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The Impact of an Appreciative Inquiry Organizational Development Intervention (AI ODI) on Developing an Appreciative Learning Organization: A Case Study Based on a Private IT Solution Provider in Thailand

Achara Ratanaphunsri
Deputy Managing Director
Convergence System Co., Ltd.

Abstract

The major research objective of this study was to develop an 'appreciative learning organization'—an organization that practices appreciative, innovative and holistic learning from its strengths, successes, and potentials. It was done a private IT solution provider in Thailand using Appreciative Inquiry (AI) as an organizational development intervention (ODI). This study employed an action research as the core research methodology with nonrandomized control group pre-test & post-test techniques. The research findings showed that AI as an ODI is an effective approach for developing an 'appreciative learning organization'. The enhancement in AI competencies and the two key practices of a learning organization prompted the focal organization to start its transformation into an 'appreciative learning organization'. The Four crucial elements of the success of this intervention are: 1) well-thought-out design of the ODI, 2) opportunities for participants to learn through experiential learning, 3) reinforcement of behaviors practiced, supported, and coached by the researcher, and 4) understanding and consideration of the personal traits and thinking preferences of the participants.

Keywords: Action Research, Appreciative Inquiry, Appreciative Inquiry Competencies, Appreciative Learning Organization, Concrete Learning Processes and Practices, Organizational Learning Practices, Supportive Learning Environments

Introduction

As Thailand is moving toward the implementation of the ASEAN Economic Community (AEC) in 2015, rapid adaptation, continuous learning, and improvement in organizational performance have become very significant factors. The increasing competition from globalization and swift changes in a dynamic regional and local environment necessitate

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the new approaches to improving organizational performance. This is especially true, when narrowing the scope to IT solution provider organizations in Thailand, which are considered to possess limited and less competent resources. It is clear that they are competing fiercely in the situation of increasing numbers of competitors and the fast movement of new knowledge and technology. Most small and medium-sized IT solution provider organizations rely on outside consultants and implementers . A better approachewould be to develop and enhance these resources internally by transforming the organizations into a learning organization.

The focal organization of this study is an IT solution provider for medium to enterprise-sized organizations in Thailand. Based on the assessment of CS's current situation and SOAR (strengths, opportunities, aspirations and results), three main factors were identified and prompted CS to transform into a learning organization. First, CS is growing very fast. Second, experienced, skilled, and competent human resources are limited. Lastly, due to the nature of this kind of business, employees' competencies and knowledge are considered one of the most significant resources for organizational growth and sustainability. A learning organization can facilitate knowledge sharing within the organization, and thus improve employees' competencies, which in turn would enhance the organizational and knowledge performance. A number of research studies have supported this belief (Watkins and Marsick, 1996; Yang et al., 2004; Alipoour & Karimi, 2011). Furthermore, the aspiration of top management is not only to become a learning organization, but to be one with a positive and holistic perspective. They believe that the positive and a holistic way of thinking and doing will expedite learning in the organization.

Hence, the primary objective of the research was to develop an 'appreciative learning organization' by using appreciative inquiry (AI) as an organizational development intervention (ODI). The intervention focused on developing the participants' competencies in AI and two key practices of a learning organization: 1) supportive learning environments, and 2) concrete learning processes and practices. Our aim was to determine whether this approach can be used to transform CS into an 'appreciative learning organization'. To the best of our knowledge, this is the first report on the impact

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of using AI as an OD Intervention on developing AI competencies in relation to creating an 'appreciative learning organization'.

Literature Review

The theoretical frameworks underlying this research were based on two main concepts: learning organizations and appreciated inquiry (AI). In addition , the concept of Whole Brain Literacy (WBL) was used to help the participants. Therefore, in order to design the conceptual framework and the necessary variables to transform the focal organization into an 'appreciative learning organization', the literature review focused on these two areas.

