The Initial Impact of Organization Development Intervention on Staff
Motivation, Engagement, and Commitment:
A Case Study of Nonprofit, Community-based Women Organization

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Action Research Title	The Initial Impact of Organization Development Intervention on Staff Motivation, Engagement and Commitment: A Case Study of Nonprofit, Community-based Women Organization
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The Graduate School/Faculty of Graduate School of Business, Assumption University, has approved this action research as a partial fulfillment of the requirements for the Degree of Master of Management in Organization Development and Management.

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ABSTRACT

The success of any organization, regardless of whether profit or nonprofit, is depending on the human resources that is regarded as an asset of the organization. When we talk about human resources, motivation and engagement of the people in the organization, and how much those people are committed to their jobs and the organization are the key factors that determine the performance of the organization. The key purpose and focus of this study is to understand the main areas of human resources: motivation, engagement and commitment, using a real case study of a community-based women organization, here identified as KWG that the researcher has been involving since over the last eight years and currently serving as a member of the Executive Committee. The target group of this study were 15 staff members [35% to total staff] who are currently working for the organization.

In this study, the researcher applied an action research methodology which includes three phases: pre assessment of ODI, the ODI, and post ODI. This action research was implemented within a period of four months (July-October 2013). The data collection instruments applied in this research were survey questionnaire and interview. The quantitative data was analyzed through the SPSS program, mainly measured by mean score, standard deviation, and Pair-sample t-test. The relationship between variables was tested by the Pearson correlation coefficient. The Whole Brain Literacy (WBL) framework was applied for qualitative analysis.

The key ODI tools applied in this research included OD concept, Goal Setting, Appreciative Inquiry (AI), Iceberg model, Johari Window, and WBL concept. The ODI activities included two workshops and one coaching session for the management. The SPSS program was employed for quantitative data analysis, and the Whole Brain Literacy was applied for qualitative analysis.

This research showed the relationship between motivation and commitment as well as the relationship between engagement and commitment was significant. The initial impact of ODI on staff motivation, engagement and commitment was not significant statically. However, some improvements were observed in all three variables: motivation, engagement and commitment in post ODI assessment. The OD concept, AI, and Iceberg models, were key drivers for improvement as well as some change initiatives in the organization. Goal setting was something new for the participants and some participants seemed not very interested in this activity, while some members including from the management, were very keen on this and had strong desire to achieve the goals. Overall, this project is an initial step for the organization in terms of OD context. Based on this study and lessons learned, the organization as well as the researcher can further develop OD process and activities in the future.

DEDICATION

This thesis is dedicated to the memories and visions of my 'Beloved Father' who departed my life during my study with MMOD, coincidently at a time of proposal defense. During his life, he was always concerned with and supported education of all his children and I am one of them.

ACKNOWLEDGEMENT

This is special thanks and sincere acknowledgment note to people who have supported and guided me during my two-year learning journey with my MMOD especially during the Action Research. Firstly, I would like to express my appreciation and thanks to my thesis advisor as well as course lecturer, Dr. Sawat Kengchon, who has always given me a strong and thoughtful guidance to be able to complete my research. During my research, whenever I was confused and needed help, he gave me the direction and vision to keep moving forward. His friendliness and efficient communication were things that I appreciate most. I also would like to thank my thesis committee members for their constructive feedback and insightful comments that ensured my research and my thesis were more valuable and of higher quality.

Furthermore, I would like to thank all my professors and instructors who taught me and shared their intellectual knowledge, life/work experience that will be very beneficial for my personal and professional life in the future. Special thanks for transferring their academic and professional knowledge and experience to me and my classmates. For special mention: Dr. Perla Rizilina M. Tayko, Dr. Sirichai Preudhikulpradab, Dr. Suchart Otaivites, Dr. Tananchanoke D., Dr. Udomsak Soponkij, Dr. Kitikorn Dowpiset, Dr. Salvacion E. Villavicencio and Dr. Marissa L. Fernando.

In addition, I also would like to thank my fellow students, the MM19 classmates for sharing their ideas and opinions about personal and professional experiences along our learning journey. I enjoyed the group dynamics and diversity, learning across-culture with each of the class members. Working as teams on group projects was a rewarding experience. The inputs from different backgrounds have helped us to accomplish every team task.

Special thanks also go to the KWG members for their kind support and active participation in this research process. Without their cooperation, this study would not have been possible to complete. With complete trust and sharing, we learned together, and look forward to a brighter future for the organization, and community as a whole.

Finally, I would like to thank my beloved family members: my mother, brothers and sisters for their constant prayers, support, and encouragement during my study.

Jar Bawk

MM19

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CHAPPER - 1

THE PROBLEM, POTENTIAL CHALLENGE FOR CHANGE

This chapter provides an overview of the study, including the background of the action research, and an overview of human resource opportunities and challenges regarding motivation, engagement and commitment in nonprofit organizations at the international, regional, and national level. Details of the focal organization, here identified as KWG, including the current situation and critical issues, are also discussed.

Also presented in this chapter are the research problem statement, research questions and objectives, hypotheses, definitions of key terms, significance of the study, as well as the scope and limitations of the study.

1.1 Introduction

This research is a case study of a non-profit, community-based women's organization from Myanmar operating in Thailand, here identified as KWG. In any organization, regardless of profit or nonprofit, small or big, human resource always plays a critical role because they are the assets of an organization. With regard to this research, staff motivation, engagement and commitment are critical issues in terms of human resources, and will determine the success or failure, growth, even sustainability of the organization. Especially in the context of this organization, where staff members are working on a volunteer basis, retaining staff is a challenging issue for the organization. For the area of this study, the researcher also consulted with the leaders/management of the organization in order to ensure mutual understanding and benefit from this research. Both the researcher and the organization hope that this research will make some initial impact and bring about positive change in the organization, especially in the area of human resource. It is also expected that the experiences

and lessons learned from this project will be very helpful for the organization, as well as for the researcher for the future OD process.

1.2 Background of the study

1.2.1 Global context

The emergence of organized civil society and of broader social movements has dramatically altered the social, political and economic landscape. The non-government organizations - NGOs contribute to civil society by actively addressing the various and complex needs of the society: promoting diversity, protecting and strengthening culture, and ethnic and religious identities, and the environment. They concern and support on activities that make a better and more productive society. NGOs motivate citizens at all level of society to be actively involved and act, rather than depending on state power/authority and beneficence. They also create alternatives to centralized state agencies and provide services with greater independence and flexibility. NGOs establish mechanisms by which government and markets can be held accountable by the public. In this emerging scenario, the role of women becomes vital for development in society in areas such as education, health, and in generating general awareness of political and social issues.

Riveros M. & Tsai S. (2011) from National Taiwan Normal University have raised the issue regarding employee commitment. They stated that finding the best way to motivate, retain, and improve performance of employees has been always an issue for both profit and non-profit organizations. However, the organizations in the non-profit sector may have more challenges in handling this issue because of lack of funds to offer a fair compensation, and from insufficient capacity to rationalize their services. Although non-profit organizations seem to not being able motivate and retain their employees, some studies have shown a contradictory scenario. According to the research by Mirvis and Hackett (2003), only 45.8%

of employees in non-profit wish to find different jobs, compared to 63.4% in profit sector and 58.9% in government sector.

According to some motivational theories, good reward systems can attract, motivate, and retain employees, for example, the high payment system being used by most companies. However, the findings of Brandl & Guttel (2007) showed that only 2 out of 9 non-profit organizations were willing to implement pay-for-performance systems. In this regard, staff recruitment and retention become critical issue for non-profit sector due to limited financial resources to promote incentives. It was concluded that employees who are not getting adequate compensation will not perform well or even worse, leave the organization. As a consequence, the organization loses talented and potential employees, and that poses a threat to non-profits.

Alatrista & Arrowsmith (2004) highlighted another interesting point on employees' commitment from a management perspective. For many workers in nonprofit organizations, jobs are not secure, career opportunities are limited and pay is relatively low. As a result, turnover is high, which is regarded as a negative indicator of employees' commitment to the organization. Although organizations are increasingly using Human Resource Management (HRM) practices such as team work, training and development to enhance their ability to compete for contracts, the effects in terms of organizational commitment is quite limited. In their research, the result of a case study suggested that managerial efforts to improve employee commitment can be difficult in the nonprofit sector because HRM interventions lack a well-developed commitment scheme. For the workers, their first loyalties are to their colleagues and service users, and their view of the senior management was that it was somewhat distant and controlling, with its own priorities. Workers who feel negative about senior management will not embrace HRM initiatives, while workers who are more positive

about senior management may view HRM initiatives more favorably, but often in terms of being better practice of their own values rather than increasing commitment to the organization.

1.2.2 Regional context

As the ASEAN community is coming into effect in 2015, the goal of strengthening the ASEAN socio-culture community pillar though participation of stakeholders and people of ASEAN in building this vision has become clear. Therefore, the development of a civil society and its relationship with ASEAN through constructive engagement processes is crucial. In each of the 10 member countries, the state has the power to determine the character and agenda of civil society organizations (CSOs). While the state is a primary player in contemporary societies, the reality of everyday on the ground, may not necessarily reflect this. In some cases, the state may indirectly control the agenda of CSOs through policies that tend to entrench economic, social and political divisions in the society. Therefore, many local CSOs, especially in less developed countries, do not register with the states and stay officially invisible even though their work is highly evident on the ground. The number of civil society organizations in many ASEAN countries is fluid. Nevertheless, according to the respective country reports, Brunei has about 727 registered societies, Laos has around 250 NGOs, Cambodia has 1495 registered organizations, Singapore has about 7111 registered societies, Thailand has about 13,179 CSOs, Vietnam has about 4157 professional associations, Myanmar estimates between 300 and 2000, Philippines has 115, 331 registered CSOs, Indonesia has about 9000 registered CSOs, and Malaysia has approximately 58, 738 registered societies.

Funding, in general, is a common and long-existing challenge for most CSOs in the region. Since most CSOs have to rely on a variety of funding sources, securing funds from

foreign donors or an international agency is a common practice for them. In the case of Cambodia, all NGOs have to receive funding from foreign donors and at low interest on local sources of funding. In some countries, as the Laos country chapter, some organizations are locally funded by returned exiles or wealthy people. However, a greater number of organizations which work at the grassroots levels have to rely on foreign donors. Because of this overreliance on foreign support, fund-raising skills are virtually non-existent. Additionally, some countries are experiencing gradual funding cuts, such as Thailand and the Philippines because most foreign donors believe that the country is able to raise local funding support. This suggests that international funding is not always consistent and is depending on the global strategic objectives of funding agencies as well as their governments.

Human resource continues to be a key challenge for civil society organizations in Southeast Asia. Without adequate number or efficient expertise, CSOs cannot function properly and may even become a hindrance to the community. In terms of human resources, the CSOs in the region face three key challenges. Firstly, lack of staff and skills to train and nurture qualified members to run programs/projects in an efficient manner. In the case of Indonesia, the majority of NGOs (61percent) run with fewer than 10 staff members. The second challenge is engaging members from the middle class because the local NGOs have to compete with the private sector which offers higher wages and better career opportunities. In the case of the Malaysia, this problem is compounded by the fact that many advocacy NGOs are set up on a voluntary basis and rarely provide career prospects. The third challenge is that of re-generation of leaderships. Even NGOs which are able to hire full-time staff and/or specific expertise to implement programs or projects, still struggle to retain them or nurture them to be future leaders of NGOs. In the case of Philippines, the CSOs face a high level of staff turnover as well as a lack of the next generation to replace the leaders which emerged

during the post-martial law period, as many of them moved on to government or international consultancy jobs.

According to Chandrashekar (2009), nonprofit organizations have been criticized for their over-concern for the development of needy people rather than for development of their employees. This has often led to staff commitment issues, especially in the Asian region. According to researcher's study of 33 NGOs in Andhra Pradesh, East India, it was observed that the majority of NGOs were organized by individuals inspired by different philosophies such as Gandhian or Christianity, and some by the traditional belief of serving the destitute and handicapped. However, personnel policies are far from satisfactory and there is frustration, with staff not feeling highly committed to their organizations (Chandrashekar, 2009).

Another research of occupational stress and organizational commitment in the nonprofit sector in Pakistan (Butt, Z., 2009) showed that higher occupational stress led to lower organizational commitment. The researcher discussed that a possible reason for the high turnover among NGOs in Pakistan was the highly stressful work environment. However, according to the research, organizational commitment on the main sample of NGO employees indicated that 23% of respondents fell low, 38% were moderate, and 39% fell in high organizational commitment respectively. The researcher concluded that the overall level of organizational commitment of NGO workers in Pakistan was moderate to high, despite working in a high stressful environment. In terms of the three forms of organizational commitment, normative commitment was found to be the most dominant form of commitment. The researcher also stated that the nature of the organization also affects commitment. For instance, employees who work in service delivery organizations have

higher occupational stress and lower organizational commitment compared to those working in office-work organizations.

Another study by Moore and Chawla (1994) showed that individuals who did not have sufficient training or education, had problems with work quality and a poor attitude, were less committed to their job and organization.

1.2.3 National context

Since Myanmar had been ruled by an undemocratic government for decades, the country is facing humanitarian and development challenges. The political, social and economic situation in Myanmar and the ongoing conflict between the central government and ethnic groups has resulted in the creation of many organizations, especially on the Thai-Myanmar border, including women's organizations of which KWG is one. Some organizations deliver health or education services to the people affected by the conflicts, as well as documenting human rights abuses by the State or military authorities. Those groups which are based in exile are well connected with international and regional networks, especially with advocacy and human rights organizations.

Inside Myanmar the number of Community Based Organizations (CBOs) has been increasing constantly. CBOs and FBOs (Faith-Based Organizations) are currently present across the country. The CBOs often operate with minimum resources at the village or rural level, providing basic social services such as education, healthcare and small scale loans for family income generation.

Though international sanctions have restricted foreign aid for years, still some 65 international non-governmental organizations (INGOs) are currently working in various sectors such as health, agriculture and disaster response. The INGOs operate under various legal frameworks with the Myanmar government, including Memoranda of Understanding

(MOU) or letters of agreement with a relevant ministry. There is no best 'operational modality' for working in Myanmar. Therefore the INGOs choose the approach (eg. for registration, procurement, and banking etc.) that best suits their mission, portfolio or projects and organizational principles. Key operational hindrances faced by INGOs include lack of mobility of foreign staff, fluctuating visa approvals, restrictions of humanitarian space and uncertain registration status. Safeguard policies by INGOs and donors to protect humanitarian independence includes internal and external audits, monitoring, and complying with transparency and procurement protocols. Developing the capacity of local civil society and organizations is another important goal for international donors and INGOs.

The civil society organizations, mostly registered with the government, can access grants from embassies and international networks. However, funds are limited and usually short-term and this presents a challenge for long-term strategic planning. Additionally, most donors' strict funding policies and mechanisms, tailored according to international standards, mean there is limited access for many organizations, especially the local groups without legal status. For example, NGOs have to pay a registration fee of 500,000 Kyat in local currency (approximately 625$), which is too high for some local organizations without adequate funding. Therefore these organizations would like donors to be more flexible with their frameworks and policies to better support the work of local organizations in this challenging environment. Since after the 2010 election, international donors and agencies have been changing their policies, including economic sanctions and funding policies. For example, donors were preparing to cut funds to cross-border aid, and relocate their aid service to Myanmar. Additionally, they are focusing more on peace and reconciliation programs than community service projects. Community-based organizations along the Thai border are concerned about a possible withdrawal of international funds that would impact refugees,

migrant workers and internally-displaced people (IDPs). In early April 2012, 36 CBOs from Myanmar discussed this issue and released a statement that listed 10 recommendations.

Limited human resource is another key issue. Although many organizations are run by highly trained professionals, they still face difficulty in recruiting new local personnel which is a result of decades of an inadequate educational system. This constitutes one of the greatest challenges to the growth and development of civil society sectors in Myanmar. The capacity building of these organizations is mostly provided by international NGOs, and they seem to be having positive impact on the local organizations in helping them to meet international standards.

Two members from prominent political parties debated their opinions concerning NGOs role/work in Myanmar. One member argued that NGOs spend too great proportion of funds on staff salaries and administrative cost than services delivered. Due to unemployment and unequal wages [international NGOs pay higher than local organizations], infighting sometimes occurs between NGO staff for lucrative placements and salaries rather than acting for the country's interests. Conflicts arise among staff because they feel insecure in their jobs, and this distracts attention from providing the best service to the public. This also affects the commitment of the staff to the organization. However, the other party member viewed this differently, asserting that this problem is not widespread and those attitudes used to exist in the past. Nowadays, most NGO staff are working for the good of the people and not working for their own benefits.

1.3 Focal organization's profile and current Situation

KWG is a non-profit community-based women's organization. It was established in September 1999, by a group of four dedicated women in the community, with the purpose of

helping the Kachin community, especially women who migrate to Thailand to escape economic, social and political hardships in their own country, Myanmar. The administrative office is based in Chiang Mai, Thailand however there are operating activities in both countries [Myanmar, Thailand]. [*Kachin is one of the major ethnic groups in Myanmar*].

The vision of KWG is that women are empowered to participate in all different levels of decision making in society; all forms of discrimination are eliminated; children in Kachin society have opportunities to fulfill their potential.

The mission of KWG is the empowerment and advancement of women in order to improve the lives of women and children in the Kachin society.

KWG is working for community service programs including anti-human trafficking, community health, migrant workers programs, documentation and research, capacity building and empowerment, political education and empowerment, peace building and reconciliation. Additionally, KWG has been involving in advocacy work at local, regional and international level for social and political changes in Myanmar. The head office in Chiang Mai is the main administrative and coordination office to support the overall activities and projects operating inside Myanmar and in Thailand. There are 40 staff members working for the organization including full-time and part time staff, as well as volunteers.

In terms of leadership style, there is no single leader or executive who acts as a CEO or chairperson. The organization founders guide the members towards the organization's vision and mission. The organization's structure was revised at end of 2012. In the organization's current structure there are four levels: Congress, Executive Committee, Secretariat, Programs and projects.

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┌─────────────────┐
│    Congress     │
│  (105 members)  │
└────────┬────────┘
         │
┌────────┴──────────┐
│ Executive Committee│
│    (3 members)     │
└────────┬───────────┘
         │           ╲
┌────────┴────────┐   ╲   ┌─────────────────┐
│   Secretariat   │────────│  Advisory Board  │
│   (2 members)   │        │   (2 members)    │
└────────┬────────┘        └─────────────────┘
         │               ╱
┌────────┴──────────────┐
│ Admin/ Programs/ Projects│
│     ( 40 members)       │
└─────────────────────────┘
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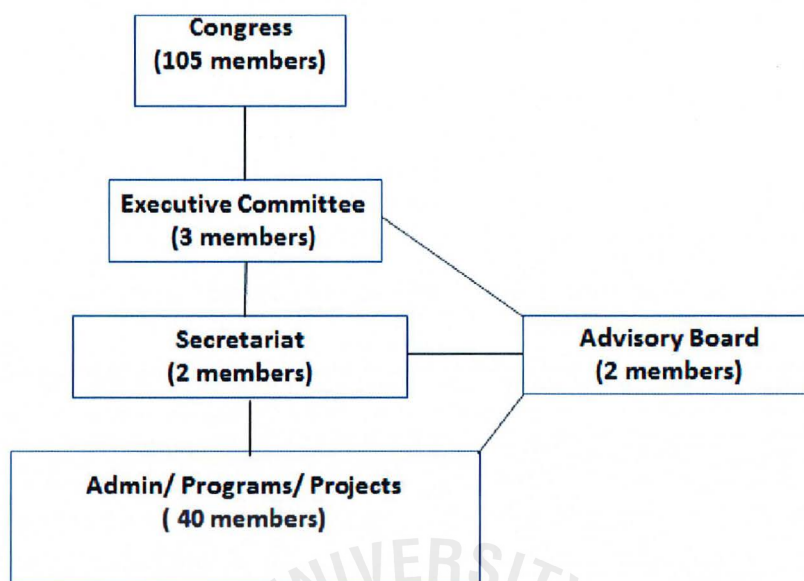
Figure 1.1 Organizational chart

Source: from KWG

The Congress, the highest level in the structure, is held every two years where all members attend. The overall activity of the past two-year period is reviewed, organizational constitution and policies are discussed as required, strategies and future plans are drawn up. Finally, key positions (Executive Committee, two General Secretaries) are elected to serve for a two-year term.

The Executive Committee, the top management, is the second highest level after Congress. It makes key decisions regarding the organization's policies and procedures and approves human resources issues. The Secretariat is responsible for overseeing daily operational activities in both countries.

In terms of Human Resource Development, staff members are primarily recruited from the organization members. Prior to taking job positions, the members are trained

through an internship program where they learn basic organization and management skills, political and social issues, and about the organization and its work.

As the KWG is nonprofit, the organization is operating mainly with the funds from international donors. The funds are being spent on administrative costs, project implementation, and staff salaries. Due to the short-term nature of the funding, mostly six months to one year, it has always been a challenge for KWG to draw up long term strategies and plans.
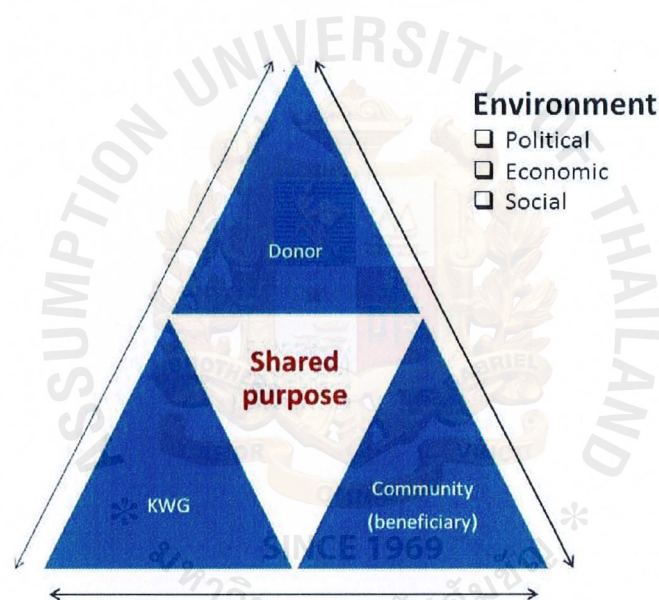
Figure 1.2 Focal Organization's system
Source: Developed by the researcher

From a system thinking perspective, KWG practices an open system that including donors and the community. As shown in figure, there is a shared purpose among the key three-party stakeholders: KWG, donors, and community. For example, the donor who is interested in human trafficking issue will provide funds to the organization. With those funds, KWG deliver projects that help the protection of trafficking victims through emergency assistance and re-integration with family and community. In addition, provide education on

trafficking in order to prevent incidents in the community. The organization's external environment includes political, social and economic situation of national and global level. The political situation of the country [Myanmar] is quite influential on the organization's work. In terms of the social aspect, KWG has to respond the needs of the community as the situation arises. The global economic situation is also a significant factor. Due to the economic down turn, some donors either ceased or reduced funds for projects that they previously provided. As a consequence, KWG has had to stop some projects due to lack of funding.

SWOTAR Analysis of KWG on Current Situation

Strengths	Weaknesses
- Dedicated/voluntary minded staff are major workforce - Advocate/work for Kachin community especially women - Growing and functioning sustainably since its establishment - Structured management body and system, ability to raise reasonable funds to support organization's work - Good networking to collaborate with local communities and international communities	- Insufficient human resource on daily basis makes it difficult to meet high demand from community. - Lack of good HRM/HRD strategy including leadership development and succession plan - Competency, professionalism of staff - Lack good fund raising strategy
Opportunities	**Threats**
Networking and communication independently with donors, international organizations for being based in exile.	Challenge to attract/develop/retain staff

• Continue funding support from old donors, new funds opportunity • Increasing networks, and targets in community to serve	• Donors' policy changes due to political landscape in Myanmar • Due to demands of country's opening, performance is critical because many new entries of NGOs, CBOs at community level.
Aspiration • A fruitful tree that provides safe shelter for women, serves as a building block to nurture and empower women to become good leaders in society, and to be able to participate in decision making and politics.	**Results** • Sufficient, competent, committed staff for all different levels of positions. • Reached out to more targets in community • Good fund raising strategy to secure sufficient funds.

Strengths

As the organization is a nonprofit organization, voluntary-minded staff are the major workforce of the organization. Although KWG is a small community-based organization, it has a structured management body and system which is able to oversee all the operational activities, generate funds to support projects and administrative work of the organization, growing and functioning sustainably since its establishment in 1999. KWG also serves as a coordination/ communication center between the local communities and the international networks to collaborate on the Kachin people especially women's issues. The organization provides unique opportunities for youth, who are future leaders of society, to open up their minds and explore the outside world.

Weaknesses

The major weakness is that insufficient human resources, on daily basis, makes it difficult to meet the high demand from the community for projects. The organization also lacks good human resource management and development (HRM/HRD) including a leadership generation and succession plan. Additionally, professionalism and the competency of staff also need improvement for better and effective performance. Finally, the organization also lacks a good fund raising strategy, which is essential in order to raise sufficient funds to be able support the projects and activities of the organization, and to pay staff salaries and stipends.

Opportunities

Being based in exile, the organization can network and communicate independently with international networks, advocate to the international audience about Kachin and women's issues in the communities and for social and political changes in Myanmar. Additionally, the organization receives continued support from old donors and from new donors that make it possible to run projects for the members of their community. There have been increasing requests and demands from their communities especially due to country's political instability and unresolved social and economic problems in Kachin areas.

Threats

One major internal challenge is to develop and retain staff. Especially during the year of 2013, several staff members resigned for various reasons and the organization has been facing shortage of staff in several departments. Since the organization does primarily engage in an internal recruitment, it is difficult to employ new staff from outside the organizations.

