



Management and Organizational Factors on Tesco Lotus:  
A Case Study

By

Phanthida Sirapongprapa

A Thesis submitted in partial fulfillment  
of the requirements for the degree of

Master of Management in Organization Development and Management

Graduate School of Business  
Assumption University  
Bangkok, Thailand

November 2004

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3.6 Data Analysis.....	62
CHAPTER 4: PRESENTATION AND CRITICAL DISCUSSION OF RESULTS	
4.1 Result of study.....	64
4.2 Frequencies of Respondent's Demographic Profile.....	65
4.3 Perception of respondents.....	68
4.3.1 Perception on Management Skill.....	68
4.3.2 Perception on Reward System.....	69
4.3.3 Perception on Leadership Behavior.....	69
4.3.4 Perception on Organization Culture.....	70
4.4 Results of Hypotheses.....	71
4.4.1 Management Skills and Employee Motivation.....	71
4.4.2 Reward System and Employee Motivation.....	73
4.4.3 Leadership Behavior and Employee Motivation.....	74
4.4.4 Organization Culture and Employee Motivation.....	76
4.5 Conclusion of Result.....	77
CHAPTER 5: SUMMARY, CONCLUSION AND RECOMMENDATION	
5.1 Summary of Data.....	81
5.2 Recommendation.....	86
5.3 Organization Development Process.....	88
5.4 Recommendation for Future Study.....	90
BIBLIOGRAPHIES	
APPENDIX A: Questionnaire	



## LIST OF TABLES

Tables	Page No.
3.1 Sampling size of population	59
3.2 Result Test Reliability	62
4.2 Frequencies	
4.2.1 Number of questionnaire returning	65
4.2.2 Age of Respondent	66
4.2.3 Gender of Respondent	66
4.2.4 Working Time Period of Respondent	67
4.2.5 Education of Respondent	67
4.2.6 Position of Respondent	67
4.3 Perception of Respondents	
4.3.1 Perception on Management Skill	68
4.3.2 Perception on Reward System	69
4.3.3 Perception on Leadership Behavior	69
4.3.4 Perception on Organization Culture	70
4.3.5 Perception on Employees Motivation	70
4.4 Result of Hypotheses	
4.4.1 Correlations on Management Skills and Employee Motivation	72
4.4.2 Correlation on Reward System and Employee Motivation	73
4.4.3 Correlation on Leadership Behavior and Employee Motivation	75
4.4.4 Correlation on Organization Culture and Employee Motivation	76
4.5 Conclusion of the result	
4.5.1 The summary of research finding (Management Skill)	78
4.5.2 The summary of research finding (Reward System)	77
4.5.3 The summary of research finding (Leadership Behavior)	79
4.5.4 The summary of research finding (Organization Culture)	80
5.1 Summary of Data	
5.1.2 The summarize of research findings	83

## LIST OF FIGURES

	Page No.
Figure 1 Skill and Management	16
Figure 2 The Leadership grid	23
Figure 3 Matching Leadership Style and Situation	25
Figure 4 The Hersry-Blanchard Model of Situation Leadership	28
Figure 5 The Path-Goal Theory	30
Figure 6 The process of interpersonal communication	32

## ABSTRACT

This thesis presents the management and organizational factors, which influence employees' motivation in Tesco Lotus Express. The method used in this research is a case study of Tesco Lotus Express's employee's motivation. The main objective of this study is to reduce the turnover (rate) and establish employee loyalty to the company.

The research was conducted with the population of 300 people both management and staff who work for Tesco Lotus Express. Questionnaires were used as a tool to collect data for further analysis. A questionnaire consisting of 28 questions was designed based on the conceptual framework. Private interviews with the management were conducted to study the attitude of management and in order to be able to gain deeper understanding of the questionnaire analysis. Personal interview with the staff were made in order to confirm and gain better understanding of the research results.

The research found out that the management and organizational factors that can motivate the employees to work in the organization are Conceptual Skill, Leadership Behavior, Reward System and Organization Culture. All of these factors are not consistency happen in the organization. There are two factors should to encourage to improve are Leadership Behavior and Reward System.

## ACKNOWLEDGEMENTS

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Finally, my deepest gratitude is expressed to my special loved one Mr. Asom Sirapongprapa for his understanding and for everything he did for me. Without his help, this research would not have been complete.

# CHAPTER 1

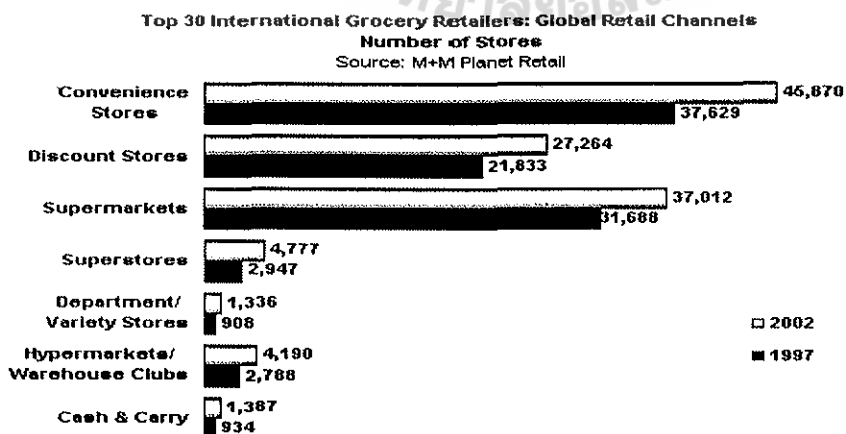
## INTRODUCTIONS OF THE STUDY

### 1.1 Generalities of the Study

#### 1.1.1 Global Context

In the past five years, the total number of food related stores developed by the top 30 international operators has increased by 23%. By 2002 the number of outlets had risen to nearly 122,000 up from 98,723 in 1997. Large formats have been the main source of growth, comprising superstores, hypermarkets/warehouse clubs, cash & carries and department/variety stores. This push towards larger formats has been most evident for ITM, Auchan, Ahold and Rewe. (www.siamfuture.com)

Nevertheless, smaller formats should not be overlooked. Supermarkets, discount stores and convenience stores are used strategically as market entry vehicles or for filling niches in more mature markets. . (www.siamfuture.com)



## Top 30 International Grocery Retailers

Push towards larger store format

Retailers	1997	2002	% Change
AEON	325	322	-1
Ahold	277	647	57
Auchan	182	623	71
Carrefour	558	913	39
Casino	615	797	23
Colruyt	10	11	9
Cora	80	98	18
Costco	285	387	26
Dansk Supermarked	67	82	18
Delhaize Le Lion	12	19	37
Edeka	353	378	7
El Corte Ingles	60	85	29
ITM	36	385	91
Ito-Yokado	166	198	16
Laurus	31	8	-287
Leclerc	362	393	8
Marks & Spencer	370	448	17
Metcash	313	350	11
Metro	1,039	1,318	21
Modelo Continente	71	89	20
Rewe	187	417	55
Schwarz	236	429	45
SHV Makro	88	127	31
Tengelmann	137	179	23
Tesco	629	790	20
Wal-Mart	1,084	2,063	47

Notes: \* Formats included in this analysis are those defined by each retailer as cash & carries, hypermarkets, warehouse clubs, department/variety stores and superstores.

\*\* Even though Sainsbury does have larger store formats, these are defined by the retailer as supermarkets and have therefore been excluded. (Source: M+M Planet Retail)

By 2002, the top 30 retailers were active in 88 countries, nearly 70% more than in 1997. International operators expanded their businesses to remote areas, unchartered territories and opened new markets in Latin America, Central and Eastern Europe, the Middle East and Africa. Between 1997 and 2002, the Middle East saw the highest growth in the

number of stores. However, this is more of a reflection of the low starting point rather than a significant shift in retailers' development plans. Indeed in light of political uncertainty in this region, it is unlikely that the region will feature strongly in the immediate future, with international retailers tending to put their plans on hold or pull out of the region completely.

The popularity of Latin America in international retailer business is obvious, with the number of stores increased by 237% since 1997. Further significant growth is likely with retailers breaking into new markets, such as Guatemala, Honduras and Peru, as well as diversifying the range of stores that they are developing in existing markets. In Central and Eastern Europe, markets such as Poland, the Czech Republic and Hungary are likely to see lower levels of growth with saturation looming. Further development opportunities in this region are in the more easterly countries of Slovakia, Slovenia, Romania and Latvia, with Russia on the near horizon.

The global retail business has been highly competitive; the consumer's need is so complex and highly demanding. The high competition in global retail business affects Tesco Lotus. Tesco Lotus therefore, needs to make sure that the company makes a vigorous commitment to create an environment in which innovation flourishes in the competitive world. The employees are the key factor to push Tesco Lotus to be differentiated from others and to be number one in retail business. No one person can do it all. A well-constructed team with specific goals and guidelines is critical in today's fast paced global business environment. In retail business there is a high turnover in every company which is a big problem because a huge amount of money and time must be spent to hire new employees.

### **1.1.2 Regional Situation**

In Asia Pacific, large store formats such as hypermarkets were initially used to enter many countries in this region. As markets such as Thailand have matured and planning restrictions have been imposed, we have seen a diversification of store formats towards smaller outlets. Further large-scale store expansion is likely to take place in this market, focusing on China in particular. (WWW.asianews.com)

In the same way the most important for Retail Business growth is the employees because this business can not be run by machines. The number of employees in retail business increased steadily throughout the review period, as start-ups and investment in new retail developments, such as shopping malls, rose. The economic and political troubles of 2001 affected retail business to a lesser extent than other industries, such as high-tech manufacturing and tourism.

### **1.1.3 Company's context**

Tesco was founded in 1924. Over the past 79 years, as the retailing market has changed, the company has grown and developed, responding to new opportunities and pioneering many innovations. Today it is Britain's leading food retailer.

The founder of Tesco was Sir Jack Cohen. He used his gratuity from his Army service in the First World War to start selling groceries in London's East End markets in 1919. The brand name of Tesco first appeared on packets of tea in the 1920s. The name was created with the initials of T.E. Stockwell, a partner in the firm of tea suppliers, and the first two letters of Cohen. The first Tesco store was opened in 1929 in Burnt Oak, Edgware.

In the 1990s, the company was built on its success by developing new store concepts and new customer-focused initiatives. In 1992, it opened the first Tesco Metro, a city centre

store meeting the needs of high street shoppers and the local community. This was followed by Tesco Express, combining a petrol filling station with a local convenience store to give local communities a selected range of products and, in 1997, the first Tesco Extra store, an 87,000 sq. ft. hypermarket selling an extensive range of food and non-food, was opened in Pitsea.

### **Company Background**

#### **Ek-Chai Distribution System Co., Ltd. (Tesco Lotus)**

**Tesco Lotus** brings the most modern concepts in retail shopping and value to the people of Thailand. Tesco Lotus operates under Ek-Chai Distribution System Co., Ltd. with registered offices at 699 Modernform Tower, Srinakarin Rd., Suanluang, Bangkok 10250.

In May, 1998 the company became a partner with Tesco PLC. (U.K.) the largest retailer in the United Kingdom with the invitation of CP. Group to take over Ek-Chor Distribution System Co., Ltd. (Lotus Supercenter) Bangkok. Tesco acquired a 75% stake in Lotus, Thailand's second largest retailing business. The discount stores became successful, dominating the domestic retail market thanks to their "Everyday Low Price" strategy.

The first Tesco Lotus branch was opened in October 29, 1994 which is located in Seacon Square Department Store, Srinakarin Rd. In 2001, Tesco Lotus operated 41 branches generating sales of about 40 Billion Baht and before the end of year 2004 they have a plan to operate 50 stores in Thailand. However, the Thaksin government had come under pressure to protect local retailers. In mid 2002 the Cabinet approved a package worth 39 Million Baht to finance the setting up of a public enterprise that would help small local merchants improve their management. In November 2002, Tesco Lotus announced plans to introduce smaller stores called Value Stores in Thailand. Now Tesco Lotus has 8 Value Stores and before the

end of 2004 another ten more stores will be opened. 10 stores in addition, Tesco Lotus has another project that is Express Stores. This format consisted of stand-alone petrol stations with convenience stores. Now Tesco is operating with approximately 16,000 staff in total.

In Thailand, Tesco Lotus Express was established in November, 2001 by Mr. Michael Raycraft, CEO of Tesco Lotus Thailand. Ramindra Store is the first launched branch. Tesco has now opened now 25 branches, with 600 staffs. Within 2004 Tesco expects to open 25 or more.

Because of the rapid growth in retail business, the need of competent employees who can work accurately and efficiently is emerged. The retail business is very dynamic. It has to sell its goods everyday. The nature of this business requires diligent workers since employees at associate level are only followers. All procedures and tasks have been standardized by the top management of each company. These employees are the main task forces who have to be involved in such laborious jobs as arranging goods on the shelves and keeping things clean and the store in hygienic conditions. As a result, educated employees are not willing to do these jobs. Consequently, resignations followed. To avoid this kind of labor shortage problem, the store hires low educated employees who might finish only secondary or junior high school. The store, then, encounters a new problem of how to train these employees to be promoted for higher position in future. Retail stores have encountered the similar problem of how to keep skilled and educated employees with them as long as possible since skilled employees naturally have their own opinions and enthusiastically seek out challenges in which operation work lacks. Therefore, if the stores want educated employees to work long, the companies have to motivate its staff. To know what is the key to motivate employees to make them stay long, then, is essential for each store in order to develop the loyalty of staff. By doing so, the company can maintain such staff and help develop the companies sustain.

## **1.2 Research Objective**

The intension of the researcher towards the study is as follows:

1.2.1 To study management and organizational factors influencing employee's motivation in Tesco Lotus Express.

1.2.2 To determine which key of management and organizational factors motivate the employees.

1.2.3 To design and recommend an Organization Development proposal for management.

## **1.3 Statement of Problems**

The main purpose of the study is on the key factors to motivate the employees to work in the organization. Currently, Tesco Lotus Express has been initiated to confront the new government policy. Once the company was established, not only business opportunities but also obstacles emerged. One of the major problems that we seriously focus on is high employee turnover as in 2001, 32%, in 2002, 34% and in 2003, 38% compared with the company target 30%. We could see the figures increasing year by year.

### **1.3.1 Research Questions**

1. What are the key factors as perceived by the employees to work in the organization?
2. What is the level of employee's motivation in term of commitment management and organizational dedicates?

3. Which of these key management and organizational factors is affect employees motivation?

4. Is there a significant relation which is affect to employees' motivation?

#### **1.4 Research Hypotheses**

H<sub>01</sub>: Management skills have no significant affect on employee's motivation.

H<sub>a1</sub>: Management skills have significant affect on employee's motivation.

H<sub>02</sub>: Reward System has no significant affect on employee's motivation.

H<sub>a2</sub>: Reward System has significant affect on employee's motivation

H<sub>03</sub>: Leadership Behavior has no significant affect on employee's motivation.

H<sub>a3</sub>: Leadership Behavior has significant affect on employee's motivation

H<sub>04</sub>: Organization Culture has no significant affect on employee's motivation.

H<sub>a4</sub>: Organization Culture has significant affect on employee's motivation.

#### **1.5 Scope and Delimitation of the study**

The research was study the Management and Organizational Factors in Tesco Lotus Express. How to motivate the employees to work in the Organization longer? According to this research, the main independent variables are Management Skill, Reward System, Leadership Behavior and Organization Environment. The main dependent variable is Employees' Motivation.

The limitation of the research included the following factors.

1.5.1 The respondent may not give trust worthy answer because they might fear that the answer would influent their current status.

1.5.2 The interview appointment may be varied according to their schedule appointment.

1.5.3 The target respondents are only permanent employees who are at managerial level, supervisory level, and staff level of Tesco Lotus Express Company. The area that we selected were, head office of Tesco Lotus Express and branch in the eastern part of Bangkok such as Ramindra 1 and 2, Minburi, Rama 9, Ramkhamheang, Suhapiban 1 and 2, Bangkokpi, Samrong, Udomsuk, Intramara, Sapankway, Ladprow, Suthisan 1 and 2, Klongjan, Senanikom, Pechburi, and Ekamai.

## **1.6 Significance of the Study**

Every employee is equally important in all levels in organization like all pieces in a watch which cannot work without any piece. Likewise if the organization misses out one level, the organization then does not work perfectly.

The researcher not only concentrates on how to keep them in the company but also the researcher has to find a way to keep the employees longer due to the fact that the longer they stay in the company, the better skills they would have. Tesco Lotus Express does not want to spend time training the employees repeatedly. So this study is intended to identify all potential factors to motivate and maintain them in the company. In addition, this study will be beneficial to the following four areas:

1.6.1 In terms of employee productivity, if the company can fulfill the employees' needs, they would be satisfied and happy in their work, in their place and in their company. In all this will lead to higher productivity.

1.6.2 For Management and Human Resources Division, this study will help managerial level understand the organization practice, apply the most appropriate method in different levels of employees who have different needs, improve productivity and lift the morale of employees, and provide a clearer picture of the employees' understanding of what is expected from him or her on the job performance. Meanwhile this study could give a practical basis for education and development of leadership competence. Moreover this research will be beneficial to Human Resource recruitment expenditure reduction, and succession planning of high competency people program and so on.

1.6.3 For Organizations, the organization can increase the potential of present personnel meeting, superior teamwork, high productivity/service, and further growths of the organization. Meanwhile the organization is trying to reduce the unprofessional management also.

1.6.4 For other companies, those who compare their organization with this case study, they will know the strengths and weakness that occur in their organizations.

