

Contents

[Call for Papers: Academy of Management by A.B. Shani](#)

[Serendipity Plus: Six Days At The Annual Academy Of Management Conference In San Diego And Beyond by Kenneth L. Murrell](#)

[Articles by Members](#)

[Books by Members](#)

[News About Members](#)

[Call for Papers: The Organization Development Journal](#)

[Past Division Chairpersons: 29 Years of Outstanding Leadership](#)

[Organizational Change as Shifting Conversations by Jeffrey D. Ford](#)

[Submission Guidelines and Program Information](#)

CALL FOR PAPERS: Academy of Management

by A.B. (Rami) Shani

The 1999 Academy of Management Annual Meetings will be held August 8-11 in Chicago, Illinois with Professional Development Workshop (previously titled pre-conference activities), conducted Friday noon 6th August to noon Sunday the 8th. The Meeting's theme is "**Change and Development Journeys into a Pluralistic World**". This theme should be particularly attractive to our Organization Development and Change Division members, since it has been at the heart of what we are all about since the formation of the division.

The Theme

Change and development journeys into a pluralistic world as a theme is timely and reflects the increasing complexity that individuals, organizations and our society face. The theme emerged through a "grass roots" process involving discussions with many Academy members and segments of our management profession. An innovative part of the program design is a "Theme Summit" hosted by GTE Corporation that will be held on October 23-24 in Dallas in which Academy division program and professional development workshop chairs will meet with 20 managers to develop plans for implementing our Chicago 99 conference theme.

The increasing pace of change challenges our understanding of change, the traditional views and models of change programs, our inquiry paradigm of studying change and, the change and development theories that evolved during the last few decades. The call for papers that accompanied the Academy-wide Newsletter from National Program Chair Andy Van de Ven and Professional Development Workshops Chair Jean Bartunek contains a whole series of provocative and stimulating issues. The program theme seems to invite paper submissions that represent artful edge work that many of us have been involved with for a long time. It is your opportunity to share with our membership journeys that you have had in understanding or in leading change and development programs in different settings and your learning from them. Moreover, I hope that the theme invites your creativity about how to structure symposia proposals that will result in interactive journeys in which participant can learn.

Submission

Follow the guidelines for submissions in the all-Academy call. Following your electronic submission of your abstract and title page - <http://www.aonline.org/> – you will receive a submission number. A printout of your electronic submission will contain the following information:

- The electronic submission identification number
- Formal name, postal and email addresses, telephone number and FAX numbers of the submitter or contact person;
- Title of paper or session
- Formal names, email addresses and telephone numbers of all authors or presenters
- Up to 250 word abstract of paper or session
- The single division or interest group receiving the paper submission. In case of a symposium, identify all the divisions or interest groups receiving the submission.

Send your submission with the copy of the printout from your electronic submission to Professor A.B. (Rami) Shani, Management Area, College of Business, California Polytechnic State University, San Luis Obispo, CA 93407. The deadline for receipt of papers and symposia is January 8, 1999.

SERENDIPITY PLUS: SIX DAYS AT THE ANNUAL ACADEMY OF MANAGEMENT CONFERENCE IN SAN

DIEGO AND BEYOND

by Kenneth L. Murrell

When something is meant to happen, it seems that almost nothing can stop it; and that was my experience at the 1998 annual Academy of Management conference. It was clear to me that, as the current program chair who had barely survived helping the Organization Development and Change Division through the creation of its largest ever program, I would have no time to do anything in San Diego except run from session to session and from meeting to meeting. I was determined to ensure that the program was on track and that we could learn the lessons necessary to make an even better program next year. It soon became obvious that the program runs on its own once the key roles are allocated. At that point, the talented people in the division step forward and perform their responsibilities with relish. This division is run by professionals who know always what to do and in many cases bring their own unique, creative insights to the right place at exactly the right time. We might even call this "just in time leadership," and I witnessed it throughout the week. This may be just the liberating structure that some of us have been looking for since Bill Torbert coined that phrase.

