Organizational Development Interventions of Asilo de San Vicente de Paul, 2015-2018:
a Developmental Study

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Abstract

This research is a developmental study of the different organization development (OD) interventions undertaken by Asilo de San Vicente de Paul and the documentation of the current stakeholders’ experiences. Specifically, it documents the OD interventions undertaken by ASVP from 2015-2018, develops a holistic understanding of all the OD interventions undertaken by ASVP and recommends further OD intervention plans to be undertaken by the organization from 2019 to 2021.

This is a qualitative research using Appreciative Inquiry (AI) developed by David Cooperrider, utilizing the four cycles of AI, namely: Discovery, Dream, Design, and Destiny as a method in gathering data from the participants through Focus Group Discussions (FGDs) and Key Informant Interviews (KII). The results reveal that the OD interventions implemented by the ASVP within the past three years were generally beneficial in terms of enriching the spirit of service and volunteerism and in giving focus on the Vincentian values among its stakeholders. However, areas that need improvement are on the following: administration and management, human resource management, and financial. The results of the research are basis for the recommendations, specifically, an OD Intervention Plan for ASVP for 2019-2021.

Keywords: organization development, social service, appreciative inquiry, organization intervention, social work/welfare

Introduction

Social work is a practice-based profession and an academic discipline that promotes social change and development, social cohesion, and the empowerment and liberation of people. Principles of social justice, human rights, collective responsibility and respect for diversities are central to social work. Underpinned by theories of social work, social sciences, humanities and indigenous knowledge, social work engages people and structures to address life challenges and enhance wellbeing.

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Social welfare and development services institutions make important contributions to the society, as a whole. They work on and help in improving the lives of individuals, families and communities by offering direct care services. Such efforts help people diagnose and provide interventions on the well-being of individuals and families.

The Global Agenda for Social Work and Social Development (2010) was developed in response to the increased global complexity in which we all live and work (Jones, Yuen et al., 2008). The process was also explicitly designed to strengthen the profile and visibility of social work, to develop new partnerships, to boost the confidence of social workers and to enable social workers to make a stronger contribution to policy development. This represents a re-positioning of the global social work profession, together with social development professionals. The aim is to achieve sustainable, collaborative outcomes drawing on the acknowledged skills of social workers in creating multi-faceted, pragmatic solutions to highly complex problems, both individual and social (Sucharipa, 2001; Sweifach, LaPorte et al., 2010).

The pace of economic, social, cultural, and political changes in countries and territories in the Asia-Pacific region varies substantially. The complex factors attributed to the different histories of the countries in the region have played a role in the way in which social work was established and have continuously shaped how social work in the region perceives its task and key concerns in the 21st century.

Poverty can be in any form: physical, mental, psychological, social, moral and spiritual. Social welfare and development services institutions in the Philippines commonly respond to poverty situations wherein they engage, assess, intervene and evaluate with individuals, families, groups, organizations and communities.

Areas of work practice for social welfare and development institutions include child welfare and family support; work with older people, women, disabled people and those with mental health problems; disaster management; community involvement and sustainability; community organizing; and advocacy and social action.

Asilo de San Vicente de Paul (ASVP) is a social welfare and development institution under the Daughters of Charity (DC) Social Welfare and Development Ministry Cluster. It is registered with the Securities and Exchange Commission (SEC) and is licensed and accredited by the Department of Social Welfare and Development (DSWD).

For ASVP to continuously respond to serve Jesus Christ in the persons who are living in poverty is a challenge in the revitalization of the mission of transforming the life of the New Poor. Therefore, ASVP faithfully integrates the DC Provincial Thrust: Alleviation of Extreme Poverty and Hunger, Ministry to Migrants/ OFW’s /Persons Living with HIV/AIDS and their families, and access to primary education and Integrity of Creation in its varied programs and services.

Deep faith and trust in the Divine Providence have sustained the life of ASVP as it has survived 133 years of existence. The Institution started with 33 wards, providing asylum and lodging to the homeless.
At the start of the 21st century, there was a resounding call for ASVP to open its door to the new faces of the poor. After a period of discernment and reflection processes within the DC Philippine Province, ASVP reclaimed its original purpose of existence - to provide safe and peaceful residential care for the children in difficult situations and to facilitate access of the people living in poverty situation as a community-based service to nearby barangays. ASVP being in a strategic location is accessible to varied social service facilities – hospitals, schools, offices, and seafarer companies, etc.

