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SAN DIEGO ODC PROGRAM LARGEST EVER

by Kenneth L. Murrell

With total submissions of papers and symposia only three short of 100, the 1998 program will be the largest in recorded history. For comparison, five years ago in Atlanta, we offered a total of six symposia and 15 papers. For this year's program, we have been granted 30 papers, 19 symposia, an interactive paper, and even a play to be staged for this year's special theme. For your convenience, the majority of our programs will occur in the Westin Hotel. However, keep a sharp eye on the room schedule since most of our symposia are co-sponsored and thus will require some travel between conference sites. This year's location offers us a beautiful convention center, with much enjoyment close at hand, particularly if you are into sailing, eating or both.

This year's conference will also be a most eclectic gathering. Following the "What Really Matters" theme, it promises something for everyone. We also can expect great things from our fellow divisions. We will be jointly sponsoring programs with a total of 12 other divisions and one special interest group. This year we have an offer from the Organizations and Natural Environment group, to share their special space they have set aside for dialogue, on how we can all help use our collective wisdom to preserve and protect our natural environment.

There will be a total of six paper sessions, with three to five papers in each session. Starting right off, Monday morning with our three prize winning papers, and a chance to hear and discuss what really matters in our discipline

as seen from a variety of viewpoints. This will be brought to us by; Quy Huy from McGill, Jeff Ford from Ohio State and George Roth from MIT, and livened up with a few wise words from some notable elders in our profession, namely, Dr.'s Lundberg and Cummings. The following paper sessions have been assembled to offer even more as they are scheduled later on Monday. They have been given a loose general title to reflect the several papers and their many focii. First will be, "Shared Stories, Sensemaking and Change: A Multidisciplinary Conversation", and later that day, scheduled in the afternoon, a session entitled "Intimacy, Control and Asking Teams What Matters." Tuesday has a full schedule, beginning with the first paper session, "Transformation, Tradition and the Issues of Justice", followed by "Radical Change (Revolution), Strategic Renewal and Landmarks of Change." Following Tuesdays' final paper session, will be an invited address from Jerry Porras of Stanford University. This promises to be quite a stimulating event. Following our once a year, short business meeting, there will be an open and very long celebration of our members, in the form of a social (party) hour or hours depending on your endurance level..

Wednesday will begin with an excellent set of five papers, on the subject of: "Grounding Theory: Ordinal and Impactful Change, Looking to Cases Around the World", which are very significant papers that have managed to survive a brutal review process. With nearly two out of three papers being rejected, this competitive pressure assures us of the best work, and is well worth attending, even after a busy couple days and a little post celebration fatigue. There will be three special interest track papers and one interactive paper to be presented this year, so please carefully review the program for times and places of all ODC activities.

For our symposium series, we have some wonderful choices and a chance to engage with many others, in what we expect to be highly interactive sessions. Our two special ODC symposias, reflect both new and old voices in the field. They also reflect contemporary and cutting edge issues. Monday we will sponsor, "Complexity, Change and Entrepreneurship", with Janice Black chairing. Presenters will be; Frances Hauge, David Boje and Grace Ann Rosile, with a total of three extra discussants/facilitators to help bring the audience into the discussion. Tuesdays' presentation will be , "What Matters Most: A Spiritual 'Re-vision' of Organization and Leadership", chaired by Andre Delbecq with Kathleen Kane, James McGee, Robert Silbers, Judith White and two additional ODC discussants, who will help bring in the audience and stimulate the discussion. We are introducing a new role, outside discussants, into the symposia when we can to help link our specially sponsored programs to our wider membership of ODC.

As with all of our events, we are continually stressing participant involvement and taking charge of the physical

space, to help meet the goals of all of our highly interactive sessions. In this, we are seeking the help of all those in attendance, to help nurture and support a most stimulating and involving session. The best sessions will be those that serve as catalysts to new thinking and never essentially end - they will just continue on in the hallways and help to build future collaborative relationships.