For me personally, the serendipity of the conference began before the conference when quite by accident three of us, all headed to the academy, took a taxi to the hotel. During the short trip I learned about a health care system located near my home that had signed a partnership agreement with a major client system that I had helped with a major change program. I had the chance to share the work of a colleague who was writing about the OD opportunity implicit in the Y2K situation, and in so doing I provided a very worthwhile reference to one of my taxi mates. As soon as I entered the hotel, the world of serendipity doubled its efforts to keep me going from the first minute to the last of a truly great conference.

After checking into the hotel on Friday, I ventured out into the world to simply try to find if I could register. Upon exiting the elevator, I literally ran into a dear friend who had hired me for my first corporate OD position over 20 years before in Chicago. We reconnected and spent time catching up. Peter Sorenson, Dave Boje and Grace Ann Rosile all passed by, and we had enough time to only say hello; but with these Friday morning greetings the conference came to life.

Later in the conference, Peter's AI symposium was a real hit, while David and Grace Ann did their "normal" post

modern dance and created their own whirlwind of excitement and energy that they have been bringing to the academy for many years now. From this encounter I strolled down the hall and had a chance to attend the pre-conference (excuse me, I mean professional development workshop or pdw) session on teaching innovations and had a great time with some special colleagues and several ODC division members.

By Saturday morning, the returns from being in San Diego had already exceeded expectations. The day started with a meeting of Tom Brown, Jeff Kerr and next year's all academy program chair Andy Van de Van to discuss the innovation and intervention we had been building for the last three months to help prepare the Academy for its exciting 1999 theme - Change and Development Journeys Into A Pluralistic World. Tom, one of our newest ODC division members (make note of his excellent web page and locale for "Theme Summit '99" updates www.mgeneral.com), Jeff as current Consulting division program chair, and I had been working to bring ideas to Andy about how to help connect the Academy to the world of consultants and other management experts. From this has come the October informal gathering — "Theme '99 Summit" — 20 plus of next year's division leadership representatives and 20 plus outside experts to help us bring life and meaning to the '99 theme and help us build future Academy leadership. Fitting to our '98 theme of "What Really Matters," we had been developing a proposal for Andy that would use the ODC and Consulting Divisions to prepare a form of developing what matters as concerns what we as an academy expect to bring to the world of change. Few things so often fit together as neatly as this early effort of the three of us, and the right things were falling into place one after another. As a side note we now have a group of 10 facilitators, two future Academy presidents and world class pianist who will help us see how to bring creativity to our theme planning and sharing of stories of change, all underwritten by the generosity of GTE corporation and others.

By the time the formal sessions began, we had already been a part of several professional development workshops, much to the credit of Rami Shani who had increased our involvements 5 fold over last year. We offered for its 11th year another Rupe Chisholm, Thoralf Ovale and Max Elden creative 2 day event with a great ad hoc dinner session.

Bright and not so early for our east coast and international members, we started Monday with a celebration of our division's best papers in three categories. Quy Huy's best student paper, George Roth's best practice related paper, and Jeff Ford's best paper were all ably discussed by Craig Lundberg and Tom Cummings and then commented on by an audience that seemed to agree that each of the three papers should be expanded into books

soon. From that starting bell and on to Wednesday, the division offered one great session after another. In too many cases our own sessions competed with each other, a most difficult dilemma since symposia may overlap one of the three division's other special events.

During one particular frenetic afternoon I was moving from the extremely well received symposia on looking at the personal nature of our careers, chaired by our ex-division chair (1991) Robert Quinn (which included Bill Passmore , ODC chair from 1987 and Jerry Porras , chair of our division in 1984), to a group of the Academy's ex-presidents discussing what really mattered during their leadership. I was able to catch the last half of a very meaningful and very enjoyable first for the Academy, a play entitled "Capitalist Pigs" written just for these meetings. The play raised very serious issues not so much about capitalism but about the importance of understanding change from the viewpoint of a participant.

That these three sessions were literally next to each in the hotel at exactly the same time served to be one of the best snapshot of the new academy that I see emerging. Here we had risk taking in three forms: personal disclosure, creative expression, and retired leadership willing to talk about what they felt they had brought to forming the Academy. In all of these very diverse sessions learning was combined with creativity and risk taking. I felt very fortunate to have been able to sample all three sessions but disappointed that I could not be in each session for the total event.