An external threat is changes in donor policies due to the political landscape in Myanmar. The international donors are shifting their funding strategies; prioritize funding to organizations based inside the country rather than supporting cross-border aid. Therefore the organization is also facing a shortage of funds for some projects. Additionally, due to the demands of Myanmar's opening, performance is critical as KWG now has to compete with many new NGO/ CBO entries at the local level.

Aspiration

The organization envisions itself as a fruitful tree that provides safe shelter for women, serves as building blocks to nurture and empower women to become good leaders in society, to be able to participate in decision making and political level.

Result

The desired and expected results include: sufficient, competent and committed staff for all different level of positions so that the organization can perform more professionally and effectively; reaching out more targets in the community including displaced people from the civil war; create a good fund raising strategy to secure sufficient funds. The organization is striving to achieve these results.

As mentioned above, the organization is facing many challenges. Among them human resources is critical for it to be a high performing organization and deliver projects more efficiently and effectively. Since the organization is nonprofit and mainly relies on external financial sources, the quality of work [good results of projects, quality reports, timeliness etc.] is critical to receive continue funding to support the organization. Therefore ensuring that staff stay motivated and are positively engaged and highly committed to their jobs and the organization is critical for the organization's overall performance. Therefore, the

researcher believes that a good understanding of the overall situation in terms of human resources would allow them to find better solutions for improvements. Therefore, this study would like to emphasize staff motivation, engagement, in relation with commitment.

1.4 Statement of the Problem

The main focus of this study is staff motivation and engagement issues in relation to staff commitment. Since employee motivation, engagement and commitment are big topics, this research is limited to certain areas in terms of the scope of study. Regarding motivation, this research focused on intrinsic motivational factors: meaningfulness of work, recognition and appreciation of work and clear goals. For staff engagement, this research emphasized two factors: job engagement and organizational engagement. Finally, staff commitment focused on job commitment and organizational commitment. The OD interventions aim to enhance staff motivation, engagement and commitment.

1.5 Research Objectives

1) To assess the current perception of staff in terms of motivation, engagement and commitment.

2) To design and implement appropriate OD interventions to strengthen staff motivation, engagement, and commitment.

3) To determine the initial impact of OD intervention on motivation, engagement and commitment.

4) To identify the relationship between staff motivation and commitment, staff engagement and commitment.

1.6 Research questions

1) What is the current situation of staff regarding motivation, engagement and commitment?

2) What are the appropriate interventions to improve staff motivation, engagement and commitment?

3) Is there any impact of OD intervention on staff motivation, engagement and commitment?

4) Is there any relationship between staff motivation and commitment, engagement and commitment?

1.7 Hypotheses

Ho1: There is no initial impact of OD intervention on staff motivation.

Ha1: There is an initial impact of OD intervention on staff motivation.

Ho2: There is no initial impact of OD intervention on staff engagement.

Ha2: There is an initial impact of OD intervention on staff engagement.

Ho3: There is no initial impact of OD intervention on staff commitment.

Ha3 There is an initial impact of OD intervention on staff commitment.

Ho4: There is no relationship between staff motivation and commitment.

Ha4: There is a relationship between staff motivation and commitment.

Ha5: There is no relationship between staff engagement and commitment.

Ha5: There is a relationship between staff engagement and commitment.

1.8 Definition of critical terms

Staff motivation – the internal driving force that makes individuals to do their work

Staff engagement – staff members' active participation/contribution to organizational activities, active involvement in performing jobs to achieve organizational goals and objectives

Staff commitment- staff members take full accountability on job responsibility; feel strongly connected to the organization and being willing to stay with the organization for longer time

Community-Based Organization (CBO) - a nonprofit, interest group that works at a local level to improve the lives of people.

Beneficiary- people who receive the services and assistance provided by nonprofit organizations (in this study the organization was KWG)

Program/department- operational sections divided according to different issues, run by the organization (administration, finance, anti-human trafficking, community health, migrant workers program, documentation and research, political education and empowerment, capacity building and empowerment, peace building and reconciliation).

Staff - full-time & part-time workers in different job positions at KWG

Members- the individual participants who are involving in or working with KWG

Executive Committee (EC) - top management that makes policies and key decisions of the organization

Management- the management body of the organization comprised of four members [two EC members, and two Secretaries]

NGO –any non-profit, voluntary citizen group which is organized on local, national or international level, performs humanitarian functions and services, bring citizens' concern to government, advocates and monitors policies and encourages political participation through provision of information.
[http://www.ngo.org/ngoinfo/define.html]

CSOs- a variety of institutions, groups, foundations, and associations formed by citizens to address social issues or problems caused either by government or business, or are insufficiently addressed by them. [http://www.wiser.org/aof/250]

Relationship – interpersonal relationship among members including the Management body and operational staff.

ODI- Organization Development Intervention is a planned activity or process to improve the situation of the organization in terms of effectiveness, performance, behaviors of people.

1.8 Significance of the study

This study was the first time that KWG has participated in any research, especially in an OD context. From the initial discussion with the leaders/management, they were very interested and excited about this research project, and the researcher was very positive about their cooperation throughout the project. From this research, the management and leaders would gain a better understanding of the staff's real situation in the areas of motivation, engagement, and commitment. From OD intervention the management would get a better

idea of appropriate and practical solutions to enhance staff motivation, engagement and retaining committed staff in the organization.

Some participants would have an awareness of OD for the first time; some, who had earlier knowledge would have a better and clearer understanding about OD through participating in this OD research process as well as gaining practical experience of the process. In addition, they would benefit from OD interventions that would help to improve their work and find it useful for self- application.

For the researcher, it was a valuable experiential learning process to apply it in the future work as an OD practitioner/professional. The lessons learned and the experience from this real project will be very helpful for future OD work with the KWG and with other organizations.

For other researchers and for academics, they may find this research thesis an interesting and useful source of study about nonprofit organizations, especially in the context of women.

1.9 Scope and Limitation of the study

Scope

In terms of the research topic, this study focused only on some factors. Since the motivation topic is a big topic, this study focused only on intrinsic motivational factors: meaningfulness of work, recognition, and clear goals. The engagement topic was studied from two different perspectives: job engagement and organizational engagement. Finally, the commitment topic was studied from two perspectives: job commitment, and organizational commitment.

There are 40 staff members including full-time, part-time and volunteers, working for the KWG currently, some staff are based in Thailand, and some are based inside Myanmar. However, in this research, only 15 staff members who are working mainly in Thailand participated.

Although the OD intervention was implemented in Chiang Mai, Thailand, the impact would be on the overall organization because the participants are from different levels, from leaders and Management to lower level staff. The leaders/management, as well as individual staff, will be able to share/communicate the new ideas and perspectives with other members, and continue the OD process in the future based on this initiative.

Limitation

Due to time and budget constraints, the researcher could not include all the staff working for KWG. Also, a few staff members were not able to participate in all the ODI activities due to unavoidable travel and meetings. For example, the target participant for the workshops was 17, including the leaders/Management and general staff, however, only 12 people could participate.

Due to the organization's internal issues, the researcher did not use the official name of the organization. Some staff are not proficient in English and the researcher needed to translate the research instruments into Kachin (internal language of the organization). Some of the meaning/definition of words may be slightly lost when translating between the two languages.

The two month period was short to allow evaluation and to measure the impact of ODI, especially in terms of behavior and mindset change and the impact on organizational performance.

CHAPTER 2

LITERATURE REVIEW, CONCEPTUAL FRAMEWORK, ACTION RESEARCH

RRAMEWORK

This chapter presents a review of literature relating to the research topics. The researcher reviewed various theories and models from multiple sources such as books, journals, internet sources and news. The major topics discussed were: organizations as open systems, organizational development, change and change management, employee motivation, employee engagement, and employee commitment. The conceptual framework was developed based on the reviewed literatures.

2.1. Organization as an open system

Morgan (2006) stated that organizations are organisms living as systems in a wider environment in which they adapt and depend for satisfaction of various needs. Like organisms, organizations are 'open systems' and must have an appropriate relationship with their environment if they want to survive. The open system usually focuses on three key issues: emphasis on the environment, interrelation of subsystems, and alignment between different systems. This system suggests that we should always organize things with the environment in mind. For example, the 'business environment' of an organization can be interactions with customers, suppliers, and competitors. The second key issue highlights the importance of interrelations of subsystems because organizations are comprised of individuals who belong to groups that belong to larger divisions. This way of thinking helps the organization to recognize how everything relates to each other, and finds ways of managing the relationships between critical subsystems and the environment. The third key focus is the alignment between different systems, to identify and eliminate potential

dysfunctions. Therefore open system theory encourages a matching of the kind of systems, human and technical requirements (Morgan, 2006). The open system has four components: environment, inputs, transformation, and outputs.
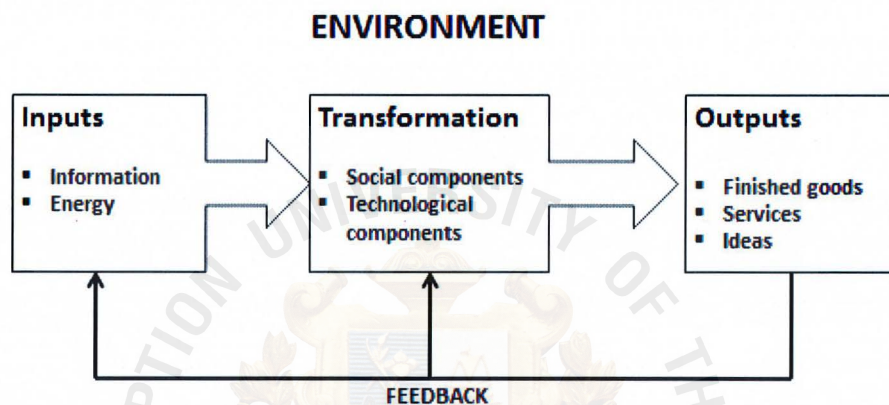
ENVIRONMENT

Figure 2.1 The Organization as an Open System
Source: Organization Development & Change, Cummings & Worley (2008), pg.90

Environments- The organizational environments are beyond the boundaries of the system that can indirectly or directly affect performance and outcomes. Organizations cannot totally control their own behavior, and are influenced and affected by environmental conditions such as availability of labor and raw material, customer demands, competition, and government regulations.

Inputs, Transformations, Outputs- An organizational system is composed of three parts: inputs, transformations, outputs. The inputs are the resources such as human resources, information, energy and materials. The process of converting inputs into outputs is called transformation. In an organization, a production or operational function consists of both social and technological components that carry out transformation.

Feedback- Feedback is the information regarding actual output results of the system. However, not all information is regarded as feedback. Only the information applied to control future functioning of the system is considered feedback. Feedback allows maintenance of the system in a steady state or helps organizations to adapt to changing circumstances.

2.2 Organization Development (OD)

Cummings & Worley (2008) stated that organization development is a system-wide application and transfer of behavioral science knowledge to the planned development, and reinforcement of the strategies, structures, and process that lead to organization effectiveness. OD can be distinguished from change management and organizational change for a number of reasons. First, OD applies to changes in structure, strategy, and/or process of an entire system. Second, OD is based on application and transfer of behavior science knowledge and practice. Third, OD is concerned with the management of a planned change in a more adaptive process of planning and implementing change. Fourth, OD involves the design, implementation, and the reinforcement of change. Finally, OD is oriented to the improvement of organizational effectiveness (Cumming & Worley, 2008).

According to Brown (2011), Organization Development is an emerging discipline aiming for improvement of organizational effectiveness and the members of organization through systematic change programs. A leading OD pioneer Warren Bennis has identified three factors that were the underlying reasons of the emergence of OD. They are 1) the need for new organizational change, 2) the focus on cultural change, 3) the increase in social awareness (Brown, 2011).

According to Richard Beckhard', Organization Development is defined as a planned, organization-wide effort, and managed from the top to increase organizational effectiveness

and health, thorough planned interventions in the organization's processes using the behavioral science, as mentioned by Brown (2011). The characteristics of OD include change, collaborative and system approach, performance and humanistic orientation, and application of scientific method.

In any OD programs, the emphasis is placed on individual, team and organizational relationships. The major difference between OD and other behavioral science technique is that OD views the organization as a total system of interacting and interrelated elements (Brown, 2011).

2.2.1 Five Stages of the Total Organization Development Process

Organization development is a long term organizational process. It consists of a series of stages as shown in figure 2.2, according to Brown (2011).
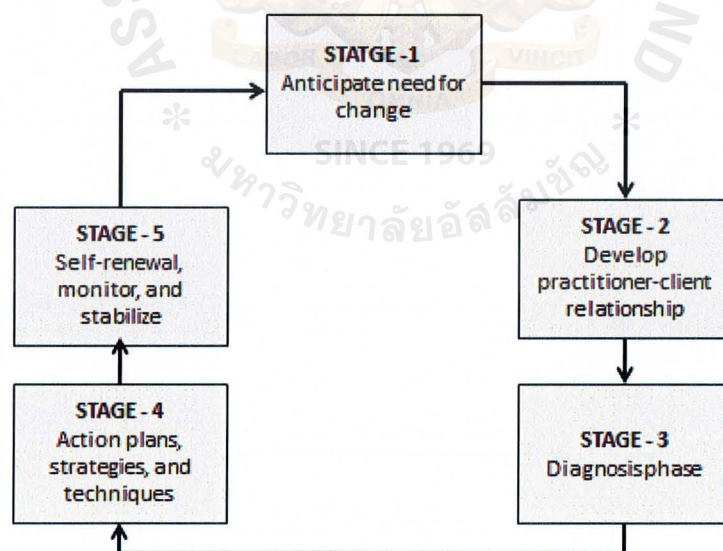
Figure 2.2 Organization Development's Five Stages
Source: An experiential approach to organization development, Brown (2011), pg.35

Stage one is anticipating a need for change. Before any change program is implemented, the organization must anticipate the need for change. This may be the manager's awareness of the state of the organization's disequilibrium that needs improvement. Only the feeling of need can convince individuals in an organization of the necessity of change, and to adopt new ways.

Stage two is developing the practitioner-client relationship. Once the organization recognizes a need for change, the relationship between the OD practitioner and the client begins. The exchange of expectations and obligations, trust, shared responsibility, open communication are key issues regarding the practitioner-client relationship.

Stage three is the diagnostic process. In this stage, the OD practitioner and client begin identifying the problems together. This would allow the practitioner better understanding of the client organization. Data collection, through questionnaires must only be done by the practitioner because the client's perspective may be biased. A good, accurate diagnosis will inform the exact problem, identify the root causes of the problem, and provide a basis for effective change strategies and techniques.

Stage four is the action plan, strategies and techniques. A diagnosis phase will be followed by a series of interventions, activities and programs to increase the effectiveness of the client organization. Some of the techniques and strategies include: total quality management (TQM), goal setting, team building, intergroup development, role analysis, and job design.

Stage five is the self-renewal, monitoring and stabilizing stage. This final step assesses the effectiveness of change strategies. The activities include monitoring the results and stabilizing the desired changes so that the client members will learn the results of the

change effort they have made and will be able to identify issues if they need to modify, or continue the activities.

2.3 Change and Change Management

2.3.1 Forces for Change:

Robins & Judge (2010) stated that organizations today are facing turbulent environments that require them to adapt or change. They discussed the four environmental factors that drive change: technology, economic shocks, competition and social trends. Technology is changing jobs and organizations. While the organization adapts to one technology, a new technological challenge and opportunity arises. Economic shocks also make organizations change. For example, the dot-com businesses have turned thousands of investors into overnight millionaires, then crushed them when other businesses emerge in their wake. Competition is also a forced factor for change due to the global economy as competitors come from across the ocean, and only those organizations that are responsive to competition and adapt to rapid and radical changes, will be successful. Social trends also do not stand still. In contrast to 15 years ago, for instance, people today are connecting through internet and consumers are doing online shopping. Therefore companies have to adjust their products and marketing strategies according to the social trends.

2.3.2 Types of Change:

Anderson & Anderson (2001) identified three types of change in organization setting. They are: developmental change, transitional change and transformational change. *Developmental change* represents the improvement of the existing skills, methods and standards that are logical adjustments to current operations. *Transitional change* is not just an improvement of what is, but the replacement of something entirely different. It begins with

the leaders recognizing that a problem exists, for example, an operation needs to be changed or created for better service of current and future demands. To achieve a new stage, the organization must give up the old ways 'emotionally' and move through a transition while the new stage is being put into practice. Transitional changes usually have a timeline and concrete outcome designed. *Transformational change* is the radical shift from one stage of being to another. It requires human's behavior, mindset, and culture to implement successfully and sustain the change. As for leaders, they must hear the 'wake-up call' from the environment, understand its implication, and initiate a transformation process that attends to the drivers of change (Anderson & Anderson, 2001).

According to Levy& Merry (1986), change can be classified into *first order change,* and *second order change.* The 'first order change' refers to minor improvements and adjustments, and does not change the system's core while 'second order change' is multidimensional, at multilevel, a qualitative and radical change that involves paradigmatic shift. In terms of strategy, the 'goal-oriented' is transition and 'process-oriented' is transformation change strategy, Levy & Merry (1986) argued. Because of different methods and approaches, transformation strategies are more useful for facilitating the first phase of the change process, while a transition strategy is more useful for later phases such as planning and implementing change.

2.3.3 Change Management Theories:

Lewin's change model is one of the earliest models of planned change. It has three steps: unfreeze, change, and refreeze. *Unfreezing,* this step is to reduce the forces that maintain the organization's old behavior. The second step, change, shifts the behavior of the organization and individuals to a new stage through intervening in the system to develop new behavior, values and attitudes. The last step, refreezing stabilizes the new stage of

equilibrium of the organization. This stage can be accomplished through supporting mechanisms that reinforce the new state such as organizational culture and structure (Cummings & Worley, 2008). Lewin stated that change as a modification of forces that are keeping a system stable. The 'driving forces' are the forces pushing for change, while 'resisting forces' are those striving to maintain the status quo. Therefore, change can be implemented only through increasing the forces that push for change, or by decreasing the forces that are against change.
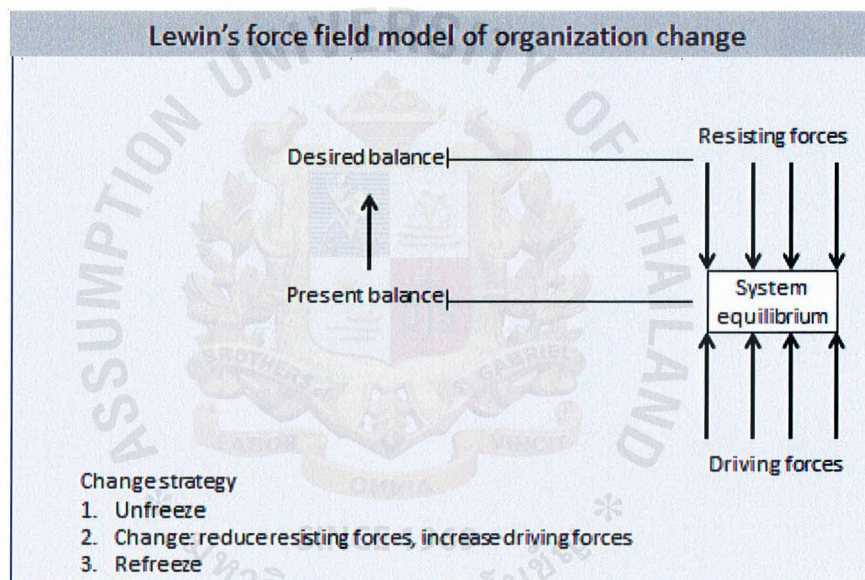
Figure 2.3 Lewin's force field model of organization change
Source: Managing Innovation and Change King & Anderson N (2002)

According to Levy& Merry (1986) there are eight perspectives in organization change. They are Management, Innovation and creativity, Political, Natural selection, Organization and environment interaction, Developmental stages, Learning, Phenomenological.

2.4 Employee Motivation

Motivation has been defined and interpreted by various theorists and behaviorists. Michael & Malley (2000) stated that motivation is generally defined as *behavior that is energetic and goal directed*. Robins et al (2008) have a similar idea that motivation is the processes of an individual's intensity, direction and persistent effort to attain a goal.

According to Porter et al (2003), the term 'motivation' was derived originally from the Latin word '*movere*' which means 'to move'. However, this one word is not sufficient to cover the various components and processes that are associated with how human behavior is activated. Generally, motivation has three common denominators that can be characterized as the phenomenon of motivation: 1) what energizes human's behavior, 2) what directs such behavior, 3) how this behavior is maintained (Porter, 2003).

Cook (2012) argued that human motivation is very complex in terms of human energy and behavior. However, most specialists agree that motivation comes from within individuals; it is multi-dimensional and there is no single universal answer about what motivation is true for all people at all the time; some things motivate for extra effort while others only cause dissatisfaction from their absence; 'carrots' are seen as more effective tool to foster and sustain motivation than 'sticks'.

Michael & Malley (2000) argued that although motivational theorists have different views on from where this energy comes from, and on the particular needs that a person is attempting to fulfill, most would agree that motivation requires: *desire to act, ability to act*, and *objective*. In other words, an employee must be committed, have the capabilities to act, and understands what must be done. These components are interdependent in an organizational setting as shown in figure 2.4. Great goals and commitment will be lost on an

inferior workforce, and likewise, commitment without establishing clear direction would erode employees' enthusiasm or passion. Also, generating great goals without the accompanying commitment is in vain.
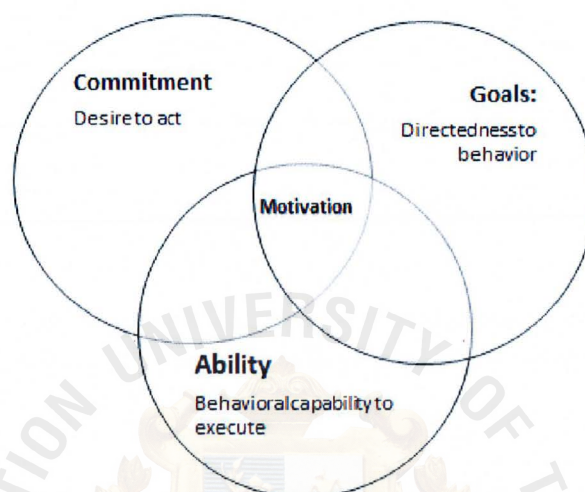
Figure 2.4 The contribution of commitment to motivation
Source: Creating Commitment (Michael N. & O' Malley, 2000), pg. 14

2.4.1 Maslow's Needs of Hierarchy:

Maslow's hierarchy of needs theory was the very first major theory of motivation to be applied to individuals at work (Porter et al, 2003). Maslow argued that humans are wanting beings whose needs lead behavior. A need influences a person's activities until that has been satisfied. This theory holds that individual's needs are arranged in a hierarchy, from very fundamental to the most advanced level. According to Maslow, lower-level needs must be fulfilled before higher-level needs can attempt to drive behavior. He also distinguished between two categories of needs: deficiency needs (needs for safety, feeling of belonging, love and respect), and growth needs (autonomy, self- realization, self-development etc.). The idea of growth needs is more vague than that of deficiency needs.

According to Maslow, individuals are motivated by five general needs that may be classified into either deficiency or growth needs.

1) *Psychological* needs are the most basic needs for survival such as air, food, water, shelter. In the workplace, such needs are reflected in an individual's concern for basic working conditions, for example, clean air and moderate temperature.

2) *Safety and security* needs are associated with one's physical safety and security, and an emotionally safe environment. These include a desire for stability, freedom from threats and emotional harm, and protection. At the workplace, such needs may be represented in concerns for safe working conditions and job security.

3) *Belongingness* is the need related to one's desire for acceptance by others, friendship, and love. In work, interacting with co-workers or employee-centered leadership may help to satisfy those needs.

4) *Esteem and ego* needs are the need for self-respect, self-esteem. At the workplace, these needs may be reflected in concern for jobs with higher status, a desire for recognition of accomplishments.

5) *Self-actualization* is the highest level, and consists of self-fulfillment that is concerned with developing the full potential of individuals. In organizations, these needs may be be represented as the desire for work assignments that challenge one's skills and abilities, and allow for creativity or innovation.

2.4.2 Herzberg's Two-factor Theory:

Herzberg's motivation-hygiene theory is based on the notion that factors that are satisfying or motivating are not the same as those that cause dissatisfaction at work (R. Olorunsola, 1992). Motivators are elements which lead to greater productivity and job satisfaction such as challenging work, recognition, increased job responsibility, and growth opportunities. These, if present, lead to higher motivation and less dissatisfaction. Hygiene factors are similar to medical hygiene that operates to remove health hazards from the environment of the human body. It is preventive, but not curative. The hygiene factors include supervision, organization policies, and job security. It is accepted that when hygiene factors are absent or below acceptable level for employees, then job dissatisfaction sets in. R. Olorunsola noted that those hygiene factors are essential to achieve some level of employee satisfaction, but they are not a guarantee to build strong motivation to perform.

