



PROJECT MANAGEMENT CENTER FOR EXCELLENCE

A.J. CLARK SCHOOL OF ENGINEERING
Civil & Environmental Engineering Department



STAKEHOLDER OBSERVATION

MINDING THE GAP BETWEEN WHAT THEY SAY AND WHAT THEY DO

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Personal Behaviors are the foundation of project risk



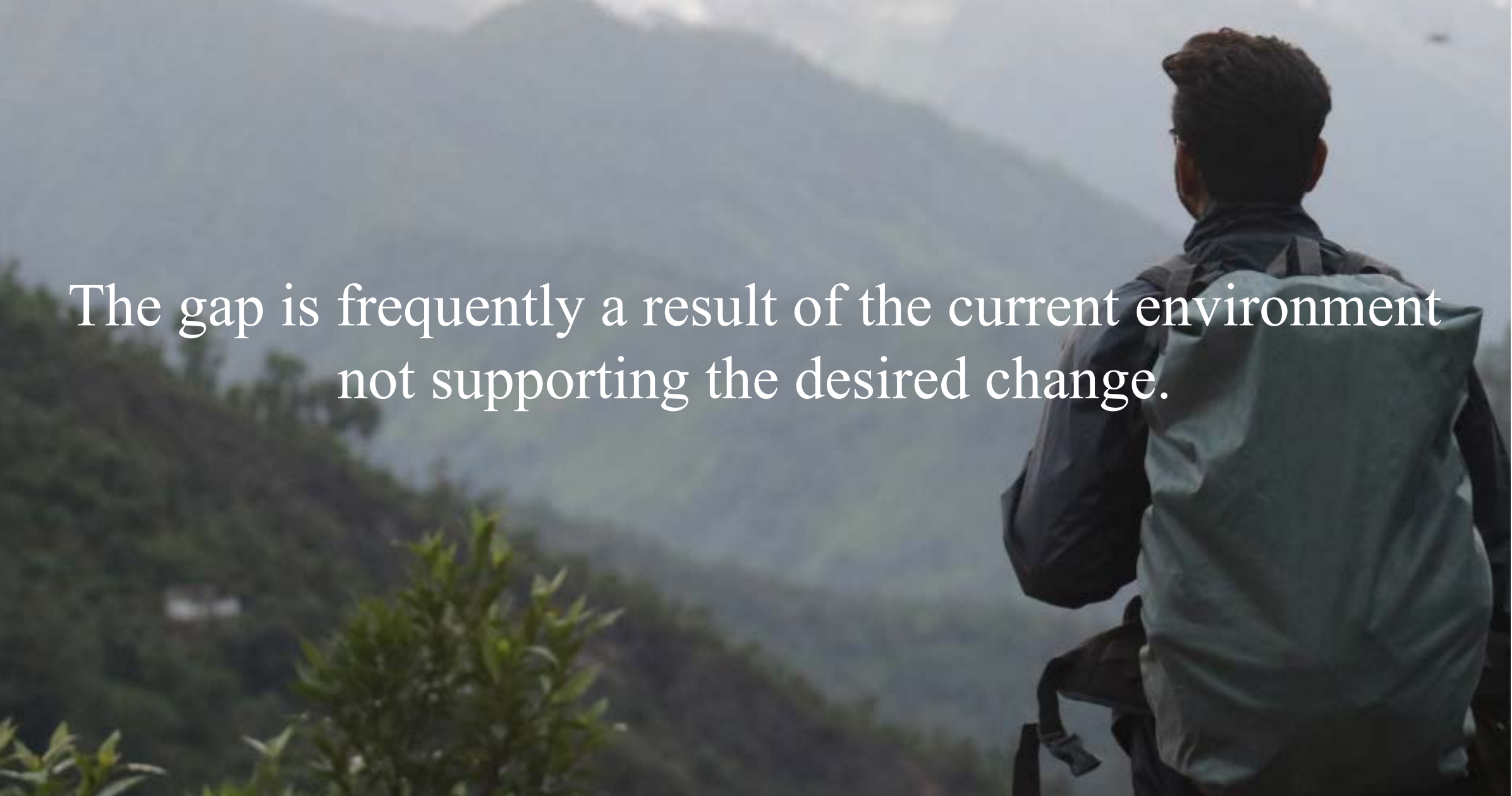
Access to resources



Execution of tasks



Change adoption

A person with a backpack is seen from behind, looking out over a vast, hazy mountain range. The person is wearing a dark jacket and a large, light-colored backpack. The mountains in the background are layered and shrouded in mist, creating a sense of depth and scale. The overall tone is contemplative and serene.

