



A STUDY OF THE PERCEPTION OF SUBORDINATES TOWARD
COMMUNICATION BEHAVIOR OF THEIR SUPERVISORS
AND ITS IMPACT ON TEAM EFFECTIVENESS:
A CASE STUDY OF LIGHTING COMPANY LIMITED

By

NATTHAKARN WONGJAROUSKUL

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

Master of Organization Management

Graduate School of Business
Assumption University
Bangkok Thailand

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ABSTRACT

The purpose of this thesis was to study on the perception of subordinate toward communication behavior of their supervisors and its effects to effective teamwork.

The study was assumed that the communication of supervisors would lead to their effectiveness . The research would be find out what was the perception of subordinate when they look into the way of their supervisors communicate with them and also to find out the perception on effectiveness of their teamwork. Lighting Co.,Ltd.

was selected to study. The questionnaires were distributed to all employees in 3 different area. The return questionnaires were 110sets which was 74.82% of total employee.

The research found that Lighting's employees rated favorably agreed on communication behavior of their supervisors. They believed that their supervisors communicate well with them. However, they rated their perception doubtfully on communication process which could be considered as a problem area.

The results on test of hypothesis on difference in communication behavior among different of demo graphic profile was that male & female were though in a different way on communication channel/direction. The results shown that male were more accepting on communication channel/direction of their supervisors than female. Because of nature of male & female are differently so, they are thinking in different way. Male more

concern on action much more than details so, they perceived more accepted on communication channel/direction of their supervisors than female. People in different education level perceived differently in communication climate the lower education are more accepted on communication climate with their supervisors than higher education level. People in different position also had a different perception on leadership style. People who work in a higher position are more accepted on leadership style than who work at lower position. The results of hypothesis on difference in effective teamwork showed that people in different age perceived different on Sense of direction of team. The test on correlation showed that there are correlation between communication behavior and effective teamwork. The two highest correlated was between Communication Channel & Reasonable and efficient operating procedure and between Communication Climate & Reasonable and efficient operating procedure.

Finally, The results of the finding and comment from respondents on the open-ended question was summarized and made a conclusion and presented to management of Lighting Co.,Ltd.. The recommendation were that the company should have orientation for the new employees to make them more understand the company background and the goals. The activities between each department are need to make them have a chance to participation. Training also need to provided to all employees as well as team building. How to make them work as a team. Identify the problem and try to change a bit by bit till they can change their mind to think as "All for one"

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CHAPTER 1

GENERALITIES OF THE STUDY

1. Background of the Study

Communication is a topic often discussed but rarely understood in contemporary corporate circles. Most peoples realize that good communication skills are essential in today's business world and that new technologies are enabling more rapid sophisticated and varied forms of information change. (Gayeski, 1993).

The study of organizational communication provides a basis for understanding virtually every human process that occurs in organizations. Conflict, cooperation, decision making, the use of power and authority, compliance gaining, resistance, morale and cohesion and the creation and maintenance of relationships all are reflected in human interaction. Of course, organizational communication does not provide insights about every aspect of human organizations. It is not a study of the technology for creating a product or service or of cost methods for producing and marketing regulations governing business and employment practices. However, organizational communication primarily

is concerned with the content and structure of human interaction. It is certain that every individual will participate in and cope with organizational communication throughout most of his/her life.(Daniels & Spiker 1994).

Communicating effectively in a manager-employee relationship means understanding the power structure and diversity of a work force. Understanding power sharing enables a manager to adapt his/her communication in a manner that demonstrates a sensitivity to the power structure of an organization. Recognizing diversity will enable one to communicate effectively and appropriately with all sorts of people (Friedrich & Shaver, 1996).

Garner (1994) stated that communication is one of four basis tenets of teamwork. Communication is essential; communication among professionals serving the same individual is viewed as fundamental and essential for teamwork to occur, each discipline has important information to communicate regarding the nature of their work, and different and sometimes unique perspectives regarding the effects of these problems on clients and family. Only when complete information from all disciplines is brought together, can one understand the complexity of the problems being faced.

An organization is constituted by interaction among the people who comprise it. An organization is really defined by its members' joint actions. When people work together they have to participate with each other. Their behavior during communication with others ensures their success in their work. People who have good communication skills usually have good cooperation and strong relationships. Their interpersonal

communication has an impact on their team. Team effectiveness will not occur if the members of the team do not want to participate with each other . A conflict among the members will invariably be the outcome.

1.1.1 Overview of the company

In the new era, the competition in business is quite strong. There are so many new businesses that are born and die in a short time. Only the ones who are strong enough to adapt to the situation can survive. The company under study, Lighting Co.,Ltd. is one of the companies which has survived and is now in the stage of transforming and expanding to international markets.

The company was established in 1993 and look over the marketing activities of young Enterprises Ltd. Partnership, whose major business is in fluorescent fixtures for commercial buildings. The company has been expanding the business to cover other lighting products, in addition to fluorescent fixtures previously marketed by Young Enterprises Ltd. , and has now manufactures lighting products of all shapes and varieties.

The company is a 100% locally-owned company, and its board members are fully Thai. When it started operations in 1993, the company had only 20 persons. The company has expanded business by leaps and bounds and has now become the leading distributor of lighting products. It has a team of qualified in-house lighting designers who can provide lighting layout services to customer. In 2001, the company had a total number of 147 employees, who work for 3 areas : Office, warehouse and factory.

The organization structure of Lighting is divided in 3 levels:

- 1) Management level which consists of the President and the management committee
- 2) Middle management which consists of Asst. Manager to Manager
- 3) Lower level staffs

As the company is only 8 years in the business, it has decided that its objective is to introduce information technology in its product lines. It does not wish to be seen as a 'brick and mortar' company with a head office and assembly-line factory. Instead, it wishes to be seen as a business with a team of qualified in house lighting designers, who can focus on one to one service for any new project, which needs specialized team services which a company such as Lighting Co., Ltd., can provide.

The projects that the company has undertaken in the past year are:

- The Grand Palace
- Thai Farmers Bank building
- Tisco building
- Shinawatra building
- Central Department Store building

As the above references show, all of these are very big projects. How can the company which is establish only 8 years ago and with a total of 147 employees manage their team to work on such big projects? Are there any problems with their teamwork? Are there any problems in communication between the employees, especially when the working location is in 3 different areas, and the employees are quite different in terms of education? All these led the researcher to investigate the key areas of this study.

1.2 Objectives of the Study

Many problems occur in organizations because of the lack of appropriate communication behavior, which in turn impacts teamwork. The objectives of this research are as follows:

- To examine the relationship between demographic profiles of respondents and their perception of their supervisors' communication behavior,
- To examine the relationship between demographic profiles of respondents and effective teamwork,
- To examine respondents' perception of the effectiveness of their teamwork
- To identify the relationship between communication behavior and effective teamwork.

1.3 Statement of the problem

The purpose of research was to study the relationship between communication behavior in organization and effective teamwork. The researcher seeks answers to the following specific questions:

1.4. Research Questions

The study was aimed at finding out answers to the following questions:-

1. What is the respondents' profile with regards to Age, Sex, Education level , Position, Functional department, and the Number of years working with the company?
2. What is the perception of respondents' on communication behavior of their supervisors in regard to: Interpersonal Communication, Communication Process, Communication Climate, Communication Direction/Channel, and Leadership style ?
3. What is the perception of respondents' on the effectiveness of their teamwork in regard to : clear sense of direction, clear and enticing responsibilities, reasonable and efficient operating procedures, and constructive interpersonal relationship?
4. Are there a difference in communication behavior by respondents' demographic profile?
5. Are there a difference in effective teamwork by respondents' demo graphic profile?
6. Are there intra-relationship among interpersonal communication, communication process; communication climate, communication direction/channel and leadership style?

7. Are there intra-relationship among sense of direction, clear and challenging responsibility, reasonable and efficient operating procedure and constructive interpersonal relationship?
8. Are there intra-relationship between communication behavior & effective teamwork?
9. What is the importance of effective communication behavior in the organization?
10. What is the ranking of factors associated with effective teamwork?

1.5 Scope of the study

The study will focus on 3 locations of work, i.e., Office, Warehouse, and factory or assembly line.

The study focused on two key levels in the organization

- 1) Lower level staff
- 2) Middle management

The top level of management was not included in this research because one of the objectives was to study the perception of lower managers and staff toward these top managers.

1.6) Significance of the study

The organization under study is a relatively new firm, but had experienced several problems, most of which are related to communication, over the past few years.

The structure of the organization makes teamwork a critical aspect, with managers playing an important role in the creation and maintenance of teams. The findings served to link communication behavior and team effectiveness. The researcher is of the opinion, that the findings of the study will help in clearing up some of the problems, improve supervisors' communication styles and processes, and help in implementing future company policies for Lighting Co.,Ltd.

1.7) Definition of Terms

Behavior : It is acting in a particular way or to be good by acting in a way which has society's approval(Schrmerhorn, S. G, Hunt & Osborn, 1997)

Credibility : Speaker's believability based on the audience's evaluation of the speaker's competence, knowledge, experience, and character (Seiler, 1996)

Communication : The exchange of information between and human system using a shared set of symbols(Perla & Rinzalina ,2000)

Decoding : Process of translating a message into the through of feeling that were communication (Seiler,1996)

Downward Communication : All directed to one or more receivers at a lower level in the hierarchy(Wright, Patrick M. & Noel, Raymond A; 1996)

Encoding : Process by which the source change thoughts or feeling into words, sounds, and physical expressions that make up the actual message to be sent (Seiler, 1996)

Employee Participation : A participate process that uses the entire capacity of employees : designed to encourage increased commitment to the organization's success

Empathy : Identification with another person, or vicarious experiencing of his or her feeling, thoughts, and attitudes.

Goals : is defined as the process designed to specify desired outcomes toward which team should work (Stott and Walker, 1995)

Listening: Actively decoding and interpreting verbal message
(Robbins , 1988).

Non Vobal Communication : Any information that is expressed without words

Paralanguage : The way we vocalize, or say, the words we speak, rather than the words themselves.

Receiver : Individual who analyzes and interprets the message (Seiler, 1996)

Source : Creator of message (Seiler, 1996)

Supervisors : It refer to a person who is take the first level before being a manger to operate and watch over the employee to make certain that it is done correctly.
(Schemerhorn, S. G. Hunt & Osborn, 1997)

Subordinate : It refer to a person who will follow by the order or command of the higher position.(Schemerhorn, S. G. Hunt & Osborn, 1997)

Team : small group with complementary skills who hold themselves mutually accountable for common purpose (Katzembach & Smith, 1994)

Trust : Reciprocal faith in other's intentions and behavior(Robert & Angelo 2001)

Upward Communication : The amount of information flow in the organization increases and people in the organization feel free for communication with each other (Robbins , 1998)

CHAPTER 2

LITERATURE REVIEW

Communication is a topic often discussed but rarely understood in contemporary corporate circles. Most people realize that good communication skills are essential in today's business world and that new technologies are enabling more rapid exchange of information (Geyeski,1995). Effective communication is critical for both managerial and organization success.(Kreither & Kinicki, 2001).

Communication and behavior are so closely connected and interwoven that everything which influences behavior also influences communication. It is closely related to the particular culture of the organization.(Torrington & Weightman,1994).

The study of organization communication is important and many organizations have developed a strong interest in this subject. Leaders and decisions makers in such organizations not only want themselves and others to possess good communication skills, many apparently are convinced that there is a strong connection between communication effectiveness and organizational effectiveness (Williams, 1978).

Communication skills are a major concern for any organization. Managers and employees who are skilled communicators have fewer misunderstandings, make fewer mistakes, create less waste and deal with disagreements more effectively. They also tend to be more productive, and in this time of global marketing, downsizing and technological advances, these communication skills are essential.(Hamiton &Parker, 1997).

2. Theories related to communication

2.1 Characteristics of Communication

Rasberry & Laura (1994) argued that several fundamental characteristics are inherent in communication. Communication is dynamic, irreversible, proactive, interactive and contextual. Because of the abstract nature of these characteristics, they are difficult to depict in model form.

- Communication is dynamic. When you speak to another person, you engage in an activity that involves ongoing behavioral changes.
- Communication is irreversible. Once it begins, it cannot be reversed. It may amplify, modify, apologize, or attempt to explain something but it cannot be taken back, it can only go forward.
- Communication is proactive. Communication involves the total person. How we select words or react to other's words will be affected by our uniqueness.

- Communication is interactive. Communication also involves two or more parties. When two people communicate, they symbolically link their behaviors , and this interaction conveys meaning from one person to another.

2.2 Interpersonal Communication

Interpersonal communication is the transmission and reception of thoughts, facts, beliefs, attitudes, and feeling-through one or more information media that produce a response. Though active listening, the messages intended by the sender are likely to be accurately understood and interpreted by the receiver. (Hellriegel, Slocum & Woodman , 1998).

✓ Seiler (1996) explained that interpersonal communication is the exchange of information between tw or more people. Interpersonal communication is similar to intrapersonal communication is that it helps us to share information, solve problems, resolve conflicts, understand our perception of self and others, and establish relationships with others.

✓ Various researchers have found that many organizational managers possess low level of interpersonal communication competence. Although they may have some empathetic understanding, manager do not have enough confrontation skills or problem-solving skills for effective communication with their subordinates (Mohoney, 1984).

Vaught & Petis (1986) also added that an increase in the flow levels of interpersonal communication skills creates changes in productivity and satisfaction in organizations because better effective interpersonal communication skills, create more productive outcomes. The greater the communication competence, the more valuable the person who possesses this skill is to the organization.

✓ Rubin et. al (1988) found six primary interpersonal communication motives or reasons why people report communication with others . The six factors are : pleasure, affection, inclusion, escape, relaxation and control. Pleasure reflects an entertainment, exciting, fun-loving motive for communicating. Affection refers to communicating for the purpose of social ritual and showing appreciation and concern for others. Inclusion is a need to be with and share feeling with others and to alleviate loneliness. Escape tapes a need to avoid other activities through communicating. Relaxation reflects the need to communicate for the purpose of resting and unwinding. Control represents communicating for instrumental compliance-gaining purpose.

✓ Hellriegel, Slocumm & Woodeman (1998) argued that interpersonal communication is the transmission and perception of thoughts, facts, beliefs, attitudes and feelings through one or more information media that produce a response. Through active listening, the message intended by the sender are likely to be accurately understood and interpreted by the receiver.

Michel and Daniel (1997) pointed out that all kinds of effective communication are needed for an organization's success. Managers who are sensitive and responsive in their communications with employees, tend to have trusting and loyal relationship with them. In working to improving their communication skills, managers can foster an environment in which open communication thrives. Within an atmosphere of open communication, managers becomes better-informed which benefits the decision making process. The factors that can improve interpersonal communication include active listening and providing feedback.

There are reasons why relationship levels affect communication. First, people maintain relationships through talk (Duck & Pond, 1989). Second, relationships provide a context that focuses on interaction (Rubin, 1977). Finally, relationship level signals the amount of uncertainty existing between two people. More intimate relationships are characterized by greater breadth and depth of self-disclosure.(Jourardm, 1971).

2.2.1 Factors that affect the Accuracy of the Message

Accuracy is the ability to communicate accurately and unambiguously with others. Rasberry & Lindsay (1994) stated that communicators have varied skills as writers, speakers, readers, listeners, thinkers and problems solvers. These skills affect their ability to encode the message.

- The knowledge that communicators have about subject matter affects the content of the message. If a person does not understand what he or she is talking about, the message sent may be distorted.

- The source's cultural background also affects the communication model. A person's role group associations, functions, and prestige determine many aspects of both sending/ receiving the message.

2.2.2. Active Listening

Listening is at least as important as talking. As one sage wisely wrote "Nature gave people two ears but only one tongue, which is a gentle hint that they should listen more than they talk. But listening is more than just hearing the other person making sounds; it is an active process of receiving and decoding those verbal messages so that they have meaning. People interpret message much faster than others can send them as verbal messages, so, they tend to drift in and out from the conversation and are easily distracted from what others are saying. The main elements of active listening are illustrated in Figure 1. (McShane & Glinow, 2000).

- 1) Don't interrupt. One of the most important features of active listening is to avoid interrupting the speaker. Give the other person an opportunity to complete the message and allow a brief pause before responding.
- 2) Empathize with the speaker. Empathy is just as important for listeners as it is for speakers. Recall that empathy is the ability to understand and be sensitive to the feeling, thoughts, and situation of others.
- 3) Maintain interest. As with any behavior, active listening requires motivation. Too often, we close our minds soon after a conversation begins because the subject is boring.
- 4) Postpone evaluation. It is natural to want to label a message as right-wrong or good-bad. Therefore, try to stay as open-minded as possible and delay your evaluation of the message until the speaker has finished.

- 5) Organize information; listeners easily become impatient and distracted because they can process information three times faster than the average rate of speech (450 words per minute versus 125 words per minute). To maintain interest, the active listener should concentrate on what the speaker is saying and regularly organize the information received so far, into key points.
- 6) Show your interest. Along with being interested, you should motivate the speaker by showing your interest in the conversation.
- 7) Provide feedback. Active listeners provide feedback by rephrasing the speaker's ideas at appropriate breaks.

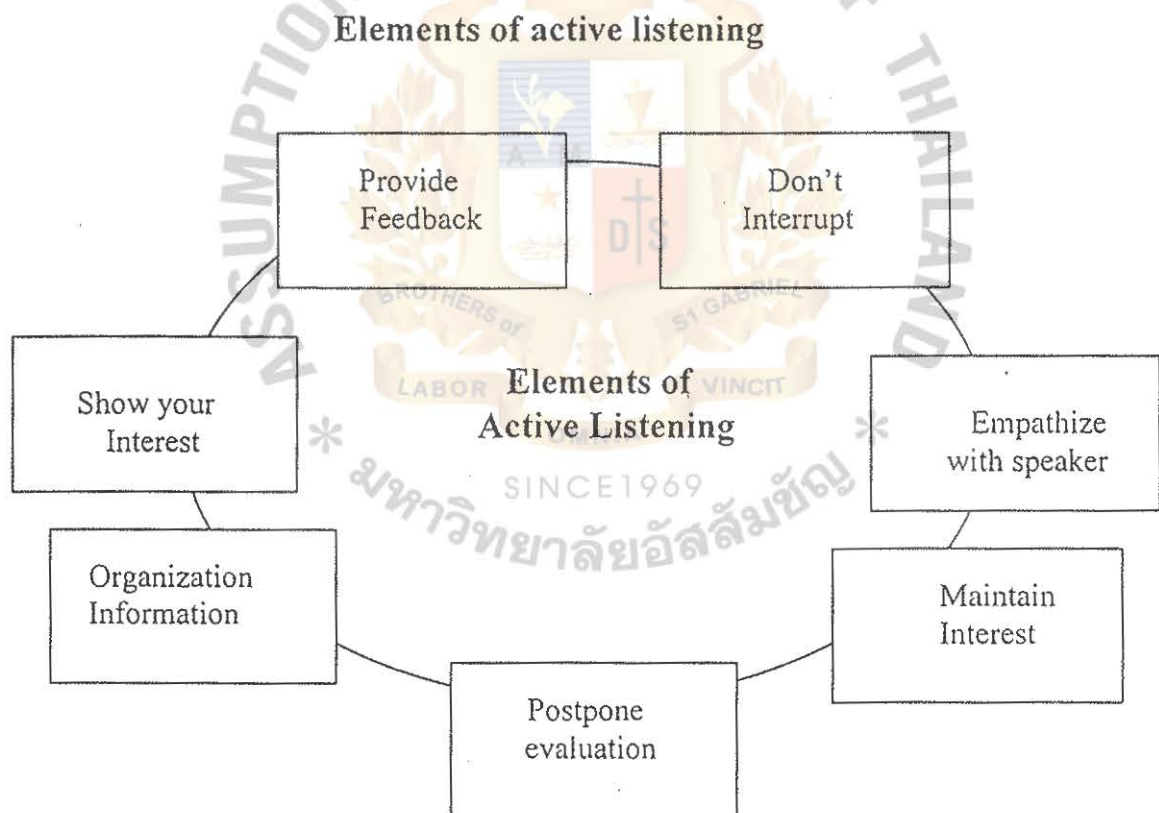


Figure 1 Source : McShane & Glinow (2000), Organization Behavior, Irwin Mc Graw-Hill, USA

With Active listening, the listener is responsible for the completeness of a speaker's message. A listener's role in the communication process is not one of passively absorbing a spoken message and deriving meaning from it. With active listening, the listener is responsible for hearing a speaker's message correctly. It involves accurately hearing the facts in a message and understanding the speaker's feeling about the message. Active listening can have positive effects on a speaker. It lets the speaker know that a listener cares about the message, respects the speaker's opinion, and wants to understand the speaker. Active listening gives speakers the sense that their message is important and that the listener is sincerely interested (Champoux, 2000).

Listening skills are particularly important for current and future managers because they spend a great deal of time listening to others. Estimates suggest that managers typically spend about 9% of working day reading, 16% writing, 30% talking and 45% listening. Listening involves much more than a message. Hearing is merely the physical component of listening. Listening is the process of actively decoding and interpreting verbal message. Listening requires cognitive attention and information processing. (Kreither & Kinicki, 2001).