## **1.7 Definition of Terms**

This topic will describe the definition of terms that the research is involved with.

***Employee:*** The people who have worked for Tesco Lotus Express for more than 4 months and have scored grade C and up for the year end evaluation.

***An organization's environment:*** is defined as all the elements existing outside the boundary of the organization that have the potential to affect all or part of the organization (Daft, 1997).

**Skill:** describes a competent or even virtuoso performance in virtually any kind of activity. Skills are generally acquired competencies; they require learning, practice and application. Yet there can be no doubts that people differ widely in their ability to develop different skills. Organizational life requires a great diversity of skills, yet there is no general agreement on the precise skills involved in organizing. Some skills required by organizations are social and interpersonal, such as communication, team-building or problem-solving skills. Other skills are of a more technical nature, for example computer programming or engineering. (Gabriel, Fineman, & Sims, 2000)

**Leadership:** It is defined as the process of inspiring others to work hard to accomplish important task (Beekun, 1990).

**Reward:** is defined as made in a manner so that individual (member) can identify his/her work and contributions with their pay. (Johnson, 1993).

**Staff:** The people/human resource management – processes used to develop managers, socialization processes, ways of shaping basic values of management cadre, ways of introducing young recruits to the company, ways of helping to manage the careers of employees. (Schermerhorn & Chappell, 2000)

**Management level:** This group of employees gets things done through other people. He makes decisions, allocates resources, and directs the activities of others to attain goals.

**Supervisory staff level:** The employees that are the incorporation between boss and subordinate. Normally, they are in charge of small projects but do not take the most important decision.

**Employees/ staff level:** The employees that are unskilled and semi-skilled, and do the operation tasks. This group of employee is mainly an assist for the higher level, and gets the job done as assigned.

**Motivation:** account for the level, direction and persistence of effort expended at work (John R. Schermerhorn Jr, 2004).

**Motivation:** is the internal psychological process of initiating energizing, directing and maintaining goal-directed behavior. (Buchannan and Huczynski, 1997)



## CHAPTER 2

### REVIEW OF THEORITICAL CONSIDERATION AND LITERATURE REVIEW

This chapter presents the review of theoretical consideration and literature review on the management and organizational factors which motivate the employees to work a long time in the organization. The understanding of the management and organizational factors will be ingredients for staff motivation. Primarily, the researcher emphasized the appropriate theories that relate two variables of the study. Secondary, the theories were applied for the sub-variables. Finally, the conceptual framework was for mutated.

#### 2.1 Management Skills

- **Theory related to Management Skill**

- *Skill*

A manager's job is complex and multidimensional and, as we shall see throughout this chapter, requires a range of skills. Although some management theorists propose a long list of skill, the necessary skills for managing a department or an organization can be summarized in three categories: conceptual, human, and technical. As illustrated in Figure 1.1, the application of these skills changes as managers move up in the organization. Though the degree of each skill necessary at different levels of an organization may vary, all managers must possess skills in each of these important areas to perform effectively.

- *Skill of Organization*

The concept of skill in 7-S framework does not only focus on the skill of staff, but also focus on the skill of organization. The skill of organization is not organization's strategies or

his structures, but tends to characterize him by what he does best. For example, the skill of Hewlett-Packard is innovation and quality, or Procter & Gamble's is product management capability, etc. These dominating attributes, or capabilities, are the meaning of skill. (Peters & Waterman, 1995)

Jones (2001) declared that the ability of an organization to satisfy its stakeholders is virtually synonymous with organization survival. Organizations exist to satisfy stakeholders' goals, allocating rewards to stakeholders, and managing stakeholder interests.

### **2.1.1 Conceptual Skills**

*Conceptual skill* is the cognitive ability to see the organization as a whole and the relationship among its parts. Conceptual skill involves the manager's thinking, information Processing, and planning abilities. It involves knowing where one's department fits into the total organization and how the organization fits into the industry, the community, and the broader business and social environment. It means the ability to "think strategically"- to take the broad, the long-term view.

Conceptual skills are needed by all managers but are especially important for managers at the top. They must perceive significant elements in a situation and broad, conceptual patterns. For example, Microsoft Corporation, the giant software company, reflects the conceptual skills of its founder and chairman, Bill Gates. Overall business goals are clearly stated and effectively communicated throughout the company, contributing to Microsoft's leadership reputation and billion-dollar revenues. While actively participating in and coordinating small units devoted to functional areas such as programming and marketing, Gates spreads his concept for Microsoft by delegating to a cadre of strong managers. As Scott Oki, senior vice-president for U.S. sales and marketing, pointed out, "Each part of the company has a life of its own now, but Bill [Gates] is the glue that holds it all together.

As managers move up the hierarchy, they must develop conceptual skills or their promotability will be limited. A senior engineering manager who is admired in technical matters rather than thinking strategically will not perform well at the top of the organization. Many of the responsibilities of top managers, such as decision making, resource allocation, and innovation, require a board view. (Robbin, S.P., 1998)

### **2.1.2 Human Skills (Interpersonal Skill)**

*Human Skill* is the manager's ability to work with and through other people and to work effectively as a group member. This skill is demonstrated in the way a manager relates to other people, including the ability to motivate, facilitate, coordinate, lead, communicate, and resolve conflicts. A manager with human skills allows subordinates to express themselves without fear or ridicule and encourages participation. As manager of corporate employment for Southwest Airlines, a company that relies heavily on the quality of its people for its success, Rita Bailey uses human skills daily to communicate effectively with other employees in the department as well as to gauge the abilities of applicants to work within Southwest's strong culture. Her abilities to lead comfortable yet informative group interviews require immense human skills. A manager with human skills likes other people and is liked by them. Barry Merkin, chairman of Dresher, Inc., the largest U.S. manufacturer of brass beds, is a cheerleader for his employees. He visits the plant floor and uses humor and hoopla to motivate them. Employees may have buckets of fried chicken served to them by supervisors wearing chef's hats.

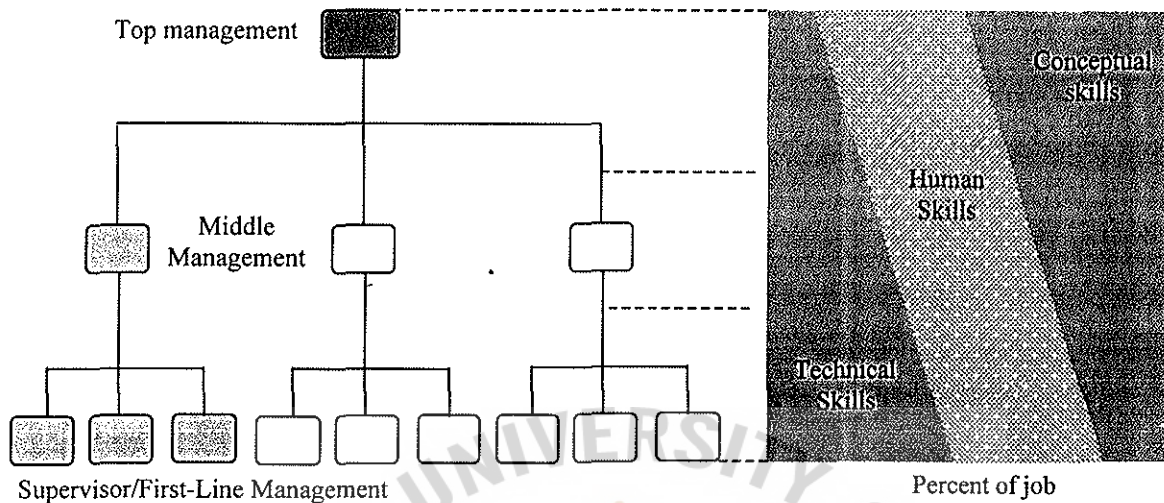
In recent years, awareness of the importance of human skills has increased. Such books as *In Search of Excellence* and *A Passion for Excellence* were among the first to stress the need for managers to take care of the human side of the organization. As globalization and workforce diversity increase, human skills become even more crucial. To encourage Singaporean workers who make paging devices to collaborate with sister plant in Florida,

Motorola, Inc., managers flew the workers to a Colorado resort for bonding and team-building exercises. Excellent managers do not take people for granted. John Vanderpoel, a team leader at American Express Financial Advisors, occasionally takes his 20-member team out to dinner to celebrate team accomplishments. Former auto racer Roger Penske, who purchased struggling Detroit Diesel Corporation from General Motors, focused on people to turn the company around. He answered questions from hundreds of employees and met regularly with union workers to solve problems. Penske used his human skills to motivate workers toward speedy and courteous response to customers. The result was a 25 percent increase in Penske's share of heavy-truck engine sales during the first year. Effective managers are cheerleaders, facilitators, coaches, and nurturers. They build through people. Effective human skills enable managers to unleash subordinates' energy and help them grow as future managers. (Robbin, S.P., 1998)

### **2.1.3 Technical Skills**

*Technical Skill* is the understanding of and proficiency in the performance of specific tasks. Technical skill includes mastery of the methods, techniques, and equipment involved in specific functions such as engineering, manufacturing, or finance. Technical skill also includes specialized knowledge, analytical ability, and the competent use of tools and techniques to solve problems in that specific discipline. Rodney Mott, plant manager at Nucor Corp.'s new Hickman, Arkansas, steel mill, needed technical skills to decide on the installation of new \$50 million caster, which turns liquid metal into bands of steel. The move nearly doubled the Hickman plant's capacity, to 36,000 tons a week. Technical skills are particularly important at lower organizational levels. Many managers get promoted to their first management job by having excellent technical skills, however, technical skills become less important than human and conceptual skills as managers' move up the hierarchy. (Robert L. Katz, 1985)

### Relationship of Conceptual, Human, and Technical Skills to management Level



**Figure 1: Skills and Management Levels.** (Source: Rees, W. David (1996), The skills of management.)

The relative importance of these skills may differ at various levels in the organization hierarchy. As shown in figure 1, technical skills are of greatest importance at the supervisory level. Human skills are also helpful in the frequent interactions with subordinates. Conceptual skills, on the other hand, are usually not critical for lower-level supervisors. At the middle-management level, the need for technical skills decreases; human skills are still essential; the conceptual skills gain in importance. At the top management level, conceptual and human skills are especially valuable, but there is relatively little need for technical abilities. It is assumed, especially in large companies, that chief executives can utilize the technical abilities of their subordinates. In small firms, however, technical experience may still be quite important. (Robbins, S.P., 1998)

For Tesco Lotus Express, lack of adequate skill is the main problem in the company because the employees will not stay in the company long enough until high skill is generated.

## **2.2 Rewards system**

A *reward* is a work outcome of positive value to the individual. A motivational work setting is rich in rewards for people whose performance accomplishment helps meet organizational objectives. In management, it is useful to distinguish between two types of rewards, extrinsic and intrinsic.

**2.2.1 Extrinsic rewards** are externally administered. They are valued outcomes given to someone by another person, typically, a supervisor or higher-level manager. Common workplace examples are pay bonuses, promotions, time off, special assignments, office fixtures, awards, verbal praise, and the like. In all cases, the motivational stimulus of extrinsic rewards originates outside of the individual; the rewards are made available by another person or by the organizational system.

### *Extrinsic Motives*

- Pay – Bonuses, Commission, incentive etc.
- Promotion – promote to the higher level
- Leadership Style – verbal praise, hero or heroine
- Job Design – special assignment
- Culture – do the same way

**2.2.2 Intrinsic rewards** by contrast, are self-administered. They occur “naturally” as a person performs a task and are, in this sense, built directly into job itself. The major sources of intrinsic rewards are the feelings of competency, personal development, and self-control, people experience in their work. In contrast to extrinsic rewards, the motivational stimulus of intrinsic rewards is internal and does not depend on the actions of some other person. Being self-administered, they offer the great advantage and power of “motivating from within.” An

air traffic controller, for example, says, "I don't know of anything I'd rather be doing. I love working the airplanes." At the small copper kettle manufacturer in northern Ohio, 50-year-old Steve Schifer makes timpani drum bowls. He says: "It gets in your blood and you can't get rid of it. It's something you can create with your hands and no one else can." (John R. Schermerhorn, JR, 2000)

### *Intrinsic Motives*

- Interesting Work – offer the great advantage and power
- Challenging Work – offer job that have more task
- Learning New Things – change to new department
- Making Important Contributions
- Responsibility – give more scope of work
- Autonomy
- Being Creative – give more opportunity of work

### **Organizational Rewards-Pay, Benefits, Perquisites, Promotion, and Recognition**

As presented in Weisbord's six-box organizational model, rewards are what employees receive for performing well. If an organization wants quality, it needs to reward quality; if it wants quantity, it needs so reward quantity. Sometimes these rewards come from the organization in the form of money, recognition and promotions. Rewards can also consist of feelings from having performed well in work. It can be said that rewards are very powerful motivators of performance (French & Bell, 1995).

The key to managing performance through rewards is linking the desired performance with the appropriate reward. From the researcher's viewpoint, Tesco Lotus Express pays

competitive benefits to his/her employees compared to the competitor in the same kind of benefit. However, the company never tests the employees' motivation toward the existing rewards and recognitions.

▪ ***Training and Development***

Rue & Byars (1995) described that training involves the employee acquiring skills or learning concepts to increase his or her performance. Environmental changes, economic, social, technological, and governmental changes influence the skill needed in an organization. Changes in these areas can make current skills obsolete in a short time. Also, planned organizational changes and expansion can make it necessary for employees to update their skill or acquire new ones.

In order to be an effective training in organization, several methods are used to satisfy Tesco Lotus Express's training needs and accomplish their objectives.

The following are the classification of training method in Tesco Lotus Express: -

- ***On-the-job training*** normally given by a senior employee or supervisor, the trainee is shown how to perform the job and allowed to do it under the trainer's supervision.
- ***Vestibule training***, procedures and equipment similar to those used in the actual job are set up in a special working area called a vestibule (Rule & Byars, 1995). The trainee is then taught how to perform the job by a skilled person and is able to learn the job at a comfortable place without the pressures of production schedules. For example, in the year 2001, Tesco Lotus Express changed computer system from CC. mail to Lotus Note by using the vestibule training.
- ***Classroom training*** is conducted off the job and is probably the most familiar method of training. Classroom training is an effective means of quickly getting information to large groups with limited or no knowledge of the subject being presented. It is useful in

teaching actual material, concepts, principles, and theories. It conducted both inside and outside office.

- *Programmed and computer-assisted instruction* requires the trainee to read materials on a particular subject and then to answer questions about the subject. If the answers are correct, the trainee moves on to more advanced or new materials, if the answers are incorrect, the trainee is required to reread the material and answer additional questions. Normally, the special program as internal use of Tesco Lotus Express, i.e. Lotus Note, must be done for new employees on a new- employee-orientation day. ( Steers R.M. & Porter, L.W., 1991)

## **2.3 Leadership Behavior**

### **2.3.1 The Nature of Leadership**

A glance at the shelves in your local bookstore will quickly confirm that leadership—the process of inspiring others to work hard to accomplish important tasks—is one of the most popular management topics; it is also one of the four functions that constitute the management process. Planning sets the direction and objectives; organizing brings the resources together to turn plans into action; leading builds the commitments and enthusiasm needed for people to apply their talents fully to help accomplish plans; and controlling makes sure things turn out right.

Today's leaders are being challenged in new and demanding ways. The time frames for getting things accomplished are becoming shorter; leaders are expected to get things right the first time. With second chances few and far between; the problems to be resolved through leadership are complex, ambiguous, and multidimensional; leaders are expected to be long term oriented even while meeting demands for short-term performance results. Anyone

aspiring to career success in leadership must raise the challenges, and more. To succeed as a leader in a new workplace, one must be good at dealing with all aspects of communication, interpersonal relations, motivation, job design, teamwork, and change—all topics covered in this final part of Management.( Tomas G., 1997)

### **2.3.2 Leadership and Empowerment**

At many points we have talked about empowerment, the process through which managers enable and help others to gain power and achieve influence within the organization. Effective leaders empower others by providing them with the information, responsibility, authority, and trust to make decisions and act independently within their areas of expertise. They know that when people feel empowered to act, they tend to follow through with commitment and high-quality work. They also realize that power in organizations is not a “zero-sum” quantity. That is, in order for someone to gain power, it isn’t necessary for someone else to give it up. Indeed, today’s high-performance organizations are masters at mobilizing power and commitment to the vision throughout all ranks of employees.

Max DePree of Herman Miller, for example, praises leaders who are willing to focus on what is best for the organization and “permit others to share ownership of problems-to take possession of the situation.

Lorranie Monroe of the School Leadership Academy says: “... a really great boss is not afraid to hire smart people. You want people who are smart about things you are not smart about,” Both are talking about leadership through empowerment—allowing and helping people to use their experience, knowledge and judgment to make a real difference in daily workplace affairs. Doing so requires respect for the talents and creativity of others. And, it requires the

confidence to let people work with initiative in responsible jobs, participate in decisions affecting their work, and make reasonable choices regarding work-life balance.

