NAVIGATING THROUGH THE FIRST WAVE OF CHANGE. A SYNTHESIS OF THE ACTION RESEARCH DISSERTATIONS OF THE PHDOD COHORTS 1-5, GRADUATE SCHOOL OF BUSINESS, ASSUMPTION UNIVERSITY THAILAND

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NAVIGATING THROUGH THE FIRST WAVE OF CHANGE
A Synthesis of the Action Research Dissertations of the PhDOD Cohorts 1-5, Graduate School of Business, Assumption University Thailand

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Abstract

The study focuses on forty three (43) dissertations done by the graduates of the Doctor of Philosophy in Organization Development (PhDOD) from the Graduate School of Business, Assumption University of Thailand, Hua Mak Campus. It is the objective of this article to present a perspective of what has been accomplished by the first five cohorts of graduates in their OD action research so that their work will serve as a reference for other MMOD/PhDOD related studies and MMOD/PhDOD of students in the program as well as LEMS (leaders/executives/managers/supervisors) taking initiatives in various organizations where strategic positive change is a goal. It is an orderly summary of the various studies so that "knowledge maybe extracted from the myriad and individual research "(Glass, 2002).

The focus of the Content of all the applied research dissertations (ARD) are various types of "organizations" as the "organization of choice" by the students, regarded as the *Context* of human social systems: composed of people interacting with one another for a common purpose, vision, mission, goal and even values which somehow along the way … encounter, experience, shortfalls, disparities, dysfunctions and at the same time identified potentials. The Process utilized in all the action research work are various OD interventions , initiated by Pre-ODI work and evaluated through a Post ODI testing. Each action research is independent and so there is a wide range of heterogeneity among them. Therefore, rather than a statistical analysis of the action researches done by the graduates, this synthesis aims to present "Stories of Navigations": *journeys that have direction and which have generated a magnitude of transformation at the personal and organizational spheres.* Each researcher embarked on the AR-OD journey. Now, every journey has a story to tell.

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Action Research – the "anchor of the OD Practice" (Lurey & Driffin, 2002)

Action research is an emergent inquiry process in which applied behavioral science knowledge is integrated with existing organizational knowledge and applied to solve real organizational problems. It is simultaneously concerned with bringing about change in organizations, in developing self-help competencies in organizational members and adding up to scientific knowledge. Finally, it is an evolving process that is undertaken in a spirit of collaboration and co-inquiry. (Shani and Pasmore , 1985:439)

Shani and Pasmore (1985) present a complete theory of the action research process in terms of four factors:

1. Context: These factors set the context of the action research project. Individual goals may differ an impact the direction of the project, while shared goals enhance collaboration. Organizational characteristics, such as resources, history, formal and informal organizations and the degrees of congruence between them affect the readiness and capability for participating in action research. Environmental factors in the global and local economies provide the larger context in which action research takes place.

2. Quality of relationships: The quality of relationships between members and researchers is paramount. Hence the relationships need to be managed through trust, concern for other, equality of influence, common language.

3. Quality of the action research process itself: The quality of the action research process itself is grounded on dual focus on both the inquiry process and the implementation process.

4. Outcomes: The dual outcomes of action research are some levels of improvement and the development of self help, competencies out of the action and a creation of new knowledge from the inquiry.

It is exactly these characteristics and processes that the action researches included in this review and synthesis have adhered to. They are studies that have made inquiry into the various issues, problems and possibilities of organizations in order to move towards an envisioned direction or future, one that is aligned with the organization's purpose and values.

The researchers have worked in a participatory manner with the various stakeholders in varying degrees of collaboration and cooperation in the entire process of the action research, in this case: from the Pre-ODI phase to the ODI phase and into the post ODI phase. The researchers present not only the impact of the ODI to the organizations or focal systems utilized in the research but also the impact of

the research to the professional competence of the researcher. The researchers initiate the lead catalyst in looking through the various lenses of organization life and development, designs interventions that will systematically deliver the desired strategic direction, and interprets the results of the action research /ODI so as to propose concrete OD strategic plans to further the interventions such as implementation plans, models or both. The researchers progress in collaboration with those from all the levels of the organization. Part of the research are insights, learning and best practices that shed more light, credibility and in fact new and unexpected discoveries that lead to new paradigms, models, processes, courses of actions that would further organizational improvement, organizational learning, culture, sustainability, among many others.

Conceptual framework

This study takes advantage of the large body of available resource of action research in the 43 doctoral dissertations to obtain an overall picture and perspective of the scope, extensiveness, and depth of the OD action researches.
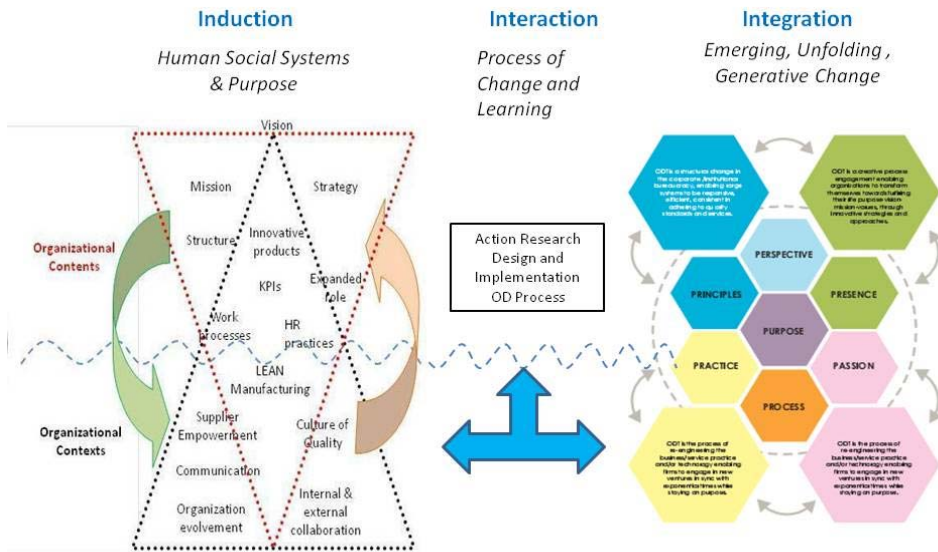
Framework for Analysis and Discussion of the Review and Synthesis of the Action Research Dissertations . Adapted from two original conceptual frameworks of Preudhikulpradab, S. (2011) and Tayko , P. R. M. (2013)

Figure 1. The framework for the Analysis and Discussion of the review and synthesis of the 43 action research dissertations

INDUCTION: Human Social Systems and Purpose

The induction phase includes the presentation of the Research Contents which are key variables (dependent and independent) and the Research Contexts, i.e. the nature, type of the focal systems involved in the action research. In another sense, this induction phase also corresponds to the researchers' inquiry and initial induction through the basic theories, processes, and content of Organization Development and Action research.

On the organizational development perspective, content and context include the basic components that make-up an organization. Contents are generally documentable and visible. They change over time. Examples are structure, KPIs, system, processes, technology, work practices, and other elements/issues. Contexts are the situations where people are and who are involved in envisioning, creating, analyzing, planning, communicating, problem solving, and monitoring results and so on. Processes are those in learning and change which include the on-going planned change program that sustains and enhances the interactions between the organizational contents and people ensuring its effectiveness (Ackerman-Anderson, L. & Anderson, D., 2001).

Organization contexts appear subjective, behavioral and abstract to some extent. They may be difficult to measure and capture, yet these can cost the organization huge sum of money if it is not managed. Human perception and interpretation play an important role in influencing how individuals view and understand the organization contexts. Such nature of subjectivity and abstraction of the organization contexts have driven many organizations to seek ways to quantitatively and qualitatively measure organization context (Preudhikulpradab, S. 2011). Organization contents and organization contexts are parallel realities that enrich one another. Organization contents determine organization contexts while every change in organization contexts affects organization contents in more ways than one. These organizational contents and contexts seen at both the AR and OD perspectives render us an overview of the heterogeneity of the 43 action research included in this study.

INTERACTION: Processes of Change and Learning

The discussion here presents the various Organization Development Interventions utilized to effect a change in the focal system. This includes the presentation of the various instruments and tools for analysis, data treatment to show the effectiveness and impact of the various ODI.

