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Behind EduChallenge

An Overview of Models Underlying the Dynamics of a
Simulation on Change Management in Higher Education

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About SCIL

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Contents

1	Introduction	6
1.1	A First Building Block: The EIS Simulation	6
1.2	A Second Building Block: Theoretical Concepts of Change Management	7
2	Organizational Change: An Incremental Process	8
2.1	Theoretical Concepts	8
2.1.1	Innovation Decision Process	8
2.1.2	Stages of Concern and Levels of Use	9
2.1.3	The Knowing-Doing Gap	11
2.1.4	Degree of Support for the Innovation	12
2.2	Implementation	13
3	Individual Characters: Appreciating Diversity	15
3.1	Theoretical Concepts	15
3.1.1	Organizational Conditions for Diversity	15
3.1.2	Innovation Adopter Types	15
3.1.3	Individual Differences in the Perception of an Innovation	17
3.2	Implementation	17
4	Networks: The Power of Relationships	19
4.1	Theoretical Concepts	19
4.1.1	Social Influence or Power Models	19
4.1.2	Tipping Point Dynamics and Contagion Models	19
4.2	Implementation	20
5	Culture: The Power of Values and Rituals	21
5.1	Theoretical Concepts	21
5.1.1	Multidimensional Cultural Models	21
5.1.2	Academic Culture	22
5.2	Implementation	23
6	Resistance to Change	24
6.1	Theoretical Concepts	24
6.2	Implementation	25
7	Managing Change: Interventions and Events	26
7.1	Theoretical Concepts	26
7.2	Implementation	27
8	From Action to Reflection – the Debriefing	29
9	Perspectives	31
10	Appendix	32
10.1	The EduChallenge Mission	32

10.2 Individual Diversity	36
10.2.1 Personal Profiles	36
10.2.2 Innovation Types	41
10.3 Formal and Informal Organizational Structures	42
10.3.1 Organizational Chart	42
10.3.2 Informal Networks	42
10.4 Interventions	44
10.4.1 Description of Interventions	44
10.4.2 Quantitative Impact	47
10.4.3 Qualitative Feedback	48
10.5 Unplanned Events	49

Abstract

The EduChallenge Simulation is the key component of a Learning Experience designed for a facilitated group of participants interested in extending their understanding of change management processes in Higher Education (HE) contexts such as universities. This paper provides an overview of the theoretical concepts that guided the design of EduChallenge. Following the description of the modelling of the simulation some thoughts on the relevance of debriefing in order to transfer action into reflection will be presented. The appendix at the end of the paper contains a detailed documentation of the key design elements of the simulation.

I Introduction

The EduChallenge Simulation is the key component of a Learning Experience designed for a facilitated group of participants interested in extending their understanding of change management processes in Higher Education (HE) contexts such as universities. We provide here an overview of the theoretical concepts of change management that guided the design of EduChallenge. Each section covers a specific aspect of change and includes two parts: first, seminal theoretical concepts will be introduced and then the implementation of these models in the simulation will be described. The appendix at the end of the document contains a detailed documentation of the key design elements of the simulation.

The objective of this document is to provide insights into the concepts and models currently embedded in the simulation, and to stimulate the gathering of further research material to be embedded in order to progressively improve its pedagogical value.

I.1 A First Building Block: The EIS Simulation

The roots of EduChallenge from a pedagogical and design perspective can be found in the EIS Simulation and its underlying ‘Business Navigator’ method (Angehrn, Doz & Ather-ton, 1995) a framework for designing advanced management development tools for use in universities and corporations, as well as in other social contexts (as described in Angehrn, 2004b, 2005a, 2005b). The particular characteristic of EduChallenge is to transfer the corporate organizational scenario of the EIS Simulation into a higher education context to reflect the specific features of change dynamics (e. g. forms of resistance, organizational dynamics, cultural factors, etc.) in academia.

The primary objective of EduChallenge, like in the case of the EIS Simulation (Angehrn, 2004a; Manzoni & Angehrn, 1998), is to provide participants a rich and realistic experience in a change management project. This hands-on experience as a change agent will serve as motivation and starting point for the participants to learn about and discuss a number of specific theories of change. The aim of the simulation is primarily to help players become more aware of their own models and of their own limitations (see Argyris, 1982 for a distinction between ‘espoused theory’ and ‘theory-in-use’). This was the main reason for making the simulation particularly ‘challenging’ in terms of succeeding with the assigned mission.

1.2 A Second Building Block: Theoretical Concepts of Change Management

A number of models and insights from the literature on change management, as well as more generally from social psychology, organizational behaviour, social network analysis, and higher education research have been integrated in the simulation in order to

- reflect specific organizational dynamics of higher education to increase the realism of the individual or collective behaviours displayed by the simulated agents, and
- provide the basis for a rich, theory-based discussion of the players' teams experiences during the debriefing sessions following each simulation run.

Accordingly, two criteria have guided the progressive fine-tuning of all the simulation components and the dynamics generated when the players intervene in the modelled scenario:

- maximizing realism/believability, and
- maximizing the value of the experience in terms of triggering as many insights and issues as possible in each individual player, as well as on the team level.

The following basic assumptions and core questions have guided the choice of theoretical concepts:

- Organizational change is a long-term *process*, not an event
- *Individuals* react differently to change requirements
- The influence of formal and informal *networks* reflect the power-dimension of change
- The organizational *culture* constitutes a central context factor for organizational change
- *Resistance* to change is a prevalent phenomenon in change processes
- The change process is controlled by intended change *interventions* of the change agents and *unexpected events*

The following sections provide insights into key concepts of change that has been embedded and then progressively fine-tuned as design elements in the simulation.

See Appendix 10.1 for a description of the change mission in EduChallenge Simulation.

2 Organizational Change: An Incremental Process

Change is not accomplished by organizing a two-day workshop or a one-time announcement by an organizational leader but it is a long-term process through which individuals and organizations move as they gradually understand and become competent in the use of new ways. Ignoring the process aspect of change can be seen as one of the most common failures in change management approaches (Hall & Hord, 2001).

2.1 Theoretical Concepts

Many change process theories describe the stages of a successful change process. The classic change process model by Kurt Lewin (Lewin & Graumann, 1982; Schein, 1999) conceptualize the change process as consisting of three phases:

- *Unfreeze*: Creating the motivation to change by disconfirmation of the present state, creation of survival anxiety, creating of psychological safety to overcome learning anxiety
- *Move*: Learning new concepts, new meanings, and new standards by imitation of and identification with role models, scanning for solutions and trial-and-error learning
- *Refreeze*: Internalizing new concepts, meanings, and standards by incorporating into self-concept and identity and into ongoing relationships and groups

There are a number of change process theories that refer to this basic model but focus on specific aspects in the change process, e. g. change of attitudes and behaviour of the adopters. Following change process models will be described below:

- Rogers (2003): The individual innovation decision process (see chapter 2.1.1)
- Hall & Hord (2001): Stages of concern and levels of use of the potential adopters during the change process (see chapter 2.1.2)
- Pfeffer & Sutton (2000): The Knowing-Doing Gap (see chapter 2.1.3)
- Conner & Patterson (1982): Degree of support for the innovation (see chapter 2.1.4)

2.1.1 Innovation Decision Process

Rogers' theory on the diffusion of innovations refers to change processes that are triggered by the emergence and diffusion of an innovation. Diffusion in this sense is defined as "the process in which an innovation is communicated through certain channels over time among the members of a social system" (Rogers, 2003, p. 5).

Rogers focuses in his studies on the individual adopter and his decision process regarding the adoption or rejection of an innovation. He differentiates five stages in this individual decision process:

- *Knowledge* occurs when an individual is exposed to an innovation's existence and gains an understanding of how it functions.
- *Persuasion* occurs when an individual forms a favourable or unfavourable attitude towards the innovation.
- *Decision* takes place when an individual engages in activities that lead to a choice to adopt or reject the innovation.
- *Implementation* occurs when an individual puts a new idea into use.
- *Confirmation* takes place when an individual seeks reinforcement of an innovation-decision already made, but he or she may reverse this previous decision of exposed to conflicting messages about the innovation.

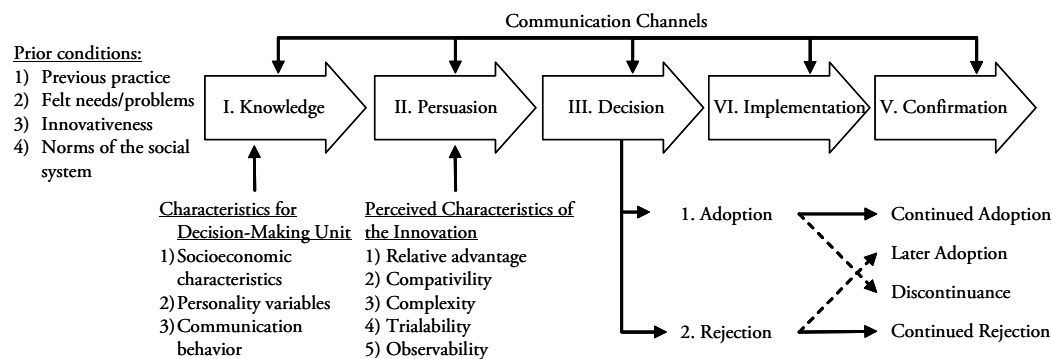


Figure 1: Stages in the Innovation-Decision Process (Rogers, 2003, p. 170)

The speed and course of this individual adoption process is influenced by prior conditions, perceived characteristics of the innovation, characteristics of the individual, and the use of communication channels.

2.1.2 Stages of Concern and Levels of Use

Hall & Hord's (2001) Concerns-Based Adoption Model (CBAM) focuses on the attitudes of the individuals who are supposed to adopt an innovation. The model holds that people considering and experiencing change evolve in the kinds of questions they ask and in their use of whatever the change is. In general, early questions are more *self-oriented*. When these questions are resolved, questions emerge that are more *task-oriented*. Finally, when self- and task concerns are largely resolved, the individual will focus more on the impact of *the innovation*.

While the stages of concern addresses the affective side of change (e. g. people’s feelings, perceptions, and attitudes), the levels of use address how people behave and act in a specific change process. Hall & Hord (2001, p. 82) identify eight levels of use that potential users pass through from a status of non-use to a status of advance use.

These two dimensions in the individual change process are not independent, but there is a mutual influence between attitudes and behaviours. Due to the theory of cognitive dissonance (Festinger, 1957) a person’s behaviour influences his or her attitude. Technology acceptance theories (Venkatesh, Morris, Davis & Davis, 2003) assume that attitudes influence the behaviour of people in an innovation decision process.

