Enhancing Core Leadership Capacity and Organization Commitment through Leadership Building Intervention: An Action Research of AAA Realty Co., Ltd (Property Agency)

Panthila Lertpunyaboobpha

A Dissertation Submitted in Partial Fulfillment of the Requirements for the Degree of Doctor of Philosophy in Organization Development
Faculty of Graduate School of Business
Assumption University
Academic Year 2017
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By : Ms. Panthila Lertpunyaboobpha

Major : Doctor of Philosophy in Organization Development (Ph.DOD)

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Academic Year : 1/2017

The Graduate School/Faculty of Graduate School of Business, Assumption University, has approved this dissertation as a partial fulfillment of the requirements for the Degree of Doctor of Philosophy in Organization Development.

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Abstract

Leadership in the organization is one of the key success factors of modern companies especially during the fast pace of business and technology disruption nowadays. As an organization become larger in product and service offerings together with more complexes in organization management and cultural aspects, it is widely accepted about increasingly important of core leadership capacity and organization commitment.

Based on organization diagnosis through (1) the SWOT analysis, (2) the STAR model and (3) the Adizes corporate lifecycle theory and (4) Preliminary research, this organization development (OD) research intends to strengthen core leadership capacity and organization commitment in “AAA Realty Company”, the selected leading real estate company in Thailand. Core leadership capacity consists of five sub-dimensions; (1) setting goal, (2) aligning resources with priorities, (3) using data, (4) promote collaborative learning culture, and (5) engaging in courageous conversation.

This study employed organization development interventions (ODIs) as the main tool for this action research which comprised of three phases of research; (1) Pre-ODIs, (2) ODIs, and (3) Post-ODIs. Participants of this study included all staff in the selected company that comprised of 4 top management, 16 middle management and 40 marketing, accounting, human resource, IT, customer service, and sales executives. The series of workshops, training sessions and collaboration activities were implemented companywide for 6-months period during September 2016 until March 2017.

The ODIs has improved all dimensions of core leadership capacity and organization commitment between Pre-ODIs and Post-ODIs tested by paired sample t-test. Moreover, Pearson analysis reveals the statistical significant relationship between core leadership capacity and organization commitment.

This OD research recommends several areas to be focused for continuous development on core leadership capacity and organization commitment. Creative design activities are important tools to allow opportunities to practice core leadership capacity in all dimensions. The company should be concerned and aware of commitment of employee in each function which could lead to well-design activities to enhance their commitment positively such as teambuilding.
and sharing goal communication. Finally, future OD research should be further explored about developing robust core leadership capacity in another industry or in different cultural context.
Acknowledgements

I would like to express my sincere appreciation to my advisor Dr. Seongdok Kim for her constant guidance and encouragement, as well as her unwavering support, I am truly grateful. I am also grateful to all the lectures from great professors of PhD OD Program, especially Professor Dr. Perlar Rizalina M. Tayko, Dr. Lee Lu and Dr. Sirichai Preudhikulpradab for having inspired me to see the world as OD professional, as well as for their encouragement and dedication.

Without the financial support and warm love of my Dad, Mr. Wirot Lerttanakul and Mom Ms. Oraya Lerttanakul this work would not have been possible.

Special thanks go to my boss, Mr. Precha Suphapetipon and all Acute Realty family members for fully support with good cooperation in ODI program.

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Panthila Lerttanakul
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CHAPTER 1
POTENTIAL CHALLENGE FOR CHANGE

The real estate industry involves the many aspects of property, including development, appraisal, marketing, selling, leasing, and management of commercial, industrial, residential, and agricultural properties. (Vault, 2018). Real estate industry in Thailand showed higher confidence marked in 1Q 2018, which meaning a higher average take-up rate in the previous quarter than in the past year. New condominium units were still launched in Bangkok, especially along the new mass transit lines that are under construction. Approximately 563,843 units were already completed and registered in Bangkok and more than 100,000 units still under construction and scheduled to be completed in the future (Colliers, 2018). Moreover, higher demand of accommodation, retail, and office space for foreigners and expatriates. Approximately 88,000 expatriates had applied for work permits in Bangkok as of 2Q 2018, and the total number of expats in Bangkok has continuously increased over the past few years. AAA Realty co., ltd is one of the real estate agent company who has provided professional service in selling and management of leading high-end property project in Thailand. The market has positive trend in demand and supply of new launching of new project. However, positive trend appealed of competitors and high competition in the market. Therefore, with high expectation and need to improvement to be leading company in the market enforce AAA reality co., ltd to create competitive advantage to be more efficient and effective in term of sustainable and continuous growth in the long run.

1.1 Real-Estate Industry Overview

Real Estate industry can fluctuate depending on the national and local economies, although it remains somewhat consistent due to the fact that people always need homes and businesses always need office space. The real estate industry is an important element of the economy. As in US market during the mid-2000s, the industry faced major challenges when the commercial real estate market peaked and then fell in step with the recession. The economy has strengthened in the years since, however, and the real estate market continues to rebound. In 2014, real estate construction alone contributed nearly $1.1 trillion, more than 6.1 percent, to the nation's economic output as measured by Gross Domestic Product. Whether the economy is strong or weak, people will always need a place to live, work, and shop, and there will always
be a steady need for real estate professionals. Their degree of success simply depends on their motivation, geographic location, and the tides of the market. ( Vault, 2018).

1.1.1 Structure of real estate industry

The real estate industry is essentially a service business. There is no product to manufacture, assemble, or sell. The current or prospective owner of a property employs or contracts professionals to perform various functions, including real estate sales, management, development, leasing, and appraising. The types of properties handled by real estate professionals include houses, condominiums, apartments, farms, vacant land, office buildings, stores, shopping centers, warehouses, factories, and other industrial properties. The focal organization operates as real estate agent Company who provides professional management and sell property for developer, so, it is worthwhile to explore the trend and context of the ongoing-market.

1.1.2 Real Estate Industry in Global Context

The global real estate industry includes several different sectors, which can be classified as residential real estate, commercial real estate, and industrial real estate (Glickman, 2014). Residential real estate includes buying, selling, and management of homes, second homes, holiday properties and similar properties intended for personal use, while commercial real estate includes commercial premises like shops and offices (Glickman, 2014). Industrial real estate is a more specialized field, including warehouses, factories, and other places of industrial activity (Glickman, 2014). There are several key trends influencing the global real estate market (PWC, 2015). One of these global trends is increasing international investment, particularly Asian investment in Western real estate. Increasing amounts of Asian private capital are also being poured into the real estate development market (which specializes in building and selling new properties) (PWC, 2015). Figure 1.5 demonstrates these international flows as of Q1 2016 (JLL, 2016). PWC (2015) also notes that there is a trend toward increasing capital deployment in the real estate industry, which they note is largely due to the need to deploy existing capital rather than growth in the industry. The largest real estate markets in the world include New York ($57,012 million sales volume); London ($42,889 million); Tokyo ($38,894 million); Los Angeles ($28,800 million); and San Francisco ($26,666 million) (PWC, 2015). However, the
global real estate market is currently in a state of decline. Estimated global real estate investment volumes for Q1 2016 reached $133 billion, a 14% year-on-year decline from Q1 2015 (JLL, 2016). Thus, while there are significant international trends, overall there is less investment than previously.

![International Flows of Real Estate Trade, Q1 2016](image)

Source: JLL, (2016)

There are also global trends in the management and organizational practices studied here that need to be considered globally. At the same time, globally organizations are facing new challenges. Building leadership capacity (LC) is increasingly important in globalized, international workplaces and teams (Carter, Seely, Dagosta, DeChurch, and Zaccaro, 2014). As Carter, et al. (2014) point out, the increasingly decentralized, networked structure of the modern organization is better designed to deal with virtual international teams, but often has less emphasis on developing internal LC, which can leave organizations struggling with their leadership development. Organizations are also facing challenges with recruitment and retention, particularly retention of high-value employees, which organizations have dealt with by using aggressive talent management practices including top pay and highly specialized skill training among other approaches (Haak, 2015). Since organization commitment (OC) is recognized as a mediating factor in effective talent management programs (Kontoghiorghes, 2016), OC is also increasingly important.
1.1.3 Real Estate Industry in Regional/Asian Context

Despite conditions in the global market, the Asian real estate industry is actually one of the more active industries. Asian markets, especially China but increasingly Japan and the developing countries, are some of the major sources of investment capital in the global real estate industry (PWC, 2015). Furthermore, the Asian region has not experienced as much of a decline as other regions, with one estimate indicating that there was $24 billion in the Asia Pacific region in Q1 2016, compared to $25 billion in Q1 2015, a 5% drop (JLL, 2016). Not all Asian regions have the same market pressures. For example, Japan’s population is shrinking and aging, and it is expected that housing demand in Tokyo is expected to decrease over the next ten years (NRI, 2015). In contrast, India’s market is expected to grow, particularly its commercial and industrial sectors (NRI, 2015). It is also possible that demand and regional cross-border real estate trade will increase due to the ASEAN Economic Community (AEC) single market, particularly in the commercial real estate sector (CBRE, 2015). With reduced trade barriers and improved ease of doing business, it is expected that regional trade will increase, which will positively affect the commercial and industrial sector (CBRE, 2015). Thus, there are several conflicting trends and flows that could influence the regional real estate sector.

1.1.4 Real Estate Industry in Thais’ Context

For the focal company to strive for excellence, it shall need to explore current situation and able to enhance its capacities to cope with the current market environment climate. The company operates within the national real estate industry in Thailand. Thailand is expected to benefit in terms of commercial and industrial real estate due to the introduction of the AEC, seeing increased inbound real estate investment along with general investment from China and Singapore (CBRE, 2015). Analysis suggests that this market has also slowed, although it is also improving. For example, it is estimated that 34,670 fewer condominium units were launched in 2015 compared to 2014, largely due to economic uncertainty and potential changes in government policy that have limited the market (Colliers International, 2015a). However, there is still relatively high demand, and many developments at the high end of the market are oriented toward foreign buyers, especially from China, Singapore, and Malaysia (Colliers International, 2015a). In provincial areas and smaller cities like Hua Hin, Cha Am, and Pranburi, there is a significant slowdown in demand and large stocks of unsold properties (Colliers International,
This is the case even in highly popular coastal cities like Pattaya, where only 8,500 condominium units were launched in 2015 (Colliers International, 2015c). However, there are significant numbers of condominiums and other units under development, as developers were trying to finish projects before a 2016 change in tax laws (Colliers International, 2015c). These unsettled conditions mean that it is likely to be harder to for real estate Company to make sales, because there is a relative oversupply compared to demand and few new units coming on the market. However, there are continuing of demand of condominium and rental income producing office, hotel and retail developments. In Q1 2018, the overall condominium market continued to recover with the downtown area performing well due to healthy demand while growth in the midtown/suburban areas remains concentrated along both existing and under construction mass transit lines. (CBRE, 2018).

However, local Thai real estate market showed high opportunity which encourage new player entry into the market. Consequently, there are increasing rate of the real estate company and intense of competition in local market.

Nevertheless, the focal company have showed high rate of employee turnover, and low rate of inquiry and revenue for sals department, low effective communication among team and department while the focal company is positioning themselves as in growing and expanding stage. By hiring more employee to serve customer demand and as much as possible to gains market share as vision to be leading company in the market is the initial issue and there are a problemsas subsequent of miscalculate the intense pressure that accompany rapid growth such as ability of employee, miscommunication, organization commitment, management team to lead and manage falters as work processes come under pressure from overload of job which result from fast expansion of each department and branch.

As the business grows, the founders eventually shift to a leadership role, delegating most of the operational decisions and functions to someone else. However, growing too quickly could make management level lose focus on essential functions and take on too many tasks, delivering below-par outcomes that lead to frustration within your company and disappointment for your clients. The problem escalates when internal business systems and procedures are mishandled due to everyone being overworked. Inadequate control over budgeting, inventory management, marketing and sales programs could ruin your success as a business. (Fels, 2016).
1.2 The Focal Organization

![Real Estate Transaction and business model](image)

Figure 1.2 Real Estate Transaction and business model

Source: AAA realty co., ltd (2016)

The figure 1.2 illustrated of real estate transaction and business model. At its most basic, a real estate agent is normally provides service in selling, buying, renting and managing of property for the customer or about matching a home seller with a home buyer. While AAA realty co., ltd who represents a profession real estate agent who provide more service and transaction with corporate / developer who construction their own project into the market.

Moreover, AAA Realty Co., Ltd is provides real estate agent service as property management service, residential and commercial property consultant and project management. The company was established in 2000 with the objective of being “Your Reliable Partner”. It has been one of the most competitive real estate agents in Thailand since its founded year, in 2000. The company offers various estate management services for investors and end-customers including:

1) Real Estate Brokerage
2) Sales and Project Management
3) Property Consultancy
4) Rental property management.

AAA Realty Co., Ltd maintain long-term relationship with the customer and maintain good track record resulting in a reputation for satisfy its customer inquiries. The company’s unique selling proposition is to provide a one-stop service from highly-qualified agents, who could offer reliable services and have capability to deal with difficult issues. Furthermore, AAA Realty scope of business operation includes sales and rental in a domestic territory for end-user (B2C) and business purposes (B2B). It has two offices in Bangkok and the Southern part of Thailand.
While, another branch expansion is still in progress. Also, the company currently employs 60 employees in various functions. However, rapid growth in customer demand and market has positively encourage company to expanding size by start from increasing of department and number of employee to serve more demand and gain market share. While, executives are required to utilize current resources to achieve more tasks. However, revenue is highly dependable on human-resources people and process become center of concerned. The company structure is centralized with the vision and motto are as follow:

**Vision:** “To Be the Best Real Estate Agent in Thailand”

**Motto:** “Your Reliable Partner”

### 1.4.1. AAA Realty Organization Structure

![AAA Realty Co., Ltd Organization Chart](image)

Figure 1.3 AAA Realty Co., Ltd Organization Chart

Source: AAA co., ltd (2016)

Figure 1.3 Illustrates the organizational structure of AAA Realty Co. Ltd. The organization has a classical hierarchical structure, with divisions arranged by functional activity (Daft R. L., 2010). Units devoted to primary activities include Sales, Marketing, Customer Service, and ThaiApartment (the firm’s online site). Additional support units
include HR, Accounting, and IT. All departments are headed by a single manager or
director, who reports to the Managing Director of the firm. The MD reports to the Board
of Directors. To explore in further detail, this researcher has composed a list of numbers
of employees categorized by department, position and job function; as per table 1.1.
Further, the organization is composed with 10 functional departments; 1 of which is top
managerial function, while mid-manager is composed of managers from both the
operational and support field. While the operation officers are composed with back-
officesupport and functional field personnel.

Organization Number of Employee(s) in Different Department and Level

Table 1.1: Organization number of employee(s) in different department and level

<table>
<thead>
<tr>
<th>Department</th>
<th>Position</th>
<th>persons</th>
<th>Main Responsible</th>
</tr>
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<tbody>
<tr>
<td>Top Management</td>
<td>Shareholder, MD.</td>
<td>4</td>
<td>Management, Operation</td>
</tr>
<tr>
<td>Mid Management</td>
<td>Dept. Manager, Sales Director, manager, assist manager</td>
<td>16</td>
<td>Management, Operation</td>
</tr>
<tr>
<td>Marketing</td>
<td>Marketing Executive</td>
<td>4</td>
<td>Function, Support</td>
</tr>
<tr>
<td>Accounting</td>
<td>Officer</td>
<td>5</td>
<td>Function, Support</td>
</tr>
<tr>
<td>Customer Service</td>
<td>Officer</td>
<td>3</td>
<td>Function, Support</td>
</tr>
<tr>
<td>IT</td>
<td>Officer</td>
<td>2</td>
<td>Function, Support</td>
</tr>
<tr>
<td>Human Resource</td>
<td>Officer</td>
<td>2</td>
<td>Function, Support</td>
</tr>
<tr>
<td>Resale-Lease: Sales</td>
<td>Sales Executive</td>
<td>10</td>
<td>Function</td>
</tr>
<tr>
<td>Thai apartment: Sales</td>
<td>Sales Executive</td>
<td>2</td>
<td>Function</td>
</tr>
<tr>
<td>Project: Sales: Huahin/ CM/Bkk</td>
<td>Sales Executive</td>
<td>12</td>
<td>Function</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>60</td>
<td>Persons</td>
</tr>
</tbody>
</table>

Source: Researcher (2016)

Front office-operation is composed of Retail Sales and Project Sales Function while back-
office support is a combination of various functions, such as: Customer Service, Information
Technology, and Human Resource. As a result, there were total 60 employees in the fiscal year
of 2016. Due to lean-organization structure, decision is de-centralized and every key personnel is encouraged to take-action to be responsive to customer’s demands and inquiries.

1.2.1 Organization Diagnosis

The organization diagnosis will employ several tools to assess and analyze the AAA Realty situation such as 1) SWOT Analysis, 2) STAR Model, 3) Adisez's Business Life Cycle Theory, and Preliminary Research.

The aim of this action research to employed SWOT analysis to access the organizational-current situation as well as potential challenges and opportunity. This internal and external analysis tool allows the research to have a general view of organizational capability and short-falls.

The STAR model is organizational design framework that accesses and designages the organization in a deeper dimension. The STAR model lays out the organization in 5 dimensions, covering all major variables that could lead to organization excellency (Galbraith, 2011). These elements include: Strategy, People, Rewards, Process, and Structure, where the purpose of a STAR model is to aid organizations to methodically base their strategic choices on the accurate appraisal of their capabilities.

The Organization Life Cycle model (Adizes, 2016) is a curve defining the organizational potential, culture, behaviors, and economic prosperity of the company. This model allows executives to review whether the organization is following the pattern that were researched by Adizez, which may be composed of both optimistic and pessimistic points-of-view.

The Preliminary Organization Research has been made during the initial stage before the ODI process, aimed to access the organization current issue. The researcher employed qualitative research with in-depth interview as method which aimed to access the thoughts and feelings of study participants.

1.2.1.1 STAR MODEL

The STAR model was used to access organizational competency and capacity in 5 core dimensions. The systematic break-down of information allows share-holders, executives and people in managerial positions to see whether the company has progressed
in accordance to his/her vision. If so, are the actual situation is aligned with the initial planning. Please refer to table 1.2 for the result of the assessment.

Table 1.2 STAR Model Analysis of AAA Realty Co. Ltd

| Strategy          | • Vision: To be the leading estate agent in Thailand  
|                   | • Strong customer orientation and focus on meeting customer needs and demands  
|                   | • Using capabilities and relationships to generate repeat sales and referrals (word of mouth)  
|                   | • Meeting high customer demands through experience in the market  
|                   | • Use of databases for marketing, management and customer contact  
| Structure         | • Relatively flat structure to create a fast communication response and improve decision making  
|                   | • Strong departmental and hierarchical relationships  
| Process           | • Each department works separately on its tasks  
|                   | • Department managers report directly to MD and the Board of Directors  
|                   | • This creates increased independence in work, but negatively affects interdepartmental relationships and impedes performance  
| Reward            | • Rewards for reaching specified targets included financial incentives (bonuses, gifts, and incentive trips), promotion consideration, and recognition in company channels such as newsletters  
|                   | • Staff training is used to support performance  
| People            | • Service mind and teamwork are required  
|                   | • Senior mentoring and coaching is used to support individual and team performance  
|                   | • Learning opportunities including courses, seminars, and other training are used to create capabilities  

1.2.1.2 SWOT ANALYSIS

The SWOT analysis illustrates that AAA Realty Co., Ltd consists of competitive advantages when compared with its weaknesses and potential threats. However, it does face some challenges, especially weaknesses in leadership ability of employees, strengths
of organization commitment and high competition in market. Also there are some issues with the level of organization commitment, where employees don’t share similar goals and visions with the organization, and do not feel part of company. In some groups of people are ineffective communications among each department in the company. When employees’ goals are not congruent with those of the organization, they are less likely to be committed (Kessler, 2014). The SWOT analysis could be further elaborated as follows:

**STRENGTHS**

- High loyalty and stable inquiry from client
- Customer relationship management (CRM) practices, keeping customers in contact through newsletters, email and SMS create high recall and referral customer as friend get friend.
- Strong database management and marketing team high skill of IT and customer service which professional organize and update database to make salesperson more convenience and easy to responded to clients. Moreover, a strong in database creates the impression of attractive information about property, pulling potential clients to using company service.
- High flexibility and low operation cost as small company create stable earnings by sharing of resource and material reduce cost and more flexible in operation create fast response to support client.

**WEAKNESSES**

- Rapid expansion caused a lack of well-trained employees and weakened of core leadership capacity in teams to cope with expansion and company growth.
- Ineffective of communication
- Low level of team work in part of synchronization among team member.
- Low level of organization commitment in part of affective commitment which is emotional attachment with organization
- Deficit in capital and financial budgets to fund expansion
• High flexibility in operation creates low consistency in the quality of work.

OPPORTUNITIES
• Increasing demand for property agents in covered areas which is a good opportunity to expand branch to serve demand
• Increasing supply in the property market from both Thai and foreign customers even slowdown in demand and oversupply in the market but they still need agents to be responsible for project sale to support parts of the customer database.

THREATS
• High competition, high return with low initial investment attract new agent to the market
• No barriers to entry makes market entry easier
• No government licensing or regulation causes high competition, especially between freelances and companies

1.2.1.3 Organization Life Cycle

Company Lifecycle Stages

Figure 1.4 AAA Realty Co., Ltd lifecycle stages

Source: Adizes (2016)
The stage of AAA Realty Company's lifecycle was assessed collaboratively with the Managing Director using the Adizes lifecycle assessment tool (Adizes, 2016). The company is currently in the go-go stage, potentially in a founder trap. According to the assessment tool, at this stage, the company enjoys successful business and a strong cash flow, along with high levels of customer interaction and loyalty. On the other hand, the company is still highly dependent on its founder where the founder makes persuasive decisions over others' managers. Once company progress furthers, issues may arise. The founder take-control of both operation and management task and employees won't be able to contribute, except to wait and follow. In order to move away from the founder-trap situation, the founder should delegate tasks, trusts in his/her subordinates and monitor the company from the bird's eye view perspective. The task bottle-necks may be minimized. The, founder has more time in strategic thinking or enhancing organizational strength. At these stages, authorization is centralized, which limits team-leaders from responsive decisions that in turn resulted in organizational ineffectiveness. When the leader or individual can not fully utilize their power and strength, they are likely to be less committed (Csikszentmihalyi, 1990).

Consequent of organization diagnosis researcher found that to organizing growing organization and employee in specialist service business in high competition context especially in real estate industry is a significant area to be explored in the local Thai market. Referring to the researcher's background in real estate agent. Therefore, the topic of enhancing leadership skill and capacity and organization commitment in organization motivated by the desire to enhance Thai real estate agent competencies, and integrate the knowledge of organization development to develop real estate agent organization which is initial motivation of researcher for this action research.

As Kolzow (2014) proposed that “leadership is increasingly important as organizations become larger and more complex”. Top leaders are expected to focus on communication, inspired vision, while demonstrating care for fellow members. On the other hand, failure to grow internal leaders could result in a low level of productivity and less performance which resulted in less organizations' core competencies.

This is especially true with the focal organization; AAA Realty. It's a real-estate firm that has been operating for almost a decade. Its core competencies lay with its people or specifically, front office personnel's. As real-estatemarket revolutionized AAA Realty required internal
flexibility and adaptation to strive through wave-of-change. Pasmore (1994) further commented that flexible, learning and high performing organization is the key to competitive advantages in the evolving world. Therefore, to establish sustained competitive strength for AAA Realty, the trend of real estate industry will need to be further discussed to obtain the unique requirements and characteristics of such market.

On the other hand, as the economy is maturing, talented personnel have become an organization's key success factor. Ulrich (1997) further elaborated that human capital becomes increasingly important. Because business in the modern world requires innovation, efficiency, and fast-responses to customer need. Therefore, people matter more than they did in the past.

1.2.1.4 The Preliminary Organization Assessment

To explore the organization, issue and possibility area in order to enhance and develop, qualitative research with in-depth, the interview method was employed. The interview method could enable to access the thoughts and feelings of participants.

In addition, the researcher purposive selected of 20 participants as sample size which also aim to understand current issues and opportunity to improve in all level. The participants were selected randomly from all levels of and all departments. There were 4 participants selected from management level and 16 participants selected from all departments which including middle to operation level. The questions were designed and allowed participants to identify the concern of developing company as well as to raise the vital issues that can strengthen the company to improve the organization. Employee will also be able to work efficiently with good relation among the colleagues. The result of this research has shown in the table 1.3.

<table>
<thead>
<tr>
<th>Participant No.</th>
<th>level</th>
<th>Department</th>
<th>Question 1</th>
<th>Question 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Top-Mgt.</td>
<td>Shareholder</td>
<td>1. To create effective communication process.</td>
<td>1. Lack of Leadership skill: how to manage and effectively lead employee in all level</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>2. To educate Sales Representative in terms of</td>
<td>2. Communication issue:</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Communication between top</td>
</tr>
<tr>
<td></td>
<td>2 Mid-Mgt. Sales</td>
<td>3 Management Marketing</td>
<td>4 Management CS</td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>-----------------</td>
<td>-----------------------</td>
<td>---------------</td>
<td></td>
</tr>
<tr>
<td>1.</td>
<td>To develop sales skill</td>
<td>1. To develop sales skill</td>
<td>1. To develop Team Building;</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>To reward and offer relevant incentive program so that to motivate and stimulate sales representative to generate greater sales volume</td>
<td>To set reward and KPI program to promote work motivation</td>
<td>To offer reward and benefit program to promote work motivation</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>To offer training class for develop leadership skill</td>
<td>Lack of Leadership skill: how to manage and lead team effectively</td>
<td>Lack Leadership skill: “Need to know how to manage and lead team more productivity”</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1. Lack of Leadership skill: how to manage and lead team effectively</td>
<td>“I don’t understand how to manage team effectively”</td>
<td>2. Less communication: Employees feel they work individually and there is no collaboration among co-workers.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>3. Lack of organization commitment: Employees don’t see company’s goal value statement. “Just work daily job”</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Operation</td>
<td>Sales-Resale</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>-----------</td>
<td>--------------</td>
<td>---</td>
<td></td>
</tr>
<tr>
<td>1.</td>
<td>To offer Incentive program</td>
<td></td>
<td>1.</td>
<td>Deficiency of sharing information between co-workers: It could cause of less productivity.</td>
</tr>
<tr>
<td>2.</td>
<td>To arrange training program in topic “Sales skill and special technique for property selling”</td>
<td></td>
<td>2.</td>
<td>Lack of leadership skill: especially in management level.</td>
</tr>
<tr>
<td>3.</td>
<td>To promote activity that create good relationship among employee in organization, and allow them to improve collaboration.</td>
<td></td>
<td>3.</td>
<td>Ineffective communication: It seems to be one-way communication; top to bottom. Employee has minimal chance to communicate and/or feedback to the management level”</td>
</tr>
<tr>
<td>4.</td>
<td>Less support from other department, independently work among each department:</td>
<td></td>
<td>4.</td>
<td>Inadequate activities to promote team building; working both in itself department and other departments is such an isolated environment. “feel like not a part of organization” everyone “work independently”</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Operation</th>
<th>Sales-Resale</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>To offer incentive program</td>
<td></td>
<td>1.</td>
</tr>
<tr>
<td>2.</td>
<td>To arrange any program for promoting team building</td>
<td></td>
<td>2.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Operation</th>
<th>Sales-Apt</th>
<th>7</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>To offer incentive program</td>
<td></td>
<td>1.</td>
</tr>
<tr>
<td>2.</td>
<td>To arrange any program for promoting team building</td>
<td></td>
<td>“My comment or feedback was never reach to top management /shareholder”</td>
</tr>
</tbody>
</table>
|   |           |          | 2. | Inefficient of organization structure: “Organization
| Structure needs to be redesigned to become decentralized organization. We lost too much time for any approval and document process |
|---|---|
| 8 | Operation | Sales-Apt. | 1. To offer incentive program  
2. To arrange any program for promoting team building |
1. Lack of team work  
2. Low of leadership: "Refer to my supervisor, she don't coach me. I need more coaching and advice-giving when I have problem " |
| 9 | Operation | Sales-Project | 1. To offer incentive program  
2. To arrange any program for promoting team building |
1. Low attractive incentive program and reward design:  
"Company offers less commission rate to sale representative persons compared with other company" |
| 10 | Operation | Sales-Project | 1. To offer incentive program  
2. To arrange any program for promoting team building |
1. Less activity to build up team building in all level:  
"I don't know other people beside of co worker in my team"  
2. Low reward and incentive for this company  
3. Unclear Organization Commitment  
"I feel not a part of this company, none hear my idea" |
| 11 | Operation | Customer service | 1. To promote leadership skill  
2. To develop team building and communication skill |
1. Less activity to make relationship among employee.  
2. Ineffective communication:  
3. Lack of leisure program:  
"We need more working space, and relax zone to feel
| 12 | Operation | Customer Service | 1. To offer incentive program  
2. To arrange any program for promoting team building | 1. Low of activity and training program to promote employee capability  
2. Inefficient work flow: "Work flow need to be redesigned, and job description have to be clearly identified. (over load work) |
| 13 | Operation | IT | 1. To expand working space and internal working system  
2. To create team building | 1. Inadequate coaching program: "Need more coaching to gain my knowledge and skill" |
| 14 | Operation | IT | 1. To offer more training course for promote particular skill  
2. To promote Team building | 1. Lack of training to promote employee skill  
2. Lack of engaging team building program: "Each department work independently" |
| 15 | Operation | Marketing | 1. To offer incentive program  
2. To arrange any program for promoting team building | 1. Promote work motivation by incentive, reward and benefit program  
2. Activity to build positive relationship among employee and management team  
3. Moreflexible in working time |
| 16 | Operation | Marketing | 1. To offer incentive program  
2. To arrange any program for promoting team building | 1. Need to promote work motivation by increasing incentive or reward program  
2. Required activity to build positive relationship among employee and management team |
| 17 | Operation | Accounting | 1. To provide more reward  
2. To provide benefit program to employee and team building | 1. Need to promote work motivation by increasing incentive or reward program  
2. Required activity to build positive relationship among employee and team building  
3. Demand good working environment |
From the organization diagnosis and preliminary research results, Researcher found many issues in each level of employee which were summarized in list as following:

**Top management level**
1. Deficit in capital and financial budgets to fund expansion
2. Lack of well-trained employees and weakened leadership skill.
3. Ineffective of internal communication system

**Mid management level**
1. Low level of team work in part of synchronization among team member and department.
2. Lack of well-trained employees and weakened leadership skill.
3. Low level of organization commitment in part of affective commitment which is emotional attachment with organization
4. No delegate tasks due to authorization is centralized
5. Ineffective of internal communication system
Operation level

1. No delegate tasks due to authorization is centralized
2. Lack of leadership skill of supervisor: especially in management level.
3. Low level of collaboration among each department, Team building
4. Ineffective reward and incentive package
5. Ineffective of internal communication system cause employee not participate and commit to company
6. Required activity to build positive relationship among employee and management team
7. Need to promote of sharing culture in order to create positive relationship among employee and enhance employee capability.

