

HOD 747 Organization Change and Development

**An on-line / intensive seminar offered by
Frank J. Barrett and Michael R. Manning**

Overview

This on-line will acquaint you with the field of organization change and the practice of organization development. This is a field that is closely linked to Fielding's focus on the scholar practitioner and the history of Fielding is linked intimately to the founders' values in the field of OD.

Successful completion of the seminar will meet the overview and depth requirement for HOD 747. The online seminar will run from Feb 1 through July 1. Each student must write his/her own assessment contract; each is expected to contract with both Mike and Frank.

Bennis makes a distinction between theories of change (which focuses on how organizations change and factors that produce change) and theories of changing (which focuses on how change can be brought about and managed in organizations). Planned change emphasizes the role of the change agent, how change is conceived and implemented, how it can be accomplished through one's theories of changing. Unplanned change is not a deliberate human accomplishment or the result of guiding an organization in a desired direction. Theories of unplanned change acknowledge that change unfolds in its own right. Macro organization theory, such as population ecology and institutional theory imply that change is difficult if not impossible to manage; nevertheless these perspectives provide helpful insights. Micro and meso oriented theories have implications and insights that can be turned into practice. In this seminar we will study both planned and unplanned change.

Representations and typologies depicting planned change approaches vary. Some emphasize the level of planned change as first or second order; some emphasize degree of change (incremental or radical); others emphasize the target of planned change; others the pace of change; or the tempo of change (episodic or continuous).

Structure of Seminar

The seminar will be divided into three modules.

For each of these modules you are expected to choose two articles (listed under each module below) in which you write a precis for each of the articles. In addition, you will write a short position paper that addresses one of the guiding questions that is posed for

each module (see below). The questions are designed so that you should draw upon the précis of your colleagues and include articles that you haven't read directly.

A précis is an abstract, a synopsis – it is not a critique of the article or your personal views (see Appendix I for guidelines on "What is a précis"). In addition, each student will serve as a topic facilitator for one of the modules and will also write a summary /critique of all the postings for that module. Given our numbers, two modules will have at least two facilitators.

Module Overview and Guiding Questions

1.) Write and post a précis of the reading material you chose. For each module each student will read two journal articles from the list and write and post a précis for each of the articles. We suggest that students self-organize so that you cover a variety of articles and perspectives for each module. Please do not choose an article if a classmate has already chosen it.

2.) Read the précis that your seminar mates have written. For each module students will write a 5-7 page paper that addresses the question you choose pertaining to the corresponding module. In responding to this question, please draw upon the articles you have read and the précis of your colleagues.

We provide guiding questions for each module. This paper should grapple with the issues raised in the module topic and draw upon the articles you have read, and the précis that your classmates have written. Please do not simply respond to these questions by offering opinions or relying upon your own experiences in organizations. Your responses should flow from the literature you are reading for this seminar. We have designed this seminar so that you will be able to practice the art of writing literature reviews. It is not appropriate to solely cite your experience as a consultant or the opinion you have formed after years as a manager, -- although this becomes an indispensable and rich source of data for your applied. These experiences may be salient and may be cited as anecdotal (and certainly could be part of our threaded discussions for each module), but you should primarily seek to address this question by drawing upon concepts, theories, research from the literature. (One of our core purposes for these papers is to help you develop skills needed to write literature reviews).

Two (or more) of you will serve as topic facilitators for each module. Please self organize to determine who will facilitate each module and how you will organize your responses to maximize your own learning and the learning of others. Facilitators are expected to help generate on-line dialogue in regard to the topic. Your task is to be seminar leaders, to lift up the scholarly tone of discussions, keep people engaged and on topic, read all of the postings, including the précis of various articles, and write a summary /critique of the issues raised by the student papers -- pay attention to the multiple threads, paradoxes, contradictions, and under developed themes. In addition, you might construe your role as provocateurs – posing leading questions that stretch the dialogue in challenging directions.

The facilitators for each module are also requested to help organize and facilitate a conference call with the entire group after all of the papers have been posted and the facilitator paper has been posted. Be sure to work with the group to find a time that all of us can talk.

Frank and Mike will be present “in the background” throughout each module. We will not be responding to every post, but will make public comments about over-all discussion themes. At the end of each module, we will send each of you individual feedback and often will write a short piece for the group as a whole that reflects upon the module dialogue. In this sense, this seminar is designed to reflect a doctoral seminar as closely as possible, given the limitations of the virtual environment. The success of this on-line seminar is largely dependent upon your own self-organization.

Questions for Module Papers.

Module 1: Change as Continuous

For your module 1 paper, please respond to the following question:

There seems to be two threads in the research on change. One body of research focuses on change as incremental, continuous, emergent, and improvisational. The other body of research focuses on episodic, discontinuous, second order change. Drawing upon this research, what is the nature of continuous, incremental change and how does it differ from episodic or discontinuous change?

