Enhancing core leadership capacity, organization commitment through leadership building intervention an action research of AAA realty Co., Ltd.

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Abstract

This research aimed to describe and explain the research and demonstrate how OD can be used in an organization. A mix research method (quantitative and qualitative) was employed. This data were collected from AAA Realty Company, during the pre-ODI and post-ODI periods. There were 60 participants included in the intervention, including 40 non-managerial employees and 20 managers. The quantitative data were analyzed using SPSS while qualitative data were analyzed using content analysis. The result indicated that the OD process was an excellent first step to organizational change at AAA Realty. The OD process and intervening activities made substantive changes in core leadership capacity and organization commitment in the organization, and provided direction for future changes and programs to be implemented to help AAA Realty continue to manage its growing successfully. The OD had positive outcomes for the employees and managers as well as the full organization. AAA Realty has emerged from the OD process a stronger organization and more able to manage its rapid rate of expansion. The organization is recommended to continuously convey the improvement of core leadership capacity. In terms of further study, developing a robust theory of core leadership capacity and empirical research into the effectiveness of AI and WBL are valuable. These could benefit more knowledge to improve the organization OD theory.

Keywords: Leadership, Leadership style, Leadership capacity, Organization, Organizational change, Organization commitment, Organization development (OD), Organization development intervention (ODI)

Introduction

The company in the case study operates within the national real estate industry in Thailand. Thailand is expected to benefit in terms of commercial and industrial real estate due to the introduction of the Asean Economics Community (AEC), seeing increased inbound real estate investment along with general investment from China and Singapore (CBRE, 2015). Analysis suggests that this market has slowed, although it is also improving. For example, it is estimated that 34,670 fewer condominium units were launched in 2015 compared to 2014, largely due to economic uncertainty and potential changes in government policy that have limited the market (Colliers International, 2015a). However, there is still relatively high demand, and many developments at the high end of the market are oriented toward foreign buyers, especially from China, Singapore, and Malaysia (Colliers International, 2015a). In provincial areas and smaller cities like Hua Hin, Cha Am, and Pranburi, there is a significant slowdown in demand and large stocks of unsold properties (Colliers International, 2015b). This is the case even in highly popular coastal cities like Pattaya, where only 8,500 condominium units were launched in 2015 (Colliers International, 2015c). However, there are significant numbers of condominiums and other units under development, as developers were trying to finish projects before a 2016 change in tax laws (Colliers International, 2015c). These unsettled conditions mean that it is likely to be harder to for real estate agents to make sales, because there is a relative oversupply compared to demand and few new units coming on the market. The organizational system of this research is AAA Realty Co., Ltd. AAA

Realty Co., Ltd was established in 2000 with the slogan "Your Reliable Partner". It has been one of the most competitive real estate agents in Thailand since its foundation in 2000. The company offers a variety of estate management services for investors, including real estate brokerage, sales and project management, property consultancy, and rental property management. AAA Realty Co. Ltd has two offices in Bangkok and Hua Hin, and is currently in the process of expanding to Chiang Mai. The company currently employs about 60 employees.

AAA Realty co., ltd has significant opportunities related to growing demand for estate agents due to an accelerating boom in the Thai property market. The firm's strengths position it well to take advantage of these opportunities. For example, it has a high level of loyalty from customers, resulting in relatively predictable demand inquiry for both buying and selling. The firm's database management and database marketing position is exceptionally to taking advantage of this market growth, allowing it to connect with customers immediately and providing extensive information about its properties, pulling clients. These strengths are directed toward the company's vision and strategies, which focus on database marketing, market presence and customer relationship management.

Thus, if the firm can enhance core leadership capacity of their employee, especially at the management level which is a core skill of the individual to lead himself/herself, team, and organization to reach personal and company targets and directly increase organization commitment. Furthermore, enhancing in organization commitment is also

significant variable to improve company performance which is directly related to company productivity and employee performance including committed to organization, which will be well positioned to expand beyond its current market position.

The aim of this research is how AAA Realty Co., ltd can enhance in core leadership capacity and organization commitment by through organization development intervention which is modifying it organizational structure and activities. Currently, the organization has opportunities for further growth, which it is well positioned to take advantage of due to organizational strengths in marketing, information technology use, and relationship management. This means that the organization's long-term expansion and health could be improved by adjusting the organizational culture and other factors. In order to enhancing organization this situation an organizational development (OD) perspective will be used, incorporating action research undertaken in cooperation with the organization's leaders.

