



# LUND UNIVERSITY

## From 'a farewell to landfill' to 'waste as resource'

Corvellec, Hervé; Hultman, Johan; Bramryd, Torleif

2011

[Link to publication](#)

### *Citation for published version (APA):*

Corvellec, H., Hultman, J., & Bramryd, T. (2011). *From 'a farewell to landfill' to 'waste as resource'*. Paper presented at 4th International Conference on Rhetoric and narrative in management research, Barcelona, Spain.

### *Total number of authors:*

3

### **General rights**

Unless other specific re-use rights are stated the following general rights apply:

Copyright and moral rights for the publications made accessible in the public portal are retained by the authors and/or other copyright owners and it is a condition of accessing publications that users recognise and abide by the legal requirements associated with these rights.

- Users may download and print one copy of any publication from the public portal for the purpose of private study or research.
- You may not further distribute the material or use it for any profit-making activity or commercial gain
- You may freely distribute the URL identifying the publication in the public portal

Read more about Creative commons licenses: <https://creativecommons.org/licenses/>

### **Take down policy**

If you believe that this document breaches copyright please contact us providing details, and we will remove access to the work immediately and investigate your claim.

LUND UNIVERSITY

PO Box 117  
221 00 Lund  
+46 46-222 00 00

4<sup>th</sup> International Conference on Rhetoric and Narratives  
in Management Research

24<sup>th</sup> - 26<sup>th</sup> March 2011, ESADE – Universitat Ramon Llull, Barcelona, Spain

With Special Issue of

Journal of Organizational Change Management

**CONFERENCE PROGRAMME  
AND  
BOOK OF ABSTRACTS**



European  
Doctoral Program Association in Management  
and Business Administration



European Doctoral School on  
Knowledge and Management



ESADE BUSINESS SCHOOL  
UNIVERSITAT RAMON LLULL

**ORGANIZED BY**

*ESADE BUSINESS SCHOOL*  
*UNIVERSITAT RAMON LLULL*

And

*ROTTERDAM SCHOOL OF MANAGEMENT*  
*ERASMUS UNIVERSITY*

**WITH THE COLLABORATION OF**

*EUDOKMA*

European Doctoral School on  
Knowledge and management

*EDAMBA*

European Doctoral Programmes Association on  
Management and Business Administration

*EIASM*

European Institute for  
Advanced Studies in Management

## **SCIENTIFIC COMMITTEE**

**Eduard Bonet**

*ESADE Business School, Universitat Ramon Llull*

**Barbara Czarniawska**

*CRI School of Management, Economics and Law, University of Göteborg*

**Marja Flory**

*Rotterdam School of Management*

**Oriol Iglesias**

*ESADE Business School, Universitat Ramon Llull*

**Deirdre McCloskey**

*University of Illinois, At Chicago*

**Hans Siggard Jensen**

*The School of Education, Aarhus University, Campus of Copenhagen*

## **ORGANIZING COMMITTEE**

Eduard Bonet, Marja Flory, Oriol Iglesias, Josep Torres

Contact email:

[rnmr@esade.edu](mailto:rnmr@esade.edu)

## THE DEAD RHETORICIANS'S SOCIETY

The International Board is constituted by senior and junior academics who recognize the importance of rhetoric and narrative methods in management activities and in management research and who express their support to the Conference.

Some of them will attend the Conference, some of them will examine papers, and all of them are interested in the subjects that will be discussed. The members of the Programme Commission express their gratitude to them for their contribution.

- Alvarez, José Luis - Universitat Ramon Llull, ESADE Business School, Spain
- Boisot, Max - Universitat Ramon Llull, ESADE Business School, Spain
- Bonache, Jaime - Universitat Ramon Llull, ESADE Business School, Spain
- Bonet, Eduard - Universitat Ramon Llull, ESADE Business School, Spain
- Corvellec, Herve - Lunds Universitet, Sweden
- Czarniawska, Barbara - University of Gothenburg, Sweden
- Essers, Juup - Erasmus University
- Flory, Marja - Erasmus University, Netherlands
- Fuller, Steve - University of Warwick, UK
- Gherardi, Silvia - University of Trento, Italy
- Gourlay, Stephen - University of Kingston, UK
- Iglesias, Oriol - Universitat Ramon Llull, ESADE Business School, Spain
- Ind, Nicholas - Oslo School of Management, Norway
- Jensen, Hans Siggaard - Aarhus University, Denmark
- Johansson, Ulla - Gothenburg University, Sweden
- Legget, Brian - IESE, Universidad de Navarra
- Magala, Slawomir - Erasmus University
- McCloskey, Deirdre - University of Illinois at Chicago, USA
- Mundet, Joan - UPC, Spain
- Rosanas, Josep Maria - IESE, Universidad de Navarra
- Sauquet, Alfons - Universitat Ramon Llull, ESADE Business School, Spain
- Schultz, Mayken - Copenhagen Business School, Denmark
- Spender, JC - Lunds University, Sweden
- Steyaert, Chris - University of St.Gallen, Research Institute for Organizational Psychology, Switzerland
- Urbano, David - Universitat Autònoma de Barcelona, Spain
- Woodilla, Jill - Sacred Hearth University, USA

# INDEX

**OPENING ADDRESS** (*Page: 1-2*)

**PROGRAMME OVERVIEW** (*Page: 3-5*)

**PRESENTATION SCHEDULE** (*Page: 6-7*)

**EXTENDED PROGRAMME** (*Page: 8-11*)

**PLENARY SESSIONS** (*Page: 12-15*)

**ABSTRACTS INDEX** (*Page: 16-17*)

**ABSTRACTS** (*Page: 18-111*)

## OPENING ADDRESS

Dear Conference participants:

WELCOME TO THE CONFERENCE!

It is an honour for the Organizing Committee to welcome you to the 4<sup>th</sup> Conference on Rhetoric and Narratives in Management Research. Along the lines of the previous conferences, this academic event sets out to offer a forum that has the following aims:

- To improve our understanding of rhetoric and narratives in management activities and academic research.
- To promote humanistic education in management inspired by democratic values.
- To emphasize the creative, poetic and ethical aspects of management.

We hope that by keeping the conference to a medium size without a large number of attendees we can encourage the creation of academic networks, research groups and research projects. We also hope that your participation will be very relevant to your work and the work of other participants.

Finally it is our wish that this will lead to deep friendships in our academic life.

With respect to a few practical aspects, please bear in mind the following information, which is important for the smooth functioning of the conference.

The first session, by Professor Deirdre McCloskey, is an academic event included in the celebrations of the CENTENARY of JAUME VICENS VIVES (1910-1960).

This distinguished Catalan historian modernized Catalan and Spanish historiography, made major contributions to Economic History and promoted the values necessary for a commercial and industrial society.

As the plenary sessions, parallel sessions and doctoral seminar are held in different venues, please check these.

In the parallel sessions, each author has 20 minutes, consisting of 15 minutes for the presentation and 5 minutes for comments and questions.

The books SECOND CONFERENCE ON RHETORIC AND NARRATIVES IN MANAGEMENT RESEARCH: PROCEEDINGS (2010) and 2<sup>nd</sup>. RNMR CONFERENCE: MANAGEMENT AND PERSUASION (2011) can be downloaded free from the web.

Link: <http://itemsweb.esade.edu/research/rnmr2011/second-conference-proceedings.pdf>

Please recommend them to any of your colleagues who might be interested

The JOURNAL OF ORGANIZATIONAL CHANGE MANAGEMENT published a special issue on the 3<sup>rd</sup> CONFERENCE (vol. 23 number 2, 2010, [www.emeraldinsight.com](http://www.emeraldinsight.com))

This JOURNAL will also publish a special issue on the present conference.

After the Conference you can submit your papers to Marja Flory ([mflory@rsm.nl](mailto:mflory@rsm.nl)) the guest editor.

*Deadline for submission is 1<sup>st</sup> May, 2011*

Welcome again; enjoy the conference; I'm confident that you will make it a very exiting and productive event!

With our best wishes:

***Eduard Bonet, Marja Flory, Oriol Iglesias, Josep Torres***

***Conference Team***



## PROGRAMME OVERVIEW

	TIME					Venue
Thursday (24th March)	8:45 - 9:15	<b>REGISTRATION</b>				ESADE FORUM*
	9:15 - 10:30	OPENNING AND PLENARY SESSION: Offered to the Centenary Jaume Vicens Vives Professor <b>Eugenia Bieto</b> , General Director of ESADE Professor <b>Deirdre McCloskey</b> (University of Illinois) <i>Title: Descartes, Cervantes and Locke: The Rhetorical Revolution of the Seventeenth Century.</i>				
	10:30 - 10:50	<b>COFFEE BREAK</b>				
	10:50 - 11:50	PLENARY SESSION: Professor <b>Majken Schultz</b> (Copenhagen Business School) <i>Title: Connecting past and future: A temporal perspective on identity and branding</i> Chair: Oriol Iglesias				
	11:50 - 12:30	MOVING TO ESADE 3 BUILDING				
	12:30 - 14:00	<b>LUNCH</b>				
	14:00 - 15:00	<b>Paralel Session 1</b>				
		Dialogues and Debates	Theory Development	Cross Culture	Leadership and People Management	TRACK
		<i>Barbara Czarniawska</i>	<i>Eduard Bonet</i>	<i>Slawek Magala</i>	<i>Jonathan Wareham</i>	CHAIR
		<b>B017</b>	<b>B020</b>	<b>1016</b>	<b>A018</b>	ROOM
	15:10 - 16:10	<b>Paralel Session 2</b>				
		Dialogues and Debates	Theory Development	Cross Culture	Leadership and People Management	TRACK
		<i>Herve Corvellec</i>	<i>Eduard Bonet</i>	<i>Slawek Magala</i>	<i>Jonathan Wareham</i>	CHAIR
		<b>B017</b>	<b>B020</b>	<b>1016</b>	<b>A018</b>	ROOM
16:10 - 16:30	<b>COFFEE BREAK</b>					
16:30 - 17:30	<b>Paralel Session 3</b>					
	Entrepreneurship	Innovation		Leadership and People Management	TRACK	
	<i>Chris Steyaert</i>	<i>Hans Siggaard Jensen</i>		<i>Daniel Arenas</i>	CHAIR	
	<b>B017</b>	<b>B020</b>		<b>A018</b>	ROOM	
*ESADE FORUM; Av. Pedralbes 61-61, Barcelona. ESADE Pedralbes Building 1 **ESADE 3: Av. Esplugues, 92-96, Barcelona. ESADE Pedralbes Building 3						

## PROGRAMME OVERVIEW

Friday (25th March)	TIME					Venue
	9:15 - 10:15	PLENARY SESSION: Professor <b>Slawek Magala</b> (Rotterdam School of Management) <i>Title: The Rhetoric of Manageable Democracies</i> Chair: Professor Marja Flory				ESADE FORUM*
	10:15 - 10:45	COFFEE BREAK				
	10:45 - 11:45	PLENARY SESSION: Professor <b>Barbara Czarniawska</b> (University of Gothenburg) <i>Title: Tooling the news</i> Chair: Professor Hervé Corvellec				ESADE 3**
	11:45 - 12:30	MOVING TO ESADE 3 BUILDING				
	12:30 - 14:00	LUNCH				
	14:00 - 15:00	Paralel Session 4				
		Corporate Identities and Brands	Meaning and virtues			TRACK
		<i>Nicholas Ind</i>	<i>Deirdre McCloskey</i>			CHAIR
		B017	B020			ROOM
15:10 - 16:10	Paralel Session 5					
	Corporate Identities and Brands	Meaning and virtues			TRACK	
	<i>Oriol Iglesias</i>	<i>Deirdre McCloskey</i>			CHAIR	
	B017	B020			ROOM	
16:10 - 16:30	COFFEE BREAK					
16:30 - 17:30	Paralel Session 6					
	Corporate Identities and Brands				TRACK	
	<i>Majken Schultz</i>				CHAIR	
	B017				ROOM	
19:30	CONFERENCE BUS Leaving from HUSA ARENAS To Can Cortada					
20.00 - 22:00	GALA DINNER AT CAN CORTADA					

\*ESADE FORUM; Av. Pedralbes 61-61, Barcelona. ESADE Pedralbes Building 1

\*\*ESADE 3: Av. Esplugues, 92-96, Barcelona. ESADE Pedralbes Building 3

## PROGRAMME OVERVIEW

	TIME		Venue
<b>Saturday (26th March)</b>	09:15 - 09:40	<b>COFEE BREAK</b>	<b>ESADE 3**</b>
	09:40 - 10:40	PLENARY SESSION: Professor <b>Hans Siggaard Jensen</b> (University of Aarhus) <i>Title: Rhetoric in the 21st Century: Skills, competences, work and learning</i> <i>Chair: Professor Nicholas Ind</i>	
	10:40 - 11:40	PLENARY SESSION: Professor <b>Chris Steyaert</b> (University of St.Gallen) <i>Title: Moving moments: Affect and narrative performances in research of entrepreneurship</i> <i>Chair: Professor David Urbano</i>	
	11:40 - 12:40	PLENARY SESSION: Professor <b>Eduard Bonet</b> (ESADE) <i>Title: The Rhetorical construction of meanings</i> <i>Chair: Professor Alfons Sauquet</i>	
	12:40 - 13:30	<b>LUNCH</b>	

\*\*ESADE 3: Av. Esplugues, 92-96, Barcelona. ESADE Pedralbes Building 3

## EUDOKMA SEMINAR 2011

	TIME		Venue
<b>Wednesday (23th March)</b>	10:00 - 12:00	Professor <b>Eduard Boned</b> (ESADE) <i>METAPHORS AND MARRATIVES</i>	<b>ESADE SANT CUGAT***</b>
	12:00 - 13:00	<b>Marja Flory</b> (Rotterdam School of Management) <i>Storytelling and the role of the researcher</i>	
	13:00 - 14:00	<b>LUNCH</b>	
	14:00 - 17:30	Professor <b>Hans Siggaard Jensen</b> (University of Aarhus) <i>THEORIES OF MEANINGS</i>	

\*\*\*ESADE SANT CUGAT: Avda. Torre Blanca 59. 08172 Sant Cugat del Valles

**PRESENTATION SCHEDULE (Sorted by surname)**

Surname	Name	Affiliation	Ref.	Abstract	Track	Parallel Session	Day	Time
Alegre	Ines	IESE	1	<i>Social enterprises for work integration</i>	<b>Theory Development</b>	2	Thursday 24th of March	15:10 - 16:10
Alloza	Angel	BBVA	2	<i>Persuasive Management: A Case Study in a Financial Institution</i>	<b>Corporate Identities and Brands</b>	6	Friday, 25 of March	16:30 - 17:30
Angelopoulos	Spyros	University of Warwick	5	<i>Exploring the emergence and evolution of networks, a narratological approach</i>	<b>Dialogues and Debates</b>	1	Thursday 24th of March	14:00 - 15:00
Bao	Yuanjie	ESADE	6	<i>Sharing the culture: The role of storytelling in the process of managing by values</i>	<b>Meaning and virtues</b>	4	Friday, 25 of March	14:00 - 15:00
Basboll	Thomas	Copenhagen Business School	7	<i>Legitimate peripheral irritations;the ethos of critique in sensemaking scholarship</i>	<b>Dialogues and Debates</b>	2	Thursday 24th of March	15:10 - 16:10
Bergquist	Magnus	University of Gothenburg	25	<i>NarraChange a a storytelling portfolio for change management</i>	<b>Cross Culture</b>	1	Thursday 24th of March	14:00 - 15:00
Bolin	Maria	University of Gothenburg	25	<i>NarraChange a a storytelling portfolio for change management</i>	<b>Cross Culture</b>	1	Thursday 24th of March	14:00 - 15:00
Boxleitner	Katharina	University of Erlangen-Nuremberg	22	<i>CEO narrative communication and the evaluations of securities analysts</i>	<b>Theory Development</b>	1	Thursday 24th of March	14:00 - 15:00
Bramryd	Torleif	Lund University	10	<i>"Farewell to landfill"- an ambiguous tale of sustainability</i>	<b>Dialogues and Debates</b>	1	Thursday 24th of March	14:00 - 15:00
Christensen	Dorit	University of Gothenburg	9	<i>Can buildings change organizational behavior?</i>	<b>Leadership and People Management</b>	2	Thursday 24th of March	15:10 - 16:10
Corvellec	Herve	Lund University	10	<i>"Farewell to landfill"- an ambiguous tale of sustainability</i>	<b>Dialogues and Debates</b>	1	Thursday 24th of March	14:00 - 15:00
Das	Purba	Ohio University	11	<i>Deconstructing pepsi's brand images in post liberalized india</i>	<b>Corporate Identities and Brands</b>	6	Friday, 25 of March	16:30 - 17:30
Essers	Juup	Rotterdam School of Management	12	<i>Re-writing the organization; rhetorical pitfalls of narrative research</i>	<b>Theory Development</b>	1	Thursday 24th of March	14:00 - 15:00
Falkman	Lena Lid	Stockholm School of Economics	3	<i>Electronic meetings – changing the way organizations communicate</i>	<b>Innovation</b>	3	Thursday 24th of March	16:30 - 17:30
Falkman	Lena Lid	Stockholm School of Economics	4	<i>The most impossible job in the world!</i>	<b>Leadership and People Management</b>	1	Thursday 24th of March	14:00 - 15:00
Gabrielsen	Jonas	Copenhagen Business School	28	<i>Changing organizational cultures;the relations between rhetorical-andnon-rhetorical strategies</i>	<b>Cross Culture</b>	1	Thursday 24th of March	14:00 - 15:00
Gaggiotti	Hugo	University of the West of England, Bristol	14	<i>The rhetoric of synergy through mimetic images in a global corporation; a visual ethnography</i>	<b>Corporate Identities and Brands</b>	4	Friday, 25 of March	14:00 - 15:00
Gelis	Antonio	Fundação Getúlio Vargas - EAESP	15	<i>Organizations as Discursive Gravitational Fields: A Lacanian-Einsteinian Metaphor on the Ethical Limits of Power</i>	<b>Dialogues and Debates</b>	1	Thursday 24th of March	14:00 - 15:00
Giroto	Michele	Universitat Politècnica de Catalunya	16	<i>Discourse and narratives in the construction of a strategy text</i>	<b>Leadership and People Management</b>	3	Thursday 24th of March	16:30 - 17:30
Goosseff	Kyrill	Rotterdam School of Management	17	<i>Virtues are not stories</i>	<b>Meaning and virtues</b>	5	Friday, 25 of March	15:10 - 16:10
Hidegh	Anna	Corvinus University of Budapest	18	<i>Success stories,?! the meaning of success in narratives on career changes</i>	<b>Meaning and virtues</b>	4	Friday, 25 of March	14:00 - 15:00
Hoykinpuro	Rita	University of Tampere	19	<i>Operationalizing the service strategy; a multi-perspective, narrative study</i>	<b>Corporate Identities and Brands</b>	5	Friday, 25 of March	15:10 - 16:10
Hultman	Johan	Lund University	10	<i>"Farewell to landfill"- an ambiguous tale of sustainability</i>	<b>Dialogues and Debates</b>	1	Thursday 24th of March	14:00 - 15:00
Just	Sine	Copenhagen Business School	28	<i>Changing organizational cultures;the relations between rhetorical-andnon-rhetorical strategies</i>	<b>Cross Culture</b>	1	Thursday 24th of March	14:00 - 15:00
Kalinowski	Margarete	ESADE	20	<i>Old Phenomenon, New Concept: An Analysis Of The Business Model Concept Through The Lenses Of Semiotics</i>	<b>Dialogues and Debates</b>	2	Thursday 24th of March	15:10 - 16:10

## PRESENTATION SCHEDULE (Sorted by surname)

Surname	Name	Affiliation	Ref.	Abstract	Track	Parallel Session	Day	Time
Kaufmann	Kai	IESE	21	<i>First mover advantage, the car industry and web 2.0: In performativity we trust?</i>	<b>Corporate Identities and Brands</b>	5	Friday, 25 of March	15:10 - 16:10
Konig	Andreas	University of Erlangen-Nuremberg	22	<i>CEO narrative communication and the evaluations of securities analysts</i>	<b>Theory Development</b>	1	Thursday 24th of March	14:00 - 15:00
Kristensen	Tore	Copenhagen Business School	13	<i>Political persuasion by television drama</i>	<b>Dialogues and Debates</b>	2	Thursday 24th of March	15:10 - 16:10
Lemes	Vander	LeadLearningLab	23	<i>Reflection in Learning organizations: Neosocratic Dialogue</i>	<b>Theory Development</b>	2	Thursday 24th of March	15:10 - 16:10
Liu	Kai	Aston Business School	24	<i>The many faces of entrepreneurial storytelling</i>	<b>Entrepreneurship</b>	3	Thursday 24th of March	16:30 - 17:30
Ljungberg	Jan	University of Gothenburg	25	<i>NarraChange a storytelling portfolio for change management</i>	<b>Cross Culture</b>	1	Thursday 24th of March	14:00 - 15:00
Mannen	Delia	ESADE	26	<i>Conceptualizing and measuring the meaning of work values..</i>	<b>Cross Culture</b>	1	Thursday 24th of March	14:00 - 15:00
Marín Tuyà	Belén	ESADE	27	<i>Strategic Speech in Strategizing: creating Meanings and persuasion</i>	<b>Theory Development</b>	1	Thursday 24th of March	14:00 - 15:00
Massana	Artur	LeadLearningLab	23	<i>Reflection in Learning organizations: Neosocratic Dialogue</i>	<b>Theory Development</b>	2	Thursday 24th of March	15:10 - 16:10
Merali	Yasmin	University of Warwick	5	<i>Exploring the emergence and evolution of networks, a narratological approach</i>	<b>Dialogues and Debates</b>	1	Thursday 24th of March	14:00 - 15:00
Mouton	Nico	Copenhagen Business School	28	<i>Changing organizational cultures;the relations between rhetorical-andnon-rhetorical strategies</i>	<b>Cross Culture</b>	1	Thursday 24th of March	14:00 - 15:00
Musacchio	Linda	University of Gothenburg	29	<i>Life and Miracles of a Bank</i>	<b>Meaning and virtues</b>	5	Friday, 25 of March	15:10 - 16:10
Nadal	Nuria	ESADE	30	<i>Research Management An Empirical Study</i>	<b>Innovation</b>	3	Thursday 24th of March	16:30 - 17:30
Nilson	Tomas	Lund University	31	<i>The rhetorical situation in everyday marketing work</i>	<b>Corporate Identities and Brands</b>	4	Friday, 25 of March	14:00 - 15:00
O'Sullivan	Terry	The Open University	32	<i>Speaking their minds; the focus group as a discursive performance</i>	<b>Corporate Identities and Brands</b>	4	Friday, 25 of March	14:00 - 15:00
Oroval	Josep Maria	ESADE	2	<i>Persuasive Management: A Case Study in a Financial Institution</i>	<b>Corporate Identities and Brands</b>	6	Friday, 25 of March	16:30 - 17:30
Ratle	Olivier	University of the West of England, Bristol	33	<i>Ambivalent relationship between management studies</i>	<b>Theory Development</b>	2	Thursday 24th of March	15:10 - 16:10
Reissner	Stefanie	Newcastle University	34	<i>The Persuasive power of the tale; the dynamics of managerial storytelling</i>	<b>Cross Culture</b>	2	Thursday 24th of March	15:10 - 16:10
Shirvani	Sheida	Ohio University	35	<i>Emotions: Online identities and social networks</i>	<b>Corporate Identities and Brands</b>	5	Friday, 25 of March	15:10 - 16:10
Simpson	Peter	University of the West of England, Bristol	36	<i>Church leaders narratives</i>	<b>Leadership and People Management</b>	3	Thursday 24th of March	16:30 - 17:30
Skandrani	Hamida	University of Tunis	37	<i>Trust and determinants of trustworthiness in virtual exchange system</i>	<b>Cross Culture</b>	2	Thursday 24th of March	15:10 - 16:10
Szots-Kovats	Kludia	Corvinus University of Budapest	38	<i>The meaning of work and the individual's sensemaking-from the perspective of Hrmanagers</i>	<b>Leadership and People Management</b>	2	Thursday 24th of March	15:10 - 16:10
Szucs	Nora	Corporate Values	39	<i>Identification narratives in times of organizational change</i>	<b>Cross Culture</b>	2	Thursday 24th of March	15:10 - 16:10
Toarniczky	Andrea	Corvinus University of Budapest	40	<i>Growing pains and gains: the struggle of young professionals to become their desired identity</i>	<b>Leadership and People Management</b>	1	Thursday 24th of March	14:00 - 15:00
Toledano	Nuria	Universitat Autònoma de Barcelona	41	<i>Enhancing entrepreneurial competencies through narratives in the context of doctoral education</i>	<b>Entrepreneurship</b>	3	Thursday 24th of March	16:30 - 17:30
Urbano	David	Universitat Autònoma de Barcelona	41	<i>Enhancing entrepreneurial competencies through narratives in the context of doctoral education</i>	<b>Entrepreneurship</b>	3	Thursday 24th of March	16:30 - 17:30
van den Broek	Clemens	Rotterdam School of Managment	8	<i>Female leadership in education</i>	<b>Leadership and People Management</b>	1	Thursday 24th of March	14:00 - 15:00
Wessels	Alexander	University of Erlangen-Nuremberg	22	<i>CEO narrative communication and the evaluations of securities analysts</i>	<b>Theory Development</b>	1	Thursday 24th of March	14:00 - 15:00

