A STUDY OF STAFF "HUMAN INFORMATION PROCESSING" AND "EFFECTIVE PERFORMANCE" STYLES IN A MEDIA AND AN ADVERTISING COMPANY IN BANGKOK, THAILAND

By

ORAPIN SORANUNSRI

A Thesis Submitted in Partial Fulfillment
of the Requirements for the Degree of

Master of Organization Management

Graduate School of Business
Assumption University
Bangkok Thailand

November, 2001

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DEDICATION

To my beloved Dad; *Mr. Adisak Soranunsri.*

Every step of success in my life wouldn't have materialized without you. You' re my hero and my inspiration.

I thank the Lord for you, Dad. You' re one of His very best work.

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ABSTRACT

This study aimed to identify the relationship between human information processing style and effective performance style. Also the study examined similarities and differences in human information processing style and effective performance style of staff in a media and an advertising company in Bangkok.

The three theories are applied as main concept of the study :

(a) Theory of Dudley Lynch

(b) Theory of Carl Jung

(c) Theory of William Reddin

Pearson Chi-square and correlation were used in examining the relationship between Human information processing style & Effective performance style and Demographic profiles & Human information processing style.

The questionnaires, consisted of twenty-eight items referred to perceptions on human information processing style and five items referred to perceptions on effective performance style, were constructed corresponding to the conceptual framework. The questionnaires were floated to all companies in the sample frame. The returned and completed questionnaires were 171 copies represented 85.50 % returned rate of the total floated questionnaires by dividing into 91 completed copies from a media and 80 completed copies from an advertising company.

The findings reflect that there is a significant relationship between human information processing style and effective performance style in the study setting, which reconfirmed previous benchmark studies. I-Control style was the most preferred style for dealing with all effective performance style. The respondent perceived I-Control style as their human information processing style and Related style as their effective performance style. Additionally, it proved that there is no difference between a media and an advertising company in term of human information processing style and effective performance style.

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CHAPTER 1

GENERALITIES OF THE STUDY

1.1 Introduction of the Study

The 21st century is here. People believe that many things will be different than before. The concept of 'globalization' introduced in the latter part of the century has made us much more conscious of the world around us, of other countries and the changes that are happening. The word change or wave of change is creating a lot of pressure for us, especially for employees in organization. The main driving force that leads people to change and be ready for change is "Information". Today, access to change is accelerating at a very rapid pace. Where people used an operator to lead people up on the telephone, where people wrote memos that took days to deliver, where people called one another to arrange for meeting, etc. The technology for these vehicles has been refined to the point that the time needed to get hold of people and thereby information has been reduced considerably. Information today is at one's fingertips. It is therefore not a surprise to refer this time as "The Information Age".

1.1.1 Global reality. Now we face the rapid pace of change especially in the coming of the Information Age. There are more challenges and changes. These challenges and changes make life and work different and difficult. The old solution or skill cannot cover all. Therefore, we require a new way to manage life and work. Tapscott and Caston (1993) indicate that many companies have begun a transition to the new enterprise. Others are struggling with what to do. Virtually none has actually

achieved a comprehensive implementation of the new model. There is no handbook or guide for the new approach. There are also many dimensions of change, and organizations tend to move at different paces along some or all dimension. Yet, conceptually, some strong themes are emerging. In total, these themes create an image of what we refer to as the open networked organization.

Table 1.1 The Open Networked Organization

	Closed Hierarchy → Open Networked organization
Structure	Hierarchical → Networked
Scope	Internal / closed → External / open
Resource focus	Capital → Human, Information
State	Static / stable → Dynamic, Changing
Personnel / focus	Managers → Professionals
Key drivers	Reward and punishment → Commitment
Direction	Management commands → Self-management
Basis of action	Control → Empowerment to act
Individual motivation	Satisfy superiors → Achieve team goals
Learning	Specific skills → Broader competencies
Basis for compensation	Position in hierarchy → Competence level
Relationships	Competitive (my turf) → Cooperative (our challenge)
Employee attitude	Detachment (it's a job) → Identification(it's my company)
Dominant requirements	Sound management → Leadership

Source: Tapscott, D. & Caston, A. (1993) Paradigm Shift: the new promise of information technology. New York: McGraw Hill.

Empirical studies have repeatedly found that in more prosperous enterprises there is a greater awareness of information and a greater ability to manage it. There

is also a strong evidence that the quality, both of an organization's activities in the gathering and analysis of information and of the store of the information in which it possesses, is reflected in the commercial success of its innovation. Information superiority has also been claimed to give nations as well as individual firms competitive advantage. (Marguire, 1994)

When we see "Information" as a new "tool" to manage change, we find that information can respond to needs as we want not only for ourselves but also for our organizations. The new tool enable us -indeed, may force us- to see our businesses differently. As Peter Drucker (1998) stated, in fact, approximately 90 percent or more of the data any organization collects is information about inside events. Increasingly, a winning strategy will demand information about events and conditions outside the institution. Only with this information can a business decide how to allocate its knowledge resources to produce the highest yield. Only with such information can a business also prepare for new changes and challenges arising from sudden shifts in the world economy and in the nature and the content of knowledge itself. The development of rigorous methods for gathering and analyzing outside information will increasingly become a major challenges for businesses and for information experts.

When information is viewed as a strategy in management. The most important thing is a must concern about information is an adequate information system has to include information that makes executives question that assumption. It must lead them to ask the right questions, not just feed them the information they expect. That presupposes first that executives know what information they need. It demands further that they obtain that information on a regular basis. It finally requires that they systematically integrate the information into their decision making. They will have to

learn to organize information as their key resource. (Drucker, 1999) In addition, they will have to learn to decode or process that information. Decoding and processing this information as used in today's business establishments is better known as Dudley Lynch called it "Human Information Processing" (HIP).

1.1.2 National reality. Unfortunately, three to four years ago, Thailand faced an economic crisis. Many companies were downsized and many employees had to work under pressure. It looked like a big backward step on organization development, while on the contrary, other countries were moving ahead and creating major business development. On one hand the economic crisis was a major setback for Thailand, on the other hand it provided a challenge for Thailand to turn the economy around. It paved the way for surviving companies to focus on change. One of the changes was to require qualified and skilled people to handle the business reorganization.

Furthermore, Thailand is entering a period of tough global competition when many company mergers and joint ventures are taking place. Thai employees have to learn how to work together with foreigners and learn more about the business culture. Thailand is still lacking a suitable information processing system both in educational institutes and business organizations to develop people. Education institutes should focus on producing properly qualified graduates, while companies should have continuous programs for staff development. Therefore, all employees and managers are strongly required to learn and process the information. The employees who have the skills to decode the information surely can survive in a time of crisis and is counted to be a sustainable competitive advantage not only for themselves but also for their own organizations and expand to their nation.

1.1.3 Local reality. Two companies are selected for study in this research. One is the A-Time Media Co.,Ltd. and the other is an Advertising Company. As above mentioned, information rapidly creep to almost all organizations and all employees have to recognize not only the role of information but also how to manage information as a tool to carry out their own organization to the desired outcomes. The company which operated on network structure is interesting to study, especially the way how employees process the information that leads to effective performance.

A-Time Media Co., Ltd. A-Time Media Co.,Ltd. is a subsidiary of Grammy Entertainment Public Company Limited. The company came into business through the initiative of a group of producer, who had a strong skill in radio program. The founders commenced operations on 1988. Two of the co-founders are Mr. Phiboon Dumrongchaithum as a chairman of the Board of Director and Ms. Saithip Monthrikung Na Ayuthaya as a managing director.

On 1988, A-Time produced the first program "Rom Mai Rai Thag". This move initiated the rapid expansion of radio business in Thailand. The company has been a pioneer in the use of modern strategy in its operations as well as in the production of a full range radio program for the audience. That occurred a lot of change to this business. In the midst of change, A-Time continuously attempted to create and develop radio-media. The company intended to communicate the most useful things for all audiences.

What in outstanding of company is the interesting program having its own obvious characteristic and on air throughout the day. Moreover, A-Time can produce the music program inserted with news harmoniously. It makes a good outcome to audience not only for listening any time but also for getting useful

information. In addition, the company assists the society by setting special activity joined with the audience and A-Time members. From all of this, it leads A-Time to be a leader in this business. The company gets a big success and is the favorite all along.

At the present, A-Time has grown with workforce number about 150 persons, and offering four channel programs.

1. FM 88.0 MHz: Radio No Problem
2. FM 91.5 MHz: Hot Wave
3. FM 93.5 MHz: Radio Vote Satellite
4. FM 106.5 MHz: Green Wave

Advertising Company. Advertising Company is a subsidiary of a large, very famous, and worldwide network advertising company in Japan. The mother advertising company has the subsidiaries and associates in 19 countries on 69 branches; Australia, Brazil, China, France, Germany, Hong Kong, India, Indonesia, Japan, Korea, Malaysia, Netherlands, Philippine, Singapore, Taiwan, Thailand, United Kingdom, United States, and Vietnam.

This advertising company was founded in 1973 located in the heart of Bangkok. Total employees are 120. The advertising company is segregated into 5 widely sections; Management, Client Service, Creative, Display, and Media.

The advertising company uses five-S-strategy (5'S Strategy) to process all working procedures. First, Screen: search, sift and summarize all market and database resources to isolate core target life styles. Second, Squeeze: extract the very essence of the most salient consumer appeals to form a strong strategy. Third, Spin: skillfully integrate savory ingredients into a potent blend of tactics. Fourth, Superior: create success with superior professional crafting of masterpieces that win both accolades

and sales. Last, Synergy: apply the skills of a full-service agency to culminate in market-effective integrated communication.

The company in media and advertising industry especially these selected two companies perceived information as a tool to complete with the competitors. Therefore the most interesting things in this research is try to find out the similarities or differences of staff's human information styles in both two companies.

1.2 Research Objectives

1. To identify information processing styles of employees in a Media and an Advertising Company
2. To identify effective performance style perceived by employees in a Media and an Advertising Company.
3. To determine relationship between respondents' demographic profiles and information processing styles towards effective performance.

1.3 Statement of the Research Problem

To meet the research objectives, six research problems were formulated as follow:

1. What are the demographic profiles of the respondents in the terms of
    - Gender
    - Age
    - Education level
    - Current position level
    - Years of service

2. What are the perceptions of the respondents in human information processing style in terms of

   - I – Control style
   - I – Explore style
   - I – Pursue style
   - I – Preserve style

3. What are the perceptions of respondents in effective performance style in term of

   - Dedicated style
   - Related style
   - Integrated style
   - Separated style

4. What is the relationship between demographic profiles and human information processing style?
5. What is the relationship between human information processing style and effective performance?
6. Are there any differences between the human information processing style and effective performance between a Media and Advertising company?

1.4 Scope of Research

The scope of this research includes the following information.

1.4.1 Topic in focus. The research study on human information processing as an independent variable and effective performance as a dependent variable of A-Time Media Co.,Ltd. and an Advertising Company.

1.4.2 Target respondents. There are 150 respondent population of A-Time Media Co.,Ltd. and 120 respondent population of Advertising company, out of which 171 are the actual respondents of the study.

1.4.3 The area in focus. This research makes the study into two areas. One is A-Time Media Co., Ltd. and other is an Advertising Company in Bangkok.

1.5 Limitation of Research

1. The limitation of resources focusing directly on the topic of human information processing.
2. The confidential information of selected company by using the anonymous name.

1.6 Significant of the Study

1. For better understanding of employees on information processing style.
2. For identifying the influence of information processing to actions or patterns of behavior.
3. For developing recommendations regarding information processing styles which effect performance.

1.7 Definition of Terms

Effective Performance. It is defined as a the way in which an employee behaves as measured by the amount of Task Orientation (TO) and Relationships Orientation (RO) he uses. The four basic styles are Dedicated, Integrated, Related, and Separated.

Dedicated style. It is defined as a basic style with more than average Task Orientation and less than average Relationships Orientation.

Integrated style. It is defined as a basic style with more than average Task Orientation and more than average Relationships Orientation.

Related style. It is defined as a basic style with less than average Task Orientation and more than average Relationships Orientation.

Separated style. It is defined as a basic style with less than average Task Orientation and less than average Relationships Orientation. (Reddin, 1970)

Human Information Processing (HIP). It is defined as the model of brain functioning developed by Brain Technologies Corporation and the studies on which it is based are proving exceedingly fertile and illuminative in understanding human limitations during rapid-change times. The BrainMap is divided into 4 quadrants: I-Control, I-Explore, I-Pursue, I-Preserve.

I – Control. It is defined as the information processing skill representing the left and the anterior brains and the focus on discreet, concrete, time-bound, consistency and certainty issues.

I – Explore. It is defined as the information processing skills that utilize both the right and anterior brains and the focus on diversity, creativity, alternative options and intuitive directions.

I – Pursue. It is defined as the information processing skills that utilize both the left and posterior brains and the focus on motion, momentum action, direction and results.

I – Preserve. It is defined as the information processing skills that utilize both the right and posterior brains and the focus on relations, connectedness, affection, attachment and integration. (Tayko, 1999)

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CHAPTER 2

REVIEW OF LITERATURE AND RELATED STUDIES

One hundred years ago, William James contemplated how people change their thinking over time when encountering new ideas. Today, social scientists are still interested in this topic. Anderson (1989) asserts that "life is on line" and involved the continuous updating of perceptions, value, goals and strategies. Knowledge of information processing and knowledge of leadership are central to this issue. Individual cognitions, social perceptions, dyadic relations, groups functioning, and organizational processes are all on-line activities that involve the interplay between leadership and information processing. Leadership is largely a perceptual phenomenon that occurs in the context of ongoing cognitive, social, and task-related activities. Leadership both affects and is constrained by cognitive and social processes at all levels of human systems: individual, dynamic, group, organizational, and societal institutions. It also affects and is constrained by task performance at each of these levels. (Lord & Maher, 1993)

Once managers and employees are aware of the different ways in which people perceive and process information (their own cognitive style) they can benefit from a better understanding of how and why they tend to approach situations in a certain way.

A number of theorists and researchers have discussed cognitive style associated with performance Fiedler and Garcia (1987), Kotter (1988), Jaques (1989), Kirton (1994). For example, Fiedler and Garcia's (1987) cognitive resource theory

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emphasizes that experience and intelligence as being crucial determinants of performance. Interestingly Kirton (1994) believes that cognitive style is a major determinant of one's intention to solve problems in routine or in transformational fashion.

Hunter, Schmidt, and Judiesh (1990) performed a meta-analysis of managerial jobs and found that both cognitive demands and variance in performance increase dramatically with a manager's level in the organizational hierarchy. And that results also demonstrate the importance of cognitive ability for executive performance.

Thus, cognitive style or the way people perceive and process information determines who might be most effective for a certain type of situation.

2.1 Definition and Features of Human Information Processing

Bourne, Dominowski, and Loftus (1979) provide the meaning of human information processor that the mind can be described as an information processing system, and human behavior is a consequence of such processing.

Howell and Cooke (1991) also propose that information or messages taken in by the learner undergo several transformationing in the human brain.

Information processing begins when a message or stimuli (which could be sound, smell, touch, or pictures) from the environment is received by receptors (ear, nose, skin, eyes). The message is registered in the sense and stored in short-term memory. The message is then transformed or coded for storage in long-term memory. A search process occurs in memory during which time a response to the message or stimulus is organized. The response generated relates to one of the five learning outcomes; verbal information, cognitive skills, motor skills, intellectual skills, or attitudes. The final link is feedback from the environment. This feedback provides

with an evaluation of the response given. (Noe, 1999)

Information processing principles are important in interpreting the perceptions held by leaders. Lord (1985) developed a social information processing model in which he asserted that leadership perceptions can be explained by two qualitatively different processes: either leadership can be recognized from the qualities and behaviors revealed through normal, day-to-day interactions with others, or it can be inferred from the outcomes of salient events.

One theory about how recognition-based leadership perceptions are formed was suggested by Rosch's (1978) theory of cognitive categorization, jointly focused on the structure of knowledge used to classify leaders and the actual information processes used in perceptions. This viewed leadership as being a cognitive category that was fundamentally important in many different situations. Leadership perceptions were equated with cognitive categorization, a process in which nonidentical stimuli are segmented into classifications (for example leaders or nonleaders) that can be treated equivalently.

