

CHAPTER ONE: INTRODUCTION

1.1 AI Thailand, Opportunity and Challenge

“The best companies are the best collaborators. In the flat world, more and more business will be done through collaboration within and between companies, for a very simple reason: The next layers of value creation-whether in technology, marketing, biomedicine, or manufacturing- are becoming so complex that no single firm or development is going to be able to master them alone.”

(Friedman, 2005, p.439)

As Friedman stated, the best organizations are the best collaborators. To create value, we need collaboration from within and between organizations. This was why the Researcher has established the Thailand Appreciative Inquiry Network (AI Thailand). We are a network of people from diverse organizations and backgrounds (See List of AI Thailand members in Appendix A). Our members were strongly interested in Appreciative Inquiry. They committed themselves to develop AI projects and became the first group of AI Thailand’s members. As AI Thailand’s vision and mission aims to spread Appreciative Inquiry throughout Thailand, this work would not be achieved by the Researcher alone. It needs collaboration from our current and future network members. We need those who have skills, knowledge and experience in Appreciative Inquiry or **“Human Capital.”** At the beginning, Human Capital was really crucial for AI Thailand. Without Human Capital, it was difficult for us to achieve what we dreamt for. We needed “Human Capital.” For this Research, our members had commitment but they needed “Human Capital.” It was then necessary for the Researcher to develop our Human Capital. This Research then focused on the development of “Human Capital” of thirty-two members of AI Thailand.

To develop “Human Capital” in this organization, it was necessary to understand its context within “AI Thailand” at that time. It was started with the Researcher’s “Call.” It then was followed by Appreciative Inquiry’s brief history, its movement in Asia and Thailand. This review would reveal opportunities and threats. Then the vision, mission and strategy of AI Thailand were presented. Such information was the basis for assessment of Strengths, Weaknesses, Opportunities and Threats and for research design as well as Organization Development Intervention. This was to achieve the main objective of this research which was “Developing Human Capital of AI Thailand members’ skill, knowledge and experience in Appreciative Inquiry.”

1.1.1 The Researcher’s “Call”

The Researcher has been a fulltime lecturer at College of Graduate Study in Management, Khon Kaen University. As an MBA faculty, the Researcher joined many project groups in the University funded by the government. Our works were to develop and network Small and Medium Enterprises in Northeast Thailand to upgrade their competitiveness. The typical model was; we just asked stakeholders in provinces to the meeting; told them our purpose and asked them to express their problems. After we learnt about their problems, we, the researching team came back home and developed our own strategies. We then proposed them to confirm what they wanted. We then submitted such strategies to the funder and got the money. The program always ended up with training for a few days. Most of trainers actually were not experts. The Researcher found that sometimes an Engineering Professor who neither had not been trained in business planning nor had his own business delivered training on “how to write a business plan.” Participants were villagers who were not educated by formal education. Many groups after receiving training in marketing were

not able to survive the following year. This kind of program never brought a real change. The Researcher felt that it was a waste.

In another role, the Researcher gave coaching to MBA students on strategy and marketing. Many were entrepreneurs or worked with private companies. The Researcher always kept asking them how they felt about it. Did they really apply what they had learned to their business settings? Did it work? The Researcher had found none confirming to the Researcher that it really worked. In 2006, the Researcher discovered Appreciative Inquiry (AI) accidentally on the internet. After the Researcher reviewed it, the Researcher found that AI was something the Researcher had been looking for. The Researcher decided to integrate it with his Balanced Scorecard Consultation at a textile company. AI was helpful in designing initiatives. The Researcher asked one engineering manager to reflect on his peak experience about training. Finally he came up with an innovative idea. The Researcher felt that AI shortened his consultation time.

In the same year, the Researcher started fully applying AI to his consultations given to MBA students. It was a lot of fun and a fast process. The Researcher had coached them to conduct AI interviews with their clients. The Researcher also asked them to coach their employees to run AI sessions as morning talks. They came back and reported exciting results to the Researcher. The Researcher then encouraged three of them to experiment with what they found. After few informal discussions with their workers, the Researcher's students reported that their employees could run Appreciative Inquiry by themselves. In addition, they found new techniques. The Researcher's students told him that AI directly improved their employees selling skills and product knowledge. Their communication with clients got better. Most importantly, they were able to generate higher sales. The Researcher realized at once

that Appreciative Inquiry really created change with fun. It was very low cost to learn and practice. It also made people feel better and do better. To the Researcher, Appreciative Inquiry adds value to strategic planning.

The Researcher also realized that Appreciative Inquiry might address deficit in strategic and market planning for Small and Medium Enterprises (SMEs) and villagers. AI promotes learning. Entrepreneurs and villagers do not need to waste their time with under-qualified trainers and strategists. They do not need to wait for government funding. With knowledge in Appreciative Inquiry, they might be able to run market survey through their daily interaction with customers and cause positive change by themselves. The Researcher then decided to start the Researcher's self-study in Appreciative Inquiry. There were only a few books in Thailand at that time. The Researcher got most of information from the internet. The Researcher found many interesting AI websites and communities.

What the Researcher found about AI communities amazed him. For instance, they are so open-minded. They really opened everything like handouts, slides, reports, research papers and experiences. AI Common, David Cooperrider's website, contained free information on AI, lists of AI communities and AI Practitioners around the world. David Cooperrider is quite generous. Unlike many disciplines, if you do not have money, you cannot get information. The Researcher was not surprised why Appreciative Inquiry has been growing in its popularity. Impressed by the power of Appreciative Inquiry and by open-minded AI communities, the Researcher's "call" at that time was: the Researcher planned to spread value and knowledge about Appreciative Inquiry Thailand through an open community like AI Common.

1.1.2 Appreciative Inquiry Movement in Global context

To understand how the AI movement was growing in the global context, it may be looked at from a brief history of AI since its birth in 1980 (Watkins and Mohr, 2001) as follows:

In 1980, during doing his dissertation for the Cleveland Clinic Project, David Cooperrider was conducting analysis to find out what was wrong and what was working with an organization. However, he was amazed with the high level of positive cooperation, innovation and egalitarian governance in the organization when he approached participants with positive questions. His advisor, Suresh Sivastra, then encouraged him to use excitement as the focus of the research. Later he got approval from the director of the Cleveland Clinic to focus on the positive side. The term “Appreciative Inquiry” was used for the first time in David Cooperrider’s report. This caused excitement among the hospital’s Board of Directors. Finally, the Board members allowed David Cooperrider to apply AI to the whole organization.

1984. David Cooperrider presented his idea at the Academy of Management. He reported that his idea was criticized or even laughed at.

1987 David Cooperrider and Suresh Sivastra published “Appreciative Inquiry in Organizational life” in the Journal of Research in organization change and development. This was the first time where AI appeared in a professional journal. This time, the authors argued that organizations are not “problems to be solved,” but centers of infinite human capacity. They offered the hypothesis that human systems grow in the direction of what people study; therefore, the search is for the true, the good, the better and the possible in the human system. Basically, Appreciative Inquiry shares roots with Positive Psychology.

1992 Imagine Chicago. The founder recruited children and trained them to conduct AI interviews with adults and elders throughout the city. This project was the largest AI project; it involved over two million people (Whitney, 1998).

1995 David Cooperrider was elected president of the Academy of Management (Organization Development Division)

1996 The Organization Development Practitioner published an issue devoted completely to AI.

1997 The AI Listserv was established by Jack Britten at the University of Texas. It now serves as a forum for practitioners at all levels.

1998 Verizon received the ASTD award. Verizon was a company where David Cooperrider and Diana Whitney launched a 2-year AI consultation project.

1999 David Cooperrider worked with the Dalai Lama. They used AI to create new levels of cooperation among religious leaders. The article from this project was “The surprise of friendship at the Carter Center” published later in the Organization Development Practitioner (Cooperrider, 2000).

1999 At the Academy of Management Symposium, Richard Beckhard stated that Appreciative Inquiry was creating a powerful and enduring change in a way OD conceptualized and practiced at present and in the future. It was changing the way we thought about change itself.

2000 The OD Practitioner devoted its millennium special issue to AI. Its editor, Peter Sorenson from Benedictine University, argued that AI was more than a method; it was a paradigm shift uniquely created during the 21st Century.

2000 European AI network was launched. David Cooperrider and Diana Whitney worked with 70 European OD consultants and established the network.

To date Appreciative Inquiry had been applied in various types of organizations such as NASA to create a strategic plan and built an inclusive culture. At AVON Mexico, AI was used for valuing gender diversity. At British Airways, AI was used to create a whole system. At McDonald, AI was used to develop “employee of choice program.” At MYRADA, AI was used to create and/or strengthen community development organization in India.

This brief history showed that AI had been recognized by prominent academics and figures as well as OD consultants. And that AI really brought about change.

1.1.3 Appreciative Inquiry Movement in Southeast Asia

In Southeast Asia, there was one official Appreciative Inquiry Network in the Philippines, According to Evangelista S (2008), the Association of Appreciative Inquiry was established in 2003 at SAIDI School of Organization Development. SAIDI and AAI Philippines had organized five national conferences to date. For other countries like Myanmar, Laos PDR and Vietnam and an NGO (Heifer Project International) based in Thailand had used AI as their core intervention for strategic planning with poor people. In Singapore there were some OD consultants who offered training in AI (Sanchez, 2008). There were even few in Malaysia. It can be concluded that AI in Southeast Asia at that time was at the beginning but there was no such networking in Thailand.

1.1.4 Appreciative Inquiry Movement in Thailand

Appreciative Inquiry has been recently introduced at the Knowledge Management Institute, by Prof. Vicharn Phanich. Prof. Vicharn was a Director of Knowledge Management Institute. Prof Vicharn had asked his staffs who were also bloggers to translate Appreciative Inquiry and posted onto a weblog at www.gotoknow.org (Phanich, 2006). Prof. Vicharn had experimented with AI by

asking positive questions of university senate members. (Phanich, 2006). But he had not reported about the result. Komart (2006) used AI to discover peak experiences of primary care professionals in eight provinces. This research was a survey research. It ended as a proposal including a new idea for primary care. It was not a complete OD project. It was the first time that Appreciative Inquiry in Thai or “สุนทรีย์สาธก” was mentioned. Now this translation became a popular term on the internet. Phanich (2007) stated that AI was more focused than Knowledge Management after he listened to an AI meeting at Phijit Hospital. At this hospital, AI was used to develop a knowledge creation model. He commented that AI would be a quantum leap for KM in Thailand. In brief, Appreciative Inquiry had been an interest of the KM community in Thailand for a while especially in the public health sector.

For NGOs, Thiraphantu (2005), Director of CivicNet, a non-profit organization that aimed to promote democracy, reported that he had used AI with Future Search in his large group intervention organized for the Democrat Party, the most influential opposition party in Thailand. He was the only one in Thailand who reported that he was trained by David Cooperrider. It can be stated that Appreciative Inquiry in Thailand at that time was at the beginning. There were few forefront people interested in Appreciative Inquiry. AI may be known in KM but not in other areas. There was no Appreciative Inquiry in MBA or other disciplines. There was no organization in Thailand that promoted Appreciative Inquiry. No annual AI conference had been organized such as those in the Philippines or other countries.

In summary, Appreciative Inquiry was quite new in Thai context. AI Thailand's members had to face something new and challenging in AI Thailand's context and environment. The purpose of this research is to develop Human Capital

in AI Thailand which was an organization of study, but first it was crucial to review AI Thailand background, vision, mission and strategy.

1.1.5 Organization of study: Thailand Appreciative Inquiry Network (AI Thailand)

Inspired by the works of David Cooperrider, the Researcher has established the first Appreciative Inquiry network in Thailand. The Thailand Appreciative Inquiry Network (AI Thailand) is a non-profit organization. AI Thailand has been established and connected to AI Common since October 16, 2007. *Mr. Pinyo Rattanaphan* is its Founder. Mr. Pinyo Rattanaphan is a full-time lecturer at College of Graduate Study in Management, Khon Kaen University, Thailand. AI Thailand aims to promote AI practices, Positive Organization Development and Positive Psychology in public and private organizations as well as grassroots communities in Thailand. The organization chart is according to Figure 1.1.

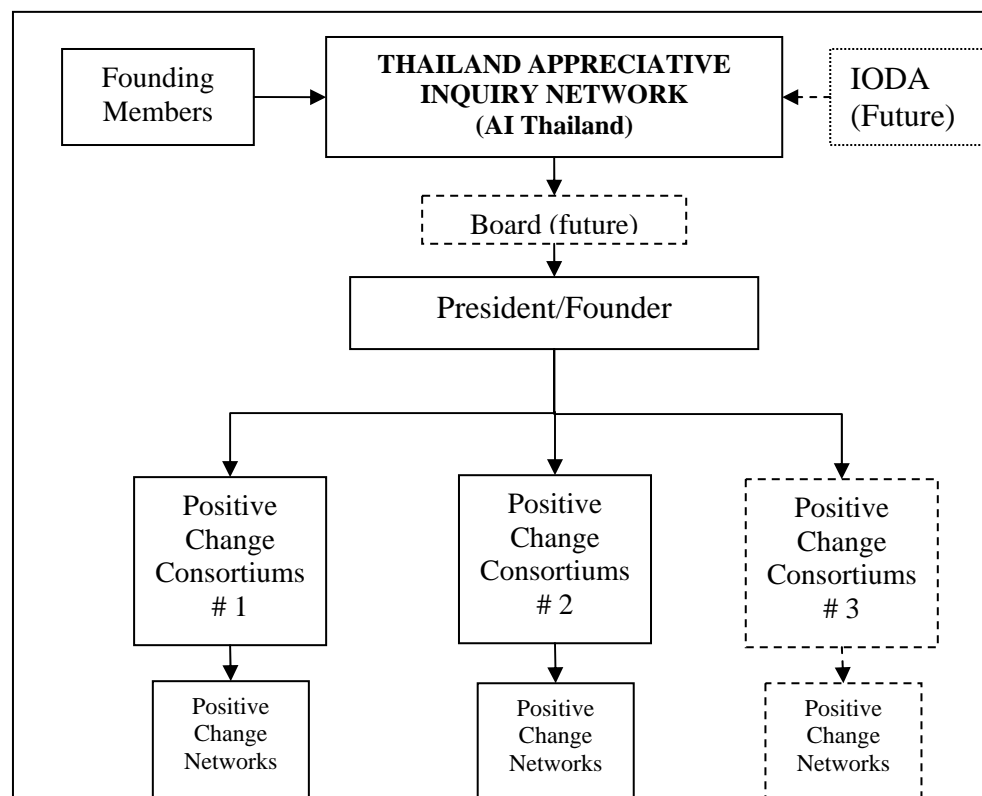


Figure 1.1. AI Thailand's Organization Chart.

AI Thailand's organization chart was a simple one, as it was a new organization and we would like to keep things simple. At the top it consisted of president/founder (the Researcher) and founding members. The major role of the president was to "Kick-off" and "Make- AI Thailand-real." The Researcher had drafted a strategic plan according to the Balanced Scorecard idea. This was the initial plan. Founding members consisted of two Doctoral Students of Doctor of Management in Organization Development Programme (DMOD) at Assumption University. Their roles were to connect AI Thailand to other OD players in Bangkok or other management communities. In brief their roles were to "make-AI Thailand-known." AI Thailand's Board members would consist of a pool of experienced AI practitioners and AI champions. It would be carefully approached and developed after the DMOD stage. During this research, there was only the Researcher directing AI Thailand. AI Thailand had its own vision and mission as well as strategy. The original idea of AI Thailand was from the Researcher's impression with Thailand's first Open University. This impression led to AI Thailand's vision, mission and strategy as follows:

1.1.6 Background of AI Thailand's Vision and mission

AI Thailand's vision was inspired by Wat Bodhi Temple. Established by King Rama I in 1788, Wat Bodhi is considered the first Open University in Thailand. Wat Bodhi is the center for Thailand's ancient wisdom such as Thai traditional medicine, Thai massage and religious study as well as fine arts. Considered the first Open University in Thailand, King Rama I and III asked his royal craftsmen to inscribe all knowledge on stones, organized them as an encyclopedia and opened them to all people of work of life, age and socio-economic status to study without charge. Wat Bodhi Temple is still famous today as the center for Thai's traditional medicine and

Thai massage. It still welcomes people of all walks of life, age, socio-economic status and nationality. It became the certification body of Thai traditional medicine. Inspired by this tradition, the Researcher crafted the vision of AI Thailand as “The Wat Bodhi of Appreciative Inquiry in Thailand”

Being the Wat Bodhi means that the organization is capable of: 1) Providing open-source knowledge to all people of all walks of life; 2) Acquiring the best practice in the field and open to the public; 3) Spreading the value of that particular knowledge to the public; 4) Being the center for professional development for people of all walks of life. In addition, the Bodhi Tree in Buddhism means tree of enlightenment. Therefore AI Thailand’s mission reflected Wat Bodhi’s Tradition through “Bodhi,” the DNA of this organization is:

1. **B**uild and bridge community of practices of Appreciative Inquiry in Thailand.
2. **O**utspread knowledge and values of Appreciative Inquiry in Thailand
3. **D**evelop professional AI practitioners in diverse sectors in Thailand
4. Be a **H**eadspring of practical knowledge gained from AI practices
5. **I**nnovate Open-source infrastructure that supports learning in Appreciative Inquiry.

It was clearly seen that Human Capital was a key driver for AI Thailand’s mission at the beginning. Kaplan and Norton (2004) stated that all organizations today create value sustainable value from leveraging their intangible assets-**human capital**; database and information systems; responsive high-quality process; customer relationships and brands; innovation capabilities and culture. The authors also stated that Balanced Scorecard is the way for executives in transforming such intangible assets to tangible assets like products and finance. Based on these two authors’

statement, the Researcher believed that strategic planning through Balanced Scorecard's framework fit to AI Thailand's vision and mission. Balanced Scorecard would be the Researcher's tool in measuring AI Thailand's organizational performance

Basically, the Strategy Map was used for communicating cause and effect of each strategic objective to all stakeholders. Based on the idea of a Balanced Scorecard, the Researcher designed 17 strategic objectives in accordance with AI Thailand's vision and mission (See background of each strategic objective and its respective Key Performance Indicators as well as how to calculate the measure in Appendix B).

These strategic objectives were aligned according to four perspectives: Financial and Social Perspectives, Customer Perspective, Internal Process Perspectives and Learning and Growth Perspectives. After each strategic objective was put on the map, it was linked up intuitively to see its cause and effects.

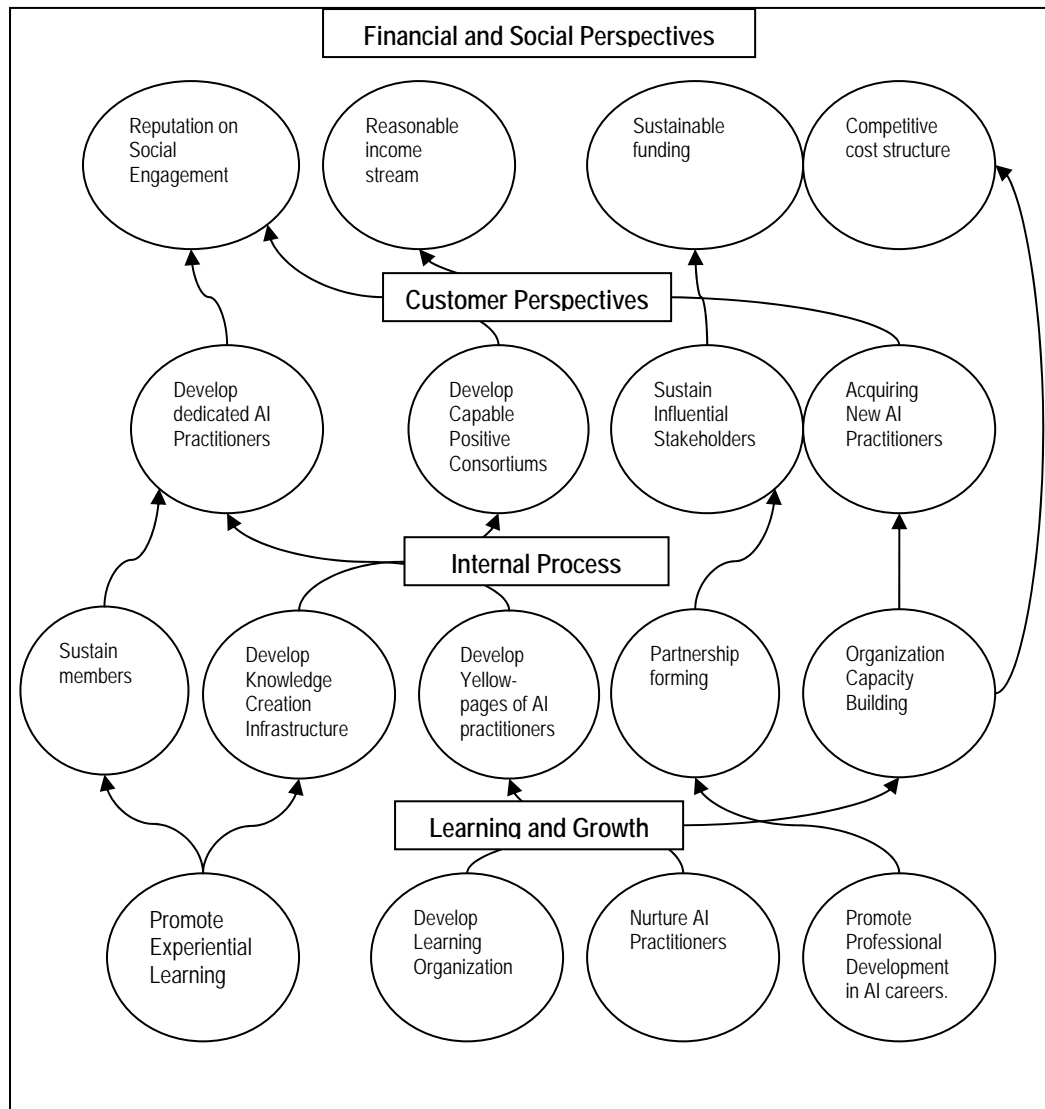


Figure 1.2. AI Thailand's Strategy Map.

According to AI Thailand's Strategy, Table 1.1 below illustrates the association of each strategic objective from Learning and Growth linked up to Financial and social perspective. It consists of Key performance indicator (KPI) consisting of Performance Driver and Outcome, Measures (Baseline and Target) and Initiatives. KPI (Performance Driver) is a key performance driver designed to show indicators of initiatives which might make KPIs (outcome) possible. For measures, the column was divided into baseline and target. Baseline means present performance. Target means expected performance during this Dissertation or estimated 8 Action Research Cycles. Initiatives were proposed Organization Developments.

Table 1.1 AI Thailand's Strategy

Strategic Objective	KPI		Measures		6. Initiatives
	Performance Driver	Outcome	Baseline As of Jan 2008	Target Dec 31, 2008	
FINANCIAL AND SOCIAL PERSPECTIVES					
1.Reputation on Social Engagement	1.1 Percentage of AI projects oriented to improve quality of life of the underprivileged		0%	20% of AI projects counted at the end of February 2008	Appreciative Coaching
		1.2 Number of Communities accumulated since February 2008	0 Community	2 Communities accumulated since February 2008	
2.Reasonable income stream	2.1 Growth of subscribed non paying members per annum		0	5% of AI Thailand members counted at the end of February 2008	Reflection
		2.2 Percentage of AI Thailand Income funded by the Researcher	100%	50%	
3.Sustainable funding	3.1 Percentage of AI projects partnered with influential stakeholders compared to total active projects		0	5% of AI projects carried out by AI Thailand members	Reflection
		3.2 Percent of donation amount as of April 2008	0	5% of donation amount as of February 2008	
4.Competitive cost structure	4.1 Times spent to review cost structure		0 times	7 times	Reflection
		4.2 Percent of ROI as of April 2008	0%	625%	
CUSTOMER PERSPECTIVES					
5.Develop dedicated AI Practitioners	5.1 Times spent to coach potential AI practitioners individually		0 hrs/person	10 hrs/person	Appreciative Coaching and KM
		5.2 Dedicated AI practitioners	0 Person	4 Persons	
6.Develop Capable Positive Consortiums	6.1Number of AI practitioners capable of conducting Action Research		0 AI Practitioners	2 AI Practitioners	Transorganiz ation Development
		6.2 Number of Positive Change Consortium	0	2	
7.Sustain Influential Stakeholders	7.1Time spent to consult potential stakeholders on their projects		0 project /person	1 project /person	Appreciative Coaching
		7.2 Number of influential stakeholders	3 persons	6 persons	
8.Acquiring New AI Practitioners	8.1Time spent to expose to external people to the AI's experience		0 time	20 times	KM
		8.2 Number of new AI practitioners acquired (within December 2008)	0 person	60 persons	

Strategic Objective	KPI		Measures		6. Initiatives
	Performance Driver	Outcome	Baseline As of Jan 2008	Target Dec 31, 2008	
INTERNAL PROCESS PERSPECTIVES					
9. Develop Knowledge Creation Infrastructure	9.1 Numbers of Knowledge creation activities		0 Activity	10 Activities	KM
		9.2 Number of stories resulted from knowledge creation process that inspire AI-practitioners' 4-D process	0 Story	50 Stories	
10. Develop Yellow-pages of AI practitioners	10.1 Numbers of Activities to develop expertise in each 4-D process		0 Activity	10 Activities	Appreciative Coaching KM
		10.2 Numbers of AI Expertise in each 4-D process	0 Person	5 Persons	
11. Partnership forming	11.1 Number of times the Researcher spent to sell ideas to potential organizations		40 times	250 times	Reflection
		11.2 Numbers of Partnership Organization	2	10	
12. Organizational Capacity Building	12.1 Numbers of Experimentation resulted from reflection.		0	20	Reflection
		12.2 Growth in members (Percentage of AI Thailand active members in February 1, 2008)	0%	10%	
13. Sustain Members	13.1 Growth of members of Positive Change Network established in AI practitioners' organization		0%	20% of active members of positive change network counted at the end of February 2008.	Reflection
		13.2 Percentage of continued yearly membership	0%	80% of Active members measured in December 2008.	
LEARNING AND GROWTH PERSPECTIVES					
14. Promote Experiential Learning	14.1 A number of meetings on knowledge sharing		0 meeting	20 meetings	Team Coaching KM Reflection
		14.2 A number of experimentation initiated by AI practitioners	0 Experiment	100 Experiments	
15. Develop Learning Organization	15.1 The number of times spent to review organization learning (Times)		0	7	Appreciatibe Inquiry Reflection
		15.2 The number of Successful AI projects	0 Projects	60 Projects	
16. Nurture AI Practitioners	16.1 Time spent to coach new AI practitioners		0 Hrs	4 Hrs/individual	AI Appreciative Coaching

Strategic Objective	KPI		Measures		6. Initiatives
	Performance Driver	Outcome	Baseline As of Jan 2008	Target Dec 31, 2008	
		16.2 AI Community members who completed AI projects and were capable of initiating their own 4-D process alone without prior consultation with the Researcher	0	80%	Training Transorganization Development Tam Coaching KM.
17. Promote Professional Development in AI careers.	17.1 Times the Researcher spent to consult AI practitioners customize AI in various aspects of decision-making		0	5 Hrs/individual	Appreciative Coaching and KM

Since AI Thailand had been established, the Researcher had spent time to sell the idea to many people, even cousins, about Appreciative Inquiry. At that time, the Researcher met with many people including students, alumni and professors. When they asked what the Researcher was doing, the Researcher would talk about AI as a new methodology and case studies of three students who had used AI and witnessed positive change. In this way, the Researcher was able to recruit 32 people as AI Thailand's members (See Appendix A).

Many of AI Thailand members were entrepreneurs. Some of them were government employees. Some aimed to be entrepreneurs in the future. Most of them came in groups. Few approached the Researcher alone. Since they were working for different entities, the form of Appreciative Inquiry that was fit for them at this initial stage was Positive Change Consortium. Positive Change Consortium means multiple organizations collaboratively engaged in an AI 4-D processes to explore and develop common interests (Whitney & Trosten-Bloom, 2003, p. 33).

At that time all of AI Thailand's members were organized into three Positive Change Consortia (See Figure 1.1). Each Positive Change Consortium had its own coordinator. This coordinator was the center for each Positive Change Consortium. The major mission of all Positive Change Consortia was to study and apply AI in

their own organizations. This means every member in each Positive Change Consortium would create his/her Positive Change Network and experimented with AI. A fourth Consortium was tentative at that time (See AI Thailand's Organization Chart in Figure 1.1).

1.1.7 SWOT Analysis

Strength

1. The Researcher's direct experience of Appreciative Inquiry and Positive Psychology.
2. The Researcher experience in Knowledge Management and strategic planning. This experience would be useful in this research since Knowledge Management would be one of Organization Development Intervention.
3. It was the beginning of the library of Positive Organization Development. There were collections of text books and articles on Appreciative Inquiry and Positive Psychology as well as other interests.
4. Many AI Thailand's members such as P28, P10, P26, P01 and P11 were top-notch MBA students. They might be the agents of change in helping the rest. Some AI Thailand members in Bangkok were influential business speakers like ST03.

Weakness

1. Lack of Human Capital. Community members had no skills, knowledge or experience in Appreciative Inquiry. They had no experience in applying Appreciative Inquiry to real-life context. Human Capital was the focus of this research. If the Researcher was not able to develop Human Capital to the extent that members experience real positive change, AI Thailand would fail. There would be no structural capital or social capital left for our short-term or long-term growth. So Human Capital was our most important shortcoming at that time.

2. Lack of structural capital such as documentation and best practices in Thai.

This was not considered a serious issue, since the Researcher had used few samples to coach business people and they would be able to implement AI projects successfully.

3. Lack of social capital. Social capital is the ability of groups to collaborate and work together. It is a function of trust. We were new to one another. Social capital would increase during Organization Intervention. It was important in the sense that most of the AI community members were busy people. They needed the right kind and fast intervention. They were able to waste their time.

Opportunities

1. Appreciative Inquiry was still uncharted territory. There were no Thai books about it. There was just one practitioner officially listed in AI Common. AI Thailand's members were able to be pioneers in their fields. This was a window of opportunity for all community members to position themselves as AI practitioners.

2. Appreciative Inquiry was still new to management education and human development training in Thailand. It provided the Researcher and academics as well as professionals a new field to pursue. In addition, it was an opportunity to develop new OD careers.

3. Many members were top-notch MBA students who were also entrepreneurs and top management in government or private organizations. If Appreciative Inquiry worked for them, Appreciative Inquiry would spread throughout Thailand.

Threats

1. Although the Researcher had experience in Appreciative Inquiry, it was only three cases. There was no systemic to prove whether AI works. Many members set high expectation about AI. Some of them were opinion leaders among their

friends. If AI did not work at the beginning, this could be catastrophic for the organization.

2. Many were busy people. They already had heavy work loads. If AI projects consumed too much of their time, they may choose not pursue their projects.

3. Loss of support from community member stakeholders. Since community members may initiate change in their organizations, such initiatives might interrupt stakeholders' daily operation or strategic planning. Resistance to change might be unavoidable.

4. Sustainability of memberships. Since AI Thailand was operated on a voluntary basis, it had no obligation from members. Members, if their projects yielded no results at the beginning, some would discontinue their initiatives.

5. With twenty years of development, there were only three AI networks in Asia. AI may be not fit Asian Context.

6. This was an organization run by the Researcher only. It may be not sustainable if the Researcher was able to find people to help him run, extend and sustain the network.

1.2 The Focal System

The focal system under study in this research was 32 Members of three Positive Change Consortiums in the Thailand Appreciative Inquiry Network (See Appendix B). These members of the three Positive Change Consortiums were new to Appreciative Inquiry. They did not have skills, knowledge and experience or "Human Capital" in Appreciative Inquiry. The Researcher aimed to use Action Research to develop their Human Capital.

1.3 The Need for Action Research and Statement of the Research Problem

1.3.1 Statement of the Problem

The real challenge of AI Thailand at that time was; there were over 32 AI Thailand members who adopted the Researcher's ideas and were aimed at developing their Appreciative Inquiry's skill, knowledge and experience or "Human Capital." This was considered the real challenge because there was no one in this group with experience in applying AI in real context before. Human Capital was so vital for AI Thailand's short-term survival and long-term growth. In fact, AI Thailand's members with proven AI skills, knowledge and experience are the driving force of our organization's vision and mission. We would be able to sustain them if only we were able to help them to implement AI project successfully. AI Thailand's members would be able to spread the idea of Appreciative Inquiry if only they already had proved that AI really helped them make significant and meaningful change. In summary Human Capital was our priority. Without Human capital, AI Thailand would vanish.

1.3.2 The need for Action Research

Action Research was needed for this research because the Researcher's and participant's goals fit to the Goal of Action Research (Herr and Anderson, 2005).

- Generation of new knowledge. Appreciative Inquiry was quite new in Thailand context. We needed to know how to apply Appreciative Inquiry in Thai context.

- Achievement of Action-oriented outcome which is relevant to local setting. Most of Participants and the Researcher wanted to do something which improved our organizational performances not just Survey Research to learn problem. We needed to know to what extent Appreciative Inquiry created impacted upon AI Thailand and

participants' organization. There had been no such Action Research on this before in Thailand at that time.

Since the Researcher aimed to develop AI Thailand members' Human Capital through Action Research and its respective Organization Development Interventions, the expected impacts the Researcher aimed to see was the increase AI Thailand members' Human Capital. The Researcher expected that impacts after ODIs upon AI Thailand members' Intrinsic Motivation or Entrepreneurial Drive would increase. If AI Thailand members' Human Capital and Entrepreneurial Drive increased, they should be able to create impacts to their organization. In addition, since, the Researcher developed AI Thailand's Strategy based on Balanced Scorecard, increased participants' Human Capital, Entrepreneurial Drive and participant's organizational performance would increase AI Thailand's performance.

1.4 Research Objectives

1. To develop AI Thailand members' Human Capital
2. To increase AI Thailand members' Entrepreneurial Drive
3. To increase AI Thailand members' Preference for Innovation
4. To increase AI Thailand members' Nonconformity
5. To increase AI Thailand members' Proactive Disposition
6. To increase AI Thailand members' Self-efficacy
7. To increase AI Thailand members' Achievement Motivation before and after intervention
8. To create an impact toward AI Thailand members' organizations via Appreciative Inquiry
9. To create an impact toward AI Thailand's performance via Appreciative Inquiry

10. To assess AI Thailand's Performance before and after Organization Development Interventions

These above research objectives are based on a Conceptual Framework (See Figure 2.6). According to the Conceptual Framework, the Researcher aimed to achieve, compared to current conditions, higher participants' intrinsic motivation, Human Capital and entrepreneurial drive. Another two expected outcomes were improved AI Thailand's organizational performance and AI Thailand's performance. These aims were linked by the Theoretical Framework. Based on the Theoretical Framework, Research Objective 1 was designed to promote participants' Intrinsic Motivation and Double-loop learning toward Appreciative Inquiry.

The outcome of this objective was a developed participants' Human Capital. Research Objectives 2 thru 7 was designed for evaluation of participants' "Entrepreneurial Drive" impacted by increased participants' Intrinsic Motivation and Human Capital. Research Objective 8 was designed for evaluation of Organizational Performance impacted by increased participants' intrinsic motivation, Human Capital, and Entrepreneurial Drive. Research Objective 9 was designed for evaluation of the Researcher's Double-loop learning carried out through Appreciative Inquiry and Reflection. Research Question 10 was designed for evaluation of the outcome of improved participants' Intrinsic Motivation, Human Capital, Entrepreneurial Drive and the Researcher's Double-loop Learning.

1.5 Research Questions

1. To what extent AI Thailand members' Human Capital increased after ODIs?
2. To what extent ODI impacted AI Thailand members' Entrepreneurial Drive?

3. To what extent ODI impacted AI Thailand members' Preference for Innovation?

4. To what extent ODI impacted AI Thailand members' Nonconformity?

5. To what extent ODI impacted AI Thailand members' Proactive Disposition?

6. To what extent ODI impacted AI Thailand members' Self-efficacy?

7. To what extent ODI impacted AI Thailand members' Achievement Motivation?

8. To what extent Appreciative Inquiry impacted AI Thailand members' organizations?

9. To what extent Appreciative Inquiry impacted AI Thailand's performance?

10. To what extent did AI Thailand progress, per its vision, mission and strategy -before and after Organization Development Interventions?

Research Questions are the baseline for designing Hypotheses below.

1.6 Hypotheses

1. Organizational Development Interventions showed positive impacts upon Human Capital of AI Thailand after ODI.

2. Score of AI Thailand members' Entrepreneurial Drive compared to that of control group increased after Organization Development Interventions.

3. Score of AI Thailand members' Preference for Innovation compared to that of control group increased after Organization Development Interventions

4. Score of AI Thailand members' Nonconformity compared to that of control group increased after Organization Development Interventions

5. Score of AI Thailand members' Proactive Disposition compared to that of control group increase dafter Organization Development Interventions

6. Score of AI Thailand members' Self-efficacy compared to that of control group increased after Organization Development Interventions

7. Score of AI Thailand members' Achievement Motivation compared to that of control group increased after Organization Development Interventions
Interventions

8. AI Thailand members 'organizations' performances were better after ODI

9. Appreciative Inquiry show positive impacted upon AI Thailand's vision, mission and strategies after ODI

10. AI Thailand's performance was better after Organization Development

1.7 Scope of the study

This Research was focused on 32 members of Thailand Appreciative Inquiry Network only. These 32 members had been already briefed about Appreciative Inquiry. Their expectation and limitation had been discussed before the Researcher started up his Action Researcher.

1.8 Limitations of the Study

1.8.1 No validation of Researcher's Organization Development Interventions and Evaluation. As a part of Action Research, the Researcher had kept Reflection on his Researcher Journal. Reflection resulted in change of Action Research's process including think, act or intervention and evaluate. Such changes had been implemented during eight cycles of Action Research. However, it is not possible to validate such changes especially those upon evaluations during this Research because it beyond the scope of the project.

1.8.2 Weak assumption of Balanced Scorecard. All assumptions underlying Balanced Scorecard was based on the Researcher's experience in coaching three entrepreneurs on Appreciative Inquiry in 2005 only. This was considered weak

assumptions. It may be overestimated or underestimated. Therefore, after Action Research, this Balanced Scorecard was subject to change.

1.8.3 Financial constraint. This is because the network was at the beginning. It has no funding for starting up or sustaining the project. All strategies were designed based on this constraint.

1.8.4 Intrinsic Motivation already formed. The Researcher had told them stories of three entrepreneurs who adopted and successfully implemented AI projects in 2005. They were then committed to develop AI projects with the Researcher. The Researcher started this Dissertation after the Researcher was able to recruit 32 members at the end of January, 2008. This means participants had certain degree of intrinsic motivation. After participants' Intrinsic Motivation had been already formed during recruitment, the Researcher then started developing them Human Capital. This means that Intrinsic Motivation (measured by Entrepreneurial Drive) may show insignificant change.

1.9 Significance of the Study

Professionally, for the first time this research would create Human Resources in Appreciative Inquiry in Thailand. This group of people would be ready to manage AI projects for their/other organizations.

Academically, for the first time, this research would produce AI case studies in diverse areas. These case studies would be available to the public. This would be also for the benefit the society.

Economically, this research is an example showing that Human Capital Development developed at an extremely low cost is possible.

1.9 Definition of Terms

4-D process: 4-D process is a step of Appreciative Inquiry. It consists of Discovery, Dream, Design and Destiny.

Achievement Motivation: Achievement Motivation refers to behaviors oriented to achievement (Florin , Karri and Rossiter, 2007).

AI Champion: AI Thailand’s community members who adopted Appreciative Inquiry as their flagship change model in their own organizations (See Reflection 5.1 in Appendix P).
AI Common: Established by David Cooperrider in 1999. AI Common is an organization aimed to promote AI practices throughout the world. It provides resources in AI and reports from the field as well as best practices around the world. Lists of AI practitioners and AI local groups are also available. The Researcher has applied to AI Common and has just been listed as the first AI local group in Thailand.

AI Thailand: Abbreviation of Thailand Appreciative Inquiry Network

AI Master: AI Thailand’s community members who already have reflected their peak experience at Dream, Design and Destiny Process and written them down or found interesting discoveries and finished one AI experiment (See Reflection 5.1 in Appendix P).

AM: Abbreviation for Achievement Motivation

Appreciative Inquiry: In this research it is an integrated model of the Kolb’s Model of Experiential Learning and Appreciative Inquiry Model (See Figure 3.4)

Capable Positive Change Consortium: Capable Positive Change Consortium means Positive Change Consortium which is capable of developing their “Human Capital” without direct intervention from the Researcher. They were able to work on their own.

Conceptual Knowledge: Conceptual Knowledge is the product of Externalization.

Conceptual knowledge is, for example the concept of “Tall Boy” evolved from the metaphor “the Theory of Automobile Evolution” of Honda.

Combination: Combination is the process of systemizing concepts into a knowledge system. The process deals with combining different bodies of explicit knowledge.

Reconfiguration of existing information through sorting, adding, combining, and categorizing of explicit knowledge can lead to new knowledge.

Community members: AI Thailand members.

Dedicated AI Practitioners: Dedicated AI Practitioners means AI Practitioners who completed their AI Experiments and are committed to Appreciative Inquiry by continuing their AI projects on their own. They are still creating and expanding Communities of Practices without the Researcher’s intervention.

Design: One of four steps in Appreciative Inquiry. It is the process where AI practitioners and participants co-construct and put what they found into reality. It is like the stage where people turn what they found into reality.

Destiny: One of four steps in Appreciative Inquiry. It is the process where AI practitioners asking the questions “How to empower, learn and adjust/improvise.” This is to make implementation of designed plans possible.

Discovery: One of four steps in Appreciative Inquiry. It is the process where AI practitioners asked questions “What gives life?” or “the best of what is.” This question would draw positive experiences from participants. Such experience is the baseline for developing the “vision” or “Dream” stage.

Disengaged: Disengaged is a status where community members completed their projects and discontinue their consultation with the Researcher.

Dream: One of four steps in Appreciative Inquiry. It is the process where AI practitioners asked questions “What might be?” Drawn from information compiled from “Discovery” stage, AI practitioners develop agenda or vision for the future.

ED: Abbreviation for Entrepreneurial Drive

Engaged: Engaged is a status where community members till seek consultation from the Researcher. They have not completed their AI projects yet.

Entrepreneurial Drive: Entrepreneurial drive refers to an individual’s perception of the desirability and feasibility to proactively pursue opportunities and creativity, to respond to challenge, tasks, needs, and obstacles in innovative ways. Individuals with high levels of entrepreneurial drive are generally high achievers, possess high self-efficiency, question the status quo, and have a preference for innovative solution (Florin , Karri and Rossiter, 2007) (See Appendix L).

Experimentation: They are initiatives which AI’s community members implemented. This is the product of Appreciative Inquiry. It is the same as an AI experiment.

Explicit Knowledge: Explicit Knowledge or “codified” knowledge refers to knowledge that is transmittable in formal, systematic language.

Externalization: Externalization is the process often found during the process of concept creation which is triggered by dialogue or collective reflection. Metaphor and analogy are highly fruitful for this process.

Human capital: Human capital is the knowledge, skills and experience possessed by individual employees (Seemann, De Long, Stucky and Guthrie (1997). In this Disseveration, it means Human Capital in Appreciative Inquiry

Influential Stakeholders: Influential Stakeholders means those who were qualified as AI Champion and are Tipping Points. They are influential because they have a

reputation in their fields. They were able to run Appreciative Inquiry Projects on their own. They were able to be helpful to AI Thailand for instance; they were able to be mentors /coaches to new members. They may be a gateway for funding opportunities for AI Thailand in the future. Their works in the future on Appreciative Inquiry may have positive impacts over AI Thailand's reputation.

Intellectual capital: Intellectual capital comprises of Human Capital, structural capital and social capital (Seemann, De Long, Stucky and Guthrie, 1997)

Internalization: Internalization is the process of embodying explicit knowledge into tacit knowledge. Learning by doing is the best explanation of this process. It is very fruitful if the knowledge is verbalized or diagrammed into documents, manuals or oral stories.

Intrinsic Motivation: The definition is according the definition given by Deci (1971). Intrinsic Motivation occurred when people are motivated by internal factors. People with Intrinsic Motivation tend to do something because it is fun or they believe that things are the right or good thing to do. In this Dissertation Intrinsic Motivation is equivalent to Entrepreneurial Drive.

Knowledge Creation Infrastructure: Knowledge Creation Infrastructure means documents and any form of medium that promote learning in Appreciative Inquiry. Knowledge Creation Infrastructure allows participants and the public to perform self-study. This is equivalent to structural capital.

Knowledge Management: Knowledge Management in this research is an integrated model of the Theory of Organizational Knowledge Creation and Appreciative Inquiry (See Figure 3.3)

KM: Abbreviation of Knowledge Management

KM Resources: Case studies, stories, knowledge, and list of the Tipping Points with email addresses as well as social networks available at www.aithailand.org

NC: Abbreviation for Nonconformity

Nonconformity: Nonconformity refers to two continuums in this sense which are innovation and adaptation. In business setting, people can channel their creativity toward adaptive innovations that follow accepted rules and procedures of the organization, or they can challenge the status quo and develop original innovation reflecting their degree of conformity or nonconformity respectively (Florin , Karri and Rossiter, 2007).

New AI Practitioners: New AI practitioners. New AI Practitioners means AI Thailand's members who have already committed that they would start their own AI projects. They may get a little bit introductions on Appreciative Inquiry but have not started the project yet.

ODI: Abbreviation of Organization Development Intervention.

Operational Knowledge: Operation Knowledge is the product of Internalization. Examples of Operation Knowledge are project management, product management, new-product usages, and policy implementation.

Organization: Organization means a group of people working in the same group or department or even means an organization as a whole.

Organization Development: Organization Development (OD) is a system-wide application of behavioral knowledge to the planned development, improvement and reinforcement of the strategies, structures and process that leads to organization effectiveness (Cummings and Worley, 2006)

Partnership: Partnership means organization of which the leader agrees to cooperate with AI Thailand in terms of knowledge and information sharing.

PCC: Abbreviation of Positive Change Consortium.

PD: Abbreviation for Proactive Disposition

PI: Abbreviation for Preference for Innovation

Pre-ODI: Activities done and completed before this Action Research.

Preference for Innovation: Preference for Innovation in business setting refers to a willingness and inclination toward experimentation and creativity when developing and introducing new products and services (Florin , Karri and Rossiter, 2007).

Proactive Disposition: Proactive Disposition refers to an individual's initiative to improve or to create entirely new circumstance (Florin , Karri and Rossiter, 2007) .

Positive Change Consortium: Positive Change Consortium means multiple organizations collaboratively engaged in an AI 4-D processes to explore and develop common interests (Whitney & Trosten-Bloom, 2003, p. 33)

Positive Change Network: Positive Change Network is a form of Appreciative Inquiry Engagement. Members of an organization are trained in AI and provided with resources to initiate projects and share materials, stories and best practices (Whitney & Trosten-Bloom, 2003, p. 33)

Post-ODI: Activities done and completed after this Action Research.

Reactance: Reactance is a situation when people get an unpleasant feeling, if their freedom to choose an action is threatened (Brehm,1966). This might motivate them to perform threatening behaviors. This is to prove that they will not compromise with others on freedom.

SE: Abbreviation for Self-efficacy

Self-efficacy: Self-efficacy refers to individual's perceptions to their ability to perform a task to improve the chance of converting attitude to behavior (Florin , Karri and Rossiter, 2007) .

Socialization: Socialization is the process of sharing experience. The output is tacit knowledge, for instance, shared mental model and technical skills. The key to acquire tacit knowledge is experience (Seemann, De Long, Stucky and Guthrie (1997)

Social capital: Social capital means the ability of groups to collaborate and work together and is a function of trust. Effective networks of relationships are characterized by high level of trusts (Seemann, De Long, Stucky and Guthrie, 1997)

Stakeholders: Major stakeholders in clients' organization. They are able to say 'go' or 'no go to' in clients' changing initiatives. Stakeholders also include the Tipping Point in AI Thailand.

Structural capital: Structural capital means everything that remains in a form after its employees go homes. It includes the explicit, rule-based knowledge embedded in the organization's work process and systems or are encoded in written policies, training documentation or shared database of "best practices." (Seemann, De Long, Stucky and Guthrie, 1997)

Successful AI project: Successful AI project means AI projects that result in creating "Very High" and "High" impacts to organizations.

Sympathetic knowledge: Sympathetic Knowledge is the product of Socialization. Sympathetic knowledge is for instance, a shared mental model and technical skills such as kneading dough in Matsushita.

Systemic Knowledge: Systematic Knowledge is the product of Combination. If knowledge is systemized or categorized, it yields a category of knowledge that one

can easily value. The good example is knowledge creation in formal education and trainings at schools.

Tacit knowledge: Tacit Knowledge is personal, context-specific and therefore hard to formalize and communicate.

Team coaching: Team coaching in this research is an integrated model of Coaching models and Hackman and Wageman (2005)'s Team Life Cycle and Coaching Style (See Figure 3.6)

The Apprentice: AI Thailand's community members who already crafted AI interview questions and started AI interviews on 20-30 or more Key informants (See Reflection 5.1 in Appendix P)

The Connector: People who have a social web in the organization. When there is something changing in the organization, the Connector will make people realize the change (See Reflection 3.2 in Appendix P)

The Enthusiast: AI Thailand's community members who already know which kind of AI project they want to pursue. They have already spotted their "Tipping Point" clients. These Tipping Points may be external or internal people (See Reflection 5.1 in Appendix P)

The Flow: AI Thailand's community members who are working their way step by step. They were able to move up to higher stages with reasonable timelines. They are like a stream.

The New Wave: People who confirmed that they will join us. They want to do AI projects (See Reflection 5.1 in Appendix P)

The No-goer: They remain in the same status especially at the Enthusiast stage for over two consecutive months. They seem to be going nowhere (See Reflection 3.3 in Appendix P)

The Maven: People who are specializing in organization design. This group of people has an in-depth knowledge. Because of their expertise, people trust them (See Reflection 3.2 in Appendix P)

The Salesman: People who are capable of convincing other people (See Reflection 3.2 in Appendix P)

The Tipping Point: AI Thailand's community members/external people whose personality are Connector, Maven or Salesman or combination. These people may be among the AI Master or AI Champion or external people. Their dynamic is considered "the Flow." Yet they have superior quality.

Yellow-pages: Yellow-pages are like telephone book. It describes telephone numbers and, for businesses and professionals, their specialization. They are people like AI Champion who successfully developed AI project and experience change in their own organization. The Researcher always tells their stories and connects them to new AI practitioners and external people. Their names and types of projects as well as their brief success stories were posted in www.aithailand.org

CHAPTER TWO: LITERATURE REVIEW AND THEORETICAL, CONCEPTUAL AND RESEARCH FRAMEWORK

2.1 Literature Review

Kaplan and Norton (1996) stated that from their observations across industries including service and manufacturing industries, employees' motivation is a driving force for their learning and growth. Employees' learning and growth would lead to better process innovation. Better process innovation would lead to better customer's satisfaction. Better customers' satisfaction would lead to better organizational performance. Literatures review then is started with theories of Motivation followed by theories of Learning. As this research is about Human Capital which is related to learning and theories of learning evaluation. These are what we will be reviewed. Based on works of Kirkpatrick (1959), Bateson (1979), Bloom (1984), McLean, Sullivan and Rothwell (1995), the model of OD Evaluation (McLean, Sullivan and Rothwell, 1995) were selected as a framework for OD evaluation as it also represents Kirkpatrick, Bateson and Bloom's theories. In addition, OD Evaluation (McLean, Sullivan and Rothwell, 1995) provides the complete linkage of motivation, learning, behavior and organizational outcome.

Theories of Learning Evaluation are a guideline for literature reviews of two other aspects which are behavior and organizational performance. For behavioral change, as this research aims to develop, participant's Human Capital, higher participants' motivation and learning may change participants' behavior as stated by the Theories of Planned Behavior (Ajzen, 1971). This linkage leads to literature review of the Theory of Planned Behavior and its Entrepreneurial Drive where motivation and learning are linked to behavioral modification.

For organizational performance, selected Organizational Development Interventions were reviewed. They are Appreciative Inquiry, Knowledge Management, Transorganizational Development, Coaching and Training. However, most literature about Organization Development Interventions contributed to Appreciative Inquiry since this research is focused on Human Capital. Review of literature on Appreciative Inquiry is also focused on works which contribute to improved reaction or intrinsic motivation, learning, behavioral change and organizational performance. List of literature reviews includes: Theories of Motivation, Theories of Learning, Theories of Learning Evaluation, Theories of Planned Behavior, Appreciative Inquiry, Knowledge Management, Transorganizational Development, Coaching, and Training

2.1.1 Theories of Motivation

Festinger (1957) proposed the Theory of Cognitive Dissonance. Cognitive Dissonance is one's feeling of uncomfortable tension caused by two conflicting thoughts an individual holds at the same time. Cognitive Dissonance is increased when subjects are important to the individual; degree of conflicting thoughts; and individual ability to rationalized such conflicts. Cognitive Dissonance is quite strong when an individual believed in something yet he/she has to do something against his/her belief. Cognitive Dissonance can be decreased by: changing one's behavior; justifying his/her own behavior by changing conflicting cognition; adding new cognitions.

Implication for ODI is; the OD practitioners must observe whether there is Cognitive Dissonance. This might be possible by observing non-verbal behavior. If non-verbal behavior shows sign of disagreement, OD practitioners may ask "Do

you think it is possible”? To resolve this challenge, OD practitioner may discuss with participants about case studies and may encourage them to simple experimentation. This theory is useful in terms of it helps OD Practitioners check “Reaction” of participants. Since poor reaction might lead to poor learning.

Festinger (1957) proposed the “Theory of Consistency Theory.” This theory states that people will have a more comfortable state of affairs when their inner systems like beliefs, attitudes and values supports one another; meantime, it is supported by external evidence. If people’s inner system is not aligned, their Cognitive Dissonance would occur.

Implication for ODI is; to promote learning, an OD practitioner must conduct interventions consistent to participants’ beliefs, attitudes and values. This would be made possible through Appreciative Inquiry Coaching/training since Appreciative Inquiry is already based on the participants’ existing experience. Actually all of this intervention process must be geared through this “Consistency Theory” This theory is also helpful in promoting better participants “Reaction,” since poor “Consistency” might lead to “Poor Reaction.”

Vroom (1964) proposed the Expectancy Theory. The Expectancy Theory suggests that a person’s behavior is based on three factors: expectancy, instrumentality and valence. Vroom believed that the link between trying to perform a behavior and actually performing well is called “Expectancies.” “Expectancy is similar to self-efficacy. In Expectancy Theory, a belief that performing a given behavior (for example, attending a seminar) is associated with a particular outcome (for instance being able to better perform your job) is called Instrumentality. Valence is the value that a persons places on an outcome (for instance, how important it is to

perform better on the job). According to Expectancy Theory, various choices of behavior are evaluated according to their expectancy, instrumentality and valence.

Implication for ODI; this Theory is so important from the beginning. If participants did not believe they could understand Appreciative Inquiry, they would not pursue it. OD practitioners must develop an effective way in selling their ideas. OD practitioners should be able to help participants design Key Performance Indicators which are linked to their corporate performance. In addition, doing AI would be helpful for them by raising example of successful AI practitioners and their observed changes. It is the job of OD Practitioners to observe whether they value the outcome. Basically this Theory promotes better participants "Reaction" upon Appreciative Inquiry.

Brehm (1966) proposed the "Reactance Theory." This theory indicates that people get an unpleasant feeling namely "Reactance," if their freedom to choose an action is threatened. This might motivate them to perform threatening behaviors. This is to prove that they will not compromise with others on freedom.

Implication for OD Practitioner is; the OD practitioner must promote participants to choose what they want to do. Do not force them to do something. This motivation supports Democratic Validity, one of Action Research Validity. It is also important for "Reaction." If people feel they are not free, they would become derailed. Learning will not occur.

Deci (1971) proposed Intrinsic Motivation. People's Intrinsic Motivation occurred when they are motivated by internal factors. This kind of motivation is opposite from Extrinsic Motivation. People with Intrinsic Motivation tend to do something because it is fun or they believe that things are the right or good thing to do. Intrinsic Motivation is much stronger than Extrinsic Motivation. Examples of

Intrinsic Motivation are hobbies and people who are dedicated to their workplace.

Intrinsic Motivation may be easily replaced by Extrinsic Motivation.

Implication for ODI is; it is vital for OD practitioner to observe whether participants feel AI is fun and a good thing to do. This is a very simple guideline and represents all motivation theories. This would be the key observation for “participant’s reaction,” All of Interventions from the start till the end must be developed to create and sustain participants Intrinsic Motivation.

Alderfer (1972) proposed “ERG Theory.” This theory is about three needs: Existence, Relatedness and Growth. Existence means people’s need to stay alive and existence at this moment and in the foreseeable future. Relatedness means people’s social needs. People are interested in relationships with other people. When people are related they have a sense of identity and position within their immediate society. Growth means stage in which people seek to grow. They are creative to themselves and their environment. When people are successfully growing, they will have sense of wholeness, achievement and fulfillment.

Implication for OD Practitioners is; all Interventions must be designed to help participants realized their potential in their immediate society. This is to satisfy their needs for Existence. To hold the achievement needed for Relatedness, all interventions must be designed to help participants relate good experience to improved relationships with other people. This may be possible through participants’ reflection of their peak experiences in the “Design” stage. For needs to Growth, all participants should be motivated to start small AI projects with high possibility of success. This would promote Growth. They also should be facilitated to do whatever they want to pursue.

McClelland (1975) proposed the “Acquired Needed Theory.” This theory suggested that needs are shaped over time by people’s experience over time. There are three types of needs including Achievement, Affiliation and Power. One of the needs dominates the individual, which directly impacts his/her behavior. The Achiever is a personality group of people who seeks after excelling others and receiving appreciation of how well they have done. By nature, Achievers avoid two circumstances; one with low risk with no chance of gain and one with high risk with a chance to failure. Affiliation seekers look for harmonious relationships with other people. They will thus tend to conform and shy away from standing out. They seek approval rather than recognition. Affiliation seekers are a personality group of people who seek approval rather than recognition. They look for conformity with social norms and for harmony of relationships. Power seekers are the people who tend to control others either for their own goals or for achieving higher goals. They seek neither recognition nor approval from others. They seek only agreement and compliance.

Implication for OD Practitioners is; people have different attitudes and personalities such as Achiever, Affiliation seekers and power seekers. OD practitioners need different strategies to deal with each personality. Reaction, learning, Behavior and Outcome for these particular personalities must be customized.

Rusbult (1980) proposed “the Investment Model.” This theory indicates that an individual’s relationship is dependent on his/her satisfaction on: balanced rewards and cost; comparison with alternative relationship; and degree of investment already done in such a relationship.

Implication for OD Practitioners is; throughout the relationship, OD practitioners should facilitate them to achieve goals as much as possible, to sustain short-term and long-term relationships.

Glasser (1984) proposed the Control Theory. This theory states that people have deep need for control that itself paradoxically controls much of their lives. People's endless effort to control can lead them to be miserable if they try to control everything and everyone around them.

Implication for OD Practitioners is; participants will learn not to save the world. Small change actually leads to bigger change.

Locke and Latham (1990) proposed "Goal-setting theory." This theory states that people direct themselves by setting themselves goals. Characteristics of one's goal is clear and understandable so people know what to do or not to do; challenging so they will not be bored; and achievable so they have a high chance to be successful. If other people set goals for these individuals without his/her involvement, it does not motivate them to work hard. In organizations, feedback on an individual's task is crucial because individual can determine whether he/she is succeeding or need to change direction. Feedback is very motivating.

Implication for OD Practitioners is; participants should be fully involved in setting their goals and tasks. Feedback should be made positively and clearly throughout AI projects.

Deci and Ryan (1991) proposed "Cognitive Evaluation Theory." This theory stated that people when they look at tasks, they evaluate them as to how well they meet their needs to feel competent and in control. If people consider that they are capable of completing the tasks, they would intrinsically be motivated to complete that task. They would be looking for no Extrinsic Motivation.

Implication for OD Practitioners is; to intrinsically motivate people to do task, the Researcher must make sure that participants see the possibility of the project at first glance.

Edwards and Smith (1996) proposed the “Theory of Confirmation Bias.” This theory states that people are more likely to accept evidence that supports their beliefs. They will be little scrutiny, criticism and rejection of evidence that does not confirm their beliefs.

Implication for OD Practitioners is; all intervention should not be carry out by proposing knowledge to participants directly. On the contrary, OD practitioners should facilitate participants to discovery their experiences. Then OD practitioners facilitate with participants to link such experience to explain cause and effect of area of interests. This Motivation Theory can be related to the Theory of Discovery Learning.

Roesch and Amirkham (1997) proposed Attribution Theory. This theory states that people gain greater sense of control by explaining or “attributing” causes of situation they are exposed to the world. When other people have made mistakes, people always make “internal attributions” by thinking that it is because of internal personality factors. In contrast, when people make mistake themselves, they tend to make “external attribution” by blaming external factors rather than blaming themselves.

Implication for OD practitioners is; throughout AI projects, OD practitioners should promote participants to reflect their positive experience. This is to help them to develop their assumptions/beliefs. As people sometimes attribute their organization as a problem organization that can not be changed. To motivate change, it is the responsibility of OD Practitioners to help them discover their peak experience where

they had successfully changed something. Focusing participants on change would align participants' way's to attribute the world surrounding them.

Sherman and Kim (2002) proposed a Theory of "Affect Perseverance." This theory states that Affect Perseverance occurs when an emotional preference continues. Affect Perseverance still persists after thoughts which were an origin of such emotion is invalidated. In other word, feelings are often not dependent on facts and evidence. Once it is initiated, it tends not to change. In brief, feeling is not rational. For instance, a woman falls in love with a man because he was kind to her. When such a man becomes abusive, the women's affection still remains.

Implication for OD Practitioners is; Good feelings and sense of possibility should be promoted from the beginning.

It is better to summarize all factors to shorter term. In order to motivate people to adopt Appreciative Inquiry and willing to run AI projects with their free will, participants must view that Appreciative Inquiry is fun and is the right thing to do. Factors to promote Learning in Appreciative Inquiry are then "Intrinsic Motivations." An intervention that promotes Intrinsic Motivation is Appreciative Inquiry.

2.1.2 Theories of Learning

Lewin (1951) defined that learning in the broad sense means "doing something better than before." The major reason why Lewin proposed this meaning is; in his time there was confusion about the definition of learning. According to Lewin, Learning refers to a variety of processes which means changes in psychological nature. Lewin then classified learning according to types of changes including: 1) Learning as a change in cognitive structure (knowledge); 2) Learning as a change in motivation (learning to like or dislike); 3) Learning as a change in group

belongingness or ideology; and (4) Learning in the meaning of voluntary control of body muscular. Kurt Lewin, the first theorist who developed a theory of Action Research, believed that knowledge should be created from problem-solving in real-life situations.

Learning should be based on a learner's problem solving in real-life situations. Interventions which promote Kurt Lewin include Action Research, Appreciative Inquiry and Knowledge Management.

Skinner (1953) proposed the "Reinforcement Theory." This theory stated that people are motivated to perform or avoid certain behavior because of past outcomes that have resulted from those behaviors. There are several processes in reinforcement theory. Positive Reinforcement is a pleasurable outcome resulting from a behavior. Negative reinforcement is the removal of an unpleasant outcome. For instance, consider a machine that makes screeching and grinding noises unless the operator holds levers in a certain position. The operator will learn to hold the levers in that position to avoid noise. For negative reinforcement, punishment is presenting an unpleasant outcome after a behavior, leading to a decrease in that behavior. For example, if a manager yells at employees when they are late, they may avoid yelling by being on time (but they may also call in sick, quit or trick the boss).

Skinner promotes learning which means behavioral change. Basically Reinforcement Theory combines motivation, learning and behavior modification together. To enhance a person's Entrepreneurial Drive, experience about what they have achieved should be explored and linked to present. The "Design" stage in Appreciative Inquiry may be helpful for learning through "Reinforcement Theory."

Bruner (1962) proposed the theory of Discovery Learning. Basically, Discovery Learning is an inquiry-based, constructivist learning theory. This learning

theory states that learning occurs during problem-solving situations. These situations would allow the learner to draw upon his/her past experience and knowledge to discover facts and relationships. In this theory, learners interact with their world by exploring, questioning what challenges them and performing experiments. According to the theory, learners are more likely to understand concept and knowledge which they discover by themselves.

Burner's work support Lewin's idea about learning and Skinner's Reinforcement Theory. Basically Discovery Learning is like Appreciative Inquiry. Using Appreciative Inquiry can then motivate participants to learn and eventually change their behavior.

Argyris (1970) from his viewpoint believed that human beings deal with a challenge by constructing theories of action that they can use to act upon. There are two types of Theories of Action which are Theory-in-use and the Espoused Theory. Theory-in-use, which is stored in human's head in the form of designs that are composed of action strategies, intended consequences organized in casual sequence. The Theory-in-use is called Model I. A Model I Theory in-use is composed of governing variables or values. Governing variables includes: 1) Achieve purposes as the individual perceived them; 2) Maximize winning and minimizing losing; 3) Minimizing eliciting negative feelings; and 4) be rationale and minimize emotionality. Action strategies in this situation are crafted to minimize any encouragement of inquiry and testing. The most important consequences of Model I theory-in-use include misunderstanding, escalating errors, self-sealing, process and self-fulfilling, counterproductive, self-fueling process. Model I is used regardless of age, gender, race wealth, education, type of organization, and culture.