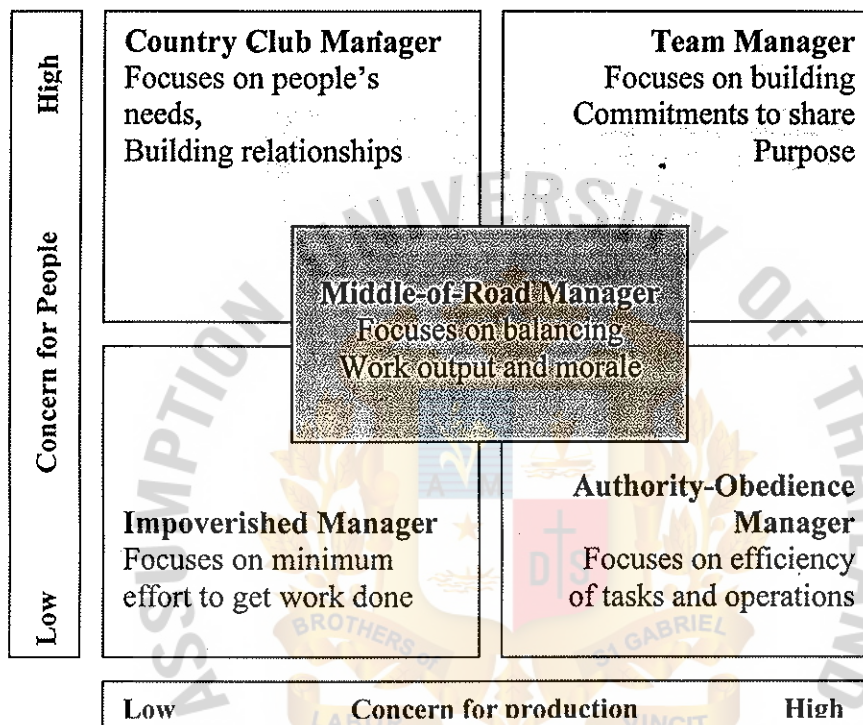
On the other hand, empowerment allows people to act independently and feel more “adult” in their work activities. On the other hand, a manager who empowers others tends to gain power too. Having a high-performing work unit certainly helps establish the criticality, centrality, and visibility of one’s position. The very act of empowering others may create a positive relationship and build referent power. And, what better way to demonstrate expertise than to show that one’s team does a great job? (Cook, Curtis W, 1997)

### **2.3.3 Focus on Leadership Behaviors**

Recognizing that the possession of certain traits alone is not a guarantee of Leadership success, researchers next turned their attention to examine how leaders behave when working with follows. In effect this shifted attention from a focus on who leaders are toward concern for what leaders do. Generally known as Behavioral Theories of Leadership, work in this tradition sought to determine which leadership style—the recurring pattern of behaviors exhibited by a leader—worked best. If the preferred style could be identified, the implications were straightforward and practical: train leaders to become skilled at using the ideal style to best advantage.

Most research in the leader behavior tradition focused on two dimensions of leadership style: (1) concern for the task to be accomplished and (2) concern for the people doing the work. The terminology used to describe these dimensions varies among many studies. Concern for task is sometimes called initiating structure, Job-centeredness, and task orientation; concern for people is sometimes called consideration, employee-centeredness, and relationship orientation. But regardless of the terminology, the behaviors characteristic of

each dimension are quite clear. A leader high in concern for task plans and defines work to be done, assigns task responsibilities, sets clear work standards, urges task completion, and monitors performance results. By contrast, a leader high in concern for people acts warm and supportive toward followers, maintains good social relations with them, respects their feelings, is sensitive to their needs, and shows trust in them.



**Figure 2: The Leadership grid of Robert R. Blake and Anne Adams McCauley**  
 (Source: Schermerhorn(1996), Management. John Willey & sons.)

The results of leader behavior research at first suggested that followers of people-oriented leaders would be more productive and satisfied than those working for more task-oriented leaders. Later results, however, suggested that truly effective leaders were high in both concern for people and concern for task. Figure 2 describes one of the popular versions of this conclusion—the Leadership Grid of Robert Blake and Jane Mouton. This grid is designed not only to describe alternative leadership styles and identify a preferred one, but also to assist in the process of leadership development. The approach uses assessments to first

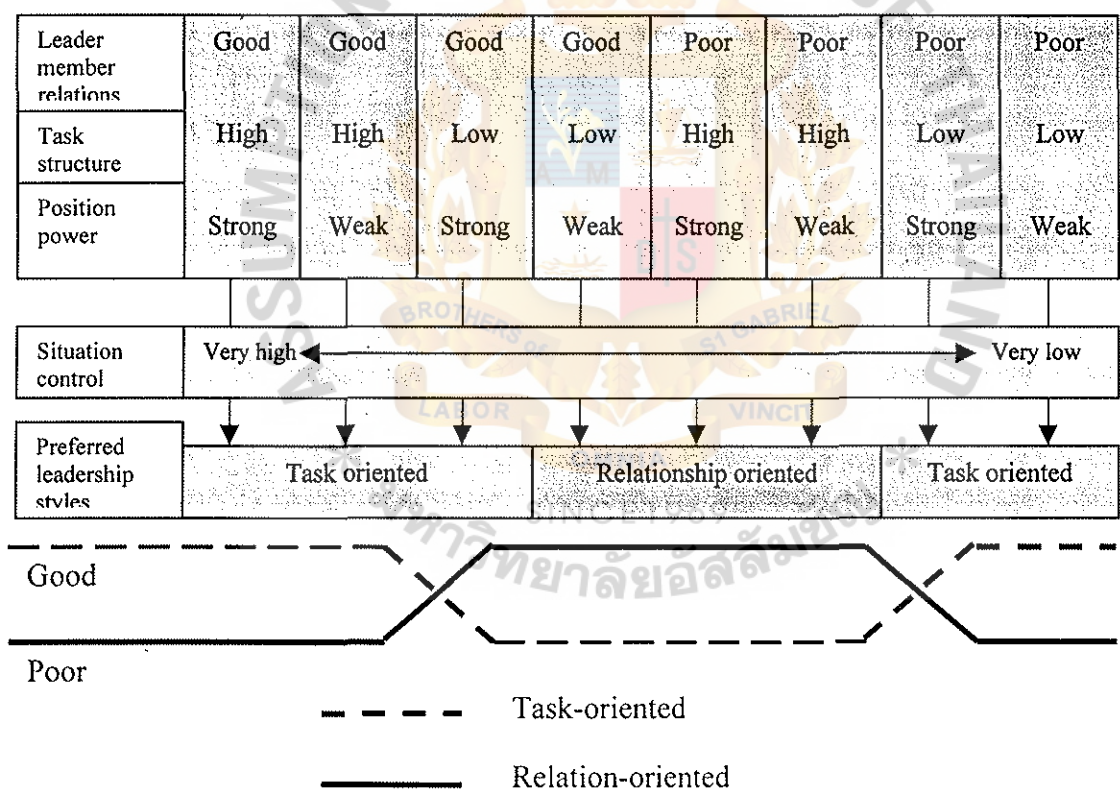
determine where someone falls with respect to people and task concern. Then a training program is designed to help shift the person's style in the preferred direction of becoming strong on both dimensions. Blake and Mouton called this preferred style team management. This leader shares decisions with subordinates, encourages participation, and supports the teamwork needed for high levels of task accomplishment. In today's terminology, this could also be a manager who "empowers" others.

An important personal question in leadership development is, of course "Which type of leader are you?" Is your style most typically perceived by others as one of team management? Or, is it one of the following styles that are considered by Blake and Mouton to be much less effective? Impoverished management displays low concern for both people and tasks. Leaders with this style turn most decisions over to the work group and show little interest in the work process or its results. Authority-obedience management shows high concern for the task and low concern for people. Leaders with this style make most of the decisions for the work group, give directions, and expect their orders to be followed. Country club management shows high concern for people and low concern for tasks. Leaders with this style are warm in interpersonal relationships, avoid conflicts, and seek harmony in decision making. Middle-of-the-road management is noncommittal in emphasizing both task and people concerns. This leader puts forth minimum required effort in balancing the task and people needs of the group to maintain adequate but not exemplary performance. (Schermerhorn, J.R., 2000)

### 2.3.4 Fiedler's Contingency Model

An early contingency leadership model developed by Fred Fiedler was based on the premise that good leadership depends on a match between leadership style and situational demands. Leadership style is measured on what Fiedler calls the least-preferred coworker

scales. Known as the LPC scale, it is available as self-assessment #16 in the end of text Career Readiness Work book. According to Fiedler, a person's LPC score describes tendencies to be having either as a task-motivated or relationship-motivated leader. This either/or concept is important. Fiedler believes that leadership style is part of one's personality; therefore, it is relatively enduring and difficult to change. Instead of trying to train a task-motivated leader to behave in a relationship-motivated manner, or vice versa, Fiedler suggests that the key to leadership success is putting the existing styles to work in situations for which they are the best "fit". This is true contingency leadership thinking with the goal of successfully matching one's style with situational demands.



**Figure 3: Matching Leadership style and situation; a summary predictions from Fiedler's contingency theory** (Source: A summary predictions from Fiedler's contingency theory Schermerhorn, Management, John Wiley & Sons, 1996)

## Understanding Leadership Situations

In Fiedler's theory, the amount of control a situation allows the leader is a critical issue in determining the correct style-situation fit. Three contingency variables are used to diagnose situational control. The quality of leader-member relations (good or poor) measures the degree to which the group supports the leader. The degree of task structure (high or low) measures the extent to which task goals, procedures, and guidelines are clearly spelled out. The amount of position power (strong or weak) measures the degree to which the position gives the leader power to reward and punish subordinates. Figure 3 shows eight relationship situations that result from different combinations of these variables. They range from the most favorable situation of high control (good leader-member relations, high task structure, strong position power), to the least favorable situation of low control (poor leader-member relations, low task structure, weak- position power). (Schermerhorn, J.R., 2000)

### Matching Leadership Style and Situation

Figure 3 also summarizes Fiedler's extensive research on the contingency relationships between situation control, leadership style, and leader effectiveness. Neither the task-oriented nor the relationship-oriented leadership style is effective all the time. Instead, each style appears to work best when used in the right situation. The results can be stated as two propositions. Proposition 1 is that a task-oriented leader will be most successful in either very favorable (high-control) or very unfavorable (low-control) situations. Proposition 2 is that a relationship-oriented leader will be most successful in situations of moderate control.

Fiedler believes that leadership success depends on a good leader situation match. This means that prospective leaders should actively seek situations for which their

predominant style is most appropriate. Assume, for example, that you are the leader of a team of bank tellers. The tellers seem highly supportive of you, and their job is clearly defined regarding what needs to be done. You have the authority to evaluate their performance and to make pay and promotion recommendations. This is a high-control situation consisting of good leader-member relations, high task structure, and high position power. Figure 3 shows that a task-motivated leader would be most effective in this situation.

Now take another example. Suppose that you are chairperson of a committee asked to improve labor-management relations in a manufacturing plant. Although the goal is clear, no one can say for sure how to accomplish it. Task structure is low. Because committee members are free to quit any time they want, the chairperson has little position power. Because not all members believe the committee is necessary, poor leader member relations are apparent. According to Figure 3, this low-control situation also calls for a task-motivated leader.

Finally, assume that you are the new head of a retail section in a large department store. Because you were selected over one of the popular sales clerks you now supervise, leader-member relations are poor. Task structure is high since the clerk's job is well defined. Your position power is low because the clerks work under a seniority system and fixed wage schedule. Figure 3 show that this moderate-control situation requires a relationship-motivated leader. (Schermerhorn,J.R., 2000)

### **2.3.5 Hersey-Blanchard Situational Leadership Model**

The Hersey-Blanchard situational leadership model suggests that successful leaders adjust their styles depending on the maturity of followers, indicated by their readiness to perform in a give situation. "Readiness," in this sense, is based on how able and willing or confident followers are to perform required tasks. As shown in Figure 4, the possible

leadership styles that result from different combinations of task-oriented and relationship-oriented behaviors are as follows:

- Delegating—allowing the group to make and take responsibility for task decisions; a low-task, low-relationship style.
- Participating—emphasizing shared ideas and participative decisions on task directions; a low-task, high-relationship style
- Selling—explaining task directions in a supportive and persuasive way; a high-task, high-relationship style.
- Telling—giving specific task directions and closely supervising work; a high-task, low-relationship style.

Relationship Behavior	High	<b>Participating</b> Share ideas <hr/> Followers able & Unwilling, insecure	<b>Selling</b> Explain decisions <hr/> Followers unable & willing, confident
	Low	<b>Delegating</b> Turn over decisions <hr/> Followers able & willing, confident	<b>Telling</b> Give instructions <hr/> Followers unable & Unwilling, insecure
		Low	High
		Task Behavior	

**Figure 4: The Hersry-Blanchard model of situational leadership** (Source: Schermerhorn, Management, John Wiley & Sons, 1996).

Managers using this model must be able to implement the alternative leadership styles as needed. The delegating style works best in high-readiness situations of able and willing or confident followers; the telling style works best at the other extreme of low readiness, where followers are unable and unwilling or insecure. The participating style is recommended for low-to-moderate readiness (followers able but unwilling or insecure) and the selling style for

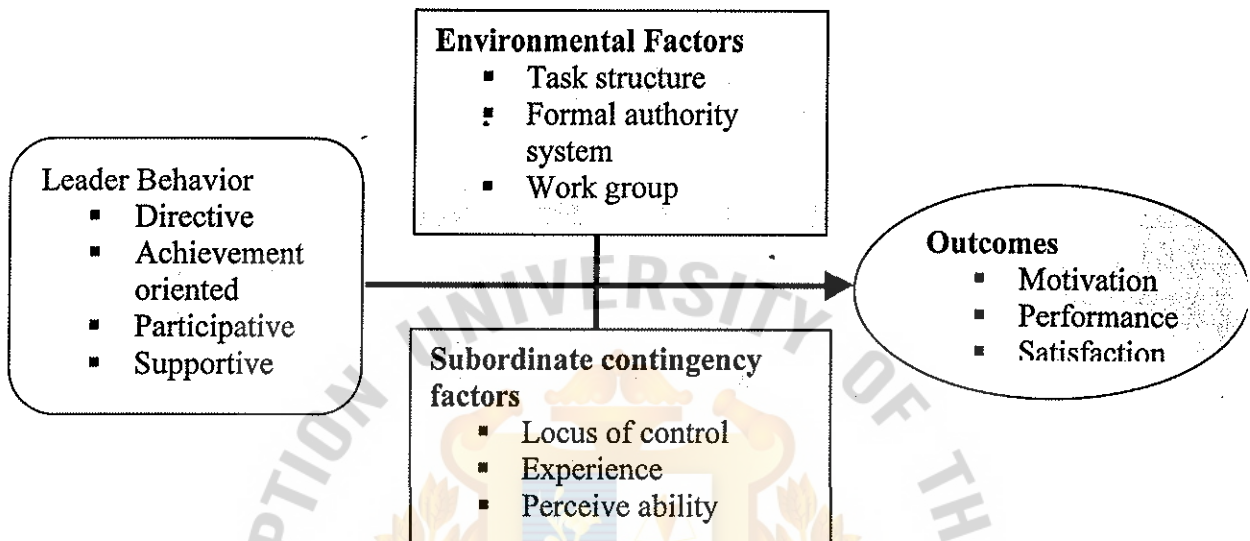
moderate-to-high readiness (followers unable but willing or confident). Hersey and Blanchard further believe that leadership styles should be adjusted as followers change over time. The model also implies that if the correct styles are used in lower-readiness situations, followers will “mature” and grow in ability, willingness, and confidence. This allows the leader to become less directive as followers mature. Although the Hersey-Blanchard model is intuitively appealing, limited research has been accomplished on it to date. .(Schermerhorn,J.R., 2000)

### **2.3.6 House’s Path-Goal Leadership Theory**

A Third contingency leadership approach is the path-goal theory advanced by Robert House. This theory suggests that an effective leader is one who clarifies paths through which followers can achieve both task-related and personal goals. The best leader’s help people progress along these paths, remove any barriers that stand in their way, and provide appropriate rewards for task accomplishment. House identifies four leadership styles that may be used in this “path-goal” sense:

- Directive Leadership—letting subordinates know what is expected; giving directions on what to do and how; scheduling work to be done; maintaining definite standards of performance; clarifying the leader’s role in the group.
- Supportive leadership—doing things to make work more pleasant; treating group members as equals; being friendly and approachable; showing concern for the well-being of subordinates.
- Achievement-oriented leadership—setting challenging goals; expecting the highest levels of performance; emphasizing continuous improvement in performance; displaying confidence in meeting high standards.

- Participative leadership—involving subordinates in decision making; consulting with subordinates; asking for suggestions from subordinates; using these suggestions when making a decision.