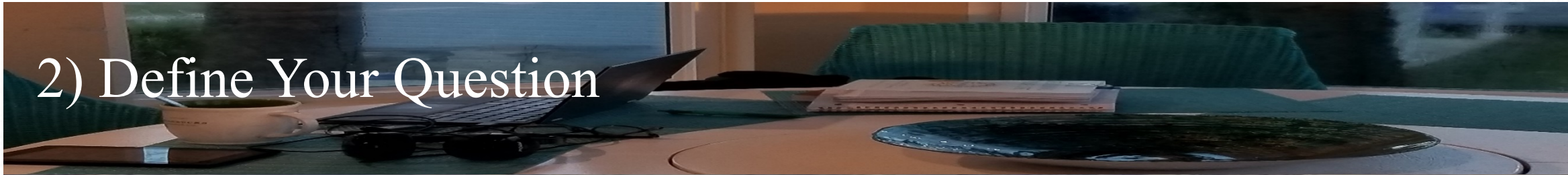
The gap is frequently a result of the current environment
not supporting the desired change.

4 Steps

1) Know Yourself



2) Define Your Question



3) Observe Your Environment



4) Leverage Your Findings



1) Know Yourself

- Assumptions
- Biases
- Motives



1) Know Yourself - Assumptions



What do you expect to find?

1) Know Yourself - Biases



What are your personal biases?
What would you PREFER to see?



1) Know Yourself



WHY are you making this observation?



Pope Urban II preaching the First Crusade in the presence of Philip I before the assembly. An illustration from the Grand Chronicle of France, illuminated by Jean Fouquet, Tours, c. 1455-1460

Observer

Participant

1) Know Yourself



Observer

Participant

1) Know Yourself



Why you are making this observation,
your circumstances,
and your natural inclinations
will help determine where you are on the observer – participant spectrum.



2) Define Your Question

- Choose 1 question per observation encounter
 - Example: Cultural norms



2) Define Your Question – Cultural Norms

What behaviors are you seeing frequently?

- Preferred modes of communication – Instant messenger? Phone? Email? Slack? Other?
- Response time?
- Active hours – AM? PM? 24/7
- Reaction to vacations/leave/sick time

Just observe the behavior.

You don't need to figure out “why” during the observation.



3) Observe Your Environment

- Take notes on what you SEE, not just on what you hear
- Decide on a coding mechanism – you want this to be private
 - Qualitative Ethnographic Analysis
- Be open to multiple observation sessions on the same question
- Stay focused on your question, but be open to all activity


Consider leveraging your stakeholder matrix for coding and analysis

	A	B	C	D	E	F	G	H	I	J	K	L
1	Stakeholder Name	Group	Frequency	Importance	Expected	Actual	Needed	Assumptions	Approach	Comments	Behaviors	Reinforcement
2	Partner	Family	Daily	High	Neg	Pos	Pos	Change challenges lifestyle	Brainstorm ways to participate together	Shockingly excited. Wants to join me.	Suggests meal in diet	Thank him, cook the meal
3	Kid 1	Family	Daily	Low	Neu	Neg	Pos	Too young	Maybe brainstorm with him to find a solution and get him involved? Set boundaries? +	Wants no part of this change. Need to figure out how to address his concerns.	Eats meal without complaining	Thank her. Ask what she liked about it. Ask if we should do it again.
4	Kid 2	Family	Daily	Low	Neu	Pos	Pos	Too young	Brainstorm ways to participate together	Wants to help.	Offers to help cook	Find a way to have him help without me getting frustrated.
5	Mother	Family	Monthly	Medium	Neg	Neg	Neu	Critical	Reduce interaction	Need to set new agreement re: visitation and contact schedule. She wants no part of this.	Offers encouragement	Thank her. No further explanation needed.
6	Father	Family	Irregular	Low	Pos	Neu	Pos	Helpful when around. Will ask good questions	Outreach. Maybe separate step. Reduce interaction	Hard to separate from	Offers encouragement	Thank him. No further explanation needed.

4) Leverage Your Findings

Bridging the Gap


- 1) Find Patterns
- 2) Bridge the Gap
 - Seeds
 - Trends
 - Rewards



4) Leverage Your Findings – Bridging the Gap (Patterns)


What is the default?

- Organization-wide (the most common pattern across the area of the organization that contains your stakeholders)
- Team (the most common pattern across a team)
- Individual (the most common patterns in a key individual)



4) Leverage Your Findings – Bridging the Gap (Patterns)


Are there norms among a team that differ from
the broader pattern?



