Getting Ready for Business Expansion: To Enhance Employee Motivation and Work Performance Through HR Management Practices, Emotional Intelligence and Initiating Organization Learning Culture: A Study of a Fintech Company in Myanmar

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Abstract

Purpose: The purpose of the study is 1) To investigate the current situation of employees' motivation, work performance, HR management practices, emotional intelligence, and organization learning culture of ABC Co., Ltd. employees, 2) To implement appropriate Organization Development Interventions (ODIs) in order to support the organization for business expansion, 3) To determine the differences in employees motivation, work performance, HR management practices, emotional intelligence, and organizational learning culture between pre- and post-ODI, and 4) To gain insights of the participants on employees motivation, work performance, HR management practices, emotional intelligence, and organizational learning culture between pre- and post-ODI. **Research design, data and methodology:** This study employs questionnaires and semi-structured interviews for data collection for two phases: pre-ODI and post-ODI. After data collection, OD interventions such as human resources interventions, employees stress and wellness interventions and knowledge management interventions were performed. After data collection, quantitative data analysis with SPSS software and qualitative content analysis with NVivo software was performed. **Results:** The results reveal that ODI made significant improvements on employees motivation, work performance, HR management practices, emotional intelligence, and organization learning culture. **Conclusions:** According to the results, improving HRM policies and practices, emotional intelligence and organization learning culture improved employees motivation and work performance.

Keywords: HRM Practices, Emotinal Intelligence, Organization Learning Culture, Employee Motivation, Work Performance

JEL Classification Code: G21, L21, L22, M52

1. Introduction

The FinTech industry has received worldwide interest nowadays. Sangwan et al. (2020) define the FinTech industry as a new financial industry that uses technology services to improve financial activities. FinTech has become a popular term as financial services institutions adopt more technology in their operations. Because of technology

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innovations and changing behavior of Gen Y and Z, also because of COVID 19, there are behavior changes in people as well as industries.

As the nature of industry, there are two types of income generation. One is from government fundings, NGOS and associations to increase financial inclusion and provide financial literacy to people to rural areas. Another income source is from customers who are taking small loans and other financial services. Furthermore, government support is very promising for the industry in ASEAN. According to the e-Conomy SEA Report 2020, the regional use of digital services by ASEAN will increase to US $300 billion by 2025 because of the booming e-commerce sector and increasing Internet users. Because of the COVID-19 health crisis, the region's use of online payments, online insurance purchases, and digital remittances has also increased. The funding for FinTech companies was raised and investments were made of up to US $835 million in the first half of 2020 (FinTech News Singapore, 2020).

According to India FinTech News, it was mentioned that FinTech firms are using newest technologies such as AI and Machine learning in their day-to-day operations (Chitalkar, 2022). Therefore, it is essential for people working in the industry to have ability of continuous learning and development. Furthermore, a research paper on South-east Asia's FinTech sector on 2022, the researchers stated that the rapidly emerging sector is facing HR challenges. The FinTech industry in Myanmar is largely on a growth track, according to the FinTech Startup Report and Map 2018 (FinTech News Singapore, 2020). The report stated that with 95% of mobile penetration (Digital in Asia Pacific in 2017 report), the industry was promising. The sector grew significantly with the 2016 Financial Institution Law, the launching of the Stock Exchange and mobile financial services. Moreover, Covid 19 crisis also leads people to use more technology and FinTech services.

However, the political changes in Myanmar since February 1, 2021, have been disrupting all industries, including the FinTech industry. Many foreign investments were withdrawn from the country, so the booming fintech sector was also severely affected. The new military government changes regulations in all sectors, including the financial and technology sectors. Due to regulatory changes, there are emotional stress, emotional crisis and low performance in the organizations. The changes severely affected FinTech companies because of the difficulty of using mobile apps for payments; unstable Internet connections; and customers' changing behavior by reserving money because of the crisis.

1.1 Current Situation

ABC Co., Ltd. Co., Ltd., a FinTech company with a financial inclusion focus, was founded in 2016. The company provides data-driven solutions for financial institutions in order to provide their users with access to financial literacy, financial information, and financial products.

The organization focuses on three pillars of work; naming, digitizing back-end processes, analyzing consumer insights, and educating and generating leads. For digitizing back-end processes, the company provides services to the core banking system, mobile banking apps, digital field apps, and the MFI payment platform. For analyzing customer insights, the company provides a credit reference system, credit reports, and analytics. It offers digital financial literacy, lead generation, and market prices.