The aims of the paper are to assess and diagnose the existing situation of the focal organization in core leadership capacity and organization commitment. To identify design and conduct an appropriate organization development intervention (ODI) based on the initial organizational assessment on core leadership capacity and organization commitment and to investigate their statistically significant relationship and the statistically significant mean difference between pre ODI and post ODI in core leadership capacity and organization commitment.

Literature review

Leadership theory

The core organizational process studied in this research is leadership. One of the simplest definitions of leadership is "a process whereby an individual influences a group of individuals to achieve a common goal (Northouse, 2010, p. 3)." More generally, definitions of leadership tend to fall into trait-based definitions (defining a leader by their own fundamental characteristics), process-based definitions (defining leadership as an activity or something that people do), or role-based definitions (defining leadership as an aspect of the individual's position within an organization or network) (Rowe & Guerrero, 2011). Of these different definitions, the process-based definitions, such as that provided by Northouse (2010), are the most flexible because they do not assume that any individual is or is not suited to leadership by virtue of their personality or position (Rowe & Guerrero, 2011). Instead, leadership becomes a skilled process that can be learned, taught, and improved, given appropriate motivations and needs (Northouse, 2010). This is a critically important distinction for OD and organizational change activities generally, since without envisioning leadership as a process it becomes difficult to incorporate leadership development into organizational change (Hall & Hord, 2001).

Leadership development interventions are a common focus for OD, because the leadership process within the organization is both critically important to the organization's success and a difficult area to ensure success (Cummings & Worley, 2009). There are

different types of leadership development interventions, which may be directed toward leadership role preparation, succession planning, teach the organization's values (particularly to new leaders or external hires), and build and develop leadership capacity and skill (Cummings & Worley, 2009). Leadership development programs are often complex and multi-layered, focusing on both teaching operational skills such as so-called "soft skills" and integrating organizational values and practices (Day & Harrison, A multilevel, identity-based approach to leadership development, 2007). For example, day and Harrison (2007) describe a holistic, multilevel leadership development approach, where the skills focus varies depending on the level of the organization. In this approach, employees beginning the leadership role (such as non-managerial and front-line supervisor employees) receive individual skill development training, while leadership development becomes more focused on the collective and organizational needs as the individual climbs the ladder (Day & Harrison, A multilevel, identity-based approach to leadership development, 2007). This is only one example of how leadership development may be implemented within the organization. For the present study, emphasis will be placed on two aspects of leadership: leadership styles and core leadership capacity.

Core leadership capacity (five sub-dimensions)

The required core leadership capacity for an organization may vary depending, for example, on the type and goals of the organization and its organizational structure and hierarchies (Chrislip, 2002). However, there are some shared sub dimensions of core leadership capacity that every organization needs, and which can be developed at every level of the organization. A useful model of core leadership capacity derived from the Ontario Leadership Framework (OLF) is shown in Figure 1.
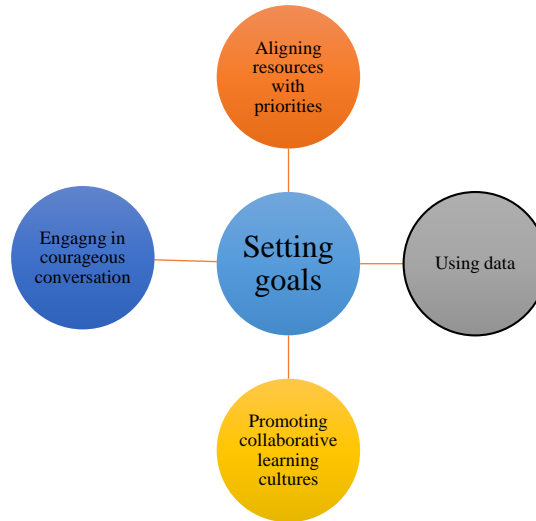
(Ontario ministry of education, 2010)

Figure 1 The five core leadership capacity (five sub-dimensions)

