

CONTENT DOMAIN SEARCH FOR THE COMPETENCY SCALE FOR PHILIPPINE ORGANIZATIONAL DEVELOPMENT INSTRUMENT

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With the current adversities in business, where stakeholders are in search for strategies to contain business havoc, there is one sure-fire way that gathers the resources of an organization and transform them into the much sought after competitive advantage. This advantage can be brought about by Organization Development (OD). It is a system-wide application of behavioral science knowledge to the planned development, improvement, and reinforcement of the strategies, structures and processes that lead to organization effectiveness (Cummings & Worley, 2005). In the words of Warrick (2005), organizational development equips organizations the advantage of being the best-led, best-prepared, best-run with the best skills in adapting and managing change.

Empirically, a number of studies have proven that OD activities were major contributors of success. Keenan & Marchel (2007) in applying OD in higher learning institution reported successful gathering of efforts by faculty, administration and other stakeholders towards achieving their goals. Rooney (2005) shares Toyota's large change scale and production system that yielded landmark success, while Jeffrey (2005) after marrying Six Sigma and OD reported significant impact on bottomline. In the Philippines, Zerna (1995) reported that leaders after the OD intervention in one Augustinian community showed significant improvement in the leader's formation process and shared responsibility in empowering subordinates, a major need that is called for considering the values of young professionals.

Because of its promise as a growing science, companies here and abroad are taking off with various interventions and tools of organizational development in order to stay competitive amidst business turmoil with the (a) change agent (practitioners) at the helm

of the company-wide project. Their skills, knowledge, values, priorities, and habits called competencies are of primordial importance and antecedents of organizational development success.

The competencies of OD practitioners are different from practitioners of business development, legal, finance, operations, marketing, and even human resources. In Simpson and McClawry's (2005) call for OD Branding, they assert that practitioners cannot just apply management consulting skills and claim that they are OD practitioners. The reputation of the OD practitioner's ability to transform organizations into high performing organizations is the trademark and reputation that distinguishes them from other practitioners who are equally helpful in other aspects of the business. Unfortunately, as a growing field, OD remains confronted with major branding issues that make its boundary unclear.

Serious efforts from intellectual giants of OD, pioneers, and OD associations have been exerted to distinguish OD practitioners from others; the discipline from other disciplines, its scope, and even its definition, OD has remained blurred and in mid-life crisis. (Andriessen, 2007; Greiner and Cummings, 2004; Worley and Feyerherm, 2003; Cummings & Worley, 2001; Hornstein, 2001. Farias & Johnson, 2000). Such that, if not addressed, will make the whole discipline fade like other approaches in the past.

In 2002 after more than 20 series of revisions, a landmark effort by Sullivan, Rothwell, and Worley (2001) of the OD Network, published the competencies of OD practitioners. It serves as a major springboard that signals the rebirth of the discipline. It provides a very important and unifying framework for practitioners to eventually provide branding and define its scope and standards.

Recognizing the needs of the discipline, the researcher responds by following the breakthrough effort by developing an instrument that will measure the competencies of the OD practitioners in the Philippines using the published competencies of the OD Network and other available literatures that are deemed important in the construction process. It begins with a survey of constructs that serves as its content domains following the paradigm in test construction

offered by Murphy and Davidshofer (1994) cited in Walet (2004). Such paradigm is a three (3) phase process that includes (1) search for content domain, (2) establish validity and reliability, and (3) standardization and norm construction.

The first is about a survey of all views on OD competencies from subject matter experts and existing literature as a reference point for the formulation of the draft of the instrument. Categorization and frequency counting are the main data analysis methods that will be utilized. The second process involves the establishment of validity and reliability. It includes item construction based on the content domain.

The initial draft is subjected to validity and reliability procedures using face and content validation and item analysis to show specific levels of reliability and validity through their coefficients. Pilot testing steps are undertaken to yield the Competency Scale for Philippine OD Practitioners (CSODP) output for validation and reliability procedures. Experts and practitioners can serve as resources for face and content validation.

The last step is standardization and norming process. The final step centers on the establishment of norms as reference for interpreting raw scores. For purposes of simplicity, percentile norms translated to stanines are adapted.