The data was gathered and summarized by researcher in process of preliminary assessment. Researcher considered to all issues and discussed to shareholder of possibilities to propose organization development activity.

Referring to the researcher's background in real estate agent. Researcher found that organizing growing organization and employee in specialist service business in high competition context especially in local real estate industry is a significant area to be developed. The topic of enhancing leadership skill, increasing employee capacity and enhancing of organization commitment in organization were motivated by desire to enhance Thai real estate agent competencies, and integrate the knowledge of organization development to develop real estate agent organization which is initial motivation of researcher for this action research.

As Kolzow (2014) proposed that "leadership is increasingly important as organizations become larger and more complex". Top leaders are expected to focus on communication, inspired vision, while demonstrating care for fellow members. On the other hand, failure to grow internal leaders could result in a low level of productivity and less performance which resulted in less organizations' core competencies.

This is especially true with the focal organization; AAA Realty. It's a real-estate firm that has been operating for almost a decade. Its core competencies lay with its people or specifically, front office personnel's. As real-estate market revolutionized AAA Realty required internal flexibility and adaptation to strive through wave-of-change. Pasmore (1994) further commented
that flexible, learning and high performing organization is the key to competitive advantages in the evolving world. However, to establish sustained competitive strength for AAA Realty, the trend of real estate industry has discussed already in the first section to obtain the unique requirements and characteristics of such market.

On the other hand, as the economy is maturing, talented personnel have become an organization's key success factor. Ulrich (1997) further elaborated that human capital becomes increasingly important. Because business in the modern world requires innovation, efficiency, and fast-responses to customer need. Therefore, people matter more than they did in the past. The researcher and shareholder have agreed and accepted in significant of developing leadership and organization commitment of employee as first priority of this organization to be developed in current situation. As researcher has overview of real estate in the first section, therefore, overview trend of each context would be described in the next section.

1.3 Global Trend of Organizational Leadership

According to Petrie (2014), the business environment is evolving. Where, the greatest challenge for future leaders is pace of change and the complexity of the challenges. Ronald Smith described these new business-settings as one of perpetual white water. His belief references an IBM study of over 1,500 CEOs across the globe, where these executives have a common agreement that business is growing with advance complexity, so far, many cited that their organizations are not equipped to cope with this complication. Petrie (2014) study also asserted that when the global economy becomes inter-connected, manager that they could no longer afford to focus solely on events of their local activities; but in a global aspect. Therefore, fundamental skills that may require coping with these revolutions are 1) adaptability 2) self-awareness 3) boundary spanning 4) collaboration 5) network thinking.

Furthermore, according to Cabrera (2012) the motto of "think global, act local" is no longer applicable. Since, the concept does not "embrace the real-time complex realities experience by a global leader". Leaders are expected to think globally, where, leaders are expected to connect-the-talent and resource beyond cultural and political boundaries. However, according to Mitchell and Leammond (2010); greater than 1,000 executives share a great concern on the human capital; especially when an essence of customer's relationships has been rising in the past years. However, operational excellence and innovation remained a key importance for driving business...
sustainable growth. From their survey 40% of participated “Executives” were focused on leadership improvement. Since, the CEOs’ knew that their organization could not retain “highly engaged, high-performing employees without effective leaders” that could effectively manage, coach, develop and inspire the multi-generational and tech-savvy teams.”

![Figure 1.5 Percent Difficulties in Filling Leaders by Countries](source: The Forum Corporation (2013))

The Forum Corporation” (2013) has conducted a global survey of 700 leaders; of which, 72% have accepted that there is a high uncertainty that the company might not be able to cope with the changes of economic-structure. There are urgency needs for leaders who have ability to lead change. While, economic growth does outstrip the home-grown talent. Partly; young managers and talented individuals have a higher sense of entrepreneurship and chose to establish their own business. Therefore, many organizations have difficulties in filling manager and talent personnel. The Forum Corporation (2013) further demonstrates that many giant economic-countries have issues with filling the leaders’ role. (See figure 1.5). Due to globalization; Japanese’s executive has various choices of establishing their career path; therefore, Japan has the greatest issue when it’s come to percent having difficulty in filling leaders. Brazil, Bulgaria, Australia, U.S. share similar concern, where these countries have about 50% of difficulties of filling jobs, while global average is at 34%. From another point of view; Irelands, The Netherlands, Spain, and South Africa have sufficient leaders for their economic activities. As new generations mature, they become a critical part of organizational success. Therefore, it is worthwhile to explore the character of future millennial’s leader.
1.3.1 Millennial's Leader

Mitchell and Learnmond (2010) have suggested that few numbers of participated in leaders have expressed a confidence in the overall quality of leadership in their organization. Only one in four organizations evaluated their quality of leaders as high; which remained unchanged from 2011. However, an aggressive-growth organization from high-tech industry does have a significantly higher proportion of Millennials (30%) in their leadership position compared to cautious growth (25%) and “low growth” (21%). If compared to Generation X, Millennials, are less concern with 1) opportunities to provide feedback to their senior leaders 2) organization communication about specific behaviors needed to succeed as a leader and 3) work-life balance. Millennials leaders utilized a regular leadership development program, such as: workshop, training courses, online learning and developmental assignment. However; they enriched these learning-processes by using various social tools, for example: social network application, wikis, and blogs. Therefore, they tended to learn from others rapidly and more frequently. Due to such facts, Millennials does reach out to an opportunity to learn from others via social or virtual platform; which beyond the development-frame that settled on an organization. Also, Millennials tend to receive higher percentages of reward, promotion or incentive than any other generation. Partly; 1) they started in a lower management position with high opportunity of advancement 2) organization reacts to Millennials' reputation of job-hopping and 3) they deliver high work-result.

![Figure 1.6: Organization's Pace of Growth](image)

Source: Mitchell and Learnmond (2010)
1.3.2 Leaders Quality by Country

However, not every country shared a similar pace of development on the quality of their leadership. Based on a Development Dimensions International (2014) study from 2011-2014 of greater than 1,000 executives across the globe, leadership readiness is a blend of quality and depth within an organization leadership were ranked. As refer to figure 1.5; it’s troubling to see that too many countries have no improvement since 2011 which as well will remain for the future trends. For those where leader quality has improved; their leaders are still failing to keep up with their peers. Organizations in countries with insufficient current leader quality may have negative consequences in wait as they struggle to meet the business demands with leaders who lack practice and leadership skills.

Figure 1.7: Leader Quality and Bench Strength Rating by Country

Source: Development Dimensions International (2014)

The lack of talent leaders means that tomorrows' leaders may not be able to evolve with business evolution. Moreover, for countries that have sufficient quality leaders; new leaders are striving to fill higher-levels roles as they become available. Furthermore, countries with low in bench strength will not have adequate supply of future leaders where they will need to urgently imbibe with a sense-of-growth, innovation, and execution of
business objective. Nevertheless, countries with a moderate bench strength need to lean forward to sustain the momentum by developing leaders who are ready to take the lead.

1.3.3 Organizational Leadership in Thai Context

Yukongdi's (2010) study revealed that Thai employees preferred leaders who are cognizant of other's feeling. Leaders shall need to understand the follower by being considerate, understanding but in a Thais' cultural context. This is aligned with Gupta and Singh (2013) who concluded that team-oriented and participative leaders are considered the top three most admired Thai leadership characteristics. Furthermore, as Thais are collectivist in nature (Hobstede, 2001); the society tends to favor in-group rather than individuality. Leaders shall have capabilities inspire participation of every member the team, open to negotiation and able to be a diplomat in some occurrences. In addition, being transparent is the new trend that is expected from leaders as these concerns have been neglected in most of previous literature (Amornpipat, 2016). For example, Yukongdi (2010) finding shows that Thai employees involve only supportive characteristics, such as: consultative, participative, while being ethical was excluded. Also, Selvarah et al., (2013) had a similar conclusion that excellent leadership in Thailand is mostly conducted by cultural based of respect and authority. Nevertheless, Javidan and House (2001) said that Thailand are hierarchical and status differentials are high. Therefore, communication is often established in one-way from the top down. Also, managers are expected to have more insight than sub-ordinate. Therefore; knowledges from bottom-up approaches are often ignored. Furthermore; Thai employees are attached to the person rather than the process. Where they are likely to devote themselves for leaders who they respected (Amornpipat, 2016).

Komin (1990) found that straight forward, ambitious and aggressive personalities that were found in the West may not be appropriate expression among Thaileaders. Therefore, the key importance of leadership style is appropriate action based on kindness and non-aggressiveness, (Selvarajah et al., 2013). From another point-of-view; Buddhism is the common religion in the country and has a great influence on Thai value on moral perspectives, (Thakur and Walsh, 2013).

Therefore, leadership skills become significant skill which all leaders need for growing their team and organization which elaborated more by Bill Hogg (2013) “Consistently
developing leadership capacity within your organization needs to be a prime objective. Failure to develop leaders internally will hurt your organization's ability to be successful in both the short term and the long term. When people grow internally they need to be prepare for the challenge of a new position and increased responsibilities, and leadership skills play a large role in a person's ability to transition effectively." (Vault, 2018).

1.4 Trend of Organization Commitment

Redmond (2010) has suggested that work commitment will not only benefit employees but will also enhance organization result. Iqbal, et al. (2012) research concluded that when organization increased productivity by 70%, the company would save about 5% per year. This is because of decreased in absenteeism, turnover and overtime. Various academic studies have been put forward to develop a relationship between organization commitment and organization outcomes to fulfill the managerial desires to have a devoted staff so that organization could achieve high performances. Iqbal, et al. (2012) from 1960 till 2012; organization commitment has gone through four different periods but not very different contextually. The concept was initialized by Becker during 1960 in form of Side-bet theory. Moreover, the affective dependency theory was put forward by Porter and Steers later in 1973. Shortly afterward, Allen and Meyer (1990) have presented a Multidimensional Model of Organization Commitment. Furthermore, the study of organization commitment gained continuous popularity because of its "consistent correlation with employee's behaviors, name performance, turnover" and aBluedon, 1982. (Nevertheless, types of Organization Commitment study is varied across different business sectors and diversified from across field-of-academic studies. Respectively, if to group organization commitment practicality as accordance to frequency of journal publication, we found that the services industry is the most frequently studied subject, followed by education and business sector. There are large numbers of studies within organizational psychology. Furthermore, it is interesting to note that the emerging trend is towards information technology, government and industrial involvement Iqbal et al., (2012). Table 1.4 has further re-categorized the research category into 7 subject-areas; where "Industrial Involvement" gives least attention to Organization Commitment study.
Organization Commitment Study

Table 1.4 Organization Commitment Study according to Journal Category

<table>
<thead>
<tr>
<th>Subject area</th>
<th>Record count (n=46)</th>
<th>% of 46</th>
</tr>
</thead>
<tbody>
<tr>
<td>Health care sciences and services</td>
<td>12</td>
<td>26.08%</td>
</tr>
<tr>
<td>Education</td>
<td>9</td>
<td>19.56%</td>
</tr>
<tr>
<td>Business and economics</td>
<td>8</td>
<td>17.39%</td>
</tr>
<tr>
<td>Organizational psychology</td>
<td>7</td>
<td>15.21%</td>
</tr>
<tr>
<td>Information technology</td>
<td>4</td>
<td>8.69%</td>
</tr>
<tr>
<td>Government</td>
<td>3</td>
<td>6.52%</td>
</tr>
<tr>
<td>Industrial involvement</td>
<td>3</td>
<td>6.52%</td>
</tr>
</tbody>
</table>

Source: Iqbal et al. (2012)

The study has been conducted across 17 countries with approximately 46 publications. Table 1.4 revealed that the USA has the largest contribution in terms of journal publications, followed by Canada, the UK, Israel, Taiwan, the Netherlands, and Hong Kong. However, the understanding of organization commitment in the cross-cultural context will help scholars and business professionals gain insight on why and how individuals' forms collective bonds within their social environment, Mowday et al., 1979. Therefore, different countries have different practices toward organization commitment.

Table 1.5 Organization Commitments by Study

<table>
<thead>
<tr>
<th>Country</th>
<th>Article Count (n=46)</th>
<th>% of 46</th>
</tr>
</thead>
<tbody>
<tr>
<td>USA</td>
<td>17</td>
<td>36.9%</td>
</tr>
<tr>
<td>Canada</td>
<td>6</td>
<td>13.0%</td>
</tr>
<tr>
<td>UK</td>
<td>5</td>
<td>10.8%</td>
</tr>
<tr>
<td>Israel</td>
<td>2</td>
<td>4.34%</td>
</tr>
<tr>
<td>Taiwan</td>
<td>2</td>
<td>4.34%</td>
</tr>
<tr>
<td>Netherlands</td>
<td>2</td>
<td>4.34%</td>
</tr>
<tr>
<td>Hong Kong</td>
<td>2</td>
<td>4.34%</td>
</tr>
<tr>
<td>Turkey</td>
<td>1</td>
<td>2.17%</td>
</tr>
<tr>
<td>South Africa</td>
<td>1</td>
<td>2.17%</td>
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<tr>
<td>New Zealand</td>
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<td>2.17%</td>
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<tr>
<td>Australia</td>
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<td>Germany</td>
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<td>Belgium</td>
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<td>France</td>
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<td>Norway</td>
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<td>Switzerland</td>
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</tr>
<tr>
<td>Korea</td>
<td>1</td>
<td>2.17%</td>
</tr>
</tbody>
</table>

Source: Adapted from Dwivedi et al., (2010)
Being that the USA is a free market-economy, many experts suggest that their firms have a certain level of aggressiveness. The competitiveness drives a high level of competition among employees which indirectly increases extrinsic motivation that in turn develop positive toward an organization. Furthermore, another variable that drives organization commitment within US' firm are freedom to execute the tasks where, in this case; employees usually prefer freedom over a monetary reward or incentives. Employee has accepted the fact that high incentives are given out to high performers. Many earlier researchers found that Japanese worker were more attached and committed Marsh and Mannari (1981); Cole (1979); Ouchi (1980); Hatvany and Pucik (1981); Sours (1980); Ungson, Mowday and Steers (1983); McMillan 1984. Lincoln and Kalleberg (1985) suggested that Japanese modern firm were constructed to be commitment-maximization. This is because Japanese manifest employees' variables into the organization backbone. Nevertheless, in comparison between Japanese and U.S. companies, Japanese firms tend to compose with job variety that it's not significantly related among U.S. firms. It could be concluded that Japanese firms are enriched with tight configuration, standardization and regulations. Another theme that distinguishes Japanese and American management styles is that its related to commitment is the perceived trust between top management and operational workers.

Dutch personnel prefer opportunities to participate. Where the act of contribution influences employees' perception and attitude that in turn enhances their positivity in carrying-out tasks. Nevertheless, organization justice and involvement are valued by Dutch social norms. Since, all employees shall have equal opportunity to be involved in any decision-making-process because employee can be dissatisfied toward participation opportunities when expectation are violated.

However, in the case of India, organization commitment tends to be higher for respondents in mid-career. Furthermore, employees see career organizational development program as an indicator that the organization is concerned with employee benefit and welfare. Furthermore, older Indian employees are more committed to an organization. This is because they are well settled compared to young ones. Where, new-jobbers strive to achieve career reputation in a short time.
1.4.1 Organization Commitment in Thai Context

Franco and Lyapina (2016) research has suggested that there are positive associations and predictive relationships between work-related factors and organization commitment among group of Thai respondents. Newly-graduated employees who either started their career path or joined the company in a non-managerial position often have lower levels of perceived job security than the others. The lack of employee confidence on major variables in related to work-process increases the employees' insecurity and reduces level of trust towards corporate management.

While, demographic variables in relation to employee commitment have been studied by others with unclear results. Where, earlier research found that women were more committed than men (Hrbiniak and Alutto, 1972). Nevertheless, a later study of Bruning and Snyder (1983) has suggested that gender doesn't have a relevant impact on employee commitment. Ngamchokchaicharoen (2016) shared similar results within the Thai context; in that the level of commitment among Thai employees is not dependent on their gender. However, in contrast with other demographic variables, education has been found to be related to a sense of employee commitment (Angle and Perry, 1981). Ngamchokchaicharoen (2016) further elaborated further that for Thais, there are inverse significance between education and commitment due to the fact that highly educated personnel often have a higher expectation from an organization or that they are more committed to a profession than a particular organization.

1.5 The Need for Action Research

According to the analysis of the assessment data in part organization diagnosis of the focal company (SWOT analysis, STAR model, organization life cycle stage test and Preliminary research) AAA Realty co., ltd has significant opportunities related to growing demand for estate agents due to an accelerating boom in the Thai property market. The firm's strengths position it well to take advantage of these opportunities. For example, it has a high level of loyalty from customers, resulting in relatively predictable demand inquiry for both buying and selling. The firm's database management and database marketing position is exceptionally to taking advantage of this market growth, allowing it to connect with customers immediately and providing extensive information about its properties, pulling clients. These strengths are directed toward the company's vision and strategies, which focus on database marketing, market presence
and customer relationship management. After researcher has explored of the weaknesses and issues occurred in the focal company as following:

- High turnover while rapid expansion caused a lack of well-trained employees.
- Weakened of leadership capacity to lead and organize team to cope with expansion and company growth.
- In effective of communication system
- Low level of team work in part of synchronization and collaborative among team member.
- Low level of organization commitment in part of affective commitment which is emotional attachment with organization
- Deficit in capital and financial budgets to fund expansion
- High flexibility in operation creates low consistency in the quality of work.

These action researches select these two variables core leadership capacity and organization commitment from several variables in organization diagnosis phase. Because these two variables focus in the individual levels of the organization but result directly to the organization level. Thus, if the firm can enhance core leadership capacity of their employee, especially at the management level which is a core skill of the individual to lead himself/herself, team, and organization to reach personal and company targets and directly increase organization commitment. Furthermore, enhancing in organization commitment is also significant variable to support organization to be well positioned and expand beyond its current market position.

But most importantly the firm shall need to cope with its' internal capabilities and shortfalls, such as: strength, weakness, operation efficiency and “employee alignment toward company vision and objective”. Where; intervention was designed to acknowledges “leader” to “plan”, “execute” and “implement” proper tasks that it is effectively applicable for execution members (operational employees). While, team-building and social-activities were planned to aligned employees social-relations across team member aimed to create an “engaging environment” (Hackman, 1987).

Firms that operate under an environment in flux often have issues with resource allocation, especially if it is true when the need of product and service is beyond the organization
is capability. AAA Realty is no exception; the company undergoes rapid growth stages with limited resources availability, in terms of man-power, investment and cash-flow. So, they have no choice except to optimize what is available. Thus, while the firm is performing well, there are distinct opportunities for improvement in its operations and activities. These problems cannot be resolved through non-intervention research. Instead, AAA Realty Co., Ltd needs active assistance and guidance in making the organizational changes it needs to achieve its organizational goals. Action research is the best choice for the organization and for the goals of the researcher in furthering knowledge and understanding of organization development.

As elaborated by Cummings and Worley (2009), action research is one of the most powerful tools available for organization development. Within the action research process, the researcher and members of the organization work together to identify key issues facing the organization, determine appropriate goals for improvement and strategies and processes to meet these goals, implementing these strategies and processes, monitoring the effects and making any changes needed for the goal achievement (McLean, 2006).

An action research is widely used and benefit to apply in purpose of organization development, Wongborphid and Kim (2018) stated that an action research is not just to derive academic knowledge from study of an organization, but also effect change in the organization.

1.6 The Statement of the Research

This action research aims to convey an external opportunity into company strength. By enhancing core leadership capacity in all level and increasing organization commitment are strengthening of company position and enable to cope the market opportunity. The researcher attempts to use an OD approach to enhancing core leadership capacity and the organization commitment theory. The evaluation within the paper, which incorporates secondary data and research with the primary research, will offer guidance for future OD researchers of the use of OD to enhance of successfully growing of small service organization.

1.7 Research Objectives

The objectives of this research are:

1. To assess and diagnose the existing situation of the focal organization in core leadership capacity and organization commitment
2. To identify, design and conduct an appropriate organization development intervention (ODI) to improve incore leadership capacity and organization commitment
3. To investigate the relationship of core leadership capacity and organization commitment
4. To investigate the differences between the pre ODI and the posts ODI of core leadership capacity and organization commitment.

1.8 Research Questions
1. What is the existing situation of the focal organization with regard to core leadership capacity and organization commitment?
2. What is the appropriate ODI to enhance core leadership capacity and organization commitment?
3. Is there a statistical relationship between core leadership capacity and organization commitment?
4. Is there a statistical difference between Pre ODI and Post ODI of core leadership capacity?
5. Is there a statistical difference between Pre ODI and Post ODI of Organization commitment?

1.9 Research Hypotheses

H1o: There is no statistical relationship between core leadership capacity and organization commitment.
H1a: There is a statistical relationship between core leadership capacity and organization commitment

H2o: There is no statistical difference between Pre ODI and Post ODI of core leadership capacity.
H2a: There is a statistical difference between pre-ODI and post-ODI of core leadership capacity.

H3o: There is no statistical difference between pre-ODI and post-ODI of organization commitment.
H3a: There is a statistical difference between pre-ODI and post-ODI of organization commitment.
1.10 Scope and Limitations of the Study

This action research study focused on the AAA Company, utilizing holistic organization development tools and techniques to make changes in the organization based on pragmatic and theoretical perspectives. The finding could be academically and professionally useful to any other company that possesses similar challenges. When the firm is highly dependent on personnel ability, therefore the research aimed to enhance the organization through an ODI validated framework, namely: core leadership capacity and organization commitment. Even though the research has been properly designed with references from a profound theoretical framework, there is still scope beyond control, which could be listed as follows:

1) The research is conducted in a live-organization that concentrated on people; therefore, external factors may have some minor influences on the studied framework.
2) Time and budget are considered to be limited; since core leadership capacity, organization commitment takes length of times for people to embrace.
3) Company policy is restricted to access of some confidential information as financial data, employee personal information
4) Participants of an entire organization shared diverse backgrounds and understanding toward the subject. Therefore, the level of intervention effectiveness is varied; depending on participant past-experience and their job-role.
5) The real-estate market is fluctuating climate even core leadership capacity and organization commitment has increased significantly. There is the possibility that organizational output and growing rate could not be achieved as planned.

1.11 Significance of the Study

The research was designed to the significance and identify of this research to benefit to two groups as following.

(1) benefits for the organization and industry. The research was designed with the needs and goals of AAA Company and its lead management in mind and has been carefully targeted to help the organization achieve their own desired end state. The company will benefit from having a formal OD process conducted, in which evidence-based research will help the company develop enhancing core leadership capacity and organization commitment, and ideally improve the organizational outcome. Thus, the most direct benefit of the study will be for AAA Realty
Company. The leadership of the company will particularly benefit because their organization could gain improved business outcomes, and an organization with a more committed workforce with higher levels of core leadership capacity will make future planning easier and serve as a competitive advantage. This research also has significance for the larger system. The results of the study will help improve the effectiveness of AAA Realty Company employees, which will improve their ability to assist clients and work more effectively.

(2) benefits to academics as the second target to add extra knowledge in an academic body that concern with “Core Leadership Capacity” within a business context. Where-else; “Core Leadership Capacity” theory has been extensively applied by previous scholars in academic sector (Mansour, 2011; Lambert, 2006; Matthews, 2007); but few have been re-adapted for business environment. This theory is inefficient for an agent/staff that required little supervision to carry out various tasks. On the other hand; this theory alone could not fulfill business ambitious; where “performance” is beyond self but community and organization. That's why; two theories are synchronized and included in this research, namely: “Core Leadership Capacity” and “Organization Commitment”. As elaborated by Samuel 2011; high leader capacity is viewed as supportive and “can give rise to employees’ reaction, generating significant and positive relationship with organization commitment”.

1.12 Definition of Terms
There are various view-points regarding leadership theory (Amnanchukwu, 2015). This research concentrated on core leadership capacity and organization commitment and its relevant variables; therefore, definition of terms will be limited to the scope of study, as per follow:

Leadership Capacity: Lambert (1998) described “Leadership Capacity” as a “broad-based, skillful participation which are required by leaders and sustainable organization improvement.

Core Leadership Capacity: Often described as Leadership Capacity (Five Sub-dimension) or major competencies, which is necessary to establish a proper “Core Leadership Capacity” environment. Ontario Ministry of Education (2010) states that
there are five sub-dimensions’ approach in establishing core leadership capacity; as per follow:

1. Goals Setting mean leaders must work with followers in order to collaboratively establish a goal that reflects mutual priorities and preferred outcomes. These goals should require a high achievement, but achievable level for followers and should include appropriate motivation to achieve them which means leaders able to understand the purpose of goal setting clearly and able to clearly define of direction to achieve goal to the team.

2. Aligning Resources with Priorities, which means understanding the purpose of aligning resources with priorities and understanding how to establish and identify priorities of using resources.

3. Promoting Collaborative Learning Culture, which means understanding the purpose of promoting collaborative learning cultures and encouraging themselves and team/subordinate in continuous learning new things.

4. Using Data, which means understanding the purpose of using data in their work and knowing how to using data to support my work more effective rather than working on instinct or preference which allows leaders to make decisions that address priorities, make the best use of resources and provide the highest level of support for the organization.

5. Engaging in Courageous Conversations, which means understanding and knowing the purpose of engaging in courageous conversation. By listening carefully to subordinate (including colleagues) and encouraging those to express their opinion and actively pay attention to others is one important skill for leaders. Ontario Ministry of Education, (2010, p. 15). “Being able to engage in courageous conversation is an essential core leadership capacity, because leaders often must directly address uncomfortable or unpopular topics.

So, in this study, researcher used this definition of core leadership capacity (five sub-dimensions) to define as core leadership capacity (CLC).
Organization: A social system comprised of actors, relationships, and activities; defined by collective goals and structures; acting toward these shared goals; and using resources provided by and interacting with the external environment (Barney and Ouchi, 2016; Daft R. L., 2010; Scott and Davis, 2016).

Organizational change: “It is structural, systematic or strategic changes in the organization, accompanied by and facilitated by changes in processes, leadership, culture, and members” (Lines, 2005, Page8)

Organization commitment: “It is the psychological state of the employee regarding to the organization, which determines their intention to remain with the organization”. Organization commitment in this research is conceptualized as having main focus to important component, which is affective component which means “The employee's emotional attachment to, identification with and involvement in the organization.” (Meyer and Allen, 1991). Thus, this research focuses to affective commitment as a Core Essence of Organization Commitment. According Mercurio (2015) reviewed and synthesised, affective commitment found that there was reasonably be considered what Meyer and Herscovitch (2001) called for as a core essence of organization commitment because affective commitment was found to be an enduring, demonstrably indispensable, and central characteristic of organization commitment. (Mercurio, 2015, page 405)

Organization development (OD): “A field of knowledge and practice oriented to application of holistic behavioral science perspectives to plan and guide organizational change” (Cheung-Judge and Holbeche, 2015)

Organization development intervention (ODI): “Activities undertaken to achieve the intended goals of the OD initiative” (McLean, 2006).
Chapter 2

Literature Review, Related Studies and Conceptual Framework

This chapter reviews the theoretical and empirical literature related to the topic of the study and constructs a conceptual framework to support the primary research. The literature review was conducted using a traditional approach, with literature targeted based on relevance to the study, rather than a systematic or exhaustive approach (Ridley, 2012). Appropriate literature was selected from academic sources, including peer-reviewed journals and academic books, as well as practice-oriented texts for organization development topics. Other criteria for the study included recentness (within 10 years for empirical studies) and acceptance within the literature. Topics discussed in the literature review include: Principles of OD (Section 2.1); Managing Change (Section 2.2); Leadership Theory (Section 2.3); Organization Commitment (Section 2.4); Relevant of theory (Section 2.5) Whole-brain literacy (Section 2.6); and Appreciative Inquiry (Section 2.7). Empirical research related to the study is also reviewed (Section 2.8) theoretical framework is (Section 2.9). Finally, a conceptual framework is constructed (Section 2.10) and an action research framework is proposed (Section 2.11).

2.1 Principles of Organization

Historically, the term organization has been used without a precise definition, and often (though vaguely) referred to in its common-sense meaning of a formally organized group of people (Bittner, 1965). However, this definition ignores several key aspects, such as differences between formally and informally organized people, the goals of the organization, organization boundaries, and other aspects (Bittner, 1965).

There is a range of definitions of the organization available, deriving from different theoretical and pragmatic perspectives (Scott and Davis, 2016). For example, the organization may be viewed as a machine or system of actors and relationships, a culture, or an organism that uses resources to generate outputs. A basic definition of the organization is that it is “(1) social entities that (2) are goal directed, (3) are designed as deliberately structured and coordinated activity systems, and (4) are linked to the external environment (Daft R., 2010) However, this
definition is unsatisfactory because it ignores the roles and relationships, as well as potentially conflicting goals.