23 The Communication Process

✓

The Communication Process includes the steps between a source and a receiver that results in the transference and understanding of meaning. Communication passes between a source (the sender) and a receiver. The message is encoded (converted to symbolic form) and passed by way of some medium (channel) to the receiver, who

retranslates (decodes) the message initiated by the sender. The result is a transference of meaning from one person to another.

The communication process is made up of seven parts 1) the communication source
2) encoding 3) the message 4) the channel 5) decoding 6) the receiver, and 7) feedback.

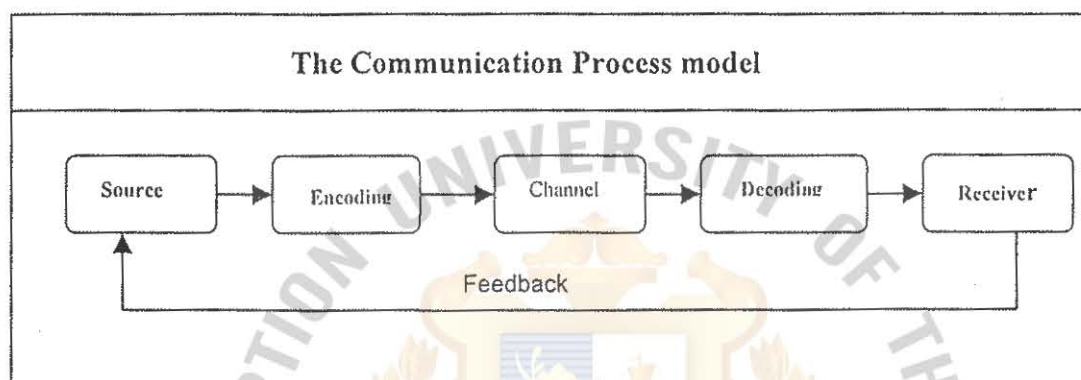


Figure 2

Source : Robbins, 2001 Organization Behavior.9th Edition : Prentice Hall, New Jersey

2.4 Communication Climate

Scholars and practitioners (e.g. Gold Haber, 1993; Pace & Faules, 1989) generally have equated the following characteristics of organization climate with organization effectiveness. The factors that show good climate in organization are:

- Flexible networks with open channels of communication and multidirectional message flow (upward, downward and lateral)
- Availability of accurate, adequate information on matters such as work procedures, evaluation of job performance, organizational policies, decision and problems.
- Mutual trust, openness and supportiveness in superior-subordinate communication.

- Participation and cohesiveness in group decision making, problem solving and other task-related processes under “team-oriented” or democratic leader.

O’Hair, Friedrich, Shaver(1996) also stated that organizational climate is affected by how decision-making power is shared and how supportive supervisors and workers are toward each other. Climate is changeable because organizational members’ behaviors and their attitudes toward the organization change. As Figure 3, shows, the manager-employee relationship develops within a communication climate that is produced by the behaviors and attitudes of all managers and employees. Important contributors to the climates are patterns of communication (upward and downward are the personal characteristics of managers and employees, the outcomes of the relationship are mutual influence and power sharing).

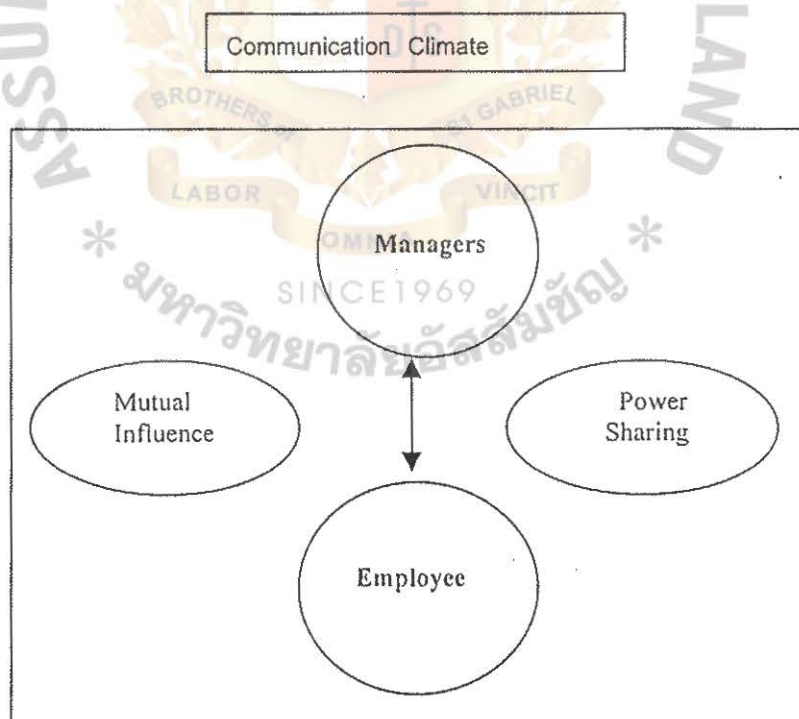


Figure 3 Source: O’Hair, Friedrich & Shaver (1996), Strategic Communication in Business and the professions, 2nd. Edition.

2.5 Communication style

Wofford (1977) suggested that communication style represents a “category of communication behaviors which have related purpose and similar approaches and (that) a particular style will be used with consistency by a person for similar situations.

Georgopoulos, & Seashore (1991) mentioned that the reactions of subordinates to the focal person’s communication may, in turn, affect the future communication styles of the focal person.

Hamilton & Parker (1998) stated that strong interpersonal relationships are not only the heart of successful organization but, also the foundation of our business successes. In order to make relationship work, we need to be aware of people’s expectations and of the reciprocal nature of relationship. However, there is another critical factor that affects our relationship with bosses, coworkers, and customers- The communication style that each of us uses. Each of us has a communication style that we feel the most comfortable using. Many professions and business also seem to have preferred communication styles. Imagine a boss who has a communication style that is completely different from most of the employees, or two coworkers with quite different communication styles, or a customer with a communication style that significantly differs from the salesperson or the sales company. The four styles that managers, employees and customers typically use when communicating are: The closed style, the blind style, the hidden style and the open style.

Closed Styles are usually productive, hard workers who simply feel more comfortable working with things than with people, closed persons seek very little feedback from others and disclose very little information to others. In fact, people with a very closed style not only feel uncomfortable while talking to others, they actually fear them. Closed managers tend to stay as far away from employees as possible. They keep a low profile and want their employee to do the same. They never initiate upward communication.

Blind Styles tend to fall on the low feedback and high disclosure ends of the two continuums, which causes others to view them as authoritarian. Blind communicators seldom ask for feedback and yet they are the opposite of closed communicators in several ways. Instead of having a low self-image, blind communicators tend to be very confident.

Blind managers often believe that employees must be treated firmly and impersonally. .

Hidden Styles fall on the low disclosure, high feedback ends of the two continuums. Although they like social environments, they find it difficult to disclose their feelings, opinions and expectations to others. Hidden persons have a tendency not to trust others and feel more comfortable when they know what people are up to: hidden persons desire to be socially accepted, and they get feedback from others. Hidden manager initiate upward communication only when the information is positive.

Open Styles tend to use both disclosure and feedback, and are equally interested in people's need and company productivity. Open communicators are motivated by a real need and respect for people. The open manager is sensitive to the need of employees and allows them to play active roles in the affairs of the organization

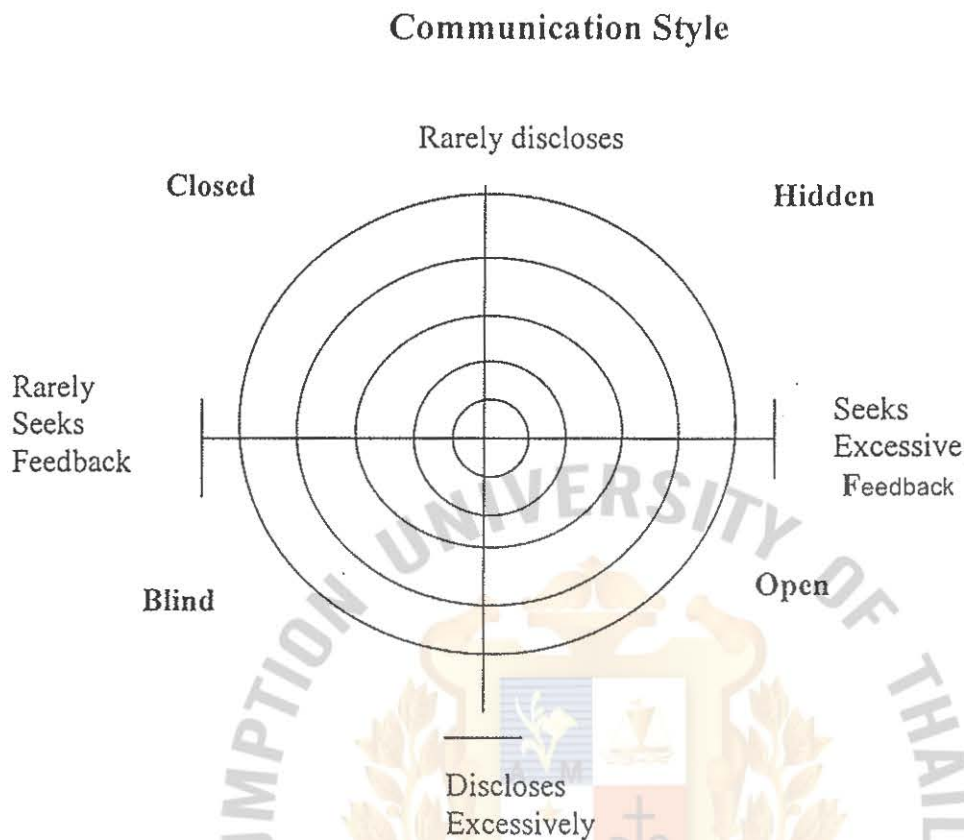


Figure 4

Source : Hamilton & Parker (1997), *Communicating for the results*, Fifth Edition, Wadsworth Publishing Company

2.5.1 The Johari Window

The Johari Window is a popular model for describing differences in communication style. The graphic model of the Johari Window depicts the process of increasing awareness of information about others in interpersonal relationship. The model was developed to illustrate four kinds of information about a person. (Seiler,1996)

I. Open area is known to the person and to others. A large arena results from behaviors that are high in both exposure and feedback. In many situations, especially those requiring teamwork, a large arena can enhance understanding and coordination.

II. Blind area is known to others but those of this type, do not recognize or acknowledge facts about themselves. Someone who provides a great deal of information but really seeks the opinions of others is likely to have a substantial blind spot.

III. Avoidance or Hidden area is known to the person but not to others. In this situation persons disclose little of what he or she knows. A Person expends too much effort keeping secrets, often others are suspicious about the lack of disclosure.

IV. Unknown area is unknown to both the person and others. It arises from lack of communication A manager whose unknown area is large, tends to be an autocratic leader. Employees may have trouble discerning what this person wants.

The Johari Window

Know to Others	I Open Arena	II Blind Arena
Not Know to Others	III Avoid or Hidden Arena	IV. Unknown Arena

Figure 5

Source : Group Processes : An Introduction to Group Dynamics, Palo Alto, Calif : National Press, 1970.

2.6 Theories related to Leadership style & Communication style

Communication styles exhibited by organizational leaders may vary for a variety of reasons. A leader may, for instance, change his or her communication style depending on the organizational context. An open and friendly communication style may be expected in a social service agency. A dominant and contentious style may be anticipated in a military organization. Specific communicative settings also influence the use of a particular communication style among leaders. This style may vary in relation to the participation among one's supervisors, subordinates, and peers. The amount of time one spends interacting with a leader affects his or her perception of that individual's communication style (Witherspoon, 1997).

2.6.1 Likert's (1966) Systems of Management

The theory describes whether managers focus on tasks or relationships with their employees. Likert's (1966) system theory can be illustrated by a continuum bounded by task orientation at one end and relationship orientation at the other. He proposed four systems that characterize common management styles. Likert linked communication style and leadership style together and explained the way leaders communicated with their subordinates. He divided leadership styles in 4 systems as follows:-

Systems I (Exploitative-authoritative) style of management is task oriented and has a highly structured, authoritarian focus. Interpersonal relationships do not seem important. Manager trust subordinates very little. Subordinates work in a climate of intimidation and fear. Communication takes place from top down following the chain of command.

Systems 2 (Benevolent-authoritative) style of management is task oriented , but control of organizational or unit is less authoritarian. Managers are condescending to subordinate and though not a strict.

Although most of the communication from managers follows the chain of command, some interaction is carried out directly between upper management and lower level subordinates.

Systems 3 (Consultative) style of management is openly place confidence and trust in subordinate. Managers control subordinates through negotiation and communication. Decision making allow at lower levels. Communications flows relatively freely both up and down the organization hierarchy.

Systems 4 (Participative) style of management is concentrate on the relationship between superiors and subordinates. Managers do not use fear such as threats and intimidation. Workers' motivation results from their participation in goal setting. Free and open message exchange occurs among superiors, subordinates and peers.

Likert's Management Continuum

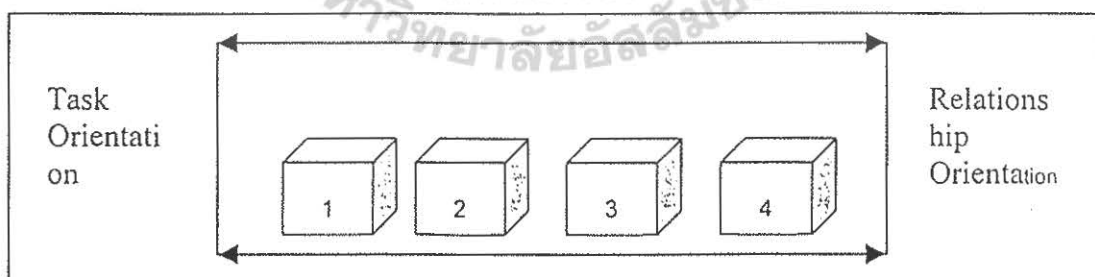


Figure 6 Source : Likert ,R.(1961) New patterns of management, New York.

2.6.2 Managerial Grid by Blake and Mouton (1991)

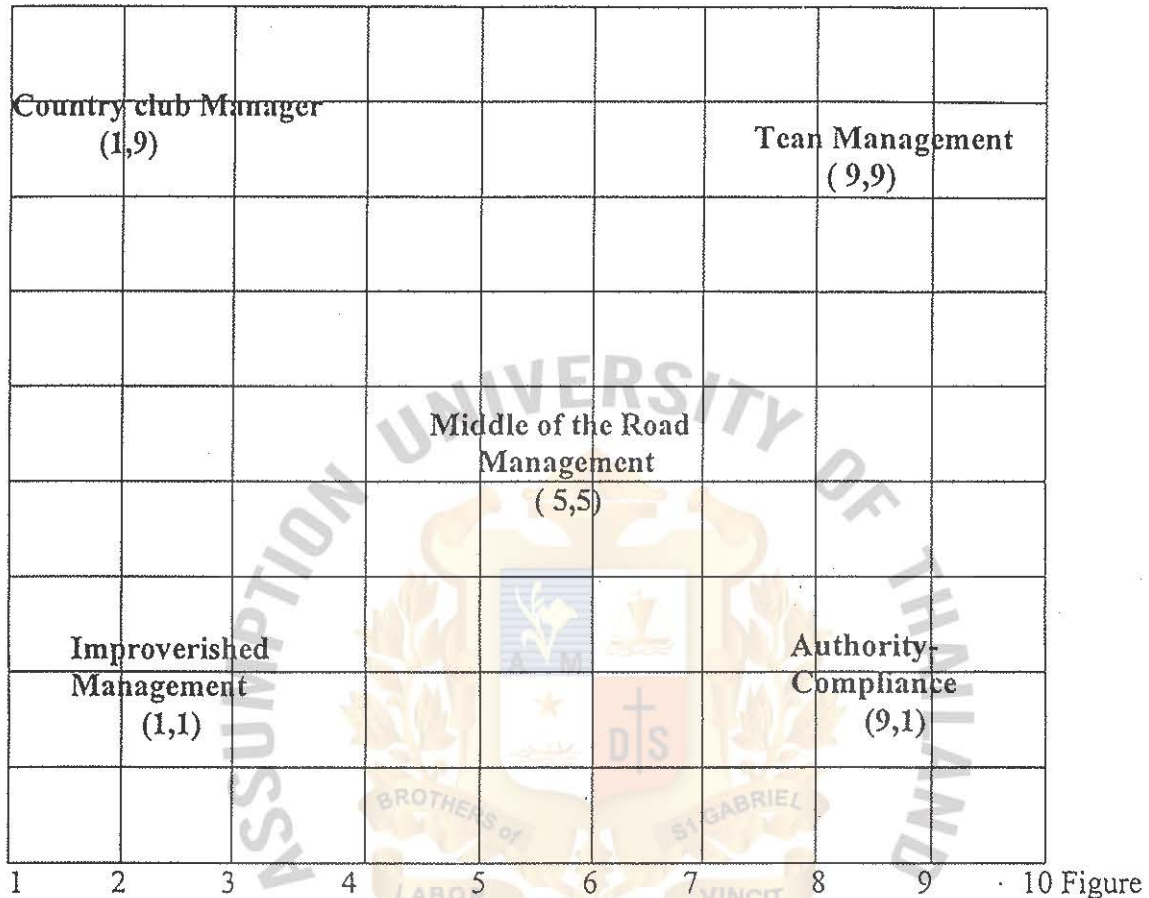
Black & Mouton (1991) study and develop their Managerial Grid as a tool for training managers in leadership styles that would enhance organizational efficiency and effectiveness and stimulate the satisfaction and creativity of individual workers. The study began with the assumption that leaders will be most effective when they exhibit both concern for people and concern for production, thus combining the interest of classical manager (concern for production) and human relations (concern for people).

Blake & Mouton (1991) distinguished five-prototypical management style.

Each type of concern is ranked on scale, resulting in five major combinations of leader behaviors a communication style.

- 1) Impoverished Management(1,1) is concern for production . is characterized by a low concern for production
- 2) Country Club Management (1,9) is low concern for production and high concern for people, this style creates a working environment where employees feel comfortable.
- 3) Authority Compliance Management(9,1) is high concern for production and low concern for people., This style of management tend to result in efficient operations.
- 4) Team management(9,9) is high levels of concern for people and production, this style of management results in superior performance from committed employees.
- 4) Middle of the Road Management(5,5) is moderate levels of concern for both peoples and production without going to far for either goal. The manager would probably be "compromise"

The Managerial (Leadership) Grid



Source : The Leadership Grid. Adapted with permission from Blake, R.R. & McCauley A.A. (1991). Leadership dilemmas : Grid Solutions Houston : Gulf Publishing Company. Copyright 1991 by Scientific Methods, Inc.

2.6.3 Model of Leadership Communication by Fisher

Fisher (1993) provides an overview of the five models of communication namely one way model; interaction model; two person relationship model; communication-in-context model; organization environment transaction model. He defines that the Interaction model is a good model to look at because it introduces some useful ideas and

terminology. Even in many so called” One way” situations, the speaker is looking for telltale responses from the audience i.e., do they look bored, excited, puzzled. A skillful presenter would alter the talk as he proceeds.

2.6.4 Humanistic Theories

The research conducted by Rensis Likert and his associates supported the theory that treating people like contributing organizational members, as opposed to nameless, faceless workers could enhance productivity. He found that leaders who allowed organizational members to participate in decision making and problem solving, and were interested in workers as human being, had more productive work units. The roles of communication is important in the theories of leadership, since leaders show interest in followers’ needs through verbal and nonverbal behaviors. Moreover, communication between leaders and followers, albeit in varying degrees, in problem solving, decision making, and the development of social relationships. The importance of these relationships becomes the basis for theories of leadership focusing on the interdependence between leader and follower behavior.

2.7 Communication Directions/Channel

Hamilton & Parker(1998) stated that in a business meeting where participants are use the face-to-face communication channel, all three codes- nonverbal, language and para-language-carry message. Some theories have suggested that effective managers will work or match the communication channel to task at hand.(Trevino, Leengel & Draft).

These researchers believe, for instance, that tasks with a high level of uncertainty require a communication channel that is relatively 'rich' (eg., face-to-face interaction, while tasks with a low level of uncertainty require a communication channel that is "lean" (e.g., written communication). The direction of communication flow in organization can be defined in 3 directions.

Downward Communication – involves the transmission of message from upper levels of the organization hierarchy (i.e. from manager to employee, superior to subordinate). Smith, Richard and Zima (1972) claimed that downward communication has been the most frequently studied aspect of formal communication. Davis (1972) described that adequacy of information from downward message presents a puzzling paradox. On the one hand, downwardly-directed messages frequently create overload in organizations.

Pace & Boren, (1973) comment that downward communication also is subjected to filtering. As messages are relayed from superior to subordinate through levels of the organizational hierarchy, they may change in various ways.