Learning Organization and Organizational Learning

The concepts, learning organization and organizational learning and their practices have been studied for several decades. These two terms, however, carry an intrinsic inter-relationship which can be described as follows: a learning organization is an organization that is good at organizational learning practices (Tsang, 1997). In order to successfully build a learning organization, it is necesary to clearly understand and possess the key characteristics of organizational learning together with appropriate organizational culture, structure, and system .

 From reviewing the well-established organizational learning and learning organization definitions and models published in literature, it is found that there are some common organizational practices from Garvin's three building blocks (Garvin, et. al, 2008), which involve supportive learning environments and continuous learning processes and practices are selected as dependent variables for our analysis.

Appreciative Inquiry (AI)

Cooperrider and Srivastva (1987) first introduced the concept of appreciative inquiry (AI). AI is considered an organizational transformation tool focusing on learning from successes and building upon strengths (Cooperrider and Srivastava (1987). To generate the power of AI, the AI 4-D process consisting of four elements- discovery, dream, design, and destiny, is applied in many ways, such as in a formal or informal meeting, in small or large group training, and in one organization or across organization (Cooperrider et al., 2003; Whitney and Trosten-Bloom, 2003; Hammond, 1998).

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Developing an organization by using AI as an organizational transformation tool enhances four characteristics in an organization: 1) appreciation, 2) provocation, 3) applicability, and 4) collaboration (Cooperrider et al., 2007; Richard, 2008). Here, the above AI characteristics were respectively translated into four AI competencies: appreciative skills, provocative and innovative change, generating applicable knowledge, and connecting to others. These four AI competencies were chosen to be the independent variables in our analysis.

Whole Brain Literacy (WBL) and the I-I Concept

Driving an organization toward successful organizational development and change needs support and cooperation from all employee levels, every person must think holistically in order to become more ready and willing to take responsibility and accountability for their role in the organization. This capability enables a person to understand and deal with change more adeptly and it further equips an employee in the following ways (Tayko & Reyes Talmo, 2010)

1. To be 'brain literate'- to learn how to learn , not learn what to learn

2. To process the same information using the five centers of the brain in a systematic and objective , but intuitive manner.

3. To understand the purpose, mission and vision of the organization clearly and exert a proportionate amount of time, energy, and effort in order to realize them.

In building towards successful organizational development and change, every person in the organization must adopt a holistic approach to self-management in order to move from one thought to another and repeat the process in different areas of the brain. It is the ideal for all employees to set the vision and mission of their whole organization that represent the contribution of each of them as ell (Tayko & Reyes Talmo, 2010.)

Hence, the Whole Brain Literacy as introduced to participants developed holistic perspectives, helped them to understand each other's thinking preferences, and the differences among them and to created self-awareness to develop themselves.

Conceptual Framework

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The AI competencies and Organizational Learning Practices were the two independent variables studied in this research. The AI principles and AI 4-D processes were the major tools for developing and enhancing participants' AI competencies in 1) appreciative skills, 2) provocative and innovative change, 3) generating applicable knowledge, and 4) connecting to others . They were also used for the two other key competency levels on all four AI competencies and the two key practices of a learning organization eventually enabled the organization to become an 'appreciative learning organization'. Figure 1 presents the conceptual framework and the research variable framework designed for this study.
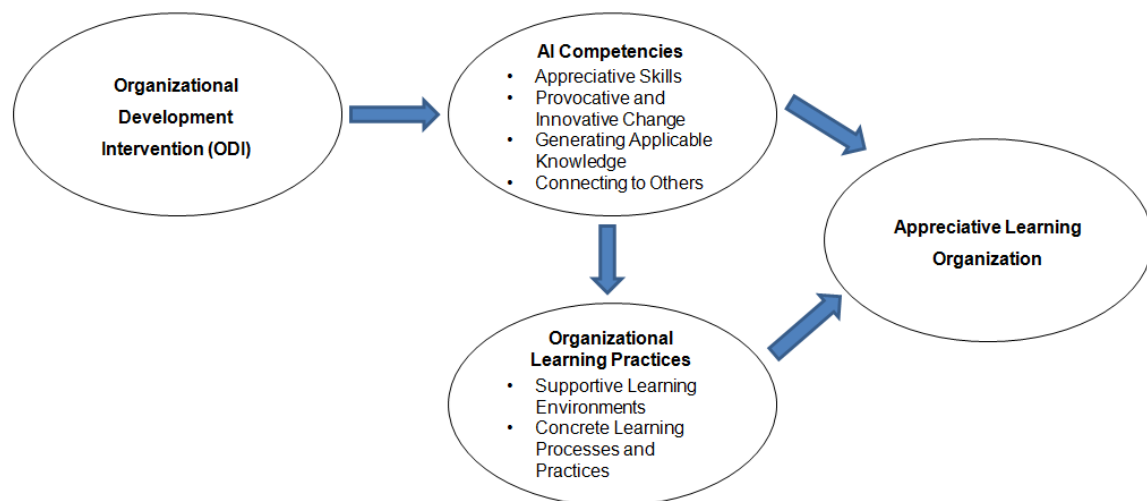