Briefly, the five core leadership capacity (CLCs) identified by this model can be defined as (Ontario Ministry of Education, 2010):

- Goal setting: Leaders must work with followers in order to collaboratively establish a goal that reflects mutual priorities and preferred outcomes. These goals should require a high, but achievable, level of performance from followers and should include appropriate motivation to achieve them.
- Aligning resources and priorities: The organization has limited resources in order to achieve their aims. They need to set priorities and make the best use of resources to achieve these goals.
- Promoting collaborative learning cultures: The leadership process in an organization must focus on collaboration and organizational learning as well as meeting specific goals. The collaborative learning culture promotes knowledge sharing and positive relationships between leaders.
- Using data: Collecting and using data to make decisions, rather than working on instinct or preference, allows leaders to make decisions that address priorities, make the best use of resources and provide the highest level of support for the organization.
- Engaging in courageous conversation: Courageous conversations are "those we often wish we could avoid, but are essential to moving forward (Ontario Ministry of Education, 2010, p. 15)." Being able to engage in courageous conversation is an essential core leadership capacity, because leaders often must directly address uncomfortable or unpopular topics.

The model of leadership capacity described above is particularly in educational leadership, where the five core capacities are recognized as being relevant to both school leadership and broader educational policy setting (Soehner & Ryan, 2011). They are founded on democratic and cooperative norms of leadership, in which leadership is an activity or process rather than a specific role (Soehner & Ryan, 2011). Thus, even though they are most commonly used in the educational leadership context, there are still useful applications of these five capacities to other forms of organization.

Organization commitment

One outcome this study will explore is organization commitment. The definition of organization commitment has varied widely, especially in earlier periods, with some researchers considering it to be an attitude and others considering it to be a practice (Mowday, Steers, & Porter, 1979). Other authors have termed these streams of research as affective attachment, perceived cost, and obligation models of commitment (Meyer & Allen, 1991). In early years of development of the concept, these variant definitions caused difficulty in measuring and assessing organization commitment in a consistent fashion (Mowday, et al., 1979). However, the emergence of the three-component model of organization commitment has created more consistency in definition and measurement of the construct (Solinger, van Olffen, & Roe, 2008).

Although there are some critiques of this model (discussed below), the three-component model of organization culture will be used for this study.

The three-component model of organization commitment defines commitment as "a psychological state that (a) characterizes the employee's relationship with the organization, and (b) has implications for the decision to continue or discontinue membership in the organization (Meyer & Allen, 1991, p. 67)." This model is an integrative model, combining several distinct conceptualizations of organization commitment that reflect different attitudes and beliefs of the individual. It resolves the seemingly conflicting definitions by positioning the attitudinal and behavioral aspects of commitment as complementary; in other words, organization commitment is viewed as a mindset, emerging from specific attitudes, beliefs and preferred action (Meyer & Allen, 1991). However, the three components are not viewed as identical, but instead represent different aspects of commitment. The three components of organization commitment under the three-component model are defined in Table 1. The psychological bases of these commitment dimensions can be identified respectively as identification with the organization (including high involvement and congruent values); investment in the organization and perceived lack of alternatives; and socialization and reciprocity, which creates feelings of obligation (Meyer, Becker, & Vandenberghe, 2004).

Table 1 The components of organizational commitment

Component	Definition
Affective commitment	"The employee's emotional attachment to, identification with and involvement in the organization." Affective commitment is based on desire.
Continuance commitment	"An awareness of the cost associated with leaving the organization." Continuance commitment is based on need.
Normative commitment	"A feeling of obligation to continue employment… [a feeling] that they *ought* to remain with the organization."

(Source: Meyer & Allen, 1991, p. 67)

Core leadership capacity and organization commitment

There have been limited studies that address the relationship between core leadership capacity and organization commitment. Previous studies identified some potentially interesting relationships between core leadership capacity and organization commitment. For example, one study found a connection between social capital skill development of leaders (focusing on one aspect of core leadership capacity) and organization commitment (McCallum & O'Connell, 2009). Another study found that there was a connection between the use of talent retention practices that emphasize many of the characteristics of core leadership capacity and organization commitment, which is in turn associated with higher levels of talent retention (Kontorghiorghes & Frangou, 2009). These studies join more general studies that emphasize a connection between leadership and practices of the organization and outcomes including organization commitment.

