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What is the effect of observation by an OD practitioner on the OD practitioner's intended outcome of an OD intervention?

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What is the effect of observation by an OD practitioner on the OD
practitioner's intended outcome of an OD intervention?

A DISSERTATION

SUBMITTED TO THE FACULTY OF THE SCHOOL OF EDUCATION

OF THE UNIVERSITY OF ST. THOMAS

By

Mary B. Cannata

IN PARTIAL FULFILLMENT OF THE REQUIREMENTS

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DOCTOR OF EDUCATION

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UNIVERSITY OF ST. THOMAS

We certify that we have read this dissertation and approved it as adequate in scope and quality. We have found that it is complete and satisfactory in all respects, and that any and all revisions required by the final examining committee have been made.

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Abstract

The work of an Organization Development (OD) practitioner is varied and extremely situational. Depending upon the given assignment and set of circumstances surrounding that assignment, the work can take many different approaches. Among the strategic and tactical work tasks the OD practitioner completes is the ongoing task of evaluating work progress towards the desired results of the assignment. The OD practitioner typically will evaluate the ongoing work and assess the degree of completeness against the expected results many times during a work assignment (Block, 2000; Hanson & Lubin, 1995).

While evaluating the progress of their work assignment, an OD practitioner has multiple ways to evaluate progress and compare to expected results. One evaluation method is the act of observation. Observation is not emphasized in OD methodologies as the required or preferred method of evaluation. It is just one of many techniques available to an OD practitioner (Block, 2000; Hanson & Lubin, 1995; Schein, 1999). Is it possible that observation is more important to the work of OD practitioners than presented in OD methodologies? Based on previous experience and research, the researcher asked the question about the effect of observation on OD work assignments. Is it undervalued in OD work?

This research posits a theory that elevates the level of importance of the action of observation in the OD work assignment. The theory posits that observation is required in achieving the OD practitioner's desired results and that without focused observation, desired results are not attained.

To support the importance of observation, quantum theory principles are used. The research is based upon a basic quantum principle stating that the observer in any situation is required in order to achieve desired results. The quantum principle used is composed of three basic elements: the observer, a subject of observation, and a result (Capra, 1983; Goff, 2006; Wilber, 2001; Wolf, 2001; Zohar, 1990). This principle is used metaphorically to provide the framework for the theory posited in this study.

In this case study, the observer is the OD practitioner. The research examines the connection between the act of observation by the OD practitioner and achieving desired results expected by the OD practitioner.

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Finally, I am happy to set an example to my children and grandchildren, Olivia, Chase, and Max, about the importance of education and the level to which one can attain their desires. The pursuit of education is an important endeavor to me and I wish to give them the challenge to take their own educational journey. All things are possible.

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Chapter 1

Introduction

Background

While undertaking course work to complete a doctorate in organization learning and development, this researcher noticed contributions made to the organization development knowledge base by physicists and scientists. For example, Bohm (1996), a protégé to Albert Einstein, was noted for his contribution on the subject of dialog, a concept of getting to the whole thought process and collective thought process. Zohar (1990, 1997), a physicist, studied quantum physics and consciousness and integrated those studies to concepts of shifting paradigms and creating mind-set; concepts often used in organization development. Another contributor is Csikszentmihalyi (2003), a noted scientist and psychologist, who did considerable research on the concept of optimal experience, referred to as 'flow'. The researcher has noted that organization development (OD) experts sometimes have referenced quantum physics principles (Argyris & Schon, 1996; Kilmann, 2001; Mintzberg, 1993; Senge, 1990; Vaill, 1998) in their organization development materials. The question arose, why are quantum physics concepts being referenced by researchers in the field of OD?

After an initial review of the literature, this researcher discovered that some principles and theories posited by quantum physicists have been explored and adopted by business organizations. For example, Eoyang (1996) used the theory of complexity and the chaos theory to explain and address the complexity and self-organizing process in

organizations. Wheatley (1999) also referred to the chaos theory in her books about leadership.

Additionally, during preliminary research of quantum mechanics and quantum physics, the act of observation surfaced as a very important element to quantum physics research and principles. Observation is defined as gathering with the eye by selecting and gathering relevant information and organizing it into some meaning and picture (Bohm, 1996). Similar definitions for observation are cited by OD experts. Schein (1999) was one of those experts and defined observation as an “accurate registering through all of our senses of what is actually occurring in the environment” (p. 86).

The act of observation is also part of doing OD work and is stated overtly by seminal work of OD experts as part of OD work. Schein (1999) included observation as part of his Observation, Reaction, Judgment, Intervention (ORJI) model to help understand how people think and behave in the process of OD interventions. Senge (1990) reinforced the importance of inquiry when reflecting as part of the action science model, and also referred to ‘seeing wholes’ as part of systems thinking. Mintzberg (1993) emphasized the importance of qualitative data or ‘soft information’ gathered by observation. Bohm (1996) believed in the importance of observation as people dialog. Argyris and Schon (1996) implied that observation is part of the action – reflection concept of action research.

The act of observation can be a part of the diagnostic work done by OD practitioners (Block, 2000; Cummings & Worley, 2001; Hanson & Lubin, 1995; Schein, 1999). There are many examples of OD practices involving the activity of observation (Argyris & Schon, 1996; Bohm, 1996; Mintzberg, 1993; Schein, 1999; Senge, 1990). For example, observation is one of several methods used for collecting information while

diagnosing an organization. "...Observations provide insightful data about organization and group functioning, intervention success, and performance" (Cummings & Worley, 2001, p. 119).

Observation can be used as a method of data collection for diagnosis purposes (Hanson & Lubin, 1995). According to Hanson and Lubin (1995), diagnosis is part of the evaluation process of OD work. They stated that evaluation of OD work can be done prior to OD work, during the process of implementing OD work, and after the conclusion of the OD work assignment. According to Hanson and Lubin, direct observation is their first suggested approach in the diagnosis process. Hanson and Lubin provided specific examples in the statement below.

The consultant can arrange to observe the client or client group as it goes about its daily routines. This includes meeting initially with the client, sitting in on staff conferences and other work meetings, and observing interactions between manager and employees and among employees. In this way, the consultant can get an impression of the work climate (e.g., happy, tense, formal, informal), how business is conducted and how people relate to each other. (p. 125)

Observation seems to be an important aspect to OD experts. Is it as important to OD experts as it is to quantum physics researchers? If quantum physics researchers regard observation as important as Radin stated, "observation is the active agent that collapses quantum possibilities into actualities (2006, p. 224), does it make sense to elevate the importance of observation in OD work? Do OD practitioners also regard observation as extremely important in OD work? What is the current understanding of observation relative to OD work? Are observations automatically done as part of OD work? What

happens when the OD practitioner eliminates or skips the observation activity by not selecting it as one of the data gathering methods or by not completing an evaluation of the results of the OD intervention? Can a complete and accurate diagnosis or evaluation of an organization intervention be made without conducting an observation activity?

After reading research and reflecting on her own experience as an OD practitioner, the researcher posited a theory according to which the success of OD work is based on the effects of observation by the OD practitioner. Through this positivistic case study, the researcher wanted to see if the theory about observation and the relevancy of observation to OD practitioners would be supported by those who do OD work.

Quantum physics scientists have recognized the impact of observation on the results of scientific research. According to Prigogine (1996), observation will actually impact the reality of the scientific experiment and the results. According to Marshall and Zohar (1997), participation of an observer is an indisputable fact of quantum mechanics. In quantum physics experiments, things behave in alignment with how the observer expects them to behave (Prigogine, 1996). According to Prigogine, a human action of observation is responsible for the transition from potentialities to actualities. Therefore, the relationship between the observer and the observed is key.

The person conducting an observation activity during OD work is the observer. In OD work, a key observer is the OD practitioner. The OD practitioner is a key observer processing and evaluating progress and is responsible to take advantage of the emergent patterns (Eoyang, 1999). There may be other observers in a given situation, such as a business leader or frontline supervisor, but the OD practitioner is the person with the skills and capabilities to shape the OD work based on observed emergent patterns (Crutchfield,

1994). Additionally, the OD practitioner uses observation as a standard method for diagnosing the progress of an OD assignment (Block, 2000). For that reason, and for purposes of this study, the research focuses on the OD practitioner as the observer.

According to Marshall and Zohar (1997), nonscientists have become more aware of how quantum theory can serve as a model in helping to understand human psychology and relationships. The application of quantum theory to day-to-day life has become more frequent. This case study will attempt to apply a quantum theory to an aspect of OD work.

If quantum theories, defined as scientific theory applied to physical reality (Marshall & Zohar, 1997), are applied to OD work, OD practitioners are largely instrumental in creating the reality of the OD intervention based on what is observed. "Every observation is preceded by a choice about what to observe" (Wheatley, 1999, p. 65). Stumpf (1995) stated that unless the implications of quantum physics are translated into practices of leadership, the utility of the new science discoveries will be minimal.

Problem

The OD practice methods, set forth by some OD experts mentioned below, recognized the act of observation as being useful in OD work. Argyris and Schon (1987) presented an OD theory of practice which is called action research. The essence of this theory is based on a process of action and then reflection. They presented a learning cycle of planning, acting, observing, and reflecting. Schein (1999) also presented a learning cycle of Observation (O), Emotional Reaction (R), Judgment (J), and Intervention (I), simply known as ORJI. Schein's model uses observation as a data-gathering system.

In recent decades, the emergence of quantum mechanics, defined as the quantum physics theories of small particles (Marshall & Zohar, 1997), has introduced an entirely

different perspective on human interaction with the world. In the quantum mechanics world, observation is the main ingredient of scientific research. Quantum physicists asked the question, what role do observers play? In Newtonian science, which preceded quantum physics, scientists were distinct from what they were observing. These scientists stood back from observations, and kept themselves and their goals out of the procedure. In contrast with that, quantum mechanics places observers inside the experiment. Observers are part of what they observe. They play an active role in bringing about the reality they observe. Observer play a key role in distinguishing between two levels of being – actuality and potentiality. Goswami (1993) reviewed quantum mechanics research regarding nonlocal behaviors of electrons and photons and made the connection to humans after conducting research using people located in different rooms. “The two brain/minds act as a nonlocally correlated system – the correlation established and maintained through nonlocal consciousness – by virtue of the quantum nature of the brains” (p. 152). Therefore, the comparison to OD work assignments becomes clearer. OD practitioners can play an active role in the work they are conducting within an organization.

Zohar (1997) built upon the concepts of quantum functioning and related it to the human mind/brain. Zohar related the hemispheres of the brain as one hemisphere being consciously observed by the other hemisphere of the brain thereby collapsing the wave of potential into one state of being. Goswami (1993) and Zohar applied quantum mechanics theory to human beings. Can quantum mechanics be applied to human beings conducting OD work?

Problem statement. Observation is important in both quantum physics and OD. Can OD practitioners miss an opportunity to ensure successful results with the OD work

assignments for which they are responsible by not conducting observation and by not understanding the impact of observation within the work assignment? Not all OD practitioners realize the impact they have on intended interventions by observation of organizations, people, and situations, nor they realize how their observation impact the outcome of their OD interventions. The role observation plays in OD work is potentially undervalued by OD practitioners.

Research purpose and research question. The purpose of this positivistic case study was to test a theory about the importance of observation as part of the work done by OD practitioners. The intent of the research was to explore the importance of observation in OD work. The researcher pondered: If observation is important in quantum physics, is it important to OD work? This led to the research question that guided this study: what is the effect of observation on the outcome of OD interventions? These questions led to the theory being posited in this research.

Researcher's interest. The researcher had several reasons for conducting this study. First, the researcher is an experienced OD practitioner. The findings of the research may enhance the effectiveness of the researcher's personal OD work. The second reason for conducting this study was to offer value to the field of OD. By identifying a critical component of evaluating the OD work being conducted for clients by OD practitioners, the researcher can advise clients and fellow OD practitioners about the progress of OD interventions and guide work towards intended results.

Finally, the data and insights gained from research on the importance of observation in OD interventions potentially add to the body of research.

Research design. The need to support the researcher's theory led the researcher to a positivistic multiple case study design. Each case in the study has a unique OD intervention that is being addressed by an OD practitioner. The theoretical framework of the study draws both on OD practitioner's methodology (Argyris & Schon, 1987; Block, 2000; Cummings & Worley, 2001; Schein, 1999) and quantum physics principles regarding observation (Prigogine, 1996; Wilber, 2001; Wolf, 2001

Definition of Terms

This section defines key terms contained in this study.

Case study: Yin (2009) defined a case study as “an empirical inquiry that investigates a contemporary phenomenon within its real-life context...” (p. 13). For purposes of this research, the term case study is defined as research investigating a phenomenon in a real-life setting.

Consciousness: Vaill (1998) defined consciousness as intentionality by stating, “It is the bridge between the biochemistry of the brain and the phenomena outside it” (p. 26). Kilmann (2001) defined consciousness as a means to bringing habitual blindness of one's seeing, thinking and behaving to light (p. xiv). Both definitions refer to becoming aware of the thinking in the brain and the impact on phenomena outside of the brain such as the outside world or behaviors. In this case study, consciousness is defined as the examination of the thinking in one's brain and bringing it to light.

Diagnosis: For this case study, the term diagnosis referred to work done by an OD practitioner involving the analysis of a situation in which observation was used as part of that analysis, coming up with a decision about what is satisfactory or unsatisfactory

regarding results, and deciding on future action of the OD work assignment. This definition is based on Block's (2000) model of diagnosis and discovery.

Intention: Intention implies purposefulness. Intention is having an understanding of a plan of action and planned satisfactory results. Intention is "...a purposeful plan to perform an action, which will lead to a desired outcome" (McTaggart, 2007, p xxi).

Organization Development (OD): According to Vaill (1998), "Organization development is an organizational process for understanding and improving any and all substantive processes an organization may evolve for performing any tasks and pursuing any objectives" (p. 149). For purposes of this case study, the definition of organization development was based on Vaill's definition but also includes a clarification that organization development revolves around a problem significant to people working with each other through the process in question. Therefore, the definition of organization development used for this case study was: Organization Development is a systemic approach to improving the effectiveness of an organization through its people.

Organization Development Practitioner: An organization development practitioner is one working in the field of organization development with requisite OD capabilities. According to Vaill (1998), the OD practitioner is the person with enough knowledge, experience, and abilities to figure out how processes and people can work better to make the organization more effective. This definition of an OD practitioner is important to this case study because the case study is based on the OD practitioner and their role as observer in an OD intervention. Other people involved in the OD intervention, such as managers or leaders, are not included in this study because they may not have the requisite OD capabilities required to determine how organizations can become more effective through

their people and processes. The OD practitioner in this study may be an employee of a company or an outside resource brought in as a consultant for specific work or expertise (Block, 2000; Schein, 1999). For purposes of this case study, the OD practitioner was either an internal consultant who was an employee of an organization or an external consultant to an organization with which he/she was working.

Observation: Bohm (1996) defined observation as gathering relevant information and organizing it into some meaning and picture. For purposes of this case study, Bohm's definition was used along with further clarification on how information is gathered.

Observer: For purposes of this study, the observer is the OD practitioner. This was important to this study because the OD practitioner holds the requisite OD skills and abilities to make decisions regarding the OD intervention.

Quantum Mechanics: Quantum mechanics was born in the 1920s. Notable scientists such as Einstein, Bohr, Planck, Heisenberg, and Schrodinger are credited with the early work done with quantum mechanics. Their work was focused on the micro world and small particles. Quantum theory was born from quantum mechanics.

Quantum Physics: The researcher used the Marshall and Zohar's (1997) definition: Quantum physics is the branch of science that uses quantum theory to describe and predict physical system properties. Marshall and Zohar stated, "Quantum physics is one of the most successful physical theories. Where its predictions have been tested, they have been found to be accurate to many decimal places. This is believed to apply to all matter, small and large" (p. 5).

Quantum Theory: "Quantum theory applies to physical reality on every scale – the very small, the everyday, and the very large" (Marshall & Zohar, 1997, p. 295). Quantum

theory is important in science in order to understand concepts from stars and galaxies to electron currents. This definition was important to this study because the posited theory applied a quantum theory about observation to an everyday organizational situation and to a large object of a human being. In this study there is no need to differentiate the difference between quantum mechanics, quantum physics and quantum theory. For purposes of this study, the researcher is using the term quantum theory interchangeable with quantum physics and quantum mechanics.

Summary

The purpose of this study was to test a theory created by the researcher incorporating OD practitioner methodology with quantum theory principles regarding observation. The researcher could not find any existing research of this kind in research relating to business topics. This research will test the theory and add to the base of knowledge relative to combining theories and methodologies from two different disciplines.

Chapter 2

Literature Review

Because the purpose of the study was to use insights related to quantum theory and apply them to organization development work, it was important to find seminal and recent literature on these two topics. In conducting the literature review, the researcher started by reviewing the literature for quantum theory principles dealing specifically with observation.

Secondly, a review of the literature was made to find the relevancy of observation specific to organization development work. Lastly, a search was conducted to find instances where prior research had been done on connecting organization development and quantum physics.

The purpose of the literature review was also to provide the framework for the theory development. Emphasis was placed on the act of observation in both the organization development arena and in quantum theory principles.

The literature review began with an introduction of quantum theory. The relevant quantum theory findings regarding observation follow the introduction. Organization development literature next provided the basis of observation relative to OD work. Last, the findings of existing research that combines organization development and quantum physics were provided.

The New Science

At the beginning of the twentieth century, the advent of relativity and quantum mechanics created an entirely new framework for physics (Muller & Wiesner, 2001). This new framework was called quantum physics. Quantum physics is a branch of science that

deals with subatomic indivisible units of energy, often referred to as wave functions. Quantum physics helped understand how the physical matter comes about and the observer's role in it (Baker-Receniello, 2004). This new framework was referred to, by physicists, as the new science. The new science is a general term for theories and ideas generated in scientific disciplines such as physics and biology and does not conform to classic scientific explanations (Howard, 2004; Overman, 1996).

Classic Physics

Because the new science did not conform to classic scientific explanations, one should revisit classic physics in order to understand how the new science came about. The first revolution in the understanding of the physical world started with Newton. Newton was responsible for a major discovery in the understanding of the physical world. Newtonian physics principles were based on observation rather than previous science principles based on revelations and reflections (Marshall & Zohar, 1997). Based on Newtonian principles, the world was thought to be depicted by observable data that could be analyzed and reduced to a few simple laws and principles. Simply stated, there is a cause for everything that happens (Cassinello & Gallego, 2005).

Quantum Physics

The next revolution in the understanding of the physical world was started by Albert Einstein in the early part of the twentieth century (Capra, 1983; Haaland, 1987; Karsten, 1990). Einstein built his work on the quantum mechanics work started by Max Planck, a founding father of quantum physics (Marshall & Zohar, 1997), describing the behavior of electrons and the properties of radiation. Einstein expanded the research further to include the study of the quanta of light. Einstein thought that quantum mechanics, despite its

achievements, seemed to be an incomplete theory because it could not predict with certainty the results of his experiments (Satinover, 2001). Einstein's discomfort was a precursor into future debate regarding the theory and the 'uncertainty' of results and indicates the lack of conformity to scientific explanations up to this point in time and the discomfort felt by leading scientists.

The literature contains extensive scientific information explaining the scientific process leading up to quantum physics theories. The following is a summary of the same in layman's terms. In classical physics principles, atoms can be clearly defined in terms of force, position, and motion, but the quantum particles, or quanta, cannot. The description of quanta is complex and intrinsically ambiguous. Quanta exist in several states at the same time. This is what is referred to as wave functions. The wave functions have been defined by mathematical equations such as Schrodinger's Equation that relates the wave state to classical space-time terms. The quantum theories state that a quantum occupies all of its wave states at the same time, existing as potentials. Until the wave functions are observed, the potentials remain as possibilities. But as soon as the wave functions are observed or measured, the ability to exist as potentials or multiple possibilities collapses. When this happens, the wave function can then be described in the classical manner, as an object in a single, determinate state. This is referred to as the collapse of the wave function in quantum physics literature (Laszlo, 2004).

