

**OD Domain & Practitioner are target & means of change :
Construction, Deconstruction & Reconstruction.**

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In today's VUCA organizational context , we require collaborative effort between In-house change consultant and the external OD facilitator . This helps to synthesize external facilitator's objective lens and the insider subjective lens , as organizational reality is complex & dynamic.

Just as organizations are going through such testing times, so also the field of OD, has been through tough time and introspection. There was moment in the history of OD , practitioners & scholars had apprehensions of the future of OD . Mood reflected in some articles published in special issue of Journal of applied behavioural science viz., "Introduction: Is OD in Crisis?" (Bradford & Burke, 2004), "Wanted: OD More Alive Than Dead!" (Greiner & Cummings, 2004), and "Ideas in Currency and OD Practice: Has the Well Gone Dry?" (Bunker, Alban & Lewicki, 2004). Such kind of deliberations and raising expectations gave turn to , new wave of Constructivism (Gergen 2020) , (in Mark Patrik L, Phd thesis 2021), contrast to positivist lens (object data driven & predictable reality) . In ISABS, over the last few years , we have been updating and re-imagining ODCP programme to keep pace with such changing developments of the discipline, as well as the organizational and client challenges.

Along with the latest developments and research, the practice of change facilitation is also evolving, in response to the organizational challenges and the Leadership expectations. For instance , positivist paradigm, about change and supposed underlying order , awaiting to be discovered , has given way to post-positivist paradigm - organizational reality is not singular , static and awaiting for the facilitator, and his deductive application (matching theory to phenomenon). This is not to say concepts & theories are not important, they are scaffolding for the OD practitioner . Secondly , deductive approach (from theory to practice) must be complimented by Inductive approach (from reality/practice to conceptualizing), leading to OD practice , essentially a synthesis (referred as abductive – synthesising deductive & inductive), by implication we practice the science & art of Constructivism, that is facilitating conversations-conversations as crucibles of meaning making. Therefore, OD is one of the few practices which need scholastic orientation and action research. In ODCP we make deliberate effort to bring this complimentary appreciation, in the way learner is enabled.

Though organizational challenges and contexts are dynamic , leaders and members of organization , unintentionally , get trapped in 'defensive routines'(Chris Argyris,1992) , getting stuck with more or less same frames and repetitive conversations . Many times these process go unnoticed and also not in awareness too. In this new paradigm, social reality is constructed , reconstructed or even deconstructed through micro-genetic process , viz., how conversations evolve and start shaping the way further conversations happen. In conventional process approach attention is given to patterns , but in constructivism focus is also given to deviations & new emergences. ODCP has evolved with the strong 39 years of

tradition of Group process work at ISABS , which in fact is fundamental social technology (Human process Inquiry) , required for enabling Conversations and co-creating conditions for new Conversations or even deconstructing existing Conversations. Thus, the learner is made to immerse in intense group process and understanding the nuances of micro-level process leading to group climate & dynamics. This way ODCP attempts to equip learner to learn art & science of enabling catalytic conditions for generative conversation, thus becoming conversational facilitator.

Another , significant aspect of OD competence is , subjective being of the consultant, his or her Self, how well one is equipped with awareness of being aware , almost like self-witness . At ODCP, learner is engaged in different contemplative practices , for example , becoming a 'Reflective practitioner' (Donald Schon, 1983). This competence of reflective practice , gives depth in appreciating the intra & Inter subjective dimensions in conversations, as they happen . In short, the blend of pedagogies, methods and processes of ODCP are designed to create conditions for Transformative Learning (Jack Mezirow,1991), and not just instrumental learning , to suit job market.

Various ways of learning is potentiated in ODCP, for instance , an each learner get individualized attention of approximately 40 hrs of Learning facilitation along with 20 hrs of coaching. Similarly each cohort is exposed to approximately 24 hrs of concurrent online sessions, plus approximately 31 days of in-person learning sessions. In addition each learner invests 15-20 days of individually supervised live projects .The entire 18 months Programme is actively facilitated by 25 faculty cum facilitators. In this way ODCP Programme holds crucible of rich reflective space garnering conducive conditions for transformative learning.



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