Using OD Leadership Intervention in Improving Transformational Leadership Culture to Enhance Employees Work Engagement and Organizational Affective Commitment

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Abstract

This study deals with the use of leadership intervention in improving transformational leadership culture to enhance the employees work engagement and organizational affective commitment at P.E.C, a private school in Myanmar. The independent variable is leadership culture which includes leadership style and organizational leadership culture; whereas, the dependent variables are employees work engagement and organizational affective commitment. Pre-ODI analyses reveal the overt practices of transactional leadership style by the majority of the employees, overwhelming transactional culture, severe blaming to each other, insubordination, and minimal coordination among people and departments, depending on setting a price on everything, and low employees work engagement and organizational affective commitment. Both quantitative and qualitative approaches were integrated. The data was collected using a survey questionnaire, focus group interviews, and observations. The ODIs at P.E.C are mainly leadership cultural intervention including leadership training, and coaching, WBL workshop, value alignment activities, SOAR and appreciative inquiry activities. Post-ODI analysis reveals that all the ODIs has enhanced the leadership style and organizational leadership culture. As a result, the level of employees work engagement, and organizational affective commitment is greatly enhanced. School leaders now better understand the importance of leadership culture by having higher responsibilities, having higher confidence in self and others, focusing the developing their subordinates and inspiring their subordinates to perform their best. The staffs also realized the importance of vision, mission, core value and they emotionally committed it and came to develop a better appreciation of themselves and others, think positively and they also willing to try new things in applying innovative and creative teaching methods, project-based learning and parental involvement activities.

Key Words: OD interventions, leadership style, organizational leadership culture, employees work engagement, organizational affective commitment, and whole brain literacy (wbl).

Introduction

This paper is based on the action research conducted by the author to complete the doctoral dissertation. The research focuses on the use of leadership interventions for the improvements of transformational leadership culture to enhance employees work engagement and organizational affective commitment. The action Research was designed:

(1)   To describe and analyze the current situation of P.E.C in terms of leadership culture, employees work engagement and organizational affective commitment.

(2)   To identify, design and implement ODI for improving transformational leadership culture to enhance employees work engagement and organizational affective commitment.

(3)   To assess the initial impact of ODI in improving transformational leadership culture to enhance employee work engagement and organizational affective commitment

(4)   To determine the relationship of leadership culture with employee work engagement and organizational affective commitment.

The primary data are gathered from 81 employees out of 125 employees of Precious Edu-care Center (P.E.C) private school which is located in Myanmar, and which specializes in delivering the educational services for more than 500 students from Preschool to Middle School level and the school also offers short courses on English language and Fine Arts for the children. All the respondents are school management team and above the junior teachers level; however, those employees below that level are not included in this research.

1. SWOT/OR Analysis

To give a snap-shot of P.E.C, the SWOT/OR analysis is done as part of this research. Like other organizations, P.E.C has its own strengths, weaknesses, opportunities, threats, aspirations and results.

(1)Strengths of P.E.C: The strengths of P.E.C include having more loyal customers and possessing renowned brand name which is well-recognized by the general public in the region, having impressive school facilities, and being located in easily accessible school location. Using well-designed and well-tested curriculum and syllabus which are mainly based on National Curriculum and extra subjects. Focusing on strong English Literacy

Program and achieving good results by students in their academic tests and other performances creating customers' satisfaction which in turn added up to the good reputation of the organization. This strength can get the dual opportunities from those effective accessing to Myanmar Education system and International Education system, and this will enable our students to be able to continue their tertiary education whether in Myanmar or abroad depending on their preferences.

(2) Weaknesses of P.E.C: Having employees with low affective commitment towards P.E.C, using micromanagement practices, having highly transactional culture with authoritative leadership; insubordination, and minimal coordination among people and departments; performances depending on setting a price on everything, not knowing the organization's vision and mission by majority of the employees; not emphasizing the parental involvement; having low creativity of individual employee; and having employees who neglect parental involvement.

(3) Opportunities for P.E.C: Opportunities for P.E.C include having a chance to expand to high school level without taking any high risks of not getting the customers and incurring high initial investment costs, having a chance to open private schools in other regions of Myanmar having a chance to upgrade itself up to the college level when its students get that level while attracting students from Myanmar, foreign universities are also exploring new partnership from domestic and international investors and partners to invest in Myanmar education sector.

(4) Threats for P.E.C: The threats for P.E.C include the lowering of entry barrier to the industry causing increased competitive forces, new entrants of international private schools into Myanmar market, high performing public high school creating some second thoughts in the decision making process of the parents in choosing the private and public schools, attracting the skilled teachers by offering attractive salaries and career opportunity making it difficult PEC to retain skilled teachers.

(5) Aspirations of P.E.C: P.E.C focuses on the aspirations which are to be one of the most successful schools in Myanmar and quality private school in Asian region, to be upgraded into high school in next (2017-2018) academic year, to have about 1200 students within 3 years by increasing at least 200 students per year while maintaining the quality of care, to open at least 2 schools in Yangon and 2 schools in Mandalay within 5 Years, to link with international programmes providers to offer pre-college program within 2 years, to implement to establish the private university by doing joint venture

with a successful international university according to the private education law within 5 years.