## EXTENDED PROGRAMME

### Thursday (24th March)

TIME					Venue																													
8:45 - 9:15	<b>REGISTRATION</b>				<b>ESADE FORUM*</b>																													
9:15 - 10:30	OPENNING AND PLENARY SESSION: Offered to the Centenary Jaume Vicens Vives Professor <b>Eugenia Bieto</b> , General Director of ESADE Professor <b>Deirdre McCloskey</b> (University of Illinois) <i>Title: Descartes, Cervantes and Locke: The Rhetorical Revolution of the Seventeenth Century.</i>																																	
10:30 - 10:50	<b>COFEE BREAK</b>																																	
10:50 - 11:50	PLENARY SESSION: Professor <b>Majken Schultz</b> (Copenhagen Business School) <i>Title: Connecting past and future: A temporal perspective on identity and branding</i> Chair: Oriol Iglesias																																	
11:50 - 12:30	<b>MOVING TO ESADE 3 BUILDING</b>				<b>ESADE 3**</b>																													
12:30 - 14:00	<b>LUNCH</b>																																	
<b>Paralel Session 1</b>																																		
<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 20%;">Dialogues and Debates</th> <th style="width: 20%;">Theory Development</th> <th style="width: 20%;">Cross Culture</th> <th style="width: 20%;">Leadership and People Management</th> <th style="width: 10%;">TRACK</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"><i>Barbara Czarniawska</i></td> <td style="text-align: center;"><i>Eduard Bonet</i></td> <td style="text-align: center;"><i>Slawek Magala</i></td> <td style="text-align: center;"><i>Jonathan Wareham</i></td> <td style="text-align: center;">CHAIR</td> </tr> <tr> <td style="text-align: center;"><b>B017</b></td> <td style="text-align: center;"><b>B020</b></td> <td style="text-align: center;"><b>1016</b></td> <td style="text-align: center;"><b>A018</b></td> <td style="text-align: center;">Room</td> </tr> <tr> <td style="vertical-align: top;"> <b>Exploring the emergence and evolution of networks, a narratological approach</b>  <i>(Spyros Angelopoulos and Yasmin Merali, University of Warwick)</i> </td> <td style="vertical-align: top;"> <b>CEO narrative communication and the evaluations of securities analysts</b>                      Andreas König, Alexander Wessels, Katharina Boxleitner                      (University of Erlangen-Nuremberg)                 </td> <td style="vertical-align: top;"> <b>Conceptualizing and measuring the meaning of work values..</b> (Delia Mannen and Simon Dolan, ESADE)                 </td> <td style="vertical-align: top;"> <b>The most impossible job in the world!</b>  <i>(Lena Andersson, Stockholm School of Economics )</i> </td> <td style="text-align: center;">Paper 1</td> </tr> <tr> <td style="vertical-align: top;"> <b>Organization as Discursive Gravitational fields</b> <i>(Antonio Gelis, Fundação Getúlio Vargas - EAESP)</i> </td> <td style="vertical-align: top;"> <b>Re-writing the organization; rhetorical pitfalls of narrative research</b> <i>(Juup Essers, Rotterdam School of Management)</i> </td> <td style="vertical-align: top;"> <b>NarraChange a a storytelling portfolio for change management</b> Maria Bolin, Magnus Bergquist, Jan Ljungberg  <i>(University of Gothenburg)</i> </td> <td style="vertical-align: top;"> <b>Growing pains and gains the struggle of young professionals to become their desired identity</b> <i>(Andrea Toarniczky, Corvinus University of Budapest)</i> </td> <td style="text-align: center;">Paper 2</td> </tr> <tr> <td style="vertical-align: top;"> <b>Farewell to landfill</b> (Hervé Corvellec, Johan Hultman and Torleif Bramryd, Lund University)                 </td> <td style="vertical-align: top;"> <b>Strategic Speech in Strategizing: creating Meanings and persuasion</b> <i>Belén Marín Tuyà (ESADE)</i> </td> <td style="vertical-align: top;"> <b>Changing organizational cultures</b> Nico Mouton, Sine Just, and Jonas Gabrielsen  <i>(Copenhagen Business School)</i> </td> <td style="vertical-align: top;"> <b>Female entrepreneur in education</b>                      (Clemens van den Broek, Rotterdam School of Management)                 </td> <td style="text-align: center;">Paper 3</td> </tr> </tbody> </table>						Dialogues and Debates	Theory Development	Cross Culture	Leadership and People Management	TRACK	<i>Barbara Czarniawska</i>	<i>Eduard Bonet</i>	<i>Slawek Magala</i>	<i>Jonathan Wareham</i>	CHAIR	<b>B017</b>	<b>B020</b>	<b>1016</b>	<b>A018</b>	Room	<b>Exploring the emergence and evolution of networks, a narratological approach</b> <i>(Spyros Angelopoulos and Yasmin Merali, University of Warwick)</i>	<b>CEO narrative communication and the evaluations of securities analysts</b> Andreas König, Alexander Wessels, Katharina Boxleitner (University of Erlangen-Nuremberg)	<b>Conceptualizing and measuring the meaning of work values..</b> (Delia Mannen and Simon Dolan, ESADE)	<b>The most impossible job in the world!</b> <i>(Lena Andersson, Stockholm School of Economics )</i>	Paper 1	<b>Organization as Discursive Gravitational fields</b> <i>(Antonio Gelis, Fundação Getúlio Vargas - EAESP)</i>	<b>Re-writing the organization; rhetorical pitfalls of narrative research</b> <i>(Juup Essers, Rotterdam School of Management)</i>	<b>NarraChange a a storytelling portfolio for change management</b> Maria Bolin, Magnus Bergquist, Jan Ljungberg <i>(University of Gothenburg)</i>	<b>Growing pains and gains the struggle of young professionals to become their desired identity</b> <i>(Andrea Toarniczky, Corvinus University of Budapest)</i>	Paper 2	<b>Farewell to landfill</b> (Hervé Corvellec, Johan Hultman and Torleif Bramryd, Lund University)	<b>Strategic Speech in Strategizing: creating Meanings and persuasion</b> <i>Belén Marín Tuyà (ESADE)</i>	<b>Changing organizational cultures</b> Nico Mouton, Sine Just, and Jonas Gabrielsen <i>(Copenhagen Business School)</i>	<b>Female entrepreneur in education</b> (Clemens van den Broek, Rotterdam School of Management)
Dialogues and Debates	Theory Development	Cross Culture	Leadership and People Management	TRACK																														
<i>Barbara Czarniawska</i>	<i>Eduard Bonet</i>	<i>Slawek Magala</i>	<i>Jonathan Wareham</i>	CHAIR																														
<b>B017</b>	<b>B020</b>	<b>1016</b>	<b>A018</b>	Room																														
<b>Exploring the emergence and evolution of networks, a narratological approach</b> <i>(Spyros Angelopoulos and Yasmin Merali, University of Warwick)</i>	<b>CEO narrative communication and the evaluations of securities analysts</b> Andreas König, Alexander Wessels, Katharina Boxleitner (University of Erlangen-Nuremberg)	<b>Conceptualizing and measuring the meaning of work values..</b> (Delia Mannen and Simon Dolan, ESADE)	<b>The most impossible job in the world!</b> <i>(Lena Andersson, Stockholm School of Economics )</i>	Paper 1																														
<b>Organization as Discursive Gravitational fields</b> <i>(Antonio Gelis, Fundação Getúlio Vargas - EAESP)</i>	<b>Re-writing the organization; rhetorical pitfalls of narrative research</b> <i>(Juup Essers, Rotterdam School of Management)</i>	<b>NarraChange a a storytelling portfolio for change management</b> Maria Bolin, Magnus Bergquist, Jan Ljungberg <i>(University of Gothenburg)</i>	<b>Growing pains and gains the struggle of young professionals to become their desired identity</b> <i>(Andrea Toarniczky, Corvinus University of Budapest)</i>	Paper 2																														
<b>Farewell to landfill</b> (Hervé Corvellec, Johan Hultman and Torleif Bramryd, Lund University)	<b>Strategic Speech in Strategizing: creating Meanings and persuasion</b> <i>Belén Marín Tuyà (ESADE)</i>	<b>Changing organizational cultures</b> Nico Mouton, Sine Just, and Jonas Gabrielsen <i>(Copenhagen Business School)</i>	<b>Female entrepreneur in education</b> (Clemens van den Broek, Rotterdam School of Management)	Paper 3																														
<b>Paralel Session 2</b>																																		
<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 20%;">Dialogues and Debates</th> <th style="width: 20%;">Theory Development</th> <th style="width: 20%;">Cross Culture</th> <th style="width: 20%;">Leadership and People Management</th> <th style="width: 10%;">TRACK</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"><i>Herve Corvellec</i></td> <td style="text-align: center;"><i>Eduard Bonet</i></td> <td style="text-align: center;"><i>Slawek Magala</i></td> <td style="text-align: center;"><i>Jonathan Wareham</i></td> <td style="text-align: center;">CHAIR</td> </tr> <tr> <td style="text-align: center;"><b>B017</b></td> <td style="text-align: center;"><b>B020</b></td> <td style="text-align: center;"><b>1016</b></td> <td style="text-align: center;"><b>A018</b></td> <td style="text-align: center;">Room</td> </tr> <tr> <td style="vertical-align: top;"> <b>Old Phenomenon, New Concept: An Analysis Of The Business Model Concept Through The Lenses Of Semiotics</b>  <i>(Margarete Kalinowski, ESADE)</i> </td> <td style="vertical-align: top;"> <b>Reflection in Learning organizations</b>                      Artur Massana, Vander Lemes                      (LeadLearningLab)                 </td> <td style="vertical-align: top;"> <b>Identification narratives in times of organizational change</b> <i>(Nora Szucs, Corporate Values)</i> </td> <td style="vertical-align: top;"> <b>Can buildings change organizational behavior?</b> <i>(Dorit Christensen, University of Gothenburg)</i> </td> <td style="text-align: center;">Paper 1</td> </tr> <tr> <td style="vertical-align: top;"> <b>Legitimate peripheral irritation</b> <i>(Thomas Basbøll, Copenhagen Business School)</i> </td> <td style="vertical-align: top;"> <b>Social enterprises for work integration</b>                      (Ines Alegre, IESE)                 </td> <td style="vertical-align: top;"> <b>Persuasive power of the tale</b> <i>(Stefanie Reissner, Newcastle University)</i> </td> <td style="vertical-align: top;"> <b>The meaning of work and sensemaking</b>                      (Klaudia Szots-Kovats, Corvinus University of Budapest)                 </td> <td style="text-align: center;">Paper 2</td> </tr> <tr> <td style="vertical-align: top;"> <b>Political pusuation by television drama</b>                      (Gorm Gabrielsen and Tore Kristensen, Copenhagen Business School)                 </td> <td style="vertical-align: top;"> <b>Ambivalent relationship between management studies</b> <i>(Olivier Ratle, University of the West of England, Bristol)</i> </td> <td style="vertical-align: top;"> <b>Trust and determinants of trustworthiness in virtual exchange system</b> <i>(Hamida Skandrani, University of Tunis)</i> </td> <td></td> <td style="text-align: center;">Paper 3</td> </tr> </tbody> </table>					Dialogues and Debates	Theory Development	Cross Culture	Leadership and People Management	TRACK	<i>Herve Corvellec</i>	<i>Eduard Bonet</i>	<i>Slawek Magala</i>	<i>Jonathan Wareham</i>	CHAIR	<b>B017</b>	<b>B020</b>	<b>1016</b>	<b>A018</b>	Room	<b>Old Phenomenon, New Concept: An Analysis Of The Business Model Concept Through The Lenses Of Semiotics</b> <i>(Margarete Kalinowski, ESADE)</i>	<b>Reflection in Learning organizations</b> Artur Massana, Vander Lemes (LeadLearningLab)	<b>Identification narratives in times of organizational change</b> <i>(Nora Szucs, Corporate Values)</i>	<b>Can buildings change organizational behavior?</b> <i>(Dorit Christensen, University of Gothenburg)</i>	Paper 1	<b>Legitimate peripheral irritation</b> <i>(Thomas Basbøll, Copenhagen Business School)</i>	<b>Social enterprises for work integration</b> (Ines Alegre, IESE)	<b>Persuasive power of the tale</b> <i>(Stefanie Reissner, Newcastle University)</i>	<b>The meaning of work and sensemaking</b> (Klaudia Szots-Kovats, Corvinus University of Budapest)	Paper 2	<b>Political pusuation by television drama</b> (Gorm Gabrielsen and Tore Kristensen, Copenhagen Business School)	<b>Ambivalent relationship between management studies</b> <i>(Olivier Ratle, University of the West of England, Bristol)</i>	<b>Trust and determinants of trustworthiness in virtual exchange system</b> <i>(Hamida Skandrani, University of Tunis)</i>		Paper 3
Dialogues and Debates	Theory Development	Cross Culture	Leadership and People Management	TRACK																														
<i>Herve Corvellec</i>	<i>Eduard Bonet</i>	<i>Slawek Magala</i>	<i>Jonathan Wareham</i>	CHAIR																														
<b>B017</b>	<b>B020</b>	<b>1016</b>	<b>A018</b>	Room																														
<b>Old Phenomenon, New Concept: An Analysis Of The Business Model Concept Through The Lenses Of Semiotics</b> <i>(Margarete Kalinowski, ESADE)</i>	<b>Reflection in Learning organizations</b> Artur Massana, Vander Lemes (LeadLearningLab)	<b>Identification narratives in times of organizational change</b> <i>(Nora Szucs, Corporate Values)</i>	<b>Can buildings change organizational behavior?</b> <i>(Dorit Christensen, University of Gothenburg)</i>	Paper 1																														
<b>Legitimate peripheral irritation</b> <i>(Thomas Basbøll, Copenhagen Business School)</i>	<b>Social enterprises for work integration</b> (Ines Alegre, IESE)	<b>Persuasive power of the tale</b> <i>(Stefanie Reissner, Newcastle University)</i>	<b>The meaning of work and sensemaking</b> (Klaudia Szots-Kovats, Corvinus University of Budapest)	Paper 2																														
<b>Political pusuation by television drama</b> (Gorm Gabrielsen and Tore Kristensen, Copenhagen Business School)	<b>Ambivalent relationship between management studies</b> <i>(Olivier Ratle, University of the West of England, Bristol)</i>	<b>Trust and determinants of trustworthiness in virtual exchange system</b> <i>(Hamida Skandrani, University of Tunis)</i>		Paper 3																														

## EXTENDED PROGRAMME

16:10 - 16:30	COFEE BREAK				
16:30 - 17:30	Paralel Session 3				
	Entrepreneurship	Innovation		Leadership and People Managment	
	<i>Chris Steyaert</i>	<i>Hans Siggard Jensen</i>		<i>Daniel Arenas</i>	
	B017	B020		A018	
	TRACK			CHAIR	
				Room	
	Enhancing entrepreneurial competencies through narratives in the context of doctoral education ( <i>David Urbano , Universitat Autònoma de Barcelona</i> )	Research Management An Empirical Study ( <i>Nuria Nadal, ESADE</i> )		Church leaders narratives (Peter Simpson, <i>University of the West of England, Bristol</i> )	Paper 1
	The many faces of entrepreneurial storytelling ( <i>Kai Liu, Aston Business School</i> )	Electronic meetings – changing the way organizations communicate ( <i>Lena Lid Falkman, Stockholm School of Economics</i> )		Discourse and narratives in the construction of a strategy ( <i>Michele Giroto, Universitat Politècnica de Catalunya</i> )	Paper 2

\*ESADE FORUM; Av. Pedralbes 61-61, Barcelona. ESADE Pedralbes Building 1  
 \*\*ESADE 3: Av. Esplugues, 92-96, Barcelona. ESADE Pedralbes Building 3

### Friday (25th March)

TIME					Venue
9:15 - 10:15	PLENARY SESSION: Professor <b>Slawek Magala</b> (Rotterdam School of Management) <i>Title: The Rhetoric of Manageable Democracies</i> Chair: Professor Marja Flory				ESADE FORUM*
10:15 - 10:45	COFEE BREAK				
10:45 - 11:45	PLENARY SESSION: Professor <b>Barbara Czarniawska</b> (University of Gothenburg) <i>Title: Tooling the news</i> Chair: Professor Hervé Corvellec				
11:45 - 12:30	MOVING TO ESADE 3 BUILDING				
12:30 - 14:00	LUNCH				
14:00 - 15:00	Paralel Session 4				DE 3**
	Corporate Identities and Brands	Meaning and virtues			
	<i>Nicholas Ind</i>	<i>Deirdre McCloskey</i>			
	B017	B020			
	TRACK			CHAIR	
				Room	
	The rhetorical situation in everyday marketing work ( <i>Tomas Nilson , Lund University</i> )	Success stories?! The meaning of success in narratives on career changes ( <i>Anna Hidegh and Zsuzsa Váradi Szabó, Corvinus University of Budapest</i> )			Paper 1
	Speaking their minds ( <i>Terry O'Sullivan, The Open University</i> )	Research Management An Empirical Study ( <i>Nuria Nadal, ESADE</i> )			Paper 2
	The rhetoric of synergy through mimetic images in a global corporation ( <i>Hugo Gaggiotti, University of the West of England, Bristol</i> )	Sharing the culture: The role of storytelling in the process of managing by values ( <i>Yuanjie Bao and Simon L. Dolan, ESADE</i> )			Paper 3

## EXTENDED PROGRAMME

Paralel Session 5					ESAL	
<b>15:10 - 16:10</b>	Corporate Identities and Brands	Meaning and virtues				TRACK
	<i>Majken Schultz</i>	<i>Deirdre McCloskey</i>				CHAIR
	B017	B020				Room
	Online identities in social networks ( <i>Sheida Shirvani, Ohio University</i> )	Virtues are not stories ( <i>Kyrill Goosseff, Rotterdam School of Management</i> )				Paper 1
	Operationalizing the service strategy ( <i>Rita Hoykinpuro, University of Tampere</i> )	Handelsbanken: Life And Miracles Of A Bank? ( <i>Linda Musacchio, University of Gothenburg</i> )				Paper 2
	In performativity we trust ( <i>Kai Kauffman, IESE</i> )					Paper 3
<b>16:10 - 16:30</b>	<b>COFEE BREAK</b>					
Paralel Session 6						
<b>16:30 - 17:30</b>	Corporate Identities and Brands				TRACK	
	<i>Oriol Iglesias</i>				CHAIR	
	B017				Room	
	Persuasive Management: A Case Study in a Financial Institution corporate identity and brands ( <i>Josep Maria Oroval, ESADE and Angel Alloza, BBVA</i> )				Paper 1	
	Deconstructing pepsi's brand images in post liberalized india ( <i>Purba Das, Ohio University</i> )				Paper 2	
<b>19:30</b>	CONFERENCE BUS Leaving from HUSA ARENAS To Can Cortada					
<b>20.00 - 22:00</b>	<b>GALA DINNER AT CAN CORTADA</b>					
<p>*ESADE FORUM; Av. Pedralbes 61-61, Barcelona. ESADE Pedralbes Building 1  **ESADE 3: Av. Esplugues, 92-96, Barcelona. ESADE Pedralbes Building 3</p>						
Saturday (26th March)						
TIME					Venue	
<b>09:15 - 09:40</b>	<b>COFEE BREAK</b>				ESADE 3 ** / Room: B020	
<b>09:40 - 10:40</b>	PLENARY SESSION: Professor <b>Hans Siggaard Jensen</b> (University of Aarhus) <i>Title: Rhetoric in the 21st Century: Skills, competences, work and learning</i> <i>Chair: Professor Nicholas Ind</i>					
<b>10:40 - 11:40</b>	PLENARY SESSION: Professor <b>Chris Steyaert</b> (University of St.Gallen) <i>Title: Moving moments: Affect and narrative performances in research of entrepreneurship</i> <i>Chair: Professor David Urbano</i>					
<b>11:40 - 12:40</b>	PLENARY SESSION: Professor <b>Eduard Bonet</b> (ESADE) <i>Title: The Rhetorical construction of meanings</i> <i>Chair: Alfons Sauquet</i>					
<b>12:40 - 13:30</b>	<b>LUNCH</b>					
**ESADE 3: Av. Esplugues, 92-96, Barcelona. ESADE Pedralbes Building 3						



## EXTENDED PROGRAMME

### EUDOKMA SEMINAR 2011

#### Wednesday (23th March)

TIME		Venue
10:00 - 12:00	Professor <b>Eduard Boned</b> (ESADE) <i>METAPHORS AND MARRATIVES</i>	ESADE SANT CUGAT***
12:00 - 13:00	<b>Marja Flory</b> (Rotterdam School of Management) <i>Storytelling and the role of the researcher</i>	
13:00 - 14:00	<b>LUNCH</b>	
14:00 - 17:30	Professor <b>Hans Siggaard Jensen</b> (University of Aarhus) <i>THEORIES OF MEANINGS</i>	

\*\*ESADE SANT CUGAT: Avda. Torre Blanca 59. 08172 Sant Cugat del Valles

# PLENARY SESSIONS

## **Deirdre McCloskey**

*Title: Descartes, Cervantes and Locke: The Rhetorical Revolution of the Seventeenth Century*

### **Biography**

Deirdre McCloskey, Distinguished Professor of the Liberal Arts and Sciences (University of Illinois at Chicago), and Distinguished Professor of Economics, Philosophy, and Art and Cultural Studies (Erasmus University, Rotherdam) is a Doctor on Economics (University of Harvard). She introduced the rhetorical and narrative approaches in economics in *The Rhetoric of Economics* (1985) and *If You're So Smart: The Narrative of Economic Expertise* (1990). She has uncovered the misunderstandings produced by the concept of statistical significance, and the misuses of statistical tests in many journals and areas of research. She has published *The Bourgeois Virtues: Ethics for an Age Commerce*, which is the first volume of a series of five books.

**Content:** Deirdre McCloskey is doing an impressive conceptual and historical research on the virtues that are necessary for the rise and development of commercial societies. The book *The bourgeois Virtues: Ethics for An Age of Commerce* is the first volume of a series on which she is working. In this intellectual field, one of her interests is the change of mentality that she rigorously conceptualizes as the rhetorical revolution of the 17th. century and that constitutes the beginning of modern thought. This session constitutes a contribution to the celebration of the Centenary Jaume Vicens Vives (1910-1960). Jaume Vicens Vives was a distinguished Catalan historian, who modernized the Catalan and Spanish Historiography, criticized the romantic approaches, studied the 15th. century, focused on the Catalan Industrial Revolution of the 19th. century, wrote the first Economic History of Spain and had a deep influence on the Catalan society identifying and promoting its commercial and industrious virtues.

## **Slawek Magala**

*Title: The Rhetoric of Manageable Democracies*

### **Biography**

Slawomir J. Magala, professor of cross-cultural management, chairs department of organizational sciences and human resource management at the Rotterdam School of Management, Erasmus University. Involved in global consulting and training experiences in post-communist and pre-capitalist countries including China, India, Estonia, Kazakhstan and Namibia wrote on *Cross Cultural Competence* (Routledge,2005), on values - *Social Life of Values. Cross-Cultural Construction of Realities*, (In: Barry, Hansen, eds., Sage Handbook of

New and Emerging Theories in Management and Organization, 2008), the meaning of meaning in organizations and in academic communities (The Management of Meaning in Organizations, Palgrave, 2009) and on Ethical Control and Cultural Change. In Cultural Dreams Begin Organizational Responsibilities (Journal of Public Affairs, 10/3, 2010). He is married, has two children, lives in the Netherlands enjoying the relentless aesthetization of everyday life and adventures of itinerant professionals, and celebrating creativity in all walks and talks and looks of life, including contemporary art.

**Content:** The present system of parliamentary democracies is based on a historically unstable balance of powers between: 1. institutionalized political parties, 2. articulate economic agencies and 3. sustainable constellations of communication media. After the fall of communism and the recent financial crisis of capitalism, the sustainability of the "system" cannot be taken for granted. The rhetoric of political debates and ideological climates reveals the emergence of the new "tectonic" movements from "better Europe" within the EU to the anti-Obama and anti-redistributive state "tea party" in the USA. Who's in charge of fictions we live by? Is the non-parliamentary opposition a silent stakeholder slouching towards Bethlehem to be born?

## **Hans Siggaard Jensen**

*Title: Rhetoric in the 21st Century: Skills, competences, work and learning*

### **Biography**

Hans Siggaard Jensen (b. 1947), professor of philosophy of science and vice-dean for education at the Danish School of Education at the University of Aarhus. Degrees in philosophy, mathematics and psychology. Holds visiting professorships at Trondelag University College, Norway, Kingston University Business School, London and has worked for many years at ESADE. Chairman of the Program Committee on the Creative and Innovative Society under the Danish Strategic Research Council. Has held professorships at Aalborg University, The Technical University of Denmark and the Copenhagen Business School. Has worked with philosophy of science, history and philosophy of technology and the philosophy of the knowledge and research system. Build the Learning Lab Denmark into an internationally recognized research institute for research on knowledge and learning in the period 2000-2008."

**Content:** The needs for skills and competencies are developing and changing. The learning and working situations are also changing. Rhetorical competencies play a new and significant role in these changes. The other competencies that are often mentioned are creativity, innovativeness and other non-cognitive skills such as self-assurance. The sensibility for communication and the rhetorical situation is central to all of these."

## **Barbara Czarniawska**

*Title: Tooling the news*

### **Biography**

Barbara Czarniawska is a Professor of Management Studies at GRI, School of Business, Economics and Law at the University of Gothenburg, Sweden. She takes a feminist and constructionist perspective on organizing, recently exploring connections between popular culture and practice of management, and organization of news production. As methodologist, she explores techniques of fieldwork and the applications of narratology in social sciences. Recent books in English: *A Theory of Organizing* (2008), *Organizing in the Face of Risk and Threat* (ed., 2009).

**Content:** My recent study of news agencies in three countries reveals, that news is not anymore about "information", but about "stories". Now, stories are supposed "to sing", to use Reuters' expression. There are instructions and training that are to help to achieve it, but in the daily practice, each piece of news is "tooled" until it acquires a desirable form. I will demonstrate it using my field material from Reuters.

## **Chris Steyaert**

*Title: Moving moments: Affect and narrative performances in research of entrepreneurship*

### **Biography**

Chris Steyaert, Professor for Organizational Psychology at the University of Sankt Gallen, has published in international journals and books in the area of entrepreneurship and organizational theory. His current interests concern creativity and reflexivity in organizing change and entrepreneurship. His latest books are "The Politics and Aesthetics of Entrepreneurship" (2009, edited with dr. Daniel Hjorth and published by Edward Elgar) and "Relational Practices, Participative Organizing" (2010, edited with dr. Bart Van Looy and published by Emerald).

**Content:** The idea of this paper is to look at entrepreneurship through the notion of narrative performance in order to present its rhetorical dimension as an affective force. This is not a new idea, as already with Aristotle rhetorics was part of poetics. The idea of a performative approach to feature the emotional qualities of narration - not only as effect but especially as affect, I will in this lecture develop mostly theoretically - namely by retracing the various strands of naming, conceptualizing and trying out the elusive notion of performance. As a consequence, narrative performances will be developed in a specific, affective direction, based on non-representational theory, pointing at the possibility of "moving moments".

## **Majken Schultz**

*Title: Connecting past and future: A temporal perspective on identity and branding*

### **Biography**

Majken Schultz is Professor at Copenhagen Business School and partner in The Reputation Institute. Her research interests are located at the interface between organizational culture, identity and image, corporate branding and reputation management. She has published numerous articles in international journals and books on these topics. Her most recent book is *Taking Brand Initiative: How Companies Can Align Strategy, Culture and Identity Through Corporate Branding* with Mary Jo Hatch at Jossey Bass 2008 (translated into Spanish, Korean and Danish). Other books are *The Expressive Organization and Organizational Identity* both with Mary Jo Hatch at Oxford University Press. She serves on several company boards, the Board of Governors for the Academy of Management and is a regular columnist in the local newspapers. <http://www.majkenschultz.com>

**Content:** This talk focuses on the importance of time in the study of organizational identity and discusses how a temporal perspective might influence our understanding of how companies rebrand themselves. The talk suggest how organizational memory is connected to organizational identity in a multiplicity of ways and provides examples of how one company LEGO Group has used the evoking of their past to influence articulation of who the company might become in the future. The talk will discuss the broader implications of developing a temporal perspective in the study of identity and brands. The talk is based on work conducted with professor Tor Hernes Copenhagen Business School.

## **Eduard Bonet**

*Title: The Rhetorical construction of meanings*

### **Biography**

Eduard Bonet is an emeritus professor of the Universitat Ramon Llull at ESADE. He has a Ph.D. in Mathematics and was a professor of statistics. In the Spanish transition to democracy he was Director General of Statistics in the Catalan Government. Since the creation of the PhD programme in management Sciences of ESADE, he works on subjects of rhetoric of science, interpretative methods and meanings. He is a founder fellow and former president of EDAMBA and a founder fellow of EUDOKMA.

**Content:** The lecture will focus on some theories of meanings: for classical semantics the meaning of a word is conventional but objective. The introduction of pragmatics as the study of the relationships signs and their users allowed researchers to ask the following basic question: for whom does an object mean something and to emphasize the subjective aspects of meanings. Phenomenology relates the creation of meanings to individual experiences and points out how meanings are socially shared, accepted or rejected through rhetorical constructions.

## ABSTRACTS INDEX

Ref.	Surname	Name	Afiliation	Abstract	Track	PAGE
1	Alegre	Ines	IESE	<i>Social enterprises for work integration</i>	<b>Theory Development</b>	18 - 19
2	Alloza	Angel	BBVA	<i>Persuasive Management: A Case Study in a Financial Institution</i>	<b>Corporate Identities and Brands</b>	20 - 22
2	Oroval	Josep Maria	ESADE	<i>Persuasive Management: A Case Study in a Financial Institution</i>	<b>Corporate Identities and Brands</b>	20 - 22
3	Falkman	Lena Lid	Stockholm School of Economics	<i>Electronic meetings – changing the way organizations communicate</i>	<b>Innovation</b>	23 - 24
4	Falkman	Lena Lid	Stockholm School of Economics	<i>The most impossible job in the world!</i>	<b>Leadership and People Management</b>	25 - 26
5	Angelopoulos	Spyros	University of Warwick	<i>Exploring the emergence and evolution of networks, a narratological approach</i>	<b>Dialogues and Debates</b>	27 - 28
5	Merali	Yasmin	University of Warwick	<i>Exploring the emergence and evolution of networks, a narratological approach</i>	<b>Dialogues and Debates</b>	27 - 28
6	Bao	Yuanjie	ESADE	<i>Sharing the culture: The role of storytelling in the process of managing by values</i>	<b>Meaning and virtues</b>	29 - 31
7	Basboll	Thomas	Copenhagen Business School	<i>Legitimate peripheral irritations;the ethos of critique in sensemaking scholarship</i>	<b>Dialogues and Debates</b>	32 - 34
8	van den Broek	Clemens	Rotterdam School of Management	<i>Female leadership in education</i>	<b>Leadership and People Management</b>	35 - 37
9	Christensen	Dorit	University of Gothenburg	<i>Can buildings change organizational behavior?</i>	<b>Leadership and People Management</b>	38 - 39
10	Corvellec	Herve	Lund University	<i>"Farewell to landfill"- an ambiguous tale of sustainability</i>	<b>Dialogues and Debates</b>	40 - 41
10	Hultman	Johan	Lund University	<i>"Farewell to landfill"- an ambiguous tale of sustainability</i>	<b>Dialogues and Debates</b>	40 - 41
10	Bramryd	Torleif	Lund University	<i>"Farewell to landfill"- an ambiguous tale of sustainability</i>	<b>Dialogues and Debates</b>	40 - 41
11	Das	Purba	Ohio University	<i>Deconstructing pepsi's brand images in post liberalized india</i>	<b>Corporate Identities and Brands</b>	42 - 44
12	Essers	Juup	Rotterdam School of Management	<i>Re-writing the organization;rhetorical pitfalls of narrative research</i>	<b>Theory Development</b>	45
13	Kristensen	Tore	Copenhagen Business School	<i>Political persuasion by television drama</i>	<b>Dialogues and Debates</b>	46 - 48
14	Gaggiotti	Hugo	University of the West of England, Bristol	<i>The rhetoric of synergy through mimetic images in a global corporation; a visual ethnography</i>	<b>Corporate Identities and Brands</b>	49 - 50
15	Gelis	Antonio	Fundação Getúlio Vargas - EAESP	<i>Organizations as Discursive Gravitational Fields: A Lacanian-Einsteinian Metaphor on the Ethical Limits of Power</i>	<b>Dialogues and Debates</b>	51 - 53
16	Giroto	Michele	Universitat Politècnica de Catalunya	<i>Discourse and narratives in the construction of a strategy text</i>	<b>Leadership and People Management</b>	54 - 55
17	Goosseff	Kyrill	Rotterdam School of Management	<i>Virtues are not stories</i>	<b>Meaning and virtues</b>	56 - 57
18	Hidegh	Anna	Corvinus University of Budapest	<i>Success stories,?! the meaning of success in narratives on career changes</i>	<b>Meaning and virtues</b>	58 - 59
19	Hoykinpuro	Rita	University of Tampere	<i>Operationalizing the service strategy; a multi-perspective, narrative study</i>	<b>Corporate Identities and Brands</b>	60 - 61
20	Kalinowski	Margarete	ESADE	<i>Old Phenomenon, New Concept: An Analysis Of The Business Model Concept Through The Lenses Of Semiotics</i>	<b>Dialogues and Debates</b>	62 - 63
21	Kaufmann	Kai	IESE	<i>First mover advantage, the car industry and web 2.0: In performativity we trust?</i>	<b>Corporate Identities and Brands</b>	64 - 65
22	Wessels	Alexander	University of Erlangen-Nuremberg	<i>CEO narrative communication and the evaluations of securities analysts</i>	<b>Theory Development</b>	66 - 68
22	Konig	Andreas	University of Erlangen-Nuremberg	<i>CEO narrative communication and the evaluations of securities analysts</i>	<b>Theory Development</b>	66 - 68

## ABSTRACTS INDEX

Ref.	Surname	Name	Afiliation	Abstract	Track	PAGE
22	Boxleitner	Kathatina	University of Erlangen-Nuremberg	<i>CEO narrative communication and the evaluations of securities analysts</i>	<b>Theory Development</b>	<b>66 - 68</b>
23	Massana	Artur	LeadLearningLab	<i>Reflection in Learning organizations: Neosocratic Dialogue</i>	<b>Theory Development</b>	<b>69 - 71</b>
23	Lemes	Vander	LeadLearningLab	<i>Reflection in Learning organizations: Neosocratic Dialogue</i>	<b>Theory Development</b>	<b>69 - 71</b>
24	Liu	Kai	Aston Business School	<i>The many faces of entrepreneurial storytelling</i>	<b>Entrepreneurship</b>	<b>72 - 73</b>
25	Ljungberg	Jan	University of Gothenburg	<i>NarraChange a a storytelling portfolio for change management</i>	<b>Cross Culture</b>	<b>74 - 75</b>
25	Bergquist	Magnus	University of Gothenburg	<i>NarraChange a a storytelling portfolio for change management</i>	<b>Cross Culture</b>	<b>74 - 75</b>
25	Bolin	Maria	University of Gothenburg	<i>NarraChange a a storytelling portfolio for change management</i>	<b>Cross Culture</b>	<b>74 - 75</b>
26	Mannen	Delia	ESADE	<i>Conceptualizing and measuring the meaning of work values..</i>	<b>Cross Culture</b>	<b>76 - 78</b>
27	Marín Tuyà	Belén	ESADE	<i>Strategic Speech in Strategizing: creating Meanings and persuasion</i>	<b>Theory Development</b>	<b>79 - 81</b>
28	Gabrielsen	Jonas	Copenhagen Business School	<i>Changing organizational cultures;the relations between rhetorical-andnon-rhetorical strategies</i>	<b>Cross Culture</b>	<b>82 - 83</b>
28	Mouton	Nico	Copenhagen Business School	<i>Changing organizational cultures;the relations between rhetorical-andnon-rhetorical strategies</i>	<b>Cross Culture</b>	<b>82 - 83</b>
28	Just	Sine	Copenhagen Business School	<i>Changing organizational cultures;the relations between rhetorical-andnon-rhetorical strategies</i>	<b>Cross Culture</b>	<b>82 - 83</b>
29	Musacchio	Linda	University of Gothenburg	<i>Life and Miracles of a Bank</i>	<b>Meaning and virtues</b>	<b>84 - 85</b>
30	Nadal	Nuria	ESADE	<i>Research Management An Empirical Study</i>	<b>Innovation</b>	<b>86 - 87</b>
31	Nilson	Tomas	Lund University	<i>The rhetorical situation in everyday marketing work</i>	<b>Corporate Identities and Brands</b>	<b>88 - 89</b>
32	O'Sullivan	Terry	The Open University	<i>Speaking their minds; the focus group as a discursive performance</i>	<b>Corporate Identities and Brands</b>	<b>90 - 1</b>
33	Rattle	Olivier	University of the West of England, Bristol	<i>Ambivalent relationship between management studies</i>	<b>Theory Development</b>	<b>91 - 1</b>
34	Reissner	Stefanie	Newcastle University	<i>The Persuasive power of the tale; the dynamics of managerial storytelling</i>	<b>Cross Culture</b>	<b>92 - 93</b>
35	Shirvani	Sheida	Ohio University	<i>Emotions: Online identities and social networks</i>	<b>Corporate Identities and Brands</b>	<b>94 - 95</b>
36	Simpson	Peter	University of the West of England, Bristol	<i>Church leaders narratives</i>	<b>Leadership and People Management</b>	<b>96 - 98</b>
37	Skandrani	Hamida	University of Tunis	<i>Trust and determinants of trustworthiness in virtual exchange system</i>	<b>Cross Culture</b>	<b>99 - 101</b>
38	Szots-Kovats	Klaudia	Corvinus University of Budapest	<i>The meaning of work and the individual's sensemaking-from the perspective of Hrmanagers</i>	<b>Leadership and People Management</b>	<b>102 - 103</b>
39	Szucs	Nora	Corporate Values	<i>Identification narratives in times of organizational change</i>	<b>Cross Culture</b>	<b>104 - 106</b>
40	Toarniczky	Andrea	Corvinus University of Budapest	<i>Growing pains and gains: the struggle of young professionals to become their desired identity</i>	<b>Leadership and People Management</b>	<b>107 - 108</b>
41	Urbano	David	Universitat Autònoma de Barcelona	<i>Enhancing entrepreneurial competencies through narratives in the context of doctoral education</i>	<b>Entrepreneurship</b>	<b>109 - 111</b>
41	Toledano	Nuria	Universitat Autònoma de Barcelona	<i>Enhancing entrepreneurial competencies through narratives in the context of doctoral education</i>	<b>Entrepreneurship</b>	<b>109 - 111</b>

# **Social Enterprises for Work Integration: Managing the Tension between the Social and the Economic Objective**

Inés Alegre (*IESE*)

Social Enterprises are broadly defined as the use of nongovernmental, market-based approaches to address social issues (Kerlin, 2006). The concept is wide and includes a diversity of organizational forms, from profit-oriented to non-profit organizations, and all type of businesses, from microfinance and green businesses to social networks and human rights. Despite its growing interest and importance, research on social enterprises and social entrepreneurs is still in an early stage (Mair & Martí, 2006), most of the articles being conceptual discussions about what is and what is not a social entrepreneur (Austin, Stevenson, & Wei-Skillern, 2006) and what can be considered or not a social enterprise (Neck, Brush, & Allen, 2009). Empirical research is mostly based on few cases and qualitative articles based on a large number of cases or quantitative papers based on solid databases, are nearly inexistent nowadays.

