

A Journey of Being A Phd.OD Candidate to Becoming an OD Consultant: Case Study of Self Development

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Abstract:- This article discusses about the self-development from Ph.D.OD candidate to become a self-efficacy OD consultant. In this study, there are two main focal studies, the multiple organizations and the researcher self. The researcher was assessed self-awareness and self-efficacy towards an OD consultant through David Kolb's experiential learning model and Noel Burch's competency model. The researcher was following through "process consultation" (action research) to implement OD knowledge and skill to the clients' organizations. The researcher was transferring OD knowledge and skills to clients through ODI (ORJI cycle) and the researcher discovered how a Ph.D.OD candidate could become an OD consultant. Lastly, the researcher developed a new OD competency self-assessment instrument with the data analysis method (Triangulation evaluation) and Data analysis tool (N-Vivo).

Keywords:- Self-Development, Self-Awareness, Self-Efficacy, Knowledge, Skill And Experience, ORJI Cycle, Competency Self-Assessment Instrument, Organization Development (OD).

I. INTRODUCTION

At present, with globalization, things are changing rapidly, and organizations need to adapt to the pace of change. Globalization refers to the expansion of businesses beyond the national borders, as they seek markets, resources, and labor in order to maximize their profits (Bremmer, 2014). This process has been aided by governments, which have opened national borders to competition in order to encourage market entry and economic growth (Bremmer, 2014). Organizations in Myanmar are facing a paradigm shift in political changes and policies since 2011. Thus, to respond to the changes in political and socio-economic paradigm-shifting, the organization must be flexible enough to develop its own strategies in maintaining to be able to survive and sustain. Thus, decision-makers need to diagnose the existing organizational conditions, plan the change process accordingly and apply the appropriate intervention. As a rule of thumb, specialized employees to fulfill each job demands and hope they will produce planned outcomes, yet gaps among functional departments and at the job itself are still existing. It is at this juncture; an OD consultant should

be called for seeking advice to improve the organization's efficiency and effectiveness. (Worley & Thomas, 2008).

II. RESEARCH OBJECTIVES

This research was about the journey of being a Ph.D. OD candidate in becoming an OD consultant. The research objectives of this study are

1. To follow through the OD competence guidelines by learning and implementing OD practices through fieldwork.
2. To reflect on self-awareness and self-efficacy of the PhD OD candidate during process consultation phases
3. To keep track of how the PhD OD candidate can help the organizations to be effective and efficient through "process consultation guidelines".
4. To measure the self-efficacy of the PhD OD candidate with self-assessment instrument of OD consultant competence.

Thus, in this study, there are two main focal studies, the researcher self and the organization and its environment.

III. FOCAL SYSTEM (MULTIPLE-ORGANIZATIONS+RESEARCHER-SELF)

The reasons to pick up three organizations (AAA, BBB, and CCC) are that the leadership realized there are obstructions in organization performance, mainly from the internal resources. This is because of the centralized management system as they do not have skillful employees, so that they cannot give empowerment to anyone. In addition, most people in the organization do not want to change the new system, and they want to continue to stay in their comfort zone, which means they enjoy the regular bonuses and increments without contributions to the organization.

Furthermore, employees who are the middle management have negative perspectives on change. Moreover, the organizations do not have a systematic process and a proper plan related to sales and marketing, and business plans. Because of those significant reasons, the top management, the middle management, and the low management do not believe and trust one another because of

the rumors and bad reputations of the operation and management personnel.

The organization's vision and mission statements are not well defined. Without proper plans, operations estimated budgeting, and analysis is functioning. In addition, without any suggestion, evaluation, and feedback, the top management of the organization made decisions so that no one can involve or take responsibility. As a result, the representatives of the organization requested the change process within their organizations in order to become efficient and effective. Moreover, those three organizations let the researcher apply for the dissertation paper, which is the journey of the Ph.D. OD candidate to become the OD consultant. Thus, the researcher will develop the challenges and difficulties of conducting the action research within these organizations.

During the journey, the researcher worked as full-time jobs at two clients. Thus, in this study, there are five organization applied to conduct this study.

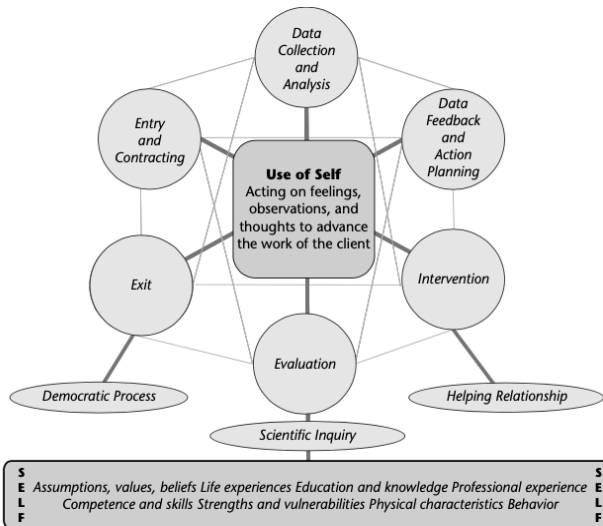
➤ *Researcher's Working Experience*

The researcher's background is not coming from the managerial and business field. It came from the medical field that attended the University of Medicine from 2005 to 2012. The main reason for joining the medical school was due to the traditional belief and culture of Myanmar parents who believed that the medical doctors in Myanmar are more intelligent than other professionals. After graduation from the medical field, the researcher joined the MBA fast-track program from the Assumption University offshore campus. The purpose of attending the MBA program was that the parents did not want to waste time waiting for the medical field's government service posting. After that, the researcher believed that management could save an organization composed of a couple of people while a person's life can be saved as a doctor. Thus, the researcher changed the career to the managerial field. After that, the researcher joined one of the public companies in Myanmar in 2013, a start-up business. The main goal of this public company is to deliver a uniform healthcare service in Myanmar. Therefore, the researcher assumed that the choice of this organization was relevant to both of the educational backgrounds. The people from the top-level management of that public company are the well-experienced professionals from the medical field. Thus, it was believed that the medical field could be developed according to strategic planning. However, the researcher found out that the management system and the planning needed to be developed, and the top management level was weak in recruiting skillful employees for planning and implementation. Based on the facts mentioned above, the researcher joined the Ph.D. Organization Development program while working at that public company.

When studying the Ph.D. coursework, it was assumed that individual development plays a vital role in organization development. Therefore, the career was transformed into the HR field because there is no OD role in Myanmar. In addition, the researcher believed that organizations are composed of people and organization development depending on the individual one. Therefore, in the HR field, the researcher focused on individual action on organization development. Whereas, in studying the Ph.D. program, self-development was established from the workplace, people, colleagues, and literature. Then, the researcher developed as the lecturer role to develop confidence through the training to others. The lecturer's role was focused on HR, organizational behavior, leadership subjects, and student-centered teaching.

In inquires of how an OD student to becoming a consultant, the researcher faced and asked fellow students whose company needs a consultant? The researcher got three responses; those three organizations are in different industries. The researcher spent two days per week for each company and signed an agreement with all companies. The researcher applied learned knowledge and skills through OD practice and mainly focused on social contexts, practical contexts, and academic contexts. After six months, the researcher left one of the clients. Then, the researcher joined a full-time job that worked as a consultant in one of the consultancies services in Myanmar. In this full-time job, the main job scope for the researcher is a diagnostician, who appreciates, reads, and tries to understand the behavior of individual level, group level, organization level, and extensive social system. (Rainey, 24 March, 2014) The researcher worked at three organizations as the consultant and developed the intervention programs by aligning with the contract. In addition, the researcher applied learned knowledge and skill through practice. After six months of joining that organization, the researcher left that organization because of the family issue. As the researcher's background came from the medical background, it was time to apply that knowledge for family matters. After that, the researcher joined one of the biggest foreign life insurance companies in Myanmar in 2019, which was a very new business in Myanmar. It was assigned in training, and so, it is working as an internal consultant by following the business strategy and assessing the business need. After one year, the researcher is promoted to the Head of Training, and it is an ongoing process. In this study, the researcher constantly analyzes the organization by using the UOS model, which is the use of self-model as follows. (Rainey, 24 March, 2014)

Fig. 1. Use of Self Model



Note: The what and how of OD: Action Research and Use of Self from (Raine, 24 March, 2014)

IV. RESEARCH QUESTIONS

The research questions of this study are

1. What are the challenges and problems in the journey of the Ph.D. OD candidate to becoming an OD consultant?
2. What takes the progress of self-awareness from the Ph.D. OD candidate to an OD consultant?
3. Will the Process Consultation be an appropriate Action Research methodology to be implemented?
4. How can the researchers gain OD competence for both candidate and OD consultant roles?
5. How can the Ph.D. OD candidate be measured to becoming a self-efficacy OD consultant?