(6) Results for P.E.C: P.E.C has intended to get the results such as having the employees of both the teaching staff and support staff are fully committed to the school with perfect alignments towards its vision and mission, being a school with a culture of continuous learning, high employee motivation, work engagement and affective commitment, using innovative teaching methods, possessing more competitive advantage as people associate high-quality education with P.E.C, having more adaptability to the changes in the external and internal environments, having people with expert skills and right mindset, and earning sustainable development by cutting the waste in resource usage and enhancing the organizational efficiency and effectiveness.

Review of the Literature

The major concepts in this research include that of organizational development, Action research, leadership and leadership styles, organizational culture, employees work engagement and organizational affective commitment.

Organization Development and Action Research

For an organization to be agile in the market, all the employees in the organization need to be highly engaged in their work and to be proactive, adaptive, and to have generative behaviors with a healthy amount of supportive mindset. As stated by Feldman (2009), Action research can be defined as a democratic way of developing practical knowledge which achieved through the sharing of the issue in line with the human process and the world views. Moreover, the action research embraces the seemingly different ideas such as action and reflection; theory and practice and individual development and organizational development (Edge, 2001).As argued by Whitney and Trosten-Bloom (2010), it is important for any organization to be able to keep up with the changes in the external environment which is changing all the time. In order to do so, an organization needs to implement the OD interventions successfully. Cumming and Worley (2009) pointed out that the organization development interventions should be done at three levels which are at the individual level, at the team level or the organizational level.

Leadership Styles

As pointed out by Daft (2010), the concept and the definitions of leadership have been evolving as the needs of the organization are changing. School leaders must learn not to lead from the apex of the organizational pyramid but the nexus of a web of interpersonal relationships, with people rather than through them (Mulford and Silins, 2011). Moreover, leadership styles have some strong impacts on various organizational aspects such as organizational performance, employees' job satisfaction, organizational culture and organizational commitment of the employees (Gill, 2009; Bass and Avolio, 1994; Bass, 1990; and Aryee et al., 2012). This is in line with the views of Sanzo and Clayton (2011) and Mulford and Silins (2011), the principals as the school leaders must show strong leadership whether they use transactional or transformational leadership styles.

Transactional Leadership: As indicated by Avolio et al. (2004) and Lussier and Achua (2010), transactional leaders can only bring a low level of performance at best and will bring no change or transformation as those. Transactional leaders focus on the correction of mistakes, deviations from the standards, and giving feedback on corrective actions before the problems become serious. Moreover, the use of transaction leadership with no transformational style will deteriorate the quality of the relationship between the leaders and the followers. As pointed out by Mullins (2005), many leadership theories viewed the leaders as transactional leaders who lead the organization with the use of social exchanges or transactions. In general, transactional leaders made the followers motivated and done their jobs by exchanging rewards for their performance

Transformational Leadership: However, as pointed out by Bass and Avolio (1997), there is another type of leaders who stimulate and inspires the followers to achieve more than what is expected to achieve. In other words, these leaders transform the behavior and performance of those who follow him or her and make them produce extraordinary outcomes. According to Burns (1978), there are four dimensions of transformational leadership. These are an idealized influence, inspirational motivation, intellectual stimulation and individualized consideration. These four characteristics are very basic behaviors and practices of a transformational leader. More importantly, this characteristic of transformational leaders let all the organizational members in the process of transformation. In other words, these four dimensions are like four pillars on which transformational leadership is built on (Bass, 1990).

Avolio et al. (2009) pointed out that transactional and transformational leaderships are not mutually exclusive; rather, these two styles are complementary, and a leader

should use both the two styles but with different proportions depending on the situations. Transformational leaders pay attention to the needs of the followers, and they try to change their perception of the followers on a particular issue by encouraging them to look at the old problems from different perspectives. Transformational leaders are good at making the followers excited, aroused, and inspired to put extra effort to achieve the organizational goals. As pointed out in Daft (2010) and Robbins (2001), the transformational leadership is strongly correlated with lower turnover rate, a higher level of satisfaction, productivity, creativity, and organizational performance.

Whole Brain Literacy (WBL): The Whole Brain Literacy recognizes the enormous positive effect that the whole brain functioning can provide for individuals and encourage them to utilize their four different thinking styles (Tayko, 2011). From Lynch's four-brain model the different thinking styles of brain functioning include; I-Explore – orientation towards discovery and exploration. It focuses on space, creativity, flexibility, openness, and change; I-Pursue - orientation towards results and achievement. It focuses on momentum, productivity, activity and completion for results; I-Control - orientation towards stability and certainty. It focuses on time, consistency, competency, standards, and certainty; I-Preserve- orientation towards relationships and harmony. It focuses on emotion, posterity, affinity and connectivity for relationship; and On Purpose: Tayko (2011), pointed out that in order to be effective and efficient in the use of all four parts of the brain, it is important to have strong purpose which will serve as a guide for all the actions which come from the control of each part of brain.

