The Impact of Organization Development Interventions on Management Effectiveness in Terms of Organizational Communication and Teamwork: A Case Study of ABC Company

By

Ms. Jindapa Prinyaroje

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

Master of Management in Organization Development & Management

Graduate School of Business
Assumption University
Bangkok Thailand

November 2003

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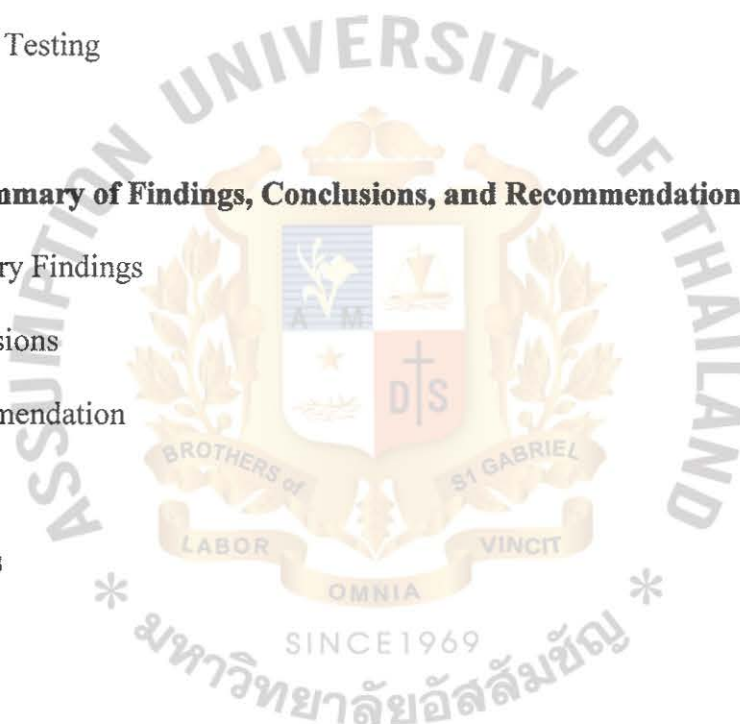**Approved for Graduation on :**

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TABLE OF CONTENTS

ABSTRACT

The main objective of this study is to find the impact of organizational development interventions (ODI) on management effectiveness in terms of organizational communication and teamwork of ABC (Thailand) Ltd – Bangpoo Factory. The significant benefits of this study are for the management team, it could re-organize the organizations management to take better steps with the clearer directions. The study is also significantly beneficial for the employees, it informs and lets the employees understand more about organization management and encourages them to corporate in activities.

The study is conducted objectively by using primary data from observations and OD questionnaires were distributed to 11 people from the management level and 39 people from middle management levels.

The study on pre OD intervention found that the problems of organizational communication in the company were related to communication channels and communication flows. While the problems of teamwork were related to responsibility and accountability, and delegation. The OD interventions that were applied to the study are training courses and workshops. On the other hand, there is a significant difference in pre and post OD interventions.

In conclusion, the OD interventions have helped all of the top management and middle management levels to achieve improvement. Achieving of cognitive and behavioral levels would be possible if OD intervention implementation has continuously

proceed in the ongoing process. The recommendation is that the management should always consider what are the appropriate communication channels, they are face-to-face meetings and e-mails, to communicate their messages and how the messages flow, they are upward and downward effectively for getting the best results. Also, the management should build a friendly atmosphere in the workplace by arranging the activities which encourage to tighten the relationship and synergy of all the workforce to reach the company's goals, for example, set up team building and outing activities once a year in the company's activity plans.

ACKNOWLEDGMENTS

While the work in this book is mine, many of the ideas and experiences come from others to whom I acknowledge a tremendous debt of gratitude and appreciation. First and foremost among these is Dr. Salvacion E. Villavicencio, my advisor who has given me useful and valuable advice, and has been very patient to all advisees.

Next, I would like to give my deepest gratitude to Dr. Perla Rizalina M. Tayko and Dr. Ismail Ali Siad who are my committee members. They helped me to gather my thoughts, and gave me a clear idea to meet my research topic.

Although I generated the initial energy behind ODI implementation, the real learning occurred through the day-to-day trials and experiences with the management and employees in the organization. During my ODI implementation, everyone has opened themselves up to new ways of thinking and behaving. It was a learning experience that has influenced the way I think about an organizations development. This research would not have been possible without their efforts, collaboration, and willingness to share struggles and time. Moreover, I would like to thank my boss and colleagues who worked aside me in the ODI implementation, because if it was without their help, collaboration, and effort, it would not be successful.

Lastly, I would like to lovingly dedicate this research and thank my father and the organization, who supported me with the budget in ODI implementation and also in undertaking the MM program from the beginning.