This mutual influences of attitudes and behaviour are outlined in figure 2:

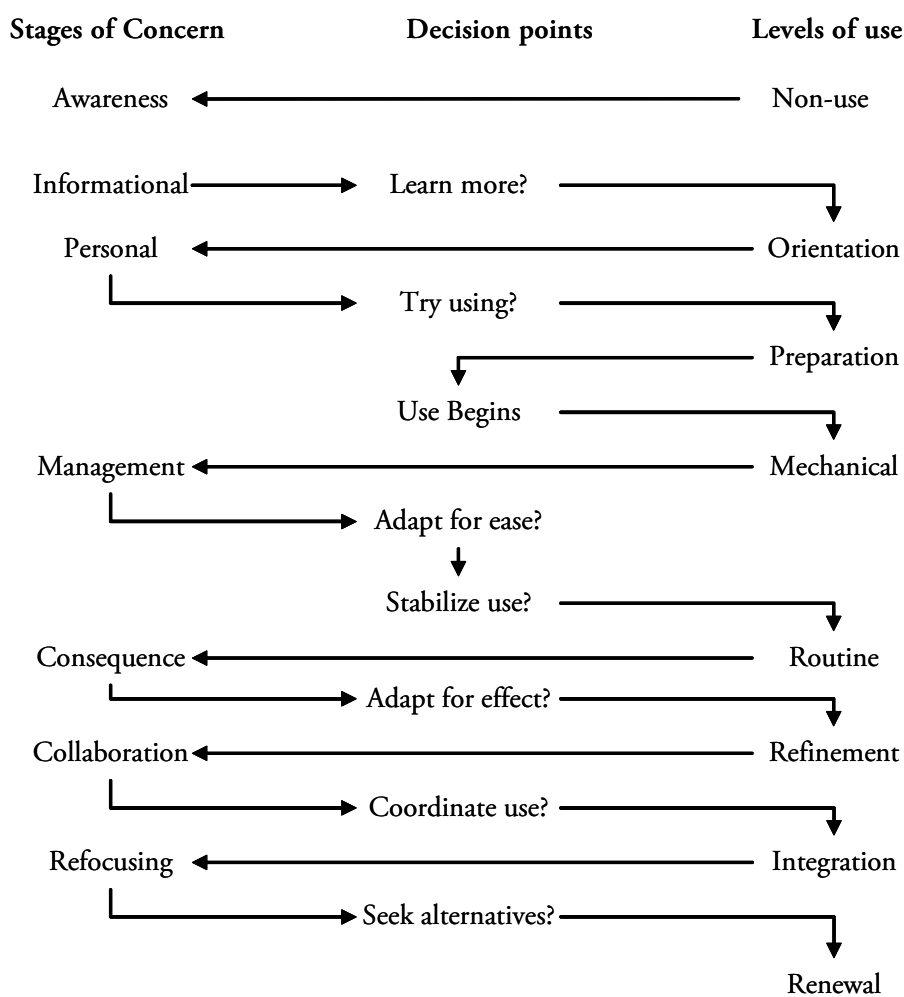


Figure 2: Stages of concern and levels of use (Ellsworth, 2000, p. 156)

2.1.3 The Knowing-Doing Gap

A particularly important transition in the change process is the one between “Interest” and “Appraisal/Trial”, as here the targeted individuals need to be willing and able to start experimenting (and therefore take the risk of failing) with the new change. This transition can be easily linked to the work of Pfeffer & Sutton (2000) on the so-called “Knowing-Doing Gap”.

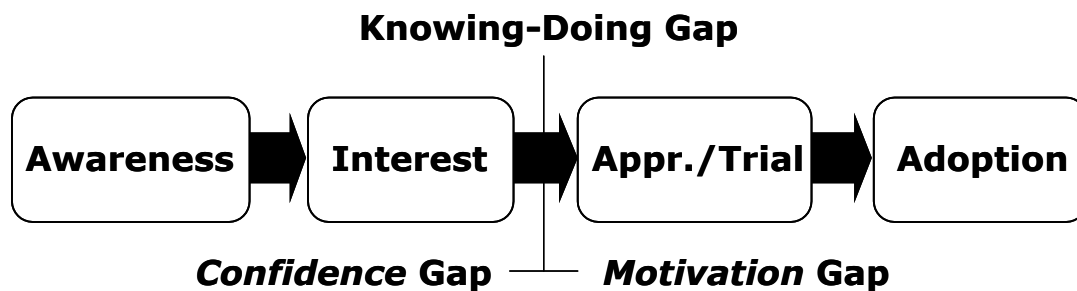


Figure 3: The Knowing-Doing Gap (Angehrn, 2004b)

Pfeffer & Sutton (2000) describe the Knowing-Doing Gap as a set of cultural factors affecting the willingness of people to engage into action, with all the risks involved. As noted by Hall (2002), the Knowing-Doing-Gap can be put down to a set of factors, including:

Pseudo-action Deceptions

- Thinking that knowing is sufficient for success,
- Thinking that talking (meetings, committees, reports, etc.) is action,
- Thinking that measuring things is action or contributes to performance,
- Thinking that making a decision is the same as taking action,
- Thinking that planning is the same as action.

Clogging the Gap by giving in to the Inhibitions of Fear

- Fearing complexity, lack of clarity about what specifically to do,
- Fearing risk, mistakes, errors, and imperfection,
- Fearing competition, focusing on what others are doing and trying to get ahead,
- Fearing the new, the different, the unpredictable, falling back on precedence (standard operating procedures) and so mindlessly defaulting to what you’ve always done,

Taboos that prevent and forbid action

- “Don’t make a fool of yourself.”

2 Organizational Change: An Incremental Process

- “Don’t risk making a mistake, it’s too dangerous.”
- “Don’t be imperfect.”

Lack of structure for action

- No structure for following up,
- No structure for rewarding learning from mistakes,
- No structure for rewarding risk taking.

Personal items predisposing us from taking action

- Not being action oriented in our person, being inactive and passive,
- Making excuses and letting excuses stop us,
- Discounting small actions.

2.1.4 Degree of Support for the Innovation

This basic model of incremental progression towards adoption (where individuals – depending on internal or external factors) move towards adoption or back towards awareness, can be also related to the work of Conner and Patterson (1982) on building commitment to organizational change. Their model is supposed to provide “a cognitive map of how commitment can be generated.” The model is divided into three phases: (1) preparation, (2) acceptance and (3) commitment.

Conner and Patterson propose a total of 8 stages (see figure below) for an organization or a person to go through when becoming committed to a change goal. The authors claim that each stage indicates a critical juncture, in which commitment can be threatened. The arrows pointing downwards in the illustration below represent the hypothesized outcome for each stage, if stage not completed adequately. If a stage is completed successfully, advancement to the next stage is possible.

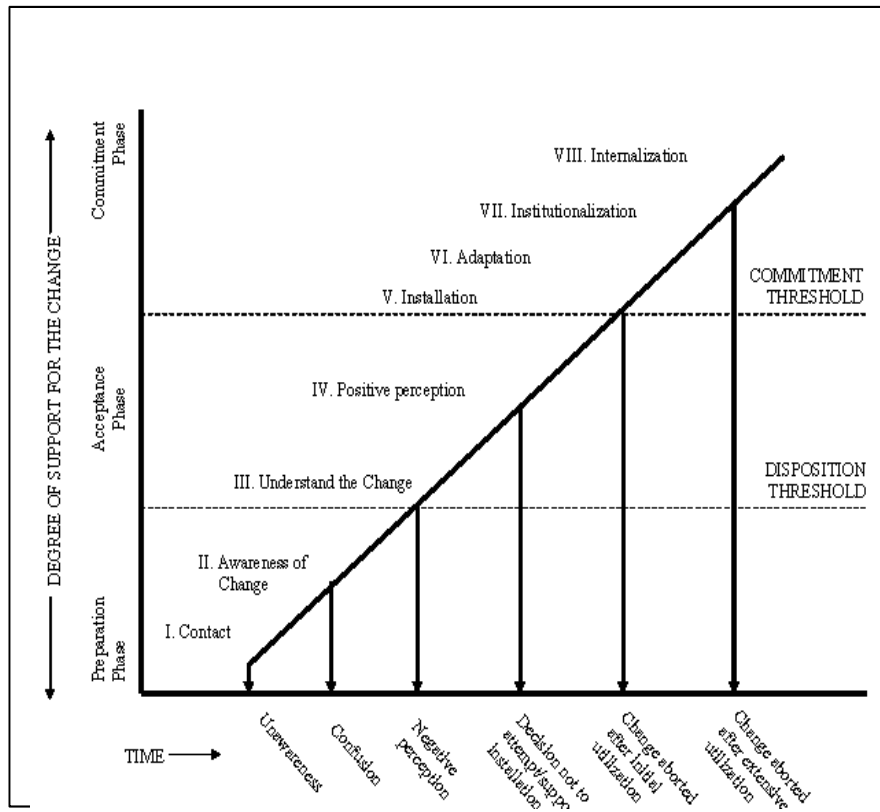


Figure 4: 8-step model of organizational change (Conner & Patterson, 1982)

2.2 Implementation

The manifold dimensions of a change process have been merged in a one-dimensional four-stage adoption model in the simulation. The main characteristics of this phase model are:

- Focus on the individual change process,
- Integration of the attitude and behaviour dimension of individual change,
- (Implicit) implementation of a knowing-doing-gap between the ‘Interested’ and ‘Trying’ phase.



Figure 5: Change Phases in EduChallenge

The four change phases can be described as follows:

- **Aware:** In the awareness stage the individual is exposed to the innovation but lacks broad information about it and shows little concern about or involvement with the innovation
- **Interested:** In the interest stage the individual becomes interested in the new idea and seeks additional information about it.
- **Trying:** In the trial stage the individual has made the decision to use the innovation tentatively
- **Adopter:** In the adoption stage the individual decides to continue the full use of the innovation.

At the beginning of the simulation, all the targeted adopters of the proposed change are still 'unaware' of the innovation. The task of the players is to help the individuals going through the four adoption phases. In doing this they have to consider the following meta-rules:

- The impact that a specific intervention has on the change readiness of a person is influenced by the current change stage of this person, as well as by its specific characteristics (individual dimension).
- The impact is furthermore a function of the influence networks modelled in the simulation (network dimension).
- The impact is also a function of the specific culture of the modelled organization, which has a direct impact on individuals' behaviour (cultural/context dimension).

The transition between the phases is not a one-way linear process. It is also possible that a person 'falls behind' in his change readiness level if this person doesn't get adequate support or attention, or as a function of if its personal influence network. However if a person has arrived at the adopter phase, he will not relapse to a lower degree of change readiness.

3 Individual Characters: Appreciating Diversity

Even when an innovation is introduced to every member of the organization at the same time, the rate of accepting the change and developing new skills and competencies to adopt an innovation will vary individually (Hall & Hord, 2001).

3.1 Theoretical Concepts

Research on the individual response to organizational change is conducted in a variety of disciplines, such as innovation theory, technology-acceptance theory and various psychological research fields (e. g. social psychology, psychology of personality, or psychology of individual differences).

3.1.1 Organizational Conditions for Diversity

The organizational framework and especially the type of innovation-decision in an organization has an important influence on the manifestation of individual differences in behaviour (Rogers, 2003, p. 403):

- In authoritarian innovation-decision processes the adoption of an innovation is compulsory and the individuals within the organization have no choice whether to adopt or not the innovation – due to a lack of alternatives or effective sanctions in case of non-compliance.
- In optional innovation-decision processes the adoption of an innovation is made by an individual independent of the decisions by other members of a system.
- In collective innovation-decision processes, the members of a system decide about the adoption or rejection of an innovation by consensus.

It can be assumed that in authoritarian organizations – such as the military – individual differences in attitudes and behaviour are probably less distinct than in university organizations with a strong tradition of optional and collective innovation-decision processes: “Individual academics necessarily have personal preferences as between one kind of activity and another, and their own particular ideas of what it means to be doing a worthwhile and rewarding job” (Becher & Kogan, 1992, p. 154).

3.1.2 Innovation Adopter Types

According to Rogers, the adoption of an innovation in an optional innovation-decision process is normal-distributed on a time scale.