The cognitive perspective has a dual application in understanding executive-level leadership. First, at top levels a cognitive perspective is useful in understanding how leaders manage the cognitive components in their jobs. Second, such a perspective also helps to explain how leaders are perceived by others.

To understand leadership perceptions it is essential to understand how people process information. Information processing principles are central to understanding the perceptions others hold of leaders, including subordinates' perceptions of leader; the nature of leader-subordinate interactions; the use of symbolism and indirect influence by upper-level leader; and the amount of discretion afforded to leaders. (Lord & Maher, 1993)

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2.2 Theories Related to Human Information Processing

2.2.1 Theory of Lynch (1988). Dudley Lynch identifies the human information processing by using whole brain functioning skills. He creates The BrainMap model by dividing into four quadrants. He stated that BrainMap model is a model to aid with encouraging teamwork, building interpersonal communications skills, assessing career goals, and identifying information processing style. The BrainMap model of information processing is composed by I-Control, I-Explore, I-pursue, I-Preserve.

I-Control style utilizes both the left and anterior brains. This style is distinguished by a passion for facts and other information, exacting standards for yourself and others, an allegiance to trying harder, being better, getting smarter and an insistence on order and systematic approaches. I-Control focus on logical analysis, precision thinking, realistic, methodical and rational. That is, I-Control oriented persons and groups prize their knowledge -their mastery of information- and build strong categories to pigeonhole the facts as they see them. They take great pride in this structure of knowing and defend it tenaciously. "I understand, therefore, I control."

I-Explore style utilizes both the right and anterior brains. This style is distinguished by dealing in possibilities, not in sureties, being ahead of times and often having to wait for others to catch up, responding to variety- insisting on it, in fact and seeing self as visionary and idea-oriented, with the ability to entertain novelty. I-Explore also focus on change-oriented, variety seeker, synthesizer, imaginative and open-ended thinking. That is, I-Explore oriented persons and groups relish putting together new perspectives for viewing, arranging, and explaining things. "I envision, therefore, I expect."

I-Pursue style utilizes both the left and posterior brains. This style is distinguished by a sense of aliveness and self-worth that is tied to the freedom to react in correspondence to breaking events and prevailing urges, an attraction to tools that make things happen, a randomness that brings mobility, competitiveness and immediate consequences. I-Pursue also focus on quick study, enthusiastic, adaptable and practical. That is I-Pursue oriented persons and groups have strong, immediate desires and find the chase is at least as real and rewarding as the capture. "I want, therefore, I act."

I-Preserve style utilizes both the right and posterior brains. This style is distinguished by seeing things in black and white, with a minimum of grays in between, mental and emotional commitment to conserving what you believes in; caring for it and establishing strong bands to it, folding today's realities quickly back into a vision of what is right, moral, ethical, true and time-proven, and also spontaneity in situations involving people you care for. I-Preserve focus on value oriented, defender, emotional, sentimental and feeling-powered thinking. That is I-Preserve-oriented persons and groups volunteer to serve as the guardians of tradition, cultures, values, and mores. "I respect, therefore, I defend."

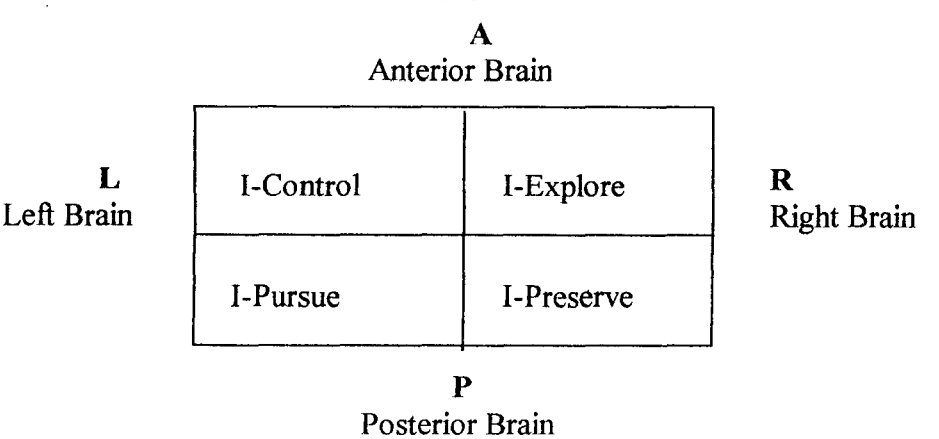

Figure 2.1 BrainMap Model

2.2.2 Theory of De Bono (1990). Edward De Bono approaches people to imagine wearing six color-hats at various times in the information processing. Each hat designates a different thinking process.

The white hat is neutral and simply carries information. It looks to see what information we have and what the mission that we would like to have and how to get the information we need. Everyone puts on this hat at the beginning to look at the facts and the information at hand, without any emotional or logical input allowed, just the facts only. White hat thinking is a discipline and a direction.

The green hat is for creative thinking and new ideas. It represents the search for additional alternatives. When everyone wears the green hat, it is possible to ask for and generate ideas.

The yellow hat is for optimism and the logical positive view of thinking; it looks for feasibility and how something can be done and opportunity seeking. It also looks for benefits, but they must be logically based. While wearing the yellow hat, no criticism of the idea is acceptable.

The red hat has to do with feelings, intuition, hunches and emotions. The red hat legitimizes emotions and feelings as an important part of thinking. When a thinker is using the red hat, there should never be any attempt to justify the feelings or to provide a logical basis for them.

The blue hat represents process control and looks at the thinking process itself. The blue hat sets the agenda for thinking, suggests the next step, asks for other hats, asks for summaries, conclusions and decisions, and can comment on the thinking being used.

The black hat is specifically concerned with negative assessment. Black hat is for critical judgement and points out why something can or cannot be done. The black

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hat is caution, meant, to prevent from making mistakes, doing silly things. The black hat thinker points out what is wrong, incorrect and in error. Also points out how something does not fit experience or accepted knowledge, why something will not work.

2.2.3 Theory of Jung (1971). Carl Jung describes possible ways people can gather information and evaluate the information. It contains four functions: two rational functions -for purposes of judging and evaluating- and two irrational functions -for purposes of perception. The two rational or judgment functions are thinking and feeling, and the two irrational or perception functions are sensing and intuition.

The rational functions -thinking and feeling- evaluate and judge information. Thinking uses principled reasoning, logic and impersonal analysis to evaluate information and situations. Feeling, by contrast, uses empathy or personal values to make a judgement.

The irrational functions –sensing and intuition- simply receive and process Information without evaluating or judging it. Sensation is sense perception or bodily senses. It focus is on concrete, tangible realities in the present. Intuition is perception through the unconscious. Intuitive types of people can make leaps from the past or the present to future possibilities, and they can perceive complex connections among various phenomena.

Jung also identifies that perception and judgment are independent functions. There are four possible combinations of the functions: Sensation and Thinking (Sensation Thinker), Sensation and feeling (Sensation Feeler), Intuition and Thinking (Intuitive Thinker), and Intuition and feeling (Intuitive Feeler). Each of these four combinations has distinctive characteristics.

Sensation thinker; interested in formulating and enforcing rules; persistent, decisive, bases decisions on logical criterial, predictable, seldom provides feedback to others.

Intuitive thinker; forward-thinking, innovative, appreciates power dynamics in the organization, seen as intelligent, relies on others to provide details of innovations.

Sensation feeler; quickly reaches decisions based on interpreting the facts, enjoys improving operations and efficiency; resists sweeping changes, gets along well with colleagues, reinforces performance through praise and public thanks.

Intuitive feeler; communicates effectively, consults others before making major changes, fosters teamwork, needs recognition and praise from others.

In 1993, Katharine Myers and Isabel Briggs developed the work of psychologist Carl Jung to be the personality test called the Myers-Briggs Type Indicator (MBTI). It is the most widely used personality test in the United States.

2.2.4 Theory of Driver (1993). Michael Driver, at the University of Southern California developed a two-dimensional classification of cognitive style. One dimension is the number of alternatives generated –single versus multiple- and the other dimension is the amount of information used –moderately low versus high. He separates four basis cognitive styles into decisive, flexible, hierarchic, and integrative.

Decisive style (single alternative and low information); a small amount of information is used to generate a good enough decision. Once a decision is made, it is final. This style favors speed, efficiency, and achievement of results. It may be too rigid and simplistic, but it is dynamic, strong and reliable.

Flexible style (multiple alternatives and low information); also employs a

minimal amount of data to reach a decision. However, it continually absorbs data and generates new solutions as needed. Adaptability as well as speed and efficiency are prized. It is strong in intuition, getting along well with others, and rolling with the punches; yet it can be shallow and indecisive as well.

Hierarchic style (single alternative and high information); show a very high use of available information to meticulously generate one best solution. Then the solution is often implemented using an elaborate contingency plan. It utilizes rigor, precision, and long range planning, or may also be dogmatic and over controlling.

Integrative style (multiple alternatives and high information); uses a large amount of information, but simultaneously generates a number of possible solutions for implementation. There is a tendency to rely on creative synthesis rather than pure logic. It is highly inventive, empathic, and co-operative, yet it can be too complicated and wishy-washy.

2.2.5 Theory of Lord (1993). Lord presents four alternative information processing models, which depict qualitatively different perspectives on how people process information. The four information processing models are rational, limited-capacity, expert, and cybernetic.

Rational model; the optimal use of information in a deliberate, thoughtful manner is the hallmark of rational models. The key assumption underlying rational model of information processing is that unlimited capacity to identify alternatives and to combine information in an objectively optimal manner. It requires extensive amounts of decision-relevant information be available in long-term memory. Moreover, this model assumes that people can simultaneously access this information and optimally combine it to select the most desirable alternative, as defined in mathematical terms.

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Limited-capacity model; this model is more congruent with short-term memory and attentional limitations than rational model because limited-capacity requires the use of less information at one time and simpler evaluation procedures. People in this model are often descriptively accurate, however they are prescriptively weak. A key assumption of limited-capacity model is that people rely on general knowledge structures to process information.

Expert model; the key assumption of expert model is that it relies on very well organized or highly developed knowledge structures characteristic of a specific content domain. Expert can be highly efficient processors of information but only in very specific social or task-related domains. Expert can also store and retrieve more information because of their highly elaborate knowledge structures. This capacity can produce automatic processing and appropriate actions or behaviors that correspond to the problem representation. The result of this type of processing is that expert can process information or perform tasks in a qualitatively different manner from the way novices do.

Cybernetic model; cybernetic model is much more dynamic than the other models. This model conceptualizes information processing and actions as being interspersed over time. This model uses interpretation of past social information and intermixed over time with planning future activities and executing current behaviors. Cybernetic model relies heavily on feedback from the task or social behaviors. Hastie and Park's (1986) on-line model of social judgment is a good example of cybernetic information processing. In their model, initial judgments about an individual are modified with additional experience.

2.3 Critical Analysis / Discussion of the Theories Related to the Human Information Processing

The following tabular indicates all the authors / theories side by side and analyzes by looking for similarities and differences of each theory as to sub-variables of Human Information Processing. Table 2.1 presents only the title or name of each variable as given by theorists.

Table 2.1 Discussion of the theories related to the Human Information Processing.

Theory	Variable	Variable	Variable	Variable	Variable
Lynch (1988)	I-Control	I-Explore	I-Pursue	I-Preserve	
Jung (1971)	Sensation Thinker	Intuitive Thinker	Sensation Feeler	Intuitive Feeler	
De Bono (1990)	Blue Hat	Green Hat	Yellow Hat	Red Hat	Black Hat White Hat
Driver (1993)	Hierarchic	Integrative	Decisive	Flexible	
Lord (1993)	Rational	Cybernetic	Expert	Limited Capacity	

As same as the above (2.1) Table, Table 2.2 presents the analysis and comparison of theories / authors and their sub-variables of Human Information Processing that existed and contained in their theories by clarifying more on details.

Table 2.2 Elaborated discussion of the theories related to the Human Information Processing

Theory	Variable 1	Variable 2	Variable 3	Variable 4
Lynch (1988)	• Methodical • Predictable • Realistic • Balanced • Rational • Planner • Logical	• Change • Variety Seeker • Idea-oriented • Re-arranger • Synthesizer • Imaginative	• Decisive • Practical • Expectant • Adaptable • Enthusiastic • Quick study	• Stable • Direct • Emotional • Defender • Sentimental • Value-oriented
Jung (1971)	• Formulating • Enforcing rules • Persistent • logical	• Innovative • Power dynamics	• Quick-decision • Reinforces performance	• Communicate • Teamwork • Emotional needs • Recognition
De Bono (1990)	• Control • Sets of focus	• Creativity • Alternatives	• Optimistic • Opportunity Seeking	• Emotional view • Feeling Mode
Driver (1993)	• Contingency plan • Precision • Controlling	• Creative Synthesis • Inventive	• Favors speed • Efficiency • Achievement of results	• Getting along well with others
Lord (1993)	• Deliberate • Rational • Long-term memory	• Dynamic • Initial judgments	• Task-related • Efficient processors • Long-term memory	• Descriptively accurate • Short-term memory

After comparing and contrasting all the sub-variables from the critical analysis table of Human Information Processing, Table 2.3 is the selected of the generic set of sub-variables.

Table 2.3 Selection of the generic set of sub-variables

Theory	I-Control	I-Explore	I-Pursue	I-Preserve
Lynch (1988)	• Rational • *Planner* • Logical	• *Variety seeker* • Synthesizer	• Quick-study	• Emotional

Theory	I-Control	I-Explore	I-Pursue	I-Preserve
Jung (1971)	• Logical	• Innovative	• Quick-decision	• *Communicate* • Emotional needs
De Bono (1990)		• Creativity • *Alternatives*		• Emotional view • Feeling Mode
Driver (1993)	• *Contingency plan*	• Creative synthesis	• Favors speed	
Lord (1993)	• Rational		• *Task – related*	

2.4 Discussion of Each of the Selected Generic Set of Sub-Variables

From all five theories of Human Information Processing used in this study, it can widely divide into four styles followed by the theory of Lynch; I-Control, I-Explore, I-Pursue, I-Preserve. This study selects the generic set of sub-variables by compare those theories and looking for similarities and frequencies of each variable.

I-Control style determines by people who processed information in a way of rational or logical thinking. An onlooker will see someone who focuses on plan.

I-Explore style determines by people who processed information in a way of innovative and creative synthesis. An onlooker will see someone who seeks the alternatives or variety seeker.

I-Pursue style determines by people who processed information in a way of quick study, decision or favors in speed. An onlooker will see someone who focuses on task related.

I-Preserve style determines by people who processed information in a way of emotional or feeling view. An onlooker will see someone who enjoys

communicating with others.

Table 2.4 indicates each of the selected sub-variables of Human Information Processing by dividing into 4 variables: I-Control, I-Explore, I-Pursue, and I-Preserve. The sub-variable is selected from the most two similar elements in critical analysis.

Table 2.4 The sub-variables of Human Information Processing

I-Control	I-Explore	I-Pursue	I-Preserve
• Rational • Planner	• Creative • Alternative	• Quick action • Task related	• Emotional • Communicate

2.5 Relationship of the Human Information Processing to the Effective Performance

People need somehow to manage their everyday activities. But there are many ways of doing this. Whenever possible, people choose styles of managing themselves with the way they are comfortable. Thus, it is crucial to know and understand what style they are using and how to use it. Self-knowledge is the first step in developing positive management skills. If we know ourselves and our management style especially knowing our information processing style, we can accept our weaknesses and acknowledge our strengths. As Lord and Maher (1993) indicated that understanding how top executive process their information is crucial to understanding the difference between effective and ineffective CEOs.