In relation to employee commitment, job satisfaction and retention research, Martin et al (2006) combined Maslow's hierarchy needs and Herzberg's two-factor theory. Referring to Herzberg's theory, the research showed that the 'motivator factors' or 'intrinsic factors' are more significant in the recruitment and retention of staff in the tourism industry.
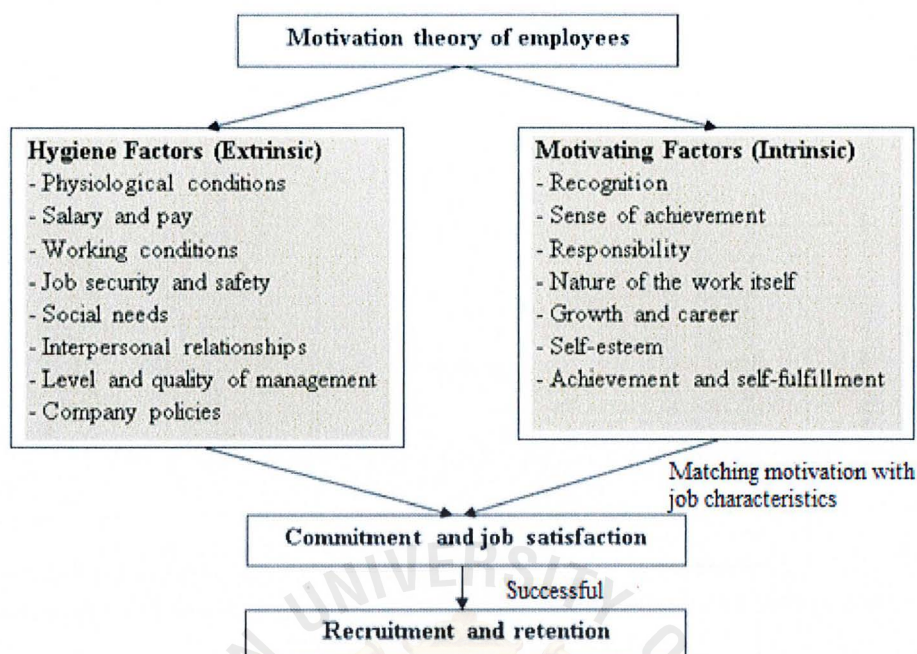
Figure 2.5 Herzberg & Maslow's theory and their relationship with job satisfaction, successful employee recruitment and retention

Source: International journal of contemporary hospitality management, Martin, Mactaggart, Bowden (2006)

2.4.3 Hackman & Oldham's Job Characteristics Model

According to a job characteristics model developed by Hackman and Oldham, any type of job can be described as having five core dimensions that impact three critical psychological states of individuals: meaningfulness of work, responsibility for outcomes, and the knowledge of results. The five core dimensions included: skill variety (a job requires different activities so that the worker can use different skills and talents), task identity (a job that requires completion of a whole and identifiable piece of work), task significance (a job that has a significant impact on other people's work or well-being), autonomy (a person is given the freedom to decide how to perform his/her tasks), feedback (a person gets clear information about the effectiveness of his/her performance). A combination of the first three

dimensions [skills variety, task identity, task significance] creates meaningful work. From a motivational standpoint, if these three characteristics exist in the job, a person will view his/her job as valuable, important and worthwhile. Therefore, jobs that are high on motivating potential must be high on at least one of the three factors that lead to experience meaningfulness (Robbins & Judge, 2010). This model has been well researched and most evidence have supported the general framework of this theory.

Core Job Characteristics ➡ **_Critical Psychological States_** ➡ **_Outcomes_**

Skill Variety	_Experienced Meaningfulness_	_High Internal Work_
Task Identity ➡	_of Work_	_Motivation_
Task significance		
Autonomy ➡	_Experienced Responsibility for the_	_High Quality Work_
	Outcomes of the work	_Performance_
Feedback from the job ➡	_Knowledge of Actual Results_	_High Satisfaction with_
	of Work Activities	_Work_

Moderators

Employee's Growth
Need Strength (GNS)

Figure 2.6 Job Characteristics Model by Hackman & Oldham

Source: Journal of Management Development, Garg & Rastogi (2006)

2.4.4 Meaningfulness, goal setting and motivation

May et al. (2004) argued that individuals who believe that a given work role activity is personally meaningful are likely to be fully motivated in their work. Here, meaningfulness means how valuable a work goal and purpose is in relation to the individual's own ideals or standards. Therefore, the provision of work that is experienced as meaningful by employees should facilitate both their personal growth and work motivation.

According to Robbins & Judge (2008), research has shown that specific goals produce a higher level of output than the generalized goal of '*do your best*' because the specificity of the goal itself acts as an internal stimulus. The more difficult the goals, the higher the level of performance because difficult goals direct people's attention to the tasks, it energizes them to work harder, it makes people persist in striving to achieve. Difficult goal also leads people to discover new strategies to perform jobs more effectively. It is also suggested that people do better when they receive feedback of progress they have made. Additionally, self-generated feedback is a more powerful motivator than externally generated feedback because it allows employees to monitor their own progress, Robbins & Judge (2008) added.

Cummings & Worley (2008) also support the idea of Robbins & Judge that goal energizes behavior and motivates people to put in extra effort to reach difficult but achievable goals. Goal setting works well in both individual and group settings. The contextual factors which need to be considered in establishing goals are clear alignment between business strategy goals and individual or group goals. Another aspect is that commitment will be high if goals are challenging, but realistic and achievable. Finally, participation of employees in the goal-setting process can increase motivation and performance. It can also convince them and increase their commitment to achieve the goals.

2.4.5 Recognition and Motivation

Cook (2012) discussed eight fundamental needs that motivate employees in the long term as posed by Spitzer, one of the most recent theorists on motivation. They are: 1) desire for activity, 2) ownership, 3) power, 4) affiliation, 5) competence, 6) achievement, 7) recognition, and 8) meaning. People desire recognition. People want to feel appreciated and positively recognized for the efforts they make. Recognition is therefore a powerful force which has the capacity to unleash people's energy and motivation. People also desire meaning because they want a reason for the things they are doing. They want reassurance that their efforts, regardless of whether small or big, are making a difference. Spitzer suggested that managers need to find out which of these eight desires motivate individuals, and facilitate ways of helping the employee to achieve these desires (Cook, 2012).

Armstrong (2004) also supported the idea that recognition is one of the most powerful motivators. People need to know how well they have carried out their work or achieved objectives. Beyond this, recognition of their achievement is an even more vital part of motivation. While providing them with financial rewards, it is also important to show recognition, for example, listen to them and act on the suggestions by the members, and acknowledge their contribution.

Robbins & Judge (2008) stated that employee recognition is intrinsic reward. According to a survey of 1500 employees to find out what they considered to be the most powerful workplace motivator, and the majority of their responses was 'recognition'.

2.5 Employee Engagement

2.5.1 Definitions and perspectives by different theorists

Saks (2006) argued that engagement is not an attitude, but it is the degree to which an individual is attentive and absorbed in the performance of their roles, job role and as an organization member. Mone & London (2010) stated that an engaged employee is someone who feels *involved, committed, passionate, and empowered* and demonstrates those feelings in work behavior.

Cook (2012) stated that engagement is the *willingness and ability of employees to give discretionary effort to help the organization succeed.* Engagement is characterized by employees committed behavior towards the organization, being prepared to go above and beyond what is expected from them to deliver outstanding service. To sum up about engagement, the employee positively *thinks* about the organization, *feels* about the organization and is *proactive* in achieving organizational goals. Cook categorized four degrees of engagement.

Cognitive engagement is when an employee focuses very hard on work, does not get distracted from what she/he is doing and displays single-mindedness and high energy.

Emotional engagement is when an employee feels engrossed in what she/he is doing to the extent that she/he does not become distracted.

Physical engagement is when an employee is willing to go the extra mile above just the job responsibilities. For example, takes responsibility for her/his own learning and development, also finds new ways of doing things by putting in discretionary effort.

Advocacy is when an employee recommends the organization to friends for job opportunities, or for business cooperation with the organization. The key determinant is how employee portrays the organization to others outside work, for example, showing pride of working with the organization, or speaks of '*we*' rather than '*they*'.

Macey et al (2008) argued that the meaning of employee engagement has been ambiguous among both academic researchers and practitioners. We see that the term is used at different times referring to psychological states, traits, and behaviors as well as their antecedents and outcomes. Engagement is used in a manner that implies the opposite of disengagement, for example, engaged employees not only contribute more but are more loyal and less likely to leave the organization. Drawing from diverse relevant literatures, they concluded with three types of engagement: 1) trait engagement, 2) psychological state engagement, 3) behavioral engagement.

Trait engagement (positive views of life and work) includes proactive personality, autotelic personality, trait positive effect, conscientiousness.

Psychological state engagement (feelings of energy, absorption) comprises satisfaction, involvement, commitment, and empowerment. The authors summarized that effective commitment is an important facet of the state of engagement when it is conceptualized as a positive attachment to the organization, and measured as willingness to exert energy to support the organization, feel pride as members and personally identify themselves with the organization. Also, involvement including task engagement and job commitment, are important facets of the psychological state of engagement.

Behavioral engagement (extra-role-behavior) is an active engagement in terms of initiative, activity and responsibility. This includes organizational citizenship behavior

(OCB), proactive personal initiative, role expansion and adaptive. Personal initiative comprises of three facets: self-starting, proactivity, and persistence. These three aspects refer to behaviors that go beyond expectations.

Another interesting finding regarding employee engagement was discussed by Shuck et al (2011). This model comprises of two factors: *environment* and *person*. The environment factor is a reflection of people, physical space, and climate of the environment that can be either tangible or intangible elements. The tangible elements include workspace layout, relationships with co-workers/supervisors, as well as organizational procedures, while intangible elements are trust, cooperation, attachment, and learning. On the other side, 'the person' is a reflection of the individual such as emotions, personality, physical traits, and family and so on. The person is also composed of external and internal elements. The external elements are those visible to others such as family or health, while internal elements include motivation, confidence, trust, feeling valued, desire to learn, ownership and the need for challenge. The elements that compose either the environment or person can be either positive or negative. The interaction of these two factors (the environment, the person) produces either engagement or disengagement as a potential output. No single factor contributes to the creation of engagement or disengagement. When the two factors are positive, their interaction produces engaged employees; when they are negative, their interaction produces disengaged employees (Shuck et al, 2011).
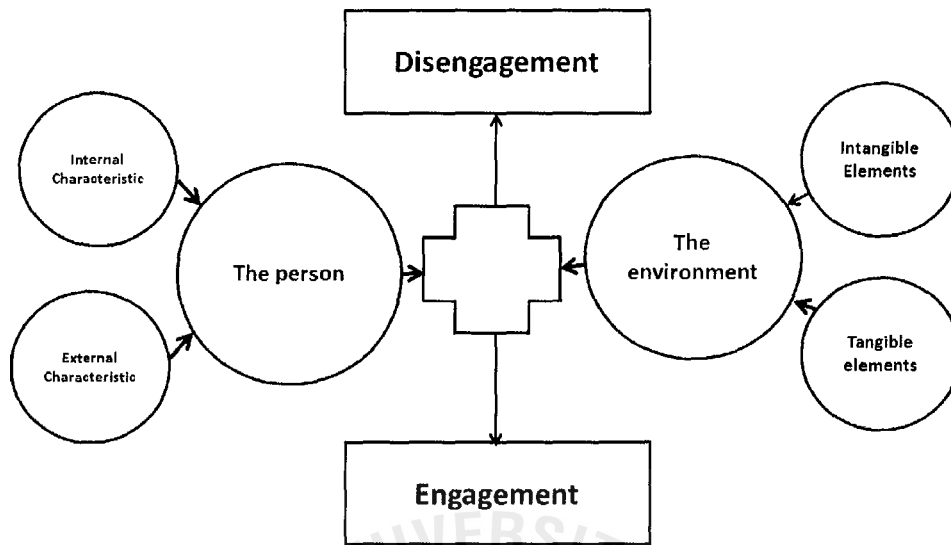
Figure 2.7 Emerging model of engagement and disengagement
Source: Journal of European Industry Training. Shuck, Rocco, Albornoz (2011)

2.5.2 Organizational engagement, and Job engagement:

Saks (2006) stated that engagement is not an attitude, it is the degree to which an individual is absorbed and attentive to his roles. In another words, employees' psychological presence in their organization and job. Employee engagement can be classified into two types: job engagement which is about the work roles, and organization engagement that is their role as a member of the organization. An example of organization engagement is the member's involvement with things happening in the organization with great excitement. Similarly, an example of job engagement is the employee's losing track of time while he/she is so absorbed in his/her job. Although the definition and interpretation of engagement in practitioner literature often overlaps with other constructs, in academic literature it has been defined as a unique and distinct construct that consists of behavior, cognitive, and emotional components that are associated with the individual's role performance. Additionally, engagement is distinguishable from other important constructs, such as job involvement, organizational commitment and citizen behavior.

2.5.3 Antecedents and consequences of employee engagement

Saks identified a number of potential antecedents of employee engagement in terms of job and organization engagement, and rewards and recognition is one of them. Saks argued that employees will be more likely to engage themselves at work as they perceive a greater amount of rewards and recognition for their performance. Referring to Maslach et al (2001), Saks also suggested that lack of rewards and recognition can lead to burnout. Therefore, appropriate recognition and reward is very important for employee engagement. According to Social Exchange Theory (SET), employees feel obligated to respond with higher levels of engagement when they receive rewards and recognition from their organization (Saks, 2006).

Psychological meaningfulness involves a sense of return on investments of self-in-role performances in the organization. It can be achieved from job characteristics that provide challenging work, variety, allow the use of different skills, personal discretion and opportunity to make important contributions according to Oldham's (1980) five core job characteristics model.

This model explains that the antecedents predict engagement and engagement predicts the outcomes or consequences; it is also possible that engagement mediates the relationship between the antecedents and the consequences. Stressing organizational commitment, engaged employees tend to have a greater attachment to their organization and a lower tendency to leave.
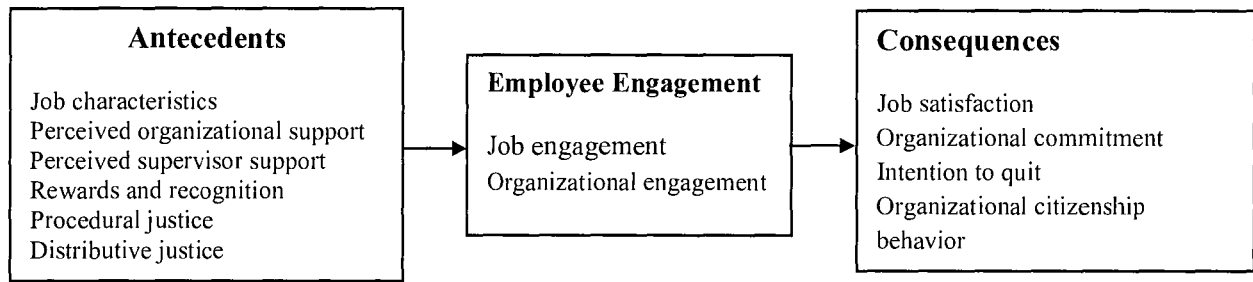
Figure 2.8 A model of the antecedents and consequences of employee engagement

Source: Journal of Managerial Phycology, Sak (2006)

2.5.4 Recognition and employee engagement

Mone & London (2010) stated that recognition is a key driver of employee engagement. It can be a message of appreciation, or positive reinforcement to employees' for accomplishment of specific tasks or goals. Recognition can be classified into two categories: *formal* and *informal.* Formal recognition is normally company-wide and programmatic such as giving awards for service, attendance and paid vacations. Informal recognition can be less programmatic and include financial values such as small gifts or acknowledging an employee at a staff meeting. As for the manager, they may have less control over the aspects of 'total reward' system, however, simply saying "thank you" can be a powerful form of recognition to their employees. Lack of recognition was a major reason for employees' leaving, according to survey with a Fortune 500 company, by Mone & London (2010).

2.5.5 Psychological conditions and engagement:

According to the research of May et al (2004), it was proven that meaningfulness and psychological safety are significantly related to engagement. An individual who believes that a given job role is personally meaningful in terms of work goal or purpose in relation to their own ideals or standards is likely to invest him/herself more fully at work. Psychological

safety also leads to engagement because it reflects one's belief that she can employ herself without fear of negative consequences. Thus, employees in these environments tend to be actively engaged in their tasks, and likely to take risks that express their true selves. The study also found that a supportive supervisor relation was positively related to employees' psychological safety.

May et al (2004) found that job enrichment was positively related to meaningfulness that mediated the relationship between job enrichment and engagement. From a social exchange theory perspective, it can be argued that employees who are provided with enriched and challenging jobs will respond with higher levels of engagement.

2.5.6 Goal setting and engagement

Goal setting can foster employee engagement in a number of ways. For example, it can make the job more challenging, provide greater meaning to the work they do and energize them to perform at their best (Mone & London, 2010).

Medlin & Green Jr (2009) also support this idea, their research has shown that organizational goal setting leads to engaged employees and engaged employees have higher levels of workplace optimism. In turn, higher level of optimism improves the individual's performance in the organization. Numerous studies have discussed effective goal setting positively impacting on employee outcomes within organizations, therefore goal setting is a critical element for success in the organization. As goal setting has been proven to be a driver of performance for decades, management should implement the goal setting process effectively. Goal setting serves to engage employees in the workplace and enhances their belief or optimism that they will be successful in reaching their goals. Evidence also exists that engaged employees perform at a higher level that those disengaged. The study proved

that engagement not only hasa direct impact on performance but also enhances employees' optimism. Therefore, management should spend sufficient time for goal setting with individual employees to ensure each one has a clear understanding of the organization's expectation for their success. Focused employees will be more engaged, more optimistic and more productive in the workplace (Medlin & Green Jr, 2009).

2.6 Employee Commitment

2.6.1 Definitions and perspectives by different theorists

Commitment is a psychological state or mindset that increases the likelihood that an employee will maintain membership in the organization, according to Herscovitch & Meyer (2002).

Saks (2006) stated that organizational commitment refers to a person's attitude and attachment towards their organization.

According to McBain, engagement is seen as a *positive attitude to the job*, however distinguished from commitment. *Engagement* seems more temporary than *commitment* which is a more stable perception. According to research, McBain suggested that it is important to see engagement, commitment and job satisfaction separately because it is possible for an employee to be highly engaged in the job but not committed to the organization, and likewise to be committed to the organization but not engaged with the job. However, a higher level of either engagement or commitment should lead to higher level of the other. Also, engagement seems to be a predictor of job satisfaction. So higher levels of engagement can lead to higher job satisfaction which in turn can increase commitment. The key point is to separate those

three elements for a clear understanding of what is actually going on so that managers can have more meaningful conversations with their people (McBain, 2007).

McBain (2007) argued that there has been confusion between engagement and commitment. For some organizations, commitment is part of engagement, while for others, engagement leads to commitment. However, it can be summarized into three points: engagement creates alignment with the organization's goal and with the organization's brand, this alignment has emotional and rational aspects and employees are prepared to give their discretionary effort over job demands.

Senge (1997) stated that commitment is one of the core processes when creating and sustaining organizations as communities. Commitment builds when people are active parts of creating something they value together using common language and metaphors. Senge also stressed that serious attention must be paid to '*mutual commitment*' when building a community in the organization; what commitment the organization is asking from its employees and what commitment the organization will make and keep in return.

2.6.2 Three types of organizational commitment by Meyer and Allen

Meyer and Allen (1991) identified three types of commitment: *affective commitment* (desire to remain), *continuance commitment* (remain for perceived cost of leaving), and *normative commitment* (remain for perceived obligation). The common thread in these three approaches is the view that commitment is a psychological state that (i) characterizes an employees' relationship with the organization and (ii) has implications for decisions to continue or discontinue membership of the organization. Although all three components of commitment reduce the tendency of employees' to leave the organization, the most important reason for distinguishing among them is the different implications for on-the-job behavior.

For example the employee who is affectively committed is likely to attend work regularly, and perform tasks to the best of his ability, while the one who remains at normative commitment may do work only if it is part of his duty, or as a means of reciprocation for benefits received. The employee who remains to avoid perceived costs may do little more than is required just to maintain employment.

2.6.3 Job commitment and turnover

Farrell and Rusbult (1983) stated that job commitment refers to the likelihood that an individual is sticking with a job and feels psychologically attached to it, whether it is satisfying or not. It is suggested that job commitment is a more complex and multi-determined phenomenon. In their study of professional technical workers to test the investment model (1981) proved that job commitment directly influences turnover that resulting from decreases in the level of commitment to the job. It was also discussed that job commitment is said to increased too when rewards increase.

2.6.4 General conditions to development of commitment

Michael & Malley (2000) stressed that commitment can sustain the power of relationships in organizations. People who are committed feel connected and are motivated to maintain the connection. In contrast, uncommitted people are emotionally unconnected, they may pursue their own interests against those of the company, take advantage of time (e.g sick leave, lunch time and breaks), never seem to be around when needed and their work output barely meets minimum standards. From employers' side, they see commitment as a kind of moral imperative, something that employees should have without the company providing any justification of its own. Michael & Malley argue that commitment is also concerned with the

fulfillment of basic human needs or desires as they outlined five general conditions related to the development of commitment.

1) *Fit and belonging* (acceptance)- the extent to which employee's interests and values are congruent with the company's, the creation of a social environment in which employees feel wanted and incorporated, enjoy the friendship and camaraderie of peers.

2) *Status and identity* (esteem) - the extent to which employees think of belonging to the organization as part of a group and derive value through their membership in the organization.

3) *Trust and reciprocity* (security)- the extent to which the company is believed to act on the employees' behalf and which engenders a sense of mutual obligation in which both employer and employee feel an ongoing sense of indebtedness towards one another.

4) *Emotional reward* (growth)- the extent to which employees find the work is satisfying, the work environment is free from obstacles, supportive and satisfaction.

5) *Economic interdependence* (sustain) - the extent to which employees believe they are engaged in a fair economic exchange in which they are benefiting from the relationship in tangible ways.

Michael & Malley (2000) also suggest that commitment is good for companies/organizations, because commitment can enhance employee' persistence, promote citizenship behavior and improve organizational performance.

2.7 Appreciative Inquiry (AI)

Cooperrider & Avital (2004), stated that Appreciative Inquiry (AI) is a constructive inquiry process of searching for things that give life to organizations, communities, and larger human systems when they are most alive, effective, creative and healthy in their ecology of relationships. To appreciate means to recognize and value that which has values, and also means to be grateful or thankful. AI also emphasizes the latter word 'Inquiry' as it is not separable from the 'Appreciative'. Inquiry is about openness, curiosity, and creative questioning. Inquiry can take us to the edge of the unknown and beyond. It also involves explorations by which people make sense of their experiences, organize their knowledge, and relate it to the world. AI is more than a method or technique, but perhaps is best spoken about as a way of living with, being with.

AI is an approach to organizational analysis and learning that is intended for discovering, understanding, and fostering innovation (Orem S. et al, 2007). The AI model has four stages: Discovery, Dream, Design, and Destiny. At the center is the topic of the discussion. In the **Discovery** stage, the coach encourages the client for self-discovery of their own strengths, success and abilities by asking appreciative questions. Discovery is a time to help the client to celebrate who they are, and to look back at what they have achieved so far in order to move forward to the **Dream** stage. Creating a dream is a conscious and deliberate process. Appreciate Inquiry helps people in organizations imagine an inspiring, positive, and life-giving future for themselves. As for organizations, it is more concerned with vision. The third state, **Design**, is about the creation of a foundation and structure for attaining the dream. In this stage, the coach helps the client by asking questions such as the clarification of meaning, probes for specifics and affirms their potential, encourages for experimentation. The coach also helps the client identify priorities and define success using constructionist

principles. The **Destiny** stage is for the client to internalize and live with the reality of their dream. The coach's job is to help the client recognizes their dream in the present, enable them to expand their capacity to create their dream and support them when things are tough. AI has four principles which lay the foundation: the Constructionist principle, Simultaneity principle, Poetic principle and Anticipatory principle.
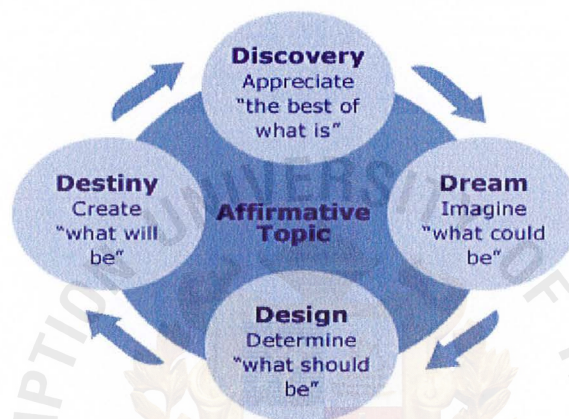
Figure 2.9 Appreciative Inquiry 4-D model
Source: http://www.inspiring-results.com

There are three key assumptions in AI: 1) what people focus on becomes their reality, 2) the language people use creates their reality, and 3) something works for every individual. Also, AI framework has two laws: 1) what you see is what you find, and 2) where you think you are going is where you end up. Three principles of AI are 1) if we look for problems, we will find them and create even more problems, 2) if we look for success, we will find them and create more successes, and 3) if we believe in our dreams, we create miracles (Soponkij, U., 2013).

2.8 Whole Brain Literacy (WBL)

The Whole Brain Literacy (WBL) has multiple dimensions. Initially it was applied as an approach of instruction, a technique for asking questions for a dialog, and/or strategy for curriculum development. However, it has been applied in different areas such as consulting, coaching and facilitating, as well as personal and professional interactions. Translating Lynch's (1984) model of human information processing, WLB operates flows in and out of the four brain-quadrants and the core. Each quadrant functions on different particular focus.

WBL is a mental frame as well as a process or function. According to the description of the four-brain model of Lynch and Kirdis, the brain is structured into the 'left part' which is known for logical, systematic, detailed and organized ways of functioning, while the 'right part' is known for intuitive, dynamic, metaphoric ways of functioning. The 'posterior part' is known for high orientation with past and present in its functioning, while the 'anterior part' is known for future orientation.

