



A STUDY ON PERCEPTION OF EMPLOYEES OF THAI FUJI XEROX  
COMPANY LIMITED ABOUT ITS ORGANIZATIONAL CULTURE AND  
LEADERSHIP STYLE

By  
PATAVEE TEWAPHANKUL

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

Master of Business Administration

Graduate School of Business  
Assumption University  
Bangkok Thailand

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## ABSTRACT

To know and understand organizational culture and the style of leadership is very important for employees working in any organization. The main objectives of this research, “A Study on Perception of Employees of Thai Fuji Xerox Company Limited about its Organizational Culture and Leadership Style” are to study the characteristics of organizational culture of Thai Fuji Xerox Company Limited, to investigate leadership styles of the manager of Thai Fuji Xerox Company Limited, and to study perceptual differences of employees of Thai Fuji Xerox Company Limited classified by their demographic characteristics.

Questionnaires were distributed to 286 employees in the organization at their Vibhavadi office (Headquarter). The data were concerned with demographic profiles of the respondents, organizational culture, and leadership style. So the researcher used convenience sampling method to contact 286 completed questionnaires, which have been distributed to the employees of Thai Fuji Xerox Company Limited. Hypotheses on this particular study were the differences in perception of employees classified by demographic factors about organizational culture and leadership style. The results were processed by SPSS program using Descriptive and Inferential Statistics, using T-test and Anova.

The findings of the research indicated that achievement culture was the most perceived organizational culture by the respondents and power culture was the least perceived organizational culture by the respondents. This means that employees of Thai Fuji Xerox Company Limited had their own work pattern to get their work done. They focused on work rather than rules and they felt that they were given the

opportunity in participation and consultation. The style of leadership that was most perceived by the respondents was directive leadership style and the least perceived leadership style was participative leadership style. This means that the managers supervised the employees of Thai Fuji Xerox Company Limited in a very strict manner.

It was concluded that there were differences in the perception of employees of Thai Fuji Xerox Company Limited about organizational culture and leadership style when classified by demographic factors. Employees of different gender, age levels, and personal income levels perceived organizational culture and leadership style differently. The managers of Thai Fuji Xerox Company Limited should invite participation from its employees in decision-making and encourage supportive style of leadership.



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# CHAPTER 1

## GENERALITIES OF THE STUDY

### 1.1 Introduction of the study

Organizational culture plays a significant role in organizations. It is certain that employees of successful organizations are well aware of their own organizational culture. Organizational culture is similar to, say, regional culture. Just as families and communities have unique looks and feels, organizations have distinct images, internal operations, and methods of doing business that determine who they are and how they are perceived by others. All of these factors are the bases for the formation of a “ culture “ which has an impact internally that ethnicity or religion has in social groups. Organizational culture creates an environment in which employees interact with each other and with the marketplace. Employees should be concerned about their organizational culture mainly because within an organization, individuals who best conform to, and believe in, the culture are more likely to be promoted and placed in positions of power. The culture, therefore, becomes both an indicator of past performance and a predictor of what the organization will accept as true in the future. When an individual’s personal belief system is in line with the belief system of the organization, that person feels comfortable and “ at home “ in the work environment. When personal and organizational beliefs are at odds, the individual feels restless and insecure within the organization and it greatly affects the quality of production the individual may contribute to the organization. I think all of the organizations should attempt to transform themselves internally to open channels of communications among

among all staff members, so that opportunities for improvement can be discussed and implemented. It is very important for the employees of all levels to understand the nature of their organizational culture in order to fully contribute to the organization and to work happily for the organization.

The styles of management or leadership styles within an organization are as critical and important as organizational culture. It is the employees' own benefits to clearly understand the leadership style of the top management. The employees can perform and feel better if they clearly understand the leadership style of the top management. Employees who do not intend to adapt themselves to the leadership style of the top management are most likely ineffective. Leading is simply establishing direction and influencing others to follow that direction. Whether you are an executive or an entry-level worker in your organization, it is critical for you to have strong skills in leadership.

To greatly achieve in business, it is necessary for all levels of employees or workers to truly understand organizational culture and the leadership style of the top management. Moreover, the workers should know what type of organizational culture and leadership style would fit them the most so that they can perform at their best.

*Source: Schein, (1992). Organizational Culture and Leadership. (2<sup>nd</sup> edition)*

### **1.1.1 History/overview of the organization**

#### **1.1.1.1 Company's history**

Thai Fuji Xerox Co., Ltd. was originated as joint Thai-Japanese Corporation on June 21, 1978, initially as a local agent for Xerox products. It operated as a Bangkok branch office of Fuji Xerox Japan that first introduced Xerox photocopier onto Thai market in 1967. Originally being staffed by 10 people, the company today has expanded its operations nationwide with 850 staff to serve both public agents and private establishments. To respond promptly and efficiently, Fuji Xerox has installed services centers throughout the country. Currently there are 9 branches in Bangkok and 15 branches in Up – country. The company's branches in Bangkok are Sathorn branch, Vibhavadi Rangsit branch, Prapinklao branch, Rangsit branch, Navanakorn branch, Suanluang branch, Silom branch, Phaholyotin branch, and Bangna branch.

### **1.2 Statement of the Problem**

From a brief interview with ten employees of Thai Fuji Xerox Company Limited who have been working for the company for more than five years about changes in organizational culture and leadership style of the company in the past history, the interviewees revealed that there has been a major change in the leadership style of the manager. The previous manager who has been working for the company for quite a long time has just retired a couple of years ago. The leadership style of the present manager is different from the leadership style of the previous manager. The previous manager was friendly, supportive, and approachable. While the present manager is hard for employees to approach and the attitude towards employees is not as friendly as the previous

manager. The style of leadership in Thai Fuji Xerox Company Limited has been revolutionized due to different leadership styles of the previous and the present managers.

The leadership styles and organizational culture of any company significantly affect its competitive ability – specifically in highly competitive globalize business environment. Therefore, it will be very useful to understand the perception of employees about leadership style of the company as well as its organizational culture. From this viewpoint below, the statement of the problems of this research are mentioned.

“What is the perception of demographically classified employees of Thai Fuji Xerox Company Limited about its leadership styles and organizational culture?”

This study aims at searching appropriate answers in order to fulfill the main purposes of research objectives. The main problems that need to be answered are “What is the demographic profile of the employees when classified by gender, age and personal income level?” “What is the perception of demographically classified employees about organizational culture?” “What is the difference in employees’ perception about leadership style when classified by demographic factors?”

### **1.3 Research Objectives**

The purpose of this research is to investigate the leadership style of the manager of Thai Fuji Xerox Company Limited.

Following are the objectives of proposed research:

1.3.1 To demographically classify employees of Thai Fuji Xerox Company Limited.

1.3.2 To study characteristics of organizational culture of Thai Fuji Xerox Company Limited.



1.3.3 To investigate leadership style of the manager of Thai Fuji Xerox Company Limited.

1.3.4 To understand perception of employees about organizational culture and leadership styles of Thai Fuji Xerox Company Limited.

#### **1.4 Scope of the Research**

The research emphasizes on understanding the perception of demographically classified employees about organizational culture and leadership styles. The target respondents are employees working for Thai Fuji Xerox Company Limited. As a result of conducting the research, the management and employees would understand what is the significant organizational culture and leadership style of the company. Moreover, this study would reveal what is the significant culture such as Role culture, Achievement culture, Power culture, Support culture, and leadership styles such as Directive style, Supportive style, Participative Style and Achievement-oriented Style.

#### **1.5 Limitations of the Research**

1.5.1 The proposed research was conducted to investigate the perception of employees working in Thai Fuji Xerox Company Limited at Bangkok about its leadership styles and organizational culture therefore; its findings may not be generalized for employees of the same company but not working at Bangkok.

1.5.2 The proposed research was conducted to investigate the perception of employees working in Thai Fuji Xerox Company Limited at Bangkok about its leadership styles and organizational culture therefore; its findings may not be generalized for employees not working in the Thai Fuji Xerox Company Limited.

1.5.3 The proposed research was conducted to investigate the perception of employees of the Thai Fuji Xerox Company Limited about leadership styles and organizational culture therefore its findings may not be generalized to highlight their perception about other variables that have not been included in the proposed research.

1.5.4 The present research was conducted in a specific time frame therefore its findings may not be generalized for all times.

## 1.6 Significance of the Study

To clearly understand organizational culture which can lead to organizational effectiveness and to provide feedback to the manager the perceptions of his employees about leadership style.

## 1.7 Definitions of Terms

Definitions of terms according to this study are:

1. **Achievement culture:** Focusing on the work to be done rather than on conforming to rules. The emphasis is on results and getting things done (Harrison, 1987).
2. **Achievement-oriented Leadership Style:** It is characterized by leaders who sets challenging goals, expected subordinates to perform at best, and show confidence that subordinates will perform well (Robert J. House's Path-Goal Theory, 1971).
3. **Culture:** A collective programming of the minds, which distinguishes the members of one group or category of people from another (Hofstede, 1997).

4. **Directive Leadership Style:** It is characterized by leaders who inform subordinates what is expected of them and tell them how to perform the tasks as well as provide specific guidance (Robert J. House's Path-Goal Theory, 1971).
5. **Leadership:** The art of mobilizing others to want to struggle for shared aspirations (Kouzes and Posner, 1997).
6. **Organizational culture:** A system of shared valued meaning held by members that distinguish the organization from other organizations (Robbins, 1998).
7. **Power culture:** Certain persons are dominants and other subservient. Leaders are expected to be all knowing and all-powerful (Harrison, 1987).
8. **Participative leadership Style:** Leaders consulting with followers and asking for their suggestions before making a decision (Robert J. House's Path-Goal Theory, 1971).
9. **Role culture:** The organization that put more emphasis on conformity to expectation (Harrison, 1987).
10. **Support culture:** The organization offers its members 'satisfaction which come from relationships; mutuality, belonging, and connection (Harrison, 1987).
11. **Supportive Leadership Style:** It is characterized by a leader, friendly and approachable and shows concerns for the status, psychological well-being, and personal needs of the subordinates who is open (Robert J. House's Path-Goal Theory, 1971).

## **CHAPTER 2**

### **REVIEW OF LITERATURE**

This chapter presents the review of literature on organizational culture and leadership style theories that are related to the study in order to establish a conceptual framework of this study.

#### **2.1 Definition and Features of Organizational Culture**

The following sections, section 2.1.1, 2.1.2 and 2.1.3 discuss about the definition and features of organizational culture.

##### **2.1.1 Definitions Of Culture**

Culture can formally be defined as a pattern of shared basic assumptions that the group learned as it solved its problems of external adaptation and internal integration that has worked well enough to be considered valid and, therefore, to be taught to new members as the correct way you perceive, think and feel in relation to those problems. There are many definitions of culture, which are defined by theories. Culture is “the way we do thing around here” (Phesey, 1993) is frequently cited as a common sense definition of culture. Culture includes collective beliefs that, in turn, shape behavior. It is a form of a shared paradigm. Culture is based in part on emotion that is particularly conspicuous when change is threatened and is based on a foundation of historical continuity.

Hofstede (1997) referred culture as a “collective programming of the mind which distinguishes the members of one group or category of people from another” (Hofstede, 1997). He explained that culture is always a collective phenomenon, because it is at least



partly shared with people who live or lived within the same social environment, which is where it was learned. He clarified that every person carries within him or herself patterns of thinking, feeling, and potential acting, which were learned throughout their lifetime. Much of it has been acquired in early childhood, because at that time a person most susceptible to learning and assimilating. As soon as certain patterns of thinking, feeling and acting have established themselves within a person's mind, he or she must unlearn these before being able to learn something different and unlearning is more difficult than learning for the first time. The source of one's mental programs lie within the social environments in which one grew up and collected one's life experiences. The programming starts within the family; it continues within the neighborhood, at school, in youth groups, at the workplace, and in the living community.

Hofstede (1997) also mentioned that culture is learned, not inherited. Culture derives from one's social environment not from one's genes. Culture should be distinguished from human nature on one side and from an individual's personality on the other. Trompenaars (1997) noted that culture is the way in which a group of people solves problems and reconciles dilemmas. Wright and Noe (1996) noted that culture is the set of assumptions group members share about the world and how it works and the ideals worth striving for. Culture is important to managers because it influences the effectiveness of different approaches to management and organizational behavior. A management style that seems friendly to some employees might bewilder or offend others who would rather maintain more distance and respect toward their bosses.

Harvey and Brown (1996) referred culture as a specific civilization, society, or group that is its distinguishing characteristics. Skinner (in Harvey and Brown, 1996)

commented that a culture is not the behavior of people “living in it”, it is the “it” in which they live – contingencies of social reinforcement which generate and sustain their behavior.

Harris and Moran (1996) started that culture is a distinctly human capacity for adapting to circumstances and transmitting this coping skill and knowledge to subsequent generations. Culture gives people a sense of who they are, of belonging, of how they should behave, and of what they should do. Culture impacts behavior, moral, and productivity at work and includes values and patterns that influence company attitudes and actions. Corporate culture affects how an organization copes with competition and change, whether in terms of technology, economics, or people.

Schein (1996) claims that the taken-for-granted set of assumptions that are held by the members of an organization are the principle determinants of the culture. Hoecklin (1995) explained that culture is about pervasive, deeply held and implicit beliefs and values. Phesey (1993) explained that culture is derived from the verb “to cultivate”. In biology, culture means cells are grown in a culture while in anthropology, culture refers to the whole way of life in which people grow up. In organizational behavior, culture is used in a more restricted sense as values and beliefs which provide people with “a programmed way of seeing” (Hofstede, 1980a). Phesey (1993) referred culture as a programmed way of seeing derived from beliefs and values.

Schein (1992) quoted that culture is a pattern of shared basic assumptions that the group learned as it solved its problems of external adaptation and internal integration that has worked well enough to be perceived, thought, and felt in relation to those problems. Every group must know its heroic and sinful behaviors and must achieve consensus on

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what is a punishment. Building an effective organization is ultimately a matter of meshing the different subcultures by encouraging the common goals, common language, and common procedures for solving problems.

Harris and Moran (1987) stated that culture is a distinctly human capacity for adapting to circumstances and transmitting this scoping skill and knowledge to subsequent generations.

Hall (1987) likens culture to a large complex computer that programs the response and actions of people. HE argues that individuals must learn the programs of their organization's culture of they are to make the system work.

According to Hall, E.T. and Hall, M.R. (1987), culture is "primarily a system for creating, sending, storing and processing information".

### **2.1.2 Features Of Culture.**

Hofstede (1997) described that there are four manifestations of culture, symbols, heroes, rituals, and values. Hofstede mentioned that symbols represent the most superficial and values the deepest manifestations of culture, with heroes and rituals in between. Symbols are words, gestures, picture or objects that carry a particular meaning that is only recognized by those who share the culture. These consist of words in a language or jargon people use, their dress and hairstyles, flags, and status symbols. New symbols are easily developed and old ones disappear because symbols from one culture group are regularly copied by others. Heroes are persons, alive or dead, real or imaginary, who possess characteristics which are highly prized in a culture, and who thus serve as models for behavior. Rituals are collective activities, technically superfluous in reaching desired ends, but which, within culture, are considered as socially essential. Therefore,

they are carried out for their own sake, for example, ways for greeting and paying respect to others, social and religious ceremonies, business and political meeting. Symbols, heroes, and rituals have been subsumed or included under the term “practices”. As such, they are visible to an outside observer, however, their culture meaning is invisible and lies precisely and only in the way there practices are interpreted by the insiders. The core of culture is formed by values. Values are broad tendencies to prefer certain states of affairs to others. Values are feeling that have a plus and minus side such as evil vs. good, dirty vs. clean, ugly vs. beautiful, unnatural vs. natural, abnormal vs. normal, paradoxical vs. logical, irrational vs. rational. Values are among the first things children learn unconsciously but implicitly. Values cannot be easily discussed or observed directly by outsiders. It can only be inferred from the way people act under various circumstances.