Model II or Espoused Theory, in contrast with Model I, is a Model to promote double loop learning. The governing values are 1) producing valid information, 2) informed choice and 3) attentive monitoring of the effective actions to assess the degree of effectiveness. Action strategies advocate a position, making evaluations and attributions. Strategies are emphasized upon inquiry and testing.

Learning should not be focused on participants only. Before changing others, OD practitioners must be careful about one self. Many agents of change including the Researcher tend to use Model I. One way to avoid Model I is; OD practitioners must learn to use Model II. Intervention suitable for this is Action Science. The closed Intervention to Action Science is OD practitioner's reflection in his/her practice which is already included in Action Research Design. Appreciative Inquiry is also possible especially "Destiny" stage where the OD practitioner must ask questions "How to learn?" "How to change?" and "How to empower?" Intervention through Model II strategy would motivate participants and result in true learning.

Argyris (1977) has proposed the idea of double loop learning in organizations. Single loop learning can be compared with a thermostat that learns when it is too hot or too cold and then turns the heat on or off accordingly. The thermostat can perform its task because it can receive information (room temperature) and therefore take corrective action. In double-loop learning the thermostat could question itself about whether it should be set at 68 degrees, it would be capable not only of detecting but of questioning the underlying policies and goals as well as its own program. For instance, when the plant manager and marketing people were detecting and attempting to correct an error in order to produce product X, which was a form of Single Loop Learning. When they began to confront the question whether Product X should be

manufactured red, this was double loop learning. This is because they question underlying policies and objectives.

Argyris' work on Model I and Model II and double-loop learning provide a practical linkage between intrinsic motivation and learning as well as behavior change. All interventions must be designed through Model II and Double-loop Learning. To promote Double-loop learning, participants should be motivated to inquire and test what they did or are doing. Many interventions can be helpful such as Appreciative Inquiry and Knowledge Management.

Vygotsky L.S. in Wink J. & Putney L.G.(2002) developed “the Social Development Theory.” In this theory, social development precedes development. Consciousness and cognition is the product of socialization and social behavior. Basically Social Development describes the following phenomenon:

- Social interaction plays a key role during the process of cognitive development.
- More Knowledgeable Other (MKO) is anyone who has a better understanding or a higher ability than the learner. MKO is not limited to teacher or coach only. It could be peers, colleges or even computers.
- The ZPD is the distance between a student's capability to perform a task under adult guidance and/or with peer collaboration with peer and his/her ability to solving problem independently. Basically, learning occurs in this Zone.

This theory is devised for pedagogy. But the Researcher thought that it might be applied for Adult learning. Basically Knowledge Management and many ODIs promote this kind of learning. To promote learning, OD Practitioners might encourage participants to socialize with one another. For MKO, OD practitioners

may use change agents as MKO. In addition, for ZPD, OD practitioners might evaluate whether the participant learns by seeing how a participant manages his/her project from the beginning. If participants were not able to manage AI projects on their own, they may be networked with MKO. This is to promote social interaction. Knowledge Management may come into play.

Schön (1983) stated that a model of professional training in his time was practiced in the manner like charging learners with knowledge so that they could discharge knowledge in the real world setting. This practice is may be called “Battery Model.” He argued that to engage in continuous learning, an individual’s capacity in reflecting on his/her action is crucial. Reflection itself is a capacity of the individual to reflect in action or while he/she is doing something and on action or after he/she did something.

Implication for OD Practitioner is; to enrich professional training, Battery model should be avoided. Both participants and OD practitioners should reflect on their action. All participants should have the ability to reflect on their practice while doing or after doing something. This theory, if practiced, would reduce participant’s Cognitive Dissonance. Reflection also promotes participant’s Consistency. Reflection is the only way in helping people aligning their beliefs, attitudes and values with external environments.

Kolb (1984) in Osland J. S., Kolb D. A. and Rubin I.M. (2001) stated that adults are often motivated to learn by a problem. A manager who has employees come late to work starts to explore and solve this problem. In addition to the manager’s individual reflection, he/she might look for consultation from books or other managers to solve the problem. Finally he/she will develop a mental model that

explains his/her theory of tardiness for example, employee comes late to work because of different reasons. Based on this model, he/she will take action to solve this problem, (negative sanction, company transportation or disciplinary process). If his/her interventions are successful, he/she will have gained knowledge about employees. Knowledge is then defined as “the condition of knowing something through experience.” If on the other hand, employees still come late, this sets the learning cycle in motion all over again. By examining the learning process, the Kolb came up with four stages of learning: (1) Concrete experience is followed by (2) Observation and reflection, which lead to (3) The formation of abstract concepts and generalization, which leads to (4) Hypothesis to be tested in future action, which in turn may lead to a new experience.

Kolb's work represents Schön's idea on reflection and Argyris's Double-loop learning. Using the Kolb's model would promote reflections and also promotes double-loop learning.

Bandura (1986) proposed “Social Learning Theory.” Social Theory emphasizes that people learn by observing other persons (models) in whom they believe Social Learning Theory also recognizes that behavior that is reinforced or rewarded tends to be repeated. The Models' behavior or skill that is rewarded is adopted by the observer. According to Social Learning Theory, learning new skills or behaviors come from (1) directly using the behavior or skill, or (2) the process of observing others and seeing the consequences of their behavior.

Bandura's work supports the theory of Community of Practice (Lave and Wenger, 1998) and Knowledge Management. To promote learning, OD practitioners

can facilitate the participants to use their skill and observing others. This is possible by using Appreciative Inquiry and Knowledge Management.

Knowles (1990) proposed the Theory of Adult learning. Adults have the need to know why they are learning something. Adults have a need to be self-directed. Adults bring more work-related experience into the learning situation. Adults are more motivated to learn by both extrinsic and intrinsic motivation.

Knowles's work shows strong relationship between motivation and learning. This is conformation that OD practitioners must incorporate motivation into their OD programme since the beginning.

Argyris (1994) observed that some new management ideas aimed to achieve good communications may jeopardize learning. Such management practices are, for example, management by walking around, focus groups and surveys. This is because such practices are oriented to single loop learning. This means such practices discourage double loop learning. Basically double loop learning encourages people to examine their own behaviors, take personal responsibility for their own action and inaction, and surface the kind of potentially threatening or embarrassing information that can produce real changes. Without double loop learning, many people in organizations often execute defensive strategy aiming to avoid vulnerability, risk, embarrassment, and the appearance of incompetence.

Appreciative Inquiry may promote double-loop learning since it aims to help people discovery what they achieve and articulate through experience.

Furnham (1997) summarized theory of learning developed by many psychologists to explain how, when and why people learn as follows:

1. Goal-setting: People learn best when they have clear goals that are difficult enough to challenge rather than discourage them.
2. Reinforcement: People learn best when given prompt, continuous and positive reward for having learned new skills.
3. Feedback: Learning is virtually impossible without clear and accurate feedback on results.
4. Modeling: People can learn efficiently and effectively by copying others who have the required skills.
5. Distributed practice: Most people prefer to learn complex tasks at various phases rather than on one occasion.
6. Whole versus part: For many complex tasks people prefer and do better with part learning (each part separately) rather than whole training.
7. Transfer of learning: The more similar the place, tools and conditions of learning to the circumstances under which the learnt behavior is to be exercised, the better the transfer of learning.

Furnham related motivation and learning through his summary. OD practitioners can promote learning through effective motivation strategies. Before and throughout ODI, motivation should be taken into consideration. This summary also supports Community of Practices (Lave and Wenger, 1998). This means developing Community of Practice would effectively promote both learning and motivation.

Lave and Wenger in Wenger, McDermotte and Snyder (2004) defined the term Community of Practices (CoPs). Community of Practices is a process of social learning occurring when people have common interest in a subject or area and collaborate over a period of time. They share ideas and strategies, determine solutions

and build innovations. In simpler term, Community of Practices means groups of people who share a concern or passion for something they do and learn to do it better as they interact regularly. Community of Practices becomes one of the Theories of Learning because the authors observed that on-line communities dramatically are growing and the improvement of Knowledge Management is needed, people started interesting in Community of Practices. This is because people perceive that Community of Practices are the way in promoting innovation, developing social capital facilitating and spreading knowledge in group and spreading Tacit Knowledge and so on. Basically Community of Practices comprises of following features:

- It must be “a Domain.” Each CoP has its own identity defined by a shared domain of interest such as OD Practitioners, Stargazers and so on. It is not a club or network of friends. People in the CoP commits to their domain.
- It must be a community. In a CoP, its members of specific domains engage in shared activities. They help and share information with one another. They develop relationships in a way that they can learn from one another. For instance, OD practitioners who always met in a Café in town to discuss their domain of interest are considered a CoP though they work in different organizations.
- It must be a practice. A CoP is not just a people who have an interest in something. They must be practitioners. They develop resources which includes stories, tools, experience, and ways in handling difficult problems and so on. For instance, an informal conversation held by people in the same profession such as OD practitioners helps people share and develop sets of cases and stories which become their shared collection of knowledge for their practice.

People through Community of Practice can motivate one another better to learn new skills. It also promotes behavioral change and corporate performance.

Interventions which might be suitable for this kind of learning are Knowledge Management and Positive Change Consortium or Transorganizational Development.

2.1.3 Theories of Learning Evaluation

Kirkpatrick (1959) proposed the model for evaluating effectiveness of training programme. It consists of four levels including Level 1 (Reaction), Level 2 (Learning), Level 3 (Behavior) and Level 4 (Results). For Level 1 (Reaction), the question should be asked at this level is “How did trainees react to the program?” At Level 2 (Learning), the question at this level is, “to what extent did trainees improve knowledge and skills and change attitude as a result of training? At Level 4, a question that should be asked is “What organizational benefits were caused by such training? Evaluation of each level would answer a fundamental requirement of the training programme. According to the author, each level provides a checkpoint for the succeeding level. If the trainee did not learn (level 2), he/she may dislikes the training programme. This indicates that there may be problems in the training method. If the learner did not use the skill once back in the workplace (Level 3), they may not have learned the skills in the first place (Level 2).

Design of Interventions which would enhance participant’s learning should be started from motivation. Motivation should be high from the beginning till the end. Motivation would enhance participant’s willingness to learn. For learning, participants should have skill not only in area of interest but also skills in “Double-loop Learning.” This may be possible by coaching/training them to reflect their practices. Appreciative Inquiry and Knowledge Management can also promote “Double-loop Learning.” For behavioral change, participants should acquire skills in Appreciative Inquiry and Double-loop learning in Appreciative Inquiry. Their skill might impact on their behavior. Participants with skill in Appreciative Inquiry would

see the work in positive ways and act in a positive manner. On the way they still keep reflecting on what they did or are doing. Such behavior might impact corporate performance in both the short term and the long term.

Bateson in Poser (1992) stated that there are four levels of learning: Learning 0, I, II, and III. Learning level 0 occurs when the learner has direct experience with something. For instance, the learner put his/her hand in fire, he felt and said that he got burnt. Learning level I occurs when the learner generalizes his/her experience from Level 0. He/she would say he/she has experienced “a burn” as he/she put my hand in fire. He/she won’t do it again. Conventionally people call this level I as “learning.” Learning II or “Deutero-learning.” This learning level occurs when the learner develops strategies for enriching Learning I’s experience through set implicit rules. In this case the learner may say he would not risk to get burned, yet he would risk it in order to save someone from fire. Learning III is quite spiritual. It occurs when the learner contextualizes Learning II in a way that is hard to understand. For instance, after getting burnt, he/she may say how people would think about him/her if he/she would risk getting burnt in order to save someone from fire? According to this theory, the higher the order of learning, the more difficult for one to understand its process and for managing it.

Learning in Level I and Level II are based on “Battery Model” like Schön mentioned. However, to move up to Level III, people should have skill in Double-loop learning which includes inquiry and testing.

Bloom (1984) developed taxonomy of learning to Knowledge, Comprehension, Application, Synthesis and Evaluation. Knowledge occurs when a learner captures and recalls facts. This stage can happen through observation, reading, listening and then structuring. At this stage, it is about “know what” not “Know how.”

Comprehension occurs when the learner adds understanding to knowledge and links things together to create meaning. The skill necessary for this stage is matching patterns of perceptions to patterns already learned or created. Application is the learning stage in which the learner applies knowledge and comprehension into positive action to achieve goals or create value. Application can be made to happen in a mental or physical manner. Synthesis is the learning stage occurring where the learner creates new ideas, thoughts and designs. Synthesis includes inductive or deductive reasoning, creative or innovative thinking. Evaluation is a learning stage occurring when the learner compares and contrasts between proposal and ideas. The learner can evaluate whether his/her action is effective either in short-term or long-term. It is also related to the learners' assessment of theories and ideas whether they have value. Evaluation is also related to the learner making the best choice.

Design of Interventions to promote learning according to Bloom's taxonomy should include those promoting Double-loop learning. Such interventions include Reflection, Appreciative Inquiry and Knowledge Management.

McLean, Sullivan and Rothwell (1995) proposed an OD Evaluation Model developed from Kirk Patrick's Hierarchy of Training Outcome (1959). Hierarchy of levels of the training consists of reaction, learning, behavior and organizational impacts. Reactions mean the participants' satisfaction with the interventions (activities, materials, consultant, facilities, etc). Learning means how well principles, facts, and techniques are understood and absorbed. In terms of Organization Development, this is sometimes referred to as "Double-loop learning" or "organization learning." Behavior, which is generally considered to be more powerful than previous levels, measures on-the-job changes in individual and team behavior and in the process targeted by the ODI. Such changes are determined through pre- and

post-intervention measurements, interviews, and observations. Organizational Impact is designed to measure the impact of the ODI on the organization. The measurement might focus on lowering turnover or absenteeism, reducing union grievances, or product defects, increasing the organization's profitability.

This OD Evaluation model is suitable for OD evaluation since it already include Double-loop learning. This Evaluation Model can be used as a framework to design ODI.

2.1.4 Theories of Planned Behavior

Ajzen (1971) proposed a Theory of Planned Behavior. This theory suggests that human behavior is guided by three factors including beliefs about the likely outcomes of the behaviors and the evaluations of these outcomes (behavioral beliefs), beliefs about the normative expectation of others and motivation to comply with these expectations (normative beliefs), and beliefs about the presence of factors that they may facilitate or impede performances and the perceived power of these factors (Control belief).

Behavioral beliefs produce a favorable or unfavorable attitude toward behavior; a normative belief results in perceived social pressure or subjective norm; and controlled belief gives rise to perceived behavioral control lead to the formation of behavioral intention. A general rule is; the more favorable the attitude and subjective norm, and the greater the perceived control, the stronger should individual intentions be to perform the targeted behavior. Finally, given a sufficient degree of Actual Control over the behavior, people are expected to carry out their intentions when opportunities arise. Actual behavioral control is the extent to which an individual has skills, resources and other prerequisites needed to perform a given behavior. Successful performance of a behavior is dependent not only on a favorable

intention but also a sufficient level of behavioral control. The author suggested that intervention designed to change behavior can be directed at one or more of its determinants; attitudes, subjective norms, or perception of behavioral control.

Implication: Theory of Planned Behavior seems to be a summary of all theories of Motivation. It resembles Expectancy Theories. The highlight of this theory is; OD practitioner may adjust behavior by manipulating Actual Behavioral Control by giving skill, resources and other prerequisites.

Extending from the Theory of Planned Behavior, Florin, Karri and Rossiter (2007) defined that Entrepreneurial drive is an individual's perception of the desirability and feasibility to proactively pursue opportunities and creatively respond to challenges, tasks, needs, and obstacles in innovative ways. Individuals with high levels of entrepreneurial drive are generally high achievers, possess high self-efficiency, question the status quo, and have a preference for innovative solutions.

The authors have designed a test to measure Entrepreneurial Drive based upon preference for innovation, nonconformity, proactive disposition, self-efficacy, and achievement motivation.

Preference for Innovation in business settings refers to a willingness and inclination toward experimentation and creativity when developing and introducing new products and services. In business school environment, it refers to the promotion and reward of creative and original thinking in class assignments and extracurricular activities, and in general, to the promotion of innovative thinking as a socially desirable behavior.

Nonconformity: There are two continuums in this sense which are innovation and adaptation. In business settings, people can channel their creativity toward adaptive innovations that follow accepted rules and procedures of the organization, or they can challenge the status quo and develop original innovation reflecting their degree of conformity or nonconformity respectively. In business school settings, students with nonconformity attitudes toward rule and procedure will channel their creativity more toward original innovation than toward adaptive ones.

Proactive disposition: Proactive behavior refers to an individual's initiative to improve or to create entirely new circumstances. This behavior has been linked to career success. Examples of proactive behaviors including socialization, feedback seeking, issue selling, innovation, career management, and stress coping. Proactive individuals scan the environment for opportunities, show initiative, and persevere until they bring about change. A proactive disposition in students can be promoted by the development of flexible syllabi that use student research and input and the use of experiential course materials and assignments.

Self-efficacy: Attitude research has found that an individual's perceptions to their ability to perform a task improve the chance of converting attitude to behavior. Self-efficacy is the belief that one is capable of successfully completing a task or attaining a goal. Self-efficacy can be promoted in students throughout the curriculum with guidance from faculty and support resources and through the encouragement of entrepreneurial activities outside the classroom such as SME center, incubators.

Achievement: Researchers have found that entrepreneurs are more achievement oriented than the general populations. Promoting an attitude toward high achievement in students that goes beyond external motivation for high grades is one

of the most difficult challenges in business education. Positive feedback regarding student's entrepreneurial achievements during their college years seems to be an important step in the development of positive attitude toward their high achievement.

Role of Entrepreneurial Drive on intentions and behavior is in following diagram:

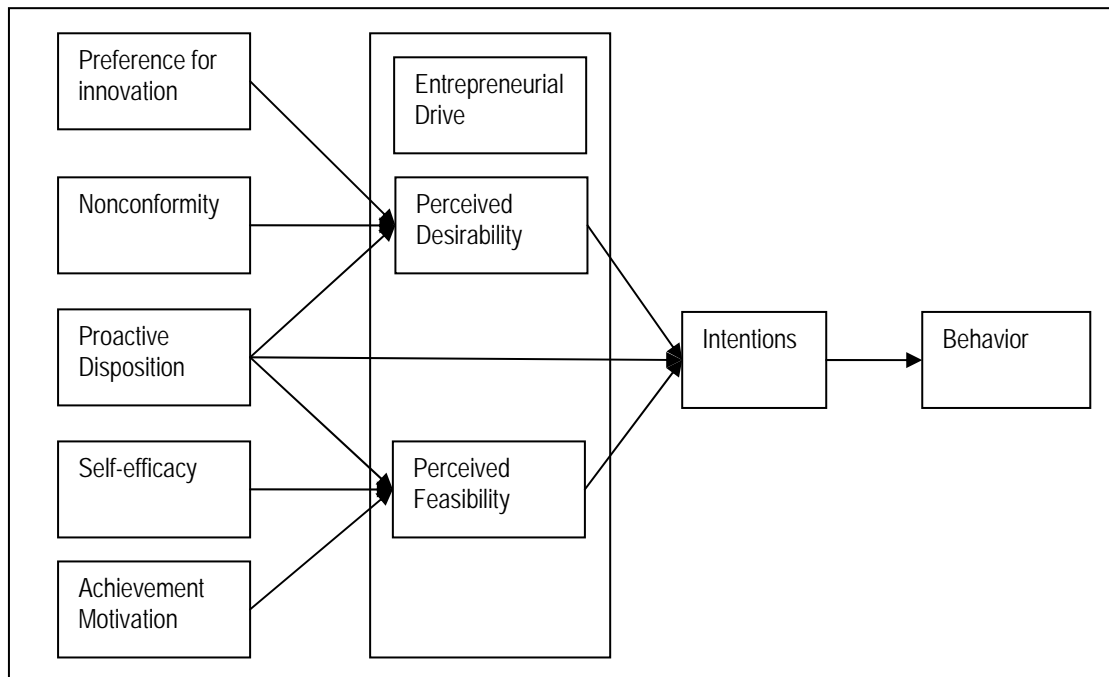


Figure 2.1. Role of Entrepreneurial Drive on intentions and behavior.

*Implication: This Theory was built upon the Theory of Planned Behavior and it also fit to one of this organization's missions which is to spread knowledge and value of Appreciative Inquiry throughout Thailand. Therefore one targeted behavior is; participants apply Appreciative Inquiry in their own organizations successfully. In addition, they still have continuous learning. They still develop their AI projects after Intervention. In fact this theory can be seen from Theory of Motivation's point of view. The outcome of the right motivation which is Perceived Desirability and Perceived Feasibility is actually the outcome of people's motivation. People with higher motivations are those with higher Entrepreneurial Drive. So **Entrepreneurial Drive is a good measure for motivation.***

2.1.5 Appreciative Inquiry

Literature review on Appreciative Inquiry consists of definition and underlined scientific research in positive psychology where Cooperrider and Srivastva (1987) have summarized their implications which become underlining principles of Appreciative Inquiry. They are followed by applications of Appreciative Inquiry.

2.1.5.1 “What is Appreciative Inquiry?”

Appreciative Inquiry definition is: “Appreciative Inquiry is the cooperative search for the best in people, their organizations, and the world around them. It involves systematic discovery of what gives a system “life” when it is most effective and capable in economic, ecological, and human development. AI involves the art and practice of asking questions that strengthen a system’s capacity to heighten positive potential. It mobilizes inquiry through crafting an “unconditional positive question” Cooperrider and Whitney (1999), often involving hundred or sometimes thousands of people.

In AI, intervention gives way to imagination and innovation; instead of negation, criticism, and spiraling diagnosis there is discovery, dream, and design. AI assumes that every living system has untapped, rich, and inspiring accounts of positive potential. Link this “positive change core” directly to any change agenda, and changes never thought of are possible suddenly and democratically mobilized. Appreciative Inquiry is the process of 4-D cycles including Discovery, Dream, Design and Destiny. The AI cycle can be applied as rapid and informal conversation with a friend, or college or a formal organization-wide process. A 4-D cycle is as

follows:

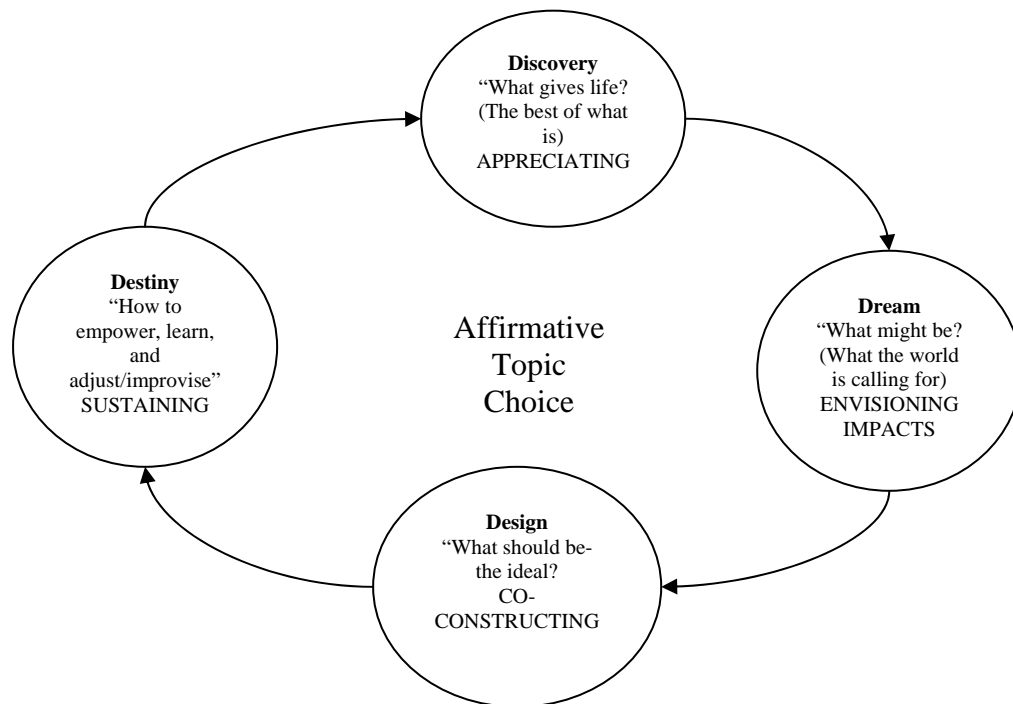


Figure 2.2. Appreciative Inquiry's 4-D Cycle¹

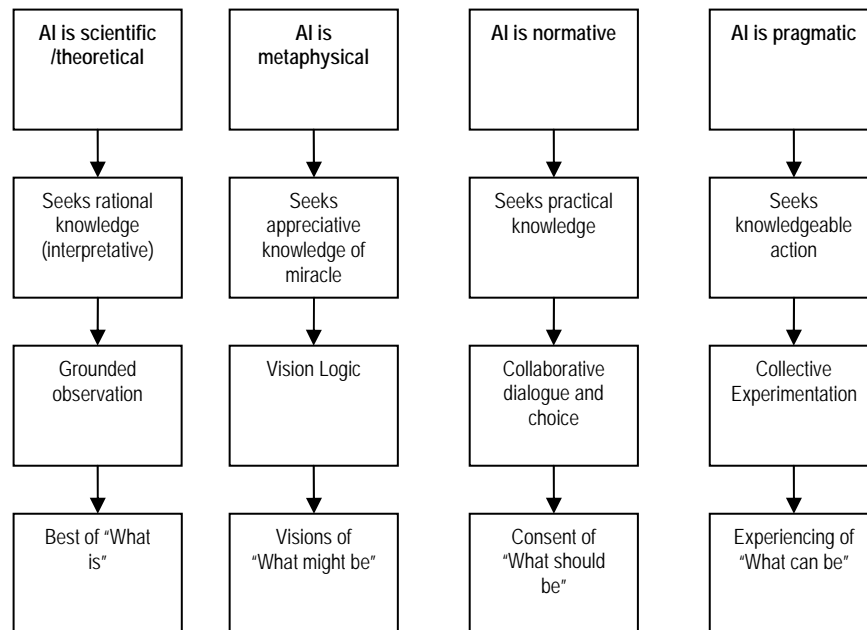
For application, authors mainly proposed AI application as one of large-group intervention. In this regards, AI helps in discovering and developing positive and strategic changes in many areas such as marketing, customer services, human resources development and product development.

2.1.5.2 Theoretical foundation of Appreciative Inquiry

Cooperrider and Srivastva (1987) have developed Appreciative Inquiry as a complementary method to Action Research. According to their opinion, Action Research failed in advancing social knowledge of consequences and failed to be a vehicle for human development and social-organizational transformation. The authors

¹ From *Appreciative Inquiry: A Positive Revolution* (p. 246), by D. L. Cooperrider and D. Whitney, 1999, San Francisco: Berrett-Koehler Publishers

have described Appreciative Inquiry through four perspectives: Scientific/theoretical, metaphysical, and normative and pragmatic as follows:



*Figure 2.3. Appreciative Inquiry in Scientific/theoretical perspective, metaphysical, normative and pragmatic perspective*²

² From *Appreciative Inquiry Handbook: The First in a Series of AI Workbooks for Leaders of Change* (p. 361), by D. Cooperrider, D. Whitney and J.M. Stavos, 2003, San Francisco: Berrett-Koehler Publishers

The authors also differentiate assumptions between Problem Solving and

Appreciative Inquiry as follows:

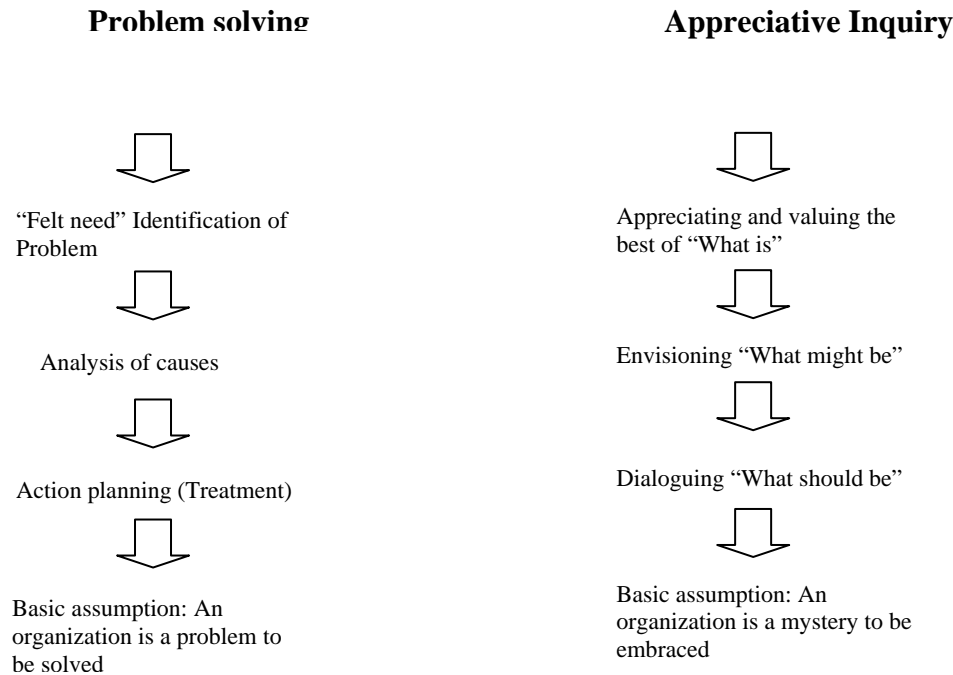


Figure 2.4. Comparison of Assumptions of Problem-solving and Appreciative Inquiry³

This synthesis suggests that Appreciative Inquiry might promote Double-loop learning since through Appreciative Inquiry people would focus their behavior on inquiry and testing. This means people automatically use Model II when they are engaged in Appreciative Inquiry session.

Following are scientific findings that support the invention of appreciative inquiry. They are the works of Cooperrider (2001), Beecher (1955), Rosenthal and Jacobson (1968), Brief and Motowidlo (1986), Schawartz (1986), Polak (1973) and Kirshenbaum, Ordman, Tomakren, and Holtzbauer (1982).

³ From *Appreciative Inquiry Handbook: The First in a Series of AI Workbooks for Leaders of Change* (p. 334), by D. Cooperrider, D. Whitney and J.M. Stavos, 2003, San Francisco: Berrett-Koehler Publishers

Cooperrider (2001) has proposed that positive image results in positive action in organizations. This is from his synthesis of the phenomenon of positive image positive action in six research areas including placebo, Pygmalion, positive emotion, internal dialogue, cultural vitality and metacognitive competence.

Placebo response: Placebo response is a fascinating and complex process in which projected image reflected in positive belief in the efficacy of a remedy, ignite healing response that can be as powerful as conventional therapy. This is based on the work of Beecher (1955) in Craen, Kaptchuk, Tijssen and Kleijnen (1999).

Pygmalion effect: It is where positive image results in the positive outcome of human development. This is from the classic work of Pygmalion when teachers were told that some students had high potential while others did not. Actually all students were equal in every way. Finally this believed high-potential group outperforms another group. This change was not resulted from innate intelligence but actually from the teachers' different perceptions. Pygmalion effects show how essentially modifiable the human self is in relation to the mental projections of others. This is based on the work of Rosenthal and Jacobson (1968).

Positive emotion: Positive affect (Brief and Motowidlo, 1986) is intimately connected with social helpfulness. In some way positive affect draws people out of themselves, pulls them from self-oriented preoccupation, and enlarges their focus on potential good in the world. Positive Affect results in prosocial behavior. In brief prosocial behaviors are acts of helping, sharing, donating, cooperating and volunteering.

Internal dialogue: According to Schwartz (1986), the internal dialogue refers to the fundamental polarity between positive and negative thought. An interesting characteristic of the internal dialogue is the asymmetrical relationship between positive and negative coping thoughts. In his research which assessed both positive and negative cognitions suggests that functional groups are characterized by a 1.7 to 1 ratio of positive to negative self statement (positive dialogue), whereas mildly dysfunctional groups demonstrate a 1 to 1 ratio (internal dialogue of conflict).

Cultural Vitality: This is primarily influenced by Polak (1973). According to Polak's study of Western Civilization, the positive image of the future is the single most important dynamic and explanatory variable for understanding revolution. To forecast rise and fall of civilization, it is not the question of how to explain the growth and decay of cultures but how to explain the successful emergence or decay of positive images.

Metacognition. Metacognition is based on the work of Kirshenbaum, Ordman, Tomakren, and Holtzbauer (1982). It is an experiment confirming the idea that the best athletes are as successful as they are. This is because of a highly-developed metacognitive capacity of differential self-regulation. Researchers compared a set of bowlers who received lessons on effective bowling to those who did not received such lessons (controls) and to groups who followed the lessons with several weeks of positive self-monitoring. The result is: The positive self-monitors improves significantly more than all others. Basically self-monitoring is a fundamental behavioral self-control skill with demonstrated utility in assessment, behavior challenged theory testing. Differential self-monitoring refers to the distinction between monitoring positively valued behaviors that one desires to increase (positive

self-monitoring) and monitoring negatively valued behaviors that one desired to decrease.

Based on the above findings, the author has formed the basis of five principles of Appreciative Inquiry as follows:

- The Constructionists Principle. The Constructionists Principle believes that knowing and becoming are interwoven. Who a person is now and how they became who they are now are strong predictors of who they can and will become. A person's future is an extension of what they know and do not know.

-The Positive Principle. Positive attitudes, action and connections influence long-term change. The Positive Principle suggests that when both the coach and the clients are connected in the positive pursuit of a dream, and when they both retain positive attitudes and act toward the desired change, the change will happen positively.

-The Simultaneity Principle. The Simultaneity Principle is the belief that inquiry and change happen in the same moment. To put it another way, the future happens in and as a result of the present. The seeds of change are sown by the very first questions coaches ask and create foundations for what clients discover. These discoveries become a foundation for dreaming and for designing destinies.

-The Poetic Principle. The Poetic Principle suggests that an individual's story can be rewritten to better fit how the person sees oneself in the present or future. Any number of new realities can flow from a reinterpretation of one's life story, just as there is any number of potential interpretations of a poem. A person's life story can be reframed, re-imaged and refocused toward more hopeful and joyful action.

-The Anticipatory Principle. The Anticipatory Principle states that a particular dream of the future can guide current behavior in the direction of that future

To date there are many forms of Appreciative Inquiry based on the number of participants and different types of stakeholders. Whitney and Troston-Bloom (2003) reported that form of AI engagement is Table 2.1 below:

Table 2.1

Forms of AI Engagement

Form of Engagement	Summary Description
1. Whole-system 4-D Dialogue	All members of the organization and some stakeholders participate in AI's 4-D process. It takes place at multiple locations over an extended period of time.
2. Appreciative Inquiry Summit	A large group of people participate simultaneously in a two to four day AI process.
3. Mass-mobilized Inquiry	Large numbers of interviews (thousand to millions) on a socially-responsible topic are conducted throughout a city, community or the world.
4. Positive Change Consortium	Multiple organizations collaboratively engage in an AI 4-D processes to explore and develop common interests.
5. Core group inquiry	A small group of people selects topics, crafts questions, and conducts interviews.
6. Positive change network	Members of an organization are trained in AI and provided with resources to initiate projects and share materials, stories and best practices.
7. AI Learning Teams	A small group of people with a specific project such as an evaluation team, a process improvement team, a customer focus group, a benchmarking team or a group of students-conduct an AI 4-D process.
8. Progressive AI Meetings	An organization, small group, or team goes through the AI 4-D process over the course of ten to 12 meetings that are each two to four hours long.

Note. From *The Power of Appreciative Inquiry: A Practical Guide to Positive Change* (p. 32), by D. Whitney and A. Troston-

Bloom, 2003, San Francisco: Berrett-Koehler Publishers.

The knowledge from this classification is fruitful for OD practitioners in terms of selecting a suitable form of Appreciative Inquiry to fit their context. Positive Change Consortium is fit to Transorganizational System since it is an intervention where multiple organizations collaboratively engage in an AI 4-D processes to explore and develop common interests.

2.1.5.3 Application of Appreciative Inquiry

Whitney (1998) stated that applications of AI are varied. For instance, in the area of community transformation, an organization namely Imagine Chicago used AI for the transformation change of the city of Chicago. They conducted interviewes with over 1 million people in the city. Within two years, the results appeared in a new educational system, the interrelationship among city groups, government and businesses. It spread to Imagine South Carolina and Western Australia. In the field of Organizational Renewal, a major healthcare used AI to engage 1,500 employees. Collaboration, as a result, was at an all time high. In the field of customer surveys, many companies are changing their survey strategies to include studies of best customers and what satisfied them.

These findings imply that Appreciative Inquiry can be applied in diverse context such as politics, education and customer survey in the same manner as ODI and Knowledge Management

Yballe and O'Connor (2004) proposed the idea of a Pedagogy of Education. This paper is built upon this positive value. The position of this pedagogy embraces the personal experience. Appreciative Pedagogy is geared toward a distinct bias where success and positive change are triggered by supportive relationships and

dialogue in knowledge creation. The authors linked their ideas to thinking of Dewey, Einstein, and Kolb on constructive learning. The authors believed that Appreciative Pedagogy will bring positive change to American Education. They proposed that Appreciative Pedagogy combine a mindset oriented toward appreciating and valuing the best in human experience. Core Values of Appreciative Pedagogy are as follows:

Core Value 1. Appreciative Pedagogy is experience-centered. The value focuses on the idea where Appreciative Pedagogy begins with personal experience and expends energy to explore and expose these experiences.

Core Value 2. Appreciative Pedagogy proposed a bias in favor of success. Appreciative Pedagogy focuses on attention to moments of success when one experienced excellence.

Core Value 3. Appreciative Pedagogy has a transformative bias, as opposed to description and knowledge bunking. Appreciative Pedagogy in this sense, seeks to develop a sense of heightened possibility and potential. Creation of actualizing processes and structures becomes the focus of the learning adventure.

Core Value 4. Appreciative Pedagogy is strongly oriented toward the challenging vision of a life worth living.

Core Value 5. Appreciative Pedagogy is biased in favor of supportive relationships rather than hierarchic relationships in the learning experience.

Core Value 6. Appreciative Pedagogy favors dialogic processes where students and teachers are constantly engaged in the re-creation of knowledge, knowledge that matters.

The authors also linked Appreciative Pedagogy to Experiential Learning (Kolb, 1984). The authors argued that Appreciative Pedagogy complements and extends the power of experiential learning.

Consequences of Appreciative Pedagogy:

- Authors found that students are more energized and sustained interaction.
- Students feel a sense of safety when publicly speaking up; they experience less fear and inhibition. A positive attitude emerges towards other students as knowledgeable, trustworthy and real.
- Students gain a greater trust in self and a heightened confidence in their experience.
- Many students have reported that they find it very comfortable to ask for feedback.
- Students begin to gain skill and confidence in Appreciative Inquiry as a creative alternative to objective analysis or problem solving.

This article links Appreciative Inquiry to the Kolb's Model of Experiential Learning. The implication of Appreciative Pedagogy is; Appreciative Inquiry works well with the Kolb's Experiential Learning because both of them are based on constructive learning. Integration of the Kolb's Model Experiential Learning may be suitable.

Bloom and Archer (2002) applied AI as an advising strategy. The authors stated that the following rules may be applied as AI mentoring:

- Believe in the goodness of each student who walks through your door. Treat him/her like you would want your son/daughter/best friend to be treated.

- Utilize positive open-ended questions to draw out what students enjoy doing, their strengths and their passion. Listen to each answer carefully before asking the next positive question (Discovery Phase).
- Help students formulate a vision of what they might become and then assist them in developing their life and career goals (Dream Phase).
- Give students a clear idea of what they will need to do by devising concrete, incremental, and achievable goals to make their dream come true (Design Phase).
- Be there for them when they stumble, believe in them every step of the way, and help them continue to update and refine their dreams as they go (Destiny Phase)

The implication for this article is; Appreciative Inquiry can work well in diverse kinds of constructive activities.

Ricketts (2002) stated when Appreciative Inquiry is integrated into Experiential Learning (EL), the AI process becomes alive. AI accelerates learning, relationship building, builds empathy, deepens trust and heightens mutual understanding. Integrated with AI, EL:

- Drives people into actually experiencing “the best of what exists” (Discovery)
- Brings collective dreams and aspirations to life (Dream)
- Creates learning environments to reshape communal understanding, language and behaviors (Design)
- Builds critical mass as change is cascaded throughout the community (Destiny)

Implication for this article is; Appreciative Inquiry can be integrated to Experiential learning very well. Appreciative Inquiry itself is considered Positive Experiential Learning.

Avital and Carlo (2004) proposed that Appreciative Inquiry and Knowledge Management share common characteristics but they are not the same. Appreciative Inquiry aims to involve systematic discovery of what gives “life” to a living system when it is most alive, most effective, and most constructively capable in economic, ecological and human terms. Knowledge Management aims to identify the substantive organizational knowledge in its broad sense and leveraging it to benefit the organization and its stakeholders. Evidently, one common feature of both fields is: they both attempt to amplify human and organizational capabilities by leveraging on the best of each.

From this point of view, the authors imply that knowledge management involves appreciative inquiry, and that Appreciative inquiry involves knowledge management. Knowledge management and Appreciative Inquiry can reinforce each other.

Feinson and Nohr (2006) implemented Appreciative Inquiry at Newark Beth Israel Medical Center at New Jersey. The purpose of this intervention was to address challenge in patient safety. The inspiration was from the Institute of Medicine’s report in 1999 that American People die each year and one million are injured due to preventable medical errors. Consultants and nursing teams then studied what worked and why. Solutions then were identified. Nurses reported that they become enthusiastic and were motivated to implement what they found. There were innovations from this intervention such as Low-risk Cardiac Transport Protocol and most importantly a relationship among departments. Following outcomes were achieved.

- Up to a 9.3% improvement in nurse satisfaction and teamwork.

- Overall increase of 10.2% in patient satisfaction.
- 60% increase in the number of patients able to be transported without a cardiac monitor resulting in cost saving of 67.5 hours of nursing time saved per month.

Though this is not a full-scale research, it implies that Appreciative Inquiry is applicable in nursing since there are three professional nurses and three Pharmacists are working on AI projects.

Silbert , Silbert and Daykin (2004) reported that Appreciative Inquiry was used to improve business processes for Exceptional Performance Awards in the US National Intelligence Community. The background is; the agency faced challenges in processing documents. It was a manually-intensive process and time consuming. It lacked constancy and standardization. The process also lacked of knowledge management. To resolve this problem, an OD consultant and IT project team adopted Appreciative Inquiry. They organized 12-15 meetings lasting long for 1-1.5 hours. This initiative resulted in reduced time for document processing from an average 34-126 days to 0.33-3 days.

The implication for the project is; simple dialogue through Appreciative Inquiry might result in business process improvement. This article can be used as a practical guideline for one community member who aims to use AI to improve their business process.

Calabrese (2006) used Action Research as a core research methodology and Appreciative Inquiry as an ODI to enhance social capital which was partnershiped among universities and district schools. There was one inner-city school facing the second highest dropout rate in the state. To resolve this challenge, an Action-Researcher team used Appreciative Inquiry to find out what worked about teachers'

practice. The team was surprised about the teacher's overwhelmed feeling about activities. They said it was the first time that people were listening for what they did. This dialogue helped teachers discover effective instruction and communication with parents. At the dream process, as teachers started their storytelling, partnerships were formed. At the design process, the team summarized data and presented it to teachers, the action-research team identified the strength of the teachers which was trust. Teachers and school administrators agreed that forming trusting relationships were core strength of teachers. Later teachers and school administrator told their stories, strength and vision. These were made public. After this stage, the action-Researchers left the school. One year later, the school reported substantial progress in student achievement in mathematics and sciences.

This finding suggested that the simple Appreciative Inquiry process resulted in change. Appreciative Inquiry actually increased social capital and Human Capital.

Newman and Fitzgerald (2001) had implemented Appreciative Inquiry as an intervention framed by Action Research. This was a large-scale change effort targeting 120 participants at a non-profit metropolitan healthcare facility. This change initiative was originally designed based Action Research. But in the second year, the consultation team found that there was little improvement. Major reasons were from later implementation of recommendations and communication problems. After a series of improvements like forming Performance Improvement Teams, it was found that there was improvement in all areas by the end of year three. However, there were emerging issues after success such as mistrust between Management and the Board.

There was a need to reassess the changes initiated. At that point, the consultation team decided to introduce Appreciative Inquiry to the organization. Appreciative Inquiry was used to replace strategic planning process at an executive

retreat. At first the consultants faced resistance. It was because consultants were new to the process. Later during the day, many started to be excited about what they reported and finally came up with action plans, for instance, new leadership training programmes, celebration activities for collective wins and shared success stories of patients. This event led to other changes such as inclusion where in the past all meetings were predominantly white executives. Measurement of department goals was changed to celebrate what was achieved. There was a new system created to identify accountability and employee leadership.

Implication for this paper is; even short Appreciative Inquiry process initiated in one day session caused enormous change in the organization.

Mantel (2001) studied Vision Chicago, an NGO using Appreciative Inquiry for community development. The organization has been operated for nine years. Based on his document research, the author found six key success factors helping the organization sustain its impacts from Appreciative Inquiry as follows:

- Appreciative Leader. The organization must have a person who evaluates conversations and refocuses limited resources of personnel to focus on “the best.”

- Action following language. The organization must include voices from the whole system. Once trust is built and the people focus on a set of shared and common ideals, action can follow the language.

- Co-construction of reality. It is essential to engage AI questions into the best of what is in the past and to explore a shared future together. As people develop a greater awareness of language and choice, they enter a stage of co-participation in the construction of reality”

- Organizational shifts can be made by promoting local staff to innovate, energized by the strengths assets and resources they have identified in themselves”

- Change agents tend to burn out over time. There is a need to discover and strengthen change agents.

- To sustain appreciative change, organizations need to develop the means to measure relational trends and to identify areas of success and opportunity for investment.

Knowledge from this finding is the baseline for institutionalization of AI Thailand.

Chapagain (2005) stated that Appreciative Inquiry promotes the power of positive thinking and doing by converting the problems into opportunities. High probability of building anything is embedded in positive thinking but not in a negative state of reasoning. For example, the author reported that Appreciative Inquiry had been used for leadership training organized by Plan International Nepal. The workshop was administered for 40 managerial staff and 120 non-managerial staff during 1996-1998. Participants reported positive impacts as follows:

- knowledge enhancement on management principles and tools;
- leadership development skills improved;
- skill in Appreciative Inquiry was advanced;
- feedback exchanging culture enhanced;
- learning level in personal and organization level improve;
- enhanced experience sharing culture;
- inspiring for further study;
- Networking skills improved.

Implication for this report is; this is an example of capacity building in one organization. Their intervention like training is an example for AI Thailand.

2.1.6 Knowledge Management

The foundation of Knowledge Management is the definition of Knowledge itself. This section begins with a definition of knowledge by Polanyi (1962).

Polanyi (1962) stated in his article that people know about things but cannot communicate the needed skills. For instance, the authors said people can ride a bicycle but cannot tell how he balances his body on it. The author then stated that there are two kinds of knowing: 1) Knowing a thing by attending to it as a whole and; 2) Knowing a thing by relying on our awareness of it for the purpose of attending to an entity to which it contributes. The first one the author called Focal Knowing. The latter one he called Tacit Knowledge. The contrast of Tacit Knowing is Explicit Inference. The authors also stated about the hierarchy of knowing which are: Skill, Know-how and Expertise or Competence. Skill is the capability to act in according with the rules with feedback from non-social environment, for example the swimming skill. Know-how is the combination of skill and ability to act in social contexts. Social context governed by rules established by others like professional institutions or tradition. Know-how is so called, problem solving. Expertise or Competence is the combination of know-how and the ability of reflection.

Knowledge from this finding contributes to Knowledge Management and Appreciative Inquiry. These two areas share one common goal which is knowledge sharing. Knowledge Sharing is the process where Tacit Knowledge is transferred from one to another and become Explicit Knowledge.

Takeuchi and Nonaka (1995) stated that there are four modes of knowledge conversion. Based on the authors' assumption, knowledge is created by interaction

between tacit and explicit knowledge. This phenomenon reveals four modes of knowledge conversion: 1) From tacit to tacit knowledge or socialization; 2) From tacit to explicit knowledge or externalization; 3) From explicit to tacit knowledge or internalization; and 4) From explicit to explicit knowledge or a combination.

Socialization is the process of sharing experience. Externalization in this process is often found during the process of concept creation which is triggered by dialogue or collective reflection. Metaphor and analogy are highly fruitful for this process.

Combination is the process of systemizing concepts into a knowledge system.

Internalization is about embodying explicit knowledge into tacit knowledge.

Learning by doing is the best explanation of this process. It is very fruitful if the knowledge is verbalized or diagrammed into documents, manuals or oral stories.

Table 2.2

The Theory of Organizational Knowledge Creation

	Tacit Knowledge	To	Explicit Knowledge
Tacit Knowledge	Sympathetic Knowledge (Socialization)		Conceptual Knowledge (Externalization)
From			
Explicit Knowledge	Operational knowledge (Internalization)		Systemic Knowledge (Combination)

Note. From *Knowledge Management: Classic and Temporary Works* (p. 156), by H. Takeuchi and I. Nonaka, 1995,

Massachusetts: The MIT Press

Implication from this model for this research is; the Theory of Organizational Knowledge Creation is quite pragmatic for learning. Many features in this theory can be used to promote training and coaching in Appreciative inquiry. In the Researcher's opinion, Socialization promotes the Discovery stage. Externalization

promotes the Dream stage. Combination promotes the Design stage. Internalization promotes the Destiny stage.

Nonaka (1990) presented how leading Japanese companies such as Honda, Cannon, and Sharp and so on have developed continuous innovation. The author presented the difference viewpoints between Western and Japanese Innovators. While Western innovators rely on formal and systematic quantifiable information, Japanese innovators rely heavily on subjective data. Japanese organizations have used many tools to unlock their creativity, for instance, metaphors and analogy to transform tacit knowledge to explicit knowledge.

Implication from this Article is: Analogy and metaphor may be helpful in designing “Dream.”

Dalkir (2005) stated evaluation of knowledge sharing from good idea to good practice, local best practice and industry best practice. It can be summarized as follows:

Table 2.3

Criteria to Evaluate Knowledge Sharing

Good idea	Good practice	Local best practice	Industry best practice
Best practice candidate	Has impact within company	Recognized by company experts	Recognized by outside experts
Unproven	Technique, method that improves performance	Show to be best approach for some or all parts of the organization	Acknowledged as state-of-the-art by industry.
Intuitive	Used by other groups on different assignments	Available for reuse throughout company	
Need to analyze Used successfully on one or a few problems/objects			

Note. From *Knowledge Management in Theory and Practice* (p. 130), by K. Dalkir, 2005, Oxford: ELSEVIER

Implication from this article toward Action Research may be on Outcome Validity. Since one of Action Research's validity is Outcome Validity, classification of learning outcome may be useful for OD practitioners because it provides the guideline for identify learning outcome and its impact toward organization. In addition, it promotes the practice of Appreciative Inquiry since AI also is based heavily on knowledge sharing.

2.1.7 Transorganizational Development

As opted ODI, this section begins with a review of literature for Transorganizational development (Cummings and Feyerhern, 1995) and Positive Change Consortium (Whitney and Troston-Bloom, 2003). Then is followed by the Open-system Theory (Katz and Kahn, 1966) as it is mentioned by (Cummings and Feyerhern, 1995) that Large-system intervention is highly influenced by the Open-system theory. Then as the Positive Change Consortium is at the beginning stage, it will be helpful if the literature in this part take some significant literature about small groups into consideration. In this research, Tuckman (1965)'s stage of group development and Hackman (2002) on team effectiveness are included.

Transorganizational Development. Transorganizational development (Cummings and Feyerhern, 1995) is used to help an organization join in partnership with other organizations in order to solve problems and performs tasks that are too complex for a single organization to handle alone. Such multiorganization partnerships are called Transorganizational System (TS). Examples of Transorganizational system includes joint-ventures, research and development consortia, public-private partnerships and customer-suppliers networks. In terms of Appreciative Inquiry the equivalent term is "Positive Change Consortium." Four sequential steps in Transorganizational Development are:

1. Identification: Identify potential members of Transorganizational System (TS)
2. Convention: Assess the feasibility of forming the TS
3. Organization: Form the TS and organize members for task performance
4. Evaluation: Provide Feedback to members of TS so they can identify and resolve problems.

Whitney and Troston-Bloom (2003) stated that a Positive Change Consortium is a highly cooperative Appreciative Inquiry form of engagement. It brings together teams of people from five to eight different organizations or communities to collaborate in 4-D cycles. The focus of their joint Appreciative Inquiry is a change of agenda for shared strategic interests such as “exceptional call-center management” or “improved community care.” Over a period of six to nine months, the teams from various organizations work as a larger, cross-organizational inquiry team. Together they select topics of mutual relevance, craft question and create interview guides. Then they conduct appreciative interviews at one another’s sites in a kind of mutual benchmarking. Weeks or months later, they return to an AI Summit to make meaning of their data, write provocative propositions, and self-organize into company-specific teams to apply what they learned.

Tuckman (1965) had extensively reviewed fifty articles dealing with stages of group development. These groups are classified by group settings: Therapy-group studies, T-group studies and natural- and laboratory-group studies. He then proposed the stages of group development as follows:

Table 2.4

Stage of group development by Tuckman (1965)

	Group Structure: The pattern of interpersonal relationships; the way members act and relate to one another.	Task activity: The content of interaction as related to the task at hand.
Forming: Orientation, testing and dependence	Testing and dependence	Orientation to the task
Storming: Resistance to group influence and task requirements	Intragroup conflict	Emotional response to task demands
Norming: Openness to other group members	Ingroup feeling and cohesiveness develop; new standards evolve and new roles are adopted	Open exchange of relevant interpretations; intimate, personal opinions are expressed
Performing: Constructive action	Roles become flexible and functional; structural issues have been resolved; structure can support task performance	Interpersonal structure becomes the tool of task activities; group energy is channeled into the task; solutions can emerge.

Note. From "Developmental Sequence in Small Groups," by B.W. Tuckman (1965), *Psychological Bulletin*, 63, 6, p. 384.

Hackman (2002) suggested ways to improve team effectiveness. Such factors include a compelling direction, enabling structure, context and expert coaching.

1. Compelling direction: A leader should set a team's direction by identifying and communicating its overall purposes. Direction is crucial to energize the team. Then the leader engages all of members' talent. Good direction is clear, so people can orient their work properly. It must be challenging. For leader's role, he/she should specify the end not means.

2. An enabling structure and supportive context: This is from the fact that some teams have difficulty because they are not set up correctly or their structures and systems undermine members' efforts. For instance, for self-managed teams, they may not get organization support because top management believes that this kind of team can work on their own. This may lead to insufficient structure and support. About team size, team size of six is the most appropriate.

3. Expert coaching. The leader can promote team effectiveness by helping team members learn to work interdependently and manage themselves. Like teaching,

coaching should be done by leaders who utilize their own personalities and style to coach teams rather than try to follow some formula. About timing, coaching, like in sport context, can be exercised anytime, for instance, during halftime. Yet, from his study, good coaching is only good for good designed team. A good design team yields double benefits: Teams are likely to demand less coaching for intervention.

These sections if integrated will be so powerful when implemented as a Transorganizational System. A Transorganizational system is still based on problem-solving orientation. It may be more powerful when integrating Transorganizational System with the idea of Positive Change Consortium. When this Positive Change Consortia is developed, it may be helpful if the organization has taken the Open-system theory into consideration as the way to scan environment so that Consortia can find solutions to make it better.

Yet at the beginning stage, members of each Consortium will be limited to eight organizations or less. Then the theory and practice of small groups can be applied. Tuckman (1965)'s stage of group development would be used as a guideline to observe group development so that it can provide idea for probing by any other means of qualitative inquiry such as unstructured interviews.

For Hackman (2002)'s team effectiveness is really helpful in design and development of the organization capacity. Compelling direction is also in line with the theory of the Flow (Csikszentmihaly, 1997). Coaching and training should be oriented to encourage participants to develop in compelling directions. Enabling structure in this case is; AI Thailand has developed Knowledge Management to support the learning in team and organization. Expert coaching is also developed and supported by AI Thailand's Knowledge Management

2.1.8 Coaching

O'Conner and Lages (2007) stated that Coaching comes from the Anglo-Saxon's word for a carriage. It is something that takes you to where you want to be.

There are three models explaining what coaching means as follows:

1. Expert model. In this perspective, a client buys expertise and has no responsibility for the outcome. For example it is a relationship between an Architect and his/her client.

2. Medical model. In this perspective, it is a relationship between a doctor and patient, where client has a limited responsibility.

3. Process consultation model, where the client has complete responsibility. Process consultation is defined as "the creation of a relationship with the client that permits the client to perceive, understand and act on the process events that occurs in the client's internal and external environment, in order to improve the situation defined in the problem. Process consultation is the most desirable relationship.

There is a variety of Models according to the authors such as Inner Game, the Grow Model, Coactive Coaching, NLP, Developmental Coaching, and Positive Psychology coaching and so on.

The *GROW Model* (Whitmore, 1992) is exclusively reviewed on this research. The authors stated that it resembles the Kolb's model of Experiential Learning. The GROW stands for Goal, Reality, Options, and What (will you do).

"G" is for Goal. Goal is a dream with substance. A goal is what clients want and implies a change. There are two types of goals. The end goal is the final objective, but is not under the client's control. There are too many other people and larger systems involved. The process goal is the performance level you need to

achieve the end goal. The end goal is inspiration; the performance goal is the specification.

“R” is for Reality. The client needs to know what he/she has in order to change it. So you need to know where you start from. The more objective and specific the description of reality, the more it will help the client.

“O” is for Option. The options step means brainstorming choices, not finding the right answer.

“W” is for “What will you do.” Now we have a goal, a present state and some options. The final step is designing what action to take.

The implication for the GROW model is: the GROW model is in line with Lewin (1951)'s definition of learning. This is because it starts with goals.

Hackman and Wageman (2005) proposed a theory of team coaching. Built upon their extensive literatures reviews on coaching interventions. The authors then proposed criterion for effective team coaching as follows:

- Coaching interventions that focus specially on team effort, strategy and knowledge and skill facilitate team effectiveness more on interventions that focus on team members' relationship.

- Each of the three coaching functions has the greatest constructive effect at specific times in the team task cycle: specifically, (a) Motivational coaching is the most helpful at the beginning of a performance period; (b) Consultative coaching is the most helpful during a performance period; and (c) Educational coaching is the most helpful when provided after performance activities have been completed.

- Coaching interventions are helpful only when they address team performance processes that are significant for a given task; those that address nonsalient processes are, at best, ineffectual.

-Competent coaching intervention (i. e. those that foster collective effort, task-appropriate performance strategies and good use of member knowledge and skill) are more beneficial for groups that are well structured and supported than for those that are not; poor coaching interventions (i.e., those that subvert team performance processes) are more detrimental for teams that are poorly structured and supported than for those that are well designed.

The implication for this finding is: In coaching and training interventions, one should focus on process not interpersonal relationships. Coaching should be administered at the right time. They are motivational coaching at the beginning, consultative coaching during performance periods, and educational coaching is at the end.

Orem, Binkert and Clancy (2007) provided principle and practical guidelines for Appreciative Coaching. Apart from its 4-D process, the AI coach should focus his/her attention to action associating each stage of Appreciative Inquiry as follows:

Step 1: Discovery

- Establishing a positive connection between coach and client.
- Leading clients to a more empowering perspective.
- Affirming a sense of the possible.
- Cultivating and supporting the client's belief in a positive future.

Step 2: Dream

- Encouraging the client to create images of possibilities.
- Inviting the client to give voice to their preferred future.
- Affirming the clients' dream.

Step 3: Design

- Assisting the client in bringing the dream into focus.
- Affirming the reality of the dream.
- Supporting mindful choices and actions.

Step 4: Destiny

- Helping the client recognize their dreams in the presents.
- Enabling the client to expand their capacity to create their dreams.
- Supporting the client in holding faith when something gets tough.

Knowledge from Appreciative Coaching Guideline is helpful for OD practitioners because it provide a practical guideline for individual coaching. It may be helpful for

OD practitioners who want to have Coaching reach its potential. In terms of Action Research, this knowledge might enrich Catalytic Validity.

2.1.9 Training

Eylon D. and Herman S. (1999) administered In-basket exercises in MBA classes. Students were into two groups: Empowered people and disempowered people. The case study in this situation is in a fictitious computer software company where one department head has died. The Researcher found that behavioral outcomes among the two groups were different. They found that when students felt empowered: They took risks, experimented, trusted and included others; looked inward for improvement; looked forward to going to work; spoke well of the organization to outsiders; acknowledged the work of others to insiders, versus rationalizing failures and blaming others. Contrarily, when students felt disempowered, they did not always share their ideas; spent time double guessing the purpose of assigned tasks; did not encourage input; were hesitant to request help even though they were unclear about uncertain issues.

Implication from this finding is: Empowerment is a key for learning. In this research, outcome validity is highly emphasized. The Researcher/AI Thailand founder would help his Positive Change Consortium in applying AI to achieve goals/tasks they are empowered to do. This is the strongest point of this research.

Lapidus T. (2000) advised seven steps as follows:

Step 1: Identify and partner with the training customer. The main idea is; participants are not necessarily the training customer. The consultant should ask himself/herself the following questions:

- What is the business outcome the learning intervention will achieve?
- Who's the customer of the proposed learning intervention?
- How would the design and delivery of the intervention change if the program had a different customer?
- Who is the project sponsor for the program?

Step 2: Conduct high-impact needs assessment. The consultant should ask himself/herself the following questions:

- What were the managers doing before to address this issue?
- What downstream areas will be affected by the change?
- Where does the target audience fall within the training assessment matrix?
- What will the performance hierarchy support?

Step 3: Select and source high-impact programs

The consultant should ask himself/herself the following questions:

- Are the programs' technique appropriate for the training matrix analysis results?
- How will the learning transfer be supported after the intervention is completed?
- Do the content, style and design of materials match the program's intention?
- Are all the needed skills addressed in the program and tied to the business objectives?

Step 4: Select and orient participant.

The consultant should ask himself/herself the following questions:

- What criteria are being used to select the target audience?
- How will the value of being part of the program be communicated to each person attending?
- How is the program content linked to each participant's job?
- What will change back at the work site to enable full use of the skills and knowledge transfer?

Step 5: Design high-impact training events

The consultant should ask himself/herself the following questions:

- How will real-time feedback be assessed and delivered to the trainers?
- What is the balance among support, ability and willingness?
- Are all seventeen training factors and their domains addressed?
- What is the participant's range of knowledge and experience?

Step 6: Facilitate mutual assessment and feedback.

The consultant should ask himself/herself the following questions:

- What does the critical feedback matrix tell us?
- What are the agreed-on measures and metrics telling us?
- Are the eight conditions necessary for mutual assessments active?
- Is the training customer delighted?

Step 7: Design for the future

The consultant should ask himself/herself the following questions:

- What emerged after the training event that surprised everyone?
- What business opportunities are created by the unexpected outcome?
- What criteria will be used to screen and prioritize the ideas and concepts developed in future design?

- Who's the new training customer for the proposed intervention?

The author's work is helpful in training design. His assessment's matrix may

be fruitful as an observation guideline in any training or coaching.

Csikszentmihaly (1997) had conducted research to explore quality of life and coined the term "Flow." Flow is the metaphor describing the sense of effortless

action the individual feels in moments that stand out as the best in their lives. Flow tends to occur when a person's skills are fully involved in overcoming a challenge that is just about manageable. Optimal experiences usually involve a fine balance between one's ability to act and the available opportunities for action. If challenge is too high one gets frustrated, then worried, and eventually anxious. If challenges are too low relative to one's skills one becomes relaxed, then bored. If both challenges and skills are perceived to be low, one feels apathetic.

When goals are clear, feedback relevant, and challenges and skills are in balance, attention becomes ordered and fully invested. Because of the total demand on psychic energy, a person in flow is completely in focus. There is no space in consciousness for distracting thought, irrelevant feelings. Self-consciousness disappears, yet one feels stronger than usual. The sense of time is distorted: Hours seem to pass by in minutes. It is the full involvement of flow rather than happiness, which makes for excellence in life.

This finding contributed to any ODI in the manner that OD practitioners should balance clients' challenge and skills. This is to avoid anxiety and boredom which might make ODI fail.

2.2 Theoretical Framework

Theoretical Framework is Appreciative Inquiry's 4-D process (See Figure 2.5). This is because Appreciative Inquiry promotes individual's Intrinsic Motivation, Learning and Entrepreneurial Drive and organizational performances. Appreciative Inquiry's 4-D process is based on five Appreciative Principles which are the Constructionists Principle, the Positive Principle, the Simultaneity Principle, the Poetic Principle and the Anticipatory Principle. From the Researcher's review it can

be inferred at this point that these five Appreciative Principles promotes Intrinsic Motivation, Learning, and Entrepreneurial Drive.

