in such investigations?
- How is a value of organization meaningfulness reflected in the ways we write about ODC? How might we be more reflexive about writing and publication conventions in ODC and about whose interests are privileged by such conventions?

Please note that we also welcome submissions that are related to the ODC domain but are not necessarily related to this year’s theme. If you are interested in submitting a paper or a symposium proposal through the ODC Division, please visit the ODC Division website and refer to the section on submission information for papers and symposia. The submission deadline is **January 12th, 2016, 5pm ET (NY Time)**, but earlier submissions are strongly encouraged. Please contact the Program Chair, John Amis ([odc@ed.ac.uk](mailto:odc@ed.ac.uk)), with any questions that you may have prior to December 12, 2015.

**Division Awards:** Awards, some with an honorarium, will be given for the best paper in the following categories:

- Best Paper Overall
- Rupert Chisholm Award for the Best Practical Theory Paper
- Best Paper Based on a Dissertation
- Best Student Paper (written exclusively by students, individually or with other students, no faculty or practitioner co-authors permitted)
- Best Action Research Paper

Please refer to our website for more detail on these awards. Papers based on a dissertation, written exclusively by students (individually or with other students), or written about action research should be clearly identified as such at the time of submission (make a note on the title page and also in the accompanying email indicating the award for which you want the paper to be considered).

The ODC Division also recognizes a Best Reviewer Award. All award winners will be celebrated at the ODC business meeting, which will be held during the Vancouver meeting.

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*(From Putnam, page 1)*

arenas of change and development (Lewis, 2000; Smith & Lewis, 2011). These publications include empirical studies, theoretical essays, literature reviews and critiques, and discussion of organizational intervention. A recent review of the literature reveals over 183 articles, chapters, and essays that focus on these topics in planned change, mergers and acquisitions, downsizing, institutional change, process and development of change, resistance to changes, and organizational development and interventions from 1975 to 2014 (Putnam, Fairhurst, & Banghart, 2016). Over 24 publications appear in the *Journal of Organizational Change Management* and 4 of them in the *Journal of Change Management*.

A reader might wonder why ODC scholars and practitioners should care about the growth of studies on paradox and organizational change and what potential it offers for theory development, research, and practice. First, the breadth and scope of this work points to the possible emergence of a new meta-perspective of organizations (Putnam, et al, 2016; Schad, Lewis, Raisch, & Smith, 2016). This work extends across multiple levels of analysis and

organizational topics as well as multiple paradigms, including positivist, interpretivist, postmodern, and critical management studies.

Second, scholars repeatedly claim that change is a multi-faceted paradoxical process; that is, contradictions often mobilize organizational change (Van de Ven & Poole, 1995) and lie at the heart of change programs. Moreover, management consultants often draw on paradoxes as resources for intervention (Whittle, 2006). Ironically, planned change processes often lead to the opposite of what they intend (McKinley & Scherer, 2000). These unintended consequences are sometimes aligned with double binds and recurring vicious cycles in which individuals feel trapped, feel unable to solve problems, and experience difficulty in communicating about them (Apker, 2004; Hennestad, 1990; Nicotera & Clinkscales, 2010). In effect, given the diverse ways in which contradictions and paradoxes enter into the literature, it behooves ODC scholars and practitioners to attend to these constructs and their roles in organizational change and development.

This newsletter article then explores the different ways that paradoxes enter into the organizational change process through treating contradictions as: 1) the sine qua non that drives change, 2) recursive patterns that constitute the change process, and 3) resources for intervention in organizational change situations. The overall goal of this article is to draw from a sample of the existing literature on process-based approaches to show the diverse roles that dialectics, contradictions, and paradox play in the organizational change arena. To this aim, this article defines key concepts and response to contradictions, briefly reviews research findings in the three areas mentioned above, and concludes with a discussion on the relationship of this work to dialogic approaches to organizational development (i.e. dialogic OD).

