 **Perspectives on Individual and Organizational Change**

MGMT 885201 Taught Remotely

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| Professor Jean BartunekExt: 2-0455Office: Fulton 430CEmail: bartunek@bc.edu | Class meetings: Wednesday 3:00 – 5:30Office hours: Wednesday 1 – 2:45 or by appointment*Syllabus as of August 20, 2020* |

**General information**

**The special circumstances this semester**

As you undoubtedly know, the current semester is being conducted under extraordinary circumstances. Boston College is highly committed to your safety and continued learning.

Specifically, this class will be conducted synchronously online. That is, we will meet online via Zoom during our regularly scheduled class time.

Just as if we were meeting in person in class, you are expected to attend all classes, be prepared for class, and participate in a meaningful and productive manner. If you have an access problem on a particular day, please notify me as soon as possible. If you need to miss class on a particular day, please tell me as far in advance as possible.

The use of laptop computers, smart phones, or other electronic devices to access Zoom is essential for this class. Please, however, use only devices you need to access Zoom. Try not to be distracted by texts, email, or information on other devices. If you have problems in securing appropriate access, either because of broadband issues or lack of equipment, please let me know immediately.

**Technology Support**

You may call the BC Technology Help Center at (617) 552-HELP (4357), email [help.center@bc.edu](file:///C%3A%5CUsers%5Csadka%5CDownloads%5Chelp.center%40bc.edu), live tech support chat, or visit the Technology Help website at [www.bc.edu/help](file:///C%3A%5CUsers%5Csadka%5CDownloads%5Cwww.bc.edu%5Chelp). Staff at the BC Help Center are always available to help you. You can get technology help regardless of where you buy your computer.

**Accommodations for Students**

If you are a student with a documented disability seeking reasonable accommodations in this course, please contact Kathy Duggan, (617) 552-8093, dugganka@bc.edu, at the Connors Family Learning Center regarding learning disabilities and ADHD, or Rory Stein, (617) 552-3470, rory.stein@bc.edu, in the Disability Services Office regarding all other types of disabilities, including temporary disabilities. Advance notice and appropriate documentation are required for accommodations. If you are feeling stressed, having challenges managing your time, sleep, or making choices around alcohol and food, the Office of Health Promotion (OHP) offers Individual and Group Health Coaching appointments with a trained Health Coach. Please reach out by going to the Health Promotion website or, if on campus, walk over to Gasson 025 and talk with a staff member. University resources can be found at this link: [Accommodations for Students](https://www.bc.edu/sites/accessibility/accommodations/for-students.html).

**About the Course**

**Course description**

This class is an introduction to the scholarly study of organizational change, with a small amount of individual change included. We will address both classic and contemporary concerns about organizational change and the people who experience it. I will say a bit more about this the first week of class.

In addition, we will focus on conceptual understandings of change along with how (well) they link with the empirical phenomena they purport to describe and explain. After the first week, there will be both conceptual and empirical readings for each topic addressed

One of the classes, when we will have a guest instructor, Professor Jody Hoffer Gittell, will be on Monday late afternoon. (She is teaching her own class on Wednesday afternoon.)

**Class Materials**

Assigned readings are available on the BC canvas site for our course under a module for each date that we have class. (I will make sure that everyone taking the class can get access to the Canvas site.)

Some topics inevitably overlap. Over the course of the semester it will be possible to see how readings on one topic inform your understanding of other topics.

**Course assignments**

Written assignment(s)

The major assignment is to conduct a study of an organizational change with which you are already (or can easily become) familiar. The change may have been occurring in an organization in which you have worked or with which you are familiar for some other reason, or it may be one for which you are able to gather outside information relatively easily through, say, archival materials or from a faculty member. I must approve the direction of the paper. *All papers must use the Academy of Management Style Guide*.

The assignment will be done in stages. In addition, during the course of the class we will make use of the readings to talk about the construction of journal articles in order to guide your work on the paper.

1. The first stage is the development of a *tentative*, *preliminary*, *possible*, *subject to updating*, conceptual rationale for the study, including one or more research questions you intend to explore (and how), and a tentative description of the method you will use. It will be due on **September 30**. It may be based on concepts addressed in class prior to that date or after it, or change related constructs not addressed in class at all. I’ll be glad to talk with you about possible emphases for your paper.

2. The second stage is a tentative presentation of your data, perhaps though not necessarily in the form of a case study, which will enable you to address your research question(s). In this second stage you add to and build on what you said in a (possibly revised) introduction. This will be due **October 14**. We will spend a few minutes at the beginning of class on that day "checking in" on the development of each one's work.

