STRATEGY AS PRACTICE AND ORGANIZATIONAL ROUTINES: A START POINT TO INNOVATE

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ABSTRACT

This paper is a theoretical essay. It was developed under intention to do a contraposition between distinct themes: Organizational Routines and Strategy as Practice. As similar founded aspects to both studies areas, we explain: (1) the learning is developed and treated as necessary basis to develop both of strategies as routines; (2) both theoretical branch focus the individual action as source organizational change; and (3) as study object, both theoretical branch also focus inside organizational environment, to groups of people in its practical activities, however it cannot completely disconnect to environmental context that organizational is situated. At the end, the paper concludes that routines and learning are theoretical focus to study Strategy as Practice. In this way, in a juxtaposition of these streams, it can have new possibilities to comprehend the innovative process inside organizations.

Keywords: Strategy as Practice; Learning; Organizational Routines.

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Introduction

When we see in a different way the strategy as anything owned by organization, we can observe strategy as something that employees doing inside. In this way, it is considered the "Strategy as Practice" (SasP) perspective. Thereby, the SasP analyze people committed to develop strategy, specifically, in "what" and "how" they are doing and its results over the consequences of organizational strategical intent (JOHNSON et al., 2007, p. 3). The SasP focus turns around the individual and his/her management activities, in how they "doing strategies". Therefore, practice has relationship with the work of "strategizing" (WHITTINGTON, 1996, p. 732).

According to Whittington (1996, p. 732), the SasP is singular for each person because anyone is part of both distinct contexts and routines. Person becomes effective practitioner in the middle of particulars contexts and routines, where he/she can learning from their own experiences and reflections (DIDIER; LUCENA, 2008). Each type of practitioner demands one specific ability to execute his/her own activities (WHITTINGTON, 1996).

Nelson and Winter (2005), considering people as complex entities, similar to organizations, they believe having similarity between both organizational routines and individual ability concepts. The unique difference viewed for Nelson and Winter (2005) is the level of analysis. These concepts will impact upon the optimum to be acquired from the firm or individuals. Nelson and Winter (2005) demonstrate three common characteristics to ability word: (1) it are programmatic because it involve a sequence of steps; (2) a skillful performance is, in considerable numbers of cases, consequences of tacit knowledge; and (3) to exercise abilities requests to make choices.

Ability can be a part of requisites of an individual to become agent, especially over changing. In this manner, the agency concept consider the ability to remember to the past; imagining to the future, and respond from demands that come for the present circumstances (EMIRBAYER; MISCHE, 1998). Besides, ability is a necessary concept to comprehend the micro level research agenda over practices, according Whittington (2004). Notably for the practitioners, it is primordial to superiors managers guarantee that apprentices acquire experiences from day by day developing them own roles inside organizations (WHITTINGTON, 1996, p. 733). This statement can find support when we consider Weichbrodt and Grote (2010), in your division in three distinct roles: rule maker, rule supervisor and rule follower. Each role has a particular practice to achieve.

About your research agenda proposed,

Whittington (1996) highlights it in terms of its amplitude and viewpoint at practical perspective. Whittington (1996) attempts to comprehend the different skills from strategy consultant, strategy planer, and managers, specially, to understand what actually they are doing about "strategizing" inside of making strategies routines.

The SasP is developed for local level in tacit mode, where what is highlighted is the strategizing act over the strategy formation. In the Whittington's (1996) agenda gaps, we believe to be possible finding contraposition between three themes of research: routines; learning and SasP. We suppose be an opportunity to study jointly routines and SasP, specially because Whittington's posterior papers consider this prospect of research (WHITTINGTON, 2006; 2007), but it not have a deep understanding about our paper intention.

The paper's aim is to establish a link between the three themes mentioned above, and, in these junctions, to comprehend possibilities to create news papers with focus in innovation like research branch. Thus, one brief exposition of each theory will be doing, it obeys our research intention, including the option for choosing some authors to building our theoretical argument. After each theory explanation, we will present one discussion trying to approximate these theories and some proposals of future research agenda to improve the knowledge in this area.

Stragy as Practice: Putting its Essences in Contraposition with Social Structuration

Before doing a possible theoretical connection, it is important to explain that SasP is treated with routines in which unfolds our preconception to understand the Social Structuration Theory from Giddens (1984). This line of thought is based in Johnson et al. (2007, p. 34-36), that said to be possible developing in future research agenda this contraposition: SasP with routines. In this sense, Whittington (1992) inserts on debate, the role of both agency and system among different social systems.

Basing in Giddens (1984), therefore, we can say "Social Theory" is concerned for understanding the nature of both human action and to act, in which has relation itself and with institutions. This theory also has its view over practices in social analysis. Thus, the social structuration arises when extract rules and resources from institutional environment and it is utilized by people. Nevertheless, due to your actions and interactions, knowledge and reflection, people will adapt these resources and rules. This is a way that society structures itself, it

is supported by the human been as active entity in acting process.

Whittington (1992) considers the concept of Structuration grounded in a management agency with the strategic choice. In others words, Whittington (1992) sees Giddens' work inserting into social structuration discussion, the concepts of (1) deliberate action and (2) effectives action. The first conception is about action being determined for an institutionalized conjuncture. The second one is concerned about understand what in fact works in a given context/conjuncture. Both have an inherent conflict that permits reflection and knowledge and opens possibilities to act of human agency, arising the figure of practitioner (WHITTINGTON, 1992, p. 695).

When the human agency considers acting over established principle in a structural and systemic manner, the agent can adapt it whether he/she judges necessary. When this adjust happens, reflection concept becomes highlighted. The situation demands understanding about "learning by experience" in studies over practice (DIDIER; LUCENA, 2008).