Upward communication – involves transmission of message from lower to higher levels of the organization namely, communication initiated by subordinates with their superiors. Smith, Richetto & Zima, (1972) explained that upward communication is prerequisite for employee involvement in decision making, problem solving and development of policies and procedures.

Krivosos (1976) reported that subordinates tend to tell their superiors what they think the superiors want to hear or only what they want their superiors to hear

Information distorted so that it will please superiors and reflect positively on subordinate. *superior*

Horizontal Communication - refer to flow of message across functional areas at the given level in an organization. French, Bell & Zawacki (1983) said that Human resource development theories regard horizontal communication as an essential feature of participate decision making and organization adaptiveness. Fayol recognized that emergencies and unforeseen day-to-day contingencies require flexibility in formal channels. Strict adherence to the chain of command would be too time consuming in emergencies, so some provision has to be made for horizontal bridges that permit people at the same level to communicate directly without going through several levels of organization. Horizontal communication often fails simply because organization members are unwilling to expend the additional effort that it requires.

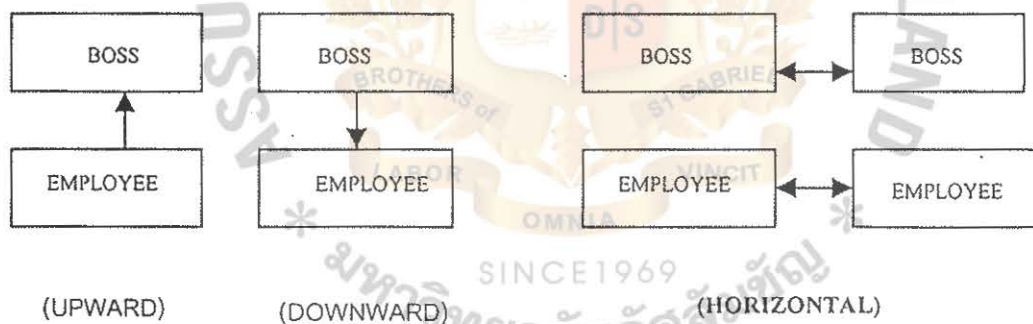


Figure 8 Source : Hamilton & Parker(1997), Communicating for results, fifth edition

2.7.1 Verbal Communication

Information provides the basis for communication. Although any perceivable aspect of one's environment is potentially informative, we are concerned with

information in the form of human verbal and nonverbal behavior (Daniels & Spiker, 1987).

✓ Verbal behavior includes speaking and writing in the code of a language system. The words in a vocabulary and the grammatical rules for arranging them in expressions are the basic features of a language system.

✓ Language and symbols systems have two others characteristics that also are important in the study of organization communication. First, language is ambiguous in the sense that most words and expressions can have more than one meaning. Several scholars state that much of the communication in organization occurs in an effort to reduce uncertainty associated with

Ambiguity: Second organizational communication often involves the use of group-restricted codes (Bird & Weinberg, 1981). A group-restricted code involves a specialized usage of a language. The vocabulary and rules are unique to a particular group.

2.7.2 Nonverbal Communication

Harison (1970) estimated that 65 percent of the information in day-to-day is not as clear as the role of nonverbal behavior in communication is not clear as the role of verbal behavior.

Ekman & Friesen (1972) regarded nonverbal behavior as "communicative" only when the person who exhibits the behavior intends it as a message for someone else. Nonverbal communication includes facial gestures, voice intonation, physical distance, and even silence. This communication channel is necessary where physical distance or noise prevents effective verbal exchange and the need for immediate feedback precludes written communication. Nonverbal communication differs from verbal communication in two ways. First, we normally know what words we say or write, whereas nonverbal cues are typically automatic and unconscious. A second distinction is that receive a lot to understand the nonverbal signals that accompany those words (McShane & von Glinow, 1997).

2.8 Group Communication

Stech & Ratliffe (1995) mentioned that success in group work usually depends on how well group members communicate with each other. Your success as a group member will depend primary on how you understand and use the communication process. Communication in groups is complex because of the member of people involved and the history and expectations members have for each other and for the group. It is important to understand and become skillful at communicating in groups because groups are an important part of everyday life.

2.9 Teamwork

Rasbery & Lindsay(1994) described that teamwork is composed of two words : *team and work*. Two primary functions of team are task relationship. Task function is to achieve the goal toward which it characteristic are designed to enhance task accomplishment. The relationship function involves meeting the interpersonal needs of the team members.

Teams and teamwork are popular terms in management circles these day. The team approach to managing organization having diverse and substantial impacts on organizations and individuals progressive management for foreseeable future.

Meuse & Futrell (1990)describe in an ecological model that the effectiveness of athletic teams is a straightforward matter of wins and losses. Things becomes more complicated, however, when the focus shifts to work teams in today's organizations.

Figure 9 lists two effectiveness criteria for works teams "performance and ability".

Performance means acceptability of peoples within or outside the organization who receive teams products, service information, decisions or performance. Team visibility, defined as member satisfaction and continued willingness to contributing to team effort.

An Ecological Model Of Work Team effectiveness

Organizational	Context
- Strategy	- Culture
- Structure	- Reward system
- Technology	- Administrative support/training

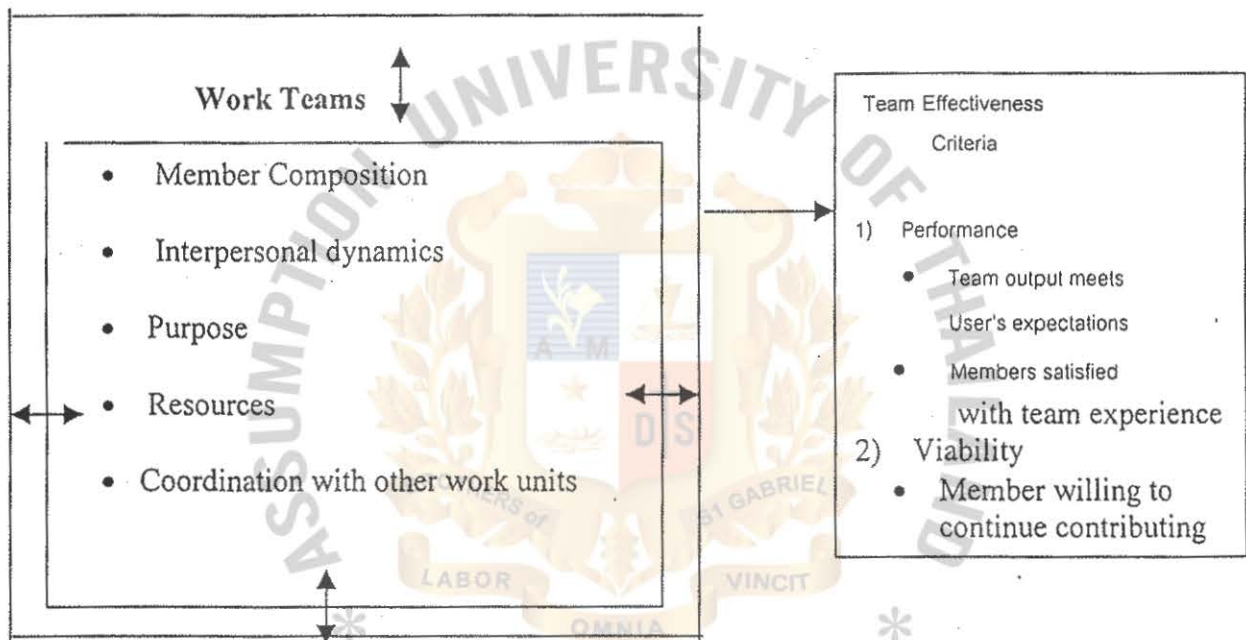


Figure 9

Source :Adapted in part from Sundstrom, K.P De Meuse, and D Futrell, "Work Teams", American Psychologist, February 1990, pp120-33

2.10 Theories related to Teamwork

Teams and teamwork are popular teams in management circles these days. Good teams work is part of successful organization. Many big organizations have training programs for teamwork. They think that it is important for work processes within organizations.

There are so many theories and authors that describe team work, such as Amason, et al, (1995) who stated that teams can be looked upon as a means of focusing employees' attention beyond narrow duties to the broader role of meeting external needs, such as the needs of the customer.

Goodman, Ravlin & Schminke, 1987 comment that introducing teamwork, and team-based activities into an organization, is a complex process which involves interactive processes that are often difficult to control.

2.10.1 Social Identity theory and teamwork

Recent field studies on teams in organizations (Bishop & Graham, 1991, 1992; Hackman, 1990; Katzenbach & Smith, 1993; Stace & Dunphy, 1994) have focused on the social context of the team and its impact on the team. These models of teamwork, however, do not sufficiently explain the emotional and cognitive transition individuals go through when they become a team. For that transition, the psychological processes described by social identity theory are critical.

Tajfel and Turner (1986) describe social identification as a transition from feeling and thinking like a distinct individual, to feeling and thinking like a representative of a social group. As the identity determines how information is interpreted and responded to, only one identity can be dominant at one time. The researchers clearly distinguish between a personal identity and a social identity held by individuals. Personal identity refers to a person's concern about personal benefits, whereas a social identity is defined as a concern about the benefits of the social unit. Depending on the situation, one of the two identities would be stronger. Team members either broaden their cognition to that of the team perspective or retain their own personal perspective as the center of their attention. Ideally, the purpose of the identities would be similar - not opposing - with one being clearly dominant. Group membership would, however, require a dominant social identity.

Social identity theory proposes that group solidarity or cohesion across all individuals depends on the perceived status of the team of choice. The concept of "choice of a category" may initially seem idealistic or overly abstract; in an organization, it may be practically interpreted as the offer to join one particular project team. The project can be presented to appear more attractive than working alone or than working with another social group, when project membership is highly valued and individual tasks are not promoted. Working alone or with another social group should not be perceived as an opportunity where the individual can contribute and achieve something meaningful which is valued in the context of the organization. However, self-categorization in a team that is perceived as of low value or low status can result in identifying with sub-teams within the larger team and fragmentation of the team (Turner, 1987).

A team effort that is highly valued by the organization can convey a sense of the team's worth in the eyes of potential members. Should the team status be less than the status associated with the contribution one or two individuals can make without the team, they are likely to identify with their own separate effort(s) or professional discipline, not the team purpose and output. It becomes apparent that identification is a dynamic process, and thus requires careful analysis of emotional and evaluative criteria when managing teams in organizations.

2.10.2 The Psychology of teamwork

Self-categorization (categorizing oneself) is the psychological process which enables judgment about whether or not oneself can be a team member (Turner, 1987). Figure 1 illustrates how self-categorization is the first critical step for the individual to be able to identify with a social category. One of the options for self-categorization has to be the most attractive option which is then selected and guides behavior (Lembke & Wilson, 1996). It changes team members' perception of performance from "my tasks" and "my purpose" to "our task" and "our purpose." The purpose of team member interaction is to reach the common purpose of the category; in some cases, this may involve agreeing on an idea or on joint activities, but agreement does not infer uniformity. The free expression of diverse opinions remains one of the keys to successful teamwork, and needs to be clearly established in the team purpose. Both the popular team management (Hogg, Cooper-Shaw, & Holzworth, 1993; McGrath, 1986; Scott & Townsend, 1994) and social psychological literature (Abrams, 1990; Ashforth & Mael, 1989) concur on this point.

2.11 A model of Team Effectiveness

A manager or team leader who wants to build an effective team need to let the members know that goal setting at a higher level than the average manager will. Team members will be more dedicated to accomplishing goals that they helped establish than they will be to goals that are imposed on them (Huszczo,1996).Locke & Latham(1990) mentioned that the more specific goals is, the more likely it will motivate people to work forward toward it. The more specific the goals are, the more focused the team will be.

2.12Team Development

Bruce (1997) classified models of team development into five stages :-

- 1) Forming – the first stage of team development is a period of testing and orientation in which members learn about each other and evaluate the benefits and cost of continues membership.
- 2) Storming –this stage is marked by interpersonal conflicts as members compete for leadership and other roles in the team.
- 3) Norming – during this norming stage, the team develops its first real sense of cohesion as roles are established and a consensus forms around group objectives.
- 4) Performing - the teams becomes more task oriented in the performing stage because it shifts from establishing and maintaining relations to accomplishing its objective.

- 5) Adjourning - most teams and informal groups eventually end. Task forces disband when their project is completed.

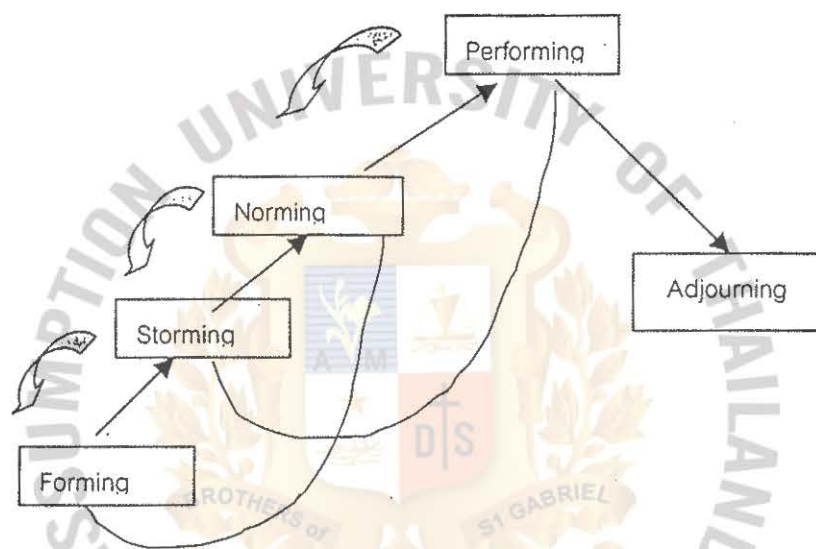


Figure 11. Source : Based on ideas in B.W. Tuckman and M.A.C. Jensen, "Stages of small-group Development Revisited," *Group and Organization Studies* 2(1977) pp.419-42

2.13 Critical Analysis of theories related to Effective Teamwork

	Parker (1990)	Huczcz (1996)	McShane & Glinow (1998)	Milins L.J. (1999)	Robbins (2001)
1) Clear sense of purpose (Goal&commitment)	☆	☆	☆	☆	☆
3) Accepted group value			☆	☆	
4) Clear enticing responsibility	☆	☆			☆
5) Full participation	☆	☆		☆	
6) Constructive Interpersonal relationship	☆	☆		☆	
7) Problem solving & Decision Making		☆	☆	☆	☆
8) Talented member		☆			
9) Style diversity	☆	☆			☆
10) Lower level of turnover				☆	
10) Share leadership	☆				
11) Maintain Team survival				☆	

2.14 Discussion of each of the sub variable on effective teamwork

In many research studies conducted on teams, the most mentioned topics about effective teamwork are :

- 1) Clear sense of direction. The sense of direction means that all the member of the team share purpose. Team members are clear about goals and perceive them as appropriate. Scott and Wolker(1995) stated that for team to be successful, member must have common goals. Members will also have individual goals, but these are usually tied to the team goals within which they work. In a team situation, success is gauged on the outcomes produced by the team rather than individual; if the team succeeds, the individual succeeds. Individual goals to interact and overlap. The need for goals and targets, general, specific or otherwise, in all spheres of life is widely accepted. In terms, without them efforts may be lack direction and focus.

Becker-Reems (1994) found that low committed team members 'sometimes attempted to make team performance fall below an acceptance level or start a smear campaign against specific team members.

- 2) Clear and challenging responsibility, the team member roles are defined and team leader roles are defined.

Parker (1990) stated that there are clear expectation about the roles played by each team member. When action is taken, clear assignment are made, accepted, and carried out. Works is fairly distributed among team members. While the team has a formal leadership functions shift from time to time depending on the circumstances, the needs, accepted and carried out.

- 3) Reasonable and efficient operating procedure, team members must identify and solve problems together, team content and process systems are in place and plan. Team members feel free to express their feeling on the tasks as well as on the group's operation (Huczcz, 1996). From a social perspective, including team members to join a team requires that they are told about the team task and its implications for the social environment. The team needs to be interdependent and membership needs to depend on the skill of potential members, not on member being responsible for a particular task only. It is critical that team members perceive other team members and themselves as making a valuable perceive contribution, in order to consider the team an effective work arrangement, Perceived chances of success make team membership attractive.
- Constructive interpersonal relationship, the team must provide support and challenge, handle conflict, team maintenance systems to celebrate diversity. Graham (1991) pointed out that cooperation as the essence of all successful working group relations between members in the team and inter-group relations must be based on cooperation.

2.15 Theories Related to Communication & Teamwork

According to Robel (1996), the elements of an effective team include 1) An elevated goal, 2) respect for its leader, and 3) candid communication and collaborative climate. Garner (1994) mentioned four basic tenets of teamwork in professions.

- 1) Communication is essential : communication among the professionals serving the same individual is viewed as fundamental and essential for teamwork to occur. Each discipline has important information to communicate regarding the nature of problems and needs for person being saved.
- 2) Collaboration in treatment planning and service delivery : collaboration in both planning and implementing a course of action in pursuit of common goals is necessary to achieve coordination, consistency, and a positive outcomes. Each helping discipline employs a variety of strategies, treatments, and techniques that can be used in response to specific problems and needs.
- 3) Conflict Prevention and resolution : functioning teams provide a mechanism for both preventing, resolving conflict. Conflict is viewed as inevitable in human organizations, especially when several people work independently in pursuit of different goals.
- 4) Professional Development : teamwork promotes personal and professional development , facilitates reliable feedback among colleagues, and provides emotional support for professionals working in demanding and stressful situations.

CHAPTER 3

THE THORETICAL & CONCEPTUAL FRAMEWORK

McShane & von Glinow(2000) stated that team effectiveness refers to how the team affects the organization, individual team members, and the team’s existence. First, most teams exist to serve some purpose relating to the organizational or other systems in which the group operates. Second, team effectiveness considers the satisfaction and well-being of its members. People join groups to fulfill their personal needs, so it makes sense that effectiveness is partly measured by this need fulfillment. Finally, team effectiveness includes the team’s viability-its ability to survive. A model of team effectiveness is shown in Figure 3.1. There are many factors that influence teamwork. These are team environment, team design, and team process.

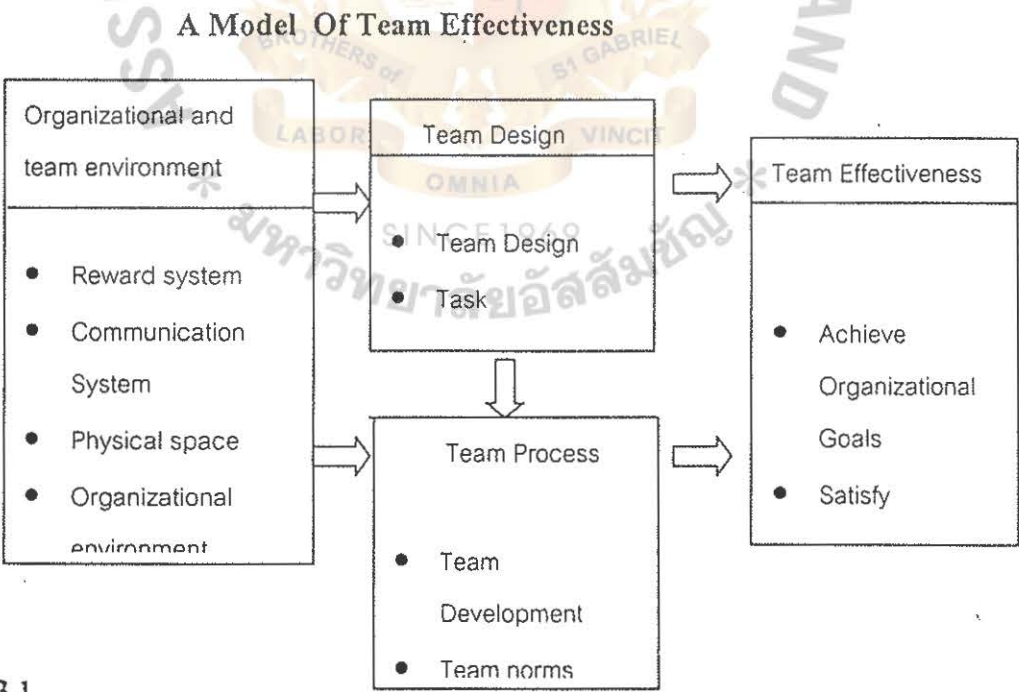


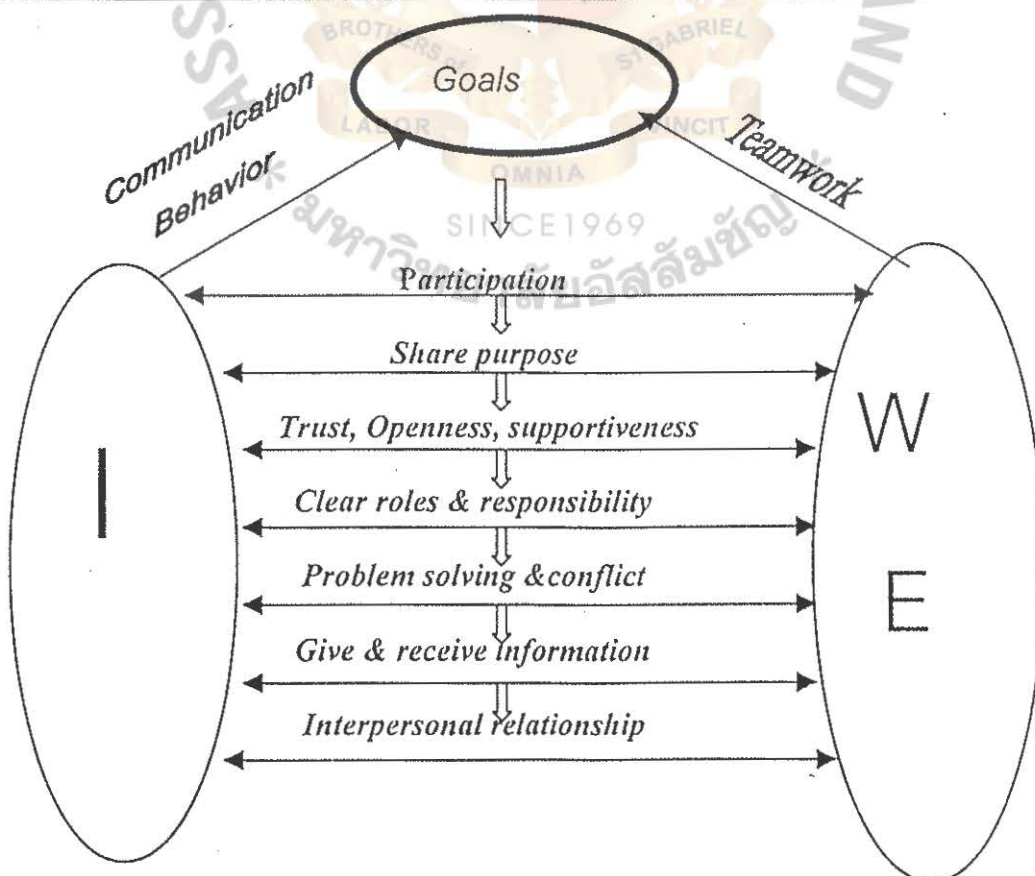
Figure 3.1

Source : Mchane & Glinow(2000),Organizational Behavior:Irwin McGraw-Hill

This model shows that communication systems, as a part of team environment, is one factor important for team success. When team members are located together physical space might be arranged to encourage more face to face dialogue.