In the draft of the paper due on **October 14** and then in all subsequent drafts you need to include the following information:

A:  Are these data being used for any other project, e.g. in another class?  It's not a problem if they are, as long as their use is acknowledged along with a description of how their use in this class is different from what is being done elsewhere. (One possible way of saying that is something like the data used here are part of a larger research project. The use of the data for this project differs from their use in other parts of the larger project in the following way[s].)

B:  Do you have permission from the IRB for data you're using for this project IF you intend it to be presented or published?  If this is a class project only, then say that; no IRB approval is needed. If you already have IRB approval for the data you are collecting/have collected say that. If you need to get IRB approval for your data collection say that.

3. The third stage is the first draft of the complete paper due **November 11**. This paper will include all the parts of a journal paper, i.e. an abstract, introduction, literature review, conceptual framework, research questions/hypotheses derived from the introductory material, a description of your methodology, presentation of (case) data relevant to the research questions, analysis, discussion, conclusion, references, and appropriate tables and figures (if any). You will need to turn in (sic) two copies of this paper, one for feedback from me and one for feedback from a randomly selected classmate.

The randomly selected classmate and I will provide feedback on your paper by **November 18**. Reviewers will need to provide me with a copy of the feedback they give.

4a and 4b. The fourth stage is the final paper, which will have two parts. You will make a formal oral presentation in class on **December 2**. The final written version is due **December 9**.

Class preparation and participation

Students are expected to have read the required materials and be prepared to discuss them and the questions assigned for each class. General questions to be used for preparing for each class are listed below. In addition, a few specific questions for each class will be distributed a week ahead of time, either by me or by the student leading discussion for a particular class.

The general questions to be used for preparing for each class are:

1. Summarize each paper on its own terms

2. What methods are used in the paper?

3. How well done is the paper?

4. What research questions, if any, does the paper evoke?

5. Where do you agree with the paper? Where do you think it could improve?

6. (How) does the material discussed this week relate to (e.g. build on, agree with, disagree with) material we have previously discussed?

Beginnings of the classes

In the past I have spent approximately the first half hour of each class giving some historical context for the topic we are discussing in that class. For this semester, at least as an initial experiment, I will record these introductions in advance, and have you watch the videos before coming to class. Then for a few minutes at the beginning of class we will discuss any comments or questions you have. Let’s see if this works better than my simply presenting this material during class.

Teaching responsibility

I will distribute some specific questions and will lead class discussion for a few of the classes (especially those early in the semester). Each student will lead the discussion and construct discussion questions for one class (to be determined during the first class of the semester). The questions prepared for class discussion should be designed to help students engage the readings the class leader’s main responsibility is to facilitate students’ discussion of the readings. **They will be made available to the class at least a week in advance**. During the first class we will discuss the best way to do this. My suggestion is to use the class dropbox, and to have students both email the questions and post them in dropbox.

Students leading a particular class will need to schedule a meeting with me approximately 10 days in advance of the class they're leading, to review with me their class plan and the discussion questions they plan to distribute the week ahead of time. I will also meet with each student during the week after the class they led, in order to discuss with the student how the class went.

**Purposes of this class**

By the end of the semester you should have:

1. increased conceptual and empirical understanding of multiple dimensions of change

2. an increased ability to link theory and data.

3. an increased ability to give constructive criticism

4. increased teaching ability

5. increased skill in writing and presenting academic papers

**Grading**

Introductory conceptual rationale and research question(s) 5%

Introduction and data presentation 10%

Draft one of the paper 15%

Feedback on Draft one of paper 5%

Oral presentation of the paper 15%

Final version of the paper 25%

Class participation 15%

Leadership of one of the classes 10%

 **Core Values of CGSOM**

A graduate program is as strong as the values that drive it. At the Carroll School of Management, our core values are an integral part of who we are. The following guiding principles are a way of life for every member of the community and serve as the foundation for building strong, trust-based relationships among and between the members of the community which includes: students, faculty, administration, alumni and employers.

**Honesty and Integrity**, We are committed to promoting the highest standards of honesty and integrity to ensure that all members of the community recognize the inherent benefits of living these ideals and to guarantee that academic performance is evaluated reliably and rewarded fairly.

**Mutual Respect**, We are committed to fostering an environment in which every member of the community nurtures the spirit of trust, teamwork, openness and respect that is necessary to embrace and fully capitalize on our professional community.