Schermerhorn, Hunt and Osborn (1997) explained that organizations with “strong cultures” possess a broadly and deeply shared values system. Unique, shared values can provide a strong corporate identity, enhance collective commitment, provide a stable social system, and reduce the need for formal and bureaucratic controls. However, a strong culture can be a double-edged sword. If dramatic changes are needed, it may be very difficult to change the organization.

Schermerhorn (1997) addressed the elements of strong corporate cultures. Firstly, it is a widely shared real understanding of what the firm stands for, often embodied in slogans. Secondly, it is a concern for individuals over rules, policies, procedures, and adherence to job duties. Thirdly, it is recognition of heroes whose actions illustrate the shared philosophy and concerns of the company. Fourthly, it is a belief in ritual and ceremony as important to members and to building a common identity. Fifthly, it is well-



understood sense of the informal rules and expectations so that employees and managers understand what is expected of them. And lastly, it is a belief that what employees and managers do is important and that it is important to share information and ideas.

Robbins (1998) states that strong organizational culture provides employees with a clear understanding of “the way things are done around their organization”. It provides stability to an organization. Strong cultures have a greater impact on employee behavior. The high degree of sharpness and intensity creates an internal climate of high behavioral control. It can reduce employee turnover rate, builds cohesiveness, loyalty, and organizational commitment.

Harris and Moran (1996) addressed ten classification of culture, they are sense of self and space, communication and language, dress and appearance, food and feeding habits, time and time consciousness, relationships, values and norms, beliefs and attitudes, mental process and learning, and work habits and practices.

Sense of Self and Space is the comfort one has with self can be expressed differently by culture. Self-identity and appreciation can be manifested by humble bearing in one place, and macho behavior in another. Independence and creativity are countered in other cultures by group cooperation and conformity. Some cultures are very structured and formal, while others are more flexible and informal. Some cultures are much closed and determined one's place very precisely, while others are more open and changing. Each culture validates self in a unique way. Communication and Language, the communication system, verbal and nonverbal, use of language such as dialects, accents, slang, jargon, and other such variation distinguish one group from another. Meanwhile, the meanings given to gestures often differ by culture. While body language may be

universal, its manifestation differs by locality. Dress and Appearance includes the outward garments and adornments as well as body decorations that tend to be distinctive by culture, for example, their dress, hairstyles and make-up beauty. Food and Feeding Habits is the manner in which food is selected, prepared, presented, and eaten often differs by culture, for example, Americans love beef, yet it is forbidden to Hindus. Feeding habits also differ and the range goes from hands and chop sticks to full sets of culture. Time and Time Consciousness, sense of time differs by culture, that is, some are exact and others are relative. Generally, Germans are precise about the clock, while many Latins are more casual. In some cultures, promptness is determined by age or status. Thus, in some countries, subordinates are expected to be on time at staff meetings, but the boss is the last to arrive. In some cultures, promptness is rewarded, and in battle, the watches are synchronized. Yet, there are people in some other cultures who do not bother with hours or minutes, but they manage their days by sunrise and sunset. Relationships, cultures fix human and organizational relationships by age, gender, status, and degree of kindred, as well as by wealth, power, and wisdom. Family unit is the most common expression of this characteristic and the arrangement may go from small to large, for example, in Hindu household, the joint family includes under one roof with mother, father, children, parents, uncles, aunts, and cousins. In some culture, the accepted marriage relationship is monogamy, while in other cultures it may be polygamy or polyandry such as one wife, several husbands. In some cultures, the authoritarian figure in the family is the head male, and this fixed relationship is then extended from home to community, and explains why some societies prefer to have a dictator head up the national family. Values and Norms, values and norms also differ in different cultures. A

culture sets norms of behavior for the society and these acceptable standards for members may range from the work ethic or pleasure to absolute obedience or permissiveness for children; from rigid submission of the wife to her husband to women's total liberation. Some cultures demand honesty with members of one's own group, but accept a more relaxed standard with strangers. Some of the conventions people in different cultures hold are expressed in gift-giving; rituals for birth, death, and marriage; guidelines for privacy, showing respect or deference, expressing good manners, and etc. Beliefs and Attitudes, beliefs is possibly the most difficult classification that people hold and it affects the attitudes toward themselves, others and things happen in their world. People in all cultures seem to have a concern for the supernatural that is evident in their religious and religious practices. Therefore, religious traditions in various cultures consciously or unconsciously influence their attitudes toward important facets of life. Mental Process and Learning, some cultures emphasize one aspect of brain development over another, so that one may observe striking differences in the way people think and learn. Anthropologist Edward T. Hall maintains that the mind is internalized culture, and the process involves how people organize and process information. Some cultures favor abstract thinking and conceptualization, while others prefer rote memory and learning. What seems to be universal is that each culture has a reasoning process, but each manifests the process in its own distinctive way. Work Habits and Practices, attitudes toward work, the dominant types of work, the division of work, and the habits or practices such as promotions or incentive are different for people in different cultures. Some cultures espouse a work ethic in which all members are expected to engage in a desirable and worthwhile activity. In Japan, the cultural; loyalty to family is transferred to

the organization that employs person and quality of one's performance, which is expressed in work group participation, communication and consensus.

Schein (1992) addressed major categories of convert phenomena that are associated with culture as an observed behavioral regularities when people interact in which it includes the language they use, the customs and traditions that evolve, and the rituals they employ in a wide variety of situations. Group Norms is the implicit standards and values that evolve in working groups such as a particular norm of a fair day's work for a fair day's pay. Espoused Values is the articulated, publicly announced principles and values that the group claims to be trying to achieve, such as "product quality" or "price leadership". Formal Philosophy is the broad policies and ideological principles that guide a group's action toward stockholders, such as the highly publicized "HP Way" of Hewlett-Packard. Rules of the Game is the implicit rules for getting along in the organization, the "the ropes" that a newcomer must learn to become an accepted member. It is "the way we do things around here". Climate is the feeling that I conveyed in a group by the physical layout and the way in which members of the organization interact with each other, with customers, or with other outsiders. Embedded Skills is the special competencies group members display in accomplishing certain tasks, the ability to make certain thing that gets passed on from generation to generation without necessarily being articulated in writing. Habits of Thinking, Mental Models, and/or Linguistic Paradigms is the shared cognitive frames that guide the perceptions, though, and language used by he members of a group and are taught to new members in the early socialization process. Shared Meanings is the emergent understandings that are created by group members as they interact with each other. "Root Metaphors" or Integrating Symbols are the ideas,



feelings, and images groups develop to characterize themselves, that may or may not be appreciated consciously but that become embodied in buildings, office layout, and other material artifact of the group. This level of culture reflects group members' emotional and aesthetic responses as contrasted with their cognitive or evaluative response.

Hoecklin (1995) explained that culture is a shared system of meaning as it dictates what groups of people pay attention to, guides how the world is perceived, how the self is experienced and how life itself is organized. Individuals of a group share patterns that enable them to see the same things in the same way and this hold them together. In the order for effective, stable and meaningful interaction to occur, people must have a shared system of meaning. There must be some common ways of understanding events and behavior, and the ways of anticipating hoe other people in social group are likely to behave; Culture is relative. There is no absolute culture. People in different cultures perceive the world differently and have different ways of doing things, and there is not set standard for considering one group as intrinsically superior or inferior to any other. Each national culture is relative to other cultures' ways of perceiving the world and doing things; Culture is learned as it is derived from social environment, not from genetic make-up; Culture is about groups. It is a collective phenomenon that is about shared values and meaning.

### 2.1.3 Definition Of Organizational Culture

Organizational culture can loosely be defined as the shared assumptions, beliefs, and “normal behaviors” (norms) group. These are powerful influences on the way people live and act, and they define what is “normal” and how to sanction those who are not “normal”. To a large degree, what we do is determined by our culture.

Organizational culture is a distinctive set of values and norms that develop within an organization to guide the action of its members. Organizational culture is related to national culture because organizations interact with their environment; for example, employees bring their culture into the workplace. However, within national culture there is variation among corporate cultures. It is likely that the cultures of computer companies across cultures are more similar than are computer companies with retail stores within the same culture. In other words, the processes, structure, and goals of an organization have a great influence on its culture, which may significantly modify a particular national culture.

Organizational culture is similar to, say, regional culture. The same person in different organizations (or parts of the same organization) would act in different ways. Culture is very powerful. (One example is the culture change effort at British Airways, which transformed an unprofitable airline with a poor reputation into a paragon of politeness and profit).

Organizational culture exists at many levels including artifacts such as building design and employee clothing and at deeper levels that include the core values of the organization. The artifacts are relatively easy to interpret while core values are difficult to

understand because they often affect behavior in ways that even organization members are unaware of and cannot fully appreciate.

Robbins (1998) cited that organizational culture is a system of shared valued meaning held by members that distinguishes the organization from other organizations. This system of shared meaning is a set of key characteristics that the organization values. Organizational culture represents a common perception held by the organization's members. For example, Mazda Motor Corporation's Hiroshima headquarters values indirect communication, loyalty, obedience, and relationships.

Schermerhorn (1997) explained that organizational culture is a set of shared assumptions, values, and norms that identifies what the organization considers important and how employees including managers should behave.

Harvey and Brown (1996) explained that organizational culture refers to a system of shared meaning, including the language, dress, patterns of behavior, value system, feeling, attitudes, interactions, and group norms of the members. It is the accepted patterns of behavior.

In some extent, they called organizational culture as corporate culture, a system of shared values and beliefs which interact with an organization's people, structure, and systems to produce behavioral norms (the way things are done around here). Corporate culture is defined as an interdependent set of beliefs, values, ways of behaving, and tools for living that are so common in a community that they tend to perpetuate themselves, sometimes over long periods of time. This continuity is the product of a variety of social forces that are frequently subtle, bordering on invisible, through which people learn a

group's norms and values, are rewarded when they accept them, and are ostracized when they do not.

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

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

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

Just as families and communities have unique looks and feels, organizations have distinct images, internal operations, and methods of doing business that determine who they are and how they are perceived by others. All of theses factors are the bases for the formation of a "culture" which has the same impact internally that ethnicity or religion has in social groups.

Organizational culture, then, is the set of beliefs, values norms and rules (both written and unwritten) through which an organization functions. Taken together, they establish the environment in which employees interact with each other and with the marketplace.

Within an organization, individuals who conform to, and believe in, the culture are more likely to be promoted and placed in positions of power. The culture, therefore, becomes both an indicator of past performance and a predictor of what the organization will accept as true in the future.

When an individual's personal belief system is in line with the belief system of the organization, that person feels comfortable and "at home" in the work environment. When personal and organizational beliefs are at odds, the individuals feel restless and insecure within the organizations.

In the fast-paced, ever-changing marketplace of the 21<sup>st</sup> century, it's imperative that an organization be structured to facilitate the implementation of new processes, and changes in operational methods. This means that the "culture of control" that permeated business in the 20<sup>th</sup> century needs to evolve to a "culture of communications" in which the opinions and ideas are shared openly and freely.

Today, many organizations are attempting to transform themselves internally to open channels of communications among all staff members, implemented.

Management plays a critical role in determining the culture of an organization. The values, beliefs and outlook of the person at the top filter down through all levels and create an operational environment that affects all staff members.



Promotions and the “chain of command” are determined by how closely aligned individuals are with the prevailing norms of the organization as determined by management.

This means that changes or improvement to existing methods need “buy-ins” from management or they are, in most cases, doomed to failure. While change is sometimes painful and difficult, managers who understand that need to constantly renew the organization position themselves for success in the marketplace of the 21<sup>st</sup> century.

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

Cartwright (1993) suggested that organizational culture is characteristically concerned with symbols, values, ideologies, and assumptions that operate, often in an unconscious way, to guide and fashion individual and business behavior. Culture is often defined as “social glue” as it serves to bind individuals and creates organizational cohesiveness. Organizational culture, like societal culture more generally, maintains order and regularity in the lives of its members, and only assumes salience in their minds when it is threatened or disturbed,

Phesey (1993) stated that organizational culture includes commonly held values, beliefs and attitudes. It prescribes “the way we do things here”.

Schein (1982) argued that organizational culture should be viewed as a property of an independently defined stable social unit. Organizational culture refers to basic assumptions and beliefs that are shared by members of an organization. These operate unconsciously and define in a basic “taken-for-granted” fashion an organization’s view of itself and its environment. These assumptions and views are based on shared experiences and have worked for long enough to come to be taken for granted and be dropped out of awareness. Organizational culture is a learned product of group experience and is therefore to be found only where there is a definable group with a significant history.

There are, of course, sub-cultures within an organization, as is the case with the national culture. Organizational sub-cultures could be based on sub-units such as marketing department, or based on members’ occupation such as managerial culture. Basically, organization culture is the personality of the organization. Culture is comprised of the assumptions, values, norms and tangible signs (artifacts) of organization members and their behaviors. Culture is one of those terms that are difficult to express distinctly, but everyone knows it when they sense it. For example, the culture of large profit corporation is quite different from a hospital or a university. We can tell the culture of an organization by looking at the arrangement of furniture, what they brag about, what members wear, and etc.

## 2.2 Theories Related To Organizational Culture

### 2.2.1 Theory Of Robbins (1998).

Stephen P. Robbins (1998) explained in his “organizational behavior” book that there are seven primary characteristics of organizational culture. Those characteristics are:

**Innovation and Risk Taking** is the degree to which employees are encouraged to be innovation and take risks.

**Attention to Detail** is the degree to which employees are expected to exhibit precision, analysis, and attention to detail.

**Outcome Orientation** is the degree to which management focuses on results or outcomes rather than on the techniques and processes used to achieve those outcomes.

**People Orientation** is the degree to which management decision take into consideration the effect of outcomes on people within the organization.

**Team Orientation** is the degree to which work activities are organized around teams rather than individuals.

**Aggressiveness** is the degree to which people are aggressive and competitive rather than easygoing.

**Stability** is the degree to which organizational activities emphasize maintaining the statue quo in contrast to growth.

Robbins (1998) summarized that each of these characteristics exists on a continuum from low to high and it gives a composite picture of the organization’s culture. This picture becomes the basis for feelings of shared understanding that members

have about the organization, how things are done in it, and the way members are supposed to behave.

### 2.2.2 Theory Of Migliore

Harvey and Brown, 1996 and Henry Miglior, 1996 identified a set of 20 culture factors, which are used to measure the organizational culture, termed the Corporate Culture Index. These factors included the following characteristics:

**Member Identity** means employee identify themselves with the organization as a whole on their type of job or field of professional expertise.

**Team Emphasis** is the degree to which work activities are organized around teams rather than individuals.

**People Focus** is the degree to which management empowers the employees within the organization.

**Autonomy** is the degree to which departments within the organization are encouraged to operate in a coordinated or interdependent manner.

**Control** is the degree to which rules, regulations, and direct supervision are used to control employee behavior.

**Risk Tolerance** is the degree to which employees are encouraged to be aggressive, innovative and risk seeking.

### 2.2.3 Organizational Culture Theory by Harrison

Harrison (1987) proposed that there are four main types of organizational culture, that is, role culture, achievement culture, power culture, and support culture. Earlier work by Harrison (1972) and Handy (1978 and 1985) addressed the task and person culture

instead of achievement and support culture. The main characteristics of each type are explained as follows.

### **Role Culture**

Harrison (1987) referred role culture to the way which each position in the organization is expected to act. There are usually job descriptions, rules and procedures to govern behavior, and principles for fixing remuneration. A role culture is emphasized on conformity to expectations. Such organizations is said to be “bounded rational instruments for the achievement of specified goals”, Harrison says. The role orientation assumes that people work most effectively and efficiently when they have relatively simple, clearly defined, circumscribed and measurable tasks. Clarity and precision of roles and procedures are striven for in order to fit the parts of the organization together like a machine.