4) Leverage Your Findings – Bridging the Gap (Patterns)

What do you need them to do?


Make sure you define the pattern you **NEED** to see
for your change to stick.



4) Leverage Your Findings – Bridging the Gap (Seeds)

How radical is the change you are making?

Are there behaviors or skills or resources already in the environment that you can amplify?



4) Leverage Your Findings – Bridging the Gaps (Trends)

Will the environment support the change you are making?

Is there something happening in the broader world that might
affect that support?



4) Leverage Your Findings – Bridging the Gap (Rewards)

What behaviors are currently rewarded and punished in the environment?

Do the rewards / punishments need to change?

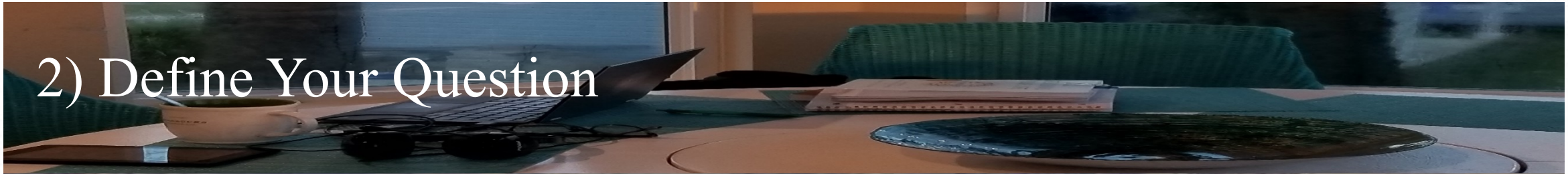
- Is visibility rewarded over outcomes? E.g. “Butts in seats?”
- Is availability rewarded over effectiveness? E.g “Online all the time?”

4 Steps

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2) Define Your Question



3) Observe Your Environment



4) Leverage Your Findings



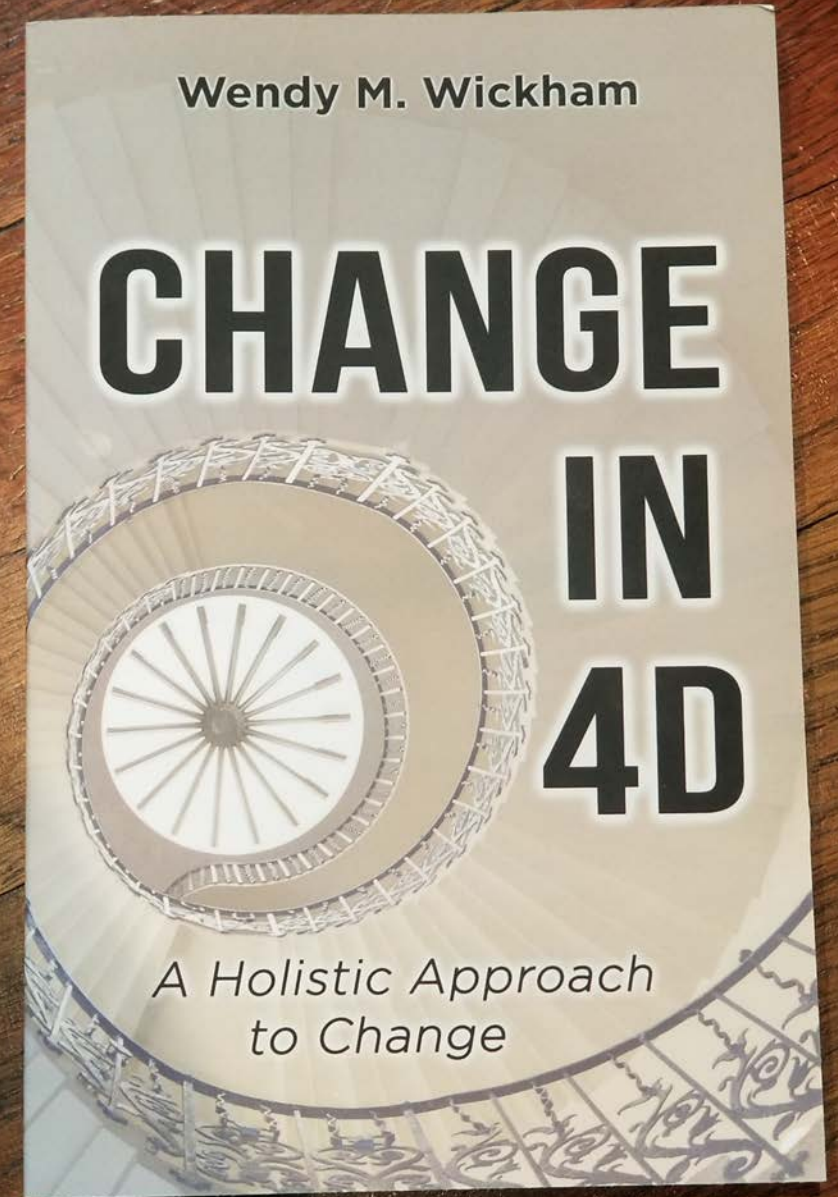


Questions?

