



The Initial Impact Organization Development Interventions on Leadership,
Teamwork, and Reward System toward Employee Satisfaction and Motivation:
A Case Study of ABC Sales Co., Ltd.

Manu Leenawong

A Dissertation Submitted in Partial Fulfillment of the Requirements
for the Degree of Doctor of Philosophy in Organization Development

Faculty of Graduate School of Business

Assumption University

Academic Year 2010

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Dissertation Title	The Initial Impact of Organization Development Interventions on Leadership, Teamwork, and Reward System toward Employee Satisfaction and Motivation: A Case Study of ABC Sales Co., Ltd.
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Abstract

In today's business world, human capital is one area that can create a competitive advantage for a company. A satisfied and motivated workforce is desired by every organization to ensure the firm's performance and success.

This research is based on an Action Research Model, which focuses on strengthening employee satisfaction and motivation of a sales and service company called ABC Sales Co., Ltd. as a case study. From the analysis of the firm, the priority areas to strengthen in order to achieve higher levels of employee satisfaction and motivation were leadership, teamwork and the reward system.

The research was conducted using both qualitative and quantitative methods. A questionnaire survey of all staff was implemented, while focus group interviews and in-depth interviews of managers were arranged. Data analysis was done through the use of SPSS. Then, an Organization Development Intervention (ODI) program was designed based on the results of both quantitative and qualitative data analysis.

After the ODI program, the impact was analyzed by comparing Pre- and Post-ODI results using a t-test. The overall results demonstrated higher levels of leadership, teamwork and the reward system after the ODI. However, when considered by group function and position level, some showed a higher level while some remained the same. This quantitative result was in line with the qualitative analysis which included a focus group and in-depth interviews. In addition, relationships between dependent variables (employee satisfaction and motivation) and independent variables (leadership, teamwork and reward system) were also tested using correlation analysis. The results demonstrated significant correlation between each independent and each dependent variable.

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In addition, I would like to thank the management of ABC Sales Co., Ltd. for giving permission to use the company as a case study. Also, I would like to take this opportunity to convey my gratitude to the HR & admin. team for supporting me in arranging the ODI at ABC Sales. Furthermore, I would also like to thank all ABC Sales employees for providing information and participating in the ODI, which equipped me with a real experience in implementing OD interventions.

Finally, an honorable mention goes to my family and friends for their understanding and support. Without the help of the above I would have faced many difficulties while doing this dissertation.

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Table of Contents

Abstract	i
Acknowledgement	ii
<u>Chapter I – The Challenge – The Problems and Potential for Change</u>	
1.1 Generalities of the Topic	1
1.1.1 Global Context	1
1.1.2 Regional/Asian Context	4
1.1.3 National Context	5
1.2 The Focal System – The Company Situation	6
1.2.1 Company Background	6
1.2.2 Organization Structure	9
1.2.3 Vision	10
1.2.4 Mission	11
1.2.5 Industry Analysis	11
1.2.6 SWOT Analysis	12
1.2.7 Analysis of TASK-OD (Organization Design) -PEOPLE	15
1.2.8 Employee Satisfaction Survey Summary	23
1.3 The Need for Action Research and Statement of the Research Problem	28
1.4 Research Objectives	29
1.5 Research Questions	30
1.6 Research Hypothesis	31
1.7 Scope and Limitations of the Study	33
1.8 Significance of the Study	34
1.9 Definition of Terms	35
<u>Chapter II - the Literature Review and the Theoretical, Conceptual and Research Frameworks</u>	
2.1 Review of Literature	38
2.1.1 Leadership	38
2.1.1.1 Definition of Leadership	40
2.1.1.2 Theories related to factors influencing Leadership	40

2.1.2 Teamwork	53
2.1.2.1 Definition of Teamwork	53
2.1.2.2 Theories related to factors influencing Teamwork	55
2.1.3 Reward System	56
2.1.3.1 Definition of Reward System	56
2.1.3.2 Theories related to factors influencing Reward System	57
2.1.4 Employee Satisfaction	59
2.1.4.1 Definition of Employee Satisfaction	59
2.1.4.2 Theories related to factors influencing Employee Satisfaction	60
2.1.5 Motivation	64
2.1.5.1 Definition of Motivation	64
2.1.5.2 Theories related to factors influencing Motivation	65
2.1.6 Cross-cultural difference	69
2.1.6.1 Definition of Cross-cultural difference	69
2.1.6.2 Cross-cultural difference theories	69
2.2 Theoretical Framework	71
2.3 Conceptual and Research Framework	72
<u>Chapter III - Research Methodology</u>	76
3.1 Research Design	76
3.2 Research Methodology	77
3.3 Subjects of Study, Sources of Data	79
3.4 Research Instruments, Tools and other Data-Gathering Techniques and Procedures	81
3.5 Instrumentation	87
3.6 Tools for Qualitative and Quantitative Analysis	87
3.7 Design and Development of OD Interventions	87
3.8 Data Collection and Documentation of the Change Processes	88
3.9 Data Analysis	88

<u>Chapter IV – Presentation and Analysis of Findings</u>	89
4.1 Demographic profile of population	89
4.2 Presentation and Analysis of Findings on Leadership	92
4.2.1 Pre-ODI on Leadership	92
4.2.2 OD Intervention on Leadership	96
4.2.3 The impact of ODI on Leadership	102
4.2.3.1 Impact of ODI on Leadership by questionnaire survey	102
4.2.3.2 Impact of ODI on Leadership by in-depth interview	105
4.2.3.3 Impact of ODI on Leadership by focus group interview	107
4.2.4 Analysis of impact on ODI on Leadership	108
4.3 Presentation and Analysis of Findings on Teamwork	109
4.3.1 Pre-ODI on Teamwork	109
4.3.2 OD Intervention on Teamwork	111
4.3.3 The impact of ODI on Teamwork	122
4.3.3.1 Impact of ODI on Teamwork by questionnaire survey	122
4.3.3.2 Impact of ODI on Teamwork by in-depth interview	127
4.3.3.3 Impact of ODI on Teamwork by focus group interview	128
4.3.4 Analysis of impact on ODI on Teamwork	129
4.4 Presentation and analysis of findings on Reward System	130
4.4.1 Pre-ODI on Reward System	130
4.4.2 OD Intervention on Reward System	132
4.4.3 The impact of ODI on Reward System	144
4.4.3.1 Impact of ODI on Reward System by questionnaire survey	145
4.4.3.2 Impact of ODI on Reward System by in-depth interview	149
4.4.3.3 Impact of ODI on Reward System by focus group interview	150
4.4.4 Analysis of impact on ODI on Reward System	152
4.5 Correlation analysis of Leadership and Employee satisfaction	153
4.6 Correlation analysis of Teamwork and Employee satisfaction	154
4.7 Correlation analysis of Reward System and Employee satisfaction	155
4.8 Correlation analysis of Leadership and Motivation	157
4.9 Correlation analysis of Teamwork and Motivation	158
4.10 Correlation analysis of Reward System and Motivation	159

<u>Chapter V – Summary, Conclusion and Recommendations</u>	161
5.1 Summary of Findings	161
5.2 Conclusion	163
5.3 Recommendations	166
 Epilogue	 169
Bibliography	170
Appendix	
A: Timeline for Dissertation	181
B: Organization Chart	182
C: Questionnaire	183
D: Example of Self-Designed Leadership enhancement Plan	189
Curriculum Vitae	190



List of Tables

Table 1.1 : Real GDP, Asia	4
Table 1.2 : Ranking of brands in Thai air conditioning market	10
Table 1.3 : Classification of needs in employee satisfaction survey	24
Table 1.4 : Definition of Category for survey	25
Table 1.5 : Category and score derived from survey	27
Table 1.6 : Summary of main problems from the analysis	28
Table 3.1 : Implemented research methodology to each group of employees	78
Table 3.2 : Number of Respondents by group function	79
Table 3.3 : Number of Respondents on Focus Group Interview	80
Table 3.4 : Objective of questionnaire on Leadership	82
Table 3.5 : Objective of questionnaire on Teamwork	84
Table 3.6 : Objective of question	85
Table 4.1 : Frequency Distribution of Gender	89
Table 4.2 : Frequency Distribution of Age	90
Table 4.3 : Frequency Distribution of Education	90
Table 4.4 : Frequency Distribution of Service years	91
Table 4.5 : Frequency Distribution of Position	91
Table 4.6 : Frequency Distribution of Group Function	92
Table 4.7 : Pre-ODI result on leadership	93
Table 4.8 : Frequency distribution of position prioritized for leadership development	94
Table 4.9 : Frequency distribution of respondent position who selected the position prioritized for leadership development	95
Table 4.10 : In-depth & Focus group interviews summary on Leadership during Pre-ODI Stage	95
Table 4.11 : OD Intervention on leadership	97
Table 4.12 : Impact of ODI on leadership by questionnaire no.	103
Table 4.13 : Impact of ODI on leadership by group function	104
Table 4.14 : Impact of ODI on leadership by position level	105
Table 4.15 : In-depth interviewed summary toward leadership	106

Table 4.16 : Focus group interview interviewed summary toward Leadership	107
Table 4.17 : Pre-ODI result on Teamwork	109
Table 4.18 : In-depth and Focus group interviews summary on Teamwork during Pre-ODI Stage	110
Table 4.19 : OD Intervention on Teamwork	112
Table 4.20 : Impact of ODI in terms of Teamwork by questionnaire no.	124
Table 4.21 : Impact of ODI in terms of Teamwork by group function	126
Table 4.22 : Impact of ODI in terms of Teamwork by position level	126
Table 4.23 : In-depth interview summary toward Teamwork	127
Table 4.24 : Focus group interview summary on Teamwork	128
Table 4.25 : Pre-ODI result on Reward System	130
Table 4.26 : In-depth and Focus group interview summary on Reward System	131
Table 4.27 : OD Intervention on Reward System	132
Table 4.28 : Impact of ODI in term of Reward System by questionnaire no.	145
Table 4.29 : Impact of ODI in term of Reward System by group function	148
Table 4.30 : Impact of ODI in term of Reward System by position level	149
Table 4.31 : In-depth interviewed summary toward Reward System	150
Table 4.32 : Focus group interview summary toward Reward System	151
Table 4.33 : Correlation analysis of leadership and employee satisfaction	154
Table 4.34 : Correlation analysis of teamwork and employee satisfaction	155
Table 4.35 : Correlation analysis of Reward System and employee satisfaction	156
Table 4.36 : Impact of ODI on Employee Satisfaction	157
Table 4.37 : Correlation analysis of leadership and motivation	158
Table 4.38 : Correlation analysis of teamwork and motivation	159
Table 4.39 : Correlation analysis of Reward System and motivation	160
Table 4.40 : Impact of ODI on Motivation	160
Table 5.1 : Impact of ODI by group function	161
Table 5.2 : Impact of ODI by position level	162
Table 5.3 : Analysis of groups which have no ODI impact	163

List of Figures

Figure 1 World Economic Growth, 2004-2010	3
Figure 2 : Thailand's Economic Projection for 2009 and 2010	5
Figure 3 : Sales Revenue Index of ABC Sales	9
Figure 4 : Source of products and Distribution Channels	9
Figure 5 : Theoretical Framework	72
Figure 6 : Conceptual Framework	74
Figure 7 : Research Framework	75
Figure 8 : Leadership Workshop	99
Figure 9 : Team Building Activities (1)	115
Figure 10 : Team Building Activities (2)	116
Figure 11 : Team Building Activities (3)	116
Figure 12 : ABC Save the earth contest	118
Figure 13 : Disable Children Donation	119
Figure 14 : Coral plantation at Sattaheb	120
Figure 15 : Sport Day at Fairtex Sport Club (1)	121
Figure 16 : Sport Day at Fairtex Sport Club (2)	121
Figure 17 : Salary of ABC Sales employees compare with Market	134
Figure 18 : Total Cash of ABC Sales employees compare with Market	134
Figure 19 : Bonus Scheme year 2008 and 2009	140
Figure 20 : Company Outing at Macau	141
Figure 21 : Company Outing at Malaysia	142
Figure 22 : P.C. Party (1)	143
Figure 23 : P.C. Party (2)	153
Figure 24 : Top P.C. Award	144

Chapter I

The Challenge – The Problems and Potential for Change

1.1 Generalities of the Topic

1.1.1 Global Context

Sustainable growth is desired by every organization in today's challenging business world. Generally most of organizations tend to focus on financial performance as a major goal to accomplish. However, financial performance reflects only the past but does not ensure the future success of the organization. (Kaplan & Norton, 1996) When a firm makes profit, it only means that during the past year the company has generated high revenues with an appropriate level of cost. However, what can ensure that the firm will always enjoy the same profit in the next few years?

In today's business world, a company needs to be competitive in several areas including: physical resources, financial resources, marketing capability, and human resources. (Fisher, Schoenfeldt & Saw, 2006). The competitive advantages in production, technology, financing, and marketing can all be imitated; however, the unique strategy for an effective organization to attract, retain, and motivate employees is more difficult to imitate. (Fisher et al., 2006)

Therefore, this is why human capital is the area which is now believed to be an organization's most important asset (Lawler, E. 2009). With a motivated and skilled human capital efficiency is believed to be respectively high. In addition, with a healthy human capital employees will be more than eager to bring about customer satisfaction, which will bring financial success to the

company. (Kaplan & Norton 2001, 2004)

As a consequence, “employee satisfaction” is one of the main challenging issues for leaders to accomplish. In recent years, we can observe the interest in human capital of developing staff. One example is the competition for “Best employer of the year award”, which has been run in many leading countries worldwide by Hewitt Associates, HR consulting firm. The importance of employee satisfaction is due to its linkage to staff motivation, efficiency and effectiveness as well as, morale issues (Henkey & Noe, 2004; Ellingenic, Ellinger, Keller, 2003; Gresham, 2006; Atkins, Marshall, & Javalgi, 1996). In addition, due to the highly competitive nature of the market, top performers in a field can be headhunted to rivals who offer higher remuneration. Since remuneration is not the only issue why men people work, employee satisfaction is an area which needs to be deeply explored by top management in order to retain key personnel and top performers in the company. Therefore, employer of choice is another strategy for firm to recruit and retain talented staffs. (Wickham & O’Donohue, 2009)

From figure 1, year 2009 was the year of a the world recession Every country worldwide encountered a sharp economic downturn especially indeveloped countries where the bad debts from the real estate sector was the main cause of the economic recession. Due to government stimulation schemes in many countries worldwide, the economy is expected by United Nations to gradually recover in 2010 with growth of 2.4%.

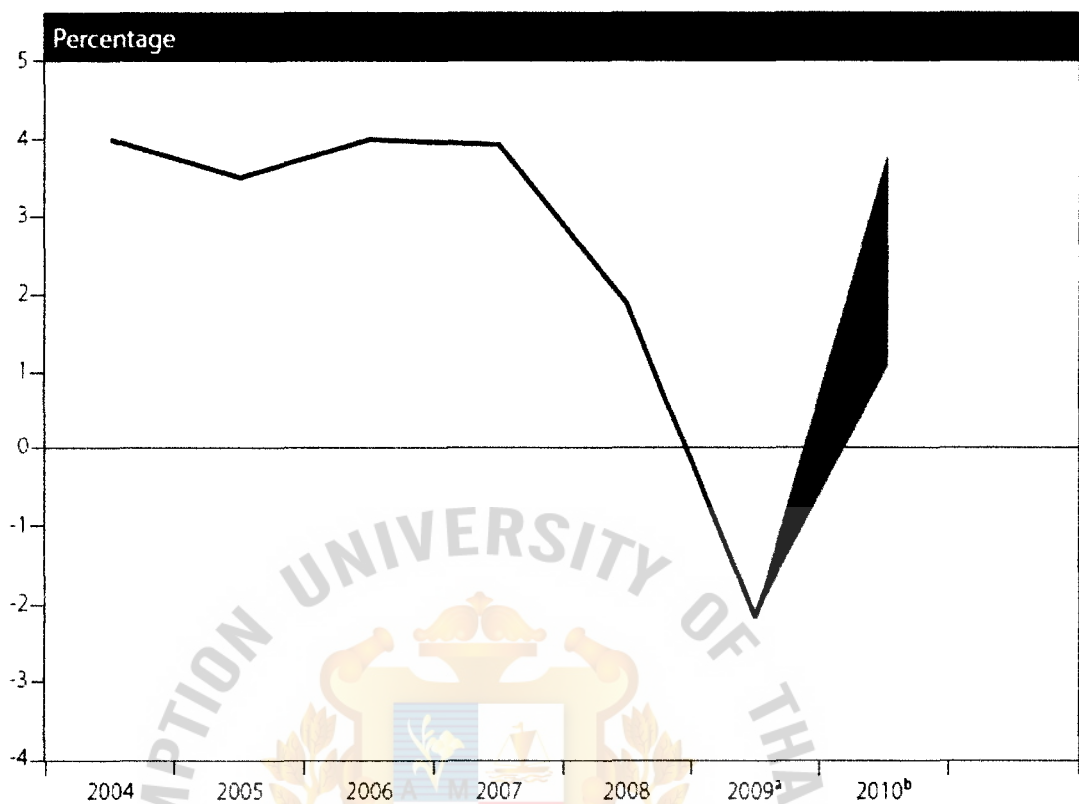


Figure 1: World Economic Growth, 2004-2010 (Source: World economic situation and prospects 2010, global outlook, United Nations, December 2009)

To survive in this situation, the leadership skills of managers is one of the main focuses of every company to ensure the viability of the firm (Robinson, 2009). The inevitable layoffs or welfare and benefit reduction of some companies should be handled with special care to limit effects on employee morale Internal communications for any necessary actions taken in order to maintain survival should be truthfully, openly and proactively communicated to employees. (Robinson, 2009)

1.1.2 Regional/Asian Context

The Asian region has seen remarkable growth during recent years. The high GDP growth of countries in this region demonstrates the need for knowledge acquisition and the developing of human resources needed to compete in the global market.

Table 1.1: Real GDP, Asia

	Projections		
	2008	2009	2010
Industrial Asia	-0.2	-4.4	1.7
Japan Aus	-0.7	-5.4	1.7
tralia New	2.4	0.7	2.0
Zealand	0.2	-2.2	2.2
Emerging Asia	6.8	5.1	7.0
<i>NIES</i>	1.5	-2.3	3.7
Hong Kong SAR	2.4	-3.6	3.5
Korea	2.2	-1.0	3.6
Singapore	1.1	-1.7	4.3
Taiwan	0.1	-4.1	3.7
China	9.0	8.5	9.0
India	7.3	5.4	6.4
ASEAN-5	4.8	0.7	4.0
Indonesia	6.1	4.0	4.8
Malaysia	4.6	-3.6	2.5
Philippines	3.8	1.0	3.2
Thailand	2.6	-3.5	3.7
Vietnam	6.2	4.6	5.3
Emerging Asia (Excluding China)	4.8	1.7	4.9
Emerging Asia (Excluding China and India)	3.1	-0.8	3.8
Asia	5.1	2.8	5.8

Source: Regional Economic Outlook: Asia Pacific, IMF, October 2009

From Table 1.1, Asian countries were expected by United Nations to be the region that have higher growth in GDP and can assist the world economy to recover from recession. This was due to China's economy which is considered better than other countries. With the expected world GDP growth of

2.4%. The Asian economy is expected to grow at 5.8%. Especially, China is expected to have 8-9% growth in GDP due to the high purchasing power of the population and from the government economic stimulation policy. (IMF/ UN)

1.1.3 National Context

Thailand is one of the dominant players in Asia. From The Global Competitiveness Report 2009-2010 by the World Economic Forum, Thailand was ranked 36 out of 133 countries worldwide. In recent years Thailand has experienced a slowdown due to political unrest. The nation's competitive advantages are: government surplus, national saving rates, quality of road and air transport infrastructure, degree of customer orientation, cooperation in labor-employer relations, rigidity of employment, financial market sophistication, market size and local supplier quantity.

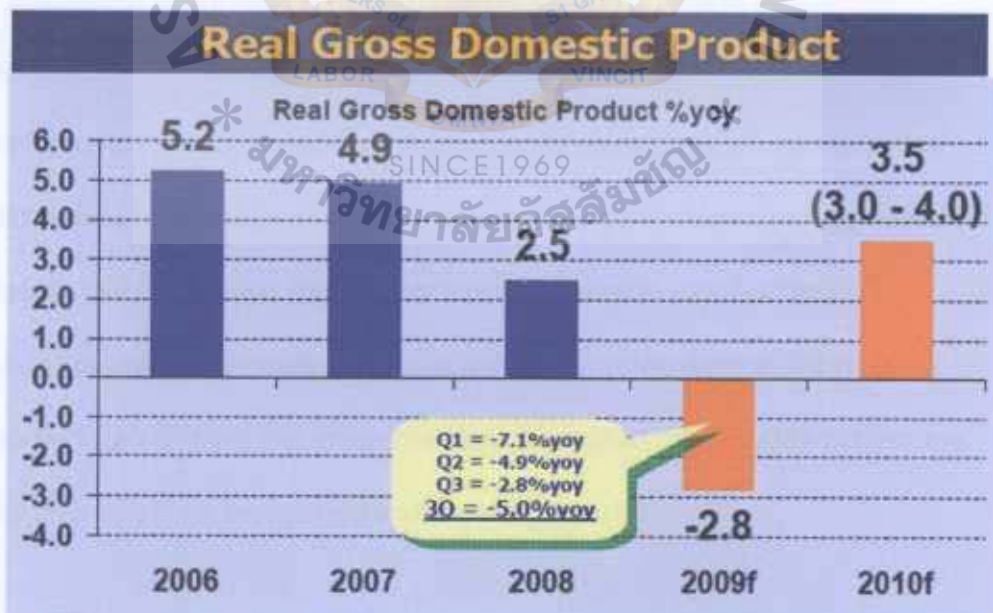


Figure 2: Thailand's Economic Projection for 2009 and 2010 (Source: Fiscal Policy Office, Ministry of Finance, Thailand as of December 2009)

As shown in Figure 2, Thailand's GDP was continuously growing until the global economic recession in 2009 with the negative GDP % of -2.8%, forecasted by the Fiscal Policy Office, Ministry of Finance on December 2009. However, the economy was expected to recover in 2010 with a positive GDP % of 3.5% due to higher export growth from the economic recovery of Thailand's trading partners, and the continuing government spending policy. However, the unstable political situation was the most serious problematic factor for economic recovery, which was mentioned in The Global Competitiveness Report 2009-2010 by World Economic Forum. In addition, the other main problems were policy instability, inefficient government bureaucracy and corruption.

During this economic downturn, many companies use this opportunity to strengthen their human capital by developing their employees' competencies. In addition, performance management should be seriously implemented to ensure that the company truly recognizes who perform and who should be developed in which aspects. The performance management process will ensure that supervisors have a process to monitor their subordinates' performance closely in order to develop them to the required standard. In addition, this should be implemented to motivate the performers that their effort are recognized and reward properly.

1.2 The Focal System – The Company Situation

1.2.1 Company Background

ABC Sales Co., Ltd. (ABC Sales) is a distributor, installer and after

sales service provider of “ABC” Brand air conditioning systems in Thailand. It is a joint-venture between Japanese and Thai shareholders, the company has operated in Thailand for approximately thirty years. ABC Japan is the headquarters and the major shareholder of ABC Sales with 75% share. ABC Sales products are from ABC factories in Thailand (mainly 95%) and the rest are from: Japan, Singapore and China.

Besides ABC Sales, ABC Group of companies in Thailand consists of four other companies. The largest and highest turnover company is ABC Industries (Thailand) Ltd. This company is a manufacturer of ABC Air conditioners. It is the second largest factory of ABC Group worldwide with about 3,000 employees and the production capacity of one million room air conditioners per year. This company is also the regional headquarters of ABC in Asia Oceania. Ninety-five percent of the production is for export and five percent is for the Thai market. The second factory is ABC Air conditioning (Thailand) Ltd. This is a factory for commercial air conditioners with about one hundred employees. Ninety five percent of the production capacity is for Thai markets, and the other five percent is for exporting.

The third company in the group is ABC Compressor Ltd. This company is the manufacturer of the ABC Inverter compressor. Having about 1,500 employees, this factory serves both domestic and export markets. The fifth company is the sourcing firm for high quality parts for ABC worldwide.

The air conditioning industry in Thailand can be classified as Monopolistic Competition with many players competing fiercely for customers. ABC’s main strategy is differentiation by positioning themselves as a high

technology air conditioning system provider with premium quality and high energy saving features. In addition, ABC is the manufacturer of air conditioning systems only, while other Japanese brands manufacturer a range of electrical appliances, including air conditioning systems. Therefore, the company claims that it is the most expert in air conditioning field than 18 others. ABC's dominant product to pursue this strategy is "Inverter and VRV centralized control system"

In terms of growth potential in ABC Group, Thailand was number two in sales growth of air conditioning systems; only second to China which has more population and area. Sales growth is now higher than Singapore where it seems to be the hub of Southeast Asia.

During the past four years due to product strength and higher investment in advertising to create a strong brand, the company is growing tremendously with sales growth of 30% - 40% per year. In 2006 the company started to launch economy-priced models to capture the middle-end market and expand market share. While the air conditioning market in Thailand grew about ten percent during 2006, ABC Sales grew by forty percent. ABC aims to be the number one air conditioning company in Thailand.

Figure 3 demonstrated sales revenue of ABC Sales Co., Ltd.

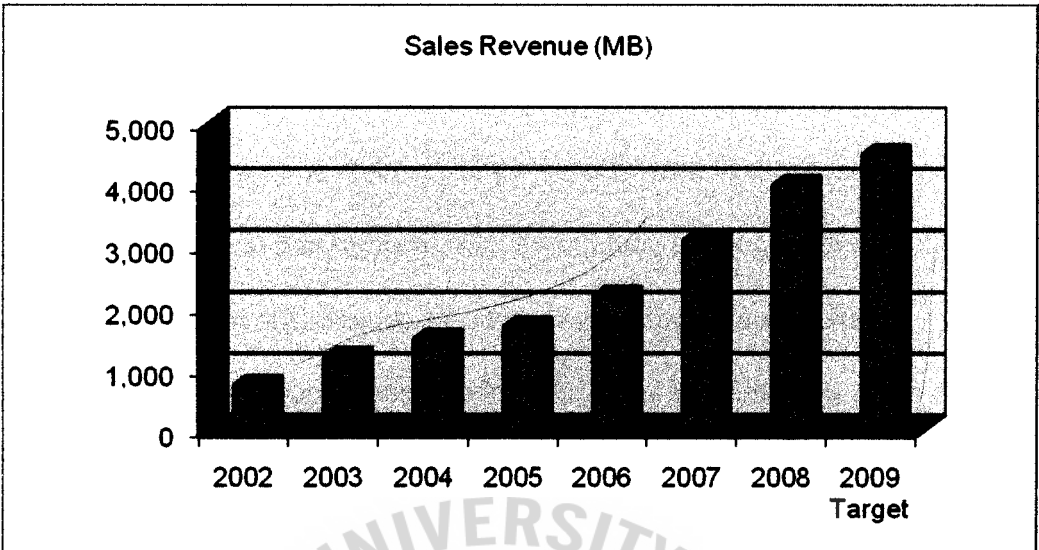


Figure 3: Sales Revenue of ABC Sales

Two main distribution channels are the dealer and general sales channels. Dealer Channel comprises of traditional air conditioning system dealers and modern trade, while the general sales channel is engineering dealer, air conditioning system and construction subcontractors/ consultants, and real estate developers as shown in Figure 4.

