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UNDERSTANDING AND DEVELOPING USE OF SELF AFTER GRADUATION

**A Research Project
Presented to the Faculty of
The George L. Graziadio
School of Business and Management
Pepperdine University**

**In Partial Fulfillment
of the Requirements for the Degree
Master of Science
in
Organization Development**

**by
Hanina L. Stettin**

August 2012

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This research project, completed by

HANINA L. STETTIN

under the guidance of the Faculty Committee and approved by its members, has been submitted to and accepted by the faculty of The George L. Graziadio School of Business and Management in partial fulfillment of the requirements for the degree of

MASTER OF SCIENCE

IN ORGANIZATION DEVELOPMENT

Date: August 2012

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Abstract

After graduation from a master's program, organization development (OD) practitioners are responsible for their own continued growth and learning. This research was conducted in order to provide the diverse, and relatively young, field of OD with some sense of (a) what methods practitioners are employing to develop and improve their Use of Self and (b) how they feel it helps them be better practitioners. The research was conducted in two stages. Firstly, alumni participated in an online survey gathering information about personal and professional practices. The data collected in the survey was enriched through second-stage research consisting of interviews with 10 randomly selected respondents. Careful analysis revealed common practices but also highlighted the deeply individualistic nature of a self-development plan. Additionally, advice for new graduates was gathered. Overall, the research created a solid basis for further exploration of field practices.

Acknowledgements

Completing this paper would not have been possible without the support of many. Turns out, it takes a village to write a thesis. There are a few individuals whom I would like to acknowledge.

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Starting from our initial interview, David Shechtman helped me commit to completing this thesis. In utter generosity, he did regular check-ins and offered priceless practical advice which bolstered my confidence and guided me to completion.

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Finally, this thesis is dedicated to my amazing parents, Jacob and Evelyn Stettin. Without them I would not even have had the courage to apply for, much less the means to pursue, this life-changing degree. Thank you for supporting me, always.

Table of Contents

	Page
Abstract	iii
Acknowledgements	iv
List of Tables.....	ix
List of Figures	x
1. Introduction.....	1
Self-Mastery and Use of Self.....	1
Research Purpose	2
Importance of Research.....	2
Research Setting.....	3
Thesis Outline	3
2. Literature Review on Use of Self.....	5
The Concept of Self.....	5
Self and OD.....	5
Self and the Other.....	6
Definition of Use of Self.....	6
The Case for Use of Self.....	7
Use of Self Across Disciplines.....	7
Use of Self and Leadership	8
Continuing Education, Self-Managed Learning, and OD.....	9
Summary	10
3. Research Methodology	11
Research Design.....	11

Sampling Methodology.....	11
Measurement.....	12
Use of Self survey.....	12
Use of Self interviews.....	13
Protection of Human Subjects.....	14
Summary.....	14
4. Data Analysis and Research Findings.....	15
Sampling Methodology.....	15
Population.....	15
Survey population data.....	15
Interview population data.....	17
Use of Self Survey Responses.....	17
Baseline.....	17
Definition of Use of Self.....	17
Importance of Use of Self in Work.....	19
Application to work.....	20
Assessment of personal growth and development.....	21
Impactful activities.....	23
Reflection and awareness.....	24
Relationships.....	25
Education.....	25
Physical self-care.....	25
Pushing one’s self to experiment.....	25
Prayer.....	26

Arts.....	26
Frequency.....	26
Importance.....	26
Advice to a recent graduate.....	26
Use of Self Interview Responses.....	30
Development in service to the client.....	30
Awareness and choicefulness.....	30
Authenticity.....	31
Role modeling.....	31
Boundaries.....	31
Personal Development Process and Tools.....	32
Continual learning process.....	32
Reflection and input.....	32
Support network.....	33
Exercise.....	33
Summary.....	33
5. Summary, Conclusions, Limitations, and Recommendations.....	34
Conclusions.....	34
Mind, body, and spirit.....	34
Shadow.....	35
Process.....	35
Limitations.....	35
Interpretation.....	35
Sample size.....	36

Recommendations	36
Research	36
Field.....	36
Individual	36
Regularly scheduled activities.....	36
Build a support network	37
Step outside the comfort zone	37
References	38
Appendix A: Qualtrics: Use of Self Online Survey	42
Appendix B: Email Survey Invitation.....	51
Appendix C: Email Interview Invitation.....	53
Appendix D: Interview Protocol	55
Appendix E: Completion Certificate: Protecting Human Subject Research Participants.	57

List of Tables

Table	Page
1. Survey Respondents' Definition of Use of Self.....	18
2. Survey Respondents' Assessment of Use of Self's Application to Work	20
3. Survey Respondents' Tools for Assessment of Own Development	22
4. Survey Respondents' Description of Growth Activities.....	24
5. Frequency of Development Activity Engagement.....	27
6. Importance of Development Activity Described	27
7. Advice for a Recent Graduate.....	28

List of Figures

Figure	Page
1. Spread of Alumni Respondent Year of Graduation.....	16
2. Age Spread of Alumni Respondents.....	16

Chapter 1

Introduction

After graduation from a master's program, organization development (OD) practitioners are responsible for their own continued growth and learning. Leaders in the field say that "every OD practitioner has the duty and responsibility to have an ongoing personal growth plan and to engage in an appropriate course of personal and professional development" (Worley, Rothwell, & Sullivan, 2005, p. 159). Currently, however, there are no continuing education or re-certification demands. The question thus arises: What are OD practitioners doing to maintain and increase their competence after graduation?

To address this question, competency in this context must first be defined. In 2005, Worley, Rothwell, and Sullivan collected and further researched the output of practitioners on the subject of competence. They developed a final competency list and "self-mastery" was ranked number one (p. 146). The comparative study went so far as to say "self-mastery is the most important competency an OD practitioner can have and, rather than a source of irrelevance, provides the basis for delivering powerful results" (p. 158). In the interest of depth over breadth, this study will address only that element of competency.

Self-Mastery and Use of Self

Consultant Block gave an important cautionary note when he said "Much of what matters cannot be measured" (2000, p. L 2659). Self-mastery is a slippery concept. Some have understood it as through redefinition as "self-knowledge and self-awareness and understanding" (Worley et al., 2005, p. 154). Because it is inherently such a personal and uniquely defined matter, its definition was explored as a piece of the data collection.

Though respondents described Use of Self differently, in utilizing open-ended questions, the research was designed to allow for personal interpretation of this concept.

It was important to delve into the personal work being done around this competency because a basic premise of OD work is that the consultant always uses him or her self as an “instrument of change” (Cummings & Worley, 2009, p. 78). The OD practitioner is constantly filtering, understanding, and intervening based on a personal interpretation (Jamieson, Auron, & Schechtman, 2010). What then do OD practitioners do in order to refine their own instruments?

Research Purpose

This research was conducted in order to find out how OD practitioners improve their own skill sets after graduation, namely, how they understand and develop their own selves as instruments.

This study attempted to broaden OD practitioners’ awareness of their individual behaviors and collective standards. This study is not intended as a push for uniform standards. To the contrary, “there are a variety of paths a practitioner can take to sharpen his or her self as an instrument of change” (Worley et al., 2005, p. 159). Because of the unique nature of personal development work, it must be clearly stated that each person’s lifelong journey toward self-mastery is his or her own and not encompassed by any figures or general surveys.

Importance of Research

This research was conducted with the intention of providing the diverse and relatively young field of OD with some sense of (a) what methods practitioners are employing to develop and improve their Use of Self and (b) how they feel it helps them be better practitioners. This research has been developed to provide a starting point for

learning what OD professionals have found to be useful in developing their Use of Self. Perhaps, it may even be used as a suggestion for best personal practices.