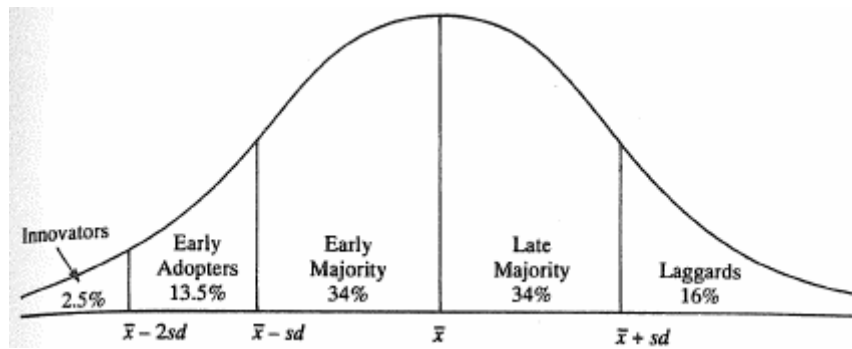


Figure 6: Innovation adopter types (Rogers, 2003, p. 281)

Based on the degree to which an individual is relatively earlier in adopting new ideas than other members of a social system Rogers classifies the potential adopters of an innovation in five categories. The five adopter types differ in their prerequisites, as well as in their interests, communication patterns, and social integration within their organization (Rogers, 2003, p. 280):

- *Innovators*: They are very eager to try new ideas. This interest leads them out of local circle of peer networks and into more cross-functional relationships. Communication patterns and friendships among a clique of innovators are common, even though their distance (functional, geographical, etc.) between the innovators may be considerable. In order to be an innovator, there are several prerequisites. These are control of substantial financial resources, the ability to understand and the ability to apply complex technical knowledge. The innovator must also be able to cope with a higher than average degree of uncertainty.
- *Early adopters*: They are a more integrated part of the local social system than are innovators. They have the greatest degree of opinion leadership in most social systems. Potential adopters ask early adopters for advice and information about the innovation. The early adopter is considered as individual to check with before using a new idea. They are respected by their peers and are the embodiment of successful and discrete use of new ideas.
- *Early majority*: They adopt new ideas just before the average member of a social system. The early majority interacts frequently with peers, but seldom holds leadership positions. The early majority's unique position between the very early and the relatively late to adopt makes them an important link in the diffusion process. They provide interconnectedness in the system's networks. They may deliberate for some time before completely adopting a new idea.
- *Late majority*: They adopt new ideas just after the average member of a social system. They don't adopt until most others in their social system have done so. They can be persuaded of the utility of new ideas, but the pressure of peers is necessary to motivate adoption.

- *Laggards*: They are the last group to adopt an innovation. They possess almost no opinion leadership. Decisions are often made in terms of what has been done in previous generations and these individuals interact primarily with others who also have relatively traditional values.

3.1.3 Individual Differences in the Perception of an Innovation

Rogers' classification indicates primarily *that* people react differently to innovations which leads to the affiliated question *why* individuals react differently. The study of individual differences is a wide research field in psychology, analyzing the impact of personal traits and situational or context factors on human behaviour.

A helpful concept in explaining individual differences in the reaction to an innovation-driven change process is based on Rogers' (2003, p. 219ff.) studies of the influence of the perceived attributes of an innovation by the potential adopters in the course of an innovation process. Individual beliefs, values and past experiences of potential adopters influence their subjective perception of the attributes of an innovation

- *perception of relative advantage* of an innovation: the degree to which an innovation is perceived as being better than the idea it supersedes e. g. regarding economic factors, status aspects, time and efforts
- *perception of the compatibility* of an innovation: the degree to which an innovation is perceived as consistent with one's own values, past experiences, and needs
- *perception of the complexity* of an innovation: the degree to which an innovation is perceived as relatively difficult to understand and use

For example the introduction of a new procedure can be perceived by some individuals as devaluating their previous experiences and jeopardizing their careers while it might offer new opportunities to other persons. This might explain why younger people tend to be more responsive to change, as they have invested relatively little time and effort in learning the old ways and therefore suffer no great loss in adapting to the new (Filley, House & Kerr, 1976, p. 468f.). So while an innovation might pose a relative advantage to some persons, which makes them support the innovation, others might perceive the innovation as a threat to their current status, which makes them oppose the change.

3.2 Implementation

The simulation tries to convey the importance of considering that the adoption process takes place differently in different people, as a function of

- their initial attitude towards change (reflecting their affiliation with one of Rogers' innovation types),

3 Individual Characters: Appreciating Diversity

- their unique specificities as individuals (history, personalities).

The first variable has been parameterized and progressively fine-tuned in a unique way for every individual character in order to maximize diversity in terms of reactions to interventions aimed at having the character progress through the different change stages, but at the same time paying attention to reflect as much as possible the innovation adoption categories of Rogers. For instance, one of the characters, Prof. Stamm, is modelled to behave like an innovator and be active in social networks, but its low level of influence on others make him very unsuitable as a “champion”.

The second aspect is modelled in the simulation by the diversity of profile description of the targeted adopters (which are only available if the players invest the time necessary to acquire this information). The idea here is to propose a variety of “stereotypical” characters increasing the probability that learners identify in one or more of the simulated characters their own fellow collaborators or themselves. Besides their individual profiles hinting to their history and background, the personality of each individual is modelled through variables reflecting

- each individual’s preference structure in terms of interaction (with some of the characters preferring direct, face-to-face contacts while others welcoming less direct ways of interacting such as written communication or email). This preference structure is currently parameterized to reflect a strong preference for direct, personal exchanges. Nevertheless, a number of individuals (e. g. the IT manager, Victor Platt) has a significantly different attitude towards email exchanges.
- a degree of difficulty in moving an individual between the different stages of the change management process, i. e. to capture his/her attention (in order to create awareness, influencing the character’s knowledge and beliefs), his/her trust (in order to raise interest in a credible way, influencing the character’s desires and goals), and to match his/her needs for support through presence and collaboration (to have the character progress through the trial phase, influencing his/her intentions and level of commitment), reflecting in broad terms the typical BDI (Beliefs-Desires-Intentions) architecture underlying the implementation of intelligent agents, as first described by Rao and Georgeff (1991).

See Appendix 10.2 for more detail on the modelling of the individual characters in the EduChallenge Simulation.

4 Networks: The Power of Relationships

Another important dimension of the dynamics underlying the simulation is the inclusion of the both formal and informal networks. These networks contribute in determining the attitude of the targeted managers as a function of social influence and tipping point dynamics.

4.1 Theoretical Concepts

4.1.1 Social Influence or Power Models

Social influence models (Friedkin & Johnsen, 1990; Friedkin & Johnsen, 1997; Leenders, 1995; Marsden & Friedkin, 1993) and power networks (Pfeffer, 1992) assume that opinions and attitudes of actors in a social system only partially depend on individual characteristics but are also shaped by social influence. Influence networks reflect the dyadic influence of actors on each other. Personal influence networks might be based on different bases, e. g. friendship relationship (Filley et al., 1976, p. 469), or power relationships (Baldrige, 1971).

The relevance of social influence networks is also reflected in social learning theory (Bandura, 1977). A key concept in this theory is 'social modelling', where individuals learn from observation of other people's activities, which often occurs within interpersonal networks (Rogers, 2003, p. 341f.).

Gaining the support of the opinion leaders in an organization is crucial for change agents, as once opinion leaders adopt and begin telling others about an innovation, the number of adopters per unit of time takes off in an exponential curve (Rogers, 2003, p. 300).

4.1.2 Tipping Point Dynamics and Contagion Models

The concept of tipping point refers to a term popularized in a recent book by Gladwell (2000) based on studies of social network analysis pioneered by Milgram (1967) and illustrated in recent books such as Barabasi (2002) and Watts (2003). The impact of these models on management and particularly on change management situations has been discussed in Kim (2003).

A similar concept is the idea of the 'critical mass' which originated in physics (where it was defined as the amount of radioactive material necessary to produce a nuclear reaction), was then taken up by scholars of social movements and finally has been advanced by communication scholars (Rogers, 2003, p. 343ff.). The 'critical mass' in innovation research indicates the point at which enough individuals in a system have adopted an innovation so that the innovation's further rate of adoption becomes self-sustaining. This is especially relevant

for interactive communication technology where a critical mass of individuals must adopt the technology before to leverage the average individual benefit in the system.

4.2 Implementation

In the simulation, networks are determined by a subset of individuals, a level of formality, a matrix determining internal influence pattern, a network ‘updating frequency’ (determining how often a given network is used to update individual’s attitudes) an internal and an external network ‘strength’ (determining the importance of influence among individuals belonging to a given network and the importance of the dominant opinion of the network on the individuals not belonging to the network).

In the simulation, influence networks are used to influence the impact that events (such as specific change management tactics initiated by the players) have on the individuals. Partial information about the informal networks included in the simulation is accessible through specific intelligence gathering tactics. Acquiring this information is a choice of the player. In the current implementation the positive/beneficial impact of influence networks are activated only if the users have acquired the information about informal networks, whilst the negative impacts (influence of individuals who have a low level of interest on individuals who are in more advanced adoption stages) are always active. In this way, users who engage into an analysis of social networks are in some way ‘rewarded’ for the time spent. In addition, they can fine-tune their strategy through the identification of highly connected individuals.

The concept of tipping point inspired a number of adaptations, based on the assignment of a pivotal role to five of the individuals (for instance, the GSM Dean and one of his closest collaborators, Prof. Milton, but also other individuals with less apparent formal power) playing the role of Mavens, Salesmen, and Connectors in Gladwell’s (2000) terminology, and determining in large part the ‘optimal’ diffusion dynamics and the system reaction to players’-triggered interventions such as compulsion (which is for instance not successful unless all these ‘key’ individuals have been convinced to adopt).

See Appendix 10.3 for more detail on the modelling of the organizational networks in the EduChallenge Simulation.

5 Culture: The Power of Values and Rituals

In general people in organizations are unaware of their culture until it is challenged. The literature offers a variety of definitions on the characteristics of organizational culture and also hold different opinions on the question whether and how organizational culture can be managed or changed.

5.1 Theoretical Concepts

5.1.1 Multidimensional Cultural Models

Schein (1992) defines culture as “a pattern of shared basic assumptions that the group learned as it solved its problems of external adaptation and internal integration, that has worked well enough to be considered valid and, therefore, to be taught to new members as the correct way you perceive, think, and feel in relation to those problems.” He differentiates three layers of an organizational culture:

- Artefacts, e. g. symbols
- Espoused values, e. g. vision statements
- Basic assumptions, e. g. values

This classification indicates that only some cultural aspects are obvious while core cultural elements (e. g. basic assumptions) are covert.

Deal & Kennedy (1992) are emphasizing four key dimensions of a culture:

- Values: the beliefs that lie at the heart of the corporate culture
- Heroes: the people who embody values
- Rites and rituals: routines of interaction that have strong symbolic qualities
- Network: the informal communication system or hidden hierarchy of power in the organization

Anderson & Ackerman (2001) identify a wide set of indicators of an organizational culture, such as leadership style, communication patterns, decision-making styles, use of information, use of electronic communication, level classifications and privileges, performance standards and expectations, consequences of failure, space/layout, norms and behaviours, stories, myths, traditions and rituals, heroes, and symbols.

Johnson (1988) also shares a multidimensional view of culture and uses the metaphor of a ‘cultural web’ in which the different change elements are interwoven.