Handy referred a role culture as a bureaucracy that controlled by procedures, role descriptions and authority definition. Coordination is at the top. Job position is central and people value predictability and consistency. They find it harder to adjust to change.

Cartwright (1993) noted that in role culture, the organization is bureaucratic and hierarchical. There are emphasized on formal procedures, written rules, and regulations about the conduct of work and clearly defined role requirements and boundaries of authority. People are impersonal and highly predictable and value fast, efficient and standardized customer service. Individuals frequently feel that they are easily dispensable and that roles are more important than the persons who occupy those roles.



### **Achievement culture/Task culture**

Harrison (1987) suggested that in achievement culture, people are more focusing on the work to be rather than on conforming to rules. They are interested in the work itself and have a personal stake in seeing that it is done. Consulting firms and research institutes are examples of this culture. It is said to be “the outcome of the interaction of motivated people attempting to solve their own problems”, Harrison says. Achievement-oriented organization makes high demands on its people’s energy and time, assuming that people actually enjoy working at tasks, which are intrinsically satisfying.

Handy called this type of culture as task culture where there is a very small team approach and/or network organization. The emphasis is on results and getting things done. Individuals are empowered with discretion and control over their work. People are flexible and adaptable.

Cartwright (1993) explained that the task/achievement organization is emphasized on team commitment and zealous belief in the organization’s mission. Task requirements determine how work is performed. Organizations tend to offer customer-tailored products and require high levels of worker autonomy. Their people are flexible and potentially very satisfying with creative environments in which they work, but also frequently exhausting.

### **Power culture**

Harrison (1987) addressed that in power culture, certain persons are dominant and others subservient. There is “a relatively bounded and stable occurrence of social order based on habits of deference to authority”, Harrison says. In the power organization, leadership is based on strength, justice and paternalistic benevolence. Leaders are

expected to be all knowing as well as all-powerful. Subordinates are expected to be compliant and willing. The power organization tends towards a rule by fear.

Handy noted that power culture is like a web with a ruling spider in which those in the web are dependent on a central power source. Rays of power and influence spread out from a central figure or group.

Cartwright (1993) explained that in power culture, power is centralized and emphasis is more individual rather than group decision-making. The organization is essentially autocratic and suppressive of challenge. People tend to function on implicit rather than explicit rules. Quality of customer service is often tiered to reflect the customers' status and prestige. Individuals are motivated by loyalty to the boss or so-called patriarchal power or fear of punishment or so-called autocratic power. Power culture imposes the highest degree of constraint on individuals in that they provide the least opportunity for employee participation and consultation. The managerial style is highly commanding. Power culture can be further differentiated in terms of the type and perceived legitimacy of the power exercised as being patriarchal as opposed to autocratic.

### **Support culture**

Harrison (1987a) addressed that the support-oriented organization offers its members' satisfactions, which come from relationships; mutuality, belonging, and connection. The assumption is that people will contribute out of a sense of commitment to a group or organization of which they feel themselves truly to be members, and in which they believe they have a personal stake.

Handy called support culture as person culture where individual is the central point. The culture only exists for the people-concerned; there is no super-ordinate objective. The organizations tend to have strong values about how people will work.

Cartwright (1993) explained that in person/support culture, the emphasis is on egalitarianism. The organization exists and functions solely to promote the personal growth of individual members. This type of culture is more often found in communities and cooperatives than in profit-seeking organization.

#### **2.2.4 Theory of Sonnenfeld.**

The researcher named Jeffrey Sonnenfeld at Emory University concluded that there are four types of cultures that exist in the organizations. Some organizations may have one dominant type of culture; some may contain several types located in different departments or locations, and still others may be in state of transition from one type to another due to a change in leadership, increased competition, and new technology and so on. The four types of culture are:

##### **Some Types of Culture**

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

##### **Academy Culture**

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

### **Baseball Team Culture**

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

### **Club culture**

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

### **Fortress Culture**

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

- Culture a phenomenon that surrounds us all.
- Culture helps us understand how it is created, embedded, developed, manipulated, managed, and changed.
- Culture defines leadership.
- Understand the culture to understand the organization.

Sonnefeld's research concluded that each of the four cultures tends to attract different people. All types may be found within successful organizations. But all types of individuals and personalities would not “fit in” each type of culture. Thus a person who achieves only mediocre success, or even fails, in one type of culture might thrive in another.

### **2.2.5 Theory of Hall (1977).**

Edward T. Hall (1977) argued that culture can be distinguished from one another by the way in which their members communicate with fellow members and exchange information among themselves. He introduces the concept of low and high context culture. Context is the information that surrounds an event. High and low context refers to the amount of information that a person can comfortably manage.

In a low-context culture, information is explicit and vested in words of precise and unambiguous meaning. People are highly individualized and there is relatively little involvement with people. They compartmentalize their personal relationships, their work and many aspects of say-to-day life. In low-context communication, the listener knows very little and must be told practically everything.

In a high-context culture, information is implicit, vested in shared experience and assumption, and convey through verbal and non-verbal codes. People are deeply involved with each other, they have extensive information networks among family, friends, colleagues and clients and who are involved in close personal relationships. In high-context communication, the listener is already “contexted” and so dose not need to be given much background information and where simple messages with deep meaning flow freely.

### **2.3 Discussion of Generic Set of Organizational Culture**

The main sub-variables of organizational culture include Role culture, Achievement culture, Power culture, and Support culture. The details of each sub-variable have been described as follows.



### **Role culture**

In role culture, there are usually job descriptions, rules and procedures to govern behavior, and principle for fixing remuneration. A role culture is emphasized on conformity to expectations. People work most effectively and efficiently when they have relatively simple, clearly defined, circumscribed and measurable tasks. Clarity and precision of roles and procedures are striven for in order to fit the parts of the organization together like a machine.

In role culture, the organization is quite bureaucratic and hierarchical. It emphasizes on formal procedures, written rules and regulations about the conduct of work and clearly defined role requirements and boundaries of authority. Coordination is at the top. Job position is central and people value predictability and consistency. People find it is harder to adjust to change. People value security and a career of planned job.

### **Achievement culture**

People are more focusing on the work to be rather than on conforming to rules. Consulting firms and research institutes are examples of this culture . Achievement-oriented organization makes high demands on its people's energy and time, assuming that people actually enjoy working at tasks which are intrinsically satisfying.

### **Power culture**

In power culture, certain persons are dominant and others subservient. In the power organization, leadership is based on strength, justice and paternalistic benevolence. Leaders are expected to be all-knowing as well as all-powerful. Subordinates are expected to be compliant and willing. The power organization tends towards a rule by fear.

## **Support culture**

In support-oriented culture, management decisions take into consideration the effect outcomes on people within the organization. Organization offers its members' satisfactions, which come from relationship; mutuality, belonging, and connection. There is a belief that people will contribute out if a sense of commitment to a group or organization of which they feel themselves truly to be members, and in which they believe they have a personal stake.

In this culture, individual is central point or so called people-concerned. The organizations put more emphasized on egalitarianism. People are treated as equal. The organizations tend to have strong values about how people will work.

## **2.4 Relationship between Organizational Culture and Leadership Style**

Schein (1992) stated that culture can be analyzed as a phenomenon that surrounds us at all times, being constantly enacted and created by the interaction with others. When one brings culture to the level of the organization and even down to groups within the organization, one can see more clearly how it is created, embedded, developed, and ultimately manipulated, managed, and changed. These dynamic processes of culture creation and management are the essence of leadership and make one realize that leadership and culture are two sides of the same coin. Leadership has been studied in far greatest detail than organizational culture. Leading to a frustrating diffusion of concepts and ideas of what leadership is really all about, whether one is born or made a leader, whether one can train people to be leaders, and what the characteristics of successful leaders are. Cultures begin with leaders who impose their own values and assumptions on a group. If a group is successful and the assumptions come to be taken for granted, they

have then a culture that will define for later generations of members what kinds of leadership are acceptable. The ability to perceive the limitations of one's own culture and to develop the culture adaptively is the essence and ultimate challenge of leadership. . If leaders are to fulfill this challenge, they must first understand the dynamics of culture. And when the cultures become dysfunctional, it is the unique function of leadership to perceive the functional and dysfunctional elements of the existing culture and to manage culture evolution and change in such a way that the group can survive in a changing environment. The bottom line for leaders is that if they do not become conscious of the cultures in which they are embedded, those cultures will manage them. Culture understanding is desirable for all, but it is essential to leaders if they are to lead.

Organizational culture and leadership is a management classic and remains one of the best analyzes of organizations and their cultures. Management style and corporate culture are central factors in the success of a company. One of the most critical factors in organizational strategy is management style and culture. This sets the tone for the whole organization and influences the communication, decision making, and leadership patterns of the entire system. There is no basic culture that works best for all organizations. The management style and the set of norms, values, and beliefs of the organization's members combine to form the corporate culture.

Harvey and Brown (1996) stated that corporate cultures are the very essence of organizations. Whether effective or ineffective, organizational cultures exist and usually reflect the personality of the top executives. Corporate cultures often affect the success or failure of the organization and are determined in various ways by all employees.

Harvey and Brown (1996) noted that an organizational culture includes the shared values, beliefs, and behaviors formed by the members of an organization over time. The leadership style of top management, norms, values, and beliefs of the organization's members combine to form the corporate culture. Organization effectiveness can be increased by creating a culture that achieves organizational goals as well as satisfies member needs.

Harris and Moran (1996) noted that organizations grow in many ways. If global managers are to be effective leaders, then need not only understand the influence of culture upon organizations, but also use that culture to improve performance, productivity, and service. Organizations create cultures; to be renewed and restructured, they alter it. Organizational culture represents understandings and practices regarding the nature of people and the entity whether it is a corporation, association, or government agency about reality and truth, vocational activity, or work. Such organizational culture is manifested in values, attitudes, beliefs, myths, rituals, performance, artifact and myriad other ways.

Harris and Moran (1996) expressed that the organizational culture has a powerful impact on the workers' or members' moral and productivity. It even influences the organization's image which, in turn, is communicated to the public.

Terpstra and David recommended that people in business be triply socialized, that is, to their culture, their business culture, and their corporate culture. When we operate in the global marketplace, it is imperative that we be informed about these three cultures of our customers, competitors, venture partners, suppliers, or government officials.

An organization has the greatest chance of being successful when all of the employees work toward achieving its goals. Since leadership involves the exercises of influence by one person over others, the quality of leadership exhibited by supervisors is a critical determination of organizational success.

Alcantara (1998) addressed that the leaders of the next decades should understand that they have to give up control to get results; they should act as coaches rather than boss. This increasing emphasis has focused on leaders as real people, managing in a consensus-seeking manner, instead of seeing leadership as synonymous with dictatorship.

A leader is a kind of person who adapting, modifying, adjusting, and rearranging the complex task and function interfaces that keep slipping put of alignment. Instead of being centered round a vision and inspiration, the leader's key role is to integrate the output of his unit with those of the rest in the organization.

Winston (1996) the new role of leadership is to establish and sustain the proactive, innovative culture of the organization. This requires leaders who can develop and atmosphere of trust and mutual support with their followers, so that, potential problems can be identified before they become crises. Reciprocal loyalty and mutual respect are the hallmarks of the leadership climate created by leaders in the new age. The focus is on achieving high standards of excellence by identifying new potentials, seeking out new avenues of opportunity, and activating the human spirit.

Leadership is a process through which an individual attempts to intentionally influence another individual or a group in order to accomplish a goal. Leadership is intentional, not accidental. Leadership is the central role of the manger. Leadership



involves an influence process whereby intentional influence is exerted by the leader over followers.

Very simply put, leading is establishing direction and influencing others to follow that direction. However, there are many variations and different areas of emphasis to this very simple definition. Experts assert that, whether you're an executive or an entry-level worker in your organization, it's critical for you to have strong skills in leadership. Many people today are seeking to understand – and many people are writing about – the concept of leadership. Understanding the concept of leadership requires more than reading a few articles. This topic in the library helps readers gain broad understanding of the concept of leadership along with the various areas of knowledge and skills required to lead in a variety of different situations.

The role of leadership in management is largely determined by the organizational culture of the company. It has been argued that managers' beliefs, values and assumptions are of critical importance to the overall style of leadership that they adopt.

There are several different leadership styles that can be identified within each of the following Management techniques. Each technique has its own set of good and not-so-good characteristics, and each uses leadership in a different way.

### **The Autocrat**

The autocratic leader dominates team-members, using unilateralism to achieve a singular objective. This approach to leadership generally results in passive resistance from team-members and requires continual pressure and direction from the leader in order to get things done. Generally, an authoritarian approach is not a good way to get the best performance from a team.

There are, however, some instances where an autocratic style of leadership may not be inappropriate. Some situations may call for urgent action, and in these cases an autocratic style of leadership may be best. In addition, most people adopting that style. Furthermore, in some situations, sub-ordinates may actually prefer an autocratic style.

### **The Democrat**

The democratic leader makes decisions by consulting his team, whilst still maintaining control of the group. The democratic leader allows his team to decide how the task will be tackled and who will perform which task.

The democratic leader can be seen in two lights:

A good democratic leader encourages participation and delegates wisely, but never loses sight of the fact that he bears the crucial responsibility of leadership.

He values group discussion and input from his team and can be seen as drawing from a pool of his team members' strong points in order to obtain the best performance from his team. HE motivates his team by empowering them to direct themselves, and guides them with a loose reign.

However, the democrat can also be seen as being so unsure of himself and his relationship with his sub-ordinates that everything is a matter for group discussion and decision. Clearly, this type of "leader" is not really leading at all.

To improve your leadership style, however, you need to be more aware of how you lead. In this part of the leadership training, you will assess your own leadership style. Then you will learn about other styles.

A leader is someone who influences others. We all have an image of a leader. IT can be described by such words as intelligent, courageous, persuasive, skillful, and

powerful. Some people think of the Boy Scout qualities of leadership (trustworthy, loyal, helpful, friendly, courteous, kind, obedient, cheerful, thrifty, brave, clean and reverent).

Most people have some ideas about leaders which can be called myths. Examples of these myths include:

1. some people are born leaders,
2. leaders defeat enemies,
3. leadership is a person, some have it and some do not,
4. leadership is no more than getting others to do what you want them to do,
5. leadership always involves action.

These are myths because

1. leadership is learned,
2. leader help others accomplish group goals which need not involve an enemy,
3. anyone can be a leader at any time if that person helps the group meet its goals,
4. manipulative leaders eventually arouse opposition,
5. sometimes leadership involves no taking action.

As a beginning, leadership will be defined here as the art and science of helping others to decide on goals and work toward those goals. Of course, leadership is much more. This definition, however, will do for now.

**Table 2.4:** Leadership styles

Most writing on leadership deals with styles of leaders. Different leadership styles have their own good and not so good characteristics. The three styles are:

Directive	Democratic	Non-directive
Authoritarian	Democratic	Laissez Faire
Task-oriented	Process oriented	Indirect
Task behavior	Relationship behavior	Defer to others

*Source: Winston (1996). Leadership of renewal: Leadership for the twenty-first century, Management Development Review, Volume 9, November 7.*

When a leader is *directive*, that leader initiates action, structures activities, motivates others, delegates' responsibility, and praises or reprimands subordinates.

A *democratic* leader gets results by leading discussion, asking questions to involve others, encouraging others to volunteer for responsibilities, confirming commitments, and asking for a vote to get a consensus decision or a majority decision.

A *non-direct* leader refuses to make decision for others, uses silence until someone in the group speaks out, gives non-verbal support (nods, smiles) to others who show positive leadership, and gradually fades out of group when others in the group show ability and a willingness to take over.