Nobel prize-winning physicists Bohr, then Heisenberg, along with Einstein continued their research and dialogs regarding quantum mechanics. In 1935, Einstein published a paper along with physicists Podolsky and Rosen. This paper is referred to as the EPR Paper (for Einstein, Podolsky, and Rosen) and stated that quantum mechanics

effects were produced by the measurement of the physical condition (Senge, 1990). This model supposes that an observer causes a single actuality to emerge from a cloud of possibilities. The paper also stated that an object can be in two places at one time, but only when we are not looking at it. The act of observation results in a particle being in only one place (Goff, 2006).

Bohr and Heisenberg published similar findings. Heisenberg is known for the Uncertainty Principle which posits that it is impossible, in principle, to measure both the position and the velocity of microphysical particles, because the act of measuring affects what is measured (Klemm, 2004).

Bohr, based on his research, stated that a deep connection existed between the observer and the observed. The connection is so deep in fact, that it is difficult to separate them. All one can do is alter the way reality is experienced (Howard, 2004; Wolf, 2001). This theory is known as the complementarity principle. The complementarity principle is also known as the *observer effect* and states that the physical world cannot be known independently of the observer's choice of what to observe. "It is no longer possible to assume that we, the experimenters and observers of physics experiments, were separate from the experiments themselves," (Radin, p. 223). Baker-Receniello (2004) made a similar statement:

Energy and matter are connected and are quantum possibilities awaiting an observer for its experiences. In quantum mechanics, the observer and that which is being observed become linked so that the results of any observation seemed to be determined in part by actual choices made by the observer. (p. 7)

It appears physicists were trying to explain the origin and the stability of atoms and to understand the matter that surrounds us. Scientists find fluctuations and instabilities in energy. What causes these differing energy states? Through the work of all of these noteworthy scientists, the conclusion is that the observer in the scientific experiments is producing the collapse of wave functions resulting in uncertainties of energy patterns. Who then holds energy together to give us the perception of an environment consisting of stable matter? It is the observer (Baker-Receniello, 2004; Prigogine, 1996; Wolf, 2001).

Critical Analysis

These theories of quantum mechanics did not come into existence without critique. Even Einstein struggled with the weird and contradictory nature of his findings (Satinover, 1990; Wolf, 2001). Einstein struggled with the findings and worked very hard to refute the findings by himself and his colleagues. In spite of his theories on relativity, Einstein thought that there should be an objective world having definite properties whether or not they are measured (Cassinello & Gallego, 2005). Other scientists, many of them Nobel prize winners such as Wolfgang Pauli, Niels Bohr, Murray Gell-Mann, and John Bell, tried to eliminate the subjective element of the observer in the scientific equations for measuring wave functions. In spite of quantum theory's scientific success, discussions about its conceptual foundations have not declined.

After many decades, discussions have continued to be lively. Howard (2004) referred to the role of the observer as 'silliness.' Cassinello and Gallego (2005) reconstructed the mathematical models supporting quantum theories and stated:

The theorem we have just proved shows that the properties of microscopic systems are not completely defined before we look at them. The value of the projectors

remains indefinite until we measure them. We need to accept a radically random world. (p. 278)

An opposing view from Paul C.W. Davies was quoted by Nobel laureate Prigogine (1996):

At rock bottom, quantum mechanics provides a highly successful procedure for predicting the results of observations of micro systems, but when we ask what actually happens when an observation takes place, we get nonsense! After half a century of argument, the quantum observation debate remains as lively as ever. The problems of the physics of the very small and the very large are formidable, but it may be that this frontier – the interface of mind and matter-will turn out to be the most challenging legacy of the New Physics. (p. 49)

Once regarded as just thought experiments by physicists, quantum mechanics now provides the basis, due to advanced technology, for nearly all physical theories (Goff, 2005; Klemm, 2004; Laloe, 2001; Tonomura, 2005).

Each of the above-mentioned physics principles included an aspect of the role the observer plays in physics research (Laszlo, 2004; Leane, 2001; Muhroff, 2000; Radin, 2006; Wolf, 2001; Zukav, 1979). These physics principles highlighted the importance of the role of the observer and the act of observation in research.

Connecting Quantum Physics to Organization Development

The new science methods of quantum physics have spilled over into business arenas. New science offered metaphors and methods that can challenge people to rethink and reformulate their views and understanding of organizations (Eoyang, 1996; Overman, 1996).

In the OD literature, references to quantum physics and the importance of observation do exist. According to Stumpf (1995), new science can provide frameworks to help understand behaviors within organizations. Senge (1990) cited the works of Einstein, Heisenberg, Bohr, and Bohm when he stated, "...at a quantum theoretical level of accuracy, the observing instrument and the observed object participate in each other in an irreducible way. At this level, perception and action therefore cannot be separated" (p. 239).

Senge linked the quantum mechanics concept to systems thinking by positing that what is happening in a given situation "is often the consequence of our own actions as guided by our perceptions" (p. 239).

Bohm (1996), a leading quantum theorist, also connected the quantum mechanics principles to the concept of dialog. Senge (1990) quoted Bohm, "In dialogue people become the observers of their own thinking" (p. 242). To Bohm it was critical that people differentiate between thinking and having thoughts. This differentiation is brought about by actively observing what is being said by themselves and others. Senge (1990) valued the same observation process as a way to suspend assumptions. He defined suspending assumptions as "...to hold them, as it were, 'hanging in front of you' constantly accessible to questioning and observation." (p. 243).

According to Schein (1999), "Observation *should* be the accurate registering through all of the senses of what is actually occurring in the environment" (p. 86). Schein went on to say:

We see and hear more or less what we 'expect' or 'anticipate' based on prior experience, and we block out a great deal of information that is potentially available if it does not fit our expectations, preconceptions, and prejudgments. ...we select

out from the available data what we are capable of registering and classifying, based on our language and culturally learned concepts as well as what we want and need.

To put it more dramatically, we do not think and talk about what we see; we see what we are able to think and talk about. (p 87)

The concept of quantum physics that an observer is part of what he or she observes coincides with Schein's (1999) Process Consultation Model. If the observer is defined as being the OD practitioner or consultant, Schein's model which states that "everything the consultant does is an intervention" (p. 17) could be rewritten to say that everything the observer does is an intervention. This means that every interaction the OD practitioner has with a client has some sort of impact.

Mintzberg (1993) stressed the importance of collecting soft information. He defined soft information as information obtained through reading the faces of colleagues, or walking around the factories. According to Mintzberg, this information is derived through observation. Mintzberg believed that by not collecting soft information, managers become detached from the reality of what is happening, and this he regarded as a major flaw in assessing an organization. Mintzberg believed the fallacies of strategic planning to be formalization and detachment in predetermining results. He believed that this is true because formalization and detachment lack direct involvement and direct observation.

Argyris and Schon (1996) emphasized the importance of inquiry in their action science model. They believed organizational inquiry can lead to learning when there are observable changes in behavior.

Observation was also recognized as a method of collecting evidence when conducting case study research (Yin, 2003). Yin described direct observation both formally

and informally conducted. Informally, direct observation can be part of a field visit, and done in conjunction with another form of data collection such as conducting an interview. Formal direct observation can be developed as part of a case study protocol involving observations of meetings, factory work, or other activities.

Organization Development Applications

There are only a few references in the literature demonstrating an application of quantum physics to OD work. Within those references, the authors made a very deliberate connection between OD work and quantum physics (Bohm, 1996; Callaway, 2003; Csikszentmihalyi, 2004; Eoyang, 1996; Eoyang and Berkas, 1999; Kilmann, 2001; Senge, 1990; Wheatley, 1999).

Crutchfield (1994) has applied quantum theories to OD work specific to change management. He stated that in the emergence of change, the observer is part of the system, and therefore, ‘has the requisite information processing capability with this to take advantage of the emergent patterns’ (p 518). Olson and Eoyang (2001) also have applied the quantum theory of complexity and used it with organizations by comparing organizations to complex systems. They believed that OD practitioners should observe newly formed conditions, then again start their cycle of assessing, intervening, and observing.

Wheatley (1999) believed the activity of observation is essential in OD work. She stated,

Possibilities of a new idea grow unobserved. They rattle around in people’s heads aimlessly perhaps. Then something will happen to bring concrete recognition of the new idea. It ‘pops’ according to quantum scientists. What makes it ‘pop’? Perhaps

an observation brought to someone's attention through a comment. Or perhaps someone has taken the time to reflect on something or observe something through reflection thereby causing the 'pop'. (p. 62)

Senge (1990) connected seminal quantum physicists, such as Pauli, Bohr, Einstein and Heisenberg to concepts he presented. Senge incorporated quantum science into the topics of conversation and dialogue. In addition, Senge's system thinking models were compared by Senge to physicist's Bohm's theory on the holistic view of nature and the universe. Senge also demonstrated that for Bohm, connecting the purpose of science was not to accumulate knowledge, but to create mental models. The concept of mental models has been used by seminal OD authors, such as Senge (1990), Argyris and Schon (1996).

Senge, Scharmer, Jaworski, and Flowers (2004) used quantum theories to support their model of change management. The authors compared their change management model and the movement through their change curve to that of the unfolding revolution in modern science. They believed their model is based on the understanding of reality that is not Newtonian theory, but quantum theory.

Callaway (2003) presented empirical observations in her book as the underpinnings to her business concepts about organizations. She stated,

Scientific discoveries of the last quarter century in the fields of quantum mechanics, human biology, human cognition and consciousness provide concrete evidence that we live in a much more flexible and dynamic world and universe than was ever previously believed. (p. xxv)

Callaway went on to say, “I’ve discovered the most useful concepts in business formation come from the scientific fields of biology...the study of life and living systems, and physics...the study of energy and matter” (p. 73).

Csikszentmihalyi (2004) has conducted decades of research on his concept of optimal experience, also known as *flow*. One of the criteria for the phenomenon of flow is focused attention on the task at hand. The connection between Csikszentmihalyi’s concept of flow and quantum mechanics, according to Csikszentmihalyi, is the quantum mechanics principle that several potential outcomes may co-exist simultaneously at any given moment. The focused attention, as is required for flow to occur, appears to make one outcome more likely than others.

Kilmann (2001) focused on the importance of heightened consciousness in the work of organization development. Through his research of quantum physics, he also found the emphasis on observation:

Although Newton had no place in his laws of motion for the human being, let alone life itself, the quantum view explicitly considers that the world would not be there in material form were it not for a conscious mind to observe it. (p. 31)

Recognizing that most people are skeptical, if not frightened, by the notion that a higher level of consciousness creates their physical world, Kilmann wrote a book to guide people through an integrated program of organization development through self-aware consciousness.

Zohar (1997), a physicist, equated the quantum physics wave function collapse to a human experience of rapid, chaotic firing of neurons between the left and right brain. The result of the left brain (particle) and right brain (wave) integration is defined as quantum

thinking by Zohar (1997). According to Zohar, quantum thinking was the foundation for paradigm shifts and organizational transformation:

The essence of quantum thinking is that it is the thinking that precedes categories, structures, and accepted patterns of thought, or mind-sets. It is with quantum thinking that we create our categories, change our structures, and transform our patterns of thought. Quantum thinking is vital to creative thinking and leadership in organizations. It is the key to any genuine organizational transformation. It is the key to shifting our paradigm. Quantum thinking is the link between the brain's creativity, organizational transformation and leadership, and the ideas found in the new science. (p. 21)

Bohm (2003) stated that there is very little separation between the observer and the observed. He stated, "...the observed is profoundly affected by the observer, and the observer by the observed – they really are one cycle, one process" (p. 70). Bohm applied the importance of observation to looking inward. Becoming aware of one's thoughts and feelings enable the suspension of activities related to the thoughts and feelings to allow for full awareness of the whole process.

Werman (2000) took the observation effect from quantum physics and applied it to business measures. Werman used the task of creating time standards in manufacturing, which require observation of machine operators, and asked the question, "does anyone really believe that people being observed performing a task are immune to the influence of the observer?" (p 42). Werman suggested that the current methods in business for creating plans and performance measures were flawed because they did not take into effect the impact of observation or the lack of impact from the lack of observation. In a society where

performance metrics are important, Werman recommended a more reflective approach to in developing measures in an effort to create measures that have higher suitability to the employees and the organization, and thereby creating sustainable results.

Summary

This last example from the literature review presented a very clear application of a quantum physics concept and translated it into a potential for improved business results. The literature review showed the emergence of a new science, one that was resisted by the very same science community that framed the new science. The new science stressed the importance of observation in experiments. If observation is so important in experiments and life in general, it might be significant in other applications such as organization development. However, the literature shows only a few instances where seminal OD thinkers have made the connection between the new science and the work done in organization development and the researcher has not found research that supports this connection.

Chapter 3

Methodology

Yin's (2009) case study approach was selected as the methodology for this research. According to Yin, case study as a research strategy is useful when applying a contemporary phenomenon to a real-life context, such as OD work. Case study research strategy is also appropriate in answering 'how' and 'why' questions. Therefore, the approach of case study was suitable for examining a contemporary phenomenon such as the application of quantum theory principles to OD work and also examining how OD practitioners review the results of their work and why OD practitioners may or may not select observation as their method of diagnosis.

The research focused on observation as a means of evaluating OD work. There are many ways of evaluating the results of OD work such as measuring results, reviewing data, testing for knowledge and skill (Cummins & Worley, 2001), but this research focused specifically on the method of observing people in an effort to assess results or progress of OD work. Research design is described in details below.

Research Design

This research design was organized into five categories according to Yin's (2003) methodology. Those five categories are:

1. A study question
2. A proposition, if any
3. Units of analysis
4. The logic linking the data to the proposition

5. The criteria for interpreting the findings (p.21)

A theory was developed prior to data collection, therefore establishing this case study as a positivistic case study. The sequence of research in a positivistic case study is to conduct an extensive literature review, create a theory based on the findings of the literature review, test the theory through case study, and then modify the theory based on the findings of the case study (Yin, 2003).

Research Question

The first step in a case study is to define the research question (Yin, 2009). The research question in this case study has to do with the relationship between observation and work done by OD practitioners. Through the literature review, the researcher found emphasis on observation as a means to collect data during a diagnosis phase of OD interventions (Hanson & Lubin, 1995; Cummings & Worley, 2001; Schein, 1999). The researcher has found literature in the field of Organization Development to demonstrate that OD experts recognized the specific value of observation (Argyris & Schon, 1996; Eoyang, 1996, 2007; Kilmann, 2001; Mintzberg, 1993; Noolan, 2006; Senge, 1990; and Wheatly, 1999).

In the physics community, there was a significant amount of quantum physics research to support the importance of observation while conducting experiments. According to physicists the scientific experiment results were directly connected to the observer (Bohm, 1996; Capra, 1983; Cassinello & Gallego, 2005; Heisenberg, 1958; Howard, 2004; Laszlo, 2004; Lichtenstein, 2000; Marshall & Zohar, 1997; Mohrhoff, 2000; Overman, 1996; Prigogine, 1996; Radin, 2006; Shimony, 1988; Tonomura, 2005; Wolf, 2001; Wolf, 1996; Zohar, 1990). Capra (1983) stated that in modern physics, the universe is

“...viewed as a dynamic, inseparable whole which always includes the observer in an essential way” (p. 66)

Therefore, the research question for this study was: What is the effect of observation by an OD practitioner on the OD practitioner’s intended outcome of an OD intervention? This question then led to the development of the theory posited in this study.

Validity and Reliability

According to Yin (2003), the quality of case study design is judged by three types of validity criterion and one reliability criterion. Yin (2003) provided a case study tactic for each of the validity criterion and the reliability criterion. The tactics for validity are construct, internal validity, and external validity.

Construct validity. Strong construct validity in positivistic case study is accomplished by establishing a clear string of evidence between questions and findings (Yin, 2009). The researcher used open-ended interview questions followed up by Likert-scaled questions to collect information from participants.

Internal validity. Internal validity is accomplished during the data analysis phase of a case study research (Yin, 2009). The researcher looked for patterns in the responses of the participants in the study. This tactic of establishing validity is very significant to this study as it emphasizes the importance of avoiding inferences when an event cannot be directly observed. This is the basic proposition of the *observation theory* posited by this study. The researcher specifically looked for patterns where participants ‘inferred’ results of an OD intervention without actually observing those results or events for themselves.

The outcome of those patterns determine whether the theory posited is supported or not supported.

External Validity. In order for the findings of this study to be generalized, there must be external validity beyond this case study. According to Yin (2009), “A theory must be tested by replicating the findings ...” This is accomplished in positivistic case studies by applying the theory to a broader theory. Therefore, more replications will be needed in order to generalize the data beyond this case.

Reliability. The goal of reliability is to ensure later studies following the same procedures within this case study will come to the same findings (Yin, 2009). In order to accomplish this, the researcher followed established protocols in the data-collection process and used structured interview questions and follow-up probes to maintain consistency during interviews.

The Study’s Propositions

The next step in applying Yin’s case study research design was to identify propositions of the case study. This is an important part of the research design because the propositions help to steer the research in the correct direction. The propositions pointed the researcher in the direction of what needed to be examined during the course of the case study.

Based on the literature review, it was essential that observation be part of any scientific study. Observation was also viewed as being an element in OD work by OD experts. In this research, the case study was about the observation of the results of an OD intervention by the OD practitioner. The observed outcome by the responsible OD practitioner was analyzed in terms of expected outcome versus observed outcome. Therefore, the theory was developed based on the following proposition:

Observation is a critical element in assessing and determining results of OD work by OD practitioners. Observation does not hold an elevated level of importance in the tools, methods, and techniques used by OD practitioners. Observation is sited as a data-gathering technique, but the effect of observation is not regarded as critical in the process (Block, 2000; Cummins & Worley, 2001; Noolan, 2006). If an OD practitioner does an observation activity to assess progress or completion of work, the OD work will be complete. Based on the *observation theory*, by not using observation, the OD practitioner's work may not be complete. Therefore, the relationship is between observation and results. The researcher's theory included the impact of the observation on the observer, the OD practitioner. The heart of the proposition, and therefore the heart of the research, is the diagnosis done by the OD practitioner specifically using observation. In the figure below, this is depicted in the box entitled 'Diagnosis through observation.' The theory posits without this observation results are not achieved.

