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THE 1989 PROGRAM: WE WANT YOU TO PARTICIPATE

Jean M. Bartunek

Program Chair

The OD division program for 1989 promises to be exciting and diverse, with symposia and paper sessions contributing new ideas to both scholarly practice and practical scholarship in our field. We will have two invited sessions. The first, co-sponsored with Public Sector and to be presented on Monday, August 14, at 1:00 p.m., will be a showcase session presentation by Michael Maccoby, author of the best selling book, *The Gamesman* and, more recently, *Why Work: Leading the New Generation*. Dr. Maccoby, who directs the Project of Work, Technology, and Culture in Washington, D.C., will present "Creating a Better Game". The second invited session will be our distinguished speaker, Edgar Schein, who is Sloan Fellow Professor of Management at MIT and author of several books including *Organizational Culture and Leadership* and *Process Consultation*. Dr. Schein's presentation on Tuesday, August 15 at 2:00 p.m. will be "Organization Development: Science, Philosophy, or Technology?"

R.J. Bullock, Rupert Chisholm and Max Elden will be building on last year's successful pre-conference workshop by

sponsoring both pre-conference and post-conference sessions for U.S. and international scholars interested in OD. The pre-conference session will center around "Varieties of Experience in Action Research in Scandinavia and America", and will be based on participants' own experiences using Action Research. The post-conference session, a first for the Academy, will provide international and U.S. scholars with a chance to discuss reactions to the Academy and to plan joint international research. Registration for the pre-conference session is open to all Academy members (limit=40). Registration for the post-conference session is limited to people who attended the pre-conference. If you would like to attend, please write to R.J. Bullock, Change, Box 230400, Houston, TX, 77223-0400, Rupert Chisholm, Center for Quality of Working Life, Pennsylvania State University at Harrisburg, Middletown, PA, 17057, or Max Elden, Department of Psychology, Rice University, Houston, TX 77005.

During the Academy meeting, scholarly practice will be highlighted in a paper session and a number of symposia. For example, one symposium chaired by Luke Novelli will involve the application of four alternative perspectives to a case about the supervisor's role in self-managed work teams. Another chaired by Susan Hanlon will consider who's gaining and what's being shared when companies implement gainsharing plans. Still another, chaired by Dave Ulrich and Noel Tichy, will include theory, research and case studies about organizational and management "development for global competitiveness". A paper session called "instigating organizational transformation" will include descriptions of several ways transformational processes might be initiated.

Practical scholarship will also receive attention. For example, a paper session on methods of diagnosing and understanding organizations will include presentations on several research techniques applicable to OD. A symposium chaired by Frank Friedlander will include several descriptive models of collaboration between researchers and participants. A panel session chaired by Meryl Louis and Walter Nord and cosponsored by OB and OMT will deal with nontraditional publication outlets. Are journals all that matter, or are other outlets important too? Richard Woodman's and William Pasmore's symposium on conversations with the authors of the third volume of *Research in Organizational Change and Development* is based on one of these other outlets.

We encourage you to attend as much of the OD program as you can, not only the sessions listed here, but several other fine sessions as well. We also encourage you to come to the business meeting (and the social hour afterwards, of course)! It's at the business meeting, on Monday afternoon at 5:05 p.m., that you'll have a chance to meet other members of the division in an informal setting, talk with the executive committee and each other about

directions for the division, and plan interesting ways of advancing our field.

We wish to thank the following for their very helpful assistance in reviewing papers for the 1989 Organization Development Program: Achilles Armenakis, Auburn University; James Bowditch, Boston College; Anthony Buono, Bentley College; Gervase R. Bushe, Simon Fraser University; Thomas Cummings, University of Southern California; Joel DeLuca, Sun Company; Katherine Farquhar, Boston University; Mary Ann Hazen, University of Wisconsin-Green Bay; Marty Kaplan, Kaiser Permanente Medical Care Program; Robert Krim, Personnel Department, City of Boston; Gerald Ledford, University of Southern California; John W. Lewis, III, Boston College; Craig Lundberg, Cornell University; Barry Macy, Texas Tech University; Fred Massarik, UCLA; Christopher Meek, Brigham Young University; Michael Moch, Michigan State University; Sandra Morgan, University of Hartford; Luke Novelli, University of North Carolina--Greensboro; Larry Pate, University of Southern California; Alan Randolph, University of Baltimore; Thomas Rose, Reebok International; Marshall Sashkin, U.S. Department of Education; Virginia Schein, Gettysburg College; Abraham B. Shani, California Polytechnic State University; Ronald Sims, College of William and Mary; Kenwyn K. Smith, University of Pennsylvania; Robert Steele, Air Force Institute of Technology; William Torbert, Boston College; Gordon Walter, University of British Columbia; Donald Warrick, University of Colorado at Colorado Springs; Rita Weathersby, University of New Hampshire; and Richard Woodman, Texas A & M University.

