

Eighteenth International Conference on Knowledge, Culture, and Change in Organizations

*Navigating Change in Shifting Cultural Landscapes:
Disruptive, Generative, Transformative?*

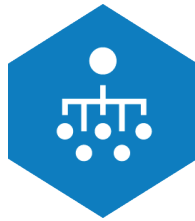
15–16 MARCH 2018 | UNIVERSITY OF KONSTANZ | KONSTANZ, GERMANY | ORGANIZATION-STUDIES.COM



Eighteenth International Conference on **Knowledge, Culture, and Change in Organizations**

*“Navigating Change in Shifting Cultural Landscapes:
Disruptive, Generative, Transformative?”*

15–16 March 2018 | University of Konstanz | Konstanz, Germany



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Eighteenth International Conference on Knowledge, Culture, and Change in Organizations
www.organization-studies.com

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Designed by Ebony Jackson
Cover image by Phillip Kalantzis-Cope



Welcome to the Conference

Dear Participants,

We welcome you to the Eighteenth International Conference on Knowledge, Culture, and Change in Organizations in Konstanz. We hope that you will like the venue and the historic city and—above all—the papers, lectures, and discussions at the forthcoming conference.

The University of Konstanz was founded in 1966, making it the second-newest university in the federal state of Baden-Württemberg. It has roughly 12,000 students and defines itself as a strongly research-oriented university. We as organisers represent a field in the Department of Economics, which is a sub-section within the Faculty of Political Science, Law and Economics. Business and Economics Education has been in existence at our university as a discipline, diploma, and master's-level course since 1998 and now represents the strongest master's programme in our department.

Teacher training in commercial education, which is our main business, is an area in which pedagogical, cultural, and economic subjects merge in an interdisciplinary study programme. We also take this approach in our research activities that comprise personnel management and in-company pedagogy; issues of teaching and learning; heterogeneity in commercial schools; and historical, systematic, cultural, and comparative issues of vocational education research.

Outside the conference, we hope that you will find time to explore the historic city, which is a Roman foundation established in 300 AD that has medieval features and was never destroyed in the war. One of the essential historical events was the Concilium, which took place between 1414 and 1418 and led to the only papal election in Germany (ending a schism). It is, of course, the lake that adds to the attractiveness of the region and the city.

Enjoy the conference and the region.

For the conference team,

Thomas Deissinger
Professor of Business and Economics Education
University of Konstanz

Dear Organization Studies Delegates,

Welcome to Konstanz and to the Eighteenth International Conference on Knowledge, Culture, and Change in Organizations. The Organization Studies Research Network—its conference, journal collection, and book imprint—was created to provide a meeting place for the investigation of knowledge-based social and economic change.

Founded in 1992, the Inaugural Organization Studies conference was held at the Hilton Hotel, Sydney, Australia. The conference has since been hosted at the Wesley Conference Centre, Sydney, Australia in 1995; Universiti Sains Malaysia, Penang, Malaysia in 2003; University of Greenwich, London, United Kingdom in 2004; University of the Aegean, Rhodes, Greece in 2005; Monash University Centre, Prato, Italy in 2006; the Singapore Management University, Singapore in 2007; Cambridge University, United Kingdom in 2008; Northeastern University, Boston, Massachusetts, USA in 2009; the HEC Montréal, Montréal, Canada in 2010; Universidad San Pablo CEU, Madrid, Spain in 2011; University Center, Chicago, USA in 2012; UBC Robson Square, Vancouver, Canada in 2013; Saïd Business School at the University of Oxford, Oxford, UK in 2014; University of California, Berkeley, USA in 2015; University of Hawaii at Manoa, Honolulu, USA in 2016; and Charles Darwin University, Darwin, Australia in 2017. Next year, we are honored to hold the conference at UBC Robson Square in Vancouver, Canada.


Conferences can be ephemeral spaces. We talk, learn, get inspired, but these conversations fade with time. This Research Network supports a range of publishing modes in order to capture these conversations and formalize them as knowledge artifacts. We encourage you to submit your research to the Organization Studies Journal Collection. We also encourage you to submit a book proposal to the Organization Studies Book Imprint.

In partnership with our Editors and Network Partners, the Organization Studies Research Network is curated by Common Ground Research Networks. Founded in 1984, Common Ground Research Networks is committed to building new kinds of knowledge communities, innovative in their media and forward thinking in their messages. However, the strength of ideas does not come from finding common denominators. Rather, the power and resilience of these ideas is that they are presented and tested in a shared space where differences can meet and safely connect—differences of perspective, experience, knowledge base, methodology, geographical or cultural origins, and institutional affiliation. These are the kinds of vigorous and sympathetic academic milieus in which the most productive deliberations about the future can be held. We strive to create places of intellectual interaction and imagination that our future deserves.

Thank you to everyone who has poured such a phenomenal amount of work into this conference including our co-organizer from Konstanz University, Thomas Deissinger, and our recognized Conference Chair, Peter Kell. I'd also like to thank my Organization Studies colleagues, Jeremy Boehme, Sara Hoke, McCall Macomber, Kim Kendall, and Helen Repp, who have put such a significant amount of work into this conference.

We wish you all the best for this conference, and we hope it will provide you every opportunity for dialogue with colleagues from around the corner and around the globe.

Yours sincerely,



Dr. Bill Cope

Professor, Department of Education Policy, Organization, and Leadership, College of Education, University of Illinois at Urbana-Champaign USA

President, Common Ground Research Networks, USA



Our Mission

Common Ground Research Networks aims to enable all people to participate in creating collaborative knowledge and to share that knowledge with the greater world. Through our academic conferences, peer-reviewed journals and books, and innovative software, we build transformative research networks and provide platforms for meaningful interactions across diverse media.

Our Message

Heritage knowledge systems are characterized by vertical separations—of discipline, professional association, institution, and country. Common Ground identifies some of the pivotal ideas and challenges of our time and builds research networks that cut horizontally across legacy knowledge structures. Sustainability, diversity, learning, the future of the humanities, the nature of interdisciplinarity, the place of the arts in society, technology's connections with knowledge, the changing role of the university—these are deeply important questions of our time which require interdisciplinary thinking, global conversations, and cross-institutional intellectual collaborations. Common Ground is a meeting place for these conversations, shared spaces in which differences can meet and safely connect—differences of perspective, experience, knowledge base, methodology, geographical or cultural origins, and institutional affiliation. We strive to create the places of intellectual interaction and imagination that our future deserves.

Our Media

Common Ground creates and supports research networks through a number of mechanisms and media. Annual conferences are held around the world to connect the global (the international delegates) with the local (academics, practitioners, and community leaders from the host research network). Conference sessions include as many ways of speaking as possible to encourage each and every participant to engage, interact, and contribute. The journals and book imprint offer fully-refereed academic outlets for formalized knowledge, developed through innovative approaches to the processes of submission, peer review, and production. The research network also maintains an online presence—through presentations on our YouTube channel, quarterly email newsletters, as well as Facebook and Twitter feeds. And Common Ground's own software, **Scholar**, offers a path-breaking platform for online discussions and networking, as well as for creating, reviewing, and disseminating text and multi-media works.

Organization Studies Research Network

*Exploring the nature and future of organizations and
their impacts on modern society*



The Organization Studies Research Network is brought together around a common concern for, and a shared interest to explore, new possibilities in knowledge, culture and change management, within the broader context of the nature and future of organizations and their impact on modern society. The research network interacts through an innovative, annual face-to-face conference, as well as year-round online relationships, a family of peer reviewed journals, and book imprint—exploring the affordances of the new digital media.

Conference

The Organization Studies Conference is built upon four key features: Internationalism, Interdisciplinarity, Inclusiveness, and Interaction. Conference delegates include leaders in the field as well as emerging scholars, who travel to the conference from all corners of the globe and represent a broad range of disciplines and perspectives. A variety of presentation options and session types offer delegates multiple opportunities to engage, to discuss key issues in the field, and to build relationships with scholars from other cultures and disciplines.

Publishing

The Organization Studies Research Network enables members to publish through two media. First, research network members can enter a world of journal publication unlike the traditional academic publishing forums—a result of the responsive, non-hierarchical, and constructive nature of the peer review process. The Organization Studies Journal Collection provides a framework for double-blind peer review, enabling authors to publish into an academic journal of the highest standard. The second publication medium is through the book imprint, Organization Studies, publishing cutting edge books in print and digital formats. Publication proposals and manuscript submissions are welcome.

Community

The Organization Studies Research Network offers several opportunities for ongoing communication among its members. Any member may upload video presentations based on scholarly work to the research network YouTube channel. Quarterly email newsletters contain updates on conference and publishing activities as well as broader news of interest. Join the conversations on Facebook and Twitter or explore our new social media platform, **Scholar**.



On learning to lead in organizations oriented to the future

Theme 1: Management Education

- New types of organization: what do you need to learn today?
- Towards leadership: management education and training
- Vision, strategy, and leadership: measuring the effects
- Training and human resource development
- Blurring the boundaries: informal learning, training, and education
- New economy: what is appropriate education for the new work order?
- Learning for the 'new economy'
- What is knowledge? What is the role of learning?
- 'Wisdom' in the knowledge economy
- Mentoring: where leadership means knowledge transfer
- Collaboration as a personal capacity and organizational resource
- The making of a 'knowledge worker'
- Educational institutions as knowledge managers

On negotiating organizational change, and organizational responses to social, stakeholder, and market change

Theme 2: Change Management

- Organizations in change: what makes for success
- Organizations responding to change: markets, clients, stakeholders, and community expectations
- Technologies and organizational change
- Process change in organizations, streamlining systems
- Restructuring: revamping, rethinking, and reevaluation
- Upgrades: removing heritage systems and moving forward with new tech
- Financial upheaval, dealing with difficult times
- Leadership in change, negotiating successful business changeovers
- Dealing with legal and regulatory challenges in a constantly changing environment



On knowledge as a factor of production

Theme 3: Knowledge Management

- Managing intangibles for tangible outcomes
- Knowledge and culture as factors of production
- Reconceptualizing 'economy' in a knowledge society
- Putting a tangible value on intangibles
- New performance indicators for new economies
- The conditions of innovation
- The business case for knowledge management
- Building intellectual capital and maintaining intellectual property
- Transforming personal knowledge into common knowledge
- Data, information, and their electronic means of creation, storage, access, and communication
- Beyond competition: creating efficiencies through supply chain relationships
- Addressing the divides: digital, development, social
- Virtual enterprises in a networked world
- The dynamics of adult learning
- Lifelong learning

On the cultures of responsive, productive, and respected organizations

Theme 4: Organizational Cultures

- What is organizational culture? 'Organic', 'community', 'complexity', and other metaphors
- Agonies of change: working with order and chaos; regularity and complexity
- Networks, clusters, alliances
- Building collaborative organizational cultures
- Decision-making and leadership
- Building a culture of innovation
- Teams and the dynamics of collaboration
- Productive diversity: capitalizing on human differences
- Women at work and women in management: what are the different ways of working?
- Gay-friendly workplaces
- Family friendly workplaces
- Developing sustainable organizational cultures: government, community, and NGOs
- Capacity development: building knowledge locally
- Globalization, internationalization, and organizational change
- Customization: recognizing market and customer differences
- Navigating complexity: the dynamics of organizational change
- Business ethics



Organizational Intangibles and their Tangible Value

The focus of this Research Network is to explore those intangible drivers which determine not only the livability of organizations for insiders, but their credibility and attraction to outsiders.

They also impact tangible results in the form of efficiency, effectiveness, and productivity. The intangibles of knowledge, culture, and change management do not appear on balance sheets, but ultimately do have an enormous impact on 'bottom lines'.

Our interests range across organizations in all their forms and manifestations: businesses, from micro-enterprises to multinational corporations; institutions of formal learning, from schools to universities; public sector agencies; and non-government and community sector organizations. Our concern also extends beyond the boundaries of organizations to consider the dynamics of supply chains, organizational alliances, networks, communities of practice, and capacity building.

The organizational story may be different from situation to situation. However, across all of these contexts, a pragmatic focus persists—to examine the 'organization' and 'management' of groups of people collaborating to productive ends, and to analyze what makes for success and sustainability.

Knowledge Economy

Ours is the era of the 'knowledge economy'.

What might it mean to have a knowledge economy? Contemporary economies are increasingly dependent upon technologies which assist the flow of information. The value of an organization is also increasingly located in intangibles such as business systems, intellectual property, and the human skills base. In this sense, knowledge has become a key factor of production. And human needs have been transformed to the point where, in the marketplace, consumers focus on knowledge-representations as much as they do on physical entities—design, aesthetics, product concepts, brand associations, service values. If anything, these are the things that make the knowledge economy different from the industrial economy in its time.

Knowledge in Organizations

What, however, is this nebulous thing—knowledge—and how do we manage it?

Certainly, it is bigger than out-of-the box IT systems, or content management systems, or cloud software ensembles—things that are often sold as knowledge management 'solutions'. To be sure, the new technologies have the capacity to enable and transform. But knowledge is also the stuff of incessant talk, collaborative working relationships, personalized stories, and constant learning. It is, in fact, no less than the core of human capital.

With or without technology assistance, knowledge management involves transforming personal knowledge into common knowledge, implicit and individual knowledge into explicit and shared understandings, and everyday common sense into systematic designs. It is also the business of codifying these designs as information architectures, paradigms, or disciplines.

Not that this leaves the world of tacit understandings and individual subjectivity behind as a poor cousin to knowledge proper. On the contrary, herein lies the raw material of inspiration, imagination, and creativity. The shape of things has to be felt before it can be articulated.



It is the project of knowledge management to ensure that collaboration is institutionalized and that knowledge sharing occurs. As a result, wheels are not needlessly reinvented. Lessons are learned from mistakes, and these lessons shared. The knowledge of the organization or community is not dangerously depleted when a key person departs. Organizing knowledge creates more work, to be sure, but the longer term effect of this extra work should be to create less.

Knowledge is the process of connecting the stuff of the mind and the stuff of the world. It is not a recorded thing (data, information), or at least, it is not just that. Knowledge is a form of action. Knowing might be by experiencing (deep understandings, intuitions, or judgments based on extended immersion in a particular situation), or conceptualizing (knowing the underlying concepts and theories of a particular discipline, system, or vocation), or analyzing (linking cause with effect, interests with behaviors, purposes with outcomes), or applying (doing something practical again or anew). These are some of the ways in which knowing is done.

And what does knowing do? For one thing, it creates a different kind of organization. This organization is one in which certain kinds of knowledge rise to higher levels of validity. This is the knowledge that has been collaboratively constructed, is widely informed, is cross-referenced — and these processes give it a collegial or organizational imprimatur. This knowledge becomes authoritative to the extent that the processes of knowledge construction are made transparent. And the unidirectional (top-bottom, expert-novice, organization-customer) transmission of knowledge is replaced by knowledge as dialogue.

Culture in Organizations

Ours is an era when organizations are driven by culture, or so today's management thinkers tell us. This is in direct contrast to the focus on system and structure in an earlier era when management was considered to be an exact science.

On the micro-scale, teams are driven by shared values—or is it perhaps the complementarity of differences of knowledge and experience? On the corporate scale, organizations try to enlist employees to their visions and ethos—or is it perhaps a matter of creating an inclusive space in which everyone's motivations and energies are enlisted, even if they don't fit a single obvious corporate mold? On a market or community scale, organizations try to get close to customers and forge tight supply chain relationships—or is this really a matter of negotiating the differences that are inherent to a world of ever more finely differentiated niche markets and subtly or not-so-subtly divergent organizational cultures? And on the macro, global scale, we may find ourselves operating across one world market—or is it, perhaps, a world where, in crossing borders, successful organizations negotiate differences and become many things to many peoples?

Culture is a key organizational driver, but not because it has a simplistically unifying dynamic — of shared values, singular vision, and cloning to the ideal of the corporate person. The dynamic of effective contemporary organizational cultures, more often than not, is one of productive diversity. This is not the diversity of affirmative action and remedies for discrimination. Rather it is the diversity that is at the heart of organizational cultures, including workaday domains such as human resource management, product and service diversification strategy, sales and marketing into a myriad of niches, and customer relationship management which recognizes that no two customers are the same.



Change in Organizations

Ours is an era of massive change, sometimes liberating, other times traumatic.

Organizations find themselves buffeted by external forces: technological, market, political, and cultural. They are challenged to become ever more efficient, effective, productive, and competitive. How can they be active masters of change rather than reactive servants? How can change in organizations be driven by their people rather than the organization in the abstract? How can organizations change without their leaders having to drag along the led?

Organizations will fail if they are not capable of learning, in a collective sense, as well as ensuring the learning growth of the individuals who spend their days there at work. They will fail if they do not regard themselves as places of continuous personal and corporate reinvention, of individual and institutional transformation. The organization and every person within it needs to envision themselves, not as a change object, but as an agent of change.

This conference, journals, book imprint, and news blog attempt to address these and other dynamics of knowledge, culture, and change as they manifest themselves in organizations. The perspectives range from big picture analyses to detailed case studies which speak to the tangible value of organizational intangibles. They traverse a broad terrain, from theory and analysis to practical strategies for action.



About

The Organization Studies Research Network is dedicated to the concept of independent, peer-led groups of scholars, researchers, and practitioners working together to build bodies of knowledge related to topics of critical importance to society at large. Focusing on the intersection of academia and social impact, the Organization Studies Research Network brings an interdisciplinary, international perspective to discussions of new developments in the field, including research, practice, policy, and teaching.

Membership Benefits

As an Organization Studies Research Network member you have access to a broad range of tools and resources to use in your own work:

- Digital subscription to the Organization Studies Journal Collection for one year.
- Digital subscription to the book imprint for one year.
- One article publication per year (pending peer review).
- Participation as a reviewer in the peer review process, with the opportunity to be listed as a Reviewer.
- Subscription to the network e-newsletter, providing access to news and announcements for and from the Research Network.
- Option to add a video presentation to the research network YouTube channel.
- Free access to the **Scholar** social knowledge platform, including:
 - ◊ Personal profile and publication portfolio page
 - ◊ Ability to interact and form communities with peers away from the clutter and commercialism of other social media
 - ◊ Optional feeds to Facebook and Twitter
 - ◊ Complimentary use of **Scholar** in your classes—for class interactions in its Community space, multimodal student writing in its Creator space, and managing student peer review, assessment, and sharing of published work



Engage through Social Media



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OrganizationStudiesResearchNetwork](https://www.facebook.com/OrganizationStudiesResearchNetwork)



[@onorganizations](https://twitter.com/onorganizations) | [#KCCO18](https://twitter.com/KCCO18)

Present and Participate in the Conference

You have already begun your engagement in the research network by attending the conference, presenting your work, and interacting face-to-face with other members. We hope this experience provides a valuable source of feedback for your current work and the possible seeds for future individual and collaborative projects, as well as the start of a conversation with research network colleagues that will continue well into the future.

Publish Journal Articles or Books

We encourage you to submit an article for review and possible publication in the journal. In this way, you may share the finished outcome of your presentation with other participants and members of the research network. As a member of the network, you will also be invited to review others' work and contribute to the development of the research network knowledge base as a Reviewer. As part of your active membership in the research network, you also have online access to the complete works (current and previous volumes) of the journal and to the book imprint. We also invite you to consider submitting a proposal for the book imprint.



The principal role of the Advisory Board is to drive the overall intellectual direction of the Organization Studies Research Network and to consult on our foundational themes as they evolve along with the currents of the field. Board members are invited to attend the annual conference and provide important insights on conference development, including suggestions for speakers, venues, and special themes. We also encourage board members to submit articles for publication consideration to the Organization Studies Journal Collection as well as proposals or completed manuscripts to the Organization Studies Book Imprint.

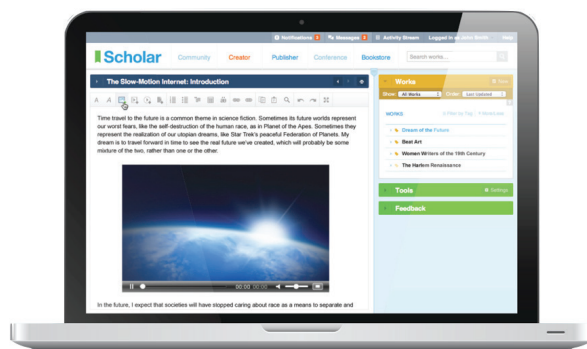
We are grateful for the continued service and support of the following world-class scholars and practitioners.

- **Angel Algarra**, Universidad CEU San Pablo, Madrid, Spain
- **Zainal Ariffin**, Universiti Sains Malaysia, Penang, Malaysia
- **David Boyd**, Northeastern University, Boston, USA
- **Robert Brooks**, Monash University, Melbourne, Australia
- **Bruce Cronin**, University of Greenwich Business School, London, UK
- **Cristina Elorza**, Universidad CEU San Pablo, Madrid, Spain
- **Andrea Fried**, Chemnitz University of Technology, Chemnitz, Germany
- **David Gurteen**, Gurteen Knowledge, Fleet, UK
- **Sabine Hoffmann**, REN International, Nice, France
- **Stavros Ioannides**, Panteion University, Athens, Greece
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- **Dave Snowden**, Cognitive Edge Pte, LTD, Singapore
- **David Szabla**, The George Washington University, Washington, D.C., USA
- **Alan Zaremba**, Northeastern University, Boston, USA

A Social Knowledge Platform

Create Your Academic Profile and Connect to Peers

Developed by our brilliant Common Ground software team, **Scholar** connects academic peers from around the world in a space that is modulated for serious discourse and the presentation of knowledge works.



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- Building your *academic profile* and list of published works.
- Joining a community with a *thematic or disciplinary focus*.
- Establishing a new Research Network *relevant to your field*.
- Creating *new academic work* in our innovative publishing space.
- Building a *peer review network* around your work or courses.

Scholar Quick Start Guide

1. Navigate to <http://cgscholar.com>. Select [**Sign Up**] below 'Create an Account'.
2. Enter a "**blip**" (a very brief one-sentence description of yourself).
3. Click on the "**Find and join communities**" link located under the YOUR COMMUNITIES heading (On the left hand navigation bar).
4. Search for a community to join or create your own.

Scholar Next Steps – Build Your Academic Profile

- **About:** Include information about yourself, including a linked CV in the top, dark blue bar.
- **Interests:** Create searchable information so others with similar interests can locate you.
- **Peers:** Invite others to connect as a peer and keep up with their work.
- **Shares:** Make your page a comprehensive portfolio of your work by adding publications in the Shares area - be these full text copies of works in cases where you have permission, or a link to a bookstore, library or publisher listing. If you choose Common Ground's hybrid open access option, you may post the final version of your work here, available to anyone on the web if you select the 'make my site public' option.
- **Image:** Add a photograph of yourself to this page; hover over the avatar and click the pencil/edit icon to select.
- **Publisher:** All Common Ground community members have free access to our peer review space for their courses. Here they can arrange for students to write multimodal essays or reports in the Creator space (including image, video, audio, dataset or any other file), manage student peer review, co-ordinate assessments, and share students' works by publishing them to the Community space.



A Digital Learning Platform

Use **Scholar** to Support Your Teaching

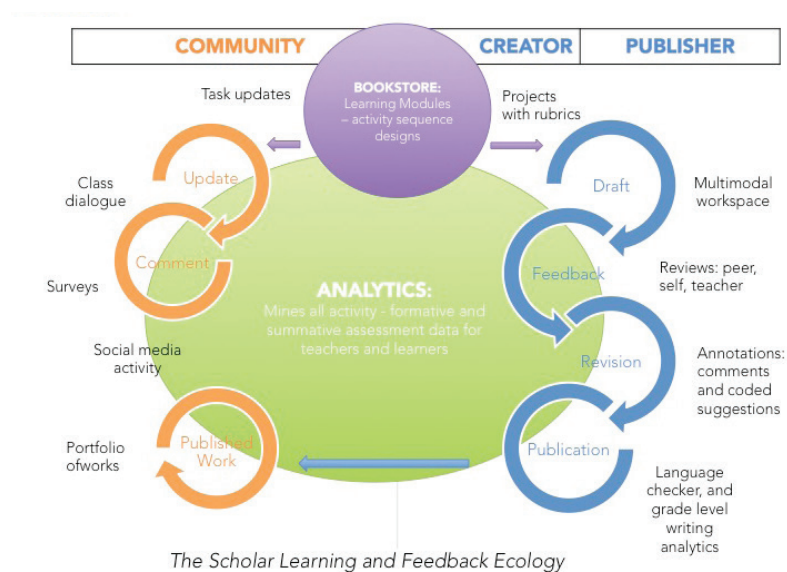
Scholar is a social knowledge platform that *transforms the patterns of interaction in learning by putting students first*, positioning them as knowledge producers instead of passive knowledge consumers. **Scholar** provides scaffolding to encourage making and sharing knowledge drawing from multiple sources rather than memorizing knowledge that has been presented to them.

Scholar also answers one of the most fundamental questions students and instructors have of their performance, “How am I doing?” Typical modes of assessment often answer this question either too late to matter or in a way that is not clear or comprehensive enough to meaningfully contribute to better performance.

A collaborative research and development project between Common Ground and the College of Education at the University of Illinois, **Scholar** contains a Research Network space, a multimedia web writing space, a formative assessment environment that facilitates peer review, and a dashboard with aggregated machine and human formative and summative writing assessment data.

The following **Scholar** features are only available to Common Ground Research Network members as part of their membership. Please email us at support@cgscholar.com if you would like the complimentary educator account that comes with participation in a Common Ground conference.

- Create projects for groups of students, involving draft, peer review, revision, and publication.
- Publish student works to each student’s personal portfolio space, accessible through the web for class discussion.
- Create and distribute surveys.
- Evaluate student work using a variety of measures in the assessment dashboard.



Scholar is a generation beyond learning management systems. It is what we term a *Digital Learning Platform*—it transforms learning by engaging students in powerfully horizontal “social knowledge” relationships. **For more information, visit:** <http://knowledge.cgscholar.com>.



Organization Studies Journal Collection

*Committed to being a definitive resource on new possibilities
in knowledge, culture, and change management, within the
broader context of the nature and future of organizations and
their impact on modern society*



Indexing

Academic Search Alumni Edition (EBSCO)
Academic Search Complete (EBSCO)
Academic Search Elite (EBSCO)
Academic Search International (EBSCO)
Academic Search Premier (EBSCO)
Association of Business Schools (Grade One)
Business Source Complete (EBSCO)
Business Source Corporate Plus (EBSCO)
Business Source International (EBSCO)
China National Knowledge Infrastructure (CNKI Scholar)
Genamics Journal Seek
Management Directory (Cabell's)
Scopus
The Australian Research Council (ERA)
Ulrich's Periodicals Directory

Founded:

1993

Publication Frequency:

Quarterly (March, June, September, December)

Acceptance Rate:

44% (2016)

Network Website:

organization-studies.com

About

The focus of the journals in the Organization Studies Journal Collection is on those intangible drivers which determine not only the livability of organizations for insiders and their credibility and attraction to outsiders, but also their tangible results in the form of efficiency, effectiveness, and productivity. The intangibles of knowledge, culture, and change management do not appear on balance sheets, but ultimately do have an enormous impact on “bottom lines.” The journals in this collection attempt to address dynamics of knowledge, culture, and change as they manifest themselves in organizations. The perspectives range from big picture analyses to detailed case studies which speak to the tangible value of organizational intangibles. They traverse a broad terrain, from theory and analysis to practical strategies.

This collection of journals is relevant for academics in the fields of management, social sciences, and education/training, research students, knowledge managers, trainers, industry consultants, and knowledge management and change practitioners—anyone with an interest in, and concern for, cultural change in organizations.

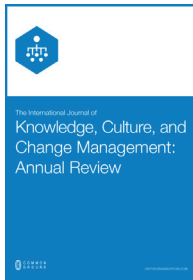
Editor



Peter Kell, School of Education at Charles Darwin University, Darwin, Australia

Reviewers

Articles published in the Organization Studies Journal Collection are peer reviewed by scholars who are active members of the Organization Studies Research Network. Reviewers may be past or present conference delegates, fellow submitters to the collection, or scholars who have volunteered to review papers (and have been screened by Common Ground's editorial team). This engagement with the Research Network, as well as Common Ground's synergistic and criterion-based evaluation system, distinguishes the peer review process from journals that have a more top-down approach to refereeing. Reviewers are assigned to papers based on their academic interests and scholarly expertise. In recognition of the valuable feedback and publication recommendations that they provide, reviewers are acknowledged as Reviewers in the volume that includes the paper(s) they reviewed. Thus, in addition to the Organization Studies Journal Collection's Editors and Advisory Board, the Reviewers contribute significantly to the overall editorial quality and content of the collection.



The International Journal of Knowledge, Culture, and Change Management: Annual Review

Indexing: Association of Business Schools (Grade One), Academic Search Alumni Edition (EBSCO), Academic Search Elite (EBSCO), Academic Search Premier (EBSCO), Academic Search Complete (EBSCO), Academic Search International (EBSCO), Genamics Journal Seek, Management Directory (Cabell's), Scopus, The Australian Research Council (ERA), Ulrich's Periodicals Directory

DOI: 10.18848/1447-9524/CGP

ISSN: 1447-9524 (print) | 1447-9575 (online)

About: *The International Journal of Knowledge, Culture, and Change Management: Annual Review* examines the nature of the organization in all its forms and manifestations.



Change Management: An International Journal

Indexing: Business Source Complete (EBSCO), Business Source Corporate Plus (EBSCO), Business Source International (EBSCO), Genamics Journal Seek, Management Directory (Cabell's), Scopus, Ulrich's Periodicals Directory

DOI: 10.18848/2327-798X/CGP

ISSN: 2327-798X (print) | 2327-9176 (online)

About: *Change Management: An International Journal* investigates the dynamics of negotiating organizational change, and organizational responses to social, stakeholder, and market change.



