



## Improving Organizational Climate Using Appreciative Inquiry in a University Setting, in Cebu City, Philippines

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### ABSTRACT

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This study tried to determine the effects on organizational climate in the university resulting from the Appreciative Inquiry (AI) workshop implemented as an intervention in this participative action research study. It provided answers to the **PRE-WORKSHOP** perceptions of administrators and faculty members in terms of Interpersonal Relationships, Vertical and Lateral Collaborations, Creativity Resulting from Synergy, Quality of Work Life, Management Support, Loyalty to the Organization. The results of the AI **WORKSHOP** along the 4D Model of AI were also analyzed. Likewise, it also tried to analyze the **POST-WORKSHOP** perceptions of administrators and faculty members in terms: Interpersonal Relationships, Vertical and Lateral Collaborations, Creativity Resulting from Synergy, Quality of Work Life, Management Support, Loyalty to the Organization. For its theoretical framework, the study applied the 4D Appreciative Inquiry Model. The study applied participatory action research. The Appreciative Inquiry Seminar-Workshop be made at a later time so that the remedial actions can be undertaken to further improve work conditions and productivity. The study concludes that the participating faculty members of university were satisfied with their existing organizational climate **before** the Appreciative Inquiry Seminar-workshop took place. However, an **improvement** was needed. It is recommended that Appreciative Inquiry seminar-workshop should be conducted again after the research was completed.

### Keywords:

Appreciative Inquiry (AI), organizational climate, interpersonal relationships

### 1. INTRODUCTION

During the three years of COVID-19 pandemic (2020- to the present), the members of organization, may these be business or universities, have been greatly affected in terms of fostering and improving organizational climate. This is because the mode of teaching and learning were mostly conducted online as part of government restrictions to address the devastating effects of the Covid-19 infection. In the university setting, where faculty camaraderie was temporarily not possible, there is a need today to improve organizational climate now that it is back to face-to-face classroom sessions, and back to normal school life. This study on improving organizational climate in an academic setting applied a positive approach organizational transformation. It is known as Appreciative Inquiry (Cooperider, 1986).

Appreciative Inquiry (AI) has fifteen years of research as an innovative approach to organizational learning (Trykovski, et al, 2013) First coined in 1986 Cooperider, Appreciative Inquiry adopts a positive view to organizational development based on affirmation and appreciation through positive dialogue (Cooperider, 1986) It is reported to have a transformational effect on organizational climate since it shifts the focus from problem to be solved, to discovering and building on what works well within an organization (Cooperider and Shrivtva, 1987).

Thomas (2006) remarked that it would be preferably refreshing to approach the many issues faced by organizations and society from the positive perspective, seeking what they would like to have more of, rather than always bemoaning what is wrong with everything. Rather than being constantly at war with each other about virtually everything, it would be productive to try and appreciate the good deeds that were accomplished, and to explore ways to have more of those successes.

Watkins & Mohr (2001) noted that an inquiry into and dialogues about strengths, successes, values, hopes and

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dreams are in itself is transformational. In an academic setting where appreciation and inquiry into the highly regarded successful faculty members and professors' work and work life balance would be meaningful to them and would contribute to those who are striving to live a life that is as successful as those tested and proven to be noted as such- who will not want it anyway. When faculty members and professors are applying their strengths in their jobs, they are more engaged and more productive.

Awareness and application of strengths increase and improve confidence, income levels, career satisfaction, and health (Rath & Conchie, 2008). They grow the most in the areas of strength (Buckingham, 2007). Focusing on strengths assumes that every faculty, professor, and department head have untapped stories of excellence and that telling these stories releases positive energy and inspires creativity. Furthermore, the chance to tell their different positive surmountable experiences, tangled ideas and peaceful suggestions wanting to share stories from past to present, the dreams that are meant to inspire, wanting to unleash the hidden strength – the strength of intensity and the quality of energy needed in the organization – is the long-time solution to each and every problem faced by the organization.

Busche (2001) believes that having the opportunity to tell ones "Best team" story provides individuals with an important opportunity to establish their identity in the group. It gives them the chance to tell others, in somewhat indirect way, what is important to them in relating to other team members, what roles they prefer to occupy, what group characteristics they most value, and so on. As they talk about what-about-them made this a peak team experience, they are in effect, describing the roles and role complements they most value.

Specifically, it requires a bold shift in the way they think about and approach organization change. It aims to uncover and bring forth existing strengths, hopes and dreams to identify and amplify the positive core of the organization. In so doing, it transforms people and organization. It is a process of positive change. (Whitney & Bloom, 2003).

Appreciative Inquiry (AI) is a product of the positive psychology and organizational change movements developed in the 1980s by David Cooperrider and his colleagues at Case Western Reserve University (Cooperrider & Sekerka, 2003). The power of Appreciative Inquiry according to Cooperrider is the by-product of the two words working together. Like hydrogen and oxygen that combine to make water – the most nurturing substance on earth – "appreciation" and "inquiry" combined produce a powerful, vital approach to leadership and organization change.

Whitney and Trosten-Bloom (2003) describe AI as "a form of personal and organizational change based on questions and dialogues about strengths, successes, values, hopes, and dreams." The technique focuses on positive energy rather than negative energy. For educators, AI offers a participant-friendly process for enabling learning and initiating change at the campus, departmental, and institutional levels.

Appreciative Inquiry truly works because it treats people like people, and not like machines. People are social. They create their identities and their knowledge in relation to each other. They are curious. They like to tell stories and listen to stories. They pass on their values, beliefs and wisdom in stories. They like to learn and to use what they learn to be their best. And they delight in doing well in the eyes of those they care about and respect. It enables leaders to create natural human organizations – knowledge rich, strength based adaptable, learning organizations. (Whitney & Bloom, 2003)

Appreciative Inquiry (AI) provides an alternative approach to change that rests on a different assumption – where organizations change in the way they inquire and the claim that an organization that inquires into problems or difficult situations will keep finding more of the same, but an organization that tries to appreciate what is best in itself will find and discover more and more of what is good. (Thomas, 2006)

The traditional approach, in contrast, is problem solving in nature. It starts off from a negative perspective—something is broken, something could be done better, something needs to be fixed. Thus, they engage in problem identification, root cause analysis, brainstorming possible solutions, action planning, implementation of changes, and hopefully, evaluation of the results. (See John Kotler's book *Leading Change*). Precisely this is what managers are trained to do—identify problems and fix them. Thus, well-intended, problem-solving approaches to change are notoriously difficult and often unsuccessful.

Hammond (1998), however pointed out that rather than beginning with the premise of "what is wrong", the question should be 'what is working' or 'when was the organization at its best' this approach provides energy and creativity. Believing that every organization has something that works right—things that give life when it is most alive, effective, successful, and connected in healthy ways to its stakeholders and communities.