List of Figures

List of Tables

Appendix E:

Training and Workshop Outline

Workshop Instrument

Seminar Evaluation

CHAPTER 1

GENERALITIES OF THE STUDY

1.1 Background of Study

Globalization is increasing competitive pressures such that competition is no longer internal to a country but to all organizations far across the world. Economists, politicians, business leaders, and others have recognized that change has been the driver of human progress for several centuries. Until recently, change was understood by all to be positive-that it led to a better life, both for those who sought great gains from control of economic forces, and for those who were pulled along by new expectations and increasing economic and social consequences wrought by the change. (Drafke & Kossen, 1998)

ABC Co. – the world's leading food and beverage company as of 2001 (Financial Times, 2002), with a total workforce of approximately 230,000 people in 470 factories worldwide. Maintaining the leader position under rapidly changing circumstances requires a great degree of agility not normally associated with a company of the size of ABC. ABC's existing products grow from innovation and renovation while maintaining a balance in its geographic activities and production lines. Long-term potential is never sacrificed for enhancing short-term performances. The company's priority will be to bring the best and most relevant products to people, wherever people are, whatever people need throughout their lives. Moreover, they are creators of the **"Three Rs Project"**, there are called 'well-being' is consists of

Regionalisation, *Re-aggregation* and *Reorganization*. This should be in reflect on to the way the world is going, particularly towards the trend of globalization.

ABC (Thailand) Ltd. is a famous international organization in Thailand. It was founded 100 years ago and there are now seven factories located in Bangkok and surrounding areas – Ayudhaya Factory, Bangchan Factory, Bangpoo Factory, Chachoengsao Factory, Navanakorn Factory, Pakchong Factory, and Srinakharin Factory. The number of employees of ABC Co. in Thailand is about 3,000 people. The first well-known product of ABC that was launched in 1903 is *Sweeten Condensed Milk*, and is well known even today. As per the *"Three Rs Project"*, ABC (Thailand) was very much in the center of the *Regionalisation*, which took place with the concept of ASEAN. Vietnam was a semi-independent kingdom operating very independently with some leverages of the manufacturing capabilities of Thailand, but more in competition to the Thai market than in harmony with the Thai market. The first big move was to create this *regionalisation*. Already Laos, Cambodia and Myanmar as part of the Thai market, were extensions of the Thai market. But the major step, the company took was the integration of Vietnam into this Region, which is really going to express the most important benefits in the years to come. Maybe later on Myanmar will have a little bit of a different environment compared to today. But certainly when one sees the population base of Vietnam, the improvement in its Gross Domestic Product (GDP) and the income of its people, Vietnam is going to play an enormous role in the development of the company in future with 80 million people who would become consumers of ABC. The company knows that the key driver of the food business is, population, people have to eat everyday and this is a good business to be in, even in times of recession and dry seasons. The second thing is the economic development that

takes place. Certainly this region has overcome these problems and in fact in the future this region will benefit from the growth of China and China's involvement in the WTO and integration into the global community. So *Regionalisation* has been a very important step and the presence of everybody here today confirms the kind of change that has taken place. The third person should look at the *regionalisation* as a means to make more effectively and more efficiently. The second part of the three Rs was the **Re-aggregation**, originally came from *ASEAN Industrial Joint Venture Project* (AIJV Project), which was a famous project developed for exporting non-dairy creamers. And of course Thailand played an important role with the Bangpoo factory, the main source for non-dairy creamers. Today, Bangpoo factory is one of the most efficient non-dairy creamer plants. Of all the plants, not just non-dairy creamer plants, the production cost of Bangpoo factory is the lowest compared to in anywhere else in the world. As a consequence of that, Bangpoo factory is in the process of doubling its capacity from 55,000 tons presently which is a real stretch on the technical capability of the plant to 120,000 tons in the mid of 2003. Yet another factory is the Navanakorn factory, which is today the largest ABC wet milk plant worldwide with a capacity of producing wet milk just short of 400,000 tons. The dynamics and dimension of the number of containers that have to leave the factory everyday for sales throughout the region, outside Thailand. These are not only making contributions to ABC but also making an important contribution to the economy to Thailand. Navanakorn and Bangpoo factory themselves are very much tied in to the second phase of the Re-aggregation which is from the *ASEAN Industrial Structure Project* (AIS Project). This project was developed for transferring the production base from a base which had high production costs or low production capacity to a base which has lower production costs or higher production

capacity. Today, Bangpoo and Navanakorn factories is part way through; now move into that area of implementation where the arguments begin about transfer pricing, about supply reliability, or alternatively the demand accuracy, and all these kinds of things. The third part for the Three Rs is the *Reorganization*. Today, the company has relationships with international retailers, which is as good as certainly anywhere else in the world, and this was due to the fact that the company was well managed. As the company was being managed by some of the people who were very serious and the problems here in Thailand were the investments that were being made by the international retailers who in some way or the other felt more at home in Thailand than most of the other countries of Southeast Asia and later China. The other element which was developed as an initiative from the Thai market was the navigator concept for sales channel's development and again the benefits of this flow is around Asia and the African Zone (AOA Zone). From all of the elements in the *three Rs – Regionalization, Re-aggregation* and *Reorganization*, Thailand and the region of Indochina had played a very critical role.