Weston H. Agor (1987) provides two general information processing styles for further studying and he also believed that information processing is directly affect the action or behavior of people. He identifies two types; the thinking style and the intuitive style. One is not superior to the other. Both are needed during

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organizational management. People who rely on the thinking style tend to be logical, precise and objective. They prefer routine assignments requiring attention to detail and systematic implementation. Conversely, people with intuitive style find comfort in rapidly changing situations in which they can be creative and follow their hunches and vision. Intuitive people see things in complex patterns rather than as logically ordered pieces. Agor also stated that not everyone falls neatly into one of these two categories, many people process information through a combination of the two styles.

The important thing to recognize here is that managers or leaders approach decision making and problem solving in very different ways, depending on their information processing style. Their approaches, perceptions, and recommendations vary because their minds work differently. In traditional pyramid work organizations, where the thinking style tend to prevail, intuitive employees may be criticized for being imprecise and rocking the boat. A concerted effort needs to be made to tap the creative skills of intuitives and the implementation abilities of thinkers. An appreciation for information processing styles needs to be cultivated because they complement one another.

As Lord and Maher stated that we can clarify effective and ineffective leader from information processing style, but it is so hard to identify which style is the most effective. Anyway, effective leaders must be highly skilled in decision-making, a factor that places emphasis on leaders' cognitive abilities. Leader should have both intelligence and experience in their relevant domains, for intelligent leaders can make use of rational processes when change is required and experienced leaders can develop proceduralized knowledge in various domains. Effective leaders must have considerable communication skills to convey

information to organization members in both direct and symbolic ways.

Anyhow, a great deal of research on effectiveness has been conducted by many psychologists: L. Coch and J. R. P. French, Jr. (1948); J. R. P. French, Jr., et al. (1960); R. C. Anderson; S. S. Sales (1966); E. A. Fleishman and D. R. Peters; and A. K. Korman (1966). The conclusion that emerges strongly from their researches is that no single style is naturally more effective than others. Effectiveness depends on a style's appropriateness to the situation in which it is used.

2.6 Definition and Features of the Effective Performance

Effective Performance (Reddin, 1970) is the extent to which a manager achieves the output requirements of his position.

Murdock (1993) also defined as a distinct set of competences, which are a group of skills embedded within all work. Each competence has a specific set of performance criteria required by participants when providing evidence as proof of their achievements. And Wright and Noe (1996) stated that it is the achievement of the desired objectives.

For centuries effective managers have been described and sometimes measured in term of a list of personal qualities or traits that all effective managers were thought to possess. Traits such as judgment, integrity, and energy appeared often on such lists. The appeal of this approach is that it is easy to understand, appears sensible, and is widely used. It has also been found useful in describing the qualities required for particular jobs.

The weaknesses of the trait approach are that there is no agreement on the best traits that fit all situations, that there is no evidence that one group of traits predict effectiveness generally, and that there are now well over a thousand different traits to

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deal with.

For these reasons, the trait approach is now becoming less popular with social scientists. It seems likely, however, that as a single sound theory becomes established, sets of traits will become useful but with an important difference. The traits will not be drawn at will from a list of qualities but will be a set of interrelated ideas associated with a comprehensive theory. It is not the idea of traits that is wrong but rather the absence of a theory to show which traits are important for particular managerial situations. (Reddin, 1970)

Many key leadership researchers make studies on factors which affect performance of leadership. The most extensive and rigorous leadership studies in the world were done under Carroll Shartle's direction at Ohio State in the late 1940s and early 1950s. The central finding of these studies were that leadership behavior could be usefully classified into two independent factors called initiating structure and consideration. Initiating structure concerns planning as well as organizing work and tasks. Consideration has to do with maintaining relationships.

Starting in 1947, the University of Michigan's Survey Research Center Conducted extensive leadership studies. Michigan's study suggests that leader behavior can usefully be viewed as moving from an employee-centered extreme to a production-centered extreme. It also suggests that the more employee-centered a manager behaves, the less production-centered he behaves. Ohio State's study does not hold this view as it suggests that a manager may be high or low on both at the same time. In recent years Michigan's has modified its view and now sees production-centered and employee-centered more as independent variables rather than as on a continuum. Thus the Michigan's position is now approaching that of Ohio State's.

Bales, of Harvard University, has done much work in the study of small group

behavior. His work produced some results remarkably similar to those of Ohio's and Michigan's. He found two quite different kinds of leaders. One kind is called the task leader, characterized by those who talk more and who offer suggestion; and the other kind is called the socioemotional leader, represented by those who make it easier for others to talk and who offer psychological support.

To date, most leadership research has been based on one or the other of these three studies. They represent the core of current thinking. While they differ on many points, the essential similarity in all of them is the identification and emphasis on what might be called the task and relationships variable. They are generally talking about the same kind of behavior, as demonstrated in Table 2.5.

Table 2.5 Leadership Factors

	Task	Relationships
Ohio State's	Structure	Consideration
Michigan's	Production-centered	Employee-centered
Harvard's	Task leader	Socio-emotional leader

Effectiveness is not a quality a manager brings to a situation. To see it this way is nothing more than a return to the now discarded trait theory of leadership which suggested that more effective leaders had special qualities not possessed by less effective leaders. Effectiveness is best seen as something a manager produces from a situation by managing it appropriately. It represents output, not input. The manager must think in terms of performance, not personality. It is not so much what a manager does, but what he achieves. (Reddin, 1970)

2.7 Theories Related to the Effective Performance

2.7.1 Theory of Reddin (1970). William J. Reddin offers the third dimension or 3-D theory in which identified the effectiveness. He stated that by

learning to apply the 3-D theory, any manager can learn to become more effective. At the heart of the 3-D theory is a very simple idea. It was discovered in a long series of research studies conducted by psychologists in the United States. They discovered that the two main elements in managerial behavior concerned the task to be done and relationships with other. They also found that managers sometimes emphasized one and sometimes emphasized the other, and that these two elements of behavior could be used in small or large amounts.

The first dimension of 3-D theory is called less effective managerial style dividing into compromiser, autocrat, missionary, and deserter. The second dimension is a basic style dividing into integrated, dedicated, related, and separated. This dimension is a main idea of the 3-D theory. The third dimension is called more effective managerial style dividing into executive, benevolent autocrat, developer, and bureaucrat.

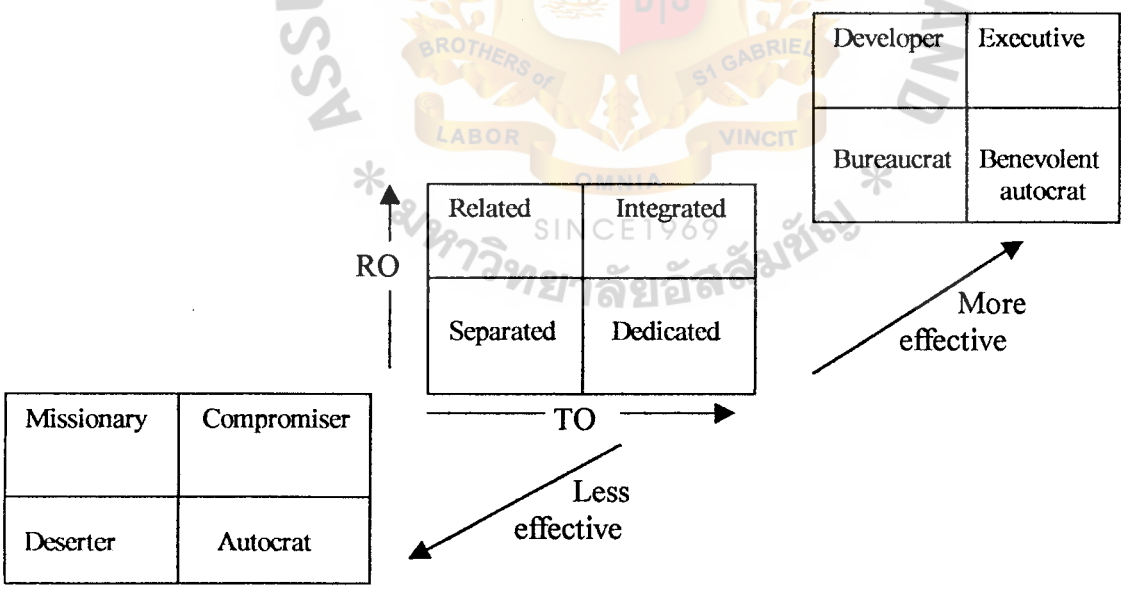

Figure 2.2 The third dimension or 3-D Theory

Source: Reddin, W. J. (1970) Managerial effectiveness. Tokyo: McGraw-Hill Kogakusha.

Legends: TO : Task Orientation RO: Relationship Orientation

The heart of 3-D theory or basic style is used to define the effectiveness. The integrated style, with high task orientation and high relationships orientation, is so named as it describes managerial behavior which combines TO and RO. The dedicated style describes with high task orientation but low relationships orientation. The related style having high RO alone is related to subordinates. The separated style is a basic style with both low task orientation and low relationships orientation. This style, then, is separated from both TO and RO, as shown on figure 2.3.

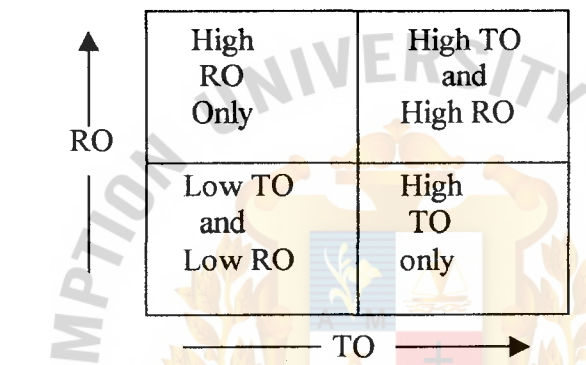

Figure 2.3 Four types of behaviors

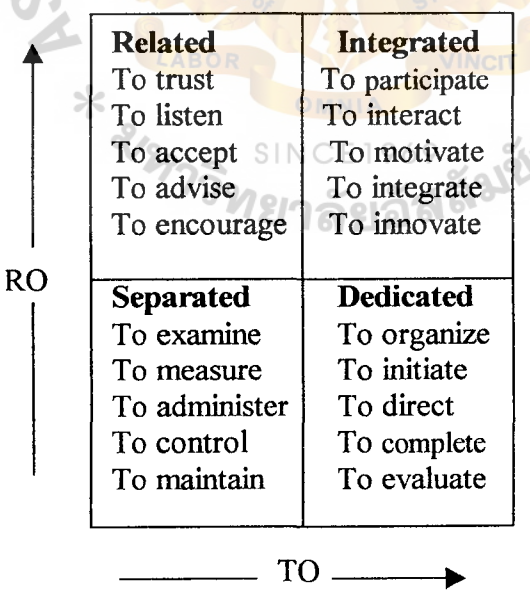

Figure 2.4 Human element and organization demands indicators.

Source: Reddin, W. J. (1970) Managerial effectiveness. Tokyo: McGraw-Hill Kogakusha.

Figure 2.4 presents the human elements and organization demands indicators. These twenty indicators can be used to discover the range of style demands by any of superior, coworkers, subordinates or organization.

The separated manager is one who is very concerned about correcting deviations. He tends to write more than talk and party; because of this he has relatively little personal communication in any direction. His time perspective tends to be with the past. Thus, he identifies with the organization as a whole rather than with individual members. Because of his desire to keep things on an even keel he takes great interest in the rules and procedures and naturally judges others on how well they adhere to them. He tends to use a subdued parliamentary style and attempts to clarify positions, guide others to work through the agenda. When faced with conflict or other kinds of stress situations he tends to withdraw and quote rules and procedures. He values logic and rationality and is amenable to being influenced by it.

The related manager is one who accepts other as he finds them. He enjoys long conversations as a way of getting to know others better. He is not too concerned with time and this in part allows him to get to know others better. He sees organizations primarily as social systems and judges his subordinates on how well they understand others. He judges superiors on the warmth they show to subordinates. He supports others, harmonizes differences, and coaches others to give their best. His subordinates cooperate well with each other partly because of his example and partly because he tends to pass over errors and smother conflict with pleasantness.

The dedicated manager tends to dominate others. He gives many verbal directions to subordinates. His time perspective is immediate and when he has the choice he prefers to do it now. He emphasizes the demands of the technological rather than the human system. He judges subordinates on the degree to which they produce

and the superior on their skill in using power. His subordinates learn that performance is the thing that counts and punishment can be expected if they are in error. He deals with conflict by suppressing it and deals with other stressful situations by domination.

The integrated manager likes to become a part of things. He is essentially a joiner and he takes great pains in getting appropriately involved with individuals or groups over work. He likes to communicate with others in group setting and uses meetings frequently. Through them he can obtain the two-way communication he prefers. His orientation is always to the future. Because he has no real concern for power differentials, he identifies strongly with coworkers and emphasizes teamwork. He tends to be active in setting team performance standards, testing the team members for their commitment and purpose, and motivating them.

2.7.2 Theory of Sayles (1979). Leonard R. Sayles seeks to differentiate effective from ineffective managers on the basis of differences in perception: how they view the world around them and themselves. Thus, the effective performance or good managers are supposedly those who trust and have confidence in both the capabilities and the motivation of subordinates and believe that they want to accept responsibility and work hard. They believe that shared authority (participation) is both desirable and useful. They seek achievement and legitimate power. And they are reasonably self-confident, assured, optimistic, sensitive, and alert.

He also stated that there is the traditional emphasis on what good managers accomplish: they are effective in planning ahead, delegating, coordinating, staffing, organizing, even making profits. In other words, they make good decisions that work out to be sensible plans, reasonable delegations, and desirable results. Similarly, most effective managers want to be confident, achievement-oriented, and respectful of the motivations of subordinates.

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2.7.3 **Theory of Benfari (1991).** Robert Benfari model of the effective manager assumes that individual management-style differences occur in four critical areas: how we perceive and judge the world around us, how we gain a sense of personal satisfaction and competence, how we handle conflict, and how we use power.

The first area is how we perceive and judge the world around us. It originated in Carl Jung's theory of psychological types. It is the Myers-Briggs Type Indicator (MBTI), which is being used to help people understand themselves and their job performance. The second area is how we gain a sense of personal satisfaction and competence. Psychologists have described as many as forty different needs in people that determine their personal satisfaction and competence. The third is style of handling conflict. The environment factors including family, culture, school, and work experiences have the greatest impact. The final area is our use of power. A whole system of psychology has been developed that is based upon types of power. Power comes in eight kinds: the power of individual authority, the power of reward, the power of affiliation, the power of expertise, power bought by coercion, referent power attached to charismatic leaders, power by access to information, and group power.

An effective manager must possess a staggering number of skills. The effective manager must be able to do the following things: they must be able to shift from being an individual contributor to being a manager who integrates the contributions of others. They must understand the goals and objectives of the organization. They must understand how its short-term priorities link up with its long-term goals. They must understand their own management style and the management styles of their bosses and subordinates. They must be able to understand and deal with

difficult people. They cannot fall for reactive traps or hidden games. They must assume responsibility for their own behavior. All effective relationships are based on this principle. Perceiving yourself as the locus of control and change is the best avenue to influencing others. They must understand organization's corporate culture, including ethical position, reward structure, and informal structure. They must be able to handle the natural and frequent conflicts that arise between individuals and groups both inside and outside the organization. Their communications must be congruent with others' perceptions of what they are saying. They must be able to delegate appropriate levels of responsibility, maximizing and enhancing the performance and growth of others. They must be a coach and mentor, creating a climate of increasing competence and opportunity. They must be objective, and not allow personal biases or preconceived expectations to interfere with their decisions. They must understand and use their power and influence to build coalitions and interdependent networks in their organization.

2.7.4 Theory of Murdock (1993). Alexander Murdock defines the personal effectiveness or people who have an effective performance by a distinct set of competence, which are a group of skills embedded within all work related activities. Each unit of competence has a specific set of performance criteria requires by participants when providing evidence as proof of their achievement.

The first unit of competence is planning to optimize the achievement of results by showing concern for excellent, setting and prioritizing objectives, monitoring and responding to actual against planned activities. The second unit is managing others to optimize results by showing sensitivity to the needs of others, relating to others, obtaining the commitment of others and presenting oneself positively to others. The third unit is managing oneself to optimize results by showing self-confidence and

personal drive, managing personal emotions and stress, managing personal learning and development. The last unit is using intellect to optimize results by collecting and organizing information, identifying and applying concepts, and taking decisions.