“Saint Vincent emphasizes the radicality of the vocation of the Daughters of Charity: ‘They will consider that, since their ministries oblige them to be out of the house and among the people most of the time, and often even all alone, they need greater perfection than Sisters who minister in hospitals and other similar places, which they rarely leave’” (The Boldness of Charity, Inter Assemblies Document 2015-2021, 2015). Until now they are still being called to live the Gospel in the world in a “radical way,” following the example of Saint Vincent and Saint Louise: “the passion for Christ and for persons who are poor.”

ASVP, trying to serve as a role model in the social welfare and development field, does not want to work with mediocrity. Rather, a more dynamic approach is needed. Consistent improvement, changes and development are all underway to serve its clients, donors/benefactors and partners better, to expand horizon and to offer unique and more memorable experiences as a Haven of Hope.

The Administration believes that not to transform in today’s environment will be to die as an organization thereby not being able to serve its mission. Hence, several required organization development interventions were implemented to further sustain the Institution.

It is in this light that this research was conducted purposely to undertake a developmental study on the different organization development (OD) interventions done by ASVP from the year 2015 to 2018. Specifically, the study aimed to carry out the following with its relevant stakeholders: 1) Document the OD interventions undertaken by ASVP from 2015 to 2018; 2) Develop a holistic understanding of all OD interventions undertaken by ASVP from 2015 to 2018; 3) Document all immediate outcomes and accomplishments of ASVP from 2015 to 2018; and, 4) Recommend an OD Intervention Action Plan for 2019 to 2021.

**Methodology**

The study is a qualitative descriptive research which explains all the OD interventions undertaken for ASVP from 2015 to 2018.

The following processes were undertaken: First, an exhaustive analysis of secondary literature and studies pertinent to the current study, specifically, available literature related to organization development, management, and appreciative inquiry. Second, available records of ASVP were also studied to give meaning to the OD interventions undertaken in the Institution. Third, focus group discussions (FGDs) among selected participants. Lastly, Key Informant Interviews (KII) with key officials, particularly, administrators and units-in-charge in the
organization. The FGDs and KIIs were conducted and results of which were processed using Appreciative Inquiry as a research methodology following the 4D cycle, that is, Discover, Dream, Design, and Destiny.

The participants of the study were the members of the different Departments, namely: Administrative Services & Finance Department (ASFD), Pastoral Care Services Department (PCSD), and Social Welfare & Development Department (SWDD). The resident-clients participants were from the Blessed Rosalie Rendu (Rendu Home), San Pedro Calungsod (SPC), Elizabeth Seton Home (Seton), Sister Asuncion Ventura Educational Ultimate Service (SAVE-US), Technical Vocational Education and Training (TVET) Program; and People on the Move.

The participants of the FGDs and KIIs were as follows:

<table>
<thead>
<tr>
<th>Focus Group Discussion</th>
<th>Key Informant Interviews</th>
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<tr>
<td>Lay Mission Partners</td>
<td># of participants</td>
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<tr>
<td>SWDD</td>
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The KIIIs were conducted with five (5) major donors and benefactors and five (5) members of the Administrative Council, a total of 10 participants, to further validate or verify the results of the FGDs. The data gathered from the FGDs were recorded with the permission of the participants. The proceedings were then transcribed verbatim to capture the necessary details from the FGD. The transcribed data were thematically coded and analyzed. The identified themes were discussed lengthily and corroborated with the literatures cited in the study, which were also deepened by significant statements from the participants themselves. The themes identified were also validated by the results of the KIIIs from the key managers and administrators of ASVP. The data were further grounded in the literatures from experts and secondary data available at ASVP.

Results and Discussion

I. The OD Interventions of ASVP from 2015-2018 and Their Immediate Outcomes
The OD interventions undertaken by ASVP from 2015-2018 were strategic interventions, technosstructural interventions, human process interventions, and human resource management interventions and are illustrated in Figure 1.

### Figure 1. The Organization Development Interventions of ASVP from 2015-2018

The following are the immediate outcomes of the abovementioned interventions as articulated by the research participants of the FGDs and KIIs.

**A. The Lay Mission Partners (LaMPs)**

1. The **strategic interventions** helped them gain a better understanding of their current state and environment allowing everyone to better target strategies for collaborating with clients, donors/benefactors, individual partners and partner organizations. The first AI workshops done in 2013 led to the realization of the best experiences they had within the Institution including the attainment of the DSWD Level 2 accreditation in implementing residential based programs and services for children and youth. This accomplishment shows that AI contributed significantly to the positive revolution that has helped transform ASVP as an organization and as a community (Bushe and Marshak, 2009).