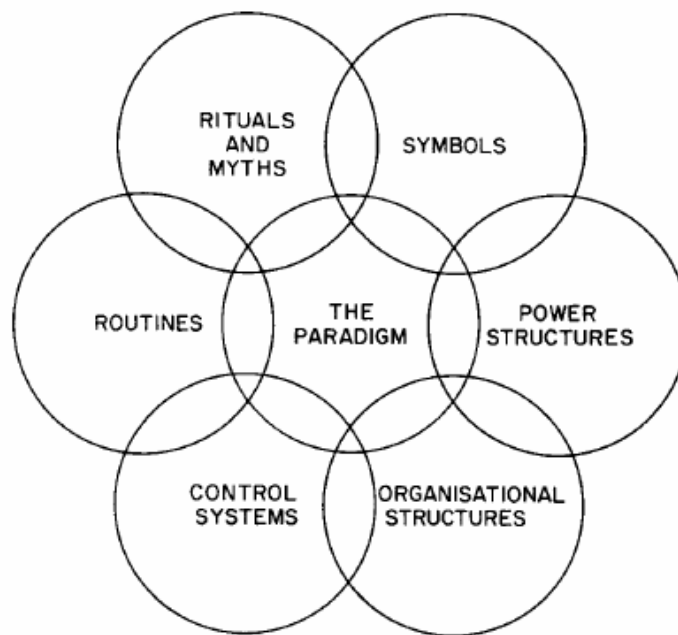


Figure 7: The cultural web (Johnson, 1988)

The relevance of culture in change processes is ambiguous: “Organizational culture can either facilitate or inhibit institutional transformation, depending on the congruence between existing culture and the proposed change” (Keup, Astin, Lindholm & Walker, 2000, p. 24). Bergquist (1992) points out that change agents should not only focus on how to change an organization’s culture, but also how to use its existing strengths and resources to support the change process.

5.1.2 Academic Culture

Due to their long traditions and normative goals of knowledge creation, universities have a very distinctive culture compared to the corporate sector.

Rowley (2001) regards *participation* as a fundamental principle of academic culture: “Along with the traditions of shared governance, faculty believe they have an extremely salient right to be involved in any and all matters that affect the nature, direction and well-being of the college or university.”

Another core value of academic culture is *autonomy*: “Academic freedom is a hugely important issue when consideration is given to redesign of teaching and learning. Academics tend to expect a certain amount of freedom to pursue the teaching techniques they consider most appropriate for their field of expertise” (Allen & Field, 1999).

Becher & Trowler (2001) see a key characteristic of academic culture in the diversity and coexistence of *discipline-specific* subcultures, each of them shaping the values, epistemological beliefs, professional practice, and career patterns of their members. “Faculty culture (...)

is highly balkanized, a cacophony of specialized languages, with each faculty member speaking and thinking in idioms that relate more to the work of his or her discipline than to the general culture. Academics trust others who understand and speak their language. They live in a culture of local autonomy with each disciplinary subculture free to make its own choices about the value of any new idea” (Brown & Jackson, 2001, p. 15).

5.2 Implementation

The cultural dimension of the modelled organization in which the players accomplish their change management mission is modelled in the dynamics of the simulation.

Examples of values are:

- A communication culture that affects that in this organization direct interventions such as face-to-face meetings are more effective ways to approach individuals than indirect interventions such as sending e-mails (perceived as impersonal and insensitive of the local culture).
- Rites include the necessity to persist meeting and reporting back to key individuals in spite of their rejecting attitude.
- Specificities such as the relatively surprising positive impact of the Internal Magazine (which in many organizations is not a very effective communication tool) for the simple reason of having been introduced by the CEO years ago (impact of history). “Weak” signals related to the importance of the magazine are given by special events, reporting on some individuals writing successfully articles in the Internal Magazine (“If they do it, ...”).
- Natural aversion within the organization of strong-arm tactics such as covert operations.

The last point supports the discussion of a number of specific dynamics embedded in the simulation related to participative management (Bower & Lawler, 1992) and to distributive justice (Kim & Mauborgne, 1996, 1997, 1998). Both factors have a significant influence when players adopt strong-arm or covert interventions, which, in the modelled culture, typically generate long-lasting negative reactions in the majority of the modelled individuals.

6 Resistance to Change

While the change vision is perceived as something positive in the eyes of the change agents, the affected people that should adopt the innovation are often not so enthusiastic about the proposed changes and react reluctantly.

6.1 Theoretical Concepts

The incidence of resistance to change is widely discussed in literature, focusing on the reasons and manifestations of resistance and strategies on how to deal with this phenomenon (Ford, Ford & McNamara, 2002; O'Toole, 1995).

Resistance can emerge on individual, group and organizational level (Rosenstiel, 1997). The manifestation of resistance might take different facets (Hauschildt, 2004):

- active or passive
- open or covert
- destructive or constructive
- direct or indirect
- loyal or opportunistic

Kotter (1979) sees four main reasons why people resist change:

- a desire not to lose something of value
- a misunderstanding of the change and its implications
- a belief that the change does not make sense for the organization
- a low tolerance for change

The reasons for resistance to change in higher education is widely discussed in literature (e. g. Blackwell & Preece, 2001; Pellert, 1995). The cultural dimension can be seen as a major source of resistance: “Academic culture is seen as resistant to change – conservative, inward-looking, bound by tradition. It is seldom acknowledged that the intellectual skills of academics make them less amenable to change strategies that rely on instruction. Their intellectual skills and attitudes make them sceptical of emotion-charged exhortations to excellence or warnings of grim consequences if the status quo is retained. For these reasons, approaches to managing tend to generate dissent and result in alienation rather than contribute to the achievement of commitment to some new order” (Taylor, 1999, p. 76).

The ‘not-invented-here syndrome’, which is based on the psychological concept of self-determination and group-identity seems to be especially relevant in higher education and is reflected in “the perceived unwillingness of academic staff to adopt teaching and learning

approaches or materials developed elsewhere and, therefore, the difficulty of achieving any level of sector-wide innovation and change” (Blackwell & Preece, 2001).

So how to deal with resistance? Resistance can be seen as something to overcome (or defeat) or something to use in the change process. Many recommendations about ‘dealing’ with resistance foster at identifying and eliminating the reasons or at least the symptoms of resistance. Schein (1999, p. 60) argues however that “just adding a driving force toward change often produced an immediate counterforce to maintain the equilibrium.” Sherry (2002, p. 225) recommends change agents to “listen to the resisters, because they often are aware of unintended consequences of the innovation, to which the innovators may be blind.”

6.2 Implementation

In addition, a variety of sources documenting how people argue when expressing different forms of resistance to change, as documented in Thompson (1994), have been included to fine-tune the feedbacks resulting from implementing different interventions. The table below provides an overview of statements resisting individuals are likely to use in order to directly or indirectly express fears and attitudes.

Source of Resistance	Sample Argumentations
Fears of Losing Identity, Quality and Job Satisfaction	“GSM is different from other schools within the university, we have a very specific identity and we want to keep it.”
Fear of Incompetence (particularly when faced to new technologies)	“You shouldn’t forget, my friend, that our people don’t like the idea of storing and accessing certain type of information using information systems. Technology kills true information exchange and communication.”
Trust-Related Issue	“And what about trust? Today, within GSM, we all trust the information sharing and feedback systems and processes we have put in place!”
Values such as Openness and Connectedness/Belonging	“Thank you for the memo, but please don’t forget that here at GSM we know how to interpret the information we collect and distribute through our own systems. Will people in the University Board be able to do the same once your AcadQual system will be in place?”
Attitudes such as Status-Quo Satisfaction or Unwillingness to Produce Additional Efforts	I’m really sorry, currently we are all too busy. We are really working day and night and don’t have much time these days, unfortunately. As you see, I am very busy with extremely important issues related to making this school successful. Maybe another time!” or “You know, we already spent a lot of time to make our current systems at GSM really efficient and at the same time user-friendly!”
Discomfort with the Pace of Change	“You know, deep down I believe that too much innovation is not necessarily a good thing!”
Tendencies to Protect Existing Processes and Power Structures	“I care about employee’s satisfaction and I am afraid that the type of innovations you want to introduce with your AcadQual system will have a negative impact!”

Figure 8: List of sample argumentations reflecting resistance

7 Managing Change: Interventions and Events

Change agents are expected to ‘manage’, ‘lead’, ‘facilitate’ or at least ‘support’ the change process by applying different kinds of interventions.

7.1 Theoretical Concepts

The identification and classification of appropriate interventions in change processes is widely discussed in literature (Blake, 1989; Burnes, 1992; French & Bell, 1984).

Hall & Hord (2001, p. 109) differentiate six functions of interventions:

1. Developing, Articulating, and Communicating a Shared Vision of the Intended Change
2. Planning and Providing Resources
3. Investing in Professional Learning
4. Checking on Progress
5. Providing Continuous Assistance
6. Creating a Context Supportive of Change

Schein (2002) emphasizes diagnostic actions as an important form of intervention: “Change models that separate the diagnostic from the intervention stage are ignoring the powerful impact that different forms of diagnosis have on the system being diagnosed.”

Interventions can be addressed to different organizational levels (Rosenstiel, 1997):

- Individual level: supporting the personal motivation and competency to change
- Group level: addressing group norms and processes that affect the change readiness
- Organizational level: building an organizational environment (structures, processes, culture) that supports change

Hall & Hord (2001, p. 10) point out that change agents should not only focus on the most elaborate interventions: “Interestingly, the most important interventions are the little ones, which most leaders forget to do or forget about having done. When change is successful it is the quantity of the little things that makes the final difference.”

In spite of the many guidelines for change, it is however questionable to what extent change can be planned and managed at all. Baldrige & Deal (1983, p. 4) compare the course of change processes with a “serendipitous flow of events, people, and karma.” Hall & Hord (2001) use the metaphor of ‘mushrooms’ for events that the change agents have no or little control about. Just as mushrooms can be nutritious or poisonous, those unplanned events can help advance the change process or erode it. Thus, in addition of using planned interventions a core competency of change managers is to deal with unplanned incidents.

7.2 Implementation

Interventions determine how players can intervene in the organizational context to either gather information (about individuals or networks) or try to influence the attitude of individuals (targeted interventions), groups of individuals (group interventions) or everybody at the same time. The initial set of possible change management interventions was derived from Jick (1993) and then expanded and fine-tuned progressively.

The feedback on each intervention in the simulation is a function of its direct parameters (individuals directly involved), its timing, as well as the history of the intervention. In general terms, interventions are considered ‘appropriate’ as a function of the stage of development of the individuals targeted. Each intervention has then been modelled and fine-tuned individually to increase believability of the feedback.

In particular cases, interventions have been modelled to trigger the discussion of specific issues (linked to pedagogical objectives). For instance:

- The ‘Directive’ intervention has a particularly negative impact (unless all the key individuals have been already convinced) to trigger the discussion of when compulsion is appropriate, its positive and negative consequences in the organizational context of higher education (Van Vught, 1989, p. 268).
- The extent to which impatience can drive us to use strong-arm interventions such as covert operations (‘sandwich’ intervention) and their impact on trust-building are typical discussions triggered by the negative reactions the players experience when implementing guerrilla tactics implicit in turf battles (see for example Crouch (1997) and Greer (1999)).
- The very mild impact of inviting external players at a time when resistance is still strong has been modelled to trigger discussion about internal versus external approaches to managing change processes and the appropriateness of outsourcing parts of the process (see for example Greer (1999)).
- The importance of gathering early enough in the process information about informal relationship networks is particularly stressed in the simulation in order to trigger a discussion related to influence networks, social network analysis, and tipping points dynamics (see chapter 4).

Events, i. e. dynamics which are not directly triggered by an intervention implemented by the players, but by internal rules, have been further included in the simulation to emphasize the impact of certain individuals (who use themselves certain tactics to influence their peers), the role of networks (for instance by making the players aware of the negative or positive impact of the members of a given network) or of the culture of the organization (for instance by communicating to the players the negative consequences of ignoring or bypassing specific ‘gatekeepers’ in disrespect of organizational protocols).