Constructionists Principle promotes individual's learning especially Double-loop learning since AI helps individual recognizes what he/she know. According to the Constructionists Principle, an individual's future is an extension of what they know and do not know. Through the Discovery process, an individual can uncover what works in the system. In this way, Appreciative Inquiry promotes "inquiry and testing" especially during the "Discovery Process." In addition, since the Discovery process would surface client's positive experiences and link them to resolve every day problems, this means the Constructionists Principle promotes Adult Learning (Knowles, 1990). Furthermore, this means through Appreciative Inquiry, clients would work on Model II or Double Loop learning. Through Double loop learning individual's intrinsic motivation and Entrepreneurial drive would be higher. Human Capital would be increased in a more sustainable manner.

The Positive Principle increases individual's motivation to change. As both OD practitioner and participants are connected to a positive pursuit of a dream, they will retain a positive attitude and are able to make positive changes. This means: Appreciative Inquiry promotes individual's Intrinsic Motivation (Deci, 1971). It also promotes people's motivation according to "Reactance Theory (Brehm, 1966)." Such pursuit would in turn promote "inquiry and testing" which is Double-loop learning. It also promotes learning according to "Reinforcement Theory (Skinner, 1993). Motivation and Double Learning would finally increase Entrepreneurial Drive.

The Simultaneity Principle promotes Motivation since it is a belief that inquiry and change happens at the same moment. Through Appreciative Inquiry, people

would feel motivated because their inner systems like beliefs, attitudes and values support external evidence (Festinger, 1957) which is found through the Discovery Process. For learning perspective, the Simultaneity Principle helps clients to start learning through reflection (Schön, 1983) and experiential learning (Kolb, 1984). Such motivation and learning would result in higher clients' perceived desirability and feasibility to implement AI projects. This means: the Simultaneity Principle would also increase Entrepreneurial Drive.

The Poetic Principle suggests that an individual's life story can be reframed, re-imaged and refocused toward more hopeful and joyful action. This means: this principle can increase the individual's Intrinsic Motivation (Deci, 1971). This in turn promotes individual Self-efficacy which is one factor of Entrepreneurial Drive (Florin, Karri and Rossiter, 2007). This is because a reframed life story would improve an individual's perceptions to his/her ability to perform a task. The Poetic Principle also promotes learning III (Bateson in Poser, 1992) since through Appreciative Inquiry, individual reframed his/her experience. This means: individual would be able to contextualize his/her experience on Learning II. It also resembles learning occurred at the Evaluation stage (Bloom, 1984). It also resembles the phenomenon when people use Model II (Argyris, 1970) or learn through Double-loop learning (Argyris, 1977). This is because through Poetic Principle people perform reflection or "inquiry and testing."

The Anticipatory Principle states that a particular dream of the future can guide current behavior in the direction of that future. Based on this principle, through Appreciative Inquiry, an individual's motivation would increase because he/she has a better sense of control. He/she knows what to do as he/she is directed by a clearer

vision. This is in line with the Control Theory (Glasser, 1984). This principle also promotes learning as such a dream is built up on positive findings. This means: the individual builds his/her future through positive reinforcement. This is in line with Skinner (1953)'s Reinforcement Theory. This principle would change a client's learning, especially Learning III (Bateson in Poser, 1992). In addition, the Anticipatory Principle would increase Entrepreneurial Drive, especially in terms of Proactive Disposition (Florin, Karri and Rossiter, 2007).

Appreciative Inquiry, most importantly, promotes organizational performance as experienced by Silbert , Silbert and Daykin (2004) and Feinson and Nohr (2006). By using Appreciative Inquiry, the Researcher is likely to increase the participants' intrinsic Motivation, Double-loop learning. Such increases would result in a participants' higher Human Capital. Higher Human Capital would improve a participants' organization performance. Therefore Appreciative Inquiry is the theoretical framework to develop Human Capital. Appreciative Inquiry 4-D Cycle (Cooperrider, 1999) is follows:

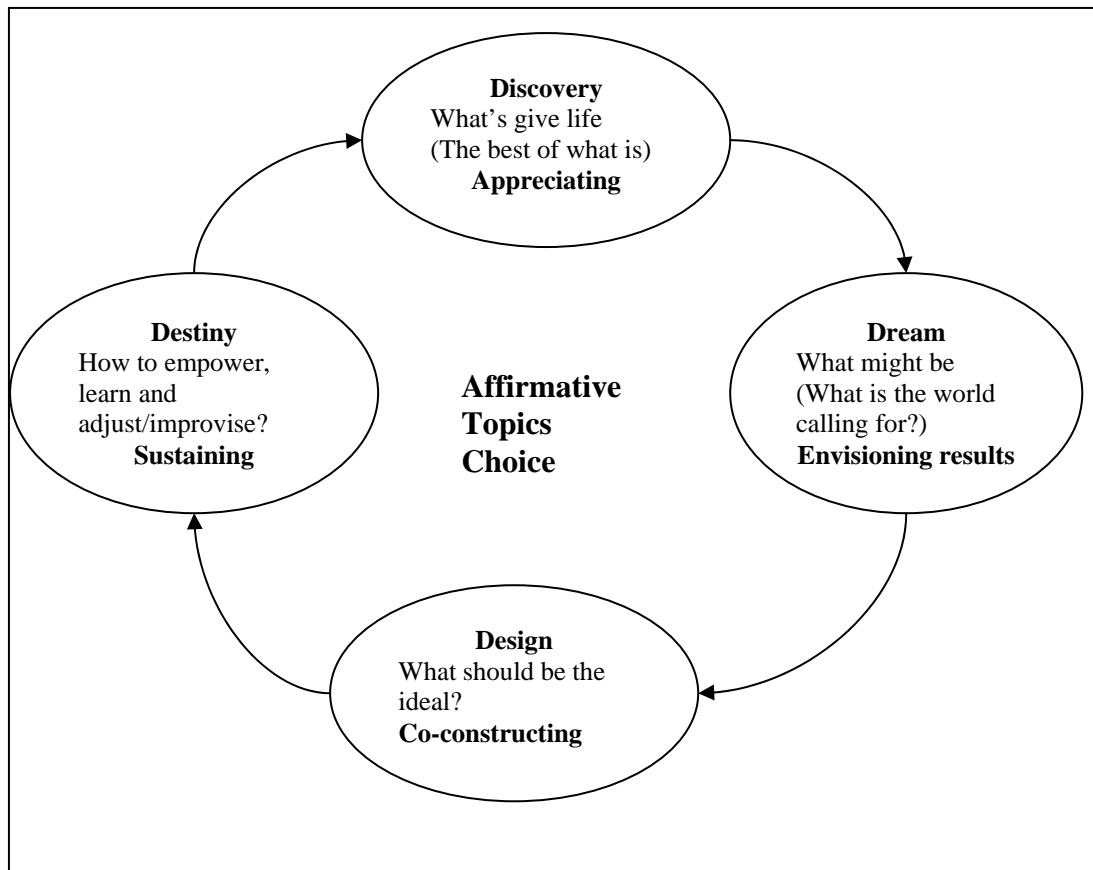


Figure 2.5. Theoretical Framework: Appreciative Inquiry 4-D Cycle⁴

2.3 Conceptual Framework

2.3.1 Introduction

Conceptual Framework was developed because in the Research a Quantitative Research was applied to measure impacts of ODIs upon participants' Intrinsic Motivation or Entrepreneurial Drive. Others variables are shown as the baseline to develop Action Research's Framework and measured in subjective terms.

⁴ From *Appreciative Inquiry: A Positive Revolution* (p. 246), by D. L. Cooperrider and D. Whitney, 1999, San Francisco: Berret-Koehler Publishers

2.3.2 Independent Variable

Motivation is an Independent Variable because Kaplan and Norton (1996) stated that Motivation is a driver for learning and growth. In this research, such Motivation means Intrinsic Motivation. From literature review, Deci (1971)'s Intrinsic Motivation is the best explanation for all motivation theories. Intrinsic Motivation can be well explained by the phenomenon in which people tend to do something because it is fun or they believe that Appreciative Inquiry is the right or good thing to do. Actually Intrinsic Motivation is the best explanation for most theories of Motivation. For instance, if participants feel that Appreciative is the right or good thing to do, they would have no conflict in their thought. This means: Intrinsic Motivation would reduce participants' Cognitive Dissonance. (Festinger, 1957) With Intrinsic Motivation, participants would have no problem as stated by "Consistency Theory" (Festinger (1957) as their inner system will be aligned with the external environment. As participants feel that Appreciative Inquiry is fun or it is a good/right thing to do, they would have no problem with Expectancy Theory (Vroom, 1964). With right motivation, participants would believe that Appreciative Inquiry would be associated with organizational performances in which they value.

Intrinsic Motivation also lessens "Reactance" according to the Reactance Theory (Brehm, 1966) as they have freedom to choose what they want to pursue. If Intrinsic Motivation can be sustained throughout this research, this would promote motivation according to ERG Theory (Alderfer, 1972) where three needs including Existence, Relatedness and Growth might be achieved. If participants get the right Intrinsic Motivation as people think Appreciative is fun and good thing to do, they would gain higher motivation as stated by "Goal Setting Theory (Locke and Latham,

1990). In addition, if people feel that Appreciative Inquiry is possible for them to do, they would have higher motivation as explained by “Cognitive Evaluation Theory (Deci and Ryan, 1991). In AI Thailand’s context, it can be concluded at this point that Intrinsic Motivation is the primer for any learning. Without intrinsic motivation, people would not start learning Appreciative Inquiry. Since for each individual Intrinsic Motivation is unique. Intrinsic Motivation is then an “Independent Variable.” Implication of this Intrinsic Motivation for this research is; participants’ Intrinsic Motivation should be kept high at the beginning, during and after Action Research and Organizational Development Interventions. All interventions should be geared to enrich and sustain the participants’ Intrinsic Motivation.

2.3.3 Intervening Variables

Double-loop learning is an Intervening Variable. This is because well-motivated learners could learn effectively if they learn through Double-loop Learning or Model II (1970). Double-loop learning is not Single-loop learning or “Battery Model” (Schön, 1983). Double-loop learning is then an “Intervening Variable.” According to Argyris (1977), Double-loop learning includes inquiry and testing. Although most theories of Learning may help promote better learning, such theories may be only Single-loop learning. For instance, Lewin (1951) suggested that knowledge can be created from real-life problem solving. Skinner (1971)’s Reinforcement Theory suggested that learning can result in changed behavior if only learners experience positive or negative reinforcement. Bruner (1962)’s Discover Learning suggested that learners are at their best when they can draw their own experience to build up and experiment new knowledge. These three theories can be well summarized by Knowles (1990)’s Adult Learning. However, Lewin (1951),

Skinner (1971), Bruner (1962) and Knowles (1990) are still based on how well OD Practitioners can draw learner's experience to real-life problem solving. Such theories might not encourage participants to reflect about what they did and what they are doing. These learning theories may still be "Single-loop learning."

Vygotsky (1978)'s Social Development Theory, Bandura (1986)'s Social Learning Theory, Lave and Wenger (1998)'s Community of Practices rely on social interaction to enrich learning. Practically, such theories rely on the OD Practitioner to create an environment which facilitates social interaction. Yet, what learners get may be in the form of "Single-loop learning" as learners are not encouraged to reflect on what they did or what they are doing. Contrast to all conventional theories of Learning, Schön (1983) and Argyris (1977) encourage both learners and OD Practitioners to reflect on what they did and what they are doing. In fact, learning should occur in both learners and OD practitioners. The Kolb's Model of Experiential Learning (Kolb, 1984) is the best explanation of how "Double-loop" learning occurs. Coghlan and Brannick (2002) also suggested that the Kolb's Model of Experiential Learning was useful as a framework for Reflection in Action Research which emphasize on education of both OD practitioners and participants (Herr and Anderson, 2005).

In this Research, it was not possible to find out Quantitative Instrument to measure learning. In addition, it was not feasible to administrator quantitative test to measure whether participants had better learning. Therefore, this Researcher employed Reflection as alternative tool to measure and address learning challenge.

2.3.4 Dependent Variables

If participants were well intrinsically motivated and learned through Double-loop learning, their Entrepreneurial Drive to implement and sustain AI projects would be higher. The more they learn, the higher their Entrepreneurial Drive is. A higher Entrepreneurial Drive would result in changes in participants' behavior. The targeted behavior is; participants regularly use Appreciative Inquiry to improve organizational performance. This behavior would result in real improvement in AI Thailand members' organization. Overall, better AI Thailand members' learning, behavior, their organization performance would positively impact AI Thailand's performance.

2.3.5 Control variable

As there is no research indicating factors influencing Human Capital's development in Appreciative Inquiry, the Researcher assumes that there may be three factors which might be confounding effects; *they are age, gender and educational background. These three factors then are control variables.* As this research uses Action Research, by the end of this research, the Researcher should be able to confirm whether age, gender and educational background are confounding effects. Such effects can be investigated qualitatively during Action Research's cycles. They also would be investigated statistically. In addition, there might be additional confounding effects found during Action Research. All of causes and effects were presented in the form of the Conceptual Framework as the following figure.

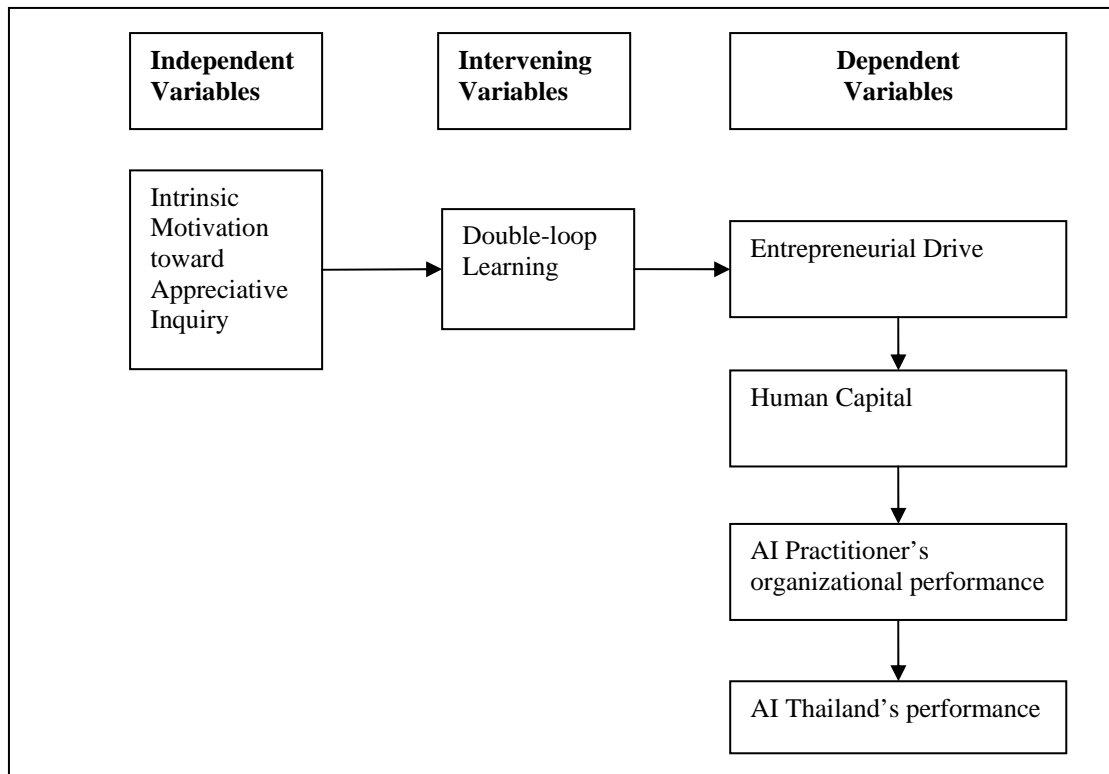


Figure 2.6. Conceptual Framework.

Conceptual Framework was used as a baseline to design Action Research Framework.

2.4 Action Research Framework

2.3.1 Introduction. Based on Theoretical Framework, Conceptual Framework for Action Research Methodology with ODIs was developed. Conceptual Framework consists of four major components which are Pre-ODI, ODIs, Post-ODI and ODI after DMOD. Pre-ODI and Post-ODI Evaluation would be based on OD Evaluation Model (McLean, Sullivan and Rothwell, 1995). This OD Evaluation Model includes evaluation of reaction, learning, behavior and organizational impacts before and after ODIs (See assessment result in Appendix C).

2.3.2 Pre-ODI and Post-ODI. From Pre-ODI assessment of 32 participants (See Appendix C), their degree of Intrinsic Motivation, Entrepreneurial Drive and Human Capital are varied. Intrinsic Motivation is low to moderate. Entrepreneurial Drive is

very low to moderate. Human Capital is high among 17 participants while it is low among the other 15 participants. See summary of assessment in Table below:

Table 2.5

Summary of subjective Pre-ODI assessment

Level	Intrinsic Motivation	Entrepreneurial Drive	Human Capital
Extremely Low	1	2	
Very Low	6	17	
Low	5	1	15
Moderate	17	10	17
High	3	2	
Total	32	32	32

After ODI, such quality should be higher. AI Practitioner's organizational performance is ranged from low to moderate. For those with moderate performance, it means such organizations have a high chance to upgrade their performance through ODIs within this research's timeframe. They are people in the service sector such as marketing since Appreciative Inquiry may result in improved selling technique and customer satisfaction. For those with low organizational performance, the Researcher assumed that it is hard for them to make changes during this research like those working in AI projects related to engineering or nursing.

By the end of this research, through ODIs, participants' intrinsic motivation, Human Capital, Entrepreneurial Drive and organizational performance should be higher. AI Thailand's performance at its current stage was not measured at that time since it is at the beginning. However, after ODIs, it should meet or exceed our expectations.

2.3.3 Organization Development Interventions

a. Coaching. Coaching was selected as the ODI as it might promote both intrinsic motivation and learning. In this research, Hackman and Wageman (2005)'s

model of team coaching was applied for individual coaching. There are three phases including motivational, consultative and educational phases. For motivational phases, Appreciative Coaching (Orem , Binkert and Clancy , 2007) is adopted. Basically, Appreciative Coaching is Appreciative Inquiry Intervention applied directly at the individual level. According to Chapagain (2006), Appreciative Inquiry resulted in participants' inspiration and improved skill and knowledge. Calabrese (2006) also reported that Appreciative Inquiry significantly improved student's learning in Mathematics. Appreciative Inquiry also improved organizational performance like in the case about the cardiovascular patients reported by Feinson and Nohr (2006).

For Consultative Phase, the GROW model would be applied. The GROW model was chosen as it fits to some Motivation and Learning theories. The GROW model has four stages of coaching including goal-setting, reality, options and what will you do. As the Researcher facilitates participants to think about their goals, according to Goal-setting Theory, this action intrinsically motivates participants. When the Researcher facilitates participants about reality, options and "what will you do," according to "the theory of Adult Learning (Knowles, 1990), participants would learn. This is because such steps must link participant's experience to develop actions. The GROW model also fits the Action Research Model (Stringer, 1996) which consists of think, act, and evaluate. The last stage of this Coaching is "Educational phase. At this stage, Experiential Learning (Kolb, 1984) is chosen. In Experiential Learning, participants would reflect on what works or not work. Reflection would promote Double-loop learning (Schön, 1987).

b. Training. Training was selected as one of person-focused intervention. For Training, no particular model was selected. The training course was newly-devised. In

fact, the training design was based on the work of Furnham (1997) and Double-Loop Learning (Argyris, 1977). Furnham (1997) had integrated motivation and learning theories into a requirement for curriculum design. Motivation theories were for instance, Goal-setting Theory (Locke and Latham, 1990) and Reinforcement Theories (Skinner, 1953). Learning theories includes, for instance, Social learning Theory (Bandura, 1986) and the Theory of Adult Learning (Knowles, 1990). Therefore, training design was based on the requirement set by Furnham (1997). In addition, Double-loop learning through Reflection (Kolb, 1984) was offered at the end of training. The purpose of this training was to provide the general audience with an understanding of what Appreciative Inquiry is.

c. Reflection. Reflection through the Kolb's Model of Experiential Learning is adopted. This model can enrich participants' Double-loop learning since it allows participants to question their practice, conceptualize what they found and experiment new ideas. Basically the Kolb's Model of Experiential Learning not only promotes Double-loop learning, it works well with Discovery Learning (Bruner, 1967) and the Theory of Adult Learning (Knowles, 1990). This is because it surface participants' experiences and turns them into actions.

d. Knowledge Management. In this research, the Theory of Organizational Knowledge Creation (Takeuchi and Nonaka, 1995) is chosen as a model for Knowledge Management Intervention in this research. Basically this theory consists of four steps of knowledge creation including: Socialization, Externalization, Combination and Internalization. Knowledge Management Intervention can enrich learning as at least four theories of learning supports this theory including Social Development Theory (Vygotsky, 1978), Social learning Theory (Bandura, 1986),

Theory of Adult Learning (Knowledge, 1990) and Community of Practice (Lave and Wenger, 1998). However, Knowledge Management may promote only Single-loop learning. Therefore the Researcher has integrated Reflection into this theory so that it would ensure that such Knowledge Management Intervention would result in Double-loop Learning (Argyris, 1977). In addition, Knowledge Management Intervention might enrich participants' motivation as its dynamic may fit to ERG Theory (Alderfer, 1972). This is because the Researcher would create an environment that facilitates them to meet and share knowledge. Such condition might at least satisfy participants' three needs which are Existence, Relatedness and Growth.

e. Transorganizational Development (Cummings and Feyerherm, 1995) was adopted as a large-system ODI because all of AI Thailand Members are from diverse organizations. This intervention is equivalent to Positive Change Consortium (Diana and Trosston-Bloom, 2003). From this theoretical perspective, this kind of intervention would enrich both Intrinsic Motivation and Learning. For Intrinsic Motivation, steps of Transorganizational Development are in line with Goal-setting Theory (Locke and Latham, 1990), which organize task performance and provides feedback. These two steps would provide direction to participants which in turn intrinsically motivated them. In terms of learning, Transorganizational Development can enrich people's learning since it resembles Community of Practice (Lave and Wenger, 1998). Community of Practice would result in better learning if participants interact regularly.

2.3.4 ODI after DMOD

It was expected that right after this research, AI Thailand would have better intellectual capital which includes Human Capital, structural capital and social capital.

Such intellectual capital would allow AI Thailand and its members to follow organizational visions and missions more effectively. Therefore right after this research, the Researcher would connect AI Thailand to International Organization Development Network (Thailand Chapter) and OD Institute Assumption University based in Bangkok. Intervention is Knowledge Management especially Socialization or knowledge sharing. This is to promote learning between two organizations. In addition, all Community of Practices emerging from AI Thailand would be networked to new AI Thailand members and other communities. All of above components can be drawn as Conceptual Framework as follows:

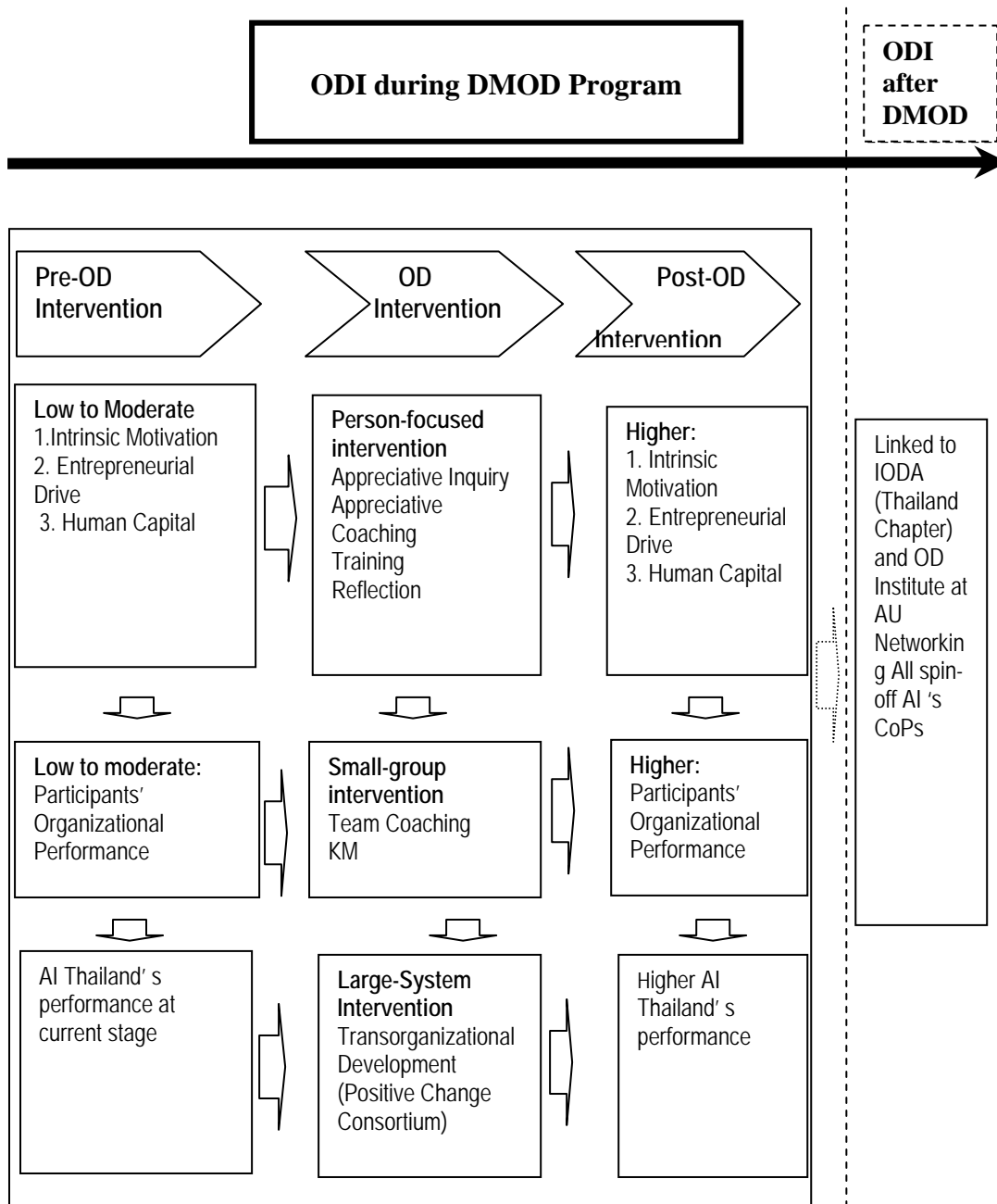


Figure 2.7. Action Research Framework.

CHAPTER THREE: RESEARCH METHODOLOGY

3.1 Research Design

In this Dissertation, Action Research was used a core Research Methodology to develop participants' Human Capital. To see whether participants' Human Capital was really developed, Unobtrusive Measure and In-depth Interview were used to assess degree of impacts each participants were able to create to their organization. Since Motivation was linked to Learning, participants' Motivation after Action Researcher should increased. In this Research, Motivation was measured Entrepreneurial Drive and its five constructs. Then after this Action Research, participant's Entrepreneurial Drive should be increase. Then this was checked by Quasi-experiment Research. Participants' Entrepreneurial Drive and those of Control Group were measured before and after Action Research. Since AI Thailand's strategy was designed to achieve many objectives related to Human Capital. Such objectives were linked up to objectives related to Process Innovation and Financial and Stakeholders' Perspectives, the Researcher was to see to what extent AI Thailand's performance improved after this Action Research. Action Research was the methodology for this objective as one of Action Research's validity is outcome. If the Researcher successfully developed Human Capital, this should improve AI Thailand's performance. In addition, since Appreciative Inquiry was a major ODI for the Researcher, the Researcher was to see whether its impacts toward AI Thailand's Strategy. Unobtrusive measure and observation were used to assess such impacts. Research Methodologies for ten research questions are summarized as follows:

Table 3.1

Summary of Research Methodology

Research question	Research Methodology
1. To what extent AI Thailand members' Human Capital increased after ODIs?	Action Research
2. To what extent ODI impacts AI Thailand members' Entrepreneurial Drive?	Quasi-experiment
3. To what extent ODI impacts AI Thailand members' Preference for Innovation?	Quasi-experiment
4. To what extent ODI impacts AI Thailand members' Nonconformity?	Quasi-experiment
5. To what extent ODI impacts AI Thailand members' Proactive Disposition?	Quasi-experiment
6. To what extent ODI impacts AI Thailand members' Self-efficacy?	Quasi-experiment
7. To what extent ODI impacts AI Thailand members' Achievement Motivation?	Quasi-experiment
8. To what extent Appreciative Inquiry impacts AI Thailand members' organizations?	In-depth Interview Unobtrusive Measure
9. To what extent Appreciative Inquiry impacts AI Thailand's performance?	Unobtrusive Measures Observation
10. To what extent did AI Thailand progress, per its vision, mission and strategy -before and after ODIs?	Action Research

3.2 Research Methodology

According to 3.1, detail of Research Methodologies including Action Research,

Quasi-experiment, In-depth-interview, Unobtrusive Measures and Observation are as follows:

3.2.1 Action Research

In this research, Action Research's model is based on the work of Stringer (1996).

It consists of Look, Think and Act as follows:

Look

- Gather relevant information (Gather Data)
- Build a picture: Describe the situation (Define and describe)

Think

- Explore and analyze: What is happening here? (Hypothesizes)
- Interpret and explain: How/why are things as they are?

Act

- Plan (report)
- Implement
- Evaluate

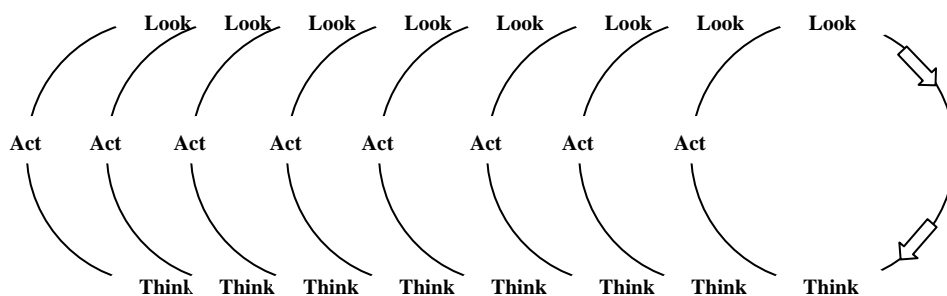


Figure 3.1. Action Research Cycle by Stringer (1996)⁵

Step 1: Setting the stage

a. Preliminary activities: It would be started by “provoking” stakeholders through positive questions, which is “How do we collectively make the best out of from Appreciative Inquiry.” “How do we collectively make the best out of “Appreciative Inquiry?”

b. Establishing contact: At an early stage, the Researcher would establish contact informally. Natural leaders in each group would be spotted and coached. Informal meeting would be arranged on regular basis.

c. Establishing a role: The stance of the Researcher is as a Researcher/facilitator. The Researcher’s role is not to threaten any stakeholder.

d. Agenda: The Researcher has establish his presence through informal meetings with many stakeholders individually and collectively to sell the idea of AI and already recruited most of them in a circle.

e. Stance: This research has established his stance as a Coach.

f. Identifying stakeholding groups.

g. Constructing a preliminary picture: All information from AI Thailand’s vision, mission and strategy, SWOT Analysis and stakeholders’ profiles has been presented in detail in Chapter 1.

Step 2: Building the picture

a. Gathering preliminary information would be proceeded via Interview, Observation and Unobtrusive Measures.

Interview Questions at this stage are as follows:

“Tell me about your AI practice now.” This kind of questions enables participants to describe the situation in their terms.

-“How does your Positive Change Consortium usually work?

- “Can you tell me about latest AI practices?”

-“Tell me more about your practice on Discovery?

-“Can you give me an example of that?”

-“Tell me more about your practice on Dream?

- “Can you give me an example of that?”

- “Tell me more about your practice on Design?

⁵ From *Action Research: A Handbook for Practitioners* (p. 17), by E. T. Stringer (1996), California: Sage Publication

- “Can you give me an example of that?”
- “Tell me more about your practice on Destiny?”
- “Can you give me an example of that?”

Observation: Observation at this stage include

- Purposes: What AI Practitioner is trying to accomplish? What works? (See Appendix D for Observation Guideline)
- Feelings: Emotional orientation and responses to people, events or activities? What works? (See Appendix E for Observation Guideline)

- Activities: What works? (See Appendix D for Observation Guideline)

Unobtrusive measures at this stage include company documents including sales record, productivity.

b. Sorting and assembling information.

c. Helping each stakeholding group to develop a descriptive account of the problem and context.

d. Constructing the report: Joint descriptive accounts are derived from the following sources:

- Information acquired by the Researcher during preliminary interview and observation
 - Activities that help members of each stakeholder group clarify their own definition of situation
 - Information gathered by the Researcher from other sources, including interviews and documents.
 - The joint reports would be posted and accessible by all stakeholders.
- e. Communicate through three channels including:
- Meeting minutes would be available for meeting participants
 - Bulletins would be posted in the Researcher’s weblog.
 - Interim reports are generated for all Positive Change Consortiums.

Step 3: Think (Interpreting and explaining)

a. Setting Agenda for Interpretative Accounts:

- Inform people of the purpose of this meeting
- Provide an opportunity for participants to introduce themselves and identify the groups to which they belong.
- Present a broad agenda for the session.
- Allow time for participants to discuss, clarify, and modify the agenda. Do not discuss the issues at this time but focus on the process of meeting.

b. Reviewing Descriptive Accounts:

- Present a verbal summary of the descriptive accounts prepared at previous meeting.

- Allow time to verify and clarify the accounts.

c. Developing Interpretative Accounts:

- Organize participants in groups of up to six diverse stakeholders.
- Explain the purpose and sequence of activities described in the chosen framework for interpretation.

-Allow adequate time for have each group develop a set of statements acceptable to all members.

- Have group summarize these statements on charts.

d. Presenting Interpretative Accounts:

- Display all charts.
- Have each group present a verbal synopsis of the carted information.
- As each group presents its account, other participants may ask questions. This would help group members to clarify or extend their statements.
- e. Analyzing interpretative Accounts:
 - Participants work collectively to organize the information in the cart summarized into sets of categories. They should identify *Converging Perspectives* (ideas, concepts or elements common to all most groups) and *Diverging Perspectives* (ideas, concepts or elements of only one or few groups)
 - Participants can then identify those elements that appear to be associated to that might be usefully clustered together. The idea is to rationalize the large number of individual ideas, accounts, or issues to create a small number of categories that might be dealt with collectively.
- f. Joint Interpretative Account:
 - Greet participants and present an agenda that includes purposes of the meeting and a list of the activities in which they would be engaged.
 - Review materials from the previous meetings/workshops.
 - Use elements identified in the previous sessions to outline joint interpretative account.
 - Check the final outline with participants.
- g. Subsequent to the meeting, facilitators should engage in the following activities:
 - Use an outline to articulate a detailed descriptive account.
 - Forward a copy of the account to all members of the working party and provide an opportunity for each of them to provide feedback.
 - Make minor modifications to the report on the basis of their comments.
 - Meet again with the working party if any members suggest significant revision.
 - Distribute reports to all stakeholders.
- h. Interpretative Framework: The chosen framework is Problem Analysis – Antecedents and Consequence where the following elements would be identified and displayed on the charts:

Step 4: Act (Resolving the problems)

- a. Planning: Sorting out priorities
 - Review previous reports or accounts
 - List issues or concerns contained in the reports.
 - Organize the issues in order of priority.
 - Rate the issues according to degree of difficulty (it is often best to commence with activities that are likely to be successful)
 - Goals, objectives and tasks: Frameworks are as follows:
 - Why: State why these activities are required- for example, to combat juvenile crime (this can be defined as a goal statement that describes the broad issue to be addressed)
 - What: State what actions are to be taken in the form of set objectives- for example, to organize and after-school program for teenagers, to develop a youth center.

- How: Define a sequence of tasks and activities for each objective. List them step by step.

- Who: List the people who are willing to be responsible for each task and activity.

- Where: State where the tasks would be done.

- When: State when work on each task should commence and when it should be completed.

b. Implementing: At this stage, the Researcher needs to support participants in the following manners:

- Provide emotional and organizational support.

- Communication mechanism. The facilitator would match people who face similar circumstances to communicate to one another in both formal and informal settings.

- Personal nurturing. At this stage, the idea of Learning Organization may be introduced especially *Personal Mastery*.

c. Reflection and Analysis: Guided question as follows may be useful.

- Relationships: How have people responded to this activity? Are they supportive? Has anyone caused any problem for you?

- Patterns of work and organizations: Can you combine your activities/tasks with your work? Does this cause any problem? Do they conflict with other people's way of working?

- Communications: Who have you talked with about your tasks/activities? Have you talked with your supervisors/managers/administrator? Your fellow workers/teachers/ clients? What have their responses been? Who would be useful to talk with from time to time? Who can support you?

- Difficulties and solutions: Are you having any problems? Have you overcome them?

- Progress: How are things working out for you? Have you made much progress? What have people been saying about our activities?

e. Assistance: When participants face difficulty, the Researcher may provide assistance. In this research, it may include site visits, personal coaching and provide resources resulting the KM initiatives.

f. Modeling: The ways in which the Researcher enacts their supportive role would provide direct cue to other participants regarding their own ways of working. In this research, the Researcher's aim is to provide consulting and assistance to individuals but witnessed by their peers.

g. Linking: A supportive network is a key ingredient in the success of the project. As people plan their tasks and activities, they can nominate people who are likely to support them and take steps to establish ongoing relationships with them

h. Reviewing: Occasionally participants would meet on a regular basis to review their progress. Each of the participants performing tasks should be given the opportunity to do the followings:

- Review the plan (Focus question: Have you had any thoughts on your plan?)

- Report on progress (How are you going with your tasks?)

- Modify sections of the plan if necessary (Are you having difficulties? Do we need to change our approach? Do we need to change the tasks you have been assigned?)

- Celebrate success.

i. Evaluating

- Place their claims, concerns and issues on the table for consideration.

- Review information obtained from interviews, observation, documents, and group constructions.
- Resolve claims, issues and concerns.
- Prioritize unresolved items.

3.2.2 Quasi-Experiment

To answer the 2nd - 7th Research question and to fulfill process validity, *the Nonequivalent (Pretest and Posttest) control group Design* is adopted in this research.

In this design, experimental Group A and the control group B are selected without random assignment. Both groups take a pretest and post test. Only the experimental group receives the treatment (Creswell , 2003).

Group A O ----- X ----- O

Group B O ----- O

Group A is the experiment Group. They are AI Thailand members.

Group B is the control group. They were recruited from last-year MBA students. This is the most perfect control group since they received the same education and similar work experience.

The associated Instrument used in the Quasi-Experiment is Entrepreneurial Drive Survey (see Appendix L)

3.2.3 Unstructured or In-Depth Interview

To answer the Research Question 8 which is “To what extent that Appreciative Inquiry impacts AI Practitioners’ organizations,” the Researcher chose Unstructured Interview. The step in conducting an Unstructured Interview according to that of Robin, Keegan and Ward (2003) is adopted. The design of the Interview is based on the work of Preskill and Catsambas (2006). The associated Instrument is Instrument #2 (See Appendix M).

3.2.4 Unobtrusive Measure

Unobtrusive Measure is used to answer the 8th and 9th Research Questions. To answer the 8th is “To what extent that Appreciative Inquiry impacts AI Practitioners’ organizations,” an Unobtrusive measure is adopted. In this regard, the Researcher would review documentation generated by participants who perform journal keeping as a part of Person-focused Interventions. The journal’s structure is based on the Kolb’s Model of Experiential Learning. This may include documents from AI Practitioners’ organizations.

To answer the 9th Question “To what extent Appreciative Inquiry impacts AI Thailand’s performance?”, an Unobtrusive measure is adopted. AI Thailand’s Strategy would be reviewed against progress. This is because since the beginning of AI Thailand, Appreciative Inquiry had been used as a backbone for designing strategy. The Researcher would apply Appreciative Inquiry at organizational levels to improve performance of Positive Change Consortium and AI Thailand. The evidence of this Intervention would be reflected in a Strategic Review.

3.2.5 Observation or Field Research

Observation or Field Research would be applied to answer the Research Question 1, 9 and 10. Observation guideline for Research question 1 and 10 would be based on the work of Bale (1950) (See Appendix E). Observation guideline for the Research question 9 would be based on the work of Reed (2007) (See Appendix D).

3.3 Subjects of Study/Sources of Data

3.3.1 Description of the Purposive sample

a. Sources of Data: Data are from AI Thailand members, participant’s document and the Researcher’s journal.

b. Sampling Procedure: There was no sampling procedure since it was the research applied to the population of a single organization.

3.4 Research Instruments, Tools and other Data-Gathering Techniques and Procedures

Since Action Research was applied as a major Research Methodology, there were only two Instruments. One was used for Quasi-Experiments to measure behavioral change before and After ODI. Another one was used to assess what the extent participants by using Appreciative Inquiry were able to create impacts to their organization.

Table 3.2

Summary of Research questions, Research Hypothesis, Research Methodology and Research Tool

Research question	Research Methodology	Research Tool
1. To what extent AI Thailand members' Human Capital increased after ODIs?	Action Research	
2. To what extent ODI impacts AI Thailand members' Entrepreneurial Drive?	Quasi-experiment	Instrument #1
3. To what extent ODI impacts AI Thailand members' Preference for Innovation?	Quasi-experiment	Instrument #1
4. To what extent ODI impacts AI Thailand members' Nonconformity?	Quasi-experiment	Instrument #1
5. To what extent ODI impacts AI Thailand members' Proactive Disposition?	Quasi-experiment	Instrument #1
6. To what extent ODI impacts AI Thailand members' Self-efficacy?	Quasi-experiment	Instrument #1
7. To what extent ODI impacts AI Thailand members' Achievement Motivation?	Quasi-experiment	Instrument #1
8. To what extent Appreciative Inquiry impacts AI Thailand members' organizations?	In-depth Interview Unobtrusive Measure	Instrument #2
9. To what extent Appreciative Inquiry impacts AI Thailand's performance?	Unobtrusive Measures Observation	
10. To what extent did AI Thailand progress, per its vision, mission and strategy -before and after ODIs?	Action Research	

3.5 Instrumentation

Designed, Pilot-tested and analyzed for reliability and validity

3.5.1 Instrument# 1

Instrument #1 (see Appendix L) developed by Florin, Karri and Rossiter (2007) was designed to answer 2nd - 7th Research Questions and accompany the Quasi-experiment design (Non-equivalent Control-group design). This is to measure change quantitatively on AI practitioners' Entrepreneurial Drive, Preference for Innovation, Nonconformity, Proactive Disposition, Self-efficacy, and Achievement Motivation before and after ODI. In this regards, Entrepreneurial Drive Measures based on the work of Florin, Karri and Rossiter (2007) is adopted.

a. Background of Entrepreneurial Drive Survey. Florin , Karri and Rossiter (2007) defined that Entrepreneurial drive is an individual's perception of the desirability and feasibility to proactively pursue opportunities and creatively respond to challenges, tasks, needs, and obstacles in innovative ways. Individuals with high levels of entrepreneurial drive are generally high achievers, possess high self-efficiency, question the status quo, and have a preference for innovative solution. Authors have designed a measure on Entrepreneurial Drive based upon preference for innovation, nonconformity, proactive disposition, self-efficacy, and achievement motivation.

According to the authors, Preference for Innovation in business settings refers to a willingness and inclination toward experimentation and creativity when developing and introducing new products and services. Nonconformity refers to two continuums in this sense which are innovation and adaptation. In business settings, people can channel their creativity toward adaptive innovations that follow accepted rules and procedures of the organization, or they can challenge the status quo and

develop original innovation reflecting their degree of conformity or nonconformity respectively. Proactive behavior refers to an individual's initiative to improve or to create entirely new circumstance.

Self-efficacy refers to individual's perceptions of their ability to perform a task to improve the chance of converting attitude to behavior. Achievement Motivation refers to behaviors oriented to achievement. Positive feedback regarding entrepreneurial achievements seems to be an important step in the development of positive attitude toward high achievement.

The authors had tested the instrument for content validity, internal consistency and the reliability of the measures. For content analysis the authors have screened the items based on the assessments by a panel of experts about the extent to which the items represent the construct. Factor analysis was used to establish the construct validity of the measures and to provide evidence for internal consistency for the scale. For factor analysis, items were dropped from a scale to ensure that a clean factor structure emerged with significant loadings that would be consistent with the theoretical framework. Internal consistency of scales was also determined by assessing the degree to which the items in a measure are homogeneous or are indices of a common construct. The authors established reliabilities of the scale using Kronbach's Alpha test.

B. Adaptation of Entrepreneurial Drive Survey, Pilot-tested and analyzed for reliability and validity

b. Adaptation of Instrument: This survey was originally designed to administer Entrepreneurial Drive of Executive MBA Students who are people with working experience. To use this instrument with AI Thailand's members, it is necessary to change content of some items such as "at school" or "School assignment" to be in "my

organization.” This is because it is the action research to promote AI practices in AI practitioners’ organizations which are their actual working environment.

Item 11 “I get a thrill out of doing new, unusual things at school work” was changed to “I get a thrill out of doing new, unusual things at organization work.”

Item 15 was changed from “I enjoy being the catalyst for change in school or work affairs” to “I enjoy being the catalyst for change in work affairs.”

Item 18 “I get real excited when I think of new ideas to stimulate my group performance in school assignment” was changed to “I get real excited when I think of new ideas to stimulate my group performance in work assignment”

Item 20 “I believe it is important to continually look for new ways to do things at schools or work” was changed to “I believe it is important to continually look for new ways to do things at work”

Item 22 “I seem to spend a lot of time looking for someone who can tell me how to solve all my school problems” was changed to “I seem to spend a lot of time looking for someone who can tell me how to solve all my organization problems.”

Item 24 “I often approach school tasks in unique ways” to “I often approach organization tasks in unique ways.”

Item 26 “I feel very self-conscious when making a school presentation” was changed to “I feel very self-conscious when making a work presentation.”

Item 31 “I believe that currently accepted regulations at school were established for a good reason” was changed to “I believe that currently accepted regulations at my organization were established for a good reason.”

Item 35 of Achievement Motivation “I feel proud when I look at the results I have achieved in my organization activities.”

Numbering was reorganized. Items were changed to alternate direction of question by reorganized negative questions and reintegrated them in existing positive questions in every three-four positive questions. Therefore re-organized items are as follows:

Proactive Disposition: 1,2,4,5, 7, 8, 10, 11 and 13
 Preference for Innovation: 14, 15, 17, 18, 20, 21, 23, 24, 25 and 32
 Self-efficacy: 3, 6, 9, 12, 16, 19, 22 and 26
 Achievement Motivation: 33, 35, 37, 38, 40, 41 and 42
 Nonconformity: 29, 31, 34, 36 and 39

c. Pilot test and analyzed for validity: This instrument was tested for internal consistency and the reliability of the measures. For content validity, since it is an instrument already well developed and tested. Content validity is tested for content which is translated into Thai. It was checked by five readers. Items then were adjusted. After that 32 questionnaires were distributed and collected for analysis. Factor analysis would be used to establish the construct validity of the measures and to provide evidence for internal consistency for the scale. Low-factor loading items would be dropped. Internal consistency of scales is also determined by assessing the degree to which the items in a measure are homogeneous or are indices of a common construct. The authors established reliabilities of the scale using Cronbach's Alpha test. The result is as follows:

Cronbach's Alpha	Standardized item alpha	Item
.8929	.9025	30

Since Cronbach's Alpha = .8929 > 0.7, it can be concluded that this instrument has reliability

3.5.2 Instrument # 2

Instrument # 2 (see Appendix M) is the Interview Guide to assess the impacts of Appreciative Inquiry toward AI Practitioners' Organizations. The design of the Interview is based on the work of Preskill H. and Catsambas (2006).

3.6 Tools for Qualitative and Quantitative Analysis

3.6.1 Qualitative Analysis

There are two tools for qualitative analysis.

a. Problem Analysis – Antecedents and Consequence (Stringer, 1996) is adopted in this research. This tool is used for data analysis accompanying Action Research.

Following elements would be identified, displayed and shown to participants:

- The core problem
- Major antecedents to the problems
- Other significant factors related to those antecedents.
- Major negative consequences
- Other significant consequences

b. The Researcher's Journal: The Researcher's journal becomes a useful part of data collection and analysis, (Maykut and Morehouse , 1994). In addition, Coghlan and Brannick (2002) suggested that the Kolb's Model of Experiential Learning is useful as a framework for journal keeping. The Researcher's Journal is used for data analysis to accompany Action Research (2nd Research Question) and Observation (2nd and 10th Research Questions) and Individual Interview (the 9th Research Question) as well as Unobtrusive Measures (2nd, 9th and 10th Research Questions).

3.6.2 Quantitative Analysis

According to Brewerton and Millward (2001), since the data is interval and there are only two groups (the control and experimental) where they are compared before and after some intervention, ANCOVA (REPEATED MEASURE) is adopted. The Researcher aimed to assess both the before-and-after change (within subjects) and the difference across the groups. In summary tools for Qualitative and Quantitative Analysis can be summarized in Table 3.3 below:

Table 3.3

Summary of Research questions, Research Hypotheses, Research Methodology, Research Tool and Tools for Qualitative Analysis

Research question	Research Methodology	Tools for Qualitative Analysis	Tools for Qualitative Analysis
1. To what extent AI Thailand members' Human Capital increased after ODIs?	Action Research	1. Antecedents and Consequence (Stringer, 1996) 2. Researcher's Journal	
2. To what extent ODI impacts AI Thailand members' Entrepreneurial Drive?	Quasi-experiment		ANCOVA (REPEATED MEASURE)
3. To what extent ODI impacts AI Thailand members' Preference for Innovation?	Quasi-experiment		ANCOVA (REPEATED MEASURE)
4. To what extent ODI impacts AI Thailand members' Nonconformity?	Quasi-experiment		ANCOVA (REPEATED MEASURE)
5. To what extent ODI impacts AI Thailand members' Proactive Disposition?	Quasi-experiment		ANCOVA (REPEATED MEASURE)
6. To what extent ODI impacts AI Thailand members' Self-efficacy?	Quasi-experiment		ANCOVA (REPEATED MEASURE)
7. To what extent ODI impacts AI Thailand members' Achievement Motivation?	Quasi-experiment		ANCOVA (REPEATED MEASURE)
8. To what extent Appreciative Inquiry impacts AI Thailand members' organizations?	In-depth Interview Unobtrusive Measure	Researcher's Journal	
9. To what extent Appreciative Inquiry impacts AI Thailand's performance?	Unobtrusive Measures Observation	Researcher's Journal	

Research question	Research Methodology	Tools for Qualitative Analysis	Tools for Qualitative Analysis
10.To what extent did AI Thailand progress, per its vision, mission and strategy -before and after ODIs?	Action Research	SWOT Analysis	

3.6.3 Data treatment for Qualitative Analysis

Data from all sources would be grouped as category. Data from observation would be noted and interpreted thorough the Kolb's Model of Experiential Learning. Since this Reflection might result in changes in Action Research's process and Organization Development Interventions, all of changes were recorded in Log of Change (See Appendix Q)

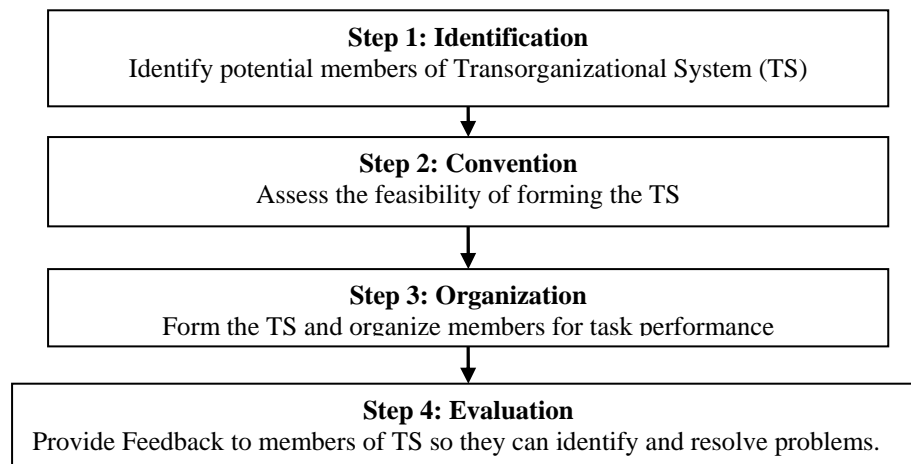
3.7 Design/Development of Organization Development Interventions

The design/development of ODIs is mainly from the Researcher' personal interest and experience in Appreciative Inquiry, Experiential Learning, Knowledge Management and Coaching as well as training. ODIs of choices were based on criteria suggested by Cummings and Feyerhern 1995), Reddy (1995), Udai (1995) and Cummings and Worley (2006). Criteria in accordance with these authors were reviewed and selected based on Primary Organizational Level affected and the Researcher's expertise. Details are as follows:

3.7.1 Intervention in large systems

According to Cummings and Feyerhern (1995), Large-system interventions rely heavily on open-system theory. In this research *Transorganizational Development* is adopted. Regarding this intervention, the Consultant can use Transorganizational development to help an organization join in partnership with other organizations in order to solve problems and performs tasks that are too complex for a single organization to handle alone. In terms of Appreciative Inquiry

the equivalent term is “Positive Change Consortium.” Four sequential steps in Transorganizational Development are shown in the following diagram:



*Figure 3.2. Four sequential steps in Transorganizational Development*⁶

Since one of the characteristics of a Large-system Intervention is; it require an organizational learning system, the Researcher then introduce Knowledge Management as one of core intervention.

3.7.2 Intervention in small group

According to Reddy (1995), a small group comprised of twelve or fewer members and focused on a common goal, depending on group function, may be known as a team, task force, planning group, problem-solving group, quality circle, self-directed team, or self-managing team. After this research is approved by the committee, the Researcher would develop a smaller Positive Change Consortium which equivalent to high-performing team.

⁶ From *Practicing Organization Development: A Guide for Consultants* (p. 216), by W. J. Rothwell, R. Sullivan and G.N McLean., 1995, San Diego: Pfeiffer.

Based on the Researcher's expertise and possible interventions at group level classified by Cummings and Worley (2006), Knowledge Management is adopted as an ODI at both Group and Organization Levels.

Knowledge Management Intervention in this research would heavily rely on the Theory of Organizational Knowledge Creation (Takeuchi and Nonaka, 1995). Activities include Socialization, Externalization, Combination and Internalization.

- Socialization. Socialization is the process of sharing experience. The output is tacit knowledge, for instance, shared mental models and technical skills.

- Externalization. This process is often found during the process of concept creation which is triggered by dialogue or collective reflection.

- Combination. Combination is the process of systemizing concepts into a knowledge system.

- Internalization: Learning by doing is the best explanation of this process.

The Theory of Organizational Knowledge Creation would be used to foster training and coaching in Appreciative Inquiry.

3.7.3 Person-focused interventions

According to Udai (1995), Person-focused interventions involve partnerships between participants and OD Consultants. In general, there are two types of Person-Focused Interventions including Participant-Active Interventions and OD Consultant-Active Interventions. In this research, Reflection, Training, and Coaching are adopted.

- a. Coaching. Coaching in this research would be based on two schools of thought in Psychology (O'Conner and Lages, 2007): 1. Humanistic Psychology; and 2) Constructivism. The Researcher believes that these two Psychologies would support Action Research and Appreciative Inquiry. Basically, Humanistic

Psychology supports Action Research. Humanistic Psychology and Constructions support both Action Research and Appreciative Inquiry.

Proposed Coaching Intervention: Based on the works of Hackman and Wageman (2005), Orem , Binkert and Clancy (2007), Withmore (1992), Takeuchi and Nonaka, 1995, Kolb (1984), and Cooperrider , Whitney and Stavros (2003), integration model for Coaching based on Humanistic Psychology and Constructivism is proposed. Firstly, according to Hackman and Wageman (2005), coaching style would be administered in accordance with Team life cycle: 1) at the beginning for effort-related (motivational) interventions; 2) near the midpoint for strategy-related (consultative) interventions; and 3) at the end of task cycle for (educational) interventions that address knowledge and skill.

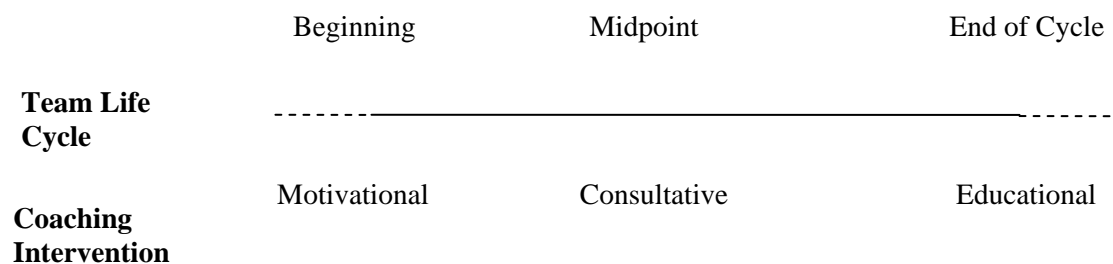
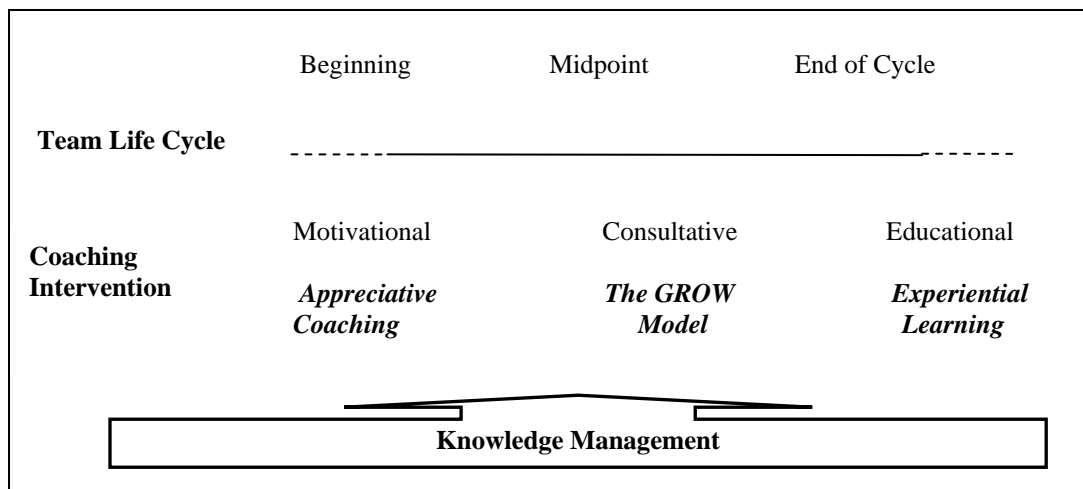


Figure 3.3. Team life cycle and coaching intervention.

Secondly, design of coaching intervention is based on the work of Hackman and Wageman (2005) as a guideline. At the beginning stage, Appreciative Coaching (Orem , Binkert and Clancy , 2007) would be applied. At the midpoint, The GROW model (Withmore, 1992) would be applied. The GROW model includes Goal Setting, Reality, Options and “What will you Do.” This model of choice resembles the Action Research Model. At the End of Cycle: The Kolb’s Model of Experiential Learning Kolb (1984) would be applied. Every stage would be supported by Knowledge

Management. Integration of Hackman and Wageman (2005) and Coaching

Intervention at each stage is as the following figure:



Note. 1.Coaching session would be supported by KM (Takeuchi and Nonaka, 1995). Throughout intervention, the Researcher aimed to collect all Knowledge resulted from practice as one of KM intervention. Knowledge from this knowledge base would be used as materials in coaching session.

Figure 3.4. Integration of Coaching model and Hackman and Wageman (2005)'s Team Life Cycle and Coaching Style

Content in Thai and English are from Appreciative Inquiry Handbook (Cooperrider , Whitney and Stavros , 2003) and AI Thailand's KM Source.

Assessment would be based on Coaching Assessment Matrix and its respective solution matrix (See Appendix J). This Coaching Assessment Matrix and its respective solution matrix are adapted from the Flow' s concept (Csikszentmihaly, 1997).

b. Training. Training is aimed to increase organization members' skills and knowledge. The focus of training is on competencies needed to perform work and include traditional classroom lectures as well as simulation, action learning, or case

studies. According to Udai (1995, 278), to deliver effective training, the consultant should emphasize strategy by asking questions:

-What competencies must be acquired by individuals and groups?

The answer is skills in Appreciative Inquiry and Experiential Learning.

-What are the goals of training as jointly determined by the work organization and the consultant? This is a demand from all stakeholders where all of them want to make AI implementation real.

Design of Training Intervention is based on the works on Furnham (1997), Csikszentmihaly (1997), Lapidus (2000) Course materials are drawn from Handbook of Appreciative Inquiry (Cooperrider , Whitney and Stavros , 2003), Blue Ocean Strategy (Kim and Mauborgne (2005), the Ten Faces Of Innovation by Kelly and Littman (2006) and AI Thailand's KM resource. For Design of Training, the Researcher has reviewed the summarized theory of learning (Furnham, 1997) and answered the guideline first, then designed the training session. Furnham (1997) summarized theory of learning developed by many psychologists to explain how, when and why people learn as follows:

-Goal-setting. "People learn best when they have clear goals that are difficult enough to challenge rather than discourage them." *In this research:* Goal-setting would be discussed and settled in the form of KPI. In addition, the Flow concept (Csikszentmihaly, 1997) would be applied here. In brief, people learn best when they can balance high challenge with skills. Quick assessment would be based on Coaching Assessment Matrix and its respective solution matrix.

- Reinforcement. "People learn best when given prompt, continuous and positive reward for having learned new skills." *In this research:* all workshops are action based. Feedback supported by best-practice cases would be given to trainees. In

addition, reward would be of intrinsic reward. High-performing individual would be asked to be a trainer or expert in that particular area.

- Feedback. Learning is virtually impossible without clear and accurate feedback on results. *In this research:* all work would be assessed at once. If not good, the Researcher would present the best practice in that case in terms of storytelling or documentation available from AI Thailand's knowledge base. It would be also assessed subjectively against the flow.

-.Modeling. People can learn efficiently and effectively by copying others who have the required skills. *In this research:* the yellow-page or expertise in each particular area would be spotted. They would be a role model. In addition, each individual would be assessed what their characteristics are, according to Ten Faces of Innovation. They would be reminded and asked to study from material concerning that personality.

- Distributed practice. Most people prefer to learn complex tasks at various phases rather than one occasion. *In this research:* all workshops would be short and customized to each personality and context. It would be long at the beginning but it would be available in shorter version.

- Whole versus part. For many complex tasks people prefer and do better with part learning (each part separately) rather than whole training. *In this research:* The training is designed as modules. Time can be lengthen and shorten to suit trainees' requirement.

-.Transfer of learning. The more similar the place, tools and conditions of learning to the circumstances under which the learned behavior is to be exercised, the better the transfer of learning. *In this research:* All learning would take place at CGSM and AI Thailand's website. It may promote learning.