One participant declared:
“The first time I heard about AI, I appreciated the process because it made my feelings lighter. When we were able to concretize the vision, mission, and values, we were so happy. We started being a community of people appreciating each other. Until now, I am trying to apply it. I’m trying to look at the positive side of life – starting and ending the day with a positive disposition in my life. Personally, I learned a lot from AI. It’s worth applying as a way of life. I think the other employees also learned from it. I hope that AI becomes the Institution’s way of life. What we need is role modelling and motivation from the higher authorities.”

The overall feedback on the use of AI as OD intervention at ASVP is a philosophy grounded in dialogue and reflection-based practices that can stimulate organizational innovation orchestrated through shared leadership principles. Iterative processes of reflection, reframing, and reinterpretation now sustain ongoing and inclusive inquiry that is appreciative, applicable, provocative, and collaborative (Somerville and Farner, 2012)

Likewise, participants unanimously agreed that the development of the BSC was beneficial to all the stakeholders of ASVP. One participant also said, “BSC is perfect. We were able to identify our own specific roles. These became clearer when they were related with the Moments of Truth. Expectations became clearer in our department. The different departments became more systematic. I certainly appreciated it because the delivery of services became more systematic. ”

It was further observed that all the seminars facilitated not only focused on the technical competence of the people; but also gave them the opportunity to boost their morale, build self-confidence, and articulate their minds and feelings, thereby creating an environment “where people continually expand their capacity to create the results they truly desire, where new and expansive patterns of thinking are nurtured, where collective aspiration is set free, and where people are continually learning how to learn together” (Senge, 1990).

2. The techno-structural interventions assisted in improving organizational effectiveness and human development as they focused on organizational restructuring, job analysis and design and business process redesign.

“The Moments of Truth are an answer to my prayer,” one of the participants exclaimed, because it means clearer definition of roles and functions. The staff realized that now they “do not have to leave their main roles as case managers due to intervening works.” Through the Moments of Truth, it is assured that “there’s no task left behind.” The participants agreed that these steps and procedures clearly delineate the roles and responsibilities of each employee in ASVP. They all acceded that these must be in place so that whoever takes over their positions or tasks would not be left groping in the dark because the standards have been firmed up. “Even other people will be assigned to do same task, they will not be lost because they will be following the same system,” said one FGD participant.

For one participant, she realized that the Moments of Truth are directing and guiding her as she performs her role as a social worker. She realized that the extent of her role and the way she handles the cases will definitely be reflected in the results.
Another participant said, “Moments of Truth was very helpful because the schedules of the staff were put in order.” Moreover, one of the staff commented that a copy of the Moments of Truth must be submitted to the Human Resource Office so that it can be included in the orientation of new employees with respect to his/her roles and responsibilities. This would further help him/her adapt as he/she assumes his/her role in the Institution.

3. The human process interventions helped them focus on people within ASVP and the processes through which they accomplish the goals of the Institution. These processes included communication, problem solving, group decision making and leadership.

AI as a Paradigm Shift was introduced to open the mind and spirits of people specifically the Institution’s leaders. The following projects were undertaken:

a. Seminar-Workshop on Leadership: Creating Alignment of Strengths Towards Employee Engagement. An engagement survey was conducted during the workshop and one participant affirmed, “All the employees are engaged, totally engaged. Although there are employees who are partially engaged, maybe this is due to some personal reasons.”

The participants agreed that the seminar had a positive impact on themselves personally and to the whole Institution. Generally, they were able to establish better relationships with themselves and with one another that fostered robust exchange relationships and effective collaborations (von Kough, Ichijo and Nonaka, 2000). Further, they learned deeply about work engagement, and they are very committed to stay fully engaged in their work.

They also learned to approach people in the organization with gentleness. One participant said: “I learned how to approach people. Sometimes, I am impatient. Now, I learned how to be firm but gentle to all the staff in my organization.” Thus, Busche and Anig (2005) calls this as “focus on changing how people think instead of what people do.”