In an academic setting, Appreciative Inquiry allows the organization to unleash the strengths, energies and talent it needs in order to fulfill its mission, achieve its vision, live its values and be successful in every endeavor. The academe may use and apply Appreciative Inquiry in the areas of leadership and management development, improving work

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process design, developing teams, initiating organizational culture change, innovating toward the ideal organization, enhancing employee development, improving HR practices on staffing, orientation, performance management, communications, community and customer relations, diversity initiatives, strategic planning, focus groups and generative benchmarking among others.

The journey of unleashing the strengths of individuals within an organization starts in the Appreciative Inquiry's 4D cycle. It is in this model that they can find those things that give the organization satisfaction, provide meaning from their efforts, and give pride in their work. The AI 4D model process the D's in unleashing its strength of the organization - the strengths of the individuals: Discovery: Best of "What is", Dream: Ideals of "What Might Be", Design: Consent of "What should be", Destiny: Experiencing "What can be".

Finally appreciative processes assist people in the organization to find out more about what they have in common, how to communicate with greater sincerity, and understand what they value and respect about one another. As Tom White, head of GTE Telephone Operations, puts it, Appreciative inquiry is a complex science designed to make things better. It does not advocate mindless happy talk. It does not ignore problems but it only needs to approach them from the other side because of the tremendous effect of Appreciative Inquiry on fostering success in organizations. This study was undertaken to find out how it works in an academic setting.

For the statement of the research problem, this study tried to determine the effects on organizational climate in the university setting resulting from the Appreciative Inquiry (AI) workshop. This study tried to determine the effects on organizational climate in the university resulting from the Appreciative Inquiry (AI) workshop implemented as an intervention in this participative action research study.

Specifically, it provided answers to the PRE-WORKSHOP perceptions of administrators and faculty members in terms of Interpersonal Relationships, Vertical and Lateral Collaborations, Creativity Resulting from Synergy, Quality of Work Life, Management Support, Loyalty to the Organization. The results of the AI WORKSHOP along the 4D Model of AI were also analyzed. Likewise, it also tried to analyze the POST-WORKSHOP perceptions of administrators and faculty members in terms: Interpersonal Relationships, Vertical and Lateral Collaborations, Creativity Resulting from Synergy, Quality of Work Life, Management Support, Loyalty to the Organization. Furthermore, the study looked into the initiatives undertaken by the administrators and faculty members arising from the AI process.

## **2. LITERATURE REVIEW**

### **Appreciative Inquiry Defined**

The term, appreciative inquiry is a product of the positive psychology and organizational change movements developed in the 1980s by David Cooperrider and his colleagues at Case Western Reserve University (Cooperrider & Sekerka, 2003).

Appreciative Inquiry is about the coevolutionary search for the best in people, their organizations, and the relevant world around them. In its broadest focus, it involves 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. Appreciative Inquiry involves, in a central way, the art and practice of asking questions that strengthen a system's capacity to apprehend, anticipate, and heighten positive potential. It centrally involves the mobilization of inquiry through the crafting of the "unconditional positive questions" often-involving hundreds or sometimes thousands of people. In AI the arduous task of intervention gives way to the speed of imagination and innovation; instead of negation, criticism, and spiraling diagnosis, there is discovery, dream, design and deliver.

AI seeks, fundamentally, to build a constructive union between a whole people and the massive entirety of what people talk about as past and present capacities: achievements, assets, unexplored potentials, innovations, strengths, elevated thoughts, opportunities, benchmarks, high point moments, lived values, traditions, strategic competencies, stories, expressions of wisdom, insights into deeper corporate spirit or soul--- and visions of valued and possible futures.

Taking all of these together as a gestalt-AI deliberately, in everything it does, seeks to work from accounts of this "positive change core"- and it assumes that energy of this core directly to many change agenda and changes never thought possible are suddenly and democratically mobilized.

Whitney and Trosten-Bloom (2003) describe AI as "a form of personal and organizational change based on questions and dialogues about strengths, successes, values, hopes, and dreams." The technique focuses on positive energy rather than negative energy. For educators, AI offers a participant-friendly process for enabling learning and initiating change at the campus, departmental, and institutional levels.

Thomas (2006) said that research as to why it works indicates that, among other things, it gives people the experience of personal and collective power, and the exercise of that power for the good of the whole.

It enhances self-esteem and self-expression. It gives people

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the freedom to be heard and to make a positive contribution. Indeed, it addresses many of the causes of resistance to change as experienced in the traditional approaches to change. Beyond that, there is convincing evidence about the power of positive thinking that also makes this model appealing.

Appreciative Inquiry is often portrayed as an approach to working with organizations and large-scale change initiatives. AI is a practice of change whether individually or organizationally focused. In fact, AI assumes that changes are taking place; it is a question of in what direction and how the changes will be guided. What is different about AI is the basis of change is not a critical analysis of what is deficient or even in need of improvement, rather it is what is working now and how that can be further extended or refined. It is as much a philosophy as it is practice and, in this way, it is widely adaptable to a range of contexts.

### **How Appreciative Inquiry Works**

Appreciative Inquiry (AI) is a strength-based philosophy being used by: corporate leaders, change agents, community developers, strategic planners, human resources specialists, organizational development consultants, and other professionals seeking an alternative to deficit-based problem-solving approaches. (Whitney & Bloom, 2003).

Appreciative Inquiry works by focusing the attention of an organization on its most positive potential – its positive core. The positive core is the essential nature of the organization at its best – people’s collective wisdom about the organization’s tangible and intangible strengths, capabilities, resources, potentials and assets. The Appreciative Inquiry 4-D cycle unleashes the energy of the positive core for transformation and sustainable success. (Whitney & Bloom, 2003). The process used to generate the power of Appreciative Inquiry is the 4-D Cycle.

Based on the notion that human systems – people, teams, organizations and communities – grow and change in the direction of what they study. The 4-D Cycle begins with the thoughtful identification of what is to be studied – affirmative topics. The topics that are selected provide a framework for collecting stories, discovering and sharing best practices, and creating a knowledge-rich work environment. They become the organization’s agenda for learning and innovation. Figure 1 shows the 4D Cycle Model and its four stages.

### **Organizational Climate**

Interpersonal Relationships (Individuals, Teams, Departments and other smaller groups): Relationships among individuals and groups in organizations create expectations for the behavior of individuals. These expectations result in certain roles that must be performed. Groups in organizations

must have a powerful impact on individual behavior and on organizational performance (Ivancevich & Matteson, 1999:7)

Leaders communicate differently from non-leaders. They talk more and their speech often is characterized by suggestion, information and encouragement for others to participate. Leaders are quick to utilize different speech patterns to achieve their purposes. Effective leadership unifies goals evidenced by less group discussion and an increase in efficiency. As a matter of fact, the job provided feedback is more immediate and private than supervisor-supplied feedback, and it increases worker’s feelings of personal control over his work, it, in essence, avoids many of the potentially disruptive interpersonal problems that can develop when a worker can find out how he is doing only from direct messages or subtle cues from the boss (Pestonjee, 1999). All too often, persons in authority tend to criticize subordinates only when they are upset, angry and no longer able to hold their temper in check. As a result, the negative feedback they provide is neither specific nor considerate.