Our distinguished speaker Jerry Porras from Stanford shared some very important concerns about our academic discipline and its institutional face. We celebrate with you, Jerry, your strength in your recovery and hopefully the many future appearances with us. Our business meeting followed with a report from Glenn Varney and his committee on guidelines for ODC master's degree programs, and I want to recognize the work this committee has done. We adjourned on time for our annual reception, and we all seemed to enjoy the food and the bar which had to be extended several times to accommodate the crowd. The reception honored all retiring board members and new members, particularly those outside North America. Our annual chance to meet new colleagues and to reconnect with old friends kept a few of us hanging around well past 11pm.

Wednesday ended the conference on a high note with many more excellent sessions and a symposium on spirituality led by Andre Delbecq. This was one of two sessions on very similar themes, expressing that the spirit and

soul in our work does perhaps matter the most. This symposium and several other new and innovative sessions demonstrated that this is not the Academy of 20, or even 10, years ago. This symposia went well past the scheduled stopping point; and, like all things that people can never seem to get enough of, the last session just would not let the conference experience end for many of us in the room.

The credit for the success of San Diego '98 belongs to literally hundreds of hard working people. I would like to thank every participant and in particular the reviewers, session chairs and excellent discussants who helped to build an ever improving program. I hope they will be with us in Chicago next year to celebrate an even better event.

Inquiring footnote-I started this description with a personal account of how I experienced the conference and did so for several reasons. The one reason I felt most free to express my personal views was that there was indeed some magic mix of serendipity and just in time leadership in San Diego that I have been for years trying to figure out how to study more carefully. I think it is likely that we all do know when things are going well and when they are not. That flow phenomenon has been studied, I believe, from an individual perspective; but I would like to offer the opportunity to study it from a more collective frame. As academic researchers, shouldn't we offer ourselves up for careful study to try to determine what the special mix of people and events is that helps make this a successful division? As chair, I am responsible for a division 5-year review process, and I would love to turn that process into a research question, and in particular an action research inquiry. Can we as a division go about a study of ourselves that tries some creative new ways of doing research? This can not only help us better understand but might help us in replicating what works well. Or in the words of the '98 conference theme, "What Matters Most?" Can we take a position that we as the "change and development" division practice what we preach and try new ways to understand the incredible rich and complex nature of change as we experience it ourselves? If you answer "yes" then please feel free to offer help during the next several months in preparing our 5-year review of the division.

ARTICLES BY MEMBERS

Cheng, C. (1998). Uniform change: An ethnography on volunteer motivation and dysfunctional change in a paramilitary organization. Leadership and Organizational Development Journal, 19(1), 22-31.

Cheng, C. (1997). A review essay on the books of Bell Hooks: Organizational diversity lessons from a thoughtful race and gender heretic. Academy of Management Review, 22(2), 553-574.

Cheng, C. (1997). Diversity at heart: Guts, soul, and diversity teaching. In: Gallos, J.V. & Ramsey, V.J. (Eds.). Teaching Diversity, Listening to the Soul, Speaking from the Heart: Educators Talk About the Joys and Complexities of the Work. San Francisco: Jossey-Bass.

Cheng, C. & Thatchenkery, T.J. (1997). (Eds). Special Issue: Asian Americans in Organizations. Journal of Applied Behavioral Science, 33(3).

Cheng, C. (1996). We choose not to compete: The "merit" discourse in the selection process, and Asian and Asian-American men and their masculinity. In: Cheng, C. (Ed). Masculinities in Organizations. Newbury Park, CA: Sage, pp. 177-200.

Cheng, C. & Dennehy, R. (1996). Terse organizational storytelling at its best: An interview with cartoonist Scott Adams of DILBERT. Journal of Management Inquiry, 5(3), 207-213.

DiBella, A.J. (1997). Gearing up to be a learning organization. Journal of Quality and Participation, 20(3), 12-14.

Rosti, R.T., Jr. & Shipper, F. (In Press). A study of the impact of training in a management development program based on 360 feedback. Journal of Managerial Psychology.

Shipper, F., Pearson, D.A., & Singer, D. (In Press). A study and comparative analysis of effective and ineffective leadership skills of physician and non-physician health care administrators. Health Services Management Research Journal.

Shipper, F. & White, C.S. (In Press). Mastery, frequency & interaction of managerial behavior relative to subunit effectiveness. Human Relations.

