Enhancing Team Learning in a Faith Based Organization in Myanmar:
An Action Research Approach

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An Independent Study Submitted in Partial Fulfillment of the Requirements
for the Degree of Master of Management
in Organization Development and Management
Faculty of Graduate School of Business
Assumption University
Academic Year 2016

Independent Study	Enhancing Team Learning in a Faith Based Organization in Myanmar : An Action Research Approach
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ABSTRACT

The main purpose of this research is to enhance team learning in a faith based organization in Myanmar. The objectives of this research is to determine the current situation of the organization in terms of team learning and implement appropriate OD intervention to develop team learning and develop team learning action plan to sustain continuous team learning in organization.

This study benefits the organization in ways that the organization have opportunity to identify the current situation and finds ways to improve the betterment of organization for future development. Good working environment, coordination and collaboration process would be improved in the organization. The relationship between leadership and sub-ordinates were improved because of strengthening team cohesion, improvement of good interacting and communication among team members in organization. Employee would have more learning opportunities and share their knowledge, experience and skill among each other through sharing information, coordination and collaboration.
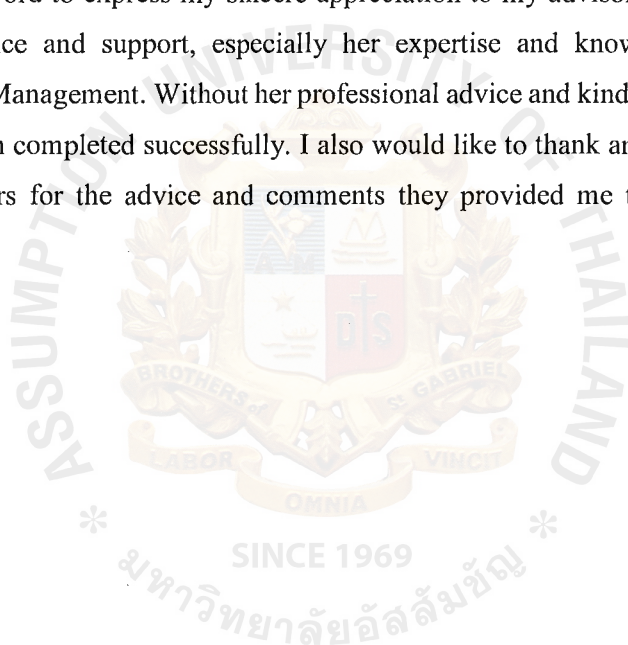
This research helped a lot of change in organization and the researcher gained knowledge and experience after conducting this research. The researcher would like to recommend that ODI implementation and activity should not only be done in a short period in organization and it need to be done continuously based on the situation and change momentum which help to retain both employee and organization lead to succeed in the future organization development.

ACKNOWLEDGEMENT

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Chapter I: The Problem and Potential Challenges for Change

Background of the Study

Nowadays, the act of humanitarian program and humanitarian assistance are recognized as key actors on the landscapes of development, human rights action, humanitarian action, environmental improvement, and many other areas of public action. Many of the humanitarian organizations were established through Christian communities, Churches and Convents which nowadays are recognized as Christian Faith based organizations that focus on people in need of health, education, development, human rights work and public campaigns in pursuit of social transformation, conflict resolution, cultural conservation, environmental engagement, policy analysis, research, and information provision. Christian Faith based organization formed under Churches and Christian community are widely known as "nonprofit," "voluntary," and "civil society" organizations. Caritas is one of the world known Catholic faith based organizations and is a social arm of Catholic Church that provide humanitarian assistance to the needy and poor people in community.

Global Context

Individuals and faith based communities provided care and support to areas afflicted by natural disaster, persecution, uprooting and war before international humanitarian law was formalized in treaty law. The subject of justice for the needy, the marginalized people and the weaker is important to the Bible Scriptures. In a later time, after World War II, the Churches and Temples become places of refuge and hospitality for the needy and poor people. Catholic missions were established to provide charity to the needy, medical care assistance to the sick, education for children and hospitality to the needy. In the other denomination such as Orthodox and Protestant traditions, a special group of layman ministry, the diaconate was formed to carry out Christian service (Greek word diakonia) which continues to be viewed as essential to the mission of the church. This

service to others was typically based not only on charity and mercy of Christian values but was also established in the belief in the whole value of the human person.

Faith-based humanitarian organizations all over the world contribute many characteristics with their nonreligious partners and are influenced by political, social and economic contexts. Apart from most nonreligious humanitarian organizations, Faith-based humanitarian organizations are inspired and motivated by their faith, belief and they have a constituency which is comprehensive rather than mostly humanitarian concerns. For believers, to be a Buddhist or a Muslim or a Christian indicates a duty to respond to the needs of the poor, vulnerable and the marginalized. The expression of this faith takes different forms in different religious practices and traditions but is a powerful motivation for humanitarian action. Faith-based organizations are key actors in the international humanitarian communities in that they are mainly based in their local communities and societies and yet have global scope. Their great constituencies give faith-based organizations the potential to perform a great role in advocacy and public awareness. With their presence on the ground, in the most remote parts of every nation, they have a key position to take action and implement when emergencies arise. As illustrated most recently in the tsunami emergency response, local faith communities are one of the first to respond to the immediate humanitarian needs of affected people in the disaster areas.

Christian NGOs play a very active role in virtually every country in the world. Christian organizations tend to have a more global outreach: to assist those in need regardless of their religious affiliation.

Caritas Internationalis

Caritas Internationalis which is a world known faith based organization and a confederation of over 160 members who are working at the grassroots in almost every country of the world. When a crisis hits, Caritas is already on the ground. The diversity of Caritas members give strength from small groups of volunteers to some of the biggest global charities. Inspired by Catholic faith, Caritas is the helping hand of the Church – reaching out to the poor, vulnerable and excluded, regardless of race or religion, to build a world based on justice and fraternal love.

Caritas Internationalis has its headquarters in Rome – coordinating emergency operations, formulating development policy and advocating for a better world for everyone. All national Caritas organizations are members of their own regional Caritas networks and the international confederation.

From the founding of the first Caritas in Germany in 1897, to the setting up of Caritas Internationalis in 1951, until today, Caritas has a rich history of listening respectfully to the suffering of the poor and giving them the tools to transform their own lives. The deep moral and spiritual principles of dignity, justice, solidarity and stewardship still guide Caritas today.

Asian Context

Faith based organizations in South East Asia which have different religious traditions and practices which have developed different forms of Institutional structural to provide social services and they are not the same in their target population and stakeholders. In most religious traditions in south East Asia. Faith based organizations have primarily focused on serving their own religious communities and societies. However, later on, some of the faith based organizations especially Christian faith based organizations have actively served non-Christian populations regardless of religious traditions and practices.

Despite the common emphasis of Faith based organization in Asian countries on social service to the poor and needy, the actual form of service provided is different between the religions. Many religions are equally involved in all social service sectors and religious faith based organization seem to have been most in involved in education, health, social transformation, human right work, food security, humanitarian assistance and environmental improvement, etc. For the Christian faith based organizations in south Asia focused on provision of education and health services. The Catholic Church in Asian region also operates several higher education centers, as well as high school, primary school and technical school.

Caritas Asia

Caritas Asia was set up in 1999. It has 23 members who work together in the different parts of the region to better pool resources. As the region is prone to repeated

natural disasters, Caritas Asia focuses on creating better disaster preparedness and on building stronger local capacity to respond to emergencies. Addressing climate change and human trafficking which are important regional issues are also priorities. With emergencies created by conflict also affecting the region, Caritas Asia also invests in reconstruction, peacebuilding and inter-faith dialogue. Caritas Asia supports eco-friendly sustainable agriculture practices by promoting organic farming and working with small farmers to adopt agricultural practices and technologies that are not harmful to the environment.

Caritas Thailand

Formerly known as the Catholic Commission for Human Development, Caritas Thailand was founded in 1972 to carry out the Church's holistic human development work. At home or abroad, Caritas Thailand is able to deploy immediate and effective humanitarian relief to people in need. It has recently worked in close partnership with the global Caritas network to provide humanitarian aid to thousands of Syrian refugees, providing food and medical care. Caritas Thailand's programmers include providing care and support to the elderly and the disabled, developing sustainable agriculture projects and exploring methods to prevent child trafficking and exploitation. Caritas Thailand in conjunction with Caritas Spain has established 2 learning centers and an orphanage in Mae Sot, Tak Province to support vulnerable Burmese migrants in Thailand. The Caritas Thailand Secretariat in Bangkok serves as the hub for the 10 Caritas Diocesan organizations spread throughout the country. Nationally, the agency employs approximately 500 staff and 500 volunteers. As a member of Caritas Internationalis and Caritas Asia, Caritas Thailand often collaborates and receives support from the global Caritas network.

National Context

Myanmar, formerly known as Burma, was long considered a pariah state while under the rule of an oppressive military dictatorship running 50 years of military domination. Before the first national elections under the new charter in 2010, in which there was neither freedom nor justice, the military leadership chose and selected the election commission and constituted election laws designed to favor military-backed parties, leading the opposition National League for Democracy (NLD) to boycott the

elections. However, the brighter future of Myanmar has emerged since after National League for Democracy won the election which took over from the military-backed parties on November 2015 election. The National League for Democracy won 80 percent of parliamentary seats, handing the National League for Democracy party a massive public mandate to rule. At the new period of civilian government, the new president promised to be "faithful to the people of the republic of the union of Myanmar". Myanmar is now in the period of transactional and transformational process which leads to democratization with new government and good governance. Although the country has good infrastructure, development in education, health promotion, rights, policy development, peace and tranquility since Myanmar is in the situation of one of the poorest nations in the world. In line with the country development, Non-government and non-profit organizations, civil society and faith based organizations are taking the very important role of moving the country forward to the brighter future since the new government promote coordination and collaboration with International Non-Government Organizations, Non-Government Organizations, Community Based Organizations and Faith Based Organizations.

Governments around the world pay more attention to Myanmar transformation and have now become much more involved in the situation of Myanmar and provide political, financial and technical assistance as well as support for peace process, development and transformation process. Although the significant increase in the presence of international non- governmental organizations has contributed their assistance to increase in aid, care and support to the country transformation and development process, national social security, development and other areas, benefits to the grassroots level and remote population has been marginal due to limitations in efficiency and effectiveness. Moreover, the prioritization of individual agendas over local practices by the International Non-Government Organizations that do not have enough consultation has undermined the role and lack of capacity of local organizations, community based and faith based organizations.

The first detailed survey on civil society in Myanmar was carried out in 2003. The survey concluded that civil society in Myanmar was expanding rapidly: more Non-Government Organizations and Community Based Organizations were forming since 1990 than at any other time in history. The study estimated the number of local Non-Government Organizations in the country at about 270, and the Community Based Organizations at

some 214,000. More local Non-Government Organization and Community Based Organization mushroomed after Nargis and now the movement of the Local Non-Government Organization and Community Based Organization are very tangible and recognized by the state.

As the number of Non-Government Organization grows, various networks are established in various technical areas, most visibly with regards to HIV&AIDS. Formerly, the focus was on more of social development activities, however, after Nargis the movement of the civic society groups are reaching out to both business and government sectors working around environmental issues and other components of nation building.

There were 128 Local Non-Government Organizations, 99 International Non-Government Organizations, 5 Red Cross Movements, 13 United Nations Agencies and 5 donor agencies.

Caritas Myanmar

Caritas Myanmar which is called Karuna Mission Social Solidarity and is a faith based social network at the service of the Catholic Church of Myanmar. Inspired by the Catholic Social Teaching Principle of "Option for the Poor," The organization is established and mandated by the Catholic Bishops' Conference of Myanmar as its social arm to serve the poor and the needy. The specific areas of the Church's mission give attention to holistic human development, realization of Justice and Peace, environmental protection, humanitarian assistance and emergency relief services.

The Catholic Bishops' Conference of Myanmar started a process to organize social development activities in the Church since 1988 as an expression of its concern for the basic communities. A Social Animation Programme was launched in 1998 to raise awareness and build the capacities of priests, religious, and lay leaders, and in anticipation of setting up the organization Offices.

Organization Background

Since 2002 Caritas Myanmar (Karuna Mission Social Solidarity), guided by the Social Teaching of the Church and mandated by Catholic Bishops' Conference of Myanmar, undertakes the Social Development activities in 16 Dioceses. It works in cooperation with faith based leaders, local authority, ethnic groups and community leaders

at all levels. The main role of Caritas Myanmar is to coordinate with donors and Diocesan Karuna Mission Social Solidarity offices through local Church and to help Diocesan offices in enhancing the capacity of the local people with practical knowledge and skills, in uplifting the overall living standard of the poor and the marginalized regardless of creed and ethnicity through facilitating awareness training workshops, strengthening formal and informal education, fortifying health, and improving agricultural and livelihood opportunities.

Caritas Myanmar has been putting every effort to maximize the quality and the dignity of life of the poor and the needy.

Caritas Myanmar has five focal areas of intervention in Education, Health, Livelihoods, Social Protection, Disaster Risk Reduction and Emergency. A number of dioceses will be targeted according to each focus area or sector. There will be the ongoing development and support in each sector of Sub-Committees whose members are from the National Office and Diocesan Offices and who provide specific focus on the management, implementation, monitoring, etc of the proposed activities. Each of the Sub-Committees was established since 2011-2012 for the sector development of the Karuna Mission Social Solidarity Country Strategic Plan 2012.

Organization Mission

To serve the poor and the needy by motivating and empowering them towards quality and dignity of life based on the social teachings of the Church.

Organization Vision

Our people transformed into mature, self-reliant, holistically developed local communities in solidarity with the Church.

Current Operation Area in Myanmar

Figure 1 Current Operation Area in Myanmar
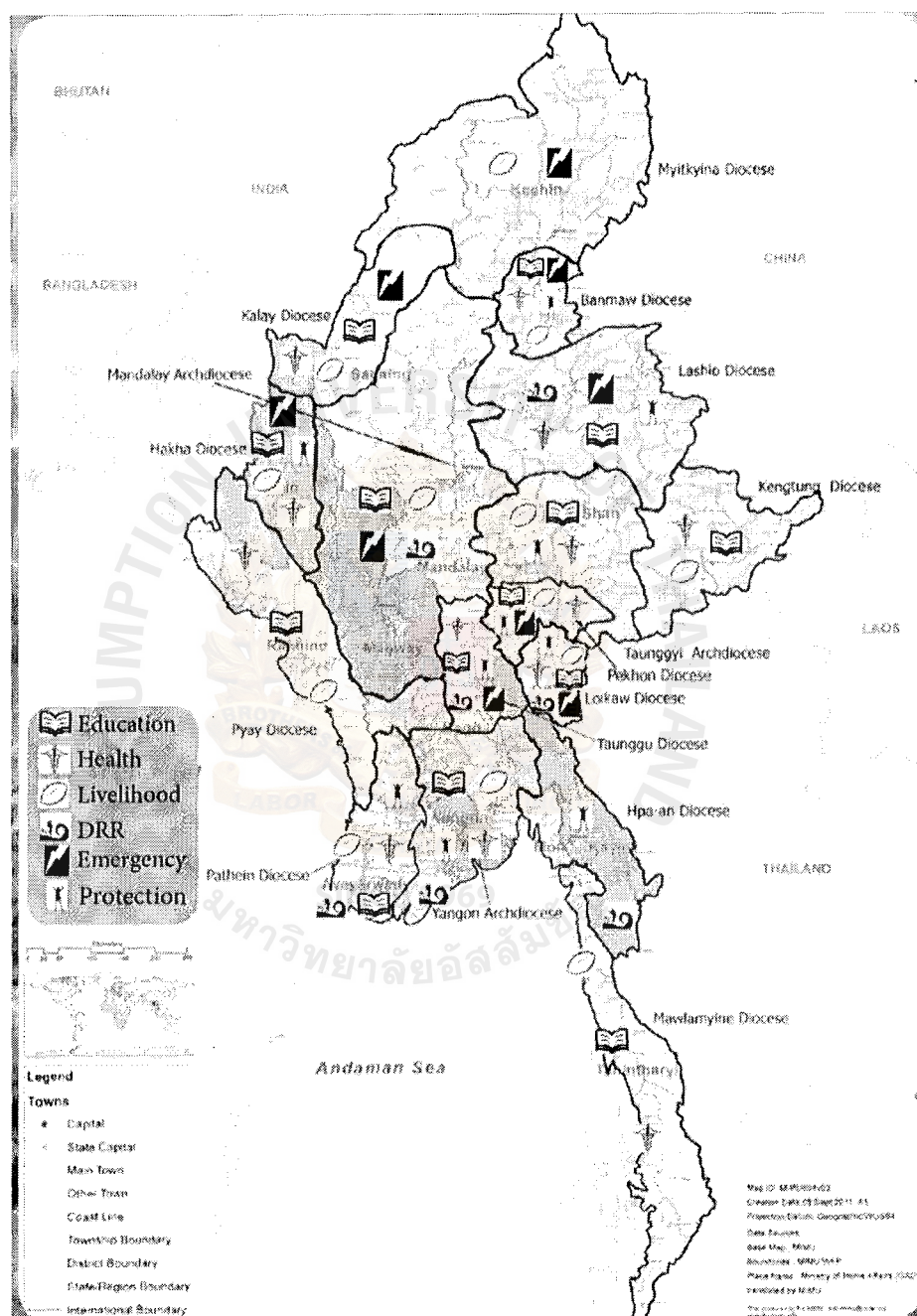
Source: Organization Annual Report, 2014. Page 4

Caritas Myanmar (KMSS) is currently implementing via 16 Dioceses Office situated in 13 out of 14 divisions/states, Kachin State, Kayah State, Kayin State, Magwe Division, Chin State, Sagine Division, Shan State, Mon State, Kayin State, Irrawaddy Division, Mandalay Division, Bago division and Yangon Division with 5 thematic areas such as Health, Education, Livelihood, Disaster Risk and Reduction, Social Protection.

Organization Structure

The Directors Board is the highest decision making and coordination body of the organization. The Country Director is the highest position and the top management leader of the organization which to foresee overall organization management and development. Board of Directors is formed with Chairman of the Catholic Bishop conference, Bishops and Directors of Caritas Offices. Executive management team which formed by the top leadership of each department heads. There are three main domains in the organization chart which are Finance Department, Admin/HR department and Program Department. In Program Department, there are 5 thematic areas which are Health Program, Education Program, Livelihood Program, Disaster Risk and Reduction Program and Social Protection Program.
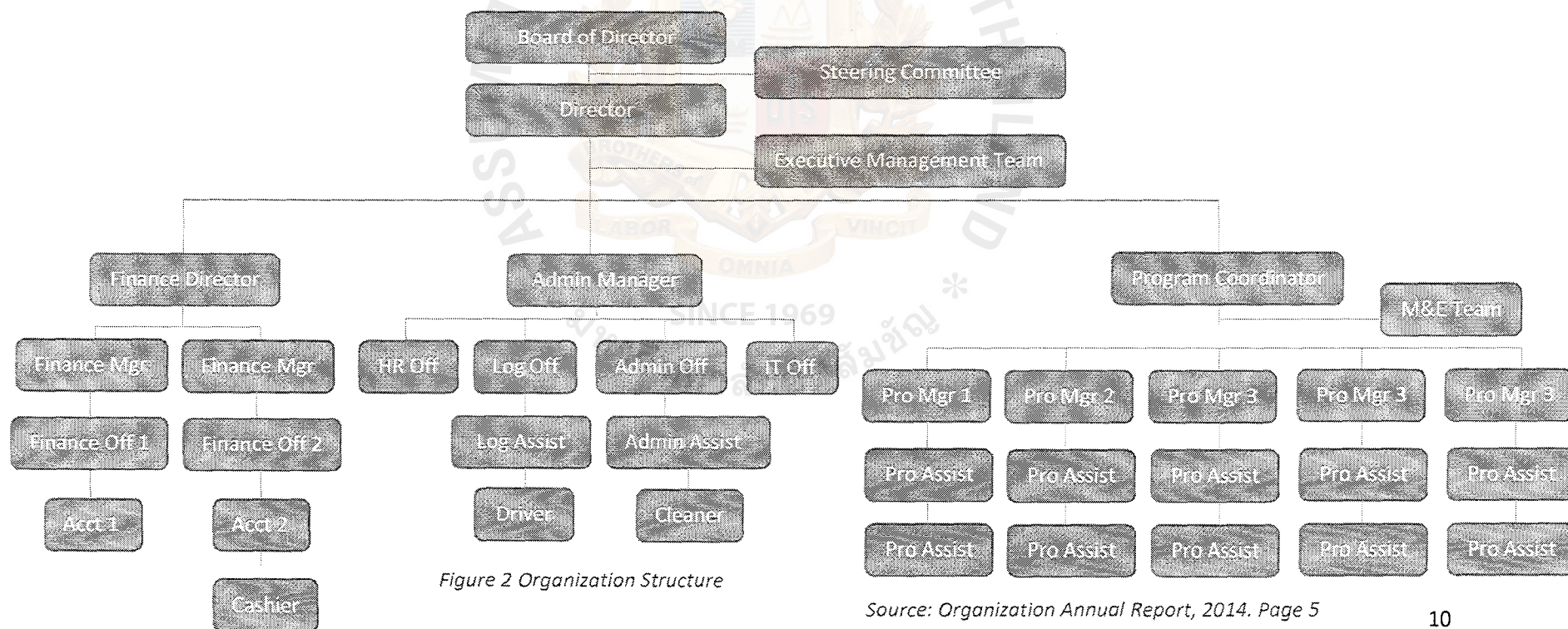
Figure 2 Organization Structure

Current Situation of the Organization

The faith based organization has defined structures and practices for governance and accountability consistent with its Statutes and created learning opportunity for employees' capacity development. The Board of Directors is the highest decision making and coordination body and is called to submit reports and perspective plans to the top management for their review and suggested guidance. In the current situation, the organization has tried to improve and develop its structure for accountability and governance which needs to be improved and develop coordination and collaboration through facilitating experience sharing and learning.

The organization has envisioned as fully coordinated network of people's organizations and seek to work as fully functional regional Offices in coordination with a national office providing learning opportunity and capacity building through teamwork and learning. In this way organization will continue work to be responsive to the interests of all stakeholders, and especially working towards the promotion of total human development and dignity of the poorest, based on the Catholic Social Teaching Principle of "Subsidiarity."

The organization director oversees and manages the operational process and provide his highest decision making and facilitate coordination and collaboration among each organization personnel. Director always try to set up some changes in the organization and facilitate each of the employees' teamwork and learning with the organization values and employees values. Coordination meeting, mid-term review and planning and annual review and planning has been carried out for years regularly. Each of the employees of the organization has changes to learn and explore new knowledge and learning in the meeting.

The organization leadership initiate to propose and facilitate the importance and use of teamwork and team learning in professional faith based organization in the way that employees have to take learning opportunity and replicate their knowledge and learning experience to regional offices working as a team collaboration and coordination. In the organization network, teamwork, collaboration, corporation, coordination and team learning has been incorporated into organization networks with overall strategy as a core element in new forms of work organization.

Organizational Assessment

The organization is constantly growing with its performance and implementation which is one of the biggest Local faith based organization in Myanmar. Since after new government taking over the country power, it has been many opportunities for faith based organization that government is going to develop country development plan which in coordination with Local community based and faith based organization. The organization is recognized by its good works in the grass root communities development and empowerment, provide its voluntary services in the area of coordination, networking and advocacy with various stakeholders at national and international level for community development and social empowerment. Following table shows organization's SWOT/ SOAR analysis

Table 1 Organization's SWOT/SOAR analysis

Strength	Weakness
- Employees and volunteer of the organization has high commitment and teamwork of humanitarian work. - Service minded and spiritual empowerment in organization. - New leadership and management system empower transformation change through learning by considering how learning could be enhanced or built upon, or developed. - Helping the individuals in the team to share and learn - New Cross-cutting program approach to strengthen team work and team learning in organization.	- Few learning opportunities and build up capacity for employees and volunteer. - Lack of individual commitment of learning and sharing. - Incapable of giving immediate feedback in discussion. - Limited number of qualified and trained employees in the field. - Lack of timely and appropriate technical support. - Low level confidence at field level staff in problem solving - The organization structure is Silo, hierarchy and management and decision making sometime due to delay. - Cultural influence of teamwork and learning. (do not want to work with others and learn new thing) - Lack of coordination and corporation since organization's common goal and shared vision among management are not aware of. - Lack of helping to identify appropriate performance metrics to measure success

Table 1 Organization's SWOT/SOAR analysis (Continued)

Opportunities	Threats
- Strong network and good community participation in learning opportunity. - Stakeholders are open to new and appropriate technology - The new government and transformation of country development will lead organization to expend its implementation and humanitarian assistance. - Government will open floor to the Faith based organization for the country development and faith based organization will be recognized one of the key factors for transformation process. - Learning opportunity to create new approaches of humanitarian assistance.	- Power and authority not truly delegated to Faith based organization. - Religious conflict and destruction of religious humanitarian activities. - High level of donor requirements - Difficulty in recruiting qualities and experienced employees - Government law, policies and procedures - Capable and skillful employees move to the private and profit organization. - Resistance of change in organization
Aspirations	Results
- To develop and empower continues interdependency and team learning system and experiences sharing culture in workplace. - To strengthen team learning opportunity and team work in organization. - To enhance capacity of employees in organization to serve the community with high performance and more professional and provide humanitarian and social assistance to the vulnerable and beneficiaries. - To increase effectiveness of organization through coordination and collaboration as the aspect of team learning. - To promote good communication, dialogue and team cohesion protocol in organization. - To provide regular and timely monitoring and evaluation process base on the result of team learning and performance.	- Employees commits each personnel in an organization for team learning and taking individual responsibility to develop new learning abilities and skills. - Achieving team learning and sharing practice among individual and team. - Good communication and dialogue will be empowered and strengthened. - Employees will gain resourceful knowledge though lesson learned and sharing information sessions. - Changing mental models encourages employees to be open to change their ideas of operations and behavioral outlooks in an open environment where practices and new ideas are introduced. - Team learning fosters employees learning from one another which to enhance employees' performance and overall job satisfaction. - Employees can operate promptly by team learning and sharing.

Table 1 Organization's SWOT/SOAR analysis (Continued)

	- Improve beneficiaries' satisfaction on organization's supports, communication and services.
	- Organization have continuous team learning process through team learning commitment, dialogue and teamwork.

Source: Organization Annual Coordination Meeting Report, 2014. Page 11

The social and pastoral mission of the church has been strongly institutionalized since the missionaries arrived to Myanmar (then Burma). As the Myanmar Catholic church has grown in recent times, the realization of the church social and pastoral work much depends on the religious leaders as well as on the commitment of the members of the church and the Pope John Paul II clearly acknowledged the role that laities.

Potential for Change

Since the organization was founded in 1995, the programs and projects has been emerging with effective implementation especially in remote areas for humanitarian assistance. Thus the organization has long exist, it has good networking and involvement of community participation ranks with high notification. The organization has strong organization structure and best practices of its organization governance and accountability.

The leadership and top management try to initiate and develop learning in the form of team learning which is more important and leads organization to future development. The new learning approach and learning opportunity has been generated in the organization ensuring employees learn new knowledge and team cohesion has been strengthened. The role and function of the employees in the organization will also change. Instead of being passive recipients of learning, employees are encouraged to be responsible for the initial acquisition of working collaboratively with regional offices to corporate and coordinate in team learning.

Top management oversees and manages the operational process and provide his highest decision making and facilitate coordination and collaboration among each organization personnel. Director always try to set up some changes in the organization and facilitate each of the employees through team learning with the organization values and employees development. Each of the

employees of the organization has changes to learn and explore new knowledge and learning in the meeting. Employees in the organization are committed to their respective work and has strong respective technical skill and spiritual improvement. Since the country is moving forward, heading to transformational change and opportunities are waiting, employees from each organization need to have well knowledge and experience in order to response changes.

Statement of the Research Problem

With massive social development work, organizations flock into Myanmar, Faith based organization need to be aware and pay attention to team learning; interdependency, dialogue and team cohesion and its best practices which to reinforce qualified employees to various organizations and agencies since team learning process not only enriches the overall professional acumen of the organization, but also enriches employeess' the performance and overall job satisfaction.

The main purpose of this research is to improve the quality of team learning in a faith based organization in Myanmar.

Research Objectives

1. To determine the current situation of the organization in terms of team learning.
2. To determine and implement appropriate OD interventions to develop team learning in organization.
3. To determine the differences between pre and post ODI in team learning.
4. To develop a Team Learning action plan to sustain continuous team learning in organization.

Research Questions

1. What is the current situation of the organization in terms of team learning?
2. What are the appropriate OD interventions for promoting team learning in organization?
3. What is the difference between pre and post ODI on team learning in organization?
4. What learning organization Action Plan can be developed to sustain team learning process in organization?

Hypotheses

H1o: There is no significant difference between the pre and post ODI on team learning in organization.

H1a: There is significant difference between the pre and post ODI on team learning in organization.

Definition of Terms

Continuous Learning – Continuous learning has to do with shaping a team to adapt to changes in the organization environment. This is very important because the ever-changing economic climate demands that any team need to have and equip with up-to-date knowledge and also be flexible and easily adaptable to any changes that may be required.

In this study, each of the employees of Caritas Myanmar will adapt, equip and build up to change for learning and lifelong learning not only for personal development but for the organization improvement.

Learning Organization – This is the process of behavior change in acquiring, transferring and utilizing knowledge to create continuous learning and development in order to improve operational effectiveness and efficiency, and to obtain the goals.

In this study, learning organization means to Caritas Myanmar in which each of the employees in the organization acquire, obtain and utilize knowledge, experience and skill by creating learning and sharing process in the sense of learning environment to strengthen learning organization.

Team – A group of people with different competencies, skills and different tasks, who work hand in hand collectively on a common project, service, or goal, with a interconnecting of functions and mutual support in order to achieve common goal.

In this study, team means to be a group of employees and staff with different levels who have a common project, service and goal and interconnecting with each other in mutual support to achieve organizational goal and objective.

Team Learning – Team learning focuses on the capabilities and skill set of a group that work together. It consists of the interaction of people learning from each other as well as from the task at hand. The learning attains through transferring skills by observing others in action, solve the problems together and experimentation, questioning assumptions and reviewing outcomes as a group.

In this study, team learning is meant to be employeess of the organization as a team will have good learning interaction among each other in action, collective problem-solving and experimentation, questioning and reviewing outcomes as a team.

Significance of the Study

This study could benefit Caritas Myanmar which is the faith based organization in Myanmar to develop and create learning organization and learning environment by initiating at Caritas Myanmar national office. The top management and every level of employees would be engaged from the beginning of the process through the entire till end of the process which could also be a road map to the future years ahead. In that sense, each of the employees from the top to the lower level would obtain good experience and knowledge of learning organization and its practices through ODI intervention.

This study will benefit Caritas Myanmar by igniting learning opportunity and creating learning environment through team learning experience that could contribute effectiveness of organization performance and implementation. Employees of the organization would have knowledge and skill through technical and theoretical exercises and their intra and interpersonal skills can lead to their improvement of their responsiveness and accountability to their working environment.

Moreover, this research will help OD practitioner to have better understanding of ODI process and its impact of ODI intervention into organization on learning organization through team learning initiatives. Since there is limited research on team learning in especially in the Faith based Organization, this study will help Faith based organization in Myanmar to learn and study the process of team learning and its effectiveness to sustain team learning in organization.

Scope and limitation of the Study

This study is an example of OD action research this is designed to support only on employees of Caritas Myanmar (National Office) in Yangon which is stated in Head office of Catholic Bishop Conference Mission. The total sample of participants are 45 employees out of 50 from top management to lower level employees.

This study covered only one organization that focused on Caritas Myanmar which is the faith based organization and there were limitations due to organization confidentiality issues. Another limitation of the study were language barriers (English Burmese translation) and time constraint and the learning culture of Burmese people.

This study was done in 4 months with OD interventions in the faith based organization in Myanmar.

Chapter II: Review of related literature and conceptual framework

This chapter consists of the literature review related to the research topic and describes organization as a system, organizational development, and change management, learning culture in organization and practical learning organization, core supportiveness of team learning which support the development of the theoretical and conceptual framework of this research.

Learning

"Learning" is an action and a process of acquiring, modifying and reinforcing of new set of knowledge, experience, skill, value and preferences that contribute many types of productive outcome which impact human behavior since learning produces changes into individual's behavior as well as organization, society, community, nation and the world. The learning of human being can be happened as part of education, school, training, personal development and peer learning. And also learning can be acquired by self-motivation that if a person wants to learn something new, he or she need to have self-motivation to initiate the learning process. For example, John wants to learn how to ride a bicycle that he hasn't tried before. He needs to have self-motivation to learn how to ride a bicycle which encourage him to learn a new thing. Learning can be happened as a result of habitual action in order to maintain a good learning process.

Learning is a process that brings together cognitive, emotional, and environmental influences and experiences for acquiring, enhancing, or making changes in one's knowledge, skills, values, and world views.