The participants further learned that affirmation is important in keeping their relationships in the organization, and that focusing on the negative attitudes of their co-workers is not healthy. One participant said: “I should not be always negative. I should be positive. I should point out the positive in a person.” Somebody added: “And we should learn how to affirm especially when somebody has done something good. Be more affirming!” This remark affirms what Fredrickson (2001) wrote in an article that positive emotions serve as markers of flourishing, of optimal well-being.

b. Seminar-Workshop on Appreciative Coaching. Appreciative Coaching is a relational process in which the coach leads by shining the light on the person coached. During the said workshop, the Emotional Intelligence of all participants were explored through the use of the emotional quotient (EQ) map. It plotted a sample of their personal performance strengths and vulnerabilities to identify individual and interpersonal patterns for success. (Cooper and Sawaf, 1997). Most of the participants learned how to further motivate their staff through coaching.

c. One-on-One Individual Coaching. Through this process, the OD Consultant believed that the leaders would be prepared to mentor and coach their subordinates toward their
further development and the achievement of corporate goals and objectives. Hashmi (2018) posits that the commitment of the management team is crucial for organizational change to occur and that mentoring one-on-one should be done in the whole organization.

The participants felt their value and importance as they went through coaching. They just hope that the Administration/top management would help them continue this activity. They added that they should also do coaching for their immediate subordinates.

4. The human resource management interventions helped them come up with and institutionalize the Performance Management System and the Planning, Monitoring and Evaluation System.

Generally, the LaMPs agreed that all interventions introduced to the Institution for its development are beneficial. It can be summed up with the following quotes from the LaMPs:

“Personally, I am happy with all the seminars/workshops introduced for the development of the Institution, even with all the activities conducted for the development of the Institution. I don’t feel stagnant in the Institution.”

“Everything taught to us is important. We appreciate new learnings. There’s a little problem though with the implementation and monitoring, I do believe, however, that gradually we will be able to live out everything that we have learned.”

B. The Residents

The following are the results of interviews with the different groups of residents about the best experiences they have had while under the care of Asilo:

1. Basic Needs (Food, Clothing and Shelter)

The residents were unanimous in identifying the provision of their basic needs such as food, clothing, and shelter as the most significant service that they have been receiving since they arrived at Asilo. According to them, the food served is of proper nutrition and is enough for everyone. Somebody noted, “I am happy with the food they are giving me.” One even gratefully mentioned that they do not have to worry about the food that they need to eat for the next meal because everything is provided to them unlike when they used to live with their families on the streets.

Regarding clothing, the residents were grateful that they have decent clothes to wear. They were also very thankful to the donors who come and give them clothes.

“The homeless can live here,” exclaimed one of the boys. He added, “I’m happy here because unlike when I was living with my mother, I couldn’t sleep because it’s hot. Now, I’m more comfortable.” The children appreciated the comfort they are experiencing now because they have a home where they can sleep and have nothing to worry about when it rains, or when typhoon strikes, or even when summer season comes.
One SAVE-US resident also shared, “I’m so grateful because the lodging fee is so affordable. This is a big help to us scholars whose budget is limited.”

2. Educational Assistance

All the children including those of the refugees are sent to good schools near Asilo. Through the help of the Sisters and benefactors, they have access to quality education, and learning materials, such as textbooks and school supplies. They even have access to computers and are given free tutorials by the volunteers.

The residents knew that the education given to them is a tool for them to have a better future. One child said, “My education is a tool for me to get a good job and to have a brighter future.” The children acknowledged that education can “strengthen their morality” and will help them in making decisions for themselves in the future.

A SAVE-US resident shared, “This is a big help to us and to our parents who have difficulty sending their children to school. It is difficult and it entails plenty of sacrifice but I am surviving. I just need to motivate myself. I learned this while in Asilo.”

For the Pakistani families, there is a big opportunity for parents to send their children to private quality institutions, with scholarships provided by the partner schools and universities. Aside from the free tuition fees, they are also provided with all the supplies, textbooks, reference materials, and computers that they need to be able to pass all their subjects. One parent expressed, “I am very happy that my children are also provided tutors to help them in their homeworks which I cannot perform to my children because of some language barriers.”

3. Safety and Security

“I’m happy because there’s no chaos here unlike when I was still living at Pandacan,” shared by one of the boys. He appreciated the fact that at Asilo, he did not have to worry that something wrong might happen to him. He was sure that he could sleep tight and peacefully during the night. He added, “Here, I have peace of mind that nothing wrong will happen to me.”

The children’s concept of inclusivity and openness to other cultures were very admirable. They were not only concerned about their own safety as Filipino children, but also that of other children as well, regardless of nationality. One remarked: “We are sure of our safety here, regardless of race. Asilo does not choose whom to help.”