Attributes of Multifactor Leadership Questionnaire fitted to WBL: As the leadership styles and the attributes of each leadership style can be related to the idea of whole brain leadership, the individual dimension of leadership styles are grouped according to each part of the whole brain model. Similar to the "Purpose" criteria of WBL, the leadership styles fitted to WBL has its core in the organizational vision and mission which serve as a life-purpose for that organization. The fitted model of leadership style attributes and WBL is shown in Figure (1).
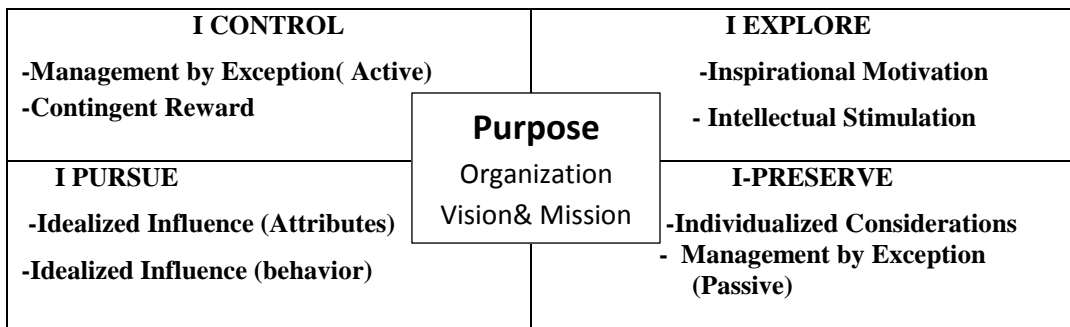
I CONTROL		I EXPLORE
-Management by Exception(Active)		**-Inspirational Motivation**
-Contingent Reward	**Purpose** Organization Vision& Mission	**- Intellectual Stimulation**
I PURSUE		**I-PRESERVE**
-Idealized Influence (Attributes)		**-Individualized Considerations**
-Idealized Influence (behavior)		**- Management by Exception (Passive)**

Figure 1. WBL and the Dimensions of Leadership Source.
Modified from On the Ball-Leveraging the Future You want with WBL by Tayko & Agloro (2012)

Organizational Leadership Culture

Schein (2004), Mullins (2005) and Bass (1985) commented that the contemporary school principal as a transformational leader needs to create an atmosphere and ambient conditions that make the employees satisfied of their physical needs but also the psychological needs along with the fostering of self-actualization and autonomy in performing their duties. As argued by Cemaloglu et al. (2012), pointed out that school principals are "Living Logos" of the organization, and they represent the actions and behaviors a school wants to represent and value. Shein (2004) describe three levels of culture; namely, organizational, managerial and employee levels.

As argued by Mestry et al. (2012), there is no single definition which is accepted by all the scholars; however, there is some general agreement that the school culture constitutes the ways a school manage its daily operations which also constitutes the schools culture. They also pointed out that the organizational culture in a school setting is very influential on the other aspects of school life. From many studies on the school's organizational culture (Schein 2004, Maslowski, 2006, Mulford and Silins 2011, and Naicker et al., 2013), it can be concluded that a schools' culture can be manifested at least in four ways. These are symbols, heroes, rituals, and values.

There are two predominant types of organizational cultures (Bass and Avolio, 1993). They are transactional culture and transformational cultures. However, in reality, a pure transactional culture and a pure transformational culture are not possible. In theory, a pure transactional culture emphasizes on getting things done through the use of contractual basis both regarding explicit and implicit ones. Under this pure transactional culture, the jobs and performance expectations are explicitly communicated and the ways those should be performed, the operating procedures and the type and amount of benefits

an employee will get after the completion of an assigned job are also declared. Accordingly, the cultural elements such as stories, jargon, assumptions, and values largely depend on setting the price for a particular job which has to be done (Bass, 1990). This culture suggests that everyone has a price required to be motivated to perform a particular task. The employees' commitment and engagement are short-term under this kind of culture, and all the organizational emphasize on self-interest in everything they do.

On the other hand, the feeling of family and organizational interest is overwhelmed in a transformational culture. This culture is characterized by the leaders' behaviors fitting four I's of transformational leadership (Bass and Avolio, 1993). In this type of culture, there is a sense of family among the organizational members and the commitments are long terms and everyone in the organization sees the organizational goals before his or her self-interests. This is because leaders and followers share same interests, and they are dependent on each other. Similar with the leadership, a transformational culture can be built on the transactional culture to enhance the organizational commitment and engagement of the employees

Employees Work Engagement:

Organization must go beyond the motivation of employees; they must try to achieve the enhancement of employees work engagement as this is strongly related to the concepts of organizational outcomes, productivity, and retention among others (Schaulefi, 2013). Schaulefi (2013) defined the employees' work engagement regarding three dimensions. These are vigor, dedication, and absorption. This model of employee engagement uses the Utrecht Work Engagement Scale (UWES) to measure the employee work engagement. As pointed out by Schaulefi and Bakker (2003) that the UWES with three strongly related underlying factors seems to be invariant, both across nations as well as across occupational groups. In addition, as far as the short version of the UWES is concerned, it is the most suitable and applicable instrument to measure work engagement scales. According to Hayati et al. (2014), there is a significant positive relationship between transformational leadership and work engagement.

(5) Organizational Affective Commitment

Allan and Meyer (1997) stated that organizational commitment is similar to job involvement, and it is a psychological state. According to Allan and Meyer (1997), organizational commitment can be defined as the attachment between the individual and

the organization. As pointed out by Lumley (2010) and Malhorta, N. & Mukerjee, A. (2004), Allen and Meyer's (1990) "Three-Component Model of Commitment" is one of the most widely used models when considering the organizational commitment. This view is agreed by Wong et al. (2003), who commented that three-component model of Allen and Meyer is the most widely accepted concept concerning the organizational commitment, and the model pointed out that there are three separate types of organizational commitment; namely, affective commitment, normative commitment, and continuance commitment. According to them, when the employees are emotionally attached to the organization, are happy to be identified with the organization ad are happy to get involved with the organization, they are said to have affective commitment. Employees who have a strong affective commitment will continue to stay with the organization because they want to do so not because they have to. Continuance commitment can be defined as the employees' commitment to the organization as it is least cost to him or her to stay with the organization. The third dimension, Normative commitment refers to the employees' decision to stay with the organization because he or she feel responsible for the organization. Normative commitment occurs when there is an exchange of tangible things such as salary and compensation; while the affective commitment is achieved through the use of justice, organizational support, and transformational leadership (Wong et al., 2002; Allen and Meyer, 1990).