Conceptual framework and action research framework

The conceptual framework's relationships explored include the role of core leadership capacity in the development of organization commitment. These relationships are suggested, though not proved, by core leadership capacity model itself (Ontario Ministry of Education, 2010) as well as other studies that connect core leadership capacity or skills to organization performance and organization commitment (Amagoh, 2009; Bhatti & Qureshi, 2007; Kontorghiorghes & Frangou, 2009; Lockwood, 2007; McCallum & O'Connell, 2009).These studies provide support for the relationship between core leadership capacity and organization commitment, and do provide some suggestive evidence for the relationship between core leadership capacity and/or skills and the development of follower and organization performance.
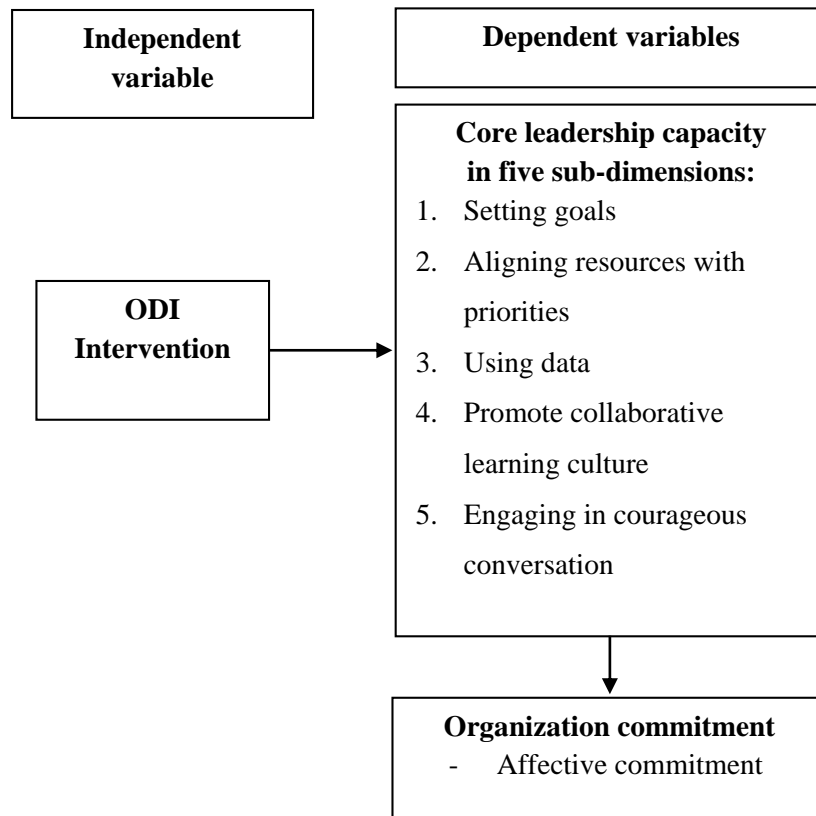
Independent variable	Dependent variables

| ODI Intervention | **Core leadership capacity in five sub-dimensions:**
 1. Setting goals
 2. Aligning resources with priorities
 3. Using data
 4. Promote collaborative learning culture
 5. Engaging in courageous conversation |