The definitions offered by Scott and Davis (2016) are particularly useful for the purposes of this study, because they view organization as a natural and on-going system. They further elaborated that: "Organizations are collectivities whose participants are pursuing multiple interests, both disparate and common, but who recognize the value of perpetuating the organization as an important resource (Scott and Davis, 2016, p. 30)." For a broader perspective: "Organizations are congeries of interdependent flows and activities linking shifting coalitions of participants embedded in wider material-resource and institutional environments (Scott and Davis, 2016, p. 32)." These definitions are more satisfactory than narrower definitions, which emphasize specific organizational forms (such as the firm or the non-profit agency) and the actors and activities within it, which unnecessarily limit the view of the organization (Barney and Ouchi, 2016). Summarizing these definitions, the definition used in this research will be:

An organization is a social system comprised of actors, relationships, and activities; defined by collective goals and structures; acting toward these shared goals; and using resources provided by and interacting with the external environment.

2.1.1 Evolution of Organization Development

Organization Development has its roots in “Social Psychology” and “Applied Business Psychology” fields-of-study in the United States since the early 1950s. Even the concept of Organization Development has gained popularity across the continent but Cheung-Judge and Holbeche (2015) commented that it is a rather a slow progress. During its earlier years; the ideas were scattered and general public associate “Organization Development” with “form of training and development that were focused on the social roles” (Porras and Berg, 1978).

Similar to the study of “Organization”; Organization Development has various definition and application. Many of these terms are incorporated with ambiguity and flexibility, and there may not even be agreement on whether OD comprises a separate field of knowledge or is a subset of another field (and if so, which field) (McLean, 2006).
Furthermore, Cheung-Judge and Holbeche (2015, p. 11) summarize a number of key elements of ODs', which are: guiding the effectiveness of organizational development; especially during crisis and time-of-change. It also applies knowledge and research from a number of behavioral science fields in order to improve the health and effectiveness of the organization and the people that work within it in a sustainable way. Therefore, OD may be considered interdisciplinary and holistic in terms of its academic focus and placing an emphasis on change throughout the organization, although activities may focus on different levels such as the team, unit or individual (McLean, 2006). OD is also a practice-based discipline and is not only an academic field of research (though it is also an area of academic research) (Cummings and Worley, 2009).

As a result, a concise definition is: Organization development is a system wide application and transfer of behavioral science knowledge to the planned development, improvement, and reinforcement of the strategies, structures, and processes that lead to organization effectiveness (Cummings and Worley, 2009). Where, this definition is broad, and encompasses a range of different perspectives on the role of OD in the organization. Thus, it is suitable for the present research.

2.1.2 Organization Development Process Model

Organization Development (OD) is foremost utilized when it is involved with process-of-change; where McLean (2006) lay-out a fundamental Organization Development Process Model as show in Figure 2.1. One of the most important key points in McLean (2006) concept is that; "action planning" and "implementation phases" shall need to concern on "organization" critical components; which are: 1) Individual, 2) Team, 3) Process, 4) Global Aspect, 5) Organization-Wide and 6) Community and National. However, at the moment of execution, roles of practitioner are to view a focal organization in the broad perspective, while: plan, and implement the required change and ensure adoption before separating (McLean, 2006). In practice, while internal human resources (HR) may enact OD processes, they are often the domain of specialist consultants (Cummings and Worley, 2009). There are two reasons for this. One is that OD requires specialist knowledge and training for implementation, which is not routinely part of HR preparation (Cheung-Judge and Holbeche, 2015). More generally, OD can be
an uncomfortable process for the organization, and external agents may be viewed as more effective at assessing and implementing change processes (Cummings and Worley, 2009).

Figure 2.1: The OD Process Model

OD is fundamentally an action-based practice (Burke and Noumair, 2015). Thus, while OD processes are supported, at least in the best practice case, by academic knowledge, the change occurs as an active process within the organization. This requires careful attention to be paid to the organization’s needs, and it is a cooperative process that may involve several rounds of planning and implementation of various changes (McLean, 2006). Ultimately, the process of OD is never really “finished”, but instead ceases when stakeholders agree that a satisfactory steady state has been attained (Cummings and Worley, 2009). This means that OD can range from a brief intervention to a year-long process of systemic cultural change, depending on how intensive the required change is and how many issues like change resistance occur (Cheung-Judge and Holbeche, 2015).
2.1.2 Organization Development Intervention

OD has a number of tools to enact change in the organization. The main tool used in this research is the organization development intervention or ODI. A concise definition of the ODI is that: an intervention is an activity designed to help achieve the goals and objectives established in the Action Planning phase (McLean, 2006, p. 102). OD itself may be considered an intervention, since the OD practitioner engages and interacts with members of the organization to understand the need for change and how it may be accomplished (Cheung-Judge and Holbeche, 2015). However, in more specific terms the ODI occurs during the implementation stage of the OD process (McLean, 2006). During this stage, having assessed the organization's needs and received feedback, the OD practitioner proposes a plan to achieve the desired change, and implements the plan (McLean, 2006). While this is conceptualized as a single step in the OD process model (Figure 2.1), it can actually comprise several rounds of action, assessment, and further planning until the organization's stakeholders are satisfied the change has been affected (Cummings and Worley, 2009).

Table 2.1 summarizes some various types of interventions that are normally used and applied by the OD practitioner. This is not a comprehensive list but represents a cross-section of the available levels and change processes. The specific choice of intervention depends on the organization's state and the required change; for example, a change in team working practices may require a different set of interventions than an organization-wide cultural change (Cummings and Worley, 2009; McLean, 2006). Additionally, some interventions such as laboratory training groups are rarely used because they are viewed as risky or difficult (McLean, 2006).

Table 2.1: Summary types of ODI available

<table>
<thead>
<tr>
<th>ODI Level</th>
<th>Types of Intervention</th>
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<tbody>
<tr>
<td>Individual</td>
<td>• 360-degree feedback</td>
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<td></td>
<td>• Action learning</td>
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<td></td>
<td>• Clarification and integration of values</td>
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<td></td>
<td>• Coaching</td>
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<td></td>
<td>• Conflict management</td>
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49
<table>
<thead>
<tr>
<th>Team/Group</th>
<th>Process</th>
<th>HRM</th>
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<tbody>
<tr>
<td>• Conflict management and confrontation sessions</td>
<td>• Benchmarking</td>
<td>• Career planning</td>
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<tr>
<td>• Dialogue sessions</td>
<td>• Continuous improvement/total quality management</td>
<td>• Coaching and mentoring</td>
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<tr>
<td>• Fishbowls</td>
<td>• Parallel structures and integration</td>
<td>• Goal setting</td>
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<td>• Inter-group relations</td>
<td>• Process consultation</td>
<td>• Management and leadership development</td>
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<td>• Meeting facilitation</td>
<td>• Process re-engineering</td>
<td>• Performance appraisal</td>
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<td>• Strategic alignment assessment</td>
<td>• Six sigmas</td>
<td>• Reward systems</td>
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<tr>
<td>• Team building</td>
<td>• Sociotechnical systems (STS)</td>
<td>• Stress and wellness</td>
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<td>• Team development</td>
<td>• Work design</td>
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<tr>
<td>Organizational</td>
<td>Global</td>
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<tr>
<td>• Accountability, reward systems</td>
<td>• Blending</td>
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<td>• Company-wide surveys</td>
<td>• Cross-cultural training</td>
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<td>• Culture change</td>
<td>• Cross-cultural teams and team-building</td>
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<td>• Diversity and valuing differences</td>
<td>• Cultural self-awareness</td>
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<td>• Downsizing</td>
<td>• International diversity</td>
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<tr>
<td>• Future search</td>
<td>• Job assignments</td>
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<tr>
<td>• High-involvement organizations</td>
<td>• Joint ventures</td>
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<td>• Large-scale interactive events</td>
<td>• Storytelling</td>
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<tr>
<td>• Leadership transitions</td>
<td>• Virtual teams and team-building</td>
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<td>• Learning organization and organizational learning</td>
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<td>• Mission, vision and values development</td>
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<td>• Network interventions</td>
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<td>• Open systems mapping</td>
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<tr>
<td>• Organizational design</td>
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<tr>
<td>• Strategic planning and strategic change</td>
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<tr>
<td>• Succession planning</td>
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An ODI must be distinguished from training, which is designed for individual skill-building (McLean, 2006). While ODI does typically include training elements, it also covers: process changes, relational changes, and cultural changes (McLean, 2006). Also, there are several contingencies that can affect the outcomes of the intervention process. For example, the organization must be ready to change and have the capability for the planned change, and the change agent (OD practitioner) needs to have the
capability and competence to implement the change (Cummings and Worley, 2009). Another factor that can affect the intervention’s outcome is the cultural context as Cummings and Worley (2009) noted. The intervention must be suited to the national culture context, which influences individual’s response to change. Thus, the intervention’s outcome is dependent on how suited the chosen intervention is to the context and capabilities of everyone involved. There may be other contingencies as well, although this is an area that has been poorly studied (Cummings and Worley, 2009).

Interventions may be addressed to several different types of issues in the organization, including strategic, technical and structural, human resources, and human process issues (Cummings and Worley, 2009). These issues may occur at the individual, group, organization, or inter-organization levels; although the use of interventions for intersorganizational change management is rare (Burke and Noumair, 2015). Interventions are also likely to address several of these areas at multiple levels (McLean, 2006). For example, a strategic planning change may require job design, training, and culture change as supporting interventions. Thus, the intervention is a broad-ranging tool that can effect change in the organization at multiple levels and in different aspects of its operation. In this research, researcher utilized two tools to facilitate the ODI process as a workshop. The first tool is appreciative inquiry (AI) which is the widely used tool of action studies that positively generate and inspire people in the organization to aware of moving forward and more efficiently when design as group workshop. Second, Whole Brain Literacy (WBL) is a unique tool to deliver of self-awareness which explained more detail in next chapter.

2.2 Theories of Organization Change

The OD process is fundamentally a process of managing change effectively (Cummings and Worley, 2009). In this section, theories of change are presented in order to understand what change is and how it may occur. One of the simplest definitions of change is any alteration of the status quo (Bartol and Martin, 1994, p. 199). While change is often conceptualized in academic theories as a process of gradual adjustment, in practice change may be catastrophic or immediate (Demers, 2007). The specific type of change that is of interest here is organizational change, which may be defined as structural, systematic, or strategic changes in the organization,
along with requisite changes in the roles and processes of its members (Lines, 2005). Organizational change may be planned or emergent, or in other words reactive to external conditions unforeseen during the planned change process (Lines, 2005). Organizational change may be conceptualized as a response to a changing environment, although as Demers (2007) points out, this definition is not necessarily consistent with the experience of change. There are different models of change that conceptualize the process and outcomes of change. The two change models used in this research include the three-step model and the star model.

2.2.1 The Three-Step Model of Organizational Change

One of the simplest and longest-standing models of change is the three-step model of change, originally proposed by Lewin (1951). Lewin’s three-step model of organizational change proposes that change occurs in three stages (Figure 2.2).

![Lewin's (1951) Three-Step Change Model and Change Agent Actions](source)

The three-step model of change is one of the simplest models of change in use in OD (Weick and Quinn, 1999). In this model, the organization’s current state is disrupted (unfreezing), which allows for the change to occur. Once the change has occurred satisfactorily, the new status quo is then re-frozen (Cameron and Green, 2015). As Figure 2.2 shows, the role of the change agent in this model is to reduce the impact of the resisting forces against change while increasing the pressure of change forces (Cameron and Green, 2015).
The three-step model is a model of episodic change, rather than a continuous change model (Schein, 1996). Schein (1996) provides more details about the process of unfreezing than are originally present in the model. Schein frames the three-step change model in individual terms, though this can also be applied to the organization or other levels of activity. He specifies that the process of unfreezing begins with disconfirmation of expectation, which results in dissatisfaction with the status quo. In other words, the individual is presented with data that indicates their performance is not as expected. The individual undergoing change may feel learning anxiety, in which the recognition that change is necessary is avoided. However, if a state of psychological safety is created in which the individual feels it is OK to accept the disconfirming data and act on it, and then change can occur. Thus, the unfreezing step – perhaps the most important step because it allows the change to occur – results from being presented with disconfirming data and feeling psychologically safe to act on that change (Schein, 1996).

There are some critiques of the three-step change model, the most pertinent of which is that it is an episodic change model and as a result does not account for continual change (Weick and Quinn, 1999). However, it has proved over time to be a simple and effective model for understanding and managing change in the organization (Schein, 1996). From an OD perspective, the most important aspect of the three-step change model is the observation that "you cannot understand a system until you try to change it (Schein, 1996: p. 34)". This allows for the use of action research and experimentation within OD.

2.2.2 The Star Model of Organization Change

The three-step model explains the change process; however, it does not identify what might actually need to be changed. The star model of organizational change identifies five key aspects of organizational design that need to be addressed in a systematic change (Galbraith, 2014; Kates and Galbraith, 2007). The star model identifies the critical scope that need to be made during a design change; namely: "Strategy", "People", "Rewards", "Process", and "Structure". (Please see figure 2.3 for further elaboration)
Figure 2.3: The Star Model of the Change Process

Source: Kates and Galbraith, (2007)

The star model is strategy-driven; it begins with an assessment of the organization’s current strategy and how it is implemented (Galbraith, 2014). However, the star model identifies a model of the organization and its interactions and connections, which may then be used to identify aspects of the change process. This model of organizational change is based on contingency theory, which states that organizational design and operations should be responsive to the environment and should be modified to act most effectively within this environment (Kates and Galbraith, 2007). Thus, there is no single ‘best practices’ route to design of the organization; instead, the star model is used to ensure that the organization’s culture and processes are aligned with its organizational goals. Furthermore, the organization cannot simply copy another organization’s design or activities to effect change (Galbraith, 2014). Thus, the star model is useful for this research in several ways; first, it represents an operational change approach, which can be implemented within the three-step change model. Second, it is flexible and recognizes that every organization is different, unlike some change models which are highly prescriptivist about the change process (Weick and Quinn, 1999). These factors make the star model an ideal approach for inquiry into the organizational change process.
2.2.3 Organizational Change Implementation

The organizational change implementation approach could be conducted in various levels (individual, team, social and organization) and with various methodologies. However, as this research is aimed at developing a focal organization and within the OD context, action research approach will be used. Action research is an interventionist organizational research process in which the researcher positions herself in the organization and acts as an agent of change (Stringer, 2014). The action research approach is a foundational approach for OD (McLean, 2006). The earliest model of action research, the PDCA (Plan, Do, Check, Act) cycle, is shown in Figure 2.4.

![PDCA Cycle](image)

Figure 2.4: The PDCA Cycle

The Action Research Model (ARM), which is based on the PDCA cycle, is a model designed to implement planned changes (Cummings and Worley, 2009; McLean, 2006). There are several different variations of the model described. For example, McLean’s (2006) model identifies stages including: Entry, Start-up, Assessment and Feedback, Action Planning, Implementation, Evaluation, Adoption, and Separation. Another representation of the same model includes stages of: Initial problem identification; Consultation with experts; Data gathering and diagnosis; Feedback with client; Joint diagnosis; Joint action planning; Action; and Data gathering after action (Cummings and Worley, 2009). However, the main difference between these representations is that, while Cummings and Worley (2009) focus on the change process itself, McLean (2006) includes the entry and exit points of the OD consultant. Table 4
summarizes the shared stages of these models. These stages are primarily based on Cummings and Worley's (2009) implementation of the model, with additional information from other authors. In all cases, the final five stages are not a single process, but a loop; following data gathering after action, the data is analyzed, feedback provided, and action planning commences again until the organization has reached a satisfactory equilibrium (Burke and Noumair, 2015).

The ARM is the foundational model for change implementation in the OD (Burke and McLean, 2006). It also has other advantages for this study. For example, it is flexible and can accommodate different forms of intervention that may be needed in the organization (McLean, 2006). It also engages the organization members as stakeholders and fellow researchers or implementers, rather than establishing an adversarial or hierarchical relationship (Stringer, 2014). This makes the ARM a useful model for implementing change in this study.

**Summary of the Action Research Model for Organizational Change**

<table>
<thead>
<tr>
<th>Stage</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Problem identification</td>
<td>The organization or its representatives identify a potential problem.</td>
</tr>
<tr>
<td>Consultation</td>
<td>The organization consults with a behavioral specialist such as an OD practitioner about the problem.</td>
</tr>
<tr>
<td>Data gathering and diagnosis</td>
<td>Data are collected about the problem (for example through employee surveys) and the specialist offers a preliminary diagnosis.</td>
</tr>
<tr>
<td>Feedback to and from client</td>
<td>The specialist engages in dialogue with the organization representatives about the problem.</td>
</tr>
</tbody>
</table>
Joint diagnosis

A diagnosis is arrived at about what problem should be addressed.

Joint action planning

Together, the consultant and client negotiate an action strategy for intervention into the process.

Action

The planned action is implemented.

Data gathering after action

The results of the planned action are assessed.


2.3 Leadership Principle and Theory

The term leadership is widely used in various occasions and fields of study. However, Lewin (1951) is one of the very first researchers who attempted to define and categorize types of leadership. While, Northhouse (2010) suggested that after-decade of dissonance, leadership scholars has agreed that there is no simple definition of leadership. Nevertheless, leadership will continue to have different meaning for different people”. The conclusion is that “leadership is considered as complex concepts that are composed with various field-of study which have various application depending on objectives and circumstances of those who have applied it. To have a better understanding toward evolution on definition of leadership, this researcher has re-categorized the given meaning by different scholars in accordance with the published year.

1900-1929

The definition of leadership in the earlier days focused on power; emphasizing the control and centralization of power. For example, a very first conference on leadership has defined the term as “ability to impress the will of the leader on those led and induce obedience, respect, loyalty and cooperation. (Moore, 1927)
1930s

"Traits" gained popularity as a definition of leadership (Northhouse, 2010). The leadership was viewed as acts-of-influence rather than domination. Leadership was identified as the interaction of an individual's specific personality, where the act of a leader may have an influence to the interacted group however, and vice-versa, behavioral of that group may as well have a backward influence on the leader.

1950-1960

Three themes of dominated leadership were introduced (Northhouse, 2010) which could be elaborated as follow:

1) Continuance of group theory: framed leadership as what leaders do in a group.

2) Leadership as a relationship that developed a share goal: defined leader based on the behavior of leaders.

3) Effectiveness: leadership is defined by the ability to influence overall group effectiveness. Seeman (1960) introduced the definition of leadership as a "behavior that influences people toward the shared goal and shared direction".

1980s

Several scholars have published various research and academic papers that are concerned with the definition and concept of leadership. "As a result, the number of definitions of leadership became a prolific stew with several preserving themes" (Northhouse, 2011). For example, Brache (1983) defined leadership as the process of understanding the current situation and articulating the goal for the coming future making necessary decisions to resolve the issues and achieve the goal, while gaining the commitment from those who are implementing these decisions. However, Bass (1985) commented that the act of leadership is considered as an interaction between members of group. Leaders are agents of change. Persons who influence other members more than other people's acts affect them. Nevertheless, Peters and Waterman (1982), the authors of national best seller "In Search of Excellence" brought leader-trait back to the spotlight (Northhouse, 2010). The book has shaped the understanding of the mass-public that leadership is trait-oriented.
21st Century

As entered to the modernization of economy; leadership is viewed as one of the important variables for an organization success. Therefore, the concept of leadership focused on shared vision and process and business results (KPI). For example; Yukl (2006) suggested that "leadership is the process of influencing and convincing others to understand and agree with what needs to be done and how to do it including the process of facilitating individual and collective efforts to accomplish a shared objective. Furthermore, Northhouse (2010) gave a shorter definition that leadership is a process whereby an individual influence a group of individuals to achieve a common goal. The recent definition was defined by Ololube (2013) that leadership involves with the type of responsibility that aims to pursue a particular end by applying limited resources and ensuring cohesiveness and coherence of the organizational process.

Furthermore, interest in the leadership theory has increased significantly during the early part of the twentieth century. Where earlier theory focused on "qualities that distinguish leaders from follow, emerging theories focused on other variables including situational factors and skill levels. (Amanchukwu, 2015). In reference to Charry (2012) study on modern leadership theory 7 major leadership theories could be expressed as follow:

Great Man Theory

The great man theory assumed that the capacity for leadership is inherit, in which, great leaders are born, not made. This concept often visualized the leaders as heroic and destined to rise to leadership when he/she is required. The terminology of great man was used, at that time because leadership was associated with male quality, especially, in military leadership. The theory was made/known by Carlyle, Thomas (1840) where they assumed that a great man naturally held essential skills that allows him to become a leader. By identifying these basic/trait others can emulate them through a simulated version of leadership (Kenny and Zaecaro, 1983; Stogdill, 1948). Furthermore, the theory insisted that these traits remain unchanged over time and remain no different across various groups. However; it simply suggested that all great leaders share similar characteristics regardless of where they live or who they interacted with or their role in the history they fulfilled. The theory argued that great/men are the results of their societies, and that their
action would be impossible without proper social conditioning that was built before their life time" (Northhouse, 2010).

Contingency Theory
The contingency theory focuses on variables that are concerned with any occurrence that might determine which style of leadership is appropriate for specific tasks. The theory could also be regarded as an orienting strategy which suggests ways in which a phenomenon ought to be conceptualized or an approach to the phenomenon ought to be explained rather than the actual conceptual theory (Schoonhoven, 1981). Furthermore, according to the contingency perspective the relationships between two variables are interdependent to one another (Boyd et al., 2012), determining the outcome of any occurrences.

Therefore, it could be concluded that there is no success template that it is optimal for all organization and circumstances. Since, the best strategy is based on certain sets of conditions, such as: environment, technology, knowledge, culture, organizational structure and organization size (Woodward, 1965). Therefore, Chary (2012) further pinpointed that: no single leadership style is appropriate in all situations and environments. Up till now, the success-to-lead depends on various variables, such as: leadership style, qualities of followers, and situation features. Above all, in The contingency theory are effective leadership depends on the degree of fit between leaders’ qualities that are required by a specific situation (Lamb, 2013).

Situational Theory
The situation theory suggests that effective leadership is required logical understanding of the situation while countering with an appropriate responder rather than, charismatic leader with groups of followers (Grint, 2011). On the other hand, leaders choose the best course of action depending upon circumstances or situational conditions. In the situational theory, there is no single type of leadership that could fit all. Instead different styles of leadership may be suitable for different types of decision-making stages. Situational Leadership evolved from a task-oriented and people-oriented school of thought. Because of effective leaders shall focus on the required tasks while concentrating on relations with
their followers. In comparison relation-oriented leader practices are concerned with others while trying to reduce or avoid emotional conflict, seeking a harmonious relation and regulating equal participation (Bass, 2008).

Situational Leadership Theory was a popular concept among leaders (McCleskey, 2014). However, Nicholls (1985) describes three flaws when dealing with its consistency, continuity, and conformity. While, other scholars (Bass, 2008; Glynn and DeJordy, 2010) argued that no particular leadership style was considered universally fit and effective where the theory relied on an abstract type of leadership that is impossible to simplify.

Behavioral Theory
The trait theory was considered inclusive. Since, individual traits are difficult to standardized and measured. For example, there are no scientific explanation on honesty, integrity, loyalty or diligence (Bolden et al., 2003). McGregor’s research was considered to be a cutting edge that shifted attention toward behavioral theories. His theory originally emphasized human relationships, along with output and performance. Cherry (2016) suggested that behavior or behaviorism is a theory of continuous learning based on the original concept that “behaviors are acquired through conditions. Therefore, behavior theory consists of systematic patterns that can be studied, observed and re-learned. To be simpler behavioral theory based upon the belief that a great leader is made, not born. This theory concentrated on the actions of the leader and disregarded their intellectual qualities or internal states. This theory has suggested that people could learn to become leaders through a series of training, practicing and observation. From the behavior theorist perspective, a leadership behavior is considered to be the best predictor of his/her leading capabilities that determine his/her potential of success, where, any person can potentially be trained to perform any task, regardless of their personality traits, background and internal thoughts (with in physical limit).

Participative Theory
Slenker (1983) was convinced that a participative decision-making approach is suitable for most organizations, because all relevant people get an opportunity to take part in the decision-making process and with their participation; they feel committed to the decision.
However, such a scheme could lead to the emergence of new ideas, aligning understanding and the tendency to resolve conflicts. Mumford (1983) has asserted that participative type of leaders could be considered a fundamental perquisite that shapes, envisions, and executes a team's operational performance. As agreed by White's (1981) study, some form of participative management increases productivity and innovation. Due to this fact, various scholars link participative leadership with innovation and operational effectiveness. This belief was proven by Oldham and Cummings (1996), Somech (2006) and Stoker et al. (2001) in a quantitative study in that there is a positive correlation between participative leadership and individual or team's motivation, performance, and innovation.

**Transactional Management Theory**

The transactional theory, also known as a management theory, concentrates on the role of supervision, organization, and group performance and any exchange activities that take place between leaders and followers. Simply, these types of theory are based upon the concept of reward and punishment systems. In other words, leaders are expected to lay out a clear job-structure of what is expected from the followers and what could be the consequences associated with failing to comply with the given tasks. Lamb (2013) has suggested that transactional are often like the concept and practices of management and continue to be a common component of many organizational structures.

Within the context of Maslow's hierarchy of needs, transactional leadership is at the basic level of need satisfaction (Odumeru, 2013) by stressing specific task performance (Hargis et al., 2001). Therefore, a transactional leader is most considered effective in completing tasks by managing each portion individually. On the other hand, this type of leader is often concerned with the process rather than forward-thinking; where they often use reinforcement or punishment to get things done to maintain the status quo.

Within transactional leadership, there are two process enhancement factors, namely: contingent reward and management by exception (Odumeru, 2013). Where, contingent reward provides incentives or rewards for recognition of good performances, while management by exception maintain the status quo, intervene when subordinates could not
be met with the given expectation and initiate corrective sequence to boost up performance.

**Transformational Theory**

The transformation Theory is focused on the connection that was formed between leaders and followers. Transformation leadership is the process by which a person is engaged with to form a connection that results in motivational morality in both leaders and followers (Amanchukwu, 2015). Furthermore, transformation leaders shall be able to define and articulate visions for the organization, while, followers shall accept and value leader creditability. Bass (1985) elaborated that transformation leadership are (1) idealized influences, (2) inspire motivation and (3) intellectual simulation and (4) individualized consideration, in the sense that effective leaders will be able to provide vision, instill pride, while communicating high expectations and expressing important purposes in simple ways.

So far, leaders will be able to connect with other individuals by giving personal attention, treating each employee individually, and being able to coach and advise. On the other hand, Sultana et al., (2015) suggested that transformational leaders is not only giving inspiration, but leaders should be present and available to convince and guide people until individuals reach their vision and potential. Simply put, a transformation Leader is someone who motivates followers to achieve incredible results (Robbins, 1996). Also, this theory is often compared with charismatic leadership, in which leaders possess a certain quality, such as: confidence, extroversion and a value that is best able to motivate followers (Lamb, 2013).

However, leader has comprised of different styles there are plenty kinds of leadership styles whic defined different by behavior and characteristic (Nanjundeswaraswamy, 2014).

**2.3.1 Leadership Styles**

Leadership style could be defined as a relatively consistent pattern of behavior that is characterized the leaders (Nanjundeswaraswamy, 2014). Different leadership styles may impact organization and its members in various ways. Oladipo et al., (2013)
has firmly asserted that the success of failure of any organization, nations and social units has been largely credited to their leadership style. On the other hand Jeremy et al., (2012) further elaborated within a business context, where; within a manufacturing firm leadership is a process for impacting on commitment toward recognizing their full potential in pursuing goal, vision, passion and their integrity.

Lewin (1939); who is considered as father of psychology has categorized 3 types of leadership behavior styles as follow: 1) Autocratic, 2) Democratic, and 3) Laissez-faire. He further concluded that democratic leadership was more effective when compared against the other two. However, as study on leadership is more advanced professionals and scholars found that there is some weakness on the Lewin (1939) model. The theory is grounded in a hypothesis of behavior that could be considered outdated. From there onward a new theory has emerged.

Northouse further (2010) defined leadership style as a general approach to motivation, decision-making and other aspects of the leadership concept or role. One of the most problematic issues in academic research is operationalizing and defining a single model of what may be termed the leadership style (Graen et al., 2010).

Another model argues for two main styles, transactional and transformational leadership (Bass and Riggio, 2006). Transactional leadership, sometimes called contingent leadership, uses the promise of rewards or threat of punishment to ensure performance of specific tasks. In other words, transactional leadership uses the legitimate organizational power of the leader, their control over resources, and their ability to apply these resources to motivate individuals to accomplish a specific task. In contrast, transformational leadership is a developmental leadership practice, in which leaders provide individualized consideration, idealized influence, intellectual stimulation and inspirational motivation in order to motivate followers toward a wider end goal (Bass and Riggio, 2006). Thus, the transformational leadership practice is devoted to developing followers, rather than simply completing individual tasks. In practice, however, leaders often do not use solely transactional or transformational styles; instead, they use ambidextrous leadership, or a combination of transactional and transformational approaches (Rosing, Frese, and Bausch, 2011). Ambidextrous leadership makes sense because leaders often must accomplish both short-term goals and long-term future goals.
Ambidextrous leadership has been identified as a significant factor in outcomes like organizational learning and innovation (Bucic, Robinson, and Ramburuth, 2010; Rosing, et al., 2011).

Goleman (2000) proposed six styles of leadership, including Commanding, Visionary, Affiliative, Democratic, Pacesetting, and Coaching, each of which has different characteristics (Figure 9). This model is based on a contingency model of leadership, in which leaders select the best leadership style for the situation rather than having a fixed style (Goleman, Leadership that gets results, 2000). Two of these styles (Commanding and Pacesetting) are considered to have negative effects, or what the author would later term dissonant effects (Goleman et al., 2013). The other four styles (Visionary, Affiliative, Democratic, and Coaching) have positive or harmonious effects, although the specific effects vary. For example, the Coaching style has a positive effect on the performance of individual team members, while Affiliative leadership creates and maintains relationships within the team and with those outside the team (Goleman, et al., 2013).