Different situations require different styles of leadership. Evacuation of a burning building calls of directive leadership. Deciding among several suggestions for an

Organization's social event calls for democratic leadership. Helping qualified, experienced, enthusiastic committee heads calls for non-directive leadership.

Leadership will be most effective if a leader can look at a situation, decide what style of leadership is needed by the group, and act accordingly. When a leader is able to use each of the three leadership styles appropriately, we call that effective facilitator leadership. A facilitator then may direct, use democratic leadership or intentionally let the group provide its own leadership. The style used will vary according to the leader's formal role within the group, the size of the group, skills and experience of group members, motivation and goals of group members. It also depends on group maturity. An effective facilitator leader will learn to quickly consider all of these factors and choose the best leadership style for the situation.

Kouzes and Posner (1997) defined leadership as the art of mobilizing others to want to struggle for shared aspirations. People in positions of authority can get other people to do something because of the power they wield, but leaders mobilize others to want to act because of the credibility they have. Leaders sustain the requisite credibility by their action by challenging, inspiring, enabling, modeling and encouraging. Wright and Noe (1996) noted that leadership is the process of inspiring and empowering others to voluntarily commit themselves to achieving the leader's vision. Vision is a picture of what could be. Leadership describes the process of influencing related to a person's normal authority. Leadership describes the process of influencing others to behave in a certain way. Regardless of a person's position in the organization, if that person energizes others to voluntarily commit themselves to his or her goals, the person is exercising leadership. Morden (1996) defined leadership means getting things done through people.

Winston (1996), a Vice president and Director at Motorola, Land Mobile Products Sectors, Illinois, USA., stated that leadership reflects unleashing energy, freeing, building



and supporting. Leaders lead through their ability and willingness to empower their followers, to push power down into the hands of the people so that they have the energy and freedom to seek adventure, creativity and innovation. Most importantly, they lead by virtue of caring deeply for their followers, which produces a mutual bond of strong emotional commitment and reciprocal loyalty that are the wellsprings of spiritual performance. Leaders establish the vision and communicate it in a way that helps people link their day-to-day work with the organization's strategic objectives. Leaders shape values. They are supporters, resource providers, obstacle removers, facilitators, consultants, and team builders. Leaders do not command, control, direct, wield clubs or shout orders. They generate commitment, not compliance. They enable, empower, trust and respect and then get out of the way and let people get results. Leaders are custodians of the systems of the organizations. They know that waste, defects and customer complaints are caused by system defects or unmotivated employees.

Leadership is "the process whereby one individual influences other group members toward the attainment of defined group or organizational goal" (Yukl, 1989). "Leadership is the ability to elicit extraordinary performance from ordinary people" (Yukl, 1988). Handy (1985) noted that leadership would only be effective where the requirements of the leader the task, and the staff fit together appropriately and congruently within the prevailing context or environment. Leadership involves "the process of influence between a leader and subordinates to attain a relatively sustained of influence by one (Hollander, 1985).

Leadership is "an interaction between persons in which one presents information a sort and in such a manner that the other becomes convinced that his outcomes

(benefits/costs ration) will be improved if he behaves in the manner suggested or desired” (Jacob, 1970,).

## **2.5 Theories Related to Leadership Style**

Although the phenomenon of leadership has been around since antiquity (Bass 1990), the systematic social scientific study of leadership did not begin until early 1930s. A review of the literature on the subject of leadership and managerial skills reveal varied levels of perspectives from trait theory, behavior theory, contingency theory and transformational theory.

### **Trait Theory**

Allen (1998) noted that in the 1920's and 1930's, leadership research focused on the traits that differentiated leaders from non-leaders. These early leadership theories were content theories that are focusing on “what” an effective leader is, not on “how” to effectively lead. The trait approach assumes that certain physical, social, and personal characteristics are inherent in leaders. Sets of traits and characteristics were identified to assist in selecting the right people to become leaders. Physical traits include being young to middle aged, energetic, tall, and handsome. Social background traits include educated at the “right” school and being socially prominent or upwardly mobile. Social characteristics include being charismatic, charming, tactful, popular, cooperative, and diplomatic. Personality traits include being self-confident, adaptable, assertive, and emotionally stable. Task-related characteristics include being driven to excel, accepting of responsibility, having initiative, and being result-oriented. Trait theories intended to identify traits to assist in selecting leaders since traits are related to leadership

effectiveness in many situations. Moreover, trait theory has not been able to identify a set of traits that will consistently distinguish leaders from followers. Wright and Noe (1996) stated that trait theory poses key traits for successful leaders which are composed of drive, desire to lead, integrity, self-confidence, intelligence, and job-relevant knowledge (as shown in Table 2.2). There is no judgment as to whether these traits are inherent to individuals or whether they can be developed through training and education. Furthermore, no leader possesses all of the traits.

Robbins (1998) commented that people with a high energy level tend to rise to leadership positions. Leadership potential has been associated with the social trait of dominance and with the motives of need for achievement and need for power. Leadership also has been widely linked to high self-esteem. Tayko (1998) explained that trait theory is the earliest perspective of leadership theory, which espoused that the desirable traits and qualities of a leader are innate gifts. Although leadership qualities can be discovered and developed, there is a belief that some people are born leaders while others are no.

House & Aditya (1997) discussed that systematic research concerned with leadership first focused on the search for individual characteristics that universally differentiate leaders from non-leaders. A large number of personal characteristics were investigated such as gender, height, physical energy and appearance as well as psychological traits and motives such as authoritarianism, intelligence, need for achievement, and need for power.

**Table 2.2** Traits associated with effective leadership

Trait theory poses key traits for successful leaders which are composed of drive, desire to lead, integrity, self-confidence, intelligence, and job-relevant knowledge

<b>Drive</b>	High level of effort; relatively high desire for achievement; ambition; high energy; persistence; initiative
<b>Desire to Lead</b>	Strong desire to influence and lead others; willingness take responsibility
<b>Honest and Integrity</b>	trusting relationships with followers; truthfulness; high consistency between words and actions
<b>Self-confidence</b>	Absence of self-doubt; self-assurance that convinces followers of rightness of the leader's goals and decisions
<b>Intelligence</b>	Ability to gather, synthesizes, and interpret large amounts of Information ability to create vision, solves problems, and make good decisions.
<b>Job-relevant Knowledge</b>	High level of knowledge about the organization, industry, and technical matters related to the group's activities

Source: Wright, P.M. and Noe, R.A. (1996). Management of Organizations: Irwin

**Ohio State University Study-Two-Factor Models**

Daft (1999) stated that the researchers at Ohio State University conducted surveys to establish the dimensions of leader behaviour. Narrowing a list of nearly 2,000 leader behaviours into a questionnaire containing 150 examples of definitive leader behavior, they developed the Leader Behavior Description Questionnaire (LBDQ) and administered it to employees. Hundreds of employees respond to behavior examples according to the degree to which their leaders engaged in the various behaviors. The analysis of rating resulted in two wide-ranging categories of leader behavior types, later called initiating structure behavior and consideration behavior.

Daft (1999) explained that initiating structure behavior is the extent to which a leader is task oriented and directs subordinates' work activities toward goal achievement.

This type of leader behavior includes directing tasks, working people hard, planning, and providing explicit schedules for work activities, and ruling with an iron hand. While consideration behavior is the extent to which a leader is sensitive to subordinates, respects their ideas and feelings and establishes mutual trust. Showing appreciation, listening carefully to problems, and seeking input from subordinates regarding important decisions. Many leaders fall along a continuum comprising both consideration and initiating structure behaviors, these behavior categories are independent of one another. In other words, a leader can display a high degree of both behavior types or a low degree of both behavior types. Additionally, a leader might demonstrate high consideration and low initiating structure, or low consideration and high initiating structure behavior. Research indicates that all four of these leader style combinations can be effective.

Wright and Noe (1996) explained that initiating structure behavior is to clearly defining the role of leader and follower so that everyone knows what is expected. This includes establishing formal lines of communication and deciding how tasks are to be performed. While consideration behavior is to demonstrating concern for followers and trying to establish a friendly and supportive work climate based on mutual trust. These two kinds of behavior were viewed as independent, meaning a particular leader can score high in use of one type of behavior, the other, or both.

One limitation of the LBDQ is that the only consistent relationship indicated by empirical research is consideration's positive effect on satisfaction (Yulk, 1989a). Another limitation is that the scales contain biases or errors such as ambiguous items and response bias (Yulk, 1989).



### University of Michigan Study-Rensis Likert

Rensis Likert at university\_of Michigan conducted extensive interviews with managers and the employees and used their results to propose two basic approaches to leadership, that is, task-centered leader behavior and employee-centered leader behavior.

Daft (1999) used the word “job-centered” instead of “task-centered” leadership. He explained that job-centered leaders direct activities toward efficiency, cost cutting, and scheduling. Goal emphasis and work facilitation are dimensions of this leadership behavior. By focusing on reaching task goals and facilitating the structure of task, job-centered behavior approximates that of initiating structure. Employee-centered leaders display a focus on the human needs of their subordinates. Leader support and interaction facilitation are the two underlying dimensions of employee-centered behavior. In addition to demonstrating support for their subordinates, employee-centered leaders facilitate positive interaction among followers and seek to minimize conflict. The employee-centered style of leadership roughly corresponds to the Ohio State concept of consideration.

Wright and Noe (1996) addressed that task-centered leader behavior is an effort to lead employee by focusing on work and how well employees perform. The task-centered leader pays close attention to employees' work, explains work procedures, and is deeply interested in performance. Employee-centered leader behavior is an effort to lead employee by focusing developing a cohesive work group and ensuring employee satisfaction. The employee-centered leader emphasizes employees' well-being rather than the tasks they perform.

Tayeb (1998) explained that task-oriented leaders will inform employees about plans and tasks, give them instructions and orders, and set clear deadlines for assignments. Leaders are knowledgeable about the machinery and equipment with which their employees work and they require employees to report on their progress. The leaders urge employees to complete the work within certain time limit and they are very strict about observing regulations and do not allow any time to be wasted because of inadequate planning. Leaders work out precise plans for each month and try to make employees work to their maximum capacity. Task-oriented leaders are primarily focusing on the achievement of production targets and the accomplishment of tasks. In contrast, employee-oriented leaders focus on improving the facilities needed for employees' work, giving trust to their employees so they seek the opinions of their employees in working. Employees are easily accessed to talk with their leaders. Leaders are concerned about their employees' personal problems. The leaders support and treat employee fairly and recognize their good work. They are concerned about their future career plans. Employee-oriented leaders are emphasized more on the achievement of targets and high productivity through employees' well being and high morale.

Unlike the consideration and initiating structure defined by the Ohio State studies, Michigan researches considered employee-centered leadership and task-centered leadership to be distinct style in opposition to one another. A leader is identifiable by behavior characteristic of one or the other style, but not both. It is said that these two behaviors are mutually exclusive; a leader tends to use one or the other, but not both.

## **Contingency Theory**

Contingency theory suggests that appropriate behavior in a given situation depends on a wide variety of variables and that each situation is different. What might work in one organization, set of issues, or employees might not work in a different organization with its own set of issues and employees. Effectiveness of school, for example, is contingent upon the leadership style of the principal and the favorableness of the situation (Hendrick, 1997). This methodology acknowledges that no one best way exists to manage in a given situation and those situational variables, from both the internal and external environments impact on leadership practice.

Leadership styles cannot be fully explained by behavior models. The situation in which the group is operating also determines the style of leadership that is adopted. Four major theories comprising in contingency category are Fiedler's Contingency Model, Hersey and Blanchard's Situational Theory, Robert House's Path-Goal theory, and Vroom-Yetton Leadership Model.

### **Fiedler's Contingency Model**

Fred E. Fiedler's (1967) contingency theory proposed two leadership styles on a continuum ranging from task-oriented leadership or called task motivation. Leadership style was measured with a questionnaire known as the least preferred coworker (LPC) scale. The LPC scale has a set of 16 bipolar adjectives along 8-point scale, for example, open vs. guard, quarrelsome vs. harmonious, efficient vs. inefficient, self-assured vs. hesitant, gloomy vs. cheerful. If the leader describes LPC scale using positive concepts, he or she is considered relationship-oriented, that is, a leader who cares about and is sensitive to other people's feelings. Conversely, if a leader uses negative concepts to

describe his LPC scale, he or she is considered task-oriented, that is, a leader who see other people in negative terms and places greater value on task activities than on people. Whether the relationship-oriented or task-oriented is expected to be more effective depends on the favorableness of certain factors or so called situational contingencies. Situational contingencies compose of (1) leader-member relations; (2) task structure; and (3) positive power. Firstly, the favorableness of leader-member-relations which is the degree to which a leader is accepted and supported by the group members. Secondly, task structure is the extent to which the task is structured and defined with clear goals and procedures. Thirdly, position power is ability of a leader to control subordinates through reward and punishment.

Different levels of these three factors give the most favorable situation, low levels, and the least favorable. Relationship-motivated leaders are not effective in moderately favorable situations. Task-motivated leaders are most effective at either end of the scale (see figure 2.2). Fiedler suggested that it may be easier for leaders to change their situation to achieve effectiveness rather than change their leadership style. Fiedler also proposed that the effectiveness of a leader of the organization is contingent on two elements, that is, the leader's motivational structures or leadership style and the degree to which the leadership situation provides the leader with control and influence over the outcomes.

Leadership styles and situational control can be matched either by changing the leader's personality or by changing the individuals' situational control in order to affect organization or group performance.

Fiedler postulated that there is no best way for managers to lead. Situations will create different leadership style requirement for a manager. The solution to a managerial situation is contingent on the factors that impinge on the situation. For example, in a highly routinized or mechanistic environment where repetitive tasks are the norm, a certain leadership style may result in the best performance, while the same leadership style may not work in a very dynamic environment.

### **House's Path-Goal Theory**

The Path-Goal Theory developed by House (1971) was based on the expectancy theory of motivation. The manager's job is viewed as coaching or guiding workers to choose the best paths for reaching their goals. "Best" is judged by the accompanying achievement of organizational goals. It is based on the precepts of goal setting theory and argues that leaders will have to engage in different types of leadership behavior depending on the nature and demand of the particular situation. It is the leader's job to assist followers in attaining goals and to provide direction and support needed to ensure that their goals are compatible with the organizations. A leader's behavior is acceptable to subordinates when viewed as a source of satisfaction and motivation when need satisfaction is contingent on performance, and the leader facilitates, coaches and rewards effective performance.

House suggested that the leader should make desired rewards or goals available and clarify the subordinates the kinds of behavior that will lead to reward or path. House suggested that the leader in a number of ways could affect the performance, satisfaction, and motivation of a group by offering rewards for the achievement of performance goals, clarifying paths towards the goal, and removing performance obstacle. Leaders adopt a



certain leadership style, according to the situation. This theory proposes four types of leader behavior and two situational variables. Four types of leadership styles are directive, supportive, participative and achievement-oriented. And two situational variables are subordinate characteristic which include ability such as self-esteem and self-actualization, and personality traits such as authoritarianism and close-mindedness and task characteristic which include simple versus difficult, stressful versus non-stressful, dull versus interesting, and safe versus dangerous tasks.