Knowledge about reality systematization is an important manner to comprehend the moment actual and its relationship with macro level, to institutional context. The reflection is utilized to modify the state of system reproduction, currently. Furthermore, the reflection acts in the middle of actions, to act in micro level. However, the main contribution regarding reflection is that it acts changing a system when the reflection is made in collectivity (GIDDENS, 1984). Therefore, the interactional component is so important, that puts closely with routines studies (BECKER, 2004).

The action path that agents doing is resultant of them own knowledge about anything that exist and what is under consideration. The conjoint reflection from people over a delimited action cans permit both learning and modifying itself. The practice is worked in people action that is developed together. Therefore, we put the sociological viewpoint from Giddens (1984) and Whittington (2007; 1992) because the strategic decisions are outputs from a strategic pattern made over time (MINTZBERG, 1978).

Building the pattern, these studies pay attention over the structure and formal system where the decisions are formed. There are not the analyses over people interpersonal relationship, according Johnson et al. (2007). Since Whittington's (1992) paper, it is so important to consider the conjoint reflection from people. This study's gap persists without consolidating a robust conceptual framework. The conjoint reflection happens when a determined practice is routine.

Giddens (1994) proposed the conception of (1) being human and doing human; (2) social reproduction and social transformation; and (3) objectivism and subjectivism. Each of the three blocs is separated in two distinct principles. This separation comprehends the objectives aspects, turned to all society, and the subjective aspects, that comes from the human agent. In this duality resides the construction of the social structure.

Giddens (1984) also comments upon situated action both in time and space. This observation puts in debate the actors' unconsciousness that is revealed in practice. Because of that, it is necessary to individuals to be co-present. The human agents, or actors, have capacity of comprehend what they doing while they doing in a co-presence situation. In a working together circumstance develops "encounters" that reveals the practical unconsciousness. This unconsciousness from people is linked to "Theoretical Resource" "Situated Learning", according to Johnson et al. (2007, p 38-40).

Situated learning takes place in middle of daily activities. The immersion in some activities exposes the tacit component of ability and knowledge that are putting in action to accomplish works. So, learning can be seen as results of individual immersion in some practices and/or "communities of practices" (DIDIER; LUCENA, 2008).

The Giddens' (1984) division between (1) objectivism, connected to institutionalization; and (2) subjectivism, concept closes to daily practices, to actions, was made to better comprehend the social structuration as theory. This split in two branches is relevant to us because it highlights the institutional determinations are devoid of people direct actions. In subjective part, people actions are determinants factors and the agency is the main concept involved. Nevertheless, it is possible to say how much more access an individual has to structures, with its rules and resources, the actors / agents can choice different possibilities over structural principles to complete successfully those activities, in agreement with Whttington (1992, p. 697).

In other words, how much more comprehension and access to different institutional determinations, it increases the possibilities of actions be made over your own reality and changing it by the agent. The better comprehension level is linked to different kinds of knowledge stocked and owned by the agent. The knowledge stocked is the differential and it improves qualitatively the level of questioning practiced reality. Reflections tends toward be more evident into actions (SCHÖN, 1983).

The "reflection-in-action" consists of criticize, restructure, and test intuitive understanding about the experienced phenomenon. This kind of reflection obtains appearance with the situation converted (SCHÖN, 1983). Therefore, the situated learning (JOHNSON et al., 2007) together the

International Journal of Innovation, São Paulo, v. 2, n. 2, p. 128-141, Jul /Dec. 2014.

112

experience complete (DIDIER; LUCENA, 2008) can be a theoretical resource for improving research on SasP.

Giddens (1984, p. 3) says that "reflexivity" is just not somewhat comprehended as attitude that comes out from own consciousness, but also, like something linked to social life. The human been is an intentional agent that can explain by discourse the reasons for his/her objectives, aims and proposals. Thus, the "mutual knowledge" concept is better utilized instead "stock of knowledge" because it contains the "encounters" concept, similar to said for Johnson et al. (2007). Furthermore, Whittington (2006) argues about episode's concept, saying that it is not accessible by the memories. We think both concepts are closely related.

Giddens (1984) highlights that only competent agent can explain yours intentions when they are interviewed. This author also arguments that action is not a assembly of acts. According him, action is compounded by the social flux contained within intentionality while process of doing something. Whether we consider process, into human manners it can be seen like routines.

The routine modification process occurs when agents act over currents actions. For the agency theory, Emirbayer and Mische (1998) emphasize three constitutive elements from agency: (1) interactional; (2) projective; and (3) practical evaluative. Interactional element looks at the past. It refers to actors capacity to have yours practices associated with past pattern of both action and thought that are incorporated routinely. This past pattern provides stable identity, interaction between people, and institutionalization. Projective element projects the future creating possible scenarios and paths of action. This aspiration of the future is reconfigured by the actors' apprehension, hope, and wish for future. Practical evaluative element is concerned with the present time. It looks at practices and norms that judge and determine the possible actions' paths. When we observe together these three elements, we can see situated learning in a process (JOHNSON et al., 2007, p. 38-40).

The same division created by Johnson et al. (2007, p. 36-38) among the macro and micro level of practical phenomenon was made by Whittington (2004), who proposed a twofold research agenda of strategy as practice: one sociological agenda and, the other one with management focus. The sociological agenda is linked to institutional theories from Johnson et al. (2007), and the managerial agenda can be seen like management practices from Johnson et al. (2007). The same division also is treated in routines studies as institutional realm and actions realm (BURNS; SCAPENS, 2000). However, this separation is founded by Giddens (1984).

The sociological agenda involves the comprehension over society mains practices. With a different point of view, the managerial agenda considers the understandings from the first, but its focus upon the way that it assimilates as advantages practices. The last one examines the daily practices doing by people (WHITTINGTON, 2004, p. 45). Whittington (2004, p. 48-51) proposes a double research agenda supported by three practical tradition stream research: (1) elite's sociology; (2) skills; and (3) science and technology. Nevertheless, independently what traditional to be considered, it is important to highlight when practice is considered itself; it comes from and refers to institutions. Whilst comprehension demands self-reflection which comes from individual acting over practices. Hence, managerial agenda has a strong contribution, especially when it attempts to individual strategist career in terms of his/her social role exercised in collectivity.

