COMPETENCIES OF ORGANIZATION DEVELOPMENT PROFESSIONALS–

A QUALITATIVE STUDY

A Thesis

by

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ABSTRACT

Organization Development (OD) competencies are the distinctive parameters that characterize and identify successful performance for an OD professional. This research is an attempt to identify the critical competencies that OD professionals should possess to understand and manage change and perform complex work in complicated situations. Using empirical evidence this study intends to establish the findings with OD professionals across the United States as participants. Research questions guiding the qualitative study were: (a) What are the key competencies that make an OD professional successful at work? (b) How can these competencies be defined? A triangulation of two methods— content analysis and a Delphi technique was used in the process of establishing solutions to the problem statement. Initially a content analysis method was used to systematically collect and analyze information identify patterns in previously recorded data sources. This research method consisted of analyzing interview papers of OD professionals collected by students at a major southwestern university in the United States. The main idea was to use a coding scheme and develop codes and categories to ultimately produce a set of competencies. This research methodology revealed 18 competencies consultants need to be successful at work. On the other hand, a classical Delphi technique consisting of three rounds with open-ended questionnaires was administered online to OD consultants across the country. This study using a Delphi technique generated a series of 17 competencies. At the end, both the methods were triangulated, and the results produced were assumed to be both valid and unbiased. The overlap of both the lists present a compilation of eight unique competencies that aids an OD consultant to achieve their professional goals. These eight OD competencies that emerged from the research least common to most include— Diagnosis skills, Conflict resolution,

Teamwork, Facilitation, Coaching, Effective communication, Strategic thinking, and Systems thinking. A definition of each of these competencies has been presented in this research. Competencies generated from the research will provide a starting point for self-reflection— a frame of reference against the knowledge they need to gather or the skills they need to develop or the abilities/attributes they need to sharpen simultaneously establishing a clearer identity for themselves.

Keywords: organization development, competency, Delphi technique

DEDICATION

To My Wonderful Parents

Saswati and Saikat Patra

To My Beloved Husband

Abhishek Deb

And

To My Amazing Sister

Sroddha Patra

To Their Love for Me

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CHAPTER I

INTRODUCTION

Organization Development (OD) is a process of methodically implementing changes that take place in the organization to produce improved results and performance (Swanson, 1995). According to Rothwell, Stavros, and Sullivan, (2015), OD is about approaching change efforts in a "systematic, humanistic way" (p. 6). It revolves around the essence of helping individuals, groups or teams and organizations and aiding them to produce better and more effective results (Rothwell, Park & Lee, 2017). OD has multiple theoretical perspectives which makes it difficult to accept and come up with one definition of the term "Organization Development". Thus, different scholars and practitioners have defined the term in many ways. In recent years OD activities within organizations have increased manifold and organizations have been relying more on the effectiveness of OD consulting that can lead to improved performance of organizations.

An OD practitioner is accountable for designing, developing, and implementing all aspects of an organization's development function. The role of OD consultants in an organization primarily involves the facilitation of problem-solving efforts led by all stakeholders (Rothwell, Park & Lee, 2017). Such consultants aim to get buy-in from the employees of the organization and establish a culture that sustains a change. An OD practitioner knows how to create space for his/her clients— an array of possibilities that looks beyond the present by including the future and past. These individuals are experts who know how to listen to the voices of all by protecting the concerns of those unheard earlier. These consultants can be external to some while internal to other organizations. An external consultant obtains more buy-in from the management or senior

employees of an organization and is considered to bring in a higher level of experience, expertise, and credibility (Scott & Hascall, 2016). Internal consultants on the other hand are considered to be restricted in terms of expertise and experience they bring to the table. Interestingly, these internal consultants are an integral part of the organization and knows it in and out. They possess in-depth knowledge about the organization, and business they are operating in (Scott & Hascall, 2016). This comprehensive knowledge of internal consultants give them an advantage of being at a better position of knowing the employees, culture and policies of the organization. This makes them resourceful during times of managing critical processes or projects, handling culture transformation efforts, implementing strategically important projects, and optimizing change initiatives in the organization (Scott & Hascall, 2016).

OD professionals are one of the most important change agents in an organization. They work to improve the effectiveness of organizations and the welfare of its employees using planned support and mediation. Thus, these professionals need to possess strong competencies as they develop and use areas of expertise. Which are the key competencies? This study is an attempt to identify and define those key competencies.

The first chapter introduces the topic of research and presents a background of the study. Next, the problem statement, purpose, research questions are presented and finally I have introduced the methods used in this research.

Background of the Study

Times are changing rapidly. Globalization and technological advancements have brought about unpredictable changes and increased competition among organizations. It has impacted the type of work being done in the field of organizational sciences and particularly in the area of OD (Greiner & Cummings, 2004). Radical changes have been taking place in the field of OD and it

is always evolving. Globalization has significantly influenced organizational systems, processes and operations (Scott & Reynolds, 2010). Today organizations are affected by almost everything that occurs in and around the environment, labor market, communities, economy, politics, customers, processes, company culture, and several other internal as well as external factors. In their research Cummings and Worley (2001), outlined some key factors that would impact OD practice in the future that included changes in the economy, workforce, technology, and organizations. These changes could affect OD in several ways.

As such, it becomes imperative for organizations to deal with these changes swiftly and address the concerns of employees in the organization. Organization development consultants can assist organizations in such times and help them adapt to changes, anticipate forthcoming changes, and also respond to changes (Rothwell, 2010). Cummings and Worley (2014) in their research highlight that "OD is both a professional field of social action and an area of scientific inquiry into the organization" (p. 1) that can create a positive impact in human lives and increase organizational effectiveness. Today, OD is a large and complex field (McLean, 2005). Several new practices have blurred the boundaries of this field. Under these rapidly changing circumstances, OD professionals in organizations discover themselves in diverse scenarios which demand they use a broad array of OD methods and processes that can yield coveted results.

According to Drejer (2000), competence as a development tool in organizations is helpful in creating a holistic business approach and transformational change. A competence development tool assesses, monitors, and maintains knowledge, skills, and attributes (KSAs) of people in organizations. This tool is useful for managers as well as individuals in identifying gaps in the set of competencies they possess. Formal education aptly suits the transmission and acquisition of competencies required in the OD profession. The knowledge, skill, attitude, behavior, and

ability of an OD practitioner affects his/her performance at work. So, when an organization is looking to hire an OD consultant, they often tend to pick a professional who has all the tools—the right personality, set of skills, competencies, and attitude. So here arises a question: how will OD professionals acquire these competencies and attributes?

Research suggests competencies of effective OD practitioners emerge from a blend of components like knowledge, skills, abilities, personality traits, and experiences. An OD professional with all these competencies is presumed to practice the field effectively. According to Cummings and Worley (2014) "research on the characteristics of successful change practitioners yield the following list of attributes and abilities: diagnostic ability, basic knowledge of behavioral science techniques, empathy, knowledge of the theories and methods within the consultant's own discipline, goal-setting ability, problem-solving ability, ability to perform self-assessment, ability to see things objectively, imagination, flexibility, honesty, consistency, and trust" (p. 48). Even though these qualities are essential to any OD practitioner, relatively little is known about their significance to OD professionals, and nothing seems to have been published about their training.

The OD profession is interesting because anyone can practice this career (Rothwell, 2010). There is no limitation as to who and how the occupation can be pursued which makes it a non-regulated field. Anyone having an interest and a basic idea of what an OD practitioner does, can practice OD as a profession (Mclean, 2005). This poses a challenge as these inexperienced and untrained practitioners operate with a limited set of OD tools, methods, and frameworks. As Maslow (1966) said, if the only tool one has in the toolbox is a hammer, then one tends to treat everything as nail. So, it is imperative for the consultant to build a repertoire of tools and learn to appreciate the purpose of each. Often because of the lack of knowledge, skills, abilities, and

competencies these professionals come up with a “one size fits all” solution (Finegold & Notabartolo, 2010). They come up with a common approach to solve all problems or change activities and attempt to force its application in inappropriate contexts. But this is not an effective way to address the problems that the organization faces, because each one represents a unique context.

The ambiguity of OD professionals can be eliminated to an extent by having a strong knowledge of theoretical frameworks and models in the field. This ensures that the practitioner is capable of understanding and making critical judgements needed in OD practice. According to Jamieson and Gellermann (2014), ethics are important in OD as they form the basis or standards of good and bad behavior in an organization. These ethics guide OD professionals as they progress in this rapidly changing and uncertain field of OD. The domain of HRD and therefore of OD is all about how to care for human life, help people develop their potential and grow.

The concept of competencies has become important in recent times to prevent ambiguities in the field of OD. Competencies have been a crucial topic in management literature since a long time. Competencies are parameters that can determine the performance required to accomplish the desired outputs and developments (Laguna, Wiechetek & Talik, 2012; Levenson, Van der Stede & Cohen, 2006; Wickramasinghe & De Zoyza, 2009). This study aims to identify the core competencies that are essential to an OD practitioner. This includes the knowledge, skills, abilities, and behaviors that help a practitioner to produce optimal results and meet organizational goals (Tomal & Jones, 2015). A professional can develop these competencies once they have been identified which further enables the organization to reach its desired objectives.

The Organization Development Network (ODN) in 2001 produced a list of 141 competencies that all effective OD practitioners must possess (Sullivan, Rothwell & Worley, 2001). These 141 competencies are classified under different sections like planning, collecting data, assessment, evaluation, diagnosis, feedback, etc. and can be found in Appendix A in this document. They include knowledge of OD methods, skills for building relationships and communicating, and business knowledge for either running one's own firm or understanding the client firm. Later, in 2016, the ODN came up with a revised competency model that includes 15 different components. In other words, this list of competencies has been elaborated and made complex over time. This research is an attempt to find the top competencies that form a part of the global competency model with a focus on OD methods and frameworks and building effective relationships with clients. Using triangulation of two methods— content analysis and a Delphi technique, this study will address the changing needs by building up on the findings from the past.

Competencies of an OD professional are no longer a luxury but a necessity, so employers around the globe expect their employees to be well prepared in advance. This is why educators and schools are highlighting the importance of teaching and developing the 21st century skills and competencies to all students. Education influences an individual's status and position in the society by preparing young students for future responsibilities by teaching them the necessary competencies and tools (Gawrycka, Kujawska & Tomczak, 2020). Students are the leaders of tomorrow. As internal or external OD consultants, they will be responsible for solving complex problems, thinking creatively, innovating, and creating a better future tomorrow. Competencies will help these young practitioners and furnish them with the necessary KSA's they will need to navigate their professional journey as an OD practitioner.

Problem Statement

For organizational leaders, competencies are the underlying glue that holds talent management programs together (Kahane, 2008). According to Eisen, Cherbeneau, and Worley (2005), skills of OD practitioners in the 21st century were mainly responsible for creating 'future-responsive awareness'. An analysis of competencies over the past two decades in the 21st century reveals that more attention has been given to "understanding of the activation of skills in complex contexts of human behavior, making a plausible argument for OD practitioners to be well grounded in the use of basic interpersonal skills" (Stager Jacques, 2013, p. 250). Similarly, several researchers have attempted to design theories and models for OD professionals and simultaneously highlight competencies that practitioners need to possess to become an eminent OD consultant. However, according to Finegold and Notabartolo (2010), "the basic premise of focusing on the value of a set of generic competencies" is questionable (p. 20). Thus, it is seen that although various papers have been published highlighting competencies that benefits an OD professional, but a clarification on which of these competencies are critical for performance enhancement and how can these be developed in graduate school students is yet to be discovered. Therefore, this study aims to elicit a list of the critical competencies that OD consultants need to be successful and achieve their goal.

OD consulting is not just confined to giving advice to employees of organizations (Schein, 1988) but also focuses on designing and enhancing structures, people, processes, and systems in organizations. OD consultants use a wide variety of methods and interventions including employee development, conflict resolution, coaching, organizational assessments, facilitation, strategic planning, and team development (Cabler, 2018). The concerning point is that there is no limitation on who can pursue a career in OD. Certified and skilled professionals

have often expressed their apprehension with the fact that incompetent and incapable individuals in this field negatively affect the reputation of OD.

The most intriguing thing about this field is that different OD professionals use different definitions of the term OD. Because of a difference in the interpretation of the term 'Organization Development', OD consultants have different sets of beliefs as to what are the essential competencies required for an OD professional. This leads to a dilemma if competencies are specific to trained OD professionals and if they are prevalent among the non-trained OD professionals.

Purpose of the Study

OD forms an integral part of any organization as it boosts innovation, helps in employee development and promotes continuous improvement. OD helps a business to become more focused and transformational in its approach. This requires an OD professional to possess or develop the necessary competencies for performing complex work in complicated situations. Possessing critical professional competencies can help managers as well as employees focus on their key behaviors that correspond to success at work. However, competence development is a very broad field and is not an easy job in practice. Interestingly, the concept of competencies is gradually creeping into the lives of OD consultants and they are largely becoming dependent on competency frameworks. There are large number of competencies that impact the performance of OD consultants at work and shape their success. But we exclusively need to ascertain the most essential competencies— competencies that significantly impact the performance of an OD consultant. It is essential to distinguish the key competencies that define, develop, and reinforce performance of OD consultants. Thus, the overarching intent of this research study was to identify the key competencies that any OD professional should possess to be successful at work

using two different studies. Identifying these competencies will help future OD enthusiasts to learn and develop them when in graduate school. In addition to this, I intended to come up with a definition of each competency that can help aspiring young OD professionals understand the meaning of the competency to better prepare them for the future.

Research Questions

Practicing OD in this rapidly changing and interconnected world can be disorganized and undermining for a practitioner if he/she does not have the required set of knowledge, skills, and abilities with him/her. This research is an attempt to point out the most important competencies that an OD professional needs to possess to be successful. With this key goal in mind, this thesis intends to investigate two research questions:

1. What are the key competencies that make an OD professional successful at work?
2. How can these competencies be defined?

Introduction to Methods

To find answers to the two research questions, this qualitative study was performed in multiple phases. The initial phase consists of two pilot studies. Of these, the first used a content analysis with the interview papers collected from the graduate classes at a major southwestern university in the United States. Its aim was to look for themes and categories that OD professionals consider important. The second pilot was an experimental Delphi study that was conducted with a few OD professionals to test for feasibility and determine flaws in the design aspects. The second phase uses a Delphi technique to conduct the main research and establish findings. At the end of both the studies, I triangulated the results obtained from both the methods to present a set of valid competencies that have emerge through the convergence of results from

both the lists. For a more detailed explanation on methods used in this research, please refer to Chapter 3 on Methodology.

Reasons for Choosing Content Analysis for the Study

Using content analysis method to study sets of interview papers collected from graduate students allowed me to examine patterns in them in a systematic manner. One of the reasons for using content analysis was to describe and make inference about competencies directly from the available data. Secondly, content analysis allowed me to analyze data in an unobtrusive manner where the participant was not a part of the study directly thereby eliminating biases and influences on the part of a participant. Lastly, this method of data analysis was highly flexible and cost-effective. It did not require any time or financial investment on the part of a participant. The only resource needed was access to appropriate source of data in the form of interview papers that was collected from the instructor of an OD course at Texas A&M University.

Reasons for Choosing a Delphi Technique for the Study

There are several reasons behind choosing a Delphi technique for this research. Firstly, a Delphi technique's components allowed me to collect subjective information and make judgement on the problem at hand. This research used three iterations to reach a consensus and generate the list of important competencies.

Secondly, this technique is straightforward, flexible, and easy to design (Avella, 2016). It is also cost-effective and mostly requires time investment and commitment— both from the researcher as well as the participants of the study.

Thirdly, the technique allowed multiple iterations in the research and considered opinions from panel experts that had reached a consensus. These iterations gave the panelists time and opportunity to innovate and reflect on their responses and make modifications in subsequent

rounds (Salkind, 2010). It also resulted in knowledge sharing and stimulating new ideas among the expert panel.

Fourthly, this Delphi technique was executed by maintaining participant anonymity; thereby avoiding biases and influences. It also relieved participants of the pressure of being always right. In other words, this technique gave a freedom of expression to all the panelists in presenting their opinion without the fear of being criticized (Avella, 2016).

Finally, this technique was also useful specifically for this research because it helped gather insights from panelists without being together physically. Participants of the research were spatially dispersed, and thus, the Delphi study was handled electronically using email and Qualtrics helped me gather insightful inputs by maintaining complete confidentiality.

Participants

Selection of participants and composing the expert panel is a crucial aspect in this Delphi process. This selection determines the consequent steps of data collection as the data accumulated at the end of the process rely largely on expert opinion and the proper usage of Delphi technique (Salkind, 2010). Participants of this Delphi study were OD practitioners, who currently practice OD. Most participants recruited into the process were nominated by presidents of different chapters of OD Network based in the United States while a few of them also self-nominated themselves to participate in the study. All participants recruited formed a part of the expert panel of Delphi study and they formed a part of all the iterations in the research study. There was no limitation on religion, age, gender, educational background, experience, location or geography, ethnicity, and race of the participants in the study.

Data Collection

Data was collected from the expert panel in all three rounds using questionnaires administered using emails and Qualtrics. Round 1 concentrated on generating a batch of competencies that was ranked in future rounds. Since this is a classical Delphi study, no part of information or responses gathered was dropped or removed. The entire set of competencies generated from Round 1 was presented to panelists in Round 2. In this round, panelists ranked their top five competencies based on their perception of importance. The subsequent round, Round 3, was used to gather opinion on each expert's top three competency choices from the list compiled in the previous round. After round 3, these responses were analyzed to identify consensus and convergence of participant responses to establish the result. The Delphi study used questionnaires containing open ended questions for all three rounds. Open-ended questions gave experts the freedom to furnish their own information and give input from their own experiences and knowledge. The set of questions in all the rounds remained the same for all participants. A pilot experiment was also administered to test for the validity and reliability of the Delphi process.

Assumptions of Using a Questionnaire

Before designing and using the questionnaire, there were a few assumptions made:

1. All OD professionals can understand and make sense of the survey questionnaires and are capable enough to answer them.

2. Participants are knowledgeable, experienced and have expertise related to OD and consulting.

3. Participants will be honest and true to themselves and reflect themselves clearly while responding to the questionnaire.

Significance of the Study

This study is a contribution to OD research and practice in many ways. The research aims to find a list of competencies that help an OD professional succeed in their work using a triangulation of two different qualitative methods. These competencies are generally used as a framework to help OD consultants focus on their behavior and polish knowledge, skills and attitudes that matter the most to an organization and help drive success. In addition, the development of this list of competencies has relevance for young OD professionals as they begin their professional career in a fast-paced and complex workplace. This research on competencies also has relevance in the field of OD for several reasons:

1. Knowing and learning these competencies will make it easier for OD consultants to communicate with clients and fellow employers and workers about their plans and process.
2. OD consultants are responsible for solving complex problems and improving organization effectiveness and this list can be a part of the toolbox that they might need to achieve their goals.
3. After graduation, as students look forward to building their careers as OD consultants, they will be expected to demonstrate these skills and competencies when getting hired or starting their own consultancy business. So, this list of competencies can aid students in building their skill set and develop the needed competencies. Graduate students who possess these competencies obtain a competitive advantage over the others and hold a better chance to get recruited, selected, and rewarded.

OD practitioners and researchers can utilize insights from this research to build on the findings from the past and enhance their learning and development as a young and capable consultant.

Organization of the Study

This thesis has been traditionally divided into five chapters. Chapter I is the introduction chapter that introduces the thesis to the reader and attempts to justify the importance and necessity of the topic. Chapter II contains the literature review and introduces the research literature on competencies of OD professionals. The most important part of this chapter is to pinpoint and describe significant and relevant research on competencies of OD professionals that was conducted earlier by other researchers. Next, Chapter III demonstrates the research design and methods utilized in the research. It basically introduces to the reader and provides all details on how the study was conducted. In Chapter IV, a report of key research findings is presented and highlights what was discovered in the research. Finally, Chapter V presents a discussion and draws conclusions from the study's findings and presents the limitations, implications for practice and research, recommendations for future study, and conclusions.

Summary

Chapter I introduced the topic of research. It outlined the entire study and presented an overview by highlighting the relevance and a justification of the intent of the study. It started with background of the study followed by problem statement. The problem statement highlighted the issue this research intends to investigate. Next, I presented the purpose of the study and research questions. The research questions identified the two specific questions that the study sets out to answer. The entire research is centered on these two research questions. Next, the methodology used in this study was briefly introduced. Further, the significance of the study was elaborated. The following chapter presents a comprehensive review of literature on OD competencies topic and includes a comprehensive summary of previous research on competencies of OD professionals.

CHAPTER II

LITERATURE REVIEW

In this chapter, the literature review identifies pertinent research that has been conducted on competencies of OD professionals to date and to find information that can support and complement this research. I conducted an extensive review of literature to explore our topic at hand and attempted to find historical research pertinent to this topic previously presented. The next section on Literature Review Process will talk about the preliminary keyword search, explanation of key words, and eligibility criteria. Further, this chapter also discusses the theoretical framework underpinning the study and presents a scholarly review of literature from the past.

The Literature Review Process

In order to perform a thorough review of the literature, three different steps were used including: 1) searching and collecting relevant articles; 2) summarizing articles related to the topic of research; and 3) integrating summaries in a way that can be useful for the study.

Identifying Databases and Keyword Search

To find answers the two research questions at hand, I identified databases like Emerald Insight, ERIC, Education Source, Business Source Ultimate, and PsycINFO. These databases can provide credible information on the topic in the form of scholarly and peer-reviewed articles from reputed journals. The databases contained search tools that made the search process much easier and allowed narrowing of results by different criteria like years, content type, etc. I selected these databases because the topic on competencies of OD professionals can be found in the area of education, human development, social sciences, and psychology and these articles published in these fields appear in these databases. In addition to that it is important to identify a

few key words that can be used for the literature search in the abovementioned databases. The keywords used in performing this literature review included: competency, organization, development, Delphi technique, consultant, consulting, and content analysis either on an individual basis or by combining with the Boolean operators like AND/OR. Words like defining, meaning, importance of, role of and impact on were used to make more sense of the search on the computer databases. Furthermore, delimiter or separator quotations were often used to limit the search results to meaningful and exact phrases. Synonyms for consultant are expert* OR practitioner*. Synonyms for competency is proficiency* OR skills* and the synonym of organization is company* OR institution* OR business*.

Review for Initial Eligibility Criteria

I considered reliable sources that included major work and studies on the topic for conducting the literature review. Primary sources like academic journals, practitioner journals and periodicals, case studies, and thesis and dissertations and secondary sources like textbooks, e-books, and magazines were considered. For searching articles and other literature sources from the databases, a few inclusion criteria were applied. They are: the article should (a) be from a peer-reviewed journal, (b) involve empirical or conceptual research that revolve around competencies and skills of OD professionals and developing competencies in young professionals and graduate students, (c) be published in English language. Also, the article should have been published sometime between the years 1970 and 2020. The broad range of this time frame will allow me to discuss previous research on this topic and get a context of how this topic gained importance. The primary journals selected in this research include *OD Practitioner, Journal of Change Management, Human Resource Development Quarterly, Journal of Management Development, Journal of Applied Behavioral Science*, and *Training and*

Development Journal. These journals include scholarly publications that contain and publish topics on organization development, change management, organizational behavior, human relations, business and management, psychology, and sociology. The literature review process was concluded by summarizing and synthesizing all essential information from the scholarly articles, practitioner periodicals, books, and other literature sources.

Theoretical Framework

Research conducted in the field of OD highlighted the need of competencies to succeed as a professional. One of the earliest research was conducted by Sullivan (1974) where he initiated a long-term effort to list and define OD competencies. With more than 3,500 OD practitioners across the world in his study, he attempted to generate a list of attributes that define these professionals. His aim was to come up with the set of knowledge and skills that were essential for all OD practitioners. Initially Sullivan started with a list of seven competencies for OD professionals. Sullivan and Ron Lippitt extended this seven-item skill list to 25- items list supported by five change segments listed below:

- "Unfreezing: Development of a need for change
- Establishment of a change relationship
- Moving: Working toward change
- Refreezing: Generalization and stabilization of change, and
- Achieving a terminal relationship." (Rothwell & Sullivan, 2005, p. 138)

In early 1990, this list was further modified, and the number increased to 220 items. After final modification of this lengthy list of competencies, researchers organized the list and the final version of this list contained 175 competencies. These competencies are a typical representation of all the competencies that OD practitioners are expected to demonstrate at work

(Rothwell, Stavros, Sullivan & Sullivan, 2009). However, it is unclear if any qualitative measures have been taken to analyze and determine the credibility of this list of competencies and the competency modelling effort (Rothwell & Lindholm, 1999).

Bushe & Gibbs (1990) designed and tested a 77-item Consulting Competence Survey for validity and reliability. In their study, the researchers focused on how developmental order was associated with consulting competencies.