### **Definitions of Key Constructs**

Five related constructs appear in the organizational literature: tensions, dualisms, contradiction, dialectics, and paradoxes (Putnam et al., 2016). Even though definitions of these terms are often confounded in the literature, some consensus exists in how they are being used. *Tension* refers to the stress, anxiety, or discomfort that accompanies the ways that organizational actors experience contradictions and paradoxes. This term underlies the other four and often surfaces when actors have to make choic-

es, decisions, or take action in the midst of contradictory and seemingly impossible situations. *Dualisms* refer to binaries or opposites that form the foundation of contradictions. These dichotomies are typically treated as incompatible, but they are not necessarily mutually exclusive or oppositional. For example, short and long-term goals are binaries, but the two can exist simultaneously and do not necessarily negate each other.

In contrast, *contradiction* casts polar opposites as mutually exclusive, yet interdependent such that any movement in one direction cancels out movement in the opposite (Putnam, 1986). Contradiction is best represented as the opposite side of the same coin; that is, the more actors move toward one pole, the more they feel pulled in the opposite direction (Smith & Lewis, 2011). Contradiction as a concept then embodies dualism but treats opposites as competing in that they can negate each other. An excellent example of a contradiction is light and dark. To understand light depends on an awareness of darkness (i.e., interdependent) but it is difficult to “turn on” the light to inspect the dark (with exception of using a flashlight).

The concept of *dialectics* draws on contradictions but focuses on the dynamic interplay or the unity between opposite poles. It centers on the ongoing, push-pull that emerges and evolves, dissolves, and reappears in continual social interactions between opposite concerns (Langley & Sloan, 2011). Scholars who focus on how to connect, hold together, or draw creativity from opposites often embrace the concept of dialectics, either as a struggle that culminates in a resolution (Hegel, 1969) or as an ongoing interplay or dialogue between opposite poles (Bakhtin, 1981).

*Paradox* refers to contradictory features that exist simultaneously and synergistically over time, and become seemingly irrational or absurd (Lewis, 2000; Smith & Lewis, 2011). In paradox, the interdependent, mutually exclusive opposite poles impose on or reflect back on each other and thus create a situation of seemingly impossible choice. Paradox often results in irrational or absurd situations, surprising or ironic outcomes, for example, enacting democratic processes that restrict participation (Johansson & Stohl, 2012) or implementing diversity programs that legitimate discrimination (Schwabensland, 2012). To promote theory development and advance paradox studies, scholars need to

retain distinctions among these terms as well as examine their interrelationships.

### **Responding to Contradictions and Paradoxes**

Both individuals and organizations respond to and make choices in contradictory and paradoxical situations. The literature, for the most part, focuses on “managing” tensions typically through using either-or, both-and, or more-than approaches (Putnam et al., 2016). The idea of “managing” contradictions, however, embraces a bias for controlling or resolving them, often through *defensive reactions*, *selecting or privileging one pole*, *separating or segmenting* the opposites in different units, times, or role functions (Vince & Broussine, 1996). Smith and Lewis (2011) show how ignoring or denying contradictions, withdrawing from the scene, and projecting tensions onto a third party often lead to increased stress. Similarly, selecting one pole over the other (i.e. integration vs. differentiation) or splitting interdependent tensions into different units, tasks, or times often fuels new tensions, create power imbalances, and loses the synergy of opposite pulls.

In a similar way, both-and responses in which organizational members engage in *paradoxical thinking*, vacillate between poles, or seek a balance may provide a short term response, but this approach sometimes leads to favoring one pole over the other. *Vacillation* or shifting back and forth between poles at different times or contexts (Poole & Van de Ven, 1989), such as exploration versus exploitation, is a common response, but can also deteriorate into favoring one pole over the other (Smith, 2014). *Integration* and *balance* between opposite poles implies a middle-of-the-road, compromise, or equilibrium point that is an admirable goal, but may not be possible to sustain in fast-paced organizational lives (Smith & Graetz, 2006). Thus, both-and approaches provide short term strategies for responding to paradoxical situations.

