Brighton Business School

CROME (Managing Organisational Change & Behaviour Research)

Stephanos Avakian, Darren Connolly, Mark Hughes, 29 April 2015

Presentations

- Stephanos Avakian: *Exploring emerging trajectories in consulting: CSR' identity and the case of new procurement structures in the public sector.*

- Darren Connolly: *Learning Co-operatives: the application of co-operative theory and practice to organisations providing education products and services*

- Mark Hughes: *Studying Organisational Change: Death, Failure, and the Leadership of Organisational Change*

Stephanos Avakian

Exploring emerging trajectories in consulting: CSR' identity and the case of new procurement structures in the public sector

The social construction of CSR identity in consulting

A transitory process of identity construction emerging from the interaction between three domains

a) the public domain: moral pronouncements

b) the client-setting: The physical and institutional space creates an interpretive effect narrowing CSR into a specific moral concern that has a tangible output

c) the consulting firm: The appropriation of identity results to an emergence of multiple identities in the wider consulting market
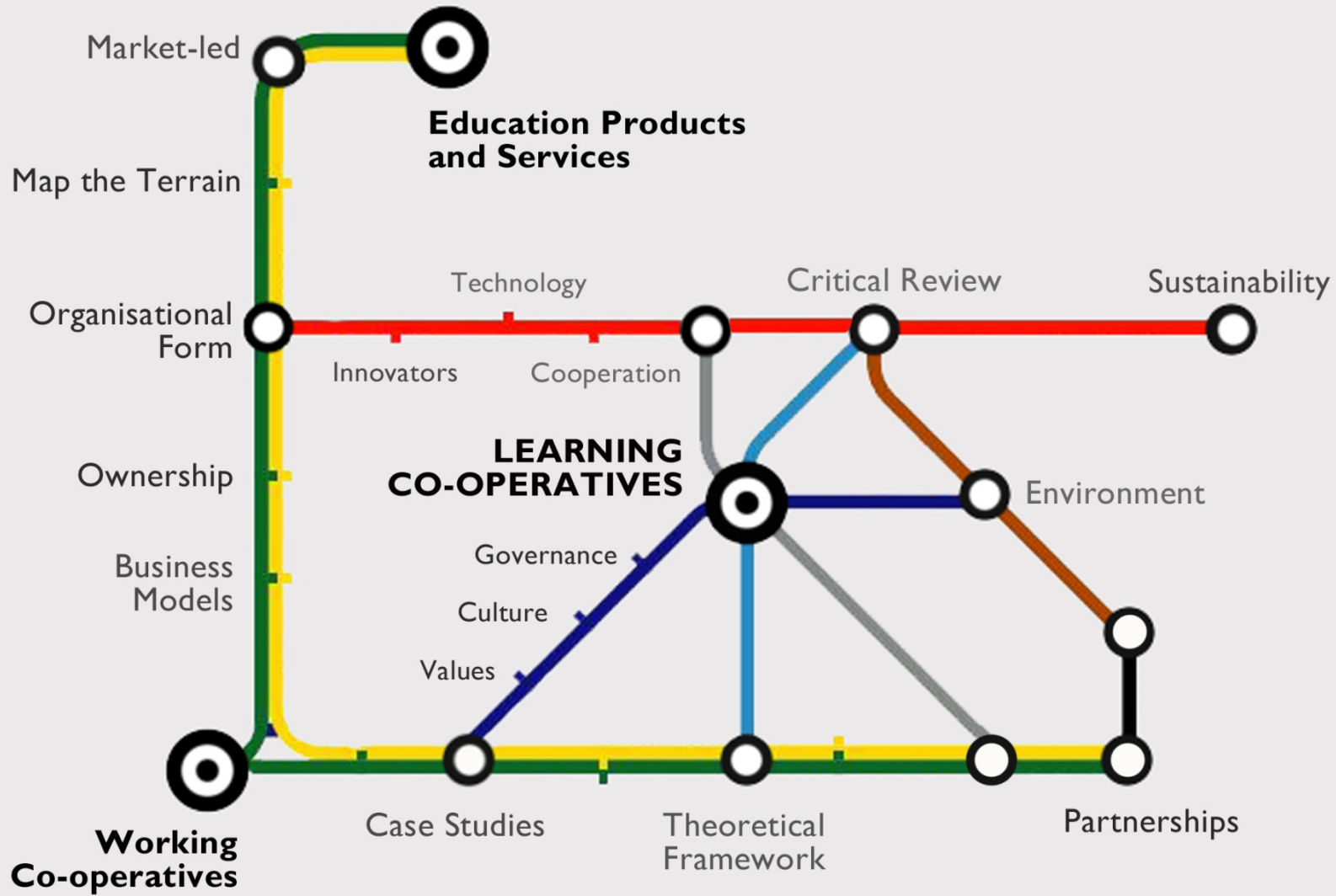
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The case of new procurement structures in the public sector

- HMRC's Aspire programme represents one the largest public sector IT change initiatives

- the new procurement model generates new questions about the transition of change and the management of the implications that follow from altering existing operations

- This research project seeks to examine the economization of costs and resources through the change of HMRC's procurement structure.