### **Vertical and Lateral Collaborations**

Lateral collaboration refers to collaboration at the same level within an organization (Stonehouse. G, Campbell. D & Purdie. T 2004),

Lateral collaboration presents itself in the form of how chefs in a particular HRM department have an open line of communication which saves the departments money. This communication and cooperation is achieved by the chef’s sharing ingredients and recipes with another. The share of any excess raw materials such as perishable items that maybe transported to another store where those items will have a better chance for sale. The department is using lateral collaboration in order to avoid any sort of duplication of efforts, while reducing waste simultaneously.

Vertical collaboration becomes evident when the faculty members display their close understanding between employees/faculty members at all levels. This will allow them to provide faster service, while increasing our client satisfaction, that will help establish the school as a more legitimate force in the industry.

Stakeholders Collaborative Interactions. To help to strengthen department’s ability to provide a fully functioning department there must be collaborative interactions between the stakeholders of the company. The entities may be different groups that varying viewpoints but they all will benefit from working together. The owners must work to keep the investors and the customers happy with the way the school is operating.

Team-building skills are crucial instead of managing a

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department of employees, many managers act as team leaders of ever –shifting, temporary projects. An important management challenge in the new workplace is to build a learning organization by creating an organizational climate that values experimentation and risk taking, applies current technology, tolerates mistakes and failures, rewards nontraditional thinking and the sharing knowledge.

**Employee Involvement.** Faced with competitive demands for lower cost, higher performance, and greater flexibility, organizations are increasingly turning to employee involvement to enhance the participation, commitment and productivity of their members. Employee involvement is a broad term that has been variously referred to as “empowerment”, “participative management,” “engagement,” “work design,” “high involvement,” “industrial democracy, and “quality of work life

Productivity can be increased through improved employee communication, motivation, and skills and abilities. It also can be affected through increased order satisfaction, which in turn results in productivity employees joining and remaining with the organization. (Gummings & Worley, 2009 p. 373)

Also, management must be clear of the Management Support. Employees must be fully equipped with all the resources needed in their work so that they could kind of work given to the employees and make sure that these are related to the qualifications, interest and capabilities of the employees to ensure that they will feel competent confident and fulfilled. Management should know the personal goals of each employee and correlate these with the company’s goals so that when employees work for company goals, they would know that simultaneously or maybe in effects they will also achieve their personal goals.

Individual Freedom. Employees must be given the chance to experience something new in them work by creating diversity in their area of responsibility or implementing job rotation wherein employees in a certain department will be temporarily assigned to another department to do their job. This is one way of making the employees aware of the whole process of the business in the company and at the same time enjoying novelty in their work (Bergado, 2001).

Managing Wellness. Stress management & Employee Assistance Program recognize the important link between worker health and organizational productivity. A model for understanding work-related stress includes occupational stressors; individual differences, which affect how people respond to the stressors, stress outcomes; and interventions to increase wellness or decrease stress. Techniques for alleviating stressful conditions include role clarification and supportive relationships and participating in activities at

health and fitness facilities. Employee assistance program (EAPs) identify, refer and treat employees and their families for such any problems. (Gummings & Worley, 2009, p 487)

**Core Competencies.** When identifying core competencies, the process cannot be confused with the traits of individuals or what HRM literature refers to as “competencies”. These relate more to the skills, knowledge, experience and behavior of individuals. Instead, core competencies in a strategy context, refer to the aggregate capabilities of the organization (i.e., what the organization is able to do, through the combined and integrated efforts of many) providing it, sustainable value and broad applicability across the business.

Bain (2000:85) indicates that human performance has important bearing upon the quality of outputs produced. Performance is dependent upon two factors: skill and motivation. Skill is a function of two factors: attitude and environment. A positive attitude, result oriented environment with the genuine concern for both employees and clients the design and implementation of meaningful training program can help employees enhanced their performance.

To realize and improvement in productivity, a manager must affect at least one of the following factors: method and equipment. Utilization of resource capacity the precision with which the capacity for accomplishing work is matched with the amount of work to be done provides the second major opportunity for productivity-improvement. Examples include gaining the full benefit of the knowledge and experience of long-term employees, establishing a spirit of cooperation and teamwork among all employees and motivating employees to accept organizational goals as their own. Organizations need continually to determine new ways to approach employee productivity, especially in the light of shrinking economic resources.

This study looked at the concept of helping employees to feel capable, which the team enabling employees describe as a way to achieved job performance and promote productivity.

Stokker (1996) defines enabling as the process of enhancing employee’s skill and abilities in their jobs it shows that a positive effect enhanced performance and intrinsic motivation. Productivity research has been focused on simple jobs with the individual as the unit of analysis. Most jobs are more complex and because of the interdependence in the work, require group level interventions and more complex measure of performance or productivity. (Pitchard, 1998).

Various terms such as the efficiency, productivity, profitability and organizational growth are often used interchangeably to denote organizational effectiveness (Thomas, 2006). The concept of effectiveness is no simple

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because there are many approaches in conceptualizing this term. Such approaches can be classified in three ways. Goal approach, the concept of organizational effectiveness, is ordinarily used for goal attainment.

### **Improving Organizations.**

Organizations should focus on managing the work environment to make better use of the available human assets. People want to work for an organization which provides an appreciation for the work done, ample opportunities to grow and a friendly and cooperative environment.

Organizational environment includes: culture, values company reputation, quality of people in the organization, employee development and career growth, risk taking, leading technologies and trust. It is not about managing retention. It is about managing people. If an organization manages people well, employee retention will take care of itself.

Organizational Capabilities. The collective skills, abilities, and expertise of an organization, these capabilities are the outcome of invest must ends in human resources- staffing, training, compensation, communication, and other practices. They represent the ways that people and resources are brought together to accomplish work. They form the identity and personality of the organization by defining what is good at doing and in the end, what it is. note organizational effectiveness (Thomas, 2006). The concept of effectiveness is no simple because there are many approaches in conceptualizing this term. Such approaches can be classified in three ways. Goal approach, the concept of organizational effectiveness, is ordinarily used for goal attainment.

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### **Creativity Resulting from Synergy.**

Creativity, which refers to the generation of novel ideas that might meet perceived needs or respond to opportunities for the Organization, is the essential first step in innovation.

Creativity can be designed into organizations. Companies or departments within companies can be organized to be creative and initiate ideas for change. Most companies want more highly creative employees and often seek to hire

creative individuals. Managers are responsible for creating a work environment that allows creativity to flourish.

### **Quality of Work Life.**

The concept of quality of work life (QWL) is widely used to refer to a "philosophy of management that enhances the dignity of all workers; introduces changes in an organization's culture; and improves the physical and emotional well-being of employees.