Research Setting

In order to develop a sense of what is happening out in the field, OD practitioners who hold a master's degree in OD were surveyed with yes/no, scale, and open-ended questions. Through collaboration with alumni services, listservs, and personal contacts, a large cross-section of OD program graduates was surveyed. Representatives of five United States-based universities participated: American/NTL, Bowling Green, Case Western, Pepperdine, and Sonoma State (and one "other").

For purposes of expansion of qualitative data, follow-up interviews were conducted with 10 randomly selected volunteers. Through this data collection, information was compiled regarding the current, and sometimes past, practices of OD practitioners. Information also was collected about the perceived relationship between self-development and efficacy as a practitioner.

Thesis Outline

This introduction established the purpose of this study. It also highlighted the importance of this research to the field.

In chapter 2, what has been written on the topic will be explored. Though the Use of Self has not yet been deeply explored in the OD world, there are many disciplines which have influenced the OD understanding (Jamieson et al., 2010). Therefore, this study investigates what other disciplines have written about Use of Self, to encourage self-reflection and to promote personal development activities.

Chapter 3 contains a discussion of the methodology used to collect data from master's program graduates, and chapter 4 explores the findings of this research. This includes qualitative and quantitative analysis and descriptions of the data.

Finally, chapter 5 summarizes, draws conclusions, and makes recommendations for the findings of this paper. Additionally, the limitations of the study will be mentioned and reflected upon.

Chapter 2

Literature Review on Use of Self

The Delphic inscription “Know Thyself” is only a portion of the concept of Use of Self. Drawing from multiple disciplines, OD practitioners use themselves as instruments of change. The OD practitioner-client interaction is a helping relationship, just as are other disciplines such as psychology, social work, and occupational therapy, and the Use of Self is investigated in them as well (Schein, 1999).

The Concept of Self

Freud (1915) posited that the Self includes both the conscious and unconscious; these oftentimes dueling forces impel individuals’ behavior. Jung (1938/1975), in a different take, put forward the idea of the unacknowledged shadow Self driving interpretation and behaviors. Though dissimilar, both theories create an understanding that the Self is comprised of both known and unknown elements of the psyche and that, as a result, people often act unaware of their own motivations. These psychologists, and many later theorists, explored how the elements making up the Self are constructed and the circumstances under which they are challenged (Hanson, 2000).

Self and OD

The concept of self, as it relates to OD, is concerned with knowing oneself (Hanson, 2000; Jamieson, 1990). Psychologist Rogers eloquently described the relationship between one’s self and one’s work in a helping profession, stating, “I speak as a person from a context of personal experience and personal learnings” (1961, p. 1). Rogers (1961) used the term “congruence” to describe the experience of the practitioner bringing his whole person to his work.

This concept has been embraced by the OD community and practitioners discuss and advise “awareness” and “authenticity” (Block, 2000; Curran, Seashore, & Welp, 1995; Jamieson et al., 2010). Tannenbaum (1995) strongly advocated self-awareness as an underlying competency of OD, and others took the concept a step further with the precept of self-mastery (Worley et al., 2005).

Self and the Other

The term “Use of Self” first surfaced at the turn of the century in Alexander’s writings on his eponymous technique (Alexander, 1932/1985; Jamieson et al., 2010). A central tenet of his teachings was that awareness of one’s own self requires an outside viewpoint or interaction. He claimed that he “had derived invaluable help from the use of a mirror” (Alexander, 1932/1985, p. 16). Whether standing in front of a mirror or querying his friends for feedback, Alexander encountered the paradox of needing an outside reflection to see one’s self. Almost a century later, this claim found its way into scientific research. Psychologist Tsakiris (2008) conducted a study which found that the way in which people perceive themselves is affected by outside input.

Definition of Use of Self

Understanding the Self is a key element of Use of Self. Use of Self is the ability of OD practitioners to develop personal awareness and link it to conscious choice (Curran et al., 1995; Jamieson et al., 2010; Seashore, Shawver, Thompson, & Mattare, 2004). Each practitioner has an individual, unique background that she or he must understand and deliberately apply to her or his work. It is this conscious “choicefulness” which sets Use of Self apart from self-awareness (Curran et al., 1995; Jamieson, 1990; Jamieson et al., 2010).

The Case for Use of Self

The Self as Instrument, synonymous with Use of Self, reflects the belief that the very Self of the practitioner greatly affects her or his work (Cheung-Judge, 2001; Seashore et al., 2004). In the words of Jung,

A man who is unconscious of himself acts in a blind, instinctive way and is in addition fooled by all the illusions that arise when he sees everything that he is not conscious of in himself coming to meet him from outside as projections upon his neighbour. (1968, p. 335)

Gestalt OD practitioner Carter asserted that “the true worth of interveners is not measured by the set of skills or tools they possess, but by their ability to see themselves clearly in relation to others” (2008, p. 49). This is critical, because as change agents, OD practitioners are constantly coming into contact with values and views potentially different than their own (Litwin, 2007). Furthermore, practitioners use themselves to understand an organization and must be aware of any “hooks” which could skew interpretation and reaction (Curran et al., 1995; McCormick & White, 2000; Peshkin, 2000).

Use of Self Across Disciplines

Other helping professions have struggled with the theory and practice of bringing one’s self to one’s work. Edwards and Bess posited that “what you know as a psychotherapist . . . can only be helpful and effective if you are aware of who you are as a person” (1998, p. 90). They explored “the struggles . . . in attempting to integrate self-experience with acceptable technique” (p. 92). Concepts like relational psychology and counter-transference clearly indicate that the therapist is involved in constructing both the issue and solution; thus, developing the therapist’s Use of Self is important to competence as a practitioner (Edwards & Bess, 1998; McTighe, 2011).

In 2009, Taylor, Lee, Kielhofner, and Ketkar launched a nationwide survey to examine therapeutic Use of Self attitudes in the occupational therapy field. They based their research on Punwar and Peloquin's widely accepted definition as "planned use of his or her personality, insights, perceptions, and judgments" (Punwar & Peloquin, 2000, p. 285). Taylor et al. (2009) found a significant number of practitioners surveyed valued bringing the Self to their work, but most felt inadequately prepared by their formal training. Nonetheless, their research highlighted the growing focus on the effect of the practitioner on the client relationship.

In the social work field, Use of Self has also been explored. Clinical social worker Dewane (2006) proposed five operational definitions for Use of Self and, in doing so, spotlighted the increasing need for social workers to develop themselves as instruments. McTighe's (2011) call for supervisors to model and teach Use of Self further bolsters the increased focus on this key facet of practice.

Use of Self and Leadership

Leadership writings also explore concepts which are a part of Use of Self. Maner and Mead's (2010) work on the tension between the interests of a leader and a group explores awareness and choice. How leaders choose to use their power intensely affects the group. Therefore, it is incumbent upon responsible leaders to understand their own motivations and make deliberate choices (Maner & Mead, 2010). Closely related to the theme of leaders needing to understand themselves are Cashman's (1998) and Bennis and Goldsmith's (1994) works on leadership. Similar to OD writings on Use of Self, these practitioners explored awareness, authenticity, and purpose.

Continuing Education, Self-Managed Learning, and OD

Many professions have continuing education requirements after completion of the initial degree. OD professionals have no officially mandated requirements, but the responsibility for continued learning is understood through the Ethical Guidelines agreed upon by the Human Systems Development Consortium which include a commitment to “strive to attain and maintain a professional level of competence in the field” (Cummings & Worley, 2009, p. 70). This internal commitment is underscored by professional groups, such as OD Network, conducting surveys about how to best support the field through educational offerings (Minahan, Hutton, & Kaplan, 2002).

However, though no one disputes the importance of continued learning, multiple studies across diverse professions revealed dissatisfaction with the currently mandated programs in place. This discontent has led to research among doctors, nurses, occupational therapists, and others in order to evaluate requirement effectiveness (Andersen, 2001; Brigley, Young, Littlejohns, & McEwen, 1997; Curtis, While, Pitts, Ramsay, Attwood, & Wood, 2004; Fleck & Fyffe, 1997; Jones & Kirkland, 1984; Roberts, 1996). In contrast, other fields, such as academia, have voices beginning to call for implementing requirements to enhance the overall quality of the field (Elton, 2009).