In this study, the researcher would like to focus on the Bangpoo factory where is the researcher is working. Bangpoo factory was founded around 30 years ago. The main product of Bangpoo is non-dairy creamer. Bangpoo is the production and distribution center of these products in Southeast Asia. Two years ago, headquarters of ABC was to expand to Bangpoo factory to move it the third largest non-dairy creamer production center in the world, beside America and South Africa, and supplying non-dairy creamers around Asia by doubling their production capacity from 55,000 tons per year to 120,000 tons per years. Moreover, Bangpoo Factory became the non-dairy creamer production center with the lowest production costs in the world. Also, with the

capacity of people, to cope with the scale and speed of these changes has become a major issue. It has brought about a situation where understanding management effectiveness is of prime importance in work settings. Therefore, the Bangpoo's management team, as shown in the organization chart on appendix A, is aware to discretly find out the dysfunctional behaviors, which are barriers for the organizational or managerial effectiveness. Dysfunctional behavior that were observed by the researcher are the problems of communication flow and teamwork.

The major cause of an internal communication problem, from the researcher's observation, was from lack of understanding in communication flow between top and middle level management. Because ABC has rotation of management every 4 years, specifically at the position of vice president and engineering managers of ABC factories, the increasing number of management teams arise with the companies expansion. Thus, communication flow has changed to follow the understanding about of organizations communication flows of each management team. This is an example of communication flow problem, a vice president makes a direct order to an accountant without informing the head of the accounting department. This would create some confusion for the employee to schedule his/her work execution plan and prioritize the work order. This conflict on the flow affects the completeness of communication between sender and the receiver.

Besides the internal communication problems, teamwork was another problem which was observed by the researcher. The problem is caused by the lack of commitment that the employee shares with the team. Some employees lacked responsibilities in their work and affected the performance of their team. Some employee might not even sure about what their responsibilities are as a part of the team.

Some employees don't believe in the need of working as a team. For these reasons, the problem of teamwork is always found in an organization from time to time.

From the researchers point of view, if organizational communication flow and teamwork are improved, this will lead the organization to function more effectively.

1.2 Research Objectives

1.2.1   To introduce the chosen OD interventions (ODI) to the company.

1.2.2   To determine the impact of OD Interventions (ODI) on management effectiveness in terms of organizational communication and teamwork.

1.2.3   To identify the present situation of the management effectiveness in terms of organizational communication and teamwork.

1.2.4   To identify behaviors those are barriers to management effectiveness in terms of organizational communication and teamwork.

1.2.5   To determine what are the appropriate OD interventions (ODI) to management effectiveness in terms of organizational communication and teamwork.

1.3 Statement of the Problem

The main concern of the study is on the impact of organizational development interventions (ODI) on management effectiveness in terms of Organizational Communication and Teamwork of ABC (Thailand) – Bangpoo Factory.

This study address concern to top and middle level management regarding the organizations communication and teamwork of the company and contributes to the effectiveness of management.

1.4 Research Questions

1.4.1   What are the current flows of communications?

1.4.2   What is the dynamics of teamwork in terms of responsibility and accountability, and delegation?

1.4.3   What OD interventions are necessary to address organizational communication issues to improve communication flows?

1.4.4   What OD interventions are necessary to address teamwork issues in terms of responsibility and accountability, and delegation?

1.4.5   What are the differences of management effectiveness before and after OD interventions in terms of organizational communication and teamwork?

1.5 Hypothesis

H1 :   There is no significant difference in Pre OD Intervention in terms of organizational communication and teamwork and the Post OD Intervention in terms of organizational communication and teamwork.

1.6 Definition of Terms

- *Organization Effectiveness:* the organization where is stability, productivity, efficiency, and aware of the valued human resources and skill workforce. (Gilley, Quatro, Hoekstra, Whittle, and Maycunich, 2001)

- *Top Management:* the position of Vice President, Senior Manager, and Manager.

- *Middle Management:* the position of Assistant Manager, Senior Supervisor, and Supervisor.

- *Organizational Communication:* the messages sent and received within the organization's formal and informal groups. (Weihrich & Knootz, 1993)

- *Communication:* the process of sending and receiving symbols with meanings attached. (Schermerhorn, 2002)

- *Communication Channel:* the medium through which a message is sent. (Schermerhorn, 2002)

- *Communication Flow:* the directions of communication which are upward, downward, etc. (Luthans, 1998)

- *Upward Communication:* messages sent from the lower levels of the hierarchy to the upper levels. (Devito, 1997)

- *Downward Communication:* messages send from the higher levels of the hierarchy to the lower levels (Devito, 1997)

- *Lateral Communication:* massages sent and received among equals.