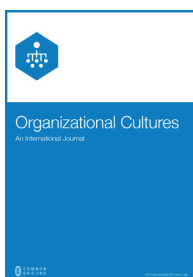
Knowledge Management: An International Journal

Indexing: Business Source Complete (EBSCO), Business Source Corporate Plus (EBSCO), Business Source International (EBSCO), Genamics Journal Seek, Management Directory (Cabell's), Scopus, Ulrich's Periodicals Directory

DOI: 10.18848/2327-7998/CGP

ISSN: 2327-7998 (print) | 2327-9249 (online)

About: *Knowledge Management: An International Journal* investigates the dynamics of the contemporary "knowledge economy," and the ways in which knowledge has become a key factor of production.



Organizational Cultures: An International Journal

Indexing: Business Source Complete (EBSCO), Business Source Corporate Plus (EBSCO), Business Source International (EBSCO), Genamics Journal Seek, Management Directory (Cabell's), Scopus, Ulrich's Periodicals Directory

DOI: 10.18848/2327-8013/CGP

ISSN: 2327-8013 (print) | 2327-932X (online)

About: *Organizational Cultures: An International Journal* explores success factors in the management of organizational culture in responsive, productive, and respected organizations.



Article Submission Process and Timeline

Below, please find step-by-step instructions on the journal article submission process:

1. **Review the Requirements:** All article submissions must meet the Article Requirements listed on our Author Guidelines page (<http://cgnetworks.org/support/author-guidelines>). Before submitting your article, please thoroughly review these requirements, and revise your article to follow these rules. Initial submissions which do not meet these requirements will be returned to the author(s) for revision.
2. **Upload the Submission:** Once you have revised your initial submission to meet the article requirements, you may then upload your submission in one of two ways:
 - ◊ If you are not attending a CGRN conference and you simply wish to submit your article for consideration to one of the CGRN academic journals, please use the following guide: Submitting an Article to the Journal (<http://cgnetworks.org/support/submitting-an-article-to-the-journal>).
 - ◊ If you are presenting at a conference, your conference registration includes a complimentary Research Network Membership* (see Step 6). Please upload your article submission using your conference proposal (this will allow you to skip Step 6 of the process). For assistance in uploading, please use the Journal Article Submission for Scholar Event Attendees guide: (<http://cgnetworks.org/support/journal-article-submission-using-the-conference-portal>).
3. **Checking Progress:** Once your article is received, you can view the status of its progress by logging into your CGPublisher account at www.cgpublisher.com. In time, CGPublisher will be retired, and our publishing will be managed through our new all-in-one platform, CG Scholar. For now, only Common Ground conferences have been completely integrated into CG Scholar. Publishing is only partially integrated into CG Scholar. After the publication process is complete, published articles appear in the CG Scholar Bookstore under the corresponding journal title. We'll keep you updated as progress continues, and if you ever have questions, you can always reach us at support.cgnetworks.org.
4. **Initial Submission Accepted for Peer Review:** Submitted articles are then verified against the Article Requirements (listed in the Author Guidelines). If your article satisfies these requirements, your identity and contact details are then removed, and the article is matched to two appropriate referees and sent for review. Please note, during this time authors are eligible to be selected to as a reviewer for other articles in this same stage. Full details regarding the rules, expectations, and policies on peer review can be found on our Peer Review Policies page.
5. **Peer Review Decision:** When both referee reports are uploaded, and after the referees' identities have been removed, you will be notified by email through cgpublisher. Your message will provide with a link to view the reports, if you have trouble, see our guide (<http://cgnetworks.org/support/how-to-download-your-referee-reports>). Articles which are rejected once in the peer review process are allowed a second opportunity to be reviewed by two new reviewers. To be reviewed by two new reviewers, you will need make revisions based on the comments and feedback of the first round of review, and these changes must be detailed using a change note (<http://cgnetworks.org/support/change-note-journal-article>). If an article is not accepted by peer review after this second opportunity, it must be withdrawn from consideration.
6. **Membership Confirmation:** If your article has been accepted or accepted with revisions, it will enter the membership confirmation stage. We require at least one author associated with the article to have a unique Research Network Membership or Conference registration (<http://cgnetworks.org/support/register-for-a-membership>). Please note, a paid conference registration includes a complimentary Research Network Membership, this will allow you to skip this step.



7. **Publication Agreement:** Next you will be asked to accept the Publishing Agreement. If you are interested in Hybrid Open Access, this step is the best time to register for Open Access Publication (<http://cgnetworks.org/journals/hybrid-open-access>).
8. **Prepare the Final Submission:** After the publication agreement is final, you will have 30 days to complete any revisions to your final submission and upload your article. Please ensure your final submission meets the Final Submission Requirements before uploading your article (<http://cgnetworks.org/support/final-submission-downloads-and-guides>). This includes such criteria as the correct use of the Chicago Manual of Style (17th edition) and the other listed requirements (<http://cgnetworks.org/support/chicago-manual-of-style-citations-quick-guide>). Articles which have been accepted with revisions will require a change note to be included with the final submission. Articles which do not meet these requirements will be returned for revision until these requirements are satisfied.
9. **Final Inspection / “Ready for Typesetting”:** Once we have received the final submission of your article, our Publishing Department will give your article a final review. During this step, your workflow status will be listed as “Ready for Typesetting,” indicating that the final submission is ready for inspection.
10. **Copyediting and Proof Inspection:** If the final submission meets the Final Submission Requirements, the article will then begin typesetting. At this phase you might be required to assist in correcting minor problems relating to grammar, spelling, citations, or references. You will be contacted when the typeset proof is available for inspection.
11. **Article Publication:** Individual articles are published “Web First” to our CG Scholar Bookstore (<https://cgscholar.com/bookstore>). After web-first publication, complete journal issues follow annually, biannually, or quarterly depending on the journal. Web-first published articles include a full citation and a registered DOI permalink. Be sure to keep your CG Scholar profile up-to-date (<https://cgscholar.com/identity/>) and add your ORCID iD (<https://orcid.org/register>) to maximize your article visibility.

Submission Timeline

You may submit your article for publication to the journal at any time throughout the year. The rolling submission deadlines are as follows:

- Submission Round 1 – 15 January
- Submission Round 2 – 15 April
- Submission Round 3 – 15 July
- Submission Round 4 (final) – 15 October

Note: If your article is submitted after the final deadline for the volume, it will be considered for the following year’s volume. The sooner you submit, the sooner your article will begin the peer review process. Also, because we publish “Web First,” early submission means that your article may be published with a full citation as soon as it is ready, even if that is before the full issue is published.



Hybrid Open Access

All Common Ground Journals are Hybrid Open Access. Hybrid Open Access is an option increasingly offered by both university presses and well-known commercial publishers.

Hybrid Open Access means some articles are available only to subscribers, while others are made available at no charge to anyone searching the web. Authors pay an additional fee for the open access option. Authors may do this because open access is a requirement of their research-funding agency, or they may do this so non-subscribers can access their article for free.

Common Ground's open access charge is \$250 per article—a very reasonable price compared to our hybrid open access competitors and purely open access journals resourced with an author publication fee. Digital articles are normally only available through individual or institutional subscriptions or for purchase at \$5 per article. However, if you choose to make your article Open Access, this means anyone on the web may download it for free.

Paying subscribers still receive considerable benefits with access to all articles in the journal, from both current and past volumes, without any restrictions. However, making your paper available at no charge through Open Access increases its visibility, accessibility, potential readership, and citation counts. Open Access articles also generate higher citation counts.

Institutional Open Access

Common Ground is proud to announce an exciting new model of scholarly publishing called Institutional Open Access.

Institutional Open Access allows faculty and graduate students to submit articles to Common Ground journals for unrestricted open access publication. These articles will be freely and publicly available to the whole world through our hybrid open access infrastructure. With Institutional Open Access, instead of the author paying a per-article open access fee, institutions pay a set annual fee that entitles their students and faculty to publish a given number of open access articles each year.

The rights to the articles remain with the subscribing institution. Both the author and the institution can also share the final typeset version of the article in any place they wish, including institutional repositories, personal websites, and privately or publicly accessible course materials. We support the highest Sherpa/Romeo access level—Green.

For more information on how to make your article Open Access, or information on Institutional Open Access, please contact us at support@cgnetworks.org.



Network Membership and Personal Subscriptions

As part of each conference registration, all conference participants (both virtual and in-person) have a one-year digital subscription to the entire Organization Studies Journal Collection. This complimentary personal subscription grants access to both the current volume of the collection as well as the entire backlist. The period of complimentary access begins at the time of registration and ends one year after the close of the conference. After that time, delegates may purchase a personal subscription.

To view articles, go to <https://cgscholar.com/bookstore> and select the “Sign in” option. An account in CG Scholar has already been made on your behalf; the username/email and password are identical to your CG Publisher account. After logging into your account, you should have free access to download electronic articles in the bookstore. If you need assistance, select the “help” button in the top-right corner, or contact support@cgscholar.com.

Journal Subscriptions

Common Ground offers print and digital subscriptions to all of its journals. Subscriptions are available to the full Organization Studies Journal Collection, individual journals within the collection, and to custom suites based on a given institution’s unique content needs. Subscription prices are based on a tiered scale that corresponds to the full-time enrollment (FTE) of the subscribing institution.

For more information, please visit:

- <http://organization-studies.com/journals/hybrid-open-access>
- Or contact us at subscriptions@cgnetworks.org

Library Recommendations

Download the Library Recommendation form from our website to recommend that your institution subscribe to the Organization Studies Journal Collection: <http://cgnetworks.org/support/recommend-a-subscription-to-your-library>.

Organization Studies Book Imprint

*Aiming to set new standards in participatory knowledge
creation and scholarly publication*



Organization Studies Book Imprint

Call for Books

Common Ground is setting new standards of rigorous academic knowledge creation and scholarly publication. Unlike other publishers, we're not interested in the size of potential markets or competition from other books. We're only interested in the intellectual quality of the work. If your book is a brilliant contribution to a specialist area of knowledge that only serves a small intellectual community, we still want to publish it. If it is expansive and has a broad appeal, we want to publish it too, but only if it is of the highest intellectual quality.

We welcome proposals or completed manuscript submissions of:

- Individually and jointly authored books
- Edited collections addressing a clear, intellectually challenging theme
- Collections of articles published in our journals
- Out-of-copyright books, including important books that have gone out of print and classics with new introductions

Book Proposal Guidelines

Books should be between 30,000 and 150,000 words in length. They are published simultaneously in print and electronic formats and are available through Amazon and as Kindle editions. To publish a book, please send us a proposal including:

- Title
- Author(s)/editor(s)
- Draft back-cover blurb
- Author bio note(s)
- Table of contents
- Intended audience and significance of contribution
- Sample chapters or complete manuscript
- Manuscript submission date

Proposals can be submitted by email to books@cgnetworks.org. Please note the book imprint to which you are submitting in the subject line.





Call for Book Reviewers

Common Ground Research Networks is seeking distinguished peer reviewers to evaluate book manuscripts.

As part of our commitment to intellectual excellence and a rigorous review process, Common Ground sends book manuscripts that have received initial editorial approval to peer reviewers to further evaluate and provide constructive feedback. The comments and guidance that these reviewers supply is invaluable to our authors and an essential part of the publication process.

Common Ground recognizes the important role of reviewers by acknowledging book reviewers as members of the Editorial Review Board for a period of at least one year. The list of members of the Editorial Review Board will be posted on our website.

If you would like to review book manuscripts, please send an email to books@cgnetworks.org with:

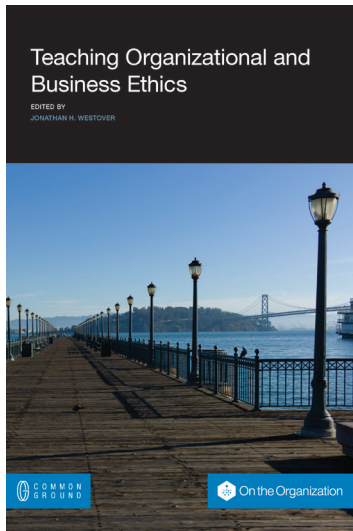
- A brief description of your professional credentials
- A list of your areas of interest and expertise
- A copy of your CV with current contact details

If we feel that you are qualified and we require refereeing for manuscripts within your purview, we will contact you.



Teaching Organizational and Business Ethics

Jonathan H. Westover (ed.)



ISBNs:

978-1-61229-777-4 (pbk)

978-1-61229-778-1 (pdf)

200 Pages

Research Network Website:

organization-studies.com

DOI:

doi.org/10.18848/978-1-61229-778-1/CGP

In an increasingly complex and interconnected world, with a seemingly endless supply of examples of corporate scandal and organizational exploitation and abuses of employees, consumers, and the environment represented daily in the media, there is an ever increasing need for our organizational leaders to be more firmly grounded in sound ethical principles and practices. Furthermore, the business students of today will be the business leaders of tomorrow and need to be adequately trained in how to deal with the complexity and the ambiguity inherent in the ethical dilemmas they will face. With the far reaching societal impacts of organizational and business ethics missteps, we need business leaders with pragmatic ethical knowledge and dispositions and sensitivities to work to find creative and innovative solutions to society's most perplexing challenges.

This edited collection will help you answer the following questions:

- Why is it necessary to provide greater ethics training to business students and organizational leaders?
- What are some of the key principles and considerations in providing ethics training to business students and organizational leaders?
- What are the models and practices for effectively teaching organizational and business ethics?
- What are some examples of organizational and business ethics application?

This edited collection provides a comprehensive introduction to teaching organizational and business ethics and explores the increasing importance of effectively training the organizational leaders of tomorrow, presenting a wide range of cross-disciplinary research in an organized, clear, and accessible manner. It will be informative to organization and business professors, while also informing various organizational leaders seeking to understand the importance and role of ethics education and its implementation within business courses.

Editor Bio:

Dr. Jonathan H. Westover is an associate professor of management and associate director of the Center for the Study of Ethics at Utah Valley University, specializing in international human resource management, organizational development, and community-engaged experiential learning. His ongoing research examines issues of globalization, labor transformation, work quality characteristics and employee motivation, the determinants of worker engagement and satisfaction cross-nationally, and higher-education pedagogy.



The Organizational and Business Ethics Imperative

Jonathan H. Westover (ed.)



ISBNs:

978-1-61229-779-8 (pbk)

978-1-61229-780-4 (pdf)

290 Pages

Research Network Website:

organization-studies.com

DOI:

doi.org/10.18848/978-1-61229-780-4/CGP

One need only turn on the news or briefly peruse the daily headlines to see countless examples and evidences of ethical failures in all aspects of our daily lives. The impacts of these ethical missteps can be far reaching, often with everyone in society paying the price in some way. Furthermore, with an increasingly interconnected and complex globalized world, we have communication technologies that allow for the instant sharing of information, along with a citizenry hungry to consume the next big scandal. Once more, increasingly complex technological integration of previously isolated systems has created ever more complex systems that are increasingly sensitive to the surrounding environment. This can often result in a chain reaction effect of one seemingly small and isolated ethical blunder that can then have wide-ranging societal impacts. Within this increasingly complex environment, with ever more damage caused by unethical leaders in organizations of all types and sizes in all parts of the globe, never before has there existed such an imperative for strong organizational and business ethics. Additionally, not only must organizational leaders seek to “do no harm,” but they must put their pragmatic ethical knowledge to work to find creative and innovative solutions to society’s most perplexing challenges.

This edited collection will help you answer the following questions:

- Why is there an organizational and business ethics imperative?
- What are key ethical theories that need to be considered within the organizational and business context?
- What role does ethical organizational culture, professional codes of ethics, and corporate social responsibility place play in ethical organizational and business practices?
- What are key considerations for ethical organizational leadership?
- What are the future directions in organizational and business ethics?

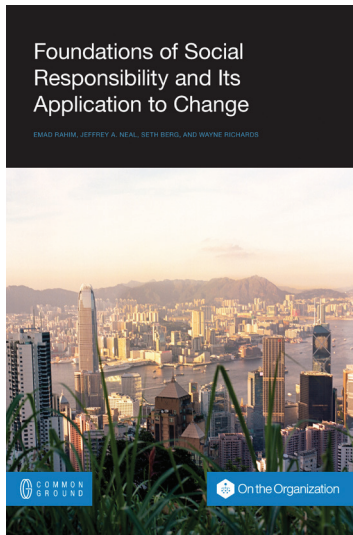
Editor Bio:

Dr. Jonathan H. Westover is an associate professor of management and associate director of the Center for the Study of Ethics at Utah Valley University, specializing in international human resource management, organizational development, and community-engaged experiential learning. His ongoing research examines issues of globalization, labor transformation, work quality characteristics and employee motivation, the determinants of worker engagement and satisfaction cross-nationally, and higher-education pedagogy.



Foundations of Social Responsibility and Its Application to Change

Emad Rahim, Jeffrey A Neal, Seth Berg, and Wayne Richards



ISBNs:

978-1-61229-567-1 (pbk)

978-1-61229-568-8 (pdf)

50 Pages

Research Network Website:
organization-studies.com

DOI:

doi.org/10.18848/978-1-61229-568-8/CGP

This book is a unique contribution to the subject of social responsibility and change management. Rahim, Berg, Neal, and Richards build on their vast and diverse experience and expertise to translate academic concepts of social responsibility, corporate social responsibility (CSR), and change management into a practical roadmap for students as well as managers, executives, and business leaders. *Foundations of Social Responsibility and Its Application to Change* is an overview of contemporary aspects of change management and social responsibility such as tragedy of the commons, triple bottom line, and scale-free networks with ecological, social, and business systems.

The authors introduce the readers to the topic of sustainability and describe the foundation of the subject, as well as theory, concepts, and principles. The authors also provide various case examples and perspectives on the triple bottom line, scale-free networks, and social and business systems. They deliver to the reader a blueprint for developing a change management strategy for fostering a socially responsible environment.

The combination of the authors' professional experiences, diverse perspectives, and education adds a refreshing twist to a core topic, which challenges the reader to rethink her or his understanding of what it takes to create a successful social responsibility culture. It also challenges the reader to rethink how leaders can affect positive change within their organization and community. This book is a must read for organizational leaders as well as managers and students interested in fostering a positive social responsibility culture in their company or community.

Author Bios:

Dr. Emad Rahim is the Endowed Entrepreneur-in-Residence at Oklahoma State University, visiting scholar at Rutgers University and the assistant dean of Business at Strayer University/ Jack Welch Management Institute.

Dr. Jeffrey A. Neal is the director of service & support administration for the Lorain County Board of Developmental Disabilities in Elyria, Ohio.

Seth Berg currently serves as the academic dean at Rasmussen College in Eagan, Minnesota.

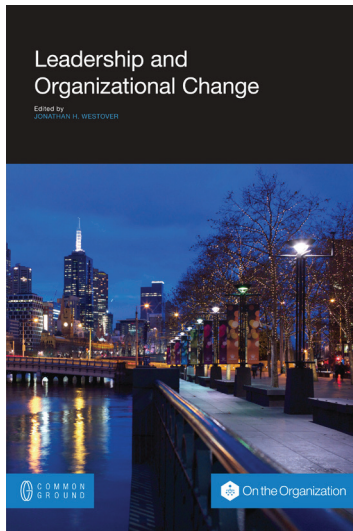
Dr. Wayne Richards Jr. is a native of New Orleans, LA, is a highly engaged program manager responsible for execution, performance, and the integration of organizational objectives.





Leadership and Organizational Change

Jonathan H. Westover (ed.)



ISBNs:

978-1-61229-360-8 (pbk)

978-1-61229-361-5 (pdf)

361 Pages

Research Network Website:

organization-studies.com

DOI:

doi.org/10.18848/978-1-61229-361-5/CGP

With the global economy shifting in recent decades and the emergence of the technology and service-oriented knowledge organizations, we live in an increasingly hyper-competitive global marketplace where firms are fighting to stay lean and flexible in an effort to satisfy increasingly diverse and specialized consumer demand around the world. In such a hyper-competitive global economy, how do organizational leaders effectively manage and lead key organizational change efforts? What are the leadership characteristics, skills, and best practices that top leaders need to possess to have a measurable impact on increased firm effectiveness and employee productivity? How can organizational leaders more successfully manage organizational change initiatives to achieve strategic organizational goals and add value to all organizational stakeholders? These are just some of the pressing questions facing today's organizations.

This edited collection provides a comprehensive introduction to leadership and organizational change and explores the wide-sweeping impacts for the modern workplace, presenting a wide range of cross-disciplinary research in an organized, clear, and accessible manner. It will be informative to management academics and instructors, while also instructing organizational managers, leaders, and human resource development professionals of all types who are seeking effective organizational change leadership to drive firm effectiveness in an increasingly competitive global economy.

Editor Bio:

Jonathan H. Westover is an assistant professor of business at Utah Valley University, specializing in international human resource management and organizational behavior. Additionally, he recently received the prestigious Fulbright Scholar award to be visiting faculty in the MBA program at Belarusian State University (Minsk, Belarus), and is a visiting faculty member in other graduate business programs in the UK, France, Poland, and China. He received a Master of Public Administration degree with an emphasis on Human Resource Management and Organizational Behavior from the Marriott School of Management at Brigham Young University. As a doctoral student at the University of Utah, his research interests combined comparative international sociology and the sociology of work and organizations. His ongoing research examines issues of globalization, labor transformation, work quality characteristics, and the determinants of job satisfaction cross-nationally.

Organization Studies Conference

*Curating global interdisciplinary spaces, supporting
professionally rewarding relationships*



Conference History

Founded in 1993, the International Conference on Knowledge, Culture, and Change in Organizations provides a meeting place for the investigation of knowledge-based social and economic change. Perspectives at the conference range from big picture analyses, to detailed case studies of practice, traversing a broad terrain, from theory to strategies for action. In 2010, the World Universities Forum combined with the International Conference on Knowledge, Culture, and Change in Organizations.

The International Conference on Knowledge, Culture, and Change in Organizations is built upon four key features: Internationalism, Interdisciplinarity, Inclusiveness, and Interaction. Conference delegates include leaders in the field as well as emerging scholars, who travel to the conference from all corners of the globe and represent a broad range of disciplines and perspectives. A variety of presentation options and session types offer delegates multiple opportunities to engage, to discuss key issues in the field, and to build relationships with scholars from other cultures and disciplines.

Past Conferences

- 1993 - Hilton Hotel, Sydney, Australia
- 1995 - Wesley Conference Centre, Sydney, Australia
- 2003 - Universiti Sains Malaysia, Penang, Malaysia
- 2004 - University of Greenwich, London, United Kingdom
- 2005 - University of the Aegean, Rhodes, Greece
- 2006 - Monash University Centre, Prato, Italy
- 2007 - Singapore Management University, Singapore
- 2008 - Cambridge University, Cambridge, United Kingdom
- 2009 - Northeastern University, Boston, USA
- 2010 - HEC Montréal, Montréal, Canada
- 2011 - Universidad San Pablo CEU, Madrid, Spain
- 2012 - University Center, Chicago, USA
- 2013 - UBC Robson Square, Vancouver, Canada
- 2014 - Saïd Business School at the University of Oxford, Oxford, UK
- 2015 - University of California, Berkeley, USA
- 2016 - University of Hawaii at Manoa, Honolulu, USA
- 2017 - Charles Darwin University, Darwin, Australia



Plenary Speaker Highlights

The International Conference on Knowledge, Culture, and Change in Organizations has a rich history of featuring leading and emerging voices from the field, including:

- **Gibor Basri**, Professor, University of California, Berkeley, USA (2014)
- **David Gurteen**, Founder, Gurteen Knowledge, London, UK (2004)
- **Richard Harris**, Deputy Dean, University of Durham, Durham, UK (2009)
- **Nuzhat Jafri**, Executive Director, Office of the Fairness Commissioner, Ontario, Canada (2010)
- **Leslie Johnson**, Emeritus Professor, University of Greenwich Business School, London, UK (2004)
- **Samantha Miles**, Reader in Accounting & Finance, Oxford Brookes University, Oxford, UK (2013)
- **Bruce Payne**, Founding Director, Graduate Program in Arts Administration, Baruch College, New York, USA (2007)
- **Anne H. Reilly**, Professor, Loyola University, Chicago, USA (2012)
- **Alexandra V. Roth**, Executive Professor, Northeastern University, Boston, USA (2008)
- **Kirpal Singh**, Director, Wee Kim Centre, Singapore Management University, Singapore (2003)
- **Dave Snowden**, Founder & Chief Scientific Officer, Cognitive Edge, Singapore (2003)
- **Thomas A. Stewart**, Executive Director, National Center for the Middle Market, Ohio State University, Columbus, USA (2004)

Past Partners

Over the years the International Conference on Knowledge, Culture, and Change in Organizations has had the pleasure of working with the following organizations:



International Graduate Center for Education,
Charles Darwin University, Australia (2017)



Gurteen Knowledge,
London, UK (2005)



RMIT Business,
Melbourne, Australia (2003)



Singapore Institute of Management,
Singapore (2003)



The Business School,
University of Greenwich,
London, UK (2004)



Universidad San Pablo CEU,
Madrid, Spain (2011)



Universiti Sains Malaysia,
Penang, Malaysia (2003)



University of the Aegean,
Rhodes, Greece (2005)





Conference Principles and Features

The structure of the conference is based on four core principles that pervade all aspects of the research network:

International

This conference travels around the world to provide opportunities for delegates to see and experience different countries and locations. But more importantly, the Organization Studies conference offers a tangible and meaningful opportunity to engage with scholars from a diversity of cultures and perspectives. This year, delegates from over 37 countries are in attendance, offering a unique and unparalleled opportunity to engage directly with colleagues from all corners of the globe.

Interdisciplinary

Unlike association conferences attended by delegates with similar backgrounds and specialties, this conference brings together researchers, practitioners, and scholars from a wide range of disciplines who have a shared interest in the themes and concerns of this research network. As a result, topics are broached from a variety of perspectives, interdisciplinary methods are applauded, and mutual respect and collaboration are encouraged.

Inclusive

Anyone whose scholarly work is sound and relevant is welcome to participate in this research network and conference, regardless of discipline, culture, institution, or career path. Whether an emeritus professor, graduate student, researcher, teacher, policymaker, practitioner, or administrator, your work and your voice can contribute to the collective body of knowledge that is created and shared by this network.

Interactive

To take full advantage of the rich diversity of cultures, backgrounds, and perspectives represented at the conference, there must be ample opportunities to speak, listen, engage, and interact. A variety of session formats, from more to less structured, are offered throughout the conference to provide these opportunities.

Become a Partner

Common Ground Research Networks has a long history of meaningful and substantive partnerships with universities, research institutes, government bodies, and non-governmental organizations. Developing these partnerships is a pillar of our Research Network agenda. There are a number of ways you can partner with a Common Ground Research Network. Contact us at support@organization-studies.com to become a partner.



Plenary

Plenary speakers, chosen from among the world's leading thinkers, offer formal presentations on topics of broad interest to the network and conference delegation. One or more speakers are scheduled into a plenary session, most often the first session of the day. As a general rule, there are no questions or discussion during these sessions. Instead, plenary speakers answer questions and participate in informal, extended discussions during their Garden Conversations.



Garden Conversation

Garden Conversations are informal, unstructured sessions that allow delegates a chance to meet plenary speakers and talk with them at length about the issues arising from their presentation. When the venue and weather allow, we try to arrange for a circle of chairs to be placed outdoors.



Talking Circles

Held on the first day of the conference, Talking Circles offer an early opportunity to meet other delegates with similar interests and concerns. Delegates self-select into groups based on broad thematic areas and then engage in extended discussion about the issues and concerns they feel are of utmost importance to that segment of the community. Questions like "Who are we?", "What is our common ground?", "What are the current challenges facing society in this area?", "What challenges do we face in constructing knowledge and effecting meaningful change in this area?" may guide the conversation. When possible, a second Talking Circle is held on the final day of the conference, for the original group to reconvene and discuss changes in their perspectives and understandings as a result of the conference experience. Reports from the Talking Circles provide a framework for the delegates' final discussions during the Closing Session.



Themed Paper Presentations

Paper presentations are grouped by general themes or topics into sessions comprised of three or four presentations followed by group discussion. Each presenter in the session makes a formal twenty-minute presentation of their work; Q&A and group discussion follow after all have presented. Session Chairs introduce the speakers, keep time on the presentations, and facilitate the discussion. Each presenter's formal, written paper will be available to participants if accepted to the journal.



Colloquium

Colloquium sessions are organized by a group of colleagues who wish to present various dimensions of a project or perspectives on an issue. Four or five short formal presentations are followed by a moderator. A single article or multiple articles may be submitted to the journal based on the content of a colloquium session.



Poster Sessions

Poster sessions present preliminary results of works in progress or projects that lend themselves to visual displays and representations. These sessions allow for engagement in informal discussions about the work with interested delegates throughout the session.



Focused Discussion

For work that is best discussed or debated, rather than reported on through a formal presentation, these sessions provide a forum for an extended “roundtable” conversation between an author and a small group of interested colleagues. Several such discussions occur simultaneously in a specified area, with each author’s table designated by a number corresponding to the title and topic listed in the program schedule. Summaries of the author’s key ideas, or points of discussion, are used to stimulate and guide the discourse. A single article, based on the scholarly work and informed by the focused discussion as appropriate, may be submitted to the journal.



Workshop/Interactive Session

Workshop sessions involve extensive interaction between presenters and participants around an idea or hands-on experience of a practice. These sessions may also take the form of a crafted panel, staged conversation, dialogue or debate—all involving substantial interaction with the audience. A single article (jointly authored, if appropriate) may be submitted to the journal based on a workshop session.



Innovation Showcase

Researchers and innovators present products or research and development. All presentations should be grounded in presenters research experience. Promotional conversations are permissible, however, products or services may not be sold at the conference venue.