Events have been also progressively inserted to address pedagogical objectives and triggering – during the debriefing phase – discussion on specific points such as facing budget problems, allocating too few or too much time to the initial strategy-building phase, regularly reviewing the initially developed strategy, reacting to time pressure from the university management (which has appointed the players to the change management mission), or facing the fact that key individuals might suddenly leave the organization during the implementation process.

See Appendix 10.4 for more detail on the modelling of interventions and Appendix 10.5. for some examples for unexpected events in the EduChallenge Simulation.

8 From Action to Reflection – the Debriefing

The EduChallenge Simulation provides a rich and engaging team-based experience on the challenges of managing change in educational organizations. However the transfer from playing to learning does not happen automatically. In order to help participants to derive meaningful insights from the simulation experience, the simulation gaming phase should be followed by a reflection phase (see Schönwald, Euler, Angehrn & Seufert, 2005 for a more detailed exploration on the design of EduChallenge learning scenarios).

Managing a successful debriefing session often consists in finding a good balance between ‘pull’ and ‘push’, i. e. between facilitating collaborative learning (letting the participants identify the most relevant issues and insights and share their experiences in facing complex situations such as the ones encountered in the simulation) and taking the opportunity to focus the debriefing on specific issues (through the presentation and discussion of theoretical insights such as the ones included in the reference section, or of a given change management model) as a function of the needs of the participants and the objectives of the session or course in which the simulation is integrated.

The illustration below provides a map of typical discussion topics emerging after the simulation. The map includes several issues discussed in the previous sections, but in spite of its breadth it is only a limited overview of the variety of topics which can be addressed in debriefing sessions. The facilitator has to balance the reflection in the debriefing between the targeted learning objectives of the session as well as tie in with the experienced situations of the participants during the simulation experience.

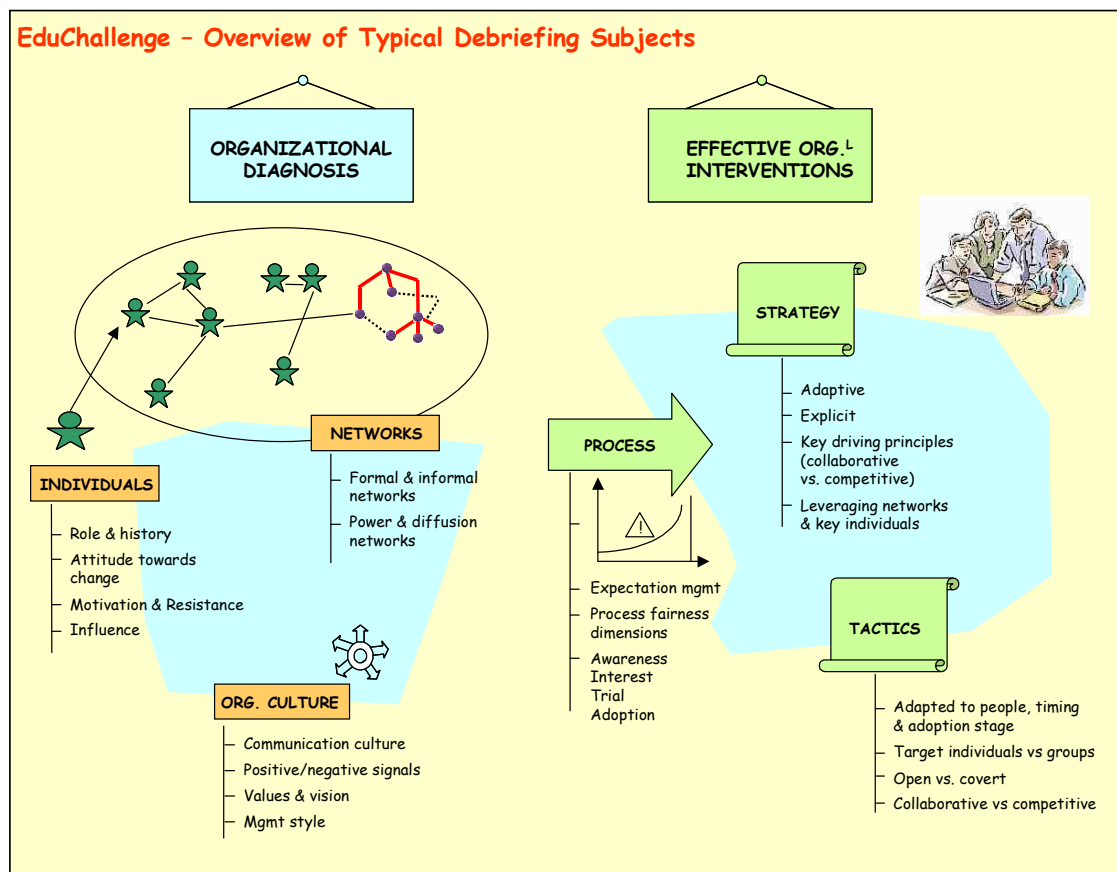


Figure 9: Overview of typical debriefing subjects

Starting the debriefing session after the teams have completed the simulation experience, is an important moment from a pedagogical perspective, as it is here that the participants have to switch back from an ‘action’ mode into a ‘reflection’ one. As the simulation has been designed to be ‘hard’, participants might get frustrated from the fact of not succeeding in persuading enough individuals modelled in the simulation.

A good way of starting a debriefing after the simulation teamwork is to reassure the participants that the objective of the game was not to assess their change management competencies, but rather to put them into a particularly difficult situation in order to stimulate discussion, as well as identification and in-depth analysis of many of the factors affecting change initiatives in HE contexts. This introduction helps to raise the participant’s willingness to share, reflect and discuss their positive and negative experiences from the simulation.

9 Perspectives

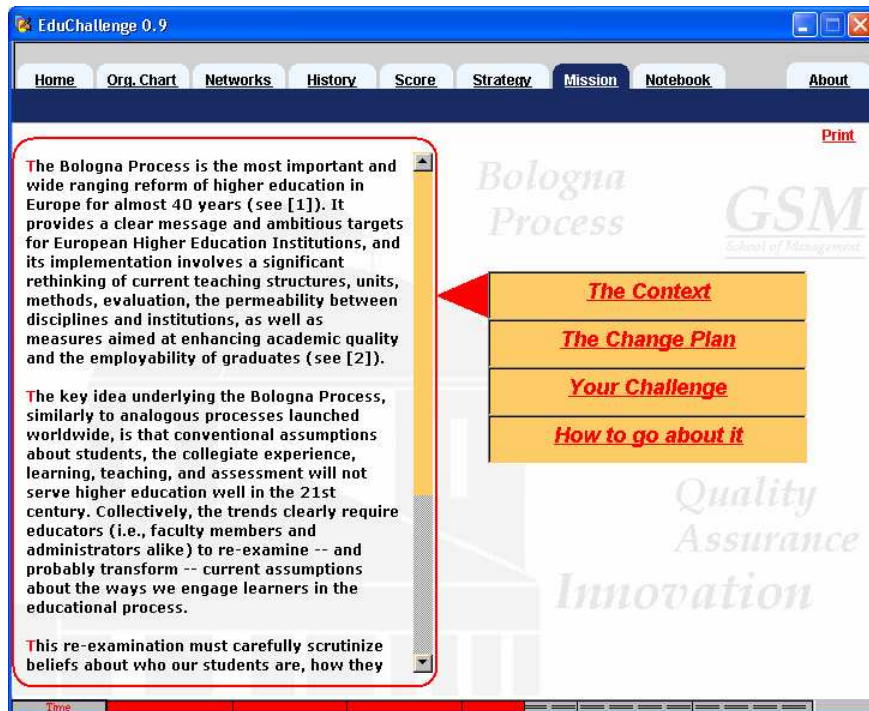
The objective of this document is to provide insights into the concepts and models currently embedded in the EduChallenge Simulation and stimulate the gathering of further research material to be embedded in order to progressively improve the underlying knowledge base and its pedagogical value. In parallel, our objective is to provide the opportunity for a wider audience in the HE context to understand the logic underlying this simulation and experience on their own the learning which can be generated through simulation-based workshops. Initial tests with members of the targeted groups (faculty and staff members in universities as well as decision makers in an higher education context) and formal evaluation projects we have started conducting, indicate that the simulation can effectively provide a valuable learning approach to address change management and innovation issues in higher education. Further research is planned to explore different learning application scenarios und to evaluate the learning transfer effect on practitioners.

Acknowledgements

Our thanks go also to SCIL and CALT members who provided their feedback and support during the project, which was founded in the context of the SCIL Fellowship Programme.

10 Appendix

10.1 The EduChallenge Mission



The Context

The Bologna Process is the most important and wide ranging reform of higher education in Europe for almost 40 years. It provides a clear message and ambitious targets for European Higher Education Institutions and its implementation involves a significant rethinking of current teaching structures, units, methods, evaluation, the permeability between disciplines and institutions, as well as measures aimed at enhancing academic quality and the employability of graduates.

The key idea underlying the Bologna Process, similarly to analogous processes launched worldwide, is that conventional assumptions about students, the collegiate experience, learning, teaching, and assessment will not serve higher education well in the twenty-first century. Collectively, the trends clearly require educators (i. e., faculty members and administrators alike) to re-examine and probably transform current assumptions about the ways we engage learners in the educational process.

This re-examination must carefully scrutinize beliefs about who our students are, how they learn, their level of preparation, other demands being made on their time and attention (e. g., family and work), and their educational and occupational goals. The re-examination

must also extend to current beliefs about the roles and responsibilities of teachers and learners, the learning/teaching process and how it can best be facilitated, and how we can create and sustain significant educational communities.

The Change Plan

Two years have passed since the President of Humfeld University, one of Europe's oldest and most respected Higher Education institutes, proudly announced the university-wide rollout of a new system called "AcadQual". Adopting this new Quality Assurance System – said the President – would help the whole university to implement smoothly and efficiently a major innovation process, providing all those involved (faculty, administration, and even students) with a new set of transparent processes and university-wide support systems to help the move towards a new way of operating, fully aligned with the Bologna Process and with the ambition of a twenty-first century educational institution.

Over the last two years, most of Humfeld University's faculty and administrative departments have learned to use and appreciate the key features of AcadQual and the new ways of working it has introduced university-wide.

Where it was already implemented, the project corresponded to the redesign of existing processes and the introduction of new ones. All these quality-assurance oriented processes were supported by one or more modules of a new intranet-based system, the AcadQual system, which was introduced gradually to administrative staff, faculty members, researchers and even students.

Currently, the six most important modules of the AcadQual system include:

- A Reporting & Analysis module used university-wide to make data collection more efficient, consistent and transparent. It is through this module that all the data related to research and teaching inputs and outputs are collected and aggregated.
- A module supporting EQUIS-compliant Quality Monitoring used by both faculty and administrative staff to exploit the data collected through the Reporting & Analysis module to efficiently monitor quality levels.
- A Credit Allocation module supporting the systematic planning of courses and the assignment of faculty members.
- A Pedagogical Guidelines Knowledge Base module supporting faculty members across departments to share best practices related to pedagogical issues ranging from successful handling of class situations to the use of online teaching methods.
- A Course Bidding and Course Feedback Collection module used by students to register for courses and provide their assessments about courses and faculty members.

- A Group Learning Platform module implemented university-wide to provide a consistent, web-based platform for the online support of course-related announcements and information, course material distribution, and faculty-students online interaction.

It could become the most successful university-wide transformation project of the last few decades, but actually one big problem is still preventing the President and the Board from celebrating the successful transition to the new quality assurance system. In spite of the numerous ‘invitations’ to join the rest of the University in the adoption and implementation of the new system, no signs of progress have been visible yet at “GSM”, Humfeld University’s Graduate School of Management.