In action research, researchers seek evidence from multiple sources to help them analyze reactions to the action taken. Action research is a way of learning from and through one's practice by working through a series of reflective stages that facilitate the development of a form of "adaptive" expertise. Over time, action researchers develop a deep understanding of the ways in which a variety of social and environmental forces interact to create complex patterns. Since these

forces are dynamic, action research is a process of living one's theory into practice (Riel, 2012).

In the action research in OD, this phase of seeking understanding and learning from multiple sources is the Organization Development Intervention (ODI) phase.

INTEGRATION: Emerging, Unfolding, Generative Change

The discussion on Integration presents the quality and type of change that resulted from action research after the ODI has been implemented, evaluated and conclusions are made. It will present three dimensions of the Action research outcomes, namely, personal, organizational and scholarly.

The subject of action research is the actions taken, the resulting change, and the theory of change that is held by the persons enacting the change. The effects of an action are observed through a systematic process of examining the evidence. The results of this type of research are practical, relevant, and can inform theory. Action research is different than other forms of research as there is less concern for universality of findings, and more value is placed on the relevance of the findings to the researcher and the local collaborators. Critical reflection is at the heart of action research and when this reflection is based on careful examination of evidence from multiple perspectives; it can provide an effective strategy for improving the organization's ways of working and the whole organizational climate. It can be the process through which an organization learns (Riel, 2012). She further mentions that action research has three outcomes on the personal, organizational and scholarly levels.

– At the personal level, it is a systematic set of methods for interpreting and evaluating one's actions with the goal of improving practice. The process of doing action research involves progressive problem solving; balancing efficiency with innovation thereby developing what has been called an "adaptive" form of expertise.

– At the organizational level, action research is about understanding the system of interactions that define a social context. Action research goes beyond self-study because actions, outcomes, goals and assumptions are located in complex social systems. The action researcher begins with a theory of action focused on the intentional introduction of change into a social system with assumptions about the outcomes. This theory testing requires a careful attention to data, and skill in interpretation and analysis.

– At the scholarly level, the action researcher produces validated findings and assumes a responsibility to share these findings with those in their setting and with the larger research community. Many people acquire expertise in their workplace, but researchers value the process of building knowledge through ongoing dialogue about the nature of their findings. Engaging in this dialogue, through writing or presenting at conferences, is part of the process of action research.

The discussion of the Integration deals with the Changes at the Personal and organizational and scholarly levels using the Framework of the MMOD/PHDOD Program. Personal Change statements are grouped into themes and discussed using the 7 P's of Quantum Power of Change (Tayko, 2013) and the 4 OD Lenses as categories for the Transformation at the Organization and Scholarly/ research Levels. This framework establishes the Individual-Institutional Connection (Tayko and Agloro, 2012) which will be discussed later.

Methodology

The review of the dissertations/action research and the findings presented here were analyzed through the following steps:

– A thorough and systematic review of all 43 action researches was done. The review included the drawing out of the vital data from the dissertations such as: (1) Content: Variables used in the study (dependent and independent); (2) Context: Systems and sectors under study; (3) Process: ODI used it the AR as well as the WBL when opted as template for information processing; (4) Core Purpose: finding and conclusions resulting from the action research.

– Two levels of analysis were utilized in this review, namely: *LEVEL 1*: Mapping and Coding of data gathered from the review of the dissertations. Data were set in tables and graphs and systematically coded, ranked, and managed for coding, ranking, and simple descriptive statistics such as percentage and frequency. This level of analysis renders us a perspective of the extensiveness of the various action researches in terms of topics/themes, systems and processes utilized by the action research studies. There is no attempt to make correlation studies considering the heterogeneity of all these independent studies. The mapping process is used to identify the patterns of choices of content, context and processes. *LEVEL 2*: This level of analysis involved the review of the results of the studies and the epilogues The analysis aimed at arriving at a summary estimate of the common grounds from these independent action research studies. This level of analysis afforded the researchers the unfolding discoveries (insights/hindsights) from the reflective analysis done by the researchers as learners of the lived experience. The discussion of the review and analysis (cf Figure 1) of these studies presents a "story" of the journey through waves of change navigated by the researchers at the personal and organization level. The statements were coded and categorized into personal, organizational and scholarly levels.

Discussion

Induction: Human Social Systems and Purpose

An Overview of the Action Research Dissertations: The classic action research model focuses on planned change as a cyclical process in which initial research about the organization provides information to guide subsequent action (Cummings and Worley, 2009). This is the entry point in any planned change intervention. The action research cycle unfolds in real time and begins with an understanding of the context of the project (Coghlan and Barnnick, 2005). The necessity of the Action research is established considering the content and context, including the assessment of both internal and external factors and forces relative to the system under study. The presentation of the following Data at level 1 analysis presents the Content and Context of the various action researches which includes the focal systems, variables and sampling population involved in the studies.

Focal Systems of the Action Researches: Table 2 shows that majority of the organization studied were Private Thai companies (41.86%); Thai family owned business (13.95%); joint ventures between Thai and foreign business (6.97%); Subsidiary (4.65%); Congregational, Church or Ministry- based (20.93%;) public/ government organizations (9.30%), and an international body (2.32%). The focal systems involved in the action research were mostly business corporations involved in business such as marketing, manufacturing, sales, service providers, construction & engineering. Non-profits included in the study were involved in education, government services, professional clubs, humanitarian service and diplomacy. Figures 2 & 3 show the distribution of these organizations involved in the action research study.

Table 3 and Figure 4 show the population involved in the action research. The data show that most studies involved mid level management personnel and employees, whether they were purposively or randomly selected, or taken as an entire department. These members of the organizational structure comprise the majority of the members of the studied organizations. Top level managers such as Presidents, CEO, Regional Heads, executives, Academic Deans were usually involved in the Pre-ODI stage for the approval of the research /OD effort and consulted about the results of the study for triangulation and approval.

Table 2. *Focal Systems of the Action Research*

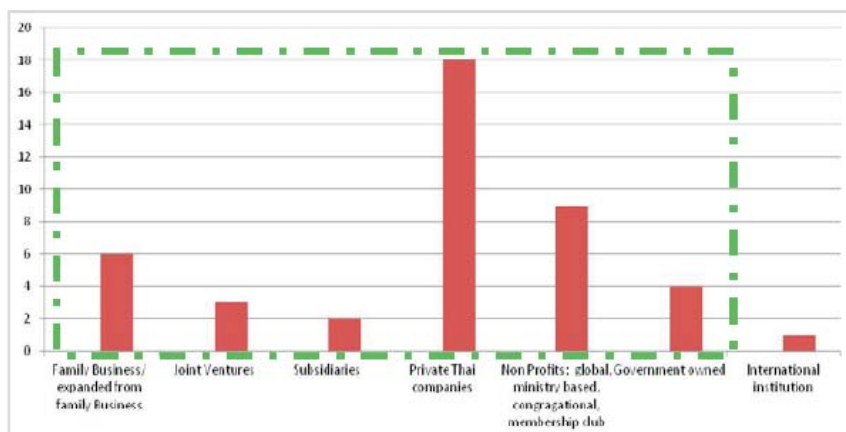| FOCAL SYSTEMS OF THE RESEARCH		
Family Business/ expanded from family Business		6
Joint Ventures		3
Subsidiaries		2
Private Thai companies		18
Non Profits: *global, ministry based, congragational, membership club*		9
Government owned		4
International institution		1
	TOTAL	43
INDUSTRY/SERVICE/PRODUCT TYPE		
Manufacturing/Sales	9	
Apparel		3
Hygienic paper		1
Furniture		2
Flavors and Fragrances		1
Oil and Lubricants		1
other products		1
Sales/Service	5	
Household appliance sales		1
Aircon business - service sales provider		1
Auto parts		1
Document Management		2
Construction/Engineering	4	
Architectural Services		1
Construction		2
Engineering xray		1
Sales	5	
Retail hypermart		1
Media		2
Telecom		2
Services	12	
Hotel		2
Car Rentals		1
Banks and Lending		3
Consulting (property and legal)		2
Nursing Home /hospital		2
Travel/tours		2
Non Profits / Government	12	
Higher Education		5
Basic Education		1
Diplomacy/ human development		2
Membership Club		2
Transport/Energy		2
(note: some studies have more than one industry)	TOTAL	47