The left interior quadrant is **I-Control**. The main function of this quadrant is ensuring or controlling what is already known, and what is still needed to know. It focuses on certainty and consistency. The right interior quadrant is **I-Explore**. The thinking process of this quadrant focuses on unknown and open-ended information and knowledge, finding information for curiosity and creativity. The left posterior brain is **I-Pursue**. The thinking process of this quadrant focuses on action, productivity, competition, and results. The right posterior zone is **I-Preserve**. The quadrant focuses on affinity, connectivity, emotional attachment or values. Finally, the Purpose Center or Core Center is the center space of all the four quadrants. The thinking process focuses on unifying, underlying, overarching and overall purpose of an event, activity, or involvement where each quadrant contributes to make wholeness (Tayko, P. & Talmo, M., 2010)
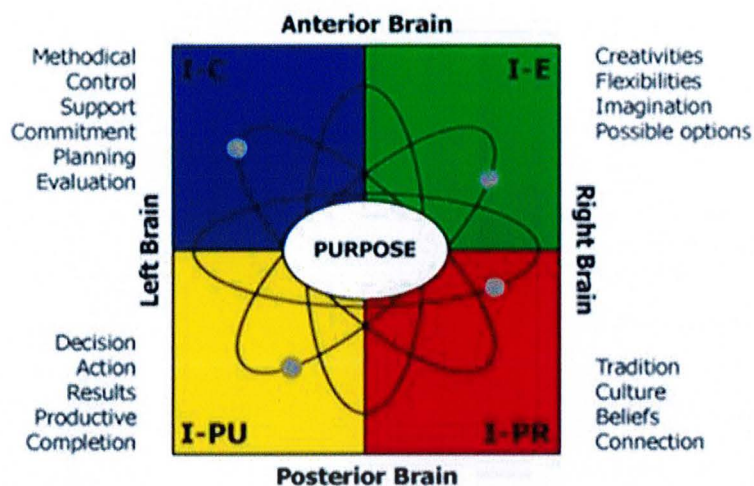
Figure 2.10 Functional Characteristics of the Four –Brain Model of Lynch
Source: Tayko, P. & Talmo, M. (2010). *Whole Brain Literacy*

Another way of looking at WBL, in terms of processes for ethical issues analysis, is the 5-D model. This is a holistic thinking trough model which consists of five steps: Decode for certainty of facts and figures (I-Control), Discover for creativity and options (I-Explore), Discern for posterity impact on relations (I-Preserve), Determine priority actions for productive results (I-Pursue), and finally Decide on the ethical issue that is in hand (Purpose Center). The flow of the first four steps can be taken in any sequence prior to making the decision, the final step five. This model signifies a holistic view of the five steps in identifying ethical issues are a combination of logical, intuitive, interactive, and integrative (Tayko, P., 2013).

Whole Brain Literacy: A Holistic Thinking Through Model
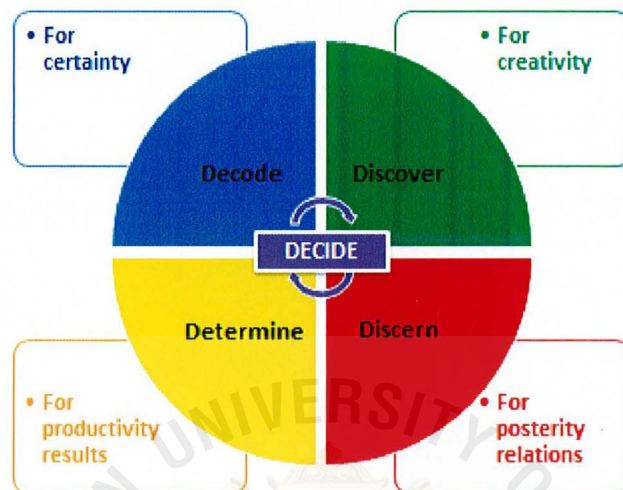
Figure 2.11 Whole Brain Literacy: A holistic thinking through model

Source: Tayko, P, MMOD 6809 course, 2013

2.9 Conceptual Framework

After an appropriate review of literature relating to the study topic, the researcher developed a conceptual framework for this action research study. This framework was created based on theoretical foundations discussed above including: contribution of commitment to motivation by Michael & Malley (figure. 2.4), Herzberg & Maslow's theory and its relationship with job satisfaction: successful employee recruitment and retention by Bowden (Figure 2.5) and a model of the antecedents and consequences of employee engagement by Sak (Figure 2.7).
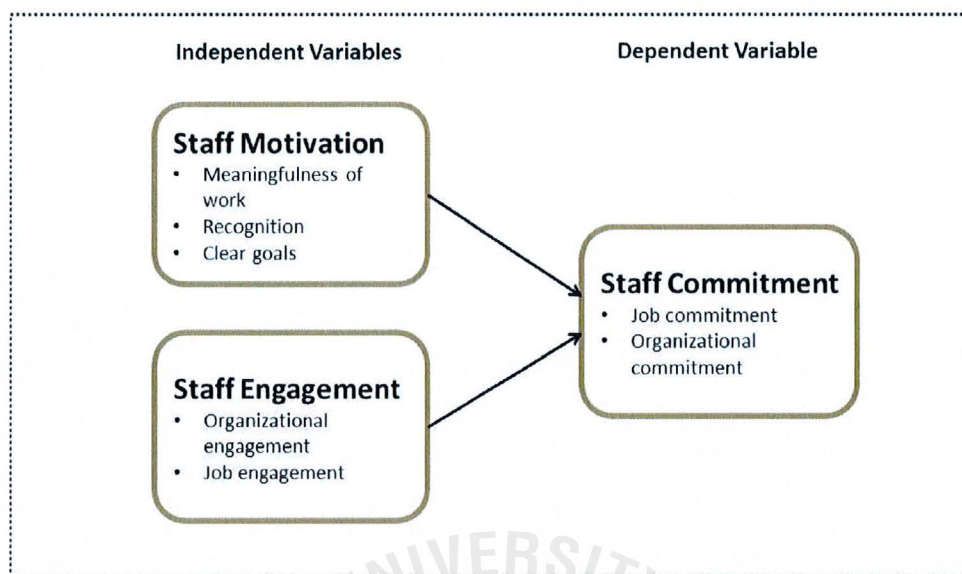
Figure 2.11 Conceptual Framework
Source: Developed by researcher

This framework consists of two independent variables and one dependent variable. The first independent variable, staff motivation consists of three perceived factors including meaningfulness of work, recognition, clear goals. The second independent variable, staff engagement has two perceived factors: organizational engagement and job engagement. The dependent variable has two perceived factors: job commitment and organizational commitment. It has been conceptualized that that there is a possible relationship between staff motivation and commitment, staff engagement and commitment. Earlier studies of Herzberg & Maslow's theory had shown that motivational factors, both extrinsic and intrinsic factors, are related to employee commitment and retention. Another study by Sak also proved that there is a positive relationship between employee engagement and commitment, while McBain argued the higher level of either engagement or commitment lead to higher level of the other. This framework also predicts that the OD intervention would impact on staff motivation and engagement and that would enhance staff commitment, in turn.

2.10 Action Research Framework

This research framework consists of three parts: the situation before OD intervention [pre ODI], the ODI process, and the desired situation after the OD intervention [post ODI].
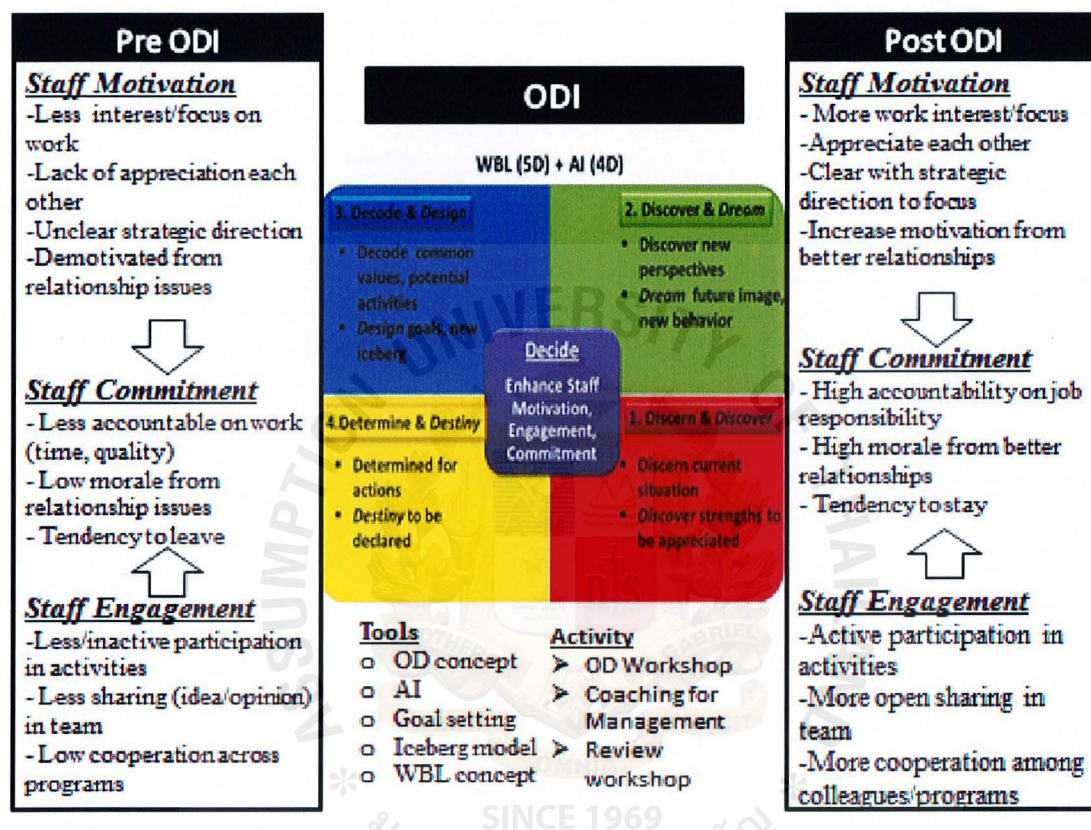
Figure 2.12 Action Research Framework

Source: Developed by researcher

Situation in Pre ODI

In the phase one, pre ODI, it was the existing situation which was identified. The motivational issues included less interest and focus on work, lack of recognition and appreciation of each other including the management and colleagues and demotivation from relationship issues either with management or among colleagues. More importantly, there

were unclear goals in terms of strategic direction to guide them, as opposed to having common goals. With regard to engagement, there was less or inactive participation in the organization's activities, less sharing or not being open to sharing of ideas and knowledge among staff as well as with the management, staff were more focused on individual work or their own program, and cooperation across programs was weak. Finally, some staff were less committed and accountable for their job responsibilities in terms of time and quality of work, and low morale was an outcome of unresolved relationship issues that leads to less enjoyment at work and tendency to leave.

ODI process and activities

The ODI was intended to improve staff motivation and engagement, in the expectation that this would impact staff commitment in turn. ODI was designed with a combination of WBL (5-D) and AI (4-D) frameworks.

Rationale: OD is organization-wide effort. Therefore, it is important that everyone in the organization, from top management to lower staff level understands the concept of OD and participate in the process so that the organization can make improvements more effectively. The ODI was designed to be effective for all participants. OD is a very effective and popular concept to study organizations in terms of system thinking perspectives, change and the change process. Understanding the concept of OD would be helpful to tackle overall issues in a more sustainable way. The three concepts that the researcher applied for this OD intervention were: connection of individuals to organization, reflecting the current situation and moving towards the future, balancing the hard-side (clear strategic goal) and soft-side (relationship) for more effectiveness and improvement for the organization.

Strategy: Since OD is an organization and system-wide process, it is very important the participation of the individuals so that they feel on the same boat heading to the same direction. Therefore encouraging individual participation will be one of the key strategies. In terms of facilitation, the strategy will be to let the participants discuss/reflect after every topic or tool is introduced so that they can relate it to their real situation. Sharing and brainstorming as big and small groups, as well as in pair discussions were also included. Small group discussion and pair discussion would facilitate active participation because some participants tend to talk less in a big group, especially when they were with senior people. The summary of the ODI process is explained below.

Discern/*Discover*: The first stage will be to discern the current situation in terms of relationship and the situation of the organization as a whole. The eight organizational metaphors will facilitate perceiving the organization's current image. The iceberg model will help participants to see the '*above sea*' behaviors and '*below sea*' issues in group, while the Johari window model will facilitate reflection on individual's communication style and '*open area*' of interacting with others in the group. The participants will appreciate what they have discovered about the current situation, at individual and group level in the organization. Understanding of the current situation will help members to build better relationships and connections among members.

Discover/*Dream*: In this stage, the participants will explore new perspectives discover possibilities to create a better future, as individuals and as an organization. The tools to be used were: OD concept including meaning of OD, system thinking, types of change and change process, AI. The OD concept will help the participants to see the organization in different perspectives especially in the OD context. Appreciative Inquiry is a very appropriate and applicable tool in the workplace, as well as for personal life. This AI concept will help

participants understand the importance of appreciation, asking questions in appreciative ways. Once they have the idea, they will be willing to practice with their co-workers. From individual practice, this will gradually become a culture of the organization. Appreciative approach will strengthen relationships, and encourage individuals to be more positive towards each other's opinion and to their work. After exploring different and new perspectives, the participants will be inspired dreaming about the organization's future image that they would like to see, and new behaviors that they would like to practice in the future.

Decode/*Design:* This stage will be about decoding values and potential activities that will guide them to get to future dreams. The goal setting will be designed based on the organization's strengths and opportunities, and the new behavior iceberg model will be designed based on the common values. The expected outcome is to set strategic goals that will serve as common goals for all the members. According to the research and theories discussed above, having clear and challenging goals will make people more motivated and excited about their job, committed to achieve the goals they have set. The new iceberg model will serve as common ethical behavior which each individual can apply to build better relationships, showing appreciation and respect to each other at the workplace. In turn, this will strengthen to high morale, and willingness to stay with the organization.

Determine/*Destiny*: This stage is the most critical part, to determine to productive actions and results, and destiny to be declared. The participants will develop detailed action plans, starts implementation of the goals and practice new behavior so that the change process is effective.

In any change process, the role of leaders/management is also crucial. Therefore, a coaching session for Management will also be conducted. The purpose of this coaching is to provide the management with the information about staff feedback and recognition guidelines

(formal and informal recognition). Giving feedback in an appreciative way is considered as a very important and effective tool. Positive feedback can be a powerful motivator because it is giving recognition to staff for their accomplishments. During the session, the researcher will give information about employee feedback and then allow them to discuss on this so that the Management will find more appropriate recognition systems or programs that are applicable and appropriate in their organization.

During the time of implementation of the change initiatives in the organization, the researcher will monitor progress by asking for updates from members and also provide information and assistance whenever necessary.

Finally, in order to maintain the momentum of the change process, a one-day Review Workshop will be conducted as part of ODI, two months after the first workshop and coaching session. The purpose of this workshop was to review and re-affirm the implementation of the output discussed in the previous workshop, and to evaluate the whole process of this project so that future OD process/activities can be discussed based on experience. The WBL concept will be applied as a key OD tool.

Table (2.1) Summary of ODI activity

No	Activity	Objective	Tools	Target Participants
1.	Workshop for organizational development (two-day)	To reflect/see the organization's overall picture through exploring new perspectives so that every member including leaders/management will gain better understanding about the current situation. Based on the findings, future possible change/OD	- Organizational metaphors - Iceberg model - Johari Window - AI - Goal setting	(12) people - EC - Secretariat - General Staffs

		process will be initiated to enhance motivation, engagement and commitment among members in the future, for better performance.		
2.	Coaching session for Management (one hour)	To provide information/techniques, and discuss on employee feedback and recognition so that they can practice to motivate staffs, to encourage staffs participation with strong engagement, and heighten their commitment on job as well as to the organization.	- Employee feedback & recognition	(4) people - EC - Secretariat
3.	Review Workshop (one day)	To review outputs discussed at the OD workshop and reaffirm for actions and change. To evaluate the project and discuss future OD process	WBL	(12) people - EC - Secretariat - General Staffs

Expected situation in Post ODI

The post ODI part is the desired outcome or situation after the ODI has been implemented. Relating to motivation, staff will be more interested and focus better on the work they are responsible for, appreciate each other for their work, have clear direction to focus. There will be better relationships among the staff and that will increase motivation. In terms of engagement, staff will actively participate in organizational activities, more openly share their ideas, knowledge and experience with other members [e.g in meetings] and there will be more cooperation and collaboration among individuals as well as across programs. Once staff become highly motivated and engaged, they become strongly committed and accountable to their job responsibility including the quality of work and timelines. Finally,

since there will be better relationships among all the staff members at all levels, they will have higher morale, feel a sense of belonging and connectedness to the organization. That would finally lead to the individuals' willingness to long-term and affective commitment to the organization.

CHAPTER 3- METHODOLOGY

This chapter explains the research design, methodology, respondents, research instruments, data collection techniques and procedures, and research timeframe and the data analysis procedure.

3.1 Action Research Design

In this research, the researcher applied the action research model which consists of three phases: pre ODI, ODI and post-ODI. The action research model was developed by the researcher as shown below.
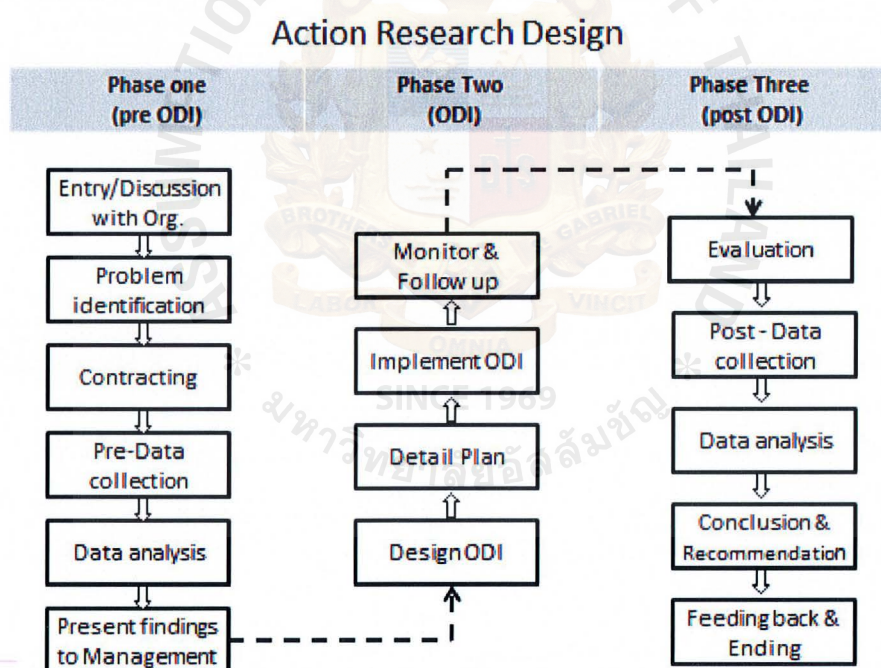
Figure 3.1 The Action research design

Source: developed by researcher

Phase one- Pre ODI

The first phase is the pre ODI stage of the study. The researcher started with an initial discussion with the management of the organization and identified the problem area for this study together, based on the organization's needs and the interest of the researcher. The initial diagnosis was done through interviews with the management. Although the researcher is a current board member of Executive Committee, a contract between the researcher and the organization was made, for mutual commitment to ensure strong cooperation along the process. The contract included: purpose of the research, activities, roles and responsibility between the organization and the researcher, timelines, target participants, and confidentiality. Then data gathering procedure, both quantitative and qualitative, was conducted. For quantitative data, a survey questionnaire was employed, and for qualitative data, the interview technique was applied. The summary of the findings was also presented to the management after the data analysis was completed.

Phase Two- ODI

In the second phase, the ODI stage, was to identify and implement OD interventions. Based on the findings from pre-ODI data analysis, the ODI proposed was modified/developed to be more effective and beneficial for the staff members and for the organization. The researcher also explained about the ODI activities, discussed with the management for necessary arrangements for the ODI activity. The organization took responsibility for logistics, while the researcher took responsibility for conducting the workshops. The activities of ODI included: a two-day workshop, a one-day review workshop, and one coaching session for the management.

During the time of the implementation of change initiatives in the organization, the researcher had occasionally followed-up with the management and some staff to monitor improvements, including the initial implementation of the goals, and the practice of new iceberg behaviors in the workplace. One member of the Management team commented that goal setting was very helpful because they can share this when meeting with donors, and was also helpful when writing grant proposals. Some participants also shared their experience that they were trying to practice AI at the workplace.

__Phase Three- Post ODI__

The last phase, post ODI was the evaluation part. Feedback and evaluation of the process with the participant was done on the same day at the review workshop, at the end of the session. For post data collection the researcher used the same instruments and procedures, with the same/number of participants. Then data was analyzed including hypotheses tests, and impacts of ODI were measured by comparing pre and post ODI results. Finally, the researcher made conclusions from the study and developed recommendations for the organization, and for further researches. The findings of post ODI, including recommendations for the organization, were presented to the management.

3.2 Respondents/ Participants in this study

3.2.1 Respondents for survey

A total of 15 people including full-time and part-time staff members participated in the survey. 12 of them were full-time staff and three were part-time staff who were not regular office attendants.; the detailed figures of respondents are shown below.

Table (3.1) Survey respondents

Job level	Title	Number of respondent
General management	General Secretary Joint General Secretary	2
Middle management	Program/Project Coordinators	4
General staff level	Administrative staff Finance staff Project staff	9
Total respondents		15

3.2.2 Participants for interviews

In this research, three levels of interviews were conducted: staff level, management, and stakeholder interviews.

For staff level interviews, 11 participants were included. The target population, survey respondents was 15, however, only 11 staff were available for the interviews.

For the management interview, four members including two from general management [General Secretary, and Joint General Secretary] and top management [two

Executive Committee members] were included. In this study, the two secretaries played two roles [both as staff and the management] for data collection.

For stakeholder interviews, 14 people participated. 12 people were direct beneficiaries who were participating in KWG's internship training; and two of them were community members from Chiang Mai.

3.3 Research instruments

3.3.1 Survey Questionnaire

Developing: The survey questionnaire was developed by the researcher and adapted from sources such as books and the internet, adding the researchers own knowledge and ideas so that the questionnaire would serve as a suitable instrument for the study. The concept of designing the questionnaire was to intentionally focus on self rather than others/organization.

Components: The survey questionnaire consisted of two parts: the demographic profile, and questions related to the study topics. The demographic profile included gender, age, job level and length of service. The questionnaire comprised of three elements: motivation, engagement and commitment. The six points scale was applied (1= Strongly disagree, 2= Disagree, 3= fairly Disagree, 4= Fairly agree, 5= Agree, 6= Strongly agree).

Table (3.2) Table of survey questionnaire structure

I. Demographic profile	- Gender - Age - Job level - Length of service	
II. Topic	Perceived factor	Question number

Motivation	▪ Meaningfulness of work	1, 2, 3
	▪ Recognition	4, 5
	▪ Clear goals	6, 7, 8
Engagement	Organizational engagement	9, 10, 11
	▪ Job engagement	12, 13, 14
Commitment	▪ Job commitment	15, 16, 17
	▪ Organizational commitment	18, 19, 20, 21

Language: The questionnaire was prepared in English and then translated into the internal language of the organization (Kachin), so that every respondent could clearly understand how to answer the survey. The questionnaire was translated by the researcher and was reviewed and edited by an expert who is proficient in both languages, Kachin and English.

Pilot test and reliability test: for clarification and understanding of the questions, the questionnaire was pilot tested with six staff members who were not actual respondents; according to these respondents, the questions were clear and appropriate. The questions were also tested for reliability, using Alpha Coefficient Scale. The result showed that (Cronbach's Alpha= 0.941).

Reliability Statistics

Cronbach's Alpha	N of Items
.941	21

3.3.2 Interview Guidelines

The interview guidelines were developed and designed by the researcher, using the Whole Brain Literacy as a framework. These interview guidelines served as an appropriate tool in order to get information from the staff members relating to the topics of this research. The purpose center served as the topic of study, and the questions were grouped into the four quadrants of brain and also covered the perceived factors of each variable.

Table (3.3) Table of Staff interview questions

Topic	Question	Brain quadrant
Motivation - Meaningfulness of work - Recognition - Clear goals	1. How do you feel about coming to work/do your work every day?	I-Pursue
	2. Do you like your current job? If yes/no, why?	I-Preserve
	3. How do you see your contribution towards this organization?	I-Explore
	4. Please name three things that make you excited to come to work/do your work each day.	I-Control
Engagement -Organizational engagement - Job engagement	1. How do you cooperate with your colleagues to accomplish the work? (from same or different program/department)	I-Pursue
	2. As a staff/member, how do you get involved in organizational activities?	I-preserve
	3. Do you share your opinion and information that you think useful for the organization's work with other members?	I-explore

	4. Please name three things/situations that encourage your participation in your organization?	I-Control
Commitment - Job commitment - Organizational commitment	1. Are you able to accomplish your work in a given time?	I-Pursue
	2. How important for you is the quality of your work, and how do you try to improve?	I-Control
	3. Being a staff/member, do you have any concerns for the future of this organization?	I-explore
	4. How do you feel about staying with this organization?	I-preserve

Table (3.4) Table of Management interview questions

Topic	Question	Brain quadrant
Motivation	1. How do you see the current situation of staff in terms of motivation?	I-Preserve
	2. What you have observed their behaviors?	I- Pursue
	3. As a member of Management, what strategy do you use to motivate the staff members?	I- Control
	4. What would you like to do to increase staff motivation?	I-Explore
	1. How do you see the current situation of staff in terms of engagement?	I-Preserve
	2. What you have observed of their behaviors?	I- Pursue
	3. As a member of Management, what strategy do you use	I- Control

Engagement	for staff engagement?	
	4. What would you like to do to improve staff engagement?	I-Explore
Commitment	1. How do you see the current situation of staff in terms of commitment?	I-Preserve
	2. What you have observed of their behaviors?	I- Pursue
	3. As a member of Management, what strategy do you use for staff commitment?	I- Control
	4. What would you like to do to increase staff commitment?	I-Explore

Table (3.5) Table of Stakeholder interview questions

Question	Question	Brain quadrant
Q.1	Service delivered for beneficiaries/customers	I-Pursue
Q.2	Quality of service	I-Control
Q.3	Effectiveness and sustainability	I-Explore
Q. 4	Relationship with community	I-Preserve

3.4 Data Collection Techniques

In this research, a survey and interviews were applied to collect the primary data.