The vision of ABC Co., Ltd. is to help people live their lives free of poverty. With a big vision and a strong management board with international experience, industry experience, and technology experience, the company achieved 70% market share within five years. However, because of the abrupt changes in Myanmar politics since February 2021, the company had to move quickly and change business direction. The management decided to move the business to other ASEAN countries while maintaining current business inside the country as much as possible.

However, there are several factors hindering the achievement of company's vision of wanting to achieve a significant market share in ASEAN in the next five years.

According to management and staff of the company, there are many local problems because of unexpected and constant changes within the company and the need to change business models and strategies. There are many insecurities and emotional distress among employees. Seven out of 30 interview respondents (23%) answered that because of workload and a lack of talent resources, many members are handling many projects at the same time. Therefore, there is job overload.

According to an assistant manager, roles and responsibilities are not clear. There are SOPs (Standard Operation Procedures) in place for the technical side, but not for other HR issues. Employee motivation is low. According to the CEO, although the management supports employees to learn, there is a lack of a proper learning and development system and culture to enable the employees to improve themselves and share and utilize knowledge. According to the HR manager, misunderstanding and miscommunication are happening more often.

Furthermore, according to SOAR analysis, with the management trying to expand the market to ASEAN, there is a need for a new setting to go international. A lack of employee motivation and performance has become a big issue if the company would like to survive in local market as well as thrive in international market. The management and employees have mentioned the negative factors that hindered work performance and employee motivation;

- Lack of proper HR management system and processes
- Lack of emotional intelligence: high stress, low inter-personal communication skills, and lack of emotional control
- Lack of proper learning culture

These symptoms are the questions and worries about the efficiency of the company to survive in Myanmar market as well as expand to ASEAN market.

Thus, the problem statement of this study is "What factors can be improved to prepare the company to get ready for business expansion and go international, how to focus on the skills development of the employees as well as creating an enabling environment for them to grow with the company?"

1.2 Research Objectives

• To investigate the current situation of employees' motivation, work performance, HR management system, emotional intelligence, and organization learning culture of ABC Co., Ltd. Employees

• To implement appropriate Organization Development Interventions (ODIs) to improve employees' motivation, work performance, HR management system, emotional intelligence, and organizational learning culture

• To determine the differences in employees' motivation, work performance, HR management system, emotional intelligence, and organizational learning culture between pre- and post-ODI

• To gain insights of the participants on HRM practices, emotional intelligence, organization learning culture, employee motivation and work performance in pre- and post-ODI

1.3 Research Questions

• What is the current situation of the company in terms of employee motivation, work performance, HR management system, emotional intelligence, and organizational learning culture?

• What are the appropriate OD intervention techniques to improve employees' motivation, work performance, HR management system, emotional intelligence, and organizational learning culture?

• What are the differences between pre-ODI and post-ODI in employees' motivation, work performance, HR management system, emotional intelligence, and organizational learning culture?

• What are the insights of participants on HRM practices, emotional intelligence, organization learning culture, employee motivation and work performance in pre- and post-ODI?

2. Literature Review

2.1 Expectancy Theory of Employee Motivation

Cited by many researchers (Chakraborty et al., 2022; Chopra, 2019), Victor Vroom's expectancy theory of employee motivation includes three distinct components which is expectancy, instrumentality and valence that become motivational force for behavioral-oriented action. Expectancy is the effort that led to an outcome that desired. The results of outcome of efforts are called instrumentality. The equation of the theory is known as motivation = expectancy x instrumentality x valence.

A case study on a Brazilian FinTech company claimed that enhancing the opportunity to express points of view and ideas might increase self-perceived autonomy, which in turn improves employee motivation (Lopes & Hilal, 2021). They also claimed that the soft mechanisms such as communication, organization culture, and orientation control employees' activities and initiatives, which are perceived as autonomy-promoting.

2.2 Herzberg's Motivation-Hygiene Theory

Cited by Lee and Lee (2018), Herzberg complemented Maslow's Hierarchy of Needs Theory by introducing a new dimension through his Dual-Factor or Two-Factor or Motivation-Hygiene Theory (Herzberg, 2005). Lee suggested that Herzberg named intrinsic job conditions that lead to positive motivators (recognition, responsibility, and challenging work), while he named extrinsic job conditions that do not lead to positive hygiene (work conditions, fringe benefits, salary, managerial leadership, job security, company policies, and status). The absence of hygiene factors could lead to dissatisfaction.

