The Effect of Appreciative Inquiry (AI) as ODI on Organizational Planning and Service Quality Improvement in St. Francis School (ICSE)

Chandramouli P. More

A Dissertation Submitted in Partial Fulfillment of the Requirements
for the Degree of Doctor of Philosophy in Organization Development
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Dissertation Title	The Effect of Appreciative Inquiry (AI) as ODI on Organizational Planning and Service Quality Improvement in St. Francis School (ICSE)
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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

An increasing premium is being placed on providing generation future with a sound school education with the aim of better equipping them to face the demands and challenges of the Knowledge Economy. The organization under this study is a ten-year old secondary school in the city of Bengaluru (Bangalore). The school is affiliated to the Council for Indian School Certificate Examination and follows the syllabus and norms prescribed by the said Council. The main purpose of this study is to formulate a holistic three year development plan for St. Francis School (ICSE) by opening up a new planning process and to study the effect of OD Intervention on the school service quality.

A participatory action research method known as Appreciative Inquiry (using Strengths, Opportunities, Aspirations, measurable Results framework) was employed as Organizational Development Intervention in the school to craft the development plan. The action research was conducted in three phases, pre-ODI, implementation of ODI and post-ODI.

The pre-ODI phase activities included a series of meetings with multiple stakeholders, organizational analysis using SOAR tool to understand the existing elements in the organization and collection of organization-related information. A survey questionnaire modeled on the popular SERVQUAL scale was used to obtain data on the pre-ODI level of service quality.

The OD Intervention phase which is the critical part of the study involved two steps. In the first, thirty participants representing various stakeholder groups held a one-day affirmative topic choice workshop and chose five themes – one, to reinvent as thinking pupils and evolving school; two, to promote retention-rich practices; three, to improve school image and credibility; four, to enhance school service quality; and finally five, to build an appreciative school organization - as focus of further inquiry. The themes set the tone and direction for the Intervention. The second step took the form of Appreciative Inquiry Summit which is the heart of the OD Intervention. The Summit registered one hundred and fifteen members giving equal voice to the multiple stakeholder groups and spanned for four days. During the Summit days the participants

deliberated on the five themes applying the Appreciative Inquiry Guide as a tool. On day one, they collectively discovered the strengths/assets of the organization; on day two, they envisioned an ideal future image, on day three; they articulated their Aspirations in the form of inspirational statements and on the final day four, the participants worked on crafting a holistic three year development plan. This co-created and co-committed action plan was the prized chief output of the Summit

The third and final phase of the action research included a second round of data collection on service quality in order to determine the effect of the OD Intervention. Besides the data collection, the activities in the phase involved analysis of data, testing of hypotheses, interpretation of the results, validating the findings and submission of final report to the trustees.

The output of the study, the three-year development plan was group-owned, group-committed, group-implemented, successfully opened up a strategically important planning process in the school organization which positively looked forward to a promising future. The use of quantitative procedures in data collection and analysis in conjunction with Appreciative Inquiry Approach enhanced the accuracy, credibility and reliability of the findings. This substantiation pointing to the success of AI as a planned change model in OD Intervention literature remains significantly difficult to ignore. For further ODI, the researcher recommended a Master Development Plan covering all the two dozen educational institutions owned and run by the school management with the objective of maximum utilization of the resources under its disposal. For future research, the study recommended that Appreciative Inquiry as a large-scale OD Interventional methodology be used in combination with quantitative techniques in order to give credibility to the findings and lastly called on the researchers to look into the possibility of developing a sophisticated service quality scale for exclusive use in school education.

An important finding of the study is, as a result of the OD Intervention marginal to moderate improvements were recorded in the parents' satisfaction towards service quality in four out of the six dimensions on the service quality.

Acknowledgment

I would like to place on record my sincere appreciation and gratitude to all those men and women of good will who gave me invaluable support while conducting this research work.

At a vulnerable point of time of my studies, Rev. Bro. Jose Valliara, Superior General, CMSF made a positive Intervention and helped me complete it. I owe him much and will not be able to thank him sufficiently. While I was scouting for an organization to do the OD Intervention, Bro. Peter Lemos, Principal St. Francis School (ICSE) threw open the doors of his school and gave me excellent cooperation. Likewise, Bro. Mariadasu, School Administrator helped me with records, registers and logistics support. Thanks to you Brothers.

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"Abide in Me, and I shall abide in you, so shall you bear much fruit." (John 5:24). Thanks You Lord for your abundant Blessings!

Chandramouli P.More (Class -3)
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Dedication

This Study is dedicated to my late grand mother to whom I owe my existence and everything. Unfading memories of your sacrifice shall live in my heart. Thank You!

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CHAPTER 1

The Potential Challenge for Change

The first chapter of this research highlights the importance of strong foundations with regard to school education in this era of heightened globalization, competition and the various measures taken by nations around the world. It also presents the background, focus and the organization of the study. Furthermore, chapter one defines the research objectives, questions, scope, significance, limitations, key definitions of terms used in the study.

1.1 Generalities of the Study

Globalization and the evolution of a knowledge-based economy have caused dramatic changes to the character and function of school education in most countries around the world. The power engines of a knowledge economy are the knowledge workers who are equipped with very specific skills and attributes. The economic competitiveness and sustained growth of a nation depends on the quality of the knowledge workers, which in turn depends on the quality of school education. This decisive association between school education and economic competitiveness of a country as captured by eminent educationist Sahlberg is presented in Table 1.1. This way, strong foundations of school education and knowledge economy in an implicit way have become inextricably linked. Among the citizens, the critical understanding is wide spread that the coveted knowledge worker's roots lies in quality education and the preparation for such quality education begins in schools. On the one hand, schools have emerged as key players in the new economic order, on the other, they

are also challenged to rise to the occasion and deliver the desired result of high quality academic education.

Table 1.1 Determinants of economic competitiveness and their implications to education (Source: Sahlberg, P cited in Evoh, J.C. 2007, p.5)

	Determinants of economic competitiveness and their implications to education		
Determinants of economic competitiveness	**Human Capital** (education and training)	**Use of Information and Communication Technologies**	**Innovations and technological adaptation**
Restructuring and adjustment	-Enrolment ratios and participation rates -Access and mobility - Length of schooling	-Student/computer ratio -ICT in curriculum -Flexibility and choice	-School-business partnerships -Investments in tertiary education
Quality	-Academic knowledge/skills -Literacy ▪ Mathematics ▪ Science ▪ Meta-cognitive and interpersonal skills	-Teacher readiness to use ICT in teaching -Schools' ICT infrastructure -Assessment policies	-Use of various teaching methods -Focus on both indivi-dual and team learning -Creativity & risk-taking
Financing, infrastructure and management	-Education spending -Life-long learning -Decentralization	-Information Management System -Investing in infrastructure and net working	-Increasing higher Education expenditures -Increasing financing of R&D

1.1.1 The Global Scenario

In the new economy of the millennium, human knowledge has emerged as an asset to be developed, valued and sustained. As the economies of nations are

expanding, knowledge is increasingly acknowledged as a pre-eminent asset and competitive resource of a country.

Governments all over the world have realized the most critical component in the knowledge based economy is to have a well educated workforce. An appreciation of the economic success and education has led to initiation of fundamental shifts in the education system and new political priorities. Some of the initiatives by world leaders in a bid to build up their education system are:

- *President Barack Obama* has set up a new *$4.35 billion grant program* to encourage American Schools to develop internationally competitive standards to take on "folks in Beijing and Bangalore." This fund, called *"Race to the Top"* is one of the largest federal investments in school reforms in US history. Speaking on the need and importance of developing *international standards in schools* he said: "these young people are growing up to be in an environment where they are competing not just against kinds in Chicago or Los Angeles for jobs, but they are fighting against folks in Beijing and Bangalore." (Obama, 2009)

- Education for All (EFA) is an international initiative first launched in Jomtien, Thailand, in 1990 to bring the benefits of education to "every citizen in every society." In order to realize this aim, a broad coalition of national governments, civil society groups, and development agencies such as UNESCO and the World Bank committed to achieving specific education goals (World Bank, 1997)

- *The Right of Children to Free and Compulsory Education Act, 2009* (RTE) was announced by the HRD Ministry, Govt. of India. This Act embarks on far-reaching reforms in India's Education by providing free and compulsory education to the children.

Central features/highlights of this Act

- Free and compulsory education of every child in the age group six to fourteen years in a *neighborhood school* until completion of *elementary education* – Std. I to VIII. Twenty-five percent of seats in a class are to be set aside for children of weaker sections and disadvantaged groups.
- No child shall be liable to pay any kind of *fee* or *charges* or *expenses.*
- No *interviews* at the time of admission and no *screening* of parents.
- No child shall be *denied* admission for lack of age proof.
- No child shall be *detained* in any class or expelled from school for any reason.
- The Govt. shall determine *reimbursement* of per child expenditure.

(Source: The Gazette of India, Ministry of Law and Justice, August 27, 2009)

This act came into force on 01 April, 2010. This sweeping new act is intended to achieve cent percent literacy by offering every citizen an equal opportunity and level playing field to become literate and develop economically.

Among the citizens of the world, the emergence and clear insight that education is the sure route to economic prosperity, reduced income inequalities and social cohesion is compelling young people to heavily invest in their education. In the pursuit of high quality education, schools have *metamorphosed* as bedrocks of laying strong academic foundations at an early age for later higher learning and skill development.

Expanding globalization dictates that nations that will succeed will be those that will bring out the best in the people and their potential. The challenge before all the nations is to unlock these talents and unleash the potential of all their people. It is in this context of empowering children from an early age, development planning for the future and excellence in service quality delivery become critical factors in unveiling a future win-win scenario for all stakeholders.

1.1.2 The Asian Scenario

Asia consists of two-thirds of the world's population. The continent is also home to India and China, two fastest growing economies in the world. Given the fact that education is not only an output of economic growth but also a major input to it, the 'Asian economic century' may be synonymous with an 'Asian education century' (Kennedy and Lee, 2008). The growing list of nations joining the knowledge economy has vastly changed the face of schooling in the region with profound implications for the future.

1.1.2.1 Challenges faced by schools in Asia

The phenomenal economic growth of many Asian nations has led to certain challenges specific to the school education in the continent. Some of these are:

- Increasing pressures and demands of knowledge economy
- High expectation of parents from their children as well as teachers
- Increased competition due to privatization of school education in many countries
- Threatening competition from international schools (IB & Cambridge) and corporate schools

- Severe shortage of qualified and competent teachers
- Unscrupulous managements sensing a chance to make fast bucks
- Governments pre-occupied with urgent issues rather than important issues.

Kennedy & Lee (2008) in their study on the *Changing role of schools in Asian Societies* have found the above problems. According to the researcher, increasing commercialization of education, industry demanding skilled and globally employable workforce, shortage of qualified and experienced teachers, governments interested in consolidating their vote banks rather than improving educational standards are most common in India, the country of the focal organization under study.

1.3.2 Government initiated responses in Asia-Pacific Region

Studies point out the different modes of planning by some of the countries to equip and prepare their students for the demands of knowledge economy (Asian Development Bank, 2000). The *interventions* by some of the governments in Asia are outlined in Table 1.2

Table 1.2: Responses for the Knowledge Age by some of the countries in Asia-Pacific Region (Source: Adapted from Kennedy & Lee, 2008, p.24)

Country	Policy	Year	Emphasis
Singapore	Thinking Schools, Learning Nation	1997	'A "learning nation" envisions a national culture and social environment that promotes lifelong learning in our people'
Taiwan	Moving towards a Learning Society and Action Plan for Educational Reform	1998	'Curriculum designed for the new century: developing humanitarian attitudes, enhancing integration ability .... And building capacity for lifelong learning'

Malaysia	Smart School Curriculum	1999	'To foster the knowledge, skills and attitudes appropriate for success in the Information Age'
Thailand	National Education 1999 Act, 1999	1999	'1) lifelong education for all, 2) participation by all segments of society, and 3) continuous development of the bodies of knowledge and the learning process'
Hong Kong, SAR	Learning for Life - Learning Through Life	2000	'Help students to build up their capabilities to learn independently' 'To build a lifelong learning society '
Japan	The Education Reform Plan for the 21st century	2001	'Establish an educational philosophy suitable for the new century and improve the provision for education"
Korea	Adapting education to the Information Age	2001	'A reform of the educational system for the new society through ICT
China	Curriculum Reform of Basic Education	2001	'Focus on students' learning interests and experience, including knowledge and skills which are necessary for lifelong learning'
Philippines	Restructured Basic Education Curriculum	2002	'Raising the quality of the Filipino learners and graduates and empowering them for lifelong learning'

How far these *educational interventions* by the countries in Asia-Pacific Region have been effective in enhancing the competitiveness of their respective citizens? The researcher attempts to answer this query partially with the help of the comparison table 1.3 given below.

Table1.3: A comparison of the global competitiveness rankings between 2009-2010 and 2000-2001 of select nations. (Source: The Global Competitiveness Reports 2009-2010, 2000-2001 © World Economic Forum)

2009 – 2010			2000 - 2001	
Country	**Rank**	Up ↑ Down ↓	**Country**	**Rank**
Switzerland	1	↑	Switzerland	5
United States	2	→	United States	2
Singapore	3	↑	Singapore	9
Sweden	4	↑	Sweden	7
Denmark	5	↑	Denmark	6
Finland	6	↓	Finland	1
Germany	7	↓	Germany	3
Japan	8	↑	Japan	14
Canada	9	↑	Canada	11
Netherlands	10	↓	Netherlands	4
Hongkong, SAR	11	↑	Hongkong, SAR	16
Taiwan	12	↑	Taiwan	21
Korea	19	↑	Korea	27
Malaysia	24	↑	Malaysia	30
China	29	↑	China	44
Thailand	36	↑	Thailand	40
India	49	↓	India	37
Philippines	87	↓	Philippines	46

The comparison table 1.3 is arranged in the manner consisting of the top ten ranking countries as listed within the Global Competitiveness Report of 2009-2010. These results are then compared against the Global Competitiveness Report (GCR), 2000-2001. The other countries appearing in the list are from the Asia-Pacific Region as shown in Table 1.2. India being the context country in this study is included. These countries have also been compared against the GCR, 2000-2001 for evaluation.

The Global Competitiveness Report 2009-2010 (GCR, 09) defines competitiveness as "the set of institutions, policies and factors that determine the level of productivity of a country." The determinants of competitiveness of a country are many and complex. For the purposes of its study, the report has grouped all the

economic components into *12 Pillars of Competition. Primary Health and Education,* as well as *Higher Education is indicated as the 4th and 5th pillars in the report.*

The competitiveness of a country is an outcome of the interplay of the twelve factors and it is a given fact that *educational quality has a significant impact* on the quality of the competitiveness and economic growth (http://library1.nida.ac.th/worldbankf/fulltext/wps04122.pdf). Hence, the researcher has implemented Table 1.3 to study the impact of the *educational intervention* of each of the country listed in Table 1.2. Accordingly, Singapore has moved up from the 9th position in 2000-01 to 3rd position in the 2009-10 report and finds itself in the top ten countries in the world. Similarly, Japan has occupied the 8th position from its previous 14th position while Hong Kong too has ascended from the 16th position to the 11th position. Likewise, Taiwan, Korea and Malaysia hold 11th, 19th and 24th positions from the previous 21st, 27th and 30th respectively. China which has emerged as the second largest economy has improved its rank from 44th to 29th. Thailand has steadily marched to 36th place from the 40th place even as India the second most populous country slipped from 37th to 49th position. In the case of Philippines the country has seen a steep fall from a rank of 46th to 87th.

In the case of countries, Singapore, Hong Kong, Japan, Korea, Malaysia, Taiwan, and China the educational intervention by the respective country seems to have had a *significant positive impact.* For Thailand which has witnessed spells of political and economic uncertainty the intervention appears to have had a *marginal positive effect.* The deterioration in the rank of Philippines could be attributed to population increase, recurring natural disasters and rampant political corruption in the country. In the case of India, by Government's own admission (abolition of *Sarva Shiksha Abhiyan* 2004- Govt. of India's flagship program to provide education for all)

its literacy programs have been failed by un-cooperative bureaucrats, corrupt politicians and inept judicial system. Therefore, it is no wonder it has slipped to 49th rank from the earlier 37th.

- **School Excellence Model of Singapore**

The researcher has two chief reasons for preferring Singapore also fondly called as the l little dragon of Asia. First, it holds the first rank in Asia in the Global Competitiveness Report, 2009-10 and a ranking of three at the global level (cited in Table 1.3). Second, it has no natural resources at all but its spectacular economic growth and competitiveness has been powered by the highest quality human capital. The govt. of Singapore since 1997 (cited in Table 1.2) has been proactively involved in promoting high quality school education in preparing the country's citizens to overcome the challenges of Knowledge driven global economy. The School Excellence Model (SEM) is a govt. policy meant to promote quality education in this tiny nation-state. The main features of this policy:

Vision: SEM is a systematic framework for helping schools become excellent organizations. Achieving continual improvement and passion for excellence are the corner stone of success.

- **Features of SEM framework**

Self-assessment. This requires schools to be self-questioning and self-initiative in reviewing their own current practices. They are allowed to benchmark processes against all appropriate organizations in drawing up their improvement programs. The focus of the assessment is student learning and performance excellence. The schools are required to pay attention to developing strategic plans, set strategic directions,

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utilize the full potential of its staff, and improve external partnerships and finally provide a holistic education which enhances student well-being and improves school efficiency and effectiveness.

Integration. Integration provides a framework for schools to examine their practices comprehensively but not discretely. Principals can use the SEM to link and communicate so that the various initiatives complement each other instead of competing each other.

Dynamism. SEM is not a "one-size-fits-all" instrument. Therefore, different approaches are relevant in achieving the desired outcomes of education. The framework can continue to be dynamic and relevant in alignment with current expectations and thinking.

External validation. The framework requires schools to be externally validated once every five years by the School Appraisal Branch. The main purpose of the validation is to introduce an external perspective to a school's assessment. (all inputs from MoE, 2000 cited in Mok, K 2003).

For the researcher, the case of Singapore is a living demonstration of how a nation irrespective of its size, population and natural resources can bring prosperity to its citizens by getting developmental priorities right. As pointed out by Sahelberg (cited in Table 1.1) the highest priority is educational reforms in the form of investments in high quality relevant education coupled with judicious mix of ICT in education starting from the enrolment of a child in the school. This Singapore formula/mantra if emulated successfully can help any country foster rapid economic growth and remain highly competitive in the global market place. In a knowledge

based economy the contribution of schools towards economic growth cannot be ignored as seen from the Singapore case.

1.1.3 The Indian Scenario (The Future is Bright and the Future is India)

For India, the country's young demographic profile of an estimated 435 million in the age group of 1 – 14 years offers an inherent advantage in terms of human resources. The huge and complex net work of academic infrastructure churns out 0.5 million English-speaking technical graduates, 2.3 million arts and science graduates, and 0.3 million post-graduates every year. Added to this, India's emergence as a preferred outsourcing destination based on current estimates has created an insatiable demand for skilled knowledge workers. According to NASSCOM's (National Association of Software Services Companies) Perspective 2020 document, estimated software export revenues are likely to see a quantum jump from $ 50 billion in 2008 to $ 175 billion by 2020. The survey further states that focused initiatives in *education*, infrastructure and innovation could drive the revenues to an estimated $ 300 billion in 2020. While there is a huge potential for export based revenues accomplishment of ambitious targets solely depends on the quality of the future workforce. (http://www.nasscom.in/)

1.1.4 The Indian Education System

Education in India falls under the control of both the central government and states, with some responsibility lying in the center with the state having autonomy for others. Broadly, the various bodies governing India's school education system are:

- The state government boards, in which the majority of Indian children are enrolled (these are mostly vernacular schools).

- The Central Board of Secondary Education (CBSE) board
- ***The Council for the Indian School Certificate Examinations (CISCE) board***
- The National Institute of Open Schooling (NIOS) board
- International schools affiliated with the International Baccalaureate Program and/or the Cambridge International Examinations.
- Islamic Madrasah (religious) schools controlled by local state governments, or autonomous, or affiliated with Darul Uloom Deoband.
- Autonomous schools like Woodstock School, Auroville, Patha Bhavan and Ananda Marga Gurukula. (http://www.mapsofindia.com/india-education.html)

Education in India is broadly divided into the following stages:

- Pre-Primary – It consists of children of 3 – 5 years of age studying in nursery, lower kindergarten and upper kindergarten.
- Primary – It includes the age group of children of 6 – 11 years studying in classes from first to fifth.
- Middle – It consists of children studying in classes from sixth to eighth.
- Secondary – It consists of students studying in ninth and tenth classes
- Higher Secondary – Includes students studying in eleventh and twelfth classes (http://www.mapsofindia.com/india-education.html)

1.1.5 Altered Indian Education Landscape

The various unparalleled opportunities for exports and the shortage of diversely skilled man-power have dramatically altered the Indian Education Landscape. As a result the potential links for business and the potentials of the future generation of knowledge workers, has a potential to vastly alter the Indian education

landscape. Figure 1.1 in the form of Pyramid approach recasts the crucial role of schools in the relation between economy and education.

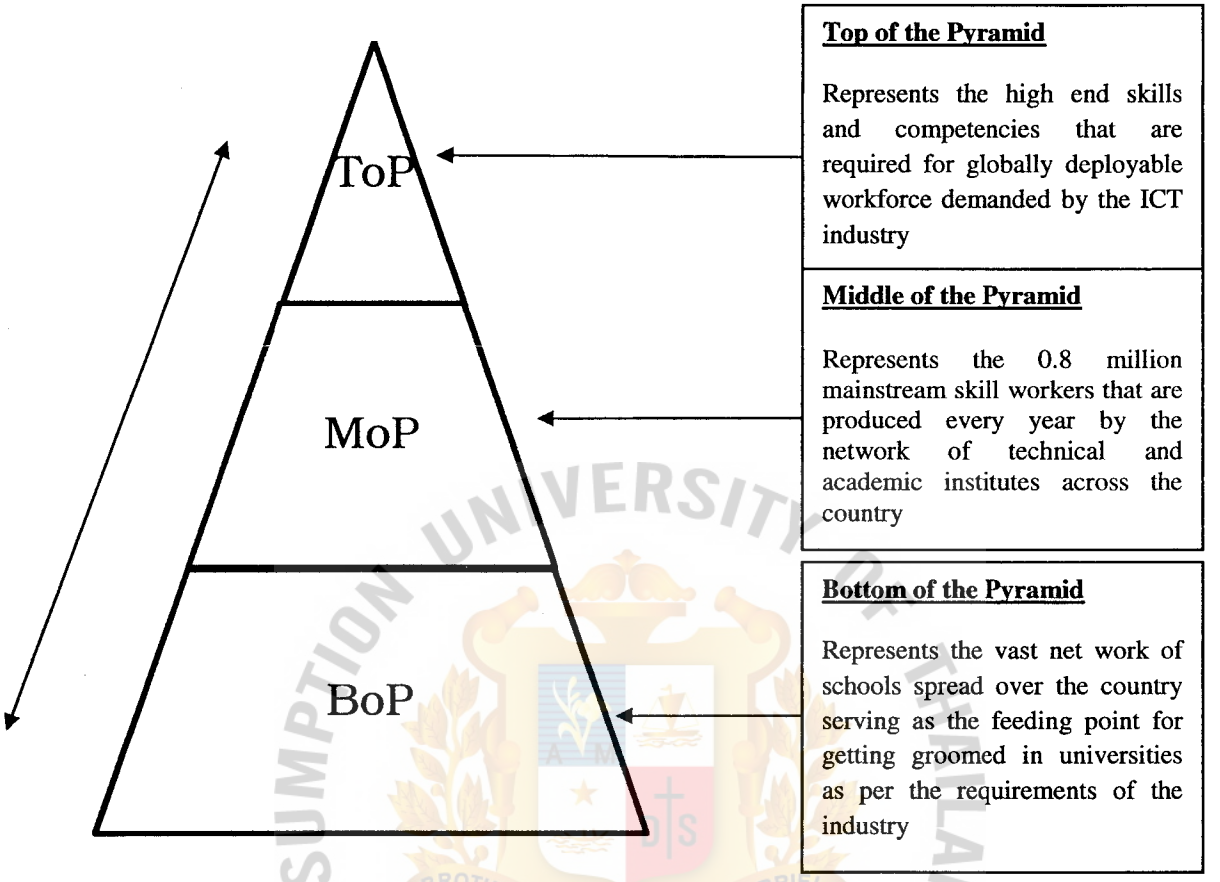

Figure 1.1: The Pyramid approach (Source: adapted from http://www.nasscom.in/)

For India, its *growing economic stature* and ambitions of becoming *'world's knowledge center'* or *'world's knowledge capital'* would keep dictating terms with regard to the future shape of schools and its output. The challenges that are likely to be confronted by the schools in the future would be vastly different from that of the current generation. How prepared are the schools in India to face the challenges of such magnitude? How are they to respond adequately?

1.2 The Focal System

St. Francis School (ICSE), affiliated to the Council for I.S.C.E. Examination, New Delhi was established in the year 2000 in Bengaluru (Bangalore). The school is owned and administered by St. Francis Xavier Province of the International Charitable Religious organization known as Congregation of Missionary Brothers of St. Francis of Assisi (CMSF) founded in the year 1901 under the Roman Catholic Church. For over hundred years this religious society in India has actively engaged in the various socio-charitable activities, the *spread of education* being its core activity.

The sprawling 20-acre campus in Koramanagala, Bengaluru houses several educational institutions under the common umbrella term "Sevasadan Institutions". They are: Sevasadan Vocational Training School, Sevasadan Boys' Home, Jyothisadan Scholasticate, St. Francis School (State Syllabus), *St. Francis School (ICSE Syllabus)*, St. Francis P.U. Composite College, and St. Francis B.Ed. College. The outstanding feature of the campus is that it has something to offer to every individual irrespective of the level of literacy, socio-economic standing, caste, creed and religious affiliations.

The city of Bengaluru hailed as the Silicon Valley of India houses a number of leading software companies like Infosys, Wipro, TCS, HP, Sun Micro Systems and innumerable small and medium sized software/technology companies. It is also the technological R&D capital of India with Fortune-500 companies like Microsoft, IBM, Texas Instruments, setting up their R&D centers. This sort of development in the last ten years or so has attracted an *enlightened population* who prefers English as the medium of instruction, emphasize on science and mathematics, and desire a smaller teacher-pupil ratio. In addition, they favor centralized syllabus so that their mobility in

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case becomes a necessity from one city to another in India remains unhampered. St. Francis School (ICSE) was born out of the necessity to cater specifically to the children of this class of people who have no interest in the state syllabus (vernacular schools), conscious of high standards demanded in education and financially sound.

1.2.1 St. Francis in Global Partnership in Education

St. Francis School (ICSE), Bengaluru is *one of the nine schools in India* who have a School Linking Program with schools in Nottinghamshire County in U.K. Under this project, the Principal and four senior teachers made their first academic visitation from 27th October, 2007 to 3rd November, 2007 to Fairfield Primary School and the George Spencer Foundation School and Technology College. The department for international development and the British Council in India sponsored this academic exchange. Each academic year four teachers chosen by seniority continue to visit different schools under India-UK School Linking Program and Global Partnership in Education and Learning.

- **Alumni Association & Angel's Club**

St. Francis School (ICSE) has an Alumni Association. It conducted its first alumni re-union meeting on 10th May 2009. Forty-five students who passed the March 2009 board examinations were present. Yet another new venture of St. Francis School is the inauguration of the "*Angels Club*" on 03 August 2009. The logo of the club is "Dare to Care" which is an initiative to address socio-economic, educational and environmental issues which actively engages schoolchildren and inspires them to think beyond themselves and their little worlds.

1.2.2 The Organization Chart & Statistics

The organizational chart in Figure 1.2 depicts the organizational bureaucratic set up in St. Francis School. The highest authority is vested in the hands of the Board of Trustees. They hold the authority to appoint the Principal, the Administrator and allocate resources for the school. As prescribed by the law they hold the governing body meeting of the trustees every quarter in which all major decisions are taken. The secretary of the trust holds all executive powers and reports to the government on behalf of the trust.

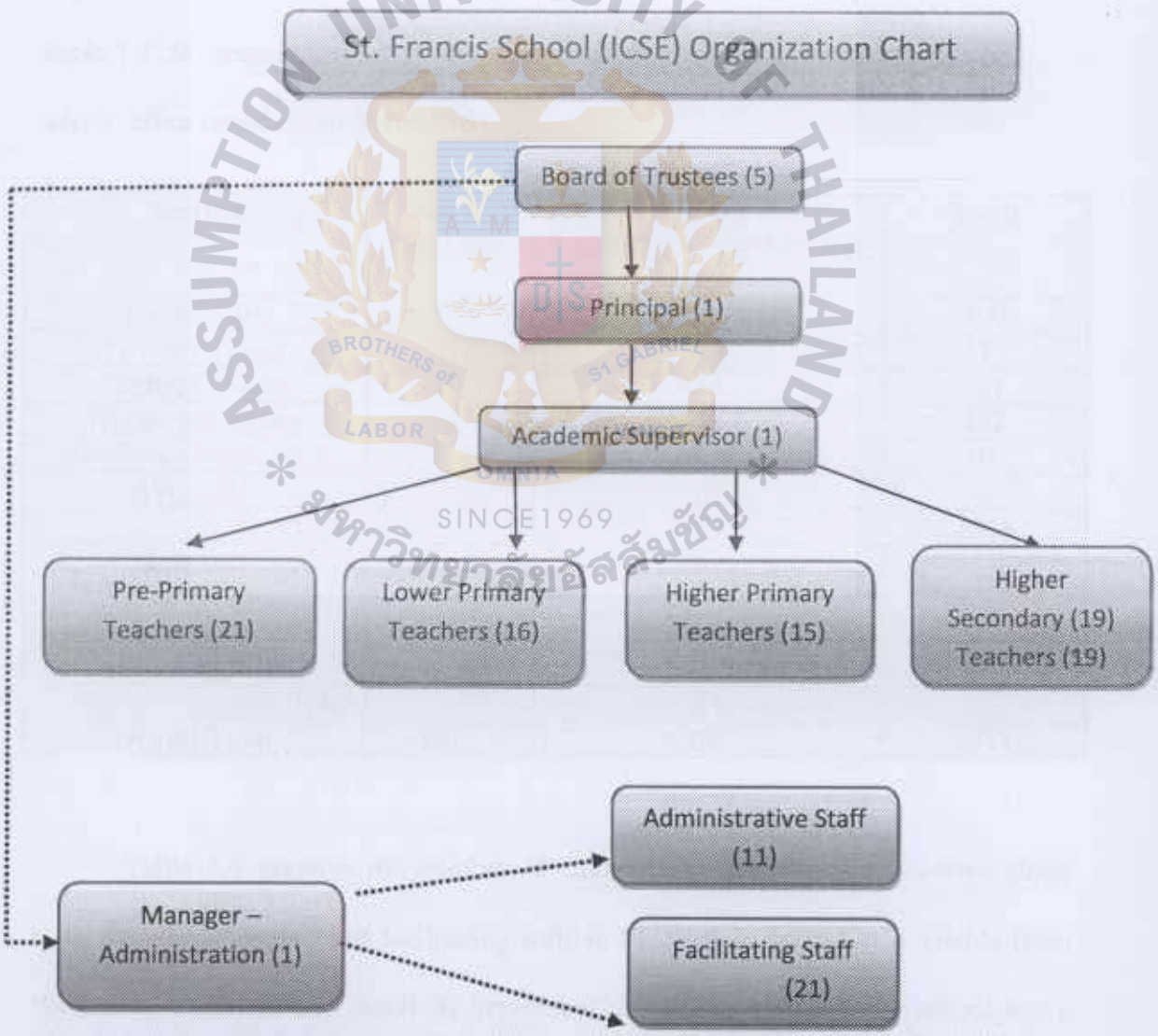

Figure 1.2: St. Francis School (ICSE) Organization Chart (Source: the school office records as on 30-09-2009)

The Principal is charged with the academic affairs of the school. It is his sole responsibility to recruit, retain teachers and monitor the academic quality of the pupils. He also acts as the interface between the school management and parents/ISCE Council at New Delhi. The Academic Supervisor is the most senior teacher who plays the role of adviser/guide to other teachers and the go-between between the principal and junior teachers. In the absence of the principal this person discharges all the duties of the office of the Principal. The administrator is placed directly under the board of trustees and looks after the financial administration and maintenance of the school.

Table 1.4: St. Francis School (ICSE), Bengaluru Statistics at a glance (Source: the school office records as on 30-09-2009)

Section	No. of students	No. of Teaching/Administrative Staff	Total
Pre Primary	379	21	400
Lower Primary	357	16	373
Higher Primary	316	15	331
Higher Secondary	263	19	282
Academic Supervisor		01	01
Principal		01	01
Total		**73**	**1388**
Manager – Administration		01	
Administrative Staff		11	
Facilitating Staff		21	
Total		**33**	
Grand Total	**1315**	**106**	**1421**

Table 1.4 presents the number of students and teachers section-wise along with the administrative and facilitating staff in St. Francis School as available from the school office records dated 30 September, 2009. Accordingly, the school has a total number of 1315 pupils comprising of pre-primary, lower primary, higher

primary, secondary and higher secondary sections. The school is staffed with 106 employees categorized as teaching staff which number 73 and non-teaching staff of 33. The non-teaching staff is further classified as administrative staff which means the staff who works in the school office and facilitating staff is made up of security, cleaning and transport (bus) section employees.

1.2.3 Vision, Mission and Values

School Vision

It is our Vision to be a Model School in the I.C.S.E. Syllabus School category in the country, accessible to all sections of society for learning in a dynamic educational environment, empowering students to achieve their maximum potential, imbibing sound value system and contributing to the school, the society and the environment.

School Mission

- Our aim is to provide:

Accessibility to all sections of society

- By keeping the fees affordable and by providing scholarships to the economically challenged.

A dynamic learning environment

- By employing competent teachers, state-of-the-art teaching aids, using I.C. Technologies, facilitating opportunities for flourishing the creativity in the young minds.

Empowering to achieve maximum potential

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- By encouraging self and team learning, giving appreciation and awards for extraordinary performances, helping with decision making skills and creating room for undertaking responsibility.

Inculcating sound values

- By imparting high value education, strictly monitoring pupils' character, behavior and giving timely corrections.

Contribution to school, society and environment

- By encouraging an awareness of the urgent need to preserve the environment students are encouraged to participate in their own small way and through participation in the activities of NGOs and government led initiatives.

School Values

- **Integrity**: honesty, trustworthiness and loyalty
- **Love:** compassion, care and concern
- **Service:** self less, unbiased and timely

1.2.5 Analysis of the Focal System using SOAR Framework

The elements of the current reality of SFS using the SOAR framework are spelled out in a one day group session that involved sixty five members representing different stakeholders participating in the workshop. It also served as AI orientation (see Appendix C) to the participants. The AI process sketched out the organization's SOAR as shown in Table 1.5. This AI session served as a preparation phase to the AI Summit five months later

.Table 1.5: SOAR Framework of St. Francis School (ICSE) (Source: Researcher)

	Strengths	Opportunities
Appreciative Inquiry	**What are we doing really well?** ▪ Creating a conducive atmosphere for teaching and learning ▪ Principal being dynamic and good educational leader ▪ Focus on connecting the curriculum to real life situations ▪ Stress on value education and character building ▪ Continuous monitoring and evaluation **What are our greatest assets?** ▪ A spacious school bldg with adequate class rooms, labs, library and auditorium ▪ Large play ground and ample open space on all sides ▪ Visibility and accessibility from the main road ▪ Qualified and experienced teaching faculty ▪ Service minded administrative and facilitating staff	**What are the best possible market opportunities?** ▪ Located in an up-scale residential colony ▪ The location is home for the highest number of software firms. ▪ Growing population in the city of Bangalore ▪ Increasing awareness of the importance of English medium education ▪ A buoyant economy and expanding job opportunities at a global level **How are we to best partner with others?** ▪ Inviting teachers from other ICSE schools to teach/talk/share ▪ Expanding collaboration with other schools beyond the UK ▪ Developing interactive website ▪ Increasing parental involvement ▪ Networking with professional bodies, research institutions and NGOs in the field of education
	Aspirations	**Results**
Strategic Inquiry	**What is our preferred future?** ▪ To become a model center of learning and holistic growth of students ▪ To remain committed to secularism and democratic ideals ▪ To admit 5 students minimum in each class from the economically challenged section of society on scholarship basis. **To What do we aspire?** ▪ To rise up to the aspirations and expectations of India's K.E. ▪ To be remembered as one who made a difference in the lives of students ▪ To be rated as one of the best ICSE syllabus schools in the country. ▪ To become one of the most sought after schools in the state of Karnataka. ▪ To promote creativity, ingenuity and innovation in the young minds	**What are our measureable results?** ▪ To become no.1 school in ICSE category in Bangalore by 2015 ▪ To implement VI Pay Commission recommended salaries and reduce teacher attrition ▪ To produce one student minimum every year who will figure in the Top-100 students in the country ▪ Keep sending nominations for best principal, best teacher awards given by CISCE ▪ To develop one single software for administration, tracking student progress and networking with externs. **What do we want to be known for?** ▪ To be a premier school of learning and holistic growth in the country ▪ As a school that voluntarily created reservation for the marginalized sections to provide quality education ▪ An inspiring example of secularism ▪ Contribution to education in the country

Strengths

The core strength of the school is its location in a residential area inhabited by middle class and upper middle class segments of the society and its large building having ample open space for growth. Added to this, the incumbent Principal is an effective educational leader. The school's management is vested in the hands of a religious class of people owing allegiance to the Roman Catholic Church. Overall, the school has a nurturing and conducive environment for high quality teaching and learning. The school has a medium size playground and encourages sports activities mainly volley ball, basket ball and badminton. It enforces strict discipline, emphasizes good character and values, and focuses on linking classroom teaching with real life situations. The school claims to have a qualified, competent and experienced teaching faculty.

Opportunities

The massive migration of educated people into the metropolis who seek English Medium and Central Syllabus education for their children is a pivotal factor which needs to be fully exploited. More schools are needed for educating a growing number of children. In this context, St. Francis having the brand value as a Catholic School stands a better chance of attracting a higher percentage of new applicants than its competitors.

More over, India's robust economy powered by knowledge workers demands a highly educated and skilled workforce, whose qualities are instilled in early school education. In other words, school is the starting point for the future knowledge worker. Parents in their part have become extremely quality conscious in academics. An increasing premium is being placed by them on sound school education with the

aim of preparing their children to exploit the opportunities at the global level. On the whole, schools have emerged as key players in the new economic order. In this altered landscape, the early and alert bird seizes the best of opportunities. In order to leverage the expanding opportunities, the school requires networking with professional bodies, non-governmental organizations, research institutions in the field of education, increased parental involvement and expansion of overseas collaboration.

Aspirations

The school's management has high aspirations with regard to the future of the school is concerned. The other stakeholders – the faculty and parents share in this optimism. The stakeholders would like to see the school as a model center of high quality academic learning and holistic growth of the students. They aspire to develop the school to meet the challenges imposed by the knowledge economy. The teachers on their part wish to make valuable contribution to the life and quality of their students by promoting creativity, ingenuity and innovative skills in the youngsters. One day, all the stakeholders dream that their beloved school is rated as one of the best and most sought after schools in the ICSE category of schools in the state/province of Karnataka.

Measurable Results

There is an old saying which says *what is measurable is achievable.* The school has set some highly ambitious targets whose accomplishment will deliver measurable and concrete results. Targets included are: to become #1 school by 2015 in the city of Bangalore; to produce one student every year in the annual merit list of CISCE; inspiring a model of voluntary reservation for the marginalized sections; and

become a shining example of secularism and religious pluralism; and selfless contribution to the education in the country.

1.2.6 Statement of Research Problem

Into the tenth year of its foundation, St. Francis School (ICSE), Bengaluru is faced with dramatically changed circumstances in the environment. The changes were so swift and sweeping the school authorities is finding it difficult to comprehend and evolve an adequate response. A few of the critical challenges are presented below in Table 1.6.

Table 1.6: Critical Challenges facing the school (Source: Researcher)

▪ Competition from corporate schools
▪ Competition from International Baccalaureate Schools
▪ New generation parents' preference for IB schools
▪ Mushrooming private-run schools following various curriculum patterns
▪ Unethical practices and unhealthy competition
▪ Indian Economy emphasizing human intellectual capital
▪ Industry demand for high academic standards
▪ Large turnover of teaching faculty
▪ Lack of career development opportunities for faculty
▪ Demanding ICSE syllabus
▪ Low salaries & low job satisfaction
▪ Complacent management

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It is found that in the recent past many large corporate houses have instituted their own schools mainly for their own employees and secondarily for the wealthy parents. This sort of trend is becoming more visible in the case of IT-BPO industries and R & D centers run by multinational companies. These corporate-owned schools are ideally located nearer to the software parks, designated Special Economic Zones (SEZ) and in the thick of commercial centers. For parents working in these places, a school nearer to their workplace suits their needs. As a result of more number of

corporate run schools coming up and parents even more favorably inclined toward such schools St. Francis is facing a formidable challenge.

These corporate schools in view of their ownership by large public and private limited companies, are generally cash-rich, well-equipped and better managed. They are able to lure qualified and competent teachers from other schools into their fold with attractive compensation packages and career development opportunities. St. Francis finds itself as a victim of this unequal competition and is struggling to keep its own flock securely in its fold.

In addition to the corporate schools, privately-owned schools are springing up in each nook and corner of the city. These schools are found resorting to unethical practices and create an unhealthy competition. They also undertook a false and misleading propaganda war in the media. St. Francis countered a stern threat from these schools in the vicinity.

There are apparent growing signs or shifts in the patterns of new age parents in the preference of schools. More and more of them are opting for International Schools, International Baccalaureate Schools, Concept Schools and '*gurukul vidyalays'* (mentor-discipleship model inspired by the age-old Indian Tradition of learning) which are mushrooming on the fringes of the city. This infectious penchant of parents for this type of school posed an existential threat for St. Francis School.

The robust Indian Economy driven by human intellectual capital is known to create a cascading impact on the current education systems /models in the country. Schools are witnessing increased pressure from the industry demanding high standards in education. St. Francis being situated in the hinter land of Silicon Valley

of India (Bangalore) is experiencing the heat much more intensely than schools situated in other urban and rural centers.

A serious internal problem facing the school is the large turnover of teaching faculty specifically in physics, chemistry, mathematics and English Language subjects. Added to this, there is also low job satisfaction among the existing faculty members due to non implementation of the 6th pay commission recommended salaries and benefits. The teachers are also lacking in motivation due to lack of career growth opportunities in the school. The rigorous ICSE syllabus, packed class schedules, unrelenting pressure from parents have caused burn out in many teachers

St. Francis is owned, administered and run by the board of trustees who are religious class of people owing allegiance to the Roman Catholic Church. The school Management it appears failed to notice the fast-paced changes which have taken place in the environment and consequently failed to calibrate appropriate responses. The complacency on the part of the top management of the school is yet another serious concern.

- **The need for an OD Intervention**

All these ten years, the school is used to annual planning. The planning model has a shorter time period and is beleaguered by many weaknesses. The process of drawing up the plan itself contained many fundamental flaws. In the first place, it is conventional and bureaucratic. The Principal and a few senior teachers institued the plan and thrust it on the others. The PTA representing the parent stakeholders is completely ignored. The plan is short-sighted in its nature. It just confined to routine academic tasks like fixing a time table of subjects, allotting teachers, quarterly, half-yearly and annual examination schedules, announcement of holidays, various

celebrations, annual picnic, alternate working days in anticipation of unforeseen holidays and ended with proposing a fresh date for commencement of next academic year. The plan did not give any attention to development issues nor showed any concern to the daunting challenges facing the school.

According to the researcher a midterm school development plan is one of the ways by which St. Francis can brace itself to counter the internal and external challenges that it faces. A school development plan is a road map that set out the changes a school needs to make to improve the level of student achievement and shows how and when these changes will be made. It is helpful to the principal, teachers, students and parents. It provides them a list of priorities to focus on, devises strategies for better curriculum delivery, identifies the skills needed for teachers, improves communication, monitors student success and enhances parental involvement. In order to reap the full benefits of a development plan, generally, it is made as three-year plans: Year 1: Designing the development planning process; Year 2: Implementation of the development plan; and Year 3: Evaluation, amendments and implementation continues. (http://www.edu.gov.on.ca/eng/documents/reports/sihande.pdf.)

In conjunction with this plan, the researcher wishes to open up a new process in formulating the development plan. The process would be such that, it would eliminate the shortcomings in the annual planning process and provide an opportunity for all the stakeholders to participate and have their voices heard. Over all, the precarious nature of the issues facing the school and the urgency involved in addressing them gives rise to the need for an appropriate and effective OD Intervention program. Accordingly, the following research problem, objectives, questions and hypothesis are drawn up.