In another research study by Shepard and Raia (1981), a Delphi technique included 70 OD professionals and the findings generated a total of 83 competencies. These 83 competencies were further clustered into 12 categories.

Bennis (1993) in his research defined four competencies essential for change agents to succeed and achieve their goal: (a) broad knowledge of theories and methods of change and behavioral sciences (b) relational and operational skills (c) maturity and sensitivity and (d) authenticity.

Subsequently in 2001, Roland Sullivan, Bill Rothwell, and Chris Worley in association with the OD network published a list of 141 competencies. This list is an extensive compilation of items— technical and softer OD competencies, that any OD practitioner needs to cultivate to serve effectively and achieve their desired goals. The list of 141 competencies is attached in Appendix A.

Later, Eisen et al. (2005) came up with a list of practitioner competencies comprising of approximately 30 action verbs. These 30 skills could be grouped under larger headings of self-awareness, listening, observing, and skills that support positive relations with others.

In a recent study in 2016, the OD Network unveiled the Global OD Competency Framework. This framework differentiates the competencies an OD professional needs to be

successful in a dynamic and complex organizational setting (Minahan, 2018) and is presented in Appendix B of the document. Comprising of five distinguishable domains of OD competency — systems change expert, efficient designer, business advisor, credible strategist, and informed consultant, this framework is an elaborate guide to the competencies OD practitioners need to possess.

- The competency area 'systems change expert' includes three specialties: systems change leader, culture builder, and innovator.
- 'Efficient designer' as a competency includes areas: efficient designer, process consultant, and data synthesizer.
- The area 'business advisor' comprises of competencies like strategic catalyst, results-oriented leader, and trusted advisor.
- 'Credible strategist' covers competencies such as credible influencer, collaborative communicator, and cross-cultural navigator.
- Area 'informed consultant' represents competencies like informed consultant self-aware leader, equity advocate, life-long learner, and practitioner.

The intent of this global framework is to furnish a "research-based competency model to the field, about the field, from the field" (Minahan, 2018, p. 21).

Studying OD competencies has been a subject of interest among both scholars as well as practitioners for a long time. The list of competencies has only grown larger over the years. But one question remains whether a list of top priority competencies can be generated that can be of help to both practitioners as well as scholars. In other words, can practitioners and academicians condense the longer list of specific competencies into a smaller number of reliable concepts that will serve as a practical guide to assessment and development (Rothwell et al., 2009)?

Definitions

In this section I have defined some of the common terms using literature that appear all throughout the study. Definitions of common terms like competency, OD practitioner, content analysis and Delphi technique, used in the research will give the reader an understanding of the context of usage in the study.

Defining Competency

Although people often treat skill and competency as synonyms, competencies are the more inclusive category. Competency is a confluence of three elements that include implicit and explicit knowledge, behavior, and skills that give workers the potential to perform the task effectively and efficiently (Draganidis & Mentzas, 2006). In simple words, competency is an essential characteristic of people doing certain kinds of work that result in effective performance on the job. Competencies are parameters that ascertain the quality of performance essential to accomplish the coveted goals (Laguna, Wiechetek & Talik, 2012; Levenson, Van der Stede and Cohen, 2006; Wickramasinghe & De Zoyza, 2009). More commonly, competencies can be defined as the sets of knowledge, skills, abilities, and behaviors that enable a professional to complete a task or achieve a performance outcome successfully (Barber & Tietje, 2004; Boyatzis, 2011; Svetlik, Stavrou-Costea, Vakola, Soderquist & Prastacos, 2007).

There are constant changes challenging an organization. These include the advent of globalization, imperativeness for speed and innovation at the workplace, focus on a customer centric business, advancement of technology with each passing day, electronic and mobile businesses, and ever-changing workforce demographics demand. These increase the demand for certain exceptional knowledge, critical skills, and abilities that OD professionals need to possess (Ruona & Gibson, 2004). As such, the meaning of competencies has become broadened over

time based on the recognition of the changing conditions in the personal, social and professional front. Although there is no certainty that these competencies would retain the same dimensions in this fast-changing world, a perception of the related ideas would help us establish a basis for a rewarding and substantial discussion in the field of OD.

OD professionals can become career ready by acquiring basic knowledge on and transforming their capabilities into deeper learning to become a professional with the pertinent competencies to perform and thrive in the 21st century. Identifying these competencies started in 2001when Roland Sullivan, Bill Rothwell, and Chris Worley of the OD Network came up with a list of 141 competencies deemed essentials for any OD practitioner. Later, Finegold and Notabartolo (2010) identified a 5-competency framework for 21st century professionals in the workplace. According to their research, individuals should be able to productively use the five elements of "analytic skills, interpersonal skills, ability to execute, information processing, and capacity for change/learning" (Finegold and Notabartolo, 2010, p.1) to become successful. These competencies require the support of: "a) the basic skills of reading, writing, arithmetic, speaking, and listening; b) the thinking skills of solving problems and reasoning (among others); and c) the personal qualities of individual responsibility, sociability, self-management, self-esteem, and integrity" (Finegold & Notabartolo, 2010, p.5). Subsequently in 2016, the OD Network came up with a "research-based competency model to the field, about the field, from the field" (Minahan, 2018, p.21). This global OD competency model lists five key competencies along with 15 specialty areas that has been geared intentionally at preparing and developing organizations for a better future.

Defining an OD Practitioner

OD consultants are professionals who work to develop the organization structures, processes, people and system by using several interventions and activities like coaching, conflict resolution, employee development, strategic planning, mediation, process improvement, facilitation, and team development (Cabler, 2018). The most evident section of OD practitioners are professionals who specialize in the practice of OD. These professionals are expected to perform the role of a professional who has expertise in problem solving, is adept in subject knowledge and uses creativity to solve and address a problem at hand (Rothwell, Park, & Lee, 2017). An OD practitioner's role can be defined based on their position: internal or external to the organization (Darbeau, 2020).

Defining Content Analysis

Content analysis is a crucial part of our research as it will highlight historical insights on the competencies of OD professionals. Using some standard parameters, we can find out how the set of competencies have changed over a period. Content analysis is the "systematic, objective, quantitative analysis of message characteristics" (Neuendorf, 2002, p.1). Content analysis can be used in combination with other research methods to infer and predict outcomes of the research or the study (Wildemuth, 2016). Content analysis is a research methodology where a researcher analyzes qualitative information already present in the form of textual documents, videos, audios, or pictures and identifies core consistencies and meanings. The findings at the end of the process can be presented in terms of numbers and meanings and relationships of certain words, themes, or concepts.

Definition of qualitative content analysis includes the following:

- "a research method for the subjective interpretation of the content of text data through the systematic classification process of coding and identifying themes or patterns" (Hsieh & Shannon, 2005, p. 1278),
- "an approach of empirical, methodological controlled analysis of texts within their context of communication, following content analytic rules and step by step models, without rash quantification" (Mayring, 2000, p.2), and
- "Any qualitative data reduction and sense-making effort that takes a volume of qualitative material and attempts to identify core consistencies and meanings" (Patton, 2002, p. 453).

For this study, I will adopt the definition given by Hsieh & Shannon (2005). Our aim will be to identify themes and patterns in these papers. What makes the tool significant and meaningful is its dependence on the two parameters: coding and categorizing data.

Content analysis is a research tool that uses both qualitative and quantitative elements for data analysis. In the process, textual, visual, or verbal materials can be coded and analyzed to look for common themes and patterns which cover qualitative analysis. The data interpreted can be expressed in mathematical terms like percentages or frequency of occurrences which constitutes the quantitative analysis part. Some sources from where data/information can be collected to conduct a content analysis include newspapers, films, advertisements, interview transcripts, or observational protocols.

Defining a Delphi technique

A Delphi technique is a commonly used research method in the field of social sciences. Such a study goes into depth which further helps to conduct detailed research in a concerned topic by offering different perspectives of experts (Hsu & Sandford, 2007). The Delphi method

of research seeks to "obtain the most reliable consensus of opinion of a group of experts" through "a series of intensive questionnaires interspersed with controlled opinion feedback" (Dalkey & Helmer, 1963, p. 458). A Delphi study structures the communication process of a panel of experts to allow them to deal with a complex problem at hand (Linstone & Turoff, 1975). To use a Delphi study in my research, I formed a panel of experts and initiated a structured communication process to obtain answers to the research questions at hand. The fact that the panel of experts does not have to physically face each other when giving their opinion enables reduction of biases resulting from social influence (Nworie, 2011; Avella, 2016).

A Delphi study is about collecting opinions of experts across a sequence of pre-scheduled interviews. Literature shows that there are different opinions among researchers regarding the number of iterations required to conduct a valid and effective Delphi study. Though many researchers are of the opinion that at least two rounds of the study should be conducted to reach a conclusion, others argue that it is only after three to six rounds of Delphi study, we can come up with some reasonable findings (Custer, Scarcella, & Stewart, 1998; Tersine and Riggs, 1976). But more Delphi rounds in a study will make the process slow and tedious leading to drop out of experts from the study and participant fatigue (Powell, 2003). Generally, a three round Delphi study is considered common because three iterations help the researcher come up with optimum results for the study (Custer, Scarcella, & Stewart (1999)

There also exists ambiguity regarding the number of experts needed on a panel for a Delphi study (Avella, 2016; Thangaratinam & Redman, 2005). Fowles (1978) highlighted that there should be at least seven panelists or experts in a Delphi study. But, according to Day and Aaker (1990) and Mitchell and McGoldrick (1994), in a Delphi research, the minimum number of panelists should be ten and the maximum number can be 40. However, Delbecq, Van de Ven,

& Gustafson (1975) argue that there is no fixed number to determine the 'at least' and 'the most' required experts in a Delphi study as long as the number is sufficient to draw findings and make conclusions. The number of experts in a Delphi panel is evaluated on the standard of responses produced and the decisions they make for the study (Thangaratinam & Redman, 2005). In determining the panel size, availability of time and money for the researchers has been considered important and influential in decision-making.

Importance of Competencies for an OD Professional

Competencies form an integral part of any corporate organization today as they help to create a competitive edge over the others. OD consultants hired by a company may become a source of competitive advantage because of their valuable and unique capabilities and skills that can benefit the organization (Espedal, 2005). They are regarded as the "critical resource" who empowers the organization to achieve its objectives and goals (Nordhaug & Gronhaug, 1994). In other words, competencies drive performances in organizations at individual, team, and organizational levels. As such organizations should focus on developing these competencies in their consultants. As such organizations should focus on developing these competencies in their consultants.

Literature reveals that OD competencies are a combination of the right set of knowledge, skills, personality, and behavior that aid effective practice. OD competencies define and direct a successful engagement and performance for an OD practitioner in an organization that distinguishes them from other managers (Rothwell et al., 2009). These OD competencies "delineate who one needs to be, what one needs to know, and what one must be capable of doing" (Rothwell et al., 2009). Burke (1997) in his research highlighted the importance of an OD practitioner's role as a change agent in organizations. Traditionally, an OD practitioner's role

highlights the importance of working effectively on building relationships and helping individuals, teams and organizations optimize their goal and achieve business success (Kendra & Taplin, 2004).

According to Bennis (1993), change agents when working with clients often face different intensity of problems and thus engage at different levels of an organization with different people at different times. An OD consultant's role is to advise, coach, facilitate and be an instrument to implement planned change in a large system of processes and people (Bushe & Gibbs, 1990). To succeed in these interactions an OD consultant should have the ability to handle ambiguous and anxiety filled situations (Chesley & Wylson, 2016) and use the knowledge, skills, and competencies to be successful and reach his/her goal. This also needs consultants to establish strong and trusting relationships with the client organization in the initial phase of the consulting process. OD consultants must see the bigger picture of any change effort and figure how they can provide support to manage, handle and implement this change successfully (Bushe & Gibbs, 1990). These consultants must be able to diagnose the problem at hand quickly on different levels of the system to design appropriate interventions. To take on these responsibilities and execute these projects, OD practitioners need a bag of tricks — an OD practitioner must rely on his/her toolbox of competencies some of which include managing teams, handling planning and processes, conflict resolution, facilitation, etc. (Kendra & Taplin, 2004). A consultant's effectiveness is measured by his/her skills, techniques, and personality. Literature is of the opinion that these personal characteristics or personality form a part of competencies OD practitioners possess.

OD is an adaptive field that is subject to change and modification with changing times and needs. According to Burke, "the field of OD, although not dead, is stagnant and not growing

with respect to inventiveness and innovation" (Burke, 2018, p. 188). Today, organizations are using OD to counter several complex problems like inclusion, sustained growth, safe working places, etc. that they are facing and are looking for unique and customized solutions to tackle them (Meyer, 2019). OD consultants are not leaders with formal authority, but they still hold influential positions during organizational change initiatives (McCauley, Drath, Palus, O'Connor, & Baker, 2006). These professionals also need to work with OD scholar practitioners who possess multiple perspectives and are from multi-disciplinary areas to get a taste of the messiness of real-world problems (Meyer, 2019). Thus, it is important to identify and master these competencies to handle planned changes successfully and effectively.

Literature to date has talked about the competencies that benefit an OD professional, but a gap seems to exist when it comes to identifying which of these competencies are critical for performance enhancement and how can these be developed in graduate school students is yet to be discovered. Therefore, with this goal in mind, my research aims to address the two research questions:

1. What are the key competencies that make an OD professional successful at work?
2. How can these competencies be defined?

Chapter II has synthesized prior work on OD competencies and laid the foundation for this research. The following chapter of my thesis presents a detailed description of the research methodologies and designs involved in the study.

CHAPTER III

METHODOLOGY

The third chapter talks about the research methods that I utilized to collect data and conduct the research. Methods used in the study were predominantly qualitative in nature and helped to gain in-depth information about the topic of inquiry. A couple of quantitative tools were also used to derive statistics on frequency of competencies. Content analysis and a Delphi technique were used to conduct two separate studies as a part of the research. A comprehensive understanding of competencies was generated by converging results of both the methods. The first pilot study was a content analysis of interview papers of OD professionals and the second was a pilot study using the Delphi technique on a small scale. In this chapter, section 3.1 introduces the two pilot studies and establishes their findings and section 3.2 demonstrates the Delphi technique to generate a list of competencies to ultimately find answers to the research questions at hand. Figure 1 below gives a snapshot of the research plan used in this study.

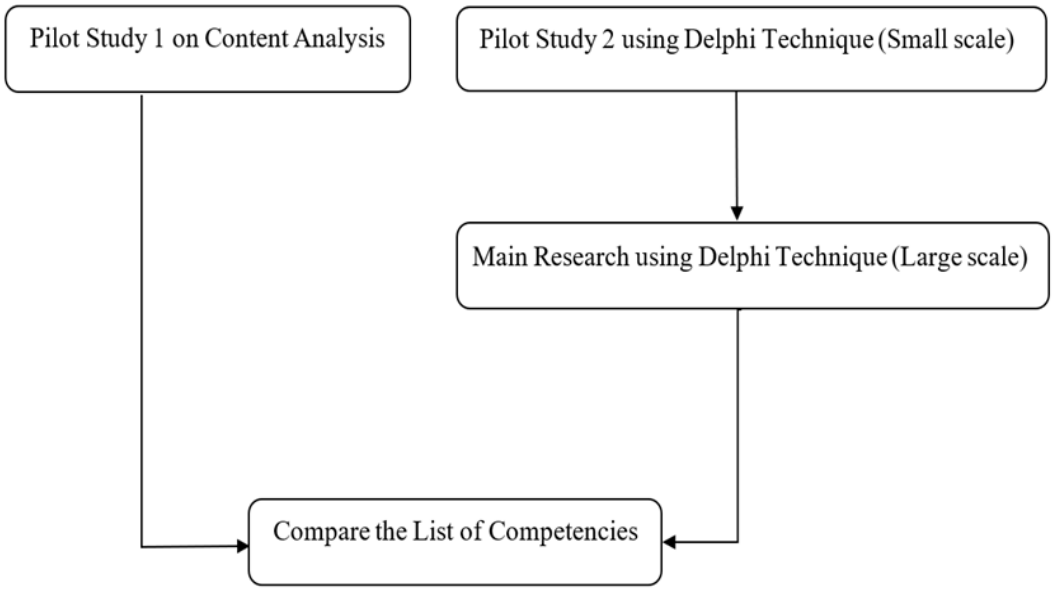

Figure 1. Research plan

Pilot Studies

This research began with two pilot studies. The first pilot involved content analysis of interview papers collected from an OD graduate class while the second pilot involved testing the Delphi round questions and the process with a panel of five OD professionals. The aim of conducting a pilot Delphi study was to check for viability of the main Delphi study to be used in the research. The suggestions received in the pilot Delphi rounds were used to adjust the main process and questions. The pilot Delphi study was smaller sized to assist in planning and modification of the main study. Both first and second pilots were performed as external studies and were independent of the main study. The results and conclusions made in the second pilot study were not used in the main research in any way while the results obtained in the first pilot study will be compared to the results established after the main research.

Pilot Study 1

The first pilot study of this research was a content analysis. Based on Hsieh & Shannon's (2005) definition as described earlier, I have interpreted textual information present in the interview papers of OD Professionals conducted from years 2014 to 2019 and presented a content analysis using a codebook. Based on the results of content analysis and trustworthiness summarization, a Delphi study was conducted with OD professionals across the USA to generate a list of key competencies essential for an OD professional to succeed at work. The pilot study on content analysis was qualitative in nature and was conducted by extracting the "phrases" and "sentences" that enclosed major implications in the context from the interview. Based on the "phrases" and "sentences", a codebook was designed to standardize the content interpretation process and eliminate or mitigate bias from the researchers. Each phrase and/or sentence was matched to the content of the coded book and referred to the corresponding category. The study

then used statistical parameters to derive the frequency of appearance of each category and represent the number of appearances in the form of percentages. Finally, bar graphs were used to represent the results in a visual and easy to understand form.

Data Collection of Pilot Study 1

Studies that involve content analysis, require a lot of effort to collect the most suitable data. For my study, data was collected from interview papers assembled from students of the graduate OD class at a major southwestern university in the United States. The 55 interview papers of OD consultants based in the state of Texas were gathered during different semesters from Spring 2017 to Spring 2019 and analyzed in different sets. Table 1 below shows a breakup of the number of interview papers contained in each set.

Table 1

Number of interview papers analyzed using content analysis

Sl. No.	Semester	Number of interview papers
1.	Spring 2017	10
2.	Fall 2017	14
3.	Spring 2018	10
4.	Fall 2018	11
5.	Spring 2019	10

Qualitative Content Analysis

The qualitative content analysis was applied to all interview data. Based on the content of the interview data, nine interview topics were determined and analyzed separately to get more detailed results. These nine topics were the ones each of the interview papers were based on. Basically, students of the OD course used these nine questions among others to conduct the interviews with OD professionals. While analyzing each interview paper, I tried to focus on a set

of nine predefined themes/topics to organize and elicit meaning from the interview papers that included:

1. What major organizational change efforts has the OD consultant been involved in recently?
2. How has Organization Development been used (if at all) in the change effort(s)?
3. Select one of the efforts that were interesting or challenging for you. How was the change effort handled?
4. What did the consultant learn from the change effort that you wished you had known before?
5. What is the consultant's favorite tool or method for organizational change?
6. What advice would the consultant have for someone in HR or HRD regarding OD change efforts?
7. How does the consultant plan your career strategically?
8. What lessons did the consultant learn from your OD career?
9. What are your major working experiences as an OD professional?

The interview papers were scanned for answers on these nine topics. All relevant content in these interview papers within the corresponding topics were grouped together by selecting phrases and sentences that match the codebook categories. After all the papers were scanned, each phrase and sentence within each topic was assigned one category by matching the indicators under the corresponding category.

After the phrases and sentences were assigned categories for each topic, the number of phrases and sentences were counted under each category by topic. These were expressed in the

percentage form. Eventually, the results were represented using bar graphs that allowed me to compare competencies generated in each set in a visual form.

Codebook

A codebook is a collection of codes, definitions, and examples that can be used as a guide to help researchers analyze bulk interview data (DeCuir-Gunby, Marshall, & McCulloch, 2011). All content analysis systems should be replicable and sustainable so that the analysis can be performed by researchers with minimized bias. In this research, a codebook with detailed indicators for each category, inclusion and exclusion criteria was created.

The first pilot study on content analysis of interviews was conducted earlier with OD professionals mostly from the state of Texas in two phases. These interviews had been conducted by previous students of a graduate organization development as a part of their class assignment. Interview data was typically collected via phone interviews. About 42 interviews were analyzed by a graduate student using papers written between 2014 and 2016. As follow-up to that initial study, this pilot study involved analyzing 55 additional interview papers starting with papers written in Spring Semester 2017 until Spring 2019. These interview papers were analyzed to look for common themes on human behavior and abilities.

Defining Code and Category. The structure in text being analyzed emerges from use of codes and categories. A code is a tag or label— a word or two that most accurately describes the condensed meaning of a collection of similar types of phrases or sentences in a content analysis (Erlingsson & Brysiewicz, 2017). According to Miles and Huberman (1994), codes are "tags or labels for assigning units of meaning to the descriptive or inferential information compiled during a study" (p. 56). Developing code in content analysis is an initial step in assessing and reviewing collected interview data (DeCuir-Gunby, Marshall, & McCulloch, 2011). There are

multiple ways to develop a code: Theory-driven where a researcher develops a code from an already existent theory or concept; Data-driven where a researcher derives codes from a set of raw data; and Structural where codes are formulated depending on the goals and objectives of a research study (DeCuir-Gunby, Marshall, & McCulloch, 2011; Ryan & Bernard 2003). In this research, a data driven approach was used develop code. For each code, there are a set of indicators. Codes similar in content or context can be grouped under a category (Erlingsson & Brysiewicz, 2017). This grouping is useful in reducing redundancies when there are several codes of similar nature.

A codebook contains a collection of codes and their interpretations that can be utilized as a template to aid in analyzing collected interview data and information (DeCuir-Gunby, Marshall, & McCulloch, 2011). Codebooks are required to assess qualitative data in content analysis as they provide a structured operationalization of codes (Fereday & Muir-Cochrane 2006; Crabtree & Miller 1999; Fonteyn, Vettese, Lancaster, & Bauer-Wu, 2008). The next section of the paper describes how a codebook was developed for this study.

Developing Categories and a Coding Scheme. DeCuir-Gunby, Marshall and McCulloch (2011), highlights that a researcher may derive a coding scheme from three different sources: collected data, concepts and theories and studies published earlier. For my research, transcribed interview texts became our starting point. The coding schemes were extracted using inductive reasoning. Inductive reasoning in this research was used to design themes and categories from the data collected in the form of interview papers through careful examination and continuous comparison (Zhang & Wildemuth, 2005). The intent of using an inductive methodology in this research is to "allow research findings to emerge from the frequent, dominant, or significant themes inherent in raw data, without the restraints imposed by structured

methodologies (Thomas, 2006, p. 238). The aim was to convert huge quantities of transcribed texts systematically and meaningfully into an organized and concise format.

The Coding Process. The process of designing codes for this study was adopted from DeCuir-Gunby, Marshall, and McCulloch's research (2011). Data-driven codes, involve five steps to inductively create codes for a codebook:

1. "reduce raw information;
2. identify subsample themes;
3. compare themes across subsamples;
4. create codes; and
5. determine reliability of codes" (DeCuir-Gunby, Marshall, & McCulloch's research, 2011, p. 141)

Each of these five steps of data driven coding is discussed at length below:

1. Reduce raw information: In the maiden step of creating data-driven codes, my aim was to shorten or bring down the raw or unprocessed documentation into narrower or smaller components so that they can be used for content analysis. After reading the transcribed interview papers to get an idea of the content, I noted down my first understanding of the text and tried to find what meaning the text wanted to leave behind. In this phase, I gained a sense of the text and decided that coding for this research can be done by understanding the "level of meaning"– a word, phrase, sentence or paragraph, whichever could standalone and convey meaning on its own.
2. Identify subsample themes: In the second step, I tried to identify themes from various interviews. My aim was to look for common themes across different transcribed interview papers. The main idea was to capture all important information that

interviewees have tried to emphasize across the interview. As stated earlier, nine themes were identified based on the content of the interview paper and reading each paper helped locate responses to each of those nine themes.