Until now, the Board has discouraged the President from complaining too loudly about the fact that GSM has not given any signs of being seriously willing to harmonize its processes and systems with the new university-wide ones and has advised him to be patient. In fact, GSM is rightly considered as the top national business school, contributing significantly to the excellent image of the University even beyond the national borders. The achievements of Professor deJong, who has been re-elected twice as the Dean of GSM are beyond any doubt. Under his very independent-minded leadership, GSM has succeeded in building very strong links with industry (including unprecedented high grants and donations) and a solid international reputation (which makes it the only academic department at Humfeld appearing in the FT Top European Universities ranking).

One has to consider that for GSM, adopting the AcadQual system and the process and structural transformation which comes with it, would effectively represent a significant change and departure from the systems and processes they have developed, deployed and used successfully over the last few years.

Two years ago, at the time of the announcement by the President, the Dean of GSM indicated a lot of enthusiasm for integrating the new quality assurance system facilitating the implementation of the Bologna Process, but since then, objectively, GSM has not changed its way of operating to any great extent. In particular, all the attempts of the Board to encourage the introduction of AcadQual at GSM have failed. Sending information about the advantages of AcadQual and news about its successful adoption in other schools and departments at Humfeld has not helped a great deal. Professor deJong seems simply too busy running his successful business school to have time to introduce such a new system. What have come back are just nicely presented “excuses” of different types (lack of time and resources, other priorities, etc.).

Your Challenge

Now that everybody else has adopted the new quality assurance system, the delaying initiatives of GSM’s Dean are starting to create serious problems, threatening the credibility and sustainability of the whole project, preventing data from being reported and consolidated

university-wide, and knowledge from flowing smoothly among students and faculty through the new AcadQual system.

The patience of the President came to an end during the last meeting, as one of his advisors reported that faculty and administrative personnel at GSM didn't really know or care about AcadQual, as Professor deJong had given everybody the impression that this was mainly a project taking place "somewhere else" in the University, and that it wouldn't really affect the way in which GSM operated or force them to review and change the GSM-specific processes and innovations they were so proud of. The limit had been reached and immediate action was needed. With the support of the Board, the decision was taken to select a number of faculty members and high-level administrative personnel who had experienced the successful implementation of AcadQual in other schools and departments at Humfeld University and appoint them to a special team of 'change agents' in charge of a delicate mission: Getting GSM on-board. As soon as possible!

In summary, the challenge you and your change agents' team have to face is to persuade the Dean of GSM as well as his key collaborators and colleagues to finally adopt the new Quality Assurance System and harmonize their processes and systems with the ones adopted by the rest of the University according to the plans of the President and the Board.

You have been given up to six months (120 days) for this project. During this time, you will be able to:

- gather information about the key stakeholders and players at GSM,
- implement different change management initiatives,
- continuously monitor your progress in helping the key stakeholders to move through the phases of *awareness*, *interest*, *trial* and finally *adoption* of this innovation.

Your and your team's personal objective is to get as many adopters as possible! This is the way your performance will be evaluated by the University Board at the end of the six months.

How to go about it

Changing the way people think and behave in organizations, and particularly in Higher Education Institutions, is not a simple task and often requires a combination of different initiatives to be used at the right time with the right people. This simulation will make it possible for you to experiment with the implementation of different change management initiatives, but it will be your task to decide when and with whom to implement a given initiative.

First of all – before plunging into your first decision – we advise you to:




- Try to understand the context in which you are going to work. Remember that you have been sent by the Board! Initially you only have limited information on GSM and its key stakeholders, and they don't really know you either!
- Review the different initiatives you will be able to launch to change people's attitudes!
- Develop a 'general strategy' which will guide you through the project ('top-down', 'bottom-up', etc.) and write it down!

If necessary you may at any point during the simulation review and adapt your strategy.

Good luck!

10.2 Individual Diversity

10.2.1 Personal Profiles

Name	Profile Description
Prof. deJong GSM Dean 	Professor Philippe deJong is a very 'well-connected' academic with a strong research background in marketing, who has climbed up through the ranks over his 18 years with the University. Aspired to become the Dean of the Graduate School of Management for many years, given the big number of innovations he wanted to introduce. Until recently he was highly regarded by the University Board members for his work at GSM and his public appearances. At GSM, he is perceived as a good manager by both faculty and administration personnel, in spite of his tendency of approving of innovations only if the ideas come from him. Internally, he has developed a select team of collaborators who are very loyal. Father of two grown-up children, he is active in local politics and business councils.
Paul Heinz Students Rep. 	Paul is perceived as very skilful in collecting and presenting feedback from students, and very careful in providing information to the right people, and keeping it from others. Would like to see students participating much more in decision-making and shaping the future of the schools. He is seen as somebody who can reconcile quite well the sometimes conflicting interests of the School on one side and the GSM students on the other.
Donna Winter Pers. Assistant 	An English language graduate who has been in this assignment for several years. She is very protective of the Dean and thus loves the ability to schedule appointments, screen information and set agendas for Executive Committee meetings. Has wide exposure to the major issues in the School.

Prof. Kolb
Head of Inst. of Business
Administration



Professor Peter Kolb joined GSM ten years ago from a prestigious US university. He likes smart people and enjoys the challenge of “managing” the growing number of faculty members at GSM. He is very proud of having pioneered most of GSM’s academic programs, including the MBA, E-MBA and the successful public Executive Education programs. Used to love a lot the interactions with executives and all the lunches and dinners. Has now passed over the responsibility for academic programs to his younger colleagues. Very sociable in his style and loves organizing parties and similar events with his direct collaborators. Keeps his views and opinions in line with his peers and has never been heard contradicting the Dean.

Prof. Peters
Head of Inst. of Social
Science



Professor Carl Peters is struggling with a pretty undisciplined faculty group. Some of the faculty members in the Institute of Social Science are producing good quality research, but many are not. A number of colleagues left two years ago after a dispute with the Dean on the school’s strategy, and now even the teaching dimension is problematic, with students complaining that they just get young and inexperienced faculty members to teach the courses. Knows that his job is at risk if results do not improve quickly.

Prof. Stamm
Head of Inst. of Economics



Professor Klaus Stamm spent almost a decade working in an international research lab where he learned to manage large economics research budgets. His publications on macroeconomics made him quite famous in the academic community in the 90s. Loves to propose new and relatively wild ideas. Always first to bring up the latest thinking from something he has read or conferences he has attended. Tends to annoy a number of his colleague, because the promise is always greater than the actual delivery. He wishes he could be a bit more organized.

David Brinck
HR & Administration
Director



A strong believer in the potential of the Human Resources function, but frustrated by its passive ‘reputation’. Was an important help for the Dean over the last few years to efficiently set up smooth processes within GSM. He is continuously trying to professionalize the work and be more responsive to the School’s strategy. Although not a member of the Faculty he has succeeded in developing a very good relationship with the Institute Heads. Seen as a ‘people person’ who enjoys his relationships, but also technological innovations. Active in local charity organizations.

Prof. Milton
Deputy Dean



Professor Vanessa Milton was appointed by the Dean five years ago and played a key role in implementing all the change projects at GSM over the last few years. She is very proud of the ‘difference’, autonomy and reputation the School currently enjoys. As an Accounting professor she still finds the time to publish articles and book chapters. Seen as responsible for the cost controls of recent years. Bossy and impulsive, she does not get along very well with people from the administration and sometimes not with her faculty colleagues either. Strong believer that a School like GSM requires real and continuous transformation, with a special focus on increasing financial funds and implementing cost savings.

Prof. Boileau
Chair of Strategy
Management



Professor Carl Peters is a well-known expert in the field of innovation research with many years of intervention experiences in large companies. Very attached to strict disciplines and well-proven research methodologies, he is the guardian of academic freedom at GSM – a task which has become very important given the large grants coming from industry. Does not like to jump from one fad to another and prefers to stick with what is known. Active in local Volunteer Service groups and a strong believer in ‘family values’, he has a strong dislike of smoking and drinking.

Prof. Moton
Chair of Social Psychology



Professor Edward Morton joined GSM three years ago with the idea of creating a Leadership Center at GSM, which has not materialized yet. He gives the impression of always searching for new management and leadership trends. A big advocate of participative management, he is known for a very collegial style. Loves to roam the Institute’s offices and informally talk with colleagues about their research and teaching plans. Brings a lot of personal motivation to his approach.

Prof. Motta
Chair of Political Science



Professor Gianni Motta, a GSM veteran, was recently appointed as Chair of Political Science. Brings a lot of discipline and detail to the job and seen as a ‘solid’ academic helping others to learn the craft. Facing what is probably the last assignment of his career, he is having some trouble with the pace.

Prof. Hill
Chair of Communication
Science & MBA Director



Professor Linda Hill is known at GSM to be extremely ‘smooth’ with everybody and to work very well internally as well as externally. Very highly regarded by the other Directors of Academic Programs. Arrived a few years earlier from a locally well-known Business School. Knows how to create effective messages for the students and keep a positive outlook whatever happens.

Prof. Grind
Chair Mgmt Science &
Exec. Ed. Director



Prof. Gerald Grind is a very likable and sociable individual. Has been put recently in charge of running the School’s very successful Executive Education programs. Formed in the Management Science Unit of a UK university. Helping companies to fit their needs to what GSM can offer in terms of continuous development for managers remains a great source of joy, as well as helping his employees to develop competencies in marketing the schools’ programs. Constantly involved with spotting new trends in the management training marketplace.

Prof. Linz
Chair of Microeconomics
& PhD Director



Professor Paul Linz has been at GSM for over twenty-two years, holding different positions, including the one of Deputy Dean. He has developed a personal network of trusting individuals both within the faculty and the administration and also outside the School. Strongly believes in meeting high research standards. Travels regularly to all major international conferences because he thinks it's the best way to keep in touch with what's happening in the academic world and to compare the GSM standards with those of other PhD Programs. Not very outspoken at meetings, tends to be over-cautious and to manage the Program in a quite paternalistic way.

Prof. Toulon
Chair of Statistics &
E-MBA Director



Professor Jacques Toulon, who graduated from MIT, is considered a real techno-freak who loves to test the viability of new concepts and knowledge. If GSM launched a new Executive MBA program, it is mainly due to his insistence that the school should experiment with online ways of teaching. After two years, students' feedback is ok, but faculty members don't appreciate very much spending time on the computer to exchange knowledge and coach students, and find the Learning Platform selected by Prof. Toulon very constraining and not user-friendly enough. In spite of the lack of enthusiasm of his colleagues, he remains optimistic about online teaching although it is not always clear to him how to best commercialize his ideas and make them profitable. Still offers his course on Behavioural Information Analysis and Decision Making in the MBA Program. Not very strict with his collaborators in the newly created E-MBA department. As a manager, he prefers that decisions be passed up to the boss or be made by the whole team.

Polly Kent
Faculty Support and
Quality Manager



An MBA graduate with five years experience in a publishing company, Polly was hired three years ago when the Dean decided to create a Quality Manager position (at that time the University was not willing to provide the necessary funds, but GSM went ahead anyway using some of their independent industry funds to extend the previous Faculty Support position). Polly has a very systematic approach to quality management. Believes that it is better to be precisely right, even if delayed, than imprecise. She is well respected by others in the School although faculty members, and particularly successful ones, tend to become nervous when she starts talking about 'measuring research and teaching quality more systematically'. Her collaborators sometimes make jokes about the fact that in her case 'MBA' might mean 'Master of Brutal Action'.