Sydow, J. (1998). Understanding the constitution of interorganizational trust. In Lane, C. & Bachmann, R (Hrsg (eds.), Trust Within and Between Organizations. Oxford University Press: Oxford, pp. 31-63.

Sydow, J; Van Well, B & Windeler, A. (1998). Networked networks: Financial services networks in the context of their industry. International Studies of Management and Organization, 27(4), 47-75.

Sydow, J. & Windeler, A. (1998). Organizing and evaluating interfirm networks - A structurationist perspective on network process and effectiveness. Organization Science, 9(3), 265-284.

BOOKS BY MEMBERS

DiBella, A.J. & Nevis, E.C. (1998). How organizations learn: An integrated strategy for building learning capability. San Francisco: Jossey-Bass.

Harrison, Michael & Shirom, Arie. (1998). Organizational diagnosis and assessment: Bridging theory and practice. Thousand Oaks, CA: Sage.

Heller, Frank; Pusic, Eugen; Strauss, George & Wilpert, Bernhard. (1998). Organizational participation: Myth and reality. Oxford: Oxford University Press.

Justice, Tom & Jamieson, David. (1998). The complete guide to Facilitation: Enabling Groups to Succeed. HRD Press.

Schein, Edgar H. (1998). Process Consultation Revisited: Building the Helping Relationship. Reading, MS: Addison-Wesley-Longman.

NEWS ABOUT MEMBERS

David W. Jamieson has been appointed Visiting Professor of Management, Graduate School of Education and Psychology, Pepperdine University and Academic Director of the Doctoral Program in Organization Change.

Cliff Cheng--The Western Academy of Management has named Cliff Cheng (USC) Ascendant Scholar in recognition of his research achievements.

CALL FOR PAPERS

The Organization Development Journal is doing a special issue on "Emerging Issues in OD". We are looking for emerging trends and how organizations are dealing with rapid change, globalization, social issues, technological shifts, and transformation. The editor for this special issue is Terry Armstrong, the second editor of the Organization Development Journal. If you are interested in submitting a manuscript please send three copies to: Terry R. Armstrong, 111 Gainsborough Apt. 005, Boston, MA 02115.

PAST DIVISION CHAIRPERSONS: 29 YEARS OF OUTSTANDING LEADERSHIP

1971 Wendell L. French, University of Washington
1972 Wendell L. French, University of Washington
1973 Wendell L. French, University of Washington

1974 Craig C. Lundberg, Oregon State University

1975 Dale E. Zand, New York University

1976 Robert T. Golembiewski, University of Georgia

1977 Frank Friedlander, Case Western Reserve University

1978 Newton Margulies, University of California at Irvine

1979 Larry E. Greiner, University of Southern California

1980 W. Warner Burke, Columbia University

1981 Michael Beer, Harvard University

1982 Thomas G. Cummings, University of Southern California

1983 Donald D. Warrick, University of Colorado at Colorado Springs

1984 Jerry I. Porras, Stanford University

1985 L. David Brown, Boston University

1986 William A. Pasmore, Case Western Reserve University

1987 Marshal Sashkin, Office of Educational Research & Improvement, U.S. Dept. of Education

1988 Robert E. Kaplan, Center for Creative Leadership

1989 Eric H. Neilsen, Case Western Reserve University

1990 Jean M. Bartunek, Boston College

1991 Robert E. Quinn, University of Michigan

1992 Susan A. Mohrman, University of Southern California

1993 Luke Novelli, Center for Creative Leadership

1994 Richard Woodman, Texas A&M

1995 Gerald Ledford, University of Southern California

1996 David L. Cooperrider, Case Western University

1997 Bill Torbert, Boston College

1998 Caren Siehl, Thunderbird American Graduate School of International Management

1999 Kenneth L. Murrell, University of West Florida

ORGANIZATIONAL CHANGE AS SHIFTING CONVERSATIONS

by Jeffrey D. Ford

1998 Best Paper Award

One approach for understanding organization change is based in a structural-functionalist tradition that there is an underlying, ordered pattern to the nature of reality that is possible to know and represent. In this approach, the job of a change manager is to align the organization with that reality through interventions. An alternative approach is based in a constructivist tradition in which the reality we know is interpreted, constructed, or enacted through social interactions (Berger & Luckmann, 1966). In this view, change managers use interventions not to bring about a greater alignment with a "true" reality, but rather to construct, deconstruct, and reconstruct organizational realities in which people and organizations are more effective in achieving desired outcomes.

