

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

S Myat Soe

MMOD, Graduate School of Business
Assumption University of Thailand

Maria Socorro Cristina L. Fernando, Ph.D.

Lecturer and Associate Program Director, MMOD
Graduate School of Business
Assumption University of Thailand

Abstract

The main purpose of this research is to enhance team learning in a faith based organization in Myanmar. The objective of this research is to determine the current situation of the organization in terms of team learning and implement an appropriate OD intervention and action plan to sustain continuous team learning in the organization. This study benefits the organization by providing the opportunity to identify the current situation and find ways to improve for future development. Good working environment, coordination and collaboration processes were improved in the organization. The relationship between the leadership and sub-ordinates were also improved because of strengthening team cohesion, increased interaction and communication among team members. Employees have more learning opportunities and share their knowledge, experience and skill among each.

Keywords: team learning, faith based organization, action research, learning organization

Introduction

Humanitarian programs and humanitarian assistance are recognized as key actors on the landscapes of development, human rights, humanitarian, environmental improvement, and many other areas of public action. Many of the humanitarian organizations were established through Christian communities, Churches and Convents which are recognized as Christian Faith based organizations that focus on people in need of health, education, sustainable development, human rights. Public campaigns are aimed at social transformation, conflict resolution, cultural conservation, environmental engagement, policy analysis, research, and information dissemination. Christian Faith based organization formed under Churches and Christian community are widely known as “nonprofit,” “voluntary,” and “civil society” organizations. Caritas is one of the

well-known Catholic faith based organizations and is a social arm of the Catholic Church that provides humanitarian assistance to the needy and poor people in community. Christian NGOs play a very active role in virtually every country in the world: to assist those in need regardless of their religious affiliation.

Review of Literature

The literature review includes the topics of organization as a system, organizational development, and change management, learning culture and practical learning and team learning which support the theoretical and conceptual framework of this research.

Learning

“Learning” is an action and a process of acquiring, modifying and reinforcing new knowledge, experience, skill, value and preferences which impact human behavior. Since learning contribute to changes in individual behavior as well as organization, society, community, nation and the world. Human learning can happen as part of education, school, training, personal development and peer learning. And also learning can be acquired by self-motivation.

Learning happens from the stages throughout life. Learning is a never ending process that begins at birth and continues until you depart from earth. It is the process through which we use our experience, skill and knowledge to deal with new situations and to develop relationships. (*SkillsYouNeed. Learning Skill, 2015*)

We learn a lot throughout our life, from our new experiences, acquisition of new information and from our observations which is called informal learning, for example: reading a newspaper, journal, magazine or watching a news program help us to improve our knowledge and wisdom, talking with a friend or colleague makes us build good relationships, chance meetings and unexpected experiences give us new insights. We gain a lot of learning experiences with learning opportunities from which we can observe and decide even if we want to learn or not. This kind of experiential learning is in difference to more proper approaches to learning such as training, mentoring, coaching and teaching.

Personal and Professional Development

If we have a good learning process (Personal Development), we will enjoy our learning and will get lots of happiness that leads to a good quality of life. If we have a good learning process in our organization, we will have a good working environment. In this environment, we can learn from each other, we can share our knowledge and experience. This enables us to have professional development and can produce a positive effect on our performance.

Learning is the key to achieving an individual's full potential, possibility, competency as well as organization's achievements. As learning is a life-long-learning process, learning does not stop after high school, college or over graduate school. People who never stop learning are able to transform their lives and become more successful at home, more successful employees and more effective person within their community.

Team Learning

The term 'team learning' was made known to lots of readers in the beginning of the nineties with Senge's bestseller 'The Fifth Discipline'. Team learning focuses on the capabilities of a group to work together. It involves the interaction of people learning from each other as well as from the task, role and responsibility which at hand. The learning takes place through the transfer of knowledge, skills and experiences by observing others in action, collective problem-solving and experimentation, questioning expectations and reviewing outcomes as a team.

Team learning has been identified as an important mechanism through which teams develop their performance competencies, adapt to changes in their environment, and renew and sustain their performance over time. Research has begun that categorizes the conditions under which team learning translates into a total learning organization and has observed the impact of factors within the team environment on learning behavior within organizations. (*Sunhyung, 2014*)

Team learning was identified as the true engine in creating a learning organization. The use of dialogue and thinking together about issues of complexity, creative, innovative and collaborative action, good communication and dialogue with

members of other teams within the organizations, teams create the opportunity for organizational progress, change and transformation.