Figure 1 – Conceptual Framework

Based on the conceptual framework, the following hypotheses will be proved:

Hypotheses1: AI as an ODI shows a positive impact on the development of four AI competencies.

Hypotheses2: AI as an ODI shows a positive impact on the development of Organizational Learning Practices .

Hypotheses3: Increase in the effectiveness of AI competencies and two organizational learning practices results in the transformation of an organization into 'appreciative learning organization'.

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Methodology and Data Collection

This study employed a nonrandomized control group pre-test/post-test design and a mixed approach (both quantitative and qualitative methods) by applying action research methodology throughout the three stages of the organizational development intervention ; the pre-ODI, ODI and post-ODI phases. The researcher selected the participants with the consent and permission from the Managing Director of CS. A total of 25 employees from four divisions participated. All participants were full-time employees. The control group consisted of 29 persons from a different company, having similar business and job duties to the participant group.

The pre-ODI stage started with participant selection and data collection on the current situation. In this stage, the assessment of employees in the focal organization on the four AI competencies and their capabilities to promote supportive learning environments and concrete learning processes and practices was conducted.

The ODI stage involved elaborate implementation activities. The whole process took four months. This ODI process aimed to enhance the participants' AI competencies, and develop employees' mindsets to leverage the levels of organizational learning practices in order to create an 'appreciative learning organization'.

The post-ODI stage was the evaluation stage after all activities were conducted. The ultimate expectation was to observe heightened levels of the participants' four AI competencies and two organizational learning practices. This should eventually result in the development of an 'appreciative learning organization'. At this stage, the same data gathering collecting methodology as used in the pre-ODI stage was employed again for the sake of comparison.

Data Collection and Analysis Tools
To ensure the internal validity, we employed two types of triangulation. The first approach involved data triangulation, where the data was collected from all stakeholders including the participants, the participants' colleagues, and management team. The second method involved methodological triangulation, where the data were collected

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through both qualitative and quantitative approaches. For the qualitative approaches, the information was mainly collected by means of an observation and a semi-structured in-depth interviews with open questions and observations. Regarding the quantitative method, questionnaire surveys were administered, two points in time. The questionnaire survey on 'AI competencies questionnaire' (independent variable) took place first. Then, a few days later, the one-on-one interviews and 'organizational learning practices questionnaire' (independent variables) were carried out in order to reduce same-source effects and bias (Podsakoffet al., 2003). All questionnaires used in this study had Cronbach's Alpha value higher than 0.75, which means that they had high levels of reliability (Coolican, 2004).

In this study, three main methodologies were employed for data analysis: 1) content analysis was used to investigate qualitative data, 2) Paired t-Test was used to analyse all quantitative data, 3) Pearson Correlation Analysis was used to estimate the significance of relationships between independent and dependent variables.