COLLECTIVE EXPERIENCE AND THEORIES OF CHANGE

by Eric H. Neilsen

Division Chair

The task of putting different types of change theories into perspective is becoming increasingly important as we move toward a global economy in the world of work and toward a global village in our communication technologies. What is needed are meta-theories that allow us not only to relate different theoretical traditions from a cognitive perspective but also that enable us to appreciate the passions and interests that have fostered different lines of theoretical development. This note attempts to do this by combining three ideas: 1) Alvin Gouldner's hypothesis about why theories become popular, 2) the "Awareness Cycle," as used by the faculty at the Gestalt Institute of Cleveland and 3) Burrell and Morgan's taxonomy of types of social theory.

In one of those dull books full of great ideas, Gouldner (*The Coming Crisis of Western Sociology*, 1974), argued that social theories become popular not because they reveal new levels of prediction and control over human behavior but because they resonate with prevailing patterns of collective sentiment in ways that either provide psychological closure on important existential issues and/or make "the implicitly permissible into the explicitly permissible." For example, theories of mid-life crises or midlife transitions became popular just around the time when divorce rates were rising and a lot of traditional middle class people were discovering unhappiness in mid-career. Such theories made those experiences "normal", more explicitly permissible, and provided a language for talking about them in legitimate ways. Larry Greiner's HBR article, "Evolution and Revolution as Organization's Grow," was a smash hit among MBA students in the early seventies despite its lack of an extensive empirical base. One might argue that this happened because the theory he espoused allowed naive entrants into management life to order and makes sense out of the plethora of organizational forms that were being written about and touted simultaneously, and it did so in ways that were consistent with the prevailing ethos of progress and continuous organizational growth. Conversely, traditional theories of career development and the patterns of conformity required to succeed in the Eisenhower era became unpopular among the college population of the 1960's possibly because of the latter's experience of hypocrisy in and discontinuity with the ruling generation.

This suggests that in order to know what kinds of theories a particular audience will be attracted to, one needs to know the salient qualities of their collective experience, and in particular, to identify the patterns of tension therein. Specifically, what is it that remains implicitly impermissible to discuss or take seriously because of their experience or the lack thereof, and alternatively, what is now becoming implicitly permissible and that is ready to be made explicitly permissible?

For example, one might argue that it would be difficult to get a group of newly promoted lower-to-middle level managers to take seriously the notion that as managers they are organization creators capable of assessing their organization's opportunities, redefining its strategy, and sharing their findings with their president as fellow collaborators in an interpretive enterprise. To do so might defy the assumption that they were not yet wise enough to do the job well or senior enough to be taken seriously. Alternatively, they might get excited with current theories about how to acquire and use various forms of non-position based power and to use these ideas in efforts to get themselves noticed and valued by more senior managers capable of promoting them, because in their experience this indeed was a permissible agenda for them to address.

Thinking along these lines raises the question of whether there is a pattern to varieties of collective experience, a pattern that can be used as an heuristic for envisioning different kinds of permissible theory building. Joseph Zinker, a Gestalt therapist, employs what he and his colleagues call the "awareness cycle" to order the varieties of psychological defenses that people develop. See Figure 1.

Figure 1.

The underlying notion is that all human behavior involves movement through the awareness cycle. I sense an itch (SENSATION), become aware that a bug is sitting on my arm at the point where I itch (AWARENESS), tense my body in preparation to hit the bug (MOBILIZATION), move my other hand toward the bug (ACTION), squash the bug (CONTACT), the itching stops (CLOSURE), I withdraw my hand and my attention (WITHDRAWAL). When one applies the cycle to psychological issues, particular defenses can be seen as breaks in the awareness cycle. For example, the blocking of sensation from awareness represents repression (not allowing awareness to emerge from sensory data). The blocking of awareness from mobilization represents introjection (swallowing other's injunctions about right and wrong to the point of being unable to locate one's own energy). Separating mobilization from action leads to retroreflection (doing to oneself what one should be doing to the environment), and so on. (Zinker, p. 98) Mental health from this perspective involves reestablishing the connections among the phases of the cycle so that the individual can organize his/her life in a comfortable and ordered manner with a minimum of unfinished business staying in one's head due to uncompleted cycles.