3. Compare themes across subsamples: In the third step, I looked for themes across all the sets of interview papers from Spring 2017 to Spring 2019. The main idea was to identify and compare responses to each of the nine themes identified earlier. It was followed by highlighting ‘meaningful phrases’ in each interview paper. This also helped to spot missing interview responses to each theme. In this phase I got a fair idea of the codes and categories that can be developed from them.
4. Create codes: The fourth step is to create data-driven codes. This can be done in several ways like reading the entire text word-by-word, sentence-by-sentence, paragraph-by-paragraph or “level of meaning”. At several instances I found that reading the interview papers word-by-word or line-by-line did not yield meaningful results. Even on a paragraph level, there were many themes within a single paragraph that made capturing all of them a difficult process. So, the process adopted from The Coding Manual for Qualitative Research by Saldaña (2009) was used to extract information from the text by ‘‘lumping’’ and ‘‘splitting’’ of text. Lumping and splitting could be anticipated at any point while reading the text and could include a combination of words, sentences and paragraphs — wherever it made sense. Lumping of text includes a major section that has rich content extracted from the transcribed interview paper while splitting denotes the way sentences are broken into parts to make meaning. After determining the ‘level of meaning’ in each interview paper I extracted the indicator and matched it with its corresponding category to create the codebook.

5. Determine reliability of codes: The last step in designing the codebook is to ensure the reliability of the codes so that they can be used during the content analysis process. Since I did not have a team of experts to check for inter-rater reliability of the codes in the codebook, I measured the codes' reliability using intra-coder reliability. Adopting from Mackey and Gass (2005) and Lacy, Watson, Riffe and Lovejoy (2015), intra-coder reliability allowed me as a researcher to re-code the data in all interview papers on two occasions. I allowed a gap of three months duration before re-coding the contents of the interview papers and confirming and evaluating the reliability of the coding protocol.

Calculating Intra-coder Reliability. Intra-coder reliability can be calculated using a statistical tool called Intraclass Correlation coefficient (ICC). ICC is an indicator for the reliability or dependability of ratings for a single rater in a research study (Koo & Li, 2016). In this research, I used the ICC to calculate the intra-coder reliability of the codes generated from the interview papers across each set. ICC is calculated by mean squares obtained through analysis of variance (Gwet, 2014; Koo & Li, 2016).

To calculate the ICC, the number of statements generated in the first attempt of all the five interview sets was calculated. Then after a period of three months, the same set of interview papers were re-coded, and the number of statements were counted. Table 2 below lists the number of statements generated from each interview paper set in both the attempts. An ANOVA table was also created in MS Excel from the data in Table 3. These values were then used to calculate the ICC value and determine reliability.

Table 2

Number of codes generated for five interview sets from two different attempts

Interview Set	**Spring 2017**	**Fall 2017**	**Spring 2018**	**Fall 2018**	**Spring 2019**
Score at Attempt 1	130	180	160	105	108
Score at Attempt 2	141	162	169	112	103

Table 3

ANOVA Table created in MS Excel from Table 2 interview set data

ANOVA

Source of Variation	*SS*	*df*	*MS*	*F*	*P-value*	*F critical*
Between Groups	7438	4	1859.5	30.99166667	0.00100717	5.192168
Within Groups	300	5	60			
Total	7738	9				

Data from the above table was used to calculate ICC using the formula.

$$ICC = \frac{(MS_T - MS_E)}{MS_T + (n-1)MS_E}$$

$$\Rightarrow ICC = \frac{(1859.5 - 60)}{1859.5 + (2-1)60}$$

$$\Rightarrow ICC = 0.9374$$

Here, MS_T is the Mean Square between Groups or Mean Square for the model, and MS_E is the Mean Square within groups.

Consequently, calculations point out that there is a 93.74% correlation among the two attempts of coding the data on interview papers which is an indication of excellent intra-rater reliability (Koo & Li, 2016). According to Koo and Li (2016), values of ICC greater than 0.90 is

an indication of excellent reliability. Thus, based on this statistical inference, I concluded that the level of reliability for this content analysis study is “excellent”. ICC is a highly regarded and widely used reliability index and, in this research, this ICC value establishes that the coding used for content analysis in this research is reliable and can be replicated. Data-driven coding of this content analysis can be reproduced when a similar research is conducted in a similar condition.

Designing the Codebook. For the purpose of this study, I developed codes and categories using raw data (data-driven) collected from the transcribed interview papers. Research article by MacQueen, McLellan, Kay, and Milstein (1998) was used as a reference guide in developing my codebook. This source has often been cited in literature related to designing and using a codebook to guide content analysis. The structure of a codebook has evolved over time, but qualitative researchers still rely on this method by MacQueen, McLellan, Kay, and Milstein to design and use a codebook. Structuring a codebook includes five components that were adopted in this research: (a) code, (b) a definition, (c) inclusion criteria or recommendations when a researcher should use that code, (d) exclusion criteria or recommendations when one should not use that code, and (e) appropriate illustrations of the code (MacQueen, McLellan, Kay & Milstein, 1998). The phrases or codes identified in the interview papers were defined in general terms to extract meaning from them. Inclusion and exclusion criteria guided the codebook design to define what could be included and what should be excluded in preparing this codebook.

Designing a codebook was an iterative process that demanded revising definitions at times and making them more specific to get a clear insight of the transcribed interviews. A code book designed for the purpose of content analysis should be specific, clear and concise so that

coders find it easy to distinguish between codes. Thus, a codebook contains the categories and its corresponding indicators that would be needed to perform content analysis.

Procedure of Content Analysis

I have used a four-stage approach adopted from Mariette Bengtsson's research article "How to plan and perform a qualitative study using content analysis" (2016) to conduct the content analysis. The reason behind choosing this 4-stage approach for content analysis is that this approach is transparent when it comes to analyzing raw data by ensuring quality of the analysis. This approach also breaks down the entire process into four stages that helps "to maintain the quality of the process by assuring validity and reliability throughout the entire study" (Bengtsson, 2016, p.11). The four stages in this technique are: decontextualization, recontextualization, categorization and compilation. Each of these four stages is described below:

- Stage 1: Decontextualization: The first stage was to get familiar with the data present in the interview papers. This helped me to break down the data into smaller meaningful units and identify sections that require attention. This was done by entering all the interview papers in excel sheets and then breaking them into smaller meaningful units. A meaningful unit can be a phrase or a sentence or even a paragraph that answers our questions. I had prepared a set of nine topics as mentioned above that I would concentrate on to find meaning and information in the interview papers. Texts having the slightest of meaning and relevance for the study were highlighted. The aim was to extract all meaningful data from the set of transcribed interview papers.
- Stage 2: Recontextualization: After identifying meaningful units in the interview papers, it is important to ensure that all elements that are essential for our study and transcribed

in the interview papers have been covered. Any data that was not highlighted/marked using a pen was re-checked to see if they could be included in the study. This process is known as recontextualization. Once checked, all the pieces of unimportant information that were not relevant for the study were disregarded.

- Stage 3: Categorization: In the third stage, condensation of text from the meaningful units identified in the interview papers collected from stage 1 and 2 was performed. In content analysis, condensation is a process of reducing the number of words in a text without compromising or losing the meaning and importance of the content. After condensing the text, themes were identified in the form of important phrases and highlighted in red. These themes were then categorized using the help of the codebook designed earlier. Themes/phrases like "adapting to changes in leadership", "be willing to adjust your plan and adapt accordingly", etc. fall under the category "adaptability". Nine such categories were developed and identified. The number of text occurrences for each category was identified and noted.
- Stage 4: Compilation: The fourth stage was about compiling the texts/phrases under each category to analyze and present a brief discussion and a summary of themes and categories.

Finally, a researcher should ascertain that the results drawn from content analysis are logical and reasonable and corresponds to literature (Burnard, 1991; Morse & Richards, 2002). To assure dependability of the study, a researcher can conduct a "respondent validation" where a researcher reverts to the original sources or interviewees and looks for their level of agreement to the results achieved (Bengtsson, 2016, p.13). Another way a validity of the study can be

increased is by inviting a co-worker or an auditor to review the original interview papers and the findings of the study and decide if the results are meaningful and reasonable (Burnard, 1991).

In this way, using the 4-stage approach, content analysis was conducted, findings were generated, and Pilot Study 1 was concluded.

Results of Pilot Study 1 using content analysis

After analyzing transcribed interview papers from Spring 2017 to Spring 2019, each set generated a list of competencies. From the overall results based on the average of all nine pre-decided topics, OD consultants should be prepared on all aspects to be an all-rounder. Competencies like problem solving, effective communication, culture development and adaptability will be required the most since the OD professional will face complex organization changes and more often be associated with culture changes.

Analysis of Interview Papers from Spring 2017. Interview papers of the Spring 2017 set were generated by 28 graduate students. After analyzing the 14 interview papers, 141 codes were obtained that were further clustered to build a set of 14 competencies. They are effective communication, taking initiative, building relationships, taking ownership, culture development, problem solving, diagnosis skills, conflict resolution, leadership, teamwork, coaching, data-based decision making, strategic thinking, and adaptability. These competencies are graphically represented below (Figure 2) using a clustered bar graph based on their number of occurrences.

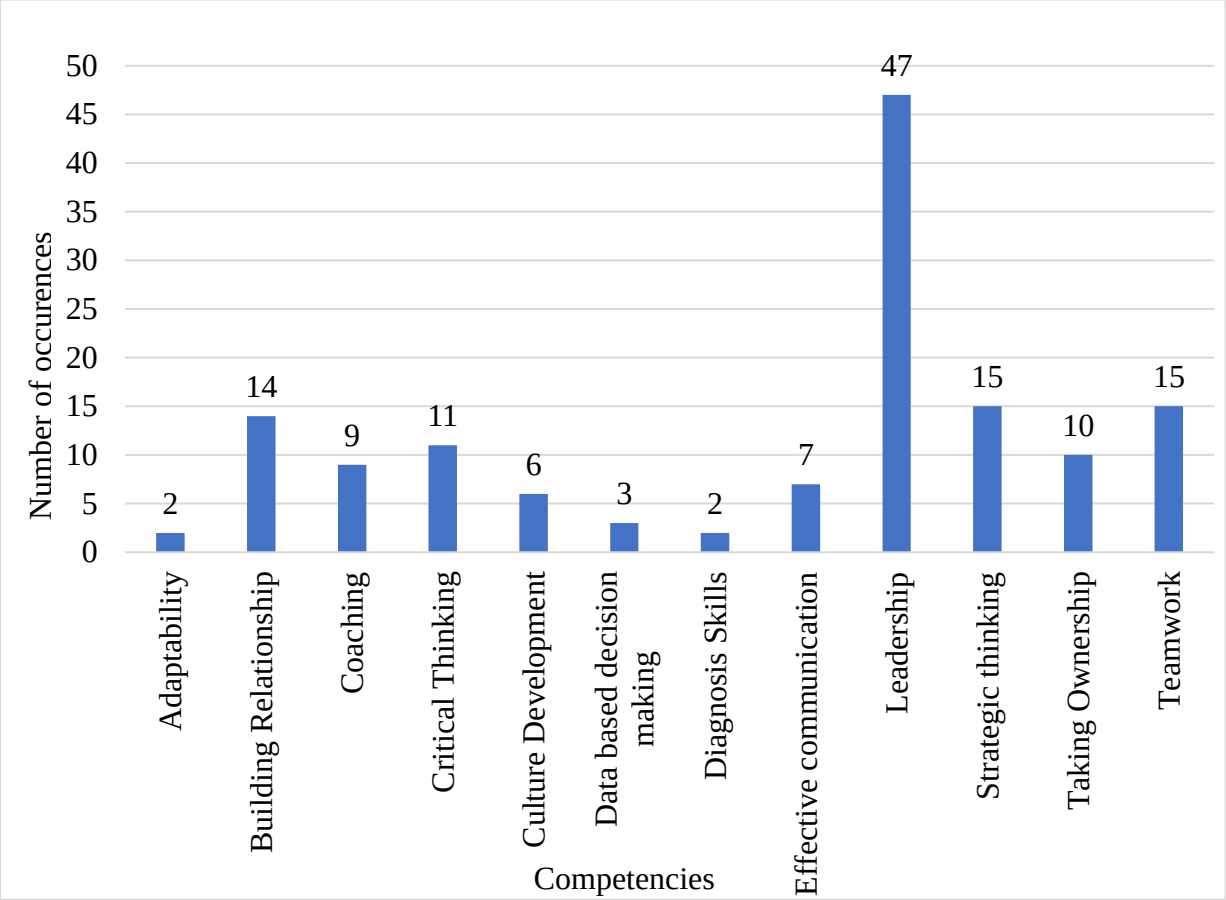

Figure 2. Competencies generated using content analysis from Spring 2017 set

Analysis of Interview Papers from Fall 2017. There were 14 interview papers in this set, and it generated 162 codes that were grouped into 14 competencies. They are effective communication, taking initiative, building relationships, taking ownership, culture development, problem solving, diagnosis skills, conflict resolution, leadership, teamwork, coaching, data-based decision making, strategic thinking, and adaptability. These competencies are denoted below graphically (Figure 3) based on their number of occurrences.

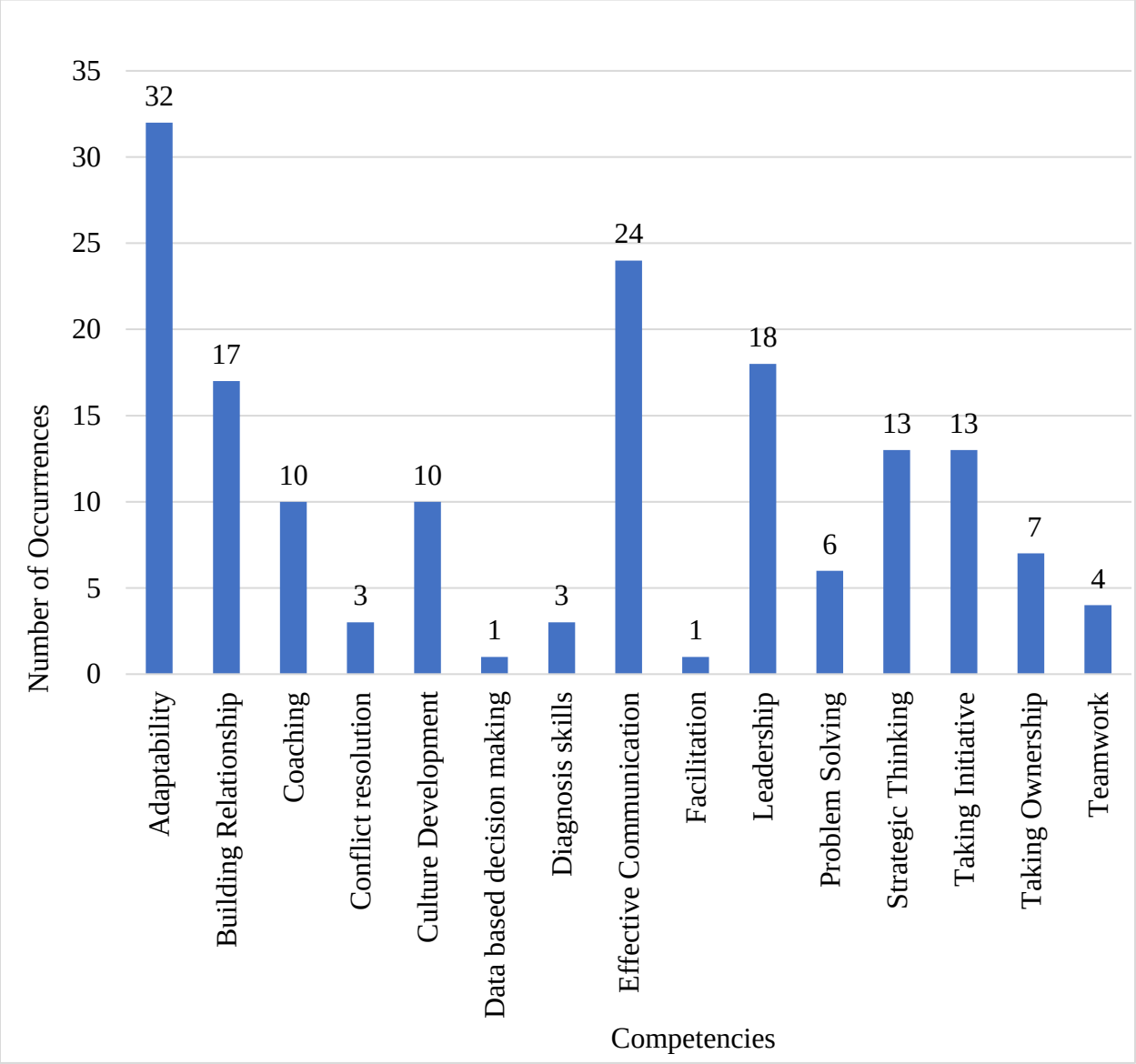

Figure 3. Competencies generated using content analysis from Fall 2017 set

Analysis of Interview Papers from Spring 2018. This set of Spring 2018 contained 10 interview papers generated by 20 graduate students. Content analysis of this set yielded 169 codes that were grouped into 15 competencies. They are adaptability, data-based decision making, teamwork, effective communication, coaching, facilitation, strategic thinking, taking initiative, building relationships, leadership, taking ownership, culture development, problem

solving, diagnosis skills, and systems thinking. These competencies are graphically represented below (Figure 4) based on their number of occurrences.

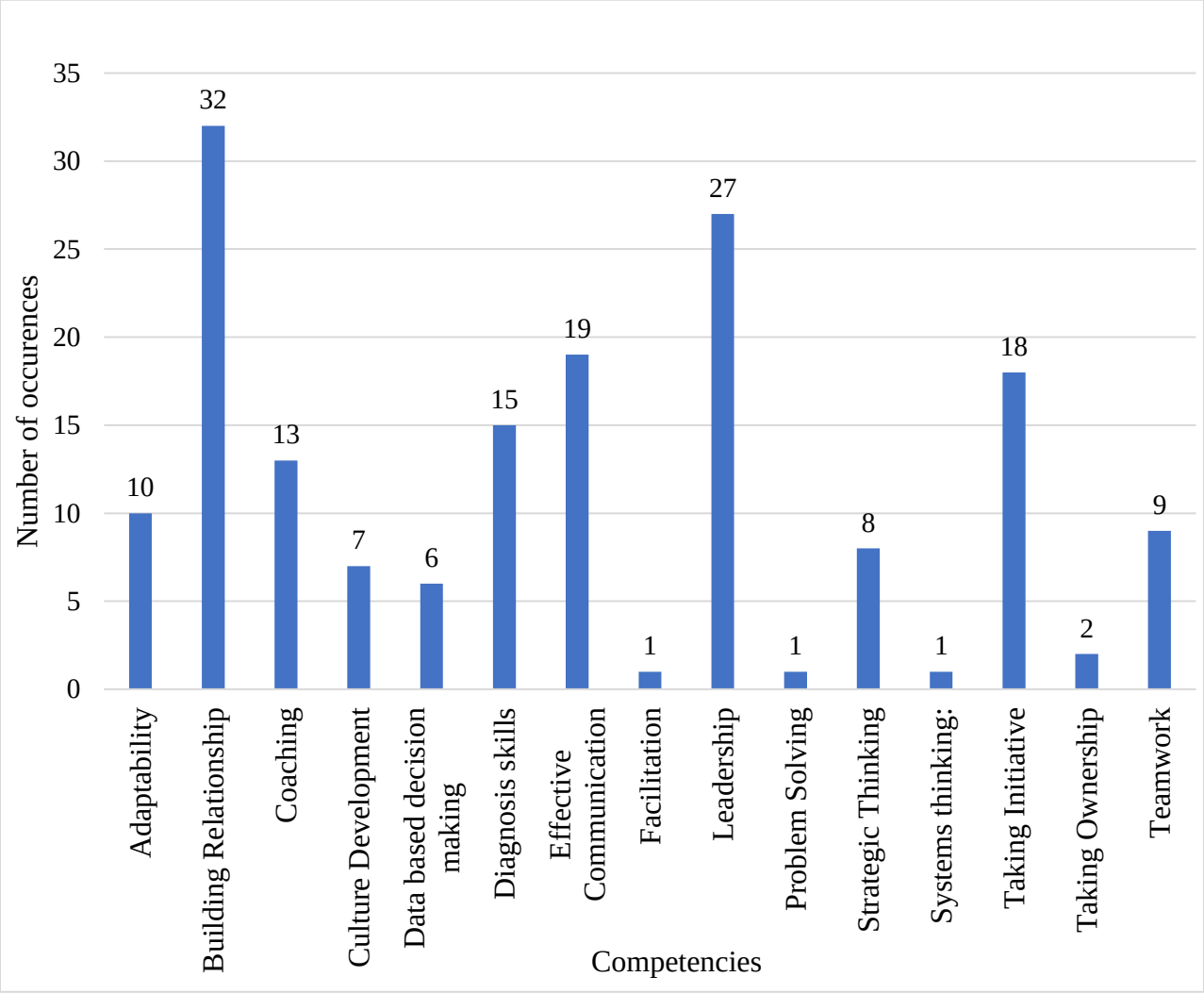

Figure 4. Competencies generated from Spring 2018 set

Analysis of Interview Papers from Fall 2018. There were 11 interview papers in this set, and it generated 112 codes which were clustered into 12 competencies: building relationships, effective communication, taking initiative, culture development, diagnosis skills, critical thinking, coaching, teamwork, technical skills, leadership, data-based decision making,

and adaptability. These competencies are denoted below using a clustered bar graph (Figure 5) based on their number of occurrences.

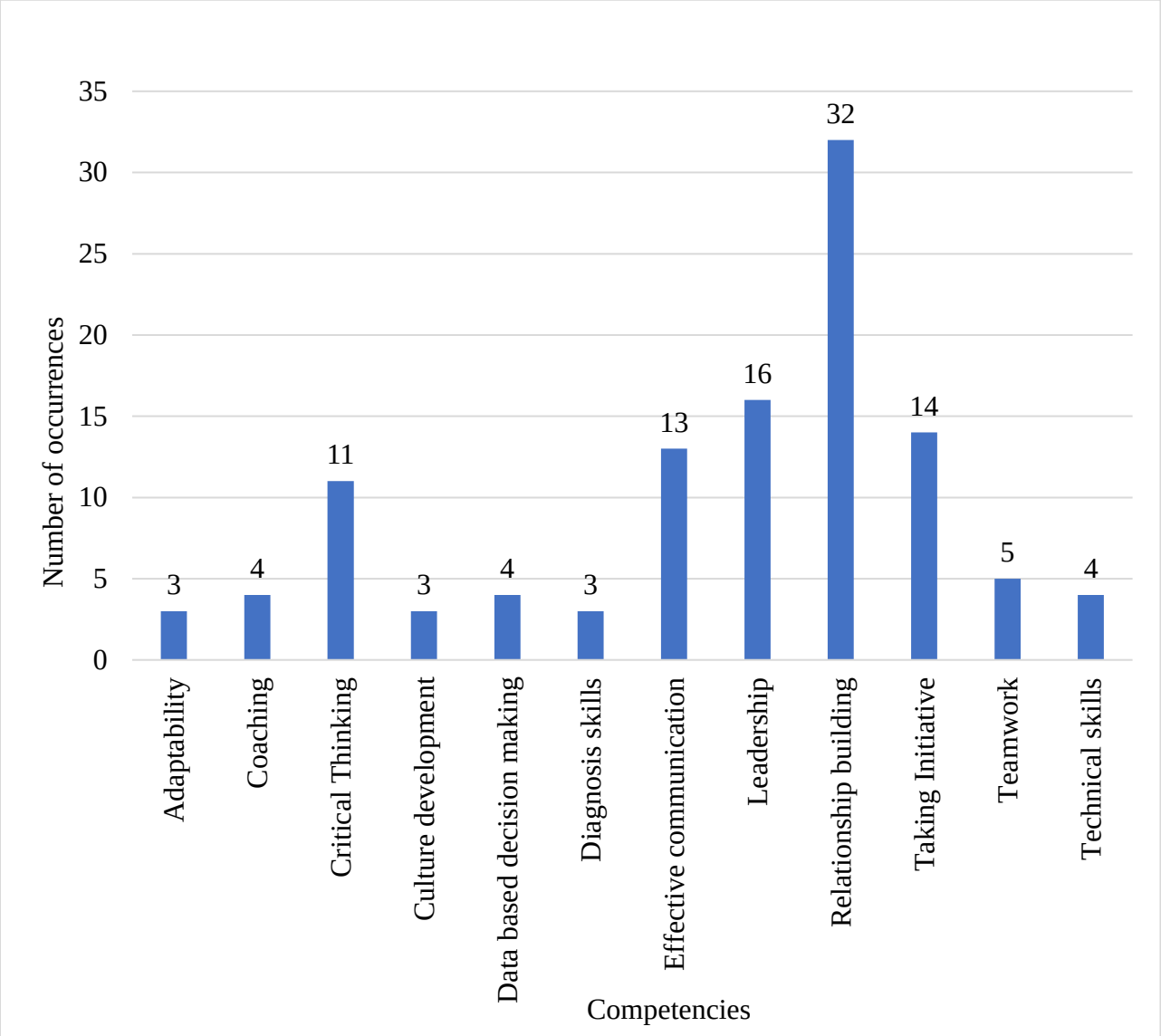

Figure 5. Competencies using content analysis generated from Fall 2018 set

Analysis of Interview Papers from Spring 2019. 10 interview papers were found in this Spring 2019 set. After analysis, 103 codes were generated that were clustered into 11 competency groups. They are adaptability, effective communication, strategic thinking, technical skills, leadership, culture development, taking initiative, data-based decision making,

relationship building, problem solving, taking ownership and systems thinking. The bar chart below (Figure 6) represents each of these competencies against their frequencies.