Figure 2. *Graph showing the distribution of the Focal systems in the action researches.*
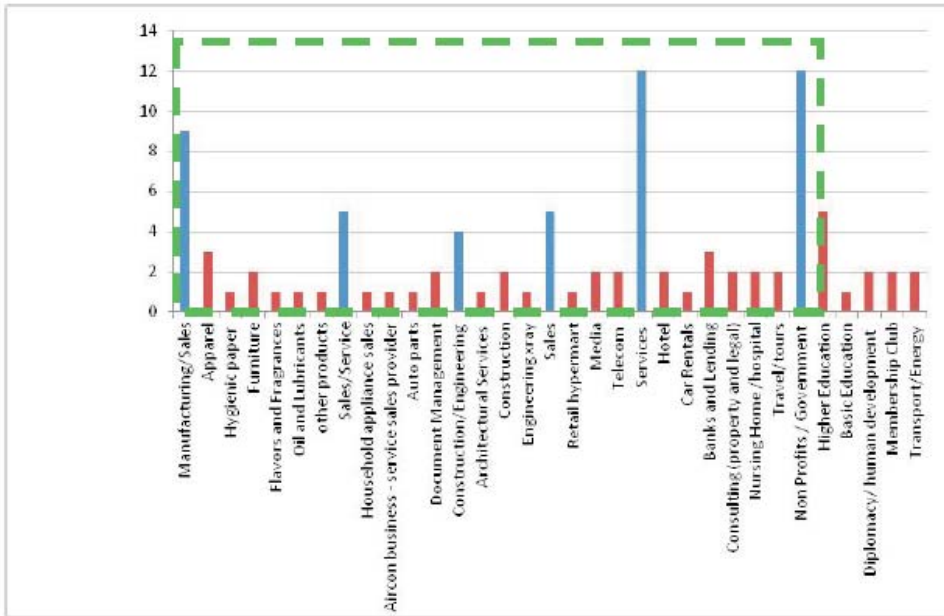
Figure 3. *Industries, products and services delivered by the focal systems involved in the study*

Cummings and Worley (2008) use the term "relevant client" for these organizational members who can directly impact the change issue, whether it is solving a particular problem or improving an already successful organization or department. Determining the relevant client/s in a complex organizational issue is usually not addressed by a single unit. Hence, in the action researches have members from multiple units, from different hierarchies, and including internal and external stakeholders who have an impact in the organizational issue or may have a vested interest, or may have the power to approve and reject the OD efforts are involved in the studies, whether in a phase or in all the phases of the action research OD effort. These stakeholders participate actively in the process together with the researcher in a collaborative democratic partnership (Cochlan and Brannick, 2005).

Most focal systems studied involved in the study used fictitious names as per requirement of most companies. In this case, this study does not ascertain the relationship between the researcher and the organization being studied, i.e. whether the researcher is an internal stakeholder/consultant-researcher or an external non-interested researcher of the companies involved in the study.

Table 3. *The population involved in the action research.*

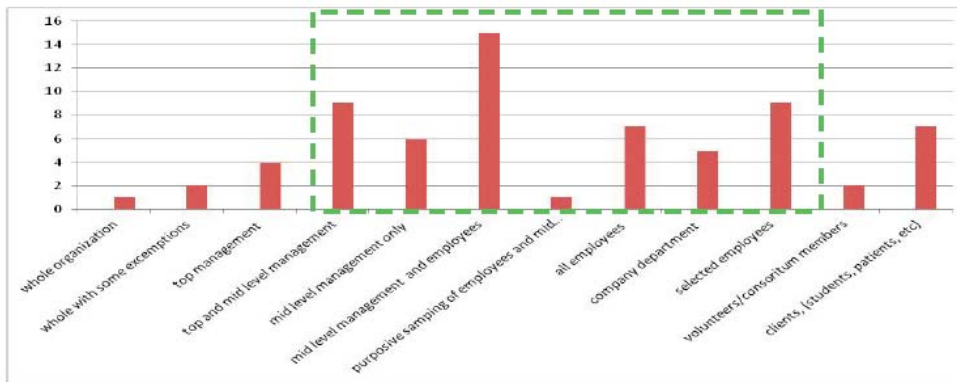| Population involved in the action research	
whole organization	1
whole with some excemptions	2
top management	4
top and mid level management	9
mid level management only	6
mid level management and employees	15
purposive samping of employees and mid level mgt	1
all employees	7
company department	5
selected employees	9
volunteers/consoritum members	2
clients, (students, patients, etc)	7

Figure 4. *Graph showing the distribution of the population involved in the action research.*

Variables in the study: The Action researches considered many variables for study. These were also the main themes of their action researches as reflected in the Dissertation Titles. The variables or themes most studied were those related to leadership, and job/employee satisfaction, employee motivation, employee performance/performance effectiveness, employee engagement, teamwork/team development, employee commitment. These are elements of the focal systems which were subjected to organizational development interventions. Emerging topics are spirituality in the workplace, communication process/styles, organizational culture, sustainability, shared values and skills, and the emphasis on positive change in the workplace (Table 4 and Figure 4).

The diagnosis of the organization in the Pre-ODI stage of the action research OD effort has generated a list of information which the researcher and/or the members of the focal system could analyze together and name as a problem or possibility areas and underlying relationships. These are usually seen in the light of the values, purpose, context, external and internal factors and the desired organizational direction or transformation. This "launch" phase is a collaborative approach used to evaluate the information and plan actions around a sound change process, and actions are implemented that may be directed at specific changes but have the ultimate goal of improving the health, effectiveness and self-renewing capabilities of an organization (Warrick in Rothwell, 2010).

These organizational issues (problem or opportunity areas) were the main themes that have framed the action research projects.
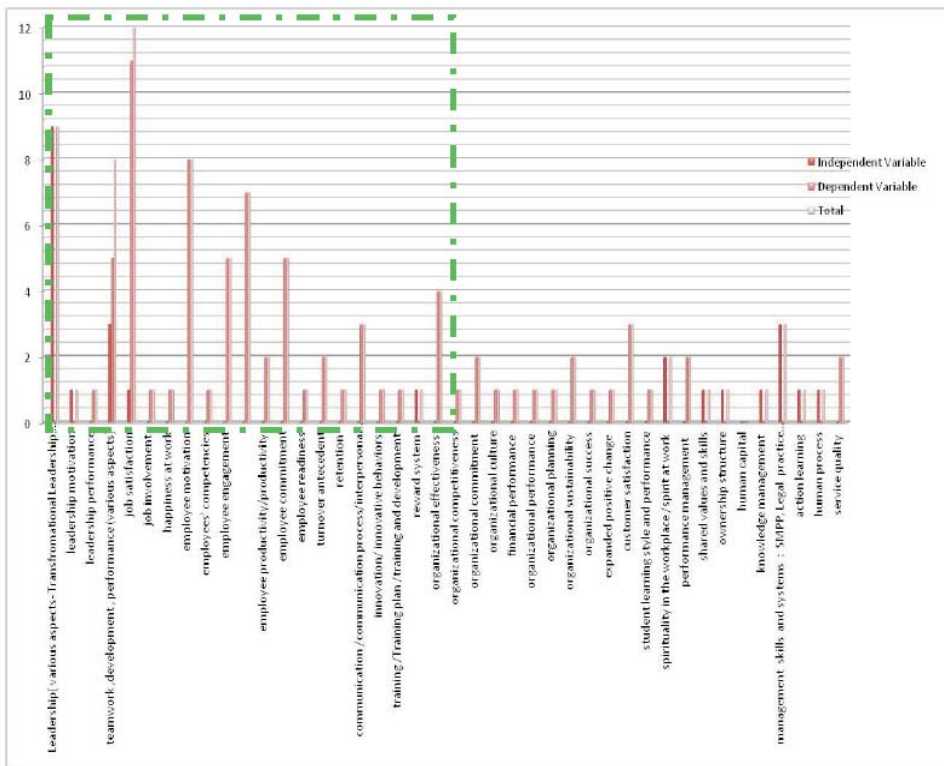