Based on above review, proposed Training, techniques, time, venue and material are as following table:

Table 3.4

Proposed Training, techniques, time, venue and material

Topics	Techniques	Time	Venue	Material
1. Appreciative Inquiry	1. Lecture on what AI is. 2. Lecture on 4-D.	30 min	CGSM Internet	PowerPoint on AI (See Appendix F)
2.Theoretical background of Appreciative Inquiry	Lecture or self study from AI Thailand Website	30 min	CGSM Internet	PowerPoint on AI Theoretical background (See Appendix F)
3. Discovery.	1. The trainer is informed goal of this intervention and advantage. 2. Concept of Discovery 3. Paired Interview to discover positive experience among participants is organized. 4. Each pair presents their discoveries and shares them with groups. 5. The trainer reflects what right discovery is and presents the best practice for those in need of improvement. 6.Spot the best practice and appoint them as trainers in Dream. 7. Training Evaluation Strategy (See Appendix K) would be used to ask participant to rate their challenge against their current skills. 8.Participants would be scheduled for trainings and coaching which would be customized for each individual and group.	3 Hrs	CGSM	Sample of question and answer (In Thai)
4. How to design positive questions?	Workshop: 1. Characteristics of positive question are presented. 2. Sample of “good” question is shown. 3. Participants are asked to designed positive question 4. The Researcher then corrects them. 5. The class is end up with reflection.	3 Hrs	CGSM	Sample of Positive Question from AI Thailand’s KM resource.
5. Who you are ?	This workshop is design by the Researcher to identify personality based on the work of Kelly and Littman (2006)’s book on Ten Faces of Innovation. 1.The trainer is informed goal of this intervention and advantage.	3 Hrs	CGSM	Books on Ten Faces of Innovation (In Thai) And PowerPoint (See Appendix

Topics	Techniques	Time	Venue	Material
	<p>2.The trainer distributes brief of Ten Face of Innovation (In Thai) and ask the participant to identify which personality is closed to their nature.</p> <p>3. This personality would be kept as a profile for personal coaching.</p> <p>4.From Ten Faces of Innovation, trainers would be asked to study ad reflect why they are looks like those personality and what they can do about it.</p> <p>5. It would be matched to the work of De Caluwe & Vermaak (2003) on personality which are Yellowprint, Blueprint, Redprint, Greenprint, and Whiteprint for future Coaching.</p> <p>6. It would be used for designing intervention in the future based on guideline in Learning to Change: A guide for Organization Change Agent (De Caluwe and Vermaak, 2003)</p> <p>7. Q&A session and appointment for individual or group training or coaching.</p>			F)
6. Dream	<p>Workshop:</p> <ol style="list-style-type: none"> 1. Notify trainer what the workshop is and its expectation. 2. Lectures on Placebo, Pygmalion, Metacognitive and AI 3. Reflect about participant's personality. 4. Ask them, based on their personality, to dream. 5. Let them share dream on pair and fine tune. 6. Share dream with others. 7. Reflection by the trainer and peers. 8. Spot the best practice and appoint them as trainers in Dream. 9. Training Evaluation Strategy (See Appendix K) would be used to ask participant to rate their challenge against their current skills. 10. Participants would be scheduled for trainings and coaching which would be customized for each individual and group. 	3 Hours	CGSM	<p>1. Lecture AI and its theoretical background (See Appendix F)</p> <p>2.PowerPoint for "Dream" workshop (See Appendix F)</p> <p>3. Resource from AI Thailand's KM on Dream</p>
7. Design	<ol style="list-style-type: none"> 1. Notify trainer what the workshop is and its expectation. 2.Lecture on AI and other related research. 3. Workshop on Blue Ocean Strategy is carried out (The Matrix: Eliminate, Create, Reduce and Increase). 4. The research correct and give advice. 	3 Hrs	CGSM	<p>1. Lecture AI and its theoretical background (See Appendix F)</p> <p>2. PowerPoint on "Blue Ocean</p>

Topics	Techniques	Time	Venue	Material
	5. All participants would be asked to share their ideas and let other people to give advice. 6. Training Evaluation Strategy (See Appendix K) would be used to ask participant to rate their challenge against their current skills. 7. Participants would be scheduled for trainings and coaching which would be customized for each individual and group.			Strategy (See Appendix G)
8. Destiny	1. The concept of Destiny is introduced. 2. It is a knowledge sharing session on How to Implement your idea. 3. Each participant would be asked to share “their peak experience” when they can make things works. 4. All would be asked to summarize what factors or actions vital for successful planning. 5. Action Matrix (See Appendix K) strategy would be revised to reflect current situation in each participant’ context. This includes time, money, technology and people actually available. 6. Training Evaluation Strategy (See Appendix K) would be used to ask participant to rate their challenge against their current skills. 7. Participants would be scheduled for trainings and coaching which would be customized for each individual and group.	3 Hrs	CGSM	1.PowerPoint on Destiny (See Appendix F) 2.Blue Ocean Strategy (See Appendix G)
9. Experiential Learning	1. Participants would be notified about benefits of Experiential Learning. 2. Workshop is organized to let participants to work on the real situation. 3. The trainer reflect and feedback. 4. Best practices from AI Thailand’s KM would be presented. 5. The class ends up with group reflection.	1 Hrs.	CGSM	PowerPoint and best practice from AI Thailand’s KM resources.

c.Reflection. Reflection is a form of self-directed study. It is highly influenced by Schön’s Reflective Practitioner (1983). In this Intervention, Participants would perform reflection on their experience and conduct journal keeping. Journal Keeping would be according the framework suggested by Coghlan and Teresa (2002, p. 39). The framework also is based on the Kolb’s Model of Experiential learning. In this regards, participants are to observe and reflect in each step of Appreciative Inquiry

including Discovery, Dream, Design and Destiny. The process is reflected by the following model where the Kolb's Model of Experiential Learning is integrated to Appreciative Inquiry Model.

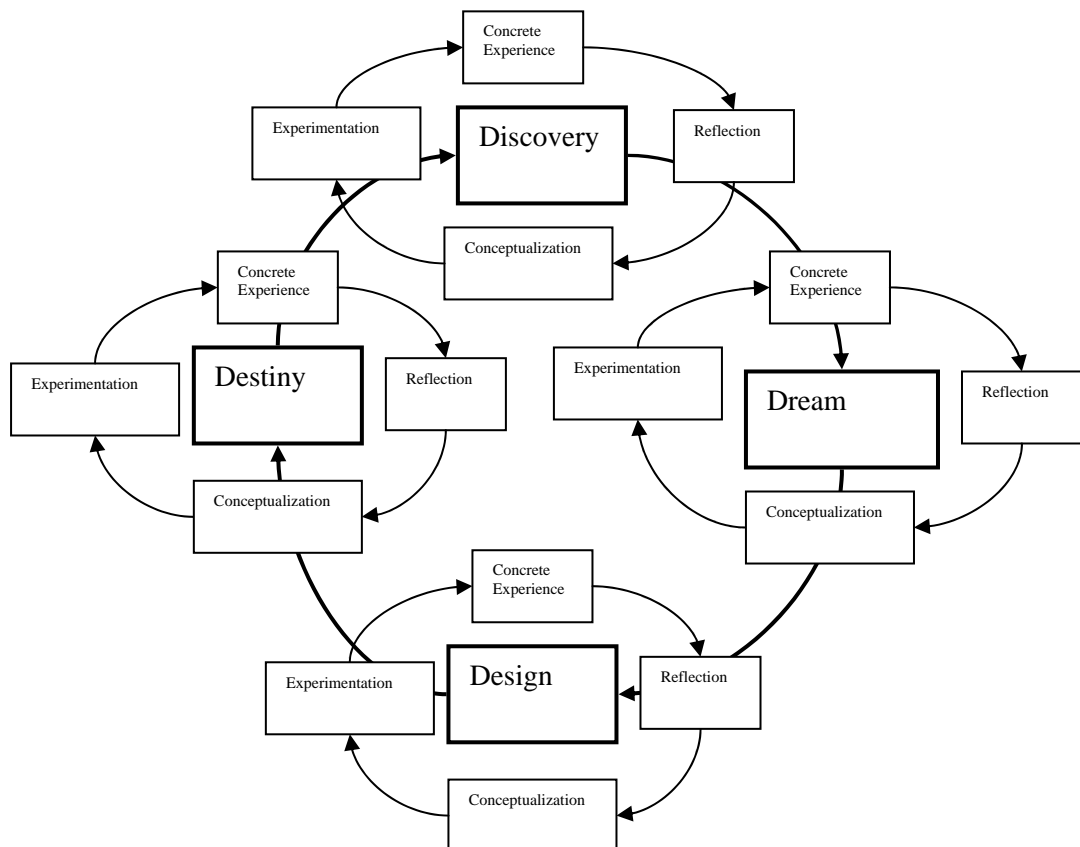


Figure 3.5. Integration of the Kolb's Model of Experiential Learning and Appreciative Inquiry Model.

Project timeline is as following table.

Table 3.5

Research's timeline

Year	2007			2008									
	Dec	Jan	Feb	Mar	Apr	May	Jun	July	Aug	Sep	Oct	Nov	Dec
PROPOSED ODI													
PRE-ODI													
ACTIVITIES													
Strategic Planning	█												
Strategic Review			█										
Recruitment of AI enthusiasts, AI sponsors	█	█	█	█	█	█	█	█	█	█	█	█	█
Roadshow*	█	█	█	█	█	█	█	█	█	█	█	█	█
Interview: Positive Change Consortium Organization Performance Review		█	█	█	█	█	█	█	█	█	█	█	█
ED survey* for Pre-ODI		█	█	█	█	█	█	█	█	█	█	█	█
Forming Positive Change Consortiums	█	█	█	█	█	█	█	█	█	█	█	█	█
Compile AI's resources	█	█	█	█	█	█	█	█	█	█	█	█	█
Proposal Defense		█	█										
ODI ACTIVITIES													
<u>AI Consortiums</u>													
Coaching/Training in AI's 4-D process			█	█	█	█	█	█	█	█	█	█	█
AR Cycle 1			█	█	█	█	█	█	█	█	█	█	█
AR Cycle 2				█	█	█	█	█	█	█	█	█	█
AR Cycle 3					█	█	█	█	█	█	█	█	█
AR Cycle 4						█	█	█	█	█	█	█	█
AR Cycle 5							█	█	█	█	█	█	█
AR Cycle 6								█	█	█	█	█	█
AR Cycle 7									█	█	█	█	█
AR Cycle 8										█	█	█	█
<u>AI Thailand</u>													
Reflection		█	█	█	█	█	█	█	█	█	█	█	█
AI KM		█	█	█	█	█	█	█	█	█	█	█	█
POST-ODI													
ACTIVITIES													
Post-ODI ED survey										█	█	█	█
Interview										█	█	█	█
Data Analysis											█	█	█
Write-up												█	█
Dissertation Defenses													█

Note.

1. Roadshow means the Researcher's acceptance of invitation where he would be able to conduct workshop and lectures based on Appreciative Inquiry.

2. ED survey means Entrepreneurial Drive Survey

3.8 Data Collection/Documentation of the Change Processes

3.8.1 Data Collection

Quantitative: To answer the 3rd-8th Research Questions, Entrepreneurial Drive Survey would be administered to both experimental and control groups before and after ODI.

Qualitative: Based on the work of Maykut and Morehouse (1994), data collection in qualitative research to accompany Action Research and to answer the 2nd, 9th and 10th Research Questions would be the Researcher's journal, participant observation, field note, in-depth interviewing, and unobtrusive measure (Participant's Journals).

3.8.2 Documentation of the Change Processes

Data collection would be in the form of documents, video and audio upon consent from each participant.

3.9 Data Analysis

Statistical software was applied to analyze ANCOVA.

CHAPTER FOUR: THE FINDINGS, ANALYSIS, INTERPRETATIONS AND INSIGHTS

4.1 Introduction

To develop AI Thailand member's Human Capital, the Researcher had applied Action Research as a core Research Methodology for eight cycles. Before starting and end of the Action Research, the Researcher had assessed participants' Intrinsic Motivation, Entrepreneurial Drive, and their Human Capital as well as their organization performance and AI Thailand's performance. This was to measure impacts caused by Action Research and its ODIs.

There are eight cycles of Action Research. Each cycle lasted about one month. At the end of each month, the Researcher performed Qualitative Analysis through the Researcher's Journal (See Appendix P). The Researcher's Reflection is based that of Kolb's Model of Experiential Learning comprising Concrete Experience, Reflection, Conceptualization and Experimentation. Such Reflection resulted in experimentation derived from each Concrete Event observed by the Researcher. Experimentations led to added, deleted or adjusted ODIs and Evaluation. Such change were recorded in Log of Changes with reasons (See Appendix Q).

In addition, in each month started at Cycle 4, the Researcher had kept all of record of his Interventions performed with individual and groups (See Log in Appendix O). At the end of each month, the Researcher also developed Action Research Reports and submitted to Dr. Rita Aloni for her feedback. The Researcher had included Dr. Rita's feedback to improve quality of this Action Research (See Appendix N).

At the end of Cycle 8, the Researcher was able to improve participants' Human Capital in diverse degree. Participants' Intrinsic Motivation or Entrepreneurial

Drive had improved. Participants were able to create impact to their organization at diverse degree. AI Thailand's performance had been improved. (See summary of impacts in Table 4.1 below).

Table 4.1

Summary of Impacts of ODI on AI Thailand

Finding at Pre-ODI	Finding at Post-ODI (Impacts)	Remarks
Low to moderate Human Capital	By practicing Appreciative Inquiry, participants' Human Capital increased at moderate level (see 4.2 below).	Major AI Thailand's deficit was addressed. This finding addressed Research Question 1
Low to moderate participants' organizational performance	Higher participants' organizational performance (see 4. 3 below).	This finding was the first evidence to support the moderate increase of participants' Human Capital. This finding addressed Research Question 8.
Entrepreneurial Drive, Proactive Disposition, Preference of Innovation, Nonconformity, Self-efficacy and Achievement Motivation as measured at February 1, 2008	Participants' Entrepreneurial Drive and Proactive Disposition increased but not Preference of Innovation, Nonconformity, Self-efficacy and Achievement Motivation. (See 4. 4, 4.5, 4.6, 4.7, 4.8, 4.9 below).	In overall intrinsic Motivation or Entrepreneurial Drive increased at moderate level. This finding was the second evidence to support the moderate increase of participants' Human Capital. This finding also addressed Research Question 2-7
AI Thailand's performance as assessed at February 1, 2008	The Researcher's finding of the Tipping Point's concept led to radical change of AI Thailand strategy and initiatives (see 4.10 below). Increased participants' Human Capital positively impacted AI Thailand's performance especially strategic objectives related to Human Capital. (see 4.11 below). Through Action Research, the Researcher was able to develop customized Organization development Interventions including the Researcher's Appreciative Inquiry, Appreciative Coaching, KM, Evaluation Strategy, Stakeholder Management Strategy and Inclusion Strategy (see 4.12 below)	This finding addressed Research Question 9 This finding addressed Research Question 10 This finding was a product of Action Research

Details of all findings are described below:

4.2 By practicing Action Research, the Researcher has addressed the deficit of AI Thailand which is AI Thailand members' Human Capital

By the end of this research, participants' Human Capital increased. This means: AI Thailand's major weaknesses were addressed. Summary of Individual progress at September 30, 2008 compared with that of February 1, 2008 are as indicated in the following table:

Table 4.2

Summary of Individual progress at September 30, 2008 compared with that of February 1, 2008

Level of progress	Definition	Feb 1, 2008	Sept 30, 2008
AI Champion (Highest)	Participant who adopted Appreciative Inquiry as his/her flagship change model in his/her own organization.	0	17
AI Master	1. Participant who already have reflected their peak experience at Dream, Design and Destiny Process and written them down as a study Or 2. He/she found interesting discovery and finished one AI experiment.	0	12
The Apprentice	Participant who crafted AI interview questions and started AI interviews on 20-30 Key informants or over.	0	3
The Enthusiast	Participant who already know which kind of AI project they want to pursue. He/she already spotted his/her "Tipping Point" clients. This Tipping Point may be external or internal people.	0	0
The New Wave (Lowest)	Participant who confirmed that they will join us. He/she want to do AI projects.	32	0
Total		32	32

This finding addressed Research Question #1. In addition, there are two supported findings. Firstly, Participants with higher Human Capital were able to create impacts on their organizations. Secondly, participants' Entrepreneurial Drive increased at moderate degrees. The first evidence was discussed below:

4.3 Participants with higher Human Capital, were able to create impacts on their organizations to a moderate degree

4.3.1 Introduction

The first evidence supporting participants' increased Human Capital is: they were able to create impacts on their organizations. On September 2008, the Researcher had conducted post interviews for all 32 participants with Appreciative Interview Guideline (See Appendix M). Participants' responses for two questions "What impacts of AI project/initiative on your organization?" and "What is your discovery/experiment after your AI project?" were collected and interpreted in Appendix X. Appreciative Interview revealed common findings or "Convergences" which were classified as highest to lowest impacts which participants created upon their organizations. Summary of data interpretation is as shown in Table 4.2. These findings address research question 8: To what extent Appreciative Inquiry impacts AI Thailand members' organizations?

4.3.2 Summary of findings:

Based on data summary of impacts AI Thailand members caused upon their organization in Appendix X, it was summarized that out of 32 participants, 11 participants were able to create impacts ranging from "high" to "very high" levels while 21 participants were able to create impacts ranging from "very low," "low," to "moderate" levels as seen in Table 4.3. In fact AI projects that caused "very high impact" and "high impact" combined are 35%. This finding is consistent with what Bushe (2005) found. Bushe (2005) conducted meta-analysis of 20 Appreciative Inquiry Projects done before 2003. He found that 7 out of 20 cases or 33% showed transformational change.

Table 4.3

Summary of data interpretation of organizational impacts caused by AI Thailand members

Degree of Impact	Description	Number of Participants
Very High	1. Improvement in objective or subjective terms, and 2. Reported change in business process/practice after AI project, and 3. Observable Organization culture shift after AI project, and 4. Developed his/her AI community of practice/network during/after AI project.	6
High	1. Improvement in objective or subjective terms, and 2. Reported change in business process/practice after AI project, and 3. Observable Organization culture shift after AI project.	5
Moderate	1. Improvement in both objective and subjective terms, and 2. Reported change in business process/practice after AI project.	10
Low	1. Improvement in subjective terms only. 2. Reported change in business process/practice after AI project.	8
Very Low	Improvement in subjective term only.	3
		32

4.3.3 Reflection

There are many interesting findings. Though it is too early to generalize findings because this research is based on a small sample, these findings might be a clue for the Researcher's future OD practice. Following are additional findings:

a. Positive relationship between the Researcher and participants may result in participants' productivity. The Researcher has positive relationship with the Tipping Points who created impacts ranging from "medium," "high," to "very high" levels. Those Tipping Points also have good relationships with their peers. In contrast, the Researcher's attempts to work with participants who created "low" and "very low" did not work. People in this group worked alone. They are like lone wolves. It may be inferred that positive relationship between the Researcher and participants resulted in participants' productivity. This is in line with the Positive Principle, one of five Principles underlying Appreciative Inquiry. Positive attitudes, action and connections influence long-term change. The Positive Principle suggests that when

both the coach and the clients are connected in the positive pursuit of a dream, and when they both retain positive attitudes and act toward the desired change, the change will happen positively (Cooperrider, 2001).

b. The Researcher found that after AI interviews, people who created “medium” to “very high” impacts initiated change by themselves. This is in line with the Constructionists Principle, one of five Principles underlying Appreciative Inquiry. The Constructionists Principle believes that knowing and becoming are interwoven. Who a person is now and how they became who they are now are strong predictors of who they can and will become. A person’s future is an extension of what they know and do not know (Cooperrider, 2001).

c. For those who run AI experiments especially participants who created impacts ranging from “medium” to “very high” levels, most of them reported that they were able to create change while they were conducting AI interviews. This is clearly seen from those who ran AI experiments in marketing. Across cases in different industries, many reported that they got customers during AI interview. This is in line with the Simultaneity Principle, one of five Principles underlying Appreciative Inquiry. The Simultaneity Principle is the belief that inquiry and change happens in the same moment. To put it another way, the future happens in and as a result of the present. The seed of change are sown by the very first questions coaches ask and create foundations for what clients discover. These discoveries become a foundation for dreaming and for designing destinies (Cooperrider, 2001).

d. For those who run AI experiments in marketing, most of them reported that they were able to create high impacts after they reinterpreted their experiences about their Tipping Point’s customers (See Reflection 5.1 in Appendix P). Through this reinterpretation, they had changed business processes and experienced a sharp

increase in sales. This is in line with the Poetic Principle, one of five Principles underlying Appreciative Inquiry. The Poetic Principle suggests that an individual's story can be rewritten to better fit how the person sees themselves in the present or future. Any number of new realities can flow from a reinterpretation of one's life story, just as there is any number of potential interpretations of a poem. A person's life story can be reframed, re-imaged and refocused toward more hopeful and joyful action (Cooperrider, 2001).

4.3.4 Implication for future Organization Development practices

a. Positive relationships between the Researcher and clients are vital for clients' success. Through Appreciative Coaching, the Researcher is likely to create positive relationships with clients. Therefore, OD Practitioners may consider including Appreciative Coaching as a part of their ODI.

b. OD Practitioners should find ways to encourage people to conduct AI interviews and initiates AI experiments. In this way, clients are likely to create real impacts on their organizations.

c. OD Practitioners should encourage participants to reinterpret experience with their Tipping Point's clients.

4.4 Participants' Entrepreneurial Drive increased

4.4.1 Introduction

Entrepreneurial drive (ED) refers to an individual's perception of the desirability and feasibility to proactively pursue opportunities and creatively respond to challenge, tasks, needs, and obstacles in innovative ways (Florin , Karri and Rossiter, 2007). Individuals with high levels of ED are generally high achievers, possess high self-efficiency, question the status quo, and have a preference for innovative solutions. By practicing Appreciative Inquiry, participants' ED increased.

From data analysis (See Appendix Y) we see that the experiment group's ED significantly increased while the control group's ED did not. This finding addresses research question 2 "To what extent ODI impacts AI Thailand members' Entrepreneurial Drive?"

Detail of data analysis is as follows:

4.4.2 Data Analysis

- The result (See Appendix Y) shows that ED at the end of the experiment was significantly higher for the experimental group than the ED at the beginning of the experiment, $(F 1, 55) = 5.414, p < 0.05, r = 0.3$

- The main effect of the group on the ED scores was non significant, $(F 1, 55) = 0.359, p > 0.05$. This indicates that when the time at which ED was measured is ignored, the ED among the experiment group was not significantly different to the controls.

- The time x group interaction was not significant, $(F 1, 55) = 0.485, p > 0.05$, indicating that the change in ED in the experiment group was not significantly different to the change in the control group.

- For pair-sample tests, the result also show that ED, $t(29) = 2.779, p < 0.025, r = 0.45$, in the experiment group increased at significant levels. Using the benchmarks for the effect sizes, this represents a medium to large effect (it is between the thresholds of 0.3 and 0.5). Therefore this shows that ODIs resulted in stronger effects on ED. While there was non-significant increase of ED of the control group, $t(29) = 1.318, p > 0.025, r = 0.24$.

- The Covariate did not significantly predict the dependent variable as Levene's Test show that $p > 0.05$. This suggests that age, gender and educational background did not influence dependent variables.

4.4.3 Reflection and implication

The experiment group's Entrepreneurial Drive significantly increased after ODI while the control group's Entrepreneurial Drive did not. From the Motivation Perspective, the reason why participants' Entrepreneurial Drive increased may be from two reasons: participants' Perceived Desirability and Perceived Feasibility increased. For Desirability, at the beginning many of the participants told the Researcher that they wanted an AI project because it is new. Most of them are the Tipping Points. They wanted to try new things. Once they committed to work on AI projects. Their friends simply showed up and wanted to work on AI projects too. For Perceived Feasibility, this quality increased for one reason: the Researcher kept asking what their problems were and gave feedback. According to Goal-setting Theory (Locke and Latham, 1990), clear direction and feedback are vital for keeping intrinsic motivation high.

From the Learning Perspective, the reason why participants' Entrepreneurial Drive increased may be from two reasons: participants' Perceived Desirability and Perceived Feasibility increased. They may have increased because all interventions were geared through Adult Learning Theory (Knowles, 1990). Based on this theory, all participants were encouraged to bring work-related experience into the learning situation even in the fields of science and applied science like nursing and engineering. Intrinsic Motivation was used as the Researcher's framework to observe the Researcher's practice with participants. In addition, the Researcher has helped the participants to set up key performance indicators linked to organizational performance which is related to Extrinsic Motivation.

From the Appreciative Inquiry Perspective, the reason why participants' Entrepreneurial Drive increased may be from the nature of most AI Projects. Most of

the participants used Appreciative Inquiry to find customers' peak experiences with participant's products/services. From the Researcher's observation, most participants felt excited about customers' reports. They always were intrinsically motivated to improve their ways of business practices. Some even started immediately. This is even clear after the Researcher introduced the concept of the Tipping Point to "Design" process. As participants realized that they found the Tipping Point's customers and could identify which process successfully attracted and sustained such customers, they were even motivated to change business process.

This finding confirms the Theory of Planned Behavior (Ajzen, 1971) where behavior can be changed if an individual has skills, resources and other prerequisites needed to perform a given behavior. This finding is in line with Bushe (2005)'s finding where he proposed the theory of Appreciative Process. Appreciative Process theorized that we can create change by paying attention to what you want more of rather than paying attention to problem.

From the ODI's perspective, Perceived Desirability and Feasibility may be increased from Action Research. In doing Action Research, the Researcher had concern over issues of validity. According to Anderson and Herr (1999), Action Research Validity includes Outcome Validity, Process Validity, Democratic Validity, Catalytic Validity and Dialogic Validity. Democratic Validity which simply means "every voice is heard" may contribute to the increase of participants' Entrepreneurial Drive. This issue concerns the inclusion of all participants in the process. Driven by this Validity, the Researcher was to develop customized interventions suitable for individual progress, individual dynamic and group progress. Such customized interventions have positive impacts toward participants' Entrepreneurial Drive.

For implication, though it is not possible to generalize this finding, the Researcher has integrated this finding as one of initiatives for the Researcher's Inclusion Strategy (See Inclusion Strategy at Individual Level in Appendix W). Next, as Proactive Disposition is one of Entrepreneurial Drive's constructs, it was explored and analyzed. It was found that by practicing Appreciative Inquiry, participants' Proactive Disposition increased.

4.5 Participants' Proactive Disposition increased

4.5.1 Introduction

Proactive Disposition (PD) refers to an individual's initiative to improve or to create entirely new circumstance (Florin , Karri and Rossiter, 2007). By practicing Appreciative Inquiry, participants' Proactive Disposition increased. Data (See Appendix AB) showed that the experiment group's PD had significantly increased after ODI, while the control group's PD did not. Detail of data analysis is as follows:

4.5.2 Data Analysis

- The result (See Appendix AB) shows that PD at the end of the experiment was significantly higher than the PD at the beginning of the experiment, ($F 1, 55) = 8.434$, $p < 0.05$ $r = 0.34$ Using the benchmarks for the effect sizes, this represents a medium to large effect (it is between the thresholds of 0.3 and 0.5). This is a substantive finding.

- The main effect on the group by the PD scores was significant, ($F 1, 55) = 11.102$, $p < 0.05$, $r = 1.23$. This indicated that when the time at which PD was measured is ignored, the PD among the experiment group was significantly different to the controls.

- The time x group interaction was significant, $(F 1, 55) = 11.712, p < 0.05, r = 0.44$, indicating that the change in PD in the experiment group was significantly different to the change in the control group.

- For pair-sample tests, the result also show that PD, $t (29) = 11.347, p < 0.001, r = 0.77$, in the experiment group increased at significant levels while there was not significant increase of PD of the control group, $t (29) = 1.662, p > 0.001, r = 0.9$.

Using the benchmarks for the effect sizes, this represents to large effect (it is closed to 1). Therefore this shows that ODIs resulted in stronger effects on PD.

5. The Covariate did not significantly predict the dependent variable as Levene's Test show that $p > 0.05$. This suggests that age, gender and educational background did not influence dependent variables.

4.5.3 Reflection and implication

Proactive Disposition refers to an individual's initiative to improve or to create entirely new circumstance. Data showed that the experiment group's PD significantly increased after ODI, while the control group's PD did not. From the Motivation perspective, Cognitive Evaluation Theory (1991) may be the best explanation for such improvement during this research. According to this theory, when people look at tasks, they evaluate it how well it meets their needs to feel competent and in control. If people consider that they are capable of completing the tasks, they would be intrinsically motivated to complete that task. They would be looking for no Extrinsic Motivation.

The Researcher found that Appreciative Inquiry might improve participants' Proactive Behaviors. This had been observed during ODI. After participants had conducted AI interviews, the Researcher found that most of them reported that they were able to do something for improvement. From a Learning perspective,

participants' Proactive Behavior may improve because of Double-loop learning (Argyris, 1977). When participants conducted AI Interviews, according to the Researcher's observation, they started questioning underlying policies and objectives. From the Appreciative Inquiry perspective, one of five principles underlying Appreciative Inquiry is the Simultaneity Principle. According to (Cooperrider, 2001), the Simultaneity Principle is the belief that inquiry and change happen in the same moment. From the Researcher's observation, participants always have ideas to change or even change their/client attitudes during inquiry.

From ODI's perspective, the Researcher had found that AI Coaching and Knowledge Management Interventions are the most effective ODIs in promoting Proactive Disposition. For implication, though it is not possible to generalize this finding, the Researcher has integrated this finding as one of initiatives for the Researcher's Inclusion Strategy (See Inclusion Strategy at Individual Level in Appendix W). Next, as Preference for Innovation is one of Entrepreneurial Drive's constructs, it was explored and analyzed. It was found that though practicing Appreciative Inquiry, participants' Preference for Innovation did not increase.

4.6 Participants' Preference for Innovation did not increase

4.6.1 Introduction

Preference for Innovation (PI) in business setting refers to a willingness and inclination toward experimentation and creativity when developing and introducing new products and services (Florin, Karri and Rossiter, 2007). By practicing Appreciative Inquiry, participants' PI should increase. However, data analysis (See Appendix Z) suggested that the experiment group's Preference of Innovation and that of the control group did not significantly increase during this research. Detail of data analysis is as follows:

4.6.2 Analysis

1 The result (See Appendix Z) shows that PI at the end of the experiment was not significantly higher than the PI at the beginning of the experiment, $(F 1, 55) = 2.392, p > 0.05, r = 0.16,$

2. The main effect of the group on the PI scores was non significant, $(F 1, 55) = 0.006 p > 0.05, r = 1.23.$ This indicated that when the time at which PI was measured is ignored, the PI among the experiment group was not significantly different to the control's.

3. The time x group interaction was not significant, $(F 1, 55) = 1.244, p > 0.05, r = 0.44$ indicating that the change in PI in the experiment group was significantly different to the change in the control group.

4. For pair-sample tests, the result also show that PI, $t (29) = 0.203, p > .025, r = 0.235,$ in the experiment group increased at non-significant levels while there were also non-significant increases of PI of the control group, $t (29) = 0.284, p > 0.025, r = 0.2$ However, r in both groups was greater than 0.1 . This suggests that PI in both groups increased but it was not detected because the sample was relatively small.

5. The Covariate did not significantly predict the dependent variable as Levene's Test show that $p > 0.05.$ This suggests that age, gender and educational background did not influence dependent variables.

4.6.3 Reflection and implication

Data showed that the experiment group's PI did not significantly increase after ODI. However pair-sample test suggests that PI in both group increased but it was not be detected because the sample was relatively small. At that time, the Researcher was not able to tell that ODIs directly impacts the experiment group's PI since this quality also increased among the control group. The reason why ODI showed no impacts on

PI may be from the small-size sample. This finding contradicted Chandler (1998) in Whitney and Trosten-Bloom (2005) who conducted on-site research. He found that after implementation of Appreciative Inquiry, there was an improvement quantitatively in employees' motivation to be productive, innovative and creative. From the Motivation perspective, the reason why participants' PI did not significantly increase may be from Cognitive Evaluation Theory (Deci and Ryan, 1971) . Many AI Thailand members had experienced one obstacle: they had no field for experiments. This situation may impair their PIs.

For Learning perspective, the reason why overall participants' PI did not increase may be for one reason: most of the participants were not capable of reflecting their past/current actions. According to Schön (1983), learners' reflection on his/her actions are crucial for continuous learning. During this research, participants have higher capacity in reflection by themselves or in encouraging others toward reflection and tend to experiment with what they found. From the Appreciative Inquiry perspective, participants' Positive Emotion may impact PI. By the time participants were conducting AI projects, many faced chaos in life and business. Though some especially the Tipping Points have positive emotions during our socialization. From ODI's perspective, people could make progress because of "Modeling." According to Furnham (1997), people learn efficiently and effectively by copying others who have acquired skills.

This incidence happened during the Socialization Process (Takeuchi and Nonaka, 1995) where the apprentices work with their masters and learn craftsmanship not through language but through observation, imitation and practices. For implication, though it is not possible to generalize this finding, the Researcher has integrated this finding as one of initiatives for the Researcher's Inclusion Strategy

(See Inclusion Strategy at Individual Level in Appendix W). Next, as Nonconformity is one of Entrepreneurial Drive's constructs, it was explored and analyzed. It was found that though practicing Appreciative Inquiry, participants' Nonconformity did not increase.

4.7 Participants' Nonconformity did not increase

4.7.1 Introduction

Nonconformity (NC) refers to two continuums in this sense which are innovation and adaptation (Florin , Karri and Rossiter, 2007). In business settings, people can channel their creativity toward adaptive innovations that follow accepted rules and procedures of the organization, or they can challenge the status quo and develop original innovation reflecting their degree of conformity or NC respectively. By practicing Appreciative Inquiry, participants' NC should be increased. However, data analysis (See Appendix AA) showed that both the experiment group's and the control group's NC did not increase. Detail of data analysis is as follows:

4.7.2 Analysis

The result (See Appendix AA) shows that NC at the end of the experiment was not significantly higher than the NC at the beginning of the experiment, ($F 1, 55$) = 0.304, $p > 0.05$

2. The main effect of the group on the NC scores was not significant, ($F 1, 55$) = 2.713 $p > 0.05$, $r = 0.17$. This indicated that when the time at which NC was measured is ignored, the NC among the experiment group was not significantly different to the control's.

3. The time x group interaction was not significant, ($F 1, 55$) = 3.064, $p > 0.05$, $r = 0.19$ indicating that the change in NC in the experiment group was not significantly different to the change in the control group.

4. For pair-sample tests, the result also show that NC, $t(29) = 1.229$, $p > .025$, $r = 0.224$, in the experiment group increased to non-significant levels while there was also non-significant increases of NC of the control group, $t(29) = -1.238$, $p > 0.025$, $r = 0.223$. However, r in both groups was greater than 0.1. This suggests that NC in both groups increased but it was not detected because the sample was relatively small.

5. The Covariate did not significantly predict the dependent variable as Levene's Test show that $p > 0.05$. This suggests that age, gender and educational background did not influence dependent variables.

4.7.3 Reflection and implication

From Data Analysis, NC did not increase in the two groups. From the Motivation's perspective, participants' NC did not increase may be from one reason: According to McClelland (1975)'s Acquired Needed Theory, the Researcher believes that most of the participants are Affiliation Seekers. Affiliation seeker is a personality of people who seeks approval rather than recognition. It may be hard for them to challenge status quo. In addition, according to Festinger (1957)'s Consistency Theory, people will live in a comfortable state of affairs when their inner systems like beliefs, attitudes and values support one another. This is evidenced by some participants who still think that they could not do anything about current business situation and their impaired organizations.

From the Learning perspective, participants' NC may not increase because many of the participants did not implement AI projects. According to Bandura (1986)'s Social Learning Theory, learning new skills or behaviors came from the situation where participants directly use behavior or skill. Since participants had not implemented their idea in a real setting, they could not experience obstacles where they need to find strategies to deal with. Such situation resulted in weak learning and

in behavioral change. From the Appreciative Inquiry perspectives, participants' NC may not increase because many of the participants were not able to improve their positive image toward their own organization's future. According to Polak (1973)'s Cultural Vitality, positive image resulted in hope and growth. Negative image, in turn, resulted in end of civilization. Many participants by the end of this research still have a negative image toward their organizations.

From ODI's perspective, stakeholders may hinder AI Thailand's members' initiatives. In Thai culture, challenging status quo is quite dangerous for employees or even those in family businesses. Successful participants preferred to channel their creativity toward adaptive innovations that follow accepted rules and procedures of the organization rather than challenge the status quo and develop original innovation. This may be the reason why this score did not improve overtime.

For implication, though it is not possible to generalize this finding, the Researcher has integrated this finding as one of initiatives for the Researcher's Inclusion Strategy (See Inclusion Strategy at Individual Level in Appendix W). Next, as Self-efficacy is one of Entrepreneurial Drive's constructs, it was explored and analyzed. It was found that though practicing Appreciative Inquiry, participants' Nonconformity did not increase.

4.8 Participants' Self-efficacy did not increase

4.8.1 Introduction

Self-efficacy (SE) refers to individual's perceptions to their ability to perform a task to improve the chance of converting attitude to behavior (Florin , Karri and Rossiter, 2007). By practicing Appreciative Inquiry, participants' SE should increase. However, data (See Appendix AA) showed that the experiment group's Self-efficacy

did not significantly increase. Detail of data analysis and associated subjective evaluation through different perspectives is as follows:

4.8.2 Data Analysis

- The results (See Appendix AA) show that SE at the end of the experiment was not significantly higher than the SE at the beginning of the experiment, ($F 1, 55$) = 0.616, $p > 0.05$

- The main effect of the group on the SE scores was not significant, ($F 1, 55$) = 0.948, $p > 0.05$. This indicated that when the time at which SE was measured is ignored, the SE among the experiment group was not significantly different to the control's.

- The time x group interaction was not significant, ($F 1, 55$) = 2.751, $p > 0.05$, $r = 0.17$ indicating that the change in SE in the experiment group was not significantly different to the change in the control group.

- For pair-sample tests, the result also show that SE, $t (29) = 0.318$, $p > 0.025$, $r = 0.01$, in the experiment group increased at a non-significant level while there was also a non-significant increase of SE of the control group, $t (29) = -1.337$, $p > 0.025$, $r = 0.24$

- The Covariate did not significantly predict the dependent variable as Levene's Test show that $p > 0.05$. This suggests that age, gender and educational background did not influence dependent variables.

4.8.3 Reflection and implication

Data showed that the experiment group's SE did not significantly increased. However pair-sample tests suggest that SE in both groups increased but it was not detected because the sample was relatively small. At that time, it was not possible to

state that ODI directly impacts the experiment group's SE since this quality also increased among the control group.

From the Motivation perspective, Self-efficiency did not improve during this research may be for one reason: the Researcher had not done a good job in creating intrinsic motivation. According to Vroom (1964)'s Expectancy Theory, many participants may still perceive that Appreciative Inquiry is just another buzzword. It may not help improve anything in their organizations. From the Learning perspective, there is another reason why SE did not improve. Many AI projects ended up only as case writings because some participants at that time were not able to find a place for experimenting with ideas. Without experimentation, they were not able to experience positive or negative outcome, according to Skinner (1971), behavior will not change. This is because they had no chance to prove that they have the ability to make change.

For Appreciative Inquiry's perspective, the reason why SE did not improve may be from the Pygmalion Effect (Rosenthal and Jacobson, 1968). The Pygmalion effect is about perception. People were able to make change if they have the perception that they can make change. During this research, many participants were still skeptical about Appreciative Inquiry. From ODI's perspective, why the participants' SE did not improve may be from one reason: the Researcher has not done a good job in Appreciative Coaching especially during the "Destiny Phase." For implication, though it is not possible generalize this finding, the Researcher has integrated this finding as one of initiatives for the Researcher's Inclusion Strategy (See Inclusion Strategy at Individual Level in Appendix W). Next, as Achievement Motivation is one of Entrepreneurial Drive's constructs, it was explored and analyzed. It was found that though practicing Appreciative Inquiry, participants' Achievement Motivation did not increase.

4.9 Participants' Achievement Motivation did not increase

4.9.1 Introduction

Achievement Motivation (AM) refers to behaviors oriented to achievement (Florin, Karri and Rossiter, 2007). By practicing Appreciative Inquiry, participants' AM should be increased. However, data analysis (See Appendix AD) suggested that the experiment group's Achievement Motivation was not significantly increased.

Detail of data analysis is as follows:

4.9.2 Data Analysis

1. The result (See Appendix AD) shows that AM at the end of the experiment was not significantly higher than those at the beginning of the experiment, $(F 1, 55) = 1.412, p < 0.05, r = 0.107$

2. The main effect of the group on the AM scores was significant, $(F 1, 55) = 0.514, p < 0.05$. This indicated that when the time at which AM was measured is ignored, the AM among the experiment group was significantly different to the controls.

3. The time x group interaction was not significant, $(F 1, 55) = 0.115, p > 0.05$, indicating that the change in AM in the experiment group was not significantly different to the change in the control group.

4. For pair-sample tests, the result also show that AM, $t(29) = -0.348, p > 0.025, r = 0.06$, in the experiment group increase at non-significant level while there was also non-significant increase of AM of the control group, $t(29) = 3.70, p > 0.025, r = 0.07$

5. The Covariate did not significantly predict the dependent variable as Levene's Test show that $p > 0.05$. This suggests that age, gender and educational background did not influence dependent variables.

4.9.3 Reflection and implication

Data showed that the experiment group's AM did not significantly increase. From the Motivation perspective, a Tipping Point character is similar to an Achiever (McClelland, 1975). An Achiever is a personality of people who seek after excelling over others and have an appreciation of how well they have done. In this organization, the reason why this score is not significantly increased may be from: AI Thailand has a low proportion of Tipping Points or Achievers compared to other personalities.

From the Learning perspective, the reason why participant's AM did not improve may be explained by Vygotsky (1978)' "Social Development Theory." Based on Social Development Theory, social interaction plays a key role in cognitive development. More Knowledgeable Others (MKO) influenced learning. The Tipping Point was compared to "MKO." Groups with more MKOs members influenced the progress and level of success of their peers. In contrast, participants who worked alone have limited progress and productivity. From the Appreciative Inquiry perspective, the reason why participants' AM did not improve may be from their Internal Dialogue. Internal Dialogue (Schwartz, 1986) refers to the fundamental polarity between positive and negative thoughts. In successful teams, their positive thoughts dominate negative ones. Contrarily, in failed group, their negative dominates positive ones. The Researcher observed that since the beginning least advanced AI Thailand members always expressed negative thoughts and helplessness till the end. From ODI's perspective, the reason why participants' AM did not improve may be from one reason: the Researcher has not done a good job in person-focused intervention. The Researcher failed to encourage all participants to do journal keeping using the Kolb's Model of Experiential Learning. For implication, though it is not possible to generalize this finding, the Researcher has integrated this finding as one of

initiatives for the Researcher's Inclusion Strategy (See Inclusion Strategy at Individual Level in Appendix W).

4.10 The Researcher's finding of the Tipping Point's concept led to radical change of AI Thailand strategy and initiatives

By practicing Appreciative Inquiry, the Researcher found the Tipping Point's Concept (See Reflection 3.2 in Appendix P). This is the most important finding in this research as it radically impacts AI Thailand's strategy and is also the driver for the increase of AI Thailand members' Human Capital. This finding addressed Research Question 9. The Tipping Point is an individual who possesses a unique personality. The Tipping Point consists of the Connector, the Maven and the Salesman (Gladwell, 1992). They are drivers for popularity of idea, fashion and behavior. The connectors are persons who are capable of connecting people. They know a lot of people. They know where to spread the idea and news. The Maven means the person who possesses in-depth knowledge. They love developing the idea. The third persona is the Salesman. Salesman is a person who is capable of selling the idea.

The Researcher found that many AI Thailand members' behaviors resemble the Connector or the Maven or the salesman or a combination. The Researcher named people who have one of these three personalities or combined as the Tipping Point (See Reflection 3.2 in Appendix P). The Tipping Point influenced their peers. They are change agents. This finding is supported by Lawler III and Worley (2007). The Tipping Point is also a key for networking as stated by Gloor (2006).

This finding radically impacted AI Thailand's strategy and initiatives in four ways: Firstly, the Researcher initiated change and communicated ideas and knowledge to all AI Thailand members through the Tipping Point (See list of the Tipping Point members in Appendix B). Technically, the Tipping Point is our catalyst

for change (See Reflection 5.1 in Appendix P). Secondly, for participants, their Tipping Points' clients also become the catalyst for change. Therefore coaching AI Thailand members to reflect their peak experience they have with the Tipping Point's client becomes our strategy.

Thirdly, by observing what worked with the Tipping Point, the Researcher has developed the Researcher's Evaluation Strategy (See Appendix U) and the Researcher's Appreciative Inquiry (See Appendix S). These new Evaluation Strategy and New ODIs have become new strategies customized for Human Capital development whereas all of proposed strategies and initiatives were disregarded (See Table 1.1).

Fourthly, by applying what the Researcher found from the Tipping Point, the Researcher was able to increase participants' Human Capital. There are many experiments which are the product of the Researcher's application of Appreciative Inquiry (See Appendix N and P). Such experiments led to changes in strategies and subsequently led to the increase of AI Thailand member's Human Capital (See Appendix R).

It was inferred that the Tipping Point's concept impacted AI Thailand's strategies as all of proposed strategies/initiatives had been totally changed. In addition, actions related to the Tipping Point's concept partly resulted in the increase of AI Thailand members' Human Capital. The Researcher justifies that Appreciative Inquiry partly contributed to such achievement because the Researcher carried out Appreciative Inquiry under the Action Research's framework. The Action Research's framework especially validity led to reflection through Appreciative Inquiry in order to resolve challenges and concerns from the Researcher's practice of Action Research (See Appendix P). In addition, this finding was magnified by Appreciative Inquiry,

Appreciative Coaching and Knowledge Management. Next, findings about the impacts upon AI Thailand's strategy caused by AI Thailand members were reviewed.

4.11 Increased participants' Human Capital and Action Research positively impacts AI Thailand's performance especially strategic objectives related to Human Capital

4.11.1 Introduction

Increases of participants' Human Capital and Action Research positively impacted AI Thailand's performance especially those related to Human Capital. However, the Researcher failed to improve financial performance. It was found that Action Research is a key success factor for this achievement. This finding addressed Research Question 10.

4.11.2 Data Analysis

All of AI Thailand's vision and missions have already been transformed into Key Performance Indicators which are part of the Planned Outcome. The Action Outcome or Outcome as happened at the end of September 30, 2008. The Actual Outcome is then compared with the planned outcome. Primary interpretation which is "What we achieved" or "What we did not achieve" is identified. There are additional notes under the table. But overall, most strategic objectives related to "Development of Human Capital" are met. Assessment is as following table:

Table 4.4

Assessment of the extent to which AI Thailand progress against its vision mission and strategy

Strategic Objectives	Measures	Planned Outcome	Actual Outcome	Inter-pretation	Remarks
Financial Perspectives					
1.Reputation on Social Engagement	Number of Communities accumulated since February 2008	2	5	Achieved	See Note 1
2.Reasonable income stream	Percentage of AI Thailand Income funded by the Researcher.	50%	100%	Not achieved	See Note 2
3.Sustainable funding	Percent of donation amount as of April 2008	5%	0%	Not achieved	See Note 2
4.Competitive cost structure	Percent of ROI as of April 2008	625%	0%	Not achieved	See Note 3
Customer perspectives					
5.Develop dedicated AI Practitioners	Dedicated AI practitioners	4	5	Achieved	See Note 4
6.Develop Capable Positive Change Consortiums	Number of Positive Change Consortium	2	2	Achieved	
7. Sustain Influential Stakeholders	Number of influential stakeholders (Persons)	6	14	Achieved	
8.Acquiring New AI Practitioners	Number of new AI practitioners acquired (within December 2008)	60	68 as of September 30	Achieved	
Process Innovation					
9.Develop Knowledge Creation Infrastructure	Number of stories resulted from knowledge creation process that inspire AI-practitioners' 4-D process (Stories)	50	30 Case studies 1,500 Discoveries	Achieved	See Note 5
10.Develop Yellow-pages of AI practitioners	Numbers of AI Expertise in each 4-D process	5	15	Achieved	
11.Partnership forming	Numbers of Partnership Organization	10	2	Not achieved	See note 6
12.Organizational Capacity Building	Growth in members (Percentage of AI Thailand active members in February 1, 2008)	10%	188%	Achieved	
13.Sustain Members	Percentage of continued yearly membership	80% of Active AI	96% as of September	Achieved	

Strategic Objectives	Measures	Planned Outcome	Actual Outcome	Inter-pretation	Remarks
		Thailand members measured in December 2008	er 2008		
Learning and Growth Perspectives					
14.Promote Experiential Learning	Number of experimentation initiated by AI practitioners	100	45	Not achieved	
15.Develop Learning Organization	Number of Successful AI projects	60	11	Not achieved	See Note 7
16.Nurture AI Practitioners	AI Community members who completed AI projects and were capable of initiating their own 4-D process alone without prior consultation with the Researcher	80%	73%	Not achieved	See Note 8
17.Promote Professional Development in AI careers.	Numbers of AI practitioners reported that they use AI in daily decision-making	3 Persons	1 Person.	Not achieved	See Note 9

Note:

1. List of communities of practices emerged from this research are as follows:

- P02: Community Hospital Health Promotion
- P06: Pain Management Community
- P03: Diabetes Patient Management Community
- P04: Community development research
- P05: Ashma Patient Community

2. We have done nothing about revenue and funding.

3. Since AI Thailand had no income and revenue, the Researcher was not able calculate ROI.

4. AI Practitioners. They are P02, P03, P06, P05 and P04.

5. See www.aithailand.org

6. Appreciative Leadership Network and the Association for Appreciative Inquiry, the Philippines

7. Most of them are the Tipping Point who was able to create "very high," "high," and "moderate" impacts on their organizations.

8. They were able to create "Very High" and "High" impact to their organizations. Most of them are the Tipping Point.

9. P10 aimed to apply for Ph.D. in Organization Development.

4.11.3 Summary of findings

a. Financial and Social Perspectives

What AI Thailand achieved: In terms of Financial and Social Perspectives, only one strategic objective was achieved “Reputation on Social Engagement” is successful. They are AI Practitioners actively expanding their Communities of Practices in fields of Healthcare and Community Development. Their projects involve the poor people.

What AI Thailand not achieved: We did not succeed in reaching all financial goals since the Researcher done nothing about this. Throughout the research, the Researcher was not occupied in getting funding for AI Thailand.

b. Customer’s perspective

In this perspective the Researcher succeeded in all objectives. We successfully developed dedicated AI practitioners, developed Capable Positive Change Consortium and sustained Influential stakeholders. Dedicated AI Practitioners include P02, P03, P04, P05 and P06. Each is still actively working on her Communities of Practices without any intervention from the Researcher. In addition, we were able to develop two Capable Positive Change Consortia capable of developing their “Human Capital” without direct intervention from the Researcher. This appeared in Positive Change Consortia led by P01 and P11 (See Reflection 6.2 in Appendix P).

We are also able to sustain Influential Stakeholders. Influential Stakeholders means those who were qualified as AI Champions and are Tipping Points. Their works in the future on Appreciative Inquiry may have positive impacts over AI Thailand’s reputation. We still have to keep in touch and still network them with new members and external people.

Another achievement is; we were able to acquire more new AI practitioners (See Appendix B). New AI Practitioners means AI Thailand’s members who are

already committed would start their own AI projects. They may get a little bit of introduction on Appreciative Inquiry but have not started a project yet.

c. Process Innovation

What AI Thailand achieved: In terms of Process Innovation, we successfully developed Knowledge Creation Infrastructure which resulted in 32 case studies in AI Projects. Out of 32 cases, allowed by AI practitioners, one engineering case, three healthcare cases and three marketing cases were posted in www.aithailand.org. The rest were available in MBA's library. In addition, there are 1,500 short stories posted in www.aithailand.org. These resources are available for the public. At that time the Researcher and participants as well as external people already used these case studies and stories as coaching material.

We were able to develop Yellow-pages of AI practitioners; there are 17 AI Champions which were able to act as mentors/coaches for new AI Thailand's members. Their case studies would be used as samples for new AI Practitioners. New AI Thailand Members including external people had been networked with these people.

Another success is; we were able to develop "Organizational Capacity Building." From the beginning we expected only 10% growth from 32 or only 3 persons since the Researcher was busy with intervention. However, without any effort like at the beginning, AI Thailand attracted over a total of 68 AI Practitioners. This means growth in AI Thailand members of 188% by the end of September.

What AI Thailand not achieved: What AI Thailand failed in this category is partnership forming. Partnership means organizations of which leaders agree to cooperate with AI Thailand in terms of knowledge and information sharing. Since

only two organizations the Researcher already formed partnership is; the Appreciative Leadership Network officially established in January, 2009 and the Association of Appreciative Inquiry, the Philippines, we may conclude that this objective is failed.

d. Learning and Growth Perspective

We have failed in some categories: What we did not succeed in achieving is; promoting Experiential Learning by encouraging them to run experimentation from their Discoveries. In this case, the Researcher aimed to encourage each member to experiment at least 3 experiments per person. With 32 original members and some prospects, there should be around 100 experiments. However, there are only 45 experiments that developed till the end of September, 2008, mostly from 17 AI Champions and some AI Masters.

Another failure is the researcher was not able successfully develop Learning Organization. Basically from the beginning till the end of the project in September 2008, the Researcher still does not understand “Learning Organization.” With vague understanding from the beginning, the Researcher believed that experimentation would promote learning organization. Then the Researcher set the Key Performance Indicator as a number of Successful AI projects. Successful AI project means AI projects that result in creating “Very High” and “High” impacts on organizations. Most of them are the Tipping Point. Yet, from this KPI, we consider that the Researcher failed in this category. By this definition, AI Thailand had only 11 successful AI projects.

We also failed to develop AI Practitioners who were able to complete their AI Projects without prior consultation on the 4-D process from the Researcher. There are twenty-two AI practitioners who were able to create “Very High,” “High,” and “Moderate” impacts on their organizations. For nine participants they are not capable

of doing so. These people were able to create only “Low” and “Very Low” impacts on their own organization.

Finally, we failed to promote professional development in AI Careers. By the end of this research, there is only one person which is P10. The Researcher always met with him. He was planning to pursue PhD in Organization Development.

4.11.4 Reflection and implication

It was clear that through Action Research resulted in AI Thailand’s improvement on Human Capital but failed to achieve most of Strategic Objectives especially those related to Financial and Stakeholder Perspectives and Learning and Growth Perspectives. This may be directly from the Researcher’s lack of experience in designing Balanced Scorecard. As Kaplan and Norton (2004) stated intangible assets can create value if only they are effectively combined with other assets, both tangible and intangible. For instance, quality training is enhanced when employees have access to timely, detailed data from process-oriented information systems. Since at the beginning the Researcher had not been rich experience in designing Balanced Scorecard, the Researcher may not do a good job in align all strategic objectives. In addition, Kaplan and Norton (2004) also stated intangible assets such as knowledge and technology seldom have a direct impact on financial outcomes such as increased revenues, lowered costs and high profits. Based on this view, it may be too early to see impacts of AI Thailand’s intangible assets like Human Capital upon our Financial and Stakeholder’s Perspective in very short time like eight months.

4.12 Through Action Research, the Researcher was able to develop customized Organization Development Interventions.

4.12.1 Findings

Through Action Research, the Researcher was able to develop customized Organization Development Interventions. There were the Researcher's Appreciative Inquiry, the Researcher's Evaluation Strategy, the Researcher's Knowledge Management, the Researcher's Stakeholder Management Strategy, Appreciative Coaching and the Researcher's Inclusion Strategy. In fact, the Researcher's Appreciative Inquiry, the Researcher's Evaluation Strategy, the Researcher's Knowledge Management and the Researcher's Stakeholder Management Strategy had been defined and experimented during Action Research. They were customized interventions which were useful for the Researcher in addressing issues including communication, evaluation, insufficient strategies, stakeholders, inclusion and self-serving issues. However, they are still needed for future refinement and retest. For the Researcher's Appreciative Coaching and the Researcher's Inclusion Strategy, they were developed at the end of Cycle 8. The Researcher was to refine and experiment them in the future.

4.12.2 Reflection and Implication.

This finding, according to the Researcher's view is new knowledge. The Researcher had achieved one of Action Research' Goal which is "Generation of new Knowledge" (Herr and Anderson, 2005). For implication, OD Practitioner was able to create new knowledge by practicing Action Research. Though it was not possible to generalize such findings. The Researcher believed that these customized ODIs might be suitable for Thai context. But it was too soon to generalize such findings. Implication for this finding is: the Researcher should develop another Action

Research to refine these new Organization Development Interventions. In addition, these should be opened for public test.

CHAPTER FIVE: SUMMARY, CONCLUSIONS, RECOMMENDATIONS AND REFLECTIONS

5.1 Summary of Findings

In this research, the Researcher aimed to address the most challenging problem AI Thailand was facing. This problem was: AI Thailand members lacked of Human Capital. If this problem was not properly addressed in a timely manner, AI Thailand would vanish. Through Action research, the Researcher was able to address this deficit. By the end of this research, the Researcher has addressed this major deficit of AI Thailand. . Followings are summary of findings:

5.1.1 The Researcher has addressed the major deficit of AI Thailand which is lack of Human Capital. Human Capital of 32 participants at Post-ODI was found to be higher than those at Pre-ODI. Out of 32 participants, 17 participant's Human Capital's highly increased as they became AI Champions. AI Champions are AI Thailand's community members who adopted Appreciative Inquiry as their flagship change models in their own organization. There are 12 participants whose Human Capital's moderately increased as they became AI Masters. AI Masters are AI Thailand's community members who have written case studies in AI or finished one AI experiment. There are 3 participants who are the Apprentices. The Apprentices are AI Thailand's community members who started AI interviews on 20-30 Key informants or over. It can be inferred that by average, participants' Human Capital increased at a moderate level. This finding was supported by two pieces of evidence: a. impacts participants created to their organizations and b. increased Entrepreneurial Drive.

5.1.2 Participants with higher Human Capital were able to create impacts on their organizations at moderate degree. Out of 32 participants, 11 participants were

able to create impacts ranging from “high” to “very high” levels while 21 participants were able to create impacts ranging from “very low,” “low,” to “moderate” levels. It was found that positive relationship between the Researcher and participants may result in participants’ productivity especially with the Tipping Points. In contrast, the Researcher’s attempts to work with participants who created “low” and “very low” did not work. People in this group worked alone. The Researcher found that after AI interviews, people who created “medium” to “very high” impacts initiated change by themselves.

For those who run AI experiments especially participants who created impacts ranging from “medium” to “very high” levels, most of them reported that they were able to create change while they were conducting AI interviews. This is clearly seen from those who ran AI experiments in marketing. Across cases in different industries, many reported that they got customers during AI interviews. For those who run AI experiments in marketing, most of them reported that they were able to create high impacts after they reinterpreted their experiences about their Tipping Point’s customers. Through this reinterpretation, they had changed their business processes and experienced sharp increases in sales. This finding addresses Research Question 8.

5.1.3 The second piece of evidence is the moderate increase in participants’

Entrepreneurial Drive. Entrepreneurial Drive was used to measure change in participants’ behavior. In fact, Entrepreneurial Drive is similar to Intrinsic Motivation. Entrepreneurial Drive consists of five components including Proactive Disposition, Preference of Innovation, Nonconformity, Self-efficacy and Achievement Motivation. By practicing Appreciative Inquiry, participants’ Entrepreneurial Drive or Intrinsic Motivation should increase. At the end, the Researcher found that Participants’ Entrepreneurial Drive and Proactive Disposition increased but not Preference of

Innovation, Nonconformity, Self-efficacy and Achievement Motivation. Explanations for such phenomenon were summarized as follows:

a. Participants' Entrepreneurial Drive increased. It may be from many reasons.

From the Motivation Perspective, the Tipping Point may have an impact over other participants' Entrepreneurial Drive. In addition, the Researcher's clear and prompt feedback may increase participants' Entrepreneurial Drive. From the Learning Perspective, participants' Entrepreneurial Drive may increase because all ODIs were designed to link learners' experience to learning situations. Most of the participants played significant roles in their learning. This finding addresses Research Question 2.

b. Participants' Proactive Disposition increased. It may be from many reasons.

From the Motivation Perspective, many after conducting AI interview participants may found that it is not difficult to improve something in their organization. From the Learning Perspective, Appreciative Inquiry may result in participants' Double-loop learning. From the Appreciative Inquiry perspective, there were many events that confirm the Simultaneity Principle where change happens at the same time as inquiry. Most of the participants changed their attitude/behavior during AI interviews. From ODI's Perspective, the Researcher had learnt that simple Appreciative Inquiry is sufficient to make change. This finding addresses Research Question 5.

c. Participants' Preference for Innovation did not increase. It may from many reasons. From the Motivation Perspective, it might be from: many participants viewed that AI experimentation was not easy. Some could overcome such obstacles by seeking advice and feedback from the Researcher but many did not do so. From the Learning Perspective, it might be from: many lacked of ability to reflect on their current/past actions. Such shortcomings led to a low degree of Double-loop learning. This impacted on behavioral change. From the Appreciative Inquiry perspective,

participants' Preference of Innovation did not increase because many participants may lack positive emotion. From ODI Perspective, it might be from: most of participants lacked of a role model. This finding addresses Research Question 3.

d. Participants' Nonconformity did not increase. It may be from many reasons. From the Motivation Perspective, most of participants are "Affiliation Seekers." They seek compromise from others, not challenge. From the Learning Perspective, many participants had not implemented their findings. This may be the reason why their behavior did not change. From the Appreciative Inquiry perspective, many participants till the end of this research do not have positive image of their organization. From ODI' s perspective, the Researcher did not do a good job in facilitating participants so they could effectively deal with their stakeholders. This finding addresses Research Question 4.

e. Participants' Self-efficacy did not increase. It may be from many reasons. From the Motivation Perspective, without a proven record till the first four Action Research Cycles, many participants may perceive that Appreciative Inquiry might not work. From the Learning Perspective, many participants did not have a chance to experiment with ideas. Without experimentation, their behavior might not change. From the Appreciative Inquiry perspective, many participants perceived that it is not possible to change anything through Appreciative Inquiry. From ODI Perspective, Appreciative Inquiry may need adjustment. This finding addresses Research Question 6.

f. Participants' Achievement Motivation did not increase. It may be from many reasons. From the Motivation Perspective, AI Thailand may have a low proportion of Achievers than other personalities. From the Learning Perspective, most of participants had showed a low degree of social interaction. Therefore learning did not

change their behavior. From the Appreciative Inquiry perspective, till the end of this research, many participants have more negative thoughts compared positive ones. From ODI Perspective, the Researcher did not do a good job in promoting participants to do journal keeping. This finding addresses Research Question 7. It can be inferred that by practicing Appreciative Inquiry, overall, Participants' Entrepreneurial Drive increased at moderated levels. Learning from this resulted in the development of the Researcher's Inclusion Strategy. This finding addresses Research Question 2-7. The increases of AI Thailand members' Human Capital and associated evidence which impacts toward the participants' organizations and increased Entrepreneurial Drive and Proactive Disposition. The Researcher has not only increase participants' Human Capital, but also has had an impact upon AI Thailand's Strategy.

5.1.4 The Researcher's finding of the Tipping Point's concept led to radical change of AI Thailand strategy and initiatives. By practicing Appreciative Inquiry, the Researcher found the Tipping Point's Concept (See Reflection 3.2 in Appendix P). This is the most important finding in this research as it radically impacts AI Thailand's strategy and is also the driver for the increase of AI Thailand members' Human Capital. This finding radically impacted AI Thailand's strategy and initiatives in four ways. Firstly, the Researcher initiated change and communicated ideas and knowledge to all AI Thailand members through the Tipping Point Secondly, for participants, their Tipping Points' clients also becomes a catalyst for change. Therefore coaching AI Thailand members to reflect their peak experiences they have had with the Tipping Point's client becomes our strategy.

Thirdly, by observing what worked with the Tipping Points, the Researcher has developed the Researcher's Evaluation Strategy and the Researcher's Appreciative Inquiry. Fourthly, by applying what the Researcher found from the

Tipping Points, the Researcher was able to increase participants' Human Capital. Appreciative Inquiry partly contributed to such achievement because the Researcher carried out Appreciative Inquiry under the Action Research's framework. The Action Research's framework led to reflection through Appreciative Inquiry in order to resolve challenges and concerns related to Action Research's Validity. In addition, this finding had been magnified by Appreciative Inquiry, Appreciative Coaching and Knowledge Management.

5.1.5 The increases of participants' Human Capital positively impacts AI Thailand's performance related to Human Capital. It can be inferred that such an achievement is at a moderate degree. This is because the Researcher achieved seven strategic objectives such as Reputation on Social Engagement and Develop dedicated AI Practitioners. However, the Researcher failed to achieve some strategic objectives such as Promote Experiential Learning and Develop Learning Organization. It was found that Action Research is a key success factor for this achievement. By addressing issues concerning Action Research such as inclusion, communication and self-serving the Researcher was able to develop many Researcher's ODIs and Evaluation Strategies. This finding addresses Research Question 10.

5.1.6 Through Action Research, the Researcher was able to develop customized Organization Development Interventions. There were the Researcher's Appreciative Inquiry, the Researcher's Evaluation Strategy, the Researcher's Knowledge Management, the Researcher's Stakeholder Management Strategy, Appreciative Coaching and the Researcher's Inclusion Strategy. It can be inferred that this customized interventions supports our Mission which is "Be a **H**eadspring of practical knowledge gained from AI practices." However, such interventions still needed future refinement and retest.

5.2 Conclusion

Inspired by the Researcher's direct experience with Appreciative Inquiry and international AI communities, the Researcher has established Thailand Appreciative Inquiry Network (AI Thailand) since 2007. Through this network, the Researcher aimed to spread Appreciative Inquiry throughout Thailand. At the beginning, AI Thailand had 32 founding members. The most challenge problem AI Thailand at that time was facing was: AI Thailand members lacked of Human Capital. If this problem was not properly addressed in a timely manner, AI Thailand would vanish. However, if successful, this research would produce the first group of Human Resources in Appreciative Inquiry in Thailand. In addition, this research would result in case studies about Appreciative Inquiry available to the public. Furthermore, this research may be a case example for low-cost organization development.

The Researcher had addressed this problem through Action Research. From February 1, 2008 to September 30, 2008, the Researcher had used Action Research as a framework to develop AI Thailand members' Human Capital. ODIs including Appreciative Inquiry, Appreciative Coaching and Knowledge Management had been used under Action Research's framework. In each month, the Researcher had performed Reflection through the Kolb's Model of Experiential Learning. Learning from one Action Research Cycle had been fed into the next cycle. Eventually, through Action research, the Researcher was able to address AI Thailand's deficit which is lack of Human Capital. Human Capital of 32 participants at Post-ODI is higher than those at Pre-ODI. This finding is supported by two pieces of evidence.

The first piece of evidence is: Participants with higher Human Capital were able to create impacts on their organizations at moderate degree. Out of 32 participants, 11 participants were able to create impacts ranging from "high" to "very

high” levels while 21 participants were able to create impacts ranging from “very low,” “low,” to “moderate” levels.