Theoretical Framework of the Study

Theoretical framework mainly focused on two types of leadership theories: Transactional leadership and Transformational leadership. Transactional leadership focuses on controlling the organizational activities and designing the system of an organization.On the other hand, transformational leadership focuses on designing vision and motivating followers to achieve required goal. Leadership style influences in most part to the organizational leadership culture and the organizational leadership culture in turn influence the development of leadership. An organizational culture like that glue to the organizations or teams and it unites the organizational members effectively and efficiently for pursuing the organizational goals. The typologies of organizational leadership cultures include transactional organizational leadership culture and transformational organizational leadership culture. Organizational leadership culture can

be influenced by the use of effective leadership style. Leadership culture, especially the transformational leadership culture can maximize the employees work engagement and organizational commitment. Work engagement includes: vigor, dedication and absorption and Organizational commitment include: normative commitment, continuance commitment, and affective commitment. And then by enhancing employee work engagement and organizational commitment, an organization can be achieved high organization outcomes such as satisfied and loyal customers, high service quality, productive and profitable organization, low employee turnover rate and high-performance organization. In those, if the organization is influenced by highly transformational leadership culture, an organization can be achieved performance beyond expectation such as innovation, Developmental and Motivational change in followers and affective commitment and organizations' members can be the change agent as well.
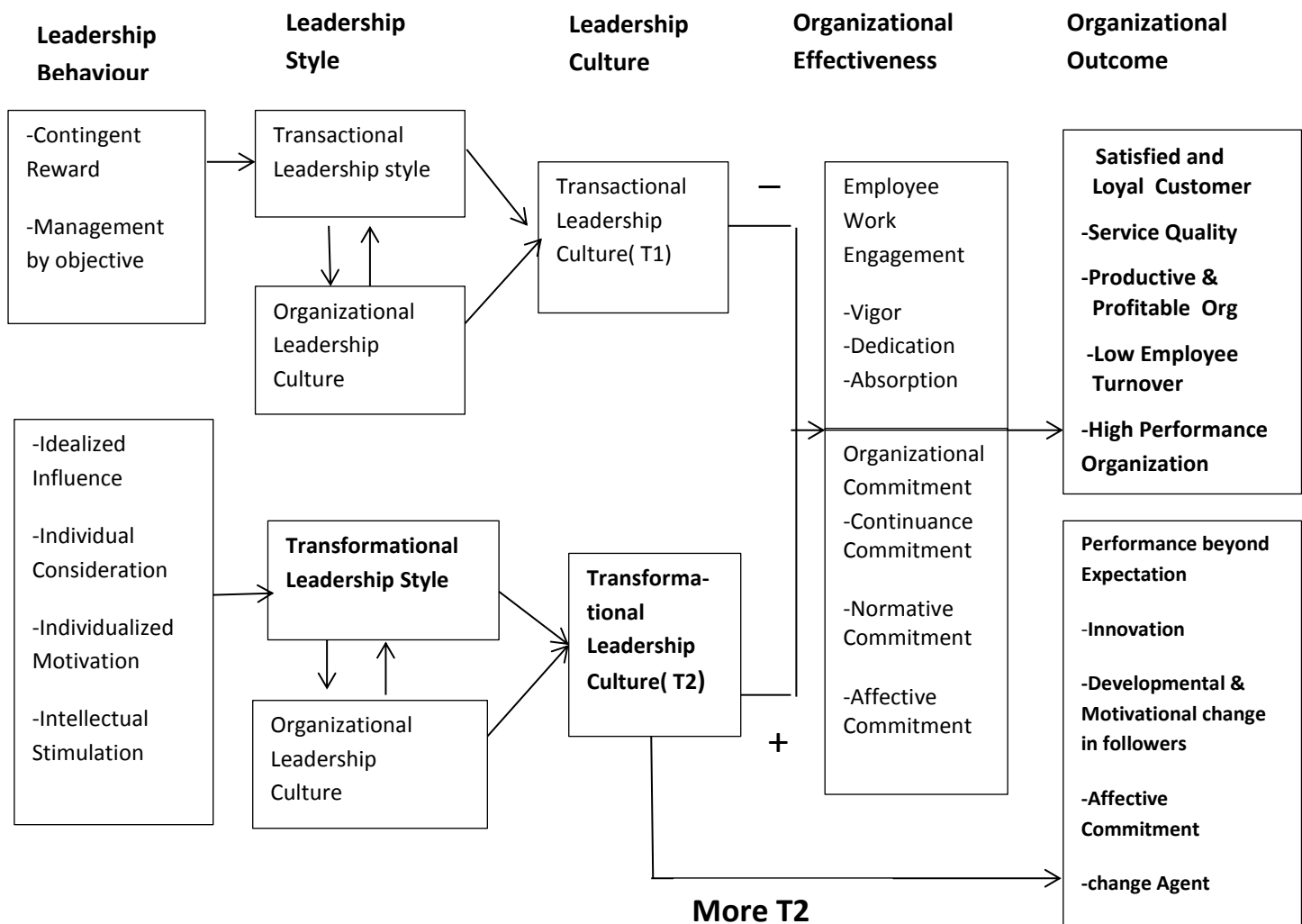

Figure2. Theoretical Framework of the Research

Conceptual Framework

The employees work engagement, and the organizational commitment is very important aspects of any organization's well-being and effectiveness. In this research, Leadership culture is focused.