The work of Senge was a first important theoretical contribution to team learning, and he developed the team learning concept and theory in the paths of the emerging discipline of the learning organization. He created a double loop learning cycle, individual connects each other for learning in the way of (reflecting, connecting, deciding and doing) to learning processes at the team level (public reflection, shared meaning, joint planning and coordinated action).

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

Although many authors came up with the theoretical development of the team learning concept, only few crossed the boundaries of their discipline.

Definition and Characteristic of Team

Team is a group of people with a complete set of complementary skills required to finish a task, job, or project. Team members (1) operate with a high degree of interdependence, (2) share authority and responsibility for self-management, (3) is accountable for the collective performance, and (4) work toward a common goal and shared rewards(s). A team becomes more than just a collection of people when a strong sense of mutual commitment creates synergy, thus generating performance greater than the sum of the performance of its individual members. (Burneet,2006).

The team is committed to:

- Achievement of shared goals - the team is highly focused on producing its excellence of performance, and not taken up by personal issues that might have this objective. They facilitate and develop positive rather than negative, cooperative-working relationships constructed upon the focus of improving a

quality of excellence in products that would inspire their client, peers and customers.

- Interdependence – the team members have a sense that they have accountability to the other members of the team and that project achievement is based upon each team member's participation and involvement. Team members are always energetic to provide their support to each other when they are having difficulties and problems. The team would proactively brainstorm problems and individual team member offer their assistance if needed;
- Interpersonal skills – the team acknowledges that team members have different characteristic and personalities and experienced problems at different levels. They show their consideration and understanding for each other, respect and support others in difficult situations.
- Open communication and positive feedback – the team recognizes that it is a “healthy thing” to have open discussions and dialogue and try to deal with constructive help and positive criticism in trying to resolve problems and difficulties. They assist team members to speak up and express their feelings and concerns in a non-defensive manner. They are honest and willing to express themselves about all aspects of the project.
- Appropriate team work – the team proactively selects their team members well in advance. They carefully examine the skills and capacity needed for each of the team member, and also the type of characteristics and personality for each team member.
- Commitment to team development, leadership and accountability - team members are all aware of the importance of each team member's role and responsibility within the team. The leader is well respected and always consults the team before making any major decisions. Also, the team has a number of quality assurance procedures which help monitor activities as well as individual team members' accountabilities. (*Tarricone,n.d.*)

Team learning in faith based organization

Nonprofit organizations have conventionally provided community care and support and are widely recognized as playing a key role to address the problems and difficulties of community. They have served as the connection for people to come together as a team and to respond community requirements and build social capital. Until now, economic policies—at all levels of government—have provoked social, economic, and political problems for all communities, hence increasing the complexity of challenges threaten non-profit organizations. This situation has forced non-profits to think and act differently as they work to increase their capability to address the basic root causes of the problems. (*De Vita & Fleming, 2001; McHargue, 2003*).

Many scholars and researchers have studied the concept of team learning and related ideas, situated learning and communities of practice but have received little attention to the nonprofit organizations. Though much of the research associated with learning organization has been in the context of large for-profit organizations, learning organization theory deals with a different model of adaptation and change that is more consistent with the values and social work of non-profit organizations than old business models of organizational efficiency and effectiveness. (*Addleson, 2000*).

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

The Faith based Organization has, for over 90 years, helped the working poor and needy who were living around their areas. With a strong sense of organization stand and mission, it stands out as a role model of a highly complex organization which has gone through a major change within the past years, organizational has increased its competency for learning and change. The organization represents a nonprofit that is transformative at the individual, team and organizational level. Opportunities for individual and team learning have increased by means of community members, volunteers, and employees in the organization work and learn together at all levels to address community requirements.