One of the most important characteristics of social companies is that there exist two basic objectives when managing a social enterprise: the social objective and the economic objective. Both objectives have to be managed at the same time and both of them have to be fulfilled. As one CEO of a social company interviewed for the purpose of this research said it:

Without social impact this company has no sense but without economic results this company has no future.

The economic and the social objective do not need to be opposite to each other. In some cases increasing social impact has as a natural consequence the increase of the revenues generated. However, in other cases, higher social impact implies lower revenue generation. Because managing a fair trade organization can be very different than managing a green energy business while both of them could be considered social companies, and because the alignment between the social and economic objectives can be very different depending on the type of social enterprise considered, I have decided to concentrate in one type of social enterprises: social enterprises for work integration and, concretely, social enterprises whose main objective is to provide jobs to people with intellectual disability or mental illness. In this study I examine how managers of social enterprises for work integration of people with disabilities manage the tension between the economic and the social objectives of the company. Through and inductive, multi case qualitative study of fifteen companies I confirm that the tension exist and that three possible reactions occur. Either the firm gives priority to the financial objective reducing its social scope, or it gives priority to the social objective entering into a complicated financial situation or finally, it finds an innovative solution that allows the company to pursue both the economic and the social objective at the same time. The current crisis situation has been the ideal setting to study the tension between the two objectives and management control systems have been identified as a crucial management tool that predicts the strategic reaction of the companies. In addition, the research method



chosen, a set of in-depth interviews and visits to 15 different social companies all in the area of work integration for people with disabilities has provided the author with more than 30 hours of conversation with CEOs of social companies. The conversations were recorded, written and codified using the computer program AtlasTi and allowed the author to capture details and to obtain in-depth understanding of the functioning of the company that with a more quantitative method would have been impossible to acquire. Rhetorical theory, which emphasizes a direct relationship between the language and action of actors (Geen et al., 2009), is used to discover different companies' identities that, at the same time are linked to the different company strategies.

## REFERENCES

- Austin, J., Stevenson, H., & Wei-Skillern, J. 2006. Social and commercial entrepreneurship: Same, different, or both? Entrepreneurship: Theory & Practice, 30(1): 1-22.*
- Green, S.E., Li, Y. & Nohria, N. 2009. Suspended in self-spun webs of significance: a rhetorical model of institutionalization and institutionally embedded agency. Academy of Management Journal, 52 (1): 11-36.*
- Kerlin, J. 2006. Social enterprise in the united states and europe: Understanding and learning from the differences. Voluntas: International Journal of Voluntary and Nonprofit Organizations, 17(3): 246-262.*
- Mair, J., & Martí, I. 2006. Social entrepreneurship research: A source of explanation, prediction, and delight. Journal of World Business, 41(1): 36-44.*
- Neck, H., Brush, C., & Allen, E. 2009. The landscape of social entrepreneurship.*

# **Persuasive Management.**

## **A Case Study in a Financial Institution**

Josep M. Oroval (*ESADE*) and Angel Alloza (*BBVA*)

The BBVA Research Studies Department anticipated the impending economic crisis in 2006 and warned of the bank's need to take measures to strengthen its economic and financial situation. BBVA, therefore, put capitalisation and efficiency policies into effect with spectacular, if mixed results. From the financial point of view, the results were laudable. The bank has been able to face the crisis without resorting to external funding or bond issues, making it a shining exception in the banking industry. However, from the point of view of relations with stakeholders, the picture is less rosy. Shareholders and investors underrated BBVA's achievements while relations with staff and customers worsened because the capitalisation and efficiency policies hurt their interests. Given this state of affairs, BBVA undertook a thorough re-organisation in two complementary spheres. First, it redefined corporate communication and brand functions. Second, it designed and implemented a new communication and brand strategy.

This case study presents the empirical results of both processes of change. The researchers took an active part in drawing up and developing the project and thus have had a direct vision of the work carried out. In addition, they analysed the empirical aspects of the case within conceptual frameworks and current theoretical debates surrounding corporate communication and branding.

### **Redefining communication and brand functions**

#### 1. The role of a Communication and Brand Director in the Management Committee

It is generally thought that if a Communication Director sits on the Management Committee, it is merely to act as a glorified messenger to pass on the decisions taken to the rest of the company. With the redefinition of the function of communication within the BBVA organization, the Communication Director now takes an active role in Committee decisions and advises it on the repercussions its decisions could have on stakeholders.

#### 2. The relationship between business strategy and communication strategy

In typical business protocol, it is assumed that The Board decides the business strategy, which in turn filters down to shape departmental strategies, including that of communication. In the redefinition by BBVA, the Communication Director participates actively in the elaboration and implementation of corporate strategy being in the unique position of dealing directly with stakeholders and knowing their aspirations, demands and expectations (Cornelissen 2008, Chapter 3; van Riel and Fombrun 2007, Chapter 8).

### 3. The relationship between brand identity and brand image

It is commonly believed that brand image, the perception that stakeholders have of the brand, is solely a reflection of the brand identity transmitted through the visual representation of the brand (i.e. logo, symbols, colours, etc), and through the communication and behaviour of the firm. The redefinition by BBVA involves a more integrated concept of brand identity as a tool for aligning a company's three key dimensions (Hatch and Schultz 2008): vision, image, and corporate culture.

#### **Design and implementation of a communication and brand strategy**

It should be stressed that the design and implementation of the new strategy was carried out internally by BBVA using narrative methods (Czarniawska 2004), which were organised in three stages covering the basic ideas of persuasive management (Jensen 2010), namely: interpreting the situation, creating meanings, and persuading stakeholders.

In the first interpretative stage, the BBVA team, in collaboration with an external research group, analysed the way corporate communication and brand management functioned, and was structured, in 14 leading world banks and in 13 large multinationals.

In the second stage, the creation of meanings, the internal team defined the communication and brand strategy, based on the results of the aforementioned research and performed within the framework of the bank's 2010-2015 strategic plan. The communication and brand strategy has three objectives: (1) Differentiate the BBVA Group; (2) Strengthen relationships with key stakeholders and improve the BBVA brand, image and reputation in the eyes of the stakeholders; (3) Synchronise communication with the group's strategy. Re-organisation of the Communication and Branding Department was also carried out during this stage and much emphasis was put on evaluation and metrics, corporate writing, digital communication, sponsorship, and stakeholder engagement.

In the third stage, the persuasion of stakeholders, the team is currently implementing the strategy by making considerable use of rhetoric and narrative. Some examples include measures such as the brand engagement programme fostered by 2,000 managers, who, acting as brand ambassadors, will contribute internally to a change in the corporate culture, and at the same time, improve the relationship of BBVA with its stakeholders, especially the media. In addition, using sponsorship to relate content is contributing to disseminate the bank's most important messages and to position the brand. Storytelling is also a key tool in corporate communication management in which actual BBVA employees explain their stories in TV commercials for the general public. Lastly, brand entertainment, the use of films and television series with BBVA as a protagonist, is intended for internal and external audiences.

**Bibliography:**

*Cornelissen, Joep P. Corporate Communication. A guide to theory and practice. 2nd ed. London: Sage Publications, 2008.*

*Czarniawska, Barbara. Narratives in Social Science Research. London: Sage Publications, 2004*

*Hatch, Mary Jo and Majken Schultz. Taking Brand Initiative. How Companies Can Align Strategy, Culture and Identity Through Corporate Branding. San Francisco: Jossey-Bass, 2008.*

*Jensen, Hans S. "Management – decision and interpretations", Journal of Organisational Change Management, vol. 23, n° 2, 2010, pp. 134-136.*

*Riel, Cees B.M. van and Charles J. Fombrun. Essentials of Corporate Communication. London: Routledge, 2007.*

## **Electronic meetings – changing the way organizations communicate**

Lena Lid Falkman (*Stockholm School of Economics*)

The research in the area of nature of managerial work has shown that the majority of managers' time is spent on communication. (Carlson 1951; Tengblad 2002) The amount of communication seems to be consistent over time, though the managers' daily life has changed in that many of them travel extensively. (Tengblad 2002)

Much time in organizations is spent in meetings. Reports show different figures on how much time is spent in meetings, for example INFOCOMM that shows that over 30 hours per month is spent in meetings, and that 91% admit that they daydream during meetings, 39% that they have fallen asleep during a meeting and 73% have brought other job to a meeting. (INFOCOMM 1998)

What happens when technology can change the way meetings happen? The phenomena of electronic meetings (smart meetings; virtual meetings; web camera meetings; web meetings) could change the way organizations and managers communicate in the meeting form. Also, it could affect the way organizations organize, as for example with virtual rather than physical teams.

Rhetoric will in this paper be understood as persuasion as/through identification; "*You persuade a man only insofar as you can talk his language by speech, gesture, tonality, order, image, attitude, idea, identifying your ways with his.*" (Burke 1945/1969:55)

This identification can be made both through the content or the form a message has. Is rhetorical identification experienced as affected when communication takes place virtually? If so, how?

The aim of this research is investigate following questions:

- How does rhetoric and narrative in a work meeting change when the communication takes place on a distance via technology without face-to-face interaction?
- How is identification created in electronic meetings, where the face-to-face interaction is missing?
- How can electronic meetings change the way organizations work? What are the pros and cons of electronic meetings?

The study is based on qualitative method with case studies and interviews. Five organizations are studied. These organizations are strategically chosen because they differ in their organization; activities; economic conditions; size and needs. This variety in case-studies can give a possibly larger variety in how organizations are affected and how they chose to use electronic meetings. The IT-leaders for a non-profit organization, an international company, a

national company, a governmental institution and a church is participating in the study. Their experiences are the empirical base for this project.

For example this study shows that the demographical possibilities can change. The board of the non-profit organization has turned over their regular meetings to telephone conferences instead of physical meetings. With this they have been able to elect board members with a larger geographical spread than otherwise would have been possible. Further, electronic meetings seem to not only be an option, to be held instead of physical meetings. It has been experienced that electronic meetings can be held more often, and with shorter notice, which can affect how projects and work develop in an organization. Though, some experience that electronic meetings cannot fully replace physical meetings. One manager interviewed argue that it is necessary to meet your co-workers regularly to create identification in small-talk over coffee and lunch. The getting-to-know each other cannot take place in electronic meetings.

This paper is a part of a book about electronic communication which will be published by the authors in 2011 by Liber.

References:

*Burke, Kenneth, 1945/1969; A Rhetoric of Motives. Berkeley: University of California Press.*

*Burke, Kenneth, 1951; Rhetoric – Old and New. The Journal of Education. 1951:5.*

*Carlsson, Sune, 1951/1991: Executive Behaviour. Uppsala: Acta Universitatis Upsaliensis. Studia Oeconomiae Negotiorum 32.*

*Tengblad, Stefan, 2002: Time and Space in Managerial Work. Scandinavian Journal of Management 2002:18:543-565.*

*A network MCI Conferencing White Paper. Meetings in America: A study of trends, costs and attitudes toward business travel, teleconferencing, and their impact on productivity (Greenwich, CT: INFOCOMM, 1998) [www.effectivemeetings.com](http://www.effectivemeetings.com)*

# The most impossible job in the world!

Lena Lid Falkman (*Stockholm School of Economics*)

Leadership theory is here set out to be developed with virtue ethics, and classic and contemporary rhetoric. The aim of this research project is to investigate leadership as value-based influence and specifically the importance of individual leaders and the ideals that are set to them, as it can be studied in the rhetoric and narratives from and about leaders. The rhetorical concept *ethos*, is set out to be explored.

More specifically following research question are asked:

- How are leadership constituted and negotiated in an international federation?
- What leadership *ethos*, ideals and virtues exist on an international arena?
- How are these ideals and virtues expressed individually and culturally?

This is a cross-scientific research project combining value-based leadership theories, virtue ethics with classical and contemporary rhetoric. Since the study is about creation of meaning and values, a hermeneutic approach and qualitative methods such as thematic analysis is used.

Historically in management and leadership theory, there has been an interest for leadership ideals. The rhetorical concept of *ethos* is used. Both in the Aristotelian perspective and in the Quintilian view. If Aristotle concentrated on inner *ethos* with concept as wisdom (*prhonesis*) and virtue (*arête*) with outer *ethos*, such as looks and age. (Baumlin & Baumlin 1994) This could also be connected to virtue ethics. In this project, the ideals and virtues of leadership are seen as negotiated cultural norms, rather than psychological traits.

The case study of this project is UN and its Secretary-Generals, from now on SG. The UN and the SG does not have any forcing power. The UN is a value-based organization which to its form is a meta-organization and to its extent a world community. This makes UN a good empirical case study for value based influence and international ideals. In focus is the most visible leader in the UN; the SG. He/she is supposed to be a symbol and role model for the organization but also for the world. Therefore he/she is especially interesting to study for international ideals (see Lid Andersson 2009). The SG is elected in a process of diplomatic consensus, and since the UN is a federation, the SG is in one sense the leader of the member states, but the member states are also the leader of the SG.

This case study focus on celebration and critique of the SG, in order to search for international leadership ideals and virtues. The *ethos* of all the eight Secretary-Generals of the UN are mapped and analyzed. This shows that the norms for their outer *ethos* are strict. Middle aged men with families, the same education (law or political science) and experience from politics and diplomacy. Their inner *ethos* is also analyzed, especially how their virtues are constituted.

First, all of the eight Secretary-Generals are studied. An analysis is made of their *ethos*, characters, as they are presented formally by UN. Also, the celebrations of the eight SG in

their formal installations are studied. In this meeting in the UN General Assembly the delegates can express their expectations on the new SG. Here both neo-Aristotelian analysis to search for the meaning of the content, and Burkes dramatic pentad, to see what the basic motive in a narrative is, are used. The conceptions and models from rhetoric are used to analyze the content and drama of the installations and the *ethos* of the SG. Also used are Aristotelian virtue ethics. This to search and explain the ideals interpreted and attributed to the SG. What norms and ideals are created in these global leaders? (see Lid Andersson 2009) These installations consist very much of celebration and complements.

The installations are all about how the Secretary-Generals are as persons. All together there are over 100 words of traits in the eight installations. Studies show that they as persons have been very different, and that they have dealt with their mission differently. This study shows that all SG are attributed with the same virtues and character traits. These are not new modern virtues as being flexible, effective or creative. These virtues are classical ones such as wise, honorable and honest. The three most important ones are faith (as in identity and integrity), wisdom and love (as in devoted and passionate). (see Lid Andersson 2009) Interestingly these virtues are, based on McCloskey 2006, more sacred than profane, more female than male, even though leadership traditionally has been seen as rational and masculine. The virtues and ethos of the Secretary-Generals will be compared with the findings of the GLOBE studies. (Chhokar et al 2007) Their ethos will also be analyzed with the perspective of classical virtues. (McCloskey 2006)

In the last year, the current Secretary-General Ban Ki-Moon has been heavily criticized from for example Sweden and Norway. (Ekdahl & Ahlenius 2011) Part of the critique is that Ki Moon is too passive; that he follows the advice of the large states and hence lack integrity; and that he is weak. This critique will be studied and compared to the result from the first case study. What can we read out of this criticism? What is a leader of the world not allowed to say or do? At last, a discussion on the possible impact of the organizational context and organization, in this case a federation can affect the possibility to lead for a leader, and the ideals and virtues that are attributed to a leader.

## Reference:

- *Baumlin, James and Baumlin, Tita French (ed), 1994: Ethos: New essays in Rhetorical and Critical Theory. Dallas: Southern Methodist University Press.*
- *Lid Andersson, Lena, 2009: Ledarskapande Retorik. Stockholm:EFI.*
- *Ekdahl, Niklas and Inga-Britt Ahlenius, 2011: Mr Chance. Brombergs.*
- *Chhokar, Jagdeep S, Brodbeck, Felix C and House, Robert J, 2007: Culture and Leadership Across the World - The GLOBE Book of In-Depth Studies of 25 Societies. London: Lawrence Erlbaum.*
- *McCloskey, Deirdre, 2006: The Bourgeois Virtues – Ethics for an Age of Commerce. Chicago: The University of Chicago Press.*



# Exploring the emergence and evolution of networks: A narratological approach

Spyros Angelopoulos and Yasmin Merali  
*(University of Warwick)*

Although social networks have always been important for social scientists, the relevant literature has mainly focused on the structural specifications of networks. By constructing social network maps to define who is talking to whom, it has paid scant attention to the content of the conversations that connected individuals are having. In order to achieve a better understanding of the processes that underpin the emergence and evolution of social networks, this study attempts to combine social network analysis, respondent driven sampling and narratives under the prism of Complexity Science in a unified research design which seamlessly incorporates both qualitative and quantitative research methods.

Viewing social networks as complex adaptive systems, the time-space dimension captured in narrative form furnishes key components for the elucidation of network dynamics, and the mapping of narratives from multiple network participants over a period of time furnishes insights about the way in which social values, beliefs and assumptions evolve and are legitimised over time.

The proposed research design addresses the structure and dynamics of networks, their emergence and evolution, as well as the processes and mechanisms that underpin them. For all these to be unveiled, the narrative construct provides a means of capturing the complexity of context and dynamics in space, time and ideology in the emergent social network. In order to understand how social networks behave we need to understand the dynamics in play, and by expanding traditional approaches, researchers have attempted to develop explanations of how prosocial behaviors like altruism, fairness or trust emerge and how they become formalized into the ethical principles embraced by a society. Several of these attempts have used modelling approaches developed in the biological and natural sciences to define the network dynamics underpinning the diffusion of traits and the emergence of collective behaviours in social systems. Despite the fact that there are several game theoretic models of collaboration and cooperation, researchers have not yet fully understood the essential nature of synergism among actors in a network; how this behavior emerges and how actually diffuses within these complex networks.

Synergism in this context is defined as the interaction of discrete agents to give rise to a collective outcome is greater than the sum of the individual outcomes and it is an important topic within the study of social networks. Moreover, there is a difficulty in analyzing synergism, since it concerns the origin of mutually beneficial behaviors at some time in the past as well as the irreversibility of this behavior, where neither party can succeed without the partnership. Although different groups with complementary skills or resources can achieve synergistic gains by cooperating, more light needs to be shed upon the transitions that take place in an initially uncooperative situation which results to a state in which synergism reigns

It is not rare that during the initial uncooperative state, there is no gain if the behavioral or structural situation does not return reciprocally, and hence there is a significant difficulty on understanding how things are initiated.

In order to understand the emergence of networks, a focus on communicative processes is needed. Such an approach will bring the power structures to forefront and provide a focus on peoples and processes. The relevant literature of social networks has mainly concentrated on 'who is talking to whom' by constructing social network maps, but neglected what these actors are talking about. During the last decade, there is a noticeable transition of studies in the fields of networks from the managerial activities to the networking behaviour with an increasing interest on the interactions within the network rather than the topology and mapping of the network. However, there is no research conducted on the processes or events that comprise the initial spark for the emergence of networks.

Building a theory for the emergence and evolution of networks requires characterizing the dynamics resulting from the interaction of actors, the resources and constraints as well as the architecture of the network. What is currently missing from the relevant literature is a treatment of the dynamical processes and principles that could lead to the construction of a set of prescriptive and interacting rules. There is a further need in understanding how these systems emerge and evolve, how they are maintained, and how they interact with their constituents as well as with other groups. Moreover, there is a need for a deeper understanding on how cooperation is maintained in networks, as well as how institutions are maintained.

This paper describes a new research design which addresses the aspects outlined above. The proposed design incorporates a network driven sampling process, combined with narrative-based methods for both qualitative and quantitative data collection and analysis for the proper understanding of the dynamics of the network and the network topology. By identifying the processes underpinning the emergence and evolution of the examined networks, a better understanding can be gained regarding their topology as well as the dynamics of their interactions, emergence and evolution. To summarise, viewing social networks as complex adaptive systems, the time-space dimension captured in narrative form furnishes key components for the elucidation of network dynamics, and the mapping of narratives from multiple network participants over a period of time furnishes insights about the way in which social values, beliefs and assumptions evolve and are legitimised over time.

The outcomes of this research will eventually contribute to the fields of social networks as well as to the broader management literature and it will project a number of implications for scholars as well as practitioners. Last but not least, as a research design that incorporates Complexity Science principles, it will enable the generation of knowledge for the development of policies and procedures within a working environment that support nonlinear processes by actors from multiple professions.

# **Sharing the culture: The role of storytelling in the process of managing by values**

Yuanjie Bao and Simon L. Dolan (*ESADE*)

The application of storytelling theories in the management literature is mainly anchored in the organizational culture area. Yet, most of the studies define storytelling only as a passive process that is projected by the management team, thus neglecting the fact that storytelling is created and shared by both the teller and listener. Referring to the social constructivist perspective, we acknowledge that the listener plays an active role in the storytelling process. Specifically, we will discuss the effect of the congruence between teller's and listener's values and how this congruence or incongruence affects the storytelling process and some of its outcomes in the organization context. The objective of the paper is to examine the nature of storytelling from the perspective of value congruence; highlight the role of values in the storytelling process; and finally propose an interactive model of storytelling and values. This paper contributes to the body of knowledge in the organizational culture area, by showing how shared espoused values communicated via storytelling help to shape the culture of an organization. Possible research directions and management implications will be discussed.

## **The nature of storytelling**

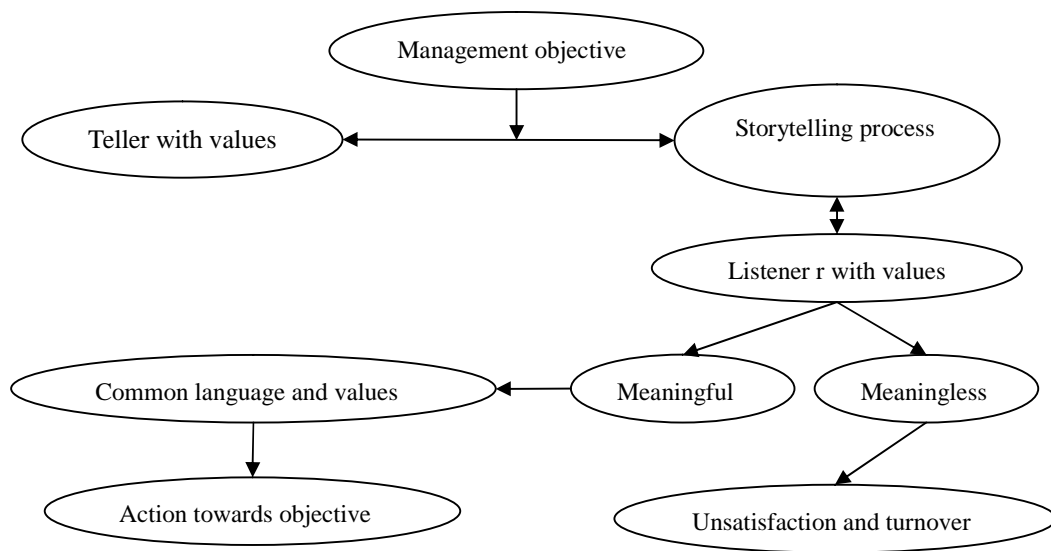
Storytelling is part of the organizational rhetoric process which can be used to transmit and understand specific information. Storytelling involves the story teller and listener involved in an interactive process for which the organizational meanings are transmitted and created. We can consider the storytelling process as a “socially constructed discourse” (Flory & Iglesias, 2010) which builds upon both the dispositions, assumptions, and languages of the teller and the listener . Before any messages are transmitted or constructed, the content, time, location, and form of the storytelling are determined by not only the teller but also by the listener. Storytelling can yield multiple interpretations from the listener's values and assumptions. It has been proposed that “stories were frequently challenged, reinterpreted, and revised by the hearers as they unfolded in conversation.” (Boje, 1991, p. 106)

Values are enduring beliefs that a specific mode of conduct or end-state of existence is preferable to an opposite or converse mode of conduct or end-state of existence. (Rokeach, 1973). Thus, values are predispositions of human behavior that are reflected in social discourse and manifested in symbols like language. The interactive storytelling process underlies both the values of the teller and the listener. The storytelling process is fundamentally an interaction process of both sides' values, and the impact of the storytelling is in fact, determined by the congruence of the values.

Value congruence is the compatibility of values within organization and it is proven to lead to positive organizational and personal outcomes. Moreover, if we deem storytelling as a socially constructed discourse, then those management tools developed in the process of managing by values to achieve value congruence can also be used to manage the storytelling process. This will not only aid us with specific management tools, but also take the listener's values into account and acknowledge their active role in the storytelling process, thus, moderates storytelling from manipulation or even sheer brainwashing.

**A value laden storytelling process:**

By acknowledging storytelling as socially constructed process that has both the values of teller and the listener underneath, a value laden storytelling process can be manifested. The storytelling is not sending messages anymore, but creating common meaning and language, to achieve mutual understanding, and to share common values. We define storytelling as a value laden process of interaction between teller and listener. The whole storytelling process is about an interaction of values. We propose it as a process for instilling, negotiating, accepting, and forming shared values. By exchanging and persuading, a common language and assumption is created within the organization, and the organizational objective becomes a common objective (Simon, 1976). When the story is being shared, it is the values behind the story that are being shared, and when we successfully form a shared value, the storytelling process is said to be successful.



**The role of storytelling in the process of managing by values:**

Another process to reveal the nature of storytelling is to see its function in the process of managing by values. If storytelling is used to achieve value congruence, then it is indeed a value interaction process that we claim it to be. As numerous

studies in the organizational culture literature show, storytelling is used in the value transmission, assimilation, projection, and identification processes to achieve a state of common value within the organization. Although we cannot claim storytelling is only about value congruence, we propose value interaction at the core of the storytelling process.

### **Storytelling management: Some propositions**

Defined storytelling as a value interaction process, we can borrow from the value congruence research on how to better manage the storytelling process. There are several propositions to be made: 1) the successfulness of storytelling is based on the amount of value congruence between teller and listener; 2) a selection of employee using value audit before hiring them can aid in the following storytelling process; 3) it is important to understand the other side's values before the storytelling process.

### **References**

- Boje, D. M. (1991). The storytelling organization: A study of story performance in an office-supply firm. [Article]. Administrative Science Quarterly, 36(1), 106-126.*
- Flory, M., & Iglesias, O. (2010). Once upon a time: The role of rhetoric and narratives in management research and practice. [Editorial Material]. Journal of Organizational Change Management, 23(2), 113-119.*
- Rokeach, M. (1973). The nature of human values. New York: Free Press.*
- Simon, H. A. (1976). Administrative behavior: A study of decision-making processes in administrative organization. New York: Free Press.*

## **Legitimate Peripheral Irritations: the ethos of critique in sensemaking scholarship (abstract)**

Thomas Basbøll  
(*Copenhagen Business School*)

In his response to my critique of his scholarship (Basbøll 2010), Karl Weick (2010) in effect challenges my *ethos* as a critic. He emphasizes that my image of the field of sensemaking research is very different from his own and invokes Ernest Boyer's (1990) call for a "scholarship of integration" as a way of shifting the discussion onto a foundation of what he assumes will be critical standards very different from those that underpin my critique. Both moves are, of course, intended to position my criticism as *external* to the genuine concerns of true sensemaking scholars. This paper attempts to reassert the *ethos* of critique by insisting on the possibility of critique from the position of a Lave and Wenger's "legitimate peripheral participant", which is the model of disciplinary pedagogy that Weick explicitly presupposes in his presentation of sensemaking (for a classic statement, see Weick 1995: xi). The position I want to defend is an age-old one—that of a Socratic "gadfly", a legitimate peripheral irritant, if you will.

"[Basbøll] sees mostly a static field where reputation matters," says Weick. "I see mostly a dynamic field where ideas matter" (Weick 2010: 179). This is an astute observation. I do believe that Weick's reputation has mattered a great deal to the development of the sensemaking field, and I find some support for this view in, among other things, Czarniawska's suggestion that "Weick's reputation as a stylist permits him to experiment" (2005: 274). And, though I wouldn't describe the field as "static" by any means, I do believe that the *theory* of sensemaking has not developed in any particular direction over the past two decades, even though the *field* has certainly grown through an accumulation of empirical studies. Weick's two images are a good way of framing the issue because what he describes as my picture of sensemaking research is something he does not want to see it become. To avoid this, I would argue, the field must be open to forms of criticism that can identify the constraints that the cultivation of reputation can impose on the growth of knowledge. And that, of course, is exactly the sort of work I propose to do.

It is at this point that Boyer's (1990) proposal for a "scholarship of integration" (as part of a larger "reconsideration" of the aims and scope of university research) becomes especially interesting. While what he calls the "scholarship of discovery" will always be an important part of what

researchers do, the sheer volume and rapid growth of human knowledge demands active efforts to integrate results, not only across disciplines, but, *within* research areas, as Maitlis and Sonenshein (2010), like I say, recently pointed out. Like Boyer, they call for greater integration of the results of sensemaking research, specifically research on organizational crisis and organizational change, where they make a compelling case for the fruitfulness of cross-fertilization, and it is this spirit that Weick invokes his response to my critique. “Some value that form of work. Some do not,” he dryly remarks, implying, of course, that our disagreement is ultimately a clash of values. Since values are legitimate elements of the foundations of our paradigms, the discipline of sensemaking need not take seriously a critique that does not share them. Though it is surprisingly “disciplinarian” for a scholar who has built his career on a radical openness to multiple contexts, both academic and literary (see Weick 2004), this is, on the face of it, a powerful argument for the dismissal of my concerns.