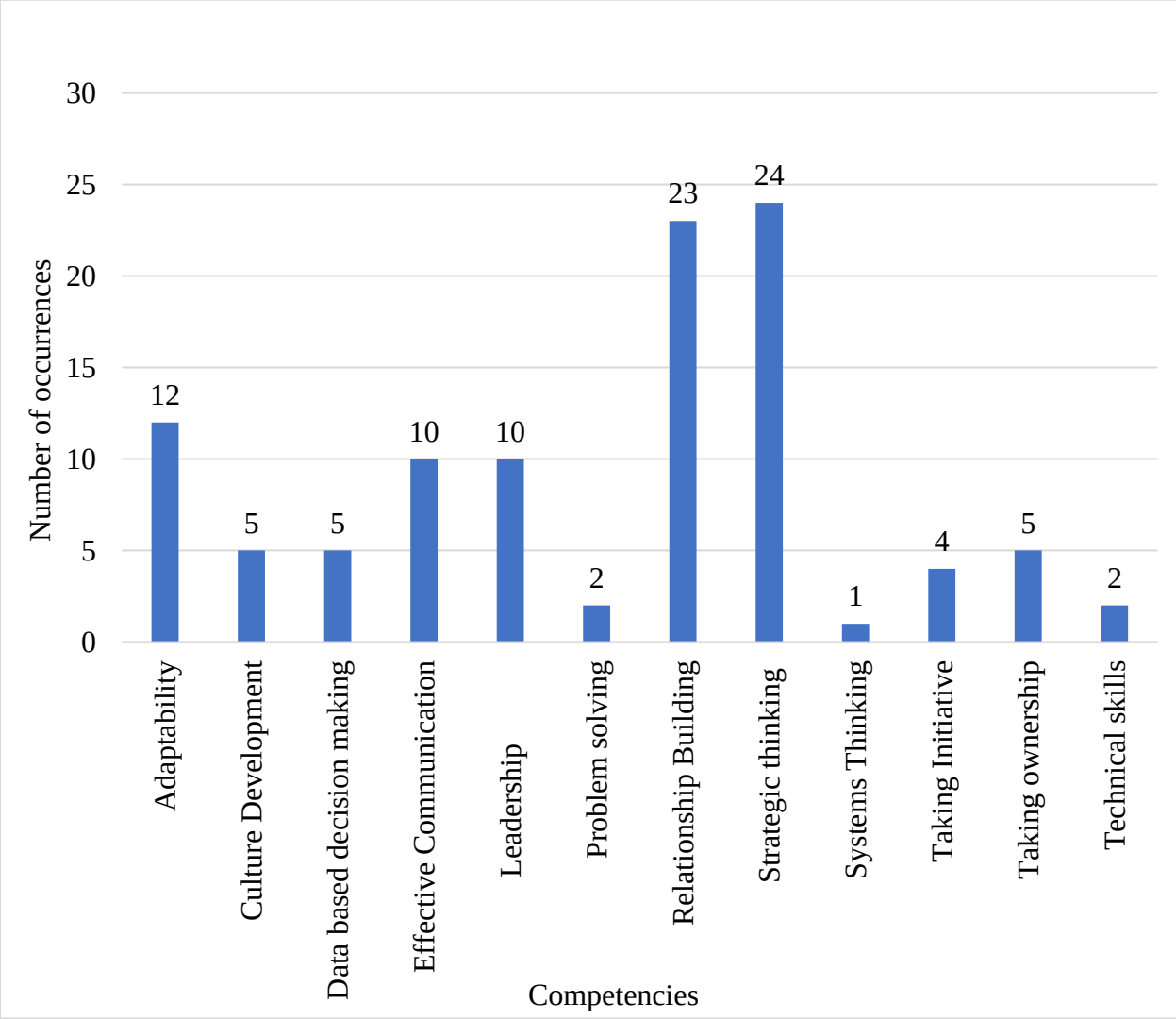

Figure 6: Competencies generated using content analysis from Spring 2019 set

Overall Results of Content Analysis. Content analysis of all five sets of interview papers generated 18 competencies. They are effective communication, taking initiative, building relationships, taking ownership, culture development, problem solving, diagnosis skills, conflict resolution, leadership, teamwork, facilitation, coaching, data-based decision making, strategic thinking, adaptability, technical skills, critical thinking, and systems thinking. The number of

occurrences of each of these competencies in each set of interview papers was calculated in terms of percentage and expressed in graphical terms.

Table 4 below presents the number of competencies and its pattern generated from the content analysis of the five sets of interview papers. It also records the number of appearances of each competency in an interview set and finally specifies the total frequency of each competency in the table. The total was then expressed in terms of percentage that shows the proportion of each competency in relation to the whole set in the last column.

Table 4

Competencies generated from each set in Pilot Study 1

Sl. No.	Competencies	Spring 2017	Fall 2017	Spring 2018	Fall 2018	Spring 2019	Total	Percent
1.	Adaptability	2	32	10	3	12	59	8.59
2.	Building Relationship	14	17	32	32	23	118	17.18
3.	Coaching	9	10	13	4	0	36	5.24
4.	Conflict resolution	0	3	0	0	0	3	0.44
5.	Critical thinking	11	0	0	11	0	22	3.20
6.	Culture Development	6	10	7	3	5	31	4.51
7.	Data based decision making	3	1	6	4	5	19	2.77
8.	Diagnosis skills	2	3	15	3	0	23	3.35
9.	Effective Communication	7	25	19	13	10	74	10.77
10.	Facilitation	0	0	1	0	0	1	0.15
11.	Leadership	47	18	27	16	10	118	17.18
12.	Problem Solving	0	6	1	0	2	9	1.31

Table 4

Continued

Sl. No.	Competencies	Spring 2017	Fall 2017	Spring 2018	Fall 2018	Spring 2019	Total	Percent
13.	Strategic Thinking	15	13	8	0	25	61	8.88
14.	Taking Initiative	0	13	18	14	4	49	7.13
15.	Taking Ownership	10	7	2	0	5	24	3.49
16.	Teamwork	15	4	9	5	0	33	4.80
17.	Technical skills	0	0	0	4	2	6	0.87
18.	Systems Thinking	0	0	1	0	0	1	0.15
	Sum	141	162	169	112	103	687	

The data tabled above was then plotted using a circular pie chart in Microsoft Excel. This pie chart in Figure 7 below is a visual design that conveys the percentage or proportion of all the 18 competencies generated. Each color in this pie chart represents a different competency relative to the size of the category. The percentage of the competencies allows a reader to get an insight of the results of the content analysis study without having to read the description given above. Ideally it presents a snapshot of how this collection of 18 competencies is broken down into components.

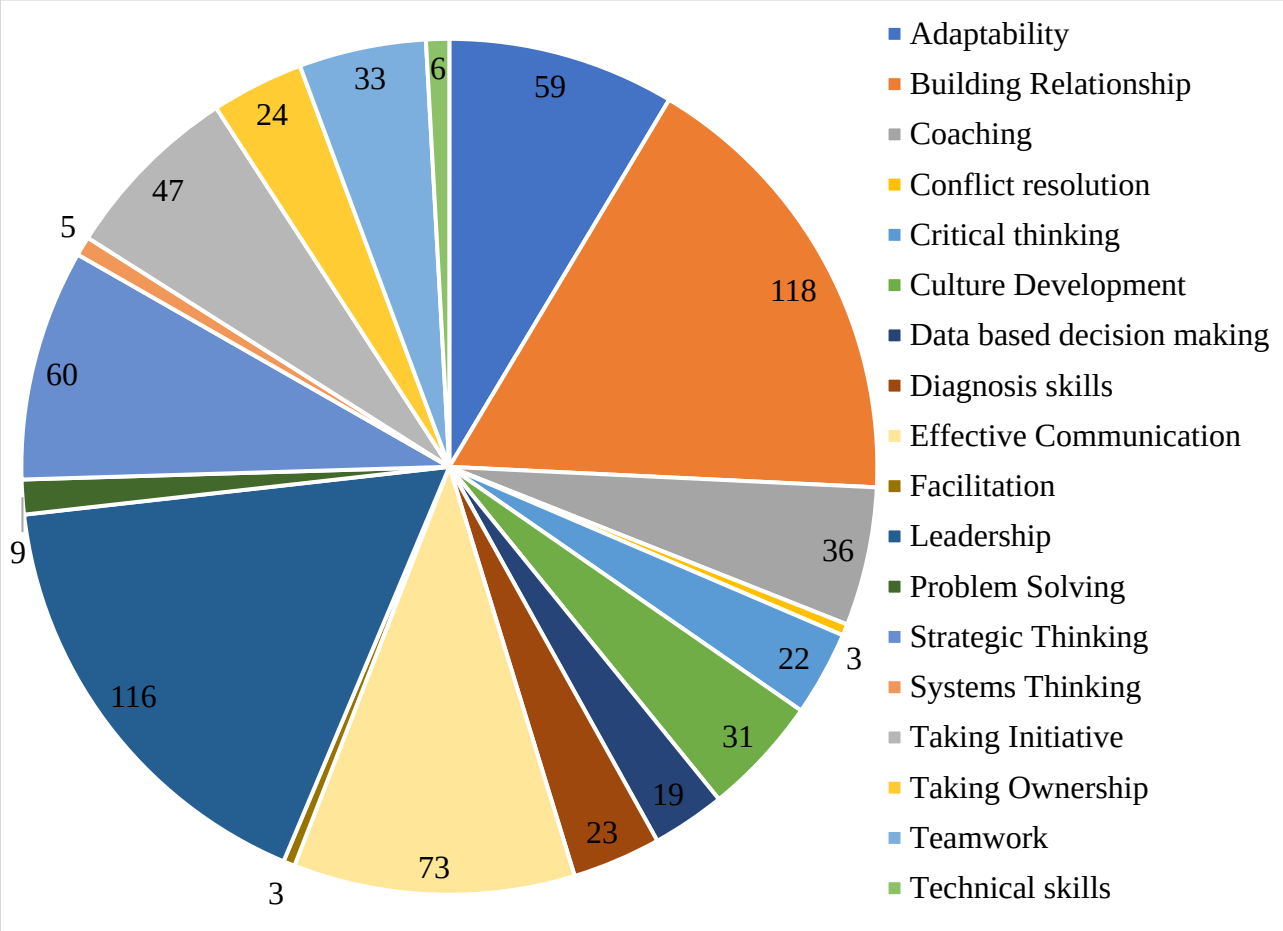

Figure 7. Competencies generated from content analysis

Pilot Study 2

In the second pilot study, a panel of OD professionals participated in a pretest of the Delphi study to check for its feasibility. The intent of this study was specifically to check the research instrument and process. Using Pilot Study 2, I was able to find out if any loopholes existed in the Delphi study design, questionnaire design, and data collection and analysis processes and address any gaps that emerged. Some points that I intended to find out from the Delphi pilot study included:

- Assessing time: Length of time OD professionals would need to respond to the questions in each round.
- Determining the recruitment, retention rates and refusal rates: The number of professionals who were invited to participate in the research versus participants who participated. I also got an estimate of the number of OD professionals who might not respond or refuse to participate in the study.
- Would I have time to perform tasks like collecting responses, analyzing the data collected, send out emails for the next round of Delphi study all at the same time?
- Could I expect some common information across the responses collected?
- Would professionals skip answering a question or multiple questions or provide unanticipated answers?
- Would the responses collected, show too much variability?

Subjects of Pilot Study 2

I limited the number of participants in pilot study 2 to four only because it did not aim to answer our research questions. This small sample size helped understand the practicability of the study design. The participants recruited in the second pilot study were a convenience sample and were formally recruited via email. The OD professionals recruited were based in the state of Texas with at least five years of expertise in the field and had also served as guest speakers in the OD graduate course.

Procedure of Pilot Study 2

Pilot study 2 was conducted in the same way as the main Delphi study. It had three rounds of questions where data was collected anonymously. Each of these rounds contained open-ended questions that were shared with the eight participating OD professionals. After each round, a summary of the responses collected was provided to the professionals. For the second pilot study, a special section on "process observations" was made to elicit feedback from the professionals on each round and questions of the Delphi study to modify and make more sense of the research. All communication with the participants of this pilot study was done using emails.

Results of Pilot Study 2

The pilot Delphi study had three rounds and data was collected and analyzed in each of these rounds. Results generated from the pilot Delphi study were not considered a part of the main study. However, they were used to make changes to the set of questions to be used for the Delphi rounds based on the feedback collected from participants of the study.

Analysis of Pilot Delphi Round 1 Responses

The response rate of Pilot Delphi Round 1 was 50 percent. The questionnaire was sent to eight participants using email of which four responded. Participants were asked to list all competencies they considered critical for the success of an OD professional. At the end of the first round, I came up with an extensive list of 33 competencies. Each participant listed about six or seven competencies in this round. Similar and repeated competencies were clustered and not recounted. This reduced five competencies from this list of 33 competencies and a revised list generated 28 competencies in the first round. Table 5 below shows the list of competencies in alphabetical order and their number of occurrences or frequencies from the first iteration:

Table 5

List of competencies obtained in Pilot 2 Round 1

Sl. No.	Competencies	Number of Occurrences
1.	Ability to adapt Communication approach to different personalities/styles	1
2.	Achieving Results	1
3.	Adaptability and Flexibility	2
4.	Authenticity	1
5.	Business	1
6.	Collaboration – Building Business Partnerships	1
7.	Communication – Verbal and non–verbal	3
8.	Customer Service	1
9.	Dealing with People	1
10.	Empathy	2
11.	Follow Up	1
12.	Humility	2
13.	Creating Impact	1
14.	Intrinsically Motivated	1
15.	Overcoming Resistance to Change	1
16.	Passion for OD work and desire to serve and be supportive	1
17.	Persuasion and Gaining Commitment	1
18.	Planning and Organizing	1
19.	Problem Assessment- Decision Making- Problem Solving	1
20.	Relationship-building	1
21.	Resilience	1
22.	Resourceful	1

Table 5

Continued

Sl. No.	Competencies	Number of Occurrences
23.	Self-Awareness and Professionalism	1
24.	Self- management	1
25.	Strategic Decision Making	1
26.	Strategic Thinking	1
27.	Technical Skills	1
28.	Trust Building	1

Analysis of Pilot Delphi Round 2 Responses

In Pilot Delphi Round 2, participants were instructed to pick five competencies from the list of 28 generated in Round 1 and rank those competencies from 1 to 5 where a rank 1 designated the most important and a rank 5 was for a lesser important competency. Four participants of eight responded to the questionnaire indicating that the response rate is 50 percent. 14 competencies were assigned ranks. Some competencies were assigned ranks more than once because different participants ranked the same competency. Two competencies—collaboration– building business partnerships and strategic thinking were assigned three ranks each, two other competencies– humility and self-awareness and professionalism were assigned two ranks each and the remaining ten competencies were all allotted a rank each. This round generated a list of 14 competencies eliminating 14 others from the list. Table 6 below shows a list of the 14 competencies and are arranged on the basis of the number of times they were ranked.

Table 6

List of competencies produced from Pilot 2 Round 2

Sl. No.	Competencies	Ranks assigned	Number of ranks assigned
1.	Collaboration – Building Business Partnerships	1, 3,2	3
2.	Strategic Thinking	5,2,5	3
3.	Humility	2, 4	2
4.	Self-Awareness and Professionalism	4, 4	2
5.	Ability to adapt Communication approach to different personalities/styles	1	1
6.	Active Listening	4	1
7.	Authenticity	3	1
8.	Customer Service	3	1
9.	Empathy	5	1
10.	Overcoming Resistance to Change	1	1
11.	Persuasion and Gaining Commitment	2	1
12.	Problem Assessment- Decision Making- Problem Solving	3	1
13.	Relationship-building	1	1
14.	Technical Skills	5	1

Analysis of Pilot Delphi Round 3 Responses

In Round 3, four participants responded to the questionnaire and the response rate was 50 percent. In this round, participants were asked to pick three competencies from the list of 14 competencies based on their perception of importance. After analysis of responses collected in this round, six competencies reached a consensus and appeared in the top competencies list. Since the aim was to look for consensus, competencies that appeared in the list of two or more

participants were finally considered. The list of 14 competencies include: relationship-building, strategic thinking, empathy, and self-awareness and professionalism. The other two competencies with lower consensus- overcoming resistance to change and collaboration — building business partnerships were dropped because they appeared in the list of just one participant. Table 7 below shows the list of key competencies derived from Round 3 of the pilot Delphi study:

Table 7

List of competencies generated from Pilot 2 Round 3

Sl. No.	Competency	Frequency
1.	Relationship-building	3
2.	Strategic Thinking	3
3.	Empathy	2
4.	Self-Awareness and Professionalism	2
5.	Overcoming Resistance to Change	1
6.	Collaboration – Building Business Partnerships	1

Participants of pilot Delphi study were able to reach a consensus on four competencies by getting two or more mentions in the final round. Thus, from Pilot Study 2, I inferred that four competencies are important for an OD professional to succeed. They include relationship-building, strategic thinking, empathy, and self-awareness and professionalism.

Although results established in the second pilot study were not used as a part of the main study, they are still reported here to show the testing outcomes in the pilot phase. After interpretating the results established in Pilot Study 2, I inferred that the main study is feasible with a few changes in the research design including modification or simplification of the

questions in each Delphi round, planning the time frame of each round, and the method of data collection.

Large Scale Delphi Study

Using a Delphi technique, I aimed to generate a list of key competencies of OD professionals after panelists of the study reach a consensus and made a decision to identify the competencies. This Delphi study was completed in three iterations and was granted exempt status by the Institutional Review Board (IRB) at Texas A&M University. A copy of the IRB approval letter is attached in Appendix K of the thesis.

Designing the Delphi Study

The fundamental design of this Delphi study comprises of assembling groups of skilled OD experts to form a panel, developing questions for each iteration, administering the questionnaire to the panel, and finally collecting responses and feedback from the panel of experts after each round. After each round, panelists were given feedback — a summary that contained responses of all participants which highlighted the most to least mentioned competencies. This summary of responses allows opinions to be heard in an unopposed manner.

A Delphi study also focuses on anonymity, a form of expression that is free from group pressure, which allows the individual to put forward his/her opinion without getting judged. In addition to that, a Delphi study allowed me to conduct the research remotely without physically getting the OD professionals together in one place and thereby expand the sample without geographic limits.

The iterations were repeated until a consensus was achieved and the aim of reducing the range of responses in each round was clearly visible. With each iteration, a specific competency would receive increasing or decreasing agreement from the panelists eventually leading to a

smaller and an acceptable list of important competencies. Reaching a consensus in each round in this Delphi study did not mean a complete or a 100 % agreement among panelists as it might be challenging to get all panelists with differing priorities and multiple perspectives to achieve unanimity. According to Vernon (2009), consensus in a Delphi study can be said to have been achieved if more than 55% of participants have reached an agreement while consensus with nearly 70% agreement is standard. It was observed that early responses in the Delphi process exhibited several alternatives, but these were condensed and distilled in the subsequent iterations (Fischer, 1978). For this study, I had preset a consensus level. If two or more professionals agreed on a competency– picked it or ranked it because they viewed it as important, then I considered that consensus had been reached.

Timeframe of the Delphi Study

The Delphi study was completed in 107 days beginning with the nomination process to finally sharing a summary of findings of the research with participants. Presidents of regional chapters of OD Network were asked to nominate professionals for the study via email (template attached in Appendix C) in seven days. A reminder email (template attached in Appendix D) was sent to these presidents to make nominations of participants within seven more days. After the participants were nominated, a recruitment email was sent to invite participants in the study via email (template attached in Appendix G), a time frame of 14 days was given to get back their consent to participate in the study. In the next step, a pre-week notification was sent to all participants through email along with the timeline of the study (template attached in Appendix E). A week later, Round 1 questionnaire on a Qualtrics link was emailed to the panelists. Before closing it on the 12th day, two reminders were sent on the 7th and 10th day via email (reminder

email template is attached in Appendix F). The summary of the first round was sent 10 days after it was closed.

Two days later, the second questionnaire on a Qualtrics link was emailed to the panelists. Two similar reminder emails were sent on the 7th and 10th day of this second round before closing it on the 12th day. The summary of the second round was sent 10 days after closing it.

Following this, 2 days later, the third questionnaire was emailed to the panelists on a Qualtrics link. Two reminder emails were also sent on the 7th and 10th day of this third round before closing it on the twelfth day. The summary of the last round was sent 10 days after closing it.

The remainder email template and the set of open-ended questions for the Delphi study are attached in Appendix F and I respectively. The timeframe for the Delphi process as described above is diagrammatically shown below in Figure 8.

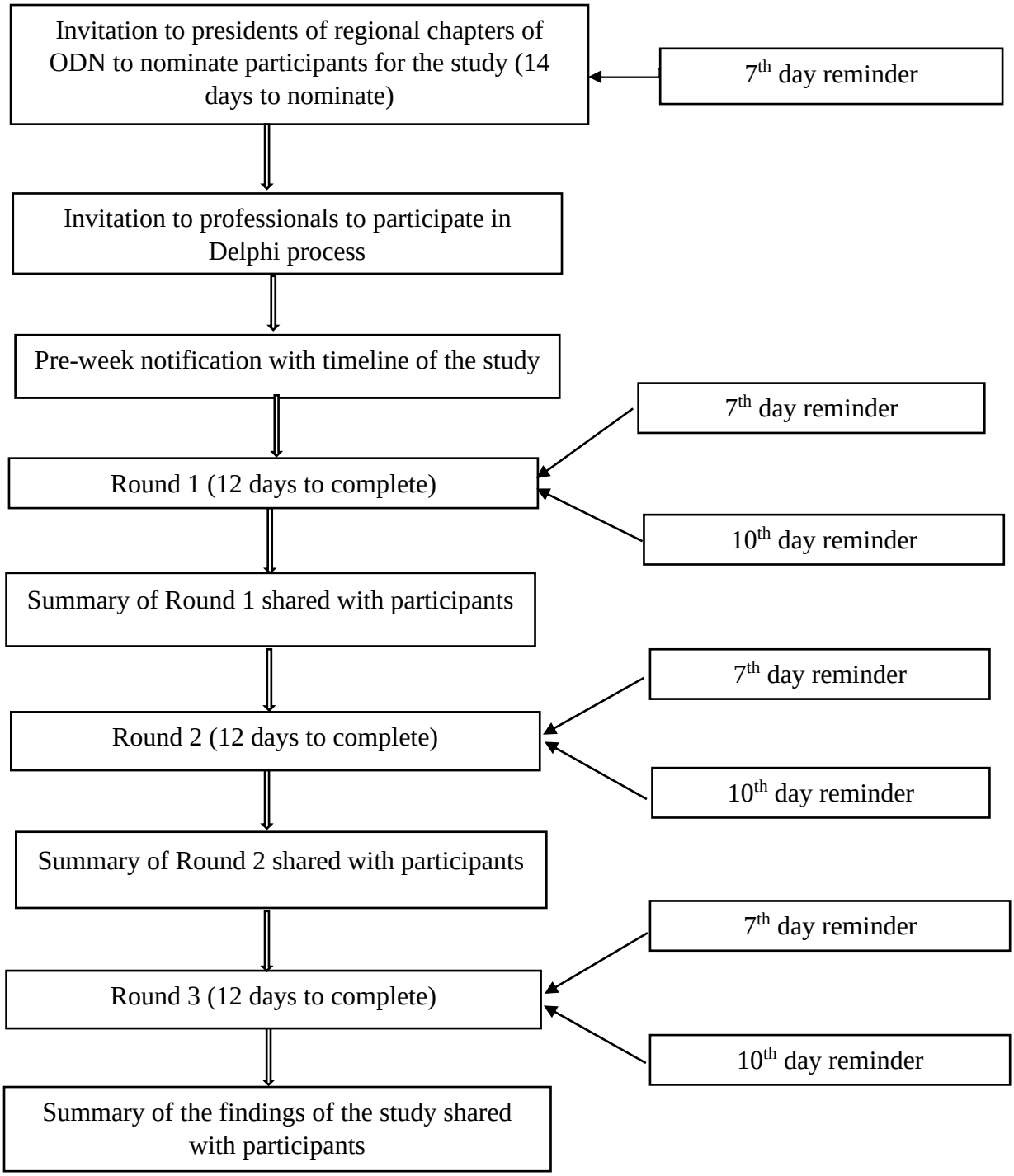

Figure 8. Timeframe of the Delphi process

Design Characteristics of Expert Panel

There are two design characteristics that are crucial to this Delphi process: anonymity and feedback (Avella, 2016). Without these parameters, the Delphi design would be flawed. Anonymity was given importance in this Delphi process to ensure contributions from all participants are valued and received equal weightage without any partiality towards a participant or response. Feedback was another important consideration in this design because the entire Delphi study was based on feedback. Subsequent rounds in the study and their questions were all based on feedback or summary of the previous round. Both the design characteristics are described below in detail:

Anonymity

Anonymity is an essential characteristic that is important for the execution of a Delphi project (Yousuf, 2007). To maintain anonymity of the process, all communications including recruiting of a participant, distribution of questionnaires, collecting responses and sharing a summary at the end of each iteration, were established individually. Each participant of the study communicated directly and individually with me using emails. It ensured that the responses received after each round were not biased and experts were able to provide their opinion without unfair influence from the other panelists (Skinner, Nelson, Chin & Land, 2015). In other words, it reduced the chances of a dominant participant influencing the process and limiting groupthink. Ensuring expert anonymity eliminated the dominance bias in the study. It also helped to avoid interference of any professional status of an expert that could potentially affect responses or opinions of other panelists in the study (Lilja, Laakso & Palomaki, 2011). Maintaining anonymity in a Delphi study also enabled elimination of any chance of a participant mimicking other.