2.7.5 **Theory of Kotter (1999).** To understand the effective performance of general managers, John P. Kotter indicates that it is essential first to recognize two fundamental challenges and dilemmas found in most of their jobs. First is figure out what to do despite uncertainty and an enormous amount of potentially relevant information, and then get things done through a large and diverse group of people despite having little direct control over most of them.

These are severe challenges with powerful implications for the traditional management functions of planning, staffing, organizing, directing, and controlling. To tackle those challenges, effective general managers rely on agenda setting and network building. The best ones aggressively seek information, skillfully ask questions, and seek out programs and projects that can help accomplish multiple objectives.

Agenda Setting: effective executives develop agendas that are made up of loosely connected goals and plans that address their responsibilities. The agendas usually address a broad range of financial, product, market, and organizational issues. They include both vague and specific items. In gathering information to set their agendas, effective managers rely more on discussions with others than on books, magazines or reports. These people tend to be individuals with whom they have relationships, not necessarily people in appropriate jobs or functions. Having acquired the necessary information, managers make agenda-setting decisions both consciously (or analytically) and unconsciously (or intuitively) in a process that is largely internal. Indeed, important agenda setting decisions are often not observable.

Network Building: effective managers allocate significant time and effort to developing a network of cooperative relationships among the people they feel are needed to satisfy their emerging agendas. Network building activity is aimed at much more than just directing subordinates. Effective managers develop cooperative relationships with and among peers, outsiders, their bosses and their subordinates. They try to make others feel legitimately obliged to them by doing favors or by stressing their formal relationships. They act in ways that encourage others to identify with them. They even maneuver to make others feel that they are particularly dependent on them for resources, career advancement, or other support.

All effective managers seem to get things done with these methods, but the best performers tend to mobilize more people to get more things done, and do so by using a wider range of tactics to influence people. Excellent performers ask, encourage, cajole, praise, reward, demand, manipulate, and generally motivate others with great skill in face to face situations. They also rely more on indirect influence than do the good managers, who tend to apply a narrower range of techniques with less finesse.

2.8 Critical Analysis / Discussion of the Theories Related to the Effective Performance

Table 2.6 indicates all the authors / theories side by side and analyze by looking for similarities and differences of each theory as to sub-variables of Effective Performance.

Table 2.6 Discussion of the theories related to Effective Performance

Theory	Variable 1	Variable 2	Variable 3	Variable 4
Reddin (1970)	**Dedicated style** • Dominate others • Gives direction • Using power • Evaluate performance • Immediate task	**Related style** • Accept others • Enjoy conversation • Understand others • Support others • Be a coach	**Integrated style** • Teamwork • Interaction • Motivate others • Integration	**Separated style** • Rules and procedures • Correcting deviation • Concern the past • Close control
Sayles (1979)	• Seek achievement • Legitimate power	• Trust others • Optimistic	• Motivate others • Participation	• Organizing • Planning ahead
Benfari (1991)	• Influencing others • Enhancing performance • Using power	• Understand others • Communica-tion • Be a mentor	• Integrates of others • Build network	• Locus of control
Murdock (1993)	• Respond actual work	• Relating to others • Sensitive the need of others	• Obtaining the commitment	• Setting & prioritizing objectives
Kotter (1999)	• Verbal directions	• Enjoy long conversation	• Network building	• Agenda setting

After comparing and contrasting all the sub-variables from the critical analysis table of Effective Performance, Table 2.7 shows the selected of the generic set of sub-variables.

Table 2.7 Selection of generic set of sub-variables

Theory	Dedicated style	Related style	Integrated style	Separated style
Reddin (1970)	• Dominate others • **Using power** • *Immediate task*	• Enjoy conversation • *Be a coach*	• Teamwork • **Interaction** • *Motivate others*	• Close control

Theory	Dedicated style	Related style	Integrated style	Separated style
Sayles (1979)	• **Legitimate power**		• *Motivate others* • **Participation**	• *Planning ahead*
Benfari (1991)	• Influencing others • **Using power**	• Communica -tion • *Be a mentor*	• Build network	• Locus of control
Murdock (1993)	• *Respond actual work*	• Relating to others		
Kotter (1999)		• Enjoy long conversation	• Network building	• *Agenda setting*

2.9 Discussion of Each of the Selected Generic Set of Sub-Variables

As discussed above, none of the styles of effective performance is better or worse than any of the other styles. There is no Superman style, and there is no a failure style among them. Each of the styles has its own strengths and weakness. For this study, theory of Reddin is counted to be a main idea for separating each of the effective performance style: Dedicated, Related, Integrated, and Separated. And each of sub-variables is selected from comparison on all five theories and then picked it up the most frequency variable.

Dedicated style determines by people who love to dominate others, using power and also can respond the immediate task or action-oriented.

Related style determines by people who love to be a coach or mentor and always enjoys with love conversation.

Integrated style determines by people who love to motivate others, participate among co-worker, and also build a network for their work life.

Separated style determines by people who love to closely control the others and always set an agenda for their working.

Table 2.8 indicates each of the selected sub-variables of Effective Performance by dividing into 4 variables: Dedicated, Related, Integrated, and Separated. The sub-variable is selected from the most two to three similar elements in critical analysis.

Table 2.8 The sub-variables of Effective Performance

Dedicated	Related	Integrated	Separated
• Dominate others • Using power • Action oriented	• Be a mentor • Enjoy conversation	• Network building • Participation • Motivate others	• Close control • Agenda setting

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CHAPTER 3

RESEARCH FRAMEWORKS

Research Framework is the big map of ideas in this thesis. This chapter composes of big four parts. First, Theoretical Framework will provide the theories being used as a basis which is drawn from the literature review chapter. This part allows the researcher to explore the relationship of each variable in a specific model. Second, Conceptual Framework is a specific map of ideas in this study. This part is the most vital and critical part. It is conceptualized as patterned from the theoretical framework. Third, Research Hypothesis is a way for deciding which of the two contradictory claims is the correct one. Last is the operationalization of independent and dependent variables that give example how to translate each variable into action.

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3.1 Theoretical Framework

From all literature review, this research applies three theories as a main concept. For the Human Information Processing variable the researcher applies the theory of Lynch (1988) and theory of Jung (1971) to come up with the independent variable. These two theories are automatically matching with each other. The characteristics in which described in each style of processing information are exactly the same. They are also using the four-dominate functions; Left Brain, Right Brain, Anterior Brain, Posterior Brain and Sensation, Intuitive,

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Thinker, and Feeler. With these four function a similar action on information processing is provide. People who possessed the I-Control style is similar to the Sensation Thinker style, I-Explore is similar to the Intuitive Thinker, I-Pursue is similar to the Sensation Feeler, and I-Preserve is similar to the Intuitive Feeler style. For the Effective Performance variable, the heart of 3-D theory of Reddin (1970) is used as the main measure of dependent variable.

3.1.1 Theory of Lynch (1988). Dudley Lynch identifies the human information processing by using whole brain functioning skills. He creates The BrainMap model by dividing into four quadrants: I-Control, I-Explore, I-pursue, I-Preserve.

I-Control style utilizes both the left and anterior brains. An onlooker will see someone who is precision thinking and focus on methodical, sequential, predictable, realistic, balanced, rational, planner, and logical. I-Explore style utilizes both the right and anterior brains. I-Explore is an open-ended thinking and also focus on change-oriented, variety seeker, idea-oriented, rearranger, experimental, synthesizer, imaginative and dreamer. I-Pursue style utilizes both the left and posterior brains. I-Pursue is an aim / act (attack) thinking and also focus on mobile, decisive, practical, expectant, adaptable, productive, quick study, and enthusiastic. I-Preserve style utilizes both the right and posterior brains. I-Preserve is a feeling-powered thinking and focus on value oriented, defender, emotional, sentimental, stable, direct, idealist, and spontaneous.

The BrainMap model on figure 3.1 developed by Brain Technologies Corporation that based on proving exceedingly fertile and illuminative in understanding human limitations during rapid-change times. The BrainMap is

divided into 4 quadrants: I-Control, I-Explore, I-Pursue, I-Preserve.

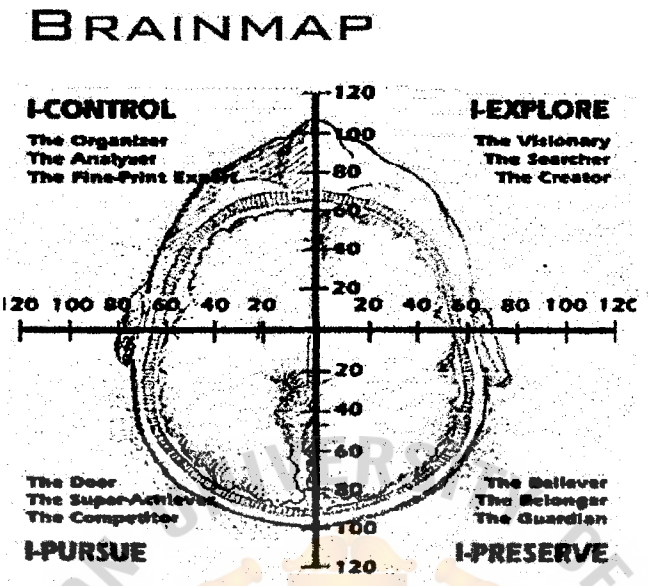

Figure 3.1 BrainMap

Source : The BrainMap – A Selfware Profile (1997). Plano, Texas, Brain Technologies Corporation.

3.1.2 Theory of Jung (1971). Carl Jung describes possible ways people can process information by gathering and evaluating information. Jung identifies that perception and judgment are independent functions. There are four possible combinations of the functions: Sensation and Thinking (Sensation Thinker), Sensation and feeling (Sensation Feeler), Intuition and Thinking (Intuitive Thinker), and Intuition and feeling (Intuitive Feeler). Each of these four combinations has distinctive characteristics.

Sensation thinker is the type of people who are interested in formulating and enforcing rules; persistent, decisive, basing decisions on logical criteria, predictable, seldom provide feedback to others. Intuitive thinker is the type of people who are

always used to forward thinking, innovative, appreciate power dynamics in the organization, seen as intelligent, rely on others to provide details of innovations. Sensation feeler is the type of people who quickly reached decisions based on interpreting the facts, enjoy improving operations and efficiency; resist sweeping changes, get along well with colleagues, reinforce performance through praise and public thanks. The last type is Intuitive feeler, people in this type will communicate effectively, consult others before making major changes, foster teamwork, need recognition and praise from others.

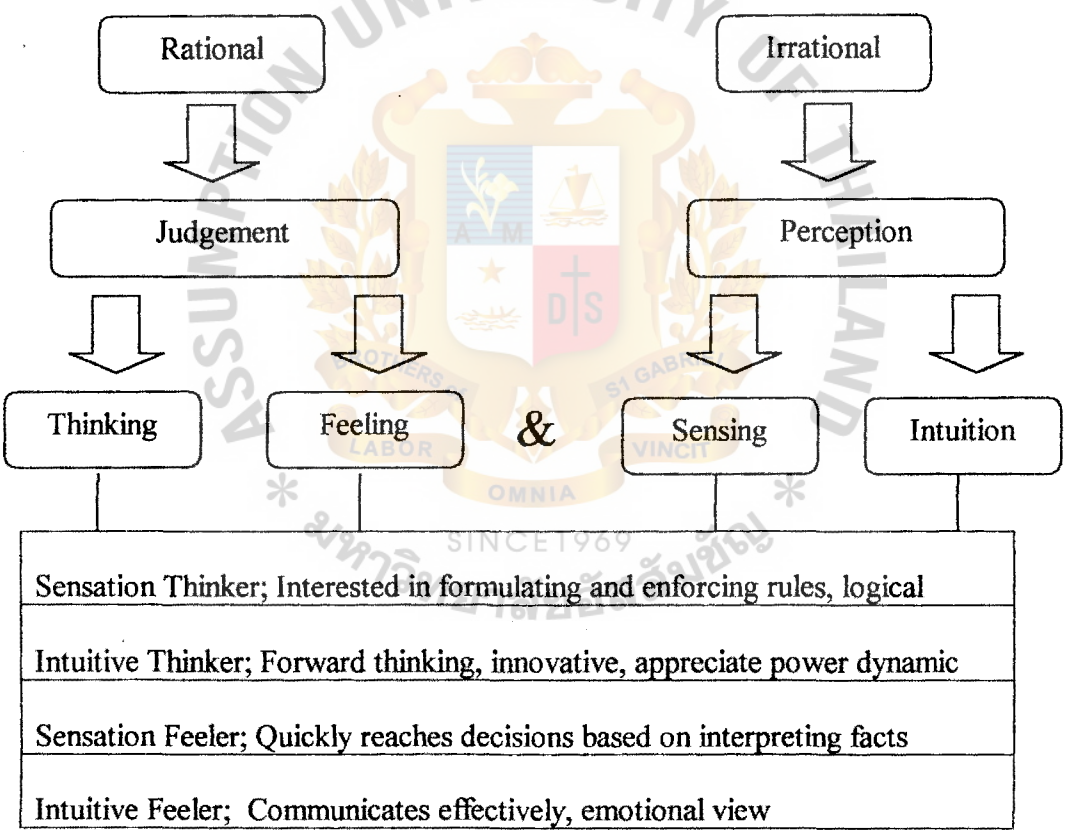

Figure 3.2 Human Information Processing model of Jung

3.1.3 Theory of Reddin (1970). William J. Reddin offers the third dimension or 3-D theory which identified the effectiveness especially in the heart of 3-D theory or basic style.

The separated style is indicated by low task and low relationship orientation. An onlooker will prefer someone who closely control to avoid variation in any kind of plan, schedule, budget or design; and conscious and deliberate administration in accordance with existing principles, rules and procedures. People in this style always rely on the process of examination, measurement, administration, maintain, and control.

The related style is indicated by low task but high relationship orientation. An onlooker will prefer someone who always trusts and opens communication, interests to listening, gives helpful friendly advise, encourages others, and also accepts the others.

The dedicated style is indicated by high task but low relationship orientation. An onlooker will prefer someone who always gives direction to the others. Moreover, people in this style always organize the work, evaluate the performance and complete the immediate task at hand.

The integrated style is indicated by high task and high relationship orientation. An onlooker will prefer someone who always integrates the individual needs and Organizational goal, interacts, participates, and motivates in working process. People in this style are high in the innovative idea.

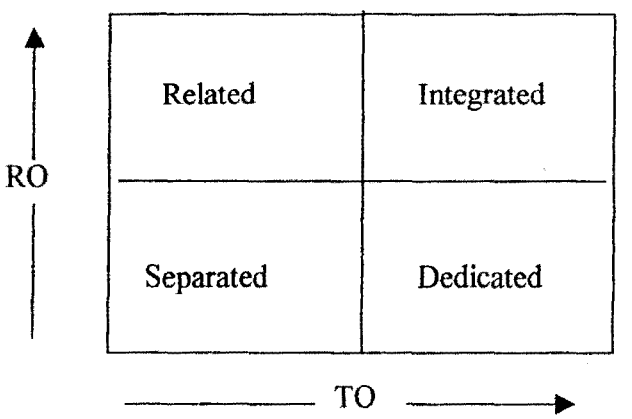

Figure 3.3 Effectiveness model of Reddin

3.2 Conceptual Framework

The Conceptual Framework is applied from selected theory in Theoretical Framework that can respond the issue of this research. This study selects the Human Information Processing to be an independent variable. Human Information Processing variable can be widely divided into four styles by following the theory of Lynch: I-Control, I-Explore, I-Pursue, and I-Preserve; and divide sub variables into eight under four styles of processing information. Sub variables of I-Control are rational and planner. Sub variables of I-Explore are creative and alternative. Sub variables of I-Pursue are quick study and task related. Sub variables of I-Preserve are emotional and communication. This research observes that Effective Performance effected the Human Information Processing and is selected to be the dependent variable. Effective Performance is also dividing into four styles following the theory of Reddin; Separated, Related, Dedicated, and Integrated style. And each style is divided into sub variables; dominate others, using power, and action-oriented are under Dedicated. Be a mentor and enjoy conversation are the sub variable of Related. Network building, participation and motivate others are the sub variable of Integrated. Close control and agenda setting are under the Separated style.