Application of the cycle to collective, as opposed to individual, experience invites a search for categories of theory that fit particular disjunctures in collective experience and whose logic provides a bridge across them, a way of making the collectivity whole again. Burrell and Morgan's taxonomy (Sociological Paradigms and Organizational Analysis, 1979) looks promising. See figure 2.

Figure 2:

Suppose that each of the four paradigms has become popular, maintaining a continuously enhancing a place in social theory, because it resonates with the collective experience of groups of people suffering from a different kind of break in their collective awareness cycle. See Figure 3.

Figure 3:.

Radical Humanism characterizes all language and theory as ideology that is used as a tool of domination by groups

in power to subjugate groups below them. This school of thought tends to call for the throwing off of language by oppressed groups whenever it is alien to or denigrates their actual experience. Think for example of the development of gender neutral language in response to the feminist movement. It thus can be seen as a body of theory that resonates with the collective experience of a break, a disjuncture, between sensation (experience) and awareness (the language used to describe experience). In other words, one might hypothesize that any group which feels that the language and concepts it is using is alien to their experience or that detracts from their fundamental self-worth will be attracted to radical muanist types of theorizing.

Radical structuralism characterizes society as fraught with internal contradictions and conflicts that are beyond individual control. Following Marx, authentic class antagonism will eventually develop (bridging awareness and mobilization) and the revolution will come (bridging mobilization and action) despite the fact that the working class is currently being oppressed and the individual worker can do little about it. That would appear to be an attractive body of theory for people who think that only some of their colleagues are fully aware of their shared oppression and that there is no feasible strategy in the near future for rebelling successfully. It is satisfying to know that something ultimately is going to happen in one's behalf despite one's feeling of paralysis. Other parts of Marxist theory are more functionalist in actually outlining a strategy for rebellion and in predicting its outcome.

Functionalism characterizes society as a system with multiple parts that are in a continuous state of interdependence. The purpose of functionalist inquiry is to discover the laws of social behavior in order to predict and control it more effectively in the service of individual and collective ends. This is the language and theory of modern management. One might argue that it resonates excellently with groups of individuals who have the basic tools to succeed but want to know how to use them more effectively and to hit the bull's eye more often. Thus it is responsive to the collective experience of breaks between mobilization and action (getting into the right business with the right resources) and between action and contact (actually succeeding or succeeding more often).

Interpretive theory characterizes society as created by individuals through their interaction with each other and through their continuous construction and reconstruction of language, theory, and concepts to make their past and emerging actions meaningful. Think of Weick's story about the baseball umpire who says, "They ain't nothing until I calls 'em." Interpretive theory might be seen as resonating with the collective experiences of people who have already succeeded and who are searching for further meaning in what they have done in order to let go of it. In other

words, they have succeeded in making contact but have yet to gain a satisfactory sense of closure. This would appear to fit the "culture management" advocates, most of whom write about or lead successful companies and are attempting to explain their successes more fully. (Peters and Waterman IV, V, VI...)

I suspect that the last two potential collective breaks not covered by Burrell and Morgan are likely to resonate generally with religion, since they would appear to deal with death (closure -- withdrawal) and birth (withdrawal - sensation). Alternatively, the mythologies surrounding heroes journeys and transformative technologies might be promising prospects.

The Theory In Use

We began this discussion by pointing to Gouldner's hypothesis that the popularity of a social theory derives from its capacity to bring important kinds of psychological closure to its audience and in some valuable way to make the implicitly permissible into the explicitly permissible. As a matter of internal consistency this should also be true of the theory just presented. Some anecdotal data suggests that this indeed is the case.