**Pursuit of Excellence**, We are committed to creating an environment where all members of the community pursue the highest possible level of academic performance and personal development for themselves and other members of the community.

**Personal Accountability**, We are committed to fostering an environment where every community member understands and accepts responsibility for upholding and reinforcing our values.

Accessing Class

Zoom link for almost all class sessions: [**https://bccte.zoom.us/j/91723842124**](https://www.google.com/url?q=https://bccte.zoom.us/j/91723842124&sa=D&source=calendar&ust=1598390525650000&usg=AOvVaw1Ok6F5TxoiRkcwuqsIoul8)

Please do not share the class link with anyone outside of class.

If you are a BC student, Please use your BC student email account when entering Zoom

**Class schedule**

**September 2: Introducing (sic) change**

Huber, G. P., & Bartunek, J. M. In Press. Organization change. In J. M. Pieró (Ed.), *The Oxford Encyclopedia of Industrial and Organizational Psychology*. Oxford: Oxford University Press, DOI: 10.1093/acrefore/9780190236557.013.24

*Three publications that “started” in this class*

Bartunek, J. M., Huang, Z., & Walsh, I. 2008. The development of a process model of collective turnover. ***Human Relations***, 61: 5 – 38.

Do, B., Lyle, M. C., & Walsh, I. J. 2019. Driving down memory lane: The influence of memories in a community following organizational demise. ***Organization Studies***, 40(9): 1307-1329.

Greenberg, D. 1995. Blue vs. Gray: A metaphor constraining sensemaking around a restructuring. ***Group and Organization Management,*** 20: 183-209.

*A few contemporary change challenges*

Amis, J. M., & Janz, B. D. 2020. Leading change in response to COVID-19. ***Journal of Applied Behavioral Science***, 56: 272-278.

Barley, S. R., Bechky, B. A., & Milliken, F. J. 2017. From the editors: The changing nature of work: Careers, identities, and work lives in the 21st century. ***Academy of Management Discoveries***, 3: 111 – 115.

Davis, G. F. 2009. The rise and fall of finance and the end of the society of organizations.  ***Academy of Management Perspectives***, 23(3): 27-44.

Opie, T., & Roberts, L. M. 2017. Do black lives really matter in the workplace? Restorative justice as a means to reclaim humanity**. *Equality, Diversity and Inclusion: An International Journal*,** 36: 707-719.

Note: I do NOT expect you to read all these papers (other than Huber & Bartunek) in depth. Simply skim them to get an idea of *some* of the work that has come from the class and *some* ideas of important contemporary change issues.

*Preparation questions for the first class*

1. Based on the Huber and Bartunek paper what does the study of change add to the study of organizational behavior?
2. Does anything strike you from the articles that initially came from this class?
3. What are crucial contemporary issues regarding change that matter *to you*?
4. Be prepared to tell at least one story about an organizational change with which you are at least vaguely familiar.

**September 9: Organization Development, action research and other participatory approaches to change**

Bartunek, J. M., & Woodman, R. W. 2015. Beyond Lewin: Toward a temporal approximation of organization development and change. ***Annual Review of Organizational Psychology and Organizational Behavior,*** 2: 157–82

Bushe, G. R., & Marshak, R. J. 2009. Revisioning organization development: Diagnostic and dialogic premises and patterns of practice. ***Journal of Applied Behavioral Science***, *45*(3): 348-368.

Heracleous, L., Gößwein, J., & Beaudette, P. 2018. Open strategy-making at the Wikimedia foundation: a dialogic perspective. ***Journal of Applied Behavioral Science***, 54(1): 5-35.

Lüscher, L. S., & Lewis, M. W. 2008. Organizational change and managerial sensemaking: Working through paradox. ***Academy of Management Journal***, 51(2): 221-240.

Worley, C. G., Mohrman, S. A., & Nevitt, J. A. 2011. Large group interventions: An empirical field study of their composition, process, and outcomes. ***Journal of Applied Behavioral Science***, *47*(4): 404-431.

**September 16: Organizational learning and learning organizations**

Bechky, B. A. 2003. Sharing meaning across occupational communities: The transformation of understanding on a production floor. ***Organization science***, 14(3): 312-330.

Edmondson, A. 2002. The local and variegated nature of learning in organizations: A group-level perspective. ***Organization Science***, 13(2): 128-146.

Feldman, M. S. 2000. Organizational routines as a source of continuous change. **Organization Science**, 11: 611–629.