Virtual Lightning Talk

Lightning talks are 5-minute “flash” video presentations. Authors present summaries or overviews of their work, describing the essential features (related to purpose, procedures, outcomes, or product). Like Paper Presentations, Lightning Talks are grouped according to topic or perspective into themed sessions. Authors are welcome to submit traditional “lecture style” videos or videos that use visual supports like PowerPoint. Final videos must be submitted at least one month prior to the conference start date. After the conference, videos are then presented on the research network YouTube channel. Full papers based in the virtual poster can also be submitted for consideration in the journal.



Virtual Poster

This format is ideal for presenting preliminary results of work in progress or for projects that lend themselves to visual displays and representations. Each poster should include a brief abstract of the purpose and procedures of the work. After acceptance, presenters are provided with a template and Virtual Posters are submitted as a PDF. Final posters must be submitted at least one month prior to the conference start date. Full papers based on the virtual poster can also be submitted for consideration in the journal.



Thursday, 15 March

8:00–9:00	Conference Registration Desk Open
9:00–9:25	Conference Opening—Bill Cope, Professor, Department of Education Policy, Organization, and Leadership, College of Education, University of Illinois at Urbana-Champaign, President, Common Ground Research Networks
9:25–9:55	Welcome Address—Thomas Deissinger, Chair of Business and Economics Education I, University of Konstanz, Germany; Sabine Hochholdinger, Head of Department, Department of Economics, University of Konstanz, Germany; Matthias Armgardt, Vice-rector for Academic Affairs, University of Konstanz, Germany; Peter Kell, University Professorial Fellow, Charles Darwin University, Darwin, Australia
9:55–10:30	Plenary Session—Peter Kell, University Professorial Fellow, Charles Darwin University, Darwin, Australia <i>"Change, Leadership, and Learning in the Era of Nostalgic Authoritarian Populism"</i>
10:30–11:00	Garden Conversation and Coffee Break
11:00–11:10	Transition Break
11:10–11:55	Talking Circles
11:55–12:05	Transition Break
12:05–13:20	Parallel Sessions
13:20–14:20	Lunch
14:20–14:30	Transition Break
14:30–16:10	Parallel Sessions
16:10–16:30	Coffee Break
16:30–17:05	Plenary Session—Philipp Gonon, Professor of Vocational Training, Institute of Education Science, University of Zurich, Switzerland <i>"In Changing Times - from Craftsmanship to Entrepreneurial Learning"</i>
17:05–17:35	Garden Conversation
17:35–18:35	Welcome Reception



Friday, 16 March

8:15–9:00	Conference Registration Desk Open
9:00–9:25	Daily Update
9:25–10:00	Plenary Session—Alison Fuller, Pro-Director, Research and Development, Institute of Education, Professor, Vocational Education and Work, University College London, UK <i>“Organizing for a Cause: The Work and Learning Required to Create Innovative Healthcare for Disadvantaged Groups”</i>
10:00–10:30	Garden Conversation and Coffee Break
10:30–10:40	Transition Break
10:40–12:20	Parallel Sessions
12:20–13:20	Lunch
13:20–13:30	Transition Break
13:30–14:15	Parallel Sessions
14:15–14:25	Transition Break
14:25–15:40	Parallel Sessions
15:40–16:00	Coffee Break
16:00–17:40	Parallel Sessions
17:40–17:50	Transition Break
17:50–18:20	Closing Session and Awards Ceremony



Pre-Conference Tour: Walking Tour of Konstanz

Wednesday, 14 March 2018 | 15:00–17:00 (3:00–5:00 PM) | Duration: 2 hours

Meeting Location: Historic harbor clock, next to the underpass

Join other conference delegates and plenary speakers the day before the conference for a two-hour walking tour of the historic Konstanz city center. Explore the complexity of present and past times in Constance, from the Council of Constance and the handsome Imperia to the minster and St. Stephan church, through the Niederburg (the old town) with its quaint wine taverns.

Welcome Reception

Thursday, 15 March 2018 | Directly following the last session of the day

Location: University of Konstanz | Complimentary to all conference delegates

Common Ground Research Networks and the Organization Studies Conference will be hosting a welcome reception at the University of Konstanz. The reception will be held directly following the last parallel session of the first day, 15 March 2018. Join other conference delegates and plenary speakers for drinks, light hor d'oeuvres, and a chance to converse.

Conference Dinner: Konzil Konstanz

Thursday, 15 March 2018 | 19:30 (7:30 PM)

Location: The restaurant is located at Hafenstraße 2, 78462 Konstanz, Germany

Join other conference delegates and the plenary speakers for a conference dinner at Konzil Konstanz.

The Council of Konstanz has a rich history dating back to the fourteenth century. Built in 1388, the building was originally used as a granary and warehouse. From 1414 to 1418, the council building was the location of the largest council of the Middle Ages, the Sixteenth Ecumenical Council for the election of Pope Martin V.

The council building was renovated with great care from 1968 to 1970 to ensure that the historical structure of the building remained intact, and this is precisely what makes the charm of the council building so special. Konzil Konstanz has always been a place of encounter, well-being, and culinary delights. It is a place of festivals, conversations, and social gatherings located right on the harbor of Konstanz.

Dinner will include an entrée choice of turkey, fish, or roasted pork. A vegetarian alternative will also be available—please select upon booking.

Closing Session and Awards Ceremony

Friday, 16 March 2018 | Time: Directly following the last session of the day

Location: University of Konstanz

Come join the plenary speakers and your fellow delegates for the Eighteenth International Conference on Knowledge, Culture, and Change in Organizations' Closing Session and Awards Ceremony, where there will be special recognition given to those who have helped at the conference as well as announcements for next year's conference. The ceremony will be held at the University of Konstanz directly following the last session of the day.





Alison Fuller, Pro-Director, Research and Development, Institute of Education; Professor, Vocational Education and Work, University College London, UK

“Organizing for a Cause: The Work and Learning Required to Create Innovative Healthcare for Disadvantaged Groups”



Alison Fuller is Pro-Director (Research and Development) at University College London Institute of Education and Professor of Vocational Education and Work. She has been researching and publishing in the field of workplace learning, education-work transitions, apprenticeship, and vocational education and training (VET) for more than twenty-five years. Alison is a project leader in the ESRC Centre for Learning and Life Chances in Knowledge Economies and Societies (LLAKES) researching employee-driven innovation in the healthcare sector and is also currently undertaking comparative international research for Cedefop on adult apprentices. Alison is frequently called on to provide policy advice and to present evidence to government enquiries on vocational education and training. She is a member of the UK's All Parliamentary Skills Commission and a member of the SEMTA (The Science, Engineering, and Manufacturing Technologies Alliance) Board of Trustees.

Philipp Gonon, Professor of Vocational Training, Institute of Education Science, University of Zurich, Switzerland

“In Changing Times—From Craftsmanship to Entrepreneurial Learning”



Philipp Gonon is Professor of Vocational Training at the Institute of Education Science at the University of Zurich in Switzerland. His research focus includes the international comparative approach to vocational education and training (VET) and further education, the philosophy and history of (vocational) education, and quality assurance and evaluation. After studying law and journalism at the University of Fribourg in Switzerland, Philipp Gonon then graduated with a degree in pedagogy (Zürich) after studying education (Berlin and Zürich). His early research projects were in the field of workplace learning. From 1986 to 1992, Philipp worked as a research assistant and lecturer at the University of Bern, Switzerland. In 1993, he was a visiting scholar at the Institute of Education at the University of London and became a senior lecturer at the University of Bern in Switzerland in 1997. From 1999 to 2004, Philipp was appointed a Chair of Life Long Learning at the University of Trier in Germany. He was a Guest Professor at the Institute of Education at the University of Vienna in 2011 and was named the Director of the Institute of Education at the University of Zürich in 2016. He has been a Professor for VET and Teacher Training at the University of Zürich since 2004.

Peter Kell, University Professorial Fellow, Charles Darwin University, Darwin, Australia

“Change, Leadership, and Learning in the Era of Nostalgic Authoritarian Populism”



Peter Kell is Professor and Pro Vice Chancellor of LEBA faculty at Charles Darwin University. Dr. Kell was previously at the Centre for Lifelong Learning Research and Development (CLLRD) at the Hong Kong Institute of Education from 2009 to 2011. Professor Kell's current research interests include teacher education, global student mobility, the internationalization of education and training in the Asia Pacific, and literacy and language in East Asia.



Amitabh Anand



Amitabh Anand is Assistant Professor at SKEMA Business School in France. Dr. Anand heads the BBA Entrepreneurship Program. He is also part of the ShaRP research group in SKEMA and is involved in knowledge management, bibliometrics, knowledge sharing, organizational behaviour topics for research. Amitabh won the doctoral scholarship from NEOMA Business School France for 2014 to 2016. He finished his PhD from NEOMA Business School and received a PhD assistantship scholarship in France from 2014 to 2016. He also received a scholarship for Twinning MBA from the University of Stockholm, Sweden, and Esc-Pau, France. He also holds an additional master's degree in public administration from India.

Caroline Bonnes



Caroline Bonnes received her PhD in education from the Goethe University in Frankfurt. She is now a postdoctoral research fellow at the Chair of Business Education and Human Resource Development at the University of Konstanz. Her research focus is on professional training and the (pedagogical) competence of the trainer.

Vera Braun



Vera Braun is an academic staff member and a doctoral candidate at the Chair of Business and Economics Education I at the University of Konstanz since October 2015. Her professional background is an economic one, deriving from the completion of an apprenticeship as an industrial clerk. After her graduation from the bachelor's program in business administration and economics at the University of Konstanz in 2013, she completed her MSc in business and economics education at the University of Konstanz in September 2015. Her research interests focus on vocational education and training and vocational teacher education from an international perspective combined with meritocracy and personal and social identity. Currently she is involved in the Erasmus+ project "Improving Teacher Education for Applied Learning in the Field of VET." The project's focus is capacity building in vocational teacher education at the Ukrainian partner universities.

Kathrin Breuing



Kathrin Breuing has studied business and economics at the University of Konstanz, where she also received her PhD in 2013. After having a Ph.D. position at the Chair of Business and Economics Education I, she obtained a postdoctoral position working with Professor Dr. Andreas Deißinger. Since 2015, she has been an independent postdoctoral researcher at the University of Konstanz. She has been the Associated Fellow of the Zukunftskolleg at the University of Konstanz since 2017. Kathrin Breuing regularly holds lectures and seminars in the field of business and economics education. Her research interests include knowledge work, digital transformation, and corporate learning. She holds an MSc in economics and an MSc in business and economics education.



Katrina Dickson



Katrina is interested in organisational transformation and the related aspects of leadership, psychological safety, change, and organizational learning. Originally an agricultural consultant, she has experience in a range of organisational types and spent many years in a family farming business in rural Australia. Her PhD, “Natural Resource Management Agencies as Learning Organisations,” has brought together her skills in natural resource management, agriculture, local government, management, and people. She has an MBA, an honours degree in rural science, and a post-graduate diploma in agricultural economics. She has completed additional training in coaching, neuro-linguistic programming (NLP), group facilitation, action learning, mindfulness, and neuroscience. She loves travel, snow skiing, beautiful scenery, and kind people.

Jeremy Elliott-Engel



Jeremy Elliott-Engel is a doctoral candidate in the Department of Agriculture, Leadership and Community Education at Virginia Tech. His focus is on adult and non-formal teaching and learning, primarily in the context of Cooperative Extension. Elliott-Engel is fascinated with an administrator’s ways of knowing and scanning and their resulting decision-making because organizational effectiveness is an essential component of the environment that allows for program continuation and responsiveness. Before returning to graduate school, Elliott-Engel was a County Program Director for the University of Missouri Extension. He holds a master’s degree in education from Cornell University and a bachelor’s degree in agriculture business management from the State University of New York at Cobleskill. He is the graduate teaching assistant for the College of Agriculture and Life Sciences’ Graduate Teaching Scholars program. His research focuses on extension program effectiveness, adult learners’ communities of practice, and 4-H volunteers.

Ganesh Koramannil



Ganesh Koramannil is a research scholar with the College of Indigenous Futures, Arts and Society at Charles Darwin University in Darwin, Australia. Ganesh has worked in the areas of ESL, TESOL, linguistics, literacy, and English literature for twenty years. He has worked in various parts of India and Australia. Over the last decade, he has worked mostly in the Northern Territory. Ganesh has teaching experience in the higher-education, vocational, ELICOS, and high-school sectors. His areas of interest include education, languages, cultural studies, Indigenous knowledges, English as an Additional Language or Dialect (EALD), English for academic purposes in higher education, Aboriginal and Torres Strait Islander policy, education policy, ESL/TESOL curriculum and pedagogy, ethnic minorities, and access to higher education. His research has had the perspective of an inquirer from an ESL background. His masters’ thesis on the social perspectives of English education in India during the British Raj was awarded High Distinction. His background as an ESL student, ESL educator, and Cambridge ESOL Examiner and his teaching practices in higher education extensively influence his research interests. His current research investigates the impact of English-language proficiency on Indigenous students from EALD backgrounds in accessing university education.

Elisabeth Maué



Elisabeth Maué holds a BA and MA in educational studies. At the moment, she is a PhD student at the Institute of Education at the University of Zurich and works as a research associate for the Chair of Business and Economics Education II and the Chair of Microsociology at the University of Konstanz in Germany. Her research interests are the integration and education of refugees, state-wide exit examinations, educational systems, and empirical educational research.



Oksana Melnyk



Oksana Melnyk is an academic assistant at the Chair of Business and Economics Education I at the University of Konstanz. The sphere of her scientific interests includes foreign systems of vocational education, teacher training for vocational education, and policy-making in vocational education. After receiving a master's degree in education, she participated in the Program of Internship at the Parliament of Ukraine, which provided her with the opportunity to gain insight into policy-making and work at state legislative bodies. In 2013, she started her postgraduate study at Kyiv National Economic University. She completed it in 2017 and defended her PhD thesis, which concerned the training of vocational teachers of economics at German universities. In 2016 and 2017, she conducted part of her thesis research at the University of Konstanz and the University of Mannheim as a DAAD scholarship holder.

Susanne Wisshak



Susanne Wisshak studied educational science with special focus on adult education in Augsburg, Germany. After her graduation in 2010, she worked in a research facility, the Wolf Science Center in Austria, where she developed and implemented educational programs for the public. In 2012, she became an academic staff member at the Chair of Corporate Education at the University of Konstanz in Germany, where she wrote her dissertation about the professional knowledge of workplace trainers. After obtaining her doctorate in 2017, she stayed at the Chair of Corporate Education, where she now holds a post-doc position.

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	"Change, Leadership, and Learning in the Era of Nostalgic Authoritarian Populism"
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11:10-11:55	Talking Circles
	Room 1: 2018 Special Focus - Navigating Change in Shifting Cultural Landscapes: Disruptive, Generative, Transformative? Room 2: Management Education Room 3: Change Management Room 4: Knowledge Management Room 5: Organizational Cultures Room 6: Spanish Language Talking Circle
11:55-12:05	Transition Break
12:05-13:20	PARALLEL SESSIONS
Room 1	<p>Entrepreneurial Frontiers</p> <p>Entrepreneur Culture and Entrepreneur Activities: The Case of Oriental Chinese Societies Ji Li Yanghong Hu, Hong Kong Baptist University, Hong Kong Ying Zhang Wanxin Jiang Jun Huang This paper shows that the evolution of entrepreneurship at the societal level can be considered as a case of institutional change. When the entrepreneur culture in a society is deinstitutionalized, one will observe less variation, unfriendly environmental selection and difficult retention of entrepreneur activities in a given society. Moreover, while the entrepreneur culture can be seen as a social institution that influences entrepreneur activities systematically, the culture can also be changed by entrepreneur activities in their interaction with the culture and other social institutions. The paper concludes with a discussion on implications of this new perspective for the research and practice of entrepreneurship. <i>Organizational Cultures</i></p> <p>Creating and Implementing a Certificate in Entrepreneurial Music Linda Pohly, Ball State University, USA Our university recently has approved a 17-hour certificate in Entrepreneurial Music for both graduate students and undergraduates. The timing of the endeavor was fortuitous as our university is keen to promote "entrepreneurial learning," while at the same time, the state is hesitant to approve additional degree programs. This paper, given by a member of the planning committee who monitors its administration at the graduate level, will provide attendees with insights into the planning, our goals, and implementation strategies we developed as we created the certificate within our large (500+ students) School of Music. Topics will include: evolution of the inception, the decision concerning development of a certificate instead of a degree, planning with colleagues to make it interdisciplinary, the goals and requirements for admission to the program, how it fits along side our other degree programs, course objectives and class structure and content, our vision for the capstone outcomes(s), the infrastructure needs and barriers we encountered, etc. We launched the program in spring 2016 with the first enrollees beginning in fall 2016. The overriding goal of the paper is to encourage discussion concerning the value of such a certificate (in music or other fields), and to offer insights for those considering such a venture. <i>Organizational Cultures</i></p>

Please see the announcement board by the conference registration desk for any changes or additions to the above schedule.



12:05-13:20	PARALLEL SESSIONS
	<p>Newcomer Discourses of Knowledge in the Context of Emerging Organisations Mia Rasmussen, Aarhus University, Denmark Newcomers in startups face the double challenge of not only settling-in at a new workplace, but doing so in an emerging environment. How do newcomers 'learn the ropes' in organisations that are still under construction? This research takes up the task of exploring how these newcomers experience communication about knowledge related to their new workplace and specific tasks. The work is based on individual interviews with newcomers from six Danish IT startups. Through highlighting aspects of the discipline of Organisational Socialisation and the area of Organisational Knowledge Communication, and further combining this with a discursive approach, the work shows tendencies in how the newcomers talk about knowledge in the context of Organisational Socialisation. Specifically, the presentation focuses on how the perceived communication climate and culture of the startups are oriented to as central elements for the newcomers in becoming knowledgeable about their new workplace and their own role. The research has implications for Organisational Socialisation practice and research, as it suggests that we consider the relationship between how we introduce newcomers to their specific tasks and how we facilitate them in learning about and experiencing the larger context of their new workplace, rather than simply telling newcomers about it. <i>Knowledge Management</i></p>
Room 2	<p>21st Century Change</p> <p>Managing Higher Education Viability in the Knowledge Age Judith Brown, Barry University, USA Barry Brock, Barry University, USA Institutions of higher education are increasingly challenged in a variety of areas in the 21st century. One of the most pressing challenges is financial both for the institution and for the students who attend it. How do higher education entities deal with rising operational costs in an era of fierce competition? Equally important is the need to mitigate the financial burden accrued by students who too often graduate (or not) with tens of thousands of student loans. This paper explores alternatives to traditional education financing primarily through the use of incorporating prior learning assessment (PLA) as a cost and time effective avenue for undergraduate and graduate degree completion. Research conducted by the U.S. Department of Labor and analyzed by the Council on Adult and Experiential Learning (CAEL) describes the "alternative [financial] pathways" (CAEL, 2017p.1) used by 27 postsecondary institutions who are participating in the study. PLA—combined with competency based education practices -- appears to be a practical and promising option especially for adult learners who seek to enter and advance their education to meet the demands of today's workforce. <i>Management Education</i></p> <p>Competency Development and Ph.D. Assignments: Rethinking about Knowledge Economy Needs Maasumeh Gharun, Institute for Research and Planning in Higher Education, Iran (Islamic Republic of) In a knowledge based economy, the tertiary education must develop the capacity to learn and a lifelong willingness to face new things and modify learned expectations accordingly. This means that society's intelligence as a whole is more important than just having a society composed of multiple individual intelligences. Therefore, education must lead to empowerment, through which, individuals learn to develop the capacity of transforming individual knowledge into organizational knowledge. So, what relates to higher education is that make sure to educate and train sufficient competencies at the spread scopes. The roll of postgraduate studies in establishing the capacities for adaptable labor force supply would be assessed, with presenting some facts from Iran. The figures shows that there is imbalances between job situations and what would be needed for organizational knowledge. <i>Change Management</i></p> <p>Leveraging Diversity in Community College Foreign Language Instruction Weihsun Mao, Ohlone College, USA Community colleges in America enroll as many undergraduates as four-year public and private institutions combined, and draw from an arguably wider and more diverse spectrum of society than four-year and private institutions. Foreign language courses are in especially high demand at community colleges, as they can be used both to fulfill college credit requirements and burnish credentials; however, the mastery of foreign language can be particularly challenging for students at community colleges, due to the part time nature of enrollment. Developing more effective learning strategies is needed to satisfy student needs. In this paper, I will present case studies from introductory and intermediate Mandarin Chinese Courses at a California Community College demonstrating how diversity within the classroom can be leveraged for more effective learning outcomes and satisfactory student experiences. By participating in classroom exercises intended to supportively engage diversity parameters including age, social economic status, race/ethnicity, country of origin, academic background, religion, etc., students demonstrated improved pedagogical outcomes as well as increased enthusiasm for the subject through deeper personal engagement. Quantitative pedagogical outcomes as well as student surveys and discussions will be included. <i>Organizational Cultures</i></p>

Please see the announcement board by the conference registration desk for any changes or additions to the above schedule.



A Cross National Study of Millennials and the Workplace in Ecuador

Aleksandar Tusev, University of Specialties Holy Spirit, Mexico

Most national studies about Millennials and the workplace ignore cultural differences within the population sample. However, many, if not most, countries are not homogeneous when it comes to their population. This paper presents the pilot study that was conducted in order to undertake a cross cultural investigation of millennials and the workplace. The pilot study puts forward the case for the need to take into account major differences of a nations' millennial population, such as socio-economic level, provincial identity and field of study. The study guides readers through the steps that were taken to develop an original instrument (questionnaire). This includes the testing of the instrument for relevance and reliability. The instrument is intended to be used in a cross national study of what millennials want when it comes to the workplace in Ecuador. However, the application of this instrument may be useful to researchers in other countries too.

2018 Special Focus - Navigating Change in Shifting Cultural Landscapes: Disruptive, Generative, Transformative?

The Organizational Lifecycle Narrative: A Conceptual Content Analysis of Organizational Stories

Katja Zinkstein, Germany

This paper links the research of organizational lifecycle with the organizational narratives, by analyzing organizational narratives in their relation to a lifecycle. Some researchers suggest that storytelling organizations exist to tell and live out their collective stories and are constantly struggling with distinguishing between stories of insiders and outsiders. More recently, the emphasis has shifted to the sense-making perspective of organizations, such as dealing with mergers or organizational failures. Other studies address how narratives help to express desires and anxieties and convey emotions. Organization narratives also function to build organizational identification. The paper revolves around how organizational narratives reflect the identity of an organization among different stages of its lifecycle. A qualitative study was conducted in the subsidiary (which employs 2000 people) of a large, German multi-national corporation in the automotive and industrial sector that employs 300,000 people. The participants were drawn from a cross section across all hierarchy levels. Data was drawn from in-depth interviews conducted at all levels of the subsidiary. From these, forty-eight narratives were identified. A conceptual content analysis identified key motifs, and this resulted in four meta-themes: Enfant Terrible, Avant-Garde, Extra Mile and Family Cocoon. In the discussion of the findings, it becomes clear that the narratives had a strong identity- shaping quality. Every narrative could be ascribed to a meta theme, a distinct ideology or even phase in identity development (related to the human life-cycle) both of the individual and indeed the organization itself. The stories of the enfant terrible and the avant-garde theme, of the early faces of the life cycle, turned out to be the richest and most identity shaping of organizations. They serving as anchors for identification and loyalty.

Organizational Cultures

In Search of the Organizational Culture and Performance Link from the Research Validity Perspective

Boon Seng Tan, Nanyang Technological University, Singapore

How can organizational culture be harnessed for superior organizational performance is an old question that has yet to be conclusively answered with empirical evidence. Advances in organizational economics conceptualizes organizational culture as shared beliefs to examine the organizational culture-performance link through the processes of selection, self-sorting and manager-directed learning. Organizational cultures that are more homogeneous, encourage teamwork, and have clear mission, have been shown in economic models to enhance organizational performance. These result provide a theoretical explanation why and how culture matters, hence strengthening the internal validity of claims on the culture-performance link. However, the effect of organizational culture on performance has to be controlled for non-cultural factors affecting performance. The strategy literature defines performance broadly as the ability to sustain long run profitability, and according to McGahan and Porter, posit that performance variance arises from industry effect (19%) and organizational resource (32%), where organizational culture is an organizational resource. Organizational culture studies before the 1990s use case study for data collection. Case study is flexible and enable the discovery of invisible beliefs – which are difficult to categorize before collecting the data – that explain the visible artefacts and espoused values. However, results from case study are difficult to generalize across cases (i.e. external validity) and implementing control variables using matched pairs is often unsatisfactory. Standardized survey instrument overcome these disadvantages, but need a presumption that respondents substitute for the case researchers in evaluating the visible artefacts and espoused value when answering the survey questions. Although survey method measure organizational climate and not culture, Denison (1996) argues that the difference is the interpretation and not the phenomenon. Hence, survey instruments, especially those validated using case studies, are usable proxy measure. Research in the last two decades has clarified many threats to conclusion validity and a rigorous empirical analysis of the link is increasingly possible.

Organizational Cultures

12:05-13:20	PARALLEL SESSIONS
Room 4	<p>Rethinking and Restructuring</p> <p>Studying Quality Assurance among Higher Education Institutions Sajjad Rehman, Kuwait University, Kuwait Quality assurance has been applied in many professions and fields of practice such as health, education, business, etc. As a generic concept it means the maintenance of a desired level of quality in a service or product, especially by means of attention to every stage of the process of delivery or production. The American Society for Quality (ASQ) defined quality assurance as the planned and systematic activities implemented in a quality system so that quality requirements for a product or service will be fulfilled. Essential ingredients of the term deal with quality control, transparency of operations, mobility of professionals, and uniformity in the application of criteria. Quality assurance implies continuous checking that the products and services satisfy the criteria for production and delivery. It connotes optimal uniformity, interchangeability and transferability for the purposes of admission, employment, and administration of rewards and remunerations. Higher education institutions are expected to provide formal degree education both at graduate and undergraduate levels in all the academic domains and field of professional conduct. They are essential vehicles for producing manpower for the developments of a society. Quality assurance entails continuous assessment of the content of academic program, faculty students, infrastructure and processes. Accreditation is an established means of intensive assessment and conferring credential of authenticity to an institution. This study is proposed to investigate the means and practices of assessment of higher education programs of information studies/ information management in six nations of a cohesive entity of Gulf Cooperation Council (GCC). Techniques for data collection and analysis include document analysis, administering questionnaire, conducting some interviews and holding focus group deliberations. Criteria for assessment deal with curriculum, faculty, students, management, facilities, and practices of assessment. It is expected that findings of this study will be valuable in the pursuit of quality assurance among higher education institutions. <i>Management Education</i></p> <p>Longevity through Emotional Intelligence: A Relationship Marketing Approach in Family Businesses Hasan Gilani Jessica Torres, Glyndwr University - CBRE, Mexico The research was conducted in Mexico and focuses on the top direction/owners' perspective as change agents for both organisations (family and business), based on the important contribution to the Mexican GDP that family businesses have and as an attempt to improve on the identified organisational conflicts. An ontological view which best fits with social research and the study of organisations and culture in combination with a pragmatic flexible framework which prioritises the objectives, govern the overall philosophy of the research. Afterward the design tailors objectives in a sequential explanatory mixed-method design from qualitative to quantitative. In the first stage the Emotional Intelligence elements were confronted with the Relationship Marketing objectives. The second one consisted of a purposive selection of participants whose information was analysed inductively to ground theory. EI and RM have a positive and strong relationship; emotions play an important role within family businesses conflicts and can impact company performance unbalancing longevity; EI exerts influence (internal and external) on RM, hence improving EI within business' members can enhance RM and secure success in the long-term. Enhancing Emotional Intelligence in family members whilst conducting a Relationship Marketing approach, both internal and external, in the family business can disseminate the conflicts inherent to family emotions whilst building and maintaining strong relationships with customers and suppliers that can secure long-term success of the organisation <i>Organizational Cultures</i></p>
Room 5	<p>The Business of Change</p> <p>Professional Competence of Workplace Trainers Caroline Bonnes, University of Konstanz, Germany Susanne Wisshak, University of Konstanz, Germany Sabine Hochholdinger, University of Konstanz, Germany Within the context of training research and especially within the context of occupational and organizational psychology there is a broad empirical body on different factors influencing the success of trainings. However, the trainer person as an important determinant for training outcome has not been a major focus in empirical training research yet. In our literature overview we will present the state-of-the-art of research on the professional competence of trainers, drawing from the fields of training research as well as from the research on the professional competence of teachers. The overview will include recent research projects of the authors on various aspects of the professional competence of trainers. We will discuss the importance of further investigating the professional competence of trainers and its impact on the success of trainings, especially on the training transfer to the workplace. <i>Management Education</i></p>

Please see the announcement board by the conference registration desk for any changes or additions to the above schedule.