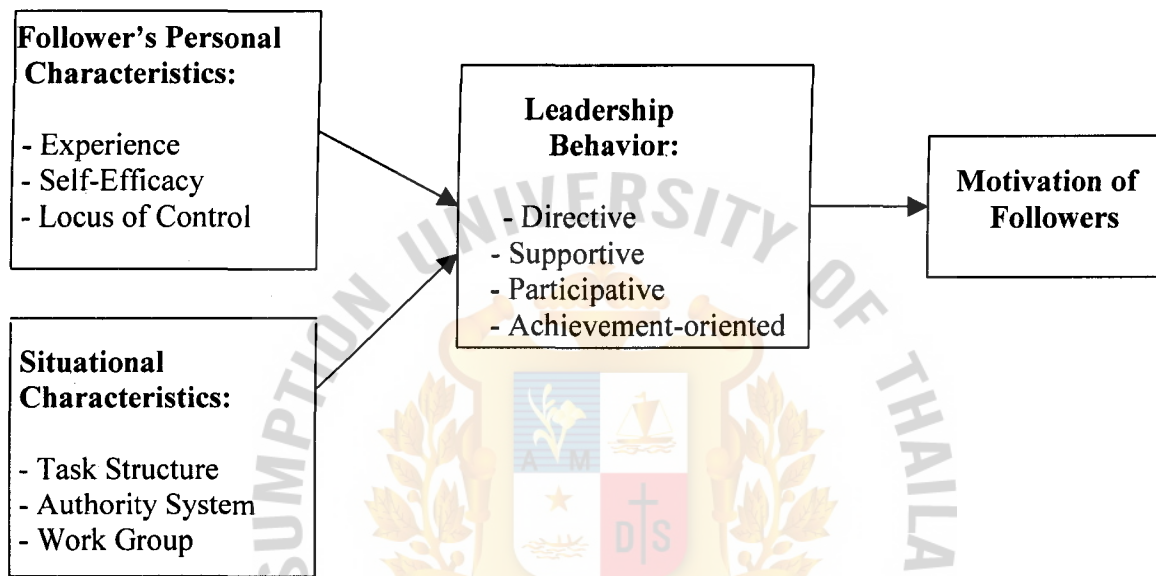
House identified four leadership styles as (1) directive; (2) supportive; (3) participative; and (4) achievement-oriented (as shown in Figure 2.4). Directive leadership is exercised when a specific advice is given to the group and ground rules are established. Directive leadership is characterized by leaders who inform subordinates what is expected of them and tell them how to perform the tasks as well as provide specific guidance. Leader behavior includes planning, making schedules, setting performance goals and behavior standards, and stressing adherence to rules and regulations. This style is appropriate when the followers are using improper procedures or is making poor decision. Directive leadership behavior is similar to the initiating structure or task-oriented leadership style described in behavior theory. Supportive leadership provides good relations with the group and sensitivity to subordinates' needs. Supportive leadership is characterized by a leader who is open, friendly and approachable and shows concerns for the status, psychological well-being, and personal needs of the subordinates. Additionally, the leaders create a team climate and treat subordinates as equal. This style is appropriate when the followers lack confidence. Supportive leadership is similar to the consideration or people-oriented leadership described in behavior theory. Participative

leadership is occurred when decision-making is based on group consultation and information is shared with the group. Participative leadership is characterized by leaders who ask for opinions and suggestions encourage participation in decision making, and meeting with subordinates in their workplace. This style is appropriate when the followers is using improper procedures or is making poor decisions. Achievement-oriented leadership is occurred when the leaders set challenging goals and encourage high performance while showing confidence in the groups' ability. Achievement-oriented leadership is characterized by leaders who sets challenging goals, expected subordinates to perform at best, and show confidence that subordinates will perform well. This style is appropriate when the follower suffers from a lack of job challenge.

Path-Goal theory assumes that leaders are flexible and that they can change their styles, as situations require. The theory proposes two contingency variables, that is (1) environment or situational characteristics; and (2) follower's personal characteristics that moderate the leader behavior-outcome relationship. Environment or situational characteristics is outside the control of the followers such as task structure, authority system, and work group. Environmental factors determine the type of leaders behavior required if follower outcomes are to be maximized. Follower's personal characteristics are the locus of control, experience, and perceived ability. Follower's personal characteristics determine how the environment and leader are interpreted. Effective leaders clarify the path to help their followers achieve their goals and make the journey easier by reducing roadblocks and pitfalls. Research demonstrated that employee performance and satisfaction are positively influenced when the leaders compensate for the shortcoming in either the employee or the work setting.

Supportive behavior increase group satisfaction, particularly in stressful situation, while directive behavior is suited to ambiguous situations. It is also suggested that leaders who have influence upon their superior can increase group satisfaction and performance.

**Figure 2.4** Path-Goal Model of Leadership



*Source: House, Robert J. (1970). Studies in Managerial Process and Organizational Behaviour. (1<sup>st</sup> edition). Glenview: Scott, Foresman*

#### Theories related to Leadership Style

Theory 1	Ohio State University Studies	(Daft, 1999)
Theory 2	University of Michigan Studies	(Daft, 1999)
Theory 3	Fiedler's Contingency Theory	(Fiedler, 1967)
Theory 4	House's Path-Goal Theory	(House, 1971)

### **Generic Set of Sub-Variables of Leadership Style**

- Directive Leadership Style
- Supportive Leadership Style
- Participative Leadership Style
- Achievement-oriented Leadership Style

### **2.6 Discussion of Generic Set of Leadership Style**

The main sub-variables of leadership styles are Directive Leadership Style, Supportive Leadership Style, Participative Leadership Style, and Achievement-oriented Leadership Style. They are described in details as follows:

#### **Directive Leadership Style**

Directive leadership is characterized by leaders who inform subordinates what is expected of them and tell them how to perform the tasks as well as provide specific guidance. Leader behavior includes planning, making schedules, setting performance goals and behavior standards, and stressing adherence to rules and regulations. This style is appropriate when the followers are using improper procedures or is making poor decision.

#### **Supportive Leadership Style**

Supportive leadership is characterized by a leader who is open, friendly and approachable and shows concerns for the status, psychological well-being, and personal needs of the subordinates

### **Participative Leadership Style**

The leaders consult with subordinates and take their opinions and suggestions into account when making decision. It is a behavior directed towards encouraging the participation in decision-making, and meeting with subordinates in their workplace. Decision-making is based on group consultation and information is shared among group members. Members feel important when the leader provides them moral support and encouragement. Participative leadership promotes satisfaction on non-repetitive tasks that allow for the ego involvement of subordinates.

### **Achievement-oriented Leadership Style**

Achievement-oriented leadership is occurred when the leaders set challenging goals and encourage high performance while showing confidence in the groups' ability. Achievement-oriented leadership is characterized by leaders who sets challenging goals, expected subordinates to perform at best, and show confidence that subordinates will perform well. This style is appropriate when the follower suffers from a lack of job challenge.



## CHAPTER 3

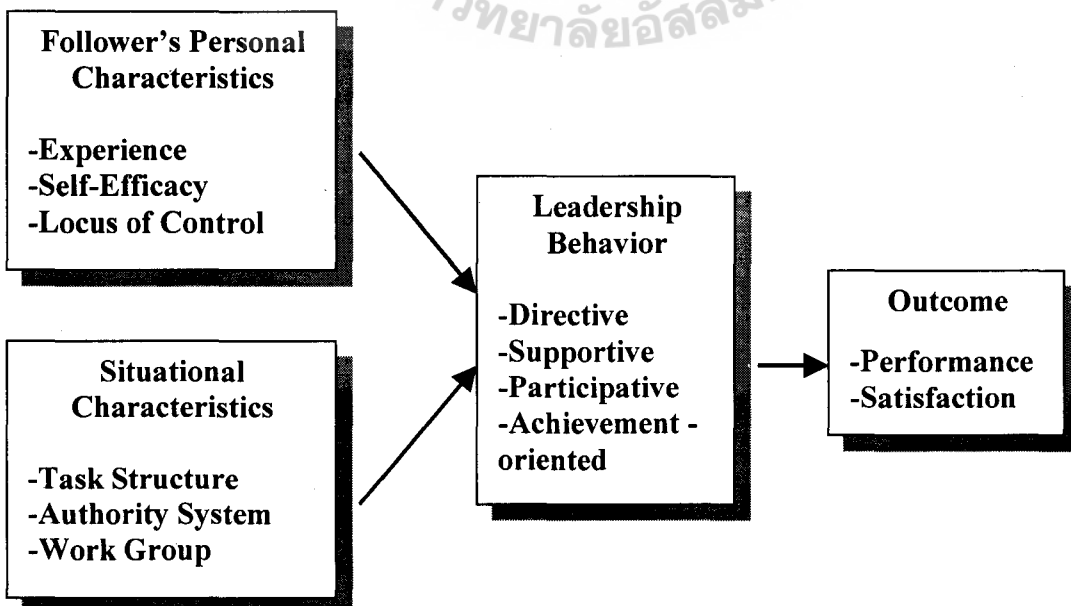
### RESEARCH FRAMEWORKS

This chapter contains four sections including theoretical framework, conceptual framework, research hypotheses, operationalization of the independent and dependent Variables of this study.

#### 3.1 Theoretical Framework

The theoretical framework of this study displays the importance of styles of leadership. Leaders adopt different styles of leadership depending on follower's personal characteristics and situational characteristics. Different leadership styles lead to different levels of performance and satisfaction of the employees. This theoretical Framework has been drawn from many literatures and studies including books, journals, and articles published in printed papers and provided in the internet which have been described earlier in Literature Review (Chapter 2).

**Figure 3.1** Theoretical Framework



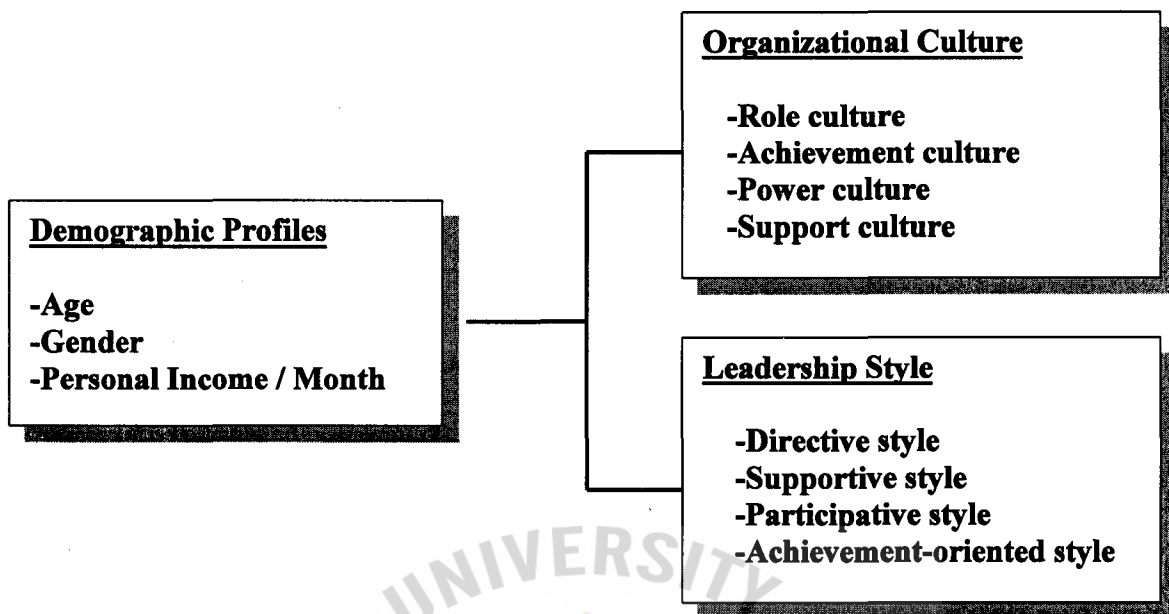
Theoretical Framework is a big picture of global ideas of this study. However, the framework that covers all main areas of organizational culture is the theory of characteristics of organizational culture by Roger Harrison (1987), while the framework that covers all main areas of leadership style is the Path-Goal Theory by Robert J. House (1971). Hence, these two theories are used as the theoretical framework of this study. According to Harrison, four characteristics of organizational culture are as (1) Role culture; (2) Achievement culture; (3) Power culture; (4) Support culture. These four characteristics reflect and create different cultures of one organization to the others. Meanwhile, it reflects various leadership styles of the managers. Based on Path-Goal Theory by Robert J. House, style of leadership is contingent with follower's personal characteristics and situational characteristics. As a consequence of these two variables, the leaders adopt different styles of leadership as (1) Directive; (2) Supportive; (3) Participative; and (4) Achievement-oriented. Therefore, these different leadership styles lead to different levels of performance and satisfaction of the employees.

### **3.2 Conceptual Framework**

This diagram represents the conceptual framework of the research study, which integrates different variables of organizational cultures and leadership styles discussed in the Literature Review (See Chapter 2).

### Independent Variables

### Dependent Variables



**Figure 3.2** Conceptual Framework

Source: House, Robert J. (1970). Studies in Managerial Process and Organizational Behaviour. (1<sup>st</sup> edition). Glenview: Scott, Foresman

### **3.3 Research Hypothesis**

The study aims at testing the relationship of three independent variables (Demographic profiles) toward eight dependent variables (Characteristics of leadership style and organizational culture). The framework of hypothesis testings are as follows:

H<sub>01</sub>: There is no difference in perception of employees about Directive Style when classified by age levels.

H<sub>a1</sub>: There is a difference in perception of employees about Directive Style when classified by age levels.

Ho<sub>2</sub>: There is no difference in perception of employees about Directive Style when classified by gender levels.

Ha<sub>2</sub>: There is a difference in perception of employees about Directive Style when classified by gender levels.

Ho<sub>3</sub>: There is no difference in perception of employees about Directive Style when classified by personal income levels.

Ha<sub>3</sub>: There is a difference in perception of employees about Directive Style when classified by personal income levels.

Ho<sub>4</sub>: There is no difference in perception of employees about Supportive Style when classified by age levels.

Ha<sub>4</sub>: There is a difference in perception of employees about Supportive Style when classified by age levels.

Ho<sub>5</sub>: There is no difference in perception of employees about Supportive Style when classified by gender levels.

Ha<sub>5</sub>: There is a difference in perception of employees about Supportive Style when classified by gender levels.

Ho<sub>6</sub>: There is no difference in perception of employees about Supportive Style when classified by personal income levels.

Ha<sub>6</sub>: There is a difference in perception of employees about Supportive Style when classified by personal income levels.

Ho<sub>7</sub>: There is no difference in perception of employees about Participative Style when classified by age levels.

Ha<sub>7</sub>: There is a difference in perception of employees about Participative Style when classified by age levels.

Ho<sub>8</sub>: There is no difference in perception of employees about Participative Style when classified by gender levels.

Ha<sub>8</sub>: There is a difference in perception of employees about Participative Style when classified by gender levels.

Ho<sub>9</sub>: There is no difference in perception of employees about Participative Style when classified by personal income levels.

Ha<sub>9</sub>: There is a difference in perception of employees about Participative Style when classified by personal income levels.

Ho<sub>10</sub>: There is no difference in perception of employees about Achievement-oriented Style when classified by age levels.

Ha<sub>10</sub>: There is a difference in perception of employees about Achievement-oriented Style when classified by age levels.

Ho<sub>11</sub>: There is no difference in perception of employees about Achievement-oriented Style when classified by gender levels.

Ha<sub>11</sub>: There is a difference in perception of employees about Achievement-oriented Style when classified by gender levels.



Ho<sub>12</sub>: There is no difference in perception of employees about Achievement-oriented Style when classified by personal income levels.

Ha<sub>12</sub>: There is a difference in perception of employees about Achievement-oriented Style when classified by personal income levels.

Ho<sub>13</sub>: There is no difference in perception of employees about Role Culture Style when classified by age levels.

Ha<sub>13</sub>: There is a difference in perception of employees about Role Culture Style when classified by age levels.

Ho<sub>14</sub>: There is no difference in perception of employees about Role Culture Style when classified by gender levels.

Ha<sub>14</sub>: There is a difference in perception of employees about Role Culture Style when classified by gender levels.

Ho<sub>15</sub>: There is no difference in perception of employees about Role Culture Style when classified by personal income levels.

Ha<sub>15</sub>: There is a difference in perception of employees about Role Culture Style when classified by personal income levels.