Tasks for Module 1:

Each student should post 2 précis by March 1

Each student should post a paper addressing their question by March 8

Facilitators should respond by March 11

Module 2: Episodic or Discontinuous Change

Your paper should address the following question:

What is the nature of episodic or discontinuous change and how does it differ from a “continuous change” framework?

Tasks for Module 2:

Each student should post the 2 précis by **April 10**

Each student should post the paper addressing their chosen question(s) above by **April 17**

Facilitators should respond by **April 20**

Module 3: Planned Change

Choose one of these questions/issues for your paper:

1. Which intervention methods appear to be appropriate for different targets of change (work groups, employee empowerment, etc) and why?
2. Choose three intervention methods and compare and contrast the theory of change, the target of change, the role of the change agent / facilitator in each approach. Discuss the strengths and weaknesses of each and also discuss the appropriate “targets” for each intervention. Identify assumptions, beliefs, methods, outcomes, etc.
4. Within the last fifteen years large group interventions and whole systems change methods have been introduced. How do these methods differ from or are similar to the more traditional action research strategies (survey feedback, teambuilding, STS design)? What are the dynamics of large groups that one might need to understand?
5. Discuss the concept of “resistance” in understanding organizational change, how it has been understood in research, how it has influenced practice, and how it might limit our understanding.
6. Discuss the role of emotions in processes of change, the role emotions might play. Is there a difference between positive and negative emotions in creating change? Do emotions need to be managed? If so, how do interventionists and executives “manage” emotions to effectively create organizational change?
7. What role does participation play in organizational change? How critical is this to effective change? When might participation not be important to organizational change? How can we manage the practicality between change and involvement and making decisions and taking action? Be sure and define what you mean by participation and link it to concepts from the literature of this (and previous) module(s).

Tasks for Module 3:

Each student should post the 2 précis by **May 20**

Each student should post the paper addressing their chosen question(s) above by **May 28**

Facilitators should respond by **June 2**

Bibliography:

Module 1: Continuous Change

Reay, T; K. Golden-Biddle; K. Germann 2006. “Legitimizing a New Role: Small Wins and Microprocesses of Change.” Academy of Management Journal, Vol. 49, No. 5. 977-998.

Edmondson, A; R. Bohmer; G. Pisano. 2001. "Disrupted Routines: Team Learning and New Technology Implementation in Hospitals." Administrative Science Quarterly. Vol. 46, 685-716.

Plowman, D; L. Baker; T. Beck; M. Kulkarni; S. Solansky; D. Travis. 2007. "Radical Change Accidentally: The Emergence and Amplification of Small Change." Academy of Management Journal. Vol. 50, No. 3, 515-543.

Yanow, D. and H. Tsoukas. 2009. "What is Reflection-in-Action? A Phenomenological Account." Journal of Management Studies. Vol. 46 No. 8. 1339 – 1364.

Eisenhardt, K. 1989. "Making Fast Strategic Decisions in High-Velocity Environments." Academy of Management Journal. Vol 32, No. 3, 543-576.

Tsoukas, H. and Chia, R. 2002. "On Organizational Becoming: rethinking Organizational change." Org. Science, 13, 5, 567-582.

Weick, K. 2000. "Emergent change as a universal in organizations." In M. Beer and N. Nohria (eds). Breaking the Code of Change. Boston: Harvard University Business School Press.

Dooley, K. 2004. "Complexity Science models of Organizational Change and Innovation." In Poole, M and S Van de Ven (eds). Handbook of Organizational Change and Innovation. Oxford University Press.

Ford JD, Ford LW. 1995. The role of conversations in producing intentional change in organizations. Academy of Management Review. 20(3): 541-70

Orlikowski WJ. 1996. Improvising organizational transformation overtime: a situated change perspective. Information Systems Research .7(1): 63-92

Weick, K. (1982). "Management of Organizational Change among Loosely Coupled Elements" in Change in Organizations, ed. P. Goodman, 375-408. San Fransisco: Jossey-Bass.

Brown S, and Eisenhardt, K. 1997. "The Art of continuous change: linking complexity theory and time-paced evolution in relentlessly shifting organizations." Administrative Science Quarterly, 42:1-34.

Miner, A; P. Bassoff; C. Moorman. June 2001. "Organizational Improvisation and Learning: A Field Study." Administrative Science Quarterly.

Feldman, M and B. Pentland. 2003. "Reconceptualizing Organizational Routines as a Source of Flexibility and Change." Administrative Science Quarterly. Vol. 48.

Baker, T.; A. Miner; D. Eesley. February 2003. "Improvising Firms: Bricolage, Account Giving and Improvisational Competencies in the Founding Process." Research Policy. Vol 32, No. 2: 255-276.

Baker, T. and R. Nelson 2005. "Creating Something from Nothing: Resource Construction through Entrepreneurial Bricolage." Administrative Science Quarterly. Vol. 50, No. 3: 329-366

Kellogg, K. (2009). Operating room: Relational spaces and microinstitutional change in surgery. *American Journal of Sociology*, 115, 3, 657-711.