Weick’s reading of Boyer leaves much to be desired, however. Weick describes the “scholarship of integration” as “a form of scholarly inquiry dependent on imagination, interpretation, collages in search of themes, and selective simplification”, citing “Boyer (1990, 18-21)” (Weick 2010: 179). But Boyer does not in fact discuss imagination, collage, or simplification. Rather, Boyer emphasizes the need for “careful” and “critical” scholarship, just as I do. Moreover, I have nothing fundamentally against the use of imagination, interpretation, collage, and simplification; what I object to is misreading and plagiarism. That is, I don’t value a form of work that Weick does not, nor do I fail to value something he does. Whether academic or literary, Weick and I would in most cases agree on values. Where we disagree is whether Weick’s work (and similar work in the sensemaking tradition) lives up to those values. That’s why we need to have a serious conversation about the critical, scholarly standards that guide what we do.

Scholarship cannot be integrated without serious scholarly critique. We always need to be open to the possibility of a *practical criticism*, a legitimate peripheral irritation that keeps our field thinking rather than merely growing. In the long run, the individual critic’s ethos *in* a field says a great deal about the academic ethos *of* the field. Are scholars required to think seriously about whether or not they are doing their sources (of methods, theory, data, or evidence) justice when they draw them into their own writing, or are they safely protected from any criticism in this regard. If such criticism is immediately deemed *illegitimate*, the discipline will be in real danger losing its critical faculties altogether. Certainly, critical scholars are likely to leave the discipline and go elsewhere if

their attempts at critique are routinely dismissed as “unworthy” and “without merit” (cf. Weick 2010: 179).

### Sources

*Basbøll, Thomas. 2010. “Softly Constrained Imagination”. Culture and Organization 16 (2): 163-178.*

*Boyer, Ernest L. Scholarship Reconsidered: Priorities of the Professoriate. Princeton: The Carnegie Foundations for the Advancement of Teaching.*

*Czarniawska, Barbara. 2005. “Karl Weick: Concepts, style, reflection” in Jones and Munro, eds., Contemporary Organization Theory. Oxford: Blackwell.*

*Weick, Karl E. 1995. Sensemaking in Organizations. Thousand Oaks: SAGE.*

*-----, 2010. “Comment on ‘softly constrained imagination’”. Culture and Organization 16 (2): 179.*



# **Female leadership in education**

Clemens van den Broek

*(Rotterdam School of Management)*

## **Aim of the paper**

This paper is the result of research started in December 2009 on the view towards the increasingly important phenomenon of female leadership. The starting point was the question how women perceive leadership in an educational environment and what leadership styles they favour in managerial position. The research ( mixed method) was conducted from 16 December until 20 June 2010, and in total 241 Avans University women agreed to participate

## **Research methodology**

We have chosen for a case study approach in which a particular phenomenon (feminine manner of leadership) could be examined within a specific contemporary context (education) An attempt has been made to better understand reality, which is why the choice was made for a more social constructivist approach in order to better understand subjective reality. The research ( mixed method) was conducted from 16 December until 20 June 2010.

## **Theoretical framework**

Female leadership brings a new style of leadership and a feminine manner of doing business, it inspires authenticity, caring and sharing. Here, the finding of the right balance is the key to success. But how do our female colleagues themselves perceive leadership and the preconditions for success?

Studies on female leadership are often based on observations or in-depth interviews and characterize female leadership as follows: women in executive positions desire clarity about the values and views they are defending. They want to encourage co-workers positively, give feedback and make them visible.

Female leadership seems most effective and is best valued on middle management levels, because competencies associated with femininity are most needed there. So how is it possible that women are rarely found on higher management positions? The answer to this question lays in the stereotypical prejudices of men when it comes to their ideal concept of masculine leadership. Bonne Wagenaar (2009)<sup>i</sup> explains it as follows: The masculine element in

leadership ensures direction, but does not always carry substance; it is energy in the form of thought without a supporting factor, without an accompanying emotion.

The feminine element, on the other hand, is described basically as paying attention and being caring. Women keep both feet on the ground, look at practical use, show interest in details, the human perspective and the emotion behind things. The woman here is not a leader in the sense of finding new roads, but one in the sense of doing things right, and keeping the human perspective central. What are the typically feminine qualities of leadership? A good manager does not possess explicit masculine or feminine qualities, but possesses sex neutral, androgynous qualities.

Gerritsen (2005)<sup>ii</sup> interviewed high ranking women and tried to find the answer to the question which qualities are needed for women to penetrate the top echelons of the business world. According to Gerritsen, androgynous qualities such as excellent delegation and coaching skills, the ability to create a sense of belonging and trustworthiness are the most important skills in management positions. A good leader is energetic, intuitive, charismatic, problem solving and flexible. The leader has coaching qualities and a strong focus on the human factor and the individual. He or she pays attention to employees and has the ability to communicate and to accomplish targets.

Men however, are sooner inclined to give direction, and tend to employ an authoritarian and controlling style of leadership. They use their formal positions of authority to wield influence and use strategies of punishment and reward.

Women on the other hand incline more towards stimulating participation and the sharing of power and information. Gary Yukl (2002)<sup>iii</sup>, by contrast, speaks of the feminine advantage. According to Yukl, women are better at inter-personal skills. Organizations nowadays demand precisely these female skills from executives.

Covey (2005)<sup>iv</sup> has a different explanation why organizations are only partially successful in making use of the talents, ingenuity and creativity of staff. According to Covey, we need to understand that humans are not objects to be motivated and monitored.

According to Covey, we must perceive humans as a four-dimensional species. By this he means the need to find a balance between body, head, heart and soul. In arguing this point he says farewell to classic motivation theories as described by Herzberg, Maslov, McGregor, Milland, McClland, Vroom, Adams and Skinner. New themes of management are leadership, motivation, emotions, intuition, job satisfaction, identity and the giving of meaning. This view fit well with the work of sociologist Weeda (2008)<sup>v</sup>.

New themes of management are leadership, motivation, emotions, intuition, job satisfaction, identity and the giving of meaning. . From this work it also appears that existing management techniques mostly based on hierarchy, control and power, are no longer applicable in many managerial situations. qualities such as empathy, intuition, trust and helpfulness are becoming more important. a constantly changing balance, that does not stand still, but is dynamic. That power is called Tao. Everything has its opposite. Nothing can exist without that opposite and for everything there is the right time. Is it time for female leadership ?

#### Research findings

The key to successful leadership in 21<sup>st</sup> century organizations lies in the creation of a context, in which people can be offered challenges on their own spiritual, mental, emotional and physical levels of development. People can be given the opportunity to follow their own inner voices and passions in service of something that transcends and at the same time connects all people in the organisation.

This research demonstrates that aspirations of women at Avans University, their values and personal characteristics correspond to androgynous qualities. Androgynous leadership qualities correlate most with positive organizational results. The ideal manager is still a powerful dominant person, and often a man rather than a woman. Both the research results and the literature, however, point at the importance of having androgynous leadership, which stress both hard and soft management qualities.

---

#### References

- <sup>i</sup> Wagenaar B. (2009), Organisatie van binnenuit, van Gorcum uitgeverij
- <sup>ii</sup> Carlijn Gerritsen (2005) finished as first student on 19 January 2005 as a Masterstudent of Applied sciences in Communication at the University of Twente. Source Twente University, the Netherlands
- <sup>iii</sup> Yukl, G. 2002– Leadership in organizations., Upper Saddle River
- <sup>iv</sup> Covey S.R. (2005), The 8th habit: from effectiveness to greatness.
- <sup>v</sup> Weeda I., Schippers R, (2008), De Yinfactor; Centraal Boekhuis, the Netherlands

## **Open-plan offices relieving for leaders, constraining for employees?**

Dorit Christensen Ekon  
*(University of Gothenburg)*

This paper started to unfold with the inspiration from Höpfl & Allen (2009). I was inspired to focus on how organizational behavior can be affected by the architecture of the building. For me it was a different perspective to observe what is going on in the space people share inside an organization's building. Does the architecture have an impact on the behavior of the people in the building? Kornberger & Clegg (2004) claim that buildings can change an organizational behavior or even free the people interacting inside the building. The organization illuminated in this paper is however more contrary to these more positive claims.

In this case the building is an open-plan office on 1500 square meters in Denmark – one of the first established open-plane offices built in the eighties. At first sight these kinds of organizational settings can look more open and inviting for example for more socializing in comparison to single-office rooms. Danielsson (2010) has however found that employees working in Sweden's most usual offices with 10 to 24 persons in one room feel most terrible and are least content with their work, in comparison to for example employees working in single-office rooms.

The open-plan office in focus for this paper is observed for a four year period of time. It is an ethnographic study in that sense that I was there every day for four years. I was not conscious about doing an ethnographic study at that time, or that I some day would want to use these experiences and observations for academic purposes. The data has a value as in-depth personal experiences over a long period of time working in an open-plan office, and is positioned toward other research done in open-plan offices. The data I use are presented in a narrative form according to Czarniawska's (2004) approach about writing narratives for social sciences. The choice of using a narrative approach to illuminate the working experience in an open-plan office has the advantages and possibilities to deliver a more colorful and lively informative presentation including the main characters feelings, senses and thoughts.

After the presentation of the narrative about the experiences working in the open-plan office, the data and the narrative are interpreted with Foucault's theories from (1991). There are data and plots in the narrative that correspond to the thoughts Foucault has in his book about discipline and punishment though in another form and in another type of organization. With Foucault's theory it is interpreted how this kind of architecture can be constraining for the individual employee, but also how it can relieve leaders from some of the leadership activities that are practiced though not talked about openly, such as "surveillance" of employees. MC Gregor's X-leadership style is old-fashioned, but this kind of architecture may give the leaders of the organization the "advantages" of an X-leadership style without doing anything according to this leadership style, but because of the architecture.

It can be difficult to see under the surface and especially when it comes to open-plan offices. These offices are popular, but for whom – the management or the employees? For the management this architectural and organizational setting might be relieving in some aspects, but constraining for the employees. From outside the open-plan offices might look modern, inviting for socializing, and freeing all the people working inside the building; but that is not the whole story.

## **References:**

*Czarniawska, B. (2004) Narratives in Social Science Research. Sage, London.*

*Danielsson, C. H. (2010) The office – An explorative study: Architectural Design's Impact on Health, Job Satisfaction & Well-being. Doctoral Thesis. KTH, Stockholm.*

*Foucault, M. (1991) Discipline & Punish. Penguin Books LTD.*

*Höpfl, H. & Allen, B.(2009) Architecture and Organization: Structure, text and context. Culture & Organization. Vol.15, Issue 3&4. Sept. 2009.*

*Kornberger, M. & Clegg, S.R. (2004) Bringing Space Back In: Organizing the Generative Building. Organization Studies. 25, no. 7:1095-1114.*

## **“A farewell to landfill” – An ambiguous tale of sustainability**

Hervé Corvellec, Johan Hultman & Torleif Bramryd  
(Lund University)

### ***Prelude: A farewell to landfill***

*Once upon a time, a Kingdom had started to produce so much stuff, that it had also started to have difficulties taking care of the stuff that people did not want to know of any longer. Following an age-long tradition, people piled up discarded stuffs in landfills wherever they deemed it convenient. There were many landfills, often located in the immediate vicinity of towns and villages. But landfills became more and more controversial as the volume of discarded stuffs kept increasing. People do not like to live close from landfills as they usually smell and lead to intense to and from lorry traffic. And more and more people started to live close from landfills as villages and towns spread themselves and urbanised rural areas where there had been landfills. Some people had even started to wonder about how landfills could affect ground water and the natural environment.*

*The rulers of the kingdom decided that they could not increase for ever the volume of stuff sent to landfills. Therefore, they passed series of laws aimed at reducing this volume. Incineration became their first favourite method to reduce the amount of waste sent to landfill. Burning up discarded stuff is indeed an easy and efficient way to reduce the volume of waste. Incineration produces also heat, and if you build up district heating systems, you can use this heat to warm up houses and commercial locals. A major rise in price of oil, one of the Kingdom's main fuels, made it all the more economically attractive to incinerate waste.*

*Some inhabitants were concerned that smokes from incinerators could be toxic. The rulers of the kingdom listened to them and put a ban on developing new incineration facilities until incinerating companies could show that their technical command of incineration was good enough to ensure a low environmental impact. Other inhabitants observed that burning up things is a rather unelaborated way of taking care of discarded stuffs. They underscored that it would be smarter to recycle things instead of burning them up. Again, the rulers of the kingdom listened to them and embarked the Kingdom on an ambitious recycling program. Starting with paper, this program encompasses today metal, plastic, electric and electronic products, and organic waste. Material recovery became the second favourite method to reduce the amount of waste sent to landfill in the Kingdom. Later, the rulers of the kingdom even grew an interest in biological treatment and forbade eventually the landfilling of organic waste.*

*Today, only a minor share of waste is sent to landfill in the Kingdom. Most discarded stuff are reused, recycled or used for energy recovery. Significant amounts of energy and materials are retrieved from waste and re-injected in the economy. Old landfills have been closed and new landfills have been opened where smell, leakage, and other environmental impact are carefully monitored. People come to the Kingdom from all over the world to learn from its state-of-the-art waste management.*

### *Abstract*

The story of Swedish waste management in the last forty years is the story of *A farewell to landfills*. This farewell is paramount to a happy-end tale of sustainability. “Sweden is today recycling 97% of its household waste” (Avfall Sverige, 2010) proudly tells that Sweden has opened an era of sustainable waste management.

But is sustainability really so simple? Can there be another side to the story of how Sweden has developed a successful combined policy of incineration, recycling and biological treatments? Could Sweden’s pleasant *farewell to landfills* be a tale that conceals unpleasant things?

A critical reading of Sweden’s *farewell to landfills* in the light of ecosophy (Næss, 1989) and the European Waste Directive (European Union, 2008) shows that it is a tale that silences and neutralises alternative views and corporate strategies on waste and sustainability. For example, it is a tale silencing that incineration is a method rejected in many countries, and that not everybody considers energy recovery to be a form of recycling. Moreover, it is a fundamentally anthropocentric tale but that paradoxically ignores the economic and behavioural dynamic that let humans produce waste in the first place. And, it is a tale that labels waste as a resource which is a label that fits better with waste growth than with waste minimisation, despite the fact that the latter is definitely more sustainable than the former.

A convincing story of an undeniable success, *A farewell to landfills* is a feel good story. But feel good stories are conservative stories that invite us to dig us deeper in the cushions of our sofas. The question is whether digging us deeper into the cushion of petty recycling practices can actually stand for a sustainable way of producing and consuming.

### **References**

- Avfall Sverige*. 2010. **Swedish Waste Management 2010**. Malmö: *Avfall Sverige*.
- European Union. 2008. **Directive 2008/98/EC of the European Parliament and of the council of 19 November 2008 on waste and repealing certain Directives (22.11.2008 ed.)**. Luxembourg: *Official Journal of the European Union*.
- Næss, A. 1989. **Ecology, community and lifestyle : outline of an ecosophy**. Cambridge: *Cambridge University Press*.

# **Deconstructing Pepsi's Brand Images in Post liberalized India**

Purba Das

*(Ohio University)*

The study attempts to debunk Pepsi's brand images as represented in its Indian commercials which came out in 1990, 1992 and 1993 as India liberalized its economy in 1991. This study seeks to answer the following questions: What representations of Indian, western, local and global have been included in Pepsi commercials? Is this an attempt to revitalize Indian culture on one hand and another form of cultural imperialism on the other? The author uses textual analysis to debunk the implicit meanings hidden below the surface to interpret the meanings embedded in the branding of Pepsi as a "*Choice of the New Generation.*" As textual analysis suggests, the "texts" and cultural artifacts" (in this case advertising) tell a story which helps to understand the broader social forces. Specifically, the study is a critique of cultural globalization in post liberalized India and highlights the multinational corporation's appropriation of local images to sell and expand its product in a new economy. The author posits that modern globalization in India is rooted in the colonial history of yesteryears and it is in this light that the new wave of cultural globalization needs to be reinterpreted.

## **The Analysis**

McCracken (1986) opines that culture impacts production of meaning in advertising where it brings together the representation of culturally constituted meanings and products to the target audiences. As Hirschman and Thompson (1997) posit, "the consumer constructed pastiche into which the images [can] be concocted (p. 58). In essence, success of advertisements depends on how cultural icons, images are incorporated and represented in the advertisements. This is important because the viewers identify with the symbolic meanings that connect them with the cultural stories and myths. From the Pepsi ads it could be seen that though the same international theme (*The Choice of the New Generation*, Pepsi slogan) have been used, the language and the actors have been changed to cater to the preferences of national/local audiences/readers. There is a negotiation of relationship between the local and the global, where the global culture is embodied within Pepsi brand image in India. The advertisements show how the simulation of Hindi and English has been utilized in language. During the first three years of operation, Pepsi



used an Indian brand name, "*Lehar Pepsi*" (*Lehar* means "waves" in Hindi). But Pepsi changed its soft drink brand name from *Lehar Pepsi* to Pepsi after that. Ad1 (1990) is entirely done in English while ad2 (1992) and ad3 (1993) mixes English and Hindi in its dialogues. Pepsi's target audience is predominantly the younger, post-war generation, and it defines youth as "a state of mind as much as a chronological age maintaining a brand's appeal to all market segments."<sup>1</sup> Keeping in line with this global brand image, Pepsi's target audience in India is also the youths, particularly the urban middle class youths who have the purchasing power, and who are more likely to consume a global soft drink. The slogan of ad2 and ad3, "*Yehi Hai Right Choice Baby*" and the initial brand name "*Lehar Pepsi*" coalesce both Hindi and English nicely into a synergism by juxtaposing these two languages into a single whole. This synergy needs to be understood against the backdrop of what Bhabha (1994) refers to as "cultural and historical hybridity of the postcolonial world" (p.21). Apart from the synergy in language use, the three commercials have masterfully hybridized by juxtaposing carefully chosen local cultural components, which in a sense is an amalgamation of both tradition and modernity and Indian and western at the same time. It gives an impression that Pepsi, the global brand, is a bridge that can potentially wither away the distinctiveness of any kind- class, culture, age, profession, gender, tradition and modernity. Western music or clothes depicted in the ads are cultural standard associated with the urban middle and upper classes in India. The music and the sartorial images created in the ads are reflection of the historically specific meanings embedded not just in the colonial past, but that of ever growing global culture and a national culture with is hybridized. For example, by representing jeans, as a piece of clothing, it establishes a common link among the urban youths in India as well the any youths around the world. Such incorporation of jeans clad men and women into an urbanized, increasingly commodified society attempt to legitimize the new form of consumerism that is spearheaded by American firms after liberalization. Further, true to Fiske (1989) words that popular culture is "relevant to the immediate social situation of the people," Pepsi establishes this relevance by wisely choosing local actors (pop stars, cricketers and Bollywood actress and actor) to endorse its product to incorporate Pepsi into their lifestyles and generate an association between their aspirations and an international product. Cricket, music and Bollywood films are the biggest entertainment outlets for Indians.

---

<sup>1</sup> History of Pepsi. (n.d.). Retrieved January 15, 2006, from <http://www.greenvillepepsi.com/frames2/1961.htm>

This hybridization of global and local calls for a careful examination and understanding of the content, audience/reader reaction and preference to delineate the true effect of cultural globalization. A single case study cannot illuminate its trend. The analytical framework to study the effect of cultural globalization via global advertising in India should be broad based and concentrate on longitudinal audience analysis, content of the advertisements and the images portrayed. The global content does not replace the local culture but it coexists with it. Postcolonial's potential to debunk the discursive hegemonic regimes need to be incorporated in the field of global branding and media globalization to understand the much contested role of hybridization and the role of popular culture in language and media content. Communication research thus needs to build substantial body of more specific case studies of the processes and ramifications of transnational and transcultural media production, its use and impact guided by postcolonial approaches.

## **References**

*Bhaba, Homi. (1994). Location of culture. New York: Routledge.*

*McCracken, E. (1993) Decoding Women's Magazines: from Mademoiselle to Ms. London: Macmillan.*

# Re-writing the organization: Rhetorical pitfalls of narrative research

Juup Essers

(Rotterdam School of Management)

## Abstract

This paper aims to re-invigorate the critical function of narrative methods in organization studies. Without it storytelling runs the risk of becoming a bland instrument of ideological manipulation. Some years ago Gabriel (2003) already warned against the potentially deceptive qualities of storytelling in the hands of spin doctors and image makers both on a textual and performative level. More recently, however, Brown e.a. (2009) signaled an increased reluctance among narrative researchers to analyze the tensions and lures in organizational narratives in order to protect the voice of experience against its scientific dissection. This ‘hands off my story!’ injunction, however, also heightens our vulnerability to ideological indoctrination. As Žižek (1993, 1997) has noted, the refusal to traverse the fantasy of our stories is exactly what keeps us ‘in chains’. The solution, therefore, is not to dismiss analysis, but to embrace it. Through the lens of Žižek’s theory of ideology this paper examines some of the rhetorical mechanisms used in storytelling that may put us on the wrong foot in ‘writing responsibly’ (Rhodes and Brown, 2005) about organizations. To determine the ideological effect of stories narrative research is necessarily comparative: the question narrative analysis as a research method needs to focus on is not *what* story someone is telling, *how* it is told or whether it is *true*, but *why* it is told *like that*.

## References:

- Brown, A., Gabriel, Y. and Gherardi, S. (2009) *Storytelling and change: an unfolding story*, *Organization* 16/3, 323-333.
- Gabriel, Y. (2003) *Deceived by the text: the desire to be deceived in story, memoir and drama*. Paper presented at the Third CMS Conference, Lancaster.
- Rhodes, C. and Brown, A. (2005) *Writing responsibly: narrative fiction and organization studies*, *Organization* 12/4, 467-491.
- Žižek, S. (1993) *Tarrying with the Negative, Kant, Hegel and the Critique of Ideology*. Durham: Duke University Press.
- Žižek, S. (1997) *The plague of fantasies*. London: Verso.

## **Political persuasion by television drama**

Gorm Gabrielsen and Tore Kristensen

*(Copenhagen Business School)*

TV drama is a major interest for many people. The term “soap-opera” may mean the purpose was to bring advertising to housewives, while the drama itself mainly was to keep the attendance in front of the television. But the aspiration often amounts to more, like reflecting people’s everyday life etc. Dramas like Madmen, Sopranos, The Wire and The West Wing surely had ambitions of reflecting on important societal issues.

An increasing number also intend to persuade, educate, and transform the viewers. This study concerns the Danish drama “Borgen”, the castle which is a metonym for the Danish Parliament. The paper concerns how this drama in some ways has changed the way the viewers perceive political processes, identify with characters and form an interest in the political process or game. The drama was concerning the politicians, their officials, political advisors and the press.

### **Why such a drama?**

What can be the purpose of showing a drama like “Borgen”? The public broadcasting does not explain that, but implicit in public broadcasting there seems to be an obligation to spread democracy, an interest in participation in the political process, perhaps to tell the voters to leave their sofa to vote and even get some of them active, joining political parties and themselves go for election. Of course public broadcasting cannot take a political position. This is a challenge; the politicians are differing in attractiveness, sympathy and so on. Should the drama turn into a plot where one party or wing got a favorable treatment, “hell would be loose”. A public broadcast is vulnerable because politicians know that a very sympathetic character from one side of the parliament or a similar cynical one can influence identification. Also event in the real world may be exchanged for events in the drama. Sometimes the reality is more dramatic. Just after “Borgen” was sent a leading minister behaved very angrily in front of a TV journalist. Had a similar scene taken place in the drama before this, it could caused trouble and accusation of political propaganda.

A lot of discussion follows these dramas. In Denmark a rightwing political party has accused Danish TV of politicking. The hero is never from the rightwing party it is assumed. And if the newly elected prime minister in the drama is a charming young woman, would that pave the way for a female prime minister? Or do people change to a new political party.

### **Rhetoric strategies**

The study also indicates the role of dramaturgic figures in the set-up may influence how such as drama is perceived. Kenneth Burke (1945, 1950) has explored how dramatic staging as the famous

“pentad”, rhetoric strategies or various kinds and imagination added personal images for identification (Oysermann 2009) may transform how the audiences view. Also Goffman (1974) uses the typical frame of a selected group of people, e.g. politicians in a parliament to build on the expectations the seer/viewer is expecting and then uses images from well-known stories to magnify particular issues. For instance in “Borgen” one of the first stages shows the “bible scene”, when the prospective prime minister “can have everything” seen from a tower in the parliament. Another scene, the last in the first 10 episodes shows the prime minister alone in her office, just after a very successful speech, watching herself from a fictive vantage point, hinting of the scene in Schubert’s lied the *doppelgänger*, where she now sees herself facing the risk of becoming a leading prime minister, but losing the very human qualities that were her and that got her elected. The term transformation was discussed by James (1907): “To be converted, to be regenerated, to receive grace, to experience religion, to gain an assurance, are so many phrases which denote the process, gradual or sudden, by which a self hitherto divided, and consciously wrong inferior and unhappy, becomes unified, and consciously right superior and happy, in consequence of its firmer hold on religious realities”. On the other hand, according to Becker (1953) the concept of transformation follows three phases. The first is experimenting or being exposed to new impressions. Bodily sensation is the second. A novice marijuana user typically does not understand the bodily reactions very well. The sensation may be unpleasant and require an experienced person to facilitate “sense making”. Conversation with other people is often essential to support this sense-making. Our paper is both a general impact analysis and an opportunity to discuss some of these issues.

### **The methodology**

Based on a sample with repetitive measures of how a number of political statements were perceived, the study shows a change in the viewer’s perception of the political process and the significance of these agents. It also indicates a general growth in the people’s interest in politics, both its contents and its process.

The study was conducted as a web-based study a representative sample of 150 people selected by Webpol, a professional agency. Each respondent was approached first in a screening and a first round to estimate their positions before the drama starts. The 5 repetitions took place, typically after every 3 episodes. One episode took place every week. This means 6 observations per person.

The interface used was a continuous bipolar scale. It consisted on general questions about political affiliation and interests, the viewing situation and general situational feeling. Then 12 questions all of them based on the bipolar continuous scale (see appendix) asked questioning about changes in identification with politicians, spin-doctor’s and the press. The continuous scale has no zero point nor numbers. The point that the respondent, rather than taking an intellectual stand just used her body (hand) to move the cursor should account for more validity. People are not asked to rationalize or tell a story, it is the intelligence of the hand (body) that does the trick.

## References

*Becker, Howard (1953) Becoming a Marihuana User American Journal of Sociology Vol. 59 No 3 235 - 242*

*Burke, Kenneth (1945) A Grammar of Motives Berkely, Los Angelses: University of California Press*

*Burke, Kennet (1950) A Rhetoric of Motives New York: George Brazillier, Inc 1955*

*Goffman, Erving (1974) Frame Analysis An Essay on the Organization of Experience Boston: NorthEastern University Press*

*James, William (1907) Varieties of Religious Conversions Penguin 1978*

*Oysermann, Daphna (2009) Identity-based motivation: Implications for action-readiness, procedural-readiness, and consumer behavior Journal of Consumer Psychology 19 (2009) 250–260*

# **The rhetoric of “synergy” through mimetic images in a global corporation: a visual ethnography**

Hugo Gaggiotti  
(University of the West of England)

“Synergy”, a word commonly used to justify corporate mergers, acquisitions and takeovers, is based on the idea of mimesis and on logic of similarity. Because of similar way or ways of doing business, similar sectors, similar traditions, similar buildings, similar vocabulary...etc, organisations consider possible to produce a common “force” that can help them to dominate, compete or survive in the market, create production scale, save operational costs, etc. An analysis of the rhetoric of synergy is relevant for the field of organisation studies, in concrete for understanding the logic of managerial discourses in international management and the justifications that usually are behind, for example, expansions, mergers, acquisitions or takeovers.

Mimesis as an imitation, in particular as a representation of the material world, has been discussed and theorized from Plato and extensively analysed in the literature (Auerbach 1953), art (Adorno 1984 [1970]) and anthropology (Taussig 1993). A central topic discussed among ethnographers is how mimetic objects give power over mimetized objects. Mimetic objects could be considered images of the real, reflections, with the power of inspire practices of the real through imagination. Could replicas and similar buildings, copies of factories, machines, logos, colours, similar names of companies, also help to imagine and reproduce organisational practices like “synergy”?

In organisation studies, theoretical discussion on imagination has focussed more on how metaphors play a role on the ideas we imagine (Morgan 1980) than on how we interact with visual images or mimetic objects in order to imagine organising. The manipulation of visual images, not only metaphoric images, in the construction of the organisational imagination, is less known. As Cornelissen pointed out, Weick’s (1989) discussion of ‘disciplined imagination’ placed metaphor at the core of theory construction without explaining on how metaphors actually work (Cornelissen 2006).

Two contemporary authors who developed a way of doing inquiry into the relationship between practices, images and imagination (in particular, into identity) were Edward Said and Benedict Anderson. Said developed an inquiry methodology for understanding how images are produced by postcolonial discourses and of how self images may take up and replicate colonialist representations (Said, 1979). Anderson was the first one to explore how communities are socially constructed through their imagination of group belonging (Anderson, (2006) [1983]).

The paper, based on the ethnography conducted on companies of different countries of the same multinational corporation (Tenaris), analyses how copies of buildings, logos, letters, advertises, etc, help to construct a rhetoric of “synergy” used in the prospective and retrospective discourse of the organisation to justify its present and past expansion. The distribution of pictures of the founder of the company through the employees, the “renaming” of the name of the companies and painting it on the walls of the plants, the uses of pictures of the past of one company to illustrate the past of

another, the repainting with the same but also with different colours, the rebuilding, the reorganizing of old furniture's and places to create a sense of similarity in different companies of Tenaris are explained in the paper in order to illustrate how visual practices construct a valid rhetoric of synergy through mimesis that help to imagine organising.

## References

*Adorno, T. (1984) [1970] Aesthetic Theory. London: Routledge*

*Anderson, B. (2006) [1983] Imagined Communities: Reflections on the Origin and Spread of Nationalism, Verso: London/New York.*

*Auerbach, E. (1953) Mimesis: The Representation of Reality in Western Literature. Princeton: Princeton University Press.*

*Cornelissen, J. (2006) Making Sense of Theory Construction: Metaphor and Disciplined Imagination, Organization Studies; 27; 1579.*

*Morgan, G. (1980) 'Paradigms, metaphors and puzzle solving in organizational theory'. Administrative Science Quarterly. 25: 605–622.*

*Said, E. (1979) Orientalism, Vintage Books, New York, NY.*

*Taussig, M. (1993). Mimesis and Alterity: A Particular History of the Senses. London and New York: Routledge.*

*Weick, K. E. (1989) 'Theory construction as disciplined imagination' Academy of Management Review. 14: 516–531.*



# Organizations as Discursive Gravitational Fields: A Lacanian-Einsteinian Metaphor on the Ethical Limits of Power

Gelis F., Antonio  
(Fundação Getúlio Vargas – EAESP)

“One occasionally hears people claiming that relativity theory can be summarized in the phrase ‘all things are relative’ – implying that it’s a free-for-all and anyone can believe anything they want! Nothing could be further from the truth.”