Figure 5. *The distribution of variables used in the action research*

ble 4. *Variables in the action research*

	VARIABLES CONSIDERED IN THE STUDY	Independent Variable	Dependent Variable	Total
1	Leadership(various aspects- Transfromational Leadership, Spiritual leadership, Appreciative Leadership, Leadership Syyles and Skill,etc)	9	0	9
2	leadership motivation	1	0	1
3	leadership performance	0	1	1
4	teamwork ,development , performance (various aspects)	3	5	8
5	job satisfaction	1	11	12
6	job involvement	0	1	1
7	happiness at work	0	1	1
8	employee motivation	0	8	8
9	employees' competencies	0	1	1
10	employee engagement	0	5	5
11	employee performance /performance effectiveness/competence based performance	0	7	7
12	employee productivity/productivity	0	2	2
13	employee commitment	0	5	5
14	employee readiness	0	1	1
15	turnover antecedent	0	2	2
16	retention	0	1	1
17	communication /communication process/interpersonal communication	0	3	3
18	innovation/ innovative behaviors	0	1	1
19	training /Training plan /training and development	0	1	1
20	reward system	1	0	1
21	organizational effectiveness	0	4	4
22	organizational competitiveness	0	1	1
23	organizational commitment	0	2	2
24	organizational culture	0	1	1
25	financial performance	0	1	1
26	organizational performance	0	1	1
27	organizational planning	0	1	1
28	organizational sustainability	0	2	2
29	organizational success	0	1	1
30	expanded positive change	0	1	1
31	customer satisfaction	0	3	3
32	student learning style and performance	0	1	1
33	spirituality in the workplace /spirit at work	2	0	2
34	performance management	0	2	2
35	shared values and skills	1	0	1
36	ownership structure	1	0	1
37	human capital	0	0	0
38	knowledge management	1	0	1
39	management skills and systems : SMPP, Legal practice management System)	3	0	3
40	action learning	1	0	1
41	human process	1	0	1
42	service quality	0	2	2
	TOTAL	25	77	104

Interaction: Process of Change and Learning

Research Instruments, tools, and interventions: The action research projects utilized various instruments, tools for data generation during the entire OD project. "In action research data comes through engagement with others in the action research cycles. Therefore, it is important to know that acts which are intended to collect data are themselves interventions. Every action is an intervention and has implications across the systems. Accordingly, it is more appropriate to speak of data generation than data gathering" (Coghlan and Brannick, 2005).

Table 5. *The various research instruments, tools, OD inventions used in the dissertations.*

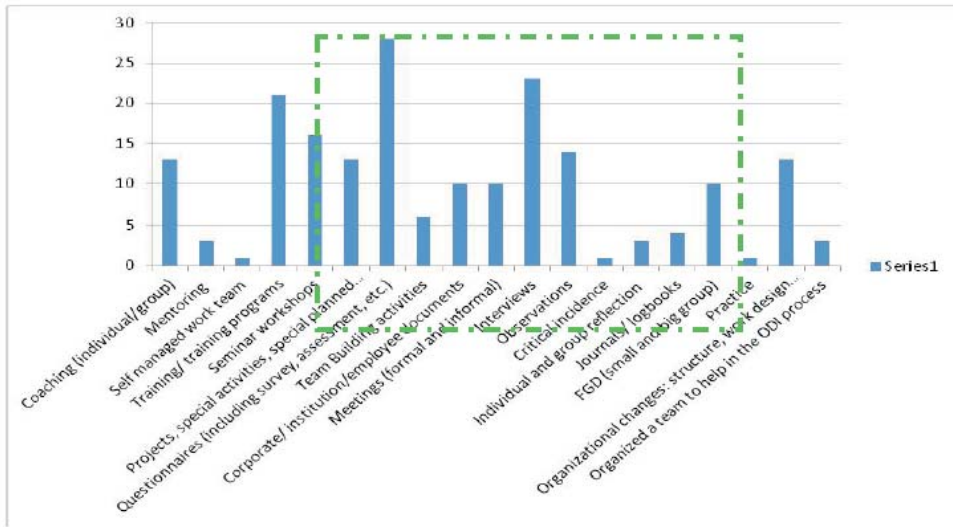| Research instruments/methods	
Coaching (individual/group)	13
Mentoring	3
Self managed work team	1
Training/ training programs	21
Seminar workshops	16
Projects, special activities, special planned activities	13
Questionnaires (including survey, assessment, etc.)	28
Team Building activities	6
Corporate/ institution/employee documents	10
Meetings (formal and informal)	10
Interviews	23
Observations	14
Critical incidence	1
Individual and group reflection	3
Journals/ logbooks	4
FGD (small and big group)	10
Practice	1
Organizational changes: structure, work design job design, reward ,communication system initiatives	13
Organized a team to help in the ODI process	3

Figure 6. *Graph showing the array of the various research instruments, tools and interventions for data generation in the action research.*

Table 5 and Figure 6 show the various instruments, tools, interventions utilized during the pre/post and actual ODI process.

– Questionnaires used during all the stages of the research were the most utilized. These were utilized to gather data for the pre-ODI phase to establish the rationale and design for the action research. Questionnaires were also utilized in the post ODI phase to evaluate the effects of the ODI process in the study. Standardized questionnaires such as MLQ5x Assessment, Brain Map, self-assessments, and researcher made questionnaires utilized. Most of the questionnaires were translated in to the Thai language. One study utilized online questionnaire.

– Training /training programs, seminar workshops were highly utilized in the ODI phase. This could also involve/ use the other interventions such as team Building activities, FGD, Interviews. Training programs last from 3 days to a span of six months. Topics and programs include the themes as reflected in the variables.

– In-depth Interviews (one on one or group – FGD, meetings) were also highly utilized as means to gather data during all the phases of the action research. Interview guides were utilized during the conduct of the interviews. Top management officials were usual respondents in the pre and post ODI phases.

– Structured experiences such as projects, special activities and planned activities were used as OD interventions. Structured experiences include Charity works, Tree Planting, Sports Day, A day with a Monk, Field trips, and many others.

– Unobtrusive means of observations were during the ODI process especially in employee engagement and productivity studies.

– Coaching and mentoring was an intervention that was utilized over a considerable period of interventions for select research participants, especially in leadership studies. Coaching and mentoring was delivered by a trained coach or mentor in the area targeted for planned change. Appreciative Coaching and Whole Brain Appreciative Coaching were usually utilized delivered by third party providers.

– Some research formed teams whose members possess the abilities and the capacity to deliver the requirements of the research design. These are in the areas of team building, coaching, training, Appreciative Coaching, Whole Brain, etc. Others considered third- party service providers.

– Other interventions involved a change in organizational job design, structures, reward and communication systems, or the introduction of new technology.

– Corporate documents usually related to employee performance, financial data were utilized as research data, especially in the pre and post ODI phases. In the same manner, personal journals and logbooks related to the interventions were also used as sources of data.

– Most of these methodologies, instruments, and modes of interventions were utilized in tandem or as in a series of interventions in the design of the action research.

The interventions were comprised of a range of actions designed to achieve the research objectives. The interventions largely used were behavioral strategies which were intended to change attitudes and values. Human process interventions such as process consultation, team building, third party interventions, meetings, intergroup relations interventions, large group interventions; and human resources management interventions (goal setting, performance appraisal, reward systems, coaching, mentoring, career planning development interventions, management and leadership development, workforce diversity, employee stress and wellness interventions) were utilized to effect new behaviors. A few Technostructural interventions (change production and methods) and structural interventions (organizational design and culture change) were also utilized. These strategies were all part of the research OD design, considering the complexities of the focal systems and the preferred future state of the focal systems in the studies.

Integration: Emerging, Unfolding, Generative Change

Transformation at the Personal Level: *"If we better understand what action researchers say about the changes they experiences, will this suggest better strategies for supporting action research process?" (Riel, 2012).* Action research is distinctive in the sense that the researcher has a dual role as both researcher and implementer of the program studied. The researcher of the action research in the field of Organization Development takes the role of both the researcher and the OD consultant.

Senge (1990) refers to this as Personal Mastery which involves continually clarifying and deepening on our personal vision, of focusing our energies, of developing patience, and of seeing reality objectively. It goes beyond competence and skills, though it is grounded in competence and skills. It goes beyond spiritual unfolding or opening, although it requires spiritual growth. It means approaching one's life as creative work, living life from a creative as opposed to a reactive viewpoint. People with high level of personal mastery have a special sense of purpose that lies behind their visions and goals and live in a continual learning mode

Personal change that develops self-mastery is a key point in the research learning. It is seeking to change from inside out that impels the researcher to find deeper meanings in the academic endeavor as a deepening one's sense of purpose in life. The awareness that change is what they deliver impels the researcher to find deeper reason for being as a "changed person" himself/herself: The Change agent who is grounded in one's life purpose is a "Changed agent".