Indicators of quality of work life include accident rates, sick leave usage, employee turnover, stress, and number of grievances filed. In some organizations, QWL programs are intended to increase employee trust, involvement, and problem solving so as to increase both worker satisfaction and organizational effectiveness.

### **Management support.**

Employees must be fully equipped with all the resources needed in their work so that they could perform well and that they will become more productive in their job, which in one way or another, would make them feel accomplished. Also, management must be clear of the kind of work given to the employees and make sure that these are related to the qualifications, interest and capabilities of the employees to ensure that they will feel competent confident and fulfilled.

Leadership. Leaders initiate and facilitate charge by interacting member of groups to make decisions about matters having high-risk or uncertainty factors. Follower follow because Leadership. Leaders initiate and facilitate charge by interacting member of groups to make decisions about matters having high-risk or uncertainty factors. Follower follows because they already agree with the changes that the leader is initiating because they want to be changed.

### **Loyalty to the Organization.**

There is emphasis on Loyalty. The tendency of groups to increase in cohesiveness suggests that conformity to group norms becomes more important in conflict situations. In reality, it is not unusual for groups to over conform to group norms in conflict situations. This may take the forms of blind acceptance of dysfunctional solutions to the conflict and result in group thinks. In such situations, group goals take precedence over individual satisfaction as members are expected to demonstrate their loyalty. In major conflict situations, interaction with members of "the other group" may be outlawed (Ivancevich, Matteson, Konopaske, 2011).

### **Theoretical Framework**

This study applied the 4D Model of Appreciative Inquiry, as shown in Figure 1 below.



Figure 1: Theoretical Framework

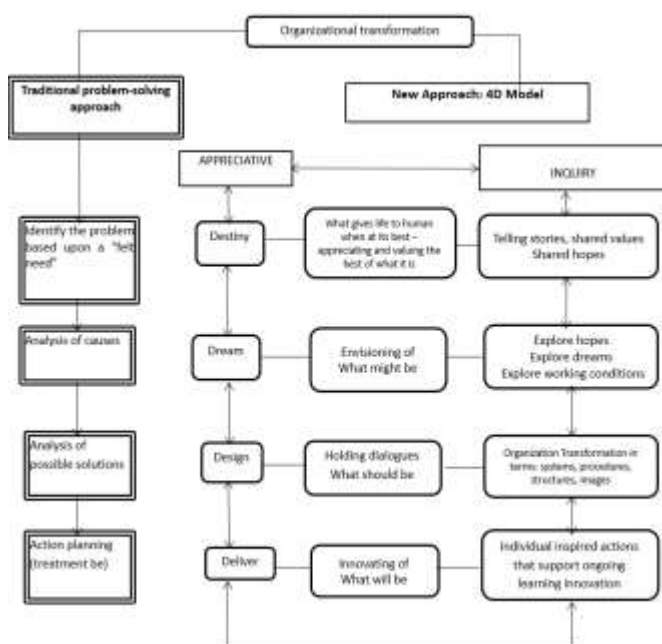


Figure 2: Conceptual Framework

**THE 4D MODEL:**

*The Four Stages of Appreciative Inquiry*

The AI 4D Cycle Model process the D's in unleashing the strength of the organization where lies the strengths of the individuals: Discovery: Best of "What is", Dream: Ideals of "What Might Be", Design: Consent of "What should be", Destiny: Experiencing "What can be".

The application of Appreciative Inquiry 4D Cycle Model takes place in three stages, namely:

Discovering – This is finding out the best and most positive

experiences in the organization;

Dreaming – This pertains to thinking creatively about the future;

Designing- These calls for designing plans for the future which reflects participants' views of good practice and vision. This phase involves producing proactive propositions which are statements about what the participants want to achieve.

Delivering – as the last stag in the 4D Cycle model, this refers to the energy needed to move forward to act on the plans and what will be needed to happen to realize the provocative propositions.

**Research Methods**

The study applied the participatory action research (PAR) to the study that involved the use of Appreciative Inquiry (AI) as the mode of inquiry into the status of organizational climate in a university setting. The AI research used questionnaires, interviews and workshop to gather data on the respondents' discovery, dream, design, destiny based on the Appreciative Inquiry (AI) 4D Model. (Cooperider and Shriya, 1087).

Respondents of the study were the full-time faculty members of the business and economics community of the university. To determine the sample size, the researcher used Sloven's formula:

$$n = \frac{N}{1 + Ne^2}$$

Where N is the population size, n is the sample size, and e is the degree of marginal error, which could be 1%,5% or 10%. For this study the level of significance used was 0.05. Based from the Human Resource Office, the total number of faculty of One Hundred Fifty-Five (155) of which a total of Fifty (50) were qualified to be the participants of the study.

The study utilized the descriptive -survey method of research. The design of topic, questions to explore (interview) and data analysis were the main instruments of fact-finding. It also elicited information based on a 1 ½ day Appreciative Inquiry Seminar- workshop following its 4D model: Discover, Dream, Design, and Deliver, organized by the researcher through the help of an AI practitioner.

Appreciative Inquiry (AI) interviews were primarily a means of spreading interview data gathering throughout an organization. The participants became deeply involved in the Seminar - workshop where they were grouped and interviewed and interviewing others on the roots of their

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success. The interview process motivated faculty participants and opened their eyes because of the appreciative and generative elements in it. Due to the energy involved in the process, the participants share their thoughts and feelings about the topic(s) of interest because of their great experiences.

In the BEFORE workshop on Appreciative Inquiry 4D cycle model phase, the participants were deeply involved in the project through being interviewed. generative elements of the AI process.

**Ethical Considerations**

For reason of confidentiality, the names, identities and other personal information of the participants of the university were kept confidential. An Informed Consent was requested from each of the participants for their willing participation in this research.

**RESULTS AND DISCUSSION**

Based on the research problems identified in this study, the findings are grouped according to the three phases of the Appreciative Inquiry Workshop as follows:

**Pre- Workshop Phase**

This phase examined the perceptions of administrators and faculty members in terms of interpersonal relationship, vertical and lateral collaborations, creativity resulting from synergy, quality of work life, management support and loyalty to the organization are presented, analyzed, and interpreted before the Appreciative Inquiry Seminar-workshop took place.

A WORKSHOP PHASE is the seminar-workshop attended by faculty members from the different departments. The Seminar-workshop introduced the 4D model of Appreciative Inquiry.

A POST WORKSHOP PHASE is a phase where a significant difference between the perceptions prior to the workshop and after the workshop is analyzed and presents the initiatives undertaken by the administrators and faculty members arising from the Appreciative Inquiry process.

**The Pre-Workshop Phase**

This phase is vital in terms of establishing an existing organizational climate that will be necessary to do the reflection and vision-setting work that occurs in the later post workshop phase.