Learning can happen at early stage of childhood to adolescence. When we were a child, we learnt to eat, we learnt to crawl and walk. As we are getting old, we also have to learn a lot to become a mature person. Learning is a never ending process that begins at birth and continues until you depart from earth which is the process through that we use our experience, skill and knowledge to deal with new situations and to develop relationships.

We learn a lot throughout our life, from our new experiences, acquisition of information and from our observations which is called informal learning, for example: reading a newspaper, journal, magazine or watching a news program give us to improve our knowledge and wisdom,

talking with a friend or colleague makes us to learn building good relationship, chance meetings and unexpected experiences.

We gain a lot of learning experiences with learning opportunities from which we can observe and decide even if we want to learn or not. This kind of experiential learning is in difference to more proper approaches to learning such as training, mentoring, coaching and teaching.

Learning is important

Since we have a good learning which is very important that we can have confidence and experience which we can apply in our daily life and at work. If we have a good learning process, we will enjoy our learning and will get lots of happiness that leads to our better life and we can perform the good quality of life which is personal development as well as if we have a good learning process in our organization, we will have a good working environment, we can learn from each other, we can share our knowledge and experience that can produce and effect our good performance which is called professional development. Learning is about more than individual's success, but it is also about the organization success which is related to each other's achievement.

Learning is the key to achieving an individual's full potential, possibility, competency as well as organization's achievements. Human beings are very special and they can be able to learn throughout their lifetimes. As learning is a kind of life-long-learning process, learning cannot be finished after high school, college or graduate school. People who never stop learning are able to transform their lives and become more successful person at home, more successful person with their families, more successful employees at organization and more effective person within their community.

Sometimes, learning happens through external factors which is role and responsibility, obligations and demands that can affect individual's learning. Especially, a person who has to take care of any technical responsibility and/or respective duties in organization and Business Company need to learn their respective knowledge and skill. The availability of learning resources, the system of learning process, the information of learning opportunity, the availability of appropriate learning environments and the climate in which learn can take place as external key learning factors.

What Is A Team and Characteristic of A Team

Team is a group of people with a complete set of complementary skills required to finish a task, job, or project. Team members (1) operate with a high degree of interdependence, (2) share authority and responsibility for self-management, (3) are accountable for the collective performance, and (4) work toward a common goal and shared rewards(s). A team becomes more than just a collection of people when a strong sense of mutual commitment creates synergy, thus generating performance greater than the sum of the performance of its individual members.

The team is committed to:

• Commitment to team achievement and shared goals - the team is highly focused on producing its excellence of performance, and not taken up by personal issues that might have interrupted this objective. They facilitate and develop positive rather than negative, cooperative-working relationships constructed upon the focus of improving a quality of excellence product that would inspire their client, peers and customers. The whole team is strongly encouraged to exceed other teams and share a strong shared goal of deficient to improve a product that would support their chances of winning employment.

• Interdependence – the team members have a sense that they have accountability to the other members of the team and that project achievement is based upon each team member's participation and involvement. Team members are always energetic to provide their support to each other when they are having difficulties and problems. The team would proactively brainstorm problems and individuals' team members are having and offer their assistance if needed;

• Interpersonal skills – the team acknowledge that team members have different characteristic and personalities and experienced problems at different kind of levels. They show their consideration and understanding for each other, respect and support others in difficult situations.

• Open communication and positive feedback – the team recognize that it is a "healthy thing" to get a well discussion to solve problems or difficult issues and try to deal with constructive help and positive criticism in trying to determine to resolve the problems and difficulties. They strongly value open discussion and dialogue that assist team members to speak up and express their feelings and concerns in a non-defensive manner. They are honest and willing to express about all aspects of the project.

• Appropriate team work – the team proactively selects their team members well in advance for this unit. They have carefully examined the skills and capacity needed for each of the team member, and also the type of characteristic and personality for each team member. These use to be carefully discuss and consider by the team members.

• Commitment to team developments, leadership and accountability - team members are all aware of the importance of each team member's role and responsibility within the team and the team use the practice to plan and analyze the timing and quality of essential responsibilities are in place. The leader is well respected and always consult the team before making any major decisions. Also, the team have a number of quality assurance procedures which helped monitor activities as well as individual team members' accountabilities.

History of team learning

The term 'team learning' was make known to lots of readers in the beginning of the nineties with Senge's bestseller 'The Fifth Discipline'. It was argued that individual learning isn't the true key player to create a learning organization, but team learning is the true engine in creating a learning organization. By what means of dialogue and thinking together about issues of complexity, creative, innovative and collaborative action, good communication and dialogue with members of other teams within the organizations, teams were offered to create a possible and potential basis to carry on organizational progress, change and transformation.

Several authors; Edmondson, Dillon, & Roloff have come up with significantly to the theoretical development of team-level learning theory and concept. As noted above, the work of Senge was a first important theoretical contribution of team learning, and he developed the team learning concept and theory in the paths of the emerging discipline of the learning organization. He created a double loop learning cycle, individual connects each other for learning in the way of (reflecting, connecting, deciding and doing) to learning processes at the team level (public reflection, shared meaning, joint planning and coordinated action).

From the time of millennium and onwards, theoretical research on the topic of team learning increased extremely. As a result of the increased interest in and acquirement of team learning research, the complexity and dynamism of the topic turned into a very interesting topic of the field.

Currently, the area of team learning extends the disciplines of learning disciplines, labor, social and organizational psychology, sociology, management, communication, political science, labor education, information science, and organizational theory. However, although many authors came up with the theoretical development of the team learning concept, only few crossed the boundaries of their discipline.

Team Learning in Nonprofit organization and Simple Case Study

Nonprofit organizations have conventionally provided a community care and support and are widely recognized as playing in a key role at the front position to address the problems and difficulties of community. They have served as the connection for people to come together as a team and to respond community requirements and build social capital. Until now, economic policies—at all levels of government—have provoked social, economic, and political problems for all communities, hence increasing the complexity of challenges threatened by non-profit organizations. This kind of situation has forced non-profits to think and act differently as they work to increase their capability to aim the basic root causes of the problems to address.

Many scholars and researchers have been widely studied about the concept of team learning and related ideas, situated learning and communities of practice but have received little attention to the nonprofit organizations. Though many researches associated with learning organization has been in the large context, for-profit organizations, learning organization theory deals with a different model of adaptation and change that is more reliable with the values and social work of non-profit organizations than old business models of organizational efficiency and effectiveness.

Few non-profits organization that applied learning organization approaches had better organizational capacity and exposed changes in the external environment much more easily. However in the research found that many of the organizations we studied were requiring the structures and processes to reinforce learning organization especially non-profit organizations. Organizations that develop employees and volunteers at the individual level through opportunities and changes to obtain knowledge, skills and participation fee better in terms of organizational level transformation.

The Faith based Organization has, for over 90 years, helped the working poor and needy who were living around their areas. With a strong sense of organization stand and mission, it stands

out as a role model of a highly complex organization which has gone through a major change within the past years, organizational has increased its competency for learning and change. The organization represents a nonprofit that is transformative at the individual, team and organizational level. Opportunities for individual and team learning have increased by means of community members, volunteers, and employees in the organization work and learn together at all levels to address community requirements. The organization has integrated a firm culture of participation and there were good practices of team learning with organizational learning applications. The capacity of the organization to provide opportunities for transformational learning at the individual, team and organizational levels can be slightly linked to the development of a complex and integrated role and structure, a long historical culture of learning, and a highly developed networking system of partners and collaborators. The integration of organization members in all aspects of the organization increases opportunities for individual to learn and improves organizational competency by engaging input that stakeholders with different perspectives could participate in decision making. The organization team learning culture has assisted as the foundation for many of the new changes in which participation and a common mission have supported new leadership in developing structures and a vision for future improvement. The organization has also increased its capability by increasing its network of strategic associations. In doing so, it is engaging in the learning organization implementation of connecting the organization to its internal and external environment. These associations also serve as learning opportunities for employees in the organization.

Team Learning

Team learning focuses on the capabilities of a group working together. It involves the interaction of people learning from each other as well as from the task, role and responsibility which undertaking at hand. The learning takes place through the transfer of knowledge, skills and experiences by observing others in action, collective problem-solving and experimentation, questioning expectations and reviewing outcomes as a team.

Team learning has been identified as an important mechanism through which teams develop their performance competencies, adapt to changes in their environment, and renew and sustain their performance over time. In addition, concern in team learning has been driven by its important role in organizational learning. Research has begun to categorize the conditions under

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which team learning translates into learning organization and has observed the impact of factors within the team environment on learning behavior within organizations.

Uniqueness of Team Learning

Team learning can be developed from individual learning because team learning can be occurred when one person is coordinating with or engaged with the other person. Disparate individual learning, team learning needs individuals to share and contribute knowledge and skill, and share experiences with other team members. Team learning happens when each of the person bring knowledge together and they have shared behaviors in order to reach a team goal. Especially when we are dealing with social process, team learning isn't similar individual learning in that it involves collaboration and coordination between each other. Especially, these individuals are members of teams that 1) work interdependently on a collective task or objective, 2) have specific boundaries, and are 3) identified with a team which is also acknowledged as such by others.

The George Washington University. Whereas individual learning depends on more specifically on intellectual, emotional and individuals' behaviors, team learning develops as perceptions, emotions and behaviors are shared among each other. Exposure to individuals with different skill and knowledge, and experience is important source of team learning. Interaction and collaborating with others encourages learning by exposing actors to new paradigms and by enabling to share the ideas. The more they share and learn from each other, the more the team, rather than the individual, can be said to be learning.

Team learning is different from individual learning because team learning:

1) involves the interaction among each other in the team which is basically associated with coordination, collaborating, sharing, processing, and acting on knowledge,
2) needs a level of understanding among each of the team members which concern with suitable standards and forms of behavior for knowledge sharing,
3) Benefits in performance development for the team that provide a good impact from this interaction.

Team Cohesion in learning

According to the research by Bossche, team members who have a strong sense of belonging and feelings of attachment to other members are highly likely to interact with other members, share, and exchange their ideas. Cohesion is defined as "the team members' commitment of their team work and their desire to maintain group membership". Bossche referred to cohesion as "the nature and quality of the emotional bonds of friendship such as linking, caring, and closeness among group members". Cohesion is considered as an important factor in the team context because it influences members' commitment as well as internal processes, including communication among members.

Cohesion and cooperation foster team learning by reducing conflicts. Specifically, cohesion and cooperation increase commitment and bond, leading to enhance internal relationship among members. Wong, in regards to local and distal learning, argues that high levels of cohesion reinforce distal learning whereas excessive cohesion affects local learning negatively. This outcome contradicts the common belief that internal cohesions increase the resistance to external knowledge. He suggests that this finding should be investigated more carefully and may be a good direction for future research. In addition to cohesion, cooperation promotes interpersonal interactions among team members. Cooperation is defined as "the process of working together towards the same goal and mutual benefits".

The degree of cooperation within a team is one of the important factors that influences team learning. Today, organizations inevitably experience mistakes. However, mistakes and errors provide experience from which to learn through cooperation. Though learning from experience has been thought of as an essential source for gaining knowledge, learning from mistakes is often challenging and hard to manage. If the attitude within the team is uncooperative (e.g. blaming mistakes and errors on others), members ultimately are reluctant to exchange their opinions, or engage in constructive interactions with others.

Team learning behaviors

The basic mechanism of team learning behaviors are directly visible in the interaction between each of the team members. They have team spirit and work collaboratively in team towards a common goal, shared mission and objective. Sharing is one of the first basic team

learning behavior which consist of sharing new information of a vision, an idea, a meaning, a proposal, etc. by one of the team members to the other team members who are not well known each other with this information sharing, and who are an active listener while trying to understand the given explanation.

Individual influences in the form of new information, knowledge, skills and ideas of different team members are an important initiative spot for learning as a team. Once different team members participate in sharing information, and team members build upon in addition, challenge and develop the information that is contributed in the team, team members start engaging in learning behaviors such as co-construction and constructive conflict. Co-construction that is the process of creating the knowledge together in the sense of refining, building on or adapting the information, knowledge and skills sharing of the team members. Constructive conflict occurs when members of team come across a conflict or discussion as a result of diversity, complexity and open communication need to be carry out in which this diversity is exposed. On the other hand, not the contradictory opinions or knowledge itself, but the constructive act of incorporating different point of views towards a new and greater solution is what explains a constructive conflict. The happening of one or various disagreement of some sort which do not lead to accept the shared information, but to deliberating the conflicting information, is the key feature to differentiate between co-construction and constructive conflict.

Comprehensive Model of Team Learning

Figure 3 Comprehensive Model of Team Learning

Team Learning	Team Learning Behavior	Team Performance
•Interdependency •Diaglogue •Team Choesion	•Co-construction •Constructive Conflict	•Knowledge creation •Performance Improvement •Team Satistictation
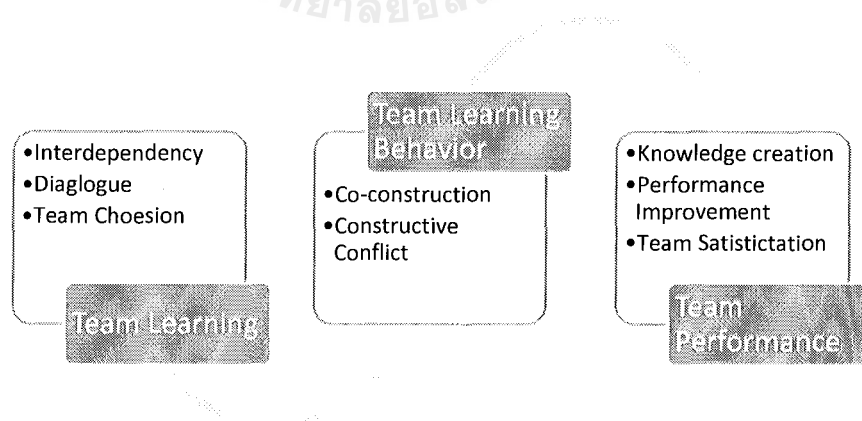
Source: Model of Team learning, Van den Bossche, 2006, p. 503

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Interdependency concerns team shared intension and collegial interaction in handling work tasks. Although the team always has a shared purpose and an overall collective task the team members' interdependently work are related to different types of interaction between each team member. Interdependency define the low level of interdependence which is called "storytelling" and the second and third level of interdependence are "giving assistance" and "sharing knowledge and experiences". The highest level of interdependency is "joint work" which mean that team members share their practices, create a joint work task and develop understanding and collaborative learning in everyday work.

Dialogue is a key concept in creating team shared understanding argues that a "convergent" dialogue is a conversation where team members find the solution to a problem together. Dialogue develop each team member to reflect their though and experience of complexity and let them create shared common sense and understanding which is potential to create team awareness and team learning even if team making conflicting ideas or intension available.

Team cohesion necessary for establishing shared belief and safety for interpersonal risk taking which team members are being accepted and respected is balanced by dynamic processes including social, cognitive as well as emotional dimensions. A desired cohesion on team is characterized by comfortable and trustful team members feeling safe about critically reflecting upon their experiences. Team cohesion and safety for team interpersonal risk taking could create the best atmosphere which team member could feel safe in team, connected to each and passionate about what they are doing together. Team cohesion establishes critical dialogue and collaboration, as well as see the problem as positive view for interesting challenges and each of the team members willing to express and share their experiences and learn together.

Team Learning and Organization Learning

Organizational learning literature includes both individual-level learning and organization level learning. Organizational learning has one basic assumption: an organization gains insight and innovative ideas through interactions that occur amongst individuals or individuals working within a team, not the organization as a whole. Organizational learning is defined as "a process of learning of sharing and adopting the knowledge to reach maximum organizational effectiveness".

Consistent with this, organizational learning is referred as the dynamic process of learning that occurs over time and across levels, as well as creating new knowledge in an organization.

Thus, organizational learning can be thought of as the outcome of team learning. This is because organizations cannot gain insight unless teams communicate and there is interaction among team members. However, knowledge learned by individuals cannot be integrated into organizational knowledge without team learning. Chen et al. posited that 'collective learning within a team is a precursor to organizational learning'. Through the processes of team learning, such as sharing and discussing, members in an organization create new knowledge to maximize organizational effectiveness. Compared to individual learning – which focuses on individual learning process of gaining, sharing, and utilizing knowledge – organizational learning is viewed as the dynamic learning process of creating knowledge and achieving maximum effectiveness at the organization level. Moreover, some research contends that organizations can learn only through team members learning. In other words, teams collectively learn knowledge through interaction and exchanging their ideas.

Team learning in Organization

Learning provides to organizational value by facilitating teams to generate knowledge between each of the team members in the organization, create knowledge with others which isn't belong to the team and external members into the team, and to cooperate with the environment to support adjustment and adaptation to transforming situations. Team learning helps to enriched performance within the team which is moreover turned it into organizational performance. It is argued that learning involves interaction and communication among each team members, with others outsider to the team, and with the internal and external environment as well. It is suggested that these processes are what propose to developed team and organizational performance.

Organizations that influenced by team learning can be able to solve and response complex problems, create new knowledge, and to develop the performance of ad-hoc or task precise project teams. On the other hand, failures in learning often effect the organization capacity to perform. Team learning acquires special importance as organizations carry on to meet the demands of knowledge work.

A Framework of Team Learning

Figure 4 Framework of Team Learning
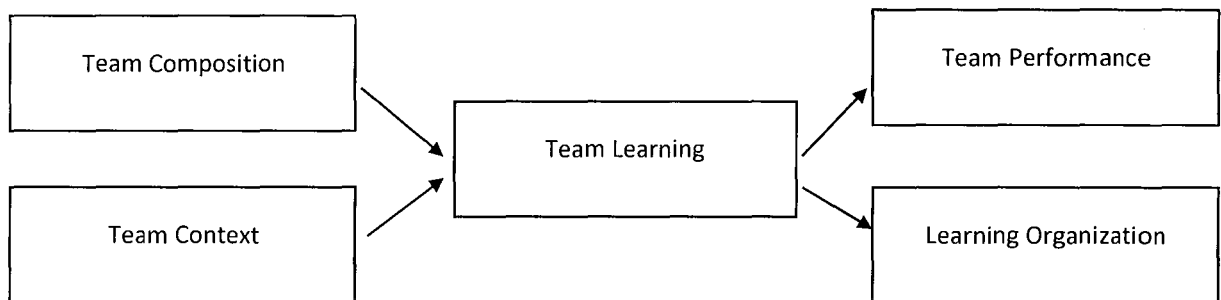
Source: SUNHYUNG LEE (2014). A Framework of Team Learning: A Review of Team Learning, 22(2), Page 26.

Team composition has been studied as a team-level predictor that affects team processes and outcomes. It is defined as "the aspect of a team created by the configuration of team member attributes". In general, member's attribution affects team learning by changes in individuals' learning behavior. Team composition includes personality factors, members' abilities, and demographics. In general, team composition variables classify team membership characteristics, such as surface (diversity, membership change) and deep-level factors (cognitive ability) in different configurations. It is predicted that those variables are affected by various complicating factors. This thesis does not include team size, which is a factor of team composition; because it is rarely found that team size affects team learning.

Team context is referred to as "conditions that influence the team not only team members' action but also teamwork and performance". Also team context is a "collection of relevant conditions and surrounding influences that make a situation unique and comprehensible". Depending on how organizations create context, team learning is influenced under various conditions such as psychological safety, cohesion/cooperation, and leadership.

Some of the researchers posit that team learning increase team performance. Team learning allows members to adopt change and modify their mistakes. Specifically, team learning such as interdependency, Dialogue and team cohesion provide the information about team performance. Also, team learning enables members to respond better to changing situations and contexts, causing members to seek ways to enhance team performance.

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Edmonson empirically examined the effect of team learning and team performance beyond laboratory experiments. Edmonson measured how teams meet customer satisfaction. Also team learning behaviors accompanied with psychological safety positively affects team performance by not only building upon internal trust but also taking on challenging new tasks.

Similarly, Brueller and Carmeli show that team learning has a positive relationship with team performance in regards to measured HQR and psychological safety. They conducted experiments in several service organizations. Compared with Edmonson's research, the research of Bruller and Carmeli assessed team performance including overall team performance, completing tasks on time, the quality of team performance, and achieving work goals. Likewise, they found out that service teams develop team performance by facilitating team learning.

Appreciative Inquire for Organizational Change and a Simple Case Study

Appreciative Inquiry is the cooperative search for the best in people, their organizations, and the world around them. It involves systematic discover of what gives a system 'life' when it is most effective and capable in economic, ecological, and human terms. Appreciate Inquire involves the art and practice of asking questions that strengthen a system's capacity to heighten positive potential. It mobilizes inquiry through crafting an "unconditional positive question' often involving hundreds or sometimes thousands of people."

Appreciative Inquiry is a scientific process in which positive thinking to discover the best solution of effective organization performance, process and system of organization for further improvement and development. Appreciative Inquiry consists of 4Ds which are Discover, Dream, Design and Destiny/Delivery.

Figure 5 Appreciative Inquire Process
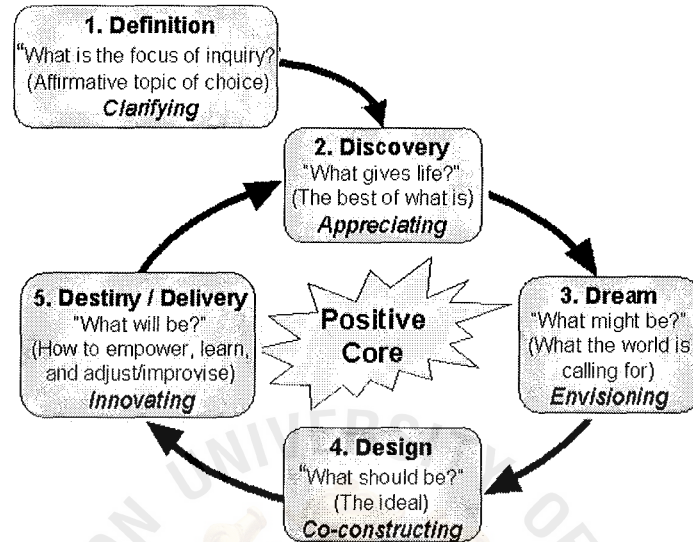
Source: Susan Donnan. (n.d). Retrieved from http://www.metavolution.com/rsrc/articles/whatis_ai.htm

USAID is the lead U.S. Government agency that works to end extreme global poverty and enable resilient, democratic societies to realize their potential. In 2011, USAID Administrator Rajiv Shah acknowledged the importance to strengthen learning within the organization by facilitating a revised evaluation strategy as part of broader reforms set out in USAID Forward and carried out an appreciative inquiry into organization transformational change to improve program effectiveness and ultimately development outcomes, USAID pay attention to learning and has established learning organization as a priority.

This study reports that is used a method of Appreciative Inquiry process and that has been designed and run by the organization. In this case, they have delegated internal organizational change agent in coordination with external resource of Appreciative Inquiry team to have joint implementation to build a strong learning organization which relating to learning organization expert Peter Senge, is "one in which people at all levels, individually and collectively, excellent at creating, transferring and acquiring knowledge in order to increase their capacity to produce results they really care about."

The organization emphasized and initialed AI process with the following 4Ds. For the discover stage, organization have to create mapping of current learning applications and process,

identifying what works and who is implementing the learning process in the organization. AI included activities that help employees to better understand what is learning and what the best practices exits is and how learning can be incorporated into their work. For the dream stage, based on the opportunities that also provide a chance for staff to dream of their future that they want to pursue for their learning organization. For the design stage, a small group of learning champions divided by the leverage of expertise have to analysis and develop learning models of the organization based on the collective dream. Organization supported the implementation which related to assist learning and that have the potential to be applied in the organization. Once they developed and created learning model, organization recognized the importance of communicating messages which concerns with learning at every level and a comprehensive communication strategy was added-on the learning strategy to share the information about what the organization is learning. The destiny phase, organization created a learning culture is understanding what success looks alike in organization and the level of this stage is transformational site as a successful change with a strong monitoring and evaluation process that impact learning organization. A conclusion of this study said that there are a lot of people who eager to learn, collaborate, and share knowledge among the knowledge champions and many interested in joining SILK (Sharing Insights, Learning and Knowledge).

Theoretical Framework

Based on the literature review and definition of other researchers and authors, Team learning is defined as three interrelated concepts; Interdependency, dialogue and team cohesion.

Figure 6 Theoretical Framework of Team Learning

Three Legged Stool (Team Learning)

Interdependency
- Interaction
- Giving assistance
- Sharing

Team Cohesion
- Trust
- Colloboration
- Willingness

Dialogue
- Reflective Conversation
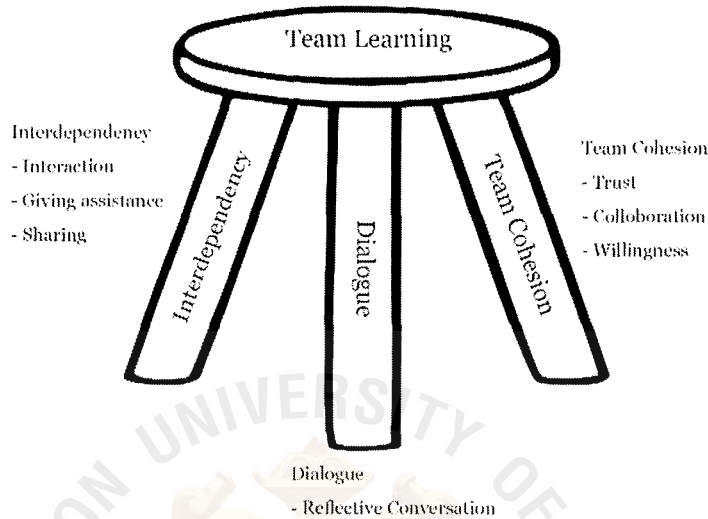
Source: Peter Senge. (1994).The Fifth Discipline

Interdependency concerns team shared intension and collegial interaction in handling work tasks. Although the team always has a shared purpose and an overall collective task the team members' interdependently work are related to different types of interaction between each team member. Interdependency define

- the low level of interdependence which is called "storytelling"
- the second and third level of interdependence are "giving assistance"
- "Sharing knowledge and experiences".

    The highest level of interdependency is "joint work" which mean that team members share their practices, create a joint work task and develop understanding and collaborative learning in everyday work.

Dialogue is a key concept in creating team shared understanding argues that a "convergent" dialogue is a conversation where team members find the solution to a problem together. Dialogue develop each team member to reflect their though and experience of complexity and let them create shared common sense and understanding which is potential to create team awareness and team learning even if team making conflicting ideas or intension available.

Team cohesion necessary for establishing shared belief and safety for interpersonal risk taking which team members are being accepted and respected is balanced by dynamic processes including social, cognitive as well as emotional dimensions (McCotter, 2001). A desired cohesion on team is characterized of comfortable and trustful team members feeling safe about critically reflecting upon their experiences.

Conceptual Framework
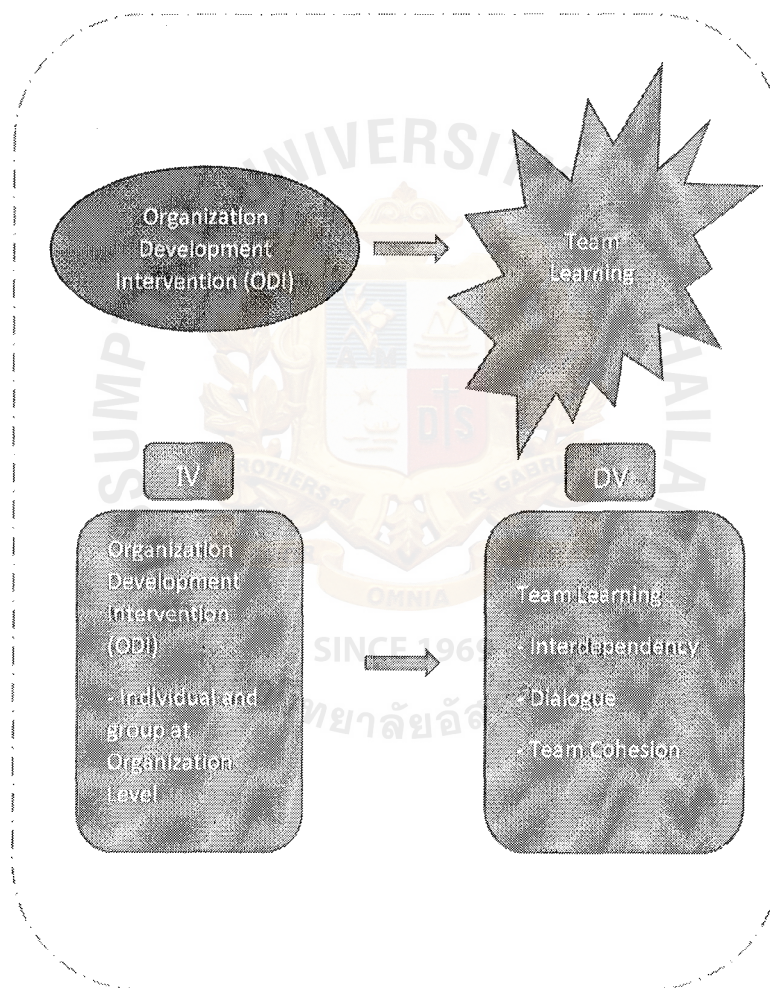
Figure 7: Conceptual Framework of the study

The Organization Development Intervention (ODI) approach *(Independent Variable)* in implementing team learning *(Dependent Variable)* in organization. This ODI approach provides

an opportunity to researcher whether team learning energizes each of the level of employees of the organization, development of supportive team learning environment, the concrete team learning process and practice in the organization. The leadership of the organization will also reinforce and develop team learning process in the organization.

Action Research Framework

Pre – ODI	ODI	Post – ODI
Interdependency - Feel unfordable to share prior information, experience, skill, problems and issues. - Difficult to accept other ideas and differences. - Afraid of making mistake and error - Lack of patient and interactive in listening to the team.	Intervention Group Level (Workshop based) - Participatory learning for teamwork - Participatory learning for effectiveness of team learning. - Interpersonal and Intrapersonal skill development	- Improvement to information, experience, skill, problems and issues sharing process. - Improvement of ability to generate win-win strategy in discussion. - Unintentional mistake and error are acceptable.
Dialogue (Reflective Conversation) - Lack of effective communication within the organization. - Do not want to share individual learn the value of sharing information with colleagues. - Lack of common sense and understanding of complexity. - Lack of questioning skills	Intervention Group Level (Training Based) - Learning on effective communication	- Good interpersonal skill and interactive in discussion. - Good communication improvement. - Enhance ability to understand difference and complex.
Team Cohesion - Lack of co-operative working practices and build better relationship within organization.	AI approach for the following on Team cohesion and Team spirit. (World Café technique) - Team cohesion and Team spirit project. - Coaching and mentoring	- Creating team cohesion and team learning process. - Making trust among each other.

Table 2 Action Research Framework (Continued)

- Lack of trust and creativity, problem solving and decision making in organization. - Denied and afraid to take responsibility. - Lack of motivation and commitment on learning new things.		- Improvement of creativity, problem solving and decision making. - Enhancement of motivation and commitment on learning new things as lifelong

Table 2 Action Research Framework

Chapter III: The Research Design and Methodology

The purpose of this chapter is to present the research design and methodology in terms of research respondents, research instruments, tools and techniques of research data collection and data analysis, method and design of ODI activities within the Action Research Design.

Research Design

The research design in this study is enhancing team learning component to start up Caritas Myanmar (Faith Based Organization) as a Learning organization. The Research Design is divided into three stages; Pre ODI, ODI and Post-ODI as shown in figure 3.1. Pre ODI is the preparation stage, Data collection and Data analysis stage and ODI is OD intervention process in which implementation come up with training, workshop and awareness driving process based on AR topic. Post ODI is the stage of monitoring and evaluation that evaluate and analysis the outcome of OD intervention.

Pre ODI

1. Preparation
❖ Getting approval from organization – approval granted to proceed
❖ Identify the problem (Team learning in organization)
❖ Diagnosis the problem, find the root causes
❖ Prepare instruments; questionnaire

2. Data Collection
❖ Survey
Questionnaire concern with the areas of team learning in the current situation and reflection of organization

3. Data Analysis
❖ Analyze all collected data related to team learning in the organization.

ODI

4. Plan and prepare ODI

Intervention

Participatory learning, Team mentoring and coaching, AI approach - In-depth interview, Focus group discussion and Observation, Survey questionnaire

5. Implement ODI

Post ODI

6. Feedback collection
❖ Prepare instrument; questionnaire After OD intervention, prepare questionnaire to measure the result and improvement based on actual and collective data

7. Data collection
❖ Survey
Questionnaire concern with the areas of team learning in the current situation and reflection of organization

8. Data analysis
❖ Analyze the post data collection after OD interventions
❖ Find the differences between Pre and Post ODI

Figure 8 Research Design

Pre-ODI stage, the researcher to define and identify the current situation in terms of learning organization by accessing primary and secondary data collection and direct observation as well as further preparation of the AR instruments such as questionnaire and reflection in order to analysis the data.