Glaser, V. L. 2017. Design Performances: How Organizations Inscribe Artifacts to Change Routines. ***Academy of Management Journal***, 60: 2126 – 2154.

Levitt, B., & March, J. G. 1988. Organizational learning. ***Annual Review of Sociology***, 14: 319-340.

**September 23: Organizational transformation and radical change**

Amis, J., Slack, T., & Hinings, C. F. 2004. The pace, sequence and linearity of radical change. **Academy of Management Journal**, 47: 15 – 39.

Fiol, C. M., & O’Connor, E. J. 2002. When hot and cold collide in radical change processes: Lessons from community development. ***Organization Science***, 13: 532-546.

Jarzabkowski, P., Lê, J., & Balogun, J. 2019. The social practice of coevolving strategy and structure to realize mandated radical change. ***Academy of Management Journal*,** 62(3): 850-882.

Lawrence, T. B., Malhotra, N., & Morris, T. 2012. Episodic and systemic power in the transformation of professional service firms. ***Journal of Management Studies***, 49: 102-143.

Tushman, M. L., & Romanelli, E. 1985. Organizational evolution: a metamorphosis model of convergence and reorientation. In L. L. Cummings & B. M. Staw (Eds.), ***Research in Organizational behavior***, 7: 171-222.

**September 30: Organizational change and continuity**

***First paper assignment due***: The development of a *tentative*, *preliminary*, *possible*, subject to updating, conceptual rationale for the study

Bacharach, S., Bamberger, P., & Sonnenstuhl, W. 1996. The organizational transformation process: The micropolitics of dissonance reduction and the alignment of logics of action. ***Administrative Science Quarterly***, 41: 477-507.

Brown, S. L., & Eisenhardt, K. M. 1997. The art of continuous change: Linking complexity theory and time-paced evolution in relentlessly shifting organizations. ***Administrative Science Quarterly,*** 42: 1-34.

Mantere, S., Schildt, H. A., & Sillince, J. A.  2012. Reversal of strategic change. ***Academy of Management Journal***. 55: 173-196.

Reay, T., Golden-Biddle, K., & Germann, K. 2006. Legitimizing a new role: Small wins and microprocesses of change. ***Academy of Management Journal***, 49(5), 977-998.

Wu, S. J., & Paluck, E. L. In Press. Designing nudges for the context: Golden coin decals nudge workplace behavior in China. *Organizational Behavior and Human Decision Processes*, [https://doi.org/10.1016/j.obhdp.2018.10.002](https://doi-org.proxy.bc.edu/10.1016/j.obhdp.2018.10.002)

 **October 7: Changing identities in changing organizations**

Cloutier, C., & Ravasi, D. In Press. Identity trajectories: Explaining long-term patterns of continuity and change in organizational identities. ***Academy of Management Journal*,** <https://doi.org/10.5465/amj.2017.1051>

Conroy, S. A., & O’Leary-Kelly, A. M. 2014. Letting go and moving on: Work-related identity loss and recovery. ***Academy of Management Review***, 39: 67-87.

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.

Dutton, J. E., & Dukerich, J. 1991. Keeping an eye on the mirror: Image and identity in organizational adaptation. ***Academy of Management Journal***, 34: 517-554.

Gioia, D. A., Patvardhan, S. D., Hamilton, A. L., & Corley, K. G. 2013. Organizational identity formation and change. ***Academy of Management Annals***, 7(1): 123-193.

**October 14: Recipients of organizational change**

***Second paper assignment due***:a tentative presentation of your data which will enable you to address your research question

Balogun, J., Bartunek, J. M., & Do, B. 2015. Senior managers’ sensemaking and responses to strategic change. ***Organization Science****,* 26: 960-979.

Bartunek, J. M., Rousseau, D. M., Rudolph, J. W., & DePalma, J. A. 2006. On the receiving end: Sensemaking, emotion, and assessments of an organizational change initiated by others**.  *Journal of Applied Behavioral Science*,** 42: 82-206.

Huy, Q. H., Corley, K. G., & Kraatz, M. 2014. From support to mutiny: Shifting legitimacy judgments and emotional reactions impacting the implementation of radical **change. *Academy of Management Journal*, 57: 1650-1680.**

Oreg, S., Bartunek, J., Lee, G., & Do, B. 2018. An affect-based model of recipients' responses to organizational change events. ***Academy of Management Review***, 43: 65-86.