Ho<sub>16</sub>: There is no difference in perception of employees about Achievement Culture Style when classified by age levels.

Ha<sub>16</sub>: There is a difference in perception of employees about Achievement Culture Style when classified by age levels.

Ho<sub>17</sub>: There is no difference in perception of employees about Achievement Culture Style when classified by gender levels.

Ha<sub>17</sub>: There is a difference in perception of employees about Achievement Culture Style when classified by gender levels.

Ho<sub>18</sub>: There is no difference in perception of employees about Achievement Culture Style when classified by personal income levels.

Ha<sub>18</sub>: There is a difference in perception of employees about Achievement Culture Style when classified by personal income levels.

Ho<sub>19</sub>: There is no difference in perception of employees about Power Culture Style when classified by age levels.

Ha<sub>19</sub>: There is a difference in perception of employees about Power Culture Style when classified by age levels.

Ho<sub>20</sub>: There is no difference in perception of employees about Power Culture Style when classified by gender levels.

Ha<sub>20</sub>: There is a difference in perception of employees about Power Culture Style when classified by gender levels.

Ho<sub>21</sub>: There is no difference in perception of employees about Power Culture Style when classified by personal income levels.

Ha<sub>21</sub>: There is a difference in perception of employees about Power Culture Style when classified by personal income levels.

Ho<sub>22</sub>: There is no difference in perception of employees about Support Culture Style when classified by age levels.

Ha<sub>22</sub>: There is a difference in perception of employees about Support Culture Style when classified by age levels.

Ho<sub>23</sub>: There is no difference in perception of employees about Support Culture Style when classified by gender levels.

Ha<sub>23</sub>: There is a difference in perception of employees about Support Culture Style when classified by gender levels.

Ho<sub>24</sub>: There is no difference in perception of employees about Support Culture Style when classified by personal income levels.

Ha<sub>24</sub>: There is a difference in perception of employees about Support Culture Style when classified by personal income levels.

### **3.4 Operationalization of the Independent and Dependent Variables**

#### **3.4.1 Proxies/sub-sub variables on the Organizational Culture**

Below is list of proxies or sub-sub variables, which is translated or operationalized into action. The variables from the basic for the formulation of the questionnaire are:

**Table 3.1:** The proxies/sub-sub variables on the organizational culture

Sub variables on organization culture	Proxies/sub variables operationalized	Level of Measurement	Question No.
1. Role culture	<ul style="list-style-type: none"> <li>- Rules, regulation, job description, procedures, and direct supervision are used to control employee behavior</li> <li>- Emphasized on conformity to expectation</li> <li>- People values predictability and consistency</li> </ul>	Interval	1-6
2.Achievement Culture	<ul style="list-style-type: none"> <li>- Focusing on work rather than conforming to rules</li> <li>- People usually enjoy working at tasks</li> <li>- Emphasize on results and getting things done</li> </ul>	Interval	13-18
3.Power Culture	<ul style="list-style-type: none"> <li>- Certain persons one dominant</li> <li>- Leadership based on strength, justice and paternalistic benevolence</li> <li>- Leaders are expected to be all-knowing and all powerful</li> </ul>	Interval	19-24
4. Support Culture	<ul style="list-style-type: none"> <li>- Egalitarianism</li> <li>- Emphasis on relationship; mutuality, belonging and connection. A strong value about how people will</li> <li>- Management decision take into consideration the effect of outcomes on people.</li> </ul>	Interval	7-12

### 3.4.2 Proxies/Sub-Sub Variables On The Leadership Style.

Below is list of proxies or sub-sub variables which is translated or operationalized into action. The variables form the basic for the formulation of the questionnaire.

**Table 3.2:** The proxies/sub-sub variables on the leadership style

Sub-variables on leadership style	Proxies/sub-variables operationalized	Level of Measurement	Question No.
1. Directive	- leaders who inform subordinates what is expected of them and tell them how to perform the tasks as well as provide specific guidance.	Interval	17-22
2. Supportive	-leader who is open, friendly and approachable and shows concerns for the status, psychological well-being, and personal needs of the subordinates	Interval	1-6
3. Participative	- leader encourages group discussion and suggestion - Decision making is based on group consultation - Information is shared among group members	Interval	11-16
4. Achievement-Oriented	- leaders who sets challenging goals, expected subordinates to perform at best, and show confidence that subordinates will perform well. This style is appropriate when the follower suffers from a lack of job challenge.	Interval	7-10



## CHAPTER 4

### RESEARCH METHODOLOGY

This chapter discusses about the research methodology, which is divided into 8 parts as follows: 1) *Research Method*, 2) *Research Instrumentation: Structured Questionnaire*, 3) *Target Population*, 4) *Sampling Procedure*, 5) *Sample Size*, 6) *Pretest*, 7) *Procedure of Data Collection* and 8) *Statistical Treatment of Data*

#### 4.1 Methods Of Research Used

Sample survey using structured questionnaire was used in this research in order to gather primary data. Survey is defined as a research technique in which information is gathered from a sample of people by using questionnaire, a method of data collection based on communication with a representative sample of target population (Zikmund, 1997).

Survey method also allows the researcher to study and describe large population in both efficient and economical fashion, meaning that the survey provides relatively low costs, minimal time and accurate means of assessing information about the population.

In this research study, the researcher used descriptive statistical methods for analyzing data. Descriptive method was used to describe primary data of respondents, particularly demographic profile, and perceptions toward independent and dependent variables ( Malhotra, 2000 ). The inferential method was used to measure the difference between data of the two variables ( Malhotra, 2000 ). After collecting the data from the target respondents, they were coded into the symbolic form that is used in SPSS software.

## **4.2 Research Instrument: Structured Questionnaire**

Self-administered questionnaire is a questionnaire that is filled in by the respondent. It can be distributed to the respondent by approaching the respondent (Zikmund, 1997).

Self-administered questionnaire was used in this research study in order to gather information from samples. The data was needed for testing each hypothesis. The construction provides each variable is formed.

Each questionnaire consists of a set of question presented to respondents for their answers because of its flexibility. For testing hypothesis, following importance scale will be used. The questionnaire contains three significant parts. The first part discussed about demographic profiles, which consist of three questions: gender, age and personal income per month. The second part discussed about organizational culture, which has been divided into 6 categories: role culture, support culture, achievement culture and power culture. The final part discussed about leadership style, which has been divided into 4 categories: supportive style, achievement-oriented style, participative style and directive style.

## **4.3 Target Population**

### **4.3.1 Target Population**

The target population was the employees of Thai Fuji Xerox Company Limited, and then the researcher aims at the target population relevant to the research study as follows:

#### 4.3.2 Sample

Employees currently working for Thai Fuji Xerox Company Limited.

#### 4.4 Sampling Procedure

##### 4.4.1 Sampling Method

The researcher used *convenience sampling* which is a *non-probability sampling technique* to obtain a large number of completed questionnaires quickly and economically. Convenience sampling is the sampling technique which attempts to obtain a sample of convenient elements. Often, respondents are selected because they happen to be in the right place at the right time (Malhotra, 2000). For this research, the researcher distributed the questionnaires to the employees of Thai Fuji Xerox Company Limited as per convenient.

##### 4.5 Sample Size

This study calculates the number of sample size from the estimated number of the employees currently working for Thai Fuji Xerox Company Limited. The data have been analyzed with the following sample size determination table with the confidence interval of 5%

**Table 4.1** Sample Size for Specified Confidence Limits and Precisions

Size of Population (N)	1%	2%	3%	4%	5%	10%
500	b	B	b	b	222	83
1,000	b	B	b	385	<b>286</b>	91
1,500	b	B	638	441	316	94
2,000	b	B	714	476	333	95
2,500	b	1,250	769	500	345	96
3,000	b	1,364	811	517	353	97
3,500	b	1,458	843	530	359	97
4,000	b	1,538	870	541	364	98
4,500	b	1,607	891	549	367	98
5,000	b	1,667	909	556	370	98
6,000	b	1,765	938	566	375	98
7,000	b	1,842	959	574	378	99
8,000	b	1,905	976	580	381	99
9,000	b	1,957	989	584	383	99
10,000	5,000	2,000	1,000	588	385	99
15,000	6,000	2,143	1,034	600	390	99
20,000	6,667	2,222	1,053	606	392	100
25,000	7,143	2,273	1,064	610	394	100
50,000	8,333	2,381	1,087	617	397	100
100,000	9,091	2,439	1,099	621	398	100
∞	10,000	2,500	1,111	625	400	100

Source: Yamane, Taro., *Statistics*, 1967, pp.886

The estimated number of employees of Thai Fuji Xerox Company Limited is 850. In order to be certain that the sample size is adequate; the researcher used the sample size equal to the population size of 1,000. From the above sample size table (Table 4-1), the number of sample size is **286** with the confidence interval of 5%.

#### **4.6 Pretest**

In order to measure reliability of the questionnaire, reliability analysis was performed to test groups of consistency questions. The Reliability Analysis procedure calculates a number of commonly used measures of scale reliability and also provides information about the relationships between individual items in the scale.

After the researcher adjusted some questions, which were ambiguous, misunderstanding, and inappropriate for research target, 30 copies of questionnaire were distributed to research target in order to figure out the reliability of the instrument. Vanichbunchar (1996) cited that pretest should be at 25 to 30 respondents.

After gathering the data from pretest questionnaires, the data were coded and processed in SPSS program. The model that was used for testing reliability is *Alpha* (*Cronbach*). This is a model of internal consistency, based on the average inter-item correlation. The results of reliability are shown as the follows:



**Table 4.2:** Reliability Analysis-Scale (Cronbach’s Coefficient Alpha)

Organizational Culture	Reliability (alpha)
Role culture	0.8703
Achievement culture	0.7309
Power culture	0.7768
Support culture	0.6195

Leadership Style	Reliability (alpha)
Directive Style	0.7514
Supportive Style	0.8745
Participative Style	0.7747
Achievement-oriented	0.6214

**4.7 PROCEDURE OF DATA COLLECTION**

For this research study, the researcher gathered the information from two sources which are primary data and secondary data.

**1. Primary data**

The 286 structured questionnaires were distributed to employees of Thai Fuji Xerox Company Limited during October, 2003. In the field, the researcher approached the respondents and request for cooperation. The participants were the employees of Thai Fuji Xerox Company Limited. The results from the questionnaire have been used to test the relationship between independent variables and dependent variable.

## **2. Secondary data**

The researcher has also collected the data from other research articles, journals, etc in order to find the information about the variables definitions, related theories, previous research results, etc.

### **4.8 STATISTICAL TREATMENT OF DATA**

The researcher used Statistical Package for Social Science (SPSS) for statistical analysis. The data has been summarized in the form of simple frequency and descriptive statistics. The research used the correlation method to find out the association between independent variables and dependent variable. The statistical methods have been employed to solve the research questions are as follows:

Descriptive statistics that were used to analyze the data are frequency, mean, and standard deviation, while inferential statistics that will be used is ANOVA.

Both descriptive and inferential statistics were used to analyze the data. Descriptive statistics that were used to analyze the data are frequency, mean, and standard deviation, while inferential statistics that were used are ANOVA and T-test. All inferential statistics have been tested at 95% confident interval.

## CHAPTER 5

### DATA PRESENTATION, ANALYSIS AND FINDINGS

This chapter presents the analysis of data gathered from the returned questionnaires by respondents in Thai Fuji Xerox Company Limited. The interpretation and presentation of findings were separated into four sections including a presentation of descriptive data of respondents in terms of demographic profiles, organizational culture, leadership style, and the differences in the perception of respondents in terms of organizational culture and leadership style.

#### 5.1 Demographic Profile of Respondents

The first part of the research focuses on describing the demographic profile of the respondents:

**Table 5.1.1** Gender

	Frequency	Percent	Valid Percent	Cumulative Percent
Male	151	52.8	52.8	52.8
Female	135	47.2	47.2	100.0
Total	286	100.0	100.0	

Table 5.1.1 showed that dominant respondents were male as they represented a percentage of 52.80% from total respondents, while female represented a percentage of 47.20% from the total respondents.

**Table 5.1.2 Age**

	Frequency	Percent	Valid Percent	Cumulative Percent
Lower than 23 years old	100	35.0	35.0	35.0
23-27 years old	154	53.8	53.8	88.8
28-32 years old	14	4.9	4.9	93.7
33-37 years old	11	3.8	3.8	97.6
Higher than 37 years old	7	2.4	2.4	100.0
Total	286	100.0	100.0	

Table 5.1.2 showed that major respondents were people between 23-27 years old as they represented a percentage of 53.80% of total respondents, followed by people of age lower than 23 years old with a percentage of 35.0%, 28-32 years old with a percentage of 4.9%, 33-37 years old with a percentage of 3.8%, and higher than 37 years old with a percentage of 2.4%.

**Table 5.1.3 Personal income per month**

	Frequency	Percent	Valid Percent	Cumulative Percent
Lower than 10,000 baht	57	19.9	19.9	19.9
10,001-20,000 baht	112	39.2	39.2	59.1
20,001-30,000 baht	67	23.4	23.4	82.5
Higher than 30,000 baht	50	17.5	17.5	100.0
Total	286	100.0	100.0	

Table 5.1.3 showed that major respondents were people who had monthly income in range of 10,001 – 20,000 baht as they represented a percentage of 39.2% from total respondents. While people who had monthly income in range of 20,001 baht to 30,000 baht, lower than 10,000 baht, and higher than 30,000 baht represented 23.4%, 19.9% and 17.5%, respectively from total respondents.

## 5.2 Perceptions of Respondents on Organizational Culture

The second part of the research focuses on the assessment of organizational culture as perceived by respondents:

**Table 5.2.1** Perceptions on Role Culture

	Mean	Std. Deviation
Rules and direct supervision are used to control employees.	3.01	1.34
Company's rules should not be broken.	3.25	1.18
Work procedures are stable and predictable.	4.34	1.10
High hierarchy in organization.	4.16	1.14
Reporting promptly and regularly is essential.	4.67	0.64
We conform to norms in organization.	3.35	0.68

Perceptions on role culture, the highest acknowledgement of this type of culture is "Reporting promptly and regularly" with mean of 4.67 and the lowest acknowledgement is "Rules and directive supervision" with mean of 3.01.

**Table 5.2.2** Perceptions on Support Culture

	Mean	Std. Deviation
There are strong relationship and connection between people	3.75	0.79
There is high concern for people in organization.	3.23	0.67
People are treated fairly.	4.38	0.75
Boss encourages employees to work with others effectively.	3.76	0.93
Boss treats everyone equally in appraising performance.	3.97	0.74
Boss is closely linked to employees.	3.35	0.68

Perceptions on support culture, the highest acknowledgement of this type of culture is "People are treated fairly" with mean of 4.38 and the lowest acknowledgement is "There is high concern for people" with mean of 3.23.

**Table 5.2.3** Perceptions on Achievement culture

	Mean	Std. Deviation
Employees have their own work patterns to get their work done.	2.93	0.73
Employees focus on work rather than rules.	4.62	0.79
Boss empowers employees to do their job.	4.23	1.01
There is more emphasis on results rather than on how to do the job.	4.79	0.68
Employees are flexible and adaptive.	4.11	1.13
Employees decide what is best for their work.	4.22	1.12

Perceptions on achievement culture, the highest acknowledgement of this type of culture is "There is more emphasis on results than how to do the job" with mean of 4.79 and the lowest acknowledgement is "Employees have their own work pattern to get their work done" with mean of 2.93.

**Table 5.2.4** Perceptions on Power Culture

	Mean	Std. Deviation
My suggestions or opinions are not important to the manager.	3.25	1.12
Boss makes all decisions without consulting with employees.	4.24	1.10
Employees tend to keep quiet even when they want to express their ideas.	4.45	0.95
Employees are given the least opportunity in participation and consultation.	4.16	1.14
Employees are compliant and willing.	2.95	1.36
Boss has an absolute power.	3.20	1.28

Perceptions on power culture, the highest acknowledgement of this type of culture is "Employees tend to keep quiet even when they want to express their ideas" with mean of 4.45 and the lowest acknowledgement is "Employees are compliant and willing " with mean of 2.95.