**Figure 5: The Path-Goal Theory of Robert House** (Source: Robins, Organizational, Plentice-Hall, 1996).

### Path-Goal Predictions and Managerial Implications

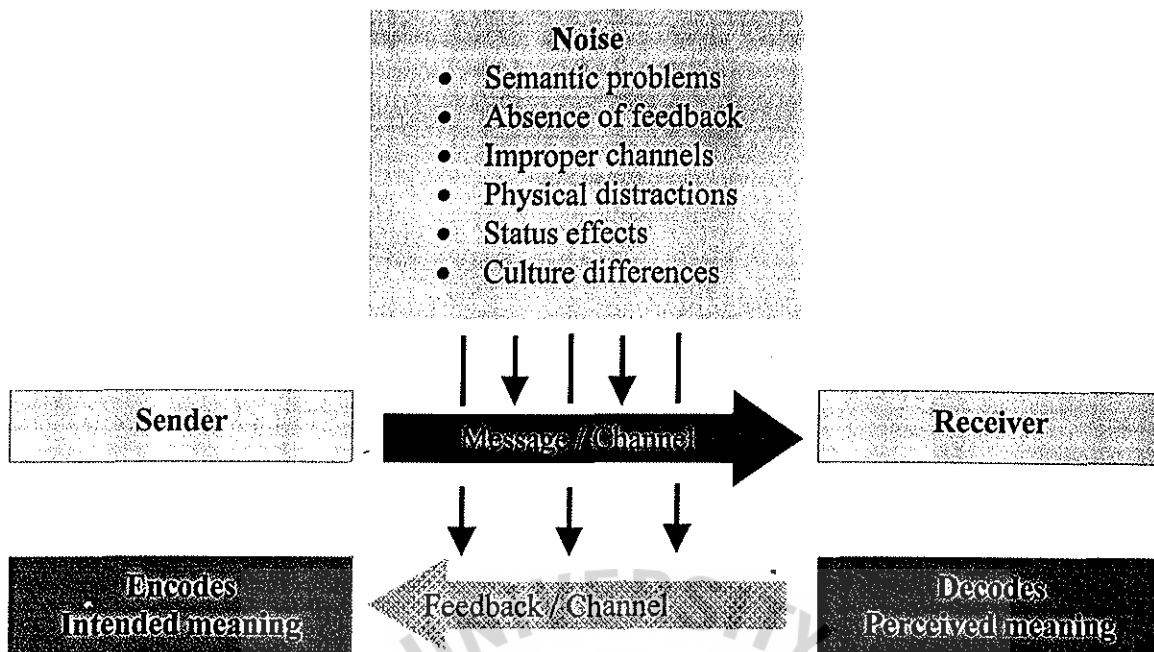
The Path-goal leadership theory. It advises a manager to always use leadership styles that complement situational needs. This means that the leader adds value by contributing things that are missing from the situation or that need strengthening; she or he specifically avoids redundant behaviors. For example, when team members are expert and competent at their tasks it is unnecessary and not functional for the leader to tell them how to do things. The important contingencies for making good path-goal leadership choices include subordinate personal characteristics (ability, experience, and locus of control) and the work environment characteristics (task structure, authority system, and work group).

In path-goal theory, for example, the match of leader behaviors and situation might take the following forms. When job assignments are unclear, directive leadership is appropriate to clarify task objectives and expected rewards. When worker's self-confidence is low, supportive leadership is appropriate to increase confidence by emphasizing individual abilities and offering needed assistance. When performance incentives are poor, participative leadership is appropriate to clarify individual needs and identify appropriate rewards. When task challenge is insufficient in a job, achievement-oriented leadership is appropriate to set goals and raise performance aspirations. In all these examples, the value added by the choice of leadership style is expected to lead to greater effort by the subordinate and improve satisfaction and performance. (Schermerhorn, J.R., 2000)

### **2.3.7 Communication Style**

#### **The Communication Process**

Communication is an interpersonal process of sending and receiving symbols with messages attached to them. In more practical terms, the key elements in the communication process are shown in figure 6. They include a sender, who is responsible for encoding an intended message into meaningful symbols, both verbal and nonverbal. The message is sent through a communication channel to a receiver, who then decodes or interprets its meaning. This interpretation, importantly, may or may not match the sender's original intentions. Feedback, when present, reverses the process and conveys the receiver's response back to the sender. Another way to view the communication process is as a series of questions. "Who?" (sender) "says what?" (message) "in what way?" (channel) "to whom?" (receiver) "with what result?" (interpreted meaning).



**Figure 6: The process of interpersonal communication.** (Source: John R. Schermerhorn, JR, Management: Seventh Edition, 2002).

### What is effective communication?

**Effective communication** occurs when the intended message of the sender and the interpreted meaning of the receiver are one and the same. Although this is the goal in any communication attempt, it is not always achieved. Efficient communication occurs at minimum cost in terms of resources expended. Time, in particular, is an important resource in the communication process. Picture your instructor taking the time to communicate individually with each student about this topic. It would be virtually impossible. Even if it were possible, it would be costly. This is why managers often leave voice-mail messages and interact by e-mail rather than visit their subordinates personally. Simply put, these alternatives are more efficient ways to communicate than through one-on-one and face-to-face communications.

One problem is that efficient communications are not always effective. A low-cost approach such as an e-mail note to a distribution list may save time, but it does not always

result in everyone getting the same meaning from the message, erroneous interpretations are possible. By the same token, an effective communication may not always be efficient. If a work team leader visits each team member individually to explain a new change in procedures, this may guarantee that everyone truly understands the change. But it may also be very costly in the demands it makes on the leader's time. A team meeting would be more efficiency must be recognized in communication. .(Schermerhorn,J.R., 2000)

### **Improving Communication**

A number of things can be done to overcome barriers and improve the process of communication. They include active listening, making constructive use of feedback, opening upward communication channels, understanding proxemics and the use of space, utilizing technology, and valuing diversity.

**Active Listening** – Managers must be very sensitive to their listening responsibility. When people “talk,” they are trying to communicate something. That “something” may or may not be what they are saying. *Active listening* is the process of taking action to help the source of a message say exactly what he or she really means. There are five rules for becoming an active listener:

1. ***Listen for message content:*** Try to hear exactly content is being conveyed in the message.
2. ***Listen for feelings:*** Let the source know that her or his feels about the content in the message.
3. ***Respond to feeling:*** Let the source know that her or his feeling are being recognized.
4. ***Note all cues:*** Be sensitive to nonverbal and verbal message; be alert for mixed messages.

5. **Paraphrase and restate:** State back to the source what you think you are hearing.

Different response to the following two questions contrasts how a “passive” listener and an “active” listener might act in real workplace conversation. Put yourself in the position of the questioner in each case; then consider how you would react to each listener’s response. Question 1: “Don’t you think employees should be promoted on the basis of seniority?” Passive listener’s response: “No, I don’t!” Active listener’s response: “It seems to you that they should, I take it?” Question 2: “What does the supervisor expect us to do about these out-of-date computers?” Passive listener’s response: “Do the best you can, I guess.” Active listener’s response: “You are pretty disgusted with those machines, aren’t you?” The prior examples should give you a sense of how the active listening approach can facilitate and encourage communication in difficult circumstance, rather than discourage it. (John R. Schermerhorn, 2002).

## **2.4 Organization Culture**

### **2.4.1 What is Culture?**

Basically, organizational culture is the personality of the organization. Culture is comprised of the assumptions, values, norms and tangible signs (artifacts) of organization members and their behaviors. Members of an organization soon come to sense the particular culture of an organization. Culture is one of those terms that are difficult to express distinctly, but everyone knows it when they sense it. For example, the culture of a large, for-profit corporation is quite different than that of a hospital which is quite different than that of a university. You can tell the culture of an organization by looking at the arrangement of furniture, what they brag about, what members wear, etc. -- similar to what you can use to get a feeling about someone's personality. (Schermerhorn, J.R., 2000)

Corporate culture can be looked at as a system. Inputs include feedback from, for example, society, professions, laws, stories, heroes, values on competition or service, etc. The process is based on our assumptions, values and norms, for example, our values on money, time, facilities, space and people. Outputs or effects of our culture are, for example, organizational behaviors, technologies, strategies, image, products, services, appearance, etc.

The concept of culture is particularly important when attempting to manage organization-wide change. Practitioners are coming to realize that, despite the best-laid plans, organizational change must include not only changing structures and processes, but also changing the corporate culture as well.

There's been a great deal of literature generated over the past decade about the concept of organizational culture -- particularly in regard to learning how to change organizational culture. Organizational change efforts are rumored to fail the vast majority of the time. Usually, this failure is credited to lack of understanding about the strong role of culture and the role it plays in organizations. That's one of the reasons that many strategic planners now place as much emphasis on identifying strategic values as they do mission and vision. . (Schermerhorn, J.R., 2000)

### **Types of Culture**

There are different types of culture just like there are different types of personality. Researcher Jeffrey Sonnenfeld identified the following four types of cultures.

#### ***Academy Culture***

Employees are highly skilled and tend to stay in the organization, while working their way up the ranks. The organization provides a stable environment in which employees can develop and exercise their skills. Examples are universities, hospitals, large corporations, etc.

### ***Baseball Team Culture***

Employees are "free agents" who have highly prized skills. They are in high demand and can rather easily get jobs elsewhere. This type of culture exists in fast-paced, high-risk organizations, such as investment banking, advertising, etc.

### ***Club Culture***

The most important requirement for employees in this culture is to fit into the group. Usually employees start at the bottom and stay with the organization. The organization promotes from within and highly values seniority. Examples are the military, some law firms, etc.

### ***Fortress Culture***

Employees don't know if they'll be laid off or not. These organizations often undergo massive reorganization. There are many opportunities for those with timely, specialized skills. Examples are savings and loans, large car companies, etc.

## **2.4.2 Organization Culture**

'*Organization culture* is a variable that can be controlled and manipulated like any other organizational variable'. Critically discuss this view of culture and organization.

### ***Organization Culture and Culture in General***

Organization culture has been a concept for two decades. Its popularity as a management concept has increased and decreased since the early 1980s when it was first introduced. It is considered, by most, to be a qualitative factor, hard to measure and harder to control and manipulate. Others believe a formulaic process can be applied to any organization in order to measure it, thus making manipulation more likely.

Organization culture is a term to describe the theory of each organization having its own set of 'family' concepts (also known as accumulative knowledge). Culture, on its own, can be used as a generalization to describe a set of concepts including "symbol, language, ideology, ritual and myth" (Knights and Willmott, 1987). That is, when the term culture is used, those are the initial thoughts of the majority. The concepts listed above can be applied to any organization, where an organization is a group of individuals who, through experience, have developed a set of standard ways of dealing with the problems it faces. It is in this respect a shared mental model that all members hold and take for granted. In the words of Edgar H. Schein (Organizational Culture and Leadership, 1985), organizational culture is:

"The pattern of basic assumptions that a given group has invented, discovered, or developed in learning to cope with its problems of external adaptation and internal integration, and that have worked well enough to be considered valid, and, therefore to be taught to new members as the correct way to perceive, think, and feel in relation to those problems"

Practically, Andrew Brown (Organizational Culture, 1998) best describes what culture means on shop-floor level with the phrase "how things are done around here". Despite the informality, this phrase does justice to the way in which the workforce perceives organization culture - as the unwritten system that they follow day-to-day. (Schermerhorn, J.R., 2000)

Of course, there are alternative views about the perception of organization culture. A popular alternative is to merge culture and strategy for an organization. The argument for doing this is that an organization's strategy is the result of the underlying culture. That is, particular cultures will commonly produce particular strategies - a strong community-based culture will tend to lead to strategies orientated around the workforce and their skills. This is because an organization that is committed to its individual workers would tend not to use

strategies that can lead to demotivation or spitefulness from their workforce. Alternately, if the culture is based around the objective of maximizing profit and little else, strategies of automating systems to improve efficiency may be common. .(Schermerhorn,J.R., 2000)

Paul Bate (Strategies for Cultural Change, 1994) champions this view of culture and strategy influencing each other. The reversal of Bate's view is that culture is derived from the strategies the organization follows. In essence, organization culture *is* the way that problems are dealt with (as indicated by Schein, above), which is organized by the strategies in place.

In general, the practical view of what organization culture is to win through. For the purpose of this assignment, in which control of the culture is the main element, the view that organization culture is "the organization's way", based on Hofstede's "the HGBV way" (Cultures and Organizations, 1994), will be used. To all extents and purposes, this interpretation is most suitable.

#### *Recognizing Organization Culture*

Management works with the assumptions of culture through their own experience and the feedback of their employees. New employees can be trained in these assumptions formally or informally in order to tackle problems they may face. For example, part of the organizational culture of Consignia (formally the Post Office) may be an assumption that packages from the Middle East, addressed to members of parliament can be considered suspicious. This is unlikely to be a written rule, as some parties may find this offensive. However, new employees may be told to look out for such packages. .(Schermerhorn,J.R., 2000)

A key aspect when studying organizational culture, both for research and practical purposes, is being aware that the above example is part of the organization's culture. It may, by some, be passed off as common sense. Therefore, awareness that culture affects an

organization is the key concern of some studies and presentations. One such study is Knights and Willmott's "Organizational Culture as Management Strategy: A Critique and Illustration from the Financial Services Industry", in which the conclusion of some reports are passed off as concentrating too heavily on what organization culture *is*, rather than how it can be applied to an organization and, ultimately, influenced. A reason for this may be the relative lack of understanding of culture in terms of business. Much has been said of culture in society; however, research into culture's appearance in business is, as stated at the start, relatively new.

As Geert Hofstede (1994) highlights, "Organization cultures should be distinguished from national cultures". When managers consider how culture affects their operation, they consider their knowledge of the local culture instead of the individual organization's culture. This can lead to inaccurate assumptions about their own culture and imposing the wrong set of rules (formal and informal). (Schermerhorn, J.R., 2000)

#### *Organization Culture as an Organizational Variable*

A variable is any factor that can be altered. Furthermore, a variable can commonly be measured. For any kind of culture, this poses the problem of how can culture be altered and how can any alteration be measured. Comparatively, organization profit can be measured as gross (or net) profit. The view of what gross (or net) profit actually is can be argued but, even so, a numerate measure can be placed on any definition. Likewise, profit can also be altered in a number of ways. Culture, however, is considered a qualitative value. Many, such as Peters & Waterman (In Search of Excellence, 1982), considered good culture to be 'strong' culture. But can any organization's culture be classed as 'strong' with little dispute? (Schermerhorn, J.R., 2000)

Some academics argue that an organization's culture is fixed and stable or, at least, does not deviate greatly. If this was the case, then culture could be considered not to be a

variable but a fixed factor that may be taken into account when committing to change. Predicting the reaction of an organization with the assumption of fixed culture during downsizing could be made but downsizing in order to improve organizational culture could not. The flaw in this argument is that practical demonstrations of organization culture have shown that organization culture can be managed and is therefore a variable. Management of the manipulation can yield positive or negative results in the short and long-term. . (Schermerhorn,J.R., 2000)

Other key concepts, to which organization culture can be and is compared, include organization structure, strategy and control. These are indeed variable as they can be altered - an organization can change from one strategy or culture to another, for example. There are limitations upon the extent to which these variables can be manipulated, including the flexibility of the workforce, which affects any manipulation of culture, in particular. If the workers resist change, altering culture in any way is likely to produce a negative effect, in the short-term at least. At best, the workforce will complain but the underlining resistance is likely to cause morale and motivation problems. At worst, the workforce can take a whole range of action (or inaction). .(Schermerhorn,J.R., 2000)

#### *Measuring Organization Culture*

Culture, in both society and particularly in organizations, is a variable concerning people. As with other psychological concepts (e.g. motivation, morale), the reaction of those affected is commonly unpredictable and impossible to gauge accurately. Even in two organizations that are more or less identical, the culture can differ dramatically because of one single factor (e.g. poor public transport provision for one of the organizations). Therefore, manipulating culture using the same methods for both organizations might produce very different results because of one small differing factor. .(Schermerhorn,J.R., 2000)

The fact that people do not provide concise, regular numerate data means that qualitative analysis of organization culture is more likely. This so-called "soft" analysis is debatable in most cases. In particular, when studies of culture are undertaken, reliability is always likely to be question - "could someone else observe the same phenomena?" Likewise, the usefulness of the study will also be questioned - "would the outcome be exactly the same for another similar case?" As highlighted above, the answer to this is "no", as there are too many factors in a real-life situation to get an exact match with a previous study. The solution is to make a generalization, after conducting a study with only a few variables. For example, two similar organizations altering their culture in similar ways that have only one major difference. The findings can then be generalized and made available. (Schermerhorn, J.R., 2000)

Obviously, generalizations are not ideal, especially to organizations who have very distinctive cultures and influences and who need relatively reliable advice. The "hard", quantitative analysis is limited, as there is a limit to the number of factors relating to cultural change that can be measured with any accuracy. However, benefits are reliability, the ability to compare results over a long period and the way in which people are more likely to be conscious of statistical analysis. However, quantitative analysis might, itself, affect how culture is viewed in an organization - not as a psychological concept but a factual one (i.e. if I change this factor, the result *will* be this).

In order to measure organization culture with any accuracy, qualitative-quantitative analysis is the key. As committing to one or the other present problems, using a mix of the two types (interviews *and* survey) is seen as the best solution. (Schermerhorn, J.R., 2000)

### *Benefits of Managing Organization Culture*

From a manager's point of view, the major benefit of identifying and managing organizational culture is to secure employee commitment. If a company has a perceived 'strong culture', it may attract the best potential employees and have more influence over existing employees. A strong commitment to the cause and the ability to attract new employees easily is useful in disputes and when attempting to change the organization. For example, if a corporation wishes to downsize and they have the support of the majority of their workforce, there is less likely to be protest to the changes made.

Peters and Waterman (1982) believed that "the dominance and coherence of culture proved to be an essential quality of the excellent companies." That is, a company in which the organization culture is recognized, accepted and promoted is more likely to be a successful company than one that does not do all of those things. This does not, however, mean a successful company cannot function without extensive knowledge and acceptance of its own culture. It is just easier to be successful when the organization culture is accepted.

### *Conclusion and Summary*

Hofstede (1994) treats the idea of organization culture itself as a 'fad' or fashion. He says:

*"Talking about the 'culture' of a company or organization has become a fad, among managers, among consultants and, with somewhat different concerns, among academics. Fads pass, and this one, too, may be out of fashion one day, but not without having left its trace."*

This view that the phrase 'organization culture' is just another way of theorizing about the structure of any organization is shared by many, including Knights and Willmott to some

extent. What was appealing during the late 1970s and early 1980s has, indeed, become a less popular concept. That is to say, whereas in previous decades, the view that culture was the *key to success* is now just one of many organizational variables to take into account.