Feedback

Providing controlled feedback in the Delphi process was the second design characteristic critical to the execution of the process. Panel discussions in this research started in the first iteration by presenting the panelists with a set of questions. After each iteration, responses were collected from each expert and consolidated into a summary. This summary formed the basis of the subsequent iterations and a similar approach was adopted until I reached a consensus. Panelists in all the three rounds were instructed to inspect and judge the findings from the previous round. This is how the Delphi process moved forward. Giving continuous feedback allowed participants to reassess their judgement in an iteration. OD participants were able to modify their responses from a previous iteration based on their ability to assess and review comments from other panelists.

Designing Questionnaire for the Delphi Process

Designing questions for each Delphi iteration is another important aspect of the entire process. Considering that the entire Delphi process is time consuming, the objective was to make sure that no questionnaire took more than 30 minutes of time investment from the OD practitioners. All questions in the study were open-ended to solicit maximum responses from the panelists. These open-ended questions would help to get access to the panelists' true feelings on OD competencies. At the end, these open-ended questions would obtain rich qualitative data for the study.

Also, attention was paid to the format of the questions composed in Qualtrics. The words chosen to compose each question were written in plain English and it was ensured that the length of each question was not too long.

The three rounds of questions were divided into three phases. They are: (a) Brainstorming, (b) Ranking, and (c) Narrowing down. These three phases were incorporated from Okoli and Pawlowski's research (2004) with necessary modifications. A 3-step process was chosen for designing Delphi questionnaire because using this method, the panelists were able to effectively reduce the list size to manageable ones and ultimately reach consensus on the critical competencies in three rounds. Each of the three steps in questionnaire design is discussed below:

Phase 1: Brainstorming

The set of questions designed for Round 1 was a steppingstone for the research and very simple. The aim of this phase was to solicit ideas and information from the panelists to build the entire study. The questionnaire comprised of two open-ended questions. Although the process was conducted completely online ensuring participant anonymity and confidentiality, this phase of questions helped to create a pool of competencies that could in the subsequent phases be reduced to generate the list of important competencies. This phase was associated with Round 1 of the Delphi study and was sent to all participants involved in the study. After collecting the responses from this round, an exhaustive list of competencies was generated. All identical competencies generated in this round were deleted and similar competencies were clustered.

Phase 2: Ranking

The second phase of the questionnaire was designed by focusing on the ranking method. This questionnaire listed all the clustered competencies obtained from the first questionnaire. It was grouped into categories for the participants to rank their top five from highest to lowest based on their perception of importance. Ranking the competencies in the list involved assigning values in numerical order. These ranks were interpreted using weights at the end to find out what

score each competency had received and finally assess consensus for each item on the list. This phase of ranking competencies highlighted ones that were more important.

Phase 3: Narrowing Down

The questionnaire designed for Round 3 centered on narrowing down of competencies from the list generated in the previous round. Panelists narrowed down the list of competencies to what they perceive as important for OD practitioners from their years of experience. This narrowing facilitated a consensus and aided reaching a conclusion generating the final set of important competencies. Narrowing down eliminated competencies that panelists perceived to be less important.

Subjects Selection

Choosing appropriate subjects was very important for this Delphi study because it would directly influence the quality of results. The participants of this study were OD consultants with significant experiential and professional knowledge of organization development and change management. The minimum number of years of professional experience for these participants was 15 years. OD professionals of this Delphi process were highly trained and competent within the field of OD and possessed specialized expertise and knowledge related to the target issue. These professionals were willing to participate and dedicate time to the repeated iterations of the Delphi process and were not chosen randomly but purposively by applying pre-defined criteria.

Expert Panel Size and Composition

The panel of experts for this Delphi study was composed of a total of 33 OD professionals who were formally recruited into the study via email. A total of 52 emails were sent to presidents of each regional chapter of the OD Network (list attached in Appendix H). Several chapters' president/chair had more than one email address. So, to maximize the number

of participants for this study, emails were sent to all the email addresses. After two weeks, on closing the nomination process, 37 professionals were nominated. All the 37 professionals were contacted and 33 of them agreed to participate in this study. At the end, there were 28 participants in Round 1, 26 participants in Round 2 and 27 in the third round. These numbers were ideal for the study as it was an appropriate representation of the entire OD population in the country. The panelists of this Delphi survey consisted of OD consultants from the East coast to West coast to central United States and were representatives of different regional chapters of the OD Network.

Recruitment of Subjects

To recruit participants for the study, presidents of OD Network were contacted via email (email template for presidents of regional chapters of OD Network is attached in Appendix C). A list of the names of regional OD Networks and their presidents have been listed in Appendix H. The Organization Development Network (OD Network) is an "international nonprofit organization that is committed to practicing organization development intentionally and rigorously as an applied behavioral science" (LinkedIn Organization Development Network). There are currently 36 different regional OD Networks across the country. While some states have more than one-chapter, chapters in lightly populated states combine with others to form their regional OD Network. The presidents of different chapters of the OD Network across the United States were asked to nominate OD professionals who they thought would be an appropriate recruit and contribute towards this research. They also had the option to nominate themselves to participate in the research, since their election to the office of regional president would imply members in their networks seem to respect their expertise. This data was collected via email, and the email template is attached in Appendix C of this document. After seven days,

a reminder email was sent to the presidents to make their nominations. A template of this reminder email is attached in Appendix D).

After the presidents of different chapters of the OD Network nominated participants for the study, each nominated participant was emailed to confirm their participation (email template for participants is attached in Appendix G). This email also contained information on the timeline and how the process would be conducted. A template of this email has been attached to Appendix E of this document.

This batch of nominated participants included professionals from different industries, age groups, years of practice, and demographics. Some of them were retired professionals while others were currently practicing the profession. It is likely that the members of the sample had An average of 20 to 30 years of professional experience in OD work.

Data Collection Procedure of the Main Study

In this research, a 3-round Delphi technique was used to gain insights from OD professionals nationwide. In Round 1 of the Delphi study, expert OD panelists responded to a set of open-ended questions. Their input was then collated, and a summary of the round was presented to the group. In a similar manner, two more rounds were conducted, and their respective summaries were shared with the professionals. A set of the Delphi questions for all the three rounds are attached in Appendix I.

I used Qualtrics to conduct all the three Delphi rounds. The study began with an informed consent form on the first page (template attached in Appendix J). All professionals participating in this study had to respond and indicate if they agree or disagree to participate in this research. Anybody who did not agree to the terms and conditions of the study or wished not to participate in the study dropped out. Only after informed consent had been received in the first page of

Qualtrics, the second page of Qualtrics with the questionnaire was circulated, and the study took place. All the participants were informed about confidentiality, research procedures, voluntary participation, benefits, and risks associated with participating in the study, and contact information of the researchers in this page of Qualtrics.

This Qualtrics link also contained question(s) for each Delphi round and was sent via email at predefined times to collect responses and information from the experts on competencies of OD professionals. The first step was to explore the subject of finding a comprehensive list of all the competencies that an OD professional should possess. The second step was to try to find out the top competencies needed in times of change and the final phase asked specific questions that helped me define and understand the importance of the competencies. The experts defined and provided examples of the competencies. After each Delphi round, a summary of the opinions collected was provided to each expert as part of the next round. During the entire process, I maintained anonymity for all participants.

Data Analysis of Delphi Process

Data in this classical Delphi study was collected using Qualtrics link. A huge volume of unstructured textual or qualitative data was generated during the process. The analysis of this data was predominantly qualitative in nature. Statistical analysis was also used in certain sections of analysis. Data collected from each iteration was analyzed immediately for the process to progress.

Qualitative data analysis is a process that involves creativity, dynamism and the intuitive act of thinking, theorizing, and generalization (Basit, 2003). It focuses on exploring meanings, beliefs, thoughts, experiences, and feelings of the respondent. The process of analyzing

qualitative data in the Delphi process mainly involved making sense of the huge volume of data by reducing and polishing the raw information, and finally drawing conclusions from the data.

Data Analysis of Delphi Process Round 1

In Round 1 of the Delphi process, expert opinion was accumulated, refined by eliminating similar items and clustering competencies that belong together. The open-ended nature of questions in Round 1 implied that the textual data collected should be analyzed using a qualitative approach. I used content analysis to point out notable themes from the responses of the first round (Powell, 2003). All completed responses in this round, were taken into a word processing document for easy visualization of the responses and cutting, pasting, and shifting phrases or sentences under different themes for analysis. The process of data analysis began with the identification of competencies and statements in the meaning of each of the competencies that are similar in nature or have the same meaning. These competencies and statements were categorized, and themes were established around related competencies and statements. Once similar competencies were grouped together, each cluster was assigned a name on the broadest heading that would encompass and stand for the competencies in the cluster. Unique competencies and statements in their definition were kept as worded by the expert panel. While analyzing responses in this round, no information was discarded or left behind.

After all similar competencies were clustered and named, this large set of data was organized alphabetically and the frequency or the number of occurrences for each competency cluster was calculated. This allowed easy identification and search of competencies. It also allowed participants to read and interpret the list easily in the next round.

Data Analysis of Delphi Process Round 2

In this round, experts were instructed to rank any five competencies from the list generated from Round 1 based on their perception of importance starting from the most important to a less important competency. After panelists returned Round 2 questionnaires, they were analyzed using Simple Additive Weighting (SAW) method. This statistical tool assigns a weight to each rank with the highest weight being assigned to the highest rank and the lowest weight to the lowest rank. For analyzing responses collected from Round 2 in this study, 100 points were assigned for rank 1; 90 for rank 2; 80 for rank 3; 70 for rank 4 and 60 for rank 5 respectively. The weights assigned were changed by the relative importance of the rank they were assigned to within the same group (Song & Kang, 2016).

Using this as the base, scores for all competencies were calculated. Consensus was believed to have been achieved in this round if at least two participants had rated a competency which in statistical terms would imply a competency must have received a total score of 120 or more for inclusion on the list of competencies that have reached a consensus. At the end of this calculation process, all competencies were arranged based on their total scores.

Data Analysis of Delphi Process Round 3

Round 3 of the classical Delphi process completed the data collection process. This round finally generated the list of key competencies a proficient OD practitioner would need to succeed. Panelists in this round were instructed to pick any three competencies based on their perception of importance and answer a few open-ended questions listed in the appendix to help establish findings for the second research question. After all responses were collected, all competencies that reached a consensus by receiving two or more mentions were considered. Frequencies or number of occurrences for each of these competencies were calculated.

Findings for the second research question to define the competencies, were generated by aggregating responses from participants, refining and polishing them to generate its findings. Content analysis was utilized to create themes for the remaining questions in this round and analyze those responses (Powell, 2003). The process involved accurately recording the data collected using the survey link in a computer folder and then carefully reading the responses one-by-one. All responses were loaded into a spreadsheet to start the analytic process. I created an impression of the text by reading and making comments on the noticeable topics in the responses collected. Similar textual data related to a competency was clustered, arranged, and polished to create a meaningful definition.

Use of Triangulation in This Research

Triangulation is the process of including multiple and different data sources, methods, investigators, and theories to obtain reliable results and evidence (Leech & Onwuegbuzie, 2007). This strategy was used in my research to test validity of the findings through the overlap of information generated using both content analysis and Delphi methods. The idea of triangulation in this research was to generate two different sets of findings, using two different methods, and subsequently converge the information collected and analyzed to find the overlap. The presumption behind doing a triangulation of information in this research was to compensate for the weakness of either method by counterbalancing the strengths of the other. Methodological triangulation can elaborate and enrich the level of findings by ensuring multi-dimensional and more detailed perspective of finding the critical competencies an OD professional needs to succeed at work (Kopinak, 1999). According to Salkind (2010) and Thurmond (2001), biases and inconsistencies can be minimized by using a method triangulation. Employing triangulation yielded a richer outcome by comprehensively explaining and illuminating different competencies

from both studies. This provided a broader, fuller, and deeper understanding of OD competencies.

Thus, chapter III provided a detailed description about the research methodology used in this study. The following chapter reports the results and findings produced by the pilot studies and the main Delphi study.

CHAPTER IV

RESULTS

The fourth chapter of my thesis demonstrates the findings of the study based on the methodology applied to collect data and responses. This chapter states the findings of the study and is arranged in a logical sequence that attempts to find answer the two research questions using triangulation of content analysis and Delphi methods.

Results of Main Delphi Study

In a Delphi study it is important to report each round separately to clearly illustrate the array of categories and themes found in each round. Round 1 of the classical Delphi study involved a qualitative analysis. The open-ended nature of the questions presented in the first round directs us to use a content analysis to find a comprehensive list of competencies that all the professionals think is essential to succeed.

Results of Round 1

After responses to Round 1 were collected, the data was entered into a word processing document to make the analysis process easy and convenient. The response rate in this round was 84.8 percent. Round 1 analysis yielded an extensive list of 200 competencies that professionals listed as essential. This extensive list of 200 competencies had elements similar in meaning and nature. Hence, after this list was generated, competencies similar in meaning were clustered together. 66 clusters were generated from the data that made the list shorter, easier to understand, and interpret in Round 2 for use as the basis of the second-round questionnaire. Table 8 shows the list of 200 competencies and the 66 clusters generated in Round 1 and their corresponding clusters.

Table 8

Competencies generated from Delphi Round 1

Sl. No.	Competency	Cluster Name
1.	Systems thinking and practice System thinking and intervention skills Systems Thinking/Levels of System/Understanding Fractals Systemic Perspective Systems Enabler Systemic Systems Change Leader An understanding of organizations as systems	Systems thinking
2.	Communication skills Collaborative Communicator Keen verbal & written communication & facilitation Listening Active Listening Listening deeply, with curiosity and without judgement Reflecting back/reframing what is heard	Communication skills
3.	Data collection, analysis, synthesis, and meaning making Data Synthesizer Synthesizing data Data-driven action research Translating Data Interpreting data Gathering data Capture input as given	Data based decision making
4.	Project management Develop client capability Planning and prioritization Design and choose appropriate interventions Decision making Measuring work product Market OD assignments How to conduct organizational, team, and individual assessments	Project management

Table 8

Continued

Sl. No.	Competency	Cluster Name
5.	Facilitation Facilitative Leader Facilitating conversations at different levels of the organization Group facilitation skills Competent facilitators	Facilitation
6.	Team building Team coaching Design, build, and lead effective teams Design and facilitate a team intervention Ability to work in and with cross-cultural teams Group dynamics Design and facilitation of complex group processes Understand theory and practice of group behavior	Team design, building, and development
7.	Relationship Building Swift ability to build relationships & connections Consulting skills related to client relationships Inviting Customer centric Customer focused Attaining global virtual network competency	Relationship Building
8.	Change management Change enablers Change strategies Effectively lead change Direct organizational communication during change Strategic Catalyst	Change management
9.	Ability to give and receive clear feedback Ability to hold multiple perspectives at one time Ability to sit with conflict, ambiguity, and differing perspectives Ability to think systemically, as well as inter- and intra-personally. Ability to understand and shepherd systems through change processes An ability to identify and manage their feelings	Abilities

Table 8

Continued

Sl. No.	Competency	Cluster Name
10.	Adaptability Resilience with Change Resourcefulness Working with uncertainty Nimbleness Recovery from failure	Resilience
11.	Authenticity Authentic Transparency Independence Personal authority	Authenticity
12.	Diagnose and analyze Diagnose, assess and synthesize Inquiry Curiosity and construction of Powerful Questions Effective Inquiry	Diagnosis skills
13.	Strategic focus Strategic Thinking Strategic vision Strategy Navigator Looking inward	Strategic thinking
14.	An understanding of themselves Understanding client language and terminology Understanding power and influence, and how-to bring equity, inclusion, diversity theories, frameworks, and methodologies Various Intelligences: emotional, cultural, energetic, etc.	Understanding skills
15.	Caring Compassion Empathy Humaneness	Values

Table 8

Continued

Sl. No.	Competency	Cluster Name
16.	Coaching Coaching Mindset Ability to coach and develop others Coach visionary clinics	Coaching
17.	Collaborating Collaborative Partnering Collaboration and teamwork	Collaborate
18.	Learning Mindset Life-Long Learner and Advocate Curiosity	Life-long learning
19.	Conflict management Conflict resolution Conflict management	Conflict management
20.	Developing leaders and employees Committing to win-win outcomes Interpersonal and Organizational Professionalism Learning & Development	Developing leaders and employees
21.	Consulting skills Consultative Embodiment Consult & Manage the consulting process Knowledge of basic sales, contracting, and consultation processes	Consulting
22.	Facility with a core set of models or frameworks Human behavioral theories Learning and Change Theories Having a good understanding of the breadth of Organization Development.	Frameworks and theories
23.	Integrity Integrity and trust Integrity/wisdom	Integrity
24.	Creativity Creativity and innovation Innovator	Creativity

Table 8

Continued

Sl. No.	Competency	Cluster Name
25.	Culturally responsive or intelligent Culture Builder Cross-Cultural Navigator	Cultural intelligence
26.	Use of self as Instrument Use of self, including ability to learn and adapt On-going personal development	Self as instrument
27.	Self-Aware Leader Self-awareness/self as instrument Being a self-aware and self-reflective change agent, consultant, strategist, facilitator	Self-aware leader
28.	Contracting Contracting	Contracting
29.	Courage Courage to tell the truth	Courage
30.	Accountability and Integrity/Ethics, values, morals/integrity and trust Adherence to OD Values and its Assumptions	Ethics and compliance
31.	Analytical Analytic mindset	Analytical skills
32.	Be able to read a room Reading a room	Read a room
33.	Competent in operating information technology Competent in operating information technology management software and hardware	IT Skills
34.	Differentiation Capacity to be self-differentiated	Differentiation
35.	Diversity, Equity and Inclusion Equity Advocate	Diversity, equity, and inclusion
36.	Emotional intelligence Emotional Intelligence	Emotional intelligence
37.	Organizational Acumen/Org Agility	Organizational acumen

Table 8

Continued

Sl. No.	Competency	Cluster Name
	Organizational knowledge	
38.	Problem solving Creative problem solving	Problem solving
39.	Process Consultant Process consultant/humble inquiry	Process Consultant
40.	Health Work/life balance	Health
41.	Efficient Designer Mindful Designer	Efficient Designer
42.	Plurality of methods/tools Knowledge of specific methods for doing this for different purposes	Plurality of methods/tools
43.	Talent Management Knowledge of how to design and facilitate gatherings of people	Talent Management
44.	Perseverance Willingness to Stay in and expand the inquiry	Perseverance
45.	Trusting Trusted Advisor	Trust
46.	Action research facilitation	Action research facilitation
47.	Administrative organizational skills	Administrative organizational skills
48.	Appreciation of differing points of view	Appreciation of differing points of view
49.	Assert a personal philosophy of OD and change leadership	Assert a personal philosophy of OD and change leadership

Table 8

Continued

Sl. No.	Competency	Cluster Name
50.	Balance between diagnostic and dialogic skills and tools	Balance between diagnostic and dialogic skills and tools
51.	Business Acumen	Business Acumen
52.	Credible Influencer	Credible Influencer
53.	Critical thinking	Critical thinking
54.	Dealing with paradox	Dealing with paradox
55.	Ego-free	Ego-free
56.	Establish and manage a transformation program office	Establish and manage a transformation program office
57.	Having a specific niche	Having a specific niche
58.	Individual coaching/interventions	Individual coaching/interventions
59.	Management consulting practice skills	Management consulting practice skills
60.	Objectivity	Objectivity
61.	Patience	Patience
62.	Performance and development coaching	Performance and development coaching
63.	Political savvy	Political savvy
64.	Results-Oriented Leader	Results-Oriented Leader
65.	Scholar/practitioner in the social sciences	Scholar/practitioner in the social sciences
66.	Solution-oriented	Solution-oriented

Results of Round 2

In Round 2, I asked participants to pick five from the list of 66 competencies generated from Round 1 and then rank them based on their perception of importance. The response rate in Round 2 was 78.8 percent. Responses in this round were analyzed by using Simple Additive Weighting (SAW) method where ranks were assigned weights according to their importance and their sums were calculated (Putra, & Punggara, 2018; Sahir, Rosmawati & Minan, 2017). The SAW method finds the weighted sum of each of the competencies and helps in deciding by choosing the ones with the best scores. The level of consensus among the professionals for each competency can be determined at this level. Each participant selected five competencies and assigned ranks to them from 1-5 where 1 indicated most important and 5 was for least important. To analyze responses collected in this round, each rank from 1-5 was assigned a weight according to the SAW method as shown in table 9:

Table 9

Weightage for each rank

Rank	Weight
1	100
2	90
3	80
4	70
5	60

Weights for each corresponding 66 competencies was calculated and totaled. 38 competencies of the total 68 found a mention in Round 2. Of these 38, the competencies that received a lower total score (because of low ranking) were eliminated and 27 competencies were

obtained. Table 10 below shows how each competency was ranked and analyzed using the SAW method.

Table 10

Competencies ranked by participants in Delphi Round 2

Participant Number	Competency	Rank Assigned	Weights
1.	Self-Aware Leader	1	100
	Communication Skills	2	90
	Systems Thinking	3	80
	Abilities	4	70
	Diversity, Equity, and Inclusion	5	60
2.	Use of Self as Instrument	1	100
	Systems Thinking	2	90
	Diagnosis Skills	3	80
	Facilitation	4	70
	Process Consultant	5	60
3.	Emotional Intelligence	1	100
	Systems Thinking	2	90
	Differentiation	3	80
	Self as Instrument	4	70
	Life-long Learning	5	60
4.	Systems Thinking	1	100
	Integrity	2	90
	Communications Skills	3	80
	“Grounded-ness” in a Variety of OD Theories, Methods and Tools	4	70
	Consulting	5	60

Table 10

Continued

Participant Number	Competency	Rank Assigned	Weights
5.	Emotional Intelligence	1	100
	Coaching	2	90
	Facilitation	3	80
	Change Management	4	70
	Analytical Skills	5	60
6.	Communication Skills	1	100
	Project Management	2	90
	Relationship Building	3	80
	Individual Coaching Interventions	4	70
	Solution Oriented	5	60
7.	Systems Thinker	1	100
	Business/Org Acumen	2	90
	Communication	3	80
	Data-based Decision Making	4	70
	Results-oriented/Solution-oriented	5	60
8.	Abilities	1	100
	Facilitation	2	90
	Frameworks & Theories	3	80
	Values	4	70
	Systems Thinking	5	60
9.	Communication	1	100
	Diversity, Equity & Inclusion	2	90

Table 10

Continued

Participant Number	Competency	Rank Assigned	Weights
	Trust	3	80
	Emotional Intelligence	4	70
	Coaching	5	60
10.	Consulting	1	100
	Change Management	2	90
	Team Design, Building and Development	3	80
	Facilitation	4	70
	Project Management	5	60
11.	Integrity	1	100
	Communication skills	2	90
	Facilitation	3	80
	Frameworks and Theories	4	70
	Data-based Decision Making	5	60
12.	Self as Instrument	1	100
	Communication Skills	2	90
	Systems Thinking	3	80
	Relationship Building	4	70
	Facilitation	5	60
13.	Frameworks and Theories	1	100
	Change Management	2	90
	Communication Skills	3	80
	Organizational Acumen	4	70

Table 10

Continued

Participant Number	Competency	Rank Assigned	Weights
	Political Savvy	5	60
14.	Systems Thinking	1	100
	Communication Skills	2	90
	Data Based Decision Making	3	80
	Coaching	4	70
	Political Savvy	5	60
15.	Action Research Facilitation	1	100
	Data Based Decision Making	2	90
	Strategic Thinking	3	80
	Process Consultant	4	70
	Change Management	5	60
16.	Understanding Skills	1	100
	Communication Skills	2	90
	Consulting	3	80
	Team Design, Building, and Development	4	70
	Diagnosis skills	5	60
17.	Trust	1	100
	Facilitation	2	90
	Analytical Skills	3	80
	Systems Thinking	4	70
	Conflict Management	5	60
18.	Self-awareness	1	100

Table 10

Continued

Participant Number	Competency	Rank Assigned	Weights
	Relationship Building	2	90
	Systems Thinker	3	80
	Organizational Awareness	4	70
	Consulting Skills	5	60
19.	Self as Instrument	1	100
	Process Consultation	2	90
	Diagnostic Skills	3	80
	Systems Thinking	4	70
	Team Development	5	60
20.	Systems Thinking	1	100
	Relationship Building	2	90
	Strategic Thinking	3	80
	Consulting	4	70
	Project Management	5	60
21.	Objectivity	1	100
	Emotional Intelligence	2	90
	Diagnosis Skills	3	80
	Conflict Management	4	70
	Facilitation	5	60
22.	Systems Thinking	1	100
	Change Management	2	90
	Communication Skills	3	80

Table 10

Continued

Participant Number	Competency	Rank Assigned	Weights
	Self as Instrument	4	70
	Organizational Acumen	5	60
23.	Collaboration	1	100
	Organizational Acumen	2	90
	Consulting	3	80
	Change Management	4	70
	Ethics	5	60
24.	Systems Thinking	1	100
	Self as Instrument	2	90
	Process Consultant / Consulting	3	80
	Communication Skills	4	70
	Values	5	60
25.	Strategic Thinking	1	100
	Consulting	2	90
	Change Management	3	80
	Relationship Building	4	70
	Facilitation	5	60
26.	Consulting	1	100
	Theories & Frameworks	2	90
	Systems Thinking	3	80
	Diagnosis Skills	4	70
	Efficient Designer	5	60

38 competencies found a mention in Round 2. I noted their corresponding assigned ranks and using SAW calculated their total scores. Since in a Delphi round, I was looking for consensus, I only considered competencies that were ranked by two or more participants and with scores equal to or more than 120. This generated a list of 27 competencies after dropping 11 from the compilation. Table 11 below compiles the final list of 27 competencies produced from Round 2.