- *Grapevine Communication:* informal pattern of communication that moves any direction, for example, gossip.

- *Unity of Command:* Individuals should be accountable only to one boss for the results they achieved, to avoid confusion on operational matters.

- *Teamwork:* a group of individuals with complementary skills who depend upon one another to accomplish a common purpose or set of performance goals for which they hold themselves mutually accountable). (Robbins, 1998)

- **Responsibility:** the obligation to perform that results when a subordinate accepts assigned tasks.

- **Accountability:** the obligation to report results to supervisors or team members and to justify outcomes that fall below expectations. (Mescon, Bovee, and Thill, 2002)

- **Delegation:** the process by which manager assigns a portion of their total workload to others (Griffin, 1996)

- **Seven Habits:** a set of tools are the seven characteristics of highly effective teens to help you deal with real life.

- **Commitment:** defined as the loyalty of an individual to the organization. (Schermerhorn, 2002)

- **Team Management:** to clarify the team's purpose and goals, ensure that its members work well together, build commitment and self-confidence, strengthen the team's collective skills, and approach, remove externally imposed obstacles, and create opportunities for team members to develop their skills and competences. (Armstrong, 1999)

- **Team Building:** an effort in which a team studies its own process of working together and acts to create a climate that encourages and values the contributions of team members. (www.ianr.unl.edu/ubs/misc/cc352.htlm)

- **Team Development:** an educational process of continually reviewing and evaluating team functioning and identifying and establishing new and more effective ways of operating. (Harvey & Brown, 1996)

1.7 Significance of the Study

ABC (Thailand) – Bangpoo Factory is the biggest manufacturer and supplier of coffee creamer in Asia. It is also one of the three major suppliers of coffee creamer in the world. The two other suppliers are United States and South Africa. In order to retain in prestigious position, the concept of management effectiveness must be applied to every single unit in the organization. Therefore, this study will be significantly beneficial for the organization as its results could be used as guidelines in the implication of continuous improvement concepts to the organizations management.

The significant benefits of this study for the management team, would be re-organizing the organizational management to take better steps with clear directions. The study will help the organization to determine its communication and teamwork to be able to have knowledge of their management style and to be ready to face challenges in the upcoming changes that may or may not affect the organizations management.

The study will also be significantly beneficial for the employees, it would inform and let the employees understand more about an organizations management and will encourage them to corporate with activities.

Moreover, another ABC (Thailand) and other companies could also apply this study and renew guidelines for their organizations management.

1.8 Scope and Delimitation of the Study

This study is mainly based on management effectiveness in terms of organizational communication and teamwork. For the purpose of this study, the OD intervention will be undertaken will be limited to just two aspects.

The respondents of this study are the top and middle management levels of the company. The total number of respondents are 50 people from ten departments.

The limitation of the study is the nature of the attitude of Thai people. Most of the respondents are Thais. They do not express their ideas or opinions directly even though they think or believe differently. This could happen because the respondents are afraid of losing social relations. As the respondents believe that the expression of different ideas will cause debates and that might more or less have an affect the people in their groups will perceive on them and ultimately may reject them from the group.

Another limitation is the companies name and all the information about the company that has been mentioned in this study needs to be carefully used and keep in confidentiality from any irrelevant parties.

Also, the time period is a limitation because all of the five dysfunctional behaviors, which were voted in the Undesirable Behavior Change Workshop, cannot change in short-term. So, the researcher has chosen just two major dysfunctional behaviors, which are organizational communication and teamwork, for the case study of OD intervention. The researcher thinks that after introduction of OD Intervention, the rest of the three dysfunctional behaviors can be easily addressed.

CHAPTER 2

LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK

This chapter consists of the review of literature related to the research topic of "The impact of organizational development interventions on management effectiveness in terms of organizational communication and teamwork: a case study". The flow of this chapter begins with the concept of organization effectiveness, organizational communication and teamwork. Theories related to the designed OD interventions plan, and then, the theories and approaches that related to four main variables: communication channel, communication flow, responsibility and accountability, and delegation are presented.

2.1 Organizational Development Intervention

Global competition and economic downturns have exposed a glaring weakness in many organizations: the fact that many organizations have become overstaffed, cumbersome, slow and inefficient, and low competitiveness. Organization Development (OD) is a discipline applying behavioral science to help the organizations adapt to these changes. Organization development is aimed not only at improving the organization's effectiveness, but also at enhancing the development of organization members. (Harvey, Don and Brown, Donald R. 1996)

Also, Organization Development (OD) is an emerging discipline aimed at improving the effectiveness of the organization and its members by means of a systematic and systematic change program. It is also a long-range effort to improve an

organization's ability to cope with change and its problem-solving and renewal processes through effective management of the organization culture.