**The Organizational Climate of the University**

**Organizational Climate.** Organizational climate, defined as the way in which organizational members perceive and characterize their environment in an attitudinal and value-based manner (Denison, 1996; Moran and Volkwein, 1992; Verbeke, Volgering, and Hessels, 1998), has been asserted as an important and influential aspect of satisfaction and

retention, as well as institutional effectiveness and success in higher education.

**Table 1. Weighted Mean of Vertical and Lateral Collaboration: Cooperation, Team Work and Employee Participation**

Items	N	Mean	Std. Deviation	Interpretation
1. I am team worker. I like to work in a team.	40	4.4500	.71432	Always
2. I respect and am open to other's opinion and suggestion.	40	4.5750	.50064	Always
3. I participate in company programs that can help me improve my work	40	4.6000	.59052	Always
4. I function as a team member	40	4.5000	.59914	Always
5. I cooperate in most activities	40	4.5250	.59861	Always
<b>Pretest Cooperation and Team Work</b>	40	<b>4.5250</b>	<b>.67889</b>	<b>Always</b>
6. I am involved in the implementation of the changes being made at work	40	4.5300	.43571	Always
7. I am involved in the planning of solution regarding issues affecting us	40	4.3750	.54006	Always
8. I actively participate during staff meeting	40	4.0000	.75107	Often
9. I freely share my ideas and opinions with my co-employees	40	4.4500	.55238	Always
10. I am team worker. I like to work in a team	40	4.2500	.70711	Always
11. I respect and am open to other's opinion and suggestion.	40	4.0750	.72986	Often
12. I participate in company programs that can help me improve my work	40	3.9750	.69752	Often
13. I function as a team member	40	4.0750	.61550	Often
14. I cooperate in most activities	40	4.1750	.54948	Often
<b>Pre-Employee Participation</b>	40	<b>4.2107</b>	<b>.41411</b>	<b>Always</b>
14. I participate in company programs that	40	<b>4.3248</b>	<b>.37725</b>	<b>Always</b>



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can help me improve my work			
15. I am involved in the implementation of the changes being made at work			
16. I am involved in the planning of solution regarding issues affecting us			
17. I actively participate during staff meeting			
18. I freely share my ideas and opinions with my co-employees			
19. Departments make collaborative efforts to solve issues and problems			
20. We are involved in the planning of solutions regarding issues affecting us			
21. My colleagues actively participate during staff meeting			
22. We freely share our ideas and opinions with colleagues			
<b>Pre-Employee Participation</b>			
<b>Pre-Vertical and Lateral Collaboration</b>			
Valid N (listwise)			

Legend: 4.21 – 5.00 Always 3.41-4.20 Often 2.61-3.40 Sometimes 1.00– 1.80 Never 1.81-2.60 Rarely

Vertical and Lateral Collaboration: Cooperation / Team Work and Employee Participation. A major key contributor for organizational success is getting the faculty members involved. Faculty members who participate in decision-making are more committed and motivated to perform well on their job than those who are not.

Table 1 shows that the total weighted mean for the variable Vertical and Lateral Collaboration with given factors such as of cooperation/team work and employee participation is 4.3248 interpreted as “always” cooperating, working as a team and high involvement in the school activities.

As can be seen in Table 7, item no.3, as the highest favorable rating of 4.6 the highest response from the respondents commencing prior to the AI workshop which means that University of San Carlos-School of Business and Economics faculty members had a substantial amount of involvement as

they are seeking for self-enhancement and improvement on their work.

Favoritism within the Department may exist. Hence, Davis and Newstrom (2005:225) suggested that employee participation is important because it motivated people to contribute; they are given an opportunity to release their own resources of initiative and creativity towards the objectives of the organization. Employees are free to speak what was on their minds. It was vital to the morale of the employees that they can express their opinions because it would affect their productivity and organization as a whole. In addition, Kleiman (2005) suggested that employee empowerment can enhance productivity in two ways.

First, strengthen the motivation by providing employees with the opportunity to attain intrinsic rewards from their work such as greater sense of accomplishment and a feeling of importance. Intrinsic rewards can be more powerful than extrinsic ones. They often have a greater value to the employee as they are automatically linked to performance.

Teamwork is most likely to develop when management builds supportive environment for it. Supportive measures help the group take the necessary steps toward teamwork. These steps become the basis for further growth toward cooperation, trust and respect, so supervisors need to develop an organizational climate by creating these conditions.

Furthermore, if the faculty members and employees’ sense that they are a part of organizational change they are willing to participate in its implementation. Faculty members who participate or get involved in organizational plans and developments are more likely to be the ones committed to their jobs because their self-worth is being acknowledge and recognized by the company. Thus, it would increase their job performance and their productivity that would contribute to the achievement of the organizational goals. (Regis, 2001)

**Table 2: Weighted Mean of Interpersonal Relationship: Communication and Values**

Items	N	Mean	Std. Deviation	Interpretation
1. I express my feelings rather than keep them to myself	40	3.925	.65584	Often
2. I ask clarification when I don't understand an instruction given by my supervisor/manager	40	4.350	.69982	Always
3. I don't feel restrained if I have to ask for clarification	40	4.150	.66216	Often
	40	4.050	.71432	Often
	40	4.050	.74421	Often
	40	4.050	.77790	Often
	40	4.050	.75064	Always

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4. I am comfortable talking about or showing my feelings of affection or caring	40	3.900	.55412	Often
5. I talk to others how I feel about my job	40	4.275	.81650	Often
6. My boss listens to my ideas	40	4.000	.72986	Often
7. The channel of communication in our department is very clear	40	4.075	.69982	Often
<b>Pre-Communication</b>	40	4.125	.74936	Often
8. There is respect existing in our department	40	4.300	.88252	Often
9. I get along with my boss	40	4.000	.72280	Often
10. There is a sense of cooperation between staff and faculty members	40	4.000	.72986	Often
11. I trust my chairman	40	4.375	.59322	Often
12. I have the chance of developing close friendship with my colleagues	40	4.150	.54854	Often
13. I get along well with colleagues	40	4.300		
14. In the office we support each other's needs	40	4.050		
15. I help co-workers with personal matters not directly related to our jobs	40	3.875		
16. There is cooperation and trust in our department	40	4.125		
17. My relationship with my colleagues has not been affected by some changes in the office	40	4.075		
<b>Pre-Values</b>	40	4.150		
<b>Pre-Interpersonal Relationship</b>	40	4.128		

Legend: 4.21 – 5.00 Always 3.41-4.20 Often 2.61-3.40 Sometimes -1.80 Never 1.81-2.60 Rarely

Interpersonal Relationship. According to Lussier (1993:5) the goal of human relations is to create a “win-win” situation by satisfying needs while achieving organizational objectives. A “win-win” situation occurs when organization and employees get what they want. It can be seen that, majority of the items in table 7 were rated good by the employees. Hence,

**Interpersonal relationships** are social associations, connections, or affiliations between two or more people. As there are many different levels of intimacy and sharing concerning centered around something(s) shared in common.