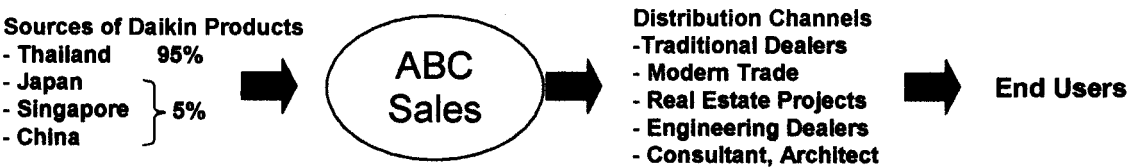


Figure 4: Sources of products and Distribution Channels

1.2.2 Organization Structure

The company had 336 employees (as of September 30, 2007). The main portion of employees were sales and sales engineers, totaling 174 personnel, due to the fact that selling is the main function of the company. The second

largest portion is the service division with eighty-one staff which is the other second main function of the company to support users after purchasing an air conditioning system. The other seventy six staffs work in supporting functions such as supply chain management, HR, accounting, credit control and IT.

The current organization structure (Appendix B) is a functional structure with departments based on key activities and functions. The ABC Sales organization is divided into eight divisions. Four sales divisions focus mainly on their own distribution channels: dealer sales – Bangkok, dealer-sales – up country, modern trade and general sales. Another core business division is service and installation. The supporting divisions include Accounting & Finance, Credit Control, IT and HR & Administrative.

1.2.3 Vision

“To be the number one selling air-conditioning business in Thailand in 2009” was the company vision. The target in each year has been set. Table 1.2 in terms of sales , ABC Sales were ranked number three in the market in 2005.

Table 1.2: Ranking of brands in Thai air conditioning market (million baht)

Ranking in A/C	2006	2007	2008	2009
No. 1	C company 3,400			ABC Sales 4,500
No. 2	MB T company 3,000	ABC Sales 3,100	ABC Sales 4,000	
No. 3	ABC Sales 2,200			

Considering by unit sales, in year 2007 split type air conditioners market share was at 14% or sales of 3,100 million Baht, while the total market size was about 22,000 million Baht. In year 2009, to be number one in the market, the market share was targeted at 20% or sales of 4,500 million Baht.

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1.2.4 Mission

1. Provide premium quality and energy saving air conditioning systems with full range of product lines through countrywide distribution channels to serve the customers' needs
2. Provide high quality after-sales service with rapid response to customers' needs
3. Design and install high quality energy saving and environmentally friendly air conditioning systems to create customer satisfaction.

1.2.5 Industry Analysis

The air conditioning market in Thailand is a tough market with many competitors from different countries. In addition, the government is concerned about product safety and energy saving efficiency so laws have been passed and regulations have been enforced on air conditioning products. Customers are also very demanding for quality products and services.

1. Supplier – Low bargaining power

The products are from ABC factories in Thailand (95%) and Japan, Singapore and China. In addition, ABC Japan is the major shareholder of ABC Sales with 75% share. Therefore, the company can expect strong support from the supplier so the supplier's bargaining power is low.

2. Substitute products – Low bargaining power

No substitute products because air conditioners seem to be a necessity in Thailand due to the warm climate all year round.

3. Competitors – High bargaining power

The air conditioning market is highly competitive with major players from different countries: Japan, Korea, US, Thailand.

4. Barrier to entry – High power

With the concern for electrical appliance safety and energy saving efficiency, the government sets the standard for air conditioning products which benefits ABC since low price and low quality air conditioning products from China cannot enter the Thai market.

5. Customer – High power

Customers have high bargaining power since they can choose several brands from the current market with their favorite features . In addition, for ABC which the brand image is for middle- to high-income segment of customers, the expectation from the customer is also high.

1.2.6 SWOT Analysis

1.2.6.1 Internal factor Analysis

With innovative products and technical support from ABC Group, ABC Sales has an advantage over other companies. In addition, high investment in advertisement and PR activities during the past few years have help create a strong brand image for customers. However, opposite to the fast growth in sales turnover, employee satisfaction and motivation are low due to stress from high sales targets of the sales force and inadequate focus on employee concerns and workforce capability development. In

addition, the collaboration between teams is not efficient, as well as the highly bureaucratic culture with centralized decision making, the firm still has clumsy working processes with lots of approval steps.

Strenghts

- Have high quality products with innovative energy saving and environmentally friendly features
- Have a strong service technical team with back up from Japanese technicians
- Have strong financial status and performance
- Good brand image as a highly innovative air conditioning company
- High potential workforce with technical knowledge

Weaknesses

- Human capital is not a focus issue, causing low satisfaction and a demotivated workforce. For example, training and development was focused on product knowledge training.
- Inadequate leadership skills of newly promoted managers
- Teamwork and collaboration among team members is not efficient which can be observed by lot of conflicts within and among work teams
- Imbalance of reward system of each function. Sales teams usually having a higher reward scheme than the support and technician teams.

- Centralized decision making with high bureaucracy which causes slow decision making and low flexibility in responding to the changing market
- Work process still clumsy with lots of documentation for approval
- Small number of loyalty dealers
- Inadequate monitoring system of subcontractors for after-sales service quality assurance

1.2.6.2 External Factor Analysis

With the oil price and global warming crisis of the last few years, people are more concerned with energy saving. The government has also set the regulations about product safety and energy saving efficiency to ensure benefits to customers. This is a good opportunity for ABC since its products are high quality and have energy saving features. In addition, in the past ABC Sales focused mainly on the upper income segment; however, this year the company decided to penetrate the middle-income market which is a lot larger than only penetrating the high-income segment. The threat is low cost products from China and the political instability in Thailand, which directly affects economics in the country.

Opportunities

- Large size of middle-income market that ABC can penetrate
- Energy saving trends due to the increasing of energy prices and climate change

Threats

- Economic and political instability in Thailand
- Low-priced products from China
- New regulations from government

Summary of SWOT Analysis

Currently the organization has a good financial performance and increasing market share; however, this performance does not guarantee future success since the company does not have strong fundamental base due to inadequate focus on human capital. Therefore, in order to eliminate the weakness in poor leadership skills of managers, low levels of teamwork, and unsuitable reward systems, the firm could focus on these issues. These issues engage employee satisfaction and motivation which in turn provides a basis for the company to sustain growth and exploit the opportunities for providing high technology, energy saving products to the Thai market.

1.2.7 Analysis of TASK-OD (Organization Design) -PEOPLE

Additionally from SWOT Analysis, Task – OD – People Framework was analyzed in detail to consider the suitability of these three dimensions to ensure fitness for a high performance organization. The analysis from this framework is another important input to derive the OD interventions for this research.

The analysis has six steps. Starting from analysis in each of the three elements in task, organization design and people, the research explores the

company's current situation. Then, the current performance problems and the recent changes in these elements are considered. Finally, misfits of these elements are analyzed so that the OD intervention could be designed for improvement.

1.2.7.1 Task Analysis

For the external environment, the industry structure of the air conditioning business in Thailand can be classified as monopolistic competition with many aggressive players in the market. In order that the company could be a major player in the industry, product quality with good after-sales service are the main factors. Since air conditioning products can be considered luxury products in Thailand, the durability and after sales service must be good as well as product quality.

The market segment of air conditioning in Thailand can be classified into three markets. First, the high-end market is the customer group with high income and demands a high quality air conditioning system. These customers look for air conditioning systems which are well designed with high efficiency, high durability, high technology and low noise levels when operated. The second group is the mid-level market where customers require an acceptable quality of air conditioner with reasonable prices. The third group is the low-end market in which customers have a limited budget, and want to purchase a low-priced air conditioning system.

Air Conditioning systems can be classified into systems based on the type of products: room air conditioners for residential use, sky air conditioners

for luxury residents and commercial use, package and chiller air conditioners for commercial use, and the VRV system which has an advanced technology with a centralized control system for high-class residential and office buildings.

The key success factors for air conditioning businesses in Thailand are high quality products and installation services, high quality after sales services, and countrywide distribution channels.

For ABC Sales, the company's competitive strategy revolves around differentiation and niche markets by offering high energy saving air conditioning systems with advanced technology to the high-end market. ABC have a large production facility located in the east of Thailand with 95% of production capacity use for export. This factory is named ABC Industries (Thailand) Co., Ltd. The factory utilizes mass production process with the production capacity of 1,000,000 air conditioning system per year. In addition, ABC was the first manufacturer to provide air conditioning systems called the Inverter and the VRV System. Currently, only limited players in Thailand can provide these high technology air conditioning systems with competitive cost. The company uses special-priced models to penetrate the mid-level market to expand the market share.

The company had strategic goals in becoming the number one air conditioning company in Thailand based on sales amount within year 2009. In year 2007, the company was ranked number two air conditioning business in Thailand. The company's growth strategies are creating more brand awareness and customer loyalty, expanding the dealer network in order that end users can get the product, and increase the sales channel by penetrating construction

companies, consultants and architects, as well as real estate developers. In addition, the company is also focused on increasing sales per customer. To ensure customer satisfaction and efficient operation, the company also plans to strengthen sales supporting activities, which are design, installation, supply chain management, HR functions. Furthermore, the internal process and control system were standardized with the regional offices and headquarters to ensure a smooth, efficient and effective operation. Many expatriates from Japan in different fields were now working with Thai staff to improve or redesign the work processes and systems.

1.2.7.2 Organization Design Analysis

The company's organization structure is functional by having six divisions responsible for different jobs function. The hierarchy of organization structure has four echelons: Sales Director, General Manager, Department Manager, and Section Manager.

The degree of decision making authority is limited for each position. Most of the important decision making is by top management following a centralized decision making style. In addition, the job range is small in which the number of job duties of each position is specific to each function. Not many duties are given to each position. In addition, committees and working groups are used widely in cross functional activities.

The culture of the organization is bureaucratic with many rules, procedures and policies which is typical of the Japanese management style

with control from regional headquarters in Thailand (ABC Industries) and headquarter (ABC Japan).

The company has plans and goals with strategic, tactical and operation objectives. Targets and goals are influenced by a by budget system. These plans and goals are also linked with the performance management and reward system. The management control system is revenue centered for sales divisions and cost control for supporting divisions.

For HR system, the selection system is cooperated between HR and line managers with the following steps:

1. HR Department screens and passes the applications to line manager.
2. An exam is required for some positions: English literacy test, engineering test, computer literacy test.
3. The candidates are interviewed by managers and general managers in that division.
4. If selected, the hiring process and documentation will be carried out.

The training and development systems consisted of both technical and product training and soft skills training by having a training road map – training program arranged for each position. The training are both done in-house and externally as well as on the job training from direct supervisors.

The performance measurement system works at different levels: individual, team, division and company level. For individual level a performance appraisal system is done by having each member of staff evaluated qualitatively on a behavioral form from supervisors. In addition, quantitative

approach is evaluated using a balance scorecard concept in setting Key Performance Indicators for division, section and individual levels. KPIs are cascaded from corporate level to individual levels to ensure the alignment of company strategy. In addition, section managers, department managers, and general managers are measured through the same system as staff. However, their KPIs scores are based on unit performance rather than their individual performance.

A reward system is linked directly to the performance measurement system. Salary and commission are given to sales staff, while salary and bonuses are rewarded to supporting staff, including design and installation control staff. Salary is given based on education level, experience, competencies and expected performance of the candidate. Commissions of sales engineers and sales representatives are based on group performance of target sales accomplishment, and collection of credit sales, while commission of product consultants (P.C.) is based on sales quantity. Bonuses are given at year end for supporting staff and management.

1.2.7.3 Attributes of People

Personnel in the company can be classified into three main groups. They have different personalities and attributes. The first group is the sales group. Sales represent about 85 % of the company's manpower. Sales group consists of sales engineers from engineering sales team, Dealer sales representatives from dealer sales channel and product consultants in modern trade channels. The sales workforce attributes are aggressiveness, and self-

confidence. They are result-oriented to achieve sales targets. They have low degree of discipline and a low degree of change resistance.

The second group of people are in the service and installation. These are technical people consisting of engineers and technicians. They have technical expertise, they are not aggressive, slow to respond and are resistant to change

The third group of people is support group. This group of people consists of accounting, credit control, IT, HR and administrative people. They were systematic and have a high degree of discipline. Flexibility is lower than other teams, and they are not very aggressive. The change resistance is moderate.

1.2.7.4 Performance Problems

The performance problems found from the analysis were as following:

1.2.7.4.1 Weak leadership skills of newly promoted managers

- Promotion of current staff manager levels did not have a proper competency evaluation and development programs. This demonstrated that newly promoted managers did not have the proper leadership development program which would equip them with the leadership competency for their new positions.

1.2.7.4.2 Inefficient coordination of work team especially between sales and support team

- Staff still concerned with their direct responsibility without an overview of the corporation

1.2.7.4.3 Not motivated by the reward system due to the allocation method

- Pool commissions for sales engineers and sales representatives causes low motivation for high performers

1.2.7.5 Recent Changes in OD, People, Task

Recent changes in the three aspects (OD, People and Task) were also considered whether they have impacts on the problem.

For recent changes in organization design, the balanced scorecard and KPI systems have been implemented at ABC during the past two years. In addition, the frequent changes in organization structure caused low morale. Sales organization changes two to three times a year based on the shifting of sales management team.

For recent changes in personnel, due to the rapid growth of ABC Sales, numbers of sales staff in the General Sales Division has been increased by more than 50% during the last few years. However, the supporting staff (Installation control and design) have been increased by a lot lower percentage. This causes high pressure and increased workload to supporting staff.

1.2.7.6 Identification Causation Patterns : OD – TASK Misfits

From Task-OD-People framework, the research found three main misfits which were all misfits between OD and Task.

1.2.7.6.1 Measurement System – Reward System

Allocation criteria of sales commission is based on pooling . Everyone gets the same commission based on achievement of section or team

targets.

Problem: Focus too much on group performance. No individual target is de-motivating.

1.2.7.6.2 Structure – Sub-units

As a weak point of the functional structure, coordination between sub-units is not smooth. Some employees are concerned only with their own section's, department's division's performance, while the overarching view at the corporate level is missing.

Problem: Coordination and teamwork is not efficient.

1.2.7.6.3 Structure - Development Systems

A development system for newly promoted managers is missing. The evaluation of needed competency for management level promotion is not done properly.

Problem: Promotion of current staff to manager levels does not have a proper competency evaluation and development program.

1.2.8 Employee Satisfaction Survey Summary

Apart from the Task-OD-People analysis, the researcher also utilized the existing employee satisfaction survey which the company had done in year 2006 to analyze for the problems in the organization. With the total number of 176 respondents, two main purposes of this satisfaction survey were to classify basic, performance and excitement factors based on Kano model of customer satisfaction and to evaluate each factor's degree of satisfaction.

Table 1.3: Classification of needs in employee satisfaction survey

Basic Needs	Motivation	Measurement
Pay	Administration in subunit	Work target
Welfare	Fair treatment	Feedback for improvement
Physical workplace environment	Support from supervisor	Performance appraisal system
Own working area	Recognition	
Office Equipment	Support from Colleagues	
Information accessibility	Teamwork	
	Linkage to Personal Goals	
	Work challenge	
	Communication about policy	
	Communication about change	
	Involvement	
	Training and development	

Source: ABC Sales’s company satisfaction survey in 2006

The first purpose, based on Herzberg’s theory (1959) and Kano’s models (1984), twenty-one sub-factors of needs were designated for the company and grouped into three main factors as mentioned in Table 1.3.

Then, these factors were scored by the respondents whether they were in which category stated in Table 1.4. Three categories found from the survey were attractive, one-dimension and must be categories. Attractive category was a performance factor that when fulfilling these requirements would lead to more than a proportional satisfaction. One-dimension factor was a motivating factor where fulfilling this factor will proportionally increase the satisfaction. Must-be category is a hygiene factor which was as a basic requirement to be met in order to avoid job dissatisfaction.

Table 1.4 Definition of Category for survey

Category	Meaning
A (Attractive)	Fulfilling these requirement leads to more than proportional satisfaction. If they are not met, there is no feeling of dissatisfaction.
O (One-dimension)	The higher the level of fulfillment, the higher the customer satisfaction and vice versa.
M (Must-be)	Fulfilling must-be requirements will only lead to state of “Not dissatisfied” Employee regards the must-be requirement.
Q (Questionable)	The question was phrased incorrectly, or that the misunderstood the question or cross out a wrong answer.
R (Reverse)	The factor is not only not wanted by employee but they even expect the reverse.
I (Indifferent)	Employee is indifferent to this factor.

Source: ABC Sales company satisfaction survey in 2006

From the survey results, Table 1.5, the hygiene factor called by Kano as “Must be” was pay. The attractive factors were: support from colleagues, work challenge and recognition. The others were in the one-dimension category.

The second purpose was to evaluate the level of satisfaction in each factor. From the five-scale questionnaire, the results was classified into five levels with the interval of 0.8: highly satisfied (from 4.2 to 5), satisfied (from 3.40 to 4.19), neutral (from 2.6 to 3.39), dissatisfied (from 1.80 to 2.59), and highly dissatisfied (from 1 to 1.80). The overall employee satisfaction level was at the dissatisfied level with a score of 2.57. From table 1.5, the results demonstrated that the must-be factor was at neutral level, which was

acceptable for the employee in the company. For the one- dimension factor, most of the basic needs were also at the neutral level. The factors that registered in the dissatisfied level were in the area of motivation and performance measurement. The factors in the motivation area which were at dissatisfied level included: support from colleagues, work challenge, recognition, fair treatment, support from supervisor, teamwork, linkage to personal goals and communication about policy. For the factors in the performance measurement area which were at dissatisfied level included work targets and feedback for improvement.



Table 1.5 Category and scores derived from survey

Category	Factors		Score	Level
	Area	Attribute		
A (Attractive)	Motivation	- Support from colleagues	2.26	Dissatisfy
		- Work Challenge	2.23	Dissatisfy
		- Recognition	2.36	Dissatisfy
O (One-dimension)	Basic Need	- Welfare	2.86	Neutral
		- Physical workplace environment	2.53	Dissatisfy
		- Own working area	2.65	Neutral
		- Office Equipment	3.08	Neutral
		- Information accessibility	2.80	Neutral
	Motivation	- Administration in Sub-unit	2.64	Neutral
		- Fair treatment	2.41	Dissatisfy
		- Support from supervisor	2.35	Dissatisfy
		- Teamwork	2.07	Dissatisfy
		- Linkage to Personal goal	2.22	Dissatisfy
		- Communication about policy	2.52	Dissatisfy
		- Communication about change	2.76	Neutral
		- Involvement	2.74	Neutral
		- Training and development	2.79	Neutral
	Performance	- Work target	2.59	Dissatisfy
		- Feedback for improvement	2.51	Dissatisfy
		- Performance appraisal system	2.86	Neutral
M (Must-be)	Basic Need	- Pay	2.79	Neutral
Q (Questionable)	-	-		
R (Reverse)	-	-		
I (Indifferent)	Motivation	-		

Source: ABC Sales company satisfaction survey in 2006

1.3 The Need for Action Research and Statement of the Research Problem

The need for action research is due to the current problems in the organization which causes low employee satisfaction and motivation. The low employee satisfaction and motivation will eventually affect the company's performance.

Table 1.6: Summary of main problems from the analysis

Dissertation Topic	Task-OD-People Analysis	Dissatisfaction factors from Employee Satisfaction Survey
Leadership	Weak leadership skills of newly promoted managers	<ul style="list-style-type: none">• Work Challenge• Linkage to personal goals• Support from supervisor• Fair treatment• Communication about policy• Feedback for improvement• Recognition
Teamwork	Inefficient coordination of work team	<ul style="list-style-type: none">• Support from Colleagues• Teamwork
Reward System	Not motivating Reward system due to the allocation method	<ul style="list-style-type: none">• Work target

The summary of main problems is shown on table 1.6 which integrated the result from Task-OD-People analysis and the employee satisfaction survey. The first problem was the inadequate leadership skills of managers. Improved leadership skills would raise the current low satisfaction level of

work challenge, linkage to personal goals, support from supervisor, fair treatment, communication about policy and feedback for improvement and recognition.

The second issue was inefficient coordination of work teams from the task-OD- people analysis. This problem was in line with the dissatisfaction factors from surveys about support from colleagues and teamwork. In addition, the third issue was about the reward system which had an emphasis on allocation methods and work targets. Although other elements of the reward system such as pay was at the neutral level, all elements of the reward system should be reviewed and analyzed to have an integrated reward package for employees.

Therefore, the statement of the problem is the initial impact of ODI on leadership, teamwork, reward system towards employee satisfaction and motivation on ABC Sales Co., Ltd.

If the company can solve some of these problems, they might be able to raise levels of employee satisfaction and get a more motivated workforce. Employee satisfaction is the source of a motivated, energized and loyalty workforce. This valuable human capital will result in a high performance organization.

1.4 Research Objectives

This research intends to pursue the following:

- 1.4.1 To describe and analyze the current situation of the company
- 1.4.2 To diagnose issues of leadership, teamwork, and reward system

- 1.4.3 To design, develop and implement an appropriate ODI based on the conducted diagnosis
- 1.4.4 To determine the impact of an ODI program on leadership, teamwork and reward system
- 1.4.5 To study whether there is a correlation between leadership and employee satisfaction
- 1.4.6 To study whether there is a correlation between teamwork and employee satisfaction
- 1.4.7 To study whether there is a correlation between a reward system and employee satisfaction
- 1.4.8 To study whether there is a correlation between leadership and motivation
- 1.4.9 To study whether there is a correlation between teamwork and motivation
- 1.4.10 To study whether there is a correlation between a reward system and motivation

1.5 Research Questions

- 1.5.1 What is the current situation of the company in terms of leadership, teamwork, and reward system?
- 1.5.2 What are the appropriate OD intervention to be implemented to address the situation of the company in terms of leadership, teamwork, and reward system?
- 1.5.3 Does OD intervention have impacts on leadership, teamwork,

and reward system?

1.5.4 Is there a significant correlation between leadership and employee satisfaction?

1.5.5 Is there a significant correlation between teamwork and employee satisfaction?

1.5.6 Is there a significant correlation between reward system and employee satisfaction?

1.5.7 Is there a significant correlation between leadership and motivation?

1.5.8 Is there a significant correlation between teamwork and motivation?

1.5.9 Is there a significant correlation between reward system and motivation?

1.6 Research Hypothesis

1.6.1 Ho: There is no significant difference in leadership before and after ODI.

Ha: There is a significant difference in leadership before and after ODI.

1.6.2 Ho: There is no significant difference in teamwork before and after ODI.

Ha: There is a significant difference in teamwork before and after ODI.

1.6.3 Ho: There is no significant difference in reward system before and after ODI.

Ha: There is a significant difference in reward system before and after ODI.

1.6.4 Ho: There is no significant correlation between leadership and employee satisfaction.

Ha: There is a significant correlation between leadership and employee satisfaction.

1.6.5 Ho: There is no significant correlation between teamwork and employee satisfaction.

Ha: There is a significant correlation between teamwork and employee satisfaction.

1.6.6 Ho: There is no significant correlation between reward system and employee satisfaction.

Ha: There is a significant correlation between reward system and employee satisfaction.

1.6.7 Ho: There is no significant correlation between leadership and motivation.

Ha: There is a significant correlation between leadership and motivation.

1.6.8 Ho: There is no significant correlation between teamwork and motivation.

Ha: There is a significant correlation between teamwork and motivation.

1.6.9 Ho: There is no significant correlation between reward and motivation.

Ha: There is a significant correlation between reward system and motivation.

1.7 Scope and Limitations of the Study

Scope of the study

The scope of this study is every ABC Sales employee at staff, section manager level, department manager, division manager and general manager levels. This study excludes Director, Managing Director and President Levels.

Limitations of the study

- Limited Time Frame – The period for ODI was nine months, which may not be enough to create significant changes in the dissertation topic. (Timelines on Appendix C)

Solution:

The researcher needs to be well planned and organized to strictly follow the ODI schedule to be able to create an impact from ODI.

- Economic Situation – During the ODI period, there occurred a world and Thai economic recession, some immediate policies which were not planned in the ODI were launched which may lessen the impact of ODI. The examples of immediate policies were welfare reduction, lay off, and cost cutting policies.

Solution:

Communication to make employees understand about the situation is crucial for employee's motivation.

- Global Policy – ABC Sales is a joint venture company between ABC Japan and D Group. These two companies have policies in some

management practices which may limit some intervention programs

Solution:

The research must have high determination with regard to implementing changes. Sharing the information, and analysis of cost and benefits as well as best practices in the industry with the management, the research would be able to make a convincing argument for the ODI plan to be approved.

- Status of researcher – As an employee of the firm, the researcher is not a third party and may have bias toward the research implementation.

Solution:

The researcher must be open-minded and in the mode of I-Explore (brain map technology) to conduct the study without bias.

1.8 Significance of the Study

In modern management theory, employee satisfaction is considered one of the most important drivers of quality, customer satisfaction and productivity (Matzler, Fuchs & Schubert, 2004).

The independent variables used to strengthen employee satisfaction and motivation in this dissertation are leadership development, teamwork and reward system. These variables are main variables in today's organizations. Therefore, understanding how to increase the effectiveness of these factors by using this case study will definitely benefit the readers. In addition, this dissertation will also verify the correlation of these factors with employee

satisfaction, as well as, these independent variables with motivation.

Furthermore, the fact that this study was on a trading and after sales service company, this research would be beneficial to the company in the field of selling and after-sales services.

1.9 Definition of Terms

The definitions of terms using in this dissertation are as follows:

1.9.1 Organization Development (OD) is the system wide application and transfer of behavioral science knowledge to the planned development, improvement, and reinforcement of the strategies, structures, and processes that lead to organization effectiveness (Cummings & Worley, 2005). This definition is chosen by the researcher for this dissertation.