Thursday, 15 March	
12:05-13:20	PARALLEL SESSIONS
	<p>Cultural Change over Time: A Repeated Cross-Section Study of Organisational Subcultures in a Hungarian Business School Nicholas Guy Chandler, Budapest Business School, Hungary Balazs Heidrich Richard Kasa</p> <p>This study aims to explore the evolution of organisational culture at a business school in Hungary. Studies were conducted in 2011 and 2016 involving all staff in the organisation, with the aim of identifying subcultures, comparing their values and perceptions, and their potential bases for formation. Our method uses both qualitative and quantitative methods for the 2011 study, and quantitative approaches for the 2016 study. Between these two periods of study, there have been sweeping changes in Hungarian higher education, such as the withdrawal of state funding for business students, forced retirement of older staff through changes to the pension system, and the introduction of chancellors to take over all non-academic affairs at institutions. Subcultural values are found to have shifted from an external to an internal focus, with a stress on participation, collaboration and internal communication. Furthermore, subcultures are divided by a range of factors found in the literature such as location, gender and occupation, but also by the expressed strength of dominant values. This finding may reflect the similarities between subcultures in large complex organisations and society, where groups have similar values, but are distinguished by how intensely the values are upheld. Subcultural perceptions of the organisation have not changed.</p> <p><i>Organizational Cultures</i></p> <p>Building a Culture of Innovation through Organizational Architecture: A Historical View of Bank Buildings Angela Bargenda, ESCE International Business School, France</p> <p>Organizational architecture carries considerable signifying potential in that it conveys messages about the history, values and future ambitions of organizations. We seek to demonstrate how architecture particularly communicates innovation and change, not only in terms of spatial design and aesthetics but also with regard to managerial practices. It is argued that interpersonal interactions and the transmission of knowledge to internal and external stakeholders are governed by technical innovations and design preferences of buildings. The methodology is based on case studies of international bank buildings in both longitudinal and cross-section perspectives. Data was collected from field research, including archival research and practitioner interviews, and is theoretically grounded in a multidisciplinary framework, drawing on semiotics, art history and management literature. We consider that the paper has significant managerial and scholarly implications. Architecture is usually not integrated in managerial discourses and actions, and scholarly literature in this field remains very scant. Thus, recognizing the impact of spatial design and architectural aesthetics on organizational culture could considerably enhance managerial practices and widen the scope of organizational research.</p> <p><i>Organizational Cultures</i></p>
Room 6	Session in Spanish
13:20-14:20	Lunch
14:20-14:30	Transition Break
14:30-16:10	PARALLEL SESSIONS
Room 1	<p>Transformative Cultures</p> <p>Organizational Culture Development of Swiss Banks in a Risk Management Perspective Franca Denise Burkhardt, University of St. Gallen, Switzerland</p> <p>On the base of ethnographical data, raised by means of qualitative interviews and participant observation, the changes in the organisational culture of the last decades and the connected risks are explained and analysed. This allows not only a respectable insight into the complex and dynamic working environment of the interrogated risk management and security experts, but also creates an understanding for the cultural conflicts and the dysfunctional behavioural patterns in the organisation which risk management and security experts meet in their daily business. Conflicts and behavioural patterns are put in perspective by using the core- and interaction-conflict-model (CIA-conflict-model) and are discussed on the basis of existing literature. The findings of this thesis consist of an empirically based and theoretically reflected description of risk-afflicted changes in the organisational culture of Swiss banks which strike with the duty of the risk management and security departments ensuring risk mitigation and security.</p> <p><i>Organizational Cultures</i></p>

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14:30-16:10

PARALLEL SESSIONS

Synthesis of Key Determinants and Consequences of Corporate Gender Diversity

Sama Mostafa Kamal, Curtin University, Australia

The key objective of this review paper is to provide a strong foundation and much needed roadmap (e.g. research questions) for future gender diversity research and encourage researchers to explore previously overlooked key determinants and consequences of corporate gender diversity. This paper analyses both the key determinants and consequences of corporate gender diversity. On the determinants side both the external (External Pressure and Industry Characteristics) and internal (Organisational Characteristics, Board Characteristics, Board Committee Characteristics, and Nomination Committee) key motivating factors of corporate gender diversity have been discussed. On the consequences side the firm outputs of corporate gender diversity have been discussed from both management perspective (Board Effectiveness; Corporate Governance Effectiveness; Firm Financial Performance, and Earnings Quality) and market perspective (Corporate Social Responsibility; Management Transparency and Stock Price Informativeness; and Market Responsiveness). This paper demonstrates, despite availability of talented and qualified female corporate leaders and support from regulators, government and private organisations, and societal groups, female representation at the top corporate positions is still not satisfactory. Further, the percentage of top female corporate members significantly deviates among different context (Country, Industry, Organisations). Hence, further significant studies on corporate gender diversity are required to identify the core of this issue.

Organizational Cultures

Natural Resource Management Agencies as Learning Organisations

Katrina Dickson, University of New England, Australia

Organisational learning has been relatively well researched and applied in the private sector, however it has been historically neglected in natural resource management (NRM) agencies which are facing complex environmental, economic and social challenges. Organisational learning, described as collectively adapting and transforming knowledge and behaviours in order to continuously improve practices and processes, offers ways to improve the efficacy, responsiveness, adaptability and resilience of NRM agencies. Embedding organisational learning within cultures, structures and strategies is, however, not simple, particularly when systemic issues may be unsupportive. Yet there appears potential for work units, with the transformational features of "learning organisations," to exist as "cultural islands" within larger bureaucracies. This paper will report findings of three case studies conducted South Africa and Australia. Utilising interviews, observation and questionnaires, the aims were to identify enablers of and barriers to organisational learning, and specific processes and practices which may assist organisational learning to be embedded. A TOOL to "Test Our Organisational Learning" was developed to assess a work unit's current learning status and environment, degree of information sharing, collaborative effort, and to identify areas of improvement. The results highlight the importance of informal social learning initiatives, supportive leadership and psychologically safe, collaborative cultures. Findings are broadly applicable across sectors.

Organizational Cultures

Room 2

Knowledge Management

Knowledge Management and Theory of Knowledge: Epistemological Approaches

Renato Soffner, Salesian University Centre of São Paulo, Brazil

Since organizations have been interested in the subject of Knowledge Management since the 1990's, it is important to discuss theoretical basis provided by the Theory of Knowledge. We assume here Epistemology and the debate on the nature of knowledge are essential for such debate. Also, we believe that the lack of a theoretical framework has been the cause of so many frustrated experiences on the topic, since information is different from knowledge, and the employment of technology in the Knowledge Management processes must be considered from this point of view. This research communication will show the results obtained by the author, following the literature review and a phenomenological method analysis.

Knowledge Management

Digital Transformation and the Value of Knowledge: A New Era of Organizational Learning

Kathrin Breuing, University of Konstanz, Germany

In the light of the digital transformation, knowledge work in organizations has to be thought anew. In the wake of Industry 4.0 and digitalization, workflows and working methods change. Thus, the question of relevant knowledge and its effective production, sharing and cross - linking as well as the question of appropriate qualification requirements for employees (in their role as keepers of knowledge) are more crucial than ever. It can be assumed that the digital transformation triggers a shift in the value of different forms of knowledge. In recent years, attention has been drawn mainly towards the importance of experience-based knowledge and the question of how it becomes and remains accessible. In the digital age, however, other types of knowledge (e.g. technical and cross-functional knowledge) become increasingly important. Based on a literature review, the paper explores the relative significance of the different facets of knowledge and their relationship to each other. Considering the question of who the particular keepers of knowledge are, implications with respect to the intraorganizational transfer of knowledge are discussed. Facing the clash of onrushing digital and demographic changes, particular focus is placed on intergenerational learning.

Management Education, Knowledge Management

Examination of a Knowledge Creating Sub-culture: Author Characteristics from a Top Rated European Journal

Ryan LaBrie, Seattle Pacific University, USA

Gerhard Steinke

This research seeks to shed some light on what makes a good knowledge creation team. Author analysis is performed on articles over a 12 year period (half the journals life) from the European Journal of Information Systems – a top journal in the Information Systems field. Analysis on diversity characteristics of team composition is examined, factors include: sex, education level, education location, academic discipline, and country. Given the longitudinal nature of the data, trends are fore-casted showing greater diversity over time.

Organizational Cultures



Thursday, 15 March	
14:30-16:10	PARALLEL SESSIONS Disparities in Knowledge Employees' Actual, Contractual and Desired Working Schedules Raul Ruubel, Tallinn University of Technology, Estonia Aaro Hazak Differences between actual and desired working schedules may indicate inefficiencies in the labour market as well as in the utilisation of the intellectual capacity of knowledge employees, while actual working schedules differing from contractual ones may pose knowledge employees at legal as well as health risks. Our study on a sample of Estonian creative research and development employees indicates considerable disparities between their actual, contractual and desired working schedules. Our study shows that a majority of the sample employees work actually more than contractually agreed, and it appears from the regression models presented in the paper that individual sleep patterns and salary levels help to explain which types of employees tend to be more exposed to these disparities. Interestingly, a majority of knowledge employees in our sample who have flexible working schedules, still follow working schedules quite similar to the standard nine-to-five although their desired timing of work may be different. Various social norms and family related commitments may explain these discrepancies. <i>Knowledge Management</i>
Room 3	Change Challenges Organizational Change Methods and Fads: Six Sigma, Lean, S&OP, and Scrum Dag Naslund, University of North Florida, USA Organizational change methods come and go like fashion trends. A previously popular method is either replaced by a new method or its repackaged and sold as a new method. Over the years we have seen TQM become Six Sigma and JIT become lean. Currently, we have S&OP (or IBP) and Scrum as popular change method. So, one question is what have we learned over the last few decades when it comes to these methods and another issue is to try to predict what will come next. In this paper we dissect these methods according to various criteria in order to develop a change management method framework. We also look at history as well as critical success factors for the methods. <i>Change Management</i> Mitigating Risk through the Management of Change: Exploring Trillium Health Centre's Electronic Patient Record Transformation Navneet Bhandal, Paradigm Change Consulting, Canada Organizational change management methodologies engage, empower, prepare and support people through change with the goal of achieving strategic objectives. These very components of change management can also enable risk mitigation through the process of proactively addressing potential issues and resistance that may arise due to the implementation of the change. In an environment such as healthcare, change management is even more critical because the risks are higher when the lives of people are at stake. Using a case study from one of Canada's largest academically-affiliated tertiary care hospitals, this paper demonstrates how change management methodologies can reduce negative impacts on business operations, namely patient care, by mitigating risks and enhancing quality through the process of collaborative engagement, attention to resistance management and focus on outcomes measurement. <i>Change Management</i> Matching Organizational Culture and Organizational Change Strategy: The Influence of Organizational Culture on the Choice of Change Strategy Nebojša Jančićević, University of Belgrade, Serbia The aim of the study is to formulate specific hypotheses about causal relationship between certain types of organizational culture and certain change strategies. Cultural assumptions and values determine the way in which employees and managers will understand the organization itself and thereby the adequate way for its change. What will be marked as a suitable, efficient or useful way of changing the organization will significantly depend on shared assumptions and values of employees and managers. For this reason, we may assume that matching of organizational culture and change strategy will improve the efficiency of the change process. Types of organizational culture has been differentiated according to Handy's classification. Organizational change strategies has been differentiated according to elaborations of Chin & Benne work. Chosen classifications of both the organizational cultures and of the organizational change strategies are based on the same criteria of differentiation: distribution of power in an organization and orientation toward relations or tasks in an organization. For this reason, it is possible to formulate hypotheses about causal relationship between organizational cultures and organizational change strategies. Confirmation of these hypotheses would mean that chosen change management strategy should be compatible with the culture of the organization which is changing. <i>Organizational Cultures</i>

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Thursday, 15 March	
14:30-16:10	PARALLEL SESSIONS
	<p>Framing Effects in Making Decisions on "Wicked Problems" Bart Cunningham, University of Victoria, Canada James MacGregor Walter Lepore</p> <p>In their seminal works, Tversky and Kahneman (1981: 457) demonstrated how framing effects have affected the way that decision-makers have made choices. That is, a framing effect is an example of cognitive bias, in which people react to a particular choice in different ways depending on how it is presented; e.g. as a loss or as a gain. People tend to avoid risk when a positive frame is presented but seek risks when a negative frame is presented. The lion's share of the research in this area focuses on judgements in areas of consumer choice and monetary payoffs. Our work extends this research and applies it to more complex public sector problems which are termed "wicked" because they are particularly resistant to a clear solution. The term "wicked" denotes a distinctive class of highly complex, uncertain, dynamic and intractable social problems that are ambiguously defined and highly resistant to resolution. Such problems include food security, watershed governance, economic inequality and poverty, fishery and coastal management and climate change. Our research illustrates an experimental research design to test the validity of prospect theory and the presence of framing effects in the case of wicked problems. Participants were given realistic environmental scenarios which illustrated different framing effects (positive vs. negative and risky vs. certain while observing key characteristics such as protected values and flexibility in problem solving. The research shows the importance of protected values or biases against harmful acts in the choices made and problem solving characteristics.</p> <p><i>Change Management</i></p>
Room 4	<p>Addressing the Divides</p> <p>Knowledge Management at Australian Universities Ganesh Koramannil, Charles Darwin University, Australia</p> <p>Multiple Marginalisation and Knowledge management: Language as a barrier in the Construction Creation and Transmission of knowledge – The Case of EALD Indigenous students in Australian higher education. The monopoly of English as the medium of instruction at Australian universities necessitates high English language proficiency and academic skills for the partakers to enable smooth and successful transaction of the construction, creation and transmission of knowledge in Australian universities. Indigenous students who come from historic and socioeconomic marginalisation encounter another barrier in accessing university education if they speak English as an additional language or dialect. This has implications for knowledge management and knowledge managers in the domain of higher education and hence a discussion of the case of EALD Indigenous students in Australian universities is provided. This paper will also identify the implications and suggest potential mitigation of these barriers.</p> <p><i>Knowledge Management</i></p> <p>Service Strategies That Influence the Decisions of Local People in Choosing Low Cost Airlines Pornapaktra Sakdaar, Suratthani Rajabhat University, Thailand</p> <p>A purpose of this study is to explore the decision making of local people towards low-cost airlines. According to various factors, there is a high competition in low-cost carriers especially in domestic routes. In addition, the aspect which tends to have the highest competition is service. Data collection, data analysis and synthesis of relevant researches will be utilized in this paper. This paper will discuss factors influencing decision-making which is related to a recent trend of airlines business. Behavior and attitude of passengers toward service in three main areas which are Pre-Flight service, In-Flight service and Post-Flight service will be used to measure the decisions of local people. Moreover, this paper will explore new issues in response to the changes of the aviation industry.</p> <p><i>Knowledge Management</i></p> <p>Organisational Design as an Antecedent of Managerial Capabilities Ntandoyenkosi Sibindi, University of the Witwatersrand, South Africa</p> <p>The concept of organisational capabilities has raised so much interest among managerial management scholars in general and strategic management researchers in particular in the last decade. Central to the scholarly discourse on capabilities is the nature, characteristics and scope of capabilities, how organisations can create capabilities for competitive advantage in their work systems, routines, their designs (structures). Existing research also investigates how organisational learning, culture and commitment relate to capabilities. In all the highlighted research on organisational capabilities there is a very strong consensus on effects managerial role has on organisational capabilities a relationship that has influenced the concept of managerial capabilities in both management and organisational fields. What seems not addressed is how organisational design relates to managerial capabilities.</p> <p><i>Change Management</i></p>
Room 6	Session in Spanish
16:10-16:30	Coffee Break
16:30-17:05	Plenary Session—Philipp Gonon, Professor of Vocational Training, Institute of Education Science, University of Zurich, Switzerland
	"In Changing Times - from Craftsmanship to Entrepreneurial Learning"
17:05-17:35	Garden Conversation
17:35-18:35	Welcome Reception

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Friday, 16 March	
08:15-09:00	Conference Registration Desk Open
09:00-09:25	Daily Update
09:25-10:00	Plenary Session—Alison Fuller, Pro-Director, Research and Development, Institute of Education, Professor, Vocational Education and Work, University College London, London, UK
	“Organizing for a Cause: The Work and Learning Required to Create Innovative Healthcare for Disadvantaged Groups”
10:00-10:30	Garden Conversation and Coffee Break
10:30-10:40	Transition Break
10:40-12:20	PARALLEL SESSIONS
Room 1	<p>The Public Sector</p> <p>Organisational Culture for Generation Y in the South African Public Service: Generation Y in the South African Public Service Sinval Kahn, University of South Africa, South Africa The dawn of a new political dispensation in April 1994 in South Africa, ushered in a new public service. Then the public service comprise of three generations of people, namely: Silent Generation, Baby Boomers and Generation X (GX) (Strauss & Howe 2000:213; Salkowitz 2008:47). The GY born between 1982 and 2000 (Strauss & Howe 2000:213), was twelve year old in 1994. They entered a public service that was being transformed, from an apartheid to democratic state. The former was unknown to GY; the latter is a new journey that they would explore. This paper uses a qualitative, empirical research method to explore the extent to which the South African public service is creating an organisational culture that provides for the expectations of GY. The research questions that this paper addresses are: Does the organisational culture provides a conducive environment for GY? Does the organisational culture make GY feel that they belong? Does the organisational provide for the human resource development of GY? Theoretical, the paper engages the rapid changes in organisational culture to accommodate GY in the workplace. Practically, it provides public leaders with tools to adapt institutional culture to keep pace with younger workforce and existing global trends. 2018 <i>Special Focus - Navigating Change in Shifting Cultural Landscapes: Disruptive, Generative, Transformative?</i></p> <p>Performance Measurement in the Public Sector: Myths and Misconceptions Tarah Hodgkinson, Simon Fraser University, Canada Tullio Caputo, Carleton University, Canada Michael McIntyre, Carleton University, Canada Performance measurement schemes have become widespread in both the public and private sectors as organizations strive to improve their efficiency and effectiveness. Numerous observers, however, have questioned the impact of performance measurement noting that the results are equivocal at best and that its implementation can actually result in undesirable and even deleterious activity. Some of the negative consequences associated with performance measurement include increasing employee stress, lowering morale and skewing behaviour such that attention is directed at achieving performance targets while ignoring other organizational goals. At the same time, overt resistance to performance measurement has been reported including incidents of ‘gaming the system’ and the outright manipulation of data to give the appearance that performance targets are being met. This paper considers some of the most common critiques related to the use of performance measurement including the myths and misconceptions associated with its use. <i>Knowledge Management</i></p> <p>Different Shades of Strategy: A Literature Review on Strategy Formation in Communities Monique Anne Augusta Kamm, Saxion University of Applied Sciences, Netherlands Jan Jonker Niels R. Faber This paper contributes to the debate on collective action. It explores strategy formation in local and regional communities formed by collaborating civilians, organisations, and institutions. These constituents engage in collective actions to address wicked problems related to sustainable development such as energy, waste, and food production. They establish common projects, products, and services; and invest a variety of means and sources. We assume that underlying these collective actions processes take place that resemble or equal those of decision-making, goal setting, and strategy formation. We explore the theoretical and empirical footholds that can help to understand how strategy formation evolves in these communities. We question strategy formation in communities from two perspectives: organisational science and, strategy development. We perform a structured literature search, examining a selection of Q1 journals in the fields of organisational science and strategic management. The search will be executed using Web of Science; starting by determining an initial set of search key words that indicate strategy formation in community-based forms of organising, and strategy formation in processes of collective action. We provide a literature overview and from this we synthesise how strategy formation in communities engaging into collective action is currently understood. <i>Organizational Cultures</i></p>

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Friday, 16 March	
10:40-12:20	PARALLEL SESSIONS Successful and Sustainable Partnerships: Lessons Learned about Multi-Sector/Multi-Agency Collaborations Tarah Hodgkinson, Simon Fraser University, Canada Tullio Caputo, Carleton University, Canada Michael McIntyre, Carleton University, Canada The widespread adoption and implementation of New Public Management (NPM) strategies by most OECD countries has had a profound impact on the public sector in these countries. This paper focuses specifically on the push under NPM regimes for public sector organizations to engage in partnerships and collaborations with business and community organizations as a way to leverage additional resources and efficient and effective services. This paper addresses several key issues identified in the literature on public sector partnerships and collaboration including how these partnerships emerge, thrive, succeed or fail. It is based on eight case studies with Canadian police services that include the experiences of 16 partner agencies. Preliminary findings indicate that most partnerships are organic in nature and typically based on informal relationships. As these partnerships develop, increasing attention is devoted to decision-making processes, resource allocation responsibilities, formalization of the processes including Letters of Agreement or Memoranda of Understanding, privacy and information sharing issues, etc. This paper presents the 'lessons learned' about the factors that can contribute to the success of multi-sector, multi-agency partnerships and collaboration. <i>Organizational Cultures</i>
Room 2	University Cultures Organizational Culture and Tenure and Promotion in Academic Libraries Uma Doraiswamy, Western Kentucky University, USA Many academic libraries have faculty librarians that have to go through the tenure and promotion process. Tenure and promotion process for librarians can be challenging in itself. Sometimes junior faculty librarians can go through even more tougher tenure review process due to organizational culture such as politics, leadership styles and attitudes of senior faculty librarians. I will discuss how this affects the work life of professionals but also productivity and the organization as a whole. I will conduct a survey across academic libraries in the United States and collect data and include the results in my paper. <i>Organizational Cultures</i> Meritocratic Logic and Vocational Teacher Education Vera Braun, University of Konstanz, Germany Oksana Melnyk, University of Konstanz, Germany In case the study succeeds in proving an existing relation between meritocratic orientation and devaluation of vocational education and training in its objective meaning for the society and of the teacher profession, this opens up a new perspective on VET and on existing adversities in link with vocational teacher education. In terms of the current education policy of the EU and the trends of academization that can be seen in numerous European countries, the topic includes a relevance going beyond the considered Ukrainian case and post-Soviet countries. Theoretical background Mostly all topical sociologist theories model the reproduction of societal-cultural structures as an interaction between structures and practices of individuals/collectives on different levels. The relations between societal structures and individuals are e.g. explained by the Theory of Social Practice. Referring to this theory and connecting it with results coming from the Theory of Self-Esteem, the topic is analyzed on a societal and on an individual tier in order to figure out elements and mechanisms that can be called "meritocratic", that contribute to the devaluation of vocational (teacher) education, and can be exemplified by the Ukrainian case of vocational teacher education. Methodical approach Literature and document analysis, expert interviews, interviews with Ukrainian graduates of business and economic educational study courses <i>Organizational Cultures</i> Changing the Monolith: Universities as Agents of Change Holger Meinke, University of Tasmania, Australia James Stronach, University of Tasmania, Australia Penny Hume, AWP Change Consultants, Australia Modern universities are not for the faint-hearted. Steeped in scholarly tradition and proud of their histories, they are governed like large corporations with financially-based KPIs for their CEOs and COOs. Esteem is derived from success in research rankings, while income – at least in the case of Australian universities – is generated via student enrolments. While real success and outcomes are the consequence of team efforts, performance is evaluated based on individual achievements. Societal impact is the university's mission, while metrics of output measures are used as poor surrogates for outcomes and impacts. Management and administrative processes are supposed to be effective, nimble and agile, but frequently lack capability and a risk appetite aligned with such rhetoric. Full of contradictory incentives and messages, professional and academic staff are often confused and left without firm guidance. Yet, the same institutions are also packed with talent and latent capabilities, full of highly creative people that provide the breeding ground for transformational changes and truly disruptive thinking leading to innovations. Here an academic, a professional manager and an organisational change consultant provide a case study that demonstrates how successful change initiatives effectively deal with these ambiguities by building a strong, purpose-driven fabric of complementary skills. <i>Organizational Cultures</i>

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Friday, 16 March	
10:40-12:20	PARALLEL SESSIONS Higher Education Student Perceptions of Ethics, CSR, and Sustainability: Creating Courses That Matter Laura Zizka, University of Applied Sciences Western Switzerland, Switzerland The purpose of this study is to examine how higher education students perceive ethics, corporate social responsibility (CSR), and sustainability in regards to their academic program and future career. This quantitative study is based on a survey of more than 200 first year students in an international hospitality school in Switzerland. The questions measure student levels of interest in three topics: ethics, CSR, and sustainability as linked to their academic program. It also measures the perceived importance of these three topics to an eventual career in the hospitality industry. This study addresses the effectiveness of teaching ethics, CSR, and sustainability to produce positive change agents for future employment. While assumptions have been made about student awareness of ethics, CSR, and sustainability, this study shows a gap between awareness and action in higher education regarding these issues. Based on student responses, there is a clear need and expectation that courses on ethics, CSR, and sustainability will be taught at some point during their academic program to better prepare them for the workplace. <i>Management Education</i>
Room 3	Leadership, Training, and Change Creative Straight Talk in Organizations: An Application of the Mystic-Poet Kabir's Rhetorical Strategies Amrita Joshi, Indian Institute of Management Indore, India Dissonance tropes reflecting sarcasm, chastisement and irony at first glance, would seem to go against the very grain of standard internal communicative practices which emphasise clarity, conciseness and the transparency or direct, unambiguous connect of word and meaning. However, there is a growing awareness of the need for straight talk seen in the communicative practices of CEOs who seek to communicate differently. This straight talk uses language as a creative medium to enable desired transformative outcomes. We position our study on the innocuously thin line between creative dissonance and resonance approaches. A reading of Indian Bhakti (devotional) verse (15th-17th Century C.E.) not only reveals the concentrated emphasis on pure devotion through the saguna (embodied/deity-focused) tradition as well as the nirguna (formless/infinite) tradition; but also the tangential modes in which these poets sought to address societal issues. Sarcasm, chastisement, irony, mockery were used to startle the listener into action. The resultant effect was achieved through symbols and layers of hidden meaning. Our study performs a close analytical reading of select examples of the Indian mystic-poet Kabir's (1398-1448 C.E.) verse to illustrate the implications of his disruptive and transformative rhetorical strategies (Hess and Singh, 2002) for straight talk in organizations. The study grounds this close reading and recommendations on a post-structuralist semiotic understanding of the use of dissonance tropes from Kabir's work. There are three broad theoretical-conceptual devices that we map to the study of Kabir's verse: acts of framing (Goffman, 1974; Cornelissen and Werner, 2014); use of dissonance tropes such as irony, sarcasm, paradox (Huang et al., 2015); and the postmodernist polysemic approaches to concepts of finite versus infinite 'play' (Derrida, 1978; Simpkins, 2001). Simpkins (2001) points out how semiosis is viewed as a relatively ceaseless process which offers some level of finitude. However, the concept of "unlimited semiosis" moves away from this comfortable anchoring. Similarly, the concept of 'play' can be viewed in its finite and infinite framework. As a finite phenomenon, we discuss how play manifests itself as limited. A range of induction techniques, workplace interaction, in-house activities are a result of this finite view of play. These may lead to a desired outcome which is the mainstay of instrumentalist business practices. On the other hand, we argue that, as an infinite phenomenon, play involves a continuous and evolving loop, surprise and uncertainty, a continual questioning, an openness to consequences, which can guide the transformative approach to communication. Our analysis demonstrates how Kabir's rhetoric simplifies the complex through an interweaving of play and seriousness. The drama and rhetorical tension that this use of 'play' generates in communication is dialectical in experience. The speaker and the listener engage with the content in role reversals created by the dialectical stance taken up in the verse resulting in direct engagement. <i>Organizational Cultures</i> Strategic Change Management: A Transformative Approach for Sustaining Change in the UAE Public-sector Saeed Almansoori, United Arab Emirates Change is an unavoidable part of existence. The pace of change in the United Arab Emirates (UAE) is evident, and appears to be motivated by the leadership of the country to ensure that its public-sector provides high and quality service to all citizen, residents and investors. While achieving this goal is dependent on several external parties and stakeholders, the UAE currently lacks strategy for sustaining the pace and quality of change the country is undergoing. This problem has motivated this paper which aims to examine existing change management frameworks in order to develop a strategic change management model applicable in the UAE. Through an extended literature review, elements of successful change management are identified, and evaluated against structure of the public sector in the UAE, thereby establishing context for sustainable change management process. Findings reveal that strategic change management require three main components with corresponding elements that enable public-sector organisations to accept, implement and sustain change. Though a recommendation for practice, this paper justifies the need for further empirical research that evaluates elements of the strategic change management model, and the validation of its successful application in different public-sector organisations in the UAE, and countries with similar arrangements. <i>Change Management</i>

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Friday, 16 March	
10:40-12:20	PARALLEL SESSIONS Evaluation of a Seminar for Leaders and Employee Representatives to Support Successful and Healthy Restructuring Johannes Rank, Federal Institute for Occupational Safety and Health , Germany The purpose of the present study was to evaluate a new two-day seminar programme for managers and work council members designed to enable them to implement organisational restructuring in an effective, healthy and less stressful way for themselves and their employees. The necessity for such an intervention is evident, because research has demonstrated that restructuring is usually associated with negative outcomes such as reduced organisational commitment and deteriorated health. Based on scientific and case studies, several approaches to successfully deal with restructuring (for example, reducing change-related stress, ensuring transparency and enhancing organisational justice) were covered in three interactive seminars delivered in a group of hospitals in Germany. Established questionnaire scales with high reliability were administered during the seminar week and eight months later to measure the variables. Repeated measures analyses of covariance demonstrated statistically significant improvements in the seminar group with respect to three outcomes. Specifically, psychological uncertainty regarding change, emotional irritation (being angered quickly because of the non-fulfilment of work goals) and the experience of negative departmental consequences of change were significantly reduced in the intervention group compared to the control group. These results demonstrate the value of leadership development programmes focusing on health and well-being during organisational restructuring. <i>Change Management</i>
Room 4	Change and Power The Human Right to Accountability Yingru Li, University of Glasgow, UK John Mc Kernan, University of Glasgow, UK The call for the increase in corporate responsibility and respect for human rights tends to go hand in hand with demands for more corporate accountability. This paper looks afresh at the role of accountability in relation to business and human rights. The analysis takes its theoretical orientation from the work of third generation critical theorists. The analysis centers on three concerns: First the tension between the disciplinary power and emancipatory potential of accountability, and in particular the capacity of accountability to reveal and disrupt social suffering. Secondly, the limits of accountability, and danger, perceived by some critics, that it might itself become an unbearable “ethical violence” are considered. Third consideration of the limits of accountability is extended through analysis of the relation between Levinasian conceptions of accountability as response to unbounded demand of the other, and Kantian conceptions binding accountability to reason. We end the paper by offering some resolution to the tensions previously introduced: We use recent work in the critical theory tradition to argue for a human right to an account as a moral and universal foundation for accountability. Recognition of a right to an account and its limits will help ground a more powerfully justified and contextualized corporate accountability for human rights and offer a new perspective on accountability with, wide ranging significance. <i>Organizational Cultures</i> Unheard Voices: Linguistic and Cultural Barriers to Communication for Refugees Ted Garner, Brenau University, USA In many cases, these Cultural barriers are exacerbated by the necessity to remain hidden from governmental immigration and police authorities. Having had their voices marginalized in their countries of origin by poverty and oppression, often both political and economic, in the US they face the need for a self-imposed silence on serious social issues faced especially by immigrants who are women and children. This paper relates information from three types of stakeholders in this relationship. Administrators of aid for Hispanic refugees in the US are often frustrated by people in obvious need but who are unable respond to their questions about issues such as domestic violence, access to education and governmental aid, health care, as well as community inclusion. Local Hispanic community leaders are often subjected to governmental investigation and find themselves suspect by the community of need that they desire to help because of necessary contacts with governmental aid agencies. The US-educated children of Hispanic refugees find themselves suspended between two languages and cultures. They sometimes understand what their parents do not about their new home and culture, but are often unable to attain the status of advisers to their parents and refugees of their parents' generation. Two theoretical frameworks are offered as possible foundations for policies and practices to address and overcome these barriers. <i>2018 Special Focus - Navigating Change in Shifting Cultural Landscapes: Disruptive, Generative, Transformative?</i>

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Shifting Landscapes**Vocational Problem Solving: Stress and Personal Resources**

Tobias Kärner, University of Konstanz, Germany

Andreas Rausch

Thomas Schley

Detlef Sembill

Nina Minkley

To analyze vocational stress, we adapted the the job demands-resources model of Demerouti, Bakker, Nachreiner, and Schaufeli (2001) to vocational problem-solving situations. We aimed to investigate how, and to what extent, problem-solving demands (especially time pressure, mental effort, uncertainty, and task difficulty) and personal resources (especially domain-specific knowledge and general intelligence) affect stress responses and task interest. Therefore, we used a problem-solving task from the business administration domain in a computer-based office simulation. We randomly assigned 58 participants into two groups. The treatment group worked on the problem scenario, whereas the control group was instructed to inspect the computer-based scenario and to check the software's usability without solving the problem. Problem-solving demands, perceived stress, task interest, cardiovascular parameters, and cortisol concentration were assessed before, during and after the task at several time points. The vocational problem-solving task was associated with perceived time pressure, uncertainty, mental effort, task difficulty, and perceived stress. In addition, we found higher heart rate and cortisol concentration and lower heart rate variability values in the treatment group (compared to the control group) at the end of the task. Furthermore, we found that content knowledge buffers the impact of problem-solving demands on stress responses and it maintains task interest under high mental effort. Overall, we found evidence that vocational problem-solving activities bear stress-evoking potential and personal resources may provide buffering and maintaining functions. Thus, a holistic understanding of problem-solving competence should also include adaptive coping resources.