One of the factors when discussing the possibility of organization culture being controlled and manipulated must be whether it *should* be altered. Hofstede (1994) made the definition of organizational culture as "the collective programming of the mind which distinguishes the members of one organization from another". An argument that *may* be pursued (although, not by Hofstede) is that an organization's culture is its identity. Therefore, to change the culture would be to alter the identity of the organization. Is this a bad thing? Financially and competitively, it may be beneficial - as in the automotive industry, for example. However, traditionalists would argue that aiming to use the influence of another culture is going too far - if an organization cannot maintain its original identity and culture, maybe it should fail.

Practically, very few firms are likely to maintain their original identity and culture in the face of failure. The pressure of stakeholders is so great that, for the majority, adapting is the only solution. Under these terms, an organization may be forced to *attempt* to change its organization culture whether this can or cannot be controlled and manipulated like any other organizational variable. Desperation and pressure are substantial motivators and, as Cameron and Quinn (1999) concluded, it is not a question of whether culture should change but how should it be changed?

What make a successful organization are partially its mix of organizational variable (i.e. structure, strategy, control *and* culture) and partially the organization's understanding of how these variables affect the operations. The difficulty in managing changes in organization culture is that much of the culture is embedded and reinforced subconsciously.

An interesting influence (that is often not considered) is the surrounding society's view of organization culture and its manipulation. For example, Nordic societies (in general) are keen to embrace the concept of organization culture and are therefore more accepting of changing cultures. The effect of this is that the workforce (drawn from society) is more likely to approve and embrace cultural changes at an operational level.

In conclusion and returning to Schein's definition, culture is the way in which an organization is "learning to cope with its problems of external adaptation and internal integration". Manipulation of culture by management has been tried and tested and has both succeeded *and* failed. The nature of culture itself is to adapt and integrate in order to be a success. The solution may well simply be to let organization culture develop on its own, without control and manipulation by management. It is only when institutionalized culture is producing failure, not success, that control and manipulation should be considered - and then only with a good understanding of both the culture and how it relates to other variables in the organization. As Schein concludes, "the unique talent of leaders is their ability to work with culture".

#### **2.4.3 Team Work**

##### **Teams in Organizations**

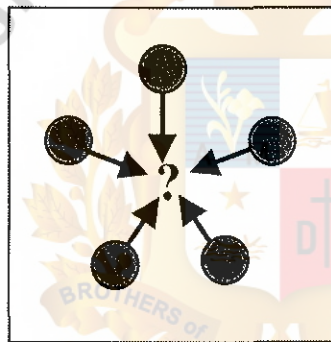
Most tasks in organizations are well beyond the capabilities of individuals alone; they can only be accomplished by people working together in teams. Especially in this age of intellectual capital and knowledge work, true managerial success will be earned in substantial part through success at mobilizing, leading, and supporting high-performing teams. The new organizational designs and cultures require it, as does any true commitment to empowerment and employee involvement. There is no doubt that teams are indispensable to the new

workplace. The question for managers and team leaders, and the guiding theme of this topic, thus becomes; how do we make sure that teams and teamwork are utilized to everyone's best advantage?

Before proceeding, let's be specific about the terminology. A **team** is a small group of people with complementary skills, who work together to accomplish shared goals while holding themselves mutually accountable for performance results. **Teamwork** is the process of people working together to accomplish these goals. .(Schermerhorn,J.R., 2000)

### Type of Teams

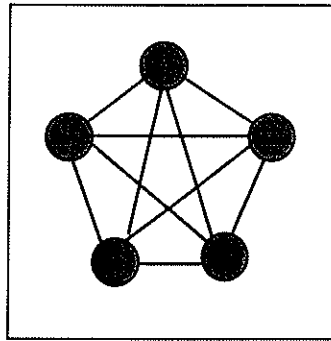
- **Problem-Solving Teams**



If look back 20 years or so, teams were just beginning to grow in popularity, and most of these teams took similar form. These were typically composed of 5 to 12 hourly employees from the same department who met for a few hours each week to discuss ways of improving quality, efficiency, and the work environment. We call these *problem-solving teams*.

In problem-solving teams, members share ideas or offer suggestions on how work processes and methods can be improved. Rarely, however, are these teams given the authority to unilaterally implement any of their suggested actions.

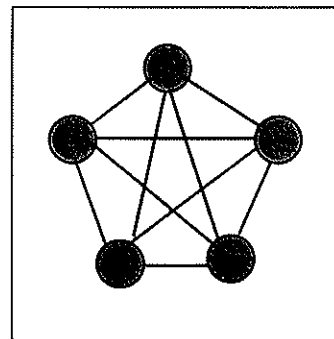
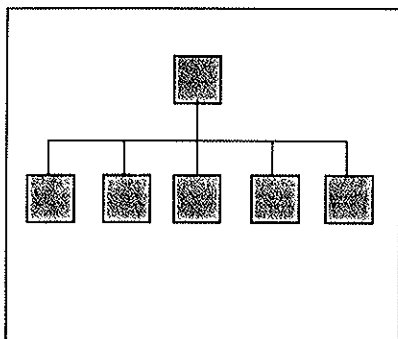
- **Self-Managed Work Teams**



Problem-solving teams were on the right track but they didn't go far enough in getting employees involved in work-related decisions and process. This led to experimentations with truly autonomous teams that could not only solve problems but implement solutions and take full responsibility for outcomes.

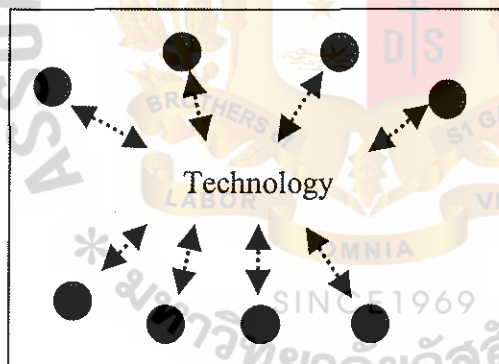
*Self-managed work teams* are groups of employees (typically 10 to 15 in number) who perform highly related or interdependent jobs and take on many of the responsibilities of their former supervisors. Typically, this includes planning and scheduling of work, assigning tasks to members, collective control over the pace of work, making operating decisions, and taking action on problems. Fully self-managed work teams even select their own members and have the members evaluate each other's performance.

- **Cross-functional Teams**



**Cross-functional teams** made up of employees from about the same hierarchical level, but from different work areas, who come together to accomplish a task. And a task force is really nothing other than a temporary cross-functional team. Similarly, committees composed of members from across departmental lines are another example of cross-functional teams. In summary, cross-functional teams are an effective means for allowing people from diverse areas within an organization (or even between organizations) to exchange information, develop new ideas and solve problems, and coordinate complex projects. Of course, cross-functional teams are no picnic to manage. Their early stages of development are often very time consuming as members learn to work with diversity and complexity. It takes time to build trust and teamwork, especially among people from different experiences and perspectives.

- **Virtual Teams**



**Virtual teams** use computer technology to tie together physically dispersed members in order to achieve a common goal. They allow people to collaborate on-line using communication links such as wide area networks, video conferencing, or e-mail whether they're only a room away or continents apart. Virtual teams can do all the things that other teams do, share information, make decision, complete tasks. And they can include members from the same organizations (i.e., suppliers and joint partners). They can convene for a few

days to solve a problem, a few months to complete a project, or exist permanently. (Stephen P. Robins, 2000)

#### **2.4.4 Work Process**

From the emphasis on subsystems integration and more cross-functional collaboration in organizational design has come a popular development known as business process reengineering.<sup>33</sup> This is defined by consultant Michael Hammer as the systematic and complete analysis of work processes and the design of new and better ones.<sup>34</sup> The goal of a reengineering effort is to focus attention on the future, on customers, and on improved ways of doing things. It tries to break people and mindsets away from habits, preoccupation with past accomplishments, and tendencies to continue implementing old and outmoded ways of doing things. Simply put, reengineering is a radical and disciplined approach to changing the way work is carried out in organizations.

#### **What is a work process?**

In the book *Beyond Reengineering*, Michael Hammer defines a work process as “a related group of tasks that together create a result of value for the customer.” They are the things people do to turn resource inputs into goods or services for customers. Hammer goes further to highlight the following key words in this definition and their implications: (1) group-tasks are viewed as part of a group rather than in isolation; (2) together-everyone must share a common goal; (3) result-the focus is on what is accomplished, not on activities (4) customer-processes serve customers and their perspectives are the ones that really count.

The concept of workflow, or the movement of work from one point to another in the manufacturing or service delivery processes, is central to the understanding of

processes. The various aspects of a work process must all be completed to achieve the desired results, and they must typically be completed in a given order. An important starting point for a reengineering effort is to diagram or map these workflows as they actually take place. Then each step can be systematically analyzed to determine whether it is adding value and to consider ways of streamlining to improve efficiency. Since some form of computer support is typically integral to organizational workflows today, special attention should be given to maximizing the contribution of new technology to the reengineering of processes. At PeopleSoft, for example, paper forms are definitely out; the goal is to eliminate them as much as possible. Employees are even able to order their own supplies through a direct web link to Office Depot. The firm's chief information officer once said: "Nobody jumps out of bed in the morning and says, 'We create systems that let people be brilliant rather than push paper.'" (Stephen P. Robins, 2000)

## **2.5 Organization Development (OD)**

Organization development evolves a mixture of science and art. It is both a professional field of social action and an area of scientific inquiry. The study of OD addresses a board range of topics, including the effects of change, the methods of organizational change, and the factors influencing OD success. In this study it is the process engaged in an action research which begins with diagnosis on the key variables, design, development and implementation of a set of interventions to address the identified problems in the diagnosis and finally the evaluation phase where the same variables are assessed again to determine if significant changes occur after the intervention in accounting, technology, training, and business planning.

### **2.5.1 Stages of Organization Development (OD)**

OD, like most disciplines, is more a process than a single event. When OD practitioners are allied to help facilitate a change, there are several stages in the development of the change relationship. The following are from the Kolb-Frohman Model.

**1. Scouting the system.** The OD practitioner observes and inquires in order to get an initial fix on the client system, determine how receptive the system is to change, identify strategic leverage points, and determine fit between what is needed and what the OD practitioner has to offer.

**2. Entry & Contracting.** During this initial stage, OD practitioner works with the client system to build a working relationship, set reasonable parameters and expectations, clarify roles, identify benefits and risks, and establish credibility. This process is repeated with each group of stakeholders in the client system.

**3. Diagnosis—data gathering and feedback.** Decisions in OD are data based and derived from the experiences and interactions of system constituents. During this stage, OD practitioner promotes initial “unfreezing” (Lewin’s change model), decides on an appropriate model for guiding change, presents a clear purpose for data gathering, collaborates on methodology used, obtains both quantitative and qualitative data, and organizes data to provide useful feedback.

**4. Planning.** During this stage OD practitioner and client system move to a conclusion regarding the data. More responsibility and control is shifted from the OD practitioner to the client system, commitment to the next step is ensured, and needed changes are structured (often in the form of policy).

**5. Implementation of action.** The plan is carried out as assigned, coordination checked, and the OD practitioner is available as needed for questions and unexpected problems that may arise.

**6. Evaluation.** It is important to assess how well the intervention meets the objectives. The OD practitioner should work with the client system to select appropriate measurement, identify indicators of change, monitor progress and regress (and reframe the latter), and keep people informed.

**7. Termination.** When the work of the OD practitioner is done, that role is terminated and they exit the organization (if an external OD practitioner) or return to their previous assignment (if an internal OD practitioner). This final stage is highlighted by the OD practitioner and organization reviewing the change process, noting the problems and successes, identifying significant learning, and terminating.

**2.5.2 Nature of Organization Development**---- the following are the characteristics that describe what OD is as a process;

**Dynamic and Complex.** The positioning and connections among parts of the organization are continually rearranging themselves. Organizational change is ongoing and involves intricate connection among all elements of an organization.

**Process oriented.** Although content is important, it is the processes by which decisions are made, problems are solved, and people interact and communicate that are essential.

**Collaborative Teamwork.** The basic unit of OD is neither the individual nor organization, but teams or groups of people who work together.

**Equifinality** There is a lot of ways to skin a cat—and multiple ways to arrive at a goal of solution. There is usually no single best way.

**Customized Solutions.** Rather than using template solutions where “one size fits all” OD solutions are customized to each situation for better fit.

**Cultural Change.** The change involved in OD is more a change of culture, context and way of doing things than change in content. A new culture offers new solutions.

**Systemic Connections.** A systemic viewpoint recognizes that all parts of system are connected and that intervention in one part often affects other parts. This is important in terms of intervention strategy as well as ethical consideration.

**Action Research.** This refers to the learning cycle (e.g., Kolb, Deming, and other models) in which action is based on reflective gathering of data, careful interpretation of information, planning of intervention based on knowledge, and accumulation of wisdom over time.

**Change agent.** A CA is a facilitator of change from with or without an organization. They look for leverage points and assist the client system in making needed changes and are also called an OD practitioner.

**Top Support.** Although some pervasive changes can occur from the bottom up, it is less revolutionary for them to occur from the top down, as legitimized, strategic plans that are authorized and sanctioned with support.

**Long term and ongoing.** OD is not a one shot intervention, but an ongoing way of looking at and participating in the emergence of how the organization can work more effectively.

### 2.5.3 Organization Development Intervention (ODI)

Organization Development Intervention (ODI) is a set of activities and a process that helps the managers and people in the organization increase ability to communicate and

motivates them by using innovative techniques to develop the organization to be more anticipative and adaptive to change.

The term intervention refers to a set of planned change activities intended to help an organization increase its effectiveness. Interventions that assist in improving productivity and the quality of work life have three key characteristics: 1) they are based on valid information about the organization's functioning; 2) they provide organizational members with opportunities to make free and informed choices; and 3) they gain member's internal commitment to these choices. (Worley, 1993, p.163)

The ODI that represents the major organizational change methods used in OD today by most of the leading organizations around the world as the tools for improving their organization process. Generally, ODI can be categorized as follows;

Human process intervention: This intervention focuses on people within the Organizations and the process through them accomplish organizational goals. These processes include communication, problem solving, group decision making and leadership. This type of intervention is deeply rooted in the history of OD. Human process intervention derived mainly from the disciplines of psychology and social psychology and the applied fields of group dynamics and human relations.

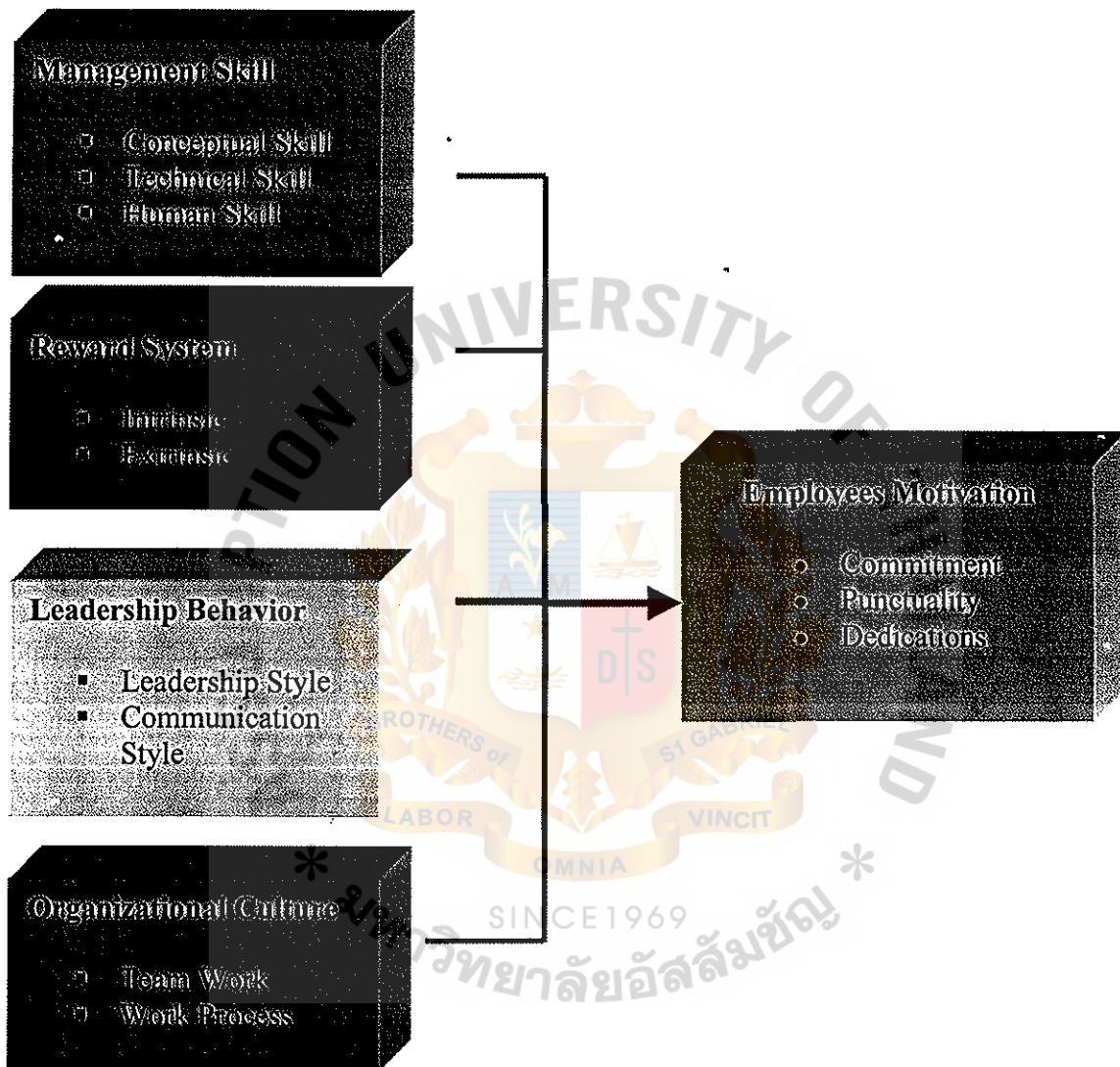
Techno structural intervention: this intervention focuses on the technology and structure of organizations. These change methods are receiving increasing attention in OD, especially in light of current concerns about productivity and organizational effectiveness. They include approaches to employee involvement, as well as methods for designing organizations, groups, and jobs. Techno structural interventions are rooted in the disciplines of engineering, sociology, and psychology and in the applied fields of sociotechnical system and organization design.