What might be the implications for organizational change management if we took the constructivist idea of organizations as socially constructed realities seriously? This paper proposes that within socially constructed realities, producing and managing change becomes a matter of shifting conversations.

The Realities of Change

When we talk about constructed realities, it is important to distinguish between first and second-order realities (Watzlawick, 1990). First-order realities pertain to the physically

demonstrable and publicly discernible characteristics, qualities, or attributes of a thing, event, or situation. In other words, first-order realities are composed of data that are accessible

through the senses and which are measurable and empirically verifiable, i.e., there is some way to demonstrate their facticity.

Second-order realities are constructed when we attach meaning, significance, and value to the data of first-order realities. Second-order realities are not "in" the situation itself, but are

put there by humans (Watzlawick, 1976). And, because it is second-order realities that provide the context for behavior, alterations in second-order realities can lead to fundamental and

practical changes in action regardless of what happens to first-order realities. Indeed, constructivism suggests that the unwanted, undesirable consequences of a second-order reality can be replaced by the effects of a different second-order reality which results in more preferable outcomes (Watzlawick, 1990).

First and second-order realities are rarely constructed solely by direct personal experience, but are inherited in the conversational backgrounds in which we are socialized. Both types of reality are the result of communication in which claims and conclusions recursively support and confirm each other. We make an error, however, when we assume that a reasonably working

construction (second-order reality) proves that the world really is that way and that we have discovered the vocabulary of the world (Rorty, 1989). When this happens, we treat the second

order reality as if it were a first order reality. This error can lead not only to the dismissal of or opposition to alternative constructions, but organizational change efforts that are focused on the wrong reality.

Conversations

The construction of reality occurs in conversation. At the most basic level, conversations are "what is said and listened to" between people (Berger & Luckmann, 1966). A broader view of

conversations as "a complex, information-rich mix of auditory, visual, olfactory and tactile events" (Cappella & Street, 1985), includes not only what is spoken, but the full conversational

apparatus of symbols, artifacts, theatrics, etc. that are used in conjunction with or as substitutes for what is spoken.

Conversations can range from a single speech act, e.g., "Do it", to an extensive network of speech acts which constitute arguments and narratives. They may occur in the few seconds it takes to complete an utterance, or may unfold among different people over hours, days, or months. Conversations maintain realities through an accumulated mass of continuity, consistency, and relatedness to other conversations (Berger & Luckmann, 1966; Watzlawick, 1990). It is through frequent and persistent conversations that realities become objectified.

What we construct when we construct realities are conversations: conversations become the reality. Our realities live in the words, phrases, and sentences that have been combined to create

descriptions, reports, explanations, etc., that in turn create what is described, reported, explained, etc. When we describe, we create what is being described in the description. Whether

the characterization is taken for granted or is a basis for argument, we have created the objects and their properties in our conversations. The construction of reality can thus be seen as a

recursive process of generating, maintaining, modifying, and deleting conversations, which conversations constitute first- and second-order realities that provide a context for action.

Organizations As Networks of Conversations

One of the things that we construct in and through our conversations are organizations as networks of concurrent and sequential conversations (Berquist, 1993) that establish the

context in which people act. Conversations among managers and employees are the basis of and required for integration of the organization's network of activities and processes (e.g.,

planning, budgeting, etc). In each of these conversations, there are directives (e.g., orders, requests, consultations, and offers) and commissives (e.g., promises) that are the working

parts of conversations (Searle, 1969). Reports on the status of work, external circumstances, and breakdowns are communicated using directives and commissives (Winograd & Flores, 1987).

Many organizational conversations engender commitments that can be fulfilled through special networks of recurrent conversations in which only certain details of content

differentiate one conversation from another (Winograd & Flores, 1987). Recurrent conversations are embodied in the offices and departments that specialize in fulfilling some part of the engendered commitments, and they become background conversations for other departments that are not part of the fulfillment, but simply utilize the recurrent conversations.