*Russel Stannard,  
A very short introduction to relativity, p. 25*

Building on Lacan’s theories of subjectivity and discourse (Bracher, 1993; Fink, 1995; Lacan, 1991) and also on Einstein’s theory of relativity (Einstein, 2001; Stannard, 2008), I present here a metaphor of organizations as *discursive gravitational fields*. I sustain that organizations can be meaningfully understood as a universal, multifaceted phenomenon if we start with an understanding of their basic nature as being an agglomeration of discursive relations. The characteristics of such discursive relations have been described by Lacan in his theory of the four discourses. By defining discourse as a social link mediated by language, Lacan has established what I call discourse-as-structure, which creates the framework upon which discourse-as-content will manifest its myriad manifestations, as explored by many thinkers, most notably Foucault.

By also exploring the concepts of Einstein’s theory of general relativity, this metaphor sheds light and promotes insight on the mechanisms through which organizations come into being from daily human interactions by agglutinating *discursive mass*, a characteristic of discursive relations that enables them to attract, under certain circumstances, other discursive relations, in a self-reinforcing process. Here, we can define such property as being the *gravitational discursive pull* of such initial set of conditions.

The threshold beyond which people will start to be connected to that organization will get lower and lower. That connection can materialize itself as someone desiring to work for that organization but that is just an ideal situation. People will feel attracted by that agglomeration of discourses and, as explained by Lacan, they will start to build different kinds of “social links based on language”.

Lacan described four different discourses: Master’s, Hysteric’s, University’s and Analyst’s. So, interestingly, people can “fall in the orbit” of an organization even when criticizing it.

At some point the gravitational pull of such organization will start to be so strong, since it will have been reinforced by more and more agglutinated discursive mass, up to the point of distorting the social discursive field around it. From then on, discourses will be more and more dependent on the referentials identified by that organization. “Right” and “Wrong” at some point become dangerously close to an act of choice, unbounded by external and previous discourses of morality and ethics, since those have been distorted by the organization’s discursive gravitational pull. Essentially, people lose their referentials, acting in a way that is not necessarily recognized as being wrong.

For those acting “in the name” of the organization, such loss of referentials can lead to innovation. But “innovation” here means any new exploration of discursive possibilities. That can assume the presentation of a new way of doing things that leads to new products and services or can assume the presentation of a new way of doing things that lead to the breaking of ethical norms.

Two main questions arise from the exploration of such metaphor. The first is related to why discourses agglutinate in the first place and the second is related to possible interventions in order to help organizations to avoid distortion to assume the bad aspect of ethical misbehavior.

Concerning the first question, discourses agglutinate around a initial set when they’re able to allow for *interpassive interaction* among individuals. The concept of interpassivity, originally identified by Pfaller (1996) has been explored by Slavoj Žižek in the context of cultural production, as a way to relate people and things.

Interpassivity, as opposed to interactivity, constitutes a ‘projective’ phenomenon relating persons to things. But even if the interpassivity involved in such “imaginary reading” can be appealing for cultural studies, to organization studies it is even more appealing, since it partially explains the transition from crowd-like arrangements to organizations: some of those initial arrangements of discourses, for reasons that are related to a connection between both personal and social conditionings, will become “interpassive screens” where the individual drive for satisfying desire can be projected on.

In that sense, organizations can be characterized as an until now unrecognized “sublime object of interpassivity”. They can “enjoy” for me. Are repressed unfulfilled desires of success and power disturbing you? Being part of an organization can do the trick and allows me to extract some relief from the ideal “enjoyment” that the organization is extracting from the world in my place – even if my concrete share of that enjoyment is nothing but overworking and alienation from my own family.

The second question leads us to the necessity of adding “discursive antimatter” to that equation. By insisting in a discourse of transparence and accountability, the gravitational pull of an organization is counter-acted by a discourse that, if well-aimed, will annihilate the effects of that process, allowing space for a misalignment of discursive vectors that creates the necessary space for people inside and outside the organization redirect their referentials for ethical standards.

Finally, such metaphor allows us to understand how corporations can eventually act in a space of complete impunity. Some examples are discussed here. By applying it to the current situation in most of the developed world, we can understand a little better how financial institutions have acquired so much power over societies and governments.

**References:**

*Bracher, Mark (ed.). 1993. **Lacan, Discourse and Social Change**. Ithaca: Cornell University Press.*

*Fink, Bruce. 1995. **The Lacanian Subject: Between Language and Jouissance**. Princeton: Princeton University Press.*

*Einstein, Albert. 2001. **Relativity**. London: Routledge.*

*Lacan, Jacques. 1991. **Le Seminar – Livre XVII: L’Envers de la Psychanalyse**. Paris: Seuil.*

*Stannard, Russell. 2008. **A Very Short Introduction to Relativity**. Oxford: Oxford University Press.*

# **Discourse and narratives in the construction of a strategy text: a case study of collegial participation in university strategic planning**

Michele Girotto  
*(Universitat Politècnica de Catalunya)*

This paper aims to explore the role of discourse and narratives in the construction of university strategic planning program. There are a variety of seminal works on the linguistic turn in management studies, especially on the subject of organization research on strategy. Focusing on discourse, Mantere and Vaara (2008) have explored the linkage between strategy discourses and other organizational practices, showing that discourses both reflect the prevailing organizational practices and serve to legitimize or delegitimize particular practices. They suggest that while a lack of participation is not always a problem in organizations, it is widely acknowledge that a lack of engagement often tends to decrease the quality of strategic planning and create various kinds of problems for the implementation of strategic plans.

A recent article on strategy consumption by Suominen and Mantere (2010) have explored the relationship between the institutionalized discourses and the individual managers discursive practices, focusing on the tactics that managers, as central strategy practitioners use to consume strategy, reflecting upon the role of official strategy on meeting the needs, concerns and anxieties of managers at various levels. Therefore, the analysis of strategy formation must not only be centered on text, conversations or the interactions described as strategic, but also on the interactions between narrative and discourse modes. In this sense, understanding strategy making based on reading and writing is useful in order to understand the complexities of strategy formation (De la Ville and Mounoud 2010).

Upon this line of thinking and within the context of the strategic planning implementation in a public university, the main aim of the paper is to explore strategy and interaction in the development and implementation of strategic plans. When practitioners get together to talk strategy, they come to the task with their own objectives, preferences, perspectives, expectations, values, biases, experiences, and so on. They each have a different understanding of concepts and tools, of when to use and how to do it. And issues of context, power, politics, emotions, and a lot of other factors all add to the complexity of strategy writing and reading. In this sense, by looking at organizations as material practices of text and talk set in currents of political economy and socio-history, in time and space, what an organization is and everything that happens in and to it can be seen as a phenomenon in and of language (Boje et al. 2004).

Along these lines, this paper based on a case study applied in a public university, explores the levels of engagement from different actors in the strategic planning process. This engagement is explored through narrative analysis of managers within top and middle level teams, which allow the complex social architecture of individuals to be revealed and it is through the connections of people who tell their stories, the different meanings can be coded and analysed and the chronology of significant and insignificant

events can be reviewed (Boje, 2001). Thus, the focus of analysis is at the relationship between text, practitioners and practices enclosed by discourse and narratives about the process of strategic planning formulation and implementation.

The narratives are explored in three dimensions: throughout the examination of discursivity within the strategy text (Fairclough, 2003), the focus on talk about practices and the details of interaction being perceived. The narrative analytical scheme is based on a systematic exploration of the main factors considered to be responsible for enabling or constraining the readings of the strategic plan. Different readings of a strategy text can lead to different levels of interpretation and posterior engagement, which will enhance or not the participation in the University strategic planning program. As follows, the main aim of the paper consist of exploring the production of strategic plan as a part of the large institutional discourse and then connect it with the micro-level narratives. Because the study interest is at exploring the different organizational actors engagement in a specific project (strategic plan) and which elements are at place when it comes to facilitate the participation and identification within a particular project, the collection of the micro-level narratives offers a perspective of how and why different organizational actors participate in the strategy formation when dealing with strategy texts produced by others as well as in reading these texts.

In this manner, the analysis of the set of narratives from the university managers at different organizational levels, allow for a close examination of levels of engagement in the bricolage of strategy making and how this engagement is pursued. Hence, the discussion presented in the paper is draw upon two aspects, at one hand we explore the institutional discourses, which are enclosed in the strategic texts and reflected within the top management narratives and on the other hand, we connect it with the organizational member's narratives about local practices, having as the main focus of attention the university strategic plan and its function within the university strategy in different organizational levels. Finally we introduce a discussion upon the role of narrative and discourse in the construction of a strategic plan and which elements take place in order to facilitate or constrain the participation in the university strategic planning.

## References

- Boje, D. (2001).** *Narrative Methods for Organization and Communication Research*, London: Sage Publications Ltd.
- Boje, D. M., Oswick, C., and Ford, J. D. (2004).** "Language and organization: The doing of discourse." *Academy of Management Review*, 29(4), 571-577.
- De la Ville, V., and Mounoud, E. (2010).** "A Narrative approach to Strategy as Practice: strategy making from texts and narratives", in D. Golsorkhi, L. Rouleau, D. Seidl, and E. Vaara, (eds.), *Cambridge handbook of Strategy as Practice*. Cambridge: Cambridge University Press.
- Fairclough, N. (2003).** *Analysing discourse: Textual analysis for social research*, London: Longman.
- Mantere, S., and Vaara, E. (2008).** "On the problem of participation in strategy: A critical discursive perspective." *Organization Science*, 19(2), 341-358.
- Suominen, K., and Mantere, S. (2010).** "Consuming Strategy: The art and practice of manager's everyday strategy usage", *Globalization of Strategy Research*, 211-245.

## **Virtues are not stories.**

Kyrill A. Goosseff  
(Rotterdam School of Management)

There are many “realities” and all of them are open to enquiry. Still a division is visible that put these realities into two worlds. Both worlds prefer their own kind of investigation and have their own kind of “proof”. One world, the world of *objects* can be proven by natural scientific approaches” primarily based on the empirical ( quantitative) verification of what is “true” and what is “false. These scientists claim to act from an objective standpoint and own the concept of “objectivity”. They produce scientific knowledge as-is. It does not need interpretation as it does not present ambiguity and is (in principle) error free. The first ideal of scientific knowledge is

*It does not vary from individual to individual. It must be valid for all.*

*It is universal. (James W. Dow))*

The other world cannot be measured the same way, it does not belong to world of objects and cannot be objectified, it s the world of the “subject”, the world of human ( subjective) *experience*. It this world that expresses itself in stories and narratives. Narratives. This world in order to be understood asks for narrative enquiry.

*Like other qualitative methods, narrative relies on criteria other than validity, reliability, and generalizability. ..) F. Michael Connelly and D. Jean Clandinin*

Stories and narratives do not necessarily guarantee the “truth’ and even when they seem truthful enough for the reader or listener, it is impossible to know what the respondent’s truth is as experienced. Narrative enquiries need interpretation for the unavoidable ambiguous parts.

Moral philosophy or ethics as a system of virtues is no an “objective’ concept as its “objective” empirical properties cannot be found. Even a profound rationality to give it an authoritative argument is lacking ( MacIntyre 1984) So the “study” of morality is found outside the realm of science, but inside that of philosophy.

The proposed article will describe the start and process of an ongoing research, which aims to find a plausible but scientific and rational foundation for virtues.

To find a scientific foundation for morality this foundation must exist in most if not all people. This will accommodate the first ideal of scientific knowledge: universality It will also makes this foundation more or less culture, time and place independent (personal history independent). If such a

foundation can be found, then it must be hidden behind the psychological part of the personality of the individual.

So for this research qualitative in-depth interviews are chosen, but existing qualitative interview methodology obviously will not do as all those methods are perfected in gathering personal opinions. That will make it practically impossible to gain data independently from the respondent's psychological make up.

By following a derivate method of Husserl's Transcendental Reduction applied by the respondents themselves, this hidden compound is found in experience by the respondents up until now.

#### References

*James W. Dow, The Evolution of Knowledge Systems: Narrative Knowledge versus Scientific Knowledge 2006 p22*

*Michael Connelly and D. Jean Clandinin. Source: Educational Researcher, Vol. 19, No. 5, p7 (Jun. - Jul., 1990 "Stories of Experience and Narrative Inquiry"*

*Alisdair MacIntyre, (1984), After Virtue. 2<sup>nd</sup> edition, the University of Notre Dame Press*

## **Success stories?! The meaning of success in narratives on career changes**

Anna Hidegh and Zsuzsa Váradi Szabó  
(*Corvinus University of Budapest*)

Success and career are popular topics in organizational analysis, especially in the literature of new career. With the change in the meaning of career, the meaning of career success has also changed. The theories of boundary less career and protean career are reflecting on those changes as well (Sullivan, 1999; Hall, 1996). In career literature, the traditional form of career is associated with extrinsic career success: following objective career goals with a tangible outcome (salary, promotion, status). While the new types of career are in connection with intrinsic or psychological success: a subjective appraisal of one's satisfaction with one's career. Career satisfaction is a reflection of one's satisfaction with the entire work history including the evaluation of past and expected future (Judge and Kammeyer-Mueller, 2007).

Psychological success is a central element of the new type of career behaviour: employees are striving for self-realization, pride and feeling of personal performance which are available through the achievement of their most important life-goals and personal values (Mirvis and Hall, 1994). It presumes a pro-actively managed, self-directed career and the effort for maintaining value congruence; thus the concept of psychological success is interrelated with autonomy, double-loop learning, integrated self-identity and intrinsic motivations.

The boundaryless and protean career theories reflect on changes of labour market that does not support life-long employment any more, and requires adaptability on the employees' side (Mirvis and Hall, 1994). However, these theories overlook the question, whether the "need" for psychological success and self-realization are only responses to a structural constrain. Namely, that the "old linear" career is not available any more.

The authors have doubts concerning the above mentioned idealistic, rosy and oversimplified picture of the interconnections of career, success and identity. In this paper, we would like to provide a more complex understanding of the meaning of success through the analysis of narrative interviews on career changes.

This study is part of a broader research project on career changes started in 2007. During the Career Changers in Hungary research project<sup>1</sup> 51 life stories of career changers were collected. Career change was defined on the basis of the boundaryless career concept because the institutional aspect of career change was appropriate for sample collecting goals. Although we have gone beyond the identified categories of this theory and called for interview people who had one or more career changes, namely they changed occupational sector (e.g., from business to public sector), employment status, profession; redefined their life-work balance or had career break. We collected data with narrative interview method and we followed the constructivist approach to narrative analysis (Elliot, 2005). Thus "how" questions were put in the focus: how meanings and identities are constructed in the career stories.

After publishing the first results of the research project, we realized that narratives of career changes are narratives of success as well. Thus, the newly emergent research questions are: What is the meaning of success for career changers and how the meaning of success is constructed in the career change stories?



Based on narrative and content analysis we identified three career change patterns: (1) “leaving behind”, (2) “seeking for” and (3) “crossing over”. The distinction refers to the career decision process, the motive and goal of career change, and the construction of narrative arc. In the further investigation we involved the meaning of career and success as well.

Hereby, we provide a short overview of the results. Firstly, a career change from the objective perspective (boundaryless career) is not definitely a career change from the subjective perspective (protean career), although the literature suppose a strong relationship. Secondly, the meaning of career and the meaning of success might change during one’s whole life story. That is why we decided to concentrate on career changes and not on one’s whole life story. Thirdly, extrinsic and intrinsic career goals are occurring simultaneously in the career change stories although the emphasis on importance may differ. We found also discrepancies between the declared values concerning success and the followed values and goals emerging from the stories. Fourthly, the investigation at the level of the above mentioned career change patterns provided further insights into the topic:

(1) The first pattern – leaving behind something – includes leaving stories full of difficulties. The dramaturgy is a romantic adventure in which the hero has to overcome his/her own self and leave the earlier career stage and jump into the “nowhere”. The emphasis is on the hero’s active role, hence career change – and the hero itself – are evaluated as successful as a whole. There are material and intrinsic career goals in the background as well, self-direction and proactivity are commonality. In sum, in these stories the declared meaning of success is intrinsic, even if the hero follows material goals.

(2) The second pattern – searching for something – includes stories which are about following personal values, desires and dreams from childhood. The followed career goals are self-realization, need for value-congruency, “being myself” and “find my own way”. The interviewees emphasize their active role, and evaluate the stories as successful in an intrinsic sense. Thus, this type of career change resonates mostly with the concept of protean career.

(3) The third pattern – crossing over – includes short reports without emotions. In these career changes material goals are followed, and they are usually really successful in extrinsic sense. However, successfulness was underemphasized; interviewees do not even mention the advantages of these changes. Career change just “happens”, passive role is a common trait. The analysis confirms the idea that the experience of success is in relation with the interviewee’s passive or active role.

## **References:**

- Elliott, J. (2005): Using Narrative in Social Research: Qualitative and Quantitative Approaches, Sage Publications*
- Hall, D.T. (1996): Protean Careers of the 21st Century, Academy of Management Executive, Vol. 10, No. 4., pp. 8-16.*
- Judge, T. – Kammeyer-Mueller, J. (2007): Personality and Career Success, In: Gunz, H.P. – Peiperl, M.A. (eds) (2007): Handbook of Career Studies, Sage Publications, pp. 59-78.*
- Sullivan, Sh.E. (1999): The Changing Nature of careers: a Review and Research Agenda, Journal of Management, Vol. 25, No. 3., pp. 457-484.*

# **Operationalizing the service strategy**

## *- A multi-perspective, narrative study*

Ritva Höykinpuro  
(University of Tampere)

The study is about service management, specifically about operationalizing the service strategy with multiple actors, who participate in service design and production.

Designing a service strategy is making decisions about labour intensity, standardized versus customized service, customer interaction and participation and interfaces, and naturally finding the target group or target groups who are expected to be satisfied with the service.

Operationalizing the service strategy is about putting the strategy into action with the help of the organizational actors and the customer. The service organization is a coalition of different actors with different roles to play in the service co-production or co-creation of value. According to service management the customer is considered as a subject with whom the service is co-produced instead of an object to whom the service is produced by the service provider. (Grönroos 2006). Thus, the customer has a role to play in service production or provision and could be considered as a “partial employee”.

Service strategy could be described as a script with actors at the different hierarchical layers who are expected to perform their roles as scripted. It is a challenge to operationalize the service strategy with multiple actors who have at least partly conflicting aims. An organization is commonly defined as a group of people at different hierarchical layers who aim at the same objective. However, the actors' objectives can be conflicting since the objective is dependent on a role that an actor occupies in an organization. Superior actors' view on the service strategy is holistic: there is a need to provide the customer satisfying service productively. Subordinate actors are willing to serve the customer well with time, and moreover they are willing to have a satisfying job. Customers are the ones who pay for the service and they are willing to have value for their money as well as quality service. These views may sometimes be conflicting. Hence, there is a need to balance the sometimes at least partly conflicting aims. Customer centricity is most relevant in service organizations but it is however one-sided view to reflect on service organizations' action. Thus, there is a need to move on to balanced centricity in studying service organizations' action as well as actors' participation and roles in service provision.

There are few studies which focus on a socially constructed reality of service organizations' activity from a multi-perspective. On the contrary, service management literature has traditionally been normative in nature. Additionally, the recent debate on provider, service dominant or customer logic as a basic logic to guide service research show that the service is reflected on from different perspectives. (Vargo and Lusch, 2004; Heinonen, Strandvik, Mickelsson, Edvardsson, Sundström, Andersson 2010). The study shows that studying service organizations' market orientation is dependent on a perspective and thus, it is a far more complex issue than the previous studies indicate.

The study provides a socially constructed view on implementing the principles of service management into operationalizing the service strategy. The actors at the different hierarchical layers as well as the customer provided stories about designing the service strategy and implementing it as well as customers provided stories about customer experiences on perceived service. Storytelling is a suitable method to study organizational processes; since people do not only tell stories they enact them. A story is a lived experience and thus it is always narrated from a perspective. A perspective is a way of understanding. All actors can be in different roles e.g. a manager occupies a role of a manager in an organization but he is also a customer for other service providers and service companies. Thus, a perspective through which a company's action is filtered and interpreted changes when a role of an actor changes. (Charon 2004). A multi-perspective, narrative data provides an organizational view on service organizations' action which is the actors' action and understanding of the action.

The study provides a multi-perspective and narrative approach on the challenge to operationalize the service strategy. (Riesmann 2008). The stories the actors provided illustrate the organizational reality with conflicting views and arguments for actors' action.

The study contributes to studies on service strategy as well as on studies on service organizations by providing methodologically a different approach on studying service strategies and service organizations. Additionally, the study provides managerial implication by suggesting practices to facilitate the operationalization of the service strategy.

## References:

Charon, J.M. (2004) *Symbolic interactionism – an introduction, an interpretation, an integration*, 8th edition. New Jersey: Pearson Prentice Hall.

Grönroos, C. (2006) *Adopting a service logic for marketing*. *Marketing Theory*, vol 6(3), p. 317-333.

Heinonen, K., Strandvik, T. Mickelsson, K.J., Edvardsson, B., Sundström, E. and Andersson, P. (2010) *A customer dominant logic of service*, *Journal of Service Management*, vol 21, no 4. pp. 531-548.

Riesmann, C. (2008) *Narrative methods for human sciences*, Thousand Oaks: SAGE Publications.

Vargo, S and Lusch R. (2004) *Evolving a New Dominant Logic for Marketing*, *Journal of Marketing*, Vol.68, no. 1, pp. 1-17.

# **Old Phenomenon, New Concept: An Analysis Of The Business Model Concept Through The Lenses Of Semiotics**

Margarete Kalinowski

*(ESADE)*

Despite the growing interest in business models, a clear consensus on their conceptualizations and definitions is still to emerge. Although examples and usage of the term flourish, there are almost as many definitions and conceptualizations of the business model as there are scholars on the subject who have tried to explain the business model construct on multiple levels of analysis. In order to understand business models scholars have borrowed concepts and theories from various disciplines. Many accounts of the concept are theoretically imprecise, empirically ambiguous, and often normatively inflected. In its broadest sense, the business model constitutes a holistic concept, which considers elements that determine the anatomy of a firm's core logic for value creation and appropriation (Amit and Zott, 2001; Svejenova et al., 2010). Viewed from a narratives perspective, business models are defined as stories that explain how the firm works, a gestalt embodiment of the firm's business conduct (Magretta, 2002).

From the narratives perspective, the business model concept can be interpreted as an institutional framework that incorporates organizational story telling. Scholars have argued that in order to understand innovation, economic growth, and thus value creation and appropriation the analytic net must be cast to the rhetoric that connects all involved (McCloskey, 2009). Rhetorical processes behind value creation and appropriation of the business model go beyond persuasion and the management of meaning, and the storytelling framework has proven to be a powerful tool for understanding and interpreting organizational behavior (Gabriel, 2000). Business models are an important component in the co-evolution of stories that determine legitimacy as a necessary component of firm survival (Lounsbury and Glynn, 2001).

The paper provides a broad and multifaceted review of the received literature on business models in which we examine the business model concept as a sign through the lenses of semiotics – a sign defined by its syntax. We discuss the nature of the business model, identify the theoretical foundations underlying the concept, and analyze its relation and distinction to other concepts of value creation and appropriation used in strategic management, its relation to the business model elements, and the business model architecture, the linkages between the elements. Our analysis is based on semiotics, the science that investigates sign processes in social life, the communication and exchange of information between two entities, being it individuals or organizations, and aims at theory development of signs in all their manifestations, such as linguistic and social signs, as well as signs in organizations and individuals (Morris, 1938; 1964). In the study of semiotics, a sign is considered as the relation of elements. Further, semiotics consists of syntactics, semantics, and pragmatics (Morris, 1938). While syntactics is concerned with the study of the relation of a sign to other signs, semantics puts the focus on studying the relation of signs to the objects or subjects that the signs refer to, and pragmatics is focused on the study of the relation of signs to its interpreters.

In this sense, we interpret a sign as a broader concept and define the business model as a sign. Based on this definition we analyze the extant research with semiotics as the underlying mechanism of analysis. With this research framework we explore: (a) syntactics: the relation and distinction of the business model concept to other concepts used in strategic management in terms of what is and what is not a business model; (b) semantics: the relation of the business model to its various elements; and (c) pragmatics: the business model architecture in terms of the linkages, interdependencies, and configurations between the business model elements. Our methodological framework for the conceptual analysis of the business model through the lenses of semiotics is motivated by research on signs and semiotics published in *Signs* – an international peer-reviewed electronic journal on the semiotics of mind, consciousness, language and culture as well as living and inanimate nature, and possible connections between them, *The American Journal of Semiotics* – a peer-reviewed research publication with an interdisciplinary focus on the general subject of signs and sign systems, and *Sign Systems Studies* - an international peer-reviewed journal on the semiotics of culture and nature. The reviewed journals allowed us to extend methodologies applied in research of signs in culture and language to our research of the business model concept with the objective to provide greater clarity and understanding of the definitional and conceptual ambiguity of the construct and contribute to the research on business models. The research and methodological approach was inspired by the special issue on rhetoric and narratives offered by the *Journal of Organizational Change Management* (2010).

Lastly, we propose fruitful avenues for further research on business models. Future research could investigate narrative mechanisms that enhance the scope of research to story formation and classification of narrative commonalities as well as analysis of processes that mediate narratives and business model behavior. Further, scholars could explore how the business model acts as a narrative device, an internal communication tool between employees of an organization, and how it allows to build identity and shared meanings which lead to successful performance in terms of revenues, reputation, and shared identity. Elaborating on research on competition through business models, future research could also explore how the business model acts as an external narrative device between organizations and how it influences competition and collaboration.

## REFERENCES

- Amit, R. & Zott, C. 2001. *Value creation in e-business*. ***Strategic Management Journal***, 22: 493-520.
- Lounsbury, M. & Glynn, M. A. (2001), "Cultural entrepreneurship: Stories, legitimacy, and the acquisition of resources", ***Strategic Management Journal***, Vol. 22(6-7): 545-564.
- Magretta, J. 2002. *Why business models matter*. ***Harvard Business Review***, 80(5): 86-92.
- Morris, C. W. 1938. ***Foundations of the theory of signs***. Chicago, IL: The University of Chicago Press.
- Morris, C. W. 1964. ***Signification and Significance: A Study of the Relations of Signs and Values***. Cambridge, MA: MIT Press.
- Svejenova, S., Planellas, M. & Vives, L. 2010. *An individual business model in the making: A chef's quest for creative freedom*. ***Long Range Planning***, 43(2-3): 408-430.

## **First mover advantage, the car industry, and the Web 2.0:**

### **In performativity we trust?**

Kai Kaufmann (IESE)

Marketing researchers have observed that surviving pioneers in both consumer and industrial markets tend to outsell subsequent entrants, in spite of the latter's attempt to "compete the competitive advantage away" by introducing new brands (differentiation strategy) and generics or imports (price competition). In economics, this is explained via either the concept of entry barriers from preemptive positioning (Hotelling 1929) or that of transaction costs (Williamson 1981), in particular switching costs (brand specific user skills) and information asymmetry about the product's quality (cf. Akerlof 1970). However these standard responses are somewhat simplistic, especially when looking at mature markets in which brand repositioning is possible and switching costs are negligible. One example of this is the automotive industry. With Mercedes-Benz as the oldest car manufacturer celebrating its 125<sup>th</sup> anniversary this year (Peugeot is turning 122 while Fiat, Opel and Renault will turn 112), and no substantial new players in the last forty years (if we do not count brand extensions such as Lexus for Toyota), this industry is fascinating not only because the word "car" is presumably the third word babies in Germany and elsewhere learn. For most of us, after potentially a flat, the car is still the most expensive product we buy in our life times and in contrast to housing, trademarks and personal identification with the brand play a strong role due to the consolidation, attractiveness and globalization of the industry.

In the present study I analyze to what extent "pioneering advantage" exists in the automotive industry and relate my findings to the way in which consumers' form preferences for 59 car brands in a non-linear map of the competition. Of these brands, there are 14 US-American (all related to the Big Three and four of them are currently being phased out), 10 Japanese, 8 German, 7 British (mostly small volume producers), 6 Italian, 3 French, 3 South Korean, 2 Swedish, 1 Czech, Indian, Romanian, Russian, Spanish company, each and one classifiable as mixed heritage (French, German and Italian in the case of Bugatti).

As six proxies for how the persuasiveness of a firm's rhetoric affects the persuasiveness of the rhetoric of its supporters, I take its effects in the Web 2.0, three from the online encyclopedia Wikipedia, the other three being the number of facebook fans (only of the brand, not its models), of youtube hits (in the car category) and of classic google hits. The three proxies from Wikipedia are date of first edit of each company article in English, total page views in January 2011 and number of current languages for each article. We therefore have two historic or age variables (year of firm founding, corrected for market entry in the automotive branch, and date of first Wikipedia article) and five current variables each of which measures a construct of attraction that reflects attributes such as trendiness, likeability, focus of interest and international (or more accurately, interlinguistic) reputation.

Various observations can be made. What is most interesting is that there are three hardly overlapping *ranges* of correlations, which first weakly confirms the initially described notion of pioneering advantage (older companies tend to be slightly more popular with crass exceptions such as Rover which turns 107 this year), then there is a Web 2.0 analogy of the phenomenon of pioneering advantage in that firms that became earlier the topic of a Wikipedia article outperform later ones in all of the Web 2.0, a correlation that is significantly stronger, but still moderate, and finally the present popularity on different channels that is highly related throughout.

The pervasive strong correlation shows the consolidation of the four different kind of online platforms and the strong overlap between communities in which people read to gain information (google), read and write to extend knowledge (Wikipedia), watch, upload and comment videos (youtube) and discuss or share what they like (facebook). Actually, we may coin a new term here, “conspicuous association” to reflect people editing articles, uploading videos and becoming a facebook fan without actually owning the product, thus differing from Veblen’s 1899 “conspicuous consumption” (cf. Baudrillard 1998).

While this factor does play a significant role, it is not the decisive factor in the general popularity contest for which I ranked the 59 companies in the five synchronic popularity variables and calculated the geometric mean. The reason for taking the geometric and not the arithmetic mean is based on a tournament pay scheme which rewards outstanding performance so that for example 1st and 10th place together is better than 4th and 6th though both means correlate at over 0.995. Three niche producers show up in the top ten (Ferrari on # 7, Porsche on # 9 and Lamborghini on # 10), yet in general the volume and upscale producers stand out, with BMW on place 1 (leader in facebook fans with 4.5 million and in Wikipedia views with over 190,000 and second in the other three dimensions), Ford 2 (this came to my surprise and was related to its lead in both youtube and google hits), Mercedes 3, Toyota 4 (leader in number of languages on Wikipedia with 64), Audi 5, Honda 6 and VW 8. Neither the aforementioned five oldest firms perform particularly well (except for Mercedes), nor did those four who were the first to be endowed with a Wikipedia article within four months of the encyclopedia’s inception, namely all on May 3<sup>rd</sup>, 2001 (again with one exception, VW among Opel, Skoda and Volvo).

The study obviously does not exclude all biases such as that French and Italian volume producers (PSA much behind Renault as 17th and Fiat as 16th) are probably at a “both virtual and real” disadvantage due to not selling cars in the US market for a longer time span. However, the diversity of indicators improves the robustness of the study as reflected in the fact that the first four Wikipedia edits were made for European companies followed by two Japanese ones who landed in the second quintile of the field (Nissan 13th, Mazda 21st). It is noteworthy that among the Big Three US carmakers, two are outperformed by subdivisions with more dynamic profiles: GM comes in as 12th behind Chevrolet as 11th while Chrysler as 26th has been overtaken by both Dodge as 18th and Jeep as 14th.