One of the major issues with developing continued education requirements was elegantly described by Webster-Wright in her article on reframing professional development; “Learning activities amenable to measurable outcomes are more likely to be officially supported and their research and evaluation to be funded. Yet measurement of activities and outcomes does not necessarily equate with learning” (2009, p. 727).

An approach to bridging this divide may come in the form of self-managed learning programs. Cunningham (1994), a proponent of including self-managed learning

programs as a component of management training, argued that self-managed learning programs most effectively encouraged development. Research in major organizations supports this viewpoint (Guy, Holden, & Dickinson, 1994; Peckham, 1995). Self-directed learning is increasingly attractive as multiple fields acknowledge a need for a commitment to lifelong development because it lends itself to long-term commitment (Carpenito, 1991; Jones & Kirkand, 1984; Knowles, 1990; Webster-Wright, 2009). Without field-wide requirements, OD professionals implement this sort of self-managed program when they commit to “dedicating time to the on-going maintenance of both self-knowledge and technical expertise” (Cheung-Judge, 2001, p. 12).

Summary

In short, Use of Self has been explored in a number of fields and its various interpretations have affected the OD understanding. The very nature of the concept encourages personal construal, but a review of the literature provides valuable grounding for individual exploration.

Additionally, exploration of continuing education requirements in other fields and writings on the impact of self-managed learning programs highlight the room for self-devised and self-supervised learning in the OD field. The need for continued learning is clear, but the literature supports the potential for personally developed and managed programs to be effective.

Chapter 3

Research Methodology

Research Design

This research was designed with the intention of furthering understanding of the practices and beliefs of OD professionals in relation to Use of Self. In order to create this body of knowledge, field research was conducted. The first contact with research subjects, all graduates of OD programs, was an online survey designed to gather information about attitudes and behaviors. The second portion of the research was an interview with a selected pool of volunteer respondents. The study presupposed familiarity with the concept of Use of Self, because of its inclusion in OD curriculum, but did not begin with any hypothesis regarding the concept's inclusion into professional life.

The study utilized quantitative and qualitative data collection and analysis methods. Baseline data was collected through online surveys, and more in-depth questions were asked and answered through interviews. The mixture of directed and free-form questions supported the objective of developing knowledge about a relatively subjective concept.

Sampling Methodology

In order to gain knowledge relevant to the whole field, the online study was disseminated through the alumni networks. OD program directors were approached, through email, to have their alumni participate in the survey. The survey invitation was also posted to alumni listserves. After initial dissemination, the survey remained open for a little more than a month.

An OD graduate degree was a prerequisite for participation because, although there is no legal standard for working under the title of OD professional, it is the current

baseline for academic training. There may be many competent professionals working without the OD degree, but there is no way to know if, or when, they have had intensive exposure to the concept of Use of Self.

Measurement

Use of Self survey. The study was developed with the definition of Use of Self as “the conscious use of one’s whole being in the intentional execution of one’s role for effectiveness in whatever the current situation is presenting” (Jamieson et al., 2010, p. 5). This definition was shared in the online survey. However, for the purposes of this study, participants were encouraged to share their own interpretations and applications of the meaning of Use of Self. Many of the questions had free-form response boxes so as to not unduly bias answers toward including specific concepts.

Although various components of Use of Self had been identified, there was no existing validated scale to measure a practitioner’s relationship to Use of Self (Jamieson et al., 2010; Seashore et al., 2004). Therefore, an original, web-based survey was created using Qualtrics (<http://www.qualtrics.com>). See Appendix A for a copy of this online survey. The initial Internet survey was distributed starting on August 29, 2011, and remained open through October 13, 2011. Originally, it was scheduled to close on September 29, 2011, but a number of people requested an extension, so it remained open for an additional two weeks.

Participants received an email from their program’s alumni director inviting them to participate in the survey or saw the email invitation on their alumni listserve; the email contained an automatically generated hyperlink from Qualtrics providing access to the online survey. Surveys taken by those who had not received an OD graduate-level degree

were not included in any of the reported data. See Appendix B for a copy of the survey invitation email that was sent.

At the end of the survey, participants were asked if they would be willing to continue their participation with a more in-depth telephone or face-to-face interview. It was indicated that a follow-up interview was voluntary. If interested, the participant provided an email address and telephone number. The respondents were divided into two groups: one group was composed of Los Angeles residents (for face-to-face interviews) and the other group was composed of everyone else. Respondents in both groups were assigned a number, in order of response, minus those not volunteering contact information. Using a random number generator, available from [www. Random.org](http://www.Random.org) , volunteers were chosen for interviews. Of the 10 interviews, three were conducted in person. At the beginning of November, the selected individuals were emailed a request to schedule interviews. Of those emailed, those who replied were interviewed by phone or in person from November 14 to 29, 2011. Interviewees were advised that the interviews were being recorded and being transcribed for research purposes only. See Appendix C for a copy of the email request.

Use of Self interviews. Using existing literature and interview best practices, five standard questions were developed for the interviews. The intention was to delve deeper into the responses provided by the online survey. All interviews began with a request for permission to record the following conversation and an invitation to ask questions at any point. The protocol was followed in all interviews. Where appropriate, follow-up, non-scripted questions were asked. The interviews were between 18 to 61 minutes in duration, with the average time being 35.8 minutes. See Appendix D for a copy of the interview protocol.

The survey and interview protocol were designed to bring to light individual perspectives and, through them, a field perspective regarding Use of Self. The interview questions designed for this study were able to provide qualitative data collection regarding participants' perspectives on the application of Use of Self. The purpose of the interview questions was to identify emerging themes in individual and field perspectives on relevance and development of Use of Self as OD professionals.

Protection of Human Subjects

Prior to conducting research, approval was granted by Pepperdine University's Institutional Review Board on August 24, 2011. Additionally, the researcher also was certified by the National Institutes of Health Office of Extramural Research in "Protecting Human Research Participants" on October 6, 2010 (Appendix E).

Participant responses were reported only anonymously and in aggregate except for direct quotes. Respondents were also informed that they were free to not respond or discontinue the survey or interviews at any point. The collected data was stored in password-protected computer and online programs. An abstract of the study or the full document is available to individual participants or universities upon request.

Summary

This chapter offered an overview of the research methodology used for this study. The details of the research design, the sample population, the reasoning of the survey and interview protocol guide and subsequent data analysis, and the basics of the protection of human subjects were examined. In the next chapter, the data collected during the survey and interviews will be analyzed.

Chapter 4

Data Analysis and Research Findings

This chapter summarizes the findings of the quantitative and qualitative data gathered through the online survey and individual interviews. This chapter presents the key findings and themes that emerged during analysis of the research. Also included are reflections on Use of Self as offered by participants in the survey and subsequent interviews.

Sampling Methodology

As explained in chapter 3, the research sought to cast a wide net across prominent OD programs based in the United States. Through the generous cooperation of alumni program directors and alumni themselves, 152 valid responses to the survey were received. This number includes 150 persons with OD master's degrees and two with doctorates and excludes eight respondents who indicated they either did not have a master's degree or had a higher degree in a different field. No question asked in the survey required a response, so each question had a slightly varied response rate (between 136 and 152 valid responses).

Population

Survey population data. Of the valid 150 participants in the online survey who answered which program granted their degree, the vast majority were alumni from five United States-based programs: 22 graduated from American University/NTL, 24 graduated from Bowling Green, 42 graduated from Case Western, 41 graduated from Pepperdine University, 20 graduated from Sonoma State University, and 1 graduated from "Other" (to protect the identity of the respondent, this will not be disclosed). All participants graduated between 1978 and 2011 (see Figure 1).