4. Faith/Spiritual/Values Formation

The residents appreciated their frequent participation in the Holy Mass and in other religious activities because they get to deepen their relationship with God. As they perform active roles as choir members and altar servers, they get to discover their potentials in music, particularly
singing and playing musical instruments, such as the “banduria.” One boy testified, “I am not used to praying before I came to Asilo. I did not also attend Masses. But when I came to Asilo, I got the chance to go to Mass everyday and I became an altar server. Now, I go to Mass everyday and I learned how to pray.”

As Whitney (1997) describes, there is something about AI that leads people to call it spiritual, to describe their experiences as deeply meaningful, energizing and connected to something grander and more universal than themselves.

One of the activities which the residents enjoyed was the outreach activities that ASVP conducted outside the Asilo community, particularly the ones held with the elderly in the month of September. Through this activity, they were able to hone their communication skills because they get to assist and communicate with them. One of the concrete values that the residents learned through this activity was the respect for the dignity of others especially the elderly. One participant mentioned, “Through this activity, I learned the value of a human being and respect for the elderly.”

Attendance to other gatherings and social activities such as feast days and foundation day celebrations made the residents feel that they belong to one big happy family. Comparing these celebrations with his family occasions, one participant said, “Because in the family, we only celebrate during birthdays. At Asilo there are many opportunities to celebrate together.”

One thing significant about the response of the children was that they manage to balance their time for studying, doing household chores, and playing some games or sports. Such give them an opportunity to develop self-discipline, improve their skills, and do something that makes them happy. The children look forward to sports activities where they are taught how to play basketball and other games.

A participant confirms, “Somehow, we develop harmonious relationships with and among the youth residents. We develop ‘bayanihan’ (unity). Sr. Ana’s inputs on Religious Education are very helpful. We are very intimate. It is in Asilo that I learned about liturgical calendar, saints, etc.”

5. Medical Assistance

The beneficiaries of the SETON Home were very satisfied with the medical assistance they receive from Asilo through its volunteer doctors. One recipient shared that he owes his life to Asilo. He lost his home due to a typhoon, and he also met an accident that almost cost him his life. Though he has been staying at Asilo for three months already, the Institution still provides his medicines, including his therapy and even his diapers. He said: “Asilo’s assistance is a great help to me. They have been supporting me for three months already, including diapers and medicines. I also have free acupuncture sessions on Saturdays. When I arrived here, I was on stretchers. Now, I am already on wheelchair.”
6. Financial, Legal, and Moral Support

The endless support provided by the Sisters were very much appreciated because aside from food, clothes, shelter, and hospitalization, the moral support that they give were enough motivation for them to continuously hope for a better life in the future. “Because we are refugees, we sometimes encounter many problems. So, the moral support of the organization is very much appreciated,” one of the Pakistani mothers said. The Pakistani families also encountered issues regarding the required documents that they need to be able to stay legally in the country. Many times they are required to appear in public offices. The Sisters, especially Sr. Marilou C. Baaco, D.C., would accompany them. One of the children mentioned, “With certain issues like the documents, and if we need something from public offices, Sr. Malou accompanies my mother. That’s very helpful. I feel grateful.”

C. The Donors and Benefactors

The following are some of the most exciting comments of donors/benefactors:

When asked about the best times or the significant experiences they had in partnering with Asilo, Mr. Yee spontaneously exclaimed, “They are God’s blessings to us! Our business could not have existed without them.”

He recalled:

“More than 20 years ago, this place we’re renting used to be a gasoline station. It used to be leased to Atty. Kapunan. He used to have a small notarial office. Then our family took over the place. We were the first Nissan dealer in the Philippines, since 1977, founded by my father. So, I am the second generation in the family to be involved in the business. As a company we are required to improve our services, so we decided to expand. We approached Asilo because that time the gasoline station was no longer there. It was a great blessing that Asilo accepted our request. Since then, we have served more customers and expanded from Nissan to Suzuki, and now to Hino. This could not have been possible without the support of Asilo.”

Aside from Asilo as their company partner, Mr. Yee also mentioned that Asilo has been their spiritual partner. He always asks the Sisters to pray for them, to guide them, and to shepherd them. He describes their relationship with Asilo: “Their simplicity and openness are admirable. We co-exist in a harmonious way. They’ve been helping us not only in our business but also spiritually. We are blessings to each other. That’s our relationship through the years.”