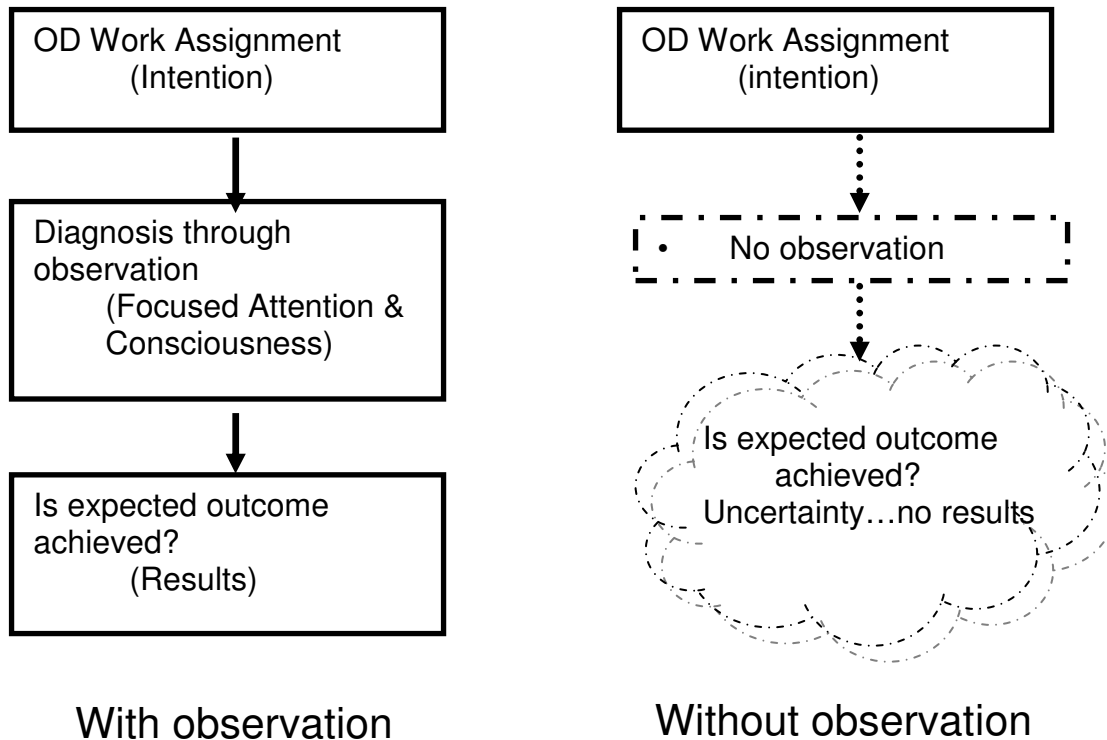


Figure 1. Proposition of the Observation Theory

As shown in Figure 1, the *observation theory* covers three basic elements:

a) OD work assignment. This includes defining the role the OD practitioner plays in the work assignment, the actual assignment, and the designing, developing, and implementation of an OD intervention and the intended results the OD practitioner hopes to achieve.

b) Diagnosis through observation. This is a critical aspect to the *observation theory*.

The research was based on this element of the theory. The proposition of the theory is that in order to achieve results, observation has to be conducted by the OD practitioner. Observation includes a degree of focused attention or consciousness.

If the act of observation is not done, the *observation theory* posits that results are not achieved.

c) Is expected outcome achieved? This is the decision regarding the work assignment.

Throughout an OD work assignment, it is typical to diagnose progress and then decide if the outcome is meeting expectations or if the outcome is off track somehow and the intervention requires modification. If the results are not as expected, the OD practitioner may circle back to the OD work aspect of the assignment for modification. If this is so, the cycle will be repeated. If the results are as expected, the work assignment may be completed.

The connections examined in this case study were between the intentions of the OD practitioner, the amount of focused attention given by the OD practitioner during observation, and results of observation by the OD practitioner. The findings are captured in Figure 2. The observation theory posits that the results will manifest through observation based on intentions and consciousness. Einstein and his colleagues found that “physical reality could be shown to be contingent upon our mere intention to measure one” (Satinover, 2001, p 110). The ‘measurement’ aspect in this case study was the act of observation taken by the OD practitioner in the course of the OD work assignment. Therefore, the relationship between intention, focused attention or consciousness, observation, and results are the main elements of the *observation theory*. The figure below breaks the ‘Diagnosis through observation’ component of the theory down into more detail.

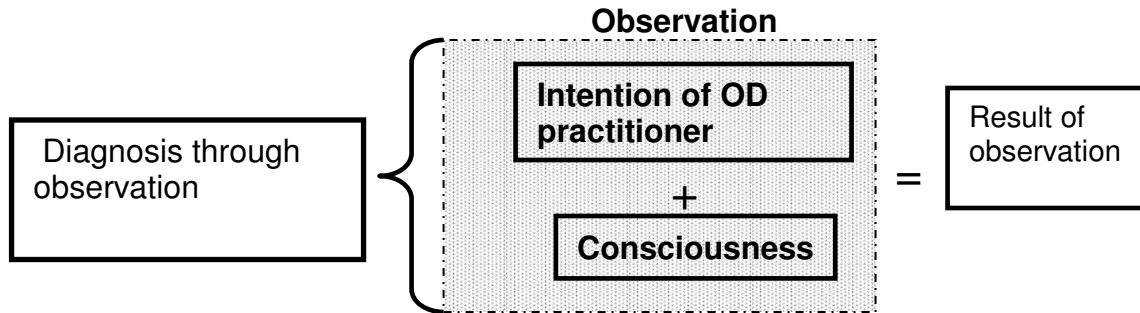


Figure 2. Observation theory: Diagnosis details

The research focused on the reflective self-reporting of OD practitioners upon particular work assignments. The nature of the OD work is not critical to this research. The critical aspect of the research is the observation phase of the OD intervention and the diagnosis of completion and effectiveness of the OD work.

Units of Analysis

The third component in the case study research design is defining the units of analysis that are related to the definition of the case within the case study. The OD work assignments in the case study were separate and independently implemented by OD practitioners. Each OD practitioner was the subject of individual case studies, but this study covers multiple OD practitioners and in this way uses a multiple-case design.

Within the multiple-case design, the researcher chose to use Dubin's (1969) definition of units of analysis for this case study. Dubin (1969) stated that "...the units of a theory are properties of things rather than the things themselves" (p. 51). Therefore, the units of analysis for this theory are properties of the elements within the theory.

Dubin's theory-building method includes two phases. The first phase is theory development which includes identification of units of the theory. In addition to identifying the units of the theory, Dubin's theory building method also contains the following steps:

1. Describe the interaction between the units of the theory and how they relate to one another
2. Determine the boundaries of the theory; and
3. Describe the system state of the theory in the real world.

In each case studied, the primary units of analysis were the OD practitioner as the observer, the act of observation conducted by the OD practitioner, the amount of consciousness by the OD practitioner applied during the act of observation, the objects of observation, and the results of the OD work. The theory focuses on those four units.

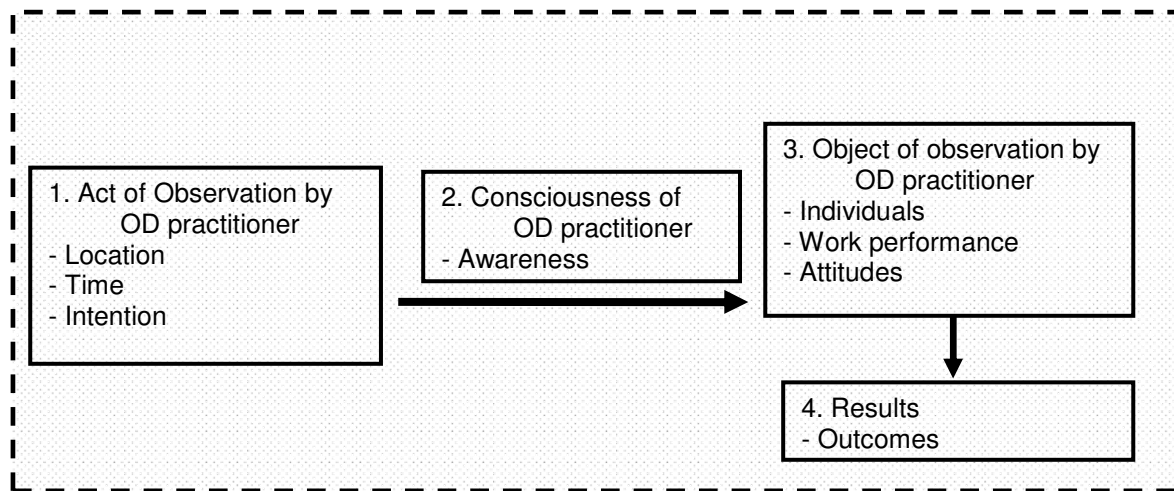


Figure 3. Observation theory with units of analysis

The laws of interaction between the units were based on whether or not a deliberate attempt was made to observe intervention results. If no observation was made, there can be no interaction between the two units of the act of observation and results.

The OD practitioner *observation theory* is concerned with the relationship between an OD Practitioner, the act of observation, and results. The theory posits the importance of observation in achieving results of the OD intervention. This theory is represented in

Figure 3. The figure identifies the four units of analysis in the observation theory. The figure shows the sequence of events graphically.

Wolf (2000) stated that until something has been ‘observed’, it exists as a tendency toward existence “rather than physical existence itself” (p. 71). The Nobel Prize physicist, Schroedinger stated, “...we never observe an object without its being modified or tinged by our own activity in observing it” (as cited in Wilber, 2001, p. 81). Through this case study, these two quantum principles were applied to OD and thus present the cornerstone of the *observation theory*. First, the theory posits that OD work is not completed and results are not acknowledged unless there is an act of observation completed by the OD practitioner. Although the act of observation also has an impact on the observer, this case study did not study the impact of observation on the OD practitioner.

The model used in the *observation theory* developed by this researcher was based on many years of experience as an OD practitioner, as well as Block’s (2000) OD techniques and Olson and Eoyang’s (2001) OD practitioner cycle of assessing, intervening, and observing. This study’s model represents a typical cycle of work based on the researcher’s prior experiences. As part of the assessment or diagnosis process, the OD practitioner has to observe something, most likely people, to determine results. A critical aspect in the observation theory is the amount of awareness, or consciousness, the OD practitioner has during the act of observation.

There are many steps involved in an OD work assignment. According to Block (2000), some of those steps are contracting, data collection, feedback, design, implementation, and evaluation. Observation can be part of the diagnosis of OD work through several steps of OD work processes. For example, observation can be used for

collecting data, collecting feedback, and in evaluating results of an assignment. With the observation theory, the researcher was interested in any diagnosis process involving observation. . For purposes of defining the units of analysis, the OD cases studied were broken down into the four major elements:

1. Act of observation by the OD practitioner
2. Consciousness by the OD practitioner
3. Object of observation by the OD practitioner
4. Results

Within each of these elements, the units were broken down and described in further detail.

Unit 1. Act of observation: Observation is defined as gathering with the eye by selecting and gathering relevant information and organizing it into some meaning and picture (Bohm, 1996). At times during the course of the OD project, the OD practitioner may diagnose through observation the status and progress of the work. Cummings and Worley (2001) referred to this as “during-implementation assessment” (p.175). While other evaluative techniques may be used during an OD practitioner’s assignment, such as surveys, questionnaires or focus groups, the *observation theory* is based on the act of observation. Observation is the essential element in the *observation theory* and it is based on the premise that any object under scrutiny takes on value only after the act of observation. The *act of observation* unit includes the physical location description of the observation, the amount of time spent observing, and the experience of the observation. The experience of the observation refers to the description of the observation in qualitative terms. For example, it is possible that observations can be planned or unplanned; intentional or unintentional, direct or indirect. The OD practitioner ultimately decides

where his/her attention will be placed. Specifically the OD practitioner's experience and background may determine where they place their attention. Preconceived notions about what they will observe may also determine where they place their attention.

Unit 2. Consciousness: Vaill (1998) defined consciousness as the connection between the self to the world outside of one's self. "The technical term is 'intentionality,' that is, that consciousness is consciousness of something. It is the bridge between the biochemistry of the brain and the phenomena outside it" (Vaill, 1998p. 26). According to Bohm (as cited in Senge, 1990), "...at a quantum theoretical level of accuracy, the observing instrument and the observed object participate in each other in an irreducible way. At this level, perception and action therefore cannot be separated" (p. 239).

The practitioner's ability to pay attention, to focus her/his mind on a particular visual scene that she/he encounters during an OD assignment is a feature of consciousness and critical in this theory. During the act of observation, the level of consciousness or amount of awareness is an important factor in the theory. Based on quantum theory principles (Laszlo, 2004; Marshall & Zohar, 1997; McTaggart, 2007; Mohrhoff, 2000; Overman, 1996; Prigogine, 1996; Radin, 2006; Wilber, 2001; Wolf, 2001), without the deliberate conscious behavior of the observer, no results are brought into reality. Therefore, it was important to determine the degree of awareness of the OD practitioner during the act of observation. At any given moment, attention can be very focused, somewhat focused, or completely unfocused. The capacity for attention and awareness can be diminished by distractions, stress, sleepiness, or excitement (Marshall & Zohar, 1997). The data collected to determine the level of consciousness of the OD practitioner during the act of observation

were obtained via an interview process using a Likert scale measurement as well as follow up questioning.

Unit 3. Object of observation: The object of the observation was the people in the organization. Because people are being observed, the units of analysis to define this observation are those people's behaviors, attitudes, and work performance. Behaviors can be described in terms of actions and processes. Attitudes are reflected through non-verbal cues such as facial expressions and body language. Work performance can be identified by metrics indicating successful completion of a task.

Unit 4. Results: The results were the actual outcomes of the OD Practitioner assignment. The units of analysis for this element of the theory were the outcomes of the OD practitioner assignment in quantifiable terms. The Bohr Interpretation Principle (Marshall & Zohar, 1997) in quantum mechanics states that when an observation takes place, the property of the object under scrutiny takes on a value. In this theory, the "property under scrutiny" is people within an organization and their activities and more specifically, the results that the people achieve as a result of the OD work. The observation theory posits that without conscious observation, no results will be manifested. Therefore, if the act of observation is conducted, with a degree of consciousness, quantifiable results will be observed and quantified. According to the *observation theory*, the results of an OD practitioner assignment or intervention will not be realized unless a conscious observation is made of the people within the assignment thereby bringing about an outcome of the assignment, or the results.

The observation theory posits that the relationship between the OD practitioner, the work done by the OD practitioner, act of observation, and the amount of consciousness in

the act of observation are all interconnected in order to define results by the OD practitioner. If the act of observation is not conducted, or the level of consciousness is basically null, the theory posits that results will not exist at all. See Table 1 for description of units of analysis, empirical indicators, and measurement to support the researcher's theory.

Table 1

Units of analysis, empirical indicators and measurement used in testing the theory

Units of Analysis		Empirical Indicator	Source of Data	Measurement to support theory
1. Act of Observation	1.1 Location	Physical setting description Location description	Interview questions #4c and #4d.	Statements and descriptions from interview question #4c and #4d.
	1.2 Time	Duration of observation, time of day and approximate date	Interview questions #4e through #4h.	Statements and descriptions from interview question #4e through #4h.
	1.3 Intention	Description of intention of the observation	Interview question #4j.	Likert scale response from interview question #4k is intentional or very intentional.
2. Consciousness		Description of attentiveness	Interview questions #4i, #6, and #7.	Statements and descriptions from interview question #4i, #6 and #7.
3. Object of Observation	3.1 Individuals	Description of individuals by job, function, or department	Interview questions #4a and #8.	Statements and descriptions from interview question # 4a and #8
	3.2 Work Performance	Description of processes and actions	Interview question #8b.	Likert scale response of 4 to interview question #8b is productive or extremely productive.
	3.3 Attitudes	Description of non-	Interview	Likert scale

	of those observed	verbal cues such as body language, tone of voice	question #8c.	response of 4 to interview question #8c is a good amount or significant amount of non-verbal cues were observed.
4. Results		Comparison of expected outcome to observed outcome	Interview questions #9, #10, 11, #12, #13, and #14.	<p>Statements and descriptions from interview questions # 9, #10 and #11.</p> <p>Likert scale response to interview question #12 was anticipated or completely anticipated indicating results matched OD practitioner's expectations.</p> <p>Statements and descriptions from interview questions #13 and #14.</p>

Data Collection Methods

This case study's data collection process was solely based on interviews. The researcher interviewed six OD practitioners who have conducted an OD work assignment. Each participant had one or two unique examples of OD work assignments to be studied. Each example of a work assignment was treated as a single case. For purposes of this case study, an interview was conducted with the aid of a standardized open-ended guide. Because the OD practitioners were recalling experiences from memory, an open-ended interview guide was used to help guide the recollection. The guide helped to insure that the

researcher collected reasonably consistent data from each interview. The interview guide is presented in Appendix A.

Criteria for Interpreting the Findings

The findings were interpreted by using a method of data simplification and reduction (Froggatt, 2001). This involved becoming familiar with the data by reading and re-reading the data. Codes were then assigned to the text in the spreadsheets. The codes were then examined and the data were reviewed by sorting based on similar codes within all of the cases, known as data complication (Froggatt, 2001). Through data complication, categories and themes were identified for further review. This was done by categorizing the codes previously assigned to data and analyzing the codes for further relationships within the findings.

Participants

Criteria for participant selection. The main criterion for the selection of participants for this case study was the amount of experience of OD work. This was quantified in years of experience as well as the number of assignments or jobs held by the OD practitioner. OD practitioners with an advanced degree in the field or related field of OD or more than 10 years of practical field experience in OD were considered for this research. Experienced OD practitioners were invited to participate with the intent that these experienced practitioners will be able to recall multiple separate work assignments. Additionally, experienced OD practitioners have more skill in assessing important elements, as awareness and consciousness is part of diagnosing OD work (Schein, 1999).

To ensure gender diversity, the research selected male and female OD practitioners for this study.

Interested participants must have had at least an advanced degree in the field or related field of organization development or a minimum of 10 years of practical OD field experience as well as active participation in at least three OD assignments in order to be considered for this study.

Recruitment of participants. The actual selection process to identify case study participants was done through a two-step process. The first step was to create a list of potential participants from the researcher's personal network. This network was compiled based on more than 18 years of work in OD by the researcher and contains highly experienced and educated OD practitioners. The second step was to send an email invitation to selected network members asking for their interest in participating in this study. The email described the study and interview process and also stated the criterion for selection. A population size of five OD practitioners was the minimal amount considered for this study.

For those practitioners interested in participating and meeting the criterion, a consent form was sent to them in advance of the interview. The consent form outlined the study, possible risks and confidentiality, see Appendix B.

Protection of research participants. The researcher interviewed six people overall. Five of the six people interviewed provided more than one case as research for this theory. A total of 11 cases were examined as part of this study. Before beginning the interview, each interviewee provided written consent for the interview. This consent served as indication that respondents are volunteering their participation in the research. The

researcher described the purpose and process of the study to participants including the fact that the interviews would be captured through notes typed into a laptop computer.

Respondents were assured of the confidentiality. During all stages of the study, a concerted effort was made by the researcher to protect respondent's confidentiality. Real names of employees were not used. Company names were also kept confidential by replacing company names with fictitious names. Third party names, such as those people who were the recipients of OD interventions being discussed during the interviews, were changed as well to ensure confidentiality.

All information collected during the interview was typed into the researcher's laptop computer. Typed files were stored on a separate data storage device and not stored on the computer itself. All participants' names were kept separate from the raw data collected in the interviews. All requirements of IRB were followed and met during the course of this research.

Summary

What role does the observer play in this research? According to physicists, the human observer plays an essential role. "The human observer constitutes the final link in the chain of observational processes, and the properties of any atomic object can only be understood in terms of the object's interaction with the observer" (Capra, 1983, p. 68).

Clearly, observation is also regarded by seminal OD thinkers as an important activity on OD work conducted by OD practitioners. Mintzberg, Schein, Argyris, Schon, and Senge all have created theoretical models implying the importance of observation. The purpose of this study was to take a scientific concept and apply it metaphorically to

organization development practices in order to strengthen the practice of observation in the field of organization development. The act of observation is part of OD work conducted by OD practitioners. The case study examined the results of OD interventions when observation activities are conducted by OD practitioners. The theory posits observation activities are critical in bring about the intended results of OD interventions. Interviews were conducted to find data to support the theory posited. The findings supported or rejected the theory about relationships between OD practitioners, the act of observation, and results of OD interventions. The findings are presented in the following chapter.

Chapter 4

Findings

In this chapter, findings on the observation theory discussed in Chapter 3 are provided. Also, in the pages that follow, based on the data gathered, the support, or lack of support for each unit is described as well as an overall assessment of the degree to which the theory was supported. Finally, other observations about the cases are presented that are not previously covered through discussion of the units.