Independent Variable

Dependent Variable

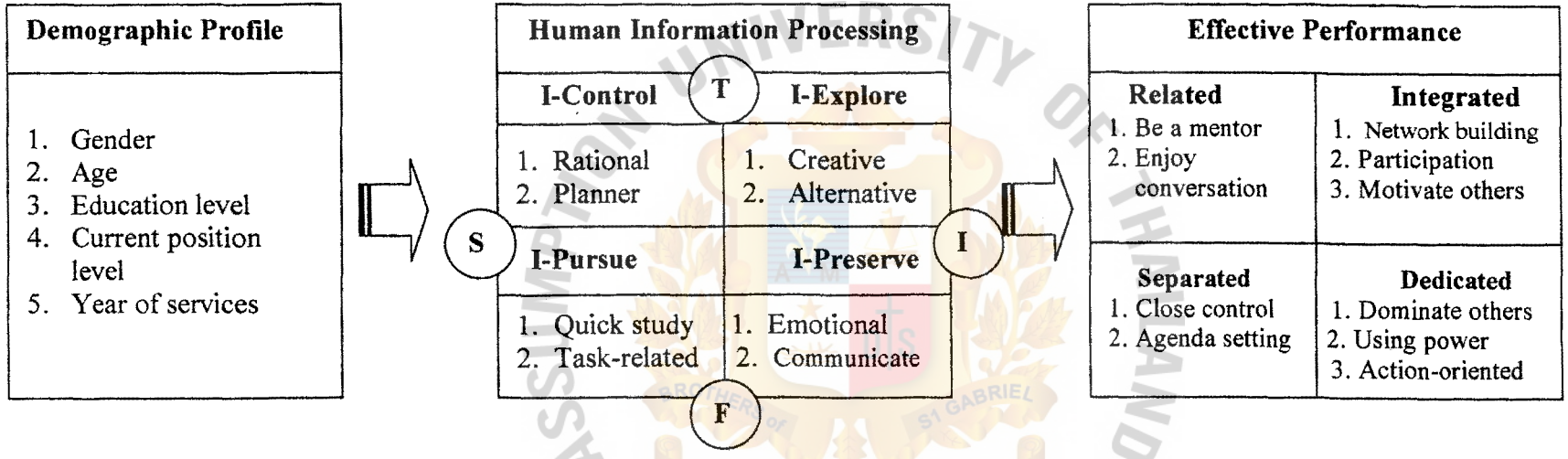

Figure 3.4 The Conceptual Framework

Legends: **S** – Sensation **I** – Intuitive
T – Thinker **F** – Feeler

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3.3 Research Hypotheses

Research hypotheses on this research tested all the alternative hypotheses. Research Hypotheses are:

Ha 1: There is a significant relationship between human information processing style and effective performance.

Ha 2: There is relationship between demographic profiles and human information processing styles.

Ha 3: I-Control style is the most effectively preferred in information processing style of a media and an advertising company.

Ha 4: I-Explore style is the most effectively preferred in information processing style of a media and an advertising company.

Ha 5: I-Pursue style is the most effectively preferred in information processing style of a media and an advertising company.

Ha 6: I-Preserve style is the most effectively preferred in information processing style of a media and an advertising company.

3.4 Operationalization of the Independent and Dependent Variables

From sub-variables discussed above this research hereby operationalize the variable or making operational definition of framework by giving the statement how to translate into action both independent and dependent variables.

3.4.1 Operationalization of the independent variables. Main independent variable or Human Information Processing style is clarified by four different styles, and each style consists of two sub-variables.

I-Control Style consists of Rational and Planner. I-Explore Style consists of Creative and Alternative. I-Pursue Style consists of Quick action and Task-related. I-Preserve Style consists of Emotional view and Communication. Each of the different sub-variable can be translated into action as demonstrated on Table 3.1.

Table 3.1 Operationalization of Human Information Processing

Human Information Processing Style	Operationalized Variable
I-Control	
1. Rational 2. Planner	• Like to sort things out and analyze the consequences. • Need explanation for doing things. • Dedicated to balanced viewpoint. • Bring order and consistency to the thing. • Need to have control over the work • Followed the direction and standard. • Reduce disorder in life.
I-Explore	
1. Creative 2. Alternative	• Seldom completes tasks before moving on to something new. • Approach to the new ideas. • Think about changing radically. • Very skilled at thinking and talking about future. • Like a lot of variety. • Usually comfortable with complexity, diversity. • Prefer to deal with possibilities, not sureties.
I-Pursue	
1. Quick action 2. Task-related	• Can respond to the immediate task. • Do-it-now kind of person. • Like to make things happen quickly. • Impatient at delays and details. • Like to compete, play the game. • Usually producing the result. • Seek the achievement and complete the task.

Human Information Processing Style	Operationalized Variable
I-Preserve	
1. Emotional view	• Is dominated by strong feelings. • Responding spontaneously in relationships with others. • Tend to react instinctively when confronted with the unexpected. • Very sensitive to the concerns and expectations of others.
2. Communication	• Enjoy long conversation. • Be willing to explore and learn from the others. • Prefer people-related over object-related.

3.4.2 Operationalization of the dependent variables. Main dependent variable or Effective Performance style is clarified by four different styles and in each style consists of two to three sub-variables.

Separated style is described by people having both low task and relationship orientation. This kind of person will be a close control and like to set agenda. Dedicated style is described by people having high task but low relationship orientation. This kind of person likes to dominate others, using power, and action-oriented. Related style is described by people having low task but high relationship orientation. This kind of person likes to be a mentor and always enjoys long conversation. Integrated style is described by people having both high task and relationship orientation. This kind of person likes to build a network, motivate others, and participation. Each of different sub-variable can translate into action as demonstrated on Table 3.2.

Table 3.2 Operationalization of Effective Performance Style.

Effective Performance Style	Operationalized Variable
Separated	
1. Close control	• Deliberate examination of all process of working. • Conscious of existing principles, rules, and procedures. • Expected to avoid any kind of variation. • Like to produce regularly.
2. Agenda setting	• Like to direct matter. • Plan ahead and insist that the plan be followed. • Want to be good organizer and predictable.
Dedicated	
1. Dominate others	• Like to persuade people to act in a way they need. • Want to be in charge, to have control in any events.
2. Using power	• Directing the activities of others. • Usually supports authority. • Like to add mastery base.
3. Action-oriented	• Doing task with immediate outcomes. • Like spontaneous action.
Related	
1. Be a mentor	• Like to serve as a guide. • Like to work with others. • Like to give helpful friendly advice.
2. Enjoy conversation	• Like to open communication. • Comfortable with unknown people. • Try to know or understand others better. • Spend most of the time with others.

Effective Performance Style	Operationalized Variable
Integrated	
1. Network building	• Cooperative relationships among the people. • Try to create an environment, seek opportunity.
2. Motivate others	• Extensively encourage others. • Try to support and spark others.
3. Participation	• Obtaining the commitment of others. • Delegate appropriate level of responsibility. • Creating a climate of sharing and involvement.

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CHAPTER 4

RESEARCH METHODOLOGY

This chapter presents the kind of research that is applied in this study by providing the method and procedure in use. The information about respondents and sampling procedures are also included. And the most important part is the research instruments or questionnaires. Questionnaire is a crucial issue as it is the means to collect data to gain clear understanding out of the whole work.

4.1 Research Methods Used

The researcher made use of descriptive, parametric and non-parametric statistics. Descriptive statistics used in describing respondents' parameters and perceptions of human information processing and effective performance. The parametric and non-parametric statistics were used to test the research hypotheses such as test of correlation and differences relationships among the variables. After collecting the data from the target respondents, the data were encoded into symbolic form for the use in SPSS software.

4.2 Respondents and Sampling Procedures

The respondents were segregated into two groups, one group of employee working on A-Time Media Company Limited and another group working in

Advertising Company. After having approach with the Public Relations Manager of A-Time Media Co., Ltd. and the Account Manager of Advertising company, the Companies were willing to provided cooperation with specific respondent of focus. A-Time Media Co., Ltd. was willing to distributed questionnaires to 100 their employee out of 150 in total. The advertising company was willing to distribute 100 questionnaires to their employee out of 120 in total.

For determining the adequacy of the sample size, the researcher considered to use the table of sample size estimation of Krejcie and Morgan (1970). The figures represented 95 % confidence level with 5% of tolerance rate.

Table 4.1 Sample Size Estimation

No of Population	Sample Size	No of Population	Sample Size
100	80	210	136
110	86	220	140
120	90	230	144
130	97	240	148
140	103	250	152
150	108	260	155
160	113	**270**	**159**
170	118	280	162
180	123	290	165
190	127	300	169
200	132	320	175

Source: Krejcie, R.V. & Morgan, D.W. (1970). Determining sample size for research activities. Educational and Psychological Measurement, Vol.30, No.3, 607-610.

As to Sampling Procedures, 159 are the ideal number of respondents in order to get reliable responses for the study. The researcher selected Simple Random Sampling strategy to apply in this study by each person having an equal chance of being selected for participation and where each combination of participants is equally similar.

4.3 Research Instruments / Questionnaires

The questionnaire has been designed into 3 parts needed to acquire the necessary data as to be consistent with the statement of the problems. The questionnaire provides the purposes of the research study to help the respondent feel at ease and able to answer the questions candidly.

First part of the questionnaire is a demographic profile. The demographic profile questions focused on the gender, age, education level, current position level, and years of service.

Second part is the human information processing style of the employee. The factor associated with human information processing style composes of each sub variable under I-Control, I-Explore, I-Pursue, and I-Preserve.

Third part is the effective performance. The factor associated with effective performance composes of each sub variable under Separated, Dedicated, Related, and Integrated style.

The questionnaire has been designed in English version and then translated into Thai by ensuring user's friendly wording. Part I of the questionnaire was multiple choice, Part II and III were based on a five-point Likert scale, as shown on Table 4.2.

Table 4.2 Structure of the Questionnaire

Part I (Item 1-5)	Demographic Profile 5 items by using multiple choice Segregated into gender, age, education level, current position level, and years of service.
Part II (Item 6-33)	Human Information processing 28 items by using five-point Likert scale Segregated into 7 items on I-Control, I-Explore, I-Pursue, and I-Preserve equally.
Part III (Item 34-38)	Effective Performance 4 big items by using five-point Likert scale Segregated into 7 sub items on Separated, Dedicated, Related, and Integrated equally.

Table 4.3 is the specification of the questionnaire. All information with respect to what is asked from the statement of the problem. The researcher translates questions into items and set in sequence the items by grouping question type into topic sections.

Table 4.3 Specification of the Questionnaire

Sequence	**Content**
Part I	**Demographic Profile**
Item 1 to 5	• Gender • Age • Education Level • Current position • Years of service

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Sequence	Content
Part II	**Human Information Processing Style**
I-Control : Item 6 to12	
1. Rational	• Like to sort things out and analyze the consequences. • Need explanation for doing things. • Dedicated to balanced viewpoint.
2. Planner	• Bring order and consistency to the thing. • Need to have control over the work. • Followed the direction and standard. • Reduce disorder in life.
I-Explore : Item 13 to 19	
1. Creative	• Seldom completes tasks before moving on to something new. • Approach to the new ideas. • Think about changing radically. • Very skilled at thinking and talking about future.
2. Alternative	• Like a lot of variety. • Usually comfortable with complexity, diversity. • Prefers to deal with possibilities, not sureties.
I-Pursue : Item 20 to 26	
1. Quick action	• Can respond to the immediate task. • Do-it-now kind of person. • Like to make things happen quickly. • Impatient at delays and details.
2. Task-related	• Like to compete. • Usually producing the result. • Seek the achievement and complete the task.

Sequence	Content
I-Preserve : Item 27 to 33	
1. Emotional view	• Is dominated by strong feelings. • Responding spontaneously in relationships with others. • Tend to react instinctively when confronted with the unexpected. • Very sensitive to the concerns and expectations of others.
2. Communication	• Enjoy long conversation. • Be willing to explore and learn from the others. • Prefer people-related over object-related.
Part III	**Effective Performance**
Separated Item 34 : a, b and item 35	
1. Close control	• To examine • To control • Deliberate examination of all process of working. • Conscious of existing principles, rules, and procedures. • Expected to avoid any kind of variation.
2. Agenda setting	• Plan ahead and insist that the plan be followed. • Want to be good organizer and predictable.
Dedicated Item 34 : c, d and item 36	
1. Dominate others	• Like to dominate others • Want to be in charge, to have control in any events.

Sequence	Content
2. Using power	• To direct • To evaluate • Like to use power
3. Action-oriented	• Doing task with immediate outcomes. • Be an action-oriented kind of people
Related Item 34 : e, f and item 37	
1. Be a mentor	• Like to serve as a guide. • Like to work with others. • To advice.
2. Enjoy communication	• To communicate • Like to open communication. • Try to know or understand others better. • Spend most of the time with others.
Integrated Item 34 : g, h and item 38	
1. Network building	• To innovate • To integrate • Network Building
2. Motivate others	• Motivate others
3. Participation	• Focus on participation • Delegate appropriate level of responsibility. • Creating a climate of sharing and involvement.

Table 4.4 shows the statements used in the questionnaire. This portion contains the questions to be asked to the respondents. This tabular is the most helpful for researcher to create the effective questionnaire.

Table 4.4 Statements used in the questionnaire.

Content	Statements used in questionnaire
Part I	**Demographic Profile**
1. Gender 2. Age 3. Education Level 4. Current position 5. Years of service	• What is your gender? • What is your age? • What is the highest level of education you have attained? • What is your current position? • How long have you been with the company?
Part II	**Human Information Processing Style**
6. Need explanation for doing things. 7. Like to sort things out and analyze the consequences. 8. Followed the direction and standard 9. Need to have control over the work. 10. Reduce disorder in life. 11. Bring order and consistency to the thing. 12. Dedicated to balanced viewpoint. 13. Like a lot of variety 14. Very skilled at thinking and talking about future. 15. Prefers to deal with possibilities, not sureties. 16. Approach to the new ideas. 17. Seldom completes tasks before moving on to something new.	• I need a lot of explanation and information for doing things. • I like to sort out and analyze the consequences of information. • I acquire the information to better follow the direction and standard of organization. • I acquire the information to have control in my working. • The information always helps me reduce disorder in my life. • The information always helps me bring order and consistency to the things. • The information makes me see the balanced viewpoint of my working. • I like to seek a lot of variety of information. • The information gives me skilled on thinking and talking about future. • I prefer to deal with possibilities, not sureties of information. • The information brings me to approach the new ideas. • I seldom complete my task before moving on to the new information.

Content	Statements used in questionnaire
18. Think about changing radically.	• The information made me think about changing radically.
19. Usually comfortable with complexity, diversity.	• The information helps me comfortable with complexity and diversity.
20. Like to make things happen quickly.	• I can make things happen quickly by using information.
21. Can respond to the immediate task.	• The information makes me respond to the immediate task.
22. Seek the achievement and complete the task.	• I seek the achievement and complete my task by using information.
23. Like to compete.	• I like to compete by using information.
24. Usually producing the result.	• I usually use the information to produce the result.
25. Impatient at delays and details.	• I am impatient at delay and detail of information.
26. Do-it-now kind of person.	• I usually use the information to support my quick-action.
27. Is dominated by strong feelings.	• The information is always dominated by my strong feeling.
28. Enjoy long conversation.	• I enjoy the long conversation to gain more information.
29. Be willing to explore and learn from the others.	• The information helps me explore and learn from the others.
30. Very sensitive to the concerns and expectations of others.	• The information makes me feel sensitive to the concerns and expectations of others.
31. Tend to react instinctively when confronted with the unexpected.	• I tend to react instinctively when confronted with the unexpected information.
32. Prefer people-related over object-related.	• I prefer to choose the information related to the people more than object related.
33. Responding spontaneously in relationships with others.	• When receiving the information about relationship with others, I always respond spontaneously.