All in all, we realize that running before one’s competitors is not a feature that determines the performance later on when it is the audience that needs to be won over on a continuous basis in the intrically linked real and virtual sphere.

## References

- Akerlof, George A. (1970) “The Market for “Lemons”: Quality Uncertainty and the Market Mechanism,” *Quarterly Journal of Economics*, Vol. 84 (3), 488-500.
- Baudrillard, Jean. (1998) *Symbolic Exchange and Death*. London: Sage.
- Hotelling, Harold. (1929) “Stability in Competition,” *Economic Journal*, Vol. 39, 41-57.
- Veblen, Thorstein. (1899) *Theory of the Leisure Class: An Economic Study in the Evolution of Institutions*. New York: Macmillan. Reprinted (1994) Dover paperback edition.
- Williamson, Oliver E. (1981) “The Economics of Organization: The Transaction Cost Approach”, *American Journal of Sociology*, Vol. 87 (3), 547-577.

# CEO narrative communication and the evaluations of securities analysts

Andreas König, Alexander Wessels, Katharina Boxleitner  
(University of Erlangen-Nuremberg)

Securities analysts play one of the most important roles in capital markets. They render summary judgments about a firm's financial and strategic position, estimate future earnings, and provide recommendations for whether to buy, hold, or sell a particular firm's stocks. As such, analysts make sense of, and give sense to (Gioia and Chittipeddi, 1991), complex, abundant, and ambiguous data. Ultimately, their interpretations and judgments significantly affect the demand for a firm's stock.

In this conceptual paper, we add to this emerging stream of literature by introducing the concept of "CEO narrative communication" (CNC) – the tendency of CEOs to use stories and metaphorical language (analogies and metaphors) to express feelings and thoughts (Lakoff and Johnson, 1980; Fisher, 1987). Linguists have often emphasized the role of the narrative language used by a sender of communication in shaping the sensemaking processes and actions of the receivers of that communication. Specifically, stories and metaphorical language can influence receivers of communication on three levels: (1) *cognition* – by heightening the receiver's awareness, understanding, and memorization of messages, and the attention paid to those messages; (2) *affection* – by strengthening the receiver's level of conviction and an overall positive attitude towards communicated messages; and (c) *conation* – by propelling the alignment of the receiver's response behaviors with the goals of the sender.

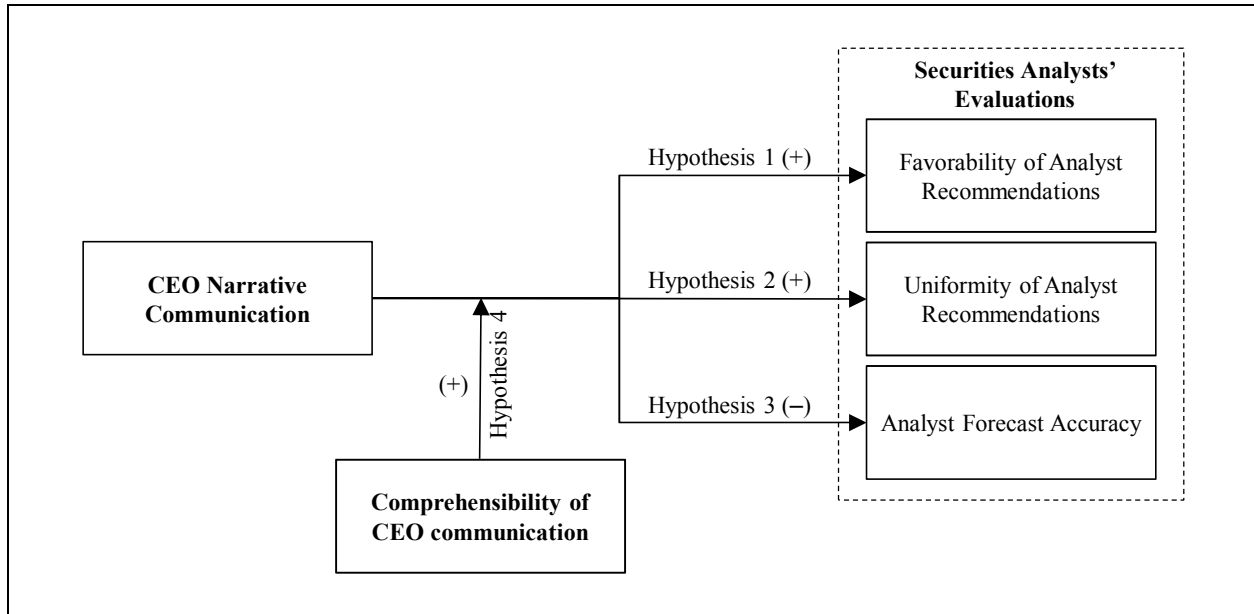
Various studies in management research have also accentuated the importance of narrative language in influencing organizational behavior. This research has, in particular, focused on the narrative communication of CEOs in such areas as strategy making, internal and external strategy communication, leadership, and organizational change management. These studies unanimously highlight the role of narrative language in reducing the uncertainty involved in responding to stimuli. Narrative language helps decision makers to shape the framing of strategic issues by serving as a "filter." When communicated using metaphorical language, a strategic issue is virtually "seen through" the metaphorical expression, which emphasizes and highlights some characteristics of the subject while it suppresses others. In this way, narrative language empowers decision makers to change the attitudes and beliefs of internal and external stakeholders, and, thus, enables executives to anchor new value systems.

However, CEOs' use of narrative language in their interactions with securities analysts has not yet been studied, which is surprising because CEOs do employ narrative language in their communication targeted towards analysts. For instance, in 2008, Warren Buffet, CEO of Berkshire Hathaway, commented on the disorientation of investors during the financial crisis in his Letter to the Shareholders: "By yearend, investors of all stripes were bloodied and confused, much as if they were small birds that had strayed into a badminton game."

Even more importantly, CEO's narrative communication is likely to affect analysts' evaluations. First, as described above, analysts have to make sense of ambiguous, complex, and abundant data, typically under high levels of stress. Second, sensemaking is a cognitive processes shaped by mental frames that determine which stimuli a person recognizes as relevant, and how this



person interprets, and responds to, these stimuli. This impact of frames on sensemaking increases with: (a) the complexity and ambiguity of the stimuli, and (b) cognitive stress. And third, by using narrative language, CEOs are not only able to select and channel information for securities analysts, but they are also able to provide analysts with new mental frames or change their existing frames (Kaplan, 2008). Hence, it logically follows from these assumptions that CNC is likely to act as an important precursor of securities analysts' evaluations.



**FIGURE 1**

In this paper, we build on these theoretical underpinnings to derive and discuss a formal model linking CNC with three dimensions of securities analysts' evaluations (see Figure 1):

(H1) *CNC is positively related to the favorability of analyst recommendations.* By using narrative language, CEOs can highlight positive and suppress negative corporate information, thereby putting the company in a favorable light. Furthermore, stories and metaphors simplify complex issues, and they can give the audience a feeling of relief and enlightenment. Narrative communication also creates a feeling of togetherness by referring to shared knowledge or beliefs.

(H2) *CNC is positively related to the uniformity of analyst recommendations, such that the firms of CEOs that use more narrative language will receive more uniform recommendations across analysts than the firms of CEOs that use less narrative language.* Narrative communication provides meaning, thereby reducing ambiguity. Given that individual frames, personalities, and psychological biases affect the response to stimuli to the extent of the ambiguity of these stimuli, a reduction in the ambiguity of stimuli through narrative language is likely to result in more uniform recommendations.

(H3) *CNC is negatively related to analyst forecast accuracy.* By using narrative language as a filter, CEOs are able to highlight positive information and suppress negative information. Furthermore, research indicates that people using narrative communication create positive emotions, and that they are typically perceived as more apt, innovative, and creative. Nevertheless, managers who use narrative communication do not necessarily outperform their

non-narrative counterparts. Thus, CNC can misguide analysts in their earnings forecasts because pretended organizational practices are decoupled from actual practices.

Our theorizing, if corroborated by empirical evidence, contributes to management research, particularly in terms of increasing the predictability of analyst evaluations, which are crucial to corporate performance. In this context, narrative communication is a particularly useful construct as it is comparatively easy for CEOs to manipulate. The model also adds to the understanding of narratives, especially as it provides a basis from which to test the effects of specific rhetorical elements in real-life organizational settings.

## REFERENCES

*Fisher, W.R. (1987), Human communication as narration, University of South Carolina Press, Columbia, S.C.*

*Gioia, D.A. and Chittipeddi, K. (1991), "Sensemaking and Sensegiving in Strategic Change Initiation", Strategic Management Journal, Vol. 12 No. 6, pp. 433–448.*

*Kaplan, S. (2008), "Framing Contests: Strategy Making Under Uncertainty", Organization Science, Vol. 19 No. 5, pp. 729–752.*

*Lakoff, G. and Johnson, M. (1980), Metaphors we live by, University of Chicago Press, Chicago.*

*Westphal, J.D. and Graebner, M.E. (2010), "A Matter of Appearances: How Corporate Leaders Manage the Impressions of Financial Analysts About the Conduct of Their Boards", Academy of Management Journal, Vol. 53 No. 1, pp. 15–43.*

# Reflection in learning organizations: Neosocratic Dialogue

Artur Massana, Vander Lemes  
(LeadLearningLab)

## 1. Introduction

The first sentence of Aristotle's Rhetoric is: "Rhetoric is the counterpoint of dialectic". In this communication we will present a dialectical model that can be used within organizations to provide the necessary counterpoint to the ethos of constructive debate and rhetoric. The necessity of this counterpoint has been sufficiently stressed by the literature on learning organizations (Senge, 1990)

## 2. Socratic and Neosocratic Dialogue

The dialectical model to be presented has its roots in the neokantian tradition. It was first developed by Leonard Nelson (1882-1927) and updated by Gustav Heckmann (1898-1996) as a tool to teach philosophy in a Socratic spirit to graduate students (Nelson, 1922). This dialectical model has been successfully applied in organizational settings in order to create space for reflection around central complex issues such as visions, values and mental models (Kessels, 2001).

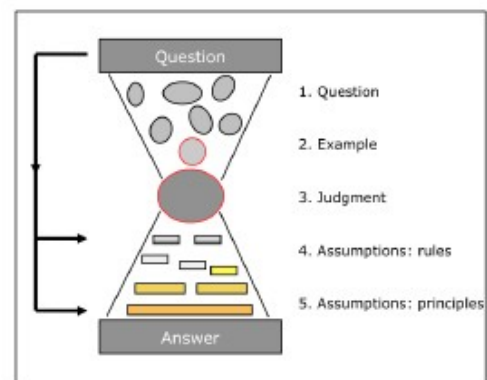
Neosocratic dialogues have some features that differentiate them from the Socratic Dialogues as recorded in the platonic tradition, namely: Neosocratic conversations are a group dynamic not a one-to-one conversation; the role of the facilitator is just helping the group to reach a consensus (Socrates in the Platonic dialogues has often a leading role); the usage of auxiliary dialogues to discuss strategic issues or the emotional aspects of the content dialogue; the intensive use of public writing to focus and clarify continuously the conversation. Nevertheless, neosocratic dialogues are profoundly Socratic in their mayeutic spirit and in their refusal to consider other authorities than the use of the collective reason. (For a detailed discussion see: Leal, 2001)

## 3. Neosocratic dialogue and regressive abstraction

A Neosocratic conversation follows a methodology that is usually illustrated with an hourglass diagram (Kessels, 2001). The dialogue begins with a question that must address an issue of central importance for the organization. The question directs the collective quest for conceptual clarification and provides a concrete goal: reaching an answer that must be consensual.

The second step consists in finding an example that will help the team to build the consensus. The example is a significant story for the organization and it is voluntarily provided by one of the participants who must have experienced it and lived through it. This requirement ensures the emotional and logical depth of the enquiry. Without an example the reflection runs the risk of losing itself into blind abstractions.

Once the example is given and well-understood by all participants, the example elaborates her judgment, a core statement the form: "I think this is a case of.... because..." That summarizes her point of view on the issue (e.g. "I think this story is an example of customer orientation because I overlooked a company rule in order to satisfy the real interests of the client and the company")



The collective enquiry will proceed focusing on this core statement, and it will try to discover and critically validate –or not- the tacit assumptions that are behind the judgment provided by the example-giver.

Nelson (1922) named this process of reconstructing the tacit assumptions that ground our usage of important concepts: regressive abstraction. The process of regressive abstraction can be illustrated by a “regressive syllogism”: the conclusion of the syllogism is the judgment provided by the example-giver. The minor premise is constituted by the data from the example that grounds the judgment. Finally, the major premise is the tacit norm and assumption that warranted the judgment in the first place.

For instance:

- o Conclusion: This story is a case of customer orientation (Example-giver judgment)
- o Minor Premise: In the story I correctly overlooked a company rule in order to satisfy the real interest of the clients and the company (Data provided by the example)
- o Major Premise: If a company rule is overlooked in order to satisfy the real interests of the client and the company then we have a case of customer orientation (Tacit norm that the example-giver has used in order to ground his judgment)

Now the dialectical enquiry can focus either in the minor premise and challenge the data from the example (e.g. Is it true that the interests of the client and the company have been satisfied?) or it can focus on the major premise and challenge the understanding of the concept of “customer orientation” that was tacit in the example-giver judgment. There are different ways in which a facilitator of Socratic dialogues can organize the road to a consensus. The most common is asking other participants to elaborate their own judgments on the example and use this material to build the consensus. Our professional experience as facilitators of Socratic Dialogues tells us that if sufficient time is provided the team will end up reaching a consensus or alternatively it will end up with a converging set of points of view on the issue. In certain cases, the Socratic dialogue has ungrounded deep divergences in opinion that now can be explicitly addressed by the organization.

#### **4. Conclusion: the uses of Neosocratic dialogues within organizations**

Finally, we can ask ourselves what the value of dialectics as a discipline to be practiced within organizations is, or alternatively: what is the source of its necessity as a “counterpoint of Rhetoric” in Aristotle’s words?

From our point of view dialectics as a discipline helps leaders to develop competencies required for the building of learning organizations. Bolten (2001) reports that managers that participate in neosocratic dialogues mimic afterwards with their teams some facilitator’s techniques such as active listening and the use of probing questions. Furthermore, they introduce new practices in their team meetings in order to stimulate divergent thinking, a higher level of collective intelligence and the careful exploration of hidden assumptions.

Neosocratic dialogues might also be used to reach consensus around important issues (values, competencies, vision) and it can help assess critically tacit mental models. Finally it can be an instrument to institutionalize the business ethics of a company when the question addressed by the Socratic dialogue has an ethical component (e.g. What is professional integrity?)

## **Bibliography**

*Bolten, H. (2001): "Managers Develop Moral Accountability: The Impact of Socratic Dialogue". Reason In Practice. Volume 1 Number 3*

*Kessels, J. (2001): Die Macht der Argumente. Die sokratische Methode der Gesprächsführung in der Unternehmenspraxis, Beltz Verlag: Weinheim/Basel.*

*Leal, F. (2001): "El diálogo socrático como método de investigación de teorías implícitas" in Matute, E. Romo-Beltrán, R.M. (eds): Los Retos de la Educación en el Siglo XXI. Universidad de Guadalajara: México.*

*Nelson, L. (1922): "The Socratic Method". Nelson, L. (1965) The Socratic Method and Critical Philosophy. Selected Essays. Dover: New York.*

*Senge, P. (1990): The Fifth Discipline, Doubleday: New York.*

# **The Many Faces of Entrepreneurial Storytelling: the Case of an Enterprising Community in China**

Dr Kai Liu  
(*Aston Business School*)

The use of a narrative approach to the study of entrepreneurship in transition economies is almost non-existent in academic literature, yet the economic transition of those former socialist economies offers us a rich and unique entrepreneurial context, characterised by a highly turbulent and hostile socio-political environment for businesses to grow (Smallbone and Welter 2001). Such a complex entrepreneurial context can be a fertile ground when we apply the narrative approach as such a approach emphasise entrepreneurship as a creative process in which it is accepted that entrepreneurs are creators of new realities walking on the boundary between destabilizing existing situations and actualizing implicit possibilities into new contexts (Steyaert 1997).

Based on a longitudinal field study in China in 2003, 2005 and 2006, this paper traces the entrepreneurial journey of a very enterprising community - *Zhulin* Town, in Henan Province of China. The town's entrepreneurial journey took off from a humble beginning with only one factory in 1977, to a large industrial conglomerate that contained a publicly listed high-tech pharmaceutical company in 2006 when the author's field work was completed. During this lengthy period, the local entrepreneurial leader, Mr. Zhao Minen, and his associates not only needed to build successful industrial ventures, but also to respond to the various crises, challenges and constraints posed by a fast-changing external environment. The research highlights the role of this local leader's extraordinary ability in telling his community's "entrepreneurial story" to different "stakeholders", including national government, provincial and municipal governments, media and people of his own community, in order to acquire legitimacy and valuable resources to sustain local economic development and ongoing entrepreneurship. Those "stories" are essentially different and "tailor made" to suit different situations when local entrepreneurial leaders are facing the different audience in different socio-political situations. For example, there is a great emphasis on local entrepreneurial endeavour as a process of "community-based industrial development" when the story was told to central government and media. The role of local leader was described as a "mentor" to guide local people to escape the poverty rather than a hero with extraordinary entrepreneurial ability. In contrast, when the same story is told to municipal government and business partners, the emphasis will be given to the local leader's remarkable entrepreneurial ability and socio-political connections as they are the important means to acquire resources in a transition economy. The same story is also told differently inside local community as the local leader are often described as a "father" figure with a great love to his local roots.

The paper concludes with the author's reflections on the advantage and disadvantage of using a narrative approach to study entrepreneurship in China. It is very clear only though narrative approach we can discover the multifaceted nature of entrepreneurial storytelling in a transitional economy. Storytelling is a power tool for entrepreneurs to construct their identities and build legitimacy for their businesses. Their identities need to be diversified to suit different situations and their storytelling is essentially a way of reinforcing their different identities to different audiences. In a sense, when I conduct interview with the local leader -

Mr. Zhao Minen, I should also reflect my own position in Mr. Zhao's eye as a PhD student introduced by a central government, thus the story I heard might only be one aspect of the whole story.

## **Reference**

*Smallbone, D. and F. Welter (2001). "The distinctiveness of entrepreneurship in transition economies." Small Business Economics 16(4): 249-262.*

*Steyaert, C. (1997). "A Qualitative Methodology for Process Studies of Entrepreneurship: Creating Local Knowledge through Stories." International Studies of Management & Organization 27(3).*

# NarraChange: A storytelling portfolio for change management

Maria Bolin<sup>2</sup>, Magnus Bergquist<sup>1</sup>, Jan Ljungberg<sup>1</sup>

<sup>1</sup>*Department of Applied Information Technology, University of Gothenburg,  
Sweden*

<sup>2</sup>*Guide Consulting, Sweden*

Change is a central concept in business and management. It is addressed under different names, such as organizational restructuring, transformation and development, and a vital part of most theories, methods and approaches dealing with organizational development. Despite this central role of the change concept, several authors have reported on the high percentage of failure. One main problem is that both managers and members lack a common picture of the organization's identity, situation, challenges and culture. For a change manager this will increase the uncertainties when leading the organization towards a desired goal. If members are unable to determine their current state it can become problematic to formulate relevant directions for vision building (Balogun & Johnson 2004). There is a tendency to underestimate diversity in organizational culture as a hindrance towards reaching change goals. Several perspectives and methods have been suggested to improve organizations' ability to reflect on identity and on the processes and practices that sustain them and narratives have been proposed as a method to integrate different worldviews in organizations to create shared meaning (Hatch, Kostera & Kozminski 2005;). Narratives are presented both as complete stories (Czarniawska 1998; Gabriel 2004) and more fragmented and dialogic (Boje 2006) where the change manager's challenge is to structure stories into networks and nodes.

In this paper we summarize several research projects (e.g. Bolin, Bergquist & Ljungberg 2005) into a collection of methods for change management based on narratives. This methods portfolio builds on experiences from three previous studies, each developing a change management method. The methods could be used separately or in combination:

- *Capture*: Change agents have a partial understanding of the organization (culture, conflicts, problems etc). By capturing stories told in the organizations we will create a better sense of the organization.
- *Trigger*: Members are stuck in their own interests and images of themselves and the organization. By using stories in group sessions people may view their own problems at a more "universal" level.
- *Driver*: Members often have difficulties to see the logic and overarching vision in the change process. By using a "grand narrative" manifesting the vision, people may easier grasp the meaning of phases, roles and challenges within the change process.

The *capture method* aims at creating meaning for the change management team based on stories told in the organization to help them understand the cultural complexities of the organization. The method was developed in a project aiming at integrating two IT consultancy firms into a new identity. Stories were therefore collected in the organization to capture



experiences, knowledge and culture among different categories of employees. Storytelling seminars were arranged as focus groups moderated by change managers. The aim was to get people to tell stories about their experiences. The participants were free to reflect on the topic and encouraged to tell stories about occasions they had been involved in or had been told about by colleagues. In the next step the stories were analyzed and categorized into themes. An example of a theme was "the strange others" dealing with stories about experiences of previous mergers. The result of the capture method is sensemaking around the current situations. The result feeds into the Trigger.

The *trigger method* concerns the use of well known myths or created stories in the facilitation of creativity at group level in workshop situations, in order to open up mindsets. This could include exercises on the basics of myths and narratives or practicing how to tell and write good stories. This approach is illustrated by a study of a change project with the mission to create centralized common core business processes and common core IT-systems within two merged multinational companies. The project involved approximately 11.000 people on different levels and from different countries. The challenges for the project was to create a shared interpretation of the project objectives and a common strategy to reach them; to ensure that the project members share the same values, attitudes and behaviour, and to motivate end-users to adopt processes and new IT- systems. Here the trigger method was tested in the initial phases of the change project.

The purpose of the *driver method* is to use a narrative context as a frame for the whole change process. The organizational change project itself is therefore seen as a myth, tale, or story in order to frame the problems and challenges the organization is struggling with. The advantage for a change management leader to work in this way is that the participants in the change project may see their contribution in a larger context. This will hopefully increase the motivation to change, as well as accepting new roles and new ways of thinking. Steps in the method are to listen to, describe and analyze myths and stories to challenge old mindsets. This method is illustrated by a case study in a public organization, where the vision of a large project concerning a standardized web portal for all services was manifested in a Greek myth adopted to challenges in the current change project.

## References

- Balogun, J. & Johnson, G. (2004) *Organizational Restructuring and middle manager sensemaking*. *Academy of Management Journal*, Vol. 47, No. 4
- Boje, D.M. (2001). *Narrative Methods for Organizational and Communication Research*. London: Sage.
- Bolin, M. Bergquist, M. & Ljungberg, J. (2005) *Driving Change With Narratives*. *Proceedings from 21st European Group for Organizational Studies (EGOS) Colloquium 2005*. Freie Universität Berlin.
- Czarniawska, B. (1998) *A Narrative approach in Organization Studies*. Thousand Oaks.
- Gabriel, Y. (2004) *Myths, stories, and organizations*. Oxford University Press
- Hatch, M. J., Kostera, M., & Kozminski, A. (2005). *The three faces of leadership: Manager, artist, priest*. Malden, MA: Blackwell.

# **Conceptualizing and Measuring the Meaning of Work Values Amongst Public Sector Employees Across Cultures: A Study Based on Semi-Delphi Methodology**

Delia Mannen and Simon Dolan  
(*ESADE*)

The collective sharing of values represent the culture of an organization and is instrumental in understanding the norms and behavior of its members (Dolan, Garcia , Richley, 2006). Values in the public sector are unique to this sector. Values perceived and shared amongst public sector employees represent hidden motivators. Since public sector productivity plays an important role in the overall economic success of a country (Malone, 2004), it is important to understand the values that represent hidden motivators in this sector. The values that guide an organization underlie the shared stories, daily routines, and reasoning behind decisions. Hofstede theorized that national cultures are acquired early in our lives and contain most of a country's basic values (Minkov and Hofstede, 14). As organizations become more global, networked, diverse, and flexible, managers need to understand the importance of values within teams, departments, and organizations. Successful globalization is dependant on effectively communicating across cultures, which is positively correlated with understanding value differences. Values across cultures are constantly being re-engineered and renegotiated. Thus, a better understanding of which values are guiding a culture at any given time is a precedence (Magala, 4).

The Institute of Labor Relations (IEL) along with the new Future of Work Institute (FWI) at ESADE has initiated a cross-cultural study on values in the public sector involving thirty partner countries. The larger study has three main objectives. The first objective is to understand the meaning of values across cultures using a tri-axial model (Dolan) as a frame of reference. The three axes of the model are: 1) Emotional-Developmental: values that drive an individual to personal fulfillment; 2) Ethical-Social: values that guide the way people behave in a group setting; and, 3) Economic-Pragmatic: values that bring together various organizational offices and departments by guiding work elements such as quality, order, outcome and process standards. It is assumed that the relative importance of each axis, and the specific values that fall under each axis, depends on national cultural characteristics, organizational characteristics, and some individual differences. The second objective is to better understand the predisposition of values across cultures by examining their relationship to relevant personal characteristics (gender, age, education, religion, etc.). Analysis of the data in respect to this objective will shed light on gaps between the individually held and operationally functional sector level values. The third objective is to better understand the differences of subcultures in the public sector across countries. This article reports on the process leading to the construction of the measurement, and the results of a small-scale pilot study.

The initial process to select the relevant values for this cross-cultural study involved a semi-Delphi process (Dolan & Lingham, 2008). From a cumulative list of 280 values, compiled from various lists proposed by earlier research, 60 final values were selected by a group of three value research experts. The three experts were from three unique cultural backgrounds. Their trifecta of cultural backgrounds and uniquely held individual values reduces a culture centric bias and supports internal validity in the research design. The Delphi technique is a process of obtaining group input for ideas and problem solving. The semi-Delphi technique required the group to have a face-to-face meeting in order to reach a final conclusion. It uses a series of carefully designed procedures interspersed with information summaries and feedback from preceding responses. In addition to allowing independent thinking and gradual formulation of the preferred values, the technique allowed sharing of information and reasoning among the three experts. So, from an initial pool of 280 possible values, 60 values were selected for which 80% received consensus and 20% received a majority vote. It is hypothesized that the 60 final values that were selected for the study are distributed equally along the three axes of the tri-axial model: 20 are connected to the Emotional-Developmental axis, 20 to the Economic-Pragmatic axis, and 20 to the Ethical-Social axis. In addition to the 60 values, a demographic section and a culturally significant section were developed. The culturally significant section asks questions regarding both the individual level and the public sector level. This section includes Likert ratings of religiousness, pragmatism, ethics, and passion. The instrument has been translated into the partner countries' native languages (translation and back translation procedure was used).

In order to pre-test the measure, a select group of cross-cultural researchers in 30 countries completed the measure. Respondents have classified each of the 60 values on one of the three axes within the context of their public sector. After selecting an axis for each value, the respondent also vetted the list and picked the 5 values that are most dominant in their public sector. The larger study will repeat the same process with a minimum of 150 public sector employees in each partner country. In this article, we will report the results of the pilot study. We will discuss and speculate the motivations that influence productivity, sustainability, and happiness amongst employees working in the public sector in various cultures. With narrative information provided by the partners, we will evaluate the stories and myths that are believed to guide the public sector in each of the partner countries.

The implications for practice include a much needed and scarcely found toolkit for identifying values across cultures (Magala, 10). The results will clarify and distinguish differences in the meaning of values across culture. Finally, this study will begin to demystify the myths of professed values in organizational credos with those that are actually lived.

## References

*Dolan, Simon L.; García, S. & Richley, B. (2006). Managing by Values: A corporate guide to Living, being Alive, and Making a Living in the 21st Century. Houndmills, U.K.: Palgrave Macmilan.*

*Dolan Simon L.; Lingham T. (2008) Fundamentals of International organizational Behavior. Sara books (Chapter 8)*

*Magala, Slawomir, (2002). Measures of Pleasures: Cross-Cultural Studies and the European Integration. ERIM Report Series Research in Management: 1-15.*

*Malone, T. (2004). The future of work: How the new order of business will shape your organization, your management style and your life. Harvard Business School Press.*

*Minkov, Michael & Hofstede, Geert (2011). The Evolution of Hofstede's Doctrine. Cross Cultural Management: An International Journal, 18(1): 10-20.*

# **“Strategic Speech in Strategizing: creating meanings and persuasion”**

Belen Marin Tuya

(ESADE)

*Strategizing* or *strategy-as-practice* as a research topic is concerned with the doing of strategy “as something that people do”. The growth of *strategizing* arises in part from an increasing dissatisfaction with conventional strategy research, because while people do strategy, strategy theory is populated by multivariate analyses of firms or industry-level effects upon firm performance, with a curious absence of human actors and their actions in most strategy theories (Jarzabkowski and Spee, 2009).

From the *strategizing* perspective, strategy has been defined as a situated, socially accomplished activity, while *strategizing* comprises actions, interactions and negotiations of multiple actors and the situated practices that they draw upon in accomplishing that activity, this means: who does it, what they do, how they do it, what they use, and what implications this has for shaping strategy. The *strategizing* field has defined its broad research parameters as studying: practitioners (those people who do the work of strategy); practices (the social, symbolic and material tools through which strategy work is done); and praxis (the flow of activity in which strategy is accomplished) (Whittington, 2006).

Perhaps the most common approach to practices is grounded within the linguistic turn in practice theory, looking at the discursive practices of strategy practitioners (e.g. Fenton and Langley, 2008), but always the focus was based on a rational point of view.

There is an emerging approach to practices studying modes of doing strategy, such as meetings and workshops. Different studies have shown that strategic workshops are important vehicles for the emergence of strategy, and experts on strategic planning (Mintzberg, 1994) warn that strategies are better thought of as emergent rather than deliberately designed. In this sense workshops could be an effective bridge between formal design and informal emergence.

In the field of *strategizing*, the general subject of my research is which strategic plans and planning procedures increase their legitimacy using strategy praxis through extra-organizational actors such as strategy consultants. In this sense, this paper analyzes and argues a new emerging, more emotional approach, i.e. the rhetorical and persuasive abilities of leaders and their impact on the results of the implementation of the strategy and how leaders can use this practice in meetings and strategic workshops to create meaning and motivate using persuasive management. This research is based on my experience as a consultant formulating strategy in two Catalan universities.

My empirical study of the strategic workshops highlights in both processes their impact on day-to-day strategic decisions, namely in the *strategizing*. In both cases, the beginning of the process was marked by great ambiguity about scope and meaning. In shaping the strategy, through a creative process based on workshops, we constructed meaning and the process began to make sense for the participants. Thus, although initially involved with the mindset to define a strategic plan eventually found that the essential was the creation of meaning for the vision of the plan.

Regarding my role as consultant, the empirical study shows my main function were guiding the phases to follow, leading the process, preparing and leading the workshops and afterwards consolidating the defined outputs and progressively building the meaning of the plan for the organization. This included advising the top-manager on how to open and close each workshop in order to guide the management team in the process.

The Results provided by these workshops largely coincide with the study of G. Hodgkinson et al. (2006), as forums for debate and reflection that enhance relationships between peers and where emergent strategy obtains legitimization and formalization.

I also discovered the role of workshops in reducing the level of dispersion of strategic inputs, their effect on the simplification of decision making and the consolidation of a strategic discourse easily transmitted to the organization

The strategizing process referred to in this research is divided into four phases: assessment of the previous strategic plan or strategy, diagnosis of the original situation, defining the vision and strategy, and finally the action plan.

