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Organizational Behavior

spreading change and speeding up team learning

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Spreading Change

spreading change

- user perspective

- attributes of the innovation
- attributes of the organization
- the values of the potential or targeted users of the innovation

(Klein & Sorra, 1996)

attributes of the innovation

- advantageous when compared with existing practices
- compatible with existing practices
- easy to understand
- observable in demonstration sites
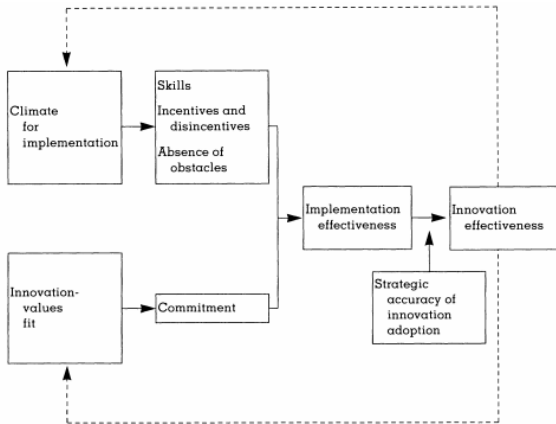- (testable)
- adaptable to fit local needs

(Rogers, 1995) according (Hayes, 2014: 477–478)

attributes of the innovation

- attributes are not fixed qualities
- exact copying
- reinvention

(Hayes, 2014: 478)

attributes of the organization

(Klein & Sorra, 1996: 1056)

attributes of the organization

The primary premise of the model, depicted in Figure 1, is that implementation effectiveness-the quality and consistency of targeted organizational members' use of an adopted innovation-is a function of (a) an organization's climate for the implementation of a given innovation and (b) targeted organizational members' perceptions of the fit of the innovation to their values.

(Klein & Sorra, 1996: 1056)

attributes of the organization

- ensuring employees have the skills
- incentivizing and imposing sanctions
- removing obstacles

- providing training to support
- providing additional assistance
- providing ample time to learn
- responding to concerns and complaints
- ensuring that can be easily accessed
- ensuring use of the innovation is monitored and praised

(Klein & Sorra, 1996: 1060–1061)

implementation climate and innovation/values fit

	Innovation-Values Fit		
	Poor	**Neutral**	**Good**
Strong implementation climate	Employee opposition and resistance	Employee indifference	Employee enthusiasm
	Compliant innovation use, at best	Adequate innovation use	Committed, consistent, and creative innovation use
Weak implementation climate	Employee relief	Employee disregard	Employee frustration and disappointment
	Essentially no innovation use	Essentially no innovation use	Sporadic and inadequate innovation use

(Klein & Sorra, 1996: 1066)

reaction of users

- resist and not implement the innovation
- comply with the requirement to adopt the new ways of working in order to gain rewards and avoid punishments
- internalize and enthusiastically adopt the innovation as the new way of doing things

(Klein & Sorra, 1996)

climate and innovation/values fit

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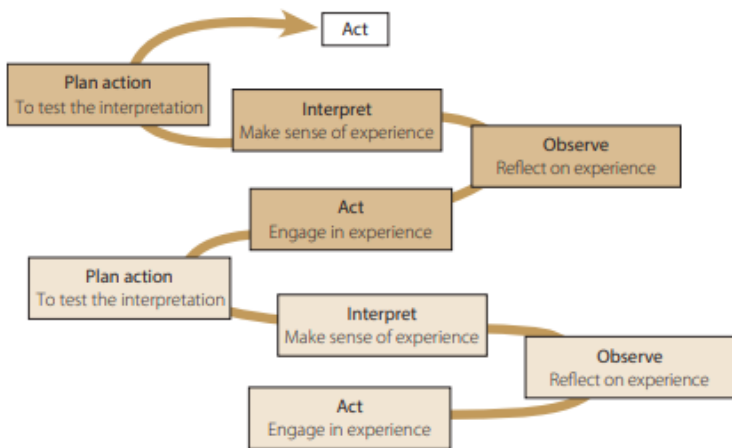(Klein & Sorra, 1996) according (Hayes, 2014: 481)

Individual and Collective Learning

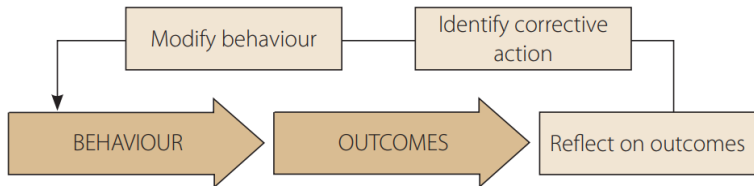# espoused theories and theories-in-use

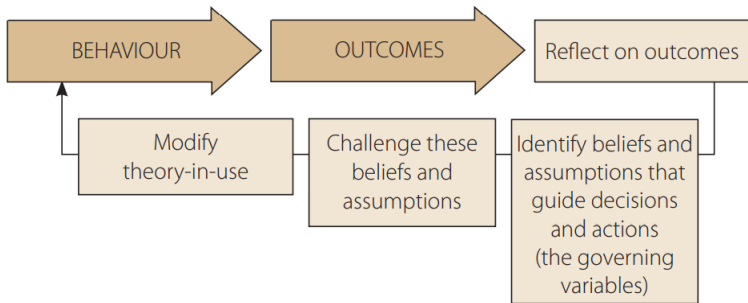■ claiming vs. using

(Grant, 2018: 112)

reflection

(Hayes, 2014: 490)

Single-loop learning

(Hayes, 2014: 490)

Double-loop learning

Double-loop learning

- reflect on outcomes
- identify the beliefs and assumptions
- review and challenge these governing variables
- where appropriate, modify them in ways that open the possibility of experimenting with new ways of behaving

(Hayes, 2014: 491)

bariers of reflection

- are so bound up in a frenetic range of activities that they have little time or no opportunity
- are so committed to a course of action that they fail to recognize evidence that challenges their worldview
- harbour beliefs about the competence and motives of others
- practices that impede upward communication and foster a climate of organizational silence
- are so bound up in and entrapped by a path that progressively limits their scope (path dependandancy)

(Hayes, 2014: 492)

collective reflection and learning

- mental models
- rules
- behaviour …

- knowledge

(Hayes, 2014: 496)

modifications

- via single- and double-loop learning

(Hayes, 2014: 497)

Sources

Grant, R. M. (2018). *Contemporary strategy analysis: Text and cases edition*. John Wiley & Sons.

Hayes, J. (2014). *The theory and practice of change management*. Palgrave MacMillan.

Klein, K. J., & Sorra, J. S. (1996). The challenge of innovation implementation. *Academy of management review*, *21*(4). doi: 10.2307/259164

Rogers, E. M. (1995). *Diffusion of Innovation*. New York: 4th.

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