3.4.1 Survey:

Distribution and collection: For pre- ODI data collection, the questionnaire was distributed to the respondents via email, and collected from the respondents within one week. A total of 15 staff members participated in this survey. For post ODI data collection, the researcher distributed hard copies, and collected them on the same day, after the final evaluation workshop.

3.4.2 Interview

After the survey was collected, the researcher conducted one-on-one interviews with staff members. To conduct data collection efficiently and effectively, the researcher made appointments individually prior to actual interviews. A total of 11 people from different departments/programs participated. The interviews were conducted face-to-face (8 people), within a period of five days, via Skype (2 people) in two days. Each session lasted from 30 minutes to one hour, and were conducted in seven days. To make the interviewees feel safe and comfortable, the researcher ensured the place was quiet and gave privacy. Some were interviewed at the office, and some at their home. During interviews, the researcher took notes and also voice recorded to ensure the accuracy of all the information given by participants. The interview guidelines were in English, but were interpreted into the Kachin language when conducting interviews.

3.5 Data Collection Procedures

Data collection for the pre ODI and post ODI is shown in figure (3.2). The researcher used the same questionnaire and interview questions for both pre and post ODI data collection.
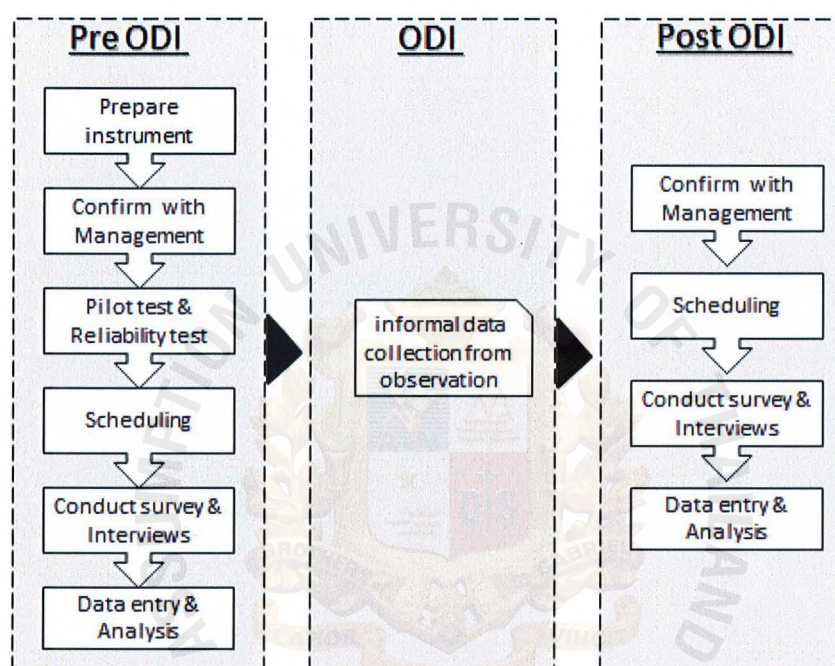
Figure 3.2 Data collection procedures

Source: Developed by Researcher

In the pre ODI stage, firstly, the research instruments [questionnaire, interview guidelines] were developed, and discussed and the researcher confirmed the instrument. Then the questionnaire was pilot tested with six staff members who were not actual respondents for clarity of the instrument. The data obtained from the pilot test was put into SPSS to test the reliability of the instrument.

After the questionnaire was ready, the researcher started scheduling with the participants for the survey as well as for interviews. Then actual data collection, survey

distribution and collection, followed by interviews with the staff and management members. In pre ODI stage, stakeholder interviews were not included.

Lastly, the data collected, both qualitative and quantitative, was analyzed. The quantitative data was analyzed using SPSS; qualitative data was analyzed using WBL framework.

In the ODI stage, the researcher conducted informal data gathering from observations of the participants at workshops, during meetings and at the office.

In post ODI, similar steps which were applied in pre data collection were followed, including confirming with the management, scheduling, distributing the survey and conducting the interviews and then data analysis. The stakeholder interview was done only at post ODI stage.

3.6 Research Timeframe

The table (3.4) shows the timeframe of this research. It consisted of three phases, pre-ODI, the OD intervention, and post-ODI. The total time period was seven months (May-November 2013) as shown in detail in the table below.

Table 3.6 Action research timeframe

No	Activity	May	June	Jul	Aug	Sept	Oct	Nov
	Pre ODI							
1	Initial discussion with Management to identify issues							
2	Finalized, agreed on research areas		1st -2nd week					
3	Contracting		14th					
4	Prepare research instruments, Pilot test		3rd week					
5	Scheduling for survey,		4th					

			week					
6	Conduct survey, interviews			1st week				
7	Combine data, Analysis			2nd week				
	Feeding back findings to Management			21st				
	ODI							
8	Preparation for ODI activity			3rd week				
9	Implementation of OD interventions - Workshop for OD - Management coaching - Review workshop			4th week		26th		
	Post ODI							
10	Scheduling for survey, interviews					3rd week		
11	Reflection/feedback from participants					26th		
12	Conduct post-survey, interviews					4th week		
13	Organize data							
14	Organize, analyze data, write up report						Whole month	
15	Feeding back to focal organization							3rd week

3.7 Data Analysis

3.7.1 Quantitative Data Analysis

Once the survey answer sheets from the respondents were received, they were recorded in an excel worksheet. Individual respondents were coded into numbers, and the data entered accordingly; individual identify was kept confidential. Then the data was analyzed using Statistic Package for Social Science (SPSS) for statistical analysis. Descriptive statistics, Bivariate correlation and pair sample t-test were applied for the quantitative data analysis.

3.7.2 Qualitative Data Analysis

The data collected from interviews of different target participants was analyzed using the Whole Brain Literacy (WBL) framework. The purpose center served as the topics (motivation, engagement, commitment), and the participants' answers were coded according to the four quadrants of brain: I-control, I-pursue, I-preserve, and I-explore. The frequencies of similar words or expressions/issues were summarized and also calculated approximate percentage or numbers.

CHAPTER 4

PRESENTATION OF DATA ANALYSIS AND RESEARCH FINDINGS

This chapter presents details of the findings to respond to the research objectives, research questions and hypotheses proposed for this research. The data collected from surveys and interviews was analyzed both using quantitative and qualitative methods. The presentation of findings was divided into three sections: 1) findings of pre ODI assessment 2) implementation of ODI, 3) analysis of findings and interpretation of data to measure improvements in post ODI.

Quantitative data was collected through survey questionnaire, from a total of 15 respondents. Descriptive statistic, Pearson Correlation Coefficient, Paired-sample t-test were applied for the quantitative data analysis using Statistic Package for Social Science (SPSS) program.

Qualitative data was collected through three levels of interview: management interview with four people; staff interview with 11 people; and stakeholder interviews with 14 people. Whole Brain Literacy was applied as a framework for qualitative analysis. Since the sample size for quantitative data was small [15 respondents], the researcher them explained more details from the qualitative research to show clearer picture of the findings.

Section One: Findings from pre ODI assessment

In this section, the following research objective and research question was to be answered. Research objective 1) To assess the current perception of staff in terms of motivation, engagement and commitment; research question 2) What is the current situation of staff at KWG regarding motivation, engagement and commitment?

4.1 Data Analysis of Quantitative research

The findings of quantitative research are presented into two parts: demographic profile of respondents, and findings of the research area [motivation, engagement, and commitment]. The flow of presenting information is to summarize each topic, followed by a detailed explanation.

4.1.1 Demographic profile of respondents

The demographic profile of respondents included gender, age, job level, and length of service. The educational level was not included in this analysis because some respondents did not answer this specific question. Details of the demographic data are presented below.

Table (4.1) Demographic data of respondents

Gender	Frequency	Percentage
Male	1	6.67
Female	14	93.33
Total	15	100.00
Age	**Frequency**	**Percentage**
20-25 years	3	20.0
26-30 years	8	53.33
31-40 years	3	20.00
Over 40 years	1	6.67
Total	15	100.00
Job level	**Frequency**	**Percentage**
General Management	2	13.33
Middle Management	5	33.33

General staff level	8	53.33
Total	15	100.00
Length of service	**Frequency**	**Percentage**
Less than one year	6	40.00
1- 3 years	6	40.00
3 - 5 years	1	6.67
6- 8 years	2	13.33
Total	15	100.00

Gender

Since the KWG is a women-focused organization, the majority of staff members are females. In this research, 14 people were women, and only one man was included in the total population.

Age

The age groups of respondents were divided into four groups: three respondents were between 20-25 years, eight of them belonged to (26-30 years), three respondents were between (31-40 years), one respondent was (over 40 years). As seen in the table, the majority of respondents were between (26-30 years), while the category (over 40 years) was the least.

Job level

The respondents' current job levels included: two were in the general management, five were in the middle management, and eight were at general staff level who were the majority among the total number of respondents.

Length of service in current positions

The respondents' length of service in their current position: six of them worked for less than one year, another six had worked between (one- three years), one worked between (three -five years), two had worked between (six-eight years). The groups (less than one year) and (one-three years) were the majority among the respondents. This implies that the majority of the respondents were new to their current positions because some staff were newly appointed members, while some staff had taken rotating positions in the organization.

4.1.2 Findings on motivation, engagement, commitment in pre ODI

Table (4.2) Summary of findings on staff motivation, engagement, commitment in pre ODI

Topic	Coding	N	Min	Max	Mean	Std. Dev
Motivation	MV_pre	15	4	6	4.97	.462
Engagement	EG_pre	15	4	6	5.02	.515
Commitment	CM_pre	15	4	6	4.64	.494

The findings of pre ODI data analysis revealed that staff perception on motivation, engagement and commitment was generally high because the total mean value of each topic was higher than the average. The highest mean was engagement (5.02), followed by motivation (4.97) and commitment with a mean value (4.64), which was the lowest score among three variables.

4.1.3 Findings on motivation in pre ODI

Table (4.3) Staff's perception of motivation according to factors in pre ODI

Perceived factor	Coding	N	Min	Max	Mean	Std. Dev
Meaningfulness	MV_M_pre	15	4	6	4.98	.479
Recognition	MV_R_pre	15	3	6	4.90	.737
Clear goals	MV_G_pre	15	4	6	5.00	.642
Overall motivation	**MV_pre**	**15**	**4**	**6**	**4.97**	**.462**

The level of staff motivation was determined by three factors: meaningfulness of work, recognition and clear goals. The statistical data revealed that staffs' motivation perceived on clear goals was the highest with a mean value of 5.00, followed by meaningfulness of work at 4.98 and recognition had the lowest mean value of 4.90 among the three factors.

Table (4.4) Staff's motivational perception of meaningfulness of work

Question. perception meaningfulness of work	Coding	N	Min	Max	Mean	Std. Dev
I am always excited to do my work every day because I gain valuable work and life experiences from my job.	MV1	15	4	6	5.00	.655
My job is very interesting because I can make use of my knowledge, skills, and experiences at work.	MV2	15	2	6	4.67	1.175
I like working with this organization because I know my organization is doing good things for my communities.	MV3	15	4	6	5.27	.594
Total average	MV_M	15	4	6	4.98	.479

Regarding staffs' perception on meaningfulness of work, the average mean of questions (like working with the organization) and (gaining work and life experience) were higher, while the question about job alignment had the lowest.

Table (4.5) Staff's motivational perception of recognition

Questions: perception on recognition	Coding	N	Min	Max	Mean	Std. Dev
I feel working harder when my accomplishments are recognized.	MV4	15	3	6	4.87	.834
I want to do more and even better when people at work say good things about my work.	MV5	15	3	6	4.93	.799
Total average	MV_R	15	3	6	4.90	.737

As seen in the table above, staffs' opinion on motivation from appreciation of work (Q. MV5) was slightly higher than that of recognition (Q. MV4).

Table (4.6) Staff's motivational perception of clear goals

Question. perception on clear goals	Coding	N	Min	Max	Mean	Std. Dev
I work hard every day at work because I understand my organization's goal that we are trying to achieve.	MV6	15	4	6	4.87	.743
I give the best of my abilities for things that my program/department is trying to achieve.	MV7	15	4	6	5.20	.862
I am energetic to work hard every day for what I want to achieve in my work.	MV8	15	3	6	4.93	.884
Total average	MV_G	15	4	6	5.00	.642

Relating to clear goals, the average mean value of motivation from understanding of program/department (MV7) and individual goals (MV8) than the organization's goal (MV6).

4.1.4 Finding on staff engagement in pre ODI

Table (4.7) Staff's perception on engagement according to factors in pre ODI

Perceived factor	Coding	N	Min	Max	Mean	Std. Dev
Organizational engagement	EG_O_pre	15	4	6	5.11	.514
Job engagement	EG_J_pre	15	4	6	4.93	.657
Overall engagement	EG_pre	15	4	6	5.02	.515

In this statistical analysis, the level of staff engagement was determined by two factors: organizational engagement and job engagement. The data showed that staffs' perception on organizational engagement was higher in mean value (5.11) than job engagement (4.93).

Table (4.8) Staff's perception of organizational engagement

Questions: organizational engagement	Coding	N	Min	Max	Mean	Std. Dev
I give the best of my knowledge, skills, energy, and time for the organization.	EG1	15	4	6	5.07	.594
I always participate in organization's regular/occasional meetings and events except when I have sickness or emergency issues.	EG2	15	4	6	5.33	.724
I always discuss my opinion and ideas, share information in meetings.	EG3	15	4	6	4.93	.799
Total average	**EG_O**	**15**	**4**	**6**	**5.11**	**.514**

As seen in table, staff' opinion on organizational engagement, staffs' participation in the organization's activities was the highest, while sharing opinion and ideas and information (EG.3) was the lowest.

Table (4.9) Staff's perception of job engagement

Questions: Job engagement	Coding	N	Min	Max	Mean	Std. Dev
I give my best effort at my work each day.	EG4	15	4	6	5.00	.756
I always share my knowledge and skills with colleagues to improve our work.	EG5	15	4	6	4.80	.862
I always help my colleagues when they need me.	EG6	15	3	6	5.00	1.000
Total average	**EG_J**	**15**	**4**	**6**	**4.93**	**.657**

Staffs' perception on putting effort into every day work (EG4) and helping colleagues (EG6) was higher, while sharing knowledge and skills with colleagues (EG5) was the lowest among three questions.

4.1.5 Finding on staff commitment in pre ODI

Table (4.10) Staff's perception on motivation according to factors in pre ODI

Perceived factor	Coding	N	Min	Max	Mean	Std. Dev
Job commitment	CM_J_pre	15	4	6	5.18	.547
Organizational commitment	CM_O_pre	15	3	6	4.23	.759
Overall commitment	CM_pre	15	4	6	4.64	.494

The level of staff commitment was determined by two factors: commitment to the job, and commitment to the organization. The statistical data indicated that the staff's commitment to the job was higher (mean=5.18) than the commitment to the organization (mean=4.23) at this pre ODI stage.

Table (4.11) Staff's perception of job commitment in pre ODI

Questions: job commitment	Coding	N	Min	Max	Mean	Std. Dev
I always try to accomplish my works in a given time.	CM1	15	4	6	4.80	.676
I always try to improve the quality of my works.	CM2	15	4	6	5.20	.775
I always do my works with great responsibility and accountability.	CM3	15	5	6	5.53	.516
Total mean (job commitment)		15	4	6	5.18	.547

In terms of job commitment, staffs' perception of responsibility and accountability (CM2) and trying for quality of work (CM3) were higher, while commitment on time (CM1) was the lowest.

Table (4.12) Staff's perception of organizational commitment in pre ODI

Questions: organizational commitment	Coding	N	Min	Max	Mean	Std. Dev
I feel as part of a family working with this organization.	CM4	15	2	6	4.60	1.056
I will try my best to do everything if that will support my organization's vision and mission.	CM5	15	3	6	4.60	.828

I could not think about finding job at other organizations as I feel a family member of this organization.	CM6	15	1	6	4.13	1.457
I want to continue working with this organization for many years.	CM7	15	2	6	3.60	1.242
Total average		15	3	6	4.23	.759

Regarding organizational commitment, all mean scores of each question were relatively low. Among them, respondents' perception of long-term commitment (CM6, CM7) was much lower than the others, belongingness and support vision/mission.

4.2 Findings of Qualitative Research in Pre ODI

Qualitative data was collected through interviews with 11 staff members, and four management members at this pre ODI stage. All the interviews were conducted one-on-one; through the interviews the researcher gained greater insights regarding the current situation of the organization

4.2.1 Qualitative data analysis from staff interviews in Pre ODI

A total of 11 staff members (out of 15 survey respondents) from different job levels including General Management, program/project/administrative staff participated. The interview guidelines included 12 questions, four questions for each topic: motivation, engagement, and commitment. The questions were classified into four brain quadrants, applying whole brain literacy WBL as a framework.

4.2.1.2 Findings on motivation from staff interviews in Pre ODI

With regards to motivation, the researcher asked four questions according to the four brain quadrants to get information from different perspectives. The questions included individual's feeling about coming to work every day, feelings about their current job,

perceptions of working with the organization, things or situations that energize them to be at work/do every day work; the answers of respondents were summarized using WBL framework.

Table (4.13) Findings on motivation from staff interviews in Pre ODI

I-Control	I-Explore
- Job aligned with interest (70%), not aligned (30%) - Unclear goals	- Feel meaningful work for better lives of community (100%), - Opportunity for personal development (40%)
I-Pursue	**I- Preserve**
- Want to come to work/do work most of the time (about 90%) for job responsibilities regardless of job aligned or not.	- Unhealthy relationships, lack of support and appreciation affect motivation (about 90%)

I-pursue- The majority of respondents (90%) mentioned that they wanted to come to work or do their work most of the time because the jobs were interesting and they enjoyed the time with colleagues, accomplished job responsibilities. Many of them said that they felt motivated if jobs were aligned with personal interest. Many staff members mentioned that interpersonal relationship issues at work, repetitive work and some of them noted that a lack of experience/skills often affects motivation.

I-control- In terms of job alignment, the majority of staff (70%) answered that jobs are interesting and challenging. However, about (30%) mentioned that jobs are not totally aligned with interest, or were bored with repetitive tasks; some staff mentioned about unclear goals.

I-explore- All staff members liked working with this organization because they find a meaningful contribution to the organization and a better future for society, especially for

women. Some mentioned that the organization provides them an opportunity for personal growth such as career opportunities and valuable work/life experience.

I-preserve- The common things mentioned by staff members relating to motivation were: they feel a lack of constructive feedback and mutual respect, recognition and appreciation and wanted better support and guidance as well as a fair treatment from leadership/management.

Based on the findings, the researcher concluded that the staffs' motivation was mainly affected by the issues related to two the I-Preserve and the I-Control.

Table (4.14) Issues to be addressed/ need improvement for motivation

I-Control	I-Explore
- Job alignment - Clear/common/strategic goals	
I-Pursue	**I-Preserve**
	- Interpersonal relationship (all levels) - Recognition, appreciation, support system

4.2.1.2 Findings on engagement from staff interviews in Pre ODI

To be able to assess the current situation of staff engagement in terms of job engagement and organizational engagement, the participants were asked four questions. The questions covered individual's cooperation with colleagues, involvement in the organization's activities, sharing information and ideas with others and situations or things that encourage individuals' participation in the organization.

The answers given by the respondents were summarized below, according to the four quadrants of brain, using WBL framework.

Table (4.15) Findings on engagement from staff interviews in Pre ODI

I-Control	I-Explore
- Planning and preparation is weak especially for organization's regular/occasional events - Need clear objectives, more space for better engagement	- Formal sharing (information, ideas) - Not very open/welcome to opinions/ideas - Need atmosphere to feel free to share
I-Pursue	**I-Preserve**
- Focus mostly within program/department, silo-mindset - Collaboration across programs/department is weak - Some try to participate in organization's activities	- Relationship (work, interpersonal) is not so good - Not very open/honest communication, gossip - Some feel lack of acceptance & support from management/co-workers

I-Pursue- Most staff mentioned that they focus/cooperate mostly within their own program/department, while some argued that they also cooperate with colleagues from other programs/departments depending on the tasks. Most of them agreed that collaboration across programs/departments is weak, and the staff have a silo-mindset. Some said they help others only when asked, while some said they could not help others. Many of them (80%) said that they try to participate in the regular or occasional activities held by the organization or invited by other networks, while a few of them were not interested in participation.

I-Control- A few of them were concerned about clear objective of tasks/activity and space to enhance staff engagement. Some also mentioned that planning and preparation were often weak especially for the organization's regular/occasional events and meetings to be more effective.

I-Explore- In terms of sharing ideas and information, the interviewees said they had formal sharing in meetings mostly, while a few had informal sharing. However, most of them mentioned that they do not share personal opinions or ideas openly because ideas are not very welcome, more negatively criticized than appreciated, challenging the ideas being raised. Therefore individuals' willingness or confidence to share sometimes depends on the meeting attendants, for example, those who are more open to other's opinion or against and quick to criticize.

I-Preserve- When asked about three things/situations that encourage participation, the key issues mentioned were good relationships, open and honest communication, when other members are also actively participate/ as a group, understanding and acceptance of mistakes, support and guidance. A few of them argued that the leadership/management needs to communicate about the organization's overall work to all members so that everyone understands better about the works and are more engaged, and cooperation would improve across programs.

Based on the interview results, the areas that needed improvement or change to enhance engagement of staff were identified as follows:

Table (4.16) Issues to be addressed/ need improvement for engagement

I-Control	I-Explore
	- Atmosphere for everyone feels free to share - Open/welcome to opinions/ideas
I-Pursue - Enhance cooperation across programs/departments	**I-Preserve** - Better relationship at all levels - Acceptance & support

4.2.1.3 Findings on commitment from staff interviews in Pre ODI

To be able to assess the staff's situation in terms of commitment to the job and organization, four questions were asked. The two questions intended for job commitment included accomplishing work according to timeframe, and quality of work. The last two questions designed for organizational commitment included individual's concern for the organization's future and perception of long-term commitment to the organization. The answers from the respondents are summarized according to the brain quadrant as described below.

Table (4.17) Findings on commitment from staff interviews in pre ODI

I-Control	I-Explore
- Some do good planning, some do not - Try for quality improvement/work - Focus mostly on daily jobs	- Different opinions on organization's future stand, work focus - Learning from self-study, experiences, mistakes, feedback, asking co-workers, trainings
I-Pursue	**I- Preserve**
- Time commitment (70%) - Committed to responsibility	- Love organization (100%), but unhappy from relationship issues - Tendency for long-term commitment (60%), short-term commitment (40%) - Common concern (insufficient human resource)

I-Pursue- Many staff answered that they were able to accomplish the work in a given time. A few of them said that sometimes they were not able to finish the work according to the timeframe for a number of reasons such as many deadlines at the same time period, and

some lack of time management. Many mentioned they are committed to the jobs because of responsibility.

I-control- Some staff shared that they always plan for the work, while some do not plan and work randomly depending on situation. Most staff mentioned that quality of work is important, and they try to improve the quality of their work. However, sometimes they feel frustrated from a lack of skills and knowledge required by the work.

I-explore- Many staff mentioned that they learn from self-study, from experience and mistakes, asking coworkers, and from outside trainings. A few staff also mentioned that feedback can also help to improve the quality of work. Therefore, constructive feedback especially from the management/leadership is critical to improve their work and the individual's performance. When asked about concern for the organization's future, some members expressed about the organization's future stand/direction and work focus to serve the community better and that was also related to their long-term commitment to the organization.

I-preserve- Most staff said that they loved and wanted to work with this organization either fulltime or part-time. Some have study plans, but are willing to work with KWG after completing studies. However, some were not sure about a long-term commitment, especially concerned about relationships and unity among members, good leadership and management. The majority of them were concerned about insufficient human resources. Some of them are thinking hard and want to be a part of the solution, while some only raised the issues and left the answers as the leadership's responsibility.

Based on information collected from interviews, the researcher reached the conclusion that there were particular issues or areas which needed to be addressed in order to

enhance commitment. Using WBL framework, the issues identified were categorized in three quadrants of brain, I-preserve, I-explore, and I-control.

Table (4.18) Issues to be addressed/ need improvement on commitment

I-Control	I-Explore
- Clear focus of organization's work, strategic goals - Good planning (organization,individual level) - Staff competency development	- Clear/common direction of organization - Explore new ideas, learning to improve quality of work
	I- Preserve - Relationship and unity - Constructive feedback - Guidance and support from leadership/management

4.2.2 Qualitative data analysis from Management interviews in Pre ODI

To see the management's point of view on staff motivation, engagement, and commitment, the researcher also interviewed the Management body comprised of four members: two EC members, and two General Secretaries.

4.2.2.1 Findings on staff motivation from management interview

Table (4.19) Findings on staff motivation from Management interview

I-Control	I-Explore
- No strategy to motivate staff (2)	- Sharing ideas/opinions, open communication to motivate staff (1)

I-Pursue	I-Preserve
- All staff are motivated (2) - Only some are motivated (2) - Late arrival at work	- Motivate staff by sharing food, gifts, celebrate birthdays etc. (1)

The members of the management had different opinions regarding staff's motivation. Two members saw that all staff were active and interested in their work, while two of them said only some staff were motivated. Late arrival at work was also mentioned as a serious issue. When asked about how they motivate the staff, two of them answered that they use different techniques, for example, open communication, discussions and sharing ideas/opinions with all members and listening to opinions. One person said celebrated birthdays, shared food, gifts etc. to motive staff members while two of them mentioned that they could not focus or do much to motivate staff.