The organization has integrated a firm culture of participation and there were good practices of team learning with organizational learning applications. The capacity of the organization to provide opportunities for transformational learning at the individual, team and organizational levels can be slightly linked to the development of a complex and integrated role and structure, a long historical culture of learning, and a highly developed networking system of partners and collaborators. The integration of organization members in all aspects of the organization increases opportunities for individual to learn and improves organizational competency by engaging input that stakeholders with different perspectives could participate in decision making. The organization team learning culture has assisted as the foundation for many of the new changes in which participation and a common mission have supported new leadership in developing structures and a vision for future improvement. The organization has also increased its capability by increasing its network of strategic associations. In doing so, it is engaging in the learning organization implementation of connecting the organization to its internal and external environment. These associations also serve as learning opportunities for employees in the organization. *(Douglas, Perkin., Bess, Cooper, Paul ,2007).*

Uniqueness of Team Learning

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

Whereas individual learning depends on more specifically on intellectual, emotional and individuals' behaviors, team learning develops as perceptions, emotions and behaviors are shared among each other. Exposure to individuals with different skill and knowledge, and experience is important source of team learning. Interaction and collaborating with others encourages learning by exposing actors to new paradigms and

by enabling to share the ideas. The more they share and learn from each other, the more the team, rather than the individual, can be said to be learning. (Amy, , James, Dillon, & Kathryn, 2006).

Learning: Outcome improvement, Task Mastery, and Group Process.

Team learning is different from individual learning because team learning: because it 1) involves the interaction among each other in the team which is basically associated with coordination, collaborating, sharing, processing, and acting on knowledge , 2) needs a level of understanding among each of the team members which concern with suitable standards and forms of behavior for knowledge sharing, 3) Benefits in performance development for the team that provide a good impact from this interaction. (Three Perspective on Team Learning by Edmondson, 1999)

Research Methodology and OD Interventions

The Purpose of the Intervention

The purpose of the OD Interventions was to provide an awareness of Organization Development, Team building, Effective communication, mentoring process and then proposed team learning action plan for the organization. This ODI approach provides an opportunity to researcher to determine whether team learning energizes each of the level of employees of the organization, development of supportive team learning environment, the concrete team learning process and practice in the organization. The leadership of the organization will also reinforce and develop team learning process in the organization.

The Focal Organization

This study will benefit a faith based organization in Myanmar by igniting learning opportunity and creating learning environment through team learning experience that could contribute effectiveness of organization performance and implementation. Employees of the organization would have knowledge and skill through technical and theoretical exercises and their intra and interpersonal skills

can lead to their improvement of their responsiveness and accountability to their working environment.

Instrument/tools

The researcher used observation checklist, interview guidelines and a questionnaire for data collection. Primary data were collected from the questionnaire, interview and observation checklist. Secondary data collection was gathered from organization's pamphlets and reports. Observation was also used during meetings, discussion, training and workshop. An observation schedule was used to record specific aspects of team learning and observations helped determine some of the areas to be included in the survey.

The Sample

The subjects for the study were 33 employees from a faith based organization. The sampling technique used in this survey was purposive sampling of the entire population. The participants were from top-level management, middle-level management and first-line management who worked with program, human resource, finance and admin/logistic department, aged from 20 to over 40. Among the sample population 17 were females and 16 were males.

The Purpose of OD Intervention

The purpose of the OD Intervention was to provide awareness of organization development, team building, effective communication, mentoring process and then propose a team learning action plan for the organization. Based on the survey results, the researcher presented the appropriate OD Intervention based on Pre-ODI survey results. A one day workshop was arranged on the topic of "Enhancing team learning in a faith based organization" for the respective respondents in the organization. The OD Intervention was divided into 5 activities and the table shows the OD Intervention Framework.

Activity 1 <ul style="list-style-type: none"> - OD Awareness - Action Research Key topic “Team Learning in Organization” - Theory of change (Kurt Lewin’s Theory of Change) - Three Dimension of Change (Development Change, Transitional Change, Transformational Change) By Dean Anderson and Linda Ackerman Anderson - Kotter’s steps of change
Activity 2 & 3 (Dr. Phyo Maung Maung) <ul style="list-style-type: none"> - Participatory learning for Team building - Communication Activity - Group work and Discussion - Presentation
Activity 4 <ul style="list-style-type: none"> - Appreciative Inquiry (Creating Action Plan on Team Learning in Organization) - With 5D approach - Definition - Discovery (Zooming!) - Dream (Draw a Picture!!) - Design (Creating Action Plan) - Destiny (Future Organization)
Activity 5 <ul style="list-style-type: none"> - Mentoring and Coaching - Rap up and Consolidate Data, information - Celebration

The activities were conducted during weekdays especially on the whole day of activity # 4 day program and half day of organization office working days. There were 33 participants who were invited to participate in the OD Intervention process, however only 21 participated in the ODI process. 11 employees were out of the office for field trip and project implementation. The table below shows the information of participants .