The jointly sponsored symposia are going to be held all over the conference, as they have been arranged by the coordinating bodies of the academy. Roughly in order of appearance they are as follows: Theology and Business: An Imperative for Collaboration, Creating a Transformational Science-Creating: Dissertations that Both Inform and Transform, Early Liberatory Impulses in the American Workplace: A Historical Examination of Empowerment, Wanted: Effective Global Managers: Three Corporate Perspectives on Growing and Developing Global Managers, Capitalist Pigs: A Staged Reading of a Play as an Attempt at Aesthetic Theorizing, Europe 2000: The Impact of Traditions and Environmental Changes on Business Practice, The Transformation of Health Care Systems: Emergent Organizational Forms & Processes, Friendship in Organizations: How and Why It Matters, Organizational Storytelling II: Narrative and the Case of a High-Tech Organizational Consultation, Educational and Organizational Change Through Distance Learning: DELIVERING What Matters Most for the U.S. Postal Service and Benedictine University, Opening the Black Box of Organizational Demography: Current Research Advances, How Much Diversity Can a Team Take? A Cognitive Approach, Appreciative Inquiry: Capturing What Matters Most--A Review & Assessment, Organizing as if Creativity Really Mattered, Tapping the Artist In Us All: The Aesthetic and Poetic in Organizational Research, Organizational Innovation: Is Our Understanding of Innovation Progressing? Is It Contributing to Practice? What Matters Most In Transformation: Economic and Spiritual Arguments for Individual, Organizational and Societal Change.

All of these events will be worth attending and each promises a stimulating chance for thought and conversation on the theme of what matters most and where does the field of OD go from here.

With very special thanks and appreciation it is important to recognize those large number of reviewers who have given so much time and effort to assure us of a quality program. We truly could not have done it without you, so thanks for the service, that in many cases went well beyond the normal call to serve. Thanks to Gopal Pati, Robert Steel, Catherine Hajnal, M.Y. Lacey, James Bowditch, Gretchen Spreitzer, Don Bowen, Peter Diplock, Susan Cohen, Evelyn Dravecky, Lena Neal, Amy Edmondson, Peter Robertson, Lisa Cheraskin, Frances Viggiani, Marc

Porter, Ananda Mukherji, Mary Tucker, Kira Reed, Gayle Baugh, L.H. Spence, Frank Barrett, Kurt Motamedi, Tom Head, Ron Purser, Peter Sorenson, Caren Siehl, Thersa Yeager, Ella Bell, Robin Ely, Steve Cady, Rami Shani, Rupe Chaisholm, Glen Bradley, Terry Armstrong, Cleff Cheng, Ronald Sims, Jane Seiling, Dan Swyantek, Harry Macy, Newton Margulies, Mary Hazen, Craig Lundberg, Peter Reason, Joanne Preston, Anne Davis, Barbara Davidson, Glenn Varney, Janine Waclawski, Bill Verdi, Bob Golembiewski, Elena Antonacopoulou, John Austin, Ken Weidner, John Drexler, Tony Buono, Bill Torbert, Tom Cummings, Lee Robbins, Andrea Goeglein, Dick Woodman, Gary McMahan, Michael McCuddy, Bobbie Turniansky, and Bruce Hanson.

Since it can only happen with your help, please, if you are interested, volunteer to be among our honored reviewers for next year. With a growing division we truly need your help. Don't hesitate to speak with any of the board members for information on volunteering your services. We need you to be engaged, active and aware, to help shape our field! We are all looking forward to San Diego and reconnecting with our ODC community, so come share the fun, the learning and the chance to bring new life and your spirit of inquiry to our discipline.

LEADERSHIP: DESIGNING THE FUTURE

by Caren Siehl

There are many reasons why an individual would choose to become part of the governance structure of the ODC Division. We have the opportunity to influence the Academy of Management program and thus, both the content and the types of conversation that are likely to take place when we gather together for our annual meeting. We also have the opportunity to influence creative and innovative ways of bringing our members together through ODC sponsored conferences and discussions. In addition, there is the opportunity to "give something back" in the sense of helping our organization to continue to work together and hopefully, learn together.