However, this does not mean that the negative or dissonant styles should not be used; instead, their use should be rare and limited to situations that absolutely demand them (Goleman, 2000; Goleman, et al., 2013). For example, a legitimate emergency justifies the use of a Commanding leadership style to promote immediate response, but if used all the time it has a negative impact on followers' morale and emotions (Goleman, 2000). Goleman, et al. (2013) identifies emotional intelligence as the skill that leaders use to determine the appropriate leadership style for a certain situation. However, they do not position this as an ingrained trait, but instead as a bundle of knowledge and skills that can be learned (Goleman, et al., 2013).

Leaders who have sufficient knowledge that are concerned with the whole brain literacy theory would be able to utilize this knowledge as find, develop, create and build sustain high performance (Tayko, 2015). This is because that particular leader would have capability to shift his/her thinking process as required in each specific situation.

There are different between leadership style and leadership capacity. Many people have a dominant leadership style. The path towards great leadership involves being aware of one's dominant style and learning about other styles, so that they can adopt
different approaches according to the particular context in the same way that successful situational leaders do. However, this involves a consideration of team members and their skills and attributes, organisational strategy and goals, and external factors such as industry and economic environment. It involves demonstrating the traits and qualities in an adaptive and responsive way, so that you can bring out the very best in your team and fully leverage the resources of your organisation to achieve strategic goals.

However, capacity is kind of skill that able to develop by learning and practicing as Capacity building (or capacity development) is the process by which individuals and organizations obtain, improve, and retain the skills, knowledge, tools, equipment and other resources needed to do their jobs competently or to a greater capacity. (Austin, et al., 2011) Thus, to develop in leadership skill is process to enhancing leadership capacity and there are common skills of leadership which able to develop individual in organization.

2.3.2 Leadership Capacity (LC)

There are conflicting models of leadership capacity, for example an individual trait-based model of leadership capacity that positions the concept as an inborn set of characteristics (Scharmer, 2008). Thus, there are conflicting understandings of leadership capacity, and these conflicts create ambiguity and complexity in understanding the concept. In particular, there is a conflict as to whether leadership capacity is an individual or organizational resource. In OD, leadership capacity must be addressed as an organizational resource that can be developed, rather than an inborn individual trait.

Nurturing "capacity" for leadership includes utilization of condition; opportunity and experience to develop collaboration and mutual learning (Harris, 2002). Barth (2003) explained such a procedure as tapping into reservoir of under-utilized capacity within an organization.

Leadership Capacity can be defined as broad-based, skillful participation in work of leadership (Lambert, 1998) and how to establish such a scheme sustainably (Lambert, 2006). Weiss and Molinaro (2010) commented that leadership capacity is required to drive result and successfully meet the challenges of an ever-changing business environment. Leadership capacity emerges within organizations and teams because of
processes and activities undertaken within these organizations (Day, et al., 2004). However, while leadership skills are the provenance of individuals, the leadership capacity of the organization depends on the development of these skills within the organization (Austin, et al., 2011). As the case profile by Austin, et al. (2011) demonstrates leadership development OD practices can be used to build leadership capacity within the organization.

2.3.2.1 Core Leadership Capacity (Sub-Dimensions)

The requirements of core leadership capacity for an organization may vary depending, for example, on the type and goals of the organization and its organizational structure and hierarchies (Chrislip, 2002). However, there are some shared core leadership capacity that every organization needs, and which can be developed at every level of the organization. A useful model of core leadership capacity has elaborated on the critical variable of core leadership capacity which is derived from the Ontario Leadership Framework (OLF), shown in Figure 2.5.

![Figure 2.5: Core Leadership Capacity (sub-dimensions)](source: Ontario Ministry of Education, 2010)

Briefly, the core leadership capacity with five sub-dimensions (CLC) identified by this model can be defined as follow: (Ontario Ministry of Education, 2010)
• Goal setting: Leaders must work with followers in order to collaboratively establish a goal that reflects mutual priorities and preferred outcomes. These goals should require a high, but achievable, level of performance from followers and should include appropriate motivation to achieve them.

• Aligning resources and priorities: The organization has limited resources in order to achieve their aims. They need to set priorities and make the best use of resources to achieve these goals.

• Promoting collaborative learning cultures: Enhancing the core leadership capacity process in an organization must focus on collaboration and organizational learning as well as meeting specific goals. The collaborative learning culture promotes knowledge sharing and positive relationships between leaders.

• Using data: Collecting and using data to make decisions, rather than working on instinct or preference, allows leaders to make decisions that address priorities, make the best use of resources and provide the highest level of support for the organization.

• Engaging in courageous conversation: Courageous conversations are "those we often wish we could avoid but are essential to moving forward (Ontario Ministry of Education, 2010, p. 15)." Being able to engage in courageous conversation is an essential core leadership capacity, because leaders often must directly address uncomfortable or unpopular topics.

The model of core leadership capacity described above is particularly in educational leadership, where the five core capacity dimensions are recognized as being relevant to both school leadership and broader educational policy setting (Soehner and Ryan, 2011). They are founded on democratic and cooperative norms of leadership, in which leadership is an activity or process rather than a specific role (Soehner and Ryan, 2011). Thus, even though they are most commonly used in the educational leadership context, there are still useful applications of this core leadership capacity (five sub-dimensions) to other forms of organization which required self-directed leaderstyle. (Boyer et al., 2013)

There are also other models of leadership capacity that are available in the literature, which offer a slightly different perspective. One such model of leadership
capacity identifies seven core capacity dimensions, centered on the concept of leadership as an inner strength, rather than merely a process or role (Scharmer, 2008). The seven-core leadership capacities developed in this model includes "holding the space, observing, sensing, presencing, crystallizing, prototyping, [and] performing (Scharmer, 2008, p. 56). This model of leadership capacity is unwell defined and does not provide the specific metrics of the previous model, and thus is less suitable. The core leadership capacity model proposed by the Ontario Ministry of Education (2010) also has room-for-improvement. Although, it is positioned as a process model, some people do have an easier time developing and implementing these processes (Leithwood, et al., 2006).

The "Core Leadership Capacity with Five Sub-Dimension Model" is well explained and has identified specific procedure that can be executed and measured, since it is a process-based methodology, individuals could improve their leading capability by learning, planning, practicing and implementing. Therefore, it is considered the most appropriate model of core leadership capacity within this context of study and this is especially applicable with employees with diverse literacy. Where, all leaders could flow through the designed process; to ensure that everyone shared the similar alignment.

2.4 Theory of Organization Commitment

The definition of organization commitment has varied widely, especially in earlier periods, with some researchers considering it to be an attitude and others considering it to be a practice (Mowday, et al., 1979). Other authors have termed these streams of research as affective attachment, perceived cost, and obligation models of commitment (Meyer and Allen, 1991). Meyer and Allen's (1991) three-component framework. This framework presents organization commitment as a complementary relationship between attitudinal and behavioral definitions of commitment. They proposed that affective commitment (the desire to remain in the organization), continuance commitment (the need to remain in the organization), and normative commitment (the mind-set of an obligation to remain in the organization) are interrelated and may be experienced and demonstrated by individuals simultaneously. In fact, Meyer and Allen (1991) proposed that these varying theories of commitment should not be defined as types of commitment, but rather as components of commitment. Meyer and Allen (1991) also theorized
that attitudinal commitment and behavioral commitment are not mutually exclusive theories. For example, they state that affective commitment may result from specific, freely chosen behaviors that, over time, may lead individuals to then feel affectively attached to the organization.

The three-component model of organization commitment defines commitment as “a State that (a) characterizes the employee’s relationship with the organization, and (b) has implications for the decision to continue or discontinue membership in the organization (Meyer and Allen, 1991, p. 67).” This model is an integrative model, combining several distinct conceptualizations of organization commitment that reflect different attitudes and beliefs of the individual. It resolves the seemingly conflicting definitions by positioning the attitudinal and behavioral aspects of commitment as complementary. In other words, organization commitment is viewed as a mindset, emerging from specific attitudes, beliefs and preferred action (Meyer and Allen, 1991). The three components of organization commitment under the three-component model are defined in Table 2.3. The psychological bases of these commitment dimensions can be identified respectively as identification with the organization (including high involvement and congruent values, investment in the organization and perceived lack of alternatives, and socialization and reciprocity, which creates feelings of obligation (Meyer, et al., 2004).
## The Components of Organization Commitment

**Table 2.3: The Components of Organization Commitment**

<table>
<thead>
<tr>
<th>Component</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Affective commitment</td>
<td>&quot;The employee's emotional attachment to, identification with and involvement in the organization.&quot; Affective commitment is based on desire.</td>
</tr>
<tr>
<td>Continuance commitment</td>
<td>&quot;An awareness of the cost associated with leaving the organization.&quot; Continuance commitment is based on need.</td>
</tr>
<tr>
<td>Normative commitment</td>
<td>&quot;A feeling of obligation to continue employment... [a feeling] that they ought to remain with the organization.&quot;</td>
</tr>
</tbody>
</table>


Organization commitment is important because it is an antecedent to a number of desirable employment outcomes. For example, organization commitment plays a role in motivation and goal attainment within the organization (Meyer, et al., 2004). Organization commitment also is known to be a factor in turnover intentions (Jaros, 1997). This study also demonstrated that the three dimensions do not have the same level of effect on turnover intentions (Jaros, 1997). Instead, continuance commitment had a very weak effect, with those employees showing continuance commitment but no other forms of commitment being very likely to quit or intend to quit. In contrast, affective commitment had a strong negative relationship with turnover intentions (Jaros, 1997). Much of the research has found that affective commitment has the strongest predictive relationship with outcomes such as turnover and absenteeism (Meyer et al., 2002). In addition to defining the construct of affective commitment, a significant amount of research and discussion has prevailed in distinguishing affective commitment from other forms of commitment. Bergman (2006) argued that the results of empirical studies measuring commitment indicate that affective, or attitudinal, commitment repeatedly correlated more...
strongly with consequences such as turnover and performance as summarized by important meta-analyses of the research.

Therefore, in this study researcher intends to focus only in core dimensions of organization commitment which is affective commitment as a core essence of organization commitment. Mercurio (2015) has reviewed, synthesized and called affective commitment as enduring, demonstrably indispensable, and central characteristic of organization commitment. (Mercurio, 2015, page 405)

2.5 Core leadership capacity, organization commitment in relevant to organization development.

A relation between core leadership capacity has been explored include the role of core leadership capacity in the development of organization commitment. These relationships are suggested by the core leadership capacity model itself (Ontario Ministry of Education, 2010) as well as other studies that connect core leadership capacity or skills to develop in personal, interperson and organization level with organization commitment (Amagoh, 2009; Bhatti and Qureshi, 2007; Kontorghiorghes and Frangou, 2009; Lockwood, 2007; McCallum and O'Connell, 2009). However, commitment and core leadership capacity have been reported in various organization and management literature. Figure 2.6 is composed of various theories that were proven to have a direct influence on organization commitment. And employees' organization commitment is largely perceived by organization support (Rhoades and Eisenberger, 2002). Since, employees are likely to feel obliged to return the organization supportive in in terms of affective commitment (Shore and Wayne, 1993).

Rhoades and Eisenberger (2002) have validated that the management style in conjunction with leader capacity can influences the commitment level of of employees. May, Gilson and Harter (2004) have suggested the three components of engagement variables (job-meaningfulness, working environment and resource availability) are part of organization commitment.

Furthermore, with a proper mixture between core leadership capacity, communication methodology and TQM approach, there are positive trends that the organization could achieve the setted goal. Further connected by Robbins and Judge (1998) who suggested that organization
effectiveness can be measured through its capacity to adapt and maintain its momentum. However, further discussion will be shown in the next session of previous study.

2.6 Whole Brain Literacy (WBL)

One of the approaches used in the present study is Whole Brain Literacy (WBL). WBL, which is based on the Brain Map cognitive assessment approach (Lynch, 1987, cited in Tayko and Reyes-Palmo, 2010). WBL is a teaching approach based on the idea of developing the four thinking styles associated with the Brain Map instrument, rather than imposing or superimposing an external thinking framework on the thought process (Tayko and Reyes-Talmo, 2010). The authors of this work also describe WBL as a philosophy of education, in which individuals should be educated about how they can learn and then be allowed to determine the most effective approach for themselves rather than being forced into any particular thought process or style (Tayko and Reyes-Talmo, 2010). The four quadrants or thinking styles used in the WBL process include I-Control (what the individual already knows or understands); I-Explore (what the individual wants to learn further); I-Pursue (how the individual should go about learning); and I-Preserve (the emotional and affective aspects of learning, or how the individual feels about the process) (Tayko and Reyes-Talmo, 2010). Learners do not need to experience or consider each of these dimensions in any particular order, although learning through WBL does require engagement with each of these four areas (Tayko and Reyes-Talmo, 2010).

WBL has been used as an OD intervention in several previous studies, even though it is relatively new as a teaching philosophy. For example; Vongbunshin (2011) deployed WBL along with interpersonal communication interventions to enhance performances of individuals and team at an architectural firm. Additionally, Rattanaphanis (2014) study suggested that using WBL and Alin part of intervention; the result showed that consultants can help clients to learn which brain quadrant dominates them and practice how to articulate other sides of brain for better performances. Furthermore, Soponkij et al., (2013) transformational leadership (action) research showed the result and concluded that Whole Brain Literacy (WBL) through AI in interventions was so powerful because managers who seek to be leaders required a paradigm shift to refine their initial thinking pattern in order to see the world as it is rather than as they perceived it to be. Additionally, Soponkij et al., (2013) applied WBL in OD study of Leadership Enhancement program and found that the WBL and AI approach lead to OD success, where, participants deliver business promises through shifts in their thinking process.
For this aspect, WBL was chosen as intervention in this current research because it teaches individuals to iterate their thinking to seek possible choices, set prioritize actions, encourage participation, manage, evaluate, and give feedback, all consistent with the organization’s goals and objectives (Vongbunshin, 2011, p. 129). Furthermore, per the reviewed literature, WBL wasn't only designed to enhance the individual but also how the individual perceived the real-world; in other words, how individuals decide, plan, learn, and interact (Tayko and Reyes-Talmo, 2010). Therefore; the scope of WBL is beyond self-stretching to cross-team members, the community, and entire organization. In terms of the Leadership study, WBL is a change theory where leaders can use the concept to implement transformational leadership so that they realized their full capabilities. Once level of individual effectiveness was enhanced; the aggregate improvement of an entire community and organization is increased accordingly (Rattanaphan, 2014).

In this intervention, the principles of WBL were taught and participants were offered a chance to reflect on their understanding of the concept. They were then encouraged to communicate and act as a single group, rather than individuals, since this would allow the group to use different thinking style preferences to arrive at the best decision (Vongbunshin, 2011). The WBL model has also been identified as an appropriate model to improve the action research process itself due to the increased rigor and effectiveness of interventions designed using the approach (Villavicencio, 2015).

2.7 Appreciative Inquiry

The second ODI approach considered for this study is appreciative inquiry (AI). AI was designed as a means of rejecting the rationalization of action research into a managerial tool for dealing with simple problems while failing to consider the underlying, second-order issues the organization faces (Cooperrider and Srivastva, 2008). AI as an approach to action research is meant not just to generate data and metrics, but also to lead to social innovation, or modification of the social structures and norms of the organization. There are four key principles of AI, including that the social system should be appreciated, social research should be applied, it should be provocative, and that it should be collaborative (Cooperrider and Srivastva, 2008). In practice, AI is often implemented as a minor modification of the ARM/ODP model (McLean, 2006). The main difference is that rather than examining the organization's entire performance,
the focus is on discovering the organization's best aspects, understanding how these aspects are created, and reinforcing those aspects (Bushe, 1999).

From another point of view, Richardson and Martinetz (2009) have commented that various organizations often devote available resources in correcting problems, where these approaches could likely establish a pessimistic culture. Rather, Appreciative Inquiry doesn't aim to solve or resolve the issue but to appreciate the best of what is, and envision what might be, Dialogue of what should be and innovate and create the future (Hammond, 1998). Additionally, Richardson and Martinetz (2009) further asserted that an appreciative inquiry was designed to recognize what best in people and their organization via five processes of define, discover, dream, and design and destiny. Bushe (2009) outlined 5d's procedures as follow:

**Define:** Inquire the objective that becomes the organization's agenda for learning and innovation. The questions shall be concerned with topics valuable to the involved people, and prioritized for the success of an organization.

**Discover:** During this session, participants reflected on meaningful conversation among valuable members of both internal and external stakeholders, best in class benchmark. And, the highlighted result process is "rich description of the organization positive core".

**Dream:** This session pursues what might be by extending the best of what is. It's a session where concerned stakeholders collectively explore, their hopes and dreams for the expected organization. The final output is concerned with innovative expectation of company future.

**Design:** The design phase is all about co-constructing the ground vision of the future. Design activities include a detailed description of necessary activities; including both the social and technical infrastructure of an organization.

**Destiny:** This session occurs when participant's make a self-chosen personal commitment to act aligned with the previous phase. Everyone has the right to carry out the decision per their frame of job role. Leadership duty becomes monitoring and consulting. However, this phase allows everyone to participate, synergized creativity and generate a new definition of organizational effectiveness.

Appreciative inquiry is well accepted as a tool of action research and OD intervention approach (Bushe, 1999). However, the practice is problematic in some ways, and as a result may not be appropriate for all organizations. One reason for this is the
very positivity mentioned by Bushe (1999), which precludes a full examination of the organization's performance (McLean, 2006). However, this positivity, while not necessarily appropriate for all organizations, may be particularly useful for firms emerging from traumatic periods or struggling with issues like morale or which prefer to emphasize positive aspects of performance (McLean, 2006). Various applications of appreciative inquiry have been applied in several formats, including both business and academic contexts. For example, Clayton (2015) utilized the appreciative inquiry methodology to enhance the firm's productivity and performance via organizational change and engaged personnel. Also, Cooperrider and Srivastva (1987) is an academic study that has compiled various research and case studies on how to implement a positive thought to generate a new perspective on organization management that will enable executives to unlock organization capabilities and potential for innovation, creative, and internal collaboration. Furthermore, Somerville and Farner (2012) focus appreciative inquiry on organizational leadership. They used positive psychology to initiate and enhance a sense of leadership and learning organization. Nevertheless, appreciative inquiry also is used in conjunction with business transformation. Rockey (2005) exploited AI process as part of organization insideout transformation.

In addition, the appreciative coaching technique has improved employee skills in many areas such as support leader in selecting their leadership style. Moreover, employee able to started using this technique as tool to communicate and feedback their subordinate (Phakdeesattayaphong and Chungviwatanant, 2014).

2.8 Study of Core Leadership Capacity in relation to Organization Commitment

Various scholars have conducted a study that is concerned with the association between core leadership and organization commitments. They found that there is a positive relationship between core leadership capacity and organization commitment (Kraut, 1975; Alley and Gould, 1975; Gilsson and Durick, 1988; Savery, 1994 and Zeffane, 1994). Limerick, Cunnington and Crowther (1998) suggested that leaders will understand that organization commitment is a crucial aspect that needs to be addressed, where, organization commitment is influenced by the job-environment that is generated by employee supervisors. Employee commitment is result of "quality of leadership" in any organization.
Also, previous studies revealed that organization commitment is largely perceived by organization support (Eisenberger et al., 1986). Employees are likely to feel obliged to return the organization supportive in terms of affective commitment (Shore and Wayne, 1993). This concept is further elaborated he implemented the research on 1,385 employees and concluded that "employees who perceived a friendly and supportive relationship with co-workers and supervisor had a strong positive commitment to their perspective organizations. That's why, employees who are convinced that their superiors are considerate leaders is likely to be committed to their organizations compared to those who do not perceive their managers as such.

Furthermore, an effective leader is expected to deliver high levels of organization commitment, Shamir, House and Arthur (1993) explained such concepts as "... their art is to manufacture ethics to give life through commitment to the spirit of the organization". This is also aligned with Yousef (2000) that when subordinates perceived their superiors as adopting consultative or participative leadership behavior, he/she is likely to be committed to their organization. Consequentially, supervisors who provide accurate and timely communication are likely to enhance the work environment. Therefore, organization commitment to the organization is enhanced accordingly.

The studies listed below (please see table 2.4) has identified various relationships between core leadership capacity and organization commitment. For example, one study found a connection between the social capital skill development of leaders (focusing on one aspect of leadership capacity) and organization commitment (McCallum and O'Connell, 2009).

Table 2.4: Studies Addressing the Relationship between Core Leadership Capacity and Organization Commitment

<table>
<thead>
<tr>
<th>Author</th>
<th>Study Topic</th>
<th>Methods</th>
<th>Findings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amagoh (2009)</td>
<td>Leadership development and its relationship to effective leadership</td>
<td>Literature review</td>
<td>The author found some evidence connecting leadership capacity and skills and organization commitment.</td>
</tr>
<tr>
<td>Authors</td>
<td>Study Title</td>
<td>Method</td>
<td>Findings</td>
</tr>
<tr>
<td>-------------------------------</td>
<td>-----------------------------------------------------------------------------</td>
<td>--------------------------------</td>
<td>--------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Kontorghiordes and Frangou</td>
<td>Factors in talent retention Organization survey</td>
<td>The authors found that leadership capacity was one of the factors that related to talent retention, along with organization commitment. However, the authors did not conduct an analysis to determine whether there was a relationship between the two.</td>
<td></td>
</tr>
<tr>
<td>Avolio, Zhu, Koh and Bhatia</td>
<td>The relationship between transformational leadership and organization commitment survey</td>
<td>The study found that employee empowerment is responsible for the increase in organization commitment under transformational leaders.</td>
<td></td>
</tr>
<tr>
<td>Walumbwa, Orwa, Wang and Lawler</td>
<td>Compared the organization commitment under transformational leaders in US and Kenya</td>
<td>The authors found that organization commitment under transformational leaders is not influenced by cultural differences.</td>
<td></td>
</tr>
<tr>
<td>Mathieu and Zajac (1990)</td>
<td>A meta-study seeking to determine all the factors influencing organization commitment meta-study</td>
<td>The study revealed multiple characteristics of leaders and employees determining the extent of organization commitment.</td>
<td></td>
</tr>
<tr>
<td>Dale and Fox (2008)</td>
<td>Role stress as a mediator between leadership capacity and organization commitment survey</td>
<td>Aiming to discover the interdependencies between initial leader setup and supervision, role stress, and organization commitment.</td>
<td></td>
</tr>
</tbody>
</table>

Another study found that there was a connection between the use of talent retention practices that emphasize many of the characteristics of leadership capacity and organization.
commitment, which is in turn associated with higher levels of talent retention (Kontorghiorghes and Frangou, 2009). These studies join more general studies that emphasize a connection between leadership styles and practices of the organization and outcomes including organization commitment. For example, it is common to find a connection between transformational literature practices and organization commitment (Emery and Barker, 2007). Avolio et al (2004) sought to discover the factors mediating the transformational leaders' ability to create and maintain organization commitment. The participants in the study were 520 nurses. The authors found that the hierarchical distance between the leader and the subordinates (i.e. whether the leader was a direct manager) was correlated with their organization commitment and that employee empowerment mediates the correlation.

A quantitative survey of 164 respondents from Kenya and 197 respondents from the United States (Walumbwa, et al, 2005) found that transformative leaders have the same ability to create and maintain organization commitment across cultures. Although the two studied cultures have differences, they are not manifest in the interdependency between organization commitment and leadership style. The study regarded organization commitment as a multi-dimensional construct. However, it only measured leadership ability as a self-reported, one-dimensional model.

An ample meta-study investigating 200 articles (Mathieu and Zajac, 1990) uncovered five dimensions shaping the organization commitment of employees, each having multiple ramifications: personal characteristics of employees (e.g. age, sex, tenure, salary, or perceived personal competence), position characteristics (e.g. task autonomy, job scope, autonomy), group-leader relations (e.g. group cohesiveness, participative leadership, communication, style), organizational characteristics (e.g. size), and role states (ambiguity, conflict, overload). Despite the multiple correlations found in the data, the study does not isolate the formative influence of leaders. An organization survey aimed to uncover the interdependencies between initial leader setup, supervision, role stress, and organization commitment (Dale and Fox, 2008). The authors used the Leader Behavior Description Questionnaire to measure leader behavior. Their analysis found that the initial setup of the organization, as developed by the leader, determines the role stress. In turn, role stress was found to be inversely proportional to organization commitment.
2.9 Theoretical Framework

The theoretical framework is dawn based on the different reviews. There are studies confirming relations between leadership capacity and organization commitment (Emery and Barker, 2007). Simonton (2011) further asserted that acts of leadership do influence a sense of employee commitment which in turn results in a positive performance. When the leader is inspiring, employees have a high probability to achieve their full potential of innovation, creativity, motivation and commitment.

Theoretical Framework of Leadership capacity and Organization commitment enhancing theory

Figure 2.6: Theoretical Framework of Leadership capacity and Organization commitment enhancing theory

Source: recomposed by researcher (2017)

As summarized in the literature review (refer to figure 2.6); the dependent variables are core leadership capacity (CLC) with five sub dimensions which are the sub variables of
setting goals, aligning resources with priorities, using data, promoting collaborative learning cultures and engaging in courageous conversation.

The theoretical framework details various methodological concepts that would result in organizational. Leadership Capacity was designed to enhance individual levels via its sub-dimension variables, while influencing other variables that deal with social commitment; namely: organization commitment. The framework confirms whether there are relationships between leadership capacity, organization commitment and the organization. Thus, core leadership capacity has been used because it is a measurable procedure with specific processes and guidelines that could be utilized by non-academic personnel. The theoretical framework is shown below in figure 2.6, based on supporting the conceptual framework in the next session.

2.10 Conceptual Framework

The conceptual framework per figure 2.7 proposes ODI as an independent variable to enhance two dependent variables, including: core leadership capacity and organization commitment. Core leadership capacity consists of 5 key variables; that have a relevant relation with organization commitment. These relationships have been proven by the Ontario Ministry of Education (2010) in academic context, while, other studies verified that there are relevant relation between "Core Leadership Capacity" and "Organization Commitment". (Amagoh, 2009; Bhatti and Qureshi, 2007; Kontorghiorghes and Frangou, 2009; Lockwood, 2007; McCallum and O'Connell, 2009).
Furthermore, these studies provide support for the relationship between core leadership capacity and organization commitment and do provide some evidence for the relationship between core leadership capacity and/or skills and the development of followers and organizational performance.

### 2.11 Action Research Model

Figure 2.8 shows the action research approach designed for the study. The intervention approach is based on the AI modification of the Action Research Model (ARM), and the aim is to identify core leadership capacity and develop an understanding of how this can be improved (Bushe, 1999; Cooperrider and Srivastva, 2008; Cummings and Worley, 2009; McLean, 2006). The approach was chosen to emphasize the positive aspects of the firm’s activities, rather than
focusing on negative factors. The goal is to enhance core leadership capacity and organization commitment through an OD intervention.

Figure 2.8: the organization development activities are divided into three stages, including the pre-OD, OD intervention, and post-OD stage. During the pre-OD stage, initial organization diagnosis suggests that the level of core leadership capacity and organization commitment is relatively low, which have a negative effect on the organization and individual performance. However, in this pre-OD stage the level of core leadership capacity and organization commitment will be investigated using a survey and face to face interviews. OD interventions planned include the use of AI and WBL to assess organizational strengths and areas for improvement. A number of activities were also undertaken, such as a core leadership development program. The training intent seeks to enhance core leadership capacity, while the workshop session allows participants to enhance and practice their skills. Data was collected from employees and managers by using surveys to assess levels of organization commitment. The expected outcome of the ARM process demonstrated in Figure 2.8 increased in core leadership capacity, organization commitment in the organization and. In the next chapter, the specific techniques and mechanisms used in the OD process, including the individual interventions is explained. This explanation demonstrates the action component of the study.
Figure 2.8: Action Research Model (ARM)

Source: Researcher, (2017)
Chapter 3

Research Methodology

3.1 Research Design

MIT professor, Kurt Lewin, proposed the notion of action research in the 1940s (Lewin, 1946; Masters, 1995). In his paper on “Action Research and Minority Problems”, Lewin posited action research as a tool for comparing the circumstances and outcomes of action taken in a specific social context and “research leading to social action”. For this purpose, action research employs a sequence of steps, each step being composed of planning, taking a certain action, and then investigating and finding the consequences of that action. Action research can be used in both qualitative (Garner and Scott, 2013) and quantitative studies (Lingard, Albertand Levinson, 2008), therefore being appropriate for mixed method studies. Additionally, action research is recommended by scholars (Cassell & Symon, 2004) as a suitable tool for performing organizational research such that undertaken in this paper. In organizational contexts, action research can be used to measure the results of certain measures that have been taken or investigated by the researchers during the period within which they occurred.

Thus, the efficacy and efficiency of interventionist policies can be accurately measured through action research, by comparing the periods of time and the circumstances from before the action has taken place and after the event. Because of this use of action research, it is argued that it is the only suitable research design in this case. This study aims to produce changes within the structure of an organization by means of organizational development intervention. The change will be measured by comparing the initial state of the company with the final state, after the proposed changes have been implemented. The planned intervention will be implemented in subsequent phases, as follows: (1) organizational problems will be identified; (2) experts on these problems will be consulted; (3) at the same time, data will be gathered in order for a diagnosis to be performed; (4) an action will be planned and (5) subsequently implemented; (6) after which the final step will be to gather new data to compare to initial data gathered in the previous phases (Cummings and Worley, 2009). Finally, the chosen design will allow for drawing conclusions with regard to the potential and outcomes of the implemented changes.
3.2 Research Methodology

This research posed several questions regarding the relations and dynamics present between core leadership capacity and organization commitment. Because these relations are complex, they must be subjected to a multidimensional analysis that explores both the qualitative and quantitative aspects of the situation. For this reason, the study used mixed methods for a methodical investigation of AAA Realty Co. Ltd. Since this research is structured as a case study based on a single company, it will follow the indications of Yin (2003, 2009) for reliability and validity. Mixed methods will allow for the desired depth in investigation of the collected data and of the background context. Moreover, these methods could answer all the research questions by addressing how and why the consequences of changes occur but also how large these changes are and how are they correlated. In this study ODI and core leadership capacity are independent variable.