The issue in responding to oppositions is not necessarily *managing* them, but finding ways to seek energy and creativity through sustaining the ongoing interplay between them. This aim calls for a third set of options, *more-than*, that focus on using and connecting opposites, finding third spaces, or engaging in dialogic activities. *Reframing* refers to a novel approach of reformulating opposites into a new whole so that they are no longer pitted against each other (Seo, Putnam, & Bartunek, 2004). Reframing is a type of second-order change or a

redefinition through novel thinking, for example, the terms *fast* and *slow* are no longer pitted against each other when they are reframed as *moving forward*. *Transcendence* is also a novel response to contradiction that occurs through stepping outside a paradoxical system to redefine the boundaries of the context. For example, Putnam (2001) shows how a manager transcends a conflict between two organizational members who have a personality clash through reframing the problem by moving it from an interpersonal dispute to an organizational policy issue. Generating creative responses to contradictions may require developing a *third space* or a zone in which organizational members can engage paradox in a deliberative way.

### Review of Research

This review of the process-based ODC literature examines how organizational members respond to and engage with contradictions and paradoxes, specifically in light of these three major approaches—either-or strategies, both-and options, and more-than responses. Contradictions, dialectics, and paradoxes play three key roles in the organizational change process as: 1) the *sine qua non* of change, 2) recursive patterns that constitute the process of changing, and 3) resources for organizational interventions.

### The *Sine Quo Non* for Organizational Change

Three schools of organizational studies situate dualities, dialectics, and/or contradictions as the *sine qua non* for organizational change: *dualisms and duality theory* as depicting the fundamental nature of planned change, *dialectics as motors of change*, and *institutional contradictions* in interorganizational collaborations. In this work, contradictions and dialectics emanate from ongoing processes nested in systems of change, especially as they take shape over time.

The research on *dualisms and duality theory* examines how binaries form the fundamental nature of planned organizational change, for example, top down vs. bottom up initiatives, individual/group vs. organization-wide targets, open vs. closed processes, internal vs. external forces, and positive vs. negative focus, (Farjoun, 2002; Nasim & Sushil, 2011). In particular, Seo et al. (2004) tracked the evolution of multiple types of binaries across three generations of planned change practices and noticed how scholars were moving from selecting one pole or

balancing both of them to vacillating, transcending, and integrating opposite pulls. For example, first generation OD approaches, such as sensitivity training and sociotechnical systems, favored one pole—*internal* drivers, *open* processes, and *individual/group* targets for change while third generation learning models vacillated between opposite poles by moving from the internal to address the external and transcending dualisms through targeting multiple organizational levels.

Recent work on duality theory, however, casts stability and change as complementary rather than mutually exclusive. Specifically, stability enables change through channeling resources into innovation, and change fosters continuity through enhancing adaptability and experimentation (Farjoun, 2010; Graetz & Smith, 2009). Advocates of duality theory, then, examine the simultaneous presence of interdependent change-stability activities through fostering ambiguity as a catalyst for organizational learning, exploring the dynamic interaction between poles (e.g., integration and differentiation), and privileging improvisational action. This reframing of stability and change, however, is often difficult to capture in every day interactions (Smith & Graetz, 2006). Overall, dualisms research on organizational change has moved away from selecting one pole of a binary toward responding with both-and and more-than options.

A second major area, *dialectics as motors of change*, treats contradictions as the *sine qua non* for organizational change. Drawn from Hegel's (1969) opposition between a thesis and its antithesis, this line of research casts change as a dialectical struggle between two colliding forces that compete for control (Van de Ven & Poole, 1995). The synthesis that results from this struggle represents a discontinuous process of second order change that resolves the struggle. In the systems literature, dialectics serves as one of four generative mechanisms of organizational change, one that stands in contrast to teleological (i.e. goal setting and planning), life cycle (i.e., sequential, stage, and cyclical models), and evolutionary (i.e., natural selection) ideal types. Importantly, however, dialectical processes often intertwine with other motors of change in multilayered combination of sequences, evolutionary periods, and revolutionary crises (Poole & Van de Ven, 2004).