1.3 Potential Statement

St. Francis School (ICSE) has an embedded tradition of potentiality which has been ingrained in its core for over a century. At the heart of the core value is the desire to make a significant contribution to the early learning of young students and to empower them to succeed in the face of every day challenges.

1.4 Statement of Problem

The main concern of this research is to formulate a holistic three year development plan for St. Francis School (ICSE) by opening up a new planning process and to study the effect of OD Intervention on the school service quality.

1.5 Research Objectives

The following research objectives are set out as the basic focus for the study.

1. To assess the existing Strengths, Opportunities, Aspirations and measurable Results (SOAR) present in St. Francis School (ICSE).
2. To craft a three-year Development Plan for St. Francis School (ICSE) using Appreciative Inquiry Approach (SOAR framework).
3. To determine the current/Pre-OD Intervention level of Service Quality in terms of parents' satisfaction in St. Francis School (ICSE).
4. To determine the effect of OD Intervention on the Service Quality in terms of parents' satisfaction in St. Francis School (ICSE).

1.6 Research Questions

The following questions are established in order to accomplish the objectives of this study.

1. What are the Strengths **(S),** Opportunities **(O),** Aspirations **(A),** and measurable Results **(R)** present in the context of St. Francis School (ICSE) that could be used in crafting the three-year development plan for the school employing Appreciative Inquiry (**SOAR framework**) as an Organization Development Intervention?

2. What is the current/Pre-OD Intervention level of parents' satisfaction of the Service Quality in St. Francis School (ICSE)?

3. What is the **effect** of OD Intervention on the level of Service Quality in terms of parents' satisfaction in St. Francis School (ICSE)?

1.7 Research Hypothesis

A hypothesis is a statement, an assumption or a guess (Zikmund, 2003). This study has set up the following hypothesis.

- **Ho_1:** There is no significant difference between Pre-ODI and Post-ODI on the level of service quality in the dimensions of: (a) Tangibles, (b) Reliability, (c) Responsiveness, (d) Assurance, (e) Empathy and (f) Fees.

- **Ha_1:** There is a significant difference between Pre-ODI and Post-ODI on the level of service quality in the dimensions of: (a) Tangibles, (b) Reliability, (c) Responsiveness, (d) Assurance, (e) Empathy and (f) Fees.

1.8 Purpose of the study

The school has completed a decade of service in the field of education. At this point of time it is facing an external threat in the form of increasing competition from

schools springing up in each nook and corner of the city. There is also an internal danger in the form of large scale teachers' migration. The Management is also aware of the flaws in the annual planning process. In short, they were finding themselves at a crossroads as far as the future procedures were concerned. At this critical time, the researcher intervened and proposed an alternate planning model which will open up many new possibilities in the planning process and chart the future course and directions for the school through c*rafting of a three-year development plan.* This plan which will be holistic in nature will employ an Appreciative Inquiry Process using the SOAR framework. Ultimately, the plan will not merely enable the school to withstand and respond to competition but also create a *competitive edge,*

In the service industries, providing quality service has emerged as the single most important factor which distinguishes a good service provider from a bad. With the ICSE school syllabus remaining uniform and standardized all over the country, what distinguishes a meritorious/estimable school from the run-of-the-mill is the service quality rendered and the parents' satisfaction toward the service quality. For this reason the researcher chose to measure *service quality.*

1.9 Significance of the study

The significance of the current study is viewed from three perspectives, namely, the management, the organization (school) and contribution to the body of knowledge.

1. The school management having their headquarters in Bangalore also own and administer over a two dozen schools – academic and vocational in different provinces/states of south and west India. Irrespective of the organization's location, the common concerns confronting them were, increasing competition,

growing migration of teachers, and routine confrontations with the PTA According to the researcher, the success of the AI Intervention would encourage the management to *replicate this model* in other institutions run by them. *In this way, the benefits of the study go beyond the organization under study.*

2. According to the researcher, the AI process will create among the stakeholders a sense of engagement and empowerment leading to enhanced self worth and dignity. It will also instill a sense of greater commitment and loyalty to the organization. In this way, AI lays *sure foundations* for St. Francis School as an organization embedded in affirmation and appreciation.

3. AI today is being successfully applied to a wide spectrum of issues from academic quality improvement, evaluation of teachers, youth engagement, improving creativity, & innovation, promoting entrepreneurship to creating developments plans and so on. This study is an *addition* to the ever-growing body of knowledge on the success stories of AI and its expansive nature.

Thus this research is an effort to aid the school by providing an integrated development planning model, a tool for sustained development in the shape of AI and add one more colorful feather to AI hat.

1.10 Scope and Limitations of the Study

The scope of the study encompasses formulating a holistic three-year development plan for St. Francis School (ICSE) by adapting Appreciative Inquiry approach (using SOAR framework) to over come the pitfalls in the traditional annual planning model. The study also includes measuring the effect of researcher's OD

Intervention on the school service quality. Effect of ODI in this study means "the initial change in the perceptions of the parents". The participants covered under the study are the stakeholders of the organization. Thus the study is *organization specific* and not generic in nature.

The researcher limits the study to the crafting of the development plan while placing the oversight, implementation and particulars in the hands of the management. In the case of an airlines company for example or of a restaurant it is easy to determine the level of service quality by directly interviewing or sending out a questionnaire to the service users. But determination of service quality in the case of schools poses certain special challenges as stated below.

- For a school the main customers are the students on register. Since, they are too young in terms of age to participate and lacking in mature judgment; their parents (derived customers) were invited on their behalf to be participants as respondents in the survey questionnaire. This difference is to be borne in my mind during the study.
- In general, parents fear inviting reprisals/retaliation on their children from the school authorities. Hence, there is a possibility that the parents may not have been candid in their response to the survey instrument. This is a serious limiting factor.
- The relationship between the school and children/parents lasts over a number of years and cannot be abruptly ended like in other cases of services in the service sector. A parent has to weigh many options before quitting or pulling out his/her child from a school. In a sense, they are at the receiving end for much of the time and have no real freedom to choose. This is another huge limiting factor.

- In this study effect of OD Intervention refers to the initial change in the perceptions of the parents and not lasting change. This is a limitation.
- In the time gap between the Pre-ODI and Post-ODI (new academic year started) survey two pupils left the school. In their place two others who did not participate in the first survey are taken/included in the survey to arrive at the required sample size. This is a limitation.

- **Steps undertaken to minimize the limitations**

- The researcher ensures the completed responses are returned in sealed covers. The school personnel are not involved in any of the data analysis to assure that responses remained anonymous, except to the researcher.

- It is specifically informed in the opening lines of the survey instrument that the information provided will be dealt with the utmost care and confidentiality and it will not in any way jeopardize the safety and/or interests of theirs sons or daughters.

1.11 Definition of terms

Appreciative Inquiry (AI): is a form of action research that looks for what works in an organization. The tangible result of the inquiry process is a series of statements that describe where the organization wants to be, based on the high moments of when they have been. Because the statements are grounded in real experiences and history, people knew how to repeat their success (Hammond, 1998).

Appreciative Inquiry Summit (AIS): A three-to-four day Appreciative Inquiry Intervention that seeks to gather the whole system in one room to collectively go

through all the phases of the 4-D cycle. The process can include hundreds to thousands of participants (Cooperrider, Whitney and Stavros, 2003).

The "4-D" cycle: It is the process of four steps, namely, Discovery, Dream, Design and Destiny used to generate the power of Appreciative Inquiry. It is based on the notion that human systems, individuals, teams organizations and communities grow and change in the direction of what they study (Whitney & Trosten-Bloom, 2003).

SOAR Framework: SOAR stands for Strengths, Opportunities, Aspirations and Results. It is an innovative strategic planning method involving the all the stakeholders in the process to move the organization forward to its preferred future with measureable results (Lewis S, et al., 2008). This SOAR framework is used in conjunction with Appreciative Inquiry.

ICSE School: A school affiliated to the Council for Indian School Certificate Examination (CISCE), New Delhi and following the syllabus recommended by it. The Council is registered as a society under the Societies Registration Act, XXI of 1860 (http://www.cisce.org/).

Planned Change: is the intentional effort or deliberate attempt to modify some aspects of the organization or practices in school.

Development Plan: is a road map consisting of measures to be implemented in a time bound manner in order to improve the academic achievement of the students, improve professional standards of the teachers and create a distinct image of the school.

Effect of ODI: It means "the initial change in the perceptions of the parents" following the OD Intervention of the researcher.

Customer satisfaction: is a measurement or indicator of the degree to which customers of an organization's products or services are pleased with those products or services, typically measured by an attitude questionnaire (www.ndu.edu/irmc/elearning/primer/glossary.htm).

Service Quality: It is a function of expected quality and actual quality. Expected quality is related to what the customers think as well as what the customers may receive from a service. Actual quality is the performance of the service. A gap may occur in the view of customers due to the differences between expected service and the actual quality of that service.

SERVQUAL: It is a model used to assess all user satisfaction by averaging their scores on 22 statements making up of five dimensions including tangibles, reliability responsiveness, assurance and empathy (Parasuraman, Zeithaml & Berry, 1988).

Tangibles: It is the appearance of physical facilities, equipment, personnel, and communication materials

Reliability: It is the ability to perform the promised service dependably and accurately.

Responsiveness: It is the willingness to help customers and provide prompt service.

Assurance: It means knowing customers' wants, being courteous, and able to inspire confidence.

Empathy: Is the care of individual/customized attention.

Fees: The amount paid to the school every month towards tuition.

Gap Analysis: It is a model that uses the gap between expectations and the actual experiences of consumers of a service or services

CHAPTER 2

Review of Related Literature, Theoretical foundations and Conceptual Frameworks

This chapter reviews the relevant previous literature on the subject matter with the goal of laying a focused theoretical underpinning for the study. The researcher discusses briefly select theories in the organization development field, popular planning models and Appreciative Inquiry Theory which is the OD Intervention in this study and follows it by service quality theories. In the end, the conceptual framework and action research framework of the study is introduced.

2.1. Organization Development (OD)

French, Bell & Zawacki, (2005) defines Organization Development (OD) as a powerful set of concepts and techniques for improving organizational effectiveness and individual well-being. Cummings & Worley, (2009) offer a definition of OD as "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." Brown & Harvey, (2006) echo the same ideas when they describe OD as "an effort planned organization-wide, managed from the top, to increase organization's effectiveness and health, through planned interventions in the organization's processes using behavioral science knowledge."

The emphasis of OD envelopes both macro and micro organizational changes: macro changes are intended to ultimately improve the effectiveness of the

organization, whereas micro changes are directed at individuals, small groups, and teams. As Desimone, Werner & Harries (2002) have pointed out, "If organizations are going to make a fundamental change, they must be able to learn, adapt, and change."

According to Daft (2004), OD uses knowledge and techniques from the behavioral sciences to create a learning environment through increased trust, open confrontation of problems, employee empowerment and participation, knowledge and information sharing, the design of meaningful work, cooperation and collaboration between groups, and the full use of human potential . OD also attempts at enabling organizations to be able to attain their short term and long term objectives. These objectives, according to, French, Bell & Zawacki, (2005) is achieved by teaching the organization members to mange their organization process, structures, and culture more effectively.

After going through many definitions put forward by OD scholars from different perspectives, the researcher would like to offer a synthesis: *OD is a planned change effort. The change is simultaneously directed towards the improvement of the organization (macro) as well as the individual (micro).*

2.2 Concepts related to Organization Development (OD)

The concepts of organization and system have been associated together since the beginning of the scientific management era. Kendall, writing in 1912 (cited in Cleland & King, 1975) perceived this relationship and spoke of the need to be organized so that separate processes and unit members are brought into systematic connection and operation as efficient parts of the whole. French and Bell, (1995) who

put forward the organization development systems theory argued organizations as open systems in active exchange with their surrounding environments. It is one of the most power conceptual tools available for understanding the dynamics of organizations and organizational change. System theory provides a simple way to model organizations by focusing on the structure and relationship or interdependence among parts of the organization. A systems approach conveys the idea that organizations are made up of parts and that these parts interact with each other to accomplish the organization's goals (Kast & Rosenzweig, 1985).

2.2.1 The Organization as an Open System

As proposed by Brown and Harvey, (2006) organization systems consist of open and closed systems. The closed system is one which is self contained, unrelated and isolated from its environment. In real world, such system does not exist at all. On the other hand, an open system will relate with its environment and is the most important type of system. The open system interacts with its environment with a purpose to achieve a dynamic balance; it continually receives information as the feedback from environment to help it adjust. The system could not be alive without the continuous influence of transformational outflow. The departments in the organization also interact with each other because they have interacting tasks to perform. So it can be said that the *efficiency of the system depends on the level of interaction.*

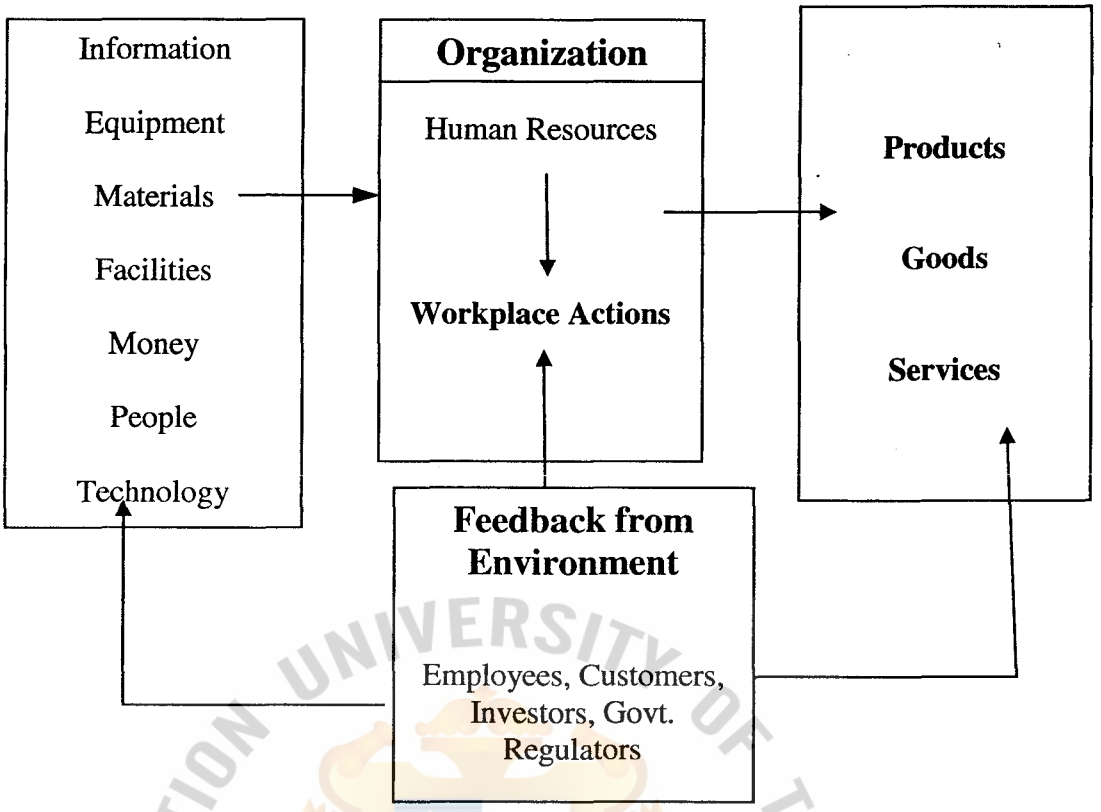

Figure 2.1: The organization as an open system (Source: Brown & Harvey 2006, p. 40)

The organization as an open system is illustrated in Figure 2. As a created system, it consists of three basic groups of factors. The first, called resource inputs are the resources such as information, equipments, money, people that are influenced to the processing function. Second, transformation processes are the activities and functions that are performed to produce goods and services; and third, outcome process is the finished goods or services that are ultimately produced by the organization for consumers.

Implications of the theory for this study

Based on the above review of literature, the researcher would view the school organization under the study as an open system. The arguments in favor are: schools get their inputs from the outside environment in the form of students, teachers, funds,

and technological equipments. The school acts as the meeting point where the transformation process is conducted in the form of teachers disseminating their knowledge and pupils receiving them and thus enabled, enriched and empowered they return to the outside society to undertake various assignments. The effectiveness of a school is evaluated from the perspective of student achievement, while a continuous flow of input from the parents, the society, and government constitute the feedback from the environment

2.2.2. School as Learning Organization

In the most widely read book on the learning organization," The Fifth Discipline: The Art and Practice of the Learning Organization" Peter Senge, (1990) states the essence of the learning organization as "an organization that is continually expanding its capacity to create its future. For such an organization, it is not enough merely to survive. 'Survival learning' or what is more often termed 'adaptive (single-loop) learning' is important – indeed it is necessary. But for a learning organization, 'adaptive learning' must be joined by 'generative (double-loop) learning', learning that enhances our capacity to be creative." Senge, further describes the key dimensions of a learning organization as five "competent technologies": systems theory, personal mastery, mental models, building shared vision and team working. Each of the aspect is described below.

1. **Systems thinking.** This views organizations as complex open social systems which take input from the larger environment and subject that input into various transformation processes that result in output. The key focus of OD and the learning organization is on the transformation process. Employee involvement schemes such as team working and quality circles are features of

enabling structures that can flex in response to change, enhance organizational learning and improve the creative problem-solving capacity of organization members.

2. **Personal Mastery**. The term personal mastery refers to the personal growth and learning of organization members. The rationale for an organization to support personal mastery is that the organization members may become more committed to the organizational task, take more initiative, develop a broader and deeper sense of responsibility in their work and enhance the learning of the organization's members. This is an important challenge faced by contemporary business organizations.

3. **Mental Models.** This refers to the deeply seated assumptions, generalizations, or images that influence how we understand organizational settings and that guide our organizational behavior. Most often organizational members are not consciously aware of their mental models or the effects they have on their behavior. Working with mental models begins with looking inward: learning to unearth the internal pictures that organizational members hold, to bring them to the surface and hold them rigorously to scrutiny. Surfacing, testing and improving the mental models are central to building a learning organization.

4. **Building a shared vision**. A shared vision is one to which organization members are committed. It reflects their own values and norms. Building a shared vision is critical because it provides the focus and energy for the

individual, team, organizational learning and action. An organization that seeks to build a shared vision may need to unearth shared "pictures of the future" that foster genuine commitment to the organization.

5. **Team learning.** Team learning is vital because teams and their organization members are the key learning components in organizations. The importance of team working in managing transformational change is threefold. First, the complexity of this may require multiple perspectives from a full range of organization members. Second, there may be a need for innovative coordinated actions across the organization. Third, in the formulation of policy decisions and its implementation team members may work on a variety of other teams at any one point in time.

Overall, in the opinion of Senge, when these five" competent technologies" or "five disciplines" are evident in an organization they may help managements to replace conventional thinking and practices with new and novel ways so as to survive and prosper in today's turbulent business environment.

Implications of the theory for this study

It is not only just business organizations, Sillins and Mulfort (2002) have made a strong case for schools also to pursue the ideal of learning organization. The researcher from his experience of working in schools has found that student learning directly depends on teachers' knowledge; and also on how and what they do in the classrooms. Hence, the teachers should be given opportunities to learn and develop themselves in an ongoing manner. Not confining learning to teachers alone, the researcher sees schools as *temples of learning* where all stakeholders – students,

teachers, principals, and parents are engaged in a process of continuous and on-going double-loop learning in the true spirit of a learning organization.

2.2.3 The Organization-as-Living-Human-System Theory

The perspective of an organization as living human system recognizes that people, in *relationship* with each other, create organization; and that without people working together organizations would not exist. According to Lewis, S., Passmore, J., & Cantore, S. (2008) the phrase 'living human system' has three specific attributes of organizations. First, they are alive rather than the Industrial Age viewing of organizations as inert and expressing it through machine metaphor. Second, they are human, that is, they are made up of people. And third, they are systems composed or related elements. The authors capture each of these attribute by the phrase *living human system* and explain further.

To talk about an organization as 'living' suggests that the potential exists for both growth and renewal. It also suggests that the organization as 'living' will have a need for sustenance, something which gives it life. Therefore, it is essential to know what/which organizational activities are that give it life. Having identified the life-giving forces, organizational Change can be achieved through nurturing and nourishing them. Viewing the organization as 'alive' has yet another dimension: to see them as living systems located within and *responsive to their environment and become part of the bigger environment.* To be alive is to be dynamic in the behavior, to experience constant change and adaptation.

Organizations only exist because of people. Organizations are made up of people. It is people who create organizations and sustain them. Therefore, clearly organizations are a *human phenomenon.* Being made up of people, organizations are

places where all sorts of human nature become visible: love, pride, joy, happiness, satisfaction, sense of accomplishment, rewards, recognitions and on the other side, misunderstanding, confusion, chaos, jealousy, anger and so on turning the organization messy.

An organization is also a system. French, Bell & Zawacki, (2005) argue the living-human system understanding of organizations is in contrast to the traditional understanding of a system as interdependent, inter-reliant and interconnected. This alternative approach looks at organizations from a humanistic perspective. Therefore, it is necessary to understand the patterns of belief, patterns of communication, patterns of action and reaction existing in the system and more critically to discover the aspects and elements that give life to the patterns in the system.

Implications of the theory for the study

This new perspective of looking at organizations as human system *living in relation* to one another marks a contrast from the machine age mindset where organizations were considered as interdependent and interconnected sub systems in a large system. This relationship aspect of people in organizations is the heart of Appreciative Inquiry Process, the methodology used in this study.

ASSUMPTION UNIVERSITY OF THAILAND
BROTHERHOOD OF ST. GABRIEL
LABOR OMNIA VINCIT
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2.3. Organization Development Intervention (ODI)

Cummings and Worley, (2009) refer Organization development intervention as a set of sequenced planned actions or events intended to help an organization increase its effectiveness. Interventions are deliberate attempts to disrupt the status quo and lead the organization to a better state. According to Nelson, D.L & Quick, J.C. (2006) all Organizations typically follow an OD Intervention process which is known as OD cycle. This cycle is shown in Figure 2.2 below.

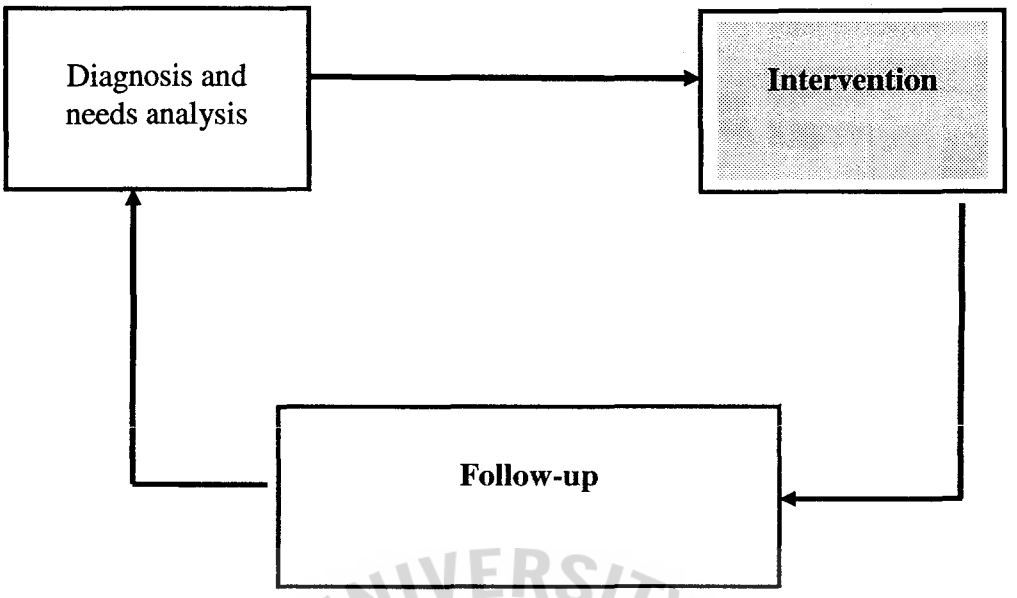

Figure 2.2: Organization Development Cycle (Source: Nelson, D.L., & Quick, J.C. 2006, p.616)

In the action research model used in this study, the diagnosis and needs analysis phase constitute the Pre-ODI functions, the Intervention represents the AI led OD Intervention and the follow-up includes the Post-ODI activities. All these three major functions work in a cyclical process, look, act and think.

2.3.1 Whole System OD Intervention in State Bank of India (SBI)

One of the most successful models of OD Intervention in recent times in the Indian corporate world is undertaken by State Bank of India (SBI). This intervention was aimed to turn improve employee and organizational effectiveness, turn around the bank and put in on a path of robust growth. The following lines explain the OD Intervention program as told by the person who conceived and executed the program at the inauguration of Asia Organization Development Network (AODN) Summit - 2009, Indian School of Business, Hyderabad on 20th August, 2009.

Background & Problems: The SBI is the country's oldest bank and premier in terms of balance sheet size, number of branches, number of employees and market capitalization. This was the situation until the Govt. of India initiated sweeping reforms in the banking sector. It was as though overnight the situation changed. This public sector behemoth lost customers in thousands and its markets share was steadily declining. Added to this, it was in no position to withstand the aggressive competition from new generation banks. The situation was bad and was getting worse by the day when O.P. Bhatt took over as Chairman. Soon the innovative Chairman unveiled a well planned and meticulously executed OD Intervention in the history of public sector industries in the country. His first priority was driving the Change in the employees.

The whole system OD Intervention *(Parivartan):* While his predecessors worked on arresting the fall of market share he emphasized the positive on how to improve the market share. As a first step, he called on his regional managers and explained them his *outlandish idea.* With the aim of make them believe in his idea and boost their confidence he baptized them by fire by making them walk on red-hot charcoal fire. Thus Parivartan (Sanskrit word) meaning Transformative Change was kicked off at SBI.

Process of Intervention: In the first of a kind, the Chairman sent emails to each employee reminding them the glorious legacy of the bank, pride of employees in their contribution to nation building and economic development for over two hundred years. Next, he rolled out a series of intervention programs over the next 15months or so. Chief among them: 3300 two day workshops covering 130,000 employees using

400 trainers to drive home the message of change and inclusiveness. The workshops and the incessant communications in different modes fired the imagination of the employees.

Relentlessly he followed it up with cutting edge technology and innovative banking models, massive installation of ATMs, ambitious proposal to bring 100,000 villages under the banking net work (http://www.statebankofindia.com/user.htm)

Awards. - SBI adjudged the Best Bank for 2009 by Business-India.

- O.P. Bhatt, Indian of the Year Award 2008 – CNN IBN Network 18
- O.P. Bhatt, One of the "25 Most Valuable Indians" 2009 Week Magazine

SBI today. The researcher wanted a demand draft (cash cheque) and went to SBI branch, Nariman Point, Mumbai 400 021 on 6th October 2009. The researcher found the Change was unbelievable. As the researcher entered the bank, the security pulled out a token from the machine, handed it over and directed him to be seated and wait for the turn. When the number was called out, money was received, draft was prepared, got it signed by the branch manager and delivered back to the client by one employee under single window system, in flat 22 minutes the transaction was completed. A paradigm change in the mindset, attitude and customer service in SBI was seen and experienced.

As on 13 August 2010, SBI reported a robust 25% growth in its net profit at Rs. 2,914.2 crore in the first quarter of 2010-11 fiscal vis-à-vis the net profit of Rs. 2,330.37 crore in the corresponding quarter of the previous fiscal. This better than expected performance pushed the SBI stock up by 6.93% on the Bombay Stock Exchange (BSE) (Financial Express, Friday, August 13, 2010).

The elephant has indeed started to dance (Bhatt, 2009).

2.4. Planned Change Models in Organization Development

The five models, the SWOT analysis, the Mckinsey 7-S theory, Preferred Futuring, the SOAR framework, and Future Search described in the following pages narrate the different approaches and multiple stages through which planned change in organizations are affected.

2.4.1 The SWOT Analysis

SWOT is an acronym for Strengths, Weaknesses, Opportunities and Threats. It is a tool for auditing an organization and its environment. It is the first stage in the long process of planning and it helps organizations to focus on key issues. Strengths and weaknesses are classified as internal factors while opportunities and threats as external factors.

It is also known as TOWS analysis which stands for Threats, Opportunities, Weaknesses and Strengths. This way of analysis looks at the negative factors first with the aim of turning them into positive factors for the organization. One of the ways of presenting the SWOT as a matrix or grid is presented in Figure 2.3

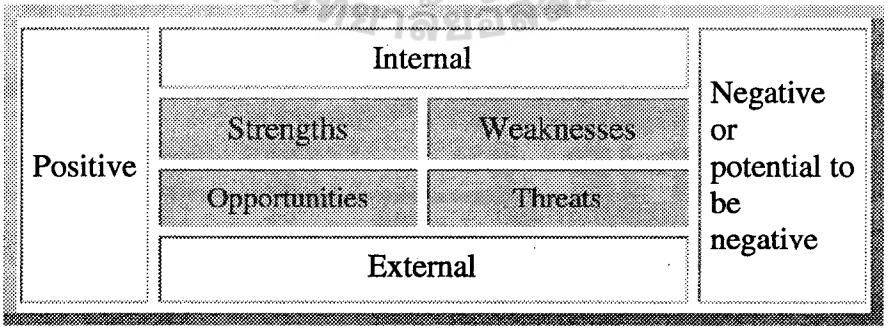

Figure 2.3: SWOT Matrix Model (Source: http://www.swotimages.com/)

Merits of SWOT lie in its simplicity of understanding and easy application. Additionally, the tool is flexible and versatile which enhances its usage value across a variety of organizations and a host of activities ranging from business innovation to the traditional problem solving. To get the best out of this tool, the analysis should always start with a clear goal or objective in mind. If not the exercise runs the risk of an exercise for the sake of an exercise. In other words, SWOT meaning "Significant Waste Of Time" (Hill & Westbrook, 1997).

SWOT is just an analytical tool and not a robust process. Therefore, it has its own limitations. A common criticism of the SWOT framework is it's over simplification of environmental factors into categories which may not always fit. The classifications of factors too remain arbitrary. In order to overcome the shortcomings, OD practitioners in most cases use the SWOT in conjunction with other analytical tools like PESTEL, and Porter's Five-Forces Model.

2.4.2 The McKinsey 7S Model

Tom Peters and Robert Waterman, two employees at the McKinsey consulting firm in 1980 developed the popular McKinsey 7S framework. The basic premise of this model is that there are seven internal aspects of an organization that need to be aligned if it is to be successful.

The way the model is presented in Figure 2.4 depicts the interdependency of the elements and indicates how a change in one affects all the others.

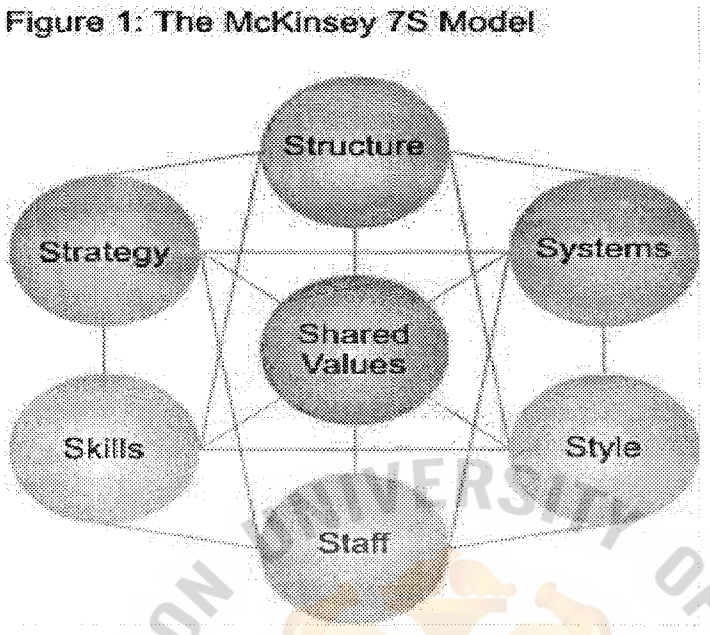

Figure 2.4: The McKinsey 7S Model

(Source: http://www.mindtools.com/pages/article/newSTR_91.htm retrieved 27 November 2009)

Broadly, the above 7 elements can be classified into "hard" and "soft" categories. "Hard" elements are easier to define or identify and management can have a direct influence on them. They are: Strategy, Structure and Systems. "Soft" elements, on the other hand, can be more difficult to describe, are less tangible and more influenced by culture. These are Shared Values, Skills, Style and Staff (Bryan, 2008; Gill, 2006; and Vaneevae, 2005).

By placing shared values in the middle, the model emphasizes that these values are central to the development of all other critical elements. Noted researchers, Price & Chahal, (2006) have criticized this model for its lack of clarity of external environment indicated in the model.

The researcher based on the extensive review of literature found that the 7-S model has stood the test of time and even amidst today's fast-paced changes it is widely used as an effective organizational planning tool albeit in most cases alongside other modern techniques.

2.4.3 Preferred Futuring

Preferred Futuring, put forward by Dr. Lawrence Lippitt is one of the large group OD Intervention methods which involve the whole system in the change process. The method enables all the stakeholders in the organization to come together, plan for, and construct the future they want and inspire the passion and energy to follow through and get there. Preferred Futuring is based on the philosophy that all stakeholders can and must participate meaningfully in the present and future states of the organization. The process contains eight clear and simple steps which are: 1) a focused review of history, 2) an assessment of the current situation, 3) mission, values and beliefs, 4) identifying future factors, 5) creating the vision, 6) translating future vision into action goals, 7) developing plan for action, and 8) working on the plan.

(http://www.region17online.org/documents/HW/Sept08/PeircePreferredFuturing.pdf.retrieved 28/11/2009)

Preferred Futuring as a change process is found to be effective because it:

- takes into consideration the needs and interests of those who have a stake in the organization's success
- gives a method to operate as a whole, healthy and fully integrated system
- is based on data and performance measurement both past and present with an eye on the trends and what may be on the environment

- serves as a coherent guide to establishing priorities and making decisions
- helps teams to focus on innovative/breakthrough goals and not just management of current business practices
- aligns goals, programs and activities to the vision, mission and values with a thrust on measurable results
- embeds the positive/strengths (what do we want more of?) versus problems/difficulties (what do we want less of?)
- end result is a plan crafted by consensus. This creates unity, cohesiveness, effectiveness, efficiency and passion.
- it is essentially an inspirational document for collective growth and a promising future.

Researcher's snapshot of the three models

The McKinsey 7-S model focused on factors that are internal to the organization and laid importance on harmony among the seven variables for effectiveness and success of the organization. The SWOT framework was a sort of congruence as it took a scan of both the environment and internal factors of the organization in formulating the strategic plan. The Preferred Futuring method is a paradigm shift from the two methods as it involved all the stakeholders in creating a desired future for the organization. Its scope covered three critical phases: defining the current state of the organization, defining a Preferred Future state that capitalizes on the organization's strengths and engaging in a predictable action planning process and steps that connect planning to the doing.

2.4.4 S.O.A.R. Framework

SOAR is an acronym for **S**trengths, **O**pportunities, **A**spirations and **R**esults. It is an innovative tool grounded in two simple appreciative inquiry assumptions - one, what you seek, you will find more of or you amplify and two, people commit to what they help to create. It is a strengths-based approach to strategic planning involving the whole system (stakeholders) into the process to drive an organization forward to its most preferred future with measurable results. This tool has effectively replaced the SWOT's top-down approach by inviting whole system to the planning table and in this way has evolved beyond the classical tool. Many management thinkers like Hamel & Prahalad, Henry Mintzberg, Markides (cited in Lewis S, et al., 2008) have validated SOAR as an effective strategic planning device. The SOAR framework is illustrated in Figure 2.5

	Strengths	**Opportunities**
Appreciative Inquiry	✓ What are we doing really well? ✓ What are our greatest assets?	✓ What are the best possible market opportunities? ✓ How are we to best partner with others?
	Aspirations	**Results**
Strategic Inquiry	➢ What is our preferred future? ➢ To what do we aspire?	➢ What are our measurable results? ➢ What do we want to be known for?

Figure 2.5: SOAR Framework (Source: Adapted from Starvos et al.2006)

The large four quadrants in the figure 2.5 represent one letter each in the contraction SOAR and each of the quadrants has two questions listed under it. While the Strengths and Opportunities are classified under the Appreciative Inquiry category, the Aspirations and measurable Results are grouped into Strategic Inquiry

category. Overall, the SOAR framework is a healthy combination of appreciative and strategic inquiries.

According to the Organization as a living-human-system theory explained earlier in the chapter, an organization's life energy is located in its people in the organization. This energy is made explicit by dialogue between and among the groups of stakeholders (Holman, Devane and Cady, 2007). SOAR serves to accelerate the organization's strategic planning efforts by focusing directly on those elements that will give life energy to the organization's future. In this manner, SOARing beyond what's wrong or missing with an engaging strategy, excitement and hopefulness in the future.

The positive, participative, engaging and empowering nature of SOAR is widely appreciated. In recent times it is found in corporate strategic planning with SWOT being exchanged for SOAR. This study uses the SOAR framework integrated with Appreciative Inquiry as a methodology in the process of crafting a development plan for the focal organization.

2.4.5 Future Search

Weisbord, M and Janoff, S (1994) developed a model of large group intervention called Future Search for creating strategic changes in an organization. This new approach is based on the key principles: 1) the whole system participates in the planning process, 2) a global context forms the base for location, 3) the focus is on finding common grounds of working and moving toward the future, and lastly emphasis is on self-management and personal responsibility.

The process of planning in Future Search, starts with a committee consisting of eight or so key stakeholders planning the future search conference normally for two or three days. During the conference, the participants sit around tables with about

eight people in a table or so and go through the five-phases of the process. They are: 1) a review of the past from personal, organizational, and global perspectives followed by identification of trends and developments which will impact the future; 2) An assessment of the present conditions; 3) Visualizing an ideal future scenario of the most desirable future; 4) finding common grounds and developing a shared vision; and finally 5) formulation of an action plan (Janoff S, AODN Summit, October 1 to 4, 2008, Assumption University).

The researcher finds Future Search is analogous to Appreciative Inquiry in its nature and form but in practice it fails to create the kind of energy and excitement in the participants when they are asked about the peak moments experienced in AI conversations. While the AI tool has been put to use to solve a wide range of organizational problems, futures search is merely a strategic planning tool.

2.5. Appreciative Inquiry Theory and Approach in OD

. Appreciative Inquiry approach to organizational Change marks a fundamental shift from the age-old *"find-the-problem and fix-the-problem approaches"* to *"find the strengths and build on the strengths of the organization."* Hence, Fitzgerald, Murrell and Newman, (2002) have provocatively hailed Appreciative Inquiry (AI) as the 'new frontier' and 'ground-breaking'. According to Whitney & Trosten-Bloom, (2003) Appreciative Inquiry is distinctive in three significant ways from other traditional methods of change in OD because it is *fully affirmative*, it is *inquiry-based*, and *it is improvisational.* Cooperrider (2003), along with Whitney and Starvos have offered the following practice-oriented exhaustive definition of AI:

> Appreciative Inquiry is the cooperative co-evolutionary search for the best in people, their organizations and the world around them. It involved the discovery of what gives "life" to a living system when it is most effective,

alive, and constructively capable in economic, ecological, and human terms. AI involves the art and practice of asking questions that strengthen a system's capacity to apprehend, anticipate, and heighten positive potential. The inquiry is mobilized through the crafting of the "unconditional positive question," often involving hundreds or thousands of people. AI interventions focus on the speed of imagination and innovation-instead of the negative, critical, and spiraling diagnoses commonly used in organizations. The discovery, dream, design, and destiny model links the energy of the positive core to changes never thought possible.

Appreciative Inquiry is based on the simple assumption that every organizations has something that works well and these strengthens can be the starting point for creating a positive change. Inviting people to participate in dialogues and share stories about their past and present achievements, assets, unexplored potentials, innovations, strengths, elevated thoughts, opportunities, benchmarks, high-point moment, lived values, traditions, core and distinctive competencies, expressions of wisdom, insights into deeper corporate spirit and soul, and visions of valued and possible futures can identify a "positive change core." From this, Appreciative Inquiry links the energy of the positive core directly to any change agenda. This link creates energy, excitement, and a desire to move toward a shared dream (Cooperrider et al., 2008).

The power of Appreciative Inquiry occurs when the appreciation and inquiry are combined. Like the elements hydrogen and oxygen that combine to make water—the most nurturing substance on earth—appreciation and inquiry combine to produce a vital and powerful, catalytic effect on leadership and organization change. By tapping into accounts of organizations that are functioning at their best, AI unleashes

information and commitment that together create energy for positive change (Cooperrider & Whitney, 2005).

2.5.1 Appreciative Inquiry Vs Traditional Forms of Approach

Appreciative Inquiry is an invitation from the machine-age mentality of looking at "organizations as problems to be solved" to the knowledge age mind set of viewing organizations as "mysteries to be embraced" (Cooperrider, 2003 and Whitney, 2005). This paradigm shift in AI from deficit thinking to positive thinking is illustrated in Table 2.1.

Table 2.1: The Shift from Deficit-Based Change to Positive Change (Source: Adapted from Whitney & Trosten Bloom, 2003)

	Deficit Based Change Approach	**Positive Change Approach**
Intervention Focus	Identified problem	Affirmative topics
Participation	Selective inclusion of people	Whole system
Action Research	Diagnosis of the problem Causes and consequences Quantitative analysis Profile of need Conducted by outsiders	Discovery of positive core Organization at its best Narrative analysis Map of positive core Conducted by members
Dissemination	Feedback to decision makers	Widespread and creative Sharing of best practices
Creative Potential	Brainstormed list of Alternatives	Dreams of a better world and the organization's contribution
Result	Best solution to resolve the problem	Design to realize dreams and human aspirations
Capacity Gained	Capacity tc implement and measure the plan	Capacity for ongoing positive change
Stakeholders	No engagement, no empowerment and no commitment	A great sense of engagement, empowerment and commitment to the organization.

Conventional approaches to organizational change in OD literature start with the basic assumption that some thing is wrong in the organization, therefore find out "what is the problem" and try to "fix it" (Hall & Hammond, 1996). The process of problem identification generally involves an outside expert/practitioner and the top management. Whereas, the AI approach to organizational effectiveness underscores the point, that there is something "working well" within the organization and this needs to be identified and "amplified" (Cooperrider & Srivastava, 1987). In this way by shifting the focus of inquiry from the negative to the positive core, AI creates abundant energy and excitement in the process whereas the problem-focused approaches sap the energy of the members.

The power of AI as a methodology is found in its informal and creative approach to engaging the "whole system" in the change process. Conversations conducted through appreciative interviews become the core process for eliciting the data and energizing the system for change (Brown & Isaacs, 1997, 2001). AI's inclusive approach provides a forum in which multiple stakeholders get involved and generate creative ideas and innovative solutions. The AI as an action research process involves four key stages: discovery, dream, design and delivery (Cooperrider, 2008).

Leith, M (1996) claims that seventy per cent or more of all organization-wide change programs fail to produce the desired results due to structural weaknesses present in the conventional deficit-based approaches. He gives six conditions for success without which an intervention is doomed to failure. The six rules are: 1) the process of change is self-determined and self-managed; 2) there is broad stakeholder involvement; 3) appreciation of current reality is comprehensive; 4) the prevailing mindset is one of creating a shared future; 5) systems thinking is employed; and 6) the change model is based on trust and co-operation. According to the researcher all the

six success mantras in full measure is found embedded in the Appreciative Inquiry process.

While the traditional approaches look for actions/outcomes first, the AI approach contributes to the relationship building process from the outset and progresses to build on it. This is another key differentiator as illustrated in Figure 2.6.

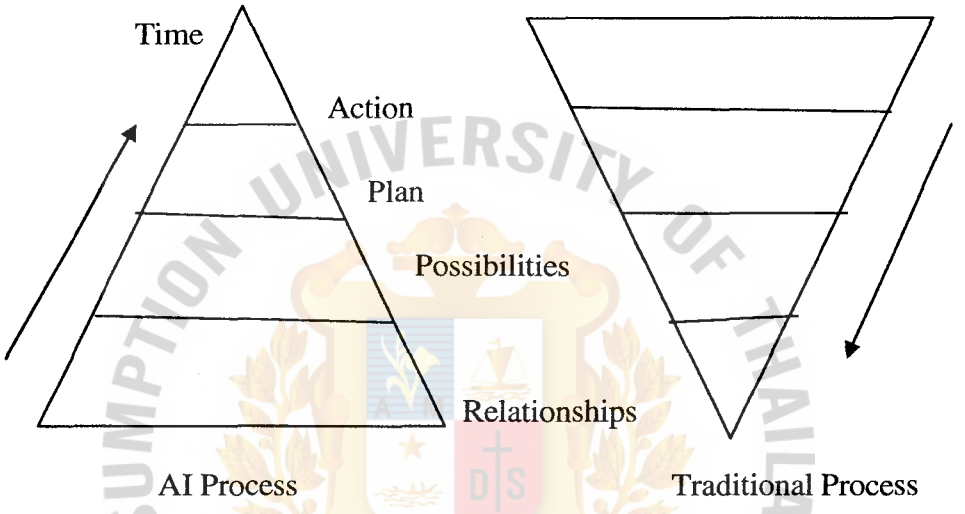

Figure 2.6: The shift in AI approach from traditional process (Source: Wright, M & Baker, A, 2005, p 5)

2.5.2 The Five Basic Principles of Appreciative Inquiry

In the process of using Appreciative Inquiry towards organizational changes, Cooperrider (2003) defined the AI's five basic principles namely:

1. The Constructionist Principle – as we talk, so we make

This principle allied to social constructionist theory (Gergen, 1982, 1999) is the fundamental underpinning of AI. The underlying idea behind the social constructionist theory is that our thoughts about the world are developed

through interpretation and construction, rather than simple recording of a phenomenon.