In the quantitative phase, the collected data is analyzed by SPSS to answer the hypothesis and formulated of this study. For this purpose, descriptive and inferential statistics were employed. However, it was not within the purpose of the research to confirm of causation from core leadership capacity to the other variable, namely organization commitment. In the qualitative phase, the collected data was explored through content analysis and thematic analysis to establish the recurrent themes in the discourse of the participants in the study (Fereday and Muir-Cochrane, 2006; Vaismoradi, Turunen and Bondas, 2013).

3.3 Subjects of Study/Sources of Data

Due to nature of research intervention the purposive sampling was employed, otherwise known as judgmental, selective, or subjective sampling (Guarte and Barrios, 2006; Palys, 2008). In the case of purposive sampling, the researcher could select the most suitable subject of investigation, while validity and reliability were ensured by following precise steps during the investigation; it was not assumed that the sample is statistically representative for the field at large.

The total population of the focal organization is composed of 60 employees; that could be categorized to 20 persons in management level, while 40 persons are below the management level. In this case, the researcher conducted an action research study based upon company population. Therefore, the sampling size is identical to the population being 60 (n=60). All the participants in the study went through a three phased of action research study, pre-ODI, ODI and
post-ODI. The quantitative phase of the research was focused on the below-management employees who responded to the questionnaire to verify their sense of organization commitment. Furthermore, the qualitative phase of the research focused on interviews with three individuals pertaining to management and five employees. For selecting this sample, the researcher employed a simple random sampling procedure (Teddlie and Yu, 2007; Cochran, 2007). In simple random sampling, the participants are selected entirely by chance and all participants have the same statistical chances of being selected.

3.4 Research Instruments

There are several instruments that were combined in this study to collect and analyze data. For the qualitative phase of the research, the participants in the study underwent semi-structured interviews where the questions have been adapted from previous studies and the information obtained through the literature review. These semi-structured interviews employed two times during the research: (1) in the pre-ODI phase, the interviews aimed to assess the current state of the company by enquiries aimed to clarify the leadership skills in part of core leadership capacity and the organization commitment of managers and employees. Additionally, the pre-ODI enquiries uncovered the relationship between core leadership capacity and organization commitment. 2) in the post-ODI phase, the same questions were posed to reveal changing level of the company such that the researcher able to compared it with the previous findings.

The questionnaires were distributed to all participants in the intervention before the process began. The questionnaires addressed two main areas, which were core leadership capacity (sub-dimension: setting goals, aligning resources with priorities, promoting collaborative learning cultures, using data, and engaging in courageous conversation) and organization commitment. The structure and design of the questionnaires is described in Chapter 3. The descriptive statistics were performed individually for each item, with the mean and standard deviation calculated. These mean and standard deviations are interpreted using the original interpretations that were assigned in the Likert scale (Best, 1986).

To adjust the scale for the actual range, a width of 0.8 points was established for each interpretation. The resulting interpretations are:

- 1.00 to 1.79: Strongly disagree
• 1.80 to 2.59: Disagree
• 2.60 to 3.39: Neutral (do not agree or disagree)
• 3.40 to 4.19: Agree
• 4.20 to 5.00: Strongly agree

However, in some cases, the items are reverse-scored, which is indicated by (-).

The pre-ODI scores show that in most cases, core leadership capacity in five dimensions was viewed positively. This indicates that there is a generally positive view of core leadership capacity at AAA Realty, even prior to the ODI process. Please see appendix C for pre-ODI descriptive statistics: “core leadership capacity dimensions”. Furthermore, the pre-ODI statistical testing was analyzed as accordance to its' major and sub-dimensional variable that could be elaborated as follow:

CoreLeadership Capacity (sub-dimension) is consisted with these following Sub-dimensional variables:
1) Setting Goal
2) Aligning Resources with Priorities
3) Promoting Collaborative Learning Culture
4) Using Data
5) Engaged in Courageous Conversation.

Organization Commitment is solely focused on “Affective” type of commitment

In the quantitative phase, two rounds of questionnaires were applied to evaluate the level of core leadership capacity and organization commitment between pre- and post-ODI.

The questions used for creating semi-structured interviews and questionnaires have been adapted from previous studies. The itemized questions and the original studies were presented in the table below. This measure was taken to improve the accuracy of the outcomes of the research since the questions were validated by means of previous studies. The questions regarding employee organization commitment was adapted from Allen and Meyer (1990) while the questions meant to assess core leadership capacity have been developed by the researcher based on the
information obtained through the literature review and the conceptual framework. On the employee side, the questions regard organization commitment by means of a 5-point Likert type scale (Allen and Seaman, 2007; Alexandrov, 2010). On the management side, the questionnaire treated core leadership capacity as a function of goal setting, aligning resources with priorities, promoting collaborative learning cultures, using data, and engaging encouraged conversation courtesy to employees on a 5-point Likert type scale.

Table 3.1: The questionnaire items

<table>
<thead>
<tr>
<th>Variable</th>
<th>Items</th>
<th>Measurement</th>
<th>Source</th>
</tr>
</thead>
<tbody>
<tr>
<td>Setting goals</td>
<td>1. I understand the purpose of goal setting clearly.</td>
<td>5 point Likert scale</td>
<td>Stevens (2008); NHS (2012)</td>
</tr>
<tr>
<td></td>
<td>2. I give a challenge goal and clearly define a clear direction of what I and my team have to achieve.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>3. I set my goal alignment with the department and company's goal.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>4. I feel that setting goal is help to increase my performance in working such as reach the target, increase sale volume.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Aligning resources with priorities</td>
<td>1. I understand the purpose of aligning resources with priorities.</td>
<td>5 point Likert scale</td>
<td>Stevens (2008); NHS (2012)</td>
</tr>
<tr>
<td></td>
<td>2. I establish priorities for tasks to be accomplished and always identify task to be completed by specific employee.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>3. I always identify the relative importance of each task and plan to do the most important thing first.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>4. I feel that aligning resources with priorities support me to work more effectively and able to increase more organization productivity.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Promoting collaborative learning cultures</td>
<td>1. I understand purpose of promoting collaborative learning cultures.</td>
<td>5 point Likert scale</td>
<td>Stevens (2008); NHS (2012)</td>
</tr>
<tr>
<td>Learning Cultures</td>
<td>2. I always encourage and motivate myself and my subordinate in continuous learning new things.</td>
<td>NHS (2012)</td>
<td></td>
</tr>
<tr>
<td>-------------------</td>
<td>------------------------------------------------------------------------------------------------</td>
<td>-------------</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3. I participate and provide adequate training and coaching my subordinate in topic which related to their job.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>4. I feel that promoting collaborative learning cultures is necessary to be increase for this organization.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Using Data</th>
<th>1. I understand the purpose of using data in my work</th>
<th>5 point Likert scale</th>
<th>Stevens (2008); NHS (2012)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2. I know how to using data to support my work more organization productivity and have ability to collect and use data to make decisions.</td>
<td>(1=strongly disagree and 5= strongly agree)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3. I always use data and facts rather than instinct or preference when making decision.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>4. I have ability to utilize data resources to be optimally productive.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Engaging in Courageous Conversation</th>
<th>1. I understand and known the purpose of engaging in courageous conversation.</th>
<th>5 point Likert scale</th>
<th>Stevens (2008); NHS (2012)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2. I always listen carefully to my subordinate (including my colleagues)</td>
<td>(1=strongly disagree and 5= strongly agree)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3. My subordinates and my colleague always share idea about work to me anytime.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>4. I feel that my organization need to improve employee to be more engaging in courageous conversation e.g. have more activity or channel to allow employee to have conversation</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
and sharing knowledge, skill, experience.

<table>
<thead>
<tr>
<th>Organization commitment</th>
<th>1. I am very happy being a member of this organization.</th>
<th>5-point Likert scale (1=strongly disagree and 5= strongly agree)</th>
<th>Allen and Meyer (1990)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2. I enjoy discussing my organization with people outside it.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>3. I really feel as if this organization's problems are my own.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>4. I think that I could easily become as attached to another organization as I am to this one.</td>
<td>(Reverse question)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>5. I do not feel like 'part of the family' at my organization.</td>
<td>(Reverse question)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>6. I do not feel 'emotionally attached' to this organization. (Reverse question)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>7. This organization has a great deal of personal meaning for me.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3.5 Instrumentation issue

As considered in issue of the research instrument this study ensures reliability of testing instruments, this research performed pilot tests of all the structured and open-ended questions and analyzed their results for validity and reliability. In this current research, the questionnaires were adapted from previous research. Therefore, the researcher would not test the questions for internal and construct validity prior to releasing them to the participants in the study and use (Roberts, Priest & Traynor, 2006). The items for the organization commitment questionnaire have been adapted from Allen and Meyer (1990) while these for core leadership capacity from Stevens (2008) and NHS (2012). All items (interval scale) have been pre-tested using Cronbach
Alpha \((n=30)\) and the result of reliability test in Table 3.2 showed that the Cronbach’s Alpha of all variable is higher than 0.7. Thus, all items are reliable and can be used in this research. The questions in the guide for the semi-structured interview were validated using face validity through meetings and discussion with scholar who is expertise in this area.

Table 3.2 : Reliability Result

<table>
<thead>
<tr>
<th>Variable</th>
<th>Cronbach's Alpha</th>
</tr>
</thead>
<tbody>
<tr>
<td>Organization commitment</td>
<td>0.926</td>
</tr>
<tr>
<td>Core leadership capacity</td>
<td></td>
</tr>
<tr>
<td>Setting goals</td>
<td>0.880</td>
</tr>
<tr>
<td>Aligning resources with priorities</td>
<td>0.709</td>
</tr>
<tr>
<td>Promoting collaborative learning cultures</td>
<td>0.757</td>
</tr>
<tr>
<td>Using data</td>
<td>0.759</td>
</tr>
<tr>
<td>Engaging in courageous conversation</td>
<td>0.755</td>
</tr>
</tbody>
</table>

3.6 Tools for Qualitative and Quantitative Analysis

This study uses mixed methods to answer the research questions and test the hypotheses, namely quantitative and qualitative. The quantitative tools used in this study have been used for treatment and analysis of data by means of descriptive and inferential statistics.

Descriptive statistics are typically employed to provide descriptions of the most basic characteristics of the data as summaries of the information regarding the sample and measures of the data (Weiss and Weiss, 2012). In this study, the descriptive statistics were used to characterize the population sample by several measures, namely frequency, percentage, means, and standard deviation. All these measures have been assessed through the SPSS descriptive statistics module to produce summaries of data and visual representations of the answers.

Frequency was employed to measure participants’ typical answers. Although means could not be used with nominal data, the Likert type scale allowed for utilizing means to describe the data. Thus, the researcher was presented arithmetic means to create a correct understanding of the central tendency of participant answers and standard deviation to show the individual differences and the variation within the group. In addition, Pearson correlation coefficient was used to test hypotheses.
The qualitative data analysis used content analysis (Elo and Kyngäs, 2008) and thematic analysis (Guest, MacQueen and Namey, 2011). Content analysis were employed due to its systematical nature enabling the description of human communication (visual, spoken, written) by numerical means. Systematic coding of the data was used to ensure reliability and replicable of the research. Thematic analysis recorded and emphasized patterns and themes presented in the answers and used here as an intermediate step toward coding. The tool of thematic analysis was useful when patterns presented in multiple data sets must be compared and brought to a single common bottom line.

**ODI Timeline**

Table 3.3 illustrated ODI timeline operation period included pre to post process which cover over 6 months since September 2016 to March 2017

<table>
<thead>
<tr>
<th>Topics / Tasks</th>
<th>2016</th>
<th>2017</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>April</td>
<td>May</td>
</tr>
<tr>
<td>1. Literature Review</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Design Intervention</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Research Methodology</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Meet the Supervisor</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Prepare materials</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Apply Intervention</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Monitor &amp; Control</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Follow-up</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. Organizational Data</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. Summary of Questions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11. Meet the Supervisor</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12. Complete the Research</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Source: researcher, (2017)

### 3.7 Design/Development of OD Interventions

This section is dedicated to presenting an outline of the OD process design and includes the proposed changes and the OD activities and interventions, organized into phases of the action research. These steps have been tentatively organized prior to obtaining the result of the pre-ODI questionnaires and organizational assessments. As the research leaves from the premise that all
employees of a company have, to a higher or lesser degree, core leadership capacity potential, two different types of workshops and trainings were used separately for managers and employees. Thus, managers have been presented multiple important theoretical and practical aspects of the expected outcomes of a successful process of OD. For them to obtain a correct background and understand the stakes and proposed outcomes, they have been trained regarding the relation between several aspects of employees' lives and their subsequent commitment, as these relations have been found by previous studies. This step was taken to ensure participation and willingness to learn for managers and increase the chances of success. The same steps have been taken for employees, who were informed of the purpose and intended outcomes of the trainings and workshops. Additionally, both groups have been encouraged to build dialogue with each other. Moreover, the groups have been taken out of their respective comfort zones by being asked to play the role of the other party; for example, managers have been subjected to role playing games where they have been alternatively deprived of decision-making power and then empowered. The purpose of these activities was to establish a two-directional communication link and understanding between the two parties. The specific activities will be presented to participants in an informal or semi-formal manner, to encourage participation and interest. It is assumed that participation and interest of the company employees will encourage the adoption and absorption of the proposed ODI and will increase the chances of success. Furthermore, the fitness of all ODI tools to this research study and focal organization has been verified via these following approaches:

1. The intervention method shall be proved extensively in both academic and business-operation field of practices. For example; Appreciative Inquiry (AI) has been discussed by David L. Cooperider and Suresh Srivastva; since from 1987. Furthermore, large amount of researcher has applied the concept in their own field of interest. Tosati, Lawthong and Suwannonkha (2014) used AI as an assessment tools for student self knowledge and self development. While, Bushe, Ph.D. (1995) explore AI to advance Organization Development Intervention.

2. The existing research has proven the positive effectiveness of the intervention tools. For example; Calnin, Ph.D. (2015) has shared the research result of "Core Leadership Capacity" that "effect of quality teaching on educational outcome are greater than those that arise from student background".
3. The chosen intervention shall consider "effective" when the pre- and post- ODI result has demonstrates the positive changes in the setted hypothesis

Table 3.4: ODI Activities

<table>
<thead>
<tr>
<th>OD Activity</th>
<th>Target</th>
<th>Duration</th>
<th>Specific Training</th>
</tr>
</thead>
</table>
| Workshop          | Management and employee training/Management and employee training/ | 28th Oct. 2016, 1 Day | **Management group:**  
|                   |                         |          | - Whole Brain Literacy and Appreciative inquiry: conduct WBL Test to aware of participants thinking power and how to apply to life.  
|                   |                         |          | - Role playing - Putting managers in their subordinate’s positions and practice  
|                   |                         |          | **Employee group**  
|                   |                         |          | - Introduce basis knowledge of Whole Brain Literacy and Appreciative inquiry and how to apply to life.  
|                   |                         |          | **Management and employee**  
|                   |                         |          | - Set up group with situation "Achieve company goal in 10 Years" practice in AI  
|                   |                         |          | - Common workshop - communicating with employees: How to conduct appraisals, Establishing measurable goals, Employee motivation, Goals and How to effectively explain strategy  
|                   |                         |          | **Management training**  
|                   |                         |          | - Core leadership capacity:  
|                   |                         |          |   o Setting goal,  
|                   |                         |          |   o Aligning resources with priorities,  
|                   |                         |          |   o Promoting collaborative learning cultures,  
|                   |                         |          |   o Using data,  
|                   |                         |          |   o Engaging in courageous conversation.  
|                   | Management training    | 1 day    | - Employee empowerment and participation  

96
Training

Training | Employee training | 1 day
---|---|---

- Theoretical background (managers were presented the link between employee education, empowerment, participation in decisions and organization commitment
- Effective communication

**Activity:**
- Sharing experience and solving any issue about core leadership capacity in practical way.

**Activity with employee team**
- Practice of core leadership capacity by set up small group with creating dream project for “sharing to social together”
- Semi-structured discussions between employees and managers. The researcher has mediated the conversations and encouraged both parties to openly discuss with each other ways to improve communication and goal setting.
- Role playing
- How to correctly interpret and understand company strategy

**Employee training**

- Basic of Core Leadership Capacity: Setting goal, aligning resources with priorities, promoting collaborative learning cultures, using data for support of making decision, engaging in courageous conversation.
- Effective communication in organization
- 'How to survive the appraisal'. Instructive games about presenting yearly activity to managers and creating visibility over the deeds and activities of the employees. A module about how to establish achievable and
stimulating quantitative goals together with the managers, for mutual benefit.

- Theoretical background (employees are presented the link between their education, empowerment, participation in decisions on one hand and organization commitment, long term attrition, and company growth on the other hand.

Activity
- Open questions workshop with the theme 'Put yourself in the shoes of your manager'. The role play was used to
  
  - Demonstrate employees that managers are often exposed to the need of making fast decisions and they are under pressure to create a performing team

Activities with management team
- Practice of core leadership capacity by set up small group with creating dream project for “sharing to social together”
- Semi-structured discussions between employees and managers. The researcher has mediated the conversations and encouraged both parties to openly discuss with each other ways to enhance communication and goal setting.
- Role playing
- How to correctly interpret and understand company strategy
Workshop  
**OD Activity**  
Collaboration Activity  
**Target**  
Management and employee  
**Period**  
Since, 30th October 2016 until present  
**Specific Activities**  
- To encourage team building by group work activities  
- To learn, understand and practice in activities together in core leadership capacity (sub dimension) effective communication with member from across function of work  
- Management team share goal and vision  
- Recognition of contribution  
- Board meeting with employee, sharing goal, strategy and open employee to sharing experience and propose idea to management team for new strategy.  
- Announce of new policy for more reward, benefit, bonus and activity to support employee capacity such as more training class and support of education funds.

<table>
<thead>
<tr>
<th>OD Activity</th>
<th>Target</th>
<th>Period</th>
<th>Specific Activities</th>
</tr>
</thead>
</table>
| Collaboration Activity | Management and employee | Since, 30th October 2016 until present | - Morning Talk  
Sharing goal and mission. Creating Motivation and Support through Changes to the Incentive System and Shareholder and Top Management Presentation  
- Public recognition of contributions, reward  
- Team Activities "move time" support new mission goal of healthy wealthy organization  
- Support of training and learning culture in open class for employee  
- Education / training funds |
3.7.1 Pre-ODI

Pre-ODI phases were designed to gather primary data from participant to gain various insights and obtain relevant information that concern with research questions. Semi-structure interview was used to explores’ individual view-point toward the subject. It’s could have revealed employees’ perception toward their “leaders”, “social community” and “organization environment”; that may directly or indirectly influence in changes of how they perceived their individual attitude of “core leadership capacity” and “organization commitment”.

In other world; qualitative approach assist researcher to dive deeper into respondents’ sub-consciousness for root-cause of their behaviors and response. Interviews were conducted with both manager and employees where number of sampling is representing an entire organization. While questionnaire could inquire common data from various respondents, that could statistically scalable and ease of analysis. The initiative of this research was first elaborated to team-leader to obtain response, suggestion and agreement. Since, team-lead would play an important role in escalating and communicating the important of an on-going research activity.

3.7.2 ODI

The ODI process was divided into three stages, namely workshops on WBL and AI, trainings on core leadership capacity, and team building and communication. The names of the activities and their contents were presented in the section above (as they were held for the employees to ensure an informal climate that aids learning), while here they were formalized.

<table>
<thead>
<tr>
<th>ODI stage</th>
<th>Objective</th>
<th>OD Intervention</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Training and</td>
<td>1. Introduce the theory and practice of WBL to make aware of change and AI</td>
<td>1. Workshop – AI and WBL</td>
<td>1 day</td>
</tr>
<tr>
<td>Workshop:</td>
<td></td>
<td>• Introducing workshop agenda and expected outcome</td>
<td></td>
</tr>
<tr>
<td>Whole brain</td>
<td></td>
<td>• Introducing AI and WBL concept</td>
<td></td>
</tr>
<tr>
<td>literacy (WBL)</td>
<td>2. To understand the strengths and weaknesses of individuals and how to</td>
<td></td>
<td></td>
</tr>
<tr>
<td>and</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Appreciative</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Inquiry (AI)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Training and workshop: core leadership capacity</td>
<td>1. To understand the concept of core leadership capacity</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-------------------------------------------------</td>
<td>----------------------------------------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Whole brain evaluation (Brain Map Test)</td>
<td>1. Training — Core leadership capacity (2 classes)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| • How to apply the WBL and AI by design of “How to achieve company dream plan in 10 years together” and “Dream activities sharing for social together” | • For management - Introducing training agenda and expected outcome  
• Core leadership capacity and its benefits  
• Essential core leadership capacity in work life and how to coach/train your staff |
| • For employee - Introducing training agenda and expected outcome  
• Core leadership capacity and its benefits  
• Essential core leadership capacity in work life |
3. Workshop: Team building, creating of organization commitment and communication

1. To encourage team building
2. To learn and understand effective communication

1. Workshop (2 group)
   - “Dream activities sharing for social together”
   - “Management team sharing vision and goal with employee”
   - "presentation of strategy . benefit of employee and public recognition of reward”

4. Collaboration Activity

   - Morning talk, reward,
   - Sharing goal with management presentation: sharing goal, design award
   - Public recognition
   - Time to move
   - Open class training support learning culture

Since 16 Oct, to present

3.7.3 Post-ODI

The activities from the pre-ODI phase were repeated in their entirety during the post-ODI phase to enable a comparison between the sets of data, and to test the hypotheses. Thus, both employees and managers were under semi-structured interviews and quantitative surveys in order to answer H1, H2 and H3. A secondary document review enabled the researcher to
determine whether there are changes in responses; or to what level does intervention affect their sense of “Organization Commitment” and “Core Leadership Capacity”.

3.8 Data Collection/Documentation of the Change Processes

The data was collected in three forms: (1) written document data and digital data representing the employee survey answers; (2) digital video data from the course of the trainings and workshops held as part of the ODI; (3) audio data collected from the semi-structured interviews, which will be partly transcribed into written digital form. To record the ODI implementation, photo and video documents will be used for recording. After the sessions, a short feedback questionnaire will be distributed to all participants to obtain an appraisal of the sessions. All the participants' data was kept confidential. The appraisal forms for the ODI sessions was distributed and received as anonymous documents to ensure that participants have the necessary freedom to express their true opinion regarding the event.

3.9 Data Analysis

The data analysis employed the tools and statistical means and procedures described in section 3.6 (Tools for qualitative and quantitative analysis). These tools are the following: (1) descriptive and inferential statistics for the quantitative data and (2) content analysis and thematic analysis for the qualitative semi-structured interviews. The data collected from the questionnaires was coded into numerical form as 1 = strongly disagree, 2 = Disagree, 3 = Neutral, 4 = Agree and 5 = strongly agree. Then the data were transferred into SPSS in this form. The qualitative data were organized into patterns and themes for a consolidated interpretation of the answers. The research hypotheses were tested by the quantitative and qualitative methods used in this study are presented below.

Analysis of Hypotheses

To examine the relationship between core leadership capacity and organization commitment. And to examine the difference between pre-ODI and post-ODI states of core leadership capacity and organization commitment. Therefore, researcher used the tools to test the hypotheses and showed in table 3.6 which choose appropriate statistical testbase on purpose and group of sample testing which identify in table below.
As there are two classes of statistical tests are called parametric and nonparametric which involve number of sample size. Therefore, nonparametric statistical procedures are appropriate due to limitation in size of sample. However, nonparametric statistics have gained appreciation due to the condition of limitation in sample size. This type of statistics can be used without the mean, sample size, standard deviation, or the estimation of any other related parameters when none of that information is available. Since nonparametric statistics makes fewer assumptions about the sample data, its application is wider in scope than parametric statistics.

In this study researcher applied quantitative tools called “pearson correlation” to test relationship of main two variables called core leadership capacity and organization commitment (hypothesis 1) and “Paired-t-test” to test for comparing the scores of intervals between Pre-ODI and Post-ODI stage of core leadership capacity and organization commitment variable for all sample n=60. Thus, study considered as two-tail intervention which considered confidence interval by t value to testing hypotheses.

Additional with the Wilcoxon signed-rank test which is a non-parametric statistical hypothesis test which used to compare two related samples, or repeated measurements on a single sample to assess whether their population mean ranks differ (i.e. it is a paired difference test). Therefore, the researcher applied wilcoxon signed rank test for test for comparing the scores of intervals (pre-ODI and post-ODI stage) of two core variables calls core leadership capacity and organization commitment (hypothesis 2 and hypothesis 3) for two small groups which separated into two group: management team n=20 and group of employee n=40 which total all sample n =60.

Table 3.6: Analysis of Hypotheses

<table>
<thead>
<tr>
<th>Hypotheses</th>
<th>Quantitative Tools</th>
<th>Qualitative Tools</th>
</tr>
</thead>
<tbody>
<tr>
<td>H10: There is no statistical relationship between core leadership capacity and organization commitment</td>
<td>Non Parametric tests</td>
<td>Content analysis</td>
</tr>
<tr>
<td></td>
<td>&quot;Pearson correlation&quot;</td>
<td>(Pre ODI)</td>
</tr>
<tr>
<td></td>
<td>To test relationship of main two variable</td>
<td></td>
</tr>
<tr>
<td>Hypothesis (H1a)</td>
<td>Statistical Test</td>
<td>Description</td>
</tr>
<tr>
<td>------------------</td>
<td>------------------</td>
<td>-------------</td>
</tr>
<tr>
<td>There is a statistical relationship between core leadership capacity and organization commitment.</td>
<td>“Paired t-test”</td>
<td>Content analysis (Pre-andPost ODI)</td>
</tr>
<tr>
<td>There is no statistical difference between Pre ODI and Post ODI of core leadership capacity.</td>
<td>Non parametric tests “Wilcoxon Signed-Rank Test”</td>
<td></td>
</tr>
<tr>
<td>There is a statistical difference between Pre ODI and Post ODI of core leadership capacity.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>There is no statistical difference between Pre ODI and Post ODI of organization commitment.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>There is a statistical difference between Pre ODI and Post ODI of organization commitment.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Chapter 4

Presentation and Analysis of Findings

In this chapter, the ODI and its outcomes are described and analyzed. The chapter begins with a summary of the pre-ODI situation, through the lens of the questionnaires, interviews. The process of the ODI is then explained, including what occurred during the ODI and what issues were observed. Participant feedback on the ODI itself is also discussed here. The discussion then turns to the post-ODI period, once again presenting questionnaires and interview feedback. The final point of discussion in this chapter is analysis of the change between the pre-ODI and post-ODI period.

4.1 Pre-ODI Situation

Before the ODI began, participants were asked about core leadership capacity in the organization and their organization commitment levels. Interviews were conducted, in which participants were asked about their managers' core leadership capacity and commitment. The interviews questions were grouped as according to dependent and independent variables, namely: “Core Leadership Capacity”, and "Organization Commitment".

4.2 Statistic data Presentation

This section presents the quantitative analysis of the research variables and the detail of sub-factors in each research variable.

4.2.1 Core Leadership Capacity (sub-dimension)

Table 4.1: Pre-ODI descriptive statistics: Core leadership capacity (n=60)

<table>
<thead>
<tr>
<th>No</th>
<th>Core Leadership Capacity</th>
<th>Mean</th>
<th>Standard deviation</th>
<th>Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Setting goal</td>
<td>4.11</td>
<td>.50</td>
<td>Agree</td>
</tr>
<tr>
<td>1</td>
<td>I understand the purpose of goal setting clearly</td>
<td>4.05</td>
<td>.723</td>
<td>Agree</td>
</tr>
<tr>
<td>2</td>
<td>I give a challenge goal and clearly define a clear</td>
<td>3.98</td>
<td>.624</td>
<td>Agree</td>
</tr>
<tr>
<td></td>
<td>direction of what I and my team have to achieve.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Statement</td>
<td>Score</td>
<td>Confidence</td>
<td>Response</td>
</tr>
<tr>
<td>---</td>
<td>---------------------------------------------------------------------------</td>
<td>-------</td>
<td>------------</td>
<td>------------</td>
</tr>
<tr>
<td>3</td>
<td>I set my goal alignment with the department and company's goal.</td>
<td>4.10</td>
<td>.656</td>
<td>Agree</td>
</tr>
<tr>
<td>4</td>
<td>I feel that setting goal is help to increase my performance in working such as reach the target, increase sale volume.</td>
<td>4.30</td>
<td>.70</td>
<td>Strongly agree</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Aligning resources with priorities</th>
<th>Score</th>
<th>Confidence</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 I understand the purpose of aligning resources with priorities</td>
<td>4.13</td>
<td>.72</td>
<td>Agree</td>
</tr>
<tr>
<td>2 I establish priorities for tasks to be accomplished and always identify task to be completed by specific employee.</td>
<td>4.18</td>
<td>.62</td>
<td>Agree</td>
</tr>
<tr>
<td>3 I always identify the relative importance of each task and plan to do the most important thing first.</td>
<td>4.25</td>
<td>.65</td>
<td>Strongly agree</td>
</tr>
<tr>
<td>4 I feel that aligning resources with priorities support me to work more effectively</td>
<td>4.27</td>
<td>.63</td>
<td>Strongly agree</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Promoting collaborative learning cultures</th>
<th>Score</th>
<th>Confidence</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 I understand purpose of promoting collaborative learning cultures</td>
<td>4.35</td>
<td>.659</td>
<td>Strongly agree</td>
</tr>
<tr>
<td>2 I always encourage and motivate myself and my subordinate in continuous learning new things</td>
<td>4.08</td>
<td>.671</td>
<td>Agree</td>
</tr>
<tr>
<td>3 I participate and provide adequate training and coaching my subordinate in topic which related to their job.</td>
<td>4.25</td>
<td>.654</td>
<td>Strongly agree</td>
</tr>
<tr>
<td>4 I feel that promoting collaborative learning cultures is necessary to be increase for this organization</td>
<td>4.28</td>
<td>.613</td>
<td>Strongly agree</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Using data</th>
<th>Score</th>
<th>Confidence</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 I understand the purpose of using data in my work</td>
<td>4.22</td>
<td>.640</td>
<td>Strongly agree</td>
</tr>
</tbody>
</table>

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2. I know how to use data to support my work more effectively and have ability to collect and use data to make decisions.  