Confidentiality

The researcher interviewed six people overall. Five of the six people interviewed provided more than one case as research for this theory. A total of eleven cases were examined as part of this study. The demographic profiles of the six people in this study are presented in Table 4.1. The researcher does not indicate positions or company names in order to ensure confidentiality. To ensure confidentiality, no individual names or company names were used in the findings.

Participants

The researcher recruited OD practitioners for this case study having a certain amount of education and experience in the field of organization development. The interviewees were selected based upon the depth of their OD experience and their educational background. The interviewees were very experienced and highly educated OD practitioners having a minimum of ten years of experience among the group and the majority of the group having doctorate level degrees.

The depth of their knowledge in the field of organization development is proven by the number of years of experience the OD practitioners have in organization development, the amount of formal education they have received, and an approximation of the number of organization development cases or work assignments they have been involved in during the course of their career in organization development.

The minimum number of years of experience in the field of organization development in the group of practitioners interviewed for this study was 11 years. The maximum number of years of experience held by the group of practitioners was 22 years. All interviewed OD practitioners hold Masters Degrees in related fields. Four OD practitioners of the group have doctorate degrees in the field of organization development.

The actual number of organization development assignments in which the OD practitioners have been involved was approximated by each practitioner. The practitioners approximated this number by reflecting on the assignments they have held, estimated the average length of each assignment and then multiplied it by the number of years of experience they have had in the field of organization development. There are variables with any assignment in organization development. The length of the assignments can vary from a few weeks to a few years. Additionally, OD practitioners can be assigned to multiple engagements or projects at the same time. All of these variables were taken into account when the OD practitioner estimated their total number of assignments. The participant with the most number of cases was also the same participant with the more years of experience in the field of organization development. The participant with the least number of cases was also the same participant with the fewest number of years of experience in the field of organization development.

The type of experience varied within the participants of the study. Some of the OD practitioners, at the time of this study, were internal consultants within organizations. Some were external consultants working for organizations on a contracted basis. Some of the OD practitioners were employed by consulting firms and worked with various client organizations through the consulting company. The types of organizations the OD practitioners worked for varied largely. Over the duration of their careers, the OD practitioners had worked for various types of organizations, varying in size and geographic locations. All had worked predominately in the United States while doing OD work.

Based on the data, all OD practitioners participating in this study were considered to be very experienced and knowledgeable practitioners. The combined years of experience in organization development among the six participants totaled 88 years. The combined number of organization development cases approximated by the six participants totaled 535 cases. Table 4.1 shows data to support the high level of education and experience held by the participants in this case study.

Table 4.1

Demographic profile of OD Practitioners interviewed

Participant	Gender	Age Range	Education	Years of Experience	Position
#1	Female	40 – 50 years	Ed.D	14 years	Internal Consultant
#2	Male	50 – 60 years	Masters	18 years	Internal Consultant
#3	Female	40 – 50 years	Ph.D	15 years	External Consultant
#4	Female	40 – 50 years	Masters	11 years	External Consultant
#5	Male	40 – 50 years	Masters	10 years	External Consultant

#6	Female	40 – 50 years	Ed.D	20 years	Internal Consultant
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Case-by-case Analysis

Five out of the six interviewees provided two cases for the study giving the study a total of 11 cases. The researcher used all cases provided by the participants to test the theory. The data were analyzed within each case on all ten empirical indicators. A cross case analysis was also conducted on all 10 empirical indicators. The researcher counted the interviewee response as either supporting or not supporting the theory being posited. The researcher regarded the theory supported when all of the units of analysis were supported.

Individual Case Study Responses

Case #1. The OD practitioner in the first case was hired to become part of a project team to implement a new computer system to be used by various departments in the company. The role of the OD practitioner was to oversee the change management aspects of the project. More specifically, the OD practitioner was responsible for focusing on behavioral changes of employees as a result of implementing new technology into several departments within the company. The OD practitioner's role was to ensure employees transitioned to the new computer system successfully at the time of implementation. The OD practitioner was on the project for 16 months.

The OD practitioner was part of a large project team of approximately 40 people, made up mostly of Information Technology professionals. The OD practitioner attended routine weekly meetings with the project leadership team. The project leadership team was a subset of the larger project team and was approximately ten people. During these meetings, the OD practitioner observed fellow team members on the project team.

Observation was used by the OD practitioner to gauge the level of acceptance she received for her suggestions about helping employees transition to the new system. Based on the observations she made, the OD practitioner would adjust her work to align with her observations and moving towards the intended result of the project.

Early in the project, the OD practitioner received resistance from fellow team members regarding the importance of helping employees transition to a new computer system. The OD practitioner noticed the resistance through her personal observation during the meetings. She observed body language that she interpreted as a lack of understanding and acceptance for change management concepts. She also received comments from team members that indicated their lack of understanding about change management. The OD Practitioner described her feelings as frustration and anger during this time. She described meeting interactions with team members as being very frustrating. This is an excerpt from the interview and reflects the frustration felt by the OD practitioner.

I would say things about 'what will be different for these folks'? After this new system, what will be different for Joe? I would push them to think about that. Their focus was on the people doing the work and they didn't spend much time on the levels of management and that was another interaction I would have with them. What will be different for Joe's boss? They would say nothing is going to be different...it will just be a different report. So I asked them questions to help them understand the differences for people.

Based on these observations, the OD practitioner would adjust her approach with the team. At various times, she introduced change management models in an effort to educate the team on change management principles. At one point in the project, the

resistance she observed and personally felt from her fellow team members was so strong she considered asking to be relieved from the project.

The OD practitioner decided to persevere and continue working on the project. Gradually she observed different behaviors that indicated she was making progress in influencing the project with change management principles. The changes she observed were increased interest from other members of the team on her perspective and ideas for the project. She noticed an increase in questions she received from others. She observed different body language from the group when she spoke to the team. She observed more people paying attention to what she had to say.

One key observation that the OD practitioner made relative to her effectiveness on the team had to do with her personal level of engagement. The OD practitioner noticed that the more deliberate her focus was on the team meeting, the more impact she made. In other words, she deliberately stayed engaged in the meeting and did not let her mind wander to other things. The OD Practitioner noticed that her level of engagement was directly connected to her ability to observe the actions of the team members. As her engagement increased, she observed the engagement of others also increased. As the level of engagement increased for the team, the success of their efforts increased. This was noticeable and observable to the OD Practitioner through team behaviors such as their level of excitement about the project, and the level of fun that the team had during the weekly project team meetings.

By the end of the project, word had traveled through the company about the impact the OD practitioner had made on the team and the project and was being asked to participate in other projects throughout the company. The OD practitioner credits her

deliberate choice to stay engaged in the project, be fully present during meetings, and focus on observing her fellow team members to help her gauge and adjust her interaction with the team in order to influence the project team work to successfully prepare employees for the change to new technology. The OD practitioner made the following comments about the importance of making observations:

They validated what I thought needed to happen. They provided feedback to me about whether I was being understood or not; helped me evaluate whether I was adding value or not; it helped me - it's feedback - do I need to say more, say less, need more examples, draw that person out. It was my cue based on what I was reading from them.

Table 4.2 reports the findings for this case relative to the units of analysis. All of the units were supported in this case.

Table 4.2

Case 1 Unit of Analysis Responses

Units of Analysis	Empirical Indicators	Source of Data and Measurement to Support Theory (Need actual data here)	Theory Supported
Act of observation by OD practitioner	Location	Statements and descriptions from interview question #4c and #4d indicate the physical setting of the observation	Supported
	Time	Statements and descriptions from interview question #4e through #4h indicate the amount of time spent and the time of day during the observation occurrence	Supported
	Intention	Likert scale response from interview question #4j is a 5 indicating the observation made by the OD practitioner was extremely intentional, and purposeful.	Supported
Consciousness	Awareness	Statements and descriptions from	Supported

of OD practitioner		interview question #4i and #6 of the frame of mind and distractions during observation.	
		Likert scale response from interview question #7 regarding the level of attention given by the OD practitioner is a 4 indicating the attention was focused.	Supported
Object of observation by OD practitioner	Individuals	Statements and descriptions from interview question # 4a and #8 of the observation made by the OD practitioner specifically regarding job function, behaviors, performance and attitudes of those observed.	Supported
	Work performance	Likert scale response of 4 to interview question #8b indicating work performance was observed.	Supported
	Attitudes	Likert scale response of 4 to interview question #8c indicating non-verbal cues were observed.	Supported
Results	Outcomes	Statements and descriptions from interview questions # 9, #10 and #11 indicate the expected results of the client were to ensure employees transition to new computer system successfully.	Supported
		Likert scale response was 4 to interview question #12 was anticipated indicating results matched OD practitioner's desired results.	Supported
		Statements and descriptions from interview questions #13 and #14 about satisfactorily meeting expectations indicate that expectations were satisfactorily met.	Supported

According to the OD practitioner, observation played a key role in helping her achieve the desired results for this assignment. This case study supports the *observation theory*. All empirical indicators were supported by the case findings.

Case #2. The role of the OD practitioner in this case was to lead change and coach the project leader for a project within the company. This case covers a two month period of time. This project actually was based on an observation made by the OD practitioner and action she took based on that observation. The following excerpt from the interview with this OD Practitioner describes the observation she had and the action she took resulting from the observation. She stated:

The next project meeting, the project leader came in and he was completely different. He admitted and owned the previous system implementation failure - confession stuff. And he asked about their questions. He listened, no edge in his voice. And then he started to involve people by asking the group what they thought. His behavior was so different. I sent him an email to let him know that the meeting was the best. It felt like he listened to the group. I went to lunch. After lunch, he called to thank me for the email. I met with him and he taught me... 'as a leader people think that we always know how to do things.' He then asked me, 'Can you get even more specific with me to tell me what I did that was right?'

Based on the event described above, the OD practitioner became the change management coach for the project leader. The OD practitioner deliberately observed the project leader during project meetings and provided feedback after each meeting regarding the project leader's effectiveness during the meeting. Eventually, the observation and feedback from the OD practitioner to the project leader became immediate and happened during the meeting. The project leader would solicit feedback from the OD practitioner during the meeting by asking her for her thoughts and recommendation during the meeting instead of waiting to discuss them with her after the meeting.

The OD practitioner thought that observation played a major role in this assignment. The OD practitioner was required to pay attention during team meetings in order to offer feedback and coaching to the project leader. The outcome of providing feedback to the project leader based on her observation was described by the OD practitioner. She commented:

He was more effective as a meeting facilitator. He involved more people. When he made the choice for the next project leader, he handled their intro to the team. He handled that differently because of the feedback he got. He became more open. He wanted feedback about his leadership style.

All of the units of analysis were supported in this case. Table 4.3 reports the findings for this case relative to the units of analysis.

Table 4.

Case 2 Unit of Analysis Responses

Units of Analysis	Empirical Indicators	Source of Data and Measurement to Support Theory	Theory Supported
Act of observation by OD practitioner	Location	Statements and descriptions from interview question #4c and #4d indicate the physical setting of the observation	Supported
	Time	Statements and descriptions from interview question #4e through #4h indicate the amount of time spent and the time of day during the observation occurrence	Supported
	Intention	Likert scale response from interview question #4j is a 5 indicating the observation made by the OD practitioner was extremely intentional, and purposeful.	Supported
Consciousness of OD practitioner	Awareness	Statements and descriptions from interview question #4i and #6 of the frame of mind and distractions during observation.	Supported

		Likert scale response from interview question #7 regarding the level of attention given by the OD practitioner is a 5 indicating awareness was extremely focused.	Supported
Object of observation by OD practitioner	Individuals	Statements and descriptions from interview question # 4a and #8 of the observation made by the OD practitioner specifically regarding job function, behaviors, performance and attitudes of those observed.	Supported
	Work performance	Likert scale response of 4 to interview question #8b indicating work performance of the subjects was observed.	Supported
	Attitudes	Likert scale response of 4 to interview question #8c indicating non-verbal cues were observed	Supported
Results	Outcomes	Statements and descriptions from interview questions # 9, #10 and #11 indicated the expected results of the client was to have the OD practitioner coach and help the project leader become more effective as a leader.	Supported
		Likert scale response to interview question #12 was 4 indicating results matched OD practitioner's desired results.	Supported
		Statements and descriptions from interview questions #13 and #14 indicated that the OD practitioner met the expected results of the company. expectations	Supported

Based on the observations made by the OD practitioner, coaching feedback was provided to the client and the desired results were achieved for this assignment.

Case #3. The OD practitioner in this case is an internal consultant within an organization. The OD practitioner is working on a long-term basis with employees at one of the company's manufacturing plants. The OD practitioner was brought in by the plant

manager and was asked to help improve employee engagement so that employees would actively contribute to the success of the plant. Ultimately, the plant manager wanted to operate the plant as efficiently as possible but wanted to achieve this goal with the help of the plant's employees.

The role of the OD practitioner was to facilitate, coach, and guide the employees of the plant and the leadership team of the plant. The OD practitioner was asked to introduce and use lean manufacturing tools and techniques in the effort to improve employee engagement. At the time of the interview, the OD practitioner had been engaged in this assignment for six months. The work was still in progress at the time of the interview and it was anticipated that the work would continue for another six months.

The goal of the assignment was to improve effectiveness of the leadership team and also the employees on the factory floor. Overall production improvement of the factory was desired but it was most important that the results be sustained over a period of time. The leadership team believed this could be done by focusing on people and culture of the organization. The OD practitioner stated:

My goal was to focus on people, climate, and ability to sustain results.

The desired outcome for the site leader and multi-site leader is performance above their expected rate. To operate as efficiently as it possibly can. To function successfully. To implement a change in culture; stay non-union; have employees that are happy and stay there and are as productive as possible.

The OD practitioner first collected data about the plant and the employees at the plant through a baseline data gathering initiative. Observation was one of the techniques used by the OD practitioner to collect data about the operations of the plant. For example,

the OD practitioner attended shift meetings on the factory floor with machine operators. He also attended daily meetings with each level of leadership within the factory. Each level of leadership had daily meetings and elevated issues upwards from meeting to meeting. The factory leadership team had steering team meetings weekly which were also attended by the OD practitioner.

Additionally, the OD practitioner walked through the factory alone on a routine basis strictly for the purpose of first-hand observation. The object of the first-hand observations was employees at work. The OD practitioner would observe machine operators doing their jobs as well as team leaders and supervisors doing their jobs within the factory. This observation was conducted by the OD practitioner alone and without any interruption to the employees or discussion with the employees.

During the factory tours, the level of focus and attention varied on the part of the OD practitioner. He described the factory floor as having a lot of noise from machinery which distracted him at times. Walking past specific machinery could also be a source of distraction if it involved safety risks to the OD practitioner such as intense heat or open flames. Also, the OD practitioner was distracted by the plant manager if she were conducting her own factory tour at the same time.

Attention and focus improved for the OD practitioner during the daily shift meetings. The OD practitioner was able to maintain his attention while observing meeting participants because there were no other distractions at those times. Machines were usually quiet because everyone was attending their daily meeting. When asked about the level of focus and attention provided during the assignment, the OD practitioner provided his

opinion about the importance of focused observation by saying, “*You have to be in the moment....be sponge-like.*”

The OD practitioner provided guidance and coaching to the leadership team of the plant based on his observations. The OD practitioner used examples from his plant tours to provide specific examples of what he observed and how improvements could be made by the leadership team of the plant based on the observations he had made.

The OD practitioner observed improvements in the employee engagement after he had been there for several months. He described the improvements he observed:

Tier meetings were more comfortable. More charts and graphs with current data. People asking more questions. Laughter and engagement. Smiles; in eyes and bodies. I saw more attention and focus; more head nodding, more agreement; more exchange of information, direct eye contact, more interest from employees.

The OD practitioner felt he was achieving his desired results and the desired results of the plant leaders. The assignment was to continue, and the OD practitioner was confident in his ability to help the plant meet their goals.

All of the units of analysis were supported by the data in this case. The empirical indicator that pertains to results, specifically the results of the assignment compared to the OD practitioner’s expectation of the results, were met and actually exceeded. When the researcher asked if the results met the OD practitioner’s expectations, the OD practitioner replied, “... *I expected to see improvement, but I was surprised at the level of change.*” Based on this empirical indicator, this case supports the *observation theory*. Table 4.4 reports the findings for this case relative to the units of analysis.

Table 4.4

Case 3 Unit of Analysis Responses

Units of Analysis	Empirical Indicators	Source of Data and Measurement to Support Theory	Theory Supported
Act of observation by OD practitioner	Location	Statements and descriptions from interview question #4c and #4d indicate the physical setting of the observation	Supported
	Time	Statements and descriptions from interview question #4e through #4h indicate the amount of time spent and the time of day during the observation occurrence	Supported
	Intention	Likert scale response from interview question #4j is a 5 indicating the observation made by the OD practitioner was extremely intentional, purposeful.	Supported
Consciousness of OD practitioner	Awareness	Statements and descriptions from interview question #4i and #6 of the frame of mind and distractions during observation	Supported
		Likert scale response of 5 from interview question #7 indicating the level of attention given by the OD practitioner is extremely focused.	Supported
Object of observation by OD practitioner	Individuals	Statements and descriptions from interview question # 4a and #8 of the observation made by the OD practitioner specifically regarding job function, behaviors, performance and attitudes of those observed	Supported
	Work performance	Likert scale response of 4 to interview question #8b indicating work performance of the subjects was observed.	Supported
	Attitudes	Likert scale response of 4 to interview question #8c indicating non-verbal cues were observed.	Supported
Results	Outcomes	Statements and descriptions from interview questions # 9, #10 and #11 indicated the expected results of the company were to improve the employee engagement at the factory.	Supported

		Likert scale response to interview question #12 was 5 indicating achieved results exceeded OD practitioner's desired results.	Supported
		Statements and descriptions from interview questions #13 and #14 indicate that the expected results were achieved by the OD practitioner.	Supported

The OD practitioner knew the importance of observation in this work assignment. His comments demonstrated he knew the importance of observation and he knew the importance of staying focused, and 'in the moment' while observing employees. The results of this assignment exceeded his desired results and the assignment was regarded as successful. These results support the theory posited.

Case #4. The OD practitioner in this case was hired by the CEO of a small company to work with the leadership team of that company to develop their communication skill set. Additionally the OD practitioner was asked to help this team develop the next group of potential leaders as part of a succession management plan. The current leadership team was made up of six people.

The OD practitioner interviewed each member of the leadership team individually in order to determine the current level of their communication abilities. She also asked questions during the interview to determine other skills and abilities they may want to develop.

After the interviews were complete, the OD practitioner started attending the weekly two-hour leadership team meetings. It was during these meetings that the OD practitioner

made observations as part of her assignment. The OD practitioner attended the leadership team meetings for four months.

In the early stages of the assignment, the OD practitioner would make observations during the meeting and then meet individually with members of the leadership team after the team meeting to provide feedback and coach them on their behaviors individually. Eventually, observations were made by the OD practitioner and feedback was provided to the leadership team during the meeting. The OD practitioner stated, “*Sometimes I observed, then shared observations with them. For example, I would say, ‘I really liked how this topic went’ - then replayed how this topic went. ..Reinforced good behavior.*”

Initially, the OD practitioner admitted that it was difficult to stay focused and attentive during the leadership team meetings. The reasons stated by the OD practitioner for the inability to focus was the technical content discussed during the meeting.

It's hard for me to concentrate during that whole time. You want to step in - but it's not appropriate... During initial observations you don't know what they are talking about - all technical issues. So it's hard to stay focused. I do some note taking.