2.3 Self-Determination Theory Model for the Workplace

Deci et al. (2017) suggest a self-determination theory model for work organizations. In this model, the researchers studied types of motivation (intrinsic and extrinsic) and their consequences for selected variables such as performance and well-being of employees. When organization and management support for autonomy and improve motivation, the employees have more connected feeling to the organization and improve performance and health and wellness of employees.

Therefore, in the basic self-determination theory model, there are two types of mediators; basic psychological needs and autonomous motivation. Individual differences and workplace context are independent variables. Dependent variables are work behaviors, performance and health and wellness of employees.

2.4 The HRM Performance Model

The HRM Performance model is a model used to achieve operational performance of the organization through HRM content and processes.

According to Guest (2011), successful implementation of HRM practices depends on the communication and problem-solving skills of line managers. They undertake daily actions that impact on employees' experiences (Purcell & Kinnie, 2007). "There is the risk that line managers simply fail to implement practices or may implement them badly" (Guest, 2011), affecting employees' experiences.

2.5 Illustrative Program Theory for organizational learning

The illustrative program theory is a simplified framework that focusses organizational learning theory into the decomposable six sub-themes (Brix, 2020). According to Brix, the theory intents to support improvement, strategic renewal and innovation in established organizations. Known outputs of organizational learning are workflows improvement, reduction of material waste and time waste on non-value-adding activities, employee behavior and attitude (Argote, 2013; Kringelum & Brix, 2020).

The outcomes of organizational learning include efficiency and effectiveness and increase customer satisfaction (Beer et al., 2005; Burton et al., 2015). The mechanisms of organizational learning that supports creation of continuously relevant organization includes the ability to balance exploitation and exploration (Brix, 2019), the way incentives are given (Burton et al., 2015; Thuy & Swierczek, 2006), work organization, communication and

empowerment (Huber, 2004; Morland et al., 2018), absorptive capacity, knowledge creation, retaining and transfer (Argote, 2013) and the decision-making (Hernes & Irgens, 2013).

The contextual variables that have desired effect on organizational outcomes are workflows, information processes and structure (Argote & Miron-Spektor, 2011; Burton et al., 2015), top-level commitment, strategic intent and financial priorities (Brix, 2020; Beer et al., 2005; Lyles, 2014), learning-oriented organizational culture (Lauer & Wilkesmann, 2017), prior knowledge, competencies, capacity and values and attitudes of organizational members (Brix, 2020; Elkjaer, 2004) and external environment (Morland et al., 2018). Therefore, according to Argote (2013), contextual variables that affect organizational learning are locally defined and context-dependent.

2.6 Literature Related to Organization Development Intervention

2.6.1 The Action Research Model

This type of intervention includes change related to interpersonal and group dynamics (Cummings & Worley, 2014). Process consultations help members identify and solve interpersonal problems by improving their behaviors. Team building helps the team perform the tasks better, have clear group goals and norms, and satisfy individual needs at the same time. Third-party interventions are used when there are dysfunctional interpersonal conflicts. This type of intervention is used only in special events and only when both parties are willing to participate in the process of confrontation.

The focal organization decided to perform interventions with the support of HR Team and department heads. The stages of performing interventions includes

• Define the Purpose and Scope (Surveys, Interviews, Meetings and Discussions)

• Communicate with Organization Members

• Create HRM Practices (includes Performance management system, Reward system, HRM policies and procedures) with the support of HR Team

• Create Coaching and Workshops for Emotional Intelligence with the help of Emotional Intelligence coach

• Do Training Needs Assessment (Organization level, Departmental Level and Individual Level) and Draw Training Plan for a year

• Implement and Evaluate Change (Surveys and Interviews)

Table 1: Overview of previous studies

Focus of study	References	Major Determinants
Work design improved Employee Performance	Yusuf (2022)	HRM and Work Performance
HRM System contributed to Organization Outcomes	Chowhan (2016)	HRM and Work Performance
Motivation is important factor for Work Performance	(Kuvaas et al., 2017)	Motivation and Work Performance
The effect of emotional intelligence, organizational commitment on the team performance	Setiawan (2021)	Emotional Intelligence and Team Performance
Assessing the influence of emotional intelligence on performance	Trad et al. (2022)	Emotional Intelligence and Work Performance
Managing Emotions and Job Satisfaction	Winton (2021)	Emotional Intelligence and Employee Motivation
Contributory role of dynamic capabilities in the relationship between organizational learning and innovation performance	Farzaneh et al. (2021)	Organization Learning and Performance
Organizational learning culture and customer satisfaction	Pantouvakis and Bouranta (2013)	Organization Learning Culture
Learning Organization and its Effect on Organizational Performance and Organizational Innovativeness	Hussein et al. (2014)	Learning Organization and Organizational Performance