As a first step- ODI is focused as independent variable and Leadership culture is focused as the dependent variable at the time. And then, as a second step- Leadership culture is focused again as the independent variable and by improving those independent variable, transformational leadership culture that can enhance the employees work engagement and the organizational affective commitment. These two variables are chosen as the dependent variables at the time.

By improving transformational leadership culture that can enhance the employees work engagement and the organizational affective commitment. Transformational leadership culture can be influenced by the use of transformational leadership style and organizational transformational leadership culture which in turn can be improved by the ODIs. If the transformational leadership culture is developed, the organizational can enhance its employees' organizational affective commitment and work engagement. The use of more transformational leadership style and the wider acceptance the practices of more transformational organizational leadership culture will enhance the employees work engagement and organizational affective commitment. Therefore, this research focused on improving transformational leadership culture through OD leadership intervention on the enhancement of the employees work engagement and the organizational affective commitment prevailing at P.E.C. The proposed conceptual framework for this study is as follows.
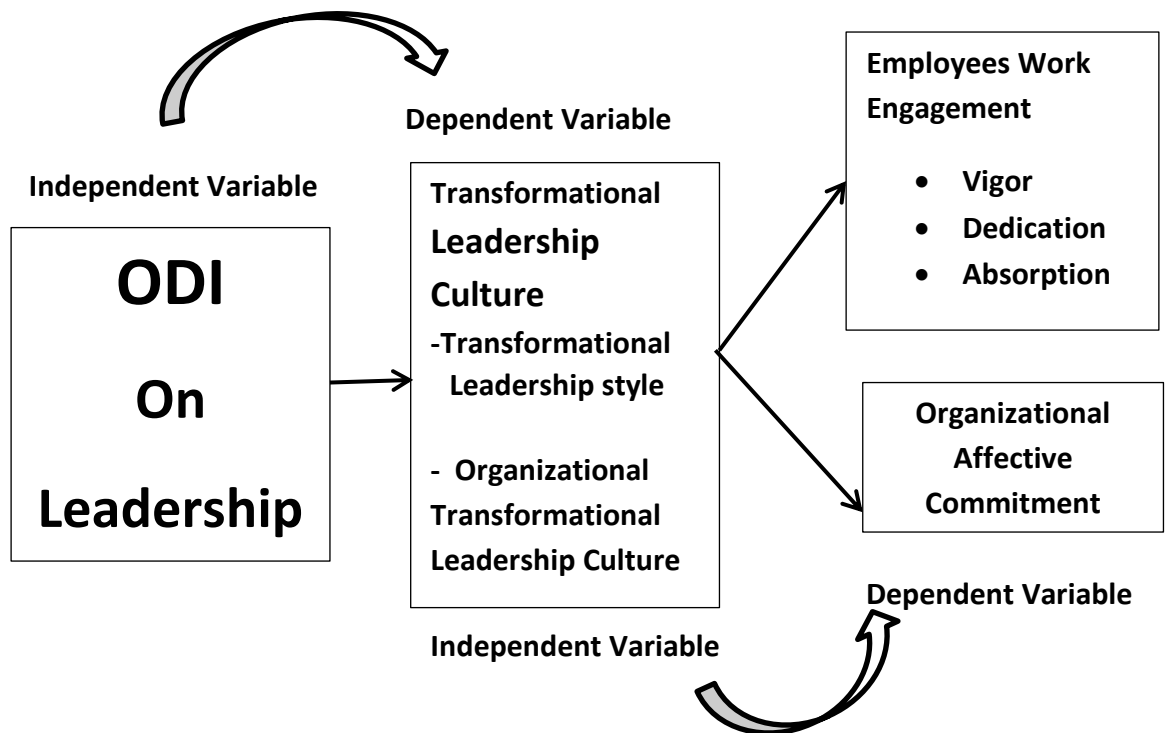
Figure (3) Conceptual Framework of the Study