One of the unexpected pleasures occurs as I near the end of my service as ODC Division Chairperson. The person in this role is asked to contribute a short article to our newsletter on any topic that is of interest to him/her and which is likely to be of interest to our members. What a rare and wonderful opportunity! As I reflected upon the focus for an article, my thoughts kept returning to the area of leadership. This is an area of particular importance to me because it is the area where my teaching, research, and work with practicing managers intersects most clearly. I have been teaching a course entitled "Global Leadership" to Thunderbird masters degree students for the past six years. I

consult regularly with a variety of companies on leadership issues. And, my current research is focused on questions of leadership as we head into the 21st century.

The purpose of this article is to share with you the methodology that Julie Garel, my co-researcher, and I are using as we explore a number of leadership issues. The choice of methodology was driven by fundamental changes that are occurring in the way we live and work and hence, in our organizations.

The features of this new world were succinctly captured in a recent article about Time magazine's 1997 Man of the Year, Andy Grove of Intel:

It's global, It's networked, It's based on information, It decentralizes power, It's focused, It rewards openness.

What does, and will, leadership mean in this world? How can we study leadership issues with this world view as a conceptual framework?

We decided to create one of the first global studies of leadership to take place over the Worldwide Web. We designed a WebPage that would allow anyone to participate in the study. This research promised to be speedy, thoughtful and perhaps unlike any research project that the participant may have been involved with in the past.

The project is unique in many respects. We offered total freedom. Participants could complete the questions at their convenience any time before April 30, 1998. They simply then emailed their thoughts to us. No restrictions were placed on responses. Our questions were meant to inspire original, considered responses with each participant approaching the subject of leadership from her/his own unique vantage-point. We offered the opportunity to become an integral part of a future published work. We offered that if the participant wished to follow the course of the manuscript, we would be glad to electronically forward a draft of relevant sections for further comments. We suggested that the participant could take their involvement as far as he/she wished in terms of reflecting and sharing their reflections as the research developed. Finally, we encouraged participants to recommend this website to a colleague or friend who might also be interested in leadership issues.

After inviting people to participate, we encouraged participants to approach the research questions in any way that they wished - using prose, writing a story, sending quotes, even drawing a picture. We encouraged creativity in

terms of giving detailed examples of real people, creating fictitious characters, and/or thinking theoretically. Finally, we urged respondents to have fun and learn from this experience.

As we designed this study, we were interested in three groupings of respondents: individuals with significant international experience, individuals with significant high-technology experience, and generation-Xers. After the Webpage had been accessible for several days, we heard from a number of people who didn't fit any of our three categories, but who were interested in participating. We then created a fourth grouping, individuals who are interested in leadership.

After selecting one of the four groupings, the Webpage took the respondent to a set of screens. The first screen asked respondents a common set of demographic questions. The next two screens asked questions that were tailored to the grouping. For example, if a respondent selected the "international experience" grouping, he/she was asked questions including:

1. What are the current criteria of business success in your country? Why?
2. Who are some of your country's important business leaders? What is it about these business leaders that differentiates them from other business people?
3. What business practices would you most like to see exported from your country? Why?
4. Paint a picture of a future business leader in your country. What skills will this leader need to address the future business environment of your country?

Individuals who selected the high-technology" grouping responded to questions such as:

1. Talk about the current gap between information users and top management. What has been the trend in that gap? Where do you see it going?
2. What can mainstream business leaders learn from high-technology firms?

3. Do you think future business leaders will be substantively different types of people 10-20 years from now? How and why?

Generation Xers were asked questions including:

1. Name some of today's business leaders who are worthy of respect. Why?
2. Name some of today's business leaders who are worthy of criticism. Why?
3. Describe the next generation of business leaders. Who will they be? Where will they come from?

After responding to a set of questions, respondents clicked on a button which returned them to the home page. At this point, they could select the option to email their responses and thoughts including whether they wanted to receive future drafts of the research.

To date, we have received over 200 responses from through-out the world! The responses are thought-provoking and quite diverse. We are just beginning the process of content analyzing the responses. But, even a preliminary read-through of the material has convinced us that using a Webpage to reach people can be quite effective and provocative in today's networked world. We plan to learn from this experience and to build the learning into the drafts of the research report.

As our world changes, I believe that it will be important to study issues using conceptual frameworks and technologies which are representative of such a world. This study is one such attempt. The next step will be to articulate what we have learned relative to the question of what leadership will mean in this world.