ODI stage was to design, plan and prepare the appropriate OD intervention in the form of workshop, training, awareness raising and seminars in order to initiate learning environment and idea sharing activities among team members. And as well, the researcher will facilitate OD intervention by applying Appreciative Inquiry (AI) 4D's model for the target group of the organization. Furthermore to implement the designed OD Intervention for improving team learning to start up learning organization in the organization.

Post-ODI stage was to acquire expected result from the OD intervention, which the researcher facilitated the same and similar instrument to figure out the difference between Pre-ODI and Post-ODI. Additionally, the researcher analyzed all collected data in order to provide the feedback and results to the management and executives of the organization.
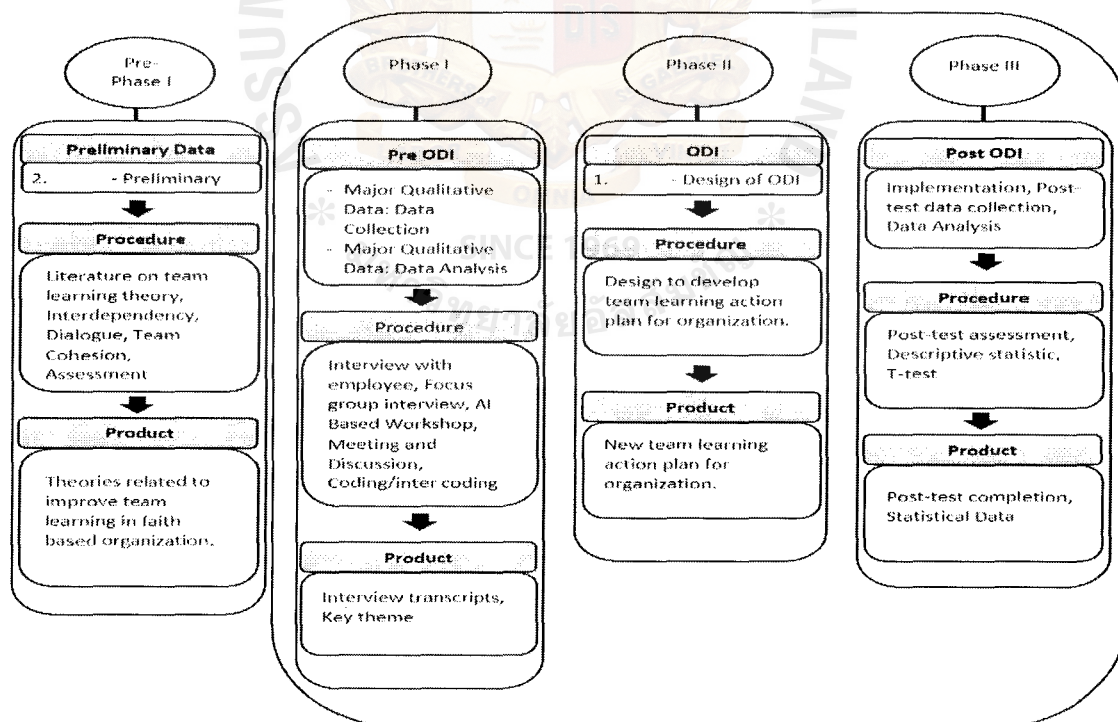
Table 3 the Procedural Table

Respondents

The Researcher used Random sampling techniques for the pretesting with staffs from external organization and there were 20 respondents participated in the pretesting process. See the table below of respondents for pretesting with staff from external organization.

The level of respondents	Respondents
Top-level Management	3
Middle-level Management	7
First Line Management	10
Total	20

Table 4 Total number of respondents

This study was to benefit for the whole population of the organization and there are altogether 35 respondents in the organization. The total number of available population is shown in table below:

The level of respondents	Respondents
Top-level Management	6
Middle-level Management	12
First Line Management	17
Total	35

Table 5 Total number of respondents

The sampling technique used in this survey is **Purposive sampling** of the entire population [N=35] and only 33 respondents replied back and participated in this survey process. Two employees were out of the office area and travelling a long field trip in organization's project site.

Instruments

The researcher used observation checklist, interview guideline and questionnaire for data collection. Primary data were collected from the questionnaire, interview and observation checklist. Secondary data collection has been achieved by gather information from organization's pamphlets and reports. Observation was also used during meetings, discussion, training and

workshop. An observation schedule was used to record specific aspects of team learning and observations helped determine some of the areas to be included in the survey.

Questionnaire

Questionnaire for this Action Research was developed by the researcher with the close supervision of respective supervisor, Human Resource manager in respective organization, program managers of the respective organization and survey specialist (external consultants). Pretest survey launching was conducted with 20 samples in order to test the reliability of the questionnaire to obtain the values by using statistical software.

The questionnaire was designed by the researcher which covered all areas of concern in terms of team learning in organization with the aspect of individual learning and team learning and further to visible understand and implementation for Organization Development interventions. The expected results would show the significant areas to improve for team learning in organization.

Questionnaire outline

The researcher distributed the questionnaire to 35 respondents from the respective organization and the returned questionnaire was expected to provide more solid support data to this Action Research. The questionnaire consisted of four parts as shown in the table below.

No	Subject	Items	No of Question	Total No of Question
1	Demographic Profile	❖ Gender ❖ Age ❖ Education ❖ Year of Employment ❖ Position	1-5	5
	Interdependency	To examine the whole and snapshot of interaction and interdependency	1-18	18

Table 6 Questionnaire outline (Continued)

Dialogue	To examine communication and dialogue	1-12	12
Team Cohesion	To examine sense of team spirit and team work	1-20	20
Total			50

Table 6 Questionnaire outline

Content Validity Test

Content validity is important in research methodology term to measure the validity and questionnaire.

In this content, the researcher coordinated with three experts which were from the field of Program and Operation in World Concern Myanmar, Organizational Development Consultant in Sagawa Organizational Development Consultancy Firm and Country representation/National Director of Karuna Myanmar Social Solidarity to measure the elements of questionnaire which relevant to each variables.

The researcher brought an IOC (Index of Item Objective Congruence) concept to measure the content validity. Its concept is if contents in questions are complete per theory, are appropriate and make sense to definitions of terms, the expertise grade "+1 point". If contents in questions were not in line with theory, appropriate and make sense to definitions of terms, the expertise grade "-1 point". If the contents were not clear and complied with objectives, the expertise grade "0 point". The IOC grading has to be IOC>=0.5 means validity to be distributed.

Content Reliability Test

The researcher measured the reliability of the questionnaire by pretesting with 20 samples from other organization after finishing IOC testing. The result was that all questionnaires passed out but two of them, which have deleted already.

Below are showed results of reliability of the Variables which showed that the actual Cronbah's Alpha .809 is greater than .06 which means that the questionnaires were reliable. See the Appendix for the Reliability Statistics of each questionnaires.

The table below showed for the result of reliability test

Interdependency

Reliability Statistics

Cronbach's Alpha	N of Items
.890	18

Dialogue

Reliability Statistics

Cronbach's Alpha	N of Items
.821	12

Team Cohesion

Reliability Statistics

Cronbach's Alpha	N of Items
.931	20

Table 7 Result of reliability test

Survey Questionnaire

The survey questionnaires are aimed to gather data to analyze what is the least and best in the organization in order to meet research objective. Survey questionnaires are divided into three parts of main variable which are Interdependency, Dialogue and Team Cohesion. The marking points are classified into four point which is (1) Poor, (2) Fair, (3) Good and (4) outstanding.

Theme	No	Questionnaire	1	2	3	4
Interdependency	1	I can develop my understanding and collaborative learning in everyday work in my team. ကျွန်ုပ်သည် နေ့စဉ်ကျွန်ုပ်၏အဖွဲ့အတွင်း လုပ်ဖော်ကိုင်ဖက်အချင်းချင်းသင်ယူခြင်းနှင့် နားလည်မှုတည် ဆောက်ခြင်းကိုလုပ်ဆောင်နိုင်ပါသည်။				
	2	The lessons learned are made available to all the team members. အဖွဲ့ဝင်အချင်းချင်းလုပ်ဆောင်ခဲ့သော်လုပ်ငန်းများအပေါ် ပြန်လည်ပြီးသင်ခန်းစာယူခြင်းများရှိပါသည်။				
	3	My job cannot be done unless others do their work. လုပ်ဖော်ကိုင်ဖက်များအလုပ်မလုပ်ပါကကျွန်ုပ်၏အလုပ်လည်းမပြီးမြောက်နိုင်ပါ။				
	4	I can share my purpose, intention and collegial interaction in handling work tasks. လုပ်ငန်းလုပ်ဆောင်ရာတွင် ကျွန်ုပ်၏ရည်ရွယ်ချက်၊ ဦးတည်ချက်အစီအစဉ်နှင့် လုပ်ဖော်ကိုင်ဖက်အချင်းချင်းအတူကွည့်နိုင်းဆောင်ရွက်မှုများကို ဝေမျှနိုင်ပါသည်။				
	5	The work performed on the job has an impact on people in the organization. ကျွန်ုပ်လုပ်ဆောင်လိုက်သောလုပ်ငန်းရလာဒ်သည် အဖွဲ့အစည်းအတွင်းရှိဝန်ထမ်းများအပေါ်တွင်အကျိုး သက်ရောက်မှုရှိပါသည်။				
	6	We learn from each other by sharing practices and giving supportive assistance. လုပ်ထုံးလုပ်နည်းများဝေမျှခြင်းနှင့် အကူအညီပေးခြင်းအားဖြင့် ကျွန်ုပ်တို့တစ်ဦးထံမှတစ်ဦးသင်ယူပါသည်				
	7	I understand and aware of the needs of my colleague in my organization. အဖွဲ့အစည်းအတွင်းရှိ လုပ်ဖော်ကိုင်ဖက်များ၏လိုအပ်ချက်များကိုသိရှိနားလည်ပါသည်။				
	8	We are always willing to help each other although we are busy with daily routine. နေ့စဉ်ကျွန်ုပ်တို့၏ဆိုင်ရာဆိုင်ရာ လုပ်ငန်းတာဝန်များမအားလပ်သော်လည်း ကျွန်ုပ်တို့အချင်းချင်းကူညီလို စိတ်ရှိပါသည်။				
	9	I work with my team even if I have difficulties and problems. အခက်အခဲပြဿနာများတွေ့ကြုံနေရသော်လည်း ကျွန်ုပ်သည် ကျွန်ုပ်၏အဖွဲ့နှင့်အတူအလုပ်လုပ်ဆောင်ပါ သည်။				
	10	I work with my colleagues in different sectors/departments even if I have difficulties and problems. အခက်အခဲပြဿနာများတွေ့ကြုံနေရသော်လည်း အခြားသောအဖွဲ့ ဌာနရှိလုပ်ဖော်ကိုင်ဖက်များနှင့်အတူ တကွအလုပ်လုပ်ဆောင်ပါသည်။				
	11	If problems and difficulties happen, everyone wants to give their help to get the problem solved together. အခက်အခဲပြဿနာများပေါ် ပေါက်လာပါက အခက်အခဲပြဿနာများကိုအတူတကွဖြေရှင်းနိုင်ရန်အတွက် လုပ်ဖော်ကိုင်ဖက်အချင်းချင်းကူညီလိုစိတ်ရှိကြပါသည်။				
	12	We always learn from our mistake after solving problems together. ပြဿနာများအတူတကွဖြေရှင်းပြီးနောက်ပိုင်း ကျွန်ုပ်တို့၏မှားယွင်းမှုများမှ သင်ခန်းစာအမြဲယူပါသည်။				
	13	My colleague give me enough opportunity to improve my own performance. ကျွန်ုပ်၏ပင်ကိုယ်စွမ်းဆောင်ရည်မြှင့်တက်လာစေရန်အတွက် ကျွန်ုပ်၏လုပ်ဖော်ကိုင်ဖက်များမှ လုံလောက် သောအခွင့်အလမ်းများဖန်တီးပေးပါသည်။				
	14	We get together and review our outcomes after we finish our operation and task. ကျွန်ုပ်တို့၏လုပ်ငန်း၊ တာဝန်များပြီးမြောက်သွားပါက ရရှိလာသောရလာဒ်များအား အချင်းချင်းအတူတကွ ပြန်လည်သုံးသပ်ကြပါသည်။				

Dialogue	15	We regularly take our time to reflect on what we do things together. ကျွန်ုပ်တို့အတူတကွမည်ကဲ့သို့လုပ်ဆောင်သည်ကို အချင်းချင်းအချိန်ယူပြီး ပြန်လည်သုံးသပ်ကြပါသည်။				
	16	After trying something new, we take time to think about how it worked. တစ်စုံတစ်ခုသောစမ်းသစ်သည့်လုပ်ဆောင်မှုများလုပ်ဆောင်ပြီးပါက မည်ကဲ့သို့လုပ်ဆောင်ခဲ့သည်ကို အချိန်ယူပြီးပြန်လည်စဉ်းစားကြပါသည်။				
	17	In meeting, discussion and dialogue different points of view are expressed openly and sincerely. အစည်းအဝေများ၊ ဆွေးနွေးပွဲများနှင့် အပြန်အလှန်ပြောဆိုခြင်းများတွင် ကျွန်ုပ်တို့၏ထင်မြင်ယူဆချက်များ အကြံဉာဏ်များကို ရိုးသားပွင့်လင်းစွာပြောဆိုတင်ပြနိုင်ပါသည်။				
	18	In meeting, discussion and dialogue the points of view of others are listened carefully. အစည်းအဝေးများ၊ ဆွေးနွေးပွဲများနှင့် တစ်ဦးအပေါ်တစ်ဦးအပြန်လှန်ညှိနိုင်းပြောဆိုမှုများတွင် တစ်ဦး၏ ထင်မြင်ယူဆချက်များကိုကျွန်ုပ်ရှိသောသူများကအသေအချာနားထောင်ပေးပါသည်။				
	19	"Two-way" communication (boss-subordinate and subordinate-boss) and critical dialogue is frequently used. အကြီးအကဲနှင့်လက်အောက်ငယ်သားအကြား အပြန်အလှန်ပြောဆိုဆက်သွယ်မှုများ၊ ထဲထဲဝင်ဝင်ပြောဆိုမှုများ မကြာခဏဆိုသလိုရှိပါသည်။				
	20	We can question each other when we think the work can be done better and improved. လုပ်ငန်းများပိုမိုပြီးမြောက်တွင်ကျယ်စေရန်အတွက် ကျွန်ုပ်တို့အချင်းချင်း မေးခွန်းထုတ်ခြင်း၊ ထင်မြင်ယူဆ ချက်များဖလှယ်ခြင်းများပြုလုပ်နိုင်ပါသည်။				
	21	In meeting and group discussions, everyone's opinion is taken into consideration. အစည်းအဝေးများ အဖွဲ့လိုက်ဆွေးနွေးမှုများတွင် အရောက်စီတိုင်း၏ထင်မြင်ယူဆချက်များကိုထည့်သွင်း စဉ်းစားပေးပါသည်။				
	22	Whenever I have a conversation with my colleagues, I find difficult to understand what they are talking about. ကျွန်ုပ်၏လုပ်ဖော်ကိုင်ဖက်များနှင့်စကားပြောဆိုတိုင်း သူတို့မည်သည့်အကြောင်းအရာများပြောဆိုနေ သည်ကိုကျွန်ုပ်နားလည်ရန်ခက်ခဲပါသည်။				
	23	In meeting and discussion, if speakers ask to raise questions, everyone doesn't hesitate to do so. အစည်းအဝေးများနှင့်ဆွေးနွေးပွဲများတွင် ဦးဆောင်သူမှမေးခွန်းမေးမြန်းရန်အခွင့်ပေးသောအခါ အယောက်စီတိုင်းမဆိုင်းမတွမေးခွန်းမေးကြပါသည်။				
	24	We always try to create shared and common sense of understanding in our organization. ကျွန်ုပ်တို့၏အဖွဲ့အစည်းအတွင်း အတူတကွနားလည်မှုတည်ဆောက်ခြင်း၊ တစ်ဦးအပေါ်တစ်ဦး သိရှိနား လည်ခြင်းများတို့ကို အမြဲတစေဖန်တီးလုပ်ဆောင်ပါသည်။				
	25	I am always ready to response to the questions that I have been asked. ကျွန်ုပ်အားမေးခွန်းမေးမြန်းလာပါက ပြန်လည်ဖြေကြားရန်အတွက်အမြဲအသင့်ရှိပါသည်။				
	26	I am always ready to ask question to my colleague for clarification. မရှင်းလင်းခြင်း၊ နားမလည်ခြင်းများရှိပါက ကျွန်ုပ်၏လုပ်ဖော်ကိုင်ဖက်များအားမေးမြန်းရန်အသင့်ရှိပါသည်။				
	27	I always try to introduce my ideas and find out the understanding of my colleague by asking questions. (eg- Do you understand what I mean?)				

		ကျွန်ုပ်၏စိတ်ကူးအကြံဥာဏ်များအားအမြဲတစေဖော်ပြပြီး လုပ်ဖော်ကိုင်ဖက်များနားလည်မှုရှိမရှိကို မေးခွန်းမေးမြန်းခြင်းအားဖြင့် ရှာဖွေဖော်ထုတ်ပါသည်။					
	28	In meeting and discussion, we exchange our reflection, thoughts and experience to one another. အစည်းအဝေးများနှင့် ဆွေးနွေးပွဲများတွင် ကျွန်ုပ်တို့၏ထင်မြင်ယူဆချက်များ၊ သုံးသပ်မှုများ၊ အတွေ့အကြုံ များကို အချင်းချင်းဖလှယ်ကြပါသည်။					
Team Cohesion	29	We expect team spirit among each other in order to do our jobs better. လုပ်ငန်းလုပ်ဆောင်ရာတွင်ပိုမိုကောင်းမွန်စွာလုပ်ဆောင်နိုင်ရန်အတွက် အဖွဲ့စိတ်ဓာတ်ထားရှိရန် ကျွန်ုပ်တို့မျှော်မှန်းပါသည်။					
	30	We trust each other in our work. လုပ်ငန်းအတွင်းတစ်ဦးအပေါ်တစ်ဦးယုံကြည်မှုရှိပါသည်။					
	31	Our each and every point of views and opinions are being accepted and respected. ကျွန်ုပ်တစ်ဦးတစ်ယောက်စီ၏ထင်မြင်ယူဆချက်များ၊ အကြံဥာဏ်များအားလက်ခံခြင်း၊ လေးစားခြင်းရှိ ပါသည်။					
	32	In my organization, we love to help and support each other. ကျွန်ုပ်၏အဖွဲ့အစည်းအတွင်း တစ်ဦးအပေါ်တစ်ဦးရိုင်းပင်းကူညီချင်းရှိပါသည်။					
	33	In my organization Teamwork is encouraged as a way of learning from others. ကျွန်ုပ်၏အဖွဲ့အစည်းအတွင်းတစ်ဦးထံမှတစ်ဦးသင်ယူမှုအနေဖြင့် အဖွဲ့လိုက်ပူးပေါင်းလုပ်ဆောင်ခြင်းကို အားပေးပါသည်။					
	34	When a problem occurs, there is a search for "Collective feedback" in team instead of blaming each other. ပြဿနာတစ်ခုံတစ်ခုပေါ် ပေါက်လာပါက တစ်ဦးတစ်ပေါ် တစ်ဦးအပြစ်တင်ပြောဆိုခြင်းထက် အဖွဲ့အတွင်း အတူတကွအကြံပြုခြင်း တုံ့ပြန်ချက်ပေးခြင်းများရှိရှာဖွေလုပ်ဆောင်ပါသည်။					
	35	In my organization individual and/or team actions are taken to continuously improve and develop. အဖွဲ့အစည်းအတွင်း တစ်ဦးတစ်ယောက် သို့မဟုတ် အဖွဲ့လိုက်လုပ်ဆောင်မှုများအား ရေရှည်ဖွံ့ဖြိုးတိုး တက်မှုအဖြစ်ထည့်သွင်းလုပ်ဆောင်ပါသည်။					
	36	When I perform, I feel like it is a team effort. ကျွန်ုပ်အလုပ်လုပ်ဆောင်သောအခါ၊ ယင်းလုပ်ဆောင်မှုသည် အဖွဲ့၏ကြီးစားအားထုတ်မှုအဖြစ်ခံယူပါ သည်။					
	37	I am comfortable working as a team rather than individual. ကျွန်ုပ်သည်တစ်ဦးတစ်ယောက်ထက် အသင်းအဖွဲ့ဖြင့်အလုပ်လုပ်ရခြင်းကိုနှစ်သက်ပျော်ရွှင်ပါသည်။					
	38	For me, team success is more important than my success. ကျွန်ုပ်အတွက် အသင်းအဖွဲ့၏အောင်မြင်ခြင်းသည် ကျွန်ုပ်၏အောင်မြင်ခြင်းထက်ပို၍အရေးပါသည်။					
	39	I feel comfortable even when I have critically feedback and reflection upon my work done. ကျွန်ုပ်၏လုပ်ငန်းလုပ်ဆောင်မှုအပေါ် အပြင်းအထန်အကြံပြုပေးခြင်း၊ သုံးသပ်ပေးခြင်းကိုနှစ်သက်သဘော ကျပါသည်။					
	40	I can give critical feedback to my team members and it is acceptable. ကျွန်ုပ်သည် အဖွဲ့ဝင်များအား အပြင်းအထန်အကြံပြုပေးနိုင်ပြီး ယင်းအကြံပြုပေးမှုကိုလူတိုင်းလက်ခံပါ သည်။					

41	We all take responsibility for any mistake, loss and poor performance by our team. ကျွန်ုပ်တို့သည်အသင်းအဖွဲ့စိတ်ဓါတ်ဖြင့် မည်သည့်မှားယွင်းချက်ချော်မှု၊ ဆုံးရှုံးမှုနှင့် စွမ်းဆောင်ရည်ကျ ဆင်းမှုများအား အတူတကွတာဝန်ယူလုပ်ဆောင်ပါသည်။					
42	I have a high degree of loyalty to follow my team members. ကျွန်ုပ်သည် သစ္စာရှိစွာဖြင့် အဖွဲ့ဝင်များနှင့် တသားတည်းရှိပါသည်။					
43	I like the way we work together as a team. အဖွဲ့ဝင်အချင်းချင်းအတူတကွလုပ်ဆောင်သည့်နည်းလမ်းများအပေါ် သဘောကျပါသည်။					
44	As a team, we are united. အဖွဲ့တစ်ဖွဲ့အဖြစ် ကျွန်ုပ်တို့စည်းလုံးညီညွတ်ကြပါသည်။					
45	There is good alignment between my department and others with whom I need to coordinate. ကျွန်ုပ်အတူတကွပူးပေါင်းဆောင်ရွက်ရမည့်ဌာနအတွင်းရှိ လုပ်ဖော်ကိုင်ဖက်များနှင့် ကောင်းမွန်သော စည်းဝါးကိုက်ညီမှု ပေါင်းစည်းမှု ရှိပါသည်။					
46	My department has enough knowledge about other related departments within the organization. အဖွဲ့အစည်းအတွင်း ကျွန်ုပ်၏ဌာနသည် အခြားသောဌာနများနှင့်ပတ်သက်သည့် အကြောင်းအခြင်းအရာ များကို သိရှိသင့်သလောက်သိရှိပါသည်။					
47	It is easy to discuss difficult issues and problems in my team. ကျွန်ုပ်၏အဖွဲ့အတွင်း ပြဿနာရပ်များ၊ အခက်အခဲများကို လွယ်ကူစွာဆွေးနွေးပြောဆိုနိုင်ပါသည်။					
48	We are not rejected for being different. (Knowledge, Ideas, Experience, etc) ကျွန်ုပ်တို့သည်မတူညီသောကွဲပြားမှုများအပေါ် ကန့်သတ်ခြင်းမခံရပါသည်။ (အတွေ့အကြုံ၊ အတွေးအမြင်၊ ဗဟုသုတစ၊ အစရှိသည်)					
49	What are three ways you did well in functioning as a team? 1. 2. 3.					
50	What problems have you had interaction as a team?					

Table 8 Survey Questionnaires

The Appreciative Inquiry approach was used for the In-depth interview, focus group discussion for both Individual and group level of organization staff.

Data Collection Technique and Procedure

Data collection were conducted by using several techniques such as survey, interview, reports, group reflection and observation. The method of interview were used in these aspects; Interview with Top-level management, Middle-Level management and First Line management of the organization. The focus group discussion were carried out with two groups of the middle-level management and first line management level. The researcher also informed the respondents what is the purpose of the study and returned questionnaire would be kept in confidentiality.

Data Collection Procedure
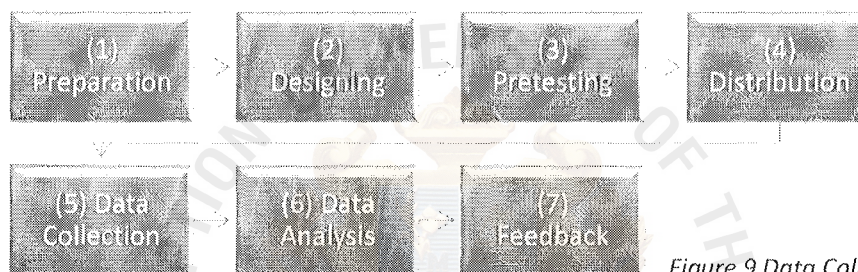
Figure 9 Data Collection Procedure

The researcher conducted data collection procedure which consisted of 7 steps, namely;

Step 1 – Preparation – prepared the instrument for this study (Questionnaire, Interview methods and survey form)

Step 2 – Designing – developed and created Interview and survey questionnaire in order to get ideas of team learning in organization.

Step 3 – Pretesting – defined and identified the result of reliability and validity by pretesting questionnaire with sample respondents.

Step 4 – Distribution – distributed survey questionnaire to the respective respondents of organization after finishing and finalizing pretesting questionnaire.

Step 5 – Data Collection – collected data after completion of questionnaire by the respective respondents.

Step 6 – Data Analysis – analyzed the data with qualitative and quantitative approaches in order to meet the hypothesis.

Step 7 – Feedback – finalized and summarized the data which already analyzed and hand-it-over to organization respective manager and the team.

Data Analysis

Both qualitative and quantitative data analysis approaches were used in this Action Research.

Qualitative Data Analysis

In qualitative data analysis, the researcher used contents analysis. The researcher used interview and focus group discussion and individual reflection as a result of qualitative data analysis. Both instruments were divided into three areas: Interdependency, Dialogue and Team Cohesion.

Quantitative Data Analysis

In quantitative data analysis, the data were derived from questionnaire and was analyzed using statistical and mathematical methods and techniques based on statistical analysis program. The data analyzing includes frequency, mean and standard deviation to measure the PRE and POST ODI results. The initial impact of ODI on Interdependency, Dialogue and Team Cohesion in organization were determined by using t-test.

The demographic profile was measured by descriptive statistic test to collect Mean and Standard Deviation. Average Mean and Standard Deviation was used to measure the Likert scale questionnaires.

The Descriptive Statistic was used for measuring and assessing response rates for levels (Poor, Fair, Good, and Outstanding) for each variable as follows:

Level	Arbitrary Level	Descriptive Ratings
4	3.26 – 4.00	Outstanding
3	2.51 – 3.25	Good
2	1.76 – 2.50	Fair
1	1.00 – 1.75	Poor

Table 9 Description of Arbitrary Level

Action Research Timeframe

The Action Research was done in four months which included the Organization Development Intervention in Organization inclusively with one month preparation stage and one month data analysis, evaluation and writing up Organization Development Intervention report. The table shows the actual Action Research Timeframe for the PRE – ODI, ODI and POST – ODI stages.

		Month	Aug				Sept				Oct				Nov				Dec				Jan			
Phase	Event	Week	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4								
Pre-ODI	Preparation and Proposal Defense				■																						
	Revise and Modification					■	■																				
	Pre-testing					■	■																				
	Validity and Reliability Testing						■	■																			
	Initiate meeting with respective Organization						■	■																			
ODI	Conduct Survey							■	■																		
	Survey Data Analysis								■	■																	
	OD Intervention Process										■	■	■	■	■											
	Data Analysis from ODI																		■	■	■	■	■	■	
Post-ODI	Post ODI Data Collection and Analysis																		■	■	■	■	■	■	
	Evaluation (the result of ODI)																						■	■	■	
	Finalizing AR paper																						■	■	■	
	Writing up AR																						■	■	■	
	Final Defense																									
	Feedback (result and outcome)																									

Table 10 Action Research Time Frame

Chapter IV: PRESENTATION AND DATA ANALYSIS

This chapter presents the research findings and analysis of survey results including a reflection point of team learning in organization. The data analysis and interpretation are in response to the research question for determination of the current situation of the organization in term of team learning and the study was to implement OD Intervention to develop team learning in the organization and develop learning action plan which to sustain team learning process in the organization.

Part I: Quantitative Data

Demographic Profile of Respondents

The demographic profile presents the gender, age, marital status, working experience and current position level of the informants in the organization. The survey was conducted only in the Faith Based Organization in Myanmar. The questionnaires were distributed to N = 35 respondents and the result was N = 33 respondents participated in this survey process.

Gender

Table 11 shows the majority of availability of respondents were female with 51.5% and male 48.5%. The total numbers were 17 female and 16 male.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	16	48.5	48.5	48.5
	Female	17	51.5	51.5	100.0
	Total	33	100.0	100.0	

Table 11 Gender of respondents

Age

Table 12 shows the age range of available respondents. 11 respondents (33.3%) were between 20-30 years old. 15 respondents (45.5%) were between 30-40 and 7 respondents (21.2%) were over 40 years of age and above.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	20-30	11	33.3	33.3	33.3

	Frequency	Percent	Valid Percent	Cumulative Percent
30-40	15	45.5	45.5	78.8
Over 40	7	21.2	21.2	100.0
Total	33	100.0	100.0	

Table 12 Age of respondents

Work Position

Table 13 shows the position level of respondents. The majority of 17 respondents which is 51.5% were First Line-Management level who were officers and assistant officers, Accountant and Cashier, 11 respondents (33.3%) were Middle Level-Management as Project Manager and Program Manager. Five respondents (15.5%) were executive level as Department Heads, Operation Manager and Director in organization.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Top Level-Management	5	15.2	15.2	15.2
	Middle Level-Management	11	33.3	33.3	48.5
	First Line-Management	17	51.5	51.5	100.0
	Total	33	100.0	100.0	

Table 13 Work position of respondents

Years of Service

Table 14 shows the number of working experience in the organization of respondents. There were 25 respondents (75.8%) who worked under 5 years and 7 respondents (21.2%) who worked between 5 to 10 years of services and only 1 respondent (3.0%) who worked over 10 years in the organization

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Under 5 years	25	75.8	75.8	75.8
	5-10 year	7	21.2	21.2	97.0
	Over 10 years	1	3.0	3.0	100.0
	Total	33	100.0	100.0	

Table 14 Year of work experience of respondents

Marital Status of available respondents

Table 15 shows the marital status of respondents. There were 20 respondents (60.6%) who were single and 13 respondents (39.4%) who were married.

		Frequency	Percent	Valid Percent	Cumulative Percent
	Single	20	60.6	60.6	60.6
Valid	Married	13	39.4	39.4	100.0
	Total	33	100.0	100.0	

Table 15 Marital status of respondents

Department of respondents

Table 16 shows the current department of respondents in the organization. The majority of respondents belong to Program and Operation department which is 19 respondents (57.6%). There were 8 respondents (24.2%) who belong to Finance Department and 2 respondents (6.1%) who belong to Human Resource Department and 4 respondents (12.1%) who worked in the Admin and Logistic Department.

		Frequency	Percent	Valid Percent	Cumulative Percent
	Program/Operation	19	57.6	57.6	57.6
	Human Resource	2	6.1	6.1	63.6
Valid	Admin Logistic	4	12.1	12.1	75.8
	Finance	8	24.2	24.2	100.0
	Total	33	100.0	100.0	

Table 16 Department of respondents

The current Situation Statistical Finding Analysis

Concerning the first research question in Chapter One, "what is the current situation of the organization in terms of team learning?" descriptive statistical analysis was used to answer the research question. The researcher used the descriptive rating scale to identify the results.

The rating scales used a 4 points scale to achieve better understanding and properly recheck the current situation in terms of team learning. The researcher distributed the survey questionnaires to

respondents in 2 stages where the first stage was PRE – ODI and the second stage was POST – ODI. The first PRE – ODI stage was to understand the current situation of organization and to design appropriate OD Intervention. The second POST – ODI stage defined the result of OD Intervention on team learning in organization and compared the differences of PRE and POST – ODI in order to determine the change.

Statistical Findings of "PRE – ODI" Phase

Perception on overall Interdependency

The perception of respondents on Interdependency as shown in the Table 17 Descriptive Statistics of the overall Interdependency. The overall score ranked at "Fair Level" of qualitative rating with average mean of (2.45%). By which the items in the category of teamwork the highest score is (2.64%) and the lowest score is (2.33%). There were two lowest point which are *"I can share my purpose, intention and collegial interaction in handling work tasks"* and *"We learn from each other by sharing practices and giving supportive assistance"*. There could be some weakness that employees did not have chance to share their purpose and collegial interaction in handling work tasks since they have to focus on their individual work to finish in time and no chance to share their purpose and interacting each other. Since they did not have chance to share and interacting each other, they also did not learn from each other and helping each other. However once they finish their job and operation, they had time to gather and review their outcomes which is one of the operational procedure that employees were planned to review their outcome and result. The highest point was (2.64%) which was "We get together and review our outcomes after we finish our operation and task". Based on the operational log-frame, employees tried to finalize the outcomes after they finished their operation in order to write operational final report. In that sense, they got together to find out the outcomes and finished their final report.