5. The Action Research Framework

The action research framework includes three parts of phases: Pre ODI stage, ODI stage, and Post ODI stage. The cycle begins with gathering preliminary diagnosis, data, positive future and planning action. **In the Pre-ODI stage**, both quantitative and qualitative methods are conducted. **The second stage, ODI,** is the transformation phase in which all intervention tools will be implemented to initiate change. In this stage, with the use of OD leadership intervention techniques which are Leadership development training, Organization culture and value creation training, Appreciative coaching through WBL and AI Workshop, Team building, and SOAR methods. The process of OD leadership Intervention created the congruence of the research framework variables and effectively leads to the objectives of P.E.C Private School to improve transformational leadership culture.
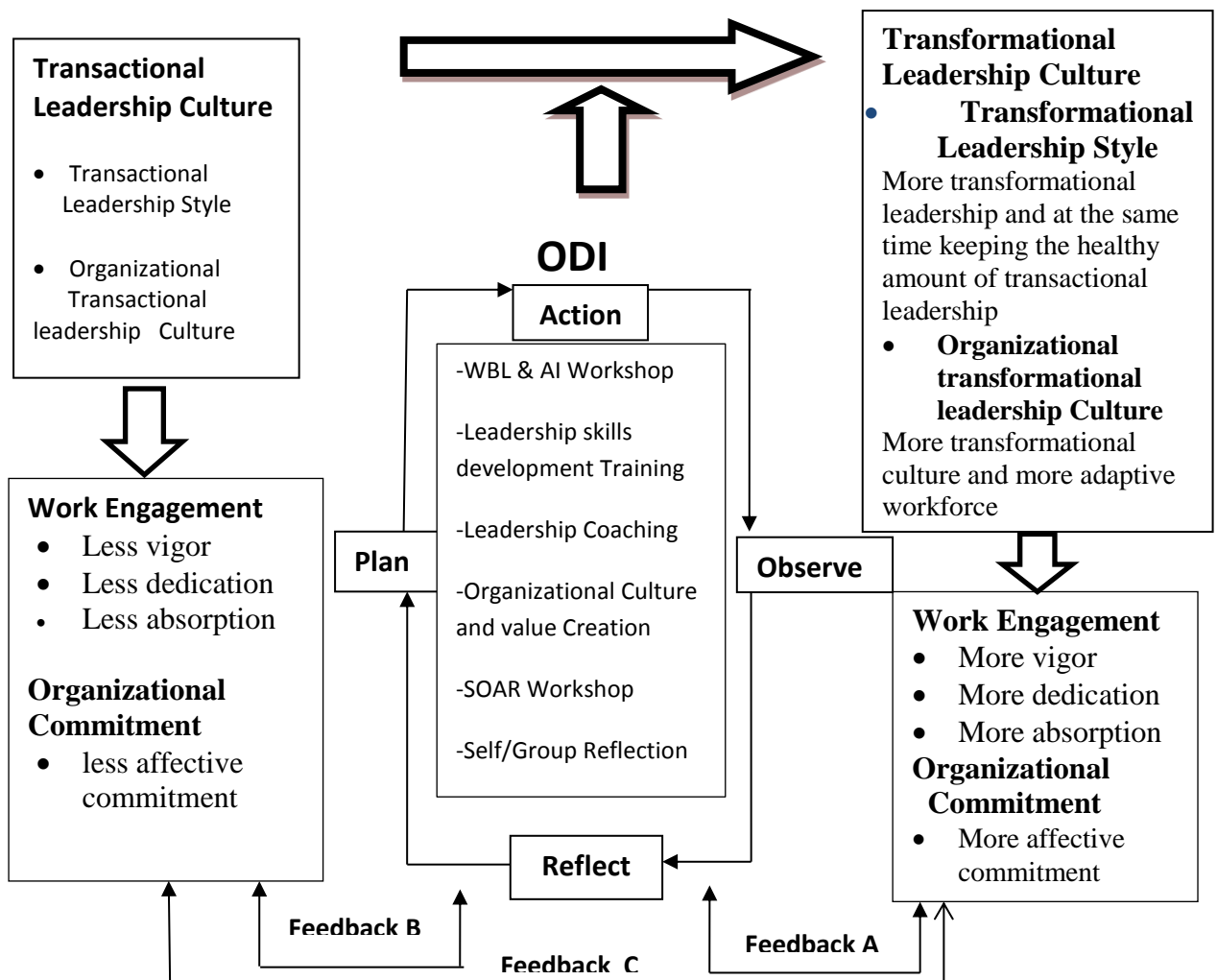
Figure 4. Action Research Framework

In the third stage, post-ODI: is the result phase, it includes changes in behaviors (if any) resulted from a corrective action taken following the second stage. After OD intervention, improved transformational leadership culture will enhance employees work engagement (vigor, dedication, and absorption) and organizational affective commitment. Any necessary adjustments are made in learning activities via Feedback Loop A. As change is not a one-time event but a continuous process, the learning of employees will be reported via Feedback Loop C to start over from stage one again at the higher performance level, this is learning from the learner.

Research Instruments and Research Methodology

In this research, four major variables are measured with the separate questionnaire.

Leadership style is measured by 36-item Multifactor Leadership Questionnaire(MLQ), Organizational Leadership Culture is measured by 28-item organizational description questionnaire (ODQ) questionnaire, Employees Work Engagement is measured by 17-item Utrecht Work Engagement Scale UWES of Wilmar Schaufeli and Organizational Affective Commitment was measured with the use of Meyers' 18-item organizational commitment questionnaire and in this research, the only affective commitment was measured with 8 items and all these questionnaire were completed by all respondents in this study who are the school management and teachers from the teaching department. In-depth Interview of Qualitative research is done with 23 (18%) of the employees at P.E.C.

The significant differences in the research variables between Pre-ODI and Post-ODI were calculated with the use of t-test and paired sample t-test. To test the reliability of questionnaires, Cronbach's Alpha scales are calculated for each dimension in the questionnaire. Linear regression analysis and Pearson correlation analysis was used to find out the significant correlation between the dependent variables and the independent variables.