A COLLABORATIVE EFFORT ON MENTORING

by Lisa Cheraskin

In January 1998 Eli Lilly and Company, a research-based pharmaceutical company headquartered in Indianapolis, Indiana, launched a formal executive mentoring pilot. The design was a collaborative effort involving multiple parties: a grass roots organization called the Women's Network; the executive development group; Kathy Kram, an

associate professor of Organizational Behavior at Boston University; David Thomas, an associate professor of Organizational Behavior at the Harvard Business School; a volunteer advisory group, and the senior management of the firm. This collaborative approach allowed us to blend learnings from research and best practice studies with our goals and environment.

The Players

The Women's Network is a grass roots organization that focuses on the career advancement needs of Lilly women at the doctorate and managerial levels. Key initiatives for the Women's Network are the establishment of executive mentoring opportunities, education on gender-based differences in communication skills, and globalization of the Women's Network. The Executive Development Group reports through the Human Resources function and focuses on the development of senior executives and individuals identified through the succession planning process as having potential to the senior executive level.

The Women's Network and the Executive Development Group independently identified mentoring as a priority. The Women's Network was interested in mentoring opportunities for women. Executive Development was interested in mentoring as a means of achieving its mission to define and build the core, strategic, and technical competencies of Lilly senior executives (current and future) and to enhance and accelerate the natural learning process of senior executives at Lilly.

One of the volunteer leaders of the Women's Network played a key role in moving the mentoring initiative forward. She conducted a literature review, benchmarked mentoring practices at other companies, wrote a document describing the business case for mentoring, and, once the collaboration was established with Executive Development, convened a Mentoring Advisory Council. The Mentoring Advisory Council, made up of men and women from various levels of management in line and HR positions, served as a sounding board for the design of the mentoring initiative and as a link to members of senior management. As a group, the Mentoring Advisory Council reviewed proposals on the design of the mentoring initiative; individual members of the Council discussed the design, in one-on-one meetings, with all members of senior management identified as mentors. The Executive Development Group provided funding, identified consultants to support the project, and assumed a leadership role.

The Program

The primary purpose of the mentoring pilot is to establish mentoring as a key business process in support of the corporation's focus on employee development. Expected outcomes include

- * facilitation of short and long term business performance by developing the executive talent pool, with an emphasis on minorities, females, and diversity;
- * strengthening of relational and learning skills of mentors and mentees;
- * development of effective role models for mentoring among senior executives;
- * further development of the competencies of mentees leading to an understanding of organizational culture, personal development, job satisfaction, and new career opportunities; and
- * the creation of expectations for mentoring throughout the organization and the identification of general principles from which a culture supportive of mentoring can be built.

For the pilot, mentors are assigned one mentee. This is not meant to imply that senior executives should only have one mentee; in fact, we hope that an outcome of the initiative is that executives increase the number of informal mentoring relationships they have. Given mixed results with previous informal attempts to initiate mentoring in various parts of Lilly, we decided to formalize the initiative and assign mentors and mentees. To ensure sufficient opportunity for the mentoring relationships to fully develop the pilot is designed for eighteen months and it is recommended that mentees and mentors talk one to two times per month. Many resource materials have been identified about mentoring practices and will be made available to participants as specific needs are identified in peer mentoring meetings, follow-up conversations with executive development, and/or at the request of a participant. The key resource for the participants was an orientation session that focused on understanding issues in starting and maintaining mentoring relationships

This orientation, a four hour session led by David Thomas and Kathy Kram, officially launched the mentoring pilot. Mentors and mentees attended the session together, spending some time in small groups with others in the same

role and most of the time in mixed groups. Three cases were discussed: the first addressed starting a mentoring relationship; the second dealt with a mentoring relationship that was three months along and not going well; and the third case raised issues about confidentiality and the triangle that exists among the boss, subordinate/mentee, and mentor. Kathy and David emphasized key learnings from the case discussions and reminded the participants that mentoring relationships are one form of a developmental relationship and the skills are transferable to other developmental relationships.