V. THE NEEDS FOR RESEARCH

This research study aims how a Ph.D. OD candidate could become an OD consultant. Thus, this study will keep track of a Ph.D. OD candidate helping the organizations to be effective and efficient through "Process Consultation guidelines" as the researcher assumes the OD consultant roles. This research study will reflect on challenges, difficulties, and self-awareness for a Ph.D. OD candidate to become an OD consultant.

The three organizations are facing common problems yet in different industries. Common problems are people within the organizations are in their comfort zone, they have no clear role and responsibility, the structure is not well designed, and management style is not decisive enough, and there is no future perspective of the organization due to unstable political climate in our country. Therefore, the organizations in Myanmar have to align with the rapid political changes.

Without having the proper strategic and operational plans, organizations cannot sustain themselves. So as to maintain their market positions, the organizations should develop the options to adjust the organizational structure, fix

the systems, and redefine the processes such as planning, organizing, staffing, leading, directing, controlling, budgeting, motivating in taking the responsibilities and positive attitude towards change, creating coordination and cooperation within the organization and in order to fit the contexts for responding high competition and political changes. Based on the findings by preliminary diagnosis through the personal interviews, the organizations did informal and formal meetings and documented data and information.

VI. SIGNIFICANCE OF THE STUDY

This study is to focus on the OD practice in different organizations. It is focusing on the journey of being the Ph.D. OD candidate in becoming an OD consultant. This study allowed the top and middle management levels of TPT, ET and SLN companies for better management and exploration of future perspectives on the external challenges. It is also needed to change the organizations to respond the environmental change and high competitors. In addition, this study is focused on the progress from the Ph.D. OD candidate to the OD consultant when implementing consultation processes along with "Process consultation" guidelines. Moreover, throughout this journey, the researcher is intended to gain the knowledge and skills to acknowledge self-efficacy and share how the Ph.D. OD candidate to becoming the OD consultant through OD practices and interventions.

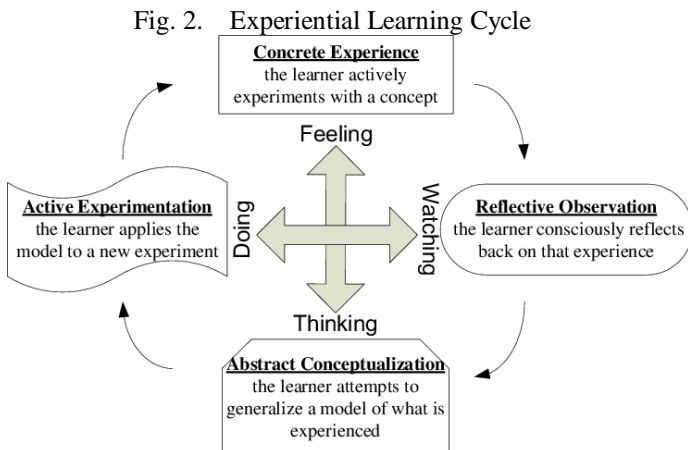
VII. LITERATURE REVIEW

It has the review related with knowledge and skill of being a Ph.D. candidate to becoming an OD consultant. The researcher mainly focused on the conscious competence learning model and process consultation in the research. In addition, the researcher reviewed other concepts, which were; how the Ph.D. OD candidates gain the knowledge and skill, the way the researcher to reach the competence context including the effects on an organization, consultancy process, structure, the performance of a team and individual in an organization.

VIII. DAVID KOLB'S EXPERIENTIAL LEARNING MODEL

A learning process, which is focused on an individual, is called experiential learning. As a result, a person can make discoveries as well as experiments with hands-on knowledge instead of reading or hearing from the experiences of other people. In addition, it can also present without having a teacher (McCarthy & McCarthy, 2006). Experiential learning is the most easily when it is compared with the academic knowledge, a process to acquire the information through a study of the subject without the necessity for direct experiences. Although experiential learning's dimensions are initiative, immersion, and analysis, academic learning's dimensions are reproductive learning as well as constructive learning. The aims of both methods are for instilling new knowledge in a learner. Experiential learning actively includes a learner in the concrete

experience. However, academic learning mainly emphasizes to do so through more abstract, classroom-based techniques. (Stavenga de Jong, Wierstra, & Hermanussen, 2006)



Note: 4 steps of Learning cycle from (Kolb, 1984)

IX. COMPETENCE LEARNING MODEL

According to Martin Broadwell, late 1960s or early 1970s, the competence learning model is the model which describes the stages and the process related to learning the new skill or ability or technique or behavior and so on. It is also called the conscious competence matrix or conscious competence ladder. (Broadwell, 1969) This model is helpful to remind the necessary of learning and training. The competence learning model has four stages: unconscious incompetence stage, conscious incompetence stage, conscious competence stage, and unconscious competence stage. (Adams, 2011)

X. PROCESS CONSULTATION

As the consultation process plays a vital role in this study, the researcher mainly used the process consultation model. Schein advocated the first edition of the process consultation view in the late 60s, 1969. In addition, it is related to organization development's activities to improve individual and organizational effectiveness. However, process consulting can help organization members themselves. Furthermore, process consultation is a kind of OD technique. Some of the OD techniques, which are specialized interventions, are survey feedback which is intended to do introspection, sensitivity training which is meant for self-improvement, role negotiation, which is to change perception, as well as roles and team building which is meant for socializing. Moreover, those OD techniques become different instances for gridding OD that understand the company's culture in detail. (H.Schein, 1999)

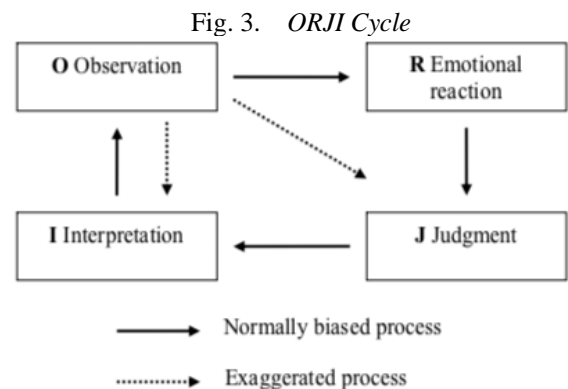
In process consultation, it needs to reflect the four parts; the meaning of process consultation, decoding the hidden forces as well as processes, the intervention of the learning process, and the action related to process consultation. (H.Schein, 1999).The first part has mentioned the meaning of process consultation. Process consultation is a way of thinking philosophically related with an attitude

towards the way how to help an individual, a group, organization, as well as the community. (H.Schein, 1999) The ultimate objective of the consultation process is to establish support for an efficient relationship. It is mainly focused on what either a helper or a consultant needs to understand, what abilities they need to create, what attitudes are necessary for them to hold for creating and sustaining the efficient helping relationship, and what they need to do to implement this philosophy.