The second piece of evidence is the moderate increase in participants’ Entrepreneurial Drive. Entrepreneurial Drive was used to measure change in participants’ behavior. In fact, Entrepreneurial Drive is similar to Intrinsic Motivation. Entrepreneurial Drive consists of five components including Proactive Disposition, Preference of Innovation, Nonconformity, Self-efficacy or Achievement Motivation. By practicing Appreciative Inquiry, participants’ Entrepreneurial Drive or Intrinsic Motivation should be increased. At the end, the Researcher found that Participants’ Entrepreneurial Drive and Proactive Disposition increased but not Preference of Innovation, Nonconformity, Self-efficacy and Achievement Motivation.

In this research, impacts did not only occur with individual participants, but also on AI Thailand. In fact, the Researcher’s finding of the Tipping Point’s concept led to radical change of AI Thailand strategy and initiatives. AI Thailand’s Tipping Point members became catalysts for change. The increases of participants’ Human Capital positively impacts AI Thailand’s performance related to Human Capital though we failed in most of strategic objectives related to Finances and Learning and Growth. In addition, through Action Research, the Researcher was able to Through Action Research, the Researcher was able to develop customized Organization Development Interventions including the Researcher’s Appreciative Inquiry, the Researcher’s Evaluation Strategy, the Researcher’s Knowledge Management, the Researcher’s Stakeholder Management Strategy, Appreciative Coaching and the Researcher’s Inclusion Strategy. They were needed to refine and experiment them in the future.

5. 3 Recommendations for AI Thailand

5. 3.1 Though AI Thailand's specialty is Appreciative Inquiry, AI Thailand should pay attention to Action Research and other OD tools such as Knowledge Management and so on. This is because Action Research is the broader perspective than Appreciative Inquiry. It can be seen clearly that in this research, Action Research had been used as a framework in developing Human Capital. Through Action Research, the Researcher had to address concerns related to validity such as inclusion and evaluation. The Researcher's attempts to address such problem led to development of more customized intervention and evaluation strategies. In addition, the Researcher had used many OD tools such as Appreciative Coaching and Knowledge Management to support AI Thailand members in practicing Appreciative Inquiry. Appreciative Coaching had been used to help members to find out their strengths while Knowledge Management was used to help AI Thailand members work as a team more effectively. Therefore, AI Thailand members should practice Action Research and other ODIs along with Appreciative Inquiry. After this research, in 2009, the Researcher plans to coach new/current AI Thailand members to experiment Appreciative Inquiry and Action Research or Dialogue in the same time.

5. 3.2 The Researcher was able to develop customized Organization Interventions including the Researcher's Appreciative inquiry, the Researcher's Knowledge Management, the Researcher's Evaluation Strategy, the Researcher's stakeholder Management Strategy and the Researcher's Inclusion Strategy and the Researcher's Appreciative Coaching. They still need refinement. The reason is: the situation has changed. By the time the Researcher conducted Action Research, there were only 32 participants. There were limited resources. No one expected the Researcher has experience in using Appreciative Inquiry. This model may be suitable for 32

participants. However, at that time, AI Thailand is growing. At that time, as of April 2009, AI Thailand had over 90 new AI Thailand members who already have started AI projects in 2009. Unlike at the beginning, we had plenty of experienced AI Thailand members whom the Researcher has constantly networked to new AI Thailand members. We have external members including a foreigner in cyber space whom the Researcher has never met. These people expected the Researcher and AI Thailand to support them to create positive change in their organizations. Therefore the Researcher plans to refine the Researcher's Appreciative Coaching which focuses on large-group interventions.

5.3.3 Most of AI Thailand members had carried out AI projects for two to four months. This is considered a very short-term period. Though many were successful, they created only short-term measurable success. Though most of AI Thailand members after they finished AI projects reported that they always use Appreciative Inquiry in their daily life, they did not report the measurable impacts. From this situation, the Researcher is not sure whether impacts participants created to their organizations are sustainable. AI Thailand needs to develop AI projects with longer periods of implementation for instance, two years. Experience gained from such projects may give a clue for future ODIs to institute more sustainable positive change. In addition, the Researcher plans to develop a measurable system which would be helpful in developing more sustainable AI projects.

5. 3.4 As the organization is growing, achievement today would not guarantee future achievement. AI Thailand needed management teams and more Action Research. AI Thailand according to this research was operated by the Researcher only. Through Action Research the Researcher was able to create impact upon only strategic objectives related to Human Capital but failed in financial objectives. This situation

suggests that AI Thailand lacked top management. To achieve its vision and mission, AI Thailand needs to establish a top management. In 2009, the Researcher plans to establish an Executive Committee. In addition, as the academic, the Researcher plans to apply for university's research funds and run another Action Research on a larger scale in 2010.

5. 4 Recommendations for future research

“We are what we think. All that we are arises with our thoughts. With our thoughts, we make the world.”

Siddhartha Gautama (543 B.C.)

5. 4.1 The above Lord Buddha's quote resembles the Constructionist Principle, one of the Principles underlying Appreciative Inquiry. Constructionists Principle believes that knowing and becoming are interwoven. Who a person is now and how they became who they are now are strong predictors of who they can and will become. A person's future is an extension of what they know and do not know (Cooperrider, 2001). From the Researcher's view, many of Buddha's teachings can be applied to improve quality of Appreciative Inquiry and Action Research such as inclusion and stakeholder management. For instance, his teaching on the Power of Solidarity, this Buddha teaching is about four principles to make people living with others in harmony. The Power of Solidarity consists of benefaction, kindly speech, friendly aid and impartiality. As inclusion is vital for Appreciative Inquiry and Action Research as well as ODIs, asking people to fully participate in the process may need some strategy. This Buddha's Principle may be an alternative strategy for inclusion. Therefore there may be an Action Research/Appreciative Inquiry to study application of the Power of Solidarity to improve quality of inclusion.

5.4.2 For those who are interested in Buddhism practices/research, Appreciative Inquiry may be helpful. Appreciative Inquiry supports the Buddha's teaching on “You

reap what you sow” or “the Law of Karma.” Discovery is a process in which people inquire their positive experiences. From the Researcher’s experience, clients’ positive experiences frequently are decent behaviors such as compassion and impartial practices. Such positive experiences were linked directly to events when AI Thailand members acquired their royal customers/increased revenue/created higher productivity. After AI Thailand members re-created their positive experiences again, they were able to get more customers/higher revenues/productivity. Therefore, Buddhism practitioners/Researchers are able to help their clients to gain experiences in one of Buddha’s teachings “You reap what you sow” or “the Law of Karma.” They may apply Appreciative Inquiry to improve their clients’ Buddhism practices.

5. 4.3 From the Researcher’s view, the Tipping Point’s concept contributes to transformational change. The Tipping Point may be helpful for Action Researcher/AI Practitioners working in Thai context. Therefore, there should be more Action Research/Appreciative Inquiry projects on the Tipping Point’s concepts.

5.5 Reflection

5.5.1 Through Appreciative Inquiry, the Researcher has journeyed into a new frontier. Before this research, as an academic, the Researcher’s consultation given business people and other professionals as well as villagers always ended up with nothing. Clients may show excitement during consultation/workshop. However, no one reported that he/she experienced growth in business. In contrast, Through Appreciative Inquiry the Researcher saw that many AI Thailand members especially the Tipping Points have automatically higher Intrinsic Motivation, Learning and Entrepreneurial Drive whereas they were developing AI projects. In addition, subsequently they were able to create impacts on their organizations in terms of

higher revenue and productivity. The Researcher also experienced such phenomenon wherever the Researcher used Appreciative Inquiry to improve process and AI Thailand's performance. Through Appreciative Inquiry, the Researcher gained more confidence in his career in academic work in Business School. Through Appreciative Inquiry, the Researcher has gained more practical knowledge in diverse areas especially in Marketing and Strategy. After this research, the Researcher still uses Appreciative Inquiry to improve his professional practice and his organization, "AI Thailand." It can be said now that through Appreciative Inquiry, the Researcher has journeyed into a new frontier of OD consultation.

5.5.2 Through Action Research, the Researcher has journeyed to a new paradigm.

Before this research, the Researcher tried to educate himself on many interesting field of knowledge ranging from Creativity, Balanced Scorecard and Appreciative Inquiry. The Researcher had kept teaching people to practice these new ideas with passion. After the Researcher had conducted Action Research, the Researcher realized that passion may be not sufficient. This is because there were many people in AI Thailand who were not able to understand Appreciative Inquiry right after ODIs. There were some members who were still facing organization and family chaos. As Action Research demands the Researcher to include all participants in the process, the Researcher needed to develop customized strategies to help inclusion. Eventually such attempts resulted in a new Evaluation Strategy, Inclusion Strategy and Stakeholders Management Strategy as well as the Researcher's Appreciative Coaching. The Researcher now realizes that compassion is a source of new Knowledge and a driver for Organization Development not passion. In fact, people should have a passion to work with others with compassion.

EPILOGUE

Since the Researcher started Action Research in February 2008, the Researcher had experienced a change in many perspectives. Firstly, through Action Research, AI Thailand has not only developed AI Thailand members' skills, experience and knowledge in Appreciative Inquiry (Human Capital), we now have Social capital and Structural capital. Social capital is our Tipping Points and other capable members. We now have Structural Capital such as a website and other customized ODI and Strategies for ODI in Thai culture. These combine to form Intellectual Capital.

Secondly, through Action Research, I have profoundly changed my attitude. Through Action Research Framework, inclusion is mandatory. Every voice must be heard. Efforts to increase inclusion led to development of Evaluation Strategy and other customized interventions which might fit to Thai culture. This means, if one puts effort on inclusion of other people so that no one is left behind, he/she would be able to develop innovation from such effort.

Thirdly, through Appreciative Inquiry and Action Research, I found the Tipping Point's concept. This concept is helpful in designing ODI and business process. It also is helpful in addressing the self-serving issue. Coaching participants on the Tipping Points would help them see opportunities or have "Called." In addition, the Tipping Point's concept makes Appreciative Inquiry and Evaluation Strategy more powerful. The Tipping Point's concept becomes our flagship coaching embedded in all of our improvised ODs and strategy. This is our strength now.

Last but not least, at the end I found that my life profoundly has changed. I found that my robust attempt to change others is quite detrimental to my health and

my spirit as well as my family. I have to keep my self changed too. I have to keep my self educated in order to sustain my “Learner Mindset.”

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Appendix A

List of Community Members and background

Code	Gender	Type of Organization	Background
P01	Male	Roof tile Plant	P01 is male. He is a senior production engineer at a Roof tile manufacturing plant in Saraburi. His AI project was aimed to improve yield of roof tile production and related activities. His intention was to try a new thing which is Appreciative Inquiry.
P02	Female	District Hospital	P02 is a professional nurse. She is a wife of Phol's Hospital Director. She used AI to develop health promotion campaign for her hospital.
P03	Female	District Hospital	AI in Diabetes Patient Care. She is a professional nurse specializing in Diabetes Patient Care. She wants to improve quality of life of Diabetes Patient. AI is a new thing to her but she has heard about it before.
P04	Female	National Research Institute	P04 is a senior accountant at the Northeastern Research Institute. She used AI to improve reimbursement and documentation process.
P05	Female	District Hospital	P05 is a senior pharmacist at District Hospital. She interesting in aging people. She aimed to use AI to develop business model for senior citizen.
P06	Female	District Hospital	P06 is a professional nurse. She aims to use AI to develop Pain Management Program at Maungphol Hospital.
P07	Female	Dog breeding farm –Udon Thani	P07 is a daughter of Dog Breeding Farm's owner. His father is known among business community in Udon Thani. She used AI to develop marketing strategy for her farm.
P08	Female	Cosmetic Shop	She is a business owner. She runs her small cosmetic shop in Khon Kaen province. She aimed to use AI to develop marketing strategy. She also aimed to
P09	Female	Commercial Bank	He used AI to increase his sales of loan products. He is working for the small commercial bank in Udon Thai province.
P10	Male	Apartment	He is son of Entrepreneurs. He helps his parents to run apartment. He aimed to use AI to develop marketing strategy.
P11	Female	Restaurant	She is working for a local restaurant. She used AI to improve restaurant's performance.

Code	Gender	Type of Organization	Background
P12	Male	Distributor	He is a son of Small Tractor Distributor in Petchaboon Province. He aimed to use AI to develop marketing strategy.
P13	Male	Web design	He is an owner of Khon Kaen-based web design company. He used AI to develop marketing strategies.
P14.	Female	Pharmaceutical Company	She is a sales representative of a Japanese Pharmaceutical company. She used AI to develop marketing strategy.
P15.	Female	Commercial Bank	She is working for local commercial bank. She used AI to increase sales of loan products.
P16	Female	Accounting firm	She is a partner of accounting office located in Bangkok. She used AI to develop strategy to expand her business in Udon Thani province.
P17	Female	School	P17 is an owner of Imaginative English and Mathematics tutoring school. She used AI to discover what activities is fun for preschool children.
P18	Male	Distributor	He is a sales representative of Nesle. He used AI to develop shelf-management strategy.
P19	Female	Pharmaceutical Company	She is a sales representative of Alzheimer drug. She used AI to develop marketing strategy.
P20	Female	Local Vietnamese Food shop	She is an owner of local Vietnamese food store in Nongkhai Province. She used AI to develop marketing strategy.
P21	Male	Convenient store	He is an owner of local convenient store in NongBua Lamphu Province. He used AI to develop marketing strategy.
P22	Female	Mechanics shop	She helped her boyfriend who also tentative AI Thailand's member to develop customer experience management strategy through Appreciative Inquiry.
P23	Male	Mechanics shop	He is an owner of mechanics shop at Udon Thani province. He used Appreciative Inquiry to develop teamwork at his store.
P24.	Male	Furniture shop	She helped her aunt at Mahasarkarm province to develop strategy through Appreciative Inquiry for furniture store.
P25	Female	Computer supply	She helped her friend to develop customer experience management programe through Appreciative Inquiry at local computer

Code	Gender	Type of Organization	Background
			distributor, Khon Kaen Province.
P26	Male	Celebrity	He is Thai celebrity. He won a national contest during his AI project. He used AI to improve his stage performance.
P27	Female	Apartment	She is a nephew of a shareholder of the largest fishery net plant in the world. She helped her uncle to develop marketing campaign for the largest apartment complex in Mahasarakam province.
P28	Female	School	P28 is planning to open Physic Tutoring School. Her project baims to find out peak experience of people who had been talent in physics such as Doctors and Engineers. This is to develop unique course.
P29	Female	Distributor	She is a CEO of a local milk product distributor based in Khon Kaen. She used AI to develop high-involvement organization.
P30	Male	Ice Making Plant	He is looking for his own business. He used AI to study and develop strategy for ice-making plant.
P31	Female	Silk shop	She is a nephew of a local silk distributor. She used AI to develop marketing strategy for her aunt.
P32	Female	Convenient store	She is an owner of local convenient store in Udon Thani Province. He used AI to develop marketing strategy.

Appendix B

Explanation of 17 Strategic Objectives and their respective Key Performance Indicators

As the Researcher had experience in coaching Appreciative Inquiry to three MBA students who are entrepreneurs, the Researcher articulated such experience to design Balanced Scorecard, its respective Key Performance Indicators and initiatives. In this Appendix, there were detailed descriptions of each Strategic Objective and its Key Performance Indicators. Basically these strategic objectives were based on two assumptions. First during this research, only the Researcher would oversee AI Thailand. There was no Executive Committee. Secondly this strategy was planned for sixty members. Details are as follows:

Strategic Objective # 1: Reputation on Social Engagement

As the Researcher has worked in many government projects aiming to improve quality of life for rural people, the Researcher aimed to promote Appreciative Inquiry as an alternative tool which they were able to use for Organization Development like strategic planning, marketing planning and quality improvement. These improvements might lead to better quality of life of rural people. If the Researcher found AI Thailand members who worked with public healthcare or community development, the Researcher aimed to help them to develop their Community of Practices through Appreciative Inquiry.

The Performance Driver was “Percentage of AI projects oriented to improve quality of life of the rural people.” The Researcher believed that since AI Thailand is based in the Northeastern Thailand, there should be a lot of AI Thailand participants who were working for organizations related to rural people. The Researcher believed that by the end of September 2008, there should be around 20% of AI projects directed toward rural problems counted at the end of February. This means if we were able to run 60 AI projects, there should be 20% of 60 participants or 12 participants aiming to help rural people. For the Outcome, the indicator was the “Number of new communities using AI as the core change strategy in improving quality of life of the rural people.” The Researcher expected at least two of them.

This Strategic Objective would support Mission # 3 (Develop professional AI practitioners in diverse sectors in Thailand)

Strategic Objective # 2: Reasonable income stream

As the founder of this organization, in the first year, the Researcher would be responsible for AI Thailand’s revenue. Sources of revenues would be from the Researcher alone. The Researcher was able to earn revenue by offering workshops and consultations on Appreciative Inquiry. Since Appreciative Inquiry was quite new in Thailand, it was difficult to get contract in the name of AI Thailand from external people. It may be from AI Thailand members and stakeholders who were already familiar with the Researcher. This means the more people who were familiar with the Researcher, the more opportunities for earning revenue.

Therefore the Performance Driver was “Growth of subscribed non paying members per annum.” The Researcher believed that by the end of December 2008, we were able to acquire an additional 30 AI Practitioners. This means a growth of 200%. For the outcome, the indicator was “Percentage of AI Thailand Income funded by the Researcher. The Researcher’s target was 50%. At that time, the Researcher was to fully fund AI Thailand. However, the Researcher believes that growth of non-paying members and websites would be the channels for the Researcher to tap research funds and revenues from workshops provided in the name of AI Thailand. So by the end of December, 2008, the Researcher would fund only 50% of this income stream. By the end of 2009, this organization would be fully financially viable.

This Strategic Objective would support Mission # 2 (Develop professional AI practitioners in diverse sectors in Thailand)

Strategic Objective # 3: Sustainable funding

To fulfill AI Thailand's vision and mission, the Researcher was to seek channels for fund raising. As the Researcher becomes exposed to influential stakeholders, they may be channels for our fundraising. The best way where the Researcher believed that it would help stakeholders to see what AI Thailand is; they must have positive experience with Appreciative Inquiry. From experience in Academics, the Researcher always meets a lot of people who were influential in their fields. This was not limited to academics only. Many of them are MBA students and friends. During this research, the Researcher would find out who was influential in their field and approach them. The Researcher would convince them to run AI projects. If successful, the Researcher believed that these people would be helpful and would support the Researcher with access to funding in the future. AI Thailand may not have access to funding in 2008. But the Researcher believed that in the near future, we would get funding.

Therefore Performance Driver was "Percentage of AI projects partnered with influential stakeholders compared to total active projects." The Researcher assumes that there might be only 5% of active members. At that time AI Thailand had 30 members. This means there might be six active members. For Outcome, the Researcher planned to ask for donations from many sources which were related to stakeholders. Since it took time to develop relationships with such stakeholders, it was difficult to get donations or funding in February. The Researcher thought it might take three months. Within three months, we should get some donations. Since in this year, we would not have a lot of activities for fund raising; we expect only 5 % increase in donation by the end of December. The outcome is then "Growth of donations compared to April 2008."

This Strategic Objective would support Mission #2 (Outspread knowledge and values of Appreciative Inquiry in Thailand)

Strategic Objective # 4: Competitive cost structure

In any organization, competitive cost structure was a driver for organization growth. At the beginning the organization had assets, most importantly, books and websites. In the Researcher's view, if such assets were fully utilized, they would contribute to organization success. There were over 130 books in diverse fields which would be helpful for AI practitioners. A Website was being developed. Based on the Researcher's experience in a managerial position in an engineering firm, simply reviewing what assets AI Thailand had would give us an idea on how to use them. This experience was the baseline for defining the Performance Driver, which is "Times spent to review cost structure." The Researcher would spend a short time to review what AI Thailand had and plan how to utilize them once a month.

Since we would propose seven cycles of Action Research, we then set the target for cost-structure review for seven times. ROI or Return on Investments was simply calculated by subtracting Revenue by investment costs and divided by investment costs and then multiplied by 100. ROI was shown in percentage. Interpretation for this value was; if ROI increased over time, it was considered that the organization's performance has improved. ROI was increased by two ways; one way is to increase revenue and to fully utilize assets. Good entrepreneurs would try to do both.

Starting from cost, cost at the beginning included 2,000 Baht in website development. This cost did not include Books since all books were donated by the Researcher. For ROI calculation, the Researcher was not able calculate ROI at the beginning since by the beginning of the first Cycle in February, there would be no revenue to the Network. The Researcher believed that by the end of April, there might be revenue gained to the Network. It may be from Training/workshop we delivered to external people. So the baseline ROI should be from April. In April revenue might be 10,000 Baht. Investment costs should be only 2,000 Baht. Therefore ROI was 400%. The Researcher expected that after April, our organization

should have a constant income stream averaging 10,000 Baht a month. Therefore by the end of September there should be 2,900 % based on the initial investment cost of 2,000 Baht. By comparing ROI in September and ROI in April, ROI would grow by 625%.

This Strategic Objective would support Mission #2 (Outspread knowledge and values of Appreciative Inquiry in Thailand)

Strategic Objective # 5: Develop dedicated AI Practitioners

Dedicated AI Practitioners means AI Practitioners who completed their AI Experiments and are committed to Appreciative Inquiry by continuing their AI projects on their own. They are still creating and expanding Communities of Practices without the Researcher's intervention. The Researcher believed that the Researcher could spot potential people from the beginning. If found, the Researcher would spend time to coach them. So the more the Researcher spends time with them, the higher probability they would continue their AI projects after this research. Therefore "Time spent to coach potential AI practitioners individually" was a key Performance Driver. The Researcher aimed to give each individual ten hours of coaching sessions. For the Outcome, the indicator was "Number of Dedicated AI practitioners." The Researcher believed that we were able to have four of them by the end of this research.

This Strategic Objective would support Mission #3 (Develop professional AI practitioners in diverse sectors in Thailand)

Strategic Objective # 6: Develop Capable Positive Consortiums

Capable Positive Change Consortium means Positive Change Consortiums which are capable of developing their "Human Capital" without direct intervention from the Researcher. They were able to work on their own. The Researcher believed that if the leader of a Positive Change Consortium conducted Action Research or did what ever which is close to Action Research Validity; their Positive Change Consortium would still be active after this research. Therefore a Performance Driver was "Number of AI practitioners capable of conducting Action Research. The Researcher expected at least two AI Practitioners who would be committed to Action Research. For the Outcome, the indicator was "Number of capable positive change consortiums." If these two AI Practitioners successfully developed Positive Change Consortiums, there should also be two Capable Positive Change Consortiums.

This Strategic Objective would support Mission #1 (Build and bridge community of practices of Appreciative Inquiry in Thailand) and Mission #3 (Develop professional AI practitioners in diverse sectors in Thailand)

Strategic Objective # 7: Sustain Influential Stakeholders

Influential stakeholder means internal or external persons who were crucial for AI Thailand's future. They may be gateways to funding or larger connections. This group of people needed special attention. The Researcher planned to spend time with these people to help them to achieve their projects. The Researcher thought that this process would take time. The Researcher also expected that this group of people would be our future Executive Committee or Board Members. Therefore apart from ODIs the Researcher planned to involve them in many key decisions for AI Thailand. So they were able to have a sense of belonging. So, the more we spent time to customize interventions and AI Thailand's performance, the higher possibility they would become our supporters. Therefore Performance Indicator was "Time spent to consult potential stakeholders on their projects. Initially, the Researcher would spend time with them for five hours per person or more. For the outcome, the indicator was "Number of influential stakeholders." The Researcher believed that they would be about six persons.

This Strategic Objective would support Mission #3 (Develop professional AI practitioners in diverse sectors in Thailand)

Strategic Objective # 8: Acquiring New AI Practitioners

As the Researcher is a full-time MBA Lecturer, the Researcher had many chances to meet a lot of students and academics. Basically, MBA students were those who already own businesses or were in top management in public and private organizations. Many if not all had their own businesses, they were sons/daughters of entrepreneurs. For academics, many of them had vast connections with famous companies in Thailand. If these people adopted Appreciative Inquiry as their change strategy, we were able to fulfill our vision and mission. To access these people, the Researcher should take time to sell ideas to them as much as possible. If successful, we were able to get new AI Practitioners who were committed to running their own AI Projects. This means the more the Researcher sold ideas to prospects, the more new AI practitioners were acquired. Therefore, Performance Driver for this objective was “Time spent to expose external people to the AI’s experience. The Researcher aimed to sell ideas to new prospects at least 20 times. For outcome, its indicator was “Number of new AI practitioners acquired.”

This Strategic Objective would support Mission #3 (Develop professional AI practitioners in diverse sectors in Thailand)

Strategic Objective # 9: Develop Knowledge Creation Infrastructure

Knowledge Creation Infrastructure means documents and any form of medium that promote learning in Appreciative Inquiry. Knowledge Creation Infrastructure allows participants and the public to perform self-study. This was equivalent to structural capital. To develop Knowledge Creation Infrastructure, the Researcher was to organize Knowledge Creation Activities and then capture knowledge from participants. Knowledge Creation Activities may be in the form of case writing for AI projects or recorded storytelling resulting from knowledge sharing activities. Therefore Performance Driver was “Numbers of Knowledge creation activities.” The Researcher planned to organize ten Knowledge Creation activities. If successful, they would generate stories reusable in the future. The Researcher believed that there might be fifty stories in the form of case studies and stories used for ODIs. Therefore the outcome was “Number of stories resulted from knowledge creation process that inspired AI-practitioners’ 4-D process.”

This Strategic Objective would support Mission #5 (Innovate Open-source infrastructure that supports learning in Appreciative Inquiry)

Strategic Objective # 10: Develop Yellow-pages of AI practitioners

This strategic objective was aimed to have activities like “train-the-trainer programme.” It was aimed to develop AI Thailand Members who were capable of being “Coaches” for others. The Researcher believed that these persons would be drivers for our mission too. Since they were able to coach other people, they would be their leaders. The Researcher also believed that these people would be able to run their own networks in the future. In addition, they would be helpful in spreading Appreciative Inquiry throughout Thailand. To develop them the Researcher must offer customized programmes to upgrade each individual’s Human Capital. This means the more customized activities available to the target persons, the more number of AI experts would be. Based on this, Performance Driver was “Numbers of Activities to develop expertise in each 4-D process.” The Researcher believed that the Researcher was able to organize such activities which may be in the form of coaching and Knowledge Management by ten times or on the average of one time a month. For the Outcome, the indicator was “Numbers of AI Expertise in each 4-D process.” The Researcher expected that there would be five persons. After they were qualified, the Researcher would network them to other AI Thailand members and interested persons outside the organization.

This Strategic Objective would support Mission #3 (Develop professional AI practitioners in diverse sectors in Thailand) and Mission #4 (Be a Headspring of practical knowledge gained from AI practices)

Strategic Objective # 11: Partnership forming

This is from the belief that the Researcher would be able to form partnership with organizations which use Appreciative Inquiry as a core methodology for consultant or ODI. This included organizations which use or offer consultation on Knowledge Management as the Researcher perceived that people who run Knowledge Management would be able to adopt Appreciative Inquiry. At that time, Knowledge Management was being widely practiced in Thai public organizations like universities. As the Researcher always met a lot of people, the Researcher would develop strategies in selling ideas. This means the more the Researcher sold ideas, the more the Researcher might get partnerships. Therefore Performance Driver was “Number of times the Researcher spent to sell ideas to potential organizations.” The Researcher set the measure for this KPI as 250 times starting from February to September 2008 or on the average 30 times a month. For the outcome, this initiative would result in more numbers of Partnership Organizations outside AI Thailand. The Researcher believed that there might be ten organizations.

This Strategic Objective would support Mission #1 (Build and bridge community of practices of Appreciative Inquiry in Thailand)

Strategic Objective # 12: Organizational Capacity Building

In this research, the Researcher would reflect his practice through the Kolb’s model of Experiential Learning. In this model, the Researcher was to observe concrete experience, reflect it, and conceptualize it and then experiment with what the Researcher conceptualized. The reflection involved heavily on participants’ motivation and learning. The Researcher believed that if experimentation was in the right direction, many experiments would become the organization’s innovative way in developing Human Capital. This process of innovation would result in participants’ satisfaction. The more participants’ satisfaction increased, the more the organization attracted more participants. Therefore, Performance Driver was numbers of Experimentation resulted from reflections (the Researcher’s reflection). Performance driver was measured by number of reflections recorded in Researcher’s journal. The Researcher believed that before September 30, 2008, the Researcher might be able to conduct 20 experiments or more. The outcome was growth in members. This was measured by growth in AI Thailand active members. This was calculated by total number of active members as of September 30, 2008 divided by total members on February 1, 2008. For this indicator, since during this research, it would be the busiest time for the Researcher; there would be no time available for recruitment activities. The Researcher believed that growth would be only 10% of number of active members in February 1, 2008 or just 3 persons.

This Strategic Objective would support Mission #3 (Develop professional AI practitioners in diverse sectors in Thailand)

Strategic Objective # 13: Sustain Members

Since AI Thailand’s members were going to use Appreciative Inquiry in their own organizations, the Researcher would encourage them to establish Positive Change Networks. AI Thailand’s members would act as change agents. They would facilitate people to reflect their peak experience and facilitate their participants to run AI experiments. In this way, the Researcher believed that AI Thailand’s Positive Change Network would still have some momentum after this research and after they disengaged from the Network. Some may grow. In this way, the Researcher would be able to sustain members. Therefore the Performance Driver was “Growth of members of Positive Change Networks established in AI practitioners’ organizations.” By the end of February, 2008, the Researcher would know how many people were involved in participants’ AI projects. This figure would be the baseline. By the end of September, 2008, the Researcher expected that participants’ Positive Change Network should grow by 20%. For instance, if by the end of February, 2008, AI Thailand members were able to form Positive Change Networks in their organizations. All of the people participating in all AI projects organized in all of AI Thailand members combined were 100 persons. By the end of September, this figure should grow by 20% or 120 persons.

If all of ODIs was right, most of AI Thailand’s members would successfully complete their AI Projects. As most AI projects would be done through their Positive Change Networks. The Researcher believed that this Positive Change Networking would still exist after this research. This was sufficient reason for all of AI Thailand members in sustaining

their relationship with AI Thailand. In this regards, the outcome indicator should be “Active AI Thailand members measured in December 2008. The research expected that our network were able to sustain 80% of membership. This would be calculated by dividing total AI Thailand members who already committed to work on AI project either ones who working on or completing AI projects by the end of December 2008 by total members who already confirmed that they were still in the network by the end of December 2008.

This Strategic Objective would support Mission #1 (Build and bridge community of practices of Appreciative Inquiry in Thailand) and Mission #3 (Develop professional AI practitioners in diverse sectors in Thailand)

Strategic Objective # 14: Promote Experiential Learning

In this strategic objective, the Researcher aimed to develop participants’ capability to reflect their experiences. However, there was a slight modification since most of the people are quite busy. The Researcher decided to integrate Appreciative Inquiry with the Kolb’s model of Experiential Learning. The Researcher would coach participants to observe and reflect peak experiences as well as write them down as case studies. This process would be done in the form of Knowledge Management. The Researcher planned to organize knowledge sharing activities for 20 times or more. The Researcher believed that these meetings would be a driving force for experimentation initiated by AI practitioners. The research expected at least 100 experimentations from them. Therefore the Performance Driver was “A Number of meetings on knowledge sharing.” The Outcome is “A Number of experimentations initiated by AI practitioners.

This Strategic Objective would support Mission #3 (Develop professional AI practitioners in diverse sectors in Thailand)

Strategic Objective # 15: Develop Learning Organization.

The Researcher had no experience with “Learning Organization” before. We believe that during the project, if we studied and reviewed as well as developed the organization based on Learning Organization framework, we believe we were able to create AI Thailand as “A Learning Organization” in the long run. Therefore the more we spent time reviewing about Organization Learning, the more we were able to have successful AI projects. Therefore our Performance Driver was “The number of times spent to review organization learning (Times).” The Researcher expected to at least review it once a month to check our status. Over the course of seven month, he Researcher should review this seven times. For Outcome Indicator, Learning Organization was a long-term effort not just only seven months or one year. At this moment, the Researcher believed that the number of Successful AI projects was a good measure. Successful AI project means AI projects that result in creating “Very High” and “High” impacts on organizations. These organizations were people working in the same group or department or even means organization as a whole. With this rate of recruitment which was 30 participants in the beginning, we believe by the end of December, they may be able to recruit 60 participants or more. With the power of organizational learning, these participants may be able to create over 100 successful AI projects by the end of December 2008.

This Strategic Objective would support Mission #3 (Develop professional AI practitioners in diverse sectors in Thailand) and Mission #5 (Innovate Open-source infrastructure that supports learning in Appreciative Inquiry)

Strategic Objective # 16: Nurture AI Practitioners

To promote learning and growth, the Researcher set up this objective. To nurturing AI practitioners the Researcher had to spend time to coach them. The Researcher believed that the more he spent time on coaching AI practitioners, the more capability they had. So, a Performance Driver should be “Time spent to coach new AI practitioners. The Researcher planned to give four hours per individual at least. This was from experience the Researcher gave coaching to three AI practitioners before. Four hours is quite sufficient. For an outcome, the Researcher used “Percentage of AI Community members who completed AI projects and

were capable of initiating their own the 4-D process alone without prior consultation with the Researcher.” This means that they were able to show that they have, after ODI, they were able to develop 4-D process on their own. This percentage was calculated by having the number of AI community members who were able to complete AI projects and were capable of initiating their own 4-D process alone without prior consultation with the Researcher divided by total number of AI members who started AI project in the same period then multiplied by 100. At that time the Researcher expected 80%.

This Strategic Objective would support Mission #1 (Build and bridge community of practices of Appreciative Inquiry in Thailand) and Mission #3 (Develop professional AI practitioners in diverse sectors in Thailand)

Strategic Objective # 17: Promote Professional Development in AI careers

The Researcher aimed to promote potential persons to pursue AI/OD Consultant careers. The Researcher aimed to promote them to pursue PhD in Organization Development after this research. This would be possible by asking participants’ plans after their projects. If they were found, the Researcher must help them to achieve what they want. This objective might be achieved by time we spent together to discuss Appreciative Inquiry. Therefore, a Performance Driver was Time the Researcher spent to consult AI practitioners and customized AI in various aspects of decision-making. The Researcher initially would spend at least five hours with them. If it works, the Researcher believed that they would use AI in daily decision-making. This means they use AI and apply it in various aspects of their work like the way the Researcher did. Outcome Indicator was then the numbers of AI practitioners reporting that they used AI in daily decision-making. The Researcher believed that there may be three persons or less. We expected to have three of them.

This Strategic Objective would support Mission #1 (Build and bridge community of practices of Appreciative Inquiry in Thailand) and Mission #3 (Develop professional AI practitioners in diverse sectors in Thailand)

Appendix C

Pre-ODI assessment on participants' Intrinsic Motivation, Entrepreneurial Drive and Human Capital

During January, 2007, the Researcher conducted Pre-ODI assessment on participants' Intrinsic Motivation, Entrepreneurial Drive and Human Capital. The Researcher used Bale's Observation Guideline (See Appendix E) to observe Socio-emotion of each participant and interpret whether they have moderate or high Intrinsic Motivation or Entrepreneurial Drive. Observation of participants was fit to OD Evaluation (Kirkpatrick, 1984) on "Reaction" which was the predecessor for OD outcome on Learning, Behavior and Organizational Performance.

Pre-ODI Assessment for participant's Intrinsic Motivation: For the first visit, the Researcher had made appointments with each participant. Sometimes they came in groups to talk about Appreciative Inquiry. It was the first time the Researcher told stories about Appreciative Inquiry to participants and convinced them to run real AI projects. The Researcher raised examples about how AI helped three MBA students discover marketing strategies to attract customers.

The Researcher then told them about theories which are the backbone of Appreciative Inquiry such as Cognitive Dissonance, the Pygmalion Effect, Placebo Effect and the Metacognition. This was followed by Q&A. The Researcher then encouraged participants to develop AI projects according to 4-D's framework. To evaluate participants' Intrinsic Motivation, the Researcher applied Bale's Observation Guideline for subjective evaluation.

At this stage, people showed mixed Socio-emotions. The Researcher decided that if their Socio-emotion was "Show Solidarity," "Show Tension Release," or "Agree" their Intrinsic Motivation was "Very High," "High," and "Moderate" respectively. If participants showed "Disagree," "Show tensions," or "Shows antagonism," their Intrinsic Motivation should be "Low", "Very Low," and "Extremely Low" respectively.

Pre-ODI Assessment for participant's Entrepreneurial Drive: For the second visit, they discussed about the possibility and feasibility of implementation of AI projects in each participant's organization. At this time they also set scope of the projects. To evaluate participants' Entrepreneurial Drive, the Researcher applied Bale's Observation Guideline for subjective evaluation. So, by the end of the session, the Researcher rated each participant's Socio-emotion toward possibility and feasibility of AI project (Predecessor for Entrepreneurial Drive). When asking how they felt about AI project's possibility and feasibility, the Researcher observed their Socio-emotions along with their answers.

At this stage, people showed mixed Socio-emotions. The Researcher decided that if their Socio-emotion toward the AI project's possibility and feasibility was "Show Solidarity," "Show Tension Release," or "Agree" their Entrepreneurial Drive was "Very High," "High," and "Moderate" respectively. If participant showed negative Socio-emotions toward the AI project's possibility and feasibility like "Disagree," "Show tensions," or "Shows antagonism," their Entrepreneurial Drive should be "Low", "Very Low," and "Extremely Low" respectively.

Pre-ODI Assessment for participant's Human Capital:

Internal Dialogue Theory (Schwartz, 1986) is one of the theoretical foundations for Appreciative Inquiry (Cooperrider, 2001). Basically Internal Dialogue is the fundamental polarity between positive and negative thought. According to this

research, winning teams can be characterized by a 1.7 to 1 ratio of positive to negative self statement. Contrarily, losing teams can be characterized by a 1 to 1 ratio of positive to negative self statement.

Based on this theory, the Researcher assumed that participants who discussed with the Researcher with positive thinking had more potential. They should be more productive than those who always showed helplessness during the first two visits. Based on this assumption, the Researcher would assess each participant to see whether he/she was positive. If he/she always had positive thinking toward change, such participant would be rated as having “Moderate” Human Capital.” If they showed negative thought toward change, they would be rated as having “Low” Human Capital.

Summary of subjective evaluation and detail were summarized below:

Summary of Subjective Evaluation

Level	Intrinsic Motivation	Entrepreneurial Drive	Human Capital
Extremely Low	1	2	
Very Low	6	17	
Low	5	1	15
Moderate	17	10	17
High	3	2	
Total	32	32	32

Subjective Evaluation in detail

Code	Intrinsic Motivation	Entrepreneurial Drive	Human capital	Supportive Concrete Evidence
P01	Moderate	Moderate	High	He was quite positive. But P01 had problems with his boss who did not allow him to do an AI project. This was because his boss said he did not know AI. His boss also earned MBA degree. He never learned about AI before.
P02	Low	Very Low	High	She was not quite sure whether she was able to do. She said she was quite old for learning.
P03	Low	Moderate	High	She was not quite sure whether Management Idea was applicable in Nursing.
P04	Very low	Very low	Low	Her work was related to other 19 offices. She still was doubtful whether AI was possible and feasible for her nature of work. In addition, her work was about Accounting. AI was quite subjective for her.
P05	Moderate	Very low	High	She was quite skeptical whether AI works. But she would try.
P06	Moderate	Moderate	High	She did not say anything. She said she would try because AI

Code	Intrinsic Motivation	Entrepreneurial Drive	Human capital	Supportive Concrete Evidence
P07	Very Low	Very Low	Low	was a new thing to her. She said she was not a smart person. Her father never listened to her. It was not possible to change anything.
P08	Moderate	Very Low	Low	She showed no confidence at all. She joined us because she was impressed with the Researcher's coaching style. But she said that she thought she was not a smart person. She learned from practice. She was not familiar with complex theories.
P09	Moderate	High	High	He was quite overconfident. He just told his success stories. He was quite self-centered. He was so extremely busy. The Researcher thought that his project's chance of success was relatively low.
P10	High	High	High	When the Researcher talked with him. It seemed to the Researcher that his family already had done AI. They always observed "What works" and adapted them to his family business.
P11	High	Moderate	High	She was very active. She was running a restaurant. She took her boyfriend to discuss with the Researcher on possibility of applying AI upon her restaurants. She was the most promising member the Researcher had seen so far.
P12	Moderate	Moderate	High	He was one of the early birds. He was extending his family business across province. Since he was so busy, his project might be not successful
P13	Moderate	Very low	High	He was a very busy businessperson. He talked a lot on his success. It was quite difficult to turn his attention to AI. He might be positive but his intention was questionable.
P14	Moderate	Moderate	High	She was a very busy sales representative. She was the first one who told the Researcher that "good training." She was very polite. The Researcher believed that her AI project might be not successful.

Code	Intrinsic Motivation	Entrepreneurial Drive	Human capital	Supportive Concrete Evidence
P15	Moderate	Moderate	Low	She was a very busy. She was being pressured from her office. She said she wanted to try AI but she might be too busy for implementation.
P16	Moderate	Very Low	Low	She was quite negative. She complained about her hardship in business. She was so proud of her success. Now she was a partner of an Accounting Firm based in Bangkok. She aimed to extend her business to her home town in the Northeast Thailand.
P17	Low	Moderate	Low	She was quite overconfident. She laughed when we discussed about AI. She also earned degree in Psychology. It was quite exhaustive to talk with her.
P18	Moderate	Very Low	High	He was extremely busy. He was quite passive. The Researcher found that it was difficult to deal with him. It was difficult to meet him too.
P19	Moderate	Very Low	High	She was positive but she was extremely busy. She needed a lot of help. She also was skeptical about AI.
P20	Moderate	Very Low	High	She ran a Vietnamese food store. She was quite skeptical about AI and the extent she could apply AI in her business.
P21	Moderate	Very Low	Low	He was running one convenient store and one wholesales store. Being threatened by large Superstore, he believed that he could do nothing. He was quite passive.
P22	Very Low	Very Low	Low	She was passive. The Researcher did not sure whether she understand AI and scope of project. She aimed to use AI for her boyfriend's business. Her boyfriend, the business owner, always had conflict with her.
P23	Very Low	Very Low	Low	He was quite negative about his employees. He said they were unreliable. It might be not possible to apply AI in his business.
P24	Moderate	Very Low	Low	She said she was not a smart person. She needed a lot of

Code	Intrinsic Motivation	Entrepreneurial Drive	Human capital	Supportive Concrete Evidence
P25	Low	Low	Low	help. We had trouble in communication. The Researcher felt that she did not understand AI at all. She was so passive. The Researcher thought her project would not be successful. She was very skeptical about AI. Her friends told the Researcher that she had experienced life chaos. Her project might not be successful.
P26	High	Very low	High	He was running a contest in National T.V. Show. Many believed he would win. He started being busy at that time. His project might end up at only Discovery.
P27	Very low	Extremely low	Low	She was experiencing trouble with her boss's shareholder. She believed that her opponent was corrupting the company. She was being threatened. The Researcher believed that her chance of success was low.
P28	Moderate	Moderate	High	She was a very smart person. She was an engineer. She was quite skeptical yet we were connected. This was because she was interested in teaching Physics. The Researcher had been good in Physics before.
P29	Extremely low	Extremely low	Low	She was quite negative. She complained a lot about her difficulty in dealing with her employees. She was considering closing her business.
P30	Moderate	Moderate	High	He had worked in advertising agency before. He was a son of Entrepreneur. He was quite playful and willing to try new thing like AI.
P31	Low	Very low	Low	She was quite inert. Sometimes she said she might not have time to do AI project. She was very busy . She showed no confidence over AI.
P32	Very low	Very low	Low	She had not talked. We had only passive conversation. The Researcher thought her project might not succeed.

Note. According to Bale (1950) in Brewerton and Millward (2001)

1. *Shows solidarity means participant raises the status of another group members, provide help and reward.*
2. *Show tension release means participant laughs, jokes, show satisfaction.*
3. *Agrees means participant shows passive acceptance, concurs, complies*
4. *Disagrees means participant show passive rejection, withhold helps*
5. *Show tension means participant asks for help, withdraw out of field.*
6. *Shows antagonism means participant deflates other's status, defends or asserts self.*

Appendix D

Reed's Observation Guideline

Reed (2007)'s observation guideline is as follows:

1. The Abstract: The summary of what the story is about.
2. The Orientation: The position of the story in place, time and person.
3. The Complicating Action: The turning point (in AI, this might be the achievement)
4. The Evaluation: How the narrator sees the meaning of the story.
5. The Resolution: The result or outcome.
6. The Optional Coda: Revisiting the present.

Appendix E

Bale's Team Observation Guideline

Guideline by Bale (1950) and Reed (2007) were reviewed. Bale (1950) focused on team's observation while Reed (2007) focused on Appreciative Inquiry.

Bale (1950) in Brewerton and Millward (2001) proposed Observation's guideline focusing on both socio-emotional and task-oriented issues as follows:

Socio-emotional: Positive reactions

1. Shows solidarity: Raises the status of another group members, provide help and reward.
2. Show tension release: Laughs, jokes, shows satisfaction.
3. Agrees: Shows passive acceptance, concurs, complies.

Task: Attempted answers

4. Gives suggestion: Direction, implying autonomy for others.
5. Give opinion: Evaluation, analysis, expresses feeling or wish.
6. Gives orientation: Information, repeats, clarifies, and conforms.

Tasks: questions

7. Asks for orientation: Information, repletion, confirmation
8. Asks for opinion: Evaluation, analysis, expression of feeling
9. Asks for suggestion: Direction, possible ways of action.

Socio-emotional: negative reactions

10. Disagrees: Shows passive rejection, withholds help
11. Show tension: Asks for help, withdraws out of field.
12. Shows antagonism: Deflates other's status, defends or asserts self.

Appendix F

PowerPoint on Appreciative Inquiry and its Theoretical Background for
Training/Coaching sessions

Appreciative Inquiry



ภิญโญ รัตนาพันธ์ (B. Eng, MBA)

Lecturer CGSM KKU

Founder/President

Thailand Appreciative Inquiry Network

พระพุทธรเจ้า

ความพยายามน้อย ให้ผลน้อย

ความพยายามน้อย ให้ผลมาก

ความพยายามมาก ให้ผลน้อย

ความพยายามมาก ให้ผลมาก



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ทำไมต้องคิดบวก

- Placebo - Beecher (1955)
- Pygmalion-Rosenthal and Jacobson (1968).
- Positive Emotion- Brief and Motowidlo, (1986)
- Internal dialogue-Schawartz (1986)
- Cultural Vitality-Polak (1973)
- Metacognition- Jack Niclaus



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Appreciative Inquiry

- **WHAT is AI?**
- Appreciative Inquiry (AI) คืออะไร
Appreciative Inquiry (Cooperrider D. L. and Whitney D., 1999) คือกระบวนการศึกษาค้นหา
ร่วมกันเพื่อค้นหาสิ่งที่ดีที่สุดในตัวคน ในองค์กร หรือของโลกที่อยู่
รอบตัวของเขา AI คือคือกระบวนการค้นหาอย่างเป็นระบบว่า
อะไรเป็นสาเหตุสำคัญที่ทำให้ระบบดำเนินไปอย่างดีที่สุด
โดยเฉพาะเมื่อระบบนั้นสามารถบรรลุซึ่งประสิทธิผลสูงสุดไม่ว่าจะ
เป็นด้านการเงิน ด้านนิเวศวิทยา หรืออะไรที่เกี่ยวกับมนุษย์ก็ตาม



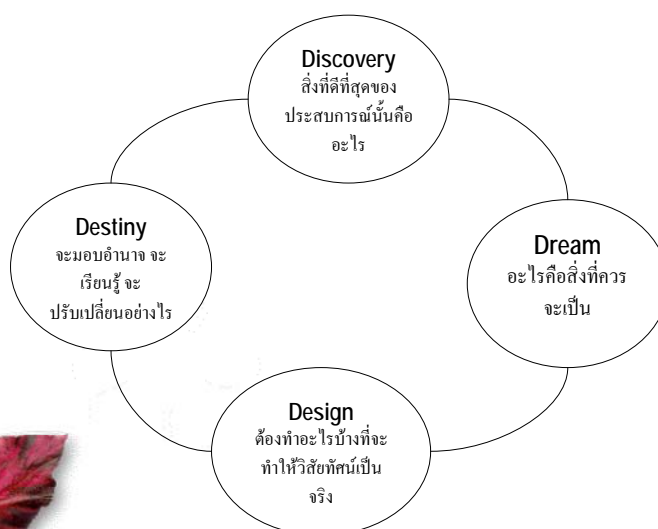
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AI

- **Appreciative Inquiry** เป็นศิลปะของการถามคำถาม ที่นำไปสู่การส่งเสริมให้ระบบมีศักยภาพเพียงพอที่จะพัฒนาไปสู่ศักยภาพสูงสุด
- **Appreciative Inquiry** เป็นกระบวนการที่ขับเคลื่อนให้เกิดการถามคำถามในเชิงบวกแบบไม่มีเงื่อนไขใดๆ ซึ่งมักเกิดขึ้นกับคนตั้งแต่ไม่กี่คน จนถึงเป็นล้านคน ในกระบวนการการทำ **Appreciative Inquiry** จะเปิดโอกาสให้กับจินตนาการและนวัตกรรม แทนที่จะเป็นความคิดด้านลบ หรือการวิพากษ์วิจารณ์ **Appreciative Inquiry** ยืนอยู่บนสมมติฐานที่ว่าในทุกระบบล้วนแล้วแต่มีเรื่องราวด้านบวกที่สร้างแรงบันดาลใจที่ยังไม่มีใครนำมาขยายผล และมีมากพอ เราสามารถเชื่อมโยงการค้นพบด้านบวกนี้ เข้ากับเรื่องใดก็ได้



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กรณีศึกษาที่ 1

- เป็นร้านขายเสื้อผ้าผู้หญิงที่สยาม ร้านเป็นห้องแถวหนึ่งห้องแล้ว ซอยเป็นลือๆ สองข้างทาง โดยปกติจะขายได้ประมาณ 7000-15000 บาท มีอยู่วันหนึ่ง เป็นวันที่เสื้อผ้าลือตใหม่ออกมา ปกติถ้าเสื้อผ้าลือตใหม่ออกมาจะขายดีกว่าปกติประมาณ 10000 บาท up แต่วันนั้นทั้งวันขายได้ประมาณ 6000 บาท พอวันต่อมา ตอนมาขายของ ใส่เสื้อยืดกางเกงยีนส์ธรรมดา เพราะเสื้อผ้าไม่ได้ซัก พอมาถึงที่ร้านก็เลยนำเอาเสื้อผ้าในร้านมาเปลี่ยน พอลูกค้าเดินผ่านไปผ่านมา ก็คุยกันว่าชุดน่ารักจัง พอเราได้ยินเรอบอกว่ามีขายในร้านละ บางคนเห็นแล้วก็แวะเข้ามาดูในร้าน พอลูกค้าเข้ามาลอง บางคนใส่แล้วไม่สวยเราก็จะแนะนำเสื้อผ้าตัวอื่นที่เหมาะสมกับลูกค้ามากกว่าให้ แล้ววันนั้นทั้งวันขายได้ประมาณ 20000 กว่าบาท หลังจากนั้นก็มีลูกค้ากลับมาซื้อสินค้าเราอีก แล้วกลายมาเป็นลูกค้าประจำของร้าน



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กรณีศึกษาที่ 2

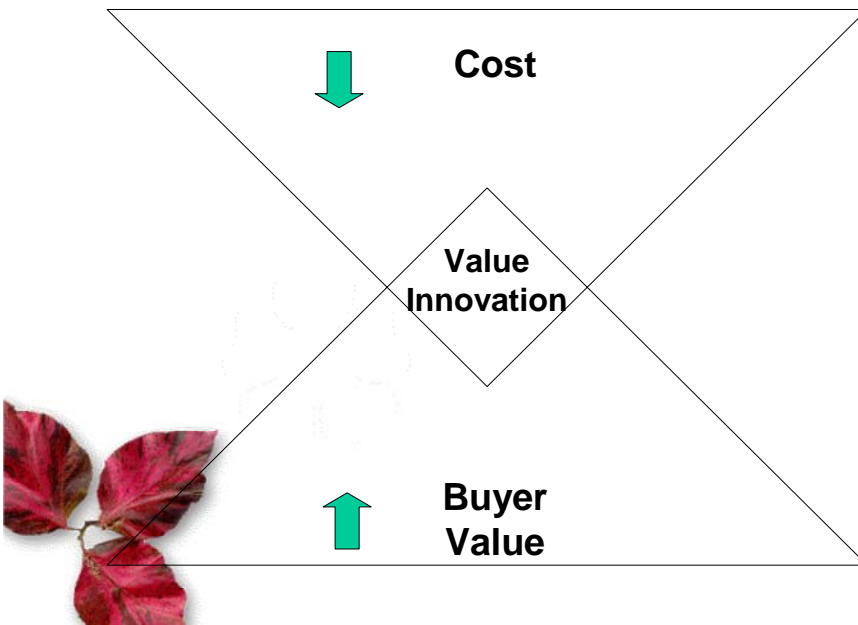
- เป็นประสบการณ์การขายถ้วยเต๋ยวที่เปิดอยู่หน้ามหาวิทยาลัยราชภัฏ ยอดขายไม่สูงมากนัก ประมาณวันละ 2,000 – 3,000 บาท ซึ่งโดยสภาพแวดล้อมแล้วมีผู้คนพลุกพล่าน มีอยู่วันหนึ่งไปเจอบริษัทประมูรณยนต์ มาประมูลที่มหาวิทยาลัยราชภัฏ เห็นการประมูลโดยการตะโกนใช้เสียงดัง จึงเกิดแนวคิดการประยุกต์ใช้กับร้านถ้วยเต๋ยว โดยการใช้ไมโครโฟนบอกพนักงานทำถ้วยเต๋ยวตามความต้องการของลูกค้า ซึ่งทำให้ลูกค้าที่เดินผ่านไปได้ยินเสียง สร้างจุดสนใจให้กับทางร้าน จนปัจจุบันนี้ได้มีลูกค้าเพิ่มขึ้นมาก จนยอดขายเพิ่มขึ้นเป็นวันละ 6,000 – 8,000 บาท



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Appendix G
PowerPoint on Blue Ocean Strategy for “Design” Phase

Blue Ocean Strategy: Design



ความแตกต่างระหว่าง Red Ocean กับ Blue Ocean

- Red Ocean
- แข่งขันในตลาดที่มีอยู่แล้ว
- พยายามเอาชนะคู่แข่ง
- ตัดดวงจากอุปสงค์ที่มีอยู่แล้ว
- เลือกระหว่างต้นทุนหรือคุณค่า
- ปรับกิจกรรมทั้งหมดขององค์กรเข้ากับทิศทางกลยุทธ์โดยเลือกเอา
ระหว่างการสร้างความแตกต่าง
หรือการเป็นผู้นำต้นทุน
- Blue Ocean
- สร้างตลาดที่ไม่มีคู่แข่งขึ้นมา
- ทำให้คู่แข่งหมดความหมาย
- สร้างและยึดกุมอุปสงค์ใหม่ๆ
- สามารถสร้างสมดุลในทางเลือก
ระหว่างคุณค่ากับต้นทุน
- ปรับกิจกรรมทั้งหมดในองค์กร
เพื่อเน้นการสร้างความแตกต่าง
และการเป็นผู้นำต้นทุนไปพร้อมๆ
กัน



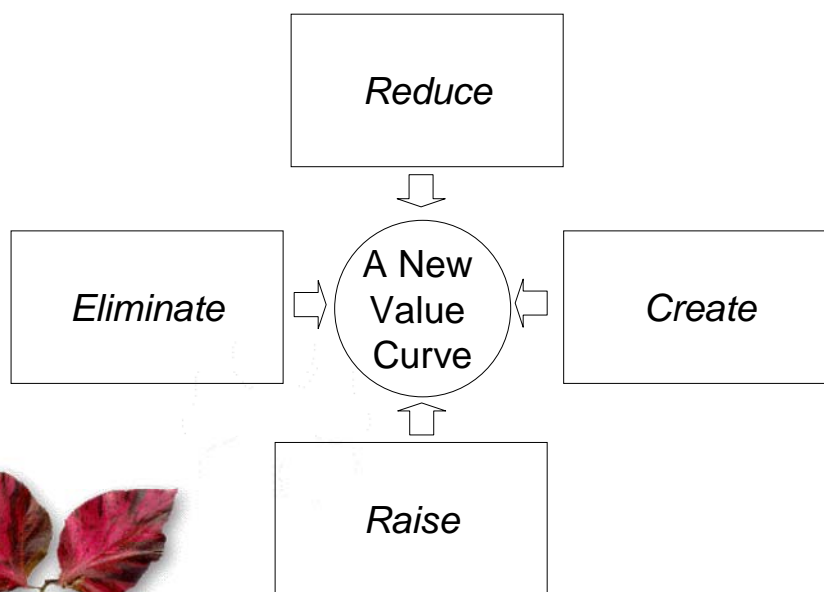
การจัดทำ Strategy Canvas

- วัตถุประสงค์
 - ดู Market Space ในปัจจุบัน
 - ดูว่าคู่แข่งกำลังมุ่งลงทุนอะไรอยู่



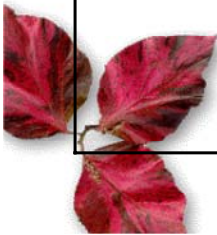
Four Action Framework

- ให้ถามว่า
- ปัจจัยอะไรที่อุตสาหกรรมที่ขึ้นอยู่ด้วย จะต้องกำจัดออกไป (Eliminate)
- ปัจจัยอะไรที่องค์กรควรลดให้ต่ำกว่าที่อุตสาหกรรมโดยเฉลี่ยมีอยู่ (Reduced well below)
- ปัจจัยอะไรที่ควรเพิ่มให้มีสูงขึ้นเหนือกว่าที่อุตสาหกรรมโดยเฉลี่ยมีอยู่ (Raised above well)
- ปัจจัยที่ยังไม่ปรากฏในอุตสาหกรรมอะไรที่ควรสร้างสรรค์ให้เกิดขึ้น (Created)



Workshop

เพิ่ม	ลด
กำจัด	สร้าง



Reference

- Kim W.C. & Mauborgne R. (2005). Blue ocean strategy: How to create uncontested market space and make the competition irreverent. Massachusetts: Harvard Business School Press



Appendix H

Ten-faces of Innovation Test

Read the following personalities and decide which one is closest to you

The Anthropologist. The Anthropologist is the person who ventures into the field to observe how people interact with products, services, and experiences in order to come up with new innovations.

The Experimenter. The Experimenter celebrates the process, not the tool, testing and retesting potential scenarios to make ideas tangible.

The Cross-Pollinator. The Cross-Pollinator draws associations and connections between seemingly unrelated ideas or concepts to break new ground.

The Hurdler. The Hurdler is a tireless problem-solver who gets a charge out of tackling something that's never been done before.

The Collaborator. The Collaborator is the rare person who truly values the team over the individual. In the interest of getting things done, the Collaborator coaxes people out of their work silos to form multidisciplinary team.

The Director. The Director is talented at setting the stage, targeting opportunities, bringing out the best in their players, and getting things done.

The Experience Architect. The Experience Architect is that person relentlessly focused on creating remarkable individual experiences.

The Set Designer. The Set Designer promotes energetic, inspired cultures by creating work environments that celebrate the individual and stimulate creativity.

The Storyteller. The Storyteller captures our imagination with compelling narratives of initiative, hard work, and innovation.

The Caregiver is the foundation of human-powered innovation. Through empathy, they work to understand each individual customer and create a relationship.

Appendix I
Five Print Test

Instruction: Please read the following orientation to change “Things/people will change if you.” and decide which “Print” is closest to your thinking style.

	Things/People will change if you...
Yellow-print	<ul style="list-style-type: none"> - can unite the interests of the important players - can compel people to accept (common) points of view/opinions - can create win-win situations/ can form coalitions - demonstrate the advantage of certain ideas (in terms of power, status, influences) - get everyone on the same wavelength
Blue-print	<ul style="list-style-type: none"> - can bring people into a negotiation process - formulate a clear result/ goal beforehand - lay down a concrete plan with clear step from A to B - monitor the steps well and adjust accordingly -keep everything as stable and controlled as possible -can reduce complexity as much as possible
Red-print	<ul style="list-style-type: none"> - stimulate people in the right way, for example, by inducement (or penalties) -employ advanced HRM tools for rewards, motivation, promotion, status -give people something in return for what they give the organization (barter) -manage expectations and create a good atmosphere - make things attractive for people
Green-print	<ul style="list-style-type: none"> -make people aware of new insights/ own shortcomings -are able to motivate people to see new things/ to learn/ to be capable of - are able to create suitable (collective) learning situations -allow the learning process to be owned by the people involved and geared toward their own learning goals
White-prints	<ul style="list-style-type: none"> -start from people’s drives, strengths, and natural “inclinations” -add meaning to what people is going through - are able to diagnose complexity and understand its dynamics -give free rein to people’s energy and remove possible obstacles - make use of symbols and rituals

Note: From Learning to change: A guide for organization change agents (p. 121), by De Caluwe L. and Vermaak H. (2003),. London: Sage Publication.

Appendix J

Coaching Evaluation Strategy

Drawn from the work on Psychology of Optimal Experience (Csikszentmihaly, 1997) and Lapidus (2000), the Researcher had developed a very simple observation guideline. This guideline would be used to assess participants' reaction toward Training in Appreciative Inquiry. Participants would be asked how they think about their project. Is it too challenging? And do they have sufficient skills for current level of challenge? The idea is; participant should work on highly challenging projects while they have sufficient skills. So he/she would have "Flow." If he/she has "Flow," the Researcher may appoint him/her for coaching.

This is to advance his/her work. If participant said that his/her work is too challenging, he/she may feel "Arousal," "Anxiety," or "Worry." But the Researcher would upgrade his/her skill so that a participant's skills matched with their challenge. He/she may be invited to attend more training/coaching or Knowledge Management sessions. If participant shows sign of "control and relaxation," his/her work may post low challenges while he/she already has high skills in Appreciative Inquiry. His/her scope of work would be readjusted to be more challenging. Finally, if participant shows that he/she is facing low challenging work, he/she may get bored. In this case, the Researcher may inspire him/her. If this does not work, we may let them go. Followings are Assessment Matrix and its respective Assessment Solution.

Assessment Matrix

	High Skill	Low skill
High Challenge	Flow	Arousal, Anxiety, Worry
	Quadrant III	Quadrant IV
Low Challenge	Control and relaxation	Boredom, apathy
	Quadrant I	Quadrant II

Assessment Solution

	High Skill	High Skill
High Challenge	Coaching	Coaching
Low Challenge		Training
		Relevant OD Tools

	Quadrant III	Quadrant IV
Low	Goal setting	Inspire them or let them go
Challenge		
	Quadrant I	Quadrant II

Appendix K Training Evaluation Strategy

Training Assessment Matrix

	Able	Unable
Willing	Willing and Able	Willing But Not Able
	Quadrant III	Quadrant IV
Unwilling	Able But Not Willing	Not Willing And Not Able
	Quadrant I	Quadrant II

Note. From High-impact Training: Getting Results and Respect (p. 81), by T. Lapidus, 2000, San Francisco: Jossey-

Bass Pfeiffer

Training Assessment Solution

	Able	Unable
Willing	Coaching, Process Improvement, Resource Allocation	Training
	Quadrant III	Quadrant IV
Unwilling	Leadership	Better Hiring
	Quadrant I	Quadrant II

Note. From High-impact Training: Getting Results and Respect (p. 81), by T. Lapidus, 2000, San Francisco: Jossey-

Bass Pfeiffer

The critical feedback matrix

	In course content	Not in course content
Critical comment from a few	A few have problems with how some material is presented.	Items bothering a few are not part of the course content
	Quadrant III	Quadrant IV
Critical comment from many	Course content is not being transferred effectively	Many participants feel that what they need is not being covered?
	Quadrant I	Quadrant II

Note. From High-impact Training: Getting Results and Respect (p. 90), by T. Lapidus, 2000, San Francisco: Jossey-

Bass Pfeiffer

The critical feedback matrix resolution

	In course content	Not in course content
Critical comment from a few	Remain on track	One-on-one coaching Offer of additional help
	Quadrant III	Quadrant IV
Critical comment from many	Redesign learning intervention	Review/perform high-impact need analysis
	Quadrant I	Quadrant II

Note. From High-impact Training: Getting Results and Respect (p. 90), by T. Lapidus, 2000, San Francisco: Jossey-

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Appendix L

Entrepreneurial Drive Survey

Dear Respondents,

I am a Researcher. I am doing my Research namely “The Impacts of ODIs on Organization’s Capacity Building: The Case of Thailand Appreciative Inquiry Network.” As a part of this quantitative research, the Researcher aimed to use the Entrepreneurial Drive Survey to measure change resulting from intervention. It will be used for scientific purpose only. Your contribution will help improve quality of training and coaching in Appreciative Inquiry. I ask that you take a few minutes to complete 42 questions.

Thank you for your time and I appreciate your support.