3. I always use data and facts rather than instinct or preference when making decisions.

4. I feel that I have ability to utilize resources to be optimally productive.

<table>
<thead>
<tr>
<th>Engaging in courageous conversation</th>
<th>4.34</th>
<th>0.44</th>
<th>Strongly agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I understand and known the purpose of engaging in courageous conversation</td>
<td>4.17</td>
<td>0.668</td>
<td>Agree</td>
</tr>
<tr>
<td>2. I always listen carefully to my subordinate (including my colleagues) and encourage them to express their opinion. And actively pay attention to and consider what others have to say.</td>
<td>4.35</td>
<td>0.606</td>
<td>Strongly agree</td>
</tr>
<tr>
<td>3. My colleague always share idea about work to me anytime.</td>
<td>4.57</td>
<td>0.563</td>
<td>Strongly agree</td>
</tr>
<tr>
<td>4. I feel that my organization need to improve employee to be more engaging in courageous conversation e.g. have more activity or channel to allow employee to have conversation and sharing knowledge, skill, experience</td>
<td>4.27</td>
<td>0.660</td>
<td>Strongly agree</td>
</tr>
</tbody>
</table>

4.2.1.1 Setting goal

Within “setting goal” sub-variables; 4 questions were asked. The “mean” responses of all participants are well above 4 points likert-scale measurement; Means for setting goal were all over 4 points except 1, “I set challenge goal and clearly define a clear direction of what I and my team have to achieve” (M = 3.98, SD = 0.624) The items “I understand the purpose of goal setting clearly” and “I set my goal alignment with the department and company’s goal” scored in the ‘Agree’ category; (M = 3.98, SD = 0.624, M=4.10, SD=.656). The item “I feel that setting goal is help to increase
my performance in working such as reach the target of my individual and my team" scored in the ‘Strongly agree’ category \((M = 4.30, \text{SD} = 0.70)\). Thus, goal setting can be described as agree \((M = 4.11, \text{SD} = 0.50)\) regarded in the pre-ODI period. The response from “setting goal” variables illustrates that respondents share similar perceptions toward the question; this could be reflected by the “mean” score and the standard deviation.

**4.2.1.2 Aligning resources with priorities**

The view of aligning resources with priorities is overall strongly agree \((M = 4.21, \text{SD} = 0.51)\), although the range of responses was lower than for goal setting. The lowest scoring item was “I understand the purpose of aligning resources with priorities” \((M = 4.13, \text{SD} = 0.72)\). Followed by the items “I establish priorities for tasks to be accomplished and always identify task to be completed” which scored in the ‘Agree’ category \((M = 4.18, \text{SD} = 0.62)\), “I always identify the relative importance of each task and plan to do the most important thing first” and “I feel that aligning resources with priorities support me to work more effectively in the “Strongly agree” category \((M = 4.25, \text{SD} = 0.65, M = 4.27, \text{SD} = 0.63)\).

**4.2.1.3 Promoting collaborative learning cultures**

In part of promoting collaborative learning cultures had a strongly agree response. The lowest scoring item was “I always encourage and motivate myself and my colleague in continuously learning new things” \((M = 4.08, \text{SD} = 0.67)\). Followed by the items “I participate all provide training and coaching in any topic which related to my job” \((M = 4.25, \text{SD} = 0.65)\), “I feel that promoting collaborative learning cultures is necessary to be increase for this organization” \((M = 4.28, \text{SD} = 0.613)\). The highest scoring item was “I understand the purpose of promoting collaborative learning cultures” \((M = 4.35, \text{SD} = 0.659)\). Overall, perceptions and knowledge of promoting collaborative learning cultures appears to be strongly agree \((M = 4.24, \text{SD} = 0.52)\).

**4.2.1.4 Using data**
As with the other areas of sub dimension of core leadership capacity, there were agree perceptions of the capacity for using data for making decision in the organization (M = 4.05, SD = 0.622). The lowest scoring item was "I feel that I have ability to utilize resources to be optimally productive" (M = 3.97, SD = 0.712). Another item; "I always use data and facts rather than instinct or preference when making decision" scored in the 'Agree' category (M = 4.05, SD = 0.622) and other two items; "I know how to using data to support my work more organization effectively and have ability to collect and use data to make decisions" (M = 4.22, SD = 0.640) and "I understand the purpose of using data in my work" (M = 4.22, SD = 0.640), scored in the 'Strongly agree' category.

4.2.1.5 Engaging in courageous conversation

The scores for the engaging in courageous conversation scale were higher than any others in the core leadership capacity scales. The lowest scoring item was "I understand and know the purpose of engaging in courageous conversation" (M = 4.17, SD = 0.668). Followed by items "I feel that my organization need to improve employee to be more engaging in courageous conversation e.g. have more activity or channel to allow employee to have conversation and sharing knowledge, skill, experience" (M = 4.27, SD = 0.66), "I always listen carefully to my subordinate (including my colleagues) and encourage them to express their opinion. And actively pay attention to and consider what others want to say" (M = 4.35, SD = 0.606) and the highest scoring item was "My colleague always shares ideas about work with me anytime" (M = 4.57, SD = 0.563). Thus, the strongest aspect among of all sub dimension of core leadership capacity in the pre-ODI period is engaging in courageous conversation.

4.2.2 Organization Commitment

Table 4.2: Pre-ODI descriptive statistics: Organization commitment (n=60)

<table>
<thead>
<tr>
<th>No</th>
<th>Organization Commitment</th>
<th>Mean</th>
<th>Standard deviation</th>
<th>Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall</td>
<td></td>
<td>3.93</td>
<td>.53</td>
<td>Agree</td>
</tr>
<tr>
<td></td>
<td>I am very happy being a member of this organization.</td>
<td>4.52</td>
<td>.75</td>
<td>Strongly agree</td>
</tr>
<tr>
<td>---</td>
<td>--------------------------------------------------</td>
<td>------</td>
<td>-----</td>
<td>---------------</td>
</tr>
<tr>
<td>2</td>
<td>I enjoy discussing about my organization with people outside it.</td>
<td>4.13</td>
<td>.83</td>
<td>Agree</td>
</tr>
<tr>
<td>3</td>
<td>I really feel as if this organization's problems are my own.</td>
<td>3.73</td>
<td>1.02</td>
<td>Agree</td>
</tr>
<tr>
<td>4</td>
<td>I think that I could easily become as attached to another organization as I am to this one. (-)</td>
<td>2.27 (3.73)</td>
<td>.80</td>
<td>Disagree</td>
</tr>
<tr>
<td>5</td>
<td>I do not feel like 'part of the family' at my organization. (-)</td>
<td>2.27 (3.73)</td>
<td>1.12</td>
<td>Disagree</td>
</tr>
<tr>
<td>6</td>
<td>I do not feel 'emotionally attached' to this organization. (-)</td>
<td>2.10 (3.90)</td>
<td>.93</td>
<td>Disagree</td>
</tr>
<tr>
<td>7</td>
<td>This organization has a great deal of personal meaning for me.</td>
<td>3.77</td>
<td>1.06</td>
<td>Agree</td>
</tr>
</tbody>
</table>

### 4.2.2.1 Organization commitment

From table 4.2 showed data organization commitment scores were agreeing (M = 3.93, SD = 0.53). The lowest scoring item was "I do not feel emotionally attached" to this organization" which was one of the reverse-scored items in the scale (M = 2.10, reverse M = 3.90, SD = 0.93). Followed by the items "I think that I could easily become as attached to another organization as I am to this one" (M = 2.26, reverse M = 3.73, SD = 0.79) and "I do not feel like "part of the family" at my organization" (M = 2.28, reverse M = 3.72, SD = 1.12), which were also the reverse-scored items in the scale. Other three items "I really feel as if this organization's problems are my own" (M = 3.73, SD = 1.02), "This organization has a great deal of personal meaning for me" (M = 3.77, SD = 1.06) and "I enjoy discussing about my organization with people outside it" (M = 4.13, SD = 0.83) scored in the 'Agree' category. The highest scoring item was "I am very happy being a member of this organization" (M = 4.56, SD = 0.74).

### 4.3 Interview Analysis

Interviews were conducted with six employees and six managers, randomly selected from the respective participant groups to ensure that everyone represents the entire department.
Participant details are summarized in Table 4.3. The same participants were interviewed during the post-ODI interview process in order to directly compare outcomes. Participants coded with E numbers are non-managerial employees, while those coded with M numbers are managerial employees. Interviews are discussed in two broad themes of core leadership capacity and organization commitment, following the questionnaire. Where the questions were constructed as accordance to conceptual framework; which consisted of 1) Core Leadership Capacity and 2) Organization Commitment.

Table 4.3: Interview participants

<table>
<thead>
<tr>
<th>No. of respondent</th>
<th>Participant</th>
<th>Department</th>
<th>Role</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>E1</td>
<td>Human Resources</td>
<td>HR coordinator</td>
</tr>
<tr>
<td>2</td>
<td>E2</td>
<td>Marketing</td>
<td>Online and offline support</td>
</tr>
<tr>
<td>3</td>
<td>E3</td>
<td>Customer Service</td>
<td>Customer service representative</td>
</tr>
<tr>
<td>4</td>
<td>E4</td>
<td>Sales</td>
<td>Sales representative</td>
</tr>
<tr>
<td>5</td>
<td>E5</td>
<td>Accounting</td>
<td>Coordinator</td>
</tr>
<tr>
<td>6</td>
<td>E6</td>
<td>IT</td>
<td>IT staff</td>
</tr>
<tr>
<td>7</td>
<td>M1</td>
<td>Marketing</td>
<td>General Manager</td>
</tr>
<tr>
<td>8</td>
<td>M2</td>
<td>Human Resources</td>
<td>HR Manager</td>
</tr>
<tr>
<td>9</td>
<td>M3</td>
<td>Sales</td>
<td>Sales Manager</td>
</tr>
<tr>
<td>10</td>
<td>M4</td>
<td>Customer Service</td>
<td>Customer Manager</td>
</tr>
<tr>
<td>11</td>
<td>M5</td>
<td>Accounting</td>
<td>Accounting Manager</td>
</tr>
<tr>
<td>12</td>
<td>M6</td>
<td>IT</td>
<td>IT Manager</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Total of respondents 12 respondents</td>
</tr>
</tbody>
</table>

4.3.1 Core Leadership Capacity

4.3.1.1 Interview Analysis Core Leadership capacity in the pre-ODI period

Core leadership capacity sub-themes included goal setting, aligning and utilizing resources and priorities, promoting collaborative learning cultures, using data for making decisions, and engaging in courageous conversation. In relation to these core
leadership capacity dimensions, participants were asked about themselves and their supervisor's leadership practices.

4.3.1.2 Interview Analysis - Goal setting

Most participants stated that they always set specific goals and targets for team performance (E1, E2, E3, E4, M1, M2 and M6). There were two challenges with goal setting practices by managerial level identified. These problems included setting goals that were too high to reach (M5) and setting impractical goals (M3). In terms of personal achievement, some participants indicated they always accomplished the setted goal (E1, E3, and E4). However, others indicated that; while they pursued the goals, they did not always succeed (E2, E4, E5 and E6). Two participants indicated that they have difficulties in succeeding the short-term goal (M1, M3). This suggests that most managers' goals and targets, but many participants are struggling and fail to obtain them.

4.3.1.3 Interview Analysis - Aligning and utilizing resources and priorities

Participants routinely stated that limited resources meant that their supervisor struggled with setting priorities and organizing and utilizing resources to meet them (E1, E3, E4, M3). In the case of M3, this was identified as a personal failing of the manager, who "is stuck with the budget and does not utilize resources effectively", but others identified this problem as a general problem of limited resources. For example, E1 stated that her supervisor was "not really good at this because of limited resources and difficulty in organizing resources." Some participants viewed their supervisor as being effective at this task even given limited resources (E2, E5, M1, and M2). Thus, participant views of their supervisor's use of resources were mixed. Participants indicated that they tried to use resources allocated to them efficiently but may struggle to make use of resources effectively (E1, E2, E3, E4, E5, E6, M1, M2, M3). In a few cases, a lack of knowledge on how to make use of resources and the need for further training was cited (E4, M1, M3). Thus, aligning and utilizing resources and priorities appears to be a challenge both at the managerial and employee level.
4.3.1.4 Interview Analysis - Promoting collaborative learning cultures

Levels of promotion for collaborative learning cultures varied between participants. Some participants indicated that their supervisor supported learning and collaboration, although there were constraints like budget constraints that could influence how much support participants received (E1, E3, E4, M1, M2, and M3). Other participants indicated that company did not support collaborative learning (E2, E6). E3 specified that while his supervisor would allow learning activities if it met the budget company provided. Thus, while most of the organization’s management appeared to support collaborative learning activities (subject to budget constraints); it was not a universal trend. Most participants did indicate that they were interested in collaborative learning and would participate (E1, E2, E3, E4, E5, M2, and M3). M1, the only exception stated that she “doesn’t have time to learn anything”. However, some participants stated that this area is concerned with their personal preference for learning depending on “interesting topics” (E1, M3) or that it “helps others in the organization” (E4). Thus, there are limits on what participants are interested in learning by organization limitation and personal preference in learning new things which influence collaborative learning cultures in the organization.

4.3.1.5 Interview Analysis - Using data for making decisions

Regarding their own and supervisor’s decision making, participants identified four key basis, including: instinct (E1), experience (E1, E3, M2, and M3), emotion (E4), and data (E5, M1, M2, and M3). Thus, these results indicate that both the level of management and non-management level are generally not using data in their decisions but may instead be relying on other bases such as experience. With regard to their own decision making, participants identified experience (E1, E3, E4, E5, E6, M1, M2, and M3), emotion (M1), and data (E1, E2, E5, and M2). This suggests that at all levels of the organization, data is not always being used as the basis for decision making directly (although of course experience is a form of data that is used in the decision process). Furthermore, the number of participants that indicated that either they or their supervisors (or both) made decisions without data was relatively high (E1, E2, E4, M3).
Overall, using data for making decisions appeared to be a challenging area of core leadership capacity in the pre-ODI period.

4.3.1.6 Interview Analysis - Engaging in courageous conversations

Engaging in courageous conversations also appeared to be a challenging point in the organization, since many participants indicated that their supervisors did not address difficult questions or were avoidant (E1, E2, E3, M1, M2, and M3); although one participant noted that they were more open in non-work activities (E2). However, some participants indicated that their supervisors were open to personal conversation and interaction (E4, E5). This was largely consistent with participants' reports of their own openness to courageous conversation. Many participants indicated that they were not very open to personal or difficult conversations (E1, E2, E3, M1, and M2) although E2 noted that he had become more open. A few participants indicated that they were open to discussion (E4, E5, and M3). Thus, engaging in courageous conversation was a relatively challenging point during pre ODI.

4.3.2 Organization Commitment

In part of organization commitment, researcher focused to affective commitment as aligned with research objective. Researcher was assessed by questions set which based on feelings about the company, supervisor, and colleagues. Participants in general highly agree and feel happy to be a member of the company itself which descriptions of the company including "small" (E1, E2, E3, E4, E5, E6, M2, M3), "low competition" (E2, M1, M3), "friendly atmosphere" (E4), "good relationships" (E3), "flexible" (M2) and "relaxing" (M1). However, all perceptions were not positive. One negative statement was "I work with my team and have no idea about other departments" (E1). This suggests there is some isolation within the organization. Similarly, participants were generally positive about their supervisors and colleagues. Many participants identified good supervisor relationships (E1, E4, E5, M1, M2, M3, and M4) and good team relationships (E1, E2, E3, and E4). However, there were some negative comments as well. For example, one comment was that supervisors and colleagues had "good background and positive thinking but need more training" (E5, E6). Another
responded that "with independent work I don't feel like part of a team" (M3). Thus, organization commitment based on supervisor and employee relationships is positive.

4.4 Summary and Brief Analysis of Pre-ODI Situation

During the pre-ODI, "Using Data" and "Engaging in Courageous Conversation" variable appeared to be the strongest aspects of core leadership capacity during this period; since most questions ranked above 4 points in the likert scale measurement. Such a figure indicates that the organization has good levels of core leadership capacity (Ontario Ministry of Education, 2010). Furthermore, organization commitment was considerably high; if refer to three-dimensional organizational commitment model (Meyer and Allen, 1991), this would indicate an organization whose members were highly committed, remaining with the organization because they wanted to, rather than because they had to. The interviews indicated that use of data for decision making was a particularly weak point, with many participants and their supervisors making use of experience and emotional aspects rather than data in their decision making. Many participants also reported that both they and their supervisors were not very open to courageous conversation. Furthermore, support for a collaborative learning culture was mixed – while many managers and participants supported it, a few did not. Despite these weaknesses, participants had a strong level of organization commitment, showing high organization commitment. Thus, at the pre-ODI period, AAA Realty showed significant areas to enhancing in setting goals and using data-based decision making and having courageous conversations; but, it also had some real strength including high levels of organization commitment.

4.5 Conducting the ODI

The ODI was conducted in three sessions, following Lewin's three-stage model of change (Cummings and Worley, 2009). The planned schedule and activities are summarized in Chapter 3. The ODI was conducted as planned in a series of three sessions, with feedback and individual activities taking place between the sessions to refine what was done and how it was implemented.
4.5.1 ODI Session 1

The first ODI session was the Workshop: Whole brain literacy (WBL) and Appreciative Inquiry (AI), conducted 28th Oct 2016. Whole brain literacy (WBL)

Because of enhancing in core leadership capacity is based on the capacity to foster personal, social, organizational and future awareness and to support this ongoing process through Leadership coaching sessions, Team of leaders’ workshops, Organizational Backbone process. Leader need to have personal awareness or self-awareness which is knowing about themselves; and continuously exploring and understanding themselves better. “Only with self awareness can we act authentically based on what matters to us” Geuder, V Piattelli (2017). Therefore, the purposes of this workshop included examining deep down into the sub conscious mind to be aware of self awareness and discovering strengths and weaknesses of individuals and understanding how to apply WBL in work and daily life. And AI included both the management and non-management participants (n = 60) understanding the brain and learning process, discovering, dreaming and inspiring; sharing and supporting; and practicing and enjoying. During this workshop, the practitioner introduced the WBL and explained how to use it. Participants completed the WBL instrument and received their results providing insight into their own thinking power base and how it could be applied. In part of AI the practice and principles of AI were then introduced and implemented in a group activity in which participants created plans to develop the organization in 10 years.

The main output of ODI Session 1 was the WBL brain maps. Summaries of the brain maps of different departments are shown below. These brain maps showed that different departments had a different level of consistency in terms of their dominant sector and thinking styles. The Sales group (n = 4) had a diverse set of dominant sectors, including I-Preserve (1), I-Pursue (2), and I-Explore (1). This indicates that the Sales group has a wide range of thinking styles. In HR (n = 2), there was one dominant thinker in the I-Explore style and one in the I-Preserve style. For Marketing (n = 3), I-Control was dominant (2), with I-Explore being the secondary style (1). In Customer Service (n = 2), styles observed were I-Preserve and I-Pursue. Accounting (n = 3) was also diverse, with I-Pursue, I-Preserve, and I-Control styles observed. In the IT department (n = 2), members showed I-Explore and I-Control styles. The Shareholder
group \((n = 4)\) was the most consistent, with the I-Control style dominating (3) over I-Explore (1). The conclusion that could be drawn from the WBL activity was that AAA Realty has a diverse set of thinking styles and skills that it could draw on when making decisions.
The AI activity which followed the WBL activity was intended to encourage cross-department collaboration and form preliminary relationships, and to identify issues that the organization could improve. Participants were not limited in terms of which activities were included. Following the explanation of AI, participants formed small groups and began to practice using AI to examine possible problems with the organization and solutions. And dream of company in next 10 years together with plan to achieve.

Following the group discussions, the larger group came back together, and each small group presented their challenge and proposed solutions followed by a plan for the company in next 10 years. This activity identified problems and opportunities with vertical and horizontal communication and recognition of employees that go above and beyond. Solutions and future plan that were identified in the post-presentation discussion process were implemented in the intermediate period between ODI sessions. These solutions are discussed below, along with other initiatives that emerged from the sessions.

Following the ODI session 1 after formally introducing and explaining of concept session, participants were broken up into cross-departmental groups, each of which included employees and managers, and asked to be aware of current and future challenge of the company. Each of the groups worked in a different area, coming up with short-term and long-term goals to tackle one of the organizational issues identified in the first session. The teams then presented their findings, and group discussions were held to evaluate the solutions.

These discussions contributed to synchronizing collaborative activities that were implemented (which are discussed below). Several of the participants did identify similar
solutions; for example, improving non-financial recognition rewards and incentives to enhance the organizational recognition system. This suggests that some of the problems in the organization can be seen across multiple organizational units. Not all of the ideas that were identified in the session could be implemented immediately and some were considered to be not in urgent issues, at this session, participants did indicate that the session would be a helpful addition to the organization’s formal training, although this suggestion has not been taken on by the management. However, Lynn and Hsing Lu (2015) found that the redesign process on organization structure and rewards had significant impact on both organizational factors and human dynamics, positively as well as negatively. Therefore, to redesign of process on organization structure and reward need to plan and operate carefully. However, there are activities introduced to the focal organization as following:

4.5.1.1 Collaborative activity: Morning Talk

Following the pre-ODI evaluation and ODI Session1 (October16 and ongoing until present), we established a Morning Talk session which was held every Monday morning from 9:00 to 9:30. The purpose of the Morning Talk session was to encourage horizontal and vertical communication between different levels of the organization and different departments and open conversation. In the Morning Talk sessions, eight people from different departments and firm shareholders meet to talk informally about different things, such as personal or work experiences, and to pass on thanks, admiration, or apologies and express their feelings. These sessions, which are still continuing, were intended to encourage informal friendships and communication outside the sometimes-isolated workplace environment many participants worked in.
The second ODI session was *Training: Core Leadership Capacity*, held 11th Nov 2016. This session included both management and non-management employees (n = 60). The goals of the session included: understanding the concept of core leadership capacity and its benefits and understanding how core leadership capacity could be improved and applied in work and daily life. The practitioner introduced and explained the purpose of core leadership capacity in five dimensions and then presented the theory. Participants then engaged in group activities oriented toward short-term and long-term planning for the organization.

This workshop was the first point at which the core leadership capacity model (Figure 10) was introduced to participants. Participants were encouraged to set goals and visions, promote priority setting and make use of resources and promote using data instead of instincts. Activities that took place during this training included reviewing vision, job descriptions to ensure that goals were established clearly and effectively; reviewing performance evaluation forms; and reviewing job descriptions to improve people allocation. The workshop followed Miles and Frank’s (2008) recommendation...
to focus on people, then time, then money in order to use resources strategically. Participants were also taught about Levi's (2010) distinction between real and monetary resources. This training was designed to encourage participants to think critically about the goal setting and decision-making process. There were some areas that were omitted from this training session because there was not enough time to provide intensive training, such as data collection and evaluation skills. This was noted to be a problem by some participants at the time, as they observed that they had not been trained in data evaluation and the company did not have good internal systems that could provide information to make decisions on. These areas could not be addressed immediately because of the limited time available for the ODI, but it was noted as a possible opportunity for improvement in future training and for implementation of organizational training and new systems.

Figure 4.3: ODI Session 2 (CLC Training)
4.5.3 ODI Session 3

The third ODI session was *Workshop: team building and communication*, which took place on 14th to 15th November 2016. This session included both management and non-management employees (n = 60). The goals of the session included encouraging...
team building; learning, understanding and practicing how to effectively communicate in the workplace; practicing team buildings, goal setting skills and sharing and inspiring others; and motivating and supporting teams. This session consisted of team-oriented outings to Rachaburi School, an elementary, group activities and meeting at Rachaburi resort school supported by the company. The outings, which took place across two days, included half the participants (30:30 persons) each time. The group was split randomly and assigned to a date. This split was required both to create a smaller group to improve social interaction and because of the practical limits of the school. Participants helped with tasks including fundraising and cooperative activities such as painting the school and working in the vegetable gardening. Participants also lunched together with the school staff and students.

The third OD session was a significant departure from the planned intervention, which was designed as an employee training session oriented toward understanding company strategy and engaging in mediated conversations and role-playing regarding goal setting strategy. However, this plan was discarded following intermediate consultation with managers and employees, who identified that it was not primarily lack of understanding strategy that prevented goal achievement, but lack of communication and inter-team relationships. Furthermore, the weakness in engaging in courageous conversations was identified as a key aspect of the organization at both the managerial and employee level, and it was decided that this was an issue that must be addressed. An informal, social, and ethics-oriented team building activity was selected to take the place of the formal workshop after consultation with senior managers. Although informal team building activities are not always fully supported, they do provide space for engaging in conversation and developing relationships outside the workplace (Cummings and Worley, 2009).

Participants responded positively to the outings, as did the school community and others involved in the outings. The participants enjoyed working in small cross-department groups containing members from all levels of the organization.
4.5.3.1 Collaborative activity: Creating Motivation through Changes of the Incentive System, Shareholder and Top Management Presentation in sharing vision and goal.

To support and collaborate core leadership capacity in five dimensions, leaders were more open to allow employees to participate in the set up of any activities or programs to enhance their capacity and commitment. During the pre OD! the organization's incentive system was shown as misaligned for motivating and supporting high achievers in the company. Thus, the incentive program was redesigned to provide extra rewards for employees who meet or exceed performance goals, but also contribute to the company in other ways. These rewards included public recognition and praise from supervisors and higher-level managers, which is a form of reward that could be highly motivating for many participants (Meyer, et al., 2004). This approach was chosen because recognition rewards could be implemented nearly immediately, while a redesign of the financial reward system (such as sales bonuses) would require more organizational strategic change and realignment of resources. A change in the financial incentive system has been identified as a possible change.
in future, but this change requires more extensive managerial support and has not been fully accepted by AAA Realty.

Figure 4.7: Public recognition of contributions
Table 4.4: Recognition and reward

<table>
<thead>
<tr>
<th>No.</th>
<th>Reward</th>
<th>Condition</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Top performance sales</td>
<td>- Sale Performance reach 100 percent %</td>
</tr>
<tr>
<td>2</td>
<td>High performance sale</td>
<td>- Sale Performance reach 90 percent %</td>
</tr>
<tr>
<td>3</td>
<td>high discipline award</td>
<td>- fully attendant with no late</td>
</tr>
<tr>
<td>4</td>
<td>high goal with sale volume&gt; 3</td>
<td>- 3 million/year of sales volume</td>
</tr>
<tr>
<td>5</td>
<td>Hit target</td>
<td>- 1.5/ half year of sales volume</td>
</tr>
<tr>
<td>6</td>
<td>high customer satisfaction comment</td>
<td>- Testimonial from customer</td>
</tr>
<tr>
<td>7</td>
<td>good personality Acute</td>
<td>- vote by employee</td>
</tr>
<tr>
<td>8</td>
<td>Acute got talent reward</td>
<td>- vote by employee</td>
</tr>
</tbody>
</table>

Another collaborative activity to support of core leadership capacity through effective communication involves conveying the mission to employees and is a significant activity to create trust and commitment to develop a shared vision, and is a fundamental cause and opportunity be in place and fruit of strong leadership Maxwell (1998) therefore, the aim of this activity to collaborate support of aligning that managers and employees often did not have information about organizational goals and shareholder preferences. This made it difficult to set goals or prioritize and align priorities to meet these needs. In order to address this information deficit, a shareholder and top management presentation and informal social activity was arranged. This presentation focused on the vision and mission of the organization and motivations and was intended to improve motivations. It also included informal social
interaction between employees and managers. The shareholder and top management presentation was important since this was one of the first times that many employees and even managers had direct input from shareholders about what managers wanted. During this session, a new mission that was concerned with employee happiness, health and organization commitment was also introduced. This new mission took its place alongside the organizational financial objectives, putting into practice the prioritization of people-related goals above financial goals (Levi, Miles and Frank, 2008) Thus, this activity was very valuable to improve knowledge and information of managers and employees.

Figure 4.8: Shareholder presentation sharing goal, vision and mission

Figure 4.9: New policy of reward for motivation to employee commitment
4.5.3.2 Collaborative Activity: Team Activities

Several activities were implemented for organizational development as core leadership capacity and commitment, which was intended to both offer opportunities to build core leadership capacity and to increase the strength of team and organization connections, and to respond to a new mission of management in developing a healthy company with employees and social recognition, in which the first session mentions in the prior part of the team outing. This outing was intended to promote team cohesion and to align and cement shared moral norms and values between team members.

A second initiative was a team-based physical activity taking place Tuesday and Thursday (14:00 to 14:10). In this activity, teams follow a rotating leader in gentle stretching and aerobic activities, providing a break in the workday and offering a small opportunity for develop core leadership capacity among employees which more illustrated in figure 4.10 and figure 4.11.

A third initiative was a CSR activity which was designed to respond to a new mission for social concern which shown in figure 4.12.

Figure 4.10: Team Move Time in a Sales office
4.5.4 ODI Evaluation: Participant Feedback

The evaluation of the success of the ODI in terms of its process and coverage was undertaken based on participant feedback, which was collected following the post-ODI wrap-up session. The participant feedback was solicited during interviews from the same five employees and three managers’ who participated in the pre-ODI and post-ODI interviews. The details of these participants were previously presented above (Table 16). Participants were
asked five questions about the ODI process, including their general thoughts, what they learned, what they liked, what should be changed or improved in future, and how they rated their satisfaction levels.

**General perception toward the ODI**

Most participants had a positive perception of the ODI (E1, E2, E3, E5, E6, M1, M2, M3, M4 and M5). Some typical comments include: “Good and well supported to make employees able to build good relationships and more communication. I feel more like part of the organization” (M6); and “This is good for both me and my subordinates, to develop skills in core leadership capacity and help my subordinates to open their minds to talk and create positive conversation” (M1). One participant was less supportive, stating that it was “OK, at least having change in some areas such as awareness of shareholders to improve clarity of goals, which is very important for me and others” (E4). None of the participants had a negative perception of the ODI.