> "In conversations together we create the organizational world that we then experience as normal and real. And we create the world through the words we have available to us." "Words create World." (Cooperrider et al., 2003)

2. **The Principle of Simultaneity – as we ask questions, so we become transformed (and in turn, transform what we ask about).**

This principle points to the way that inquiry and change are simultaneous; in other words, they are not separate stages in development. An inquiry is an intervention. An inquiry by itself stimulates reflection and thought that lead to different ways of thinking and doing.

> "Inquiry is intervention. Inquiry and Change are not separate undertakings. The questions we craft guide conversations, shape what people discover and pursue, and instill certain images/expectations of the future." (Cooperrider et al., 2003)

3. **The Poetic Principle – as we choose topics for Inquiry, so we open new horizons for actions.**

This principle emphasizes the way that people author their world continually, choosing the parts of their stories they are most interested in at the time. AI supports people by engaging their attention and energy and taking them through the process in a way that makes it accessible to them.

> "What we study, what we ask questions about, should be guided by the vision of the world we want to co-create." (Cooperrider et al., 2003)

4. **The Anticipatory Principle – as we anticipate, so we create.**

This principle points to that the way people think about the future, will shape the way they move toward the future. For instance, if people see the future as full of possibilities, they will move towards this positive direction and vice versa.

"If you want to change an existing human system, first change the future. Positive images of the future may be so powerful that they guide us at the cellular level. Studies of the placebo effect have demonstrated that images of health and well-being might play an important part in actually releasing the bodily mechanisms necessary for healing and recovery." (Cooperrider et al., 2003)

5. **The Positive Principle – as we discover moments of hope, joy and caring, so we enjoy generative experiences.**

This principle stresses on asking positive questions that engages people more deeply and for a longer time. It is because people naturally turn towards ideas and images that provide nourishment and energy. AI incorporates the positive principle in the way it asks questions.

"People and organizations are heliotropic. They tend to grow in direction of helio or life source. Hopeful images of the future, when linked to actual experiences, are compelling and attractive, and when shared, they create social bonds that expand cooperation, deepen collaboration and move us 'toward the light'".
(Berret and Fry, 2005)

2.5.3 The basic assumptions of Appreciative Inquiry

As in the case of every theory/approach in social sciences AI Theory too is based on certain sound assumptions. These assumptions are encapsulated in the form of statements to give a brief understanding of what they are (cited from Reed, J 2007).

- *In every society, organization, or group, something works.* This is true even in the case of organizations on a downward trajectory.
- *What we focus on becomes our reality.* Therefore, focus on the positive.
- *Reality is created in the moment, and there are multiple realities.* So, there is no use in spending time searching for a single "truthful" account subjected to checking and verification
- *The act of asking questions of an organization or group influences the group in some way.* Principle of Simultaneity operates.
- *People have more confidence and comfort to journey to the future (the unknown) when they carry forward parts of the past (the known).*
- *If we carry parts of the past forward, they should be what is best about the past.* In other words, past strengths fills people with confidence to go forward.
- *It is important to value differences.* Putting it in another way, AI celebrates diversity and differences.
- *The language we use creates our reality.* Language is an important construct of reality.

Implications for the study

The principles stand out as the essential beliefs of AI; the assumptions are the guiding instructions for an AI practitioner. A good understanding of the beliefs and the instructions gave the researcher a clear idea of dos and don'ts in effectively conducting the OD Intervention using AI method.

2.5.4 Theoretical Underpinning/Base for AI – Theory of Social Constructionism

Appreciative Inquiry is grounded in the theory of social constructionism. The theory points to the power of images and the way it is used to create one's own realities and futures. Only through a solid grounding in these concepts will AI researchers and practitioners be able to co-create the organization change processes congruent with the needs of an organization.

Leading social constructionist theorist Gergen (cited in Watkins & Mohr, 2001) describes the idea of language as creator of reality:

> Social constructionist dialogues—cutting edge significance within the social sciences and humanities—concern the processes by which humans generate meaning together. Our focus is on how social groups create and sustain beliefs in the real, the rational, and the good. We recognize that as people create meaning together, so do they sow the seeds of action. Meaning and action are entwined. As we generate meaning together we create the future.

This statement captures the core of Appreciative Inquiry. As the people of an organization create meaning through their dialogue together, they sow the seeds of the organization's future. As Cooperrider, 1995 (cited in Watkins & Mohr, 2001) said:

> The most important thing we do as consultants is inquiry. We try to read situations, we do ….. organizational analysis and diagnosis. It all starts with inquiry. The key point is that the way we know is fateful. The questions we ask, the things we choose to focus on, the topics that we choose determine what we find. What we find becomes the data and the story out of which we dialogue about and envision the future. And so, the seeds of change are implicit in the very first question we ask.

Appreciative Inquiry is, in part, the art of helping systems create images of their most desired future. AI is focused on the generative and creative images that can be help up, valued, and used as a basis for moving toward the future. The *Placebo*

effect (impact of our minds on our bodies) and *Pygmalion studies* (the effect of the power of another person's image of us) demonstrate the power of images held by people affected the future. With this kind of scientific evidence at hand, it can be concluded, social constructionism + the power of image = Appreciative Inquiry in organization change.

2.5.5 Appreciative Inquiry as an Organization Development Philosophy

In the book, *Appreciative Inquiry: Change at the Speed of Imagination*, the authors, Watkins and Mohr (2001) argue that describing AI as yet another OD tool, or intervention would be only partially accurate and a disservice to those who seek to facilitate the co-creation of quantum shifts in the capability of an organization to meet the demands of its customers, members, and other key stakeholders. Rather, Appreciative Inquiry must be thought of as a ***philosophy and orientation to change*** that can fundamentally reshape the practice of organizational learning, design, and development in much the same way that process consultation reshaped the field of management consulting 40 years ago.

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In the early days of management consulting, the consultant was the outside expert who came to study an organization, decided what needed to be done to "fix" it, and propose a course of actions. Consequently, employees resisted, consultants became discouraged and the clients became cynical. With the advent of Organization Development (OD) as a discipline, the behavioral scientists, who were experts not in the work of the organization but in the behavior of people, introduced the idea that the people of the organization were the ones best equipped to identify what had to be changed and to formulate ways to make those changes. Instead of prescribing

solutions, consultants began to help members of the organization to formulate their own solutions to problems they had identified.

Like process consultation, Appreciative Inquiry can be and is sometimes applied effectively as a micro tool. But, as with process consultation, the real power and impact of Appreciative Inquiry is seen when it is used as a comprehensive orientation to change in complex systems. Comprehensive change means change in orientation—strategic shifts in the relationship of the enterprise with its environment, changes in the way the work of the organization is done, and/or changes in how the organization approaches problems of leadership, performance, conflict, power, and equity. Appreciative Inquiry is one way to approach strategic planning, organization design, diversity, evaluation, and so on, rather than an alternative to these interventions.

In the article, *Is Appreciative Inquiry OD's Philosopher's Stone?* Head, Sorensen, Preston, and Yaegar (2000) regard Appreciative Inquiry as perhaps the alchemist's philosopher stone that OD has been searching for. Appreciative Inquiry's approach to OD rooted in discovering the positive forces that give meaning to an organization and consequently allowing these positive experiences to guide the change process contrasts with the problem solving approach which first identified the problem and what is wrong with the organization. In this fashion, Appreciative Inquiry creates a positive atmosphere for change that avoids the resistance and loss of hope for a better future encountered through the more traditional approaches. Its approach directly attacks one of the few "universal truths" of OD practice: successful OD requires overcoming resistance to change. Aside from just removing change resistance, Appreciative Inquiry also accomplished two other principle goals of OD

consultants regardless of what culture they operate in: acquiring employee ownership into the program, and maximizing employee input into the design of the new system.

2.5.6 Appreciative Inquiry as an Action Research Method

Troxel, J (2002) considers Appreciative Inquiry as a form of action research of organization and social life. Works of researchers and open systems theorists Eric Trist, Fred and Merrelyn Emery, Russ Acknoff, Chris Argyris, and many others have documented action research's capacity to transform the objects of its research. Their work has revealed that action research has a "generative capacity," a "capacity to challenge the guiding assumptions of the culture, to raise fundamental questions regarding contemporary social life, to foster reconsideration of that which is 'taken for granted' and thereby furnish new alternatives for social actions." (Gergen, 1978 cited in Troxel, 2002). AI has this capacity in that organization members, through in-depth interviews are given the opportunity to retell the story about their organization and its future directions (Troxel, 2002).

Bushe, (1998) in his work Appreciative Inquiry with Teams presents AI as a form of action research that attempts to help organizations and communities create new, generative images for themselves based on affirmative understanding of their past.

The four principles Cooperrider and Srivastva, (1987) lay down for Appreciative Inquiry are that action research begins with *appreciation*, should be *applicable*, should be *provocative*, and should be *collaborative*. The basic process of Appreciative Inquiry is to begin with a grounded observation of the "best of what is",

then through vision and logic collaboratively articulate "what might be", ensuring the consent of those in the system to "what should be" and collectively experimenting with "what can be" (Bushe, 1998).

2.5.6 The AI "4-D" Cycle or Process

AI's five underlying principles come to life through the design of the four-step basic AI process. Cooperrider, (1996) founder of Appreciative Inquiry has presented the process as a cycle of four phases, popularly known as the "4-D" cycle.

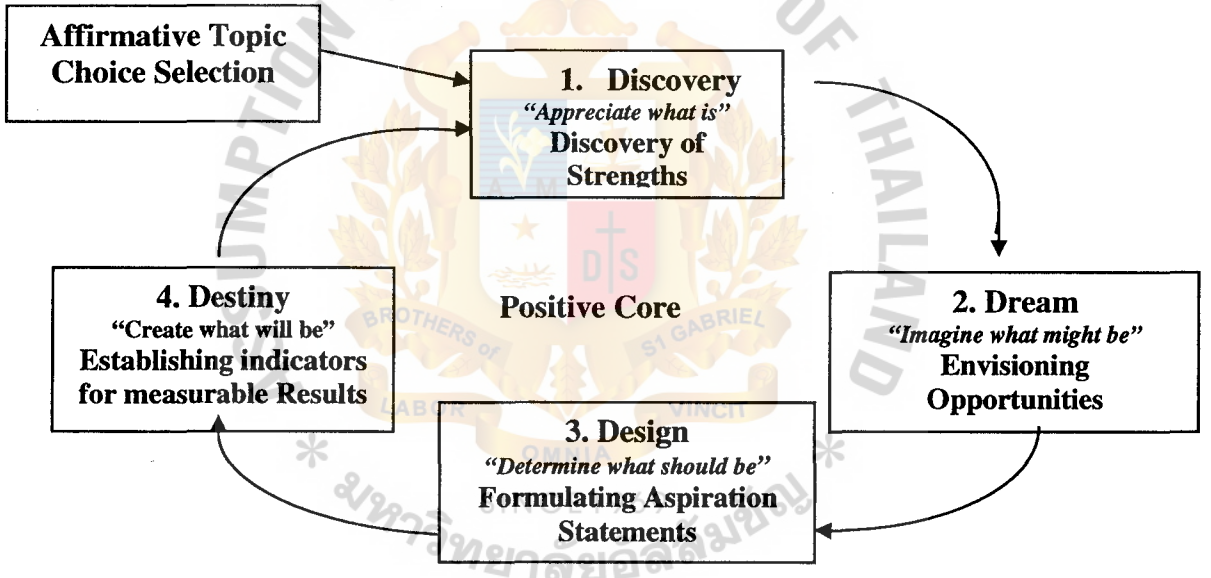

Figure 2.7: The 4-D Model of Appreciative Inquiry integrated with SOAR framework (Source: adapted from Whitney & Trosten-Bloom, 2003)

It is to be noted that the SOAR framework structure is very similar to the 4-D cycle proposed by Cooperrider. The SOAR framework has got the same cyclical process with all the four phases building on each other and the entire process being seen as a continuous and ongoing one. This phase-to-phase integration is illustrated in Figure 2.7 shown above.

1. Discovery (Discovery of **Strengths**)

The purpose of the discovery phase is to search for, highlight, and illuminate factors that give life to the organization, the "best of what" in any given situation. In this phase, the stakeholders are asked the questions what are we doing really well and what are our greatest assets. The distinguishing factor of this phase is that the crafted questions are all positive (Cooperrider et al., 2003). The organizational members engage in appreciative dialogue, discuss and share the life-giving/core strengths/assets of the organization.

2. Dream (Envisioning an ideal image from the list of **Opportunities**)

During this phase, the stakeholders are asked to explore the environment to envision an ideal image of the future. In addition, they search for new opportunities to best partner with other organizations. In this phase they also try to connect the strengths of the organization which they have discovered in the previous phase to the envisioned ideal image. The envisioned images create compelling picture in the minds of the stakeholders what the organization would like and impel them to inspired action.

3. Design (formulating statements of **Aspirations**)

In this phase, the SOAR makes a shift from appreciative to strategic inquiry by asking questions – what is our preferred future? And to what do we aspire? The stakeholders discuss these questions in light of the output of the previous two phases and work on creating strategies and set long-term goals. At the end, they articulate co-constructed statements of future possibilities known as design statements or provocative propositions (Cooperrider et al., 2008). These are affirmative statements

for the future of the organization that stretch the organizational stakeholders towards the envisioned image. It tries to answer the question: "what would our organization look like if it were to maximize and preserve the potential we have discovered?" (Hammond and Royal, 1998)

4. Destiny (establishing indicators for Measurable **Results)**

The final phase is the time for integration of all inputs from the three previous phases into an inspired action plan. The plan contains specific objectives, key strategies, success indicators, time frame and a financial budget. This impels in the members a sense of urgency and commitment and focused action.

In one sentence, both AI and SOAR are iterative processes. Organizations continue to learn and revisit the phases in the process in order grow to the level of the envisioned images and beyond. The AI and SOAR are not just limited to the four cycles or steps but they offer practical guidelines for translating AI's core beliefs and principles into practical actions in order to achieve the intended transformative changes in the organization.

2.5.8 Studies done employing AI as a tool of OD Intervention in schools

Numerous instances of application of AI as a tool in successful OD intervention programs in school organizations for achieving a variety of results are found in the OD literature. A select four of them are discussed in brief.

- **Vancouver School District, Canada**

Mary F and Barbara R in the year 2006 used AI as an OD intervention in Vancouver School District in 9 inquiry sites (3 single schools, 5 group schools and 1

district group school). The purpose of the intervention was to enhance student learning.

The AI process involved going through the 4-D cycle: Discovery, Dream, Design, and Destiny during the AI Summit. The participants conducted appreciative interviews on each other to gather the data. At the end of the summit the school reported that the AI process had a profoundly empowering effect upon the majority of the people, the summit provided a level playing field and criticism and acrimony were much reduced.

They also found that the AI process was a positive "shot in the arm" as it redirected the thinking process of the members. The key learning from AI was that human systems grow in the direction of what they persistently ask questions about. They concluded having identified four key resources - continuous improvement, renewed focus on learning, continued commitment to dialogue and adequate financial resources for ensuring the highest quality of learning experience for all students (Source: BC Educational Leadership Journal, June 2006).

- **California Teachers Association Institute for Teaching, California**

The CTA IFT conducted a study in 2006 to investigate the values, beliefs, and attitudes of highest performing African American and Latino students and their parents within seven of California's lowest performing high schools. The purpose of this study was to uncover the underlying reasons as to why these students were academically and socially successful and use this information to develop a culture of success for all high school students.

This study adapted Appreciative Inquiry process in concurrence with Harrison's (2006; 2006a) *Culture Matters Research Project.* AI interviews were

conducted on a total of 814 people which included the best performing students and their parents. This was further followed up by some more rounds of interviews at each of the seven schools. Their responses were subjected to *content of analysis* treatment and thereafter, were organized around the seven themes.

At the Student and Parent stakeholder summit 28 students and 27 parents participated and discussed the seven guiding principles and added twelve more to the earlier seven. Using the Harrison's model they also generated a set of culture of success factors. Based on the 7 factors and 12 principles they developed a set of recommendations for creating a culture of success in the seven schools under study. At the end, the researchers called on the policy makers and practitioners to further investigate into certain cultural factors that promote academic and social success in the interests of betterment of all students.
(http://www.teacherdrivenchange.org/Culture_of_Success.pdf)

- **Harmony Union School District, USA**

Employing the AI process, the Harmony Union School District formulated a strategic plan (2002-2005). The inquiry process began with a series of questions structured to discover what each of the stakeholders, namely, 415 children, 225 families and 50 of the school staff, appreciate and value most in the school now and what they envision for the school's future. The questionnaires were supplemented by one-on-one appreciative interviews.

With the help of two outside observers the extensive data was organized, reviewed, collated, analyzed and themed. A series of workshops were conducted to the stakeholders to highlight the themes during which the dream and design phases were carried out. This process resulted in the identification of five major themes and

specific action steps that were proposed to carry out the priorities. The school hired a consultant for writing the draft strategic plan. At the end of the process, the strategic plan contained four themes and five strategic priorities co-created, co-owned and co-committed by all the stakeholders. The AI process also resulted in stakeholders' affirmation of the school's mission, vision, core beliefs and planning parameters (http://appreciativeinquiry.case.edu/).

- **Heathside School, Surrey, UK**

In their article, Changing the Way We Change at Heathside School, the authors, Adamson J, Samuels, N and Willoughby, G describe how they effectively used Appreciative Inquiry to create the desired future by building on the best of its past. Heathside School in Surrey, UK is a mixture of 11 to 18 technology colleges having 1300 students. In the recent past, the school had become more popular with students showing excellent performance. The school authorities wanted to enhance the success by involving the students and other stakeholders in shaping the future of the school.

The process of creating a positive future included five phases: define, discover, dream, design and deliver. Initially, the stakeholders formed a core team, used the generic questionnaire to interview each other and from the interview output developed a customized interview protocol for the rest of the process. At the discovery stage they captured about 50 life-giving stories, in the dream phase they drew powerful visual images, in the design phase, they captured the image in powerful words and in the last phase, the collaborators made simple action statements. The authors have recorded a number of positive changes since then in the atmosphere of the school as a result and are planning more inquiries. The authors say they are

indeed changing the way they change at Heathside. (*Managing Schools Today*, March 2002, p.24-27)

2.5.8 Use of AI as a research methodology in doctoral dissertations to craft institutional plans.

Growing number of researchers are using Appreciative Inquiry as a research methodology in their doctoral dissertations. A few of the scholars' work are captured in brief below.

Fernando, M.S.C.L. (2004) employed Appreciative Inquiry in her doctoral dissertation titled, *Appreciative Inquiry: A Positive Approach to Organizational Planning and Learning* submitted to Southeast Asia Interdisciplinary Development Institute, Philippines. The objectives of the work were to open up new possibilities in planning for technology schools in different cities in Philippines. The research employed theoretical purposive sampling associated with grounded theory and collected data from a sample size of 65 persons. For data analysis the researcher used the open, axial and selective coding procedures. Going through the 4-D process, the study discovered the core life giving factors of the organization, created a shared vision of the desired future, crafted provocative propositions and aligned the generated provocative propositions by crafting an action plan for the four technology schools. Finally, the researcher recommends to the four technology schools to find strategies to further AI approach in their personal, social and organizational transformation. For the AI practitioners the researcher recommends to adopt AI as a planning paradigm.

Walters, J.E. (2006) used Appreciative Inquiry in her doctoral dissertation entitled, *the use of appreciative inquiry as a planned change strategy at Merritt*

College: A case study submitted to Pepperdine University, California. The study was necessitated when a new person assumed the office of the President. The new President wanted to create a future plan in order to meet the critical needs of the college. The researcher involved representatives of the stakeholders in the process and followed the AI's 4-D cycle through her work. The researcher found that her AI process had a rippling positive impact on the attitudes of the participants and it also created a continued interest in the use of the approach to planning.

The researcher at the end of the study based on the discoveries of past strengths of the Merritt coupled with current strengths and successes created a new vision, mission and value statements for the college. Besides, the researcher made a strong recommendation to other colleges in the State of California to emulate the successful model and make a paradigm shift from mechanistic problem-solving approach to strengths-based AI approach to change. (http://www.proquest.umi.com)

Alzona, C.R. (2004) made use of Appreciative Inquiry as a research methodology in her doctoral dissertation entitled, *Appreciative Inquiry: a planned change effort in an educational setting*, submitted to Southeast Asia Interdisciplinary Development Institute, Philippines in the year 2004. The purpose of the study was to undertake AI into the Arts and Science Department of a reputed college in the city of Manila to initiate and carryout planned change. The study used a sample size of 176 representing relevant stakeholders of the said department. The study discovered a host of factors that give life to the department and the AI process itself resulted in a culture of educational excellence in the department. Based on the provocative statements developed by stakeholders the study redrafted the vision, mission and core values. The researcher evidenced that AI impacted the personal, relational and organizational

lives of the stakeholders. The recommendations suggested measures like implementation of plan and taking the AI success to other departments in the college

Spence, R.D. (2007) used Appreciative Inquiry as a research methodology to do her doctoral dissertation in education titled, *An evaluative case study of an Appreciative Inquiry Process for futures planning with the college of education at a public university in Tennessee* submitted to Pepperdine University, California. The research addressed issues for implementing AI futures planning process, evaluation of its effectiveness and the participants' perceptions of its high points in the College of Education at Tennessee. Focusing on the AI philosophy and 4-D process multiple stakeholders discovered high points like a sense of inclusion, increased awareness, equity of voice, collaboration, positive energy, ownership and commitment. The highlight of the study was the multiple stakeholders co-created planning models for futures planning in higher education using Appreciative Inquiry.

http://www.proquest.umi.com)

Sheldahl, E.T. (2007) in her doctoral dissertation entitled, *High School instructional coaches: Where are we now and where are we now going?,* submitted to the University of New Mexico used Appreciative Inquiry as the research methodology. The aim of the study was to fill the gap in knowledge of the high school instructional coaches at the district level and at the national level. The researcher chose nine coaches who were given log books to fill and eight teachers were interviewed in depth. The researcher kept a personal log book of experiences. The first AI summit participated by all the stakeholders laid out the next possible steps.

The second AI summit resulted in the formulation of an action plan for improvement of the high school coaching model.

Fortmayer, A.G. (2009) in his doctoral dissertation entitled, A case study of Appreciative Inquiry as an Intervention to improve the professional climate of a public middle school, submitted to Capella University, USA used Appreciative Inquiry as a research methodology. This middle school in Kansas State had faced huge challenges and changes on many fronts. In that situation, the Principal initiated some changes to improve the professional situation in the school using AI methodology. This present study was done with the objective of determining the effectiveness of the Principal's earlier use of AI to improve the professional climate. By going through the traditional AI 4-step cycle the researcher found that the process made a significant positive impact on the working climate in the school. The flip side benefits that accrued to the school included empowerment, parity in participation, greater commitment, plan generation and implementation. (http://www.proquest.umi.com)

2.5.9 Critique and concerns of Appreciative Inquiry Theory and Approach

Coghlan et al., (2003) say many questions have been raised about Appreciative Inquiry and most of them are concerning its strengths-based approach. Rogers and Fraser, (2003) suspect due to the popularity of AI there is a strong possibility that it could be developing without rigor and transparency. In their words:

> "We suspect that Appreciative Inquiry could go dangerously wrong, leading to vacuous, self-congratulatory findings (by avoiding hard issues and uncomplimentary data): even worse, Appreciative Inquiry could provide a platform for airing vengeful and destructive sentiments by drawing implicit comparisons between ideal performance and performance of those present."

Noted AI scholar, Bushe, (2000) too is seriously concerned that:

> "Any inquiry that focuses on the positive in some way gets called Appreciative Inquiry ….. The result will be that the unique power of this idea gets corrupted and lost and Appreciative Inquiry becomes just another discarded innovation on junk heap of 'failed' management effectiveness strategies."

AI has been accused of being naïve and idealistic in the way that it concentrates on positive experiences to the extent that ignores or suppresses accounts of negative experiences.

McNamee, (2003) another leading AI practitioner, however, refutes this accusation. According to her experience, "problems and weaknesses are often much easier to address when evaluation takes an appreciative stance." Baker (2005) while endorsing McNamee's views said the focus on problem solving instead of on the positive may lead to the problem getting identified with the individual and risk scape-goating.

Based on the literature review, the Researcher is of the opinion that Appreciative Inquiry is new to people who have lived in a culture of faultfinding and problem solving that it takes time for them to switch from a defensive way of responding to one that explores strengths. In stead of debating on the merits and demerits of AI's positive based approach, it could be seen as a cause that makes discussions more open, widely participated leading to stakeholders discovering the core strengths and leveraging them to achieve the organization's shared vision of the future. Nevertheless, the temptations and limitations pointed out by the critics serve as a challenge to the researcher to find ways to make the study truthful, reliable and valid.

2.6 Service Quality

In the backdrop of ever increasing competition due to privatization of education, a greater awareness of the importance of giving quality educational services is fast catching up among education service providers. In the pre-globalization era, giving quality service was considered as an essential strategy in business for success and survival in a competitive environment (Dawkins and Reichheld, 1990; Parasuraman et al., 1985). In the age of expanding globalization, the same business strategy is increasingly being used by educational institutions to gain competitive edge.

Service quality has been conceptualized as a gap between consumers' expectations and perceptions by Parasuraman, Zeithaml, and Berry, (1985). In course of time, the definition of quality has evolved from: "quality is excellence, to quality is value, to quality is conformance to specifications, to more recently, quality is meeting and/or exceeding customers' expectations" (Pariseau and McDaniel, 1997). Service quality is also viewed as a multidimensional concept. It is produced by the relationship between a customer and elements of the service organization. In the discussion on the concept of service quality, three underlying principles should be kept in mind (Kurtz and Clow, 1998). One, service quality is more difficult for the consumer to evaluate than the quality of goods. Second, it is based on consumer's perceptions of the outcome of the service and their evaluation of the process by which the service was formed. Thirdly, service quality perceptions result from a comparison of what the consumer expected prior to the service and the perceived level of service received.

2.6.1 Gaps Model of Service Quality

In the service quality literature, the "American" model postulated by Parasuraman et al. (1985) stands out as the foremost service quality model. This model uses the disconfirmation paradigm, proposing that the gap between "expected" and "perceived" service quality, determines the customer's overall service examination. The gap model of service quality as put forward by Parasuraman, Zeithaml, and Berry, (1985, 1991) is shown in Figure 2.8

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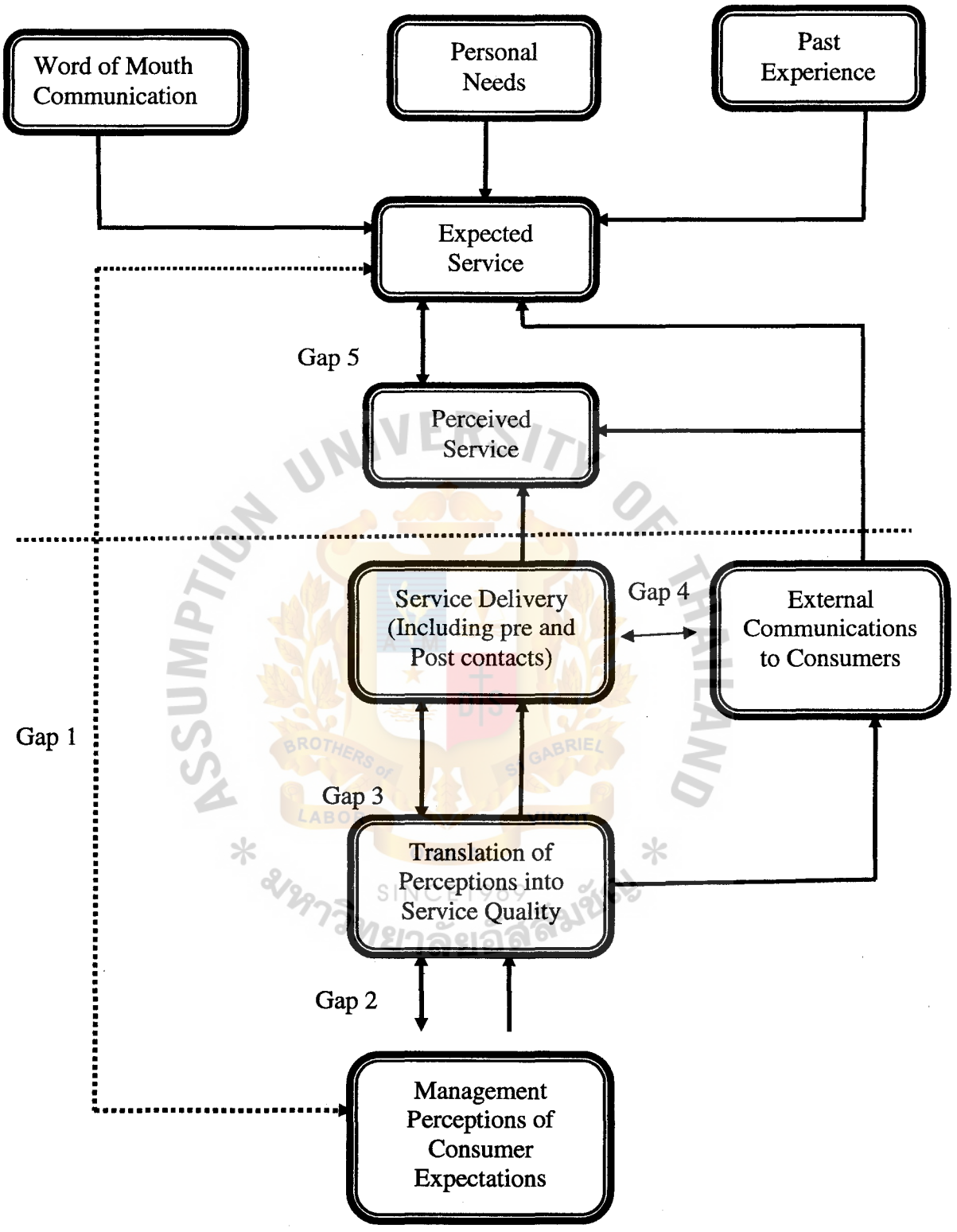

Figure 2.8: Gap Model of Service Quality (Source: Parasuraman, Zeithaml, and Berry, 1991)

In the above figure, Gap-1 represents the difference between management perceptions of consumers' expectations and actual consumers' expectations known as the management perception gap. Gap-2 is the difference between what the management perceives and consumers expect and the quality specifications set for service delivery. Even when customer expectations have been accurately determined, another gap opens between the management's perceptions of customer expectations and the actual specifications set for service delivery. Gap 3 means the difference between the quality specifications set for service delivery and the actual quality of service delivery. Gap 4 is the difference between the actual quality of service delivery and the quality of that service delivery as described in the firm's external communications. This gap might be termed "promises gap" that lies between the firm's promises and what it actually does deliver to the customer. Finally gap 5 refers to the difference between the expected service and perceived service actually delivered. Closing and narrowing this gap is the goal of the services firms. This gap is the function of the other four shown in a mathematical formula: gap 5 = f (Gap 1, Gap 2, Gap 3, and Gap 4). The disconfirmation paradigm used in the model is discussed in the following pages.

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For the purposes of the research, service quality is defined as the services provided by the school organization to its inside and outside stakeholders in the dimensions of tangibles, reliability, responsiveness, assurance, empathy and fees. This research focuses on reigning in possible gap-1.

2.6.2 The Determinants of Service Quality

Parasuraman, Zeithaml, and Berry, in the mid eighties have suggested ten characteristics as determinants of service quality which they incorporated in their

original SERVQUAL, namely, reliability, responsiveness, competence, access, courtesy, communication, credibility, security, understanding and tangibles. The authors over the years made several improvements to the scale and by early nineties it became RATER (TRRAE) or Reliability, Assurance, Tangibles, Empathy and Responsiveness that aggregates the resemble aspects into a simplified model (Zeithaml, Berry and Parasuraman, 1990) as illustrated in Figure 2.9

Original ten dimensions for evaluating SQ	Tangibles	Reliability	Responsiveness	Assurance	Empathy
Tangibles					
Reliability					
Responsiveness					
Competence					
Courtesy					
Credibility					
Security					
Access					
Communication					
Understanding the customer					

Figure 2.9: Correspondence between SERVQUAL dimensions and the original ten dimensions for evaluating service quality (Source: Berry, Zeithamal and Parasuraman, 1990, Delivering Quality Service, p.23)

2.6.3 Critique of SERVQUAL

Many researchers have expressed doubts over the use of SERVQUAL instrument and they have even challenged the gaps model postulated by Parasuraman

et al., (Carman, 1990; Babakus and Boller, 1992; Peter et al., 1993; Buttle, 1995). Besides, there is also lack of consensus among scholars on the number of dimensions and their interrelationship in the instrument. The most concerted attack on SERVQUAL came from Cronin and Taylor, (1992) who claimed that the "expectations" measure was "inadequate, irrelevant and confusing." Therefore, they discarded the disconfirmation of expectations principle and proposed an alternative model entitled SERVPERF which utilizes "performance" only as a measurement of service quality delivery.

2.6.4 Choice of SERQUAL for the study

Irrespective of the criticism of the instrument, practitioners and academics are known to widely use it in service quality measurement and related literature. As concluded by Kettinger and Lee, (1995) the SERVQUAL, in spite of numerous limitations stands out as the pre-eminent instrument for assessment and measurement of perceived service quality. As stated by Hill, (1995) the instrument has seen considerable improvement over the years and has been applied in a number of sectors including *Education.* This study utilized Modified SERVQUAL (an additional dimension of "Fees" is added) to understand the effect of OD Intervention on the level of service quality in the school organization.

2.6.5 The Disconfirmation of Expectation Model

As it is seen, the principle of disconfirmation of expectation paradigm is the basic construct in the SERVQUAL measurement conceived by Parasuraman et. al. For that reason, it is essential to understand its assumptions and relevance in service quality studies. Paul Patterson, (1993) developed the most widely recognized customer satisfaction model popularly known as disconfirmation of expectations

theory. According to the model, satisfaction related with customers' pre-purchase expectations and perceptions of service performance. Any difference between expectations and perceived performance is known as disconfirmation as shown in Figure 2.10

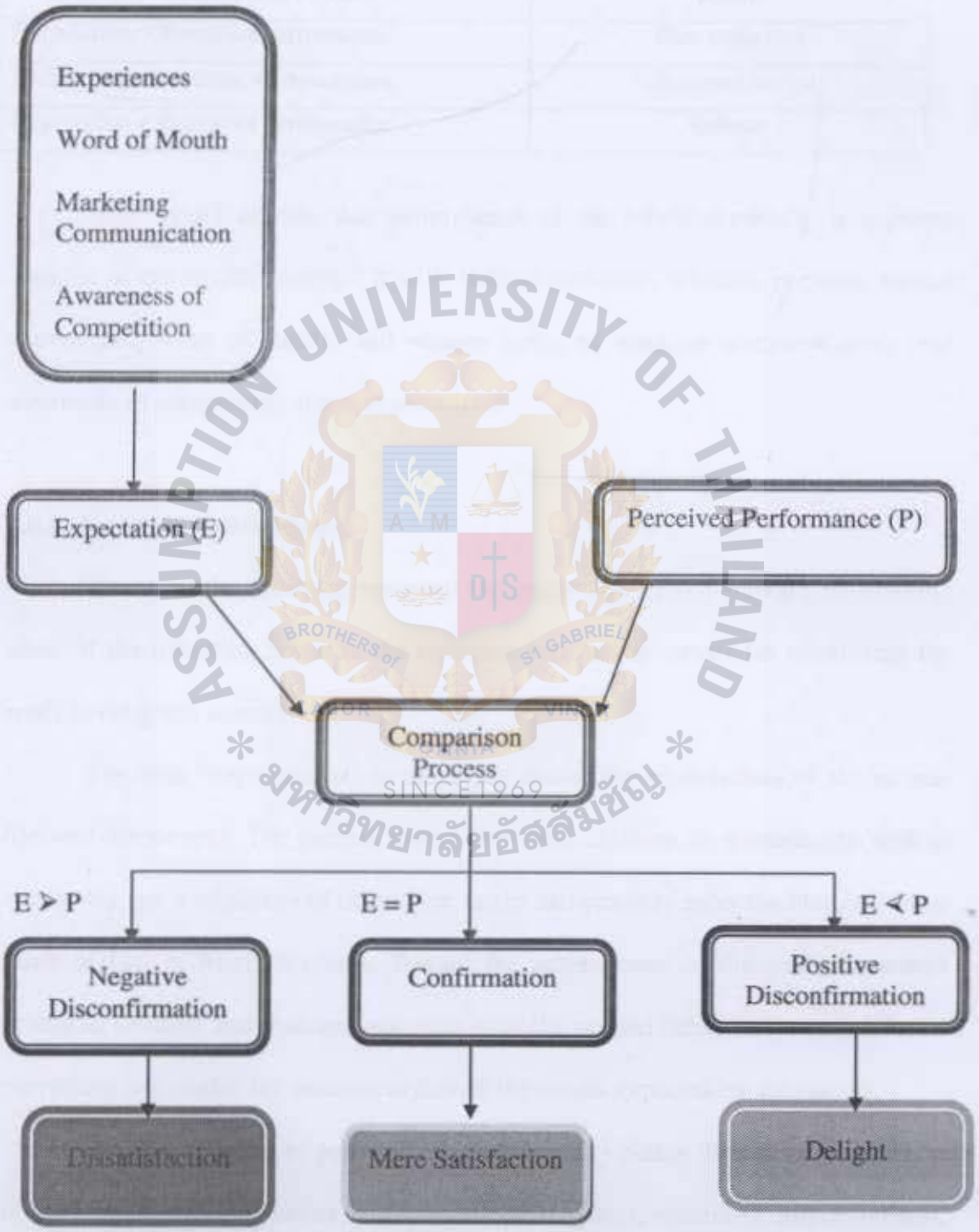

Figure 2.10: The Disconfirmation of Expectation Model (Source: Lovelock, M.C, & Patterson, G.P. 1998, p.120)

This model is constructed on the basis of comparing perceived performance and expectation can be summarized as following:

Comparison Process	Result
Expectation > Perceived Performance	Dissatisfaction
Perceived Performance = Expectation	Mere satisfaction
Expectation < Perceived Performance	Delight

This model implies that performance of the services/products is a potent variable as customers compare it with their expectations whereas previous service experiences, word of mouth, and various forms of marking communications and awareness of competition shape expectations.

2.6.6 Operational definitions

Based on the literature reviewed the researcher moved forward by defining some of the important terms in the customer satisfaction model for conducting the study in the given context.

The term "expectations" in this study means the expectations of the parents (derived customers). The parents expect that their children do exceedingly well in academics, get a minimum of distinction marks and possibly enter the State/All India Rank of List of Merit Students. Toward the achievement of this end, the school principal, teachers and management must have the needed infrastructure in place, do everything and enable the students to deliver the results expected by the parents.

The term "perceived performance" in this study means the parents' evaluation of the school's service viewed in the aspects of; tangibles, reliability, responsiveness, assurance, empathy and fees.

The term "gap" represents the discrepancies between expectations and perceived performance. If the gap moves in the direction of performance it means dissatisfaction with the services and vice versa. In the environment of school, the desired state would be perceived performance exceeding expectations resulting in the outcome of parents' delight.

According to Varva, (1997) customer satisfaction is the leading criterion for determining the service quality. In this study "customers" mean the parents (indirect customers) and "satisfaction" may be defined as the attitude formed toward the service as a result of its usage vis-à-vis the expectations. Together, customer satisfaction may be defined as a positive emotional state resulting from using the service.

2.7 Conceptual Framework of the Study

This study makes use of adapted SERVQUAL scale having six dimensions, namely, tangibility, reliability, responsiveness, assurance, empathy and fees to measure the service quality in terms of parents' satisfaction in the school on a pre-determined sample size. The Gap Model of Service Quality expounded by Parasuraman, Zeithaml and Berry (1991) and The Disconfirmation of Expectation Model developed by Patterson (1993) provided a firm theoretical framework. The conceptual framework of this study is shown in the Figure 2.11.

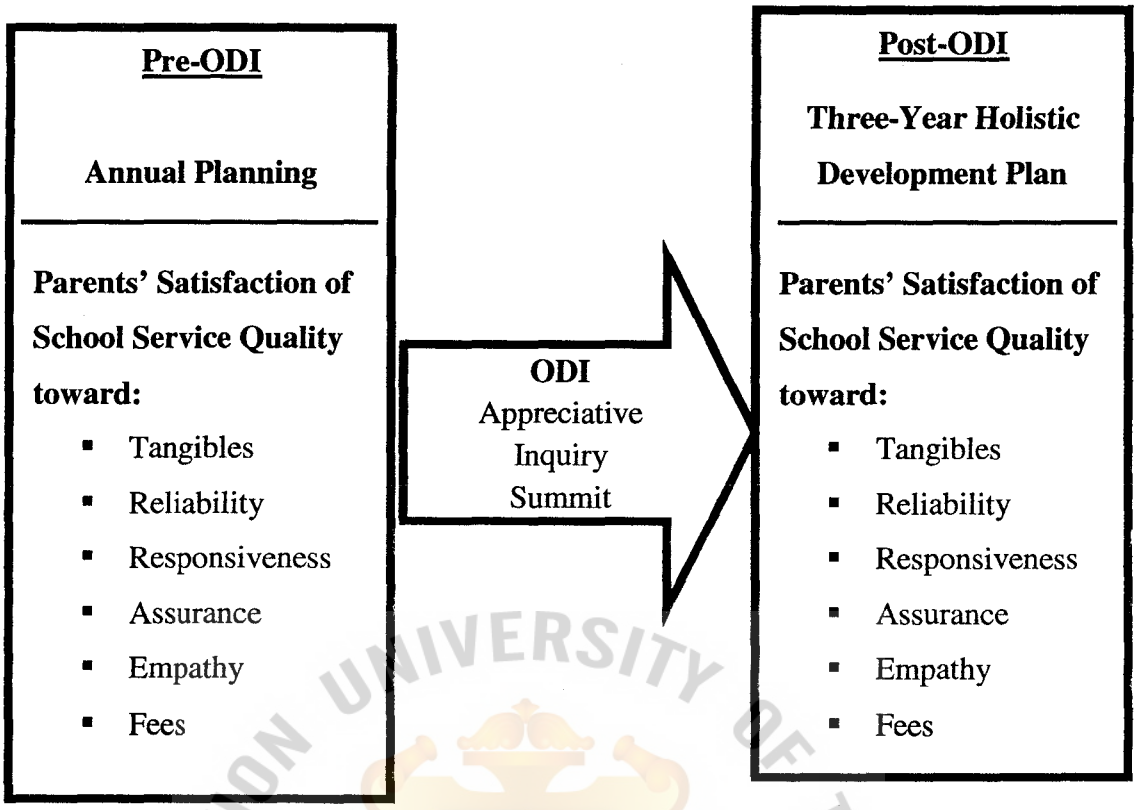

Figure 2.11: The Conceptual Framework

1. **Tangibility** represents the physical facilities, equipment, communication material and appearance of service personnel. It conveys the concrete physical objects that give clues to the invisible service to receive (Shostack, 1977). If the physical appearance is not managed properly, it conveys wrong messages about the services. People, more or less make judgments or perceive what is obviously seen by them. For instance, a school building whose paints is peeling off or visible cracks appearing on the wall might mean to the parents inferior service or nonchalant attitude on the part of the school's management.

2. **Reliability** demonstrates the ability to perform the (implicit) service promise dependably and accurately. It largely concerns the service outcome whether the promised service is delivered or not. *Reliability*

constitutes the core of service quality. Once the promise is broken the organization loses its credibility which might become difficult to retrieve. In the case of a school organization the promised service is "quality education" to the pupils. This in turn depends on a host of factors like the competency of teaching faculty, principal's leadership abilities and emphasis on core subjects.