*Organizational Cultures***Enlivening the Intercultural Interface: Dadiri as Common Cultural Practice in Organisations**

José W.I.M. van den Akker, Central Queensland University, Australia

In the context of international education, Western universities in particular profit from a large influx of international students (Rienties et al. 2011).

Critical pedagogy considers this development a legacy of oppressive and racist regimes and a continuation of a history of colonization with asymmetrical power relationships (Apple 2006, 2010, 2011, Apple, Kenway, and Singh 2005, Connell 2013, Freire 1968, Giroux and Giroux 2014, Beder 2010, Davies and Bansel 2007). These Western universities expect international students to integrate academically. Academic integration means that people align with the academic requirements of higher education institutions in order to perform academically. In Australia, this means that international students need to learn generic skills often acquired in bridging courses, such as having a high level of English proficiency, academic writing skills and understanding the general academic requirements at the local university (Barrie 2007). Students' social integration is also considered important, referring to the extent in which students adapt to the social way-of-life at university (Rienties et al. 2011), or the extent in which universities adapt their sociocultural dimensions to suit international students (Asmar 2005, Russell, Rosenthal, and Thomson 2010). International students are also expected to understand the academic discourse (Mckay and Devlin 2014), which is difficult for international students who have little or no familiarity with the culture and practices of higher education in Western institutions. In effect, the wider Western knowledge community has as much a role to play to include international students so they can actively participate in this knowledge community. But international student agency is a factor often ignored in intercultural relations. To emphasise student agency, in reference to Indigenous students who have long been marginalised to legitimise the presence of colonial settlers and their occupation of foreign lands.

*2018 Special Focus - Navigating Change in Shifting Cultural Landscapes: Disruptive, Generative, Transformative?***Constructing of Knowledge Outcomes in Digital Environments: An Algorithm**

Sanjiv Dugal, The University of Rhode Island, USA

We are presenting an algorithm for constructing unique knowledge outcomes in an interactive digital environment. The purpose of the algorithm is to interactively construct an experiential knowing and a knowledge outcome about what has empirically been researched to exist in fact. For example, our paper will consider each of the four characteristics of successful transnational corporations (Bartlett and Ghoshal, 1989), namely, Integrated Networking Structures, Complex Adaptive Systems, Dynamic Decision Making and Unique Innovation Capabilities. Starting from an initial definition, Integrated Networking Systems, the algorithm takes interacting participants on a trajectory of ten well-defined successive steps, eventually producing a knowing and knowledge "outcome." The transition from one step to the next is not necessarily deterministic because its trajectory incorporates random inputs. The algorithm is a multi-faceted set of rules, looking well beyond typical notions of digital interaction. We present one social interaction between three individuals engaged in ongoing reciprocal action and influencing one another. In sociology, "social interaction is a dynamic and changing sequence of social actions between individuals (or groups) who modify their actions and reactions due to the actions by their interaction partner(s). Social interactions can be differentiated into accidental, repeated, regular, and regulated." Our interaction encompasses all of these to form the basis of social relations for implementing the algorithm.

Management Education, Knowledge Management

Friday, 16 March	
10:40-12:20	PARALLEL SESSIONS
	<p>Practice and Art of Leading Complex Change Tim Dalmau, Dalmau Consulting, Australia Jill Tideman, Dalmau Consulting, Australia Recent world events have raised anxiety and concerns for many about to how to conceive and lead successful change in dynamic and turbulent environments. This presentation addresses these challenges and offers a framework with which to conceive, design, plan, lead and implement change in a world where the very nature of the issues at stake are subject to multiple interpretations and the likelihood of any particular method achieving a planned outcome is uncertain. It draws on 20 years of building and using this approach successfully in over 40 first and second world countries, and across a range of economic sectors and organizational settings. The presentation's purpose is to describe the framework, methods and approaches used, lessons learned, and the implications for a more responsive and comprehensive approach to change management than many current mainstream approaches. Contained within the approach to be outlined is a model of leadership more suited to complex, disruptive and transformative environments <i>Change Management</i></p>
12:20-13:20	Lunch
13:20-13:30	Transition Break
13:30-14:15	PARALLEL SESSIONS
Room 1	<p>Posters</p> <p>Conceptualization of Institutional Entrepreneurs' Skills: What Properties Do Actors Require to Initiate Institutional Work? Emamdeen Fohim, University of St.Gallen, Switzerland Institutional theory assumes that actors adopt field institutions as a strategy to gain legitimacy towards relevant stakeholders. By these means, classical institutional theory misses to address causes for institutional change, which is why the concept of institutional entrepreneurship was developed. Institutional entrepreneurs are actors with an interest in changing institutions and who possess enough resources to do so. Since the genesis of the concept, scholars have identified strategies that institutional entrepreneurs apply to introduce change. So-called institutional-work-strategies are, inter alia, the creation of a vision for change and the mobilization of allies behind this vision. Theoretical contributions have also claimed that actors require specific properties to initiate institutional work: Institutional entrepreneurs need social skills and reflexivity to mobilize allies of different institutional fields. On this basis, basic knowledge on institutional entrepreneurs' skills exists, but a clear concept on these properties is still missing. By a systematic literature review of empirical papers from top management journals on institutional entrepreneurship, various dimensions of institutional entrepreneurs' skills could be identified; such as analytical, emphatic and strategic skills. A more nuanced conceptualization of these skills can be a starting point for future scholars to understand the reasons for different forms of institutional change. <i>Change Management</i></p>
Room 2	<p>Virtual Lightning Talks</p> <p>Theoretical Model of KM and OL Practices in Accredited Business Schools Jenny Martinez-Crespo, Autonomous Latin American University, Colombia Hernan Lopez-Arellano, Autonomous Latin American University, Colombia The authors present a furthermore sophisticated, theoretical model of inquiry, starting from Rodriguez, Soto, Martínez, Atehortúa, Vásquez (2015) propose, which was developed to categorize AHEI in a four analysis dimensions between two perspectives: the objective-subjective perspective and regulation- social change perspective, to realize if AHEI exploit or explore knowledge and how they generate value to themselves and society. The methodology used for this research in progress is qualitative and it is based on the systemic analysis of current models of knowledge management and organizational learning framed in the four paradigms proposed by Burrell-Morgan (1979). Authors developed analysis categories to understand how they change in each dimension and be able to design measuring instruments that allow researchers to locate each AHEI in corresponding paradigm. The model will be able to appraise tendencies in areas such as epistemology, methodology; praxeology and ontology followed by AHEI in doctoral education of their professors, and the transformation of their knowledge in organizational learning with the aim to generate value. The model will empower business school's leaders to make decisions about the goals, learning process, technology, investments and what kind of knowledge they need in doctoral education of their professors to decide if they want to exploit or explore knowledge. <i>Knowledge Management</i></p> <p>System Architecture of Conversational Intelligent Tutoring Systems Using Latent Semantic Analysis Kanokrat Jirasatjanukul, Phetchaburi Rajabhat University, Thailand Panita Wannapiroon The methodology used is divided into two phases: the design of the system architecture of Conversational Intelligent Tutoring Systems (CITS) using Latent Semantic Analysis, and, the evaluation of the suitability of the system architecture of Conversational Intelligent Tutoring Systems using Latent Semantic Analysis. The sample group includes 12 experts with at least five years' experience in the fields of CITS, LSA and Education, all of whom were asked to participate by the use of purposive sampling. The research tools used in this research consist of system architecture and evaluation forms to certify the suitability of the system. The statistics employed in this research include arithmetic mean and standard deviation. The results show that the overall architecture has highest level of suitability (mean = 4.71, S.D. = 0.45). Referring to the research results, it is evident that the system architecture of Conversational Intelligent Tutoring Systems using Latent Semantic Analysis can be applied to develop real systems in order to promote and support self-learning. In addition, the system can satisfy the needs of learning, accommodate problem-solving, and offer answers to the learners in a smart manner <i>Management Education</i></p>

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The Connection between Person-Organization Fit, Values Congruence, and Engagement

Jonathan H. Westover, Utah Valley University, USA

Although there is great reason to believe that extracurricular organizations are of great benefit to college students across the country, little research has been conducted that measures how well students align with the organization's values and, in turn, if those values affect the student's level of satisfaction and overall engagement within the organization. In our research, we analyzed a leadership program at an Intermountain regional teaching university to find how the program's mission statement influenced the student's value alignment, engagement, and overall satisfaction during their participation in the program. We administered an online survey that used questions adapted from the Short Schwartz Values Survey and the Gallup Q 12 surveys. From the results of our research, we concluded that students who are satisfied, reflected on the mission statement, had opportunities to learn and grow, aligned with the organization in benevolence and power, were more likely to have a higher level of engagement.

*Organizational Cultures***What is Smart Leadership in Multicultural and Multilingual Luxembourg?**

Ursula Schinzel, Unicafe University, Luxembourg

The purpose of this research is to discover what smart leadership is in multicultural and multilingual Luxembourg. 42 semi-structured interviews were performed between March and October 2016 among four categories, notably: Lux.Nat. (Luxembourgers with Luxembourgish nationality), Lux.Foreigner (foreigners who reside in Luxembourg), cross-border workers (people who come to work to Luxembourg every day from Germany, France, and Belgium), and the rest of the world (World). Although responses from all four categories were quite similar, they still were different. The author has been carrying out cross-cultural research in these four categories since 2009, while starting her doctoral studies in cross-cultural comparison following Geert Hofstede's cultural dimensions. Even though other categories could be chosen, these four categories demonstrate similarities and differences in replies quite significantly. The structure of this paper will be as follows: first, this paper will briefly review the extant literature on Smart Leadership, then describe Luxembourg's linguistic and cultural peculiarities, and then present a proposition. Second, the applied method - semi-structured interviews - will be described.

*Organizational Cultures***Impact of Technological Change in a Retail Organization**

Sharon Cox, Birmingham City University, UK

June Cox

Technology offers improvements to the efficiency and effectiveness of retail processes. Previous work has focused on assessing the impact of technological change on business processes and on identifying the barriers and drivers that influence the acceptance of technological change by different stakeholder groups. This research focuses on analysing the impact of technological change on business practices by surfacing the issues and values that underpin conflict with the technological change. The paper aims to explain the impact of technological change in retail organizations. It provides a richer conceptual understanding of the organizational context in which stakeholders prescribe meaning to activities. An ethnographic case study is used to examine the experience of introducing self-service checkouts in a UK retailer over a six month period. A soft systems methodology draws out the underlying reasons for stakeholder reactions to how the technology changed business practices affecting the retail experience. The implications of this research are that technological change needs to move beyond process efficiency to focus on practice efficacy. An understanding of the inherent values of different stakeholders is key to effective technological change.

*Change Management***Employees' Perceptions of the Causes of Tobephobia in Their Working Environment**

Prakash Singh, Nelson Mandela University, South Africa

In this exploratory study, educators as the employees in their respective organizations gave a clear indication of their perceptions of the causes of tobephobia (TBP) as it affects them in their working environment. Three hundred and eleven participants completed a structured questionnaire in this quantitative study. The findings indicate that the job performance of employees can be severely restricted when they experience job training deficits. This will inevitably expose the employees to the effects of TBP, which is not necessarily restricted to any organization, whether it falls within the domain of the public or private sector. As the findings of this exploratory study strongly suggest, employers must not be complacent and evasive by ignoring problems that fester within their organizations. Without the supporting infrastructure, and expecting employees to do the work that they are not trained to do, can be detrimental in terms of organizational outputs. This study has further revealed that when an organization like a school is obsessed with a single goal at the expense of others, then it can plunge into trouble when things fail to work out. A culture of false assurance is typical of tobephobic leadership in organizations that fail to deliver promised outputs.

*Knowledge Management***Cartesian Propensities and the Mercurial Nature of Organizational Change and Development Interventions: How Human Perceptual Systems Can Help Us Understand Organizational Design**

Andrew Ball, Cognitive DesignLAB, Northwestern University, USA

Organizational change and development, from a research and practitioner perspective, continues to become more comprehensive per the inclusion of multi-disciplinary subject matter. Yet, organizational change and development intervention success rates, relative to allocated resources and methodologies, do not generate an obviously successful cost benefit ratio. This presentation will clarify why many organizations have a bias towards organizational change and development 'interventions' per the Western tendency to view organizations through mechanistic metaphors. Thus, we will explore three significant topics: How cultural anthropology and cognitive science can help us understand this bias, how human perceptual and sensemaking efforts function, and how to then understand organizational change and development programs per the prior two topics. At its core, this presentation will explore how Western philosophical heritage, and thus identity, restricts organizational change and development.

2018 Special Focus - Navigating Change in Shifting Cultural Landscapes: Disruptive, Generative, Transformative?

Friday, 16 March	
13:30-14:15	PARALLEL SESSIONS
	<p>Western Balkans' Berlin Process : A Transformative Cultural Landscape Process Valon Murtezaj, IESEG School of Management, France It is the dream of the people of the Western Balkans countries (WB), region dominated by war at the end of last century, that their future lies in the European Union. Despite notable progress and achievement, the job in the region is not done yet. New commitments to reforms and conflict management are required. For several years, the Western Balkans' Berlin Process, initiated by German Chancellor Angela Merkel, supported by EU member countries, has served as a framework and a connectivity agenda for regional cooperation. Stability, good neighborly relations, rule of law, sustainable economic reforms, strengthening good governance and democracy, prosperity of youth, are some of arenas of transformation at focus of this process. The aim of this research is to understand, what is the role of the WB Process in the engagement of the WB countries in different cooperation initiatives; and how that process had transformed them culturally in their path to the EU? <i>2018 Special Focus - Navigating Change in Shifting Cultural Landscapes: Disruptive, Generative, Transformative?</i></p> <p>Changing Corporate Culture about Women's Leadership through Business Ethics and Feminism Maria Medina-Vicent, Jaume I University, France The concept Women's Leadership has been well studied in some principal fields such as Psychology and Leadership Studies. This concept has been also disseminated to society from a completely uncritical point of view. In this communication, we will propose a different approach, one that is critical and bases on the principles of business ethics and feminist philosophy. Through this look, we will address the key values that are associated to women leaders in business domain. From an ethical viewpoint, we will also propose different values in order to promote a change in corporate culture. The change tries to achieve a more egalitarian company. Therefore, we will go on from an essentialist conception of Women's Leadership concept to other called Feminist Leadership, which bases in the struggle for equality led by feminist groups and social movements. <i>Change Management</i></p>
Room 3	<p>Focused Discussions</p> <p>Role of Impact Evaluations in Re-shaping an Organization Jeremy Elliott-Engel, Virginia Tech, USA Elli Travis For organizations that provide not-for-profit services, impact evaluations have become the gold-standard for determining organizational value. As impact evaluations have become essential for organizations to complete they need to become more valuable than just a tool used to justify the organization's existence. Although they have become requisite for measuring impact, impact evaluations can be limited in their ability to measure complex outcomes, particularly of non-linear outcomes. This discussion will explore how organizations can utilize impact evaluations to transform systematic results into practical, accessible knowledge. The questions posed will be: Have impact evaluations become fundamental in the conversations around organizational response? Does this lead to explicit and shared knowledge and understanding throughout the organization and between the organization and the community? What are the requisite actions after the evaluation that allows for use? Functionality? And, can successful reflection on the results of the evaluation lead to better organizational change, effectiveness? Recognizing and improving the feedback-loop from impact to decision-making will help organizations improve performance. This potential improvement is still limited by the difficulty to measure non-linear outcomes. The conversation will consider methods and strategies for illuminating wide-ranging contributions: such as social-change, human-capital change, and changes with a long-term return on investment. <i>Knowledge Management</i></p> <p>ENHANCE Learning Model: A Methodology for Managing Learning Environments Morris Thomas, University of the District of Columbia, USA The purpose of the ENHANCE Learning Model (ELM) is to provide an easily accessible conceptual framework for management education. The ELM discusses seven strategies through the acronym ENHANCE (Engage, Navigate, Highlight, Assessment, Network, Connect, Edutain). The ELM is essential to management education due to the frequent occurrence of educators complicating learning processes and environments. On the contrary, ELM's focus is to encourage educators to do the opposite by adopting practical management strategies. I will share data collected from a case study involving faculty from various disciplines who employed ELM in their respective courses. The case study methodology was utilized due to the categorical data involved in the study. There were 17 participants included in this study. Their participation yielded a multi-faceted understanding for management education in the real-life learning environment context. The implications for practice is that ELM offers assessment solutions that can be easily integrated into various learning environment to enhance management education. <i>Management Education</i></p> <p>Health System Re-design: How to Make Health Care Person-Centered, Equitable, and Sustainable Joachim Sturmberg, University of Newcastle, Australia Current "health systems" have as their attractor disease and/or economics; either/or/both fail populations, patients, providers and insurers at many different levels of analysis. Health is a "personal adaptive experiential state" and must be distinguished from the objective "finding of pathologies" which define the multitude of known diseases. While related the experience of health in general is uncorrelated to the objective presence/absence of diseases. Unsurprisingly we now have an emerging consensus that current health systems can no longer be reformed as reform entails making "marginal changes" bounded within the prevailing paradigm around the "disease and/or economics attractor." Hence the system requires transformational change, i.e. systems re-design, around the new attractor of "person-centered, equitable and sustainable health." Transformational change always is a greater challenge than marginal change. Aware of both, the need for transformational health system change as well as the magnitude of challenges and obstacles, how can we start the necessary discourse required to engage all stakeholders in meaningful interactions to create the preconditions required for such a "cataclysmic change?" This focused discussion seeks to explore means and ways to create a "movement for person-centered, equitable and sustainable health system re-design." <i>2018 Special Focus - Navigating Change in Shifting Cultural Landscapes: Disruptive, Generative, Transformative?</i></p>

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Friday, 16 March	
	<p>Pragmatic Energy for Change Leadership: How Leaders Address Innovation Uncertainty</p> <p>Claudia Santin Jennifer Groh, Concordia University Chicago, USA</p> <p>Pragmatic energy can be seen as leader's power to balance understanding and appreciation of current state while having a vitality, belief, and optimism in achieving future state. According to Narayanan (2017), pragmatic leadership deals with a systematic approach to mastering leadership qualities beginning with personal leadership, then moving on to team leadership and finally, to organizational leadership. It can be seen as a synergetic effect. Leaders can easily disrupt the patterns of thinking (Dym & Hudson, 2016) and mental models of their followers, and this in turn can push them toward creative thinking which ultimately can lead to innovation. The ability of the pragmatic leader to exert pragmatic energy to disrupt with foresight and planning can make the difference between creating chaos and disruption without a positive outcome. In this discussion, the concept of pragmatic energy is examined in the context of change management and leadership theories. Discussion includes potential for theory building and practical application.</p> <p><i>Change Management</i></p>
14:15-14:25	Transition Break
14:25-15:40	PARALLEL SESSIONS
Room 1	<p>Development Strategies</p> <p>Development of an International Standard Finance and Banking Curriculum for Iraq's Colleges of Management and Economics</p> <p>Herbert Davis, The George Washington University, USA</p> <p>The purpose of this paper is to propose a standard international model finance and banking undergraduate curriculum for adoption by the Iraq Ministry of Higher Education and Scientific Research. The paper initially introduces the academic and/or business practitioner to Iraq's higher education system, its colleges of management and economics, and specifically, its programs in finance and banking. The research identifies and then examines the finance and banking curricula selected from among three leading Iraqi public and private colleges and universities. These finance and banking programs were benchmarked relative to an international standard curriculum identified from an examination of leading AACSB-International accredited programs. The international programs were selected from universities in the U. S., Australia, and the United Kingdom. Regional programs of some distinction were selected from within the United Arab Emirates and Egypt. Based on the benchmarking process the paper proposes a standard international model for finance and banking undergraduate curriculum for adoption by Iraq's Ministry of Higher Education and Scientific Research (MOHESR).</p> <p><i>Management Education</i></p> <p>Developing Competent Directors</p> <p>Nadia Mans-Kemp, Stellenbosch University, South Africa S. Viviers B. Staal J. Van Schalkwyk</p> <p>In line with Institutes of Directors globally, the South African King IV Report offers guidelines regarding director development. The authors investigated the director development practices of the largest listed South African companies over the period 2011 to 2015. Attention was given to their compliance with the King development guidelines, as disclosed in their integrated reports. Interviews were furthermore conducted with directors of selected listed companies to gauge their views on director development. Although the considered companies gradually disclosed more information on board development mechanisms, some companies did not disclose any board development information. Development initiatives were furthermore mostly aimed at newly appointed directors. Some experienced directors stated that they already spent considerable resources to develop themselves over several years. As such, they did not regard further development as essential. Corporate leaders should encourage all board members to participate in continuous development activities, irrespective of their level of experience. The value-adding benefits of continuous learning should be emphasised and acknowledged.</p> <p><i>Management Education</i></p> <p>Organizational Agility: Testing Validity and Reliability of a Diagnostic Instrument</p> <p>Herbert Nold, USA Johanna Anzengruber Marco Woelfle Lukas Michel</p> <p>The rate of change powered by technology, globalization, and complexity has been increasing for decades. Without organizational agility which is commonly regarded as "the ability to remain flexible in the face of new developments, to continuously adjust the company's strategic direction, and to develop innovative ways to create value" (Weber & Tarba, 2014 p. 5) organizations lack a key resource necessary for rapid change. In this regard, organizational agility should be seen as a core competency that generates a competitive advantage and is a strategic differentiator becoming imperative for survival rather than a business choice (Harraf, Wanasika, Tate & Talbott 2015). The purpose of our work was to test the reliability and validity of a diagnostic instrument developed to evaluate organizational agility in a complex system of dimensions such as culture, leadership, systems, and people through collaboration, relationships, and purpose. Few existing models for organizational agility and change offer a diagnostic tool to assess the dimensions of agility in an organization. Results of the statistical testing using factor analysis, PCA, and Cronbach's alpha provide strong support for the diagnostic instrument as a valid and reliable tool to assess the perception of the dimensions of organizational agility.</p> <p><i>Change Management</i></p>

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Friday, 16 March	
14:25-15:40	PARALLEL SESSIONS
Room 2	<p>Barriers and Challenges</p> <p>Problems and Challenges of Full-time VET in Germany Thomas Deissinger, University of Konstanz, Germany In the area of VET (Vocational Education and Training) there has always been the expectation that VET should not only produce portable skills for the labour market, but also enable individuals to progress to Higher Education (HE). In many countries, the functionality of VET qualifications and underlying pathways is therefore embedded within a more general debate on flexibility and permeability within education systems. This includes the specific function of different pathways (e.g. workplace learning vs. full-time vocational education in schools or colleges) but also the notion of “hybrid qualifications” (HQ) and with it “functional diversification” of VET. HQs, in political and pedagogical terms, are obviously rather underrepresented in the German VET context while Anglo-Saxon countries, but also Switzerland or Austria, either place stronger emphasis on “progression routes” or have deliberately undertaken reforms in this area. There are two reasons for this: The first one refers to the majority of full-time VET courses in Germany that serve academic aspirations and the wish of young people to upgrade their school qualifications in general. The second one refers to the fact that the Dual System, i.e. the apprenticeship system, has an unquestioned role when it comes to skill formation for occupational labour markets, but not for progression within the education system. Today HQs are simply part of the full-time VET systems of the federal states in Germany and it is clearly multi-functional since it embodies courses and certificates in basically three areas: vocational preparation and support measures; initial vocational training in specific occupations outside the Dual System, and upgrading school qualifications on different levels (including progression to Higher Education). Therefore, the German full-time VET system is extremely heterogeneous and, besides its relevance for some important occupational markets, it also contributes to academisation in Germany. Against this background, the paper will also generally focus on the various facets of academisation and tertiarisation in the German education system. <i>Organizational Cultures</i></p> <p>Change Management in the Non-profit Sector: Lessons from Organisations Challenged by Dramatic Generational Shifts in Long-standing Business Models David Rosenbaum, AIM Business School Sydney, Australia Elizabeth More Sisa Rasaku The study's purpose is to evaluate existing change programs within the nonprofit disability services sector resulting from the implementation of the national Disability Insurance Scheme. This represents a generational shift from a current supply-driven to a demand-driven service model, with full implementation planned by the end of 2018. The study identifies a framework for future change management initiatives in this sector identifying what makes for success in the context of such organisations that are resounding to changing markets, clients, stakeholders and community expectations. This study has been undertaken as a pilot program involving two case study organisations delivering these services over many years in Australia. Grounded theory methodology has been used, guided in part by the processes identified in earlier recently published studies in this sector. As a pilot program, an action research approach has been incorporated, enabling iterative findings from the research to be incorporated in ongoing deliberations of the changes to both case study organisations. Methodological similarities between grounded theory and action research, support this blending. <i>Change Management</i></p> <p>Barriers and Enablers of Knowledge Sharing in SMEs: An Exploratory Analysis Amitabh Anand, SKEMA Business School, France Aniko Csepregi Knowledge is an important asset and substantial capital of any organization (Drucker, 1994; Evers, 2003; Tjakraatmadja, 2006). On the contrary, sharing of knowledge among individuals and organizations has become a “hot” trend in the last few years (Burke, 2010) because survival of any organization heavily depends on it (Zaid T et al 2014). Knowledge sharing (KS) requires a sharing mindset which entails: a sharing of vision, a sharing of values, a sharing of knowledge, a sharing of communication and information, openness and trust (Ipe, 2003). KS and the relationship to longer term competitive advantage has never been more relevant or more essential to the continued success of the economy (Lin & Chen, 2008) and SMEs on the other hand are assumed to play a key role in social and economic development (Zonooz et al., 2011). SMEs are indispensable in all economies, can be described as a driving force of business, growth, innovation, competitiveness, and are also very important employers (Březinová 2013). Though SMEs strive hard to produce knowledge, the awareness of KS is still at an embryonic stage and its application in management is still in a relatively infancy phase (Ali & Murali, 2009). Furthermore, very few studies investigate KS practices among Indian SMEs (Anand and Walsh, 2015). They found that, informal culture and the organizational facilities have influence on individual knowledge sharing behavior. Further they concluded that, sharing process was effective outside the firm then within the firm. <i>Knowledge Management</i></p>
Room 3	<p>Elements of Health Care Organizations</p> <p>Heterogeneity in Assistant Nurse Training: Perceptions of Teachers Regarding Chances and Challenges Bettina Siecke, University of Konstanz, Germany In nursing one of the crucial problems currently is the increasing skills shortage which has been reported for a number of years. At the same time, there is now more heterogeneity among applicants for training places. One possible strategy to deal with the skills shortage in nursing consequently lies in the easing of entry in nurse training and an improvement of entry conditions. This means that more and more applicants with low school leaving certificates (certificates of secondary education) have become a reservoir for the shorter course of training, i.e. a two- year assistant nurse training. These training courses are based on recognized occupations (requiring formal training) on a federal state level. Completion of this training may be used by trainees as a future crediting option for a subsequent regular three-year nurse training, which is based on federal law. Until now little has been investigated into the way schools and teachers deal with the increasing heterogeneity of trainees in the (assistant) nurse training scheme. <i>Organizational Cultures</i></p>