1.9.2 Organization Development Intervention (OD Intervention) is a sequence of activities, actions, and events intended to help an organization improve its performance and effectiveness. (Cummings & Worley, 2005)

1.9.3 Leadership is the process of guiding and directing the behavior of people in the work environment. (Nelson & Quick, 2006)

1.9.4 Leadership Development is a variety of techniques that are designed to enhance individuals' leadership skills. (Nelson & Quick, 2006)

1.9.5 Functional Organization Structure is the organization structure which structures according to the grouping of activities by common functions. (Daft, 1998)

- 1.9.6 Cross-functional team** is a team of individuals with a broad range of skills to produce products/ services. (Hodge et. al, 2008)
- 1.9.7 Teamwork** is joint action by a team of people in which individual interests are subordinated to team unity. (Nelson & Quick, 2006)
- 1.9.8 Reward System** is the system of awarding something for worthy behavior. (Cummings & Worley, 2005)
- 1.9.9 Extrinsic Rewards** are rewards given by the organization, such as pay, promotion, praise, tenure, and status symbol. (Cummings & Worley, 2005)
- 1.9.10 Intrinsic Rewards** are rewards that must originate and be left within the person. Intrinsic rewards include feelings of accomplishment, achievement, and self- esteem. (Cummings & Worley, 2005)
- 1.9.11 Employee**, for this study, is defined as ABC Sales permanent or temporary staff, section managers, department managers and general managers; excluding directors, managing director and president
- 1.9.12 Employee Satisfaction** is a combination of psychological, physiological and environmental circumstances that make a person to be satisfied with their job (Hoppock, 1935). For this research, the focus is on employee satisfaction, as a whole company, which is broader than job satisfaction.
- 1.9.13 Motivation** is the conditions responsible for variations in the intensity, quality, and direction of ongoing behavior. (Cummings & Worley, 2005)
- 1.9.14 Internal motivation** is the motivation from the sub areas that emphasize internal attributes of the individual, such as genes, personality, individual differences, expectancy, self- efficacy, goal setting and so forth. (Mitchell

& Daniels, 2002)

1.9.15 External motivation is the motivation from the external aspects of the tasks or situation, such as job design and social context approaches.

(Mitchell & Daniels, 2002)



Chapter II

Literature Review and

Theoretical, Conceptual and Research Frameworks

2.1 Review of Literature

This research is for the purpose of developing an organization by implementing OD interventions. For the purpose of development, an organization is considered as an open system to transform input into output. Katz & Kahn (1978) mentioned that an open system consists of external and internal environments. The internal environment consisted of people, tasks, technology and structure, whilst external environments are task environments, such as competitors, unions, regulatory agencies, clients and so forth. The OD interventions are at the internal environment of the organization.

The literature reviews will cover two main groups of variables: independent and dependent variables. The independent variables consist of leadership, team work and reward system, while the dependent variables consist of employee satisfaction and motivation. In addition, due to the fact that the company used in this research as a case study is a joint-ventured company between Japanese and Thai shareholders, the literature review will also cover the topic of cultural differences.

2.1.1 Definitions of Leadership

Leadership has been defined by many gurus as following:

Leadership is deliberately causing people-driven actions in a planned fashion for the purpose of accomplishing the leader's agenda. (Crosby, 1996)

Leadership is the process of influencing an organized group toward accomplishing its goals. (Roach & Behling, 1984)

Leadership is transforming followers, creating visions of the goals that may be attained, and articulating for the followers the ways to attain those goals. (Bass, 1985)

For this paper, the research uses the broad definition of leadership which is: Leadership is the process of guiding and directing the behavior of people in the work environment. (Nelson & Quick, 2006)

The leadership and managerial skills of line managers and have a strong effect on employees and is another important factor influencing job satisfaction (Jernigan & Beggs, 2005; Ellingenic, Ellinger & Keller 2003). In addition, Jirawan Chalermpiroj et al. (2004) studied the effect of differences in managerial characteristics of Thai people to employee satisfaction. The managerial characteristics were classified in to three types: masculinity, femininity, and androgyny (combined strong characteristic of both masculinity and femininity). The findings demonstrated that there were different levels of employee satisfaction of subordinates according to different managerial characteristics. Androgynous managerial characteristic managers had the highest level of employee satisfaction comparing to others.

Differences between Leadership and Management

The Work Foundation in the U.K. defines that management emphasizes planning, allocating resources, administering and controlling; while leadership emphasizes innovating, communicating and motivating. Therefore, management can

be compared to doing the thing right; whilst leadership is doing the right thing (Abrahams, 2001; Rajan, 2000). When considering the Brain Dominance Theory, management uses more of left brain, while leadership uses right brain (Covey, 1992). Therefore, an effective manager should have effective leadership skills (Nicholls, 1994). In addition, the concept of “a leader of leaders” by (Shinn, 2003), which is shared leadership is more suitable to today business. A leader of leaders emphasizes quality of interaction among people is important, not hierarchical positions; effectiveness of how people work together; conversations instead of instructions; shared values and beliefs; honesty and a desire for the common good rather than self-interest.

From Bennis & Nanus (1985), people prefer to be led, not to be managed. In addition, since ABC Sales has technical skilled staff, where more than half of employees are engineers, leadership skills of managers is essential.

2.1.1.2 Theories Related to Factors Influencing Leadership

“No theory or model of leadership so far has provided a satisfactory explanation of leadership. Indeed there are many definitions of leadership that vary widely.” stated by Gill (2006). It has been defined and discussed in many different aspects in terms of traits, process, skills, competency, a relationship and a construct.

Earlier models of leadership defined leadership based on traits, qualities or characteristics of leaders. These models called trait theories or “great man theories”, which are psychological research by identifying effective leadership characteristics. Trait theory raises the topic of superior intelligence of a leader (Kotter, 1990). The critique of trait theory is that personal qualities of leadership are still not agreed by the

researcher. In addition, the identified leadership qualities do not ensure the quality of leadership. Furthermore, imbalances among specific traits can cause weaknesses.

Considering the situation that brings about a leader, emergent leadership (House & Mitchell, 1974) discusses that leaders may emerge who have the characteristics and skills to meet the needs of their group organization or society at a given time. This also links to servant leadership which mentioned that the servant leader takes on the leadership role because he wants to serve others. However, these emergent leadership theories still do not explain effective leadership.

On the other hand some researchers are classifying leadership by leadership styles. Bass et al. (1975) classify leadership into directive style, consultative style, participative style, negotiation style, and delegative style. Some are classified into “Task” or “People” orientation (Katz & Morse, 1950) and “Managerial Grid” by Blake & Mouton (1964). The weaknesses of leadership style theories are that they neglect the characteristics, qualities and circumstances which create leaders. Building on leadership style theories, Contingency or situational theories of leadership which emphasize that there is no best leadership style. Good leaders use different styles according to the situation; they know how to adopt a different style to a new set of circumstances. (Fiedler, 1969; Hersey & Blanchard, 1993).

Psychodynamic theory claims that the effectiveness of leaders depends on the psychodynamic exchange occurring between leaders and group members. Amongst this theory is Leader-Member exchange (LMX) (Graen, 1976) which focuses on the characteristics of the leader, the individual followers and the relationship between each pair of leader and follower. The weakness is that it focuses on easily observable

behavior and its impact on results and neglects the underlying process that leads to the results.

Another concept is the full range model postulated by (Bass & Avolio, 1994). They classify leadership into laissez-faire, transactional and transformational leadership.

Laissez-faire leaders are ineffective leaders with the personality of avoiding taking a stand, ignoring problems, not following up, and refraining from making interventions. The second type are transactional leaders who practice management-by-exception and contingent reward. This means the objectives and performance standards are set and leaders will intervene only when these designated standards are not achieved. In addition, financial and psychological rewards will be given as a result of target achievement.

The more effective leader is a transformational leader. This type of leader is focused on motivating and developing people. In addition, the self-interest of the individual is transcended for the greater benefit of the group organization and society. Transformational leadership consists of these qualifications: individualized consideration, intellectual stimulation, inspirational stimulation, and idealized influence. These qualifications can be summarized as: listening to others opinions and needs; questioning the status quo; encouraging imagination and creativity; providing clear vision; aligning personal values and objectives; confidence in self and others; convincing and persuading. Transformational leadership is the preferred type of leader.

Other leadership theories are visionary leadership, strategic leadership and charismatic leadership. Gill, R.(2006) integrates the different models and comes up

with a new model called “an integrative, holistic model of leadership”. This model is built on the relationship between the cognitive, emotional, spiritual and behavioral dimensions of leadership. Gill stated that effective leadership is the function of visioning, creating a culture of shared values, strategy formulation and implementation, empowering of people, and influence, motivation and inspiration.

2.1.1.2.1 Leadership Development

Leadership Development is a variety of techniques that are designed to enhance individuals’ leadership skills. (Nelson & Quick, 2006).

There are arguments about whether leaders are born or made. From my review of literatures, I can classify the argument of “Leaders are made or born” into three main groups of ideas. Earlier researchers (Aristotle, 1947; Van Sters & Field, 1990; Bass, 1990) supported the statement “Leaders are born, not made”, while another group of researchers (Bennis & Nanus, 1986; Kakabadse, 1991) believed in the opposite notion of “Leaders are made, not born.” The more recent researchers (Kirkpatrick & Locke, 1991; Cawthon, 1996; Chapman, 2001; Conger, 2004) were convinced by the combination of both ideas “Leaders are born and made.”

Leaders Are Born, not Made

In the past, the notion that “leaders are born, not made” was widely accepted. Both scholars and practitioners believed that leaders differed from their followers which depended on their innate intelligences or traits. Aristotle (1947), Plato and Socrates provided the idea that leadership was associated with superior intelligence or cognitive capabilities. In the same way, the great man theory or trait theory (Van Sters

& Field, 1990; Bass, 1990) believed in traits that are seen in great leaders derived from innate abilities having been connected somehow with situational forces. This was based on the belief of sociologist Jerome Dowd quoted by Cawthon (1996) that individuals in every society possess different degrees of intelligence, energy, and moral force, and in whatever direction they strive to go, they always led by the superior. The examples of born leaders were Lee Iacocca, John F. Kennedy, Martin Luther King, and Douglas MacArthur (Bass, 1990).

Leaders Are Made, not Born

On the contrary, Bennis & Nanus (1986) disagreed with the idea that leaders are born, not made. They noted that leadership was a learned skill and had little to do with natural forces. The only ingredient necessary for one to become an effective leader was to have a desire to learn which means people come with the same innate abilities and talents. Kakabadse (1991) agreed with this framework that the one who did not develop their leadership capabilities to the full, either had no desire to do so, or believed that they were lesser beings, having not been realized the “born with” strengths and skills. Morden (1997), who believed in leadership as competence, also mentioned that leadership could be developed over time until one reaches his or her own preferred limit.

In addition, Drouillard & Kleiner (1996), who agreed with this notion, offered Abraham Lincoln as classic example of a person who learned how to be a great leader. Drouillard & Kleiner also added that good leaders must have a moral foundation as a core attribute. They gave the definition of leadership as “The influencing of others, by means of reason and inclusion, to achieve organizational

goals that are in the long-term best interest of all involved, with the wellbeing of society in mind.” This idea was in line with Elmuti, Minnis & Abebe (2005) that the current leadership development program or MBA program of business schools offered in the market did not have adequate ethics training to ensure ethical ways of value creation to the organization. With strong business ethics and the integrity of leaders, the organization could expect long-term and sustainable success, not short-term bottom line.

Leaders Are Born and Made

Combining both ideas, with some innate qualities and opportunities to develop, Conger (2004) mentioned “It is not a matter of whether leaders are born or made. Actually, they are born and made.” Many researchers (Kirkpatrick & Locke, 1991; Chapman, 2001; Cawthon, 1996) agreed with this idea that leaders could be developed, but they must have some innate personal qualities and characteristics or “right stuff” that assisted them to be good and effective leaders these qualities are: confidence, determination, drive and empathy (Chapman, 2001). In addition, apart from genes that defined each individual level of energy and cognitive capabilities, Conger (2004) believed that early life experiences were the other element that shapes leadership capabilities. Self-confidence, achievement drive, communication skills and interpersonal competence were formed principally in the family environment. School and college experiences shaped career interests and often provided a first opportunity to learn leadership. The other leadership capabilities developed from being given responsibilities when young, taking the opportunity to manage in a number of contexts to get broad skills, and being coached by someone who encourages one to

ask people for feedback. These trained leadership capabilities could be derived from the organization and one's supervisors and individuals providing feedback.

What Can Be Taught?

Now the focus came to the word "made". "Made" was equal to learning, which could be from experience or from receiving teaching and developing. Doh (2003) had conducted interviews on the topic of "Can leadership be taught?

Perspectives from management educators" to six management gurus:

1. Christopher A. Bartlett, Daewoo Professor of business administration and chair, program for global leadership, Harvard Business School
2. Kim Cameron, Professor of organizational behavior and human resource management, University of Michigan Business School
3. Jay Conger, Professor of organization behavior, London Business School and senior research scientist, Center for Organizations, University of Southern California Los Angeles
4. Michael A. Hitt, Professor and Weatherup/ Overby Chair, Executive Leadership, Arizona State University
5. Stephen Stumpf, Professor, Management Department Chair, and Fred Springer Chair of Business Leadership, Villanova University
6. Michael Useem, William and Jacalyn Egan Professor of Management at Wharton School of Director, Wharton Center for Leadership and Change Management

Conger commented that leadership had three different dimensions: skills, perspectives, and disposition. Skills and perspectives could be taught; for example, presentation and communication skills training could be arranged to strengthen these skills. In addition, strategic thinking courses could be taught to broaden the perspective of leaders. However, dispositions (a product of life, family, and possibly genes) were difficult to teach.

Cameron mentioned “If leaders are born not made – and if no one can teach anyone else to improve – let’s start investigation leadership in the biology lab rather than in the business world.” This sentence was an evidence in his belief that leadership can be taught; however, he also mentioned that some people could learn some competence faster or better than the others, and some people had more charismatic than the others.

Stumpf agreed that Leadership can be taught; however, he argued that the methods of teaching need to focus on creating meaningful experiences from which the student can learn. Due to the changing world, the student must be able to apply what they learn in a personal, applicable, and intuitive way.

Hitt also agreed that leadership can be taught. He defined teaching as imparting and acquiring knowledge. He separated knowledge into explicit and tacit components. The explicit aspect could be easily taught, but the tacit aspect was hard to teach; it could be done by experiential teaching through case discussion or learning by doing. The example was teaching developing strategy and vision which were explicit knowledge components, while the tacit knowledge was how to gain commitment and genuine cooperation from employees on the developed strategy and vision.

Bartlett agreed that leadership could be mostly taught. He defined leadership to include knowledge, skills and attitudes. Knowledge and skills could be taught. However, attitudes were coachable at the margin.

From his interviews, Doh (2003) concluded that leadership can be partly taught; for example, skills and perspectives. Some innate qualities like a student's "teachable" point of view and attitude could not be trained.

In addition, Zornada (2005) conducted a research in 1990 to investigate the extent to which effective leadership could be linked to specific skills, which could in turn be taught. The results showed a strong correlation between good leadership and a set of definable and teachable skills. The findings were grouped into three skill clusters:

1. Leadership Drivers "Core Skills"
 - Self-Awareness
 - Articulating the Vision
 - Goal Setting and Planning
 - Communication
2. Leadership Support Skills
 - Delegation, Feedback & Control
 - Time Management/ Self Management
 - Problem Solving
 - Decision Making
3. Results/ Effects of Good Leadership
 - Conflict Management
 - Team Building
 - Motivating and Influencing
 - Stress Management

How can Leadership be Taught?

Under the belief that leaders can be trained, currently due to fierce competition in markets, many individuals and organizations give importance to leadership development programs to ensure their leaders' competence. Leadership development

is a variety of techniques that are designed to enhance an individuals' leadership skills. (Nelson & Quick, 2006). The development in this field was as follows:

Multi-stage Model in Leadership Education

Elmuti, Minnis, and Abebe (2005) had developed a model of multi-stage leadership education. They claimed that with their model, leaders would be trained to be able to survive in the current dynamic, challenging business world. The models emphasized developing relevant leadership skills such as conceptual, interpersonal and practical skills based on a multidisciplinary approach. To expose students to experiential learning, the model utilized these tools: on-the-job training, coaching and mentoring. In addition, this model also integrates ethical education in every training process. The finally emphasis in this model is the global perspective.

The three stages in the model were:

Stage I

Fundamental Academic Knowledge and Skills

- Financial Analysis
- Computer Skills
- Math Skills
- Writing Skills
- Multidisciplinary Skills
- Other Functional Skills

Stage II

Interpersonal Skills

- Communication Skills (Oral & Written)
- Team Work / Group Dynamics
- Conflict Management
- Cultural Sensitivity/ Diversity

Conceptual Skills

- Strategic Training
- Quality Issues
- Ethical Leadership
- Global Orientation
- Overall Organizational Direction

- Change Management

Stage III

Practical Training/ Learning mechanisms

- Company sponsored internship programs
- On-the-job training via university-industry alliance
- Mentoring
- Coaching

- Self-Business Development – an integrated leadership development program approach (Cacioppe, 1998)

In this approach Cacioppe said an effective leadership development program should:

1. Aid the self-development of leaders
2. Improve their ability to contribute to the teams they lead
3. Give skills which help them contribute to the business and strategic change

These benefits had been elaborated more into details which included:

improving self-knowledge and self-worth; reshaping mindsets; action learning, testing behaviors and ideas in action; improve abilities, skills and relationships; opportunity to observing models of leadership; participating in the changing direction and new culture of business; global focus; linking up with other people relevant to your work.

In developing the program, he proposed seven step models which aligned corporate and individual goals together, as well as an effective way to measure the result of the training. In addition, the integrating to HR System step will ensure the usage of what they have learned to the company's needs. The steps included:

1. Articulate strategic imperatives
2. Set objectives for development
3. Identify appropriate methods and approaches

4. Select providers & design learning programs
5. Evaluation of program delivery
6. Integrate with Human Resource Systems
7. Evaluation of strategic imperatives, objectives & HR Systems

Furthermore, tools, methods and processes recommended for utilizing in the leadership development program must enhance the learning experiences. The current ones can be divided into three groups:

1. Contribute to the strategic business direction
 - Competencies
 - Strategic team projects
 - Job rotation
 - Leaders developing leaders
 - Business game simulations
 - Learning organization simulations
 - Case studies
 - Strategic planning sessions and future searches
2. Building leadership, team and interpersonal skills
 - Project work
 - Problem-solving team exercises
 - Leadership models
 - Role plays
 - Interpersonal skills
 - Development center
3. Self-development
 - 360 degree feedback process
 - Coaching
 - Group Feedback
 - Health appraisals
 - Personalities questionnaires
 - Learning journals
 - On-the-job and follow-up

Case-in-point teaching method for leadership development (Parks, 2005)

Parks looked at leadership as an “adaptive” process. Developed by Harvard Professor Ronald Heifetz and his colleagues, ‘Case-in-point’ utilized seminars, simulations, presentations of ideas, discussion and dialogue and case studies. However, it had four critical distinctions by distinguishing main points in leadership: authority vs. leadership, technical problems vs. adaptive challenges, power vs. progress, and personality vs. presence. This technique was tested whether it was practical in real working situations by interviewing ten people who joined the course in the past three to ten years, as well the colleagues or supervisors of the participants. Nine out of the ten participants were satisfied with the results and used the techniques learned on course in their real business world.

To Whom can Leadership Be Taught?

Quoted by Doh (2003), Cameron and Hitt agreed that anyone who had the inspiration to be a leader could be taught, while Conger, Useem and Bartlett preferred to select those with the right stuff, which mean “teachable” and had high potential but only lacked the missing parts.

Conger encouraged those who had these qualifications to acquire leadership development:

- High achievement and ambition
- A strong capacity for strategic thinking
- A strong degree of pragmatism
- A baseline of communication skills (both in term of persuasion and inspiration)
- A measure of emotional intelligence
- A genuine learning orientation and desire to lead

By Whom can Leadership Be Taught?

Senior involvement in leadership development (Harris & Barnes, 2006) could benefit both senior management themselves, as well as trained leaders. A case study at Lilly Research Laboratories, a global pharmaceutical company based in the U.S., demonstrated the benefit of senior leaders in leadership development of middle managers in the company. The senior leaders could ensure the direction of the organization as well as gain respect and familiarity from the next generation of leaders at the same time. This was highly motivating to the next generation to sense how the company recognized their importance.

Cameron quoted by Doh (2003) argued that using senior leaders might not be effective in leadership development since one cannot exactly act according to seniors since they played different roles and had different experiences. He recommended that to be applicable for learners some theoretical framework, some sense-making devices, and some tools to help the learners behave effectively in a variety of circumstances should be provided. Hitt quoted by Doh (2003) mentioned that colleges, universities, businesses themselves or appropriate training organizations could be used, which could deliver different skills to leaders. However, the selection of course should be in line with the direction of the organization.

2.1.2 Teamwork

2.1.2.1 Definitions of Teamwork

Team and teamwork concepts are now becoming an important issue to increase productivity and employee satisfaction in today's workplace. (Stough, Eom, & Buckenmyer, 2000). The reason is due to the changes in work environments;

increased empowerment, process re-engineering and greater competition in the market. (Goodwin & Johnson, 2000)

In addition, based on Herzberg theory (1959), O'Brien (2003) who conducted research on Thai managers found that Thai employees mentioned “relationships” as a leading factor for both job satisfaction and job dissatisfaction. This is due to the fact that Thai culture is collectivist in nature unlike western culture which individualism is its value. Therefore, teamwork is a crucial factor for employee satisfaction in Thailand.

A team is a group of people with complementary skills who are committed to a common mission, performance goals, and approach for which they hold themselves mutually accountable (Nelson & Quick, 2006). Teamwork is joint action by a team of people in which individual interests are subordinated to team unity (Nelson & Quick, 2006).

The main group development theories are:

- Bennis and Shepard group development model (Bennis & Shepard, 1965) - mutual acceptance, decision making, motivation and commitment and controls and sanctions
- Bruce Tuckman's five-stage model of group development (Tuckman, 1965) Forming-Storming-Norming-Performing-Adjourning
- Connie Gersick's Punctuated equilibrium model (Gersick, 1988) - this model is different from Tuckman on the issue that groups do not necessarily progress linearly from one step to another but can be altered as work groups develop.)

2.1.2.2 Theories Related to Factors Influencing Teamwork

For a team to succeed, the key elements of team working are 1) goal definitions; 2) task definition; 3) clear allocation/ acceptance of roles and responsibilities; 4) effective communication skills; 5) successful relationship skills; 6) sustained supportive behavior; 7) flexibility of thought; 8) adaptability of response; 9) overt prioritization of the collective interest over the individual; 10) joint ownership of the central task (Goodwin and Johnson, 2000). These factors are mostly the same as the eight factors to build collaborative teams by Gratton and Erickson (2007), which includes 1) signature relationship practices that build bonds among the staff; 2) roles models of collaboration among executives; 3) supporting employees by mentoring and coaching them daily; 4) training in relationship skills – communication and conflict resolution; 5) supporting a strong sense of community; 6) assigning team leaders that are both task and relationship oriented (ambidextrous leadership); 7) building on heritage relationships by populating teams with members who known and trust one another; and 8) understanding role clarity and task ambiguity.

To enhance job satisfaction for members and improve organization productivity, strong group cohesion should be created in the team. Influenced by time, team size, the prestige of the team, external pressure and internal competition, group cohesion is the interpersonal glue that makes members of a group stick together (Nelson & Quick, 2006).

In addition, teamwork can be strengthening by team building activities. “Team building refers to broad range of planned activities that help groups improve the way they accomplish tasks and help members enhance their interpersonal and problem-solving skills” quoted by Cummings & Worley, 2005. Team building activities can be

both run by the company itself or by third parties; in addition, they can be arranged by a variety of means, which are about role clarification, improving goal clarity and member commitment, modifying the decision-making and problem-solving process, changing norms, increasing risk taking and trust, and improving communication.

Trainees usually complain that the effectiveness of team building activities decline quickly over time. Boss (1983) recommends the personal management interview (PMI) technique as a way to support effective team building.

2.1.3 Reward System

2.1.3.1 Definitions of Reward System

Cummings & Worley, 2005 defined that Reward System is the system of awarding something for worthy behavior. Extrinsic Rewards are rewards given by the organization, such as pay, promotion, praise, tenure, and status symbols. Intrinsic Rewards are rewards that must originate and be left within the person. Intrinsic rewards include feelings of accomplishment, achievement, and self-esteem.

Examples of extrinsic rewards (Wood, 2001) allocated by managers to their subordinates are as follows:

Contrived rewards (some direct cost)

Refreshments, piped-in music, nice offices, cash bonuses, merit pay increases, profit sharing, office parties, promotion, trips, company cars, paid insurance, stock options, gifts, sport tickets

Natural rewards (no direct cost)

Smiles, greetings, compliments, special jobs, recognition, feedback, requests for advice.

2.1.3.2 Theories Related to Factors Influencing Reward System

An effective reward system is another important motivational factor in encouraging employee satisfaction and performance. (Cummings & Worley, 2005; Brelade & Harman, 2003)

The theories that discuss expectations of employees and their performance included expectancy theory of motivation by Vroom (1964); equity theory by Adams (1963), and goal setting theory by Locke (1968). The expectancy model by Vroom focused on the linkage between individual effort, individual performance, organizational rewards and personal goals. Therefore, if personal goals are achieved with the right reward, each individual will attempt to achieve a high performance by using his full effort.

Equity theory focused on outcome/ input ratio. This theory is based on the idea that each individual will attempt to reach equity with others. Comparing their performance and reward received by others, they will adjust their effort to get equity. In addition, related to performance, goal setting theory also suggested that with a challenging but achievable goal, employees will perform better as they are motivated with a clear target and goal.

These theories are inflaming the performance management issue. Performance management is one HR practice that can be directly linked with employee attitude and satisfaction (Fletcher & Williams, 1996). HR practice is one important factor that influences job satisfaction (Yeung & Berman, 1997; Eskildsen & Nussler, 2000). Cummings & Worley (2005) stated that, “Performance management involves goal setting, performance appraisal, and reward systems that align member work behavior with business strategy, employee involvement, and work place technology.”

From a cultural view point, performance management was studied whether it had any effect on job satisfaction. Lindholm (1999) explored the adaptability of human resource management in terms of performance management systems by MNC Subsidiaries in different countries; China, Thailand, India, the UK, Germany and the US. The findings indicated that for every country except India manager and employee understanding of organizational goals and job objectives related to job satisfaction. Second, for every country except India managers and professionals and US managers, employee perceptions of fair performance evaluation and frequent performance feedback were positively related to job satisfaction. However, the practice of giving feedback should be adapted to each country's culture. The other finding was for every country personal development opportunities from PM were positively related to job satisfaction.

This dissertation will focus only on reward systems which are a part of the performance management system. Brelade & Harman (2003) mentioned that rewards must be aligned with corporate culture and should be both for short term and long term; extrinsic and intrinsic; individual and group; and financial and non-financial. If management can balance these factors, the company will be able to motivate and retain key knowledge workers in the organization. Some rewarding innovative options are flexible working practices, lifestyle rewards, recognition and award schemes, training and development, support for professional involvement, community involvement and changing managing practices by giving autonomy and encouraging involvement in business strategy.

According to Cummings & Worley (2005), reward system design features are the consideration of person/job based vs. performance based; internal and external

equity; hierarchy, centralization, rewards mix, security and seniority. The major reward systems are skill-based pay systems, Performance-based pay systems, Gain-sharing systems and promotion systems. These systems can be used to reward individual, team, or organization performance in order to improve employee performance and satisfaction. For a performance-based pay system, Cummings and Worley (2005) concluded that bonuses should be considered from group and organization performance, while salary increases should be based on individual performance. These plans are quite good at linking pay to performance with moderate employee acceptance. Group and organization plans are good when there is high task interdependence among workers, while individual plans promotes competition and are good when there is little required cooperation among employees, such as in sales occupations.