In these sense, Nelson and Winter (2005) consider the routines concept associated with individuals abilities. What changes is the analysis level, according these authors. To them, managerial skills both to think and to plan strategically are treated in an individual level, whilst routines are considered in an organizational level. In an association between these two concepts, routines and managerial skills, we can see the individual abilities, particularly ones directed to practice strategic performance, as a first step to consolidate, also in a micro level, the managerial routines.

Lastly, linked to science and technologies, it inserts the artifact notion from Pentland and Feldman (2005). Artifacts are modified for and are supports to both ostensive and performative aspects of routines. Furthermore, this traditional stream teaching us to consider informal aspects to use tools. According to Whittington (2004, p. 51), the informality can improve futures debates about practices, particularly about strategic understanding. In this way of thought, it can be considered innovation inside this discussion.

Stragy as Practice and Learning

The situated learning concept affirms that learning process not only happens in a formal education nor in formal training did by people, this kind of learning is treated together practical debates (JOHNSON et al., 2007). In this view, learning is deep-rooted in both daily activities and practical experiences from experienced context and environment (GHERARDI; NICOLINI; ODELLA, 1998). If the people reflection about your own practical experiences from your job position is considered, then we can consider, among others theories, learning from experience in the debate of strategic practice. So, learning means doing a practice. In other words, learning is to know what,

International Journal of Innovation, São Paulo, v. 2, n. 2, pp. 128-141, Jul/Dec. 2014.

131

when, and how to do something using contextual routines and its artifacts.

Learning has others theoretical branches to better understand itself by whole. According Didier and Lucena (2008), social learning, while concept, is a concept closed to situated learning, because these two branches of learning consider both social interactions and its context, where happens the learning. Whereas, learning from experience is linked to constructivism, because this branch of learning studies highlights the meaning construction and the individuals reflections did over your own experiences (DIDIER; LUCENA, 2008, p. 133). For this paper, we consider any mentioned theoretical branch of learning indistinctly. We just emphasize the implication from learning to developing strategies by SasP and to modify existents routines.

According to Gherardi, Nicolini and Odella (1998), the mains concepts from situated learning are: (1) situated curriculum; (2) community of practice (CdP); and (3) Legitimate Peripheral Participation. This participation is associated with novice development inside CdP. One individual gets a full participation when he/she access to lot activities, to veterans and to others community members. Full participation permits using totally information and resources (LAVE; WENGER, 1991). Notwithstanding, when has changing people in organizations, and consequently, novice's admission, maybe happening a veterans effort to teach what is routine. The veterans teaching process is skewed to acquire a truce between people, claiming what was established before. We can watch more strongly this situation when some veteran leaves and some novice come to replace the job vacancy abruptly (NELSON; WINTER, 2005). Also, this situation is more sewed when some people enter, in the same time, suddenly, in an organization (PENROSE, 1955). Truce is a routine's characteristic (BECKER, 2004).

One of point of view about learning concerns over how people learn to learn. One issue is "reflection-in action", concept presented by Schön (1983) and consists in reflecting upon what we doing while we are doing. When something new arises from individual intuitiveness and surprising daily activities executed in a positive way, it does individual reflect about. Surprise induces reflection process about: (1) action results; (2) action itself; and (3) implicit knowledge in action. Thereby, learning always involves new experiences becoming explicit, outlining, taking ownership, and acting about itself.

Thus, learning is a dialectical interpretation process that occurs when there are interaction with objects, people and events. Furthermore, reflection becomes important to comprehends the meanings. To reflect mostly involves individuals critique about what is been learned (MEZIROW, 1991).

Learning comes from both first and second experiences. The first one happens in a contact with physical and social space. After these contacts, second experience arises and is responsible for thoughts and reflective learning, to the internalized learning by people (MIETTINEN, 2000; ELKJAER, 2004).

In this manner, we consider learning by developing daily activities, by the practice, therefore, to conceive learning by experience is put on debate because it is a theoretical contribution to learning process from strategic practitioners (DIDIER; LUCENA, 2008, p. 129). Miettinen (2000), after studying Kolb's eclectic paradigm, develops a frame which try to insert both reflexive thought and action in a core position of learning studies. Miettinen (2000) did your proposal grounded in John Dewey, an American philosopher and pedagogue.

Miettinen (2000), after show us the Dewey's model, claims that both reflexive thought and action is an open circle. The opening can be comprehended as a breaking over what is doing, over what is developing in actual moment, when the habit inside routine not works anymore. The circle has six steps. Its final part is interesting because offers two openings possibilities: first one is oriented to develop the idea, the concept, the second one to treated, to comprehend the problem solving, the practical aspect of founded solution that should be controlled.

According to Miettinen (2000), the six phases of both reflexive thought and action are: (1) The indeterminate situation: the habit does not work. It happens when both routines facts and procedures are not more sufficiently itself. The reflective thought starts scanning the contextual condition, resources and action difficulties; (2) Intellectualization: defining the problem. The reflexive thought begins when trying to delimit and define the problem wherein a studying about the contextual conditions to be transformed should be done; (3) Studying the conditions of the situation and formation of a working hypothesis. The conditions diagnosis, material and social, and the understanding the resources that the problem can be use to solve itself take place as a plan to guide futures actions; (4) Reasoning: in a narrower sense.

Here, it can be developed thoughts in which serve to test hypothesis in the light of knowledge and resources; (5) Testing the hypothesis by action.