Activity 1 – Overview of Intervention.

Date: September 9, 2016

Venue: Organization Office

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

Description: “Ice Breaking Activity”, There were many plastic animals and insects, many kinds of plastic trees and toys on the table and each respondent had to pick up one and describe what they got on the table and how it was related to their life. For example, if a person picked up a tiger, he/she had to explain what did she pick up and why did she pick up and he/she also had to explain how this tiger was related to his/her life. Respondents explained to the group. Then activity one was divided into two sessions. First, a presentation session of knowledge sharing and awareness raising and the second session was discussion and presentation session. For the first session, the researcher shared the information about organization development. The researcher then presented a “Theory of change model” and participants in small group discussed how they understood the change process. They shared their experience and knowledge of changes that they were aware of. After that, the researcher contributed the knowledge of Three Dimension of Change and Kotter’s steps in the change process. The respondents had a chance to discuss in pairs about how their life had been changed and developed after finishing their school and let respondents to notice changes in their life and who was supporting their changes and shared their presentation to plenary. Respondents evaluated their life changes and shared their experiences to the group.

In the evening session, the researcher described three dimensions of team learning which were Interdependency, Dialogue and Team Cohesion. The respondents had the chance to know and be aware of three dimension of team learning which was not new to them but they rarely used to practice these. In each session, there were energizing games and action songs conducted by researcher and co-facilitators. The evening session was closed by a debriefing of the whole day by one of the participants then the closing prayer followed by participants.

Results

The respondents became aware of Organization Development, Theory of Change and Three Dimensions of Change and as well Kotter’s steps of “Change”. They also had the chance to discuss the changes in their lives and how they could step forward to make the change they had to make. They had a chance to share their experience and knowledge based on their life experience of change. During the whole group and paired discussion, the participants had good communication and dialogue between each other.

Activity 2 – Team Building

Date: September 22, 2016

Venue: Organization Office

Objective: Employees become aware of the use of team building to strengthen team work and team unity in organizations

Description: The team building workshop was conducted by an external resource person from another organization to build up networking and coordination among organizations. There were two sessions in this training, the first session was a learning and sharing session on the topic of team building and the second session was group assignment help them internalize their understanding of team building. The external resource person shared his knowledge of team building and characteristics of effective teams. In the evening session, respondents were divided into four groups which were Operation Team, Admin and Logistic Team, Finance Team and HR Team to implement the small project to reinforce team work in each team and the whole team as one organization. Each team had to respond to a case study of the external situation and an internal situation to run the organization. Each team had to pick up the situation written in the envelope and to manage their situation. The teams actively interacted with each other, coordinated and cooperated each other. After their project, each team had to share their learning experience based to the project they were implementing. The researcher closed the session with a recap of the day and each participant had to express what they had learned from the training and ended with a closing prayer.

Result: The employees had an understanding of team building and team effectiveness in the organization. They also became aware of the characteristic of effective team and they had a chance to practice it in a small group class exercise. The employees actively participated and interacted with each other. The knowledge and experience that they learned from this session could be a resource to implement team learning in organization. Some employees got new ideas of what they wanted to propose not only in their team, but also to other teams throughout the organization.

Activity 3 – Communication Training

Date: September 23, 2016

Venue: Organization Office

Objective: To develop increase good communication in organization

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

Result: The employees got to hear about effectiveness of communication and how to apply it in their future working environment. They had a chance to evaluate their current situation of communication in the organization and comments and suggestions on parts of the current communication process which needed to be developed. Management also became aware of how communication was connected to the operation process in organization consider how to develop good internal communication channels and encouraged everyone to contribute their new ideas to develop better communication in organization.

Activity 4 – Action Plan “Enhancing team learning in faith based organization”

Date: October 20-21, 2016

Venue: Organization Office

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

Description: This session was mainly based on Appreciative Inquiry approach (AI) and the 4Ds (Discover, Dream, Design and Destiny). The researcher with the help of co-facilitators conducted the AI process which was new to the employees. The first session provided the background history of Appreciative Inquiry and how AI influenced the current Organization Development process. Participants were divided into three groups and requested to discover the areas of team learning based on three dimensions which were “Interdependency, Dialogue and Team Cohesion” in their groups and then they had to write down what they think on post it paper. They used three color pens to describe the three dimensions and post it on the paper. They had good discussion and put the key words on the flip chart. After putting the groups of key words on the flip chart, they were asked to find similarities and combine seminaries and consolidate into three dimension of team learning in the discover stage.