Recent research affirms the presence of multiple motors of change and challenges the view that

dialectical struggles necessarily lead to confrontation, conflict, and synthesis. Particularly, in studies that focus on introducing new technologies, dialectical tensions surface as ongoing processes between centralization and de-centralization and technology versus market forces (Cule & Robey, 2004). Moreover, the dialectical forces that promote and impede change surface as indeterminate, which accounts for the variety of outcomes among thirteen different organizations that adopted a new enterprise accounting system (Robey, Ross, & Boudreau, 2002). These findings offer a different logic for the role of dialectics in the change process, specifically one that connects the past with future actions (i.e. becoming) and links association with disassociation (i.e., relating), as Calori (2002) contends.

This work on dialectics as motors of change has implications for organizational innovation, particularly in responding to contradictions between idea generation and implementation (Bledow, et al., 2009). Scholars advocate that teams should promote innovation through combining open processes that generate knowledge with closed ones that integrate diverse ideas (Gebert, Boerner, & Kearney, 2010). These findings adopt an integration response to dualities and add a developmental cast to the work on ambidexterity (Andriopoulos & Lewis, 2009), particularly by avoiding structural or temporal separation and favoring a contextual or evolutionary view of exploitation and exploration (Im & Rai, 2014). However, integrating or seeking balance among opposites during innovative processes is a tenuous activity and often ends up favoring one pole over the other. For example, in a study of a telehealth innovation, contradictions between medical and business interests led to oppositional pulls between patient practices and insurance constraints, old and new systems, and profit and service missions in urban and rural hospitals (Cho, Mathiassen, & Robey, 2007). Efforts to balance disparate missions influenced how actors responded to these tensions and resulted in halting the innovation effort. Overall, the work on contradictions as drivers of change has moved away from synthesis or resolution toward alternative ways of holding dialectics together and reframing tensions.

In addition to serving as drivers of change, contradictions also serve as the *sine qua non* of key work on *institutional change*, particularly in focusing on the interplay of contradictory forces interorganizational collaborations. Seo and Creed (2002) posit

four field-based contradictions that invoke the paradox of embedded agency (i.e., actors who transform social arrangements while constrained by institutional contexts). Human praxis or being consciousness of contradictions is a key factor in embracing contradictions for this transformation (Delbridge & Edwards, 2013). Past dialectical struggles often shape present modes of collective actions (Farjoun, 2002). Negotiating these dialectics depicts the processes and influences the outcomes of mergers and alliances, particularly in terms of cooperation-competition, rigidity-flexibility, and short-long term goals (Das & Teng, 2000). Moreover, ways of communicating these initiatives sometimes work against a successful collaboration by invoking paradoxical practices, for example, sharing information by withholding it and developing efficient inefficiencies (Stoltzfus et al., 2011). In effect, the work on dialectics as the *sine qua non* of change has moved away from tracking ruptures to focusing on vacillating between poles and privileging consciousness as a key element in navigating ongoing tensions.

### **Recursive Patterns that Constitute the Process of Changing**

A second major group of studies focuses on how contradictions and dialectics emerge, evolve, dissolve, and reproduce during change processes (Langley, Smallman, Tsoukas, & Van de Ven, 2013). These studies nest contradictions and paradoxes in recursive patterns, rhythms, stages, and sensemaking. Three clusters of studies account for these patterns as: the ebbs and flows of organizational change, layered activity systems that produce change, and frames of reference for making sense of changes.

Studies of the *ebbs and flows of contradictions* often focus on the oscillation and rhythms between stability and change (Klarner & Raisch, 2013). In a study of product implementations over a two-year period, these cycles form a recursive relationship as identity and performance paradoxes become embedded in structuring practices across micro, meso, and macro levels (Jarzabkowski, Lê, & Van de Ven, 2013). Thus, paradox shapes the ongoing processes of organizing as actors shift from defensive reactions to active acceptance of contradictions and as these responses reconstruct contradictory organizational structures. Similarly, for a CEO succession in a family firm, the simultaneous interplay of stability-instability and complex versus simple actions



formed paradoxes over time that infused the financial planning and restructuring of the firm. Raising awareness of these paradoxes fostered flexibility and creativity in the succession (Haddadj, 2006). In these studies, becoming aware of paradoxes and developing paradoxical thinking facilitates change processes.