There are ten main principles in Process Consulting Model, which are as follows. The consultant needs to

1. always work hard to become helpful
2. always tune in to the present situation
3. access the ignorance
4. do actions for interventions
5. know about the client who has got problems as well as solutions
6. follow according to the flow
7. learn the importance of time
8. become constructively opportunistic using confronting interventions
9. understand all can be data
10. share the problems when there is a doubt

Edgar Schein stated the mixture of organizational and social theory, which always reflects on various views of PC. In addition, people are not identical personalities as they have different personalities and behaviors according to the perspective of humanists. ORJI Cycle describes the process of psychology, which means intrapsychic. It is a kind of process that people always take care of social events. ORJI Cycle is shown as follows. (Schein, 1999)



Note: Understanding of psychic process from (Schein, 1999)

Fig 3. stated phases of the perception-action cycle using the terms which are idealistic, which is the rational account, and realistic, which means psychological reality. The consultant might choose the wrong way to do action as there might be some traps that are disparity of reality from an ideal. As it starts with an observation of the model, there might be misleading like expectations, prejudgments, and false attributions. Such kinds of biases are inherited from the background of the culture that includes a lot of unspoken assumptions, expectations which are from previous experiences, and defensive filters which are personal. This

model refers to the top-down influences on the perception. (Schein, 1999)

It is necessary that emotional reactions need to be subjective and be talked about like emotional reactions, which are inappropriate because of misperception of the situation or the study of overreaction to the real data. It is also important to understand how a person is conscious of an environment because of the derivative of the observation. Furthermore, a person recognizes their own reaction tendencies, which can relieve them. There might be some mistakes in observation if people only consider the judgments with logic. Moreover, it is necessary to recognize cultural assumptions, which are a big part of when people judge something. (Schein, 1999)

XI. ORGANIZATIONAL DEVELOPMENT PRACTITIONER

With the reference to the data which are from Table 1 as well as other available studies, it is necessary that OD practitioners need to have the basic skills as well as knowledge to become effective and efficient. They are as follows.

1. Intrapersonal skills or Self-management competence
2. Interpersonal skills
3. General consultation skills
4. Organization Development Theory

TABLE I. OD PRACTITIONERS' REQUIRED SKILL AND KNOWLEDGE

	Basic Competencies	Core Competencies
Knowledge	<ol style="list-style-type: none"> 1. Organization Behavior <ol style="list-style-type: none"> A. Organizational culture B. Work design C. Interpersonal relations D. Politics and power E. Goal setting F. Leadership G. Conflict H. Ethics 2. Individual Psychology <ol style="list-style-type: none"> A. Theory relating to learning B. Theory relating to motivation C. Theory relating to perception 3. Group Dynamics <ol style="list-style-type: none"> A. Roles B. Communication Processes C. Decision-making Process D. Group Development Stages E. Leadership 4. Management and organization theory <ol style="list-style-type: none"> A. Planning, organizing, leading, and controlling B. Problem-solving and decision making C. Systems theory D. Contingency theory E. Organization structure F. Characteristics of environment and technology G. Models of organization and system 5. Research methods/ statistics <ol style="list-style-type: none"> A. Measures of central tendency 	<ol style="list-style-type: none"> 1. Organization Design – is a decision-making process related to formulate as well as align the organizational system's elements which consist of without limiting to information system, work design, human resource systems, structural system, political system, organization culture, and work design. <ol style="list-style-type: none"> A. The concept of fit and alignment B. Diagnostic and design model C. Key thought leaders in organization design. 1. Organization research: is a method related to field research, content analysis, interviewing, questionnaires design and interview protocol, designing change evaluation processes; longitudinal data collection and analysis; understanding and detecting alpha, beta, and gamma change; and a host of quantitative and qualitative methods. 2. System dynamics: is a description and understanding of how systems respond to exogenous and endogenous disruption as well as planned interventions (e.g., evolution and revolution, punctuated equilibrium theory, chaos theory, catastrophe theory, incremental vs. quantum change,

<ol style="list-style-type: none"> B. Measures of dispersion C. Basic sampling theory D. Basic experimental design E. Sample inferential statistics 	<ol style="list-style-type: none"> 3. History of organization development and change: is the understanding related with political, social, personal forces and economical which can lead to the emergence as well as the organization's development as well as change, consisting of the key thought leaders, the values underlying their writings and actions, the key events and writings and the related documentation. <ol style="list-style-type: none"> A. Human relations movement B. NTL/T-groups/ sensitivity training C. Survey research D. Quality of work-life E. Tavistock Institute F. Key Thought Leaders G. Humanistic values H. Statement of ethics 4. Theories and models for change: is a basic action research model, participatory action research model, planning model, change typologies (e.g., fast, slow, incremental, quantum, revolutionary), Lewin's model, transition models, and so on. 1. Managing the consulting process: is an ability to enter, contract, diagnose, design appropriate interventions, implement those interventions, manage unprogrammed events,
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	<ol style="list-style-type: none"> and evaluate the change process. 2. Analysis/diagnosis: are the abilities for conducting the inquiry into the effectiveness of the system, to see the root cause(s) of a system's current level of effectiveness; the core skill is interpreted to include all systems—individual, group, organization, and multiorganization—and the ability to understand and inquire into one's self. 3. Designing/choosing appropriate, relevant interventions: is the understanding the way for selecting, modifying, or designing effective interventions which will move an organization from the current condition to the desired future state. 4. Facilitation and process consultation: is an ability to help an individual or group toward 5. the goal; an ability for conducting 6. the inquiry into individual as well as group processes which 7. a client system maintains ownership of the issue, increases its capacity for reflection on the consequences of its behaviors and actions, and develops a sense of increased control and ability. 8. Developing client capability: is an ability for conducting the change process in such a way
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		<p>that a client can be better for planning and implementing the successful change process in the future, using technologies of planned change in a values-based and ethical manner.</p> <p>9. Evaluating organization change: is an ability for designing as well as implementing the process for evaluating an impact as well as effects of change intervention, consisting of the control of alternative explanations and interpretation of performance outcomes.</p>
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a. To understand the OD practitioners' necessary skill and knowledge from (Worley & Thomas , 2008)

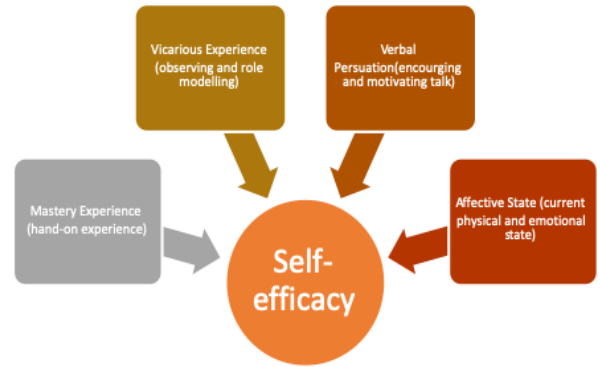
According to the literature, OD practitioners mainly focus on the people who specialize in organizational development as the profession. It is necessary to understand the roles and the typical professional paths of organization development professionals and basic. (Worley & Thomas , 2008)

For OD professionals, there are two types of positions which can be external or internal to an organization. Internal consultants, the organization members, work at Human Resources Department or make reports to the line manager directly. They only try to perform the role of OD or combine their role and other tasks like training, employee relations, or compensation practices. External consultants are not included in the client organization, and they mostly work for the university, consulting firm, or themselves. In general, organizations hire the external consultants for providing the particular expertise which is not available internally for bringing the different and possibly objective perspectives into the OD process more or signaling shifts in power. (Worley & Thomas , 2008)

XII. SELF-EFFICACY

According to the self-efficacy theories, self-efficacy is the confidence level of an individual in terms of the ability for organizing and executing the given course of action to solve problems or complete the tasks. (Sharma & Nasa, 2014) According to Bandura, high self-efficacy students have better self-regulation and they are more resilient to face the challenges. (Kundu, 2020). Based on Honicke and Broadbent (2016), the beliefs of self-efficacy influence the academic performance of the teachers and the students. (Kundu, 2020) . Fig4. explained about the self-efficacy influenced by the four key sources: mastery experience, vicarious experience, verbal persuasion and affective state.