**Table 5.2.5** Perceptions on organizational Culture

	Mean	Std. Deviation
Role Culture	3.80	1.01
Support Culture	3.74	0.76
Achievement Culture	4.15	0.91
Power Culture	3.71	1.16

Perceptions on organization culture, as shown in table 5.2.5, the highest acknowledgement on organizational culture was achievement culture with mean of 4.15 in which the opinions of respondents were quite dispersed as they represented the standard deviation of 0.91. In contrast, power culture was the least perceived organizational culture by the respondents with mean of 3.71. The remaining rankings of organizational culture that were on the acknowledged zone were from role culture with mean of 3.80, and support culture with mean of 3.74.

### **5.3 Perceptions of respondents on Leadership style.**

The third part of the research focuses on the assessment of leadership style as perceived by respondents.

**Table 5.3.1** Perceptions on Supportive Leadership Style

	Mean	Std. Deviation
Boss is open, friendly and approachable.	4.21	1.05
Boss shows great concern about psychological well-being, and personal needs of employees.	4.05	1.17
Boss treats all subordinates as equal.	4.48	0.77
Boss is willing to consult and discuss with employees.	3.30	0.96
Boss is very supportive.	3.64	1.02
Boss creates a team atmosphere in organization.	3.24	1.00

Perceptions on supportive leadership style, the highest acknowledgement of this type of leadership style is "Boss treats all subordinates as equal" with mean of 4.48 and the lowest acknowledgement is "Boss creates a team atmosphere in organization" with mean of 2.95.

**Table 5.3.2** Perceptions on Achievement-oriented style

	Mean	Std. Deviation
Boss encourages employees to achieve challenging goals.	4.22	0.91
Boss expects employees to perform at their best.	3.71	1.05
Boss is confident in employees work performance.	3.90	0.95
Boss sets challenging goals and encourages high performance.	3.35	0.97

Perceptions on achievement-oriented leadership style, the highest acknowledgement of this type of leadership style is "Boss encourages employees to achieve challenging goals" with mean of 4.22 and the lowest acknowledgement is "Boss sets challenging goals and encourages high performance" with mean of 3.35.

**Table 5.3.3** Perceptions on Participative Leadership Style

	Mean	Std. Deviation
Boss asks opinions and suggestions from employees before making decisions.	2.92	1.06
Boss encourages members of the team to participate in decision-making.	4.42	0.90
Boss encourages employees to help each other.	4.12	1.05
Boss makes decisions through consultation with employees.	2.99	1.39
Boss inspires employees to give their best effort.	3.21	1.27
Information is shared among employees.	4.13	1.12

Perceptions on participative leadership style, the highest acknowledgement of this type of leadership style is "Boss encourages members of the team to participate in

decision making" with mean of 4.42 and the lowest acknowledgement is "Boss asks opinions and suggestions from employees before making decision" with mean of 2.92.

**Table 5.3.4** Perceptions on Directive Leadership Style

	Mean	Std. Deviation
Boss tells employees every step how to do the job.	4.07	1.16
Boss closely supervises employees on a daily basis.	4.51	0.72
Boss gives employees a direction and encouragement in order to get the job done.	3.36	1.01
Boss gives employees clear instructions.	3.68	1.00
Boss does not give employees freedom to determine the details of how to do the job.	3.24	0.97
Boss has influence on employees ideas and job	4.21	0.88

Perceptions on directive leadership style, the highest acknowledgement of this type of leadership style is "Boss closely supervises employees every step how to do the job" with mean of 4.51 and the lowest acknowledgement is " Boss does not give employees freedom to determine the details of how to do the job." with mean of 3.24.

**Table 5.3.5** Perceptions on Leadership Style

	Mean	Std. Deviation
Supportive Style	3.82	1.00
Achievement-Oriented Style	3.80	0.97
Participative Style	3.63	1.13
Directive Style	3.85	0.96

Perceptions on leadership style, as indicated in table 5.3.5, the highest acknowledgement on leadership style was directive leadership style with mean of 3.85 in which the opinions of respondents were dispersed with standard deviation of 0.96. In contrast, Participative style was the least perceived leadership style by the respondents.

## 5.4 Differences on The Perception of Respondents in terms of Organizational Culture.

**Table 5.4.1** Differences in the Perception of Respondents on Organizational Culture classified by age

		Sum of Squares	df	Mean Square	F	Sig.
Role Culture	Between Groups	.648	4	.162	.573	.683
	Within Groups	79.553	281	.283		
	Total	80.202	285			
Support Culture	Between Groups	.392	4	.098	.460	.765
	Within Groups	59.823	281	.213		
	Total	60.215	285			
Achievement-Oriented Culture	Between Groups	5.455	4	1.364	1.934	.105
	Within Groups	198.135	281	.705		
	Total	203.590	285			
Power Culture	Between Groups	8.051	4	2.013	2.502	.043
	Within Groups	226.029	281	.804		
	Total	234.081	285			

From Table 5.4.1, the test of ANOVA indicated that the significance level of role culture is 0.683, the significance level of support culture is 0.765, and the significance level of achievement-oriented culture is 0.105, which are greater than 0.05 level of significance. It means that this failed to reject null hypothesis. For power culture, the significance level is 0.043, which is less than 0.05 level of significance. It means that null hypothesis was rejected at 0.05 level of significance.

**Table 5.4.2** Differences in the perception of respondents on organizational culture classified by gender.

		Sum of Squares	df	Mean Square	F	Sig.
Role Culture	Between Groups	.023	1	.023	.081	.777
	Within Groups	80.179	284	.282		
	Groups					
	Total	80.202	285			
Support Culture	Between Groups	.093	1	.093	.441	.507
	Within Groups	60.121	284	.212		
	Groups					
	Total	60.215	285			
Achievement Culture	Between Groups	.186	1	.186	.259	.611
	Within Groups	203.405	284	.716		
	Groups					
	Total	203.590	285			
Power Culture	Between Groups	1.216	1	1.216	1.483	.224
	Within Groups	232.865	284	.820		
	Groups					

From Table 5.4.2, the test of T-test indicated that the significance level of role culture is 0.777, the significance level of support culture is 0.507, the significance level of achievement-oriented culture is 0.611, and power culture is 0.224 which are greater than 0.05 level of significance. It means that this failed to reject null hypothesis.

**Table 5.4.3** Differences in the perception of respondents on organizational culture  
classified by personal income per month.

		Sum of Squares	df	Mean Square	F	Sig.
Role Culture	Between Groups	2.204	3	.735	2.657	.049
	Within Groups	77.997	282	.277		
	Total	80.202	285			
Support Culture	Between Groups	.874	3	.291	1.385	.248
	Within Groups	59.340	282	.210		
	Total	60.215	285			
Achievement Culture	Between Groups	5.141	3	1.714	2.435	.065
	Within Groups	198.449	282	.704		
	Total	203.590	285			
Power Culture	Between Groups	.744	3	.248	.300	.826
	Within Groups	233.336	282	.827		
	Total	234.081	285			

From Table 5.4.3., the test of ANOVA indicated that the significance level of support culture is 0.248, the significance level of achievement culture is 0.065, the significance level of power culture is 0.826, which are greater than 0.05 level of significance. It means that this failed to reject null hypothesis. For role culture, the significance level is 0.049, which is less than 0.05 level of significance. It means that null hypothesis was rejected at 0.05 level of significance.



## 5.5 Differences on The Perception of Respondents in terms of Leadership Style.

**Table 5.5.1** Differences in the perception of respondents on leadership style classified by age.

		Sum of Squares	df	Mean Square	F	Sig.
Supportive Style	Between Groups	27.031	4	6.758	18.550	.000
	Within Groups	102.367	281	.364		
	Total	129.398	285			
Achievement-Oriented Style	Between Groups	32.185	4	8.046	27.196	.000
	Within Groups	83.138	281	.296		
	Total	115.324	285			
Participative Style	Between Groups	25.308	4	6.327	13.316	.000
	Within Groups	133.520	281	.475		
	Total	158.828	285			
Directive Style	Between Groups	27.658	4	6.915	21.415	.000
	Within Groups	90.730	281	.323		
	Total	118.389	285			

From Table 5.5.1., the test of ANOVA indicated that the significance level of support style is 0.000, the significance level of achievement-oriented style is 0.000, the significance level of participative style is 0.000, and the significance level of directive style is 0.000, which are less than 0.05 level of significance. It means that null hypothesis was rejected at 0.05 level of significance.

**Table 5.5.2** Differences in the perception of respondents on leadership style classified by gender.

		Sum of Squares	df	Mean Square	F	Sig.
Supportive Style	Between Groups	7.438	1	7.438	17.321	.000
	Within Groups	121.960	284	.429		
	Total	129.398	285			
Achievement-Oriented Style	Between Groups	4.804	1	4.804	12.345	.001
	Within Groups	110.520	284	.389		
	Total	115.324	285			
Participative Style	Between Groups	5.080	1	5.080	9.384	.002
	Within Groups	153.748	284	.541		
	Total	158.828	285			
Directive Style	Between Groups	4.926	1	4.926	12.329	.001
	Within Groups	113.463	284	.400		
	Total	118.389	285			

From Table 5.5.2., the test of T-test indicated that the significance level of support style is 0.000, the significance level of achievement-oriented style is 0.001, the significance level of participative style is 0.002, and the significance level of directive style is 0.001, which are less than 0.05 level of significance. It means that null hypothesis was rejected at 0.05 level of significance.

**Table 5.5.3** Differences in the perception of respondents on leadership style classified by personal income per month.

		Sum of Squares	df	Mean Square	F	Sig.
Supportive Style	Between Groups	19.486	3	6.495	16.665	.000
	Within Groups	109.912	282	.390		
	Total	129.398	285			
Achievement-Oriented Style	Between Groups	31.711	3	10.570	35.650	.000
	Within Groups	83.613	282	.296		
	Total	115.324	285			
Participative Style	Between Groups	18.628	3	6.209	12.490	.000
	Within Groups	140.200	282	.497		
	Total	158.828	285			
Directive Style	Between Groups	23.507	3	7.836	23.288	.000
	Within Groups	94.882	282	.336		
	Total	118.389	285			

From Table 5.5.3., the test of ANOVA indicated that the significance level of support style is 0.000, the significance level of achievement-oriented style is 0.000, the significance level of participative style is 0.000, and the significance level of directive style is 0.000, which are less than 0.05 level of significance. It means that null hypothesis was rejected at 0.05 level of significance.

## CHAPTER 6

### SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter contains a summary of the study divided into four major sections, 1. The summary of the findings research questions and hypothesis; 2. The conclusions of the research; 3. Recommendations; 4. The suggestions for further research.

#### 6.1 Summary Of Descriptive Statistics

The objective of this thesis aimed to serve as a guide in the implementation of management practices and determination of the respondents' demographic profiles, organizational culture, and leadership styles in Thai Fuji Xerox Company Limited.

##### 6.1.1 Demographic profiles of the respondents

Table 6.1.1 Demographic profiles of the respondents

<b>Gender</b>	<b>Male</b>	<b>(52.8%)</b>
<b>Age</b>	<b>23-27 years</b>	<b>(53.8%)</b>
<b>Personal Income per month</b>	<b>10,001 – 20,000</b>	<b>(39.2%)</b>

Table 6.1.1 indicates that when the respondents were classified by gender, the majority of the respondents were male which represents 52.8% of the total respondents. When the respondents were classified by age levels, the largest group was in the age of 23-27 years which represents 53.8% of the total respondents. When the respondents were classified by personal income levels, the majority of the respondents who earned personal income between 10,001-20,000 Baht represents 39.2% from the total respondents.

**6.1.2 Perception on organizational culture**

**Table 6.1.2** Perception on organizational culture

	Mean	Std. Deviation
<b>Role Culture</b>	3.8	1.01
<b>Support Culture</b>	3.74	0.76
<b>Achievement Culture</b>	4.15	0.91
<b>Power Culture</b>	3.71	1.16

Table 6.1.2 shows that achievement culture was the most perceived by employees of Thai Fuji Xerox Company Limited and the least perceived was power culture. According to the perception of the employees they believe that they have a work pattern to complete their work done and decide what is best for their work.

**6.1.3 Perception on leadership style**

**Table 6.1.3** Perception on leadership style

	Mean	Std. Deviation
<b>Supportive Style</b>	3.82	1.00
<b>Achievement – Oriented Style</b>	3.8	0.97
<b>Participative Style</b>	3.63	1.13
<b>Directive Style</b>	3.85	0.96

Table 6.1.3 shows that the most perceived leadership style by the employees of Thai Fuji Xerox Company Limited was directive leadership style and the least perceived leadership style by employees of Thai Fuji Xerox Company Limited was participative leadership style. According to the employees' perception about leadership style, the employees believe that the manager had a directive leadership style.

## 6.2 Conclusions

**Table 6.2.1** Results of Hypothesis testing

Hypothesis	Statistics Test	Level of Significance	Result
Ho <sub>1</sub>	Anova	0.000	Reject
Ho <sub>2</sub>	T-Test	0.001	Reject
Ho <sub>3</sub>	Anova	0.000	Reject
Ho <sub>4</sub>	Anova	0.000	Reject
Ho <sub>5</sub>	T-Test	0.000	Reject
Ho <sub>6</sub>	Anova	0.000	Reject
Ho <sub>7</sub>	Anova	0.000	Reject
Ho <sub>8</sub>	T-Test	0.002	Reject
Ho <sub>9</sub>	Anova	0.000	Reject
Ho <sub>10</sub>	Anova	0.000	Reject
Ho <sub>11</sub>	T-Test	0.001	Reject
Ho <sub>12</sub>	Anova	0.000	Reject
Ho <sub>13</sub>	Anova	0.683	Accept
Ho <sub>14</sub>	T-Test	0.777	Accept
Ho <sub>15</sub>	Anova	0.049	Reject
Ho <sub>16</sub>	Anova	0.105	Accept
Ho <sub>17</sub>	T-Test	0.611	Accept
Ho <sub>18</sub>	Anova	0.065	Accept
Ho <sub>19</sub>	Anova	0.043	Accept
Ho <sub>20</sub>	T-Test	0.224	Accept
Ho <sub>21</sub>	Anova	0.826	Accept
Ho <sub>22</sub>	Anova	0.000	Reject
Ho <sub>23</sub>	T-Test	0.507	Accept
Ho <sub>24</sub>	Anova	0.248	Accept

The results of hypothesis testing (Table 6.2.1) of the employees show the differences in gender, age levels and personal income perceived organizational culture and leadership styles. It can be concluded that the employees of Thai Fuji Xerox Company Limited have different perception about its organizational culture and leadership style according to their demographic profiles.

The researcher was able to achieve the goals of research objectives by successfully classified the employees of Thai Fuji Xerox Company Limited by their demographic factors (gender, age levels, and personal income levels), studied the



characteristics of organizational culture of Thai Fuji Xerox Company Limited and investigated the leadership style of the manager of Thai Fuji Xerox Company Limited.

As the results of the research when classifying employees of Thai Fuji Xerox Company Limited demographically were the majority of respondents was male aging between 23-27 years old who earned 10,001-20,000 baht per month.

After a complete study about the characteristics of organizational culture of Thai Fuji Xerox Company Limited, the researcher found that achievement culture was the most perceived organizational culture by the employees of Thai Fuji Xerox Company Limited.