3. **Responsiveness** represents a willingness to help customers and provide prompt services. Rosen et al. (2003) stated in their study, that reliability and responsiveness are the two dimensions in which customers seem to be most displeased. For a school, responsiveness could mean good communications between the school and parents, the school giving due weight to the views of parents and its staff providing the needed information promptly.
4. According to Natalisa and Subroto, (2003) assurance dimension has the strongest effect on the level of customer satisfaction. For a parent nothing is more assuring than seeing the school campus is well secured by a compound wall, gates manned by uniformed guards, good discipline enforced in the premises, and having a principal and teachers who are trustworthy.
5. **Empathy** refers to the individualized attention the firm provides to its customers and interest shown to customers' problems or requests. The customer should feel that he/she is the most important person when receiving service. Every parent in a school would feel comfortable to see that their child is receiving individualized care and the staff are nice to them,

In their research, *Prioritizing service quality dimensions*, the article authors Nimit Chowdhary and Monica Prakash (2007) have observed the factor with reference to cost, fees, charges, discounts etc. have repeatedly figured and therefore it was categorized separately as the sixth dimension and was called "fees". This addition was mainly done to enhance the effectiveness of the instrument. Taking the cue from the authors and their findings the researcher found it fit to add a sixth aspect, namely, "fees" in the survey on the service quality satisfaction and enhance the instrument's value and make the study robust. Thus the sixth new dimension is incorporated.

6. **Fees** would mean the amount paid by the parents towards tuition to the school every month. In general, the school fees have to be affordable and reasonable. Parents constantly evaluate the services they have received against the fees paid by them and they have the habit of comparing the fees amount with what is charged in other similar schools.

The Conceptual Frame Work divided into three stages is shown in Figure 2.12. First, Pre-OD Intervention represents the existing annual planning model and level of service quality in the school. Second, OD Intervention is the phase in which the researcher deliberately enters the organization with an organization-wide change process known as *Appreciative Inquiry Summit* in order to improve the situation. And third, the Post-OD Intervention situation presents the holistic development plan and determines the effect of the OD Intervention on the level of service quality.

2.8 Action Research Framework

The action research framework shown in Figure 2.12 is the researcher's mental map of moving the organization from "as where it is" to "as where it wants to

be" even as the Appreciative Inquiry led OD Intervention serving as a "bridge to the divide".

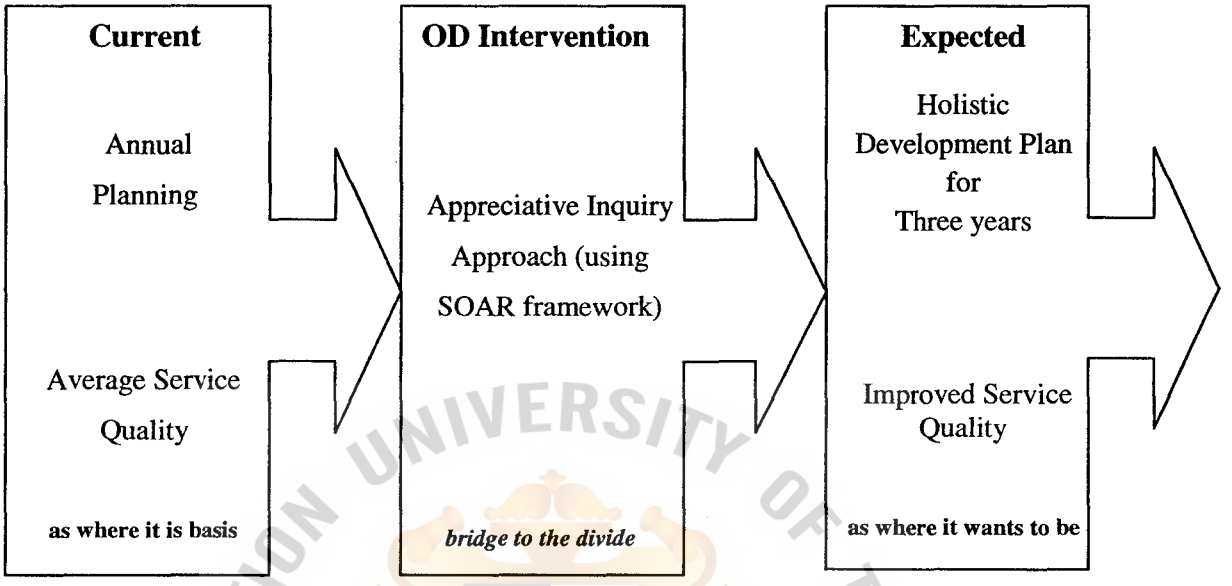

Figure 2.12: Action Research Framework

The current situation (Pre-ODI)

St. Francis School, the organization under study, is facing a number of challenges in the form of escalating competition from new players, above the normal rate of teacher turnover; many parents seem to be dissatisfied over the various aspects of service quality, and weaknesses in the annual planning model. So the management is in a fix.

OD Intervention

The chief OD Intervention in this study involves the application of the SOAR strategic planning tool employing Appreciative Inquiry methodology. This is a positive method of whole-system change which leverages on the strengths of the organization and its members. Accordingly, the researcher conducts an Appreciative

Inquiry Summit with participation by all the stakeholders of the school. The summit spanned four days, each day being devoted for one letter in the acronym.

Expected outcome

Following the OD Intervention, the researcher's expectation is to have in hand the holistic development plan formulated through a new planning process and see a significant improvement in the level of service quality in comparison to the level before the OD Intervention.

Summary

Understanding the meanings and methods of OD Intervention is not at all difficult but coming up with a worthy Intervention Program which will create a win-win situation for all the stakeholders is a challenging task. Appreciative Inquiry is a way of thinking, seeing and acting for powerful, purposeful change in organizations. Such an innovative OD Intervention model is deployed in this research. It promises to take on board every voice and each opinion in the new planning process culminating in crafting a holistic development plan for the school.

Placed in a situation where the ICSE Council has fixated norms regarding teachers' qualification, norms for appointment/promotion, uniform curriculum for the country how St. Francis can realize its envisioned lofty goals. The answer lies in the development of a differentiation strategy which will give the organization a sustainable competitive advantage. One such major step in the direction of differentiation is constantly monitoring and improving the service quality level in the school. To the extent, the improvement is seen that others in the field find hard to

emulate and create a distinct value and image in the society that it is better. The OD Intervention thus designed has this goal in mind.

Given the dynamic acceleration of change present in the world today, Appreciative Inquiry stands out as an appropriate tool of Action Research.

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CHAPTER 3

The Research Design and Methodology

This chapter presents the research methodology which explains the action research design, description of the population, the survey instruments, the data collection procedures, reliability test and finally the data analysis methods used in conducting the study.

3.1 Action Research Design

This study employs Action Research Design for formulating a three year holistic development plan and measuring the effect of OD Intervention on the school service quality in terms of parents' satisfaction. The Action Research Framework shown in Figure 3.1 consists of three action phases: Pre-ODI, OD Intervention process and the Post-ODI.

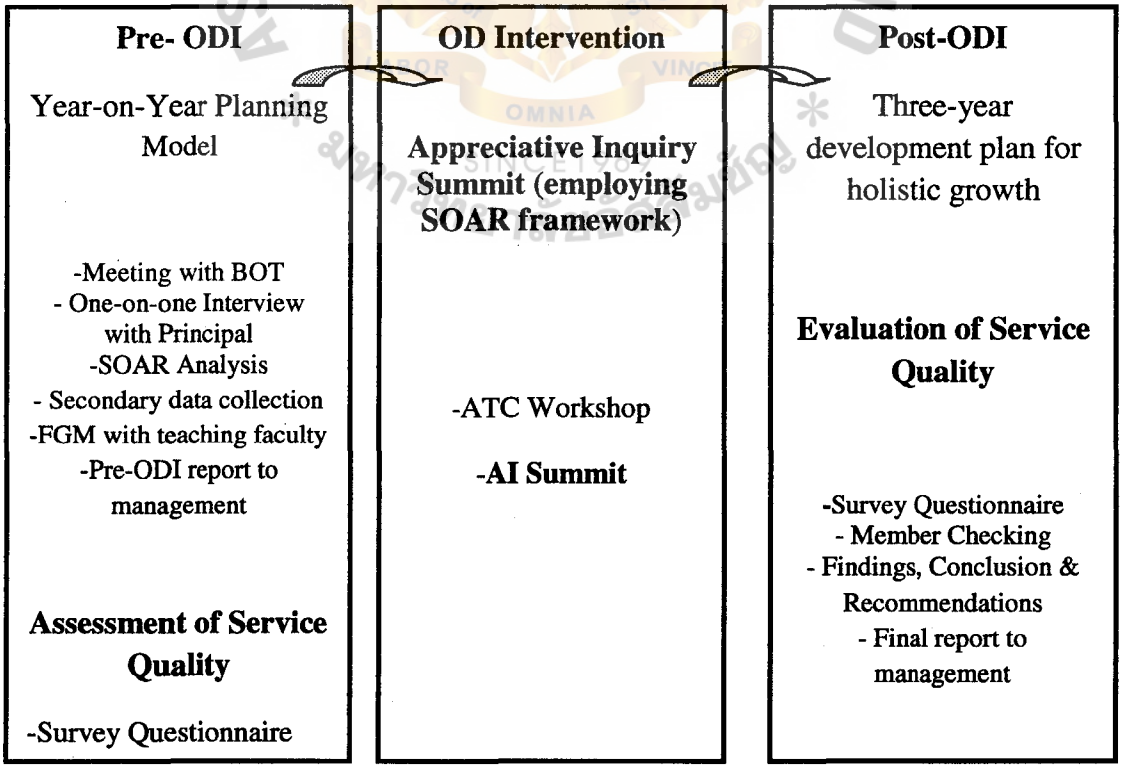

Figure 3.1: Action Research Design

Phase 1: Pre-OD Intervention

This phase represents the current practices/situation/challenges faced by the school and the activities in which the researcher engaged before the OD Intervention. The Pre-OD Intervention steps included:

- Meeting with the Board of Trustees

  The meeting with the trustees of the school is the first major step in the long process of OD Intervention Program. The researcher prepared a 60 minute Appreciative Inquiry Introductory Session Schedule as prescribed by Watkins & Mohr (2001) (Appendix A) and presented it to the trustees. Towards the end the researcher obtained their approval to jump start the process.

- One-on-one meeting with the Principal

  Following the meeting with the school management, on the same day the researcher met the Principal and conducted the 60 minute session on Introduction to Appreciative Inquiry according to the manner recommended by Watkins & Mohr (2001) (Appendix B). Besides introducing AI to the Principal it was also meant to seek his active involvement and cooperation in taking the process further; both these objectives were achieved.

- SOAR Analysis

  The researcher conducted a one-day workshop by using SOAR Framework which is a strategic planning tool based on the AI principles. The objective of

the one-day session is to know and understand the elements of the current realities and future aspirations of the organization. The participants numbering sixty five representing different stakeholders discussed through the day and by the end of the day collected a mine of information on the organization's SOAR. The outcome of the one day workshop is presented in the form of a matrix in Chapter 1 of the study. Additionally, the SOAR workshop also served as a preparation for the AI Summit to be held five months later.

- Secondary data collection

In this work the researcher took the help of the Administrator, the office staff and collected the organization chart and school statistics. Researcher also carefully studied the audited statement of accounts of the organization of the last five years and the school annual report and other sundry reports of different departments and admission and propaganda materials of the last five years. The study of the documents of the earlier years gives the researcher a deeper understanding of the state of affairs in the organization.

- Focus Group Meeting with Faculty

The objective of the meeting is to strengthen the new working relations between the researcher and the senior teachers. The researcher found that after the Principal in the hierarchy it was the Academic Supervisor (AS) who wielded authority and commanded respect. Next in the hierarchy stand eight senior teachers whose cooperation is essential to get done anything in the school. Understanding the way things are happening in the organization, the researcher conducted this informal meeting exclusively with the AS and senior teachers participating in it. The Administrator is also included because he

controls the finance. At this meeting, the researcher shared the findings of SWOT and invited their comments/suggestions orally or by email later on. Modalities for the forthcoming ATC workshop and AI summit are discussed and it was decided that both the events could be held in the period between Feb 15 and first week of March, 2010. It is also finalized that the reliability-testing of the questionnaire could be done by middle of December, 2009, the first round of survey on evaluation of service quality could be done in the middle of January, 2010, and the researcher and AS would keep in touch with each other in order to move forward with the Intervention to the next phase.

- Pre-ODI report

Before leaving from Bangalore the University in Bangkok, the researcher submitted a concise report to the school management (trustees) of the pre-ODI activities undertaken, its outcome and further procedures involved in the Intervention and sought their continued support.

Phase 2: OD Intervention

This phase is the heart of the action research model. In this phase, the researcher makes a deliberate intervention with an appropriate OD Intervention program called Appreciative Inquiry in the form of Appreciative Inquiry Summit using SOAR framework. Five months before the main Intervention the researcher conducted a one-day workshop on SOAR framework. This workshop served the dual purposes of obtaining initial data for the researcher and gave an opportunity to the members to get a pre-taste of the technique. A week before, as a prelude to the AI Summit, the researcher held a one-day workshop called Appreciative Topic Choice (ATC) selection to choose the focus of inquiry. The four day AI Summit is the main

OD Intervention applying the SOAR framework with one day devoted for each letter in the acronym. The Summit culminated by formulating a development plan for the holistic growth of the school organization.

Phase 3: Post- OD Intervention

This is basically an evaluation and concluding phase in which the consequences of the Intervention activities are assessed to know its effect as against the Pre-ODI situation in the organization. At the end of the Intervention, the researcher has in hand the newly formulated development plan. The researcher also evaluates the effect of the OD Intervention on the school service quality by using the same survey instrument which is used before the OD Intervention. Further, the plan and the results from the survey are sent to the stakeholders seeking their approval and validation and received back. The Intervention curtains are drawn down with the researcher presenting a final report to the management

3.2. Appreciative Inquiry Methodology

The power of the AI methodology rests in its *informal* and *creative* approach in engaging the "whole system" in the planning process. Conversations become a core process for eliciting the data and energizing the system for change (Brown and Isaacs, 2001). Various approaches to facilitating conversation may be enacted in AI methodology. In this study, the researcher engaged the stakeholders in appreciative interviews, focus group sessions, intensive interaction sessions during the AI Summit for four days. A creative and conducive atmosphere that encourages participants to relax and open up to the inquiry process was created on the very first day. As the process unfolds through its four stages casual interactions turn into a collective

inquiry, collective envisioning and collective commitment resulting in maximum effectiveness in the creation of the development plan.

3.2.1 Respondents

AI being a whole system change process, the entire population of the organization is included. They are: the management (5), the principal and the teaching faculty (73), administrative staff and facilitating staff (33), the PTA (10) and the parents.

3.2.2 Setting the stage for AI Process

The researcher organized a one-day Appreciative Inquiry workshop on 2nd October 2009 for the teaching faculty, administrative staff, facilitating staff and the PTA members. The objective of the session is to gather all the stakeholders under one roof and introduce them to the philosophy, principles and practices of AI and introduce to them the SOAR framework (Appendix C). By the end of the day, the group enlisted the **S**trengths of the organization, **O**pportunities available to them, their future **A**spirations and the desired **R**esults. In order to facilitate continuation of the AI process further following groups were formed.

Appreciative Supervisory Team (AST): Consists of a Trustee (1), the Principal (1), the Academic Supervisor (1), English Language Teachers (2), and a PTA member (1) and the researcher totaling 7 members. This team is charged with the tasks of planning the schedule, communicating to parents, coordinating with trustees, teaching & non-teaching staff, PTA and producing the final output.

Appreciative Inquiry Interviewers (AII): Eight persons from teaching faculty out of the seventy-three, two from the non-teaching staff out of the thirty-three are

selected making a team of 10 interviewers. The selected persons undergo appropriate coaching in order to conduct skilful appreciative interviews.

3.2.3 Selection of Affirmative Topic Choice or Identifying the Focus of Inquiry

Cooperrider et al., (2003) have said that the first step in an AI led OD intervention is selecting the affirmative topic choice: the selection of the topic(s) that will become the *focus of the intervention.* Defining the scope of the inquiry at the outset, according to Watkins & Mohr, (2001) provides a framework for subsequent interviews and data collection.

The affirmative topic choice selection is a fateful act because organizations move in the direction of inquiry (Cooperrider et al., 2003). Whitney & Trosten-Bloom, (2003) remind that *people commit to topics they have helped to develop*; therefore, *representation from the different stakeholders must be involved in the definition phase.* Diversity is essential to provide a greater richness of relationship, dialogue, and possibility. As laid down by Cooperrider et al., (2003) the affirmative topic chosen should meet the following criteria:

- Topics are affirmative or stated in the positive.
- Topics are desirable. They identify the objectives people want.
- The group is genuinely curious about them and wants to learn more.
- The topics move in the direction where the group wants to go.

3.3 Respondents and Sampling Procedures for Quantitative Analysis

Respondents for the quantitative part of study are the parents of students from St. Francis School. The reason for selecting this group to be the target population is based on the assumption that the parents are far more concerned for the future of their

children and therefore keep monitoring the service quality. In view of their age and experience they may demonstrate better objectivity, reasonableness and judgment in evaluation than their children could.

- **Probability Sample Design**

In probability sampling method each element in the population has an *equal* and *independent chance* of selection in the sample (Kumar, R 2009). According to this each and every parent in the school stood an equal and independent chance of getting included in the study sample.

- **Sample Size**

A sample is a subset or some part of a larger population (Zikmund, 2003). For this study, the researcher has used Anderson's table to determine the sample size.

Table 3.1: Theoretical Sample Sizes for Different Sizes of Population (Source: Anderson, G. 1996, p. 202)

Size of Population	Required Sample for Tolerable Error			
	5%	4%	3%	2%
100	79	85	91	96
500	217	272	340	413
1,000	**277**	375	516	705
5,000	356	535	897	1,622
50,000	381	593	1,044	2,290
100,000	382	596	1,055	2,344
25,000,000	384	600	1,067	2,400

Table 3.1 gives a general idea to the researcher to find out and fix the required sample size for conducting the study by comparing the total population of parents in the school vis-à-vis Anderson's (1996) recommended sample size for different sizes of population. It is assumed that a parent has admitted only one child in the school; hence the size of the target population was roughly estimated to be around 1315. Adapting 95% (no more than 5% points of error) level of confidence the sample size for this study was determined at 277 (n=277).

Table 3.2: Number of pupils & staff in the school for the academic year 2009 – 2010 (Source: school office records as on 30-09-2009)

Section	No. of pupils	No. of teaching/ admn & facl. staff
Pre-Primary	379	21
Lower Primary	357	16
Higher Primary	316	15
Higher Secondary	263	19
Academic Supervisor		01
Principal		01
Administration & Facilitating Staff		33
Total	**1315**	**106**

Table 3.2 gives the number of pupils class-wise. The total number of pupils in the school as per the school office record was 1315.

- **Method of selecting the sample units**

In order to draw the sample units for this study the researcher used a simple random sampling based on the *Statistical table of random numbers* as recommended

by James, R.F and Robert R.S. (1994) cited in Kumar, R (2009) which is given in Appendix J. According to this, each of the children is given a number starting from 1 to 1315. Proceeding in a predetermined direction column-wise in the table, the researcher selected the numbers randomly and listed them down until the selection reached the required sample size of 277 respondents. In case a particular number happened to be chosen again it was discarded and a new number was picked to replace it. In this way all 277 parents were drawn for the main survey.

3.4 The Survey Questionnaire

Primary data is the information that is developed or gathered by the researcher specifically for the research project at hand (Burns & Bush, 2005). The primary source of gathering data under quantitative method for this study was the survey questionnaire instrument. The questionnaire was constructed (see Appendix F) in order to yield the data required to test the hypotheses of this study and to formulate the development plan. According to the researcher, this instrument has several advantages. First, it can be distributed and collected in a short period. Second, the information gleaned is complete and in a written form. Third, the information obtained is amenable to computer treatment (SPSS) and for easy interpretation by the researcher. Lastly, it ensures complete anonymity to the respondents.

The effect of OD Intervention on the service quality is measured by the 5-point Likert satisfaction scale. The 5-point Likert Scale has some advantages, such as it is simple to construct and likely to produce a highly reliable scale (Neutens & Rubinson, 1997). The respondents are asked to assign values to each statement in the order: Strongly Agree = 5; Agree = 4; Undecided = 3; Disagree = 2; and Strongly Disagree = 1. At the beginning of the instrument by way of introduction, the

researcher gave essential information of him, explicitly stated the purpose of the instrument and assured the respondents complete confidentiality.

The survey instrument contains thirty descriptive statements as shown in Tale 3.2. These are arranged under six dimensions, each having five statements as shown in Table 3.3. The tail contained an open-ended question "Comments on overall satisfaction" to enable the respondents to allow free expression of views outside the questionnaire.

Table 3.3: Statements of the questionnaire

I. Tangibles

1. The school is conveniently located and easily accessible
2. The school has good physical infrastructure (bldg, equipment etc)
3. The school has an environment supportive to learning
4. The school campus is kept neat and clean
5. The School has ample open space and play ground

II. Reliability

6. The principal is an able educational leader
7. The teaching faculty is experienced and competent
8. The school emphasizes science and mathematics in curriculum
9. The school promotes creativity and entrepreneurial talent
10. The school has internal assessment as an integral component

III. Responsiveness

11. The principal communicates accurately and clearly
12. The school conducts regular programs through "Trendsetters" &"CMCA"
13. The administrative staff give needed information
14. The school values the opinions/ideas of the parents
15. The school appreciates and awards meritorious students

IV. Assurance

16. The principal is trustworthy and assuring
17. The school conducts interaction with parents at regular intervals

18. The school maintains good discipline
19. I feel confident that the school campus is safe for my children
20. The school diligently follows the curriculum laid down by ICSE

V. Empathy

21. The principal cares and accompanies my child
22. I feel relieved and comfortable after talking to teaching faculty
23. The administrative staff is courteous and prompt in giving service
24. I understand the school has a child counselor
25. The teacher gives individual attention to my child

VI. Fees

26. I think the school fees is reasonable
27. The school fees is comparable to other schools in the vicinity
28. The mode of fees payment is easy and convenient
29. I get more service than the fees I pay
30. The school utilizes the fees amount on expanding students' facilities and teachers' development

Comments on overall satisfaction

.....
.....

Table 3.4 Research Instrument Design

Component	Sub-Components	Question Nos.	Scale Type
Parents' satisfaction of service quality in the school			
	▪ Tangibles	1 – 5	5-Point Scale
	▪ Reliability	6 – 10	5-Point Scale
	▪ Responsiveness	11 – 15	5-Point Scale
	▪ Assurance	16 – 20	5-Point Scale
	▪ Empathy	21 – 25	5-Point Scale
	▪ Fees	26 – 30	5-Point Scale

(Source: own analysis)

Table 3.4 indicates the arrangement of the research instrument having six dimensions and five variables under each dimension.

3.4.1 Significance of Reliability of Survey Instrument

The reliability of a measuring instrument is defined as its ability consistently to measure the phenomenon it is designed to measure. Reliability, therefore, refers to test consistency. The importance of reliability lies in the fact that it is a prerequisite for the validity of a test. Any measuring instrument that does not reflect some attribute consistently has little chance of being considered a valid measure of that attribute (Ho, 2006). In short, reliability has to do with the quality of the measurement.

3.5 Reliability Test of the Questionnaire

Churchill, (1996) stated that each of the variable in the questionnaire should be carefully worded to ensure that it is not confusing or ambiguous, potentially offensive to the respondents, leading or bias inducing and is also easy to answer. He claimed that a questionnaire be pre-tested on a trial basis in a small pilot study to determine how *reliable* the instrument is. Therefore, *pre-test is essential* before obtaining information from the respondents for the main survey.

The researcher constructed the survey questionnaire with the help of an expert in the field and took much care with regard to wording of the statements. In the next stage, the researcher ran a reliability test on a sample size of thirty parents chosen on a random basis noting down the roll number of their children. In this study, the reliability of the variables in the survey instrument was estimated by using Cronbach's Alpha Coefficienet. A high value of alpha supports high reliability

(maximum value being 1), while a low value indicated low reliability (minimum value being 0). It is recommended that reliability measures should exceed 0.70 for a minimum degree of internal consistency (Nunnally, 1987). In the pretest, in each of the dimension, the coefficients of *alpha exceeded* the threshold of .70 as shown in table 3.6. Therefore, all the questions are treated as reliable. This pretest ensured the reliability of the survey instrument before employing it for the main study.

Table 3.5: Reliability Test Results

Dimensions of School Service Quality	**Minimum Required Value**	**Cranach's Coefficient Alpha Indices**
		Parents' Satisfaction
1. Tangibles	> 0.70	0.758
2. Reliability	> 0.70	0.745
3. Responsiveness	> 0.70	0.768
4. Assurance	> 0.70	0.803
5. Empathy	> 0.70	0.804
6. Fees	> 0.70	0.815
Total	> 0.70	**0.883**

Table 3.5 presents the results of reliability test done on a sample population of thirty respondents preceding the main survey.

3.6 Administration of the Questionnaire and Collection of Data

The researcher sent out the questionnaires to the parents through the students via the respective class teachers and got the responses back in sealed/closed envelops

through the students via the class teachers finally to the researcher. The same uniform procedure is adapted prior to the OD intervention and following it.

The following precautions are under taken in the distribution of survey instrument

- The thirty respondents who participated in the pilot survey were excluded from the main survey.
- A proper record was maintained while administering questionnaire prior to the AI summit (Pre-ODI).
- The same subjects were administered the questionnaire after the AI Summit (Post-ODI).
- In the case of parents who had more than one child studying in the school, the questionnaire was *limited to one* only.
- In order to ensure strict anonymity of the respondents' responses, all responses was received in sealed envelops. They were opened, read and tabulated by the researcher.

3.7 Collection of Secondary Data

Secondary data have previously been gathered by someone other than the researcher and/or for some other purpose than the research project at hand (Burns & Bush, 2005). For this study, the researcher collects the secondary data from the school office records, admission prospectus, PTA meeting reports of last five years and annual reports by the Principal on the School Annual Day Celebration of the last five years. In general, this type of data is easily available, can be gathered quickly and

relatively inexpensive. Besides, it has the advantage of enhancing the value of primary data.

3.8 Procedure for data analysis under quantitative methodology

After completion of data collection twice from the target respondents the responses are thoroughly checked for missing or incomplete responses. All the responses are found fit. From the response sheet the data are directly entered into the SPSS Student Version 14.0 (Statistical Procedure for Service Solutions) for computation. Based on the output, the hypotheses are tested and interpretation of results is done. In one shot, statistical manipulations of the data followed commonly accepted research practices.

3.8.1 Paired Samples Test

The paired-samples t-test is used in correlated groups' design, in which each subject is tested *twice* on the *same variable*. This design is also referred to as a Correlated Groups Design (Ho, 2006). According to the researcher and the statistician this test is found to be the most appropriate for the current study. Therefore, the t-test is applied in the study to find out the effect of OD Intervention on service quality in the school. As required by the t-test, the pre-determined *sample size population of 277* is administered the *same survey instrument twice* with an interval of five months between the two surveys.

3.8.2 Criteria for Data Interpretation

To answer the research questions two and three, that is the level of satisfaction toward service quality before the OD Intervention and the effect of OD Intervention on the level of satisfaction of parents towards the school service quality, the

researcher computed the means of each element under the six dimensions of SERVQUAL. Then, the results are classified into 5 levels of satisfaction by the interval of mean.

The questionnaire uses a five-point Likert Scale to measure the level of satisfaction. The scale rates from the lowest level of dissatisfaction at 1 = "Strongly dissatisfied" to the highest level of satisfaction at 5 = "Strongly Satisfied". According to Anderson, Sweeney, and Williams (2002), the interval of mean score for each level of satisfaction can be calculated by:

(Largest data value – Smallest data value) / Number of classes

5 – 1 = 4 / 5 = 0.80. Thus the range of mean score is determined as shown in Table 3.6

Table 3.6: Range of Mean Score of Satisfaction Level (Source: Anderson, D.R., Sweeney, D.J., and Williams, T.A. 2002)

Level of Agreement with Satisfaction	**Arbitrary Level** (Range of Mean)
Strongly Agree	4.21 – 5.00
Agree	3.41 – 4.20
Undecided/Neutral	2.61 – 3.40
Disagree	1.81 – 2.60
Strongly Disagree	1.00 – 1.80

The above criteria are used as *arbitrary level* for interpretation of Means on the level of satisfaction of parents' towards various dimensions of service quality at the Pre-ODI and Post-ODI tests.

3.9 Validating the research findings

Creswell & Miller, (2000) as cited in Creswell, (2008) have stated that it is essential to establish the accuracy or credibility of the qualitative research findings. They also suggested three strategies such as triangulation, member checking and external audit for validating findings. Lincoln & Guba, (1985) as cited in Creswell, (2008) have substantiated the views expressed by Creswell & Miller. Out of the three forms of accuracy checking listed above, the researcher chooses the strategy of ***Member Checking*** which in the researcher's opinion fits well with the AI Methodology. This process involved the researcher taking back the findings to the participants and asking them about the accuracy of the report.

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Table 3.7: Summary of Research Process (Source: Researcher)

Research Objectives	Method of Research	Sources of Data	Population/ Sample	Instrument/ Tool for Data collection	Data Analysis	Results/ Output
1. To craft a three-year development plan	**Qualitative** Using Appreciative Inquiry (SOAR framework)	Primary & Secondary	Whole system	ATC Workshop & AI Summit -Personal Interviews -Focus Group Interviews - Observations School records of five years	Stories recd. in verbatim, meanings ascribed by tellers, re-checking themes, decisions by consensus	Co-created, co-owned and co-committed time-bound action plan
2.To know the existing level of service quality (Pre-ODI	Quantitative	Primary	Probability Sampling Sample Size= 277	Survey Questionnaire Measurement Scale: **Adapted SERVQUAL Having five variables under each of the six dimensions.** Rating: **Likert Scale**	SPSS 14.0 Calculation of mean and SD,	Measure & record Pre-ODI level of service quality
3.To determine the effect of ODI on service quality	Quantitative	Primary	Same group as given above	Survey Questionnaire (same as above) Measurement Scale: **Adapted SERVQUAL Having five variables under each of the six dimensions.** Rating: **Likert Scale**	SPSS 14.0 Comparison of Means, SD. Correlated designs test	Measure & record Post-ODI level of service quality Compare the Pre Vs Post Hypotheses Testing at alpha 0.05 level of significance
Validating the findings	Member Checking				Staff, PTA meeting and BOT meeting	Accuracy and reliability of findings

CHAPTER 4

The Results, Analysis, Interpretation of Data and Insights

The contents in this chapter have been organized according to the order of the research questions. The results and discussions proceed accordingly.

Research Question 1

1) **What are the Strengths (S), Opportunities (O), Aspirations (A), and measurable Results (R) present in the context of St. Francis School (ICSE) that could be used in crafting the three-year development plan for the school employing Appreciative Inquiry (SOAR framework) as an OD Intervention?**

In order to answer the above research question the researcher conducted an OD Intervention Process led by the Appreciative Inquiry Methodology using the SOAR framework. The process and its outcome are presented in the following pages.

Steps in the Process of Plan Formulation

There are three major steps, namely, 1) Introduction to Appreciative Inquiry & SOAR Analysis which was conducted five months prior to the main OD Intervention and its outcome is presented in Chapter 1 of the study in the form of a matrix. 2) Appreciative Topic Choice (ATC) Selection Workshop; and 3) Appreciative Inquiry Summit (AIS) leading to the formulation of the development plan.

4.1 Affirmative Topic choice (ATC) Selection Workshop

This workshop is held as a prelude to the forthcoming Appreciative Inquiry Summit (AIS) which was the core OD Intervention in this study. The chief purpose of

the workshop is to identify the themes for further inquiry, develop a customized interview protocol and constitute committees. In view of that, a total of thirty participants representing various stakeholders got involved in this all "important and fateful task" (Cooperrider et al., 2003). Appendix D-1 to D-8 show the schedule of the workshop, number of groups, working materials used. The procedure followed at the ATC workshop leading up to the selection of themes as is shown by a flow chart in Figure 4.1

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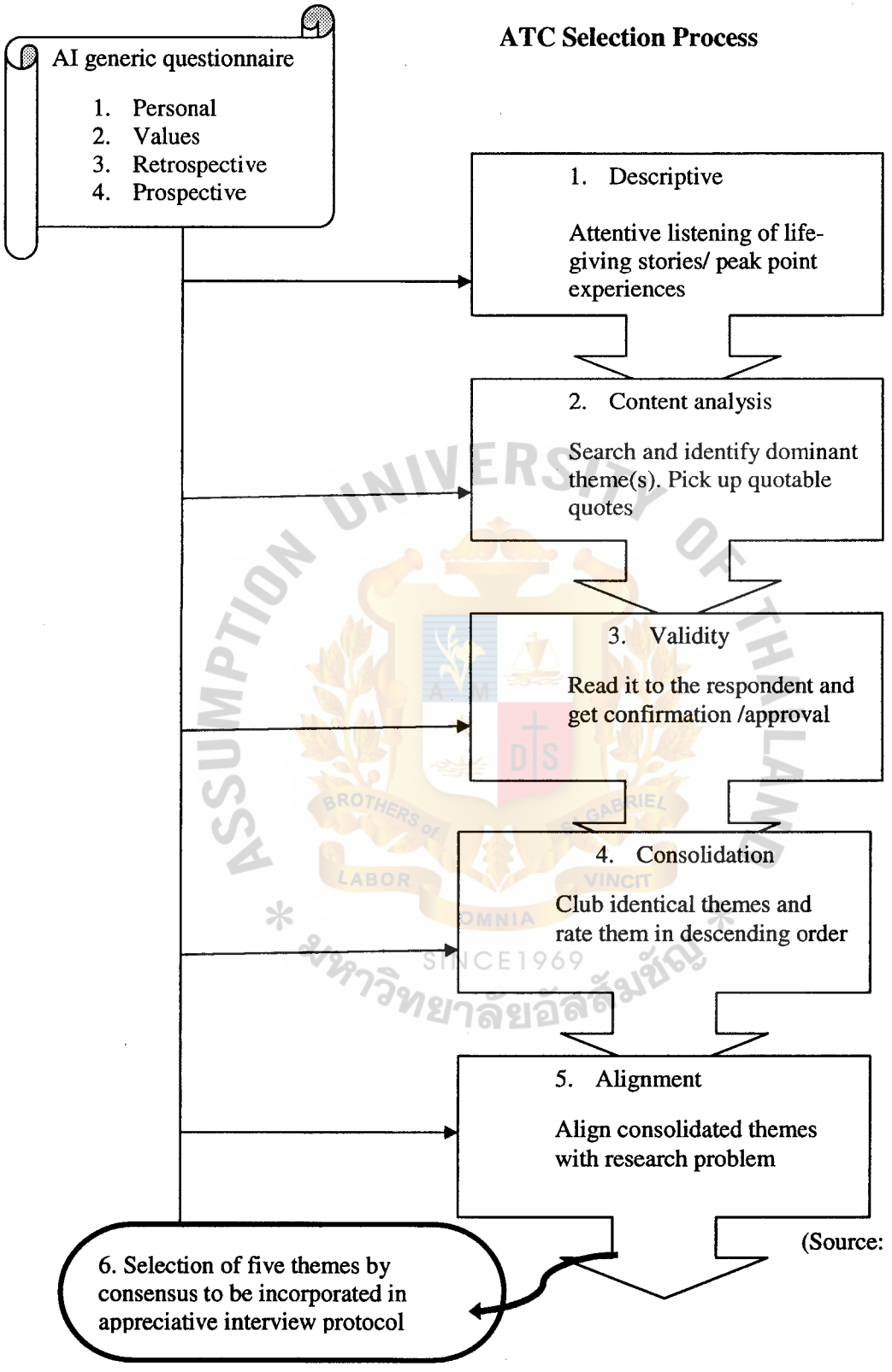

Figure 4.1: Flow Chart showing ATC Selection Process (Source: Researcher)

The following five Themes were selected at the end of the workshop.

St. Francis School (ICSE)

1. To reinvent as thinking pupils and evolving school: It means the school's aspiration to equip all its pupils with creative, critical and analytical thinking abilities to succeed in the face of global competition. On the other side, striving continuously to improve on the existing capabilities, the school desires to keep updating itself in accordance with the changes in the environment.

2. To promote faculty retention rich practices: It means the school is putting in place pro-employee policies and practices which will enable them to recruit and retain competent and experienced teaching faculty and staff,

3. To enhance its image and credibility: It means the school is making a series of efforts aimed at promoting St. Francis brand image in the society. The school wishes that the success of these image-promotion efforts over a period of time could result in achieving credibility of the brand.

4. To improve school service quality: It means the school's various measures are undertaken with a view to give more value for money to the parents besides the routine classroom teaching and mandatory basic facilities offered by every other school in the field. The service stands out to the extent that this aspect gives a competitive edge over rival schools.

5. To build an appreciative school organization: It stands for the schools' stakeholders imbibed in Appreciative Inquiry principles and approach conducts the affairs in the organization permeated in AI spirit in word and deed.

The ATC members formed the logistics committee with the following members and tasks.

Logistics Committee: consisted of Administrator (1), School office staff (2) and the researcher numbering four members. The main work of the committee was to organize the logistical requirements for the upcoming AI Summit. Each person in the committee was tasked with specific work.

Appreciative Inquiry (AI) Interview Guide: The ATC members also constructed the AI Interview Guide for the upcoming AI Summit. This is shown in the AI summit process in the following pages.

Besides the five themes, the discussion on the generic questionnaire of Cooperrider yielded rich information in the form of life amplifying stories, happiest experiences, and greatest accomplishments from the participants. The researcher has presented a few of them in brief with direct quotes and stories.

Happiest experiences/moments that is most alive, exciting, energizing and life amplifying

- *One fine morning, a girl whom I had taught math in remedial class for class 7 appeared before me with a box of sweets accompanied by her father. Her father said that his daughter got a merit seat in telecommunications engineering in a premium college. Looking directly at me he said, "You have worked magic on her person. Thanks to you she is poised for a great career." Joy on the girl's face and her shining eyes conveyed me what was in her heart (Senior Teacher).*

- *For me the school linking program with Nottinghamshire School in UK gives the greatest joy and satisfaction because of the leading role I played for three years in forging this partnership. My trip to England in 2007 was an icing on the cake. I am working on a German venture now (Academic Supervisor).*

- *I look at my election as the President of the Archdiocesan Board of Bangalore for education as one of the happiest experiences in my life. I consider it is an honor for the school and I would like to dedicate it to my students and staff (Principal).*

4.2 Appreciative Inquiry Summit (OD Intervention)

Appreciative Inquiry Summit using SOAR framework spanning four days is the core OD Intervention program. A summit is a way of implementing the AI process in a short concentrated time span. The chief objective of the summit held at St. Francis School is to craft a holistic three-year development plan for the school organization. Subsequently, the researcher studies the effect of the AI summit as an OD Intervention on school service quality.

An Appreciative Interview Protocol is a thoughtfully crafted instrument. According to Cooperrider & Whitney, (2003) the questions in the protocol revolve around issues "most at the heart of the task and most in the hearts of the participants." The stakeholders used the AI Interview Protocol was specially crafted at the ATC workshop in their deliberations during the summit period. The proforma of the Protocol/Guide is illustrated in Figure 4.2.

APPRECIATIVE INQUIRY PROTOCOL

(Applying SOAR framework)

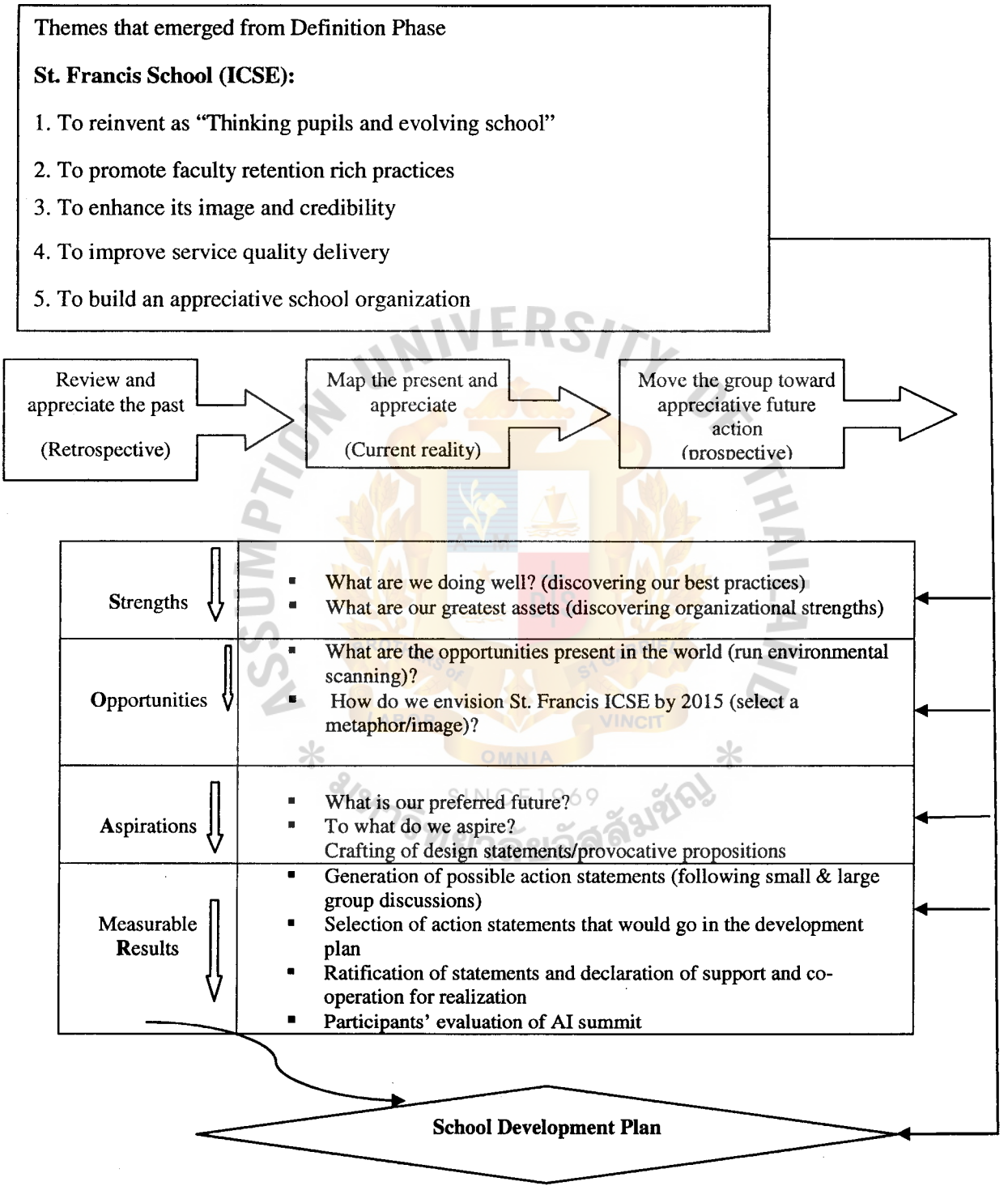

Figure 4.2: AI Interview Guide (Source: Researcher)

DAY -1

- **The dynamics of the summit**

A total of one hundred and fifteen participants representing various stakeholders took part in the summit. The list of attendees, the schedule of the summit, list of pre-determined groups and other relevant information is shown in Appendix E-1 to E-4.