Garner (1994) also mentioned the four basic tenets of work in the helping professions. Communication is essential: Communication among the professionals serving the same individuals is viewed as fundamental and essential for teamwork to occur. Each discipline has important information to communicate regarding the nature of problems and needs for the person being served. Each discipline has somewhat different and sometimes unique perspective regarding the effects of these the problems on the clients and family.

3.2 Theoretical Framework of Communication behavior & Teamwork

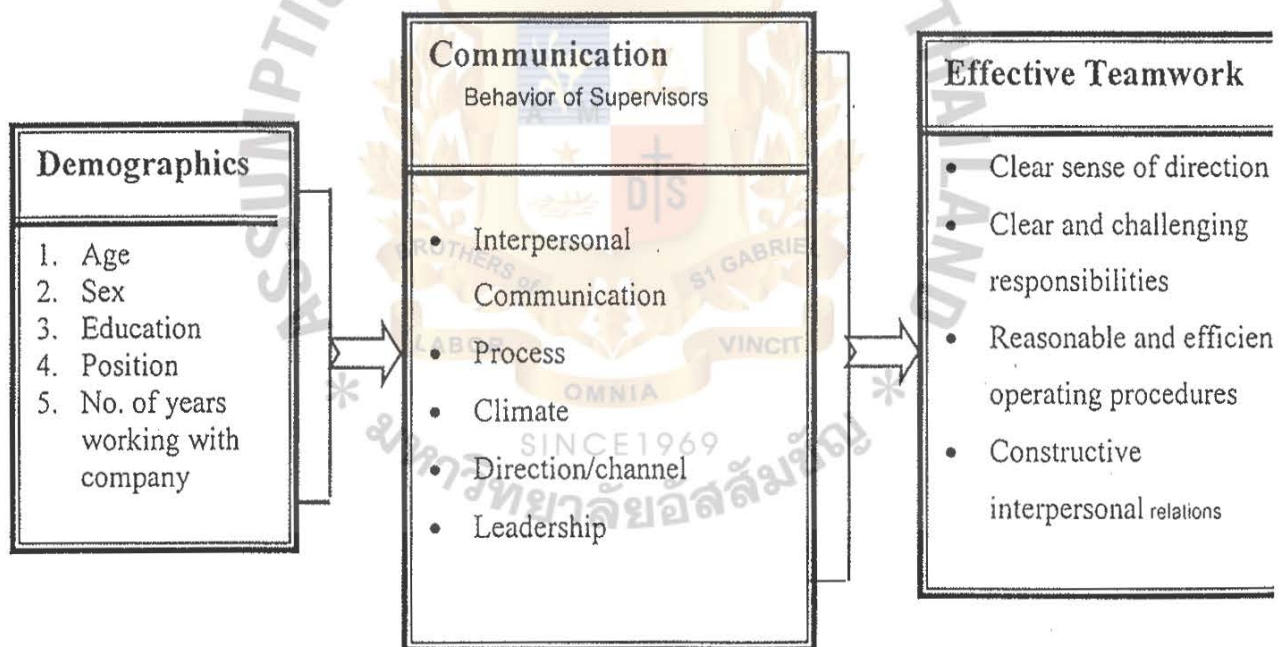


3.2 Conceptual Framework

The conceptual framework developed for this study is based on the theories of communication behavior and effective teamwork.

Independent Variables

Dependent Variable



This study examined the relationship between demographic profiles, supervisors' communication behavior and effective teamwork. The independent variables were demographic profiles, i.e., age, gender, education, current position, and number of years working for the company. Another independent variable is supervisors'

communication behavior consisting of interpersonal communication, communication process, communication climate, communication direction/channel and leadership style. The dependent variable is effective teamwork, the sub-variables of which are: clear sense of direction, clear and challenging responsibilities, reasonable and efficient operating procedures, and constructive interpersonal relations.

3.3 Research Hypotheses

- Ho1 : There is no significant difference in communication behavior by respondents' demographic profile
- Ho2 : There is no significant difference in effective teamwork by respondents' demographic profile
- Ho3 : There is no significant intra-relationship among Interpersonal communication, Communication process, Communication climate, Communication direction/channel, and Leadership style
- Ho 4 : There is no significant intra-relationship among Sense of Direction, Clear and Challenging responsibility, Reasonable and efficient operating procedure, and Constructive interpersonal relationship
- Ho5 : There is no significant relationship between communication behavior & Effective Teamwork.

3.4 Operational definition

3.4.1 Operational definition of variables in communication behavior

Factors	Operationalized By
1) Interpersonal Communication	<ul style="list-style-type: none"> • Communication clearly • Communication appropriately • Give credit and praises • Give a comment • Listen to each others
2) Process	<ul style="list-style-type: none"> • Information flow • Fast & accurate information • Give feedback • Step of communication
3) Climate	<ul style="list-style-type: none"> • Pay attention • Friendly • Flexible networks with open channels • Available of accurate information • Mutual Trust, openness, supportiveness • Participation cohesiveness in group decision making, problem solving and other task-related.
4) Direction/Channel *	<ul style="list-style-type: none"> • Communication upward • Communication downward • Communication between department • Verbal/Nonverbal
5) Leadership	<ul style="list-style-type: none"> • Closely supervises • Give suggestion • Help when face problem • Give command

3.4.2 Operational Definition of variables in Effective Teamwork

Factors	Operationalized By
1) Clear sense of Direction	<ul style="list-style-type: none"> • Shared purpose • Team clear about goals and perceive them as appropriate
2) Clear and Challenging Responsibility	<ul style="list-style-type: none"> • Team member role are defined • Team leader role are defined
3) Reasonable and efficient operating procedures	<ul style="list-style-type: none"> • Task Content and process systems are in place and planned well • Identify and solving problems • Make decision • Give & receive information
4) Constructive interpersonal relationship	<ul style="list-style-type: none"> • Group maintenance systems to celebrate diversity • Teams provide support and challenge • Handle conflict

CHAPTER 4

RESEARCH METHODOLOGY

4.1 Method of Research to be used

In this study, a definitive problem of communication was identified in the company, and the researcher was interested in analysing the symptoms and the sources of the problem. The study can be classified as action research because it has helped to diagnose the problem itself, find the major causes - both through the use of qualitative and quantitative research, and also suggest solutions that could help solve the problem.

The researcher used descriptive statistics to describe the primary data of respondents' demographic profile. Correlation research was used to find relationships between the primary data being gathered from the research instrument and demographic profile.

4.2 Respondents and Sampling Procedure

4.2.1 Selection of the sample

Williams (1996) stated that there are several reasons for using a sampling method.

- a) to save cost
- b) to save time and labor
- c) It is more flexible and practical, especially for infinite population

- d) Because the studied group is smaller, the researcher can easily exert control to get a more reliable and valid result
- e) The researcher can study the sample both in breadth and in depth.

Lighting Co.,Ltd. was the organization under study. The research was based on the following criteria: _

- The research would like to study in depth, hence size was a determining factor.

Lighting is a small company with a total of 147 employees.

- It was interesting to choose Lighting Co. Ltd., because of the variation in the demographic factors. Employees at different locations were different in terms of age and qualifications. There were also major differences between the levels of skills.

4.3 Sample size and target respondents

According to Agresti & Finlay (1997) the sample size represents the total selected group for the study. There are three criteria to consider for an appropriate sample size that can represent a certain degree of accuracy: precision, confidence, and variability. All of these criteria indicate whether the derived sample could achieve a certain degree of accuracy in estimation. The researcher attempted to have a 95 percent confidence interval (0.95 probability) of the sample size with a tolerance rate of error or margin of error at 5 percent.

The number of total permanent employees is shown on Table 4.2.3.e The researcher selected only permanent employees because the temporary employees are those who work in the assembly line with flexible working times. This may make it

difficult to distribute questionnaire and get them back. The sample size of 110 respondents was based on research by Krejcie & Morgan (1970), shown in Table 4.2.2 below.

Table 4.2.2

Population	Sample Size	Population	Sample Size	Population	Sample Size
10	10	220	140	1200	291
15	14	230	144	1300	297
20	19	240	148	1400	302
25	24	250	152	1500	306
30	28	260	155	1600	310
35	32	270	159	1700	313
40	36	280	162	1800	317
45	40	290	165	1900	320
50	44	300	169	2000	322
55	48	320	175	2200	327
60	52	340	181	2400	331
65	56	360	186	2600	335
70	59	380	191	2800	338
75	63	400	196	3000	341
80	66	420	201	2500	346
85	70	440	205	4000	351
90	73	460	210	4500	354
95	76	480	214	5000	357
100	80	500	217	6000	361
110	86	550	226	7000	364
120	92	600	234	8000	367
130	97	650	242	9000	368
140	103	700	248	10000	370
150	108	750	254	15000	375
160	113	800	260	20000	377
170	118	850	265	30000	379
180	123	900	269	40000	380
190	127	950	274	50000	381
200	132	1000	278	75000	382
210	136	1100	285	100000	384

(95% confidence level with 5% of tolerance rate)

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

4.4 Research Instrument/Questionnaires

Questionnaires were used to elicit data from the target group of respondents. The questionnaire was pre-tested with 20 volunteer respondents in different organization to test the understanding of wording and sequences of the questionnaires. The questionnaire had been originally framed in English and translated into Thai to ensure that the respondents clearly understood and were comfortable answering the questions in their native language.

The following statistical tools were used to answer the research questions.

The question comprised of 3 parts:

Part I - The demographic profile which consisted of Questions no. 1- 6, This part covers primary data. A simple multiple choice format was selected to make it as easy as possible for respondents to answer.

Part II - The communication Behavior. The method used was Likert Scale. The section covered questions on the 5 sub-variables.

Part III - Effective teamwork. This part also used the Likert Scale. This section covered questions on the 4 sub-variables.

Part IV - A Ranking scale was used for this section. . The questions were divided in 2 parts; 1st. part was to find respondents' perception on effective communication. The 2nd part was to find respondents' perception on effective teamwork.

Part V - Open-ended Questions. This part was organized to garner opinions and suggestions of subordinates on communication behavior and effective teamwork.

Table 4.3 Research Instrument Design

Part no.	Variable/Sub-variable	Question	#of items	Type
Part I	Demographic profile			
	Age	1	1	Multiple Choice
	Gender	2	1	Multiple Choice
	Education	3	1	Multiple Choice
	Current Postion4	4	4	Multiple Choice
	No. of year working	5	1	Multiple Choice
Part II	Communication Behavior			
	Interpersonal Communication	1-5	5	Likert Scale
	Process	6-10	5	Likert Scale
	Climate	11-15	5	Likert Scale
	Direction/Channel	16-20	5	Likert Scale
	Leadership style	21-25	5	Likert Scale
Part III	Effective Team work			
	Clear sense of Direction	26-30	5	Likert Scale
	Clear and enticing responsibilities	31-35	5	Likert Scale
	Reasonable and efficient operating procedure	36-40	5	Likert Scale
	Constructive interpersonal relations	41-45	5	Likert Scale
Part IV	Ranking			
	Communication Behavior	46-55	10	Ranking Scale
Part V	Respondents' Opinion			
	On Communication behavior	1-2	2	Open-ended
	On Effective Teamwork	3-5	3	Open-ended

4.5 Collection Data/Gathering procedure

4.5.1 Primary data

The questionnaire was used as a tool to collect primary data in the selected company. Prior to sending the questionnaire to target respondents a pretest questionnaire was done. The reliability test of 20 sets was done by SPSS in order to make sure that the research instrument was complete and understandable. The results of reliability test is represented in table 4.5

Table 4.5 Results of reliability

Variable	Sub-Variable	Reliability
Communication	• Interpersonal communication	.8559
	• Communication Process	.6335
	• Communication Climate	.8157
	• Communication Channel	.6439
	• Leadership style	.6519
Teamwork	• Sense of Direction	.6492
	• Clear and enticing responsibility	.7611
	• Reasonable and efficient responsibility	.7956
	• Constructive inter-personal relationship	.9520

The results showed an acceptable level of reliability of the questionnaire. Therefore, they were launched as valid. A total of 147 sets of questionnaire was given to the HR Director to distribute to all employees in 3 difference locations, i.e.,:Head office, assembly line, and warehouse.

4.5.2 Secondary data

The secondary data was obtained from various sources such as company profile, books, journals, CD- ROMs and websites. The researcher also sources data from various universities on similar topics.

4.6 Statistical Treatment of Data

Primary data was collected and encoded into symbolic form that was used in SPSS. The evaluation & analysis was conducted by using different methods to answer the research questions.

Table 4.6 Statistical Treatment of Data

Question No.	Hypothesis No.	Statistical Treatment of Data	
		Descriptive Analysis	Test of Hypotheses
1	-	Frequency analysis, range means & percentage	-
2	-	Average weighted mean	-
3	-	Average weighted mean	-
4	Ho1		One way Anova
5	Ho2		One way Anova
6	Ho3	-	Pearsons Correlation
7	Ho4	-	Pearsons Correlation
8	Ho5	-	Pearsons Correlation
9	-	-	Ranking scale
10	-	-	Ranking scale

The average weighted means assigned to categories of rating was as in table 4.6.1

Table 4.6.1 Average weighted means

Descriptive Rating		Arbitrary Level
Strongly Agree	5 points	4.20-5.00
Agree	4 points	3.40-4.19
Undecided	3 points	2.60-3.39
Disagree	2 points	1.80-2.259
Strongly disagree	1 points	1.00-1.79



CHAPTER 5

RESEARCH FINDINGS, ANALYSIS AND DISCUSSION

This chapter presents the results of research findings and the analysis of data in order to answer the research question & hypothesis raised in chapter 3. The analysis is presented according to the research questions starting from description of respondent's demographic profile(question 1). The percentage and frequency tables were used to analyze the data for question 1. Question no. 2 deals with the perception of respondents' on communication behavior of their supervisor. Question no. 3 is related to the perception of respondents on effectiveness of their teamwork, and the data here were analyzed by using a five point scale. Question no. 4 pertained the difference in communication behavior by demographic profile , and the data was analyzed by Anova. Question no. 5 regarding the relationship in effective teamwork by demographic profile, the data analyzed by Anova, question no. 6 related to relationship among communication behavior analyzed by pearsons correlation, question no. 7 related to relationship among effective teamwork analyzed by pearsons correlation, Question no. 8 related to relationship between communication behavior and effective teamwork was analyzed by pearsons correlation. used pearsons correlation coefficient for analysis. Question no. 9-10 covered factors associated with communication behaviors and effective teamwork, whereby the analysis used ranking scale.

Figure no. 13 Symbols and abbreviations used in this chapter

• Interpersonal	= Interpersonal Communication
• Process	= Communication Process
• Climate	= Communication Climate
• Channel	= Communication Direction/Channel
• Leadership	= Leadership Style
• Direct	= Sense of Direction
• Respon	= Clear & Challenging Responsibility
• Reason	= Reasonable and efficient operating procedure
• Relation	= Constructive interpersonal relationship
• Sig.	= Significance
• Sd.	= Standard Deviation
• N	= Number of respondents

5.1 Description of respondents' demographic Profiles

This section was divided into 6 categories of :Age, Sex, Education level, Position, No. of working years, and Functional department the respondents worked in. The data on frequency table is shown in percentage against the number of respondents.

Table 5.1.1 Frequency of Age

	Age	No. of Respondents	Percent
Valid	Below 20 Years	7	6.4
	21-25 Years	24	21.8
	26-30 Years	36	32.7
	31-35 Years	28	25.5
	36-40 Years	13	11.8
	Above 40 Years	2	1.8
Total		110	100.0

From the table 5.1 showed that 36 people or 32.7% of total respondents were between 26-30years. The 2nd. group of 28 people or 225.5% were 31-35 years. The 3rd. group of 24 people or 21.8% were between 21-25 years while 13 people or 11.8% were between 36-40years. The remaining composed of 7 people or 6.4% were less than 20years years, and the last group only 2 people or 1.18% were above 40years. Look at the majority who were between 26-30years . It shown that the employees in this company

were not the young generation of those who just graduated and started work but were working people with some working experience. Graph of Age shown as figure no.14

Figure no.14

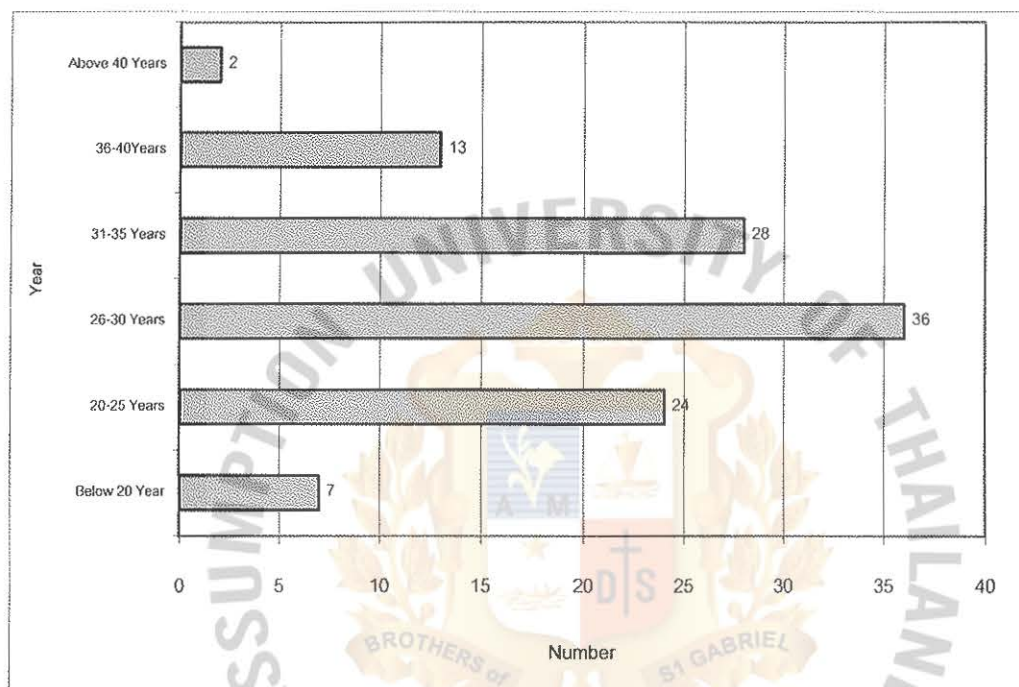


Table 5.1.2 Respondents' gender

Age		No. of Respondents	Percent
Valid	Male	56	50.9
	Female	54	49.1
Total		110	100.0

The number of males were 56 people or 50.9% from a total of 110 people while Females were 54 people or 49.10% . The data showed that no. of males and females were quite equal in this company. Graph of gender is shown on figure no.15