Table 11

Total score of competencies generated from Delphi Round 2

Sl. No.	Competency	Total Score of weights
1.	Systems Thinking	1300
2.	Communication Skills	1040
3.	Consulting	710
4.	Facilitation	660
5.	Change Management	550
6.	Self as Instrument	530
7.	Relationship Building	400
8.	Emotional Intelligence	360
9.	Frameworks and Theories	340
10.	Process Consultant	300
11.	Data based Decision Making	300
12.	Diagnosis Skills	290
13.	Strategic Thinking	260
14.	Organizational Acumen	230
15.	Coaching	220
16.	Project Management	210

Table 11

Continued

Sl. No.	Competency	Total Score of weights
17.	Team Design, Building, and Development	210
18.	Self-Aware Leader	200
19.	Integrity	190
20.	Trust	180
21.	Abilities	170
22.	Business Acumen	150
23.	Diversity, Equity, and Inclusion	150
24.	Analytical Skills	140
25.	Conflict Management	130
26.	Values	130
27.	Political Savvy	120

Seven competencies were further clustered conceptually with other existing competencies because they were either linked or meaningfully related to them. These seven cases are discussed below:

- Competency *Process Consultant* was grouped together with the competency *Consulting*.
- Competencies *Self-Aware Leader*, *Relationship Building*, and *Self as Instrument* were clustered under *Emotional Intelligence* competency.
- Competencies *Business Acumen* and *Organizational Acumen* were consolidated, and the competency was named as *Organizational and Business Acumen*.
- *Values* and *Integrity* were combined as they both have little difference in meaning.

- The competency *Abilities* was unbundled into parts because participants believed it "fits elsewhere better". Conceptually, there were elements in this competency list like *ability to give and receive clear feedback* made more sense if combined with the competency *Effective Communication*; listings like *ability to hold multiple perspectives at one time, ability to understand and shepherd systems through change processes* and *ability to think systemically, as well as inter- and intra-personally,* fits with the competency *Systems Thinking;* next the item *ability to sit with conflict, ambiguity, and differing perspectives* seemed to make more sense when clustered with *Conflict Management* and finally, the statement *ability to identify and manage their feelings* holds up to the competency *Emotional Intelligence*. Hence, this competency *abilities* was dissolved.

Thus, based on the participants' responses and comments received in this round, I ultimately came up with a set of 20 competencies. Table 12 shows the list of 20 competencies generated from this round.

Table 12

Competencies generated from Delphi Round 2

Sl. No.	Competency
1.	Systems Thinking
2.	Communication skills
3.	Consulting
4.	Facilitation
5.	Change management
6.	Emotional intelligence
7.	Frameworks and theories
8.	Data based decision making

Table 12

Continued

Sl. No.	Competency
9.	Diagnosis skills
10.	Strategic Thinking
11.	Organizational and business acumen
12.	Coaching
13.	Project management
14.	Team design, building, and development
15.	Values
16.	Trust
17.	Diversity, Equity and Inclusion
18.	Analytical skills
19.	Conflict Management
20.	Political savvy

After analyzing the responses collected in Round 2, it was shared with the professionals so that they get a point of view of the other professionals as well in the study. The results found in Round 2 were used to structure the group discussion and streamline questions for round 3.

Results of Round 3

Responses to Round 3 questions were largely qualitative because of the nature and number of questions. The response rate in this round was 81.8 percent. This round collected a huge amount of text and in-depth content being generated from the responses collected. These responses were also analyzed using content analysis. Nineteen competencies of 20 were listed in this round. The level of consensus for each competency was analyzed and finally 17 critical

competencies that OD professionals need to manage planned change projects reached consensus. Only competencies mentioned by two or more participants were considered. Competencies that did not have a consensus or have less consensus from the OD professionals, were eliminated from the list. My aim in all the three rounds of this Delphi study was to gather opinions from as many experts as possible by allowing maximum involvement. The 17 key competencies and their corresponding number of occurrences/frequencies obtained are shown in Table 13. The percentage of each competency was also calculated and plotted graphically using a pie chart (see Figure 9) to aid the reader understand the data visually and increase structured thinking.

Table 13
Competencies generated from Delphi Round 3

Sl. No.	**Competency**	**Frequency**	**Percentage**
1.	Systems Thinking	14	18
2.	Facilitation	11	14
3.	Consulting	8	10
4.	Emotional intelligence	6	8
5.	Strategic Thinking	5	6
6.	Trust	5	6
7.	Conflict Management	4	5
8.	Frameworks and theories	4	5
9.	Change management	4	5
10.	Diagnosis skills	3	4
11.	Coaching	3	4
12.	Project management	3	4
13.	Communication skills	2	3
14.	Organizational and business acumen	2	3
15	Team design, building, and development	2	3
16.	Diversity, Equity and Inclusion	2	3
17.	Analytical skills	2	3
	Sum	**80**	

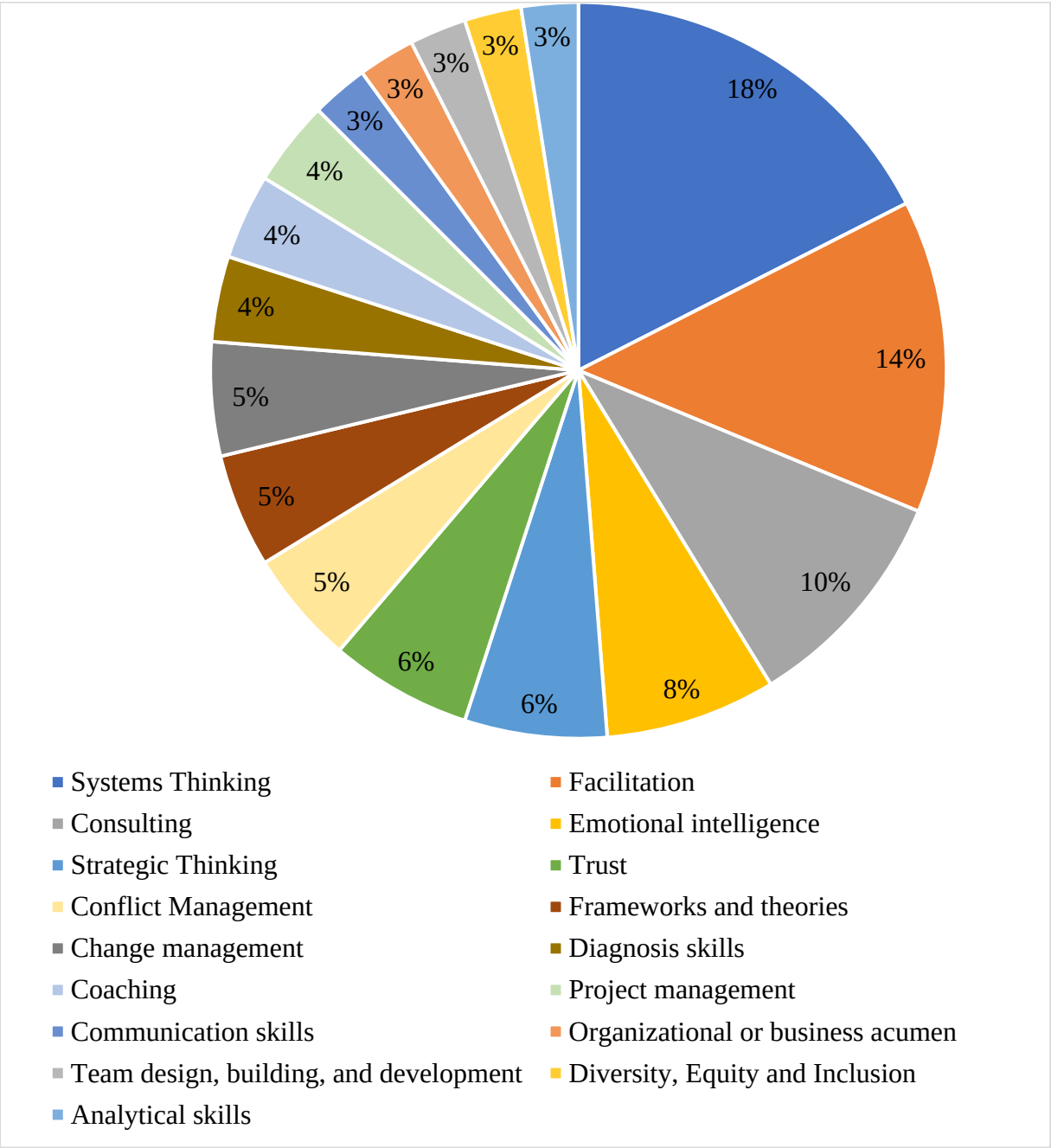

Figure 9. Key competencies generated from Delphi study

A graphical representation of the consensus of participants regarding each competency was calculated and plotted. I calculated the consensus by finding out what proportion of the 27 participants who participated in the Round 3 chose and acknowledged the competency. The findings discover that the competency *Systems Thinking* was mentioned by 51.9% of the

participants. This majority indicated that systems thinking as a competency was a top choice among professionals. *Systems Thinking* was followed by *Facilitation* competency for which 40.7% of participants had reached a consensus. *Consulting* competency was next that received 29.6% consensus; *Emotional Intelligence* was given 22.2%; *Strategic Thinking* and *Trus*t each garnered 18.5% agreement; *Conflict Management, Frameworks And Theories,* and *Change Management* collected 14.8% consensus each*; Diagnosis Skills, Coaching,* and *Project Management* obtained 11.1% unanimity each; and finally competencies *Communication Skills, Organizational and Business Acumen, Team Design, Building, and Development, Diversity, Equity and Inclusion* and *Analytical Skills* got 7.4% consensus each among participants. Using the results generated in Round 3, I statistically plotted them using a clustered bar graph and Figure 10 below depicts the relative level of consensus across the 17 competencies.

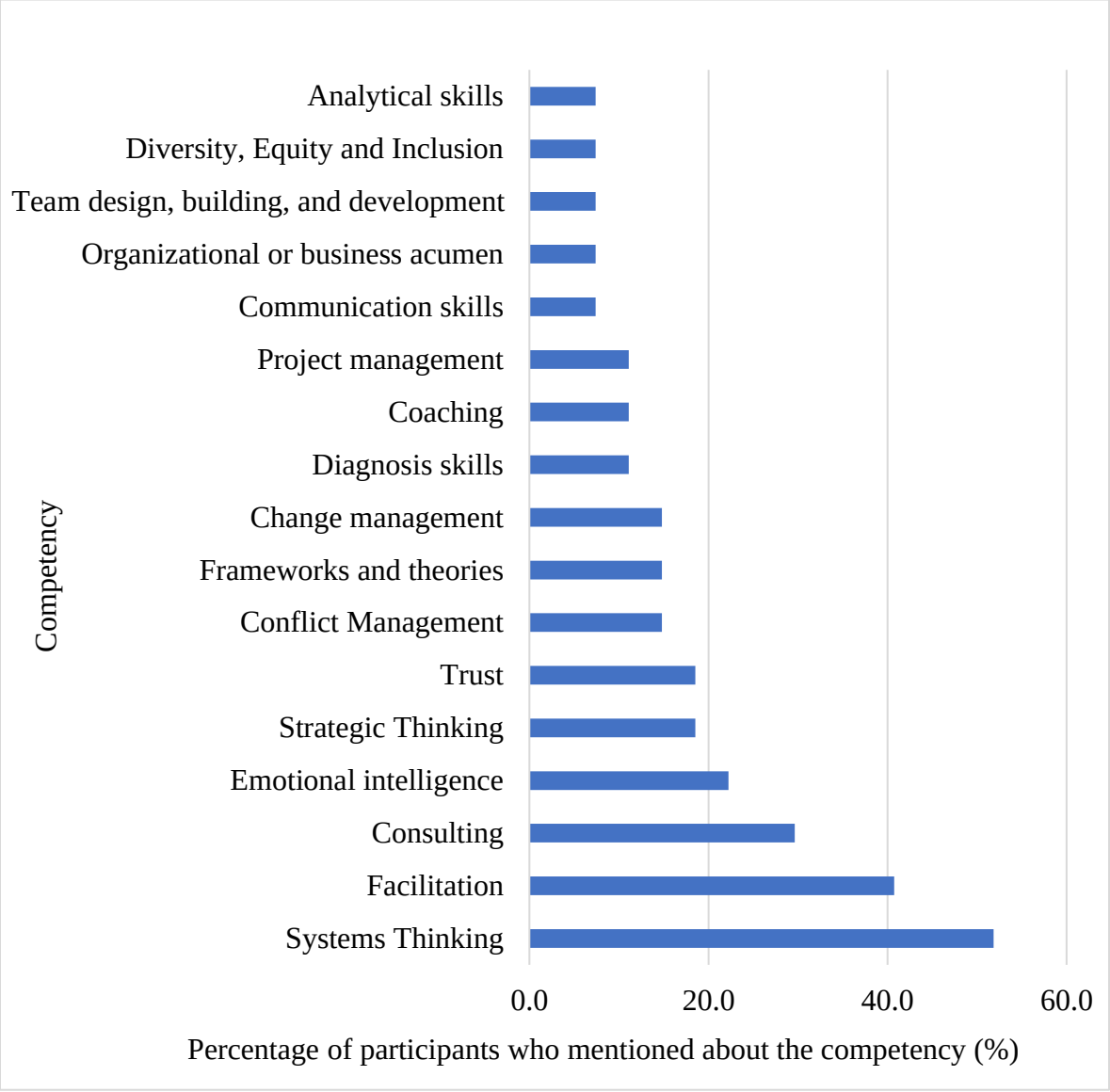

Figure 10. Participant consensus of each competency

Definitions of the 17 Critical Competencies

Participating panelists in the Delphi study were also approached to define what each competency meant to them. Responses from the Delphi study were analyzed and synthesized to obtain a meaningful and relevant definition of each of the 17 key competencies. The precise meaning of each competency was captured by aggregating responses received from participants in the Delphi process. Their definitions are discussed below:

1. Systems thinking: Systems thinking is the ability to see the parts and whole of organizational systems and how they interrelate. It is an approach of consolidation that successfully initiates and maintains transition and transformation at the level of individuals, teams, groups or work units, organizations, and networks of organizations, and the wider landscape of stakeholders. Everything is connected. if one part of the system changes, we must be aware of how it changed the rest of the system. Systems thinking and practice involves intellectual and action capacity to address interdependent dynamics, non-linear processes, 'messy' and complex issues.
2. Facilitating: The general ability to stand in front of a room, read the room, respond to the room, have the room see you as a valued contributor and a professional is facilitation. It is the process of gaining agreement on a process plan by involving an optimum number of participants to make them feel heard and valued as contributors. The purpose of facilitation is to draw people out, help them improve the way they plan, work, and make decisions by using active listening skills, exercises, recognition, challenges, and creative thinking and problem-solving techniques. A facilitative leader is an impactful Influencer, active social networker, and socio-culturally sensitive.
3. Consulting: The process of providing professional advice or help to solve or manage a problem is known as consulting. Consulting skills mean having the ability to develop a productive, respectful, collaborative relationship with a client (regardless of whether the practitioner is working internally or externally). The consultation process involves a series of steps like discovering prospects and leads, discovering shared purpose, creating psychological contracts and business contracts or work agreements, conducting an assessment, deciding on a direction for the work, implementing the process, continually

evaluating progress and client satisfaction, and evaluating outcomes. This competency is a critical component of what it means to create a helping/advising relationship with an organization, team or individual.

4. Emotional Intelligence: Emotional Intelligence is the persistent scan of head, heart, body, intuition – attending to the messages the whole being is sending and using that data, where appropriate, in the conversation and or intervention. Emotional intelligence is the imperative for understanding yourself and others— in other words, it is about understanding human psychology which is a must when working with people. It is essential that one does not get caught up in the strife or elation of the client experience and use emotional intelligence to be aware, control and express emotions.
5. Strategic Thinking: Strategic Thinking is the ability to plan out multi-year/phased projects simultaneously and see the impact of outside factors on progress. Strategic thinking involves understanding how people interact and organizations function to identify ways they can do better over the long haul. Without it, there will be a lack of vision and wisdom and so unimaginative plans and ineffective action. The goal of OD initiatives is to help organizations improve; in order to improve one needs to understand where the organization is trying to go, along with the current state and ensure OD initiatives and solutions align with that strategy.
6. Trust: Trust is the ability to say what we mean and mean what we say and to do what we said we will do. Trust allows OD consultants to say and act courageous sometimes risking the opportunity to get paid— because clients trust them. A trusted advisor is entrusted with the responsibility of effectively developing trustworthy relationships inside and outside their organization with integrity.

7. Conflict Management: Conflict Management is about communicating and holding the framework for healthy dialogues while also allowing for productive conflict, both leading to working and desirable outcomes. It is about having the ability to give conflict a place as a valuable contributor to a process while still being able to control for the personal and ineffective aspects of conflict is essential. Burying conflict is an irresponsible action and only serves the immediacy, but not the longevity needed of the client. A good practitioner will not fear conflict, but rather use it as a tool toward a greater understanding and allow a place for it in the atmosphere.
8. Frameworks and theories: A firm and broad grasp of the basic theories of human behavior, group dynamics, organization design, systems thinking, political behavior and cultural differences form the foundation for an OD practitioner necessary to differentiate the OD discipline from other professions. A facility with a core set of models or frameworks that are used almost without thinking, and then access to others as circumstances warrant help assess the system and shape interventions. Some theories that revolve around human behavioral concepts, change and learning help an OD consultant dive further into the problem at hand and come up with a solution more easily.
9. Change management: Change management is mostly about the mind shift that happens with people. OD professionals should be able to effectively initiate, handle and lead change as a manager, internal change leader or external consultant. Change management is not just about changing processes, technology, or processes. Change enablers provide tools, learning, model, and drive. It is important that these change enablers know everything about change because they will be the designers and guides of change in an organization and understand the psychology of people, tools, models, and how to move

an organization. It is an imperative that the OD practitioner should have the ability to manage change. As the person or team responsible for leading an organization to a more successful place, the OD consultant needs to understand the psychology of people before, during and after change. Change management tools are needed to assist the change and allow consultants to understand and empathize with the client during change.

10. Diagnosis skills: Diagnosis skills is the process of how we ask questions to try and understand the root cause of a problem. Once data has been gathered through myriad resources, an OD practitioner uses OD models, theories, methods, and past consulting experiences to determine what is occurring in a system while also making meaning of it, understanding the culture and business with and for the client system. Diagnosis skills are an important component of OD consulting and involves the art of inquiry and curiosity. This is also a key area to support change interventions.
11. Coaching: Coaching is a core to the OD function and helps clients build capabilities. A coaching mindset involves creating conditions to help support the client's own learning, so that he/she can develop capacity for future challenges and gain confidence in their own abilities.
12. Project Management: Project Management is the systematic planning and detailed implementation of a plan. It is fundamental to any OD initiative and is all about leading efforts of a specific initiative, managing resources and logistics to meet small milestones and key deadlines through project completion. OD consultants should possess project management competency to manage dotted line relationships and marshal appropriate resources, plan and prioritize, make decisions, market OD assignments.

13. Communication Skills: Change comes through interaction. The ability to communicate with clients, model authentic communication and lead client's past blocks in communication is the "ground game" of OD professionals. The abilities one uses when giving and receiving different kinds of information involves communication skills. Communication can convey complex ideas in a way that is easy to understand. OD professionals may have many years of training to get to their role, their customers, may have none. Therefore, it is essential that they speak the language of their customers so they can see the value of their work. An OD consultant should be a collaborative communicator.
14. Organizational and Business Acumen: Knowing how organizations and businesses work (policy, procedures, culture, hierarchies, structures, networks, systems etc.) and how to apply this knowledge in learning provides an OD consultant with a starting point for diagnosis, selecting and structuring interventions and determining the impact of interventions in making a real difference. Organizational acumen includes a high level of experience and knowledge of how organizations work, aware of formal and informal structures and processes, understands the constraints and opportunities embedded in politics, policies, procedures, and cultures while business acumen includes understanding of the business disciplines they interact with. OD professionals should be grounded in organizational structure- they should know how the system is constructed, i.e., reporting structures, hierarchies and the associated workflows also understand organizational, group and individual interpersonal relations, communications, and dynamics.
15. Team Design, Building, and Development: A lot of the work of OD involves meeting with client systems in groups in order to create meaning, identify priorities, develop

strategies, and learn. In addition, a common OD intervention involves forming teams, helping them create an identity, focus, and then carry out work, or to help an existing team become better performing. OD professionals should understand the theory and practice of group behavior. To design, build, and lead effective teams they should have the knowledge, skills, and abilities to increase team productivity, design and facilitate a team intervention, and resolve disputes and optimize a team's interactions. It encompasses the ability to work in and with cross-cultural teams by being individually conscious of one's own personality and culture as well as that of the team members they interact with. OD practitioners are called on to design and facilitate complex group processes that result in decisions about tricky issues, strategies, priorities, and so on. Team design, building, and development is the most visible aspect of their work. If they cannot do this well, they lose credibility with clients. While most OD initiatives are organization focused, the most tangible way to impact organization change is via the team.

16. Diversity, Equity, and Inclusion: An OD professional should be adept in diversity, equity, and inclusion. Diversity is the variety in race, religion, ethnicity, nationality, socioeconomic status, education, marital status, language, age, gender, and several other parameters. Equity is about ensuring fair treatment, being impartial, giving opportunities and access to all equally despite the diversity that exists in the workplace. Inclusion is the act of including people from different backgrounds and having different identities. An OD professional should be learned and have the innate ability to see differences, model, teach and coach, raise awareness and shift perspectives on topics related to diversity, equity, and inclusion.

17. Analytical Skills: Analytical skills are the ability to gather data, make sense of it, spur participative dialogue around that data for a shared direction. It is the ability to assess implications of the data and/or the change and the necessary change management to implement change. This competency is important because facts are friendly while change and people are complex. Without analytical skills it is difficult to implement details that initiate change/improvement. Analytic mindset involves a high-level conceptual thinking; the ability to quickly take in sometimes large amounts of qualitative and quantitative information, assess it per criteria— spoken and unspoken— and develop options for clients that will have high probabilities for success.

Thus, having a set of clearly defined competencies from this research can help readers understand the meaning of these competencies. This compilation of definitions of each critical competency contain insights about the word itself and what it refers to. It also has enough explanation to help any user or reader distinguish that competency from the others. With this I established the findings to my first research question.