Communication. The objective of communication in organizations is to affect the behavior of at least one person.

Communication can change the way a person perceives his environment and lead to behavior change.

The communication flow of the organization got a high rating as can be seen on table 8, there is an effective channel of communication in every department. Item no. 2 has the highest rating of 4.3500 (Always) were it shows that most of the faculty members ask clarifications when instructions provided by their department heads are vague. A favorable communication flow is characterized by a management behavior that allows a free flow of communication., clarity of communication, and open strategy and planning.

Most of the respondents were active listeners and willing to learn new things from co-faculty as the intense desire to get along with the department heads and or superiors as manifested in item no. 7 with a rating of 4.3000 (Always).

Other criteria for having good communication I listening, which holds the greatest potential for mutual understanding of the message between department head and faculty members. As can be seen in item no. 6, which has the rating of 3.9000 (Often) that there was a give and take relationship. The department heads also listened to the ideas and opinions of faculty members.

According to Davis and Newstrom (1985:450) positive manager attempts to share information with employees according to their needs. The department heads help faculty members feel informed, as well as be informed.

All these suggest that employees are given the chance to be heard what they feel and express their views regarding matters that affect their work. The department heads and deans allowed his or her staff the freedom of expression. But why are feelings so important in interpersonal relationships? According to David Johnson (2008) communication is at the heart of relationships, and feelings are at the heart of effective communication. When they are able to communicate at the feeling level, we can eliminate much of the misunderstandings that occur in most relationships.

**Table 3: Weighted Mean of Management Support: Organization and Leaders**

Items	N	Mean	Std. Deviation	Interpretation
1. Management actively supports our efforts to meet targets and objectives	40	4.2250	.61966	Always
2. The management as a whole extends recognition and awards to deserving faculty members	40	4.0750	.76418	Often
	40	4.1250	.72280	Often
	40	4.1250	.79057	Often

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3. The management is concerned about the well-being of its faculty members	40	3.9250	.69384	Often
4. Management sets realistic goals for us to achieve	40	<b>4.0950</b>	<b>.60762</b>	<b>Often</b>
5. Management maintains an open-line of communication with all employees	40	3.7250	.75064	Often
<b>Pre-Organization</b>				
6. My boss consults me in matters affecting my work	40	3.7750	.69384	Often
7. My boss orients me in department and organizational goals and objectives, development plans, policies, procedures and responsibility	40	<b>3.7900</b>	<b>.67475</b>	<b>Often</b>
8. My boss delegates work responsibilities fairly divided among us	40	<b>3.9425</b>	<b>.59047</b>	<b>Often</b>
9. My boss sets realistic goals for us to achieve	40			
10. The management as a whole extends recognition & rewards to deserving employees	40			
<b>Pre-Leadership</b>				
<b>Pre-Management Support</b>				
Valid N (listwise)				

Legend: 4.21 – 5.00 Always 3.41-4.20 Often 2.61-3.40 Sometimes 1.00 – 1.80 Never 1.81-2.60 Rarely

Management Support. As an effective management. The emphasis on satisfying the psychological needs of faculty members will probably become stronger in the future. The desire of faculty members to be involved in decision about working conditions has been continually increasing.

As shown in table 3, management support was found to be good, as it was favorably rated by the respondents. The faculty members generally like the way the management support their efforts in achieving the objectives of the department as can be observed in table 9, item 1, which has the highest rating of 4.2250 (Always).

Costly and Todd (1983:415) points out that, the effective supervisor sees the job as an obligation to create a climate of support, being open and receptive to people's ideas. In supporting faculty members, it is important to share information and delegate responsibilities. Faculty members should feel free to ask questions and clarify their own positions of their authority and responsibility.

For this reason, allowing faculty members to have a full responsibility for their work means department heads trust their faculty members potential and competency. Goal Setting can affect performance in several ways. It influences what people think and do by focusing their behavior in the direction of the goals, rather than elsewhere. Goals energize behavior, motivating people to put forth the effort to reach difficult goals that are accepted. (Gummings & Worley, 2009, p.422)

**Table 4:** Weighted Mean of Quality of Work Life: Flexibility

Items	N	Mean	Std. Deviation	Interpretation
1. I am open to new situations, events and persons without biases	40	3.650	.73554	Often
2. I am willing to change work schedule at the last-minute notice	40	4.018	.76418	Often
3. I am open to positive critic to help me improve my work	40	4.075	.85896	Often
4. I can get along well with almost everybody	40	4.075	.78078	
5. I learn new things that concern my tasks pretty fast	40	4.124	.80024	
<b>Pre-Flexibility</b>				
Valid N (listwise)				
	40	3.975	.66247	

Legend: 4.21 – 5.00 Always 3.41-4.20 Often 2.61-3.40 Sometimes 1.00– 1.80 Never 1.81 - 2.60 Rarely

As shown in table 4, item no.4 shows a highest rating of 4.1750 (often) favorably rated by faculty members as getting along well with almost everybody. Department chairs must design an activity where faculty members could get along well with each other. And that in item no. 1 shows the lowest rating of 3.65 (often) unfavorably rated by faculty members where openness to changes like new situations, events and persons are without biases.

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**Table 5. Weighted Mean of Creativity Resulting from Synergy**

Items	N	Mean	Std. Deviation	Interpretation
1. I think of better ways of doing things rather than to follow well-tried ways	40	4.1000	.70892	Often
2. I invent new ways of doing things	40	4.1250	.85297	Often
3. I am eager to try new approaches	40	4.1750	.67511	Often
4. I am a person who originates changes	40	4.0750	.79703	Often
5. I put new ideas to practice	40	4.0000	.81650	Often
<b>Pre-Creativity</b> Valid N (listwise)		<b>4.0950</b>	.68835	Often

Legend: 4.21 – 5.00 Always 3.41-4.20 Often 2.61-3.40 Sometimes 1.00– 1.80 Never 1.81-2.60 Rarely

Creativity, which refers to the generation of novel ideas that might meet perceived needs or respond to opportunities for the Organization, is the essential first step in innovation. Creative people often are known for originality, open-mindedness, curiosity, a focused approach to problem solving, persistence, a relaxed and playful attitude, and receptivity to new ideas.

As shown in table 5, item no.3 is shown as the highest rating 4.1750 (often) favorably rated by faculty members as eager to try new approaches but does not want to put it into practice as shown in item no.5, 4.000 yields the lowest rating. This shows that faculty members are eager to try new approaches but are not willing to put it into practice.

In major conflict situations, interaction with members of “the other group” may be outlawed (Ivancevich, Matteson, Konopaske, 2011). Maintain a high level of team energy and ideas, strengthen dynamic team synergy, they may be ready and able to face organizational transformation efforts. It encourages open minds, facilitate productive communication and passionate collaboration, playful, team-full, resourceful organization (David, 2012)

What is synergy? Syn–ergo (Gr) all it means working together. And putting things together so as to create a total effect which fulfills the desired results. Though St. Paul used it to indicate man’s, God and cosmic cooperation, I will unfold it to make five out of two plus two the least and eleven out of simply two ones, if our synergy can strike well.