Organizational Development Intervention (ODI) in the Focal Organization

The OD Intervention consisted of a series of workshops, meetings, practice opportunities and coaching designed based on Lewin's planned change model (unfreezing, change, and refreezing) integrated with five major activities for managing change (Cummings & Worley, 2009). In the change stage of Lewin's planned change model, three action research cycles were performed in order to develop the AI competencies in the participants as shown in Figure 2. Each cycle was designed based on Kolb's experiential learning cycle model. The integration of Kolb's experiential learning cycle in each action research cycle helped participants to gain experience in areas, which they do not know or are not expert. It also helped the participants to reflect on the experiences, to learn from the experiences, and apply/implement what they learnt in their daily life (Kolb, 1984). This helped the participants to gain a deep understanding of AI by means of extracting meaningful learning from real experience and creating self-facilitated reflective processes (Ricketts & Willis, 2011). It also provided feedback to assist the researcher so that the content of the intervention could be continuously modified and improved.
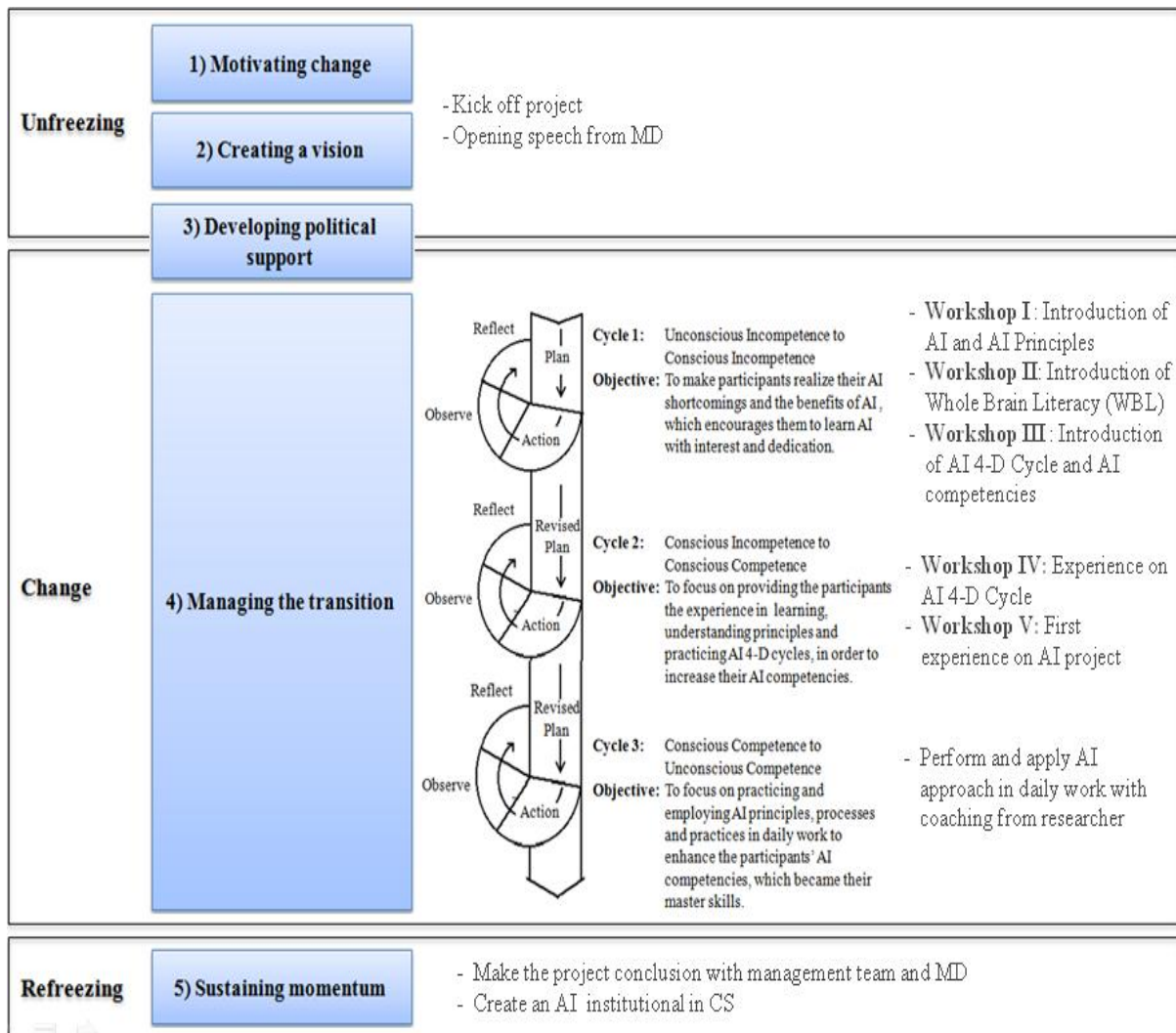
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Figure 2 – ODI Program Design