Thus, chapter IV discussed the results generated from the Delphi study and established findings to both the research questions at great length. In the next chapter, the discussions, conclusion and implications for future research are presented.

CHAPTER V

DISCUSSION AND CONCLUSION

The final chapter of my thesis encompasses three significant sections. It begins with a concise summary of the major findings followed by the implications for HRD research, practice, and theory. The closing section discusses the limitations and presents recommendations for future research. The two research questions that guided the study were:

1. What are the key competencies that make an OD professional successful at work?
2. How can these competencies be defined?

Summary of Findings

A summary of the results of both the pilot studies and the main Delphi study are discussed below.

First, Pilot Study 1 on content analysis generated a list of competencies that analyzed qualitative data found in interview papers collected from a university. Using a content analysis, I intended to come up with logical and justified deductions of each interview paper based on the messages transcribed in the paper and taken for analysis. The content analysis technique investigated the content of the messages recorded, and realities through these messages. At the end, the pilot study on content analysis derived a list of 18 competencies: effective communication, taking initiative, building relationships, taking ownership, culture development, problem solving, diagnosis skills, conflict resolution, leadership, teamwork, facilitation, coaching, data-based decision making, strategic thinking, adaptability, technical skills, critical thinking, and systems thinking.

Second, the survey results of the Delphi study illustrated another set of competencies. A qualitative approach was adopted to facilitate reflective practice and collect responses from OD

consultants. This information was gathered through questionnaires shared using a Qualtrics link in email. The Delphi study produced a compilation of 17 competencies: systems thinking, facilitation, consulting, emotional intelligence, strategic thinking, trust, conflict management, frameworks and theories, change management, diagnosis skills, coaching, project management, communication skills, organizational and business acumen, team design, building, and development, diversity, equity and inclusion, and analytical skills. All the 17 competencies apply to OD professionals working at any position and industrial profession and are helpful in goal setting, professional development and performance.

Results from the studies converged in finding that there are several OD competencies that form the characteristics of an effective consultant and define successful performance. OD practitioners who possess these competencies can address diverse changes in an organization including organizational strategies, structure, team effectiveness, building relationships between, with and withing individuals, teams, and organization. The findings also indicated that there are competencies that are common to both the lists generated using a Delphi technique and content analysis. The Venn diagram in Figure 11 below shows a comparison of the compilation of competencies generated from both the studies.

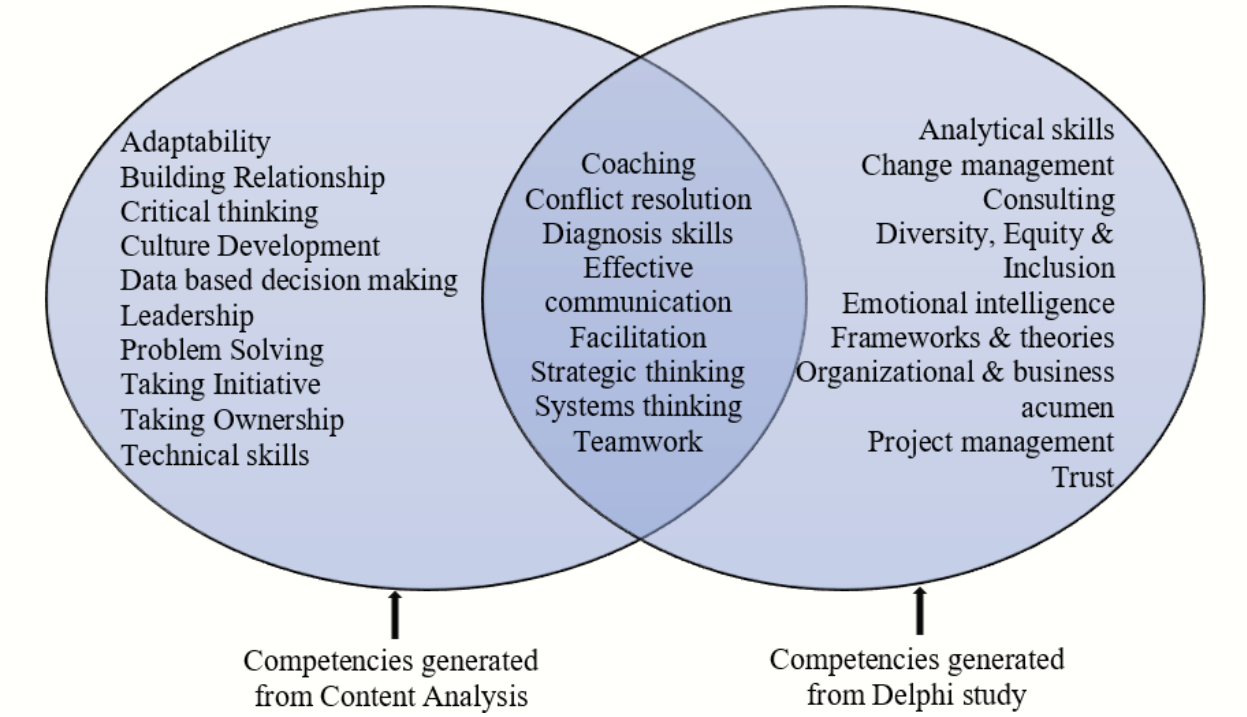

Figure 11. Venn diagram representing the two lists of competencies and their overlap

Diagnosis skills, conflict resolution, teamwork, facilitation, coaching, effective communication, strategic thinking, and systems thinking are competencies that appear in lists created by both the studies. These eight competencies that appear in the overlap confirm the results obtained in both studies— content analysis and Delphi study. Using two different methods to answer my first research question, has helped to eliminate methodological biases: thereby enhancing the generalizability of the results. By combining content analysis and Delphi study— two different methods into the same study, triangulation has produced richer and potentially more valid interpretations.

Furthermore, I found across both the studies that there was a variation in the number of occurrences of competencies generated from both studies. The frequency of these competencies was expressed statistically using percentage. The statistics is represented in Table 14 below. A competency that does not appear in either content analysis study or Delphi study has a 0 percent

rate of occurrence. The zeroes in the table against a few competencies imply that each sample and method revealed only a part of a bigger picture.

Table 14

Numerical representation of competencies from Delphi and content analysis

Sl. No.	Competencies	Percent generated from Delphi technique	Percent generated from Content analysis
1.	Systems Thinking	17.50	0.15
2.	Facilitation	13.75	0.15
3.	Consulting	10.00	0.00
4.	Emotional intelligence	7.50	0.00
5.	Strategic Thinking	6.25	8.88
6.	Trust	6.25	0.00
7.	Conflict Management	5.00	0.44
8.	Frameworks and theories	5.00	0.00
9.	Change management	5.00	0.00
10.	Diagnosis skills	3.75	3.35
11.	Coaching	3.75	5.24
12.	Project management	3.75	0.00
13.	Communication skills	2.50	10.77
14.	Organizational and business acumen	2.50	0.00
15.	Team design, building, and development	2.50	4.80
16.	Diversity, Equity, and Inclusion	2.50	0.00
17.	Analytical skills	2.50	0.00
18.	Adaptability	0.00	8.59
19.	Building Relationship	0.00	17.18

Table 14

Continued

Sl. No.	Competencies	Percent generated from Delphi technique	Percent generated from Content analysis
20.	Critical thinking	0.00	3.20
21.	Culture Development	0.00	4.51
22.	Data based decision making	0.00	2.77
23.	Leadership	0.00	17.18
24.	Problem Solving	0.00	1.31
25.	Taking Initiative	0.00	7.13
26.	Taking Ownership	0.00	3.49
27.	Technical skills	0.00	0.87

Both content analysis and Delphi study methods in this research have derived a comprehensive and rather rich explanation and picture of the competencies OD professionals need to succeed at work. Method triangulation has resulted in the convergence of results from two different methods. Adopting the concept of triangulation, I have not simply combined results of both the studies, rather the idea is to relate both ultimately reducing the uncertainty of its interpretation and confirming the accuracy of the results. Triangulating both the studies would help convince the reader that this qualitative empirical research is not an art but also a science (Decrop, 1999). A comparison of these values is also shown diagrammatically using a clustered bar chart below in Figure 12. This clustered bar chart displays both the data series in clustered horizontal columns. Both the data series share the same axis labels — percentage in the x-axis and competency in the y-axis. It allows direct comparison of both the data series in each category.

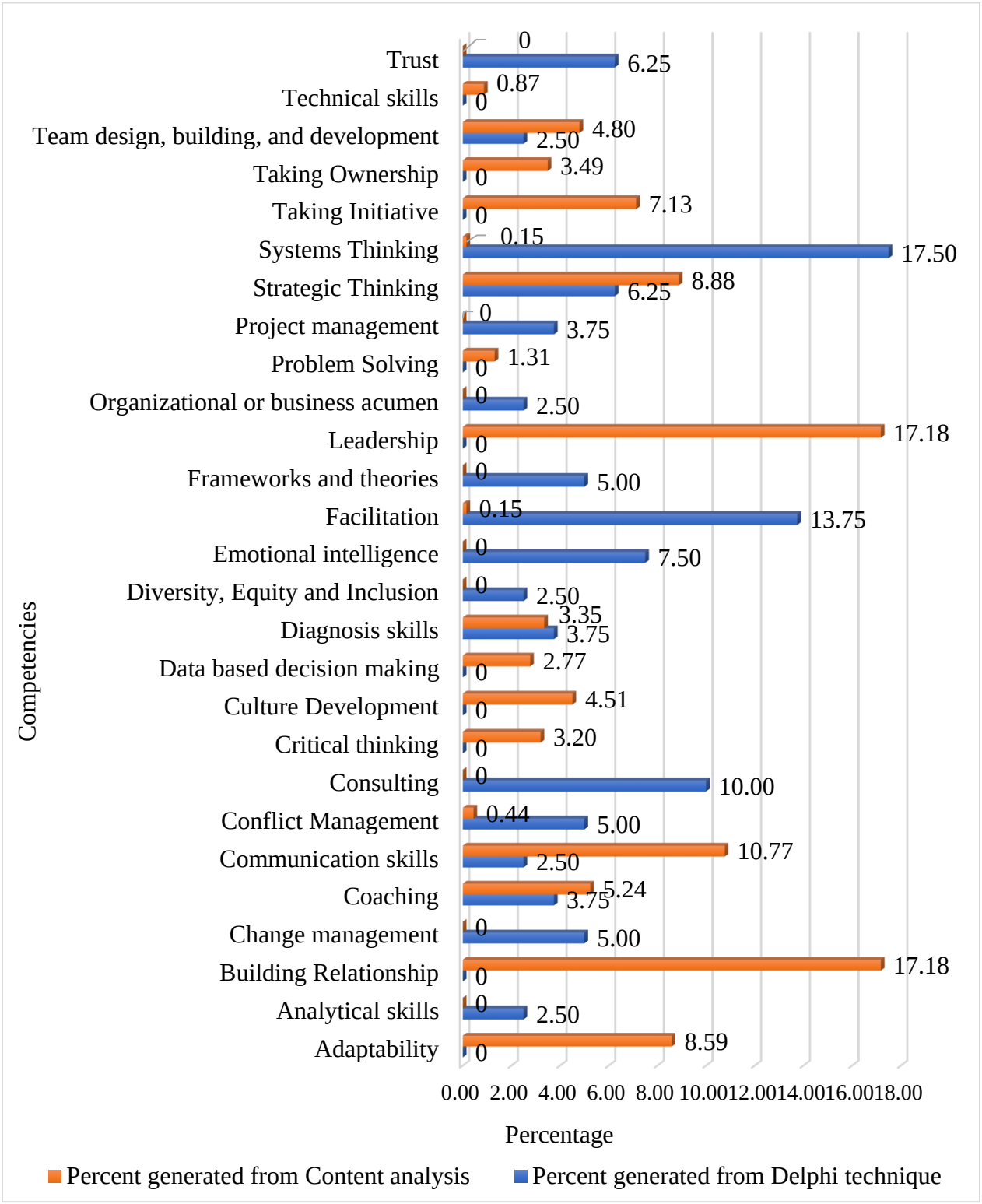

Figure 12. Comparison chart of competencies generated from both studies.

Effective consultants require a whole suite of competencies. Perhaps, some compensate for absence of others, or perhaps, some can substitute for others. Probably the sets of competencies are as or more important than the individual ones. All competencies generated from both methods have value, but I choose to focus on the overlapping eight competencies because it was produced by optimizing the strengths of both content analysis and Delphi study and minimizing their weaknesses. These eight competencies have converged in this research using two different methods and reflect trustworthy and valid results.

Taken together, the research results highlight an interesting point that there exists an overarching theme that connects all these competencies. Many of these competencies overlap and many of them seem to be interconnected. Some may be subsets of others — a hierarchy of levels of competencies such as Emotional Intelligence and Communication Skills or Analytic and Diagnostic skill. Others may be synonyms such as building relationship and trust. The competency 'communication skills' includes activities like active listening, asking questions, giving feedback, has empathy and respect, etc. These are all also component parts of competencies like Facilitation, Consulting, Project Management and Diagnosis skills. These competencies will be a starting point for introspection and reflection – presenting a context on the knowledge that OD practitioners need to gather or the skills they need to develop or the abilities/attributes they need to sharpen simultaneously establishing a clearer identity for themselves.

OD practitioners are today offering several new and multifaceted intervention approaches that range from being consultant-centered to client-centered. Emphasis on each competency will be proportional and depend on project and situation. However, all these competencies are essential in attaining their professional objectives. This variety of approaches to manage, regulate

and handle changes demands that OD consultants— internal or external— possess these competencies to handle changes and uncertainties better. This will also prepare professionals to thrive during times of rapid and unexpected change and more diverse situations.

Discussion

The concept of competencies has become important in recent times to prevent ambiguities in the field of OD. Competencies are parameters that can determine the performance required to accomplish the desired outputs and developments (Laguna, Wiechetek & Talik, 2012; Levenson, Van der Stede & Cohen, 2006; Wickramasinghe & De Zoyza, 2009). Using a three round Delphi technique and content analysis, this study has identified the core competencies that are essential to an OD practitioner. This includes the knowledge, skills, abilities, and behaviors that enable a practitioner to reach performance goals by performing optimally (Tomal & Jones, 2015). A professional can develop these competencies once they have been identified which further enables the organization to reach its desired objectives. The results enlist all the competencies that an OD professional needs to succeed at work. The analysis of data was surprising as all the competencies that the research reveals are broad and inclusive of several skills. They ideally render a framework to OD professionals to manage and succeed during times of change.

The Delphi study also aimed to come up with the meanings of each competency generated in the list. These definitions present a set of behaviors and skills that are important to an organization and can be used as a framework by OD consultants. Definitions and interpretations of competencies helps professionals focus on their behavior and on things that matter the most to them and their client and help drive success. Understanding the meaning of each competency and the way their elements come together can offer a description of the

standards of excellence for an OD practitioner and describe what "great" performance looks like.

Thus, the findings generated from this research highlight the eight critical competencies OD professionals need to succeed at work. Of these eight, three competencies like Systems Thinking, Effective Communication, and Strategic Thinking appear in the Global OD Competency Framework established by the OD Network in 2016. The competency Systems Thinking is similar to a Systems Change Leader specialty appearing in the Global OD Framework as it illustrates the concept of working comfortably and swiftly inside a system and formulating methods and for transformation and organizational change. Systems Thinking also appears several times in the list prepared by Sullivan, Rothwell, and Worley in 2001 and includes elements like Be aware of systems wanting to change, Quickly grasp the nature of the system, Identify the boundary of systems to be changed, Know how data from different parts of the system impact each other, and Help manage impact to related systems.

The competency Effective Communication coincides with Collaborative Communicator in the framework as it aligns with the component of clearly and concisely communicating ideas and concerns to create a favorable win-win situation for all employees and clients. Communication also finds mention in two components in the 141-competency list produced by the OD Network — Communicate directions clearly to large groups and Communicate implications of systems theory.

Strategic Thinking corresponds to the Strategic Catalyst specialty in the framework as it highlights critical issues relevant to an organization's success and prompts a consultant to take initiatives to achieve improved results and goals for the organization. This relates to the

competency Move more away from project-driven change to strategy-driven change in the 141-competency list established by the OD Network.

Facilitation appears in the Organization Change and Development Competency Effort list and aligns with pieces like Facilitate complex emotional patterns, Facilitate a participative decision-making process, Facilitate concurrent interventions, Facilitate small group interventions (up to 70 participants), and Facilitate large group interventions (70-2,000).

Diagnosis skills appears in the list of 141 competencies prepared in 2001 by the OD Network and includes an extensive set of 12 components. However, this competency does not find a mention in the Global OD Competencies Framework established in 2016.

Practical Implications and Future Research

The primary objective of this study was to come up with a list of top competencies that OD professionals need to manage situations of planned change. Based on the eight competencies identified using a triangulation of content analysis and Delphi methods in the current workplace and the definition of each competency generated from the research, we see that all the competencies are important for becoming prospective OD consultants. OD consultants serve as the change agent in the organization, and hence select competencies are critical for enhancing organization's effectiveness including: systems thinking, facilitation, consulting, emotional intelligence, strategic thinking, trust, conflict management, frameworks and theories, change management, diagnosis skills, coaching, project management, communication skills, organizational and business acumen, team design, building, and development, diversity, equity and inclusion, and analytical skills. As organizations increasingly compete in a global economy (DeSimone & Werner, 2012), future OD consultants will face several challenges in order to be a professional and competent change agent.

OD is a field of behavioral science and OD professionals are tasked with the responsibility of understanding and managing change. Therefore, they should think strategically, never stop learning and growing to fulfill the needs of a fast-paced changing world, and be a change champion (Carter, 2013). The aim of this study was to come up with a list of competencies that OD professionals need to possess to be successful in their work. Using a triangulation of content analysis and Delphi methods, the research established that OD professionals need to cumulate all or most of these competencies generated from both lists.

Throughout this study, I identified a variety of areas for future research. This study was conducted with participants based in the United States and associated with the OD Network, United States only. One should be cautious in generalizing the findings of this study using OD professionals as participants in the United States. The findings may differ a little if it contains a more diverse set of OD professionals from different countries. For future study, to establish global competencies, this study can be conducted on a larger scale by considering professionals from across the world.

Another area that can be explored further is how university faculty who teach graduate OD courses. How do they develop the competencies found from this study in their OD students and help them in being industry ready?

Limitations

This research is highly qualitative in nature and the results are generated after gathering data from participants who are experienced OD consultants. The responses gathered in the Delphi study are personal opinions of these experts and thus may pose a limitation on the generalizability of results. The process of data collection for this research was time-consuming. The analysis in each round was equally challenging as it was important to sift through each

response to get a clearer understanding of the responses making sure all the necessary and relevant information was considered. The data interpretation heavily relied on my individual skill, so there may be some personal influence and biases. The expertise of each panel member in their area often influenced their responses.

At times it was difficult to determine what constituted enough consensus for this Delphi study. An agreement of more than two people was considered as a consensus which might not be viewed as enough by other researchers. Also, reaching the consensus does not necessarily mean that this is an exclusive set of competencies and cannot be changed.

The Delphi technique used in this research is laborious and hence, there were a couple of dropouts in each round. Participants cited reasons like length, duration of temporary commitment and inability to catch up with the process because of their work before dropping out of the study. Overall, reflecting on the experiences I had during this qualitative study, I am aware there was the possibility of biased interpretations and/or classifications in the content analysis as well as Delphi study. As a researcher, I recognize that analyzing a few sets of responses collected from a sample of OD professionals do not essentially represent the entire OD consultant population, and therefore, a final contextualization of OD competencies cannot be presented in this study.

The content analysis also has its own limitations. Generalizing results of each set of interview paper is difficult. Different researchers may operationalize different variables and code results in a different way. Coding of content also depend on the researcher. At times codes were too broad and sometimes too narrow. This affected the level of meaning making and would take a great deal of time, attention, and patience on the part of the researcher.

Conclusion

An effective OD practitioner emerges from a blend of components like knowledge, skills, abilities, and behaviors that form the basis of a suite of competencies. Competencies of OD professionals are no longer a luxury today but a necessity, so employers around the globe are expecting their employees to be prepared in advance. Professionals themselves can begin to develop these competencies by identifying and understanding their importance. A competency framework developed in this study has identified systems thinking, facilitation, strategic thinking, coaching, teamwork, conflict resolution, effective communication, and diagnosis skills as the key competencies that an OD professional needs to succeed at work. Understanding these competencies and their role in the life of an OD consultant will always remain critical for practitioners and researchers. To conclude, in order to become a world-class OD interventionist, one needs to master these critical OD competencies.

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APPENDIX A

20TH EDITION OF THE ORGANIZATION CHANGE AND DEVELOPMENT

COMPETENCY EFFORT, AS OF MARCH 2001

Prepared by Roland Sullivan, Bill Rothwell, and Chris Worley

MARKETING

An effective organization development (OD) practitioner can . . .

1. Be aware of systems wanting to change

2. Be known to those needing you

3. Match skills with potential client profile

4. Convey qualifications in a credible manner

5. Quickly grasp the nature of the system

6. Determine appropriate decision makers

7. Determine appropriate processes

ENROLLING

An effective organization development (OD) practitioner can . . .

8. Build trusting relationships

9. Present the theoretical foundations of change

10. Deal effectively with resistance

11. Help the client trust the process

12. Help the client manage emotionally charged feelings

13. Collaboratively design the change process

CONTRACTING

An effective organization development (OD) practitioner can . . .

14. Contract psychologically for collaboration

15. Help the client reflect on motivation

16. Clarify outcomes

17. Build realistic expectations

18. Conduct a mini-assessment

19. Identify the boundary of systems to be changed

20. Articulate an initial change process to use

21. Explicate ethical boundaries

22. Confirm commitment of resources

23. Identify critical success factors for the intervention

24. Clarify the role of consultant

25. Clarify the role of client

26. Begin to lay out an evaluation model

MINI-ASSESSMENT

An effective organization development (OD) practitioner can . . .

27. Further clarify real issues

28. Be aware of how one's biases influence interaction

29. Link change effort into ongoing organizational processes

30. Identify formal power

31. Identify informal power

DATA GATHERING

An effective organization development (OD) practitioner can . . .

32. Determine an appropriate data collection process

33. Determine the type of data needed

34. Determine the amount of data needed

35. Utilize appropriate mix of methods to ensure efficiency

36. Utilize appropriate mix of methods to ensure objectivity

37. Utilize appropriate mix of methods to ensure validity

38. Utilize appropriate mix of data collection technology

39. Clarify boundaries for confidentiality

40. Select a process that will facilitate openness

41. Gather data to identify future states

DIAGNOSIS

An effective organization development (OD) practitioner can . . .

42. Gather data to identify initial first steps of transition

43. Watch for deeper issues as data is gathered

44. Suspend judgment while gather data

45. Know when enough data has been gathered

46. Suppress judgment while gathering data

47. Use statistical methods when appropriate

48. Recognize what is relevant

49. Know how data from different parts of the system impact each other

50. Communicate implications of systems theory

51. Continuously assess the issues as they surface

52. Stay focused on the purpose of the consultancy

53. Utilize a solid conceptual framework based on research

FEEDBACK

An effective organization development (OD) practitioner can . . .

54. Prepare leadership for the truth

55. Involve participants so they begin to own the process

56. Synthesize the data gathered into themes

57. Create a non-threatening atmosphere

58. Facilitate complex emotional patterns

PLANNING

An effective organization development (OD) practitioner can . . .

59. Distill recommendations from the data

60. Focus action that generates high impact at lowest cost

61. Consider creative alternatives

62. Mentally rehearse adverse consequences

63. Mentally rehearse potential gains

PARTICIPATION

An effective organization development (OD) practitioner can . . .

64. Facilitate a participative decision-making process

65. Obtain direction from leadership

66. Obtain commitment from leadership

67. Co-create an implementation plan that is rooted in the data

68. Co-create an implementation plan that is concrete

69. Co-create implementation plan that is simple

70. Co-create implementation plan that is clear

71. Co-create implementation plan that logically sequences activities

72. Co-create implementation plan that is results-oriented

73. Co-create implementation plan that is measurable

74. Co-create implementation plan that is rewarded

INTERVENTION

An effective organization development (OD) practitioner can . . .

75. Reduce dependency upon consultant

76. Instill responsibility for follow through

77. Intervene at the right depth

78. Pay attention to the timing of activities

79. Facilitate concurrent interventions

80. Help manage impact to related systems

81. Re-design intervention or mindfully respond to new dynamics

EVALUATION

An effective organization development (OD) practitioner can . . .