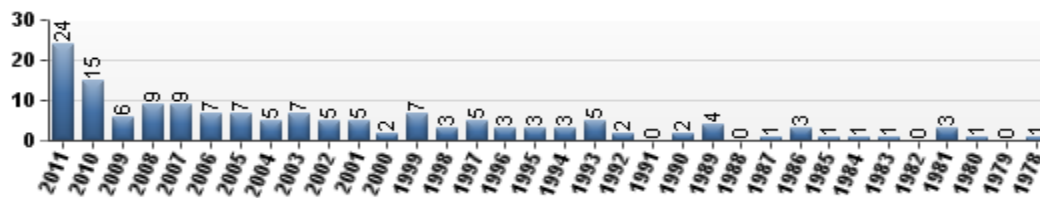


Figure 1

Spread of Alumni Respondent Year of Graduation

One hundred and forty-four persons answered the question on gender. Of those, 103 were females, 40 were males, and 1 preferred not to answer. Although a few participants chose not to respond, it could still be understood that the majority of respondents were female.

Age was indicated by 141 participants. Although the average age came out to about 31 years old (plus/minus 11), the mode was 56 years of age and closely trailed by 50 years old. Visually, as depicted in Figure 2, the average respondent was in his or her late forties to early fifties.

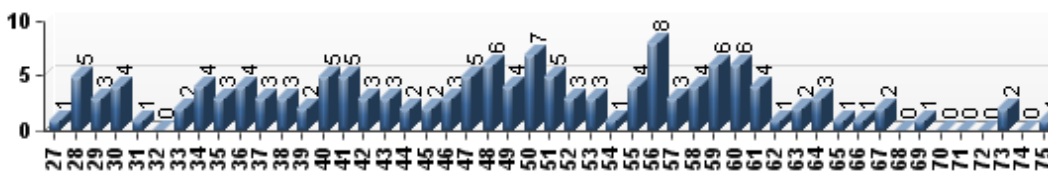


Figure 2

Age Spread of Alumni Respondents

Of 144 valid responses, 45% classified their work as specifically an OD function. Of those, 15% worked in-house and 30% as external consultants. Of the remainder, 31% work in-house in a different role. Interestingly, about 18% indicated human resource

roles. Of the 8% who did not classify their external consulting work as specifically OD work, 25% used the work strategy to describe their work and 25% mentioned OD as a facet of it. Of the 16% who indicated “Other,” there was considerable overlap with the other categories. For example, about 17% indicated that they do both internal and external work. An analysis of the results perhaps indicates that a drop-down menu of options would have yielded a clearer picture of the type of work engaged in by these OD alumni. It can be inferred from the results that most use their OD training explicitly and regularly in their work.

One hundred and twenty-five participants volunteered their current location. Of those, 39 resided in the West, 35 in the Midwest, 22 on the Eastern Seaboard, 20 in the South, 2 in the Northwest, and 7 internationally.

Interview population data. Of the 10 persons interviewed individually, three were Los Angeles residents and seven resided in other parts of the United States. Four were men and six were women. The Los Angeles residents were interviewed at a home, in a café, and at a place of work. The remaining seven were interviewed by telephone.

Use of Self Survey Responses

Baseline. Seventy-eight percent of 147 respondents said that they had been introduced to the concept of Use of Self during their program.

Definition of Use of Self. Survey takers were asked to define Use of Self. In order to analyze the 129 free-form responses, the valid survey responses were exported into an Excel file. After reading every answer and creating a master list of themes, each individual answer was then analyzed. Each theme contained within the response was marked, and thus a large spreadsheet was created containing the original data and this researcher’s analysis. After assessment, several strong themes emerged. Participants’

answers often encompassed multiple themes. To highlight these themes, each element was counted separately, so several themes may have appeared in one individual's response. Themes are shown in Table 1.

Table 1

Survey Respondents' Definition of Use of Self

Themes	Responses
Self-Awareness	43
Instrument	25
Assessment of Impact on Others	20
Interactions With Others	20
Asset/Tool/ Facilitator	17
Use of Self as Model/Influencer	17
Intentionality	13
View of Self as Resource	13
Authenticity	11
Choice (About Own Behavior)	7
Checking Assumption/Reference Point	3

$N = 129$

Self-awareness was far and away mentioned the most often—43 people directly referenced it and many more answers could be interpreted as having intended to convey it. Such phrases as “sensing & feeling,” “taking in data,” “personal triggers and hooks,” “how I support myself for increased effectiveness,” and “conscious application of knowledge” were prevalent throughout the responses. A subset of this theme was “choice.” Seven professionals said that conscious choice in one's own behavior was an important part of Use of Self. For example, “being fully present” and “no imposition of own ‘internal noise’ to their process” were incorporated in responses. Also along these lines was the theme of “intentionality.” Thirteen people used the word, but many more described setting their intent.

Many people noted that Use of Self was highly relational. In fact, 20 persons alluded to interactions with others and 20 mentioned impact on others in defining Use of Self.

Seventeen people saw Use of Self as an asset or a tool in their work. A subset of this idea is that three participants said that Use of Self was a starting point in dealing with a client because it involved checking an assumption. Closely related, 17 individuals said that Use of Self was to become a model or influencer for the client. It was elegantly explained by one individual:

Through observation and interaction with the client system, I use myself as a barometer of the potential interpersonal or group dynamics that may be impacting the system. Following this assessment, I then determine how to best intervene, sometimes taking a risk for the group, other times challenging the group. Sometimes this may include role playing or simply displaying the behavior that is missing from the situation—allowing individuals to witness and then to model themselves.

Closely tied, 25 respondents made reference to being an “instrument.” Whether an “agent of change” or of “self-discovery,” 13 respondents described viewing themselves as a resource in service of the client. As one explained it, he had the “ability to offer to group mental, physical & spiritual capabilities.”

Permeating many of the responses was an allusion to “authenticity.” Eleven respondents directly incorporated the concept into the definition of Use of Self. One participant deftly encompassed many of the above-noted themes, saying Use of Self is

Using my own sensations, thoughts, feelings, and other experiences, along with a deep understanding of my own point of view, strategy, and biases as a direct tool in helping me strategize and express my intervention with a group or team.

Importance of Use of Self in Work

Though there was no unanimous consensus on what constitutes Use of Self, it was still held to be important. When asked to rank the importance of Use of Self in one’s own

work on a scale of 1 through 10 (where 1 is not important and 10 is very important), 132 responses yielded an average of 8.58 with a standard deviation of 1.82. Thus, it was established that the field tends to agree that it is an important element of OD practice.

Application to work. When asked how Use of Self applies to one’s work, several strong themes emerged in the 121 valid responses (see Table 2). Notably, professionals described Use of Self as being the vehicle for self-awareness, a strong client relationship, successful coaching, making observations or being sensitive to the environment, and that it encapsulated bringing authenticity to their work. Only two people indicated that it did not apply to their work.

Table 2

Survey Respondents’ Assessment of Use of Self’s Application to Work

Themes	Responses
Self-Awareness	35
Client Relationship	35
Observations/Sensitivity/“In Tune”	20
Coaching	20
Responsiveness/Reaction	16
Authenticity/Truthfulness/Honesty	15
Modeling	11
Preventing Our Own Baggage From Interfering	10
Being Present	9
Communication	7
Empathy/Compassion	6
Conflict	4
Not Sure/NA	3

N = 121

Thirty-five respondents directly mentioned self-awareness and it could be inferred from other responses. Subsets of this goal of self-awareness include consciousness of being present, putting aside personal issues, and making deliberate choices about how to react in the workplace. Nine people referenced “being present,” 10 described it as a way

to not let personal baggage interfere in the client's own work, and 16 said it was applicable to their responsiveness and/or reactions during work. As one respondent expressively replied,

I am the most important tool I have. If I am unable to be fully present with my clients, or am having a difficult day, I don't meet with clients. With use of self, WE are the instruments of change; and, if we don't take care of ourselves we risk inadvertently transferring thoughts and feelings to our clients that may be damaging to their own process.