Organization commitment
- Affective commitment

Figure 2 Conceptual framework of the study

Figure 3 shows the action research approach designed for the study. It aims to identify core leadership capacity and develop an understanding of how this can be improved (Bushe, 1999; Cooperrider & Srivastva, 2008; Cummings & Worley, 2009; McLean, 2006). The approach was chosen in order to emphasize the positive aspects of the firm's activities, rather than focusing on negative factors. The goal is to improve core leadership capacity, organization commitment.
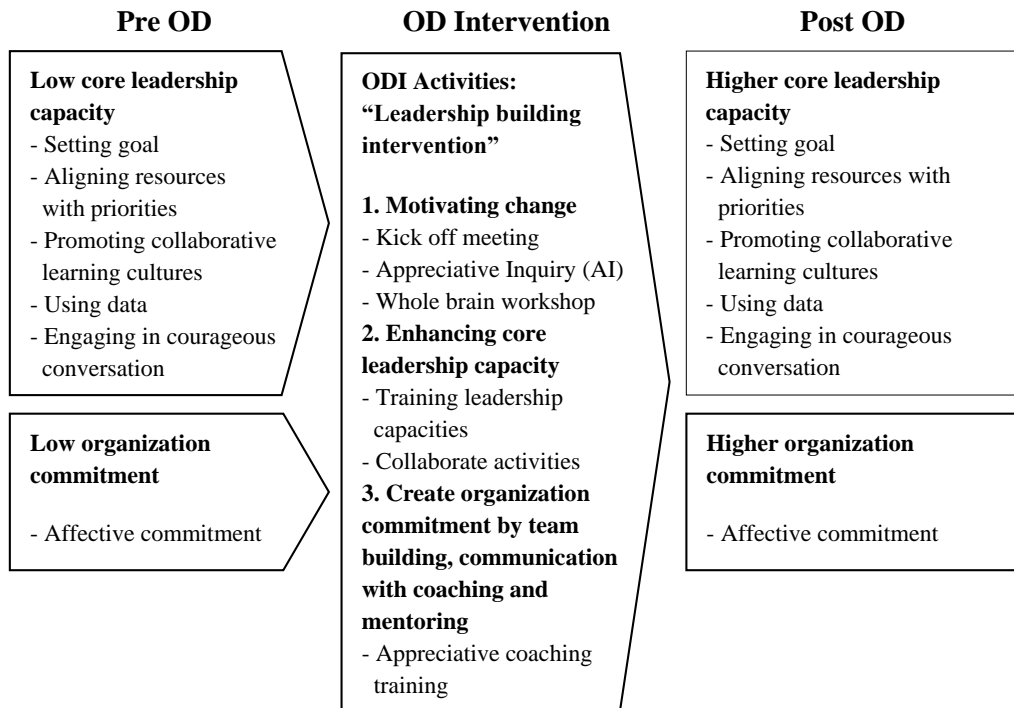
Pre OD	OD Intervention	Post OD
Low core leadership capacity - Setting goal - Aligning resources with priorities - Promoting collaborative learning cultures - Using data - Engaging in courageous conversation	**ODI Activities: "Leadership building intervention"** **1. Motivating change** - Kick off meeting - Appreciative Inquiry (AI) - Whole brain workshop **2. Enhancing core leadership capacity** - Training leadership capacities - Collaborate activities **3. Create organization commitment by team building, communication with coaching and mentoring** - Appreciative coaching training	**Higher core leadership capacity** - Setting goal - Aligning resources with priorities - Promoting collaborative learning cultures - Using data - Engaging in courageous conversation
Low organization commitment - Affective commitment		**Higher organization commitment** - Affective commitment

Figure 3 Action research model (ARM)

Research methodology

This research poses several questions regarding the relations and dynamics present between core leadership capacity, organization commitment, and productivity within an organization. Because these relations are complex, they must be subjected to a multidimensional analysis that explores both the qualitative and quantitative aspects of the situation. For this reason, the study used mixed methods for a methodical investigation of AAA Realty Co. Ltd. Since this research is structured as a case study based on a single company, it will follow the indications of Yin (2003, 2009) for reliability and validity.

In the quantitative phase, the collected data analyzed by SPSS in order to answer the hypothesis and formulated of this study. For this purpose, descriptive and inferential statistics were employed. However, it was not within the purpose the research to confirm causation from leadership to the other two variables, namely productivity and employee commitment or from organization commitment to productivity. All three variables might only be in a correlative relation. In the qualitative phase, the collected data were explored through

content analysis and thematic analysis to establish the recurrent themes in the discourse of the participants in the study (Fereday & Muir-Cochrane, 2006; Vaismoradi, Turunen & Bondas, 2013).

Subjects of study/sources of data

The overall population that was selected as the group of participants in the study were composed of employees (n=40) and management level (n=20), or overall personnel of the company (n=60/ the entire company). All the participants in the study were gone through the ODI at the time when their second round of answers will be collected for comparison with the status before the ODI. Since AAA Realty is a small firm, all the employees were included in the study and will undergo the ODI. The quantitative phase of the research focused on the employees (n = 40), who answered a questionnaire to test their organization commitment. The qualitative phase of the research will focus on interviews with three individuals pertaining to management and five employees. For selecting this sample, the researcher employed a simple random sampling procedure (Teddlie & Yu, 2007; Cochran, 2007). In simple random sampling, the participants are selected.