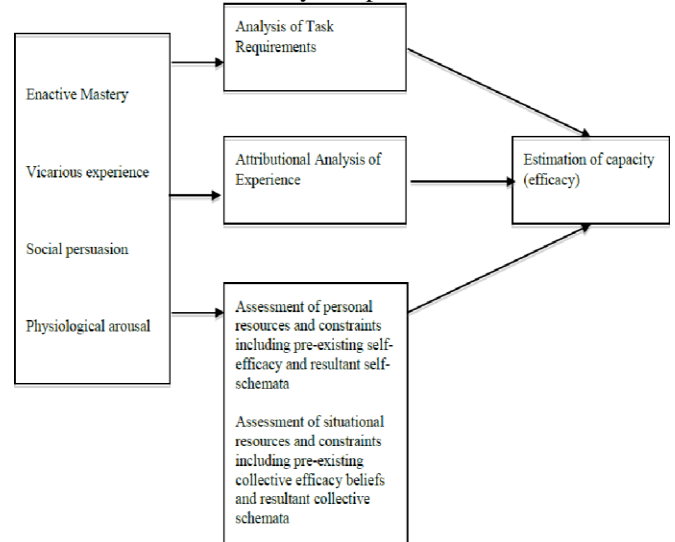
Fig. 4. Bandura's self-efficacy model



Note: Bandura's model taken from (Kundu, 2020)

More specific analysis processes for the formation of efficacy beliefs will be provided by the researchers in the organizational psychology area. According to Gist and Mitchell (1992) (Fig.5), there are (3) processes in supporting the efficacy beliefs: Analysis of task requirements – what is needed to perform the tasks well; Attributional analysis of experience which an individual might ask themselves why a certain level of performance occurred in the past experience (enactive mastery), the information validity of involved in the social persuasion, or the similarity between themselves and the model analyzed through the vicarious experience; and the assessment of the personal and the situational resources. It is the third process that will be interacted between the individual efficacy beliefs and the collective efficacy beliefs. (Zakeri, Rahmany, & Labone, 2016)

Fig. 5. Adapted from the model of relationship between self-efficacy and performance

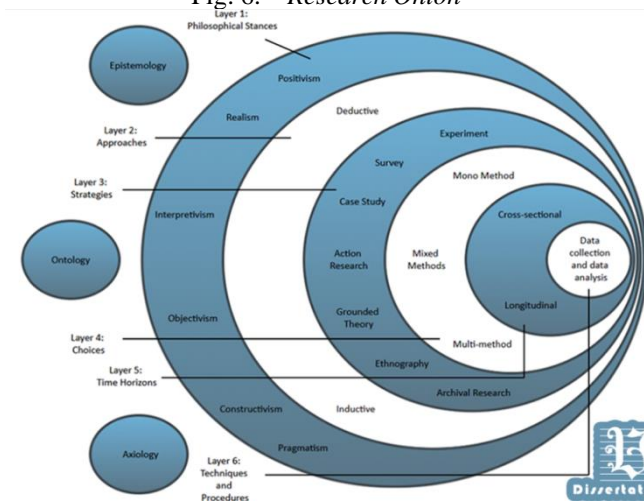


Note: the relationship of self-efficacy and performance cited from (Zakeri, Rahmany, & Labone, 2016)

XIII. QUALITATIVE STUDY

Qualitative study is related with the data getting from the researcher collecting from the observation, the interviews, the questionnaires, the focus groups and the recordings, the documents and the artifacts. The data mostly are nonnumerical. (Creswell, 2014). In defining the research philosophy, the approach for the theory development, the methodological choice, the research strategy, the time horizon and lastly, the procedures and techniques are approached according to the research onion developed by Saunders (Saunders, Lewis, & Thornhill, 2019)

Fig. 6. Research Onion



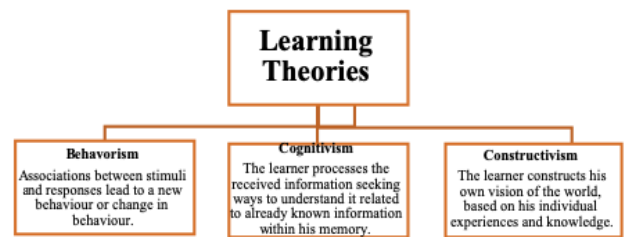
Note: The research onion taken from (Saunders, Lewis, & Thornhill, 2019)

XIV. ROLE OF CONSTRUCTIVISM EPISTEMOLOGY

During the journey, the researcher constructs the own vision and creates the new ideas or concepts along the action research which is guided by the process consultation principles and assessed by the competency model. Based on the constructivism theorists, the learning process is adjusting the mental model of learner for providing the new experiences. As the learner is necessary to interpret the significant amount of knowledge and create the new ideas, the constructivism emphasizes on the problem-solving method for learner. Therefore, the results are not always predictable because each and every learner has their own knowledge and ideas. (Tasheva & Bogdanov, 2018). In this study, the researcher explores the learning process throughout the journey of Ph.D. OD candidate by applying the process consultation guidelines developed by Edgar Schein. As the process of learning rely on interpretation of the individual according to the perceptions, experiences and knowledge, the learning process is unique and different for each person. (Simatwa, 2010) Epistemology is the philosophy viewpoint relating with knowledge and study about the nature and the scope of knowledge, epistemic justification, the belief and related issue. (Wenning, 2009) The Epistemology is aimed to learn about “what do we

know?”, “what does it mean to say that we know something?”, “what makes beliefs justified?”, “How do we know that we know?”. (Wenning, 2009). Learning is the acquiring process of the new or modifying the existing knowledge, the behavior, the skills, the value or the preference. (Gross, 2015). In order to understand how the learning process occurs, the individual must know the learning theories which are the well-organized principles explaining about how the individuals acquire, recall and retain the knowledge. The Fig.7 indicates about the learning theories which are the Behaviorism, the Cognitive Information Processing (Cognitivism) and the Constructivism. (Tasheva & Bogdanov, 2018)

Fig. 7. Behaviorism, Cognitivism and Constructivism as Learning Theories

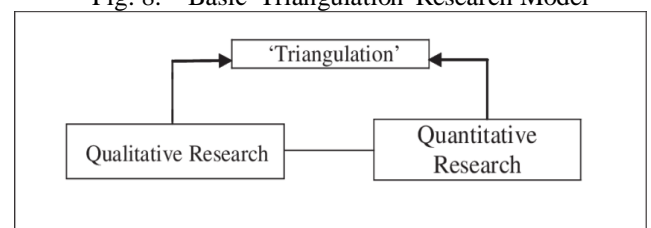


Note: Learning theories from (Tasheva & Bogdanov, 2018)

XV. ROLE OF TRIANGULAR EVALUATION

Triangulation is a verification process that increases the validity by incorporating from several methods and viewpoints. Triangulation is the combination of two or more related theories, sources of data, methods or investigators in one study of a single phenomenon to converge on a single construct, and can be applied in both quantitative (validation) and qualitative (inquiry) studies. (Yeasmin & Ferdousour Rahman, 2012) Triangulation can be done by using the different research techniques. Triangulation techniques are useful for cross-checking and helpful to provide the confirmation as well as completeness, which bring the balance between two or more the different types of the research. The purpose is for increasing the credibility and the validity of results. Sometimes, the specific contexts are to get the confirmation of the findings through the convergence of the different perspectives. (Yeasmin & Ferdousour Rahman, 2012)