Additionally, the OD practitioner admittedly describes herself as fidgety. She stated, “*I get fidgety. I make lists about phone calls I need to make later.*”

As the OD practitioner became more knowledgeable about the subject matter of the conversations, she felt stronger in her ability to influence their interactions. This improved because she was able to join in on the discussion with some basic understanding of the subject matter. When this began to happen, the OD practitioner made her observations and feedback to the group instantaneously instead of providing feedback individually to members of the leadership team after the meeting was over.

The outcome of this assignment was determined to be successful by the OD practitioner. She felt that she was able to help improve the effectiveness of their meetings through communication skills. These results were observed by the OD practitioner. The OD practitioner described her observations when she stated,

...good progress. For example, they were more focused in their discussions. They covered more agenda items. They were able to stop the discussions when the right people weren't in the meeting. They left fewer issues hanging. They had more action plans - less talking

Another piece of evidence to indicate that she was successful was the fact that she was invited back to the company to do additional consulting work.

Table 4.5 reports the findings for this case relative to the units of analysis.

Table 4.5

Case 4 Unit of Analysis Responses

Units of Analysis	Empirical Indicators	Source of Data and Measurement to Support Theory	Theory Supported
Act of observation by OD practitioner	Location	Statements and descriptions from interview question #4c and #4d indicate the physical setting of the observation	Supported
	Time	Statements and descriptions from interview question #4e through #4h indicate the amount of time spent and the time of day during the observation occurrence	Supported
	Intention	Likert scale response from interview question #4j is a 4 indicating the observation made by the OD practitioner was intentional, purposeful.	Supported
Consciousness of OD practitioner	Awareness	Statements and descriptions from interview question #4i and #6 of the frame of mind and distractions during observation	Supported

		Likert scale response of 4 from interview question #7 regarding the level of attention given by the OD practitioner was focused.	Supported
Object of observation by OD practitioner	Individuals	Statements and descriptions from interview question # 4a and #8 of the observation made by the OD practitioner specifically regarding job function, behaviors, performance and attitudes of those observed	Supported
	Work performance	Likert scale response of 4 to interview question #8b indicating work performance of the subjects was observed.	Supported
	Attitudes	Likert scale response of 4 to interview question #8c indicating non-verbal cues were observed	Supported
Results	Outcomes	Statements and descriptions from interview questions # 9, #10 and #11 indicated the expected results of the client were to have the OD practitioner develop the communication skill set among the leadership team.	Supported
		Likert scale response to interview question #12 was 4 indicating results achieved matched OD practitioner's desired results.	Supported
		Statements and descriptions from interview questions #13 and #14 indicate the expected results were achieved.	Supported

This case study supports the *observation theory*. All of the units of analysis were supported in this case study.

Case #5. The next case involved the OD practitioner working with the senior leadership team of a small manufacturing company. The OD practitioner was brought in as

an external consultant to help coach the senior leaders individually and as a team as they worked together in their team meetings.

The goal of the assignment, as stated by the OD practitioner, was to “*help improve the overall effectiveness of the management of the company. Then look at the next layer down and help those people become more effective.*” The OD practitioner facilitated an off-site team meeting to begin the assignment. During this meeting the OD practitioner was able to initially observe their interactions with one another. The OD practitioner stated her initial observation of the team.

The senior team was highly interactive as a team, but they were so effective that they excluded people below them; and the people below them weren't working together very well.

The OD practitioner developed a plan to interview all of the leadership team of the company, both senior and mid-level leaders. Additionally, individual and team assessments would be administered to the group. As a result of the interviews and assessments, a plan would be developed for the senior leaders to work with the mid-level leaders to improve their leadership abilities.

Shortly after the individual interviews were completed, the OD practitioner was informed that her engagement would not be continued. The company was having financial challenges and decided to discontinue her engagement.

The OD practitioner turned the work completed at this point over to the Human Resources Director for continuation. The work completed at this point were the interview results and an outline of a strategy going forward to help the senior leaders develop plans for mid-level leadership development. The OD practitioner was not able to make any

further observations herself of the leadership team. The OD practitioner did inquire about the progress of the group several months later. The Human Resources Director commented that some progress had been made.

In reflection, the OD practitioner believes initial changes were made based on her presence in the company. The OD practitioner felt that her physical presence on assignments often times served as a conscience for employees as to what the employees were expected to do or how they were to behave. For example, one employee made the comment when meeting the OD practitioner in the hallway, *"Oh I forgot to go do that...I'll go do it right now..."*

It was the opinion of the OD practitioner that even though she felt she did a thorough job setting up the work to be completed by the leadership team, she had doubts that any changes were sustained longer than a few months. These doubts were based on the inquiries made to the Human Resources Director regarding progress made by the leadership team. The OD practitioner was told that the leadership team had lost some momentum on this initiative due to more demanding issues facing the company.

Table 4.6 reports the findings for this case relative to the units of analysis. The empirical indicators were supported in spite of the fact that the assignment ended prematurely. The assignment ended before the complete desired results of the OD practitioner were achieved. However, desired results were achieved during the time the OD practitioner was present at that organization. This supports the theory posited because observation was conducted by the OD practitioner and results were achieved. The OD practitioner questioned the sustainability of the results achieved. Inquiries were made by the OD practitioner to verify results were sustained and were verified by the Human

Resources Director that the management team had kept up the behavior changes the OD practitioner worked to bring about.

Table 4.6

Case 5 Unit of Analysis Responses

Units of Analysis	Empirical Indicators	Source of Data and Measurement to Support Theory	Theory Supported
Act of observation by OD practitioner	Location	Statements and descriptions from interview question #4c and #4d indicate the physical setting of the observation	Supported
	Time	Statements and descriptions from interview question #4e through #4h indicate the amount of time spent and the time of day during the observation occurrence	Supported
	Intention	Likert scale response from interview question #4j is a 4 indicating the OD practitioner was intentional during the observation.	Supported
Consciousness of OD practitioner	Awareness	Statements and descriptions from interview question #4i and #6 of the frame of mind and distractions during observation	Supported
		Likert scale response was a 4 to interview question #7 indicating the OD practitioner was focused.	Supported
Object of observation by OD practitioner	Individuals	Statements and descriptions from interview question # 4a and #8 of the observation made by the OD practitioner specifically regarding job function, behaviors, performance and attitudes of those observed	Supported
	Work performance	Likert scale response was 4 to interview question #8b indicating the OD practitioner was able to observe the work setting,	Supported
	Attitudes	Likert scale response to interview question #8c was 4 indicating the OD practitioner was able to make observations and verbal cues were received.	Supported
Results	Outcomes	Statements and descriptions from	Supported

		interview questions # 9, #10 and #11 indicating the expected results were to improve the overall effectiveness of management of the company.	
		Likert scale response to question #12 was 4 indicating the results were achieved and matched the OD practitioner's desired results somewhat.	Supported
		Statements and descriptions from interview questions #13 and #14 about not entirely satisfactorily meeting client expectations because they stopped the OD work assignment.	Supported

This case study supports the *observation theory*. In spite of the fact that the engagement was ended prematurely, the OD practitioner felt desired results were achieved. The client's expectations were not entirely met due to the reduced scope in the work assignment, but the *observation theory* posits that the observer is responsible for bringing about their desired results. In the cases in this study, the OD practitioner is the observer. Therefore, the client's desired results or expectations are not accounted by the theory.

Case #6. In this case, the OD practitioner was hired as an external consultant by a Human Resources Director of a small medical oncology office. The assignment was to develop a team building training session for all of the employees to attend. This assignment lasted four months.

The goal of the training was to improve the working relationships among the entire workforce in the office. This included doctors, nurses and administrative support people. The desired outcome for the training in addition to improving working relationships was to create an opportunity for people in the office to suggest improvements to current work

processes in order to become more customer focused. Additionally, it was the intent of the client to improve employee engagement and the client felt this training could also help achieve this goal. Therefore, this training was intended to address three needs on behalf of the client:

1. Improve working relationships among the workforce
2. Create an opportunity to collect employee suggestions for work process improvements
3. Improve employee engagement in the workplace by having employees more involved in determining work processes.

The OD practitioner prepared a day-long training event for the employees involving team building activities, exercises to visualize an ideal customer experience, and training on customer and client service. The OD practitioner conducted training events for ten to 15 employees at a time. A total of ten sessions were conducted over the period of three months.

Observation was used by the OD practitioner while conducting the training events. The OD practitioner observed the training participants as they went through the various activities and exercise. The intent of the observations by the OD practitioner was to look for any indications the exercises or activities were effective or not effective in achieving the intended results of the exercises. Very little constructive feedback was provided to the OD practitioner by the training participants as they went through the training. The OD practitioner relied on her observations as feedback for improvements that could be made to the training content and activities. The OD practitioner asked herself during her

observations, “*Could I do something different next time around that would make the sessions go better...that's what I was looking for.*”

The level of consciousness during these observations was high. This was attributed to the fact that the OD practitioner adjusted the training material and method based on observations she made of the participants during the training sessions. Therefore, the OD practitioner was facilitating while watching, listening and observing the participants for reactions. The OD practitioner stated,

I was the facilitator / trainer so I was delivering content and observing them as I facilitated. I observed them for reactions, engagement, participation, level of attention and interest, effectiveness of the material, etc.

Distractions were minimal for the OD practitioner. The most common distraction for the OD practitioner was people getting up and leaving the session to take phone calls.

There was no evaluation done after the training events to measure improvement or to gauge a level of success of the training program. The client did not extend the assignment to include an assessment of the results of the training program by the OD practitioner. For this reason, the OD practitioner could not assess whether her intervention had achieved the desired long-term results. When the researcher inquired about the success of the assignment and whether desired results had been achieved, the OD practitioner responded, “*Not really. They told me that everyone enjoyed it; and here's your check.*”

The client did extend an invitation to return to develop a follow-up training event.

Unfortunately, the OD practitioner was unable to accept the return engagement offer. The OD practitioner felt that the return engagement would have provided her the opportunity to assess the results of the training program first-hand, but due to extenuating circumstances,

the OD practitioner was unable to conduct the return engagement and therefore, unable to assess results.

Table 4.7 reports the findings for this case relative to the units of analysis. The empirical indicators were supported by the case study findings. Due to the scope off the work assignment, the OD practitioner could not determine if employee engagement achieved during the training session was sustained through the employee work performance after the training program intervention.

Table 4.7

Case 6 Unit of Analysis Responses

Units of Analysis	Empirical Indicators	Source of Data and Measurement to Support Theory	Theory Supported
Act of observation by OD practitioner	Location	Statements and descriptions from interview question #4c and #4d indicate the physical setting of the observation	Supported
	Time	Statements and descriptions from interview question #4e through #4h indicate the amount of time spent and the time of day during the observation occurrence	Supported
	Intention	Likert scale response from interview question #4j was a 5 indicating the observation made by the OD practitioner was very intentional, purposeful and focused during the training sessions conducted.	Supported
Consciousness of OD practitioner	Awareness	Statements and descriptions from interview question #4i and #6 of the frame of mind and distractions during observation	Supported
		Likert scale response of 5 from interview question #7 regarding the level of attention given by the OD practitioner was extremely focused during the training sessions.	Supported
Object of observation by	Individuals	Statements and descriptions from interview question # 4a and #8 were	Supported

OD practitioner		provided but based on a limited scope of the training session.	
	Work performance	Likert scale response to question #8b was 2 indicating the OD practitioner did not have an opportunity to observe employees in a work setting to assess work performance.	Not Supported
	Attitudes	Likert scale response of 4 to interview question #8c indicating non-verbal cues were observed only during the training session only.	Supported
Results	Outcomes	Statements and descriptions from interview questions # 9, #10 and #11 indicated expected results of providing a training program to help with improving work relationships, creating an opportunity to collect employee suggestions, and improve employee engagement was met.	Supported
		Likert scale response to interview question #12 was 4 indicating OD practitioner's desired results were achieved .	Supported
		Statements and descriptions from interview questions #13 and #14 about satisfactorily meeting expectations.	Supported

The theory was supported in terms of having the ability to observe employees going through training to see if they were improving their work relationships, contributing employee suggestions and becoming more engaged. This case is slightly different from the others in that the OD practitioner's assignment was limited to the training sessions only. Observation of results outside of the training session was not conducted. However, the theory is supported from the perspective that observation was made and desired results were achieved according to the work assignment. Therefore, the *observation theory* is supported by this case.

Case #7. In this particular case, the OD practitioner was hired by a consulting firm to be part of a facilitation team providing leadership development assistance to a large, global, technology company. The assignment was a long term task for the consulting firm with the technical company covering many years. The OD practitioner was involved intermittently in this work for over three years.

The interventions used by the OD practitioner were pre-designed by the consulting firm and the client. While the OD practitioner did not create the material used during this intervention, the OD practitioner did have input on continuous improvement opportunities for the interventions being used in the assignment.

The service provided by the OD practitioner to the technology company was facilitation of learning sessions with small groups of high potential leaders from within the technology company. The OD practitioner, along with other practitioners, was given a small group of four to seven people referred to as a 'circle'. The circles were made up of people from various departments and regions throughout the company. The purpose of this work was to improve the capability of circle members to work together. The OD practitioner worked with the circle members to develop them through on-going training and coaching in a cohort manner. The OD practitioner described the work as follows.

Basically, we are contracted to help with the kick-off. The circles are in place for nine months. They meet at least six times - every four to six weeks. We teach them how to conduct the peer groups. We are available to them as they move forward through the nine months. There is training up front. We spend 3 days with them and help them with commitments, development plans, as well as the coaching piece.

The intent of this work was to develop better collaboration throughout the global technology company. Additionally, the intent was to improve communication and coaching between peers thereby encouraging the flow of information and ideas throughout the company. The goal for the technology company was to improve cross-company communication, problem solving and decision making.

Observation played a key role in the work provided by the OD practitioner. She described the observation process as follows:

There's a piece where there is training, on the process, how to coach each other. Then there's a piece on coaching them; then there's a piece of stepping back and coaching them on their coaching. Watch them coach and then provide feedback.

Because the OD practitioner was responsible for providing individual circle members feedback on their coaching abilities, the OD practitioner was very focused during those times of observation. At times this was a challenge because the coaching sessions were often times conducted in busy and noisy locations. But because this observation was so critical to the success of the circle team, the OD practitioner felt that she worked very hard to stay focused on observing these coaching sessions.

Geographic challenges dictated that some of the circle teams met virtually through teleconference calls. This approach took more work and did not provide opportunities for face-to-face observation by the OD practitioner. The OD practitioner listened to the conversations on the teleconference calls, but without observation of body language, it was more difficult to provide feedback to the circle team members. It was also harder for the OD practitioner to stay focused on the activity during the virtual meetings because there was nothing to visually observe.

When asked to quantify the relative importance that body language and non-verbal cues played in providing information while observing a circle member, the OD practitioner responded by saying the following:

Close to 50%. In reality you spend more time observing the non-verbal's than talking about the debrief. The non-verbal [cues] are more of a constant thing; more from the non-verbal's.

It was for this reason that the virtual circles were determined by the client to not be an option for the people participating in the circle teams. The technology company, the client company, decided to eliminate the virtual process in this initiative. The face-to-face circle meetings continued and were considered effective and instrumental in improving the overall effectiveness of the workforce. Interestingly, this example within the case study supports the theory because the OD practitioner was not able to observe the virtual circles and desired results were not achieved. The decision to discontinue the virtual circle teams came from the client and is based on the same rationale. The client discontinued the *virtual* circle teams because the team members could not observe one another and it was seen as detrimental to the success of the circle team. All of the other circle teams remained intact.

All of the units of analysis were supported by the data in this case. Table 4.8 reports the findings for this case relative to the units of analysis.

Table 4.8

Case 7 Unit of Analysis Responses

Units of Analysis	Empirical Indicators	Source of Data and Measurement to Support Theory	Theory Supported
Act of observation by OD practitioner	Location	Statements and descriptions from interview question #4c and #4d indicate the physical setting of the observation	Supported

	Time	Statements and descriptions from interview question #4e through #4h indicate the amount of time spent and the time of day during the observation occurrence	Supported
	Intention	Likert scale response from interview question #4j is a 5 indicating the observation made by the OD practitioner was extremely intentional and purposeful.	Supported
Consciousness of OD practitioner	Awareness	Statements and descriptions from interview question #4i and #6 of the frame of mind and distractions during observation	Supported
		Likert scale response from interview question #7 was a 4 indicating the level of attention given by the OD practitioner was focused.	Supported
Object of observation by OD practitioner	Individuals	Statements and descriptions from interview question # 4a and #8 of the observation made by the OD practitioner specifically regarding job function, behaviors, performance and attitudes of those observed	Supported
	Work performance	Likert scale response of 4 to interview question #8b indicating the OD practitioner had an opportunity to observe work performance of those involved in the assignments. .	Supported
	Attitudes	Likert scale response of 4 to interview question #8c indicating non-verbal cues were observed.	Supported
Results	Outcomes	Statements and descriptions from interview questions # 9, #10 and #11 indicated the expected results were to improve the capability of circle team members to work together. assignment	Supported
		Likert scale response to interview question #12 was 4 indicating results matched OD practitioner's desired results.	Supported
		Statements and descriptions from interview questions #13 and #14 indicated the client's expected results were achieved.	Supported

This case study supports the *observation theory* very nicely, as all units of analysis were supported. The case study also provides an interesting example within the study of a situation where observation could not be made by employees engaged in the OD work assignment or by the OD practitioner. As a result, the client discontinued only those circle teams where observations of fellow circle team members could not be made.

Case #8. In this case, the OD practitioner was hired by the Human Resources Department of an academic institution to help improve the customer service experience for students enrolled at this institution. The OD practitioner worked on this initiative for a period of ten months.

Other OD practitioners from the academic institution were involved in this initiative. This practitioner was the only external practitioner assigned to the initiative. This practitioner was also appointed the lead OD person on this project.

The focus of this project was to improve customer service across the entire organization specifically using an appreciative inquiry approach in the process (Cooperrider & Whitney, 2005). The OD practitioner worked on this project for the first phase which covered the administrative portions of the organization. Additional phases of the project were done at a later time without involvement from this practitioner.

The role of the OD practitioner as leader of this project was to oversee the data collection process and ensure that an appreciative inquiry process was used consistently in the process of data collection. Customer service data scores did exist prior to collecting additional data. It was expected that customer service data scores would improve due to this project, but there were no specific statistical goals to achieve.

The bulk of the data collection centered on appreciative inquiry-type interviews conducted by members of the project team. The OD practitioner described the process as follows:

The change intervention was the interviews. I designed the interview protocol with the team that was then taken into the university where they did the appreciative interviews to identify what areas needed to be changed and what changes were envisioned. The team continued to work with department representatives to do the inquiry and also start to implement changes. The results of the changes were funneled back into a portal where people could go to get ideas and see what other people were doing to improve customer service.

Observation was part of the OD practitioner's role. Observation came in two forms. One form was through accompanying people as they did their jobs. The second form was through observing people as they responded to questions during an interview. Observation was a deliberate part of the interventions designed for this project. The process is described by the OD practitioner as follows:

We did a fair amount of observation. Go and shadow the maintenance area...go and do a walk along with a couple of managers. Observe what they were doing differently. We were right there with them. Learning how they were doing their work differently. Also, we would spend half a day in the registrar's office to see how they were doing things differently. Watching how things are being done. We always included conversations where we heard from both students and the staff what they were doing differently and what the students felt was different. Observation was always tied into dialog.

The OD practitioner described himself as being very focused during times of observation. He was very attentive when listening to what people told him about their experiences with changes in processes. Not only did the OD practitioner want to hear anecdotes about changes but he was intent on collecting this information with the purpose of sharing the information with others on a shared drive or portal within the organization.

I was really into it. I was very focused. The changes that were happening were really cool. Certain departments got really caught up in the fun and the positive energy that goes with AI when it goes well. My frame of mind was focused...and one where I wanted to collect stories. That was really the point of the observation after changes started was to collect success stories to be taken back to leadership and put in the portal to share...make videos...looking for the impact they were having.