The first cycle, named 'Unconscious Incompetence to Conscious Incompetence', had two goals: (1) increasing participants' awareness of whole brain concepts to help them have a more holistic perspective ; (2) aimed to make the participants realize their AI possibilities, and at the same time to make them aware of the benefits of AI. These activities were intended to encourage them to learn AI with interest and dedication. Therefore, the training and workshops in this cycle were designed with an emphasis on interactive lectures about definitions, contents, principles, and the positive effects of AI on an organization, which eventually enhanced the participants' enthusiasm and willingness to develop their AI competencies. During this cycle, the researcher found that the participants shifted their status from "Unconscious Incompetence" on AI to "Conscious Incompetence". Most of them even began to apply AI in their daily work. However, they

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still did not deeply understand or correctly recognize AI, and were not good at asking unconditionally positive questions and reframing problems into opportunities. They just recognized that the AI concept mainly focused on thinking and doing positive things. Nonetheless, it was obvious that the participants' AI competencies on appreciative skills were already becoming enhanced.

The second cycle, called "Conscious Incompetence to Conscious Competence", focused on providing the participants the experience in learning, understanding principles and practicing AI 4-D cycles, in order to increase their AI competencies. The workshops in this cycle were designed to emphasize practicing and experiencing rather than interactive lectures. During this cycle, the researcher found that the participants had a deeper understanding of the meaning of AI, and they improved AI competencies, and showed more confidence in applying AI in their professional as well as personal life.

The last cycle was referred to as "Conscious Competence to Unconscious Competence". This cycle mainly focused on practicing and employing AI principles, processes and practices in daily work . During this cycle, the major roles of the researcher were to motivate busy people to collaborate in practicing and creating real experiences of AI in their daily work, and to provide coaching on AI. The researcher found that most of the participants were enthusiastic about embedding and applying AI in their life. For example, the meeting was opened with the sentence "Please share your best experiences that you faced prior to this meeting", instead of "Are there any problems or issues so far?" Moreover, the working environment had changed due to increases in the number of meetings, and discussion, involving listening and sharing knowledge within a team and among teams. They, moreover, had grown a stronger sense of hope and empowerment, and shifted their working approach from a deficit-based to a strength-based. They became more open-minded, and showed an appreciation of different and new ideas, explored new approaches to their work expansively, and transferred and shared knowledge among teams more frequently.

In addition to AI training and workshops, Whole Brain Literacy training and workshops provided since the beginning of the OD intervention fostered the researcher and the participants' understanding of each other's thinking preferences and the differences among them. This made it easier for the researcher to manage the participants' diversity

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and know how to coach them individually. At the same, it made the participants understand their own thinking preferences, be more open and accepting of other's perspectives , and created self-awareness and a desire to develop themselves.

However, the improvement of the participants' AI competencies did not occur overnight; it was gradual with each cycle and required continuing reinforcement to become sustainable.

Results

Before conducting the intervention, the majority of the participants had low to low-moderate levels of both AI competencies and organizational learning practices in the areas of supportive learning environments and concrete learning processes and practices. There were two main reasons that support these findings. First, at the pre-ODI stage, the working environment in the focal organization was stressful. Most participants focused on their busy and unskillful work, and were rather self-centered. They preferred their routine work, needed a mentor to support their work, and they had little confidence to perform tasks that were more challenging. They felt insecure and uncomfortable to share and accept diverse ideas, and did not see the significance of time reflection. Second, the working environment was weakness-based-orientated. They spent most of their working time on problems, weaknesses and unskillful jobs in order to develop and promote their working skills. It made the participants have little sense of hope, empowerment, or energy for their work. Hence, they did not seek new ways of working nor of generating novel contributions on their work.