Activity systems are collections of people, tools, and practices that accomplish tasks (Canary, 2010). In this approach, *contradictions are layered activity systems* that cross organizational-societal levels and occur in primary and secondary relationships. For example, research reveals that primary contradictions in cost containment often engender secondary ones in use value (Engeström & Sannino, 2011; Kerosuo, 2011). In activity systems, contradictions also occur between old and new policy development systems (Canary, 2010) and central activities and connected events (Prekert, 2006). The ways that these levels interface over time influence whether responses to contradictions challenge new initiatives, reenact existing practices, or develop new activities (Groleau, Demers, & Engeström, 2012).

The research on *paradoxes and contradictions as making sense of organizational changes* examines individual cognitions, collective mindfulness, and co-developed interpretations of the change process. Paradoxical perceptions can sometimes block an actor's ability to process meanings in the midst of complex ongoing changes (Lüscher & Lewis, 2008), especially when responses to them fuel recursive cycles and become nested in performing, organizing, and belonging functions during change (Lüscher, Lewis, & Ingram, 2006). However, developing a sense of collective mindfulness in which actors avoid simple interpretations of events and connect mindful and mindless behaviors becomes a type of reframing that aids in meeting the complexities of organizational change (Carlo, Lyytinen, & Boland, 2012).

With a different approach, research also focuses on how actors collectively form meanings about what is happening during a change process. Becoming aware of contradictions often triggers new interpretations that lie at the source of covert resistance to changes (Jian, 2007). These studies treat sensemaking as a dialectical process in which actors experience clashes between new and old interpretive schemes that often foster second-order transformations during organizational change (Bartunek,

1984). As these studies suggest, the ongoing development of changes, responses to contradictions, and forming collective interpretations of change have direct implications for managing paradoxes. Becoming conscious of contradictions and being able to articulate them often fosters opportunities for dialogue in the change process.

### **Tensions and Paradoxes as Resources for Organizational Change**

Throughout this literature, scholars point to organizational change efforts that often result in the opposite of what was intended (Doyle, Claydon, & Buchanan, 2000). In particular, unintended consequences in change processes stem from top managers who initiate change but fail to monitor the implementation stage (Meyer, 2006); planned change initiatives that create order for executives and disorder for employees (McKinley & Scherer, 2000); managerial actions that favor one pole over the other, e.g., competition over cooperation in joint alliances (Das & Teng, 2000).

Several studies, however, report that paradoxes can foster organizational transformation, particularly through engaging contradictions in effective confrontation and synthesis (Bartunek, 1984), developing a collaborative discourse of integration (Hemetsberger & Reinhardt, 2009), and generating novel creations that push a system to a new stage of development (Engeström & Sannino, 2011). Two main areas of work indicate how contradictions function as a resource for intervention: developing third spaces for dialogue and engaging in reflective practice/serious playfulness.

*Third space* or *thirdness* refers to a liminal or performative site of disruption, invention, and enunciation in which people aim to develop dialogic relationships that enable them to move forward in the midst of paradoxes (Janssens & Steyaert, 1999). Developing a third space makes it possible to open up tensions, challenge and critique practices, and introduce a variety of perspectives (Engeström & Sannino, 2011). A third space, in turn, serves as a safe haven or a discursive site to engage in *dialogue*; that is, a form of communication that connects opposites as equally valued, interdependent, and intertwined with each other (Barge & Andreas, 2013). Dialogue sessions often center on the forces that move between such oppositions as unity and disunity and centralized and decentralized systems (Bakhtin, 1981).