I started the assessment phase by analyzing the level of compliance with the initial objectives set in the previous period and by identifying the successes and failures. My findings were analyzed in the first workshop, stressing the opportunity for learning before setting the next targets in the new plan.

My strategy in the second phase was for the group to do a SWOT analysis together using techniques of group dynamics. My role was to seek the maximum consensus in the conclusions and this resulted in the group sharing the diagnosis. In general, the main difficulty arose in the analysis of the competitive situation because of its complexity.

In the third phase we held workshops on the revision of the mission, values and the construction of the vision and strategy to achieve this. At this stage the construction of meanings clearly began.

The last phase included workshops which specified the action plan and associated resources to implement the objectives and mechanisms to monitor their level of progress.

## **Conclusion**

The empirical findings emphasize that the process of *strategizing* is based on continuous persuasion and creation of meanings.

## References

FENTON, Chris; and LANGLEY, Ann. Strategy as Practice and the Narrative Turn. *Les Cahiers De Recherche Du GéPS*, May 2008, 2008, vol. 2, no. 6. ISSN 1917-6228.

HODGKINSON, Gerard P., et al. The Role of Strategy Workshops in Strategy Development Processes: Formality, Communication, Co-Ordination and Inclusion. *Long Range Planning*, 10, 2006, vol. 39, no. 5, pp. 479-496. ISSN 00246301.

JARZABKOWSKI, P.; and PAUL SPEE, A. Strategy-as-Practice: A Review and Future Directions for the Field. *International Journal of Management Reviews*, Mar, 2009, vol. 11, no. 1, pp. 69. ISSN 14608545.

MINTZBERG, Henry. The Fall and Rise of Strategic Planning. *Harvard Business Review*, /01Jan/Feb94, 1994, vol. 72, no. 1, pp. 107-114. ISSN 00178012.

WHITTINGTON, Richard. Completing the Practice Turn in Strategy Research. *Organization Studies*, 2006, vol. 27, no. 5, pp. 613. ISSN 01708406.

# Changing Organizational Cultures: The Relations Between Rhetorical- and Non-Rhetorical Strategies

Nico Mouton, Sine Just, and Jonas Gabrielsen  
*Copenhagen Business School*

“Every social circle or milieu”, asserted the architects of The New Rhetoric, “is distinguishable in terms of its dominant opinions and unquestioned beliefs, of the premises that it takes for granted without hesitation: these views form an integral part of its culture, and an orator wishing to persuade a particular audience must of necessity adapt himself to it” (Perelman and Olbrechts-Tyteca, 2000:20-21). On reading these remarks, anyone familiar with the founding assumptions of Edgar Schein’s classic conceptualization of organizational culture will see significant similarities. When the two rhetoricians talk about culture as consisting of “unquestioned beliefs” or “premises taken for granted without hesitation”, for example, they are clearly in the same conceptual terrain that Schein explores when claiming that the core of a culture consists of those “shared basic assumptions” that are so “taken for granted” that its members often “find behavior based on any other premise inconceivable” (Schein, 1992:22).

The striking similarities between the two perspectives should not blind us, however, to differences that are at least as significant as the similarities, if not quite as obvious. Firstly, while Perelman and Olbrechts-Tyteca claim that an orator “must of necessity adapt himself” to the culture of his audience, Schein insists that the leader’s main task is not to adapt to a pre-existing culture, but rather to create a new one, or to re-create an old one that has become dysfunctional (1992:15). Secondly, Perelman and Olbrechts-Tyteca (2000:8) explicitly exclude non-rhetorical strategies from consideration: “our treatise will consider only the discursive means of obtaining the adherence of minds”, whereas techniques that does not use language to persuade, such as “those who set an example for other people without saying anything, or those who make use of a stick or a carrot”, are not considered. By contrast, Schein pays little explicit attention to rhetorical strategies. He does acknowledge that “a leader’s ability to communicate major assumptions and values in a vivid and clear manner” might offer “the simplest explanation” of how leaders create cultures, but immediately adds that leaders who have this ability “are rare and their impact is hard to predict”, and that we should rather “look to more mundane organizational phenomena” (Schein, 1992:229). Few of the twelve mechanisms that, according to Schein (1992:228-253), leaders commonly use to embed basic assumptions in a culture, have any explicit rhetorical dimension. Indeed, he tends to focus on exactly those strategies that Perelman and Olbrechts-Tyteca delimited from their account, namely ones that “make use of a stick or a carrot”. In one perspective, the orator adapts his language to the culture; in the other, he creates the culture seemingly without resorting to language.

While both perspectives make sense in principle, neither seems apt in practice. Rather, in practice there seems to be constant interaction between rhetorical and non-rhetorical strategies for changing cultures, and orators both adapt to and create the cultures of the audiences they try to persuade. The challenge is to develop an integrated perspective that captures the relations between the rhetorical and the non-rhetorical, between what the orator creates and what he has to adapt to.

By way of illustration, consider a case that needs no introduction: the rise and fall of Enron. More specifically, consider Jeffrey Skilling’s attempts to transform Enron’s culture by means of devices such as the infamous “rank and yank” system (McLean and Elkind, 2004:63-64). Its basic purpose was – in Skilling’s own words – “to weed out the dead weight” (as quoted in Fox, 2003:86). More generally, Skilling found various ways to fire experienced employees who used to form the



backbone of the company's workforce, and replaced them with young and ambitious people who were more malleable (Swartz & Watkins, 2003:58).

Seen from Schein's perspective, this illustrates a classic mechanism that leaders can use to embed basic assumptions in a culture, involving the "observed criteria by which leaders recruit, select, promote, retire, and ex-communicate organizational members" (Schein, 1992:231). From Perelman and Olbrechts-Tyteca's perspective, by way of contrast, it illustrates exactly the kind of non-discursive strategy that they briefly acknowledged before excluding it. After all, the example shows – at first sight, at any rate – that a leader can change a culture not by using language to persuade employees to change their ways, but simply by firing the ones who are likely to resist change.

The Enron case illustrates that rhetoricians ought to pay attention to non-rhetorical strategies for changing organizational cultures, but it also illustrates why social scientists ought to pay attention to the rhetorical elements of strategies that may at first seem to be non-rhetorical. Consider again how Skilling established the "observed criteria by which leaders recruit, select, promote, retire, and ex-communicate organizational members" (Schein, 1992:231): he said things such as that the company needs to "weed out the dead weight". While employees may have "observed" the "criteria" embedded in this statement, it seems more accurate to say that Skilling used a metaphor to communicate what those criteria are, and to frame how the employees were supposed to interpret the criteria. Clearly, there is a rhetorical dimension to strategies that may at first seem non-rhetorical.

Indeed, on closer inspection, the very distinction between rhetorical- and non-rhetorical strategies seems to collapse. After all, Skilling not merely made use of stick and carrots, but also – in the same movement – made a discursive move. Put differently, even at Enron, where very strange things happened, it was probably not particularly common for leaders to actually use literal "sticks" or "carrots": in modern organizations, the practices to which those metaphors refer are almost always discursive.

## References

*Fox, L. (2003) Enron: The rise and fall. John Wiley & Sons.*

*McLean, B. and Elkind, P. (2003) The smartest guys in the room: The amazing rise and scandalous fall of Enron. Penguin Books.*

*Perelman, C. and Olbrechts-Tyteca, L. (1969/2000) The new rhetoric: A treatise on argumentation. Notre Dame, University of Notre Dame Press.*

*Schein, E. (1992) Organizational culture and leadership. San Francisco: Jossey-Bass.*

*Watkins, S. and Pearce, J.L. (2003) Former Enron Vice President Sherron Watkins on the Enron collapse. The Academy of Management Executive, 17(4), pp. 119-125*

# **Life and Miracles of a Bank**

Anna Linda Musacchio Adorisio

*(University of Gothenburg)*

In the paper I will discuss the use of metaphors and stories by organizational researchers and will provide evidence from a study on the internationalization of a Scandinavian bank. I will show the limits of the coupling of metaphors and stories and their exploitation, by highlighting the tension always present in the research work between the stabilized forms of determinacy produced and their precarious and emergent nature. If the twain of metaphor and story can serve as potent organizer, it can do so by giving order and closure to the complexity of the always contextual and contingent living storytelling among which organizational researchers find themselves.

I explore the entering of narrative and metaphors in the management and organizational studies and the role they played in the conceptualizing of organizational life and organizational phenomena. Narratives and metaphors represent powerful resources in the organizing of past events and in the projection of meaning. They have been largely used in organizational settings and by researchers for their power in conveying and creating meaning but in doing so they cannot help but portray a tension between the closure and determinacy needed for identification, sameness, and the openness in which we dialogically live in. It is in this openness or rather in the acknowledgement of an in-betweenness that I articulate my line of reasoning for the article. There is an inevitable tendency of dealing with narratives for their role as powerful sense-making devices, as ways of emplotment, as organizers, as apparatuses, in a similar way the creative potential of metaphors can be retraced in their ability of portraying a clear picture, an image of something we don't know. Whether stories deal with emplotment and metaphor with transfer their cognitive import is not questioned. The tension I address in the paper is between a cognitively view and a vitally view on stories and metaphors.

I am interested in the multiple modes, temporalities, sense-makings, genres across the orality, the bodily language, the textual, the spatial...I am looking for points of suspensions, doubts, challenges to rehearsed narrative, visual contrast, explosions of laughter. I my research laughter has provided me with interesting clues. Laughter signals not only distance but also the precarious nature of every form of determinacy.

I argue for a research horizon that could comprise the inevitable, the petrified but also the possible, the event. I believe researchers live in the liminal space of the two worlds, and where the coupling and decoupling of stories and metaphors could serve the two, cognitively and vitally, vitally and cognitively. I argue for the possibility of using stories not only as a way to reconstruct the past or metaphors to organize and shape the future. I argue for the possibility and alternatives that storytelling entails in each moment, which I witness in my research experience. I argue for the decoupling of story and metaphor and show how the twain can be a dangerous one in carrying us away from the context, from the living storytelling. At the same time I argue for the need of story and metaphors as organizers. A tension is portrayed, between the exigency of stabilized forms and life that has always gone forward and can never be reduced to them. Narratives and images become then companions of our life, mediating, through compositions and configurations the chaotic and dissipative nature of our research lives. The story that I have recounted is that of a Scandinavian bank, a bank that has a strong narrative in which a before and

after couples with the image of a saint-CEO. The story of the greenfield investment in the UK follows into the same steps, with a before and after being at first an attempt to emulate British banks and then a reborn bank in the old model, reborn the old CEO, and revitalising the metaphor into the image of a missionary work.

This story and the image projected become in my research not only one of the possible stories or images but also a way to live with them. The issue as suggested in my title is life, which doesn't have by nature the structure of a story or of a metaphor, and miracles, which are traces. The tension proposed by life resides in its openness, and research being in the space of the two cannot help but deal with this tension.

The negotiations and configurations offered by the researcher deal with the specificity of the contexts in which they are performed and this is the only clue that could help us not getting lost in stories, the problematic remains at the level of the context, whether the context of the observed object: the bank and its relations with historical social, cultural dimensions and the context of the observer: the researcher equally embedded in historical, social and cultural facets.

## References

- Bakhtin, M. 1981. The Dialogic Imagination: Four essays by M. Bakhtin. Trans. C. Emerson & M. Holoquist. Austin, TX : University of Texas Press.*
- Boje, D. M. 2005. From Wilda to Disney: Living Stories in Family and Organization Research in Jean Clandinin (ed), Handbook of Narrative Inquiry. London: Sage.*
- Czarniawska-Joerges, B. and Joerges, B. 1988. How to control things with words. On organizational talk and organizational control. Management Communication Quarterly, 2, no.2:*
- Ricoeur, P. 1974. The Conflict of Interpretations, ed. D. Ihde. Evanston: Northwestern University Press*
- Ricoeur, P. 1977. The Rule of Metaphor: Multi-Disciplinary Studies in the Creation of Meaning in Language. Trans. R. Czerny with K. McLaughlin and J. Costello. Toronto: University of Toronto Press.*

# Research Management: An Empirical Study

Nuria Nadal

*ESADE*

After World War II, there was an impressive development of science and technology. At that time, research started to massively be organized by projects and managed with the methods of project management which were developed in that period.

Project management was inspired by the ideas of scientific management introduced by Frederic Taylor, (1911). After 1945, it was developed and recognized for its efficacy in planning, scheduling and controlling. At the end of the twentieth century, it entered into a new stage with the introduction of powerful software programs. The project manager functions are designing, implementing, controlling and monitoring the project. The application of those methods, both in production and in research, requires the precise formulation of the project in propositions that can be observed and tested, including the project's objective, constraints and operations.

In the last two decades, criticism of managing research with the methods of project management has emphasized its problems and limitations. Hans S. Jensen (2011) points out that the objectives, constraints and operations of many research programmes are formulated in very ambiguous terms. Moreover, there is a tension or paradox between creativity and productivity. Programmes that involve few scientific innovations and many technical developments can be managed with classical methods. Programmes that involve intensive creativity and uncertainty have to be managed in more sophisticated ways along two periods; the first fosters rhetorical openness and ambiguity and the second works with precise aims. Arnold Wilts (2000) approached the paradox in an empirical study based on the distinction between theoretically oriented research which is freely chosen and applied research, defined with very specific goals.

The main objective of our research is to obtain empirical evidence and introduce new theoretical concepts based on the following questions: how do researchers manage research, what are the main problems that they identify, and, how do they deal with the tension between creativity and productivity in different types of research.

Our empirical research is developed in the Barcelona Supercomputing Center (BSC), where the researcher has been working as a project manager for three years. BSC was created in March 2005, in a consortium formed by the Spanish Ministry of Education and Science, the Catalan Government, and the Polytechnic University of Catalonia, to support the joint initiative of a university department and IBM to acquire one of the fastest supercomputers in Europe.

The paper is an ethnographic study with in-depth interviews with the Director, the Management Department Director and the Grid Group managers. The interviewees

focused on two main subjects. On the one hand, all of them told stories about their academic and professional background and their contribution and experiences in the creation and development of the BSC. The stories complement each other and are organized using different narrative genres. On the other hand, the interviewees expressed different ideas about managing research, and a common position related to the difficulty to keep focused on the subject of the paradox between creativity and productivity, freedom and control.

The BSC Director offered an epic narrative where he is the hero. He explained how, as a young researcher, he became the head of the computer's architecture department in the new faculty of information technologies. At that time, the faculty had neither a practical nor theoretical tradition. Always working extremely hard, his strategy has been to cooperate with private companies, while publishing in the most important research journals, to ensure continuity in his research. Based on his experience, he explained his vision of the paradox, to attract good researchers it is necessary to give them a lot of freedom and this must be compensated by attracting projects and funding. For him managing creativity and productivity is a skill of competent researchers that can not be trained. His experience is a model on how to deal with it.

The director of the management department presented a narrative close to a technical report, whose main characters are the Ministry of Education and Science, its departments and its experts. He had a long experience in the pharmaceutical industry and at that time was the Deputy of the Ministry in charge of designing and implementing the Singular Scientific and Technologic Infrastructures programme in which BSC was created. He expressed his ideas on managing research related with the paradox: the role of the scientists as research policy makers, the idea of the BSC being a hybrid organization looking for the equilibrium between giving supercomputing services and developing basic research, the scarcity of resources and the bureaucracy established to control them, and the vices BSC has inherited from the university.

The Grid Group manager presented a short narrative on her background. She was a doctoral student in a department that had few resources and her supervisor did not give her a concrete research subject. For this reason, she moved to the computer's architecture department where she was assigned to do more specific research. Her experience as a Group manager reflects a particular vision of the paradox in which she emphasizes that she has a lot of freedom to develop her research while she brings resources. In order to ensure those resources, she makes her group of researchers work under controlled pressure. For creativity and productivity, she applies to open basic research programmes and to applied research projects.

In conclusion, the in-depth interviews brought stories about the BSC and the interviewees' relationship with the organization. They expressed their views on the research organization's problems, limitations and challenges. It is important to emphasize their omission of the creativity and productivity paradox. Further empirical research will show how other organizations approach similar problems and limitations to those expressed by the researchers of BSC in a different way.

## References

*Jensen, H. S. (2010). The role of ambiguity in innovation. Unpublished manuscript.*

*Taylor, F. W. (1911). The principles of scientific management. New York and London: Harper & Brothers.*

*Wilts, A. (2000). Forms of research organization and their responsiveness to external goal setting. Elsevier Science B.V., Research Policy, 29, 767-781.*

## The rhetorical situation in everyday marketing work

Tomas Nilsson  
(Lund University)

This paper deals with marketing professionals' rhetorical activities. More precisely, this paper presents a study of *sales meetings interpreted as rhetorical situations*. Two philosophically irreconcilable understandings of a rhetorical situation are brought to play. Either we believe rhetoric to be situational, as promoted by Bitzer (1968). Or, we believe situations to be rhetorical constructions, as promoted by Vatz (1973). Each of these perspectives offers fundamentally different insights, which motivate a rhetorical analysis that draws on both Bitzer and Vatz. The question asked in this paper is: If a sales meeting is analysed rhetorically in the light of the Bitzer-Vatz controversy concerning a rhetorical situation, what new understandings of everyday marketing work will emerge? The overall purpose is to contribute to the growing discussion on rhetorical and discursive aspects of marketing practice (cf. Brownlie and Saren, 1997, Hackley, 2001, Svensson, 2003) by demonstrating the significance of theoretical perspective when analysing everyday marketing work.

The study is framed by a qualitative methodology. The ethnographic tradition, particularly its confidence in first-hand experiences, is an important source of inspiration. The fieldwork includes observations of four sales meetings where two Swedish marketing professionals, representing two international consultancy companies, struggle to "do business". Written notes from the observations have been analysed for in-depth understanding of how marketing professionals rhetorically approach and re-approach the meetings. My own practical experience of marketing has also been used to improve the analysis. Altogether the analysis constitutes a rich and informative illustration of rhetorical situations that emerge in sales meetings.

Drawing from Bitzer (1968) a rhetorical situation per definition has an imperfect nature that calls for attention. Rhetoric is used to solve or modify problems that present itself in the situation. In my study the marketing professionals defined the situation as a "first contact sales meeting" where they were invited to speak to a potential customer that appeared very sceptic.

According to conventional marketing literature, it is always the customer's set of unsatisfied needs that principally urges the marketer to take action. However, the result of my observations showed that the professionals, prior to a sales meeting, only had a vague idea of the their customers' need. Hence it is not meaningful to argue that a sales meeting has an unambiguous context in terms of unsatisfied customer need that forces the professional to use a certain rhetorical strategy. Drawing from Vatz (1973), participants in a sales meeting strive to *construct and re-construct the rhetorical situation to their advantage*, for example when a marketing professional cunningly starts to advice the customer how to get promoted. This pathos-oriented rhetorical strategy effectively transforms a sales meeting into career counselling where suddenly the consultancy project at hand becomes part of a personal promotion campaign. The rhetorical situation has thus changed dramatically, and the marketing professional can bring in a new mix of logos, ethos and pathos argument to get the signature on a business contract.

Bitzer's perspective aligns with marketing literature insofar as marketing professionals often talk about customer need as the "natural" start for marketing activities. Nevertheless, when observing rhetorical activities in sales meeting, the professionals are often found to address other issues than customer needs. To conclude, this paper illustrates how the Bitzer-Vatz controversy can be used to argue for new understandings of marketing work. Most important, if we assume that marketing comes into existence in fixed rhetorical situations we become empirically blind to the marketing professionals' creative endeavours to rhetorically frame his or her marketing work.

## References

- BITZER, L. 1968. *The rhetorical situation*. *Philosophy & Rhetoric*, 1, 1-14.
- BROWNLIE, D. & SAREN, M. 1997. *Beyond the one-dimensional marketing manager: the discourse of theory, practice and relevance*. *International Journal of Research in Marketing*, 14, 147-161.
- HACKLEY, C. 2001. *Marketing and social construction: exploring the rhetorics of managed consumption*, London, Routledge.
- SVENSSON, P. 2003. *Setting the marketing scene: reality production in everyday marketing work*. Diss Lund Univ, 2004, Lund Business Press.
- VATZ, R. E. 1973. *The myth of the rhetorical situation*. *Philosophy & Rhetoric*, 6, 154-161.

# Speaking their minds: the focus group as a discursive performance

Terry O'Sullivan (The Open University)

Focus groups originated in market research as a way of gathering information about consumer perception and attitudes. They are now a mainstay of qualitative research in business, social research and medicine, and much has been written on approaches to organising and facilitating them in a way which reduces bias, maximises objectivity, and validates their scientific credibility as a data gathering tool (cf. Krueger and Casey, 2009). Focus groups are valued in particular for their extension of an individual interview into a kind of three-dimensional space, where insights and opinions are fed into the group by participants and built upon to create new perspectives. Writing from a practitioner perspective, Marelli (2008) argues that a completely different insight can emerge from the multiple voices of a focus group interacting with each other than might be available in a one to one setting.

This paper seeks to understand this phenomenon from a rhetorical perspective, to 'look under the bonnet' of a focus group using detailed analysis of a series of extracts from a group interview which the author conducted as part of a recent project into pro-environmental behaviour at work. Drawing on a version of critical discourse analysis (Fairclough, 2003) and using techniques borrowed from conversation analysis (Sacks, 1992) and narratology (Gergen, 1994) the paper illuminates group members' use of discursive strategies to position themselves within the group and to create and ascribe meaning in a dialogic, and often competitive, process. Central to this is the active presence within the group of the facilitator(s) – traditionally seen as a danger to objectivity (Krueger and Casey, 2009) but, from a discourse analytical perspective, something which needs to be acknowledged and accounted for in how the group negotiates meaning.

The purpose of the paper is to allow reflection on a process which is often taken for granted. It hopes to point to ways in which researchers can become more democratic, inclusive and self-reflexive through reframing their appreciation of the focus group technique. Analysing the discursive strategies at work in a focus group reveals that it is best understood not as a data-gathering exercise, but as a collection of performances within a temporary social context whose coming-into-being depends on the identities ascribed to the participants through sampling, but which offers dynamic opportunities for experimentation and play with self-construction.

## References

- Fairclough, N. (2003) *Analysing discourse: Textual analysis for social research*, London: Sage.
- Gergen, K. (1994) *Realities and relationships: Soundings in social construction*, Cambridge, Mass: Harvard University Press
- Krueger, R. A. and Casey, M.A. (2009) *Focus groups: a practical guide for applied research*, 4<sup>th</sup> ed., Londo: Sage.
- Marelli, A.F. (2008) 'Collecting data through focus groups', *Perfomance Improvement*, 1 April, pp. 39 – 45.
- Sacks, H. (1992) *Lectures on conversation*, ed.. Jefferson, Oxford: Blackwell



# **The Ambivalent Relationship between Management Studies and the Natural Sciences: A Longitudinal Rhetorical Analysis**

Olivier Ratle

*(University of the West of England)*

For constructivist analysts of science, maps that define what constitutes legitimate science are variable, changeable and relatively inconsistent. Gieryn (1999) invites us to see the signifier 'science' as a cultural space that has no essential or universal qualities. Rather, he says, "its characteristics are selectively and inconsistently attributed as boundaries between 'scientific' space and other spaces are rhetorically constructed" (xii), and Gieryn posits that it is this flexibility that can explain the sustained authority of science. We can understand how science survives and flourishes when we see it as a cultural space that can encompass a relatively wide variety of practices and meanings. This calls for an analysis that does not try to affix once for all the content of the signifier 'science', but that recognises that, "What science becomes, the borders and territories it assumes, the landmarks that give it meaning depend upon exigencies of the moment—who is struggling for credibility, what stakes are at risk, in front of which audiences, at what institutional arena?" (x-xi). It is with that insight as a starting point that this paper endeavours to analyse the ambivalent relationship between management studies and the natural sciences.

Analysing a series of texts exemplary of attempts to unify the field of management studies around a model of scientific activity drawn from the natural sciences, this paper shows how the nature of arguments put forward in metatheoretical controversies changes over time, with authors pursuing different rhetorical strategies and designing arguments built on new rhetorical commonplaces. Focusing on rhetorical *topoi* mobilised within those texts, the analysis presented shows the extent to which the representations of science implied within those texts vary a great deal, suggesting that arguments for the unification of the field have been adapted to local contingencies and exigencies of the rhetorical situation the texts were parts of. Commonalities between the maps of science rhetorically drawn also suggest topical areas that could be addressed by researchers who want to further the legitimacy of alternative conceptions of scientific activity.

## **Reference**

Gieryn, T.F. (1999) *Cultural Boundaries of Science. Credibility on the Line*. Chicago: University of Chicago Press.

# **THE PERSUASIVE POWER OF THE TALE: THE DYNAMICS OF MANAGERIAL STORYTELLING**

Stefanie C. Reissner  
(*Newcastle University*)

Persuasion is at the heart of management (Flory and Iglesias 2010), and more and more managers use the persuasive nature of storytelling purposively to communicate with their staff. The notion of managerial storytelling as a tool for effective communication is not new, but has only recently come to the attention of a wider audience (Denning 2005). Its apparent effectiveness relies largely on anecdotal evidence, and this is problematic.

Both intrigued by the potentially persuasive power of storytelling as a means of managerial communication (Brown et al. 2005) and sceptical of the claims of its effectiveness, I embarked on qualitative and inductive research to investigate the use of managerial storytelling. The research is set in a strategic partnership (called Public-Private-Partnership, or PPP, in this paper) between an English local authority and a FTSE100 company that uses storytelling as a means to engage the workforce and to facilitate organisational change.

PPP was founded in 2008 to improve the provision of services for the local-authority parent as well as the overall economic position of what is widely regarded as a deprived area. Several hundred staff were transferred from the local authority into PPP under their existing contracts, and PPP's private-sector parent is striving to run these services more efficiently. PPP is a challenging endeavour in which managers try to create a new culture that reflects both its local-authority and private-sector heritage while meeting the needs of a deprived community in testing economic times.

The term 'story' in PPP has two main uses: firstly, as a means of formulating the organisation's vision, mission, purpose and identity ('telling the story of PPP'), and secondly, as a means to build and maintain relationships at work, to share knowledge and experiences, and to develop staff (Denning 2005). The former use of storytelling is a key element in defining what PPP stands for, in creating a shared culture, and in engaging staff in the organisation and the way in which it operates. It is a tool used by senior management in various forms, the use of which has not been made explicit to organisational actors. The latter use of storytelling is more spontaneous and intuitive and prevails among line managers interacting with their staff, albeit in a no less persuasive manner.

Not all stories do the trick, however. Some stories do indeed persuade the audience while others evoke no reaction and others again are met with cynicism. The range of factors influencing the audience's reaction to a story is the focus of this paper. I propose a continuum of reactions, which can range from persuasion on one end and cynicism on the other.

Firstly, a story is unlikely to get a reaction if it is of insufficient interest to the audience. This can either be due to a lack of engagement with what is happening in the organisation or a lack of relevance of the story to the individual's expectations and experiences. Albeit rare, this reaction has featured in my research and is largely due to the individuals' circumstances, such as administrator Pat whose temporary contract rolled over on a monthly basis.

Secondly, a story is likely to be met with cynicism when it goes against the audience's expectations or previous experiences. This may be best described as 'baggage', in which organisational actors draw on past experiences that taint their relationship with their managers and the way the organization is managed. Many interviewees recalled experiences with previous managers in which they were deceived or let down, thus leading to distrust and suspicion in management as such. Hence, many staff at PPP initially meet managerial communication with suspicion and detachment, and such cynicism continues to linger among many organisational groups. PPP's management are actively seeking to build trust with employees by 'walking the talk' in daily operations.

Thirdly, a story is likely to persuade the audience if it tallies with their expectations and experiences. The relationship between storyteller and audience appears to be a critical factor here: if the audience does not trust the storyteller, the story – however good – is unlikely to persuade them. Hence, findings suggest that new members of staff (who do not have comparable amounts of 'baggage' than their longer-serving counterparts) and those colleagues for whom changes are positive are most easily persuaded by managerial stories. These individuals tend to engage in the organisation and exhibit new ways of thinking and behaving. It is these members of staff who tend to be positive about PPP and their own future in the organisation; in their case, the stories have struck a cord with their expectations and aspirations and they have found a part to play in that story. This is not to say that this transition is quick or easy; HR expert Dan, for example, took two years to make it and has only recently become a full part of PPP and its goals for the future.

The literature on managerial storytelling tends to emphasise the importance of a 'good' story (e.g. Simmons 2007), the assumption being that it is the story with its plot and characters that has persuasive power. My findings confirm that a 'good' story is important; however, they also suggest that it is not enough to persuade the audience. The relationship between storyteller and audience is crucial here, and this includes the motives for telling a story and any actions and behaviours that are related to it. Interviewees at PPP stressed the importance of the storytellers' authenticity and sincerity in telling their story, which allows them to trust both the storyteller and the story. This, in turn, allows them to engage with the story and make it come true for themselves and their organisation – or, in other words, to be persuaded. Hence, the persuasive power of managerial storytelling depends on the delicate interplay of the different elements outlined above that have to work together to achieve their persuasive potential.

## References

- Brown, J. S.; Denning, S.; Groh, K. and Prusak, L. (2005). Storytelling in organizations: Why storytelling is transforming 21<sup>st</sup> century organizations and management. Oxford: Elsevier.*
- Denning, S. (2005). The leader's guide to storytelling: Mastering the art and discipline of business narrative. San Francisco: Jossey-Bass.*
- Flory, M. and Iglesias, O. (2010). 'Once upon a time: The role of rhetoric and narratives in management research and practice'. Journal of Organizational Change Management, 23 (2): 113-119.*
- Simmons, A. (2007). Whoever tells the best story wins: How to use your own stories to communicate with power and impact. New York: Amacom.*

# **Emotions: Online Identities on Social Networks Use of Social Networks in our Organization.**

Sheida Shirvani  
(*Ohio University*)

## **Background Information:**

Facebook, My Space, and Twitter have evolved from young college fad (trend) users to global use. This social network is pervasive in our daily lives. It seems that many businesses and individuals either do not believe or have not even asked themselves whether the contents of someone's social networking page constitutes Electronic Stored Information (ESI) that can be discovered and used as source for hurting some one's emotion. Conceivably this is because Facebook pages are not stored on individual computes, but are kept by Facebook or the social networking sites themselves and the assumption is that their information are protected by the federal stored Communications Act, 18 U.S.C law passed in 2000. Perhaps it is assumption that Internet is simply a one-way communication and like reading a magazine, is also a misconception. Most of these social networks connected to thousand, million and billion other sources. People in your social network and outside of your network are able to discover if the individuals are computer savvy to hack and viewing your comments. Whether social networks such as this are good for us and our mental health is a matter of personal opinion. Based on the increase in online communication, researchers have begun to explore expression of emotion in this venue. Comparatively, little is known about how people use online social networking and how people feel and express their emotion on these sites. Although, recent studies have begun to examine the use of online technology and the associated attitudes and behavior that surround such communication, the research in the area of expressing emotions on social networking such as Facebook, My Space, etc has not received much attention. The kinds of information that is available through online of communication profiles or understanding patterns of information disclosure are not yet fully defined or expressed in the review of literature. Personal web-pages and online profile networks have emerged at an increasing rate with social networking sites gaining rapid popularity. For example, Facebook is a social communication tool designed to allow users to contact and communicate with other Facebook users. It is available to a vast majority of the population who are above age thirteen. Recently the data indicates that Facebook has over 500 million active users (Statistic, Facebook 2011). According to the same data, 50% of Facebook active users log on the Facebook in any given. Finally each average user has 130 friends and spend over 700 billion minutes per month on their Facebook (Statistic, Facebook 2011). Once a member, users can search for friends through association with organization such as school or interest, by name, or through connection of mutual friends. Once added to their friends list, they can communicate with them via messages, pictures, emails, chat, video... etc. These messages appear on the profile page. The profiles (Facebook Wall) include recent activity. Other users can post their messages and attach links from other sites videos, or photos. It is no mystery why social networks have such a pull. Like television and video games, social networks are superb at delivering instant gratification and providing a series of mini mental rewards that do not require much effort to receive. These rewards provide enormous energy, but what if these efforts go wrong and provide an unhealthy environment and cause ill emotion.