Module 2: Discontinuous Change

Gersick, C. (1991). Revolutionary change theories: A multilevel exploration of the punctuated equilibrium paradigm. Academy of Management Review, 16(1), 10-36.

Greenwood, Royston and C. R. Hinings. 1996. Understanding radical organizational change: Bringing together the old and new institutionalism. The Academy of Management Review, 21(4): 1022-1054.

Romanelli, E. and Tushman, M. (1994). Organizational transformation as punctuated equilibrium: An empirical test. Academy of Management Journal, 37(5), 1141-1166.

Sastry, M. (1997). Problems and paradoxes in a model of punctuated organizational change. Administrative Science Quarterly, 42, 237-275.

Greenwood R, Hinings CR. 1996. Understanding radical organizational change: bringing together the old and the new institutionalism. Academy of Management Review. 21: 1022-54

Hinings Greenwood, Reay and Suddaby "Dynamics of Change in Organizational Fields", in Poole, M. and A. Van de Ven (2004) The Handbook of Organizational Change and Innovation.

Tushman ML, Romanelli E. 1985. Organizational revolution: a metamorphosis model of convergence and reorientation. Research in Organizational Behavior. 7:171-222

Tushman ML, Rosenkopf L. 1992. Organizational determinants of technological change: toward a sociology of technological evolution. Research in Organizational Behavior, 14: 311-47

Livne-Tarandach, R. and J. Bartunek. 2009. "A New Horizon for Organizational Change and Development Scholarship: Connecting Planned and Emergent Change." Research in Organizational Change and Development, Vol. 17, 1-35.

Van De Ven, A. & Poole, M. (1995). Explaining development and change in organizations. *Academy of Management Review*, 20(3), 510-540.

[Siggelkow, N. 2001. Change in the Presence of Fit: The Rise, the Fall, and the Renaissance of Liz Claiborne. *Academy of Management Journal*, 44\(4\): 838-857.](#)

[Gupta, A. K., Smith, K. G., & Shalley, C. E. 2006. The Interplay Between Exploration and Exploitation. *Academy of Management Journal*, 49\(4\): 693-706.](#)

Skoldberg, K. (1994). Tales of change: Public administration reform and narrative mode. *Organization Science*, 5(2), 219-238.

[Adler, P. S., Goldoftas, B., & Levine, D. I. 1999. Flexibility versus efficiency? A case study of model changeovers in the Toyota production system. *Organization Science*, 10\(1\): 43-68.](#)

[Benner, M. & Tushman, M. 2002. Process Management and Technological Innovation: A Longitudinal Study of the Photography and Paint Industry. *Administrative Science Quarterly*, 47: 676-706.](#)

Bartunek, J. M. (1984) "Changing interpretive schemes and organizational restructuring: The example of a religious order," *Administrative Science Quarterly*, 29(3), 355-372

Gioia, D and Thomas, J. 1996. "Identity, Image and issue reinterpretation: Sensemaking during strategic change in academia." *Administrative Science Quarterly*, 41, 370-403.

Corley K. G. & Gioia, D. A. (2004). Identity, ambiguity, and change in the wake of a corporate spin-off. *Administrative Science Quarterly*, 49, 173-208.

Denis, J. L., Lamothe, L. & Langlely, A. (2001). The dynamics of collective leadership and strategic change in pluralistic organizations. *Academy of Management Journal*, 44, 4, 809-837.

Module 3: Planned Change

Everyone should read the following article for this module (but this is not one that you should choose for a précis).

Huy, Q. 2001. "Time, Temporal Capability, and Planned Change." *Academy of Management Review*, 4, 601-623

In addition, please choose two articles from the list below and write a précis for each.

- Seo, M; Putnam, L. and Bartunek, J. 2004. "Dualities and Tensions of Planned Organizational Change." In Poole, M and S Van de Ven (eds). Handbook of Organizational Change and Innovation. Oxford University Press.
- Hendry C. 1996. Understanding and creating whole organizational change through learning theory. Human Relations. 49:621-41
- Kimberly, J. R. & Bouchiki, H. (1995). The dynamics of organization development and change. Organization Science, 6(1), 9-18.
- MacDonald, S. (1997). Learning to change: An information perspective on learning in the organization. Organization Science, 6(5), 557-568
- Dunphy DC, Stace DA. 1988. Transformational and coercive strategies for planned organizational change: beyond the OD model. Organization Studies. 9(3):317-34
- Novelli L, Bradley LK, Shapiro DL. 1995. Effective implementation of organizational change: an organizational justice perspective. In Trends in Organizational Behavior, ed. CL Cooper, 2:15-37. London: Wiley & Sons
- Olson EE. 1990. The transcendent function in organizational change. Journal of Applied Behavioral Science. 26:69-81
- Marshak RJ. 1993. Lewin meets Confucius: a review of the OD model of change. Journal of Applied Behavioral Science. 29:393-415
- Kimberly, J. R. & Bouchiki, H. (1995). The dynamics of organization development and change. Organization Science, 6(1), 9-18.
- MacDonald, S. (1997). Learning to change: An information perspective on learning in the organization. Organization Science, 6(5), 557-568