This phase is concerned over act with the selected hypothesis to evaluate its real applicability in an action itself. The sixth phase, as already mentioned, is divided in two whether the action in practices has been successful: one part concerns to intellectual results, in which is produced a meaning that can be used as new resource to evaluate a problematic situation; another part focus upon reconstruction at a new path to find solutions to

initial problem was aroused. Thus, a new "habit" is going to consolidate itself.

This sixth phase is important to understanding routines in its ostensive and performative aspect. When a determined new practice is successful, a new idea, a new meaning is created. This new "conceptual" creation can be called a new ostensive aspect (FELDMAN, 2000; 2003; FELDMAND; PENTLAND, 2003; PENTLAND; FELDMAN, 2005) that can be consolidate, or a new routine in principle (GROTE; WEICHBRODT, 2007; GROTE et al., 2009; WEICHBRODT; GROTE, 2010) that pass to exist. In the sixth phase of Dewey model to both reflexive thought and action, also has the "problem solution and action control" as important to consolidate a new "habit". This novelty, when it put in practice, is resembled to a new performative aspect, because there are news actions did by people (FELDMAN, 2000; 2003; FELDMAND; PENTLAND, 2003; PENTLAND; FELDMAN, 2005). To evidence this new solution is made possible by the routine in practice concept (GROTE; WEICHBRODT, 2007; GROTE et al., 2009; WEICHBRODT; GROTE, 2010). To compare distinct concepts can be a new theoretical

contraposition between learning and routines, that both can be seen in micro level, inside people actions (JOHNSON et al. 2007, p. 37).

According to Miettinen (2000), who studied Dewey, we can say that concept, and its meanings, is not only constructed inside minds, it grows up in people regular interactions determine the concept transfer. This situation is the swapping routines in principle (GROTE; WEICHBRODT, 2007; GROTE et al. 2009; WEICHBRODT; GROTE, 2010). Also, according to Miettinen (2000), it supports the idea which reflection and environment reconstruction is not divisible, both coexist. Miettinen (2000) defends, based in Dewey, the occurrence of this context because for the American author, there has not reflexive thought without both habit, which is the way of doing things, and hypothesis and its practical tests. The human interactions itself and these interactions with entities include all artifacts and things that happens in the midst of this interchange. Because of that, it is highlighted the role of artifacts. To Grote and Weichbrodt (2007) and Weichbrodt and Grote (2010), artifacts can be evidenced inside rules.

Figure 1 – **Dewey's model of reflective thought and action**
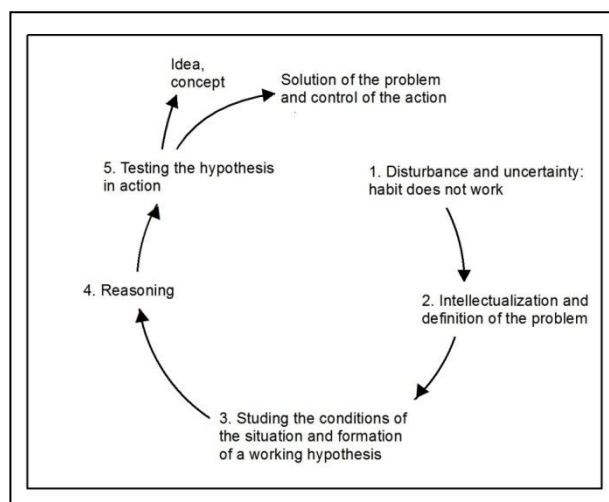
Source: Miettinen (2000, p. 65).

Therefore, both situated and experienced learning approaches are closing in three points, according Didier and Lucena (2008, p. 142): (1) experiences are lived in a social context; (2) meanings are constructed and negotiated; and (3) it is necessary the apprentice commitment in a particular task. From these three points, the most important to develop innovations is the first one because it describes the process and practices, the rules and routines which constitutes the day by day working by practitioner.

Consolidate the SasP Debate: Practices, Praxis and Practitioner

The SasP perspective permits four researches branches. First one is concerned to people, especially managers, do to manage strategies. Second one permits the comprehension over concrete details, because it accepts verifying in depth the explanation of make strategies. Third one considers SasP can integrate, can be a mechanism in this way, distinct streams of strategic theories. Fourth one can be considered as a rich and

diversified research agenda, in different theoretical branches, but highlighting the understanding about the practitioner because this comprehension is apart of strategic studies, according to Johnson et al. (2007, p. 3-4). About the practitioners themselves, we emphasize as possibility of research agenda, the understanding about the two streams of learning studies, situated and experienced, treated for Didier and Lucena (2008). These twofold branches focus upon the strategic practitioner career, whether we consider the practitioner's career, then we can insert the sociological agenda from Whittington (2004). In this account, the teachings from researches are both wide and diversified, as said for Johnson et al. (2007).

To Johnson et al. (2007, p. 6), the practical perspective is so important because it leaves the organizational formal process of doing strategies. This perspective is relevant because processes itself are complexes and give to anybody a real possibility to change the strategy by influences of yours own daily activity. In this sense, Johnson et al.' (2007) paper intention aims at both theories and methodological tools put its focus upon to understand how strategy is done. This sense, to Whittington (2004) would be attempt to managerial agenda.

Accordingly, Johnson et al. (2007, p. 7) highlight the episodes that begin to contribute with the strategies development, as well as at the same intensity, with the context that happens episodes. About episodes, Whittington (2006) developed a paper that its arguments upon strategies consist in saying it are not a reciprocal link among internal aspects with external ones. In this relationship resides the future opportunities to produce research agenda, in agreement with Whittington (2006). In order to clarify some questions, Whittington (2006) exposes what he considers be three principal streams to study theory of practice: (1) Society, because it guides and capacities the human activities, and the Giddens' (1984) theory is utilized; (2) Actual activity in practice, because it involves how is doing in practice by individuals, which is dependent on experienced situation at actual moment; and (3) Actor, who contains certain abilities to perform him/her own tasks required by firms.