Mr. Yee also considers the invitations from Asilo to attend special events such as anniversaries as one of the memorable experiences they had with them. He had the opportunity to meet the other members of the community, other sponsors and benefactors and the scholars or grantees. He also appreciates the acknowledgement given to the benefactors, though for him it is not required.
Ms. Toledo, on the other hand, shared that one of the significant moments their organization, the Rotary Club of Manila, have with Asilo is when beneficiaries give their testimonies and tell them what they have become. Sometimes the Sisters tell them about their stories, that they are now gainfully employed, and that makes them happy and fulfilled. When beneficiaries meet some members of the trustees in some occasions, they would voluntarily approach them and express their thanks. These are the reasons why the advocacy continues. “This is really heart-warming. I’m also happy that they also learn to be grateful,” she exclaimed.

Moreover, when Alex and Dina, a couple who have been helping Asilo, said, “We are very happy. And for us the best moment is when we see the children happy also. We are really grateful that we are given this opportunity to help and be able to share our blessings.”

Alex and Dina feel happiest when they see the report cards and photos of the children because they know that they are making a difference in their lives, even without the kids knowing who are helping them. They reiterated that they don’t want their identities revealed because they don’t want the kids to feel embarrassed when they meet personally. However, they are not really sure now during the second year because one time they heard the children saying, “You are our parents here. You are our dad and mom!” which made Dina and Alex feel good, too.

Though there is no guarantee that the foreign children will be able to finish school because of some documentation issues, Dina optimistically said, “even if the Department of Education will not recognize it, or even if they will not graduate due to lack of proper documents, at least they have personally grown and learned. They may not finish with a certificate but the learning they would get will be there forever. This is something that we should be thankful for.”

“It’s so spontaneous!” This is what Dina remarked. “We don’t know them, we did not prepare for it, and suddenly we became sponsors. We didn’t even save up for this but what’s amazing is that blessings keep coming and resources never run out.”

“It’s also some kind of paying it forward.” Dina added. She recalled that in the past, they also went through financial difficulties and many friends helped them. Alex and Dina know that they are indebted to all the people who extended help to them. Helping these children is already some sort of paying back that debt of gratitude.

Finally, Dr. Liao considers his happiness and fulfillment to be able to share his blessings and the opportunity to be of help to others as his “high moment” with Asilo. He said, “I realized that you can do something good without expecting for any compensation or anything in return, and at the same time you’re happy with what you’re doing.”

Aside from sharing his profession as a dentist to the children, sisters, staff, and clients of Asilo, Dr. Liao also shares his financial blessings. He does not have anything against feeding the children, but he prefers giving cash so that it can be used for something more urgent and important.

When asked until when he will be engaged with Asilo, he exclaimed, “By God’s grace, as long as the Lord allows!” For Dr. Liao, serving Asilo is a mission that he needs to fulfill. He even shared that there are a lot of opportunities for him to work abroad but he did not grab these because he knows there is a mission for him to fulfill in the Philippines. “God is in control,” he confidently
and faithfully answered. He further said, “God has put me at Asilo for a purpose!” He acknowledged that there are many ways of helping but with Asilo, it is more concrete, and you know where it is heading. As he articulated, “In Asilo, the help you extend is very concrete because you are directly given to the beneficiaries.”

C. The Administrators

The influence of OD interventions is not so much on the knowledge gained but on how each member of the Administrative Council assimilates all learnings. The following themes were identified based on their accounts:

1. Personal Self-Giving and Acceptance of Change

The Administrators felt that change was difficult in the beginning especially that they also come from different ministries. One of them shared, “Of course introducing change is a struggle. All of us struggled. All the interventions are clear but ownership and embracing the task is a different matter. It requires personal self-giving and acceptance of the changes from all of us.”

Kanter, Stein and Jick (1992) consider that OD interventions require a strong leader role. “An organization should not undertake something as challenging as large-scale change without a leader to guide, drive and inspire it. These change advocates play a critical role in creating a company vision, in motivating company employees to embrace that vision, and in crafting an organizational structure that consistently rewards those who strive toward the realization of the vision.”

2. Common Understanding on the Responsibility of Line Managers

Prior to the interventions, there was an absence of clear understanding on the responsibility of line managers. After the interventions, here’s what one of the administrators said, “Now, whenever we are discussing, we already have a common understanding. That was one of the great impacts of the interventions. I’m glad they realize and own the processes. For me, this is a great factor. That’s why their sense of self-giving, a value they live as Vincentians, for the service of the poor, is understood in a deeper meaning. They give because they see that the lives of the people they are helping are improving and that the vision, mission, and values of the Institution are concretized.”

3. Translation of Knowledge to Attitude and Behavior

The things that the Administrators learned and experienced from all the interventions had a great impact to their attitude and behaviors. As one affirmed, “The true meaning of sharing has come to our awareness and now concretized in our actions,” encouraging each member of the “organization to sign up for the things they care about, and the energy and excitement generated by the process makes it difficult for anyone to remain on the sidelines” (head, et/ al., 2000).