Briefly stated, the participants were grouped into ten groups, each consisting of ten members. Groups were pre drawn by the Appreciative Supervisory Tem (AST) in order to ensure proper mix of participants from each stakeholder group. Each person in the group was given a specific task to perform. The pre-trained AI Interviewer in each group used the AI Interview Guide to interview others. The Moderator oversaw if all the functions were coordinated smoothly and that the group functioned cohesively. The Time Manager ensured equal opportunity for everyone and saw the schedule was adhered to. The Scribe in the group meticulously jotted down the narratives on a sheet. The *five themes* that emerged from the definition phase formed boundary walls in the next four phases of discussions and deliberations. Before the proceedings started, the researcher gave an overview of Appreciative Inquiry Methodology, the significance of AI summit and the process to be followed in the next four days. With this the SOAR journey started off unfolding exciting stories during the course and the path undertaken in the adventure is exhibited as a flowchart at Figure 4.3

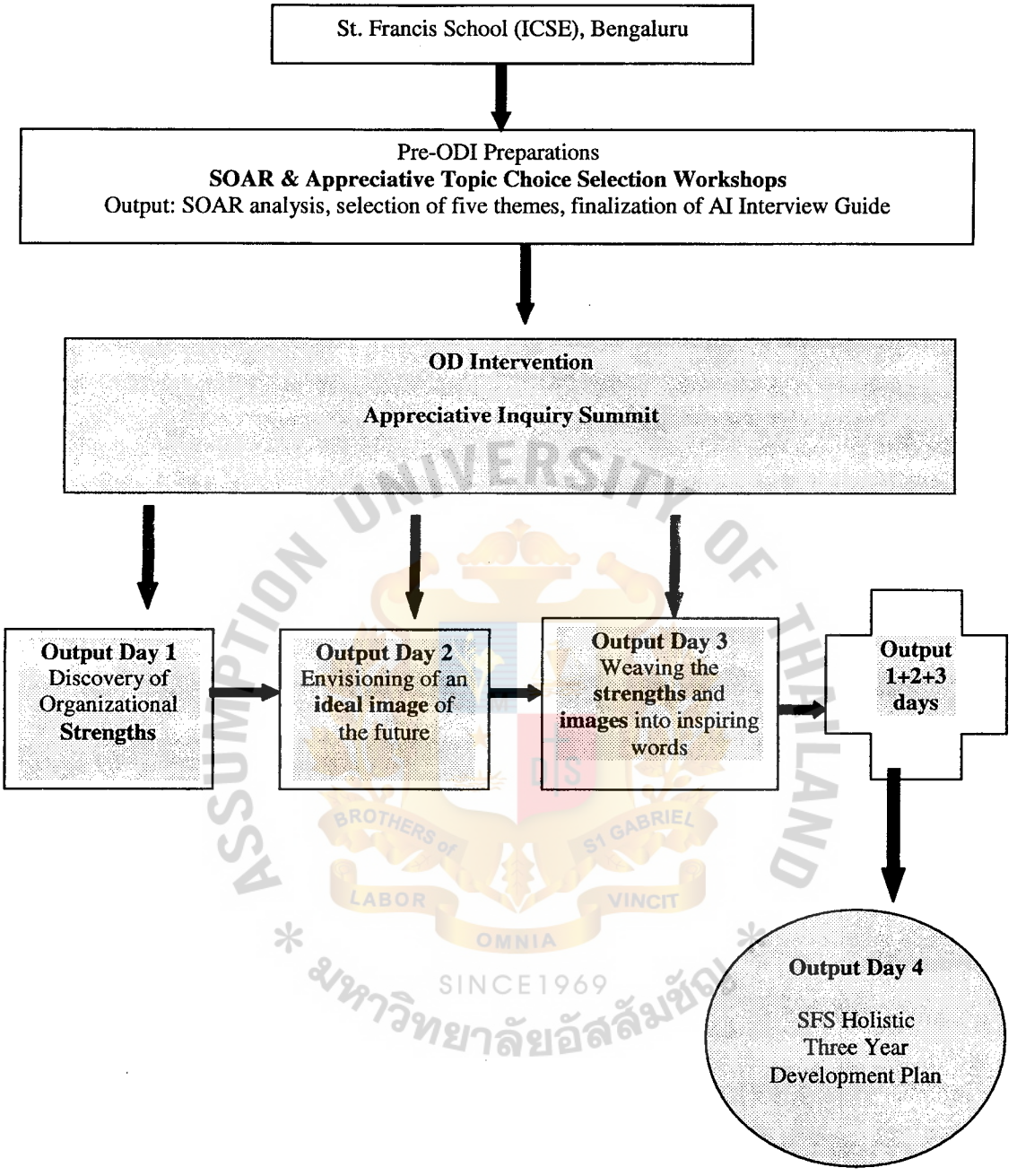

Figure 4.3: Appreciative Inquiry Summit Flowchart (Source: Researcher)

4.2.1Discovery of Strengths

This phase assumes that in each organization there are some elements that give the organization life and energy. At the same, it is quite possible that the members in the organization are not aware of it and that they may need time and encouragement to explore this fully. Whitney, (1998) described this phase as "a quest to fill the organization's conversations with talk of positive possibilities." Participants of the summit discovered a number of strengths, active and dormant that gave life to St. Francis. The strengths as narrated and confirmed by them in relation to each of the theme are given below in the form of tables and followed by quotable quotes.

Statements of strengths appropriate to the themes received from the participants are shown in Table 4.1

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Table 4.1: Summary of organizational strengths/assets discovered by the participants

Theme 1	Theme 2	Theme 3	Theme 4	Theme 5
▪ **What are we doing really well?** Conducive atmosphere for teaching and learning - Able and efficient Principal - An effective top2down communication - Providing education in ICSE syllabus - Thrust on math and science - Holding annual science exhibition - Holding inter-school quiz competitions - Remedial classes for low performers - Class lessons integrated to real life situations - Use of modern teaching aids to enhance student learning -Opportunities for demonstrating leadership qualities - Encouragement to learn one foreign language - Continuous monitoring & evaluation - Emphasis on values and character formation - Sports & games ▪ **What are our greatest assets?** Pupils from middle-class segment who are	▪ **What are we doing really well?** -Prompt payment of salaries - Waiver of tuition fees and bus fees to one child - Not collecting development fees - Free bus ride to school and back home - Coffee & Tea service twice a day - Saturday & Sunday off - Dussehra, Christmas and Summer holidays - Teachers' Day celebration, Children's' Day celebration and gifts - Annual faculty & staff picnic - First Friday of the month Holy Mass - Four teachers visiting UK every year - No bar on private tuitions at home ▪ **What are our greatest assets?** - Caring, understand & inspiring principal - Eight senior teachers qualified, competent and dedicated are the "bone-marrow" of the school - School management by	▪ **What are we doing really well?** - Directing all the resources and energies toward student academic achievement - Implementation of Multiple Intelligences Development Model - Encouragement to teachers to publish their experiences and innovations in teaching - Principal elected as President of ADBBE Schools in Bangalore ▪ **What are our greatest assets?** -Church support and religious group management - Member of the Archdiocesan Board of Education in Bangalore offers opportunities for a good deal of networking - General public's faith in Catholic school with regard to quality, discipline and achievements in sports. SFS stands under the credibility and reputation of this umbrella.	▪ **What are we doing really well?** - Services of Child counselor - After class hour classes for low performers - Encouragement and motivation to pupils to appear in All-India Talent Competition Exams - Encouragement for extra curricular activities - Help of professional coaches in sports - Investments in ICT ▪ **What are our greatest assets?** Best environment for high quality teaching and learning - Competent and effective Principal - Smaller pupil – teacher ratio - physical infrastructure and ample open space	▪ **What are we doing really well?** -Bureaucratic organizational structure with roles and responsibilities well defined. - Regular staff meetings -Quarterly PTA meetings and open houses sessions -Top to down communications - Grievances cell ▪ **What are our greatest assets?** -Moderate rapport with parents - Team spirit among teachers - Trust and unity - Pupil's well being and progress at the heart

hardworking, self motivated and mentally tough. - Location in the heart of the city attracts bright students and competent teachers - Qualified, dedicated and experienced teaching faculty - Service minded staff - Programs through "TrendSetters" and "CMCA" outside the school syllabi	Catholic religious persons -Central location of the school, easy accessibility and reachbility by different modes of transport			

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The following quotes from the participants of the summit confirm the discovery of strengths of the organization.

Quotable Quotes:

- *The school is blessed by an able, efficient and effective Principal. (Teacher)*
- *The school has competent science and math teachers. (Parent)*
- *The emphasis at St. Francis has always been the holistic development of the child (Teacher)*
- *Oh, I am candid. I feel I got a new set of eyes. (Teacher)*
- *Discovery sessions were a pleasant shock. I came to the seminar mentally prepared to listen to a lot of information, note taking and serious business type sessions. I was clean bowled. AI is true – one can work and build on her strengths. Making a laundry list of weaknesses was a sheer waste of time and energy."(Teacher)*
- *It was like a big* ***'mela'*** *(festival). It was sheer joy, fun and serious business included. I am thrilled to know we have so many strengths. We need to build on our strengths and realize our full potential as a team.(Teacher)*

  A parent surprisingly seemed to know even the historical roots of the Congregation of the Brothers. This is what he said.

- *St. Francis ICSE is a Catholic Church School run by Franciscan Missionary Society which is over 100 years old. This Society has been maintaining an impeccable record of educational service to the society. I am sure the School will evolve to the changing times and tastes and always remain in the forefront in public service. (Parent)*

The researcher at the end of day asked the participants to describe how they felt about the day's process in one or two simple sentences. A selection of their comments is given below.

- *I had more energy by evening than when the process started*
- *AI is an accidental discovery for me*
- *The process helped me meet everyone who is connected with the school*
- *Starting the process with discovery of strengths is great and new to me*
- *I appreciate the process's inclusiveness aspect*

Reflections of the day

At the end of the day, the researcher would wish to compare the day's process of discovering strengths using a metaphor. The crude oil which lies under the ground, first needs to be extracted to the surface level and then put through the process of refining and finally the output is extracted in many forms like aviation fuel, petrol, diesel and kerosene etc. In similar fashion the organization's strengths and assets which were lying hidden until now was brought to the surface by the participants through the AI process of discovering the strengths which "give life to the organization". The process of carrying them and making them available to use in the future is mentioned in the three year action plan.

At this point the researcher would like to quote Whitney, (1998) "the participants given the time and encouragement will explore fully what gives life and energy to the organization" coming true. The questions we ask set the stage for what we "find" and what we "discover" (the data) (Cooperrider & Whitney, 2005). Putting these words of wisdom into action in the inquiry process yielded a rich data on the organization's strengths/assets.

The researcher also remembers how one science teacher expressed her way of discoveries in the school. She used human anatomy for her description saying the pupils as *heart,* teacher the *brain*, management the *digestive system*, principal the *blood*, and

parents as *eyes and ears.* The researcher found this parallel quite interesting and wish to add Appreciative Inquiry as *life-giving spirit* to the anatomy and complete it. The workshops and the summit caused disruptions to the normal functioning of the school yet the teachers who are overloaded with class hours were not resisting it. This is very common with AI led OD Interventions that many others (Cooperrider & Whitney, 2005, Reed J, 2007) who have used found that AI method reduces resistance to change because it involves the very people who are likely to resist as collaborators in driving the change.

Soon after the welcome and orientation, at the insistence of the Principal all the participants walked round the whole campus beginning from the school building. The intention of the Principal was that the teachers and staff see the beautiful campus in the first place and secondly the teachers cross each other's borders and take a look at how things appear in the *'other world'*. According to him, there is no rancor among teachers it is just a mental border between primary and secondary teachers that they normally don't venture into each others' territory. It is just that they keep to their "work and workplace." He wanted this 'mental boundary' to vanish.

Before the close of the day the Principal asked the participants what they discovered during the campus visit in the first hour. A few of the participants said that they discovered the rose garden, the pond, the papaya and the coffee gardens. All along, all these things have been there (toward the rear side of the campus). But today was different – they got the "encouragement and time to fully explore." It resulted in the discovery of what more the organization has got.

DAY - 2

4.2.2 Envisioning Opportunities

On the morning of day two, the researcher briefly explained what "envisioning" stands for and the necessity of creating a bold shared vision as a group.

The first hour in the morning was utilized to create a relaxed and peaceful atmosphere conducive to visualize an ideal image of preferred future. Teacher Indu, a member of Bangalore Laughing Yoga Club conducted a therapeutic session which soothed the nerves and energized the minds. After the tea break, the participants got engaged in the task of envisioning a powerful/ideal image. The following questions were asked - How do we envision St. Francis ICSE by 2015 (select a metaphor/image)?

This imagery exercise has its roots in the AI's "Anticipatory Principle" which means as we anticipate, so we create. "Positive images of the future are so powerful that they lead our positive actions – this is the increasingly energizing basis and presupposition of AI" (Cooperrider, 1990). A powerful image of future in the mind is constantly provoking and pushing the limits. Its immediate effect is on the present behavior (Ludema, 1997).

Debriefing session

The participants huddled into their respective small groups and shared their envisioned images. Thereafter, these images were taken to the plenary group and an "*Ideal Image Mapping*" was done. . After several rounds of short-listing, the participants arrived at a consensus and chose Bishop Cotton Boys' School (BCBS), Bengaluru as an ideal image for SFS to model upon. The selection was based on the following *criteria*

- BCBS has been rated as the Best School in Bengaluru and as the No.1 school among all metro schools in India in the ICSE category of schools
- It has a long history of 145 years of excellence and has produced geniuses of international caliber and reputation
- A world class state-of-the-art infrastructure
- Qualified and competent teaching faculty who have won many state/national awards for outstanding contribution in the area of school education
- Focus on continuous professional development in skills and updates in new concepts
- SFS could explore tie-up facilitating exchange in introducing new methods in pedagogy, teacher skill development and sharing of resource persons

Statements of opportunities envisioned by the participants under the five themes are shown in Table 4.2

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Table 4.1: Summary of opportunities discovered by the participants

Theme 1	Theme 2	Theme 3	Theme 4	Theme 5
▪ **What are the best possible market opportunities?** -India's growing stature as a knowledge economy demands highly skilled and talented people - India's emergence as "world pool of top quality knowledge workers." - Rising academic standards is a world wide phenomenon - Escalating competition among school to evolve and deliver results - Heightened awareness among parents on the importance of good quality school education ▪ **How are we to best partner with others?** Faculty exchange with BCBS and other schools in the vicinity - Pupil exchange to a limited extent - Collaborate with member schools in ADBB in multiple areas. For instance, innovative teaching models - Participation in common	This theme was viewed from three perspectives – Salaries & Allowances Management Practices and Technology **Salaries & Allowances** Implement salary & allowances as recommended by the 6th Pay Commission set up by the Government **Management Practices** -In-campus service quarters for all teachers and staff -Break time between classes, flexibility and freedom in classroom teaching -Opportunities for skill development & career advancement -Recognition and reward for outstanding contribution/performance **Technology** -Updating the current website by adding more features -Developing a tailor-made unified software for the school covering all the	▪ **What are the best possible market opportunities?** -Obtaining ISO-9000 quality certification - Paid news in "Education Special" on Tuesdays in Deccan Herald/TOI/The Hindu - Exposing the pupils to different educational programs in different electronic media - to promote St. Francis as venue for different competitions - Pro-active participation in social activities through 'Angel's Club' - Celebration of Parents' Day on the lines of Children's Day and Teachers' Day ▪ **How are we to best partner with others?** Giving weight to parents and teachers opinions - Involving parents in decision making on crucial matters -Transparency with stakeholders in financial	▪ **What are the best possible market opportunities?** - A reception desk served by a full time Receptionist - A wait lobby for parents/visitors - Private cubicles for parents to interact with teachers one-on-one - Appointment of two full time counselors - primary and secondary one each - Annual career counseling seminar for parents to help their children choose right and relevant career path ▪ **How are we to best partner with others?** Bi-annual parental seminar - Employing ICT to improve school-home partnership - Training programs for faculty development by experts in ICSE syllabus - Strengthening partnership with bodies such as "TrendSetters" and "CMCA" - Pupils' engagement in innovative ways - Intensifying collaboration	▪ **What are the best possible market opportunities?** ▪ -Future deliberations in the school like staff meetings, PTA meeting to be permeated by AI philosophy and principles - In the course of time AI should penetrate the organization's thinking -SFS should become a model appreciative school organization ▪ **How are we to best partner with others?** -To start with promote AI by providing appropriate literature on AI among the ADBB members - Portray SFS as role model of AI organization - Give brief information on AI in the school hand book, webpage and annual report - Publish one or two articles and testimonies of SFS teachers in the annual school magazine

training programs with ADBB members - Exchange of notes on lesson planning/teaching modules etc - Explore possibility of creating and funding a research cell -Copy and implement others' proven success models	functions -Personal laptop for teaching faculty enabling them to draw up lesson plans at home -Exclusive faculty computer lab with hi-speed internet	matters - Networking with professional bodies, NGOs and research institutions in the field of education	with UK teachers under 'UK Link Program' under multiple ways beyond the present level - Exploring possibility of collaboration with schools in US - Exploring possibility of collaboration with schools in Asia preferably Singapore, Hong Kong and Philippines. -	

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Quotable quotes received from the participants on this day of the summit are reproduced here below.

Quotable quotes

- *This envisioning exercise sparked off my imagination. It propelled me to push beyond the boundaries of my normal thinking and explore (Parent)*
- *How difficult it is for an adult to visualize an ideal image in the mind and share with others. I understand I've no child left in me.(Teacher)*
- *This is a crazy though yet so overwhelming and inspiring. (Teacher)*
- *How I wish the vision turns real at the earliest! I can get mileage for my sons. (Parent)*
- *My hunch is that this international accreditation if obtained will stand in good stead, in the coming days for SFS. (Teacher)*
- *The ISO certification in the hands of the school will portray a better image of the school. It reassures the parents and public that the school follows approved standard procedures in its governance" (Parent)*
- *Are we putting David versus Goliath? 10 years versus 145 years of excellence. How I imagine David wins in my life time.*

A selection of the participants' comments on the day's process is shown below.

- *The collective envisioning process aroused in me curiosity and excitement*
- *Setting an ideal image is a powerful driver*
- *The process incites people to stretch the limits and make a difference*
- *Process made me feel relaxed and optimistic of the future*
- *Investing energies in creating a preferred future is a nice turn on*

Reflections of the day

From the researcher's perspective one specific change was noticed at the end of the day that stakeholders started using "vocabularies of hope" (Ludema, 1997) in their conversations. The power of the Anticipatory Principle which emphasizes on having a

positive and powerful future image (Cooperrider, 2003) was witnessed in full force in the form of great excitement and energy in the participants. As Aristotle foretold "A vivid imagination compels the whole body to obey it" (cited in Cooperrider et al. 2005). Empirical researches such as placebo studies in medicine and Pygmalion dynamic in the classroom (Cited in Cooperrider et al. 2003) reaffirm the power of the positive thinking and having a positive and powerful future image.

The key action on the day was the democratic process employed by the participants in choosing an ideal image of the future. When the participants returned from their respective small groups to the large group the list was too long. Almost every single one had envisioned an ideal image of their wish. Then the participants themselves authorized the supervisor and one PTA member to follow a process acceptable to all for choosing the ideal image of the future. After a few minutes of discussion on the modalities following the image mapping procedure the stakeholders zeroed on BCBS. What is worth mentioning here, is the initiative, situational leadership, empowerment and finding a win-win situation for all were decided and implemented by the stakeholders themselves in a democratic manner. It was a defining moment to see a school which is a typical bureaucratic organization with a rigid hierarchical structure embracing democratic processes and that too in such an important issue concerning the future direction of the school.

DAY – 3

4.2.3 Crafting of Provocative Propositions/Idealistic Statements

On the third day of the summit the participants worked together and drew provocative propositions or idealistic statements. These are statements of what the stakeholders wanted to achieve in the future. Whitney, (1998) prefers to call them "provocative propositions that are intended to stretch the organization as it moves to realize the co-created future." These are affirmative statements that bridge the core strengths of the organization from the past (day 1) to the group's aspirations in the future (day 2). The statements also represent the organization's commitment to move in the agreed upon direction.

The Process involved i) Brainstorming in small groups; ii) Debriefing and collating in the plenary assembly; and iii) drafting the action statements and presentation. Following are the action statements crafted by the participants arranged theme-wise and presented below.

Provocative Proposition 1 (Theme 1: To reinvent as thinking pupils and evolving school)

In this we believe. We are a family of St. Francis School (ICSE) rooted in the perennial values of the Catholic Church and managed by FMB Society having an unbending reputation of 108 years in the service of the nation specifically in the spread of quality and relevant education. We take pride of our association with this philanthropic organization and its contribution to the society at large.

To this we commit. At this defining moment we are resolute in our determination to carry forward this illustrious service in the education field. We dedicate ourselves to leap frog the school to the next generation level by continuously evolving to satisfy the demands and aspirations of India's Knowledge Economy and by turning out creative and thoughtful pupils seeking new knowledge & competencies having an appetite for life-long learning.

Provocative Proposition 2 (Theme 2: To promote retention-rich strategies)

We are immensely aware that good quality teachers help pupils understand better, learn more and succeed in the face of stiff competition all around. In the last nine years we never forgot for a moment the tremendous responsibility on our shoulders. The outstanding achievements of some of the pupils give a telling testimony that we have given our best. At this time moment we are engaged in a process of gearing up to scale new heights. We stoutly reiterate our support and cooperation to the development plan being drawn up and **pledge unflinching loyalty to our organization** in the hope of making a marked difference in the educational service to the general public.

Provocative Proposition 3 (Theme 3: To enhance school image and credibility)

Image is the value that we **create** in the society. Our good image is directly linked to our students' academic achievements, professionalism of teachers, management's fair practices, and state-of-the-art technology to aid students.

Credibility is the value that the society **bestows** on us in return. We commit to give our best to enhance our image in order that our credibility is proportionately increased and maintained.

Provocative Proposition 4 (Theme 4: To improve school service quality)

This is the Age of the Enlightened Customer. And this new breed of customers continually evaluates the services received in terms of satisfaction vis-à-vis the price paid for the service. Service quality is a core competitive and differentiating tool for success and sustainability of the organization.

At SFS we pledge to undertake periodic assessment of the service quality delivered and make every effort to enliven and improve the service quality so that we may exceed the expectations of our customers.

Provocative Proposition 5 (Theme 5: To build an appreciative school organization)

AI is empowering, energizing and endearing to all stakeholders. AI practices engage all the stakeholders in decision making process. AI is nurturing the teaching and learning atmosphere in the school. Therefore, we the stakeholders declare our complete cooperation and support; commit our active participation in implementing AI practices in all the facets of the school's ethos.

In the quotable quotes mentioned below captured by the researcher one can see the recurring theme appreciated by participant after participant. It is the sense of engagement and empowerment that the AI process gives which is valued most by the

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stakeholders. The words of the Principal reiterate the words of many of the AI practitioners who have experienced that AI method gives everyone an equal chance and a level playing field.

Quotable Quotes:

- *AI gives an equal voice to everyone. The sharing takes place in a climate of dignity and mutual respect for each other. Moreover it draws out and appreciates personal accomplishments which would have easily gone unnoticed and unrecognized. We don't think there is any other technique close to AI. We wholeheartedly welcome AI tools and techniques into SFS organizational culture. Surely every one of us feels a sense of empowerment and participation in decision making. (All Teachers)*

- *Me too a teacher in RJS for ten years. Over there we are still clinging to the old-fashioned annual planning with little involvement of staff. I find this AI technique usage in school mid-term planning with everyone getting involved (amazing parents too) and giving their commitment is very unique and 'happily disturbing'. I wish my colleague-teachers the very best and success. (Parent cum Teacher)*

- *A few of my teachers, who were given to 'talk no evil, do no evil and hear no evil' ideals for the first time found a platform to talk evil and chose to 'offend' their Principal. I didn't find any animosity, bitterness and tension during the deliberations. In its place I found easy going, laughter, eagerness to speak and a tremendous goodwill of people. (Principal)*

- A selection of the participants' comments on the process is given below.

  - *While articulating found hard to find right words, but others made it up*
  - *I believe the goal of this process is to take a panoramic view of the whole*
  - *The process made us passionate about the preferred future image*
  - *Motivational statements spurred action from the group*
  - *The process finely links day 1 and day 2 in inspiring words*

Reflections of the day

As Cooperrider, (2003) emphatically pointed out"inquiry and change are not truly separate moments, but are simultaneous." The researcher recognized the Principle of Simultaneity operating visibly in the morning of day three. As the participants arrived for

the session, they started greeting each other and engaging in small talks in the corridor. This was in marked contrast to day one in which the participants arrived with a stern face and hardly exchanged glances at others. When they were asked to go into their respective predetermined groups they needed to be persuaded by the principal and the supervisor. All that changed. Stakeholders started *relating* to others whom they had ignored, engaged themselves in animated talk and while the session was convened in the main hall they were already seated according to their groups. Teacher Indu who conducted the laughing therapy on the previous day was the darling of the participants.

The researcher on his part decided to sustain and build on the new relations forged at the summit even beyond the summit days. On the fourth day evening, instead of seeking evaluation from the participants the researcher made a list of e-mail ids of the participants and gave a copy to all with a request for them to stay in touch with each other as often as possible. This gesture was well received by all the participants

The researcher observed from the envisioning exercises of day 2, that many teachers showed traces of sadness at the mention of 'award winning teachers'. The researcher had a frank talk with the academic supervisor on this point a few days after the summit. She stated that ten years down the line in St. Francis no teacher from the school had received Central/State/any Private award in recognition of their services. Still worse is no one got even nominated. According to her, this has been weighing on the teachers and they viewed the management as being *insensitive to their feelings*.

AI is all about creating, enhancing and amplifying life. The researcher decided to do something on this issue. He met the Principal and requested him to leverage his clout of his new office as the President of the ADBB to nominate at least one teacher in the

forthcoming academic year. According to the Principal, the academic supervisor is the candidate in the forefront and there is a sense of urgency in her case as she is due for retirement by March, 2013. This point, however, was not included in the development plan as nominating teachers for state awards is a complicated procedure and involves a lot of lobbying in the corridors of power.

A greatest evil of globalization is the unabashed glorification of individual wealth, individual achievements and individual will. In the researcher's opinion AI is a counter culture to this phenomenon. Today's AI process of articulating the envisioned shared image of the group is golden phase of AI process. This is recognition of human dignity, respect and empowerment leading to the betterment of everyone's lives. Each one in the group has a winning stake instead of "the winner takes all" approach. At a time when the citizens of the world are experiencing severe economic hardships and mutely witnessing consolidation of wealth in the hands of a few, AI seems to be the *last chance saloon* for the voiceless and those who have been at the receiving end.

DAY - 4

4.4 Measurable Results by Formulating Development Plan

In the morning of the final day the researcher briefly explained the participants on the importance of the day. In the large group the AS aided by the researcher made a power point presentation of the highlights of the previous three days. A copy of the presentation in word format was given to the participants to read and share their views. The activities of the day included:

- Participants going into respective groups, read the summary, and share their thoughts

- After the tea break go back to their groups, discuss and generate possible actions
- In the large group possible actions from small groups are shared and listed down
- After the lunch break possible actions were summarized and a skeleton action plan was sketched out
- Participants verbally give their commitment and assured their cooperation to the plan. They authorized the supervisory team to finalize the plan and present it at the PTA meeting in the new academic year.
- Thanks giving and closing the summit then took place.

  A happy and promising end to the Summit came from the school management.

- *I take home unparallel learning and experiences from this AI seminar. I was moved by seeing how all of you have been working for the last four days to unfold an action-oriented development plan for the school. I commit to do everything in my capacity as an executive authority to make the plan achieve its purpose successfully. (Trustee)*

The final output of the summit which is the development plan approved by all the stakeholders is presented in Table 4.3 in the following pages.

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Table 4.3: Development Plan (2010-2013) for Gen "Future" Challenges and School's Dynamic Responses

Theme 1: SFS to reinvent as "Thinking Pupils and Evolving School"		
Objective 1.1: (TEACHERS) ▪ To build capacity into teachers to develop Creative, Critical and Analytical Thinking Skills	**Objective 1.2:** (PUPILS) ▪ To inculcate into pupils Creative, Critical and Analytical Thinking abilities	Objective 1.3: (MANAGEMENT) ▪ To create a climate for development of the thinking skills
Indicators of Success: ▪ Improvements in lesson planning ▪ Classroom instructional delivery bettering ▪ Students achieving better scores in math and science	**Indicators of Success:** ▪ Asking intelligent questions in classroom ▪ Doing homework creatively ▪ Improvised articles to school student magazine ▪ Achieving better grades in math and science	**Indicators of Success:** ▪ Teachers with greater confidence in their own abilities ▪ Teachers exhibiting better judgment ▪ Pupils passing out with improved grades ▪ Appreciation from PTA
Strategies: ▪ Training program for teachers to develop various thinking skills ▪ Critical reasoning within the regular math classes ▪ Spotting the 'gaps' in pupils thinking ▪ Pupils' profiling ▪ Mentoring foot-dragger	**Strategies:** ▪ Appreciate intelligent questions in classroom ▪ Encourage students to write class tests in their own words and connect them to real life situations ▪ Invite the pupils to express often metaphorically ▪ **"Seek-no-outside-help-but-help-yourself"** - pupils to be familiarized to interactive software, surfing the net and info gathering. This is aimed at sharpening thinking skills.	Strategies: ▪ Sanctioning funds for teachers' SDPs ▪ Giving one/two salary increment for teachers who have undergone courses in teaching related courses ▪ Additional investments in educational software ▪ Subscriptions to digital data base/online learning resources ▪ Class Teacher – Home maker link
Financial budget is shown in Appendix I	Financial budget is shown in Appendix I	Financial budget is shown in Appendix I
Action by: ➢ Principal, AS and Class Teacher	**Action by:** ➢ Every teacher. ➢ Class Teacher to coordinate with other teachers and monitor pupils progress thru update of profiles	Action by: ➢ Administrator individually ➢ Administrator in some cases with consultations of board
Time Scale: 3 years commencing from mid-November 2010. Evaluation every 6 months. Teachers' progression reports, attendance mandatory at FDPs.	**Time Scale:** 12 months. Quarterly evaluation of pupils. Principal monitoring classroom teaching weekly.	Time Scale: Oversight on teachers' progression reports, plan evaluation and timely corrective action in collaboration with the Principal

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Theme 2: To implement faculty retention-rich practices/strategies		
Objectives 2.1: (TEACHERS) ▪ To help teachers understand their role and responsibilities in providing quality education	**Objective 2.2:** (PUPILS) ▪ To admit pupils from families who desire good grooming and better prospect	**Objective 1.3:** (MANAGEMENT) ▪ To play a pro-active and positive role in the retention of teachers
Indicators of success: ▪ Reduced absenteeism ▪ Low turn over ▪ High energy levels ▪ Better treatment of pupils ▪ Enhanced cooperation ▪ Use of **AI tool** in faculty deliberations ▪ Embrace **AI** in decision making process	**Indicators of Success:** ▪ Children from affluent families ▪ More children from middle-class segment ▪ Financially challenged children from families with burning ambition and readiness for greater sacrifice ▪ Greater cooperation and involvement of parents	**Indicators of Success:** ▪ Low turnover ▪ Improved job satisfaction ▪ Positive school climate ▪ Appreciation from PTA
Strategies: ▪ Give a better understanding of vision and mission of school, society's founder ▪ Principal as role model, motivator and inspiration ▪ Well conducted induction program ▪ Exercise better caution and care in recruitment ▪ More "elbow space" for teachers ▪ Transparent performance evaluation ▪ Laptops for 15 senior teachers on mutually agreed conditions	**Strategies:** ▪ Better screening at the time of admission ▪ Constantly motivating pupils ▪ Improved communication with parents	Strategies: ▪ Implementation of 6th Pay Commission salaries ▪ Appreciation, Recognition and Rewards ▪ Opportunities for in-service professional skill development ▪ Encouragement to undergo online professional development courses in some cases ▪ Development of new teacher assessment Model with outside expertise ▪ Concessions/discounts/freebies for staff children
Financial budget is shown in Appendix I	Financial budget is shown in Appendix I	Financial budget is shown in Appendix I
Action by: ➢ Principal and AS	**Action by:** ➢ School admission committee	Action by: ➢ Administrator individually ➢ Administrator in some cases with consultations of board, Principal and AS
Time Scale: 3 months commencing from mid-November	**Time Scale:** On-going process	Time Scale: One month commencing from mid-November

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Theme 3: To enhance School Image and Credibility		
Objective 3.1: (TEACHERS) ▪ To reinforce a positive, progressive image of school in the mindset of teachers and impel them to give their best contribution to sustain.	**Objective 3.2:** (PUPILS) ▪ To provide maximum learning opportunities for pupils and train them to succeed in the competition	Objective 3.3: (MANAGEMENT) ▪ To extend full cooperation and adequate financial support
Indicators of success: ▪ More no. of applicants seeking a opening in SFS ▪ Low turnover among the current faculty ▪ Pride and Prestige in the society make them stay put ▪ Availability of better career prospects for quitters ▪ Principal/Teacher (s) winning state/central awards & other awards instituted by acclaimed bodies	**Indicators of Success:** ▪ A hike in the number of seats ▪ Overall increase in sale of admission forms ▪ Clamoring for admission from business/bureaucratic/ and technocrat parents ▪ More number of pupils participating in different competitive exams at the state/national levels and securing a place in the merit list. ▪ Excellent academic results in the BE	Indicators of Success: ▪ Low turnover of faculty ▪ Improved job satisfaction among faculty & staff ▪ Positive school climate ▪ Appreciation from PTA
Strategies: ▪ Principal constantly reminding teachers about core values and beliefs embedded in school ▪ Sending senior teachers outside on teacher-exchange program ▪ Creating opportunities for teachers to participate in national/international seminars ▪ Nudging them to share experiences/present case studies and other Learning. ▪ Advice, allow and sponsor teachers to engage in research ▪ Send more teachers to UK under the School Link Program. Could be 6 in the place of 4.	**Strategies:** ▪ Extensive use of sophisticated teaching aids/technology in classrooms ▪ Learning-by-doing model ▪ Facilitate participation in multiple inter-school competitions ▪ Individual/group assignments on topics outside school syllabi ▪ Grant scholarships to deserving pupils as part of school social responsibility demonstration	**Strategies:** ▪ Initiate process for obtaining ISO certification ▪ Update website add more features ▪ Two hi-speed internet labs – teachers and pupils ▪ Installation of modern teaching aids in classrooms ▪ Modernizing the AV room ▪ Buying space for "paid news" in print media one-a-year ▪ Give equal voice to stakeholders by conducting meetings & interactions in AI style ▪ Fair Management Practices
Financial budget is shown in Appendix I	Financial budget is shown in Appendix I	Financial budget is shown in Appendix I
Action by: ➢ Principal and AS	**Action by:** ➢ Principal, AS and Administrator	**Action by:** ➢ Administrator & Trustees
Time Scale: On-going process	**Time Scale:** On-going process	**Time Scale:** Work commences during Diwali Holidays and completed within 8 weeks

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Theme 4: To improve Service Quality		
Objectives 4.1: (TEACHERS) ▪ To make efforts to provide teaching services to match the expectations of parents	**Objective 4.2:** (PUPILS) ▪ To encourage pupils to make use of every available facility to the maximum extent and grow in physique and mind	**Objective 4.3:** (MANAGEMENT) ▪ To co-operate with Principal, Administrator and financially support activities/requirements which will add to stakeholders' satisfaction
Indicators of success: ▪ Parents expressing satisfaction of the teachers in PTA or in private to Principal/AS ▪ Parents feeling respected their opinions are taken into consideration and turned into action ▪ Parents seeing their children showing skills beyond classroom activity	**Indicators of Success:** ▪ Pupils visiting/using library and digital data bases more frequently ▪ Citations from websites in home work ▪ Participating in multiple sports ▪ Pupils feeling confident with technology	**Indicators of Success:** ▪ Appreciation from PTA ▪ Write-up/mention in the media ▪ Improved satisfaction among teachers ▪ Improved student-teacher communications
Strategies: ▪ Class Teacher is provided with email id and contact nos. of parents. ▪ CT to use technology to create classroom – home link ▪ CT to get the support and confidence of Principal ▪ CT to conduct monthly review meeting with other subject teachers to get their feedback on each student in the class. This appraisal report of the pupil to be e-mailed to the parents ▪ All cannot learn the same way. So, CT can selectively use differentiated learning techniques ▪ CT to send/convey appreciation to parents when the child has done something innovative or extraordinary ▪ CT in collaboration with parents to nurture and promote entrepreneurial talents of children	**Strategies:** ▪ Pupils learn to make wise use of facilities and grow showing common sense and judgment ▪ Conducting a annual career counseling seminar or participation in "Times of India Career Fair" ▪ Encourage to take part in different types of competitions in sports and academics ▪ Providing external coaches ▪ Biannual parent seminar	Strategies: ▪ Due and prompt weightage to parents' opinions/suggestions/requests ▪ Appointment of a receptionist and reception desk &Carving out wait lobby ▪ Arranging cubicles for teacher-parent interaction ▪ Installing swipe machine ▪ Meet-your-principal w/o appointment (3days a week in the afternoon hours) ▪ Post your questions online/make appointment online with your principal. ▪ Individual laptops, access to internet for teachers to give/receive assignments & projects to students even during vacations ▪ Improve amenities like BB & VB courts ▪ Celebration of Parents' Day ▪ Build appropriate hardware and software to support pupils: "Learn at your own pace, anywhere and anytime"
Financial budget is shown in Appendix I	Financial budget is shown in Appendix I	Financial budget is shown in Appendix I
Action by: lass Teacher, Principal and AS	**Action by:** Class Teacher, Principal and AS	**Action by:** Principal & Administrator
Time Scale: Start Diwali Holidays and end by summer holidays	**Time Scale:** On-going process	**Time Scale:** Start Diwali Holidays and end by summer holidays

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Theme 5: To build an appreciative school organization		
Objectives 5.1: (TEACHERS) ▪ AI to work as relation building glue among teachers and teachers with other stakeholders	**Objective 5.2:** (PUPILS) ▪ To put to use Appreciative Coaching for pupils career planning and Appreciative Mentoring for sluggish learners	**Objective 5.3:** (MANAGEMENT) ▪ Command-n-control yielding to Democracy-n-dialogue – Transformation using AI
Indicators of success: ▪ An improved climate of trust ▪ Cohesion, accommodation and team spirit ▪ A sense of worth and empowerment ▪ Teachers having positive relations with Principal and other stakeholders	**Indicators of Success:** ▪ Students getting more comfortable with teachers ▪ Better behavior in school ▪ Improved focus in classroom ▪ Less no. of complaints and quarrels ▪ Consistent improvement in scores ▪ Pupils becoming more confident and hopeful	**Indicators of Success:** ▪ Stakeholders exhibiting positive behavior/words ▪ Stakeholders firmly committed to co-created goal ▪ Changed school ethos ▪ Mutual respect in place of animosity ▪ Fundamental shift in thinking & power paradigms
Strategies: ▪ A few senior teachers could be AI trained ▪ Staff meetings in AI spirit and process ▪ Indulging in affirmative and appreciative dialogue in work place ▪ Identifying one another's strength and strive to create win-win situation ▪ Showing affirmation in classrooms ▪ Teachers trained in Appreciative Coaching ▪ Spread of AI success stories through school magazine, student handout and sharing in peer/inter-school meetings	**Strategies:** **Pupil Goal Setting using SOAR** **Strengths:** in micro groups pupils discover their own strengths, share and get endorsed by others **Opportunities:** envision what do they want to become in the future? Robot-engineer, satellite engineer, fighter pilot etc **Action Plans:** Think about what is the path and activities that would lead them to achieve their career goals. Suggest suitable behavior, define and commit to short and long term goals. **On going AI:** the pupils' commit it in words and handover to CT who in turn keeps them reminding and inspiring them to help achieve their aims in the repeat AI sessions.	**Strategies:** ▪ Devolution of more powers to Principal and Administrator ▪ Fixing responsibility and accountability ▪ Showing respect and sanctioning funds to plans/projects decided ▪ Participating in AI sessions held in school directly or thru representative ▪ Create a community of AI and stimulating situations for employing AI ▪ Celebrate openly AI's successes
Financial budget is shown in Appendix I	Financial budget is shown in Appendix I	Financial budget is shown in Appendix I
Action by: ➢ Principal and AS	**Action by:** ➢ Class Teacher and Principal and AS	**Action by:** ➢ Board + Administrator
Time Scale: On-going process	**Time Scale:** On-going process	**Time Scale:** On-going process

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4.3 Key Points of the Development Plan

The Structure

The basic structure of the plan revolves around the five themes – one page being devoted for each of the theme/objective. The plan sets out to each of the stakeholder group, namely, teachers, pupils and management clear sub-objectives derived from the main objective, strategies for attainment, success indicators, financial budget, and a time frame. In order to ensure implementation and compliance the plan names people responsible for achieving the objectives.

The Purpose

The purpose of the development plan is to equip and bolster the school to counter the internal and external challenges as described in Chapter 1 and accomplish a holistic growth in the next three years. Each of the five objectives is specifically directed towards the achievement of this end.

Objective No.1: St. Francis to reinvent as "thinking pupils and evolving school"

This objective aims to equip the pupils to the demands of globalization and the knowledge age economy by inculcating in them creative, critical and analytical thinking skills. The school on its part strives continuously to adapt and grow in the right direction in order to meet the shifting changes/opportunities in the environment.

Highlights:

-Training programs for teachers to develop various thinking skills

-Critical reasoning skills during regular math classes

-Helping children to creatively connect class lessons with real life situations

-Improve self learning skills and express in creative metaphors

-Management to provide a high quality learning environment

Success indicators: improved scores in math and science, teachers exhibiting greater self confidence due to training and students doing homework creatively.

Objective No.2: To implement faculty retention-rich practices/strategies

This objective is aimed at decreasing the teacher turnover and improve their retention in the school.

Highlights

-Make aware the vision, mission and values of the school & the society's founder

-Principal to act as role model, motivator and inspiration

-Freedom and freebies for teachers

-Admitting more children from middle-class segment

-Sixth pay commission salaries & perks, recognition & rewards by the management for the teachers and staff.

Success indicators: Low turnover, more job satisfaction among the existing teachers and a positive school climate.

Objective No.3: To enhance school image and credibility

This is a critical objective. The school in the first place, has to have credibility and image in the society. If not, competent teachers would not join the school and middle class parents would not seek admission. Therefore, image building is crucial in the hyper competitive environment for the school.

Highlights

-Emphasis on core values and beliefs

-Teacher exchange programs and financial assistance for research works

-Extensive use of ICT in knowledge transmission

-Students taking part in national and international level competitions/Olympiads

-ISO certification, fair management practices by management

Success indicators: more parents seeking admission and more students giving competitive exams.

Objective No.4: To improve school service quality

This objective intends to give the school a competitive advantage over its rivals by improving parents' satisfaction towards various services offered by the school.

Highlights

-Class Teacher – Parent link via websites

-Remedial classes and differentiated learning techniques for student improvement

-Management to diligently listen to the opinion of parents,

-Investment in ICT and subscriptions to digital/online libraries,

- Celebration of parents' day,

- Career counseling seminars and improving facilities for principal/teacher and parent interaction.

Success indicators: Appreciation from PTA, improved communications and media talking about the services

Objective No.5: To build an appreciative school organization

The idea behind the objective is to embed appreciative inquiry principles into the administrative practices in the school among the stakeholders and finally evolve the school as a show piece to member-schools in ADBBE.

Highlights

-Indulging in affirmative and appreciative conversations in workplace

-A few senior teachers specially trained in AI

-School meetings like staff, PTA, among teachers be held rooted in AI

-Pupil goal setting using SOAR framework

-Management to gradually democratize the school

Success indicators: a climate of trust and team spirit in the workplace, a sense of worth and empowerment among stakeholders, students getting more comfortable with teachers, fundamental shift in thinking pattern and power paradigm.