Prof. Bell
Chair of Macroeconomics



Professor Emil Bell is a very promising young academic with an impressive list of publications in international Economics journals. He strongly believes that faculty members at GSM had to focus too much on teaching in the last few years and is constantly on the go looking for ways to provide more incentives for engaging his colleagues in ambitious research projects. He is responsible for coordinating the R&D Committee granting support for faculty research and interacts well with colleagues in all the departments, only rarely stepping on their toes.

Ron Hilldale
Programs Marketing
Manager



Is responsible for all the services concerning marketing GSM programs, including the selection of students in the MBA and E-MBA programs and the enrollment of participants in Executive Education Programs. As he deals with a very demanding and diverse group, his efforts never seem to be adequate enough. Never praises his subordinates and people wonder how long he might keep this position. Occasionally calls in specialists to participate in short sessions.

Sandra Frick
PR & Communication
Manager



Manages the PR and Communication department and likes to produce policies and procedures to ensure consistency. Believes strongly that some bureaucracy is absolutely necessary to maintain an orderly workplace. Wants to develop and communicate common approaches, but has difficulty in getting her views across to colleagues in administration and faculty members. Competent and very loyal; she is very aware of internal politics and has succeeded in 'pushing through' many innovations without much resistance from the faculty or from the administration.

Xia Lan
Students Administration
Manager



A GSM Alumna, Xia is a specialist in career management. European but of Chinese origins, she was recruited for the position by the Dean after he attended a presentation she gave to students on 'Life after an MBA'. Over the last few years she has succeeded in activating the large Alumni network at GSM. Has caused a lot of difficulties for her boss due to her independent-minded and different approaches.

Victor Platt
IT Manager



Long-time employee at GSM, responsible for the IT infrastructure as well as for large information systems development projects and the users support group at GSM. Has played a key role managing successfully the projects aimed at providing GSM with a very efficient information, computer applications, and data management infrastructure tailored to the specific needs and ambitions of the school and its students. Has gradually delegated the traditional IT management processes to his collaborators and is currently preoccupied with feasibility studies on how to continuously extend and improve his portfolio of IT services.

Prof. Perez
Chair of Corporate Finance



Professor Paula Perez, the current Chair of Corporate Finance, appears to be a friendly and cooperative person, but no more detailed background information about her appears to be available. She comes across as a hard-working professional with few friends, often away from the office given her involvement in international conferences and projects.

Prof. Jones
Chair of Economic Policy



Professor Irma Jones is responsible for the School's Economic Policy Chair, which was recently consolidated to save costs. Missed out on a promotion to Deputy Dean level. Despite feeling initially overworked, understaffed, and stressed, she sees that her operating procedures and systems within the Institute seem finally to have fallen into place, although the initial high-growth expectations in publications are still not met and students are not happy yet with the course offerings. Has a strong sense of family and is content to carry out her daily tasks.

Prof. Nussbaum
Chair of Marketing



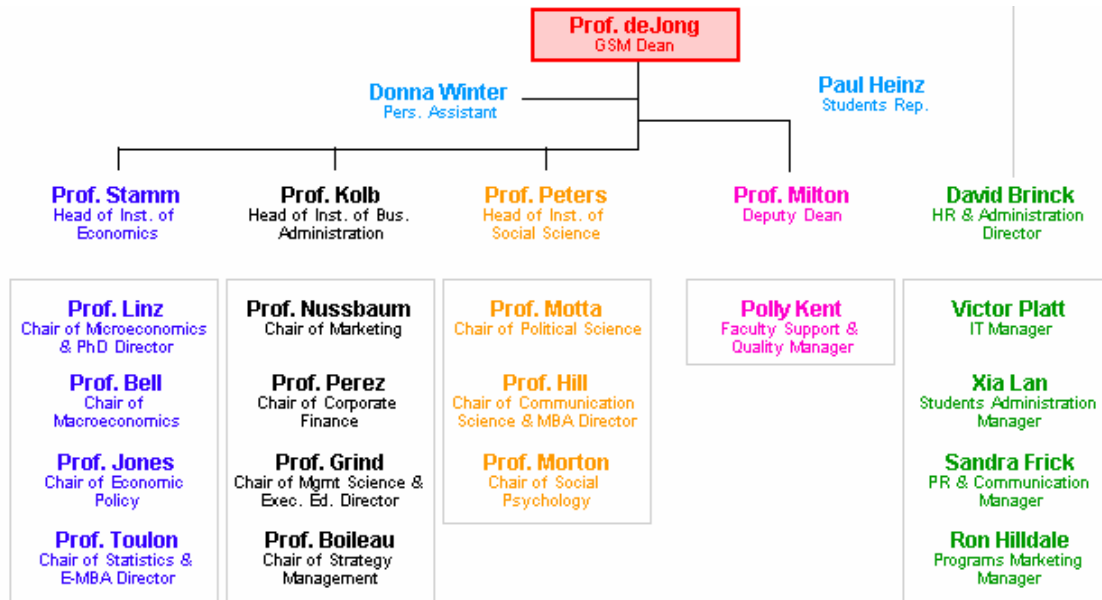
Recently promoted to Full Professor, Petra Nussbaum has had a fast career and was happy to accept the appointment as Marketing Chair. Prides herself on maintaining the highest academic standards. She has already built a risk-averse reputation to protect the Chair from impulsive actions.

10.2.2 Innovation Types

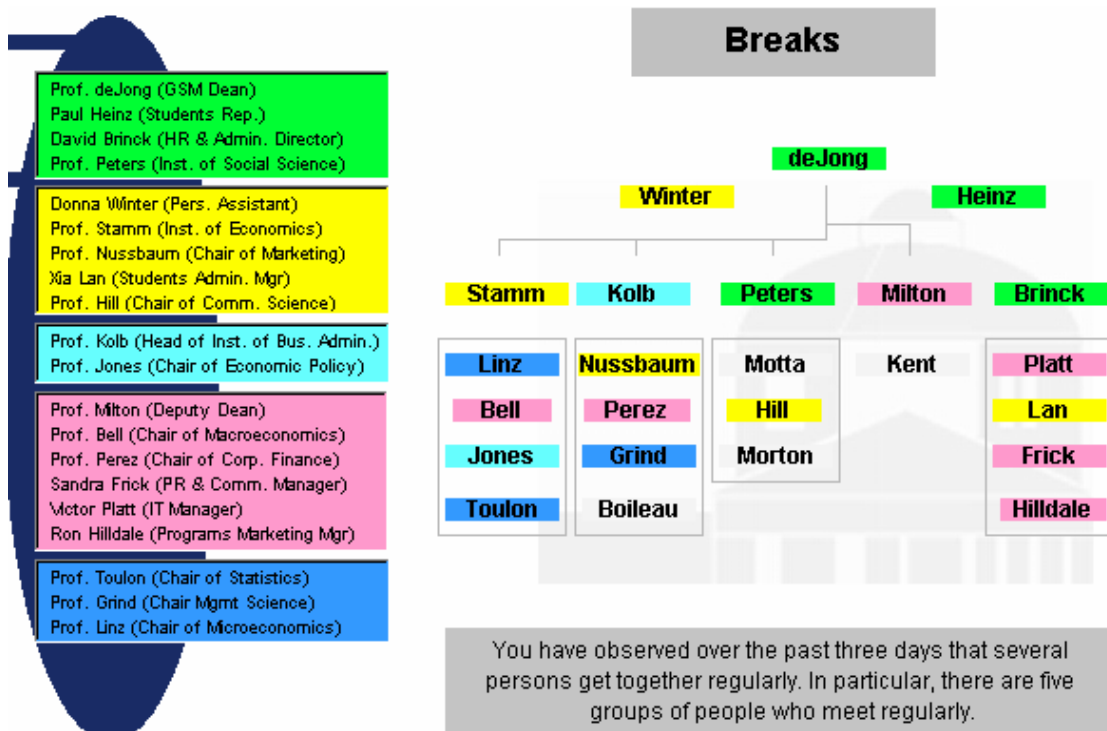
Innovators	Prof. Stamm Polly Kent
Early Adopters	Prof. Jones Prof. Nussbaum
Early Majority	David Brinck Prof. Grind Prof. Linz
Late Majority	Prof. DeJong Prof. Boileau Prof. Kolb Prof. Morton Prof. Milton Victor Platt
Resisters	Prof. Peters Ron Hilldale Prof. Motta Xia Lan

10.3 Formal and Informal Organizational Structures

10.3.1 Organizational Chart



10.3.2 Informal Networks



Polly Kent (Faculty Support & Quality Mgr)
Ron Hilldale (Programs Marketing Manager)
Prof. Linz (Chair of Microeconomics)

Prof. deJong (GSM Dean)
David Brinck (HR & Admin. Director)
Prof. Peters (Inst. of Social Science)
Xia Lan (Students Administration Manager)

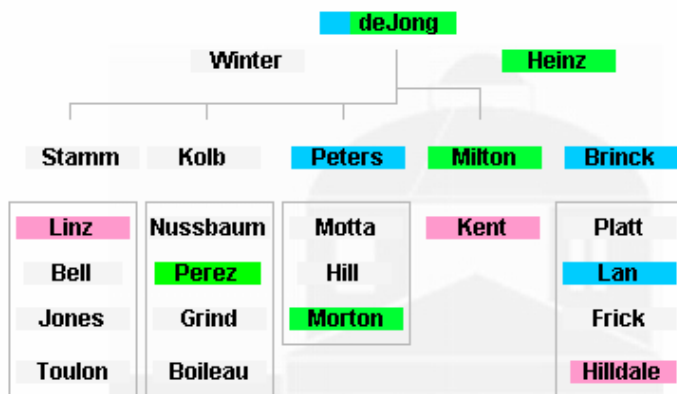
Prof. deJong (GSM Dean)
Paul Heinz (Students Rep.)
Prof. Milton (Deputy Dean)
Prof. Morton (Chair of Social Psychology)
Prof. Perez (Chair of Corporate Finance)

Prof. Stamm (Head of Inst. of Economics)
Prof. Milton (Deputy Dean)
Prof. Bell (Chair of Macroeconomics)
Prof. Nussbaum (Chair of Marketing)
Prof. Perez (Chair of Corporate Finance)
Prof. Motta (Chair of Political Science)

Donna Winter (Pers. Assistant)
Prof. Stamm (Head of Inst. of Economics)
Prof. Grind (Chair Mgmt Science)
Polly Kent (Faculty Support & Quality Mgr)
Victor Platt (IT Manager)
Ron Hilldale (Programs Marketing Manager)

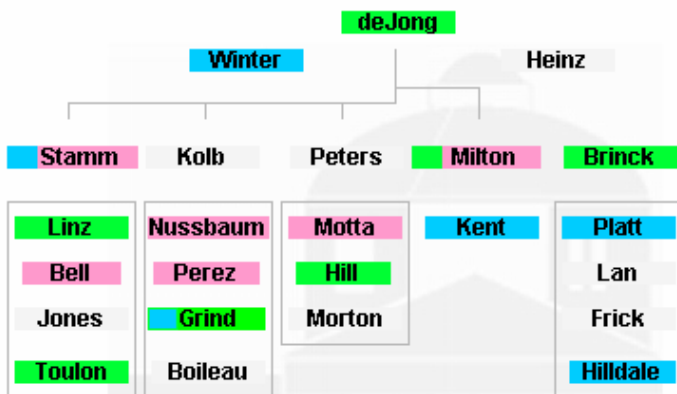
Prof. deJong (GSM Dean)
Prof. Milton (Deputy Dean)
David Brinck (HR & Admin. Director)
Prof. Linz (PhD Director)
Prof. Toulon (E-MBA Director)
Prof. Grind (Exec. Ed. Director)
Prof. Hill (MBA Director)

Ext Links



You have observed over the past five days that certain individuals go to the Bridge Club (in red) or to the University Tennis Club (in blue) together, or are actively involved in local politics events (in green).