**Learning during the ODI**

Participants identified several different areas of learning. These areas included more information about the company and its vision and goals (E1, E4, E5); core leadership capacity learning and development (E2, E4, M1, M2, M3, M4, M5 and M6); understanding of self and others (E3, E4, M1, M2); and understanding of the change process and how to evaluate and direct it (M2, M3). These learning outcomes are broadly consistent with the learning goals of the ODI, and therefore the learning contribution of the ODI was successful.

**What participants liked**

There were two parts of the OD process that were identified frequently. One of these activities was the shareholder and top management meeting, which was held in ODI session 2, 3 (E1, E3, M1, M3, M5, and M6). A key comment about this was "the meeting where top management presented their vision and mission was good and really motivating to employees to have clearer vision and focus in the company" (M1, M2, M3). The second popular activity was the outing, which took place in ODI Session 3,
and was implemented following analysis of the situation following ODI Session 2 (E1, E2, E3, E4, E5, E6 and M1). Some representative comments about the outing included: "The outing created good relationships at every level" (E1) and "I could develop a relationship with a group of management" (E1, E2, E3, E4, E5 and E6).

**Improvements and changes**

Participants felt that the OD process should be implemented as a long-term activity, for example as part of the training activity (E2, M2). They also felt that introducing more activities, such as creative activities, more ice breakers and introductory information, and more company information, would help the ODI to be more effective (E1, E4, E5, M1, M3, M4, M5). Finally, some participants thought that increasing availability of the OD activities would improve the contribution to the organization (M1, M2).

**Overall satisfaction**

Overall satisfaction with the session was very high, with participants rating the session as 7 (M3), 8 (E1, E2, E3, E5, E6), 9 (E4, E5, M1, M2, M4, M5 and M6). Taken together with the feedback and information above, it is clear that this was a highly effective organization development activity.

Taking this information into account, the practitioner concludes the ODI was successful in terms of its implementation. In addition to a high satisfaction rate among participants, it also communicated the intended lessons and information that were the goals. There were some changes that took place during the process, but these changes were responsive to the organization's needs and the issues identified by the participants. The outing and shareholder and top management meeting were particularly strong successes, providing more information and opportunities to form informal relationships across the organization. Finally, the suggestions for improvement were all issues that the practitioner had identified, including the need for more information and activities. Those participants felt that the ODI was successful and that they had good impressions of what they learned means that the organizational resources and effort put into the OD process were useful for the organization and the participants.
4.6 Post-ODI – Measuring Outcomes

Following the ODI, the analysis process that was conducted before it began was repeated. This analysis provided resources for understanding the changes that have taken place in the organization and participants during the ODI. Thus, the same data are presented here, including questionnaires, interviews and a summary analysis of the situation. Analysis procedures and interpretations are the same as those in the pre-ODI questionnaires, which were explained in Section 4.1.

4.7 Post-ODI: Questionnaires

The same analysis and interpretation process was used for the post-ODI evaluation as for the pre-ODI period. The results have shown in Tables 4.4 and Table 4.5. These results could be discussed as follows.

Table 4.5: Post-ODI descriptive statistics: Core leadership capacity dimensions (n=60)

<table>
<thead>
<tr>
<th>No</th>
<th>Core Leadership Capacity Dimensions</th>
<th>Mean</th>
<th>Standard deviation</th>
<th>Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Setting goal</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>I understand the purpose of goal setting clearly</td>
<td>4.44</td>
<td>0.35</td>
<td>Strongly agree</td>
</tr>
<tr>
<td>2</td>
<td>I give a challenge goal and clearly define a clear direction of what I and my team have to achieve</td>
<td>4.40</td>
<td>0.61</td>
<td>Strongly agree</td>
</tr>
<tr>
<td>3</td>
<td>I set my goal alignment with the department and company’s goal</td>
<td>4.37</td>
<td>0.48</td>
<td>Strongly agree</td>
</tr>
<tr>
<td>4</td>
<td>I feel that setting goal is help to increase my performance in working such as reach the target, increase sale volume</td>
<td>4.65</td>
<td>0.48</td>
<td>Strongly agree</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Aligning resources with priorities</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>I understand the purpose of aligning resources with priorities</td>
<td>4.52</td>
<td>0.62</td>
<td>Strongly agree</td>
</tr>
<tr>
<td>2</td>
<td>I establish priorities for tasks to be accomplished and always identify task to be completed by specific employee.</td>
<td>4.42</td>
<td>0.59</td>
<td>Strongly agree</td>
</tr>
<tr>
<td>3</td>
<td>I always identify the relative importance of each task and plan to do the most important thing first.</td>
<td>4.40</td>
<td>0.62</td>
<td>Strongly agree</td>
</tr>
</tbody>
</table>
4. I feel that aligning resources with priorities support me to work more effectively

<table>
<thead>
<tr>
<th>Promoting collaborative learning cultures</th>
<th>4.55</th>
<th>0.44</th>
<th>Strongly agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I understand purpose of promoting collaborative learning cultures</td>
<td>4.68</td>
<td>0.47</td>
<td>Strongly agree</td>
</tr>
<tr>
<td>2. I always encourage and motivate myself and my subordinate in continuous learning new things.</td>
<td>4.40</td>
<td>0.62</td>
<td>Strongly agree</td>
</tr>
<tr>
<td>3. I participate and provide adequate training and coaching my subordinate in topic which related to their job.</td>
<td>4.53</td>
<td>0.50</td>
<td>Strongly agree</td>
</tr>
<tr>
<td>4. I feel that promoting collaborative learning cultures is necessary to be increase for this organization</td>
<td>4.60</td>
<td>0.49</td>
<td>Strongly agree</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Using data</th>
<th>4.37</th>
<th>0.47</th>
<th>Strongly agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I understand the purpose of using data in my work</td>
<td>4.47</td>
<td>0.54</td>
<td>Strongly agree</td>
</tr>
<tr>
<td>2. I know how to be use data to support my work and have ability to collect and use data to make decisions.</td>
<td>4.62</td>
<td>0.56</td>
<td>Strongly agree</td>
</tr>
<tr>
<td>3. I always use data and facts rather than instinct or preference when making decision.</td>
<td>4.33</td>
<td>0.60</td>
<td>Strongly agree</td>
</tr>
<tr>
<td>4. I feel that I have ability to utilize resources to be optimally productive.</td>
<td>4.07</td>
<td>0.94</td>
<td>Agree</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Engaging in courageous conversation</th>
<th>4.55</th>
<th>0.37</th>
<th>Strongly agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I understand and known the purpose of engaging in courageous conversation</td>
<td>4.60</td>
<td>0.49</td>
<td>Strongly agree</td>
</tr>
<tr>
<td>2. I always listen carefully to my subordinate (including my colleagues) and encourage them to express their opinion. And actively pay attention to and consider what others have to say.</td>
<td>4.72</td>
<td>0.45</td>
<td>Strongly agree</td>
</tr>
<tr>
<td>3. My subordinates always share idea about work to me anytime.</td>
<td>4.47</td>
<td>0.62</td>
<td>Strongly agree</td>
</tr>
<tr>
<td>4. I feel that my organization need to improve employee to be more engaging in courageous conversation e.g. have more activity or channel to allow employee to have conversation and sharing knowledge, skill, experience</td>
<td>4.40</td>
<td>0.49</td>
<td>Strongly agree</td>
</tr>
</tbody>
</table>
4.7.1 Post-ODI Core Leadership Capacity

4.7.1.1 Setting goals

Setting goals was one of the strongest areas of core leadership capacity in the post-ODI period, with all items ranking in the *strongly agree* interpretation category (M = 4.44, SD = 0.35). The lowest scoring item in this scale was “I understand the purpose of goal setting clearly” (M = 4.35, SD = 0.481), followed by “I set my goal alignment with the department and company’s goal” (M = 4.37, SD = 0.486), “I give a challenge goal and clearly define a clear direction of what I and my team have to achieve” (M = 4.40, SD = 0.616). The highest scoring item was “I feel that setting goal is help to increase my performance in working such as reach the target, increase sale volume” (M = 4.65, SD = 0.48). The highest and lowest scoring item has changed from the pre-ODI period.

4.7.1.2 Aligning resources with priorities

The aligning resources with priorities scale did change as much as the setting goals scale. The overall results are in the *strongly agree* category (M = 4.51, SD = 0.34). The lowest scoring item is “I always identify the relative importance of each task and plan to do the most important thing first” (M = 4.40, SD = 0.62), followed by “I establish priorities for tasks to be accomplished and always identify task to be completed by specific employee” (M = 4.42, SD = 0.59), “I understand the purpose of aligning resources with priorities” (M = 4.52, SD = 0.62), which scored in the 'Strongly agree' category. The highest scoring item was “I feel that aligning resources with priorities support me to work more effectively” (M = 4.60, SD = 0.49).

4.7.1.3 Promoting collaborative learning cultures

Promoting collaborative learning cultures was another strong performance area in the post-ODI period (M = 4.57, SD = 0.41). The lowest scoring item was “I always
encourage and motivate myself and my subordinates to continuously learn new things" (M = 4.40, SD = 0.62). This is the same mean score as the highest item in the aligning resources with priorities scale. However, its position is consistent with the pre-ODI period. Other items also scored in the 'Strongly agree'. These items were “I participate and provide adequate training and coaching my subordinate in topic which related to their job" (M = 4.53, SD = 0.50), “I feel that promoting collaborative learning cultures is necessary to be increase for this organization” (M = 4.60, SD = 0.49) the highest scoring item was “I understand purpose of promoting collaborative learning cultures” (M = 4.68, SD = 0.47). Thus, collaborative learning has also undergone some amount of change.

4.7.1.4 Using data

In the post-ODI period, the lowest scoring item was “I feel that I have the ability to utilize resources to be optimally productive” (M = 4.07, SD = 0.94). Followed by items “I always use data and facts rather than instinct or preference when making decision" (M = 4.33, SD = 0.60), “I believe that my work will be more productive if I use data and fact to support my work” (M = 4.40, SD = 0.49) and “I understand the purpose of using data in my work” (M = 4.47, SD = 0.54). The lowest responses were similar to the responses in the pre-ODI period, although responses were moderately higher. Thus, overall using data scored in the 'Strongly agree' (M = 4.39, SD = 0.40).

4.7.1.5 Engaging in courageous conversation

Engaging in courageous conversation also was perceived highly in the post-ODI period. All items scored in the 'Strongly agree'. The lowest scoring item was “I feel that my organization need to improve employee to be more engaging in courageous conversation e.g. have more activity or channel to allow employee to have conversation and sharing knowledge, skill, experience” (M = 4.40, SD = 0.49), followed by “My subordinates always share idea about work to me anytime” (M = 4.47, SD = 0.62), “I understand and known the purpose of engaging in courageous conversation” (M = 4.60,
SD = 0.49), and "I always listen carefully to my subordinate (including my colleagues) and encourage them to express their opinion. And actively pay attention to and consider what others have to say" (M = 4.72, SD = 0.45).

Table 4.6: Post-ODI descriptive statistics: Organization commitment

<table>
<thead>
<tr>
<th>No.</th>
<th>Organization Commitment</th>
<th>Mean</th>
<th>Standard deviation</th>
<th>Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>I am very happy being a member of this organization.</td>
<td>4.65</td>
<td>0.66</td>
<td>Strongly agree</td>
</tr>
<tr>
<td>2</td>
<td>I enjoy discussing about my organization with people outside it.</td>
<td>4.40</td>
<td>0.62</td>
<td>Strongly agree</td>
</tr>
<tr>
<td>3</td>
<td>I really feel as if this organization's problems are my own.</td>
<td>4.23</td>
<td>0.50</td>
<td>Strongly agree</td>
</tr>
<tr>
<td>4</td>
<td>I think that I could easily become as attached to another organization as I am to this one. (−)</td>
<td>1.90</td>
<td>0.75</td>
<td>Disagree</td>
</tr>
<tr>
<td>5</td>
<td>I do not feel like 'part of the family' at my organization.</td>
<td>1.47</td>
<td>0.79</td>
<td>Strongly disagree</td>
</tr>
<tr>
<td>6</td>
<td>I do not feel 'emotionally attached' to this organization.</td>
<td>1.52</td>
<td>0.97</td>
<td>Strongly disagree</td>
</tr>
<tr>
<td>7</td>
<td>This organization has a great deal of personal meaning for me.</td>
<td>4.05</td>
<td>0.77</td>
<td>Agree</td>
</tr>
</tbody>
</table>
4.7.2 Organization Commitment

4.7.2.1 Organization commitment

From table 4.6 showed that the two joint lowest scores in the organization commitment scale were “I do not feel like 'part of the family' at my organization” (M = 1.47, reverse M = 4.53, SD = 0.79), and “I do not feel 'emotionally attached' to this organization” (M = 1.52, reverse M = 4.48, SD = 0.97). This is consistent with the pre-ODI period, where these were also the lowest scoring items. Followed by another reverse item “I think that I could easily become as attached to another organization as I am to this one” (M = 1.90, reverse M = 4.10, SD = 0.75). Followed by items “This organization has a great deal of personal meaning for me” (M = 4.05, SD = 0.77), “I really feel as if this organization's problems are my own” (M = 4.23, SD = 0.50) and “I enjoy discussing about my organization with people outside it” (M = 4.40, SD = 0.62).

The highest scoring item was “I am very happy being a member of this organization” (M = 4.65, SD = 0.66). This is consistent with the pre-ODI period and continues to show a participant group with an overall high level of organization commitment.

4.7.3 Interviews

Interviews were re-conducted during pre-ODI by using similar tools to same group of participants. Where, respondent's tasks, responsibility and job-role remain unchanged. (Please see Table 16 for participant details.) Once again, thematic analysis was used, with overarching themes including core leadership capacity and organization commitment.

4.7.3.1 Core leadership capacity in the post-ODI period

Participants were asked on five core leadership capacity in each dimension including setting goals, aligning resources with priorities, promoting collaborative learning cultures, using data, and engaging in courageous
communication. Once again, participants were asked about both their supervisor's performance and their own in these areas.

4.7.3.2 Setting goal

Most participants felt that their supervisors were good at setting goal in the long term and short term by involving team in process of setting goal (E1, E2, E3, E4, E5, M1, and M2), however one person had neutral perspective toward her supervisor in setting goal (M3) with "now she is more open and encourages me more." Therefore, this could assume that majority participant has improve and become more effective at setting goals from all level. Thus, participants' supervisors are perceived as effective at setting goals and targets.

Participants were less certain about their own goal setting effectiveness. Some participants had a positive view (E1, E3, E4, E5, M1), but some were still neutral about their goal setting (E2, M2, M3). M3 explained that "This is not really a good area; I mostly work to short-term goals to reach sales targets." Thus, developing goal setting capacity is significantly improved and trend to be more progress in the organization.

4.7.3.3 Aligning resources with priorities

The majority of participants agree to changes of resource allocation of his/her supervisors, where respondents could sense that supervisors have a higher concern in utilizing resources more effectively (E1, E2, E3, E4, E5, M1, M2). So far, E4 further elaborated that number of sales personnel is dissimilar but more tasks have been accomplished. This is because; supervisors pay more attention in process design, team targeting and operational supervision.

Also, three participants claimed that he/she could align resources more effectively (E1, E2 and E3). However, others stated that the limits on their time, resources, or knowledge could influence the extent to which they could effectively use their resources (E4, E5, M1, M2, and M3). Some comments included "I attempt to practice, organize and prioritize all of my resources" (M1)
and “I attempt to fully utilize company resources as much as possible, but sometimes it is still need time and more training to support in this area. “I need more practice and training” (M3). This suggests that while aligning resources and priorities, there are some improvements still in progress in this area.

4.7.3.4 Promoting collaborative learning cultures

Most participants indicated that their supervisors were fully supportive of workplace learning and collaborative learning in the organization (E1, E2, E3, E4, E5, E6, M1, M2, and M3). Some participants indicated that their supervisors encouraged team to attend the seminar and share their experience to support the team for improving the learning culture, despite limited budget concerns (E5, M3). This suggests that the organization’s leaders are becoming more effective and consistent at supporting collaborative learning. The participants were also generally positive about collaborative learning and open to workplace learning (E1, E2, E3, E4, E5, M2, and M3). One participant (M1) who rejected workplace learning on the basis that she did not have time for it, was still doubtful, but was more willing to explore possibilities. She stated, “I have no idea about this, but I am willing to spend my time and participate if I am interested in the topic.” Thus, for both participants and their managers, a learning environment appears to be more of a priority.

4.7.3.5 Using data

For their supervisors, the participants identified the following characteristics: experience (E1, E2, E3, M2, and M3), data (E1, E2, E3, E4, E5, M1, M2, and M3), emotion (E4), and instinct (E1). While these are the same bases as in the pre-OD1 period, the use of data was much more widespread, with all participants indicating that their supervisors used data at least to some extent in their decision making. In terms of their own decision making, participants identified the following characteristics: experience (E4, E5, M1, M2, M3), data (E1, E2, E3, E4, E5), and emotion (M1, M2). There are also some comments
that the use of data is changing. For example, E5 stated in regards to her supervisor (who also participated in the ODI, though she was not interviewed): She uses emotional and experience factors, but she is getting better at using facts and data to clarify and support her decisions." E5 also states, "In the past I mostly used experience, but I am using more data and facts from the Internet and consulting with specialists in particular areas." This suggests that in the post-ODI period, decision making is largely based on a combination of data and experience, where there is less involvement of emotional or instinctual factors.

4.7.3.6 Engaging in courageous conversation

Participants did have strong positive views of their supervisor's willingness to engage in courageous conversation. Several participants indicated that their supervisor did perform this area better compared with the prior period (E1, E2, E3, M1, and M3). For example, M3 stated, "my supervisor carry out an honest communication, especially true with sensitive issues." (E4, E5 and M2). Furthermore, M2 stated "we talk openly to within our departments, but [their supervisor] is still not very open with other departments." Some participants indicated that they were more open to conversation (E1, E2, E3, M1, and M2), while others suggested that they were open to courageous conversation (E4, E5, M3). Interestingly, E2 indicated that she has much courage to communicate; especially in conflicting and sensitive situations, where she has agreed that such quality is considered as key-success dimensions in cooperating between cross-department. Conflict from honest communication shall be minimized if we focus on propose rather than personal matter". (E2)

4.7.4. Organization commitment in the post-ODI period

The organization commitment of participants was also assessed in the post-ODI period. This assessment applied of Meyer and Allan’s (1991) framework of organization commitment.
4.7.4.1 Organization Commitment

As in the pre-ODI period, participants had a warm and positive view of AAA Realty as an organization. Some of the characteristics that were identified included "low competition" (E1, M1, M3), "friendly" and "good relationships" (E1, E4, M1), and "family" (M2, M3). Participants related feeling love, pride, and commitment to the organization (E2, E3, E4, and M2). Participants also had good feelings about their supervisors and colleagues. Relationships were described as friendly (E1), family-like (E3), supportive (E1, E3, M2), respectful (M1), open (M2), and positive (E2, M3). None of the participants had negative feelings about their co-workers or supervisors, and generally had a high rate of organization commitment based on these findings.

4.7.6 Summary and Analysis of Post-ODI Situation

Evidence from the post-ODI questionnaires and interviews, can be used to understand where AAA Realty was following the ODI process. The post-ODI questionnaires indicated that there were high levels of some core leadership capacity dimension in the organization, especially setting goals, promoting collaborative learning cultures, and engaging in courageous conversation. While capacity including aligning resources with priorities and using data lagged behind these very high scales, they were still statistically significant. As in the pre-ODI period, the interviews showed a somewhat more complex picture of core leadership capacity, including ongoing issues with aligning resources and priorities. There is some amount of difficulty in learning to set goals effectively and continued resistance to courageous conversation on the part of both supervisors and workers. Interview participants did state in some cases that improvements were being made, which is in keeping with core leadership capacity development as a process (Soehner and Ryan, 2011) rather than an inner strength or personality trait (Scharmer, 2008). Although some participants' managers (especially M3) do not appear to be changing, this could mean simply that training and improvement in managerial expectations has not resulted in change. Rather than following Scharmer's (2008) model of core leadership capacity, these areas of study
represent opportunities for continuous improvement in the organization, which could be the focus of further development activities.

Organization commitment continued to be relatively high. While, interviews showed the same pattern of Organization commitment, which is consistent with an organization with a strongly committed workforce (Meyer and Allen, 1991). One notable feature of the interviews was a strongly positive and friendly view of organization, supervisors, and coworkers, which points to emotional and social involvement rather than resource requirements and the cost of leaving as the basis for commitment (Meyer, Becker, and Vandenbergh, 2004). This does imply that the organization may have a very low turnover rate (Jaros, 1997). However, it should not be taken for granted, particularly if there are improvements that could be made in the organization that would increase commitment.

The researcher turns now to examining evidence that the ODI process made a statistically difference in enhancing level of core leadership capacity and organization commitment.

4.8 Hypothesis Testing

The final tasks of this chapter are first to examine the relationships of core leadership capacity and organization commitment. The second is to examine the difference between pre-ODI and post-ODI states. Finally, the results will be discussed and compared with the literature review.

Hypotheses 1 were assessed using the Pearson correlation method, with acceptance at $p < 0.05$. These hypotheses were assessed using the post-ODI measures. Where, Hypothesis 1 stated:

4.8.1 Hypothesis 1

$H1_0$: There is no statistically significant relationship of core leadership capacity and organization commitment

$H1_a$: There is statistically significant relationship of core leadership capacity and organization commitment
The results are summarized in Table 4.7. This correlated of core leadership capacity and organization commitments was statistical significant $r = 0.296$, $p = 0.022$. Thus, $H_{10}$ was rejected.

Table 4.7: Pearson correlation: Core Leadership capacity and Organization Commitment for all group $n = 60$ (H1)

<table>
<thead>
<tr>
<th></th>
<th>All Core Leadership capacity</th>
<th>All Organization commitment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core Leadership capacity</td>
<td>Pearson Correlation 1</td>
<td>.296</td>
</tr>
<tr>
<td></td>
<td>Sig. (2-tailed) .022</td>
<td>N 60</td>
</tr>
<tr>
<td>Organization commitment</td>
<td>Pearson Correlation .296</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Sig. (2-tailed) .022</td>
<td>N 60</td>
</tr>
</tbody>
</table>

4.8.2 Hypothesis 2, 3

These second of two set of hypotheses addressed the statistical differences between the pre- and post- ODI of core leadership capacity ($H_2$) and Organization Commitment ($H_3$). These hypotheses were tested using paired samples t-tests, which determine whether individual participants had a change between pre- and post- ODI. Results were assessed at $p < 0.05$. Where hypothesis 2 stated:

$H_{20}$: There is no statistical difference between Pre- and Post- ODI of core leadership capacity

$H_{2a}$: There is a statistical difference between Pre- and Post- ODI of core leadership capacity

Results are summarized in Table 4.8. It reveals that overall core leadership capacity is statistical difference between Pre-ODI and Post-ODI ($\text{Sig} = 0.000$). Therefore, $H_{20}$ is rejected.
The mean of core leadership capacity rose by 0.27 points. Furthermore, the t-test showed that there is a statistical difference for sub dimension aligned with the result including setting goals ($t = 5.48, p = 0.000$), aligning resources and priorities ($t = 4.30, p = 0.00$), promoting collaborative learning cultures ($t = 3.65, p = 0.001$), using data ($t = 3.58, p = 0.01$), and engaging in courageous conversation ($t = 3.03, p = 0.04$).

Table 4.8: Paired samples t-test of core leadership capacity for all group $n=60$ (H2)

<table>
<thead>
<tr>
<th>Core Leadership Capacity (Five Sub-Dimensions)</th>
<th>Pre-ODI</th>
<th>Post-ODI</th>
<th>Mean difference</th>
<th>T</th>
<th>Sig. (2-tailed)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Setting Goal</td>
<td>Mean</td>
<td>S.D</td>
<td>Mean</td>
<td>S.D</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4.11</td>
<td>0.50</td>
<td>4.44</td>
<td>0.35</td>
<td>0.33</td>
</tr>
<tr>
<td>Align Resources with Priorities</td>
<td>4.20</td>
<td>0.51</td>
<td>4.48</td>
<td>0.40</td>
<td>0.27</td>
</tr>
<tr>
<td>Promoting Collaborative Learning Cultures</td>
<td>4.24</td>
<td>0.40</td>
<td>4.55</td>
<td>0.44</td>
<td>0.31</td>
</tr>
<tr>
<td>Using Data</td>
<td>4.11</td>
<td>0.50</td>
<td>4.37</td>
<td>0.47</td>
<td>0.25</td>
</tr>
<tr>
<td>Engaging in Courageous Conversation</td>
<td>4.34</td>
<td>0.44</td>
<td>4.55</td>
<td>0.36</td>
<td>0.21</td>
</tr>
<tr>
<td>Overall score of core Leadership Capacity</td>
<td>4.20</td>
<td>0.41</td>
<td>4.48</td>
<td>0.34</td>
<td>0.27</td>
</tr>
</tbody>
</table>

Hypothesis 3 stated:

$H3_0$: There is no statistical difference between Pre- and Post-ODI of Organization Commitment

$H3_a$: There is a statistical difference between Pre- and Post-ODI of Organization Commitment

The results are summarized in Table 4.9. It reveals that organization commitment is statistical difference between Pre-ODI and Post-ODI with $t = 4.99$, Sig = 0.000. Thus, $H3_0$ is rejected. The mean of organization commitment rose by 0.42 points in the post-ODI period.

Table 4.9: Paired samples t-test of organization commitment $n=60$ (H3)

<table>
<thead>
<tr>
<th>Organization commitment</th>
<th>Pre-ODI</th>
<th>Post-ODI</th>
<th>Mean difference</th>
<th>t</th>
<th>Sig. (2-tailed)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mean</td>
<td>S.D</td>
<td>Mean</td>
<td>S.D</td>
<td></td>
</tr>
<tr>
<td>Organization commitment</td>
<td>3.93</td>
<td>.53</td>
<td>4.35</td>
<td>.45</td>
<td>0.42</td>
</tr>
</tbody>
</table>
Wilcoxon Signed-Rank Test

This part shows the result from Wilcoxon signed-rank test for group of management level which is 20 participants (n=20), testing incore leadership capacity and organization commitment to test if population cannot be assumed to be normally distributed due to small sample (only 20 samples for management level). Results are shown in table 4.10 and table 4.11.

Table 4.10: Wilcoxon signed-rank test of core leadership capacity for management level respondents (n = 20) (H2)

<table>
<thead>
<tr>
<th>Core Leadership Capacity (Five Sub-Dimensions)</th>
<th>Negative Ranks</th>
<th>Positive Ranks</th>
<th>Z</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Setting Goal</td>
<td>N</td>
<td>Mean Rank</td>
<td>N</td>
<td>Mean Rank</td>
</tr>
<tr>
<td>Align Resources with Priorities</td>
<td>6</td>
<td>6.30</td>
<td>11</td>
<td>10.18</td>
</tr>
<tr>
<td>Promoting Collaborative Learning Cultures</td>
<td>2</td>
<td>4.75</td>
<td>13</td>
<td>8.50</td>
</tr>
<tr>
<td>Using Data</td>
<td>5</td>
<td>6.90</td>
<td>13</td>
<td>10.50</td>
</tr>
<tr>
<td>Engaging in Courageous Conversation</td>
<td>4</td>
<td>9.75</td>
<td>14</td>
<td>9.43</td>
</tr>
<tr>
<td>Overall score of core leadership capacity</td>
<td>5</td>
<td>6.00</td>
<td>14</td>
<td>11.43</td>
</tr>
</tbody>
</table>

Results are summarized in Table 4.10. It reveals overall core leadership capacity of management level to be statistical significantly difference mean between Pre-ODI and Post-ODI (Z = 2.62, p = 0.009). Furthermore, the t-test showed that there was a statistical difference for factors, as it found variables including setting goal (Z = 2.148, p = 0.032), aligning resources and priorities (Z = 2.89, p = 0.004), promoting collaborative learning cultures (t = 2.25, p = 0.025), and engaging in courageous conversation (Z = 2.41, p = 0.016) has increased after ODI; while using data has slightly dropped (Z = 2.05, p = 0.041) after Post-ODI.

Table 4.11: Wilcoxon signed-rank test of organization commitment for management level n=20 (H3)

<table>
<thead>
<tr>
<th>Organization commitment</th>
<th>Negative Ranks</th>
<th>Positive Ranks</th>
<th>Z</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>Mean Rank</td>
<td>N</td>
<td>Mean Rank</td>
</tr>
<tr>
<td>Organization commitment</td>
<td>4</td>
<td>5.38</td>
<td>14</td>
<td>10.68</td>
</tr>
</tbody>
</table>
The results are summarized in Table 4.11. It reveals organization commitment has statistically significantly difference between Pre-ODI and Post-ODI ($Z = 2.79, p = 0.005$). Thus, $H_3$ is rejected.

4.8.3 Discussion

The research finding of post-ODI could be sub-categorized into 2 dimensions: 1) Whether there are relationships between core leadership capacity and organization Commitment and 2) whether there are statistically significant mean changes when compared between pre- and post-ODI.

Regarding to hypothesis $H_1$ which using Pearson correlation method showed the statistical data which revealed significant value $= 0.022$ (Sig=0.022) that is less than 0.05 ($p>0.05$). Therefore, it could be summarized that the null hypothesis is rejected, and the alternative hypothesis is accepted accordingly. Therefore, statistically written; there is a statistically significant relationship of core leadership capacity and organization commitment.

While hypothesis $H_2$ and $H_3$ were applied using the paired sample $t$-test referred in the table 4.8 and table 4.9 has revealed that there was a statistically difference of core leadership capacity and organization commitment compared between pre and post ODI.

The statistical data for $H_2$ has suggested that there are significant changes in core leadership capacity in all sub dimensions as if to compare between pre and post ODI. Five dimensions result showed statistically difference and have a statistically significant value less than 0.05; significant value $= 0.000$ (Sig=0.000) in core leadership capacity as referred in table 4.8.