Data Analysis and Findings

From the analysis results, it can be concluded that the uses of transformational leadership styles are greatly enhanced after the implementation of ODIs at P.E.C. It is also found that the transformational leadership characteristics such as individualized considerations, idealized influence (attribute) and (behavior), inspirational motivation, and intellectual stimulation are enhanced greatly after the ODIs at P.E.C, and this indicates the success of ODIs done at P.E.C.

Among the transactional leadership characteristics, the practices of contingent reward are enhanced while the practices of management by exception both (active) and (passive) are greatly reduced. This is because some of the employees and teachers still think that contingent reward is necessary for managing their daily transactions at P.E.C. Nevertheless, the practices of transactional leadership, in general, have been greatly reduced as a result of ODIs at P.E.C. Analysis results clearly pointed out that clearly points that the ODIs have greatly enhanced the absorption, dedication and vigor level of the employees at P.E.C, and this indicated the effectiveness of the ODIs done at P.E.C. It is found that the characteristics of transformational organizational culture at P.E.C are greatly enhanced; however, that of transactional organizational culture is minimized as a

result of ODIs done at P.E.C. Moreover, it is very clear that the level of affective commitment and employees' work engagement at P.E.C are also increased significantly.

In summary, it can be concluded that the implementation of ODIs at P.E.C causes the maximization of transformational culture characteristics at P.E.C, more uses of transformational leadership styles, and minimization of transactional organizational leadership cultures and fewer practices of transactional leadership styles with the great enhancements in the level of employees work engagement and affective commitment. This indicates the implementations of ODIs at P.E.C are successful to some degree, and it has achieved intended results to some degree.

Table 1.

A Summary of the Paired-Sample t-test results between Pre-ODIs and Post ODIs

Dimensions and Variables	PRE ODI	POST ODI	Mean Changes	Significance 95% Confidence Interval
TF Leadership(Individualized Consideration)	1.92	3.22	1.30	0.000
TF Leadership (Idealized Influences) A	1.95	3.36	1.41	0.000
TF Leadership (Idealized Influences) B	2.27	3.48	1.20	0.000
TF Leadership (Inspirational Motivation)	1.23	2.83	1.60	0.000
TF Leadership (Intellectual Stimulation)	1.29	2.96	1.67	0.000
TS (Contingent Reward)	1.63	3.29	1.65	0.000
TS (MBE) Active	3.65	1.30	-2.36	0.000
TS (MBE) Passive	3.26	1.09	-2.17	0.000
TF Culture	1.28	3.10	1.83	0.000
TS Culture	2.96	1.08	-1.88	0.000
Transformational Leadership	1.73	3.17	1.44	0.000
Transactional Leadership	2.85	1.89	-0.96	0.000
Employees Work Engagement	0.76	2.87	2.11	0.000
Affective Commitment	0.92	2.90	1.98	0.000

WBL Analysis and Findings: The scores for eight sub-types of leadership styles scores of all the respondents are calculated, and the results are shown in the table. Then these scores are converted into WBL dimensions based on the proposed model in the literature review. The calculated scores for WBL plotting of P.E.C is shown in the Table (2).

Table 2. WBL DATA for P.E.C

Leadership Dimensions	TSCR	TSMEA	TFIIA	TFIIB	TFIM	TFIS	TSMEP	TFIC
Pre-ODIs Scores	1.63	3.65	1.95	2.27	1.23	1.29	3.26	1.92
Percentages	31%	69%	46%	44%	49%	51%	63%	37%
Post-ODIs Scores	3.29	1.30	3.36	3.48	2.83	2.96	1.09	3.22
Percentages	72%	28%	49%	51%	49%	51%	25%	75%
WBL Dimensions	I-Control		I-Pursue		I-Explore		I-Preserve	
Pre-ODIs Scores	5.28		4.22		2.52		5.18	
Post-ODIs Scores	4.59		6.84		5.79		4.31	

The scores for four dimensions of WBL in Pre-ODIs and Post-ODIs are plotted on the WBL map, and the results are shown in the Figure (5) and Figure (6).

As shown in the figure (5), P.E.C as a whole in Pre-ODIs situations predominantly uses I Control and I Preserve part of WBL. This is the reason why the teachers in P.E.C always use directing and criticizing the subordinates. As the P.E.C as a whole has strong scores in I Preserve section of WBL, they have a strong attachment to each other and are reluctant to give criticisms on others' jobs especially when it is the jobs of those whom they are familiar with. This strong usage of I Preserve with weak usage in I Pursue has caused inefficiency in performing the managerial duties. From the analysis, it is very clear that P.E.C as a whole is very weak in the use of I Create part of the brain. This means that when it comes to creativity, P.E.C is always reluctant and does not want to make any changes. This weak usage in I Create with strong I Preserve causes the preservation of old ways of doing at the expense of creativity and innovations in teaching methods and curriculum design form example.

However, after the implementation ODIs, the use of WBL of P.E.C has changed dramatically. From the figure(6), it is very clear that P.E.C has the increased use of its whole brain after ODIs. The ODIs have made P.E.C to use more of its I Pursue, and I Explore part. After ODIs, P.E.C as a whole is more balanced in the use of all four parts of the brain and especially the engagement and commitment of the overall organization have enhanced.