Thirty-five respondents described Use of Self as being critical to the client relationship. Eleven said it was about modeling for their clients, 6 said it was about empathy, 7 said it was about communication, and 20 said it aided in coaching.

Twenty said it helped them make observations and be sensitive or "in tune" with their environments. Fifteen said it was a way to describe an essential authenticity/truthfulness/honesty/transparency that they brought to their work. What emerged was a sense of Use of Self as being the understanding of the practitioner as an engaged part of the process. As one stated,

It applies always, in all situations. I am the best "instrument" to help clients solve their issues, raise personal awareness, and achieve their objectives. I must always be aware of my intention, my impact, and my usefulness in the client situation so that I do not inadvertently collude with or enable the client situation. Also, every client situation is unique. I must be able to draw upon solutions and tools created by others and/or draw from that knowledge to co-create a new or unique client solution.

Assessment of personal growth and development. Answers varied widely in response to the question of how one assesses one's own growth and development. They ranged from

I work on my own development with the same rigor that [I use] to help others to build capacity. This work includes physical, mental, spiritual and social learning stimulus. I retreat regularly and seek feedback.

to

Great question. I'm not sure that I do this as systematically as this question implies . . . and that would be a good thing to consider doing. I do know that I look at each situation as an opportunity for learning, and continue to actively seek out learning and growth experiences . . . one way I "assess" my own growth and development, is by looking at the quality of my long-term intimate relationships, especially with family members—which is often the most challenging curriculum!

However, several strong themes emerged in the 127 responses (Table 3). Feedback, personal reflection, personal development, external data, and learning support systems emerged as popular measures for self-assessment.

Table 3

Survey Respondents' Tools for Assessment of Own Development

Themes	Responses
Personal Reflection	48
Personal Development	40
External Data (Such as Sales Figures)	30
Feedback, Colleagues/Peers/Friends	22
Feedback, Client	19
Feedback, Unreferenced	19
Workshops/Learning Groups (Continuous Learning)	9
Questionnaires, Formal	7
Journaling	5
Need More	5
Resume	2

N = 127

Feedback from others was a strong component of many respondents' answers.

Nineteen people mentioned feedback from clients; 22 mentioned feedback from colleagues, peers, or friends; and 19 mentioned feedback without referencing the source.

As one professional put it,

The other part of it has to do with getting feedback from others. When I am actively seeking feedback, then I am more humble and self-aware. Seeking

feedback is still uncomfortable at times, because my Fear of Rejection is still very real to me. But the more I seek feedback, the more grounded I remain.

Forty-eight professionals said or described personal reflection as an essential element of their personal assessment. Five noted that journaling was helpful; two mentioned rewriting their resumes; and seven indicated the use of instruments such as formal questionnaires or 360-degree assessments, Myers-Briggs Type Indicator, FIRO-B, etc.

Forty respondents described personal development. Though there was variation in the exact wording, one respondent captured its spirit, saying,

Part of it is year over year knowledge growth. I can feel when I'm growing, because my competencies are increasing. I can see the challenges I have faced, overcome, and learned from, and they help me to see how I have grown. I can feel my confidence rising and my ability to handle more challenges in the moment. It's like making the transition from conscious competence to unconscious competence.

Thirty participants referenced external data such as strong sales figures, returning clientele, or career advancement. They reported that they could assess their own growth or development of Use of Self based on external signals.

Nine respondents mentioned learning support systems such as peer counseling groups or professional development groups. They indicated that these networks helped them gauge their own standing.

Interestingly, the question triggered five people to respond that they wanted to improve in this area.

Impactful activities. Participants were asked to share what activities they did to develop their Use of Self. Each was given the opportunity to list up to five activities. Because it was a free-form response, some chose to list multiple activities in one response box, so about 480 activities were listed. Strong themes such as reflection,

education, conversation, relationships, exercise, coaching/therapy, prayer, and pushing oneself to experiment emerged as the respondents listed similar or closely related activities (Table 4). Only two said they did not participate in any growth activities.

Table 4

Survey Respondents' Description of Growth Activities

Activity	Responses
Reflection	61
Education	47
Conversation	39
Reading	37
Coaching	30
Feedback	26
Meditation	25
Experiment/Explore	21
Exercise	20
Therapy/Counseling	20
Journaling	19
Intentionality/Mindfulness	18
Teaching/Facilitating	16
Assessment	13
Professional Networks	13
Prayer	12
Relationships, Personal	11
Listening/Observation	9
Arts	5
Inquiry	5
Self-Care	3
Nutrition	2
Nature	1
Pro Bono Work	1

N = 118

Reflection and awareness. Of the responses, 61 said reflection was a critical tool in developing Use of Self. Nineteen specified journaling, 13 referred to assessment (which included instruments such as the Myers-Briggs Type Indicator), and 18 referred to setting a personal intention in short-term interactions or in their long-term goals. Also,

many respondents found that engaging with a professional to develop their awareness was crucial. Thirty practitioners responded that coaching was a vital component of their development and 20 described therapy or counseling.

Relationships. Thirty-nine professionals listed conversation as a critical component of their development. Another 26 described feedback (and one mentioned “feedforward”), 9 said listening/observation was a significant activity, and 5 described inquiry. Eleven respondents described personal relationships, such as marriage or parenthood, as key in opening themselves as instruments. Sixteen said that teaching or facilitating a group, a professional yet intimate relationship, helped them develop their Use of Self. One person mentioned pro bono work.

Education. Forty-seven professionals said that they sought out educational opportunities such as attending classes or workshops to develop themselves as instruments. Relatedly, 37 listed reading as an important piece of their self-development. Also, 13 indicated that participation in some sort of professional network, such as OD Network, was an important component of their growth.

Physical self-care. Although only three people directly said self-care was a requisite component of their growth, there was a strong response in favor of closely related activities. Namely, 20 professionals mentioned exercise (from yoga to running), 25 said meditation was key, 2 indicated nutrition, and 1 described spending time outdoors.

Pushing one’s self to experiment. Twenty-one respondents described taking a chance on a new behavior or type of work as being critical to their development of Use of Self. One respondent said it was important to “confront and go into practices and activities that scare me.” Another said that he had to “experiment with stepping out of my

comfort zone.” Although this cannot be replicated from person to person, it emerged as a helpful practice to be implemented on an individual basis.

Prayer. Notably, 12 professionals said prayer was an important piece of their self-development work.

Arts. Finally, five listed engaging in the arts. From classical singing to poetry writing, the arts were described as playing an important role in development of self as instrument.

Frequency. In Question 16 of the survey, respondents were shown the activities they had listed in Question 15 and asked to rate how frequently they engaged in them, with 10 being more than once daily and 0 being less frequently than annually. Interesting, there was a pretty minimal variation between the frequency in which professionals engaged in the first activity they listed and the fifth. A rating of 7 is monthly and 9 is daily, so a quick glance at Table 5 shows that most professionals engaged in their listed activities about weekly. Notably, the majority of respondents listed up to three activities and about half listed up to five.

Importance. When queried as to the importance of the previously listed activities, professionals responded overwhelmingly positively (Table 6). When given a scale of 0 to 10, wherein 0 was described as not important and 10 as very important, most indicated that the activities they listed were very important to them.

Advice to a recent graduate. One hundred and fifteen professionals offered solicited advice for recent graduates on how to develop their Use of Self. There was a variety of advice, but several strong themes emerged around conceptualizing it as an ongoing process, the need to learn more about oneself, developing a support system, and being conscious of one’s own behaviors and presence (Table 7).