These trends also continued for hypothesis 3. There are significant changes in organization commitment if compare between pre and post ODI. As referred to table 4.9 illustrate organization commitment has statistically mean difference and have a statistically significant value less than 0.05; significant value $= 0.000$ (Sig=0.000). The statistical data and interview analysis indicates that the post ODI in core leadership capacity and organization commitment improved to the pre ODI period as and showed that there are significant relationships between core leadership capacity and
organization commitment which related to review by Rhoades and Eisenberger (2002) have validated that: the management styles in conjunction with leader capacity also able to influences the commitment level of employees. In part of employees' organization commitment is largely perceived by organization support (Rhoades and Eisenberger, 2002). Since, employees are likely to feel obliged to return the organization supportive in terms of organization commitment (Shore and Wayne, 1993).

Furthermore, the result of this research identified that there are statistically significant between pre and post ODI which confirm that this OD process has demonstrated that core leadership capacity can be enhanced through organizational intervention processes. However, OD is a continual process of change and can take several iterations to fully identify and reach the objective (Cummings and Worley, 2009; McLean, 2006). Thus, this series of ODI sessions can be considered essential and important in AAA Realty's development in enhancing of core leadership capacity and organization commitment.

One of the notable aspects of this OD process was that the third OD activity was designed based on the feedback and the evaluation of the pre ODI situation analysis outcomes. This type of change is part of the process of action research, which must be responsive to the organizational conditions and feedback from the organization's managers (Cummings and Worley, 2009; McLean, 2006).

In part of enhancing organization commitment, the activities team building oriented informal outing was made to motivate and enhance practicing in core leadership capacity, effective communication in management level and teamwork synchronization among team which are issues of AAA Realty departments and vertically throughout the organization. Team building, and communication facilitation activities are common types of ODIs that can be used at the team and cross-team level (Burke and Noumair, 2015; Cummings and Worley, 2009; McLean, 2006). Thus, this activity was appropriate for the organizational condition and state. In this case, the outing activity was one of the most effective and positively received activities that took place during the OD process. Thus, even though this was a diversion from the original
plan, it can be stated that it was a highly effective strategy. This is not unusual with OD processes, which often require repeated rounds of development to improve the conditions noted (Cummings and Worley, 2009; McLean, 2006). Therefore, this activity is also considered as a process of continual development and refinement of individual and organization capacity (Leithwood, et al., 2006; Ontario Ministry of Education, 2010).

4.9 Collaborative Activity

To support your activities that aims to stabilize and maintain good momentum of ODI in the focal organization. The Collaborative Activity was designed to enriched organization-effectiveness even after the research activity was accomplished. The activities were suggested and designed to compliment with the researcher intervention. Most activities were selected and continued from initial intervention, since; it is suitable with organization practices, norm, culture and people. List of activities are as follow:

- Morning Talk
- Public recognition of contributions
- New policy for motivation and employee commitment
- Shareholder presentation / Sharing Goal and Vision
- Synchronization among team member and team building activities: Team move time, CSR activities
Chapter 5

Summary, Conclusion and Recommendations

In the previous chapters, the process of an OD process undertaken at AAA Realty, one of Thailand’s leading real estate companies, was explained and described and its outcomes presented. The purpose of this final chapter is to address a summary of the study’s findings, and then proceed to the conclusion of the study. Recommendations are then provided, including post-ODI recommendations for AAA Realty and recommendations for further study. The chapter ends on a personal reflection about the process and outcomes of the OD process.

5.1 Summary of findings and Conclusion

Key findings from the action research in enhancing core leadership capacity, organization commitment through leadership building intervention are summarized by revisiting the proposed research questions as follows.

1. What is the existing situation of the focal organization with regard to core leadership capacity and organization commitment?

The current situations of the focal organization were assessed through the three approaches: The STAR assessment and the SWOT analysis in the pre-ODIs phase. Quantitative and qualitative tools were also applied to explore the perception of the participants.

AAA realty has strong background with 18th years in local real estate agent market with the “to be the best real estate agent in Thailand”. AAA realty has long term trusted from the customer and high referable rate of customer. Even the market situation show high opportunities factor for growing in the market but AAA realty faced some challenges in core leadership capacity of employee and organization commitment. With flat structure and centralized decision making pattern which one way and silo of communication pattern cause limitation of team building and effective communication. Rapid expansion to growing in the market caused lack of well trained employee, weakened of core leadership capacity, commitment to organization and well communication with synchronized of team. This requires
the development of core leadership capacity as core skill and organization commitment with collaborate with team building activity. This could provide opportunities for company to enhance their core leadership capacity, organization commitment and team building which create organization capability to successfully and sustainable growing in the market.

Prior to the ODIs, the researcher applied the quantitative tool to measure the level of perception for the organization commitment and core leadership capacity

2. What is the appropriate ODI to enhance core leadership capacity and organization commitment?

This action research utilized three main interventions to enhance core leadership capacity, organization commitment (1) core leadership capacity (2) team building and effective communication and (3) collaborative activity to allow employee to practice their learning and commit to organization, as summarized in the following discussion

- Core leadership capacity training
  Introducing basic knowledge of core leadership capacity which comprised of five sub-dimensions: setting goal, aligning resources with priorities, promoting collaborative learning, using data and engaging in courageous conversation.

- Promote organization commitment Through team building, effective communication
  By introducing basic concept of effective communication and team building to participants. Set up CSR group activities to allow all members to sharing and participating in the activities to develop team building and synchronized in team work. Sharing goal and open conversation to develop effective communication.

- Collaborative learning culture:
  To support activities that aims to stabilize and maintain good momentum of OD in the focal organization. Moring talk, sharing goal, public recognition of contribution, open class activities were designed.

3. Is there a statistical significant relationship between core leadership capacity and organization commitment?
To summarized of this research question and first hypothesis (H1). Researcher supported by the statistical data which responded to the research hypotheses. In the first hypothesis which test the correlation between core leadership capacity and organization commitment identified statistically significant at p value = 0.022. Thus, this result could summary that there is correlated relationship between core leadership capacity and organization commitment.

4. Is there a statistical difference between Pre ODI and Post ODI of core leadership capacity? In research question and the second hypothesis (H2) which test the different between Pre-ODI and Post-ODI in core leadership capacity. The result has summarized that core leadership capacity was statistically significantly difference between Pre-ODI and Post-ODI at p value = 0.002. Therefore, this result could summary that core leadership capacity has positively changed in the Post-ODI period.

5. Is there a statistical difference between Pre ODI and Post ODI of organization commitment? In this research question and the third hypothesis (H3) which test the different between Pre-ODI and Post-ODI of organization commitment. The result summarized that organization commitment is statistical difference between Pre-ODI and Post-ODI at p value = 0.001. Thus, this result could summary that organization commitment has positively changed or rose in the post-ODI period.

These can deliver a few conclusions confirming that the selected intervention tools are positively significant for these groups of professionals who operate in a linear-organizational structure. Also, it is aligned with both the Ontario Framework (2010) and Meyer and Allen (1991) in that when the organization pays close attention to employee-critical-variables in work environment, employees often reciprocate in terms of organization commitment and a productive work approach. However, the main suggestions for improvement included increasing the number of activities and topics that were addressed and extending the OD process in the long term.

The Intervention processes were conducted over the course of 6 months, where participants were voluntary. The participants include shareholders, top executives and front-
line employees. The OD research activity has offered participants an opportunity for learning in different contexts, including thinking styles (WBL) and problem evaluation and solution identification (AI), as well as core leadership capacity for both managers and employees. The inclusion of employees, not just managers, in the OD was intended to increase core leadership capacity in the entire organization, not just in the current management staff. This was essential for AAA Realty, because the organization is growing so rapidly that it requires much more core leadership capacity than it currently has. Finally, the structure of interventions allowed participants to determine what changes are required in the organization and implement them, making immediate and substantive positive changes.

In conclusion, this OD process was an excellent first step to organizational change at AAA Realty. The OD process and intervening activities made substantive changes in core leadership capacity and organization commitment and provided direction for future changes and programs to be implemented to help AAA Realty continue to manage its growing pains successfully. There are some areas for improvement, and these provide support for the organization because they point to areas where the organizational needs continue to improve. The OD had positive outcomes for the employees and managers as well as the full organization. AAA Realty has emerged from the OD process a stronger organization and able to manage its rapid rate of growth.

5.2 Recommendations

The final task of this research was to critically reflect on the findings and offer recommendations for post-ODI action in AAA Realty or business perspective and for the academic research. Therefore, the recommendation is aligned with significance of study by two variables which recommended in four parts in business perspective and the academic perspective.

5.2.1 Post-ODI Recommendations

As noted in the conclusion, there were several areas where AAA Realty and its employees and Management team require further training to enhance their core leadership capacity. Furthermore, there are organizational issues that need to be addressed, especially
horizontal and vertical communication and teamwork which found that very support employee
to feel as a part of organization. The recommendations provided here are based on the OD
literature and on these noted areas.

**Improving core leadership capacity**

The first set of recommendations is directed toward continuously improving via
creative design activities to allow opportunities to practice core leadership capacity in all
dimensions, especially in using data and goal setting which still concerned as required time to
practice and low improvement result from this the ODI, and/or where the post-ODI
questionnaire analysis determined there is a statistically difference. Thus, these two areas would
be an appropriate focus for developing more detailed organizational training and development
for employees and management members. OD processes are intended to implement
organizational change, and although they often include training they do not necessarily focus
on the type of technical training required to enhance core leadership capacity (Cummings and
Worley, 2009; McLean, 2006). As a simple example, it would be difficult to convince
managers and employees to use data in decision making if they do not understand how to access
and evaluate the required data. Thus, the first recommendation is that formal training programs
should be established that address these three areas of core leadership capacity.

**Extending and continuing OD activities**

The second post-ODI recommendation for AAA Realty is that some of the OD activities
and learning should be extended and continued through the existing employee training
program. The ODI feedback identified aspects of the training including WBL and AI, along
with the core leadership capacity model, which is potentially helpful for employees throughout
the organization. Furthermore, developing core leadership capacity is not an individual activity
(Leithwood, et al., 2006). Instead, to make the most of its resources, AAA Realty needs to
develop core leadership capacity throughout the organization, not just for its current managerial
staff (Leithwood, et al., 2006). The OD showed that the organization already had a positive
approach to collaborative learning, which improved following the ODI sessions. Thus, it makes
sense that the organization should use collaborative learning to disseminate knowledge about
core leadership capacity throughout the organization. This could be accomplished by
incorporating core leadership capacity training, WBL, and AI information in the employee training and development program.

**Improving organization commitment**

The third recommendation for AAA Realty regarding enhancing organization commitment is directly relevant with all participants in the organization who commit to work for the company for different reasons. But, this caused differences in the organization in individuals and overall. Therefore, the company should be concerned and carefully aware of each commitment which could lead to well design activities to enhance their commitment in positively such as teambuilding, sharing goal.

**Improving communication and teamwork**

The fifth recommendation for AAA Realty is teambuilding and enhancing effective communication which support organization commitment and directed toward improving communication and teamwork area. Horizontal and vertical communication and interdepartmental teamwork were identified early in the OD process as a substantial issue in the organization, which was exacerbated by the rapid rate of growth in the organization. These areas were improved during the OD process, and some initiatives such as the morning talk and weekly and annual team activities have already been implemented to improve communication and teamwork. However, there are other steps that could be taken to reduce the isolation of different departments and increase horizontal and vertical relationships in the organization. For example, front-line employees could be represented in senior managerial meetings, and interdepartmental teams could be established to address issues that affect operations of multiple departments (Cheung-Judge and Holbeche, 2015). These activities would improve communication and reduce the sense of isolation in teams, which could improve the overall performance of the organization. However, it would require additional leadership training and organizational resources, which is why it is addressed as the last recommendation for improvement.
5.2.2 Recommendations for Future Research

The second set of recommendations is for future research. There are two main recommendations, including developing a robust theory of leadership capacity and empirical research into the effectiveness of WBL.

**Theoretical development of leadership capacity**

Although leadership capacity is often discussed in practice literature, there is no single model of leadership capacity that has been developed and robustly tested. The model used here, developed by the Ontario Ministry of Education (2010), has been addressed by other researchers (Leithwood, et al., 2006), but has not been used extensively in literature. There are conflicting models of leadership capacity, for example an individual trait-based model of leadership capacity that positions the concept as an inborn set of characteristics (Scharmer, 2008). Thus, there are conflicting understandings of leadership capacity, and these conflicts create ambiguity and complexity in understanding the concept. In particular, there is a conflict as to whether leadership capacity is an individual or organizational resource. In OD, leadership capacity must be addressed as an organizational resource that can be developed, rather than an inborn individual trait. Thus, the first recommendation is that there should be a more intensive theoretical development study directed to improving the theory of leadership capacity as an organizational resource. This research could be undertaken using grounded theory or ethnography within organizations, which could be used to develop the concept and provide a theory for testing.

**Empirical research into WBL**

The second recommendation is for more empirical research into the WBL approach and its underlying Brain Map concept. These concepts have been developed over time (Lynch, 1987: Tayko and Reyes-Palmo, 2010), and can be considered promising approaches. The WBL approach is intended as a self-assessment and learning tool for practical use in training and development (Tayko and Reyes-Talmo, 2010), and it has been used in a few previous OD studies, particularly in Asian countries (Vongbunshin, 2011). Furthermore, WBL could be used as a means to improve OD itself (Villavicencio, 2015). Despite this positive reception, WBL
is still relatively new and has not been tested empirically very much. It also has a weak underlying cognitive process foundation. Thus, there is more work to be done on WBL, especially demonstrating its empirical basis and effects in the learning process. This research could be undertaken in cognitive and organizational psychology fields, along with OD studies and other organizational training and development studies that examine the utility of the WBL model in organizational activities.

5.3 Epilogue

This study has reported on the culmination of my learning process as an OD learner, and my first foray into the experience of the OD researcher and practitioner. As an epilogue to the formal report of the study, I have prepared it that addresses my learning outcomes and experiences and how they have affected me as a person and an OD professional.

One of the things that went well in this OD process was the preliminary research into the organization, which clearly established both the challenges that AAA Realty was facing and the resources the organization had to devote to addressing these problems. Through my preparatory experience as an OD learner, I was aware of the need for preliminary research. The action research model, which I used as an OD researcher, is based on extensive pre-OD research and truly understanding the needs of the organization. In my first effort as an OD practitioner, the importance of this preparatory learning was reinforced. This is a lesson that I will take with me into professional life. Another thing that went well was the establishment of a monitoring and measurement approach to understanding how well the OD was working to meet the organization's goals. As an OD researcher, I needed to monitor the organization's performance so that I could evaluate the effectiveness of the OD process, but it would be equally important as an OD practitioner so that I could both demonstrate the effectiveness of OD and to identify problems with the OD immediately and make adjustments that were needed.

One of the hardest challenges as an OD learner and practitioner was that I did have to change the OD plan halfway through, as it became clear that the originally planned third intervention would not meet the organization's needs. The possibility of needing to change the action plan and the need to stay flexible and responsive to the organization's needs were something that I knew were part of the OD process from my formal classroom learning in OD. However, being called on to react and change the third intervention to improve communication
and teamwork, rather than focusing on organizational issue development, was at first surprising. This change was not a failure of the OD process, which I can recognize now, but at the time it was personally frustrating and highly challenging. This challenge has improved me as a person because I was able to overcome this challenge effectively and put my formal OD learning into practice. I know that this challenge is one that I will face in professional life as an OD practitioner, so being able to overcome it in a learning environment is a very valuable lesson.

One of the things I would change in future OD practice opportunities is that I would try to increase the number of sessions and more carefully assess the required information and knowledge prior to commencing the ODI. There are some possible solutions I could have used in the ODI process to meet the gaps in this study if they were apparent. For example, I could have prepared pre-ODI session training information that presented key concepts. and prepared post-session information on specific topics like using data that could have been used for follow-up self-study by participants that were interested. This would have increased the value of the training to participants, by offering them the opportunity to deepen their knowledge about core leadership capacity.

In conclusion, even though I undertook a long training and education process as an OD learner, I feel that this experience has been the first time that I truly understood what it would be to a professional OD practitioner and researcher. The process of OD diagnosis, planning, and implementation was more complex than I expected, and I did experience some challenges. However, these challenges were valuable, since they offered me information about what I needed to do in future as an OD professional. Following this project, I am looking forward to professional OD in new organizations as an exciting, challenging, and fulfilling career.

5.4 ODI Limitation

These ODI activities were introduced for the first time for the company to participants. This was noted to be a problem by some participants at the time, as they observed that they had not been trained on the topic of core leadership capacity, and the company did not have good internal systems that could provide information, was training or coaching in this area. This ODI was a pioneer program in which the resulting of data was collected after 6 months which was the initial period. The results of the ODI will more effective and enhance the organizationin
the long term as a possible opportunity for improvement in future training and for implementation of organizational training and new systems. Furthermore, due to the limitation of this research design (without a comparison group), it would be hard to conclude that only ODI caused the sole effect on dependent variables.
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• Amagoh, F. (2009). Leadership development and leadership effectiveness. *Management Decision, 47*(6), 989-999.


• JLL. (2016). 2016 gets off to a quarter of two halves as volatility bites: Global Capital Markets Research Q1 2016. Retrieved from Jones Lang Lasalle:


• Kozlowski, David R. Leading from within: Building Organizational Leadership Capacity. Self-Published in 2014 and available online at www.iedconline.org


• Ogundele, M. O., & O. O. F. (2012). Quality Control Mechanism for Administrative Effectiveness of Nigerian Distance Education. *Ila College Education Review*, 8(1).


Book:

California Press.


**Webpage/Website Articles**


• Fels, E. (2016, June 8) retrieved from https://www.businessknowhow.com/money/rapidgrowth.htm

Appendix A: Instrument #1 Pre- and Post- ODI questionnaire (English)

Part 1: Core Leadership Capacity
To evaluate attitude toward leadership capacity
Direction: Please use the scale below to answer each item
1 = Strongly disagree, 2 = Disagree, 3 = Neutral, 4 = Agree and 5 = Strongly agree

<table>
<thead>
<tr>
<th>No.</th>
<th>Item</th>
<th>Agreement level</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Setting goal</strong></td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>1</td>
<td>I understand the purpose of goal setting clearly</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>I give a challenge goal and clearly define a clear direction of what I and my team have to achieve.</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>I set my goal alignment with the department and company's goal.</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>I feel that setting goal is help to increase my performance in working such as reach the target, increase sale volume.</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Aligning resources with priorities</strong></td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>1</td>
<td>I understand the purpose of aligning resources with priorities</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>I establish priorities for tasks to be accomplished and always identify task to be completed by specific employee.</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>I always identify the relative importance of each task and plan to do the most important thing first.</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>I feel that aligning resources with priorities support me to work more effectively and able to increase more organization productivity</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Promoting collaborative learning cultures</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>I understand purpose of promoting collaborative learning cultures</td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>-------------------------------------------------</td>
<td>---</td>
</tr>
<tr>
<td>2</td>
<td>I always encourage and motivate myself and my subordinate in continuous learning new things.</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>I participate and provide adequate training and coaching my subordinate in topic which related to their job.</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>I feel that promoting collaborative learning cultures is necessary to be increase for this organization</td>
<td></td>
</tr>
</tbody>
</table>

**Using data**

<table>
<thead>
<tr>
<th></th>
<th>I understand the purpose of using data in my work</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>I know how to using data to support my work more organization productivity and have ability to collect and use data to make decisions.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>I always use data and facts rather than instinct or preference when making decision.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>I feel that I have ability to utilize resources to be optimally productive.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Engaging in courageous conversation**

<table>
<thead>
<tr>
<th></th>
<th>I understand and known the purpose of engaging in courageous conversation</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>I always listen carefully to my subordinate (including my colleagues) and encourage them to express their opinion. And actively pay attention to and consider what others have to say.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>My subordinates always share idea about work to me anytime.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>I feel that my organization need to improve employee to be more engaging in courageous conversation e.g.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
have more activity or channel to allow employee to have conversation and sharing knowledge, skill, experience

Part 2: Organization Commitment

**Direction:** Please use the scale below to answer each item

1 = Strongly disagree, 2 = Disagree, 3 = Neutral, 4 = Agree and 5 = Strongly agree

<table>
<thead>
<tr>
<th>No.</th>
<th>Item</th>
<th>Agreement level</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>I am very happy being a member of this organization.</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>I enjoy discussing about my organization with people outside it.</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>I really feel as if this organization’s problems are my own.</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>I think that I could easily become as attached to another organization as I am to this one.</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>I do not feel like 'part of the family' at my organization.</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>I do not feel 'emotionally attached' to this organization.</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>This organization has a great deal of personal meaning for me.</td>
<td></td>
</tr>
</tbody>
</table>
Appendix B: Instrument #1 Pre- and Post ODI questionnaire (Thai)

ส่วนที่ 1 คุณสมบัติของผู้นำ

กรุณาเลือกคำตอบที่ทำดีกว่าเหมาะสมที่สุด

1 = ไม่เห็นด้วยอย่างยิ่ง, 2 = ไม่เห็นด้วย, 3 = ไม่แน่ใจ, 4 = เห็นด้วย, 5 = เห็นด้วยอย่างยิ่ง

<table>
<thead>
<tr>
<th>ลำดับ</th>
<th>รายละเอียด</th>
<th>ระดับความคิดเห็น</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>1 2 3 4 5</td>
</tr>
</tbody>
</table>

ความสามารถในการกำหนดเป้าหมาย

1. เน้นเข้าใจวัตถุประสงค์ของการกำหนดเป้าหมายอย่างชัดเจน
2. เน้นกำหนดเป้าหมายที่ทำทุกอย่างที่มีวิธีการ แนวทางปฏิบัติให้กับลูกจ้าง รวมถึงที่กำหนดให้ออปชั่นเพื่อสร้างผลสำเร็จเสมอ
3. เน้นยึดเป้าหมายของลั่นไปในทางเดียวกันเป้าหมายของแผนก และ องค์กร
4. เน้นรู้สึกภักดีต่อเป้าหมายของลั่นจะช่วยเพิ่มประสิทธิภาพในการทำงาน เช่น ช่วยให้บรรลุเป้าหมายของงาน บรรลุผลลัพธ์หรือเพิ่มยอดยอดมาก ได้

ความสามารถในการบริหาร ลำดับความสามารถของทรัพยากร

<table>
<thead>
<tr>
<th>ลำดับ</th>
<th>รายละเอียด</th>
<th>ระดับความคิดเห็น</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>ค่า</td>
<td>ชื่อ</td>
<td>หมายเหตุ</td>
</tr>
<tr>
<td>-----</td>
<td>-----</td>
<td>---------</td>
</tr>
<tr>
<td>1</td>
<td>ฉันมีความสามารถในการสื่อสาร  และความสามารถในการรักษาความคิดรักษาความสุขของชีวิต ให้กับผู้อื่น</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>ฉันมีความสามารถในการสื่อสารกับผู้อื่นในทางที่เป็นประโยชน์</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>ฉันมีความสามารถในการสื่อสารกับผู้อื่นในทางที่เป็นประโยชน์</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>ฉันมีความสามารถในการสื่อสารกับผู้อื่นในทางที่เป็นประโยชน์</td>
<td></td>
</tr>
</tbody>
</table>

ความมุ่งมั่นในการเรียนรู้และการจัดการเวลา

<table>
<thead>
<tr>
<th>ลำดับ</th>
<th>ข้อที่</th>
<th>เรียนรู้การจัดการเวลาในองค์กร</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>ฉันมีความสามารถในการจัดการเวลาในองค์กร</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>ฉันมีความสามารถในการจัดการเวลาในองค์กร</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>ฉันมีความสามารถในการจัดการเวลาในองค์กร</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>ฉันมีความสามารถในการจัดการเวลาในองค์กร</td>
<td></td>
</tr>
</tbody>
</table>

ความมุ่งมั่นในการเรียนรู้

<table>
<thead>
<tr>
<th>ลำดับ</th>
<th>ข้อที่</th>
<th>เรียนรู้การจัดการเวลาในองค์กร</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>ฉันมีความสามารถในการเรียนรู้</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>ฉันมีความสามารถในการเรียนรู้</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>ฉันมีความสามารถในการเรียนรู้</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>ฉันมีความสามารถในการเรียนรู้</td>
<td></td>
</tr>
</tbody>
</table>

สนับสนุนการสนทนาเชิงสังคมก้าวหน้า
<table>
<thead>
<tr>
<th>1</th>
<th>ฉันเข้าใจ และ รู้จุติประสงค์ของการสนทนาชั่งสร้างกําลังใจ</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>ฉันมีกิจวัตรที่ใจ ผู้ได้บังคับบัญชาของฉัน รวมถึงเพื่อนร่วมงาน และมีผลลัพธ์ให้พวกค้าแสดงออกถึงความคิดเห็น และให้ใจในสิ่งต่างๆที่พวกค้าพยายามพูดหรือแสดงออก</td>
</tr>
<tr>
<td>3</td>
<td>ผู้ได้บังคับบัญชาของฉันสามารถที่จะแบ่งปันความคิด ขอเสนอต่างๆ เกี่ยวกับงานเมื่อไรก็ได้ตลอดเวลา</td>
</tr>
<tr>
<td>4</td>
<td>ฉันรู้สึกว่าจังหวัดคุณของฉันเป็นที่ต้องให้ผลมีสารสนเทศเพื่อสร้างกําลังใจ เช่น การจัดกิจกรรม หรือเพื่อนร่วมงานให้มีโอกาสเข้าสัมนา แบ่งปันความรู้ความสามารถและประสบการณ์ต่างๆ</td>
</tr>
</tbody>
</table>

ส่วนที่ 2: ความสุขภาพด้านองค์กร

คําแนะนํา: กรุณาให้หน่วยที่ต้านลางนี้เพื่อดูคีมรค่านั้นและข้อคิดคํา
1 = ไม่เห็นด้วยยิ่งยิ่งมาก, 2 = ไม่เห็นด้วย, 3 = เน่าๆ, 4 = เห็นด้วย และ 5 = เห็นด้วยอย่างมาก

<table>
<thead>
<tr>
<th>ข้อ</th>
<th>หัวข้อ</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>ระดับความคิดเห็น</td>
</tr>
<tr>
<td></td>
<td>1 2 3 4 5</td>
</tr>
</tbody>
</table>

ความสุขภาพด้านอารมณ์และความรู้สึก

1. ฉันมีความสุขมากที่ได้เป็นส่วนหนึ่งขององค์กร
2. ฉันมีความสุขที่ได้พูดช่องคุณของฉันกับคนมากมาย
3. ฉันรู้สึกอย่างจริงจังและอยู่ปุญญาขององค์กรก่อนมีเป็นปุญญาของฉัน
4. ฉันคิดว่าฉันสามารถเป็นส่วนหนึ่งขององค์กรอื่นๆได้เหมือนกันกับองค์กรปัจจุบันนี้
| 5  | ผ่านไม่รู้สึกเหมือนเป็นส่วนหนึ่งของครอบครัว ภูมิใจถึงครอบครัว |  |  |
| 6  | ผ่านไม่รู้สึกสนุกสนานทางด้านอารมณ์ ความรู้สึกกับองค์การนี้เท่าไรบ้าง |  |  |
| 7  | องค์กรนี้อบอุ่นเสมอที่ดี มีความหมาย เป็นการส่วนตัวสำหรับฉัน |  |  |

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Appendix C: Instrument #2 Semi-structure Interview Guideline

คำถามในการสัมภาษณ์แบบเปิด

1. Please briefly explain your work position and roles in this organization or company? กรุณาอธิบายเกี่ยวกับบทบาท ตำแหน่ง หน้าที่ รับผิดชอบของคุณที่องค์กรนี้?
2. How do you feel about this company? คุณรู้สึกอย่างไรเกี่ยวกับองค์กร/บริษัทนี้?
3. How do you feel about your supervisor and colleague? คุณรู้สึกอย่างไรกับหัวหน้างานและเพื่อนร่วมงาน?
4. We all have to make decisions on the job about the delicate balance between personal and work objectives. When do you feel you have had to make personal sacrifices in order to get the job done? เราทุกคนต้องตัดสินใจเกี่ยวกับการที่จะปรับสมดุลระหว่างเรื่องส่วนตัวและเป้าหมายการทำงานเร็วก่อน เมื่อไรที่คุณต้องตัดสินใจเองเพื่อทำให้งานสำเร็จ?
5. If you get a better job (better pay for example), would you leave this company? Why? ถ้าคุณได้รับงานที่ดีกว่า หรือ จ่ายคุณเดี่ยวที่องค์กรนี้ไปคุณ คุณจะออกจากงานนี้หรือไม่?
6. Talking about core leadership capacity. What do you think about your supervisor/manager regarding; เกี่ยวกับความสามารถของผู้นำ คุณคิดอย่างไรเกี่ยวกับหัวหน้างานในเรื่องต่างๆ ดังนี้
   - Goal setting การตั้งเป้าหมาย
   - Aligning/ utilizing resources and priorities การจัดลำดับความสำคัญในการใช้ทรัพยากร
   - Promoting collaborative learning cultures การ推行 สนับสนุนการเรียนรู้วัฒนธรรมองค์กร
   - Using data for making decision การใช้ข้อมูลข้อเท็จจริงในการตัดสินใจต่างๆ
   - Engaging in courageous conversation การแลกเปลี่ยนให้เกิดการพูดคุย การสนทนากล้ากล้า สร้างสรรค์

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Appendix D: Instrument #3 Short Feedback Questionnaire

1. What do you think about OD intervention? คุณคิดเห็นอย่างไรเกี่ยวกับแผนในการพัฒนาองค์กรนี้?

2. What do you learn from OD intervention? คุณได้เรียนรู้อะไรจากแผนในการพัฒนาองค์กรนี้?

3. Which part of OD intervention you like the most? And why? ส่วนไหนของแผนในการพัฒนาองค์กรนี้ที่คุณชอบมากที่สุดคร่าวๆ?

4. What should be changed/ improved in this OD intervention? And why? อะไรที่เราควรเปลี่ยนปรับปรุงแผนในการพัฒนาองค์กรนี้?

5. How would you rate your satisfaction level of this OD intervention, if 1 refers to zero dissatisfied and 10 refers to very satisfied? คุณให้คะแนนความพึงพอใจในการพัฒนาองค์กรนี้อย่างไรถ้า 0 คือไม่พึงพอใจและ 10 คือพึงพอใจมากที่สุด?