2.1.4 Employee Satisfaction

2.1.4.1 Definitions of Employee Satisfaction

Employee Satisfaction is a combination of psychological, physiological and environmental circumstances that make a person be satisfied with their job (Hoppock, 1935).

Job satisfaction is not how hard one works or how well one works, but rather how much one likes a specific kind of job or work activity. Job satisfaction deals with one's attitudes or feelings about the job itself, pay, promotion or educational opportunities, supervision, co-workers, workload, and so on (Saal & Knight, 1988). For this research, the focus is on employee satisfaction, as a whole company, which is broader than job satisfaction for one or more employee.

Many researchers (Henkey & Noe, 2004; Ellingenic, Ellinger, Keller, 2003) and practitioner (Gresham, 2006; Atkins, Marshall, & Javalgi, 1996) believe that employee satisfaction contributes to employee performance. Therefore, many researches (Herzberg, 1959; Somkao Runglertkrengrai & Suda Engkanian, 1986; O'Brien, 2003) have been done to ensure that the employee is reasonably satisfied working in the organization.

2.1.4.2 Theories Related to Factors Influencing Employee Satisfaction

One aspect of the study is to understand the needs of employees. Major motivational theories in this field include hierarchy of needs by Maslow (1943); the two-factor theory by Herzberg (1959); McClelland's theory of learned needs (1961); ERG Theory by Alderfer (1972); and Locke's theory of satisfaction (1996).

Needs have been classified and identified by different researchers. Maslow (1943) divided needs into five layers: physiological, safety, social, esteem, self-actualization. He was convinced that lower-order needs (physiological, safety) of a person should be satisfied before the higher-order needs (social, self-esteem, self-actualization) would be valued by that person. Furthering on from Maslow, ERG theory was created by Alderfer (1972). He classified needs into existence, relatedness and growth. Grouping five needs into three, he mostly agreed with Maslow except that he thought that different needs can arise within a person at the same time. Therefore, one can try to satisfy any needs which arise without priority. He added the concept of satisfaction-progression process by stating that a person who was already satisfied with the need level can be motivated better than others. However, for

unreachable higher level of needs, the current lower level of need still can be reused as a motivation factor (frustration-regression).

Herzberg also used Maslow as a base for his theory and concluded that he classified needs into two groups called intrinsic factors: achievement, recognition, responsibility, advancement, the work itself, growth possibility and extrinsic factors: salary, job security, working conditions, status, company procedures, quality of technical supervision, co-worker relationships. This model is called the two-factor theory or motivation-hygiene theory. The conclusion was that intrinsic factors will contribute to employee satisfaction, while extrinsic (hygiene) factors will effect employee dissatisfaction only. Therefore, to satisfy the employees must concentrate on intrinsic factors. Focus on extrinsic factors will prevent employee from getting dissatisfied, but will not increase satisfaction.

Another researcher, McClelland (1961) created a theory of learned needs which classified needs which effect motivation into need for achievement, need for affiliation and need for power. These needs are not sequenced in order, but are up to each individual's leadership style.

In addition, Locke's theory of job satisfaction (1996) gave importance to values and accomplishment of goals. The closer between the actual performance and the set goal is, the higher the values perceived by individuals are; consequently, the higher is the satisfaction.

To study the effect of culture on needs in Thailand, Runglertkengkrai (1986) studied 200 senior managers to see whether Thai culture had any effect on their priority of needs based on Maslow's model (1943). The results showed the close

similarity of need priority of Thai executives to others countries; from most important to less ones are self actualization, autonomy, social, esteem and security.

In addition, needs linked to job satisfaction and dissatisfaction based on Herzberg's theory (1959) were tested for cultural effect by O'Brien (2003) who studied Thai managers. The findings revealed factors leading to job satisfaction were mainly intrinsic, while the factors which led to job dissatisfaction were mainly extrinsic factors. Therefore, for Thai culture, it was not clear cut as Herzberg mentioned. The major difference that was found was that Thai employees mentioned "relationships" as a leading factor for both job satisfaction and job dissatisfaction. These are due to the fact that Thai culture is collectivism unlike western culture which individualism is its value. In addition, working conditions which was an extrinsic need results in both job satisfaction and job dissatisfaction for Thai employees. This was due to the fact that working conditions were intimately linked to an employee's ability to address intrinsic needs. This finding was in line with other researchers (Brenner, Carmack, Weinstein, 1971) who did not agree with Herzberg. From their research, they found that respondents received job satisfaction and job dissatisfaction from both motivating and hygiene factors.

2.1.4.2.1 Tools to Prioritize Factor Influencing Employee Satisfaction

Since needs vary depending on demographics, preferences, culture and necessities, the understanding of needs in each specific organization is crucial for creating plans to improve employee satisfaction. Matzler et al. (2004) adjusted Kano's model of customer satisfaction (Kano, 1984) to use with employee satisfaction. With this model, factors that have a different impact on employee satisfaction were

segregated into basic factors, excitement factors and performance factors. From the result of this model, leaders can focus their limited resources on performance factors and excitement factors which have impacts on employee satisfaction, while basic factor must be to prevent employee dissatisfaction.

2.1.4.2.2 Linkage Between Employee Satisfaction and Performance

Understanding needs to ensure employee satisfaction is not the only issue that researchers are interested in. Another major study in this motivational field is the effect of employee satisfaction on their performance. One of the widely accepted researches in this field was from Elton Mayo (1945). He conducted the “Hawthorne Experiment” which proved that motivation will increase performance and productivity. In addition, satisfaction builds confidence, loyalty and finally improved output quality of the employees, Tietjen & Myers (1998). On the contrary, Porter & Lawler (1968) perceived the opposite direction which is performance leads to satisfaction, rather than the opposite. This model is in-line with Kiewitz (2004) and Miles (1965). Since when a company has a good performance, it can give back to employees in terms of welfare and benefits. However, a more recent study was by Vora (2004). He looked at the relationship between a firms’ financial performance and employee satisfaction. He found a circular loop which means not only satisfaction brought up a firms’ performance and vice versa firm’s performance also brought satisfaction.

2.1.5 Motivation

2.1.5.1 Definitions of Motivation

Cummings and Worley (2005) defined motivation as the conditions responsible for variations in the intensity, quality, and direction of ongoing behavior.

Motivation can also be classified into internal and external motivations (Mitchell & Daniels, 2002). Internal motivation is more about the sub-areas that emphasize internal attributes of the individual such as; genes, personality, individual differences, expectancy, self-efficacy, goal setting and etc. On the other hand, external motivation is on external aspects of the task or situation, job design and social context approaches.

Job design focuses on “the characteristics of jobs and how these affect people’s attitudes and behaviors” (Wall & Martin, 1994). The well-know model for job design is the Job Characteristics Model (JCM) by Hackman and Oldham (1975). This model is the research on objective measures of job characteristics that would lead to motivation, employee satisfaction and attendance. The certain characteristics can build up motivation, performance, satisfaction and attitude at work; however, it does not affect all employees in the same way due to individual differences in terms of growth needs. People with low growth needs tend to be affected less by the changes in job characteristics than ones with high growth needs. The core job characteristics consist of skill variety, task identity, task significance, autonomy and performance feedback.

The second concept are the social context approaches which are influenced by other people. The important areas in social context are self-concept and group-level

motivation. Both self-concept and group-level cognitive constructs can influence the motivational level of each individual.

2.1.5.2 Theories Related to Factors Influencing Motivation

Motivation theories are wide and varied concepts; one way to understand them is to classify them into two general groups of theories; content theories and process theories (Porter, Bigley, & Steers, 2003). Content theories assume that there are factors within each individual that energize, direct and sustain behavior. The focus is identifying the right element at the right time and prioritized them accordingly in order to be efficient in promoting motivation. The major content theories consist of Maslow's hierarchy of needs, Alderfer's existence-relatedness growth (ERG), Herzberg's motivator-hygiene, and McClelland's learned needs. While process theories on the other paradigm describes how behavior is energized, directed and sustained. The major ones are Vroom's expectancy theories, the Porter-Lawler model, Adams's equity theory and Locke's goal setting theories.

2.1.5.2.1 Content Theories

Furham, Eracleous & Chamorro-premuzic (2009) mentioned that the rationale behind contemporary theories of motivation and job satisfaction is to understand the factors that can drive their employees' enthusiasm. This is inline with the content theories of motivation, which say that motivation is derived from the tension that one's needs are not satisfied (Maslow, 1943; Alderfer, 1972; Herzberg, 1959; McClelland, 1962).

The first well known concept of needs is Maslow's theory (1943), which classified needs as lower-level needs (physiological, safety and social needs), and higher-level needs (ego and self-actualization needs). Each lower level of needs should be satisfied before the higher level needs are considered required. In addition, Existence-Relatedness-Growth (ERG) theory is the extension of Maslow's theory by Alderfer (1972). The need categories have been classified into three classes. The first one is existence which are needs that relate to human existence; the second one is relatedness which are needs that involved relationships in the workplace; the third one is growth, which are needs for the development of the human potential. The difference between ERG theory and Maslow is that Alderfer (1972) mentioned that needs are not in order. Each need can occur at anytime and many needs appear from different levels at the same time. As with Alderfer, McClelland (1962) agreed that needs are not in order; he classified needs in another way as need for achievement, need for affiliation and need for power. While the mentioned theories are focused on needs in general, Herzberg's theory (1959) is more focused on the needs of the people in the workplace. As mentioned in employee satisfaction theories, needs are classified as motivators and hygienes. To motivate someone, motivator factors should be satisfied to ensure a motivating workforce. The hygienes which are at a lower-level will not motivate, but only prevent the workforce from being de-motivated.

2.1.5.2.2 Process Theories

The other set of theories are process theories which focus on describing how behavior is energized, directed and sustained. Goals are major factors influencing

motivation since humans are goal setters and goal seekers (Mitchell and Daniels, 2002). Process theories are related to goal and expectation.

Locke's goal setting theories (1996) mentioned that goal setting usually creates motivation in achieving expected results. In addition, the closer between the actual performance and the set goal is, the higher the values perceived by individual are. However, on the other hand unattainable goals can discourage.

Goal-oriented people can be classified as learning-goal-oriented individuals who are concerned in mastering the tasks and setting themselves learning goals (Dweck, 1986). The other group are performance-goal-oriented individuals whose goal are task outcomes. The impact on performance of these two groups are not clear which is better. This and had been tested and different results have been reported by scholars (VandeWalle, 1999; Tabernero & Wood, 1998; Hoover et al., 1998a). One of the practical results was that for complex tasks, learning-goal-oriented individuals usually perform better since the tasks needs higher skills to accomplish. On the contrary, the simple and routine job performance-oriented-individual was more suitable since the development and learning is less required for achieving results (Winters & Latham, 1996; Hoover et al., 1998b)

Another process theory, a model of motivation by expectancy theory (Vroom) had integrated the need theory with each person's expectations. He stated that motivation will occur when two factors are matched. First, the incentive fits the right type of need that one currently wants. Second, the person is certain that his or her effort can accomplish the tasks and earn that incentive. Porter and Lawler (1968) extended the expectancy theory by adding more factors to the motivation models; abilities, traits and role perceptions.

Even though the effort is emerged in each individual from the right reward and the reward probability; however, if that person does not have the abilities to do the job or he does not have a good understanding of task to be performed, high motivation will not result in performance. In addition, this model highlights that performance and satisfaction may not be necessarily linked due to the fact that the performed output may not be always rewarded as expected; this is linked to equity theory. Equity theory emphasizes that motivation will occur when the equity treatment is present at the workplace since people will try to balance their inputs or contributions and rewards. If one perceives that his input is more than others but the return is lower, the motivation will be diminished and vice versa.

2.1.5.2.3 Relationship between Employee Satisfaction and Motivation

Employee satisfaction and motivation may be perceived as the same concept by practitioners; however, they are different but related concepts. Motivation was defined by Westwood, 1992 as “an internal stage giving rise to a desire or pressure to act. On the other hand, job satisfaction is defined as “the extent to which people are satisfied with their work” (War, 2002). The relationship is that a higher level of motivation will result in a higher level of satisfied workforce which is eventually linked to the performance of the organization (Furnham, 1992). In addition, job satisfaction and motivation can be led by the same factors.

The other comment is that motivation is forward looking with concerns about performance and reward, while employee satisfaction is the consequence of past events of people's feeling about the reward they have received. Lawler and Porter

(1967) noted that performances which are rewarded will generate satisfaction with the work and also lead the expectation that future performance will also lead to reward.

As mentioned earlier regarding various kinds of needs and motivation factors that affect employee satisfaction, this literature review will further the discussion to three important areas of independent variables that mostly affect employee satisfaction of ABC Sales. These factors have been preliminary surveyed that they are still need improvement and have high priority to create higher employee satisfaction in ABC Sales they are leadership, teamwork and reward system.

2.1.6 Cross-cultural differences

2.1.6.1 Definition of cross-cultural differences

Culture is defined as a learned, shared, compelling, interrelated set of symbols whose meaning provides a set of orientations for members of a given society (Terpstra & David, 1985). In an organization that has a diverse workforce or shareholders whose nationalities or cultures are different, the issue of cross-cultural difference is one of the major concerns to manage.

Cross-cultural difference refers to the difference between home and host cultural backgrounds (Weiss, 2001). The management of a multinational corporation needs to understand the differences in cultures which directly impact the way that their workforce is behaving, and to manage it to get peak efficiency.

2.1.6.2 Theories Related to Factors Influencing Cross-cultural Differences

Researchers (Kluckhohn & Strodtbeck, 1961; Hall, 1976; Hofstede, 1991) had explained the cultural differences in different dimensions. Kluckhohn & Strodtbeck

(1961) explained cultural differences in six dimensions: basic human nature, relation to nature, relationships among people, activity orientation, time orientation, and space orientation. On the other perspective, Hall (1976) focused on the communication styles among cultures: high-context communication versus low-context communication. Asian countries are classified as using high-context communication, in which not only verbal but also physical contexts are used for communication. On the other hand, the United States and European countries use low-context communication, which depends on the use of words to convey meaning.

Hofstede Model (1991) is one of the most well-know models, which explains value differences across national cultures including power distance, uncertainty avoidance, individualism/ collectivism and masculinity/ femininity. According to Hofstede's research, Japanese cultures have significantly higher scores on individualism, masculinity (assertiveness), uncertainty avoidance, and long-term orientation than in the Thai culture, while for power distance both Thai and Japanese culture are on the high side.

To study Thai and Japanese cultural difference, Swierczek & Onishi (2003) researched the managerial culture and human resource management of Japanese when applied to Thai subordinates in Thailand. The study used Hofstede's conceptual framework as the base for analysis. The research method was a field study including a detailed case analysis, in-depth interviews and a survey design. Samples were a hundred employees (fifty Japanese managers and fifty Thai subordinates) from ten Japanese-Thai international joint ventures in Thailand. The findings revealed that there were significant differences in organizational and work behaviors. They were

focused on different issues which resulted in conflicts. Japanese managers expected their subordinates to work overtime, rigorously practice of quality cycle and would evaluate subordinates on ability. They also expected a committed team player. Thai subordinates expected more opportunities, direction, training, freedom, and involved decision making. Results also showed that they were both adapted themselves to each other's cultures. Swierczek & Onishi (2003) recommended more management development and cross cultural training programs to promote mutual understanding, better communication, valid consensus decision making and participation.

2.2 Theoretical Framework

Since employee satisfaction and motivation creates a productive organization, a sustainable company gives a high priority to strengthen employee satisfaction and motivation. Three major independent factors which were selected for this study are leadership, teamwork and reward system as exhibited in Figure 5.

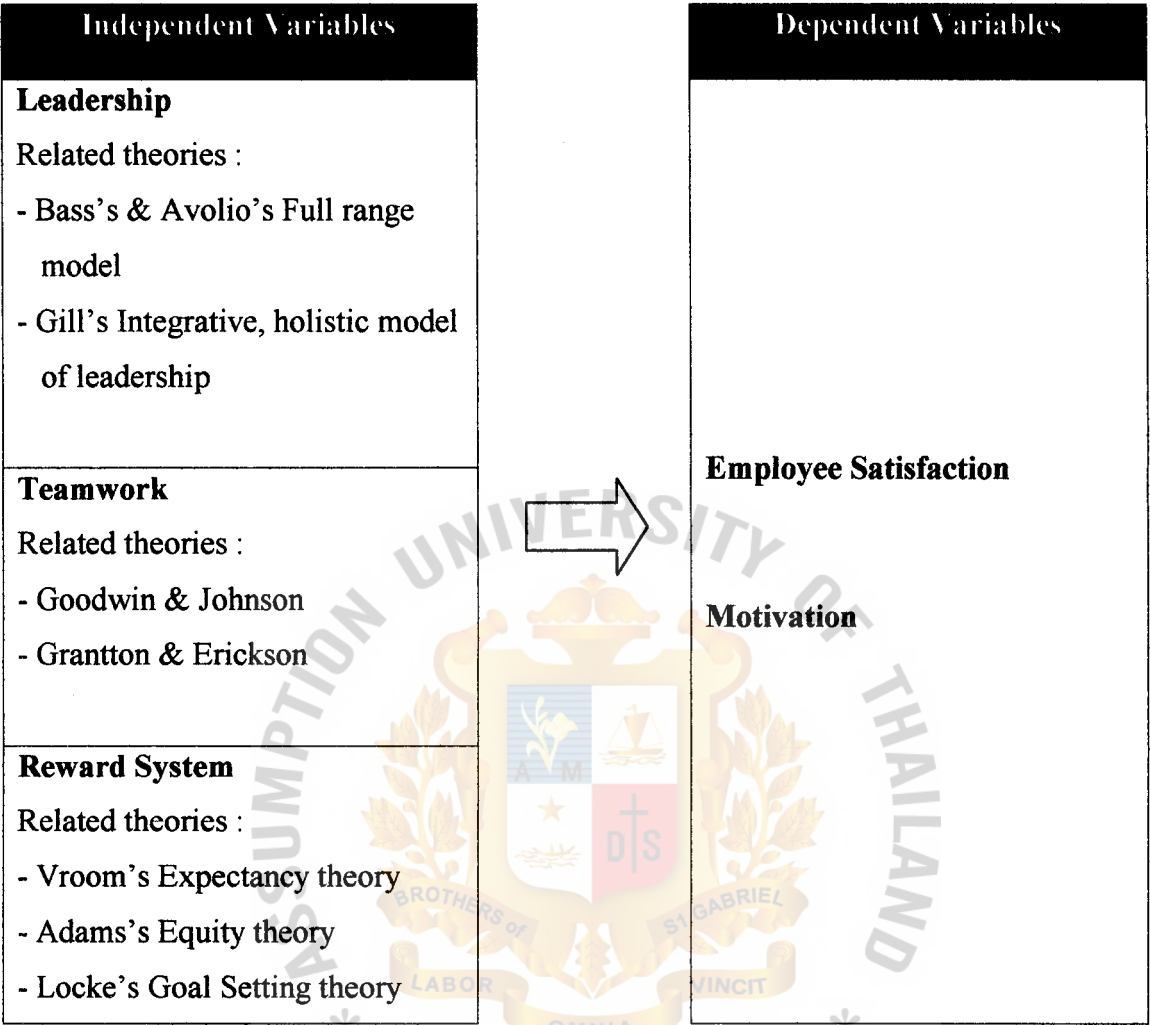


Figure 5: Theoretical framework

2.3 Conceptual and Research Framework

This dissertation uses an action research framework which consists of three phases: Pre OD Intervention, OD Intervention, and post OD Intervention.

Phase I : Pre-OD Intervention stage

- Problem Identification
- Consultation with a behavioral science expert
- Data gathering and preliminary diagnosis
- Feedback to key clients or client group

- Joint diagnosis of problem
- Joint action planning

Phase II : OD Intervention Stage

- Action according to ODI Plan

Phase III: Post-OD Intervention Stage

- Data gathering (Reassessment after ODI Program)
- Discussion and work on feedback and emerging data

Action research is a cyclical process. After Phase III, if problems still exist Phase I could be implemented again. However, for this dissertation, the researcher implements only one cycle of action research from Phase I to Phase III.

The conceptual framework as shown in Figure 6 has been derived from the organization analysis and from the preliminary employee satisfaction survey as mentioned in chapter one.

Phase I : Pre ODI	Phase II : ODI	Phase III : Post ODI
<ul style="list-style-type: none">- Low Leadership Skills of Mgt	<ul style="list-style-type: none">- Leadership Development Program- Self-designed LD Enhancement Plan- Empowerment by establishing level of authority authorization- Cross-functional Assignment	<ul style="list-style-type: none">- Adequate Leadership Skills of Mgt
<ul style="list-style-type: none">- Ineffective Teamwork	<ul style="list-style-type: none">- Japanese Cultural Training- Team Building Activities and "Share Valued" Creation- Team Encouragement Activities- Planned Activities by teams- Team Coordination Score	<ul style="list-style-type: none">- Effective Teamwork
<ul style="list-style-type: none">- Not motivating Reward System	<ul style="list-style-type: none">- Salary Structure change for P.C.- Commission Scheme Change- Bonus System Change- Company Outing- P.C. Party- Top P.C. Award	<ul style="list-style-type: none">- Motivating Reward System

Figure 6: Conceptual framework

The conceptual framework is focus on the independent variables which the researcher had designed and implemented the ODI. On the other hand, for the research framework on Figure 7, the dependent variables are highlighted that after the ODI, employee satisfaction and motivation should have been higher.

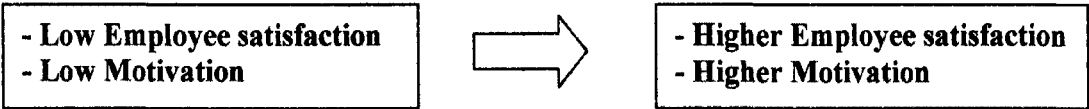


Figure 7: Research framework



Chapter Three

Research Methodology

This chapter demonstrated the design of this action research study. The research methodology of qualitative and quantitative implemented to each subject was explained to reveal the completeness of gathered data. In addition, research instruments and tools were discussed, as well as, the processes of ODI design, data collection and data analysis.

3.1 Research Design

Action research is a cyclical process of diagnosis-change-research-diagnosis- change-research. The results of diagnosis produce ideas for changes, the changes are introduced into the same system, and their effects noted through further research and diagnosis. The number of cycles may be infinite. (Cummings & Worley, 2005) However, for this dissertation, the cycle of action research is one cycle.

The Pre-OD Intervention is the diagnosing stage where the objectives are to determine the current situation of ABC Sales as related to three variables : leadership, teamwork, and reward system.

The OD Intervention is the implementation stage. The researcher has to plan the OD intervention plan for specific areas of problems which are the variables mentioned earlier. The objectives of this stage are:

- To plan and implement a set of OD intervention programs which enhance leadership, teamwork and reward system

- To determine the impact of OD intervention on leadership
- To determine the impact of OD intervention on teamwork
- To determine the impact of OD intervention on reward system

The Post-OD Intervention stage is the evaluation stage. The objectives are as follows:

- To evaluate the pre and post interventions based on three main variables : leadership , teamwork, and reward system
- To find out the relationship between leadership and employee satisfaction
- To find out the relationship between leadership and motivation
- To find out the relationship between teamwork and employee satisfaction
- To find out the relationship between teamwork and motivation
- To find out the relationship between reward system and employee satisfaction
- To find out the relationship between reward system and motivation
- To summarize and provide recommendations

3.2 Research Methodology

The research was conducted using both qualitative and quantitative methods. The main research methodology was a qualitative method using action research as a methodology for studying the leadership, teamwork, reward

system, employee satisfaction and motivation during a pre- and post- OD Intervention program. The action research was implemented to staff, section, department and general managers. This was due to the fact that these groups of employees pay significant roles in the business operation. In addition, the qualitative method of in-depth interviews with general managers and focus group interviews with section and department managers were also utilized so that the researcher could get the detailed opinions of employees to fully understand the company situation before and after ODI by incorporating the result from the survey with the interviews.

The levels of each factor were measured by the questionnaire survey conducted during Pre- and Post- OD Intervention by using a quantitative method of questionnaire survey. The surveys were answered by staff, section managers and department managers to ensure that the research had gathered the perceptions of all employees. The research methodologies implemented with each group of employees were summarized in table 3.1.

Table 3.1 : Implemented research methodology to each group of employees

Research methodology	Staff	Section/ Department manager	General manager
Action research	Yes	Yes	Yes
Questionnaire survey	Yes	Yes	No
Focus group interview	No	Yes	No
In-depth interview	No	No	Yes

3.3 Subjects of Study/Sources of Data

3.3.1 Primary Data

- Questionnaire Survey of all staff 330 people

Table 3.2 : Number of Respondents by group function

Group Function	Number of employees	Number of Respondents	Response Rate (%)
Sales	134	91	67.9
Service & Installation	122	61	50.0
Support	74	53	71.6
Total	330	205	62.1

Population for this study was 330 people as mentioned in Table 3.2. The pilot test used thirty samples. Therefore, the remaining people were requested to answer the survey questionnaires. The questionnaire was directly returned to HR department from each employee. The total returned questionnaires were 205 , giving a response rate of 62.1%.

The acceptable sample size for 330 people with 5% error and 95% confidence interval was 178 people as shown the calculation below. Therefore, 205 respondents were statistically acceptable to represent the population based on the statistical method formula by (Sirichai Pongwichai, 2009).

Formula :

$$n = \frac{1}{\left(\frac{4e^2}{Z^2} \right) + \left(\frac{1}{N} \right)}$$

e was the percentage error which was designated at 5% for this study.

Z value derived from confidence level of 95%.

N was the population of 330 people for this study.

- Focus Group Interview of department and section managers thirteen people

The researcher invited department and section managers as mentioned in Table3.3 to join the focus group interview. The total of thirteen managers, which represented every division in the company, joined the interview session.

Table 3.3 : Number of Respondents on Focus Group Interview

Level of employee	Number of employees	Number of Participants	Participant Rate (%)
Department Manager	15	5	33.33%
Section Manager	40	8	20.00%
Total	55	13	23.64%

- In-depth Interview of general managers five people

From a total of seven general managers, the researcher interviewed five respondents. Another general manager could not participate in the interview session due to an overseas assignment. The other general manager was the researcher himself.

3.3.2 Secondary Data

- Organization Charts
- Company and group policy
- Employees' information, benefit package and reward system
- Employee's training programs
- Activity Photos
- Books and Journals
- Internet

3.4 Research Instruments, Tools and other Data-Gathering Techniques and Procedures

Research instruments for this action search are questionnaires, in-depth interviews and focus group interviews. Questionnaires (Appendix C) are designed based on factors influencing independent and dependent variables on the conceptual flowchart. This will be surveyed during the pre- and post- OD Intervention period. The questionnaire was designed in three parts:

1. Demographic questions
2. Likert Scale of 1-5 on related variables
3. Open-ended questions – for additional comments

For part two, questions were designed based on the factors influencing independent and dependent variables on the conceptual flowchart. Questions 1-14 (Table 3.4) were on the leadership independent variables. In detail, question

1-11 were on the factors influencing leadership levels based on a Full Range model and integrative, holistic model of leadership as mentioned on the top of the table. Questions 12 and 13 were designed to explore the correlation between leadership and job satisfaction, and between leadership and motivation respectively. For question 14, the question intended to identify the management level which was perceived to be developed most by the employees.