Magnitudes and Levels of Planned Change

- Bartunek, J. M., Moch, M. K. 1987. First-order, second-order, and third-order change and organization development interventions: a cognitive approach. Journal of Applied Behavioral Science. 23:483-500.
- Bartunek JM. 1993. The multiple cognitions and conflicts associated with second order organizational change. In Social Psychology in Organizations: Advances in Theory and Research, ed. JK Murnighan, pp. 322-49. Englewood Cliffs, NJ: Prentice Hall
- Bartunek JM, Moch MK. 1994. Third-order organizational change and the western mystical tradition. Journal of Organizational Change Management. 7:24-41

Poole, P. D. Gioia, and B. Gray. (1989). "Influence modes, Schema Change, and Organizational Transformation." The Journal of Applied Behavioral Science. 25:3, pp. 271-289.

Roach DW, Bednar DA. 1997. The theory of logical types: a tool for understanding levels and types of change in organizations. Human Relations. 50:671-99

Modes of intervention and targets of intervention: Strategic Change

Lewin, A.; Weigelt, C and Emery, J. "Adaptation and Selection in Strategy and Change" in Poole, M and A. Van de Ven (eds). Handbook of Organizational Change and Innovation. Oxford: 2004, pp 108-160.

Action Research, Lewin, and NTL

Pasmore, W., & Friedlander, F. (1978). An action research program for increasing employee involvement in problem solving. Administrative Science Quarterly, 27(3).

Susman, G. and Evered, R. (1978). "An Assessment of the scientific merits of action-research." Administrative Science Quarterly, 23, 582-603.

Schein EH. 1996. Kurt Lewin's change theory in the field and in the classroom: notes toward a model of managed learning. Syst. Pract. 9:27-47

Golembiewski, R and A Blumberg. Sensitivity Training and the Laboratory Approach. Itasca, Ill: F. E. Peacock, Publishers, 1970.

Chin, R and Benne, "General Strategies for Effecting Changes in Human Systems" in Bennis, W; K. Benne, R. Chin, and K Corey (eds). The Planning of Change.(1976 / originally published 1961).

Bradford, L. P., Gibb, J. R. and Benne, K. D. (1964). T-Group Theory and Laboratory Method. New York: Wiley.

Lewin, K. (1943). Forces behind food habits and methods of change. National Research Council Bulletin, No. 108, 35-65.

Lewin, K. (1946). Action research and minority problems. Journal of Social Issues, 2 (4), 34-46.

Lewin, K. (1947). Frontiers in group dynamics: Concept, method and reality in social science; Social equilibria and social change. Human Relations, 1, 5-41.

Lewin, K. (1951). Problems of research in social psychology. In Field theory in social science: Selected theoretical papers (pp. 155-169) (D. Cartwright Ed.). New York: Harper & Row.

Lewin, K. (1952). Group decision and social change. In G.E. Swanson, T.M. Newcomb, & E.L. Hartley (Eds.), Readings in social psychology (2nd Ed.), (pp. 459-473). New York: Holt.

Lippitt, R., & Radke, M. (1946). New trends in the investigation of prejudice. Annals of the American Academy of Political and Social Science, 244, 167-176.

Reason, P. 2003. "Pragmatist Philosophy and action research." Action Research. Vol 1, issue 1, 2003, pp 103-123.

Miller, M, D. Greenwood; P. Baguire. "Why Action Research?" Action Research, Vol 1, issue 1, pp 9 – 28.

Action Science

Action science is an approach to organization development initiated by Chris Argyris and carried forth by one of his former students, Bill Torbert. Argyris, together with Donald Schon, developed a framework for understanding learning that they label Model I and Model II.

Argyris, C. "The individual and organization: Some problems of mutual adjustment." Administrative Science Quarterly, 2(1), 1-24 (1957).

Argyris, C. (1970). The unintended consequences of rigorous research and Organic research. In C. Argyris, Intervention theory and method: A behavioral science view (pp. 89-126). Reading, MA: Addison-Wesley.

Action Inquiry

Torbert, W. 2001. The practice of action inquiry. . In P. Reason & H. Bradbury (Ed.s), Handbook of Action Research, London: Sage, 250-260.

Rudolph, J., Taylor, S., & Foldy, E. 2001. Collaborative off-line reflection: A way to develop skill in action science and action inquiry. In P. Reason & H. Bradbury (Ed.s), Handbook of Action Research, London: Sage, 405-412.

Friedman, V. 2001. Action science: Creating communities of inquiry in communities of Practice. In P. Reason & H. Bradbury (Ed.s), Handbook of Action Research, London: Sage, 159-170.

Torbert, W. 2000. Transforming social science: Integrating quantitative, qualitative, and action research. In F. Sherman & W. Torbert (Ed.s), Transforming social inquiry, transforming social action, Boston, Kluwer, 67-92.