Trying to understand better these three streams, Whittington (2006) presented three necessaries concepts to comprehend the practical perspective in strategic studies: (1) Practices, the set of shared routines and behaviours which are lived in organizations; (2) Praxis, it is how is done, it is the way how is done in actually practice, considering the routine and non-routine, as well as, what is formal and informal, that it can be observed in episodes or sequences of; and (3) Practitioners, they are actors, the strategists, who perform them own activities and achieve them own practices.

Practices can understand as a field or social system wherein organization is inserted inside. Also, it can be interpreted as: environmental scanning routines shared by mental maps (FELDMAN, 2000); legitimate discourses of doing strategies; and even legitimate routines of strategizing such as Porterian' analysis (WHITTINGTON, 2006). If we consider the legitimating process, the institutionalization and social acceptance is observed, then it is agreement with Chia and MacKay (2007) paper in its contraposition among process with practices in doing strategies. To Weichbrodt and Grote (2010), Grote et al. (2009) and Grote and Weichbrodt (2007), practices can be similar, in concept, with what these authors call "routines in principle". Routines in principles are compared to ostensive aspects of routines (FELDMAN, 2000; 2003; FELDMAN; PENTLAND, 2003; PENTLAND; FELDMAN, 2005).

As commented to practices concepts, to Weichbrodt and Grote (2010) and Grote et al. (2009), praxis can be similar, in concepts, with they call "routines in practices". This kind of routine is compared with what Feldman (2000; 2003), Feldman and Pentland (2003) and Pentland and Feldman (2005) call performative aspects of routines.

Actors are important because they are necessary to analyze your own skill, practical abilities to comprehend what is doing at actual moment. They can be call strategic practitioner by them reflexive action. According Whittington (2006, p. 615) after studied Giddens (1984), actors are creatives agents that use them reflexibility or to act reproducing shared practices that are stocked in mind without thinking about. Actors, for Whittington (2006), cannot be disassociated to society that contains themselves. Action and society relationship is central to understanding strategies in theory of practice. Inside this relation, individual, the actor develops yours activities to a delimited society which him/her provides rules and resources, that are important to develop actions. Society is, therefore, producer and produced by actors actions (WHITTINGTON, 2006, p. 615).

Whittington (2006) highlights that, after showing us the three P's of SasP, it is just considerate for practical perspective when it acts conjointly. This acting ensemble, notwithstanding, it is not done in combination with practices studies. In this perspective, it is possible to comprehend, as social a phenomenon, what the managers in fact doing, because as appointed by Mintzberg (1994; 1998; 2004), there was not separation between doing and thought strategies. According to this renowned author, it is just possible to observe the practice. The deliberated strategy combined with what emerges by people actions is strategic to these

International Journal of Innovation, São Paulo, v. 2, n. 2, p. 128-141, Jul /Dec. 2014.

112

three works mentioned (MINTZBERG, 1994; 1998; 2004).

Nevertheless, it highlights the main understanding over praxis because this P, according to Whittington (2006), embraces inside organizations (1) what is routine and non-routine, (2) what is formal and informal, and (3) what is in centre and in its periphery. The practitioner praxis, wherever he/she is, inside or even outside organization, when it is accessed, it goes to modify the prior content established: the practices. Practices are, normally, by the centre and modified by the organizational periphery (CHIA; MacKYA, 2007). The non-routine, therefore, can accrue from agent access to others structures, to other institutional determinations (WHITTINGTON,

1992, p. 697). This possibility from agents to access non-routines can be determinate to develop innovations, notably, the radical one.

Praxis is what practitioner does and how does actually. It is so important to implement strategies (WHITTINGTON, 2006). Viewing praxis is resulting of, oftentimes, episodes or sequence of episodes that can emerge, as said by Mintzberg and Waters (1985), in any context, conform attest Whittington (2006). Episodes can determinate changing in an intended course. Practices are emphasized to organizational external environment, to camp or to social system wherein organization is. Acting in an economic sector, organization captures shared cognitive maps, as it is attested by Whittington (2006).

Figure 2 – **Integrating Praxis, Practices and Practitioners**
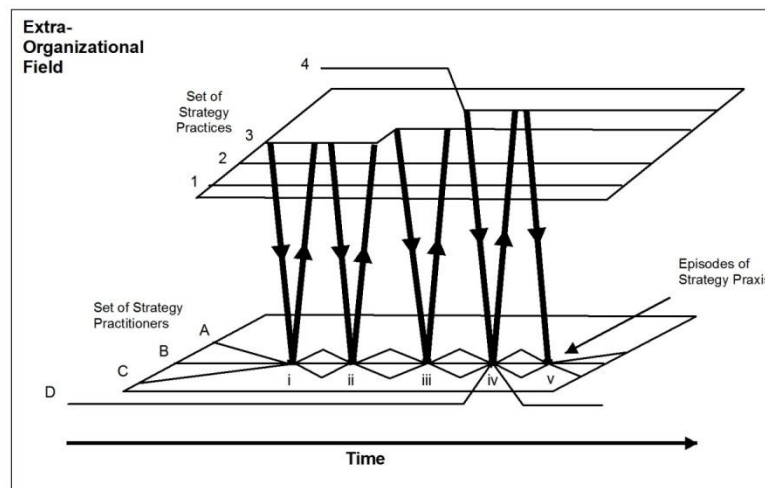
Source: Whittington (2006, p. 621).

Nonetheless, Whittington (2006) presents your theoretical framework wherein he views the possibility to integrate the three P's mentioned (praxis, practices and practitioner), as demonstrated in figure 2 above. But, what knowledge can we acquire studying Whittington (2006)? In first place, the support did by this author, in Giddens (1984).