Table 17 Descriptive Statistics of overall Interdependency

	N	Mean	Std. Deviation	Result
1. I can develop my understanding and collaborative learning in everyday work in my team.	33	2.36	.489	Fair
2. The lessons learned are made available to all the team members.	33	2.36	.489	Fair

Continued

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Table 17 Descriptive Statistics of overall Interdependency (Continued)

	N	Mean	Std. Deviation	Result
3. My job cannot be done unless others do their work.	33	2.39	.496	Fair
4. I can share my purpose, intention and collegial interaction in handling work tasks.	33	2.33	.479	Fair
5. The work I performed on the job has an impact on people in the organization.	33	2.45	.506	Fair
6. We learn from each other by sharing practices and giving supportive assistance.	33	2.33	.479	Fair
7. We share our knowledge, experience and skill among the different team members.	33	2.36	.489	Fair
8. I understand and I am aware of the needs of my colleague in my organization.	33	2.48	.566	Fair
9. We are always willing to help each other although we are busy with daily routine.	33	2.48	.508	Fair
10. I work with my team even if I have difficulties and problems.	33	2.45	.506	Fair
11. I work with my colleagues in different sectors/departments even if I have difficulties and problems.	33	2.48	.508	Fair
12. If problems and difficulties happen, everyone wants to give their help to get the problem solved together	33	2.48	.508	Fair
13. We always learn from our mistake after solving problems together.	33	2.58	.502	Good
14. My colleague give me enough opportunity to improve my own performance.	33	2.48	.508	Fair
15. We get together and review our outcomes after we finish our operation and task.	33	2.64	.489	Good
16. We regularly take our time to reflect on what we do together.	33	2.52	.508	Fair
17. After trying something new, we take time to think about how it worked.	33	2.42	.502	Fair
18. We share our new methods, techniques and approaches to each other after we have new experimentation.	33	2.45	.506	Fair
Average (Interdependency) Pre ODI		**2.45**	**0.50**	**Fair**
Valid N (listwise)	33			

Perception on overall Dialogue

        The perception of respondents on Dialogue is shown in on Table 18 the average mean of overall Dialogue (2.50%) is ranked at "Fair Level". By which the items in the category of Dialogue the highest score is (2.61%) and the lowest score is (2.33%). In this perception, the highest score is "We can question each other when we think the work can be done better and improved". This implies that employees always try to get their safe-side for their individual work and they asked questions to each other to do their job better. If employees do not ask question and they do not understand how to start up the job. So they asked question to each for their job security. The lowest score is "I am always ready to response to the questions that I have been asked". This indicates that employees did not have a good dialogue, whatever you asked may not get the answer which could be they did not want to response or they did not have knowledge and experience to response the question they had been asked.

Table 18 Descriptive Statistics of overall Dialogue

	N	Mean	Std. Deviation	Result
1. In meeting, discussion and dialogue, different points of view are expressed openly and sincerely.	33	2.55	.506	Good
2. In meeting, discussion and dialogue the points of view of others are listened carefully	33	2.52	.508	Good
3. "Two-way" communication (boss-subordinate and subordinate-boss) and critical dialogue is frequently used.	33	2.45	.506	Fair
4. We can question each other when we think the work can be done better and improved.	33	2.61	.556	Good
5. In meeting and group discussions, everyone's opinion is taken into consideration.	33	2.48	.508	Fair
6. Whenever I have a conversation with my colleagues, I find difficult to understand what they are talking about.	33	2.55	.564	Good
7. In meeting and discussion, if speakers ask to raise questions, everyone doesn't hesitate to do so.	33	2.39	.496	Fair
8. We always try to create shared and common sense of understanding in our organization.	33	2.48	.508	Fair
9. I am always ready to response to the questions that I have been asked.	33	2.33	.479	Fair

Table 18 Descriptive Statistics of overall Dialogue (Continued)

	N	Mean	Std. Dev	Result
10. I am always ready to ask question to my colleague for clarification.	33	2.58	.502	Good
11. I always try to introduce my ideas and find out the understanding of my colleague by asking questions. (eg- Do you understand what I mean?)	33	2.52	.508	Good
12. In meeting and discussion, we exchange our reflection, thoughts and experience to one another.	33	2.52	.508	Good
Average **(Dialogue)** **Pre ODI**		**2.50**	**0.51**	**Fair**
Valid N (listwise)	33			

Perception on overall Team Cohesion

The perception of respondents on Team Cohesion is shown on Table 19 the average mean of Team Cohesion is (2.48%) ranked at "Fair Level". the items in the category of Team Cohesion with the highest score is (2.58%) and the lowest score is (2.33%). The highest score in this perception is *"I am comfortable working as a team rather than individual"* which means that employeess have a sense of team spirit in mind and they were willing to work as a team rather than individual. The lowest point is *"My department has enough knowledge about other related departments within the organization,* it means there were no interacting and sharing among each other and each individual department only focus on their department operation process rather than overall organization operation process.

Table 19. Descriptive Statistics of overall Team Cohesion

	N	Mean	Std. Deviation	Result
1. We expect team spirit among each other in order to do our jobs better.	33	2.42	.502	Fair
2. We trust each other in our work.	33	2.52	.566	Good
3. Each and every point of views and opinions are accepted and respected.	33	2.48	.508	Fair
4. In my organization, we love to help and support each other.	33	2.45	.666	Fair
5. In my organization Teamwork is encouraged as a way of learning from others.	33	2.52	.508	Good
6. When a problem occurs, there is a search for "Collective feedback" in team instead of blaming each other.	33	2.55	.506	Good

Table 19. Descriptive Statistics of overall Team Cohesion (Continued)

	N	Mean	Std. Deviation	Result
7. In my organization individual and/or team actions are taken to continuously improve and develop.	33	2.55	.506	Good
8. When I perform, I feel like it is a team effort.	33	2.55	.506	Good
9. I am comfortable working as a team rather than individual.	33	2.58	.502	Good
10. For me, team success is more important than my success.	33	2.45	.506	Fair
11. I feel comfortable even when I have critically feedback and reflection upon my work done.	33	2.42	.502	Fair
12. I can give critical feedback to my team members and it is acceptable.	33	2.48	.508	Fair
13. We all take responsibility for any mistake, loss and poor performance by our team.	33	2.55	.506	Good
14. I have a high degree of loyalty to follow my team members.	33	2.52	.508	Good
15. I like the way we work together as a team.	33	2.55	.506	Good
16. As a team, we are united.	33	2.55	.506	Good
17. There is good alignment between my department and others with whom I need to coordinate.	33	2.39	.496	Fair
18. My department has enough knowledge about other related departments within the organization.	33	2.33	.479	Fair
19. It is easy to discuss difficult issues and problems in my team.	33	2.45	.506	Fair
20. We are not rejected for being different. (Knowledge, Ideas, Experience, etc)	33	2.39	.496	Fair
Average (Team Cohesion) Pre ODI		**2.48**	**0.51**	**Fair**
Valid N (listwise)	33			

As the overall quantitative data analysis result, it was indicated that employees did not have strong level of interacting each other, did not have good communication and did not have sharing and learning process among each other. On the other hand, they have sense of team spirit and eager to work together as a team which is one of the key point to step forward in OD intervention.

Qualitative Data Analysis

Researcher interviewed three representative from three areas which are from Top – Level management, Middle – Level management and First Line management. Researcher also conducted

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focus group discussion with two employee from Top – Level management, two employee from Middle – Level management and three employee from First – Line Management in the organization. Based on the interview and discussion outcome, the table shows the interview outcome from interview and discussion.

Table 20 Interview outcomes

	Management	Employees
Interdependency	- The organization structure and management system limit working together. - There were no joint work process. - Management itself like to work independent. - Management work for their own benefit.	- Only focus on individual work and responsibility. - Did not have time to interact with others in organization if they did not have to. - Acknowledgement went to individual than team.
Dialogue	- Few communication with Boss and sub-ordinate. - Boss and subordinate weren't effectively connect and engaged. - Rarely ask for employees' opinion and ideas before doing the job.	- Did not have time to listen due to workload and pressure. - Dare not to question and give feedback to the Boss. - Did not want to talk too much and could not solve the problem - Employees always had to be listener. Do as the Boss say!
Team Cohesion	- Management personnel have few knowledge and experience of team management. - Management itself focus on their individual role and responsibility rather than group dynamic.	- Employees thought about individual role and responsibility. - Only finished the assigned duty and responsibility. - There were no alignment of team work in the organization as a whole.

Continued

Table 20 Interview outcomes (Continued)

	- The organization structure and management system limit working together. - Management did not provide and create dynamic team work in the organization as a whole.	

The researcher interviewed one of the representative from top management and he said that "There were existing team work in the individual department but not the organization as a whole. Since the organization is long lasting organization of faith based organization, the system and procedure were overused and we were trying to modify the system and procedure as well. In individual team, they were working together and did a good job but employees only focused on their individual work to be done successfully since they had their individual team project and management style. This was one of the weak points that we tried to coordinate with every individual team could also be work as one big team in organization. The top management leaders did not have enough time to participate in the organization daily management and could not be in touch with employees. The workload is one of the reason that we did not have time to share and learn from each other since we had to focus on our individual work. For some leadership positions, one manager could take five to seven projects which was over workload for them and their individual team. And we also had lack of project management competencies in our team. I gave them full authority and their own individual management as I have no time to oversee and manage them. Now we the top management leaders try to coordinate each individual team to come across to work together as whole team and we try to create a joint project and program for individual team to cooperate and work together as a big team.

The second interviewee was from middle level management and he pointed out some of the areas that was top down management system and operational system and organization structure. Most of the leaders from top management were priests and religious leaders. We cannot complain and argue with our leaders because they were appointed by God and they were chosen people. Most of the time we had to listen to what they said and did what we were asked to do and communication was one way communication and no interaction. We had five departments and

each department had their own management plan and style. They only worked for their best to their department and could not able to communicate with other departments unless they had work to do with. We did not pay attention to other departments and did not care about what other department were doing. We only focus on our respective team and we tried to protect our individual team. We had sharing session in first day of the week which was not effective and nobody gave attention to the sharing session because everyone rushed to their individual work, meeting and discussion. Some employees hardly express their opinion and real idea even if they wanted to decently communicate with each other since they were afraid of workload and argument. Most of the employees had in their mind was that if you did not involve in any situation, you were OK and you were long lasting in the organization. In that sense, nobody did not want to involve in any situation. In my team, I often tried to share our experience and new knowledge but we did not have much time to do it regularly. However, organization as a whole we only have coordination meeting twice a year which was not effective because only leaders talk and no application carried out in actual work.

The researcher interviewed the third employees from first line management and she mentioned that "In my team, in fact, we did not have a good communication. Sometimes, I did not know what my supervisor was doing and my supervisor as well did not know what I was doing. However we understood each other and we know that we were doing something good. In my team, we tried to understand each other but organization as a whole we had some misunderstanding and not a good communication. However we tried to coordinate each other as much as we could. My manager/supervisor did not tell me anything concerning with my work as she did not know my nature of work. Most of the time, she left me alone and did not intervene with my work and responsibility. We told each other sometime based on the work requirement. When it comes to conversation, I find that mostly, the conversation was like monologue as she told me what to do and I did not have chance to argue what she was talking because she was my manager and supervisor. If I tried to please her, everything was smooth and going well. I dare not to give feedback and response to her suggestion and comment. Sometime if I did not understand what she was talking, I asked questions for clarification and I found out sometime which was useful and sometime was not. In the organization, we had sharing program every week especially after Monday worship service program. I was sure that minority might pay attention to the sharing as we all were rush for your daily routine and Monday was the first working day of the week. More

or less, our organization sharing program is like you reported what you had done during the whole week. Nobody give comment and suggestion but only Director, because of time limitation.

In my team, we did not really have sharing as experience, knowledge and skill sharing because everyone keep on focusing on their own duties and responsibility. We were OK as long as we did our assigned job good and finished on time.

My manager was very busy with meeting, workshop and other matters. Sometime we had meeting and discussion which was not such effective because not many people paid attention on that. We had to work on our own knowledge and experience. However we had to give report to our manager every month and I did not think she was going to read all of my report.

Summary of employees' perspective on Interdependency, Dialogue and Team Cohesion in current situation of organization

Employees like to work with Christian faith based organization because religious taught people to be kind, helpful and resourceful person to the needy as the organization values and employees' values were match in helping the needy. Employees did not have good coordination with sub-ordinate as they had their own work-plan and did not want to interrupt other's work and responsibility. Employees had their own management style and only focused on their individual tasks and did not want to work with others, share and learn from others. Due to Time limitation and work-load, they did not share and learn from each other. Organization leaders were like project driven and project oriented and employees had to finish the project within time frame. Employees could not speed up their performance and capability as they did not learn and share knowledge and skills. Employees only worked for their own project benefits and did not pay attention to other in team as the organization as a whole. Employees, especially sub-ordinate were requested to wait decision from the top management due to the structure and system. It happens to delay work and performance.

The organization is Christian faith based organization and people in the organization are very friendly and the working environment is likely to be a family. Family type working environment was not effective because people in the organization were easy going and did not pay much attention and respect others as they were busy with the daily routine. Time limitation of sharing and learning process and also limited technical support, employees did not have good

communication and interrelation with each other. They tried to focus on their individual work and responsibility and do not want to interval other's work. The organization have meetings and discussions but due to time limitation and work-loading, many of employees could not pay attention and focus on the meetings and discussions. The boss and sub-ordinates conversation were monologue and could not give good feedback and sub-ordinates cannot argue to their boss. The boss could not give effective feedback to sub-ordinates. If employees were doing well with their work and responsibility, the boss might not say anything to their work and duty.

Based on the interviews and observations, the researcher found out that Employees were willing to develop sharing and learning process in organization as they understand and see the values of team work and learning in the organization can contribute organization effectiveness. Employees have motivation and eagerness of learning from each other not only just one team but the whole team in the organization as a whole. Due to the time limitation and work-loading, employees only have to focus on their work and responsibility in order to finish their work in time.

OD Intervention Program

In this section, the researcher presents the appropriate OD Intervention based on Pre-ODI survey results. A one day workshop were arranged on the topic of "Enhancing team learning in faith based organization" for the respective respondents in the organization. The purpose of this OD Intervention was to provide awareness of Organization Development, Team building, Effective communication, mentoring process and then proposed team learning action plan for the organization. The OD Intervention was divided into 5 activities and the table shows the OD Intervention Framework in organization.

Activity 1
- OD Awareness
- Action Research orientation of Key topic "Team Learning in Organization"
- Theory of change
- Three Dimension of Change (Development Change, Transitional Change, Transformational Change)
- Kotter's steps of change
 # Activity 2 & 3 (External Resource Person)
- Participatory learning for Team building
- Communication Activity
- Group work and Discussion

- Presentation
 # Activity 4 - Appreciative Inquiry (Creating Action Plan on Team Learning in Organization) - With 5D approach - Definition - Discovery (Zooming!) - Dream (Draw a Picture!!) - Design (Creating Action Plan) - Destiny (Future Organization)
 # Activity 5 - Mentoring and Coaching - Rap up and Consolidate Data, information - Celebration

Table 21 OD Intervention Framework in faith based organization

The intervention were conducted during weekdays especially on the whole day of special organization day program and half day of organization office working days. There were 35 participants who were invited to participate in the OD Intervention process, however only 21 participated in the ODI process. The table below showed information of Attendees.

The level of respondents	Gender		Respondents
	Male	Female	
Top-level Management	1	2	3
Middle-level Management	4	3	7
First Line Management	4	7	11
Total	9	12	21

Table 22 OD General Information of attendees

Activity 1 – Awareness of Organization Development to enhance team learning in faith based organization.

Date: September 9, 2016

Venue: Organization Office

Objective: to develop employees' awareness of Organization Development and Changes and to perceive the scope of team learning in organization.

Description: "Ice Breaking Activity", There were many plastic animals and insect, many kind of plastic trees and toys on the table and each respondents had to pick up one each and describe what they got on the table and how it was related to their life. For example, if a person picked up a tiger, he/she had to explain what did she pick up and why did she pick up and he/she also had to explain how this tiger was related to his/her life. Respondents picketed up what they wanted to get on the table and explained to the group. Then activity one was divided into two sessions which were presentation session that of knowledge sharing and awareness raising and the second session was discussion and presentation session. For the first session, the researcher shared the knowledge of Organization development to let respondents obtain knowledge of OD. After sharing of OD knowledge, the researcher presented Theory of change and let respondents to discuss how they understand the change and aware of any changes in Country into five groups. The respondents shared their experience and knowledge of changes that they aware of in their Country. After that researcher contributed the knowledge of Three Dimension of Change and Kotter's steps of change. The respondents had chance to discuss in pair about how their life had been changed and developed after finishing their school and let respondents to notice changes in their life and who was supporting their changes and shared their presentation to plenary. Respondents evaluated their lives changes and shared their experiences to the group.

In the evening session, the researcher provided three dimension of team learning which were Interdependency, Dialogue and Team Cohesion in organization that was proposed in the Action Research. The respondents had the chance to know and be aware of three dimension of team learning which was not new to them but they rarely used to practice these sometime in the organization. In each session, there were energizing games and action songs conducted by

researcher and co-facilitators. The evening session was closed by a debriefing of the whole day by one of the participants then the closing prayer followed by participants.

Result: Respondents got to know and be aware of Organization Development, Theory of Change and Three Dimensions of Change and as well Kotter's steps of "Change" and they got to know what were the Changes in their lives and how they could step forward for the change they had been made. They had chance to share their experience and knowledge based on their life experience of Change. During the group and pair discussion, respondents had good communication and dialogue between each other. The morning session was almost presentation and they were bored, however by the evening session, participants were actively participate in the discussion and sharing session.

Activity 2 – Team Building Training

Date: September 22, 2016

Venue: Organization Office

Objective: Employees aware of team building to strengthen team work and team unity in organization

Description: The team building workshop was conducted by an external resource person from another organization. The training aimed to develop and strengthen team work and unity in organization. There were two sessions in this training, the first session was a learning and sharing session on the topic of team building and the second session was group assignment which to generalized the understanding of team building. The external resource person came up with the knowledge sharing of team building and characteristic of effective team building in the organization. In the evening session, respondents were divided into four groups which were Operation Team, Admin and Logistic Team, Finance Team and HR Team to implement the small project to reinforce team work in each team and the whole team as one organization. Each team had to respond to the external situation and internal situation to run the organization. Each team had to pick up the situation written in the envelope and to manage their situation. Based on the situation, teams were actively interacted each other, coordinated and cooperated each other. After their project, each team had to share their learning experience based to the project they were implementing. The researcher closed the session by recap of the day that each participant had to express what they had learnt from the training and closing prayer followed by participants.

Result: The employees had the knowledge and understanding of team building and team effectiveness in the organization. They also aware of the characteristic of effective team in the organization and they had chance to practice it in small project which is the class exercise. The employees were actively participated and interacted with each other. The knowledge and experience that they learnt from this session could be a resourceful to implement team learning in organization. Some employees got new ideas of what they wanted to propose not only in their team, but other team related to each other as a big team. This session was one of the good learning for the employees and management level could also had new knowledge and idea to strengthen team cohesion in the organization.

Activity 3 – Communication Training

Date: September 23, 2016

Venue: Organization Office

Objective: To develop good communication in organization and to strengthen good and effective dialogue in organization.

Description: the researcher with the cooperation of external resource conducted a communication training for employees to develop good communication in organization in terms of developing good dialogue and discussion in organization. The session was divided into two sessions which were learning session in part one and communication exercise session in part two. The first session described the meaning of good communication and effectiveness of communication through power point presentation and then the video clips followed which was bad and good communication at workplace. Participants were asked what they had learnt from the video clip and they had shared their points of view based on their experience and video clip. The second part was group exercise which each group had to answer the questions provided by the facilitator. Each group had to discuss and provide the suitable answer to each question then one of the group representative had to come up and explain their answer. The facilitator summarized the answers of the group and asked participants what were the challenges based on the exercise. The researcher ended up the session by summarizing of the day that each participant had to express what they had learnt from the training and closing prayer followed by participants.

Result: The employees got to know effectiveness of communication and able to apply it in their future working environment. They had chance to evaluate their current situation of communication in organization and employees put their comment and suggestion on their current communication process which needed to develop and for management also to be aware of how communication was connected to the operation process in organization. Management considered to develop good internal communication channel and provided everyone to open floor that everyone could contribute their new ideas to develop better communication in organization. The employees tried to contribute their suggestions and ideas for better communication in organization.

 # Activity 4 – Action Plan "Enhancing team learning in faith based organization"

Date: October 20-21, 2016

Venue: Organization Office

Objective: to develop Team Learning Action Plan with employees to sustain team learning in organization.

Description: This session was mainly based on Appreciative Inquiry approach (AI) which covered by 4Ds (Discover, Dream, Design and Destiny). The researcher with the help of co-facilitators conducted the AI process which was new to the employees. For the first session, researcher provided background history of Appreciative Inquiry and how AI influenced to the current Organization Development process. Participants were divided into three groups and requested to discover the areas of team learning based on three dimensions which were "Interdependency, Dialogue and Team Cohesion" in their groups and then they had to write down what they could think on post it paper. There were requested to use three color pen to describe three dimension and post it on the paper. They had good discussion and put the key word on the flip chart. After putting the key word on the flip chart paper in the plenary, they were asked to find out some similarity and put it into one word. Researcher pointed out the key word and participant were aware of all the key word based on the three dimension of team learning in the discover stage.

For the dream session, based on the opportunities that also provide a chance for employees to dream of their future that they want to pursue for their learning in organization. Participants were divided into three groups and discussed about their dream based on organization team learning.

They were requested to create any ideas that represent their dreams in plenary. Two groups drew pictures of their dream and one group composed a poem of their dream.

For the design session, participants were requested to work on their proposed Action Plan for future team learning in organization by three group and then the final action plan was combined after all. The whole group of participants had to analyze and develop team learning action plan of the organization based on the collective dream. The participants developed a solid action plan of what they would like to do in their organization based on the top of team learning.

For the destiny session, participants had to create their own destiny that they wished to sustain team learning in organization and they assigned the responsible person who are in charge of this action plan for future development.

Result: A small group of learning champions divided by the leverage of expertise had to analyze and develop team learning action plan of the organization based on the collective action plan. The Organization supported the implementation to assist team learning and that had the potential to be applied in the organization. Once they developed and created learning action plan, the organization recognized the importance of communicating messages which concerns with learning at every level and a comprehensive communication strategy was added-on the learning strategy to share the information about what the organization is learning. The organization created a learning culture what success looks alike in organization and the level of this stage is transformational site as a successful change with a strong monitoring and evaluation process that impact learning organization. A conclusion of this session observed that there were a lot of employees who were eager to learn, collaborate, and share knowledge and experience among each other

Activity 5 – Mentoring and Coaching, Celebration of Achievement.

Date: October 25, 2016

Venue: Organization Office

Objective: to strengthen the sustainability of team learning in the organization by mentoring and coaching each other and celebrate the achievement of OD Intervention in the organization.

Description: The first session was a learning session of mentoring and coaching. First of all, the respondents had to play the game called "Find the Leader in the group". After the game, the Power

point presentation came along with the "Description of mentoring and coaching and what was effectiveness of mentoring and coaching in organization". Respondents were asked to develop their personal development plan and the group were divided into pairs. Each individual employees had to develop their personal development plan and gave advice and feedback to each of the individual plan by pair work. Then they could develop and modify their personal development plan again based on the feedback and suggestion they had got. After that respondents had to share their experience of discussion in pair in the group. Researcher found out whether they had their learning plan and if they did not have it, respondents were requested to put some of their team learning action plan in their personal development plan as well. Then researcher consolidated all the data into their team learning action plan. After data consolidation, respondents were asked to find out a new pair or current pair to apply mentoring and coaching for long process. Respondents had to pair up again and draw their meeting plan for mentoring and coaching process to strengthen their personal development and their collective team learning action plan in organization. Based on the collective feedback and suggestion, monitoring and evaluation team in organization would take in charge of the overall team learning action plan in organization. The second part was celebration session of successful achievement of OD Intervention in Organization and successful Team Leaning Plan was developed successfully. Organization director gave an honoring speech and award giving ceremony to those who were actively participate in the OD Intervention process. Researcher gave words of thanks and appreciation to those who participate in the process and encourage everyone to create our destiny what we wanted to be in future. The closing session was finished by the closing prayers.

Result: Respondents were able to develop their personal development plan based on their learning and they also developed their personal learning plan. Collective team learning action plan was developed successfully and employees were eager to sustain their learning action plan for future organization development. Management was aware of some changes in organization and requested to implement another ODI process in organization again and managed to allocate the organization budget for learning and another ODI process. Employees had good relationship and good communication flow were established. Organization monitoring and evaluation team will develop team learning action plan annually based on suggestion and feedback from employees.

See the Appendix for further information and reference.

Feedback of OD Intervention

After weeks of OD Intervention finished, the researcher got some responses from employees of top-level management, middle-level management and first-line management level. There were two sides of positive and negative effects after OD Intervention. There were interacting and interdependence each other in organization and employees were a lot change to share their knowledge and experience and they were helping each other to find out solution together and giving time for others much more than before. The working environment was lively and productive and management also accepted feedback from employees and it was easy to discuss problems and issues in the group more than before. Mentoring and coaching process had been activated and employees in pair took their time together and discuss their individual learning plan and find out learning opportunity for each other. Employees actively participated in the meeting and discussions and management also gave time to their sub-ordinate's response. The organization director had plan to meet with his employees in a specific time and discussed organizational and personal issues as well. At the same time, there were some employees and management who did not want to see changes in organization and did not want to change themselves since there were working with the organization for a long period and some employees were afraid of losing their power and authority which they could not influence in the management and operational process. Some employees were afraid of losing their position and job.

For interdependency in organization, the employees of the organization were helping each other and found solution together if they had problems and difficulties. Operation team did not complain finance team for their delay, poor performance and mismanagement, they found out how to solve the problem together and interacting each other. Good coordination and collaboration had been carried out in the organization and employees were aware of the need of others and think of how to fulfill the need of other team as they realized that their efforts were required in order for the group to succeed.

For the team cohesion in organization, employees liked to share their knowledge, ideas and suggestion among their team and they had positive feedback and suggestion from others much more than the previous time. Employees had close relationship and they could share their problems and difficulties to other even their personal issues could be share among each other as they had developed respect, trust and mutual support among each other. Employees gave the opportunity

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for each other to talk in the meeting and discussion and everyone did not hesitate to talk. They solve the problems and difficulties together in the organization. One department could be resource for another department and helping each other. This could be a good initiative to implement team learning in organization.

Team learning action plan helped to initiate genuine team learning in organization and employees were eager and attached to participate in the team learning activity. Management also supported necessary inputs which to contribute team learning in organization such as financial support and human resource support.

Statistical Findings of POST – ODI

Quantitative Data

After the OD Interventions, the researcher used quantitative data analysis to analysis the questionnaires and launched the questionnaire to the same respondents of 33 respondents in order to compare Pre and Post OD Intervention.

Perception on overall Interdependency

The perception of Interdependency after OD Intervention, the statistical results showed that there were slightly improvement in Interdependency. The average mean of PRE – ODI 2.45 improved to 2.73 in POST – ODI. The overall result showed that the respondents answered "Good" in most of the questions as we compared it to PRE – ODI the respondents answered "Fair" in most of the questions. Based on the statistical result, OD Intervention affected to their Interdependency in organization. The table shows the statistical results of POST – ODI.

Table 23 Descriptive Statistics on overall Interdependency

No	Questionnaire	N	Range	Mean	Std. Deviation	Result
1	I can develop my understanding and collaborative learning in everyday work in my team.	33	2	2.73	.517	Good
2	The lessons learned are made available to all the team members.	33	2	2.70	.529	Good
3	My job cannot be done unless others do their work.	33	2	2.45	.564	Fair

Continued

Table 23 Descriptive Statistics on overall Interdependency (Continued)

No	Questionnaire	N	Range	Mean	Std. Deviation	Result
4	I can share my purpose, intention and collegial interaction in handling work tasks.	33	3	2.82	.528	Good
5	The work I performed on the job has an impact on people in the organization.	33	3	2.88	.600	Good
6	We learn from each other by sharing practices and giving supportive assistance.	33	2	3.00	.559	Good
7	We share our knowledge, experience and skill among the different team members.	33	2	2.61	.609	Good
8	I understand and aware of the needs of my colleague in my organization.	33	2	2.61	.609	Good
9	We are always willing to help each other although we are busy with daily routine.	33	2	2.91	.522	Good
10	I work with my team even if I have difficulties and problems.	33	2	3.06	.496	Good
11	I work with my colleagues in different sectors/departments even if I have difficulties and problems.	33	2	2.55	.506	Good
12	If problems and difficulties happen, everyone wants to give their help to get the problem solved together	33	1	2.76	.435	Good
13	We always learn from our mistake after solving problems together.	33	2	2.85	.566	Good
14	My colleague give me enough opportunity to improve my own performance.	33	2	2.82	.528	Good
15	We get together and review our outcomes after we finish our operation and task.	33	3	2.70	.637	Good
16	We regularly take our time to reflect on what we do things together.	33	2	2.61	.496	Good
17	After trying something new, we take time to think about how it worked.	33	2	2.58	.502	Good
18	We share our new methods, techniques and approaches to each other after we have new experimentation.	33	3	2.55	.711	Good
	Average Interdependency Post ODI			**2.73**	**0.55**	**Good**
	Valid N (listwise)	33				

For question number three which was "my job cannot be done unless others do their job" still remain "Fair" since each individual team performance cannot effect other team performance and they tried to solve the problem and difficulties together. If one's job cannot be done, they tried to find out solution and help each other.

Perception on overall Dialogue

The perception of Dialogue after OD Intervention, the statistical results showed that there were slightly improved in the rate of scale in Dialogue. The average mean of PRE – ODI 2.50 was change to 2.75 in POST – ODI. The overall result showed that the respondents answered "Good" in most of the questions as we compared it to PRE – ODI the respondents answered "Fair" in most of the questions. Based on the statistical result, OD Intervention affect to their Dialogue in organization. The table below showed statistical result of POST – ODI.

Table 24 Descriptive Statistics on overall Dialogue

No		N	Range	Mean	Std. Deviation	Result
1	In meeting, discussion and dialogue, different points of view are expressed openly and sincerely.	33	2	2.97	.529	Good
2	In meeting, discussion and dialogue the points of view of others are listened carefully	33	3	2.79	.600	Good
3	"Two-way" communication (boss-subordinate and subordinate-boss) and critical dialogue is frequently used.	33	3	2.85	.712	Good
4	We can question each other when we think the work can be done better and improved.	33	2	2.70	.585	Good
5	In meeting and group discussions, everyone's opinion is taken into consideration.	33	2	2.73	.574	Good
6	Whenever I have a conversation with my colleagues, I find difficult to understand what they are talking about.	33	2	2.64	.549	Good
7	In meeting and discussion, if speakers ask to raise questions, everyone doesn't hesitate to do so.	33	2	2.55	.506	Good
8	We always try to create shared and common sense of understanding in our organization.	33	3	2.70	.684	Good
9	I am always ready to response to the questions that I have been asked.	33	3	2.82	.683	Good
10	I am always ready to ask question to my colleague for clarification.	33	1	2.73	.452	Good

Table 24 Descriptive Statistics on overall Dialogue (Continued)

No		N	Range	Mean	Std. Deviation	Result
11	I always try to introduce my ideas and find out the understanding of my colleague by asking questions. (eg- Do you understand what I mean?)	33	2	2.73	.517	Good
12	In meeting and discussion, we exchange our reflection, thoughts and experience to one another.	33	2	2.79	.485	Good
	Average Dialogue Post ODI			**2.75**	**0.57**	**Good**
	Valid N (listwise)	33				

Perception on overall Team Cohesion

The perception of Dialogue after OD Intervention, the statistical results showed that there were slightly improved in the rate of scale in Dialogue. The average mean of PRE – ODI 2.48 was change to 2.93 in POST – ODI. The overall result showed that the respondents answered "Good" in most of the questions as we compared it to PRE – ODI the respondents answered "Fair" in most of the questions. Based on the statistical result, OD Intervention affect to their Dialogue in organization. The table below showed statistical result of POST – ODI.