During the three main cycles of AI intervention, all participants felt interested, and paid attention to all training and workshops. Once the AI intervention was completed, almost all of the participants' AI competency proficiency levels were enhanced. These results could be attributed to four main reasons, namely : First, AI ODI was well designed. All related factors were considered and integrated into the ODI design. This made the participants share the same vision and move in the same direction as the organization, felt comfortable to dedicate their busy schedules to join in the training and workshops, had intrinsic motivation for self, team, and organization development. Second, the participants learned through experiential learning in real life as much as they could. Apart from the AI training programs and workshops, all participants had chances to practice and experience

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AI principles and AI 4-D cycles in their daily work. Third, the reinforcement of behaviors practiced, supported, and coached by the researcher fostered the enhancement of all four AI competency proficiency levels. Regular practice was required for the learned competencies to be sustainable within the participants and for the practices to become an integral part of the organization. Fourth, personal traits, thinking preferences, and temperament were considered as factors that affected the personal learning curve; therefore, some participants needed longer time and more coaching to develop themselves than others .

The post-ODI data analysis on both qualitative and quantitative findings are delineated as follows:

Hypotheses1: AI as an ODI shows a positive impact on the development of four AI competencies

By considering the qualitative data analysis, the comparison between the pre-ODI and post-ODI data demonstrated that the majority of the participants four AI competency proficiency levels were obviously developed after the intervention. The qualitative data analysis is consistent with the findings on the quantitative findings on both the interventions and control groups. The results from the descriptive statistics shown in Table 1 suggested that by employing AI as an ODI , the participants' competence on four AI competencies increases, whereas , those experiencing no intervention showed no significant change in the AI competencies , except the appreciative skills that showed a slight drop.

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Table 1 . Paired sample test on four AI competencies

Intervention Group					
Variables	**Pre-ODI**	**Post-ODI**	**Paired Differences**	**Variance**	**Incremental Rate (%)**
Appreciative Skills	Mean 3.52 SD0.553	Mean 4.18 SD 0.467	t = -4.631 Sig. = 0.000**	-0.657	18.75%
Provocative and Innovative Change	Mean 3.48 SD 0.416	Mean 4.30 SD 0.600	t = -6.107 Sig. = 0.000**	-0.816	23.56%
Generating Applicable Knowledge	Mean 3.54 SD 0.579	Mean 4.18 SD 0.523	t = -4.276 Sig. = 0.000**	-0.648	18.08%
Connecting to Others	Mean 4.17 SD 0.640	Mean 4.85 SD 0.557	t = -3.867 Sig. = 0.001**	-0.680	16.31%
Control Group					
Variables	**Pre-ODI**	**Post-ODI**	**Paired Differences**	**Variance**	**Incremental Rate (%)**
Appreciative Skills	Mean 4.35 SD 0.648	Mean 4.01 SD 0.743	t = 3.212 Sig. = 0.003**	0.343	-7.82%
Provocative and Innovative Change	Mean 4.18 SD 0.592	Mean 4.19 SD 0.566	t = -.220 Sig. = 0.828	-0.011	0.24%
Generating Applicable Knowledge	Mean 4.22 SD 0.620	Mean 4.40 SD 0.502	t = -1.559 Sig. = 0.130	-0.179	4.27%
Connecting to Others	Mean 4.67 SD 0.580	Mean 4.83 SD 0.541	t = -1.494 Sig. = 0.146	-0.161	3.43%

** Correlation is significant at the 0.01 level (2-tailed).
* Correlation is significant at the 0.05 level (2-tailed).

Hypotheses 2: AI as an ODI shows a positive impact on the development of organizational learning practices in the areas of supportive learning environments, and concrete learning processes and practices.