After a full investigation on leadership style of the manager of Thai Fuji Xerox Company Limited, the researcher was able to conclude that employees of Thai Fuji Xerox Company Limited perceived the leadership style of their manager as a directive leadership style manager. The researcher was also able to understand the perception of employees of Thai Fuji Xerox Company Limited about its organizational culture and leadership style after a complete research according to the research objectives.

## 6.3 Recommendations

### 6.3.1 Perceptions of Respondents about Organizational Culture

The researcher has found that there was no difference in perception of respondents (classified by age) about three dimensions of culture, which included role culture, support culture and achievement-oriented culture. But, further it was investigated that respondents was different about power culture. The analysis has revealed that employees below 27 years have either agreed or strongly agreed. In comparison to this, employees between 28-37 or older than this have strongly disagreed in this regard. This signified that younger employees of Thai Fuji Xerox Company Limited considers that certain employees are dominant and others are subservient or power is centralized and emphasis is given to individual rather than group decision making. Therefore, it is recommended that Thai Fuji Xerox Company Limited may provide more opportunities to younger employees to participate in decision-making process and avoid autocratic way for managing organization's operational activities. It is expected that by doing so there will be more effective and constructive involvement of younger employees in organizational-activities.

The researcher has found no difference in perception of employees (classified by gender) about all dimensions of organizational culture.

The researcher has found that there was no difference in perception of employees when classified by income group about three dimensions of organizational culture, which included support culture, achievement-oriented culture and power culture. But it was that employees had different perception about role culture. The analysis has highlighted that employees with lower income ranges (below 10,000 baht or between 10,001-20,000 baht)

have either agreed or strongly agreed. This signified that these employees considered existence of bureaucracy and high hierarchy. In this regard, it is recommended that Thai Fuji Xerox Company Limited may provide more freedom to operate their activities. This would make them more creative and innovative.

### 6.3.2 Perception of Respondents about leadership style

The researcher has founded that there was difference in perception of respondents (classified by age) on all dimensions of leadership. It was found that employees between 28-37 years and above agreed that Thai Fuji Xerox Company Limited has supportive leadership, while lower than 23 and between 23-27 years disagreed about the existence of supportive leadership. This signified that very large number of employees (100 respondents were below 23 years and 154 employees were between 23-27 years, this means 254 out of 286 employees filled in these age groups) considered that supportive leadership style was missing in Thai Fuji Xerox Company Limited. Therefore, it is recommended that Thai Fuji Xerox Company Limited needs to change present of leadership and make it more supportive one.

The researcher has found that there was difference in perception of respondents (classified by gender) on all dimensions of leadership style. It was found that female employees strongly agreed while male employees strongly disagreed their supportive leadership style existed in Thai Fuji Xerox Company Limited. It is also recommended that Thai Fuji Xerox Company Limited may transform its leadership towards supportive style to satisfy male employees as well.

The researcher has found that there was a difference in the perception of employees (classified by income group) on all dimensions of leadership style in Thai Fuji

Xerox Company Limited. It was found that employees with monthly income to be lower than 10,000 baht and between 10,000-20,000 have disagreed about the existence of supportive style of leadership. Since this group of employees formed the majority group of employees in Thai Fuji Xerox Company Limited. Therefore, it is recommended that Thai Fuji Xerox Company Limited may transform its present leadership towards supportive style of leadership.

#### **6.4 Recommendations for Further Research**

There are number of studies on organizational culture and leadership style in various companies in Thailand. The researcher would like to suggest studies future research. The following topics are worth exploring for further research: "A study on the relationship of organizational culture between Thai and foreign organizations affecting with leadership styles, "A study on the relationship of organizational culture and leadership styles affecting employees' satisfaction", and "A study on the relationship of organizational culture and leadership styles affecting job performance".

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## QUESTIONNAIRE

This questionnaire is designed as the partial fulfillment of the thesis, entitled “A Study on Perception of Employees of Thai Fuji Xerox Company Limited about its Organizational Culture and Leadership Style” by MBA student from Assumption University. All information is for academic purpose. The researcher hope your full cooperation in responding to all items in this questionnaire.

This questionnaire is divided into 3 parts as follows:

Part 1: Demographic Profile

Part 2: Organizational Culture

Part 3: Leadership Style

### Part 1 : Demographic Profile

Please answer each question by marking / or X and give a correct information about yourself in the statements listed below:

1. Gender  
☐ Male ☐ Female
2. Age  
☐ Under 23 years  
☐ 23-27 years  
☐ 28-32 years  
☐ 33-37 years  
☐ 37 and above
3. Personal Income per month  
☐ Below Bath 10,000 ☐ Bath 10,001 – 20,000  
☐ 20,001 – 30,000 ☐ Bath 30,000 up

## Part 2: Organizational Culture

Below is a list of statements about organizational culture. Read each one carefully, then, using the scale below, decide the extent to which it actually applies to you and mark X. For best results, answer it as truthfully as possible according to the following scale:

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

10. Organizational Culture	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
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### Role Culture

In my organization, rules, regulations, procedures and direct supervision are used to control employee behavior					
Company's rules should not be broken, even if the employees think it is best for the company's interest.					
I like things to be stable and predictable.					
My organization adapts bureaucracy and has high hierarchy.					
In my organization, we have to report regularly and promptly.					
In my organization, we prefer things to be organized and conform to norms.					

### Support Culture

1. In my organization, there are strong relationships and connection between people.					
2. In my organization, there are high concern for people.					
3. In my organization, people are treated fairly.					
4. In my organization, boss encourages employees to work with others effectively.					
5. My boss treats me and my colleagues equally in appraising performance.					
6. In my organization, my boss and I are closely linked to each other.					

10.	Organizational Culture	Strongly	Disagree	Neutral	Agree	Strongly
		Disagree				Agree

### Achievement Culture

13.	In my organization, employees have their own work patterns to get their work done.					
14.	In my organization, employees focus on the work rather than rules.					
15.	In my organization, boss empowers their subordinates to do their job.					
16.	In my organization, there is more emphasis on results rather than how to do the job.					
17.	In my organization, people are flexible and adaptive.					
18.	In my organization, employees decide what is best for their work.					

### Power Culture

9.	In my organization, my suggestions or opinions are not important to the top executives.					
10.	In my organization, my boss makes all decisions without consulting with employees.					
11.	In my organization, people tend to keep quiet even if they want to express their ideas.					
12.	In my organization, employees are given the least opportunity in participation and consultation.					
13.	In my organization, employees are compliant and willing.					
14.	In my organization, my boss has an absolute power.					

### Participative Style

15.	My boss takes opinions and suggestions from subordinates before making decisions.					
16.	My boss encourages members of the team to participate in decision making.					
17.	My boss encourages subordinates to help each other.					



Below is a list of statement about leadership style. Read each one carefully, then using the scale below, decide the extent to which it actually applies to you and mark / or X. For the best results, answer it as truthfully as possible according to the following scale:

1=Strongly Disagree

2=Disagree

3=Neutral

4=Agree

5=Strongly Agree

10.	Organizational Culture	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
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## Supportive Style

1.	My boss is open, friendly and approachable					
2.	My boss shows great concern about psychological well-being, and personal needs of subordinates.					
3.	My boss treats all subordinates as equal.					
4.	My boss is willing to consult and discuss with all subordinates.					
	My boss is very supportive.					
	My boss creates a team atmosphere in the organization.					

## Achievement-oriented Style

	My boss encourages employees to achieve challenging goals.					
	My boss expects employees to perform at their best.					
	My boss is confident in employees work performance.					
0.	My boss sets challenging goals and encourages high performance.					

## Participative Style

1.	My boss asks opinions and suggestions from subordinates before making decisions.					
2.	My boss encourages members of the team to participate in decision making.					
3.	My boss encourages subordinates to help each other.					

No.	Organizational Culture	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
14.	My boss makes decisions through consultation with team members.					
15.	My boss inspires me to give my best effort.					
16.	Information is shared among team members.					

#### Directive Style

7.	My boss tells me every step how to do the job.					
8.	My boss closely supervises me on a daily basis.					
9.	My boss gives me a direction and encouragement in order to get the job done.					
20.	My boss gives me clear instructions.					
21.	My boss does not give me freedom to determine the details of how to do my job.					
22.	My boss has more influence on my idea and job.					



\* มหาวิทยาลัยอัสสัมชัญ \*

SINCE 1969



ลำดับ	วัฒนธรรมองค์กร	ไม่เห็นด้วย อย่างยิ่ง	ไม่เห็นด้วย	เฉยๆ	เห็นด้วย	เห็นด้วย อย่างยิ่ง
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#### วัฒนธรรมแบบเน้นบทบาท

1.	องค์กรของคุณ หัวหน้าของคุณมักจะใช้กฎระเบียบในการควบคุมพฤติกรรมของพนักงาน					
	กฎระเบียบขององค์กรไม่สามารถฝ่าฝืนได้ ถึงแม้ว่าพนักงานจะคิดว่า การกระทำนั้นๆ เป็นผลดีต่อองค์กร					
	คุณรู้สึกว่า การเปลี่ยนแปลงทำให้คุณรู้สึกไม่มั่นคง					
	องค์กรของคุณ มีการปกครองแบบราชการและมีลำดับชั้นในการปกครองสูง					
5.	องค์กรของคุณ พนักงานจะต้องแจ้งความคืบหน้าของงานอย่างสม่ำเสมอ และทันที					
6.	องค์กรของคุณ พนักงานจะปฏิบัติตามมาตรฐานที่องค์กรกำหนดไว้					

#### วัฒนธรรมแบบสนับสนุน

	พนักงานในองค์กรของคุณ มีความสัมพันธ์ที่เหนียวแน่น					
	พนักงานมีความสำคัญต่อองค์กร					
	พนักงานในองค์กรของคุณ จะได้รับการปฏิบัติจากหัวหน้าอย่างเท่าเทียม					
0.	หัวหน้าของคุณ สนับสนุนให้ลูกน้องทำงานร่วมกันอย่างมีประสิทธิภาพ					
1.	หัวหน้าของคุณ ปฏิบัติต่อคุณและเพื่อนร่วมงานอย่างเท่าเทียมกัน					
2.	ทั้งหัวหน้าและคุณสามารถประสานงานกันได้อย่างมีประสิทธิภาพ					

#### วัฒนธรรมแบบเน้นความสำเร็จ

13.	ในองค์กรของคุณ มีวิธีการทำงานแบบของตัวเอง					
4.	ในองค์กรของคุณ พนักงานเน้นผลงานมากกว่ากฎระเบียบ					
5.	ในองค์กรของคุณ หัวหน้าให้อำนาจในการทำงานแก่พนักงาน					
	ในองค์กรของคุณ เน้นที่ผลงานมากกว่ารูปแบบในการทำงาน					
	ในองค์กรของคุณ พนักงานมีความยืดหยุ่นในการทำงาน					
8.	ในองค์กรของคุณ พนักงานตัดสินใจในการทำงานด้วยตัวเอง					

#### วัฒนธรรมแบบคลุมอำนาง

19.	ในองค์กรของคุณ ความคิดเห็นของพนักงานมักไม่ได้รับความสนใจ					
20.	ในองค์กรของคุณ หัวหน้าตัดสินใจในเรื่องต่างๆ โดยไม่ปรึกษาพนักงาน					

ลำดับ	วัฒนธรรมองค์กร	ไม่เห็นด้วย	ไม่เห็นด้วย	เฉยๆ	เห็นด้วย	เห็นด้วย
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	อย่างมี				อย่างมี
1. ในองค์กรของคุณ พนักงานไม่กล้าออกความคิดเห็น					
2. ในองค์กรของคุณ พนักงานมักไม่ค่อยมีส่วนร่วมในการออกความคิดเห็น					
3. ในองค์กรของคุณ พนักงานทำตามระเบียบของบริษัทอย่างเคร่งครัด					
24. ในองค์กรของคุณ หัวหน้าของคุณมีอำนาจตัดสินใจแต่เพียงผู้เดียว					

### ส่วนที่ 3 ลักษณะของผู้นำ

ข้อความต่อไปนี้ โปรดแสดงความคิดเห็นของท่านเกี่ยวกับแบบของวัฒนธรรมในองค์กรของท่าน โปรดตอบคำถามทุกข้อ โดยใส่เครื่องหมาย หรือ X กรุณาเลือกคำตอบที่สอดคล้องและใกล้เคียง กับความเป็นจริงของท่านมากที่สุด โดยแต่ละระดับมีความหมายดังนี้

1=ไม่เห็นด้วยอย่างยิ่ง 2=ไม่เห็นด้วย 3=เฉยๆ 4=เห็นด้วย 5=เห็นด้วยอย่างยิ่ง

ลำดับ	ลักษณะของผู้นำ	ไม่เห็นด้วย อย่างยิ่ง	ไม่เห็นด้วย	เฉยๆ	เห็นด้วย	เห็นด้วย อย่างยิ่ง
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#### ลักษณะผู้นำแบบสนับสนุน

1. หัวหน้าของคุณ มีมนุษยสัมพันธ์ที่ดีและเข้าหาง่าย					
2. หัวหน้าของคุณ ให้ความสำคัญต่อสภาพจิตใจของพนักงาน					
3. หัวหน้าของคุณ ปฏิบัติต่อพนักงานอย่างเท่าเทียมกัน					
4. หัวหน้าของคุณ พร้อมให้คำปรึกษากับพนักงานทุกคน					
5. หัวหน้าของคุณ ให้ความสำคัญสนับสนุนที่ดีต่อพนักงาน					
6. หัวหน้าของคุณ สร้างบรรยากาศในการร่วมงานเป็นทีมในองค์กร					

#### ลักษณะผู้นำแบบเน้นความสำเร็จ

7. หัวหน้าของคุณ สร้างเป้าหมายใหม่ๆ ให้แก่พนักงาน					
8. หัวหน้าของคุณ คาดหวังการทำงานที่ดีจากพนักงาน					
9. หัวหน้าของคุณ มีความมั่นใจในตัวพนักงาน					
10. หัวหน้าของคุณ คาดหวังความสำเร็จของผลงานในระดับสูง					

#### ลักษณะผู้นำแบบเน้นการมีส่วนร่วม

1. หัวหน้าของคุณ มักจะขอความคิดเห็นจากพนักงานก่อนทำการตัดสินใจ					
2. หัวหน้าของคุณ สนับสนุนให้พนักงานมีส่วนร่วมในการตัดสินใจ					

ลำดับ	วัฒนธรรมองค์กร	ไม่เห็นด้วย อย่างยิ่ง	ไม่เห็นด้วย	เฉยๆ	เห็นด้วย	เห็นด้วย อย่างยิ่ง
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13. หัวหน้าของคุณ สนับสนุนให้พนักงานช่วยเหลือกันและกันในการทำงาน					
14. หัวหน้าของคุณ มักปรึกษาพนักงานก่อนทำการตัดสินใจ					
15. หัวหน้าของคุณ ให้แรงบันดาลใจแก่คุณ เพื่อให้คุณทำงานอย่างเต็มความสามารถ					
16. หัวหน้าของคุณ มักสื่อสารและกระจายข้อมูลต่างๆให้ลูกน้องรับทราบโดยทั่วกัน					

**ลักษณะของผู้ นำแบบเน้นคำสั่ง**

17. หัวหน้าของคุณ บอกรายละเอียดการทำงานทุกขั้นตอนแก่คุณ					
18. หัวหน้าของคุณ เฝ้าควบคุมการทำงานของคุณ อย่างใกล้ชิด					
19. หัวหน้าของคุณ ให้คำชี้แนะงานที่คุณ ทำอยู่ เพื่อให้งานๆ นั้นบรรลุเป้าหมาย					
20. หัวหน้าของคุณ ให้คำสั่งที่ชัดเจนแก่คุณ					
21. หัวหน้าของคุณ ไม่ให้อิสระคุณในการตัดสินใจ					
22. หัวหน้าของคุณ มีอิทธิพลอย่างมากต่อความคิดและงานของคุณ					