Foster, P. & Torbert, W. 2002. Transformational action learning and institutional change processes. Submitted to Academy of Management Learning and Education.

Cochran-Smith, M, et al. 2000. Seeking social justice: a teacher education faculty's self study. In F. Sherman & W. Torbert (Ed.s), Transforming social inquiry, transforming social action, Boston, Kluwer, 135-160.

Appreciative inquiry

Barrett, F. J. and D. Cooperrider. "Generative Metaphor Intervention: A New Approach to Intergroup Conflict." Journal of Applied Behavioral Science, 1990, Vol. 26, No. 2, pp. 223-244.

Cooperrider, D., F. J. Barrett, and S. Srivastva. "Social Construction and Appreciative Inquiry: A Journey in Organizational Theory." In Hosking, D., P. Dachler and K. Gergen (eds.) Management and Organization: Relational Alternatives to Individualism. Aldershot: Avebury Press, 1995.

Bushe, G. (1999). . [Five theories of change embedded in appreciative inquiry](#). In Cooperrider, D., Sorensen, P., Whitney, D., Yaeger, T. (Eds.), Appreciative Inquiry: Rethinking human organization toward a positive theory of change.

Bushe, G. R. (2001). Meaning making in teams: Appreciative inquiry with pre-Identity and post-identity groups. In Barrett, F., Fry, R., Seiling, J., Whitney, D. (Eds.), [Appreciative Inquiry: Applications in the Field](#). Westpoint, CT: Quorum Books.

Bushe, G. R. (1998). [Appreciative inquiry with teams](#). Organization Development Journal Vol. 16. 41-50

Bushe, G. R. (1995). [Advances in appreciative inquiry as an organization development intervention](#). Organization Development Journal Vol. 13. 14-22

Bushe, G. R., Coetzer, G. (1995). [Appreciative inquiry as a team development intervention: A controlled experiment](#). Journal of Applied Behavioral Science Vol. 31. 13-30

Bushe, G.R. & Neelima, P. (2015) Comparing the generativity of problem solving and appreciative inquiry: A field experiment.

Cooperrider, D. L., Srivastva, S. (1987). Appreciative inquiry in organizational life. In Pasmore, W., Woodman, R. (Eds.), [Research in organization change and development](#) (Vol. 1). Greenwich, CT: JAI Press.

Cooperrider, D and M Avital. 2004. "Introduction: Advances in Appreciative Inquiry – Constructive Discourse and Human Organization." In Cooperrider, D. and M. Avital (Eds.) Constructive Discourse and Human Organization. Advances in Appreciative Inquiry Series, Volume 1, Oxford: Elsevier Science.

- Gergen, M; Gergen F., and Barrett, F. 2004. "Appreciative Inquiry as Dialogue: Generative and Transformative." In Cooperrider, D. and M. Avital (Eds.) Constructive Discourse and Human Organization. Advances in Appreciative Inquiry Series, Volume 1, Oxford: Elsevier Science.
- Nissley, N. 2004. "The 'artful creation' of Positive Anticipatory Imagery in Appreciative Inquiry." In Cooperrider, D. and M. Avital (Eds.) Constructive Discourse and Human Organization. Advances in Appreciative Inquiry Series, Volume 1, Oxford: Elsevier Science.
- Mantel, M and J. Judema. 2004. "Sustaining Positive Change: Inviting Conversational Convergence through Appreciative Leadership and Organization Design." In Cooperrider, D. and M. Avital (Eds.) Constructive Discourse and Human Organization. Advances in Appreciative Inquiry Series, Volume 1, Oxford: Elsevier Science.
- Srivastva, S., Cooperrider, D. L. (1986). "[The emergence of the egalitarian organization.](#)" Human Relations Vol. 39. 683-724
- Van Buskirk, W. 2002. "Appreciating Appreciative Inquiry in the Urban Catholic School." In R. Fry, F. Barrett, J. Seiling, & D. Whitney, (Eds). Appreciative inquiry and organizational transformation: Reports from the field: 99-120. Westport, CO: Quorum.
- Khalsa, G. "The Appreciative Summit: The Birth of the United Religions Initiative." In R. Fry, F. Barrett, J. Seiling, & D. Whitney, (Eds). Appreciative inquiry and organizational transformation: Reports from the field: 99-120. Westport, CO: Quorum.
- Ludema, J.; Cooperrider, D.; Barrett, F. J. "Appreciative Inquiry: The Power of the Unconditional Positive Question." In P. Reason and H. Bradbury (eds). Handbook of Action Research. London: Sage Press, 2000.
- Avital, M and J. Carlo. 2004. "What Knowledge Management Systems Designers can Learn from Appreciative Inquiry." In R. Fry, F. Barrett, J. Seiling, & D. Whitney, (Eds). Appreciative inquiry and organizational transformation: Reports from the field: 99-120. Westport, CO: Quorum.
- Barge, J.K., & Oliver, C. 2003. Working with appreciation in managerial practice. Academy of Management Review, 28 (1): 124-142.