In summary, the development plan is a road map for St. Francis School. It provides focus, direction and inspiration for the school to take a leap from "*where it is*" to "*where it envisioned to be*". This comprehensive plan is made up of inputs from the stakeholders at the AI Summit and results from the Pre-ODI survey on service quality of the school. The final touches to the plan were given by the Principal, the Academic Supervisor and the PTA President. Finally, the researcher in order to ensure adequate oversight and evaluation, has placed the plan in an *action research loop* embracing three dimensions; *look, think, and act* as illustrated in Figure 4.4

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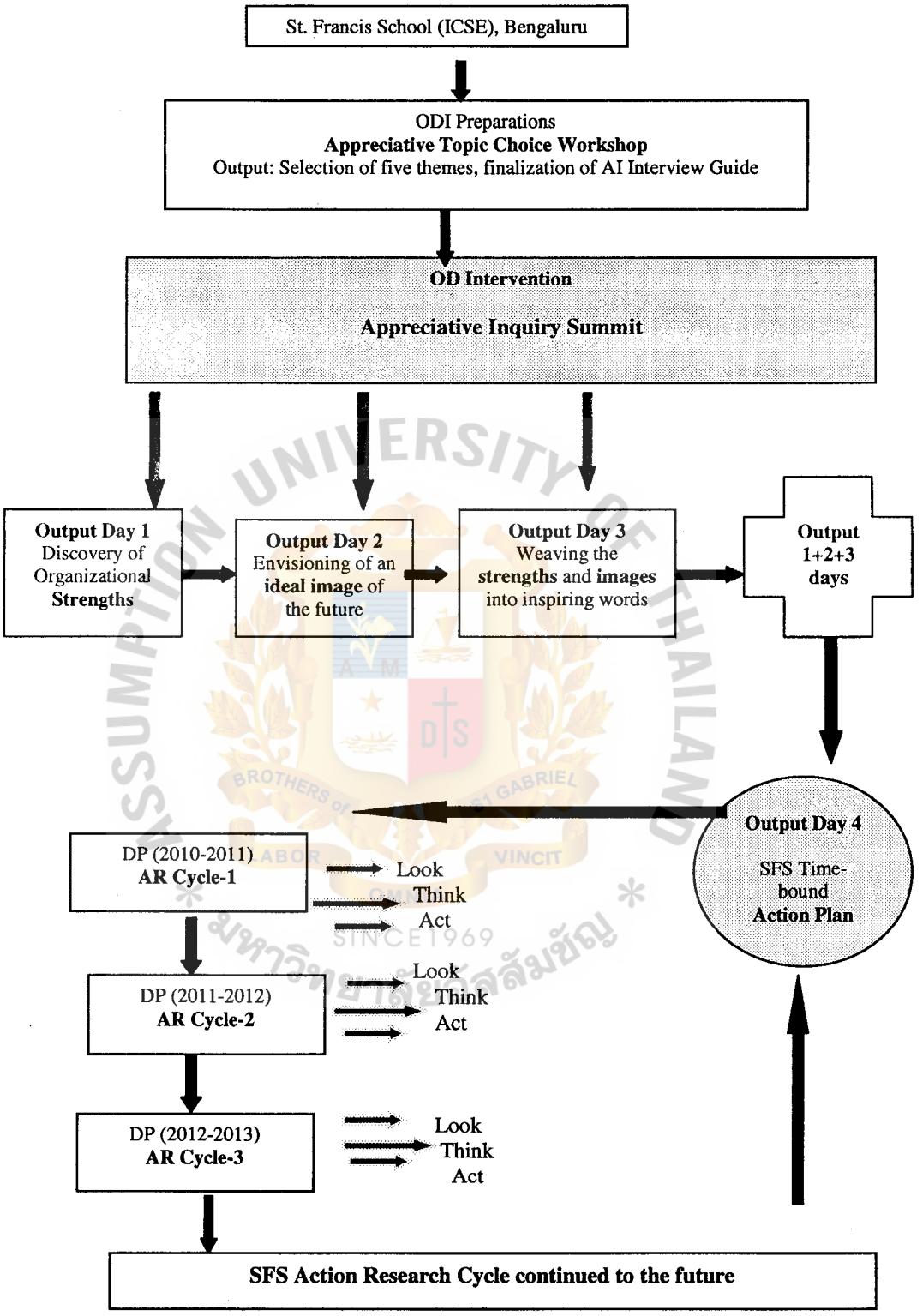

Figure 4.4 Development Plan Placed in Action Research Loop (Source: Researcher)

The SFS Action Research cycle mentioned in Figure 4.4 consists of three steps. The three steps are: Look, Think and Act. It is based on the model of Stringer (1996).

Look

- Gathering data
- Building a picture (describing the situation)

Think

- Explore and analyze: What is happening here (hypotheses)
- Interpret and explain: How/why are things as they are?

Act

- Plan (report)
- Implement
- Evaluate

Figure 4.5 Action Research Cycle (Source: Stringer, 1996)

The working of AR Cycle shown in Figure 4.5 in the development plan: Now consider the case of training program for teachers to develop thinking schools as an example. First, *look* at many ways of doing it or look how others in the field have done it and study their success. Second, *think* of the best option and choose it in discussion with others. And thirdly, *implement* the training module and determine its success/failure by evaluating with the success indicators determined in the plan. Keep the cycles repeated

until all the faculty members are trained and tangible results are seen. This path holds good for each strategy in the development plan.

4.4. AI values differences

Organization as a human living system theory as discussed in Chapter 2 describes that organizations are made up of people and they live in *relationship* to each other. And while they live in relation they manifest basically *two types of emotions* – joy, cooperation, team spirit and appreciation on the other, jealousy, enmity, undercutting, and criticism like negative emotions. The AI Summit provided an ideal platform for the stakeholders to give vent to both types of emotions. The researcher has captured verbatim some of them in Table 4.4

Table 4.4: Celebration of diversity at the AI Summit (Source: Researcher)

Life-giving voices	Life-curtailing voices
A necessity *An annual meeting of this sort at the beginning of an academic year is a necessity.(Parent)*	***A good indoctrinator*** *AI Summit is a good indoctrinator. (Teacher)*
AI promotes out-of-box-thinking *I am inclined to believe AI explicitly promotes out-of-box thinking, creative engineering and win-win situation for all stakeholders.(Parent)*	***AI is a flawed technique*** *AI theory is fundamentally flawed. Organizations have two faces. AI unreasonably over-emphasizes on the pretty face. Nothing is done to fix the ugly. (Teacher)*
I carry home pleasant feelings *This whole day I spent here. I got many times chance to express myself. This is really good. I carry home pleasant feelings of being respected and my opinions valued. (Parent)*	***This is just talk only*** *AI is all talk, talk and more talk and lacks in application (Parent)*
Whole is greater than the sum of its parts *AI method of involving teachers, PTA and management in discovering strengths, envisioning and action planning is an*	***Not always true*** *We are working on the principle of 'many heads are better than one head' but isn't it also true 'many cooks spoil the*

innovative idea and a step in the right direction (Teacher)	*broth?'(Parent)*
AI would inspire others *The method's emphasis on harnessing the core strengths of the stakeholders and moving them through different stages and finally zeroing on a development plan is fantastic. The success of this experiment would inspire other schools in Bangalore to emulate St. Francis. (Parent)*	***Everything will dissipate soon*** *I have a strong feeling that a good number of people who have said 'YES' to the plan haven't understood the implications. Most of them have been swayed by 'mob mentality' and have paid 'lip commitment' (Parent)*
AI is a ground breaking method *AI, I find as a ground-breaking model to strategic planning. I like to believe this has the potential of being a trend-setter. I strongly pitch and vote for AI. (Parent)*	***It is same as any other*** *The AI is similar to many other planning models in vogue. It simply uses jargons and consensus to differentiate itself. (Staff)*
I welcome AI *We have never been called to attend any meeting small or big. We are a sort of 'pushovers' and only meant to 'take orders'. On behalf of all my colleagues – non-teaching I declare we love AI and welcome it into our school working culture. (Staff)*	***I reject AI*** *Day-1, "happy talk"; Day-2 "day-dreaming"; Day-3 "empty rhetoric"; and Day-4, "a plan to fill the shelf space.(Parent)*

Reflections of the Day

On day four the researcher observed "vocabularies of hope" replacing previous days of "deficit talks". It was also a day of drama in the sense that a few of the cynics turned supporters of AI. As one new convert put it, "the AI seminar signals a wave of reforms in the school. In that case, I give my commitment to the plan and am willing to walk the extra mile to make it a success." The power of positive image of the future infused the participants with a lot of energy and they curiously engaged in the process finding relevant possible actions. It was quite clear that the participants expected concrete actions and results from this long exercise. The Principal on his part did not let them down. He made a statement that beginning from the new academic year a child counselor will be appointed exclusively for the secondary section. This gesture was well received by the participants.

A few days after the summit, the researcher in a private conversation brought to the notice of the Principal the scathing remark from a parent.

> *The Management keeps boasting of the huge physical infrastructure, play ground and security. In PTA meetings, when we raise issues like lack of computers, poorly equipped science labs, indifferent attitudes of some class teachers and a report on utilization of money paid by us by way of School Development Fees we don't get satisfactory response from the Principal. Much needs to be done.*

According to the researcher, these and a few other parents' insidious words and frustration vented out by teachers in respect of technology-linked facilities during the summit clearly established the gap in the perception of service quality related issues between the school authorities on one side, the teachers and students/parents on the other. The researcher therefore assured the Principal that these issues would be addressed in the upcoming development plan to the satisfaction of the stakeholders.

An analogy. Sun's rays in innumerable numbers fall on the solar panels where they get concentrated and turned into solar energy. This energy is stored in inverters and channelized to illuminate bulbs, power fans, computers and other home/office appliances. The individual strengths/assets of the organization as they are collected during the AI summit get solidified into one critical energy mass, which is channelized successfully through the development plan to benefit all stakeholder groups.

In summary, the Organization Development Intervention was a watershed in the history of the focal organization as it marked the beginning of a paradigm change embedded in Appreciative ethos. At St. Francis change is not an event but an on-going process.

Research Question 2

What is the current (pre-ODI) level of Service Quality in St. Francis School (ICSE) in terms of parents' satisfaction toward factors: Tangibles, Reliability, Responsiveness, Assurance, Empathy and Fees?

4.5 Pre-ODI level of Service Quality

. The researcher has undertaken to measure the service quality as part of the study. Accordingly, the researcher distributes the survey instrument to the target population of 277 respondents. Data collected from them is analyzed by using SPSS package. To measure the level of parents' satisfaction towards various aspects of service quality the researcher has to calculate the mean value of each factor. The results preceding OD Intervention is shown in Table 4.5

Table 4.5: Parents' Satisfaction toward Service Quality Prior to OD Intervention

Dimensions of Service Quality	Mean	SD	Rating
Tangibles			
1. Convenient Location & easy accessibility	4.11	.6777	Agree
2. Physical infrastructure	3.92	.5562	Agree
3. Learning environment	3.97	.4690	Agree
4. Campus cleanliness	4.21	.5512	Strongly Agree
5. Open space & play ground	4.45	.5795	Strongly Agree
Tangibles	**4.13**		**Agree**
Reliability			
6. Principal's Leadership	4.08	.6710	Agree
7. Teaching Faculty	3.74	.8182	Agree
8. Emphasis on Science & Math	3.61	.7887	Agree
9. Creativity & Entrepreneurial talent	3.59	.8001	Agree
10. Internal Assessment System	3.60	.7814	Agree
Reliability	**3.72**		**Agree**
Responsiveness			
11. Principal's Communication	3.69	.8006	Agree

12. Programs by Professional Bodies	3.13	1.070	Neutral
13. Administrative Staff	3.62	.7881	Agree
14. Opinions of Parents	3.23	1.1044	Neutral
15. Appreciation & Awards	3.61	.8113	Agree
Responsiveness	**3.46**		**Agree**
Assurance			
16. Principal's trustworthiness	3.60	.9103	Agree
17. Interaction with parents	3.20	1.0643	Neutral
18. Discipline & Values	3.73	.6986	Agree
19. Campus safety	3.91	.5566	Agree
20. ICSE Syllabi	3.88	.5145	Agree
Assurance	**3.66**		**Agree**
Empathy			
21. Principal's care	3.65	.7536	Agree
22. Faculty care	3.40	.9716	Neutral
23. Staff courteous & prompt	3.87	.4837	Agree
24. Full time Child Counselor	3.67	.7679	Agree
25. Individual child attention	3.56	.8476	Agree
Empathy	**3.63**		**Agree**
Fees			
26. Fees reasonable	3.48	.8992	Agree
27. Fees comparable	3.53	.8616	Agree
28. Mode of payment	3.65	.7583	Agree
29. More value	3.15	1.0361	Neutral
30. Utilization of fees amount	3.16	.9897	Neutral
Fees	**3.39**		**Neutral**

The results shown in Table 4.5 indicate the level of agreement towards satisfaction of service quality to each element with regard to the six aspects.

Regarding Tangibles dimension, the average mean value 4.13 belongs to the range of 3.41 - 4.20 which represents "Agree" level. Hence, according to Anderson et al. (2002) the researcher can say that the parents are overall "satisfied" with the service quality factors under the tangibles dimension like "location & accessibility";"physical infrastructure"; "learning environment"; "campus cleanliness" and "open space & Play ground."

With respect to reliability, the average mean value 3.72 falls in the range of 3.41 – 4.20 which again represents "Agree" level. Hence, according to Anderson Et al. (2002) the researcher can say that the respondents are overall satisfied with the service quality factors under this dimension like "principal's leadership"; "teaching faculty"; "focus on science and math"; "nurturing entrepreneurial talent" and "internal assessment system."

Toward responsiveness, the average mean value 3.46, this comes under the interval of 3.41 – 4.20 which again represents "Agree" level. As recommended by Anderson et al., (2002) it indicates that the respondents are overall satisfied with the factors under this dimension. However, it is to be noted that two factors: "programs by professional bodies" (3.13) and "opinion of parents" (3.23) come under the range of 2.61 – 3.40 which points out that the respondents are neutral/neither neither agree nor disagree

In the dimension of assurance, the average mean value shown 3.66 belongs to the interval of 3.41 – 4.20; this as recommended by Anderson et al., (2002), indicates that the respondents are overall satisfied toward factors under this aspect. However, it is to be noted that one element; "interaction with parents" (3.20) falls under the interval of 2.61 – 3.40 which indicates that the respondents are neutral.

For the empathy dimension, the average mean value 3.63, which again falls in the interval of 3.41 – 4.20, as stated by Anderson et al., (2002) indicates that the respondents are overall "satisfied" toward the factors under the dimension. However, it is to be noted that one element; "faculty care" showed an average mean value of 3.40, this belongs to the range of 2.61 – 3.40 which means the respondents are "neutral" on this dimension.

In the aspect of fees, the average mean value 3.39, which falls in the range of 2.61 – 3.40 can be constructed, as stated by Anderson et al., (2002) that the respondents are **neutral** which stands for neutral. However, it is to be noted that three factors under the dimension; "fees is reasonable, "fees is comparable", and "mode of payment", which shows an average mean value of 3.48, 3.53, and 3.65 respectively fall under the range of 3.41 – 4.20 which represents that the respondents are satisfied.

In summary, five out of the six dimensions belong to the arbitrary level of 3.41 – 4.20 average mean value represented respondents' satisfaction of service quality toward the dimensions. Whereas, the aspect of "Fees" fell under the interval of 2.61 – 3.40 average mean value which indicates that the respondents are neutral on this aspect..

Research Question 3

What is the effect of OD Intervention on the level of Service Quality in St. Francis School (ICSE) in terms of parents' satisfaction toward factors: Tangibles, Reliability, Responsiveness, Assurance, Empathy and Fees?

4.6 Post-ODI level of Service Quality

After completing the OD Intervention the researcher once again distributed the same survey instrument to the group of 277 respondents who participated in the pre-ODI survey. However, the researcher found in the interval between the Pre-ODI and Post-ODI a new academic year had commenced in the school and *two pupils had left the school* in that period. In their place *two new respondents* who did not take part in the earlier survey

were included in order to reach the predetermined sample size of 277. Data collected from the respondents were tabulated using SPSS and were subjected to appropriate tests. The results of the test is presented in table 4.6

Table 4.6: Parents' Satisfaction toward Service Quality Post OD Intervention

Dimensions of Service Quality	Mean	SD	Rating
Tangibles			
1. Convenient Location & easy accessibility	4.08	.5590	Agree
2. Physical infrastructure	3.93	.6070	Agree
3. Learning environment	4.10	.4859	Agree
4. Campus cleanliness	4.17	.4572	Agree
5. Open space & play ground	4.22	.5163	Strongly Agree
Tangibles	**4.10**		**Agree**
Reliability			
6. Principal's Leadership	4.15	.6978	Agree
7. Teaching Faculty	3.88	.8855	Agree
8. Emphasis on Science & Math	3.78	.8800	Agree
9. Creativity & Entrepreneurial talent	3.74	.8282	Agree
10. Internal Assessment System	3.74	.8229	Agree
Reliability	**3.86**		**Agree**
Responsiveness			
11. Principal's Communication	3.81	.7001	Agree
12. Programs by Professional Bodies	3.50	.9282	Agreel
13. Administrative Staff	3.84	.6828	Agree
14. Opinions of Parents	3.77	.7687	Agree
15. Appreciation & Awards	3.70	.7772	Agree
Responsiveness	**3.72**		**Agree**
Assurance			
16. Principal's trustworthiness	3.81	.7089	Agree
17. Interaction with parents	3.76	.8018	Agree
18. Discipline & Values	3.81	.6738	Agree
19. Campus safety	3.94	.5232	Agree
20. ICSE Syllabi	3.90	.5135	Agree
Assurance	**3.84**		**Agree**
Empathy			
21. Principal's care	3.81	.5924	Agree
22. Faculty care	3.44	.9174	Agree
23. Staff courteous & prompt	3.94	.4119	Agree
24. Full time Child Counselor	3.69	.7350	Agree
25. Individual child attention	3.47	.9068	Agree
Empathy	**3.67**		**Agree**

Fees			
26. Fees reasonable	3.30	.9716	Neutral
27. Fees comparable	3.44	.9054	Agree
28. Mode of payment	3.75	.6574	Agree
29. More value	3.20	.9792	Neutral
30. Utilization of fees amount	3.10	.9912	Neutral
Fees	**3.36**		**Neutral**

In order to find out the effect of OD Intervention, the researcher prepared the following table 4.7 combining the average mean values obtained in Pre and Post ODI surveys.

Table 4.7 Comparison of Difference of OD Intervention between Pre-ODI and Post-ODI

Statement	Pre ODI			Post ODI		
	Mean	**SD**	**Rating**	**Mean**	**SD**	**Rating**
1. Location & accessibility	4.11	.6777	Agree	4.08	.5590	Agree
2. Physical infrastructure	3.92	.5562	Agree	3.93	.6070	Agree
3. Learning environment	3.97	.4690	Agree	4.10	.4859	Agree
4. Campus cleanliness	4.21	.5512	Strongly	4.17	.4572	Agree
5. Open space & play ground	4.45	.5795	Agree	4.22	.5163	Strongly
			Strongly			Agree
			Agree			
Tangibles	**4.13**		**Agree**	**4.10**		**Agree**
6. Principal's Leadership	4.08	.6710	Agree	4.15	.6978	Agree
7. Teaching Faculty	3.74	.8182	Agree	3.88	.8855	Agree
8. Emphasis on Science &	3.61	.7887	Agree	3.78	.8800	Agree
Math	3.59	.8001	Agree	3.74	.8282	Agree
9. Creativity & Entrep. talent	3.60	.7814	Agree	3.74	.8229	Agree
10. Internal Assessment System						
Reliability	**3.72**		**Agree**	**3.86**		**Agree**
11. Principal's Communication	3.69	.8006	Agree	3.81	.7001	Agree
12. Programs by Professional	3.13	1.070	Neutral	3.50	.9282	Agree
Bodies	3.62	.7881	Agree	3.84	.6828	Agree
13. Administrative Staff	3.23	1.1044	Neutral	3.77	.7687	Neutral
14. Opinions of Parents	3.61	.8113	Agree	3.70	.7772	Agree
15. Appreciation & Awards						
Responsiveness	**3.46**		**Agree**	**3.72**		**Agree**
16. Principal's trustworthiness	3.60	.9103	Agree	3.81	.7089	Agree
17. Interaction with parents	3.20	1.0643	Neutral	3.76	.8018	Agree

18. Discipline & Values	3.73	.6986	Agree	3.81	.6738	Agree
19. Campus safety	3.91	.5566	Agree	3.94	.5232	Agree
20. ICSE Syllabi	3.88	.5145	Agree	3.90	.5135	Agree
Assurance	**3.66**		**Agree**	**3.84**		**Agree**
21. Principal's care	3.65	.7536	Agree	3.81	.5924	Agree
22. Faculty care	3.40	.9716	Neutral	3.44	.9174	Agree
23. Staff courteous & prompt	3.87	.4837	Agree	3.94	.4119	Agree
24. Full time Child Counselor	3.66	.7679	Agree	3.69	.7350	Agree
25. Individual child attention	3.56	.8476	Agree	3.47	.9068	Agree
Empathy	**3.63**		**Agree**	**3.67**		**Agree**
26. Fees reasonable	3.48	.8992	Agree	3.30	.9716	Neutral
27. Fees comparable	3.53	.8616	Agree	3.44	.9054	Agree
28. Mode of payment	3.65	.7583	Agree	3.75	.6574	Agree
29. More value	3.15	1.0361	Neutral	3.20	.9792	Neutral
30. Utilization of fees amount	3.16	.9897	Neutral	3.10	.9912	Neutral
Fees	**3.39**		**Neutral**	**3.36**		**Neutral**

The results shown in Table 4.7 compared the levels of satisfaction before and after ODI with regard to the six aspects of service quality as described below.

As regards Tangibles dimension, the Pre ODI average mean value remained at 4.13. This, according to Anderson et al., (2002) belongs to the arbitrary level of 3.41 – 4.10, which represented "Agree" category which in turn means "Satisfied." Whereas, Post ODI the average mean value is shown as 4.10. This also represented "Agree" category which means the respondents were "Satisfied" with the factors under the dimension. However, when a comparison of mean values between the Pre and Post ODI is made, the average mean value witnessed a slight drop of 0.03 after the OD Intervention. This means a drop in the respondents' satisfaction to the extent of 0.03 as regards tangible dimension following OD Intervention by the researcher.

On a careful examination of factor-by-factor under this dimension, it is found that the factor "Campus Cleanliness" prior to OD Intervention recorded a mean value of 4.

21, which belong to the arbitrary level of 4.21 - 5.00, in turn mean "Strongly Satisfied." On the other hand, following the OD Intervention, the factor recorded a mean value of 4.17 which belong to the interval level of 3.41 – 4.20 which in turn means "Satisfied". Thus, this factor which has witnessed 0.04 mean value decrease in the satisfaction is downgraded from "Strongly Satisfied" category to "Satisfied" following the OD Intervention by the researcher.

With respect to reliability dimension, the Pre ODI average mean value is 3.72, which according to Anderson et al., (2002) belongs to the interval level of 3.41 – 4.20, which represented "Agree" category which in turn meant "Satisfied." Whereas, Post ODI the average mean value is shown as 3.86. This also represented "Agree" category which means the respondents are "Satisfied" with the factors under the dimension. However, when a comparison of average mean values between the Pre and Post ODI is made, the average mean registered an increase of 0.14 after the OD Intervention. It means a significant increase, to the extent of 0.14 in the respondents' satisfaction as regards responsibility dimension following the OD Intervention by the researcher.

Towards the aspect of responsiveness, the average mean value before OD Intervention stands at 3.46, which according to Anderson et al., (2002) belongs to the interval of 3.41 – 4.20 represented "Agree" category which in turn means the respondents are "Satisfied" with the factors under the dimension. The Post ODI average mean value for this aspect showed 3.72 which represented "Agree" category meaning the respondents were "Satisfied." When a comparison of the average mean values before and after ODI is made, it was found that the average mean jumped up by 0.26 following OD Intervention. This shows a quantum increase, to the degree of 0.26 in the respondents'

satisfaction toward responsiveness aspect following the OD Intervention by the researcher.

It is to be noted that the factor, "Programs by Professional Bodies" prior to OD Intervention had registered a mean value of 3.13 representing the arbitrary level of 2.61 – 3.40, which in turn means "Neutral" on the satisfaction scale. Whereas, Post-ODI the same factor registered a mean value of 3.50 which falls under the arbitrary level of 3.41 – 4.20 which in turn means the respondents' are "Satisfied". Thus, this factor which witnessed 0.37 mean value up-jump in the respondents' satisfaction is upgraded from "Neutral" to "Satisfied" category following the OD Intervention by the researcher.

In the dimension of assurance, the average mean value before OD Intervention is shown at 3.66, which according to Anderson et al., (2002) fitted in to the interval level of 3.41 – 4.20 which represents "Agree" category which in turn meant the respondents are "Satisfied" with the factors under the dimension. The Post ODI average mean value for this dimension shows 3.84. This too represents "Agree" category meaning the respondents are "Satisfied." However, when the average mean of both Pre and Post under this dimension are compared, it reveals a huge increase of 0.18 in the average mean value after the ODI. This meant a significant increase, to the extent of 0.18 in the respondents' satisfaction in the dimension of assurance following the OD Intervention by the researcher.

On a careful scrutiny of factor-by-factor under this dimension, it is found the average mean value of factor "Interaction with Parents" prior to OD Intervention is

recorded at 3.20, which belongs to the arbitrary level of 2.61 – 3.40, in turn means "Neutral" on the satisfaction scale. On the other hand, following the OD Intervention, the same factor recorded a mean value of 3.76 which belongs to the interval level of 3.41 – 4.20, which in turn means "Satisfied". Thus this factor, which has witnessed an increase of 0.56 in the mean value moved up from "Neutral" category to "Satisfied" following the OD Intervention by the researcher.

For the empathy dimension, the average mean value prior to OD Intervention is shown at 3.63, which according to Anderson et al., (2002) belonged to the range of 3.41 – 4.20, which represents "Agree" category which meant the respondents are "Satisfied" with elements under the dimension. Post ODI, for this dimension the average mean value shows 3.67 which represent "Agree" level meaning the respondents are "Satisfied." Conversely, when the Pre and Post mean values were compared, it revealed an insignificant increase 0.04 in the average mean value after the ODI. This meant an increase in the respondents' satisfaction to the extent of 0.04 in the empathy dimension following the OD Intervention by the researcher.

On a careful scrutiny of factor-by-factor under this dimension, it was found the average mean value of factor "Faculty Care" prior to OD Intervention is shown at 3.40, which belonged to the arbitrary level of 2.61 – 3.40, in turn meant "Neutral" on the satisfaction scale. On the other hand, following the OD Intervention, the same factor recorded a mean value of 3.44 which belonged to the interval level of 3.41 – 4.20 which in turn means "Satisfied". Thus, this factor which has witnessed an increase of 0.04 in the mean value moved-up from "Neutral" category to "Satisfied" following the OD Intervention by the researcher.

In the aspect of fees, the average mean value previous to OD Intervention stood at 3.39, which according to Anderson et al., (2002) belonged to the arbitrary level of 2.61 – 3.40, which represents 'Neutral" category which means the respondents are "neither satisfied nor dissatisfied" with the factors under the aspect. The Post ODI average mean values for this dimension arrived at 3.36, which again represented the respondents are "neither satisfied nor dissatisfied." Subsequently, when a comparison of means between Pre ODI and Post ODI is made, it is found the average mean has a seen a marginal drop of 0.03 after the OD Intervention. This meant an insignificant drop to the extent of 0.03 in the respondents' satisfaction as regards fees dimension following the OD Intervention by the researcher.

It was found on factor-by-factor examination under this dimension, that the average mean value of factor "Fees Reasonable" prior to OD Intervention recorded a mean value of 3.48 which belong to the arbitrary level of 3.41 – 4.20, in turn meant "Satisfied." Conversely, following the OD Intervention, the same factor recorded a mean value of 3.30 which belonged to the interval level of 2.61 – 3.40, which in turn means "Neutral". Thus, this factor which had witnessed 0.18 mean value decrease in the satisfaction moved down from "Satisfied" category to "Neutral" following the OD Intervention by the researcher.

4.7 Paired Samples Test

The effect of OD Intervention between Pre-ODI and Post-ODI has been further described as variable-by-variable using Paired Sample Test.

Paired Samples Test

Table 4.8: The Difference of ODI between Pre-ODI and Post-ODI on Tangibility item no.1

Dimension		Paired Differences		t	Sig.	Decision
		Mean	Std. Deviation			
Pair 1	Tan-1:Location & accessibility Pre ODI – Post ODI	.02888	.91241	.527	.599	**Accept Ho**

Table 4.8 shows the results of the effect of OD Intervention on Tangibility dimension item no.1 "The school is conveniently located and easily accessible." The significant value in the table is equal to 0.599, which is more than 0.05 of significance level of two tailed, therefore the **null hypothesis is accepted** and the alternative hypothesis is rejected. Therefore, the researcher would conclude, there is no significant difference in the level of service quality on tangibility dimension item no. 1.following the OD intervention.

Table 4.9: The Difference of ODI between Pre-ODI and Post-ODI on Tangibility item no.2

Dimension		Paired Differences		t	Sig.	Decision
		Mean	Std. Deviation			
Pair 1	Tan-2: Physical Infrastructure Pre ODI – Post ODI	-.00722	.81201	-.148	.882	**Accept Ho**

Table 4.9 shows the results of effect of OD Intervention on Tangibility dimension item no.2 "The school has good physical infrastructure (building, equipment, lab etc)." The significant value in the table is equal to 0.882, which is more than 0.05 significance level of two tailed, the alternative hypothesis is rejected, and the **null hypothesis is accepted**. Therefore, the researcher would conclude that there is no significant difference following the ODI, among the respondents regarding their satisfaction for item no.2.

Table 4.10: The Difference of ODI between Pre-ODI and Post-ODI on Tangibility item no.3

Dimension		Paired Differences		t	Sig.	Decision
		Mean	Std. Deviation			
Pair 1	Tan-3: Learning Environment Pre ODI – Post ODI	-.13357	.70211	-3.166	.002	**Reject Ho**

Table 4.10 shows the results of the effect of OD Intervention on Tangibility dimension item no.3 "The school has an environment supportive to learning." The significant value in the table is equal to 0.002, which is less than 0.05 significance level of two tailed, the alternative hypothesis is accepted, and the **null hypothesis is rejected**. Therefore, the researcher would conclude there is a significant difference among the respondents regarding their satisfaction for item no.3 following the ODI.

Table 4.11: The Difference of ODI between Pre-ODI and Post-ODI on Tangibility item no.4

Dimension		Paired Differences		t	Sig.	Decision
		Mean	Std. Deviation			
Pair 1	Tan-4: Campus Cleanliness Pre ODI – Post ODI	.03610	.69062	.870	.385	**Accept Ho**

Table 4.11 shows the results of effect of OD Intervention on Tangibility dimension item no.4 "The school campus is kept neat and clean." The significant value in the table is equal to 0.385, which is more than 0.05 significance level of two tailed, the alternative hypothesis is rejected, and the **null hypothesis is accepted**. Therefore, the researcher would conclude there is no significant difference following the ODI, among the respondents regarding their satisfaction for item no.4.

Table 4.12: The Difference of ODI between Pre-ODI and Post-ODI on Tangibility item no.5

Dimension		Paired Differences		t	Sig.	Decision
		Mean	Std. Deviation			
Pair 1	Tan-5: Open space & Playground Pre ODI – Post ODI	.23466	.76553	5.102	.000	**Reject Ho**

Table 4.12 shows the results of the effect of OD Intervention on Tangibility dimension item no.5 "The school has ample open space and playground" The significant value in the table is equal to 0.000, which is less than 0.05 significance level of two tailed, the alternative hypothesis is accepted, and the **null hypothesis is rejected**.

Therefore, the researcher would conclude there is a significant difference following the ODI, among the respondents regarding their satisfaction for item no.5.

Table 4.13: The Difference of ODI between Pre-ODI and Post-ODI on Reliability item no.1

Dimension		Paired Differences		t	Sig.	Decision
		Mean	Std. Deviation			
Pair 1	Rel-1: Principal's Leadership Pre ODI – Post ODI	-.06859	.85486	-1.335	.183	**Accept Ho**

Table 4.13 shows the results of effect of OD Intervention on Reliability dimension item no.1 "The Principal is an able educational leader." The significant value in the table is equal to 0.183, which is more than 0.05 significance level of two tailed, the alternative hypothesis is rejected, and the **null hypothesis is accepted**. In conclusion, therefore, there is no significant difference following the ODI, among the respondents regarding their satisfaction for item no.1.

Table 4.14: The Difference of ODI between Pre-ODI and Post-ODI on Reliability item no.2

Dimension	Paired Differences		t	Sig.	Decision
	Mean	Std. Deviation			

Pair 1	Rel-2: Faculty Competence Pre ODI – Post ODI	-.14079	1.11886	-2.094	.037	**Reject Ho**

Table 4.14 shows the results of the effect of OD Intervention on Reliability dimension item no.2 "The teaching faculty is experienced and competent." The significant value in the table is equal to 0.37 which is less than 0.05 significance level of two tailed, the alternative hypothesis is accepted, and the **null hypothesis is rejected**. Therefore, in conclusion, the researcher would state there is a significant difference following the ODI, among the respondents regarding their satisfaction for item no.2.

Table 4.15: The Difference of ODI between Pre-ODI and Post-ODI on Reliability item no.3

Dimension		Paired Differences		t	Sig.	Decision
		Mean	Std. Deviation			
Pair 1	Rel-3: Science & Math Pre ODI – Post ODI	-.16968	1.07175	-2.635	.009	**Reject Ho**

Table 4.15 shows the results of the effect of OD Intervention on Reliability dimension item no.3 "The school emphasizes science and mathematics." The significant value in the table is equal to 0.009 which is less than 0.05 significance level of two tailed, the alternative hypothesis is accepted, and the **null hypothesis is rejected**. Therefore, in

conclusion, the researcher would state that there is a significant difference following the ODI, among the respondents regarding their satisfaction for item no.3

Table 4.16: The Difference of ODI between Pre-ODI and Post-ODI on Reliability item no.4

Dimension		Paired Differences		t	Sig.	Decision
		Mean	Std. Deviation			
Pair 1	Rel-4: Creativity & Enterprise Pre ODI – Post ODI	-.14801	1.12116	-2.197	.029	**Reject Ho**

Table 4.16 shows the results of the effect of OD Intervention on Reliability dimension item no.4 "The school promotes creativity and entrepreneurial talent." The significant value in the table is equal to 0.029 which is less than 0.05 significance level of two tailed, the alternative hypothesis is accepted, and the **null hypothesis is rejected**. Therefore, in conclusion, the researcher would state that there is a significant difference following the ODI, among the respondents regarding their satisfaction for item no.4.

Table 4.17: The Difference of ODI between Pre-ODI and Post-ODI on Reliability item no.5

Dimension		Paired Differences		t	Sig.	Decision
		Mean	Std. Deviation			
Pair 1	Rel-5: Internal assessment Pre ODI – Post ODI	-.14440	1.08385	-2.217	.027	**Reject Ho**

Table 4.17 shows the results of the effect of OD Intervention on Reliability dimension item no.5 "The school has internal assessment as an integral component." The significant value in the table is equal to 0.027 which is less than 0.05 significance level of two tailed, the alternative hypothesis is accepted, and the **null hypothesis is rejected**. Therefore, in conclusion, the researcher would state that there is a significant difference following the ODI, among the respondents regarding their satisfaction for item no.5.

Table 4.18: The Difference of ODI between Pre-ODI and Post-ODI on Responsiveness item no.1

Dimension		Paired Differences		t	Sig.	Decision
		Mean	Std. Deviation			
Pair 1	Res 1: Principal's Communication ODI – Post ODI	-.11552	1.07727	-1.785	.075	**Accept Ho**

Table 4.18 shows the results of effect of OD Intervention on Responsiveness dimension item no.1 "The Principal communicates accurately and clearly." The

significant value in the table is equal to 0.75, which is more than 0.05 significance level of two tailed, the alternative hypothesis is rejected, and the **null hypothesis is accepted**. In conclusion, the researcher would conclude, there is no significant difference following the ODI, among the respondents regarding their satisfaction for item no.1.

Table 4.19: The Difference of ODI between Pre-ODI and Post-ODI on Responsiveness item no.2

Dimension		Paired Differences		t	Sig.	Decision
		Mean	Std. Deviation			
Pair 1	Res 2: Trendsetters & CMCA Pre ODI – Post ODI	-.36462	1.34079	-4.526	.000	**Reject Ho**

Table 4.19 shows the results of the effect of OD Intervention on Responsiveness dimension item no.2 "The School conducts regularly programs through 'TrendSetters' and 'CMCA'." The significant value in the table as equal to 0.00, which is less than 0.05 significance level of two tailed, the alternative hypothesis, is accepted and the **null hypothesis is rejected**. The researcher, therefore, would conclude there is a significant difference following the ODI, among the respondents regarding their satisfaction for item no.2.

Table 4.20: The Difference of ODI between Pre-ODI and Post-ODI on Responsiveness item no.3

Dimension		Paired Differences		t	Sig.	Decision
		Mean	Std. Deviation			
Pair 1	Res 3: Administration Staff Pre ODI – Post ODI	-.22022	.98092	-3.736	.000	**Reject Ho**

Table 4.20 shows the results of the effect of OD Intervention on Responsiveness dimension item no.3 "The Administration staff gives needed information." The significant value in the table is equal to 0.00, which is less than 0.05 significance level of two tailed, the alternative hypothesis is accepted, and the **null hypothesis is rejected**. Therefore, the researcher would conclude, there is a significant difference following the ODI, among the respondents regarding their satisfaction for item no.3.

Table 4.21: The Difference of ODI between Pre-ODI and Post-ODI on Responsiveness item no.4

Dimension		Paired Differences		t	Sig.	Decision
		Mean	Std. Deviation			
Pair 1	Res 4: Valuing opinion of parents Pre ODI – Post ODI	-.54513	1.27502	-7.116	.000	**Reject Ho**

Table 4.21 shows the results of the effect of OD Intervention on Responsiveness dimension item no.4 "The school values the opinions/ideas of parents." The significant

value in the table is equal to 0.00, which is less than 0.05 significance level of two tailed, the alternative hypothesis is accepted, and the **null hypothesis is rejected**. Therefore, in conclusion, the researcher would state that there is a significant difference following the ODI, among the respondents regarding their satisfaction for item no.4.

Table 4.22: The Difference of ODI between Pre-ODI and Post-ODI on Responsiveness item no.5

Dimension		Paired Differences		t	Sig.	Decision
		Mean	Std. Deviation			
Pair 1	Res 5: Appreciation & Awards Pre ODI – Post ODI	-.08664	1.06988	-1.348	.179	**Accept Ho**

Table 4.22 shows the results of the effect of OD Intervention on Responsiveness dimension item no.5 "The school appreciates and awards meritorious students." The significant value in the table is equal to 0.179, which is more than 0.05 significance level of two tailed, the alternative hypothesis is rejected, and the **null hypothesis is accepted**. Therefore, in conclusion, the researcher would state that there is no significant difference following the ODI, among the respondents regarding their satisfaction for item no.5.

Table 4.23: The Difference of ODI between Pre-ODI and Post-ODI on Assurance item no.1

Dimension		Paired Differences		t	Sig.	Decision
		Mean	Std. Deviation			
Pair 1	Ass 1: Principal trustworthy & assuring Pre ODI – Post ODI	-.21300	1.10407	-3.211	.001	**Reject Ho**

Table 4.23 shows the results of the effect of OD Intervention on Assurance dimension item no.1 "The Principal is trustworthy and assuring." The significant value in the table is equal to 0.001, which is less than 0.05 significance level of two tailed, the alternative hypothesis is accepted, and the **null hypothesis is rejected**. Therefore, the researcher would conclude that there is a significant difference following the ODI, among the respondents regarding their satisfaction for item no.1.

Table 4.24: The Difference of ODI between Pre-ODI and Post-ODI on Assurance item no.2

Dimension		Paired Differences		t	Sig.	Decision
		Mean	Std. Deviation			
Pair 1	Ass 2: Regular interaction Pre ODI – Post ODI	-.55957	1.26587	-7.357	.000	**Reject Ho**

Shown on table 4.24 are the results of the effect of OD Intervention on Assurance dimension item no.2 "The school conducts interaction with parents at regular intervals." The significant value in the table is equal to 0.000, which is less than 0.05 significance

level of two tailed, the alternative hypothesis is accepted, and the **null hypothesis is rejected**. Therefore, in conclusion, the researcher would state that there is a significant difference following the ODI, among the respondents regarding their satisfaction for item no.2.

Table 4.25: The Difference of ODI between Pre-ODI and Post-ODI on Assurance item no.3

Dimension		Paired Differences		t	Sig.	Decision
		Mean	Std. Deviation			
Pair 1	Ass 3: Discipline & Values Pre ODI – Post ODI	-.08303	.91503	-1.510	.132	**Accept Ho**

Shown on table 4.25 are the results of the effect of OD Intervention on Assurance dimension item no.3 "The school maintains strict discipline and emphasizes values." The significant value in the table is equal to 0.132, which is more than 0.05 significance level of two tailed, the alternative hypothesis is rejected, and the **null hypothesis is accepted**. Therefore, in conclusion, there is no significant difference following the ODI, among the respondents regarding their satisfaction for item no.3.

Table 4.26: The Difference of ODI between Pre-ODI and Post-ODI on Assurance item no.4

Dimension		Paired Differences		t	Sig.	Decision
		Mean	Std. Deviation			
Pair 1	Ass 4: Campus Safety Pre ODI – Post ODI	-.03610	.72641	-.827	.409	**Accept Ho**

Table 4.26 shows the results of the effect of OD Intervention on Assurance dimension item no.4 "The school campus is safe for my children." The significant value in the table is equal to 0.409, which is more than 0.05 significance level of two tailed, the alternative hypothesis is rejected, and the **null hypothesis is accepted**. Therefore, in conclusion, there is no significant difference following the ODI, among the respondents regarding their satisfaction for item no.4.

Table 4.27: The Difference of ODI between Pre-ODI and Post-ODI on Assurance item no.5

Dimension		Paired Differences		t	Sig.	Decision
		Mean	Std. Deviation			
Pair 1	Ass 5: ICSE Syllabus Pre ODI – Post ODI	-.02166	.67532	-.534	.594	**Accept Ho**

Table 4.27 shows the results of the effect of OD Intervention on Assurance dimension item no.5 "The school diligently follows the ICSE curriculum laid down by

the board." The significant value in the table is equal to 0.594, which is more than 0.05 significance level of two tailed, the alternative hypothesis is rejected, and the **null hypothesis is accepted**. Therefore, in conclusion, there is no significant difference following the ODI, among the respondents regarding their satisfaction for item no.5.

Table 4.28: The Difference of ODI between Pre-ODI and Post-ODI on Empathy item no.1

Dimension		Paired Differences		t	Sig.	Decision
		Mean	Std. Deviation			
Pair 1	Emp1: Principal's care and concern Pre ODI – Post ODI	-.15523	.92924	-2,780	.006	**Reject Ho**

Table 4.28 shows the results of the effect of OD Intervention on Empathy dimension item no.1 "The Principal cares and accompanies my child." The significant value in the table is equal to 0.006, which is less than 0.05 significance level of two tailed, the alternative hypothesis is accepted, and the **null hypothesis is rejected**. Therefore, in conclusion, the re searcher would state that there is a significant difference following the ODI, among the respondents regarding their satisfaction for item no.1.

Table 4.29: The Difference of ODI between Pre-ODI and Post-ODI on Empathy item no.2

Dimension		Paired Differences		t	Sig.	Decision
		Mean	Std. Deviation			
Pair 1	Emp2: Comfort after meeting faculty Pre ODI – Post ODI	-.03971	1.36010	.486	.627	**Accept Ho**

Table 4.29 shows the results of the effect of OD Intervention on empathy dimension item no.2 "I feel comfortable after talking to teaching faculty." The significant value in the table is equal to 0.627 which is more than 0.05 significance level of two tailed, the alternative hypothesis is rejected, and the **null hypothesis is accepted**. Therefore, in conclusion, the researcher would state that there is no significant difference following the ODI, among the respondents regarding their satisfaction for item no.2.

Table 4.30: The Difference of ODI between Pre-ODI and Post-ODI on Empathy item no.3

Dimension		Paired Differences		t	Sig.	Decision
		Mean	Std. Deviation			
Pair 1	Emp3: Staff courteous Pre ODI – Post ODI	-.06137	.62542	-1.633	.104	**Accept Ho**

Table 4.30 shows the results of the effect of OD Intervention on empathy dimension item no.3 "The administrative staff is courteous and prompt in giving service." The significant value in the table is equal to 0.104 which is more than 0.05 significance

level of two tailed, the alternative hypothesis is rejected, and the **null hypothesis is accepted**. Therefore, the researcher would conclude, there is no significant difference following the ODI, among the respondents regarding their satisfaction for item no.3.

Table 4.31: The Difference of ODI between Pre-ODI and Post-ODI on Empathy item no.4

Dimension		Paired Differences		t	p	Decision
		Mean	Std. Deviation			
Pair 1	Emp4: Full time counselor Pre ODI – Post ODI	-.01444	1.00351	-.239	.811	**Accept Ho**

Table 4.31 shows the results of the effect of OD Intervention on empathy dimension item no.4 "The school has a full time child counselor." The significant value in the table is equal to 0.811 which is more than 0.05 significance level of two tailed, the alternative hypothesis is rejected, and the **null hypothesis is accepted**. Therefore, in conclusion, there is no significant difference following the ODI, among the respondents regarding their satisfaction for item no.4.

Table 4.32: The Difference of ODI between Pre-ODI and Post-ODI on Empathy item no.5

Dimension		Paired Differences		t	Sig.	Decision
		Mean	Std. Deviation			
Pair 1	Emp5: Individual attention Pre ODI – Post ODI	-.09386	1.21220	1.289	.199	**Accept Ho**

Table 4.32 shows the results of the effect of OD Intervention on empathy dimension item no.5 "The teacher gives individual attention to my child." The significant value in the table is equal to 0.199 which is more than 0.05 significance level of two tailed, the alternative hypothesis is rejected, and the **null hypothesis is accepted**. Therefore, in conclusion, there is no significant difference following the ODI, among the respondents regarding their satisfaction for item no.5.

Table 4.33: The Difference of ODI between Pre-ODI and Post-ODI on Fees item no.1

Dimension		Paired Differences		t	Sig.	Decision
		Mean	Std. Deviation			
Pair 1	Fee1: Fees is reasonable Pre ODI – Post ODI	.18051	1.34457	2.234	.026	**Reject Ho**

Table 4.33 shows the results of the effect of OD Intervention on Fees dimension item no.1 "The school fee is reasonable." The significant value in the table is equal to 0.026, which is less than 0.05 significance level of two tailed, the alternative hypothesis is accepted, and the **null hypothesis is rejected**. Therefore, in conclusion, there is a significant difference following the ODI, among the respondents regarding their satisfaction for item no.1.