- It examines the cascading disruption generated by the programme's replacement and how HMRC can maintain strong levels of continuity whilst ensuring trust in the public domain and whilst embarking on major public reform.

Darren Connolly

_Learning Co-operatives__:_

the application of co-operative theory and practice to organisations providing education products and services

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Market-led
Map the Terrain
Organisational Form
Ownership
Business Models
Working Co-operatives

Education Products and Services

Technology
Critical Review
Sustainability

Innovators
Cooperation

LEARNING CO-OPERATIVES

Environment

Governance
Culture
Values

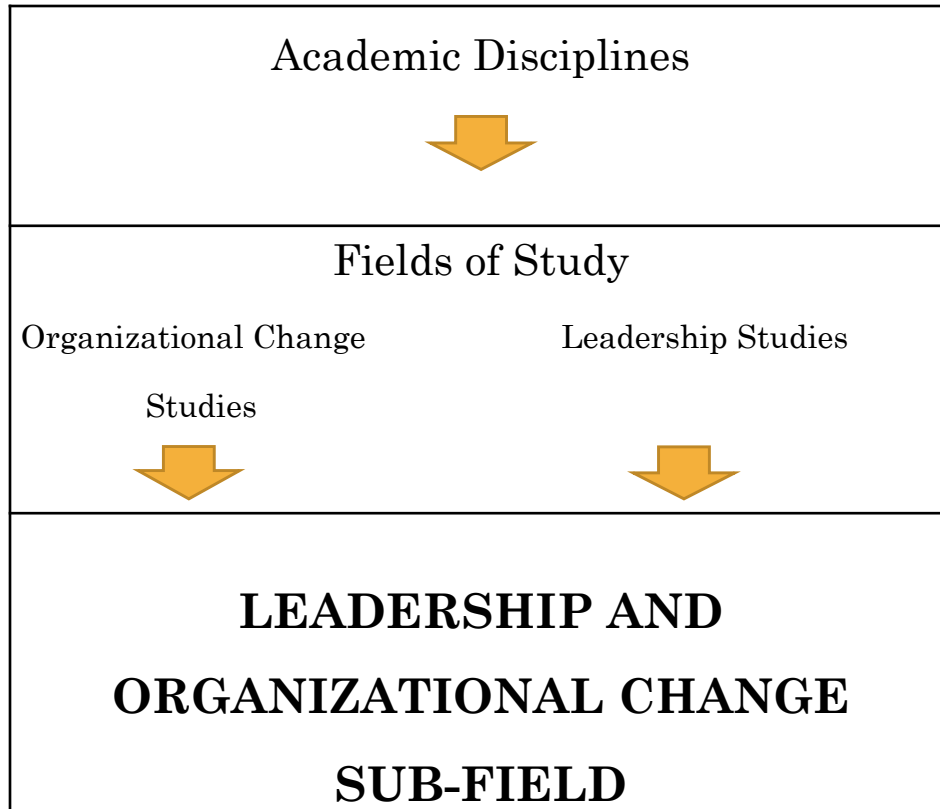Case Studies
Theoretical Framework
Partnerships

Mark Hughes

- **FORTHCOMING PUBLICATIONS IN 2015**

- 1. Who killed change management? (Culture and Organization)

- 2. Leading Changes: Why transformation explanations fail (Leadership)

Critical Monograph

- 3. The leadership of organizational change (Routledge)

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The Leadership of Organizational Change

Academic Disciplines

Fields of Study

Organizational Change

Leadership Studies

Studies

LEADERSHIP AND

ORGANIZATIONAL CHANGE

SUB-FIELD

- **BOOK CHAPTERS**

- **1. Introduction**

- **2. Leadership and organizational change: A 35 year review**

- **3. Understanding organizational change**

- **4. Leadership Studies**

- **5. A critical evaluation of leadership and organizational change**

- **6. Towards the leadership of organizational change**

Fields of leadership studies and organizational change: Orthodoxy and beyond

Academic Disciplines	Academic Fields of Study	Field Characteristics	Sub–Fields	Sub–Field Characteristics
Disciplines such as:	Orthodox leadership studies	Consensus, Convergence, Synthesis and Accumulation of Knowledge	Leadership of organizational change	Leadership resulting in organizational change
Psychology, History, Political Science, Sociology	Critical leadership studies	Dissensus, Divergence, Discourses.	Leadership & organizational change	Both fields important. Knowledge construction not accumulation
Disciplines such as:	Orthodox organizational change studies	Consensus, Convergence, Synthesis and Accumulation of Knowledge	Leadership of organizational change	Organizational change through leadership
Sociology, Economics, Psychology Cultural Studies	Critical Organizational change studies	Dissensus, Divergence, Discourses.	Leadership & organizational change	Both fields important. Knowledge construction not accumulation

QUESTIONS FOR DISCUSSION