Fig. 8. Basic 'Triangulation' Research Model



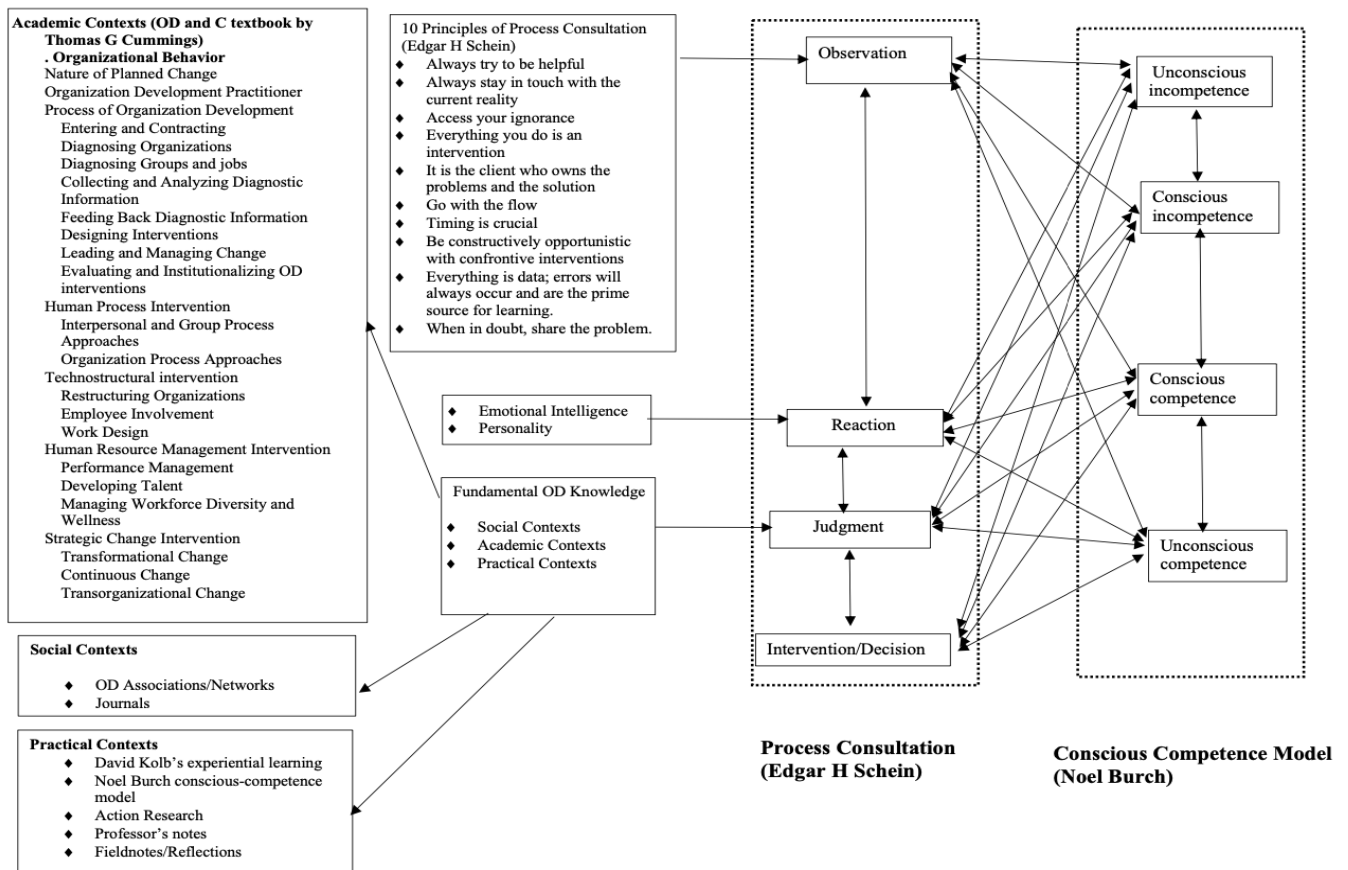
Note: Basic Triangulation research model from (Yeasmin & Ferdousour Rahman, 2012)

XVI. THEORETICAL FRAMEWORK

As a Ph.D. OD candidate, it is necessary to know how to observe the situation, react emotionally to what we have observed (R), and then process, analyze and judge based on feelings and observations (J) and intervene to behave something happens (I). In order to observe the situation, the Ph.D. OD candidate needs to know about perception, communication, and individual decision making in organizational behavior. When reacting emotionally to what we observed, the candidate is necessary to learn about emotional intelligence (EI), personality, and the ABC model.

To make the judgment and analysis based on feelings and observations, the candidate is necessary to know which resource has to learn and which competence has to gain. According to resource types, the candidate needs to learn from social networks resources, academic resources, and practical cases, and the candidate has to acquire the competence in terms of knowledge, skill, ability, and experiences. In making decisions, the candidate has to rely on the competence which they gained. Then, the candidate needs to be aware of the competence level which is supporting to become an OD consultant.

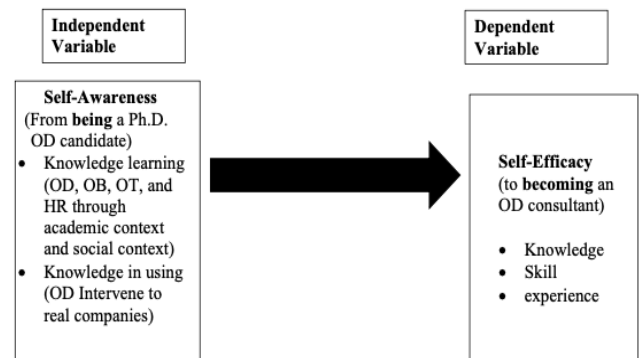
Fig. 9. Theoretical Framework



XVII. CONCEPTUAL FRAMEWORK

Conceptual Framework is designed to be a self-efficacy OD consultant in terms of competency assessment by knowledge, skill and experience. The conceptual framework describes how independent variables, self-awareness, support to become an OD consultant and the way it impacts on the dependent variables. In the following conceptual framework, self-awareness including the knowledge learning and knowledge in using has been set as the independent variable while self-efficacy in terms of knowledge, skill and experience had been set as the dependent variable. Therefore, in this study, the competency assessment instrument will be used as a tool to measure the progress and to collect the quantitative data throughout the dissertation process.

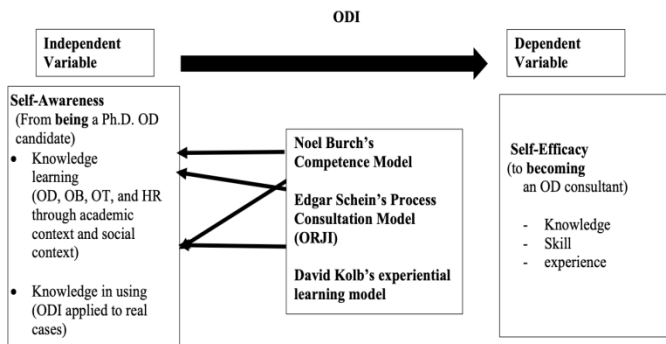
Fig. 10. Conceptual Framework



XVIII. ACTION RESEARCH FRAMEWORK

According to the findings, the action research framework is important to know the ODI process. In this study, it was found out every action is the intervention as the focal study is the researcher self. Thus, since the beginning of dissertation process, the ODI process has been designed by analyzing the competency.

Fig. 11. Action Research Framework



XIX. RESEARCH DESIGN AND METHODOLOGY

The researcher used the qualitative research design mainly for this study. Its analysis research method is largely utilized to review the literature on the subject when the approach of the qualitative research is highlighted. The document analysis in which analyzing the data from documents examination from the secondary sources such as the textbooks, the magazines and other relevant of the particular study. (Adom, Yeboah, & Ankrah, 2016) It includes reading the extensive amounts of the text data for understanding and highlighting more on the particular area of study. The philosophy of constructivism paradigm is related with the qualitative research approach. This is the case because the paradigm seeks to understand a phenomenon under study from the experiences or angles of the researcher using different data collecting methods. Also, the researcher constructs meanings from the phenomena under study through the own experiences and participants in this study. Furthermore, constructivists, similar with the qualitative researcher, affirm that the reality is the subjective because it comes from the perception of individual who engaged in the study and it led to be multiple or varied. (Adom, Yeboah, & Ankrah, 2016)

Moreover, the researcher extracts the meaning of events from the interactions with others in the contexts of social and cultural. The research based on the philosophical paradigm of constructivism mostly starts with the open-ended inquiry from the research questions. The tentative or the valid conclusions are constructed through the findings of the study. Most researchers are able to formulate the theory or theories through the results of study. (Adom, Yeboah, & Ankrah, 2016)

The research method of the philosophical paradigm of constructivist includes the Narrative Study method, the Case Study method, Ethnographic Study method, Grounded

Theory method, Descriptive Study method, and Phenomenological Study method. (Kim, 2005) The significant commonality of these all methods is the great deal of time spent when comprehending the phenomenon which is being studied. The researchers spend the enough time together with the participants in the natural contexts for gaining confidence that can capture the real cases of phenomenon under study. Spending too little time on the research settings becomes the serious pitfall in constructivist work. (Adom, Yeboah, & Ankrah, 2016) Constructivism is to construct the own meanings and the understandings of the world in which we exist. Significantly, action research also reflects the constructivist thinking in its process and practice as the action research supports the change process through continuous process of taking the action and doing the research. (Nada, 2007)

In order to design the research design, the action research model, which is mainly focused on change processes, is based in this study. The form of an inquiry that can enable the practitioners in any place for investigating and evaluating the work is called the action research. The practice's accounts display how the practitioners try their best for improving the learning as well as influencing the other people' learning. (Worley & Thomas , 2008)

The traditional action research model mainly emphasizes the planned changes like the cyclical process in that the initial stage of the research is related to an organization that needs to provide the information for guiding the subsequent action. After that, the action's results are necessary to be assessed for providing the further information for guiding the further action and others. Collaboration considerably among the members of the organization and OD practitioners are involved in the iterative cycle of the research as well as the action. The action research is mainly focused on gathering of the data and the diagnosis ahead of action planning as well as implementation, and it is necessary to evaluate the results after taking the action. (Worley & Thomas , 2008)

XX. DATA COLLECTION METHOD

Throughout the consultation process, qualitative methods are to collect data and apply various principles related to process consultation are used. This is because the researcher can have more opportunities to learn from various perspectives, but quantitative methods are less effective to apply in this research study. However, although there are some pros and cons to use qualitative methods and quantitative methods, the benefits of qualitative methods more outweigh than those of the drawback ones. Therefore, the researcher chose to apply the qualitative methods after judging those two methods.