Recurrent interactions constitute a structural coupling between two or more participants in which the participants work to maintain that coupling in the face of perturbation (Maturana &

Varela, 1987). The maintenance of structural couplings holds conversations in place. And, since structural coupling is always mutual, changes in the conversations which constitute the

coupling require a change in the conversations of all participants so coupled. In this sense, we exist in a network of structural couplings that continually weaves our conversations,

linking them in a network of conversations (Maturana & Varela, 1987). If managers change the pattern of structural coupling, i.e., the network of recurrent conversations, they shift the

context within which people interact, opening new possibilities for action.

Managing and Producing Change

In a network of conversations that is being maintained in and through conversations, producing and managing

change becomes a matter of shifting conversations. Shifting conversations is

accomplished by abandoning the use of certain words and topics and by deliberately introducing and repeating new words and topics. Even in the case of a mining company that appears to

operate solely using tangible processes for taking rock out of the ground and turning it into metal, the reality of those processes occurs in the conversations of the organization. To

change the organization or some process in it, the managers must shift the conversations in which the processes take place and are understood.

The perspective offered here implies that an organization is able to achieve the results it does because its network of conversations provides a conversational structure, or reality,

sufficient to produce those results, rather than because there is a correspondence between the organization and some "true" reality. It also suggests that any organization that is

dysfunctional or ineffective can, by shifting the conversations which constitute its network, bring about different outcomes.

Conversational Shifts

When one shifts a conversation, they shift what people talk about and pay attention to (Oakley & Krug, 1991). Ford and Ford (1995) propose that the change process is constituted by four types of conversations - initiative, understanding, performance, and closure - each of which has a different focus and plays a different role in producing organization change. Initiative conversations start changes, conversations for understanding produce awareness, performance conversations generate action, and closure conversations provide completion. Since each type of

conversation creates a different reality, moving from one type of conversation to another constitutes one form of conversational shift.

A second form of conversational shift occurs when people move from reactive to proactive speaking. In reactive speaking, is by committing to a future without knowing how it will be

accomplished, and working for its accomplishment in a dialogue of discovery during which old conversations and realities are challenged and replaced or supplemented with new ones (Hamel & Prahalad, 1989).

Conversational Responsibility

Producing change in networks of conversations opens an opportunity for people to be responsible for their speaking.

Where conversations are understood as reports on some "true" reality, the speaker is seen as simply a reporter of "the truth" or "the way it is". But the power of socially constructed realities lies in people speaking and listening as creators, rather than as reporters. In socially constructed realities, what one says brings reality into existence.

There is no idle speaking in socially constructed realities since everything that is said affirms or modifies reality. Where reality is not as we would want it, the question is not "Why is it this way?", but rather "Why do we say that?". Constructivism inevitably leads to the conclusion that we are responsible for the world in which we appear to be living, even if we are unaware of how we built it. For example, "resistance" is an attribution (second-order reality) given to some empirical occurrence (first-order reality) which calls for and justifies resistance reduction strategies. If change managers can be responsible for the conversation "resistance" by seeing it as a second-order reality rather than a first-order reality, they can to create a new second-order reality.

Conversational Management

In the network of conversations that constitute the socially constructed realities we call organizations, the unit of work in managing change is conversation. This means that change managers work with and through conversations to generate, sustain, and complete conversations which bring about new realities. If conversations maintain and objectify realities through an

accumulated mass of continuity, consistency, and relatedness to other conversations, then bringing new

conversations into existence will require the same attention to continuity,

consistency, and relatedness to other conversations. That is, change managers will want to create occasions that provide not only for frequent conversations, but also for expanding the number of people speaking for and about the change. They will also want to put in place mechanisms, such as meetings, measures, and evaluation systems that keep the new conversations "in front"

of people until there is a sufficient speaking of the conversation and it becomes habitualized.

Managing change, therefore, is concerned with conversational management in which a network of conversations for action and the successful completion of work is generated and

maintained. The job of a change manager is to initiate and maintain those conversations that generate the new conversational realities in which effective actions take place. At every

occasion, specific conversations can be designed and spoken to enroll people and enable them to move the organization toward accomplishment.