The dream session provided a chance for all participants to dream of the future that they want to pursue for their learning organization. Participants were divided into three groups and discussed about their dream based on organization team learning. They were requested share any ideas that represent their dreams in plenary. Two groups drew pictures of their dream and one group composed a poem of their dream.

For the design session, participants were divided into 3 groups were requested to work on their proposed Action Plan for future team learning in organization. The plans for the three groups were then combined into a final action plan. The whole group of participants then analyzed and developed same action steps to implement their collective dream.

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

Result: A small group of “learning champions”. Learning Champion activities enabled employees to reflect on their life experience and to transform perceived barriers into a foundation for growth, participated in developing team learning action plans for the organization. The Organization supported the implementation of the plans to assist team learning. Once they developed and created learning action plan, the organization recognized the importance of communicating messages which concerns with learning at every level and a comprehensive communication strategy was added-on the learning

strategy to share the information about what the organization is learning. The organization created a learning culture what success looks like in organization and the level of this stage is transformational site as a successful change with a strong monitoring and evaluation process that impact learning organization. A conclusion of this session observed that there were a lot of employees who were eager to learn, collaborate, and share knowledge and experience among each other

Activity5 – Mentoring and Coaching, Celebration of Achievement

Date: October 25, 2016

Venue: Organization Office

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

Description: The first session was a learning session of mentoring and coaching. First of all, the respondents had to play the game called “Find the Leader in the group”. After the game, the Power point presentation came along with the “Description of mentoring and coaching and what was effectiveness with mentoring and coaching in organization”. Respondents were asked to develop their personal development plan and the group was divided into pairs. Each individual employee had to develop their personal development plan and gave advice and feedback to each of the individual plan by pair work. Then they could develop and modify their personal development plan again based on the feedback and suggestions. Then the respondents had to share their experience of the discussion in pairs.. The researcher found out whether they had their learning plan and if they did not have it, respondents were requested to put some of their team learning action plan in their personal development plan as well. Then researcher consolidated all the data into their team learning action plan. After data consolidation, respondents were asked to find out a new pair or current pair to apply mentoring and coaching for long process. Respondents had to pair up again and draw their meeting plan for mentoring and coaching process to strengthen their personal development and their collective team learning action plan in organization. Based on the collective feedback and suggestion, monitoring and evaluation team in organization would take charge of the overall team learning action plan in organization. The second part was celebration session of successful achievement of OD Intervention in Organization and successful Team Learning Plan was developed

successfully. The Organization director gave an honoring speech and award giving ceremony to those who actively participated in the OD Intervention process. The researcher gave words of thanks and appreciation to those who participated in the process and encouraged everyone to create the destiny what they wanted to be in future.

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

„Feedback of OD Intervention

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

management and operational process. Some employees were afraid of losing their position and job.

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

For the team cohesion in organization, employees began to share their knowledge, ideas and suggestion among their team and they had positive feedback and suggestion from others much more than the previous time. Employees had close relationship and they could share their problems and difficulties to other even their personal issues could be share among each other as they had developed respect, trust and mutual support among each other. Employees gave the opportunity for each other to talk in the meeting and discussion and everyone did not hesitate to talk. They solve the problems and difficulties together in the organization. One department could be resource for another department and helping each other. This could be a good initiative to implement team learning in organization.

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

Results and Discussion

Perception on overall Interdependency

The perception of Interdependency after OD Intervention, the statistical results showed that there was slight improvement in Interdependency. The average mean from PRE – ODI 2.45 improved to 2.73 in the POST – ODI. The overall result showed that the respondents answered “Good” in most of the questions as we compared it to PRE – ODI the respondents answered “Fair” in most of the questions. Based on the statistical result,

OD Intervention affected to their Interdependency in organization. The table shows the statistical results of POST – ODI.