Table 25 Descriptive Statistics on overall Team Cohesion

No		N	Range	Mean	Std. Deviation	Result
1	We expect team spirit among each other in order to do our jobs better.	33	2	3.09	.459	Good
2	We trust each other in our work.	33	2	3.15	.508	Good
3	Our each and every point of views and opinions are being accepted and respected.	33	2	2.85	.566	Good
4	In my organization, we love to help and support each other.	33	2	3.00	.433	Good
5	In my organization Teamwork is encouraged as a way of learning from others.	33	2	3.18	.528	Good
6	When a problem occurs, there is a search for "Collective feedback" in team instead of blaming each other.	33	2	2.67	.540	Good

Table 25 Descriptive Statistics on overall Team Cohesion (Continued)

No		N	Range	Mean	Std. Deviation	Result
7	In my organization individual and/or team actions are taken to continuously improve and develop.	33	2	2.91	.522	Good
8	When I perform, I feel like it is a team effort.	33	2	3.12	.545	Good
9	I am comfortable working as a team rather than individual.	33	2	3.15	.619	Good
10	For me, team success is more important than my success.	33	3	3.24	.663	Good
11	I feel comfortable even when I have critically feedback and reflection upon my work done.	33	2	2.79	.600	Good
12	I can give critical feedback to my team members and it is acceptable.	33	2	2.36	.653	Fair
13	We all take responsibility for any mistake, loss and poor performance by our team.	33	3	2.73	.626	Good
14	I have a high degree of loyalty to follow my team members.	33	3	2.97	.585	Good
15	I like the way we work together as a team.	33	2	3.12	.485	Good
16	As a team, we are united.	33	2	3.15	.566	Good
17	There is good alignment between my department and others with whom I need to coordinate.	33	2	2.94	.496	Good
18	My department has enough knowledge about other related departments within the organization.	33	2	2.76	.502	Good
19	It is easy to discuss difficult issues and problems in my team.	33	3	2.73	.674	Good
20	We are not rejected for being different. (Knowledge, Ideas, Experience, etc)	33	3	2.61	.609	Good
	Average Team Cohesion Post ODI			**2.93**	**0.56**	**Good**
	Valid N (listwise)	33				

For question number 12 "I can give critical feedback to my team members and it is acceptable" was still remain "Fair" Since the organization was religious and faith based organization, sometimes critical feedback was rarely accepted and employees had to give positive feedback rather than critically and judgmentally giving feedback to others.

The following statistical findings summary explained the comparison between PRE – ODI and POST – ODI after implementation of OD Intervention in organization. The table below showed PRE and POST ODI result of three areas which were Interdependency, Dialogue and Team Cohesion. There were significantly changed after OD Intervention in organization.

Table 26 Descriptive Statistics of PRE and POST ODI

Filter		N	Mean	Std. Deviation	Result
PRE ODI	Interdependency	33	2.45	0.50	Fair
	Dialogue	33	2.50	0.51	Fair
	Team Cohesion	33	2.48	0.51	Fair
POST ODI	Interdependency	33	2.73	0.55	Good
	Dialogue	33	2.75	0.57	Good
	Team Cohesion	33	2.93	0.56	Good

There were 0.28 changed on "Interdependency", 0.25 on "Dialogue" and 0.45 on "Team Cohesion". Based on the descriptive statistic of data analysis, Employees were mostly on the level of 2.51 and above which was "Good" after OD Intervention in organization. As we think of the result of POST – ODI, respondent's satisfaction level was increased.

Hypothesis Testing

H1o: There is no significant difference between the pre and post ODI on team learning in organization.

H1a: There is significant difference between the pre and post ODI on team learning in organization.

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If the P-value result is ≤ 0.05 means there is significant between PRE and POST so Hlo will be rejected.

If the P-value is ≥ 0.05 means there is no significant between PRE and POST so Hlo will be accepted.

In order to test hypothesis, researcher tried to compile the data and set up into SPSS by using Paired Sample t-test for all sub-variables. The table below showed the Paired Sample t-test on Interdependency.

Table 27 Paired Samples Statistics on Interdependency

Interdependency	Mean	N	Std. Deviation	Std. Error Mean	t	P-Value
Pre_ODI	2.4467	18	.08395	.01979	-6.397	0.001
Post_ODI	2.7328	18	.16782	.03955		

The average mean of Pre ODI was 2.4467 and the standard deviation was 0.08395. The average mean of Post ODI was 2.7328 and the standard deviation was 0.16782. P-value was 0.001 which was smaller than 0.05 so the null sub-hypothesis Hlo is rejected. The data interpretation showed that there was significant between Pre and Post ODI.

Table 28 Paired Samples Statistics on Dialogue

Dialogue	Mean	N	Std. Deviation	Std. Error Mean	t	P-Value
Pre_ODI	2.4983	12	.07918	.02286	-6.786	0.001
Post_ODI	2.7500	12	.10652	.03075		

According to the Paired Sample t-test description, the average mean of Pre ODI was 2.4983 and the standard deviation was 0.07918. The average mean of Post ODI was 2.7500 and standard deviation was 0.1052. P-value was 0.001 which was smaller than 0.05 so the null sub-hypothesis Hlo is rejected. The data interpretation showed that there was significant between Pre and Post ODI.

Table 29 Paired Samples Statistics on Team Cohesion

Team Cohesion	Mean	N	Std. Deviation	Std. Error Mean	t	P-Value
Pre_ODI	2.4850	20	.06970	.01559	-8.893	0.001
Post_ODI	2.9260	20	.23374	.05227		

Table 29 shows that the average mean of Pre-ODI was 2.4850 and the standard deviation was 0.06970 while the average mean of Post-ODI was 2.9260 and standard deviation was 0.23374 after implementation of OD Intervention. P-value was 0.001 which was smaller than 0.05 so the null sub-hypothesis Hlo is rejected. The data interpretation showed that there was significant between Pre and Post ODI.

Proposed Team Learning Action Plan base on the ODI

The team learning was developed by management teams and sub-ordinates in the organization to initiate actual team learning in organization and then proposed to the road map of learning organization for future organization development. This action plan aimed to sustain the team learning in organization and based on the team learning action plan, organization would propose another learning process to initiate Learning organization.

Expected Output	Act. no.	Activity description	Expected result	Team (s)	Location	Quarter				Budget	Responsible person	Resource persons needed
						1	2	3	4			
Share skills, knowledge and experience	1.1	**Formal Sharing** - Sharing Session in Every week. - After worship service program, Individual and group sharing program (45 Mins) - Sharing session in monthly meeting and/or KMSS Day	Employees may have learning experience in team. Everyone share their experience, knowledge and skill.	All	YGN	®	®	®	®		HR manager	
	1.2	**Informal Sharing** - Sharing in Lunch and Tea Break time - Sharing session once a week after working hour.	Employees may have good relationship in team. Employee can learn from each other and create learning	Admin Team	YGN	®	®	®	®		All	

			opportunity for each other.									
Engage employee to present, promote and negotiate their views	1.3	"Open floor" to everyone to contribute their point of views, suggestion and comments in the meeting (Put one session in every meeting - "Speak Out")	Everyone can present, promote and speak out for their point of views.	All	YGN	®	®	®	®			Admin Manager	
	1.4	Create employee comment box and open the box in every KMSS Day to see employee feeling and views.	Every suggestions, comments and feelings well be considered and count on for any situation. Employees have freedom to experss their feeling.	HR Team	YGN	®	®	®	®			CB Manager
Develop open, effective communications	1.5	Review JD (Job Description), Role and responsibility of employees	The Communication channel is clear	HR Team	YGN	®	®	®				HR Manager

Continued

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within the organization	1.6	Review organization structure and line of communication	The Communication channel is clear	HR & Program	YGN	®	®	®			HR Manager	
	1.7	#Conduct effective communication training #Intrapersonal and Interpersonal awareness	Employee may work in concert, coordinating their efforts and communicating openly and closely.	HR	YGN		®	®		Budget Need	CB Manager	Resource persons needed
Create co-operative working practices	1.8	Create Cross-cutting project (Health and Education, Social Protection and DRR) # Project 1 # Project 2 # Project 3	Good coordination and cooperation will be effectively carried out in the organization. Employee will work with cross-department and learn and share their knowledge and experience	Program	YGN	®	®	®	®		Pro Coordinator All Pro Managers	
Build trust and create a supportive environment	1.9	Create good working environment in organization #Coffee Cycle #Chit Chat Session #Conduct team working activity twice a month	Organization will have good working environment and working relationship. Capacity building and awareness of	HR & Admin	YGN	®	®	®	®	Budget Need	Admin Manager CB Manager	Resource persons needed

		Trust Building Awareness #Hire External resource person to conduct workshop	trust building protocol.									
Celebrate Team Achievement	2	Mid Term Evaluation and Annual Retreat # Retreat @ ChauhgTha Beach (X'mas Celebration) # MidTerm @ Pyin Oo Lwin (April KMSS Day)	Employee may have strong motivation to work harder and learn more from each other. Employee may have strong confidence to explore beyond their perceived limitations.	All	CT POL		®		®	Budget Need	M&E Manager	
Training and relative event in regards of Team Learning	2.1	Training #Teambuilding #Communication #Mentoring and Coaching Seminar #Leadership #Management #Entrepreneurship	Employee may have strong commitment and awareness of team building and team work in the organization. Mentoring and Coaching session will be carried out for future.	HR & Progr am	MDY YGN	®	®	®	®	Budget Need	HR & CB Manager	Resource persons needed

Mentoring and Coaching Session	2.2	Pair up Mentor and Mentee - Set up meeting plan - Set up thing to develop (Team Learning)	Mentor and mentee will be paired in organization. Mentor and mentee will have their own meeting plan. The outcome and result of Mentoring process will be good input for team learning in organization.	HR	YGN	®	®	®	®		Pro Coordinator	
Regular Team Review and Evaluation	2.3	#Every end of the month #Quarterly meeting #Annual Meeting	Everyone will have chance to review and evaluate their team learning effort.	All	YGN	®	®	®	®	Budget Need	Pro Coordinator	

Table 30 Team learning action plan

Team learning action plan helped to initiate genuine team learning in organization and employees were eager and attached to participate in the team learning activity. Management also supported necessary inputs which to contribute team learning in organization such as financial support and human resource support. Monitoring and Evaluation (M&E) team will manage the team learning action plan based on the situation and any comment and suggestion from monthly meetings and discussions.

Summary

In Summary, data description based on Paired Samples Statistic, the null hypothesis Hlo was rejected which mean that there was significant between Pre – ODI and Post – ODI. In the OD Intervention process, there were Team building and Communication training was conducted and a complete team learning action plan was developed successfully. Employees also developed their personal development plan and mentoring and coaching session was set up for their future development. Coordination meeting and discussion was carried out occasionally based on the situation. Some of the activities need to be carried out and continued based on their team learning action plan, mentoring and coaching activity also need to continue to maintain team learning process in the organization.

Chapter V: SUMMARY, CONCLUSION AND RECOMMENDATION

This chapter includes and presents the summary of findings, conclusion and recommendation for further research. The summery of findings covered qualitative and quantitative findings, statistical result of demographic profile and the perception of PRE – ODI and POST – ODI on Interdependency, Dialogue and Team Cohesion. The conclusion covers the overall research process, methodology and design and recommendation includes additional discussion and proposal to improve and develop further team learning process in organization.

Summary of Qualitative and Quantitative Findings

This summary is typically based on the result of statistical findings from Chapter Four and researcher captured the key findings of PRE and POST ODI in organization and analysis comparison between pre and post and translated the result of variables which are Interdependency, Dialogue and Team Cohesion since the objective of this research is to enhance team leaning in faith based organization and provide the basic recommendation to implement team learning in organization and the study of team learning in organization.

The table below shows summary of quantitative result of respondents on Interdependency, Dialogue and Team Cohesion in organization.

Table 31 Summary of Quantitative Result

	Mean of Pre-ODI	Mean of Post-ODI	Difference of mean	Hypothesis Testing	T	P-Value
Interdependency	2.450	2.730	0.280	Rejected null Hypothesis	-6.397	0.001
Dialogue	2.500	2.750	0.250	Rejected null Hypothesis	-6.786	0.001
Team Cohesion	2.480	2.930	0.450	Rejected null Hypothesis	-8.893	0.001

Table 31 shows that there were some improvement of team learning in organization after ODI implementation and the average mean were increased to a certain points which are (0.28 for

Interdependency, 0.25 for Dialogue and 0.45 for Team Cohesion). The improvement of Interdependency, Dialogue and Team Cohesion in the organization and employees changed their perception of team work and team learning in organization.

For the hypothesis testing, based on the SPSS result, researcher got the following data interpretation. P-value was 0.001 which was smaller than 0.05 so the null sub-hypothesis Hlo was rejected. The data interpretation showed that there was significant between Pre and Post ODI.

Summary of Demographic Profiles

The population of employees in the organization was thirty five and only thirty three respondents participated in survey process, the two employees were out of the organization for field trip. The majority of 17 respondents which is 51.5% were First Line-Management level were defined as officer and assistant officer, Accountant and Cashier. And 11 respondents which is 33.3% were Middle Level-Management were defined as Project Manager and Program Manager. 5 respondents which is 15.5 were defined as executive level which is Department Heads, Operation Manager and Director in organization.

The majority of availability of respondents were female with 51.5% and male 48.5%. The total numbers were 17 female and 16 male. The age range of available respondents were 11 respondents (33.3%) were between 20-30 years old. 15 respondents (45.5%) were between 30-40 and 7 respondents (21.2%) were over 40 years of age.

There were 25 respondents (75.8%) were mostly working up to 5 years and 7 respondents (21.2%) were working between 5 to 10 years of services and only 1 respondents (3.0%) were working over 10 years of services in the organization.

Based on the demographic findings, the majority of respondents were young and adult the age between 20 – 40 years and the minority were employees who were over 40 years of age. The majority of respondents were working up to five years of working services and minority of respondents were working up to ten years and above. The meaning of data interpretation described that there were young employees who had young working experience in the organization and minority were at their middle age and had a strong working experiences in organization.

Summary of employees' perspective on Interdependency, Dialogue and Team Cohesion in current situation of organization

Employees like to work with Christian faith based organization because religious taught people to be kind, helpful and resourceful person to the needy as the organization values and employees' values were match in helping the needy. Employees tried to develop and create good coordination with sub-ordinate as they had their own work-plan and management were suggested to develop cross-cutting work plan in organization to work together and help each other. For the previous time, employees had their own management style and only focused on their individual tasks and did not want to work with others, share and learn from others. However after ODI implementation, employees proposed team management which not only focused on individual work but also to coordinate and to cooperate with others and help each other to do their work better. They shared and learned from each other and created mutual team goal. They tried to allocate specific time frame based on their team learning plan and motivate each other to participate in the change process. Coordination meetings and discussions were carried out occasionally based on the situation. They tried to solve problem and find out the solution together. Employees focused not only on individual capability, but also focused on team performance and team productivity as a whole.

The employees developed a specific time of sharing and learning process and also management provided technical support to strengthen team learning in organization. Good communication flow were carried out with management and sub-ordinates. Management gave their time to listen to their sub-ordinates, ensure that their sub-ordinate were clearly understand the message and employees tried to make sure that they had good communication among their boss and sub-ordinates by asking questions, giving feedback and having a good dialogue. Employees actively participated in group discussion and meeting and could provide their ideas, suggestion and comment in the discussion. Employees were satisfied with their good relationship between boss and sub-ordinates and among each other and most of the respondents suggested management to support more effective way to improve communication and information sharing in organization.

Team cohesion showed in the statistical findings indicated that all respondents had very strong recognition and awareness of team unity. Employees were improved and initiated to commit to the success of the team and they developed their shared goals for the operational and

implementation project in organization. Good working environment was established to enable the team to achieve not individual goal but to organization goal as a whole. Each employees of the organization encouraged each other to achieve and contribute their knowledge and skills and learn from each other in the organization. The statistical results indicated that employees emphasized more on team unity and they stated they would like to see trustworthiness, supportiveness, show respect and commitment to each other in the team. Respondents proposed management and leadership to have strong commitment to team processes and effective management and leadership to support team success for future team learning.

Based on the interviews and observations, the researcher found out that Employees are willing to develop sharing and learning process in organization as they aware and see the values of team work and learning in the organization can contribute organization effectiveness. Employees have motivation and eagerness of learning from each other not only just one team but the whole team in the organization as a whole.

Conclusion

The objective of this research was to enhance team learning in a faith based organization in Myanmar and this study only focused on the study of one faith based organization in Myanmar. The researcher wished to find out the current situation of team learning in organization and designed three phased of Pre-ODI, ODI and Post-ODI to identify the current situation, design appropriate OD Intervention in organization to improve the current situation, implementation of OD Intervention in organization and analyze the result after implementing OD intervention in organization.

In OD Intervention process, there were workshops, trainings and meeting, some activities which to develop team learning in organization with the areas of Interdependency, Dialogue and Team Cohesion. Some workshop and training coordinated with external resource person and three co-facilitators from internal as employees were requested to have sense of ownership in the process of change. Employees developed their team learning action plan and started to apply the action plan in their working environment.

In order to compare Pre and Post of ODI, researcher used Paired Sample T-test and testing hypothesis of the research study. Based on the SPSS data analyzing, there was significant change

between Pre and Post OD Intervention. In additionally, researcher conducted interview and focus group discussion for qualitative data analysis.

Pre-ODI result discovered that most of the respondent have the level of "Fair" in all categories and they did not have the good Interdependency, Dialogue and Team Cohesion in the organization.

Post-ODI result discovered that many of the respondents have the level of "Good" in all categories and they had OD Intervention process through effective workshop and training and awareness of effective team learning in organization.

The organization has many benefits after ODI implementation which the researcher found out that the good working environment was created and employees had good working relationship not only in their individual team but the whole organization as a big team. The meeting and discussion in the organization were carried out occasionally and employees actively participated. Employees got learning opportunity and they shared their knowledge and experience among each other. Team learning action plan was developed and there were monitoring process along the action plan which to monitor and continue the action plan for future. Majority of employees satisfied with the OD Intervention and eager to see another ODI implementation in future. Trust and respect had been strengthened in the organization and there were good communication flow between leaders and sub-ordinate. Leaders also aware of the potential changes in organization and provide organization support to the change process.

Recommendation

Interdependency, Dialogue and Team Cohesion are concrete factors to enhance team learning in organization. Team cohesion is one of the master point which to strengthen and sustain Organization development in organization.

The outcome result of the research showed that there were significant change between Pre and Post-ODI in organization. The comparison between the means are not quite increased. It is in between of "Fair and Good" level and need to be increased up to "Outstanding", which means that organization need to monitor the sustainability of team learning process and maintain to strengthen OD process in organization. Organization leadership was one of the key factors to develop the

momenta of Change process in organization and their influence and support were strongly recommended to contribute organizational development.

Recommendation for team cohesion

At the organization level, organization leadership have to set up team vision, mission and goal for the overall team work in organization to maintain and strengthen team unity and engage employees to attach with these team vision, mission and goal in their daily operation. The management and Human Capacity Building unit need to carry out team-building exercises in organization which to see individual employees could work together and bond with each other in team process to accomplish their team mission, vision and goal. Mentoring and coaching session need to be carried out in organization based on individual development plan and team learning action plan in organization.

At the team level, team coordination meeting and discussion have to be carried out at least once a month and team celebration program need to be carried out once the team achieve their vision, mission and goal.

At the individual level, each individual in team has to coordinate and cooperate and interact with each other and building up their individual strength collectively on the team effort.

Recommendation for Dialogue

A good communication and effective dialogue impact effective team cohesive. In organization level, organization have to strengthen and enhance two way communication and dialogue are consistent in the organization. Organization management should pay attention and listen to the message from individual employees and create open flow for employees to speak out their ideas, point of views and suggestion which need to be clearly express and benefit the organization. Management need to emphasize the communication flow and dialogue between Boss and Sub-ordinate are clear, smooth and consistent.

At the team level, team members have to create a good workplace that to promote good and effective communication among each other. Team members have to coach and consult each other which to improve their communication.

At the individual level, Manager and supervisor from organization need to give a constructive feedback to their related sub-ordinate and explain what worked well, what did not, and the results of their project. Employees should also ask for feedback from the team and contribute their opinions, ideas and suggestion to the team. Employees need to have open communication and develop positive relationship among each other. Employees know their roles on the team and know they are valued. Managers are able to correct employees' mistakes without creating a hostile work environment.

Recommendation for Interdependency

At the organization level, organization need to create more opportunity for employees to share and learn from each other in the organization and create a shared purpose that employees could be able to provide their collective assistance to each other and share their knowledge and experiences in organization. Leadership should create cross-cutting task and joint project that employees can share their practices, develop their understanding and collaborative learning in everyday work.

At the team level, team members have to rely on each other while working together. They have to interact and coordinate with each team members by sharing and helping each team in the organization. The team has to have a clear task or goal so every team members know they are doing well or not in their team work.

At the individual level, each individual must be accountable for contributing a fair share of the work toward the group goal. Each individual efforts not only benefit individual, but also everyone else in the team. The performance of each individual must be assessed and the results given back to the group. It is important that the individual have commitment of helping and supporting each other, giving encouragement and praising each other's efforts to learn and share their knowledge and experiences. The key to positive interdependence is committing to individual achievement as well as the achievement of every member of the team.

Recommendation for further research

Since this research study aimed to enhance team learning in faith based organization, researcher found out there were improvement in the organization in regards of Interdependency, Dialogue and Team cohesion in organization. OD Intervention was effectively impact organization

that leadership aware of organization development and improvement of organization contribute good working environment, smooth operation process and good employees' relationship in organization. Coordination, cooperation and good communication are the basic elements of organization development and team learning in organization.

Future research should observe the improvement of the team learning processes in the organization as they develop over times. The researcher may address such questions as how to sustain the initial conditions of team learning and how to develop the current team learning process for future. For example, to what extent team share their knowledge, experience and skill in team and to what level the degree of changes of these variables over time. In addition organization could study how the teams that emerge affect team learning in the future.

To summarize, this research study has overviewed the current state of team learning research and provided helpful assistance to other faith based organization in Myanmar since this research study attempted to enhance team learning with diverse perspectives and definitions. Also, I suggested a framework for team learning, summarizing the influential team level analysts and outcomes. Future research into team learning may lead to new discussions into how organizations can work and succeed more effectively with their internal teams and subgroups.

Based on this research experience, researcher recommends to focus on some other topics for further research in faith based organization.

1) The role of leadership in learning organization.
2) How leadership behavior impact employees personal development and motivation.
3) Study employees commitment between Private organization and faith based organization.

Epilogue

I have been working with faith based organization for almost five years in the area of Human Capacity Building and Development. I had chances to create capacity building opportunity for organization and had good networking with external capacity building agencies. I found out myself that I need to pursue Master program in the area of Organization Development and management which helped me both my professional development and development of my current organization as well.

I took two years to finish my study of Master of Management and Organization Development at Assumption University, the university is well known in the area of Business management and Organization Development in Thailand. The OD program equipped me with well-organized instruments, methodologies, tools and techniques, effective OD practices and implication that I can replicate and apply in my organization. On the other hand, I have developed my professional and personal development in the way that I can apply my knowledge and experience incorporate with OD practitioners in my country.

I strongly believe that Organization Development and Management is necessary and essential for every organizations in my country especially faith based organization need to have OD process and implementation. Organizational development affects the organization in in various ways of innovation, creativity, productivity, efficiency and performance of organization. And also, OD aligns organization mission, vision and objective and focus on development and effective organization services and employees satisfaction are increased. The improvement and development of organization provide a distinct advantage in the competitive marketplace and may of business and private sectors get to pay attention OD in Business world.

Moreover, it was a good learning, knowledge sharing of international perspective, good facilitation proficiency of many internal and external professors, effective supervision of my research supervisor and learning by doing process which I got from this Master of Management and Organization Development can be able to apply in my professional world and my organization. Since learning doesn't have its end and it is "ongoing" process, I need to learn and upgrade my knowledge and experience of Organization Development and Management for future in this changing world.

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Appendix A
Survey Questionnaires

Survey Questionnaire on Team Learning in Organization

Part (1) Survey Identifications (Official Use Only)

Information	Code
Respondent's Code _____ Organization _____ Date _____	

Part (2) Respondent's Socio-demographic Characteristics (Please tick ✓ the correct answer on the appropriate code no)

Sr	Question	Response	Code
Q201	What is your age in completed years?	Completed years	__ __
Q202	Gender	Male	1
		Female	2
Q203	What is your current marital status?	Single	1
		Married	2
		Divorced/ Separated	3
		Widowed	4
		No Answer	99
Q204	What is your work position?	Top Level-Management	1
		Middle Level-Management	2
		First Line-Management	3
		Other (specify)_____	96
Q205	What is your department?	Program/Operation	1
		Human Resource	2
		Admin/Logistic	3
		Finance	4
		Other (Specify)_____	96
Q206	Year of work experience in current organization?	Completed Years	__ __
Q207	Type of organization		

Part (3) Questionnaire on team learning in the area of Interdependency, Dialogue and Team Cohesion in organization. The marking points are classified into four point which is (1) Poor, (2) Fair, (3) Good and (4) outstanding. Please indicate only one appropriate number from question 1 to

			OUTSTANDING
			GOOD
			FAIR
			POOR

Theme	No	Questionnaire	1	2	3	4
Interdependency	Q301	I can develop my understanding and collaborative learning in everyday work in my team. ကျွန်ုပ်သည် နေ့စဉ်ကျွန်ုပ်၏အဖွဲ့အတွင်း လုပ်ဖော်ကိုင်ဖက်အခြင်းခြင်းသင်ယူခြင်းနှင့် နားလည်မှုတည်ဆောက်ခြင်းကိုလုပ်ဆောင်နိုင်ပါသည်။				
	Q302	The lessons learned are made available to all the team members. အဖွဲ့ဝင်အချင်းချင်းလုပ်ဆောင်ခဲ့သော်လုပ်ငန်းများအပေါ်ပြန်လည်ပြီးသင်ခန်းစာယူခြင်းများရှိပါသည်။				
	Q303	My job cannot be done unless others do their work. လုပ်ဖော်ကိုင်ဖက်များအလုပ်မလုပ်ပါကကျွန်ုပ်၏အလုပ်လည်းမပြီးမြောက်နိုင်ပါ။				
	Q304	I can share my purpose, intention and collegial interaction in handling work tasks. လုပ်ငန်းလုပ်ဆောင်ရာတွင် ကျွန်ုပ်၏ရည်ရွယ်ချက်၊ ဦးတည်ချက်အစီအစဉ်နှင့် လုပ်ဖော်ကိုင်ဖက်အချင်းချင်းအတူတကွညှိနှိုင်းဆောင်ရွက်မှုများကို ဝေမျှနိုင်ပါသည်။				
	Q305	The work I performed on the job has an impact on people in the organization. ကျွန်ုပ်လုပ်ဆောင်လိုက်သောလုပ်ငန်းရလာဒ်သည် အဖွဲ့အစည်းအတွင်းရှိဝန်ထမ်းများအပေါ်တွင်အကျိုးသက်ရောက်မှုရှိပါသည်။				
	Q306	We learn from each other by sharing practices and giving supportive assistance. လုပ်ထုံးလုပ်နည်းများဝေမျှခြင်းနှင့် အကူအညီပေးခြင်းအားဖြင့် ကျွန်ုပ်တို့တစ်ဦးထံမှတစ်ဦးသင်ယူပါသည်				
	Q307	We share our knowledge, experience and skill among the different team members. အခြားသောအဖွဲ့များသို့လည်း ကျွန်ုပ်တို့၏အသိပညာများ၊ အတွေ့အကြုံများနှင့် အရည်အချင်းများကို ဖလှယ်ကြပါသည်။				
	Q308	I understand and aware of the needs of my colleague in my organization. အဖွဲ့အစည်းအတွင်းရှိ လုပ်ဖော်ကိုင်ဖက်များ၏လိုအပ်ချက်များကိုသိရှိနားလည်ပါသည်။				
	Q309	We are always willing to help each other although we are busy with daily routine. နေ့စဉ်ကျွန်ုပ်တို့၏ဆိုင်ရာဆိုင်ရာ လုပ်ငန်းတာဝန်များမအားလပ်သော်လည်း ကျွန်ုပ်တို့အချင်းချင်းကူညီလို စိတ်ရှိပါသည်။				
	Q3010	I work with my team even if I have difficulties and problems. အခက်အခဲပြဿနာများတွေ့ကြုံနေရသော်လည်း ကျွန်ုပ်သည် ကျွန်ုပ်၏အဖွဲ့နှင့်အတူအလုပ်လုပ်ဆောင်ပါ သည်။				
	Q3011	I work with my colleagues in different sectors/departments even if I have difficulties and problems. အခက်အခဲပြဿနာများတွေ့ကြုံနေရသော်လည်း အခြားသောအဖွဲ့၊ ဌာနရှိလုပ်ဖော်ကိုင်ဖက်များနှင့်အတူ တကွအလုပ်လုပ်ဆောင်ပါသည်။				
	Q3012	If problems and difficulties happen, everyone wants to give their help to get the problem solved together. အခက်အခဲပြဿနာများပေါ် ပေါက်လာပါက အခက်အခဲပြဿနာများကိုအတူတကွဖြေရှင်းနိုင်ရန်အတွက် လုပ်ဖော်ကိုင်ဖက်အချင်းချင်းကူညီလိုစိတ်ရှိကြပါသည်။				

	Q3013	We always learn from our mistake after solving problems together. ပြဿနာများအတူတကွဖြေရှင်းပြီးနောက်ပိုင်း ကျွန်ုပ်တို့၏အမှားများမှ သင်ခန်းစာအမြဲယူပါသည်။					
	Q3014	My colleague give me enough opportunity to improve my own performance. ကျွန်ုပ်၏ပင်ကိုယ်စွမ်းဆောင်ရည်မြင့်တက်လာစေရန်အတွက် ကျွန်ုပ်၏လုပ်ဖော်ကိုင်ဖက်များမှ လုံလောက် သောအခွင့်အလမ်းများဖန်တီးပေးပါသည်။					
	Q3015	We get together and review our outcomes after we finish our operation and task. ကျွန်ုပ်တို့၏လုပ်ငန်း၊ တာဝန်များပြီးမြောက်သွားပါက ရရှိလာသောရလာဒ်များအား အချင်းချင်းအတူတကွ ပြန်လည်သုံးသပ်ကြပါသည်။					
	Q3016	We regularly take our time to reflect on what we do things together. ကျွန်ုပ်တို့အတူတကွမည်ကဲ့သို့လုပ်ဆောင်သည်ကို အချင်းချင်းအချိန်ယူပြီး ပြန်လည်သုံးသပ်ကြပါသည်။					
	Q3017	After trying something new, we take time to think about how it worked. တစ်စုံတစ်ခုသောစမ်းသစ်သည့်လုပ်ဆောင်မှုများလုပ်ဆောင်ပြီးပါက မည်ကဲ့သို့လုပ်ဆောင်ခဲ့သည်ကို အချိန်ယူပြီးပြန်လည်စဉ်းစားကြပါသည်။					
	Q3018	We share our new methods, techniques and approaches to each other after we have new experimentation. တစ်စုံတစ်ခုသော်စမ်းသစ်သည့်လုပ်ဆောင်မှုများတွေ့ရှိသည့်နောက်ပိုင်း နည်းပညာအသစ်များ၊ ချဉ်းကပ် နည်းအသစ်များ၊ နည်းစနစ်အသစ်များကို အချင်းချင်းပြန်လည်ဝေမျှကြပါသည်။					
Dialogue	Q3019	In meeting, discussion and dialogue different points of view are expressed openly and sincerely. အစည်းအဝေးများ၊ ဆွေးနွေးပွဲများနှင့် အပြန်အလှန်ပြောဆိုခြင်းများတွင် ကျွန်ုပ်တို့၏ထင်မြင်ယူဆချက်များ အကြည်ညာက်များကို ရိုးသားပွင့်လင်းစွာပြောဆိုတင်ပြနိုင်ပါသည်။					
	Q3020	In meeting, discussion and dialogue the points of view of others are listened carefully. အစည်းအဝေးများ၊ ဆွေးနွေးပွဲများနှင့် တစ်ဦးအပေါ်တစ်ဦးအပြန်လှန်ညှိနိုင်းပြောဆိုမှုများတွင် တစ်ဦး၏ ထင်မြင်ယူဆချက်များကိုကျွန်ရှိသောသူများကအသေအချာနားထောင်ပေးပါသည်။					
	Q3021	"Two-way" communication (boss-subordinate and subordinate-boss) and critical dialogue is frequently used. အကြီးအကဲနှင့်လက်အောက်ငယ်သားအကြား အပြန်အလှန်ပြောဆိုဆက်သွယ်မှုများ၊ ထဲထဲဝင်ဝင်ပြောဆိုမှုများ မကြာခဏဆိုသလိုရှိပါသည်။					
	Q3022	We can question each other when we think the work can be done better and improved. လုပ်ငန်းများပိုမိုပြီးမြောက်တွင်ကျယ်စေရန်အတွက် ကျွန်ုပ်တို့အချင်းချင်း မေးခွန်းထုတ်ခြင်း၊ ထင်မြင်ယူဆ ချက်များဖလှယ်ခြင်းများပြုလုပ်နိုင်ပါသည်။					
	Q3023	In meeting and group discussions, everyone's opinion is taken into consideration. အစည်းအဝေးများ အဖွဲ့လိုက်ဆွေးနွေးမှုများတွင် အရောက်စီတိုင်း၏ထင်မြင်ယူဆချက်များကိုထည့်သွင်း စဉ်းစားပေးပါသည်။					
	Q3024	Whenever I have a conversation with my colleagues, I find difficult to understand what they are talking about. ကျွန်ုပ်၏လုပ်ဖော်ကိုင်ဖက်များနှင့်စကားပြောဆိုတိုင်း သူတို့မည်သည့်အကြောင်းအရာများပြောဆိုနေ သည်ကိုကျွန်ုပ်နားလည်ရန်ခက်ခဲပါသည်။					
	Q3025	In meeting and discussion, if speakers ask to raise questions, everyone doesn't hesitate to do so. အစည်းအဝေးများနှင့်ဆွေးနွေးပွဲများတွင် ဦးဆောင်သူမှမေးခွန်းမေးမြန်းရန်အခွင့်ပေးသောအခါ အယောက်စီတိုင်းမဆိုင်းမတွမေးခွန်းမေးကြပါသည်။					
	Q3026	We always try to create shared and common sense of understanding in our organization. ကျွန်ုပ်တို့၏အဖွဲ့အစည်းအတွင်း အတူတကွနားလည်မှုတည်ဆောက်ခြင်း၊ တစ်ဦးအပေါ်တစ်ဦး သိရှိနား လည်ခြင်းများတို့ကို အမြဲတစေဖန်တီးလုပ်ဆောင်ပါသည်။					
	Q3027	I am always ready to response to the questions that I have been asked. ကျွန်ုပ်အားမေးခွန်းမေးမြန်းလာပါက ပြန်လည်ဖြေကြားရန်အတွက်အမြဲအသင့်ရှိပါသည်။					