The data collection method mainly used in this study is through the interview, the observation, the document review and the analysis of visual data. (Dogru & S, 2007) Therefore, the researcher become flexible to carry out the interviews and resorts to the semi-structured interview. The researcher mostly uses the open-ended questions and encourages the

informants for explain their own perspectives. Though the questions are structured, the researcher is expected to generate the questions during interviewing for probing and finding out the real situation. In some of the cases, the researcher does the interview of Group Discussion (that is Sets of individuals who are similar characteristics or having the shared experiences) to get the rich data from the organization members. (Adom, Yeboah, & Ankrah, 2016)

In addition, observing the client organizations in their natural settings, whether they are the participant or the non-participant depends on their nature under study, assist the researcher to construct the structure of the study. (Adom, Yeboah, & Ankrah, 2016)

The researcher is necessary to understand the roles and the typical professional paths of organization development professionals and basic. (Worley & Thomas , 2008). To become an OD consultant, the learning from academic context, social context and experience to apply in the practical field. In addition, it is necessary to make judgments on competencies of OD practitioners' skill and knowledge, whether it is competent or not. To assess the competencies of skill and knowledge, the researcher needs to know the types of skill and knowledge which is mentioned in the table-1.

XXI. SUBJECT OF STUDY AND INFORMATION ON SOURCE OF DATA

The study focuses on the Ph.D. OD candidate (researcher) who realizes herself changing as an OD consultant. Thus, it will be conducted in three parallel tracks, the researcher, the client's organization, and the process of consultation. In addition, it will be focused on the employees of the client's organization who are from the top management level and middle management level. The participants of the study have been selected based on their roles and responsibilities in the organizations.

In this study, the self-awareness comes from the learning process and guided by the process consultation model, experiential learning model and competency model. To make judgement on the self-efficacy OD consultant, the competency level is important in making assessment. Thus, the subject of study becomes the self-awareness, self-efficacy and self-assessment of the researcher and multiple organizations which are being conducted this study.

Primary data were collected qualitatively, and secondary data were collected through observations and published documents such as meeting minutes, office announcements, the newsletter from the related industries. The researcher proposed to engage the qualitative methods such as self-observation, interview (unstructured, semi-structured, and structured), reflection (reflection in action, reflection on action), and observation (Perspective and researcher involvement).

The efficiency of this paper becomes the focus group's greatest strength in this study as this group is quickly able to elicit a substantial amount of information on the specific

topic. However, the limitation to the verbal description as well as within-group interactions is the weakness. Moreover, this paper does not let the researcher gain the firsthand knowledge of described opinions, attitudes as well as behaviors in the real-world contexts. (Thomas, 1998).

XXII. RESEARCH INSTRUMENTS, TOOLS AND OTHER DATA-GATHERING TECHNIQUES AND PROCEDURES

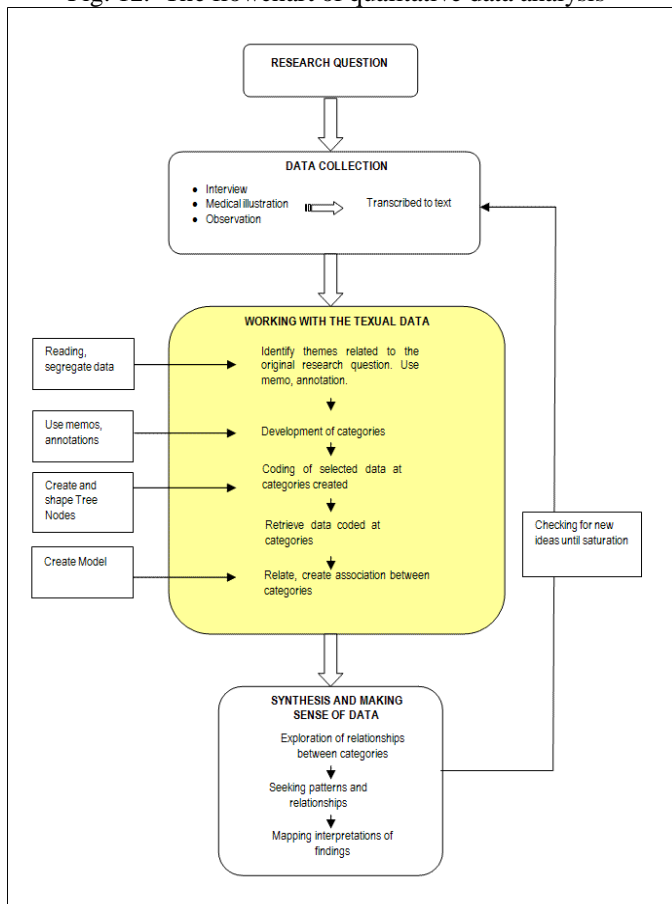
In this study, the research instrument is the researcher self. In addition, the researcher conducted the research in three parallel tracks; the consultation process along with the research, the learning process of the researcher, and its effect on organizations.

Qualitative methods were applied in data collection in order to prevent possible errors that may occur from the misinterpretation of questions, respondent not paying attention in answering and respondent not giving their feedback on paper which is tested with questionnaires but it is not reliable.

In this study, the researcher focuses on the constructivism philosophical paradigm, which is constructs the new idea or concept based on the individual experience and perception from learning process. The research instrument is an assessment of knowledge, skill, and experience (competence) through ODI. Then, the researcher will be assessed throughout the journey, and after that, it will be analyzed based on the primary data. Descriptive statistics is used to assess the competency by using the research instrument. To know the competency level, the competency self-assessment questionnaire is provided to support the data analysis as both qualitative and quantitative approaches aimed to analyses the same variables. Thus, the qualitative analysis based on the competency self-assessment questionnaire of quantitative approaches. For the qualitative data analysis which come from the interview (structured, semi-structure and unstructured), observation, group discussion and researcher's reflection note, the qualitative data analyzing process mainly involves the data coding or the data categorizing. It is basically involved the large amount of data by reducing the load of raw information, then, identifying the significant patterns and lastly, concluding the meaning from data and then, getting the evidence by building up the logical chain. (Patton, 2002) Data coding or data categorizing is the most critical step in the process of qualitative data analysis. The data coding and the data analysis are not the same, although the data coding is essential in qualitative data analysis. Coding is able to subdivide the large amount of data or raw information and assign them to categories. (Dey, 1993) The data coding was ran manually according to the traditional practice by using the colored pens for the data categorizing and then, leading to the data cutting and the data sorting. In the advancement of technology, the electric methods of coding data are used widely among the qualitative researchers. (Wong, 2008) However, the computer software is limited in the analysis process of qualitative data because of the nature of research itself which is complex and include the unstructured data, the

data richness and the ways of findings and theories comes from the data. (Roberts & Wilson, 2002) The computer software can work to mark, cut and sort the tasks and helps by maximizing the efficiency and speeding up the process of data grouping based on the categories and retrieving the coded themes. Lastly, the researcher needs to organize and interpret which extract from data. Hence, the computer software in the qualitative analysis help to organize, reduce and store the data more manageable and efficient. Fig 12 reflects the qualitative data analysis process. (Wong, 2008)

Fig. 12. The flowchart of qualitative data analysis



Note: The flowchart taken from (Wong, 2008)

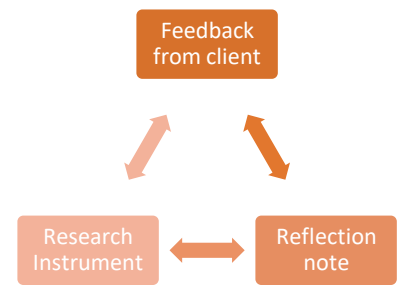
One of the computer-assisted qualitative software (CAQDAS) is NVivo which is developed by the QSR International (Melbourne, Australia) that is the world's largest software developer relating with the qualitative researcher. This software helps for the qualitative inquiry more than the coding, the sorting and the retrieval of data. It is developed to integrate the coding with qualitative data linking, data shaping and data modelling. (Wong, 2008)

In this study, qualitative data analysis will used by using by N-vivo software (version 20.5) in following procedures and evaluated by the triangulation evaluation.