Using Giddens (1984) theoretical basis, Whittington (2006) puts the practitioner as central nexus among internal praxis and external practices, from and to, respectively, organization. In second place, we can say that Whittington (2006) uses Giddens' (1984) teaching to advocate the argument of which opened social system possess diverse both practices and reflexive practitioner. Performing actions over praxis it is not just a passive attitude. Practitioner explores practices, in its plurality, synthesizing in new practices and introducing news practitioner (WHITTINGTON, 2006).

Introducing news practitioner is a gradual process that occurs slowly, and parsimony is

required because internal routines cannot be interrupted suddenly, as mentioned by Penrose (1955). When the process of novice introduction is done parsimoniously, absorptive capacities (COHEN; LEVINTHAL, 1990) can occur without jolts. Absorptive capacity can be named as mixing something new with previous and existent routine (COHEN; LEVINTHAL, 1990). This combination occurs by interaction's routines among peers (NAGATI; REBOLLEDO, 2012). The set of both organizational routines and process that transforms and explores knowledge it is Absorptive Capacity (AC), to Zahra and George (2002).

Absorptive Capacities are viewed in two levels: individual's one and firm's one. At individual level, by cognitive effort it associates news knowledge acquired externally or by internal relations, with previous knowledge and diverse experiences that people owned. At collective level, organizational, AC is the capacity from set of people associates new knowledge with prior ones.

This association is done to acquire better commercial profit. Thus, prior knowledge is responsible for indentifying value in something new, it chooses if new knowledge will be valuable or no. Whether value cannot be identified, novelty is not putting in practice, emphasizing the role of contextual knowledge to incorporate the new in people memories and common practices (COHEN; LEVINTHAL, 1990).

However, what is the contribution from theoretical framework demonstrated by Whittington (2006, p.621) to this theoretical essay?

First similarity found among these two works is set of strategic practices that influencing practitioners comes from institutional realm (BURNS; SCAPENS, 2000). This realm congregates the set of practices that are shared by a economic sector, an industry, which is bigger than organizational boundary. In second place, praxis'

episodes occur when acting in practices by individuals, that can resulting in changing, innovations, especially at incremental manner. In third place, the set of action, the "go" and the "come" of practitioners about the set of performed episodes, acting upon a practice determined over time, changes both set of routines and rules necessaries to actor performance.

These "go and come" consolidates a new set of rules and routines that pass to access a new type of practices from institutional realm which of it imposes a new set of strategic practices. Also, by this accessing to new institutional practices, internal practices come into being in a new way.

This internal practices consolidation, doing by actions that are consolidated in register of daily praxis, will result in alterations impose to the market business. These impositions we call "innovations".

Theoretical discussions: Routines and SasP

Both human action and interaction have a central role in SasP definition, which, according Johnson et al. (2007), it pass to develop an ontological position different to main strategic studies. Conforming to these authors, in an economic perspective, like Resource Based View (RBV), it was already considered the fact which competitive advantage is both sustained and achieved through people interactive behaviour inside organizations. This interaction was highlighted by Barney (2002) as "organization" attribute in your VRIO framework. This organization attribute concerns with how organization congregate, work and explore its resources, especially, ones that ate related to people like knowledge. Notwithstanding, the interactional component is not treated in this attribute. Johnson et al. (2007) believe that this gap is a great potential to develop futures studies upon RBV which should focus both managers practices and activities, especially trying to comprehend how managers interact one with others.

We list some reasons to develop research that seeking for practice understanding, each one refers to distinct themes: (1) Dynamic Capacity, it is built based in evolutionary theory which routine is a important part; (2) Institutional Theory, that considers individuals as main actors inside institutionalization process because they act over and are influenced by norms and rules; (3) Strategic Process, because processes are associated with what people doing; (4) Strategic Planning, which forget to add in its understandings the practices involved and considered in each plan made. Nevertheless, the studies, from these four areas highlighted, recurrently neglect the understanding about practice as possibility to improve its own

comprehension, according to Johnson et al. (2007, p. 8-11).

Inside strategic process view, Johnson et al. (2007, p. 11-12) highlight an attempt to embrace the roles of individuals in strategy formation to comprehend the managers cognition. However, our point of view contains some failure as the fact that it is just possible to see and to analyze what people doing, it is not possible to access what they think. Also, we consider like a failure the fact that strategies are done by groups of people, it is not made by people alone.

According Johnson et al. (2007), people activities should be central in strategy's studies instead firm's activities. In this sense, these authors desire to insert the routine theme, with its both ostensive and performative aspects, as highlighted and revealed by Feldman and Pentland (2003). Routines enable the understanding about strategic results, and about how people influence and are influenced by both organizational and institutional context. Also inside SasP studies, the authors' plurality should be considered and put in its research (JOHNSON et al., 2007).

About performance, Johnson et al. (2007) affirm should be necessary comprehend its dependent variable, which they classify into three types: (1) individual level, it concerns with people abilities in specific strategic activities that can influence and change strategic decisions; (2) group level, it refers to human interaction, in its dynamic in relation to strategic development by collectives abilities; this situation is treated for Nelson and Winter (2005) in relation to both people abilities and dynamics of power of relationship among groups. This last concept, dynamics of power, is near to stakeholders' notion from Weichbrodt and Grote (2010); and (3) system level, about planning itself through episodes, wherein occurs the

development of both intentional or realized strategies, as propagated from Mintzberg and Waters (1985). At the end, the camp of practice studies covers a plurality of theories that is concerned to understand people action, according to Johnson et al. (2007, p. 15).