Regarding qualitative data analysis, by comparing the pre-ODI and post-ODI data, it is noticeable that majority of participants' level of supportive learning environments as well as concrete learning processes and practices were significantly increased . The qualitative data analysis is consistent with the findings on the quantitative findings . The descriptive statistics of the intervention group sown in Table 2 suggested that the development of four AI competencies through AI as an ODI enhanced the participants qualities of promoting supportive learning environments and concrete learning processes and practices. However, the results from the control group shown in Table 2 indicated that even without AI as an ODI there was statistically significant difference between the

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Pre-ODI and Post–ODI stages in both supportive   learning environments and concrete learning processes and practices. Although not identifiable in this study, there could be another factor , apart from AI competencies, which caused the enhancement of these practices in the control group, which could be further studied.

Table 2. Paired sample test on two key practices of a learning organization

Intervention Group					
Variables	**Pre-ODI**	**Post-ODI**	**Paired Differences**	**Variance**	**Incremental Rate (%)**
Supportive Learning Environments	Mean 3.41 SD 0.414	Mean 4.44 SD 0.445	t = -8.172 Sig. = 0.000**	-1.033	30.21%
Concrete Learning Processes and Practices	Mean 2.49 SD 0.471	Mean 4.10 SD 0.461	t = -7.522 Sig. = 0.000**	-1.158	64.66%
Control Group					
Variables	**Pre-ODI**	**Post-ODI**	**Paired Differences**	**Variance**	**Incremental Rate (%)**
Supportive Learning Environments	Mean 3.86 SD 0.468	Mean 4.38 SD 0.519	t = -5.908 Sig. = 0.000**	-0.513	13.47%
Concrete Learning Processes and Practices	Mean 3.81 SD 0.516	Mean 4.53 SD 0.483	t = -7.551 Sig. = 0.000**	-0.724	18.90%

** Correlation is significant at the 0.01 level (2-tailed).
* Correlation is significant at the 0.05 level (2-tailed).

To further corroborate the assertion that the four AI competencies have a positive impact on both supportive learning environments, and concrete learning processes and practices, the Pearson correlation were used to determine the degree or strength of the relationship between the two sets of variables at Post-ODI (Table 3). The statistical findings point out that each AI competency has a statistically significant relationship with both those two key practices of a learning organization.

Table 3 . The Pearson Correlation of AI competency variables and two key practices of a learning organization.

Variables		**Supportive Learning Environments**	**Concrete Learning Processes and Practices**
Appreciative Skills	Pearson Correlation Sig. (2-tailed) N	0.523** 0.007 25	0.679** 0.000 25

Variables		**Supportive Learning Environments**	**Concrete Learning Processes and Practices**
Provocative and Innovative Change	Pearson Correlation Sig. (2-tailed) N	0.636** 0.001 25	0.578** 0.002 25
Generating Applicable Knowledge	Pearson Correlation Sig. (2-tailed) N	0.484* 0.014 25	0.742** 0.000 25
Connecting to Others	Pearson Correlation Sig. (2-tailed) N	0.814** 0.000 25	0.648** 0.000 25

** Correlation is significant at the 0.01 level (2-tailed).
* Correlation is significant at the 0.05 level (2-tailed).

Hypotheses 3: Increase in the effectiveness of AI competencies and two organizational learning practices results in the transformation of an organization into an 'appreciative learning organization'.

By enhancing the proficiency levels in four AI competencies as well as the two key practices of a learning organization (supporting learning environments and concrete learning processes and practices), CS   was finally transformed into an 'appreciative learning organization'. According to the aforementioned findings, the participants' learning shifted from individual to collective learning, non-sharing to sharing of knowledge, problem- or deficit-based approach to opportunity- or strength-based approach, conventional thinking to thinking outside the box, and having little sense of hope and empowerment to having a strong sense of them. However, all participants still did not show the above mentioned improvements in behaviors or practices very often, since behavioral changes generally takes a long time to reach a master skill level. The participants' learning behaviors were changed as follows:

- Feel not only secure but also appreciated to share information with open-mindedness through appreciative story telling of both good and bad things.