4. Clear Direction and delineation of duties and responsibilities
The whole Institution is now gearing towards the same and clearer direction. One administrator explained, “Based on the different interventions implemented since 2015, one thing we achieved is that ASVP now has a clearer direction. Although the process of going to that direction is a little difficult because of the culture that has evolved within Asilo, yet we can still recognize the success stories. The good thing is that at the end of the day, we realize a lot of beautiful things happen.”

One Administrator affirmed, “The revision of the organizational structure led to the re-alignment of positions. The responsibilities of each department became clearer.” The ASF Department Head further confirmed:

“The delineation of duties and responsibilities became clearer. There was involvement from all the members. Even the second liners can already assume the roles of other positions because these are already written in the Moments of Truth. And it led to the discovery of the potentials of every person that gave life to the Institution. There was clarity of functions. We were made aware of new processes in the business world. We realized that we need to blend-in that’s why we need all the knowledge to move forward so that we can reach out to the people who need us.”

5. Openness and Humility to Accept Change

Accepting change is a struggle because we are used to doing things out of comfort or habit. But with humility, change is easier to accept and embrace. One administrator shared, “Generally, now I can say I am open to change. It’s but natural that at first, a person may be hesitant. Even doing the Moments of Truth is taxing because we need to monitor the employees from the moment they time-in. But at the end of the day, they are happy to know what they did and what they failed to do. So, as an administrator, I am happy to see this change, though imperfect still. What is really important is our humility to embrace the changes introduced by the OD Consultant.”

6. Communication and Dialogue

Communication between and among the administrators is a big challenge in the Institution. However, because of the interventions, regular opportunities to talk and meet were provided. One said, “the impact of the interventions to the Administrative Council is that we always communicate. We always dialogue with each other.”

Whitney (2010) says that when people work well together a kind of communion occurs, a spiritual resonance. This is further described by Briskin, Erickson, Ott and Callanan (2009) as collective wisdom, a palpable sense of connection to each other and to larger forces, it is more than just collaboration.

7. Patience and Seeing the Goodness in Others

The Administrators did not only see the positive impact of the intervention towards themselves but also towards their employees. “So, as I’ve said, openness is what we need to be real servants of the Institution. I also learned patience and to see the goodness in others and in
As it is, serving the people also means organizing everything they need, concretizing the purpose to recreate the future as guided by the core values, reinventing structures, processes and procedures, reskilling and developing people, and further enhancing the Vincentian culture to be able to affectively and effectively serve them.

Conclusions

First, the AI process is an effective tool for planned change in terms of moving a group of people or stakeholders with multiple agenda within ASVP as an institution towards a collective view of the future. It produces a positive environment where stakeholders are able to transcend the pressing issues for development and improvement and celebrate the strengths of the Institution.

Second, every stakeholder can take an active role in renewing and transforming organization. Hence there is a practice of participative management using AI as a tool in strategic and operational planning.

Third, AI, having been introduced and undertaken at ASVP led to the discovery of the life-giving forces, propositions for the future and action plans. These were translated to vision, mission, values, strategies and goals, and specific programs and projects with their respective indicators of measurement.

Fourth, BSC was used in translating vision and strategies into actions. The vision, mission and values were communicated and linked to give rise to restructuring (Techno-structural intervention), systems and procedures formulation and enhancement (Techno-structural intervention), desired culture and paradigm change (Strategic intervention), human relations (Human processes intervention) and learning and development (Human resource management interventions).

Recommendations

ASVP has to continually implement interventions as it employs various change agents. The purpose of such interventions is to improve productivity, performance or behaviors through a series of structured individual and team activities that focus on what employees do and how they do it. Thus, Figure 2 shows the recommended organization development framework for 2019-2022.
1. Leadership

The LaMPs are a large fraction of ASVP’s investment in providing service to its clients. Since the LaMPs can make the difference between ASVP’s success and failure, Administration/top management should better know how to manage and lead them toward the attainment of the Institution’s goals and objectives. Therefore, visionary leaders working as change agents, developing a vision, and providing continuous and sustained support is paramount.

2. Culture Installation

The critical part of culture installation lies in the hands of the Administrator. With the presence and visibility of a leader, the most powerful way to connect is to tell stories to inspire the LaMPs and other stakeholders. With this, the leader would be able to hand out Wisdom which listeners/LaMPs, donors and benefactors, clients, partners and other stakeholders can use in any way they want and mold it according to their understanding, according to their needs and yet be able to find common ground between them and the Administrator. This will inspire listeners to take ownership, make silent commitments to act and be responsible for what is co-championed and generated between them and their LEADER.