Table 4.34: The Difference of ODI between Pre-ODI and Post-ODI on Fees item no.2

Dimension		Paired Differences		t	Sig.	Decision
		Mean	Std. Deviation			
Pair 1	Fee2: Fees is comparable Pre ODI – Post ODI	.09386	1.26199	1.238	.217	**Accept Ho**

Table 4.34 shows the results of the effect of OD Intervention on fee dimension item no.2 "The school fee is comparable to other schools in the vicinity." The significant value in the table is equal to 0.217 which is more than 0.05 significance level of two tailed, the alternative hypothesis is rejected, and the **null hypothesis is accepted**. Therefore, in conclusion, there is no significant difference following the ODI, among the respondents regarding their satisfaction for item no.2.

Table 4.35: The Difference of ODI between Pre-ODI and Post-ODI on Fees item no.3

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Dimension		Paired Differences		t	Sig.	Decision
		Mean	Std. Deviation			
Pair 1	Fee3: Payment is easy & convenient Pre ODI – Post ODI	-.10108	1.03064	-1.632	.104	**Accept Ho**

Table 4.35 shows the results of the effect of OD Intervention on fee dimension item no.3 "The mode of fees payment is easy and convenient." The significant value in the table is equal to 0.104 which is more than 0.05 significance level of two tailed, the alternative hypothesis is rejected, and the **null hypothesis is accepted**. Therefore, in conclusion, there is no significant difference following the ODI, among the respondents regarding their satisfaction for item no.3.

Table 4.36: The Difference of ODI between Pre-ODI and Post-ODI on Fees item no.4

Dimension		Paired Differences		t	Sig.	Decision
		Mean	Std. Deviation			
Pair 1	Fee4: More satisfaction Pre ODI – Post ODI	-.04693	1.48957	-.524	.600	**Accept Ho**

Table 4.36 shows the results of the effect of OD Intervention on fee dimension item no.4 "I get more service than the fees I pay." The significant value in the table is

equal to 0.600 which is more than 0.05 significance level of two tailed, the alternative hypothesis is rejected, and the **null hypothesis is accepted**. Therefore, in conclusion, there is no significant difference following the ODI, among the respondents regarding their satisfaction for item no.4.

Table 4.37: The Difference of ODI between Pre-ODI and Post-ODI on Fees item no.5

Dimension		Paired Differences		t	Sig.	Decision
		Mean	Std. Deviation			
Pair 1	Fee5: Utilization of fees Pre ODI – Post ODI	.06498	1.42039	.761	.447	**Accept Ho**

Table 4.37 shows the results of the effect of OD Intervention on fee dimension item no.5 "The school utilizes the fees amount on expanding students' facilities and teachers' development." The significant value in the table is equal to 0.447 which is more than 0.05 significance level of two tailed, the alternative hypothesis is rejected, and the **null hypothesis is accepted**. Therefore, in conclusion, there is no significant difference following the ODI, among the respondents regarding their satisfaction for item no.5.

Table 4.38: The Difference of ODI variable by variable between Pre-ODI and Post-ODI

Dimension		Paired Differences		t	Sig. (2 tailed)	Decision
		Mean	SD			
	Tangibles					
Pair 1	Tan1: Pre ODI – Post ODI	.02888	.91241	.527	.599	**Accept Ho**
Pair 2	Tan2: Pre ODI – Post ODI	-.00722	.81201	-.148	.882	**Accept Ho**
Pair 3	Tan3: Pre ODI – Post ODI	-.13357	.70211	-3.166	.002	**Reject Ho**
Pair 4	Tan4: Pre ODI – Post ODI	.03610	.69062	.870	.385	**Accept Ho**
Pair 5	Tan5: Pre ODI – Post ODI	.23466	.76553	5.102	.000	**Reject Ho**

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Pair 6	**Reliability**					
Pair 7	Rel1: Pre-ODI – Post ODI	-.06859	.85486	-1.335	.183	**Accept Ho**
Pair 8	Rel2: Pre-ODI – Post ODI	-.14079	1.11886	-2.094	.037	**Reject Ho**
Pair 9	Rel3: Pre-ODI – Post ODI	-.16968	1.07175	-2.635	.009	**Reject Ho**
Pair 10	Rel4: Pre-ODI – Post ODI	-.14801	1.12116	-2.197	.029	**Reject Ho**
	Rel5: Pre-ODI – Post ODI	-1.4440	1.08385	-2.217	.027	**Reject Ho**
	Responsiveness					
Pair 11	Res1: Pre-ODI – Post ODI	-.11552	1.07727	-1.785	.075	**Accept Ho**
Pair 12	Res2: Pre-ODI – Post ODI	-.36462	1.34079	-4.526	.000	**Reject Ho**
Pair 13	Res3: Pre-ODI – Post ODI	-.22022	.98092	-3.736	.000	**Reject Ho**
Pair 14	Res4: Pre-ODI – Post ODI	-.54513	1.27052	-7.116	.000	**Reject Ho**
Pair 15	Res5: Pre-ODI – Post ODI	-.08664	1.06988	-1.348	.179	**Accept Ho**

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	Assurance					
Pair 16	Ass1: Pre-ODI – Post ODI	-.21300	1.10407	-3.211	.001	**Reject Ho**
Pair 17	Ass2: Pre-ODI – Post ODI	-.55957	1.26587	-7.357	.000	**Reject Ho**
Pair 18	Ass3: Pre-ODI – Post ODI	-.08303	.91503	-1.510	.132	**Accept Ho**
Pair 19	Ass4: Pre-ODI – Post ODI	-.03610	.72641	-.827	.409	**Accept Ho**
Pair 20	Ass5: Pre-ODI – Post ODI	-.02166	.67532	-.534	.594	**Accept Ho**
	Empathy					
Pair 21	Emp1: Pre-ODI – Post ODI	-.15523	.92924	-2.780	.006	**Reject Ho**
Pair 22	Emp2: Pre-ODI – Post ODI	-.03971	1.36010	-.486	.627	**Accept Ho**
Pair 23	Emp3: Pre-ODI – Post ODI	-.06137	.62542	-1.633	.104	**Accept Ho**
Pair 24	Emp4: Pre-ODI – Post ODI	-.01444	1.00351	-.239	.811	**Accept Ho**
Pair 25	Emp5: Pre-ODI – Post ODI	.09386	1.21220	1.289	.199	**Accept Ho**

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	Fees					
Pair 26	Fee1: Pre-ODI – Post ODI	.18051	1.34457	2.234	.026	**Reject Ho**
Pair 27	Fee2: Pre-ODI – Post ODI	.09386	1.26199	1.238	.217	**Accept Ho**
Pair 28	Fee3: Pre-ODI – Post ODI	-.10108	1.03064	-1.632	.104	**Accept Ho**
Pair 29	Fee4: Pre-ODI – Post ODI	-.04693	1.48957	-.524	.600	**Accept Ho**
Pair 30	Fee5: Pre-ODI – Post ODI	.06498	1.42039	.761	.447	**Accept Ho**

4.8 Hypothesis Testing

Test of difference in the school service quality before and after the Organization Development Intervention process.

Ho_1: There is no significant difference between Pre-ODI and Post-ODI on the level of service quality in the dimensions: (a) Tangibles, (b) Reliability, (c) Responsiveness, (d) Assurance, (e) Empathy and (f) Fees.

Ha_1: There is a significant difference between Pre-ODI and Post-ODI on the level of service quality in the dimensions: (a) Tangibles, (b) Reliability, (c) Responsiveness, (d) Assurance, (e) Empathy and (f) Fees

Hypothesis 1(a)

Ho: There is no significant difference between Pre-ODI and Post-ODI on the level of service quality in terms of parents' satisfaction toward Tangibles dimension

Ha: There is a significant difference between Pre-ODI and Post-ODI on the level of service quality in terms of parents' satisfaction toward Tangibles dimension

Table 4.39: Paired Sample Statistics and Paired Sample Test between Pre and Post ODI on level of service quality in terms of satisfaction toward Tangibles dimension

Paired Sample Statistics

Dimension		Mean	N	Std. Deviation	Std. Error Mean
Tangibles	**Pre**	4.1329	277	.44490	.02673
	Post	4.1011	277	.41270	.02480

Paired Samples Test

Dimension		Paired Differences					t	df	Sig. (2-tailed)
Tangibles		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
	Pre - Post	.03177	.61680	.03706	-.04119	.10472	.857	276	.392

According to the results shown on table 4.39, there is no significant difference in the service quality level on the tangibles dimension. The significant value in the table is equal to 0.392 which is more than 0.05 significance level of two tailed, the alternative hypothesis is rejected, and the **null hypothesis is accepted**. Therefore, the researcher would conclude there is no significant difference in the level of service quality in terms of respondents' satisfaction on the tangible dimension following the OD Intervention.

Hypothesis 1(b)

Ho: There is no significant difference between Pre-ODI and Post-ODI on the level of service quality in terms of parents' satisfaction toward Reliability dimension

Ha: There is a significant difference between Pre-ODI and Post-ODI on the level of service quality in terms of parents' satisfaction toward Reliability dimension

Table 4.40: Paired Sample Statistics and Paired Sample Test between Pre and Post ODI on level of service quality in terms of satisfaction toward Reliability dimension

Paired Sample Statistics

Dimension		Mean	N	Std. Deviation	Std. Error Mean
Reliability	**Pre**	3.7256	277	.64815	.03894
	Post	3.8599	277	.45079	.02709

Paired Samples Test

Dimension		Paired Differences							
Reliability		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
					Lower	Upper			
	Pre - Post	.13430	.81606	.04903	-.23082	-.03777	-2.739	276	.007

According to the results shown on table 4.40 there is a significant difference in the service quality level on the reliability dimension. The significant value in the table is equal to 0.007 which is less than 0.05 significance level of two tailed, the alternative hypothesis is accepted, and the **null hypothesis is rejected**. Therefore, the researcher would conclude there is a significant difference on the level of service quality in terms of respondents' satisfaction on the reliability dimension following the OD Intervention.

Hypothesis 1(c)

Ho: There is no significant difference between Pre-ODI and Post-ODI on the level of service quality in terms of parents' satisfaction toward Responsiveness dimension

Ha: There is a significant difference between Pre-ODI and Post-ODI on the level of service quality in terms of parents' satisfaction toward Responsiveness dimension

Table 4.41: Paired Sample Statistics and Paired Sample Test between Pre and Post ODI on level of service quality in terms of satisfaction toward Responsiveness dimension

Paired Sample Statistics

Dimension		Mean	N	Std. Deviation	Std. Error Mean
Responsiveness	**Pre**	3.4188	277	.70405	.04230
	Post	3.8599	277	.45079	.02709

Paired Samples Test

Dimension		Paired Differences					t	df	Sig. (2-tailed)
Responsiveness		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
	Pre - Post	-.44116	.84969	.05105	-.54166	-.034605	-8.641	276	.000

As per the results presented on table 4.41, there is a significant difference in the service quality level on the responsiveness dimension. The significant value in the table is equal to 0.000 which is less than 0.05 significance level of two tailed, the alternative hypothesis is accepted, and the **null hypothesis is rejected**. Therefore, the researcher would conclude, following the OD Intervention there is a significant difference in the level of service quality in terms of respondents' satisfaction on the responsiveness dimension.

Hypothesis 1(d)

Ho: There is no significant difference between Pre-ODI and Post-ODI on the level of service quality in terms of parents' satisfaction toward assurance dimension.

Ha: There is a significant difference between Pre-ODI and Post-ODI on the level of service quality in terms of parents' satisfaction toward assurance dimension.

Table 4.42: Paired Sample Statistics and Paired Sample Test between Pre and Post ODI on level of service quality in terms of satisfaction toward Assurance dimension

Paired Sample Statistics

Dimension		Mean	N	Std. Deviation	Std. Error Mean
Assurance	**Pre**	3.6628	277	.54316	.03264
	Post	3.8455	277	.42574	.02558

Paired Samples Test

Dimension		Paired Differences					t	df	Sig. (2-tailed)
Assurance		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
	Pre - Post	-.18267	.69469	.04174	-.26484	-.10050	-4.376	276	.000

As per the results presented on table 4.42, there is a significant difference in the service quality level on the assurance dimension. The significant value in the table is equal to 0.000 which is less than 0.05 significance level of two tailed, the alternative hypothesis is accepted, and the **null hypothesis is rejected**. Therefore, the researcher would conclude, following the OD Intervention there was a significant difference in the level of service quality in terms of respondents' satisfaction on the assurance dimension.

Hypothesis 1(e)

Ho: There is no significant difference between Pre-ODI and Post-ODI on the level of service quality in terms of parents' satisfaction toward empathy dimension.

Ha: There is a significant difference between Pre-ODI and Post-ODI on the level of service quality in terms of parents' satisfaction scale toward empathy dimension.

Table 4.43: Paired Sample Statistics and Paired Sample Test between Pre and Post ODI on level of service quality in terms of satisfaction toward Empathy dimension

Paired Sample Statistics

Dimension		Mean	N	Std. Deviation	Std. Error Mean
Empathy	**Pre**	3.6325	277	.48629	.02922
	Post	3.6679	277	.49696	.02986

Paired Samples Test

Dimension		Paired Differences							
Empathy		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
					Lower	Upper			
	Pre - Post	-.03538	.66967	.04024	-.11459	.04383	-.879	276	.380

As per the results shown table 4.43, there is no significant difference in the service quality level on the empathy dimension. The significant value in the table is equal to 0.380 which is more than 0.05 significance level of two tailed, the alternative hypothesis is rejected, and the **null hypothesis is accepted**. Therefore, the researcher would conclude, following the OD Intervention there is no significant difference in the level of service quality in terms of respondents' satisfaction on the empathy dimension.

Hypothesis 1(f)

Ho: There is no significant difference between Pre-ODI and Post-ODI on the level of service quality in terms of parents' satisfaction toward fees dimension

Ha: There is a significant difference between Pre-ODI and Post-ODI on the level of service quality in terms of parents' satisfaction toward fees dimension.

Table 4.44: Paired Sample Statistics and Paired Sample Test between Pre and Post ODI on level of service quality in terms of satisfaction toward Fees dimension

Paired Sample Statistics

Dimension		Mean	N	Std. Deviation	Std. Error Mean
Fees	**Pre**	3.3986	277	.71970	.04324
	Post	3.3603	277	.72052	.04329

Paired Samples Test

Dimension		Paired Differences					t	df	Sig. (2-tailed)
Fees		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
	Pre - Post	-.03827	1.06314	.06388	-.08748	.16042	-.599	276	.550

As per the results shown table 4.44, there is no significant difference in the service quality level on the empathy dimension. The significant value in the table is equal to 0.550 which is more than 0.05 significance level of two tailed, the alternative hypothesis is rejected, and the **null hypothesis is accepted**. Therefore, the researcher would conclude, following the OD Intervention there is no significant difference in the level of service quality in terms of respondents' satisfaction on the fees dimension.

Table 4.45: Summary of Hypothesis Testing

Null Hypothesis Statements	Significance Level	Result of null Hypothesis Testing
Ho_1: There is no significant difference between Pre-ODI and Post-ODI on the level of service quality in the dimensions of (a) Tangibles	0.392	**Failed to reject Ho**
(b) Reliability	0.007	**Reject Ho**
(c) Responsiveness	0.000	**Reject Ho**
(d) Assurance	0.000	**Reject Ho**
(e) Empathy	0.380	**Failed to reject Ho**
(f) Fees	0.550	**Failed to reject Ho**

Discussion

From the testing of hypothesis it is evident that the Appreciative Inquiry led OD Intervention did not have an effect in the dimension of Tangibles. In this study, Tangibles refers to the physical facilities, equipments and appearance of service personnel. In contrast, the AI Intervention is aimed at effecting a change in the intangibles like leveraging on organizational strengths, moving the organization toward the preferred future, building trust, team spirit and strengthening relations between stakeholders. This

mismatch between the SERVQUAL dimension's outlook and Appreciative Inquiry's objectives might not have been adequately understood by the respondents. They could have taken a closer look at the physical facilities in light of the AI Summit and evaluated which according to the researcher is one valid reason for the OD Intervention not making a significant effect/impact.

The factors under this dimension, "campus cleanliness" and "open space & play ground" have recorded decreased mean values which support the arguments of the researcher that the respondents had paid close attention to these factors. On the opening of the day seminar, the first activity was "walking the Summit participants around the entire campus" it is quite possible that they could have seen the debris and dumping spots (from the construction in progress) in the vast open space and in the corners of play ground (behind the school building) which they had not bothered about or had a chance of seeing earlier.

Empathy in this study means individualized attention given to the school children, care and concern shown for their improvement. The OD Intervention has not made any significant effect on the parents' satisfaction in this service quality dimension. This is a matter of serious concern to the principal and the faculty members. The present OD Intervention is undertaken with the objective of crafting a three-year holistic development plan which will eliminate the weaknesses (in the process and in the perspective) of the annual planning model currently practiced by the school. The new holistic plan has integrated several measures, for instance, remedial classes for slow learners, differentiated learning techniques, services of one more child counselor to deal with behavioral and learning problems faced by children.

To specifically address the issue of lack of empathy in the school another OD Intervention should be specifically designed for the purpose and conducted exclusively for the faculty members. Though the just concluded OD Intervention did not make any effect on this dimension, it has successfully brought to the attention of the school authorities how concerned and anxious are the parents toward individual care and attention of their children and the lingering dissatisfaction in their minds.

The aspect of school fees too did not show any significant effect on parents' satisfaction following the OD Intervention. On the other hand, viewed from Appreciative Inquiry perspective there should have been significant improvement. The researcher would attribute this inability to the "education effect" (Kumar, 2009) of the survey instrument. The respondents were already familiar with the questions and perhaps could have recalled their memories to what were the answers given before. In the second survey they were better armed with relevant information toward the factors under the dimension. Furthermore, in Appreciative Inquiry approach the locus is on people's life-giving stories, creating a shared vision and making plans/efforts to accomplish the vision. In other words, AI is more expansive and is more concerned with strategic planning to achieve the goals by inviting the all the stakeholders rather than restricting itself to the nitty-gritty of financial numbers and comparisons. The researcher believes these factors adequately explain the reasons for the OD Intervention not making an effect on this dimension of service quality.

4.9 Member Checking Report

The researcher sent a concise report of the AI Summit deliberations along with the development plan, results from survey, and his findings of the study to the Principal both soft and hard copies for verification and approval.

The report was first discussed in the faculty meeting, followed by the PTA meeting and then forwarded to the management's meeting. The Principal reported:

- Recommended DP to take effect from November 1, 2010
- All the renovation/remodeling works to commence from November 1, 2010 and completed by the end of the month (Diwali holidays)
- Notebook computers for teachers to be given on Teacher's Day Celebration (5 September)
- First Parents' Seminar to be conducted on the last Saturday of the month of December, 2010
- Career counseling to take shape as one seminar and followed by one visit to a career exhibition.
- Principal, Administrator and the Chartered Accountant to explore the possibility of gradual implementation of salaries recommended for teachers by the Government.
- Budget for Development Plan pegged at Rs. 5,000,000/- (five million rupees only). Accordingly, allocations for various items in the DP to be made by the Administrator.

- Since the teachers have refused co-operation, the ISO consultant to be selected could be asked to hire one or two assistants and start the procedure.
- As for the purchase of equipments, renovation and related work the usual norms would apply.
- An evaluation summit may be conducted before the school closed for the summer holidays.
- All other matters outside of the DP need permission of the management.

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CHAPTER 5

Summary, Conclusions, and Recommendations

This final chapter is organized under three major groups, summary of findings, conclusions and recommendations. The findings section begins with restating the problems encountered by the school that led to the research and subsequent findings. In the conclusions, the researcher enumerates the key learning of the study and lastly provides a set of recommendations to the school management and suggests areas for future research in the field of Organization Development and Change.

5.1 Summary

The context of this study is a decade old school organization. The management of the school is faced with many internal and external problems and is finding it unable to resolve them. The school is using the traditional annual planning model which has many weaknesses and limitations; therefore it failed to live up to the challenges facing the school. Its main weakness consisted in the planning process which is done by a handful of people and limitations in the sense it just confined to the routine tasks and nothing more.

In this difficult situation, the researcher convinced the school management of an alternate planning model which will be formulated by opening up a new process in the planning. This plan will eliminate the limitations found in the annual planning by taking a holistic perspective of the organization and remove the weaknesses by engaging all the stakeholders in collaborative manner in formulating the plan. This innovative process is

called Appreciative Inquiry which is a strengths-based, whole-organization change methodology.

5.1.1 Pre OD Intervention

The Organization Development Intervention (ODI) is led by Appreciative Inquiry (using SOAR framework) Approach. The soil for conducting a successful AI led OD Intervention was cultivated five months earlier in a one day session on SOAR. This gave the participants a pre-taste of AI. Furthermore, it helped the researcher in choosing ten teachers and training them in the techniques of conducting skilful Appreciative Interviews. These AI interviewers assisted the researcher in facilitating a successful Appreciative Inquiry Summit.

Following the SOAR session, the researcher set four specific objectives for the study: one, to assess the existing Strengths, Opportunities, Aspirations and measurable Results (SOAR) present in St. Francis School (ICSE); second, to craft a three-year development plan for St. Francis School (ICSE) using Appreciative Inquiry Method (using SOAR framework); third, to determine the current level of service quality in the school; and finally, to determine the effect of OD Intervention on the service quality in the organization.

With the aim of measuring and recording the current level of school service quality the researcher constructs a survey questionnaire. This survey instrument was modeled on the popular SERVQUAL scale and adapted to meet the needs of the study. The instrument was subjected to reliability test and thereafter, it was distributed to a

sample population of 277 respondents and data was collected from the completed instrument.

5.1.2 The OD Intervention

The first phase of OD Intervention opens in the form of Appreciative Topic Choice Workshop. In this one-day event thirty selected participants represented the stakeholders of the organization by taking part. The participants used the AI generic questionnaire in their interviews and deliberations. The core output of this workshop was choosing of five themes as the focus for further inquiry by consensus. The themes: St. Francis School (ICSE): 1) To reinvent as "Thinking pupils and evolving school"; 2) To promote faculty retention rich practices; 3) To enhance its image and credibility; 4) To improve service quality delivery; and 5) To build an appreciative school organization embedded in AI principles and practices.

The second and all important phase of the OD Intervention takes the form of Appreciative Inquiry Summit (AIS). This path-breaking Summit so far as the school is concerned registers 115 participants giving voice to all the concerned stakeholders and spans for four days. The participants facilitated by the researcher and ten co-researchers during this period conduct appreciative interviews on each other and make a discovery of a treasure trove of strengths/assets of the organization, collectively envision an ideal image of the organization they wanted to co-create in the future, weave their dreams into inspirational action statements and culminate their discoveries, dreams and designs by investing it in an action-oriented- time-bound development plan. The table 5.1 gives a brief idea of the OD Intervention activities, the objectives and the outcome.

Table 5.1: The OD Intervention activities, objectives and outcome

OD Intervention	Objectives	Outcome
▪ SOAR Analysis	To get to know the **S**trengths, **O**pportunities, **A**spirations and measurable **R**esults present in the organization	▪ Matrix listing SOAR
▪ Appreciative Topic Choice Workshop	▪ To select the focus of inquiry ▪ To draw up AI Interview protocol ▪ To identify and train AI interviewers. ▪ To form groups and committees	▪ Five themes are selected by consensus ▪ AI Interview guide is drawn up ▪ Ten AI Interviewers are identified and trained ▪ Task specific logistics committee is formed
▪ Appreciative Inquiry Summit (using SOAR framework)	▪ To craft a holistic three year development plan.	▪ Development Plan is formulated
▪ SERVQUAL Tangibles Reliability Responsiveness Assurance Empathy Fees	▪ To determine the effect of OD Intervention on service quality in terms of parents' satisfaction	A comparison of the Pre and Post test Means shows improvement in service quality in four out of the six dimensions

5.1.3 Post ODI findings

The third and final phase consists of the Post- OD Intervention activities. The researcher once again sent out the same survey instrument to the same subject group, gathered, analyzed and compared the results with Pre ODI results to evaluate the effect of the OD Intervention on the service quality. Thereafter, the output from the qualitative and quantitative methods was validated by member checking method. The following are the post-ODI findings of the study.

- **Findings from the Quantitative Data Analysis**

The researcher studied the effect of the OD Intervention on the service quality in terms of parents' satisfaction and gives an account of the findings. The details of the summary of overall parents' satisfaction toward service quality before and after the ODI are shown in table 5.2 below.

Table 5.2: Summary of overall findings of parents' satisfaction toward service quality

Service Quality Dimension	Compare	Mean	Rating Level	Improvement/ decline	Percentage	Result of ODI
Tangibles	Pre **Post**	4.1329 **4.1011**	Agree **Agree**	Decline 0.0318	- 0.77%	**No effect**
Reliability	Pre **Post**	3.7256 **3.8599**	Agree **Agree**	Improvement 0.1343	+3.60%	**Effect**
Responsiveness	Pre **Post**	3.4570 **3.7235**	Agree **Agree**	Improvement 0.2665	+7.70%	**Effect**
Assurance	Pre **Post**	3.6628 **3.8455**	Agree **Agree**	Improvement 0.1827	+4.98%	**Effect**
Empathy	Pre **Post**	3.6325 **3.6679**	Agree **Agree**	Improvement 0.0354	+0.97%	**Insignificant effect**
Fees	Pre **Post**	3.3986 **3.3603**	Neutral **Neutral**	Decline 0.0383	-1.13%	**No effect**

According to table 5.2, it was found that the tangibility dimension had recorded a decline of 0.0318 in the average mean value following the OD Intervention by the researcher meaning a slender fall in the respondents' satisfaction toward the aspect. *This is typical of a successful Appreciative Inquiry led OD Intervention. Leading* AI researcher cum practitioner Ludema, (1997) attributed this to the *after-effects* of AI Intervention. According to him, the AI method leads to the ***soaring*** of the expectations among participants. Thereupon, whatever happens in the organization the stakeholders see it through the lens of "AI" and evaluate the services. Expressed in terms of a metaphor, nuclear energy can be turned to power generation to improve the living standards of millions of people or production of a nuclear bomb for the genocide of masses. In a similar manner, AI can take an organization to the pinnacles of success or wipe out an organization without leaving any trace if the management does not strive to live up to the expectations of its customers and employees.

As per table 5.2, it was found that in the Post-ODI the average mean value for the reliability aspect has increased by 0.1343 indicating an increase to that extent in the satisfaction of the parents. This clearly proves that the AI Intervention has been successful in improving mutual reliability among stakeholders. This enhanced trust has given the stakeholders a feeling of greater reliability towards the organization.

As given in table 5.2, the average mean value of the responsiveness aspect has witnessed a sharp increase of 0.2665 suggesting an increase in the satisfaction of parents to that extent following ODI. This sharp increase in the satisfaction may be attributed to the AI Summit. The Summit, held for the first time in the history of the school, provided

a common platform for all the stakeholders to express freely their opinions, hopes and dreams to the right category of people (the management) holding power and in control of finances to change the situation. The development plan serves as an icing on the cake

As found in table 5.2, under the assurance dimension the average mean value gained 0.1827 following the OD Intervention meaning an increase in the satisfaction to that extent for this segment. Again the rise of mean value emphasizes the utility of AI process as an OD intervention method in building bridges and mending fences between stakeholders sharply divided in their interests. In other words, following AI Summit the parents felt much more assured.

The average mean value for the empathy dimension as shown in table 5.2 has marginally increased by 0.0354 meaning an insignificant increase in the parents' satisfaction toward the factors under the dimension. Consequently, it means the AI Intervention has made only a feeble effect on this dimension.

The average mean value in the fees dimension according to table 5.2 has seen a slight drop by 0.0383 meaning a decline in the satisfaction of parents to that extent following OD Intervention. *This is a grey area specifically concerned to the management and the principal.* They have to undertake the necessary right steps to drive out this deficit feeling of the parents. The quick implementation of development plan is one such step in the right direction.

In a nutshell, following the OD Intervention by the researcher three dimensions show improvement, one shows a negligible improvement and two in fact show a decline from the Pre-ODI levels. Viewed from another perspective it reveals, following the OD

Intervention, in three service quality attributes there is *quality surplus*, in one dimension *the surplus is insignificant* and in the rest of the two dimensions there is *marginal quality deficit.*

- **Findings from Qualitative Data Analysis**

- The AI Summit as an OD Intervention was a watershed in the history of St. Francis School (ICSE). The AI led OD Intervention process created a positive atmosphere for change within the organization and inspired hope in the participants with regard to the future. The AI platform permitted 100 plus stakeholders to forge enduring symbiotic relationship with other stakeholders. The AI summit viewed from the school management perspective presented an unparalleled opportunity to interact freely with parents, teachers and the staff and understand each stakeholder's actual needs, desires and expectations. Common grounds for working and commitment to a commonly co-created goal replaced usual complaining and whining. Briefly stated, the participants of the summit regarded the AI approach as a positive and viable OD Intervention process. An appreciative momentum has been generated in St. Francis.

- **Development Plan and its implications**

As regards the school, the holistic development plan heralds a new decade of all round improvement and growth. In the course of crafting the plan, the school opened up a new process in planning itself by inviting all the stakeholder groups. In this way, it effectively eliminated the weaknesses and limitations in the year-on-year planning model. The plan was formulated based on the discovery of organizational best practices, strengths and assets, envisioned an ideal image and aspiration statements

declared by the stakeholders in a collaborative process. The plan's core strength is, it is co-created, co-committed and co-owned by all the stakeholders. Overall, the development plan is a clear road map leading the school's stakeholders to their envisioned future image.

Plan Structure: The plan revolves around the five themes selected at the ATC workshop. Each of the themes is sub-divided into three sub-objectives specifically intended to be accomplished by each stakeholder group. The plan has well laid out strategies, established success indicators to measure success, a time frame, financial budget and in order to avoid 'passing the buck' has tasked people with roles and responsibilities. Overall, the structure resembles a feasible action plan.

Student Achievement: Every activity in a school revolves around student academic achievement. It is the heart of a school and everything else is dependent on this critical factor. The unprecedented changes due to globalization, rise of knowledge-based economies, spectacular advances in science and technology; has placed more demands on the younger generation. In order to meet these serious challenges the plan has multiple programs for embedding young students with creative, critical and analytical skills, self-learning abilities, learning-by-doing, promoting familiarity in the use of sophisticated technology and most decisively achieving excellent grades in science and mathematics.

Faculty: Fully aware of the vital role of teachers in the dissemination of knowledge to students and the serious negative consequences of high turnover on student learning, the plan has rolled out a number of measures to recruit and retain competent

and experienced teachers. The retention-rich practices outlined are gradual implementation of Govt. of India recommended salary & benefits, in-campus service quarters, opportunities for professional development, recognition & rewards for outstanding performance, personal laptops for lesson planning and exclusive faculty computer lab with hi-speed internet. By introducing these steps the plan intends to shut the *revolving door* on teachers.

School: A school exists for the sake of helping students learn. Therefore, it is called as a *temple of learning*. It is pertinent that such an atmosphere contributing to high quality teaching and learning is created by the school's management. The management for its part, looks forward to the implementation of the plan in order to create a stimulating working environment, put in place fair employer practices, constantly undertake actions in the direction of improving the school's image and credibility besides being able to evolve to meet the demands and expectations of India's growing stature as a leader of Knowledge Economy. The plan has emphasized investments in hardware and software, subscriptions to on-line learning resources, upgrading the school website, ISO certification, and various infrastructure improvement programs. It is hoped these steps will help in improving the school's image and credibility and also improve parents' satisfaction towards the school's service quality.

Appreciative Inquiry: The plan looks at St. Francis School as a model of an Appreciative Inquiry practices ingrained school organization. The plan lays out measures such as training a few teachers in AI methods, conducting staff & PTA meetings following AI's inclusive approach, indulging in appreciative and affirmative

dialogue in work place, helping students goal-setting using SOAR framework, and finally recording and taking the AI success stories through the school's magazine, student handouts and sharing at inter-school meetings.

5.2 Conclusions

The researcher has drawn up the conclusions from the hypothesis testing as shown in table 5.3 below.

Table 5.3 Conclusions of Hypotheses Testing

Null Hypothesis Statement	Level of significance	Result of null hypothesis testing	Conclusion
H_{01}:There is no significant difference between Pre-ODI and Post-ODI on the level of service quality in the dimensions:			
(a) Tangibles	>0.05	**Accepted**	No effect of ODI on service quality
(b) Reliability	**<0.05**	**Rejected**	**ODI has effect on service quality**
(c) Responsiveness	**<0.05**	**Rejected**	**ODI has effect on service quality**
(d) Assurance	**<0.05**	**Rejected**	**ODI has effect on service quality**
(e) Empathy	>0.05	**Accepted**	No effect of ODI on service quality
(f) Fees	>0.05	**Accepted**	No effect of ODI on service quality

Overall, it could be concluded from the testing of hypotheses that in the case of hypothesis 1(a), 1(e) and 1(f) the null hypothesis is accepted, meaning that the Appreciative Inquiry led OD Intervention did not make any statistically significant difference whereas concerning hypothesis 1(b), 1(c), and 1(d) the alternative hypothesis is accepted meaning by the OD Intervention made a statistically significant difference on the school service quality in terms of parent's satisfaction.

- **Development Plan is more reliable and credible**

For this study the researcher has used both qualitative and quantitative data. The qualitative data constituted the heart of the plan. The quantitative data revealed the parents' satisfaction toward service quality in the school. Since results from both types of data have been built into the output of the research which is the three-year Development Plan, it is far more valuable, reliable and credible.

5.3 Recommendations

Based on the results from the AI Summit and the survey results after the OD Intervention the following are a few suggestions from the researcher.

For the organization

- **Leverage school service quality**

Successful organizations often share an important characteristic – they make every effort to ensure the satisfaction of their customers (Boone and Kurtz, 2000). Following OD Intervention, parents' satisfaction towards level of service quality in three out of the six aspects has not shown any significant improvement, on the

other hand, two dimensions; tangibles and fees have shown a decline.. The Management has to take the DP seriously and implement the measures recommended herein, in all its earnestness. They should constantly strive to evaluate and leverage the level of service quality in order to become a successful organization and further sustain its success in the long haul.

- **ISO-9000 certificate as a propaganda tool**

An ISO-9000 quality accreditation proclaims to the world that the organization has a standard procedure for every part of its activity, that it follows the procedure every time, that it measures its own performance periodically; and that it constantly strives to make improvements. The AI summit revealed the practice of securing ISO certification in school education is fast catching up among schools. A move to obtain this certification is in the best future interests of the school. The school can well publish this as a *propaganda tool* to secure a competitive advantage and creating a *quality-guarantee image* for the organization. It is heartening to note that in the Development Plan a budget has been allocated and persons assigned for this task.

- **AI as a platform to address management perception gap**

An accurate estimate of expectations of customers (parents) by the management is the first step in the right direction to address issues relating improving service quality. In this sense, AI summit provided an unparalleled learning experience for the management to understand the expectations of the parents. It is recommended, the *Managing Trustees being religious group of*

people use AI platform from time to time to understand the *gaps* in their perception. This, in turn will help them in optimizing resources by investing in specific areas

- **For further study of the organization**

As stated in Chapter I, the management which has over two dozen educational institutes in different states of India could do well to imitate the successful development plan model of St. Francis School (ICSE) in other institutions managed by them. Moving forward at a macro level, they can even think of a drawing up a *Master Development Plan* for all the educational institutes under their administration. This would enable them optimum utilization of financial, personnel resources at their command besides providing them with a steady and uniform growth of all the institutions. Table 5.4 illustrates the activities to be undertaken post ODI for accomplishing the envisioned scenario.

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Table 5.4: Recommended Post ODI activities/initiatives

Post ODI	Recommended ODI	Expected Future Outcome
▪ Holistic three-year development plan ▪ Improved Service Quality	▪ Action Research Cycle-1 (2010 – 2011) *Look, Think, Act* ▪ Action Research Cycle-2 (2011 – 2012) *Look, Think, Act* ▪ Action Research Cycle-3 (2012 – 2013) *Look, Think, Act* ▪ Constant oversight ▪ Periodical evaluation ▪ Regular feedback ▪ Appropriate amendments	▪ Realization of all the goals set out in the development plan to the fullest. ▪ Excellent service quality as a tool offering sustainable competitive advantage ▪ **Master Development Plan** for steady and uniform growth of all educational institutes under the school's management ▪ St. Francis as a leading brand in the market

The Action Research Cycles – 1, 2 and 3 are meant to serve as monitoring mechanisms to reinforce the strategic measures outlined in the development plan for the achievement of these objectives.

For OD & Change Discipline

- **AI combined with QT**

  Very few investigations/studies have taken the trouble to measure and capture in quantitative terms the real time benefits that accrued to the organization as a result of AI led intervention. It is recommended that the future researchers/practitioners of AI would better combine their work along with appropriate statistical techniques and record the results they have achieved. This would lend greater credibility to the studies and possibly convince the skeptics of the efficacy of the technique/method. This study combining qualitative and quantitative methods is a small step in this direction.

- **Development of a scale for measuring service quality in schools**

  Despite the importance of measuring service quality in the education sector, there is a dearth of empirical research in this area. Expanding privatization points to a glut of privately-owned schools indulging in ruthless and aggressive competition in the future. Schools in this situation will increasingly try to follow differentiation strategy in order to survive, succeed and outperform one from the other. One promising area where schools would try to out do one another will be service quality delivery. This research has evaluated service quality from the point of view of parents' (customers) satisfaction. This is a partial or one-sided evaluation. To get the whole and correct picture, it must be evaluated by service users and service providers back-to-back. Moreover, future researches could employ two survey instruments, SERVQUAL and SERPERF to obtain data. A

comparison of results from these two prominent test instruments may stand out as an ideal model measuring the service quality in education. At a later stage, researchers could think of developing an exclusive standard instrument/scale for measuring service quality in the schools. It presents many challenges but the urgent necessity in the developing conditions, justifies the need for one such invaluable help for the schools.

Epilogue

On profound reflection, the researcher would consider the three-year doctoral study at Assumption University as a *divine intervention* at a critical phase of his life. He experienced the outpouring of God's Graces ever since the course begun, and more intensely during the AI Summit.

For the researcher, the AI process was an adventurous journey into unchartered territories. It was learning experience of a life time. In the beginning he was filled with ideas from the deficit/problem based approaches and was cynical of the AI approach. This mental block was removed by Dr. Pinyo Rattanaphan. Since then there was no turning back.

The ATCS workshop and the AI Summit were the peak-moment experiences in the life of the researcher as he witnessed the stakeholders' enormous energy, tremendous good will and voluntary commitment to a greater cause. The most important lesson that the researcher learnt is that *what you focus on amplifies*. The researcher focused on the angelic side of the human nature and the results were amazing. A great number of participants at the end of the program expressed they carry home a feeling of empowerment and sense of worth. Looking at the output and the feedback the researcher feels pretty much convinced and confident of the AI process and its positive outcome than in the beginning. Furthermore, the Summit helped the researcher in accumulation of valuable practical knowledge of how to work with large groups consisting of stakeholders having conflicting interests. The Summit also gave the researcher a unique opportunity to forge new appreciative relations. At the end of the journey, the researcher happily looks back and declares "the fruit is more than the labor."

The change: The researcher resolves, for the rest of the life to live in an affirmative perspective and appreciative spirit.

The world belongs to those who see its potential!

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Appendix A

60-Minute AI Introductory Session to the Board of Trustees

Date: 19-09-2009 Time: 09-00 A.M.

Goal: The aim of the session is to acquaint the school management (members of the board of trustees) with the philosophy, principles and practices of AI. This is a prelude to build interest of the top-level decision makers and enlist their support and co-operation.

Duration	Typical activities	Expected outcome
05 minutes	▪ Exchange of greetings ▪ Handing over the letter from Dean, GSB ▪ Explain the context for a development plan and its future implications	Establishing researcher's credentials
15 minutes	Explain about AI as an alternative approach to planning. Tell about its origin, definition, principles, strengths etc. in brief.	Clarity on theoretical roots of AI
10 minutes	Going thru the 4-D cycle/SOAR (Discovery, Dream, Design and Destiny) (Strengths, Opportunities, Aspirations and Results)	Clear understanding of how the process unfolds
15 minutes	Asking the trustees sample interview questions • Describe a peak experience or high point in your life. Personal/professional • What do you value most about yourself? Your work? Your organization? • What is the core factor that gives life to your organization?	A foretaste of appreciative interview questions
15 minutes	**Wrap up session:** reinforce once again the superiority of AI over other methods of planning, and the accruing benefits to the organization. ▪ Inform them about measuring school service quality before and after AI to test the effect of AI. ▪ Evaluate existing service quality in the school and suggest ways to improve. ▪ Listen to their views/comments. ▪ Extend invitation for the upcoming AI seminar. ▪ Give handout of three AI success stories as evidence.	Obtain green signal and blessings so that the process jump starts and continues unhindered

Appendix B

60-Minute AI Introductory Session to the School Principal

Date: 19-09-2009 Time: 04-30 P.M

Goal: The aim of the session is to acquaint the school principal with the philosophy, principles and process of AI. This is a precursor to create interest in AI and seek his involvement in order to enable maximum participation of teaching faculty, administrative and facilitating staff and the PTA members at subsequent AI sessions and events.

Duration	Typical activities	Expected outcome
05 minutes	▪ Greetings ▪ Hand over letter from Dean, GSB ▪ Explain the context for a development plan and its future implications for the school	Establishing credentials of the researcher
15 minutes	Briefing on AI as an alternative approach to planning Tell about its origin, definition, principles, strengths etc.	Clarity on AI's theoretical roots
10 minutes	Going thru the 4-D cycle /SOAR (Discovery, Dream, Design and Destiny) (Strengths, Opportunities, Aspirations and Results)	Clear understanding of how the process unfolds
15 minutes	Asking the principal sample interview questions • Describe a peak experience or high point in your life. Personal/professional • What do you value most about yourself? Your work? Your organization? • What is the core factor that gives life to your organization?	Give a foretaste of AI questions
15 minutes	**Wrap up session:** ▪ End comments on AI. ▪ Inform about measuring school's current service quality and after AI sessions ▪ Give handout of 3 success stories employing AI ▪ Listen to his views/comments.	Involvement of the head of the organization Ensuring the participation of all stakeholders

Appendix C

Schedule of the Appreciative Inquiry Workshop

Date: 02-10-2009 Time: 8-30 am to 3-00 pm

Goals: The aim of the session is to gather all the stakeholders under one roof and introduce them to the philosophy, principles and process of AI. By the end of the day, discover SOAR.

Time	Typical Activities
8-30 am	Arrival/Registration/Coffee
9-00 To 10-30	Opening session ▪ Welcoming participants and introducing the researcher by Principal ▪ Researcher informs about his academic interests and the university ▪ Introduction to Appreciative Inquiry using SOAR Framework
10-30	**Tea Break**
11-00 To 12-30	▪ Regrouping ▪ How was the morning session? (questions, clarifications, comments etc) ▪ Breaking into small groups in order to identify **S**trengths, **O**pportunities, **A**spirations and **R**esults (SOAR)
12-30 pm	**Lunch Break**
1-30 To 3-00	▪ Regrouping for plenary assembly ▪ SOAR presentation by each small group and listing of SOAR themes ▪ Pick up dominant/recurring themes by consensus ▪ Noting down as draft
3-00 pm	End of day

Appendix D-1

Date: 02-03-2010

Introduction to Affirmative Topic Choice Selection

Dear friends,

I extend all of you a cordial welcome.

Today we have come together as members of ONE FRANCISCAN SCHOOL FAMILY with a singular purpose of deliberating, discussing and giving a promising direction to our organization. The first and right step on this long road is the selection of FIVE affirmative topics for further inquiry employing AI methodology with which you are already familiar.

So, we would be spending the next few hours on getting to know what has given life to our organization, what are our best practices and what does we stand for. Our thrust will be on the life-giving aspects that has sustained our organization. In this endeavor, we will be passionately sharing our life-giving stories, our best practices, and our best moments with each other. We shall also dare to dream the future we desire for our organization and wishes that need to be fulfilled in our lives. We shall explore how we can put to use the strengths in our organization as a springboard to the future. We would also examine each of our contribution in realizing our desired future. And finally we would also think of the practices that needed to be built-in in order to sustain changes in our school.

This forum is to learn and enrich from one another's experiences while we share our triumphant and exciting personal stories.

Our today's output will lay new foundations for the wholesome growth of our pupils; brace ourselves better to face competition, enable faculty retention & development and advantage school's overall image & reputation. Besides, this workshop will set the tone and direction for a wider audience participating in the forthcoming Appreciative Inquiry Summit.