For example, Kellett (1999) illustrated how a collaborative dialogue among multiple stakeholders (administrators, board members, teachers, parents, and students) regarding a curriculum change transformed key dialectical tensions in the mission of a K-8 school. Dialogue sessions in this intervention engaged opposing tendencies (i.e., the mission as a whole versus the parts, the mission as the driver versus faculty as decision makers), reframed problems, and privileged differences in transforming a change process. In dialogue, difference, particularly ones related to the collective process of making meanings, becomes a resource for collaboration and reframing the change process and events.

In a similar way, consultants employ *reflective practice* to explore the dynamic interplay of opposites in a change process (Huxham & Beech, 2003; Johnson & Duberly, 2003). Specifically, they use tensions to facilitate reflective learning through trial and error exploration and avoiding a tendency to oversimplify problems. Practices include becoming aware of dualities through *reflexive positioning*, creating self and *relational reflexivity*, forming connections, and developing mutuality. To illustrate, Barge et al. (2008) employed reflective practice to explore the tensions between inclusion-exclusion, preservation-change, and centrality-parity in a planned change initiative for Native American university personnel involved in implementing new information technologies. The dualities between sustaining tribal heritage and fostering economic development laid the foundation for generating tensions and developing creative options for change practices.

As a type of reflective practice, *serious playfulness* entails purposeful action that is driven by emotion expression and experimentation rather than rational arguments through disrupting the rules, playing with multiple meanings, and challenging normal boundaries. Some scholars treat engaging in humor or games as a type of serious playfulness in which organizational members use ironic humor to surface tensions, accent contradictions, enact cynicism, and develop interplays among opposites (Hatch & Ehrlich, 1993; Jarzabkowski & Le, in press; Martin, 2004).

As an example, Beech et al. (2004) illustrates how this process worked in a cancer care network when clinicians challenged the normal boundaries of decision making, disrupted the rules, and created a space to produce multiple meanings while they deliberat-

ed about service needs that were simultaneously centralized and decentralized.

Developing third spaces, reflective practice, and serious playfulness embrace a theory of tensions that differs epistemologically from managing with contradictions. Specifically, these approaches aim to open up rather than close off meanings and use tensions to enhance consciousness of paradoxical situations. It presumes that tensions are dynamic, feed into social situations, and will likely generate other tensions; hence, developing reflexive learning and sustaining action aid in moving forward and embracing contradictions. Reflective practice, as a theory-based approach provides an intriguing way to employ and respond to tensions.

### **Intertwining Paradox Research with Dialogic OD**

Although clearly not labeled as such, the use of contradictions and paradoxes as resources for organizational change parallels new directions in dialogic organizational development (Bushe & Marshak, 2009, 2015). In many ways, the concept of *third spaces* refers to a zone in which organizational members can process contradictions and paradoxes through highlighting multiple meanings. Reflective practice and positioning aim to enrich learning through using tensions to enhance complexity and to foster creative options. Serious playfulness also parallels dialogic organizational development through disrupting the ongoing social construction of the status quo to allow something new to emerge (Bushe & Marshak, 2016). Thus, in many ways, using contradictions and paradoxes as resources for organizational change parallels the work in dialogic OD.

However, dialogue in the contradiction/paradox literature takes a Bakhtinian (1981) stance; that is, it aims to surface opposites and align them as equally valued and intertwined with each other. It embraces multiple voices, similar to dialogic OD, but it focuses on the discursive coordination of *difference* as a resource for making meaning and enriching interpretations. It aims to broaden interpretive repertoires through examining when, where, why, and how difference can be sustained (Whittle, 2006). Barge and Andreas (2013) see this broadening as occurring through aligning past and present contradictions as both convergent and divergent (i.e., a process known as increasing *dialectical sensitivity*). Dialogue then moves between unity and centralized

forces and disunity and decentralized forces to broaden interpretations, reveal and preserve difference, and generate novel approaches.