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Resources

Resource Recommendations via ResearchGate

[https://www.researchgate.net/post/how do you analyse your field notes in ethnographic observations](https://www.researchgate.net/post/how_do_you_analyse_your_field_notes_in_ethnographic_observations)

An Introduction to Codes and Coding

https://www.sagepub.com/sites/default/files/upm-binaries/24614_01_Saldana_Ch_01.pdf

Watching Closely, A Guide to Ethnographic Observation

https://smile.amazon.com/Watching-Closely-Guide-Ethnographic-Observation-ebook/dp/B014V9FQFE/ref=sr_1_1?dchild=1&keywords=watching+closely&qid=1586098951&sr=8-1

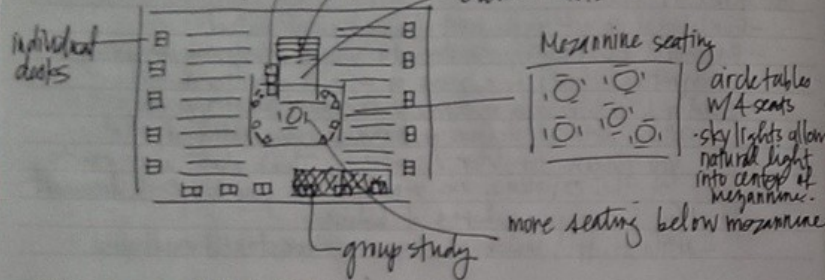
Wendy's Previous Writing on this Topic – A

<https://middlecurve.com/observing-behavior/>

Example ethnographic
notebook – Carolyn Chu Wong

Cited in
<https://medium.com/media-ethnography/field-notes-and-participant-observation-in-ethnographic-studies-a-skill-summary-bb74e3881258>

- Group study rooms have mostly individuals.
- While on 4th floor, only 1 person held an actual library book.
- Didn't observe anyone browsing through rows of books.
- ~16 double sided row of books on either side of floor, but no one looking at them.
- 4th Floor Setup: main stairs



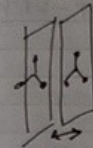
- Restrooms on 2 & 4 females. Assume 1 & 3 are male? - 4th
- On 4th floor sounds of planes & even seagulls are apparent. Allow with buses.
- Views on west facing windows = storeys way + ppl during passing.
- Views on east & south = lake Washington
- doors on each floor designate quiet study vs. not.
- students mostly study in front of a laptop.
- observed 1 person, male, w/ stair male, father-like figure? holding map. (1) perspective student? library as a selling point?

# Pl.	2/9	F/Total	4th floor
	4/11	F/Total	3rd floor
	7/11	F/Total	2nd floor (3) bathroom location.
	4/23	F/Total	1st floor, not including librarians.

3rd floor

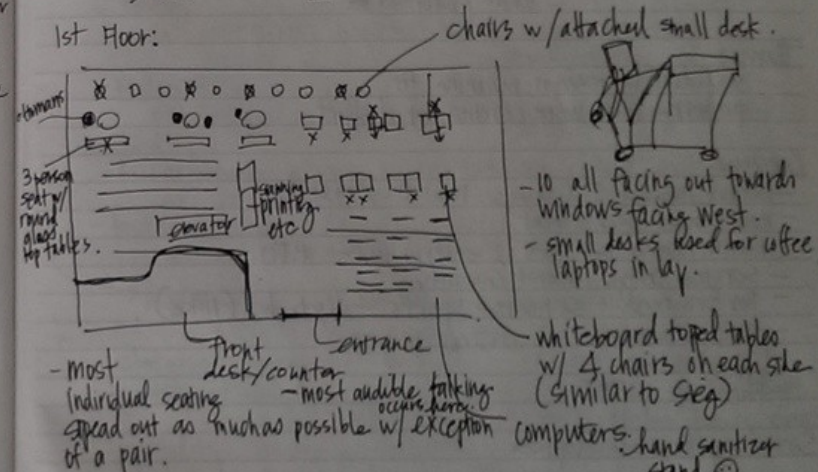
- Librarian, restocking books w/ book cart. needed to use step stool to higher selves
- 3rd floor has computer lab. (ELIC computer lab)
- 4 students 2 female, 2 male.
- 3rd floor center contains files of microfiche, no seating.