Content	Statements used in questionnaire
Part III	**Effective Performance**
34. Clarify four effective performance styles. a. Separated style b. Dedicated style c. Related style d. Integrated style	Please rate the important of the following preference in performance. • To examine • To control • To evaluate • To direct • To advise • To communicate • To innovate • To integrate
35. Clarify on Separated style a. Deliberate examination of all process of working. b. Conscious of existing principles, rules, and procedures. c. Expected to avoid any kind of variation. d. Plan ahead and insist that the plan be followed. e. Want to be good organizer and predictable. 36. Clarify on Dedicated style a. Like to dominate others b. Like to use power. c. Doing task with immediate outcomes. d. Be an action-oriented kind of people. e. Want to be in charge, to have control in any events.	How do you rate your performance in this following aspects: • Examine all process of working • Conscious in rules and procedures • Avoid any kinds of variation • Plan ahead • Good organizer and predictable How do you rate your performance in this following aspects: • Dominate others • Using power • Doing task with immediate outcomes • Action-oriented • Be in charge in any events

Content	Statements used in questionnaire
37. Clarify on Related style a. Like to serve as a guide. b. Like to work with others. c. Like to open communication. d. Spend most of the time with others. e. Try to know or understand others better.	How do you rate your performance in this following aspects: • Serve as a guide • Work with others • Open communication • Spent most of the time with others • Know and understand others
38. Clarify on Integrated style a. Motivate others b. Delegate appropriate level of responsibility. c. Creating a climate of sharing and Involvement d. Network Building. e. Focus on participation.	How do you rate your performance in this following aspects: • Motivate others • Delegate appropriate level of responsibility. • Creating a climate of sharing and Involvement • Network Building. • Focus on participation.

Pilot testing of the questionnaire is the last process before launching the questionnaire to target respondents. A group of sampling of respondents has been asked to fill in the question. This process is important and can indicate what reliability is acceptable. The feedback was used to revise the questionnaires where necessary.

4.4 Collection of Data

The primary data were collected from the use of a questionnaire. The secondary data come from journals, magazines, and internet. The questionnaires, with returned envelope, delivered by hand to the company, accompanying by the letter from Assumption University requesting for permission to conduct the study. The

respondents would return the questionnaires to researcher by using provided envelope to ensure anonymity.

Out of 200 copies of questionnaires being distributed, 171 completed copies were returned represented 85.50 % returned rate dividing into 91 completed copies from media company and remaining 80 completed copies from an advertising company. The completed questionnaires were higher than the minimum required sample size of 159 subjects. When compared number of the returned with the Table 4.1. Thus, the returned and completed questionnaires of 171 subjects were sufficient for this study.

4.5 Statistical Treatment of Data

The statistical computers for statistical analysis like Statistical Package for Social Sciences (SPSS) were used to analyze data. And the following statistical tools used in to answer each of the questions on the statement of the research problem and research hypothesis.

Pearson Chi- Square was used in examining the correlation between Human Information Processing Styles and Effective Performance, then Pearson Correlation was used in finding relationship of each style between Human Information Processing Styles (I-Control, I-Explore, I-Pursue, I-Preserve) and Effective Performance (Separated, Dedicated, Related, Integrated). Pearson Chi-Square method was also used in identifying relations between Demographic Profiles and Human Information Processing Styles. All hypotheses were tested at 95 % confidence interval.

The frequency tables, average weighted mean on five-point scale and descriptive statistics were employed to identify the perceptions of the respondents on the human information processing and effective performance. All demographic data were also summarized for further analysis. An average weighted means was assigned to each of the categories of rating as shown in Table 4.5.

Table 4.5 Descriptive rating

Descriptive Rating	**Weighted score**	**Arbitrary level**
Strongly Agree	5 points	4.20-5.00
Agree	4 points	3.40-4.19
Indifference	3 points	2.60-3.39
Disagree	2 points	1.80-2.59
Strongly Disagree	1 point	1.00-1.79

The researcher also tested the reliability of the instrument Reliability analysis showed the correlation coefficient of > 0.8 which means that the relationship between the variables is strong. If the correlation coefficient is between 0.4-0.8 then the relationship between the variables is moderate to strong. If the correlation coefficient < 0.4 then the relationship between the variables is weak. Table 4.6 showed the reliability test of the questionnaire on the Human Information Processing styles and the Effective Performance. The results proved that the overall

questionnaires acquire the level of highly reliable in which the alpha equal to 0.8974. The human information processing questionnaires and the effective performance questionnaires the alpha were 0.8586 and 0.8315 respectively.

Table 4.6 Reliability Test Result

	Correlation Coefficient	Result
Human Information Processing Styles	Reliability coefficients No. of cases = 171 No. of items = 28 Alpha = 0.8586	Highly Reliable
Effective Performance Styles	Reliability coefficients No. of cases = 171 No. of items = 28 Alpha = 0.8315	Highly Reliable
Overall Questions	Reliability coefficients No. of cases = 171 No. of items = 56 Alpha = 0.8974	Highly Reliable

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CHAPTER 5

PRESENTATION OF DATA AND CRITICAL DISCUSSION OF RESULTS

This chapter contains results of the study derived from the analysis of data. The data from demographic profiles were summed up to study the respondents on their perceived Human Information Processing styles and also Effective Performance styles.All findings attempted to answer the questions given in the statement of the research problem in chapter 1 as well as the research hypotheses in chapter 3.

5.1 Demographic Profile of the Respondents

The kind of companies studied was a media company and an advertising company. The studied setting composed of 53.2 % of respondent from media company and 46.8 % of respondents were from advertising company as shown on Table 5.1.

Table 5.1 Frequency Table on Kind of Company

Kind of company	Frequency	Percent	Valid Percentage	Cumulative Percentage
Media	91	53.2	53.2	53.2
Advertising	80	46.8	46.8	100.0
Total	171	100.0	100.0	

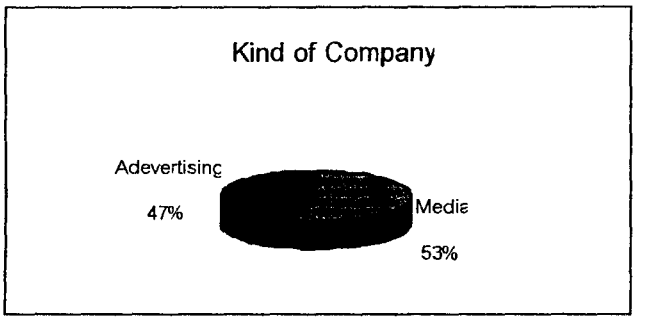

Figure 5.1 Kind of the company

From the analysis of demographic profile, this study conducted 2 modes of measurement level; mode 1 was the scale type that gave the meaning of each value such as value 1 equal to < 1 year. Mode 2 was nominal type. This type consisted of two options such as gender; male or female, as demonstrated on Table 5.2.

Table 5.2 Frequencies and Mode of Measurement Table

Statistics

		Gender	Age	Education	Position	Year Of Service
N	Valid	171	171	171	171	171
	Missing	0	0	0	0	0
Mode		1	2	2	2	2

Table 5.3 Frequency Table of Gender

Gender

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	male	60	35.1	35.1	35.1
	female	111	64.9	64.9	100.0
	Total	171	100.0	100.0	

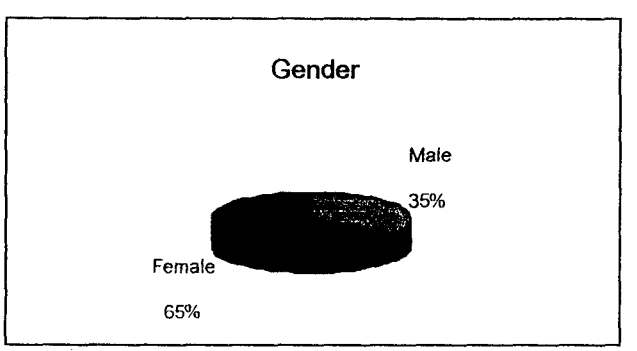

Figure 5.2 Gender of the respondents

As shown on Table 5.3, almost two-thirds of the overall respondents of this study were female representing 64.9 %, while the remaining 35.1 % were male respondents.

The highest respondent's age was 26 to 35 years old, which consist of 52.1 %. Second highest respondent's age was 25 years old or less, which consist of 26.9 %. The remaining 21 % was the group of 36 years or more, as shown on Table 5.4. The data implied that most of these respondents in a media and advertising company were young-aged people.

Table 5.4 Frequency Table of Ages

Age

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	<= 25	46	26.9	26.9	26.9
	26-35	89	52.1	52.1	79.0
	36-45	31	18.1	18.1	97.1
	>=46	5	2.9	2.9	100.0
	Total	171	100.0	100.0	

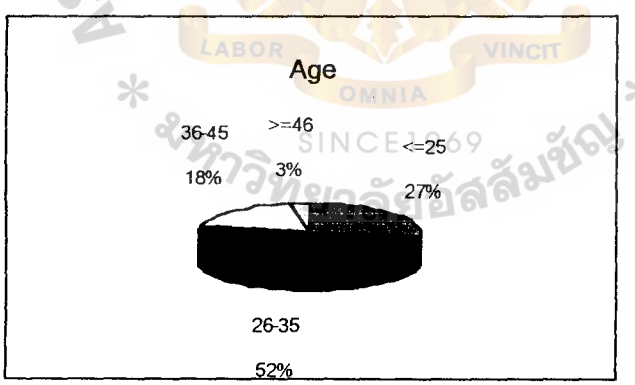

Figure 5.3 Age of the respondents

Most of the respondents received education of bachelor degree which composed of 66.1 %. Respondents with master degree attained composed of 22.8 %, while the remaining 11.1 % was below bachelor degree respondents, as demonstrated on Table 5.5.

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Table 5.5 Frequency Table of Education

Education

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	< Bachelor Degree	19	11.1	11.1	11.1
	Bachelor Degree	113	66.1	66.1	77.2
	Master Degree	39	22.8	22.8	100.0
	Total	171	100.0	100.0	

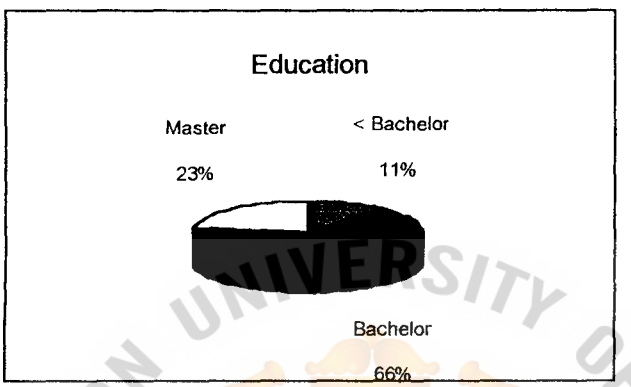

Figure 5.4 Education level of the respondents

The distribution of position shown that line supervisor composed of 11.1 % and staff level composed of 88.9 % as presented in Table 5.6. The respondent mainly composed of the staff level, therefore, the result of findings reflects mainly of the staff perception.

Table 5.6 Frequency Table of Current Positions

Position

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Line Supervisor	19	11.1	11.1	11.1
	Staff	152	88.9	88.9	100.0
	Total	171	100.0	100.0	

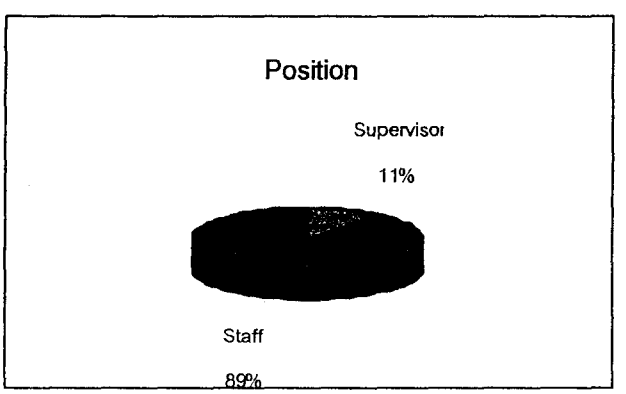

Figure 5.5 Position of the respondents

The length of service years with company on Table 5.7 reflected that most of employee had service year of 1 to less than 3 years which composed of 24.6 %. Those respondents with 3 to less than 5 years and 5 to less than 10 years had an equal frequency which each composed of 21.6 %. The remaining composed of respondent with less than 1 year and more than 10 years which were 19.9 % and 12.3 % respectively.

Table 5.7 Frequency Table of Year of Services.

Year Of Service

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	x < 1 year	34	19.9	19.9	19.9
	1 year to < 3 year	42	24.6	24.6	44.4
	3 year to < 5 year	37	21.6	21.6	66.1
	5 year to < 10 year	37	21.6	21.6	87.7
	>= 10 year	21	12.3	12.3	100.0
	Total	171	100.0	100.0	

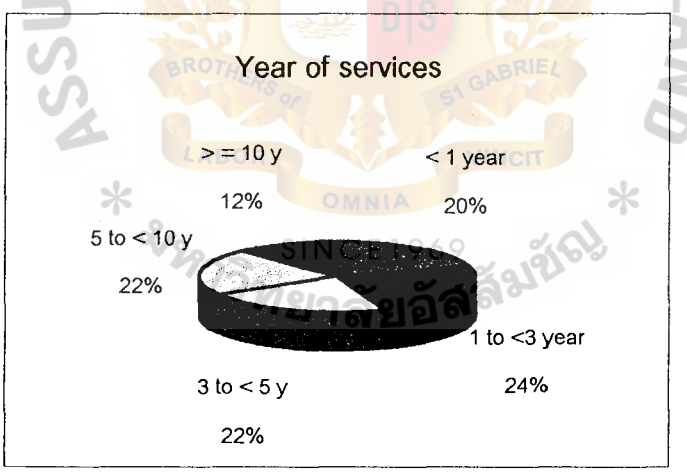

Figure 5.6 Year of services of the respondents

5.2 The Perception of Respondents on Human Information Processing Styles

In term of I-Control style as illustrated in Table 5.8, the responses from the subject showed that the respondents agreed that they utilized I-Control style in their company. The overall mean rated was at 4.10. The highest rating when ranking in

descriptive form stated that the information always help them bring order and consistency to the things.

Table 5.8 Respondent Perception Rating on I-Control Style

I-Control Style	Mean	SD.	Rating
I need a lot of explanation and Information for doing things.	4.13	.735	A
I like to sort out and analyze the consequences of information.	4.15	.543	A
I acquire the information to better follow the direction and standard of organization.	4.16	.654	A
I acquire the information to have control in my working.	4.10	.683	A
The information always helps me reduce disorder in my life.	3.98	.837	A
The information always helps me bring order and consistency to the things.	4.25	.593	SA
The information makes me see the balanced viewpoint of my work.	3.96	.731	A
Overall Average Weighted Mean	4.10	.450	A

SA= Strongly Agree, A= Agree, I= Indifference, D= Disagree, SD= Strongly Disagree

As shown in Table 5.9, the respondents agreed that they utilized I-Explore style in their company. The overall mean rated was at 3.97. The highest rating when ranking in descriptive form stated that they like to seek a lot of variety of information.

Table 5.9 Respondent Perception Rating on I-Explore Style

I-Explore Style	Mean	SD.	Rating
I like to seek a lot of variety of information.	4.26	.714	SA
The information gives me skills on thinking and talking about future.	4.08	.778	A
I prefer to deal with possibilities, not sureties of information.	2.93	1.86	I

The information brings me to approach new ideas.	4.18	.654	A
I seldom complete my task before moving on to the new information.	4.25	.624	SA
The information made me think about changing radically.	4.09	.685	A
The information helps me comfortable with complexity and diversity.	4.04	.719	A
Overall Average Weighted Mean	3.97	.516	A

SA= Strongly Agree, A= Agree, I= Indifference, D= Disagree, SD= Strongly Disagree

I-Pursue style obtained the mean of 4.08, which means that the respondent agreed that they utilized I-Pursue style in their company. The highest rating when rank in descriptive form reflected that they was impatient at delay and detail of information as shown on Table 5.10.