82. Integrate research with theory and practice

83. Initiate ongoing feedback in client-consultant relationship

84. Choose appropriate evaluation methods - - that is, interviews, instruments, financial sheets - - to collect evaluation information

85. Determine level of evaluation - - such as reaction, learning, behavioral change, organizational impact, societal impact

86. Ensure evaluation method is valid

87. Ensure evaluation is reliable

88. Ensure evaluation method is practical

FOLLOW-UP:

An effective organization development (OD) practitioner can . . .

89. Establish method to monitor change during the intervention

90. Establish method to monitor change after the intervention

91. Use information to reinforce positive change

92. Use information to correct negative change

93. Use information to take next steps

94. Link evaluation with expected outcomes

ADOPTION

An effective organization development (OD) practitioner can . . .

95. Transfer change skills to internal consultant so learning is continuous

96. Maintain/increase change momentum

97. Link change process to daily life of system

98. Mobilize additional internal resources to support continued change

99. Determine the parts of the organization that warrant a special focus of attention

100. Pay attention to movement back to old behaviors

101. Move more away from project-driven change to strategy-driven change

102. Be sure customers and stakeholders are satisfied with intervention's results

103. Plan renewal/reunion events

SEPARATION

An effective organization development (OD) practitioner can . . .

104. Recognize when separation is desirable

105. Process any left over relationship issues between consultant(s) and client

106. Ensure that learning will continue

107. Leave the client satisfied

108. Plan for post-consultation contact

SELF-AWARENESS

An effective organization development (OD) practitioner can . . .

109. Clarify personal values

110. Clarify personal boundaries

111. Manage personal biases

112. Manage personal defensiveness

113. Recognize when personal feelings have been aroused

114. Remain physically healthy while under stress

115. Resolve ethical issues with integrity

116. Avoid getting personal needs met at the expense of the client (i.e., financial, emotional, sexual, etc.)

117. Work within the limits of your capabilities

118. Perform effectively in an atmosphere of ambiguity

119. Perform effectively in the midst of chaos

INTERPERSONAL

An effective organization development (OD) practitioner can . . .

120. Develop mutually trusting relationships with others

121. Solicit feedback from others about your impact on them

122. Energize others

123. Collaborate with internal/external OD professional

124. Balance the needs of multiple relationships

125. Listens to others

126. Pay attention to the spontaneous and informal

127. Consistently maintain confidentiality

128. Interpersonally relate to others

129. Use humor effectively

OTHER

An effective organization development (OD) practitioner can . . .

130. Interpret cross-cultural influences in a helpful manner

131. Handle diversity and diverse situations skillfully

132. Communicate directions clearly to large groups

133. Use the latest technology effectively

134. Use the internet effectively

135. Facilitate small group interventions (up to 70)

136. Facilitate large group interventions (70-2,000)

137. Apply the skills of international OD effectively

138. Function effectively as an internal consultant

139. Demonstrate ability to conduct transorganizational development

140. Demonstrate ability to conduct community development

141. Be aware of the influences of cultural dynamics on interactions with others

APPENDIX B

GLOBAL OD COMPETENCY FRAMEWORK PUBLISHED BY OD NETWORK IN 2016

Reprinted from Minahan (2018)

APPENDIX C

EMAIL TEMPLATE SENT TO OD NETWORK CHAPTER PRESIDENTS FOR RECOMMENDING STUDY PARTICIPANTS

Dear ???:

Over the years, professionals in the field of OD like you, develop competencies that cannot be obtained in a college classroom. We are conducting a study of those competencies in order to improve the instruction that OD college students receive. Our study will collect the ideas of experienced professionals in the OD field and compile them into a competency model to guide faculty in training students. We would like your input in determining which members of the OD Network might have the experience and insight to contribute to the study.

We are asking all the OD Network chapter presidents in the U.S. for recommendations about who should participate in our research study entitled "Competencies of Organization Development (OD) Professionals: A Delphi Study". A Delphi Study consists of a series of brief questionnaires with a summary of the results of each set serving as context for the questions in the next set – a feedback/inquiry process. We are basing our first set of questions on analysis of 70 interviews of OD professionals written by students in an OD graduate course over several years. People you recommend will receive an email from us with an overview, invitation, and website link to the survey. Participation is voluntary and responses from any individual are confidential. At the end of the study, we will share a summary report about the competencies with each participant.

If you have three or more members of your chapter that you feel fit the requirements for this study, please send us the name(s) and email address(es) for them. If you consider yourself a good fit with the study requirements, please feel free to include yourself in the list.

Thank you for your help with our recruiting of OD professionals. We will email the people on the list in two weeks to begin the study.

Sincerely,
Sreyoshi Patra
Graduate Student
sreyoshi.patra@tamu.edu

Mike Beyerlein, Ph.D.
Professor
Beyerlein@tamu.edu

Department of Educational Administration and Human Resources Development
Texas A&M University

APPENDIX D

REMINDER EMAILS FOR PRESIDENTS OF REGIONAL OD CHAPTERS TO NOMINATE PARTICIPANTS

Dear x,

You may have already received an e-mail inviting you to nominate OD Professionals of your network for our research study. If you have already nominated participants, please accept our thanks and delete this e-mail as no further involvement is required. If you have not got the chance to send us your nominations, please take the time to consider helping us with this important research. We are accepting nominations for this study until the next seven days.

We are asking all the OD Network chapter presidents in the U.S. for recommendations about who should participate in our research study entitled "Competencies of Organization Development (OD) Professionals: A Delphi Study". A Delphi Study consists of a series of brief questionnaires with a summary of the results of each set serving as context for the questions in the next set – a feedback/inquiry process. People you recommend will receive an email from us with an overview, invitation, and website link to the survey. Participation is voluntary and responses from any individual are confidential. At the end of the study, we will share a summary report about the competencies with each participant.

If you have three or more members of your chapter that you feel fit the requirements for this study, please send us the name(s) and email address (es) for them. If you consider yourself a good fit with the study requirements, please feel free to include yourself in the list.

Thank you for your help with our recruiting of OD professionals. We will email the people on the list in two weeks to begin the study.

Sincerely,

Sreyoshi Patra
Graduate Student
sreyoshi.patra@tamu.edu

Mike Beyerlein, Ph.D.
Professor
Beyerlein@tamu.edu

Department of Educational Administration and Human Resources Development
Texas A&M University

APPENDIX E

EMAIL TEMPLATE WITH TIMELINE OF THE STUDY

Hello X,
I hope you are doing well.

Here is a tentative timeline of our research study for your reference:

Sl. No.	Details	Tentative Date
1.	Sending Email for First Delphi round	June 12
2.	Closing the First round	June 22
3.	Sending Email for Second Delphi round	July 6
4.	Closing the Second round	July 16
5.	Sending Email for Third Delphi round	July 25
6.	Closing the Third round	August 5
7.	Sending Summary report to Participants	August 31

Each of these three rounds should not take more than 30-45 minutes of your time. Please let us know if you have any questions.

Thank you.

Sincerely,

Sreyoshi Patra
Graduate Student
sreyoshi.patra@tamu.edu

Mike Beyerlein, Ph.D.
Professor
Beyerlein@tamu.edu

Department of Educational Administration and Human Resources Development
Texas A&M University

APPENDIX F

REMINDER EMAIL TEMPLATE FOR DELPHI ROUND 1/2/3

Dear Participant,

You may have already received an e-mail inviting you to participate in the first/second/third round of the research. If you have already completed and responded to the questions included, please accept our thanks and delete this e-mail as no further involvement is required. If you have not responded to the questions, please take the time to consider helping us with this important research. We are accepting responses for this round until the next three days.

We are inviting you to share your opinion on some important questions related to your area of practice. Responding to these questions should take no longer than 25-30 minutes. Your valuable participation will help us establish findings for this study. Your response to this study will be strictly confidential.

Please click on the web link below to begin the questionnaire. Thank you very much for your time to help us with our research.

www.xyzqualrtics123456.com

Should you wish not to participate in this study at this stage, you can unsubscribe by emailing us about your choice. You will henceforth not receive any communication or notification from us. If you have any queries or comments about the questionnaire or the research study, please contact Ms. Sreyoshi Patra, at sreyoshi.patra@tamu.com or 979-739-9264

Sincerely,

Sreyoshi Patra
Graduate Student
sreyoshi.patra@tamu.edu

Mike Beyerlein, Ph.D.
Professor
Beyerlein@tamu.edu

Department of Educational Administration and Human Resources Development
Texas A&M University

APPENDIX G

RECRUITMENT EMAIL TEMPLATE SENT TO PARTICIPANTS OF DELPHI STUDY

Dear Mr/Ms/Dr. X

Over the years, professionals in the field of OD like you, develop competencies that cannot be obtained in a college classroom. We are conducting a study of those competencies in order to improve the instruction that OD students receive. We would like your input in determining which competencies are key to consulting success whether working externally or internally with clients.

We are inviting you to participate in our research study entitled "Competencies of Organization Development (OD) Professionals: A Delphi Study". We hope to capture the insights of experienced professionals to guide us in developing a model of the competencies. You were suggested by your OD Network chapter president as a likely participant. We asked all the chapter presidents in the U.S. for recommendations.

If you decide to participate in this study, you will be sharing your views/opinions on the topic by answering a few questions about competencies. We will send you a link to the online survey via email. Since it is a Delphi study, there will be a sequence of three sets of questions over several weeks. At the end of each round, you will receive a summary of the responses of all the participants in the study for the prior round to base your answers on for the next round. Each round should not take more than thirty minutes of time.

Participation in this study is completely voluntary. You can choose to be in the study or not. All your answers will be held in strict confidence and will be used only for the purposes of this study. If you agree to participate in the study by responding to this email, we will send you all communications including questions in all the three rounds, summary of each round and reminder emails. If you choose not to participate in the study when the process has already begun, you can unsubscribe from the emailing list by communicating the same to us over an email. This will ensure that you do not receive any further emails or notifications from us. There are some benefits associated with participating in this study. Firstly, it will help you reflect on your own competencies and strengths and review ideas from other consultants. This reflection may motivate you to enhance current competencies or develop new ones and so enable you to be more successful in your work. Secondly, you will also have the choice to add an endorsement from us for your LinkedIn account. This endorsement will be an appreciation of your general and specialized skills that has helped the study establish results. Having an endorsement will help you get more profile views. Also, having relevant skills listed on a LinkedIn profile will signal others especially employers that the professional is proficient at his/her work, which will make you towards more attractive business opportunities and potential employers in this field. At the end of our study we will present to you a list of our findings.

If you'd like to participate or have any questions about the study, please contact our team by responding to this email.

Thank you very much.

Sincerely,

Sreyoshi Patra

Graduate Student

sreyoshi.patra@tamu.edu

Mike Beyerlein, Ph.D.
Professor
Beyerlein@tamu.edu
Department of Educational Administration and Human Resources Development
Texas A&M University

APPENDIX H

OD NETWORK NAMES, THEIR PRESIDENT AND EMAIL IDS

Location	Name of the Network	Name of OD Professional
Arizona Scottsdale	Arizona OD Network (AzODN)	Tiffanie Dillard, Chair tiffaniedillard@me.com atmoseley@cox.net http://www.azodn.org/leadership.html
British Columbia	BC Organization Development Network (BCODN)	Marian Hakze, Co-President, Charles Lee, Co-President Email: info@bcodn.org
California Carlsbad	OD Network of San Diego	info@odnsd.org
California Cupertino	South Bay Organization Development Network	Jeff Richardson, Jeff@SBODN.com, 650-269-5395 https://www.odnetwork.org/page/RegionalSouthBay? Krista@SBODN.com
California Sacramento	Sacramento Area Organization Development Network	Jeff Douglas, jeffofedh@att.net, 916-850-5037 / (916) 812-6033 / president@saodn.org
California San Francisco	Bay Area OD Network	(415) 749-6850 / office@baodn.org
California Santa Barbara	Santa Barbara OD Network	cwbueno2@aol.com
California	Silicon Valley OD Network	Jeff Richardson – SVODN Director https://svodn.com/wordpress/who-we-are/
Colorado Denver	Organization Development Network - Greater Denver Region (ODN-GDR)	debra_cohen@hotmail.com
Connecticut West Hartford	Western New England OD Network	(860) 589-4752 / WNEODN@prodigy.net
District of Columbia Washington	Chesapeake Bay OD Network	Chris Swisher, President http://www.cbodn.org/leadership (202) 686-1314 / admin@cbodn.org

Florida Coral Springs	SFL ODNetwork	Heather Mahoney https://sflodn.wildapricot.org/Sys/PublicProfile/5478954 (954) 341-2522 / info@sflodn.org
Florida Eustis	Mid Florida Regional OD Network	(352) 357-4580 or (352) 516-6241 cell / Eagletraininggrp@aol.com
Florida Orlando	Greater Orlando OD (GOOD) Network	Isabella Johnston, President EMAIL: info@goodnetwork.us https://goodnetwork.us/Meet-the-leadership-team (407) 397-4357 / president@goodnetwork.us
Georgia Marietta	Organization Change Alliance - Atlanta	Carla Gracen, Board Chair https://organizationchange.org/about-us/leadership/ (770) 846-2021 / carlagracen@organizationchange.org
Illinois Chicago	Organization Development Network of Chicago	Lynette Buitt, Co-President Deborah Dalzell Murphy,Co-President Diana Goldberg, Co-President https://odnchicago.org/board-of-directors/ (773) 561-4919 / admin@odnchicago.org
Illinois	Central Illinois Organization Development Network (CIODN)	Amy Lally – President
Indiana Downtown Indianapolis	Downtown Indianapolis OD Network	(317) 232-5515 / susanelsey.leadershipcoach@gmail.com
Indiana Indianapolis	Indianapolis OD Network	(317) 752-1101 / kimchesky@netscape.net
Massachusetts		
Maine N. Yarmouth	Maine OD Network	(207) 829-2700 / darcyc@maine.rr.com
Massachusetts Wellesley	Massachusetts Bay Organization Development Learning Group	(617) 460-1324 / csawyer@mbodlg.org or cmatera@mbodlg.org
Minnesota Columbia Heights	Minnesota OD Network	Paul Thoresen, *Chair* Https://Www.Mnodn.Org/Board (952) 240-3018 / boardchair@mnodn.org

Missouri Gladstone	Heartland OD Network (HODN)	(816) 245-3725 / gwen.weakley@kcpl.com
Missouri St. Louis	St. Louis OD Network	Krista Junge, President Vicki_Tardino@alumni.umass.edu
North Carolina Charlotte	OD On The Edge	Lynne Ingersoll lynne@xplorleadership.com (704) 451-2539
North Carolina Raleigh	Triangle OD Network of NC	(919) 280-4018 / todnadmin@todn-nc.org
Nebraska Springfield	Omaha OD Network	Robin Fredieu, President (402) 253-8117 / Lori@capstone-cc.com
New Jersey Cherry Hill	Philadelphia Region OD Network	(856) 428-7585 / admin@pdjonesassociates.com
New Jersey Middlesex	New Jersey OD Learning Community	njodgroup@gmail.com
New York Buffalo	OD Network of Western New York	Nancy Lynch (716) 834-3460 / nancyglynch@gmail.com
New York Huntington Manor	OD Network Long Island	(631) 547-0002 x 100 / info@odnetworkli.org
New York New York	OD Network of New York	Jason Myers - Jason.Myers@odnny.org office@odnny.org
New York Pittsford	Central & Western NY OD Network	(716) 586-0437 / wsapiro@localnet.com
Nevada Henderson	Southern Nevada OD Network	(702) 785-5255/ falvey4@msn.com
Ohio Bowling Green	Bowling Green State University (ODSN)	(419) 372-2488
Ohio Bowling Green	Greater Cincinnati/Dayton OD Network	(513) 881-5864 / odncincy@aol.com

Ohio Bowling Green	Great Lakes OD Network	(419) 944-9423 / akincaid@otterbein.org
Ohio Cleveland	OD Connection of NE Ohio	(216) 861-5178 x 222 / bdshrock@mac.com
Ohio Columbus	Capital City Organization Development Network	Peggy Wible, President http://ccodn.memberlodge.org/page-1526042 (740) 334-1925/ Holodeh@yahoo.com
Ohio Dayton	Organization Development Network for the Miami Valley	President: Lana Rucks lanarucks@therucksgroup.com/ (937) 242-7024
Oregon Portland	Oregon OD Network president@odnoregon.org	Jathan Janove President 503-894-9264 https://www.odnoregon.org/about/chapter-leadership/
Pennsylvania Philadelphia	Philadelphia Region Organization Development Network	(717) 380-3102/ prodnetwork@gmail.com
South Carolina Mt. Pleasant	Charleston OD Network	(834) 388-1788 / userbill9098@cs.com
Tennessee Memphis	Mid-South Organizational Development Network	(662) 393-8865 / teamdunn@peoplepc.com
Texas Dallas	Dallas/Ft. Worth OD Network	(214) 235-8154 / christina.bell@sbcglobal.net
Texas Houston	Houston OD Network	Wayne Dorris, Chair wayne@people-people.net
Texas San Antonio	San Antonio Association for Organizational Development	Tracey Contreras, President president@tdsanantonio.org https://www.tdsanantonio.org/boar (210) 823-2648 / info@saaod.org
Washington Seattle	Pacific Northwest OD Network info@pnodn.org	Chris Crosby, President https://www.pnodn.org/page-1130966

APPENDIX I

DELPHI QUESTIONS

Round 1:

OD professionals need a set of competencies to be successful at work. What do you think are the most critical competencies? What do each of these competencies mean to you?

Why do you think you need them?

Round 2:

The pilot study and the first Delphi round revealed that there are 'x' competencies that OD professionals think are essential. The list of competencies along with their probable definition has been attached for your reference. Now, I would like to request you to:

1. Please select the five competencies from this list that you think are most important for OD professionals.
2. Rank the five competencies you selected in order starting from 1 to 5 based on your perception of necessity. (where 1 means most important and 5 means least important)
3. Why do you think each of these five (5) competencies belongs on your priority list? (Please provide a rationale for each choice.)

Round 3:

After the second round, we found that the top X competencies out of the x listed earlier in the first round include: 1,2,3,4, 5. Now, I would like to request you to:

1. Select any three competencies from this list of X competencies you think is important to you. Please share instances of using these competencies for your work.
2. How has it affected your practice?
3. How would you teach this competency to a junior/subordinate if you were asked to mentor him/her?
4. How do you think this competency can be taught in a graduate school?
5. How do you manage your continued growth as an OD professional in the areas identified?

APPENDIX J

INFORMED CONSENT

Dear Participant,

You are invited to take part in a research study, (IRB 2020-0351M, IRB approval date: 04/08/2020), being conducted by Dr. Michael Beyerlein and Ms. Sreyoshi Patra entitled: Competencies of Organization Development (OD) Professionals: A Delphi Study. The information in this form is provided to help you decide whether to take part in this project.

You are being asked to participate in this research because you have been nominated by the president of an OD Network in the United States as they respect your expertise. Also, because you are an OD professional with at least five years of experience in this field, we believe your opinion will be valuable for this research.

The purpose of this qualitative descriptive research study is to generate a list of the key competencies needed by an OD Professional for successful consulting in 21st century organizations. This list will be helpful for professionals working both as an internal or external consultant. Earlier, the Organization Development Network had produced a global competency list of 141 competencies that all effective OD practitioners must possess. These 141 competencies are divided into different sections like planning, collecting data, assessment, evaluation, diagnosis, feedback, etc. They include knowledge of OD methods, skills for building relationships and communicating, and business knowledge for either running one's own firm or understanding the client firm. This study aims to find the top competencies that form a key part of the global competency model with a focus on OD methods and frameworks and building effective relationships with clients. Using content analysis and a Delphi technique, this study will address the changing needs by building on the findings from the past.

In this study, we will conduct three rounds of brief questionnaires using the Delphi procedure. Each of these rounds will be related to the field of Organization Development (OD). You will be asked to respond to a set of open-ended questions over the Qualtrics survey system. Open-ended questions will allow you to share your opinion in detail. After each Delphi round, you will receive an anonymous summary of the experts' opinions to get an overall idea of the responses in that round. During the entire process, we will maintain confidentiality of all the participants. At the end of the study, you will receive a summary of the findings and a LinkedIn endorsement thanking you for your contribution.

The length of each Delphi round will be approximately 20-60 minutes per round, depending on the detail of your responses. The three Delphi rounds will be performed across three (3) months (one Delphi round in one month). During the process, you will interact with Ms. Sreyoshi Patra, graduate student, and Dr. Michael Beyerlein, the Principal Investigator of the study. over email. The research will be completely online via exchange of emails and Qualtrics software. No physical appearance or meetings will be needed for the study. No clinical care is

involved in this study and no medical procedures are involved in this study. You will have the option to write your responses to the questions asked in the space provided in the Qualtrics form.

Please be open and candid with your responses. All information you provide will be strictly confidential in accordance with the protocol of Texas A&M University Institutional Review Board (IRB). The collected data of this study will be kept private. No identifiers linking you to this study will be included in any sort of report that might be published. People who have access to your information include the Principal Investigator and research study personnel. Representatives of regulatory agencies such as the Office of Human Research Protections (OHRP) which may access your records to make sure the study is being run correctly and that information is collected properly. Information about you related to this study will be kept confidential to the extent permitted or required by law.

If you have questions, concerns, or complaints, or think the research has hurt you, talk to the research team at sreyoshi.patra@tamu.edu or +1-979-739-9264.

This research has been reviewed and approved by the Texas A&M Institutional Review Board (IRB). You may talk to them at 1-979-458-4067, toll free at 1-855-795-8636, or by email at irb@tamu.edu., if

- You cannot reach the research team.
- Your questions, concerns, or complaints are not being answered by the research team.
- You want to talk to someone besides the research team.
- You have questions about your rights as a research participant.
- You want to get information or provide input about this research.

This research is voluntary, and you have the choice whether to be in this study. You may decide to not begin or to stop participating at any time. If you choose not to be in this study or stop being in the study, there will be no effect on your status, medical care, employment, evaluation, relationship with Texas A&M University, etc.

CONSENT STATEMENT

I voluntarily agree to participate in this research survey. The procedures, risks, and benefits have been explained to me, and my questions have been answered. I understand that any identifiable information will remain confidential, that is, this information will not be listed in any research publications that are based on this data. (If you chose to continue, please click on the button for “I accept” to continue to the first page of the survey.)

APPENDIX K

IRB APPROVAL LETTER

DIVISION OF RESEARCH

EXEMPTION DETERMINATION

(Common Rule –Effective January, 2018)

April 08, 2020

Any study that involves in-person or face-to-face interactions may not begin or continue in-person or face to face study visits until the pause in human research activities is lifted. Only online or remote communications, telephone contact, remote monitoring, remote data collection or studies involving only data analysis may continue. Please continue to monitor the Division of Research's VPR website on the latest information available regarding changes to research related to COVID19 conditions. https://vpr.tamu.edu/covid-19.

Type of Review:	Initial Review Submission Form
Title:	Competencies of Organization Development (OD) Professionals: A Delphi Study
Investigator:	Michael Beyerlein
IRB ID:	IRB2020-0351M
Reference Number:	108828
Funding:	Internal Funds
Documents Reviewed:	InformedConsent 1.0 Thesis Proposal 1.0 Delphi Round Questions 1.0 Reminder Email 1.0 Recruitment Email 1.0 OD Network Names 1.0 Letter to OD Network chapter presidents for recommending study participants 1.0

Review Category	Category 2: Research that only includes interactions involving educational tests (cognitive, diagnostic, aptitude, achievement), survey procedures, interview procedures, or observation of public behavior (including visual or auditory recording) if at least one of the following criteria is met: i. The information obtained is recorded by the investigator in such a manner that the identity of the human subjects cannot readily be ascertained, directly or through identifiers linked to the subjects; ii. Any disclosure of the human subjects' responses outside the research would not reasonably place the subjects at risk of criminal or civil liability or be damaging to the subjects' financial standing, employability, educational advancement, or reputation; or iii. The information obtained is recorded by the investigator in such a manner that the identity of the human subjects can readily be ascertained, directly or through identifiers linked to the subjects, and an IRB conducts a limited IRB review to make the determination required by .111(a)(7).

750 Agronomy Road, Suite 2701
1186 TAMU
College Station, TX 77843-1186

Tel. 979.458.1467 Fax.
979.862.3176 http://rcb.tamu.edu

Dear Michael Beyerlein:

The HRPP determined on 04/08/2020 that this research meets the criteria for Exemption in accordance with 45 CFR 46.104.

This determination applies only to the activities described in this IRB submission and does not apply should any changes be made. If changes are made you must immediately contact the IRB. You may be required to submit a new request to the IRB.

Your exemption is good for three (3) years from the Approval Start Date. Thirty days prior to that time, you will be sent an Administrative Check-In Notice to provide an update on the status of your study.

If you have any questions, please contact the IRB Administrative Office at 1-979-458-4067, toll free at 1855-795-8636.

Sincerely,
IRB Administration