When asked about the importance of verbal versus non-verbal communication observed by the OD practitioner during the course of his work, he responded by saying he received most of his information from verbal comments with approximately 30% of the information coming from non-verbal communication. When asked to describe the non-verbal communication he received, he described it as follows:

...facial expressions; bright eyes; you could see in their faces and tone of voice; briskness in their steps; bounce in their steps; people were eager to get up and show you what they did differently.

The results of this project were satisfactory. A survey was conducted in the ninth month of the project to determine whether there had been any quantitative evidence in

improving customer service experience for student. The survey results increased by 75% when compared to earlier survey data collected prior to this project initiative.

Table 4.9 reports the findings for this case relative to the units of analysis.

Table 4.9

Case 8 Unit of Analysis Responses

Units of Analysis	Empirical Indicators	Source of Data and Measurement to Support Theory	Theory Supported
Act of observation by OD practitioner	Location	Statements and descriptions from interview question #4c and #4d indicate the physical setting of the observation	Supported
	Time	Statements and descriptions from interview question #4e through #4h indicate the amount of time spent and the time of day during the observation occurrence	Supported
	Intention	Likert scale response from interview question #4j is a 5 indicating the observation made by the OD practitioner was very intentional and purposeful.	Supported
Consciousness of OD practitioner	Awareness	Statements and descriptions from interview question #4i and #6 of the frame of mind and distractions during observation	Supported
		Likert scale response from interview question #7 was 5 indicating the level of attention given by the OD practitioner was extremely focused.	Supported
Object of observation by OD practitioner	Individuals	Statements and descriptions from interview question # 4a and #8 of the observation made by the OD practitioner specifically regarding job function, behaviors, performance and attitudes of those observed	Supported
	Work performance	Likert scale response of 4 to interview question #8b indicating the OD practitioner observed the work performance of those observed.	Supported
	Attitudes	Likert scale response of 4 to interview question #8c indicating non-verbal	Supported

		cues were observed.	
Results	Outcomes	It was expected by the client that customer service scores would improve. Statements and descriptions from interview questions # 9, #10 and #11 indicate the expected results were met.	Supported
		Likert scale response to interview question #12 was 4 indicating results matched OD practitioner's desired results.	Supported
		The results were satisfactorily met. Survey results increased by 75% when compared to data prior to the intervention.	Supported

This case study supports the *observation theory*. All empirical indicators were met satisfactorily through the findings of this case study.

Case #9. In this case, the OD practitioner was hired by a fitness club organization to conduct an assessment of the leadership capabilities within the organization. This engagement lasted approximately four months.

The intent of this assignment was to evaluate the effectiveness of the organizational structure. The company anticipated rapid growth in the future through mergers and acquisitions and the CEO / Founder wanted to ensure the organization structure was set up to handle the anticipated growth.

Additionally, the OD practitioner was asked to evaluate the individual leaders and provide “*feedback on specific individuals and their capability and capacity to handle their areas of responsibilities.*”

A specific challenge to this engagement, as described by the OD practitioner, was the existence of fear within the culture of the organization. As a result of this fear, the OD

practitioner was limited in the amount of observation he could use in his assessment of the leaders within this organization. He described it as follows:

There really was a bias against observation. They really didn't want me to observe the executives. There was this fear...a fear about anyone getting too close to the CEO and the CEO not liking it and what might happen if he got ticked off. What might happen to the people that were sponsoring the project..?. I brought this up. It was a critical limitation to not be able to observe everything... We couldn't observe personal dynamics and [this] limited our understanding of the culture. Instead of seeing it - we were just told about it!

The OD practitioner was limited to making his own observations of the individual leaders as he was taking them through the interview process. The OD practitioner felt that he did observe the fear that had been described to him by members of the organization prior to starting the interview process. He described the leaders as hesitant when being interviewed. There were many pauses prior to responding to questions by the interviewees. This was interpreted by the OD practitioner as the interviewee choosing words carefully before responding. Ultimately, it became clear to the OD practitioner that many changes needed to be made to improve the effectiveness of the organization had to do with the role the CEO was playing. He stated, *"The people weren't strong enough to say 'we need to be evaluated at the highest level in this organization". [There was] fear of possible backlash of what wasn't working."*

The OD practitioner conducted one-on-one interviews with the top two layers of the organization. The questions and discussion centered on the responsibilities of each job and perceived effectiveness of the current organization structure. The results from the

interviews were compiled into a report and presented to the top layer of leadership within the organization.

The OD practitioner made recommendations involving the role of the CEO / founder. He recommended that his role “*transition out of an operational role and moved into a role overseeing expansion - more strategic role rather than operational.*” However, the expansion of the company was occurring at this time and the response from the CEO was that any changes in his role would have to wait.

Ultimately, the OD practitioner received positive comments from the leaders after they reviewed his report and recommendations as to changes that could be made to the organization to make it more effective. However, the OD practitioner was not involved in helping this organization implement any of the recommended changes. The only evidence the OD practitioner received regarding whether changes were made in the organization was through press releases about the company that were available in the public media. Some changes were made, according to the press release information, but it took several years for those changes to become implemented. .

Many of the units of analysis were not supported in this case due to the constraints of the OD work assignment. There was a significant lack of involvement by the OD practitioner to stay involved with the company. The OD practitioner was not involved in any organizational changes the company made, and had very little data to form answers to the researcher’s questions. The lack of involvement was at the desire of the client and was not the desire of the OD practitioner. The OD practitioner understood what it meant to the OD work assignment to have such constraints placed upon him.

Table 4.10 reports the findings for this case relative to the units of analysis.

Table 4.10

Case 9 Unit of Analysis Responses

Units of Analysis	Empirical Indicators	Source of Data and Measurement to Support Theory	Theory Supported
Act of observation by OD practitioner	Location	Statements and descriptions from interview question #4c and #4d indicate that observation was made of the physical setting during the interview process.	Supported
	Time	Statements and descriptions from interview question #4e through #4h indicate that the only time spent on observation was during the interview process.	Supported
	Intention	Likert scale response from interview question #4j is a 4 indicating the observation made by the OD practitioner was intentional and purposeful.	Supported
Consciousness of OD practitioner	Awareness	Statements and descriptions from interview question #4i and #6 of the frame of mind and distractions during observation during interview process only.	Supported
		Likert scale response from interview question #7 was 4 indicating the OD practitioner was focused during the interview process and observing interviewees.	Supported
Object of observation by OD practitioner	Individuals	Statements and descriptions from interview question # 4a and #8 of the observation made by the OD practitioner specifically regarding job function, behaviors, performance and attitudes of those observed could not be made. Observations were not allowed to observe people in action.	Not Supported
	Work performance	Likert scale response of 2 to question #8b indicating no observation was made of the work setting.	Not Supported
	Attitudes	Likert scale response to question #8c was 1 meaning the OD practitioners could not make an observation.	Not Supported
Results	Outcomes	Statements and descriptions from	Supported

		interview questions # 9, #10 and #11 indicate the expectations of the assignment, an evaluation of the effectiveness of the organizational structure, were not met.	
		Likert scale response to interview question #12 was 1 indicating results failed to match OD practitioner's desired results.	Supported
		Statements and descriptions from interview questions #13 and #14 indicate the client was presented with results from an interview exercise rather than an observation exercise of the organization. The information compiled by the OD practitioner was 'put on the shelf'.	Supported due to no observation and no results

This case supports the *observation theory* based on empirical indicators the case study provided. The case study supports the theory in that when no observation is made, there are no desired results achieved. The OD practitioner was not allowed to observe the organization he was asked to analyze. The work assignment was limited for the OD practitioner to an interview exercise. Observations made by the OD practitioner come from the interview process only. In spite of the limitations placed upon him, the OD practitioner provided a list of recommendations to the client based on those interviews only. The desired result of an evaluation of organizational structure effectiveness was not met and thereby supporting the *observation theory*. Basically, no observations were made and no results were achieved.

Case #10. This case involved an on-going assignment of an OD practitioner working with a group of senior leaders in an organization. The intent of the assignment was to assist the group of leaders in becoming an effective and cohesive team. The engagement

had been in place for a year at the time of the interview and the engagement was continuing on into the next year.

The OD practitioner was hired by the CEO of this particular company to work directly with the people reporting to him. The CEO wanted this group of people to work more effectively with each other. The CEO expressed concern to the OD practitioner that the group operated too separately and did not consult one another on issues and decisions that impacted the company. Additionally, when the CEO was not in attendance of the meetings with his direct reports, the meeting was very ineffective and often times would be skipped by many people in the group.

The CEO had a vision of how his team should interact with one another. The OD practitioner stated, “...*he wants his group to treat the leadership team as their number one focus.*” The specific issues of concern by the CEO were trust issues and alignment issues among the team.

The OD practitioner was asked to create a process by which the team would become better at communication, trust, and alignment of business issues. The OD practitioner created several interventions to use with this group. The first thing that the OD practitioner did was to conduct personal survey assessments with each individual as a means of having data about each individual in the beginning phase of the work. The OD practitioner met individually with each person to discuss the survey results.

The OD practitioner also arranged an off-site meeting for the group as a team building exercise. The exercise involved learning how to sail. This exercise was conducted on a sailboat with sailing experts. Teams were assembled by the OD practitioner by deliberately putting people together that historically had demonstrated conflict with one

another. The sailing experts taught the teams sailing terminology and techniques. The OD practitioner observed the team members throughout the day as they learned how to sail.

The day ended with a race among the teams as they demonstrated their new sailing skills.

During the sailing exercise, the OD practitioner was observing the team members to assess team dynamics and how individual team members were operating against the team principles that they had previously committed. Additionally, observation of the group members was conducted in formal meetings in their business setting during the weeks that followed the sailing event.

The observation exercises by the OD practitioner were very focused. During observation, there was no direct interaction between the OD practitioner and the group members. The OD practitioner was in close proximity, but was not engaging in conversation with the group. The OD practitioner was simply watching the group as they conducted their meetings. In the case of the group exercise, the OD practitioner observed the group working together to sail a boat.

When asked about possible distractions, the OD practitioner may have encountered during her observation exercises, she stated, *“I was fairly present and also focused because we were looking at these three areas because I was looking at what is driving trust. I had that as a framework.”* There were instances when the OD practitioner was distracted. Those instances occurred when members of the group were distracted by phone calls, doing emails, moving about the room, or leaving the room.

Several observations about the group were made by the OD practitioner. The OD practitioner observed attitudes from the group members by their body language and tone of voice. She also noticed a sense of vulnerability by certain members of the team as they

were given feedback by fellow group members. One person in particular slumped down in his chair after receiving feedback from a group member. After the meeting, the OD practitioner observed these individuals talking and stating the fact that they were uncomfortable receiving feedback from one another.

After working with this group for a year, the OD practitioner observed progress in the group dynamics. There was progress in establishing more trust among the team. The group was working together and moving away from the silo-type behaviors exhibited early on in the assignment where each person focused on their own needs and personal agendas. Other changes observed by the OD practitioner demonstrating progress was the change to the team structure by building focused time into their agendas for discussion about team dynamics. The group was also conducting meetings while the CEO was traveling and remaining focused and effective in the absence of their leader. The OD practitioner continued the assignment as the CEO felt the group had made progress and benefited from the work the OD practitioner provided.

Table 4.11 reports the findings for this case relative to the units of analysis. All of the empirical indicators are supported through the findings of this case study.

Table 4.11

Case 10 Unit of Analysis Responses

Units of Analysis	Empirical Indicators	Source of Data and Measurement to Support Theory	Theory Supported
Act of observation by OD practitioner	Location	Statements and descriptions from interview question #4c and #4d indicate the physical setting of the observation	Supported
	Time	Statements and descriptions from interview question #4e through #4h indicate the amount of time spent and the time of day during the observation	Supported

		occurrence	
	Intention	Likert scale response from interview question #4j was a 5 indicating the observation made by the OD practitioner was extremely intentional and purposeful.	Supported
Consciousness of OD practitioner	Awareness	Statements and descriptions from interview question #4i and #6 of the frame of mind and distractions during observation	Supported
		Likert scale response from interview question #7 was a 5 indicating the level of attention given by the OD practitioner was extremely focused.	Supported
Object of observation by OD practitioner	Individuals	Statements and descriptions from interview question # 4a and #8 of the observation made by the OD practitioner specifically regarding job function, behaviors, performance and attitudes of those observed	Supported
	Work performance	Likert scale response of 5 to interview question #8b indicating work performance was observed and objectives were being met	Supported
	Attitudes	Likert scale response of 4 to interview question #8c indicating non-verbal cues were observed.	Supported
Results	Outcomes	Statements and descriptions from interview questions # 9, #10 and #11 indicated the expectations of the client were for the OD practitioner to create a process by which the team would become better at communications, trust, and alignment of business issues.	Supported
		Likert scale response to interview question #12 was 4 indicating results matched OD practitioner's desired results.	Supported
		Statements and descriptions from interview questions #13 and #14 indicated the assignment satisfactorily meeting expectations of the client.	Supported

This case study supports the *observation theory*. The findings from the case study provide evidence to support all of the empirical indicators.

Case #11. This case study involved an OD practitioner working with a large organization as an executive coach for people identified as having ‘high potential’ leadership capabilities within the organization. There were a total of twelve people identified as ‘high potential.’ This case study focused on the work between the OD practitioner and one specific individual in this group of ‘high potential’ employees.

The purpose of this assignment was to further the development of the people identified as having ‘high potential’. The assignment was seen as an investment in their development. The intent of the assignment, according to the OD practitioner, was to identify and leverage their strengths, and focus development in other areas not perceived as current strengths through real work assignments. Additionally, the company wanted to provide coaching to prepare these people for their next assignment within the company.

The Human Resource Department was the sponsor for this assignment but not involved in the assignment. The people directly interacting with the OD practitioner were the ‘high potential’ people being coached and their manager.

The desired outcome from the manager was to see improvements exhibited by the high potential person by applying new skills and behaviors. These were specifically designed for each person in the ‘high potential’ group.

The assignment began with an alignment meeting between the OD practitioner, the manager, and the ‘high potential’ person receiving coaching from the OD practitioner. In the beginning the three individuals met to share the feedback and the coaching plan and ask

for support from one another. They then created a plan together to assess the progress being made by the person being coached. A follow up session was then scheduled for the OD practitioner to observe the individual in a team meeting.

In this particular case, the OD practitioner felt that something had been miss-communicated. She stated,

...something happened in the communication to this person that they don't see this as adding value. I added a step to talk to the manager [coachee] to talk about what the process was and why we are making this investment. Then complete the on-line inventory. This took 3 months to pester this person to complete. They just were not engaged in the process. The manager got a different role, so now there is a new manager involved. This led to another meeting with me to explain what we are doing and why. We finally did complete the inventories and did the discovery interviews and did the feedback with the coachee. And got to the alignment meeting and working the coaching plan. This should have taken 2 months and it took 6 months.

Observation was used by the OD practitioner in this case only in the alignment meetings with the coachee, the manager, and the OD practitioner. During these meetings, the OD practitioner watched to see how the coachee was coming across with the manager. The OD practitioner paid attention to the non-verbal aspects of the interaction such as body language and tone of voice.

In this case, the coachee was not providing opportunities to be observed by the OD practitioner outside of the alignment meetings and was not making themselves available for

coaching sessions with the OD practitioner. Due to these circumstances, the OD practitioner ended the assignment with this particular individual.

During the few instances where the OD practitioner was engaged with this individual, the OD practitioner tried to stay focused but was distracted by the fact that this individual did not value or appreciate the coaching being provided by the OD practitioner. The OD practitioner describes the coachee as being “*defensive, guarded, not honest or authentic. Also, the manager was not assertive - he backed down. The coachee was domineering the meeting - steering it his way.*”

The outcome of this assignment was frustration on the part of the OD practitioner and relief on the part of the coachee. The OD practitioner felt that the coachee was relieved that they did not have to endure further coaching sessions.

The OD practitioner was not aware of the status of this individual within the company. The OD practitioner continued working with this client, but not with this individual. The OD practitioner lost track of this individual within the company. There is no evidence that this assignment benefited the individual in any way.

The OD practitioner was not able to respond to questions about the results of the assignment. This was due to the inability to observe the employee in their work setting for progress towards the expected outcomes set forth by the client. Table 4.12 reports the findings for this case relative to the units of analysis.

Table 4.12

Case 11 Unit of Analysis Responses

Units of Analysis	Empirical Indicators	Source of Data and Measurement to Support Theory	Theory Supported
Act of observation by	Location	Statements and descriptions from interview question #4c and #4d	Supported

OD practitioner		indicate the physical setting of the observation	
	Time	Statements and descriptions from interview question #4e through #4h indicate the amount of time spent and the time of day during the observation occurrence.	Supported
	Intention	Likert scale response of 5 from interview question #4j indicating the observation made by the OD practitioner was very intentional, purposeful and focused	Supported
Consciousness of OD practitioner	Awareness	Statements and descriptions from interview question #4i and #6 of the frame of mind and distractions during observation.	Supported
		Likert scale response of 5 from interview question #7 indicating the level of attention given by the OD practitioner was very high.	Supported
Object of observation by OD practitioner	Individuals	Statements and descriptions from interview question # 4a and #8 of the observation made by the OD practitioner specifically regarding job function, behaviors, performance and attitudes were not able to be observed.	Not Supported
	Work performance	Likert scale response of 2 to interview question #8b indicating work performance of those observed was not clear to the OD practitioner.	Not Supported
	Attitudes	Likert scale response of 4 to interview question #8c indicating non-verbal cues were observed	Supported
Results	Outcomes	Statements and descriptions from interview questions # 9, #10 and #11 regarding the actual results of the OD assignment were different from initial expectations of the OD practitioner. Initial expectations from the manager were to see improvements exhibited by the high potential person.	Supported
		Likert scale response to interview question #12 was 1 indicating results did not match OD practitioner's desired results.	Supported
		Statements and descriptions from	Supported

		interview questions #13 and #14 indicated that expectations were not satisfactorily met.	
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This case study supports the observation theory because observations were not made to the satisfaction of the OD practitioner and the desired results of the OD practitioner were therefore not met. The findings from the case study support the theory that when there is not observation, desired results are not achieved.

Cross-Case Analysis

For the cross-case analysis of all 11 cases, the researcher synthesized the data to analyze the findings in relationship to the *observation theory*. The purpose of this process was to review the aggregated data to further analyze the support for the theory and the model representing and illustrating the theory. The researcher considered the entire unit of analysis to be not supported if any one of the empirical indicators did not support the theory according to the data provided by the participant.

Table 4.13 presents the results of the cross-case analysis. In cases 6, 9 and 11, there is a combination of supported and not supported findings. All of the other cases reflect empirical indicators are all supported by the findings of the case studies. The cases 6, 9, and 11, reflect empirical indicators about observation as being not supported. Empirical indicators reflect supported because desired results were *not* met. The *observation theory* posits that if no observation is made, desired results will not be met. For this reason, cases 6, 9, and 11 support the theory.

For example, in case #9, the OD practitioner was not allowed to make any observations at all during the assignment. The OD practitioner was allowed to only

interview employees within the company. This provided a very limited opportunity for the OD practitioner to observe anything about the employees engaged in the OD work assignment. This case supports the *observation theory* because the empirical indicators reflect that without observation, the desired results are not achieved.