Table 5.10 Respondent Perception Rating on I-Pursue Style.

I-Pursue Style	Mean	SD.	Rating
I can make things happen quickly by using information.	4.13	.732	A
The information makes me respond to the immediate task.	4.07	.740	A
I seek the achievement and complete my task by using information.	4.09	.685	A
I like to compete by using information.	3.77	.882	A
I usually use the information to produce the result.	4.11	.627	A
I am impatient at delay and detail of information.	4.19	.828	A
I usually use the information to support my quick-action.	4.16	.795	A
Overall Average Weighted Mean	4.08	.485	A

SA= Strongly Agree, A= Agree, I= Indifference, D= Disagree, SD= Strongly Disagree

As shown on Table 5.11, the respondents agreed that they utilized I-Preserve style in their company. The overall mean rated was at 3.46. The highest rating when ranking in descriptive form stated that they enjoy long conversation to gain more information.

Table 5.11 Respondent Perception Rating on I-Preserve Style

I-Preserve Style	Mean	SD.	Rating
The information is always dominated by my strong feeling.	2.61	1.12	I
I enjoy the long conversation to gain more information.	4.13	.716	A
The information helps me explore and learn from the others.	3.82	.814	A
The information makes me feel sensitive to the concerns and expectations of others.	3.67	.880	A
I tend to react instinctively when confronted with the unexpected information.	3.49	.984	A
I prefer to choose the information related to the people more than object related.	3.34	.882	I
When receiving the information about relationship with others, I always respond spontaneously.	3.18	.931	I
Overall Average Weighted Mean	3.46	.563	A

SA= Strongly Agree, A= Agree, I= Indifference, D= Disagree, SD= Strongly Disagree

By keeping Dudley Lynch's framework in mind then it will definitely help us understand how the respondents process their information. The respondents perceived I-Control as the human information processing style in the organization. They preferred to use the left brain that focused on verbal, sequential and dominant in

processing parts in orderly, timely way more than the right brain that focused on metaphorical, analogic and dominant in processing spatial & hit-miss patterns. It showed a very high use of available information to meticulously generate one best solution. Then the solution is often implemented using an elaborate contingency plan. The area in which the organization must be aware of was that they preferred routine assignments requiring attention to detail and systematic implementation.

5.3 The Perception of Respondents on Effective Performance Styles

The respondents perceived that Separated style is agreed as effective performance in their company as shown on Table 5.12. The total mean obtained was 3.92. The highest mean among all in the descriptive form stated that they are strongly acceptable or agree to examine as the critical factor in their working with a mean of 4.39.

Table 5.12 Respondent Perception Rating on Separated Style.

Separated Style	Mean	SD.	Rating
Examine all process of working	3.79	.735	A
Conscious of rules and procedures.	3.88	.726	A
Avoid any kinds of variation	3.39	.889	I
Plan ahead	3.99	.711	A
Good organizer and predictable.	3.98	.763	A
To examine	4.39	.645	SA
To control	4.04	.799	A
Overall Average Weighted Mean	3.92	.465	A

SA= Strongly Agree, A= Agree, I= Indifference, D= Disagree, SD= Strongly Disagree

The respondent perceived that Dedicated style is agreed as effective performance style in the company. The total mean obtained was 3.70. The highest mean among all in the descriptive form stated that they are strongly acceptable or

agree for action-oriented in their working with a mean of 4.25 as demonstrated on Table 5.13.

Table 5.13 Respondent Perception Rating on Dedicated Style

Dedicated Style	Mean	SD.	Rating
Dominate others	3.19	.826	I
Using power	3.25	.811	I
Doing task with immediate outcomes	3.70	.768	A
Action-oriented	4.25	.693	SA
Be in charge in any events.	3.98	.763	A
To evaluate	4.14	.759	A
To direct	3.39	1.06	I
Overall Average Weighted Mean	3.70	.466	A

SA= Strongly Agree, A= Agree, I= Indifference, D= Disagree, SD= Strongly Disagree

The respondent perceived that Related style is agreed as effective performance style in the company. The total mean obtained was 4.15. The highest mean among all in the descriptive form stated that they are strongly acceptable or agree to communicate as the critical factor in their working with a mean of 4.25 as demonstrated on Table 5.14.

Table 5.14 Respondent Perception Rating on Related Style

Related Style	Mean	SD.	Rating
Serve as a guide	3.96	2.32	A
Work with others	3.94	.657	A
Open communication	4.22	.550	SA
Spent most of the time with others	3.91	.685	A
Know and understand others.	4.02	.668	A
To advise	4.40	.682	SA
To communicate	4.61	.545	SA
Overall Average Weighted Mean	4.15	.470	A

SA= Strongly Agree, A= Agree, I= Indifference, D= Disagree, SD= Strongly Disagree

The respondent perceived that Integrated style is agreed as effective performance style in the company. The total mean obtained was 4.06. The highest mean among all in the descriptive form stated that they are strongly acceptable or agree to innovate as the critical factor in their working with a mean of 4.50 as demonstrated on Table 5.15.

Table 5.15 Respondent Perception Rating on Integrated Style

Integrated Style	Mean	SD.	Rating
Motivate others	3.67	.749	A
Delegate appropriate level of responsibility	3.94	.624	A
Create a climate of sharing & involvement	4.08	.631	A
Network building	3.71	.692	A
Focus on participation.	4.05	.616	A
To innovate	4.50	.672	SA
To integrate	4.44	.624	SA
Overall Average Weighted Mean	4.06	.422	A

SA= Strongly Agree, A= Agree, I= Indifference, D= Disagree, SD= Strongly Disagree

For the results on perception of effective performance, the respondents perceived that Related style was agreed as effective performance in their organization. By focusing on William Reddin' s framework, one observation from the finding reflected that they appreciated the relationship orientation more than task orientation. They enjoyed long conversation as a way of getting to know other better. They saw organization primarily as social systems. Anyhow, the organization might require for a balanced approach by task and relationship orientation that brought the ultimate advantage to them. This was the area of critical notice.

5.4 Correlation Between Human Information Processing Styles and Effective Performance

Ha1: There is a significant relationship between human information Processing styles and effective performance.

Pearson Chi-Square was used to test the independence between Human Information Processing style and Effective Performance at confidence interval 95 %. The test reflected that there was no independence between two variables.

Table 5.16 Chi-Square Table Between Human Information Processing Styles and Effective Performance.

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	2075.761[a]	1702	.000
Likelihood Ratio	698.726	1702	1.000
Linear-by-Linear Association	33.795	1	.000
N of Valid Cases	171		

a. 1786 cells (100.0%) have expected count less than 5. The minimum expected count is .01.

As shown in Table 5.16, the significant value of chi-square 0.000 was less than 0.025 then there was a significant relationship between human information processing styles and effective performance. Therefore, it led to accept Ha1.

The researcher attempted to find further in each of human information processing styles and each of effective performance to consider which styles were related. By using Pearson Correlation at significant level 95 %, the data analysis reflected the relationship between human information processing styles, i.e.,I-Control, I-Explore, I-Pursue, I-Preserve and effective performance styles, i.e., Separated, Dedicated, Related and Integrated style as demonstrated in Table 5.17.

Table 5.17 Correlation Table between Human Information Processing Styles and Effective Performance.

		Separated Style	Dedicated Style	Related Style	Integrated Style
I-Control Style	Pearson Correlation	.391	.385	.172	.357
	Sig. (2-tailed)	.000	.000	.025	.000
	N	171	171	171	171
	Direction of relationship	Positive	Positive	Positive	Positive
I-Explore Style	Pearson Correlation	.346	.376	.087	.265
	Sig. (2-tailed)	.000	.000	.260	.000
	N	171	171	171	171
	Direction of relationship	Positive	Positive	-	Positive
I-Pursue style	Pearson Correlation	.295	.307	.089	.154
	Sig. (2-tailed)	.000	.000	.248	.045
	N	171	171	171	171
	Direction of relationship	Positive	Positive	-	-
I-Preserve Style	Pearson Correlation	.307	.390	.055	.231
	Sig. (2-tailed)	.000	.000	.474	.002
	N	171	171	171	171
	Direction of relationship	Positive	Positive	-	Positive

The Pearson Correlation between I-Control style and Separated, Dedicated, Related, and Integrated were 0.391, 0.385, 0.172,and 0.357 respectively. The P-level of the correlation were 0.000, 0.000,0.025 and 0.000 consecutively which were less than the 0.025 level of significance. This meant that these variables were positively correlated and this relationship was statistically significant at the 95% confidence level.

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The Pearson Correlation between I-Explore style and Separated, Dedicated, and Integrated were 0.346, 0.376 and 0.265 respectively. The P-level of the correlation of these cases were 0.000 which were less than the 0.025 level of significance. This meant that these variables were positively correlated and this relationship was statistically significant at the 95% confidence level.

The Pearson Correlation between I-Pursue style and Separated, Dedicated were 0.295, 0.307 respectively. The P-level of the correlation were 0.000, 0.000 consecutively which were less than the 0.025 level of significance. This meant that these variables were positively correlated and this relationship was statistically significant at the 95% confidence level.

The Pearson Correlation between I-Preserve style and Separated, Dedicated, and Integrated were 0.307, 0.390, and 0.231 respectively. The P-level of the correlation were 0.000, 0.000, and 0.002 consecutively which were less than the 0.025 level of significance. This meant that these variables were positively correlated and this relationship was statistically significant at the 95% confidence level.

The Pearson Correlation between Related style and I-Explore, I-Pursue and I-Preserve styles were 0.087, 0.089 and 0.057 respectively. The P-level of that correlation were 0.260, 0.248 and 0.474 consecutively which were greater than the 0.025 level of significance. This meant that the relationship was statistically insignificant at 95% confidence level.

The Pearson Correlation between Integrated style and I-Pursue styles was 0.154. The P-level of that correlation was 0.045 which were greater than the 0.025 level of significance. This meant that the relationship was statistically insignificant at 95% confidence level.

As the result from Table 5.17, I-Control was the most preferred style for dealing with all effective performance. I-Control style merged between Task and Relationship orientation. People in this style have spent a great deal of time developing formal mastery and skills in the way they use information. Often, they take steps to reduce the disorder in their life and increase their knowledge of what is happening to them and around them. Therefore, they tended to seek out situations where their skills for building bridges between people and work can be best employed. Moreover, the correlation between human information processing and effective performance was positively correlated. It implied that if human information processing was increased then effective performance would also increased. This reconfirmed the previous studies, which indicated that information processing was directly affecting the action or behavior of people due to the different ways in which people process information that also implied the different ways people approach situations.

By focusing on insignificant relationship, it didn't find any significant relationships between Related style and I-Explore, I-Pursue and I-Preserve styles because I-Explore style skilled at thinking and talking about the future. It attracted new ideas and approaches as a visionary or idea-oriented, while Related style was a role or person related.

For I-Pursue and Related style, I-Pursue focused on competitiveness and immediate consequences. It tended to let go quickly of information and take short cuts as an action oriented, while Related style was a relationship orientation. Also, I-Preserve style focused on value oriented, sentimental, emotional by responding spontaneously in relationship with others and seeing those relationships moved toward specific kinds of "felt-in-your-gut" outcomes with which they feel comfortable

while Related style enjoyed long conversation as a way of getting to know others better, loved to give helpful friendly advise and encourage others. It was a high relationship orientation.

Also, the relationship of Integrated and I-Pursue style was statistically insignificant. I-Pursue style, as the above mentioned, focused on high task and action-oriented only, while Integrated was indicated by high task and high relationship orientation. Integrated style will integrate the individual needs and organizational goal, interact, participate, and motivate in working process.

5.5 Correlation Between Demographic Profiles and Human Information Processing Styles

Ha2: There is relationship between demographic profiles and human information processing styles.

Pearson Chi-Square was used in identifying relations between Human Information Processing Styles and Demographic Profiles at confidence interval 95 %. From the hypothesis testing, the data reflected that there were 2 kinds of demographic profiles that were related with human information processing styles as showed on Table 5.18.

Table 5.18 Correlation Table between Demographic Profiles and Human Information Processing Styles

	Pearson Chi-Square		
	Value	Df	Asymp.Sig. (2-sided)
Age & I-Control Style	66.205	42	.010
Position & I-Preserve Style	35.082	19	.014

To understand the degree of relationship between demographic profiles and human information processing styles, Table 5.18 reflected that there was a significance relationship between these two variables. The Pearson chi-square value of age and I-Control was at 0.010, also position and I-preserve was at 0.014 which were all less than 0.025. Therefore, Ha2 on these two variables was accepted.

Table 5.19 Distribution of Age and I-Control Style

Age	I-Control Style			
	Agree	Indifferent	Disagree	Total
<= 25 years old	45 (97.8%)	1 (2.2%)	-	46 (100%)
26-35 years old	86 (96.6%)	3 (3.4%)	-	89 (100%)
36-45 years old	27 (87.1%)	4 (12.9%)	-	31 (100%)
46=< years old	5 (100%)	-	-	5 (100%)
Total	163 (95.3%)	8 (4.7%)	-	171 (100%)

As indicated on Table 5.19, the majority of the respondents (95.3 % of total population) expressed favorable opinions on I-Control style in relation to age. The largest age group that voted on the positive zone was the age range between 26-35 years with 86 counts on the favorable rating , following by 45 counts of age 25 years and below group.

It also implied that the characteristic of respondent on age range 26-35 and 25 years and below group tended to be I-Control more than other group. On the other hand, it stated that the young aged respondent still more seized with the consistence on order, methodical, sequential and systematic approach. Once, they grew up the idea about I-Control style will be gradually less and less. It might due to their working experience, their higher education and their attitude that changed by the age.

Table 5.20 Distribution of the Current Position and I-Preserve Style

Position	I-Preserve Style			
	Agree	Indifferent	Disagree	Total
Line Supervisor	7 (36.8%)	12 (63.2%)	-	19 (100%)
Staff	87 (57.2%)	56 (36.9%)	9 (5.9%)	152 (100%)
Total	94 (54.9%)	68 (39.8%)	9 (5.3%)	171 (100%)

As indicated on Table 5.20, the majority of the respondents (54.9 % of total population) expressed favorable opinions on I-Preserve style in relation to the current position. The largest position group that voted on the positive zone was the respondents who worked on staff level with 87 counts on the favorable rating followed by 39.8 % (or 68 counts) of respondents expressed uncertain opinions, with the largest group of respondents who worked on staff level with 56 counts. Only 9 counts of respondents worked on staff level voted on the unfavorable rating.

It implied that the characteristic of respondent who worked on staff level tend to use more I-preserve style than the respondent who worked on line supervisor. It also stated that staff will be more feeling-power thinking and focused on emotional, value oriented and respond spontaneously in relationship than line supervisor. It might due to structure, communication process, working condition, responsibility and also the environment in the organization.

5.6 Human Information Processing Styles Utilized by Company

Ha3: I-Control style is the most effectively preferred in information processing style of a media and an advertising company.

Ha4: I-Explore style is the most effectively preferred in information processing style of a media and an advertising company.

Ha5: I-Pursue style is the most effectively preferred in information processing style of a media and an advertising company.

Ha6: I-Preserve style is the most effectively preferred in information processing style of a media and an advertising company.

Table 5.21 Human Information Processing Styles Utilized by Respondents

		I-Control	I-Explore	I-Pursue	I-Preserve
N	Valid	171	171	171	171
	Missing	0	0	0	0
Mean		4.10	3.97	4.07	3.46
Std. Deviation		.450	.516	.485	.563

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Table 5.21 reflected that respondents utilized I-Control style for human information processing in their company which has the mean of 4.10 as the highest, follow by I-Pursue style, I-Explore style and I-Preserve style with mean 4.07, 3.97 and 3.46 respectively. This result leads to accept Ha3 and reject Ha4, Ha5 and Ha6.