Conclusion

The management and production of change, as an organizational phenomenon, occurs within and via conversations as an adjustment to a network of conversations which produces and reproduces the social structures and actions people know as reality. Rather than being seen as a tool in the production of change, conversations are the medium through which the construction,

deconstruction, and reconstruction of realities occurs. In a network of conversations, change is a recursive process of social construction in which new realities for effective action are

created, sustained, and modified in and through conversations.

In this context, change managers are engaged in bringing into existence, expanding, and managing new

conversations until they become part of the organization's network of conversations and are able to provide a framework for effective action. Rather than bringing about a new alignment with the environment, or a correspondence between the organization and some "true" reality, change managers work to create and shift networks of conversations to produce intended results. The effectiveness of an organization change is thereby a function of the change manager's ability to identify the network of conversations that is operative in the organization, and to add, modify, and delete conversations in that network until it produces the desired outcomes.

References:

Berger, P. & Luckmann, T. (1966). The Social Construction of Reality. New York: Anchor Books.

Berquist, W. (1993). The Postmodern Organization. San Francisco, CA: Jossey-Bass.

Cappella, J. & Street, R. (1985). Introduction: A Functional Approach to the Structure of Communicative Behavior. In R. Street, & J. Cappella (Eds.), Sequence and Pattern in Communicative Behavior (pp. 1-29). London: Edward Arnold.

Ford, J.D. & Ford, L.W. (1995). The Role of Conversations in Producing Intentional Change in Organizations. The Academy of Management Review, 20, 541-570.

Hamel, G. & Prahalad, C. (1989). Strategic Intent. Harvard Business Review, 66, 63-76.

Maturana, H. & Varela, F. (1987). The Tree of Knowledge: The Biological Roots of Human Understanding. Boston, MA: New Science Library.

Oakley, E. & Krug, D. (1991). Enlightened Leadership: Getting to the Heart of Change. New York: Fireside.

Rorty, R. (1989). Contingency, Irony, and Solidarity. Cambridge, ENG: Cambridge University Press.

Searle, J. (1969). Speech Acts. Cambridge, ENG: Cambridge University Press.

Watzlawick, P. (1976). How Real is Real? New York: Random House. Watzlawick, P. (1990). Reality Adaptation or Adapted "Reality"? Constructivism and Psychotherapy. In Watzlawick, P. (Ed.), Munchhausen's Pigtail: Or Psychotherapy & "Reality" - Essays and Lectures (.pp. 131-151). New York: W.W. Norton & Company..

Winograd, T. & Flores, F. (1987). Understanding Computers and Cognition: A New Foundation for Design. Reading, MA: Addison-Wesley.

SUBMISSION GUIDELINES AND PROGRAM INFORMATION

1. The title page and abstract for all papers and symposia must be submitted electronically prior to submitting the printed versions. This is the database that will be used for printing the Program and the Proceedings. Please proofread this information carefully. After this data entry process is completed, authors will receive a report containing a submission number that must be included on all copies of the mailed submission. The Internet address for submitting the electronic version of your abstract and title pages is: <http://www.aom.pace.edu/> To help us avoid a last minute traffic jam on the Internet, please complete all electronic submissions several days before the January 8 deadline. This requirement will be waived for authors who do not have access to the Internet. (Please explain why you cannot access the Internet in a cover letter and make sure that your printed submission arrives by January 8.)

2. Printed submissions should be sent directly to a Division or Interest Group Program Chair. (See listing on pages 6-10.) Please use the domain statement for the divisions and interest groups on pages 10-14 in making your selection. All submissions must arrive by Friday, JANUARY 8, 1999. Note: International mail can take 30 days to arrive, so please consider using express mail.

3. The title page of the printed submission should include a printout from the electronic submission containing the following information:

- The electronic submission identification number
- Formal name, postal and e-mail addresses, telephone and FAX numbers of the submitter or contact person. Title of paper or session Formal names, email addresses and telephone numbers of all authors or presenters.

- Up to 250 word abstract of paper or sessionThe single division or interest group receiving the paper submission. In the case of a symposium, identify all divisions or interest groups receiving the submission.
- Please use the same name and address on all submissions, and proof carefully.

4. For the blind review process, the printed submission needs to include a separate abstract page that states the title (but not the authors) and an abstract of no more the 250 words. This abstract should be identical to the one submitted electronically. Record the electronic submission number on the upper right corner of all copies. At the end of the abstract list three key words that identify the major subject(s) of the submission.