Design/development of OD interventions

Pre-ODI

During the pre-ODI phase, participant data were collected through interviews and surveys. Both managers and employees were interviewed for the qualitative phase of the research; employees received questionnaires for the quantitative phase. The researcher reviewed company internal data in order to assess organization situation and held a formal meeting (one session of 30 minutes) to inform employees about the process of ODI and what are their roles and involvement in this project.

ODI

The ODI process was divided into three stages, namely workshops on Whole Brain Literacy (WBL) and Appreciative Inquiry (AI), trainings on core leadership capacity, and team building and communication. The names of the activities and their contents were presented in the section above (as they were held for the employees to ensure an informal climate that aids learning), while here they were formalized.

Table 2 ODI Stage and detail

ODI stage	Objective	OD Intervention	Duration
1.Training and Workshop: Whole Brain Literacy (WBL) and Appreciative Inquiry (AI)	1. To introduce the theory and practice of WBL and AI 2. To understand the strengths and weaknesses of individuals and how to apply the WBL and AI in their work life	1. Workshop – WBL and AI Introducing workshop agenda and expected outcome Introducing WBL and AI concept Whole brain evaluation (Brain Map Test) How to apply the WBL and AI by design of "How to achieve company dream plan in 5 years together" and "Dream activities sharing for social together"	1 day 10th Sept,16
2.Training &workshop: core leadership capacity	1. To understand the concept of leadership capacity 2. To understand the benefits of core leadership capacity 3. To understand the core leadership capacity and how it can be applied in your work and diary life	Training – Core leadership capacity (2 classes) *For management* - Introducing training agenda and expected outcome - Core leadership capacity and its benefits - Essential core leadership capacity in work life and how to coach/ train your staff *For employee* - Introducing training agenda and expected outcome - Core leadership capacity and its benefits - Essential core leadership capacity in work life	1 day 10th Oct,16
3.Workshop: Team building and Communication	1. To encourage team building 2. To learn and understand effective communication	Workshop (2 group) "Dream activities sharing for social together"	2 day 15th -16th Oct,16

Post-ODI

The activities from the pre-ODI phase were repeated in their entirety during the post-ODI phase to enable comparison between the sets of data. Thus, both employees and managers were under semi-structured interviews and quantitative surveys. A secondary document review was enabled the

researcher to determine whether core leadership capacity and organization commitment were increased as a consequence of the ODI.

Data analysis

The data analysis employed the tools and statistical means and procedures. These tools are the following: (1) descriptive and inferential statistics (Pair t-test) for the quantitative data and (2) content analysis and thematic analysis for the qualitative semi-structured interviews.

Result and discussion

This study has reported on the process and outcomes of an organization development (OD) process in one of Thailand's leading real estate companies, AAA Realty. A pre-research evaluation of the company found that the organization was previously a small, familial company, but had been expanding rapidly as Thailand's real estate market diversified and spread geographically. This had led to growing pains in the organization, especially

related to core leadership capacity development, organization commitment. OD was identified as an organizational change process that could help AAA Realty enhance its core leadership capacity development and organization commitment.

In this section, the results of these study were reported respectively. First to examine the relationships of core leadership capacity and organization commitment. The second is to examine the difference between pre-ODI and post-ODI states. Finally, the results will be discussed and compared with the literature review.

Hypotheses 1 were assessed by using the Pearson correlation method, with acceptance at $p < 0.05$. These hypotheses were assessed using the post-ODI measures. Where, Hypothesis 1 (There is no statistical significant relationship between core leadership capacity and organization commitment) the results are summarized in Table 3. This correlated between core leadership capacity and affective commitments was statistical significant value $r = 0.296$, $p = 0.022$. Thus, H1o was rejected.