However, organization development intervention is a planned change that is applied to do in action, and it consists of various steps: perception and recognition of problems, entering consultants, data are collected, feedback provided to client, joint action planning, action, assessment, feedback provided to client, joint action planning, action, etc. (continuing cycle)

Organization development intervention can be a temporary or continuing process, because it depends on how the organization diagnoses the problems or issues in the organization itself, how serious the issues are. For example, if the organization has problem of organizational culture, it needs many strategic changes to implement in the organizations in order to change culture, and it may take very long time to do it.

Table 2-1 Major Characteristics of the Field of OD (Harvey and Brown, 1996: p.5)

Characteristics	Focal Area
1. Planned Change	Change is planned by managers to achieve goals.
2. Collaborative Approach	Involves collaborative approach and involvement.
3. Performance Orientation	Emphasis on ways to improve and enhance performance.
4. Humanistic Orientation	Emphasis upon increased opportunity and use of human potential.
5. Systems Approach	Relationship among elements and excellence.
6. Scientific Method	Scientific approaches supplement practical experience.

From Table 2-1 organization development approach (OD) is a combination of various major characteristics: planned changes, collaborative approach, performance orientation, humanistic orientation, systematic approach, and scientific method. It is a practical tool to improve the development of the organization to cope with change systematically and effectively. Doing this successfully, it needs collaboration among the management and all staff members.

Open System

Resource Input	Transformation process	Outputs
Information Equipment Facilities Materials Money People Technology	Organization Human Resources Workplace Actions Physical Resources	Products Goods Services

Customer Feedback
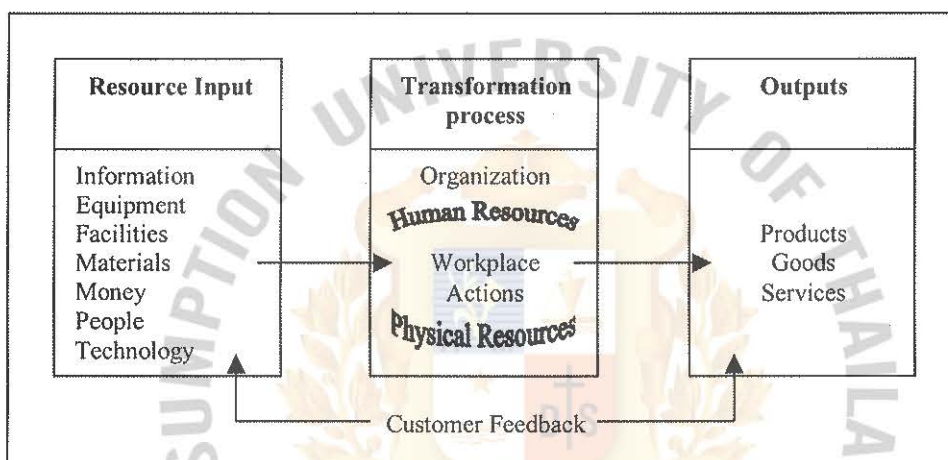
Figure 2-1: The Organization as an Open System (Harvey and Brown, 1996: p.36)

From Figure 2-1, there are three basic elements in an open system approach that recognizes the effect of managerial functions and interrelationship between sub-elements in an the organization. The flow of inputs and outputs is a basic starting point in the description of the system. Each organization can be viewed as a number of interrelated, interdependent parts, each of which contributes to total organizational functioning and to the achievement of its goal.

OD is a continuing process of long-term organizational improvement consisting of a series of stages as the below Figure 2-2. The primary difference between OD and other behavioral science techniques is an emphasis upon viewing the organization of a

system approach to the functional, structural, technical, and personal relationships in organizations. OD is the continuous organization improvement method that the organization can develop new implementation continuously. Anyway, many organization development programs use the action research model; collecting information about the organization, feeding this information back to the client system, and developing and implementing action programs to improve system performance.

A Model for Organization Change
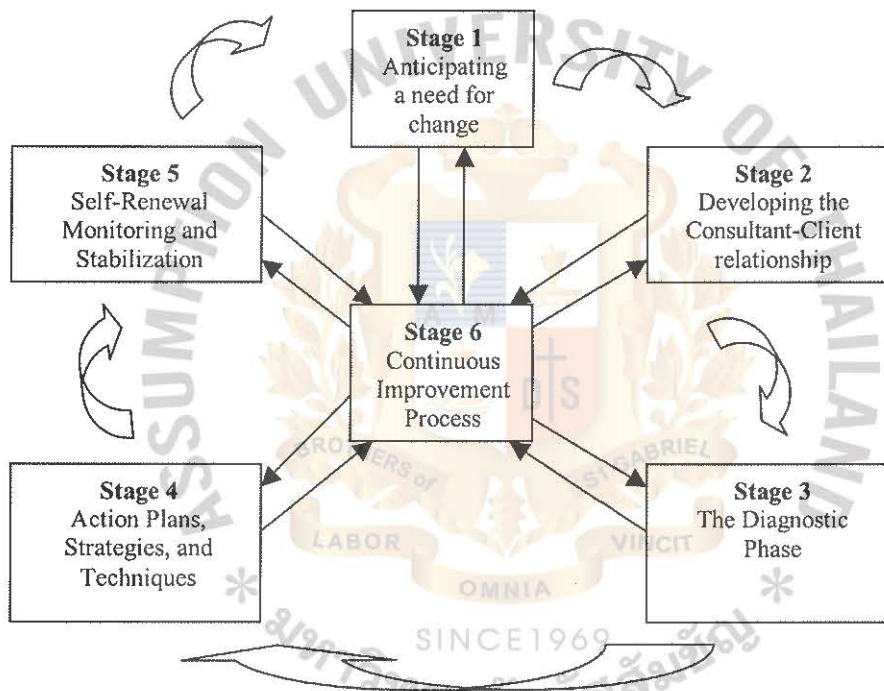
Figure 2-2: New Paradigm: Organization Development Stages