Whittington (2006), as conclusion of his paper work, presents a new view over practical theoretical perspective, that is see the strategy besides anything owned by organization. Strategy is what people doing, with both internal and external organizational influences, and it is something that influence all societies. In this sense, this author highlights interrelationship among his three P's already explained here. Whittington (2006) defends the internal praxis been affected by practices. Successful practices are defended and disseminated by influents practitioners, especially externals to organization, and praxis forms practitioners. Thereby, we can comprehend strategy is not something solely internal to firms. Both effectives practitioners and practices contribute to organizational performance, and the practitioners specifically is the SasP focus of study, as pointed by Whittington (1996). By the Whittington (2006) vision, it is possible to observe how both rules and routines are modified over time, in comparison with Burns and Scapens (2000), Barley and Tolbert (1997), and especially, with precepts of Giddens (1984).

Accordingly, Jarzabkowski, Balogun and Seidl (2007) made a relationship between the institutional environment of human behaviour with questions of micro level actions. In others words, for these authors, SasP is a link among micro, permeated with actions and what specifics groups doing, and macro perspective, that are shared by diverse socials groups in a institutionalized way by it. Jarzabkowski (2004) comments that recursiveness can occur also in three levels: (1) actor ones, it is based in individuals mental maps; (2) organizational ones, herein recursiveness is result of both established routines and shared memories; and (3) isomorphic ones, when similarities happens inside a same industry or sector. Therefore, the social practice is characterized as recursiveness in choices due to actors, organizations and institutions interactions.

In this sense, the focus of SasP studies is the micro-activities, according to Johnson et al. (2007, p. 7). However, the most important upon research with practical focus is the understanding / learning which the practitioners have to the practice (DIDIER; LUCENA, 2008), or the comprehension about them abilities necessaries to strategic doing.

Therefore, the Hoon (2007) and Mantere (2005) papers treat the managers in middle level of organization, because them have primordial role in modification over actual routine, what it can result in any type of innovations.

Hoon (2007) comprehends the strategic context like results of formal and informal interactions, which happens among seniors and medium level managers when strategies are formulated. For her, medium managers are responsible for select strategic promising initiatives and the seniors' ones constructing the global context. This construction is the "making rules" (WICHBRODT; GROTE, 2010). The Hoon's (2007) work aimed to study the interaction between these two types of managers to formulate strategy, giving a new view to medium managers. Thus, Hoon (2007) argues that interactions of practices that occurs informally, mainly among managers, by the strategic practices. The strategic context passes to be result of this interaction.

The medium managers inside organizational hierarchy have authority over what is put in discussion and they mobilize others actors in order to consolidate the strategic decision to be done by people rearrangements. The rearrangement enables both dissemination and sharing of knowledge.

Thus, it is necessary to understanding established relationships, which conciliate different interests. Nonetheless, one question not covered by Hoon (2007) is about who determines the strategy, if the medium or senior manager. Nevertheless, all of managers are strategizing, making links formal and informal activities.

However, before Hoon (2007), Mantere (2005) proposed the "champion of strategies" concept, which means individuals act trying to influence strategic questions of organization. Practices from these "champions" act as facilitators or inhibitors of strategizing activities. Mantere (2005) abandons the concepts of social function done by individuals inside organizations. Mantere (2005) highlights the social position that refers to personal consciousness. The consciousness is an important factor when in changing process, the person using reflexive process reflects upon what is changed.

Therefore, the consciousness treated by Mantere (2005) can be linked to learning theme, especially learning by experience (DIDIER; LUCENA, 2008).

Mantere (2005), even as Jarzabkowski (2004), categorizes the practices in two ways: (1) operational one, which has an idea built upon single-loop learning, with both stability and control about strategic activities that are associated to recursive vision; and (2) sense-giving one, with double-loop learning, it is based in fluidity and reflection, typical characteristics of adaptive vision.

Mantere (2005) argues that recursive practice has by aim and objective using pre-established methods of earnings through strategic operationalization, that it is materialized in explicit aims. For him, adaptive practice highlights the comprehension about the dynamic of strategies, that is formulated through individuals interpretation

acquired after people debate. Both strategic executors and thinkers having improvised dialogues and these moments create strategies. As last work consideration, Mantere (2005) presented two factors that can affect the type of practice: (1) the dynamism of environment, which tends to demands adaptive practices whether its level is high; and (2) organizational culture, which demands for a recursive practice more properly.

However, differently than Hoon (2007), Mantere (2005) did his study only focusing to comprehend strategic formal practices. Moreover, Mantere (2005) does not deeps the understanding about informal communication that occurs spontaneously among people in other that strategies can be disseminated by this path. Also, in not to observe both informal relationship and communication, Mantere (2005) does not consider the identity which rises in social relationships established between people. This kind of relation is so important to disseminate situated practices that can enable to learn.

About the studied theories of routines, Grote and Weichbrodt (2007) proposed one framework covering three distinct concept: (1) rules; (2) routines in principle; and (3) routines in practice.

To Grote and Weichbrodt (2007, p. 6-7) rule is observed in organizational artifacts (PENTLAND; FELDMAN, 2005), or merely, "the way we do things here" (GROTE; WEICHBRODT, 2007, p. 7). Routines in principle are the ostensive aspects of routine (FELDMAN; PENTLAND, 2003).

To Grote and Weichbrodt (2007), routines in principle are associated to questions statics of routine what people link to. This them point of view is similar to practices concept from Whittington (2006). Routines in principles is, in individual level, to assimilate the concepts treated in rules, about what is acquired while outputs of the process, of the common flux, of the practice. The concept of routine in practice to Grote and Weichbrodt (2007) is similar to definition of: (1) performative aspects of routine from Feldman and Pentland (2003); (2) practices concepts, about people doing, from Johnson et al. (2007, p. 27); and (3) praxis concepts from Whittington (2006). All of these three concepts were treated before in this paper. Routines in practice are responsible to bound and to recreate new routines in concepts, in principle. Modifications happens daily practicing routines, both in its conversion and reproduction near the action realm (BURNS; SCAPENS, 2000).