Table 3 Pearson correlation core leadership capacity and organization commitment for all group n=60 (H1)

Pearson correlation: Core leadership capacity and organization commitment for all group n=60		All core leadership capacity	All organization commitment
Core leadership capacity	Pearson correlation	1	.296
	Sig. (2-tailed)		.022
	N	60	60
Organization commitment	Pearson correlation	.296	1
	Sig. (2-tailed)	.022	
	N	60	60

These second of two set of hypotheses addressed the statistical significantly differences between the pre- and post-ODI of core leadership capacity (H2) and Organization Commitment (H3). These hypotheses were tested using paired samples t-tests, which determine whether individual participants had a change between pre- and post- ODI. Results were assessed at $p < 0.05$. Where hypothesis 2 (There is no statistical significant mean difference between Pre- and Post- ODI in core leadership capacity)

Results are summarized in Table 4. The mean of core leadership capacity rose by 0.27 points. The t-test showed that there was a statistical significant difference for factors including setting goals (t = 5.48, p = 0.000), Align resources with priorities (t= 4.30, P= 0.000), promoting collaborative learning cultures (t = 3.65, p = 0.001), using data (t=3.58, p=0.001) and engaging in courageous conversation (t = 3.03, p = 0.004).

Therefore, the result of paired samples t-test in all five dimension of these core leadership capacity, there were positive mean difference, which indicates that the pre-ODI score was lower than the post-ODI score. As the result showed statistically significant in all sub dimensions. Therefore, $H2_0$ was rejected.

Table 4 Paired samples t-test on core leadership capacity (H2)

Core leadership capacity (Sub dimension)	Pre-ODI		Post-ODI		Mean difference		T	Sig. (2-tailed)
	Mean	**S.D**	**Mean**	**S.D**	**Mean**	**S.D**		
Setting goal	4.11	0.50	4.44	0.35	.33	.47	5.48	.000
Align resources with priorities	4.20	0.51	4.48	0.40	.27	.50	4.30	.000
Promoting collaborative learning cultures	4.24	0.40	4.55	0.44	.31	.66	3.65	.001
Using data	4.11	0.50	4.37	0.47	.25	.56	3.58	.001
Engaging in courageous conversation	4.34	0.44	4.55	0.36	.21	.53	3.03	.004
Overall score of core leadership capacity	**4.20**	**0.41**	**4.48**	**0.34**	**.27**	**.45**	**4.73**	**.000**

Finally, in table 5 showed test result for H3 (There is no significant difference between Pre ODI and Post ODI on organization commitment), affective commitment increased (t= 4.99, p = 0.000), in the post-ODI period. Thus, $H3_0$ is rejected. The mean affective commitment rose by 0.42 points in the post-ODI period. Under the model of organization commitment, this indicates that employees have stronger commitment in part of emotional

attachment and involvement toward the organization and are less likely to leave (Meyer & Allan, 1991). This study focuses to consider only in affective commitment which is based on individual desire.

Table 5 Paired samples t-test on organization commitment (H3)

	Pre-ODI		Post-ODI		Mean difference		t	Sig. (2-tailed)
	Mean	S.D	Mean	S.D	Mean	S.D		
Affective commitment	3.93	.53	4.35	.45	0.42	.67	4.99	.000

These outcomes show that the action research framework, in which organizational issues are identified and solutions are found to improve the organization (Bushe, 1999; Cooperrider & Srivastva, 2008; Cummings & Worley, 2009; McLean, 2006), was successful in all areas. Thus, as expected, the OD interventions were an essential method, and effective response to the organization's critical needs.

Conclusion

In conclusion, this OD process was an excellent first step to organizational change at AAA Realty. The OD process and intervening activities made substantive changes in core leadership capacity, organization commitment in the organization, and provided direction for future changes and programs to be implemented to help AAA Realty continue to manage its growing pains successfully. While there are some areas for improvement, these areas for improvement provide support for the organization, because they point to areas where the organization needs to continue to improve. Thus, the OD had positive outcomes for the employees and managers as well as the full organization. AAA Realty has emerged from the OD process a stronger organization and more able to manage its rapid rate of expansion.