	Code	Statement						
	Q3028	I am always ready to ask question to my colleague for clarification. မရှင်းလင်းခြင်း၊ နားမလည်ခြင်းများရှိပါက ကျွန်ုပ်၏လုပ်ဖော်ကိုင်ဖက်များအားမေးမြန်းရန်အသင့်ရှိပါသည်။						
	Q3029	I always try to introduce my ideas and find out the understanding of my colleague by asking questions. (eg- Do you understand what I mean?) ကျွန်ုပ်၏စိတ်ကူးအကြံဉာဏ်များအားအမြဲတစေဖော်ပြပြီး လုပ်ဖော်ကိုင်ဖက်များနားလည်မှုရှိမရှိကို မေးခွန်းမေးမြန်းခြင်းအားဖြင့် ရှာဖွေဖော်ထုတ်ပါသည်။						
	Q3030	In meeting and discussion, we exchange our reflection, thoughts and experience to one another. အစည်းအဝေးများနှင့် ဆွေးနွေးပွဲများတွင် ကျွန်ုပ်တို့၏ထင်မြင်ယူဆချက်များ၊ သုံးသပ်မှုများ၊ အတွေ့အကြုံ များကို အချင်းချင်းဖလှယ်ကြပါသည်။						
Team Cohesion	Q3031	We expect team spirit among each other in order to do our jobs better. လုပ်ငန်းလုပ်ဆောင်ရာတွင်ပိုမိုကောင်းမွန်စွာလုပ်ဆောင်နိုင်ရန်အတွက် အဖွဲ့စိတ်ဓာတ်ထားရှိရန် ကျွန်ုပ်တို့မျှော်မှန်းပါသည်။						
	Q3032	We trust each other in our work. လုပ်ငန်းအတွင်းတစ်ဦးအပေါ်တစ်ဦးယုံကြည်မှုရှိပါသည်။						
	Q3033	Our each and every point of views and opinions are being accepted and respected. ကျွန်ုပ်တစ်ဦးတစ်ယောက်စီ၏ထင်မြင်ယူဆချက်များ၊ အကြံဉာဏ်များအားလက်ခံခြင်း၊ လေးစားခြင်းရှိ ပါသည်။						
	Q3034	In my organization, we love to help and support each other. ကျွန်ုပ်၏အဖွဲ့အစည်းတွင်၊ တစ်ဦးအပေါ်တစ်ဦးရိုင်းပင်းကူညီချင်းရှိပါသည်။						
	Q3035	In my organization Teamwork is encouraged as a way of learning from others. ကျွန်ုပ်၏အဖွဲ့အစည်းအတွင်းတစ်ဦးထံမှတစ်ဦးသင်ယူမှုအနေဖြင့် အဖွဲ့လိုက်ပူးပေါင်းလုပ်ဆောင်ခြင်းကို အားပေးပါသည်။						
	Q3036	When a problem occurs, there is a search for "Collective feedback" in team instead of blaming each other. ပြဿနာတစ်ခုံတစ်ခုပေါ် ပေါက်လာပါက တစ်ဦးတစ်ပေါ်တစ်ဦးအပြစ်တင်ပြောဆိုခြင်းထက် အဖွဲ့အတွင်း အတူတကွအကြံပြုခြင်း၊ တုံ့ပြန်ချက်ပေးခြင်းများကိုရှာဖွေလုပ်ဆောင်ပါသည်။						
	Q3037	In my organization individual and/or team actions are taken to continuously improve and develop. အဖွဲ့အစည်းအတွင်း တစ်ဦးတစ်ယောက် သို့မဟုတ် အဖွဲ့လိုက်လုပ်ဆောင်မှုများအား ရေရှည်ဖွံ့ဖြိုးတိုး တက်မှုအဖြစ်ထည့်သွင်းလုပ်ဆောင်ပါသည်။						
	Q3038	When I perform, I feel like it is a team effort. ကျွန်ုပ်အလုပ်လုပ်ဆောင်သောအခါ၊ ယင်းလုပ်ဆောင်မှုသည် အဖွဲ့၏ကြိုးစားအားထုတ်မှုအဖြစ်ခံယူပါ သည်။						
	Q3039	I am comfortable working as a team rather than individual. ကျွန်ုပ်သည်တစ်ဦးတစ်ယောက်ထက် အသင်းအဖွဲ့ဖြင့်အလုပ်လုပ်ရခြင်းကိုနှစ်သက်ပျော်ရွှင်ပါသည်။						
	Q3040	For me, team success is more important than my success. ကျွန်ုပ်အတွက် အသင်းအဖွဲ့၏အောင်မြင်ခြင်းသည် ကျွန်ုပ်၏အောင်မြင်ခြင်းထက်ပို၍အရေးပါပါသည်။						
	Q3041	I feel comfortable even when I have critically feedback and reflection upon my work done. ကျွန်ုပ်၏လုပ်ငန်းလုပ်ဆောင်မှုအပေါ် အပြင်းအထန်အကြံပြုပေးခြင်း၊ သုံးသပ်ပေးခြင်းကိုနှစ်သက်သဘော ကျပါသည်။						
	Q3042	I can give critical feedback to my team members and it is acceptable. ကျွန်ုပ်သည် အဖွဲ့ဝင်များအား အပြင်းအထန်အကြံပြုပေးနိုင်ပြီး ယင်းအကြံပြုပေးမှုကိုလူတိုင်းလက်ခံပါ သည်။						
	Q3043	We all take responsibility for any mistake, loss and poor performance by our team. ကျွန်ုပ်တို့သည်အသင်းအဖွဲ့စိတ်ဓါတ်ဖြင့် မည်သည့်မှားယွင်းချွတ်ချော်မှု၊ ဆုံးရှုံးမှုနှင့် စွမ်းဆောင်ရည်ကျ ဆင်းမှုများအား အတူတကွတာဝန်ယူလုပ်ဆောင်ပါသည်။						

	Q3044	I have a high degree of loyalty to follow my team members. ကျွန်ုပ်သည် သစ္စာရှိစွာဖြင့် အဖွဲ့ဝင်များနှင့် တသားတည်းရှိပါသည်။				
	Q3045	I like the way we work together as a team. အဖွဲ့ဝင်အချင်းချင်းအတူတကွလုပ်ဆောင်သည့်နည်းလမ်းများအပေါ် သဘောကျပါသည်။				
	Q3046	As a team, we are united. အဖွဲ့တစ်ဖွဲ့အဖြစ် ကျွန်ုပ်တို့စည်းလုံးညီညွတ်ကြပါသည်။				
	Q3047	There is good alignment between my department and others with whom I need to coordinate. ကျွန်ုပ်အတူတကွပူးပေါင်းဆောင်ရွက်ရမည့်ဌာနအတွင်းရှိ လုပ်ဖော်ကိုင်ဖက်များနှင့် ကောင်းမွန်သော စည်းဝါးကိုက်ညီမှု၊ ပေါင်းစည်းမှု ရှိပါသည်။				
	Q3048	My department has enough knowledge about other related departments within the organization. အဖွဲ့အစည်းအတွင်း ကျွန်ုပ်၏ဌာနသည် အခြားသောဌာနများနှင့်ပတ်သက်သည့် အကြောင်းအခြင်းအရာ များကို သိရှိသင့်သလောက်သိရှိပါသည်။				
	Q3049	It is easy to discuss difficult issues and problems in my team. ကျွန်ုပ်၏အဖွဲ့အတွင်း ပြဿနာရပ်များ၊ အခက်အခဲများကို လွယ်ကူစွာဆွေးနွေးပြောဆိုနိုင်ပါသည်။				
	Q3050	We are not rejected for being different. (Knowledge, Ideas, Experience, etc) ကျွန်ုပ်တို့သည် မတူညီသောကွဲပြားမှုများအပေါ် ကန့်သတ်ခြင်းမခံရပါ။ (အတွေ့အကြုံ၊ အတွေးအမြင်၊ ဗဟုသုတက၊ အစရှိသည်)				
	Q3051	What are three ways you did well in functioning as a team? 1. 2. 3.				
	Q3052	What problems have you had interaction as a team?				

Thank you very much for your kind assistant in this important endeavor.

Appendix B

Questionnaires Content Validity

Index of Item Objective Congruence (IOC)

The test validity

The test's validity is the extent to which the test measures what it is intended to measure. Hence, the index of the Item – Objective Congruence (IOC) is used to evaluate the congruence between the test items and the objectives (Harrison 1983)

The criteria are as follows:

+ 1   means the question is congruent with the objectives

0   means the question is uncertain to be congruent with the objectives

- 1   means the question is not congruent with the objectives

❖ The questions that obtain the IOC values between 0.5 – 1.0 were deemed acceptable.
❖ Items with IOC values below 0.5 have to be revised

Every item in the research instruments have to be evaluated by three experts in the field of Non-profit organization and OD field with the use of the test quality and the index of the Item-Objectives Congruence (IOC) forms.

Here is the table to be accomplished by experts to rate items in research instrument. May I have your times to fill up this IOC from to check whether the questionnaires are congruent with the research objectives.

The objective of my research is as follow:

❖ to define what is the current situation of team learning in Caritas Myanmar,
❖ to discover what initiative and existence of team learning in Caritas Myanmar,
❖ to facilitate the team learning in Caritas Myanmar for their future,
❖ to create design and action plan to implement team learning alive in Caritas Myanmar for future, and
❖ to develop destination that Caritas Myanmar's accomplishment and transformation of team learning

Definition of Team Learning

Team learning focuses on the capabilities and skill set of a group that work and learn together. It consists of three dimensions which are Interdependency, Dialogue and Team Cohesion.

Interdependency is the interaction of people learning from each other as well as from the task at hand, transferring skills, knowledge and experience by observing others in action, giving

assistance and solve the problems together and experimentation, questioning assumptions and reviewing outcomes as a group.

Dialogue is development of each team member to reflect their though and experience of complexity by having reflective conversation and let them create shared common sense and understanding.

Team Cohesion is the unity of team and desired cohesion on team is characterized of comfortable and trustful team members feeling safe about critically reflecting upon their experiences.

In this study, team learning is meant to be employees of Caritas Myanmar as a team will have good learning interaction among each other in action, collective problem-solving and experimentation, questioning and reviewing outcomes as a team.

TABLE 1: IOC evaluation of Expert   WIN TUN KYI

+ 1   means the question is congruent with the objectives

  0   means the question is uncertain to be congruent with the objectives

- 1   means the question is not congruent with the objectives

Theme	No	Questionnaire	-1	0	+1
Interdependency	Q301	I can develop my understanding and collaborative learning in everyday work in my team. ကျွန်ုပ်သည် နေ့စဉ်ကျွန်ုပ်၏အဖွဲ့အတွင်း လုပ်ဖော်ကိုင်ဖက်အခြင်းခြင်းသင်ယူခြင်းနှင့် နားလည်မှုတည် ဆောက်ခြင်းကိုရိုလုပ်ဆောင်နိုင်ပါသည်။			✓
	Q302	The lessons learned are made available to all the team members. အဖွဲ့ဝင်အချင်းချင်းလုပ်ဆောင်ခဲ့သော်လုပ်ငန်းများအပေါ်ပြန်လည်ပြီးသင်ခန်းစာယူခြင်းများရှိပါသည်။			✓
	Q303	My job cannot be done unless others do their work. လုပ်ဖော်ကိုင်ဖက်များအလုပ်မလုပ်ပါကကျွန်ုပ်၏အလုပ်လည်းမပြီးမြောက်နိုင်ပါ။			✓
	Q304	I can share my purpose, intention and collegial interaction in handling work tasks. လုပ်ငန်းလုပ်ဆောင်ရာတွင် ကျွန်ုပ်၏ရည်ရွယ်ချက်၊ ဦးတည်ချက်အစီအစဉ်နှင့်၊ လုပ်ဖော်ကိုင်ဖက်အချင်းချင်းအတူတကွညှိနှိုင်းဆောင်ရွက်မှုများကို ဝေမျှနိုင်ပါသည်။		✓	✓
	Q305	The work I performed on the job has an impact on people in the organization. ကျွန်ုပ်လုပ်ဆောင်လိုက်သောလုပ်ငန်းရလာဒ်သည် အဖွဲ့အစည်းအတွင်းရှိဝန်ထမ်းများအပေါ်တွင်အကျိုး သက်ရောက်မှုရှိပါသည်။			✓
	Q306	We learn from each other by sharing practices and giving supportive assistance. လုပ်ထုံးလုပ်နည်းများဝေမျှခြင်းနှင့် အကူအညီပေးခြင်းအားဖြင့် ကျွန်ုပ်တို့ တစ်ဦးနှံမှတစ်ဦးသင်ယူပါသည်			✓
	Q307	We share our knowledge, experience and skill among the different team members.			

		အခြားသောအဖွဲ့များသို့လည်း ကျွန်ုပ်တို့၏အသိပညာများ၊ အတွေ့အကြုံများနှင့် အရည်အချင်းများကို ဖလှယ်ကြပါသည်။
Q308	I understand and aware of the needs of my colleague in my organization.	အဖွဲ့အစည်းအတွင်းရှိ လုပ်ဖော်ကိုင်ဖက်များ၏လိုအပ်ချက်များကိုသိရှိနားလည်ပါသည်။
Q309	We are always willing to help each other although we are busy with daily routine.	နေ့စဉ်ကျွန်ုပ်တို့၏ဆိုင်ရာဆိုင်ရာ လုပ်ငန်းတာဝန်များပအားလပ်သော်လည်း ကျွန်ုပ်တို့အချင်းချင်းကူညီလို စိတ်ရှိပါသည်။
Q3010	I work with my team even if I have difficulties and problems.	အခက်အခဲပြဿနာများတွေ့ကြုံနေရသော်လည်း ကျွန်ုပ်သည် ကျွန်ုပ်၏အဖွဲ့နှင့်အတူအလုပ်လုပ်ဆောင်ပါ သည်။
Q3011	I work with my colleagues in different sectors.departments even if I have difficulties and problems.	အခက်အခဲပြဿနာများတွေ့ကြုံနေရသော်လည်း အခြားသောအဖွဲ့၊ ဌာနရှိလုပ်ဖော်ကိုင်ဖက်များနှင့်အတူ တကွအလုပ်လုပ်ဆောင်ပါသည်။
Q3012	If problems and difficulties happen, everyone wants to give their help to get the problem solved together.	အခက်အခဲပြဿနာများပေါ် ပေါက်လာပါက အခက်အခဲပြဿနာများကိုအတူတကွဖြေရှင်းနိုင်ရန်အတွက် လုပ်ဖော်ကိုင်ဖက်အချင်းချင်းကူညီလိုစိတ်ရှိကြပါသည်။
Q3013	We always learn from our mistake after solving problems together.	ပြဿနာများအတူတကွဖြေရှင်းပြီးနောက်ပိုင်း ကျွန်ုပ်တို့၏မှားယွင်းမှုများမှ သင်ခန်းစာအပြုယူပါသည်။
Q3014	My colleague give me enough opportunity to improve my own performance.	ကျွန်ုပ်၏ပင်ကိုယ်စွမ်းဆောင်ရည်မြင့်တက်လာစေရန်အတွက် ကျွန်ုပ်၏လုပ်ဖော်ကိုင်ဖက်များမှ လုံလောက် သောအခွင့်အလမ်းများဖန်တီးပေးပါသည်။
Q3015	We get together and review our outcomes after we finish our operation and task.	ကျွန်ုပ်တို့၏လုပ်ငန်း တာဝန်များပြီးမြောက်သွားပါက ရရှိလာသောရလာဒ်များအား အချင်းချင်းအတူကွ ပြန်လည်သုံးသပ်ကြပါသည်။
Q3016	We regularly take our time to reflect on what we do things together.	ကျွန်ုပ်တို့အတူတကွမည်ကဲ့သို့လုပ်ဆောင်သည်ကို အချင်းချင်းအချိန်ယူပြီး ပြန်လည်သုံးသပ်ကြပါသည်။
Q3017	After trying something new, we take time to think about how it worked.	တစ်စုံတစ်ခုသောစမ်းသစ်သည့်လုပ်ဆောင်မှုများလုပ်ဆောင်ပြီးပါက မည်ကဲ့သို့လုပ်ဆောင်ခဲ့သည်ကို အချိန်ယူပြီးပြန်လည်စဉ်းစားကြပါသည်။
Q3018	We share our new methods, techniques and approaches to each other after we have new experimentation.	တစ်စုံတစ်ခုသော်စမ်းသစ်သည့်လုပ်ဆောင်မှုများတွေ့ရှိသည့်နောက်ပိုင်း နည်းပညာအသစ်များ၊ ချဉ်းကပ် နည်းအသစ်များ၊ နည်းစနစ်အသစ်များကို အချင်းချင်းပြန်လည်ဝေမျှကြပါသည်။
Q3019	In meeting, discussion and dialogue different points of view are expressed openly and sincerely.	အစည်းအဝေးများ၊ ဆွေးနွေးပွဲများနှင့် အပြန်အလှန်ပြောဆိုခြင်းများတွင် ကျွန်ုပ်တို့၏တင်မြင်ယူဆချက်များ အကြောင်ကြောင်များကို ရိုးသားပွင့်လင်းစွာပြောဆိုတင်ပြနိုင်ပါသည်။
Q3020	In meeting, discussion and dialogue the points of view of others are listened carefully.	

(Left margin rotated text: Dialogue)

		အစည်းအဝေးများ၊ ဆွေးနွေးပွဲများနှင့် တစ်ဦးအပေါ်တစ်ဦးအပြန်လှန်သို့နိုင်းပြောဆိုမှုများတွင် တစ်ဦး၏ ထင်မြင်ယူဆချက်များကိုကျွန်ရှိသောသူများကအသေအချာနားထောင်ပေးပါသည်။
	Q3021	"Two-way" communication (boss-subordinate and subordinate-boss) and critical dialogue is frequently used. အကြီးအကဲနှင့်လက်အောက်ငယ်သားအကြား အပြန်အလှန်ပြောဆိုဆက်သွယ်မှုများ၊ ထဲထဲဝင်ဝင်ပြောဆိုမှုများ မကြာခဏဆိုလိုရှိပါသည်။
	Q3022	We can question each other when we think the work can be done better and improved. လုပ်ငန်းများပိုမိုပြီးမြောက်တွင်ကျယ်စေရန်အတွက် ကျွန်ုပ်တို့အချင်းချင်း မေးခွန်းထုတ်ခြင်း၊ ထင်မြင်ယူဆ ချက်များဖလှယ်ခြင်းများပြုလုပ်နိုင်ပါသည်။
	Q3023	In meeting and group discussions, everyone's opinion is taken into consideration. အစည်းအဝေးများ အဖွဲ့လိုက်ဆွေးနွေးမှုများတွင် အရောက်စီတိုင်း၏ထင်မြင်ယူဆချက်များကိုယည့်သွင်း စဉ်းစားပေးပါသည်။
	Q3024	Whenever I have a conversation with my colleagues, I find difficult to understand what they are talking about. ကျွန်ုပ်၏လုပ်ဖော်ကိုင်ဖက်များနှင့်စကားပြောဆိုတိုင်း သူတို့မည်သည့်အကြောင်းအရာများပြောဆိုနေ သည်ကိုကျွန်ုပ်နားလည်ရန်ခက်ခဲပါသည်။
	Q3025	In meeting and discussion, if speakers ask to raise questions, everyone doesn't hesitate to do so. အစည်းအဝေးများနှင့်ဆွေးနွေးပွဲများတွင် ဦးဆောင်သူမှမေးခွန်းမေးမြန်းရန်အခွင့်ပေးသောအခါ အယောက်စီကိုင်းမဆိုင်းမတွမေးခွန်းမေးကြပါသည်။
	Q3026	We always try to create shared and common sense of understanding in our organization. ကျွန်ုပ်တို့၏အဖွဲ့အစည်းအတွင်း အတူတကွနားလည်မှုတည်ဆောက်ခြင်း၊ ကြီးအပေါ်တစ်ဦး သိရှိနား လည်ခြင်းများတို့ကို အမြဲတစေဖန်တီးလုပ်ဆောင်ပါသည်။
	Q3027	I am always ready to response to the questions that I have been asked. ကျွန်ုပ်အားမေးခွန်းမေးမြန်းလာပါက ပြန်လည်ဖြေကြားရန်အတွက်အမြဲအသင့်ရှိပါသည်။
	Q3028	I am always ready to ask question to my colleague for clarification. မရှင်းလင်းခြင်း၊ နားမလည်ခြင်းများရှိပါက ကျွန်ုပ်၏လုပ်ဖော်ကိုင်ဖက်များအားမေးမြန်းရန်အသင့်ရှိပါသည်။
	Q3029	I always try to introduce my ideas and find out the understanding of my colleague by asking questions. (eg- Do you understand what I mean?) ကျွန်ုပ်၏စိတ်ကူးအကြံဉာဏ်များအားအမြဲတစေဖော်ပြပြီး လုပ်ဖော်ကိုင်ဖက်များနားလည်မှုမရှိကို မေးခွန်းမေးမြန်းခြင်းအားဖြင့် ရှာဖွေဖော်ထုတ်ပါသည်။
	Q3030	In meeting and discussion, we exchange our reflection, thoughts and experience to one another. အစည်းအဝေးများနှင့် ဆွေးနွေးပွဲများတွင် ကျွန်ုပ်တို့၏ထင်မြင်ယူဆချက်များ၊ သုံးသပ်မှုများ၊ အတွေ့အကြုံ များကို အချင်းချင်းဖလှယ်ကြပါသည်။
Team Cohesion	Q3031	We expect team spirit among each other in order to do our jobs better. လုပ်ငန်းလုပ်ဆောင်ရာတွင်ပိုမိုကောင်းမွန်စွာလုပ်ဆောင်နိုင်ရန်အတွက် အဖွဲ့စိတ်ဓာတ်ထားရှိရန် ကျွန်ုပ်တို့မျှော်မှန်းပါသည်။
	Q3032	We trust each other in our work.

	လုပ်ငန်းအတွင်းတစ်ဦးအပေါ်တစ်ဦးယုံကြည်မှုရှိပါသည်။
Q3033	Our each and every point of views and opinions are being accepted and respected. ကျွန်ုပ်တစ်ဦးတစ်ယောက်စီ၏တင်ပြယူဆချက်များ အကြိုဏက်များအားလက်ခံခြင်း၊ လေးစားခြင်းရှိ ပါသည်။
Q3034	In my organization, we love to help and support each other. ကျွန်ုပ်၏အဖွဲ့အစည်းအတွင်း တစ်ဦးအပေါ် တစ်ဦးရိုင်းပင်းကူညီချင်းရှိပါသည်။
Q3035	In my organization Teamwork is encouraged as a way of learning from others. ကျွန်ုပ်၏အဖွဲ့အစည်းအတွင်းတစ်ဦးထံမှတစ်ဦးသင်ယူမှုအနေဖြင့် အဖွဲ့လိုက်ပူးပေါင်းလုပ်ဆောင်ခြင်းကို အားပေးပါသည်။
Q3036	When a problem occurs, there is a search for "Collective feedback" in team instead of blaming each other. ပြဿနာတစ်ခုံတစ်ခုပေါ် ပေါက်လာပါက တစ်ဦးတစ်ပေါ်တစ်ဦးအပြစ်တင်ပြောဆိုခြင်းထက် အဖွဲ့အတွင်း အတူတကွအကြံပြုခြင်း၊ တုံ့ပြန်ချက်ပေးခြင်းများကိုရှာဖွေလုပ်ဆောင်ပါသည်။
Q3037	In my organization individual and/or team actions are taken to continuously improve and develop. အဖွဲ့အစည်းအတွင်း တစ်ဦးတစ်ယောက် သို့မဟုတ် အဖွဲ့လိုက်လုပ်ဆောင်မှုများအား ရေရှည်ဖွံ့ဖြိုးတိုး တက်မှုအဖြစ်ထည့်သွင်းလုပ်ဆောင်ပါသည်။
Q3038	When I perform, I feel like it is a team effort. ကျွန်ုပ်အလုပ်လုပ်ဆောင်သောအခါ၊ ယင်းလုပ်ဆောင်မှုသည် အဖွဲ့၏ကြိုးစားအားထုတ်မှုအဖြစ်ခံယူပါ သည်။
Q3039	I am comfortable working as a team rather than individual. ကျွန်ုပ်သည်တစ်ဦးတစ်ယောက်ထက် အသင်းအဖွဲ့ဖြင့်အလုပ်လုပ်ရခြင်းကိုနှစ်သက်ပျော်ရွှင်ပါသည်။
Q3040	For me, team success is more important than my success. ကျွန်ုပ်အတွက် အသင်းအဖွဲ့၏အောင်မြင်ခြင်းသည် ကျွန်ုပ်၏အောင်မြင်ခြင်းထက်ပို၍အရေးပါသည်။
Q3041	I feel comfortable even when I have critically feedback and reflection upon my work done. ကျွန်ုပ်၏လုပ်ငန်းလုပ်ဆောင်မှုအပေါ် အပြင်းအထန်အကြံပြုပေးခြင်း၊ သုံးသပ်ပေးခြင်းကိုနှစ်သက်သဘော ကျပါသည်။
Q3042	I can give critical feedback to my team members and it is acceptable. ကျွန်ုပ်သည် အဖွဲ့ဝင်များအား အပြင်းအထန်အကြံပြုပေးနိုင်ပြီး ယင်းအကြံပြုပေးမှုကိုလူတိုင်းလက်ခံပါ သည်။
Q3043	We all take responsibility for any mistake, loss and poor performance by our team. ကျွန်ုပ်ကိုသည်အသင်းအဖွဲ့စိတ်ဓါတ်ဖြင့် မည်သည့်များယွင်းချက်ချော်မှု၊ ဆုံးရှုံးမှုနှင့် စွမ်းဆောင်ရည်ကျ ဆင်းမှုများအား အတူတကွတာဝန်ယူလုပ်ဆောင်ပါသည်။
Q3044	I have a high degree of loyalty to follow my team members. ကျွန်ုပ်သည် သစ္စာရှိစွာဖြင့် အဖွဲ့ဝင်များနှင့် တသားကည်းရှိပါသည်။
Q3045	I like the way we work together as a team. အဖွဲ့ဝင်အချင်းချင်းအတူတကွလုပ်ဆောင်သည့်နည်းလမ်းများအပေါ် သဘောကျပါသည်။
Q3046	As a team, we are united. အဖွဲ့တစ်စ်အဖြစ် ကျွန်ုပ်တို့စည်းလုံးညီညွတ်ကြပါသည်။
Q3047	There is good alignment between my department and others with whom I need to coordinate.

	ကျွန်ုပ်အတူတကွပူးပေါင်းဆောင်ရွက်ရမည့်ဌာနအတွင်းရှိ လုပ်ဖော်ကိုင်ဖက်များနှင့် ကောင်းမွန်သော စည်းဝါးကိုက်ညီမှု၊ ပေါင်းစည်းမှု ရှိပါသည်။
Q3048	My department has enough knowledge about other related departments within the organization. အဖွဲ့အစည်းအတွင်း ကျွန်ုပ်၏ဌာနသည် အခြားသောဌာနများနှင့်ပတ်သက်သည့် အကြောင်းအရင်းအရာ များကို သိရှိသင့်သလောက်သိရှိပါသည်။
Q3049	It is easy to discuss difficult issues and problems in my team. ကျွန်ုပ်၏အဖွဲ့အတွင်း ပြဿနာရပ်များ၊ အခက်အခဲများကို လွယ်ကူစွာဆွေးနွေးပြောဆိုနိုင်ပါသည်။
Q3050	We are sometimes rejected for being different. (Knowledge, Ideas, Experience, etc) ကျွန်ုပ်တို့သည်တစ်ခါဟာရံတွင် မတူညီသောကွဲပြားမှုများအပေါ် ကန့်သတ်ခြင်းခံရပါသည်။ (အတွေ့အကြုံ၊ အတွေးအမြင်၊ ဗဟုသုတ၊ အစရှိသည်)
Q3051	What are three ways you did well in functioning as a team? အသင်းအဖွဲ့အဖြစ်လုပ်ဆောင်ရာတွင်အကောင်းဆုံးလုပ်ဆောင်နိုင်သောနည်းလမ်း(၃)ခုကိုဖော်ပြပါ။ 1. 2. 3.
Q3052	What problems have you had interaction as a team? အသင်းအဖွဲ့အဖြစ်လုပ်ဆောင်ရာတွင်မည်သည့်အခက်အခဲများ၊ ပြဿနာများနှင့်ကြုံတွေ့ရသနည်း။

Thank you so much for your valuable time and being a part of this Index of Item Objective Congruence (IOC) for Action Research.

IOC Evaluation of expert

Signature _____

Name ___ WIN TUN KYI ___

Position ___ NATIONAL DIRECTOR ___

Organization ___ KMSS ___

Date ___ 19 / 9 / 16 ___

Index of Item Objective Congruence (IOC)

The test validity

The test's validity is the extent to which the test measures what it is intended to measure. Hence, the index of the Item – Objective Congruence (IOC) is used to evaluate the congruence between the test items and the objectives (Harrison 1983)

The criteria are as follows:

+ 1   means the question is congruent with the objectives

0   means the question is uncertain to be congruent with the objectives

- 1   means the question is not congruent with the objectives

❖ The questions that obtain the IOC values between 0.5 – 1.0 were deemed acceptable.
❖ Items with IOC values below 0.5 have to be revised

Every item in the research instruments have to be evaluated by three experts in the field of Non-profit organization and OD field with the use of the test quality and the index of the Item-Objectives Congruence (IOC) forms.

Here is the table to be accomplished by experts to rate items in research instrument. May I have your times to fill up this IOC from to check whether the questionnaires are congruent with the research objectives.

The objective of my research is as follow:

❖ to define what is the current situation of team learning in Caritas Myanmar,
❖ to discover what initiative and existence of team learning in Caritas Myanmar,
❖ to facilitate the team learning in Caritas Myanmar for their future,
❖ to create design and action plan to implement team learning alive in Caritas Myanmar for future, and
❖ to develop destination that Caritas Myanmar's accomplishment and transformation of team learning

Definition of Team Learning

Team learning focuses on the capabilities and skill set of a group that work and learn together. It consists of three dimensions which are Interdependency, Dialogue and Team Cohesion.

Interdependency is the interaction of people learning from each other as well as from the task at hand, transferring skills, knowledge and experience by observing others in action, giving

assistance and solve the problems together and experimentation, questioning assumptions and reviewing outcomes as a group.

Dialogue is development of each team member to reflect their though and experience of complexity by having reflective conversation and let them create shared common sense and understanding.

Team Cohesion is the unity of team and desired cohesion on team is characterized of comfortable and trustful team members feeling safe about critically reflecting upon their experiences.

In this study, team learning is meant to be employees of Caritas Myanmar as a team will have good learning interaction among each other in action, collective problem-solving and experimentation, questioning and reviewing outcomes as a team.