According to [www.telegraph.co.uk/technology/facebook/facebook](http://www.telegraph.co.uk/technology/facebook/facebook) popular Facebook users with more friends suffer more stress and “neurotic limbo” from feeling they have to repeatedly update their Facebook page and entertain their group of Facebook friends. These people become a mini celebrity and the larger their audience the more pressure they feel to produce information about themselves on their pages. Therefore they will be vulnerable to pain and tenderness that they read on their social network pages. These group who had invested the most on the site, who are the ones most likely to be stressed. According to this study 12 percent of respondents indicated Facebook makes them feel anxious and terrifying (2011). In this study also many indicated that withdrawing from the site for fear of missing important social information of offending contacts (Charles, 2011). Given the vast array of information and emotions that can be shared, concern regarding emotion and feeling displayed or expressed on Facebook is a fundamental topic of this paper (presentation). Widespread use and potential dangers associated with online communication and understanding how users regulate their emotional displays while sharing on Facebook is the essence of this session. Educating users about how to protect their emotions and address unwelcome links or data on their social network pages will provide social network users with a checks-and-balance of their well being while enjoying the benefits of this emerging and pervasive technology.

### **Paper Proposal:**

With the growing acceptance of Facebook identities and presentation of self online, this paper will explore our emotional connections to our Facebook accounts and our online identities. The paper will explore this through marketing, empirical data collection, and personal reflection. It is intent to have a better understanding of our emotional cyber-selves, as our society becomes more digital and how we use this concept in our organization.

Social networks are pervasive in our already busy daily lives. Whether social networks such as Facebook are good for our mental health and our organization is a matter of personal opinion. My Facebook page is not laden with personal information. I express my current emotion or status with a conscious effort to be ambiguous in nature. Others tend to be more generous in their sharing. The level of comfort or discomfort on Facebook posts and profile details may influence how one feels if the account is compromised. This paper is a personal reflection of Facebook as a tool and/or tribulation one can experience with social networking in an organization.

### **References:**

*Antheunis, M., Valkenburg, P., & Peter, J. 2010. Getting acquainted through social network sites: testing a model of online uncertainty reduction and social attraction. Computers in Human Behavior. 26, 2010. pp 100-109.*

*Brunsell E. & Horejsi, M. 2010. Science 2.0: Using web tools to Support Learning. The Science Teacher. National Science Teacher Association (pp 12-13).*

*de la Paz, K. 2009. The Year of Social Networking. The Technology Teacher. September 2009 (p 6).*

*Dunay, Paul & Krueger, R. 2010. Facebook Marketing for Dummies. Wiley Publishing Hoboken, NJ.*

## **CHURCH LEADERS' NARRATIVES: AN EXPLORATION IN UNCERTAINTY AND COMPLEXITY**

Peter Simpson  
(*University of the West of England, Bristol*)

Organizational uncertainty and change sometimes requires leaders to practice the art of engaging with not knowing. At its simplest this art constitutes the act of moving forwards with the conscious awareness that all decision making is based on information that is incomplete or even entirely absent. This might seem obvious and straightforward. We all know that we do not know everything – and we are particularly aware that there are times when nobody knows what we would like at least someone with power and responsibility to know!

However, typically in organizations the prevailing dynamics encourage both leaders and followers to favour characteristics of 'knowing' in leaders. This can encourage leaders to feel the need to create an illusion of knowing, even in situations of uncertainty, both for their own sense of competence and in order to inspire the confidence of followers. In such a context it can be difficult even to hold onto the thought that 'not knowing' is a more accurate description of the state of organizational leaders.

The 'knowing' imperative is so pervasive that it appears to dominate thinking and practice even within institutions whose primary task is holding and containing faith in the unknown and unknowable on behalf of society. This paper reports on a research study that gathered the narratives of leaders in one such institution, the Church of England.

The discussion will explore the potential links between the behaviours of religious leaders and the managers of secular organizations. In part this will be achieved by demonstrating how, increasingly, clergy in the Church of England are being encouraged to apply organizational management principles to their own roles and behaviours. In addition, the growing literature on spirituality in organizations will be drawn upon to show that the thinking and behaviours of religious leaders may also have relevance to business leaders.

The investigation of experience and action in a context of uncertainty requires a methodology that works at the interface between certainty and uncertainty. Narratives of personal experience have been argued previously<sup>1</sup> to provide this. The study was based on a process of semi-structured interviews and action inquiry workgroups that encouraged six church leaders to tell and share stories in a conversational setting about their experiences of working in situations of uncertainty. Field texts, predominantly in the form of stories of personal experience<sup>2</sup>, interpreted as a product of the creative interplay between raw experience and cultural discourse, have been used to access meaning rather

---

<sup>1</sup> Simpson, P. (2010) "Engaging with the Unknowable through Narratives of Personal Experience" *Journal of Organizational Change Management*, 23/2, pp173 - 179

<sup>2</sup> Clandinin D. J. and Connelly F. M. (2004) *Narrative Inquiry: Experience and Story in Qualitative Research*, Oxford: Jossey Bass

than knowledge. The analysis identifies patterns, threads, tensions and themes<sup>3</sup> in the leaders' narratives.

Previous work has addressed this theme of leading in situations of uncertainty from the perspectives of Stoic philosophy and of psychoanalytic theory, in particular object relations and the writings of Wilfred Bion. This study extends this theoretical work by drawing upon Stacey's (2003) work on conversations and narratives as complex responsive processes<sup>4</sup>. In a similar manner to stoicism and psychoanalytic theory, Stacey's theory challenges the prevailing organizational dynamic of knowing and offers the basis for a nuanced critical understanding of practice in situations of uncertainty and change.

Stacey offers an explanation of the leadership of change and transformation in the 'micro processes' of organizational relationships:

'Instead of macro processes (systems) of participation and reification, the theory of complex responsive processes is one micro process (one social act) of gesture-response in which meaning emerges. This micro process is at one and the same time communicative interaction and power relating.' (p. 355)

It will be argued that the leadership of the clergy men and women in this study may be understood as aspects of a complex, emergent social process. Unlike approaches to complexity that employ systems thinking, the individual is not seen as the prime agent of emergent change. Narrative *themes*, not individuals, are the basis of emergent self-organization, for it is not people but

'...themes organizing conversations, communication and power relations. What is organizing itself, therefore, is not individuals but the pattern of their relationships in communicational and power terms...' (2003, p. 332)

Stacey continues,

'...conversational processes are organizing the experience of the group of people conversing and from them, there is continually emerging the very minds of the individual participants at the same time as group phenomena of culture and ideology are emerging.' (2003, p. 350)

Stacey's theory draws our attention away from the individuals and puts our focus upon the conversational processes, the culture and, in this situation, the ideology of spirituality. It is necessary to give attention to the process of conversation, to its free flowing or repetitive character, and to the identification of themes. In the interplay of responsive processes, in which themes become significant, interact with other themes, and change form, it is possible to understand organization as a pattern of interdependence, in which power relations form and develop.

---

<sup>3</sup> Czarniawska, B. (1998) *A Narrative Approach to Organization Studies*. London: Sage.

<sup>4</sup> Stacey, R.D. (2003) *Strategic Management and Organizational Dynamics: The Challenge of Complexity*, Prentice Hall, London.

These self-organizing processes of communicating enact webs of power relations, which, depending upon the quality of various factors such as the quality of participation and the presence of diversity, will lead either to novel forms of organizing, in free flowing conversation, or to stability, in stuck or repetitive conversation.

The theory of complex responsive processes suggests an understanding of leadership as a theme in an emerging pattern of relating. The significance of positional leaders does not necessarily diminish, but power relations are understood differently. In particular, this view recognises that these individuals are not 'in control' and cannot present a blueprint for an innovative future (Stacey, 2003, p. 334).



# **Trust and Determinants of Trustworthiness in the Virtual Exchange System: an Exploratory Study in a High Contact Culture**

Hamida Skandrani

*(University of Tunis)*

The issue of e-trust or "e-trust" has become of a central concern for academicians as well as for stakeholders in the "virtual exchange system" (in contrast to the "physical exchange system"). Indeed, with the outstanding progress of Information Technology and Communication (ICT) particularly the World Wide Web (WWW), the need for collaboration based on trust is more and more felt among virtual organizations (Marouseau, 2003). Lack of trust is also identified as a major inhibitor to the development of electronic commerce in the B to C market (Gefen, 2002).

According to some scholars, the increasingly importance of trust and the need for developing individuals' trust towards the virtual world (Sztompka, 1999) stems, in fact, from the particularities of the virtual environment compared to the physical one. Less control, intangibility, insecurity, distantness, etc., are some of the features that make it more difficult to build trust in such environment (Gefen, 2002). These particularities, have led several academicians to devote a growing interest to define e-trust and to identify its determinants (Gefen, 2002).

However, despite the extent literature on e-trust and the insights gained on both its dimensions and its determinants, some limitations are to be addressed. First, researchers dealing with these issues have often drawn upon the concept of trust in the physical exchange system to conceptualize e-trust and adopted a quantitative approach.

Second, most studies were conducted in a Western context. Such an environment is nevertheless characterized by a wider adoption of ICT, more rapid development of e-commerce and a growing legal system, compared to other less developed contexts.

Thirdly, the impact of the national culture on trust and perceptions of trustworthiness online has seldom been studied empirically, in spite of its theoretically recognized effect and calls for investigation (Cyr et al. 2005). For example, in an emerging economy and a high contact culture like Tunisia, little interest has been devoted to thoroughly examine how do Tunisian consumers represent and define e-trust and on which factors they consider to infer about the trustworthiness of online vendors. Moreover, the few attempts to study e-trust in this context used a quantitative approach (Gharbi and Ben Suissi, 2004).

Thus, this study aimed to better understand e-trust phenomenon in a non western country and a high contact culture context, namely Tunisia. Particularly we tried to explore its representations and its determinants.

Investigating into these aspects contributes to a better understanding of the concept of e-trust and identifies its determinants within the context of an emerging country and a high contact culture. It also fulfills some authors' claims to conduct research on e-trust in diverse contexts (Gefen, 2002). It allows suggesting ways likely to help in building e-trust, too, given the

newness of online buying behavior among consumers and the difficulties of e-commerce to grow up in Tunisia.

## **Methodology**

To achieve our purpose an explanatory approach deemed to be more suitable. In this regard, in-depth interviews (78 minutes on average) with 40 informants were conducted in a first step. In this regard, a particular attention was paid to ensure the maximum variation in our sample. In a second step, a debate on e-trust involving 12 participants was hosted on a Radio-chain (13 minutes for each one). A common semi-structured discussion guide was used for information collection in both cases. All participants were recorded on tape before transcription. Thematic analysis was then performed.

## **Findings**

The study results offered very interesting insights into the importance and meanings of e-trust for consumers, the process by which it could be developed, its facets as well as the key factors that foster or inhibit the perceived trustworthiness of online services and products providers.

Accordingly, all the informants agreed on the key role of e-trust to develop ongoing relationships. Nevertheless, defining e-trust seemed to be a little bit confusing for most interviewees. Only one gave an explicit definition of e-trust: "*Trust is to accept a high level of risk and vulnerability to an Internet merchant, given the specificities of the virtual environment*".

The other respondents referred implicitly to offline trust to define e-trust. However, their definitions focused mainly on the perceived benefits from the relationship and the expectations and beliefs of respondents about the provider's ability to behave honestly, to fulfill his promises and to be benevolent. They were also related to the trustor personal traits especially his predisposition to trust others and the comfort/discomfort felt by trusting others. Besides, informants considered trust as a decision and a willingness to take the risk of considering the e-supplier trustworthy and to actually trust him. These definitions support the two facets conceptualization of e-trust: 1-perceived trustworthiness; 2-predisposition to trust/trust behavior (Gefen, 2002).

The study results revealed also that e-trust evolves according to five forms: calculative-based-trust, knowledge-based-trust, the intentionality-based-trust, the identification-based-trust and the transfer-based-trust. It also showed that in the Tunisia context, e-trust development is strongly linked to: the level of digital literacy, the consumer risk aversion, the perceived value of the vendor offering online compared to offline offering; face to face preference and to offline trust. The two latter variables were not identified yet in the e-trust literature and seem to be specific to the Tunisian context.

## References

Cyr, D. ; C.Bonanni; J.Bowes; J. Ilsever (2005). *Beyond Trust: Web Site Design Preferences Across Cultures*. *Journal of Global Information Management*; 13, 4, pp.25-54.

Gefen, D. (2002), «*Reflexions on the dimensions of trust and trustworthiness among online consumers*», *ACM, SIGMIS Database*, Vol:33 N 3, pp.38-53.

Gharbi, J.E and Ben Suissi, S. (2004), «*Quelle stratégie de réduction de l'impact du risque perçu de l'achat par Internet ?* », *Actes du 4<sup>ième</sup> Colloque de l'ATSG-Hammamet*, 11-13 mars.

Marouseau G. (2003), «*Confiance et commerce électronique: perspectives théoriques et applications pratiques*», *Actes du 8ième Colloque de l'AIM*.

Sztompka, P. (1999), *Trust: A sociological theory*, Cambridge: Cambridge University Press, pp.214.

# **The Meaning of Work and the Individual's Sensemaking – From the Perspective of Human Resource Managers**

Klaudia Sz ts-Kováts  
(*Corvinus University of Budapest*)

Just consider: we spend roughly one-third of our lives working. Accordingly, the meaning or significance we attach to work – our understanding of work – affects our entire lives. For some, it is a service; for others, a profession, or a sense of professionalism; it can be a business, a calling or a sense of creating or producing; yet others view it as a job or a career.

Everyone attaches their own meaning and story to it.

The meaning of work can be understood as a constant, static definition at any particular moment or as a variable, dynamic definition, with the latter lending itself to an approach focused on the process. During my research, I applied the framework of sensemaking, focusing on the process.

Researchers examining the meaning of work still have much to discover about the meaning work carries in people's lives and what influences this meaning. This is an interesting question, also because individuals working in the same field may attach different meanings to their jobs. We know little about what steps individuals take and what roads they travel – what processes they experience – before understanding their work, and how they feel in the meantime, what they do and what they think (Wrzesniewski et al., 2003).

Consequently, the aim of the research is to uncover the meaning of work in the case of HR managers, and how the social environment – including coworkers and managers – impacts their understanding of their jobs. I used a narrative methodology to conduct my research: I collected personal stories about how individuals' relationship to their work changed as a result of critical events (Webster – Mertova, 2007).

During my research, I interviewed the representatives of one specific field: HR managers about their work experiences. Human resource managers can provide an interesting sample because the scientific regard of HR practices and HR in general is faced with several contradictions, some of which have been accompanying HR functions since early on. A basic tension is present in the name itself: human (centered on the individual, caring) and management (control); in other words, caring and control are both present in this field. A further source of tension is that HR has always had to fight to prove its own reason for existence. This situation, full of tension and contradictions, can create countless scenarios when the HR professional encounters surprising or potentially even shocking circumstances which may initiate a process of sensemaking.

My research framework (in which I relied on Louis's (1980) model of the sensemaking process and Wrzesniewski's et al. (2003) the interpersonal sensemaking model of work meaning) examining the process of sensemaking in the meaning of work, can be summarized as follows. The individual experiences surprise in a social situation; this initiates a process of sensemaking. During the process of sensemaking, the individual's understanding of their work (their cognitive schema) changes; as a result, the meaning of work also changes, which can then impact on how the individual perceives and interprets various workplace situations.

This is the first phase of my PhD thesis research: thus far, I have interviewed five individuals; during the whole study, I intend to conduct interviews with ten to fifteen individuals. When compiling my sample, I worked to ensure a great probability that interview subjects would have critical events or experiences to relate. I used a method of snowball sampling to find managers to interview.

I analyzed the data using the following method. First, I applied a holistic-content perspective (Lieblich et al., 1998) to begin the analysis of each interview. I relied on this method in order to gain an overall impression of the specific cases, to understand each one more deeply, and to identify moments which caused the subject to be faced with tension, dilemmas or surprises. Then, by applying a categorical-content perspective (Lieblich et al., 1998), I construed these moments in greater detail: what specific characteristics could be observed; how the subject could resolve the tension (or whether s/he could in fact resolve it); what the role of colleagues was; and, in general, the social environment affecting the development and resolution of these situations. I then analyzed the personal meaning of work and examined whether that meaning was changed at all as a result of the moments of tension or surprise related by the subject. Finally, I compiled a comparison of the various cases.

### **References:**

- Lieblich, A. – Tuval-Mashiach, R. – Zilber, T. (1998): Narrative Research, Reading, Analysis and Interpretation. Sage.*
- Louis, M. R. (1980). Surprise and sensemaking: what newcomers experience in entering unfamiliar organizational settings, Administrative Science Quarterly, 25, pp. 226-251.*
- Webster, L. – Mertova, P. (2007): Using narrative inquiry as a research method. An introduction to using critical event narrative analysis in research on learning and teaching. Routledge.*
- Wrzesniewski, A. – Dutton, J. E. – Debebe, G. (2003): Interpersonal sensemaking and the meaning of work, Research in Organizational Behavior, 25, pp. 93-135.*

# **Identification narratives in times of organizational change – case of a postmerger pharmaceutical organization**

Nóra Szűcs  
*Corporate Values*

Agreeing with Morgan and Spicer (2009), that one of the main sites of struggles around change is the organizational members' identity, the aim of our research is to answer the following question: How does top managers' identification with the post-merger organization unfold during M&A change process?

In order to answer the question we started reading the relevant literature (e.g. Cartwright and Schoenberg, 2006; Kale, Singh & Raman, 2009) and we realized that this can provide us only with an incomplete answer. This is partly due to the fact that the researchers applied oversimplifying assumptions regarding the nature of organizational culture and the merging process itself. Therefore in this study we address this gap focusing on the various identifications of the top managers, accepting thus that organizational culture is complex, and that a process perspective is needed in order to understand the studied phenomena.

As research field we have chosen the merger of two multinational pharmaceutical companies. Because of the significant difference in their organizational culture, the selected case can be considered an extreme example (Eisenhardt, 1989), and thus offers us the

possibility to uncover the underlying identification processes. Since we have planned a longitudinal qualitative research<sup>1</sup>, data collection and analysis occurred in parallel with each other, in an iterative way (Miles and Huberman, 1994). The main method of data collection was narrative interview (Mishler, 1986) which was done with top managers from the two merging companies. The interviewees were chosen based on their role in the process: the change project managers from the two merging organizations, one manager who was promoted in the top management team after the announcement of the merger, and one, whose department was completely removed in the process.

We applied thematic narrative analysis (McCormack, 2000; Riessman, 2008) to the interviews<sup>2</sup>, because narratives can capture the changes in the individuals' identity and in its relationship with the relevant organizational surrounding. The analysis was realized along the following steps: (1) we identified those change events, which triggered conscious identity work for our respondents (turning points), and organized them in chronological order; (2) we wrote up the individuals' narrative along the turning points, in order to uncover their identity work, and how is this related with the unfolding M&A process. Consequently we created from each interview a coherent story about the merger organized around the main turning points. We wrote these typical narratives reflecting on the multiple identities, and their changing relationship with the post-merger organization. Each of us wrote the stories of two interviewees, then cross-read and interpreted them together looking for the emergent themes around identity tensions and the given solutions, and how did these influence their relationship with the organization (pre – and post merge).

As a result we present four narratives focused on different types of identifications - organizational, professional, work and career -, that show us how these unfold in time, along the main turning points. Analysing the unfolding stories we were able to answer our main research question: (1) the interviewees tried to sustain their identification type along the change process, and (2) worked to create a similar relationship with the post-merge organization.

## References

- Cartwright, S., & Schoenberg, R. (2006). Thirty years of mergers and acquisitions research: Recent advances and future opportunities. British Journal of Management, 17,1 – 5.*
- Eisenhardt, K., M. (1989): Building theories from case study research, Academy of Management Review, pg. 532-550;*
- Kale, P., Singh, H. & Raman, A. P. (2009). Don't Integrate Your Acquisitions, Partner with Them. Harvard Business Review, 109-115.*
- Miles, A., B. and Huberman, A., M. (1984): Qualitative data analysis: a sourcebook of new methods, SAGE Publications, London;*
- Mishler, E., G. (1986): Research interviewing: context and narrative, Harvard University Press, Cambridge.*
- McCormack, C. (2000). From interview transcript to interpretive story: Viewing the transcript through multiple lenses, Field Methods, 12, 282-297.*
- Riessman, C. (2008): Narrative methods for the human sciences, SAGE Publications, Los Angeles.*



# **Growing pains and gains:**

## **The struggle of young professionals to become their desired identity**

Andrea Toarniczky

*Corvinus University of Budapest*

Professional organizations struggle to answer the question of how to develop and promote organizational arrangements, which facilitates the organizational identification of their professionals. There are no easy answers, because professionals or “knowledge-workers” derive their sense of identity not only from the organization but also from their profession, causing competing identifications, with inner tensions (Ashforth et al., 2008), which may lead to a conflicting and tensioned mixture of identification and distance. Given this it may be appropriate to consider the processes of professionals’ socialization - conceptualized as the interplay between identity work and identity regulation -, as these should give some insights into the identity dynamics of professionals, contributing to the understanding of interrelations between professionals and their organizations.

This study surfaces out of a research of just that: young professionals’ socialization process in a BIG4 audit organization in Hungary. The chosen context is relevant because the international accounting literature recent researches argue that auditors’ identification at work is more problematic than previously recognized (Kosmala and Herrbach, 2006; Costas and Fleming, 2009). These researches recognize the psychological costs of identity regulation mechanisms, and begin to talk about defensive and coping mechanisms adopted by auditors, as part of their identity work.

During the analysis of the empirical material it became clear, that the participants were struggling to accomplish their desired identity as described in the studies of Ibarra (1999) and Grey (2004). But their struggles were different from those described in these researches, because it wasn’t fully conscious as supposed by Grey (2004) who described the identity projects of young auditors, nor as simple and positive as assumed by Ibarra (1999). Therefore, the central question, which guides this research, is: *How do newcomers struggle to become their desired identity?*

In accordance with my central research question’s nature (‘How do newcomers...’) I collected and analysed the data based on the guidelines of the case study method. I followed seven newcomers with a diverse personal background, like gender, education (university or college) employed in two different departments – tax and audit - in their first critical year in the organization and conducted interviews with them three times. I applied thematic narrative analysis (Riesmann, 2008) to the interview transcripts of the seven newcomers, looking for turning points narratives in a chronological way, writing the case of each interviewee.

The main results of the research are:

- I defined two types of socialization narrative based on the different nature of desired identity: career focused and seeker. In the first case the individual chooses consciously the organization and/or the profession, has a well defined career plan. In the second case the

individual does not decide, for him/her the most important thing is to gain some time, he/she is postponing the important career decisions. The individual cases grasp the positive and negative aspects of the process too, this way complementing the research findings of Grey (2004) and Ibarra (1999). This way it integrates a different research area too, regarding the self-alienating experiences of auditors (Costas and Fleming, 2009).

- I identified the different cycles of the socialization process according to the desired identity related key question asked by the individual, and the different identity work tactics he/she applied in order to answer it.
- As a next step I compared the identified processes, uncovering important differences regarding their cycles:
  - In the career focused process well defined cycles can be identified according to the key question and the applied identity work tactics. Those who are more focused on their profession only complement their desired identity with different organizational elements. Those who are more focused on the organization adapt their desired identity to the organization, forming a transitional desired identity. Further more in the first case they do not change the desired identity in the process, they rather change the contextual elements (e.g. exit).
  - The seekers are more likely to disidentify or distance themselves from the organization, but this does not mean their exit.

## References

*Anderson-Gough, F., Grey, C. and Robson, K. (1998): The organizational and professional socialization of trainee chartered accountants, Ashgate Publications, Aldershot;*

*Asforth, B., E., Harrison, S., H. and Corley, K., G. (2008): Identification in organizations: an examination of four fundamental questions, Journal of Management, 34(3), pg. 325-374.*

*Costas, J. and Fleming, P. (2009): Beyond dis-identification: a discursive approach to self-alienation in contemporary organizations, Human Relations, 62(3), pg. 353-378;*

*Grey, C. (2004): Career as project of the self and labour process discipline, in Pullen, A. and Linstead, S. (eds.): Organization and Identity, Routledge, London, pg. 107-126;*

*Ibarra, H. (1999): Provisional selves: experimenting with image and identity in professional adaptation, Administrative Science Quarterly, 764 – 791 old.;*

*Kosmala, K. and Herrbach, O. (2006): The ambivalence of professional identity: on cynism and jouissance in audit firms, Human Relations, 59(10), pg. 1393-1428;*

# **Enhancing Entrepreneurial Competences Through Narratives In The Context Of Doctoral Education**

David Urbano and Nuria Toledano  
(*Universitat Autònoma de Barcelona*)

During recent decades, the entrepreneurial competences and demands of entrepreneurs' skills and abilities have become critical to the creation of new firms and the survival of large established organizations. The substantial changes and transformations that have taken place on the global socio-economic environment have forced companies – novices and established firms – to be creative and innovators in response to global competition. Entrepreneurs, managers and employees are also required to be able to formulate and implement flexible strategies in order to create, redesign and reconfigure organizations as well as their growth and consolidation.

In this context, governments on both sides of the Atlantic have sought to nurture “enterprise culture”, and have openly espoused the proposition that entrepreneurial qualities can be developed through the education system (Gibb, 1987; Kappla, 2004; Bennett, 2006). As a result, the field of entrepreneurship has become an accepted part of higher education curriculum across the world.

Many universities now also offer PhD programmes in entrepreneurship. Those who complete such programmes are eligible for appointment to the teaching staff of their own or another university (Hindle, 2007). In this second case, it is also generally accepted that the vocational aspects of entrepreneurship must be taught, and some of these aspects are similar to the vocational aspects of management (skills in accountancy, finance, marketing, strategy, organizational behaviour, etc.) (Urbano et al., 2008). Nevertheless, in recent years, there is recognition that the core entrepreneurial competencies must also be included in doctoral education programmes as well as in any other lifelong learning programme (Hindle, 2007, European Commission, 2008, 2010). Specifically, the recommendation of the European Parliament and the Council of 18 December 2006 on Key Competences for Lifelong Learning identifies “the sense of initiative and entrepreneurship as one of the eight key competences that should be put across at all stages of education and training” (European Commission, 2008: 11).

The shift towards competence –and skills-based approaches is already leading to a significant change in education systems, labour markets, and their interaction (European Commission, 2010; Kirby, 2004; Kickul and Fayolle, 2007). At the same time, special attention is starting to be given to training lecturers, through initial and in-service training as well as practical experience. Particularly, in the European Commission's document “*An Agenda for new skills and jobs*” it is stressed that “Support specific teacher-training programmes as well as the exchange of best practice to develop teachers' training in entrepreneurship, and launch a policy handbook on entrepreneurship education in order to enhance the spread, impact and quality of entrepreneurship education in Europe” (European Commission, 2010: 19). In this respect, two important issues have been highlighted.

On the one hand, it is generally admitted that a crucial precondition for successful implementation of the entrepreneurial competence in universities is to possess a good

understanding of change and a clear conception of what constitutes entrepreneurial competences for both faculty and students (Fayole and Gailly, 2008; Kirby, 2006, 2007). Nevertheless, the difficulty arises when it is accepted that there is no generic definition of the entrepreneur (Brockhaus and Howitz, 1986) and there is still no standard, universally accepted definition of entrepreneurship (Chell et al., 1991). Consequently, it is more likely that there are different types of entrepreneurial competences, although the core competences could be identified (Kirby, 2007).

On the other hand, learning entrepreneurial competences can be acquired by acting on a personal entrepreneurial process – direct experience – as well as by observing and understanding the entrepreneurial process developed by other entrepreneurs – vicarious experience (Politis, 2005; Shepherd and Krueger, 2002). In this case, the use of narrative and the life-story approach with entrepreneurs allows situations and competences through which these people have achieved successful entrepreneurial businesses to be identified.

Taking into account these issues, this paper considers the role that narratives, storytelling and discursive practices of different entrepreneurial experiences can play as an educational approach in the context of doctoral programmes, in order to help students to assimilate entrepreneurial competences. Specifically, in the present article the main research questions deals with what entrepreneurial competences need to be necessarily developed in the context of doctoral education, and what is the best way of developing them. Concretely, the paper is based on the case of the International Doctorate in Entrepreneurship and Management (the former European Doctoral Programme in Entrepreneurship and Small Business Management – the “EDP Programme” –) which was introduced in 1989 by the Autonomous University of Barcelona and the Durham University Business School<sup>1</sup>. Therefore, we particularly conduct a longitudinal, single case study (Yin, 2008) with a theory-building approach (Eisenhardt, 1989, 2007) in order to elaborate new theoretical propositions that expand existing knowledge concerning entrepreneurship education. Generally, the case study involves the examination of a contemporary phenomenon in its natural setting (Yin, 2008), and it is especially appropriate for research in new topic areas. The empirical work is based on in-depth interviews to both faculty and students who were enrolled in the EDP Programme.

From the preliminary results of the study it has become evident that the core entrepreneurial competences in the context of the analyzed doctoral programme include, especially:

- (1) creativity skills, in order to promote the necessary innovations that demand both the current organizations and the global environment;
- (2) social skills, with the aim of having the sensibility towards the importance of networks as a key element of social capital in the entrepreneurial process; and
- (3) emotional skills, in order to increase the understanding of the role of emotions in learning, and specifically in learning from failure.

In addition, the findings indicate that narrative approaches enhance the understanding of entrepreneurial competences among students who attended the doctoral course, and emerge as a powerful tool for entrepreneurship doctoral programmes. Finally, the elements turn around the context in which narratives are explained which also emerge as key aspects in order to facilitate the understanding of entrepreneurial competences.

---

<sup>1</sup> A part of the story of the Programme has been analyzed in previous researches (e.g., Urbano et al., 2008).

## References

- Brockhaus, R.H. and Horwitz, P.S. (1986), The psychology of the entrepreneur” in Sexton, D. and R. W. Smilor (Eds), The art and science of entrepreneurship. Cambridge, Mass: Ballinger.*
- Chell, E., Haworth, J. and Brearley, S. (1991), The Entrepreneurial Personality, Routledge, London.*
- Kickul, J., and Fayolle, A. (2007), Cornerstones of change: revisiting and challenging new perspectives on research in entrepreneurship education, in Fayolle, A. (Ed.), Handbook of Research in Entrepreneurship Education, Edward Elgar Publishing, Aldershot.*
- Kirby, D.A. (2004), Entrepreneurship education: can business schools meet the challenge?, Education & Training, Vol. 46 Nos 8/9, pp. 510-9.*