Organization effectiveness

A Significant challenge for organizational evaluation is to differentiate between effective and ineffective organizations. Unfortunately, such endeavors often prove to be quite elusive in nature, and researchers often disagree about the most important criteria

for making such decisions. Some theorists have even suggested that to a large extent being effective essentially means "doing the right things as well as doing things right". Thus, given the diverse interpretations of what actually constitutes an effective organization, it is important to understand a different view of organizational effectiveness. (Bowditch & Buono, 1997)
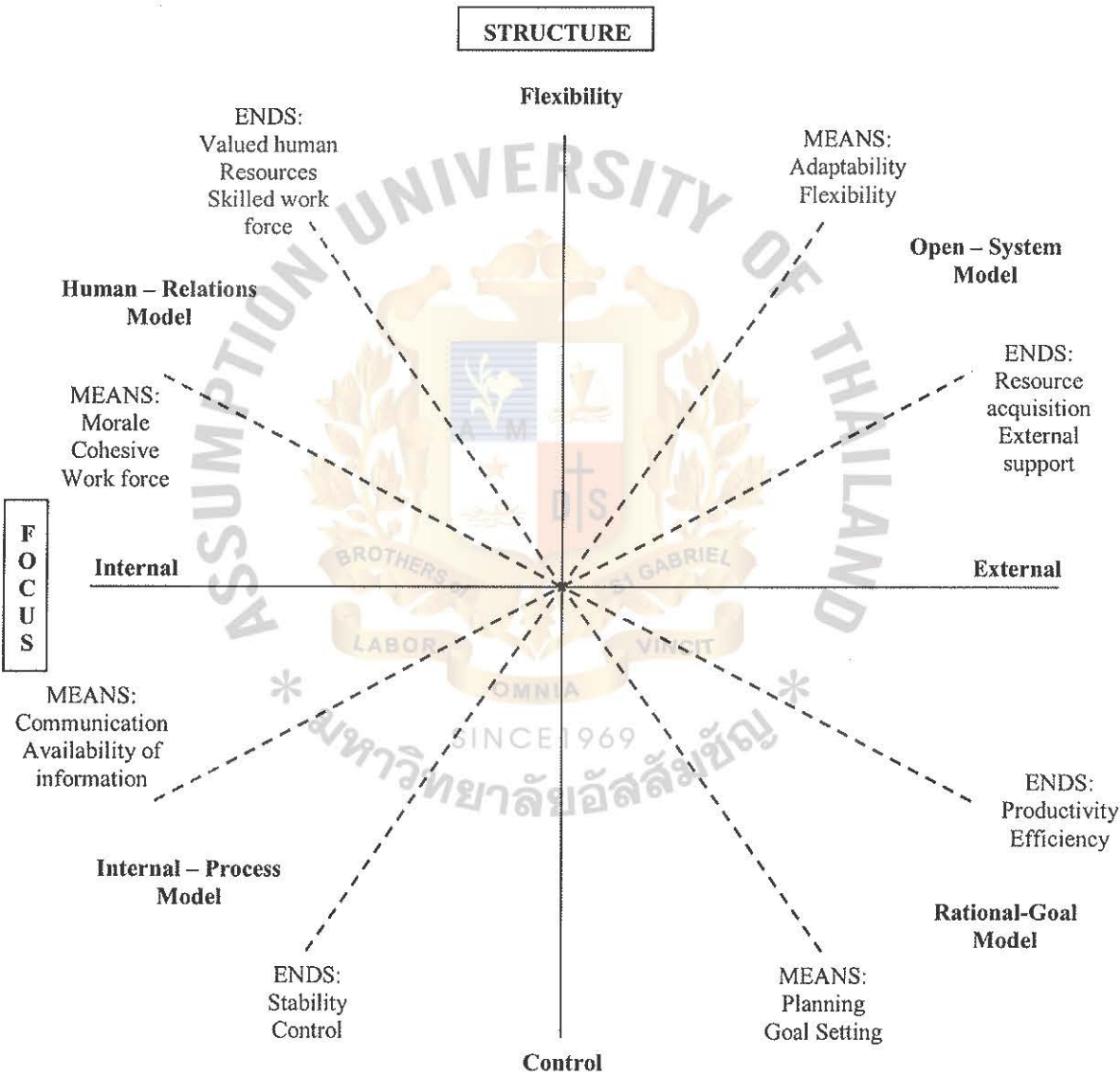
Figure 2-3: Competing values approach to organizational effectiveness. (Bowditch & Buono, 1997)