4.2.2.2 Findings on staff engagement from Management interview

Table (4.20) Findings on staff engagement from the management interview

I-Control	I-Explore
- No strategy for staff engagement (2) - Cooperate with transparency to strengthen engagement (1)	- Need to create space/activity to enhance staff engagement (1)
I- Pursue	**I- Preserve**
- Low level of engagement (2) - Cooperation is weak, focus only on own program - Few people are actively engaged in	.

meetings - High level of engagement, actively participate in activities (2)	

Regarding staff engagement, two members perceived staff engagement was relatively low and cooperation was weak, many staff focused more on their own program/department. In meetings, not everyone engaged actively, and a few people dominated the discussions. The other two members saw things differently: that staff engagement was good in general, for example, they participated actively in activities. When asked what they did to get staff more engaged, two said they did not do much and that there is no space for staff to get engaged. One member said she discussed openly and tried to cooperate with transparency with all staff members.

4.2.2.3 Findings on staff commitment from Management interview

Table (4.21) Findings from Management interview on staff commitment

I-Control	I-Explore
	- Some staff concern for their future life opportunity that related to long-term commitment to organization
I- Pursue	**I- Preserve**
	- Few staff are committed to organization and for long-term, some committed only to job, short-term (2) - Staffs are strongly committed to jobs and organization (1) - No opinion (1)

The management had different opinions about the staff commitment. Two of them mentioned only a few staff were committed to the organization, and most staff were committed only to their job responsibility. Some staff were not happy at work mainly because of relationships issues and there was a tendency to resign, while some were concerned for their future. The other one said that all the staff were strongly committed to their jobs and the organization even though they do not receive proper benefits and salary, they tend to protect women and the organization. One member had no opinion on this issue.

Finally, in order to see the management's view on overall performance of the organization, the researcher asked the management body to assess the overall performance using point scale: 6=excellent, 5=good, 4=fairly good, 3=fairly poor, 2=poor, 1=very poor. The data was put into SPSS program and analyzed.

Table (4.22) Management's assessment on overall performance of the organization

Description	N	Min	Max	Mean	Std. Dev
Organization's overall Performance	4	2	5	3.75	1.258

The individual's perception was varying as standard deviation was (1.258) which was greater than +1. The overall performance of the organization was low because total mean was only (3.75).

4.3 Implementation of Organization Development Intervention (ODI)

This section presents the detailed information to respond the research objectives proposed in chapter one: 2) To design and implement appropriate OD interventions to strengthen staff motivation, engagement and commitment; the research question 2) What are the appropriate interventions to improve staff motivation, engagement, and commitment?

The ODI was modified after the pre-ODI assessment in order to respond to the needs of the organization. Three ODI activities were carried out including: 1) Workshop for Organization Development, 2) Management Coaching and 3) Review Workshop. The basic concept of the ODI activities was to connect and align individuals to group/organization, reflect on current situations to move towards better future, balance soft-side (relationship) and hard side (strategic goals) so that the organization is able to function more effectively.

1) Workshop for Organizational Development: A two-day workshop was conducted on 30th and31July 2013, facilitated by the researcher. 12 staff members including three levels: top management, general management, general staff members participated. The key objective of this workshop was to see and reflect the organization's overall situation through exploring new perspectives, so that every member, including leaders/management, would get a better understanding about the current situation. Based on the findings, possible changes and improvements will be initiated to enhance motivation, engagement and commitment among members in the future, and in turn, for better performance of the organization. This workshop focused on the three quadrants of the brain: I-Preserve, I-Explore, and I-Control.

The first day focused on I-Preserve and I-Explore quadrant. The morning session started with the I-Preserve quadrant (**Discern/*Discover***) to reflect on the current situation. Firstly, the facilitator and one General Secretary explained the objectives of the workshop, After that, the facilitator asked participants to introduce themselves including one thing they liked/enjoyed most about working with KWG, to start with the AI concept. Then participants were asked about their expectations from this workshop and then the facilitator explained the workshop agenda.

To be able to discuss the organization's current image, the facilitator shared examples of eight organizational metaphors. Then divided the participants into two groups and let them discuss how they saw the current picture of the organization. The groups developed two different metaphors and the facilitator encouraged the participants to appreciate what they had discovered. After that, the facilitator introduced an iceberg model, above sea [behaviors] and below sea [underlying issues] in a group. Then let participants discuss the current situation in terms of relationships among members in the organization. For better understanding about interpersonal communication style and openness in a team, the Johari Window model was introduced. The participants practiced this exercise by working in pairs, telling one story that they had never told to anybody, to their partner while she/he listened with appreciation and without interrupting with questions or clarification until the end of story. The partner then gave feedback about what she learned from the story and gave positive comments for improvement in terms of communication in the future. This exercise was designed for better understanding, appreciation and being open minded to give feedback that would help the relationship in the team.

The next session was about the I-Explore quadrant (**Discover/ *Dream***) to explore different perspectives and possibilities. Firstly, the researcher gave information about the OD concept, including a definition of OD, and organization as an open system, system thinking, types of change and the change process. This part was to let participants explore new perspectives such as organization's system and sub-systems, everyone/thing is interconnected and interdependent, change was necessary for improvement, change and development starts from individuals etc. After that, the 'AI' concept was introduced to the participants, including the meaning and history of AI, three assumptions of AI and the positive principle. The purpose was to help participants to understand the importance of appreciation, asking

questions in an appreciative way in the workplace. To get a real experience of AI, the participants were asked to pair up and share a story with each other and appreciate. After this, the participants were asked to discuss their future dreams: the image of the organization in the next ten years and new behavior that they would like to practice in the future at KWG.

The second day focused on the I-Control quadrant (**Decode/*Design***): to create a new iceberg model, and goal setting. The first session was to create a new behavior iceberg: common values [below sea] and behaviors [above sea]. Firstly, the participants were asked to write down their individual values [five supportive values then chose three core values], and shared in the group. Then the researcher facilitated the group to review the organization's values to discuss that they were aligned with their values. The new behavior was based upon the common values. For personal commitment to the new iceberg behaviors, the participants were asked to write a short pledge, a message of what she/he wanted to change/practice in the next two months and keep it for themselves.

The later session was about goal setting. Firstly, the facilitator shared information about what is goal setting, why it was important and the process of goal setting, using SMART guidelines. To be able to set realistic goals, the participants were asked to review the organization's mission, objectives and current activities. The facilitator also asked the participants to discuss the organization's current strengths and opportunities that the goals setting should be based on. Finally, the group set together the goals to be implemented during the next 17 months (Aug 2013 to Dec 2014) including critical areas such as the fund raising strategy, human resource development and target beneficiaries. Four staff members were not able to participate in the workshop due to their unavoidable meetings and travel. Therefore, the researcher conducted a one-day workshop separately via Skype video, using the same workshop materials and following the same facilitation process. However, due to limited time

and the limitations of electronic media, the researcher was not able to include some activities and topics.

2) Coaching session for Management: In order to keep the momentum of the change process, one coaching session was conducted on 3rd Aug 2013. The management body of four people [two EC members, and two General Secretaries] participated. This activity belongs to the I-Pursue quadrant. The key topics discussed were about employee feedback and recognition. The researcher shared information about the general guidelines when giving feedback. Giving feedback is crucial for management in order to improve the performance of staff, as well as for psychological support and guidance. Another topic discussed was staff recognition: formal and informal recognition. The objective of this intervention was to help the management to introduce new approaches, recognition of staff's effort contribute to the organization that would enhance staff motivation, engagement, and commitment. However, due to time limitation of the management members, there was not enough time to discuss in more detail.

3) Review Workshop: A review workshop was held on September 26, facilitated by the researcher. 12 people, including from the management team and general staff participated. The objective of this workshop was to re-affirm the implementation of outputs from the previous workshop so that the initial change/improvement could be sustained, the I-pursue quadrant. The agenda for this workshop was: introduction of WBL concept, reviewed the workshop outputs, updated about implemented steps of goal setting set at the previous workshop and developed a detailed action plan for further implementation. Finally, feedback was collected from all participants, and future activities that they would like to continue were discussed.

Firstly, the researcher/facilitator introduced the concept of WBL and the functions of the four quadrants. Then each participant assessed where their potential/strength lied in the quadrants and what key strength that they contributed to the organization. The facilitator then asked participants how they saw the organization's strengths in four brain quadrants. The key message conveyed was about the importance of the application of four quadrants of brain, with a clear purpose to be wholeness as an individual as well as an organization. The participants found it was very useful, effective concept.

The second agenda was to review/discuss the output of the previous workshop focusing on the future image, the new iceberg, and the strategic goals. Regarding goal setting, the Management shared what steps had been implemented, then the members wrote a detailed action plan for future implementation, including what/who/when/how. Finally, the discussed topics were put into the WBL framework so that the participants could clearly see and understand the wholeness of the picture that will continue as the future OD process.

The workshop was concluded with participants' self-reflection, feedback and recommendation for future OD activities that they would like/can to do as individuals or as an organization in order to maintain the momentum of the new change initiatives including new behavior, motivation, and engagement. The researcher had observed that during this workshop, the participants were more active, shared opinions and ideas and also found that some members were very determined to achieve the goals.

4.4 Analysis and interpretation of data from pre and post ODI assessment

The results of the pre and post ODI data was analyzed using the Paired-Samples t-test in SPSS program and the outputs are described in table below.

4.4.1 Measurement of ODI's impact on motivation, engagement and commitment

Table (4.23) Comparison of findings on motivation, engagement and commitment in pre and post ODI

Area	Coding	Pre ODI, N=15		Post ODI , N=15		Post-Pre Variance	Sig. (2-tailed)
		Mean	Std. Dev	Mean	Std. Dev		
Motivation	MV	4.97	.462	5.12	.388	.150	.345
Engagement	EG	5.02	.515	5.12	.540	.100	.570
Commitment	CM	4.64	.494	4.93	.464	.295	.083
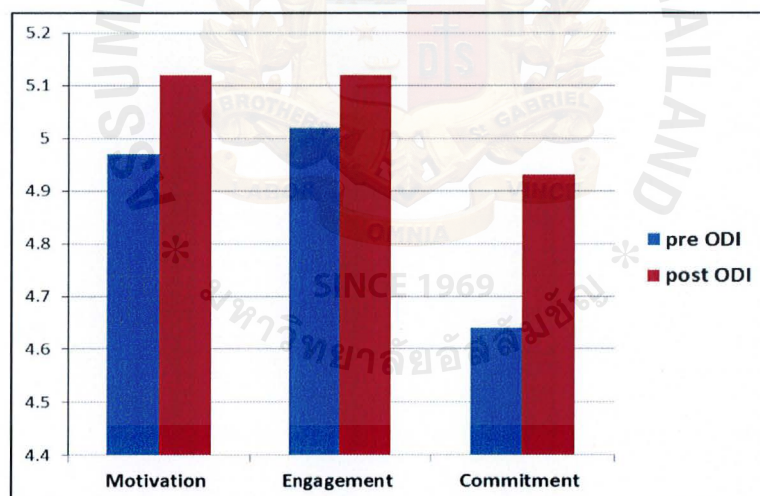
Figure 4.1 Comparison chart of pre and post ODI assessment on motivation, engagement, and commitment

The statistical results revealed that there was no significant impact in terms of staff's perception on motivation, engagement and commitment because the p-value for each topic was greater than (0.05). However, some minor improvement was observed because the

average mean values of motivation, engagement and commitment were slightly increased after the ODI. Among the three variables, the improvement on commitment was highest with mean variance (.295), followed by motivation (.150) and engagement (.100).

4.4.2 Measurement of ODI impact on motivation

Table (4.24) Comparison of Staff Motivation level before and after ODI

Perceived factor	Coding	Pre ODI, N=15		Post ODI , N=15		Post-Pre Variance	Sig. (2-tailed)
		Mean	Std. Dev	Mean	Std. Dev		
Meaningfulness of work	MV_M	4.98	.479	5.13	.588	.156	.450
Recognition	MV_R	4.90	.737	5.10	.632	.200	.384
Clear goals	MV_G	5.00	.642	5.11	.411	.111	.547
Total average	MV	4.97	.462	5.12	.388	.150	**.345**
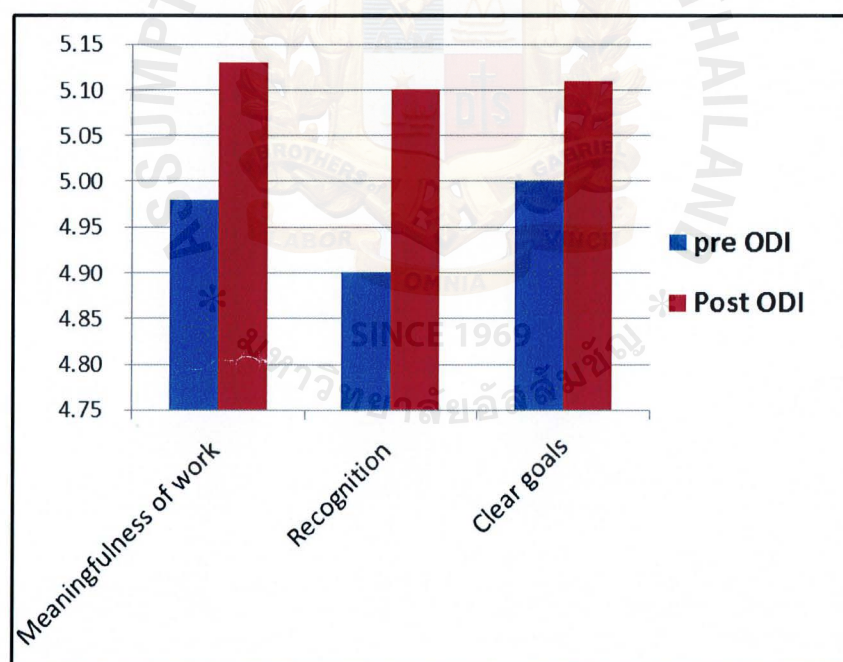
Figure 4.2 Comparison chart of pre and post ODI assessment on motivation

The statistics showed that there was no impact on motivation as the alpha value was larger than 0.05 significant level. Therefore the proposed alternative hypothesis Ha1 "There is an initial impact of OD intervention on staff motivation" was rejected, and the null

hypothesis Ho1 "There is no initial impact of OD intervention on staff motivation" was accepted in this study.

Although the impact was not significant, some minor improvement was observed because the mean score of every factor had slightly increased (variance=.150). Although two questions were included, the total mean of recognition was the main contributor (variance=.200) to the total improvement of motivation, while meaningfulness of work was the second and clear goals was the lowest.

Table (4.25) Comparison of staff motivation from meaningfulness of work before and after ODI

Question. Meaningfulness of work	Coding	Pre ODI, N=15		Post ODI , N=15		Post-Pre Variance	Sig. (2-tailed)
		Mean	Std. Dev	Mean	Std. Dev		
I am always excited to do my work every day because I gain valuable work and life experiences from my job.	MV1	5.00	.655	5.00	.756	.000	1.000
My job is very interesting because I can make use of my knowledge, skills, and experiences at work.	MV2	4.67	1.175	4.87	1.060	.200	.595
I like working with this organization because I know my organization is doing good things for my communities.	MV3	5.27	.594	5.53	.516	.267	.217
Total average		4.98	.479	5.13	.588	.156	.450

Statistical data showed that the level of motivation from meaningfulness of work was slightly improved although not significant. This improvement was mainly contributed to by the person's job alignment (MV2) and their positive opinion of working with this organization (MV3). The improvement in (MV2) could be only from the individual's attitude towards their job because there were no changes of job during pre and post assessment. The changing individual's perspectives from the OD workshop could be the key driver for this improvement.

Table (4.26) Comparison of Staff Motivation from recognition before and after ODI

Question. Recognition	Coding	Pre ODI, N=15		Post ODI , N=15		Post-Pre Variance	Sig. (2-tailed)
		Mean	Std. Dev	Mean	Std. Dev		
I feel working harder when my accomplishments are recognized.	MV4	4.87	.834	4.93	.704	.067	.774
I want to do more and even better when people at work say good things about my work.	MV5	4.93	.799	5.27	.884	.333	.207
Total average	MV_R	4.90	.737	5.10	.632	.200	.384

The initial impact on motivation relating to recognition was mainly driven by appreciation (MV5). This implies that since staff are getting positive feedback and appreciation from the Management as well as from coworkers, their motivation tends to be increased. Therefore, AI and employee feedback and recognition tools would be the key contributor for this improvement.

Table (4.27) Comparison of staffs' perception on motivation from clear goals before and after ODI

Questions.: Clear goals	Coding	Pre ODI, N=15		Post ODI , N=15		Post-Pre Variance	Sig. (2-tailed)
		Mean	Std. Dev	Mean	Std. Dev		
I work hard every day at work because I understand my organization's goal that we are trying to achieve.	MV6	4.87	.743	5.13	.516	.267	.262
I give the best of my abilities for things that my program/department is trying to achieve.	MV7	5.20	.862	5.13	.640	-.067	.818
I am energetic to work hard every day for what I want to achieve in my work.	MV8	4.93	.884	5.07	.594	.133	.610
Total average	MV_G	5.00	.642	5.11	.411	.111	.547

Staffs' perception of motivation regarding clear goals was slightly improved in the post ODI stage, although it was not significant. This initial improvement has been driven mainly by the members' clear understanding of goals to follow (MV6) and (MV8). This improvement could be driven by the goal setting. Having clear organizational goals that align with individual goals would increase the individual's motivation. This implies that there was a connection between individual and organizational goals in terms of clear focus/direction.

In addition to the quantitative data, the findings from qualitative research also supported the initial improvement of staff motivation.

Table (4.28) Comparison of findings between pre and post ODI on motivation from staff interviews

Brain quadrant	Pre ODI	Post ODI
I-Pursue	- Want to come to work/do work most of the time (about 90%) for job responsibilities regardless of job aligned or not.	- Want to come to work/do work everyday (100%) - Try best on everyday work
I- control	- Job aligned with interest (70%) - Do not much like current job from not aligned with interest, repetitive work, limited skills and knowledge and experience (30%) - Unclear with strategic goals	- Job aligned with interest (90%) - More clear with goals (60%), determined to achieve goals (about 40%)
I-Explore	- Feel meaningful working for better lives of women, community (100%) - Opportunity (Personal development, career)	- Strongly believe individuals' contribution impact to women, community development, also country (100%) - Find jobs are challenging, interesting,

		new experiences - Opportunity (Personal development, career)
I-Preserve	- Unhealthy relationships, lack of support system and appreciation affect motivation (about 90%)	- Some started feeling recognition, appreciation - Better relationships, enjoy to be at work

I-pursue- In the post ODI interview, all the staff members mentioned said they wanted to come to work and do their best every day because they liked their current job. Some of them said they gained new experience and challenges and that kept them motivated and excited.

I-control- This time, almost (90%) mentioned that their jobs are aligned with their interest; they felt more responsible and accountable with their job. Some stated that having specific goals energized them to focus on their work and they were determined to achieve them; however, some were not very serious about the goals.

I-explore- This time, all members mentioned that they strongly believed that their contribution made an impact on the organization/community because the work they were doing was unique and meaningful for their community especially for a better future for women. Many of them were very energetic and excited when talking about this issue. Some also mentioned about the opportunity for personal growth, new learning and challenges every day.

I-Preserve- Some staff mentioned that they started to feel recognition and appreciation, trust from coworkers and management verbally or through gestures, and mutual respect that made them more enthusiastic to do their best at work. Many mentioned about the

more enjoyable work environment from better relationships and understanding, trying to practice new behavior and applying AI.

Table (4.29) comparison of findings between pre and post ODI on staff motivation from the management interview

Brain quadrant	Pre ODI	Post ODI
I-Pursue	- All staff are motivated (2) - Only some are motivated (2) - Late arrival at work	- Staff are more motivated (3) - Observed behaviors (punctual, focus on work, enjoyment at work)
I- control	- No strategy to motivate staff (2) - Some staff are not aligned with organization's concept	- Give constructive feedback for improvement
I-Explore	- Sharing ideas/opinions, open communication to motivate staff (1)	- Open to listening staffs' opinions, concerns
I-Preserve	- Motivate staff by sharing food, gifts, celebrate birthdays etc. (1)	- Show appreciation, recognition,

The management said that they had observed some improvements during the two months. Some observed behaviors included staff came to work more punctually, concentrated better on work and found more enjoyment at work. When asked how did they motivate staff, they said they show more appreciation and recognition, gave more smiles, gave constructive feedback to improve the work, made sure they were always available for discussions and for listening to staff's concern/feeling/ideas. Sharing of food and gifts was also being practiced to show care and love to build better relationships.

4.4.3 Measurement of ODI impact on engagement

Table (4.30) Comparison of staffs' perception on engagement before and after ODI

Perceived factor	Coding	Pre ODI, N=15		Post ODI , N=15		Post-Pre Variance	Sig. (2-tailed)
		Mean	Std. Dev	Mean	Std. Dev		
Organizational engagement	EG_O	5.11	.514	5.29	.517	.178	.301
Job engagement	EG_J	4.93	.657	4.96	.615	.022	.925
Total average	EG	5.02	.515	5.12	.540	.100	**.570**
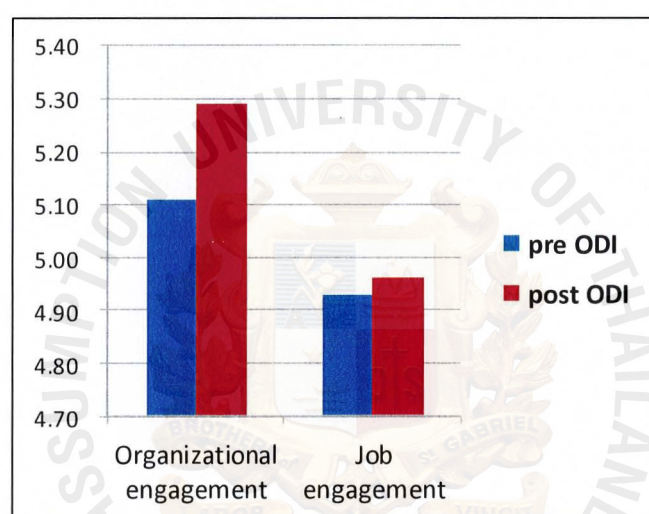
Figure 4.3 Comparison chart of pre and post ODI assessment on engagement

The statistical data indicated that that the ODI impact on motivation was not significant as the alpha value was greater than 0.05 significant level. Therefore the proposed alternative hypothesis Ha2 "There is an initial impact of OD intervention on staff engagement" was rejected, and the null hypothesis Ho2 "There is no initial impact of OD intervention on staff engagement" was accepted in this study.

Although the impact was not significant, there has been some minor improvements because the mean score of every factor in pre ODI has slightly increased in the post ODI. The total mean value of overall engagement has slightly improved with mean value (.100).

Among the two factors, the organizational engagement was the main contributor to the overall engagement, with variance of (.178).

Table (4.31) Comparison of staff s' perception on organizational engagement before and after ODI

Question: Organizational engagement	Coding	Pre ODI, N=15		Post ODI , N=15		Post-Pre Variance	Sig. (2-tailed)
		Mean	Std. Dev	Mean	Std. Dev		
I give the best of my knowledge, skills, energy, and time for the organization.	EG1	5.07	.594	5.47	.640	.400	.054
I always participate in organization's regular/occasional meetings and events except when I have sickness or emergency issues.	EG2	5.33	.724	5.40	.507	.067	.792
I always discuss my opinion and ideas, share information in meetings.	EG3	4.93	.799	5.00	.756	.067	.806
Total average	EG_O	5.11	.514	5.29	.517	.178	.301

The statistical data revealed that the total average of organizational engagement factor was contributed to by the question (EG1) regarding the individual's dedication of knowledge and abilities and energy towards the organization with mean variance of (.400). This improvement could be driven by staff having a better understanding of the OD concept and better relationships drives better engagement with the organization.

Table (4.32) Comparison of staffs' perception on job engagement before and after ODI

Question: Job engagement	Coding	Pre ODI, N=15		Post ODI , N=15		Post-Pre Variance	Sig. (2-tailed)
		Mean	Std. Dev	Mean	Std. Dev		
I give my best effort at my work each day.	EG4	5.00	.756	5.00	.655	.000	1.000

I always share my knowledge and skills with colleagues to improve our work.	EG5	4.80	.862	4.93	.799	.133	.685
I always help my colleagues when they need me.	EG6	5.00	1.000	4.93	.799	-.067	.860
Total average	EG_J	4.93	.657	4.96	.615	.022	.925

The respondents' perception of job engagement was not much improved at post ODI. The improvement was only from the question (EG5) regarding sharing of knowledge and skills to improve quality of work, with a mean variance of (.133). This can imply that having an understanding of the OD concept, specifically about the organization as a system would increase the individual's perception that the sharing of knowledge and skills with coworkers was important. The willingness to share could be driven by openness to opinions/ideas from colleagues and having positive relationships with them. The question (EG4), individual's engagement with everyday work showed no improvement. This could be because some respondents were not full-time staff during this research period and their perception of this specific question could weaken the overall mean of job engagement.