2.6.2 Employees Stress and Wellness Interventions

This type of intervention includes change related to reducing employees stress and related problems (Tetrick & Winslow, 2015). Process consultations help members identify and solve interpersonal problems by improving their behaviors. Team building helps the team perform the tasks better, have clear group goals and norms, and satisfy individual needs at the same time. Third-party interventions are used when there are dysfunctional interpersonal conflicts (Cumming & Worley, 2014).

2.6.3 Human Resources Interventions

This type of intervention aligns the performance management system with business strategy, workplace technology, and employee involvement. The performance appraisal process is a systematic process to improve work outcomes by assessing work-related achievements, strengths, and weaknesses. Reward systems support performance appraisal processes by identifying behaviors to implement work outcomes or business strategies. Talent management and career development interventions, training

and development, workforce diversity and wellness are also part of human resources interventions.

2.6.4 Knowledge Management Interventions

According to Cummings and Worley (2014), This type of intervention focuses on the development and usage of knowledge in the whole organization. This interventions emphasis on the outcomes of the learning processes, how relevant knowledge can be organized effectively and used in order to improve performance throughout the organization.

2.7 Conceptual Framework

According to a preliminary diagnosis, there is lower motivation and lower performance in the focal organization. Therefore, in this research, motivation and performance would be used as dependent variables. HR management practices, emotional intelligence, and in initiating organizational learning culture would be used as independent variables, with the assumption that employee motivation and performance will be improved if the independent variables are improved. Therefore, conceptual framework of the research can be found below.
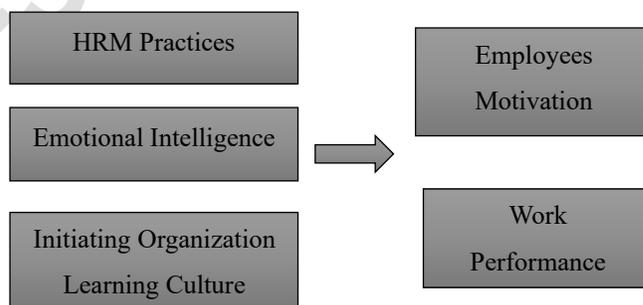

Figure 2: Conceptual Framework of the Study

Therefore, the following hypotheses were developed.

Ho1: There is no significant difference in employees' motivation between the pre-ODI and post-ODI phase.

Ho2: There is no significant difference in employees' work performance between the pre-ODI and post-ODI phases.

Ho3: There is no significant difference in HRM practices between the pre-ODI and post-ODI phases.

Ho4: There is no significant difference in Emotional Intelligence between the pre-ODI and post-ODI phases.

Ho5: There is no significant difference in Initiating Organization Learning Culture between the pre-ODI and post-ODI phases.

3. Research Methods and Materials

3.1 Preliminary Diagnosis

The study focuses on organization development interventions conducted at ABC Co., Ltd. Company. To understand the current situation and all possible issues and problems within the organization, the researcher used extensive analysis methods such as SWOT analysis, SOAR analysis, McKinsey's 7 S Framework and observations for preliminary diagnosis. The researcher selected the methods in order to obtain information about the current condition of the organization, to find out the main issues and to complement each other to ensure that the real problem, rather than a symptom, is investigated.

For diagnosis, the researcher had various meetings with management and interview sessions, including 3 management team members, 10 mid-level managers, and 17 staff of the organizations. The researcher also participated in town hall meetings and internal weekly meetings for direct observation. Group interviews were also performed with assistant managers and staff.

After compiling the data and providing feedback to the management team, the team and researcher jointly decided to take actions to improve the motivation of the employees by performing interventions in the areas of HRM practices, emotional intelligence, and organizational learning. After discussion with the top management, data collection was performed for quantitative analysis using survey questionnaires and qualitative analysis using semi-structured interviews.

3.2 Research Methodology

3.2.1 Research Population

For quantitative survey data collection, the number of respondents is 47, the whole organization, who are impacted directly by the change process. The reason for this is that top management wants the whole organization to participate in the change process.