At a recent conference involving OD specialists from Brazil and the U.S., and put on by my CWRU colleague Donald Wolfe and our Brazilian colleague Antonia Periera, there was a general consensus among the conferees that our presentation of the scheme (with my speaking English and Antonio translating simultaneously into Portuguese) generated a sense of connectedness between our respective regulative (U.S.) and radical (Brazilian) backgrounds. While these differing theoretical perspectives had been acknowledged since the first day of the conference and this was now the third, discussion of the scheme affirmed the contrasting human experiences that had lead us to theorize about our worlds in these different ways and allowed us openly to acknowledge on an emotional level both perspectives as valid and valuable. This in turn led to some very thoughtful dialogue on the challenges of speaking across perspectives. We arrived at no new answers but we did experience a sense of harmony and mutual respect that made the dialogue comfortable and increased our commitment to continue working together. This would appear to be both a valid function and an honorable use in the pursuit of change for a meta-theory of this kind.

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(Editor: Page 3 if possible)

NEWS ABOUT MEMBERS

Cary L. Cooper, Professor at the Manchester School of Management at the University of Manchester Institute of Science and Technology, has been elected again as the President of the British Academy of Management.

Dorothy Lipp Harris, Ph.D. has been transferred into administration at the School of Human Behavior from the School of Business & Management at United States International University.

J. Alan Ofner, of Manhasset, has received the 1988 award for The Outstanding Human Resources Professional by the New York Metropolitan Chapter of the American Society for Personnel Administration.

BOOKS BY MEMBERS

Buono, Anthony F. & Bowditch, James L. (1989). The human side of mergers and acquisitions: Managing collisions between people, cultures, and organizations. San Francisco: Jossey-Bass.

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French, Wendell L., Bell, Cecil H. Jr., & Zawacki, Robert A. (1989). Organization development: Theory, practice, and research. Third Edition: Dallas: Business Publications, Inc.

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Kiggundu, Moses N. (1989). Managing organizations in developing countries: An operational and strategic approach. West Hartford, CT: Kumarian Press.

McGoldrick, Ann & Cooper, Cary L. (1989). Early retirement. Gower Press.

Nord, Walter R. & Tucker, Sharon. (1988). Implementing routine and radical innovation. Lexington, MA: Lexington.

Shipper, Frank & Jennings, Marianne M. (1989). Avoiding and Surviving Lawsuits: The Executive Guide to Strategic Legal Planning. San Francisco: Jossey-Bass.

ARTICLES BY MEMBERS

Harris, Dorothy & Harris, Philip. (1988). Tomorrow's super executive. Executive Development, 1.

Harris, Philip R. & Harris, Dorothy. (1988). Decision making for a new work culture. Management Decision, 26(5).

Overholt, Miles H. & Altier, William J., Participative-process consulting: The hard and soft of it. (1988). Journal of Management Consulting, 4(3), 13-23.

Shipper, F. (1988). An examination of the relationships among mastery and frequency of managerial behaviors and unit morale and performance. *Productivity Management Frontiers*-II.

RESEARCH CORNER

All professional fields have a core of foundational literature which contains basic conceptual and theoretical knowledge systemic to the field. Organization Development has such a core of literature which up to this point remains unidentified.

Over a year ago a study was undertaken to identify a generally accepted core of OD literature. The study employed three steps in a Delphi process which involved 25 recognized leaders in OD. The first step requested nominations of OD books, articles and authors. The second step evaluated the value/importance of the entries submitted in Step 1. Step 3 involved a classification and qualifying process which sorted eligible entries into three categories: Classic literature, Conceptual/Theoretical literature and Skills/Techniques literature.

The last step in this study is designed to select the entries which a representative body of OD professionals feel should be included in the Core Literature. In order to do this we need 150-200 OD volunteers who are willing to take 15-20 minutes to complete a survey. If you are interested in participating in this final step please contact: Glenn H. Varney, Department of Management, College of Business Administration, Bowling Green State University, Bowling Green, Ohio 43403, (419) 372-2210.

THE 1989 ORGANIZATIONAL BEHAVIOR TEACHING CONFERENCE

The 1989 Organizational Behavior Teaching Conference will be held at the University of Missouri-Columbia from May 30-June 2, 1989. The program will include approximately 80 presentations, 30-40 catalyst sessions, and seven "Vanguard Sessions" (sessions about recent books at the forefront of management scholarship conducted by their authors). The workshop conducted by the Academy's International Programs Committee will be presented in conjunction with the conference on June 3. Registration for OBTC'89 is limited to 300 participants. For more information, please contact the conference coordinator: Allen Bluedorn, OBTC Conference Coordinator, 225

CALL FOR PAPERS

Richard D. Irwin & The Minerva Institute offer \$1,000 and a plaque for the Outstanding Paper or Dissertation related to the management of Occupational Safety and Health. The recipient of this award will receive a cheque and a plaque during the business meeting of the Personnel/Human Resources' Business Meeting Tuesday, 5-6 p.m., August 15, 1989.