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Friday, 16 March	
14:25-15:40	PARALLEL SESSIONS
	<p>Upper Echelons Theory as It Relates to Women in Executive Healthcare Management: How Balanced Boardrooms Can Lead to Organizational Success Milan Frankl, University Canada West, Canada Sharon Roberts, University Health Network, Canada</p> <p>In this article we present a summary of UET and some results of recent business research on this topic concerning the health care sector. UET for top management teams could predict organizational outcomes such as strategic choices and performance levels. In turbulent environments, a challenge for upper echelons is to develop new management processes. A strategic performance level such as organizational survival could benefit from team heterogeneity. Upper echelons research is multileveled and involves individuals, teams, organizations, and their environments. However, research in UET lacked multilevel theory and proper methodology resulting in studies that focused on a single industry, did not use multiple data sources skewing results, did not have clear definitions of variables used and interpreted results independently. Consequently, a match between theory, measurement, and statistical analysis essential in research on multiple levels, was absent. We suggest ways of filling this void.</p> <p><i>Management Education</i></p>
15:40-16:00	Coffee Break
16:00-17:40	PARALLEL SESSIONS
Room 1	<p>Knowledge and Change in the Classroom</p> <p>The Integration of Young Refugees into the Public Educational System in Germany Elisabeth Maué, University of Konstanz, Germany</p> <p>The integration of young refugees into schools, vocational education, and the employment system is of crucial importance for their equal participation in everyday life and the public's acceptance of immigration. While the topic is of high urgency, not much data has been gathered about the current early integration processes. This interdisciplinary study addresses these issues by connecting the perspectives of sociology and educational science. The study analyses integration-relevant characteristics (e.g. migration biographies) and early integration processes into the educational system and the job market (I.2 skills, transition to apprenticeship or upper secondary education) as well as society in longitudinal section. A survey with two points of measurement among young refugees in special training classes in vocational schools will be executed in one administrative district in South-West Germany. The instruments include online-tests focusing on their cognitive ability and German language skills, as well as an online-questionnaire in regard to moving, previous education, educational aspirations, family situation, integration and more. At the first point of measurement, the sample consists of 635 students in 60 special training classes attending 22 vocational schools. The results of the assessment regarding their German languages skills as well as an analysis of their aspirations will be presented.</p> <p><i>Management Education</i></p> <p>Integrating Macro and Micro Lenses in Management Education Sharon Wagner, Linfield College, USA Sylvia Flatt</p> <p>The discipline of management is often approached in university classrooms from one of two dominant frames: an individual-level (micro) perspective, focused on topics like perceptions, attitudes, and motivation; or an organizational-level (macro) perspective, focused on areas such as organization strategy, design, and culture. An instructor's dominant frame can impact selection of course materials, critique of students' work, the direction of students' research projects, and the breadth of students' preparation to manage organizational change. The presenters will share assessments of their experience in teaching organizational behavior while integrating macro concepts like levers for change and sustainable competitive advantage; teaching business strategy while integrating micro concepts like the attitudes and behavior of executive leadership in managing change and innovation; co-teaching research methods and statistics for micro and macro management research projects; and building a curriculum in organization development that integrates micro and macro components.</p> <p><i>Management Education</i></p> <p>Productive Diversity in Bullying Prevention: An Exploration of Organizational Factors in Bullying Prevention James Roger Brown, Indiana University, USA Isaac Karikari, Indiana University/Indiana Family and Social Service Administration, USA</p> <p>Bullying among youth and in schools remains a major public health concern because of its ominous effects. However, schools' bullying interventions have disproportionately focused on students' conduct while neglecting important intra and inter-organizational factors. Seven focus group discussions were independently conducted with various stakeholders, namely, school principals, social workers, bus drivers, and parents to gather data on their insights and experiences of bullying and bullying prevention in schools. The findings of the study include: identification of the organizational facets and nuances of bullying intervention efforts; collaboration-deficits among stakeholders; the power dynamics of stakeholders' interactions; cultural categories and dimensions of culture in stakeholders' representation and expression of their experiences and views. The study concludes that bullying prevention efforts are not comprehensive and inclusive enough. Various organizational and cultural factors are rarely taken into account. The findings have both macro and micro implications that include: exploring novel and innovative problem solving approaches that give equal priority to the voices of all stakeholders, and leverage the diverse experiences of stakeholders; recognizing and emphasizing inter and intra-organizational factors in bullying prevention in schools, the need for more organizationally-focused studies on bullying prevention.</p> <p><i>Management Education, Organizational Cultures</i></p>

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Friday, 16 March	
16:00-17:40	PARALLEL SESSIONS
Room 2	<p>Adaptation and Change</p> <p>Value Chain Management: A Review for Socio-Economic Development Umaporn Muncenam, Prince of Songkla University, Thailand Pongbaworn Suwannattachote, Prince of Songkla University, Thailand Increasing value of product or service is the hope that it will be benefit or distribute income to actors in value chain. Consequently, this article reviews value chain concept, definition, analysis, as well as the recent research studies in Thailand context in order to know how to reach that goal. The value chain analyses are discussed that composed of eight tools in three groups. First group is general tool composed of prioritizing value chains for analysis; and mapping of the value chains. Second group is qualitative tool comprised of governance, coordination, regulation and control; linkages relationship and trust; and analyzing options for demand driven upgrading of knowledge, skills, technology, and support services. Last group is quantitative tool included of analyzing costs and margins; analyzing income distribution; and analyzing employment distribution. The recent researches studied found that they mostly used mapping of the value chains as the tool of studied. Few of the studies mixed varieties of tools for studying; while others designed their own tools for their studies. This confirmed that it does not necessary to use all tools to study the value chain; however, the decision based on the objective of study, and the scope of the study. <i>Change Management</i></p> <p>Governance Reform and the Reinvention of Corporate Boards Marta Geletkanycz, Boston College, USA The 21st century is an era marked by vast change in the practice of corporate governance. Among its catalysts is a governance reform movement that has not only gathered unprecedented momentum, but delivered a wholesale revolution in the profiles and activities of corporate boards. Among key protagonists are governments and capital markets. Under the auspices of improving managerial oversight and achieving "good governance," these entities have introduced a host of new, far-reaching regulations codifying the structure, composition, and ultimately responsibilities of corporate boards. Positive intentions notwithstanding, their efforts have heralded a degree of bureaucratization that may ultimately undermine governance effectiveness. Moreover, they have contributed to a dismantling of the director networks that have long served to facilitate interorganizational learning and strategic adaptation. This study explores these trends and their implications. <i>Change Management</i></p> <p>Key Characteristics for Provoking Transformational Thinking and Behavioural Change in Different Fields Bart Cunningham, University of Victoria, Canada James MacGregor Jennifer Krocker-Hall For some scholars, the changes we are experiencing call for transformational or paradigm shifts in what we are doing or an entirely different paradigm for managing. We review key characteristics defining transformational processes within different fields of study on transformational thinking and change. For example, transformative thinking has been described in various ways, as creativity in being novel, flexible, or original (Guilford, 1950), insightful in solving a problem (e.g. Duncker, 1945; Kohler, 1925), or entrepreneurial in seeing an opportunity that others could not see. Approaches to generating transformational change describe perspectives on learning, leadership, or psychological meaning. The dynamics generating these transformational processes, although different, are concerned with how people can think or rethink and develop ideas or solve problems by breaking conventional ways of thinking or by taking on new behaviors illustrated by new attitudes, values and beliefs. In analyzing the current research and concepts, we attempt to move the theoretical needle forward as a means to contributing to the literature on leadership and transformational change. <i>Change Management</i></p> <p>Organizational Cultural Adaptation to Uncertainty and Turbulence: A Case Study in Leadership Ethical Perspectives on Future Outcomes Rodrigo Dal Borgo, University of Deusto, Spain In this case study we approach the energy sector and a multinational corporation, that produces, commercializes and distributes energy. This multinational is present in 14 countries, however here we focus on a cross-cultural analysis between Portugal and Brazil. The hypothesis underlying this analysis is that it is possible to "reframe existing problems" and vulnerabilities in organizational culture and its interconnectedness with society by imagining multiple plausible and possible future interpretations. This is a preliminary study for a broader scope of work to identify the relationship between the corporation's cultural system and socio-structural system for the purposes of further understanding organizational cultural adaptation to change, and also to find emerging issues of legitimacy consistent with shared social values. The different environments, throughout which organizational culture is disseminated, are a determinant of the cultural impacts and ethical behavior of the subsidiary regardless of the headquarters' influence. The paper here does not investigate if the multinational acts upon ethical implications that arise from future possibilities, but merely points to how top managers identify driving forces of future developments and possible ethical risks. <i>2018 Special Focus - Navigating Change in Shifting Cultural Landscapes: Disruptive, Generative, Transformative?</i></p>

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Friday, 16 March	
16:00-17:40	PARALLEL SESSIONS
Room 3	<p>Industry Implications</p> <p>Loyalty of Low Cost Airlines' Passengers Jutarat Laophram This paper discusses prospective research that aims to study the customer loyalty of low-cost airlines, to create conceptual of customer loyalty of low-cost airlines. The relationship between perceived quality of service, customer satisfaction and customer loyalty of respondents who travel by low-cost airlines will be discussed. The result of this paper will be information and guideline for understanding low-cost airlines' customer loyalty. <i>Knowledge Management</i></p> <p>Enhancing Competencies of the Personnel in the Tourism and Service Industries Chuleewan Praneetham, Surattani Rajabhat University, Thailand The efficiency performance is important to the success of an organization. Therefore, improving employees' competencies is necessary and could improve the performance, job, and satisfaction of organization. Education and training could develop and enhance career competencies. The objectives of this research were to enhance the competencies of the personnel in the tourism and service industries, to study the achievement earned after the training, and to study the satisfaction towards the training. The sample group included 50 employees of restaurants, hotels business and, tour agencies. The findings revealed that the training helped to enhance the personnel' competencies on service mind, cross-cultural competency, human relations, team responsibility, personality and emotion control, and problem-solving. The participants confirmed that they were satisfied with the training program and gained more knowledge, competencies, and skills for tourism and service industries. <i>Management Education</i></p> <p>Workplace Burnout: Symptoms, Consequences, and Coping Mechanisms Aradhna Malik, Aparna Mukherjee Raghav Ahuja Poulomi Roy Akshay Garg Satyanarayana Sahoo, Ankit Baghel This study captures the perceptions regarding workplace burnout among employees who have had several years of work experience. This has been carried out by students who have had work experience and then have come back to school for a Masters program in Business Administration. Specifically, this study attempts to provide a step by step analysis of the process that employees go through before they feel burnout/exhaustion/demotivation at the workplace. It presents an analysis of the consequences of workplace burnout and effects on employees vis-à-vis the organisation. This study aims to establish a relationship between various symptoms like emotional, physical and behavioural, and how workplace burnout is enhanced by these parameters. It also targets the wrong practices which employees follow to cope with the high level of burnout at the workplace and provide recommendations on Workplace Burnout management practices. The method used is based on theoretical research. A conceptual approach is followed to determine the causes and consequence of workplace burnout. Research in favour and refute of the topic was also done. The learning, inference and the strengths are determined from the various responses received. We also aim to deliver a future direction regarding workplace burnout which would benefit the organisations. <i>Organizational Cultures</i></p>
Room 4	<p>Workshops</p> <p>Scaffolding of Collaborative Learning for Professionals Working with Groups of Population with Unknown Needs Vera Leykina, Touro College, USA This session introduces the concept of scaffolding of collaborative professional learning. This concept may be applied to a performance improvement initiative of a group of teachers, nurses, social workers, or other professionals working with new unfamiliar clients. The proposed performance improvement approach as well as the proposed workshop delivery approach are based on Sociocultural Learning Theory and Behavior Engineering Model of professional adult learning. Workshop participants will be able to identify possibilities for scaffolding of professional performance improvement and will begin constructing scaffolds applicable to adult learning processes in their areas of expertise. At the same time, participants' learning will be scaffolded by the presenter. To illustrate how scaffolding works, participants will be asked to work in groups of 4 on putting together two sets of especially designed puzzles. The first set will be put together without any scaffolding. The second set will be put together with various scaffolds, one for each small group. After that, participants will act out three different hypothetical scenarios for different service-providing organizations: a school, a social service agency, and a medical office. Small group collaboration will be scaffolded with Performance Analysis Tool designed and pilot-tested by the presenter. This workshop exposes participants to an unusual juxtaposition of several theoretical concepts which are rarely examined together in research literature. In addition, it provides hands-on experiences in applying these theoretical concepts to real- life situations. <i>2018 Special Focus - Navigating Change in Shifting Cultural Landscapes: Disruptive, Generative, Transformative?</i></p>

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Friday, 16 March	
16:00-17:40	PARALLEL SESSIONS
	<p>How to Design a Hero's Journey Classroom for Heroic Transformation in Your Students</p> <p>Steven Koehn</p> <p>The ability of educational institutions to foster innovative thinking, create individuals who transform personal knowledge into shared knowledge and foster lifelong learning are vital aspects of knowledge management. This valiant undertaking is the impetus for this workshop. The Hero's Journey as proposed by Joseph Campbell details stages involved in transformational changes that move an individual towards a heroic dimension of dynamic learning. Thus, this workshop utilizes the Hero's Journey as a structure to create a course that fosters transformational learning and potent knowledge management. As stated by Parker (1993), there is a need to educate in ways that reveal the "hidden wholeness in students on which all life depends" (p. xix). In this workshop, the major steps of the Hero's Journey are broken down into actual learning activities that foster student's abilities to see that life has a heroic dimension and becoming one with this dimension leads to wholeness (Swimme, 1997). As such, the workshop will explore teaching in a manner that utilizes the power of self-reflection and critical thinking steps specific to the stages of the Hero's Journey in order to challenge and change students so that they see difficulties and disadvantages as new opportunities for transformative growth. Three activities will be conducted that relate to three major stages of the Hero's Journey and these activities can be incorporated into a typical semester with appropriate planning. The activities follow the researched view that transformative learning can occur through epistemological change (Kegan, 1994). In addition, examples will be given for teaching possibilities with the other stages. The activities and examples used in the workshop are designed for all types of courses. References Cambell, J. (1993) The hero with a thousand faces. London: Fontana Press Parker, P. (1993). To know as we are know: Education as a spiritual journey. San Francisco: Harper Swimme, B. (1997). Science as wisdom: The new story as a way forward. An interview with Lauren de Boer, Earthlight Magazine, 26, 10-11, 15, 22. Kegan, R. (1994). In over our heads. Mass.: Harvard University Press.</p> <p><i>Knowledge Management</i></p>
17:40-17:50	Transition Break
17:50-18:20	Closing Session and Awards Ceremony

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Lene Agne		
Raghav Ahuja		
Saeed Almansoori		United Arab Emirates
Amitabh Anand	SKEMA Business School	France
Nils Averhoff	GMX	Germany
Andrew Ball	Cognitive DesignLAB, Northwestern University	USA
Angela Bargenda	ESCE International Business School	France
Navneet Bhandal	Paradigm Change Consulting	Canada
Caroline Bonnes	University of Konstanz	Germany
Ute Braun	Deutsche Welle	Germany
Helga Elisabeth Breimaier	Medical University of Graz	Austria
Kathrin Breuing	University of Konstanz	Germany
Barry Brock	Barry University	USA
James Roger Brown	Indiana University	USA
Judith Brown	Barry University	USA
Franca Denise Burkhardt	University of St. Gallen	Switzerland
Tullio Caputo	Carleton University	Canada
Nicholas Guy Chandler	Budapest Business School	Hungary
Bill Cope	Common Ground Research Networks	USA
Sharon Cox	Birmingham City University	UK
Jill Crawley-Low	University of Saskatchewan	Canada
Bart Cunningham	University of Victoria	Canada
Rodrigo Dal Borgo	University of Deusto	Spain
Tim Dalmau	Dalmau Consulting	Australia
Herbert Davis	The George Washington University	USA
Thomas Deissinger	University of Konstanz	Germany
Katrina Dickson	University of New England	Australia
Uma Doraiswamy	Western Kentucky University	USA
Ildikó Wesselyné Kupi	Hewlett Packard Enterprise	
Sanjiv Dugal	The University of Rhode Island	USA
Jeremy Elliott-Engel	Virginia Tech	USA
Emamdeen Fohim	University of St.Gallen	Switzerland
Milan Frankl	University Canada West	Canada
Alison Fuller	University College London	UK
Ted Garner	Brenau University	USA
Marta Geletkanycz	Boston College	USA
Maasumeh Gharun	Institute for Research and Planning in Higher Education	Iran (Islamic Republic of)
Philipp Gonon	University of Zurich	Switzerland
Matthias Heinen	Deutsche Welle	Germany
Sabine Hochholdinger	University of Konstanz	Germany
Sara Hoke	Common Ground Research Networks	USA
Yanghong Hu	Hong Kong Baptist University	Hong Kong
Penny Hume	AWP Change Consultants	Australia





Nebojša Janićijević	University of Belgrade	Serbia
Kanokrat Jirasatjanukul	Phetchaburi Rajabhat University	Thailand
Amrita Joshi	Indian Institute of Management Indore	India
Tobias Kärner	University of Konstanz	Germany
Sinval Kahn	University of South Africa	South Africa
Mary Kalantzis	Common Ground Research Networks	USA
Sama Mostafa Kamal	Curtin University	Australia
Monique Anne Augusta Kamm	Saxion University of Applied Sciences	Netherlands
Isaac Karikari	Indiana University/Indiana Family and Social Service Administration	USA
Peter Kell	Charles Darwin University	Australia
Steven Koehn		
Ganesh Koramannil	Charles Darwin University	Australia
Ryan LaBrie	Seattle Pacific University	USA
Juha Lamminen	Fortum	Finland
Jutarat Laophram		
Vera Leykina	Touro College	USA
Yingru Li	University of Glasgow	Uk
Hernan Lopez-Arellano	Autonomous Latin American University	Colombia
Monz Malika	Deutsche Welle	Germany
Ulrike Mandausch	University of Konstanz	Germany
Nadia Mans-Kemp	Stellenbosch University	South Africa
Weihsun Mao	Ohlone College	USA
Jenny Martinez-Crespo	Autonomous Latin American University	Colombia
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Maria Medina-Vicent	Jaume I University	France
Holger Meinke	University of Tasmania	Australia
Oksana Melnyk	University of Konstanz	Germany
Laura Esperanza Bohemia		
Mena Alvarado		
Anne Mottram	NHS	Scotland
Umaporn Muneenam	Prince of Songkla University	Thailand
Valon Murtezaj	IESEG School of Management	France
Dag Naslund	University of North Florida	USA
Herbert Nold		USA
Linda Pohly	Ball State University	USA
Chuleewan Praneetham	Suratthani Rajabhat University	Thailand
Johannes Rank	Federal Institute for Occupational Safety and Health	Germany
Mia Rasmussen	Aarhus University	Denmark
Sajjad Rehman	Kuwait University	Kuwait
Sharon Roberts	University Health Network	Canada
David Rosenbaum	AIM Business School Sydney	Australia
Raul Ruubel	Tallinn University of Technology	Estonia
Pornapaktra Sakdaar	Suratthani Rajabhat University	Thailand

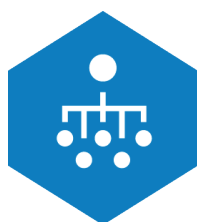


Claudia Santin	Concordia University Chicago	USA
Ursula Schinzel	Unicaf University	Luxembourg
Ntandoyenkosi Sibindi	University of the Witwatersrand	South Africa
Bettina Siecke	University of Konstanz	Germany
Prakash Singh	Nelson Mandela University	South Africa
Carsten Skerra	Skerra-Unternehmensberatung	Germany
Renato Soffner	Salesian University Centre of São Paulo	Brazil
James Stronach	University of Tasmania	Australia
Joachim Sturmberg	University of Newcastle	Australia
Friederike Suess	Deutsche Welle	Germany
Pongbaworn Suwannattachote	Prince of Songkla University	Thailand
Boon Seng Tan	Nanyang Technological University	Singapore
Morris Thomas	University of the District of Columbia	USA
Jill Tideman	Dalmau Consulting	Australia
Jessica Torres	Glyndwr University - CBRE	Mexico
Aleksandar Tusev	University of Specialties Holy Spirit	Mexico
José W.I.M. van den Akker	Central Queensland University	Australia
Sharon Wagner	Linfield College	USA
Jonathan H. Westover	Utah Valley University	USA
Susanne Wisshak	University of Konstanz	Germany
Katja Zinkstein		Germany
Laura Zizka	University of Applied Sciences Western Switzerland	Switzerland

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*“Navegar el cambio alterando los paisajes culturales:
¿disruptivo, generativo, transformativo?”*

15–16 de marzo de 2018 | Universidad de Constanza | Constanza, Alemania



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Bienvenidos al Congreso

Estimados Delegados,

Bienvenidos al XVIII Congreso Internacional de Conocimiento, Cultura y Cambio en Organizaciones que tendrá lugar en Constanza. Esperamos que disfruten del lugar y de esta ciudad llena de historia y, sobre todo, de las ponencias, artículos y debates del congreso.

La Universidad de Constanza se fundó en 1966, convirtiéndose en la segunda universidad del estado federal de Baden-Württemberg. Cuenta con unos 12.000 estudiantes y se caracteriza por ser una universidad fuertemente orientada a la investigación. En este caso, los organizadores representamos un área del Departamento de Economía, integrado dentro la Facultad de Ciencias Políticas, Derecho y Economía. La Educación económica y empresarial está presente en esta Universidad desde 1998 como disciplina, diplomatura y máster, y ahora constituye el programa de máster más sólido de nuestro departamento.

La formación del profesorado en educación empresarial, que es nuestro principal cometido, es un área en el que economía, cultura y pedagogía se combinan para crear un programa de estudios interdisciplinar. Éste es precisamente el enfoque de nuestra actividad investigadora que comprende la dirección del personal y pedagogía de la empresa, cuestiones de enseñanza y aprendizaje, heterogeneidad en las escuelas comerciales, así como asuntos comparativos, culturales, históricos y metódicos de la formación investigadora vocacional.

Fuera del congreso, tendrán la oportunidad de disfrutar de esta ciudad histórica que fundaron los romanos en el año 300 después de Cristo y que nunca fue destruida en la guerra. Uno de los eventos históricos más importantes fue el Concilio que lleva su nombre. Fue celebrado entre 1414 y 1418, única vez en la que se eligió a un Papa en Alemania y que puso fin al Cisma de Occidente. Sin duda, el lago Constanza añade aún más belleza a esta ciudad.

Les animamos a disfrutar del congreso y de la ciudad.

El equipo del congreso,

Thomas Deissinger
Profesor de Economía y Empresa
Universidad de Constanza

Estimados delegados del congreso de Estudios Organizacionales,

Bienvenidos a Constanza al XVIII Congreso Internacional de Conocimiento, Cultura y Cambio en Organizaciones. La Red de Investigación de Estudios Organizacionales fue creada para dar lugar a un foro interdisciplinar para conocer a otros investigadores del campo de estudios, compartir ideas y publicar sus trabajos.

La red se fundó en 1992, y el Congreso Inaugural de Estudios Organizacionales tuvo lugar en el Hotel Hilton en Sídney, Australia. Las sedes posteriores del congreso fueron: Centro de Conferencias Wesley, Sídney, Australia en 1995; Universidad Sains Malaysia, Penang, Malasia en 2003; Universidad de Greenwich, Londres, Reino Unido en 2004; Universidad de Aegean, Rodas, Grecia en 2005; Universidad de Monash, Prato, Italia en 2006; Universidad de Singapur, Singapur en 2007; Universidad de Cambridge, Reino Unido en 2008; Universidad Northeastern, Boston, Massachusetts, Estados Unidos en 2009; Escuela de negocios HEC Montreal, Montreal, Canadá en 2010; Universidad San Pablo CEU, Madrid, España en 2011; Campus Universitario de Chicago, Chicago, Estados Unidos en 2012; Universidad de Columbia Británica Robson Square, Vancouver, Canadá en 2013; Escuela de Negocios Saïd, Universidad de Oxford, Oxford, Reino Unido en 2014; Universidad de California, Berkeley, Estados Unidos en 2015; Universidad de Hawai en Manoa, Honolulu, Estados Unidos en 2016; Universidad Charles Darwin, Darwin, Australia en 2017. Tenemos el honor de celebrar el congreso del año 2019 en la Universidad de Columbia Británica, Robson Square, Vancouver, Canadá.

Los congresos son espacios de intercambio efímero. Hablamos, aprendemos y nos inspiramos, pero estas conversaciones se desvanecen con el tiempo. Por ello, la Red de Investigación ha establecido diferentes tipos de publicaciones con el fin de reflejar estas conversaciones y traducirlas en objeto de conocimiento. Les invitamos a presentar su investigación en la *Revista Internacional de Cambios Organizacionales*.

Common Ground Research Networks organiza la Red de Investigación de Estudios Organizacionales en colaboración con los editores y los socios de la Red. Fundada en 1984, Common Ground Research Networks está comprometida con la construcción de nuevos tipos de Redes de Investigación, es innovadora en sus medios de comunicación y tiene una visión de futuro en su labor. Common Ground aspira a ser un espacio de encuentro entre personas, ideas y diálogo. Sin embargo, la fuerza de estas ideas no consiste en encontrar denominadores comunes. Al contrario, el poder y la resistencia de estas ideas es que se presentan y se examinan en un ámbito compartido donde la diferencia tiene lugar—diferencia de perspectiva, de experiencia, de conocimientos, de metodología, de orígenes geográficos o culturales o de afiliación institucional—. Estos son los tipos de entornos académicos, vigorosos y solidarios, en los que se llevarán a cabo las deliberaciones más productivas sobre el futuro. Nos esforzamos en crear los lugares de imaginación e interacción intelectual que nuestro futuro merece.

Me gustaría dar las gracias al presidente del congreso Peter Kell así como al coorganizador Thomas Dessinger, de la Universidad de Constanza. Asimismo, también me gustaría agradecer a mis colegas de la Red de Investigación de Estudios Organizacionales, Jeremy Boehme, Sara Hoke, McCall Macomber, Kim Kendall y Helen Repp, que han puesto mucho trabajo y esfuerzo en la organización de este congreso.

Le deseamos lo mejor para este congreso y esperamos que le brinde muchas oportunidades para dialogar tanto con colegas cercanos como de todo el mundo.

Atentamente,



Dr. Bill Cope

Profesor, Departamento de Política Educativa, Organización y Liderazgo, Facultad de Educación, Universidad de Illinois en Urbana-Champaign, Estados Unidos.

Presidente de Common Ground Research Networks, Estados Unidos.



Nuestra misión

Common Ground Research Networks tiene como objetivo animar a todas las personas a participar en la creación de conocimiento colaborativo y a compartir ese conocimiento con el mundo entero. A través de nuestros congresos académicos y revistas revisadas por pares, construimos redes de investigación y proporcionamos plataformas para interacciones a través de diversos canales.

Nuestro mensaje

Los sistemas de patrimonio del conocimiento se caracterizan por sus separaciones verticales: de disciplina, asociación profesional, institución y país. Common Ground Research Networks toma algunos de los retos fundamentales de nuestro tiempo y construye comunidades de conocimiento que cortan de manera transversal las estructuras de conocimiento existentes. La sostenibilidad, la diversidad, el aprendizaje, el futuro de las humanidades, la naturaleza de la interdisciplinariedad, el lugar de las artes en la sociedad, las conexiones de la tecnología con el conocimiento, el papel cambiante de la universidad, todas estas son preguntas profundamente importantes de nuestro tiempo, que requieren un pensamiento interdisciplinario, conversaciones globales y colaboraciones intelectuales interinstitucionales.

Common Ground es un lugar de encuentro para las personas, las ideas y el diálogo. Sin embargo, la fuerza de estas ideas no consiste en encontrar denominadores comunes. Al contrario, el poder y la resistencia de estas ideas es que se presentan y se examinan en un ámbito compartido donde la diferencias tiene lugar —diferencia de perspectiva, de experiencia, de conocimientos, de metodología, de orígenes geográficos o culturales o de afiliación institucional. Estos son los tipos de entornos académicos, vigorosos y solidarios, en los que se llevarán a cabo las deliberaciones más productivas sobre el futuro. Nos esforzamos en crear los lugares de imaginación e interacción intelectual que nuestro futuro merece.

Nuestros medios de comunicación

Common Ground Research Networks crea redes de investigación que se reúnen personalmente en congresos anuales. Entre congreso y congreso, los miembros de cada red también se mantienen en contacto durante el año mediante redes de investigación en línea, ya sea a través de procesos formales de publicación académica (revistas arbitradas revisión por pares), o ya sea a través de conversaciones informales en blogs o boletines electrónicos mensuales. Los congresos fomentan el más amplio espectro de discursos posibles, animando a todos y a cada uno de los participantes a aportar sus conocimientos y perspectivas al debate común.