As a result of ODIs, the P.E.C as a whole use more of its **I Pursue** and this has caused increased job accomplishments and efficiency. Among the changes in the use of all four parts of the brain, ODIs have greatly enhanced the use of **I Explore** part, and this has enhanced the level of creativity and innovation. Moreover, P.E.C as a whole is more

ready to accept and adapts to necessary changes, and the level of resistance to changes has been effectively minimized.
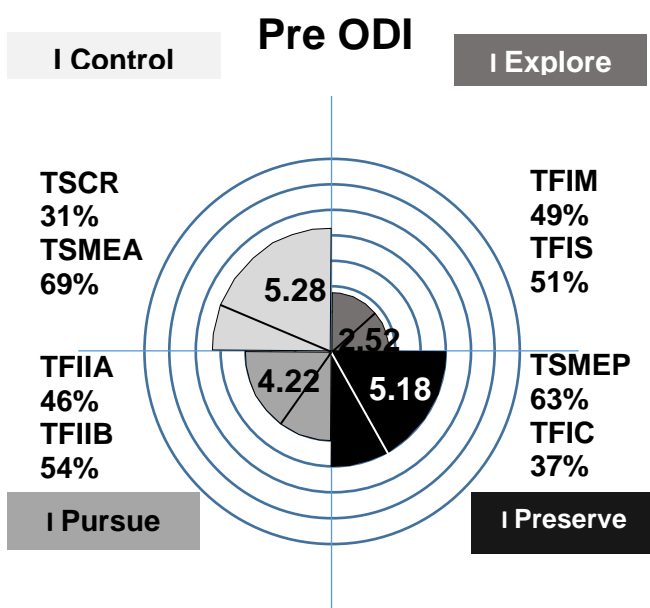

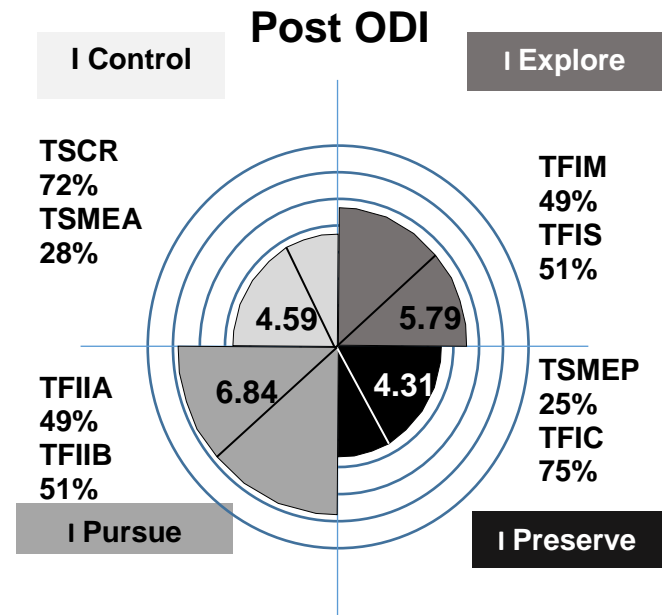*Figure 5.* Mapping of the WBL Model for leadership of P.E.C in Pre-ODI

Figure 6. Mapping of the WBL Model for the leadership style of PEC in Post-ODI

Conclusions and Recommendations

Conclusions from the Research: As the leadership styles of those at the senior management level are changed, there is a blossom of a new culture which is based on the balanced emphasis on the accomplishment of the assigned task and development of the employees. There are significant changes in the way the section-heads see and deal with the challenges, issues, and proposed changes. Before ODIs, the blaming culture is prevailing, and after ODIs, this has changed for helping cultures when the led find difficulties. Moreover, the meetings at P.E.C are more purpose-focused, and the employees have shown the greater use of all four parts of their brains. The majority of the employees are now more affectively committed to their team in particular and P.E.C at large. The employees are more aligned to the P.E.C's vision, and now they have found ways to contribute to that vision. As the vision alignment intervention has done, the employees are now able to create or update their organization's vision and more importantly, to develop the objectives of their teams and departments. They are more collaborative and supportive with their colleague, with the students and the parents. The

employees are more engaged in their work, and they show more willingness to do extra-role job assignments. It is a significant fact that the meetings which are held after ODIs are more productive and fruitful.

Recommendations for Future OD Interventions and Future Research: It is recommended that the use of those ODI tools should be encouraged for future ODIs at P.E.C. More importantly, it is recommended that OD is a continuous process, and it is recommended that P.E.C should facilitate ODIs for at least twice a year for around 80 hours a year. To facilitate the full use of the human capacity of the employees at P.E.C, Leadership training and systematic coaching and mentoring program should be done in a more in-depth manner for every two months and ODIs such as WBL coaching, alignment to the vision, and metaphor creation are needed to be done on a regular basis in order to create a healthy organizational leadership culture and facilitating the best use of appropriate leadership style in order to fulfill the P.E.C's vision and mission.

It is necessary to do further researches including other independent variables such as pay level, perceived equity, and LMX (Leader-member-exchange). Due to the several limitations, the study was not able to link organization performance, financial performance, students' achievement and parents' satisfaction. Therefore, P.E.C needs to do the further researches concerning what factors are the most critical in enhancing the employees' performance and the organizational performance. Moreover, with the use of more sample from other private schools and public schools and should comparative study that will greatly positive impact on private and public education leadership role. Moreover, the whole research which emphasizes on the study of leadership and changes between Pre-ODIs and Post-ODIs should be learnt from WBL point of views and those changing whole brain thinking system is how to effect the 21st century education.

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