In this section the various learning of the researchers as reflected in their epilogues from their dissertations that have been coded and categorized into themes. The main themes have been categorized using the framework from the PhDOD program (cf Figure 1), particularly the 7 Pivotal Powers, namely: *Purpose, Perspective, Presence, Principle, Passion, Process, and Practice* as defined and discussed by Tayko (2013) in her unpublished article "The Breakthrough: Quantum power springs for Transformative Learning and Change (QPS2TLC)."

> *Every person born into this world must have the power source for infinite and unimaginable possibilities. It is a seed of potentialities; it is a goldmine; a secret to unfold; a story to weave into a pattern of unspeakable joy and challenge. This power source in theory is believed to be "quantum power spring" (QPS). The "quantum power spring" (QPS) from inside out for transformative learning and change (TLC) is the surge of the spirit from within responding to the pull of the future now, By deepening, expanding and constantly connecting the "learning process as content" i.e. learning to think to think, to read to read, to learn to learn, I engage myself in tapping my infinite potentials in a "state of flow" drawing knowledge and wisdom from within, as it were - it springs, sparks, spurs and spawns new ideas and information. (Tayko, 2013)*

Purpose: reason for being; the "why's" of life

   - Earning a PhD has filled my life's personal purpose and meaning so that I want to contribute to OD using the sense of true inner self, sense of meaning and interconnection with others, to go beyond self.
   - Change begins with oneself first before changing the organization.

- The action research is about transformation- first at the personal level and then organizational, like a caterpillar. It is practicing OD values, which I realized was not only for business but for teachers /education as well.

- Doing the dissertation gave me a chance to renew my perceptions of the human being: spiritual dimension, social/emotional and individual differences.

- The researcher found a change in her leadership style as well as the view of individuals and the world, a more positive outlook at any situation and the change that always begins with self.

Perspective: the worldview or mindsets for living.

- The learning and the research study has broadened my vision and perspectives, and introduced me to new perspectives and disciplines and experiences. This program helped me realize that human social system can be developed by a change plan.

- I gained not only knowledge but the study has widened my perspective about people, organizations and human systems and people management. It is not only about developing organizations but also how to strike and keep the balance between work/tasks and people.

- I realized that in leadership development, it is important that leadership behaviors are translated in congruence with the influence process of leadership. I found that the relationship between the leader and subordinates becomes important because it is the interplay of this relationship that has direct impact on business results more than any other in the organization.

- It made me see change in a non-linear process, different worldviews of peoples and freedom in humanity. I need to pay high attention to the different viewpoints as they are very important to organizational success. The different perspectives in this world can be arrived at a meaning greater than just the combination of their individual small units, i.e., through synergy.

- Conducting a research between two cultures means considering the two viewpoints, as they are both important variables in the success of the organization. The various cultural nuances should be considered for their differences and how to use and maximizes them for personal and organizational purpose. Thus, even the feedback coming from both cultures existing in the workplace is very crucial.

Presence: the sense of awareness of the now or current reality

- *Building rapport and collaborative effort with the internal agents of the action research is important in the success of the OD change effort.*
- *It is crucial to use the "different" senses to connect, understand, and guide participants, as well as stakeholders. Small things cannot be overlooked and it is important for an OD practitioner to keep this in mind in designing and practicing ODI related to spirituality.*
- *Within complexity, there is simplicity. It takes consciousness in the human mind to discern concealed patterns. Many things unite into one while one thing embraces many elements.*
- *My interaction with other OD professionals developed a sense of inquisitiveness, interpersonal, consultation and facilitation skills. It is lifelong learning.*

Principle: statements of beliefs and values that you adhere or advocate

- *Action research in OD is a very practical way in learning and in the experience of implementing the full OD cycle. OD is both an art and a science which focuses on the development of the organization and human capital towards organizational change.*
- *To be a successful OD practitioner, I must value change, integrity and open communication.*
- *I learned a lot from the action research, a better understanding of the organization as a social system, the impact of leadership on followers and bottom-line performance, and though OD interventions.*
- *Action research in OD shows how academics can be integrated and synergized into business. Doing action research proved that systematic research can be implemented right at the frontiers of any business challenge.*

Passion: the energy or compassion from heart to pursue tasks/things

- *The OD paradigm is "life-giving". It has challenged me to be a continuous learner and to be a "springboard" for Thai society and bring a higher level of leadership, knowledge and skills to the people of Thailand.*
- *The Ai workshops and summit were the peak moments in the life of the researcher as he witnessed the stakeholders' enormous energy, tremendous goodwill and voluntary commitment to a greater cause. The most important lesson is "what you focus on amplifies".*
- *The summit helped the researcher feel pretty convinced and confident with valuable practical knowledge and experience of how to work with large groups consisting of stakeholders with conflicting interest. The stakeholders*

themselves felt empowered and expressed a sense of worth in the organization.
- The research has encouraged me to go beyond the parameters of the research and to continue the implementation and to create more possibilities for the sustainability of the institution.

Process: the engagement and process to make things happen

- Trust and communication is vital to an OD practitioner's tasks/change intervention.
- Action research and OD must include all the voices in the organization. Inclusion is mandatory in order to develop innovation.
- The researcher has gained more understanding of OD as an iterative process where much of the time is spent in collaborative designing and implementing interventions. It is important to start with the organization's purpose and then iterate across the issues, as in the four quadrants of the WBL framework.
- The support of top management /CEO is very important in any change initiative or intervention as they are the key factors in any successful corporate change.
- OD that emphasizes the importance of human social system made me further believes that the human factor drives everything. Regardless of the size and purpose of the organization and technology involved. The employees are the main success factor in any organizational change.

Practice: the application of expertise in practice with savvy and skill

- The study and the research helped me apply the knowledge in the design of appropriate interventions for the organization. It was vital that I am able to get into the root problems and present strong evidences to the participants to be able to effect the changes. The study has prepared me to handle not only the organizations at this level but also to design interventions for other hotels in the Asian region.
- My experiences in meta-experiential learning have significantly improved my action research skills. It has also enhanced my teaching skills.
- The action research is not simply intended for a PhD degree but has upgraded the quality of one local SME, strengthened its capacity so that it is able to sustain its growth. As an OD practitioner, I would be able to continue to extend this study to other local SME to uplift their standard and complete in a highly competitive environment.
- The ODI action research has helped me apply the theories and experience how to conduct ODI in organizations to improve people and communication

> *skills, enhance employee commitment and other variables under the study such as job satisfaction, job performance, and organizational culture.*
> *- OD has changed me as a person as I have developed a broader perspective on organizational issues and challenges. I have significantly improved the workflow and performance in my professional role.*

Self-mastery is the most important competence for an OD practitioner to develop. Self Mastery is a competence and not an OD intervention. Viewed not as an intervention in the system, but a characteristic of the person doing the work, self- mastery allows the practitioner to access and apply theories and models in a customized rather than a "canned" fashion; to create with the client system a future it desires rather than one imposed on it; to confront the client's resistance or contribution to the current situation rather than conspire with the client that it's "other people's" fault; to transfer knowledge and skill to client system rather than breed the client's dependency; and to ensure implementation responsibility rest on the client rather than believing the system has to be told what to do and how to do it (Worley, Rothwell and Sullivan, 2010).

Saul Eisen (2010) calls it the OD practitioner with the "self as instrument". It reflects the importance of the *being* of the practitioner in achieving effectiveness in the change process. To select the most appropriate change intervention, you must have the capacity to perceive accurately and fully what is going on in the client's world. And your ability to perceive and understand your client's behavior and experience is based on your access to your inner awareness and experience, including your feelings (Eisen, 2010).

The OD programs the human capital investment of their graduates in the program through an "inside-out "effect. Tabrizi (2013) in his book "Inside Out Effect" calls this the "growth mindset of leaders". A "growth mindset" in contrast to a "fixed mindset" (Dweck, 2006) embraces challenges, invests in effort, learning and change as the path to mastery and considers development as the key to untapping potential, among others (Tabrizi, 2013). Indeed, the program has developed leaders/graduates that cultivated their own growth mindset and believe in others as having the growth mindset. Having the capacity to translate theories into design through OD action research accelerated the development of personal mastery and professional competence through the program and the ODI done through action research has developed graduates who are "able to deal with organizational (people aspects in organization) issues with a positive thinking approach to holistic planned change, set of OD tools and processes …. Such technologies in human engagements create opportunities for tapping into the collective intelligence of groups for positive transformation (Assumption University PhDOD Program Brochure, 2013).