The unique situation of cases 5 and 11 is in the circumstance of the assignment. In both cases, the OD practitioner started the assignment and used observation as a deliberate part of their work. The unfortunate circumstance in these assignments was in the abrupt end of the assignment resulting in the inability to assess results. The OD practitioner in both cases cited the inability to conclude whether or not the results for the OD assignment matched the desired results of the OD practitioner. In each case, the OD practitioner began the assignment by developing an understanding of the expectations and of the client's desired results. The OD practitioner then determines the appropriate interventions and sets forth to meet the client expectations. However, it is important to distinguish that this theory is based upon the desired results of the observer. In these cases the observer is the OD practitioner. Therefore, the relationship between the observer and the observer's desired results are the critical elements of the *observation theory*.

Table 4.13

Aggregate Cross-Case Analysis for the Units of Analysis

Case	Act of Observation by OD practitioner	Consciousness of OD practitioner	Object of observation	Results	Is Theory Supported?
1	Supported	Supported	Supported	Supported	Supported
2	Supported	Supported	Supported	Supported	Supported
3	Supported	Supported	Supported	Supported	Supported
4	Supported	Supported	Supported	Supported	Supported
5	Supported	Supported	Supported	Supported	Supported
6	Supported	Supported	Not	Supported	Supported

			Supported		
7	Supported	Supported	Supported	Supported	Supported
8	Supported	Supported	Supported	Supported	Supported
9	Supported	Supported	Not Supported	Supported	Supported
10	Supported	Supported	Supported	Supported	Supported
11	Supported	Supported	Not Supported	Supported	Supported

The table below indicates the number of empirical indicators supported for each unit of analysis. The researcher concluded that the evidence supported the unit of analysis supported when all of the empirical indicators for Act of Observation, Consciousness, and Results were supported. The Objects of Observation unit was not regarded as an indicator of support due to the fact that the scope of the assignment may have made it impossible for the OD practitioner to observe employees in their work setting. This was the situation with cases 9 and 11. The results are listed in Table 4.14.

Table 4.14

Aggregate Cross-Case Analysis and Support per Unit of Analysis and Empirical Indicator

Case	Act of Observation	Consciousness	Objects of Observation	Results	Theory Supported?
1	3	1	3	1	Supported
2	3	1	3	1	Supported
3	3	1	3	1	Supported
4	3	1	3	1	Supported
5	3	1	3	1	Supported
6	3	1	2	1	Supported
7	3	1	3	1	Supported
8	3	1	3	1	Supported
9	3	1	0	1	Supported
10	3	1	3	1	Supported
11	3	1	0	1	Supported

Additionally, the researcher combined the findings and used percentages to indicate the support the cases provide for each empirical indicator. The percentages are rounded to the nearest whole number for ease of reporting. The results are highlighted in Table 4.15.

Table 4.15

Aggregate Cross Case Analysis and Support per Unit of Analysis by Percentages

Units of Analysis	Empirical Indicators	Source of Data and Measurement to Support Theory	Cross Case Support Percentage
Observer (OD Practitioner)	Experience	Data provided by the participant from interview question #1 about OD practitioner's education and experience	100%
	Education		
	Approximate number of past OD assignments		
Act of observation by OD practitioner	Location	Statements and descriptions from interview question #4c and #4d indicate the physical setting of the observation	100%
	Time	Statements and descriptions from interview question #4e through #4h indicate the amount of time spent and the time of day during the observation occurrence	100%
	Intention	Likert scale response from interview question #4k is a 4 or 5 indicating the observation made by the OD practitioner was purposeful and focused	100%
Consciousness of OD practitioner	Awareness	Statements and descriptions from interview question #4i and #6 of the frame of mind and distractions during observation	100%
		Likert scale response from interview question #7 regarding the level of attention given by the OD practitioner is either a 4 or 5	100%
Object of observation by OD practitioner	Individuals	Statements and descriptions from interview question # 4a and #8 of the observation made by the OD practitioner specifically regarding job function, behaviors, performance and attitudes of those observed	82%

	Work performance	Likert scale response of 4 or 5 to interview question #8b indicating work performance was observed.	73%
	Attitudes	Likert scale response of 4 or 5 to interview question #8c indicating non-verbal cues were observed	82%
Results	Outcomes	Statements and descriptions from interview questions # 9, #10 and #11 regarding the actual results of the OD assignment	100%
		Likert scale response to interview question #12 was 4 or 5 indicating results matched OD practitioner's expectations	100%
		Statements and descriptions from interview questions #13 and #14 about satisfactorily meeting expectations	100%

Act of Observation by OD Practitioner

The table below shows the responses to the interview question regarding the OD practitioner's intention to use observation within their work. The question used a Likert scale of one to five, with one representing no intention in using observation in their work on the case and five representing strong intention in using observation in their work on the case.

Based on the responses, intentions were strong for the participants among all of the cases. The data illustrate this statement with all responses being four or five. These data represent the strong intention of the OD practitioners to use observation in their assignments. Table 4.16 highlights the participant responses.

Table 4.16

Intention of the OD practitioner during observation

Question: How would you rate your intention (purpose of the observation) during observation?	Extremely Unintentional	Not Intentional	Not Sure	Intentional	Very Intentional
Number of responses for all cases	0	0	0	2	9
Percentages of total	0	0	0	18%	82%

Consciousness

The empirical consciousness indicator was supported when participants responded with either a 4 or a 5 on the Likert scale of one to five. The response to this question was either a 4 or 5 for all of the cases in the study.

Table 4.17

Consciousness

Question: How would you rate your level of focus of attention during observation?	Totally Distracted	Distracted	Not sure	Focused	Extremely Focused
Number of responses for all cases	0	0	0	5	6
Percentages of total	0	0	0	45%	55%

Work performance

The work performance empirical factor was measured by using a Likert scale question. Respondents were first asked if they had a chance to observe employees involved in the OD work assignment in the work setting. The work performance empirical factor was supported if participants responded with either a four or a five on a Likert scale of one to five. The percentage of the participants indicating that the observed work performance was agree or strongly agree giving them a rating of four or five on a scale of one to five was 72%. Three cases responded with a 2, or disagree, to this question. In these cases, the OD practitioner was not able to observe the effectiveness or productivity for various reasons. On Case #6, the OD practitioner did not get a chance to observe the results of her work because the assignment was ended prematurely. On Case #9, the OD practitioner was specifically instructed to not observe the subjects in their work setting. The OD practitioner was limited to conducting face-to-face interviews only. On Case #11, the OD practitioner also ended the work assignment earlier than expected and was not able to observe the individual being coached in their work setting. Therefore, for these three cases, the OD practitioner was unable to observe employees in their work setting. This is reflected in the table below. Table 4.18 highlights the participant responses about the observations made by the OD practitioner against the intended results. Table 4.19 highlights the participant responses about the amount of non-verbal cues observed by the OD practitioner.

Table 4.18

Work performance

Questions: How would you rate the observed employees in their work setting?	Not productive	Unable to observe	Unsure, unable to assess	Productive	Extremely productive
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Number of responses for all cases	0	3	0	6	2
Percentages of total	0	27%	0	55%	18%

Table 4.19

Non-verbal cues

Question: How would you rate your subjects using non-verbal cues?	Not at all, complete lack of non-verbal cues	Barely any observable non-verbal cues	Small amount of non-verbal cues	Good amount of non-verbal cues	Significant amount of non-verbal cues
Number of responses for all cases	1	0	0	8	2
Percentages of total	9%	0%	0	73%	18%

Results

The participants were asked to compare the actual results to their desired results using a Likert scale from one to five with five representing the results were exceeded and one representing the results were not achieved. The empirical factor was supported if the Likert scale response were four or five on a scale of one to five. There were three instances where the OD practitioner answered this question with a 2 which indicated they were uncertain as to the results. In all three instances, the work assignment ended prior to the OD practitioner's preference. Therefore, the desired result of the OD practitioner was less than their desired result. Additionally, because the work assignments were not allowed to be completed, evaluation of the results was not conducted. Table 4.20 outlines the distribution of the participant responses.

Table 4.20

Desired Results

Question: How would you rate the outcome to your desired result?	Not Achieved	Uncertain	Somewhat Achieved	Achieved	Exceeded
Number of responses	2	0	1	7	1
Percentages of total	18%	0	9%	64%	9%

Summary

OD practitioners were able to make observations in every case. What varied from case to case was the degree to which to OD practitioner could make those observations. In some of the cases, the OD practitioner was limited or restricted in what he/she could observe by instructions from the client. In one case, the OD practitioner's work ended early, thereby limiting the amount of observation based on a lack of time. In two other cases, the OD practitioner was limited in the amount of observations that the OD practitioner could make by the client limiting access to employees. Even in those instances, the observation theory is supported because those cases demonstrated that when observation is limited, desired results are not able to be achieved.

With the other cases, the observation theory is supported in a more consistent manner. The OD practitioners were intentional about what they wanted to achieve, were able to make observations as they completed their OD work assignment, and their desired results were achieved.

This study supported the observation theory in all 11 cases. The theory was supported in cases 1, 2, 3, 4,5,7,8, and 10 by demonstrating that observation was part of an OD work assignment and desired results were achieved. In cases 6, 9, and 11, observation was not conducted or conducted at a very limited level during an OD work assignment and desired results were not achieved.

Chapter 5

Study Summary

The work of an OD practitioner is varied and extremely situational. Depending upon the given assignment and set of circumstances surrounding that assignment, the work can take many different approaches. Among the strategic and tactical work tasks the OD practitioner completes is the ongoing task of evaluating work progress towards the desired results. The OD practitioner typically will evaluate the ongoing work and assess the degree of completeness against the expected results many times during a work assignment.

While evaluating the progress of work, and OD practitioner has multiple ways to evaluate progress and compare to expected results. One evaluation method is the act of observation. Observation is not emphasized in OD methodologies as the required or preferred method of evaluation. It is just one of many techniques available to an OD practitioner (Block, 2000; Hanson & Lubin, 1995; Schein, 1999). This research posited a theory about the importance of the action of observation in the OD work assignment. The theory posited that observation is required in achieving the OD practitioner's desired results and that without focused observation, desired results are not attained.

The author's research question was: What is the effect of observation by an OD practitioner, on the OD practitioner's intended outcome of an OD intervention? The research question was based on the premise that observation plays a key role in the work of an OD practitioner in achieving desired results. The research question led to the development of the *observation theory*. The *observation theory* posited by the researcher contains three important components: the act of observation by an OD practitioner, the

intentional level of consciousness used by the OD practitioner during the observation, and the results achieved by the OD practitioner during their work assignment.

For this research, very experienced OD practitioners were interviewed. The OD practitioners all had advanced degrees in OD-related fields and many years of experience. The researcher specifically asked experienced OD practitioners to participate in the study because the researcher believed more experienced OD practitioners would have extensive experience from which to draw while being interviewed. Eleven cases were studied by the researcher. Each case provided data about an OD assignment conducted by an experienced OD practitioner. All of the cases supported the *observation theory*.

Review of the Study

The researcher was interested in incorporating quantum physics principles and theories into the practice of organization development. The curiosity stemmed from doctorate course work in the field of Organization Development. The researcher noticed that several of the OD experts and authors studied while doing doctoral coursework had a foundation or background in quantum physics. The researcher began to explore the reason for the overlap of the two topics of Organization Development and Quantum Physics. Using the previous research in the field of quantum physics, the researcher turned her focus to the importance of observation in organization development.

Many famous quantum physicists, such as Einstein, Bohr, and Heisenberg discussed the importance of observation in the field of quantum physics. For example, Heisenberg stated that the act of measuring affects what is being measured (Klemm, 2004).

There are current business practices that emphasize the importance of observation. One example of this is measuring results. According to Mintzberg (1993), data collected by

business leaders is predominately hard data as in metrics or quantitative data. Qualitative data, referred to as 'soft data' by Mintzberg, is just as important and often overlooked by business leaders. Liker reinforced Mintzberg's point of view. Liker (2004) stated that the observation involved in collecting hard data for the purpose of measurement is one step removed from observation of the actual process being measured. This researcher has experienced that practice discussed by Liker in her personal work experience among large global companies. This prompted a question for the researcher: Is it the measurement of a particular object that brings about a difference, hopefully an improvement. Or is the difference brought about by the attention through observation given to a particular person?

Support of the Theory

This study supported the *observation theory* developed by this researcher. All eleven cases support the theory that deliberate observation is critical in achieving desired results during an OD work assignment. The cases supported the theory by demonstrating that observation was part of an OD work assignment and desired results were achieved, or observation was not conducted during an OD work assignment and desired results were not achieved. In addition, several findings were noted by the researcher and are discussed further in the following text.

In the research, the OD practitioners were questioned about observation, focused attention, and desired results. It was clear to the researcher that the OD practitioners understood the importance of each element, but not necessarily the connection between the three elements. Even though the OD practitioners all provided evidence that supported the units of analysis, the researcher did not gain any evidence that the OD practitioners were consciously aware of the connection between the three elements as posited in the

observation theory. The interview questions did not specifically draw data to determine whether or not the OD practitioners make a connection to the three elements. Therefore, it was not clear to the researcher that any of the OD practitioners interviewed connected the three elements together. This is an opportunity for future research.

Discussion

The following discussion focuses on findings from the study relative to the importance of observation. The discussion also includes the findings from the study specific to the level of consciousness held by the OD practitioners within the cases of the study.

Importance of observation. One of the significant aspects of this study's findings was that in every case, the OD practitioner was incorporating observation into their work even in those cases where the scope of their observation was limited or assignments were terminated prematurely. For example, in Case #9, observation was used by the OD practitioner to provide insight into the limitations given to him about the assignment. In Case #11, observations by the OD practitioner prepared her for expected results that would be different from what was originally intended by the OD practitioner.

The OD practitioners interviewed for this research understood the importance of observation. All of the OD practitioners provided examples of how the observations they made of employees involved in their work assignment led them to adjust their approach to their work. For example, the OD practitioner in case #6 had designed, developed, and implemented a training program for her client. She very purposefully observed participants in her training sessions for indications she was achieving her desired results. Another example is in case #4. The OD practitioner in this case specifically observed employees

involved in her work assignment for evidence that they were adjusting their behaviors and becoming better team players. In all of the cases in this research, the observations made by the OD practitioners shaped their work.

Additionally, the OD practitioners interviewed in this study seemed to take for granted that observation would be part of their work. In one instance during the interview process, the OD practitioner questioned the researcher about why the questions about observation were being asked. This particular OD practitioner seemed insulted that the researcher would ask if they were using observation. The OD practitioner stated, "...why are you asking questions about observation? Of course I conducted observation!"

Level of consciousness. The OD practitioners provided statements to indicate that their level of focused attention or consciousness was also important in their work. One OD practitioner confessed that while attending team meetings with her client, she sometimes was distracted and doing other things rather than paying attention to what was being said by her clients. This was not unusual. All of the OD practitioners admitted that at times they were distracted. However, when they needed to determine progress made with the work assignment, focused attention was given by all of the OD practitioners.

The tendency to stay focused on the desired results of their work was also indicated by all of the OD practitioners involved in this research. The OD practitioners understood the desired results they were working to achieve. The OD practitioners also felt that they knew what key indicators and behaviors to look for to help them determine their level of success. All of the OD practitioners provided instances that indicated they knew what they were looking for or knew when they needed to pay attention to what they were observing.

However, the researcher did not hear any comments from the OD practitioners interviewed that indicated that they directly connected their focused observations to the achievement of results. The research concluded that when observations were not made in cases of the changed assignment by the client, desired results were not achieved.

Significance of the Findings

The importance of observation, posited in the observation theory, is something that has been referenced by others in various studies or OD models. For example, a pivotal study conducted in the early part of the twentieth century provides data to support the importance of observation. Another model with similarities to the *observation theory* is Schein's ORJI Model (1999). Schein created a model directly related to observation with a purpose of bringing attention to emotions and reactions generated from observations. Other models and principles with similarities to the *observation theory* are lean principles (Liker, 2004) and strategic planning principles (Mintzberg, 1994). The following is a discussion of the similarities and differences from these models and the *observation theory*.

The Hawthorne Effect. The Hawthorne Effect is a phenomenon in which subjects in behavioral studies change their performance in response to being observed. These studies conducted in Cicero, Illinois from 1927 to 1932 at a plant of the Western Electric Company were led by Harvard Business School professor Elton Mayo along with associates F. J. Roethlisberger and William J. Dickson (Franke & Kaul, 1978). The purpose of the studies was to examine the effects of physical and environmental influences in the workplace (e.g. increased brightness of lights, adjustments to temperature or humidity). The conclusion from the study was not directly connected to observation by management but rather to the fact that management made changes to the work environment. It is

believed that employees interpreted the actions from management as positive attention thereby improving productivity. This study was pivotal in the literature review done in this case study because it raised questions about organization development work and the effects of organization development work on workers. Organization development work typically focuses on people as the subject matter, as opposed to machinery or any other non-human object. The researchers of the Hawthorne case study did not start out by focusing their attention on people. The researchers began by adjusting the work environment and then measuring productivity levels of the employees. Observation of employees was not a direct part of the study. However, it was a finding of their study that attention given to employees would improve productivity of those employees. Attention, for purposes of this research, is not the same thing as observation, but it does discuss the experimenter effect. The experimenter effect is stated in the study as the interpreted effect by employees that management is interested in them because they are doing experiments about the work environment. This is similar to the *observation theory* because the *observation theory* posits the effect of the observer on the subjects or employees being observed. The Hawthorne Effect is an early study that reinforces the *observation theory* in that it states the importance of focusing attention on employees. It does not connect observation to achieving desired results however.

Schein's model. Another example of OD models supporting the *observation theory* to some degree is Schein's ORJI Model (1999). Schein's ORJI Model provides a good example of an OD model that emphasizes observation. Schein's ORJI model contains four cycles: Observation, Emotional Reaction, Judgment and Intervention. In the ORJI model, Schein defines observation as "...the accurate registering through all of our sense of what is

actually occurring in the environment” (p. 86). Schein’s model describes observation as a cycle within the ORJI model by which an individual observes, or takes in information based on what is seen, heard or felt. One then reacts to this information, makes a judgment about the information and then decides on an appropriate action.

Schein made a statement that is of particular importance to this research. Schein stated, “If those interventions are to be appropriate and helpful, they must be based on accurate observation, appropriate emotional responses, and a reasoning process that mirrors what the client observes and how the client reasons” (p. 98). Again, the emphasis is on the importance of the actions taken by a practitioner being initiated by an observation. The observation component of the model is key, and occurs first. The remaining components of the model cannot occur without first the observation.

In Case #1 of this research, the OD practitioner described her actions as being based on the observations of people attending the meeting. The OD practitioner would adjust her work to align with her observations and moving towards the intended result of the project.

The difference between the ORJI model and the *observation theory* is in the intent of the model and also the relationship to results. Schein’s model is for the purpose raising awareness to the reactions by the observer to what has been observed. And then appropriately evaluating and adjusting OD work which is reflected by the Reaction, Judgment, and Intervention components of the ORJI Model . The *observation theory* is about the relationship between observation and achieving desired results and does not emphasize the other three components that are part of the ORJI Model.

Schein's ORJI Model supports the importance of observation as posited in the *observation theory* as well. However, similar to the Hawthorne studies, it does not directly connect observation to achieving desired results.

Mintzberg's theory. Henry Mintzberg (1994) is regarded as a leader in management strategy. He has conducted analysis on the success of strategic planning done by business leaders. One of the key fallacies he found in the strategic planning process followed by many leaders in business organizations is that, as Mintzberg believed, the leaders making strategic decisions are detached from the operations of the organization.

Mintzberg (1994) stated that business leaders rely too heavily on hard information that is often times documented quantifiably. He stated, "Hard information is often limited in scope, lacking richness and often failing to encompass important noneconomic and non-quantifiable factors" (p. 259).