Best Regards,

Pinyo Rattanaphan

Part I: Demographic information

1. Gender Male Female
 2. Age Years.
 3. Educational background.....

Part II Please rate your feeling below:

- SA = Strongly agree
 A = Agree
 U = Undecided
 D = Disagree
 SD = Strongly disagree

Description	SA	A	U	D	SD
1.I am always looking for better ways to do things. ข้าฯชอบคิดหาหนทางที่ดีกว่าในการทำสิ่งต่าง ๆ อยู่เสมอ					
2.I excel at identifying opportunities. ข้าฯมีความสามารถเป็นเลิศในการหาโอกาสใหม่ ๆ พบ					
3. I feel inferior to most people I work with. ข้าฯรู้สึกว่าคุณค่าต่ำกว่าเกือบทุกคนที่ทำงานร่วมด้วย					
4.No matter what it odds, if I believe in something I will make it happen. ไม่ว่าเรื่องนั้นจะดูเป็นไปได้หรือไม่เพียงใด หากแต่ข้าฯมีความเชื่อว่าจะทำให้มันเป็นเรื่องจริงขึ้นมาได้					
5. I can spot a good opportunity long before other can.ข้าฯสามารถค้นพบโอกาสล่วงหน้าคนอื่น					
6. I often feel badly about quality of work I do. ข้าฯรู้สึกไม่ค่อยดีเกี่ยวกับคุณภาพของงานที่ข้าฯทำ					
7.I love being champion for my ideas, even against others’ opposition. ข้าฯชอบสนับสนุนความคิดของข้าฯ ไม่ว่าจะมันจะทำให้ข้าฯอยู่ฝายตรงข้ามกับผู้อื่นหรือไม่ก็ตาม					
8.I see something I don’t like, I fix it. หากข้าฯไม่ชอบอะไร ข้าฯจะแก้ไขมันทันที					
9. I never persist very long on difficult job before giving up. เมื่อต้องทำงานยาก ข้าฯก็มักจะเลิกล้มความตั้งใจก่อน					
10.Nothing is more exciting than seeing my ideas turns into					

Description	SA	A	U	D	SD
reality. ไม่มีอะไรน่าตื่นเต้นไปกว่าการได้เห็นความคิดของข้ากลายเป็นความจริง					
11.I am constantly on the lookout for new ways to improve my life. ข้าพยายามมองหาหนทางใหม่ ๆ ที่จะทำให้ชีวิตของข้าดีขึ้นอยู่เสมอ					
12. I often put on a show to impress the people I work with. ข้าต้องแสดงให้ผู้อื่นที่ข้าทำงานด้วยให้ประทับใจในตัวข้า					
13. I get a thrill out of doing new, unusual things at organization work. ข้ารู้สึกตื่นเต้นกับการได้ทำสิ่งใหม่ ๆ ที่ไม่เหมือนใครในองค์กร					
14.I believe it is important to approach opportunities in unique ways. ข้าเชื่อว่าเมื่อพบโอกาส เราจำเป็นต้องคว้าโอกาสนั้นด้วยวิธีการที่ไม่เหมือนใคร					
15. I enjoy being the catalyst for change in my works ข้าชอบการเป็นผู้มีส่วนสำคัญในการเร่งให้เกิดความเปลี่ยนแปลงขึ้นในเรื่องงาน					
16. I feel self-conscious when I am with very successful people. ข้ารู้สึกประหม่าเมื่อต้องเผชิญหน้ากับคนที่ประสบความสำเร็จที่สุด					
17. I usually seek out colleges who are excited about exploring new ways of doing things. ข้าชอบคบหาเพื่อนใหม่ที่มีนิสัยชอบสำรวจ ค้นหาสิ่งใหม่ ๆ					
18. I get real excited when I think of new ideas to stimulate my group performance in work assignment ข้ารู้สึกตื่นเต้นจริง ๆ เมื่อข้าคิดถึงความคิดใหม่ ๆ ที่จะช่วยกระตุ้นให้กลุ่มเพื่อนของข้าทำงานได้ผลงานมากขึ้น					
19. I feel uncomfortable when I am unsure of what my team members thinks of the Researcher. ข้ารู้สึกอึดอัดเมื่อข้าไม่มั่นใจว่าสมาชิกในทีมคิดกับข้าอย่างไร					
20.I believe it is important to continually look for new ways to do things at work. ข้าเชื่อว่าการพยายามมองหาหนทางในการทำงานใหม่ ๆ อย่างต่อเนื่องเป็นเรื่องสำคัญยิ่ง					
21. I get excited when I am able to approach tasks in unusual ways. ข้ารู้สึกตื่นเต้นเมื่อสามารถใช้วิธีการทำงานที่ไม่เหมือนใครในการแก้ปัญหา					
22. I seem to spend a lot of time looking for someone who can tell me how to solve all my organization problems ดูเหมือนว่าข้าจะต้องเสียเวลา เพื่อหาว่าใครจะช่วยแก้ปัญหาให้ข้าได้					
23. I enjoy being able to do things in new ways. ข้ารู้สึกสนุกเมื่อสามารถทำสิ่งต่าง ๆ ด้วยวิธีการใหม่ ๆ					
24. I often approach organization tasks in unique ways ข้าชอบใช้วิธีการที่ไม่เหมือนใครในการแก้ปัญหาในการทำงาน					
25.I believe that to be successful one must sometimes do things in ways that could seem unusual at first glance. ข้าเชื่อว่าการที่ใครจะประสบความสำเร็จได้นั้น บางครั้งต้องทำอะไรที่ดูไม่เหมือนใครบ้างในระยะแรก					
26. I feel very self-conscious when making work presentation ข้ารู้สึกประหม่าเมื่อต้องนำเสนอผลงาน					
27.I usually control in unstructured situations. ข้ามักต้องมีส่วนในการควบคุมสถานการณ์ที่ไม่ปกติเสมอ					
28.I enjoy finding good solutions to problems that nobody					

Description	SA	A	U	D	SD
has looked at yet. ข้าฯรู้สึกสนุกที่ได้ค้นพบคำตอบที่ยังไม่มีใครพบมาก่อน					
29. I rarely question the value of established procedure. ข้าฯไม่ค่อยตั้งคำถามต่อคุณค่าของระเบียบแบบแผนที่มีอยู่					
30. I believe that to arrive at a good solution to a problem, it is important to question assumption made in defining the problem. ข้าฯเชื่อว่าการที่จะหาคำตอบที่ดีให้กับปัญหาได้นั้น การตั้งคำถามต่อสมมติฐานเดิมของปัญหาก่อนนั้นก็มีความสำคัญเช่นกัน					
31. I believe that currently accepted regulations at my organization were established for a good reason ข้าฯเชื่อว่าการระเบียบที่องค์กรใดตั้งขึ้นมานั้น ตั้งขึ้นมาอย่างชอบด้วยเหตุผลอยู่แล้ว					
32. I believe that when pursuing goals or objectives, the final result is far more important than following the accepted procedure. ข้าฯเชื่อว่าการเมื่อต้องการทำงานให้ได้ตามเป้าหมาย หรือวัตถุประสงค์ใดนั้น การมุ่งที่ผลลัพธ์มีความสำคัญมากกว่าการทำตามขั้นตอนเพียงอย่างเดียว					
33. To be successful, I believe it is important to use your time wisely. หากต้องการประสบความสำเร็จแล้ว ข้าฯเชื่อว่าการบริหารเวลาเป็นเรื่องที่สำคัญมาก					
34. I always follow accepted practices in the dealings I have with others.					
35. I feel proud when I look at the results I have achieved in my organization activities. ข้าฯรู้สึกภาคภูมิใจเมื่อเห็นผลงานที่ข้าฯทำไว้ประสบความสำเร็จ					
36. I feel best about my work when I know I have followed accepted procedure. ข้าฯรู้สึกดีที่สุดในงานของข้าฯ เมื่อทราบว่าข้าฯได้ทำตามขั้นตอนที่กำหนดไว้					
37. I do every job as thoroughly as possible. ข้าฯทำงานทุกงานอย่างรอบคอบมากที่สุดเท่าที่จะเป็นไปได้					
38. I believe it is important to analyze your own weaknesses. ข้าฯเชื่อว่าการวิเคราะห์จุดอ่อนของตนเองเป็นเรื่องที่สำคัญมาก					
39. I believe that in order to succeed, one must conform to accepted practice. ข้าฯเชื่อว่าการที่ใครก็ตามที่ต้องการประสบความสำเร็จ เขาต้องปฏิบัติตามระเบียบแบบแผน					
40. I make a conscientious effort to get the most out of my available resources. ข้าฯพยายามดึงทรัพยากรที่มีอยู่มาใช้ประโยชน์ให้มากที่สุด					
41. I feel good when I have worked hard to improve my assignments. ข้าฯรู้สึกดีที่ข้าฯได้ทำงานอย่างหนักเพื่อปรับปรุงงานของข้าฯให้ดีขึ้น					
42. I believe that to be successful a person must spend time planning the future. ข้าฯเชื่อว่าการที่ใครจะประสบความสำเร็จได้นั้น เขาต้องใช้เวลาวางแผนเพื่ออนาคตด้วย					

Appendix M

Interview Guide

1. Peak Experience: Think back on your experience with AI and remember the time when you felt most energized and most proud to be part of this program. Tell a story about that time. What happened? What were you doing? What were other doing? What contributed to the success of your experience? Tell the story giving some detail?
2. Values: Without being modest, what do you value most about your self?...About this program?.. About the work you do in the field?
3. Wishes: If you have three wishes for this program to make more of exceptional experiences possible, what would they be?
4. “What impacts has AI project/initiative had on your organization?”
5. “What are your discovery/experiments after your AI project?”

Appendix N

Summary of Action Research Cycles (February 1-September 30, 2008)

Cycle 1: February 1-29**Chaos and hope**

- Think** This was the beginning of AI Thailand. The Researcher made appointment with most of the Community Members. Major challenges the Researcher and community members needed to address were: 1) there was no AI resource and samples in Thai; 2) we were new to one another; and 3) all of participants were busy people. The Researcher needed to facilitate with them a startup and learned how to do AI quickly otherwise they might leave the network. Typical questions participant asked the Researcher this month were: “I have searched the internet but most of the information is in English” “Some is in Thai but I was not able to understand it.” “Can you translate it into Thai?” “What is it?” “Can you elaborate more?” “I have explained the idea to my top management” “He is an MBA graduate.” “He never heard about this.” “I have found that one hospital is also using AI but it is different from yours.” Who is right? “Am I moving in the right direction?”
- Act**
1. Improvised evaluation strategy: Since the Researcher’s socialization with participants seemed to end with failure. The Researcher found that Pre-ODI assessment (See Appendix C) provided a glimpse for participants’ Intrinsic motivation, Entrepreneurial Drive and Human Capital. But it seemed not working. For instance P24 said that she understood what the Researcher explained to her. But later, she told her friend P08 that she was totally lost. The Researcher then called P24 and asked her to do two tests including the Ten-faces of Innovation (See Appendix H) and Five Print Tests (See Appendix I). The Researcher found that we talked more. This situation led to the start of her projects. The Researcher thought that this test was promising because the Researcher was able to get more feedback from the participants. Since we talked more we were more familiar with one another. The Researcher observed that after such tests, unlike before, participants simply started AI interviews (See Reflection 1.1 in Appendix P).
 2. Provided Appreciative Coaching about the project and addressed questions/concerns raised by participants.
 3. Helped participants to start their Appreciative Inquiry by facilitating them to craft AI questions.
 4. Groups had been formed. The Researcher named groups “Positive Change Consortium (PCC). PCC# 1 consisted of three professional nurses and an engineer. PCC# 1 started AI interviews.
 5. Compiled questions and concerns raised by community members and answered in AI Thailand’s blog at www.oknation.net/blog/aithailand
 6. The Researcher tried to propose 20-hrs Training Courses in Appreciative Inquiry to all groups. No one signed up for that. They were too busy.
 7. For PCC#1, The Researcher tried to introduce the concept of Transorganizational Development. But it seemed to the Researcher that they did not understand what the Researcher meant. This was because they had already been working as a team. The Researcher thought they were more like Community of Practice. PCC#1’s members were more familiar with the term Community of Practice. The Researcher decided not to talk about Transorganizational Development anymore.

8. The Researcher had tried to introduce Reflection to all members. Only P28 was able to do so.
- Evaluate**
1. PCC# 1 becomes the Researcher's hope. They made progress very fast. There were five emerging issues this month:
 2. Many of participants did not express what they wanted directly. Personality assessment may be necessary. To address this issue; the Researcher had started Ten-faces of Innovation and Five Print Tests for 18 participants in this cycle. The rest had been conducted in Cycle 2. The Researcher found that the personality test was fun. It was like icebreaking. This activity helped connect the Researcher to the participants.
 3. Three nurses in PCC# 1 reported that they experienced positive changes in their hospital after AI interviews. PCC# 1 was the Researcher's hope at that time. They were unique and strong (See Reflection 1.2 in Appendix P)
 4. Surprisingly, three nurses in PCC# 1 started AI projects in their hospital. Key success factor was prompt feedback and one-to-one appreciative coaching (See Reflection 1.3 in Appendix P).
 5. The Researcher still wondered why PCC# 1 was successful so fast. Key success factor observed was group cohesion. This was the baseline for group formation. Onward, group formation would be formed based on relationship or group cohesiveness (See Reflection 1.4 in Appendix P)
 6. In this month, intensive interaction with AI Thailand's members revealed their behaviors and possible cocktail strategies (See Reflection 1.5). This guideline may be helpful in the next cycle.
 7. People were not familiar with ODI like Transorganizational Development. It was quite formal for them.
 8. It was not possible to organize a long training session.
 9. Reflection may not be possible for Thai people. This may be because it needs a reflective practitioner to conceptualize the concrete event by linking to existing theories. People seem to have no time to search for theories to match their findings.
 10. Organization Developments which consume time like Training and Transorganizational Development and Reflection may not work for Thai context.
 11. In this month, it seems to the Researcher that it was a month of socialization. The Researcher was not able to start Action Research in full-scale. We just learned about one another. ODIs in this month were limited to Appreciative Coaching and Appreciative Inquiry only.
 12. Human Capital consisted of 26 Enthusiasts, 5 Apprentices and 1 AI Master.
- Reflection**
- Reflection 1.1: Ten Faces of Innovation test (See Appendix H) and Five-print test (See Appendix I) were helpful tools in socialization.
- Reflection 1.2: The Researcher found promising individuals in PCC#1. They said the Ministry of Public Health has interested in positive thinking for a while.
- Reflection 1.3: Prompted feedback was vital for individual/group development.
- Reflection 1.4: Group cohesion was a key success factor for PCC#1
- Reflection 1.5: People in AI Thailand were unique. The Researcher then developed cocktail strategy to deal with different types of people/groups. *Note.* See Appendix P for all Reflections during Cycle 1 in detail.
- Feedback**
- Refer to A. Rita, Personal Communication, March 12, 2008, summary of her comment was as follows:
1. There would be a need of a group of objective judges to help with the evaluation.
 2. There was unclear definitions/abbreviation.

Cycle 2: March 1-31
Communication dissonance

Think	<p>Challenge found at the beginning of this month was as follows:</p> <ol style="list-style-type: none"> 1. Challenge in communication: It was the toughest challenge ever found. If the Researcher asked the participants, what is your problem? They would say “No I have none.” However, many times the Researcher just learnt about his/her difficulty later from his/her peers. If the Researcher asked “Do you understand?” He/she would say “yes.” Later, the Researcher simply knew from his/her peers that such participant was totally lost. In this context, joint-diagnosis and join-planning were extremely difficult. People were not familiar in expressing their feelings, especially problems. It was a real threat for Action Research. 2. PCC#1 (three nurses and friends) showed distinctive progress. So far, in Thailand, people in Healthcare were in organizations which were familiar with OD such as Action Research, World Café, Dialogue and AI. 3. Based on newly-devised group evaluation (See Reflection 2.1 in Appendix P), PCC#1 (three nurses and friends) showed remarkable progress. So far, in Thailand, people in Healthcare were in organizations which were familiar with OD such as Action Research, World Café, Dialogue and AI. PCC# 2-4 showed little progress. PCC# 5 showed no progress. 4. Implementation of five experimentations (Reflections 1.1, 1.2, 1.3, 1.4 and 1.5). The Researcher felt that it was difficult to experiment all ideas. 5. Major Interventions: Appreciative Coaching and Knowledge Management
Act	<ol style="list-style-type: none"> 1. Resolved communication challenge: Changed wording from “What was your problem?” to “What is your concern?” “What leads to your problem?” To run the Action Research, group leaders and members were requested to review presentations. Then the Researcher asked such questions. 2. Develop Evaluation system: At the beginning of the month, three nurses had made remarkable progress. They were the first group of people who fully ran AI’s 4-D process. The Researcher started using AI for reflection. Technically the Researcher integrated AI (Discovery) with the Kolb’s Model of Experiential Learning. The Researcher started thinking about peak experience with this group and came up with stage of individual and group development. The product of this reflection was; the Individual Progress Evaluation (See Reflection 2.3 in Appendix P) and Group Progress Evaluation (See Reflection 2.1 in Appendix P). This was a subjective evaluation. The Researcher started using these two evaluations in this cycle. 3. Implemented five experimentations: a) extended two tests to cover all participants; b) focused on healthcare people; c) focused on prompted feedback; d) encouraged all group forming based on cohesion; e) applied cocktail strategy 4. In this month, Appreciative Coaching and Appreciative Inquiry as well as Experimentations from Reflections in Cycle 1 would be ODIs in this month
Evaluate	<ol style="list-style-type: none"> 1. Resolved communication challenge: Still not working. Though wording was changed from “What are your problem?” to “What is/leads to your concern?” It does not work. However, this might be a clue. The Researcher asked PCC#1 “Your group seems to work on the same wavelength? How did your group do that?” They said “we shared information.” This suggested that Knowledge Management might help address this issue. 2. New evaluation system: It quite worked at that time since it provided a baseline. It also helped identify the right intervention for each particular group and individual. 3. New evaluation system applied: Based on Group Progress Evaluation, PCC# 1 was the most advance group. The second in line was 2, 3 and 4. The least progress was PCC#5. For Individual Progress Evaluation, out of 40 members,

there were 16 Enthusiasts, 16 Apprentices and 7 Masters. There was no AI Champion this month.

4. Five experimentations were carried out in this cycle:

a. All 10-faces of Innovation and 5-print personality tests were applied to all participants. Yet, 10-faces of Innovation helped connected the Researcher to the participants better. To make thing less complicated, the Researcher decided to use only 10-faces of Innovation for future test.

b. Focused on caregivers or three nurses. They made a lot of progress. Their experience had strong positive impacts on their crews. PCC# 1 was the most advanced group. Their crews achieved Master level faster than others.

c. Prompted feedback had proved itself. It helped boost performance of PCC# 1 and others.

d. Appreciative Coaching must be carried out along with prompting feedback. Knowledge Management promotes self evaluation or sense making and thus promotes self-managed teams.

e. New development in this month also include the launch of AI Thailand Website (www.aithailand.org)

6. Human Capital consisted of 10 Enthusiasts, 15 Apprentices and 7 AI Masters

Reflection Reflection 2.1: Based on peak experience with PCC#1, the Researcher developed Group Progress Evaluation.

Reflection 2.2: The Researcher found that the Group Progress Report was a good tool in facilitating participants to talk about their group and peer's challenge.

Reflection 2.3: Based on peak experience with PCC#1, the Researcher developed Individual Progress Evaluation.

Reflection 2.4: The Researcher changed wording when conducting joint-diagnosis of problem from "What is your problem/concern?" to the new form. The Researcher would ask them what they have done so far. And then asked "What contributed to your success recently?" They responded to this question. We were able to know problems and opportunities participants were facing. This leads to joint-planning. This finding was promising.

Note. See Appendix P for all Reflections during Cycle 2

Feedback Refer to Dr. Rita's email (A. Rita, Personal Communication, April 22, 2008), her comments were summarized as follows:

1. Ten Faces of Innovation and Five-Print Test and not clear. Where they came from?

2. Cohesiveness may be useful or harmful for group development.

3. Group Progress Evaluation was not clear

4. Strategy to deal with challenge in wording was advised. This was because the Researcher reported that he faced challenge in wording. When the Researcher asked "what is your problem?" they would avoid answering this question.

5. Inclusion was the problem,

6. Reflections were prone for hopefulness only not for disappointment.

7. There should be Log for Interventions.

8. Sociogram should be developed.

Cycle 3: April 1-30

Discovery of the Tipping Point

Think Challenge found at the beginning of this month were as follows:

1. Communication challenge. Our community members do not talk about what their problems were.

2. Emergence of the Tipping Point (See Reflection 3.2 in Appendix P). The Researcher was inspired by the book "Tipping Point" authored by Gladwell

(2001). The highlight of this book was about the concept of three personalities which impact business growth. They are the Connector, the Maven and the Salesman. Lawler and Worley (2007) emphasized the Tipping Point's concept as the change agent in organization development. The authors stated that the Connector is the one who will communicate top management's vision and strategy to other people in the organization. This idea might help address communication challenges and subjective evaluation as well as validity in Action Research. In this month, the Tipping Points were identified. By nature, they were the leaders in each Positive Change Consortium. Their challenge was to complete their work and tap the Researcher's knowledge to help their peers. Challenge was; they were very energetic individuals. They need knowledge and work very fast.

3. Implementation of the Individual Dynamic Observation Guideline. There were challenges found from the Tipping Point, the Flow, the No-goer, and the New-wave. For the Tipping Point, how did the Researcher keep momentum for them since they were very fast. For the Flow, they follow the Tipping Point, which intervention was suitable for them. For the No-goer, they were facing chaos resulting from personal or working life. How to help them get through.

4. Threat to Action Research Validity. Emerging issue in this months was inclusion, self-serving and insufficient strategies for intervention with all individual and groups as well as behaviors.

5. Experimentations from Cycle 1 and 2. This month has the national holiday, Songkran Festival. Only selected experimentations were feasible.

a. Pre-assessment as a part of meeting could be applied to those who have worked on AI projects for a while, not the No-goers.

b. Post something like news, template developed by the Tipping Point and presentation and informed the community. Tipping Point would check the information and transmit to their peers (the Flow).

c. Problem-identification and joint-diagnosis should be supported by AI Discovery Process. Storytelling to support self-evaluation and joint-identification and joint-diagnosis of the problem should be developed. The Researcher had not seen the impact directly at that time. It might take time but this idea might help address threats to Action Research Validity (Democratic validity). This would help address communication challenge.

d. In this month, the Researcher planned to coach everyone to reflect on the design stage. It was learning by doing.

Act

1. Communication challenge: Applied the new question "what is your progress now?" "What contributes to your success" instead of asking "what is your problem/concern?"

2. Emergence of the Tipping Point: Based on the Tipping Point, the Researcher had reflected on who they were and how they worked. Then the Researcher came up with the Individual Dynamic Observation Guideline (See Reflection 3.3 in Appendix P). They were the Tipping Point, the Flow, the No-goer and the New Wave. Hypothesis at that time was; this guideline would help address "Communication Challenge" and strengthen "Action Research Validity." For the Tipping Point in this month, many had reached the "Design" stage, the Researcher decided to train them on the idea of "the Tipping Point" and helped them to reflect on peak experiences they have had with their real "Tipping Point" in business. Then, based on this discovery, we redesigned business processes to reflect such experience. For those who have business, the Researcher decided to encourage them to experiment as a part of the "Destiny" stage. This was considered a part of experimentation in Reflection

3. Implementation of the Individual Dynamic Observation Guideline. For the Tipping Point, the Researcher decided to customize intervention with each

particular person. Tried to consult them. Communicated all information to them first. For the Flow, storytelling was heavily used. Most of the stories were those of the Tipping Points in PCC#1 where they achieved 4-D stage at that time. It was used for a purpose of coaching and benchmarking. For the No-goer, the Researcher just asked “How I can help you?” They were not ready. For the new wave, just tried to keep in touch. Among them would be the Tipping Point.

4. The Researcher’s Inclusion Strategy. Individual Dynamic Observation Guideline would be helpful in dealing with inclusion and insufficient strategies. The Tipping Point’s concept would be helpful in dealing with self-serving.

5. Selected experiments were run in this Cycle. All of them would be used to address communication challenge.

a. Pre-assessment as a part of meeting. This was to encourage participants to express their concerns.

b. Posted something like news, template development by the Tipping Point and presentation and informed the community in AI Thailand’s Google News Group.

c. Developed storytelling to support self-evaluation, joint-identification and joint-diagnosis of the problems. In this cycle, P01’s case study would be used to help people to learn the scope of project and how to address challenge found during AI interview. P03’s case study would be used to help people in the dream, design and destiny stages.

6. In this cycle, most of ODIs would still be Appreciative Coaching and Appreciative Inquiry. Two of them would be used to support Action Research. Knowledge Management would come into play in this Cycle. This was because some participants’ experiences could be used as storytelling for knowledge sharing. In addition, some participants had started writing case studies. They might be used for knowledge sharing. The Researcher started using PCC#1’s case studies to support the Researcher’s ODIs.

7. Human Capital consisted of 7 Enthusiasts, 9 Apprentices, 13 AI Masters and 1 AI Champion (See Appendix R)

Evaluate

1. Communication challenge addressed by changing language was working. People felt more comfortable when there were asked positive questions.

2. Emergence of the Tipping Point: The Tipping Point’s concept worked well. They were always the first people among peers who reached the Researcher. They were willing to learn new things and ready for experimentation. They were helpful. The Flow always followed the Tipping Point step by step. They would wait for the Tipping Point. In this month, as the Researcher decided to use the Tipping Point in the design stage, it was promising. Balanced Scorecard blended with the Tipping Point was used as a framework in the “Design” stage.

3. Implementation of the Individual Dynamic Observation Guideline: This guideline provided a better picture. It was helpful for intervention design.

4. Emergence of threat to Action Research would be addressed by the idea of Tipping Point: The Individual Dynamic Observation Guideline revealed pattern of the Tipping Point, the Flow, the No-goer and the New Wave. This observation facilitated the Researcher in designing customized intervention for each individual. This guideline had high potential in addressing challenge in inclusion and insufficient strategies. Focusing on the Tipping Point had high potential in addressing self-serving since the Tipping Point was the early bird. They approached the Researcher earlier than others. Basically, the Tipping Point approached the Researcher after they had attended classes taught Researcher. If they felt they wanted to work with the Researcher they would attract their peers to work with the Researcher. This would help address issues

of self-serving in a certain extent. Yet these three issues would be monitored to find out the best strategy.

5. Selected experiments resulted in the following outcome:

- a. The Researcher found that pre-assessment worked well with those who worked on AI projects for a while but not the No-goer. Later, only the Tipping Point was suitable for such discussion.
 - b. The Researcher found that only Tipping Points checked the information from the website.
 - c. The Researcher found that using storytelling for problem-identification and joint-diagnosis was quite work. It helped people on self evaluation. It also helps address communication challenge.
6. Knowledge sharing by using case studies of successful PCC#1's members was helpful.

Reflection

Reflection 3.1: The Researcher found a clue that one member made their progress because she benchmarked with her friends. This event marked the significance of Knowledge Sharing. The Researcher decided to use more knowledge sharing activities (Knowledge Management) as another ODI.

Reflection 3.2: The Researcher found a clue why some community members were very successful. Group like PCC#1 had more the Tipping Point than other did.

Reflection 3.3: Built upon the Tipping Point's concept. The Researcher had developed Individual Dynamic Evaluation (See Appendix U). The Researcher thought that Individual Progress Evaluation and Individual Dynamic Evaluation were better than proposed Coaching Evaluation Strategy (See Appendix J) and Training Evaluation Strategy (See Appendix K). It fit into our context. Information from new evaluation strategy was more practical. It might work well for all ODIs not just training and coaching. The Researcher then decided not to use such proposed two evaluations strategies anymore.

Reflection 3.4: The Researcher found that Socialization would be good for the No-goer.

Reflection 3.5: The Researcher found that the No-goer who left the community may be influenced by social structure and culture or personal attitude.

Reflection 3.6: Found that Internalization or learning by doing would be helpful for all participants.

Note. See Appendix P for all Reflections during Cycle 3

Feedback

Refer to Dr. Rita's email (A. Rita, Personal Communication, May 20, 2008), her comments were summarized as follows:

1. The Researcher should apply a variety of questions to help community members to reflect on their problems.
2. Expectation about individual development was too high.
3. Some PCCs were reaching a plateau. There should be intervention for them.
4. There was a need to develop some strategies for the No-goers.
5. Too little investigation on why people left the community had been done.

Cycle 4: May 1-31

Entropy

Think

1. Overwhelming experimentation and intervention: In this month, the Researcher felt that there was more and more experimentation. It was not possible to run all experimentation and proposed interventions. The first thing the Researcher did was: the Researcher integrated all interventions.

Fortunately, it fitted to one KM's theory called the Theory of Organizational Knowledge Creation (See Reflection 4.1 in Appendix P).

2. The integration of interventions resulted in a new group evaluation system which was "Group Dynamic Evaluation." This was based on the entropy

theory in Thermodynamic. Group dynamic had four phases: Midnight (Low Energy, Low Accumulated Output), Dawn (High Energy, Low Accumulated Output), Noon (High Energy, High Accumulated Output) and Dusk (Low Energy, High Accumulated Output) (See Reflection 4.1 in Appendix P). This new Group Evaluation would be the replacement for Group Progress Evaluation since it was clearer.

3. The Researcher thought that so far the Tipping Point was a real change agent for AI Thailand.

4. Sociogram was planned in the cycle to compare at the end of the seventh cycle.

5. Log to record all intervention made to individual and group as an evidence of intervention was planned in this Cycle (See Appendix O).

6. Threats to Action Research Validity include:

a. Inclusion was not sufficient. The most challenging group was the No-goer and the New Wave. The No-goers had been facing life or working life chaos. For the New Wave, we were still on different wavelengths.

b. Evaluation was too subjective. This was directly related with communication problems where people never talked to one another straightforwardly. It was extremely difficult even with the Tipping Point who was closest to the Researcher. It was necessary for the Researcher to develop minimally-invasive evaluation.

c. Lack of different modes of reaction to different groups. So far, the Researcher lacked of strategies customized to different group.

d. Risk of self-serving. "Called" might be the issue.

Act

1. Integrated as many interventions previously reflected in cycle 1, 2, and 3 into one model to lessen complexity (See Reflection 4.1 Appendix P).

2. Implemented the Group Dynamic Evaluation.

3. Included the number of the Tipping Point as a key performance indicator.

4. Sociogram was developed.

5. Log had been recorded with detail of intervention (See Appendix O).

6. Actions taken to address threats to Action Research Validity include:

a. Implemented Socialization (KM) to help the No-goer and the New Wave and to promote inclusion

b. In this cycle, the Researcher added the Group Dynamic Observation (See Reflection 4.1 in Appendix P) to strengthen Evaluation.

c. The Researcher has introduced the integrated interventions which were suitable for different group (See Reflection 4.1 Appendix P).

d. The Researcher helped all participants except those of PCC#1 reflected on their peak experiences in various perspectives. This was considered Appreciative Coaching. The most vital reflection was on the participants' peak experience with their Tipping Point. It was assumed that the process would reveal opportunities for all participants. The Researcher believed this coaching on the Tipping Point's concept would initiate participants' "Call" or self actualization.

Evaluate

1. Most of the Experimentations were viewed as a part of the Theory of Organizational Knowledge Creation.

2. The Researcher found that Group Dynamic Evaluation was helpful in intervention design. It was more convenient to use than Group Progress Evaluation was.

3. Tipping Point was so helpful in developing their team.

4. Sociogram revealed that those who were closest to the Researcher, most of them were the Tipping Point, had highest progress. This was a clue to help the No-goer. (See Reflection 4.2 in Appendix P).

5. Log: It was helpful in reporting process. It provided a better form of making-sense.

6. Threats to action research validity:
 - a. Inclusion of the No-goers and the New Waves through KM. Still on monitoring but needed refinement. At least the Researcher felt comfortable with KM and Appreciative Coaching at that time.
 - b. Evaluation was too subjective. At that time the Researcher had used Group Progress and Group Dynamic. For individuals, there were both Individual Progress and Individual Dynamic. Although all interventions were subjective, except the Individual Progress which was objective, these four evaluations offered the best sense making. In addition, the Researcher found that Knowledge Management promoted self-evaluation. People in each group always shared information which in turn spreaded among one another (See Reflection 3.1 Appendix P) Moreover, these evaluations and KM might in turn lessened communication problems.
 - c. Different modes of action to different groups had been developed. This was on monitoring. Yet, it helped reduce complexity and reporting time.
 - d. Appreciative Coaching on the Tipping Point and Balanced Scorecard actually revealed business opportunities. The Researcher started encouraged the Tipping Point such as P10 to experiment with their findings. The Researcher hoped that his coaching would enhance participants' "Call," so they become members not by the Researcher's persuasion or the Researcher's agenda. They wanted to work on AI projects because they see "opportunities."
7. Human Capital consisted of 6 Enthusiasts, 10 Apprentices, 10 AI Masters and 4 AI Champions (See Appendix R).

- Reflection** Reflection 4.1: The Researcher found the Entropy's Concept. It explained phenomenon in AI Thailand as some groups were reaching plateaus. The Researcher then developed Group Dynamic Evaluation based on energy and accumulated output (Entropy). In addition, all reflections done before were integrated under the Theory of Organizational Knowledge Creation.
- Reflection 4.2: From Sociogram I found that one-to-one coaching would be helpful for the No-goers and the New Waves.
- Note.* See Appendix P for all Reflections during Cycle 4
- Feedback** Refer to Dr. Rita's email dated (A. Rita, Personal Communication, August 5, 2008), comments were for implication of the newly-devised Group Dynamic Evaluation and respective interventions.
(See Appendix P)

Cycle 5: June 1-30

Refinement

- Think**
1. AI Thailand's Web board was launched this month. The Researcher used this Web board to collect Appreciative Stories generated from class teachings and workshops. This was a part of Knowledge Management and to fulfill AI Thailand's Mission.
 2. Individual Progress Evaluation was still problematic. It was too subjective. It needed improvement.
 3. In this month, there was one trend. There were Engaged and Disengaged personalities such as Engaged and Disengaged AI Champions. Engaged people means AI Thailand members who still kept seeking consultation. Disengaged means members who spun off from our group or they still had problems carrying out their AI projects. Each group needed customized interventions.
 4. Stakeholders started to have an impact on AI Thailand. During Cycle 1-4, few knew about it. MBA had many influential stakeholders. They were Top Management in MBA, University, Research Institutes and Alumni as well as the Tipping Point. They were able to create positive or negative impacts on our organization. One influential alumnus, who was a professor in Medicine, said that he knew AI. He even said that AI was for medicine only. But after the

Researcher had checked from various sources, the Researcher found that he misunderstood. He has mixed up AI with Dialogue. We needed a strategy to deal with them.

6. Threats to Action Research Validity. In this month, the most serious issues were self-serving and evaluation as well as communication.

8. Group Dynamic was at: Midnight (PCC#5), Dawn (PCC#3 and #4), Noon (PCC#2) and Dusk (PCC#1)

Act

1. Web Board was opened. It was aimed to use collected stories generated by students. We were able to accumulate and reuse them in the future.

2. Improved the Individual Progress Evaluation to reflect peak experience with each particular person (See Reflection 5.1 in Appendix P)

3. Spotted Engaged and Disengaged and developed customized strategies. In brief, the Researcher asked for permission from the Tipping Point to post their works on AI Thailand's website. Storytelling about the Tipping Point's work was used to coach the Engaged.

4. Stakeholder's impact. The Researcher had come up with the Researcher's Stakeholder Management Strategy (See Reflection 5.2 in Appendix P). The Researcher implemented with P34. He was a Tipping Point. P34 still was hesitant to join us at that time.

5. Threats to Action Research Validity.

a. Intervention to address Self-serving planned in this month was Reflection

4.1. Basically it was Knowledge Management. The Researcher hoped that this intervention would increase participants "Call."

b. Evaluation was too subjective. The Researcher devised additional group dynamic evaluation and implemented it in this cycle.

c. Communication challenge. Readjust Individual Progress Evaluation would result in better communication.

6. Act for Group Dynamic

a. Midnight (PCC#5): made appointment with them and told them success stories of the Tipping Point's cases study. It was Appreciative Coaching. In this way, the Researcher hoped they could move to Dawn.

b. Dawn (PCC#3 and #4): "Let's do it" or "Internalization" It was a part of KM. The Researcher encouraged them to run experiments. ODIs were a mix of Appreciative Coaching and KM.

c. Noon (PCC#2): Like PCC#3 and #4, the Researcher encouraged them to run more experiments. ODIs were KM (Internalization) and Appreciative Coaching.

d. Dusk (PCC#1): the Researcher told this group that the Researcher would use their case studies as examples. The Researcher tried to network them to new AI Thailand members. The Researcher had already posted their names as AI Champion in www.aithailand.org

Evaluate

1. Web board became the Researcher's resource on AI. It facilitated communication and learning. It had been opened for public access.

2. The newly-revised Individual Progress evaluation was so helpful in many aspects. It was from real experience. This evaluation was practical because it was like a milestone to the community members. It helped reduced communication problems. It encourages self evaluation and promotes joint-diagnosis of problems and planning.

3. Most of the Disengaged Tipping Points still were working on their AI projects. For other Disengaged, some still worked on discovery. The most important finding was; storytelling about the Tipping Point's worked and experience influenced others.

4. Stakeholder Management Strategy worked. P34 officially joined AI Thailand. For stakeholders who were Top Management or highly-respected Researchers, lowering the Researcher's defense resulted in more cooperation.

5. Threats to Action Research Validity.

a. Intervention to address Self-serving was the Ladder of Inference (Reflection 5.1). It did not only help address self-serving, but also was a stakeholder management strategy. It was also clear that Knowledge Management was a consolidated ODI.

b. Group Dynamic Evaluation combined with Individual Dynamic and Individual Progress Evaluation were fruitful for intervention design. These evaluation systems helped the Researcher see phenomenon from different angles and resulted in better customized intervention. Our evaluation system helped address inclusion and insufficient strategies as well as communication challenges.

c. Individual Progress Evaluation was like a milestone. This helped address communication problems. People were able to plan activities by themselves. It promoted self-evaluation and self-managed teams.

6. Human Capital consisted of 4 Enthusiasts, 13 Apprentices, 6 AI Masters and 9 AI Champion (See Appendix R).

7. Group Dynamic was: Midnight (PCC#5) and Dusk (PCC#1, #2, #3 and #4). The Researcher's ODI in this month did not work. The Researcher was not able to move PCC#1 to Noon. PCC#5 was still at the Midnight.

Reflection

Reflection 5.1: P11 reported that Tipping Point's concept helped her understand customers. She redesigned her business processes to reflect her new understanding. She was able to increase sales by 200-300%. As a result, the Tipping Point was integrated in Discovery and Design stages for all AI Thailand members. The Researcher then readjusted Individual Progress Evaluation by integrating the Tipping Point's concept as a requirement to step from the New Wave to the Enthusiast.

Reflection 5.2: The Researcher was challenged by a prospectus. He was P34. The Researcher believed that he was a Tipping Point. The Researcher used the Ladder of inference (See Appendix V). The Researcher allowed him to challenge the Researcher in all theories. The Researcher also allowed him to work with P07 and P27. Finally, he liked us and officially joined the network. His girlfriend, P33, also joined. They were the Researcher's promising new members. This incidence led to the development of the Researcher's Stakeholder Management Strategy (See Appendix V).

Note. See Appendix P for all Reflections during Cycle 4

Feedback

Refer to Dr. Rita's email (A. Rita, Personal Communication, August 5, 2008), all comments were about scope of the project. This was because the Researcher mentioned about stakeholders like professors in the Researcher's report. The Researcher tended to develop initiatives which might distract him from this Research.

Cycle 6: July 1-31

A Turning Point

Think

1. Group Dynamic was: Midnight (PCC#5) and Dusk (PCC#1, #2, #3 and #4).
a. Dusk (PCC#1, #2, #3 and #4): the Researcher need the right intervention to resolve this situation. Most of PCC#1, #2, #3 and #4 had just graduated. They were seeking jobs or business opportunities. Possible actions at that time were Socialization to network them with the New Wave. ODI was Knowledge Management.

b. Midnight (PCC#5): They were very busy. They were working in other provinces. The Researcher believed that only P09 would move out of the zone. The Researcher would ask the Tipping Point to help them. Possible actions would be Socialization (KM).

2. Human Capital consisted of 4 Enthusiasts, 13 Apprentices, 6 AI Masters and 9 AI Champions (See Appendix R) . Since there were many experienced

Tipping Points (Most of them were AI Champions at that time). It was easier for the Researcher to ask them to help the rest. Major ODI in this month was Knowledge Management. In addition, since the Researcher might help some Apprentices and AI Masters move to higher levels, the Researcher would focus more on Appreciative Coaching.

3. New Tipping Points, P33 and P34 had more increasing roles. P33 and P34 have helped P07 and P27 to work on AI Interviews and Case writing. The Researcher thought that they were like the Tipping Point in PCC#1. Since they knew a lot of people and had very strong connections with local entrepreneurs and industrialists, the Researcher thought the Researcher would promote them to develop Community of Practices. It would be in a form of regional Organization Development Network. This was because the Researcher already had knowledge in developing a network. This kind of project would send more momentum to our mission. Appreciative Coaching might be the most suitable for them.

4. Concerned issues related to Action Research Validity must be addressed as follows:

- a. Inclusion: the Researcher planned to use KM as a tool for inclusion this month,
- b. Self-serving: the Researcher planned to use KM as a tool for resolving this situation. KM might help improve participants' "Called."
- c. Evaluation System. The Researcher's Evaluation Strategy (See Appendix U) was launched. It was on monitoring whether it would help address the concern over too subjective evaluations.

Act

1. Regarding Group Dynamic, the Researcher had used KM to help four of them to work on case writing especially "Destiny." The Researcher also used Appreciative Coaching to work with some members of PCC#3. In contrast, for PCC#1, the Researcher met P04. She reported that her projects were successful. The Researcher found P05 and P28 who was a member of PCC#2. P05 told the Researcher that after AI she become more positive. P28 said she was marrying. P28 was head of PCC#2. The Researcher thought the Researcher would have to wait until she married. This PCC#2 would move to Midnight soon. For Midnight, People like P25 and P31 in PCC#5 were starting working on AI Interviews.

2. For individual participants, ODI in this month was Appreciative Coaching. Internalization (KM) played vital role.

3. For the Tipping Points like P33 and P34, they have helped P07 and P27 to work on AI projects. P34 got a job at a local car distributor. He wanted to use AI to improve employees' productivity. The Researcher heavily used Appreciative Coaching as an ODI supported by the Ladder of Inference (See Appendix V) this month. The Researcher found that P33 was developing a business with P27. She was interested in the toothbrush business.

4. Action for concerns related to Action Research Validity:

- a. Inclusion: KM would be used to promote inclusion. This was especially Socialization.
- b. Self-serving: the Researcher used KM and Ladder of Inference (See Appendix V) to help P33 and P34 develop their "Call" in Appreciative Inquiry.
- c. Too-subjective evaluation: Evaluation Strategy was tested.

Evaluate

1. Group Dynamic was: Midnight (PCC#5) and Dusk (PCC#1, #2, #3 and #4). The Researcher's ODIs were not successful.

2. Human Capital consisted of 1 Enthusiasts, 6 Apprentices, 12 AI Masters and 13 AI Champions (See Appendix R). The Researcher was quite satisfied with the outcome. Appreciative Coaching and Knowledge Management worked quite well.

3. The Researcher found that P34 and P33 gave assistance to P07. This was a good motivation since P07 had been successfully implementing her AI projects in her dog breeding farm.
 4. Action for concerns related to Action Research Validity:
 - a. Inclusion: KM not only promotes inclusion, but also outcome.
 - b. Self-serving: the Researcher thought KM and Ladder of Inference were working. P33 and P34 started their projects. They tried to test AI as much as possible. They tried to network other people to establish Community of Practices. The Researcher also got P35. He agreed to develop Appreciative Leadership Community.
 - c. Too-subjective evaluation: the Researcher thought the Researcher's Evaluation Strategy works. Even P33 and P34 like this idea.
- Reflection** Reflection 6.1: the Researcher found that the Researcher's good relationship was built upon the Researcher's "Learner Mindset. In contrast, the Researcher's bad relationship with others may be from the Researcher's "Judge Mindset."
- Reflection 6.2: the Researcher found that two Flows would become AI Champions with assistance of two Tipping Points. This was the direct influence of the Tipping Point. It proved that Tipping Point's influence their crews' success.
- Reflection 6.3: P07 who was external loci people becomes an AI Champion. Three factors might contribute to her success. Firstly, she was assisted by P34 and the Researcher. Secondly the Researcher heavily used case studies in the Researcher's Appreciative Coaching. Thirdly, it was about trust. This success was a clue to design ODI for the No-goers.
- Feedback** Refer to Dr. Rita's email (A. Rita, Personal Communication, August 5, 2008), she commented that report format was clearer.

Cycle 7: August 1-31 Institutionalization

- Think**
1. Group Dynamic was: Midnight (PCC#5) and Dusk (PCC#1, #2, #3 and #4). In the last cycle the Researcher was able to change nothing. The Researcher needed a new strategy. The Researcher thought he could go back to use KM as a core ODI. The Researcher would socialize them with the new members as much as possible.
 2. Human Capital consisted of 1 Enthusiasts, 6 Apprentices, 12 AI Masters and 13 AI Champions (See Appendix R). The Researcher planned to use Appreciative Inquiry and Knowledge Management to upgrade their Human Capital. The Researcher thought P33 and P34 may be helpful in helping some members.
 3. The new Tipping Point P34 and P33 were fully engaged with the Researcher. They were the real connectors. They knew a lot of people. This was a real strength for them. The Researcher thought with their strength, they might establish a network. P34 reported that his workers were more open to him.
 4. Concerned related to Action Research Validity:
 - a. Inclusion: Many influential stakeholders exposed to AI. Some were against it. Some were not. The Researcher needed strategy to deal with them.
 - b. Self-serving: KM and Ladder of Inference were working. The Researcher planned to retest them in this Cycle if possible.
 - c. Too-subjective evaluation: The Researcher planned to implement the Researcher's Evaluation Strategy. In this month, the Researcher would start post interview.
- Act**
1. Actions for Group Dynamic:
 - a. PCC#1, #2, #3 and #4: the Researcher was not able to do anything except

Post Interviews. Just asking their permission and encouraging new members to contact them.

b. PCC#5: Some of them made progress. But the Researcher do not expect too much. The Researcher had given Appreciative Coaching to some of them.

2. Actions for Individuals: the Researcher had used Appreciative Coaching to help P25, P27 and P31. Actions in this month for individuals mostly for P33 and P34 as well as other new members. They were not in the scope of the project.

3. For P33 and P34, the Researcher had coached P33 about the Flow (Psychology of Optimal Experience). The Flow was considered “Positive Psychology.” The Researcher convinced her to establish the AI Coaching Community at the Ministry of Interior. Her work would support AI Thailand and the Northeast OD Institute in the future. Our works would also support her. She agreed with the Researcher’s idea. For P34, he resigned from Japanese car dealer, we had to restart our project.

4. Action to address concerns related to Action Research Validity:

a. Inclusion: the Researcher’s Stakeholder Management Strategy was developed (See Appendix V).

b. Self-serving: the Researcher used Stakeholder Management to work with the new prospectus.

c. Too-subjective evaluation: the Researcher had used the Researcher’s Evaluation Strategy. The Researcher also finished AI Interviews for all participants.

Evaluate

1. Group Dynamics: all groups were in Midnight Zone. ODI ended up in nothing. But we had accumulated Intellectual Capital.

2. Individual Progress: Human Capital consisted of 5 Apprentices, 10 AI Masters and 17 AI Champions (See Appendix R). We no longer had the Enthusiasts among participants.

3. P33 informed the Researcher that she already interviewed over 50 people. The Researcher was quite impressed with her work. P34 was looking for a new job.

4. Action to address concerns related to Action Research Validity:

a. Inclusion and Self-serving: the Researcher’s Stakeholder Management Strategy (See Appendix V) was a vital guideline in dealing with diverse stakeholders. This strategy also lessened self-serving and enriched communication.

b. Too-subjective evaluation: This new Evaluation Strategy was useful. It helped the Researcher to see the picture clearer.

Reflection

Reflection 7.1: From the Researcher’s experience with many stakeholders, the Researcher had developed the Researcher’s Stakeholder Management Strategy (See Appendix V). It was a consolidation of Reflection 5.2 and Reflection 5.1. This strategy may be helpful for OD practitioners working for clients in Thai culture.

Feedback

Refer to Dr. Rita’s email (A. Rita, Personal Communication, September 13, 2008), her comment can be summarized as follows:

1) Remind about institutionalization.

2) Sociogram should be clearer.

Cycle 8: September 1-30

Co-creating the future

Think

1. Group Dynamics: all groups were in Midnight Zone. ODI ended up in nothing. The Researcher thought it was a high time to dissolve all PCC1-5. They had just graduated. They did not work in the same group again. The Researcher thought time for developing Human Capital may be limited to five months or less. After post interview, the Researcher found that some

participants were working on their own Community of Practices especially three nurses. P02 and P03 were developing Positive Change Network for Diabetes Patient Care in Phol District, Khon Kaen Province. P04 was developing Community of Practice of Appreciative Inquiry at the National Research Institute. P05 was developing Positive Change Network for Asthma Patient. P06 was developing Positive Change Network for Pain Management at Phol District Hospital. The Researcher planned to give them all the support they may request. For all Disengaged, the Researcher plan to network them with the new members.

2. New Groups were emerging. The Researcher named them as PCC#6 led by P33 and P34. PCC#7 led by P35. PCC#8 led by P36. The Researcher planned to transfer the Researcher's knowledge gained from this research to help them establish a new Positive Change Network. AI Thailand became Incubating Unit for future AI Networks.

3. Individual Progress: Human Capital consisted of 5 Apprentices, 10 AI Masters and 17 AI Champions (See Appendix R) . There were only two participants working on AI projects with the Researcher in this Cycle. They were P09 and P25. The Researcher planned to use Appreciative Coaching with them.

4. It was time for Institutionalization. In this stage Sociotechnical Design was used for institutionalization framework. Factors included process (set of tasks must be performed), means (Technology, procedure, tools) and People (Skills and attitudes). In this stage, all reflections were integrated to form process and structure. To develop each factor, all experiences and reflections were integrated as customized interventions. These customized interventions were integrated under institutionalization framework.

Act

1. Disengaged PCCs: We no longer had PCC# 1 to PCC#5. The Researcher started to network our new members who were working for a Public Hospital in Korat Province to them. She was interested in Diabetes Patient Care like P03.

2. New PCCs. The Researcher suggested P33 and P34 to establish the Northeast Organization Development Network. He agreed with the Researcher's idea. The Researcher started coaching him on Individual Progress Evaluation and Reflection. This month, the Researcher also encouraged P35 (DMOD # 1) to establish an Appreciative Leadership Network. He agreed with the Researcher's idea. P36 was in the process of Appreciative Coaching. He was still busy at that time.

3. The Researcher had coached P09 and P25. P09 started reporting that he got more revenue as he changed his strategy according to findings from Discovery. The Researcher found that he had been assisted by PCC#1. For P25, the Researcher had not expected from her too much. She was quite confused.

4. Institutionalization.

4.1 Sociotechnical Design: Experience from Cycle 1-7 in the form of Reflections were integrated as customized interventions. They were the Researcher's Appreciative Inquiry (See Appendix S), the Researcher's Appreciative Coaching (See Appendix AE), the Researcher's Knowledge Management (See Appendix T), the Researcher's Evaluation Strategy (See Appendix U), the Researcher's Stakeholder Management Strategy (See Appendix V), the Researcher's Inclusion Strategy (See Appendix W). These customized interventions were the basis for Appreciative Organization Design as institutionalization as follows:

4.2 Appreciative Organization Design were as follows:

a. Shared vision and goals. Implementing and sustaining rich organizational vision would be achieved through collaborative process. In this context, use the Researcher's Stakeholder Management Strategy (See Appendix V), Action

Research and the Researcher's Inclusion Strategy (See Appendix W) to incubate new Positive Change Networks.

b. Develop Appreciative Leadership. Quality of Appreciative Leadership includes: a) believe in the possible; b) approach others with unconditional positive regard; c) radically include others; and d) continually move toward others. In this context, the Tipping Point was the focus. They must be sought and sustained.

c. Structural inclusion. In this context, the Researcher would use Action Research and Appreciative Inquiry to work on structural inclusion.

d. Continual Appreciative Inquiry. Maintained AI Thailand as a center for Appreciative Inquiry Study and incubate new networks.

Evaluate

1. Group Dynamic was: Midnight (PCC#1, #2, #3, #4 and #5). Disengaged PCCs: New members started to contact PCC#1.

2. New PCCs. For PCC#6, P34 and P33 started working on AI projects. They recruited over 10 people. They communicated milestone over participants. For PCC#7, P35 (DMOD#2) was developing Appreciative Leadership Community. By March 2009, P35 recruited over 28 members. PCC#8 may recruit over 20 members. But P36 was still busy.

3. Human Capital consisted of 0 Enthusiasts, 3 Apprentices, 12 AI Masters and 17 AI Champions (See Appendix R). P09 would be an AI Champion within the next two month. P25 was disengaged. She ended up at as an AI Master.

4. Institutionalization results in clearly-defined AI Thailand's Intellectual Capital. At that time we had Human Capital, Social Capital and Structural Capital.

Reflection

Reflection 8.1: the Researcher found that the Researcher's relationship with many participants was volatile because the Researcher's skill in listening was poor. It was just "getting to yes." The Researcher needed more refinement in "Dialogue."

Reflection 8.2: the Researcher found that male participants were different from female participants. Customized intervention and approaches to each gender were needed.

Feedback

Refer to Dr. Rita's email (A. Rita, Personal Communication, October 18, 2008), she warned about Institutionalization which was AI Thailand's weak point. Institutionalization was not expansion. What the Researcher proposed in this Cycle was only expansion. (Already fixed)

Appendix O

Log of Interventions

Log of Action Research Cycle 4

<u>Name</u>	<u>Intervention</u>	<u>Remarks</u>
P09	So 4 Ex 2 Co 5 In 2, 3, 4 <i>Appreciative Coaching</i>	<p>“Learning by doing” based on PESTE and Value Chain process, Design AI Interview question based on the idea of Tipping Point (He was working for a Commercial Bank; his work emphasized on niche market), we had worked together until he had experience with 4-D process.</p> <p>Summary of Interventions: So 3 (Coached him to retrospect who his Tipping Point were and business environment) Ex 2 (Coached him to write reflection about events which impacts his business) Co 5 (based on previous intervention, he was categorized as niche market). The Researcher then proposed him to discover on the Tipping Point. He said it was reasonable. In 2 (Showed sample and template contributed by P10) In 3 and Reflection 4.1 (Tipping Point: (P16’s Case) In 4 (PESTE, Value Chain, 4-D)</p>
P01	So 4 In 4 <i>Appreciative Coaching</i>	<p>(So 4) The Researcher had reviewed his AI document and commented on his style. (In 4) The Researcher also asked him to help P02 on Destiny (find out the Tipping-point customer and employees). (So 4) He showed interests over the Researcher’s KM activity. The Researcher said if he interested in KM, the Researcher was able to help him (This incidence shaded the Researcher some light). KM might be a strategy to sustain AI Master or champion to the network.</p>
P16	So 4 <i>Appreciative Coaching</i>	<p>(So 4) The Researcher reviewed her AI report and proposed her to do more on Destiny (find out the Tipping-point customer and employees). She said she was fed up with this. The Researcher said it was ok. She was able to stop. But if she had time, we together were able to sit together and fine-tune her project. She said it was Ok. It was really vital for the society.</p>
P02	So 4 Ex 1 In 4 <i>Appreciative Coaching</i>	<p>(So 4) She said at that time she was overwhelmed by flood of information. The Researcher said “me too.” The Researcher asked her to co-author Book. But she said she did not want to publish it because she was afraid of piracy. (Ex 1) The Researcher encouraged her to do more on dream and destiny (the Tipping Point). (In 4) She was wondering what the Tipping Point was. The Researcher asked P01 to discuss this issue with her.</p>
P29		<p>She said she want to work on QC projects. The Researcher said it was ok. Then she said good-bye.</p>
P23	So 4 Ex 2 In 4 <i>Appreciative Coaching</i>	<p>(So 4) Coached him to retrospect on business environment (PESTE and Value Chain) (Ex 2 and In 4) Wrote them down</p>
P32	So 4 Ex 2 In 4 <i>Appreciative Coaching</i>	<p>(So 4) Coached her to retrospect on business environment (PESTE and Value Chain) (Ex 2 and In 4) Wrote them down</p>
P30	So 4 In 4	<p>Just asked him what his concern was; he said no. He was being coached by P10</p>

Name	Intervention	Remarks
P24	Ex 2 In 4 <i>Appreciative Coaching</i>	(In 4 and Ex 2) The Researcher trained her through “Learning by doing” PESTE, Value Chain based on observation. (So 2) This session was assisted by P10. It was a kind of brainstorming.
P18	So 4 Ex 2 and In 4 <i>Appreciative Coaching</i>	(So 4) The Researcher encouraged him to reflect on his peak experience. (Ex 2 and In 4) Encouraged him to write it down and helped extend to dream, design and destiny.
P11	So 4 In 4 <i>Appreciative Coaching</i>	Design and Destiny: Reflection (Tipping Point) came with her boy friend. Both were running a small restaurant. They came to consult the Researcher about difficulty they were facing. They said they had a trouble with their mother, an owner. The Researcher then described the Tipping Point’s concept and asked whether they had Tipping-point customers. We then came up with Strategy Map and also Destiny (Change Management). They found out that they were able to change their mother by experimenting something at small scale. P11’s mother would accept.
P13	So 4 In 4 <i>Appreciative Coaching</i>	Learning by doing: Discovered the Tipping Point in his business. Based on this discovery, the Researcher helped him to reflect his peak experience how he attracted and sustained his tipping point. Then we came up with strategy map.
P32	Ex 1	The Researcher asked her to come in the office; the Researcher provoked her to do more. The Researcher gave an example of AI in Diabetes. The Researcher said we were not doing ordinary thing. If successful, it would positively impact the locale. The Researcher gave her mobile phone number of P01. She was so inert. It was the first time the Researcher used “Calling” for the No-goer.
P07	So 4 In 4 <i>Appreciative Coaching</i>	Helped her to reflect “Possibility” through identification of the Tipping Point (her client). This case was under monitoring.
P10	Ex 1 <i>Appreciative Coaching</i>	(Ex 1) We discussed results of discovery. Finally we came up with the Vision through analogy. The Researcher told him and example of the Library Hotel in Thailand. The hotel cross-pollinated the concept of Library and Hotel. It became the boutique hotel. He then wanted to design his vision “Be the Munnok Island of Apartment of Thailand within the year 2018.”
P30	Ex 1 <i>Appreciative Coaching</i>	(Ex 1) We re-explored discovery and came up with positive core. Based on this, the Researcher told him about the case of Library Hotel. It was an analogy. He came up with the idea of “Being the Pixel of Ice-making Plant within the year 2018.” Pixel was the most successful event organizer in the Northeast.” This was a kind of radical crosspollination.
P05 and P28	So 4 Ex 6 <i>Appreciative Coaching</i>	We reached the stage of “Dream” or “Envisioning.” Again the Researcher raised an example of “the Library Hotel” and let them to come up with their Dream. P28 came up with the idea of “Being the Academy Fantasia of Physics Tutor School.” P05 and the Researcher discussed the dream. It was not clear but we interested in “Spirituality Growth.” She dreamed of having her business filled with spirituality growth. We then discussed more on “Design.”

Log of Interventions during May 16-30, 2008

Name	Date	Intervention	Remarks
P31 and P39		So 4 In 4	They came to see the Researcher and again they said they have no time. But the Researcher asked them to spend

Name	Date	Intervention	Remarks
		<i>Appreciative Coaching</i>	only 30 minutes to reflect their peak experience on Business Environment. We came up with Business Environment Scanning. Before they left the Researcher emphasized that they were able to apply AI in every day life. They came to see the Researcher later.
P10, P30 and P12	So4 In 4	<i>Appreciative Coaching</i>	They said they faced difficulty in design process. The Researcher then made appointment with them on May 16, 2008. The Researcher decided to coach P10 first to use strategy map. This was to reflect on what he discovered in the form of interlinked cause and effect. This started from Learning and Growth, Process Innovation, Customer Perspective and Financial Perspective. The Researcher interviewed P10 through AI questions in order to help him to transform his peak experience on his Tipping Point to each perspective in to 15 strategic objectives. This was first time the Researcher blended AI with the idea of Tipping Point, BSC and Blue Ocean Strategy (He familiars with Blue Ocean Strategy). After finished the Researcher asked P10 and P12 to help P30 to create strategy map. After finished the Researcher asked P30 and P10 to help P12 to do it too. The Researcher then asked to see whether their strategy map reflected their thought. They said it was. Reflection: the Researcher thought using Strategy Map in “Design” process was fun and helpful.
P33	So 4	<i>Appreciative Coaching</i>	She was a New Wave. She came to the Researcher. The Researcher asked her to tell the Researcher what her experience was. The Researcher affirmed her that she has done something like deep listening. This was very crucial. The Researcher then showed her a book of “Dialogue,” and “Speed of Trust.” These two advanced books reflected her personality. The Researcher did not perform any test. Yet she told the Researcher that she was impressed with the Researcher’s consultation style. She said the Researcher was a good listener.
P23 and P32	So 4 In 4	<i>Appreciative Coaching</i>	(So 4) The Researcher offered coaching in Strategy Map. This time the Researcher asked him to reflect who his Tipping Point was. The Researcher explained the Tipping was to him. He mentioned about one name. This guy appreciated his service. In the past, he must take his Mercedes for maintenance in Khon Kaen but he was able to find one-stop service at P23 Shop. The Researcher asked him to start reflecting what he had done with this tipping point. It was a kind of reconstructing image (In 4). Then the Researcher asked him to developed strategy (Design) based on his discovery on the Tipping Point.
P24	So 2 In 4	<i>Appreciative Coaching</i>	P10 helped P24 on “Design Process.” The Researcher thought his coaching oriented P24 in the right direction.
P28 P05 P17 P25 P29	So 2 In 4	<i>Appreciative Coaching</i>	(So 2 and In 4) The Researcher helped P28, P05 and P17 on “Design.” P05 said she was questioning how to do so. The Researcher saw P28 and P17 shared their knowledge. P29 and P25, two No-goer observed the process. The Researcher taught P28 on how to use AI to design performance indicators for her “Design.” Just a brief. She then taught other people to do the same.

Name	Date	Intervention	Remarks
P08		So 2 In 4 <i>Appreciative Coaching</i>	(So 2 and So 4) The Researcher spent over two hours to help her to reflect her peak experience and transformed her discovery into Strategy Map (In 4). The Researcher told her that she already was an expert in Customer Experience Management. The Researcher then asked her to be a Network Consultant in this area.
P01		So 4 <i>Appreciative Coaching</i>	(So 4) The Researcher told him what we were doing. It was about BSC. He said he would find opportunity to meet the Researcher.
P04		So 2 So 4 <i>Appreciative Coaching</i>	(So 2 and So 4) She came to meet the Researcher and said that she was quite busy. She did not have time to run AI. The Researcher said she was able to apply AI officially and unofficially at office, lunch or via telephone with anybody else. The Researcher then printed out AI interview guideline The Researcher had designed to her.
P07		So 2 So 4 <i>Appreciative Coaching</i>	(So 2 and So 4) the Researcher coached her on Business Environment. We discussed a lot of peak experience happening to her business (Dog breeding farm). This case was special. She had extremely limited time. She was relocating to Bangkok. Now she was at Khon Kaen.