Table 2: The respondents of the Quantitative Analysis

Department	No.
Management Team	3
Infrastructure Department	6
Quality Assurance Department	2
Software Development Department	11
Business Intelligence Department	6
Finance and Administration Department	5
HR Department	3
Business Analysis Department	6
Customer Service Department	5
Total	**47**

For qualitative analysis, purposive sampling (subjective sampling) technique is used in order to receive information and understand more about variables of the research. 30 participants of the organization were selected for semi-structured interviews, at least two participants from each department and the management made sure that consists of every level of the organization. This way, the researcher had the ability to include sufficient members of the organization and create rapport with all members, which can lead to reduced resistance when performing ODIs.

Table 3: The respondents of the Qualitative Analysis

Department	No.
Management Team	3
Infrastructure Department	5
Quality Assurance Department	2
Software Development Department	6
Business Intelligence Department	4
Finance and Administration Department	2
HR Department	3
Business Analysis Department	2
Customer Service Department	3
Total	**30**

3.2.2 Research Instrumentation

This research employs the survey questionnaire for quantitative analysis. The research used close-ended questions from previous studies on the Likert scale as questionnaire instruments. In this study, the questionnaire consists of five variables, namely HRM practices, emotional intelligence, initiating organization learning culture, employee motivation and work performance.

Table 4: Variables and Questionnaires used for quantitative analysis

Research Instrument	Construct Measured	Items	Original Author
HRM Practices – Performance Management (HRPM)	HRM Practices	3	Asad and Mahfod (2015)
HRM Practices – Policies and Procedures (HRPP)	HRM Practices	2	Asad and Mahfod (2015)
HRM Practices – Reward System (HRRS)	HRM Practices	1	Ibrar and Khan (2015)
Emotional Intelligence (EI)	Emotional Intelligence	5	Goleman, D. (1996)
Initiating Organization Learning Culture (OLC)	Initiating Organization Learning Culture	6	Yang et al. (2004)
Employee Motivation (EM)	Employee Motivation	6	Johnson C. (2005)
Work Performance (WP)	Work Performance	6	The EJP Questionnaire (Na-Nan et al., 2018)

In this research, semi-structured interviews were employed as a qualitative analysis tool.

Table 5: Variables and Questionnaires used for qualitative analysis

Research Instrument	Construct Measured	Items	Original Author
Semi-structured Interviews	HRM Practices	5	Carenys and Sales (2012)
	Emotional Intelligence	5	Goleman, D. (1996)
	Initiating Organization Learning Culture	4	Garvin and Gino (2008)
	Employee Motivation	4	Stringer et al. (2011)
	Work Performance	3	Koopmans et al. (2013)

3.2.3 Validity and Reliability of Survey Questionnaires

In this study, IOC tests were performed to check the validity of the questionnaires. The IOC is checked and analysed by professors from the Assumption University of Thailand and OD professionals from Myanmar. According to the IOC results, all the test items scores are from 0.6 to 1 which is larger than 0.05, therefore the test items are reliable to use in the research.

In order to empirically test the reliability of the instrument, pilot-tests were used to analyze the reliability of the questionnaires with 20 people, including management team, managers and assistant managers, and the results are as described in the following table.

Table 6: Cronbach's alpha results for quantitative questionnaire

Variables	Cronbach's Alpha Score	Result
HRM Practices		
Performance Management	.766	Reliable
Policies and Procedures	.946	Reliable
Reward System	.721	Reliable
Organization Learning Culture	.953	Reliable
Employee Motivation	.953	Reliable
Work Performance	.935	Reliable

3.2.4 Methodology for Data Analysis

In this study, Qualitative and quantitative analyses aimed to analyze the exact same variables. For quantitative analysis, the data collected were analyzed with SPSS software version 23, Paired Sample T test, for both pre- and post-ODI data collection.

The data from qualitative analysis were analyzed with content analysis. In this study, the process of content analysis includes following stages.

Stage 1 – Selecting the content: The text to analyze was chosen based on the research questions.

Stage 2 - Defining the units and categories for analysis:

30 members of the organization included as respondents to reduced resistance when performing ODIs.

Stage 3 - Developing rules for coding: The codes were developed from recorded interview transcripts. Based on the transcript, the phrase or words related to the context of the research was defined as codes. The texts were broken down into manageable code categories for analysis i.e., 'codes') in order to evaluate the text using content analysis. The codes were further classified into "code categories" to further summarize the data.

Stage 4 - Coding the text: The transcript in the form of text in English Language are analyze with NVivo software program to step up the process of counting, and categorizing words and phrases.

Stage 5 - Analyzing the results and make conclusion: The result from NVivo software described the patterns for drawing conclusion in response to research question.