Table 3.4 : Objective of Questionnaire on Leadership

Questionnaire No.		Objective of Question	
No.	Detail	Element of Full-Range Model	Element of Integrative, holistics model of leadership
1	I feel comfortable to share my ideas and opinions to my supervisor.	Listening to others opinions and needs	n.a.
2	My supervisor gives me supports for improving my performance and training me.	n.a.	Empowering of people
3	I am assigned to responsible for challenging jobs.	Questioning the status quo	n.a.
4	I am motivated by my supervisor to accomplish the assigned tasks with creativity.	Encouraging imagination and creativity	n.a.
5	My supervisor provides me with the clear vision of organization and work units.	Providing clear vision	Visioning
6	My supervisor assists me in creating and implementing strategy to accomplish goals and targets.	Strategy formulation and implementation	Strategy formulation and implementation

Questionnaire No.		Objective of Question	
No.	Detail	Element of Full-Range Model	Element of Integrative, holistics model of leadership
7	My supervisor creates a culture of shared values in the work unit.	Creating a culture of shared values	Creating a culture of shared values
8	My personal values and objectives are aligned with companies.	Aligning personal values and objectives	n.a.
9	My supervisor has confidence in himself/herself.	Having confidence in self	n.a.
10	My supervisor has confidence in me.	Having confidence in subordinates	n.a.
11	I am inspired by my supervisor to create extraordinary performance and challenge competitive goals.	Convincing and persuading	Influence, motivation and inspiration
12	I received Job satisfaction from my supervisor's leadership.	To explore the correlation between Leadership and Job Satisfaction	
13	I received Motivation from my supervisor's leadership.	To explore the correlation between Leadership and Motivation	
14	I think that the leadership of management in the level mentioned below should be developed most.	To identify the level of management that employees perceived the priority of Leadership development	

Questions 15-29 in Table 3.5 were on teamwork. Questions 15-25 were based on the key element of teamwork by Goodwin and Johnson (2000) and Gratton and Erikson (2007). Questions 26 and 27 were designed to explore the level of teamwork within and among work units. Questions 28 and 29 were designed to study the correlation between teamwork and job satisfaction, and between teamwork and motivation respectively.

Table 3.5 : Objective of Questionnaire on Teamwork

Questionnaire No.		Objective of Question	
No.	Detail	Element of Goodwin & Johnson	Element of Gratton and Erickson
15	I have been provided with clear goals.	Provide goal definitions	Understand role clarity
16	The assignment of tasks in my division is clear.	Clear task definitions, allocation of roles and responsibilities	Understand task ambiguity
17	Information and policy is communicated correctly and quickly.	Effective communication skills	n.a.
18	I have a good relationship with my colleagues.	Successful relationship skills	Training in relationship skills
19	I have good support from my colleagues and supervisors.	Sustained supportive behavior	Supporting employees
20	I have received flexibility from my colleagues.	Flexibility of thought	n.a.
21	My colleagues accept my opinions.	Adaptability of response	n.a.
22	My colleagues give priority to collective goals over individual ones.	Overt prioritization of the collective interest over the individual;	Supporting a strong sense of community
23	I feel a responsible towards the company goals.	Joint ownership of the central task	Supporting a strong sense of community
24	Managers of each division provide good examples of good cooperation.	n.a.	Roles models of collaboration among executives
25	I feel binding to my team and company.	n.a.	Signature relationship practices that build bonds among the staff
26	Teamwork within my division is working effectively.	To explore the level of teamwork within work units	

Questionnaire No.		Objective of Question	
No.	Detail	Element of Goodwin & Johnson	Element of Gratton and Erickson
27	Teamwork among divisions in ABC Sales is working effectively.	To explore the level of teamwork among work units	
28	I received job satisfaction from teamwork in ABC Sales.	To study the correlation between teamwork and job satisfaction	
29	I receive motivation from teamwork in ABC Sales.	To study the correlation between teamwork and motivation	

Questions 30-44 in Table 3.6 were about the reward system. Questions 30-32 were based on an equity model, while questions 33-34 were on goal setting theory. Questions 35-42 were on the concepts of Brelade & Harman (2003). Questions 43 and 44 were designed to study the correlation between the reward system and job satisfaction, and between reward system and motivation respectively.

Table 3.6 : Objective of Questionnaire on Reward System

Questionnaire No.		Objective of question
No.	Detail	
30	The company provides me with reasonable rewards comparing to the market.	Equity Model - Compare Input /Output of self and others in the market
31	The company provides me with fair rewards internally.	Equity Model - Compare Input /Output of self and others in the company
32	The company has a fair commission system (for sales)/ Bonus system (for others).	Equity Model - Compare Input /Output of self and others
33	I have been involved in setting my work targets.	Goal Setting theory - Involvement in goal setting

Questionnaire No.		Objective of question
No.	Detail	
34	The communication of targets is done effectively.	Goal Setting theory - Communication of goal
35	The reward system is aligned with corporate culture.	Brelade & Harman - Align with corporate culture
36	The company provides appropriate short-term rewards.	Brelade & Harman - Balance between short-term and long-term
37	The company provides appropriate long-term rewards.	
38	The company provides appropriate group rewards.	Brelade & Harman - Balance between individual and group
39	The company provides appropriate Individual Reward.	
40	The company provides appropriate financial reward.	Brelade & Harman - Balance between financial and non-financial
41	The company provides appropriate non-financial rewards.	Brelade & Harman - Balance between financial and non-financial
42	I am proud to work for ABC Sales.	Brelade & Harman - Intrinsic reward
43	I receive job satisfaction from the reward system of ABC Sales.	To study the correlation between reward system and job Satisfaction
44	I receive motivation from reward system of ABC Sales.	To study the correlation between reward and motivation

In-depth interview of general managers and Focus group interview of managers will be implemented as open-ended questions to encourage them to express ideas about the independent variables during the pre- and post- OD intervention period. The questions asked during in-depth interviews and focus-group interviews are as following:

Question 1 : What do you think about the leadership of managers at ABC Sales?

Question 2 : What do you think about the level of teamwork at ABC Sales?

Question 3 : What do you think about ABC Sales reward system?

3.5 Instrumentation

Pilot tests was implemented and analyzed using an SPSS Program by considering Cronbach's Alpha scales coefficient to ensure reliability of questionnaires before distributing to the employees. Thirty people were randomly selected from different divisions to join the pilot test of the questionnaire. The results revealed a Cronbach's Alpha of 0.945. This value was statistically considered high reliability of questionnaire.

3.6 Tools for Qualitative and Quantitative Analysis

Results from the quantitative analysis utilizing questionnaire survey was analyzed and tested on the hypothesis by using an SPSS program.

For qualitative analysis, the answers from interviews and focus group questions were analyzed to cooperate with the results of the questionnaires.

3.7 Design/Development of OD Interventions

OD Interventions were designed based on the questionnaire results, in-depth interviews and focus-group interviews during the Pre-ODI process. The OD Interventions were implemented for each independent variable, which were; leadership, teamwork and reward system. In addition, in order to design the appropriate interventions to the right group of employees by prioritizing the needs of each group on each variable.

3.8 Data Collection/Documentation of the Change Processes

Questionnaires were distributed to all employees at the pre and post ODI period. Then, each employee directly returned the questionnaires to the HR section.

Interviews, both in-depth and focus group were done with advance appointments with managers.

Action plans were prepared for every activity of OD intervention programs. The monthly progress report will be used to follow up the proper activities based on plans. The evidence of the activities such as an agenda of training programs, registration of attendants, photographs of the events, test results of the attendants will be recorded to ensure of the full action of the OD intervention plans.

3.9 Data Analysis

Results from quantitative analysis utilizing questionnaire survey were analyzed and tested hypothesis by using an SPSS program.

For qualitative analysis, the answers from interview questions and focus group interviews were analyzed to cooperate with the result of the questionnaires.

Chapter Four

Presentation and Analysis of Findings

This chapter is to present the analysis of all data collected through both quantitative and qualitative methods including questionnaires, in-depth interviews, focus group interviews, and activities from the OD interventions. The findings are used to answer the research questions (section 1.4) and research hypotheses (section 1.5), to achieve research objective stated in section 1.2 in chapter I.

4.1 Demographic profile of population

From the questionnaire survey, the demographic information of the respondents was as following:

4.1.1 Gender

From Table 4.1, the major respondents were 135 males, 65.9% of total 205 respondents. The other 70 which were 34.1% of total respondents, were female.

Table 4.1 : Frequency Distribution of Gender

Gender	Frequency	Percent
Male	135	65.9
Female	70	34.1
Total	205	100.0

4.1.2 Age

From Table 4.2, most of the respondents were aged 21 to 40 years old, which was 94.1% of the samples. The rest were 41-50, above 50 and below 21 years old with percentages of 3.9%, 1.0% and 1.0% respectively.

Table 4.2 : Frequency Distribution of Age

Age (years old)	Frequency	Percent
Below 21	2	1.0
21-30	98	47.8
31-40	95	46.3
41-50	8	3.9
Above 50	2	1.0
Total	205	100.0

4.1.3 Education

From Table 4.3, 66.8% of the respondents or 137 persons were graduates with Bachelor's degree. The second rank was High school and vocational graduates with 18.5% of total population. The others were above Bachelor and vocational high graduates with 7.8% and 6.8% respectively.

Table 4.3 : Frequency Distribution of Education

Education	Frequency	Percent
High School/ Vocational	38	18.5
Vocational High	14	6.8
Bachelor	137	66.8
Above Bachelor	16	7.8
Total	205	100.0

4.1.4 Service year

From Table 4.4, the three main groups of respondents were respondents with one to three service years, less than one year and more than three to six years with the percentage of 28.8%, 26.3 and 14.9% of total respondents respectively. The rest of the respondents had more than ten service years and more than six to ten service years with 10.7% and 9.3% of the samples respectively.

Table 4.4 : Frequency Distribution of Service Years

Service Years	Frequency	Percent
Less than 1 year	54	26.3
1 – 3 years	59	28.8
> 3 – 6 years	51	24.9
> 6 – 10 years	19	9.3
More than 10 years	22	10.7
Total	205	100.0

4.1.5 Position

From Table 4.5, the majority of the respondents, which were 62% of the samples, were staff level. Section mangers were 10.2% of the samples, while department managers were 3.9% of the respondents.

Table 4.5 : Frequency Distribution of Position

Position	Frequency	Percent
Staff	176	85.9
Section Manager	21	10.2
Department Manager	8	3.9
Total	205	100.0

4.1.6 Group Function

From Table 4.6, for analysis purpose, the respondents were classified into three main groups according to their job functions: sales, services & installation, and support. 44.4% of the respondents were respondents from the sales group. The second and third groups were service & Installation and Support with 29.8% and 25.9% of total respondents respectively.

Table 4.6 : Frequency Distribution of Group Function

Group Function	Frequency	Percentage
Sales	91	44.4
Services & Installation	61	29.8
Support	53	25.9
Total	205	100.0

4.2 Presentation and Analysis of Findings on Leadership

4.2.1 Pre-ODI on Leadership

From Table 4.7, the result of quantitative analysis demonstrated that the reward system at ABC Sales was higher than average level at mean of 3.8359 with standard deviation of 0.63751. The items that were lower than mean with a high priority for development were: communication of vision, creation of share values, confidence in subordinates and giving inspiration to subordinates.

Table 4.7 : Pre-ODI result on Leadership

Question	n	Pre-ODI	
		Mean	Std. Deviation
1. I feel comfortable to share my ideas and opinions to my supervisor	205	3.9610	.93328
2. My supervisor gives me supports for improving my performance and training me	205	3.9073	.87234
3. I am assigned to responsible for challenging jobs	205	3.9512	.78438
4. I am motivated by my supervisor to accomplish the assigned tasks with creativity	205	3.8098	.92243
5. My supervisor provides me with the clear vision of organization and work units	205	3.7659	.88772
6. My supervisor assists me in creating and implementing strategy to accomplish goals and targets	205	3.8195	.83526
7. My supervisor creates a culture of shared values in the work unit	205	3.7707	.92414
8. My personal values and objectives are aligned with companies	205	3.7854	.75588
9. My supervisor has confidence in himself/ herself	205	4.1024	.93108
10. My supervisor has confidence in me	205	3.7220	.75131
11. I am inspired by my supervisor to create extraordinary performance and challenge competitive goals	205	3.6000	.93200
Mean	205	3.8359	.63751

In addition, from questionnaire no. 14, asked the respondents about the level of managers that needed most improvement . The result indicated that section managers was the level that had highest priority in developing leadership.

From Table 4.8, the questionnaire No. 14 asked whether which level of management should leadership be developed most. 50.7% of the respondents agreed that the section manager level should be developed most. Another 20% and 16.1% of the respondents mentioned general manager and department manager levels respectively. In addition, for product consultants (P.C.), the researcher provided the option for them to select sales staff since product consultants reported directly to sales staff. For sales staff level, 13.2% of respondents stated that this level should be developed most.

Table 4.8 : Frequency distribution of position prioritized for leadership development

Position	Frequency	Percent
Section Manager	104	50.7
Department Manager	33	16.1
General Manager	41	20.0
Sales Staff (for P.C. only)	27	13.2
Total	205	100.0

In detail of the responses from question 14, Table 4.9 demonstrated the respondents' position that selected the position that should be developed most. From a total of 104 respondents who indicated section manager as the level that should be developed most, 85 persons or 81.7% of respondents were staff whose section managers were their immediate supervisors.

Table 4.9 : Frequency distribution of respondent position who selected the position prioritized for leadership development

Position	Section Manager	Department Manager	General Manager	Sales Staff (for P.C. only)	Total
Staff	85	27	37	27	176
Section Manager	14	5	2	0	21
Department Manager	5	1	2	0	8
Total	104	33	41	27	205

From Table 4.10, the in-depth and focus groups interviews also mentioned the lack of leadership skills of newly promoted managers, no training and development of staff by supervisors, not decisive, inefficient communication of corporate objectives and afraid to implement new ideas and processes.

Table 4.10 : In-depth & Focus group interviews summary on Leadership during Pre- ODI Stage

In-depth Interviews on Leadership

- Leadership skills of each manager were different with large gaps. Some managers were very competent, while some new managers were not sure whether what they should act.
- They were reluctant to make decision and afraid of making mistakes.
- Managers did not spent time developing their staffs.
- Managers were afraid to introduce new things or make any changes. New ideas were hardly find. They were concentrated only on their daily operation.

- Some managers avoided making complaints to their staffs since they are afraid not to be loved by their subordinates.

Focus Group interview on leadership

- Some managers were the expert in their field, but they did not know how to manage and lead their team as leader.
- Some managers loved to complete their jobs by themselves without assigning since they thought that they would lose time teaching and not sure about the quality of work done by their subordinates.
- Some managers only assigned their subordinates to work without supporting.
- There was no training program in developing newly promoted managers.
- The communication on company's objectives was not done properly.
- Managers sometimes did not go into details to check their subordinates' work. They just passed the assigned jobs to the management without knowing details or checking.

4.2.2 OD Intervention on Leadership

Considering the urgent needs, the researcher focused on the four main objectives for ODI (Table 4.11): to provide basic knowledge about leadership, to encourage supervisors to coach their subordinates, to empower managers in each level, and to provide opportunities for them to lead.

Since the gap of leadership skills of each manager was large, the researcher decided to provide all managers from section managers to general managers with a leadership development program so that the newly promoted managers or managers with less experience know what their roles were. At the same time, experienced managers could review their leadership skills to be modern and international.

The second step was to assist them develop leadership skills by

establishing a coaching system by their supervisors. Firstly, each manager prepared his/her own self-development plans and turned in to their supervisors as a commitment. Then, supervisors will coach and follow up on their subordinates' progress.

The other problem that came from the analysis was the confidence level of managers. This was due to the unclear authority and responsibilities. Therefore, the researcher prepared the Level of Approval Authorization for job functions in the company. This aimed to create confidence for each manager since they would know exactly what type of decision that they could make and how much. This was an important step in creating an empowering environment.

The last ODI was on the opportunities for managers to exercise and apply their leadership knowledge to create skills. This included a special assignment for them to lead a cross-functional team to accomplish specially launched projects.

Table 4.11 : OD Intervention on Leadership

Objective	ODI	Nature of Process	Target Group	Period
To provide basic knowledge about leadership	1. Leadership development Program through training	Training	Section Manager up	Oct. 20, 28 and Nov. 10, 20, 2008
To encourage supervisors to coach their subordinates	2. Self-designed LD Enhancement Plan through coaching	Coaching	Section Manager up	From Dec. 15, 08 onward

Objective	ODI	Nature of Process	Target Group	Period
To empower managers in each level	3. Empowerment by establishing level of authority authorization through facilitated meetings	Facilitated meetings	All Staffs	From Jan. 15, 09 onward
To provide opportunities for them to lead	4. Cross-functional Assignment through project assigning	Project assigning	All Staff	Feb. - Jun. 09

4.2.2.1 Leadership Development Program

Objective :

The objective of this intervention was to equip managers with the knowledge of how to become an effective transformational leader by improving their leadership competency. The training would ensure that managers had the ambition to develop themselves and understand the role of leader as well as practicing what they have learned in their working units.

Participants :

Section, department and general managers from all divisions joined this program on 20, 28 October and 10, 20 November 2008.

Content :

The four-day interactive training program (Figure 8) was conducted as a short lecture, management game, group dynamics, psychology game and

workshop. The HR Department utilized the service of a training institute with a good reputation to run this training. The content of the training consisted of the following topics:

1. Self development, Paradigm shift
2. Theory of leadership
3. Leadership competencies
4. Organizational Change
5. Leadership roles in organizations
6. Essential skills for leadership



Figure 8: Leadership Workshop

4.2.2.2 Self-designed leadership enhancement plan

Objective :

After the leadership development program mentioned in 4.2.2.1, managers acknowledged how to become effective leaders. Therefore, in order that the knowledge gained from the training program could be useful in the business practice of each manager, the researcher set up a self-designed leadership enhancement plan. This development was created by managers

themselves to use as a milestone for their development. In addition, the supervisors also paid an important role in mentoring and advising their subordinates based on this self-designed leadership enhancement plan.

Participants :

Section and department managers from all divisions joined this program from December 2008 onward.

Content :

Every manager prepared a self development enhancement plan by filled in the form as the example shown on Appendix D. This form identified the action planed to be done by each manager with a timeline. Delivered to HR Department in December 2008, these plans were also sent to their supervisors in order that the plan would be advised and followed up by their immediate supervisors. The result of plan implementation of each manager would also be used as part of performance appraisal at the end of year 2009 in the evaluation item of leadership competency.

4.2.2.3 Empowerment by establishing level of authority authorization

Objective :

To empower managers in every level by supporting their autonomy in decision making, as well as, clarifying the tasks and responsibilities of each individual, the researcher arranged an authority table with approval from top

management. This table aimed to empower managers and staff to have confidence in making decisions, as well as clearly identify the responsibility of each person, which finally encouraged better coordination between divisions.

Participants :

Managers in every division have been informed about this level of approval authorization.

Content :

This level of approval authorization mentioned the decision making authority for staff, section managers, department managers, general managers, sales director, managing director, president and chairman in every function of work in the company including: payment, contract, sales, services, purchasing, administration, and human resources functions.

4.2.2.4 Cross-functional Team Leader Assignment

Objective :

To give opportunities to managers to practice becoming effective leaders in leading a cross-functional team which is always more difficult than managing their direct subordinates, the researcher encouraged the setting up of a working team to handle special policy activities.

Participants :

Managers were given special assignments in handling cross-functional teams during February – June 2009.

Content :

The cross-functional assignments consisted of, a cost buster project, a

trade secret project, and a risk assessment project. These projects needed cooperation from every division since the accomplishment of the projects could be attained only when every working unit cooperated with each other.

4.2.3 The impact of ODI on Leadership

This section aimed to find out the result for research hypothesis 1.6.1, which was :

Ho: There is no significant difference in leadership before and after ODI.

Ha: There is a significant difference in leadership before and after ODI.

4.2.3.1 Impact of ODI on Leadership by questionnaire survey

From table 4.12, the impact of ODI on leadership was analyzed by comparing mean of Pre-ODI and Post-ODI stages using t-test of means for two independent samples. The result showed that levels of leadership between Pre-ODI and Post-ODI was significantly different at 95% confidence interval with sig. value at 0.001 which was lower than 0.05. Therefore, Ho was rejected; and Ha was accepted which meant that there was a significant difference between the pre and post ODI on leadership.

From the Post-ODI's mean which was increased from the Pre-ODI, the result could be summarized the higher level of leadership after OD intervention.

When analyzing in detail which factors of leadership that had significant differences, the research founded that at 95% confident interval, all questionnaire items except No. 3 (I am assigned to be responsible for

challenging jobs) and No. 9 (My supervisor has confidence in himself/ herself) were increased from the Pre-ODI with lower Sig. value than 0.05 and higher mean.

Table 4.12 : Impact of ODI on Leadership by questionnaire no.

Question	n	Pre-ODI		Post-ODI		t-test	
		Mean	Std. Deviation	Mean	Std. Deviation	t-value	Sig.
1. I feel comfortable to share my ideas and opinions to my supervisor	205	3.9610	.93328	4.1512	.76796	2.254	.025
2. My supervisor gives me supports for improving my performance and training me	205	3.9073	.87234	4.1220	.81032	2.581	.010
3. I am assigned to responsible for challenging jobs	205	3.9512	.78438	3.9415	.79612	-.125	.901
4. I am motivated by my supervisor to accomplish the assigned tasks with creativity	205	3.8098	.92243	4.0098	.79206	2.355	.019
5. My supervisor provides me with the clear vision of organization and work units	205	3.7659	.88772	4.0049	.83723	2.805	.005
6. My supervisor assists me in creating and implementing strategy to accomplish goals and targets	205	3.8195	.83526	4.0537	.80565	2.889	.004
7. My supervisor creates a culture of shared values in the work unit	205	3.7707	.92414	4.0341	.76939	3.136	.002

Question	n	Pre-ODI		Post-ODI		t-test	
		Mean	Std. Deviation	Mean	Std. Deviation	t-value	Sig.
8. My personal values and objectives are aligned with companies	205	3.7854	.75588	3.9366	.78645	1.985	.048
9. My supervisor has confidence in himself/herself	205	4.1024	.93108	4.2732	.83049	1.959	.051
10. My supervisor has confidence in me	205	3.7220	.75131	3.9268	.72728	2.805	.005
11. I am inspired by my supervisor to create extraordinary performance and challenge competitive goals	205	3.6000	.93200	3.8683	.80879	3.113	.002
Mean	205	3.8359	.63751	4.0293	.58581	3.197	.001

Considering by group function which group functions had significant differences between Pre-ODI and Post-ODI, from table 4.13 the researcher founded that sales and support groups had a significant difference of leadership level at 95% confident interval with Sig. at 0.008 and 0.043 respectively, which were lower than 0.05. Therefore, these two groups had higher leadership levels with higher Post- ODI's Mean.

Table 4.13 : Impact of ODI in term of Leadership by group function

Group function	n	Pre-ODI		Post-ODI		t-test	
		Mean	Std. Deviation	Mean	Std. Deviation	t-value	Sig.
Sales	91	3.9780	.59108	4.2008	.53242	2.671	.008
Service & Installation	61	3.6393	.73274	3.7750	.63368	1.093	.276
Support	53	3.8182	.53783	4.0274	.51475	2.046	.043

Considering by position level which position of employees had significant differences between Pre-ODI and Post-ODI on the perception of leadership, from table 4.14 the researcher found that only the staff level had a significant difference of the perception of leadership of their supervisors at 95% confident interval with Sig. at 0.002, which was lower than 0.05. Therefore, staff had higher appreciation on levels of leadership of their supervisors with higher Post-ODI's Mean, while section managers and department managers had no significant differences between Pre-ODI and Post-ODI on the level of leadership of their supervisors. This could be implied that the leadership of section managers improved due to the direct supervisor of staff level was section manager level.

Table 4.14 : Impact of ODI in terms of Leadership by position level

Group function	n	Pre-ODI		Post-ODI		t-test	
		Mean	Std. Deviation	Mean	Std. Deviation	t-value	Sig.
Staff	176	3.8208	.65753	4.0251	.59598	3.074	.002
Section Manager	21	3.9697	.48475	4.0455	.55645	.433	.668
Department Manager	8	3.8182	.55191	3.9848	.42801	.636	.537

4.2.3.2 Impact of ODI on Leadership by in-depth interview

An in-depth interview was conduct on leadership issues with five general managers. Four respondents had positive feedback on Post-ODI

results on leadership level, while one person had negative feedback.

From table 4.15, the result of ODI was that leadership from managers was described to be better by having higher responsibilities, listening to subordinates and others more, having higher confidence in self and others, focusing on developing their subordinates and inspiring their subordinates to perform their best. However, some managers still had minimal development in leadership and the momentum was lost after the ODI period.

Table 4.15 : In-depth interviewed summary toward Leadership

In-depth Interviews on Leadership	
Positive feedback	4 persons
<ul style="list-style-type: none"> • The respondent commented that managers under her supervision had higher responsibilities, more self confidence and open-minded to listen more to other opinions. • The respondents concentrated more on training and coaching to develop their staffs' performance. • The respondent encouraged staffs to have higher confidence by initiating KAIZEN activities in her division by requesting each staffs to propose recommendation for improving work efficiency and effectiveness. • The respondent acknowledged the important of creating inspiration to staffs and motivating staffs in the team to reach challenging targets and striving to work the best as they can. • The respondent comments that the OD intervention was good; however, the momentum was getting less as times go by. Therefore, he recommended the continuing of activities. 	
Negative feedback	1 person
<ul style="list-style-type: none"> • The respondent claimed that managers under his supervision still did not perform well as leaders. They were still reluctant to make decision, low 	

confidence level and more concentrate on solving daily operation rather than effective planning.

- Punctuality, priority of assigned tasks and responsibility of managers in her team still needed improvement.

4.2.3.3 Impact of ODI on Leadership by focus group interview

The focus group interview was conduct on leadership issues. The interviewees were thirteen managers from different divisions. Most of the respondents agreed that ODI had improved the level of leadership in the company. From table 4.16, they exposed their developed leadership skills as behaving as a role model, understanding their subordinates and others, frankly communicating with others, communicating the company's vision to subordinates, empowering and developing their subordinates, and understanding the overall picture of business.

Table 4.16 : Focus group interview interviewed summary toward Leadership

Focus group interview on Leadership

- The respondent stated that he developed himself to control and behave oneself more since leader should be a role model to others.
- The respondent mentioned that she improved herself by changing her view towards her subordinates, and understanding more of surrounding people.
- The respondents claimed that they were more frankly communicating to the subordinates.
- The respondents attempted to develop his subordinates to be leader by empowering his staffs to solve the problems, and giving authorities for them to make decision by themselves.
- The respondents claimed that he communicated more to staffs by arranging regular morning brief. She also dedicated more time in solving problems for staffs and trying to develop her competence as a leader.