Log of Action Research Cycle 5

Name	Date	Intervention	Remarks
ST02 (Stakeholder)	11	In 3	ST02 and the Researcher always have intellectual conversation about economy. He was the one who supported the Researcher the recent time the Researcher proposed AI curriculum to MBA committee. He said AI may not work in some areas. The Researcher agreed to him. He asked the Researcher how AI was different from primary study before survey. The Researcher decided to use storytelling. It was from the real story of P10. He said AI was like Psychology. The Researcher said yes.
P42 -GSB (The New Wave)	11	So 4 In 4	She called the Researcher to discuss about AI meeting she wanted to organize at GSB (Khon Kaen) on June 16. It would be last long about one and a half hour. Her office aimed to get strategy in that period. The Researcher said her boss' expectation was too high. Let discover their peak experience and may extend to customers. It may be in the form of assignment. She said she was hesitated to contact the Researcher. The Researcher said that she should not worry. His class was on Sunday and Monday. The rest the Researcher was willing to discuss with her.
P19 (The Flow)	11	So 3	The Researcher called her to discuss about her progress. She was a pharmaceutical detailer. Her product was Alzheimer drug. The Researcher asked her to do more discoveries on her clients "Doctors." We came up an interview guideline. What was your turning point where you made decision to switch to our product?
P29 (The No-goer)	12	In 3 In 4	She told the Researcher she has implemented AI initiative. This fact surprised the Researcher since she had been a No-goer. She interested what The Researcher told her about the Researcher's wife several ago. The Researcher told her that the Researcher's wife had been insomnia for few years. At that time The Researcher felt depressed and struggled to help her. One day the Researcher found a book, "Female Brain." The Researcher found one sentence mentioned that insomnia

Name	Date	Intervention	Remarks
P09	12	In 3 In 4	<p>may be resulted from “shortage of Melatonin.” Melatonin was generated from the brain after Breakfast. Since the Researcher’s wife at that time did not eat breakfast. This habit might cause insomnia. After learned this fact, we started experimentation. She started having breakfast. Just few days, she was no longer insomnia. The Researcher told the Researcher’s “Discovery” to her. She had already implemented this idea. She was a distributor of Nestlé’ products. She had her all workforces to have breakfast. In addition, instead of having problem-based problem. She used AI-based meeting. Just for the first time, she was able to reduce cost. It was started when she asked one distributor about the reason why they outperformed others. What led them to that achievement? That distributor said they managed bulk supply to save fuel costs. In the past, most of distributors supplied their clients on demand. But since energy cost had been sharply increased, it was legitimate for them to ask clients to order in bulk. This idea led to real implementation in other networks. It resulted in high cost savings.</p> <p>Inspired by the Researcher’s finding in Reflection 4.2, the Researcher called to him and asked about what his discovery was. He was the No-goer. But he was initiating his project. We found intriguing economic change. For instance, at that time Thailand was facing economic downturn. But one sector wholesaler in town was experiencing skyrocketing sales increase. This was because consumer pattern was changing. In the past, people always drove to the city to shop stuffs at Super store. It was a kind of recreation. But, since oil price increase, people were no longer drive to the city, they bought things at home. The Researcher thought he was the Flow. He was making his way toward the top.</p>
P30 (<i>The Flow</i>)	13	In 3	<p>The Researcher met him with his two friends. The Researcher was asked what the Researcher was doing . The Researcher said the Researcher was integrating AI to business environment class. The Researcher told him that the Researcher started asking “AI discovery question” and found out one emerging trend, “the city wholesaler.” One AI members “P09” reported that there was one wholesaler in the Northeast enjoying skyrocketing revenue increase while other businesses were facing downward trend. The reason was; people in the suburban have changed their consumption behaviors. They had been traveled to the city for shopping at Big C and Lotus (like Wal-Mart). Now because of higher oil price, they opted to stay at their village. This was why city wholesaler made more money. AI was so helpful for business environment scanning.</p>
P13 (<i>The No-goer</i>)	20	In 4	<p>Reflection: This was an opportunity since the Researcher compiled and submitted Business Environment Information resulted from AI workshop to members. The Researcher thought this was energy. The Researcher invited him and his fiancé (she was the Researcher’s prospectus) to the Researcher’s home. He was running webpage design firm. He told him about what he did. The Researcher told him frankly it was not what he did. The Researcher then used storytelling to</p>

Name	Date	Intervention	Remarks
			describe what P01 did. The Researcher said shall we start. He said yes, the Researcher had tried to use a new model to help him. First the Researcher asked him to determine what kind of his clients were. The Researcher translated what marketing textbook told about lifestyle to him in Thai. He told the Researcher that most of his clients were innovators. The Researcher asked him to name them. Started from here the Researcher asked him to interview just 10 prospectuses. The Researcher emphasized what we needed. Then the Researcher started using AI Coaching. The Researcher asked him to reflect again on his strategy map. The Researcher showed him examples and then asked him to reflect his peak experience in every aspect of business starting from learning and growth, process innovation, customer and financial perspectives. Then we spent another one hours to design KPI and activities.
P05 (AI Champion)	After June 15	So 4	<p>Reflection: This may be the solution for the No-goer. Now the Researcher had gained experience in AI coaching. He liked what the Researcher coached. The Researcher also asked him to send the Researcher the 10 interview next week. He also promised the Researcher to run AI morning talks in many aspects.</p> <p>She called to the Researcher. She was excited about what she discovered on Aging. She said her boss offered her to run more R&D projects. She was interesting in Asthma. The Researcher said the Researcher would support her. She said she already extended scope of projects. She started using AI to ask patients to share best practices. She told the Researcher a case study where one patient reported. She thought this was the best practice so she told this story to other patient. It seemed working.</p>
P27 (New Wave)	After June 15	So 2	<p>She asked for the Researcher's consultation. She liked AI. The Researcher told her that today; the Researcher would include her to our inner circle. The Researcher started using VALS model to help her spot her clients classified by psychological traits. She was a top management of the largest apartment complex in nearby province. Her business had 3,000 Residents. We came up with AI interview guideline and action plan. The Researcher encouraged her to set up table and use AI interview to attract new customers from provincial university.</p>
P12 (AI Champion)	After June 15	So 4	<p>The Researcher asked him today what was going on with his AI morning talk. P12 was new AI Champion. He encouraged his employees to run AI morning talk. He said what he observed was; employees started have more sense of observation. If they saw good things they would report to the meeting.</p>
P08 (AI Champion)	After June 15	So 4	<p>The Researcher asked her what was going on with her AI projects. She said since the first day she met the Researcher. At that time she faced her life chaos. She just broke up with her boyfriend. The Researcher asked her to focus on people who care for her. This extended to customers. Finally she came to work on AI projects with the Researcher. She said she earned more income even though the country was during downward turn.</p>

Name	Date	Intervention	Remarks
P34 and P33 (<i>AI Champion</i>)	After June 15	So 4	They came to see the Researcher to discuss scopes of projects. The Researcher encouraged P34 to do AI projects with the Researcher's network. The Researcher told him the Researcher's vision and current situations as well as the Researcher's expectation. He seemed OK but still not sure. The Researcher revealed the Researcher's recent group dynamic. The Researcher told him that PCC1 and PCC2 were at DUST Zone. Eventually most of PCCs was stepping into this zone. The Researcher would like them to stay in NOON zones. He questioned the Researcher a lot. The Researcher answered to him. He asked the Researcher how to measure the progress quantitatively. The Researcher introduced him the work of Kirkpatrick. P33 listened to us P33 also offered her projects. The Researcher introduced her to P08 because she owned little cosmetics shop. This was considered networking. The Researcher saw they talked a lot. The Researcher then said to P34 that the Researcher welcomed him. He still was hesitated to join but the Researcher said it was ok. Take time.
P25 (<i>The No-goer</i>)	After June 15	In 4 Appreciative Coaching	She came to meet the Researcher today. She was still doubted about AI at first. But the Researcher thought the Researcher planned to try to do something. The Researcher said if she doubted, just try to start doing something. She then came to the Researcher with a psychological trait of clients she brought from one article. The Researcher told her this was a good idea. The Researcher asked her to spot distinct clients matched with that psychological trait. Then the Researcher encouraged her to start AI interview. We finally came up with AI interview question.
P25 (<i>The No-goer</i>)	After June 15	In 4	She came to the Researcher and told that she found a lot of discovery. She reported that most of her clients were Achievers. Many of them have visited others wholesalers but salesperson at stores were not responsive. The Researcher encouraged her to do more "Morning Talk."
P23 P32 (<i>The Flow</i>)	After June 15	Ex 1 Appreciative Coaching	Coached them on "Dream" process. The Researcher had difficulty in dealing with P23 and P32. P32 was facing depression. The Researcher thought they would not go further.
P03 (<i>AI Champion</i>)	After June 15	So 4	She called the Researcher with good news. Her network was acquiring 100 bicycles. This was a direct impact from their AI projects.

Log of Action Research Cycle 6

Name	Date	Intervention	Remarks
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Name	Date	Intervention	Remarks
P33 and P34	1	Ex 3 Appreciative Coaching	P33 and P34 came to see the Researcher at MBA Library. The Researcher asked P34 what area he wanted to pursue. Last week the Researcher offered an idea to run project about Thailand Appreciative Inquiry Network. He said he would think about it. Today he decided not to do project about AI Thailand. He wanted to create his small business. The Researcher then said Ok. The Researcher then introduced him to know www.springwise.com After we returned the table. The Researcher asked him what was going on with his crew. He said he has introduced AI to his colleges. He started to ask what strengths they were. His friends listed their strengths. But after that they had nothing to say. The Researcher said to him that his question was not right. The Researcher then asked him to see example. The Researcher recommended him to the work of Hackman on High-performing team. The Researcher asked him "Tell the Researcher your peak experience, when you at best, on your work. Your output cause highest customer satisfaction." He told the Researcher his peak experience when he had successfully balanced production line." The Researcher then raised another question, "When he was at best in his learning." He said when he attended Business Plan Writing with P33." The Researcher also asked the same question with P33. The Researcher also asked P33 to discuss more on psychological segmentation. The Researcher thought the Researcher got P34 and his college for sure.
P34	2	Ex 3 Networking	She was, the Researcher believe, the Tipping Point. She got a degree in Electrical Engineering. The Researcher met her at MBA Library. The Researcher asked her what she wanted to do. She said it was about Aging. Then the Researcher started recommended her the Book of "Aging With Grace." Authored by David Snowdon. This book was about the long-term research project on aging. Since she wanted to design a new business model, the Researcher recommended her the website, www.springwise.com This was the website the Researcher just found yesterday. It would tell her about the recent trend and innovative ideas. The Researcher then asked her to view www.positiveaging.org This website was owned by Whiney Diana. She was a co-author of David Cooper rider's Appreciative Inquiry Book. The Researcher then asked her to contact P05 who was an AI Champion. We then discussed about psychological market segmentation.
P07	8	Appreciative Coaching In 4	She came to see the Researcher. The Researcher had trained her to write her peak experience which led to strategic objectives. The Researcher showed her examples posted in AI forum. She was, surprisingly, highly developed . She may reach AI Champion. Her father already adopted her AI projects. She also told the Researcher that she was clear what she was doing about her Dog Breeding Farm.
P25	8	Reflection 4.2	The Researcher met her again. Every time the Researcher met her. The Researchers' blood pressure was at peak. She was very confused people. The Researcher was thinking how the Researcher had to deal with her.
P10, P24 and P30	9	Reflection 5.1	Based on newly-revised Individual Progress model, the Researcher had asked P10 to reflect his experience for each his strategic objective. They sat together. The Researcher

Name	Date	Intervention	Remarks
P08	9	Ex 3	also showed him the book "The Knowing Organization." The Researcher told him about "Sense-making Process We discussed about www.springwise.com The Researcher encouraged her to view this web site. She found business opportunity. We felt very good.
P04	15	So 4	She came to the Researcher and gladly reported that her three AI projects were successful. She learnt a lot from P01. P04 said she was extending her AI projects to include 15 national research centers throughout the country. Her boss just witnessed changes and turned to study AI. This achievement laid foundation for AI and OD in the future since this organization was the most influential research funder in this nation. The Researcher said to her that after the Researcher's graduation, the Researcher would apply for AI projects to pursue the Researcher's academic career. The Researcher also introduced her new development (Webboard).
P30	15	In 3	He asked the Researcher what implication for Destiny was. The Researcher opened the website and searched for 7-S McKency. 7-s Model was a tool to help strategist to check his/her organization's ready to change. The Researcher explained to him factor by factor by raising AI Thailand example.
P14	20	In 4	She called the Researcher whether what she has done was right. The Researcher said P19 was a good mentor. Yet, she still did not understand "Destiny." The Researcher then coached her by raising example of P11 and mine.
P35 (DMOD 2)	22	Networking	We met at MBA. He was going to do proposal. He wanted to do something like the Researcher. This was because from his perspective networking may be suitable for his situation. The Researcher told him that the Researcher was willing to support his mission. After the Researcher's defense the Researcher would still run AI Thailand. The Researcher also told him that his work may also support the Researcher's mission. It seemed to the Researcher his work on "Transformational Leadership" match with "Destiny." The Researcher told him that the Researcher allowed him to access to the Researcher's network. The Researcher said the Researcher would help him. He said thank you to the Researcher.
P07	25	So 4	P07 presented her cases to Dean and Deputy Dean. She passed her test. She told the Researcher that Dean was so surprised that she could increase her revenue over three months by 300%. It was beyond everyone's expectation. Her case would be posted in AI Thailand's web.
P34	25	So 4	He told the Researcher that he helped P07 to prepare presentation. The Researcher realized that this was a chance to connect him to our s. The Researcher said P07 was great. For your group, you may follow P07's style.
P34	27	Reflection 5.2 Appreciative Coaching Co 6	He officially joined us. He got a job at Japanese car dealer whose owner was a head of MBA Alumni. We started to work on Japanese car dealer's project. Today was the great day for the Researcher. The Researcher lent a book "Inquiring Leadership" to him. This day, the Researcher coached him how to scan business environment.
P33 and P27	29	So 4	The Researcher found that P33, the top notch student. Now P33 was helping P27 on AI interview project. P27 was a nephew of the world's largest Fishing Net Industry located

Name	Date	Intervention	Remarks
P05	30	So 4	in Khon Kaen Province. P33 was also developing toothpaste business for P27. P33 was interesting in using AI for business development. She called the Researcher about her graduation. She told the Researcher that she found a lot of change. She told the Researcher that she changed her mindset from negative to positive.
P28	31	So 4	The Researcher met her at Coffee Shop. She looked sad. The Researcher then asked her what was going on. She said she did nothing further. She was depressed about her incoming wedding. The Researcher had shared the Researcher's experience with her. The Researcher said the Researcher and the Researcher's wife had faced the same challenge as her. We have gone through that.
P07	31	So 4	She met the Researcher and said that she was grateful for the Researcher's assistance. The Researcher asked her to be our advisor. Her case study would be posted in the Researcher's website.
P31	31	Reflection 4.2 Co 6	She called the Researcher and asked her to review her interview results. The Researcher then checked it and called her. The Researcher asked her to interview the owner how they get and sustain Tipping Point.

Log of Action Research Cycle 7

Name	Date	Intervention	Remarks
P33 and P34	1	In 3	We talked about projects. The Researcher gave them many books to view.
P31	2	In 3	The Researcher gave her example work of P11 via email.
P34	4	Appreciative Coaching So 4	P34 called the Researcher about the first day her was working for Japanese car dealer Khon Kaen. This Japanese car dealer was Thailand's first dealer. He told the Researcher that Japanese car dealer's headquarters aimed to experiment new customer relationship management here. This dealer would be a role model. He got a lot of pressure. The Researcher then told him to start looking for positive sign.
P33 and P34	4	So 4	P33 came to MBA and told the Researcher that P34 wanted to talk with the Researcher. The Researcher said to her that the Researcher brought a book of Men from Mars and Women from Venus. The Researcher gave this book to her. She would give to P34. During this P34 called the Researcher to discuss about Dopamine issue among male technicians. He thought he wanted to improve quality of working life for technicians. He also said to the Researcher that he also was interested in doing ODI for AI Thailand. This was because the Researcher encouraged him to become AI Thailand's president for four months to see what would happen?
P25	5	So 4	The Researcher found her to day. She said she would be available next week.
P34	5	Ex 1	The Researcher called back to P34 and encouraged him to established TRIZ network (TRIZ-Russian's Theory of Invention)
P17	6	So 4	The Researcher called her to ask what was going on with her projects after her graduation. She said she still expanded her findings. Now after her implementation, she found that her evening school significantly increased students. She told the Researcher that she also applied findings from pre-school children to high-school students.

P09	6	Appreciative Coaching So 4	This experiment significantly increased her students. The Researcher encouraged her to set up AI Loei. The Researcher called him to ask about his progress. He said he would find time to work with the Researcher. The Researcher also asked him to reflect peak experience about his cases where clients switched brand from other banks to his bank.
P31	6	So 4	The Researcher called the Researcher to check whether she had problems with interviews with Tipping Point. She misunderstood. The Researcher then fixed her understanding. She said she would come to see the Researcher later.
P24	6	So 4	She called the Researcher. The Researcher asked her how she was going after her graduation. She said she was fine. She and P08 were joint-venturing to run new business. They were establishing Breakfast food restaurant in Korat. The Researcher encouraged them to establish AI Korat. She said she would think about it.
P07	7	So 4	The Researcher called her to say hi. She started her job as a banker in Bangkok. She said she talked about her positive relationship with new friends. She told the Researcher that she believed in the Researcher. She still remembered what the Researcher taught. She said after she turned to positive sides. Her life was better .
P34	8	So 4	The Researcher called him to ask about his decision about AI project. He said: it would be about Japanese car dealer. He wanted to see the Researcher on Monday.
P34	10	In 3	P34 came to see the Researcher today. He brought Japanese car dealer's data to discuss with the Researcher. Data was about employee's turn over and satisfaction survey in detail for every employee. The Researcher said it was quite negative. He started proposing initiative to promote enhance customer's satisfaction by promoting the star employee. It was a kind of rewarding someone who got the reward. The Researcher was quite disagreed with this idea. The Researcher then asked him one question "why we always have problem with houses next to our houses. Why neighbor countries always have problems with one another. For instance, Thai always have problems with Cambodia. Why we do not have problem with Mexico. It may be from comparison. People always compared oneself with others. If any workplace let comparison occurs, this causes troubles. He agreed with the Researcher. This was because the company emphasized that he should not disclose this data to employee. We then talked about many issues such as productive relationship. P34 was a Maven because he was a tutor. The Researcher encouraged him to use this talent in his workplace. He said he was still new. He cannot coach others. The Researcher then told him that he was able to use storytelling. For instance, the Researcher told the Researcher's story about fish farm owner. The Researcher asked him whether he knows AI better. He said yes. The Researcher then said storytelling was best tactic for coaching. It did not alienate you from others. People were able to learn better. Then the Researcher encouraged him to run KM projects based on appreciative questions. The Researcher coached him more the Theory of Organizational Knowledge Creation.
P34	24	Ex 1	He came to see the Researcher at MBA. We discussed

		In 3	about progress. P34 said his participants simply just opened their mind. It was not like before. He then announced his intention was to develop “Happy workplace.” He said to date, he was able to communicate with people with higher vocational degree or higher. The Researcher told him about what the Researcher had done in class about the Researcher’s discovery on “the Flow.”
P34 and P33	27	Ex 1	P34 and P33 came to see the Researcher mainly to discuss about P33 Project. P33 said she still had no direction on her project. The Researcher then proposed her to set up a community of practice of “the Flow” practitioners. This was because her connection was very strong. The Researcher then explained the concept of “Flow” to her she same OK with the Researcher’s idea.
P33	28	Ex 1 In 1	She came to see the Researcher in the afternoon. The Researcher then asked her to confirmed her intention whether she wanted to do something about “the Flow.” She said she liked it. The Researcher then started to train her on the Theory of Organizational Knowledge Creation and the Kolb’s Model of Experiential Learning. She associated her experience with these two models.
P15	29	So 4	The Researcher found her. She already completed 30 interviews. She made a lot of progress . The Researcher then suggested her to learn by example from P11.
P27	30	So 2	The Researcher asked her how she was doing. She said she was being threatened by her boss’s shareholders. The Researcher told her that she may withdraw. She was able to interview people from the outside in order to design strategy. It was too dangerous for her to run AI interview with real participants.

Note. Code description is as follows:

Socialization

So 1. Apprentices works with their masters and learns craftsmanship not through language but through observation, imitation and practice (On-the-job training).

So 2. Brainstorming camps-informal meetings for detailed discussion to solve difficult problems while drinking Sake, sharing meals. There is one Taboo “Criticism without constructive alternative.”

So 3. Observation, imitation and practice: The case of Dough Maker.

So 4. Interaction with customers before and after product development. The case of NEC placing their products at high-concentration sales point encourages sharing experiences and dialogue. This results in best-selling personal computer.

Externalization:

Ex 1. Using metaphor, analogies, concepts, hypotheses or models.

Ex 2. Writing.

Ex.3 Mazda’s Concept Clinic”

Ex.4 Honda engineer ‘s provocative idea “ What will the automobile eventually evolve to.”

Ex 5 The Tall Boy emerged between the concepts of “man-maximum, machine-minimum.”

Ex 6. The case of applying the manufacturing method of ‘Beer Can” to “Cartridge Drum.”

Combination:

Co 1. Individual’s exchange and combine knowledge through media such as documents, meetings, telephone conversations or computerized communication network.

Co 2. Reconfiguration of existing information through sorting, adding, combining and categorizing of explicit knowledge (Such as MBA education)

Co 3. Creative uses of computerized communication network.

Co 4. Middle manager breaks down and operationalizes corporate vision, business concepts or product concepts.

Co. 5 Kraft General Foods collected information from point-of-sales and feedback “recommendation on optimal mix of products” that might boost sales to their clients. This extends to category management, consumer and category dynamics, space management, merchandising management, and pricing management.

Co. 6 Mid-range concept that lead to the grand concept.

Internalization:

In .1 Knowledge is verbalized or diagrammed into documents, manuals or oral stories.

In 2. Documentation helps individuals internalize what they experienced, thus enriching their tacit knowledge. GE documents all customer complaints and inquiries into databases. Member of new product development can re-experience such complaints. Operators can retrieve 12,000 solutions for clients. 12 Specialists were available to help customers.

In 3. Reading or listening to success story makes some members of organizations feel realism and essence of the story. The experience took place in the past may change into tacit mental model. If shared by organization members, it becomes organizational cultures.

In 4. Learning by doing at Matsushita. This is experimentation project like in the case of Matsushita MIT's 93 and Honda's City's “Let Try” s project.

Appendix P

Summary of Reflections

Reflection 1.1 The Researcher had assessed all participants subjectively for their Intrinsic Motivation, Entrepreneurial Drive and Human Capital (See Appendix C). Yet, the Researcher found difficulty in socialization with participants. The Researcher decided to use a newly-designed personality test adapted from Ten Faces of Innovation and Learning to Change (See Appendix H and I). The Researcher felt that these simple tests resulted in better socialization. The Researcher then decided to implement such tests for this research.

Reflection 1.2 The Researcher was so surprised with the quick progress of three nurses working for a rural hospital. They were able to make changes overnight. When the Researcher checked why they could make such good progress, they said “in Public Health Department, people were interested in positive thinking for a while.” It seemed to be their culture that allowed them to do so, which was in line with the work of Schön (2002) in Wheelan (2005, p. 127). The Researcher decided at once that this Positive Change Consortium (PCC#1) would be our flagship for spreading Appreciative Inquiry in Thailand.

Reflection 1.3 The Researcher still recalled what happened with this PCC. They were very enthusiastic. They were the first group of people who simply implemented what the Researcher coached immediately. They found problems at first but with the Researcher’s quick feedback helped reshape their AI interview guideline. They told the Researcher that they liked the Researcher’s prompt feedback. Theoretically, according to Lampton and Parsons (2001) in (Wheelan, 2005, p. 416) feedback promotes learning.

Reflection 1.4 The Researcher still was wondered why PCC#1 achieved so fast. When the Researcher reviewed who they were, the Researcher found that three nurses were working in the same hospital. For college they had studied together for their MBA. This implied that group cohesion was a driver for a group’s success. This was in line with Van Fleet and Peterson (1994), small group size with frequent interaction; clear goals result in high cohesiveness. High cohesiveness will yield goal attainment, personal satisfaction and maintenance of the group.

Reflection 1.5 The Researcher tried to identify a pattern of AI members’ behavior associated with work progress. The Researcher then came up with a cocktail strategy. For instance P02 represented people who sought feedback. ODI must be done with quick feedback. P05 represents people who sought conformity with their peers. They simply followed natural leaders. In this case the Researcher quickly helped the natural leaders to succeed as soon as possible and kept them informed. P04 represented a person who had difficulty in dealing with their stakeholders. So, before and during ODI, the Researcher helped them to strategically deal with their stakeholders. This reflection implied that each person needed customized ODI.

Reflection 2.1 The Researcher started looking back to Cycle 1 where PCC#1 was able to make progress to the level that they were expanding their AI projects beyond what the Researcher expected. The Researcher found that they had four turning points. Based on these four turnings, the Researcher developed group progress evaluations consisting of four levels. For Level 1, most of group members understand AI and how to do it but not how to start a project yet. At Level 2, they started AI interviews and enjoyed their discoveries. Most of the members had skills in AI interviews. At Level 3, most of group members start one or more experiment projects resulting from discovery. At Level 4, most members initiate corporate-wide AI projects. The Researcher then evaluated each Positive Change Consortium and posted them on the AI Thailand website. (See <http://sites.google.com/a/kku.ac.th/thailand-appreciative-inquiry-network/Positive-Change-Consortium>)

Reflection 2.2 The Researcher started using the new group progress evaluation per Reflection 2.1 with PCC# 1. The Researcher firstly asked them to evaluate the group's progress. The Researcher told them what the Researcher thought first. They disagreed. The Researcher then adjusted our evaluation before further discussions on AI projects. It showed that they were more participative. The Researcher thought this was a good sign. Our conversation on evaluation promoted our communication and learning. Actually conversation was also regarded as experiential learning if it enabled those in the conversation to remain engaged with each other so that different perspectives can crystallize learning experience. Such conversation also promoted individual learning and organizational learning. (Baker, Jensen and Kolb, 2005)

Reflection 2.3 Based on PCC#1 progress in the first two months; the Researcher reflected their turning points. The Researcher found four tuning points. The Researcher then classified it into Individual Progress Evaluation consisting of four levels: Level 1 (The Enthusiast), Level 2 (The Apprentice), Level 3 (The Master) and Level 4 (the Champion) Level 1 is the Enthusiast. The Enthusiast is an AI Thailand member who is able to perform AI interviews but not start real interviews. Level 2 is the Apprentice. The Apprentice is an AI Thailand member who enjoys AI interviews with 20-30 Key informants or over. Level 3 is the Master. The Master is an AI Thailand member who initiates a few experimentation projects. Level 4 is the Champion. This is the highest level. The Champion is an AI Thailand member who initiates organization-wide Appreciative Inquiry. The Researcher then started using it to help participants and groups to see which stages they were in. This evaluation resulted in better communication between participants and the Researcher. The Researcher thought this evaluation might replace Subjective Evaluation for participants' intrinsic motivation, entrepreneurial drive and Human Capital in Appendix C. The Researcher decided not to use such evaluation in Appendix C. Each month the Researcher planned to update status and post in AI Thailand's website.

(See [http://sites.google.com/a/kku.ac.th/thailand-appreciative-inquiry-](http://sites.google.com/a/kku.ac.th/thailand-appreciative-inquiry-network/)

[network/](http://sites.google.com/a/kku.ac.th/thailand-appreciative-inquiry-network/))

Reflection 2.4 In this month, the Researcher had tried to use Action Research's framework "Think," "Plan," and "Act." The Researcher aimed to facilitate them to identify what problems they were facing in order to conduct another session which was "joint diagnosis." The Researcher found that this effort failed. Most of PCC#1 told the Researcher that they had no problems. They also told the Researcher that Appreciative Inquiry resulted in lively but unstoppable conversation. What should they do for the next step? With this communication problem, the Researcher changed strategy. The Researcher then asked "How do you come to this point?" "What contributes to your success?" They showed many positive findings. The Researcher then suggested them to extend their works organization wide by duplicating what had been successful during the first month. In this way, the Researcher moved them to work more. The Researcher also was able to convince PCC#1 to be AI Thailand's role model. This incidence implied that in Thai culture, people avoid telling that they are facing problems. Using Appreciative Inquiry in identifying participants' success helped them realize what they needed to do in the next step. It was quite motivating. Appreciative Inquiry should be used along with Action Research.

Reflection 3.1 The Researcher found one participant who faced a lot of troubles since the beginning. This was because her project was about an Accounting Firm. Few people were willing to talk with her about the money. However, she was able to complete over 40 interviews. The Researcher was so surprised. When the Researcher asked her how she did it? She said she benchmarked with her colleagues. According to Francis and Holloway (2002), this participants performed "Internal Benchmarking" and "Generic Process Benchmarking." Internal benchmarking is a comparison among similar operations within one's own organization. Generic process benchmark is comparison of work process to others who had innovative, exemplar work process. Benchmarking is considered sense-making process. This according to, Thomas, Clark and Gioia (1993) is sense-making process including information gathering, environmental scanning, and internal environment positively results in product/service changes. This led to disclosure of Group and Individual Progress Reports

posted on AI Thailand Google News Group and case studies for each step of Appreciative Inquiry. This was to promote “Benchmarking” among AI Thailand’s members.

Reflection 3.2 Inspired by a book named “the Tipping Point” authored by Gladwell (1992). According to Gladwell, there are three personalities which were “the Connector,” “the Maven,” and “the Salesman.” He found that they were drivers for popularity of idea, fashion and behavior. The connectors were persons who are capable of connecting people. They know a lot of people. They know where to spread the idea and news. The Maven means the person who possesses in-depth knowledge. They love developing the idea. The third persona is the Salesman. Salesman is a person who is capable of selling the idea. The Researcher reviewed our AI Thailand members; the Researcher found many were Connectors, Maven, Salesman or combination. The Researcher knew at once why they were so successful in implementation of AI projects in their own organizations. Lawler III and Worley (2007) also advised the idea of spotting these three personalities and include them on change strategy. Gloor (2006) also put these three personalities as the key to networking. Therefore the Researcher should spread the idea of Appreciative Inquiry through these three personalities.

Reflection 3.3 Built up on the Tipping Point’s concept. Onward, the Researcher called all three personalities in one term the Tipping Point. According to us, unlike others the Tipping Point is the most dynamic person. Based on our review, the Researcher found four types of dynamic as follows:

- The Tipping Point. They are people whose personality are Connector, Maven or Salesman or combined. These people may be among the Master or Champion or external people. Their dynamic is considered “the Flow.” Yet they have another superior quality.

- The Flow. They are people working their way step by step toward AI Champion. They can move up to higher stages with reasonable timelines. They are like a stream.

- The No-goer. They remain in the same status especially at the Enthusiast level for over two consecutive months. They seem to be in the middle of nowhere.

- The New Wave. These people are new comers. They bought the Researcher’s idea and show strong interests over AI. They are not trained.

This classification was helpful in two ways. Firstly, it became communication tools among AI Thailand Members. Secondly, it helped us to design better customized interventions. The Researcher thought this Evaluation combined with Individual Progress in Reflection 2.3 can replace subjective evaluation for participants’ intrinsic motivation, entrepreneurial drive and Human Capital in Appendix C.

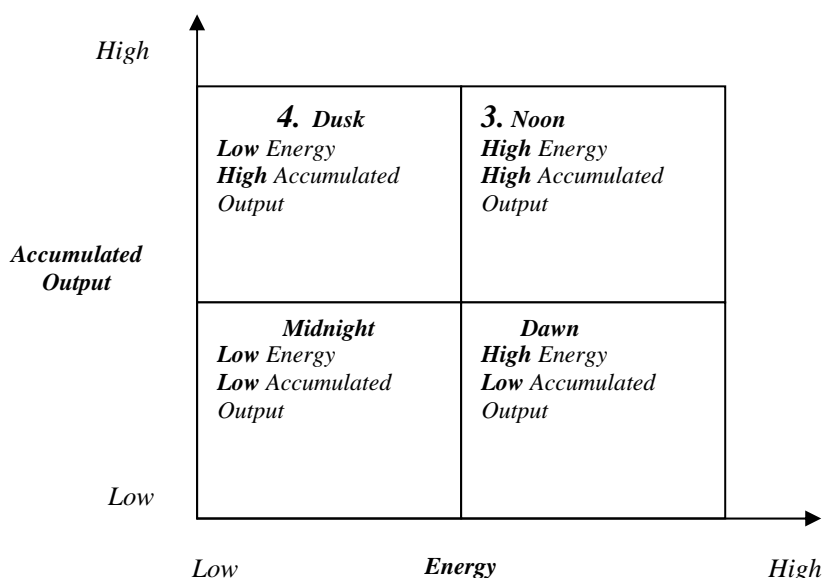
Reflection 3.4 It was a day when the Researcher met with two No-goers and a Tipping Point. The three of them were in different Positive Change Consortiums. The No-goers were not able to mobilize their projects as they complained that they were very busy. However, The Tipping Point (P05) simply shared with them that she was doing with an AI project on aging. It was very difficult to find aging but healthy people. However, with just two interviews she was able to extend her work extensively. These two No-goers asked to join P05’s PCC. In the case, the Researcher witnessed the power of storytelling and socialization. Storytelling and socialization may inspire the No-goer and change them to be the Flow. Shaw and Linnear (2007) also stated that storytelling is considered one of “Coaching” interventions. For the No-goer, strategy to help them was storytelling and socialization.

Reflection 3.5 The Researcher heard bad news; there were two prospects who decided not to pursue AI projects. One was told by her husband who was also a professor that AI may be complicated. One was from a famous medical research institute. The Researcher had tried to convince her, however it never worked. This was quite a brain drain. The Researcher decided to use experience the Researcher learned from Reflection 3.5. For the No-goer, change might be possible by storytelling and socialization. Turner (2005) stated that “the Literary Mind” that Story or narrative imagining is a basic component of thought. The ability to rationalize things is dependent on storytelling. Storytelling is a gateway to the future, forecast, planning and explanation. Most of our experience, knowledge and thought were woven through story. The Researcher must develop more storytelling and use it in the socialization process.

Reflection 3.6 The Researcher recalled our success when the Researcher gave consultation on Balanced Scorecard to a large textile company with over 7,000 employees. There were over

40 top executives attending the two-day workshop. The Researcher gave them templates and simple examples. In two days, the Researcher successfully helped them to draft a new corporate strategy. Based on this lesson, the Researcher decided to develop templates for Appreciative Inquiry by asking the Tipping Points for contributions. All of this was posted on AI Thailand Google Group.

Reflection 4.1 Over the course of four months, The Researcher found that some groups were very energetic while some group lost their energy. How does the Researcher deal with them? The Researcher then brought in the concept of Entropy. McGennis in Chander (2004) stated that according to the Law of Entropy, every system lost its energy from time to time unless new energy is fed into that system. So the Researcher needed to identify stages of Entropy in each group and customize intervention for them. The Researcher used a metaphor Midnight, Dawn, Noon and Dusk to represent level of Energy. This level of energy is related to the group's accumulated works. Energy in this case means degree of interaction with the Researcher. High energy means they proactively seek consultation with the Researcher and were eager for new learning. Accumulated output in this case means total PCC's AI initiatives implemented to date.



Reflection 4.2 The Researcher had developed a Sociogram and found an intriguing Phenomenon. The Researcher was surrounded by the Tipping Points. The Flow and the New Wave connected to the Tipping Points, while the No-goers were alone. This means all interventions should be given to the Tipping Points first. They would spread knowledge to the Flow and the New Wave. For the No-goers, the Researcher had to use one-to-one coaching.

Reflection 5.1 The Researcher was excited about one participant. She was the first participant the Researcher coached to spot the Tipping Point's clients. The Researcher helped her to redesign her business process based on her peak experiences with five Tipping Points. The result was; she experienced sales growth by 200%. By the end of September, her restaurant's sales grew by 300%. According to Choo (2006), this is called "sense-making process." He stated that sense-making resembles double-loop learning, which leads to changes in an organization's governing assumption and beliefs. In addition, this phenomenon showed interaction between customers. As an organization and its leaders already identified the Tipping Point, they might naturally enhance quality interaction with customers. This might generate repetitive sales. Grounfeldt and Strogther (2006) stated that the interaction between an organization and its customers has an impact organizational performance. Such impact is

activated through customer satisfaction associated with the interaction and fulfillment of the service promised. This was a remarkable event. The Researcher decided to include coaching on Tipping Point as a part of Appreciative Coaching and also readjusted Definition of Individual Progress as follows:

Definition of Individual Progress

Category	Former Definition	Revised Definition
The Champion	Initiate organization-wide Appreciative Inquiry	They adopted Appreciative Inquiry as their flagship change model in their own organization.
The Master	Initiate few experimentation projects	1.They already had reflected their peak experience at Dream, Design and Destiny Process and written them down. Or 2. They found interesting discovery and finished one AI experiment.
The Apprentice	Enjoy with AI interviews for 20-30 Key informants or over	Crafted AI interview questions and started AI interviews on 20-30 Key informants or over.
The Enthusiast	Ability to perform AI interview but not kick-off real interview	They already know which kind of AI project they want to pursue. They already spotted their “Tipping Point” clients. This Tipping Point may be external or internal people..
The New Wave	New members officially applied and approved as AI Thailand members	People who confirmed that they will join us. They want to do AI projects.

Reflection 5.2 Since January, the Researcher had found challenges from many stakeholders in Academics. Some even rejected Appreciative Inquiry. A few support us but were still suspicious. More and more in the future AI Thailand community members would face challenges from their opponents and proponents. How to deal with them? This was the question of the balance between advocacy and inquiry. The Researcher found an interesting article about this and planned to experiment with it with some stakeholders like P34. Ross and Robert in Senge, Klieiner, Roberts, Ross and Smith (2007), based on their adaptation from work of Argyris, authors proposed the way to balance ones’ advocacy and inquiry. There were four Protocols: Protocol for improved advocacy; Protocol for improved inquiry; Protocols for facing a point of view with which you disagree; Protocols for when you were at an impasse.

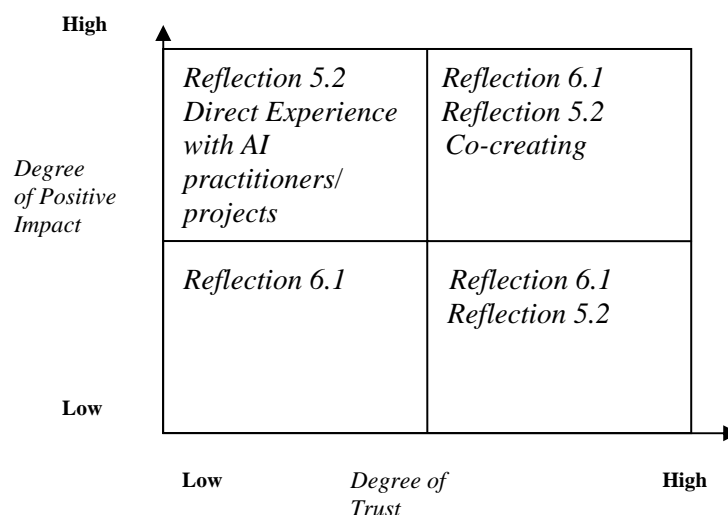
Reflection 6.1 This was an extraordinary event. The Researcher wondered why sometimes He as able to create good relationships with stakeholders, sometimes not. According to Adams (2004), when Researcher had “Judger’s Mindset,” Researcher would not be able to create good relationship. However, when Researcher had Learner’s Mindset, the Researcher would be able to create better and sustainable relationships. The Researcher decided to improve the Researcher’s Mindset by asking simple questions. What works? Who am I responsible for? What were my choices? How can I learn? What’s the other person thinking, feeling, and needing? What’s possible? After implementation, the Researcher found good feedback. The Researcher was able to improve the Researcher’s relationship with one stakeholder. The Researcher was able to turn him from an opponent to a proponent.

Reflection 6.2 The Researcher found that two participants made advanced progress through assistance of two Tipping Points. At first the Researcher believed these two participants would be able to make their way to AI Master only. But they were AI Champion. This proved that the Tipping Point is an agent of change. It is also in line with Lawler III and

Worley (2008)'s statement indicated that Tipping Points were crucial for transformational change. This was an influence of case studies. Smith (1987) stated that case studies were a learning method by which, depicting or attempting to approximate real situations, allows for analytical skills to be practices. This means: case studies and the Tipping Points were drivers for learning.

Reflection 6.3 In this month, there was one AI Practitioner who made remarkable progress. Now she was an AI Champion. Basically Golembiewski (2000) stated that Appreciative inquiry required that individuals have to believe that they can take control and determine their own destiny. Attempting Appreciative Inquiry with external loci individuals would prove pointless. P07 was quite an external loci individual. She should not be successful. However, she was quite successful. She became one of our AI Champions. From our reflections, this was a product of three factors. Firstly the Researcher had extensively used storytelling of successful AI practitioners like that of P01 to help her design her work. This is supported by Boje (1991), storytelling is used in organization to make sense of what is going on, to effect change. Some participants reported that storytelling helped them to learn. Secondly, she was assisted by one Tipping Point (P34). This phenomenon was supported by Reflection 6.2. The third factor was trust. From this factor, the Researcher reviewed the work of Covey and Merrill (2006), if participants had a high trust in the Researcher, it would result in inspiring works done together.

Reflection 7.1 Participants and the Researcher had experienced some obstacles with our stakeholders. For instance, they were top management. Some said they would not allow our participants to run AI projects in their organizations. This was because they had MBA degrees too, but they never learned of AI before. The Researcher needed a strategy to deal with those stakeholders. This phenomenon was as Jones (2005)'s findings organizational culture in Thailand. In Thailand, firms were controlled and run from the top. You were expected to do what you were told. People do what's expected of them and to please those in authority- whether or not it makes sense. Built upon Reflection 5.2 and Reflection 6.1 and Reflection 7.1, the Researcher came up with the Researcher's Stakeholder Management Strategy as follows:



Reflection 8.1 In this month, the Researcher kept reflecting on our relationship with other people surrounding us. This was because participants told the Researcher during Post-ODI that the Researcher should "listen" to them. Their statement made the Researcher rethought what the Researcher should do again. The Researcher went back to read more about "Listening." The Researcher had paid more attention to Dialogue. The Researcher found that what the Researcher had done was skillful discussion or negotiation. The Researcher behavior from the beginning was "getting to yes." However, according to Issacs (1999), dialogue means conversation with a center, not sides. While the aim of a negotiation is to reach

agreement among parties who differ, the intention of Dialogue is to reach new understanding. Dialogue is a conversation in which people think together in relationship. Thinking together means one can no longer take ones' position as final.

Reflection 8.2 The Researcher had to contemplate this for a while and questioned myself why the Researcher could not attract some prospectus since the Researcher had proposed assistance and time to help develop their AI projects. Many committed to join since the beginning. But finally till the end of this research, they still had not started their AI projects. They had even shown no interest after all. The Researcher learnt later that males were different from females. According to Gray (1992), by nature, a man's sense of self is defined through his ability to achieve results. In practical terms, man barely talks about his problems unless he needs expert advice. Asking for help when you can do it yourself is perceived as a sign of weakness. Unlike man, women's sense of self is defined through her feelings and the quality of her relationship. Woman is not goal oriented, women were relationship oriented. They were more concerned with expressing their goodness, love and caring. The Researcher learned that onward all intervention must take gender and sexual orientation into consideration.

Appendix Q
Log of Change/modification of ODIs, Evaluation and Action Research

Cycle	Added	Modified	Deleted	Reason
1	10-Faces of Innovation (App. H) and Five-print test (App. I)		Pre-ODI Assessment for Intrinsic Motivation, Human Capital and ED. (App. C)	Pre-ODI assessment provided only a glimpse but not lead to understanding and socialization with participants.
1			Training	Need new ODI since no one is available for 30-Hrs Training.
1			Reflection	Just P28 was able to do that. This intervention needs refinement.
1			Transorganizational Development	They did not understand what the Researcher meant. Some said they had been already working as a team. Some think it more like Community of Practice. The Researcher decided not to push it anymore.
2.	Individual Progress (Reflection 2.3) and Group Progress Evaluation (Reflection 2.1)		1. Training Evaluation Strategy (App. K) 2. Coaching Evaluation Strategy (App. J.)	Provided better understanding and helpful for communicating the Researcher's idea to participants. Both look like a milestone.
2	AI Thailand's official website: www.aithailand.org		Blog at www.oknation.net/blog/aithailand is no longer functioned.	
3	Individual Dynamic Evaluation Guideline (Reflection 3.3)			Fit better to our context
4		All of experiments from Cycle 1-3	All of experiments from Cycle 1-3 were integrated under the Theory of Organizational Knowledge Creation (See Reflection 4.1 in Appendix P)	Need to reduce complexity.
4	Tipping Point as a key performance indicator.			Reduce complexity
4	Log (Researcher's diary) (See App. O)			It is evidence supporting this Research. It was also recommended by dr. Rita.
4	Sociogram			Help seeing what was going on in the network.
4	Group Dynamic Evaluation (Reflection 4.1)		Group Progress Evaluation	Group Progress Evaluation is too subjective.
5		Individual Progress Evaluation		The Tipping Point's idea was integrated in to this model.

Cycle	Added	Modified	Deleted	Reason
5	Stakeholder Management Strategy (Reflection 5.2)			There is a need to develop strategy to deal with influential stakeholders.
5		Individual Progress Evaluation, Individual Dynamic Observation Guideline and Group Dynamic Observation Guideline were integrated as the Researcher Evaluation Strategy (App. S)		This integration provided better "view."

Appendix R

List of Community Members, their Individual Dynamic and their respective progress at individual level assessed monthly from February 1, 2008 to September 30, 2008

Code	Dynamic	Progress at individual level (per Action Research Cycle)							
		1	2	3	4	5	6	7	8
P01	Tipping Point	A	M	M	C	C	C	C	C
P02	Tipping Point	M	M	M	M	C	C	C	C
P03	Tipping Point	A	M	C	C	C	C	C	C
P04	Tipping Point	E	E	A	A	A	C	C	C
P05	Tipping Point	E	A	M	M	C	C	C	C
P06	Tipping Point	A	M	M	M	C	C	C	C
P07	Tipping Point				A	M	C	C	C
P08	Flow	E	A	M	M	C	C	C	C
P09	Flow	E	E	E	A	A	A	A	M
P10	Tipping Point	A	M	M	C	C	C	C	C
P11	Tipping Point	A	M	M	M	C	C	C	C
P12	Flow	E	A	M	C	C	C	C	C
P13	Flow	E	E	E	E	A	M	M	M
P14	Flow	E	E	E	E	A	M	C	C
P15	Flow	E	A	A	A	A	A	A	A
P16	Flow	E	A	M	M	M	M	M	M
P17	Flow	E	A	M	M	M	M	C	C
P18	Flow	E	E	E	E	E	E	M	M
P19	Flow	E	A	A	A	A	M	C	C
P20	Flow	E	A	A	A	A	C	C	C
P21	Flow	E	A	A	A	A	M	M	M
P22	Flow	E	A	A	A	A	M	M	M
P23	Flow	E	A	A	A	M	M	M	M
P24	Flow	E	A	M	M	M	M	M	M
P25	Flow	E	E	E	E	A	A	A	M
P26	Flow	E	M	M	M	M	M	C	C
P27	Tipping Point					E	M	M	M
P28	Tipping Point	E	A	M	M	C	C	C	C
P29	Flow	E	E	E	E	A	A	A	A
P30	Flow	E	A	A	A	A	M	M	M
P31	Flow	E	E	E	E	E	A	M	M
P32	Flow	E	A	A	A	A	A	A	A

Note:

1. "N" stands for "New Wave."
2. "E" stands for "Enthusiast."
3. "M" stands for "AI Master."
4. "C" stands for "AI Champion."
5. P01-P32 is experiment group in this research.

Appendix S
The Researcher's Appreciative Inquiry

To use Appreciative Inquiry with typical Thai participants, slight adjustments on wording were needed. For Discovery, to encourage people to narrate their peak experience, the Researcher had asked them to think like “Journalist” conducting interviews for new scoops. For “Dream,” It worked better to see from examples rather than just ask for questions only. For “Design,” simply asking them to reflect on their peak experiences with their clients and use such insight to redesign their business process.

For “Destiny,” ask them to reflect about “What is the best empowerment they had experienced in their life? “What is the best learning experience in your life which leads to significant improvement in any aspect of your life? “Tell me when you tried to change something and it worked.” Who could it be? Ask them to use this insight as a guideline for running experimentation. The Table below shows Appreciative Inquiry in Thai words.

Comparison of Appreciative Inquiry and the Researcher's Appreciative Inquiry

Appreciative Inquiry Cooperrider and Whitney, 1999)	The Researcher's Appreciative Inquiry
Discovery “What gives life?”	(In Thai) ลองนึกถึงประสบการณ์ที่ดีที่สุด เอาครั้งที่ดีที่สุด (ขายของได้มากที่สุด/ ขายได้เร็วที่สุด/ตอนที่ทำงานแล้วได้ผลงานดีที่สุด นายชม หรือลูกค้าชม เอาตอนที่ภูมิใจที่สุดในชีวิต) เล่ารายละเอียด เอาแบบนักข่าว ไม่เข้าใจดูจากจาก case study ใน www.aithailand.org ครบตอบแบบนี้แหละ คราวนี้ลองพัฒนาเป็นคำถาม แล้วลองไปตามกับ กลุ่มเป้าหมายของเรา เอาอย่างต่ำสามสิบคน สามสิบคนที่ว่านี่ต้องเต็มใจตอบนะ ไม่ใช่ตอบแบบขอไปทีอันนี้ไม่นับว่าไปแล้วอาจต้องไปตามสัก 40 คน นี้อย่างต่ำนะ ถ้ามีเวลาก็ถามมากกว่านี้ก็ได้ อย่าง P26 (The star) นี้ถาม 100 คน คุณ P02 นี้ 300 คน แต่ที่ต่ำที่สุดนี้ 17 คน เพราะแผนกเขามีอยู่เท่านั้น มันก็ต้องเท่านั้น แต่ว่าลองไปตามสักสี่ห้าคนก่อนแล้วกลับมาคุยกัน ค่อยเริ่มต่อไปที่ เหลือ เอาละมีปัญหาอะไรไหม
Dream “What might be?”	(In Thai) อะไรที่เราน่าจะสนใจที่สุด จากการสัมภาษณ์ อะไรที่เป็นจุดร่วม นั่นแหละเป็นจุดแข็ง ส่วนอะไรที่ค้นพบ ที่อาจมาจากผู้ตอบรายเดียว อันนั้นอาจกลายเป็นอะไรที่น่าสนใจก็ได้ ลองคิดว่า จากข้อสรุปนั้น สิ่งที่จะควรจะเป็นคือ อะไร ไม่เข้าใจดูจาก Case study ใน www.aithailand.org
Design “What should be-the ideal?”	(In Thai) ลองทำ Discovery อีกครั้งคราวนี้ เอาชื่อของลูกค้ามาถามกัน เลย เอาประเภทที่ประมาณว่าคุณเห็นชัดๆว่าเขาพาคนอื่นมาซื้อของคุณ คนพวกนี้ เราเรียกว่า The Tipping Point ลองย้อนกลับไปดู เหมือนคุณอยู่ตรงนั้น คุณพูดอะไร ไป เขาตอบอะไร ร้านจัดอย่างไร เอาวันที่ต่อวันที่ เอาละเอียด ได้ มาสักห้าหกคน คุณจะได้ขั้นตอน กระบวนการอะไรบางอย่างที่มันไม่ปกติ เหมือนทุกวัน ผมรับรอง เรื่องนี้ทำให้หลายคนเพิ่มยอดขายมาแล้วบางคน 2-300 % ดูตัวอย่างงานของ P07, P11 และ P14 เว็บไซต์ของเรา คาวนั้

Appreciative Inquiry
Cooperrider and
Whitney, 1999)

The Researcher's Appreciative Inquiry

Destiny:
“How to empower,
learn, and
adjust/improvise”

โหลดไปดูเลยครับ

(In Thai)

ระยะสั้นนี้ลองทำเลยครับ เอากระบวนการที่เราได้จากการทำ **Discovery** กับ **1. The Tipping Point** ของเรานั้นแหละมาขยายผลทำสักสาม

โครงการ ถ้าเป็นไปได้ เอาละคุณคิดว่าอะไรน่าจะทำได้เลย ลองดูสิผมว่าน่าทำนะดูตัวอย่างรุ่นพี่สิ คุณจะเห็นเลยโครงการที่นำมาขยายผลแล้วประสบความสำเร็จ ไม่ต้องใช้เงินใช้ทอง ส่วนใหญ่เป็นการปรับเปลี่ยนเล็กๆน้อยๆ เช่น กรณีของ **P10** นี้ก็แค่เพิ่มโต๊ะให้เด็กอ่านหนังสือ ก็ปรากฏว่าสามารถเพิ่มยอดผู้เช่าหอพักได้ตามเป้า บางทีมันก็บอกไม่ได้ว่าเป็นอะไร

2. คราวนี้มาถึงเรื่อง การมอบอำนาจ (**Empower**) คุณเองทำอะไรด้วยตนเองตลอดไม่ได้ใช่ไหม ต้องหาคนที่มาทำ ลองถามตนเองดูว่า ตั้งแต่มอบหมายให้คนอื่นทำงานแทน ครั้งไหนได้เรื่อง ได้ผลงานที่สุดในชีวิต เขาเป็นใคร เป็นคนแบบไหน แรกๆรับเข้ามา เขาแสดงสัญญาณต่างจากคนอื่นอย่างไร (ลองดูตัวอย่างเรื่องนี้ จากหัวข้อลูกน้องชั้นเทพ ในเว็บบอร์ดของเรา)

3. ต่อมาเป็นเรื่อง เราเรียนรู้อย่างไร (**Learn**) ลองนึกย้อนดูสิว่าตั้งแต่เรียนรู้ไม่จำเป็นต้องในห้องเรียนก็ได้ เอาชีวิตจริงนี่แหละตอนไหน เรียนรู้แล้วไปทำงาน ได้ผลงานดีขึ้นอย่างไม่เป็นมาก่อน อย่างกรณี **P28** นี้เรียนรู้จากการถามคำถามแบบ **AI** ทำให้เขาได้แรงบันดาลใจ และเทคนิคการสอนดีมากขึ้น **P10** ได้จากการนั่งคุยกับพ่อแม่

4. ส่วนเรื่องจะเปลี่ยนแปลงอย่างไร (**Adjust/improvise**) นี่เป็นเรื่องใหญ่เหมือนกัน ไม่ใช่เราอยากเปลี่ยนอะไรก็เปลี่ยนได้เลย เพราะบางครั้งเราก็มีนาย มีผู้บริหาร มีพ่อแม่เกี่ยวข้องอยู่ ดูตัวอย่าง **P11** ไปเจอว่าคนส่วนใหญ่ชอบทานอาหารในร้านที่มีน้ำตก ก็เลยคิดจะทำน้ำตก แต่ก็รู้ว่าถ้าไปเสนอแม่ แม่มักปฏิเสธก่อนก็เลยลองทำเล็กๆก่อน พอแม่มาเห็นก็ไม่ว่าและปล่อยเลยตามเลยจนทำอันใหญ่ตามที่คิดไว้สำเร็จ ส่วน **P10** บอกว่าทุกครั้งถ้าต้องการให้พ่อกับแม่ทำตามความคิด ตอนไหนถ้ามีงบประมาณด้วยมักสำเร็จ เพราะฉะนั้นจะเสนออะไรก็ต้องบอกงบประมาณด้วย ลองถามตนเองดู

Appendix T

The Researcher's Knowledge Management

From Cycle 1 to 8, the theory of Organization Knowledge Creation (Takeuchi and Nonaka, 1995) is suitable for very dynamic environments. It is quite flexible. This was because individuals and groups even when they came to meet the Researcher at the same time, most of them showed different progress and dynamics. It is extremely difficult to use only single intervention during the same time. To resolve this problem, the Researcher had developed a code (So for Socialization, Ex for Externalization, Co for Combination and In for Internalization) to record events in Logs and to keep pace with such dynamics. In this way, based on Log and Reflections, the Researcher had developed "the Researcher's Knowledge Management." This model may be suitable for developing people's skills in Appreciative Inquiry.

Comparison of the Theory of Organization Knowledge Creation and the Researcher's Knowledge Management

As Takeuchi and Nonaka (1995)'s "Theory of Organization Knowledge Creation"	The Researcher's Knowledge Management (Pinyo, 2008)
Socialization. Socialization is the process of sharing experience, creating shared mental model and technical skills.	Socialization
(So1) Apprentices work with their masters and learn craftsmanship not through language but through observation, imitation and practice. (On-the-job training)	1. Network people to the Tipping Point. (See Reflection 3.2 and 3.3 in Appendix P) 2. If they want to work with the Researcher directly, do as follows (See Reflection 6.2 in Appendix P): 2.1 Coach them on the right scope of project. 2.2 Match them with the Tipping Point and ask the Tipping Point to help them. 2.3 Give them the Tipping Point case study and ask them to design their course of actions. 2.4 Encourage to run small-scale experiment project. 2.5 Be available and accessible.
(So2) Brainstorming camps-informal meetings for detailed discussions to solve difficult problems while drinking Sake, sharing meals. There is one Taboo "Criticism without constructive alternative."	1. Be accessible and available. 2. Meeting and brainstorming should be supported by storytelling of the Tipping Point's work and experience (See Reflection 2.5 in Appendix P).
(So 3) Observation, imitation and practice: The case of Dough Maker.	Help the participants reflect or encourage them to observe peak experience in the past or present. (Appreciative Inquiry or Appreciative Coaching)
(So 4) Interaction with customers before and after product development.	1. Enhance opportunity to meet prospectus or participants (See Reflection 4.2 in Appendix P) 2. Learn individual dynamic by seeing whether individual is the Tipping Point, the Flow, the No-goer and the New Wave (See Reflection 3.3 in Appendix P) so the right intervention can be made.

**As Takeuchi and Nonaka (1995)'s
"Theory of Organization Knowledge
Creation"**

**The Researcher's Knowledge Management
(Pinyo, 2008)**

Externalization: Externalization is the process of articulating tacit knowledge into explicit concepts.

(Ex1) Using metaphors, analogies, concepts, hypotheses or models.

(Ex2) Writing.

(Ex3) Mazda's Concept Clinic

(Ex4) Honda engineer's provocative idea "What will the automobile eventually evolve to?"

(Ex5) The Tall Boy emerged between the concepts of "man-maximum, machine-minimum."

(Ex 6) The case of applying the manufacturing method of 'Beer Can' to "Cartridge Drum."

Combination: Combination is a process of systemizing concepts into a knowledge system.

(Co1) Individual's exchange and combine knowledge through media such as documents, meetings, telephone conversations or computerized communication network.

(Co2) Reconfiguration of existing information through sorting, adding, combining and categorizing of explicit knowledge. (such as MBA education)

3. In they come in group, evaluate their group dynamic whether they are in Midnight, Dawn, Noon or Dusk for right customized interventions. (See Reflection 4.1 in Appendix P)

4. Remind yourself about the Learner mindset? Ask What works? Who am I responsible for? What my choices? How can I learn? What's the other person thinking, feeling needing? (See Reflection 6.1 in Appendix P)

5. If they are influential stakeholders, use stakeholders' management model (See Reflection 7.1 in Appendix P)

6. Appreciative Evaluation for Post ODI.

Externalization

1. Give training on the Tipping Point

2. Ask the participants to reflect their direct peak experience with their Tipping Points' clients

3. Based on this discovery, ask them to redesign business process (See Reflection 5.1 in Appendix P)

If they had to write down, ask them to follow P11's work (Downloadable from www.aithailand.org)

Ask people to see the best practices from following works:

Marketing (P11 and P07)

Engineer (P01)

Nursing (P03, P06 and P02)

OD (P04)

(All of AI projects above are downloadable from www.aithailand.org)

Combination

1. The Tipping Point's case studies were posted in AI Thailand's website. All participants are encouraged to learn by example.

2. Knowledge generated from class teaching and consultation projects had been posted and categorized in AI Thailand's website.

1. Knowledge stored in website has been classified into Discovery, Design, Dream and Destiny.

2. The Tipping Point's case studies were classified into Marketing, Engineering, Nursing and OD.

As Takeuchi and Nonaka (1995)'s "Theory of Organization Knowledge Creation"	The Researcher's Knowledge Management (Pinyo, 2008)
(Co3) Creative uses of computerized communication network.	1. Appreciative Stories from classroom teaching had been stored in AI Thailand's website.
(Co4) Middle manager breaks down and operationalizes corporate vision, business concepts or product concepts.	2. Website was used as a medium for instruction, assignment box and feedback.
(Co5) Kraft General Foods collected information from point-of-sales and feedback "recommendation on optimal mix of products" that might boost sales to their clients. This extends to category management, consumer and category dynamics, space management, merchandising management, and pricing management.	3. Website is a medium for training, coaching and workshop session.
(Co6) Mid-range concept that lead to the grand concept.	This is an AI's design process. Community member is trained to identify his/her Tipping Point's clients and reflect their peak experience with them. (See Reflection 5.1 in Appendix P)
Internalization: Internalization is the process of embodying explicit knowledge into tacit knowledge. It is closely related to "Learning by doing."	Then they will redesign business process.
(In1) Knowledge is verbalized or diagrammed into documents, manuals or oral stories.	This is a future plan. AI Thailand plans to send e-magazine to all community members.
(In2) Documentation helps individuals internalize what they experienced, thus enriching their tacit knowledge.	This is a coaching on Tipping Point (See Reflection 5.1 in Appendix P). This mid-range concept always leads to business redesign.
(In3) Reading or listening to success story makes some members of organizations feel realism and essence of the story. The experience took place in the past may change into tacit mental model. If shared by organization members, it becomes organizational cultures.	Internalization
(In4) Learning by doing at Matsushita. This is experimentation project like in the case of Matsushita MIT's 93 and Honda's City's "Let Try" s project.	1. Storytelling of P01's case is used to help people to define scope of project
	2. P11's case study is used as a role model for whole AI process.
	3. P07's case is used to coach on the Tipping Point.
	1. P11's case study is used as a role model for whole AI process.
	2. Appreciative Stories in 4-D process are the teaching medium.
	The Tipping Point's experience and case studies are used all the time. All case studies are those of the Tipping Point who successfully implemented AI in the real settings.
	If possible, all participants are encouraged to implement what they found during discoveries in the real settings. (See Reflection 5.1 in Appendix P)

Appendix U

The Researcher's Evaluation Strategy

Unlike Westerners, Thai people do not express their feelings directly. It is difficult to get the right information for evaluation if we are not familiar with them. To make evaluation possible, first practitioners may use the Researcher's Stakeholder Management Strategy (See Reflection 7.1 in Appendix P) so that both sides can learn and appreciate one another. Second, after working for a while, mixed evaluations should be used to assess individual progress, individual dynamics and group dynamics. Mixed methods of evaluations will provide richer information and result in the right mix of customized interventions.

Individual Dynamic Observation Guideline

This evaluation is the product of Reflection 3.3. To use it, simply observe typical behaviors as described below. After assessed, see Appendix AE for customized interventions.

Individual Dynamic	Behavior
The Tipping Point	They are people whose personalities are Connector, Maven or Salesman or a combination. These people may be among the Master or Champion or external people. Unlike "the Flow" the Tipping Point has superior qualities. They are more creative and pragmatic. They are ready for experimentation. The Tipping Point may be found among the New Wave. They will be different from others. It is easy to spot them. They are smart people. They are early birds. Sometimes they tell you they want something new. Most of the Tipping Points become AI Champions eventually.
The Flow	They are people working their way step by step. They can move up to higher stages within reasonable timelines. They are like a stream. Many Flow sometimes are the Tipping Point's friends. They simply follow the Tipping Point. The Flow may be from the No-goer or New Wave. If these two groups decide to start or continue their AI projects, they are considered "the Flow" automatically.
The No-goer	They remain in the same status especially at the Enthusiast for over two consecutive months. They seem to be in the middle of no where.
The New Wave	These people are new comers. They bought the Researcher's idea and show strong interests over AI. They are not trained.

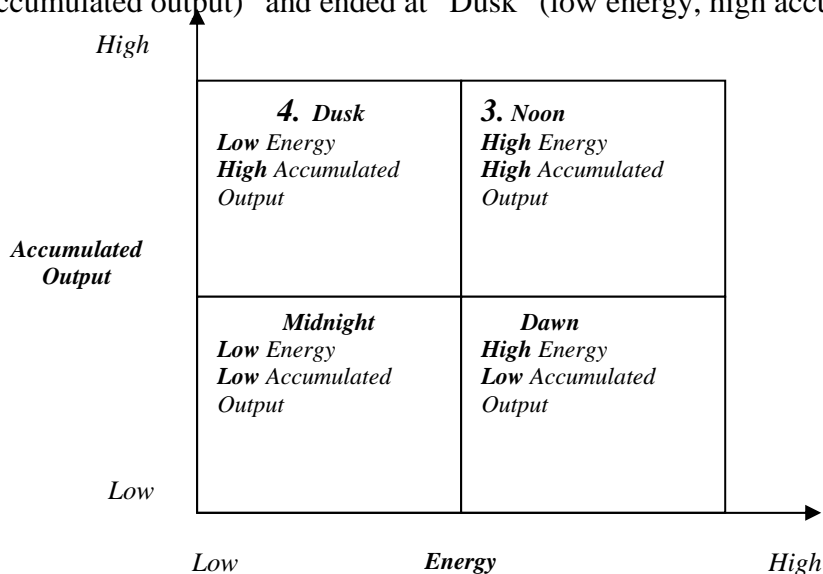
Individual Progress Evaluation

Individual Progress Evaluation is a product of Reflection 5.1. This intervention is more objective. It is like a milestone. Development starts from the New Wave to the Enthusiast, the Apprentice, AI Master and the highest, AI Champion. To use it, just talk to participants or ask them to tell their progress against milestones.

Category	Definition
The Champion	They adopted Appreciative Inquiry as their flagship change model in their own organization.
The Master	1.They already had reflected their peak experience at Dream, Design and Destiny Process and written them down. Or 2. They found interesting discovery and finished one AI experiment.
The Apprentice	Crafted AI interview questions and started AI interviews on 20-30 Key informants or over.
The Enthusiast	They already know which kind of AI project they want to pursue. They already spotted their “Tipping Point” clients. This Tipping Point may be external or internal people..
The New Wave	People who confirmed that they will join us. They want to do AI projects.