Figure no. 15

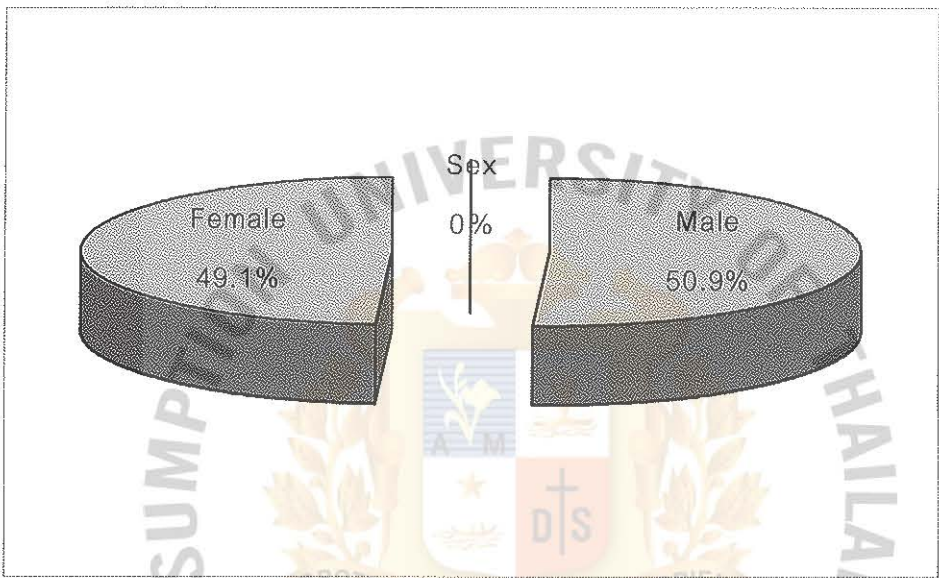


Table 5.1.3 Respondents' Education

	Position	No. of Respondents	Percent
Valid	Secondary school	19	17.3
	High school	11	10.0
	Certificate/Diploma	19	17.3
	Bachelors Degree	56	50.9
	Masters Degree	5	4.5
Total		110	100.0

Table 5.1.3 showed the education level of respondents. It showed that 56 people(50.9%) were graduated at Bachelors Degree Level. The number of people who graduated at secondary school were 19 people(17.30%) which was same number as the number of those who graduated at Diploma. The fourth group of 11 people(10.0%) had graduated at high school. The last group were those who had graduated with a Masters Degree which was only 5 people. Graph of Education level is shown on figure no.16

Figure no. 16

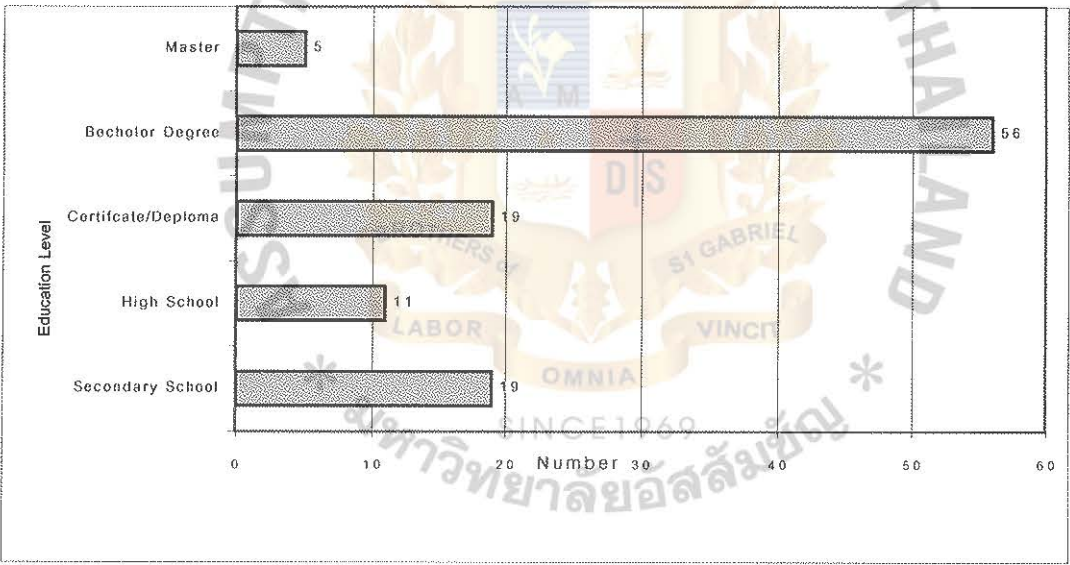


Table 5.1.4 Respondents' Position

	Position	No. of Respondents	Percent
Valid	Officer	88	80
	Section Chief	10	9.1
	Asst.. Manager	4	3.6
	Manager	8	7.3
Total		110	100.0

This company divided its employees into 4 level. The first group was 88 people(80%) of total 110 were officers which was the majority . Ten people(9.1%) who worked as Section Chiefs, and 4 people(3.6%) were Assistant Managers. Just 8 people(7.3%) were Managers. Graph of position is shown on Figure no.17

Figure no. 17

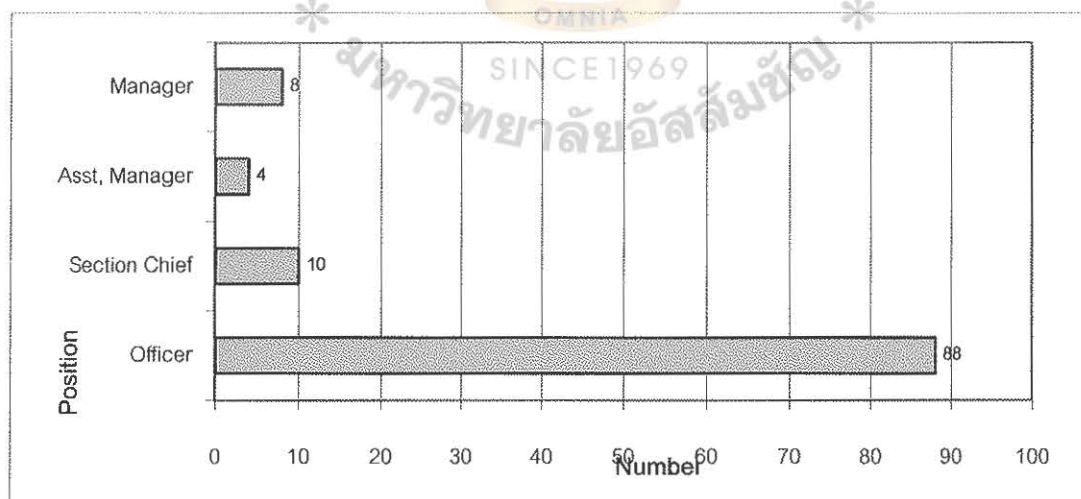


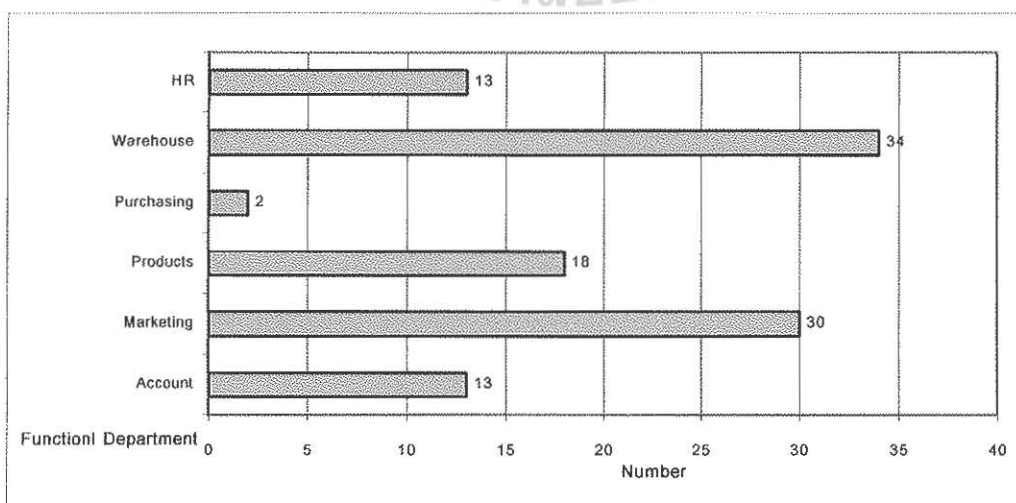
Table 5.1.5. Respondents' Functional Departments

	Department	No. of Respondents	Percent
Valid	Accounting	13	11.8
	Marketing	30	27.3
	Production	18	16.4
	Purchasing	2	1.8
	Warehousing	34	30.9
	HR	13	11.8
	Total	110	100.0

The table 5.1.5 showed that the largest number of 34 people or 30.9% worked in warehouse dept, while 30 people(27.3%) were working in Marketing dept. Eighteen people(16.4%) worked in production dept. People who worked in accounting dept. were same number as people who worked in HR dept. Only 2 people work in purchasing dept.

Graph of functional dept. is shown in figure no. 18

Figure no. 18

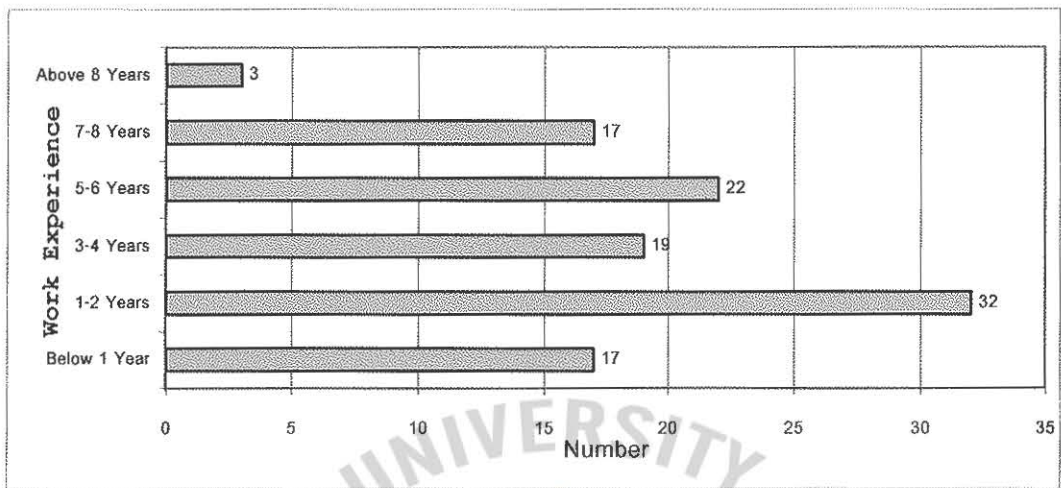


1.6 Respondents' work experience

	No. of year	No. of Respondents	Percent
Valid	Below 1 Year	17	15.5
	1-2 Years	32	29.1
	3-4 Years	19	17.3
	5-6 Years	22	20.0
	7-8 Years	17	15.5
	Above 8 Years	3	2.7
	Total	110	100.0

Form table 5.1.6 there were 32 people or 29.1% from the total of 110 who worked only 1-2 years. The 2nd. group of 22 people or 20% have been working for 5-6 years. The 3rd. group of 19 people or 17.5% have been working for 3-4 years. The 4th. group of 17 people or 17.5% have been working for 7-8 years. The 5th. Group of 17 people or 17.5% had worked less than 1 year. The last group were 3 people who had worked more than 8 years, ever since the company was established. These people were the 1st. generation or pioneers of the company. Graph of no. of work experience is shown on figure no. 19

Figure no. 19



5.2 Perception of Respondents’ on Communication Behavior of their supervisors

This section represented how the respondents perceived the communication behavior of their supervisors. The 5 point scale was used as a tool. It was divided into 5 categories i.e., strongly agree, agree, undecided, disagree, strongly disagree. The results are shown on table 5.2.1-5.2.5.

Table 5.2.1 Perception on Interpersonal Communication

Perception	Mean	Std.	Rating
• Communicate clearly	3.96	.56	Agree
• Communicate appropriately	3.95	.76	Agree
• Open to express ideas	4.01	.71	Agree
• Gives praise	3.38	.76	Agree
• Gives good comments	3.97	.73	Agree
Total	3.85	.46	Agree

To examine the rating of each variable the highest mean at 4.01 was “open to express ideas”. It represented that the respondents agreed with the question on open mind of their supervisor. The 2nd. rank of mean 3.97 showed that the respondents believed that their supervisor give them good comments. This was followed by mean of 3.96 which implied that supervisors communicated clearly. The mean of 3.95 on communication appropriately, meant that the respondents agree with the wording and quality of speech when they speak to them. The lowest means at 3.38 represented that their supervisor sometime praise them when they did a good job.

Table 5.2.2 Peception on Communication process

Perception	Mean	Std.	Rating
• Forward information	3.94	.76	Agree
• Accuracy & fast information	3.54	.81	Agree
• Feedback	3.95	.81	Agree
• Communication by line & staff	2.50	1.06	Disagree
• Too many steps in communication process	2.57	1.05	Disagree
Total	3.29	.453	Undecided

The highest means of 3.95 represented that their supervisors gave feedback to them. they also agreed that the information was forwarded through their departments with accuracy and speed. However, their answers were under disagree with the

communication by line & staff & too many step in the communication process. This finding shows that although respondents felt that the communication process in their department were too many steps, they could talk to their supervisor directly without the need to pass through many people.

Table 5.2.3 Perception on Communication Climate

Perception	Mean	Std.	Rating
• Consulting when have a problem	3.74	.88	Agree
• Pay attention to work climate & environment	3.68	.78	Agree
• Friendly	4.25	.61	Strongly Agree
• Participative	4.05	.79	Agree
• Keeps temper	3.77	.89	Agree
Total	3.89	.53	Agree

Communication climate was one of the important environmental factors which made communication effective. From the above table, the highest mean of 4.25 on friendly showed that respondents strongly agreed with the fact that their boss was friendly. The 2nd. rank of mean 4.05 showed that they were agreed with the level of participation of their supervisor. The mean of 3.77 fell into keep temper, it showed that they felt that their supervisor could keep calm when communicating with them. Mean of 3.74 showed that they consulted with their boss when they had problems. The lowest score of 3.68

represented that their supervisor also pay attention to maintaining a good working climate and environment.

Table 5.2.4 Perception on Communication Direction/Channel

Perception	Mean	Std.	Rating
• Comment on job evaluation	3.56	.80	Agree
• Express ideas to management	3.31	1.02	Undecided
• Communication between dept Is regular & accurate.	3.42	.93	Agree
• Shares information with colleagues	3.99	.61	Agree
• Good coordinator	3.80	.84	Agree
Total	3.61	.55	Agree

The highest mean of 3.99 showed that supervisors always share information with their colleagues. Followed by means of 3.80 on good coordinator. They also agreed on comment on job evaluation & communication between departments. The mean of 3.31 which was lowest, showed that they had no comment on expressing their ideas to management.

Table 5.2.5 Perception on Leadership style

Perception	Mean	Std.	Rating
• Gives suggestion	3.81	.74	Agree
• Makes decision	3.93	.79	Agree
• Helps subordinate	4.01	.83	Agree
• High efficiency	4.05	.81	Agree
• Order/Command	3.07	1.16	Undecided
Total	3.77	.51	Agree

The highest mean of 4.05 showed that they perceived their supervisors as working with high efficiency. It showed that their supervisors were task oriented. The 2nd rank of 4.01 showed that their supervisor usually helped them when they face problem. They also agreed that their supervisor gave them good suggestions and allowed them to make decision by themselves. Anyway, they had no comment on order/command this was because they did not question the supervisor's orders or command and expected them to be part of his/her job.

Table 5.2.6 Summary of perception of respondents on Communication Behavior

Perception	Mean	Std.	Rating
• Communication climate	3.89	.53	Agree
• Interpersonal communication	3.85	.46	Agree
• Leadership style	3.77	.51	Agee
• Communication Direction/ Channel	3.61	.55	Agree
• Communication process	3.29	.45	Undecided

Looking at the overall picture of respondents' perception on communication behavior of their Supervisors, the respondents rated agreed or accepted to the way their supervisors communicate with them. Only on one communication process they rated undecided it showed that they were not sure or may be doubt with the process hence they communicate with their boss and between department. Communication climate was rated at a highest means of 3.89 It showed that they perceived the communication climate between them and their supervisor as being good.

5.3 Respondents' Perception on Effective Teamwork

This section aimed to answer question no. 3 "What was the perception of respondents on effectiveness of their teamwork". Did they accept the work of their team or did they think the team need to be improved?.

Table 5.3.1 Perception on Sense of Direction

Perception	Mean	Std.	Rating
• Clearly stated on goals	3.81	.74	Agree
• Accomplishes its goals	3.93	.79	Agree
• Effort to reach to the goals	4.01	.83	Agree
• Team goals have been informed	4.05	.81	Agree
• Team leader clearly tell his/her Expected	3.07	1.16	Undecided
Total	3.77	.51	Agree

The overall picture showed that they had a positive perception on sense of direction of their team work. A mean of 4.05 showed that they agreed that teams goals had been stated clearly. They also agreed that their team accomplishes its goals. The mean of 3.07 showed that they had no comment on team leader clearly telling them his/her expectations.

Table 5.3.2 Perception on Clear and Challenging Responsibility

Perception	Mean	Std.	Rating
• Clear role and function	4.07	.50	Agree
• Put the right man in the right job	3.82	.64	Agree
• Pleased with your job	4.03	.63	Agree
• Your supervisor is a good leader	3.97	.79	Agree
• Your supervisor has ability on the job	4.45	3.87	Strongly Agree
Total	4.06	.89	Agree

The highest mean of 4.45 showed that respondents perceived their supervisors had ability on the job. They were pleased with their job. The role & function of their team were clearly defined in their perception. The mean of 3.97 showed that they perceived their supervisors were good leaders. The overall mean of clear and challenging responsibility rated in the agree category.

Table 5.3.3 Perception on Reasonable and efficient operating procedure

Perception	Mean	Std.	Rating
• Effective and efficient planing	3.56	.75	Agree
• Openly discuss	3.46	.86	Agree
• Takes part of other members	3.85	.83	Agree
• Listen to others problems	3.65	.86	Agree
• Brainstorms	3.68	.77	Agree
Total	3.64	.56	Agree

The respondents perceived that their teamwork used a reasonable and efficient operating procedure. The highest mean of 3.85 showed that a member can take part when other members are absent. The lowest mean of 3.46 showed that they were openly discussions when there were problems.

Table 5.3.4 Perception on Constructive interpersonal relationship

Perception	Mean	Std.	Rating
• Gets along with each other	3.80	.81	Agree
• Helps each other	3.67	.81	Agree
• Willing to solve the problem	3.59	.86	Agree
• Willingness to sacrifice time/effort	3.46	.84	Agree
• Respects each other	3.69	.84	Agree
Total	3.64	.64	Agree

The respondents agree that their team can get along with each other. The mean of 3.69 showed that they were agreed that their team respected each other. They also agreed that their team helped each others. The mean of 3.59 showed that they believed their team was willing to solve the problem. Willingness/sacrifice showed rating on agreed. In the overall picture, respondents tend to have positive perception toward constructive interpersonal relationship of their team.

Table 5.3.5 Summary of respondents' perception on effective team work

Perception	Mean	Std.	Rating
• Clear and challenging responsibility	4.06	.89	Agree
• Sense of direction	3.76	.56	Agree
• Reasonable and efficient operating procedure	3.64	.56	Agree
• Constructive interpersonal relationship	3.64	.66	Agree
Total	3.77	.49	Agree

From the summary it showed that the overall picture of their teamwork effectiveness was accepted or agreed. The highest mean on 4.06 showed that they were clear and challenging responsibilities on their job, followed by sense of direction. Reasonable and efficient operating procedure and constructive interpersonal relationships were rated at a mean of 3.64.

5.4 Differences in communication behavior by respondents' demographic profile

This section was to identify the difference in communication behavior and respondents demographic profile . To examine the difference among them the ANOVA(F-test) was used to identify data. The researcher also proved the following hypothesis :

Hypothesis 1 : (in responding to the research question no. 4)

H₀₁: There is no significant difference in communication behavior by respondents' demographic profile

H_{a1} : There is a significant difference in communication behavior by respondents' demographic profile

Differences of Sex and Communication Direction/Channel

Table 5.4.1 Anova Sex * Communication Direction/Channel

Content	Sum of squares	df	Mean Square	F	Sig
Between Groups	1.3251	1	.1325	4.353	.039
Within Group	31.972	109	.304		
Total	33.297	110			

Since the p value of null hypotheses of no difference between sex and communication direction/channel was 0.039 and it was less than the significance level .05, hence the null hypothesis was rejected. The conclusion was that there was a significance difference on perception of sex toward communication direction/process.

Table 5.4.2 Mean of sex

Sex	Mean	N	Std.Deviation
Male	3.72	56	.59
Female	3.50	54	.54
Total	3.61	110	.56

Table 5.4.2 showed that mean of male was 3.72 while mean of female was only 3.50. This represented that males were more acceptable of communication direction/Channel in their company, than females.