The impact of OD interventions was identified through comparison between pre- and post-ODI. After the data analysis, the researcher recommended appropriate programs and a roadmap for future development of the organization.

3.3 Scope of Organization Development Interventions

After the data collection and data analysis for quantitative and qualitative analysis, the researcher designed appropriate interventions.

Based on the current situation of the organization, needs of the organization and workability of processes, the researcher and management decided to use the human resources interventions, employee stress and wellness interventions and knowledge management interventions based on Cummings and Worley (2014).

Table 7: Detailed Activities of OD Interventions

ODI steps	Activities	Timeline
Communicate with the Organization Members	Zoom meeting	Jul - 2022
Creating Value Statement, Performance Appraisal, Revising Reward System, Standardizing HR Processes	Meeting with CEO	Jul, Aug - 2022
	Prepare together with HR Team	
	Organization wide announcement and presentation session	
Emotional Intelligence Coaching and Training Sessions	Workshops and trainings given by EQ Coach from International Coaching Federation	Aug, Sep - 2022
Initiating Organization Learning Culture	Training Needs Assessment,	Sep – Oct 2022

ODI steps	Activities	Timeline
	Develop training plan for two years	
Implement and Evaluate Change	Evaluate the impact of ODI	Oct -2022
	Recommendation to BOD	Nov, Dec-2022

4. Results and Discussion

The comparison of between pre-ODI and post-ODI of each variable was conducted to identify the significant changes using SPSS software with Paired Sample T-test. The variables were tested with significant value (2 tailed) at 95% confidence level.

4.1 Quantitative Analysis Results

The summary of the result of Paired Sample T-test on each variable and the means differences for pre- and post-results can be found in following table.

Table 8: Paired sample T-test results on Variables

Variables	Mean Difference (Pre-Post)	Std. Deviation	Sig. Value
HRM Practices	1.0897	1.0688	0.0007
Emotional Intelligence	0.8513	0.9634	0.000
Initiating Organization Learning Culture	0.5598	0.6774	0.0003
Employees Motivation	0.6282	0.7053	0.0035
Work Performance	0.5598	0.7015	0.0003

According to quantitative analysis results, there is a significant difference between the pre- and post- ODI of Human Resources Management Practices (HRM Practices), Emotional Intelligence (EI), Organization Learning Culture (OLC), Employee Motivation (EM) and Work Performance (WP). According to the paired sample T test results described in above table, all the variables have positive means values, which mean the values were greater in post- than pre-ODI. The Sig (2- tailed) values for the variables are less than 0.05.

Regarding HRM practices, during pre-ODI surveys, 57% of participants (27 out of 47) choose rating 2 (Disagree) from 1 – 5 Likert scale for having proper HRM practices. After ODI, 66% of participants (31 out of 47) answered 4 (Agree) and 14 participants (30%) answered 5 (Strongly Agree) to having good HRM practices, performance management and reward systems. Regarding emotional intelligence, during pre-ODI surveys, most participants answer that they have low emotional intelligence skills (82%). After ODI, 39 participants out of 47 (83%) agree that they are improving

self-reflection, self- management, self-motivation, empathy and social skills.

Regarding organization learning culture, during pre-ODI, 60% of participants answered neutral for having proper organization learning and culture. After ODI, 75% of participants agreed to having organization learning and management support of learning.

Regarding employee motivation, during pre-ODI, 38% answered they are demotivated and others answered neutral. After ODI, over 80% of participants agreed that they are motivated, they satisfy the salary and benefits. Regarding work performance, during pre-ODI, only 28% (13 out of 47) participants answered that tasks are performed completely and attentively. Only 20% of participants (10 out of 47) are sure that tasks are completing on schedule. After ODI, 38 out of 47 (81%) of participants were confident that tasks are performed completely and attentively and 37 out of 47 (79%) were sure that tasks are completing on schedule.

For this reason, the results can confirm that ODI for each variable has positive impact and ODI made statistical improvements on the HRM Practices, Emotional Intelligence, Initiating Organization Learning Culture, Employees Motivation and Work Performance.

4.2 Qualitative Analysis Results

In this study, the qualitative data collection and analysis was performed in order to gain insights of the participants on HR practices, emotional intelligence, organization learning culture, employee motivation and work performance in pre- and post-ODI.