Human resource management intervention: this intervention focuses on personal practices used to integrate people into organizations. These practices include career planning, rewards systems, goal setting, and appraisal. These change methods have traditionally been associated with the personnel function in organization. Human resource management intervention are rooted in the disciplines of economics and labor relations and in the applied personnel practices of wages and compensation, employee selection and placement, performance appraisal, and career development.

Strategic intervention: this intervention links the internal functioning of the organization to the larger environment and transforms the organization to keep pace with changing conditions. These change programs are among the newest additions to OD. They are wide organizations and bring about a fit between business strategy, structure, culture, and the larger environment. The intervention derives from the disciplines of strategic management, organization theory, open-systems theory, and cultural anthropology. (Burke,1987, p.107)

## 2.6 Conceptual Framework

This diagram represents the conceptual framework of the research study, which integrated different variables discussed below.



## CHAPTER 3

### RESEARCH METHODOLOGY

The research method is based on the procedures and tools used in this research: respondent and sampling procedure, research instruments/questionnaires, data collection or gathering procedures and statistic treatment of data which will be discussed in this chapter.

#### **3.1 Research Design**

The objective of the study is find out the management and organizational factors which motivate the employees to work longer in the organization in Tesco Lotus Express, and aims to provide the appropriate organization management to the management level of the organization for consideration and for Human Resource Department to develop and adjust to use with the employees. The researcher used Descriptive Research in the approach for describing data in quantitative term, and Correlation Research was used in the approach for describing the relationship between independent variables and dependent variable. The researcher collected the data and it took her four months to finish the task.

#### **3.2 Respondents and Sampling Procedure**

The respondents of this research consist of 3 levels of permanent staff in Tesco Lotus Express; Management level, Supervisor level and Staff / Associate level. The total population of Tesco Lotus Express is 600 Therefore; the sample size computation with 95% confidence level is as follows:

$$n = \frac{N}{1+N(e)^2}$$

The total population is = 600  
The level of confidence is 93%

$$= \frac{600}{1+600(0.05)^2}$$

= 300 people

Table 3.1.

**Table 3.1.** Sample size for 5%, 7% and 10% Precision Levels Where Confidence Level is 95% and P=.5.

Size of Population	Sample Size (n) for Precision (e) of:		
	5%	7%	10%
100	81	67	51
125	96	78	56
150	110	86	61
175	122	94	64
200	134	101	67
225	144	107	70
250	154	112	72
275	163	117	74
300	172	121	76
325	180	125	77
350	187	129	78
375	194	132	80
400	201	135	81
425	207	138	82
450	212	140	82

(Source: Florida Cooperative Extension Service / Institute of Food and Agricultural Sciences / University of Florida )

So the sample size of respondents is 300 respondents from the total population as shown in reference of **Table 3.1**. Sampling procedure used in this research is random searching and provides equal opportunity to be selected for participation.

Sampling Size of Sample size		
Group of Employee	Number of Population	Sample of Respondents
Management Level	70	39
Supervisor Level	120	67
Staff/Associate Level	410	194
Total	600	300

(Source : Human resources department: Tesco Lotus Express)

The target population had a number of 600 persons and the number of respondents was 300 persons.

### 3.3 The Research Instruments

The researcher used questionnaires for primary source of data gathering. The informal interviews and observation were used as support information.

#### 3.3.1 Questionnaires

The researcher used questionnaires as research instruments. The questionnaires were developed in English and translated into Thai for a clear understanding of the respondents. These questionnaires were developed to examine the management and organizational factors to motivate the employees to work in the organization. Before the questionnaire distribution was conducted, the pilot test method was used as a pretest in often-similar companies. The reasons to use the pilot test the effectiveness of the questionnaires.

The questionnaires consist of three parts with following details:

Part 1: With focus on the demographic of respondents, gender, age, Education attainment, level/position in the company and year of work.

Part 2: With focus on the Management Skill

Part 3: With focus on the Reward System

Part 4: With focus on the Leadership Behavior

Part 5: With focus on the Organization Culture

Part 6: With Focus on the Employees' Motivation.

### 3.3.2 Interview & Observation Guideline

For thorough information collection and analysis, the researcher conducted informal interviews and observations with some staff of each group of the respondents on the following topics:-

- Currently situation of employees' motivation
- Quality and quantity of work
- Work enthusiasm
- Self-belongingness and dedication to work
- Endurance to the pressure
- Job Performance

### 3.4 Reliability Analysis

#### Techniques

The data that is used in the research is mainly from three sources. Primary source of data is questionnaires. For secondary source of data, the researcher had to conduct informal interviews and observations with high level about their attitude towards organization

management in term of team effectiveness and job performance, and had to observe his or her working behavior. For the last source of data, the researcher collected data from textbooks, other researchers' reports, magazines, articles, the Internet and theoretical studies.

### **Procedure**

1) Before data collection, the researcher contacted Senior Vice President and HR. Manager of Tesco Lotus Express to ask for permission and then discussed about the purpose of the study.

2) The researcher was at Tesco Lotus Express during the period of data collection, observing the skilled provider, supervising and solving the problems of data collection which might occur.

3) To collect data, the respondents were informed about the purpose and confidential treatment of this study; so that the respondents felt free to respond the questionnaires.

### **Reliability of the Variables**

A measure is a number designed to reflect some characteristics of an individual, object, or even a specific observation or picture of this characteristic. Alpha value is utilized to assess the internal consistency of the measurement. Each scale is tested by SPSS as to commute the alpha value. Reliability of attitude measures was assessed by the internal consistency Corbach's alpha) method. Corbach's alpha for all attitude measures ranged from 0.6-0.91 indicating a strong reliability. In this study all Alpha is greater than 0.6 which indicates a strong measure of reliability.

**Table 3.2 Result Test Reliability**

Hypotheses		Alpha	N of Items
1.Management Skill	<ul style="list-style-type: none"><li>• Conceptual Skill</li><li>• Technical Skill</li><li>• Human Skill</li></ul>	0.820	10
2. Reward System	<ul style="list-style-type: none"><li>• Intrinsic</li><li>• Extrinsic</li></ul>	0.700	5
3. Leadership Behavior	<ul style="list-style-type: none"><li>• Leadership Style</li><li>• Communication</li></ul>	0.734	6
4. Organization Culture	<ul style="list-style-type: none"><li>• Team Work</li><li>• Work System</li></ul>	0.718	6

From the table the Alpha Value of Management Skill has the highest score among four factors (0.820), meaning that all four sub-factors are moving the same direction have the same affect among them. For Rewards System, the alpha value has the lowest score among four factors (0.700) but more than 0.6, meaning Rewards system is moving the same direction have same affect among them. For Leadership Behavior, alpha values (0.734) from table shows that these two elements support each other to make Leadership Behavior factor Correlation with Employee motivation. The last, is Organization culture has alpha value score 0.718, meaning that this factor is moving the same way with other factors.

### **3.5 Data Analysis**

There are two steps in the process of data analysis; editing & coding and analysis. Editing & coding data will be encoded into symbolic form using SPSS software. After that the researcher analyzed the data to answer the management's information requirements.

Part I: Descriptive Statistic is used to explain the demographic profiles of the respondents, namely mean and standard deviation.

Part II,III,IV : Average weighted means are used to analyze the most used management practices of the respondents. Rating used is five-point scale and descriptive statistic. These statistics will be used to identify management and organizational factors and Employees' Motivation in Tesco Lotus Express.

Average weight means are put in the categories of rating as follows:

<u>Arbitrary Level</u>	<u>Descriptive Rating</u>
4.20 – 5.00	Strongly Agree (SA)
3.40 – 4.19	Agree (A)
2.60 – 3.39	Neutral / Undecided (UND)
1.80 – 2.59	Disagree (D)
1.00 – 1.79	Strongly Disagree (DA)

To measure the level of correlation of each variable, a range of confidence level was set at 95 percent, and the interpretation of the correlation results were as follows: -

After collecting the data from 300 questionnaires, the researcher would code them into the symbolic form which is suitable for SPSS software. The data will be summarized in the form of simple frequency and descriptive statistics. The researcher used correlation method in the research. The descriptive statistics involves counting the measures of central tendency and the distribution of the variables.

<u>Correlation Coefficients</u>	<u>Correlation Level</u>
-1.00	Perfect negative correlation
- 0.95	Strong negative correlation
- 0.50	Moderate negative correlation
- 0.10	Weak negative correlation
0.00	No correlation
+0.10	Weak positive correlation
+0.50	Moderate positive correlation
+0.95	Strong positive correlation

## CHAPTER 4

### PRESENTATION AND CRITICAL DISCUSSION OF RESULTS

This chapter emphasized the analysis of all 300 sets of data, which includes descriptive statistics such as characteristics of respondents, the reliability test of index and hypothesis testing between independent variables and dependent variables. Each hypothesis was evaluated by using SPSS (Statistic Package for Social Science) statistical analysis software; a significant level of 0.01 will be used as the criterion for significance in all analysis. The purpose of this study is to identify the management and organizational factors that can motivate the employees to work in the Organization.

First, the description of research participants explains the proportion of respondents based on demographic data. Then, the reliability test shows the strengths of the scale used in this study. Next, the presentation of finding starts from hypothesis one to hypothesis four. Each presentation provides correlation coefficient results. The findings are primarily based on the results from SPSS analysis.

#### 4.1 Result of study

The frequency procedures with many statistics for describing data, yet not all are appropriate for a given variable. In this study the research have choose only Frequencies counts, percentages for numeric string variables, and bar for a better understanding. The default display summarizes all distinct values that are numeric category codes, short string characters, and numbers from a quantitative distribution.

The following tables and charts show each variable and characteristic of respondents based on Age, Sex, Working Period, Education and Organization Position.

A1 – Age

A2 – Sex of the respondents

A3 – Working Period

A4 – Education of the respondents

A5 – Organization Position of the respondents

The questionnaires were carefully collected, with no missing data from 300 sets of questionnaires. Since the response rate is highly satisfactory, this will eliminate all the sampling errors and invalidity to a certain extent.

## 4.2 Frequencies

Table 4.2.1

Statistics

		Age	Gender	Working Period	Education	Position
	Valid	300	300	300	300	300
	Missing	0	0	0	0	0

The table shows the categories of demographic profile and number of questionnaires returning.

**Table 4.2.2****Age**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Under 25	54	18.0	18.0	
	25-30	149	49.7	49.7	18.0
	31-35	86	28.7	28.7	67.7
	36-40	7	2.3	2.3	96.3
	41 and up	4	1.3	1.3	98.7
	Total	300	100.0	100.0	100.0

The table shows the categories of age of the respondents. Of these subjects, 18% were below 25 years old, 49.7% were 25-30 years old, 28.7% were 31-35 years old, 2.3% were 36-40 years old and 1.3% was 41 up years old.

**Table 4.2.3****Gender**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	114	38.0	38.0	
	Female	186	62.0	62.0	38.0
	Total	300	100.0	100.0	100.0

The table shows the categories of Male and Female returning the questionnaire. Through the period of data collection, the sample of 300 was collected to do the analysis. Of these subjects, 38% were Male and 62% were Female.

**Table 4.2.4****Working Time Period**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Under 1 year	67	22.3	22.3	
1-5 years	166	55.3	55.3	22.3
5.1-10 years	63	21.0	21.0	77.7
10.1 years and up	4	1.3	1.3	98.7
Total	300	100.0	100.0	100.0

The table shows the categories of number of years of work of the respondents. Of these subjects, 22.3% were under 1 year, 55.3% were 1-5 years, 21% were 5.1-10 years, and 1.3% was 10.1 years up.

**Table 4.2.5****Education**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid High School	80	26.7	26.7	
Diploma Degree	56	18.7	18.7	26.7
Bachelor Degree	124	41.3	41.3	45.3
Master Degree	40	13.3	13.3	86.7
Total	300	100.0	100.0	100.0

The table shows the categories of level of education of the respondents. Of these subjects, 26.7% were High School, 18.7% were Diploma Degree, 41.3% were Bachelor Degree, and 13.3% was master degree.

**Table 4.2.6****Position**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Associate	174	58.0	58.0	
Supervisor	67	22.3	22.3	58.0
Manager	59	19.7	19.7	80.3
Total	300	100.0	100.0	100.0

The table shows the categories of organization position of the respondents. Of these subjects, 58% was Associate, 22.3 % was Supervisor and 19.7% was Manager.

### 4.3 Perception of respondents

#### 4.3.1 Perception on Management Skill

**Table 4.3.1**

No.	Conceptual Skill	Mean	Std. Deviation	Degree
1	My boss has a good conceptual skill and teaches & trains the subordinate to follow such as Company Strategy and Vision /Mission	3.6767	0.51608	Agree
2	My boss can create new ways to make his/her subordinate work easier.	3.4633	0.65581	Agree
3	My boss can utilize company strategy to plan our work.	3.4567	0.64512	Agree
4	My boss can handle and cope with the problem under his/her responsibility.	3.6033	0.61692	Agree
	<b>Total of Conceptual Skill</b>	<b>3.5500</b>	<b>0.61966</b>	<b>Agree</b>
<b>Interpersonal Skill</b>				
5	We have a celebration when we meet sales target, and management will give a big surprise to the subordinate e.g. All food served to the subordinate by supervisor by wearing chef's hats.	2.9333	0.92289	UND
6	When I have problems, I can talk with my boss. I feel good when I work with my boss.	3.2833	0.76486	UND
7	My boss always comes to visit his subordinate to greet them; if he faces the problems, he/she will solve it immediately.	3.1800	0.83462	UND
	<b>Total of Interpersonal Skill</b>	<b>3.1322</b>	<b>0.84079</b>	<b>UND</b>
<b>Technical Skill</b>				
8	My boss has a good technical skill e.g. Computer, SCS System, Financial Analysis and can teach & train his subordinate clearly.	3.4633	0.7509	Agree
9	My boss immediately responds when we face an unpredictable problem. For example the computer failed, on line system failed	3.0067	0.7176	UND
10	I think expertise is very important to be a good boss.	3.2167	0.7104	UND
	<b>Total of Technical Skill</b>	<b>3.2289</b>	<b>0.7263</b>	<b>UND</b>
	<b>Total Management Skill</b>	<b>3.3030</b>	<b>0.4567</b>	<b>UND</b>

\*UND = Undecided

As shown in table 4.3.1, respondents perceived neutral on Interpersonal Skill (mean of 3.3030). It seemed that their opinion were quite diverse as the value of standards deviation was low. (Standards deviation of 0.4567)

### 4.3.2 Perception on Reward System

Table 4.3.2

No.	Reward System	Mean	Std. Deviation	Degree
	<b>Extrinsic</b>			
11	Currently, I think the rewards program that the company provides to employees is enough (Employee of the Month award, Store Performance award).	2.8367	0.7383	UND
12	I should deserve more than just complements when I get the things done right.	3.4667	0.6810	Agree
13	I think promotion is very important. I am very proud when my boss gives me an important task.	3.4300	0.6632	Agree
14	To evaluate and reward employees, the management should consider group-based appraisals, profit sharing, gain sharing, small-group incentives, and other systems that will reinforce team efforts and commitments.	3.3500	0.7850	UND
	<b>Intrinsic</b>			
15	I am very appreciative when my boss trusts my ability and gives me more challenging work.	3.5167	0.6566	Agree
	<b>Total of Reward System</b>	3.3200	0.4756	UND

As shown in table 4.3.2, respondents perceived neutral on Reward System (mean of 3.3200). It seemed that their opinions were quite diverse as the value of standards deviation was low. (Standards deviation of 0.4756)

### 4.3.3 Perception on Leadership Behavior

Table 4.3.3

No.	Leadership Behavior	Mean	Std. Deviation	Degree
	<b>Leadership Style</b>			
16	The effective leaders make me improve my performance.	3.5400	0.6757	Agree
17	Leadership is so important to lead team to success.	3.5067	0.6037	Agree
18	The top management empowers subordinates.	3.0167	0.7991	UND
19	The top management serves as a factor in maintaining high morale of people and outcome.	2.9633	0.8150	UND
20	I think boss is very important to work in the organization. If I cannot go along with my boss I will leave the organization.	3.2900	0.8215	UND
	<b>Communication</b>			
21	My boss gives me a clear direction. I can do my job easier and faster.	3.1290	0.8179	UND
	<b>Total of Leadership Style</b>	3.2633	0.5209	UND

As shown in table 4.3.3, respondents perceived neutral on Leadership Behavior (mean of 3.2633). It seemed that their opinions were quite diverse as the value of standards deviation was high. (Standards deviation of 0.5209)

#### 4.3.4 Perception on Organization Culture

Table 4.3.4

No.	Organization Culture	Mean	Std. Deviation	Degree
<b>Team Work</b>				
22	I think everyone must follow the rules & regulations, and I never feel uncomfortable to strictly follow the rules.	3.6333	0.6001	Agree
23	I will stay longer if I can cope with the culture of our Organization.	3.1700	0.7592	UND
24	We are one team. We help our colleagues not only in my department but also in other departments.	3.521	0.7022	Agree
25	I will stay longer if I can cope with the culture of our Organization.	3.2733	0.5886	UND
26	I will stay longer if this organization is strong.	3.3167	0.6412	UND
<b>Work System</b>				
27	My organization has clear working system, and does not have complicated work process.	2.8033	0.8488	UND
<b>Total of Organization Culture</b>		3.2393	0.4765	UND

As shown in table 4.3.4, respondents perceived neutral on Reward System (mean of 3.2393). It seemed that their opinion were quite diverse as the value of standards deviation was low. (Standards deviation of 0.4765)

#### 4.3.5 Perception on Employees Motivation

Table 4.3.5

No.	Employees Motivation	Mean	Std. Deviation	Degree
28	<ul style="list-style-type: none"> <li>• Commitment</li> <li>Your boss entrust you to do important work by your self</li> <li>• Punctuality</li> <li>You never go to work late.</li> <li>• Dedications</li> <li>You are ready to work over time with out more pay.</li> </ul>	3.0856	0.6675	UND

As shown in table 4.3.5, respondents perceived neutral on Employee Motivation (mean of 3.0856). It seemed that their opinions were quite diverse as the value of standards deviation was high. (Standards deviation of 0.6675)

#### 4.4 Result of the Hypotheses

In this study the null hypothesis “ $H_0$ ” is labeled as “Is there an affect between (independent variable) and (dependent variables).” Via “ $H_a$ ” is labeled as “There is a significant affect between (independent variables and dependent variables).” Using Pearson correction tests, the correlation coefficient, which measures the association between two variables.