Submission Rules

To be considered, your submission MUST adhere to the following rules:

1. Papers must be no more than 21 pages total including title page, abstract page, references and format should follow the Style Guide for the Academy of Management Journal (pp. 241-246 in the March, 1985 issue).
2. Submissions should be entirely original and must not be under concurrent consideration or scheduled for presentation elsewhere.
3. The Minerva Education Institute (TMEI) follows blind review procedures. Please word your paper so that only the title page reveals author names and affiliations. The title page should also show complete addresses and phone numbers of all authors.
4. A separate abstract page for each paper should report the title and an abstract no longer than 50 words, but should not report authors' names.
5. Submissions must appear in letter- quality elite type and be double- spaced on 8.5" x 11" paper. Use margins of one inch on every side. Maximum page lengths specified in #1 above are based on elite (12 characters per inch) type.
6. Four copies of the submission plus one additional copy of the abstract page must be submitted.

7. Submissions should be sent directly to Dr. Charles F. Walters, Executive Director, The Minerva Education Institute, College of Business Administration, Room 308, Xavier University, Cincinnati, Ohio 45207.

8. All Submissions must be accompanied by a self-addressed post card and a self-addressed legal size envelope and must be stamped and received by June 15, 1989.

9. Submissions will be judged for appropriateness to the topic as well as for quality.

10. THE DEADLINE FOR RECEIPT OF ALL SUBMISSIONS IS JULY 1, 1989. Papers presented at the Academy of Management meetings in Washington will be given priority in case of a tie but such presentation is not a prerequisite. The paper will be published in TMEI's Occasional Paper Series.

THE ACADEMY OF MANAGEMENT, SOUTHWEST DIVISION SEEKS YOUR PARTICIPATION

The 1989-90 officers of the Southwest Academy of Management offers new responsiveness to our members. We will publish a telephone directory, a Newsletter and will offer networking activities for our members from smaller schools as well as our international and minority members. We may offer "how to" or "retooling" sessions on research methods and other topics of interest to you. We want to hear from you.

For more information, please call or write: Donna E. Ledgerwood, Ph.D., Second Vice President (Membership), Academy of Management, Southwest Division, College of Business Administration, The University of North Texas, Denton, TX 76203, T-TH 817/565-3157 (from 11a.m. - 2 p.m.) or 214/306-2345 (all other times).

The next Southwest Academy (SWFAD) meetings will be held March 7 - 10, 1990 at the Hyatt Regency Hotel in Dallas, Texas.

CAREERS DIVISION SUBCOMMITTEE ON CULTURAL DIVERSITY

Last summer at the Academy meetings the Career Division established a subcommittee on Cultural Diversity. Its purpose is to propose and implement strategies for increasing the activity level in the Academy that addresses the general topic of cultural diversity and especially research on racial and ethnic diversity.

Thus far the subcommittee has had discussions with journal editors to heighten their awareness of the importance of having editorial review board members who are qualified to judge submissions that involve studies of racial issues; a number of symposia proposals that directly pertain to racial and cultural diversity have been submitted for program consideration; and they have begun to prepare a list of scholars who are working on these issues who might serve as reviewers for the journals, or who would benefit from knowing of each other and getting together at future meetings.

If you are doing research on related issues and/or would like to be included on an emerging list of scholars working in this area please contact Kathy Kram (Boston University School of Management, 621 Commonwealth Avenue, Boston, MA 02215. (617) 353-4269) or Taylor Cox (University of Michigan School of Business Administration, Ann Arbor, MI 48109-1234. (313) 764-6120).

CALL FOR PRESENTATIONS

9th O.D. World Congress, August 16-20, 1989, Saalbach, Austria

You are invited to make a presentation at the 9th O.D. World Congress being held August 16-20, 1989 at Saalbach in the Austrian Alps. We will fly from New York City to Munich, Germany on Monday night August 14th, take the train from Munich through The Alps to Zell am See (which is near a glacier and the largest system of ice caves in the world), and then a bus to Saalbach.