- Start using inquiry as a tool to help them learn.

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- Shift their learning behavior to focus on examples of what their team and organization do best rather than on the problems that need to be solved.

- With a sense of hope and revitalization, they are willing to take risks to learn and generate new innovative and applicable contributions to their team and organization.

- Focus on learning through holistic and collective perspectives rather than on individual ones.

Hence, this research finding proves   Hypothesis 3.

Conclusions and Recommendations

Research Conclusions

The following three major key points were extensively explored during the progress of this action research study: 1) AI as an effective OD Intervention, 2) transformation into an 'appreciative learning organization', 3) sustainability of an 'appreciative learning organization'.

AI as an OD Intervention

The researcher identified four crucial points with regard to employing AI as an OD intervention for effective development of AI competencies in the participants. First, the design of AI-ODI process was one of the most significant factors in developing the AI competencies in the participants. Second, the best way of learning these behaviors was through experiential learning applied in real life. Third, the reinforcement of behaviors practiced, supported, and coached by the researcher fostered the enhancement of all four AI competency proficiency levels. Fourth, the personal traits, thinking preferences, and temperament of the participants were also considered as factors that affect the personal learning curves.

Transformation into an 'appreciative learning organization'

This study confirmed that AI as an OD intervention is an effective tool to create an 'appreciative learning organization'. By enhancing proficiency levels of four AI competencies and two key practices of a learning organization through AI as an ODI, made it possible to turn CS not just into a learning organization, but rather into an 'appreciative learning organization'. By possessing AI competencies, employees were able to have appreciative, cooperative, generative, and innovative types of learning.

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Focusing on enhancing 'what works well and eliminating what does not', boosted the employees' sense of hope and empowerment. It encouraged them to perform experimentation, discover new approaches to work without defensive posturing, think innovatively, and finally, allowed them to see things through a more systematic and holistic perspective. This laid the groundwork for the focal organization to start the transformation into an 'appreciative learning organization'.

Sustainability of an 'appreciative learning organization'

At CS, the development of an "appreciative learning organization " began to happen within a surprisingly short period.   However, the researcher observed that after completing ODI for a few months, the practicing and applying of AI in the participants' daily work slightly decreased. In order to sustain these benefits achieved through this AI ODI, the researcher needs to work closely with the management and teams so that the AI practices can become totally integrate into CS. The more practice/ training and integration of these concepts takes place, the more successful and sustainable the 'appreciative learning organization' will be.

Recommendations

Recommendation for Further OD in the Focal Organization

Based on the findings, the researcher puts forward the following recommendations in order to accomplish CS's goals to make AI competencies sustainable attributes of its employees:

1. Roll out AI training and workshops to the rest of the employees
2. Expand the scope of the ODI program to encompass other elements of organizational design and development:
3. Create a continuum of AI competencies sustainability

These recommendations have been accepted by the management.

Recommendations for Further Research

This study was carried out using a small organization for a relatively brief period of time. Although the intervention was a success, it will be important to determine whether the design can be replicated and sustained. In terms of future research, there are many interesting ideas. A few proposals are as follows:

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1. The researcher's OD intervention demonstrated that it is an effective framework for developing the participants' AI competencies. However, since this framework was only implemented in one context; it should not be assumed that it is a practical and workable ODI framework for developing not only AI competencies but also other new knowledge and skills of participants in any other context. Further studies are required and their findings could be beneficial to many organizations and academic fields.

2. From the collected data, the researcher noticed that the development of AI competency proficiency levels of managers might affect AI competency proficiency levels of their subordinates. However, with the limitation of time and the small number of managers joining this project, the researcher was not able to establish this as fact. Hence, the relationship between AI competency proficiency levels of managers and their subordinates can be an interesting area for further study.

3. Some other types of organizational dimensions that relate to high levels of employees' AI competencies, such as performance, job satisfaction, and commitment, should be taken into account. Studying the effect of an AI intervention on the overall performance of the organization for a longer period could represent a significant contribution.

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