In Search for a Content Domain for OD Competencies Test Construction

The content domain is the basic groundwork for Competency Scale test construction. A detailed description of the content domain provides the foundation for assessing content validity. They are purposively conducted to set boundaries and structures for a specific behavior.

A competency refers to an underlying characteristic of an employee (motive, trait, skill, aspects of one's social image, social role, or a body of knowledge) which results in effective or superior performance of the job. Rothwell and Sullivan (2005). A competency is therefore associated with an individual's characteristics in performing

work and includes anything that leads to successful performance and results (An OD competency is any personal quality that contributes to successful consulting performance. (Worley, Rothwell, and Sullivan (2005).

The OD competencies are the characteristics that define successful performance; they provide a convenient means of distinguishing OD practitioners from managers or trainers. It delineates what one needs to know, who one needs to be, and what one must be capable of doing.

In the search for the content domain for the OD Competencies, literature reviews and structured interviews can be very helpful. Existing literature are the works of Worley and Varney (1998), Worley and Feyerherm (2003); Shephard and Raia (1981); Tannenbaum and Sullivan (2001); and Warrick (2005) which states that OD competencies involve: Fundamental knowledge (knowing); Conceptual Skills (thinking), Consulting Skills (doing), and Personal Attributes (being). An outline of these competencies are as follows:

Fundamental Knowledge (Knowing)

- Changing times, future trends, and what it takes for organizations to succeed today and tomorrow
- Organization development (OD), organization transformation (OT), organization behavior (OB)
- Systems theory and thinking
- Understanding organization culture and cross-cultural dynamics
- Group dynamics, team building, and working with virtual teams
- Change agent roles
- Understanding action research from a traditional and from an appreciative inquiry perspective
- The fundamentals of organization assessment, analysis and feedback

- The fundamentals of facilitating, small, large, and virtual groups
- How to utilize technology in practicing OD
- Training and development practices and technology
- Interventions for improving individual, group, and whole organization health and effectiveness
- Understanding the importance and essentials of management, leadership, and transformational leadership
- Understanding the fundamentals of business
- The politics of change.

Conceptual Skills (Thinking)

- Personally develop a sound philosophical and ethical basis for practicing OD
- Learn to think from a big-picture, systems perspective of organizations and the environments in which they operate
- Acquire an ability or utilize a framework to visualize, design plan, and clearly present appropriate interventions
- Through practice and experience, learn to be innovative in adapting OD concepts and methods to changing situations
- Learn to think in terms of ways to accelerate the change process

Consultation Skills (Doing)

- Skills gaining entry, contracting for change, and communicating ideas, concepts, and processes
- Skills in interviewing and data collection, analysis, and feedback
- Helping, coaching, and facilitation skills

- Skills in changing and improving individual, group, and whole organization health and effectiveness
- Skills in transforming organizations
- Training and development skills
- Program/project management skills
- Using OD-related technology

Personal Attributes (Being)

- A genuine passion for what you do and concern for people and organization
- A high degree of self-awareness, eagerness to learn and grow, and ability to practice what you teach
- High level of genuineness, integrity, and believability
- An uplifting and humble attitude that promotes the success of others
- The courage and sense of ethics to do what is right
- Good rational/emotional balance and ability to be objective
- A strong sensitivity to the needs of individuals, groups and organizations
- Excellent listening abilities
- Ability to level, confront, and resolve conflicts
- Self-discipline, self-control, and perseverance
- A good sense of humor and ability to roll with the punches
- An ability to successfully handle stress and turn difficulties into opportunities

Much effort has likewise been exerted to develop a standard set of competencies for OD practitioners. The Organization Development Network, the Organization Development Institute, the Academy of Management, the Minnesota OD Network, and numerous other Associations, from selected university OD program directors, and from

over 3000 other individuals from around the world has reached the 20th edition of the *Organization Change and Development Competency Effort*.

Sullivan, Rothwell, and Worley (2001) listed category of competencies spearheaded by (International) OD Network namely (1) marketing, (2) enrolling, (3) contracting, (4) mini-assessment, (5) data gathering (5), diagnosis, (6) feedback (7) planning, (8) participation, (9) intervention, (10) evaluation, (11) follow-up, (12) adoption, (13) separation (14) self-awareness, (15) interpersonal, and (16) other competencies. The works of Worley and Varney (1998), Worley and Feyerherm (2003); Shephard and Raia (1981) on OD competencies are literatures worth citing but we covered by the 16 competencies.