Large Group Interventions

- Axelrod D. 1992. "Getting everyone involved: how one organization involved its employees, supervisors, and managers in redesigning the organization." Journal of Applied Behavioral Science. 28:499-509
- Dannemiller KD, Jacobs RW. 1992. Changing the way organizations change: a revolution of common sense, Journal of Applied Behavioral Science. 28: 480-98

Gilmore TN, Barnett C. 1992. Designing the social architecture of participation in large groups to effect organizational change, Journal of Applied Behavioral Science. 28:534-48

Manning, MR and Binzagr, G. 1996. Methods, values, and assumptions underlying large group interventions intended to change whole systems. International Journal of Organizational Analysis, 4, (3), 268-284.

Manning, M.R. & DelaCerde Gastélum, J. (2006) Whole Systems Change in Mexican Organizations. In Barbara Bunker and Billie Alban (Eds.), The Handbook of Large Group Methods: Creating Systemic Change in Organizations and Communities, San Francisco, California: Sage Publishing: 256-276.

Manning, M.R. & DelaCerde Gastélum, J. (2003) Building organizational change in an emerging economy: Whole systems change using large group interventions in Mexico. In Woodman R.W. and Pasmore, W.A. (Eds.), Research in Organizational Change and Development (Vol. 14), Kidlington, Oxford, UK: Elsevier Science: 51-97.

Weber, P.S. & Manning, M.R. (1998) A comparative framework for large group organizational change interventions. In Woodman R.W. and Pasmore, W.A. (Eds.), Research in Organizational Change and Development (Vol. 12), Greenwich, CT: JAI Press, Inc.: 225-252.

Tavistock and Sociotechnical Systems

Emery, F. (1967). "The next thirty years: concepts, methods, and anticipation," Human Relations. Vol 20, pp 199-237.

Emery, F. and Trist, E. L. (1965). "The Causal Texture of Organizational Environments." Human Relations, vol. 18, pp 21-32.

Elden, M. 1986. Sociotechnical systems ideas as public policy in Norway: empowering participation through worker-managed change. Journal of Applied Behavioral Science 22:239-55.

Ondrack, D. A., Evans, M. G. 1987. Job enrichment and job satisfaction in Greenfield and redesign QWL sites. Group and Organizational Studies. 12:5-22.

Trist, E. L. and Bamforth, K. W. (1951). "Some social and psychological consequences of the Longwall method of coal-getting." Human Relations, vol. 4, pp 3-38.

Pasmore, W., Petee, J., Bastian, R. 1986. Sociotechnical systems in health care: a field experiment. Journal of Applied Behavioral Science 22: 329-39.

Pava, C. 1986. New strategies of systems change: reclaiming nonsynoptic methods. Human Relations. 39:615-33.

Beekun, R. I. 1989. Assessing the effectiveness of sociotechnical intervention: antidote or fad? Human Relations. 42:877-97.

Dunham, R. B., Pierce, J. L., Castaneda, M. B. 1987. Alternative work schedules: two field experiments. Personnel Psychologist. 40:215-41.

Jaeger, A. M. 1986. Organization development and national culture: where's the fit? Academy of Management Review. 11:178-90.

Kolodny, H., Stjernberg, T. 1986. The change process of innovative work designs: new design and redesign in Sweden, Canada, and the U. S. Journal of Applied Behavioral Science 22:287-301.

Latack, J. C., Foster, L. W. 1985. Implementation of compressed work schedules: participation and job redesign as critical factors for employee acceptance. Personnel Psychology. 38:75-92.

Oldham, G. R. 1988. Effects of changes in workspace partitions and spatial density on employee reactions: a quasi-experiment. Journal of Applied Psychology 73:253-58.

Elden, M. 1986. Sociotechnical systems ideas as public policy in Norway: empowering participation through worker-managed change. Journal of Applied Behavioral Science 22:239-55.

Ondrack, D. A., Evans, M. G. 1987. Job enrichment and job satisfaction in Greenfield and redesign QWL sites. Group and Organization Studies. 12:5-22.

Trist, E. L. and Bamforth, K. W. (1951). "Some social and psychological consequences of the Longwall method of coal-getting." Human Relations, vol. 4, pp 3-38.

Various Targets of Planned Change: Structural interventions

Beekun, R. I. 1989. Assessing the effectiveness of sociotechnical intervention: antidote or fad? Human Relations. 42:877-97.

Dunham, R. B., Pierce, J. L., Castaneda, M. B. 1987. Alternative work schedules: two field experiments. Personnel Psychologist. 40:215-41.

Kolodny, H., Stjernberg, T. 1986. The change process of innovative work designs: new design and redesign in Sweden, Canada, and the U. S. Journal of Applied Behavioral Science. 22:287-301.

Latack, J. C., Foster, L. W. 1985. Implementation of compressed work schedules: participation and job redesign as critical factors for employee acceptance. Personnel Psychology. 38:75-92.