A standard level of significance (set at 95%) is established as a benchmark with critical Value of the statistics, meaning that the significant level of significance must not exceed 0.05 in order for the Hypothesis to be accepted. The value of the statistic is then calculated to see if it meets the level of significance. If the calculated value of the statistics exceeds the critical value, the result being tested is satisfactory.

$H_0$  = Null hypothesis

$H_a$  = Alternative hypothesis

##### 4.4.1 Hypothesis 1: Management Skills and Employee Motivation

The first hypothesis is conjectured to test the affect between Management Skills and Employee Motivation. This will show if Site Selection is an integral part of the key factor to motivate the employee to work in the Organization. The result is shown in Table 4.4.1

**$H_{01}$ : Management skills have no significant affect on employee’s motivation.**

**$H_{a1}$ : Management skills have significant affect on employee’s motivation.**

**Table 4.4.1**

**Correlations**

		Motivation	Manage
Motivation	Pearson Correlation	1	.752(**)
	Sig. (2-tailed)	.	.000
	N	300	300
Manage	Pearson Correlation	.752(**)	1
	Sig. (2-tailed)	.000	.
	N	300	300

\*\* Correlation is significant at the 0.01 level (2-tailed).

Where Statistical term is stated as;

$$H_0: \tau = 0$$

$$H_a: \tau \neq 0$$

$$\alpha = 0.025, 95\% \text{ level of significant}$$

According to correlation Coefficient ( $\tau$ ) from the test, it can be seemed that the value of correlation coefficient equals to 0.752, which means, *"There is affect between Management Skills and Employ's e Motivation"*.

**Significant level** (2 tailed test) examines how the significance value of 0.000, which is less than 0.025 which mean the null ( $H_0$ ) is rejected and the alternative ( $H_a$ ) is accepted.

The results from the test confirm that Hypothesis statement 1 ( $H_a$ ) mean *management skills is a management and organizational factor for employee's motivation*. The sign (\*\*.) shows that the correlation is significant at the 0.01 levels under 2- tailed test, which means the result will create 1% of error. The correlation coefficient value of 0.752 indicates that there is a mild positive relation between these two variables. The reliability test of scale shows the Alpha value of 0.820, which is relatively reliable as well. *The result from the test shows that if their management*

*has more management skill, it can motivate the employee to work in the Organization longer.*

#### 4.4.2 Hypothesis 2: Reward System and Employee Motivation

The second hypothesis is conjectured to test the affect of reward System and employee's motivation. This will show if the reward system has effect on employees' motivation. The result is shown in Table 4.4.2

**H<sub>02</sub>: Reward System has no significant affect on employee's motivation.**

**H<sub>a2</sub>: Reward System has significant affect on employee's motivation**

**Table 4.4.2**

#### **Correlations**

		Motivation	Reward
Motivation	Pearson Correlation	1	.384(**)
	Sig. (2-tailed)	.	.000
	N	300	300
Reward	Pearson Correlation	.384(**)	1
	Sig. (2-tailed)	.000	.
	N	300	300

\*\* Correlation is significant at the 0.01 level (2-tailed).

Where in Statistical term stated as;

$$H_0: \tau = 0$$

$$H_a: \tau \neq 0$$

$$\alpha = 0.025, 95\% \text{ level of significant}$$

According to **Correlation Coefficient ( $\tau$ )** from the test, it can be seen that the value of correlation coefficient equals to 0.384, which means, *"There is affect between reward system and employee's motivation"*

**Significant level (2- tailed test)** test how the significant value of 0.000, which is less than 0.025, which means the null ( $H_0$ ) is rejected and the alternative ( $H_a$ ) is accepted

The result from the test confirms that Hypothesis statement 2 ( $H_a$ ) means *Reward system is a management and organizational factor in employees' motivation*. The sign (\*\*.) shows that the correlation is significant at the 0.01 level under 2-tailed test, which means the result will create 1% error. The correlation coefficient value of 0.384 indicates that there is a mild positive relation between these two variables. The reliability test of scale shows the Alpha value of 0.700, which is also relatively reliable. *The result from the test shows that if their Organization has better rewards system, it will motivate the employees to work in the organization longer.*

#### 4.4.3 Hypothesis 3: Leadership Behavior and Employee Motivation

The third hypothesis is conjectured to test the affect of Leadership Behavior with employee's motivation. This will show if Leadership behavior is an integral part of the employee's motivation. The result is shown in table 4.4.3

**$H_{03}$ : Leadership Behavior has no significant affect on employee's motivation.**

**$H_{a3}$ : Leadership Behavior has significant affect on employee's motivation**

Table 4.4.3

## Correlations

		Motivation	Leader
Motivation	Pearson Correlation	1	.512(**)
	Sig. (2-tailed)	.	.000
	N	300	300
Leader	Pearson Correlation	.512(**)	1
	Sig. (2-tailed)	.000	.
	N	300	300

\*\* Correlation is significant at the 0.01 level (2-tailed).

Where Statistical term is stated as;

$$H_0: \tau = 0$$

$$H_a: \tau \neq 0$$

$$\alpha = 0.025, 95\% \text{ level of significant}$$

According to **Correlation Coefficient** ( $\tau$ ) from the test, it can be seen that the value of correlation coefficient equals to 0.512, which means, *"There is affect between Leadership Behavior and employee's motivation"*.

**Significant level** (2- tailed test) test how the significant value of 0.000, which is less than 0.025, which means the null ( $H_0$ ) is rejected and the alternative ( $H_a$ ) is accepted.

The result from the test confirms that Hypothesis statement 3 ( $H_a$ ) *Leadership Behavior is a management and organizational factor in employees' motivation*. The sign (\*\*.) shows that the correlation is significant at the 0.01 levels under 2-tailed test, which means the result will create 1% of error. The correlation coefficient value of 0.512 indicates that there is a mild positive relation between these two variables. The reliability test of scale shows the Alpha value of 0.734, which is

relatively reliable as well. *The result from the test shows that if their Management has better Leadership Behavior, it can motivate them to work with the organization.*

#### 4.4.4 Hypothesis 4: Organization Culture and Employee Motivation

The forth hypothesis is conjectured to test the affect of Organization Culture with employees' motivation. This will show if Organization Culture is an integral part of the employee motivation. The result is shown in table 4.4.4

**H<sub>04</sub>: Organization Culture has no significant affect on employee's motivation.**

**H<sub>a4</sub>: Organization Culture has significant affect on employee's motivation.**

Table 4.4.4

#### Correlations

		motivation	culture
motivation	Pearson Correlation	1	.559(**)
	Sig. (2-tailed)	.	.000
	N	300	300
culture	Pearson Correlation	.559(**)	1
	Sig. (2-tailed)	.000	.
	N	300	300

\*\* Correlation is significant at the 0.01 level (2-tailed).

Where Statistical is term stated as;

$$H_0: \tau = 0$$

$$H_a: \tau \neq 0$$

$$\alpha = 0.025, 95\% \text{ level of significant}$$

According to **Correlation Coefficient** ( $\tau$ ) from the test, the value of correlation coefficient equals to 0.682, which means, *"There is affect between employee empowerment and managerial Leading process"*

**Significant level** (2- tailed test) is to test how the significant value of 0.000, which is less than 0.025, which means the null ( $H_0$ ) is rejected and the alternative ( $H_a$ ) is accepted.

The result from the test confirms that Hypothesis statement 4 ( $H_a$ ) means *Organization Culture is a management and organizational factor in employees' motivation*. The sign (\*\*.) shows that the correlation is significant at the 0.01 level under 2-tailed test, which means the result will create 1% of error. The correlation coefficient value of 0.559 indicates that there is a mild positive relation between these two variables. The reliability test of scale shows the Alpha value of 0.718, which is relatively reliable as well. *The result from test shows if the employees have better understanding in the Organization Culture, they will stay in the organization longer.*

#### 4.5 Conclusion of the Result

Most respondents were quite cooperative in providing information for the survey. Analysis of the management and organizational factors to motivate the employee to work in the organization is based upon the research finding summaries from previous chapter as again shown in Table 4.5.1 to Table 4.5.4. The relevancy between motivation factors and employee motivation factors will be analyzed from the most acknowledged one to the least one.

#### 4.5.1 Management Skill

**Table 4.5.1 The summary of research Findings (Management Skill)**

Hypotheses		Associated with hypothesis	Alpha	Mean	Correlation Coefficient
Management Skill	<ul style="list-style-type: none"><li>• Conceptual Skill</li><li>• Technical Skill</li><li>• Human Skill</li></ul>	Accepted	0.820	3.303	0.752

According to the correlation value from table above, Management Skill has a highest score. It means that this factor is the most important factor in motivating the employees to work in the organization. There are three sub-factors under Management Skill categories, which include Conceptual Skill, Technical Skill and Interpersonal Skill. The Alpha Value of Management Skill has the highest score among four factors (0.820), meaning that all four sub-factors are moving the same direction have the same affect among them. Most of the employees agree that Management Skill is very important to motivate them to work in the organization. The most important factor in Management skill is Conceptual skill. It means if their boss has a good conceptual skill, he or she can motivate them to work.

#### 4.5.2 Reward System

**Table 4.5.2 The summary of Research Findings (Reward System)**

Hypotheses		Associated with hypothesis	Alpha	Mean	Correlation Coefficient
Reward System	<ul style="list-style-type: none"><li>• Intrinsic</li><li>• Extrinsic</li></ul>	Accepted	0.700	3.320	0.384

The second factor is Reward System. Most respondents agreed that Reward System is an important factor to motivate employees to work in the organization. There are two sub factors under Reward System, which include Intrinsic and extrinsic. From the table the Alpha Value of Reward System has the lowest score among four factors (0.700) but more than 0.6, meaning that all four sub-factors are moving the same direction have the same affect among them. The employees agree that Reward System is important to motivate them to work in the organization.

#### 4.5.3 Leadership Behavior

**Table 4.5.3 The summary of research Findings (Leadership Behavior)**

Hypotheses		Associates with hypothesis	Alpha	Mean	Correlation Coefficient
Leadership Behavior	<ul style="list-style-type: none"> <li>• Leadership Style</li> <li>• Communication Style</li> </ul>	Accepted	0.734	3.263	0.512

Based on statistical result above table Leadership Behavior is also a key factor which motivating the employee to work in the organization. This factor consists of two elements, which are Leadership Style and Communication Style. Alpha values from table 4.5.3 shows that these two elements support each other to make Leadership Behavior factor Correlation with Employee motivation.

#### 4.5.4 Organization Culture

Table 4.5.4 The summary of research Findings (Organization Culture)

Hypotheses		Associated with hypothesis	Alpha	Mean	Correlation Coefficient
Organization Culture	<ul style="list-style-type: none"><li>• Team Work</li><li>• Work System</li></ul>	Accepted	0.749	3.329	0.682

The last factor is Organization Culture, in employees' motivation; Organization Culture has the high correlation with the employee motivation. Most respondents agree that Organization Culture is one of the important factors, which motivate the employee to work in the organization. There are two sub factors under Organization Culture categories, which include Team Work and Work System.

The result shows that most employees think it's very important to go along with rules and regulations in the organization. Moreover, they need to work in a well-established company.

## **CHAPTER 5**

### **SUMMARY, CONCLUSION AND RECOMMENDATION**

The study will be concluded in this chapter, along with its finding and recommendation the researcher made. In this chapter, there will also be some discussions on results and some previous analysis in Chapter 4. Some further analysis will be discussed in this chapter. Throughout this research analysis, the identification of management and organizational factors, which motivate the employees to work in the organization, is made. The aim of this research study is to hopefully help the company to decrease their employee's turn over and finally to come up with recommendation based on diagnosis for OD intervention. Moreover, the results from this study will be beneficial to other companies that have similar problems in the competitive situation.

#### **5.1 Summary of Data**

The results have shown that independent variables perceived from the research motivate the employees to work in the organization; moreover the researcher may find some areas for improvement for the present and in the future as well. The research was conducted with the 300 respondents, who are permanent employees at Tesco Lotus Express. It included the transferred employees from Tesco Lotus Hypermarket.

The following results was analyzed and interpreted as follows:

#### **5.1.1 Demographic Profile**

1. **Age:** the majority of the respondents were at the age range of 20-30 years, which was the largest, accounted for 49.7%.
2. **Gender:** the majority was female respondents, which were accounted for 62% and male respondents, 38%.
3. **Working years:** the majority of respondents in this study have been working for Tesco Lotus Express in the range of 1-5 years is the largest, which is accounted for 55.3%.
4. **Education:** the largest group of respondents' educational attainment was Bachelor Degree, which was accounted for 43.1%.
5. **Position:** the largest group of respondents in this study was Associate Level, which was account for 58%.

From the demographic profile above the respondent have several of age, gender, working years, education and position. Those were affecting to thinking system and decision making. The study did not include the correlation between demographic profile and the factors in details.

### 5.1.2 Summary of Employees' Perception

**Table 5.1.2 The Summarization of Research Findings**

Hypotheses		Associated with hypothesis	Alpha	Mean	Correlation Coefficient
Management Skill	<ul style="list-style-type: none"> <li>• Conceptual Skill</li> <li>• Technical Skill</li> <li>• Human Skill</li> </ul>	Accepted	0.820	3.303	0.752
Reward System	<ul style="list-style-type: none"> <li>• Intrinsic</li> <li>• Extrinsic</li> </ul>	Accepted	0.700	3.320	0.384
Leadership Behavior	<ul style="list-style-type: none"> <li>• Leadership Style</li> <li>• Communication Style</li> </ul>	Accepted	0.734	3.263	0.512
Organization Culture	<ul style="list-style-type: none"> <li>• Team Work</li> <li>• Work System</li> </ul>	Accepted	0.749	3.329	0.682

According to the table above, the findings show that there are four factors, which motivate the employees to work in the organization. Mean of the factors is almost in the range of 2.60 – 3.39 Neutral / Undecided (UND). It means that most of employees have the same opinion that these factors are not very practical and the respondents feel that they should improve together. Regarding to main findings in this research, to explain in detail about the affect between management and organizational factors to motivate the employee to work in the organization and employees' motivation in terms of

Management Skill, Reward System, Leadership Behavior and Organization Culture. The researcher would provide the conclusion for this study as following;

#### **A. Perception on Management Skill**

Respondents' perceptions toward Management Skill presented in this study were rated "Undecided" (mean of 3.303). There are two of three sub-factors were on Undecided zone; there are Interpersonal Skill (mean of 3.132) and Technical Skill (mean of 3.228). The only one sub-factor in the Agree zone is Conceptual Skill (mean of 3.550). Above study, Interpersonal Skill has a lowest score that mean Management lack of Interpersonal Skill such as the ability to motivate, facilitate work and resolve conflicts.

#### **B. Perception on Reward System**

Overall respondents' perception towards Reward System also was on the "Undecided" zone (mean of 3.320). One of two sub-factors have low score was Extrinsic (mean of 2.836) meanwhile; Intrinsic is on Agree zone (mean of 3.516). It shows that the company should improve their Extrinsic Reward such as pay bonuses, promotions and time off.

#### **C. Perception on Leadership Behavior**

Overall respondents' perception towards Leadership Behavior also was on the "Undecided" zone. However when compare to mean rate between Leadership Behavior (mean of 3.263) with others process, it shows that this factor was the lowest factor because of the sub-factor, Leadership Style have a lowest mean is 2.96.

#### **D. Perception on Organization Culture**

Respondents' perceptions towards Organization Culture presented in this study were rated "Undecided" (mean of 3.329). One of two sub-factor have a low score is

Work System (mean of 2.803) at a particular time teamwork is in Agree zone (mean of 3.521). It can imply that the company should improve their Organization Culture especially work system.