Table 5***Frequency of Development Activity Engagement***

Answer	Average Value	Standard Deviation	Responses
Activity 1	8.21	2.02	114
Activity 2	7.83	1.94	114
Activity 3	7.01	2.56	110
Activity 4	7.70	2.35	88
Activity 5	7.81	2.14	52

0 = Less frequently than annually; 10 = More than once daily

Table 6***Importance of Development Activity Described***

Answer	Average Value	Standard Deviation	Responses
Activity 1	9.20	1.32	114
Activity 2	8.90	1.43	114
Activity 3	8.33	1.87	108
Activity 4	8.76	1.68	87
Activity 5	8.48	2.44	54

0 = Not important, 10 = Very important

Table 7*Advice for a Recent Graduate*

Themes	Responses
Learn About Yourself/Be Clear About Your Purpose	50
It's Never Over/It Takes Time	39
Build a Support System	22
Trust Yourself/Stick to Your Values	21
Have a Variety of Experiences/ Broaden Your Perspective	20
Reflection	17
Feedback (Get and Pay Attention)	14
Don't Worry Too Much about Academia/Can't Learn It from a Book/Practice	14
Coaching/Therapy	8
Be Patient	6
Don't Force It on Others/Don't be too Self-Centered	5
N/A	5

N = 115

Graduates of programs seemed in general agreement that developing one's Use of Self was an ongoing process. Thirty-nine advised that the development is never over, and six explicitly recommended that a new graduate have patience with the journey. As one said, "Use of Self is something that develops over time; give yourself that time to make mistakes and learn from them. Increase your awareness of yourself—your stress points, your ways to work through conflict, your positive aspects."

Fourteen said that not everything can be learned from a book, so not to focus too much on academia. Through practice and intentional learning, practitioners will develop. In that vein, 20 suggested that new graduates strive to have a variety of experiences in order to broaden their perspectives. As one said, “Stop the academic focus, dive into the ‘being’ and real-time growth and development experienced from the consequences of choices and leverage same in service of your client/s.”

Fifty professionals directly recommended learning more about one’s self. Fourteen suggested that soliciting feedback, and paying attention to it, would be helpful. Eight recommended coaching or some form of therapy, and 17 highlighted the importance of reflection. As one respondent put it,

Use of self is the hallmark trait of excellence as a practitioner. Honesty about that is critical; garnering feedback from those you trust is not only courageous but vital. It is both the easiest way to conduct a practice (because we don’t have to mask who we are with who we think we have to be and consciously switch gears) AND the most difficult (because we take conscious risks—that we will be considered “less than” because we choose to be honest about our continuous learning, because others may not like us if we tell them what they don’t want to hear. . . . I think we are always conducting risk analyses in both our personal and professional lives.

As an ongoing process, 22 professionals specifically advised creating a support system and engaging with others—be they colleagues, other alumni, or other trusted individuals. One respondent counseled, “Stay connected with other OD professionals who you trust who can ‘check you’ based on your reactions, assumptions and perspective on the work that you are doing. They will know and understand how to support your continued growth.” When interacting with clients or peers, five graduates warned against forcing one’s own opinion onto another. As one respondent said,

First, stop speaking and telling others what you think and know. Realize that your knowledge and understanding is just your view and you need to hear and understand and be curious and interested in others. If you’re not then you’re just telling your story over and over.

Twenty-one respondents pointed to the importance of trusting one's self and sticking to one's values. One respondent eloquently counseled,

To use your self as an instrument, you have to know yourself. You have to have the courage of your convictions and be aligned with your personal and professional mission so that . . . no matter how sensitive it might be for you to "use yourself as an instrument," it is necessary for you to do so to be true to yourself and your client.

Encompassing many of the above themes, one respondent powerfully advised,

Look deep and struggle with the questions that arise from that reflection/Seek provocative dissonance with your core beliefs/Lean into the discomfort/Accept the invitation/Be patient.

Use of Self Interview Responses

Interviewees were gracious and forthcoming in response to a series of questions intended to add richness to the survey data. After analysis, two underlying themes emerged: development in service to the client and personal development process and tools.

Development in service to the client. Several of the questions sought to establish a connection between developing one's Use of Self and being an effective consultant. In fact, a number of interviewees brought up the concept of being in service to the client because "this is all about the client achieving what they need to achieve."

Awareness and choicefulness. In response to further probing, strong themes that emerged as a basis for being able to serve the client were awareness and "choicefulness." Respondents several times pointed to the need for one to be aware of one's own biases and baggage as they clearly affected the client relationship. As one said,

[The] more I am aware of that, the more choices I have in the moment about what I do. Where I am, who I am, how clear I am about the stuff . . . , the more effective I can be as a consultant. If I'm not . . . , then what's happening is I become part of the mix. I become part of the relationship with the client with my stuff and . . . my stuff becomes a part of the client relationship.

Authenticity. Continuing with emphasis on development as a professional tool, several interviewees noted the importance of authenticity as being invaluable in their work. As one put it,

But really it is that genuine, when you're really effective. When you yourself are really effective, then it helps other people be effective. And to remember that . . . you're not using yourself in the self-serving way, you're using yourself in this work, in this work that we do, to help others reach their goals. . . . It goes back to what I was saying in the beginning, you know, that sense of that boundary between knowing when, intentionality, about when to bring yourself forward and show your vulnerability or to show those human aspects and when not to and the comfort and confidence that comes from knowing how to really do that well . . . in a kind of seamless and organic way.

Role modeling. Another tool for helping clients is role modeling. Whether it is participating in activities that are scary or being willing to be questioned publicly, respondents noted that it could set the tone and help clients find their own strength. One interviewee said,

I feel like it's using myself as an example and not in terms of, like, I'm awesome, you know, to follow me, follow my example. But, you know, you're just doing conversations. If you can put yourself out there, other people will follow. So there's something in that like using yourself as a tool.

Boundaries. Because Use of Self is so inherently and intensely personal, establishing healthy boundaries is important to the practitioner-client relationship. One interviewee said the following:

It's all about the trust that we build with our clients. It's about how we bring ourselves to work. It's about how professional we are, how critical we are, how much they trust us. And, so, that use of self is a real balance because when, I mean there's that human element—that connection with clients—but there's also that boundary and there's, you know, some not overusing your sense of self, not blurring the line between friendship and professional relationship, not divulging information that's not helpful to them but yet knowing when to divulge information that will be empathetic or empathic and will help them move forward.

Personal Development Process and Tools

Alumni responses indicated that developing Use of Self for a professional context was also a personal development process. Many highlighted the specific tools they utilized in their journeys.

Continual learning process. Interviewees described Use of Self as being a continual learning process. An interviewee described it as follows:

Well I see us like an instrument. Let's take a musical instrument, right? . . . We come as is but sometimes we get out of tune and it's just a matter of having the awareness—like “oh, I'm out of tune; let me see what I have to do to get on track.” And like it is about continual tuning. So once we do the work, like okay, that's fine and dandy, but there are layers and layers and layers and different situations take us out of tune. It's just about knowing that “oh, okay, this situation got me here, so I have to get back on course.” So, I guess it's just the encouragement of it's okay to be out of tune, that's what makes us human, and that's what helps us learn, so not to be too hard on themselves and to enjoy it.

As such, it follows that many noted that not everything can be learned from a book. An effective practitioner learns balance between academic knowledge and experience and that careful combining is the basis for one's Use of Self. That being said, many professionals noted that they liked to use the same instruments used for clients, such as the Firo-B or Myers-Briggs, to develop themselves. Many said that attendance at workshops or trainings helped them develop themselves as well.

Reflection and input. A number of respondents mentioned that reflection, sometimes through journaling, was helpful in their development. One said,

I feel more refreshed and able to focus on the problems. So [a] little less emotion and [a] little less reactive . . . [setting] your intentionality, what am I working on this time. You know, what did I do better . . . what can I work on for next time? And so that is parallel to me in what I do with my Use of Self. So how do I wanna interact with this person, what did I do well last time and what could I work on a little bit better?

This reflection could also come in the form of, or in response to, feedback.

Seeking out feedback from trusted sources and/or clients is “really about the ability to

develop myself and understand who I was and how I was landing out there in the world for other people as well as for the client, for colleagues, and other clients,” said one interviewee.