Reiche, B. S., & Neeley, T. B. 2019. Head, Heart, or Hands: How Do Employees Respond to a Radical Global Language Change over Time? ***Organization Science***, 30(6): 1252-1269.

**October 19 MONDAY. Relational Coordination as a theory, a method of change, and a research collective.**

 **Guest Instructor, Professor Jody Hoffer Gittell, Brandeis University**

https://heller.brandeis.edu/relational-coordination/

Readings to be assigned by Professor Gittell

**October 28: Temporal patterns and processes of change**

*Note. This class will start at 3:30*.

Ancona, D., & Chong, C. 1996. Entrainment: Pace, cycle, and rhythm in organizational behavior. In B. Staw & L. Cummings (Eds.), ***Research in Organizational Behavior***, 18: 251-284. Greenwich: JAI Press.

Jansen, K. J., Shipp, A. J., & Michael, J. H. 2016. Champions, converts, doubters, and defectors: The impact of shifting perceptions on momentum for change. ***Personnel Psychology***, 69: 673–707.

Jones, S. L., & Van de Ven, A. H. 2016. The changing nature of change resistance: An examination of the moderating impact of time*.* ***Journal of Applied Behavioral Science*,** *52*(4): 482-506.

Kunisch, S., Bartunek, J. M., Mueller, J., & Huy, Q. 2017. Time in strategic change research. ***Academy of Management Annals***, 11: 1005 – 1064.

Staudenmayer, N., Tyre, M., & Perlow, L. 2002. Time to change: Temporal shifts as enablers of organizational change. ***Organization Science***, 13: 583-597

**November 4:** **Dialectics and paradox in change**

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

Bartunek, J. M., Putnam, L. L., & Seo, M. In Press. Dualisms and dualities in the ongoing development of Organization Development. In M. S. Poole & A. H. Van de Ven (Eds)., ***Oxford Handbook of Organizational Change and Innovation***. New York: Oxford University Press.

Jay, J. 2013. Navigating paradox as a mechanism of **change** and innovation in hybrid organizations. **Academy of Management Journal**.56: 137-159.

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

Smith, W. K., & Lewis, M. W. 2011. Toward a theory of paradox: A dynamic equilibrium model of organizing. ***Academy of Management Review,*** 36: 381-403.

**November 11: Organizational emergence**

***Third paper assignment due***: first draft of the complete paper

Chiles, T., Meyer, A., & Hench, T. 2004. Organizational emergence: The origin and transformation of Branson, Missouri's musical theaters. ***Organization Science***, 15(5): 499-520.

Girod, S. J., & Whittington, R. 2015: Change escalation processes and complex adaptive systems: From incremental reconfigurations to discontinuous restructuring. ***Organization Science***, *26*(5): 1520-1535.

Howard-Grenville, J., Nelson, A. J., Earle, A. G., Haack, J. A., & Young, D. M. 2017. “If chemists don’t do it, who is going to?” Peer-driven occupational change and the emergence of green chemistry. ***Administrative Science Quarterly***, 62(3): 524-560.

Plowman, D. A., Baker, L. T., Beck, T. E., Kulkarni, M., Solansky, S. T., & Travis, D. V. 2007. Radical change accidentally: The emergence and amplification of small change. ***Academy of Management Journal,***50(3): 515-543.

Tsoukas, H., & Chia, R. 2002. On organizational becoming: Rethinking organizational change. ***Organization Science***, 13: 567-582.

**November 18: Organizational, decline, death, and rebirth**

***Reviews of paper drafts*** *due*

Birnholtz, J. P., Cohen, M. D., & Hoch, S. V. 2007. Organizational character: on the regeneration of Camp Poplar Grove. ***Organization Science***, 18(2): 315-332.

Mckinley, W., Latham, S., & Braun, M. 2014. **Organizational** decline and innovation: Turnarounds and downward spirals. ***Academy of Management Review***, 39: 88 – 110.

Siggelkow, N. 2001. Change in the presence of fit: The rise, the fall, and the renaissance of Liz Claiborne. ***Academy of Management Journal***, 44: 838-857.

Sutton, R. I. 1987. The process of organizational death: Disbanding and reconnecting. ***Administrative Science Quarterly***, 32: 542-569.

**Walsh, I. J., & Bartunek, J. M. 2011. Cheating the fates: Organizational foundings in the wake of demise. *Academy of Management Journal*, 54: 1017 – 1044.**

**December 2: Student presentations**

**December 9: Complete student papers due**