Transformation at the Organization/Scholarly Level: Lessons and best practices generated through the transformative learning journey

The forty three action research dissertation worked on a variety of focal systems, variables, technologies, methodologies, perspectives, content, context

and processes. The very results from the action research dissertations serve as part of the contribution to the body of OD knowledge and practice, especially in Thailand. OD in Thailand is in its budding stage, growing in theory and practice and already productive in the organizations where these action research studies have been conducted. The categories used for the themes utilized the four lenses of OD (cf. Figure1) .

This section aims to present an array of the lessons and the best practices which have been generated from the action researches. The immense level of heterogeneity of the 43 action research dissertations makes it inappropriate to combine the results. The variability of the studies provides an immense opportunity to highlight the lessons and best practices generated through the learning journey of the graduates. Their conclusions on the impact of their ODI action research and their learning are woven and iterated as shown in the categories below.

The four lenses used to cluster the transformation processes include a) color coded "blue" - OD as a structural change in the corporate /bureaucracy enabling large systems to connect structure, functions and needs of the organizations such that the structures and systems become responsive, efficient, and consistent in adhering to quality in their functions and services*; b) color coded as "green"* - OD as a creative process that enables organizations to transform themselves towards fulfilling their life purpose –vision-mission-values, strategizing and aligning efforts with common directions, facilitating the shift of mindsets or reframing of mental models to larger or different meanings in content and context; c) color coded *"yellow"* - OD as a process of re-engineering the business practice and/or technology to enable the organization to engage in new ventures or relevant business in sync with the changing times, while at the same time staying on purpose; and d*) color coded "pink"* - OD as a process of culture change in the organization that enables people and communities to transform their ways of doing and relating to one another and the larger community in peace , harmony, cooperation and integration. These four lenses serve as a way to identify the foci of change, cluster the needed tasks/processes around the locus of change and differentiate such changes from other dimensions of the corporate functioning of the human social system. The following are examples from the ODI activities used in the dissertations.

> **OD Lens 1.**
> **OD is a structural change in the corporate /bureaucracy to enable large systems to be responsive, efficient, and consistent in adhering to quality in their functions and services.**

Leadership Development

- The practice of leadership development became a transformational vehicle for not only changing the way in leading and influencing others but also for expanding leadership capacity with confidence in their abilities to lead effectively and improve employee performance.

- Leadership management, cross functional teams and job satisfaction were linked to the levels of productivity and organizational performance. This impact was visible from the improvements observed in the workplace as well as from the year end reports.

- Company issues of low productivity, high sales staff turnover and low employee engagement can be improved by introducing ODI leadership development programs. The effectiveness of the Leadership Development Program is enhanced by the application of creative training tools and techniques.

- A shift in the leadership styles of managers began as they shifted their brain thinking concept. Research findings indicated that there was a significant relationship between leadership shared values and employee engagement effected by positive communication and manager coaching skills. Furthermore employee satisfaction was significantly related to employee engagement brought about by job satisfaction and employee recognition.

Training and Development Programs

- Appreciative Leadership and Appreciative Inquiry- based development programs improved knowledge and skills, attitude to openness, defined skills of continuous learning increased, connection to others, cooperation and collaboration and complementation levels, generative motivation, interactive engagement, and functional teamwork.

- The ODI of Whole Brain Literacy and Appreciative Coaching (Whole Brain Appreciative Coaching) are very suitable and effective OD tools for transformational change of leadership styles, shared values , skills, employee satisfaction and employee engagement.

- Training and coaching are most effective when incorporated in a well designed strategic training plan/curricula that is practical, flexible and fits the specific business needs and matches the learners' or employees' need.

- OD Interventions which focus on setting shared vision and goals, classify clear roles and functions, establish team performance evaluation and reward, provide opportunities for team building to enhance employee social interaction has significant impact on the improvement of employee inter-functional coordination and employee synergy. Furthermore, a positive relationship between employee inter-functional coordination and employee synergy to innovation within an organization is also fostered.

- The ODI process showed that (1) the level of performance is enhanced through training that provides the guidelines and methods how to perform better and increases productivity and recognition; (2) Effective communication creates trust within the company and enhances the relationship between managers and subordinates in the company; (3) Developing empowerment where the company allows workers to complete their tasks under calculated risks promote a sense of achievement and challenge for workers; (4) the company rewards fulfills the needs of workers and encourages them employee to perform well.

- Full Range –Leadership Development Program is an effective leadership development intervention. It enhanced effective leadership behavior (transformational leadership, active transactional and improved leadership performance). The combination of training workshop with 360 Degrees feedback plus peer-coaching is effective in enhancing the effective leadership of mid managers.

- Strategic Management Planning Process (SMPP) has certain pact on the motivation, job satisfaction, employee engagement, and innovative behavior; however the impact is weak to moderate level. The study provides clear evidence that SMPP can change or improve behavior. To survive or sustain in a competitive environment, SME must start implementing the strategic planning. It is very challenging to introduce SMPP to Small Medium Enterprise (SME) because it is rather new and too systematic for them. To successfully implement SMPP, SME has to adapt and localize the process to fit its nature and limitation as people quality, internal system and mgt mind sets. However, finding from the study show that it is possible to do so. The SMPP positively impact motivation, satisfaction, engagement and innovative behavior of people in the organization.

Organizational Effectiveness

- The effect of the strategies went beyond improved communication, counseling and training to include financial incentives, linked to performance pay and gain sharing. Observed benefits flowed from job enrichment resulting in better client relationships and more efficient scheduling and resource use in higher turnover and greater commitment from customers.

- The quality of education at Assumption University emerges from the quality of individual teacher who recognizes and contributes to the quality of teaching itself.

- The instruction model can raise the bar of standard and quality of Au aligning to the policy of OHEC. It is also a way for Assumption University to achieve sustainable be growth.

- Job satisfaction leads to retention. However retention is a long term outcome and needs a systematic approach and practical programs to stimulate it. ODI needs to align with policies and other programs to support continuity and improvements from time to time.

- Organizational effectiveness in terms of departmental alignment around performance management , employee involvement and work performance of the company increased after strengthening the Performance Management System (PMS) , by focusing on goal clarity, key performance indicators and performance feedback. The PMS was deemed useful in producing three significant results: clarifying the goals of the company at the departmental level, following up the company's work performance using departmental Key Performance Indicators (KPI), and providing performance feedback at the departmental level that could be used to improve as well as increase effectiveness in the company. The PMS was thought to impact not only upon o*rganizational effectiveness, involving*

*departmen*tal alignment around performance management and employee involvement, but also on the work performance of the organization. Moreover, ODI activities such as coaching, skills training, monthly projects, team building and cross departmental communication also helped improve the overall organizational effectiveness of the company.

- According to the results of the data analyses, organizational effectiveness in terms of departmental alignment around Performance Management, employee involvement and work performance of the company increased after strengthening the Performance Management System, by focusing on goal clarity, KPI and performance feedback.

- The PMS was deemed useful in producing three significant results: clarifying the goals of the company at the departmental level, following up the company's work performance using departmental KPI , and providing performance feedback at the departmental level that could be used to improve as well as increase effectiveness in the company.

- The PMS was thought to impact not only upon organizational effectiveness, involving departmental alignment around performance management and employee involvement, but also on the work performance of the organization.

- There is a correlation of positive improvement between the ODI and Job satisfaction and retention. However, the study considers that some factors have contributed like the national flood which has affected the results of the ODI.

Action Research

- Using action research for organizations enables the efficiency of knowledge sharing, performance, job satisfaction, enables continuous learning, and supports departmental innovations creating a culture of knowledge creation and sharing.

- A successful and practical application of action research framework into the program design to promote double loop learning. It shows that leadership development goals must be separate but would to support the achievement of the individual's performance goals.

- The results of this research contribute to the OD science in strengthening theories and usefulness. It proves that ODI works well even in a large organization that is run in a semi-bureaucratic and semi-business manner.