Note 3: Group Dynamic Observation Guideline

Group Dynamic Observation Guideline is a product of Reflection 4.1. This is a subjective evaluation helping OD Practitioner to assess and predict group development. Group’s development started from “Midnight (Low energy, low accumulated output)” and ended at “Dusk” (low energy, high accumulated output).



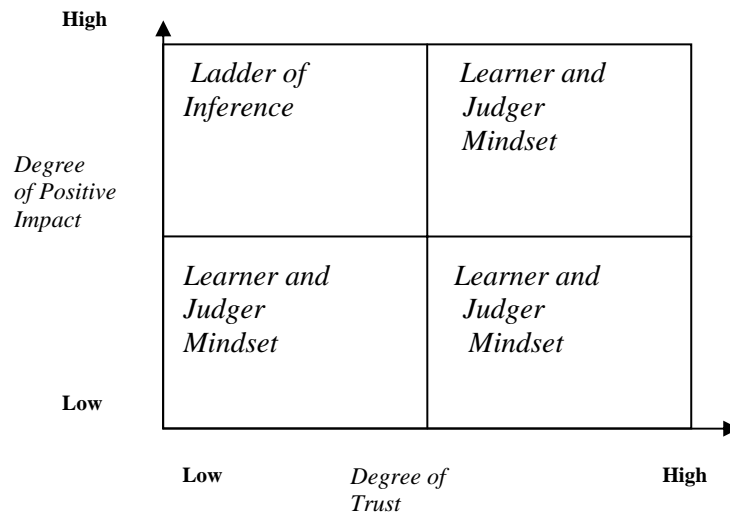
Energy in this case means degree of interaction with the Researcher. High energy means they proactively seek consultation with the Researcher and eager for new learning.

Accumulated output in this case means total PCC’s AI initiatives implemented to date.

Appendix V The Researcher's Stakeholder Management Strategy

There are four types of stakeholders and respective strategies as following diagram:
(See for more detail in Reflection 7.1)

The Researcher's Stakeholder Management Strategy



1. High Impact, High Trust: Stakeholders who are able to create high positive or negative impacts. They show high trust toward practitioners. Most of people in this type are the Tipping Points. Learner and Judger Mindset may be suitable in the first place.

2. High Impact, Low Trust: Stakeholders who are able to create high positive or negative impacts. They show low trust toward the Researcher/AI Thailand members. They are skeptical or even turn down AI projects. In this case, the Researcher uses Ladder of Inference to move them from this stage to High Trust.

3. Low Impact, High Trust: Most of them are peers or co-workers. Though they had high trust, they had low impact on AI practitioners' work. They may show interest over AI practitioners or not. Both sides may have overlapping responsibilities. They may work or socialize with one another occasionally. In this case starting with Learn and Judger Mindset may be helpful.

4. Low Impact, low Trust: Most of them are people in other department or organizations. They had a different paradigm. They may know or not know what AI practitioners are doing. In this case, AI practitioners may use Learn and Judger Mindset as a flagship to keep relationship smooth.

See Ladder of Inference and Learner and Judger Mindset in Note 1 and 2 below:

Note 1: Ladder of Inference

When finding prospectus who may be Tipping Points, four protocols developed by Ross and Robert in Senge, Klieiner, Roberts, Ross and Smith (2007) may be used to develop prospectus "Call." Such four Protocols are Protocol for improved advocacy, Protocol for improved inquiry, Protocols for facing a point of view with which you disagree, Protocols for when you are at an impasse.

Protocol for improved advocacy: Makes your thinking process visible (Walk up the ladder of inference slowly)

What to do	What to say	In Thai
State your assumptions and describe data that lead to them	“Here’s what I think, and here is how I get there”	นี่คือสิ่งที่ผมคิด และนี่คือวิธีที่ผมใช้จนมาถึงจุดนี้.....
Explain your assumption	“I assumed that...”	ผมเชื่อว่า.....
Make your reasoning explicit	“I came to this conclusion because...”	ผมสรุปว่าเรื่องนี้เป็นอย่างนี้เพราะ
Explain the context of your point of view: who will be affected by what you propose, how they will be affected and why. Give an example of what you proposed, even if their hypothetical or metaphorical	“to get a clear picture of what I am talking about, imagine that you are the customer who will be affected...”	เพื่อให้คุณเข้าใจเรื่องที่ผมคิด ผมจะยกตัวอย่างเป็นเชิงอุปอุปไมยแบบนี้ละ.....
As you speak try to picture the other people’s perspectives on what you are saying. Encourage others to explore your model, your assumption and your data	“What do you think about what I just said” or “Do you see any flaws in my reasoning?” or “What can you add?”	คุณคิดอย่างไรกับเรื่องที่ผมเพิ่งพูดมา หรือ คุณคิดว่าเหตุผลที่ผมให้คุณนั้นมีอะไรบกพร่องบ้างไหม หรือคุณคิดว่าน่าจะจะมีอะไรเพิ่มเติมบ้าง
Refrain from defensiveness when your ideas are questioned. If you are advocating something worthwhile, then it will only get stronger by being tested. Reveal where you are least clear in your thinking. Rather than making you vulnerable, it defuses the force of advocates who are opposed to you, and invites improvement. Even when advocating: listening, stay open, and encourage others to provide different views.	“Here’s one aspect which you might help me think through...” “Do you see it differently?”	นี่เป็นแง่มุมที่ผมคิดเกี่ยวกับเรื่องนี้ คุณอาจช่วยผมคิดว่าน่าจะจะมีอะไร อีก..... “คุณมีความเห็นอะไรที่แตกต่างไปจากนี้บ้าง”

Protocol for improved inquiry: Ask others to make their thinking process visible

What to do	What to say	In Thai
Gently walk others down the ladder of inference and find out what data they are operating from. Use unaggressive language, particularly with people who are not familiar with these skills. Ask in a way which does not provoke defensiveness or "lead to the witness." Draw out their reasoning. Find out as much as you can about why they are saying what they are saying. Explain your reasons for inquiring, and how your inquiry relates to your own concerns, hopes and needs. Test what you says by asking for broader contexts or for example	"What lead you to conclude that?" "What data do you have for that?" "What causes you to say that?" Instead of "What do you mean?" or "What is your proof? Say "Can you help me understand your thinking here?" "What is the significance of that?" "How does this relate to your other concerns?" Where does your reasoning go next?" "I am asking you about your assumptions here because..." "How would your proposal affect..." "Is this similar to..." "Can you describe a typical example."	อะไรนำไปสู่ข้อสรุปของคุณ? คุณมีข้อมูลอะไรมาสนับสนุน? อะไรทำให้คุณพูดอย่างนั้น? คุณจะช่วยให้ผมเข้าใจความคิดของคุณในตอนนี้ได้หรือไม่? เรื่องนี้มีมีความสำคัญกับคุณอย่างไร แล้วเรื่องนี้มันเชื่อมโยงกับเรื่องอื่นๆของคุณอย่างไร เหตุผลของคุณจะนำไปสู่อะไร ผมขออธิบายว่าผมถามถึงสมมติฐานของคุณเพราะ.... ลองช่วยยกตัวอย่างให้ผมเข้าใจหน่อยดี.....
Check your understanding of what they have said. Listen for the new understanding that may emerge. Do not concentrate on preparing to destroy the other person' argument or promote your own agenda.	"How would your proposal affect....?" "Is this similar to...?" Can you describe atypical example?" "Am I correct what you are saying?"	แนวความคิดของคุณจะส่งผลกระทบต่อ....อย่างไร เรื่องนี้คล้ายๆกับ... ช่วยยกตัวอย่างเรื่องที่คล้ายๆกันให้ฟังหน่อย ผมเข้าใจถูกหรือเปล่าว่าคุณกำลังพูดถึงเรื่อง.....?

Protocols for facing a point of view with which you disagree

What to do	What to say	In Thai
Again, inquire about what has led to that view	"How did you arrive at this view?" "Are you taking into account data that I have not considered?"	"ที่มาของความคิดของคุณคืออะไร? คุณกำลังนำข้อมูลอะไรที่ผมไม่รู้มาก่อนมาประกอบการคิดของคุณ"
Make sure you truly understand the view	"If I understand you correctly, you are saying that..."	"หากผมเข้าใจคุณถูก คุณกำลังพูดถึงเรื่อง...."
Explore, listen, and offer your own views in an open way. Listen for larger	"Have you considered..."	คุณได้คิดถึงประเด็น..... หรือไม่

What to do	What to say	In Thai
meaning that may come out of honest, open sharing of alternative mental models. Use left-hand column as a resource	“When you say such and such, I worried that it means....”	เมื่อคุณกำลังพูดถึงเรื่องนั้น ผมกำลังกังวลใจว่ามันน่าจะหมายถึง
Raise your concerns and state what is leading you to have them.	“I have a hard time seeing that, because of this reasoning...”	ผมไม่ค่อยเข้าใจเรื่องนั้นด้วยเหตุผลที่ว่า.....

Protocols for when you are at an impasse

What to do	What to say	In Thai
Embrace the impasse, and tease apart the current thinking. (You may discover that “focusing” on data bring you all down the ladder of inference) Look for information which helps people move forward. Ask if there is any way you might together design an experiment or inquiry which could provide new information. Listen to ideas as if for the first time. Consider each person’s mental model as a piece of larger puzzle.	“What do we know for a fact?” “What do we sense is true, but have no data for yet?” “What don’t we know?” “What is unknowable?” “What do we agree upon, and what do we disagree on?”	เรารู้อะไรบ้างในเรื่องนี้ อะไรบ้างที่เราคิดว่ามันจริง แต่เราไม่มีข้อมูลสนับสนุนเพียงพอ อะไรบ้างที่เราไม่ทราบ อะไรบ้างที่เราไม่มีทางรู้ อะไรบ้างที่เราเห็นด้วยเหมือนกัน อะไรไม่ใช่
Ask what data or logic might change their views.	“What, then, would have to happen before you would consider the alternative?”	ต้องมีข้อมูล หรืออะไรก่อน ท่านจึงจะคิดว่าเรื่องนี้เป็นทางเลือกหนึ่ง
Ask the group’s help in redesigning the situation	“It feels like we are getting into impasse and I am afraid we might walk away without any better understanding. Have you got any ideas that will help us clarify our thinking?”	ผมรู้สึกว่ามันน่าจะมาถึงทางตัน ผมเกรงว่าในที่สุดเราจะจากกันไปโดยที่ต่างฝ่ายต่างไม่ได้เข้าใจอะไรในเรื่องนี้มากยิ่งขึ้น คุณคิดว่าอะไรจะช่วยให้เราเข้าใจเรื่องนี้ได้มากขึ้น
Do not let conversation stop with an “agreement to disagree.”	“I do not understand the assumptions underlying out disagreement.”	ผมไม่เข้าใจสมมติฐานของคุณในเรื่องที่คุณไม่เห็นด้วยนี้
Avoid building your “case” hen someone else is speaking from a different point of view.		

Source. Protocol to balance Inquiry and advocacy, Ross and Robert in Senge, Klieiner, Roberts, Ross and Smith (2007). Protocol to balance Inquiry and advocacy. The Fifth discipline fieldbook: Strategies and tools for building a learning organization, 256-260.

Note 2: Learner and Judger Mindset

Learner and Judger Mindset (Adams, 2004) is a tool for OD Practitioner's Reflection. It is helpful to reflect whether OD Practitioner' has Learner Mindset as Learner mindset results in better relationship.

Judger Mindset	Learner Mindset
Human nature	Human spirit
Reactive and automatic	Responsive and reflective
Know-it-already	Appreciative not-knowing
Judgmental and intolerant	Acceptation and supportive
Inflexible and rigid	Flexible and adaptive
Righteous and criticize	Inquiring; critiques
Fears differences	Values differences
Own's point of view only	Multiple perspectives
Relationships are win-lose	Relationships are win-win
Feedback seen as rejection	Feedback seen as worthwhile
Debate	Dialogue
Own construction	Co-construction
Seeks to attack or defend	Seeks to resolve and create
Possibilities limited	Possibilities unlimited
<i>Primary mood: protective</i>	<i>Primary mood: curious</i>
Judger questions	Learner questions
Who's wrong?	What works?
Who's to blame?	Who am I responsible for?
Who can I be control?	Want are my choices?
How could I lost?	How can I learn?
Why is he/she so stupid and frustrating?	What's the other person thinking, feeling, and needing?
Why bother?	What's possible?

Source. Figure 1. Learner-Judger Mindset Model, from Adams M.G., Schiller M. & Cooperrider D.L. (2004). With our questions we make the world. *Advance in Appreciative Inquiry*, 1, 111.

Appendix W

The Researcher's Inclusion Strategy

Action Research provided a transformational change to AI Thailand and the Researcher. Action Research heavily focuses on Human Capital. Action Research's validity provides a good framework for the Researcher to work with respect with participants. Inclusion of all participants and voices are vital for this research. Efforts to improve all issues impacting inclusion raised during eight Cycles lead to development of the Researcher's Inclusion Strategy at both individual and group level. It can be inferred that this is the Thai-style Action Research.

Inclusion at Group Level: During eight cycles there are four issues with might impact group performance which are self-serving, communication, evaluation and stakeholder management. For Action Research, these four issues are detrimental for Action Research Validity. Symptom of each issue and its associated strategy is as follows:

Issues	Symptoms	Strategies
Self-serving	1. External people/stakeholders perceive that OD Practitioner recruited people to serve your purpose. Participants are treated like a subject of experiment only. 2. For the Researcher, people follow their leader (The Tipping Point), the question is; how to help them to make the best out of our relationship. So participants do not feel like they are a subject of experiment/our purpose.	1. Use the Researcher's Stakeholder Management Strategy (See Appendix V) in dealing with relationship 2. Coaching them on the Tipping Point (See Reflection 5.1 in Appendix P)
Inclusion	Someone is left behind	1. Use several evaluation systems to see group and individual in different angles. This will provide better sense-making and lead to customized interventions for each group/individual. (See Evaluation Strategy in Appendix U) 2. Use Inclusion Strategy (See Appendix W)
Communication	There is awkward situation when the Researcher asked the participants "What are your problems?" They will not say the truth. This causes trouble in joint-diagnosis of problem and planning	1. Use several evaluation systems to see what's going on? (See Evaluation Strategy in Appendix U) 2. Knowledge Management (See Appendix T)
Stakeholder management	There are different stakeholders who can have different degrees of impact in Action Research. It is necessary to have strategies to deal with them	Use the Researcher's Stakeholder Management Strategy (See Appendix V)

Individual Level: Synthesis of research question 2-8 resulted in an alternative way promoting inclusion among individual participants. By observation participants' behavior whether they show low Entrepreneurial Drive, OD Practitioner may use proposed strategy to improve participants' morale. This might result in better inclusion. The Researcher has developed observation guideline and action matrix for better inclusion as follows:

Symptoms	Interpretation	Corrective Action
1.Participant shows low perception of the desirability and feasibility to proactively pursue opportunities and creativity	Participant's overall Entrepreneurial Drive is low.	See Action Matrix 1
2.Participant shows low willingness and inclination toward experimentation and creativity	Participant's Preference for Innovation is low.	See Action Matrix 2
3.Participant shows low willingness to challenge status quo	Participant's Nonconformity is low.	See Action Matrix 3
4.Participant shows low initiative to improve or to create entirely new circumstance	Participant's Proactive Behavior is low.	See Action Matrix 4
5.Participant shows low individual's perceptions to their ability to perform a task	Participant's Self-efficacy is low.	See Action Matrix 5
6.Participant shows low degree of behaviors oriented to achievement	Participant's Achievement Motivation is low.	See Action Matrix 6

Action Matrix 1

Theoretical perspectives	Possible action if participants show low overall Entrepreneurial drive
Motivation Learning	Make prompted feedback as many times as possible. All intervention must be correspond to Knowles (1990)'s Adult Learning Theory.
Appreciative Inquiry	Focus Appreciative Inquiry to participant's Tipping Point clients first. After found something, encourage them to redesign business process.
Organization Development Intervention	Use simple Appreciative Inquiry. Facilitate participants to craft questions. Then encourage them experiment feasible ideas.

Action Matrix 2

Theoretical perspectives	Possible action if participants show low Preference for Innovation
Motivation	Encourage participants to focus on discovery that they feel comfortable and are able to implement. Help them to discover themselves by asking them question "Think about last time you can change others successfully, how you did that?"
Learning	Encourage participants to keep journal during the early consultation on "Destiny" phase first.
Appreciative Inquiry	Focus Appreciative Inquiry to resolve problems in participants' life first. Help them to discover themselves on "dealing with their stakeholders." How to learn and how to empower others.
Organization Development Intervention	Facilitate the Tipping Point to make high impact to their organization as much as possible.

Action Matrix 3

Theoretical perspectives	Possible action if participants show low Nonconformity
Motivation	Facilitate them to observe what works in business. For business opportunity, OD practitioners may facilitate them to ask from their clients with this question "Think about the time when you decided to be our customer, what is your turning point? This question will help participants see organizational strength and business opportunity.
Learning	Facilitate to experiment ideas even at small scale.
Appreciative Inquiry	Facilitate participants to reflect his/her peak experience when participant's organization was at best. What contributed to that positive situation?
Organization Development Intervention	Facilitate participants to reflect his/her experience when participant can change his/her stakeholder's mind.

Action Matrix 4

Theoretical perspectives	Possible action if participants show low Proactive behavior
Motivation	Encourage participants to spend time in conducting AI interviews with clients.
Learning	Encourage participants to spend time in conducting AI interviews with clients.
Appreciative Inquiry	Facilitate them think observe what works in business. For business opportunity, OD practitioners may facilitate them to ask from their clients with this question "Think about the time when you decided to be our customer, what is your turning point? This question will help participants see organizational strength and business opportunity.
Organization Development Intervention	Focus on simple AI Coaching and socialization process. Do not try to complicate thing.

Action Matrix 5

Theoretical perspectives	Possible action if participants show low Self-efficacy
Motivation	Let them see proven record of successful AI cases. Network them to successful AI Practitioners.
Learning	Facilitate them to experiment ideas even in very small scale.
Appreciative Inquiry	Coaching them with successful AI cases. May expose them to successful AI Practitioners.
Organization Development Intervention	Facilitate participant to ask himself/herself with question, “tell me your peak experience when you try to change your stakeholder’s mind and it worked?”

Action Matrix 6

Theoretical perspectives	Possible action if participants show low Achievement Motivation
Motivation	Facilitate participants to socialize with the Achiever/the Tipping Point
Learning	Facilitate participants to socialize with more than two Tipping Points
Appreciative Inquiry	During AI Coaching, lead participants think about their peak experience when they were at best in anything especially relationship with family and friends.
Organization Development Intervention	Facilitate all participants to keep journal based on the Kolb’s Model of Experiential Learning.

Appendix X

Content analysis

Content analysis of interview reveals patterns of levels of impacts participants created to their organizations. There are five patterns. The Researcher has designated each pattern as letter “A,” “B,” “C,” “D” and “E” as follows:

- a. “A” stands for short-term improvement of organizational performance in subjective term
- b. “B” stands for short-term improvement of organizational performance in objective term.
- c. “C” stands for reported change in business process/practice after AI project.
- d. “D” stands for Observable Organization culture shift after AI project.

According to Kaplan and Norton (1996), there are four levels of culture shift starting from lowest to highest. They are “awareness (heard of it),” “participation (tried it),” preference (believe it)” and “loyalty (champion it).” In this research, culture shift means culture shift at “Loyalty (champion it)” level which is the highest level only.

- e. “E” stands for participants who can develop his/her AI community of practice/network during/after AI project.

These five patterns were used as a guideline to assess level of impacts participants created to their organizations. Participants who created “very high” impacts mean those who create impacts designated as “A,” or “B,” “C,” “D,” “E” combined. Participants who created “high” impacts mean those who create impacts designated as “A,” “B” and “C” combined. Participants who created “low” impacts mean those who create impacts designated as “A” and “C” combined. Participants who created “very low” impacts mean those who create impacts designated as “A” only. Assessment is as following table.

Impacts of AI projects toward community members’ organization

No	Code	Impact	A	B	C	D	E	Level of Impacts
1	P01	<i>Objective:</i> Productivity increased from 35,000 pieces /day to 37,000 pieces /day. <i>Subjective:</i> “Though it was pilot project, productivity increased. In addition, my organization culture already changed. Now if I want to do something, it will get approval because people perceived I can really do it. People are motivated to participate in our activities. There are more and more suggestions. My manager who had denied us before simply changed his attitude and supported us. He now gave us 5,000 Baht as a seeding. It is not a funding. It is a reward.”	✓	✓	✓	✓	✓	Very High
2	P02	<i>Objective:</i> “During AI project, cost was reduced by 20,000 Baht” <i>Subjective:</i> 1. We are organizing the Hospital Committee to implement what we have planned during Design Phase in AI projects. 2. We are expanding our work to three sub-districts. We have just organized a meeting on Diabetes Management attended by head of Local Administration, sheriffs and village heads. We already have determined to use AI to develop	✓	✓	✓	✓	✓	Very High

No	Code	Impact	A	B	C	D	E	Level of Impacts
3	P03	<p>quality of life and preventive healthcare for diabetes patients in these three sub-districts. This is my cooperation with P03.</p> <p><i>Objective:</i> “Complaints from patient = 0”</p> <p><i>Subjective:</i> “Our “patient care” team is better. Working environment is improved. Our relationship with patient has been better. Before AI, we just talk with them because it is our duty. Just one way communication. We just did what textbook or procedure asks us to do. We have implemented AI as morning talk. We have extended our practices to three sub-district health stations.”</p>	✓	✓	✓	✓	✓	Very High
4	P04	<p><i>Objective:</i> Paper was reduced by 78,000 pieces/year on the average. Error from documentation was reduced from 50% or over to 5% or less. New media for coaching villagers on money/accounting was developed.</p> <p><i>Subjective:</i> “Interoffice relationship is stronger than before. They form meditation club and go to temple together. My boss now is developing AI projects. Our personnel has been used AI and discovered new knowledge. Our personnel are more flexible with villager and Researchers.”</p>	✓	✓	✓	✓	✓	Very High
5	P05	<p><i>Objective:</i> None</p> <p><i>Subjective:</i> “Before AI, I am quite negative. I never listened to other people. I am a kind “mother knows best.” After AI, I become positive. Positive thinking broadens my minds and enhances quality of thought. Even my boss now said I am creative and told others. I still meet patients who I did AI interviews. We are friends now. I am quite interested in Asthma. This is my new project now. I started my observation with my unique patients. If found he/she is healthy, I would ask what happens to him/her. Recently, I got Asthma drug inhaling technique from one patient. I then told this story to others. Other patients followed and found out that it is a better posture. Now we team up with Doctors and nurses to study this incidence. This reduces cost. For senior citizens, now I found that I can get along with them. My relationship with team is better.”</p>	✓	x	✓	✓	✓	Very High
6	P06	<p><i>Objective:</i> No figure</p> <p><i>Subjective:</i> “This is a pilot project. What we see is; patients and our healthcare personnel take less medicine. I reported our result to the Hospital Healthcare Promotion. Now we extend exercise session to all personnel in hospital. Patients now exercise with our nurses and they came back to teach people in their village. For culture change, now in hospital, exercise before any meeting is our culture.”</p>	✓	x	✓	✓	✓	Very High
7	P07	<p><i>Objective:</i> Sales was increased by 300 % over the course of two months.</p> <p><i>Subjective:</i> I found that after I granted them more freedom. No more control. I found that they are more mentally healthy. I did not only takes care them only, but also their families. It seems to me</p>	✓	✓	✓	✓	x	High

No	Code	Impact	A	B	C	D	E	Level of Impacts
8	P08	that all of family takes care of us. <i>Objective:</i> 400% increase in sales <i>Subjective:</i> "It is quite different. My mentality is better. When I started using what you said to ask my customers, I have to "listen" to them. If I did not listen, how could I capture their latent demand? I have to listen positively. Otherwise you will never understand." Before AI, in this business I have faced fierce competition, I wanted to discontinue it. Now I still do. AI helps me see the right direction."	✓	✓	✓	✓	x	High
9	P09	<i>Objective:</i> "In the same period with recent year, my sales increased from 10 million Baht to 65 million Baht." <i>Subjective:</i> "Before AI, we just wait customer to walk in. Now we reached customer. I am now using AI with my new business "contract farming."	✓	✓	✓	✓	x	High
10	P10	<i>Objective:</i> No figure <i>Subjective:</i> "Proportion of occupants changed from majority business travelers to students. While business traveler may rent rooms daily, students always make prepaid annual rental. Student's rental results in more stable income stream. More and more hardworking students become our clients. Target group was changed from students and business travelers to parents. Hardworking students cause no troubles."	✓	x	✓	✓	x	High
11	P11	<i>Objective:</i> "During AI project, our revenue increase from 100,000 to 200,000 Baht a month. Now, last month, it increased to 300,000 Baht." <i>Subjective:</i> "Now, our clients must make advance booking. Our management system is now systemized. We recruited more personnel. The idea of connector is so helpful."	✓	✓	✓	✓	x	High
12	P12	<i>Objective:</i> 100% increase in sales <i>Subjective:</i> "My strategy now is "evidence-based marketing. My customers are invited to test our products. From this project, I have changed my backyard as a testing drive field both for tractor's and accessory's tests. In this way, I always get customers. Now AI-based meeting is our culture."	✓	✓	✓	x	x	Moderate
13	P13.	<i>Objective:</i> "My revenue increased by 10% during AI projects. Major driver may be from my changed style in approaching customers." <i>Subjective:</i> "I got one trade partner who also became my closed friend. He is an owner of shoe store. We go to the temple together now."	✓	✓	✓	x	x	Moderate
14	P14.	<i>Objective:</i> "In Udon Thani, my clients increased from 12 to 27 persons. Sales increased from 1.4 million to 2.25 million Baht or 62%" <i>Subjective:</i> "Relationship with influential clients grows stronger. This was from my observation that the influential clients love Buddhist practice. Then we organized our conference in Myanmar. This results in my boss's stronger relationship with those doctors."	✓	✓	✓	x	x	Moderate
15	P15.	<i>Objective:</i> "Compared with same period my sales were increased by three times." <i>Subjective:</i> In the past I spoke very fast. Now, I have	✓	✓	✓	x	x	Moderate

No	Code	Impact	A	B	C	D	E	Level of Impacts
		changed. I have more sell talk techniques. My loan proposal has never been rejected. Never before, I can sell insurance policy. My branding now is; I was praised by our clients about my ability to speed loan approval.						
16	P16	<i>Objective:</i> Based on our business size, we have acquired five additional customers. <i>Subjective:</i> I still used AI. It becomes my habit now. I just realized that in the past I used “hard selling.” Now my conversation with prospectus is smooth. No more “hard selling.” Just keep taking. It seems to me now that I keep developing relationship first. Sales will come later.”	✓	✓	✓	x	x	Moderate
17	P17	<i>Objective:</i> Enrollment increases by 100%. Retention reaches 100%. <i>Subjective:</i> “I am so proud what I have done. Today what we found becomes our core product. We can use it as a sale talk. We say our course is unlike Kumon. Using picture as a teaching medium is quite effective. Now my brother also extended this finding to his class.”	✓	✓	✓	x	x	Moderate
18	P18	<i>Objective:</i> “I found that second Display (Placing different merchandise among others may generate sales). I used what I discovered to resolve pressure from competitors and resulted in increase sales in Milo Brand by 16-17%. I extended this experimentation to another category which is breakfast. I placed breakfast among bakery and increased sales by 13%.” <i>Subjective:</i> “I still keep discovery to date.”	✓	✓	✓	x	x	Moderate
19	P19	<i>Objective:</i> Sales growth is about 100%. <i>Subjective:</i> “In fact, my company has used storytelling for salespeople’s education. They find stories for me. But now I have my own stories.”	✓	✓	✓	x	x	Moderate
20	P20	<i>Objective:</i> Now Vietnamese sausage increases by 2.5 times. Flossy pork, flied banana and pork sausage increase by 1.5 times. <i>Subjective:</i> “Now I still experimented what I found for instance in our small plant, when radio broke down, mechanics have gone fussy. So I kept the plant run with music. For myself, now when I go somewhere I always observed what is going on. This becomes my habit now. My colleges who working with you also told me the same.”	✓	✓	✓	x	x	Moderate
21	P21	<i>Objective:</i> I think cost is down by 20%. <i>Subjective:</i> “From AI project, I think observation offers my window of opportunity. I found that bigger stores may offer more expensive prizes. I think we still can fight them. Just keeping doing business intelligence”	✓	✓	✓	x	x	Moderate
22	P22	<i>Objective:</i> No Report <i>Subjective:</i> “At first, we thought that our corporate performance was poorer. I said to the owner (her boyfriend) that “do not afraid.” Just keep talking with customers. Suddenly more and more customers came. Now revenue increased in the same level of	✓	x	✓	x	x	Low

No	Code	Impact	A	B	C	D	E	Level of Impacts
23	P23	the same period.” <i>Objective:</i> No Report <i>Subjective:</i> “I can make team work faster. From interview, I found that people in the same team dislike on another. To work in positive way, I reorganized team to have people who like one another to work in the same team. This resulted in reduced delivery time. We have more brainstorming session. I also introduced them to new technologies. In addition, I asked them what they want to have to help them work better.”	✓	x	✓	x	x	Low
24	P24.	<i>Objective:</i> No Report <i>Subjective:</i> “After AI project now I am keener with what is happening around me. AI becomes like my daily life. Everything has its latent meanings. You just look for it. This is my changed habit. I think asking for positive view from customers is not difficult. I found that now I can talk with customers. I am applying what I found during AI project with my new cosmetic business.”	✓	x	✓	x	x	Low
25	P25	<i>Objective:</i> No Report <i>Subjective:</i> “During project, I got two clients. They are the connector. I think I got mind sharing. They would be a good source of revenue in the future. We got a lot of selling approaches. As a result, we can use what we found during AI project to train backup officer. Now they can nearly replace salespeople who did this job formerly before.”	✓	x	✓	x	x	Low
26	P26	<i>Objective:</i> No Report <i>Subjective:</i> “I considered my self as a product. To make yourself popular, you have to keep doing product development. After the project, I think I changed my attitude. I have approached and asked for more knowledge from senior artists/performing team. You may see my performance on stage has been dramatically improved. Now AI is related to my works before and after concert, I asked for what works and used such information improve my performance.”	✓	x	✓	x	x	Low
27	P27	<i>Objective:</i> No Report <i>Subjective:</i> “We can attract more students. We found that after we exposed ourselves to students we learned more about their needs.”	✓	x	✓	x	x	Low
28	P28	<i>Objective:</i> No Report <i>Subjective:</i> “Before AI, I am quite negative. It was a business as usual. AI energized me. It provides me a window of opportunities. My worldview is totally changed now. I got a lot of techniques. After the AI project, I still do AI interviews. When I met other people. I still ask them. I learn new things from that. I also access internet to search for new knowledge.”	✓	x	✓	x	x	Low
29	P29	<i>Objective:</i> No Report <i>Subjective</i> “One day, half of employees simply stopped working without prior notice. Later, I called them to tell me reason. In this time, unlike in the	✓	x	✓	x	x	Low

No	Code	Impact	A	B	C	D	E	Level of Impacts
		past, I did not reprimand them. I stopped using impolite words. I found that letting employees discussed positive things provide me opportunity to improve my business practice. This week I will bring leading staff to visit best performing branch. I never done like this before even my staff asked me why do not focus to the problem branch.”						
30	P30	<i>Objective:</i> No Report <i>Subjective:</i> “I believe I have paid more attention to environment. I also kept reflection what I observe.”	X	x	✓	x	x	Very low
31	P31	<i>Objective:</i> No Report <i>Subjective:</i> “I was the beginning. It must take time for my aunty. For me I started dressing Thai traditional silk. I am thinking about designing Korean-style Thai dress.”	X	x	✓	x	x	Very Low
32	P32	<i>Objective:</i> No Report <i>Subjective:</i> “After the project, I started let my employees to speak up what works. I will keep doing this.”	X	x	✓	x	x	Very Low

Appendix Y

Pre-test and Post-test of experiment group's Entrepreneurial Drive compared to that of control group

Tests of Within-Subjects Effect

Measure: ED

Source		Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
TIME	Sphericity Assumed	4.248	1	4.248	5.414	.024	.090
	Greenhouse-Geisser	4.248	1.000	4.248	5.414	.024	.090
	Huynh-Feldt	4.248	1.000	4.248	5.414	.024	.090
	Lower-bound	4.248	1.000	4.248	5.414	.024	.090
TIME * GENDER	Sphericity Assumed	.001	1	.001	.001	.975	.000
	Greenhouse-Geisser	.001	1.000	.001	.001	.975	.000
	Huynh-Feldt	.001	1.000	.001	.001	.975	.000
	Lower-bound	.001	1.000	.001	.001	.975	.000
TIME * AGE	Sphericity Assumed	3.866	1	3.866	4.928	.031	.082
	Greenhouse-Geisser	3.866	1.000	3.866	4.928	.031	.082
	Huynh-Feldt	3.866	1.000	3.866	4.928	.031	.082
	Lower-bound	3.866	1.000	3.866	4.928	.031	.082
TIME * EDUCATIO	Sphericity Assumed	.895	1	.895	1.140	.290	.020
	Greenhouse-Geisser	.895	1.000	.895	1.140	.290	.020
	Huynh-Feldt	.895	1.000	.895	1.140	.290	.020
	Lower-bound	.895	1.000	.895	1.140	.290	.020
TIME * GROUP	Sphericity Assumed	.381	1	.381	.485	.485	.009
	Greenhouse-Geisser	.381	1.000	.381	.485	.485	.009
	Huynh-Feldt	.381	1.000	.381	.485	.485	.009
	Lower-bound	.381	1.000	.381	.485	.485	.009
Error(TIME)	Sphericity Assumed	43.150	55	.785			
	Greenhouse-Geisser	43.150	55.000	.785			
	Huynh-Feldt	43.150	55.000	.785			
	Lower-bound	43.150	55.000	.785			

Levene's Test of Equality of Error

a.

	F	df1	df2	Sig.
PRETEST	.029	1	58	.865
POSTTEST	.042	1	58	.839

Tests the null hypothesis that the error variance of the dependent variable is equal across groups.

a.

Design: Intercept+GENDER+AGE+EDUCATIO+GROUP
Within Subjects Design: TIME

Tests of Between-Subjects Effects

Measure: ED

Transformed Variable: Average

Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Intercept	796.631	1	796.631	400.739	.000	.879
GENDER	.892	1	.892	.449	.506	.008
AGE	1.983	1	1.983	.997	.322	.018
EDUCATIO	2.900	1	2.900	1.459	.232	.026
GROUP	.713	1	.713	.359	.552	.006
Error	109.335	55	1.988			

Paired Samples Test: Experiment

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 POSTTEST - PRETEST	.5437	1.07153	.19563	.1435	.9438	2.779	29	.009

Paired Samples Test: Control

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 POSTTEST - PRETEST	.3489	1.44996	.26472	-.1925	.8903	1.318	29	.198

Appendix Z
Pre-test and Post-test of experiment group's Preference for Innovation compared to
that of control group

Tests of Within-Subjects Effects

Measure: PI

Source		Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squar ed
TIME	Sphericity Assumed	.210	1	.210	2.392	.128	.042
	Greenhouse-Geisser	.210	1.000	.210	2.392	.128	.042
	Huynh-Feldt	.210	1.000	.210	2.392	.128	.042
	Lower-bound	.210	1.000	.210	2.392	.128	.042
TIME * GENDER	Sphericity Assumed	.002	1	.002	.028	.868	.001
	Greenhouse-Geisser	.002	1.000	.002	.028	.868	.001
	Huynh-Feldt	.002	1.000	.002	.028	.868	.001
	Lower-bound	.002	1.000	.002	.028	.868	.001
TIME * AGE	Sphericity Assumed	.240	1	.240	2.736	.104	.047
	Greenhouse-Geisser	.240	1.000	.240	2.736	.104	.047
	Huynh-Feldt	.240	1.000	.240	2.736	.104	.047
	Lower-bound	.240	1.000	.240	2.736	.104	.047
TIME * EDUCATIO	Sphericity Assumed	.240	1	.240	2.729	.104	.047
	Greenhouse-Geisser	.240	1.000	.240	2.729	.104	.047
	Huynh-Feldt	.240	1.000	.240	2.729	.104	.047
	Lower-bound	.240	1.000	.240	2.729	.104	.047
TIME * GROUP	Sphericity Assumed	.109	1	.109	1.244	.270	.022
	Greenhouse-Geisser	.109	1.000	.109	1.244	.270	.022
	Huynh-Feldt	.109	1.000	.109	1.244	.270	.022
	Lower-bound	.109	1.000	.109	1.244	.270	.022
Error(TIME)	Sphericity Assumed	4.832	55	.088			
	Greenhouse-Geisser	4.832	55.000	.088			
	Huynh-Feldt	4.832	55.000	.088			
	Lower-bound	4.832	55.000	.088			

Levene's Test of Equality of Error Variances(a)

	F	df1	df2	Sig.
PRETEST	.596	1	58	.443
POSTTEST	.842	1	58	.363

Tests the null hypothesis that the error variance of the dependent variable is equal across groups.
a. Design: Intercept+GENDER+AGE+EDUCATIO+GROUP Within Subjects Design: TIME

Tests of Between-Subjects Effects

Measure: PI

Transformed Variable: Average

Measure: ED

Transformed Variable: Average

Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Intercept	796.631	1	796.631	400.739	.000	.879
GENDER	.892	1	.892	.449	.506	.008
AGE	1.983	1	1.983	.997	.322	.018
EDUCATIO	2.900	1	2.900	1.459	.232	.026
GROUP	.713	1	.713	.359	.552	.006
Error	109.335	55	1.988			

Paired Samples Test: Experiment

		Paired Differences				t	df	Sig. (2-tailed)	
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	POSTTEST - PRETEST	.1179	.49636	.09062	-.0674	.3033	1.302	29	.203

Paired Samples Test: Control

		Paired Differences				t	df	Sig. (2-tailed)	
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	POSTTEST - PRETEST	.0667	.33422	.06102	-.0581	.1915	1.093	29	.284

Appendix AA
Pre-test and Post-test of experiment group's Nonconformity compared to that of
control group

Tests of Within-Subjects Effects

Measure: NC

Source		Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
TIME	Sphericity Assumed	.031	1	.031	.304	.583	.006
	Greenhouse- Geisser	.031	1.000	.031	.304	.583	.006
	Huynh-Feldt	.031	1.000	.031	.304	.583	.006
	Lower-bound	.031	1.000	.031	.304	.583	.006
TIME * GENDER	Sphericity Assumed	.001	1	.001	.009	.926	.000
	Greenhouse- Geisser	.001	1.000	.001	.009	.926	.000
	Huynh-Feldt	.001	1.000	.001	.009	.926	.000
	Lower-bound	.001	1.000	.001	.009	.926	.000
TIME * AGE	Sphericity Assumed	.052	1	.052	.506	.480	.009
	Greenhouse- Geisser	.052	1.000	.052	.506	.480	.009
	Huynh-Feldt	.052	1.000	.052	.506	.480	.009
	Lower-bound	.052	1.000	.052	.506	.480	.009
TIME * EDUCATIO	Sphericity Assumed	.014	1	.014	.140	.709	.003
	Greenhouse- Geisser	.014	1.000	.014	.140	.709	.003
	Huynh-Feldt	.014	1.000	.014	.140	.709	.003
	Lower-bound	.014	1.000	.014	.140	.709	.003
TIME * GROUP	Sphericity Assumed	.317	1	.317	3.064	.086	.053
	Greenhouse- Geisser	.317	1.000	.317	3.064	.086	.053
	Huynh-Feldt	.317	1.000	.317	3.064	.086	.053
	Lower-bound	.317	1.000	.317	3.064	.086	.053
Error(TIME)	Sphericity Assumed	5.684	55	.103			
	Greenhouse- Geisser	5.684	55.000	.103			
	Huynh-Feldt	5.684	55.000	.103			
	Lower-bound	5.684	55.000	.103			

Levene's Test of Equality of Error Variances(a)

	F	df1	df2	Sig.
PRETEST	.162	1	58	.689
POSTTEST	1.204	1	58	.277

Tests the null hypothesis that the error variance of the dependent variable is equal across groups.
a. Design: Intercept+GENDER+AGE+EDUCATIO+GROUP Within Subjects Design: TIME

Tests of Between-Subjects Effects

Measure: NC

Transformed Variable: Average

Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Intercept	25.384	1	25.384	210.271	.000	.793
GENDER	.884	1	.884	7.321	.009	.117
AGE	.478	1	.478	3.961	.052	.067
EDUCATIO	.023	1	.023	.194	.662	.004
GROUP	.328	1	.328	2.713	.105	.047
Error	6.640	55	.121			

Paired Samples Test: Experiment

		Paired Differences				t	df	Sig. (2-tailed)	
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	POSTTEST - PRETEST	.0933	.41600	.07595	-.0620	.2487	1.229	29	.229

Paired Samples Test: Control

		Paired Differences				t	df	Sig. (2-tailed)	
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	POSTTEST - PRETEST	-.1067	.47192	.08616	-.2829	.0696	1.238	29	.226

Appendix AB

Pre-test and Post-test of experiment group's Proactive Disposition compared to that of control group

Tests of Within-Subjects Effects

Measure: PD

Source		Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
TIME	Sphericity Assumed	.629	1	.629	8.434	.005	.133
	Greenhouse-Geisser	.629	1.000	.629	8.434	.005	.133
	Huynh-Feldt	.629	1.000	.629	8.434	.005	.133
	Lower-bound	.629	1.000	.629	8.434	.005	.133
TIME * GENDER	Sphericity Assumed	.023	1	.023	.310	.580	.006
	Greenhouse-Geisser	.023	1.000	.023	.310	.580	.006
	Huynh-Feldt	.023	1.000	.023	.310	.580	.006
	Lower-bound	.023	1.000	.023	.310	.580	.006
TIME * EDUCATIO	Sphericity Assumed	.158	1	.158	2.115	.152	.037
	Greenhouse-Geisser	.158	1.000	.158	2.115	.152	.037
	Huynh-Feldt	.158	1.000	.158	2.115	.152	.037
	Lower-bound	.158	1.000	.158	2.115	.152	.037
TIME * AGE	Sphericity Assumed	.232	1	.232	3.109	.083	.054
	Greenhouse-Geisser	.232	1.000	.232	3.109	.083	.054
	Huynh-Feldt	.232	1.000	.232	3.109	.083	.054
	Lower-bound	.232	1.000	.232	3.109	.083	.054
TIME * GROUP	Sphericity Assumed	.873	1	.873	11.712	.001	.176
	Greenhouse-Geisser	.873	1.000	.873	11.712	.001	.176
	Huynh-Feldt	.873	1.000	.873	11.712	.001	.176
	Lower-bound	.873	1.000	.873	11.712	.001	.176
Error(TIME)	Sphericity Assumed	4.099	55	.075			
	Greenhouse-Geisser	4.099	55.000	.075			
	Huynh-Feldt	4.099	55.000	.075			
	Lower-bound	4.099	55.000	.075			

Levene's Test of Equality of Error Variances(a)

	F	df1	df2	Sig.
PRETEST	1.721	1	58	.195
POSTTEST	.208	1	58	.650

Tests the null hypothesis that the error variance of the dependent variable is equal across groups.
 a Design: Intercept+GENDER+EDUCATIO+AGE+GROUP Within Subjects Design: TIME

Tests of Between-Subjects Effects

Measure: PD

Transformed Variable: Average

Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Intercept	39.754	1	39.754	290.533	.000	.841
GENDER	.354	1	.354	2.586	.114	.045
EDUCATIO	.016	1	.016	.117	.734	.002
AGE	.020	1	.020	.143	.707	.003
GROUP	1.519	1	1.519	11.102	.002	.168
Error	7.526	55	.137			

Paired Samples Test: Experiment

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 POSTTEST - PRETEST	.6593	.31822	.05810	.5404	.7781	11.347	29	.000

Paired Samples Test: Control

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 POSTTEST - PRETEST	.1370	.45174	.08248	-.0316	.3057	1.662	29	.107

Appendix AC
Pre-test and Post-test of experiment group's Self-efficacy compared to that of control group

Tests of Within-Subjects Effects

Measure: SE

Source		Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
TIME	Sphericity Assumed	.068	1	.068	.616	.436	.011
	Greenhouse-Geisser	.068	1.000	.068	.616	.436	.011
	Huynh-Feldt	.068	1.000	.068	.616	.436	.011
	Lower-bound	.068	1.000	.068	.616	.436	.011
TIME * GENDER	Sphericity Assumed	.008	1	.008	.071	.791	.001
	Greenhouse-Geisser	.008	1.000	.008	.071	.791	.001
	Huynh-Feldt	.008	1.000	.008	.071	.791	.001
	Lower-bound	.008	1.000	.008	.071	.791	.001
TIME * AGE	Sphericity Assumed	.138	1	.138	1.246	.269	.022
	Greenhouse-Geisser	.138	1.000	.138	1.246	.269	.022
	Huynh-Feldt	.138	1.000	.138	1.246	.269	.022
	Lower-bound	.138	1.000	.138	1.246	.269	.022
TIME * EDUCATIO	Sphericity Assumed	.014	1	.014	.127	.722	.002
	Greenhouse-Geisser	.014	1.000	.014	.127	.722	.002
	Huynh-Feldt	.014	1.000	.014	.127	.722	.002
	Lower-bound	.014	1.000	.014	.127	.722	.002
TIME * GROUP	Sphericity Assumed	.305	1	.305	2.751	.103	.048
	Greenhouse-Geisser	.305	1.000	.305	2.751	.103	.048
	Huynh-Feldt	.305	1.000	.305	2.751	.103	.048
	Lower-bound	.305	1.000	.305	2.751	.103	.048
Error(TIME)	Sphericity Assumed	6.100	55	.111			
	Greenhouse-Geisser	6.100	55.000	.111			
	Huynh-Feldt	6.100	55.000	.111			
	Lower-bound	6.100	55.000	.111			

Levene's Test of Equality of Error Variances(a)

	F	df1	df2	Sig.
PRETEST	.293	1	58	.591
POSTTEST	2.158	1	58	.147

Tests the null hypothesis that the error variance of the dependent variable is equal across groups.
a Design: Intercept+GENDER+AGE+EDUCATIO+GROUP Within Subjects Design: TIME

Tests of Between-Subjects Effects

Measure: SE

Transformed Variable: Average

Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Intercept	11.421	1	11.421	23.295	.000	.298
GENDER	.118	1	.118	.241	.625	.004
AGE	1.938	1	1.938	3.954	.052	.067
EDUCATIO	.347	1	.347	.707	.404	.013
GROUP	.465	1	.465	.948	.334	.017
Error	26.964	55	.490			

Paired Samples Test: Experiment

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	POSTTEST - PRETEST	.0292	.50288	.09181	-.1586	.2169	.318	29	.753

Paired Samples Test: Control

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	POSTTEST - PRETEST	-.1042	.42685	.07793	-.2636	.0552	-1.337	29	.192

Appendix AD
Pre-test and Post-test of experiment group's Achievement Motivation compared to
that of control group

Tests of Within-Subjects Effects

Measure: AM

Source		Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
TIME	Sphericity Assumed	.138	1	.138	1.412	.240	.025
	Greenhouse- Geisser	.138	1.000	.138	1.412	.240	.025
	Huynh-Feldt	.138	1.000	.138	1.412	.240	.025
	Lower-bound	.138	1.000	.138	1.412	.240	.025
TIME * GENDER	Sphericity Assumed	.002	1	.002	.020	.887	.000
	Greenhouse- Geisser	.002	1.000	.002	.020	.887	.000
	Huynh-Feldt	.002	1.000	.002	.020	.887	.000
	Lower-bound	.002	1.000	.002	.020	.887	.000
TIME * AGE	Sphericity Assumed	.155	1	.155	1.593	.212	.028
	Greenhouse- Geisser	.155	1.000	.155	1.593	.212	.028
	Huynh-Feldt	.155	1.000	.155	1.593	.212	.028
	Lower-bound	.155	1.000	.155	1.593	.212	.028
TIME * EDUCATIO	Sphericity Assumed	.003	1	.003	.034	.854	.001
	Greenhouse- Geisser	.003	1.000	.003	.034	.854	.001
	Huynh-Feldt	.003	1.000	.003	.034	.854	.001
	Lower-bound	.003	1.000	.003	.034	.854	.001
TIME * GROUP	Sphericity Assumed	.011	1	.011	.115	.736	.002
	Greenhouse- Geisser	.011	1.000	.011	.115	.736	.002
	Huynh-Feldt	.011	1.000	.011	.115	.736	.002
	Lower-bound	.011	1.000	.011	.115	.736	.002
Error(TIME)	Sphericity Assumed	5.360	55	.097			
	Greenhouse- Geisser	5.360	55.000	.097			
	Huynh-Feldt	5.360	55.000	.097			
	Lower-bound	5.360	55.000	.097			

Levene's Test of Equality of Error Variances(a)

	F	df1	df2	Sig.
PRETEST	1.898	1	58	.174
POSTTEST	4.300	1	58	.053

Tests the null hypothesis that the error variance of the dependent variable is equal across groups.

a Design: Intercept+GENDER+AGE+EDUCATIO+GROUP Within Subjects Design: TIME

Tests of Between-Subjects Effects

Measure: AM

Transformed Variable: Average

Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Intercept	53.999	1	53.999	374.331	.000	.872
GENDER	.701	1	.701	4.861	.032	.081
AGE	.026	1	.026	.183	.670	.003
EDUCATIO	.091	1	.091	.633	.430	.011
GROUP	.062	1	.062	.431	.514	.008
Error	7.934	55	.144			

Paired Samples Test: Experiment

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 POSTTEST - PRETEST	-.0286	.44925	.08202	-.1963	.1392	-.348	29	.730

Paired Samples Test: Control

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 POSTTEST - PRETEST	.0286	.42345	.07731	-.1295	.1867	.370	29	.714

Appendix AE The Researcher's Appreciative Coaching

The Researcher's Appreciative Coaching consists of three Researcher's ODIs including a) Appreciative Coaching targeting Individual Dynamic; b) Appreciative Coaching targeting Individual Progress; and 3) Appreciative Team Coaching targeting Group Dynamic.

Details of these three Researcher's ODI are as following Matrixes:

Matrix 1. Appreciative Coaching targeting Individual Dynamic

The Researcher started Reflection in February 2008. By the middle of March, four participants (P01, P02, P03, and P06) reported that Appreciative Inquiry significantly improved their performances. During that time, the Researcher had read a book namely the Tipping Point (Gladwell, 1992) and found that these people fit to this book's concept. Unlike others, they were so dynamic. This finding led to development of new Observation criteria based on participants' dynamic in Cycle 3 (See Reflection 3.3 in Appendix P). In this Evaluation Criteria, the Researcher classified participant' dynamic into the Tipping Point, the Flow, the No-goer and the New Wave.

The Tipping Points highly influenced the Flow, the No-goer and the New Wave (See Reflection 4.2, 6.2, 6.3 in Appendix P). During last cycles, two dynamics emerging: they are the Engaged and the Disengaged members. Engaged members are those who still were during doing AI projects under supervision of the Researcher. Disengaged members are members who finished AI projects with the Researcher. They were developing another AI project but they were still AI Thailand' members. In addition, at the end of Cycle 8, the Researcher found that gender impacted the Researcher interventions (See Reflection 8.2 in Appendix P).

In brief AI Thailand members showed different dynamics which are the Tipping Point, the Flow, the No-goer and the New Wave. Among this dynamic they are also the Disengaged and Engaged members. In addition, different genders showed different dynamic. Based on all dynamic found during this research, The Researcher had developed customized interventions for each individual dynamic as seen in Matrix 1 in Appendix AE.

Individual dynamic evaluation is very useful guideline for the Researcher in dealing with different type of people. However, people with different dynamic are able to make progress overtime. Then it will be helpful if we have another customized intervention designed for individual progress. The matrix is as follows:

Whom (Focal Point)	The Tipping Point	The Flow	The New Wave	The No-goer
Engaged	<p><i>Male:</i></p> <ol style="list-style-type: none"> 1. Do not approach them at first. Just create social space such as meeting point and club as well as fixed schedule so they can reach the Researcher any time. 2. Be careful. They are likely to work on their own. Tell them the scope and available resource clearly. They 	<p><i>Male:</i></p> <ol style="list-style-type: none"> 1. They followed the Tipping Point step by step. No matter how the Researcher tried to coach them. Yet they still wait for the Tipping Point. 2. The right step is; coach the Tipping Point first then ask the Tipping Point to coach the flow or help the Tipping Point 	<p><i>Male:</i></p> <ol style="list-style-type: none"> 1. If they are interest in AI, they will approach the Researcher. If not it is extremely difficult to convince them. 2. If they come, familiarizing them with AI and let them challenge. 	<p><i>Male:</i></p> <ol style="list-style-type: none"> 1. It is difficult to follow-up and to encourage these people. They are truly lone wolf. 2. Their capability on time management and self-study is extremely limited. 3. The Researcher can expect only minimum

Whom (Focal Point)	The Tipping Point	The Flow	The New Wave	The No-goer
	<p>will ask what they want only. 3.They are serious for theories. Tipping Point males, unlike the Tipping points females, they want to know what theories support AI. 4. Intervention working well with the male Tipping Point is the Researcher's Stakeholder Management Strategy (See Appendix V), the Researcher's Appreciative Inquiry (See Appendix S)</p> <p><i>Female:</i> 1.Give them emotional support. Ask how are they doing? What can I do for you so that you can have better experience ? (See Reflection 6.3 in Appendix P) 2. Feedback instantly. 3. Intervention working well with the female is Tipping Point is the Researcher's Stakeholder Management Strategy (See Appendix V), the Researcher's Appreciative Inquiry (See Appendix S)</p>	<p>complete their works first, the Flow will allow the Researcher to coach them. 3. Unlike the female Flow, they are not opened for socialization. Do not disturb them. Let them approach you. 4. Suitable intervention for the engaged Flow is the Researcher's Appreciative Inquiry (See Appendix S)</p> <p><i>Female:</i> 1. Like the male Flow they follow their Tipping Point. 2. Unlike the male flow, they are more opened. The Researcher has more chance to meet them and coach them personally. 3. Emotional support is vital. 4. They always work in the same wavelength with peer. 5. Suitable intervention is the Researcher's Appreciative Inquiry (See Appendix S)</p>	<p>3. Allow them to venture in the inner circle. 4. Use a storytelling to help them see the picture. 5. Try not to reach them first. Just let them know where and when you are available. 6. Suitable intervention for this group of people is the Researcher's Inclusion Strategy (See Appendix W)</p> <p><i>Female:</i> 1. Try to find out opportunity to talk with them to lessen their concern about the project. 2. Use storytelling to help them see the picture. 3. Suitable intervention for this group of people is the Researcher's Inclusion Strategy (See Appendix W)</p>	<p>requirement from them. 4. Suitable intervention for this group of people is the Researcher's Inclusion Strategy (See Appendix W)</p> <p><i>Female:</i> 1. Like the male no-goer, female no-goer lacks of time management and self-study skills. 2. Unlike, male no-goer, if they get the right intervention, some become AI Champion or even the Tipping Point like P04 and P07. The Researcher never found this incidence among male Tipping Point. 4. Suitable intervention for this group of people is the Researcher's Inclusion Strategy (See Appendix W)</p>
Disengaged	<p><i>Male:</i> 1.They are still working on AI projects. Then propose assistance. 2.Networking new members to them and ask them to be their</p>	<p><i>Male:</i> 1. Look for pattern emerging. Some of them may be upgrade themselves to AI Champion. 2. Update information</p>	<p><i>Male:</i> 1. If possible, invite them to join AI workshop organized in classroom. 2. Try to ask their</p>	<p><i>Male:</i> 1.Just include in the email list. 2. Update information about AI Thailand once a month. In each</p>

Whom (Focal Point)	The Tipping Point	The Flow	The New Wave	The No-goer
	<p>advisors.</p> <p>3. Update information about AI Thailand once a month. In each e-newsletter, include new discovery and interesting projects.</p> <p>4. Just inform them do not try to hard sell.</p> <p>5. Suitable intervention for this group is the Researcher's Knowledge Management (See Appendix T)</p>	<p>about AI Thailand once a month. In each e-newsletter, include new discovery and interesting projects.</p> <p>3. Suitable intervention for this group is the Researcher's Knowledge Management (See Appendix T)</p>	<p>friends how are they doing?</p> <p>3. Try to avoid direct contact.</p> <p>4. Increase possibility to meet them such as join the same meeting, send e-newsletter.</p> <p>5. Suitable intervention for this group of people the Researcher's Knowledge Management (See Appendix T)</p>	<p>e-newsletter, include new discovery and interesting projects.</p> <p>3. Suitable intervention for this group is the Researcher's Knowledge Management (See Appendix T)</p>
	<p><i>Female:</i></p> <p>1. Propose assistance to what they want to pursue, for instance, three nurses decide to use AI as routine-to-research in her hospitals.</p> <p>2. Network them to new wave.</p> <p>3. Update information about AI Thailand once a month. In each e-newsletter, include new discovery and interesting projects.</p> <p>4. Suitable intervention for this group is the Researcher's Knowledge Management (See Appendix T)</p>	<p><i>Female:</i></p> <p>1. Look for pattern emerging. Some of them may be upgrade themselves to AI Champion.</p> <p>2. Update information about AI Thailand once a month. In each e-newsletter, include new discovery and interesting projects.</p> <p>3. Suitable intervention for this group is the Researcher's Knowledge Management (See Appendix T)</p>	<p><i>Female:</i></p> <p>1. Call to them directly and ask how are they doing? What we can help?</p> <p>2. May be schedule meeting.</p> <p>3. Socialize them to other AI members.</p> <p>4. Suitable intervention for this group of people is the Researcher's Knowledge Management (See Appendix T)</p>	<p><i>Female:</i></p> <p>1. Just include in the email list.</p> <p>2. Update information about AI Thailand once a month. In each e-newsletter, include new discover and interesting projects.</p> <p>3. Suitable intervention for this group is the Researcher's Knowledge Management (See Appendix T)</p>

Matrix 2. Appreciative Coaching targeting Individual Progress

Reflection 2.1 and Reflection 5.2 in Appendix P suggested that there were four turning points for each individual where they progress from one stage to another higher stage. The Researcher named such four staged from lowest to highest as the New Wave, the Enthusiast, the Apprentice, AI Master and AI Champion. From Action Research Cycle 1 to 8, the Researcher had developed customized ODIs suitable for participants making progress at each stage. To lessen complexity the Researcher summarized ODI for each stage based on 5W1H's framework. 5W1H's framework means "What," "When," "Where," "Why," "Whom," "How." The matrix is as follows:

	Whom				
	New Wave	Enthusiast	Apprentice	Master	Champion
Who is a coach/mentor	The Researcher	The Researcher	The Researcher /The Tipping Point	The Researcher /The Tipping Point	The Researcher
(What) Scope of project		Scope of Project must be settled now. Use P01' case as storytelling to facilitate participants' decision.	If they asked, tell them milestone, 30 interviews result. If possible, ask them to do more.	1. Encourage the Tipping Point to run three or more experiment projects. 2. For the Flow, encourage them to run at least one experiment project. 3. If they are people with no works or jobs. Ask them to write down. In both cases, show them AI Champion's works so that they can know scope of project.	1. For the Tipping Point, after they complete three experiment projects, they are likely to run more projects. 2. Ask for their contribution in the future.
(What) Theory and knowledge about Appreciative Inquiry	So far, only Tipping Point (male) will challenge the Researcher on Theory of Appreciative Inquiry. Use the ladder of Inference to deal with them (See Reflection 5.2 in Appendix P)		At this stage people will ask no more about AI theory. They just want to know how to make AI project works. AI Champion's case studies play the significant role at stage.		So far, from post-ODI interview. The Researcher think that the Tipping Point who is also the AI Champion may require new theory, training.
(What) Discovery	1. Socialize with them. 2.Communicate	1.Coach them on the concept of	1.Help develop AI interview 2. Ask them to	Let them perform data analysis	Coach them to write it down as a case study.

	Whom				
	New Wave	Enthusiast	Apprentice	Master	Champion
	minimum requirement based on individual progress evaluation (See Reflection 5.1 in Appendix P) 3. Use storytelling (such as the case of P11 and other AI Champion) to help them see possibility. 4. Introduce them our resources. 5. Answer their questions.	Tipping Point 2. Conduct Appreciative Coaching to help them to discover peak experience with the Tipping Point. 3. Ask them to learn by example from P11's case study or their familiar Tipping Point (See Reflection 5.1 and 6.2 in Appendix P)	perform pair interview with friends. 3. Ask them to send the first 5-10 interview for review and correction. 4. If correct, let them do it for another 30 interviews or more. 5. Be available for consultation. (See Reflection 5.1 in Appendix P)	through "Convergence" and "Divergence"	
(What) Dream	Not discuss at this stage.	Not discuss at this stage.	Not discuss at this stage.	Ask them to learn by example from the Tipping Point Case	Coach them to write it down as a case study.
(What) Design	Not discuss at this stage.	Not discuss at this stage.	Not discuss at this stage.	1. Appreciative Coaching on participants' peak experience with the Tipping Point. 2. Lead them to see what's lead to that peak experience. 3. Redesign business process based on peak experience they have with the Tipping Point (See Reflection 5.1 in Appendix P) 4. Redesign business process to reflect "Convergence" and	Coach them to write it down as a case study.

	Whom				
	New Wave	Enthusiast	Apprentice	Master	Champion
(What) Destiny	Not discuss at this stage.	Not discuss at this stage.	Not discuss at this stage.	<p>“Divergence” found in interviews.</p> <p>1. Encourage participants to run one or more experiments. Ask them to learn by example (See Reflection 6.2 in Appendix P)</p> <p>2. Appreciative Coaching on three questions? Or</p> <p>3. Ask them to review the Tipping Case study and work on their own.</p> <p>4. Feedback for correction.</p>	<p>Coach them how to run the Network.</p> <p>Coach them how to evaluate individual progress, individual dynamic and group dynamic.</p>
When/Why	<p>1. Classroom teaching/ workshop</p> <p>2. Male: Let them know when you are available. Do not disturb them. Inform them our available resource and contact person.</p> <p>3. Female: Find out opportunity to ask what their problem/progress is.</p>	<p>1. Male: Let participants know when you are available. Do not disturb them. Inform them our available resource and contact person. Try not to ask what their problem/progress is. The right time for male participants is their earliest convenience.</p> <p>2. Female: Find out opportunity to ask what their problem/progress and to learn what their concerns are. For female participants, the right time is when the Researcher paid attention to them. It should be on constant basis. Or every time the Researcher met her.</p>			
Where /Why	<p>1. In MBA, places like coffee shop and library become social space not the Researcher’s desk. Socialization among AI community members and externals had been taken place in these two places.</p> <p>2. Email for those who are not in MBA.</p> <p>3. Telephone. The Researcher put the phone number in website.</p>				

Matrix 3. Appreciative Team Coaching targeting Group Dynamic

To develop individual community members, customized interventions designed for both individual dynamic and progress should be used together. However, some community members are comfortable to follow their leaders. They are working as a group in nature. Group showed dynamic overtime (See Reflection 4.1 in Appendix P). They would started from low energy with low accumulated output (Midnight), low energy with high accumulate output (Dusk). In each stage, group needs customized Interventions as follows:

Current Stage	Targeted Stage		
	Dawn	Noon	Dusk
Midnight	The Researcher's Appreciative Coaching targeting the Tipping Point.		
Dawn	The Researcher's Knowledge Management targeting all members.		
Noon	The Researcher's Appreciative Coaching/ the Researcher's Appreciative Inquiry given to all members.		
Dusk	The Researcher's Knowledge Management targeting successful Tipping Point		

P I N Y O R A T T A N A P H A N

UNIVERSITY LECTURER/AI PRACTITIONER

ACADEMIC EXPERIENCE:

- 2001-Present University Lecturer at College of Graduate Study in Management, Khon Kaen University, Thailand
 2007-Present President and Founder at Thailand Appreciative Inquiry Network

RESEARCHES

Project Names:	Participation	Funders
1. The Application of Buddhism Analytical Reflection to Develop Creative Thinking and Innovative Buddhism-Friendly Product/Service/Business)	Project Leader	Educational Innovation Office, Khon Kaen University
2. The Project to Develop Competitive Advantage of Thai Local Rice-based Liquor”	Researcher	University Council Office
3. Value Creation for Jasmine Rice	Researcher	OPDC

COMMUNITY SERVICE

Project Name:	Participation	Funders
1. The Area-based Action Plans to Promote SMEs	Research (Indigo-dying fabric)	Office of SMEs Promotion
2. The Project “to Study Potential of District Clusters toward Tourism Development	Researcher	University Council Office
3. Cluster Development Project (Jasmine Rice and Indigo-dying Fabric)	Researcher	Kenan Institute

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- 2007-Present *Assumption University*
 - PhD Candidate (Management and Organization Development)
 1996-1998 *Virginia Polytechnic Institute and State University*
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 1988-1992 *King Mongkut Institute of Technology,*
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 - B. Eng (Industrial Instrumentation Engineering)