TABLE 1: IOC evaluation of Expert _Hkaw Bawm_

+ 1   means the question is congruent with the objectives

0   means the question is uncertain to be congruent with the objectives

- 1   means the question is not congruent with the objectives

Theme	No	Questionnaire	-1	0	+1
Interdependency	Q301	I can develop my understanding and collaborative learning in everyday work in my team. ကျွန်ုပ်သည် နေ့စဉ်ကျွန်ုပ်၏အဖွဲ့အတွင်း လုပ်ဖော်ကိုင်ဖက်အချင်းချင်းသင်ယူခြင်းနှင့် နားလည်မှုကို ဆောက်ခြင်းကိုလုပ်ဆောင်နိုင်ပါသည်။			✓
	Q302	The lessons learned are made available to all the team members. အဖွဲ့ဝင်အချင်းချင်းလုပ်ဆောင်ခဲ့သော်လုပ်ငန်းများအပေါ် ပြန်လည်ပြီးသင်ခန်းစာယူခြင်းများရှိပါသည်။			✓
	Q303	My job cannot be done unless others do their work. လုပ်ဖော်ကိုင်ဖက်များအလုပ်မလုပ်ပါက ကျွန်ုပ်၏အလုပ်လည်းမပြီးမြောက်နိုင်ပါ။			✓
	Q304	I can share my purpose, intention and collegial interaction in handling work tasks. လုပ်ငန်းလုပ်ဆောင်ရာတွင် ကျွန်ုပ်၏ရည်ရွယ်ချက်၊ ဦးတည်ချက်အစီအစဉ်နှင့် လုပ်ဖော်ကိုင်ဖက်အချင်းချင်းအတူတကွညှိနှိုင်းဆောင်ရွက်မှုများကို ဝေမျှနိုင်ပါသည်။			✓
	Q305	The work I performed on the job has an impact on people in the organization. ကျွန်ုပ်လုပ်ဆောင်လိုက်သောလုပ်ငန်းရလာဒ်သည် အဖွဲ့အစည်းအတွင်းရှိဝန်ထမ်းများအပေါ် တွင်အကျိုး သက်ရောက်မှုရှိပါသည်။			✓
	Q306	We learn from each other by sharing practices and giving supportive assistance. လုပ်ထုံးလုပ်နည်းများဝေမျှခြင်းနှင့် အကူအညီပေးခြင်းအားဖြင့် ကျွန်ုပ်တို့.တစ်ဦးထံမှတစ်ဦးသင်ယူပါသည်			✓
	Q307	We share our knowledge, experience and skill among the different team members.			✓

		အခြားသောအဖွဲ့များသို့လည်း ကျွန်ုပ်တို့၏အသိပညာများ၊ အတွေ့အကြုံများနှင့် အရည်အချင်းများကို ဖလှယ်ကြပါသည်။	
	Q308	I understand and aware of the needs of my colleague in my organization. အဖွဲ့အစည်းအတွင်းရှိ လုပ်ဖော်ကိုင်ဖက်များ၏လိုအပ်ချက်များကိုသိရှိနားလည်ပါသည်။	✓
	Q309	We are always willing to help each other although we are busy with daily routine. နေ့စဉ်ကျွန်ုပ်တို့၏ဆိုင်ရာဆိုင်ရာ လုပ်ငန်းတာဝန်များမအားလပ်သော်လည်း ကျွန်ုပ်တို့အချင်းချင်းကူညီလို စိတ်ရှိပါသည်။	✓
	Q3010	I work with my team even if I have difficulties and problems. အခက်အခဲပြဿနာများတွေ့ကြုံနေရသော်လည်း ကျွန်ုပ်သည် ကျွန်ုပ်၏အဖွဲ့နှင့်အတူအလုပ်လုပ်ဆောင်ပါ သည်။	✓
	Q3011	I work with my colleagues in different sectors/departments even if I have difficulties and problems. အခက်အခဲပြဿနာများတွေ့ကြုံနေရသော်လည်း အခြားသောအဖွဲ့၊ ဌာနရှိလုပ်ဖော်ကိုင်ဖက်များနှင့်အတူ တကွအလုပ်လုပ်ဆောင်ပါသည်။	✓
	Q3012	If problems and difficulties happen, everyone wants to give their help to get the problem solved together. အခက်အခဲပြဿနာများပေါ် ပေါက်လာပါက အခက်အခဲပြဿနာများကိုအတူတကွဖြေရှင်းနိုင်ရန်အတွက် လုပ်ဖော်ကိုင်ဖက်အချင်းချင်းကူညီလိုစိတ်ရှိကြပါသည်။	✓
	Q3013	We always learn from our mistake after solving problems together. ပြဿနာများအတူတကွဖြေရှင်းပြီးနောက်ပိုင်း ကျွန်ုပ်တို့၏မှားယွင်းမှုများမှ သင်ခန်းစာအမြဲယူပါသည်။	✓
	Q3014	My colleague give me enough opportunity to improve my own performance. ကျွန်ုပ်၏ပင်ကိုယ်စွမ်းဆောင်ရည်မြင့်တက်လာစေရန်အတွက် ကျွန်ုပ်၏လုပ်ဖော်ကိုင်ဖက်များမှ လုံလောက် သောအခွင့်အလမ်းများဖန်တီးပေးပါသည်။	✓
	Q3015	We get together and review our outcomes after we finish our operation and task. ကျွန်ုပ်တို့၏လုပ်ငန်း၊ တာဝန်များပြီးမြောက်သွားပါက ရရှိလာသောရလာဒ်များအား အချင်းချင်းအတူတကွ ပြန်လည်သုံးသပ်ကြပါသည်။	✓
	Q3016	We regularly take our time to reflect on what we do things together. ကျွန်ုပ်တို့အတူတကွမည်ကဲ့သို့လုပ်ဆောင်သည်ကို အချင်းချင်းအချိန်ယူပြီး ပြန်လည်သုံးသပ်ကြပါသည်။	✓
	Q3017	After trying something new, we take time to think about how it worked. တစ်စုံတစ်ခုသောစမ်းသစ်သည့်လုပ်ဆောင်မှုများလုပ်ဆောင်ပြီးပါက မည်ကဲ့သို့လုပ်ဆောင်ခဲ့သည်ကို အချိန်ယူပြီးပြန်လည်စဉ်းစားကြပါသည်။	✓
	Q3018	We share our new methods, techniques and approaches to each other after we have new experimentation. တစ်စုံတစ်ခုသော်စမ်းသစ်သည့်လုပ်ဆောင်မှုများတွေ့ရှိသည့်နောက်ပိုင်း နည်းပညာအသစ်များ၊ ချည်းကပ် နည်းအသစ်များ၊ နည်းစနစ်အသစ်များကို အချင်းချင်းပြန်လည်ဝေမျှကြပါသည်။	✓
Dialogue	Q3019	In meeting, discussion and dialogue different points of view are expressed openly and sincerely. အစည်းအဝေးများ၊ ဆွေးနွေးပွဲများနှင့် အပြန်အလှန်ပြောဆိုခြင်းများတွင် ကျွန်ုပ်တို့၏ထင်မြင်ယူဆချက်များ အကြံဉာဏ်များကို ရိုးသားပွင့်လင်းစွာပြောဆိုတင်ပြနိုင်ပါသည်။	✓
	Q3020	In meeting, discussion and dialogue the points of view of others are listened carefully.	✓

			✓
		အစည်းအဝေးများ၊ ဆွေးနွေးပွဲများနှင့် တစ်ဦးအပေါ်တစ်ဦးအပြန်လှန်သို့နိုင်းပြောဆိုမှုများတွင် တစ်ဦး၏ ထင်မြင်ယူဆချက်များကိုကျန်ရှိသောသူများကအသေအချာနားထောင်ပေးပါသည်။		
Q3021	"Two-way" communication (boss-subordinate and subordinate-boss) and critical dialogue is frequently used. အကြီးအကဲနှင့်လက်အောက်ငယ်သားအကြား အပြန်အလှန်ပြောဆိုဆက်သွယ်မှုများ၊ ထဲထဲဝင်ဝင်ပြောဆိုမှုများ မကြာခဏဆိုသလိုရှိပါသည်။		✓
Q3022	We can question each other when we think the work can be done better and improved. လုပ်ငန်းများပိုမိုပြီးပြောက်တွင်ကျယ်စေရန်အတွက် ကျွန်ုပ်တို့အချင်းချင်း မေးခွန်းထုတ်ခြင်း၊ ထင်မြင်ယူဆ ချက်များဖလှယ်ခြင်းများပြုလုပ်နိုင်ပါသည်။		✓
Q3023	In meeting and group discussions, everyone's opinion is taken into consideration. အစည်းအဝေးများ အဖွဲ့လိုက်ဆွေးနွေးမှုများတွင် အရောက်စီတိုင်း၏ထင်မြင်ယူဆချက်များကိုထည့်သွင်း စဉ်းစားပေးပါသည်။		✓
Q3024	Whenever I have a conversation with my colleagues, I find difficult to understand what they are talking about. ကျွန်ုပ်၏လုပ်ဖော်ကိုင်ဖက်များနှင့်စကားပြောဆိုတိုင်း သူတို့မည်သည့်အကြောင်းအရာများပြောဆိုနေ သည်ကိုကျွန်ုပ်နားလည်ရန်ခဲ့ပါသည်။		✓
Q3025	In meeting and discussion, if speakers ask to raise questions, everyone doesn't hesitate to do so. အစည်းအဝေးများနှင့်ဆွေးနွေးပွဲများတွင် ဦးဆောင်သူမှမေးခွန်းမေးမြန်းရန်အခွင့်ပေးသောအခါ အယောက်စီတိုင်းမဆိုင်းမတွမေးခွန်းမေးကြပါသည်။		✓
Q3026	We always try to create shared and common sense of understanding in our organization. ကျွန်ုပ်တို့၏အဖွဲ့အစည်းအတွင်း အတူတကွနားလည်မှုတည်ဆောက်ခြင်း၊ တစ်ဦးအပေါ်တစ်ဦး သိရှိနား လည်ခြင်းများကို အမြဲတစေဖန်တီးလုပ်ဆောင်ပါသည်။		✓
Q3027	I am always ready to response to the questions that I have been asked. ကျွန်ုပ်အား မေးခွန်းမေးမြန်းလာပါက ပြန်လည်ဖြေကြားရန်အတွက်အမြဲအသင့်ရှိပါသည်။		✓
Q3028	I am always ready to ask question to my colleague for clarification. မရှင်းလင်းခြင်း၊ နားမလည်ခြင်းများရှိပါက ကျွန်ုပ်၏လုပ်ဖော်ကိုင်ဖက်များအားမေးမြန်းရန်အသင့်ရှိပါသည်။		✓
Q3029	I always try to introduce my ideas and find out the understanding of my colleague by asking questions. (eg- Do you understand what I mean?) ကျွန်ုပ်၏စိတ်ကူးအကြံဉာဏ်များအားအမြဲတစေဖော်ပြပြီး လုပ်ဖော်ကိုင်ဖက်များနားလည်မှုရှိမရှိကို မေးခွန်းမေးမြန်းခြင်းအားဖြင့် ရှာဖွေဖော်ထုတ်ပါသည်။		✓
Q3030	In meeting and discussion, we exchange our reflection, thoughts and experience to one another. အစည်းအဝေးများနှင့် ဆွေးနွေးပွဲများတွင် ကျွန်ုပ်တို့၏ထင်မြင်ယူဆချက်များ၊ သုံးသပ်မှုများ၊ အတွေ့အကြုံ များကို အချင်းချင်းဖလှယ်ကြပါသည်။		✓
Q3031	We expect team spirit among each other in order to do our jobs better. လုပ်ငန်းလုပ်ဆောင်ရာတွင်ပိုမိုကောင်းမွန်စွာလုပ်ဆောင်နိုင်ရန်အတွက် အဖွဲ့စိတ်ဓာတ်ထားရှိရန် ကျွန်ုပ်တို့မျှော်မှန်းပါသည်။		✓
Q3032	We trust each other in our work.		✓

Team Cohesion

	လုပ်ငန်းအတွင်းတစ်ဦးအပေါ် တစ်ဦးယုံကြည်မှုရှိပါသည်။	
Q3033	Our each and every point of views and opinions are being accepted and respected. ကျွန်ုပ်တစ်ဦးတစ်ယောက်စီ၏တင်မြင်ယူဆချက်များ အကြံဉာဏ်များအားလက်ခံခြင်း လေးစားခြင်းရှိ ပါသည်။	✓
Q3034	In my organization, we love to help and support each other. ကျွန်ုပ်၏အဖွဲ့အစည်းအတွင်း တစ်ဦးအပေါ် တစ်ဦးရိုင်းပင်းကူညီချင်းရှိပါသည်။	✓
Q3035	In my organization Teamwork is encouraged as a way of learning from others. ကျွန်ုပ်၏အဖွဲ့အစည်းအတွင်းတစ်ဦးထံမှတစ်ဦးသင်ယူမှုအနေဖြင့် အဖွဲ့လိုက်ပူးပေါင်းလုပ်ဆောင်ခြင်းကို အားပေးပါသည်။	✓
Q3036	When a problem occurs, there is a search for "Collective feedback" in team instead of blaming each other. ပြဿနာတစ်ခုံတစ်ခုပေါ် ပေါက်လာပါက တစ်ဦးတစ်ပေါ်တစ်ဦးအပြစ်တင်ပြောဆိုခြင်းထက် အဖွဲ့အတွင်း အတူတကွအကြံပြုခြင်း၊ တုံ့ပြန်ချက်ပေးခြင်းများကိုရှာဖွေလုပ်ဆောင်ပါသည်။	✓
Q3037	In my organization individual and/or team actions are taken to continuously improve and develop. အဖွဲ့အစည်းအတွင်း တစ်ဦးတစ်ယောက် သို့မဟုတ် အဖွဲ့လိုက်လုပ်ဆောင်မှုများအား ရေရှည်ဖွံ့ဖြိုးတိုး တက်မှုအဖြစ်ထည့်သွင်းလုပ်ဆောင်ပါသည်။	✓
Q3038	When I perform, I feel like it is a team effort. ကျွန်ုပ်အလုပ်လုပ်ဆောင်သောအခါ၊ ယင်းလုပ်ဆောင်မှုသည် အဖွဲ့၏ကြီးစားအားထုတ်မှုအဖြစ်ခံယူပါ သည်။	✓
Q3039	I am comfortable working as a team rather than individual. ကျွန်ုပ်သည်တစ်ဦးတစ်ယောက်ထက် အသင်းအဖွဲ့ဖြင့်အလုပ်လုပ်ရခြင်းကိုနှစ်သက်ပျော်ရွှင်ပါသည်။	✓
Q3040	For me, team success is more important than my success. ကျွန်ုပ်အတွက် အသင်းအဖွဲ့၏အောင်မြင်ခြင်းသည် ကျွန်ုပ်၏အောင်မြင်ခြင်းထက်ပို၍အရေးပါပါသည်။	✓
Q3041	I feel comfortable even when I have critically feedback and reflection upon my work done. ကျွန်ုပ်၏လုပ်ငန်းလုပ်ဆောင်မှုအပေါ် အပြင်းအထန်အကြံပြုပေးခြင်း၊ သုံးသပ်ပေးခြင်းကိုနှစ်သက်သ�‌‌ဘော ကျပါသည်။	✓
Q3042	I can give critical feedback to my team members and it is acceptable. ကျွန်ုပ်သည် အဖွဲ့ဝင်များအား အပြင်းအထန်အကြံပြုပေးနိုင်ပြီး ယင်းအကြံပြုပေးမှုကိုလူတိုင်းလက်ခံပါ သည်။	✓
Q3043	We all take responsibility for any mistake, loss and poor performance by our team. ကျွန်ုပ်တို့သည်အသင်းအဖွဲ့စိတ်ဓါတ်ဖြင့် မည်သည့်များယွင်းချွတ်ချော်မှု၊ ဆုံးရှုံးမှုနှင့် စွမ်းဆောင်ရည်ကျ ဆင်းမှုများအား အတူတကွတာဝန်ယူလုပ်ဆောင်ပါသည်။	✓
Q3044	I have a high degree of loyalty to follow my team members. ကျွန်ုပ်သည် သစ္စာရှိစွာဖြင့် အဖွဲ့ဝင်များနှင့် တသားတည်းရှိပါသည်။	✓
Q3045	I like the way we work together as a team. အဖွဲ့ဝင်အချင်းချင်းအတူတကွလုပ်ဆောင်သည့်နည်းလမ်းများအပေါ် သဘောကျပါသည်။	✓
Q3046	As a team, we are united. အဖွဲ့တစ်ဖွဲ့အဖြစ် ကျွန်ုပ်တို့စည်းလုံးညီညွတ်ကြပါသည်။	✓
Q3047	There is good alignment between my department and others with whom I need to coordinate.	

	ကျွန်ုပ်အတူတကွပူးပေါင်းဆောင်ရွက်ရမည့်ဌာနအတွင်းရှိ လုပ်ဖော်ကိုင်ဖက်များနှင့် ကောင်းမွန်သော စည်းဝါးကိုက်ညီမှု မပေါင်းစည်းမှု ရှိပါသည်။	✓
Q3048	My department has enough knowledge about other related departments within the organization.	✓
	အဖွဲ့အစည်းအတွင်း ကျွန်ုပ်၏ဌာနသည် အခြားသောဌာနများနှင့်ပတ်သက်သည့် အကြောင်းအရာ အရာများကို သိရှိသင့်သလောက်သိရှိပါသည်။	
Q3049	It is easy to discuss difficult issues and problems in my team.	✓
	ကျွန်ုပ်၏အဖွဲ့အတွင်း ပြဿနာရပ်များ၊ အခက်အခဲများကို လွယ်ကူစွာဆွေးနွေးပြောဆိုနိုင်ပါသည်။	
Q3050	We are sometimes rejected for being different. (Knowledge, Ideas, Experience, etc)	✓
	ကျွန်ုပ်တို့သည်တစ်ခါတစ်ရံတွင် မတူညီသောကွဲပြားမှုများအပေါ် ကန့်သတ်ခြင်းခံရပါသည်။ (အတွေ့အကြုံ၊ အတွေးအမြင်၊ ပဟုသုတ၊ အစရှိသည်)	
Q3051	What are three ways you did well in functioning as a team?	
	အသင်းအဖွဲ့အဖြစ်လုပ်ဆောင်ရာတွင်အကောင်းဆုံးလုပ်ဆောင်နိုင်သောနည်းလမ်း(၃)ခုကိုဖော်ပြပါ။	
	1.	
	2.	✓
	3.	
Q3052	What problems have you had interaction as a team?	
	အသင်းအဖွဲ့အဖြစ်လုပ်ဆောင်ရာတွင်မည်သည့်အခက်အခဲများ၊ ပြဿနာများနှင့်ကြုံတွေ့ရသနည်း။	✓

Thank you so much for your valuable time and being a part of this Index of Item Objective Congruence (IOC) for Action Research.

IOC Evaluation of expert

Signature _____

Name _ *Hkaw Bawm* _____

Position _ *Senior Program Manager* _

Organization _ *World Concern Myanmar* _

Date _ *20th September 2016* _

Hkaw Bawm
Senior Program Manager
World Concern

Index of Item Objective Congruence (IOC)

The test validity

The test's validity is the extent to which the test measures what it is intended to measure. Hence, the index of the Item – Objective Congruence (IOC) is used to evaluate the congruence between the test items and the objectives (Harrison 1983)

The criteria are as follows:

+ 1   means the question is congruent with the objectives

0   means the question is uncertain to be congruent with the objectives

- 1   means the question is not congruent with the objectives

❖ The questions that obtain the IOC values between 0.5 – 1.0 were deemed acceptable.
❖ Items with IOC values below 0.5 have to be revised

Every item in the research instruments have to be evaluated by three experts in the field of Non-profit organization and OD field with the use of the test quality and the index of the Item-Objectives Congruence (IOC) forms.

Here is the table to be accomplished by experts to rate items in research instrument. May I have your times to fill up this IOC from to check whether the questionnaires are congruent with the research objectives.

The objective of my research is as follow:

❖ to define what is the current situation of team learning in Caritas Myanmar,
❖ to discover what initiative and existence of team learning in Caritas Myanmar,
❖ to facilitate the team learning in Caritas Myanmar for their future,
❖ to create design and action plan to implement team learning alive in Caritas Myanmar for future, and
❖ to develop destination that Caritas Myanmar's accomplishment and transformation of team learning

Definition of Team Learning

Team learning focuses on the capabilities and skill set of a group that work and learn together. It consists of three dimensions which are Interdependency, Dialogue and Team Cohesion.

Interdependency is the interaction of people learning from each other as well as from the task at hand, transferring skills, knowledge and experience by observing others in action, giving

assistance and solve the problems together and experimentation, questioning assumptions and reviewing outcomes as a group.

Dialogue is development of each team member to reflect their though and experience of complexity by having reflective conversation and let them create shared common sense and understanding.

Team Cohesion is the unity of team and desired cohesion on team is characterized of comfortable and trustful team members feeling safe about critically reflecting upon their experiences.

In this study, team learning is meant to be employees of Caritas Myanmar as a team will have good learning interaction among each other in action, collective problem-solving and experimentation, questioning and reviewing outcomes as a team.

TABLE 1: IOC evaluation of Expert ___Thandar Swe___

+ 1   means the question is congruent with the objectives

0   means the question is uncertain to be congruent with the objectives

- 1   means the question is not congruent with the objectives

Theme	No	Questionnaire	-1	0	+1
Interdependency	Q301	I can develop my understanding and collaborative learning in everyday work in my team. ကျွန်ုပ်သည် နေ့စဉ်ကျွန်ုပ်၏အဖွဲ့အတွင်း လုပ်ဖော်ကိုင်ဖက်အခြင်းခြင်းသင်ယူခြင်းနှင့် နားလည်မှုတည်ဆောက်ခြင်းကိုလုပ်ဆောင်နိုင်ပါသည်။			/
	Q302	The lessons learned are made available to all the team members. အဖွဲ့ဝင်အချင်းချင်းလုပ်ဆောင်ခဲ့သော်လုပ်ငန်းများအပေါ်ပြန်လည်ပြီးသင်ခန်းစာယူခြင်းများရှိပါသည်။			/
	Q303	My job cannot be done unless others do their work. လုပ်ဖော်ကိုင်ဖက်များအလုပ်မလုပ်ပါကကျွန်ုပ်၏အလုပ်လည်းမပြီးမြောက်နိုင်ပါ။			/
	Q304	I can share my purpose, intention and collegial interaction in handling work tasks. လုပ်ငန်းလုပ်ဆောင်ရာတွင် ကျွန်ုပ်၏ရည်ရွယ်ချက်၊ ဦးတည်ချက်အစီအစဉ်နှင့် လုပ်ဖော်ကိုင်ဖက်အချင်းချင်းအတူတွညီနိုင်ဆောင်ရွက်မှုများကို ဝေမျှနိုင်ပါသည်။			/
	Q305	The work I performed on the job has an impact on people in the organization. ကျွန်ုပ်လုပ်ဆောင်လိုက်သောလုပ်ငန်းရလာဒ်သည် အဖွဲ့အစည်းအတွင်းရှိဝန်ထမ်းများအပေါ်တွင်အကျိုး သက်ရောက်မှုရှိပါသည်။			/
	Q306	We learn from each other by sharing practices and giving supportive assistance. လုပ်ထုံးလုပ်နည်းများဝေမျှခြင်းနှင့် အကူအညီပေးခြင်းအားဖြင့် ကျွန်ုပ်တို့တစ်ဦးထံမှတစ်ဦးသင်ယူပါသည်			/
	Q307	We share our knowledge, experience and skill among the different team members.			/

		အခြားသောအဖွဲ့များသို့လည်း ကျွန်ုပ်တို့၏အသိပညာများ၊ အတွေ့အကြုံများနှင့် အရည်အချင်းများကို ဖလှယ်ကြပါသည်။
Q308	I understand and aware of the needs of my colleague in my organization. အဖွဲ့အစည်းအတွင်းရှိ လုပ်ဖော်ကိုင်ဖက်များ၏လိုအပ်ချက်များကိုသိရှိနားလည်ပါသည်။	
Q309	We are always willing to help each other although we are busy with daily routine. နေ့စဉ်ကျွန်ုပ်တို့၏ဆိုင်ရာဆိုင်ရာ လုပ်ငန်းတာဝန်များမအားလပ်သော်လည်း ကျွန်ုပ်တို့အချင်းချင်းကူညီလို စိတ်ရှိပါသည်။	
Q3010	I work with my team even if I have difficulties and problems. အခက်အခဲပြဿနာများတွေ့ကြုံနေရသော်လည်း ကျွန်ုပ်သည် ကျွန်ုပ်၏အဖွဲ့နှင့်အတူအလုပ်လုပ်ဆောင်ပါ သည်။	
Q3011	I work with my colleagues in different sectors departments even if I have difficulties and problems. အခက်အခဲပြဿနာများတွေ့ကြုံနေရသော်လည်း အခြားသောအဖွဲ့၊ ဌာနရှိလုပ်ဖော်ကိုင်ဖက်များနှင့်အတူ တကွအလုပ်လုပ်ဆောင်ပါသည်။	
Q3012	If problems and difficulties happen, everyone wants to give their help to get the problem solved together. အခက်အခဲပြဿနာများပေါ် ပေါက်လာပါက အခက်အခဲပြဿနာများကိုအတူတကွဖြေရှင်းနိုင်ရန်အတွက် လုပ်ဖော်ကိုင်ဖက်အချင်းချင်းကူညီလိုစိတ်ရှိကြပါသည်။	
Q3013	We always learn from our mistake after solving problems together. ပြဿနာများအတူတကွဖြေရှင်းပြီးနောက်ပိုင်း ကျွန်ုပ်တို့၏မှားယွင်းမှုများမှ သင်ခန်းစာအမြဲယူပါသည်။	
Q3014	My colleague give me enough opportunity to improve my own performance. ကျွန်ုပ်၏ပင်ကိုယ်စွမ်းဆောင်ရည်မြင့်တက်လာစေရန်အတွက် ကျွန်ုပ်၏လုပ်ဖော်ကိုင်ဖက်များမှ လုံလောက် သောအခွင့်အလမ်းများဖန်တီးပေးပါသည်။	
Q3015	We get together and review our outcomes after we finish our operation and task. ကျွန်ုပ်တို့၏လုပ်ငန်း၊ တာဝန်များပြီးမြောက်သွားပါက ရရှိလာသောရလာဒ်များအား အချင်းချင်းအတူတကွ ပြန်လည်သုံးသပ်ကြပါသည်။	
Q3016	We regularly take our time to reflect on what we do things together. ကျွန်ုပ်တို့အတူတကွမည်ကဲ့သို့လုပ်ဆောင်သည်ကို အချင်းချင်းအမြဲယှဉ်ပြီး ပြန်လည်သုံးသပ်ကြပါသည်။	
Q3017	After trying something new, we take time to think about how it worked. တစ်စုံတစ်ခုသောစမ်းသပ်သည့်လုပ်ဆောင်မှုများလုပ်ဆောင်ပြီးပါက မည်ကဲ့သို့လုပ်ဆောင်ခဲ့သည်ကို အမြဲယှဉ်ပြီးပြန်လည်စဉ်းစားကြပါသည်။	
Q3018	We share our new methods, techniques and approaches to each other after we have new experimentation. တစ်စုံတစ်ခုသောစမ်းသပ်သည့်လုပ်ဆောင်မှုများတွေ့ရှိသည့်နောက်ပိုင်း နည်းပညာအသစ်များ၊ ချဉ်းကပ် နည်းအသစ်များ၊ နည်းစနစ်အသစ်များကို အချင်းချင်းပြန်လည်ဝေမျှကြပါသည်။	
Q3019	In meeting, discussion and dialogue different points of view are expressed openly and sincerely. အစည်းအဝေးများ၊ ဆွေးနွေးပွဲများနှင့် အပြန်အလှန်ပြောဆိုခြင်းများတွင် ကျွန်ုပ်တို့၏ထင်မြင်ယူဆချက်များ အကြံဉာဏ်များကို ရိုးသားပွင့်လင်းစွာပြောဆိုတင်ပြနိုင်ပါသည်။	
Q3020	In meeting, discussion and dialogue the points of view of others are listened carefully.	

		အစည်းအဝေးများ၊ ဆွေးနွေးပွဲများနှင့် တစ်ဦးအပေါ် တစ်ဦးအပြန်လှန်သိနိုင်းပြောဆိုမှုများတွင် တစ်ဦး၏ ထင်မြင်ယူဆချက်များကိုကျန်ရှိသောသူများကအသေအချာနားထောင်ပေးပါသည်။
Q3021	"Two-way" communication (boss-subordinate and subordinate-boss) and critical dialogue is frequently used. အကြီးအကဲနှင့်လက်အောက်ငယ်သားအကြား အပြန်အလှန်ပြောဆိုဆက်သွယ်မှုများ၊ ထဲထဲဝင်ဝင်ပြောဆိုမှုများ မကြာခကဆိုသလိုရှိပါသည်။	
Q3022	We can question each other when we think the work can be done better and improved. လုပ်ငန်းများပိုမိုပြီးမြောက်တွင်ကျယ်စေရန်အတွက် ကျွန်ုပ်တို့အချင်းချင်း မေးခွန်းထုတ်ခြင်း၊ ထင်မြင်ယူဆ ချက်များဖလှယ်ခြင်းများပြုလုပ်နိုင်ပါသည်။	
Q3023	In meeting and group discussions, everyone's opinion is taken into consideration. အစည်းအဝေးများ အဖွဲ့လိုက်ဆွေးနွေးမှုများတွင် အရောက်စီတိုင်း၏ထင်မြင်ယူဆချက်များကိုထည့်သွင်း စဉ်းစားပေးပါသည်။	
Q3024	Whenever I have a conversation with my colleagues, I find difficult to understand what they are talking about. ကျွန်ုပ်၏လုပ်ဖော်ကိုင်ဖက်များနှင့်စကားပြောဆိုတိုင်း သူတို့မည်သည့်အကြောင်းအရာများပြောဆိုနေ သည်ကိုကျွန်ုပ်နားလည်ရန်ခက်ခဲပါသည်။	
Q3025	In meeting and discussion, if speakers ask to raise questions, everyone doesn't hesitate to do so. အစည်းအဝေးများနှင့်ဆွေးနွေးပွဲများတွင် ဦးဆောင်သူမှမေးခွန်းမေးမြန်းရန်အခွင့်ပေးသောအခါ အလျောက်စီပိုင်းမဆိုင်းမတွဲမေးခွန်းမေးကြပါသည်။	
Q3026	We always try to create shared and common sense of understanding in our organization. ကျွန်ုပ်တို့၏အဖွဲ့အစည်းအတွင်း အတူတကွနားလည်မှုတည်ဆောက်ခြင်း၊ တစ်ဦးအပေါ် တစ်ဦး သိရှိနား လည်ခြင်းများတို့ကို အမြဲတစေဖန်တီးလုပ်ဆောင်ပါသည်။	
Q3027	I am always ready to response to the questions that I have been asked. ကျွန်ုပ်အားမေးခွန်းမေးမြန်းလာပါက ပြန်လည်ဖြေကြားရန်အတွက်အမြဲအသင့်ရှိပါသည်။	
Q3028	I am always ready to ask question to my colleague for clarification. မရှင်းလင်းခြင်း၊ နားမလည်ခြင်းများရှိပါက ကျွန်ုပ်၏လုပ်ဖော်ကိုင်ဖက်များအားမေးမြန်းရန်အသင့်ရှိပါသည်။	
Q3029	I always try to introduce my ideas and find out the understanding of my colleague by asking questions. (eg- Do you understand what I mean?) ကျွန်ုပ်၏စိတ်ကူးအကြံဉာဏ်များအားအမြဲတစေဖော်ပြပြီး လုပ်ဖော်ကိုင်ဖက်များနားလည်မှုရှိမရှိကို မေးခွန်းမေးပြန်ခြင်းအားဖြင့် ရှာဖွေဖော်ထုတ်ပါသည်။	
Q3030	In meeting and discussion, we exchange our reflection, thoughts and experience to one another. အစည်းအဝေးများနှင့် ဆွေးနွေးပွဲများတွင် ကျွန်ုပ်တို့၏ထင်မြင်ယူဆချက်များ၊ သုံးသပ်မှုများ၊ အတွေ့အကြုံ များကို အချင်းချင်းဖလှယ်ကြပါသည်။	
Team Cohesion	Q3031	We expect team spirit among each other in order to do our jobs better. လုပ်ငန်းလုပ်ဆောင်ရာတွင်ပိုမိုကောင်းမွန်စွာလုပ်ဆောင်နိုင်ရန်အတွက် အဖွဲ့စိတ်ဓာတ်ထားရှိရန် ကျွန်ုပ်တို့မျှော်မှန်းပါသည်။
	Q3032	We trust each other in our work.