Table 5.4.3 Anove- Education level * Communication climate

Education * Climate	Sum of squares	df	Mean Square	F	Sig
Between Group	2.753	4	.688	2.568	.042
Within Group	27.606	106	.268		
Total	30.360	110			

Since the p value of null hypotheses of no difference between education level and communication climate was 0.042 and it was less than the significance level .05, then the null hypothesis was rejected. The conclusion was that there was a significance difference in education level of respondents, and the communication climate.

Table 5.4.4 Mean of Education Level

Education	Mean	N	Std .Deviation
High school	4.03	19	.50
Secondary school	4.14	11	.58
Diploma	3.90	19	.56
Bachelors	3.86	56	.48
Masters	3.32	5	.64

The results on table 5.4.4. showed that the highest mean was on secondary school, 4.14 and followed by mean of high school at 4.03 which was different from mean of diploma which was 3.90, and bachelors degree at mean 3.86. The lowest mean on master degree was 3.32. The results represented that respondents who had a lower education were more accepting of communication climate than the ones who had higher degrees. The lower level education thought that their supervisors were friendly and participates with them much more than the higher level. The mean of mater degree was quite different from the lower levels, because they worked at a higher position from Asst. Manager to

Manager so, their boss were be part of the management committee, who probably was too busy to talk to, or spend some free time with them.

5.4.5 Anova - Position & Leadership style

Position * Leadership	Sum of squares	df	Mean Square	F	Sig
Between Group	2.141	3	.714	2.808	.043
Within Group	26.937	107	.254		
Total	29.078	110			

Since the p value of null hypotheses of no difference between position and leadership style was 0.043 and it was less than the significance level .05, then the null hypothesis was rejected.

Table 5.4.6 Mean of Position

Education	Mean	N	Std .Deviation
Staff	3.77	88	.47
Section Chief	3.46	10	.74
Asst. Manager	4.25	4	.77
Manager	3.95	8	.31
Total	3.77	110	.52

The results from table 5.4.6 showed that the highest mean of 4.25 was Asst. Manager and 2nd. rank was Manager, followed by section chief and the lowest mean was staff. It showed that respondents who had a higher position were perceived on leadership style in a different way than lower level staff. People who work at Asst. Managers seemed to be more accepting of their supervisors because they also held positions as supervisors and they understood what the work of a supervisor entailed. The lower levels were less accepting of the supervisor because they were not in managerial positions themselves and did not have subordinates. They did not have experience how to communicate with their subordinates.

5.5 Difference in Effective Teamwork by respondents' demographic profile

This section aimed to finding the answer to question no. 5: Were there any differences in Effective Teamwork and respondents' demographic profile?. The Anova was used as a tool of analysis. The purpose of this study was to prove the hypothesis below:

Hypothesis 2 : (in responding to the research question no. 5)

Ho2 : There is no significant difference in effective teamwork by respondents' demographic profile

Ha2 : There was a significant difference in effective teamwork by respondents' demographic profile

The results of the test of hypothesis is shown on table 5.5.1

Table 5.5.1 Difference between Sense of Direction & Age

Direct * Age	Sum of squares	df	Mean Square	F	Sig
Between Group	4.016	5	.803	2.684	.025
Within Group	31.119	105	.299		
Total	35.135	110			

Since the p value of null hypotheses of no difference between sense of direction and age was 0.025 and it was less than the significance level .05, then the null hypothesis was rejected. The conclusion was that there is a difference between sense of direction and age.

Table 5.5.2 Mean of Age

Age	Mean	N	Std .Deviation
Below 20 Years	3.26	7	.51
21-25 Years	3.72	24	.50
26-30 Years	3.81	36	.47
31-35 Years	3.69	28	.67
36-40 Years	4.40	2	.85
Total	3.76	110	.58

The mean of people who were between 36-40 was different from people who were younger. It represented that people who were older, were more accepting of the effectiveness of their teamwork than people who was younger. The mean of people who

were below 20 years, shows 3.26. This showed that the younger people were less accepted on their team. Most of the younger people were unskilled labor who worked at warehouse. They worked on routine jobs and did not have to cooperate much with others. Their jobs were not the same as older people who were in the office and found it necessary to communicate to coordinate between the 3 locations. Older people had more experience in the firm and they seemed to know how to work on the team, that's why their rating was strongly agreed on their teams.

5.6 Correlation between Communication behavior

This section aimed to find out whether each sub-variable on communication behavior was correlated, in order to answer the question no. 6 "Is there intra relationship among Interpersonal Communication, Communication process, Communication Climate, Communication Direction/Channel and Leadership style. This was necessary because the literature shows that a weak link in any one factor can have a negative effect on the whole. The Pearsons correlation coefficient was used as a tool to prove the following Hypothesis:-

Hypothesis 3 : : (in responding to the research question no. 6)

Ho 3: There is no significant intra-relationship among Interpersonal Communication,

Communication process, Communication Climate, Communication

Direction/Channel, and Leadership.

Ho 3: There is a significant intra-relationship among Interpersonal Communication,

Communication process, Communication Climate, Communication

Direction/Channel, and Leadership

Table 5.7.1 Correlation among Communication Behavior

		Inter	Process	Climate	Chan	Leader
Interpersonal	Person Correlation	.1.00	.206	.550**	.500**	.354**
	Sig (2-tailed)	-	.032	.000	.000	.000
	N	110	110	110	110	110
	Rating		Weak Corre	Md. Corre	Md. Corre	Weak Corre
Process	Person Correlation	.206	1.00	.279	.272**	.213*
	Sig (2-tailed)	.032	-	.003	.000	.026
	N	110	110	110	110	110
	Rating	Weak Corre	-	Weak Corre	Weak Corre	Weak Corre
Climate	Person Correlation	.550	.279**	1.00	.497**	.455**
	Sig (2-tailed)	.000	.003	-	.000	.000
	N	110	110	110	110	110
	Rating	Md. Corre	Weak Corre	-	Md. Corre	Md. Corre
Channel	Person Correlation	.500**	.272**	.497*	1.000	.355*
	Sig (2-tailed)	.000	.004	.000	-	.000
	N	110	110	110	110	110
	Rating	Md. Corre	Weak Corre	Md. Corre	-	Weak Corre
Leadership	Person Correlation	.354**	.213*	.455**	.355**	1.000
	Sig (2-tailed)	.000	.026	.000	.000	-
	N	110	110	110	110	110
	Rating	Weak Corre	Weak Corre	Md. Corre	Weak Corre	-

Remark : Weak Corre= Weak Correlation, Md. Corre = Moderate Correlation.

**Correlation is significant at the 0.01 level(2-tails)

*Correlation is significant at the 0.05 level (2-tails)

The results from Table no. 5.7.1 showed that there were 20 pairs of sub-variables, 18 of which showed significant level, p value less than 0.025. Hence the null hypothesis stating that there were no Intra-relationship among communication behavior was rejected at the significance 0.05 level. The conclusion was that there were correlation among each variable of communication behavior. Among 18 pairs of correlation, there are 10 pairs which showed a weak relationship between two variables, 8pairs which showed moderate correlation. Nonetheless, all of them were positively correlated.

5.7 Correlation among Effective teamwork

This section aimed to find out whether each variable on Effective teamwork were correlated with each other in order to answer the question no. 7, which stated that "Is there intra relationship among Sense of direction, Clear and Enticing Responsibility, Reasonable and efficient operating procedure, and Constructive interpersonal relationship?" The Pearsons correlation was used as a tool to prove the following Hypothesis:-

Hypothesis 4: (In responding to answer question no. 8)

Ho4: There is no significant intra relationship among Sense of direction, Clear and Enticing Responsibility, Reasonable and efficient operating procedure, and Constructive interpersonal relationship

Ha4: There is a significant intra relationship among Sense of direction, Clear and Enticing Responsibility, Reasonable and efficient operating procedure, and Constructive interpersonal relationship

Table 5.7.2 Correlation among Effective Teamwork

		Direct	Respon	Reason	Relate
Direct	Person Correlation	.1.00	.114	.511**	.405**
	Sig (2-tailed)	-	.235	.000	.000
	N	110	110	110	110
	Rating	-	Very weak Corre	Md. Corre	Md. Corre
Respon	Person Correlation	.114	1.00	.402**	.313**
	Sig (2-tailed)	.235	-	.000	.001
	N	110	110	110	110
	Rating	Very weak Corre	-	Md. Corre	Weak Corre
Reason	Person Correlation	.511**	.402**	1.00	.722**
	Sig (2-tailed)	.000	.000	-	.000
	N	110	110	110	110
	Rating	Md. Corre	Md. Corre	-	Strong Corre
Relate	Person Correlation	.405**	.313**	.722**	1.000
	Sig (2-tailed)	.000	.001	.000	-
	N	110	110	110	110
	Rating	Md. Corre	Weak Corre	Strong Corre	

Remark : Weak Corre= Weak Correlation, Md. Corre = Moderate Correlation

**Correlation was significant at 0.01 level(2-tails)

From the overall picture on table no. 5.7. 1, it was clear that all the variables mentioned were correlated to each other. All of them were significantly correlated at 0.05 level except one pair of responsibility and sense of direction. The null hypothesis stating that there were no Intra-relationships among effective teamwork was rejected.

Among all of them, 1 pair between Relationship and Reasonable showed strong correlation, 2 pairs showed moderated correlation, 1 pair showed very weak correlation. However, all of them were positively correlated..

5.8 Correlation among Communication Behavior & Effective Teamwork

This section aimed to find out whether each sub-variable on communication behavior was correlated with each sub-variable on effective teamwork. The purpose of finding this was to answer question no. 7 “ Is there intra relationship among Sense of direction, Clear and Enticing Responsibility, Reasonable and efficient operating procedure, Constructive interpersonal relationship?”.

Hypothesis 5: (In responding to question no. 8)

Ha5 : There is no relationship between communication behavior & effective teamwork

Ha5 : There is a correlation between communication behavior & effective
Teamwork

Table 5.8 Correlation between Communication Behavior and Effective Teamwork

		Direct	Respon	Efficiency	Relation
Interper	Person Correlation	.123	.313**	.360**	.265**
	Sig(2-tailed)	.201	.001	.000	.005
	N	110	110	110	110
	Rating	Very weak Corre	Weak Corre	Weak Corre	Weak Corre
Process	Person Correlation	-.002	.004	.091	.001
	Sig (2-tailed)	.985	.970	.349	.992
	N	110	110	110	110
	Rating	-	-	-	-
Climate	Person Correlation	.152	.234**	.409**	.225**
	Sig (2-tailed)	.115	.014	.000	.019
	N	110	110	110	110
	Rating	Very weak Corre	Weak Corre	Md. Corre	Weak Corre
Channel	Person Correlation	.320**	.295**	.497**	.313**
	Sig (2-tailed)	.000	.002	.000	.001
	N	110	110	110	110
	Rating	Weak. Corre	Weak Corre	Md. Corre	Weak Corre
Leadership	Person Correlation	.371**	.290**	.390**	.108
	Sig (2-tailed)	.001	.002	.000	.259
	N	110	110	110	110
	Rating	Weak Corre	Weak Corre	Weak Corre	Very Weak Corre

** Correlation was significant at the 0.01 level(2-tails)

* Correlation was significant at the 0.05 level(2-tails)

The results from table no. 5.8 showed that they were significant correlations among 20 pairs of items. Thirteen pairs were less than sig. level 0.05. so, the null hypothesis was rejected. The conclusion was that the communication behavior of supervisor was correlated to effective teamwork. The two pairs that showed the highest correlation were between Communication climate and Efficiency, and Communication Channel and Efficiency. The explanation was that the communication climate & communication channel were correlated with team work efficiency. If supervisors and subordinates create good communication climate based on participation, friendship and made their subordinates trust them, the team would increase its efficiency. The results also depicted that if the Communication between them was in the right direction/channel, it also made them work more efficiently as a team.

Among 13 pairs of correlations, there were 2 pairs that showed a moderate correlation. The remaining 11 pairs showed weak correlation. Nonetheless, all of them were positively correlated.

5.9 Ranking table on respondents' perception of effective communication in their organization

This section focused on how the respondents perceived the effectiveness of communication in their organization. The 5 point scale was used for this rating in their organization. The rank no. 1 = least important, no. 2 = slightly important, no. 3 = moderate, no. 4 = important and no. 5 = the most important. The results are shown on table 5.9.1

Table 5.9.1 Ranking Effective Communication

Perception	Mean	Std.	Ranking
• Accuracy of information	4.23	.92	1
• Channel	4.17	2.89	2
• Listening	4.16	.91	3
• Process	4.01	.85	4
• Respect/Trust	3.97	.77	5
• Facilities	3.95	.79	6
• Talking to each other	3.93	.81	7
• Empathy	3.90	.81	8
• Interpersonal relationship	3.84	.85	9
• Climate	3.84	.80	9
Total	3.64	.64	

From the table 5.9.1 the respondents thought that the most important factor which made for communication effectiveness in organization was accurate information rated at a mean of 4.23. From the frequency table no A2(Appendix), there were 12 people who thought that they did not receive accurate information from their supervisors. The 2nd factor which they thought important was communication channel, rated at mean of 4.17. This was followed by listening to each other rated at mean 4.18. The 5th rank was respect/trust rated at mean of 3.97. Facilities rated important at rank number 6. The 7th rank was talking to each other, rated at mean 3.93, the 8th rank was Empathy rated at

mean of 3.90. The last 2 scores which were relatively less important in their perception were communication climate & interpersonal communication.

5.10 Ranking on Teamwork

The respondents were asked to indicate a rank on effectiveness of their teamwork

The results of this finding are shown in Table 5.10.1 below.

Table 5.10.1 Ranking on Teamwork

Perception	Mean	Std.	Ranking
• Planning	3.74	.81	1
• Help each other	3.66	1.04	2
• Problem solving	3.65	.99	3
• Relationship	3.61	.87	4
• Trust	3.61	.77	5
• Goal setting	3.59	.94	6
• Meeting	3.50	.93	7
• Information Sharing	3.39	.94	8
• Sacrifice	3.39	.99	9
• Conflict	2.75	.94	10

As the results show, the respondents perceived their team as having good planning and helping each other ranking nos. 1&2. The 3rd. rank at mean 3.65 showed that they tend to solve the problem together. The 4th. rank at mean 3.61 was relationship. This showed that their team members required to have good relationship. The 5th. rank was setting goals at mean 3.59. The 6th. rank showed that they thought meeting together was important. The last 3 scores were information sharing at mean 3.39, and sacrifice at the same mean of 3.39. The last score at 2.75 showed that they did not think conflict was an important factor in their teams.

5.11 Discussion on the Research findings

One of the goals of this study was to understand the communication behavior of supervisors in organization based on the perception of their subordinates. This section will examine each of these behaviors.

5.11.1 Results on Communication behavior

From the finding of the study, it can be concluded that respondent's perception on variables of communication behavior of their supervisors was rated favorably, or in the agree category at a mean of 3.69. The total mean derived from 5 variables consisted of highest mean of 3.84 on communication climate which showed that subordinates accepted the communication climate between them and their supervisors, followed by

3.85 on interpersonal communication. The mean of leadership style was 3.77, while communication channel was rated at mean 3.61. The communication process rated at the lowest mean of 3.29. It means that they were doubtful about the process, which could be because of the large number of steps, and this could be the factor that accounted for their low rating. Looking at the overall picture it seems that the company had no major problems on communication because the majority rated agree. Anyway, there were a small group of people who thought differently.

The results from the frequency table based on 25 sub-variables of communication, showed that 9 people rated disagree on communication skills of their supervisors and 7 people were undecided or had no comment. The results reflected the feeling of some subordinates who felt that their supervisors did not communicate appropriately with them. The results are supported by findings on the open end questions. When asked : What problems do you find when you communicate with your supervisors?, they commented that their supervisors communicated unclearly and sometimes communicated through their colleagues. This caused miscommunication. There were 4 of them who also rated disagree on 'open to express ideas' and 15 people rated undecided. This ratio of 19 people showed that some of them were unsure that their supervisors would allow them to express ideas.. Their suggestion on the open end question stated that their supervisors should be open minded and give them a chance to express their ideas. Of a total of 110, 24 people thought that they could not express ideas directly to management while 34 people dared not express ideas. It implied that there are some barriers between management & employees in this company. The findings on communication between departments showed that 19 people thought that the communication between departments was not accurate & fast.

The results on significant difference between demographic profile to communication behavior showed that male & females had a different perception on communication channels. Males tend to be more accepting of communication channels at mean 3.72 which was higher than mean of females which was 3.40. The effect of the communicator's sex often impacts communication behavior. Most often, the communication behavior is aggregated according to the communicators' sex. (House & House, 1993). The difference between education level to communication climate also showed that the lower level preferred the communication climate of their organization, as compared to those higher up in the organization. This can be also because of the type of work they do. Lower levels are those working in the warehouse where the communication with supervisor is minimal. They worked at routine jobs and just followed the command of their supervisors. The difference in position to leadership style showed that people in higher position rated at higher means than lower position on perception of leadership style.

5.11.2 Results on Effective Teamwork

The results showed an overall mean of 3.77 on effective teamwork. This meant that accepted the work of their team. The highest mean 4.06 on clear & challenging responsibility described that they were clear about goals, and understood what was their responsibility and position. The frequency table showed that 100 out of 110 rated agree. There were only 2 people who did not seem pleased with their job, and 14 people rated undecided. Only 3 people thought that their supervisors had no capability in their jobs.

All the results imply that the company supervisors had no problems in communicating the tasks to their subordinates.

The sense of direction rated at a mean of 3.76, which confirmed that subordinates know the direction of their teams. However, there were 4 people who thought that their team goals were not clear and 25 people had no comment.

Huszczko, (1996) stated that a manager or team leader who wants to build an effective team needs to let the members know goals set at a higher level than the average manager will. Team members will be more dedicated to accomplishing goals that they helped establish than they will be to goals that are imposed on them. Locke & Latham (1990) also mentioned that the more specific goals are, the more likely it will motivate people to work forward toward them. The more specific the goals are, the more focused the team will be.

The constructive interpersonal relationship was rated at mean 3.64. From this it can be concluded that subordinates were agreed and accepted the interpersonal relationships in their team. There were 59 people or 53.7%, who thought that their team members openly speak while 51 people disagreed. This ratio was quite big and might lead to the problem of communication between some team members. Stretch & Ratliffe (1995) stated that success in group work usually depends on how well group members communicate with each other. The success as a group member will depend primarily on how members understand and use the communication process. Communication in groups is complex because of the number of people involved and the history and expectations members have for each other and for the group. It is important to

understand and become skillful at communicating in groups, because groups are an important part of everyday life.

5.12 Discussion of Findings on open-end questions.

The last part of questionnaire contained 5 open-end questions to allow subordinates to give their opinions in a frank and open way. Almost 50% of the respondents offered comments (6 people from accounting, 14 people from marketing, 14 people from production, 18 people from warehousing, 2 people from purchasing and one person from HR).

The 1st question : What problems do you find in communicating with your supervisors?

The various comments from subordinates were as follows: _

- Their supervisors did not let them express ideas
- They did not understand each other
- Their supervisors had not many opportunities to participate with them
- Attitude between their supervisor and them
- Look at the problem in differing perspectives
- Communication was not clear

From the comment it could be explained that the problems come from their perception which could cause a breakdown in communication Hellriegel, Slocum & Woodman (1998) stated that interpersonal communication is the transmission and perception of thoughts, facts, beliefs, attitudes and feelings through one or more information media that produces a response. Through active listening, the message

intended by the sender are likely to be accurately understood and interpreted by the receiver.

The others problems they highlighted were:

- Their supervisors gave orders through colleagues
- Unreasonable
- Lack of Trust

These 3 points showed that they thought their supervisors did not trust and believe them and gave orders through their colleague. Some thought that their supervisors were unreasonable. Michel and Daniel (1997) stated that all kinds of effective communication are needed for an organization's success. Managers who are sensitive and responsive in their communications with employees tend to have trusting and loyal relationship with them. In working to improving their communication skills, managers can foster an environment in which open communication thrives. Within an atmosphere of open communication, managers become better-informed, which benefits the decision making process. The factors that can improve interpersonal communication include active listening and providing feedback.

The 2nd. question : What is your suggestion on effective communication?

These were the suggestions made:

- Open minded enough to listen to them
- Take care of subordinates
- Create positive thinking
- Communicate in a polite way.

- Clarify work
- No bias
- Meeting & sharing
- Find out the root of problems

According to their comments, it could be explained that they would like their supervisors to improve on communication behavior in order to reduce conflict and make them understand each other better. By the way, they suggested that subordinates should also dare to express ideas to their supervisors.

The 3rd. question was: What problems do you find in your team?

Even though the statistical overview showed that they have no problems in their teamwork, some admitted problems in the open-ended question.

Their comment were as follows: _

- No cooperation between team members
- Conflict in the team
- Each member is so egotistical
- No Sacrifice made for others
- Use temper

From the responses, it showed that the sense of direction was not clear. And reasonable and efficient operating procedures must be improved in such a way that team trust must provide support in order to reduce conflict.