Oldham, G. R. 1988. Effects of changes in workspace partitions and spatial density on employee reactions: a quasi-experiment. Journal of Applied Psychology. 73:253-58.

Elden, M. 1986. Sociotechnical systems ideas as public policy in Norway: empowering participation through worker-managed change. Journal of Applied Behavioral Science 22:239-55.

Ondrack, D. A., Evans, M. G. 1987. Job enrichment and job satisfaction in Greenfield and redesign QWL sites. Group and Organization Studies 12:5-22.

Emotions and Change

Tobey, D. H., & Manning, M. R. (2009). Melting the glacier: Activating neural mechanisms to create sustainable large-scale organizational change. *Research in Organizational Change and Development*, 17, 175–209.

Appendix I: What is a précis

A précis is a short analytical summary of a piece of intellectual work. "Précis" is really another word for an "abstract", except that it places more emphasis on logical structure. We believe that the writing of précis – and developing one's ability to do so – is a vital intellectual skill, because it involves having to grapple with, understand, internalize, and master an argument, theoretical position, set of ideas, or piece of research. It is a way of achieving deep understanding and expanding the scope of one's mind to really incorporate the ideas and material with which one is working. A good definition of a précis is given at http://www.csub.edu/~pnewberry/hst4_305/Syl305.html (website currently unavailable):

"Abstract (or précis): An abstract follows the logical order, not the spatial order of the argument. In an abstract you identify the main point(s) of an argument and then show how these points are developed and supported based on their logical support or importance for the conclusion rather than their spatial order in the work. An effective précis retains the logic, development, and argument of the original in much shorter form."

The point here is the emphasis on logical, not spatial order. That is, you have to figure out what the logical structure is, independently of the way it is presented in the text. For example, the text might be organized in this sequence: Point A – Point B – Point C. But, on reflection, you might decide that Point B is really the main idea, and that point A and point C are really part of the argument for Point B. So your précis might then be organized as Point B – Point A – Point C, beginning with the main idea and then showing the supporting ideas.. Or it might be organized as Point C -- Point A – Point B, showing how Points C and A lead logically to Point B. This is for you to decide in each case based on what you think is the underlying logical structure and what you think is the most effective, economical way of presenting it.

A second important point is that a précis should be completely devoid of your own opinions or reactions to the text. The focus is on what is objectively there in the text, not what is subjectively there in your reaction to it. A précis is, in a way, like an x-ray of the text. It is impersonal. Your individuality is expressed in your ingenuity in putting it together logically and concisely, not through admixture of your own opinions. In the seminar itself there will be opportunity for people's reactions to and thoughts about the material. But knowing what is objectively in the text is a prerequisite to having one's own reactions and opinions.

A précis should not contain quotations from the text and should, as much as possible, be written in your own words. Being able to state a theory or piece of research in your own words is an important prerequisite for developing one's own scholarly "voice", about which we hear so much in the culture of the HOD program. To have a voice requires being able to render other people's ideas in your own voice, rather than being subordinate to or parasitical upon their specific language and style. However, in writing a précis it is

legitimate to use technical terms that are in the original text, especially if they are terms originated by the author.

Below is an excerpt (from http://www.csub.edu/~pnewberry/hst4_305/Syl305.html, currently unavailable) that is a terrific piece on précis writing. In addition to stating and explaining the basic principles of writing a précis, it gives an instructive example. It takes a paragraph and then gives three versions of a bad précis of it, followed by one version of a good one. We highly recommend that you consult the source (Warriner's English Grammar Composition: Complete Course) before writing a précis.

PRECIS

taken from <http://cap.mbhs.edu/style/specificwriting.html>

The following has been excerpted from Warriner's English Grammar and Composition: Complete Course, pages 429-437.

A précis is a brief summary. Writing a précis is valuable training in composition. Since the writing requires you to be clear and concise, you must choose your words carefully and arrange them skillfully you get the maximum amount of meaning into the minimum space.

In addition to its value as a writing exercise, précis work is excellent reading practice. In order to summarize another's ideas in your own words, you must understand the idea thoroughly.

In school and in life after school, there are many situations that call for the writing of a brief, accurate summary of reading. You are frequently asked to prepare a summary of what you have read in your textbook or in the library. Answers on examinations often require a brief summary. People in business, in club work, and in social work must prepare short digests of articles and reports.

Study the following facts about précis and the basic steps in writing.

1. **A précis is a short summary.** It is not a paraphrase, which merely says in different and simpler words exactly what the passage being paraphrased has to say. A paraphrase may be as long as the passage itself. A précis rarely is more than one-third the length of the original selection and may be only one-fourth as long.
2. **A précis gives only the "heart" of a passage.** It omits repetition and such details as examples, illustrations, and adjectives unless they are of unusual importance.
3. **A précis is written entirely in the words of the person writing it, not in the words of the original selection.** Avoid the temptation to lift long phrases and whole sentences from the original.
4. **A précis is written from the point of view of the author whose work is being summarized.** Do not begin with such expressions as "This author says" or

"The paragraph means." Begin as though you were summarizing your own writing.