Support network. Key to gaining this valuable input is the creation and maintenance of a strong support network. As one said,

Yeah, I mean, must sound clichéd when I say it, but I think I could only accomplish so much on my own. And especially doing what I do like, you know—a lot in isolation. So reaching out and asking for help is a good way for me to remain humble and stay connected with other people who do what I do.

Exercise. A number of interviewees noted that exercise helped them gain perspective. One said

The way I find it really beneficial is it turns off my brain. All I can think about is what I’m supposed to be doing on whatever I’m working on, whether it’s a trek or just a foundational kind of stuff. It’s a great break for me and my mind. It’s, you know, taking those steps back from all that stuff, and all I can do is think about, okay, I’m supposed to be swinging here. . . . And then when I come back to whatever I’m thinking about or working on, I find that a . . . helpful, helpful practice.

Summary

The survey and interview data provided a rich picture of many of the varied practices OD practitioners engage in to develop their Use of Self. The interviews helped create a clearer understanding of how a practice such as regular yoga would be a critical component of an OD practitioner’s journey to become more effective. The data also supported the premise that each practitioner develops his or her own individual path for constant calibration of his or her own self as instrument.

Chapter 5

Summary, Conclusions, Limitations, and Recommendations

In summary, the research was designed to provide insight into the practices and attitudes of OD practitioners in regard to developing their Use of Self. Through a survey and interviews, this study found that there are several practices which many practitioners find to be helpful, and most professionals do agree that developing their Use of Self is a long-term process. The research found that constant self-calibration is essential to effective work and that OD professionals use a variety of methods to “tune their instruments.”

Conclusions

Mind, body, and spirit. Many agreed that it is important to be attentive and take good care of one’s mind, body, and spirit in order that one’s own baggage not interfere in the client’s work. For the mind, practitioners can use formal trainings, such as workshops, or informal supports, such as a strong colleague relationship, to maintain and further develop an accurate sense of self. For the body, regular exercise and enough rest can help relieve stress, improve focus, and sharpen perspective and awareness. For the spirit, nourishment can be found in such activities as engaging in the arts or appealing to a higher power through prayer. Though these areas have been divided for purposes of presentation, the data strongly supports a deeply interwoven relationship between mind, body, and spirit. It follows, therefore, that focusing on an activity purportedly for one actually strengthens them all.

Effective Use of Self development plans will include an awareness of that deep interlinking. Use of Self is an area of continuous growth. Methods and practices for developing one’s self can be explored, used, and changed as appropriate to one’s

circumstances. Creating regular habits for development activities, such as journaling or running, will assist practitioners in developing their Use of Self.

Shadow. Another theme that emerged from the interviews was that there is a potential dark side to this self-development work. The survey responses showed that people had negative experiences with their own pushing of opinions onto others or that happening to them. The interviews went a step beyond when someone shared that in their master's program, professors and students had used Use of Self as a weapon to exclude individuals from the community. The interviewee described "labeling that became a way of basically allowing people out to say, you know, there's something wrong with you 'cause you're this." Overall, this research pointed to the positive impact that interaction with peers and colleagues can have in development of self as instrument, but this experience highlighted the need to be cautious in assuming one is an expert on others and/or in how one presents one's own opinion.

Process. Respondents emphasized that development of Use of Self is a continuous process. As one advised, "be patient." There is no "be all, and end all" right answer for developing one's Use of Self. It is the journey of a lifetime and discovering how to best maintain and develop one's self as instrument will take just that long because, like one's self, it requires continual calibration.

Limitations

Interpretation. Due to the free-form nature of the survey, analysis of the research required assignment of meaning and interpretation of responses. Further querying respondents when there was room to interpret a response in multiple ways was not possible. Therefore, though best efforts were applied, this data is open to reinterpretation.

Sample size. Only five United States-based programs were surveyed, though many more exist. As the voluntary response of a limited population, a wider survey might find that more practitioners engage in different practices. However, based on the surprisingly strong themes which emerged from this diverse group, it would be imaginable that adding practitioners to the survey would actually underscore many of the findings about common practices and attitudes.

Recommendations

Research. Not wanting to unduly bias the respondents, the opportunity for free-form answers was provided wherever possible. Although it cast a wider net for variety of responses, this made data analysis much more difficult. Using the information gathered in this research about strong themes, a next-level research study would do well to create a limited pool of response options. This would be useful for establishing stronger patterns in the field.

Field. Based on this research, it would be recommended to establish a website to share personal Use of Self development practices. The website would include a forum for asking and responding to questions and include articles and informal postings written by OD professionals on the topic of Use of Self. This research could help inform the design format and important categories to be included to encourage learning and development of OD professionals across the United States and internationally.

Individual.

Regularly scheduled activities. In light of the findings, incorporating regularly scheduled development activities into an OD professional's calendar would be encouraged. Interviewees noted that there was a significant time commitment involved in

self-development activities. Thus, making such activities part of a regular routine—be it annually or weekly—will aid practitioners in consciously working on their Use of Self.

Build a support network. Almost everyone pointed to an example of support from a loved one, colleague, or professional network coming at a critical juncture for self-development. Alumni repeatedly mentioned the need for a strong support network wherein they could seek and find feedback, advice, or conversation. Practitioners need to avoid isolation in order to maintain and develop Use of Self. Furthermore, a few respondents advised creating a network made up of professionals from diverse backgrounds and of varied interests. This diversity provides a constructive challenge (see below).

Step outside the comfort zone. Respondents repeatedly advised graduates to experiment. They explained that they could only take clients as far as they themselves were willing to go. By being willing to step outside their comfort zone, they were able to better help their clients.

Successful OD work is dependent on continuous learning, assessment, and recalibration. Trying to be aware and being willing to push one's own boundaries helps one discover and maintain the authenticity so necessary for real Use of Self.

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Appendix A: Qualtrics: Use of Self Online Survey

Qualtrics: Use of Self Online Survey

Thank you for participating in my research!

The intent of this study is to learn about the understanding and development of the concept of Use of Self of professionals who have attained an Organization Development (OD) graduate degree.

The study was developed with the definition of Use of Self as "the conscious use of one's whole being in the intentional execution of one's role for effectiveness in whatever the current situation is presenting," but you will be encouraged to share your own interpretation.

For the purposes of this study, 'Use of Self and 'self as instrument' will be used synonymously and interchangeably.

If you have any questions, please email me at hstettin@gmail.com.

Thank you!

I am at least 18 years of age and consent to serve as a subject in this survey as intended. I understand:

-The purpose of this survey

-That my survey responses will be kept confidential and that responses will only be released publicly in aggregate.

-That I am not required to provide any identifying information except on a voluntary basis.

-That some of these questions are personal in nature and that I have the right to stop participating at any time or have my data destroyed at a later time.

-It is not possible to identify all potential risks in an experimental procedure and believe that an effort has been made by the researcher(s) to minimize all possible risks.

Your Consent: By completing these surveys, you are acknowledging that you have read and understand what your study participation entails, and are consenting to the study.

I agree to participate and know that I may stop at any point without issue.

[Click Here to Start Over](#)

PEPPERDINE UNIVERSITY
Graziadio School of Business and Management

Do you have an Organization Development (OD) graduate degree?

Yes, Masters
 Yes, Doctorate
 No
 Other, please specify

Which institution granted your degree?

What year did you graduate?

<< >>

Survey Powered By [Qualtrics](#)

[Click Here to Start Over](#)

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Was the 'Use of Self' concept introduced in your program?

Yes
 No

<< >>

Survey Powered By [Qualtrics](#)

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Are you:

Male

Female

Other

Age

Do you work:

In-House, OD Role

In-House, Other Role (please specify)

External Consultant, OD

External Consultant, Other Role (please specify)

Other

What city do you live in?

<<"/>

Make optional
[Click Here to Start Over](#)

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How do you define 'Use of Self?'