3. Appreciative Inquiry/Organization Development

All ASVP Members will support what they help build. In order to create change, all Employees should have opportunities to participate actively in the decisions and achievement of ASVP. Doing so will help create a sense of ownership and loyalty in all employees and help them to embrace change agents.
One way of practicing participative and collaborative management is through sustaining AI as a way of life and as a tool for strategic planning, team and community building, leadership management and action research. Encompassing all projects and activities, every project and activity can be done with AI as basis and foundation.

3. Strategic Planning, Monitoring and Evaluation

Strategic interventions are necessary to create change within ASVP and its relationship with the external environment. These interventions may include re-establishing relationships with alumni, partners, donors/benefactors and other relevant stakeholders.

It is also important for ASVP to understand that the responsibility of achieving goals falls on all levels of the Institution, not just managerial strategies. Therefore, ASVP as a whole, the individual departments/units and all employees must evaluate their activities against goals.

Hence, the following activities should be done:

a. Revisiting and Concretization of Vision, Mission and Values (July 2019)


c. Operational Planning and Budgeting for FY 2020-2021 (October-November 2019)

In this case, ASVP shall continue using the BSC as a strategic management tool. The scorecard should be based on a series of cause-and-effect relationships. This should be derived from the strategy, including estimates of the response times and magnitudes of the linkages among the scorecard measures. In this case, ASVP can link the BSC to TQM – that is pursuing excellence in all programs, projects and activities being done.

4. Organizational Restructuring

For ASVP to remain a healthy organization, leaders/managers should understand that decision making should occur where the sources of information are, which is not always toward the top of the chain of command. Moreover, form should follow function. That is, the problem, or task, or project should determine how the human resources are organized. To be able to do this, employees in the Institution should have the right skill sets to perform their job functions. This is to avoid reassigning jobs which could not be done by employees occupying the respective position to another employee, and thus avoiding putting much load on others.

Again, there must be a review of the present organizational structure, job descriptions and qualification requirements. This must be reviewed vis-à-vis the existing manpower complement.

5. Systems and Procedures Development, Implementation and Evaluation

Employees want feedback on their performance, a sense of accomplishment, feelings of value and worth, and commitment to social responsibility. Employees need to become more efficient to improve their time management. And, of course, if ASVP would continue doing more work with less people, ASVP needs to make processes more efficient.
All managers should be able to combat the process by which employees become prisoners of their own procedures. A regular development/enhancement of policies, guidelines, processes and procedures should be done by every department with the leadership of their heads, again with emphasis on total quality management.

5. Skills Enhancement

Workforce learning and development has achieved heightened strategic importance in order to align the workforce with ASVP’s goals and objectives as the Institution continues to seek ways to improve workforce retention and productivity. It is believed that when ASVP invests in its employees, employees will invest their time and talents back into the Institution. ASVP should also work toward developing the skills of employees and enhancing their sense of well-being.

6. Total Quality Management (TQM)

Total Quality Management must be given priority in the next three years. Having said all the things about interventions, evaluation of interventions can be done in terms of the following: implementation feedback – to know whether the intervention is being implemented or not, and evaluation feedback – to indicate whether the intervention is producing expected results.

Ultimately, the results of this study can serve as reference to other social welfare and development institutions in their transformation activities. This study can be utilized by ASVP to further undertake OD interventions, monitor its implementation and evaluate the process and results. But to be able to do this requires a strong leadership that will make the LaMPs committed instead of compelled to change. Leadership doesn’t pertain to the Administrator alone, but it pertains to all Administrative Council members. As Brenda Bertrand (2002) has stated:

“True transformation begins with the heart and mind of the leader. The leader sees the organization as a garden where life can spring forth. Through personal development, the leader becomes a true learner. Change begins where learning and unlearning begins. Senge admits, “Most people in the organization, other than the leader, can’t make deep changes; they act out of compliance rather than commitment. Organizations rely on the transformation of its leaders rather than the transformation of its subordinates or systems.

The process that actually implements change often moves from the leader to small groups and then to the rest of the organization. However, transformation can only leave paper and theory and come into reality once the leader of the organization is liberated in his or her own learning and self-development. The leader becomes a learning leader and then the learning leader cultivates a learning organization. In that garden, transformation is inevitable!”
References