#### **E. Perception on Employees Motivation**

The data collected from research showed that the respondent's perception of Employees Motivation is on "undecided" zone (mean of 3.085). All acknowledgement of each of three sub-factors were on the undecided zone (mean of every sub-factors of Employees' Motivation was lower than 3.4 which was the undecided scale under the qualitative rating). Most of employees feel that they are not satisfied with company on the following;

**Conceptual Skills:** Currently, the employees perceive that they work in the hi-technology company, many tools create to help their work easier but they have not enough training. Associates level and Top Management have a formal relationship; moreover, when having issues, management always passes it on to employees without providing coaching & training.

**Rewards System:** Through employee work hard and dedicate to assigned work but the company does not pay the over time to employee, furthermore the employee's evaluation is unfair treatment. This is the bad situation that always happens with the employees and this makes them feel suffer.

**Leadership behavior:** Immediate boss never care to employee's feeling given employee being self focus, moreover the company are not give the opportunity to employee to make their own decision. Employee always gets confusion and complains lead to work mistake resulting from duplicated order from immediate boss. Because of

the fast expanding for this company, it makes the problems for management who was recently promoted from staff level. They don't have enough Leadership behavior.

**Organization culture:** The job process is not systematic and the job description also unclear e.g., Cashier position is not fulfill yet, the company let's the merchandising to replace cashier position.

From the situation above leads to low employee's morale and passion to work. The trustworthiness from immediate boss affect to employee's performance as well.

## 5.2 Recommendations

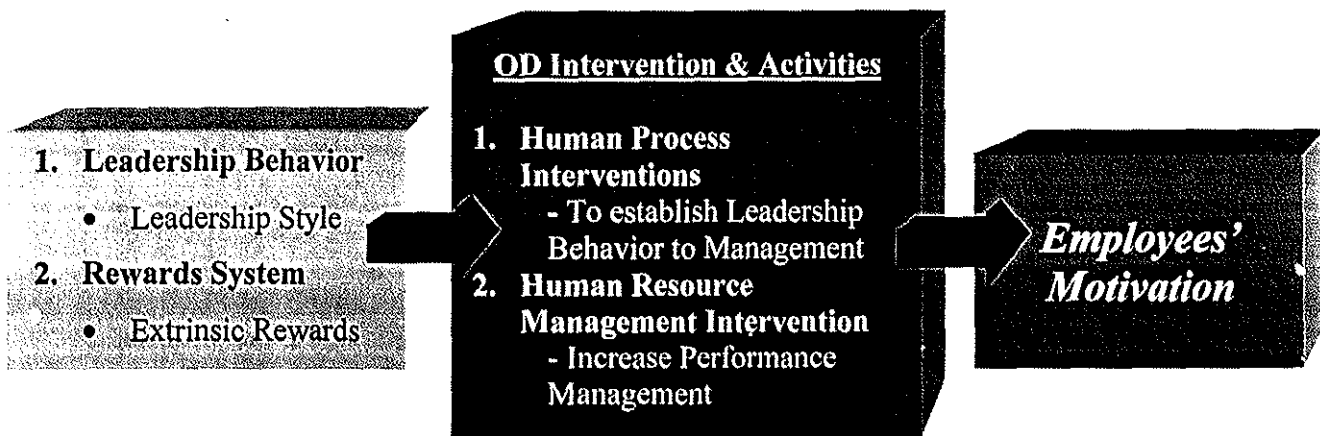
The recommendation section has provided some critical think and potential ideas in order to develop management and organizational factor that can motivate the employees to work in the organization in Tesco Lotus Express based upon the results of the study. The following issues would be beneficial for Tesco Lotus Express.

### 5.2.1 Rational of Pre-ODI Proposal

This research is designed as an OD project at its pre-ODI phase. The researcher collected data via questionnaire and do the group interview to diagnose the current perception of respondents' demographic profiles, Management Skill, Rewards System, Leadership Behavior, Organization Culture, and Employees' Motivation. On the basic of the collected data, the research is aiming at finding out the possible the management and organizational factors for employee's Motivation in Tesco Lotus Express. **From the result above found that we have 2 key factors should be improve the first are Leadership Behavior and Reward System.**

**Leadership and Authority** A process consultant needs to understand process of leadership and how different leadership styles can help or hinder a group's functioning. In addition, the company can help the leader to adjust her or his style to fit the situation. An important step in that process is for the leader to gain a better understanding of her or his own behavior and the group's reaction to that behavior. It is also important that the leader become aware of alternative behaviors. For example, after gaining a better understanding of her or his assumptions about human behavior, the leader may do a better job of testing these assumptions and perhaps changing them.

**Performance evaluation and reward.** Organizational rewards are powerful incentives for improving employee and work group performance. Rewards can also produce high levels of employee satisfaction. OD has traditionally relied on intrinsic rewards, such as enriched jobs and opportunities for decision making to motivate employee performance. Early quality-of-work-life interventions were based mainly on the intrinsic satisfaction derived from performing challenging, meaningful types of work. More recently, OD practitioners have expanded their focus to include extrinsic rewards, such as stock options, bonuses, and gain sharing; promotions; and benefits. They have discovered that both intrinsic and extrinsic rewards can enhance performance and satisfaction.



### **5.3 Organization Development Process**

Organizations need to address certain issues to operate effectively and this is listed these issues along with the OD interventions that are intended to resolve Human Process Intervention, Technostructural Interventions and Human resource Management Interventions.

An organization development intervention is sequence of activities, action, and events intended to help an organization improve its performance and effectiveness. Intervention design, or action plan, derives from careful diagnosis and is meant to resolve specific problems and to improve particular areas of organizational functioning identified in diagnosis. OD interventions vary from standardized programs that have been developed and used in many organizations to relatively unique programs tailored to a specific organization or department. Design OD interventions requires careful attention to needs and dynamics of change situation and crafting a change program that will be consistent with the criteria of effective intervention outline above.

In this study there are some statements of low rating on the perception of respondents, which OD interventions may be addressed to solve the problem areas:

#### **5.3.1 Human Process Interventions**

This type of intervention is deeply rooted in the history of OD. It represents of the earliest change programs characterizing OD. Human Process intervention derives mainly from the discipline of the psychology and social psychology and the applied fields of group dynamics and human relation. Practitioners applying these interventions generally value human fulfillment and expect that organizational effectiveness follow from improved functioning of people and organizational process.

1. T-group. This traditional change method is designed to provide members with experiential learning about group dynamics, leadership and interpersonal relations. The basic T- group consists of about ten to fifteen strangers who meet with a professional trainer to examine the social dynamic that emerge from their interactions. Members gain feedback about the impact of their own behaviors on each other in addition to learn about group dynamic
2. Third-party intervention. This change of method is a form of process consultation aimed at dysfunctional interpersonal relation in organizations. Interpersonal conflict may derive from substantive issues such as disputes over work methods or miscommunication. This third- party intervention helps people resolve conflict through such methods as problem solving, bargaining and conciliation.
3. Team Building. This intervention is concerned with helping work group to become more effective in accomplishing tasks. Team building helps members to diagnose group process and to devise solutions to problem. It goes beyond group processes it includes examination of the group's task, member roles and strategic task performance.

### **5.3.2 Human Resource Management Interventions**

These interventions include career planning, reward system, goal setting and performance appraisal. These change methods have traditionally been associated with the personnel function in organizations. The typical focus on the people in organization, believe that organization effectiveness results from improved practices for integrating employees into organizations. The Human Resource Intervention concerns performance management as follows:

- Goal setting. This changed program involves setting clear and challenging goal. It attempts to improve organization effectiveness by establishing a better fit between personal and organization objectives. Managers and subordinates periodically meet to plan work review accomplishment and solve problem in achieving goal.

- Performance appraisal. This intervention is a systematic process of jointly assessing work-related achievement, strengths and weakness. It is the primary human resources management intervention for providing performance feedback to individual and work groups. Performance appraisal represents an important link between goal setting and reward system.
- Reward system. This intervention involves the design of organization reward to improve employee satisfaction and performance. It includes innovation approaches to pay, promotion and fringe benefits

An organization development intervention is a sequence of activities, actions, and events intended to help an organization improve its performance and effectiveness. Intervention design, or action planning, derives from careful diagnosis and is meant to solve specific problems and to improve particular areas of organizational functioning identified in diagnosis. OD interventions vary from standardized programs that have been developed and used in many organizations to relatively unique programs tailored to a specific organization or department.

In this study there are some statements of low rating on the perception of respondents, which OD interventions may be addressed to solve the problem areas.

#### **5.4 Recommendation for future research**

This study was focused only on one organization, Tesco Lotus Express. Further research is recommended in the following areas:

1. From research finding all elements has affect employees' motivation therefore the further study should be identify which element of independent variables of management and organizational factors are the most affect the employees'

motivation that can motivate the employees to work in the organization longer.

2. Research is needed to verify the differences of the demographic profile in term of age, gender, education and position affecting employees' motivation.
3. Further studies are needed to compare management and organizational factors to others company, especially the international company such as Big-c and Carrefour.



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# Appendix





## **PHANTHIDA SIRAPONGPRAPA**

247 Panya Village, Pattanakan Road, Suangluang, Bangkok 10250

Tel. Home : 0 2300 3230, Mobile : 0 9772 0808

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### **EDUCATION**

ASSUMTION UNIVERSITY, Bangkok Thailand  
Master of Management, Majoring Organization  
Management, Date of Graduate: December 2004.

CHIANGMAI UNIVERSITY, Chiangmai Thailand  
Bachelor of Science, Majoring Sociology & Anthropology,  
Date of Graduation: March 1998

### **WORK EXPERIENCE**

April 2004 – Present

King Power International Co.,Ltd, Thailand

Assistant Buyer (Perfume & Cosmetic)

- To formulate strategies and evaluate the results of internal quality audit
- To formulate work approaches for 100% perfect good delivery system
- To control and examine the import of luxury product
- To supervise and examine the export system
- Responsible for managing, organizing, leading team of buyers, securing all necessary approvals for the release of purchase order in timely manner.
- Managing the supplier to meet OTB objectives, managing Inventory Control, implementing Sap program, and monitoring critical component shortage affecting the production plan

February 2003 – April 2004

Tesco Lotus, Ek-Chai Distribution System Co., Ltd.  
Thailand

Department Manager  
(Replenishment & Supply Chain)

- Produce current and future workload plan for the Distribution Center in all areas of operations
- Determine item replenishment types
- Work with the Distribution Center to improve their current productivity in various areas
- Responsible for determining appropriate Item pack size and product packaging

February 2002 - February 2003    Tesco Lotus, Ek-Chai Distribution System Co., Ltd. Thailand

Department Manager

(Process Development : Support Office)

- Special Projects Development
- Operation Policy and Procedure consolidation and update
- Operation Manual update
- Operation Training Poster Development
- Tesco Lotus Credit Card Business Development
- Coordinate functions between Tesco Lotus Head Office and the 43 Tesco Lotus outlets
- Others operation support.

April 2001- February 2002

Tesco Lotus, Ek-Chai Distribution System Co., Ltd. Thailand

Department Manager (Local Marketing)

- Responsible for Planning, Coordinating and Evaluating Corporate Marketing Program, Local events and activities.
- Analyze local and corporate events to provide feedback on effectiveness and sales trend or impact.
- Responsible for coordinating and ensuring communication on customer needs through Customer Panels, Customer Comment Cards and other survey methods.
- Accountable for effective Tab distribution and its effectiveness.
- Local charity, contact person, coordinating donations and local charity support.
- Acts as liaison between the Store and Head Office Marketing Department.

February 2000-April 2001

Tesco Lotus, Ek-Chai Distribution System Co., Ltd. Thailar

Section Manager (Assistance to Assistant Vice President o  
Retail Operations and District Manager of Operations)

- Developed computerize sales summary.
- Assign & Distribute work to all responsible Stores
- Recapitulate all-important and confidential reports for AVP and team.
- Screen all recap and mails before present to AVP and team.
- Presentation of Operations project.
- Co-ordinate with Central Operations and Stores in District Area.
- Hotel and Air Ticket reservation.
- General Secretarial jobs.

December 1998-February 2000

Lotus Supercenter (C.P. Group of Companies),  
Ek-Chai Distribution System Co., Ltd. Thailand

Section Manager (Sales Floor)

- Increased sales by using marketing tools such as in store promotions, direct contact with target customers
- Investigated and examined competitor s' pricing and promotional strategies.
- Control merchandises's stock.
- Supervise, teach, and train Supervisor and Associates.
- Ensure planned section goals and achieved.

June 1998 – December 1998

Lotus Supercenter (C.P. Group of Companies),  
Ek-Chai Distribution System Co., Ltd. Thailand

Section Manager (Secretary to Store Directing Manager)

- Developed computerize sales summary.
- Recapitulate all-important and confidential reports for Store Directing Manager.
- Screen all recap and mails before present to Store Directing Manager and Team.
- Co-ordinate with Central Operations and Stores
- Hotel and Air Ticket reservation.
- General Secretarial jobs.

## TRAINING

Tesco Lotus, Ek-Chai Distribution System Co., Ltd. Thailar

- Advance Management Training
- Basic Management Training
- Local Marketing Training Skills
- Oracle Financial
- Call Center
- Core Skill

## PERSONAL DATA

Date of Birth	January 3, 1975
Marital Status	Married
Computer Skill	Able to operate personal computer software program; Microsoft Office, Internet, Zap and Oracle Financial.
External Interest	Enjoy reading, listening, shopping and golf



## **Questionnaire of the Management and Organizational Factors in**

### **Tesco Lotus Express: a Case Study**

Dear Respondents:

This questionnaire is the instrument used for gathering data for a Master thesis. Your information will be benefit to Tesco Lotus Express. Obtained data will be kept confidential. Therefore, you can feel free to respond every item honestly. And please answer all of questions.

If you have any inquires, please feel free to contact the researcher at 0-9772-0808 or 0-2713-7319 ext.1.

Thank you and Best Regards;



## Part I : Demographic Profiles

This part is about demographic profiles of the respondent. Please present the correct information that relate to you.

### 1. Age

- ☐ Under                      ☐ 25-30                      ☐ 31-35  
☐ 36-40                      ☐ 41 and above

### 2. Gender

- ☐ Male                      ☐ Female

### 3. How long have you been working in the present company

- ☐ Below 1 year                      ☐ 1 – 5 years  
☐ 5.1– 10 years                      ☐ 10.1 – 15 years

### 4. Educational level

- ☐ High School                      ☐ Master Degree  
☐ Diploma Degree                      ☐ Bachelor degree  
☐ Doctoral Degree

### 5. Your current position in the company

- ☐ Associate/Staff                      ☐ Supervisor  
☐ Manager

## Part II : Organization Diagnosis

The statements below represent the organization diagnosis factors that people consider; you may agree or not agree in the following statement. Read each statement carefully and indicate how suitable it is for you.

- 5 = Strongly Agree  
 4 = Agree  
 3 = Neutral  
 2 = Disagree  
 1 = Strongly Disagree

No.	Description	5	4	3	2	1
	<u>Conceptual Skill</u>					
1	My boss has a good conceptual skill and teaches & trains the subordinate to follow such as Company Strategy and Vision /Mission					
2	My boss can create new ways to make his/her subordinate work easier.					
3	My boss can utilize company strategy to plan our work.					
4	My boss can handle and cope with the problem under his/her responsibility.					
	<u>Human Skill (Interpersonal Skill)</u>					
5	We have a celebration when we meet sales target, and management will give a big surprise to the subordinate e.g. All food served to the subordinate by supervisor by wearing chef's hats.					
6	When I have problems, I can talk with my boss. I feel good when I work with my boss.					

No.	Description	1	2	3	4	5
7	My boss always comes to visit his subordinate to greet them; if he faces the problems, he/she will solve it immediately.					
	<u>Technical Skill</u>					
8	My boss has a good technical skill e.g. Computer, SCS System, Financial Analysis and can teach & train his subordinate clearly.					
9	My boss immediately responds when we face an unpredictable problem. For example the computer failed, on line system failed					
10	I think expertise is very important to be a good boss.					
	<u>Reward System</u>					
11	Currently, I think the rewards program that the company provides to employees is enough (Employee of the Month award, Store Performance award).					
12	I should deserve more than just complements when I get the things done right.					
13	I think promotion is very important. I am very proud when my boss gives me an important task.					
14	To evaluate and reward employees, the management should consider group-based appraisals, profit sharing, gain sharing, small-group incentives, and other systems that will reinforce team efforts and commitments.					
15	I am very appreciative when my boss trusts my ability and gives me more challenging work.					
	<u>Leadership Behavior</u>					
16	The effective leaders make me improve my performance.					
17	Leadership is so important to lead team to success.					
18	The top management empowers subordinates.					

No.	Description	1	2	3	4	5
19	The top management serves as a factor in maintaining high morale of people and outcome.					
20	I think boss is very important to work in the organization. If I cannot go along with my boss I will leave the organization.					
21	My boss gives me a clear direction. I can do my job easier and faster.					
22	I think everyone must follow the rules & regulations. and I never feel uncomfortable to strictly follow the rules.					
23	I will stay longer if I can cope with the culture of our Organization.					
24	We are one team. We help our colleagues not only in my department but also in other departments.					
25	I will stay longer if I can cope with the culture of our Organization.					
26	I will stay longer if this organization is strong.					
27	My organization has clear working system. and does not have complicated work process.					
	<i>Employees Motivation</i>					
28	<p>♦ Commitment</p> <p>Your boss entrust you to do important work by your self</p> <p>♦ Punctuality</p> <p>You never go to work late.</p> <p>♦ Dedications</p> <p>You are ready to work over time with out more pay.</p>					

**Please fill in the blank.**

31. What is your expectation toward the company?

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32. What do you think about this company?

ASSUMPTION UNIVERSITY OF THAILAND

SINCE 1969

มหาวิทยาลัยอัสสัมชัญ