Table 9: Qualitative Analysis Results for HRM Practices

Question no	Code	Pre-ODI	Post-ODI
1	I know more details about company objectives	1.27%	3.7 %
	Have goal, I don't know in detail	1.55%	0%
2	Filling the necessary skills	0.08%	3.20%
	Need strategy and planning	4.24%	0.64%
3	Need learning and skills	2.67%	0%
	HR practices is on track	3.46%	2.33%
4	No specific definition of reward and penalty	3.12%	0%
	Clear JD and performance measures	1.44%	6.61%
5	No specific definition of reward and penalty	3.95%	0%
	Rewards according to performance appraisal	0.41%	2.14%

Table 10: Qualitative Analysis Results for Emotional Intelligence

Question no	Code	Pre- ODI	Post-ODI
6	There are emotions and feelings in my decision making.	0.84%	2.09%
	Aware of my emotions	0.15%	2.99%
7	Not always do self-reflection	1.36%	0%
	Do self-reflections often	0%	2.79%
8	Not usually give up during setbacks	0.36%	0%
	No give up, just set backs	0%	1.96%
9	Difficult relationships at work	2.14%	1.33%
	Good Communication and more comfortable with the team	0%	1.96%
10	More comfortable for supporting from behind	0.94%	0.24%
	I start taking leadership roles	0.61%	0.82%

Table 11: Qualitative Analysis Results for Initiating Organization Learning Culture

Question no	Code	Pre-ODI	Post-ODI
11	I am not sure about management support on learning	0.73%	0%
	Definitely Supportive	0%	1.62%
12	I am not so sure about appreciating learning	0.56%	0.58%
	More appreciate to learning	0%	1.66%
13	We don't do structured learning	1.33%	0.5%
	More structured learning now	0%	1.97%
14	There is no training plan, only provide when needed	0.8%	1.95%
	We are starting learning and sharing mechanism	0%	2.45%

Table 12: Qualitative Analysis Results for Employees Motivation

Question no	Code	Pre-ODI	Post-ODI
15	I don't think wage rate and benefits are satisfiable	0.59%	0.54%
	It's okay	0.23%	1.12%
16	I don't think there are clear goals set for each department	0.41%	0%
	Clear goals	0.07%	1%
17	Less motivated at work	1.06%	0.49%
	Motivating at work	0%	1.2%

Table 13: Qualitative Analysis Results for Work Performance

Question no	Code	Pre-ODI	Post-ODI
18	I am not sure about quality of work performance in past three months	0.99%	0.26%
	I am satisfied	0 %	1.31%
19	No I don't think I am satisfied with the quantity of work in past three months	0.94%	0%
	I am satisfied with my work	0%	1.04%
20	Often Delay finishing time for important projects in past three months	1.23%	0%
	Often finished	0.14%	1.98%

According to the qualitative analysis results, it can be stated that ODI made an improvement on Human Resources Management Practices, Emotional Intelligence, Organization Learning Culture, Employee Motivation and Work Performance.

Regarding HRM Practices, the participants mentioned during interviews and observations that they have more knowledge of Human Resources Management Practices of the organization, they have realization that organization is filling necessary skills to achieve objectives and goals, clear JD and performance measures, rewards according to performance appraisal.

Regarding Emotional Intelligence, participants mentioned more awareness of their feelings, they starting doing self-reflection practices, better communication and started taking leadership roles. Furthermore, there were mentioning of difficult relationships in pre-ODI interviews. After ODIs, there were no more mentioning of difficult relationships at work.

Regarding Initiating Organization Learning Culture, the participants indicated that management is more supportive of learning, more appreciation of learning, more structured learning and also mentioned of learning and sharing system. Regarding Employee Motivation, the participants mentioned they have clearer goals and more motivated after ODI.

Finally, regarding Work Performance, participants are more satisfied and finish on time after ODI.

5. Conclusion

In this current research, the focal organization is ABC Co., Ltd., a FinTech Company in Myanmar. As the country was suffered from COVID-19 health crisis and political crisis in 2021, many FinTech companies were closed down or downsized. The ABC Co., Ltd. needs to survive in crisis by strengthening the team as well as finding new market in ASEAN. As that time, the high turnover rate, lack of

motivation and misunderstanding between people brought company management to highlight the problems and do necessary interventions to be able to survive in the country as well as grow in ASEAN market.

Therefore, the researcher was contacted by management to find solutions to be able to survive current crisis and to get ready for business expansion. This research was designed and implement organization development interventions (ODIs) for getting ready for the business expansion of the company. The research planned to improve employees motivation and work performance through improving HRM policies and practices, emotional intelligence and organization learning culture.