The pilot has twenty-eight matched pairs of mentors and mentees. The mentors are members of the planning committee (the most senior members of management) and the Research and Development policy committee. (Initially only planning committee members were identified to be mentors; however, the Research and Development leadership was so interested in mentoring that it asked to join the pilot.) Since our diversity objectives for mentees exceeded the representation of minorities and females in the succession planning talent pool, we decided not to limit mentee nominations to this list. Instead mentors were asked to nominate individuals seen as high potential and whose development would benefit from a mentoring relationship; to address our diversity goals, half of their nominations needed to be women or people of color. Background information on each of the candidates was reviewed in order to select mentees and make the most appropriate matches with mentors. To increase the probability of learning, one of the goals in matching mentors and mentees was to match people with someone from another part of the business. Of the 28 mentees, 17 (61%) are female, 11 (39%) are people of color, and 12 (43%) are outside Indianapolis.

The Progress

To date we only have anecdotal evidence about the mentoring relationships and the impact of this initiative on the organization. Some progress toward the goal of creating expectations of mentoring throughout the organization is already evident; for example, an affiliate and a functional area have asked for information about our pilot to aid in the design of mentoring efforts for their part of the business. It is still too early to assess progress on the goals that relate to building skills and competencies. There is evidence, however, that several of the relationships are off to a good start. A few mentees have mentioned their comfort with their assigned mentor and their curiosity about how we arrived at such a good match. The parties of one of the long distance mentoring relationships have talked weekly for half an hour and have already moved from sharing backgrounds to discussing substantive issues. One mentor is

sharing some of the conceptual work created in his area with his mentee, both to enrich her learnings and to get her feedback. Another mentor is taking his mentee with him to meetings. The formal plans for evaluating the pilot include structured interviews with mentors, mentees, and the supervisors of mentees; information gained from the peer mentoring sessions; and a questionnaire. These activities are scheduled for approximately six months into the pilot.

Factors contributing to the successful initiation of the mentoring pilot include its clear purpose, the compatibility of its goals with current organizational goals around diversity and people development, and the strong support from many groups, especially senior management and the Women's Network. It is our hope that these same factors will lead to a successful program at the end of eighteen months.

ACTION LEARNING, FRAGMENTATION AND THE INTERACTION OF SINGLE, DOUBLE AND TRIPLE LOOP CHANGE: A CASE OF GAY AND LESBIAN WORKPLACE ADVOCACY

by Erica Foldy, and W.E. Douglas Creed

1997 Best Practice-Related Paper

Action learning (AL), or the concept of single, double and triple loop learning (Argyris and Schon, 1978; Nielsen, 1993), is a very powerful tool for understanding change. Briefly, a single loop change happens within an actor's current framework, a double loop change actually transforms that framework, while a triple loop change addresses the framework of the actor's environment. Most applications of AL (e.g., Argyris, Putnam and Smith, 1985; Nielsen and Bartunek, 1996; Torbert, 1994) have shared a similar unitary approach, depicting a change process as comprised of a single method or level of AL, either single loop, double loop or triple loop.

The power of the AL framework, we believe, is diminished by this kind of global characterization. The interaction of single, double and triple loop methods of change, rather than their independence, should be the focus of analysis. We extend the use of AL as an analytic tool by treating change efforts as multi-layered and fragmented. Rather than focusing on dominant understandings, we create a framework that attends to internal inconsistencies.

To illustrate, we apply our approach to a company's decision to dramatically change its attitude towards its gay and lesbian employees by instituting new policies and institutionalizing an employee network.

THE FINANCIAL SERVICES COMPANY: INSURING ACCEPTANCE

This case is taken from a larger research project exploring the factors behind the successful diffusion of gay- and lesbian-friendly employment practices. For this case, researchers interviewed seven people from the Financial Services Company (FSC), an insurance company, including the CEO, VP of HR, corporate diversity officer, and four employee advocates. (FSC is a pseudonym, as are all names used.)