In effect, studies on contradiction/paradox as resources for change make three contributions to the dialogic OD literature: 1) *disruption*—ways to disrupt habits, routine practices, and assumed meanings through differentiation, 2) *generativity*—how new directions and novel ideas emerge from engaging in dialectics to promote “more-than” thinking; and 3) *diversity*—ways to bring diverse voices into the conversation, avoid silencing or marginalizing them, and use them to trigger novel ideas.

### Conclusion

Organizational research has moved away from treating contradiction as a problem or a rupture in the system to viewing paradoxes as “the new normal” in a rapidly changing, complex world. The literature reinforces this claim and shows how dialectics and contradiction function as the *sine quo non* for organizational change, ways of enacting change processes, and resources for organizational interventions. Concomitant with this shift, scholars now advocate that organizational members become aware of paradoxes, strive to accept or embrace them, and/or aim to balance them (Smith & Lewis, 2011). These “both-and” approaches, however, may not be sufficient in many circumstances.

Basically, the field needs to focus on responding to paradox as a continual process, especially tracking instances of reframing and transcendence (Abdallah, Denis, & Langley, 2011), noting occurrences of dialogic moments in routine practices, and observing when serious playfulness moves into a transformative state. For OD scholars, incorporating dialectics into dialogic OD may be a key to unpacking the discursive practices that disrupt the status quo as well as ones that foster generativity. The opportunities for expanding knowledge in this arena are vast, and organizational change scholars have a pivotal role to play in this endeavor.

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## NEWS ABOUT MEMBERS

Robert T. Golembiewski (Bob) passed away on January 1, 2016, at his home in Athens, GA.

Chris Argyris passed away on November 16, 2013.

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## JOURNAL ARTICLES BY ODC DIVISION MEMBERS 2012-2015

Phoenix Van Wagoner  
University of Colorado, Boulder

In an effort to continue measuring the research productivity of ODC members, we have compiled the following list of 1,903 journal articles from January 2012 to December 2015. This list represents an exhaustive search of the Business Source Complete Database using the name of each ODC member as the criterion for an author search. Citations are presented in alphabetical order with one entry for each article.

We recognize that despite our best efforts, our work is certainly not comprehensive. While there are many reasons for this, two are worth mentioning. First, we made the decision to omit book reviews, special issue introductions, and other work that was not primarily research-based. Second, some common author names made searches more difficult, and at times it proved impossible to determine which articles belonged to ODC members. In all cases, we erred on the side of caution. If you know of any publications that have been omitted from this list, we request that you send these citations to the editor (wayne.boss@colorado.edu), and he will include them in the next issue of the ODC newsletter.

Aarons, Gregory A., Ehrhart, Mark G., & Farahnak, Lauren R. (2014). The implementation leadership scale (ILS): Development of a brief measure of unit level implementation leadership. *Implementation Science, 9*(1), 1–18.

Aarons, Gregory A., Ehrhart, Mark G., Farahnak, Lauren R., & Hurlburt, Michael S. (2015). Leadership and organizational change for implementation (LOCI): A randomized mixed method pilot study of a leadership and organization development intervention for evidence-based practice implementation. *Implementation Science, 10*(1), 40–64.

Aarons, Gregory A., Ehrhart, Mark G., Farahnak, Lauren R., & Sklar, Marisa. (2014). Aligning

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Aarons, Gregory A., Fettes, Danielle L., Hurlburt, Michael S., Palinkas, Lawrence A., Gunderson, Lara, Willging, Cathleen E., & Chaffin, Mark J. (2014). Collaboration, negotiation, and coalescence for interagency-collaborative teams to scale-up evidence-based practice. *Journal of Clinical Child & Adolescent Psychology, 43*(6), 915–928.

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## FEEDBACK TO THE EDITOR

We welcome your feedback and would appreciate your comments below. Selected comments on articles in the *ODC Newsletter* may be published in the next issue, so please indicate if you prefer your comments to be withheld. Please address all correspondence to:

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## LETTERS TO THE EDITOR

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

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## NEWS ABOUT MEMBERS

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

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## PUBLICATIONS

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

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