Early registration (before April 15th) is US\$210 and just US\$160 if you are a member of The O.D. Institute. Round trip airfare from New York to Munich is US\$796 + \$13 tax. The train from Munich to Zell am See is \$60 round trip. A room and three meals at Alpenhotel Saalbach will be about US\$75/person/day.

Please make checks payable to the O.D. Institute on a bank with a branch in the U.S. (so we can avoid the US\$20 bank service charge) and mail to arrive before 4/15/89 at: The O.D. Institute, 11234 Walnut Ridge Road, Chesterland, Ohio 44026 USA. Phone (216) 461-4333.

THE MINERVA EDUCATION INSTITUTE PUBLISHES THE OCCASIONAL PAPER SERIES

The Minerva Education Institute (TMEI) has selected its first research article for its Occasional Paper Series. This paper was authored by Earl D. Heath, Ph.D., C.S.P., and is entitled "Occupational and Environmental Mishaps: High Among Management's Self-Inflicted Wounds!"

This paper combines research and real world occurrences to explain how occupational and environmental mishaps adversely affect both the organization as well as managerial and nonmanagerial employees. Dr. Heath also prescribes what executives and managers should be doing to keep their functional responsibilities from getting out of control.

The Occasional Paper Series is "must reading" for Business Policy classes, Principles of Management, P/HRM and other courses. While the articles will be reviewed blind, when selected for publication these works will not be copyrighted and may be reproduced for classroom use. These papers will then be made available to executives and managers in industry, government and academia. A Call For Papers appears on page _____ of this Newsletter.

Manuscripts should focus on methods by which managers can be motivated to become more involved and committed to supporting the occupational and environmental health efforts of their organizations. To submit your manuscript or to secure copies of past manuscripts, please contact: Dr. Charles F. Walters, Director, The Minerva Education Institute (TMEI), College of Business Administration, Xavier University, Cincinnati, OH 45207, 1-800/344-4698 X3057 or 513/745-3057.

TRANSORGANIZATIONAL DEVELOPMENT

by Thomas G. Cummings

Faced with increasingly complex tasks, uncertain environments, and scarce resources, a growing number of organizations are seeking ways to respond to these conditions. This is leading to a proliferation of organizing innovations aimed at making firms more competitive, efficient, and responsive to today's environment. Although much of this innovation is focused inward on the organization itself, increasing efforts are being made outward to teaming up with other organizations to share information and resource, to undertake complex tasks, and to benefit mutually from each other's competence. These cooperative strategies have produced a significant new form of organization that transcends the boundaries of single organizations. Called "transorganizational systems" (Tss), this

organizational form is comprised of diverse organizations that have joined together for a common purpose. TSs are a growing part of the contemporary organizational landscape and include "business alliances", "network organizations", and "consortia" aimed at carrying out joint research and development, transferring technology and gaining access to global markets, coordinating public services, and undertaking projects that are too complex and costly for single organizations to carry out.

The Need for Planned Change in Tss

While Tss are growing in popularity, they have encountered a number of severe organizing problems, particularly in the United States. Relatively strict anti-trust laws prohibit collaboration among organizations that results or harms competition, although government officials have recently loosened these restrictions if efficiency gains offset harm to competition. In addition to legal barriers, organizations may resist creating TSs because they fear loss of autonomy and control. U.S. firms, for example, place a strong emphasis on individual achievement, and consequently tend to act like "rugged individualists" when faced with environmental turbulence. Rather than collaborate with other organizations, they seek to protect their autonomy while outmaneuvering one another to gain competitive advantage. Moreover, key executives may not perceive the need to collaborate with other organizations. They may be unaware of appropriate partners or feel that the costs of forming TSs outweigh the benefits. Even if organizations desire to link with others, they may not have the knowledge, skills, and expertise needed to create and manage TSs which involve nonhierarchical relationships crossing organizational boundaries, a magnitude of complexity even greater than matrix organizations.

Planned Change in TSs

Given these organizing problems, there is a small yet growing practice of planned change aimed at helping organizations create and develop effective TSs. Called "transorganizational development" (TD), this form of planned change is not simply an extension of OD, but constitutes a distinct level of practice commensurate with the dynamics emerging at this higher level of social system. In contrast to most organizations, TSs are relatively underbounded or underorganized. Generally, linkages among member organizations are loosely coupled or indirect; leadership and power are dispersed among autonomous organizations rather than hierarchically centralized; and commitment to collaboration is sporadic as membership ebbs and flows. These typical features of TSs make it extremely difficult to

identify relevant member organizations, to motivate them to form a TS, and to organize their joint behaviors for effective outcomes.