Alison Guzman, a lesbian, and Kent Rosener, a gay man, were each organizing separately when the corporate diversity committee hooked them up. With other employees, they set up a broader network, called "Gay, Lesbian and Friends" or GLF network, with both gay and straight members. The advocates next contacted John Stanton, the VP of HR, requesting domestic partner benefits, but he denied the request. Guzman contacted him, "saying that we understood that there were [difficult] issues and...we wanted to work with him," and asked for a meeting. Stanton agreed because he had to deal with "my own biases, my own background...my own baggage." Stanton made a dramatic shift becoming a powerful advocate for gay and lesbian employees both inside and outside of FSC. Taking the issue to CEO Paul Lennox, he found strong support. After about ten months, in October, 1993, the GLF network was officially recognized. In January, 1995, the company officially offered domestic partner benefits, for both gay and straight employees. More than two years later, the GLF network is still active.

RESHAPING ACTION LEARNING: A POSTMODERN APPROACH

The traditional, unitary approach to AL would suggest that triple loop AL took place at FSC. The company adopted new rules and norms for behavior which both transformed the company's posture towards its gay employees and challenged society's norms. Using the lens of the traditional unitary approach to AL, we agree. But a closer look reveals an intertwining of single, double and triple loop approaches that resists simplification.

To hone AL as a tool able to make finer distinctions, we break AL method into three components of a change effort: the arguments given for change, the actions taken to bring about change, and the outcomes of the change. Rather than treating the AL method as an indissoluble whole, these three separate components can be decoupled and analyzed separately. To illustrate, we analyze each component in turn with examples from FSC.

Action Learning Arguments

AL arguments refer to the actor's justifications for creating change. The change agents at FSC gave several reasons for action, with multifaceted implications for single, double or triple loop learning.

1) "The business case" (Paul Lennox). The key players argued that openly welcoming FSC's gay employees enhanced the company's bottom line. CEO Paul Lennox argued that this step could open new markets and that if FSC did well by its employees, they would respond in turn. These arguments are all single loop: they justify taking action within the already established goals and values of the company.

2) "Helping us move into the direction that we needed to move" (John Stanton). Both Lennox and Stanton positioned their taking on gay and lesbian issues as part of a larger cultural shift the company had to make. According to VP of HR Stanton, "Culturally, we were ... a standard, top-down ... culture. ...You can't go from pretty good to great with that kind of a culture." Bold action regarding their gay and lesbian employees was a model of the initiative risk-taking behavior top management wanted from its employees. In this case, the company's leadership is attempting a double loop change in the company's belief systems, using a bold move on gay issues as both a signal and a lever. This reason for action, then, would be double loop.

3) "A company... that has always been family friendly" (John Stanton). Stanton pointed out that the FSC culture had long included child care and flexible work schedules, framing extending benefits to gay and lesbian families as a within-culture, single-loop change. From another standpoint, however, including gay and lesbian families in the FSC family album -- essentially acknowledging an alternative definition of family -- was a radical departure from the current practice of both the company and the country, constituting triple loop change.

This discussion of AL arguments demonstrates our doubts about simple labels to summarize complex events. Key players at FSC used single, double and, despite their more cautious inclinations, triple loop arguments, to address different audiences and different goals.

Action Learning Actions

The actions at FSC illustrate the use of different AL practices.

1) "We knew the atmosphere, we knew the culture" (Alison Guzman). Both activists and company executives agreed that the advocates' actions were careful, measured and sensitive to FSC culture. This is single loop practice, actions that operate within the clear boundaries of the acceptable in a given situation.

2) "The reason we're called the gay/lesbian and friends network is because we were a very conservative company" (Alison Guzman). The employee network ironically includes more heterosexual than homosexual employees. This inclusiveness, as Guzman suggests, was a way of staying within the company's norms of inclusivity and friendliness; in other words, a single loop, non-threatening practice.

3) "Try to do some personal work" (John Stanton). Embedded in this change effort was a fundamental belief that individuals need to achieve their own sense of comfort with gay issues in the workplace. Stanton's own personal transformation on the issue has been very influential: "You go through this personal exploration, the light bulb tends to go on..." The gay advocates also had a similar framework: "We understood that they had a lot of learning to go through just like we did," noted Guzman.

This emphasis on individual reflection and change is, really, an emphasis on double loop practice--on actors reevaluating their own driving values. Both advocates and organizational leaders went beyond simply suggesting single loop changes in behavior, explicitly encouraging individual transformations as essential to the open inclusion of the company's gay and lesbian employees.