Fig. 13. Qualitative Data Analysis Method



Fig. 14. Triangulation Evaluation Method

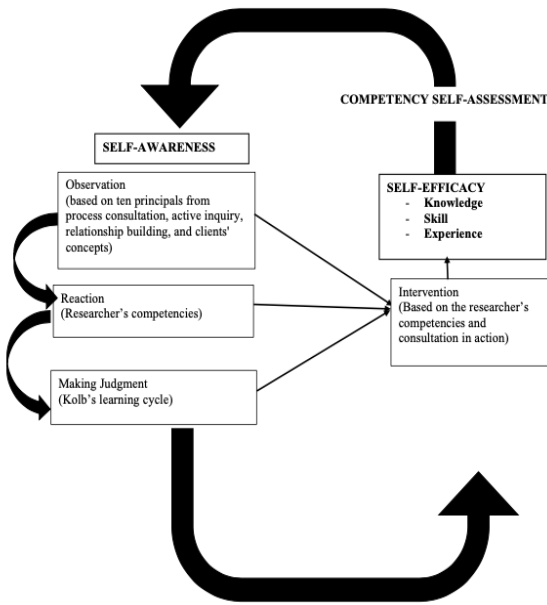


XXIII. OD DESIGN PROCESS

Although there were three phases which were designed in this study, it was mainly focused on the researcher. In addition, the researcher applied the knowledge and skills which are from the knowledge learning in the organizations. This was done by assessing the level of the competency as well as adopting it. Furthermore, it will do the reflection on the process of the consultation that was applied in the organization. Moreover, according to that experience, the researcher decided to upgrade the skill and knowledge by learning in an academic way from the social context.

In this study, ODI will be based on three main tracks; observation based on the process of consultation and reaction, which is related to the competencies of the researcher, and making a judgment which comes from the learning cycle and finally, that impacts go to the multi-organizations which the researcher is dealing with. Thus, every movement and action become the intervention in this paper. Then, this process is cyclical, and that cycle applies to each other. Therefore, it will become the ODI. After completing each cycle, the competency will be assessed by the competency self-assessment instrument.

Fig. 15. OD Intervention Process on **Self** through Multiple organizations and Multiple roles



The competency self-assessment instrument will be seen in as follows.

Fig. 16. The competency self-assessment instrument

COMPETENCY ASSESSMENT QUESTIONNAIRE

1. Knowledge Assessment

Would you please TICK IN THE BOX how you believe the foundation knowledge at each of the elements below? (please choose the only one)

Rate your degree of confidence by recording a number from 1 to 5 using the scale given below: Confidence scale (1-5)
 1 2 3 4 5
 Very low Low Somewhat strong Strong Very strong
 Confidence

Factors of Competence					
1. Organization Behavior					
A. Organizational culture	1	2	3	4	5
B. Work design	1	2	3	4	5
C. Interpersonal relations	1	2	3	4	5
D. Power and politics	1	2	3	4	5
E. Goal setting	1	2	3	4	5
F. Conflict	1	2	3	4	5
G. Ethics	1	2	3	4	5
2. Individual Psychology					
A. Learning theory	1	2	3	4	5
B. Motivation theory	1	2	3	4	5
C. Perception theory	1	2	3	4	5

3. Group dynamics	1	2	3	4	5
A. Roles	1	2	3	4	5
B. Communication process	1	2	3	4	5
C. Decision-making process	1	2	3	4	5
D. Stages of group development	1	2	3	4	5
E. Leadership	1	2	3	4	5
4. Management and organization theory	1	2	3	4	5
A. Planning, organizing, leading and controlling	1	2	3	4	5
B. Problem-solving and decision making	1	2	3	4	5
C. Systems theory	1	2	3	4	5
D. Contingency theory	1	2	3	4	5
E. Organization structure	1	2	3	4	5
F. Characteristics of environment and technology	1	2	3	4	5
G. Models of organization and system	1	2	3	4	5
5. Research methods/statistics	1	2	3	4	5
A. Measures of central tendency	1	2	3	4	5
B. Measures of dispersion	1	2	3	4	5
C. Basic sampling theory	1	2	3	4	5
D. Basic experimental design	1	2	3	4	5
E. Sample inferential statistics	1	2	3	4	5
6. Comparative cultural perspectives	1	2	3	4	5
A. Dimension of natural culture	1	2	3	4	5
7. Diagnostic and design model at any level of analysis	1	2	3	4	5
8. Key thought leaders in organization design	1	2	3	4	5
9. Organization Research	1	2	3	4	5
A. Field Research	1	2	3	4	5
B. Interviewing	1	2	3	4	5
C. Content Analysis	1	2	3	4	5
D. Data Collection method	1	2	3	4	5
E. Quantitative and Qualitative methods	1	2	3	4	5
10. System dynamics	1	2	3	4	5
A. How systems evolve and develop over time	1	2	3	4	5
B. How systems respond to exogenous and endogenous disruption as well as planned interventions	1	2	3	4	5
11. History of organization development and change	1	2	3	4	5
A. An understanding of the	1	2	3	4	5
i. Social	1	2	3	4	5
ii. Political	1	2	3	4	5
iii. Economic and	1	2	3	4	5
iv. Personal forces that led to the emergence and development of organization development and change	1	2	3	4	5
B. Human Relations movement	1	2	3	4	5
C. NTL/7-groups/sensitivity training	1	2	3	4	5
D. Survey research	1	2	3	4	5
C. Contract	1	2	3	4	5
D. Diagnose	1	2	3	4	5
E. Design appropriate interventions	1	2	3	4	5
F. Implement those interventions	1	2	3	4	5
G. Manage unprogrammed events	1	2	3	4	5
H. Evaluate change process	1	2	3	4	5
1. Interpersonal Skill	1	2	3	4	5
A. Facilitation and process consultation	1	2	3	4	5
B. The ability to assist an individual or group toward a goal	1	2	3	4	5
C. The ability to conduct an inquiry to individual and group processes such that the client system maintains the ownership of the issue.	1	2	3	4	5
D. Ability to develop a sense of increased control and ability	1	2	3	4	5
3. General Consultation skill	1	2	3	4	5
A. Solution skills	1	2	3	4	5
B. Communication Skills	1	2	3	4	5
C. Good Physical and Mental health	1	2	3	4	5
D. Stability of behavior and action	1	2	3	4	5
E. Professional etiquette and courtesy	1	2	3	4	5
4. Analysis/ Diagnosis	1	2	3	4	5
A. Ability to conduct an inquiry into a system's effectiveness	1	2	3	4	5
B. Ability to see the root cause of a system	1	2	3	4	5