Red de Investigación de Estudios Organizacionales

Explorando la naturaleza y el futuro de las organizaciones y sus impactos en la sociedad moderna



Aprendiendo a dirigir
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- Nuevos tipos de organización: ¿qué necesita aprender hoy?
- Hacia el liderazgo: formación y entrenamiento para la gestión
- Entrenamiento y el desarrollo de recursos humanos
- Difuminando los límites: aprendizaje, entrenamiento y formación informales
- Nueva economía: ¿cual es la educación apropiada para los nuevos tipos de trabajo?
- Aprendizaje para la 'nueva economía'
- ¿Qué es el conocimiento? ¿Qué es el papel del aprendizaje?
- La 'sabiduría' en la economía del conocimiento
- La figura del mentor: cuando el liderazgo se une con la transferencia de conocimiento
- La colaboración como habilidad personal y como recurso organizativo.
- ¿Cómo se hace el 'trabajador del conocimiento'?
- Las instituciones educativas como gestores del conocimiento
- Las dinámicas del aprendizaje en adultos
- Formación y aprendizaje durante toda la vida

Negociación del cambio
organizacional y las
respuestas organizativas
a los cambios sociales, de
las partes interesadas y del
mercado

Tema 2: Gestión del cambio

- Organizaciones en cambio: ¿qué hacer para conseguir el éxito
- Organizaciones respondiendo al cambio: mercados, clientes, partes interesadas y expectativas de la comunidad
- Las tecnologías y los cambios organizativo
- Cambio de proceso en organizaciones y optimizando los sistemas
- Reestructuración: renovar, repensar y reevaluar
- Actualizaciones: quitando los sistemas antiguos y avanzando con nuevas tecnologías
- Turbulencia financiera: enfrentando momentos difíciles
- Cambio de liderazgo: negociando transiciones empresariales con éxito
- Atendiendo desafíos legales y reguladores en un entorno siempre cambiante



Conocimiento como un factor de producción

Tema 3: Gestión del conocimiento

- Gestionando los intangibles para resultados tangibles
- Conocimiento y cultura como factores de producción
- Reconceptualizando la 'economía' en una sociedad de conocimiento
- Asignando valores tangibles a los intangibles
- Nuevos indicadores de rendimiento para las nuevas economías
- Las condiciones para la innovación
- La argumentación empresarial para la gestión del conocimiento
- Desarrollando el capital intelectual y manteniendo la propiedad intelectual
- Transformando conocimiento personal en conocimiento común
- Datos, información y sus medios electrónicos de creación, almacenamiento, acceso y comunicación
- Más allá de la competición: creando eficiencias a través de las relaciones con la cadena de suministro
- Enfrentando las divisiones: digital, social y de desarrollo
- Las empresas virtuales en un mundo de redes
- Visión, estrategia y liderazgo: midiendo los efectos

Las culturas de organizaciones receptivas, productivas y respetadas

Tema 4: Culturas organizacionales

- ¿Qué es la cultura organizacional? 'Orgánica', 'comunitaria', 'complejidad', y otras metáforas
- Las angustias del cambio: trabajando con orden y caos; regularidad y complejidad
- Redes, agrupaciones, alianzas
- Construyendo culturas organizacionales colaborativas
- Toma de decisiones y liderazgo
- Construyendo una cultura de innovación
- Los equipos y las dinámicas colaborativas
- Diversidad productiva: sacando ventaja de las diferencias humanas
- Mujeres en el trabajo y mujeres en la gestión: ¿diferentes maneras de trabajar?
- Lugares de trabajo 'gay-friendly'
- Lugares de trabajo respetuosos con las familias.
- Desarrollando culturas organizacionales sostenibles: gobierno, comunidad y ONGs
- Desarrollo de capacidades: desarrollando el conocimiento a nivel local
- Globalización, internacionalización y cambio organizacional
- Personalización masiva: identificando diferencias en el mercado y en los clientes
- Navegando en la complejidad: las dinámicas del cambio organizacional
- Ética en los negocios



Intangibles organizativos y sus valores tangibles

El enfoque de esta Red de Investigación es explorar esos impulsores intangibles que determinan no solamente la habitabilidad de las organizaciones para los internos, sino también su credibilidad y atracción para los externos.

También impactan los resultados tangibles a través de eficacia, rendimiento y productividad. Los intangibles de la gestión del conocimiento, la cultura y el cambio no aparecen en los balances contables, pero finalmente tienen un enorme impacto en los “resultados”

Nuestros intereses varían a través de las organizaciones en todas sus formas y manifestaciones, negocios, desde microempresas a corporaciones multinacionales, instituciones de aprendizaje formal, desde escuelas a universidades; agencias del sector público y organizaciones no gubernamentales y del sector de la comunidad. Nuestra inquietud también se extiende más allá de las fronteras de organizaciones para considerar la dinámica de las cadenas de suministro, alianzas organizativas, redes, comunidades de práctica y construcción de capacidades.

La historia organizativa puede diferir de situación a situación. Sin embargo, a través de estos contextos persiste un enfoque pragmático—para examinar la “organización” y “gestión” de grupos de personas colaborando para fines productivos, y para analizar lo que conduce al éxito y sostenibilidad.

Economía del conocimiento

La nuestra es la era de la “economía del conocimiento”.

¿Qué podría significar tener una economía del conocimiento? Las economías contemporáneas dependen cada vez más de las tecnologías que ayudan al flujo de la información. El valor de una organización también se ubica en el aumento de intangibles tales como sistemas de negocios, propiedad intelectual y la base de habilidades humanas. En este sentido, el conocimiento se ha convertido en un factor clave de la producción. Y las necesidades humanas se han transformado al punto donde, en el mercado, los consumidores se enfocan en las representaciones del conocimiento, tanto como lo hacen en las entidades físicas—diseño, estética, conceptos de producto, asociaciones de marca, valores de servicio. En todo caso, estas son las cosas que hacen que la economía del conocimiento sea diferente de la economía industrial en su momento.

El conocimiento en las organizaciones

¿Qué es sin embargo, esta cosa nebulosa, el conocimiento, y cómo lo manejamos?

Ciertamente, es más grande que los sistemas TI listos para usarse, o sistemas de gestión de contenidos, o ensambles de software de nube—cosas que se venden normalmente como “soluciones” de gestión del conocimiento. Sin lugar a dudas, las nuevas tecnologías tienen la capacidad de habilitar y transformar. Pero el conocimiento es también la materia de conversación incesante, relaciones de trabajo colaborativas, historias personalizadas y aprendizaje constante. Es, de hecho, no menos que la esencia del capital humano.

Con o sin la asistencia de la tecnología, la gestión del conocimiento envuelve la transformación del conocimiento personal en el conocimiento común; el conocimiento implícito e individual en la comprensión explícita y compartida; y el sentido común cotidiano en diseños sistemáticos. También es el asunto de codificar estos diseños como arquitecturas de información, paradigmas o disciplinas.



No es que esto deje atrás el mundo de las comprensiones tácitas y de la subjetividad individual como el pariente pobre del conocimiento en sí. Por el contrario, aquí reside la materia prima de la inspiración, imaginación y creatividad. La forma de las cosas tiene que sentirse antes de poder articularse.

Es el objetivo de la gestión del conocimiento garantizar que la colaboración se institucionalice y que ocurra el intercambio del conocimiento. Como resultado, la rueda no se reinventa inútilmente. Se aprenden las lecciones desde los errores y estas lecciones se intercambian. El conocimiento de la organización o la comunidad no se agota peligrosamente cuando se va una persona clave. Organizar el conocimiento crea más trabajo, ciertamente, pero el efecto a largo plazo de este trabajo adicional debería ser crear menos.

El conocimiento es el proceso de conectar el material de la mente y el material del mundo. No es una cosa registrada (datos, información) o al menos no es solamente eso. El conocimiento es una forma de acción. El conocimiento puede darse por experimentación (comprensiones profundas, intuiciones o juicios con base en una inmersión extendida en una situación particular), o por conceptualización (conocer los conceptos subyacentes y teorías de una disciplina, sistema o vocación en particular), o análisis (relacionando causa con efecto, interés con conductas, objetivos con resultados) o por aplicación (hacer algo práctico otra vez o de nuevo). Estas son algunas de las maneras en las que se hace el conocimiento.

Y ¿qué hace el conocimiento? Para empezar, crea una clase de organización diferente. Esta organización es una en la cual ciertos tipos de conocimiento surgen a niveles más altos de validez. Este es el conocimiento que ha sido construido colaborativamente, es ampliamente informado, es una referencia cruzada — y estos procesos le brindan un visto bueno colegiado u organizativo. Este conocimiento se torna acreditado hasta el punto en que los procesos de la construcción del conocimiento se hacen transparentes. Y la unidireccional (superior-inferior, experto-principiante, organización-consumidor) transmisión del conocimiento se reemplaza por el conocimiento como un diálogo.

La cultura en las organizaciones

Nuestra era es una de organizaciones que están impulsadas por la cultura, o eso nos dicen los pensadores de la administración de hoy. Esto, en contraste directo con el sistema y la estructura de una era anterior, cuando la administración se consideraba una ciencia exacta.

En la microescala, los equipos están impulsados por valores compartidos—o ¿quizás es por la complementariedad de las diferencias en el conocimiento y la experiencia? A escala corporativa las organizaciones tratan de reclutar empleados según su visión y valores—o ¿es quizás un asunto de crear un espacio inclusivo en el cual las motivaciones y energías de todos se reclutan, incluso si ellos no se ajustan a un molde corporativo obvio único? En una escala de mercado o de comunidad, las organizaciones intentan acercarse a los clientes y forjar relaciones estrechas de cadena de suministro —o ¿será esto en realidad un asunto de negociar las diferencias que son inherentes a un mundo nichos de mercado cada vez más finamente diferenciados, y culturas organizativas divergentes sutiles o no tan sutiles? Y en la escala macro y global, podemos encontrarnos operando a través de un mercado mundial—o ¿es quizás un mundo donde, al cruzar las fronteras, las organizaciones exitosas negocian diferencias y se transforman en muchas cosas para muchas personas?



La cultura es el impulsor organizativo clave, pero no porque tiene una dinámica unificadora simplista—de valores compartidos, una visión singular y clonándose al ideal de una persona corporativa. Con mayor frecuencia la dinámica de las culturas organizativas contemporáneas efectivas es una de diversidad productiva. Esta no es la diversidad de la acción afirmativa y los remedios para la discriminación. Por el contrario, es la diversidad lo que es el corazón de las culturas organizativas, incluyendo ámbitos cotidianos tales como la gestión de recursos humanos, la estrategia de diversificación de productos y servicios, las ventas y comercialización en una miríada de nichos y la gestión de las relaciones con los clientes, que reconoce que no hay dos clientes iguales.

Cambio en las organizaciones

La nuestra es una era de cambio masivo, algunas veces liberador y en otras ocasiones traumático.

Las organizaciones se encuentran asediadas por fuerzas externas: tecnológicas, comerciales, políticas y culturales. Son desafiadas a ser cada vez más eficientes, efectivas, productivas y competitivas. ¿Cómo pueden ser maestros activos del cambio más que sirvientes reactivos? ¿Cómo se puede impulsar el cambio en las organizaciones por la gente más que la organización en abstracto? ¿Cómo pueden cambiar las organizaciones sin que sus líderes tengan que arrastrar a los que dirigen?

Las organizaciones fallarán si no son capaces de aprender en un sentido colectivo, así como también asegurar el crecimiento de aprendizaje de los individuos que pasan sus días allí en el trabajo. Fallarán si no se ven a sí mismas como lugares de reinención personal y corporativa continuas, de transformación individual e institucional. La organización y cada persona dentro de ella necesita autoconcebirse no como un objeto de cambio sino como un agente de cambio.

Este congreso y revista intentan enfrentar estas y otras dinámicas de conocimiento, cultura y cambio conforme se manifiestan en organizaciones. Las perspectivas varían desde el análisis de la panorama general hasta casos de estudio detallados, que hablan al valor tangible de intangibles organizativos. Ellos atraviesan un terreno amplio, de la teorías y el análisis a las estrategias prácticas para la acción.

Revista Internacional de Estudios Organizacionales

Comprometida a ser un recurso definitivo de las nuevas posibilidades en la gestión de conocimiento, la cultura y el cambio dentro del contexto más general de la naturaleza y el futuro de las organizaciones y su impacto en la sociedad moderna

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La *Revista Internacional de Estudios Organizacionales* examina la naturaleza de las organizaciones en todas sus formas y manifestaciones: empresas (desde las pequeñas y medianas empresas hasta las multinacionales), instituciones educativas (desde preescolar hasta universidades y de formación profesional), organismos y agencias del sector público, organizaciones no-gubernamentales, política económica, etc. Sus contenidos se extienden también más allá de los límites de las organizaciones: considera la dinámica de las cadenas de suministro, las alianzas organizativas, los lobbies y las redes empresariales y de conocimiento, las comunidades de práctica, la innovación, la creación de valor, etc. En medio de todas estas perspectivas, se mantiene un enfoque pragmático que busca re-examinar las nociones de “organización” y de “gestión” de grupos de personas que colaboran para fines productivos, y analizar los factores que conducen al éxito y a la sostenibilidad.

El enfoque de la revista apunta a los parámetros intangibles que determinan, no sólo la fiabilidad de las organizaciones desde la perspectiva interna y su credibilidad de cara al exterior, sino también aquellos que determinan resultados tangibles en forma de eficiencia, eficacia y productividad. Los activos intangibles como el conocimientos, la cultura y la gestión del cambio no aparecen en los balances, pero tienen en última instancia un enorme impacto en el negocio. La revista trata de abordar cómo el conocimiento, la cultura y el cambio se manifiestan en las organizaciones. Los artículos abarcan tanto análisis teóricos generales hasta estudios de caso detallados que versan sobre estrategias prácticas o sobre la manera de convertir en valores tangibles los intangibles de las organizaciones, la conversión del conocimiento tácito en explícito.

La revista es relevante para académicos en los campos de la gestión, las ciencias económicas, las ciencias sociales y la educación/formación, para investigadores, gestores del conocimiento, estudiantes, formadores, consultores de la industria, economistas, empresarios y emprendedores, profesionales de recursos humanos, expertos en gestión del cambio y, en definitiva, cualquier persona con interés y preocupación por la gestión y por el cambio cultural en las organizaciones.

Revisores

Los artículos publicados en la *Revista Internacional de Estudios Organizacionales* se someten a la revisión de académicos que son miembros activos de la Red de Investigación de Estudios Organizacionales. Los revisores pueden ser ponentes del congreso de este año o de congresos anteriores, autores de artículos de la revista o académicos que han ofrecido su colaboración voluntaria para revisar artículos, y a quienes el equipo editorial de Common Ground ha seleccionado. Este compromiso con la Red de Investigación, así como el sistema de evaluación de Common Ground, sinérgico y basado en criterios, distinguen el proceso de revisión por pares de la *Revista Internacional de Estudios Organizacionales* de otras publicaciones que tienen métodos de revisión más verticales, centrados en el director.

Congreso Internacional de Conocimiento, Cultura y Cambio en Organizaciones

*Conservando los espacios globales interdisciplinarios,
apoyando las relaciones profesionalmente satisfactorias*



Principios y características del congreso

La estructura del congreso se basa en cuatro principios básicos que impregnan todos los aspectos de la Red de Investigación:

Internacional

El congreso recorre diferentes lugares del mundo para proporcionar oportunidades para que los delegados vean y experimenten diferentes países y ubicaciones. Pero, aún más importante, es el hecho de que ofrece una oportunidad tangible y significativa para involucrarse con académicos de una diversidad de culturas y perspectivas. Este año, delegados de más de 37 países asistirán, ofreciendo una oportunidad única y sin igual de involucrarse directamente con colegas de todos los rincones del mundo.

Interdisciplinario

A diferencia de congresos de asociaciones en que asisten delegados con experiencias y especialidades similares, estos congresos reúnen a investigadores, profesionales y académicos de una amplia gama de disciplinas, que comparten su interés en los temas y las preocupaciones de esta red. Como resultado, los temas se abordan desde una variedad de perspectivas, se elogian los métodos interdisciplinarios y se anima el respeto mutuo y la colaboración.

Incluyente

Se da la bienvenida a cualquiera cuyo trabajo académico sea sólido y competente tanto en las redes como en los congresos, sin importar su disciplina, cultura, institución o carrera. Ya sea un profesor emérito, un estudiante graduado, investigador, docente, político, profesional o administrador, su trabajo y su voz pueden contribuir a la base colectiva de conocimiento que se crea y se comparte en estas redes.

Interactivo

Para aprovechar completamente la rica diversidad de culturas, antecedentes y perspectivas representadas en estos congresos, debe haber amplias oportunidades de hablar, escuchar, participar e interactuar. Se ofrece una variedad de formatos de sesión más o menos estructuradas a través de ambos congresos para proporcionar estas oportunidades.



Ponencias plenarias

Los oradores plenarios, elegidos de entre los más destacados pensadores del mundo, ofrecen ponencias formales sobre temas de amplio interés para la Red de Investigación y los participantes del congreso. Uno o más oradores están programados en una ponencia plenaria, casi siempre la primera del día. Por regla general no hay preguntas ni conversación durante estas sesiones. Los oradores plenarios responden preguntas y participan en charlas informales y prolongadas durante sus conversaciones en el jardín.



Conversaciones en el jardín

Las conversaciones en el jardín son sesiones informales, no estructuradas que brindan a los delegados la oportunidad de reunirse con oradores plenarios y hablar largamente con ellos acerca de los asuntos que surgen de su ponencia. Cuando el lugar y el clima lo permiten tratamos de acomodar sillas en círculo en el exterior.



Mesas redondas

Celebradas el primer día del congreso, las Mesas redondas constituyen una de las primeras oportunidades para conocer a otros participantes con intereses y preocupaciones similares. Los participantes eligen los grupos que prefieren según grandes áreas temáticas y se enfrascan en largas conversaciones sobre los asuntos y preocupaciones que les parecen de mayor relevancia para ese segmento de la red de investigación. Quizá guíen la conversación preguntas como “¿Quiénes somos?”, “¿Qué tenemos en común?”, “¿Qué retos enfrenta hoy la sociedad en esta materia?”, “¿Qué desafíos afrontamos para construir conocimiento y operar cambios significativos en este asunto?” Cuando es posible, se lleva a cabo una segunda mesa redonda el último día del congreso, para que el grupo original vuelva a reunirse y discuta sus cambios de puntos de vista y opiniones a raíz de la experiencia del congreso. Los informes de las mesas redondas dan a los participantes un marco para sus últimas conversaciones durante la sesión de clausura.



Ponencias de artículos por tema

Las ponencias de artículos se agrupan por temas generales en sesiones compuestas por tres o cuatro ponencias, seguidas de una discusión grupal. Cada ponente de la sesión realiza una ponencia formal de su trabajo, que dura 20 minutos; una vez presentados todos, sigue una sesión de preguntas y respuestas, y una de discusión grupal. Los moderadores de la sesión presentan a los ponentes, miden el tiempo de las ponencias y facilitan la discusión. Los participantes recibirán un ejemplar del artículo escrito de cada presentador si éste se acepta en la revista.



Coloquios

Los coloquios son organizados por un grupo de colegas que desean presentar varias dimensiones de un proyecto o perspectivas sobre un asunto. A cuatro o cinco ponencias formales breves siguen comentarios, discusiones grupales o ambos. Se puede presentar a la revista uno solo o múltiples artículos con base en el contenido de un coloquio.



Discusiones enfocadas

Para un trabajo que mejor discutir o debatir, más que reportarlo mediante una ponencia formal, estas sesiones proporcionan un foro para una conversación de “mesa redonda” extendida entre un autor y un pequeño grupo de colegas interesados. Varias de dichas discusiones ocurren simultáneamente en un área especificada, con cada mesa de autor designada por un número correspondiente al título y tema enumerando en el programa previsto. Se usan resúmenes de las ideas principales del autor o de puntos de discusión, para estimular y guiar el discurso. Se puede enviar a la revista un solo artículo con base en el trabajo académico e informado por la discusión centrada como corresponda.



Talleres

Los talleres implican una amplia interacción entre ponentes y participantes en torno a una idea o una experiencia práctica de una disciplina aplicada. Estas sesiones también pueden adoptar formato de panel, conversación, diálogo o debate preparados, todos con una considerable participación del público. En un taller puede someterse a aprobación para la revista un solo artículo (de varios autores, si se considera oportuno).



Sesiones de pósteres

Las sesiones de pósteres presentan los resultados preliminares en progreso o proyectos que se prestan a proyecciones y representaciones visuales. Estas sesiones permiten participar en discusiones informales con delegados interesados acerca del trabajo.



Jueves, 15 de marzo

8:00–9:00	Mesa de inscripción abierta.
9:00–9:25	Inauguración del congreso (en inglés)—Bill Cope, Profesor, Departamento de Política Educativa, Organización y Liderazgo, College of Educación, University of Illinois en Urbana-Champaign / Director, Common Ground Research Networks
9:25–9:55	Discurso de bienvenida—Thomas Deissinger, Catedrático de Economía y Comercio, Education I, Universidad de Constanza, Alemania; Sabine Hochholdinger, Jefe de Departamento, Departamento de Economía, Universidad de Constanza, Alemania; Matthias Armgardt, Vicerrector de Asuntos Académicos, Universidad de Constanza, Alemania; Peter Kell, Pro Vice Canciller, Charles Darwin University, Darwin, Australia
9:55–10:30	Sesión plenaria (en inglés)—Peter Kell, Pro Vice Canciller, Facultad de Derecho, Educación, Negocios y Artes (LEBA), Charles Darwin University, Darwin, Australia <i>“Change, Leadership, and Learning in the Era of Nostalgic Authoritarian Populism”</i>
10:30–11:00	Charlas de jardín y pausa para el café
11:00–11:10	Pausa
11:10–11:55	Mesas redondas
11:55–12:05	Pausa
12:05–13:20	Sesiones paralelas (en español)
13:20–14:20	Almuerzo
14:20–14:30	Pausa
14:30–16:10	Sesiones paralelas (en español)
16:10–16:30	Pausa para el café
16:30–17:05	Sesión plenaria—Philipp Gonon, Profesor de Formación Profesional, Instituto de Ciencia de la Educación, Universidad de Zúrich, Suiza <i>“In Changing Times - from Craftsmanship to Entrepreneurial Learning”</i>
17:05–17:35	Charlas de jardín
17:35–18:35	Recepción de Bienvenida



Viernes, 16 de marzo

8:15–9:00	Mesa de inscripción abierta
9:00–9:25	Noticias del día
9:25–10:00	Sesión plenaria—Alison Fuller, Pro-Directora de Investigación y Desarrollo, Instituto de Educación, y Profesora de Formación Profesional y Oficios, University College London, Reino Unido <i>“Organizing for a Cause: The Work and Learning Required to Create Innovative Healthcare for Disadvantaged Groups”</i>
10:00–10:30	Charlas de jardín y pausa para el café
10:30–10:40	Pausa
10:40–12:20	Sesiones paralelas (en inglés)
12:20–13:20	Almuerzo
13:20–13:30	Pausa
13:30–14:15	Sesiones paralelas (en inglés)
14:15–14:25	Pausa
14:25–15:40	Sesiones paralelas (en inglés)
15:40–16:00	Pausa para el café
16:00–17:40	Sesiones paralelas (en inglés)
17:40–17:50	Pausa
17:50–18:20	Clausura del congreso



Excursión pre-congreso: Visita guiada por Constanza a pie

Miércoles, 14 Marzo de 2018 | 15:00–17:00 (3:00–5:00 PM) | Duración: 2 horas

Punto de encuentro: Reloj del puerto, junto al túnel subterráneo

Únase a otros delegados del congreso y ponentes plenarios el día anterior al congreso para un recorrido de 2 horas a pie por el casco histórico de Constanza. Descubra la complejidad del pasado y presente de la ciudad, desde el Concilio de Constanza y época imperial hasta la Catedral e Iglesia de San Esteban, pasando por el Niederburg (barrio histórico) con sus singulares bodegas.

Recepción de bienvenida

Jueves, 15 Marzo de 2018 | Después de la última sesión del día

Lugar: Universidad de Constanza | Sin coste para los delegados del congreso

Common Ground Research Networks y el XVIII Congreso Internacional de Conocimiento, Cultura y Cambio en Organizaciones llevarán a cabo una recepción de bienvenida en la sede del congreso justo después de la última sesión del primer día. Se invita a todos los delegados a asistir y disfrutar de bebidas de cortesía y tapas. Esta es una excelente oportunidad de conocer a otros participantes del Congreso y crear nuevos contactos.

Cena del congreso: Konzil Konstanz

Jueves, 15 Marzo de 2018 | 19:30 (7:30 PM)

Lugar: Hafenstraße 2, 78462 Constanza, Alemania

Únase a otros delegados y ponentes plenarios para la cena del Congreso en Konzil Konstanz

El Concilio de Constanza tiene un largo recorrido histórico datado en el siglo XIV. Construido en 1388, el edificio originalmente se usó como granero y almacén. Desde 1414 hasta 1418, el edificio fue el lugar del concilio más grande de la Edad Media, el 16º Concilio Ecuuménico para las elecciones del Papa Martín V.

El edificio del concilio fue cuidadosamente renovado desde 1968 hasta 1970 para asegurar que la estructura histórica del edificio se mantuviera intacta, y es precisamente lo que añade encanto a este edificio. Konzil Konstanz siempre ha sido el lugar de encuentro, bienestar y delicias culinarias. Es el lugar en el puerto de Constanza donde se celebran los festivales y reuniones sociales.

La cena incluirá platos de pavo, pescado y asado de cerdo. La opción vegetariana está disponible: elija su opción en el momento de hacer la reserva.

Clausura del congreso y entrega de premios

Viernes, 16 Marzo de 2018 | Después de la última sesión del día | Lugar: Universidad de Constanza

Únase a los oradores plenarios, miembros del panel y otros delegados en la clausura del Congreso y entrega de premios donde se hará un reconocimiento de los ayudantes y se anunciará el congreso del próximo año. El acto tendrá lugar en la Universidad de Constanza al finalizar la última sesión del día.



Jueves, 15 de marzo	
08:00-09:00	Mesa de inscripción abierta
09:00-09:25	Inauguración del congreso (en inglés)—Bill Cope, Profesor, Departamento de Política Educativa, Organización y Liderazgo, College of Education, University of Illinois en Urbana-Champaign / Director, Common Ground Research Networks
09:25-09:55	Discurso de bienvenida (en inglés)—Thomas Deissinger, Catedrático de Economía y Comercio, Education I, Universidad de Constanza, Alemania; Sabine Hochholdinger, Jefe de Departamento, Departamento de Economía, Universidad de Constanza, Alemania; Matthias Armgardt, Vicerrector de Asuntos Académicos, Universidad de Constanza, Alemania; Peter Kell, Pro Vice Canciller, Charles Darwin University, Darwin, Australia
09:55-10:30	Sesión plenaria (en inglés)—Peter Kell, University Professorial Fellow, Charles Darwin University, Darwin, Australia "Change, Leadership, and Learning in the Era of Nostalgic Authoritarian Populism"
10:30-11:00	Charlas de jardín y pausa para el café
11:00-11:10	Pausa
11:10-11:55	Mesas redondas
	Room 1: 2018 Special Focus - Navigating Change in Shifting Cultural Landscapes: Disruptive, Generative, Transformative? Room 2: Management Education Room 3: Change Management Room 4: Knowledge Management Room 5: Organizational Cultures Room 6: Mesa redonda en español
11:55-12:05	Pausa
12:05-13:20	SESIONES PARALELAS
Room 6	<p>Sesión en español</p> <p>Emprendimiento femenino: Estrategia departamental para superar la desigualdad de género en Caldas-Colombia Sandra Londoño Montoya, Universidad de Manizales, Colombia Según Carré, Holzl y Lederman, el emprendimiento se constituye en un pilar fundamental para el crecimiento y desarrollo de un país, principalmente en las economías en proceso de expansión. Recientes estudios evidencian que el emprendimiento se ha convertido en una estrategia para afrontar las desigualdades presentes en el mercado laboral y uno de los grupos poblacionales beneficiados son las mujeres, que a través de este tipo de actividades buscan incrementar su autonomía económica (CEPAL 2010). Por esa razón, a través de programas sociales en el marco de políticas públicas con perspectiva de género, el Estado colombiano impulsa la creación de microempresas (emprendimientos) con el fin de generar igualdad de oportunidades para este grupo poblacional. A partir de un estudio de tipo descriptivo se realizó un acercamiento a las características de las emprendedoras como a las empresas que surgen a partir de los programas gubernamentales con el fin de identificar los factores potenciadores y limitantes de dicha actividad emprendedora y fortalecer el diseño e implementación de las políticas públicas. <i>Culturas organizacionales</i></p> <p>Dinámicas organizacionales de las mujeres con jefatura de hogar del Departamento de Caldas, Colombia: Una mirada desde las Instituciones Gubernamentales Valentina Gonzalez Carreño, Universidad de Manizales, Colombia Camilo González Carreño, Universidad Autónoma Latinoamericana, Colombia Se trata de un estudio en el cual se relacionan dimensiones sociales, laborales, jurídicas y políticas implicadas en la trama de pobreza y vulnerabilidad social de una comunidad específica –mujeres con jefatura de hogar– del Departamento de Caldas y su capacidad de afrontar dicho contexto para reconfigurarlo, así como la intervención del Estado mismo para intervenir dicha problemática. Para ello, el trabajo se inscribe en la perspectiva epistemológica comprensiva, desde la cual se pregunta por aquellas dinámicas organizacionales que dicha comunidad construye y despliega como estrategias para mejorar sus condiciones de vida y ampliar las oportunidades de decidir sobre las mejores formas de vida que pueden darse, a través de procesos colectivos. El interés, por tanto, radica en la interpretación de los sentidos subyacentes de estas mujeres, respecto a sus potencialidades y despliegues de desarrollo humano y la reconfiguración de sus horizontes de futuro en contextos de fuertes limitaciones, pero a la vez de grandes oportunidades para trabajar colectivamente. <i>Culturas organizacionales</i></p>

Por favor, mire el tablón de anuncios que se ubica al lado de la mesa de inscripción para consultar los cambios en el programa.