Table (4.33) Comparison of findings between pre and post ODI on engagement from staff interviews

Brain quadrant	Pre ODI	Post ODI
I-Pursue	- Cooperation mostly within program/departments - Collaboration across programs/department is weak, silo-mindset - try to participate in organization's activities, but some are not actively	- Many members actively engaged in activities, meetings, however some still not active. - More cooperation within and across programs - Sharing tasks among team

	engaged.	
I- control	- Planning and preparation is weak especially for organization's regular/occasional events - Need clear objectives, space for better engagement	- More planning and well preparation, but still need to improve
I-Explore	- Sharing (information, ideas) mostly in meetings - Not open/welcome to opinions/ideas - Need atmosphere to feel free to share	- Formal sharing in meetings, and some do informal sharing - More open/active discussions than before - More positive, welcome to ideas
I-Preserve	- Relationship (work, interpersonal) is not so good - Not very open/honest communication, gossip - Some feel lack of acceptance and appreciation & support from management/co-workers	- Feels better relationship (work, interpersonal) - More open communication, and less gossip - Some started to feel appreciation/recognition/trust for their work

As described in table above, there were some improvements at the post ODI assessment. Many respondents answered that constructive feedback and openness had encouraged their participation/engagement.

I-pursue- in pre ODI assessment, many respondents mentioned that cooperation and collaboration among staff members and programs was not very effective, and individuals' participation in activities was weak. In post ODI assessment, many of them mentioned that individuals were more actively participating in meetings and events held by the organization, and sharing tasks as a team, helping each other's programs.

I-Control- in the pre ODI assessment, respondents mentioned that planning and preparation for organized activities were ineffective and that this weakened the individual's participation. However, in post ODI, they said preparation and planning was getting better and that made for better participation. However, there still needs improvement in this area.

I-explore- In pre ODI interviews, many staff said not many people shared ideas and opinions in meetings because ideas were not appreciated or welcomed, and only a few people dominate the discussions. However, in post ODI, many staff mentioned that meetings were more lively and productive as many people shared openly as attendees listened to each other in an appreciative and respectful manner; they also learned from each other by sharing experiences and knowledge.

I-preserve- In pre ODI assessment, many staff expressed feelings about relationship issues, lack of appreciation and recognition had discouraged the engagement of individuals. For example, more blaming and negative criticism for mistakes, more gossip than open and honest communication. In post interviews, many people expressed that they started to feel better about relationships and that there was less gossip. Some mentioned that more constructive feedback, appreciation and recognition from the management and peers also encouraged participation.

Table (4.34) Comparison of findings between pre and post ODI on staff engagement from the management interview

Brain quadrant	Pre ODI	Post ODI
I-Pursue	- Low level of engagement (2) - Cooperation is weak, focus only on own program - Few people are actively engaged in	- Better engagement, cooperation (3) - More active in participation - Actively engaged/discussed in meetings

	meetings - High level of engagement, actively participate in activities(2)	
I- control	- No strategy for staff engagement (2) - Cooperate with transparency to strengthen engagement	- Strategy for engagement (good communication, support)
I-Explore	- Need to create space/activity to enhance staff engagement	- Staffs are more open to listening opinions of others - Strategy for engagement (listen staffs' concerns, feelings, and opinions)
I-Preserve		- Better relationships among members

The findings from the management interviews also supported that staffs' overall engagement had improved. In post ODI interviews, the individual's opinion was similar, contrary to pre ODI assessment. Management perceived that had staff become more actively involved in activities. For example, even when meetings were called urgently, many staff tried to participate (observation from meeting records). The members actively contributed with information and ideas and therefore meetings were more lively and productive, more open to discussion and listening to each other's opinion with a positive attitude. Another example was that many members actively participated in the organization's 14th year anniversary by sharing ideas and tasks. The management observed that better engagement and cooperation made teams more productive. In addition, better relationships among members including the management makes for a better atmosphere at the workplace. Many staff members become more open and approached the management for various purposes such as sharing ideas and discussing work.

When asked what strategy the management used to strengthen staff engagement, the answers included more active communication, support and encouragement, and they were being open to listen to staff's concerns, feelings and opinions.

4.4.4 Measurement of ODI impact on commitment

Table (4.35) Comparison of staff commitment level before and after ODI

Perceived factor	Coding	Pre ODI, N=15		Post ODI , N=15		Post-Pre Variance	Sig. (2-tailed)
		Mean	Std. Dev	Mean	Std. Dev		
Job commitment	CM_J	5.18	.547	5.20	.433	.022	.879
Organizational commitment	CM_O	4.23	.759	4.73	.710	.500	.086
Total average	CM	4.64	.494	4.93	.464	.295	.083
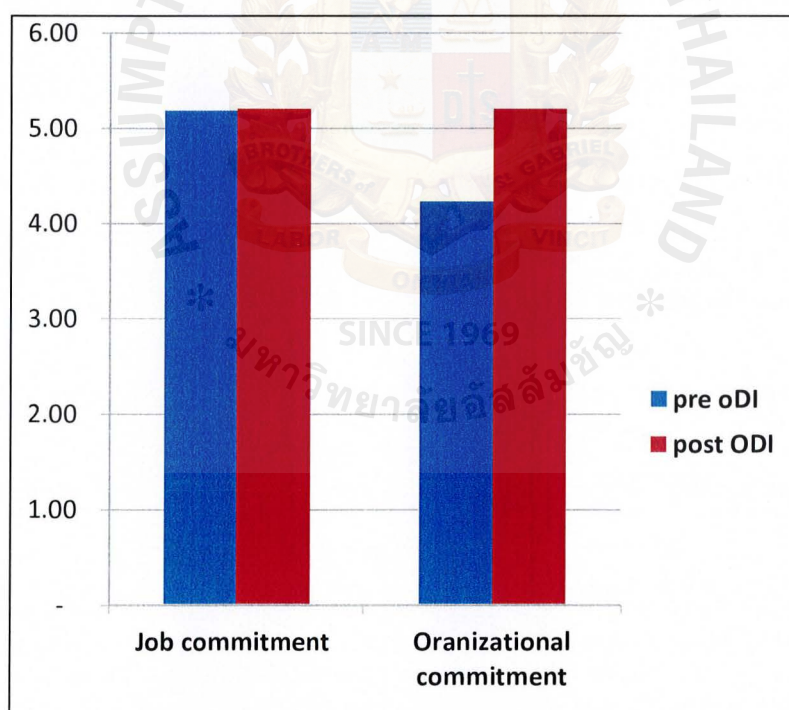
Figure 4.4 Comparison chart of pre and post ODI assessment on commitment

The statistics revealed that there was no significant impact on engagement as the alpha value was greater than 0.05 significant level. Therefore the proposed alternative

hypothesis Ha3 "There is an initial impact of OD intervention on staff commitment" was rejected and the null hypothesis Ho3 "There is no initial impact of OD intervention on staff commitment" was accepted in this study.

Although the impact was not significant, some minor improvements were observed because the total mean score of every factor had slightly increased in the post ODI. The total mean of overall motivation slightly increased with the mean value (.295). Among the two factors, organizational commitment was the higher with a mean variance of (.500) than that of job commitment (.022).

Table (4.36) Comparison of staffs' perception on job commitment before and after ODI

Question: Job Commitment	Coding	Pre ODI, N=15		Post ODI , N=15		Post-Pre Variance	Sig. (2-tailed)
		Mean	Std. Dev	Mean	Std. Dev		
I always try to accomplish my works in a given time.	CM1	4.80	.676	5.07	.799	.267	.164
I always try to improve the quality of my works.	CM2	5.20	.775	5.20	.414	.000	1.000
I always do my works with great responsibility and accountability.	CM3	5.53	.516	5.33	.488	-.200	.271
Total average		5.18	.547	5.20	.433	.022	.879

The improvement on total mean of job commitment was very small as the mean variance was only (.022), which was contributed only by the question (CM1) regarding time commitment. There was no improvement in question (CM2) regarding trying for quality of work, and question (CM3) about job responsibility and accountability had slightly decreased.

Table (4.37) Comparison of staffs' organizational commitment before and after ODI

Question: Organizational Commitment	Coding	Pre ODI, N=15		Post ODI, N=15		Post-Pre Variance	Sig. (2-tailed)
		Mean	Std. Dev	Mean	Std. Dev		
I feel as part of a family working with this organization.	CM4	4.60	1.056	4.80	.676	.200	.458
I will try my best to do everything if that will support my organization's vision and mission.	CM5	4.60	.828	5.00	.756	.400	.164
I could not think about finding job at other organizations as I feel a family member of this organization.	CM6	4.13	1.457	4.60	1.056	.467	.363
I want to continue working with this organization for many years.	CM7	3.60	1.242	4.53	1.125	.933	.089
Total average		4.23	.759	4.73	.710	.500	.086

In post ODI, all mean scores of each question contributed to organizational commitment. The average mean of the question relating to long-term commitment (CM7) was the highest among the four questions, while the feeling of belongingness (CM4) was the lowest. This improvement could be mainly driven by a better understanding of the OD concept and better relationship among individuals in the organization, and greater concern about the organization.

Table (4.38) Comparison of findings between pre and post ODI on commitment from staff interviews

Brain quadrant	Pre ODI	Post ODI
I-Pursue	- Time commitment (70%) - Focus on responsibility	- Time commitment (90%) - Put extra effort and time on work
I- control	- Some do good planning, some do not - Try for quality work/ improvement	- Try for quality work by applying new knowledge

	- Focus more on daily tasks	- More serious on self-responsibility and accountability
I-Explore	- Different opinions on organization's future stand, work focus - Learning mostly self-study, experiences, mistakes, feedback, asking co-workers, outside trainings	- Majority concern for organization's future direction/focus of work - Learning from sharing by others, experiences and mistakes, internet etc.
I-Preserve	- Love organization (100%), but unhappy from relationship issues - Tendency for long-term commitment (70%) - Short-term commitment (30%) due to soft issues - Common concern (insufficient human resource)	- Love organization with strong attachment (100%) - Tendency for long-term commitment (90%), short-term commitment (10%) - feel better relationships, and high morale - Common concern (unity/relationships/good leadership)

I-pursue- in post ODI interviews, many staff mentioned that their commitment to job responsibility had increased as things were now done according to meeting deadlines and they put in extra time and effort in order to accomplish the work.

I-control- The respondents answers were the same as in pre ODI: that they always tried to improve the quality of work. Some staff had opportunities to learn new knowledge and skills and they applied that knowledge to the work. At post ODI interviews, many staff said that they take their job responsibilities more seriously and felt accountable.

I-explore This time, the majority of them discussed more about the future stand of the organization, and the focus of the work of the organization and individuals seriously

considered the future and wanted to be a part of the solution or change process. Therefore it can be implied that the level of commitment to the organization increased. To increase their self-knowledge and work knowledge, they also learned from peer sharing, in addition to learning from experiences and mistakes, self-learning mentioned in pre ODI interviews.

I-preserve- in the post ODI interviews, the majority of staff expressed more about long-term commitment to the organization as they felt strongly connected to the organization. They wanted to continue working with this organization even after completing studies to contribute the knowledge and skills they had learned. This time, many members discussed seriously about unity, relationships and good leadership as major concerns in the organization relating to long term commitment and stable human resources.

Table (4.39) comparison of findings between pre and post ODI on staff commitment from Management interview

Brain quadrant	Pre ODI	Post ODI
I-Pursue		- Staff are more committed to jobs - Timely reports
I- control		- Staffs work with their best - Better quality reports
I-Explore	- Some staff concern for their future life opportunity that related to long-term commitment to organization	
I-Preserve	- Few staff are committed to organization and for long-term, some committed only to job, short-term (2) - Staffs are strongly committed to jobs and organization (1) - No opinion (1)	- Staffs are committed to jobs (3) - Attached/committed to organization, long-term commitment

The management observed that there had been some improvements in the two moths. Staff members became more committed to their jobs and try to do with their best. For example, some staff talked more about what they need to do or accomplish at work. Reporting also became better quality and more timely. Many of them also stopped talking about resigning from work, but talked more about what they need to do more.

Regarding strategies to keep staff committed to work and the organization, the management believed that if people were happy and enjoyed at their work, good relationships and supported each other, they will feel connected and likely to stay longer with the organization. They will also feel a strong sense of ownership of the organization. Therefore, the Management is trying to have a good relationship with all the staff members, making an effort to gain unity and trust among members.

Implication from Researchers' Observations

Through interviews, workshops and personal interaction, the researcher had observed some changes among the participants in terms of behavior and mindset. For example, in the pre-ODI interviews many members seemed more negative and blamed others. However, there was a more positive and open mindset in post ODI interviews, including the usage of words and facial expressions, more self-reflection than pointing fingers at others.

In summary, during the two months, the members were in a transition from old behavior to new behavior. For example, many of them shared that they tried to speak/act more positively and in an appreciative way with colleagues, showed more respect and made better relationship among staff members which in turn kept them motivated. More open mindedness allowed active discussions that strengthened cooperation at the workplace. Since the members became clearer about OD, they wanted to contribute more to the betterment of

the organization and they were committed to their work and the organization. It was also observed that the staff became clearer about the goals, some were strongly committed to achieve them.

4.5 Testing hypotheses of relationships between variables

Finally, the hypotheses of the relationships between the two independent variables, and one dependent variable proposed for this study was tested in post ODI. To determine the linear relationships between two variables, Pearson correlation coefficient technique was applied.

Ho4: There is no relationship between staff motivation and commitment.

Ha4: There is a relationship between staff motivation and commitment.

Correlations between motivation and commitment

		Motivation	Commitment
Motivation	Pearson Correlation	1	.577[*]
	Sig. (2-tailed)		.024
	N	15	15
Commitment	Pearson Correlation	.577[*]	1
	Sig. (2-tailed)	.024	
	N	15	15

*. Correlation is significant at the 0.05 level (2-tailed).

The Pearson Correlation coefficient analysis indicated that, the linear relationship between motivation and commitment was significant at 0.05 level ($p<0.05$). The Pearson correlation value was ($r = 577$), hence, there was a medium positive correlation. Therefore the alternative hypothesis Ha4 "There is a relationship between staff motivation and commitment" was accepted and the null hypothesis was rejected in this study.

Ho5: There is no relationship between staff engagement and commitment

Ha5: There is a relationship between staff engagement and commitment

Correlations between engagement and commitment

		Engagement	Commitment
Engagement	Pearson Correlation	1	.537[*]
	Sig. (2-tailed)		.039
	N	15	15
Commitment	Pearson Correlation	.537[*]	1
	Sig. (2-tailed)	.039	
	N	15	15

*. Correlation is significant at the 0.05 level (2-tailed).

The Pearson Correlation coefficient analysis indicated that the linear relationship between engagement and commitment was significant at 0.05 level, ($p<0.05$). The Pearson correlation value was ($r = 537$), hence, the correlation was medium positive correlation. Therefore the alternative hypothesis Ha5 "There is a relationship between staff engagement and commitment" was accepted and the null hypothesis was rejected in this study.

4.6 Assessment on Organization's performance improvement after ODI

Since not many secondary data from the organization was available, the researcher tried to collect information regarding improvements in performance through stakeholder interviews and the Management interviews.

4.6.1 Findings on performance from Management interviews after ODI

Since the organization did not have well-recorded documents in terms of performance evaluation, such as KPIs, it was difficult to measure performance for a short-term period of

two months. However, the researcher tried to show some evidence to indicate the organization's performance from information provided by the Management.

Table (4.40) Comparison of Management's perception on overall performance of organization before and after ODI

	Coding	Pre ODI, N=4		Post ODI , N=4		Post-Pre Variance	Sig. (2-tailed)
		Mean	Std. Dev	Mean	Std. Dev		
Overall performance of organization	PF	3.75	1.258	5.25	.500	1.500	.058

Based on Management's assessment, the overall performance was increased although not at a significant level. The average mean in pre ODI (3.75) had increased to (5.25) at post ODI that was very close to a significant level. This implies that the management's better understanding of OD, and exploration of new management perspectives could help practice in the workplace. As a result they could see some improvement in terms of performance in some areas.

In addition to the quantitative assessment, the management also gave some information that indicated improved performance during the two month period.

- In order to implement community projects, seven grant proposals were submitted to five donors, including two new funders during these two months.

- In terms of work process, they have more regular and effective communication between the administrative office and the program/projects than before and that helped a lot with implementation of the projects. It also made for better relationships and support between management and the staff members.

- During this two-month period, things were done in a timely manner, for example, implementing the decision/plans made, as well as reporting.

- Internship program has been systematically/smoothly run over the two-month period, according to the staff and interns' interviews. The interns were satisfied with the services including management system, guidance and support they received.

- During the two-month period, seven action steps have been accomplished as the initial implementation of the goals set in the OD workshop.

- As the individual staff gained a clear understanding about OD, it was easy to communicate/ share ideas and implement in order to improve performance.

In summary, the overall performance of the organization was improved in some areas. Based on the management's opinion, as well as the researcher's observations and assumptions, ODI has driven a lot to these improvements, in addition to the other organizational factors including management and overall contribution by staff.

4.6.2 Findings on performance from stakeholder interviews after ODI

The researcher was able to conduct stakeholder interviews only after the ODI was implemented because the participants were available only during that time. A total of 14 people were interviewed. A focus group interview was held with 12 young women and men who were interns at the organization; two community members were interviewed one-on-one. The participants were asked to answer questions based on their opinions and experience regarding the services provided by the KWG. The information provided was analyzed according to the brain quadrants to see the overall perspective.

Table (4.41) Analysis of beneficiary interview using WBL framework

Brain quadrant	Strengths	Comments for improvement
I-Pursue	- Working actively for women and community - The most active women organization (among Kachins) that works with international networks level, and advocacy works - Services, education provided are useful, practical for individuals/community as a whole	- More responsive when requested helps
I-Control	- Systematic and good management - Capability to run the organization	- Better quality of service - Strategy to respond community's needs in a time of political changes in Myanmar
I-Explore	- Unique opportunity for youth to open up mind and views (internship program) - Useful for better future/life for women	- Reach out more Kachin communities around the country - More inclusive approach to community
I-Preserve	- Good relationship with community - Active in community's affairs	- More unity, mutual respect, among members - More dedicated behavior

The feedback given by stakeholders somehow reflected the overall of performance of the organization. Their feedback included satisfaction of the current performance and

comments for further improvement. Relating to I-Pursue, the things interviewees commonly mentioned were, working actively for and being dedicated to women and the community [Kachin], the services and education provided were useful/applicable and practical for individuals as well as for the community as a whole. They also mentioned that KWG is the most active women organization among Kachin that works with international networks especially on women and Kachin issues.

Regarding I-Control quadrant, the majority of them said the leadership/management and staff are capable to run the organization, with systematic and good management. However, one interviewee had a different opinion that there was improvement in some administrative and project management areas, but not overall organizational performance. They also made comments such as better quality of service, the need for a good strategy in order to respond the needs of community more effectively during this time of political changes in Myanmar.

Regarding I-Explore quadrant, the organization provides a unique opportunity for young people to open up their mind, especially through the internship program. The services provided were for a better life for women in future. However, the organization needs to reach out more people in the Kachin communities around the country and use a more inclusive approach when working with communities.

The I-Preserve quadrant was more about relationships with the community. The interviewees mentioned that staff members had a good relationship with the community, were active in being involved in the community's affairs. However, more unity and mutual respect among members, more dedicated behavior was necessary as community-service workers were the areas which needed improvement.

CHAPTER – 5

SUMMARY OF FINDINGS, CONCLUSIONS, RECOMMENDATIONS

In this chapter, the summary key findings of the research, conclusions and recommendations are discussed. The researcher's challenges and the lessons learned are also discussed later in this chapter.

5.1 Summary of findings

To summarize the key findings of this research: it was proved that there was a significant relationship between motivation and commitment, as well as engagement and commitment. The impact of OD intervention was not significant. However, some initial improvements were observed in all the three study areas: staff motivation, engagement, and commitment.

The statistical data in pre ODI assessment showed that staffs' perception of motivation, engagement and commitment was generally good. The total mean of engagement was the highest, followed by motivation; commitment was the lowest among the three variables.

In post ODI, respondents' perception over motivation, engagement and commitment was slightly improved although not significant statistically. The total mean value increase was the highest for commitment followed by motivation; engagement had the lowest increase.

5.1.1 Demographic profile of respondents and participants

The majority of respondents were female, a mixture of three generations: few baby boomers, generation X and generation Y. Among them, generation Y was the majority of the total population, generation X the second and two persons [top management] were baby boomers generation.

5.1.2 Findings on staff motivation

The result of both the quantitative and qualitative data implied that the level of staff's motivation was generally good in the pre ODI stage as the total mean score was higher than average (4.97). Among the three motivational factors, the statistical data showed that perception of clear goals was the highest, followed by meaningfulness as second, and recognition factor was the lowest. From qualitative research, it was found that that relationship issue was the major contributor that affects motivation, and other issues including lack of recognition and appreciation, leadership/management style also affect motivation. It was also identified that although the members (at all levels) were clear about the organization's long-term vision/mission/objectives, there was a lack of strategic goals that would serve as common goals for everyone in the organization in order to work towards the same direction. Therefore, the goal setting, and an iceberg model for better relationships were included in the ODI.

The statistical result of post ODI showed that no significant impact from ODI on staff motivation. However, some minor improvement occurred because the total mean value of each of the three factors had slightly increased. The statistical data at the post ODI assessment revealed that mean variance of recognition was the highest, meaningfulness was the second and clear goals the lowest.

The qualitative result from interviews also supported the initial improvement. The level of motivation became higher in post ODI assessment from the meaningfulness of work, appreciation, clear goals, and better relationships at work improved.

The researcher observed that the majority of staff's motivation was mainly influenced by a higher level of intrinsic factors, level 3, 4, 5 of Maslow's hierarchy of needs. For example, when pre ODI interviews, some staff shared about their financial difficulties due to the small salary although that was not a major issue contributed to demotivation. In post ODI interviews many staff shared that they became happier and more excited to do their work as they started to feel appreciation and recognition about their work, had a better relationship and understanding among peers as well as with the management. At this time, nobody mentioned about the salary and benefit issues.

5.1.3 Findings on staff engagement

The quantitative data indicated that the level of staffs' perception of engagement was generally high at the pre ODI stage as the total mean value was higher than average (5.02). Among the two perceived factors of engagement, organizational engagement was higher than that of job engagement. The qualitative research showed that cooperation among staff/programs was weak, there was less sharing of ideas and opinions, planning and preparation was ineffective. Additionally, interpersonal relationships including communication, lack of support systems, acceptance and appreciation, were key contributors to disengagement. Although there were many issues which needed improvement, relationships and cooperation; sharing among staff members were prioritized for ODI in order to enhance engagement. The target ODI tools were AI, OD concept, and the iceberg model.

The statistical result in post ODI showed that there was no significant improvement of ODI on staff engagement. However, some minor improvement was observed because the

total mean value of each factor had slightly increased. The perceived factor of organizational engagement was higher than that of job engagement in post ODI assessment. The qualitative result from interviews also supported the improvement. For example, better relationships and being open to opinions with a positive mindset. Some started to feel a level of appreciation and trust in their work. More active discussions and sharing of ideas and knowledge also led to improvement of work and organization.

The researcher's observation at interviews, in workshops and meetings, and personal interactions, was that the engagement among the staff members was better. They discussed more openly and actively, tried to contribute individual strengths to the team, and have a stronger sense of team spirit than focusing on individuals.

5.1.4 Findings on staff Commitment

The quantitative data of pre ODI assessment indicated that the level of staffs' perception of commitment was generally high as the total mean value was (4.64), however it was the lowest compared to motivation and engagement. The respondents' perception of job commitment was higher than that of organizational engagement. The qualitative data also supported the findings that all members loved the organization. However, many of them had a low morale from unresolved relationship issues, unclear direction of the organization's future that would affect long-term commitment for some members. The management's individual opinion on staff commitment was also different: some of the management team saw that only a few staff were committed to their jobs and the organization while other members had opinion that all the staff were strongly committed. From the researcher's point of view, many of the members were in normative commitment [feel obligated to remain in

the organization] Therefore, the organization's future image, goals setting, iceberg model for new behaviors as key areas included in the OD intervention.

The statistical data in post ODI showed that the impact of ODI on commitment was not significant, however, some improvement observed as the total mean value was increased (mean variance = .295). Among the two factors, organizational commitment was much higher (mean variance=.500) compared to job commitment (mean variance=.022). The qualitative findings from respondents and the management interviews also supported that in terms of time commitment, more were concerned about the organization's future, showed willingness to contribute knowledge and skills even after studies, and had a tendency to continue working for the organization. This could be driven by better relationships and feeling of strong bond to the organization, changing mindsets from OD concepts they had discovered.

The researcher had observed a similar situation as many staff members showed/expressed that they are more enthusiastic about working with the organization for the long term, despite a few of them seemingly having no intention of making a long term commitment. Some of them had plans for further studies, but they are willing to contribute/work with the organization after completing the studies. The researcher perceived that although the improvement can be from other external factors, better relationships among members, individuals' better understanding of OD concepts, and having clear goals strengthened their long-term commitment.

5.2 Results of Proposed hypotheses

In this study, five-pair of hypotheses (null and alternative) were proposed: three hypotheses for testing of ODI impact on variables and two for testing relationships between two independent variables and one dependent variable.

Statistically, the initial impact of ODI on motivation, engagement, and commitment was not significant, therefore, the null hypotheses were accepted and alternative hypotheses were rejected. Although the impact was not significant, some minor improvements were observed in the post ODI. The researcher assumed that a two-month period was too short to measure the improvement, especially with regards to psychological and behavioral change. It is believed that more time and additional activity for ODI would make the impact more significant. For example, more time for workshops, and in particular, coaching one-on-one with all staff members because many staffs are new to positions, and they require regular support, guidance and regular feedback to increase motivation, engagement and commitment.