There are four mean unitary approaches to evaluating organizational effectiveness: goal accomplishment, system resource, internal processes and operational, and strategic constituencies. Each of these approaches provides some useful guidelines for systematically thinking about organizational effectiveness. For this study, the researcher was focused on a third perspective – Internal Processes and Operations. This perspective on organizational effectiveness focused on internal organizational dynamics: an absence of internal strain, high integration of organizational members, high levels of trust between and benevolence toward members, information that flow smoothly both vertically and horizontally, and so forth. The greater the extent to which an organization has these characteristics, the "healthier" and more effective it is thought to be. This technique is most appropriate when such dynamics are closely to the organization's primary task. (Bowditch & Buono, 1997)

1. Organizational Communication

Organizational communication is the transfer of information and knowledge among organizational members for the purpose of achieving organizational efficiency and effectiveness. (Gibson & Hodgetts, 1991)

Communication is critical for organizational effectiveness. Good communication is a key attribute of successful companies. Communication is even more critical in a total quality management organization. In a traditional organization, the focus of communication has been internal and hierarchical; employees communicate with their immediate superiors and subordinates – chain of command communication. In a total quality management organization, on the other hand, the emphasis is on setting up methods for complete and honest communication among everyone involved

in processes. There is less concern for the formalities of hierarchical relationships, which seldom do much to contribute to productivity and quality. Communicating clearly and completely is a learned skill that allows employees to enhance their contributions to the organization. (Bounds, Dobbins & Fowler, 1995)

Organizational communication refers to the messages sent and received within the organization's formal and informal groups. The formal communications are those that are sanctioned by the organization itself and are organizationally oriented. They deal with the workings of the organization, with productivity, and with the various jobs done throughout the organization. Such communications are made through memos, policy statements, press releases, and employee newsletter. The informal communications are socially sanctioned. They are oriented not to the organization itself, but to the individual members and might include birthday celebrations and discussion of family problems as well as feelings about the organization and the job and plans for the future. (Weihrich & Knootz, 1993)

1.1 Communication Channel

As a business communicators, organizational members can choose how to deliver a message. Deciding which communication channel to use isn't a trivial matter. Sometimes a written message succeeds where an oral one fails; at the other times talking it the recipient will produce results that the printed word can't match. An understanding of these two channels will help the company make the best choice about how to deliver your important messages.

Face-to-Face Communication

Face-to-face communication comes in many forms. Some are one-to-one meetings, either scheduled or in the spur of a moment. Others involve small groups of

people, gathering spontaneously or in formal meetings. Still other face-to-face communication occurs in large groups, where one or more speakers make presentations to an audience. One potential advantage of face-to-face communication is its speed; there is no time lag between the transmission of a message and its reception. A second advantage of face-to-face communication is the control by commanding over the receiver's attention. Another enormous advantage of face-to-face communication is that it permits instantaneous feedback. When speaker speaks directly to one or more listeners, speaker can respond to questions as soon as they arise. Speaker can rephrase or elaborate when listeners seem confused, and speaker can speed up if details aren't necessary. A final advantage of face-to-face interaction is its personal quality. Although it has many advantages, face-to-face communication isn't always the best approach. The biggest drawback of personal contacts is the difficulty in arranging them. Even when people are in the same building, scheduling a meeting can be difficult and frustrating. When greater distances separate the people who need to meet, personal contact is expensive and time-consuming. (Adler & Elmhost, 2002)

Teleconferencing. Face-to-face meetings may be desirable, but distance often makes them impractical. Teleconferencing allows participants in two or more locations to see and speak with each other. (Adler & Elmhost, 2002)

Telephone and Voice Mail. The telephone lets a communicator contact a receiver who would be impossible to reach in person. A communicator may touch base with halfway around the world in less time. The telephone can even help communicators get through to busy people who are nearby. A telephone conversation does lack the visual feedback that often reveals how the message is getting across,

although vocal cues-tone of voice, pauses, interruptions, pitch, and rate-can give you a good idea of the other person's reaction to the message (Adler & Elmhost, 2002)