The 4th. question was: What is your suggestion on effective teamwork?

The respondents gave suggestions on solving problems and improving team effectiveness as follows:-

- Cooperation and helping each other
- Meeting & sharing ideas
- Team member should sacrifice for each other
- Built trust among team member
- Listen to each other
- Improve self before improving others

All these comment showed that their teams need improving . Some points of view were interesting, in that the team members felt that they should improve themselves before commenting on others. This showed a sense of openly admitting their weaknesses and their need for having better teams.

The 5th. question was: Do you think communication impacts team effectiveness?

The respondents totally accepted this fact. Some of them comment that communication will make team effectiveness while the other groups suggested that the information from participation will help them to make correct decisions and fast. Some of them thought that communication will make them work together well in the system and obtain quality results. All of the suggestions showed that the employees in this company agreed that communication and teamwork were related and important toward creating team effectiveness.

CHAPTER 6

SUMMARY, CONCLUSION AND RECOMMENDATION

Summary of findings

6.1.1 Background of the study

The study explored the communication behavior of supervisors from the perception of subordinates in a medium-size firm producing lighting products in Bangkok. The study also aimed at finding out the relationship between communication behavior and effective teamwork.

6.1.2 Objective of the study

The objective of the study was to examine the relationship between communication behavior and effective teamwork, to examine the difference between demographic profiles of respondents and communication, to examine demographic profile of respondents and effective teamwork. The research also explored the perception of subordinates in terms of the communication behavior of their supervisors and their perception of their team effectiveness.

6.1.3 Significance of the study

The structure of the organization under study, makes teamwork a critical aspect, with managers playing an important role in the creation and maintenance of teams. The study would serve to link communication behavior and team effectiveness. The researcher is of the opinion that the findings of the study would help in clearing up some of the problems, improve supervisors' communication styles and processes, and help in implementing future company policies for Lighting Co.,Ltd.

6.1.4 Research Question

The study was designed to answer the following questions:

1. What is the respondents' profile with regards to Age, Sex, Education level , Position, Functional department, and Number of years working with the company?
2. What is the perception of respondents' on communication behavior of their supervisors in regard to: Interpersonal Communication, Communication Process, Communication Climate, Communication Direction/Channel and Leadership style ?
3. What is the perception of respondents' on the effectiveness of their teamwork in regard to : Clear sense of direction, Clear and enticing responsibilities, Reasonable and efficient operating procedures, and Constructive interpersonal Relationship?
4. Are there a significance difference in communication behavior by respondents' domographic profile?

5. Are there significant difference in effective teamwork by respondents' demographic profile?
6. Are there intra-relationship among interpersonal communication, communication process, communication climate, communication direction/channel and leadership style?
7. Are there intra-relationship among sense of direction, clear and challenging responsibility, reasonable and efficient operating procedure and constructive interpersonal relationship?
8. Are there intra-relationship between communication behavior & effective teamwork?
9. What is the importance of communication behavior in the organization?
10. What is the ranking of factors associated with effective teamwork?

6.1.5 Scope of the study

The study focused on 3 locations of work in different areas; Office, warehouse, and factory or assembly line. There were only two key levels in the organization:.

- 1) Lower level staff
- 2) Middle management

6.2 Research Findings

6.2.1 Respondents' demographic profile

- **Age** : The majority of respondents were people between 26-30 years with 32.7% or 36 people. The 2nd. group of 38 people or 25.5% were between 31-35 years. The 3rd group were 24 people who were aged between 21-25 years. Thirteen people were between 36-40 year while people who were below 20 years were only 7 people.
- **Gender** : The number of male and female were nearly equal, 56 people or 50.9% were men while 54 people or 49.10% were female.
- **Education level** : The largest group, or 50.9% graduated with bachelor degree. Followed by people who graduated with certificate of diploma and secondary school . 11 people or 10% graduated at high school. Only 5 people or 4.5% graduated with masters degree.
- **Position** : The large group of 88 people or 80% of total were staff
20 people were section chief, 4 people were Asst. Managers and 8 people were managers.
- **Function department** : 34 people or 36.9% worked at warehouse, 30 people or 27.30% worked in marketing dept. 18 people work in products. HR and accounting had the same number of 13 people and only 2 people worked in purchasing.

- **Number of working year** : 48.2% or 53 people which is nearly half of total respondents had worked for 1-4 years. The rest of 51 people worked below 4 year and 17 people worked below 1 year.

6.2.2 Perception on communication Behavior

From the findings, the Communication climate rated at highest mean of 3.89. It showed that the majority of respondents believed that the communication climate was good. 72 people thought that their supervisor paid attention to communication climate and 100 people thought their supervisor was friendly, 91 people though their supervisor participated with them when they had free time. Interpersonal communication rated 2nd. rank at mean 3.85 it showed that the accepted and understood what their supervisors talked to them. Leadership style rated mean 3.61. They thought that their supervisors helped them and allowed them to make their own decision which showed that their supervisor was people oriented. The communication channel rated at mean 3.61 while Communication process was less acceptable, and rated at a mean of 3.29.

6.2.3 Perception on Effective Teamwork

From the finding it appeared that the respondents agree or accept their team effectiveness. The highest mean at 4.06 was clear and challenging responsibility. It showed that they clearly understood their duty, and they know the goal of the team. The operating procedure rated at mean 3.64 same as Interpersonal relationship which showed that team members had a good relationship.

6.2.4 Difference in Communication Behavior by respondents' demographic profile

The test of difference between respondents' demographic variables and communication behavior of supervisors showed that there were no significant differences except for 3 pairs which showed significant difference :

- **Sex * Communication Channel/Direction** : The null hypotheses at sig. 0.39 showed that there was significant difference between sex and communication channel. Males registered a higher mean than females. The conclusion was that males were more accepting of communication direction/ channel used by their supervisors than females.
- **Education Level * Communication Climate** : The null hypotheses at sig. 0.42 showed that there was significant difference between education level and Communication climate. People who graduated at lower levels seemed more accepting of communication climate of their supervisors rather than people who graduated at higher education levels.
- **Position * Leadership style** : The null hypotheses at sig. 0.43 showed that there was significant differences between position and leadership style. People in higher position seemed more accepting of leadership style of their supervisors than people who were in lower positions.

6.2.5 Difference in Effective Teamwork by respondents' demographic profile

The null hypothesis stated that there was no difference in effective teamwork by respondents' demographic profile was accepted. Only one pair between Age & Sense of direction showed difference. The null hypotheses at sig. .025 showed that there were significant differences. People who were older than 36 years, seemed to understand and accept sense of direction of their team much more than people who were younger.

6.2.6 Correlation among communication behaviors

The results showed that all the sub-variables were correlated with each other. It means that each variable of communication behavior were correlated. The only 2 pairs that were not correlated were:

- Inter-personnel communication & Communication process
- Leadership & Communication process

All of the correlations were positive correlation. Eight pairs showed moderate correlation while 11 pairs showed a weak correlation.

6.2.7 Correlation of effective teamwork variables

The results showed that they were all correlated except only one pair, i.e., sense of direction and clear & challenging responsibility. All of the correlations were positive.

The conclusion was that each variables of teamwork were important and affected each others, hence, for team effectiveness team members must be aware and pay more attention to every sub-variable.

6.2.8 Correlation between Communication Behavior and Effective Teamwork

The finding showed that communication behaviors were correlated to effectiveness of teamwork. Thirteen pairs showed a correlation.. Two pairs which showed a moderate correlation were Communication climate & efficient operating Procedure and Communication channel & efficient operating procedure.

6.2.9 Ranking of Communication in Organization

The findings related to the factors that respondents perceived as important for effective communication in their organizations. The highest mean 4.23 was Accuracy of information. The lower mean 3.84 was interpersonal relationship & climate.

6.2.10 Ranking of Effective Teamwork

Planning was rated as the most important with the highest mean.. The 2nd. rank was helping each others. The two lowest means were information sharing & sacrifice.

6.3 Conclusion

The overall results on communication Behavior of their supervisors showed that they agreed and accepted the way in which their supervisors communicated with them

The most accepted on their perception were:

- Friendly they were accepted that their supervisors were friendly with them. Only 1 people or 0.9% rate disagree on friendly of their supervisors.
- Communication clearly is the 2nd. rank which they rated accepted. It showed that there are clearly understand when they communicate with their supervisors.
- Participation they were accepted that their supervisors have participation with them.

The less accepted on their perception was praises & credit from supervisors. It meant that they needed their supervisors to give them praise when they did a good job. It was important that the boss should pay more attention to this point. According to the Reinforcement Theory there were 2 ways to motivate people. One was positive reinforcement, the other one was negative reinforcement. The positive reinforcement was to create an increase in the frequency of behavior, followed by a pleasurable stimulus or event. Praise & credit was also one factor of positive reinforcement that can motivate people to achieve their goals which will lead to effectiveness of their teams. They also rated less accepted on express idea to management. They feel that they did not have a chance to express and idea or management did not have enough time to listen to them.

In the results of the ranking of the effectiveness of communication behavior in their organizations, the respondents ranked accuracy of information, the highest. It means that they expected accurate information from their supervisors. Meanwhile they rated on communication channel at 2nd. rank. It mean that they tend to have the way to talk to their supervisors, followed by listening. Their supervisors seem to be listening to them. The lowest rank were two variables of communication climate and Interpersonal communication. These were less accepted.

The results of perception on effective teamwork showed that planning was the most important factor. It means that they thought their team had a good planning & also they were of the opinion that their team members helped each other. The lowest 2 scores which they thought less than the others were information sharing and sacrifice. It means that teams need to improve information sharing between members as well as sacrifice for each other, in times of hardship.

6.4 Recommendation

The recommendations stated here are reported in the sequence of the research questions posed in Chapter I.

What is the respondents' profile with regards to Age, Gender, Education level Position, Functional department, and Number of years working with the company?

There was a big group of newcomers who had worked less than 2 years. The ratio was 44.6% or 49 people of total respondents. This new group may need more participation than the old group.

What is the perception of respondents' on communication behavior of their supervisors in regard to: Interpersonal Communication, Communication Process, Communication Climate, Communication Direction/Channel and Leadership ?

The interpersonal communication between supervisors and subordinate was another cause for concern in the present study. In the open-end responses, some subordinates were not happy with the relationship between their supervisors and themselves.

Monhoney (1984) stated that many organizational managers possess low levels of inter- personnel communication competence. Although they may have some empathic understanding, managers do not have enough confrontation skills or problem solving skills for effective communication with their subordinates.

The recommendation was that supervisors should improve two-way communication to approach and participate with their subordinate which will create a better understanding and build up good relationships between them. The relationship might be further enhanced by organizing joint activities, such as parties, outdoor seminars, picnics, and travel. These activities would provide more opportunities for staff to open up to their supervisors.

What is the perception of respondents' on the effectiveness of their teamwork in regard to : Clear sense of direction, Clear and enticing responsibilities, Reasonable and efficient operating procedures, and Constructive interpersonal Relationship?

Team building was needed to improve the team's functioning in terms of the interpersonal process. The employees who carry out team- building activities are the team members

There are 3 steps to create more effective team building in Lighting Co.Ltd.:

- Diagnosis

The company should identify the problems in team functioning. . From the findings, the real problems are:

Lighting company lacks open discussions. Team members feel that they do not have the chance for openly expressing their ideas to management. Often team members did not realize how their behavior affects others, because the others on the team do not know how to express their feeling constructively. A formal process of diagnosis can help team members to explain how they perceive the behavior of others who work with them.

- Change

After the process of diagnosis has helped the team identify problems, the team must agree on ways to solve the problem (s). The change recommended may be bit by bit in order to make them feel comfortable. Exercises and joint activities are needed to help

them toward greater participation , creating and maintaining trust. Sensitivity or T-Group Training can help a great deal to solve some of these problems.

Team building is becoming an overused technique because many teams agree they don't want to work together, can't work together, and have no reason to work together. Teams need to spend more time on the process of team interaction., that is how they work together and what they accomplish. The process to developing teams is:-

- Step 1 : Initiating a Team-Development meeting
- Step 2 : Setting objectives
- Step 3 : Collecting Data
- Step 4 : Planning & Meeting
- Step 5 : Conducting the meeting
- Step 6 : Evaluating the Team-Development process

Are there intra-relationship among interpersonal communication, communication process, communication climate, communication direction/channel and leadership style?

From the results it was clear that the communication process created problems in the company the respondents rated undecided on the communication process. They might be in doubt or not happy with the communication process between them & their supervisors but were reluctant to express their ideas. The findings were focused on the accuracy of information which respondents expressed doubts about.

The recommendation was that supervisors should pay more attention to how they send messages to their subordinates. Were there too many levels through which the message passed? What was the extent of distortion? Sometimes, communication which passes through many levels will completely change in meaning and content, hence supervisors should check feedback from their subordinates in terms of understanding.

The management also should look into the organization structure of the company. Are there unnecessary layers from the manager or supervisors to their subordinates? The results of the study found that 54 people or 49.10% thought that there were too many step needed to pass through to talk to their bosses. The management might consider a re-organization of the structure if such an action can improve effectiveness. Job Description (JD) what is the duty of the employees, whom they should report to, is another issue. From the open-ended question responses, it was not clear to many subordinates who was their real boss, because they kept getting orders from many of their colleagues. The Lighting Co. Ltd., is quite small so the organization structure should be flat in order to make communication flow upwards, downwards, and sideways effectively

The Orientation or Induction, as a way to socialize new employees. The company should have one day or half day orientation before the new employees start their work. The Orientation should include an explanation of the company profile, mission, and tactical plans. What is company doing? What are the company's products? Who is part of the management committee of the company? And also the company should tell newcomers about the goals & policies of the company. All these topics will create a better understanding.

The comments from the open-ended questions showed that there were some people who thought that the communication climate between them and their supervisors was ineffective. They commented that they needed time to participate with their boss. They felt that their bosses were always too busy and did not give them a chance to talk. This may be the starting point of problems leading to conflicts and misunderstanding in the organization.

The recommendation was that supervisors should create a good climate in their organization. Even though they are very busy with other activities, a little Management by Walking Around (MBWA) would be a good idea. This would also offer supervisors the opportunity to ask their subordinates about their jobs, the problems they were facing, and also afford them a chance to give praise for jobs well done.

For The communication channel supervisors must choose the right channel through which they communicate with their subordinates. This is mainly due to the differences in demographics, such as age, gender, education levels and position. For example, face to face communication might not be suitable for people who work in different areas, such as warehouse and head office, while the communication with lower level staff, such as workers in assembly line or warehouse, might require command or written communication much more than meeting or face to face. Upward communication and downward communication (the direction) must be chosen according to the situation.

Upward communication might be used in this organization due to the small size and the lack of too many hierarchical levels. Krivonos(1976) stated that subordinates tend to tell their supervisors what they think the supervisors want to hear, or only what they

want their supervisors to hear. Information is often distorted so that it will please supervisors and reflect positively on subordinate.

What is the importance of communication behavior in the organization?

To increase communication effectiveness in this organization, some points should be improved:

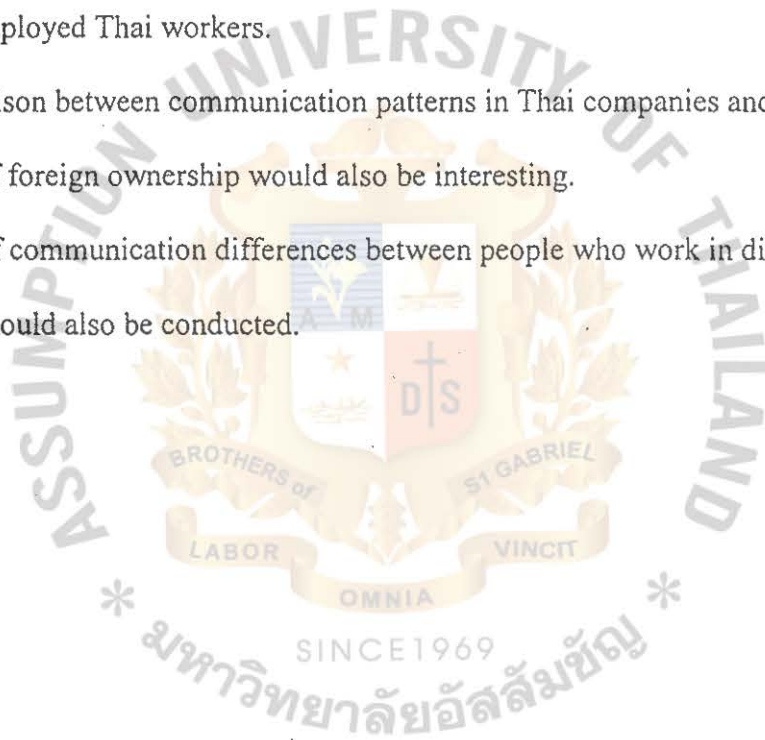
- Active Listening –This is at least as important as talking. People tend to show active listening skills by not interrupting, empathizing with the speaker, maintaining interest, postponing evaluation, organizing information, showing interest and providing feedback.

Issues on Training

To develop employees and supervisors, training is necessary. The company might set up plans for the whole year, or a monthly plan for training. Employees at different levels may need different types of training. Supervisors or management may need to train their staff on how to work as a team. It is necessary to add here that the wrong kind of training will not only be a waste of time and money, but will lead to enhanced levels of communication problems in the company.

6.4.1 Recommendations for further research

- 1) The study focused on one company only. There may be other factors that influence communication in other types of business. It would be very valuable for further research to study other firms.
- 2) The study focused on Thai employees in a firm owned by Thai. It might be interesting to study communication patterns in an organization headed by a foreign boss that employed Thai workers.
- 3) The comparison between communication patterns in Thai companies and those which are of foreign ownership would also be interesting.
- 4) The study of communication differences between people who work in different locations should also be conducted.



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Appendix A



*"The Perception of subordinates toward communication behavior
of their supervisor and its impact on team effectiveness"*

Part 1 Demographic Profile

Pls mark(X) the most appropriate answer

1) Age

- | | |
|---|---|
| <input type="checkbox"/> Below 20 years | <input type="checkbox"/> 20-25 years |
| <input type="checkbox"/> 26-30 years | <input type="checkbox"/> 31-35 years |
| <input type="checkbox"/> 36-40 years | <input type="checkbox"/> Above 40 years |

2) Gender

- | | |
|-------------------------------|---------------------------------|
| <input type="checkbox"/> Male | <input type="checkbox"/> Female |
|-------------------------------|---------------------------------|

3) Highest education

- | | |
|--|--|
| <input type="checkbox"/> Secondary school | <input type="checkbox"/> High School or equivalent |
| <input type="checkbox"/> Certificate/Diploma | <input type="checkbox"/> Bachelor Degree |
| <input type="checkbox"/> Master Degree | |

4) Position

- | | |
|--|---|
| <input type="checkbox"/> Officer | <input type="checkbox"/> Department Chief |
| <input type="checkbox"/> Asst. Manager | <input type="checkbox"/> Manager |

5) Which department do you work in?

- | | |
|-------------------------------------|---|
| <input type="checkbox"/> Accounting | <input type="checkbox"/> Marketing |
| <input type="checkbox"/> Production | <input type="checkbox"/> Purchasing |
| <input type="checkbox"/> Warehouse | <input type="checkbox"/> Human Resource |

6) How long have you been working with this company?

- | | |
|---------------------------------------|--|
| <input type="checkbox"/> Below 1 year | <input type="checkbox"/> 1-2 years |
| <input type="checkbox"/> 3-14 years | <input type="checkbox"/> 5-6years |
| <input type="checkbox"/> 7-8years | <input type="checkbox"/> Above 8 years |

Please kindly rate your opinion about the given statement by ticking X in the table

No.1= Strongly disagree No.2= Disagree No.3 Undecided No.4= Agree No.5=Strongly agree

Part 2 Communication Behavior

2.1 Interpersonal Communication

No	Statement	1	2	3	4	5
1	Your supervisors communicates clearly and is easy to understand					
2	Your supervisors communicates appropriately with his/her subordinates					
3	You could express ideas on your job					
4	You usually get credit and praises from your supervisors when you do a good job					
5	Your supervisors usually give you good comment					

2.2 Communication Process

No	Statement	1	2	3	4	5
6	Your supervisors always forwards information through all his/her subordinates					
7	You usually get information that is accurate and fast					
8	When in doubt, you usually ask your supervisor and always get feedback					
9	The communication process in your organization usually is conducted by line & staff					
10	There are too many steps in the communication process in your organization					

2.2 Communication Climate

No	Statement	1	2	3	4	5
11	You like to consult with your supervisor when you have problem					
12	Your supervisor always pays attention to the work climate & environment					
13	Your supervisor is friendly with his/her subordinate					
14	Your supervisor always participates with his/her subordinate whenever he/she has time available					
15	Your supervisor is able to keep control over his/her temper even he/she disagrees with others' idea					

2.4 Communication Direction/Channel

No.	Statement	1	2	3	4	5
16	You can comment on your job evaluation to your supervisors					
17	In your organization, the lower staff can express ideas to management					
18	The communication between departments is usually regular & accurate					
19	You always share information with your colleagues					
20	Your supervisor is a good coordinator between yours and other departments.					