As shown in table 12, item no. 5 as the highest rated 4.3750 (always) to be favorably rated by faculty members as

company objectives to be attainable but are not worthwhile as shown in item no.6 lowest rated item of 3.9500 (often).

**Table 6. Weighted Mean of Loyalty to the Organization: Self-Discipline and Identification of Organizational Goals**

Items	N	Mean	Std. Deviation	Interpretation
1. I report to work on time	40	4.075	.88831	Often
2. I wear the prescribed company uniform when reporting to work	40	4.075	.84391	Often
3. I follow company rules and regulations strictly	40	4.175	.87560	Often
4. I prioritized my task	40	4.075	.83166	Often
<b>Pre-Self Discipline</b> Valid N (listwise)		<b>4.068</b>	.66216	Always
5. The company's objectives are attainable	40	4.375	.66216	Always
6. The company's objectives are worthwhile	40	4.375	.61550	Always
7. The accomplishment of the company's objectives will be the source of my satisfaction	40	3.950	.52340	Always
8. I have a clear concept of the work I am doing to accomplish the goals of our dept.	40	4.350	.58899	Often
9. I feel a sense of belonging and that I am part of the company	40	4.350		
<b>Pre-Identification of Organizational Goal</b> <b>Pre Loyalty to the Organization</b> Valid N (listwise)		<b>4.270</b> <b>4.181</b> <b>4.0</b>		

Legend: 4.21 – 5.00 Always 3.41-4.20 Often 2.61-3.40 Sometimes 1.00– 1.80 Never 1.81-2.60 Rarely

**The Post- Workshop Phase**

A POST WORKSHOP PHASE a phase where a significant difference between the perceptions prior to the workshop and after the workshop is analyzed and discussing the initiatives undertaken by the administrators and faculty members arising from the AI process. This is the phase where after undergoing a Seminar-Workshop on Appreciative Inquiry a significant change on administrators and faculty members' perception in terms of interpersonal relationship, vertical and lateral collaboration, creativity resulting from synergy, quality of work life, management support and loyalty to the organization is taking place.

Challenging individuals to reach their full potential” (Bloom 2009, para,6) is not a process that is quickly achieved,

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although milestones and achievement of goals should be acknowledge and celebrated.

**Table 7. Weighted Mean of Vertical and Lateral Collaboration: Cooperation/Teamwork and Employee Participation**

Items	N	Mean	Std. Deviation	Interpretation
1. I am team worker. I like to work in a team.	40	4.5750	.63599	Always
2. I respect and am open to other's opinion and suggestion.	40	4.6750	.61550	Always
3. I participate in company programs that can help me improve my work	40	4.6750	.61550	Always
4. I function as a team member	40	4.6250	.66747	Always
5. I cooperate in most activities	40	<b>4.6600</b>	<b>.51081</b>	Always
<b>Post Cooperation &amp; Team Work</b>	40	4.7000	.64847	Always
6. I participate in company programs that can help me improve my work	40	4.5250	.64001	Always
7. I am involved in the implementation of the changes being made at work	40	4.5500	.71432	<b>Always</b>
8. I am involved in the planning of solution regarding issues affecting us	40	4.7750	.53048	Always
9. I actively participate during staff meeting	40	4.5750	.63599	Always
10. I freely share my ideas and opinions with my co-employees	40	4.3000	.60764	Always
11. Departments make collaborative efforts to solve issues and problems	40	4.5000	.64051	Always
12. We are involved in the planning of solutions regarding issues affecting us	40	4.0750	.52563	Always
13. My colleagues actively participate during staff meeting	40	4.5750	.63599	Always
14. We freely share our ideas and opinions with colleagues	40	<b>4.5095</b>	<b>.43368</b>	Always
<b>Post Employee Participation</b>	40	<b>4.5633</b>	<b>.44869</b>	Always
<b>Post Vertical and Lateral Collaboration</b>	40			Always
Valid N (listwise)	40			

Legend: 4.21 – 5.0 Always 3.41-4.20Often 2.61-3.40Sometimes 1.00– 1.80Never 1.81-2.60 Rarely

Collaboration involves in an organization involves people in the organization working together to achieve a common goal.

We have all heard the expression “Two heads are better than one,” that is exactly true in this case. Lateral collaboration refers to collaboration at the same level within an organization (Stonehouse. G, Campbell. D & Purdie. T 2004).

Table 7 shows that the faculty members who participate in decision-making are more committed and motivated to perform well on their job than those who are not. And that table 13 item no. 6 shows that faculty members are lowest 4.075 rating in participating staff meeting. But the overall interpretation of the table presents that faculty members are highly cooperating and working harmoniously with each other embracing relationships of “team-work”.

Vertical collaboration becomes evident when the faculty members display their close understanding between employees/faculty members at all levels. This will allow them to provide faster service, while increasing our client satisfaction, that will help establish the school as a more legitimate force in the industry. Relationships among individuals and groups in organizations create expectations for the behavior of individuals. These expectations result in certain roles that must be performed group must have a powerful impact on individual behavior and organizational performance (Ivancevich & Matteson, 1999:7)

**Table 8. Weighted Mean of Interpersonal Relationship: Communication and Values**

Items	N	Mean	Std. Deviation	Interpretation
1. I express my feelings rather than keep them to myself	40	4.2	.576	Always
2. I ask clarification when I don't understand an instruction given by my supervisor/manager	40	25	.79	Always
3. I don't feel restrained if I have to ask for clarification	40	0	.503	Always
4. I am comfortable talking about or showing my feelings of affection or caring	40	4.5	.83	Always
5. I talk to others how I feel about my job	40	50	.464	Always
<b>Post Communication</b>	40	10	.515	Often
6. There is respect existing in our department	40	00	.78	Often
7. I get along with my boss	40	0	.515	Often
8. There is a sense of cooperation between staff and faculty members	40	4.1	.515	Always
9. I trust my chairman	40	25	.78	Always
	40	0	<b>.385</b>	Always
	40	34	<b>.34</b>	Always
	40	4.1	.503	Always
	40	25	.83	Always
	40	0	.503	Often
	40	<b>4.2</b>	.83	Always
	40	<b>65</b>	.303	Always
	40	<b>0</b>	.82	Always
	40	4.4	.483	Always
	40	50	.05	Always
	40	0		Always



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Employee involvement is a broad term that has been variously referred to as “empowerment”, “participative management,” “engagement,” “work design,” “high involvement,” “industrial democracy, and “quality of work life”.