Contrasting the Grote and Weichbrodt' (2007) routines (in principle and in practice) concepts with learning theories discussed before, two interesting questions arise to distinguish these two types of routines in association to experienced and situated learning. First one, routine in principle, is concerned in which people understand about rules and how they internalize the routine's concept. This internalizing process can be made for learning by experience as it was mentioned by Didier and Lucena (2008). The second question is concerned over what happens inside routines in practice, which is action, it is interaction what we can observe. Routines in practices is situated in practices.

Accordingly, Didier and Lucena (2008) call "doing strategy", in terms of flow considering the formal administrative procedural, as rules. Interactions face to face promote the routines development, especially, about routines in practices. Not necessarily, it are routines what is observed in interactions, but the people interactions is the basis of its development. To SasP, both situated learning and people understanding that occurs by people interactions are so important concepts. Therefore, concepts as Legitimate Peripheral Participation (LPP) can be insert inside debate, what puts the attention upon both situated learning and learning by experience (DIDIER; LUCENA, 2008).

Conclusions: Trying to Propose a New Theoretical Way

After studied some authors from SasP, Johnson et al. (2007) arise with a conclusion consolidating four axes with traditional theoretical focus to study SasP as showed in figure 3 bellow. The focus were developed over two continuum axes. The vertical one represent the relative emphasis provided for the phenomenon level, if micro or macro, similar to presented for Whittington (2004) as possibility of future research agenda. In this case, the propose is to understand how is possible to have modification in set of adopted practices through episodes of strategic praxis (WHITTINGTON, 2006). The horizontal ones has its focus upon the understanding of how (process) and what (content) of strategy.

Figure 3 – **Four theoretical resources in Strategic as Practice**
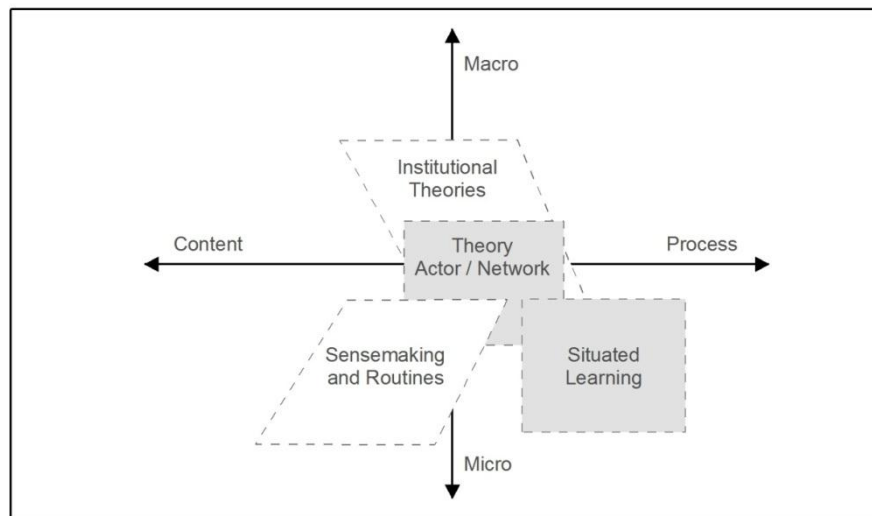
Source: Johnson et al. (2007, p. 37).

First theory treated is "Situated Learning" that is closely with the tactical knowledge. This kind of knowledge develops inside a specific context of practices, especially, to solve problems. For this reason, this theory is concerned to micro level, consequently, upon the analysis of individual actions. Second theory focuses upon the understanding routines which are worked by people in accordance with the theoretical debate exposed in this present theoretical essay. Third theory makes references to institutionalization theory, which is associated with rules and norms which are "imposed" by environment upon organizations.

Thereby, the principles of institutional realm, considered by social structuration theory (GIDDENS, 1984), it are similar to theoretical focus from Johnson et al. (2007, p. 43-44). The Actor-Network Theory is posted in the middle of axes because it has many aspects of micro and macro level, and also of content and process.

So, it is important highlight, according to the own word from Johnson et al. (2007, p. 38), none of four tradition of SasP permeate all of four quadrants/axes. It just passes through for few points established by the two axes division. This situation, according to this book of 2007 mentioned, permits realize and conduct complementary studies using several view, considering content and process, macro and micro questions. The intention is doing research more complete about SasP domain.

Therefore, it is in this way, in this vision which is based our proposal to develops futures studies where Social Structuration Theory, created by Giddens (1984), can be complemented for Routines and Learning Theory.

Making research putting together SasP, Routines, Learning, and, at the end, Social Structuration Theory, can be a new way to understand better the formulation and formation of innovations. Burns and Scapens (2000) developed a framework to format the comprehension about changing in rules and routines. The influences to modify these two concepts treated by routines studies come from two realms: institutional ones and the action ones. Over this framework, with your thesis, Machado (2014) inserted the agent acts to change rules and routines.

This Brazilian author did this consideration after reviewed Emirbayer and Mische (1998), Whittington (1996; 2004; 2006), Feldman (2000; 2003), Feldman and Pentland (2003), Pentland and Feldman (2005), Grote and Weichbrod (2007), Grote et al. (2009), and especially, Weichbrodt and Grote (2010). From this last paper cited, Machado (2014) considered the three distinct roles from agents (rule maker, rule supervisor and rule follower) as possibility to understand better the process of changing in rules and routines, overall, if there are differences among the roles and the type of modifications observed.

The Machado's (2014) work is interesting because it can be a different way to better understand the process of arising innovations, and what kind of innovation people are concerned to develop in dependence of his/her role inside organization. As distinct concepts from SasP, Routines and Learning can be considered similarly, as we exposed here throughout of this paper, we consider this mentioned thesis a good way to set these theory like possibility to understand better the process of arising innovations.

International Journal of Innovation, São Paulo, v. 2, n. 2, pp. 128–141, Jul/Dec. 2014.

139

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112

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141