Thank you for your participation. Thank you for your creative contribution.

President, Board of Trustees
Franciscan Service Society of Bangalore

Appendix D-2

St. FRANCIS SCHOOL (ICSE), BANGALORE

AI workshop for ATC selection

REGISTRATION FORM

02-Mar-2010

S.No.	Name of the attendee	Designation	Signature
1	Bro. Joseph Kapuri	Trustee, BOT	
2	Bro. Peter Lemos	Principal	
3	Ms. Licy Mathew	Aca. Sup.	
4	Ms. Helga John	Teacher	
5	Ms. Nirmala Jones	Teacher	
6	Ms. Elizabeth Philip	Teacher	
7	Mr. Jose [illegible]	Teacher	
8	Mr. Edmund Sundar	Teacher	
9	Ms. Stanley Matilda	Teacher	
10	Ms. Padmini	Teacher	
11	Ms. Mary Latha	Teacher	
12	Ms. Annyamma Varghese	Teacher	
13	Ms. Jolly Anthony	Teacher	
14	Ms. Rohini James	Teacher	
15	Ms. Veronica Agarwal	Teacher	
16	Ms. Devi Poomuram	Teacher	
17	Ms. Sangamitra	Teacher	
18	Ms. Sanhita Ghosh	Teacher	
19	Ms. Magdalene Mary	Teacher	
20	Ms. Irene Das	Staff	
21	Dr. Latha Ramachandran	PTA President	
22	Mr. Govardhan Reddy	PTA Secretary	
23	Mr. Anil Gowda	PTA Treasurer	
24	Ms. Gloria Barretto	Parent	
25	Ms. Nayana Maria	Counselor	
26	Ms. Irene Dias	Staff	
27	Ms. Winnie D' Souza	Staff	
28	Ms. Leena L.	Staff	
29	Mr. Suresh Joseph	Staff	
30	Bro. Mariadas	Administrator	

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Appendix D-3

Generic AI Questionnaire for selection of Affirmative Topic Choice

S/N	Generic AI Questions
1	▪ How long have you been working in St. Francis School? ▪ What attracted you to join this school and continue for so many years?
2	Narrate an experience/moment from your life in the school that was happiest – a time when you felt most alive, most involved, most excited and most energetic. Share your story of this marvelous experience ▪ What was your role in it? ▪ Who was with as support/inspiration ▪ Why this experience did mean so much to you? ▪ What did you learn from this?
3	Imagine that the Council for ISCE, New Delhi rated St. Francis as one of the top ten schools for academic excellence/student achievement in the ISCE category in the state in 2015. The honor is posted on their official website and is featured in the daily English newspapers …….. ▪ What changes do you see? What do you feel? ▪ What have we done to deserve this honor/recognition? ▪ What would you do to sustain this reputation? ▪ What further more do you envision?
4	If you have all the powers to do what you want, what do you want St. Francis to accomplish in the next 3 years……. ▪ What three wishes would you have for the school? ▪ What do you want more of? ▪ What do you want less of?

Appendix D-4

Schedule of the AI Workshop for selection of ATC

Goals: The chief purpose of the workshop is to bring together the representatives of the concerned stakeholders under one roof, discuss the four generic AI questions by interviewing each other and sharing each other's stories/experiences/future dreams. At the end of the day, the group identifies FIVE themes/topics for further inquiry and develops a Customized Interview Protocol by consensus.

Time/Duration	Typical Activities	Expected Outcome
8.45 am	Arrival/Registration/Coffee	
9.00 to 9.15	Opening session ▪ Welcoming by the Principal ▪ Researcher briefly reminds the participants on Introduction to AI conducted on 02-10-2009	Participants refer brush their memories and recall AI
9.15 to 10.30	Kick start the process for choosing ATC Step 1: ▪ Participants break into small groups and interview each other using the AI generic questions	The 5 groups share in-depth of peak moments/life time experiences and best practices.
10.30 to 11.00	Tea Break	
11.00 to 12.30	Step 2: ▪ Discussions continued ▪ Scribe from each group presents stories/peak point experiences in the large group ▪ Clubbing overlapping themes and narrowing down to manageable level	Discovering each other's best moments/experiences and regaling in the best moments.
12.30 to 1.30 pm	Lunch Break	
1.30 to 2.45	Step 3: ▪ Create first draft of the themes and discussion ▪ Align the themes with the research problems and prepare second draft ▪ Finalization of the themes ▪ Questions, comments and clarifications	Repeatedly going thru the drafts, refining and fining tuning the affirmative topics Selection of five themes by consensus
2.45 to 3.15	Tea Break	
3.15 to 4.45	Step 4: ▪ Create draft of customized interview protocol for AI Summit ▪ Prepare a draft time table for the AI Summit on 7th March ▪ Constitute Logistics Committee ▪ AST collects all the drafts ▪ Thank you and closing	Ready to launch AI Summit

Appendix D -5

ATC Workshop Groups

Group I

Name	Gender	Designation
1.Bro. Joseph Kopuri	Male	Trustee
2.Ms. Licy Mathew	Female	Academic Supervisor
3 Ms. Sushma Rekha	Female	Teacher
4.Ms. Magdalene Mary	Female	Teacher
5.Ms. Irene Dias	Female	Staff
6.Mr. Suresh Joseph	Female	Staff

Group II

Name	Gender	Designation
7.Bro. Peter Lemos	Male	Principal
8.Ms. Helga John	Female	Teacher
9.Ms. Sangamitra	Female	Teacher
10.Ms. Stanley Metilda	Female	Teacher
11.Ms. Parimala	Female	Teacher
12.Ms. Winne D'souza	Female	Staff

Group III

Name	Gender	Designation
13.Dr. Latha R	Female	PTA President
14.Ms. Nirmala Jones	Female	Teacher
15.Ms. Rohini James	Female	Teacher
16.Ms. Mary Latha	Female	Teacher
17.Ms. Anniyamma V	Female	Teacher
18.Ms. Leena L	Female	Staff

Group IV

Name	Gender	Designation
19.Mr.Govardhan Reddy	Male	PTA Secretary
20.Mr. Jose PM	Male	Teacher
21.Ms. Elizabeth Philip	Female	Teacher
22.Ms. Jolly Anthony	Female	Teacher
23.Ms. Sushma Rekha	Female	Teacher
24.Ms. Gloria Barretto	Female	Parent

Group V

Name	Gender	Designation
25. Mariadasu	Male	Administrator
26.Mr. Jose PM	Male	Teacher
27.Mr. Edmund Sundar	Male	Teacher
28.Ms.Veronica Agarwal	Female	Teacher
29.Ms. Nayana Maria	Female	Counselor
30.Mr. Anil Gowda	Male	PTA Treasurer

Appendix D-6

ATC Theme Identification Sheet

SFS – ATC Workshop **Theme Identification Sheet**
Group No. **II** Name of AI Interviewer: **Ms. Helga John** Name of AI Interviewee: **Ms.Sangamitra** Name of Scribe: **Ms.Stanley** Name of other members: **Lemos, Latha and Winnie**
Narrative description: Please see the page below
Dominant Theme running: Student Achievement
Quotable Quote: "You are creative and clever. Why don't you use it in the science exhibition so that everyone can see how smart you are….." These two sentences had an electrifying impact on the budding scientist.
Confirmation by Interviewee: **YES**
Corrections suggested, if any: **Taken**
Final theme approved : **YES**
Signature of Interviewer: **Sd/-** Signature of Interviewee: **Sd/-**

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Appendix D-7

A teacher's narration of Life-Giving Moments

A teacher's narration of her Peak Point Experience/Happiest Moments
▪ **How long have you been working in St. Francis School?** ▪ **What attracted you to join this school and continue for so many years?** I joined St. Francis in 2005. This is my 6th year as secondary teacher. I knew before I joined this is a Catholic School and I too a Catholic. In my opinion all the church-run schools are known for their integrity, commitment to quality education and fair management practices. SFS is no exception. I've three incentives for keep continuing: One, I live in the next block so I don't have to commute long distances or spend on commuting. Two, my two daughters are admitted in SFS out of which one's tuition fee is fully waived (SFS staff policy). Three, SFS does not bar private tuitions at home. As the cost of living increasing by day I need to make extra money besides the moderate salary.
Narrate an experience/moment from your life in the school that was happiest – a time when you felt most alive, most involved, most excited and most energetic. Share your story of this marvelous experience ▪ **What was your role in it?** ▪ **Who was with as support/inspiration** ▪ **Why this experience did mean so much to you?** ▪ **What did you learn from this?** I've many wonderful experiences to reminisce. One closely related to the subject I teach mathematics is dearest to me. One day, the principal entrusted me a tall and hefty girl for math coaching in remedial class for slow learners. My first thought was to go thru her personal records and marks in the past. She was never a brilliant girl. She had scored above pass marks in all subjects. In math too she never failed but the scores were between 40–49. Just adequate to get a pass. It gave me an indication that something is odd. First I gained her trust. This took a little time. Then she opened up. She had 3impediments. One, she found math is not useful as she wanted to pursue arts. She thought it was a waste of time. Second, she was two years older than her class mates. This was bothering her psychologically (juniors doing well in math) and no one noticed it including the school counselor. Third, the mother was not so keen on her daughter's education. I decided I need to work on two fronts – school and home to improve the situation. I called her father and advised him on how to improve the situation at home. At school, I did a bit of boosting her confidence level, talking on usefulness of math in higher education, making math a fun subject. She was a docile girl. This made things easier for me. I worked on a combination of strategy. For the next two years, I constantly prodded her with encouraging words in the class and monitored **her scores.** By then she felt comfortable meeting and hearing me. She cleared her board exams, went to junior college in another place. Well, I lost contact with her.
Two years later - July 2009. I got two surprise visitors. The girl along with her father wearing big smile met and gave me a box of 'kaju katri'(sweets). The father gleefully told me his daughter got government allotment for B.Tech (telecommunications) in M.S. Ramaih. I distinctly remember his words, ***"Bhavani always remembers you. You have worked magic on her person. Thanks to you, she is poised for a great career."*** This is the sweetest music to my ears. I think so for any teacher. Joy on her face and shining eyes conveyed me what was in her heart

Imagine that the Council for ISCE, New Delhi rated St. Francis as one of the top ten schools for academic excellence/student achievement in the ISCE category in the state in 2013. The honor is posted on their official website and is featured in the daily English newspapers ……..

- **What changes do you see? What do you feel?**
- **What have we done to deserve this honor/recognition?**
- **What would you do to sustain this reputation?**
- **What further more do you envision?**

If the dream has turned real my feelings would be overflowing joy and excitement, I would certainly feel proud. Why not? I teach a core subject – math. I do the second round in remedial classes. I am an all-rounder. My hand is found in every activity of the school.

This ranking of school will help my daughters secure admission in good colleges.

This honor would energize and encourage me to go all out and do my best. I look forward for still greater glory for my students, my daughters and the school. This is for sure.

If you have all the powers to do what you want, what do you want St. Francis to accomplish in the next 3 years…….

- What three wishes would you have for the school?
- What do you want more of?
- What do you want less of?

I will use newly given powers to invest in:

1) An exclusive computer lab for teachers with broadband net service.
2) Pay subscriptions to digital educational data bases specifically math
3) Buy latest teaching aids to enhance student learning in classroom and improve teacher amenities.

I've passion for teaching math and make efforts to give my best. I love my husband and my two daughters. I would like to give them a great future. These are my simple wishes.

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Appendix D-8

Grouping of similar themes

Sources	Stories	Discovery of Dominant Themes	Validation	Grouping of similar themes	Comments
P1	S1	DT1 – Appreciative Coaching of teacher resulted in improvement in grades	YES	DT1+DT5	Combined
P2	S2	DT2 – Steely determination to succeed	YES		
P3	S3	DT3 – Healing in teacher's words	YES		
P4	S4	DT4 – Abiding Trust in Divine Providence	YES		
P5	S5	DT5 – Appreciative words & encouragement of a mother	YES		
P6	S6	DT6 - Admiration of Principal's Leadership	YES		
Total 6	6			5	

P = Participant, S = Story, DT = Dominant Theme, YES = Consent of the source,
M = Moderator, AII = Appreciative Inquiry Interviewer, S = Scribe, TM = Time Manager
Note: Output of 5 themes taken for presentation at Plenary Assembly

Table 4.3 shows the process of grouping of identical themes at the ATC Workshop.

List of Group No.2 Participants

Name	Task	Designation
1. Br. Peter Lemos	Moderator	Principal
2. Ms. Helga John	AI Interviewer	Teacher
3. Ms. Stanley Metilda	Scribe	Teacher
4. Ms. Sangamitra	Time Manager	Teacher
5. Ms. Latha	Observer	PTA
6. Ms. Winne D'souza	Observer	Staff

Appendix E-1

St. Francis ICSE School, Bangalore

Schedule of Appreciative Inquiry Summit (07-03-2010 and 13-03-2010 to 15-03-2010)

	Day 1 (Sunday, 7th March 2010)		Day 2 (Friday, 13th March 2010)
8.30 am	Arrival/Registration/Coffee	9.00 am	Arrival
	Theme of the day: STRENGTHS (Discovery Phase)		Theme of the day: OPPORTUNITIES (Envisioning Phase)
9.00	Opening Session ▪ Welcome by Principal ▪ Orientation by researcher ▪ Icebreaking session (an exercise of going round the campus)	9.00	▪ Morning brief by researcher ▪ Whole group laughter exercise (boosting energies) ▪ Discussion on "what are the opportunities present in the world?"
10.30	Regrouping after tea break ▪ How was the morning session? (Candid sharing) ▪ PPT of SOAR done on 02-10-2009 (an evaluation of life-giving forces/core strengths discussed) ▪ Re-introduce AI using SOAR framework by the researcher	10.30 11.30	Regrouping after Tea Break ▪ Sharing, discussion and draft of opportunities ▪ Going into respective small groups for strategic envisioning
11.30 – 12.30	Gather in small groups and discover strengths	12.30	Lunch Break
1.00	Reconvene after lunch ▪ Scribe from each group present their listed strengths followed by discussion ▪ Consolidation of Strengths by consensus ▪ AST notes down	1.00	▪ Regrouping at plenary and share the images ▪ Ideal image mapping exercise ▪ Choosing of ideal image by consensus ▪ AST notes down
3-30 pm	End of day 1/adjourned	3-30 pm	End of day 2 /adjourned

	Day 3 (Sat, 14th March 2010		Day 4 (Sun, 15th March 2010)
	Theme of the day: ASPIRATIONS (Design Phase)		Theme of the day: Measurable Results (Destiny)
9.00 am 10.00	Arrival ▪ A whole group exercise before serious discussions start ▪ Brief overview of the proceedings of the previous two days by AS ▪ How important is this day? briefing by researcher ▪ Breaking into small groups for brain storming	9.00 am 10.00	Arrival ▪ PPT of the proceedings of the previous three days ▪ Brief introduction to the development plan ▪ Discussion on the report in their respective small groups
11.15	Regrouping after tea break ▪ First draft presentation by small groups and discussions	11.00	Regrouping after Tea break ▪ Go back into their small groups and generate possible actions
1.00 pm 2-00 2-30 3.30	▪ Regrouping ▪ Second draft presentation by small groups ▪ Re-arranging groups with themes assigned ▪ Consolidation of statements at plenary group ▪ Presentation of a skeleton draft ▪ AST collects all final statements from the groups	12.30	▪ Regrouping after lunch break for plenary assembly ▪ Groups share their actions ▪ Consensus building on Action Plan ▪ Specific suggestions for building AI culture in the organization ▪ Authorization to AST draft the final plan ▪ AST collects all action statements ▪ Thanks by the researcher ▪ Curtains down
4.00 pm	End of day 3/adjourned	3.00 pm	End of day 4 and AI summit

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Appendix E-2

07-Mar-2010

St. Francis School (ICSE), Bangalore

Registration Form

S.No	Name of the participant	Designation	Signature
1	Bro. Joseph Kopuri	Trustee, BOT	
2	Bro. Peter Lemos	Principal	
3	Ms. Lucy Mathew	Academic Supt	
4	Bro. Mariadas	Administrator	
5	Ms. Helga John	Teacher	
6	Mr. Joseph PM	Teacher	
7	Ms. Stella A	Teacher	
8	Ms. Magdaleue Mar	Teacher	
9	Mr. Anniyappa Varghese	Teacher	
10	Mr. Navin Alexander	Teacher	
11	Ms. Sushma Reddy	Teacher	
12	Ms. Nilanjana Phukan	Teacher	
13	Ms. Tanushree Dutta	Teacher	
14	Ms. Stanly Matilda	Teacher	
15	Ms. Rohini Jadav	Teacher	
16	Mr. Santhanpaul B	Teacher	
17	Ms. Jolly Anthony	Teacher	
18	Ms. Nirmala Jones	Teacher	
19	Ms. Paramala	Teacher	
20	Ms. Sudakshina Mukherjee	Teacher	
21	Ms. Mary Latha	Teacher	
22	Ms. Lakshmi Dev	Teacher	
23	Mr. Edmund Sundar	Teacher	
24	Ms. Geethanjali Johnson	Teacher	
25	Ms. Enrita Mary	Teacher	
26	Ms. Indu Warrier	Teacher	
27	Ms. Renita Olivera	Teacher	
28	Ms. Bency KV	Teacher	
29	Ms. Mridula Peter	Teacher	
30	Ms. Latha Kumari	Teacher	
31	Ms. Sherryl Philip	Teacher	
32	Ms. Mini Philip	Teacher	
33	Ms. Sonia Reshma	Teacher	
34	Ms. Usha B	Teacher	
35	Ms. Vinita Menon		

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36	Ms. Sunita Kutty		
37	Ms. Radhika Raj	Teacher	
38	Ms. Maria Ana	Teacher	
39	Ms. Sajita Ghosh	Teacher	
40	Mr. Sanjeev Joseph	Teacher	
41	Ms. Jayamalini	Teacher	
42	Ms. Avvida Pereira	Teacher	
43	Ms. Francis Mayur	Teacher	
44	Ms. Geetanjali Rao		
45	Ms. Geetha K		
46	Ms. Shilaja		
47	Ms. Malarmadhi		
48	Ms. Rose Mary	Teacher	
49	Ms. Asha	Teacher	
50	Ms. Shailaja Rao		
51	Ms. Masoodunnisa	Teacher	
52	Ms. Melani Tarkey	Teacher	
53	Ms. Robin Adhikary	Teacher	
54	Ms. Tejinder Kaur	Teacher	
55	Ms. Veronica Agarwal	Teacher	
56	Ms. Sumana R		
57	Ms. Fatima R		
58	Ms. Kanchana Jayakumar		
59	Ms. Devika Gangarani	Teacher	
60	Ms. P[illegible] Saravanan	Teacher	
61	Ms. A[illegible] Prasad	Teacher	
62	Mr. Stephen Rodrigues	Teacher	
63	Mr. Parmesha	Teacher	
64	Mr. Lokesh Rao	Teacher	
65	Ms. Jogitha	Teacher	
66	Mr. Francis Frezio	Teacher	
67	Mr. Joseph	Librarian	
68	Mr. Joseph Anand	Asst. Librarian	
69	Ms. Nayana Maria	Counselor	
70	Mr. Irene Dias	Staff	
71	Mr. Winnie D'Souza	Staff	
72	Ms. Lokid Leena	Staff	
73	Mr. Suresh Joseph	Staff	
74	Mr. Peter S	Staff	
75	Mr. Gopi S	Staff	
76	Ms. Deepa	Staff	
77	Ms. Prema	Staff	
78	Ms. Kavitha	Staff	
79	Ms. Vimala	Staff	
80	Ms. Thulasi	Staff	

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81	Ms. Sarah	Staff	
82	Ms. Flora	Staff	
83	Ms. Theyamma	Staff	
84	Ms. Jyothi	Staff	
85	Mr. Saimon	Staff	
86	Mr. James Peter	Staff	
87	Mr. Tomy Xavier	Staff	
88	Mr. Arul Das	Staff	
89	Mr. Saji Francis	Staff	
90	Mr. Kushala	Staff	
91	Mr. Francis Xavier	Staff	
92	Mr. Krishnappa	Staff	
93	Mr. John Duria	Staff	
94	Mr. Magimai Das	Staff	
95	Mr. Jayasheelan	Staff	
96	Mr. Ambrose	Staff	
97	Mr. Vikram	Staff	
98	Mr. Anil Kumar	Staff	
99	Dr. Latha Ramakrishnan	PTA	
100	Mr. Govindaraj Reddy	PTA	
101	Mr. Anil Gupta	PTA	
102	Ms. Sangita Sharma	PTA	
103	Mr. K. Veri Rajeshwar Rao	PTA	
104	Mr. Ashiya Shaikh	PTA	
105	Mr. Subramanian N	PTA	
106	Mr. Mr. Karthik Krishnan	PTA	
107	Mrs. Natalia Lemos	PTA	
108	Mrs. Reema Manjunath	Parent	
109	Ms. Sudha Ramamurthy	Parent	
110	Mr. Muniyappa	Parent	
111	Mr. Vivek Chandran	Parent	
112	Mrs. Gloria Barretto	Parent	
113	Ms. Pooja Mehta	Parent	
114	Mr. Rachappa	Parent	
115	Mr. Anjali Narayanan	Parent	

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Appendix E-3

Appreciative Inquiry Summit Groups

Select teachers trained in AI Interview skills: 1. Licy Mathew, 2. Anniyamma, 3. Helga John, 4. Nirmala Jones, 5. Joseph PM, 6. Sushma Rekha, 7. Rohini James, 8. Jolly Anthony, and 9. Tanushree and 10. Edmund Sundar.

Group I Members: Peter Lemos **(M),** Joseph PM **(AII)**, Renita **(S)**, Vinita **(TM),** Shailaja, Sumana, Vimala, Kaveri, Ambrous & John (10)
Group II Members: Enrita May (M), Helga John (AII). Indu (S), Irene (TM), Lakshmi Devi, Thulasi, Anjali, Rachappa, Asha & Paramesha (10)
Group III Members: Stella (M), Licy Mathew (AII). Parimala (S), Gopi (TM), Prema, Kavitha, Gloria, Pooja, Geetanjali and Geeta (10)
Group IV Members: Magadalene (M), Anniyamma (AII), Mini (S), Suresh (TM), Fatima, Kanchana, Jyothi, Saimon, Vivek & Muniyappa (10)
Group V Members: Mary Latha (M), Nirmala (AII), Santhapaul (S), James (TM), Malarmadhi, Rose Mary, Sarah, Flora, Reema & Sudha (10)
Group VI Members: Sangamitra (M), Sushma (AII), Bency (S), Theyamma (TM), Shailaja Rao, Devi, Priya, Natalia, Karthik & Subramanian (10)
Group VII Members: Stanley (M), Rohini (AII), Sherryl (S), Tomy (TM), Lokesh, Yogita, Arul, Saji, Ashiya Shaikh and Sanjana (10)
Group VIII Members: Sudakshina (M), Edmund (AII), Manju (S), Francis X (TM), Frozio, Jose, Das, Jayasheelan, Anil Gowda & Vikram (10)
Group IX Members: Asvida (M), Jolly (AII), Sonia (S), Anand (TM), Sunita, Radhika, Ann Maria, Stephen, Anil and Govardhan Reddy (10).
Group X Members: Jaya Malini (M), Tanushree (AII), Masoodunnisa (S), Melani (TM), Robin, Tejinder, Anita, Nayana, Krishnappa & Latha R (10)

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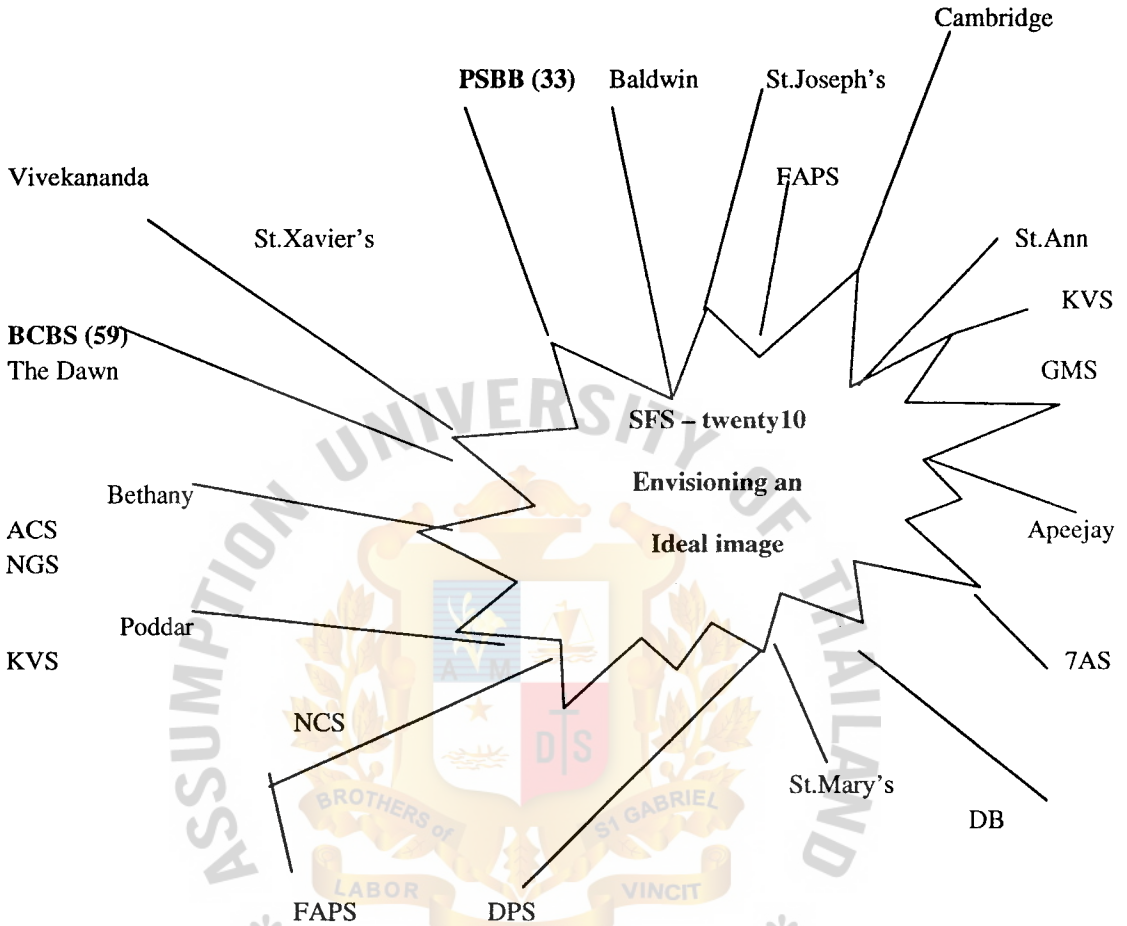
Appendix E-4

Ideal Image Mapping



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Appendix – F

Dear Parent,

I am a student of Doctor of Philosophy in Management &Organization Development (Ph. D in MOD), Assumption University, Bangkok, Thailand. I am doing a research entitled: **"Appreciative Inquiry: A Positive Approach to Organizational Planning and Service Quality Improvement in St. Francis School (ICSE), Bangalore."** Please spare a few minutes to complete the questionnaire by marking (✓) into the (☐). Please be candid in your response. All the information given by you will be kept confidential. They will be collated for analysis and will be used for academic purpose only. Thank you very much for your participation.

QUESTIONNAIRE ON SCHOOL SERVICE QUALITY FOR PARENTS

Please indicate the extent/level to which you agree or disagree with the following statements about the quality of service you are receiving from the school. Circle (O) or Tick (✓) the appropriate number using the given scale.

5= Strongly agree; 4= Agree; 3=Undecided; 2=Disagree; 1=Strongly disagree

My level of satisfaction of service quality on:	Satisfaction Scale				
Tangibles	SA	A	UD	D	SD
1.The school is conveniently located and easily accessible	5	4	3	2	1
2. The school has good physical infrastructure(bldg, equipment, lab etc)	5	4	3	2	1
3. The school has an environment supportive to learning	5	4	3	2	1
4. The school campus is kept neat and clean	5	4	3	2	1
5.The school has ample open space and playground	5	4	3	2	1
Reliability					
6. The principal is an able educational leader	5	4	3	2	1
7.The teaching faculty is experienced and competent	5	4	3	2	1
8.The school emphasizes science and mathematics in curriculum	5	4	3	2	1
9.The school promotes creativity and entrepreneurial talent	5	4	3	2	1
10. The school has internal assessment as an integral component	5	4	3	2	1
Responsiveness					
11. The principal communicates accurately and clearly	5	4	3	2	1
12.The school conducts regular programs thru "Trendsetters" &"CMCA"	5	4	3	2	1

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13. The administrative staff give needed information	5	4	3	2	1
14. The school values the opinions/ideas of the parents	5	4	3	2	1
15. The school appreciates and awards meritorious students	5	4	3	2	1
Assurance					
16. The principal is trustworthy and assuring	5	4	3	2	1
17. The school conducts interaction with parents at regular intervals	5	4	3	2	1
18. The school maintains strict discipline & emphasizes values	5	4	3	2	1
19. The school campus is safe for my children	5	4	3	2	1
20. The school diligently follows the curriculum laid down by ICSE board	5	4	3	2	1
Empathy					
21. The principal cares and accompanies my child.	5	4	3	2	1
22. I feel comfortable after talking to teaching faculty	5	4	3	2	1
23. The administrative staff is courteous and prompt in giving service	5	4	3	2	1
24. The school has a full time child counselor	5	4	3	2	1
25. The teacher gives individual attention to my child					
Fees					
26. The school fees is reasonable	5	4	3	2	1
27. The school fees is comparable to other schools in the vicinity	5	4	3	2	1
28. The mode of fees payment is easy and convenient	5	4	3	2	1
29. I get more service than the fees I pay	5	4	3	2	1
30. The school utilizes the fees amount on expanding students' facilities and teachers' development	5	4	3	2	1

Comments on overall satisfaction

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Appendix G

(SPSS Pre-test Output)

1. TANGIBLES

REL TBN Reliability Statistics		
Cronbachs Alpha	Cronbachs Alpha Based on Standardized Items	N of items
.758	.788	5

REL TBN Item Total Statistics					
	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Correlated Item-Total Correlation	Squared Multiple Correlation	Cronbachs Alpha if Item Deleted
1) Location	17.2333	3.840	.523	.320	.721
2) Physical infrastructure	17.8000	2.648	.530	.285	.753
3) Learning environment	17.5667	3.702	.475	.294	.731
4) Campus cleanliness	17.4667	3.637	.548	.370	.709
5) Open space play ground	17.2667	3.513	.711	.547	.666

REL TBN Scale Statistics			
Mean	Variance	Std. Deviation	N of items
21.8333	5.109	2.26035	5

2. RELIABILITY

REL TBN Reliability Statistics		
Cronbachs Alpha	Cronbachs Alpha Based on Standardized Items	N of items
.745	.744	5

REL TBN Item Total Statistics					
	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Correlated Item-Total Correlation	Squared Multiple Correlation	Cronbachs Alpha if Item Deleted
6) Principal's leadership	14.9000	7.472	.527	.457	.694
7) Faculty exp & competence	15.3000	8.907	.369	.187	.745
8) Science & Maths emphasis	15.1667	7.661	.577	.495	.680
9) Creativity & enterprise	15.6667	6.092	.644	.493	.644

10) Internal assessment	15.3667	7.275	.463	.465	.721

REL TBN Scale Statistics			
Mean	Variance	Std. Deviation	N of items
19.1000	10.990	3.31506	5

3. RESPONSIVENESS

REL TBN Reliability Statistics		
Cronbachs Alpha	Cronbachs Alpha Based on Standardized Items	N of items
.768	.762	5

REL TBN Item Total Statistics					
	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Correlated Item-Total Correlation	Squared Multiple Correlation	Cronbachs Alpha if Item Deleted
11) Prin. communication	15.5000	5.431	.740	.616	.648
12) Cutting edge programs	15.7000	6.286	.511	.319	.736
13) Administrative staff	15.3000	7.872	.344	.293	.781
14) Parents' opinions/views	16.0333	5.551	.609	.583	.701
15) Appreciation	15.6000	6.317	.509	.305	.737

REL TBN Scale Statistics			
Mean	Variance	Std. Deviation	N of items
19.5333	9.292	3.04827	5

4. ASSURANCE

REL TBN Reliability Statistics		
Cronbachs Alpha	Cronbachs Alpha Based on Standardized Items	N of items
.803	.814	5

REL TBN Item Total Statistics					
	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Correlated Item-Total Correlation	Squared Multiple Correlation	Cronbachs Alpha if Item Deleted
16) Principal's trustworthiness	16.2333	7.220	.667	.504	.745

17) Interaction with parents	16.7333	5.651	.632	.505	.765
18) Discipline & Values	16.2333	7.495	.538	.294	.779
19) Campus safety	16.1667	7.799	.579	.431	.772
20) ICSE curriculum follow	16.2333	6.944	.596	.474	.761

REL TBN Scale Statistics			
Mean	Variance	Std. Deviation	N of items
20.4000	10.455	3.23345	5

5. EMPATHY

REL TBN Reliability Statistics		
Cronbachs Alpha	Cronbachs Alpha Based on Standardized Items	N of items
.804	.790	5

REL TBN Item Total Statistics					
	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Correlated Item-Total Correlation	Squared Multiple Correlation	Cronbachs Alpha if Item Deleted
21) Principal's care	13.7000	7.321	.726	.652	.720
22) Relief after talk	13.6333	7.413	.723	.693	.722
23) AS courteous & prompt	13.4667	7.361	.745	.757	.715
24) Child Counselor	13.5000	7.638	.767	.770	.712
25) Individual attention	13.3000	11.321	.045	.050	.898

REL TBN Scale Statistics			
Mean	Variance	Std. Deviation	N of items
16.9000	12.231	3.49729	5

6. SCHOOL FEES

REL TBN Reliability Statistics		
Cronbachs Alpha	Cronbachs Alpha Based on Standardized Items	N of items
.815	.815	5

REL TBN Item Total Statistics					
	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Correlated Item-Total Correlation	Squared Multiple Correlation	Cronbachs Alpha if Item Deleted

26) Fees reasonable	15.2667	9.030	.690	.687	.752
27) Fees comparable	15.3667	9.206	.652	.682	.763
28) Mode of payment	15.1000	10.714	.439	.254	.823
29) More value for fees	15.6000	9.007	.719	.657	.744
30) Fees utilization	15.3333	9.402	.535	.583	.802

REL TBN Scale Statistics			
Mean	Variance	Std. Deviation	N of items
19.1667	14.144	3.76081	5

7. TOTAL

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Correlated Item-Total Corrrelation	Cronbachs Alpha if Item Deleted
1) Location	112.3333	151.195	.456	.879
2) Physical infrastructure	112.9000	152.645	.154	.885
3) Learning environment	112.6667	152.023	.324	.881
4) Campus cleanliness	112.5667	149.771	.511	.878
5) Open space play ground	112.3667	150.723	.489	.879
6) Principal's leadership	112.7333	142.340	.627	.874
7) Faculty exp& competence	113.1333	147.913	.495	.878
8) Science & Maths emphasis	113.3000	147.517	.439	.879
9) Creativity & enterprise	113.5000	136.466	.727	.870
10) Internal assessment	113.2000	148.924	.274	.883
11) Prin. communication	112.9000	139.128	.815	.870
12) Cutting edge programs	113.1000	143.334	.618	.875
13) Administrative staff	112.7000	151.321	.385	.880
14) Parents' opinions	113.4333	138.875	.750	.871
15) Appreciation	113.0000	146.621	.459	.878
16) Principal's trustworthiness	112.7667	143.289	.738	.873
17) Interaction with parents	113.2667	137.375	.677	.872
18) Discipline & Values	112.7667	143.909	.658	.874
19) Campus safety	112.7000	148.355	.497	.878
20) ICSE curriculum follow	112.7667	145.220	.524	.877
21) Principal's care	113.0333	144.102	.500	.877
22) Relief after talk	113.1333	145.430	.441	.879

23) AS courteous & prompt	112.8667	149.637	.296	.882
24) Child Counselor	113.3667	141.275	.641	.874
25) Individual attention	113.1000	142.024	.534	.876
26) Fees reasonable	113.7333	153.720	.094	.887
27) Fees comparable	113.6667	154.368	.070	.887
28) Mode of payment	113.5000	159.500	.139	.892
29) More value for fees	113.5333	157.361	.050	.889
30) Fees utilization	113.3333	155.540	.041	.887

REL TBN Scale Statistics			
Mean	Variance	Std. Deviation	N of items
116.9333	157.030	12.53116	30

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Appendix – H

LOGISTICS COMMITTEE CHECK LIST

Item	Details/Description	Action
Members of the committee	Mariadasu, Winnie, Deepa and More	
Objectives	To facilitate smooth conduct of AIS	
Tasks	Everything from 'A' to 'Z' in logistics	
Tea & Snacks (twice)	Administrator Office,	Winnie & Deepa
Lunch (once)	Express Caterers,	Mariadasu
Seminar Launch	▪ School auditorium (✓) ▪ Stage arrangements (✓) ▪ Backdrop (✓) ▪ Lightings (✓) ▪ Chairs (✓) ▪ Sound system (✓)	Mariadasu & More
Seminar Venue	▪ AV Room (✓) ▪ Stage & Lighting (✓) ▪ Window Curtains (✓) ▪ Chairs & Tables (✓) ▪ GD small rooms (✓) ▪ Sound System (✓) ▪ Laptops & Printer (✓) ▪ Pen Drives (✓) ▪ LCD + Screen (✓) ▪ Air-conditioning (✓) ,	Mariadasu & More
Stationery	▪ Flip charts, Markers, Colored dots (✓) ▪ Cello tape & Scissors (✓) ▪ White paper & Loose chart papers (✓) ▪ Ball-pens, Pencils, Erasers, Sketch Pens(✓)	Mariadasu & More
Registration	Obtain signature of participants	Mariadasu
Reception	Receiving guests and directing them to venue	Leena
Power supply	Generator backup (✓)	Electrician Basha
Amenities	Drinking Water, WC	Deepa
	Time Management	Winnie

Appendix I

Financial Budget for Phase I of Development Plan (Oct 2010 – Sep 2011)

Approved Amount: Rs. 5,000,000		Source: School Development Fund	
	Item	Description/Cost Breakup	Amount
1.	ISO Certification	Consultant's Fee advance 40,000 Training & Logistics 20,000	60,000
2.	Laptops for senior teachers	15 pieces @ 20,000 each	300,000
3.	Staff Computer Lab + Hi-speed net	Furniture 225,000 Air-conditioning (2*32,000) 64,000 20 Table Tops (20*19,000) 380,000 Inverter, Modem etc. 45,000 Printers (2*10,000) 20,000 Photocopy machine 60,000 Internet leased line on shared basis 150,000	944,000
4.	Website	Construction of new website + uploading	75,000
5.	Reception & Lobby	Help Desk, Wait Lobby, Cubicles etc	375,000
6.	Equipments for 6 classrooms	LCD (6*45,000) 275,000 Audio System (6*5,000) 30,000 Shelf with wheels (6*6,000) 36,000	341,000
7.	Up-gradation of VB&BB courts	Volley Ball 600,000 Basket Ball 600,000	120,000
8.	Indoor games hall	Replacement of existing items 50,000 New items purchase 100,000	150,000
9.	Renovation of AV Room	Air-conditioning (4*32,000) 128,000 Wall paper, curtains 130,000 Sound proof doors & other furniture 525,000	783,000
10.	Renovation of Staff Room	Air-conditioning (2*32,000) 64,000 Partitioning, door & furniture 325,000 Equipments like cooler, coffee machine 60,000	449.000
11.	Library	Digital library & data bases 250,000 Replenishing with new books 100,000	350,000
12.	Water coolers + purifiers	Additional purchases (2*75,000)	150,000
13.	Teachers' SD Training Program	Pre-primary 25,000 Primary 40,000 and condary 40,000	105,000
14.	Pupils' Career Counseling Seminar (annual)	VIII, IX and X std pupils Expert's Fees 10,000 Logistics 5,000	15,000
15.	Annual Parent – Teacher Seminar	Catering service 60,000 Expert's Fee 15,000 Logistics support 5,000	80,000
16.	Makeover of gate on the main road	Replacement of existing gate 150,000 Makeover + all-weather security office 175,000	325,000
17.	Electronic surveillance system	Installation of CCTV cameras & monitors (as per govt. order & specifications)	200,000
18.	Refurbishing school image	Propaganda using print, electronic media and playing host to educational events	150,000
19.	Appreciation & Awards Fund	Outstanding performance/ extraordinary achievement etc 50,000 Undertaking research activities 50,000 Outstanding performance (Pupil) 50,000	150,000
20.	Faculty Assessment Design	Expert's fees + seminar	100,000
		Rounded off to 5,000,000	5,072,000

Appendix J

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Table 12.3 Selecting a sample using a table for random numbers

	1	2	3	4	5	6	7	8	9	10
1	48461	14952	72619	73689	52059	37086	60050	86192	67053	64739
2	76534	38149	49692	51366	52093	15422	20498	33901	10319	45397
3	70437	25861	38504	14752	23757	29660	67844	78819	23728	86814
4	59584	03370	42806	11393	71723	93804	09095	07856	55589	46820
5	04285	58554	16085	51555	27501	73583	33427	33343	45507	50963
6	77340	10412	69189	85171	29802	44785	86368	02583	96483	76553
7	59183	62687	91778	80354	23512	97210	65921	02035	59487	91403
8	91800	04281	39979	03927	82564	28777	58049	07532	54540	79472
9	12066	24817	81099	48040	69554	55925	48379	13866	41055	21580
10	69907	91751	53512	23748	65906	91385	84983	27915	48371	91068
11	80467	01873	56053	25955	48518	13815	37707	66687	15570	08890
12	28057	67833	28302	45048	56761	97725	58438	91529	24685	18544
13	05848	30367	78191	88415	60269	94880	58812	42931	71898	61554
14	22504	39046	01350	99451	61862	78688	50539	60222	74555	25740
15	61346	96189	57803	53441	33100	16742	61640	21046	31909	72641
16	58[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	51426	51006	77468	61029	57008
17	34431	48609	36998	42453	85001	45769	39948	87033	30767	13953
18	52098	12825	81744	28982	27569	58885	65846	92545	09065	22653
19	68775	06261	54265	16203	23340	84290	16317	68666	66642	00879
20	52879	19599	13467	74972	89181	84938	15447	10787	76549	80072
21	64096	87152	20719	29215	04349	54434	72344	93008	83283	51670
22	83964	55937	21417	49944	38356	98404	14850	17994	13061	98981
23	31191	25131	72368	11689	95727	05414	88727	45583	22268	77700
24	30545	68123	29850	67833	05622	89975	29045	27142	99257	32349
25	52373	91601	52315	26430	54175	30122	11296	98842	37600	26025
26	16586	83842	81076	99414	31574	94719	35858	80018	86988	79034
27	81841	88981	61191	25015	30272	23388	25463	65774	10029	58376
28	43563	66829	72838	08074	17080	15446	11054	98143	74989	26885
29	19945	84193	57581	77252	85904	45412	43556	27918	90572	00565
30	79974	23296	16919	99691	80276	32818	62533	78631	54395	30705
31	48503	20613	43980	09810	38269	86679	73599	48418	12647	40044
32	37049	65541	37937	41105	38162	89706	45858	40789	99347	00783
33	48547	71562	95493	34119	76895	46766	96365	31718	48302	45893
34	03160	66742	61486	43305	84183	09605	42663	13491	09048	29357
35	94822	24738	67749	83748	59709	25210	31703	62925	72086	69991
36	04950	60509	85828	19152	64869	27977	35611	96240	62747	89529
37	43770	81537	59527	95674	76692	86428	80930	10020	73881	12532
38	56908	77102	50629	41215	14511	42948	80681	93750	99052	31011
39	32787	07189	80559	75927	75475	33065	11796	72140	48944	74150
40	52441	83136	47703	29102	31764	55355	31006	25526	55790	
41	27[illegible]	54723	18227	28445	01576	18882	00023	67101	06895	08915
42	18976	73240	25411	16603	75049	20589	05701	08249	74013	25029
43	53201	29610	30422	21497	64729	64983	71551	99016	87903	63825
44	34919	78801	59710	27396	02593	05665	11964	44134	00273	76358
45	33617	92159	21971	16901	57383	34262	41744	60891	57624	06962
46	70010	40994	98780	72418	52571	18415	64362	90637	38054	04909
47	19282	68447	35065	31530	59838	49181	21914	65742	89815	39053
48	91429	73328	13266	54898	68795	40948	80808	63887	89939	47938
49	97657	78393	33021	05867	86520	45363	43066	00988	94040	09803
50	95150	07625	05255	83254	93943	52325	93230	62668	79229	66964

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