Committees



There are three important Committee-driven Processes at GSM. They are the R&D Committee (in red), the Organizational Effectiveness Committee (in blue), and the Academic Programs Committee (in green).

10.4 Interventions

10.4.1 Description of Interventions

Dinner Event: Invite one member of the GSM team to a formal dinner you organize for the benefit of some University Board Members and other high-level University officials you have known for many years. (3 days)

Note: You are not sure that the person will accept your invitation and that you will actually be able during the dinner to find the appropriate opportunity to talk in length about the AcadQual project.

Get Profiles: Obtain more information about up to five individuals based on their personnel records kept in the HR department at GSM. (2 days)

Note: Each person's profile includes a qualitative description of the individual and will help you understanding how difficult it will be to help that individual move through the different change phases. The profiles, once gathered, will be available to you during the whole session.

Committees: Identify key processes at GSM for which Committees have been created recently. This results in an overview of the most relevant Committees and their members. (5 days)

Note: Committee membership will not change, and will remain available throughout the whole period. This information is accessible by clicking on the button 'Other Networks'.

Internal Magazine: Ask the editor of GSM's internal magazine to include a short article you write on the advantages of Quality Assurance Systems in Higher Education and their link to the Bologna Process. To be published in the upcoming edition. (3 days)

Note: This magazine is distributed to all of the school staff. The article is about the generic advantages of Quality Assurance Systems and the features of AcadQual.

Directive: Try to convince the Dean to send out a directive to everybody insisting that they start using AcadQual in two weeks time. (5 days)

Note: You spend several days writing a draft of this directive to give to the Dean.

The 'Sandwich': Suggest to a group of selected individuals who already show strong interest in AcadQual but whose hierarchical superiors (the Institute Heads, the Deputy Dean or the HR & Administration Director) are still unconvinced, that they should lobby the Dean to push them to proceed faster with the implementation. (4 days)

Note: This initiative assumes that you have identified the appropriate persons to approach, and does not require you to specify them.

Electronic Mail: Send a brief electronic mail explaining your ideas on why a Quality Assurance Systems like AcadQual makes sense for them. (1 day)

Note: Everybody has an individual e-mail account.

Special Course: Organize for up to five individuals a three-day residential training programme on the potential benefits of Quality Assurance Systems in Higher Education and how to actually use such systems. (5 days)

Note: You do not attend the course, but it takes a considerable amount of your time to plan it. In addition, people can only attend such courses only once a year.

School Mgmt Meeting: Organize a special meeting attended by the Dean, the Deputy Dean, the Institute Heads and the HR & Administration Director to share and discuss thoughts, results and action plans for the AcadQual project. (3 days)

Note: The Dean, the Deputy Dean, the Institute Heads and the HR & Administration Director are informed that they can also bring along their collaborators.

Brown Bag Lunch: Help a selected individual within GSM to organize and lead a brown bag lunch session including a demonstration and a discussion session on AcadQual experiences for all those interested in the topic. (5 days)

Note: Brown bag lunches are open and advertised to everybody at GSM, even to staff members, in case they find the topic interesting. This one will provide the opportunity for the person who will have selected to lead the session to share and gather views and experiences on AcadQual.

Face-to-Face Meeting: Fix a meeting with one of the members of GSM's top team in order to persuade him/her that the AcadQual project would make sense to implement. (1 day)

Note: The meeting will take place in the person's office.

Short Breaks: Spend some time in and about the business school in order to see which groups of individuals meet regularly over short breaks such as lunch, in the smoking area, or at the coffee machine. (3 days)

Note: These groups will not change, and the list will remain available throughout the whole period. This information is accessible by clicking on the button 'Other Networks'.

Memorandum: Write and send to any five individuals a brief memo on how some of the specific features of AcadQual will improve the transparency of information flows in the school. (1 day)

Note: This is distributed in the school's internal mail system.

Pilot Test: Try to get commitment from somebody by asking him/her to organize a two-week-long pilot test of AcadQual in his/her institute or department using current school data. (4 days)

Note: This will involve setting up the AcadQual on the computers of all those involved and providing users with the appropriate training.

Weekly Meeting: Develop a slide show on AcadQual and the progress of the project, and present it during the regular weekly meeting that every member of GSM top team attends. (5 days)

Note: The presentation includes potential applications of AcadQual within the different school processes. All GSM representatives are in principle expected to attend these meetings.

Questionnaire: Write and distribute to everybody a questionnaire aimed at assessing their current level of interest in becoming regular users of the new AcadQual system. (2 days)

Note: The main objective of using this questionnaire is to demonstrate your approach to the project and ideally gather additional information.

External Speaker: Invite Professor Sanderman, a well-known academic, to come and talk about his nation-wide benchmarking study of 'Performance Improvements through Quality Assurance Systems in Higher Education', during which he will go into the experiences of other schools. (3 days)

Note: Everybody at GSM is invited by memo to this event, but attendance is optional. As a preparation, you enclose in the invitation two research articles on the subject.

External Links: Spend some time observing or finding out which people regularly play Bridge, go together to the Tennis Club, or are actively involved in local politics events. (3 days)

Note: These groups will not change, and the lists will remain available throughout the whole period. This information is accessible by clicking on the button 'Other Networks'.

Neutralize Resisters: Suggest to one of GSM's top managers (the Dean, the Deputy Dean, the Institute Heads or the HR & Administration Director) that some outspoken individual resisting and potentially slowing down the AcadQual project should be "neutralised" (for instance by promoting him/her to a side-ways position) so that he/she cannot hurt the project. (3 days).

Note: You only need to identify the appropriate person to be promoted away. It is assumed you will be talking to the appropriate authority for such decision. You'll be able to use this tactic only once!

Task Force: Select up to five members of the GSM team to join you in a Task Force of change facilitators or "champions", who are to help develop and implement the proposed changes and eventually influence and train all staff. (5 days)

Note: If successful (in case all the selected individuals will join your Task Force) the team will be active until the end of your intervention period (and hopefully beyond it, too).

Bulletin Board: Ask Donna Winter, the Dean's Assistant, to post a project progress report on the school's official Bulletin Board, which hangs on the wall opposite the main stairwell. You will prepare the project progress report. (2 days)

Note: Only Donna Winter has the authority to post messages on the Bulletin Board on behalf of the Dean. Messages like your project report will remain posted until superseded by a more recent report.

One-Legged Interview: Target one of the members of GSM's top team and try to trigger an 'unplanned' brief encounter in order to talk informally about the progress of the Acad-Qual project. (2 days)

Note: You will spend some time in the hallways, in the faculty room, in the parking lot and in similar spaces in order to maximize the probability of such an encounter with the person want to target.

Selective Email: Send an email to up to 5 individuals to provide clarifying information and make them feel more involved in the project. (1 day)

Note: You can also send the email to less than 5 individuals.

10.4.2 Quantitative Impact

The impact of each decision is a function of:

- The specific intervention selected (e. g. a Pilot Test)
- The individuals targeted specifically by the tactics (e. g. a Pilot Test with David Brink, indicating the intention of helping the HR and Admin Department of the School trying the implementation of the new system)
- The current attitude/adoption stage of all the individuals that are directly or indirectly involved (e. g. the pilot test might not be successful in case the staff of the HR and Admin Department is not interested enough, or if the Dean was not even interested in the project at this stage)
- The history of the whole intervention (e. g. trying to implement a pilot test just after having tried to do an unsuccessful covert operation – 'sandwich' tactic – might fail as the level of trust of everybody in the organization is too low).

10.4.3 Qualitative Feedback

Feedback	Explanation
<p>Prof. Jones has a typical ‘wait and see’ attitude, focusing on higher priorities until a number of other important people in the business school show their commitment.</p> <p>In addition, it became clear that a certain level of resistance has to be expected from people like Prof. Jones who operate with statements like “GSM is different from other schools within the university, we have a very specific identity and we want to keep it.”</p>	<p>Here, the decision of arranging a face-to-face meeting with Prof. Jones (with the objective of persuading her) revealed the attitude of the person, the possible reasons for her resistance, as well as the fact that she might be easily influenced by others.</p> <p>This information – besides helping Prof. Jones to reach at least the level of “Awareness” – is key to help the players understand the specific individual and determine the most appropriate strategy to progressively persuade her to adopt the proposed innovation (by identifying those who influence most Prof. Jones and focusing on them instead).</p>
<p>Not having any background information about Prof. Boileau made the meeting relatively unproductive. At least now you know more about Prof. Boileau and can add this information to your collection of personal profiles.</p>	<p>Here the players attempted to meet Prof. Boileau. The fact of not having gathered any background information (using the tactic GET PROFILES) about this individual systematically lead to unproductive meetings. The underlying message is that before involving people in our project we should try to get as much information as possible about them, in order to be able to tailor/adapt our approach.</p>
<p>The meeting couldn’t take place as planned. The Dean’s Personal Assistant just sent you a brief email stating that Prof. deJong is extremely sorry but he is too busy today. The Personal Assistant has a lot to say about who can get to meet the Dean. Why don’t you try to meet Donna Winter first?</p>	<p>This is a feedback many teams get in the early stages of the simulation, if they try straightaway to arrange a meeting with the Dean. Donna Winter, the Dean’s Personal Assistant, is one of the ‘gate-keepers’ in this organization. If we try to bypass her, she becomes defensive and protects her ‘turf’ (which is represented by the fact that she controls the Dean’s agenda). In her particular case it will be enough to meet her once to stop her resistance and get access to the Dean’s office.</p> <p>‘Gate-keepers’ modelled in the simulation are often discussed during the debriefing in connection with the need to respects the ‘protocols’ present in every organization (see chapter 5 on the cultural factors)</p>

10.5 Unplanned Events

Feedback	Explanation
<p>The Secretary of the University Board just sent an email with some more information about Dean deJong, and David Brinck, Admin & HR Dean, which should be useful to you. This additional information has been directly inserted in Prof. deJong's and David Brinck's Personal Profiles which you can access directly by clicking on the 'bubble' icon next to their names.</p>	<p>This event is displayed for every team at the very beginning of the simulation (before they start implementing their first decision). It introduces the fact that events might occur in an unplanned way, and it provides information about two key persons in the organization (which otherwise would have been accessible only after using the Get Profiles tactic). It is also a way of showing that the team has the support of the University Board.</p>
<p>Today doesn't start well! You heard that Prof. Grind met informally Polly Kent during a recent lunch break, and succeeded in spreading negative arguments about the project, particularly related to GSM losing control on the whole quality assurance process. Apparently, Polly Kent was sensitive to Prof. Grind arguments, which is not really a motivation booster :-)</p>	<p>This event is displayed to make the players aware of the regular informal meetings taking place in the organization and the consequences of influence networks. The consequence of this particular event (which can take place among other individuals than the ones indicated in the example) is that Polly Kent loses her interest for the project.</p>
<p>The results of a survey conducted among the resident students by Paul Heinz just appeared. It comes out very clearly that the students strongly support the harmonization of the processes of GSM (particularly all those in which they are directly involved) to the one of the rest of the University. Many students already know the AcadQual system and are used to its user interface.</p>	<p>This event is displayed to make the players again aware that the attitude towards the innovation might be also a function of events which happen in parallel to their intervention. In this particular case, the representative of one of the stakeholders (the students) conducted a survey. The results are fortunately favorable and this event has a positive impact on a number of individuals sensitive to such students' surveys.</p>

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