There are 4 research questions included such as

1.What is the current situation of the company in terms of employee motivation, work performance, HRM practices, emotional intelligence, and organizational learning culture?

According to preliminary diagnosis, as the organization trying to expand the market to ASEAN in pandemic and political crisis situation, the employees were faced with both external and internal challenge. Internally there was unclear roles and responsibilities, no proper HRM practices caused many insecurities, emotional distress and low motivation. Also, a lack of a proper learning and development system causes the employees weak in learning. Misunderstanding and miscommunication are happening more often. Emotional intelligence was low, employees were not finishing the jobs on time and weak in performance.

2.What are the appropriate OD intervention techniques to improve employees' motivation, work performance, HRM practices, emotional intelligence, and organizational learning culture?

OD interventions including Performance Management Interventions, Employee Stress and Wellness Intervention, and Knowledge Management Interventions were used to improve HRM practices, emotional intelligence, organizational learning culture, employees' motivation and work performance.

3.What are the differences between pre-ODI and post-ODI in employees' motivation, work performance, HRM practices, emotional intelligence, and organizational learning culture?

According to data analysis results, employees' motivation, work performance, HRM practices, emotional intelligence, and organizational learning culture were improved more in post-ODI rather than pre-ODI.

4.What are the insights of participants on HRM practices, emotional intelligence, organization learning culture, employee motivation and work performance in pre- and post-ODI?

According to qualitative data analysis results by content analysis and NVIVO, participants shown improved understanding of organization's objectives, policies and procedures, improved emotional intelligence, improved in learning and sharing, participants have more positive views on management and leaders' commitment to learning, improved motivation and improved work performance.

"Clear JD, newly developed Performance Appraisal function, payroll system and benefit planning are clear measures for performance…"

The answers of respondents in qualitative analysis also showed that the employees have increased focus on self-reflection after the OD intervention, realized their needs and were willing to improve their performance.

"It's always and more focused on self-reflection now…"
"Yes, I do self-reflection often, especially during these times. I can see my true needs..."

Furthermore, participants have more confidence in handling challenges and better communication after post-ODI.

"I decide based on costs and benefits whether give up or not…"
"…Yes, I have good communication…"

Regarding Initiating organization learning culture, participants mentioned improvements on learning culture and sharing.

"Now, we start the learning and sharing mechanism…"
"Always welcome new ideas…"
"Yes, they are supportive of new ideas and I learnt a lot…"

Regarding Employees motivation, more employees were less likely to satisfy wage rate, bonus payments and/or the benefits received during pre-ODI. However, in post-ODI, majority of respondents stated that they are more likely to satisfy wage rate, bonus payments and/or the benefits received, their performance and team management.

"…it's motivating as a job. I'm happy to do the part I want to do…"
"I am happy with my job…"

Finally, regarding work performance, employees were more able to plan their work, their satisfaction on quality and quantity of the work performance is improved after ODI.

"I think good improvement in team management…"
"I am satisfied with my performance…"
"I am satisfied with my workload…"
"Yes, I finish on time…."

Therefore, the results of quantitative analysis were supported by qualitative analysis results of the study. Therefore, the study can be concluded in the following table.

Table 14: Conclusion for the Hypothesis

No.	Hypotheses	Result
H_o1:	There is no significant difference in employees' motivation between the pre-ODI and post-ODI phase.	Reject
H_o2:	There is no significant difference of employees' work performance between pre- and post-ODI phase.	Reject
H_o3:	There is no significant difference in HR policies and practices between the pre-ODI and post-ODI phases.	Reject
H_04:	There is no significant difference in Emotional Intelligence between the pre-ODI and post-ODI phases.	Reject
H_05:	There is no significant difference in Initiating Organization Learning Culture between the pre-ODI and post-ODI phases.	Reject

Because of the limited time, the research was only able to perform one single loop project to improve HRM Practices, emotional intelligence and organization learning culture. Moreover, because of the project scope and time constraints, the research can only initiate organization learning culture. To be effectively create the learning culture that supports the vision, the future researches could create multiple loops, to give opportunity for feedback and improvement.

The unique nature of the country with political crisis is also a factor to think. It may be beneficial to determine whether the ODI design can be beneficial in a country with more stable political system. Furthermore, the research was performed in a single FinTech industry. Therefore, future researchers can implement the design in different industries and identify the effectiveness. Moreover, future studies may concentrate on medium or large size FinTech companies. Extension of the research period also can identify the long-term impact of ODIs for the organization.

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