Descriptive Statistics on overall Interdependency

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

17	After trying something new, we take time to think about how it worked.	33	2	2.58	.502	Good
18	We share our new methods, techniques and approaches to each other after we have new experimentation.	33	3	2.55	.711	Good
	Average Interdependency Post ODI			2.73	0.55	Good
	Valid N (listwise)	33				

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

Perception on overall Dialogue

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

Descriptive Statistics on overall Dialogue

No		N	Range	Mean	Std. Deviation	Result
1	In meeting, discussion and dialogue, different points of view are expressed openly and sincerely.	33	2	2.97	.529	Good
2	In meeting, discussion and dialogue the points of view of others are listened carefully	33	3	2.79	.600	Good
3	“Two-way” communication (boss-subordinate and subordinate-boss) and critical dialogue is frequently used.	33	3	2.85	.712	Good
4	We can question each other when we think the work can be done better and improved.	33	2	2.70	.585	Good
5	In meeting and group discussions, everyone’s opinion is taken into consideration.	33	2	2.73	.574	Good
6	Whenever I have a conversation with my colleagues, I find difficult to understand what they are talking about.	33	2	2.64	.549	Good

7	In meeting and discussion, if speakers ask to raise questions, everyone doesn't hesitate to do so.	33	2	2.55	.506	Good
8	We always try to create shared and common sense of understanding in our organization.	33	3	2.70	.684	Good
9	I am always ready to response to the questions that I have been asked.	33	3	2.82	.683	Good
10	I am always ready to ask question to my colleague for clarification.	33	1	2.73	.452	Good
11	I always try to introduce my ideas and find out the understanding of my colleague by asking questions. (eg- Do you understand what I mean?)	33	2	2.73	.517	Good
12	In meeting and discussion, we exchange our reflection, thoughts and experience to one another.	33	2	2.79	.485	Good
	Average Dialogue Post ODI			2.75	0.57	Good
	Valid N (listwise)	33				

Perception on overall Team Cohesion

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

Descriptive Statistics on overall Team Cohesion

No		N	Range	Mean	Std. Deviation	Result
1	We expect team spirit among each other in order to do our jobs better.	33	2	3.09	.459	Good
2	We trust each other in our work.	33	2	3.15	.508	Good
3	Our each and every point of views and opinions are being accepted and respected.	33	2	2.85	.566	Good
4	In my organization, we love to help and support each other.	33	2	3.00	.433	Good
5	In my organization Teamwork is encouraged as a way of learning from others.	33	2	3.18	.528	Good
6	When a problem occurs, there is a search for "Collective feedback" in team instead of blaming each other.	33	2	2.67	.540	Good
7	In my organization individual and/or team actions are taken to continuously improve and develop.	33	2	2.91	.522	Good
8	When I perform, I feel like it is a team effort.	33	2	3.12	.545	Good
9	I am comfortable working as a team rather than individual.	33	2	3.15	.619	Good
10	For me, team success is more important than my success.	33	3	3.24	.663	Good
11	I feel comfortable even when I have critically feedback and reflection upon my work done.	33	2	2.79	.600	Good
12	I can give critical feedback to my team members and it is acceptable.	33	2	2.36	.653	Fair
13	We all take responsibility for any mistake, loss and poor performance by our team.	33	3	2.73	.626	Good
14	I have a high degree of loyalty to follow my team members.	33	3	2.97	.585	Good
15	I like the way we work together as a team.	33	2	3.12	.485	Good
16	As a team, we are united.	33	2	3.15	.566	Good
17	There is good alignment between my department and others with whom I need to coordinate.	33	2	2.94	.496	Good
18	My department has enough knowledge about other related departments within the organization.	33	2	2.76	.502	Good

19	It is easy to discuss difficult issues and problems in my team.	33	3	2.73	.674	Good
	We are not rejected for being different. (Knowledge, Ideas, Experience, etc)	33	3	2.61	.609	Good
20	Average Team Cohesion Post ODI			2.93	0.56	Good
	Valid N (listwise)	33				

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

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

Descriptive Statistics of PRE and POST ODI

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

There were 0.28 changed on “Interdependency”, 0.25 on “Dialogue” and 0.45 on “Team Cohesion”. Based on the descriptive statistic of data analysis, Employees were mostly on the level of 2.51 and above which was “Good” after OD Intervention in

organization. As we think of the result of POST – ODI, respondent's satisfaction level was increased.

Hypothesis Testing

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

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

If the P-value result is ≤ 0.05 means there is significant between PRE and POST so H1o will be rejected.

If the P-value is ≥ 0.05 means there is no significant between PRE and POST so H1o will be accepted.

In order to test hypothesis, researcher used Paired Sample t-test for all sub-variables. The table below showed the Paired Sample t-test on Interdependency.