Survey Powered By **Qualtrics**

[Click Here to Start Over](#)

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How important is 'Use of Self' in your work?

Not Important Undecided Very Important

0 1 2 3 4 5 6 7 8 9 10

Importance of Use of Self in your work

How does it apply to your work?

Survey Powered By [Qualtrics](#)

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How do you assess your own growth and development?

Survey Powered By [Qualtrics](#)

[Click Here to Start Over](#)

What activities do you do to develop your 'Use of Self'? (please list as many as relevant)

Activity One

Activity Two

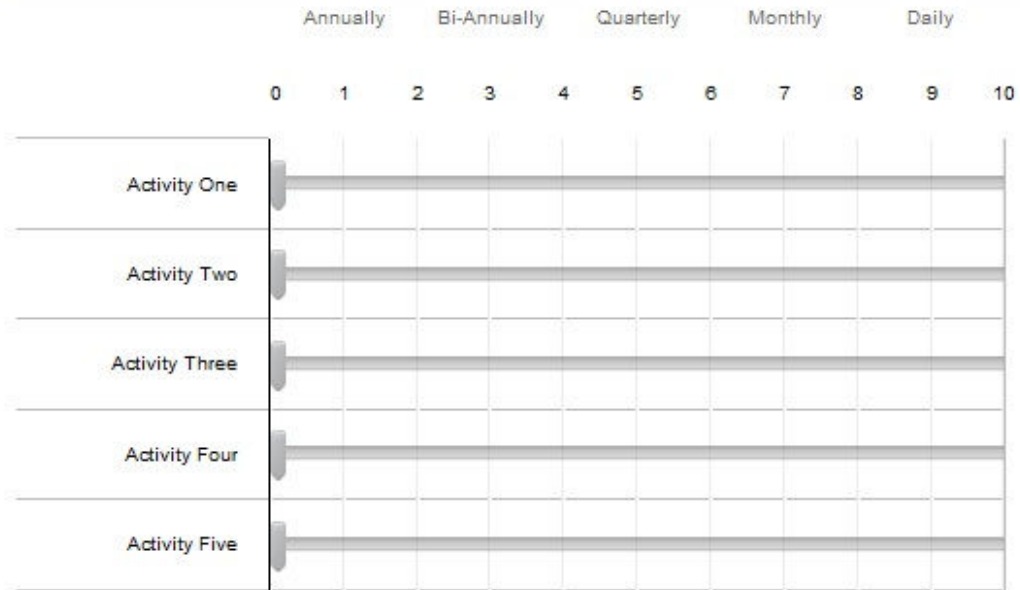
Activity Three

Activity Four

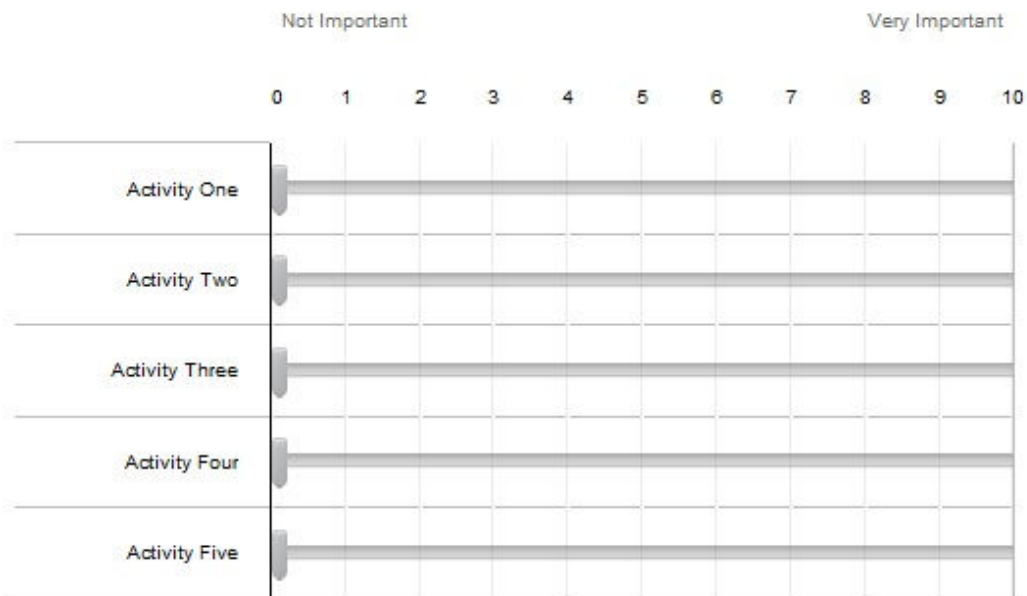
Activity Five



How regularly do you participate in the above listed activities?



How important are these activities to you?



What advice would you give a recent graduate about developing his/her Use of Self?



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Thank you for taking the survey!
I will be conducting more in-depth telephone interviews in the Fall. Would you be willing to participate?

- Yes
 No

If yes, please include your contact information below:
(Please note, I will email you before calling!)

Name
Email Address
Phone Number



Survey Powered By [Qualtrics](#)

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We thank you for your time spent taking this survey.
Your response has been recorded.

Survey Powered By [Qualtrics](#)

Appendix B: Email Survey Invitation

Email: Survey Invitation

From: hanina.stettin@pepperdine.edu

Sent: Date Time

To: Participant

Subject: Please participate in my thesis research around Use of Self!

Hi OD Professionals,

I hope this email finds you doing well. I would like to ask for your participation in my thesis research.

My thesis explores a concept called Use of Self and how graduates of an Organization Development program relate to the concept following graduation. The objective is to gain a better understanding of how the concept is understood and related to by professionals in the field.

The survey is anonymous and will take about 10-15 minutes to complete. At the end, there is an optional space to provide contact information for participation in the second-stage telephone interviews.

If you are willing to participate (which I much appreciate!) you can click on the following link:

http://pepperdine.qualtrics.com/SE/?SID=SV_8c9qqkX05tDd6FS

If you have any questions, please contact me at hanina.stettin@pepperdine.edu or 323.702.5568.

Thank you very much for your time and support!

Hanina Stettin

Master of Science in Organizational Development Candidate

Pepperdine University

Appendix C: Email Interview Invitation

Email: Request for Interview

From: hanina.stettin@pepperdine.edu
Sent: Date Time
To: Subject
Subject: Use of Self: Follow-up Telephone Interviews

Hello {name}

I hope this email finds you well. Thank you very much for participating in my research around Use of Self. I know your time is valuable and very much appreciate that you completed the survey.

I am now scheduling follow-up interviews with various participants. I very much hope to include you. The interviews will take approximately 30 minutes and they will be conducted over the telephone.

Interviews will be conducted during the end of September and beginning of October. If you could please take a look at your calendar and provide three days/times that work best for you during that period, and in order of preference, that would be wonderful. As soon as possible, I will confirm your interview time and send you any relevant information.

Participation is totally voluntary. If you have any questions, please do not hesitate to ask. I can be reached by email at Hanina.stettin@pepperdine.edu or by phone at 323.702.5568.

Many thanks,

Hanina Stettin

Master of Science in Organizational Development Candidate

Pepperdine University

Appendix D: Interview Protocol

Interview Protocol

1. In what way do the activities you listed contribute to your development of Use of Self? Do you have an example?
2. With the benefit of hindsight, which practices would you have begun sooner? Were there any you tried which were not helpful?
3. How does your development of yourself as instrument show up in your work? Do you have an example?
4. In what ways has your Use of Self had a positive impact? Have you experienced any ways that your Use of Self has gotten in your way or negatively impacted the situation? Do you have examples?
5. You gave advice to a recent graduate in your survey questionnaire. Why did you choose to focus there?

**Appendix E: Completion Certificate: Protecting Human Subject Research
Participants**

Certificate of Completion: Protecting Human Subject Research Participants