B. Dimensions of industry culture	1	2	3	4	5
C. Systems implications	1	2	3	4	5
5. Functional knowledge of business	1	2	3	4	5
A. Interpersonal communication (listening, feedback, and articulation)	1	2	3	4	5
B. Collaboration/working together	1	2	3	4	5
C. Problem-solving	1	2	3	4	5
D. Using new technology	1	2	3	4	5
E. Conceptualizing	1	2	3	4	5
F. Project management	1	2	3	4	5
G. Present/education/coach	1	2	3	4	5
8. Organization Design	1	2	3	4	5
A. How to formulate and align with the organization system	1	2	3	4	5
B. Structural system	1	2	3	4	5
C. Human resource system	1	2	3	4	5
D. Information system	1	2	3	4	5
E. Reward system	1	2	3	4	5
F. Work design	1	2	3	4	5
G. Political system	1	2	3	4	5
H. Organization culture	1	2	3	4	5
E. Quality of work-life	1	2	3	4	5
F. Key thought leaders	1	2	3	4	5
G. Humanistic values	1	2	3	4	5
H. Statement of ethics	1	2	3	4	5
11. Models and theories for change	1	2	3	4	5
A. The basic action research model	1	2	3	4	5
B. Participatory action research model	1	2	3	4	5
C. Transition model	1	2	3	4	5
D. Lewin's model	1	2	3	4	5
E. Planning model	1	2	3	4	5
F. Change typologies	1	2	3	4	5
2. Skill Assessment					
Would you please TICK IN THE BOX how you believe the foundation skill at each of the elements below? (please choose the only one)					
Rate your degree of confidence by recording a number from 1 to 5 using the scale given below: Confidence scale (1-5) 1 2 3 4 5 Very low Low Somewhat strong Strong Very strong Confidence					
Factors of Competence					
1. Interpersonal skills or "Self-Management" Competence	1	2	3	4	5
A. Managing the consulting process	1	2	3	4	5
B. Ability to enter	1	2	3	4	5
i. Individual level	1	2	3	4	5
ii. Group level	1	2	3	4	5
iii. Organization level	1	2	3	4	5
C. Ability to understand and inquire into one's self	1	2	3	4	5
5. Designing/choosing appropriate, relevant interventions	1	2	3	4	5
A. Understanding how to select the appropriate ones	1	2	3	4	5
B. Ability to design the effective interventions that will shift the organization from its current state to its designed future state.	1	2	3	4	5
6. Developing client capability	1	2	3	4	5
A. Ability to conduct a change process	1	2	3	4	5
B. Ability to use the technology of planned change in a value-based or ethical manner.	1	2	3	4	5
7. Evaluating organization change	1	2	3	4	5
A. Ability to design and implement a process to evaluate the impact and effects of change intervention	1	2	3	4	5
3. Experience Assessment					
Would you please TICK IN THE BOX how you assume the experience level at each of the elements below? (please choose the only one)					
Rate your degree of confidence by recording a number from 1 to 5 using the scale given below: Confidence scale (1-5) 1 2 3 4 5 Very low Low Somewhat strong Strong Very strong Confidence					

Factors of Competence					
1. HR background	1	2	3	4	5
2. OD background	1	2	3	4	5
3. OB background	1	2	3	4	5
4. Training (soft skill) background	1	2	3	4	5
5. Management	1	2	3	4	5

XXIV. DATA ANALYSIS

XXV. PRESENTATION OF FINDINGS

In this study, the reflection note of the journey is the key element to conduct this study. Thus, the thematic analysis method is used to analyze the reflection report. According to Braun and Clarke (2006), thematic analysis is used to identify and analyze patterns of meaning in a dataset. (V & V, 2006) . In the thematic analysis, there are six-phase processes for the thematic analysis: (V & V, 2006)

1. Familiarizing with the data
2. Generate the initial codes to describe the contents
3. Look for the themes
4. Review the themes
5. Define and name the themes
6. Generate the report

According to the thematic analysis process, the researcher constructed the reflection framework of the journey process as follows.

Fig. 17. Reflection Framework of the journey process

Journey	QE Passes	Identification of the Advisor, topic choice and identification of the organizations	Entering and Contracting with the clients	Data Gathering and Preliminary Diagnosis	Collecting and Analyzing the diagnostic information	Feeding back diagnostic information	Joint Action planning and designing intervention	Implementation of Intervention	Evaluation and managing the change process
SELF-AWARENESS	Consultation Process								
	10 principle								
	Observation								
	Active Inquiry								
	Relationship Building								
	Client's concept								
	Reaction								
	Emotional Intelligence								
	Personality								
	Judgement								
	Knowledge in learning								
	Knowledge in applying								
	Intervention/ Decision								
	Outcome								
	OVERALL COMPETENCY OF SELF-EFFICACY BY SELF-ASSESSMENT								

Fig. 17 comes from the ODI process, and the journey process is ordered by the classical action research, which is from the organization development, and change textbook, and most Ph.D.OD candidates used this model. Thus, the reflection note is rearranged according to this flow. Moreover, the codes are generated according to the reflection framework and categorized into the ODI and reorganized under the theme of self-awareness and self-efficacy. In addition, self-efficacy is measured by the competency self-assessment in qualitative and quantitative method and evaluated by the triangulation method and the result will be seen in the table-2.

TABLE II. RESULTS OF COMPETENCY ASSESSMENT

Stage	Time and Duration	Knowledge	Skill	Experience
Candidate	January,2017	3.125	2.23	2.8
Client-01(AAA)	July,2017 to June,2018	2.21	2.2	2.8
Client-02 (BBB)	July,2017 to December,2018	2.5	2.99	3.4
Client-03 (CCC)	July,2017 – until now	3.5	4.02	3.4
Full time-01	March to August, 2019	3.85	4.02	3.6
Full time-02	October,2019 – until now	4.01	4.02	3.8

XXVI. DATA VALIDITY AND RELIABILITY

The research instrument comes from the chapter-3 of organization development, and change textbook and thus, it shows the data validity and reliability.

XXVII. DISCUSSION ON RESULT

Based on quantitative analyses, results had clearly expressed that progress of the researcher. Based on the research questions, the findings are as follows.

1. What are the challenges and problems in the journey of the Ph.D. OD candidate to becoming an OD consultant? The researcher needs to identify,

- How to design the research to assess self (self-awareness, self-efficacy)
- How to define self-awareness (knowledge in learning and knowledge in using) and self-efficacy (perceived and learned knowledge, skill and experience)
- How to select theories (Edgar Schein’s process consultation model, David Kolb’s experiential learning model and Noel Burch’s competence model) to frame the research constructs
- How to build the helpful relationship through ORJI cycle of Edgar Schein’s process consultation
- How to design an instrument to assess self (self-assessment)
- How to conduct ODI (process consultation’s ORJI cycle) on research objects (clients and self)
- How to analyze the data , how to use n-vivo and how to interpret the outcomes (themes)
- How to interconnect themes with (Edgar Schein’s process consultation model, David Kolb’s experiential learning model and Noel Burch’s competence model)
- How to explain this complex process of the journey.

2. What takes the progress of self-awareness from the Ph.D.OD candidate to an OD consultant?

- The researcher needs to define self-awareness (From **being** a PhD OD candidate)
- Knowledge learning (OD, OB, OT and HR through academic context and social context) and Knowledge in using (OD Intervene to real companies)
- The researcher needs to identify the clients (3 clients and 2 full time jobs),
- The researcher needs to design ODI through ORJI cycle of Edgar Schein’s process consultation
- The researcher needs to identify how to measure “becoming an OD consultant”
- The researcher needs to define self-efficacy (to **becoming** an OD consultant)
- Perceived and learned Knowledge, Skill and Experience
- The researcher needs to design an instrument to assess the progress from the Ph.D. OD candidate to an OD consultant.

3. Will the Process Consultation be an appropriate Action Research methodology to be implemented?

- Process Consultation is an appropriate action research methodology for this research, a journey of being a Ph.D.OD candidate to becoming an OD consultant
- Process consultation has ORJI cycle and ten principles (practices) to guide the researcher to build the helpful relationship for the clients.

4.How can the researchers gain OD competence for both candidate and OD consultant roles?

- The researcher gained OD competence through self-awareness (Knowledge learning and Knowledge in using)
- The researcher gained od competence through ODI (ORJI cycle of Edgar Schein’s process consultation) on clients’ consultation.

5. How can the Ph.D. OD candidate be measured to becoming a self-efficacy OD consultant?

- The competence self-assessment instrument can measure the differences of self-efficacy score.

XXVIII. CONCLUSION

Finally, it was summarized that self-efficacy will be measured by the competency self-assessment instrument in terms of knowledge in using and knowledge in learning.

Fig. 18. 2x2 Model derived from results reflecting on the different scores of self-efficacy

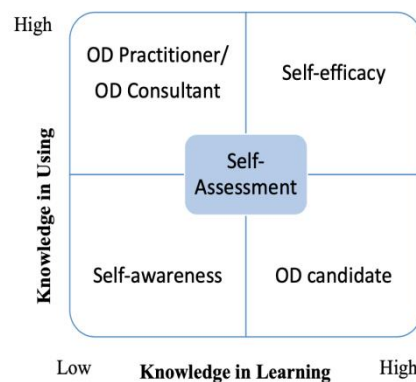


Fig 18 revealed that positioning of an OD candidate or OD practitioner by doing the self-assessment. In this study, it can find out that the researcher applied the knowledge in learning but low in using that knowledge and so, it led to loss of confidence. When balancing between knowledge in using and knowledge in learning, it leads to increased level of confidence and higher score in self-assessment.

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