The following competencies of OD practitioners are:

MARKETING

An effective organization development (OD) practitioner can. .

1. Be aware of systems wanting to change
2. Be known to those needing you
3. Match skills with potential client profile
4. Convey qualifications in a credible manner
5. Quickly grasp the nature of the system
6. Determine appropriate decision makers
7. Determine appropriate processes

ENROLLING

An effective organization development (OD) practitioner can. .

1. Build trusting relationships
2. Present the theoretical foundations of change
3. Deal effectively with resistance
4. Help the client trust the process
5. Help the client manage emotionally charged feelings
6. Collaboratively design the change process

CONTRACTING

An effective organization development (OD) practitioner can. .

1. Contract psychologically for collaboration
2. Help the client reflect on motivation
3. Clarify outcomes
4. Build realistic expectations
5. Conduct a mini-assessment
6. Identify the boundary of systems to be changed
7. Articulate an initial change process to use
8. Explicate ethical boundaries
9. Confirm commitment of resources
10. Identify critical success factors for the intervention
11. Clarify the role of consultant
12. Clarify the role of client
13. Begin to lay out an evaluation model

MINI-ASSESSMENT

An effective organization development (OD) practitioner can. .

1. Further clarify real issues
2. Be aware of how one's biases influence interaction
3. Link change effort into ongoing organizational processes
4. Identify formal power
5. Identify informal power

DATA GATHERING

An effective organization development (OD) practitioner can. .

1. Determine an appropriate data collection process
2. Determine the type of data needed
3. Determine the amount of data needed
4. Utilize appropriate mix of methods to ensure efficiency
5. Utilize appropriate mix of methods to ensure objectivity
6. Utilize appropriate mix of methods to ensure validity
7. Utilize appropriate mix of data collection technology
8. Clarify boundaries for confidentiality
9. Select a process that will facilitate openness

10. Gather data to identify future states

DIAGNOSIS

An effective organization development (OD) practitioner can. .

1. Gather data to identify initial first steps of transition
2. Watch for deeper issues as data is gathered
3. Suspend judgment while gather data
4. Know when enough data has been gathered
5. Suppress judgment while gathering data
6. Use statistical methods when appropriate
7. Recognize what is relevant
8. Know how data from different parts of the system impact each other
9. Communicate implications of systems theory
10. Continuously assess the issues as they surface
11. Stay focused on the purpose of the consultancy
12. Utilize a solid conceptual framework based on research

FEEDBACK

An effective organization development (OD) practitioner can. .

1. Prepare leadership for the truth
2. Involve participants so they begin to own the process
3. Synthesize the data gathered into themes
4. Create a non-threatening atmosphere
5. Facilitate complex emotional patterns

PLANNING

An effective organization development (OD) practitioner can. .

1. Distill recommendations from the data
2. Focus action that generates high impact at lowest cost
3. Consider creative alternatives
4. Mentally rehearse adverse consequences
5. Mentally rehearse potential gains

PARTICIPATION

An effective organization development (OD) practitioner can. .

1. Facilitate a participative decision-making process
2. Obtain direction from leadership
3. Obtain commitment from leadership
4. Co-create an implementation plan that is rooted in the data
5. Co-create an implementation plan that is concrete
6. Co-create implementation plan that is simple
7. Co-create implementation plan that is clear
8. Co-create implementation plan that logically sequences activities
9. Co-create implementation plan that is results-oriented
10. Co-create implementation plan that is measurable
11. Co-create implementation plan that is rewarded

INTERVENTION

An effective organization development (OD) practitioner can. .

1. Reduce dependency upon consultant
2. Instill responsibility for follow through
3. Intervene at the right depth
4. Pay attention to the timing of activities
5. Facilitate concurrent interventions
6. Help manage impact to related systems
7. Re-design intervention or mindfully respond to new dynamics

EVALUATION

An effective organization development (OD) practitioner can. .