Recommendations

The final task of this research was to critically reflect on the findings and offer recommendations for post-ODI action in AAA Realty and for the academic research. The first set of recommendations is directed toward improving core leadership capacity, including using data, aligning resources and priorities, and engaging in courageous conversations. Which show less improvement when compare with others sub dimensions. These three areas are core leadership capacities according to the Ontario core leadership capacity model (Ontario Ministry of Education, 2010). Thus, these three areas would be an appropriate focus for developing more detailed organizational training and development for employees and staff members. OD processes are intended to implement organizational change, and

although they often include training they do not necessarily focus on the type of technical training required to improve these leadership capacities (Cummings & Worley, 2009; McLean, 2006). As a simple example, it would be difficult to convince managers and employees to use data in decision making if they do not understand how to access and evaluate the required data. Thus, the first recommendation is that formal training programs should be established that address these three areas of core leadership capacity.

The second post-ODI recommendation for AAA Realty is that some of the OD activities and learning should be extended and continued through the existing employee training program. The ODI feedback identified aspects of the training including WBL and AI, along with the core leadership capacity model, as potentially helpful for employees throughout the organization. Furthermore, developing core leadership capacity is not an individual activity (Leithwood, et al., 2006). Instead, to make the most of its resources, AAA Realty needs to develop core leadership capacity throughout the organization, not just for its current managerial staff (Leithwood, et al., 2006). The OD showed that the organization already had a positive approach to collaborative learning, which improved following the ODI sessions. Thus, it makes sense that the organization should use collaborative learning to disseminate knowledge about core leadership capacity throughout the organization. This could be accomplished by incorporating core leadership capacity training, WBL, and AI information in the employee training and development program.

The third recommendation for AAA Realty is directed toward improving communication and teamwork. Horizontal and vertical communication and interdepartmental teamwork were identified early in the OD process as a substantial problem in the organization, which was exacerbated by the rapid rate of growth in the organization. These areas were improved during the OD process, and some initiatives such as the Morning Talk and weekly and annual team activities have already been implemented to improve communication and teamwork. However, there are other steps that could be taken to reduce the isolation of different departments and increase horizontal and vertical relationships in the organization. For example, front-line employees could be represented in senior managerial meetings, and interdepartmental teams could be established to address issues that affect operations of multiple departments (Cheung-Judge & Holbeche, 2015). These activities would improve communication and reduce the sense of isolation in teams, which could improve the overall performance of the organization. However, it would require additional leadership training and organizational resources, which is why it is addressed as the last recommendation for improvement.

Recommendations for future research

The second set of recommendations is for future research. There are two main recommendations, including developing a robust theory of core leadership capacity and empirical research into the effectiveness of WBL. Although core

leadership capacity is often discussed in practice literature, there is no single model of core leadership capacity that has been developed and robustly tested. The model used here, developed by the Ontario Ministry of Education (2010), has been addressed by other researchers (Leithwood, et al., 2006), but has not been used extensively in literature. There are conflicting models of core leadership capacity, for example an individual trait-based model of core leadership capacity that positions the concept as an inborn set of characteristics (Scharmer, 2008). Thus, there are conflicting understandings of core leadership capacity, and these conflicts create ambiguity and complexity in understanding the concept. In particular, there is a conflict as to whether leadership capacity is an individual or organizational resource. In OD, core leadership capacity must be addressed as an organizational resource that can be developed, rather than an inborn individual trait. Thus, the first recommendation is that there should be a more intensive theoretical development study directed to improving the theory of core leadership capacity as an organizational resource. This research could be undertaken using grounded theory or ethnography within organizations, which could be used to develop the concept and provide a theory for testing. The second recommendation is for more empirical research into the WBL approach and its underlying Brain Map concept. These concepts have developed over time (Lynch, 1987; Tayko& Reyes-Palmo, 2010), and can be considered as promising approaches. The WBL approach is intended as a self-assessment and learning tool for practical use in training and development (Tayko & Reyes-Talmo, 2010), and it has been used in a few previous OD studies, particularly in Asian countries (Vongbunshin, 2011). Furthermore, WBL could be used as a means to improve OD itself (Villavicencio, 2015). Despite this positive reception, WBL is still relatively new and has not been tested empirically very much. It also has a weak underlying cognitive process foundation. Thus, there is more work to be done on WBL, especially demonstrating its empirical basis and effects in the learning process. This research could be undertaken in cognitive and organizational psychology fields, along with OD studies and other organizational training and development studies that examine the utility of the WBL model in organizational activities.

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