- The development plan for the organization crafted out of the AI Process/ SOAR prove to be more valuable, reliable and credible as it is a result of all the stakeholder's participation as reflected in the qualitative and quantitative data from the research.

> **OD Lens 2**
> OD is a creative process that enables organizations to transform themselves towards fulfilling their life purpose –vision-mission-values, strategizing and aligning efforts with common directions

Leadership

- Full Range –Leadership Development Program (FR-LDP) intervention prepared the participants for the practice of effective leadership in their day-to-day activities. The training sessions provided participants with relevant learning and experience to facilitate a general understanding between effective leading and managing behaviors.

- Developing transformational and transactional leadership behaviors that allowed leaders not only to exert the power of authority but be an influence of leadership on employees; leadership development became a transformational vehicle for expanding leadership capacity to lead effectively and improve employee performance, collaboration between leaders and employees; and created an environment that supported participation, sharing of opinions, expanding potentials and abilities, and increasing the awareness of vision and desired goals.

- Spiritual leadership development through a customized -design ODI program strengthens spiritual leadership qualities among the middle leadership team, creates culturally nourishing workplace spirituality, and enhances organizational sustainability.

- An effective leadership profile can be enhanced by an effective leadership intervention that helps participants to strike the right balance of the three leadership behaviors : (1) a minimal "non leader behavior"; (2) moderate level of "active transactional behavior to manage for stability; (3) the transformational behaviors to lead the change.

- There is a shifting of minds after the ODI. Managers could become coaches and workers can become owners and owners could become inspiring leaders. When employees become engaged they are becoming owners, they relate their personal values to the organizational values. 2) Thinking process concept: People learn more when they teach. Therefore, the connectivity of learning and teaching create transformational leadership. The best leadership development programs are best designed by the mangers themselves through the process of Appreciative coaching under the WBL Framework. Managers learn best by reflecting on their own experience.

- The ODI program (Leadership Campus) on Spiritual Leadership created a clear shift in how a large group of participants define their own purpose of life.; high impact on the development of vision and purpose; and the development of recognition of ultimate connectedness of things; courage to suspend current reality, paradigms and judgment; attention to inner self, others, organization, and

society, making work meaningful; on the sense of team/community at work; on the alignment of one's personal values with organizational values.

- Any OD intervention which influences meaningful work and sense of team/ community at work could create a positive impact on job involvement.

- The ODI of Whole Brain Literacy (WBL) and Appreciative Coaching action learning based on the premise that managers learned better when they are co-aching. Moreover, the shift of leadership styles, shared values, skills resulted from the action learning-based Appreciative Coaching under the WBL frame-work, created trust and self-awareness that facilitated employee engagement through employee satisfaction elements.

- Combined Appreciative Inquiry and Appreciative Leadership- based trainings which introduce new knowledge, stimulating mindsets, and provide venues of actions to reinforce new behavior through projects made it possible for participants to extend their positive energy through people who collaborated with them in the projects. This created the Appreciative Leadership Network (innovation to AI Thailand), expand membership and create a positive change to Thai society through their projects.

- AI interventions can reduce negative feelings in terms of low pleasure- high provocation (furious, angry, frightened, anxious, and disgusted). 1) AI workshops can transform negative thinking and deficit discourse of staff members into at least neutral and towards positive thinking and doing. 2) AI interventions can enhance the job itself in terms of freedom to afforded to employees to choose their own method of working, the amount of responsibility, opportunity to use the abilities and the amount of variety in job; 3) AI workshops can enhance the level of satisfaction in terms of working conditions satisfaction; 4) AI workshops can enhance the employee relations satisfaction between management and workers in the office and organization, 5) after AI workshops, the research respondents felt more subjective happiness. They became more optimistic.

- The use of WBL and Appreciative Coaching as a planned OD change tool was found to be effective and suitable for this study as transformational change of leadership behavior, employee.

- Appreciative coaching has a direct result on bonding as a TEAM in an organization. There is a possibility that the practical application of AR framework into the program design may have enhanced action learning and may have faci-litated double loop learning.

- The Instruction Development Intervention (IDI) /ODI had a strong impact on the students' performance. The students enjoyed higher self esteem with WBL/AI learning approach. The creativity and sense of responsibility were also highlighted since they could be the master of themselves and connect to everything around. Their learning could go beyond only when they would be able to understand how they learned what they learned.

OD Lens 3.
OD is a process of re-engineering the business practice and/or technology to enable the organization to engage in new ventures or relevant business in sync with the changing times, while at the same time staying on purpose.

- The study provides clear evidence that SMPP can change or improve behavior of people in organizations. To successfully implement SMPP, SME has to adapt and localize the process to fit its nature and limitation such as people quality, internal system, mindset of the management, etc. The SMPP has positively impact motivation, satisfaction, engagement and innovative behaviors of people in the organization. Importantly, the innovative behavior of the organization has been strengthened relating to the improvement of motivation, satisfaction, and engagement. The process can therefore be further replicated to other SME in the country.

- The results indicate that an ODI which focuses on setting shared vision, setting shared goal, classifying clear roles and functions, establishing team performance evaluation and reward, arranging team building activities, and enhancing employee social interaction has significant impact on the improvement of employee inter functional coordination and employee synergy, while they have marginal impact on improvement of innovation in an organization. This research has also designated a positive relationship between employee inter-functional coordination and employee synergy to innovation within an organization.

- The company benefited more than the study expected. The interventions and results from the study made the employees value the company even more. This is manifested concretely in their sense of volunteerism and continuance commitment during the difficult times that the company faced- and there was a reduction in employee turnover rate.

- The study finds evidence of five leaders' attributes of transformational servant leadership in the organization. These attributes were: Modeling What Matters, Inspiring a Shared Vision, Enabling Others to Act, Making Things Happen, and Building the Next Generation. The study also found interaction effects between specific leaders and the six characteristics that were associated with the effective organizations. They are: Shared Information and Open Communication, Compelling Vision, Ongoing Learning, Relentless Focus on Customer Results, Energizing Systems and Structures, and Shared Power and High Involvement. SCORES is an acronym that represents the six elements evident in every effective organization. In summary, the findings of this study correspond with the results obtain during the organization diagnosis and landscaping process in the pre-OD intervention stage. The organization has been operating successfully and the organization was known to the international and local public, yet there is room for improvement. The organization has the capacity to become more effective and innovative in achieving its vision and mission with greater impact. The findings also address the purpose of this study - which is to enhance the organizational functioning of the organization. There is a significant improvement of orga-

nizational effectiveness after OD interventions. Changes in transformational servant effectiveness are positively related to changes in organizational effectiveness.

- The use of the AI-SOAR approach made possible the crafting of three year development plan was group-owned, group committed; group implemented and successfully opened up a strategically important planning process in the school organization which positively looked forward to a promising future.

- The practice of AI increased the entrepreneurial drive, proactive dispositions of the participants. The practice of AI did not increase the preference for innovation, non conformity, self-efficacy, achievement motivation. The concept of AI and Tipping point combined had a positive impact on the participants.

- Appreciative Inquiry as an ODI is an effective intervention that improved client satisfaction and as strategic planning methodology to ensure the sustainability of the organization.

- This applied research has contributed positively to the growing spirit at work area of research. It confirmed the validity of multiple dimensions of spirit at work and multiple dimensions of employee work attitudes. The research has also contributed to OD practices by helping clarify how best to use the appropriate tools at the right pace and at the right time with the right actions to make the most effective changes to OD.

- Findings of this study confirm that successfully enhancing the employee inter-functional coordination including its spiritual part-employee synergy, in an organization that already owns the other two elements of market orientation: customer orientation, competitor orientation, can lead to marginal improvement of organizational innovation.

- This study offers an insight on a direct association of inter-functional coordination, within market orientation to innovation in organization. It recommends that there are marginal benefits for practitioners to employ employee inter-functional coordination and employee synergy in order to enhance innovation in organization.

- The research indicates that employee commitment improved after ODI. Improved affective commitment of the staff was reflected in enhanced levels of contentment within the organization linked to a stronger desire to remain art of the company. Improved continuance commitment was reflected in the increase in team dynamism, reduced staff turnover consequently direct financial benefit to the company by reducing costs or recruitment and training. Improved normative commitment shifted the company's staff attitudes and created self-motivation and a self-driven desire to assist the company survive in a highly challenging market environment.