Action Learning Outcomes

Departing from previous AL literature, which conflates method and outcome, we isolate outcome as the third component of AL method. The outcomes of the gay and lesbian advocacy effort at FSC are complex and not easily summed up with a unitary AL label. Domestic partner benefits have been extended to gay and straight unmarried couples, representing both double loop and triple loop change. But tracking the change effort in more detail reveals a muddier picture; as CEO Lennox noted, "we know that we still got lots of barriers around here."

Concerns focus on whether employees' values and attitudes have changed along with the rules. Many agreed that behavior has changed. In many cases, language has changed. "I would challenge you to find anybody, somebody

who cannot repeat the litany [about diversity]," Lennox said, adding, "they may not always agree with it." A number of people expressed concern about varying levels of acceptance in "the field," the vast network of FSC offices around the country. Perhaps the most significant area of concern is how few gay men have come out of the "corporate closet." Until more gay men are out and active with the GLF network, the activists find the change effort unfinished and inadequate.

ACTION LEARNING, FRAGMENTATION AND INTERACTION

A once hidebound company placed itself at the cutting edge of human resource policy, part of a larger change process that is reverberating in boardrooms nationwide. Yet many of its employees and regional offices lag behind. Public actions and language may conform, but private attitudes often rebel. Simply naming this as triple loop change ignores the niches and pockets, fragments and factions of resistance and inertia that accompany any substantial change effort.

Simple, unitary labels also may falsely separate single, double and triple loop methods of change, as if only one method has been or can be used at one time. In contrast, the case of FSC suggests that, far from AL methods being mutually exclusive, triple loop change actually cannot occur without simultaneous single and double loop change. Although not stated in AL language, this simultaneity is at the heart of FSC's approach to changing its attitude towards its gay and lesbian employees.

First, single loop arguments and practices were central to the effort's success. All the key players agreed that creating new markets and fostering employee commitment were their most persuasive justifications. In fact, it was those single loop arguments that laid the foundation for the use of double and triple loop arguments. This suggests that single loop justifications and actions must accompany any major change--no matter how radical--in order for it to succeed. Secondly, Stanton and others argued that full company change cannot happen without individual employees changing their own internal frames. If the company's change is to reach every corner then it must be made up of thousands of local changes and individual transformations, thousands of double loop changes.

In other words, triple loop change can not happen without single loop and double loop change. Single and double loop change are embedded in, are constitutive of, triple loop change. They happen concurrently, sometimes cross-

fertilizing and sometimes at cross purposes, but ultimately it is out of the continuous interaction that change efforts grow. Acknowledging this connection will deepen AL's understanding of organizational change and enhance its use as an analytic tool.

Acknowledging this connection also holds two seemingly contradictory lessons for change strategists. First, to foster frame-breaking change, one must begin within the frame. Second, to foster company-wide change, one must highlight individual work. In addition, given that change is fragmentary, multi-layered and contradictory, in a sense, change strategy must be as well. Change strategists must be protean, able to speak to multiple audiences with multiple justifications as a part of multiple practices.

Thus, decoupling AL arguments, practices and outcomes facilitates a more contextual understanding of the variegated elements of organizational change. We hope, by creating this new framework, to give AL even greater power as a force for understanding and changing organizations.

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BOOKS BY MEMBERS 1995-1998

by G. Stoney Alder

This article is a follow up to the Books by ODC Division Members published in the Winter 1996 edition of this newsletter and represents an effort to list the books published by ODC division members since 1995. Two sources of information were used to compile this list: books submitted by division members for inclusion in the Books by Members section and a search of Books in Print. Because Books in Print does not include all publishers, it is likely that some cites are missing. We apologize if we have overlooked one of your books. To facilitate finding books by specific individuals, ODC division members' names are listed first on each entry regardless of whether they are the senior author. In order to make it as easy as possible to determine the proper citation for each work, those entries which list the senior author first are marked by an asterisk. The list below clearly indicates that the ODC division remains a remarkably productive group with members that contribute to a wide variety of areas.

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