- The respondents tried to follow up their staffs' assigned tasks more.
- The respondents focus on training and developing her staffs by using on-the-job training. In addition, they encouraged staffs to make presentation and propose their ideas.
- The respondent mentioned that he attempted to be a good manager and leader. He developed himself to be open-minded and eliminate his bias, understand his staffs more and coach them according to the company directions.
- The respondent realized the important of vision, overall picture of company, and the important of communicating it to his subordinates.

4.2.4 Analysis of Impact of ODI on Leadership

Considering the whole organization, the ODI made a significant difference on level of leadership by positive impact from all three research methods: Questionnaire survey, in-depth interview and focus group interview. The impact was strong on Sales and Support groups, while for Service & Installation had no significant improvement. The quantitative analysis's result of Service & Installation group also confirmed by the in-depth interview of general managers – Service & Installation Division that their managers had no significant improvement after ODI, and recommended a continuous ODI program to maintain momentum of the trained managers.

In addition, the impact was considered significant on the section manager level due to the higher means on the staff's perception on the level of leadership of their supervisors. For department managers and general managers, the impact of ODI on the level of leadership had no significant differences.

4.3 Presentation and Analysis of Findings on Teamwork

4.3.1 Pre-ODI on Teamwork

From Table 4.17, the results of qualitative analysis demonstrated that the teamwork at ABC Sales was higher than average at mean of 3.9381 with standard deviation of 0.52250. The items that were lower than means with high priority for development were communication of company policy, clear assignment of tasks, role models on giving good cooperation, and teamwork among divisions in ABC Sales.

Table 4.17 : Pre-ODI result on Teamwork

Question	N	Pre-ODI	
		Mean	Std. Deviation
15. I have been provided with clear goal and Task	205	4.0829	.74620
16. The assignment of tasks in my divisions is clear	205	3.7805	.81386
17. I have been communicated about information and policy correctly and quickly	205	3.6537	.79338
18. I have good relationship with my colleagues	205	4.2683	.67969
19. I have good support from my colleagues	205	4.1122	.72902
20. I have received flexibility from my colleagues	205	3.9854	.69648
21. My colleagues accept my opinions.	205	3.9755	.63120
22. My colleagues give priority to collective goal over the individual one.	205	3.8927	.80938
23. I feel responsible of the company goals	205	4.0732	.69276
24. Managers of each division provide good examples of good cooperation	205	3.7220	.83769
25. I feel binding to my team and company	205	4.0829	.80923
26. Teamwork within my division is working effectively.	205	3.9366	.79266

27. Teamwork among divisions in ABC Sales is working effectively.	205	3.6488	.88758
Mean	205	3.9381	.52250

From Table 4.18, the in-depth and focus group interviews also provided additional information on the poor coordination between divisions, lack of personal glues within teams, and not understanding Japanese culture.

Table 4.18 : In-depth and Focus group interviews summary on teamwork during Pre- ODI Stage

In-depth Interviews on Teamwork <ul style="list-style-type: none">• Teamwork within his/ her team was at acceptable level.• Coordination between divisions was not so smooth.• Activities to promote teamwork or life after work were rarely launched by company.• Many staffs were recruited and they had low level of connectivity to current staffs.
Focus Group interview on Teamwork <ul style="list-style-type: none">• Teamwork within his/her team was doing well, but he/she would like to have a better collaboration between divisions.• Employees were more concerned on their division’s goal. Concerns about company’s goals were ranked second priority.• Some teams supported and assisted each other very closely, while some teams worked individually.• Most of staffs did not spend time after work together. They did not have strong friendship with colleagues.• Staffs had hard time working with Japanese expatriates.

4.3.2 OD Intervention on Teamwork

The research summarized the urgent needs into four objectives (Table 4.19): to make managers understand cultural differences, to make them realize the important of teamwork and create shared values, to create personal glues and to motivate everyone to act as a good team player.

As mentioned by focus group interviewees that working with Japanese was not so smooth and they did not understand the working styles of Japanese colleagues. Therefore, in order to create efficient work team with cross cultural team members, the researcher arranged some Japanese cultural training for manger level to create understanding of cultural differences. This would help Thai staff to know what Japanese colleagues thought and believed in to create efficient teamwork.

The second objective was to enlighten managers about teamwork matters and how to create a great team. In addition, this ODI had objectives to create shared values so that these values would be the mindset of ABC's team. This ODI was a two-day, one night activity which took place outside the city.

Then after they knew that teamwork mattered, the researcher encouraged them to create personal rules that made them bond together and create good collaboration. The ODI had two types: company- supported activities and team-created activities.

The fourth objective was to motivate them not to forget to act as a good team player in the company. The researcher introduced the team coordination score which every staff had opportunities to score for other teams' coordination level. This score was part of Team KPI and linked to the

payment of bonus at the end of 2009.

Table 4.19 : OD Intervention on Teamwork

Objective	ODI	Nature of Process	Target Group	Period
To develop managers to understand cultural differences and diversity so they can lead a cross-cultural team	1. Japanese Cultural Training	Training	Section Manager up	Oct. 11, 08
To develop managers to realize the importance of teamwork and create shared values	2. Team Building Activities and "Share Valued" Creation	Training and group activities	Section Manager up	Nov. 15-16, 09
To create personal glues in teams and intimacy of employee within the organization	3. Team Encouragement Activities by company 3.1 ABC Save the Earth Contest 3.2 Disable Children Donation	Project Engagement	All Staffs	December 2008 (3.1) and Mar. 14, 09 (3.2)
	4. Planned Activities by teams 4.1 Plantation at Sattaheb 4.2 Sport Day at Fairtex Sport Club	Project Engagement	All Staffs	May 16, 09 (4.1) and Jun. 20, 09 (4.2)
To motivate everyone to act as a good team player.	5. Team Coordination Score	Involvement	All Staffs	May 09

4.3.2.1 Japanese Cultural Training

Objective :

The company is a joint-venture between Japanese and Thai shareholders. There were seven permanent Japanese managers working in the company. In addition, many specially assigned Japanese specialists from headquarters in Japan have been sent to ABC Sales to implement special projects or monitor the performance; for example, IT experts to implement SAP system, Supply planning experts to implement the MRP system, after-sales service specialist to ensure the quality of our service team, new product experts to train our sales and installation engineers and an audit team to audit our financial and operational activities. Therefore, employees in every division must normally interact with Japanese colleagues. Conflict sometimes happened between Thai and Japanese managers and staff due to different cultures.

Therefore, to manage the diversity and encourage a good teamwork, the researcher arranged Japanese cultural training for Thai managers to ensure the understanding of Japanese values, norms and working styles so that they could work together as a good team.

Participants :

Section, department and general managers from all divisions joined this program on 11 October 2008.

Content :

The one-day training program was conducted as a lecture-based learning and provided examples of cultural differences. The HR Department invited a

Japanese cultural instructor to explain about Japanese culture to participants.

The content of the training consisted of the following issues:

1. Japanese Manners
2. Japanese Values & Norms
3. Japanese Business mindsets
4. Power distance

4.3.2.2 Team Building Activities & “Share Value ” Creation

Objective :

To encourage employees to realise the importance of teamwork and how to create a good teamwork environment in their work units, the researcher implemented this team building activity. The activities also created a teamwork working environment among participants which would result in good collaboration after the program. This activity also include the derivation of company’s shared values from a brainstorming activity which was in-line with the group philosophy “Dynamism, Challenge and Change”

Participants :

Section, department and general managers from all divisions joined this program on 20, 28 October and 10, 20 November 2008.

Content :

The two-day, one-night of team building activities (Figure 9, 10, 11) was conducted as a short lecture, innovation game, coach & walk rally, and workshop at Nakornnayok. HR Department utilized the service of a training institute to arrange this training. The content consisted of the following:

1. Importance of teamwork
2. Element of high performance teams

3. The necessary skills for team members: – trust, group goals and success, collaboration, open communication, networking, sharing of knowledge, and responsibilities.
4. Creation of shared values for organization success.

From this activity, the shared values from the whole group of managers were “Dynamism, Challenge, Change and Teamwork”



Figure 9: Team Building Activities (1)



Figure 10: Team Building Activities (2)



Figure 11: Team Building Activities (3)

4.3.2.3 Teamwork encouragement activities

Objective :

To create a team work environment, the researcher has encouraged the implementation of team effort activities and competition. The employees had an opportunity to engage in activities together besides normal work operations. These activities were aimed at building personal relations in working together and encouraging intimacy among employees. The activities was arranged both at individual and group level to create the environment of ABC team (Company Team), as well as group team (Division Team)

Participants:

Everyone could join activities they were interested in.

1. ABC Save the Earth Contest – each division turned in one project.
2. Disable Child Donation – Total of thirty-eight managers & staff joined the activities

Content :

The activities were ongoing from December 2008 to March 2009. There were three activities in encouraging team work:

4.3.2.3.1 ABC Save the Earth contest

Members in each division sent their ideas on how the company could help saving the Earth by proposing activities to reduce the effect of global warming (Figure12). This activity was arranged in December 2008.



Figure 12: ABC saves the earth contest

4.3.2.3.2 Disabled Children Donation

The researcher and working team has arranged for disabled children donations at Ban Rajawaden on March 14, 2009 to encourage every employee as ABC team to cooperate in doing some charitable activities. The activities included donations of money, clothes, amenities and selling of ABC T-shirts for donations; in addition, the company also donated money and air conditioners for Ban Rajawadee as well (Figure 13).



Figure 13: Disabled Children Donation

4.3.2.4 Planned activities by teams

Objective :

During the team building activities, managers had been separated into four cross- divisional teams. In order to strengthen the team synergy the researcher encouraged each team to implement one activity for the company during year 2009. The activities would be freely opened to anything that each team preferred. The activities should also be interesting for other team members and staff to join. The arranging team acted as host by being the organizer for the event, as well as promoting the event to other staff.

Participants :

Everyone could join in activities of interest. Total of forty managers and staff joined the coral plantation activities on May 16, 2009 and thirty-five

managers and staff joined the sport day on June 29, 2009.

Content :

Four activities were planned by staff and two activities had already been implemented during the intervention period these were coral plantation at Sattaheb (Figure 14) and Sport Day at Fairtex Sport Club (Figure 15, 16).



Figure 14: Coral plantation of at Sattaheb



Figure 15: Sport Day at Fairtex Sport Club (1)



Figure 16: Sport Day at Fairtex Sport Club (2)

4.3.2.5 Team Coordination Score

Objective :

To strengthen inter-divisional collaboration and coordination on the

same policy with teamwork boosting concept implemented this year, the researcher established a team coordination score linked directly to the company's balance scorecard system on the Learning and Growth perspective. This score linked to the bonus scheme of reward system.

Participants :

All employees rated for other divisions during May 2009

Contents :

Each employee had the right to vote for the other three division's coordination score. The related division was randomly selected by the in-house developed IT program for each staff to rate other division's coordination score. The rating items were on collaboration, quality of support, enthusiasm in supporting, willingness and so forth.

4.3.3 The impact of ODI on Teamwork

This section aimed to find out the results for Research Hypothesis 1.6.2, which was:

Ho: There is no significant difference in teamwork before and after ODI. Ha: There is a significant difference in teamwork before and after ODI.

4.3.3.1 Impact of ODI on Teamwork by questionnaire survey

From table 4.20, the impact of ODI on teamwork was analyzed by comparing mean of Pre-ODI and Post-ODI stages using t-test of means for two independent samples. The result shown that level of teamwork between

Pre-ODI and Post-ODI was significant different at 95% confidence interval with sig. value at 0.004 which was lower than 0.05. Therefore, H_0 was rejected; and H_a was accepted which meant that there was a significant difference between the pre and post ODI on teamwork. From the Post-ODI's mean which was increased from the Pre-ODI, the result could be summarized the higher level of teamwork after OD intervention.

When analyzing in detail which factors of teamwork that had significant difference, the research founded that at 95% confident interval, questionnaire no. 15, 16, 17, 18, 20, 24, and 26 were increased from the Pre-ODI with Sig. value lower than 0.05 and higher means. The factors that did not have significant different were 19, 21, 22, 23, 25, 27.

Most of the items that had significant increase concerned the actions or communication between supervisor and team, such as communication of goals, allocation of tasks and etc., while the items about teamwork among staff, such as support from colleagues and acceptance of ideas from colleagues, still had no significant different from Pre-ODI Stage. This was because the ODI on teamwork during this cycle was focused on the supervisor's level. The research intended that supervisors who attend the OD activities would be the main persons who drive their team to become effective; however, the impact from the supervisors would be considered not strong enough.

Table 4.20 : Impact of ODI in term of Teamwork by questionnaire no.

Question	N	Pre-ODI		Post-ODI		t-test	
		Mean	Std. Deviation	Mean	Std. Deviation	t-value	Sig.
15. I have been provided with clear goal and Task	205	4.0829	.74620	4.2976	.69610	3.011	.003
16. The assignment of tasks in my divisions is clear	205	3.7805	.81386	4.0488	.79678	3.373	.001
17. I have been communicated about information and policy correctly and quickly	205	3.6537	.79338	3.9366	.78019	3.641	.000
18. I have good relationship with my colleagues	205	4.2683	.67969	4.4293	.62710	2.492	.013
19. I have good support from my colleagues	205	4.1122	.72902	4.1707	.66798	.848	.397
20. I have received flexibility from my colleagues	205	3.9854	.69648	4.1268	.67411	2.090	.037
21. My colleagues accept my opinions.	205	3.9755	.63120	4.0878	.64329	1.782	.075
22. My colleagues give priority to collective goal over the individual one.	205	3.8927	.80938	3.9561	.74953	.823	.411

Question	N	Pre-ODI		Post-ODI		t-test	
		Mean	Std. Deviation	Mean	Std. Deviation	t-value	Sig.
23. I feel responsible of the company goals	205	4.0732	.69276	4.1756	.73324	1.454	.147
24. Managers of each division provide good examples of good cooperation	205	3.7220	.83769	3.9073	.85532	2.217	.027
25. I feel binding to my team and company	205	4.0829	.80923	4.1561	.71058	.973	.331
26. Teamwork within my division is working effectively.	205	3.9366	.79266	4.0927	.72504	2.081	.038
27. Teamwork among divisions in ABC SALES is working effectively.	205	3.6488	.88758	3.7463	.90426	1.102	.271
Mean	205	3.9381	.52250	4.0871	.51566	2.905	.004

Considering which by group function had significant differences between Pre-ODI and Post-ODI, from table 4.21 the researcher found that only sales groups had a significant difference of teamwork levels at 95% confident interval with Sig. at 0.011, which was lower than 0.05. Therefore, sales groups had higher teamwork level with higher Post-ODI's mean.

Table 4.21 : Impact of ODI in term of Teamwork by group function

Question	N	Pre-ODI		Post-ODI		t-test	
		Mean	Std. Deviation	Mean	Std. Deviation	t-value	Sig.
Sales	91	4.0372	.56122	4.2460	.53321	2.573	.011
Service & Installation	61	3.8462	.48120	3.9332	.46271	1.1018	.311
Support	53	3.8737	.47684	3.9913	.47194	1.276	.205

Considering which by position level of employees had significant differences between Pre-ODI and Post-ODI on the perception of teamwork, from table 4.22 the researcher found that only the staff level had a significant difference of reward system at 95% confident interval with Sig. at 0.004, which was lower than 0.05. Therefore, staff had higher appreciation on level of teamwork with higher Post-ODI's Mean, while section manager and department manager had no significant differences between Pre-ODI and Post-ODI on the level of teamwork.

Table 4.22 : Impact of ODI in term of Teamwork by position level

	n	Pre-ODI		Post-ODI		t-test	
		Mean	Std. Deviation	Mean	Std. Deviation	t-value	Sig.
Staff	176	3.9358	.53598	4.0982	.52524	2.891	.004
Section Manager	21	3.9853	.46576	4.0577	.43650	.485	.631
Department Manager	8	3.8654	.37628	3.7821	.46516	-.359	.727

4.3.2 Impact of ODI on Teamwork by in-depth interview

The in-depth interview was conducted on teamwork issues with five general managers. Four respondents had positive feedback on Post-ODI result on teamwork level, while one person had a neutral feedback.

From table 4.23, the result of ODI was that teamwork was described to be improved by having better cooperation between divisions, perceiving that team’s goals were superior to individual’s goals, communication organization and divisional goals to subordinates, and arranging necessary meetings to ensure policy implementation. However, the recommendation was that the team building activities should be arranged for all staff to magnifying the teamwork spirit in the company.

Table 4.23 : In-depth interviewed summary toward Teamwork

In-depth Interviews on Teamwork	
Positive feedback	4 persons
<ul style="list-style-type: none">• The respondents could feel that there was better cooperation between divisions and among team members.• The respondents claimed that employees were now perceived the important of team’s goal more than individual’s goal.• The respondents acknowledged the important of communicating organizational and divisional goals to the subordinates.• The respondent additionally arranged regular meeting to all subordinates in team rather than manager’s meeting to ensure the policy and directions were correctly communicated to staffs.• The respondent appreciated the team building activities since it made managers know each other personally, which cause better cooperation. The respondent also recommended having additional team building activities for	

staff level to strengthen the teamwork of the company.

- The respondent also created team environment in his team by arranging staffs into four working teams to assist each other in handling divisional special assignments: KPI, QC, ISO and Safety standard team

Neutral feedback 1 person

- The respondent felt that the teamwork in ABC SALES was already at the preferable level; and OD Intervention did not provide additional improvement in her team.

4.3.3.2 Impact of ODI on Teamwork by focus group interview

The focus group interview was conducted on the issue of teamwork .

The interviewees were thirteen managers from different divisions. Most of the respondents agreed that ODI had improved the level of teamwork in the company. From table 4.24, they exposed their developed level of teamwork as realizing the important of teamwork, attempting to create their own effective team, collaborating better within teams and with other teams. In addition, similar to the in-depth interview results, the interviewees recommended arranging team building activities companywide since staff level represented the majority of the company. Without the team oriented mind of the staff level of teamwork within the company would be difficult to achieve.

Table 4.24 : Focus group interview summary on Teamwork

Focus group Interview on Teamwork

Positive feedback

- The respondent mentioned that he have realized the important of teamwork and tried to develop a better team.
- Better interaction and cooperation between divisions since people knows each other more.

- Better cooperation in team. His division also set up small work teams to handle specially assigned tasks which created good cooperation between work units

Neutral feedback

- No significant impact since OD intervention was arranged only for managers who mostly already knew each other. They recommended additional activities for staff level to get involve so that the impact will be company wide.

4.3.4 Analysis of Impact of ODI on Teamwork

Considering the whole organization, the ODI made a significant difference to teamwork by positive impact from all three research methods: questionnaire survey, in-depth interview and focus group interviews. The impact was strong on sales group; however, Service and Installation and Support groups still had no significant different from ODI. This could be explained by the fact that this cycle of ODI was focused on the supervisor level. Therefore, the divisions which had a higher ratio of manager to staff like Service & Installation and Support groups (average one manager to ten staff) would be harder to strengthen level of teamwork within sections, departments and divisions, while sales group had lower ratio of manager to staff of average one manager to five staff.

In addition, the impact was considered significant on staff level due to the higher means on the perception of the level of teamwork. For the department manager and general manager, the impact of ODI on the level of teamwork had no significant differences. This could be explained by the fact

that staff at this level are younger and have lower resistance to change. They are easier to cultivate a teamwork spirit. In addition, staff was the largest group of employees; 85.9% of employees.

4.4 Presentation and Analysis of Findings on Reward System

4.4.1 Pre-ODI on Reward System

From Table 4.25, the results of qualitative analysis demonstrated that the reward system at ABC Sales was a little higher than average at mean of 3.4113 with standard deviation of 0.68621. The items that were lower than means with high priority for development were non-financial rewards, short-term rewards, fairness of reward internally, and appropriate of individual rewards.

Table 4.25 : Pre-ODI result on Reward System

Question	n	Pre-ODI	
		Mean	Std. Deviation
30. The company provides me with reasonable reward compared to the market	205	3.3902	.88777
31. The company provides me with fair rewards internally	205	3.2780	.98307
32. The company has a fair commission system (for sales)/ Bonus system (for others)	205	3.3902	1.02608
33. I have been involved in setting my work targets	205	3.4146	.93346
34. The communication of targets is done effectively	205	3.6146	.81215

Question	n	Pre-ODI	
		Mean	Std. Deviation
35. The reward system is aligned with corporate culture	205	3.4049	.90585
36. The company provides appropriate Short-term Rewards	205	3.2488	.90292
37. The company provides appropriate Long-term Rewards	205	3.3463	.90859
38. The company provides appropriate Group Rewards	205	3.4195	.86297
39. The company provides appropriate Individual Rewards	205	3.3366	.93875
40. The company provides appropriate Financial Rewards	205	3.3610	1.01288
41. The company provides appropriate Non-Financial Rewards	205	3.1171	.82602
42. I am proud to work for ABC Sales	205	4.0244	.78864
Mean	205	3.4113	.68621

From Table 4.26, the result from in-depth and focus groups’ interviews were also in line with the questionnaire results which mentioned about conflict of Individual KPI with actual job responsibilities, pool commissions, low salary levels of P.C., and non-cash reward.

Table 4.26 : In-depth and Focus group interview summary on Reward System

In-depth Interviews on Reward System

- Individual KPI did not reflect the actual work of each staff due to the team-based operation.
- Supervisors had difficulty in controlling their staffs since behavioral score

given by managers were at only 30% of staff's bonus payment.

- Recognition Award should be arranged more to create self esteem for top performer
- Non-Cash reward should be provided more to motivate staff's performance

Focus Group interview on Reward System

- Staffs gave to much concern on individual performance rather than company's performance.
- KPI caused difficulties in collaboration since everyone concern on their own performance.
- Sales Target was setting too high.
- Pool commission did not motivate high performer to contribute with full effort since everyone got the same level of commission.
- Base's salary of P.C. was very low and cause high turnover.

4.4.2 OD Intervention on Reward System

From the result of Pre-ODI stage, the research had analyzed and decided to focus on urgent needs to achieve a motivating reward system, this has four objectives (Table 4.27): to review salary structure, to revitalize the commission scheme, to balance group and individual performance on bonus payments, and to strengthen non-financial rewards.

Table 4.27 : OD Interventions on Reward System

Objective	ODI	Nature of Process	Target Group	Period
To review Salary Structure	1. Salary Structure change for P.C.	new tailor-made policy	P.C. Staffs	Jan. 09

Objective	ODI		Target Group	Period
To revitalize Commission Scheme	2. Commission Scheme Change	new tailor-made policy	Sales Staffs	Apr. 09
To balance group and individual performance on bonus payments	3. Bonus System Change	new tailor-made policy	Non-Sales Staff	Apr. 09
To strengthen non-financial rewards	4. Company Outing	Arranging event	All Staff	Jan. - Feb. 09
	5. P.C. Party	Arranging event	P.C. Staff	Jan. 6, 09
	6. Top P.C. Award	Arranging event	P.C. Staff	Feb. 2, 09

For the reviewing of salary structure, the researcher and HR team had implemented a salary survey with Hewitt Associates. In figure 17, the results showed significantly below market payments on monthly salary of staff in Job Level one, which mainly were Product Consultants (P.C.). However, from Figure 18, if considering the total cash which was the salary and other income, the remuneration was at the 25 percentile of the market.

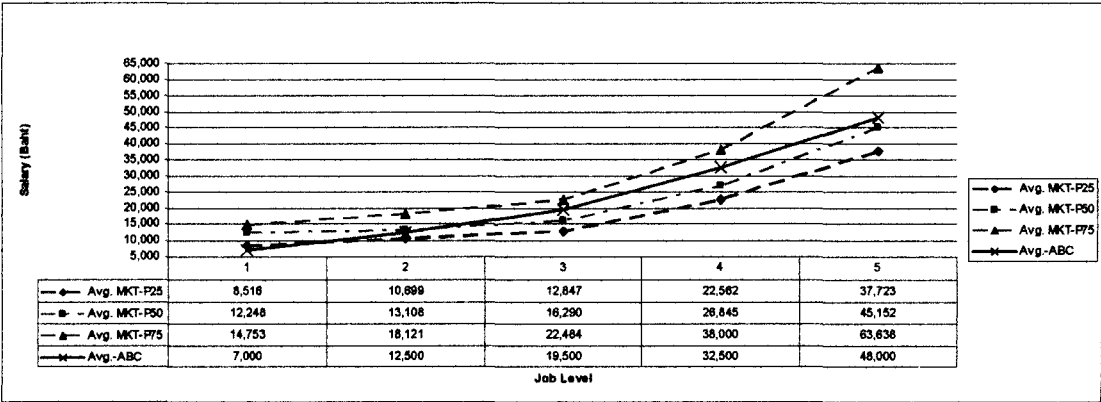


Figure 17: Salary of ABC Sales employees compared with the market

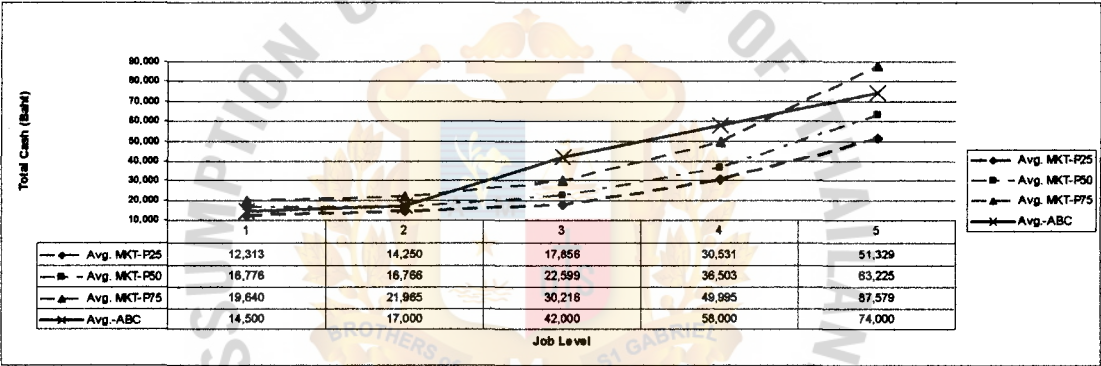


Figure 18: Total Cash of ABC Sales employees compared with the market

For this year with the unstable economy, the company decided to firstly change the salary structure of Product Consultants' (P.C.) position which is the majority of level one staff. The other reasons were that P.C. had high turnover rate of approximately 35%; and P.C. represented the image of company. Having capable P.C's with good personality and product knowledge was required for business progress. With a limited resource, the company decided to change only the P.C. salary structure this year.

Regarding the second objective on the commission scheme, the researcher made an adjustment on two groups of sales. First group was Product

Consultants which their salary structure had been adjusted. During the Pre ODI stage, their commissions were paid based on a number of unit basis which was not fair for P.C's who worked at the high traffic branches of modern trade stores. The second group of sales were dealer sales representatives. This group of staff was on a pool commission basis which was not creating high motivation for staff and cannot reward those who contributed to company with high performances.