In writing a précis proceed as follows:

1. Read carefully, sentence by sentence, the passage to be summarized. Try to grasp the writer's main point. Spotting the topic sentence will help. Look up in the dictionary any words whose meaning is not absolutely clear. As you read, take brief notes to be used in your writing.
2. When you have finally decided what the author's main point is, write it out in your own words. Do not use the wording of the original except for certain key words which you may find indispensable. If you cannot translate the idea into language of your own, you do not understand them very well. Be especially careful not to rely too much on the topic sentence. Do not add any opinions or ideas of your own.
3. Revise your writing until you are sure that you have given an accurate summary.
4. Usually you will find your précis is too long, if it is more than one-third the length of the original. Continue your revision until you have reduced the précis to the proper length. In this careful revision lies the principal value of the précis as a composition exercise. The work on reduction on pages 257-62 will be helpful to you in shortening your précis. Don't try to get the précis into a single sentence unless the passage is very short.

EXERCISE 1. Read the following paragraph two or three times. Then read the four précis of it given below. Each of them illustrates one major error in précis writing.

The first thing that strikes the critical minority, as it looks at the whole cultural picture, is that ours is a nation of new-rich people, well washed, all dressed up, rather pathetically unsure just what it is washed and dressed up for; a nation convinced that a multitude of material goods, standardized, furiously and expensively advertised by appeals to greed and vanity, will in themselves make life worth the living. Because we are new-rich, we overvalue possessions. Almost any individual who makes a great deal of money very rapidly supposes that mere possession of wealth is evidence of worth. He also is apt to imagine that with his means he can buy happiness. These mistakes usually seem folly to the old-rich, to one who was born to poverty, whose father and mother were bred with it. Such a one knows that merely because he or his friends have it, it is no sign that they are worth it, but quite commonly the contrary. He has learned through experience that money is not in itself very valuable stuff. Happiness, which is what all men desire, cannot be purchased; it is an illusive something not for sale. The old-rich know these things well enough, but the new-rich rarely discover them until they have grown accustomed to possessions. So it seems to be with our society. We go in, almost without question and in all classes, for the sordid nonsense of supposing that externalities possessed ennoble the owners, that a full fist invariably indicates a fine spirit.

FAULTY PRÉCIS

1. Ours is a nation of new-rich people convinced that material goods will in themselves,

make life worth the living. Any individual who makes a great deal of money rapidly supposes that wealth is evidence of worth. He imagines that with his means he can buy happiness. These mistakes seem folly to one born to property. He knows that because he or his friends have it, it is no sign that they are worth it. Happiness, which all men desire, cannot be purchased. We go in for the nonsense that a full fist indicates a fine spirit. [96 words]

Critique: Phrases and sentences merely copied from original

2. On the whole we are a nation of new-rich people who are well washed and well dressed, but we don't know what we're washed and dressed for. Our material goods are all standardized and expensively advertised. Advertisers appeal to our greed and vanity. We think these material goods are the means to wealth and happiness. The old-rich know that their friends aren't worth the money they have, but the new-rich don't know this until they have been rich for a while. [81 words]

Critique: Précis misses point of original and emphasizes unimportant points

3. First, the critical minority says that we are a nation of new-rich people all dressed up with no place to go. We think the material goods advertised by appeals to our greed and vanity are what makes life worth living. Anyone who makes a lot of money thinks his money shows his worth and believes that it will make him happy. The old rich, however, think that these ideas are foolish. Born into a rich family with property, these people know that money and property don't make them any better people. They know that the opposite is frequently true. They know that money in itself isn't worth much and that it won't buy happiness, which is the thing everyone wants. The new rich however, don't know these things until they have been rich long enough to find them out. Almost everyone, regardless of social class, believes that possessions make their owners better, and the more you have the more worthy you are. This is nonsense. [163 words]

Critique: Précis is too long -nearly two-thirds the length of original

4. The critical minority says we are a nation of new-rich people who are victims of newspaper, magazine, and television advertising which, by appealing to our greed and vanity, tries to convince us that all we need for happiness is a lot of possessions. We don't need most of the advertised stuff like appliances, big cars, and fur coats, but the rest of the world judges our worth by what we have. In many other countries, people don't have the material goods we have. We can't all be as lucky as the old-rich, who don't have to worry about money because they already have it. [104 words]

Critique: Writer of précis has injected his own ideas

ACCEPTABLE PRECIS

Critics of American culture see us as a new-rich people who, because we are new-rich, think that material goods make life worth living. We think that money is an indication of worth and that wealth brings happiness. The old-rich know better. Born to property, they

do not believe that just because they have it, they are worth it. They know that happiness cannot be bought. The new-rich, however, make the mistake of believing possessions indicate the worth of their owner. [80 words]

Critique: Idea stated in précis writer's words. Less than one-third of length of original