	လုပ်ငန်းအတွင်းတစ်ဦးအပေါ်တစ်ဦးယုံကြည်မှုရှိပါသည်။	
Q3033	Our each and every point of views and opinions are being accepted and respected. ကျွန်ုပ်တစ်ဦးတစ်ယောက်စီ၏ထင်မြင်ယူဆချက်များ၊ အကြံဉာဏ်များအားလက်ခံခြင်း၊ လေးစားခြင်းရှိ ပါသည်။	/
Q3034	In my organization, we love to help and support each other. ကျွန်ုပ်၏အဖွဲ့အစည်းအတွင်း တစ်ဦးအပေါ်တစ်ဦးရှိပင်ကူညီချင်ရှိပါသည်။	/
Q3035	In my organization Teamwork is encouraged as a way of learning from others. ကျွန်ုပ်၏အဖွဲ့အစည်းအတွင်းတစ်ဦးထံမှတစ်ဦးသင်ယူမှုအနေဖြင့် အဖွဲ့လိုက်ပူးပေါင်းလုပ်ဆောင်ခြင်းကို အားပေးပါသည်။	/
Q3036	When a problem occurs, there is a search for "Collective feedback" in team instead of blaming each other. ပြဿနာတစ်စုံတစ်ခုပေါ် ပေါက်လာပါက တစ်ဦးတစ်ပေါ်တစ်ဦးအပြစ်တင်ပြောဆိုခြင်းထက် အဖွဲ့အတွင်း အတူတကွအကြံပြုခြင်း၊ တုံ့ပြန်ချက်ပေးခြင်းများကိုရှာဖွေလုပ်ဆောင်ပါသည်။	/
Q3037	In my organization individual and/or team actions are taken to continuously improve and develop. အဖွဲ့အစည်းအတွင်း တစ်ဦးတစ်ယောက် သို့မဟုတ် အဖွဲ့လိုက်လုပ်ဆောင်မှုများအား ရေရှည်ဖွံ့ဖြိုးတိုး တက်မှုအဖြစ်ထည့်သွင်းလုပ်ဆောင်ပါသည်။	/
Q3038	When I perform, I feel like it is a team effort. ကျွန်ုပ်အလုပ်လုပ်ဆောင်သောအခါ၊ ယင်းလုပ်ဆောင်မှုသည် အဖွဲ့၏ကြိုးစားအားကုတ်မှုအဖြစ်ခံယူပါ သည်။	/
Q3039	I am comfortable working as a team rather than individual. ကျွန်ုပ်သည်တစ်ဦးတစ်ယောက်ထက် အသင်းအဖွဲ့ဖြင့်အလုပ်လုပ်ရခြင်းကိုနှစ်သက်ပျော်ရွှင်ပါသည်။	/
Q3040	For me, team success is more important than my success. ကျွန်ုပ်အတွက် အသင်းအဖွဲ့၏အောင်မြင်ခြင်းသည် ကျွန်ုပ်၏အောင်မြင်ခြင်းလက်ပို၍အရေးပါသည်။	/
Q3041	I feel comfortable even when I have critically feedback and reflection upon my work done. ကျွန်ုပ်၏လုပ်ငန်းလုပ်ဆောင်မှုအပေါ် အပြင်းအထန်အကြံပြုပေးခြင်း၊ သုံးသပ်ပေးခြင်းကိုနှစ်သက်သဘောကျပါသည်။	/
Q3042	I can give critical feedback to my team members and it is acceptable. ကျွန်ုပ်သည် အဖွဲ့ဝင်များအား အပြင်းအထန်အကြံပြုပေးနိုင်ပြီး ယင်းအကြံပြုပေးမှုကိုလူတိုင်းလက်ခံပါ သည်။	/
Q3043	We all take responsibility for any mistake, loss and poor performance by our team. ကျွန်ုပ်တို့သည်အသင်းအဖွဲ့တစ်ခုလုံးဖြင့် မည်သည့်မှားယွင်းချွတ်ချော်မှု၊ ဆုံးရှုံးမှုနှင့် စွမ်းဆောင်ရည်ကျ ဆင်းမှုများအား အတူတကွတာဝန်ယူလုပ်ဆောင်ပါသည်။	/
Q3044	I have a high degree of loyalty to follow my team members. ကျွန်ုပ်သည် သစ္စာရှိစွာဖြင့် အဖွဲ့ဝင်များနှင့် တသားတည်းရှိပါသည်။	/
Q3045	I like the way we work together as a team. အဖွဲ့ဝင်အချင်းချင်းအတူတကွလုပ်ဆောင်သည့်နည်းလမ်းများအပေါ် သဘောကျပါသည်။	/
Q3046	As a team, we are united. အဖွဲ့တစ်ဖွဲ့အဖြစ် ကျွန်ုပ်တို့စည်းလုံးညီညွတ်ကြပါသည်။	/
Q3047	There is good alignment between my department and others with whom I need to coordinate.	/

Q3048	ကျွန်ုပ်အတူတကွပူးပေါင်းဆောင်ရွက်ရမည့်ဌာနအတွင်းရှိ လုပ်ဖော်ကိုင်ဖက်များနှင့် ကောင်းမွန်သော စည်းဝါးကိုက်ညီမှု ပေါင်းစည်းမှု ရှိပါသည်။ My department has enough knowledge about other related departments within the organization. အဖွဲ့အစည်းအတွင်း ကျွန်ုပ်၏ဌာနသည် အခြားသောဌာနများနှင့်ပတ်သက်သည့် အကြောင်းအရင်းအရာ များကို သိရှိသင့်သလောက်သိရှိပါသည်။
Q3049	It is easy to discuss difficult issues and problems in my team. ကျွန်ုပ်၏အဖွဲ့အတွင်း ပြဿနာရပ်များ၊ အခက်အခဲများကို လွယ်ကူစွာဆွေးနွေးပြောဆိုနိုင်ပါသည်။
Q3050	We are sometimes rejected for being different. (Knowledge, Ideas, Experience, etc) ကျွန်ုပ်တို့သည်တစ်ခါတစ်ရံတွင် မတူညီသောကွဲပြားမှုများအပေါ် ကန့်သတ်ခြင်းခံရပါသည်။ (အတွေ့အကြုံ၊ အတွေးအမြင်၊ ဗဟုသုတ၊ အစရှိသည်)
Q3051	What are three ways you did well in functioning as a team? အသင်းအဖွဲ့အဖြစ်လုပ်ဆောင်ရာတွင်အကောင်းဆုံးလုပ်ဆောင်နိုင်သောနည်းလမ်း(၃)ခုကိုဖော်ပြပါ။ 1. 2. 3.
Q3052	What problems have you had interaction as a team? အသင်းအဖွဲ့အဖြစ်လုပ်ဆောင်ရာတွင်မည်သည့်အခက်အခဲများ ပြဿနာများနှင့်ကြုံတွေ့ရသနည်း။

Thank you so much for your valuable time and being a part of this Index of Item Objective Congruence (IOC) for Action Research.

IOC Evaluation of expert

Signature

Name _Daw Thandar Swe_

Position _Director_

Organization _SAGAWA Development Consultancy_

Date _31st Sept 2016_

Director
Sagawa Development Consultancy Co., Ltd.

SAGAWA
DEVELOPMENT CONSULTANCY CO., LTD.

Appendix C

Reliability Test Result

The result of reliability test

Scale: ALL VARIABLES of Interdependency

Case Processing Summary

		N	%
Cases	Valid	20	100.0
	Excluded[a]	0	.0
	Total	20	100.0

a. Listwise deletion based on all variables in
the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.890	18

Scale: ALL VARIABLES of Dialogue

Case Processing Summary

		N	%
Cases	Valid	20	100.0
	Excluded[a]	0	.0
	Total	20	100.0

a. Listwise deletion based on all variables in
the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.821	12

Scale: ALL VARIABLES of Team Cohesion

Case Processing Summary

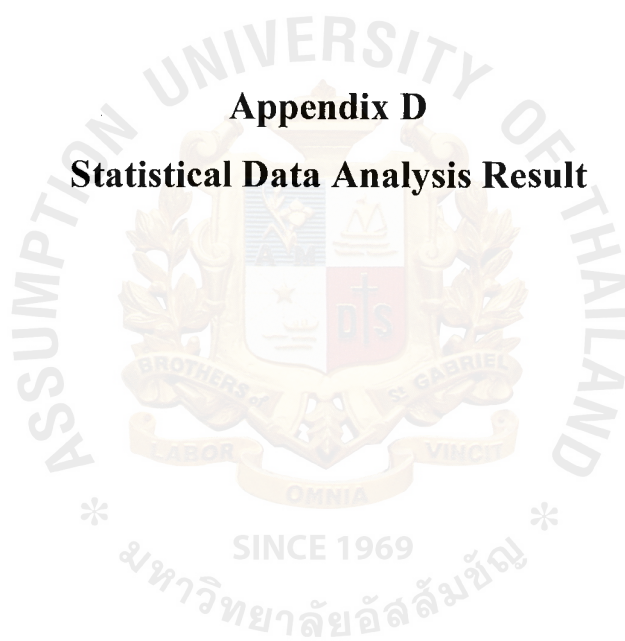|		N	%
Cases	Valid	20	100.0
	Excluded[a]	0	.0
	Total	20	100.0

a. Listwise deletion based on all variables in
the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.931	20

Appendix D

Statistical Data Analysis Result

General Information

What is your age in completed years?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	20-30	11	33.3	33.3	33.3
	30-40	15	45.5	45.5	78.8
	Over 40	7	21.2	21.2	100.0
	Total	33	100.0	100.0	

Gender

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	16	48.5	48.5	48.5
	Female	17	51.5	51.5	100.0
	Total	33	100.0	100.0	

What is your current marital status?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Single	20	60.6	60.6	60.6
	Married	13	39.4	39.4	100.0
	Total	33	100.0	100.0	

What is your work position?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Top Level-Management	5	15.2	15.2	15.2
	Middle Level-Management	11	33.3	33.3	48.5
	First Line-Management	17	51.5	51.5	100.0
	Total	33	100.0	100.0	

What is your Department?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Program/Operation	19	57.6	57.6	57.6
	Human Resource	2	6.1	6.1	63.6
	Admin Logistic	4	12.1	12.1	75.8
	Finance	8	24.2	24.2	100.0
	Total	33	100.0	100.0	

Year of work experience in current organization? Year

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Under 5 years	25	75.8	75.8	75.8
	5-10 year	7	21.2	21.2	97.0
	Over 10 years	1	3.0	3.0	100.0
	Total	33	100.0	100.0	

Current Data Finding of Pre – ODI

Interdependency

Question 1 - 18

Descriptive Statistics of overall Interdependency

	N	Mean	Std. Deviation	Result
1. I can develop my understanding and collaborative learning in everyday work in my team.	33	2.36	.489	Fair
2. The lessons learned are made available to all the team members.	33	2.36	.489	Fair
3. My job cannot be done unless others do their work.	33	2.39	.496	Fair
4. I can share my purpose, intention and collegial interaction in handling work tasks.	33	2.33	.479	Fair
5. The work I performed on the job has an impact on people in the organization.	33	2.45	.506	Fair
6. We learn from each other by sharing practices and giving supportive assistance.	33	2.33	.479	Fair
7. We share our knowledge, experience and skill among the different team members.	33	2.36	.489	Fair
8. I understand and aware of the needs of my colleague in my organization.	33	2.48	.566	Fair
9. We are always willing to help each other although we are busy with daily routine.	33	2.48	.508	Fair
10. I work with my team even if I have difficulties and problems.	33	2.45	.506	Fair
11. I work with my colleagues in different sectors/departments even if I have difficulties and problems.	33	2.48	.508	Fair
12. If problems and difficulties happen, everyone wants to give their help to get the problem solved together	33	2.48	.508	Fair
13. We always learn from our mistake after solving problems together.	33	2.58	.502	Good
14. My colleague give me enough opportunity to improve my own performance.	33	2.48	.508	Fair
15. We get together and review our outcomes after we finish our operation and task.	33	2.64	.489	Good

	N	Mean	Std. Deviation	Result
16. We regularly take our time to reflect on what we do things together.	33	2.52	.508	Fair
17. After trying something new, we take time to think about how it worked.	33	2.42	.502	Fair
18. We share our new methods, techniques and approaches to each other after we have new experimentation.	33	2.45	.506	Fair
Average (Interdependency) Pre ODI		**2.45**	**0.50**	**Fair**
Valid N (listwise)	33			

Dialogue

Question 1 – 12

Descriptive Statistics of overall Dialogue

	N	Mean	Std. Deviation	Result
1. In meeting, discussion and dialogue, different points of view are expressed openly and sincerely.	33	2.55	.506	Good
2. In meeting, discussion and dialogue the points of view of others are listened carefully	33	2.52	.508	Good
3. "Two-way" communication (boss-subordinate and subordinate-boss) and critical dialogue is frequently used.	33	2.45	.506	Fair
4. We can question each other when we think the work can be done better and improved.	33	2.61	.556	Good
5. In meeting and group discussions, everyone's opinion is taken into consideration.	33	2.48	.508	Fair
6. Whenever I have a conversation with my colleagues, I find difficult to understand what they are talking about.	33	2.55	.564	Good
7. In meeting and discussion, if speakers ask to raise questions, everyone doesn't hesitate to do so.	33	2.39	.496	Fair
8. We always try to create shared and common sense of understanding in our organization.	33	2.48	.508	Fair
9. I am always ready to response to the questions that I have been asked.	33	2.33	.479	Fair
10. I am always ready to ask question to my colleague for clarification.	33	2.58	.502	Good

	N	Mean	Std. Deviation	Result
11. I always try to introduce my ideas and find out the understanding of my colleague by asking questions. (eg-Do you understand what I mean?)	33	2.52	.508	Good
12. In meeting and discussion, we exchange our reflection, thoughts and experience to one another.	33	2.52	.508	Good
Average **(Dialogue)** **Pre ODI**		**2.50**	**0.51**	**Fair**
Valid N (listwise)	33			

Team Cohesion

Question 1 – 20

Descriptive Statistics of overall Team Cohesion

	N	Mean	Std. Deviation	Result
1. We expect team spirit among each other in order to do our jobs better.	33	2.42	.502	Fair
2. We trust each other in our work.	33	2.52	.566	Good
3. Our each and every point of views and opinions are being accepted and respected.	33	2.48	.508	Fair
4. In my organization, we love to help and support each other.	33	2.45	.666	Fair
5. In my organization Teamwork is encouraged as a way of learning from others.	33	2.52	.508	Good
6. When a problem occurs, there is a search for "Collective feedback" in team instead of blaming each other.	33	2.55	.506	Good
7. In my organization individual and/or team actions are taken to continuously improve and develop.	33	2.55	.506	Good
8. When I perform, I feel like it is a team effort.	33	2.55	.506	Good
9. I am comfortable working as a team rather than individual.	33	2.58	.502	Good
10. For me, team success is more important than my success.	33	2.45	.506	Fair
11. I feel comfortable even when I have critically feedback and reflection upon my work done.	33	2.42	.502	Fair
12. I can give critical feedback to my team members and it is acceptable.	33	2.48	.508	Fair
13. We all take responsibility for any mistake, loss and poor performance by our team.	33	2.55	.506	Good

14. I have a high degree of loyalty to follow my team members.	33	2.52	.508	Good
15. I like the way we work together as a team.	33	2.55	.506	Good
16. As a team, we are united.	33	2.55	.506	Good
17. There is good alignment between my department and others with whom I need to coordinate.	33	2.39	.496	Fair
18. My department has enough knowledge about other related departments within the organization.	33	2.33	.479	Fair
19. It is easy to discuss difficult issues and problems in my team.	33	2.45	.506	Fair
20. We are not rejected for being different. (Knowledge, Ideas, Experience, etc)	33	2.39	.496	Fair
Average (Team Cohesion) Pre ODI		**2.48**	**0.51**	**Fair**
Valid N (listwise)	33			

Current Data Finding of Post – ODI

Interdependency

Question 1 – 18

Descriptive Statistics on overall Interdependency

No	Questionnaire	N	Range	Mean	Std. Deviation	Result
1	I can develop my understanding and collaborative learning in everyday work in my team.	33	2	2.73	.517	Good
2	The lessons learned are made available to all the team members.	33	2	2.70	.529	Good
3	My job cannot be done unless others do their work.	33	2	2.45	.564	Fair
4	I can share my purpose, intention and collegial interaction in handling work tasks.	33	3	2.82	.528	Good
5	The work I performed on the job has an impact on people in the organization.	33	3	2.88	.600	Good
6	We learn from each other by sharing practices and giving supportive assistance.	33	2	3.00	.559	Good
7	We share our knowledge, experience and skill among the different team members.	33	2	2.61	.609	Good
8	I understand and aware of the needs of my colleague in my organization.	33	2	2.61	.609	Good
9	We are always willing to help each other although we are busy with daily routine.	33	2	2.91	.522	Good
10	I work with my team even if I have difficulties and problems.	33	2	3.06	.496	Good
11	I work with my colleagues in different sectors/departments even if I have difficulties and problems.	33	2	2.55	.506	Good
12	If problems and difficulties happen, everyone wants to give their help to get the problem solved together	33	1	2.76	.435	Good
13	We always learn from our mistake after solving problems together.	33	2	2.85	.566	Good
14	My colleague give me enough opportunity to improve my own performance.	33	2	2.82	.528	Good
15	We get together and review our outcomes after we finish our operation and task.	33	3	2.70	.637	Good

No		N	Range	Mean	Std. Deviation	Result
16	We regularly take our time to reflect on what we do things together.	33	2	2.61	.496	Good
17	After trying something new, we take time to think about how it worked.	33	2	2.58	.502	Good
18	We share our new methods, techniques and approaches to each other after we have new experimentation.	33	3	2.55	.711	Good
	Average Interdependency Post ODI			**2.73**	**0.55**	**Good**
	Valid N (listwise)	33				

Dialogue

Question 1 – 12

Descriptive Statistics on overall Dialogue

No		N	Range	Mean	Std. Deviation	Result
1	In meeting, discussion and dialogue, different points of view are expressed openly and sincerely.	33	2	2.97	.529	Good
2	In meeting, discussion and dialogue the points of view of others are listened carefully	33	3	2.79	.600	Good
3	"Two-way" communication (boss-subordinate and subordinate-boss) and critical dialogue is frequently used.	33	3	2.85	.712	Good
4	We can question each other when we think the work can be done better and improved.	33	2	2.70	.585	Good
5	In meeting and group discussions, everyone's opinion is taken into consideration.	33	2	2.73	.574	Good
6	Whenever I have a conversation with my colleagues, I find difficult to understand what they are talking about.	33	2	2.64	.549	Good
7	In meeting and discussion, if speakers ask to raise questions, everyone doesn't hesitate to do so.	33	2	2.55	.506	Good
8	We always try to create shared and common sense of understanding in our organization.	33	3	2.70	.684	Good
9	I am always ready to response to the questions that I have been asked.	33	3	2.82	.683	Good
10	I am always ready to ask question to my colleague for clarification.	33	1	2.73	.452	Good

No		N	Range	Mean	Std. Deviation	Result
11	I always try to introduce my ideas and find out the understanding of my colleague by asking questions. (eg- Do you understand what I mean?)	33	2	2.73	.517	Good
12	In meeting and discussion, we exchange our reflection, thoughts and experience to one another.	33	2	2.79	.485	Good
	Average Dialogue Post ODI			**2.75**	**0.57**	**Good**
	Valid N (listwise)	33				

Team Cohesion

Question 1 – 20

Descriptive Statistics on overall Team Cohesion

No		N	Range	Mean	Std. Deviation	Result
1	We expect team spirit among each other in order to do our jobs better.	33	2	3.09	.459	Good
2	We trust each other in our work.	33	2	3.15	.508	Good
3	Our each and every point of views and opinions are being accepted and respected.	33	2	2.85	.566	Good
4	In my organization, we love to help and support each other.	33	2	3.00	.433	Good
5	In my organization Teamwork is encouraged as a way of learning from others.	33	2	3.18	.528	Good
6	When a problem occurs, there is a search for "Collective feedback" in team instead of blaming each other.	33	2	2.67	.540	Good
7	In my organization individual and/or team actions are taken to continuously improve and develop.	33	2	2.91	.522	Good
8	When I perform, I feel like it is a team effort.	33	2	3.12	.545	Good
9	I am comfortable working as a team rather than individual.	33	2	3.15	.619	Good
10	For me, team success is more important than my success.	33	3	3.24	.663	Good
11	I feel comfortable even when I have critically feedback and reflection upon my work done.	33	2	2.79	.600	Good

12	I can give critical feedback to my team members and it is acceptable.	33	2	2.36	.653	Fair
13	We all take responsibility for any mistake, loss and poor performance by our team.	33	3	2.73	.626	Good
14	I have a high degree of loyalty to follow my team members.	33	3	2.97	.585	Good
15	I like the way we work together as a team.	33	2	3.12	.485	Good
16	As a team, we are united.	33	2	3.15	.566	Good
17	There is good alignment between my department and others with whom I need to coordinate.	33	2	2.94	.496	Good
18	My department has enough knowledge about other related departments within the organization.	33	2	2.76	.502	Good
19	It is easy to discuss difficult issues and problems in my team.	33	3	2.73	.674	Good
20	We are not rejected for being different. (Knowledge, Ideas, Experience, etc)	33	3	2.61	.609	Good
	Average Team Cohesion Post ODI			**2.93**	**0.56**	**Good**
	Valid N (listwise)	33				

Comparison between Pre and Post – ODI Statistical Summary

Table 26 Descriptive Statistics of PRE and POST ODI

Filter		N	Mean	Std. Deviation	Result
PRE ODI	Interdependency	33	2.45	0.50	Fair
	Dialogue	33	2.50	0.51	Fair
	Team Cohesion	33	2.48	0.51	Fair
POST ODI	Interdependency	33	2.73	0.55	Good
	Dialogue	33	2.75	0.57	Good
	Team Cohesion	33	2.93	0.56	Good

Paired Sample T-Test all Attributes

Paired Samples Statistics on Interdependency

Interdependency	Mean	N	Std. Deviation	Std. Error Mean	t	P-Value
Pre_ODI	2.4467	18	.08395	.01979	-6.397	0.001
Post_ODI	2.7328	18	.16782	.03955		

Paired Samples Statistics on Dialogue

Dialogue	Mean	N	Std. Deviation	Std. Error Mean	t	P-Value
Pre_ODI	2.4983	12	.07918	.02286	-6.786	0.001
Post_ODI	2.7500	12	.10652	.03075		

Paired Samples Statistics on Team Cohesion

Team Cohesion	Mean	N	Std. Deviation	Std. Error Mean	t	P-Value
Pre_ODI	2.4850	20	.06970	.01559	-8.893	0.001
Post_ODI	2.9260	20	.23374	.05227		

Paired Samples Test (Interdependency)

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pre_ODI - Post_ODI	-.28611	.18974	.04472	-.38047	-.19176	-6.397	17	.001

Paired Samples Test (Dialogue)

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pre_ODIdia - Post_ODIdia	-.25167	.12848	.03709	-.33330	-.17004	-6.786	11	.001

Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pre_ODIteam - Post_ODIteam	-.44100	.22176	.04959	-.54479	-.33721	-8.893	19	.001

Appendix E
Organization Development Intervention (ODI)

OD Intervention on enhancing team learning in faith based organization in Myanmar

Activity 1 – Awareness of Organization Development to enhance team learning in faith based organization. *(September 9, 2016)*
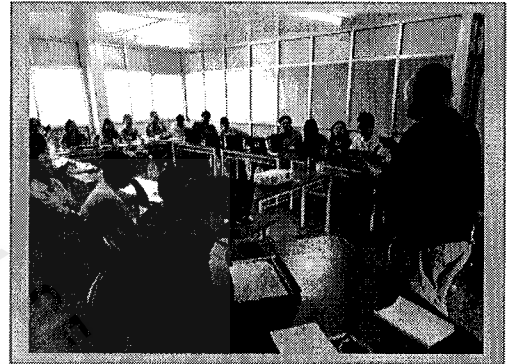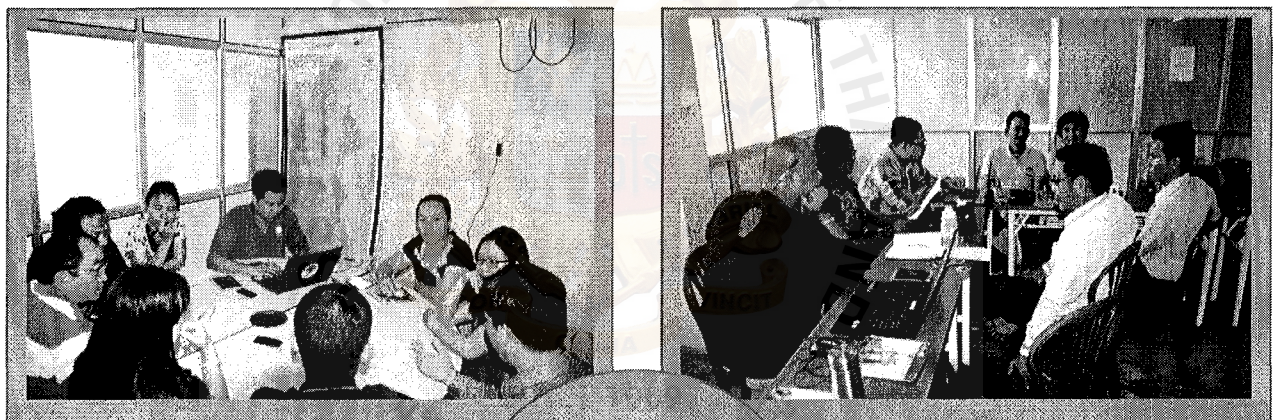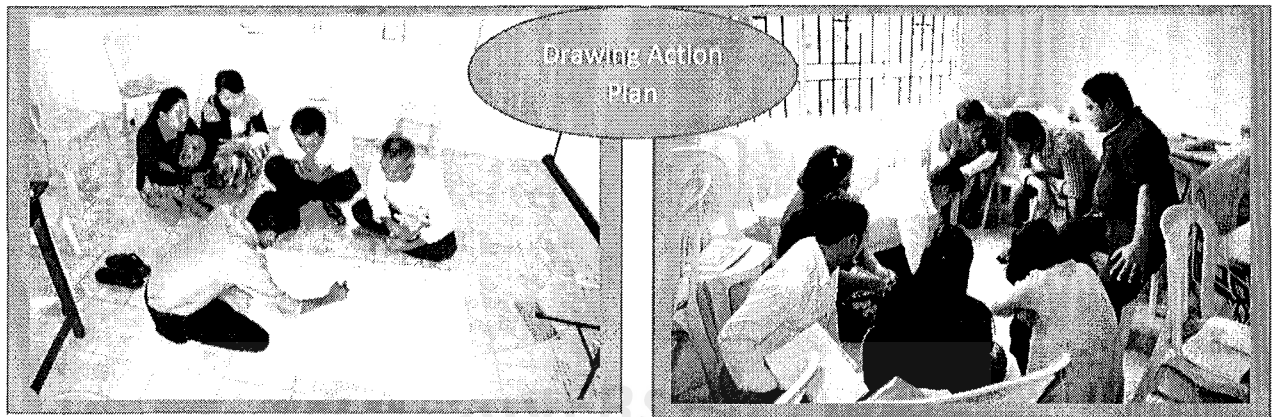

Activity 2&3 – Team Building and communication Training. *(September 22-23, 2016)*
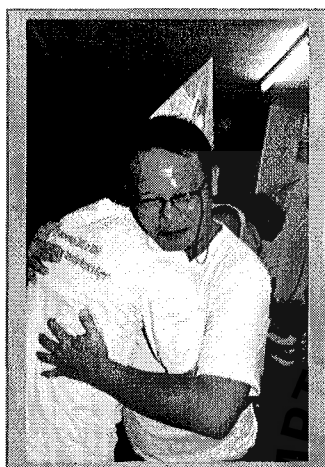
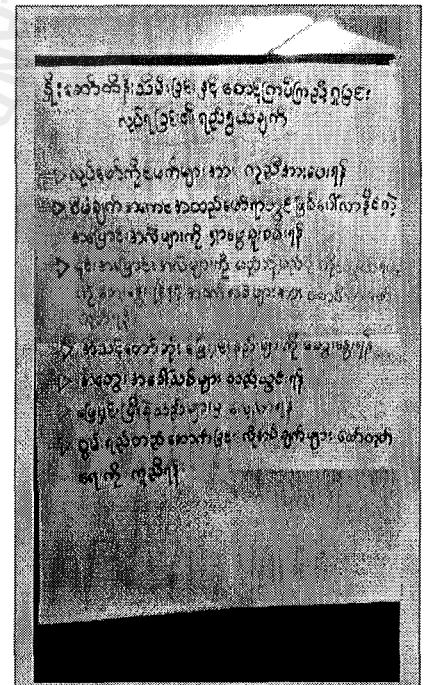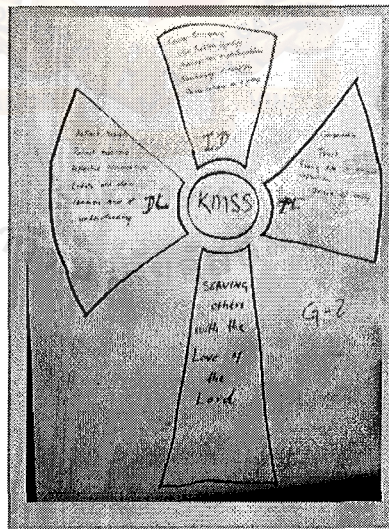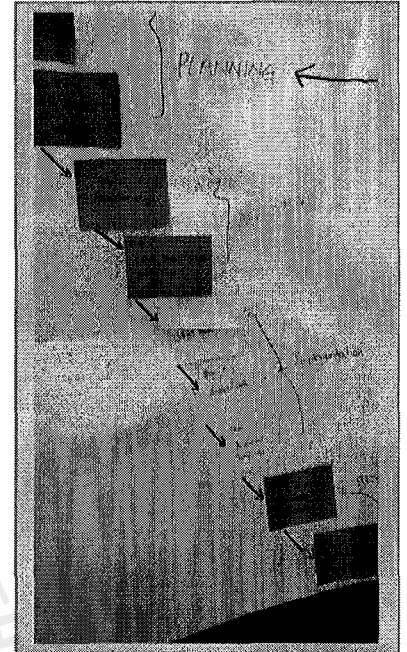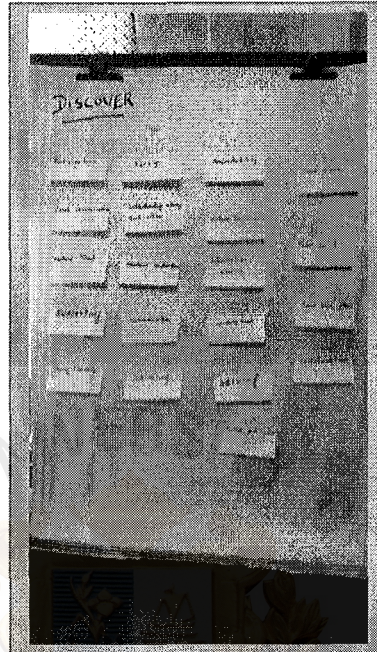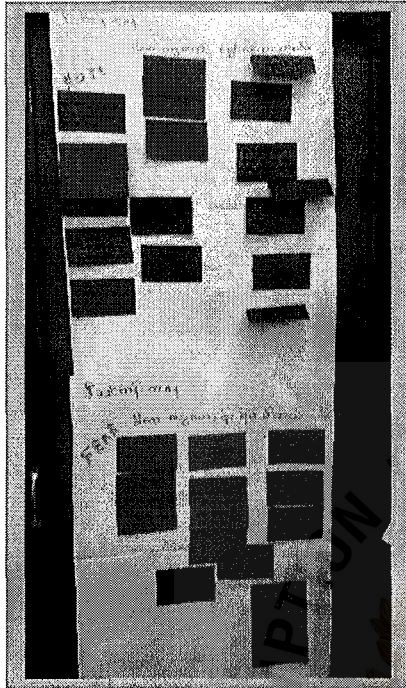# Activity 4 – Action Plan "Enhancing team learning in faith based organization" *(October 20-21, 2016)*
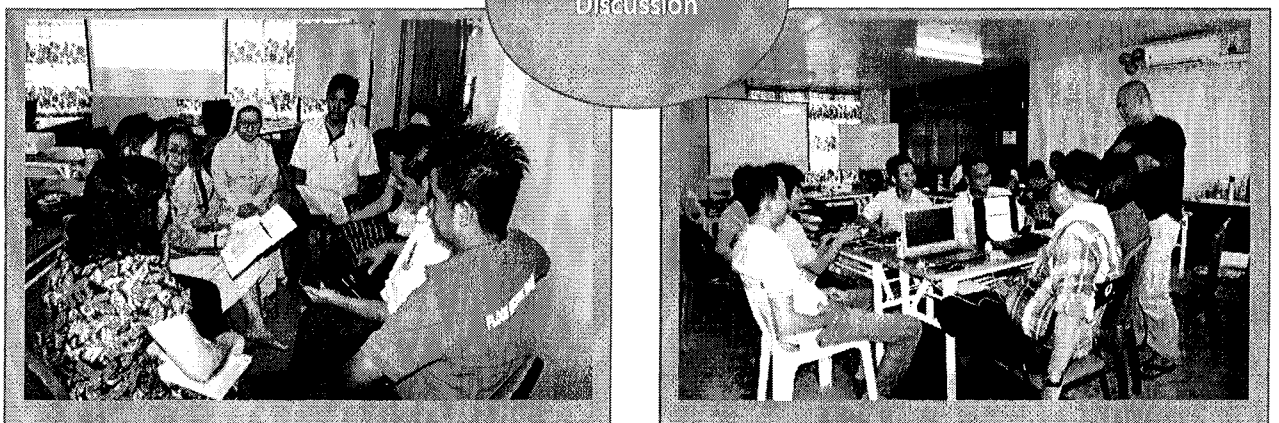
Activity 5 – Mentoring and Coaching, Celebration of Achievement. *(October 25, 2016)*

#Workshop Outcome

#Focus Group Discussion