1. Integrate research with theory and practice
2. Initiate ongoing feedback in client-consultant relationship
3. Choose appropriate evaluation methods - - that is, interviews,
4. instruments, financial sheets to collect evaluation information

5. Determine level of evaluation - - such as reaction, learning, behavioral
6. change, organizational impact, societal impact
7. Ensure evaluation method is valid
8. Ensure evaluation is reliable
9. Ensure evaluation method is practical

FOLLOW-UP:

An effective organization development (OD) practitioner can. .

1. Establish method to monitor change during the intervention
2. Establish method to monitor change after the intervention
3. Use information to reinforce positive change
4. Use information to correct negative change
5. Use information to take next steps
6. Link evaluation with expected outcomes

ADOPTION

An effective organization development (OD) practitioner can. .

1. Transfer change skills to internal consultant so learning is continuous
2. Maintain/increase change momentum
3. Link change process to daily life of system
4. Mobilize additional internal resources to support continued change
5. Determine the parts of the organization that warrant a special focus of attention
6. Pay attention to movement back to old behaviors
7. Move more away from project-driven change to strategy-driven change
8. Be sure customers and stakeholders are satisfied with intervention's results
9. Plan renewal/reunion events

SEPARATION

An effective organization development (OD) practitioner can. .

1. Recognize when separation is desirable
2. Process any left over relationship issues between consultant(s) and client
3. Ensure that learning will continue
4. Leave the client satisfied
5. Plan for post-consultation contact

SELF-AWARENESS

An effective organization development (OD) practitioner can. .

1. Clarify personal values
2. Clarify personal boundaries
3. Manage personal biases
4. Manage personal defensiveness
5. Recognize when personal feelings have been aroused
6. Remain physically healthy while under stress
7. Resolve ethical issues with integrity
8. Avoid getting personal needs met at the expense of the client (i.e., financial, emotional, sexual, etc.)
9. Work within the limits of your capabilities
10. Perform effectively in an atmosphere of ambiguity
11. Perform effectively in the midst of chaos

INTERPERSONAL

An effective organization development (OD) practitioner can. .

1. Develop mutually trusting relationships with others
2. Solicit feedback from others about your impact on them
3. Energize others
4. Collaborate with internal/external OD professional
5. Balance the needs of multiple relationships
6. Listens to others
7. Pay attention to the spontaneous and informal

8. Consistently maintain confidentiality
9. Interpersonally relate to others
10. Use humor effectively

OTHER

An effective organization development (OD) practitioner can. .

1. Interpret cross-cultural influences in a helpful manner
2. Handle diversity and diverse situations skillfully
3. Communicate directions clearly to large groups
4. Use the latest technology effectively
5. Use the internet effectively
6. Facilitate small group interventions (up to 70)
7. Facilitate large group interventions (70-2,000)
8. Apply the skills of international OD effectively
9. Function effectively as an internal consultant
10. Demonstrate ability to conduct transorganizational development
11. Demonstrate ability to conduct community development
12. Be aware of the influences of cultural dynamics on interactions with others

A content domain represents the total set of behaviors that could be used to measure a specific attribute or characteristic of OD practitioners that are to be tested. The content domain by a test may be too broad to too narrow. Regardless of its size, every content domain has a number of properties that are useful in assessing content validity.

As earlier expressed, leads to the importance of setting boundaries. Murphy and Davidshofer (1994) says there are great many possible test items within boundaries that could validly be used to measure a person's standing on the content domain; a detailed description of the content domain to be measured allows one to determine whether each test item lies within the boundaries of the domain. Another imperative of content domain is its structured nature. Meaning, the contents of a content domain need to be classified into several categories. It makes possible to arrive at some precise

statements about the areas included in the domain and about the relative importance of each of those areas.

As a whole, these literatures on OD competencies can be useful in the initial step of the test construction process. Following the first step in the test construction process, these literatures on OD competency can be developed into a preliminary test that can be divided into different scales (example: Fundamental knowledge - knowing; conceptual skills- thinking, consulting skills- doing, and personal attributes - being, and so on) and administered to a target subject who are also practitioners of organization development. In this study, the members of the HR Forum, especially OD practitioners (n=300) will take the preliminary test. In the analysis of the preliminary test, items are expected to be reduced to yield the final test. Final scales can be retested for reliability and highly satisfactory coefficients.

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