Paired Samples Statistics on Interdependency

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

The average mean of Pre ODI was 2.4467 and the standard deviation was 0.08395. The average mean of Post ODI was 2.7328 and the standard deviation was 0.16782. P-value was 0.001 which was smaller than 0.05 so the null sub-hypothesis H1o is rejected. The data interpretation showed that there was significant between Pre and Post ODI.

Paired Samples Statistics on Dialogue

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

According to the Paired Sample t-test description, the average mean of Pre ODI was 2.4983 and the standard deviation was 0.07918. The average mean of Post ODI was 2.7500 and standard deviation was 0.1052. P-value was 0.001 which was smaller than

0.05 so the null sub-hypothesis H₀ is rejected. The data interpretation showed that there was significant between Pre and Post ODI.

Paired Samples Statistics on Team Cohesion

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

The table shows that the average mean of Pre-ODI was 2.4850 and the standard deviation was 0.06970 while the average mean of Post-ODI was 2.9260 and standard deviation was 0.23374 after implementation of OD Intervention. P-value was 0.001 which was smaller than 0.05 so the null sub-hypothesis H₀ is rejected. The data interpretation showed that there was significant between Pre and Post ODI.

Discussion

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

The employees developed a specific time of sharing and learning process and also management provided technical support to strengthen team learning in organization.

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

Team cohesion showed in the statistical findings indicated that all respondents had very strong recognition and awareness of team unity. Employees were improved and initiated to commit to the success of the team and they developed their shared goals for the operational and implementation project in organization. Good working environment was established to enable the team to achieve not individual goal but to organization goal as a whole. Each employees of the organization encouraged each other to achieve and contribute their knowledge and skills and learn from each other in the organization. The statistical results indicated that employees emphasized more on team unity and they stated they would like to see trustworthiness, supportiveness, show respect and commitment to each other in the team. Respondents proposed management and leadership to have strong commitment to team processes and effective management and leadership to support team success for future team learning.

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

Conclusion and Recommendation

The objective of this research was to enhance team learning in a faith based organization in Myanmar and this study only focused on the study of one faith based organization in Myanmar. The researcher wished to find out the current situation of team learning in organization and designed three phases of Pre-ODI, ODI and Post-ODI to

identify the current situation, design appropriate OD Intervention in organization to improve the current situation, implementation of OD Intervention in organization and analyze the result after implementing OD intervention in organization.

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

In order to compare Pre and Post of ODI, researcher used Paired Sample T-test and testing hypothesis of the research study. Based on data analysis there was significant change between Pre and Post OD Intervention. In additionally, researcher conducted interview and focus group discussion for qualitative data analysis.

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

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

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

Recommendation

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

The outcome result of the research showed that there were significant changes between Pre and Post-ODI in organization. The comparison between the means has not improved considerably. It is in between of “Fair and Good” level and need to be improved to “Outstanding”, which means that organization need to monitor the sustainability of team learning process and maintain to strengthen OD process in organization. Organization leadership was one of the key factors to develop the momenta of Change process in organization and their influence and support were strongly recommended to contribute organizational development.

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

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

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

Recommendation for Dialogue

A good communication and effective dialogue impact effective team cohesive. In organization level, organization have to strengthen and enhance two way communication and dialogue are consistent in the organization. Organization management should pay

attention and listen to the message from individual employees and create open flow for employees to speak out their ideas, point of views and suggestion which need to be clearly express and benefit the organization. Management need to emphasize the communication flow and dialogue between Boss and Sub-ordinate are clear, smooth and consistent.

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

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

Recommendation for Interdependency

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

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

At the individual level, each individual must be accountable for contributing a fair share of the work toward the group goal. Each individual effort not only benefits individual, but also everyone else in the team. The performance of each individual must be assessed and the results given back to the group. It is important that the individual have commitment of helping and supporting each other, giving encouragement and

praising each other's efforts to learn and share their knowledge and experiences. The key to positive interdependence is committing to individual achievement as well as the achievement of every member of the team.

Recommendation for further research

Since this research study aimed to enhance team learning in faith based organization, researcher found out there were improvement in the organization in regards of Interdependency, Dialogue and Team cohesion in organization. OD Intervention was effectively impact organization that leadership aware of organization development and improvement of organization contribute good working environment, smooth operation process and good employees' relationship in organization. Coordination, cooperation and good communication are the basic elements of organization development and team learning in organization.

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

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