This study showed that the relationship between staff motivation and commitment was significant, with medium positive correlations. This implied that when the level of staffs' motivation increased, the commitment also increased simultaneously. Specifically, motivational factors focused on in this study were intrinsic factors [meaningfulness of work, recognition, clear goals] that were strongly connected to commitment. The relationship between engagement and commitment was also significant. The relationship had a medium positive correlation, meaning that when the level of staff's engagement increased, the commitment also increased concurrently. As discussed in the literature review in chapter two (figure 2.8), employee engagement predicts the outcomes, including job satisfaction and organizational commitment.

5.3 Conclusions of the study

5.3.1 Initial impacts on the organization

Overall, this research was the first of its kind for the organization. This study gave a brief overview of the organization in terms of motivation, engagement and commitment of the staff members from systematic research. The ODI implemented has contributed to some

initial improvements in the organization, especially shifting mindset of the members in the organization, especially from the OD perspective.

As learned from the MMOD course, change or improvement in the organization starts with the individual and with small steps. Also, OD is system-wide or organization-wide, and requires active participation and commitment along the process which is the key for successful change. This research indicated that intrinsic rewards [recognition/appreciation] can be effective tools to enhance staff motivation since the members come to work for the organization in order to serve their community. The study showed that people who worked for nonprofit organizations such as this community-based organization were more intrinsically motivated. However, the researcher assumed that extrinsic rewards may also be considered as additional motivational tools.

Additionally, from this process, the members shared that they gained a clear understanding of OD concept that was different from their previous knowledge about OD. Once they gained a better understanding, they wanted to continue this process into the future, to keep up the momentum towards the betterment of the organization as well as for individuals. They also shared ideas for future OD activities that they wanted to do as an organization as well as individuals.

5.3.2 Justification of ODI tools and activities

The OD activity and tools applied in this research were found to be relevant in order to strengthen the members' motivation, engagement and commitment regardless of whether the improvement was statistically significant. In fact, this ODI has made an overall impact, the members gaining a clearer understanding of OD concept, and more importantly, shifting their mindset.

Many of them shared that they had been practicing AI, which they found very effective at the workplace for self-motivation and to motivate others, and for better relationship; it was also useful in their personal life to build a positive mindset.

Goal setting was also very helpful for clearer direction for moving forward. Some members of management and other staff understood well the importance of having clear strategic goals, and were determined to achieve the goals by end of 2014. One management person shared that having strategic goals is also helpful to convince donors by explaining clear plans for the future. However, some members seemed they were did not fully understand the importance of goal setting and individual's participation, and were not actively involved. The researcher assumed that this could be because the members were more comfortable with doing things in their traditional ways and found goal setting challenging.

The Iceberg model helped participants to reflect on their current behaviors (above sea) and the underlying issues (below sea). The new behaviors based upon the common values developed at the workshop were helpful tools to change positive behaviors. Through individual practice, the new behaviors would help to make better relationship and a more enjoyable working environment. In turn, that would strengthen their motivation, engagement and commitment.

The Johari Window also helped the participants to see their self-dominant area in terms of openness to others, to gain ideas on how to expand their 'open area' for better communication and understanding in the team. The participants found it was a new concept they learned and was applicable.

The coaching session about employee feedback and recognition was an appropriate and effective tool as the management started to apply recognition and feedback to the staff. They found initial improvements in terms of building better relationships and strengthening

motivation, engagement and commitment in the long run. It would be more effective if the researcher and management had regular coaching or sharing sessions, if time allowed for both parties. Also, individual coaching of staff would be both interesting and an effective ODI for the future.

Finally, the introduction of OD and WBL concepts were very appropriate and useful for the organization. According to participants' feedback, as well as the researcher's observation, the participants became very clear about the OD concept including change process, organization as a system that they learned/practiced from these two workshops. The OD concept has helped a lot to open up mindsets and allow new ways of looking at things and people.

5.3.3 Wind of Change in the organization

The two-month period was the initial period of change especially individual's behavior, reduce the current status quo/old behavior and development of new behavior, Lewin's the first two steps of change process [unfreeze, change]. The researcher also observed some initial improvement among the participants. Change starts from small steps and takes time, especially for transformational change. The researcher believes that these initial steps of change would be impact on them motivated, engaged, and committed if they can maintain the momentum.

Initial improvements were observed from interviews and discussions with staff members: that the members started to change their behavior into new behavior and tried to keep the momentum of the change process. Some staff were significantly changing, while some were at the mindset change but have yet to change in terms of behavior. As indicated, of the three types of change (by Levy and Merry), the transformational change is the most challenging because it is about radical change of mindset, attitude and behavior. Once we can

change our below sea issues, it will be easier for transition or developmental change; change cannot be sustained if we cannot change our mindset.

5.4 Recommendation

Based on the findings and conclusions of this study, the researcher had made recommendations for the focal organization, and for future researchers.

5.4.1 Recommendation for focal organization

In terms of scope of the research, this study reflected the organization's general situation in terms of motivation, engagement and commitment of staff/members. However, due to time limitation and other reasons, only the staff members based in Thailand could participate. Therefore, the findings of this research would not reflect the overall picture of the organization.

In the future, the organization may be interested in doing an organization-wide study, including all the staff members who are working in both countries [Thailand, Myanmar] so that the overall situation could be assessed. In terms of the study topic, the researcher focused only on the intrinsic motivational factors in this study. In this organization, many members including leaders perceived that everyone was working for the organization to serve the people in their community and not for personal benefits. With this regard, extrinsic reward [financial rewards and other benefits] was ignored as motivational tools. Therefore, a future study should include extrinsic factors to see a broader and clearer picture so that the leaders/management could develop better ideas about staff motivational tools.

Additionally, recommendations for future OD process were also made. In order to continue strengthening staff motivation, engagement and commitment, the organization

should continue to implement the following ODI framework, which was developed as the output of the review workshop conducted.
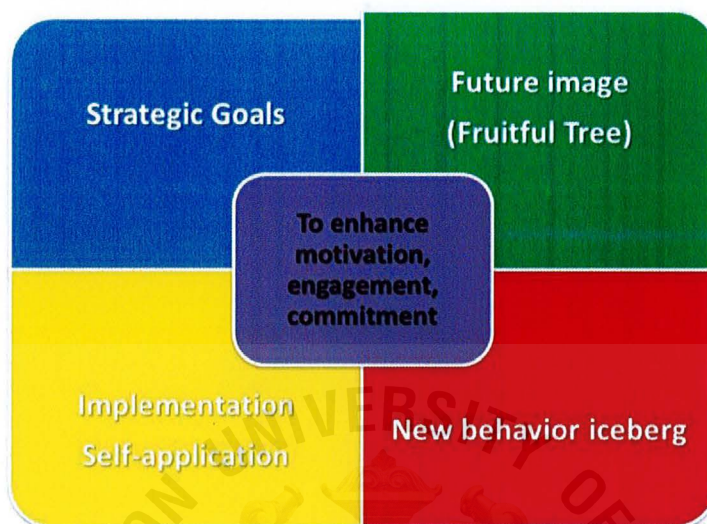
Figure 5.1 WBL framework for future ODI

Source: developed by researcher

This framework suggests that all items in four quadrants should be touched at the same time to have an overall effect. As described in figure 5.1, to enhance motivation, engagement and commitment lie in the purpose center.

From this study, it was shown that relationships and unity issues play a crucial role in motivation, engagement and commitment. Therefore, the new behavior iceberg [I-Preserve] would be the key components among the four. This is a very unique and inclusive model as it was built based upon the members' common values that are aligned with organization's values. This iceberg model includes many key elements such as mutual respect and support systems, recognition and appreciation, love, trust and understanding that are very important for each individual in the organization in order to maintain good relationships and have unity among members. Where a good relationship and support system exist, members will have a

more enjoyable working environment so that they can better focus on work and cooperation and collaboration will also be more active. Additionally, it would help the members' willingness to stay long-term with the organization as they enjoy working with the organization and its people.

The future image of the organization [I-Explore] will serve as a vision for the organization. As this image is everyone's future dream in terms of the organization's future image, this will help the members feel more connected to this image, committed to the organization for long-term, while putting extra effort into their job responsibilities to make this dream come true. For the leaders, it is important to make sure each member understands and feels good about this future dream so that they are committed to the organization.

The strategic goals [I-Control] will serve as common goals for every member in the organization in order to produce more tangible and realistic results. Having clear and common goals will help to improve cooperation and collaboration to achieve the goals. Thus, engagement among programs as well as among co-workers will be improved. In addition, it is also important that the leaders/management regularly monitor the implementation, and provides updates to all staff so that everyone understands the situation and moves in the same direction.

Lastly, and more importantly, the future image, strategic goals and new behaviors will be fulfilled only through organization-wide implementation as well as individual application and contribution [I-Pursue]. Therefore, the leaders/management need to make sure all the four quadrants are functioning simultaneously in order to keep staff motivated, engaged, and committed to their jobs and the organization. This would help the organization to improve its performance.

Finally, the researcher also made additional recommendations for the organization's overall issues based on the findings from this research:

- Enhance/maintain good relationship and unity among members, which is the key issue to keep human resources stable. Although individuals play a key role in the organization, many members mostly look to their leaders as role models. Therefore leaders/management should pay attention to the connectivity and unity of members so that they feel as one family and willing to stay for a long term commitment. In addition, leadership may consider their management style in terms of guidance and support, fairness and giving equal opportunities which are also critical since many staff raised these issues as well.

- Consider reviewing the organizations mission and vision as many members have different opinions in terms of organization's future stand/direction and the focus of the work.

- For effective human resource management, there should be a separate department/body to take responsibility for HRM/HRD, not mixed-up with the overall management body.

- Since there are some initial changes in the organization, keeping up the momentum of change and improvement may be helped if the organization considers the continuation of OD process/projects in the future.

5.4.2 Recommendation for further research

- The researcher assumed that the research hypotheses may not be relevant for all types of organizations or situations as the sample size in this research was small (only 15 people). However, this provides some ideas about the issues of employee motivation,

engagement and commitment in nonprofit organizations especially in small community-based organizations.

- Regarding the motivation topic, this study focused only on intrinsic motivational factors [meaningfulness of work, recognition, and clear goals]. It would be interesting to study both intrinsic and extrinsic motivational factors to see the broader side or from different perspectives in nonprofit organizations.

EPILOGUE

Reflections and lessons learned from the process

This action research process gave me a chance to put all my learning in class and from books into practice, to study the organization using a scientific research method, and also be able to make some change initiatives in the organization that they can build on.

As I am also inspired by the AI concept, I applied this concept in my action research. Started from developing the research proposal, I tried to do things with more appreciative and positive approach. For example, the survey questionnaire and the interview guidelines were prepared in positive questions.

Another concept applied was that change and development starts from the individual, inside out. I strongly believe that the individual is the real change agent. For example, when I developed the questionnaire, every question was intentionally designed for self-reflection that some respondents were aware of it when asked for feedback about the questionnaire. While conducting this research I always tried to do things in positive and appreciative approach although I got some negative reactions from the participants.

From this process, the researcher clearly understood that the importance of cooperation and collaboration between the OD practitioner and the client is critical to make things happen. During the process, cooperation was good both from Management and from participants (90%). It is also important to have a contract between the researcher and the organization to ensure mutual commitment and cooperation that will lead to a successful implementation. Therefore, the contract between the researcher and the management of the focal organization was made prior to conducting the research and implementing the ODI.

Since the researcher was an internal person and understands the situation of organization as well as its members, it was very helpful when designing the ODI that would be inclusive, interesting, and beneficial for individuals as well as for the organization.

On the other hand, there were some challenges that the researcher faced along the process. For example, not all staff members were able to participate in the whole process (e.g interviews, workshops) due to their other work-related commitments and for personal reasons. Although the workshop date was discussed and scheduled ahead, some participants were not able to participate. Additionally, the researcher felt that there were always limitations of time for some activities, especially the meetings and coaching with the management. The researcher was a little frustrated about this issue, but always tried best to be successful with this project. The researcher also realized that more time was needed for the workshops in order to discuss the agendas more detail. The participants also gave the same feedback about this.

When conducting interviews, sometimes discussions were very long because some interviewees discussed many issues and this made the researcher difficult to summarize. Therefore, next time, the researcher should have very clear guidelines and structure for interviews, including a time limit.

Finally, as I am a member of this organization, as well as currently serving as a member of top management, I really wanted to see improvements and positive changes in the organization. Therefore, I put in a lot of effort and tried my best during this process. For example, I spent a lot of time and energy when designing ODI and activities. Therefore, I am satisfied with what I had done, for example, the workshops that helped members gain a clear understanding of OD, which was evident from the participants' feedback as well as from the researcher's observation.

Application of WBL in Action Research

The Whole Brain Literacy concept has helped me a lot with my action research process because it is a holistic approach that is applicable to any situation. When I started my action research process, I developed a framework that should be able to guide me for a successful experiential learning process.

Self application of WBL
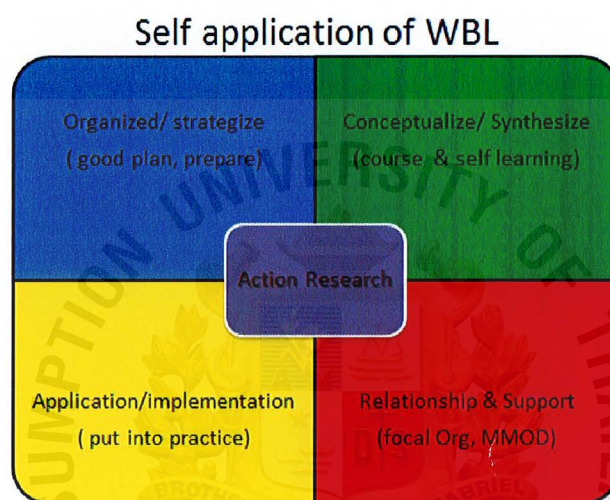
Firstly, I would not have been able to complete this study without a good relationship and support of the focal organization, MMOD faculty members including my advisor, as well as my classmates from whom I learned a lot and who supported me along my research process.

To be able to do this research, I had to use my I-Explore quadrants a lot for conceptualizing what I had learned from course lecturers as well as self-learning from various sources such as books, internet etc., to be able to conceptualize the full picture of the conceptual framework and research framework.

I also applied a lot of I-control strengths in terms of organizing, planning the process of the research so that I could do the project more smoothly, effectively, and efficiently. For

example, organizing information, planning and preparation for data collection and ODI, communication with focal organization in order to make sure I am on the right track.

Lastly, I had to put my knowledge, ideas explored from various sources and techniques into practice, the actual implementation of the action research, data collection, implementation of ODI, data analysis and writing up thesis. All these activities belong to I-Pursue. I always tried to keep my momentum and motivate myself along the way of doing this research although I had some difficult times.

Changes observed in self

Looking back to the beginning of the study, when I did the BrainMap assessment, I was a left-brain person, and I-Control was my dominant quadrant. This could be a combination of my personality and work experience in management position in the past and currently. Many people have labeled me 'perfectionist', 'control', 'strict', 'serious' and 'detail' etc. In the beginning, I was struggling with myself to get out of my comfort zone to new zone [right brain]. However, I found myself gradually changing in terms of mindset through trying to see things from different perspectives, exploring new ideas and opportunities etc. I adapted myself to balance the whole brain not only with my study but also with my daily life. Along this MMOD journey, I learned a lot, not only academic knowledge, but also life lessons.

Especially from this action research, I gained a lot of first-hand experience that I applied my classroom learning into practice. In the beginning, when developing the research proposal, I was struggling with many issues including the choice of study topic and literature review, also worrying that I might be behind schedule. Also, it was coincident with my

father's demise and the situation was painful to bear; despite the situation, I tried my best to stay on the right track so that I could finish my study as planned.

Regardless of the results, I am satisfied and happy with what I have learned from this process, and the effort that I have put in along this learning journey. This study was the first step in my future career as an OD practitioner which I would like to pursue after my studies. This action research was a stepping stone for me to build confidence for a future OD profession. Finally, I am happy to see some change initiatives in the organization and I hope they can move further with the knowledge and information gained from this process.

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APPENDIXES

Appendix- A

Photos of ODI Workshops

Appendix- B

Survey Questionnaire (English)

You are kindly invited to complete this survey questions. You are encouraged to give your answer based on your personal opinion, feeling and experience. The information given by you is highly appreciated, and the information regarding your personal identity will be kept confidential.

Gender

( ) Male

( ) Female

Age

( ) 20-25

( ) 26-30

( ) 31- 40

( ) 41 years and above

Job level

( ) General management

( ) Middle Management

( ) General staff level

Length of service

( ) Less than one year

( ) 1- 3 years

( ) 3 - 5 years

( ) 6- 8 years

Direction

Please read the questions carefully, and mark the sign (X) in a given space that describes your agreement on rating scale (1, 2, 3, 4, 5, 6). The interpretation of each scale is as below.

1= Strongly disagree

2= Disagree

3= Fairly disagree

4= Fairly agree

5= Agree

6= Strongly agree

No	Motivation	1	2	3	4	5	6
1	I am always excited to do my work every day because I gain valuable work and life experiences from my job.						
2	My job is very interesting because I can make use of my knowledge, skills, and experiences at work.						
3	I like working with this organization because I know my organization is doing good things for my communities.						
4	I feel working harder when my accomplishments are recognized.						
5	I want to do more and even better when people at work say good things about my work.						
6	I work hard every day at work because I understand my organization's goal that we are trying to achieve.						
7	I give the best of my abilities for things that my program/department is trying to achieve.						
8	I am energetic to work hard every day for what I want to achieve in my work.						
	Engagement						
9	I give the best of my knowledge, skills, energy, and time for the organization.						

10	I always participate in organization's regular/occasional meetings and events except when I have sickness or emergency issues.						
11	I always discuss my opinion and ideas, share information in meetings.						
12	I give my best effort at my work each day.						
13	I always share my knowledge and skills with colleagues to improve our work.						
14	I always help my colleagues when they need me.						
	Commitment						
15	I always try to accomplish my works in a given time.						
16	I always try to improve the quality of my works.						
17	I always do my works with great responsibility and accountability.						
18	I feel as part of a family working with this organization.						
19	I will try my best to do everything if that will support my organization's vision and mission.						
20	I could not think about finding job at other organizations as I feel a family member of this organization.						
21	I want to continue working with this organization for many years.						

------------------------------Thank you for your kind participation------------------------------

Appendix- C

Participants Feedback

General feedback from participants about the process

- Questionnaire was very appropriate because it allowed us self-reflection when working for this organization.

- This kind of assessment should be done regularly to understand the situation of people working in the organization so that they can find solution for improvement.

- I got clearer idea about the importance of clear purpose and process, individual's participation and contribution in organization.

- WBL is very interesting and useful concept for individuals as well as for organization.

- Learned the importance of individual's strength to make organization strong, open minded to different perspectives.

- More awareness about self as well as about organization in terms of strengths and areas to improve.

- More clear about OD that not just externally developed but also need to develop internally including relationship/commitment/participation. Key learning point was individual development and change starts from within/self.

- Learned importance of recognition and appreciation, individual's performance effect to the whole organization, as well as areas of improvement in organization.

- Participants got clear understanding because explanation was good & clear, well-prepared, good facilitation and process.

- Time limitation. We need more time for discussions.

- Although time was short, only two months, we could implement, practice a lot from what we have learned/discovered from this process.

- Good facilitation. Let participants to review, reflect after introduced one concept which was good.

- Participants were very interested, and actively participated. All the knowledge received was useful, applicable in real life.

Recommendation for future activities

- Organize workshops regularly, at least once a year, for better understanding about each other, work.

- I will try to apply what I have learned. Want to continue this kind of activity.

- For better understanding among members and better performance, we need regular meeting point (e.g workshop/training) that everyone can participate.

- Relationship, motivation, engagement, commitment is important. We need more respect each other at workplace.

- I will do self-reflection (e.g every six months). Even no formal workshops, we can try OD process as individual/organization.

- I have learned that to be more productive and successful with goals, at work, it is important to see things in positive way and speak in appreciative manner. We also need support system, more meetings/workshops required for better understandings among each other, as well as our work.

- We need to improve, maintain good relationship, mutual understanding among us.

Appendix- D

Survey questionnaire (Kachin)

Ningmu hpyi ga san ni

Ndai tinghkrai ningmu jaw ai (survey) hta shang lawm na matu hkungga let saw lajin ai. Ga san ni hpe htai ai lam hta nang a ningmu, mahkrum madup, hkam la ai lam hte maren hpe asan sha htai ya rit. Htai ya ai mahtai ni hpe manu shadan ya let, hkum ding dek a mying hpe shim ai hku tawn ya na re.

Num/La

( ) Num

( ) La

Asak

( ) 20-25 ning

( ) 26-30 ning

( ) 31- 40 ning

( ) 41 ning lahta

Magam lit

( ) Lahta tsang uphkang hpareng lithkam

( ) Lapran tsang uphkang hpareng lithkam

( ) Lawu tsang magam gun

Magam gun ladaw

( ) Laning mi lawu

( ) 1- 3 ning

( ) 3 - 5 ning

( ) 6- 8 ning

Gasan htai na matsun

Chyeju hte lawu na ga san ni hpe atsawm sha hti yu n htawm, masat da ai tsang (1, 2, 3, 4, 5, 6) ni hta na, madu myit hkawn ai tsang langai hpe masat da ai shara kaw (√) mahkret ya rit. Masat da ai tsang ni hpe lachyum shaleng ai lam gaw lawu kaw na hte maren re.

1= aja awa myit n hkrum ai

2= myit n hkrum ai

3= ram daw myit n hkrum ai

4= ram daw myit hkrum ai

5= myit hkrum ai

6= aja awa myit hkrum ai

No	Myit atsam rawt shangun ai lam	1	2	3	4	5	6
1	Ngai a magam bungli kaw na, manu dan ai prat hte bungli mahkrum madup ni lu la ai majaw, shani shagu na bungli ni galaw na matu galoi mung myit rawt, myit sharawng ai.						
2	Ngai lit ang ai magam bungli gaw, ngai na matu grai myit lawm hpa re. Hpa majaw nga yang ngai hta nga ai nyan hpaji, atsam ningja hte mahkrum madup ni hpe ta tut jai lang lu ai majaw re.						
3	Ndai wuhpung hte bungli galaw ai hpe grai ra sharawng ai. Hpa majaw nga yang, ndai wuhpung gaw anhte myusha shingyim wuhpung wuhpawng ni a matu, mai kaja ai magam bungli ni hpe galaw nga ai majaw re.						
4	Madu galaw shangut shakre/awng dang lu ai magam bungli ni hpe mu mada chye na ya ai, masat masa ya ai lam ni gaw bungli hta grau shakut shaja mayu ai myit ni rawng wa shangun ai.						
5	Madu galaw ai magam bungli ni hpe, bungli rau jawm galaw nga ai ni shada da mai kaja ai hku tsun ya ai lam gaw, bungli hpe grau shakut mayu, grau kaja hkra galaw mayu ai myit ni byin shangun ai.						

6	Wuhpung a yaw shada pandung hpe asan sha chye na hkawn hkrang ai majaw, lit nga ai magam bungli ni hpe shani shagu shakut shaja nga ai.						
7	Ngai shang lawm galaw nga ai bungli masing (program/department) a yaw shada pandung hpe mung asan sha chye na da ai majaw awng dang na matu, ngai hta nga ai atsam marai dat let shakut nna galaw nga ai.						
8	Bungli ntsa tawn da ai ngai a yaw shada pandung gaw, shani shagu na magam bungli hpe shakut shaja galaw na matu myit rawt shangun ai.						
	Magm bungli hta shang lawm, shamu shamawt ai lam						
9	Ngai a nyan hpaji, atsam marai, n-gun lagaw, aten ni hpe wuhpung rawt jat galu kaba lam a matu ap nawng da ai.						
10	Ngai hta machyi makaw (shnr) hkyak hkyak byin pru wa lam ni a majaw sha n rai yang, wuhpung hta galaw ai shamu shamawt lam, zuphpawng ni hta galoi mung shang lawm ai.						
11	Zuhpawng ni hta, ngai a ningmu ni hpe galoi mung bawngban ai, shiga ni hpe mung garan kachyan ai.						
12	Ngai hta rawng ai atsam marai, nyan hpaji, n-gun mahkra hte hpe shani shagu na magam bungli hta ap nawng da ai.						
13	Magam bungli ni grau masan sa, grau hkrak wa na matu, ngai a nyan hpaji hte kung kyang lam ni hpe, magam gun manaw manang ni hte galoi mung garan kachyan ai.						
14	Magam gun manaw manang ni kawn garum hpyi wa yang, ngai hku nna galoi mung garum la ai.						
	Magam bungli hte wuhpung ntsa kangka/ap nawng ai lam						
15	Ngai galaw ra ai magam bungli ni hpe galoi mung masat da ai aten hta ngut kre hkra shakut let galaw ai.						
16	Ngai galaw ai magam bungli ni hpe grau grau hkrak/kaja hkra galoi mung atsam dat let shakut ai.						
17	Ngai hta lit ang ai magam bungli ni hpe, galoi mung atsawm sha lit la, hkam la nna galaw ai.						
18	Ndai wuhpung hta shang lawm bungli galaw ai gaw, ngai a						

	matu, nta masha langai zawn hkam la/sha ai.						
19	Wuhpung a shawng lam shingran hte yaw shada ai magam bungli (vision/mission) hpe madi shadaw ai lam rai yang, ang wa ai magam bungli/lit hpa hpe raitim mung shakut nna galaw na n ngai.						
20	Ndai wuhpung hta shang lawm bungli galaw ai hpe, nta masha langai zawn myit ai majaw, kaga shara de bungli tam galaw na hpe n myit ai.						
21	Ngai a shawng lam magam bungli hpe, ndai wuhpung hte matut nna shaning law law galaw sa wa na ngu myit ai.						

-------------------------Shang lawm htai ya ai hpe grai chyeju dum ai-----------------------------