Transorganizational development is intended to mobilize and bring order to TSs. It involves a series of developmental stages and corresponding interventions aimed at identifying potential member organizations, convening them to start the linkage process, and organizing their joint efforts for effective collaboration. These stages contrast sharply with those of OD--entry, diagnosis, intervention, and evaluation. OD has traditionally been applied to overorganized systems having problems with being too rigid and tightly coupled, and consequently OD tends to be concerned with penetrating such systems and making them more flexible and open. TD is concerned with almost the opposite issue, with creating a system and providing it with sufficient organization to become functionally operational.

Stages of TD Practice

TD practice generally proceeds along the following three stages:

1. Identifying potential member organizations. This first phase of TD involves identifying potential member organizations who might be amendable to forming a TS. This generally involves considerable environmental scanning and networking among organizations to discover possible partners and to gain information about them. TD practitioners frequently assist the identification process by helping potential members set criteria for membership and identify stakeholders having a possible interest in forming a TS. For example, practitioners might help a small cadre of organizations form a steering committee which in turn can identify potential members. They might take a more activist role and assure that key organizations are not left out of the membership pool. They might serve as brokers introducing potential partners to each other.

2. Convening member organizations. Once potential member organizations have been identified, they need to be brought together to assess whether creating a TS is feasible and desirable. This convening function involves considerable face-to-face interaction so that members can arrive at a shared purpose for the TS and motivate joint efforts to achieve it. Because members are likely to have diverse motives and interests, weak if nonexistent linkages among themselves, and limited methods for resolving conflicts, TD practitioners often take an active role in

convening members and helping them share perceptions and explore motives to join together. For example, practitioners have employed "search conferences" where potential members can come together in a highly participative and interactive format to share perceptions of TS purposes and to negotiate inducements/contributions bargains assuring that they will receive equitable benefits from collaborative efforts. These kinds of interventions help members arrive at a sufficiently agreed upon view of reality to permit joint action.

3. Organizing the TS. Once members have identified a common purpose and gained sufficient motivation to create a TS, they need to design structures and mechanisms for regulating their collaborative efforts. This includes devising appropriate performance strategies, functional roles, and coordination mechanisms. TD practitioners typically facilitate this organizing process by providing necessary direction and expertise. They help members assess the kinds of interaction and information sharing needed to achieve joint purposes. They facilitate decisions about what functions members will perform and how they will structure their interactions. Practitioners help members establish leadership functions for promoting exchanges, adjudicating disputes, mobilizing resources, making joint decisions, and relating the TS to its environment. In some cases, practitioners may temporarily take on this leadership role, especially during the early stages of TS development when members may not have the skills or legitimacy to take on the leadership function.

Roles and Skills of TD Practitioners

Transorganizational development is a relatively new application of planned change, and practitioners are still exploring appropriate roles and skills. They are discovering the complexities of working with underorganized systems comprising multiple organizations. Because TSs tend to be underorganized, practitioners need to play a more activist role than is traditionally performed in OD. They must provide a good deal of leadership and direction to help bring structure to a group of autonomous organizations that may not see the need to join together or know how to form a TS. Because TSs are composed of multiple organizations, practitioners need to maintain a neutral role, treating all members alike. They need to be seen as working on behalf of the total TS and not aligned with particular members or subgroups.

Given these role demands, the skills needed to practice TD include both political and networking abilities. Practitioners need political savvy in order to understand and help resolve the conflicts of interest and value dilemmas

inherent in systems composed of multiple organizations, each seeking self interests while jointly interacting. Political skills can help practitioners manage their own roles and values in respect to these power dynamics and avoid being coopted by powerful stakeholders. Practitioners need networking skills so they can span the boundaries of diverse organizations, link them together, and facilitate exchanges among them. They must be able to help manage lateral relations among organizations in the relative absence of hierarchical control.

Conclusion

Transorganizational systems are likely to proliferate in the contemporary environment characterized by turbulence, resource scarcity, and global competition. Because they can be expected to encounter severe organizing problems, the need for TD should grow enormously in the coming years. The challenge to those in the profession of planned change is to gain the knowledge, skills, and experience to help organizations create and develop effective partnerships with each other.

References

This article is based on the following work:

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