- carts for reshelving located near entrance of each floor
- 2nd floor & movable book shelves ~20' & 16' on W & E side
- 2nd floor had a group study room w/ actual group having a discussion. Only observed instance of group use in group room.
- 2nd floor center contains periodical + magazines & some communal study seating

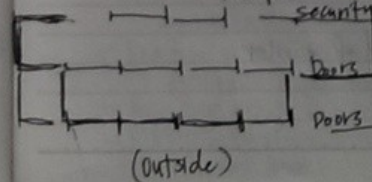


- ceiling drop outlets available at communal desks.

1st Floor:



- most individual seating spread out as much as possible w/ exception of a pair.
- still relatively quiet. However, noticed 6 ppl. wearing headphones
- Almost all facing towards windows
- Lots of ad-hawk signage, not particularly well designed
- Entrance: primarily individuals. few pairs.



glass panels. why? wind?

- those coming to print are in & out pretty quickly
- some worked at computer then printed.
- (2) purpose of lib. comp use.

..definition

33 [6:00]

34 -Okay. What is an API?

35 - It is just a bunch of methods, methods that you can call.

36 -Okay. So the server side provides the API right?

37 -Right.

38 -And how do they provide it, this API? Any specification? It is a JAVA class, it is a JAVA file?

39 -Yeah, generally you can get the .Jar files (unclear) especially the moment where you need the latest changes so when somebody is working on that, then you need to find a workaround because then getting the .Jar files sometimes is a problem because you generally don't do the .Jar file itself, it happens in the nightly build and it can sometimes be referred to as import this project and to have it developed correctly.

..limitations

40 [7:00]

41 - Okay. Can these APIs change?

42 - Yeah, they're changing at the moment ... two days ago they changed pretty heavily again. Maybe that was not huge impact for me, but for the server team ...

43 -And those changes happen often?

44 -Not usually. Well they happen from time to time and sometimes for a reason more or less change in the management or whatever, somebody had an idea "I want to do this way or that way. Now we have to file it this way" and in this case, the problems were that we had a pretty good vision of the APIs. Some of our APIs were integrated with the [component API [...]] and then you have to regroup on top of each other. But, finally I think nobody was really happy with the solution or conditions then the best way to go to it is to kind of compromise and (unclear) the two of us try to change something. We finally get to a point where we just have to deliver a product right now, we can not think about [change] it anymore and that is it, [...] under these circumstances.

..degree

45 [8:46]

46 - You mentioned that it was not going to impact you a lot, why?

47 -Because there will be a second set of a specific class that [component] used to implement. It would be the same, another class of that one ... instead of modifying the old one, architects defined an interface, so ... I call these one or the other, there is no difference. I simply make sure that I call the right one.

..analysis

48 [9:20]

49 - But you are going to have ... the question is, are you going to have to change your code that you worked with to whatever their changes are?

50 -I guess I will see that when I have the API and we try to integrate. That will literally led to more changes but generally it should work.

51 -And you expect this change [in your code] to be small? Right.

52 -I think that the impact for me would not be so very huge. That is what I think.

53 -Okay. So when you say integrate, what do you mean by integrate? You mean putting your code together with the server team or what?

54 -I think...

55 -Being able to compile or being able to build?

..integration

56 -I can compile without the server team right now but of course if I may call it, the server, and don't have the jar file, I can't compile. That is another thing, but the other way you could comment it out, if you know, but you don't have the server right now and without the server I am unable to hand document or save document for my [UI] perspective, so I need the server and when we put our stuff together there will be a lot of things that we will need to consider ... we have to keep the server running so that we can connect it to the (unclear) so that later on we can authenticate and so that I can do stuff more complicated than just putting the code together, the whole infrastructure.

57 -So integration is not only putting the code together but it is the whole infrastructure...

58 -Especially [...] ... for the moment is that if you put the code together you have to figure out how you can test, putting the jars together and being able to compile is not enough ... we have a [component] server. that we can connect to, basically this environment is running right now. You go to the server, the [component] server, and then go to the place where we get the data from so all this need to work together in that configuration.

On the relationship between software dependencies and coordination : field studies and tool support, Cleidson De Souza

https://www.researchgate.net/figure/Example-of-Coding-All-the-interviews-and-field-notes-were-coded-in-a-similar-fashion_fig1_34466382