Another intervention that had been implemented was the balancing of group and individual performance on the bonus system. The researcher redesigned the prior bonus scheme by eliminating individual KPIs and increasing corporate KPI weight. This change focused on the current problems in the organization which employees were too concerned with individual KPIs and did not give enough attention and collaboration to achieve corporate KPIs. In addition, during the economic crisis, the corporate performance should be targeted most since if the company went under, individual KPIs would be meaningless.

For the strengthening of non-financial rewards from 2008, the company had achieved number one sales in Thailand. Therefore, the management team gave the policy to provide special rewards to employees. The researcher proposed to management a flexible reward plan for company outings, which employees could select their reward of choice. The employees could select where they would like to spend their company outing with colleagues; the choices were Macau, Malaysia, and Chiang Rai.

For the recognition of staff contribution, during Pre-ODI the company

had abest staff award and a long service year award. These awards were for permanent staff. The awards for temporary staff were rarely given. Therefore, the researcher had arranged another ODI on staff recognition, top P.C. award. This award was arranged to recognize the performance of P.Cs, who are temporary staff.

The details of each OD intervention were as following :

4.4.2.1 Salary structure change for P.C.

Objective :

Product Consultants (P.C.) were on a one year contract working at designated modern trade outlets to sell and provide information about the company's products to customers. At the time of OD intervention, the company had total of 60 P.Cs in four modern trade channels countrywide: Homepro, Power Buy, Power Mall and Lotus. The company's policy was that P.Cs were motivated through incentives based on sales with a low base salary since the company could not monitor their working time and effort through the monitoring of supervisors as in other job functions. In addition, this policy was to encourage P.Cs to concentrate on selling, providing information, and taking good care to customers.

With the mentioned remuneration scheme, most P.Cs were vocational or high vocational graduates because the base salary was low. However, since P.Cs. was also the company's image they directly interacted with customers as company's representatives, the company would like to increase numbers of Bachelor degree graduates with good persuasive skills and personality.

From the company's past record in recent years, the average pay for

P.Cs was almost at the same level as bachelor graduates, white collar officers in the company. Therefore, designed to keep the existing average benefit per month, the research had arranged the salary structure adjustment by increasing salary base and reducing the commission scheme and considering the 50 percentile of market rate. In addition, a career path for P.Cs was established to ensure that high performers had a career development which they could grow with the company.

Participant:

All sixty Product Consultants

Content :

From the starting salary rate of 5,000 Baht with no specific career path for P.C. the starting salary has been increased to 7,500 Baht. In addition, P.Cs have been classified into three levels : P.C., senior P.C., and supervisor. Each level had one year time frame for each one to prove themselves. After the supervisor level, P.C. would be eligible to be promoted to be sales representative which was a permanent staff position.

4.4.2.2 Commission Scheme change

4.4.2.2.1 Commission Scheme change for P.C.

Objective :

As a result of salary structure change for P.Cs by increasing the salary portion, the commission scheme had to be modified to balance the level of remuneration. In addition, the branch location for each P.C. was argued widely among P.C. Before OD Intervention, P.Cs received commission on a per sales

unit basis. This caused unfair treatment since P.Cs who were assigned to a high traffic branch can enjoy high sales quantity, which in turn meant a high level of commission. However, for low traffic branches, the sales turnover was very low that P.C. can barely make a living.

Participants :

All sixty Product Consultants

Contents :

Commission per sales unit was terminated. The new commission scheme has been launched by considering the accomplishment percentage of target as a basis for achievement and commission payment. Each branch had been set monthly targets.

4.4.2.2.2 Commission Scheme change for Dealer Sales Representatives

Objective :

Before the OD intervention period, dealer sales representative's commission scheme was only on two dimensions : sales amount and collection. In addition, the commission payment was on a monthly basis. This commission scheme's weakness was on the short term focus on monthly achievement and the second reason it did not support the company's strategy to balance the sales contribution between wholesalers and retailers. Furthermore, the third weakness was on no motivation for sales to sell high- end products with higher gross profit margin for the company. This was due to the fact that the targets on sales amounts did not encourage sales representatives to develop new dealers or to give full attention to medium-sized and small-sized dealers (retailer) since the

sales representatives could concentrate on large-sized dealers (wholesaler) to earn the sales amounts and hit the target. This was not beneficial to the company since it would have to depend on fewer big wholesalers which cause lower negotiating powers and higher risk for the company in case they switch to sell other brands. Therefore, balancing the sales ratio of wholesalers and retailers was a challenging task for the company.

Participants :

All ten dealer sales representatives

Contents :

The new commission scheme had been launched based on quarterly and half year targets. In addition, the targets were on five dimensions: sales amount, collection, sales amount of high-end products, number of new developed dealers, and number of active dealers with sales growth from the same period in the previous year. With this new scheme, sales representatives have to pay attention to every dealer as well as concentrate on selling high-end products and focus on quarterly and half year targets.

4.4.2.3 Bonus Scheme Change

Objective :

The company had implement a balance scorecard for three years as a performance management system before the OD intervention period. The level of measurement was at three levels : corporate, division, and individual. The weaknesses found from the system were many employees were focused mainly on their division and individual KPIs which did not encourage good

collaboration and teamwork in the company. In addition, individual KPIs which had been launched one year prior to the intervention was not reflected the responsible work of each individual due to the fact that the job function assignment at ABC was on a team basis.

Participants :

All 270 employees eligible for bonus scheme

Contents :

The weight score was shifted from individual performance to company KPI to create the sense of team accomplishment as well as align everyone to company achievement as shown in Figure 19. This also was expected to create good collaboration and teamwork which was the company’s desired culture.

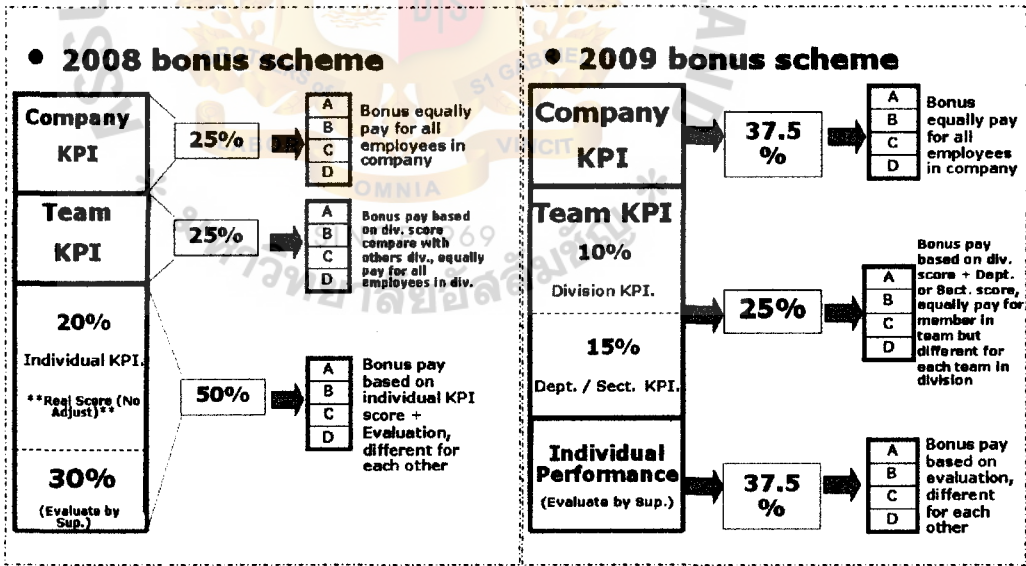


Figure 19: Bonus Scheme year 2008 and 2009

4.4.2.4 Company Outing

Objective :

As a reward for the employees in driving ABC to achieve the position of number one air conditioning company in Thailand in year 2008, the company had a special budget for celebrating this achievement. The researcher proposed to arrange a special overseas New Year company outing for the employees. This was the first time that the company arranged such an event.

Participants :

All 270 permanent staff

Contents :

Employee could select between Macau (Figure 20), Malaysia Trip (Figure 21) and Chiang Rai. Total of six trips with 40-50 persons per trip had been arranged for the outing to ensure the smooth operation of business.



Figure 20: Company Outing at Macau



Figure 20: Company Outing to Malaysia

4.4.2.5 P.C. Party

Objective :

Regarding the company outing at Macau and Malaysia for permanent staff in 3.7.3.4, the company could not afford to pay for overseas trips for product consultants who were temporary employees. Therefore, the researcher proposed the management to arrange a party for all P.Cs

Participants :

All sixty Product Consultants

Contents :

The party (Figure 22, 23) was arranged on January 6, 2009 to celebrate ABC position in Thai market and celebrate new year for all P.Cs at the same time.



Figure 22: P.C. Party (1)



Figure 23: P.C. Party (2)

4.4.3.6 Top P.C. Award

Objective :

As recognition for high performance P.C., the researcher had arranged the Top P.C. for P.Cs who had achieved a high sales performance. This was

expected to create self-esteem for the achievers, as well as other P.Cs could have a role model and attempt to achieve this award.

Participants :

All sixty Product Consultants

Contents :

Three awards (Figure 24) were given to top P.Cs from each department store (Homepro, Power Buy and Power Mall). The award considered from the percentage of sales achieved higher than targets.



Figure 24: Top P.C. Award

4.4.3 The impact of ODI on Reward System

This section aimed to find out the result on Research Hypothesis 1.6.3, which was:

Ho: There is no significant difference in Reward System before and after ODI.

Ha: There is a significant difference in Reward System before and after ODI.

4.4.3.1 Impact of ODI on Reward System by questionnaire survey

From table 4.28, the impact of ODI on reward system was analyzed by comparing mean of Pre-ODI and Post-ODI stages using t-test of means for two independent samples. The result shown that level of reward system between Pre-ODI and Post-ODI was significant different at 95% confidence interval with sig. value at 0.000 which was lower than 0.05. Therefore, Ho was rejected; and Ha was accepted which meant there was a significant difference between the pre and post ODI on reward system. From the Post-ODI's Mean which was increased from the Pre-ODI, the result could be summarized the higher level of reward system after OD intervention.

When analyzing in detail which factors of reward system that had significant difference, the research found that at 95% confident interval, every factor except No. 42 (I am proud to work with ABC Sales) were increased from the Pre-ODI with lower Sig. than 0.05 and higher means. Therefore, only No. 42 has no significant different from Pre-ODI stage.

Table 4.28 : Impact of ODI in term of reward system by questionnaire no.

Question	n	Pre-ODI		Post-ODI		t-test	
		Mean	Std. Deviation	Mean	Std. Deviation	t-value	Sig.
30. The company provides me with reasonable reward comparing to the market	205	3.3902	.88777	3.7073	.85302	3.687	.000

Question	n	Pre-ODI		Post-ODI		t-test	
		Mean	Std. Deviation	Mean	Std. Deviation	t-value	Sig.
31. The company provides me with fair reward internally	205	3.2780	.98307	3.6098	.86540	3.626	.000
32. The company has fair Commission system (for sales)/ Bonus system (for others)	205	3.3902	1.02608	3.6488	.90941	2.700	.007
33. I have been involved in setting my work target	205	3.4146	.93346	3.7220	.81394	3.553	.000
34. The communication of targets is done effectively	205	3.6146	.81215	3.7805	.76415	2.129	.034
35. The reward system is aligned with corporate culture	205	3.4049	.90585	3.6244	.79236	2.612	.009
36. The company provides appropriate Short-term Reward	205	3.2488	.90292	3.4585	.80103	2.488	.013
37. The company provides appropriate Long-term Reward	205	3.3463	.90859	3.5512	.81863	2.399	.017
38. The company provides appropriate Group Reward	205	3.4195	.86297	3.7220	.80790	3.663	.000

Question	n	Pre-ODI		Post-ODI		t-test	
		Mean	Std. Deviation	Mean	Std. Deviation	t-value	Sig.
39. The company provides appropriate Individual Reward	205	3.3366	.93875	3.6293	.86269	3.287	.001
40. The company provides appropriate Financial Reward	205	3.3610	1.01288	3.6146	.89814	2.683	.008
41. The company provides appropriate Non-Financial Reward	205	3.1171	.82602	3.3902	.90959	3.183	.002
42. I am proud to work with ABC SALES	205	4.0244	.78864	4.0634	.74154	.516	.606
Mean	205	3.4113	.68621	3.6555	.65854	3.677	.000

Considering by group function whether which group functions had the significant differences between Pre-ODI and Post-ODI, from table 4.29 the researcher found only the sales groups had a significant difference of reward system at 95% confident interval with Sig. at 0.000, which was lower than 0.05. Therefore, sales groups had a higher appreciation of the reward system with higher Post-ODI's Mean. This was due to the fact that sales staff received immediate effect on OD interventions on salary structure and commission changes as well as Top P.C. award and the P.C. party. While Service and Installation, and Support groups might realize the clear effect from OD intervention regarding bonus scheme changes during the year end when actual bonus was paid.

Table 4.29 : Impact of ODI in term of reward system by group function

Group function	N	Pre-ODI		Post-ODI		t-test	
		Mean	Std. Deviation	Mean	Std. Deviation	t-value	Sig.
Sales	91	3.3956	.74726	3.9755	.64541	5.602	.000
Service & Installation	61	3.3846	.72827	3.2989	.57873	-.720	.473
Support	53	3.4688	.51409	3.5167	.49586	.488	.626

Considering by position level whether which position of employees had the significant differences between Pre-ODI and Post-ODI on the perception of reward system, from table 4.30 the researcher found that only the staff level had a significant difference of reward system at 95% confident interval with Sig. at 0.000, which was lower than 0.05. Therefore, staff had a higher appreciation of the reward system with higher Post-ODI's Mean, while section managers and department managers had no significant differences between Pre-ODI and Post-ODI on reward systems. This could be explained by the fact that OD interventions were on overall employees and specially focused on staff levels; for example, salary structure and commission scheme changes, and Top P.C. award. Therefore, manager levels might feel no significant differences on their perceptions of the reward system.

Table 4.30 : Impact of ODI in term of reward system by position level

Group function	N	Pre-ODI		Post-ODI		t-test	
		Mean	Std. Deviation	Mean	Std. Deviation	t-value	Sig.
Staff	176	3.4156	.68960	3.6923	.66340	3.861	.000
Section Manager	21	3.3883	.61030	3.2788	.47158	-.594	.556
Department Manager	8	3.3750	.87555	3.2692	.43173	-.270	.791

4.4.3.2 Impact of ODI on Reward System by in-depth interview

The in-depth interviews were conduct on the reward system with five general managers. Three respondents had positive feedback on Post-ODI results on reward system, while two had negative feedback.

From table 4.31, the result of ODI on reward system was that three out of five respondents had positive feedback on the ODI. They mentioned that the remuneration of sales team was higher than industry average, the new bonus scheme was more appropriate and non-financial rewards were arranged properly. However, two of the respondents commented that remuneration of service staff should be revised; the adjustment of the new bonus scheme should be communicated more; and the new bonus scheme with higher behavioral score graded by managers than previous year may cause prejudice.

Table 4.31 : In-depth interviewed summary toward the Reward system

In-depth Interviews on Reward System	
Positive feedback	3 persons
<ul style="list-style-type: none">• The respondents commented that the remuneration provided by the company was better than the industry average, and at the preferable level.• The respondents felt more fairness in the new bonus scheme. The balance between group and individual performance was more appropriate.• The respondents agreed with the new bonus scheme with the balance of individual and team performance since the task allocation of respondent's division was more on team basis. The segregation of individual responsibility could not be done especially for service repair function.• The respondent commented that non-financial reward of the company was at satisfactory level. Best Staff and Top P.C. awards were arranged to recognized staff contribution.• Recognition of performance by praise and blame were given properly in the division and he attempted to act more on this perspective	
Negative feedback	2 persons
<ul style="list-style-type: none">• Salary level of Service staffs should be revised since some were below than market average.• The respond did not agree with the quick adjustment of new bonus scheme which gave higher weight on corporate and group performance than previous year. She felt that employees may not ready for this change due to inadequate communication.• The fairness of supervisor was doubtful when they graded the individual performance. Training on Performance Appraisal should be additionally performed to ensure the understanding of managers.	

4.4.3.3 Impact of ODI on Reward System by focus group interview

The focus group interview was conduct on the reward system. The interviewees were thirteen managers from different divisions. Most of the

respondents agreed that ODI increased the level of appreciation for the reward system. From table 4.28, they commented about reward systems that they preferred the new bonus scheme which had higher weights on corporate and division performance. This would cause everyone in every division collaborating effectively as they had the same goals which were company's goals as a major concern. In addition, the new scheme was more appropriate since many tasks could not be separated to be individual KPIs due to the task allocation in the company in which staff were allocated jobs on a team basis not individual . The sales team was satisfied with the individual commission scheme since it would motivate every person to perform their best and could reward each individual based on their contribution. The negative aspects of the ODI were on the prejudice that could occur when supervisors graded their subordinates since the behavioral score was higher than previous year due to the cancellation of the individual KPI scheme. They also commented that praise should be given more by supervisors, and there was too much blaming going on.

Table 4.32 : Focus group interview summary toward Reward system

In-depth Interviews on Reward System

Positive feedback 3 persons

- The respondents commented that the remuneration provided by the company was better than the industry average, and at the preferable level.
- The respondents felt more fairness in the new bonus scheme. The balance between group and individual performance was more appropriate.
- The respondents agreed with the new bonus scheme with the balance of individual and team performance since the task allocation of respondent's

division was more on team basis. The segregation of individual responsibility could not be done especially for service repair function.

- The respondent commented that non-financial reward of the company was at satisfactory level. Best Staff and Top P.C. awards were arranged to recognized staff contribution.
- Recognition of performance by praise and blame were given properly in the division and he attempted to act more on this perspective

Negative feedback 2 persons

- Salary level of Service staffs should be revised since some were below than market average.
- The respond did not agree with the quick adjustment of new bonus scheme which gave higher weight on corporate and group performance than previous year. She felt that employees may not ready for this change due to inadequate communication.
- The fairness of supervisor was doubtful when they graded the individual performance. Training on Performance Appraisal should be additionally performed to ensure the understanding of managers.

4.4.4 Analysis of Impact of ODI on Reward System

Considering the whole organization, the ODI made a significant difference on Reward system by positive impact from all three research methods: questionnaire survey, in-depth interviews and focus group interviews. The impact was strong on sales group due to the changes in the Sales Commission Scheme which directly impacted their financial reward system and motivation. However, Service and Installation and Support groups still had no significant difference from ODI. This was due to the fact that during the OD intervention period, there was a cost reduction policy from management which was not part of the ODI plan. Launched during the Thai economic recession in

2009, this policy aimed to reduce Selling, General and Administrative costs which had a direct effect on the welfare and benefits of employees. This limitation was mentioned to be a negative effect from the in-depth interviews. Therefore, the ODI had not fully achieved its effectiveness for Service & Installation and Support groups. In addition, more OD interventions were on sales groups which had immediate effect on them, while for service & installation and Support groups the effect of OD intervention would be clearly seen when actual bonuses were paid at the year end.

In addition, the impact was considered significant only on the staff level due to the higher means of Post-ODI on the perception of the level of reward systems. For the department manager and general manager, the impact of ODI on the perception of level of reward system had no significant differences. This was due to the fact that the ODIs were on every level of employees and focus on staff levels. The specific ODI arranged only for managers were not available.

4.5 Correlation analysis of leadership and employee satisfaction

This section aimed to find out the result on Research Hypothesis 1.6.4, which was:

Ho: There is no significant correlation between leadership and employee satisfaction

Ha: There is a significant correlation between leadership and employee satisfaction

From the table 4.33, the correlation analysis using t-test at confidence interval 95% founded that leadership had significant correlation to employee satisfaction at Sig. Value at 0.000, which were lower than 0.05. Therefore, Ho was rejected; and Ha was accepted which means that dependent and independent variables had significant correlation. In addition, when testing the correlation using Pearson’s correlation, the result revealed that leadership had positive correlation to employee satisfaction. This meant that if leadership increased, employee satisfaction would be increased due to high correlation between dependent and independent variables by 0.740.

Table 4.33 : Correlation analysis of leadership and employee satisfaction

<div>Dependent</div> <div>Independent</div>	n	Employee Satisfaction	
		r	Sig.
Leadership	205	0.740	.000

4.6 Correlation analysis of teamwork and employee satisfaction

This section aimed to find out the result on Research Hypothesis 1.6.5, which was:

Ho: There is no significant correlation between teamwork and employee satisfaction

Ha: There is a significant correlation between teamwork and employee satisfaction

From the table 4.34, the correlation analysis using t-test at confidence interval 95% founded that leadership had significant correlation to employee satisfaction at Sig. Value at 0.000, which were lower than 0.05. Therefore, Ho was rejected; and Ha was accepted which means that dependent and independent variables had significant correlation. In addition, when testing the correlation using Pearson's correlation, the result revealed that teamwork had positive correlation to employee satisfaction. This meant that if teamwork increased, employee satisfaction would be increased due to high correlation between dependent and independent variables by 0.740.

Table 4.34 : Correlation analysis of teamwork and employee satisfaction

Dependent Independent	n	Employee Satisfaction	
		r	Sig.
Teamwork	205	0.748	.000

4.7 Correlation analysis of reward system and employee satisfaction

This section aimed to find out the result on Research Hypothesis 1.6.6, which was:

Ho: There is no significant correlation between reward system and employee satisfaction

Ha: There is a significant correlation between reward system and employee satisfaction

From the table 4.35, the correlation analysis using t-test at confidence interval 95% founded that reward system had significant correlation to employee satisfaction at Sig. Value at 0.000, which were lower than 0.05. Therefore, Ho was rejected; and Ha was accepted which means that dependent and independent variables had significant correlation. In addition, when testing the correlation using Pearson’s correlation, the result revealed that reward system had positive correlation to employee satisfaction. This meant that if reward system increased, employee satisfaction would be increased due to high correlation between dependent and independent variables by 0.828.

Table 4.35 : Correlation analysis of reward system and employee satisfaction

Dependent Independent	n	Employee satisfaction	
		r	Sig.
Reward system	205	0.828	.000

In addition, to support the correlation of employee satisfaction and these three independent variables (leadership, teamwork and reward system), table 4.36 demonstrated the impact of ODI on employee satisfaction which was statistically increased the same direction as the increases of leadership, teamwork and reward system levels.

Table 4.36 : Impact of ODI on Employee Satisfaction

Group function	n	Pre-ODI		Post-ODI		t-test	
		Mean	Std. Deviation	Mean	Std. Deviation	t-value	Sig.
Employee Satisfaction	205	3.6602	.68517	3.9024	.64526	3.686	.000

4.8 Correlation analysis of leadership and motivation

This section aimed to find out the result on Research Hypothesis 1.6.7, which was:

Ho: There is no significant correlation between leadership and motivation

Ha: There is a significant correlation between leadership and motivation

From the table 4.37, the correlation analysis using t-test at confidence interval 95% founded that leadership had significant correlation to motivation at Sig. Value at 0.000, which were lower than 0.05. Therefore, Ho was rejected; and Ha was accepted which means that dependent and independent variables had significant correlation. In addition, when testing the correlation using Pearson’s correlation, the result revealed that leadership had positive correlation to motivation. This meant that if leadership increased, motivation would be increased due to high correlation between dependent and independent variables by 0.818.

Table 4.37 : Correlation analysis of leadership and motivation

Dependent Independent	n	Motivation	
		r	Sig.
Leadership	205	0.818	.000

4.9 Correlation analysis of teamwork and motivation

This section aimed to find out the result on Research Hypothesis 1.6.8, which was:

Ho: There is no significant correlation between teamwork and motivation

Ha: There is a significant correlation between teamwork and motivation

From the table 4.38, the correlation analysis using t-test at confidence interval 95% founded that teamwork had significant correlation to motivation at Sig. Value at 0.000, which were lower than 0.05. Therefore, Ho was rejected; and Ha was accepted which means that dependent and independent variables had significant correlation. In addition, when testing the correlation using Pearson’s correlation, the result revealed that teamwork had positive correlation to motivation. This meant that if teamwork increased, motivation would be increased due to high correlation between dependent and independent variables by 0.729.

Table 4.38 : Correlation analysis of teamwork and motivation

<div>Dependent</div> <div>Independent</div>	n	Motivation	
		R	Sig.
Teamwork	205	0.729	.000

4.10 Correlation analysis of reward system and motivation

This section aimed to find out the result on Research Hypothesis 1.6.9, which was:

Ho: There is no significant correlation between reward system and motivation

Ha: There is a significant correlation between reward system and motivation

From the table 4.39, the correlation analysis using t-test at confidence interval 95% founded that reward system had significant correlation to motivation at Sig. Value at 0.000, which were lower than 0.05. Therefore, Ho was rejected; and Ha was accepted which means that dependent and independent variables had significant correlation. In addition, when testing the correlation using Pearson’s correlation, the result revealed that reward system had positive correlation to motivation. This meant that if reward system increased, motivation would be increased due to high correlation between dependent and independent variables by 0.823.

Table 4.39 : Correlation analysis of reward system and motivation

Dependent Independent	n	Motivation	
		R	Sig.
Reward system	205	0.823	.000

In addition, to support the correlation of Motivation and these 3 independent variables (leadership, teamwork and reward system), table 4.40 demonstrated the impact of ODI on motivation which was statistically increased the same direction as the increases of leadership, teamwork and reward system levels.

Table 4.40 : Impact of ODI on Motivation

Group function	n	Pre-ODI		Post-ODI		t-test	
		Mean	Std. Deviation	Mean	Std. Deviation	t-value	Sig.
Motivation	205	3.5886	.69888	3.8520	.67905	3.870	.000

Chapter V

Summary, Conclusion and Recommendations

5.1 Summary of findings

From the findings, the OD Interventions have made significant differences between Pre and Post ODI by increasing the employees’ perception on the level of leadership, teamwork and the reward system from all three research methods: questionnaire survey, in-depth interview and focus group interview.

However, from table 5.1 which was quantitative analysis from questionnaire survey, when analyzing in detail by group function, the findings revealed that for the level of leadership, sales and support groups perceived higher level of leadership in the company while service & installation group perceived no significant difference on the level of leadership. In addition, the level of teamwork and reward system perceived to be increased by only sales groups, while the impact was not significant for service & installation and support groups.

Table 5.1 Impact of ODI by group function

Independent Variables	Total Company	Sales	Service & Installation	Support
Leadership	Higher	Higher	Unchanged	Higher
Teamwork	Higher	Higher	Unchanged	Unchanged
Reward System	Higher	Higher	Unchanged	Unchanged

From Table 5.2 from a quantitative analysis of questionnaire survey, considered by position level, the impact was significant on the section manager level due to the higher means on the staff’s perception on the level of leadership of their supervisors. For the department manager and general manager, the impact of ODI on the level of leadership had no significant differences.

For the perception on teamwork and reward system, staff perceived higher levels of these two variables after OD interventions, while section manager and department managers perceived no significant changes.

Table 5.2 Impact of ODI by position level

Independent Variables	Total Company	Staff	Section manager	Department manager
Leadership	Higher	Higher	Unchanged	Unchanged
Teamwork	Higher	Higher	Unchanged	Unchanged
Reward System	Higher	Higher	Unchanged	Unchanged

In addition, from the quantitative analysis using questionnaire survey, each of these three independent variables (leadership, teamwork and reward system) has significant relationship with each dependent variable (employee satisfaction and motivation).