5. To reduce paper use and mailing costs, please use both the fronts and backs of pages. However, the cover page must be on a separate sheet of paper so that it can be removed from the paper before blind review.

6. Submissions should be printed in letter-quality type and be double-spaced on 8.5 x 11-inch or A4 paper. Please use margins of 1 inch (*2.5 cm) on every side and 12-pitch font.

7. Please send four (4) copies of each submission. Do not ask a program chair to reproduce copies of your submission. Do not transmit your submission by facsimile. Each printed submission should include: * a self-addressed, stamped postcard (for international submissions send an International Reply Coupon--available at your post office--redeemable for 30 g or 1 oz of postage) for acknowledging receipt of the submission,

- A self-addressed, stamped, legal-size envelope (for international submissions send an International Reply Coupon--available at your post office--redeemable for 30 g or 1oz of postage) to be used in returning Program Committee decisions, a completed and signed submission checklist form (pages 19 & 20).

9. A division or interest group must consider any submission falling within its domain. Division or interest group Program Chairs will report reviewers' comments when they notifysubmitters about program selections, at the end of March.

10. Submissions must not have been previously presented nor scheduled for presentation at another professional meeting nor be under concurrent consideration by another meeting.

11. Each person can participate (as author, presenter, discussant, panelist, or session chair) in no more than three submissions to the regular program. However, it counts as only one submission if an author chairs a symposium in which he or she also presents a paper. This "Rule of Three" does not apply to preconference "professional development workshops" or to program listings resulting from officer roles.

GUIDELINES SPECIFIC TO PAPERS

12. No changes in titles, abstracts, or the number or order of authors can occur after the submission.

13. Submitted papers must not have been previously accepted for publication in a journal; and, if under journal review, must not appear in print before the Academy meeting.

14. Each paper can be submitted to only one division or component of the 1999 meeting. A paper submitted to one division or interest group cannot be concurrently submitted to the All-Academy-Journals Call for Papers on the conference theme that are due to the journals on February 15, 1999.

15. To facilitate the review process, please limit the length of your papers to about 20 pages. Papers longer than 30 pages of text will not be considered. Papers' references and format should follow the Style Guide for the Academy of Management Journal which can be found in the back of the Journal.

16. Papers will be selected for presentation by a blind review process. Please ensure that only the title page reveals the authors' names and affiliations.

GUIDELINES SPECIFIC TO SYMPOSIA

17. Symposia (or panel sessions) may be submitted simultaneously to no more than three (3) divisions and/or interest groups. We suggest that you limit your submissions to one or two divisions in order to reduce the burden of the review and selection process. Complete information should be sent to all relevant Program Chairs. (See listing on pages 6 - 10) The division(s) and/or interest group(s) to which the symposium is being submitted should be indicated at the bottom of the title page.

18. Symposium proposals are not blind reviewed. Each printed submission should include:

- a cover page from the electronic submission (see #3 above)
- a title page which includes the complete professional name and contact information for the chair as well as all participants and discussants.
- Three (3) key words, identifying the major subject of the symposium, a 3-5 page overview statement, an explanation of why the symposium should be of interest to each of the specified divisions or interest groups.
- a 2-5 page synopsis of each presentation, a description of the session's format.
- A signed statement from each intended participant showing agreement to participate and permission to have the session recorded.

19. Reviewers will judge symposia submissions primarily on five criteria:

- overall quality,
- interest to Academy members,
- relevance to the domain of the division or interest group to which they are submitted,
- newness and value of contribution, and
- relevance to the meeting theme.

CAUCUSES

Caucuses are round-table discussions scheduled on Monday and Tuesday evenings. They offer a convenient, informal way for Academy members who share a topical interest or a professional concern to find one another and to develop a sense of community. Caucus organizers need to submit the following items to the Caucus Coordinator, Timothy M. Stearns, by February 26, 1999:

- the title.
- your name, e-mail address, phone number.
- a short description, including two key words in bold
- the names and signatures of 5 Academy members who support the proposal.

Caucus proposals and signatures can be submitted by e-mail or fax.

[Back Home](#)