**Table 10: Weighted Mean of Quality of Work Life: Flexibility**

Items	N	Mean	Std. Deviation	Interpretation
1. I am open to new situations, events and persons without biases	40	4.2250	.57679	Always
2. I am willing to change work schedule at the last-minute notice	40	4.0250	.45220	Often
3. I am open to positive critic to help me improve my work	40	4.2750	.42290	Always
4. I can get along well with almost everybody	40	4.2000	.37279	Always
5. I learn new things that concern my tasks pretty fast	40	4.0250		Often
<b>Post Flexibility</b>		<b>4.1500</b>		<b>Often</b>
Valid N (listwise)				

Legend: 4.21 – 5.00 Always 3.41-4.20 Often 2.61-3.40 Sometimes 1.00– 1.80 Never 1.81-2.60 Rarely

As shown in table 10, item no. 3, 4.2750 (always) favorably rated by faculty members being conscious in improving their work through positive critics. And that item no.5 shows the lowest rating of 4.0250 (often) where learning new tasks and new things takes time, practice and patience. Creativity, which refers to the generation of novel ideas that might meet perceived needs or respond to opportunities for the Organization, is the essential first step in innovation. Creative people often are known for originality, open-mindedness, curiosity, a focused approach to problem solving, persistence, a relaxed and playful attitude, and receptivity to new ideas.

**Table 11. Weighted Mean of Creativity Resulting from Synergy: Creativity and Responsibility and ability to Work Independently**

Items	N	Mean	Std. Deviation	Interpretation
1. I think of better ways of doing things rather than to follow well-tried ways	40	4.2000	.40510	Always
	40		.50383	Always
	40		.59861	Always

2. I invent new ways of doing things	40	4.5500	.45220	Always
	40		.59431	Often
3. I am eager to try new approaches	40	4.2750	.43202	Always
	40			
4. I am a person who originates changes		4.2750		
		0		
5. I put new ideas to practice		4.1750		
<b>Post Creativity</b>		0		
Valid N (listwise)		<b>4.2950</b>		

Legend: 4.21 – 5.00 Always 3.41-4.20 Often 2.61-3.40 Sometimes 1.00– 1.80 Never 1.81-2.60 Rarely

As shown in table 11, item no.2 shows a highest rating 4.550 (always) favorably rated by faculty members of inventing new ways of doing things. Item no. 5 shows a lowest rating of 4.1750 (often) on putting new ideas into practice. Department chairs may have to check and follow up on the implementation of new ideas.

Human resources professionals know that employee retention is a key factor in an organization's success. In this column I'd like to examine retention more closely and talk about the difference between longevity and loyalty because your goal is to have a workforce that is both longstanding and loyal. Loyal employees represent a cost savings over recruiting and training new hires, and loyal employees can be incredible assets to a growing company.

**Table 12: Weighted Mean of Loyalty to the Organization: Self-Discipline and Identification of Organizational Goals**

Items	N	Mean	Std. Deviation	Interpretation
1. I report to work on time	40	4.2750	.4522	Always
2. I wear the prescribed company uniform when reporting to work	40	4.3750	.6278	Always
	40	4.1250	.8	Often
3. I follow company rules and regulations strictly	40	4.0250	.	Often
	<b>40</b>	<b>4.2000</b>	.5157	<b>Always</b>
4. I prioritized my task	40	4.3250	.8	Always
<b>Post Self Discipline</b>	40	4.2250	.6196	Always
5. The company's objectives are attainable	40	4.6000	.6	Always
			<b>.4942</b>	
6. The company's objectives are worthwhile	40	4.6000	.6155	Always
			0	
7. The accomplishment of the company's objectives will be the source of my satisfaction	40	4.5000	.5767	Always
	<b>40</b>	<b>4.3367</b>	.9	<b>Always</b>
	40		.4961	
8. I have a clear concept of the work I am doing to			.4	

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accomplish the goals of our department			.6324	
9. I feel sense of belonging and that I am part of the company			.8473	2
<b>Post Identification of Organizational Goal</b>			<b>.4523</b>	<b>4</b>
<b>Post Loyalty to the Organization</b>			<b>.4092</b>	<b>9</b>
Valid N (listwise)				

Legend: 4.21 – 5.00 Always 3.41-4.20 Often 2.61-3.40 Sometimes 1.00– 1.80 Never 1.81-2.60 Rarely

As shown in table 12, item no.8 shows a highest rating of 4.600 (always) favorably rated by faculty members as having a clear concept of their work to be able to accomplish the goals of their department. And that item no. 4 shows a lowest rating of 4.0250 (often) unfavorably rated by faculty members on prioritizing their personal task maybe because work task is to prioritized first.

**Results During the Workshop Phase**

A WORKSHOP PHASE is the seminar-workshop attended by faculty members from the different departments.

The second day of the Seminar-workshop was also enticing because this is the day where the respondents from different departments shared their output based on the 4D model. Since the seminar-workshop is only good for 1 ½ day the presentation of outputs was done simultaneously and response from the respondents were required.

**AI Facilitator**

Facilitation is a skill that makes life easier for people and brings out the best in them. Engaging in appreciative Inquiry facilitation was like creating a harmony that started with a captivating introduction to a melody. (Fernando, 2008)

The facilitator presented it to persons who waited something different and considered her an 'expert' in what she was about to do with any of them. I notice that the AI facilitator was creating and setting the climate for positive change, relying not solely on knowledge and mastery of the theoretical basis and methods of AI but to both at the heart and the heart of the message: “medium is the message (Fernando, 2008). The AI facilitator was constantly on the alert for the 'complete delivery of the process’”.

**Participants**

Participants at that time were not ready to accept and value the AI experience but the AI facilitator was creating a non-threatening atmosphere that encouraged fac-to-face conversations (storytelling) enhancing her capacity for flexibility, the art of positive reinforcement, and a sense of

accurate timing in putting across the appropriate questions. Furthermore, she commenced herself to “stay with the group” devoting real-time presence with the participants while she was sharpening her appreciative eye to draw out, guide, appraise, and align the interactions, dialogue, expressions, results and experience into a meaningful and powerful image that corresponded to the participants' desired design of their departments' future.

**CONCLUSIONS**

The study concluded that the participating faculty members of the University were satisfied with their existing organizational climate **before** the Appreciative Inquiry Seminar-workshop took place. However, an **improvement** was needed based on the perceptions by the participants on the areas of interpersonal relationship, vertical and lateral collaboration, and love for department **after** attending Appreciative Inquiry seminar-workshop.

**RECOMMENDATIONS**

Based on the findings and conclusions of the study, it is recommended that: The intervention Appreciative Inquiry be implemented again as it has shown improvements in the organizational climate's faculty members perceptions in the areas of interpersonal relationships and vertical and lateral collaborations.

The Appreciative Inquiry Seminar-Workshop must at least be offered in a 2-seminar workshop engagement so as to pave the way to the improvement on the other organizational climate's perception in the areas of creativity resulting from synergy, quality of work life, management support, and loyalty to the organization...

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