Mintzberg highly recommended the practice of talking to employees, walking through work environments, reading the faces of colleagues, and listening for tone of voice in meetings. This type of soft data, as referred to by Mintzberg, is collected through observation. Mintzberg's theory emphasized the importance of collecting this information first hand. Mintzberg's emphasis on collecting data first hand through methods listed above also aligned with the importance of observation in the *observation theory*. However, Mintzberg did not link observation and the collection of soft data to achieving desired results.

Toyota's lean principles. Liker (2004) studied Toyota for over 20 years. Based on his research, he presented 14 management principles. Principle #12 is: "Go and see for yourself to thoroughly understand the situation" (p. 223). Liker named this principle as the

reason Toyota distinguishes itself from other manufacturing companies. The leaders of Toyota believe that one cannot fully understand any business problem unless you go and see for yourself firsthand. Within the company, it is viewed as unacceptable to take any information for granted that is received through the observation of others.

This principle stresses the importance of gaining a deep understanding of a given problem through observation. Taiichi Ohno is well known within the Toyota organization for teaching the power of deep observation. He developed a concept called the 'Ohno Circle' by which Taiichi would place a circle on the shop floor and have a supervisor or manager stand in the circle for long periods of time, typically hours, to observe the operations of their people. At the end of the day, he would come by and ask the person placed in the circle what they had observed. The point of the exercise was to have leaders question, analyze, and evaluate operations for themselves based on what they observed.

This example reinforces the importance of observation as posited within the *observation theory*. Additionally, this is also another example of the lack of connection between observation and attained desired results.

The U movement. Senge, Scharmer, Jaworski, and Flowers (2004) developed a new theory about change and learning. As part of their theory, they emphasized the need to collect first-hand knowledge.

Senge, et al., created a model to represent their principles called 'The U Movement'. One part of this model, which helps people move through a business change or personal transformation, is the importance of seeing the whole situation. The authors of this model believed that "learning to see begins when we stop projecting our habitual assumptions and

start to see reality freshly. It continues when we see our connection to that reality more clearly” (p. 41).

This principle also emphasizes the importance of observation, but also pulls in the concept of intention or being fully present while conducting the observation. Focused attention on observations is dissolving boundaries between what is seen and the person seeing. This reinforces the element of focused attention or consciousness in the *observation theory*. However, ‘The U Movement’ does not connect seeing and being fully present directly to achieving desired results.

Implications for OD Practitioners

All of the above mentioned theories and principles potentially impact OD work assignments as OD practitioners are familiar with these concepts. The importance of observation within OD work seems to be gaining ground with emerging models such as ‘The U Model’ and the momentum of lean principles within organizations.

Connecting all three elements of observation, consciousness, and achieving desired results is unrepresented in current OD methodologies and principles and thereby undervalues the importance of observation in OD work assignments. Therefore, there is significant importance to influence OD methodologies with the findings from this research.

The ability to influence OD work by emphasizing focused observation and bringing about desired results also impacts businesses. Typically, as Mintzberg noted, organizations place value on action and hard data. The act of pulling in soft data through intentional observation balances the one-sided view of organizations. OD work often times plays the role of emphasizing the need for observation and soft data. The observation theory provides support for the importance of making intentional observations.

Observation theory posits the importance of connections between the three elements of observation, consciousness, and results as related to efforts to achieve desired results. The opportunity to strengthen the work results of OD practitioners, and thereby strengthening results of organizations by influencing the OD field, is presented by this research.

Limitations of the Study

The researcher identified several limitations to this study. Limitations regarding the participants were identified as well as the scope and size of the case studies used in the research. As a result, the research was based on information provided only by very experienced OD practitioners. Therefore, the research does not reflect the overall population of OD practitioners. Additionally, because the OD practitioners provided cases that were not long-term assignments, the research is limited to OD work assignments that were short-term in nature.

OD practitioner selection. The participants in this case study totaled six OD practitioners. The demographics of the participants were from the United States only. There was no participation from OD practitioners in other countries. Also, the experience of the OD practitioners was very heavily represented by senior and very experienced OD practitioners. The range of experience among the participants was from 10 to 20 years of OD-related work experience. There were no OD practitioners represented in the study having one to 9 years of experience representing practitioners in the category of early career or mid-career level.

Perhaps a junior practitioner would not share the same perspective and thereby provide different data for research purposes. Senge (1990) used a metaphor of driving a

car to illustrate how the level of consciousness develops with a given task. When people start out learning how to drive a car, their efforts are very deliberate and they have a heightened level of awareness about adjusting mirrors, seats, seat buckles, etc. Over time, the comfort with these details becomes automatic and the level of awareness is lowered as it relates to the specific steps involved in completing the task of driving a car. Drivers start out having to think about all of the details pertaining to driving a car. Eventually they are driving a car comfortably while also doing other things such as conversing with passengers at the same time.

Practitioners early in their careers may have to think consciously about the specifics involved in completing OD work assignments. Observations may be incorporated in their work but only if they are consciously aware of the need to do so. They may think about their work and separate their work into tasks. If observation is not one of those tasks, it may not be done automatically.

This case study's findings suggest that experienced OD practitioners participating in this study were doing observation automatically. One OD practitioner specifically questioned the researcher as to why questions about observation were being asked. He implied that a natural, and automatic, part of his work was to observe the people that were part of his OD engagement. The OD practitioner obviously took it for granted that observation was always part of the work.

Even in those instances or cases where the practitioner stated that observation was not always part of their work, observation was still conducted by them. In some cases, the amount of observation was not at a satisfactory level for them, but it was still part of the information provided during the interview process. In Case #9, the OD practitioner was

told specifically that he could not directly observe the employees involved in his assignment in their work setting. He was still able to make observations, albeit somewhat limited in scope. His work was limited to face-to-face interviews with these employees only. As a result, the OD practitioner focused his observations to the interviews. Through his observations during his interviews with employees, the OD practitioner picked up on an element of fear that existed within the culture of that organization. He made the following statement about his interviewees, “ *..too much fear about what we would find out. They did not really want to know the truth and too much fear about the consequences.*” This was further supported by the OD practitioner making observations about how the leaders answered questions during the face-to-face interviews. The OD practitioner stated, “*I could see the sense of fear during the interviews. Interviewees hesitated before responding as if they were thinking through their responses..*” Potentially, the OD practitioner was able to derive important data through the interview process because of his level of experience and his knowledge of the importance of observation. Had this work been conducted by a less experienced OD practitioner, the results and conclusions drawn might have been different.

Selection of the participants for this study was not random. This contributed to the profile of the participants, common in terms of level of experience and geographic location. The participants also worked for profit and publically-held organizations as opposed to non-profit and privately-held organizations.

Use-of-Self concept. Ultimately, the success of the intervention rests with the practitioner. It is dependent upon the experience of the practitioner, the intent of the practitioner, and the ability to align the intervention to the expected results of the company. Simply stated, the most important part of an OD engagement is the OD practitioner.

Typically the work of the OD practitioner is less about *what* they will do for their clients and more about *how* they will do their work to achieve intended results (Jones & Brazzel, 2006). Schein (1999) and Tolbert & Hanafin (2006) both emphasize the importance of the OD practitioner to know themselves. Tolbert and Hanafin state:

...Use of self involves making a difference, giving and risking, and providing a force not usually seen or experienced by the client. What really matters is the practitioner's personal style. Consequently, use of self is elevated to a level referred to as presence, which requires a more holistic and deliberate engagement with the client. (p. 72)

The elements of the observation theory did not include a unit of analysis on the "use-of-self" awareness held by the OD practitioner. No questions focused on participants' awareness of themselves, the values, attitudes and style they possess and the impact of such on the work they are doing. Additionally, the research did not include any analysis on the observer's own biases and personal values and how this might impact their observations and results of the work assignment. Factors for consideration of the observer's biases were not part of this study.

Scope of the OD Assignment. The consistency in the scope of the OD assignments used as cases in this research is regarded as a limitation. The length of time of the OD work assignments varied from a few months to several years. Additionally, the scope of the assignment in terms of how much of the organization was included in the work, the number of employees impacted by the work assignment varied from case to case.

The scope of all of the cases was defined to a specific group or area of the company. There were no cases that were systemic or large-scale in nature covering cross functional

processes affecting an entire organization. One case, Case # 6, impacted the entire organization, but the scope of the intervention was limited to training specifically on customer and client service. Training was the only intervention. The OD practitioner was not involved in any other interventions reinforcing the focus on improving customer and client service.

In two instances, the OD work assignment changed abruptly during the assignment changing the impact of the work done by the OD practitioner. In one of those cases, the work assignment actually was stopped due to financial circumstances within the organization. The research would have been strengthened had the cases been more similar in terms of scope of the work assignment.

Lastly, the case study purposefully did not explore the impact on the OD practitioner from the act of observation. Even though the quantum theory literature is clear in stating the observer becomes a part of the observed “by noticing and remember what he or she observes” (Wolf, 2001, p. 75), this case study was limited to examining the relationship between the act of observation and results in an OD work assignment and did not include the impact on the observer, the OD practitioner.

Suggestions for Future Research

There are several areas for further research of the *observation theory*. In this study, the researcher selected very experienced OD practitioners as participants in this study. All of the participants understood the importance of observation in their OD work. In fact, the only instance, where observation was not part of a case in this study, was when an OD practitioner was told by the client that they were not to conduct any observation exercises. The OD practitioner did in fact conduct observation, but based on the limited scope of the

OD assignment. The research could be furthered by including in the study OD practitioners with less experience and education. This could bring about a different perspective and experience to the study.

The volunteers for this case study were not randomly selected. The researcher used her personal network to find experienced OD practitioners. Replication studies with randomly selected OD practitioners are needed to determine the validity of the study's proposed theory.

Additionally, having a large, more diverse group of participants is suggested for further research. The size of the group would be larger, the participants from multiple countries, and the participants would vary in the amount of OD experience they have at the time of the study. The research would be furthered by having different levels of experience represented by participants and therefore validating that the relationship between observation and results exists at all levels of experience within OD practitioners.

There is an opportunity in future research that has to do with the content of the work. For example, including cases of large-scale change would also benefit the research. Large-scale change would be OD work assignments that affect a majority of the entire company. This perspective would provide information about the relationship of observation and results over a longer period of time and also, potentially, over a larger scope of an organization.

Keeping the scope of the cases included in the study somewhat consistent in size and scope would improve the case-by-case analysis. Also having each OD practitioner provide only one case for the study would improve the diverse perspective provided for the study.

Additionally, including OD work assignments where the OD practitioner is engaged for an extended period of time would also provide additional findings. OD practitioners would be able to observe and assess the sustainment of results achieved if they are engaged for extended periods of time. In this case study, some of the OD practitioners expressed concern about whether the results they were able to achieve were sustained over a period of time or did old behavior emerge?

Another suggestion for further research is to extend the research to include other types of participants into the study. For example, organizational leaders as participants in the research would provide a different perspective in validating the importance of observation in achieving results with a key member of the organization. The researcher is curious about achieved results when there is an OD practitioner *and* a business leader working together and engaged in focused observation while being aligned on the desired results of the assignment. If observation is conducted by an organizational leader, are results achieved? Are they achieved faster? Are results achieved and sustained over time?

Other criteria to consider for further research would be to use various types of organizations, such as non-profit organizations, privately-held organizations, and international companies. Also involving other types of employees in the study would further advance the research. For example, the study could be based on observation of supervisors only, or technical levels only.

This study did not gather data regarding the awareness of those being observed that they were being observed. According to quantum physics, it is not possible to observe a system without changing the system, and the observer is part of the system (Cassinello & Gallego, 2005). In future studies, research based on the awareness of being observed by

those observed and the related effect of the work and achievement of results could be considered.

Also, consideration for the observer effect, meaning the effect of observer biases and values and experience on the information gathered by the observer could be an additional opportunity for future research. Additional questions to include in the research could be: Does the observer see what they want to see? Can observers bracket their personal biases when doing observation? What are the effects of the work assignment when this is done or when bracketing of biases is not done?

An opportunity exists in future research to collect data pertaining to participants' awareness of the connection between observation and results. This interview process in this study did not contain questions directly asking participants if they were aware of a connection between observation and results. The research posited a theory about the relationship between observation and results. However the support of the theory did not rely on the participant's awareness of the connection between observation and results.

Conclusion

Within the context of this research, the researcher identified support for the *observation theory*. The importance of observation in OD work assignments is a means of ensuring desired results are achieved in the context of the OD work assignment. When observation was limited or not made at all, desired results were not achieved by the OD practitioner. The support of this theory reinforces the need to be more deliberate about observing people while engaged in an OD work assignment. Observation must be a method

of on-going evaluation to measure progress during the course of the work assignment as well as a method to assess the overall results of the work assignment.

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Appendix A

Interview Guide

Agenda:

- 1) Review background and expectations of the meeting.
- 2) Review confidentiality approach prior to beginning interview.
- 3) Review range of questions to be asked during the interview.

Work Assignment Questions:

- 1) Can you describe your OD background experience for me?
 - a) How long have you been doing (or have done) OD work? How many assignments?
How long did each of those assignments last?
 - b) How much formal / informal education do you have in OD? Degrees? Certificates?
- 2) Do you remember an occasion when you have been engaged in an OD assignment where you used observation somehow in your work?
 - a) If so, can you briefly describe the assignment?
 - i) How were you engaged? By whom? (Looking for title, not company or individual name)
 - ii) What was your role?
 - iii) What was the purpose of the assignment?
 - iv) What was the client's desired outcome?
 - v) What was your desired outcome?
 - vi) Where there other people involved in this assignment besides yourself as OD practitioners?
- 3) Can you tell me about the work that was conducted as part of your assignment?

- a) What was the nature of the assignment?
- b) How long did you work on this assignment?
- c) What interventions were created and implemented as part of this assignment?
- d) How did you check for progress or completion of the assignment?

Observation Questions:

- 4) Was observation a technique you used to diagnose work throughout your assignment?
 - a) What objects or subjects were observed?
 - i) Where there multiple targets of your observation?
 - ii) How many objects or subjects were observed?
 - iii) If people, what positions did they hold?
 - (1) Where they from different companies / departments / levels?
 - b) Why did you observe these objects / subjects?
 - c) Where was the observation conducted? Please describe.
 - d) How close were you to the objects / subjects? (in actual distance measurement)
 - e) How long did you observe them? Please define in minutes or hours.
 - f) What time of day did you make the observation?
 - g) What was the date?
 - h) Where there multiple instances of observation?
 - i) If so, what were the dates, duration for each one?
 - i) Did you interact with the subjects being observed? If so, can you describe the interaction?

- j) On a scale of 1 to 5, 1 being extremely unintentional, 2 being unintentional, 3 being not sure, 4 being intentional and 5 being very intentional, how would you rate your interaction?
- 5) If observation was not used, why not?
- 6) How would you describe your frame of mind during the observation? Please take a moment to recall the occurrence as clearly as possible and describe it for me.
- a) Where there distractions? If so, please describe.
- 7) On a scale of one to five, one being low or minimal and five being high or maximum, how would you rate your level of focus or attention during the observation?
- 8) What was your observation? Please describe in detail.
- a) What were the subjects doing? Please describe in detail.
- b) How would you rate the observed employees in their work setting?
- On a scale of one to five, one being not very productive, 2 being not productive, 3 being neutral, 4 being productive and five being extremely productive, how would you rate your subjects?
- c) How would you describe the attitude of those observed?
- i) On what is your description based?
- ii) On a scale of one to five, one representing a complete lack of non-verbal cues, 2 being barely any non-verbal cues, 3 being a small amount of non-verbal cues, 4 being a good amount of non-verbal cues, and five representing a significant amount of non-verbal cues, how would you rate your subjects?
- d) What information did your observation provide?
- e) Any non-verbal messages?

Results Questions:

- 9) What did you observe? Please describe in detail.
- 10) Was there any performance metrics (quantities, defects, errors, etc.) collected during your observation?
 - a) If so, what were they?
- 11) Did the observation match your expectations? Your intentions?
 - a) If so, please describe
 - b) If not, why not?
- 12) How would you rate the outcome to your desired results from your observation? Was what you observed similar or different from what you expected?
 - a) On a scale of one to five, one being not achieved, 2 being uncertain, 3 being somewhat achieved, 4 being achieved and five being exceeded.
- 13) Was a decision made regarding the completion/incompletion or satisfactory/unsatisfactory state of the intervention results?
 - a) If so, what was the decision?
- 14) What was done with the information gathered during the observation?
 - a) What was the outcome of the observation exercise?
- 15) Is there anything else you would like to add to this interview before we end?

Appendix B
CONSENT FORM
UNIVERSITY OF ST. THOMAS

The effect of observation by an OD practitioner on the OD practitioner's intended outcome of an OD intervention

I am conducting a study about the relationship between observation and intended outcomes of OD interventions. I invite you to participate in this research. You were selected as a possible participant based on your experience as an OD practitioner. The criteria for participation in my study are: a master's degree in the field of organization development or related field of organization development and a minimum of 10 years of practical OD field experience as well as active participation in at least three OD assignments. Please read this form and ask any questions you may have before agreeing to be in the study.

This study is being conducted by me, Mary Cannata with Dr. Alla Heorhiadi as my advisor from the department of Organization Learning and Development at the University of St. Thomas, Minneapolis, MN.

Background Information:

The purpose of the research is to study the relationship between observation and outcome within an organization development (OD) work assignment using quantum physics principles. Based on quantum physics principles regarding the relationship of observation and outcome, a theory was developed to test the application to organization development work. This research addresses the question of applying quantum physics principles to OD work assignments. This research studies work assignments conducted by OD practitioners examining the relationship between observations made by OD practitioners during a work assignment and the outcome of the work assignment. Simply put, quantum physics principles state that without observation, no outcome can exist. This research study will examine the same phenomenon in the setting of an OD work assignment.

I want to interview OD practitioners, who have experience in conducting OD interventions within organizations. My interview questions are centered on the elements involved in the act of making observations as part of an OD work assignment. Two types of questions will be used: questions using a Likert scale in order to quantify results and open-ended questions to collect qualitative data in order to add more meaning to the data.

Procedures:

If you agree to be in this study, I will ask you to do the following things:

1. Participate in a focused interview to be conducted in person if possible. I estimate that the interviews will last 1 to 1½ hours. The focus of the interview will be on the following five elements of an OD work assignment:

1. The OD practitioner's background in terms of education and work experience

2. Observations made by the OD practitioner during a specific work assignment studied for this case study
3. The level of consciousness, awareness, or concentration the OD practitioner has during the observation
4. A description of the object being observed
5. A description of the results of the work assignment

Risks and Benefits of Being in the Study:

I am aware of no risks involved in this research project. Possible indirect benefits for you for participating in this study might be a chance to reflect on your work experience which might give you some insights about your work and improve your skills.

Confidentiality:

The records of this study will be kept confidential. In any sort of report I publish, I will not include information that will make it possible to identify you in any way. Notes and records from this study will be kept private. You will be known only by an ID number. Corresponding names to the ID numbers will be kept in a locked file cabinet with myself as the only person having a key.

Voluntary Nature of the Study:

Your participation in this study is entirely voluntary. Your decision whether or not to participate will not affect your current or future relations with the University of St. Thomas. If you decide to participate, you are free to withdraw at any time up to and until the time of our interview without penalty. Should you decide to withdraw data collected about you will not be used in this study

My name is Mary Cannata. You may ask any questions you have now. If you have questions later, you may contact me at 612 865-8806. You may also contact my dissertation Chair, Dr. Alla Heorhiadi, at (651) 962-4457. You may also contact the University of St. Thomas Institutional Review Board at 651-962-5341 with any questions or concerns.

You will be given a copy of this form to keep for your records.

Statement of Consent:

I have read the above information. My questions have been answered to my satisfaction. I consent to participate in the study. I am at least 18 years of age.

Signature of Study Participant

Date

Print Name of Study Participant

Signature of Researcher

Date