Jueves, 15 de marzo	
12:05-13:20	SESIONES PARALELAS
	<p>Etnodesarrollo y los conocimientos tradicionales en las comunidades quilombolas: La experiencia de Kalungas, en Goiás, Brasil</p> <p>Maria Goretti Dal Bosco, Universidade Federal Fluminense, Brasil Maria Cristina Vidotte Tárrega, Universidade Federal de Goiás, Brasil</p> <p>El conocimiento de las comunidades tradicionales en Brasil es una de las riquezas más significativas que posee el país, elemento de agregación y sostenibilidad de esos pueblos. Es un conocimiento en extinción, por los más diversos tipos de amenazas, especialmente por la precaria situación de muchas de estas agrupaciones. El pueblo Kalunga de Goiás, Brasil, descendió de los negros que resistieron la esclavitud en el Imperio de Brasil y formaron con la continuidad de un grupo de estos resistentes, sumados a otros, libertos, todos organizados en la llamada Chapada dos Veadeiros. La gente conoce las plantas, muy abundantes en el cerrado, y posee la técnica de su preparación. El grupo mantiene su propia identidad y cultura, que marcan la historia de su existencia, la peculiar organización social y política y sus relaciones con otras comunidades, así como las formas de asegurar su subsistencia. La ponencia analiza los aspectos económicos, sociales y culturales que este conocimiento tradicional representa en la organización de estas comunidades a partir del estudio de uno de los pueblos Kalunga, mientras se realizó el “Proyecto Ciudadano Kalunga”, programa de la Universidad Federal de Goiás, desarrollado en Kalunga Comunidad, en el noroeste del estado de Goiás.</p> <p><i>Gestión del conocimiento</i></p>
Rooms 1-5	Sesiones paralelas en inglés
13:20-14:20	Almuerzo
14:20-14:30	Pausa
14:30-16:10	SESIONES PARALELAS
Room 6	<p>Sesión en español</p> <p>Aportes teóricos y metodológicos de la Comunicación Crítica/Intercultural para estudiar la cultura en las organizaciones: Estudio del caso de National Geographic Magazine (1888-1952)</p> <p>Mónica Pérez-Marín, Universidad de Medellín, Colombia</p> <p>Para la Comunicación Crítica/Intercultural, la cultura es una variable heterogénea y dinámica difícil de predecir y controlar, pero altamente sensible y maleable por los procesos de fijación simbólica que se dan a través del lenguaje. Desde este paradigma, el discurso juega un papel central en la construcción de sentido en las organizaciones, ya que éste tiene la capacidad de fijar y reproducir el significado que se quieren enfatizar sobre el mundo social. En este contexto la presente ponencia presenta una nueva metodología para analizar y sistematizar estudios sobre cultura organizacional retomando elementos del Análisis Crítico del Discurso, en el cual se incluyen tres momentos: 1) El análisis textual en el cual se ubican los regímenes de representación o aspectos nodales del discurso de la organización; 2) El análisis del contexto de producción de los discursos organizacionales y 3) El análisis de las prácticas socioculturales en el cual se estudian las relaciones de la organización con la ideología y la hegemonía. Para el caso de estudio analizado y el periodo de tiempo seleccionado (1888-1952), se encontró que la cultura organizacional de NGM estuvo articulada a partir de tres valores centrales: 1) El cientificismo: la socialización de un conocimiento especializado con evidencia empírica; 2) Innovación tecnológica: la divulgación y utilización de las tecnologías de punta relacionadas con la fotografía y la impresión de textos y 3) Turismo: la divulgación de experiencias de aventureros y viajeros a lugares exóticos.</p> <p><i>Culturas organizacionales</i></p> <p>Regulación estatal en la educación superior: Regulación brasileña</p> <p>Maria Goretti Dal Bosco, Universidade Federal Fluminense, Brasil Maria Cristina Vidotte Tárrega, Universidade Federal de Goiás, Brasil</p> <p>El sistema de regulación de la educación superior en Brasil es un conjunto de normas reguladoras que orientan el diseño institucional de una evaluación formativa, compuesta por la verificación formal de la legalidad y de las condiciones locales de cada institución o curso superior. El proceso empieza en el Ministerio de la Educación (MEC) que, tras confirmar el cumplimiento de los requisitos legales, determina la evaluación local de todas las dimensiones de la institución o curso, con énfasis en el proyecto pedagógico, el personal docente y la infraestructura física. Un grupo técnico capacitado por el MEC comprueba cada una de las dimensiones donde debe funcionar la institución, escuchando las representaciones de todos los involucrados: maestros, gerentes y estudiantes. El sistema incluye la asignación de puntos a cada uno de los requisitos y dimensiones, de modo que la evaluación final sea más de tres puntos, la marca mínima para la autorización de funcionamiento y posteriormente, para la renovación. La ley establece plazos para la evaluación continua de la calidad de las instituciones y de los cursos, y en los últimos años se han logrado importantes avances como resultado de los mecanismos de regulación de la educación superior.</p> <p><i>Gestión del conocimiento</i></p>

Por favor, mire el tablón de anuncios que se ubica al lado de la mesa de inscripción para consultar los cambios en el programa.



Jueves, 15 de marzo	
14:30-16:10	SESIONES PARALELAS
	<p>Proyectos de Cooperación en el ámbito universitario: Una realidad creciente Esther Gómez Campelo, Universidad de Burgos, España Con una metodología basada en la praxis, en actuaciones de diferente extensión temporal, el Centro de Cooperación y Acción Solidaria de la Universidad de Burgos realiza aportes concretos con acciones de carácter específicamente técnico (infraestructuras, abastecimiento y saneamiento de aguas, energía, construcción y rehabilitación, desarrollo rural, sanitario) o de otro tipo (educación, desarrollo comunitario, empoderamiento de las mujeres, capacitación de técnicos locales). Se participa en programas de voluntariado local, nacional e internacional colaborando con Docentes interesados en la Cooperación que quieran dirigir y tutorizar Proyectos Fin de Carrera, Practicum y/o Prácticas en este ámbito. También, con estudiantes interesados en el ámbito de la Cooperación, complementando su formación profesional y adquiriendo conceptos esenciales en la formación integral de la persona. Para ello, se desplazan a esos entornos y participan en un concreto Proyecto de Cooperación, a través de las becas que concede la institución universitaria. También es fundamental la intervención de ONGDs y Entidades con necesidades técnicas u organizativas. En cuanto a los resultados finales, podemos acreditar numerosas actividades puestas en marcha por nuestra Universidad, tal y como expondré en mi intervención. A modo de ejemplo, ampliación de centros hospitalarios, creación de colegios y guarderías, formación profesional y depuración de aguas contaminadas. <i>Culturas organizacionales</i></p> <p>Incorporación de opciones reales para optimizar la valuación de activos intangibles: Como medir el valor de la flexibilidad de los intangibles Mario Luis Perossa, Universidad Maimónides, Argentina Alejandra Elena Marinaro, Universidad Maimónides, Argentina Los activos intangibles representan al grupo de bienes inmateriales que, asociados a los productos o a los procesos de la empresa, le permiten a la organización obtener superutilidades respecto a la competencia. Las herramientas habituales de valuación permiten - una vez identificados los activos intangibles - poder asignarles valor y así reconocer el aumento del valor de la organización para sus dueños. Las opciones reales como instrumento derivan de las opciones financieras, pero adaptadas a términos económicos, muy utilizadas en la valuación de proyectos de inversión, agregando más información para la toma de decisiones al añadirle el valor de la flexibilidad que el proyecto tiene. El objetivo que persiguen los autores con esta investigación es sumar argumentos genuinos que intenten mejorar los instrumentos de medición (valuación) que permitan analizar con mayor expectativa las inversiones en activos intangibles. Una forma de interpretar las opciones reales es pensar que de esta forma es posible optimizar el valor que un intangible agrega a la organización cuando suma al cálculo la flexibilidad que aporta. <i>Gestión del conocimiento</i></p>
Rooms 1-5	Sesiones paralelas en inglés
16:10-16:30	Pausa para el café
16:30-17:05	Sesión plenaria (en inglés)—Philipp Gonon, Profesor de Formación Profesional, Instituto de Ciencia de la Educación, Universidad de Zúrich, Suiza
	“In Changing Times - from Craftsmanship to Entrepreneurial Learning”
17:05-17:35	Charlas de jardín
17:05-18:05	Recepción de bienvenida

Por favor, mire el tablón de anuncios que se ubica al lado de la mesa de inscripción para consultar los cambios en el programa.



Viernes, 16 de marzo	
08:15-09:00	Mesa de inscripción abierta
09:00-09:25	Noticias del día
09:25-10:00	Sesión plenaria (en inglés)—Alison Fuller, Pro-Directora de Investigación y Desarrollo, Instituto de Educación, y Profesora de Formación Profesional y Oficios, University College London, Reino Unido
	“Organizing for a Cause: The Work and Learning Required to Create Innovative Healthcare for Disadvantaged Groups”
10:00-10:30	Charlas de jardín y pausa para el café
10:30-10:40	Pausa
10:40-12:20	SESIONES PARALELAS
Room 6	<p>Sesión en español</p> <p>La gestión educativa virtual como apuesta a la calidad educativa: Estudio de caso Universidad de Manizales Alejandra Castaño, Universidad de Manizales, Colombia Toda institución educativa tiene como pilar fundamental lograr una alta calidad en la educación, la cual sea; pertinente, precisa y actualizada, permitiéndole así un mejor desarrollo en una sociedad del conocimiento. Para este caso se toma como fuente de estudio la educación virtual, dada sus características de inclusión y cobertura; el estudio se realiza en la Universidad de Manizales, ubicada en la ciudad de Manizales, ciudad Universitaria de Colombia; se toma únicamente ésta dado que es la única Universidad 100% virtual de la ciudad. La investigación se desarrolló bajo un análisis cualitativo, el cual permitió determinar la percepción en la gestión educativa basada en criterios de calidad educativa y modelos de educación virtual; la población se determinó por los directivos y docentes virtuales de la Institución. Como resultado se encuentra la presencia de tensiones entre el quehacer universitario y la teoría que modela la educación virtual, dando en la mayoría de los casos confusiones en el aspecto de calidad entre los modelos presenciales y virtuales. Finalmente se formula una propuesta de articulación en pro de una calidad educativa que mejore los procesos de enseñanza aprendizaje. <i>Formación en gestión</i></p> <p>Incidencia de las demandas del trabajo y la claridad de rol en el compromiso organizacional y la estabilidad laboral Hector Serna, Universidad de Manizales, Colombia El objetivo de la presente investigación es analizar el efecto de las demandas del trabajo y la claridad de rol en el compromiso organizacional y la estabilidad laboral. Este objetivo parte del estudio realizado por Gaertner quien analizó los aspectos que permiten fortalecer el compromiso organizacional e identificó que altas demandas de trabajo, la ambigüedad de rol y condiciones de rutina de la labor generan bajos niveles de compromiso organizacional y por ende deseos de abandonar la organización. Para el análisis del compromiso organizacional se utiliza el instrumento de Allen y Meyer, para el análisis de demandas de trabajo y claridad de rol se utiliza el instrumento de Villalobos y para el análisis de estabilidad laboral se utiliza el instrumento de modelo de Morale. Para cada uno de los instrumentos se realizan pruebas de validez y confiabilidad como test de alfa de cronbach, análisis de correlaciones y correlación media. El estudio se realizó en una empresa de servicios públicos de la ciudad de Manizales-Colombia, donde se encuestaron 199 empleados (60% de la población). Para identificar la incidencia de las demandas de trabajo y la claridad de rol sobre el compromiso organizacional y la estabilidad laboral se realizó análisis de regresión. Entre los principales resultados se encuentra que altos niveles de demandas del trabajo y ambigüedad de rol generan una incidencia negativa en el compromiso organizacional y la estabilidad laboral <i>Gestión del cambio</i></p> <p>Tecnologías colaborativas en organizaciones de la salud : Percepciones de los actores organizacionales, según el género y la edad. Santiago Roger Acuña, Universidad Autónoma de San Luis Potosí, México Este trabajo examina las percepciones sobre la colaboración mediada por tecnologías digitales que sostienen diferentes recursos humanos en una organización hospitalaria. Las percepciones cumplen una función comprensiva de la realidad y también pueden llegar a condicionar las identidades y las prácticas de las personas en un determinado contexto. Por consiguiente, su conocimiento resulta clave para la superación de las barreras que pueden limitar el desarrollo de una cultura colaborativa en una organización. Para conocer y comparar dichas percepciones, teniendo en cuenta las variables género y edad, se realizó un estudio en el que se administró un cuestionario (75 ítems, en una escala Likert de 1 a 5) a una muestra de 46 participantes (25 hombres y 21 mujeres), de los cuales 24 sujetos tenían menos de 40 años, que desempeñan labores de alto nivel en una organización hospitalaria mexicana. El análisis de los datos muestra la existencia de diferencias significativas, de acuerdo al género, en algunos aspectos específicos del capital humano requerido para el desarrollo de una cultura organizacional colaborativa y en la caracterización del clima organizacional. Las mujeres se mostraron más rigurosas en la valoración de factores referidos a competencias y acciones que demanda la colaboración mediada por tecnología; mientras que los hombres fueron más estrictos en cuestiones relacionadas con el clima organizacional. También se identificaron percepciones diferentes según las edades, ya que el personal por arriba de los 40 años realizó valoraciones más laxas en los ítems sobre características del capital humano y el clima organizacional. <i>Culturas organizacionales</i></p>

Por favor, mire el tablón de anuncios que se ubica al lado de la mesa de inscripción para consultar los cambios en el programa.



Viernes, 16 de marzo	
10:40-12:20	SESIONES PARALELAS
	<p>La Economía Colaborativa y su impacto sobre organizaciones tradicionales: Análisis de casos de Economía Colaborativa en el sector turismo y transporte</p> <p>Juan David Cruz Negrete, Universidad de Magdalena, Colombia</p> <p>El objetivo de este estudio consiste en identificar el impacto que genera la Economía Colaborativa sobre los negocios tradicionales, principalmente establecidos en la industria turística (AirBnB y otras) y de transporte (BlaBlaCar, Uber y otras). Los efectos a estudiar se analizan principalmente desde la óptima de las decisiones gerenciales para adaptarse al cambio que impone el mercado. El trabajo se desarrolló a través de la revisión de la literatura sobre Economía Colaborativa, estadísticas sobre la competencia entre empresas de perfil colaborativo a diferencias con las que tienen enfoque tradicional. El estudio se hace desarrollando tres grandes módulos: Economía Colaborativa y Gestión del Cambio; Impacto en la Industria del Turismo; y el Impacto en la Industria del Transporte. Como aspectos relevantes que arroja el estudio, se indica que así como es importante identificar el impacto positivo que ofrecen empresas con perfil de economía colaborativa (apoyo mutuo, sostenibilidad, reducción de costes...), también se debe poner en manifiesto la necesidad de definir las regulaciones a que haya lugar para los negocios dentro de la economía colaborativa; todo esto para beneficiar a los usuarios y establecer reglas justas y equitativas para competir.</p> <p><i>Gestión del cambio</i></p>
Rooms 1-5	Sesiones paralelas (en inglés)
12:20-13:20	Almuerzo
13:20-13:30	Pausa
13:30-14:15	SESIONES PARALELAS
Room 4	<p>Ponencias virtuales breves (en inglés y español)</p> <p>FCSHlee: Un programa para aumentar los niveles de cultura general en el marco de la alfabetización universitaria</p> <p>Mariela Mendez, Escuela Superior Politécnica del Litoral, Ecuador</p> <p>El programa FCSHlee propuesto por la Facultad de Ciencias Sociales y Humanísticas – FCSH – de ESPOL durante el 2011-2016 consiste en la implementación de un libro de “corte cultural” por materia con el que la dirección académica se propuso ayudar a los estudiantes universitarios en el aumento de su bagaje cultural, mejora en los niveles de comunicación oral y escrita, así como el desarrollo de la cultura de redacción de ensayos. La explicación sobre el programa, su alcance, forma de implementación y estadísticas de desempeño y aceptación, aún en condiciones de no seguimiento, se muestran en este análisis, con el que se pretende compartir la experiencia de una iniciativa de alfabetización académica desde la universidad ecuatoriana, el caso en ESPOL.</p> <p><i>Formación en gestión</i></p> <p>Habilidades y competencias de los gerentes para el éxito de la cadena de suministro: Un modelo teórico</p> <p>Milena Gomez Cedeno, Universidad Tecnológica de Panamá, Panamá</p> <p>Israel Ruiz, Universidad Tecnológica de Panamá, Panamá</p> <p>Nadgee Flores, Universidad Tecnológica de Panamá, Panamá</p> <p>La ventaja competitiva de una empresa depende del buen funcionamiento de su cadena de suministro (SC) (Lambert et al., 1996). La gestión de la cadena de suministro (SCM) es la integración de los principales procesos de negocio, desde los proveedores, que proporcionan productos, servicios e información que agregan valor, hasta el usuario final. Si bien, el eje de la cadena de suministro son las personas, ya que hacen posible todos los procesos dentro de la misma (Sweeney, 2013). Así, la formación, la educación, las habilidades y competencias de los miembros de la cadena de suministro son vitales para lograr que las operaciones de ésta sean sostenibles (Gowen III et al. 2003). En esa dirección, nuestro objetivo es identificar cuáles son las habilidades y competencias requeridas para el éxito de la SCM. Para ello, se realiza una exhaustiva revisión de literatura sobre esta temática. Con base en los resultados, se identificaron 48 habilidades y competencias de los gerentes de la SC. A partir de esto, se plantea un modelo teórico encaminado a medir la incidencia de las habilidades y competencias en el éxito de la cadena de suministro.</p> <p><i>Formación en gestión</i></p>
Rooms 1-5	Sesiones paralelas (en inglés)
14:15-14:25	Pausa
14:25-15:40	SESIONES PARALELAS
Room 6	Sesión en español

Por favor, mire el tablón de anuncios que se ubica al lado de la mesa de inscripción para consultar los cambios en el programa.



Viernes, 16 de marzo	
14:25-15:40	SESIONES PARALELAS
	<p>El ecosistema de emprendimiento en una ciudad pequeña en Colombia: Caso de estudio de Manizales-Colombia Claudia Milena Álvarez Giraldo, Universidad Nacional de Colombia, Colombia Gregorio Calderón-Hernández, Universidad Nacional de Colombia, Colombia Julia C. Naranjo-Valencia, Universidad Nacional de Colombia, Colombia</p> <p>En el presente trabajo se pretende reconocer un ecosistema emprendedor como una comunidad empresarial, respaldada por un contexto público de leyes y prácticas comerciales, y formada por una base de organizaciones e interacción de individuos que producen e ideas comerciales asociadas, habilidades, recursos financieros y no financieros que están en compañías dinámicas, es decir, integra y trasciende el concepto de alianzas, asociaciones o redes socioempresariales, logrando un concepto que involucre empresarios, empresarios establecidos, sector público, características socioculturales de la región, condiciones técnico-económicas de la ciencia de sistemas ambientales, tecnología e innovación e infraestructura. Por lo tanto, desde un enfoque conceptual sobre el ecosistema del emprendimiento a partir de varias teorías que lo respaldan, se asumen los modelos Babson Global y GEM. Se aborda el problema del mercado laboral, comenzando con la estructura y la dinámica de la población y algunos indicadores del mercado laboral. La tercera parte trata sobre el entorno regional para la creación de empresas, describiendo brevemente la estructura y dinámica de la economía y el clima de competitividad y negocios de la región y la ciudad. La cuarta parte presenta la medición a Manizales-Colombia, los factores que constituyen las condiciones marco para el Emprendimiento y se cierra con conclusiones.</p> <p><i>Gestión del conocimiento</i></p> <p>Rol de la orientación al mercado, la estructura y la incertidumbre en la innovación Ana Cristina Ocampo Wilches, Universidad Nacional de Colombia, Colombia Dr. Julia C. Naranjo-Valencia, Universidad Nacional de Colombia, Colombia Daniel Jiménez-Jiménez, Universidad Nacional de Colombia, Colombia</p> <p>La importancia de estudiar la innovación adquiere mayor interés en las empresas y economías de los países debido a su relación con la productividad empresarial y la competitividad de los países. Entre los determinantes de la innovación se encuentra la orientación al mercado. La presente investigación analiza la influencia de la orientación al mercado en el éxito de la innovación de producto en una muestra de empresas industriales colombianas. Pocos trabajos han evaluado esta relación bajo condiciones de variables moderadoras como la estructura, la cultura y el entorno. Las relaciones se contrastan mediante un análisis de regresión jerárquica. Los resultados indican que la orientación al mercado incide positivamente en la innovación de producto y que las culturas con enfoque externo moderan positivamente la relación entre orientación al mercado y éxito de la innovación. Asimismo, se detectó que ni el entorno, ni la estructura organizacional moderan la relación.</p> <p><i>Culturas organizacionales</i></p>
Rooms 1-5	Sesiones paralelas (en inglés)
15:40-16:00	Pausa para el café
16:00-17:40	
Rooms 1-5	Sesiones paralelas (en inglés)
17:40-17:50	Pausa
17:50-18:20	Clausura del congreso

Por favor, mire el tablón de anuncios que se ubica al lado de la mesa de inscripción para consultar los cambios en el programa.





Claudia Milena Alvarez Giraldo	Universidad Nacional de Colombia	Colombia
Alejandra Santiago Castaño	Universidad de Manizales	Colombia
Juan David Cruz Negrete	Universidad de Magdalena	Colombia
Maria Goretti Dal Bosco	Universidade Federal Fluminense	Brasil
Esther Gómez Campelo	Universidad de Burgos	España
Milena Hector Alejandra	Universidad Tecnológica de Panamá	Panamá
Santiago Gómez Cedeño		
Valentina Gonzalez Carreño	Universidad de Manizales	Colombia
Camilo González Carreño	Universidad Autónoma Latinoamericana	Colombia
Sandra Londoño Montoya	Universidad de Manizales	Colombia
Mariela Méndez	Escuela Superior Politécnica del Litoral	Ecuador
Julia Naranjo-Valencia	Universidad Nacional de Colombia	Colombia
Mónica Pérez-Marín	Universidad de Medellín	Colombia
Mario Luis Perossa	Universidad Maimónides	Argentina
Tatiana Portnova	Common Ground Research Networks	España
Santiago Roger Acuña	Universidad Autónoma de San Luis Potosí	México
Hector Alejandra Santiago Serna	Universidad de Manizales	Colombia
Maria Cristina Vidotte Tárrega	Universidade Federal de Goiás	Brasil











Eighth International Conference on Religion & Spirituality in Society

University of California at Berkeley
Berkeley, USA | **17–18 April 2018**
religioninsociety.com/2018-conference



Tenth International Conference on Climate Change: Impacts & Responses

University of California at Berkeley
Berkeley, USA | **20–21 April 2018**
on-climate.com/2018-conference



Third International Conference on Tourism & Leisure Studies

Hotel Princesa Yaiza
Canary Islands, Spain | **17–18 May 2018**
tourismandleisurestudies.com/2018-conference



Eighth International Conference on The Constructed Environment

Wayne State University
Detroit, USA | **24–25 May 2018**
constructedenvironment.com/2018-conference



Eighteenth International Conference on Diversity in Organizations, Communities & Nations

University of Texas at Austin
Austin, USA | **6–8 June 2018**
ondiversity.com/2018-conference



Twenty-fifth International Conference on Learning

University of Athens
Athens, Greece | **21–23 June 2018**
thelearner.com/2018-conference



XXV Congreso Internacional de Aprendizaje

Universidad de Atenas
Atenas, Grecia | **21–23 de junio de 2018**
sobreaprendizaje.com/congreso-2018



Thirteenth International Conference on The Arts in Society

Emily Carr University of Art + Design
Vancouver, Canada | **27–29 June 2018**
artsinsociety.com/2018-conference



Sixteenth International Conference on New Directions in the Humanities

University of Pennsylvania
Philadelphia, USA | **5–7 July 2018**
thehumanities.com/2018-conference



XVI Congreso Internacional sobre Nuevas Tendencias en Humanidades

Universidad de Pensilvania
Filadelfia, Estados Unidos | **5–7 de julio de 2018**
las-humanidades.com/congreso-2018



Sixteenth International Conference on Books, Publishing & Libraries

University of Pennsylvania
Philadelphia, USA | **7 July 2018**
booksandpublishing.com/2018-conference



Ninth International Conference on Sport & Society

Florida International University
Miami, USA | **19–20 July 2018**
sportandsociety.com/2018-conference



Thirteenth International Conference on Interdisciplinary Social Sciences

University of Granada
Granada, Spain | **25–27 July 2018**
thesocialsciences.com/2018-conference



XIII Congreso Internacional de Ciencias Sociales Interdisciplinarias

Universidad de Granada
Granada, España | **25–27 de julio de 2018**
interdisciplinasocial.com/congreso-2018



Eleventh Global Studies Conference

University of Granada
Granada, Spain | **30–31 July 2018**
onglobalization.com/2018-conference



Eleventh International Conference on The Inclusive Museum

University of Granada
Granada, Spain | **6–8 September 2018**
onmuseums.com/2018-conference



Aging & Society: Eighth Interdisciplinary Conference

Toyo University
Tokyo, Japan | **18–19 September 2018**
agingandsociety.com/2018-conference



Eighth International Conference on Health, Wellness & Society

Imperial College London
London, UK | **20–21 September 2018**
healthandsociety.com/2018-conference



VIII Congreso Internacional de Salud, Bienestar y Sociedad

Imperial College London
Londres, Reino Unido | **20–21 de septiembre de 2018**
saludsociedad.com/congreso-2018



Third International Conference on Communication & Media Studies

University of California at Berkeley
Berkeley, USA | **18–19 October 2018**
oncommunicationmedia.com/2018-conference



III Congreso Internacional de Estudios sobre Medios de Comunicación

Universidad de California
Berkeley, EEUU | **18–19 de octubre de 2018**
medios-comunicacion.com/congreso-2018



Eighth International Conference on Food Studies

University of British Columbia - Robson Square
Vancouver, Canada | **25–26 October 2018**
food-studies.com/2018-conference



VIII Congreso Internacional sobre Estudios Nutricionales y Alimentación

Universidad de Columbia Británica,
Robson Square
Vancouver, Canadá | **25–26 de octubre de 2018**
estudiosnutricionales.com/congreso-2018



Spaces & Flows: Ninth International Conference on Urban and ExtraUrban Studies

Marsilius Kolleg, Heidelberg University
Heidelberg, Germany | **25–26 October 2018**
spacesandflows.com/2018-conference



Ninth International Conference on The Image

Hong Kong Baptist University
Hong Kong SAR | **3–4 November 2018**
ontheimage.com/2018-conference



IX Congreso Internacional sobre la Imagen

Universidad Baptista de Hong Kong
RAE de Hong Kong | **3–4 de noviembre de 2018**
sobrelaimagen.com/congreso-2018



Fifteenth International Conference on Environmental, Cultural, Economic & Social Sustainability

UBC Robson Square
Vancouver, Canada | **17–19 January 2019**
onsustainability.com/2019-conference



Nineteenth International Conference on Knowledge, Culture, and Change in Organizations

UBC Robson Square
Vancouver, Canada | **21–22 February 2019**
organization-studies.com/2019-conference



XIX Congreso Internacional de Conocimiento, Cultura y Cambio en Organizaciones

Universidad de Columbia Británica, Robson Square
Vancouver, Canadá | **21–22 de febrero de 2019**
la-organizacion.com/congreso-2019



Thirteenth International Conference on Design Principles & Practices

Saint Petersburg State University
Saint Petersburg, Russia | **1–3 March 2019**
designprinciplesandpractices.com/2019-conference



Fifteenth International Conference on Technology, Knowledge, and Society

ELISAVA Barcelona School of Design and Engineering
Barcelona, Spain | **11–12 March 2019**
techandsoc.com/2019-conference



XV Congreso Internacional de Tecnología, Conocimiento y Sociedad

Elisava Escuela Universitaria de Diseño e Ingeniería de Barcelona
Barcelona, España | **11–12 de marzo de 2019**
tecno-soc.com/congreso-2019



Twelfth International Conference on e-Learning & Innovative Pedagogies

Hotel Grand Chancellor Hobart
Hobart, Australia | **2–3 May 2019**
ubi-learn.com/2019-conference



Fourth International Conference on Tourism & Leisure Studies

Florida International University
Miami, USA | **16–17 May 2019**
tourismandleisurestudies.com/2019-conference



Ninth International Conference on The Constructed Environment

Centro Cultural Vila Flor
Guimarães, Portugal | **23–24 May 2019**
constructedenvironment.com/2019-conference



Nineteenth International Conference on Diversity in Organizations, Communities & Nations

University of Patras
Patras, Greece | **5–7 June 2019**
ondiversity.com/2019-conference



Tenth International Conference on Sport & Society

Ryerson University
Toronto, Canada | **20–21 June 2019**
sportandsociety.com/2019-conference



Twelfth Global Studies Conference

Jagiellonian University
Kraków, Poland | **27–28 June 2019**
onglobalization.com/2019-conference



Twenty-sixth International Conference on Learning

Queen's University Belfast
Belfast, UK | **24–26 July 2019**
thelearner.com/2019-conference



Fourth International Conference on Communication & Media Studies

University of Bonn
Bonn, Germany | **26–28 September 2019**
oncommunicationmedia.com/2019-conference

Nineteenth International Conference on **Knowledge, Culture, and Change in Organizations**

UBC Robson Square
Vancouver, Canada

21–22 February 2019

Call for Papers

We invite proposals for paper presentations, workshops/interactive sessions, posters/exhibits, colloquia, innovation showcases, virtual posters, or virtual lightning talks.

Returning Member Registration

We are pleased to offer a Returning Member Registration Discount to delegates who have attended the Organization Studies Conference in the past. Returning research network members receive a discount off the full conference registration rate.

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