2.5 Leadership style

No.	Statement	1	2	3	4	5
21	Your supervisor closely supervises, gives suggestion and explains to you in order get the job done					
22	Your supervisor allows people to make their own decisions					
23	Your supervisor usually helps his/her subordinate when they face problems					
24	Your supervisor always expects his/he subordinate to work with high efficiency					
25	Your supervisor gives you an order/command without listening to your comment					

Part III Effective Teamwork

3.1 Sense of Direction

No.	Statement	1	2	3	4	5
26	The goals of our teams are clearly stated					
27	Our team accomplishes its goals					
28	Our team makes effort to reach the goal					
29	You have been informed about the team goals from the team leader regularly					
30	Team leader clearly tells what he/she expects from you					

3.2 Clear and challenging Responsibility

No.	Statement	1	2	3	4	5
31	Role and function of team members are clearly defined					
32	Your supervisor usually puts the right person into the right job					
33	You are pleased with your job					
34	Your supervisor is a good leader					
35	You believe your supervisor has a good ability to do his/her/job					

3.3 Reasonable and efficient operating procedure

No.	Statement	1	2	3	4	5
36	Our team uses effective and efficient planing procedures					
37	Team members have open discussions					
38	Team members can take the place of other members when he/she absent					
39	Team members listen to other problems that affect the team					
40	In the meeting, team members use brain storming					

3.4 Constructive interpersonal relationship

No.	Statement	1	2	3	4	5
41	Team members get along with each other quite well					
42	Team members provide enough support and help to each other					
43	When there are mistakes, team members are willing to solve the problem					
44	Team member are willing to sacrifice time/effort for the team					
45	Team members respect each other					

Part IV. Overall Rating

For each of the following items, you will asked, Pls circle the rating which you think it is important to on an effective communication in organization.

1 = Least important, 2 = Slightly important, 3 = Moderate, 4 = Important. 5 = The most important

46. Relationship	1	2	3	4	5
47. Accuracy of information	1	2	3	4	5
48. Respect/Trust	1	2	3	4	5
49. Participation	1	2	3	4	5
50. Empathy	1	2	3	4	5
51. Climate	1	2	3	4	5
52. Listening	1	2	3	4	5
53. Facilities	1	2	3	4	5
54. Process	1	2	3	4	5
55. Channel	1	2	3	4	5

For each of the following items, you are asked, How true is the statement for your team now? For each all items circle the rating that is currently most accurate for the situation described regarding to your teams:-

1= Very little, 2 = Little , 3= Somewhat, 4= Much, 5= Very much

56. Goals setting

1	2	3	4	5
---	---	---	---	---

57. Planing

1	2	3	4	5
---	---	---	---	---

58. Meeting

1	2	3	4	5
---	---	---	---	---

59. Information

Sharing

1	2	3	4	5
---	---	---	---	---

60. Help each others

1	2	3	4	5
---	---	---	---	---

61. Problem solving

1	2	3	4	5
---	---	---	---	---

62. Conflict

1	2	3	4	5
---	---	---	---	---

63. Relationship

1	2	3	4	5
---	---	---	---	---

64. Trust

1	2	3	4	5
---	---	---	---	---

65. Sacrifice

1	2	3	4	5
---	---	---	---	---

Part V Open-end

- 1) What problems do you find in communicate with your supervisor?

.....

.....

.....

- 2) What is your suggestion on effective communication

.....

.....

.....

- 3) What problems do you find in your team?

.....

.....

.....

- 4) What is your suggestion on effective teamwork

.....

.....

.....

- 5) Do you think communication is impact on team effectiveness? How?

.....

.....

.....

Thank you for your cooperation

Appendix B



“พฤติกรรมการสื่อสารของผู้บังคับบัญชาในมุมมองของผู้ใต้บังคับ
บัญชากับผลกระทบต่อการทำงานเป็นทีมที่มีประสิทธิภาพ”

ส่วนที่ 1 ข้อมูลส่วนบุคคล

โปรดตอบคำถามทุกข้อโดยใส่เครื่องหมาย [X] ในข้อ ที่ใกล้เคียงกับท่านมากที่สุด

1) อายุปัจจุบัน

- | | |
|--|---------------------------------------|
| <input type="checkbox"/> ต่ำกว่า 20 ปี | <input type="checkbox"/> 21-25 ปี |
| <input type="checkbox"/> 26-30 | <input type="checkbox"/> 31-40 ปี |
| <input type="checkbox"/> 40-50ปี | <input type="checkbox"/> มากกว่า 50ปี |

2) เพศ

- | | |
|------------------------------|-------------------------------|
| <input type="checkbox"/> ชาย | <input type="checkbox"/> หญิง |
|------------------------------|-------------------------------|

3) ระดับการศึกษาสูงสุด

- | | |
|-----------------------------------|------------------------------------|
| <input type="checkbox"/> มัธยมต้น | <input type="checkbox"/> มัธยมปลาย |
| <input type="checkbox"/> ปวช-ปวส | <input type="checkbox"/> ปริญญาตรี |
| <input type="checkbox"/> ปริญญาโท | |

4) ตำแหน่งงานของท่าน

- | | |
|---|--|
| <input type="checkbox"/> พนักงาน | <input type="checkbox"/> หัวหน้าหน่วย/แผนก |
| <input type="checkbox"/> ผู้ช่วยผู้จัดการ | <input type="checkbox"/> ผู้จัดการ |

5) ท่านทำงานในส่วนงานใด

- | | |
|------------------------------------|----------------------------------|
| <input type="checkbox"/> บัญชี | <input type="checkbox"/> การตลาด |
| <input type="checkbox"/> ผลิตภัณฑ์ | <input type="checkbox"/> จัดซื้อ |
| <input type="checkbox"/> โกดัง | <input type="checkbox"/> บุคคล |

6) อายุการทำงานของท่านในองค์กร

- | | |
|---------------------------------------|--------------------------------------|
| <input type="checkbox"/> ต่ำกว่า 1 ปี | <input type="checkbox"/> 1-2ปี |
| <input type="checkbox"/> 3-4ปี | <input type="checkbox"/> 5-6ปี |
| <input type="checkbox"/> 7-8ปี | <input type="checkbox"/> มากกว่า 8ปี |

ส่วนที่ 2 เรื่องพฤติกรรมในการสื่อสาร

กรุณาใส่เครื่องหมาย X ในข้อที่ตรงกับความเป็นจริงหรือความเห็นของท่านมากที่สุด

1=ไม่เห็นด้วยอย่างยิ่ง, 2= ไม่เห็นด้วย, 3= ไม่แน่ใจ, 4= เห็นด้วย, 5= เห็นด้วยอย่างยิ่ง

หมายเหตุ หัวหน้านงานหมายถึงผู้ที่ทำหน้าที่มอบหมายงานหรือสั่งงานโดยตรงกับท่าน

2.1 การสื่อสารระหว่างบุคคล

No	คำถาม	1	2	3	4	5
1	หัวหน้าของท่านสื่อสารได้ชัดเจนและเข้าใจง่าย					
2	หัวหน้าของท่านใช้คำพูดได้อย่างเหมาะสมในการสั่งงาน					
3	ท่านสามารถแสดงความคิดเห็นในการทำงานได้อย่างอิสระ					
4	ท่านมักได้รับคำชื่นชมจากหัวหน้าเมื่อทำงานสำเร็จ					
5	หัวหน้าของท่านมักให้คำแนะนำที่ดีในการทำงานแก่ท่าน					

2.2 กระบวนการในการสื่อสาร

No	คำถาม	1	2	3	4	5
6	หัวหน้าของท่านมักจะสื่อสารและกระจายข้อมูลให้ลูกน้องรับทราบโดยทั่วกัน					
7	ท่านมักได้รับข่าวสารที่ถูกต้องและรวดเร็วเสมอ					
8	เมื่อเกิดข้อสงสัยท่านจะสอบถามหัวหน้างานและมักได้รับการตอบกลับเสมอ					
9	ขั้นตอนในการสื่อสารในหน่วยงานของท่านมักเป็นไปตามสายงานบังคับบัญชาเท่านั้น					
10	มีขั้นตอนมากเกินไปในการกระบวนการสื่อสารภายในองค์กร					

2.3 บรรยากาศในการสื่อสาร

No	คำถาม	1	2	3	4	5
11	ท่านชอบที่จะพูดคุยกับหัวหน้างานเพื่อปรึกษาปัญหา					
12	หัวหน้าของท่านให้ความสนใจกับบรรยากาศในการทำงานและสิ่งแวดล้อม					
13	หัวหน้าท่านมีความเป็นกันเองกับลูกน้อง					
14	หัวหน้าของท่านมักพูดคุยกับลูกน้องเมื่อมีเวลาว่าง					
15	หัวหน้าของท่านรักษารามณได้เป็นอย่างดีถึงแม้จะไม่เห็นด้วยกับความคิดเห็นของผู้อื่น					

1=ไม่เห็นด้วยอย่างยิ่ง, 2= ไม่เห็นด้วย , 3= ไม่แน่ใจ, 4= เห็นด้วย , 5= เห็นด้วยอย่างยิ่ง

2.4 ช่องทาง/ทิศทางในการติดต่อสื่อสาร

No	คำถาม	1	2	3	4	5
16	ท่านสามารถแสดงความเห็นในการประเมินผลงานของตัวเองต่อหัวหน้างาน					
17	ในบริษัทของท่านพนักงานระดับล่างสามารถเสนอความคิดเห็นโดยตรงกับผู้บริหาร					
18	การสื่อสารระหว่างหน่วยงานเป็นไปอย่างถูกต้องและสม่ำเสมอ					
19	ท่านมักแลกเปลี่ยนข้อมูลกับเพื่อนร่วมงานเสมอ					
20	หัวหน้าของท่านมักจะติดต่อประสานงานกับหน่วยงานอื่นด้วยดีเสมอ					

2.5 รูปแบบของผู้นำ

No	คำถาม	1	2	3	4	5
21	หัวหน้าของท่านมักคอยดูสนับสนุนชี้แนะและอธิบายงานแก่ท่านอย่างใกล้ชิด					
22	หัวหน้าของท่านเปิดโอกาสให้ลูกน้องได้ตัดสินใจด้วยตนเอง					
23	หัวหน้าของท่านมักคอยช่วยเหลือเมื่อลูกน้องเกิดปัญหา					
24	หัวหน้าของท่านมักคาดหวังให้ลูกน้องทำงานอย่างเต็มประสิทธิภาพ					
25	หัวหน้าของท่านมักออกคำสั่งโดยไม่ฟังความเห็นของท่าน					

ส่วนที่ 3 ทีมงานที่มีประสิทธิภาพ

3.1 เป้าหมาย

No	คำถาม	1	2	3	4	5
26	เป้าหมายของหน่วยงานมีความชัดเจน					
27	ทุกคนในหน่วยงานมีส่วนร่วมในการกำหนดเป้าหมาย					
28	ทุกคนมุ่งมั่นที่จะทำให้บรรลุถึงเป้าหมายของหน่วยงาน					
29	หัวหน้าหน่วยงานมักจะแจ้งให้ทราบถึงเป้าหมายของหน่วยงาน					
30	หัวหน้าหน่วยงานมักบอกสิ่งที่เขา/เธอคาดหวังจากท่าน					

1=ไม่เห็นด้วยอย่างยิ่ง, 2= ไม่เห็นด้วย, 3= ไม่แน่ใจ, 4= เห็นด้วย, 5= เห็นด้วยอย่างยิ่ง

3.2 ความชัดเจนในหน้าที่ และความรับผิดชอบ

No	คำถาม	1	2	3	4	5
31	ท่านเข้าใจชัดเจนในบทบาทหน้าที่ในงานที่รับผิดชอบเป็นอย่างดี					
32	หัวหน้าหน่วยงานมักมอบหมายงานได้ตรงกับความสามารถของลูกน้องทุกคนในหน่วยงานทำงานได้อย่างมีประสิทธิภาพ					
33	ท่านพอใจกับงานที่ได้รับมอบหมายให้ทำ					
34	หัวหน้าของท่านมีความเป็นผู้นำที่ดี					
35	ท่านเชื่อว่าหัวหน้าของท่านมีความสามารถในงานที่ทำอย่างมาก					

3.3 ความมีเหตุผลและการปฏิบัติงานที่มีประสิทธิภาพ

No	คำถาม	1	2	3	4	5
36	ทุกคนในหน่วยงานมีการวางแผนการทำงานอย่างมีประสิทธิภาพ					
37	ทุกคนในหน่วยงานพูดจากันอย่างเปิดเผย					
38	ทุกคนในหน่วยงานท่านสามารถทำงานแทนกันได้เมื่อมีคนไม่มา					
39	ทุกคนในหน่วยงานยินดีที่จะรับฟังปัญหาที่มีผลกระทบกับหน่วยงาน					
40	เมื่ออยู่ในที่ประชุมทุกคนจะช่วยกันออกความคิดเห็น					

3.4 ความสัมพันธ์ของหน่วยงาน

No	คำถาม	1	2	3	4	5
41	ทุกคนในหน่วยงานเข้ากันได้ดี					
42	ทุกคนในหน่วยงานช่วยเหลือเกื้อกูลกัน					
43	เมื่อเกิดความผิดพลาดในงานทุกคนกระตือรือร้นที่จะช่วยกันแก้ไข					
44	ทุกคนยินดีที่จะเสียสละเพื่อหน่วยงาน					
45	ทุกคนในหน่วยงานมีความเคารพซึ่งกันและกัน					

4.1 การสื่อสารที่มีประสิทธิภาพ

กรุณาวางกลมในหัวข้อที่ท่านคิดว่ามีค่าสำคัญต่อการสื่อสารที่มีประสิทธิภาพภายในองค์กร

1 = ต่ำคิณน้อยที่สุด , 2 = ต่ำคิณน้อย , 3 = ปานกลาง , 4 = ต่ำคิณ , 5 = ต่ำคิณมากที่สุด

46. ความสัมพันธ์ ระหว่างบุคคล	1	2	3	4	5
47. ความถูกต้องของ ข้อมูล	1	2	3	4	5
48. ความเคารพและ เชื่อถือกัน	1	2	3	4	5
49. การพูดคุยกัน	1	2	3	4	5
50. ความเข้าใจและ เห็นใจกัน	1	2	3	4	5
51. บรรยากาศใน การสื่อสาร	1	2	3	4	5
52. การรับฟังความคิดเห็น	1	2	3	4	5
53. เครื่องมือที่ใช้ ในการสื่อสาร	1	2	3	4	5
54. กระบวนการ/ขั้นตอน ในการสื่อสาร	1	2	3	4	5
55. ช่องทางใน ติดต่อสื่อสาร	1	2	3	4	5

4.2 ทีมงานที่มีประสิทธิภาพ

กรุณาวางกลมในหัวข้อที่ท่านคิดว่าตรงกับการทำงานเป็นทีมของหน่วยงานท่าน โดยลำดับดังนี้

1 = น้อยที่สุด , 2 = น้อย , 3 = ปานกลาง , 4 = มาก , 5 = มากที่สุด

56. การกำหนดเป้าหมายร่วมกัน

1 2 3 4 5

57. การวางแผนงาน

1 2 3 4 5

58. การประชุมร่วมกัน

1 2 3 4 5

59. การแลกเปลี่ยนข้อมูลกัน

1 2 3 4 5

60. การช่วยเหลือกัน

1 2 3 4 5

61. การแก้ปัญหาาร่วมกัน

1 2 3 4 5

62. ความขัดแย้งกัน

1 2 3 4 5

63. ความสัมพันธ์กัน

1 2 3 4 5

64. ความเชื่อถือกัน

1 2 3 4 5

65. ความเสียสละ

1 2 3 4 5

ส่วนที่ 5 คำถามเปิด

กรุณาแสดงความคิดเห็นของท่าน(ข้อมูลที่ได้จะเป็นประโยชน์ต่อการปรับปรุงการทำงานภายในองค์กรของท่าน)

2) ท่านคิดว่าอะไรเป็นปัญหามากที่สุดในการสื่อสารภายในองค์กรของท่าน

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3) ท่านมีข้อเสนอแนะอย่างไรในการแก้ปัญหาดังกล่าว

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3) ท่านคิดว่าอะไรเป็นอุปสรรคและปัญหาในการทำงานเป็นทีม

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4) ท่านมีข้อเสนอแนะอย่างไรในการปรับปรุงทีมงานให้มีประสิทธิภาพ

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5) ท่านคิดว่าการสื่อสารมีส่วนช่วยในการทำงานเป็นทีมมีประสิทธิภาพอย่างไร

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ขอขอบพระคุณในความร่วมมือ

Appendix C



Table A1 Frequency Distribution of Interpersonal Communication

Perception	Disagree	Undecided	Agree
• Communicate clearly	3(2.7%)	11(10%)	96(87.3%)
• Communicate appropriately	9(8.2%)	7(6.4%)	93(84.6%)
• Open to express an idea	4(3.6%)	15(13.6%)	90(81.8%)
• Give a praises	10(9.1%)	54(49%)	46(41.9%)
• Give a good comment	3(2.7%)	17(15.4%)	90(81.8%)

Table A2 Frequency Distribution of Communication Process

Perception	Disagree	Undecided	Agree
• Forward information	6(5.4%)	15(13.6%)	89(80.9%)
• Accuracy & fast information	12(10.9%)	35(31.8%)	63(57.3%)
• Feedback	8(7.3%)	15(13.6%)	87(79.1%)
• Communicate by line & staff	21(19%)	24(21.82%)	65(59%)
• Too many step on communication	19(17.2%)	37(33.6%)	54(49.1%)

Table A3 Perception on Communication Climate

Perception	Disagree	Undecided	Agree
• Consulting when have a problem	10(9.1%)	24(21.8%)	76(69.1%)
• Pay attention on work climate & environment	8(7.3%)	30(27.2%)	72(65.5%)
• Friendly	1(.9%)	9(8.2%)	100(90.9%)
• Participation	5(4.5%)	14(12.7%)	91(82.8%)
• Keep temper	9(8.2%)	29(26.3%)	72(65.5%)

Table A.4 Perception on Communication Direction/Channel

Perception	Disagree	Undecided	Agree
• Comment on job evaluation	7(6.3%)	42(38.2%)	61(55.5%)
• Express idea to management	24(21.8%)	34(30.9%)	52(47.3%)
• Communication between dept. Regular & accurate.	19(64.2%)	31(28.2%)	60(54.6%)
• Share information with colleagues	15(13.6%)	0(%)	95(86.4%)
• Good coordinator	8(7.3%)	22(20%)	80(72.8%)

Table A5 Perception on Leadership

Perception	Disagree	Undecided	Agree
• Give suggestion	6(5.4%)	21(19.1%)	83(75.4%)
• Make decision	6(5.4%)	17(15.5%)	87(79.1%)
• Help subordinate	6(5.4%)	13(11.8%)	91(82.8%)
• High efficiency	5(4.5%)	15(13.6%)	90(81.8%)
• Order/Command	37(33.6%)	37(33.6%)	36(32.7%)

Table A6 Perception on Sense of Direction

Perception	Disagree	Undecided	Agree
• Clearly stated on goals	4(3.6%)	25(22.7%)	81(73.7%)
• Accomplishes its goals	11(10%)	30(27.3%)	69(62.7%)
• Effort to reach to the goals	5(4.5%)	26(23.6%)	79(72.8%)
• Team goals have been informed	5(4.5%)	17(15.5%)	88(80%)
• Team leader clearly tell his/her Expected	5(4.5%)	37(33.6%)	68(61.8%)

Table A7 Perception on Clear and Challenging Responsibility

Perception	Disagree	Undecided	Agree
• Clear role and function	10(9.1%)	0(0%)	100(90.9%)
• Put the right man into the right job	3(2.7%)	22(20%)	85(77.3%)
• Pleased with your job	16(14.5%)	0(0%)	94(85.5%)
• Your supervisor is good leadership	5(4.5%)	21(19.1%)	84(76%)
• Your supervisor has ability on the job	3(2.7%)	16(14.5%)	91(82.8%)

Table A8 Perception on Reasonable and efficient operating procedure

Perception	Disagree	Undecided	Agree
• Effective and efficient planing	10(9.1%)	35(31.8%)	65(59.1%)
• Openly discussion	13(11.8%)	38(34.5%)	59(53.7%)
• Take part of other members	7(6.4%)	23(20.9%)	80(72.7%)
• Listen to others problems	11(10%)	27(24.5%)	72(65.4%)
• Brain storming	8(7.3%)	31(28.2%)	71(64.5%)

Table A9 Perception on Constructive interpersonal relationship

Perception	Disagree	Undecided	Agree
• Get a long with each others	8(7.3%)	22(20%)	80(72.8%)
• Help each others	10(9.1%)	27(24.5%)	73(66.4%)
• Willing to solve the problem	12(10.9%)	33(30%)	65(59.1%)
• Willingness to sacrifice time/effort	13(11.8%)	42(38.2%)	55(50%)
• Respect each others	11(10%)	25(22.7%)	74(27.2%)