OD Lens 4.
OD is a process of culture change in the organization that enables people and communities to transform their ways of doing and relating to one another and the larger community in peace , harmony, cooperation and integration.

- Organizational culture and organizational sustainability changed after the ODI program had been implemented; improvement in spiritual leadership qualities contributed to the improvement of organizational culture and organizational sustainability.

- This research offered the following insights on how organizational culture , change management and transformational leaderships influenced employees' commitment to change among different Thai organizations: (1) Thai culture and values are so varied that they cannot solely be captured as a variable in contrast to western values. There are as many nuances as where they are coming from; (2) Thai traditional values of "trust" and "quality of relationship" were shown to be one of the vital elements of organizational culture in predicting employees' commitment to change. The culture of trust in leadership is a very important factor in facilitating change in Thai context.

- Western concepts do not easily fit with Thai culture and social processes since they are opposites (Thai and western cultures).

- The study conducted in Thailand is associated with unique cultural values such as collectivism, deference to authority and cultural values of harmony. The cross-sectional analysis among the four types of organizations enables the study to address the differences and similarities among several aspects of organizations, namely: transformative leadership, organizational culture, and change management.

- The study provides an empirical support for the roles of change management, and organizational culture on commitment to change. To foster employees' commitment during the change process, leaders should provide support throughout the implementation. Organizational culture that fosters relationship and trust in management helps people to develop readiness for change, which in turn promotes commitment to change among employees.

- The Leadership Campus creates minor changes in the organizational culture nourishing workplace spirituality and organizational sustainability; slight increase in employee satisfaction and customer satisfaction showed a positive trend.

- The AI summit as an OD intervention created a positive atmosphere for change within the organization and inspired hope in the participants in the future of the organization; The process forged symbiotic relationships among the stakeholders. From the mgt perspective AI summit presented an unparalleled opportunity to interact freely with other stakeholders and understand the needs, desires, and expectations of each stakeholder. Common grounds for working and commitment to a shared co-created goal replaced the usual complaining and whining.

The participants of the summit regarded the AI intervention as a positive and viable OD intervention process.

- Transformational leadership and Whole Brain Appreciative Coaching (WBAC) have altered the thinking lens of supervisory and managerial staff leading to a positive mindset and impact.

- With positive results from leadership development intervention, transformational leadership and Transformational Leadership/WBAC have been implemented widely in the organization for staff, supervisors and managers.

Fernando (2010) who used the term "co-researchers " for her participants in her AI–based action research concludes that both the researcher and the participants in an OD Action Research consider the experience as a privileged moment of learning. They learn not only a new approach in organizational planning but furthermore and more importantly they mutually enriched themselves with new perspectives, attitudes, behaviors, choices, and values that are proposed and/or reinforced through their collaborative participation in ODI/ action research process. Thus, personal and organizational learning connects and weaves the individual and organizational learning (Fernando, 2010). Peter Senge, et.al. (1990) states that "Learning depends on people's choices". The first rule of all learning is that learners learn best what learners want to learn. Direct personal benefits constitute the first source of reinforcing energy for deep sustaining change. It is inherently satisfying to work in a team where people trust one another and feel aligned to a common sense of purpose. Dr. W. Edward Deming used to say, "People seek joy in work." In this day of "bottom line focus" when people often assume that personal needs are subservient to the business' needs, it is liberating to discover that the two can be aligned rather than in opposition. Indeed people's enthusiasm and willingness to commit themselves naturally increase when they realize personal results from a change initiative; this in turn reinforces their investment, and leads to further learning. John Seely Brown of the Xerox Company says: "Organizations are webs of participation. Change the participation and you change the organization." Networks of people who rely on one another in the execution of real work, bound together by "a common sense of purpose and a real need to know what each other knows" are regarded as "the critical building block of a knowledge-based company" (Fernando, 2010).

Conclusion

The synthesis of these OD action research dissertations shows that they have contributed a positive change to organizations. The various levels of participation have led to changes (developmental, transitional, and transformative). The ODI process through the action research has generated emerging, generative transformations in the organizations.

The body of knowledge produced by the actions research is a significant contribution to the emerging OD practice and scholarship in the country. Further

studies can glean so much from these action researches. They offer us a wide range of the theories, perspectives, expanse, diversity of organizations, processes, and possibilities in the doing change in organizations. The researchers have evidently invested a lot of daring effort and creativity, scholarly endeavor, and the passion to transform persons, processes, structures, systems and related areas. Though the results and conclusions are definitely focused for particular organizations (context), the innovations crafted in the various processes, conclusions, models, frameworks, and OD programs, and many others generated by the action research are treasured contributions to further the field of OD.

The significant positive transformation in the person of the OD researcher is worth confirming. The journey of the researchers through the entire action research process has led each of them through navigation of an "Inside-Out" process leading to personal mastery and effectiveness as change leaders/catalysts. Each had a transformative story based on their epilogues. They themselves have discovered that the journey from the head to the heart and hands is a process of self-integration, which is a vital transformation in the OD process.

The parallel and corresponding synchronized transformations (personal and organization/scholarly levels) of the action researchers and the focal systems where the OD action researches were conducted is an affirmation of the "I-I Connection "that engaged the action researchers and the focal systems. For example, in one organization where top management made a decisive action to expand the use of the AI/WBL processes in the training of 1000 more of the staff. This is a clear example of the "I-I Connection" which stands for "the Individual and Institutional Connection" (Tayko and Agloro, 2012). They explain: *Organizations are human social systems. An individual is an organization of "one" as "one from many" and organizations are composed of persons as "many as one" Therefore, organizations are living corporate persons* (Roldan and Tayko, 1991)*. "I" stands for both INDIVIDUAL and INSTITUTION. There is an intimate connection between the development of the individual and the development of the institution. The information as the "lifeblood" of any organization can be clearly, coherently, effectively, and efficiently processed between the INDIVIDUAL and the INSTITUTION. Through interplay –weave and wave- of the thought processes at the individual and institutional levels, the individual key players make things happen and the corporate organization represented by the institution can make things last in the organizations. Thus, the statement, "Nothing happens without individuals but nothing lasts without institutions."*

The 43 action research dissertations have shown the navigation through the first wave of change because the action researchers have pioneered the journey of discovering new frontiers as "Changed Change Leaders" and new frontiers for and in the organizations which have participated in the action research. The value of their contributions to the field of OD through their researches significantly raises the bar of OD knowledge and practice.

To make summary of the insights drawn from the 43 dissertations, we can infer the following statements that affirm our underlying assumptions and beliefs in the

design, development and transformation of our OD programs in the lived experience of our OD Learners/Practitioners:

- Being steely clear and anchored on purpose as the leveraging and transforming energy for learning and transformative change.
- Having a complementary and intimately connected appreciation and understanding of perspectives (thinking global/acting local; fixed mindset/growth mindset; connecting/ complementing dynamic/detailed complexity; quantitative/qualitative measures/methods in triangulation processes, without being trapped in the "tyranny of the OR" while embracing the "genius of the AND" (Porras, 1992).
- Mindful of engaging and learning "process as content" as it were "the medium is the message" where the researcher cum OD Practitioner become one change person in the change process.
- Engaging in "transformative learning for change" starting the change from within the change (translating Ghandi's "be the change you want to see in the world" and affirmed by the Tabrizi's "inside-out effect transformational leadership/".
- Seeing and sensing as it were to live it in process, in action "the whole is greater than the sum of its parts" as they fully tapped the latent potentials using "whole brain literacy" the holistic tool that leverages on the potentials and possibilities in iteration and wending in weaving the intimate dynamic duo of "I-I connection" of the Individual person (functioning whole) connecting with the "corporate living person" i.e. the Institution.

As the program is envisioned in "educating intelligences and active minds to change the world", our OD graduates from this program as shown in their action researches and reflections from the epilogues, have demonstrated the challenge to go "making a difference" in themselves, in their own world – teams, units, organizations and communities.

We end this article with the challenge and certainty that Rev. Martin P. Komolmas, f.s.g., Ph.D.

President Emeritus, Assumption University of Thailand put forth as the OD program was established: *"Could our students change the world? Of course they can and they should. In his context, George Prince says, "educating, learning and changing are so closely related to problem solving that they may all be names for the same thing".*

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