The researcher attempted to find further which human information processing styles is the most preferred in each company. On Table 5.22 found that, in a media company, the respondents utilized I-Control style and I-Pursue style that have an equal mean value of 4.09. For advertising company, the respondents perceived that

I-Control style is the highest human information processing style utilized within the company which has the mean of 4.12, follow by I-Pursue style with a mean of 4.06.

Table 5.22 Human Information Processing Style Utilized by Company

		I-Control	I-Explore	I-Pursue	I-Preserve
Media Company					
N	Valid	91	91	91	91
	Missing	0	0	0	0
Mean		4.09	4.01	4.09	3.46
Std. Deviation		.465	.542	.521	.566
Advertising Company					
N	Valid	80	80	80	80
	Missing	0	0	0	0
Mean		4.12	3.93	4.06	3.47
Std. Deviation		.433	.485	.443	.563

The researcher attempted to find further which effective performance style is the most preferred in both companies. Table 5.23 reflected that respondents utilized Related style for Effective Performance in their companies which has the mean of 4.15 as the highest, follow by Integrated style, Separated style and Dedicated style with mean 4.06, 3.92 and 3.70 respectively.

Table 5.23 Effective Performance Styles Utilized by Respondents

		Separated	Dedicated	Related	Integrated
N	Valid	171	171	171	171
	Missing	0	0	0	0
Mean		3.92	3.70	4.15	4.06
Std. Deviation		.465	.466	.470	.422

By focusing effective performance styles on each company, the researcher Found that in both media and advertising company, the respondents utilized Related style in their company with mean of 4.19 and 4.11 respectively, follow by Integrated, Separated and Dedicated style as demonstrated on Table 5.24.

Table 5.24 Effective Performance Style Utilized by Company

		Separated	Dedicated	Related	Integrated
Media Company					
N	Valid	91	91	91	91
	Missing	0	0	0	0
Mean		3.91	3.71	4.19	4.06
Std. Deviation		.466	.459	.547	.439
Advertising Company					
N	Valid	80	80	80	80
	Missing	0	0	0	0
Mean		3.94	3.68	4.11	4.05
Std. Deviation		.465	.475	.362	.404

The results from Table 5.21 to 5.24, it showed that there was no different between a media and an advertising company in term of Human Information Processing Styles and Effective Performance. It might due to the fact that they both have the same kind of people , i.e., working style, education style, life style including style of structure in these two organizations.

CHAPTER 6

SUMMARY, CONCLUSION AND RECOMMENDATION

This chapter contained a summary of the study which divided into four major sections; first, the summary of the findings research problems and hypotheses; second, the conclusion of the research; and the final part was the recommendation.

6.1 Summary of Findings

This section showed the summary of findings in brief based on the statement of the research problems and research hypotheses

6.1.1 Demographic profiles of respondents. From 171 respondents, frequency tables of demographic showed that the majority of respondents was females. More than a half of age's respondents was 26-35 years old. Almost two-thirds of the overall respondents attained bachelor degree. The results of finding reflected mainly of the staff perception since the respondent was mainly composed of the staff level. For year of services of respondents, the frequency was not different t so much; 1 to less than 3 years was the highest, followed by 3 to less than 5 years and 5 to less than 10 years having equal frequency.

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6.1.2 The perception of respondents on human information processing.

The human information processing styles overview can be concluded that the respondents used the whole brain functioning of information processing in their company due to their agreement with all styles of human information processing. I-Control style was the most utilized in the organization with the highest mean of 4.10. The descriptive statistical tables helped providing a good indicator that the respondents strongly agreed that they liked to seek a lot of variety of information and they seldom completed their task before moving on to the new information. Also they strongly agreed that the information always helped them bring order and consistency to the things. On the other hand the respondents were neutral that the information was always dominated by their strong feeling and also neutral about preferring to deal with possibilities, not sureties of information.

6.1.3. The perception of respondents on effective performance style. The effective performance styles overview can be concluded that the respondents agreed in all styles of effective performance. The respondents agreed that Related style was the most preferred as effective performance in the organization with the highest mean of 4.15. One observation from the findings reflected that the respondents gave the important to relationship orientation more than task orientation as seen on their strong agreement to communicate, open communication and advise; meanwhile they are only neutral with dominate others, using power and to direct.

6.1.4 The correlation between human information processing styles and effective performance. The researcher tested the correlation between human information processing and effective performance for proving the research hypothesis

Ha1: There was a significant relationship between human information processing styles and effective performance. The data analysis reflected that there was a high correlation between human information processing and effective performance. The significant level was 0.000, which was less than 0.025, then accepted at 95 %. Therefore it led to accept Ha1. Then the researcher attempted to find further what style of human information processing related to effective performance. The results showed that I-Control style was related to Separated, Dedicated, Related and Integrated; I-Explore related to Separated, Dedicated and Integrated; I-Pursue related to Separated and Dedicated; I-Preserve related to Separated, Dedicated and Integrated styles. All styles had the positive correlation. It implied that if those human information processing styles are increased then those effective performance will also be increased.

6.1.5 The correlation between demographic profiles and human information processing styles. The researcher tested the correlation between demographic profiles and human information processing for proving the research hypothesis Ha 2: There was relationship between demographic profiles and human information processing styles. The data analysis reflected that there was a correlation between demographic profiles and human information processing. Therefore it led to accept Ha2. Then the researcher looked further into demographic profiles to see whether any were related to human information processing styles. The results showed that there were two kinds of demographic profiles that related with human information processing. First, I-Control style and age, the majority of the respondents 95.3% expressed favorable opinions on I-Control style in relation to age. Second, I-Preserve and position, the majority of respondents 54.9% expressed favorable opinions on I-Preserve style in relation to position.

6.1.6 Human information processing styles and effective performance utilized by both companies. The researcher attempted to find out which style of human information processing was the most effectively preferred in a media company and an advertising company for proving the research hypotheses Ha3 to Ha6. The results indicated that I-Control style was the most effectively preferred in information processing. The result led to accept Ha3 and reject Ha4, Ha5 and Ha6. By focusing on a media company it was found that the respondents utilized both I-Control and I-Pursue as the human information processing; for the advertising company the respondents utilized I-Control style. For effective performance styles, the results stated that the respondents utilized Related style as the most preferred by both media and advertising company.

6.2 Conclusion

Based on the findings the researcher found the significant relationship between human information processing style and effective performance. This confirmed to the previous benchmark studies, which stated that information processing was directly affecting the action or behavior of people. The correlation between human information processing and effective performance was positively correlated. It implied that if human information processing was increased then effective performance would also increased. Moreover, the researcher found that I-Control style was the most preferred style for dealing with all effective performance. And the respondents perceived Related Styles as their effective performance in the organization. In addition, there was no significant relationship between Related and I-Explore style, Related and I-Pursue style, Related and I-Preserve style, also Integrated and I-Pursue style.

Based on the results of the data analysis about the degree of relationship between demographic profiles and human information processing, it found a significant relationship between these two variables. The first was the relationship of age and I-Control style. And the other was the current position and I-Preserve style. The majority of the respondent expressed favorable opinion on that relation. The results stated that the young age respondent tend to use more I-Control style than the age over 35 years up. And also, the characteristic of respondent who work on staff level tend to be I-Preserve more than line supervisor.

In addition, it proved that there was no different between a media and an advertising company in term of human information processing and effective performance.

6.3 Recommendation

Tomorrow's organization will be different from today's. Organizations are in a continuous state of change. Organization development is an ongoing process because an organization cannot remain static and be effective. In the future, the only winning organizations will be those that respond quickly to change. Preparing employees to cope with today's accelerating role of change is the central concern. The modern employee must not only be flexible and adaptive in a changing environment but must also be able to diagnose problems and implement change programs.

Most organizations are aware that information is applied to be a resource of competitive advantage. The studies on human information processing style help us understand the way employee processed their information in working area. It is recommended that all styles of human information processing are required. Employee in the organization is allowed to use many different way to process

whatever information is important to be effective at work. It was depends on a style's appropriateness to the situation in which it is used. Moreover, tailored information to the structure of organization was critical particularly for companies in communication industry (as the selected companies; media and advertising) which required a lot of skill in creativity, innovative-idea, variety seeker and change-oriented. However, the selected companies perceived the require skilled in a rather low level, therefore, the organization could introduce the training and provide creative activity by practicing fresh ways of looking at situations. In addition, the notion that creativity arises from personality traits has some important implications for employees. If the organization believes creative thinking is important, it must somehow identify and hire people who are creative. However, most organizations evaluate candidates for management positions in terms of logical, analytical and organizational skills, rather than intuition and imagination. They may thus be screening out just the type of people they really need in influential positions. (Gundry, Kickul & Prather, 1994)

Another supplement key take from the studies was that the employee perceived high in the relationship orientation as their effective performance style. It reflected in a low to moderate in task orientation. The organization must ensure that such low to moderate task orientation will not be jeopardized in term of quality of working. Therefore, organization has increasingly sought to motivate employees by empowering them. In this sense, empowerment means creating conditions in which employees perceive themselves as competent and in control of performing meaningful tasks. Besides delegating responsibility, managers can empower employees by sharing information freely and by minimizing red tape and other roadblocks to effective performance. Presumably, because empowerment enhances

self-efficacy, empowered employees will work creatively, diligently, and productively.

In empowering employees, manager must remember that motivation depends in part on employees' believing they have a reasonable chance at success. Employees who lack the necessary abilities to do a job will not expect to succeed, or they will eventually begin to doubt themselves after enough failures. The organization therefore must either hire people who already have the needed abilities or provide training so that employees can acquire the abilities. Furthermore, the organization must provide an environment in which employees can succeed. They must have the proper equipment, adequate working conditions, and the cooperation of those who affect their performance. (Wright & Noe, 1996)

HIP. Styles		EP. Styles	
I-Control	**I-Explore** - Provide creative activity - Training	**Related**	**Integrated** - Motivate by empowering - Training
I-Pursue	**I-Preserve**	**Separated**	**Dedicated**

Figure 6.1 Recommendation for the company

6.3.1 **Further study.** The researcher recommended everyone who interested in the subject of human information processing to further study on the same topic in other media and advertising company for finding the similarities or differences of the result or study in the extremely different kind of industry. In addition, the researcher suggested to further study on other possible variables that would affect the human information processing styles beyond the effective performance styles.

QUESTIONNAIRE

Purpose of questionnaire

The purpose of this questionnaire is to explore what style of Human Information Processing is mostly preferred. It is also served as a tool to understand the Effective Performance in the organization.

Explanation

The questionnaire consists of 2 parts in 38 items by using different response scales throughout the questionnaire. The researcher would like to ask you to response by checking in the most appropriate scale based on your actual performance.

Please be informed that your responses are strictly confidential and anonymous. Thus, please response candidly to all questions so that the results will truly reflect the real situation at the present time. After the questionnaire has been completed, please return in the envelope provided to the people who distributed this questionnaire to you.

Thank you for your kind cooperation.

PART I : Demographic Profile

1. What is your gender?

- ☐ Male
- ☐ Female

2. What is your age?

- ☐ 25 years old or less
- ☐ 26 to 35 years old
- ☐ 36 to 45 years old
- ☐ 46 years old or more

3. What is the highest level of education you have attained?

- ☐ Less than bachelor degree
- ☐ Bachelor degree
- ☐ Master degree
- ☐ Other please specify .....

4. What is your current position?

- ☐ Line supervisor
- ☐ Staff

5. How long have you been with the company?

- ☐ Less than 1 year
- ☐ 1 to less than 3 years
- ☐ 3 to less than 5 years
- ☐ 5 to less than 10 years
- ☐ More than 10 years

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PART II : Opinion Section

	Strongly Agree	Agree	Indifference	Disagree	Strongly Disagree
6. I need a lot of explanation and Information for doing things.	☐	☐	☐	☐	☐
7. I like to sort out and analyze the consequences of information.	☐	☐	☐	☐	☐
8. I acquire the information to better follow the direction and standard of organization.	☐	☐	☐	☐	☐
9. I acquire the information to have control in my working.	☐	☐	☐	☐	☐
10. The information always help me reduce disorder in my life.	☐	☐	☐	☐	☐
11. The information always help me bring order and consistency to the things.	☐	☐	☐	☐	☐
12. The information makes me see the balanced viewpoint of my working.	☐	☐	☐	☐	☐
13. I like to seek a lot of variety of information.	☐	☐	☐	☐	☐
14. The information gives me skills on thinking and talking about future.	☐	☐	☐	☐	☐
15. I prefer to deal with possibilities, not sureties of information.	☐	☐	☐	☐	☐
16. The information bring me to approach new ideas.	☐	☐	☐	☐	☐
17. I seldom complete my task before moving on to the new information.	☐	☐	☐	☐	☐
18. The information made me think about changing radically.	☐	☐	☐	☐	☐
19. The information help me comfortable with complexity and diversity.	☐	☐	☐	☐	☐

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	Strongly Agree	Agree	Indifference	Disagree	Strongly Disagree
20. I can make things happen quickly by using information.	☐	☐	☐	☐	☐
21. The information makes me respond to the immediate task.	☐	☐	☐	☐	☐
22. I seek the achievement and complete my task by using information.	☐	☐	☐	☐	☐
23. I like to compete by using information.	☐	☐	☐	☐	☐
24. I usually use the information to produce the result.	☐	☐	☐	☐	☐
25. I am impatient at delay and detail of information.	☐	☐	☐	☐	☐
26. I usually use the information to support my quick-action.	☐	☐	☐	☐	☐
27. The information is always dominated by my strong feeling.	☐	☐	☐	☐	☐
28. I enjoy the long conversation to gain more information.	☐	☐	☐	☐	☐
29. The information helps me explore and learn from the others.	☐	☐	☐	☐	☐
30. The information makes me feel sensitive to the concerns and expectations of others.	☐	☐	☐	☐	☐
31. I tend to react instinctively when confronted with the unexpected information.	☐	☐	☐	☐	☐
32. I prefer to choose the information related to the people more than object related.	☐	☐	☐	☐	☐
33. When receiving the information about relationship with others, I always respond spontaneously.	☐	☐	☐	☐	☐

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		Very Important	Important	Moderately Important	Little Important	Not Important
34. Please rate the important of the following preference in performance.						
a.	To examine	☐	☐	☐	☐	☐
b.	To control	☐	☐	☐	☐	☐
c.	To evaluate	☐	☐	☐	☐	☐
d.	To direct	☐	☐	☐	☐	☐
e.	To advise	☐	☐	☐	☐	☐
f.	To communicate	☐	☐	☐	☐	☐
g.	To innovate	☐	☐	☐	☐	☐
h.	To integrate	☐	☐	☐	☐	☐

	Very Good	Good	Average	Poor	Very Poor
35. How do you rate your performance in this following aspects:					
a. Examine all process of working	☐	☐	☐	☐	☐
b. Conscious of rules and procedures.	☐	☐	☐	☐	☐
c. Avoid any kinds of variation	☐	☐	☐	☐	☐
d. Plan ahead	☐	☐	☐	☐	☐
e. Good organizer and predictable.	☐	☐	☐	☐	☐

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	Very Good	Good	Average	Poor	Very Poor
36. How do you rate your performance in this following aspects:					
a. Dominate others	☐	☐	☐	☐	☐
b. Using power	☐	☐	☐	☐	☐
c. Doing task with immediate outcomes	☐	☐	☐	☐	☐
d. Action-oriented	☐	☐	☐	☐	☐
e. Be in charge in any events	☐	☐	☐	☐	☐
37. How do you rate your performance in this following aspects:					
a. Serve as a guide	☐	☐	☐	☐	☐
b. Work with others	☐	☐	☐	☐	☐
c. Open communication	☐	☐	☐	☐	☐
d. Spent most of the time with others	☐	☐	☐	☐	☐
e. Know and understand others	☐	☐	☐	☐	☐
38. How do you rate your performance in this following aspects:					
a. Motivate others	☐	☐	☐	☐	☐
b. Delegate appropriate level of responsibility	☐	☐	☐	☐	☐
c. Create a climate of sharing & involvement	☐	☐	☐	☐	☐
d. Network building	☐	☐	☐	☐	☐
e. Focus on participation	☐	☐	☐	☐	☐

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