5.2 Conclusion

The OD interventions on this cycle significantly increased the overall level of leadership, teamwork and reward system in the company by having higher means when comparing pre and post ODI results. However,

when considered by group functions and position levels, the impact from ODI was not significant in every aspect. The analysis of group functions and position level that had no impact from the ODI was on Table 5.3. The main reasons were due to these key factors: attributes of people, level of engagement, functional/ position focus, and impact time of ODI.

Table 5.3 Analysis of groups which have no ODI impact

Independent Variables	Service & Installation	Support	Manager
Leadership	Attribute of people	n.a.	Position Focus (Department Manager)
Teamwork	Level of engagement	Level of engagement	Attribute of People
Reward System	Functional Focus, Impact time	Functional Focus, Impact time	Position Focus, Impact Time

5.2 Conclusions

When considered by group function, the perception on the level of leadership was increased for sales and support groups. However, for service & installation groups the impact was not significant. This could be explained by the fact that service & installation personnel are technical people who have a weaker background in leadership skills compared to sales and support people; in addition, they are more resistant to change.

For the level of teamwork, the impact was significant only on sales group. This could be explained by the fact that this cycle of ODI was focused on supervisor level. Therefore, the divisions which had higher ratio of manager/ staff like Service & Installation and Support groups (average one manager to ten staff) would be harder to strengthen level of teamwork within Section, Department and Division due to lower

levels of engagement, while sales group had lower ratio of manager to staff of average one manager to five staff in which the level of engagement is higher.

For the level of reward system, the impact was also significant only on sales group. This could explain by the fact that during the OD intervention period, there was a cost reduction policy from management which was not part of the ODI plan. This researcher had no control or influence on the cost reduction policy. Its effect was more on service and support groups due to the control of general and administrative expenses and manpower reduction.

Therefore, the ODI was not fully effective for Service & Installation and Support groups. In addition, more OD interventions were on sales groups which had immediate effect on them such as salary structure changes for P.Cs and sales commission scheme changes for the sales team, while for service & installation and Support groups the effect of OD intervention would be clearly seen when actual bonus were paid at the year end.

From the other aspect, the impact of ODI was analyzed by position level. The impact of ODI on leadership was significant only on the perception of staff level, which could be implied to be the perception on section managers who was the direct supervisor of staff level. This could be explained that this program was focused mainly on section managers who was the level prioritized for leadership development from the questionnaire survey. Department managers who are higher level manager might already have this competency.

For teamwork, the impact of ODI on teamwork was significant only on the staff level. This could be explained by the fact that staff level personnel are younger and have a lower resistance to change. They are easier to cultivate teamwork spirit. In

addition, staff was the largest group of employees, (85.9%).

For reward system, the impact of ODI on teamwork was significant only on the staff level too. This could be explained by the fact that the OD interventions were on every level of employees, but focus on staff levels. The specific ODI arranged only for managers were not available. In addition, impact time of change in bonus scheme which is one of the reward systems at manager level would clearly get the result at the year end when bonus will be paid.

Finally each independent variable was tested for correlation with each dependent variable. The results demonstrated the significant correlation between each independent and each dependent variable. Therefore, the conclusion was that if leadership, teamwork or reward system increased, the employee satisfaction and motivation would be increased due to high correlation between each dependent and each independent variable.

In addition, this dissertation was focused on the initial impact of ODI toward employee satisfaction and motivation, which the firm's actual performances before and after ODI were not compared and analyzed in detail. However, a quick glance at the sales results before and after ODI was compared to incorporate with the findings. By comparing sales amounts during third quarter of 2008 and third quarter of 2009 which were the period before and after ODI respectively, sales increased from 1,050 million Baht in 2008 to 1,140 million baht in 2009, or sales growth of 8.6%. ODI would not be the only reason to claim for higher sales. However, the same irection of higher employee satisfaction and motivation and higher sales would be able to incorporate for the significant impact of ODI in this case study.

5.3 Recommendations

5.3.1 Post ODI Recommendations

For the next cycle of OD intervention, the company could focus on the issues that could be strengthened and found during this cycle of OD interventions. The next cycle of OD interventions could be on the following prioritized issues:

- Arranging additional ODIs specially focused on service & spare parts and Support groups

From this OD cycle, even though the impact of ODI had significant increased for overall company aspect, the impact was not significant for service and spare part group, and for support group, significant only on leadership. Therefore to strengthen the level of independent variables which in turn will finally result in higher employee satisfaction and motivation, the company can implement the specially designed ODI for service & installation and support groups. This is recommended as the first priority since having a strong support team would beneficially result in the sustainable growth of the firm.

- Arranging additional ODI on intrinsic rewards

This cycle of OD had interventions both on extrinsic and intrinsic rewards. However, more interventions were on extrinsic side as the review and arrangement to serve the hygiene needs for the employees. Therefore, the next cycle of OD, the company could arrange additional interventions on intrinsic rewards. This is due to the fact that employees at ABC Sales are a mostly knowledge workforce. Therefore, strengthening the intrinsic reward would create higher satisfaction and motivation.

- Continuing ODI on leadership to maintain the momentum

ODIs on leadership had created a favorable result. Therefore, the company should maintain the momentum of leadership by arranging additional ODI that can ensure that the momentum of leadership continues.

5.3.2 Recommendations for further research

From this dissertation, the company has a motivated, satisfied workforce. The company could expand this energetic workforce to higher levels of performance. The next prioritized issue for future research could be on creativity for a quantum leap of corporate performance. Then, the issue of training on performance coaching and performance assessment could be vitalized to strengthen the current performance management system, as well as, support the manager's leadership competency which had already been developed. In addition, the issue of stress at workplace could be tackled to ensure a healthy workforce in this competitive world and to ensure sustainable growth of the firm. The details of each future research topic are as follows:

- Creativity

The company culture is quite structured and systematic with lots of work processes. The management system focuses on budget control. The employee has less flexibility and creativity. The level of creativity and opportunity to motivate creativity are different in each division and team, based on the attitude and capabilities of leaders. The research on this issue could support the company to progress at a higher speed than expected.

- Cross cultural issues of Thai and Japanese personnel

Since the company is a joint venture between Japanese and Thai investors, the cross cultural issue is very important for the company. In addition, recently the ownership portion of the Japanese side was increased to be the major shareholder. Therefore, Japanese policies and workforce are continuously increasing. The understanding and management of cross cultural issues becomes another important topic that could be researched.

- Training on performance coaching and performance assessment

A performance management system is fully implemented in the company which is also linked with the reward and development system. The additional OD that should strengthen the level of performance is providing the training on performance coaching and performance assessment to managers as a mean for them to develop their team and subordinates. This will also support leadership competencies of managers.

- Stress at work

The Thai economic recession and higher competition in the market forces the company to be competitive and have challenging targets. The high targets causes stress in the company. The research on stress in the workplace could be studied to ensure a happy and healthy workforce, as well as to continue good company performance.

Epilogue

As an OD learner in Ph.D. MOD program at Assumption University, I learned invaluable mindsets, knowledge, tools and techniques of being an effective leader and change agent. In addition, doing an action research as an OD researcher was a very practical way in learning OD and provided me with the experience in implementing an actual OD cycle. This is due to the fact that implementing ODI is both an art and science; therefore, the real experience is very essential in producing an OD practitioner in the field.

Furthermore, the knowledge and experience gained from the program is very beneficial for my profession as a HR professional. HR roles in today's business arena are no longer limited only to administrative tasks. Except the administrative experts, HR professionals have to be employee champions, strategic partners with top management, and last but not least change agents. Therefore, OD which emphasized the development of organization and human capital, especially organization change, truly assists me in my career progress and goals as a HR/ OD professional.

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Appendix A: Timeline of Dissertation

TimeLine for Disseration

No.	Activity	2008				2009				2010			
		Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
1	Defend Dissertation Proposal	-											
2	Phase I : Pre-OD Intervention - Conduct Survey/ In-depth Questionnaires - Data Analysis - Develop OD Intervention Plan	-	-	-									
3	Phase 2 : Implement OD Intervention				-	-	-	-					
4	Phase 3 : Post-OD Intervention - Conduct Survey/ In-depth Questionnaires - Data Analysis - Evaluate ODI result						-	-	-				
5	Dissertation Writing	-	-	-	-	-	-	-	-	-	-	-	-
6	Submission of Final Dissertation										-		
7	Final Defend										-		
8	Revise Dissertation										-	-	

ABC Sales's Organization Chart

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graph TD; Chairman[CHAIRMAN] --> President[PRESIDENT]; President --> MD[MANAGING DIRECTOR]; MD --> SD[SALES DIRECTOR]; MD --> Sec[SECRETARY]; MD --> Coord[COORDINATOR]; SD --> DLSUPC[D/L SALES (UP-C) DIV. GENERAL MANAGER]; SD --> DLSBKK[D/L SALES (BKK) DIV. GENERAL MANAGER]; SD --> GSD[GENERAL SALES DIV. GENERAL MANAGER]; SD --> VRVMKT[VRV MKT. DEVELOP GENERAL MANAGER]; SD --> ACFIN[A/C & FINANCE DIV. GENERAL MANAGER]; SD --> HRADMIN[HR & ADMIN. DIV. GENERAL MANAGER]; SD --> SP[SERVICE & PARTS DIV. GENERAL MANAGER]; SD --> Adviser[ADVISER]; DLSUPC --> DSUPC[DEPARTMENT STORE DEPT. MGR.]; DLSBKK --> DSBKK[DEPARTMENT STORE DEPT. MGR.]; DLSBKK --> DMTD[DEALERS MTD DEPT. MGR.]; DLSBKK --> DBKK[DEALERS BKK DEPT. MGR.]; GSD --> ENG[ENGINEER DEPT. MGR.]; GSD --> EDJV[ED & JV DEPT. MGR.]; GSD --> DEV[DEVELOPER DEPT. MGR.]; ACFIN --> AC[ACCOUNT. DEPT. MGR.]; ACFIN --> IT[IT DEPT. MGR.]; HRADMIN --> PRAD[PR & AD DEPT. MGR.]; HRADMIN --> PLLOG[PLAN & LOGISTIC DEPT. MGR.]; HRADMIN --> HRGA[HR & QA DEPT. MGR.]; SP --> TECHP[TECH. & PARTS DEPT. MGR.]; SP --> ONHS[ONH SERVICE DEPT. MGR.]; SP --> VRVS[VRV SYSTEM DEPT. MGR.]; SP --> BR[BRANCH DEPT. MGR.]; SP --> W[WARRANTY DEPT. MGR.];
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The organizational chart for ABC Sales is structured as follows:

- CHAIRMAN**
 - PRESIDENT**
 - MANAGING DIRECTOR**
 - SALES DIRECTOR**
 - D/L SALES (UP-C) DIV. GENERAL MANAGER**
 - DEPARTMENT STORE DEPT. MGR.**
 - D/L SALES (BKK) DIV. GENERAL MANAGER**
 - DEPARTMENT STORE DEPT. MGR.**
 - DEALERS MTD DEPT. MGR.**
 - DEALERS BKK DEPT. MGR.**
 - GENERAL SALES DIV. GENERAL MANAGER**
 - ENGINEER DEPT. MGR.**
 - ED & JV DEPT. MGR.**
 - DEVELOPER DEPT. MGR.**
 - VRV MKT. DEVELOP GENERAL MANAGER**
 - A/C & FINANCE DIV. GENERAL MANAGER**
 - ACCOUNT. DEPT. MGR.**
 - IT DEPT. MGR.**
 - HR & ADMIN. DIV. GENERAL MANAGER**
 - PR & AD DEPT. MGR.**
 - PLAN & LOGISTIC DEPT. MGR.**
 - HR & QA DEPT. MGR.**
 - SERVICE & PARTS DIV. GENERAL MANAGER**
 - TECH. & PARTS DEPT. MGR.**
 - ONH SERVICE DEPT. MGR.**
 - VRV SYSTEM DEPT. MGR.**
 - BRANCH DEPT. MGR.**
 - WARRANTY DEPT. MGR.**
 - ADVISER**
 - SECRETARY**
 - COORDINATOR**

Appendix C : Questionnaires

Part 1 : Demographic

1. Gender ☐ Male ☐ Female
2. Age ☐ < 21 ☐ 21-30 ☐ 31-40 ☐ 41-50 ☐ >50
3. Education ☐ Diploma/ Vocational ☐ High Vocational ☐ Bachelor's ☐ Master's
4. Service Years ☐ < 1 ☐ 1 - 3 ☐ > 3 - 6 ☐ > 6 - 10 ☐ >10
5. Position ☐ Staff ☐ Section Mgr. ☐ Department Mgr. ☐ General Mgr.
 ☐ P.C. Staff
6. Section/ Department/ Division

Part 2 : Please select the level that reflects your opinion

Scoring Criteria: 5 means "Strongly agree, 4 means "Agree", 3 means "Neutral", 2 means "Disagree", 1 means "Strongly Disagree"

No.	Items	5	4	3	2	1
Supervisor's Leadership						
1	I feel comfortable to share my ideas and opinions to my supervisor.					
2	My supervisor gives me supports for improving my performance and training me.					
3	I am assigned to responsible for challenging jobs.					
4	I am motivated by my supervisor to accomplish the assigned tasks with creativity.					
5	My supervisor provides me with the clear vision of organization and work units.					
6	My supervisor assistes me in creating and implementing strategy to accomplish goals and targets.					
7	My supervisor creates a culture of shared values in the work unit.					
8	My personal values and objectives are aligned with companies.					
9	My supervisor has confindence in himself/ herself.					
10	My supervisor has confidence in me.					

No.	Items	5	4	3	2	1
11	I am inspired by my supervisor to create extraordinary performance and challenge competitive goals.					
12	I received Job satisfaction from my supervisor's leadership.					
13	I received Motivation from my supervisor's leadership.					
14	I think that the leadership of management in the level mentioned below should be developed most : 1) Section Mgr. 2) Department Mgr. 3) General Mgr. 4) Sales Rep. (for P.C. only)					
Teamwork						
15	I have been provided with clear goals.					
16	The assignment of tasks in my divisions is clear.					
17	I have been communicated about information and policy correctly and quickly.					
18	I have good relationship with my colleagues.					
19	I have good support from my colleagues and supervisors.					
20	I have received flexibility from my colleagues.					
21	My colleagues accept my opinions.					
22	My colleagues give priority to collective goal over the individual one.					
23	I feel responsible of the company goals.					
24	Managers of each division provide good examples of good cooperation.					
25	I feel binding to my team and company.					
26	Teamwork within my division is working effectively.					
27	Teamwork among divisions in SDS is working effectively.					
28	I received Job satisfaction from teamwork in SDS.					
29	I received Motivation from teamwork in SDS.					

No.	Items	5	4	3	2	1
Reward System						
30	The company provides me with reasonable reward comparing to the market.					
31	The company provides me with fair reward internally.					
32	The company has fair Commission system (for sales)/ Bonus system (for others).					
33	I have been involved in setting my work target.					
34	The communication of targets is done effectively.					
35	The reward system is aligned with corporate culture.					
36	The company provides appropriate Short-term Reward.					
37	The company provides appropriate Long-term Reward.					
38	The company provides appropriate Group Reward.					
39	The company provides appropriate Individual Reward.					
40	The company provides appropriate Financial Reward.					
41	The company provides appropriate Non-Financial Reward.					
42	I am proud to work with SDS.					
43	I received Job satisfaction from reward system of SDS.					
44	I received Motivation from reward system of SDS.					

Part 3 :

Other Comments

แบบสอบถามด้านความเป็นผู้นำของหัวหน้างาน
การทำงานเป็นทีม และ ระบบผลตอบแทน

ส่วนที่ 1 : ข้อมูลทั่วไป

1. เพศ

☐ ชาย ☐ หญิง
2. อายุ (ปี)

☐ < 21 ☐ 21-30 ☐ 31-40 ☐ 41-50 ☐ >50
3. ระดับการศึกษา

☐ มัธยมศึกษา/ ปวช. ☐ ปวส. ☐ปริญญาตรี ☐ปริญญาโท
4. อายุงาน (ปี)

☐ < 1 ☐ 1 - 3 ☐ > 3 - 6 ☐ > 6 - 10 ☐ >10
5. ตำแหน่ง

☐ พนักงาน ☐ ผู้จัดการแผนก ☐ ผู้จัดการส่วน ☐ ผู้จัดการทั่วไป

☐ พนักงาน P.C.
6. แผนก/ ส่วน/ ฝ่าย

.....

ส่วนที่ 2 : โปรดทำเครื่องหมายถูกในระดับคะแนนตามความคิดเห็นของท่าน

ระดับคะแนน: 5 หมายถึง "เห็นด้วยอย่างยิ่ง", 4 หมายถึง "เห็นด้วย", 3 หมายถึง "เฉยๆ", 2 หมายถึง "ไม่เห็นด้วย", 1 หมายถึง "ไม่เห็นด้วยอย่างยิ่ง"

ข้อ	หัวข้อ	5	4	3	2	1
ความเป็นผู้นำของหัวหน้างาน (Leadership)						
1	ฉันสามารถที่จะแสดงความคิดเห็นต่อหัวหน้างานได้อย่างอิสระ					
2	หัวหน้าของฉันให้คำแนะนำ และฝึกฝนฉัน ในการพัฒนาผลการดำเนินงาน					
3	ฉันได้รับมอบหมายให้ทำงานที่มีความท้าทาย					
4	ฉันได้รับแรงจูงใจจากหัวหน้างานให้ทำงานบรรลุเป้าหมายอย่างมีความคิดสร้างสรรค์					
5	หัวหน้างานสื่อสารให้ฉันทราบถึงวิสัยทัศน์ขององค์กรและหน่วยงาน					
6	หัวหน้างานช่วยฉันในการสร้างและดำเนินการตามกลยุทธ์เพื่อการบรรลุเป้าหมาย					
7	หัวหน้างานของฉันสร้าง "คุณค่าในการทำงานร่วม" ในหน่วยงานฉัน					
8	คุณค่าและเป้าหมายในการดำเนินชีวิตของฉันเป็นไปในแนวทางเดียวกับบริษัท					
9	หัวหน้างานของฉันมีความเชื่อมั่นในตนเอง					
10	หัวหน้างานของฉันมีความเชื่อมั่นในตัวฉัน					

ข้อ	หัวข้อ	5	4	3	2	1
11	ฉันได้รับแรงบันดาลใจจากหัวหน้างานในการสร้างผลงานที่ดีเลิศ และ ทำทายค่อเป้าหมายที่สูง					
12	ฉันได้รับความพึงพอใจในการทำงานจากความเป็นผู้นำของหัวหน้างานของฉัน					
13	ฉันได้รับแรงจูงใจจากความเป็นผู้นำของหัวหน้างานของฉัน					
14	ฉันคิดว่าความเป็นผู้นำของหัวหน้างานในระดับที่ฉันระดับด้านล่างนี้ควรได้รับการพัฒนามากที่สุด 1) ผู้จัดการแผนก 2) ผู้จัดการส่วน 3) ผู้จัดการทั่วไป 4) พนักงานขาย (สำหรับ P.C.)					
การทำงานเป็นทีม (Teamwork)						
15	ฉันทราบเป้าหมายที่ชัดเจนในการทำงาน					
16	การมอบหมายงานในหน่วยงานของฉันมีความชัดเจน					
17	ฉันได้รับการสื่อสารข้อมูลและนโยบายอย่างถูกต้อง รวดเร็ว					
18	ฉันมีความสัมพันธ์ที่ดีต่อเพื่อนร่วมงาน					
19	ฉันได้รับการสนับสนุนอย่างดีจากเพื่อนร่วมงาน และหัวหน้างาน					
20	ฉันได้รับความยืดหยุ่นอย่างเหมาะสมในการทำงานจากเพื่อนร่วมงาน					
21	เพื่อนร่วมงานของฉันยอมรับความคิดเห็นจากฉัน					
22	เพื่อนร่วมงานของฉันให้ความสำคัญกับเป้าหมายส่วนรวม					
23	ฉันมีความรู้สึกเป็นส่วนร่วมในเป้าหมายรวมของบริษัท					
24	ผู้บริหารของแต่ละหน่วยงานเป็นตัวอย่างที่ดี ในการประสานงานกัน					
25	ฉันมีความรู้สึกผูกพันกับหน่วยงานของฉัน และ บริษัท					
26	การทำงานเป็นทีมในหน่วยงานของฉันมีประสิทธิภาพ					
27	การทำงานเป็นทีมระหว่างหน่วยงานของ SDS มีประสิทธิภาพ					
28	ฉันได้รับความพึงพอใจในการทำงานจากการทำงานเป็นทีมของบริษัท					
29	ฉันได้รับแรงจูงใจจากการทำงานเป็นทีมของบริษัท					

ข้อ	หัวข้อ	5	4	3	2	1
ระบบผลตอบแทน (Reward System)						
30	บริษัทมีการให้ผลตอบแทนที่เหมาะสมเมื่อเทียบกับตลาดงาน					
31	บริษัทมีการให้ผลตอบแทนที่ยุติธรรมภายในบริษัท					
32	บริษัทมีระบบ Commission (สำหรับพนักงานขาย)/ ระบบโบนัส (สำหรับตำแหน่งอื่นๆ) ที่เหมาะสม					
33	ฉันมีโอกาสในการมีส่วนร่วมการตั้งเป้าหมายในการทำงานของฉัน					
34	ฉันได้รับการสื่อสารถึงเป้าหมายในการทำงานอย่างมีประสิทธิภาพ					
35	ระบบผลตอบแทนมีความสอดคล้องกับวัฒนธรรมการทำงานของบริษัท					
36	บริษัทมีการให้ผลตอบแทนใน "ระยะสั้น" ที่เหมาะสม					
37	บริษัทมีการให้ผลตอบแทนใน "ระยะยาว" ที่เหมาะสม					
38	บริษัทมีการให้ผลตอบแทนโดยพิจารณาจาก "ผลงานรวมของหน่วยงาน" ที่เหมาะสม					
39	บริษัทมีการให้ผลตอบแทนโดยพิจารณาจาก "ผลงานรายบุคคล" ที่เหมาะสม					
40	บริษัทมีการให้ผลตอบแทน "ที่เป็นตัวเงิน" ที่เหมาะสม (เช่น เงินเดือน โบนัส คอมมิชชั่น สวัสดิการ)					
41	บริษัทมีการให้ผลตอบแทน "ที่ไม่เป็นตัวเงิน" ที่เหมาะสม (เช่น ค่าชดเชยชั้นชม การเลื่อนตำแหน่ง ความก้าวหน้า การฝึกอบรม)					
42	ฉันมีความภาคภูมิใจในการทำงานจากการที่ได้ร่วมงานกับ SDS					
43	ฉันได้รับความพึงพอใจในการทำงานจาก "ระบบการให้ผลตอบแทนของ SDS"					
44	ฉันได้รับแรงจูงใจจาก "ระบบการให้ผลตอบแทนของ SDS"					

ส่วนที่ 3 :
ข้อเสนอแนะอื่นๆ

Appendix D : Example of Self-designed leadership enhancement plan

Self-designed leadership enhancement plan

Notes : This evaluation will be considered as your performance criteria ie., Leadership Skill , Teamwork & Relationship.
: ผลการประเมินดังกล่าวจะใช้เป็นส่วนหนึ่งของหลักเกณฑ์การประเมินผลงาน (ภาวะผู้นำ, มนุษยสัมพันธ์และการทำงานเป็นทีม) ในการประเมินผลงานประจำปี

EMPLOYEE'S NAME : _____ EMPLOYEE'S CODE : _____06405_____
SECT/DEPT : _ Supply Planning _____ DIVISION : __ HR & Admin _____

As a consequence of attending the training program, please identify how can you improve your practice as a result of this training.
(ภายหลังจากการฝึกอบรม ท่านสามารถนำความรู้ที่ได้จากการฝึกอบรมมาใช้ในการปรับปรุงการทำงานของท่านหรือหน่วยงานของท่านอย่างไร ?)

What's issue to be improved ? (ข้อปรับปรุง)	Action Plan / Countermeasures (แผนการปรับปรุง)	When will the plan be implemented ? (วันที่แล้วเสร็จ)	What evidence indicates improvement ? (หลักฐานหรือผลที่จะแสดงให้เห็นเมื่อ ทำการปรับปรุง)
1. Lack of motivation when faced with problems that is complicated and difficult to solve or knowing that the issue will be difficult to fix.	1. Improve motivation with everyone and cheer team that problem would be easily resolve.	Mar-09	Achieve Inventory day target.
	2. Coach team and motivate team to use creativity in problem solving and create process to reach goal clearly.		
	3. Constant communication and track performance in reaching goal and Determine alternate solution.		
	4. Recognize good performance when good work is performed		
2. For employees with low performance and motivation. Work constantly contain mistake and involve a lot of time to correct and fix problems.	1. Need to recognize when poor performance occurs and continue performance evaluation.	May-09	Evaluation schedule ,
	2. Make sure the employee understands what is ask, expectation, and improve communication and guidance		Reduction in mistakes and improved work performance

Curriculum Vitae

MANU LEENAWONG

- EDUCATION** **GEORGIA STATE UNIVERSITY** Georgia, USA
Master of Business Administration, June 1998, Management and Finance concentrations
- THAMMASAT UNIVERSITY** Bangkok, Thailand
Bachelor of Business Administration (International program), December 1995, Finance and Banking major
- ASSUMPTION COLLEGE** Bangkok, Thailand
High School Certificate, March 1992, Science-Math Major
- CERTIFICATE INTERNATIONAL ORGANIZATION DEVELOPMENT ASSOCIATION**
IODA 21st World Conference, Netherlands, August 27-31, 2006
IODA 22nd World Conference, Canada, August 21-25, 2007
- CHULALONGKORN UNIVERSITY** Thailand
Certificate of Real Estate Management (RE-CU#22), 2003
- WORKING EXPERIENCE** **SIAM DAIKIN SALES CO., LTD.**
General Manager – HR & Administration Division
November 03 - Responsible for 5 main functions:
- July 09
 1. Human Resources Management and Development
 2. Purchasing and General Administration
 3. Marketing, Advertising and Sales Promotion
 4. Supply Planning and Logistics
 5. QMR of ISO 9001 and EMR of ISO14001
- August 2002 **GOLDEN WEALTH CO., LTD. (T.C.C. GROUP)**
- October *Head of Finance Department*
2003
 - Monitoring stream of cash flows from revenues and expenses
 - Analyzing the Pre-feasibility of land
- January 2000 **THAI RATING AND INFORMATION SERVICES CO., LTD. (TRIS)**
- July 2002 *Analyst, Performance Evaluation Department*
 - Giving consultation to clients for Balanced Scorecard and Key Performance Indicators
- November 98 **EXEL (THAILAND) CO., LTD.**
- December *Stock Controller, Tops Supermarket's Distribution Center*
1999
 - Ensuring that the realization of the physical accuracy is in line with the stock management system
 - Analyzing and carrying out feasibility studies, as well as, proposing solutions for more effective and efficient procedures