Real-time communication isn't the only type of telephone communication. Voice mail is a high-tech version of the answering machine. Even at the best voice mail messages might seem inferior to speaking in person to the other party. Sometimes, though, a voice mail message can be even better than a personal contact. Leaving a recorded message can save communicator from wasting time swapping formulistic pleasantries with people they'd rather not talk to. Also, delivering message electronically can keep the other person from responding in ways they don't want to hear. (Adler & Elmhost, 2002)

Despite it advantages, oral communication isn't a perfect medium. Possibly the greatest disadvantage of speech is its transience. All communication is fragile, but the spoken word is especially prone to being forgotten or misunderstood. Listeners quickly forget much of what they hear. Even if they remember an oral message, listeners are likely to distort it. Some details drop out with each telling of a story. Facts and figures change. Receiver may even invent variations on the truth, just to make the story more interesting or to make it fit their own idea of what ought to have happened. The farther the message travels in space and time from its original sender, the greater the chance of distortion.

Written Communication

Written communication comes in a variety of forms. Letters, memos, bulletins, and reports are familiar fixtures in almost everybody's career. Written messages have a different set of advantages and drawbacks than their spoken counterparts. Unlike speech, written communication is permanent. Once words are down on paper, they are

saved for future reference. Along with its permanence, written communication can be easier to understand than speech. Readers can study complex passages, as many times as necessary, a luxury they do not have when the same message is delivered orally. Perhaps the greatest advantage of written communication is that communicator can compose it in advance. Communicator can take as much as necessary to shape a message, pondering every word if necessary. Finally, written messages are less prone to errors. (Adler & Elmhost, 2002)

Electronic Mail (or e-mail) allows communicators to send and respond to one another's written messages via computers. Along with being a tool for external communication, e-mail is used as an alternative to telephones and personal contacts within an office, where it is often labeled as part of an intranet – an infrastructure that allows people with-in an organization to exchange information in digital form. The speed and easy to use nature of e-mail also make it a tool for improving personal relationships on the job. Speeding up routine communication leaves more time for personal contacts, which the medium also makes more possible. (Adler & Elmhost, 2002)

Computer Conferencing allows individuals and groups to work on documents that are shared via computers. Document conferences can take place in real time, with participants interacting via their computers at the same moment, or over different periods of time, with participants working independently but picking up on the comments and input of others in their group. (Adler & Elmhost, 2002)

Instant Messaging (IM) is a tool that lets people exchange messages in real time via computer by creating a list of people with whom users wants to communicate, and whenever a user is online, a window on a screen pops up showing the

people on a contact list who are available. Whenever the user wants, the user can send a message to one or more of the people on the list. There are many advantages to instant messaging along with being quick and easy to use; the technology is free, which help by reducing the number of expensive long distance or international telephone calls. Instant messaging also allows users to send urgent information and queries to other currently logged on to the network or online. Along with its advantages, instant messaging does have drawbacks. Typing is certainly more cumbersome than talking on the phone, and text only messages lack the richness of spoken conversations. Also, instant messages that pop up the screen demand your attention and can be a distraction from other tasks. Finally, your failure to respond quickly to others' messages can be perceived by senders as lack of interest. Like other technologies, instant messaging has its advantages, but it isn't the perfect medium for all occasions. (Adler & Elmhost, 2002)

New technologies have given businesspeople a wider range of choices for communication than ever before, and each channel has its uses. The question, then, is not which communication channel to use, but when to use each one most effectively. As table 1-1 shows (see an Appendix B), each communication channel has both advantages and drawbacks. In general, oral communication is best for messages that require a personal dimension. Oral channels are also best for ideas that have a strong need for visual support – demonstration, photos or slides, and so on. Spoken communication is also especially useful when there is a need for immediate feedback, such as question-and-answer sessions or a quick reply to your ideas. Written communication (with exception of e-mail) works best when you want to create a relatively formal tone. Writing is almost always the best medium when you must

choose your words carefully. Writing is also better than speaking when you want to convey complicated ideas that are likely to require much study and thought by the receiver. It is also smart to put message in writing when communicator wants it to be the final word, with no feedback or discussion. Finally, writing is best for any message if the communicator wants a record to exist.

1.2 Communication Flow

Upward Communication is important because it is a major means of getting information to higher organizational levels where important decisions are made. Essentially, upward communication means following the chain of command. (Lahiff & Penrose, 1997)

Communication on moving upward in the organization consists of the following types of information:

1. Job-related activities – that is, what is going on at the job, what was accomplished, what remains to be done, and similar issues;

2. Job-related problems and unresolved questions;

3. Ideas for change and suggestions for improvement; and

4. Job-related feelings about the organization, about the work, about other workers, and similar issues.(Devito, 1997)

Downward Communication The purpose of formal downward communications is to inform and direct the behavior of the organization. There are five major types of downward communications.

1. Job Instructions explain how a task is to be done.

2. Job Rationale tells workers how their task relates to other jobs in the organization.

3. <u>Policy and Procedures</u> communications explained to workers the regulations and personal benefits that are provided by their employer.

4. <u>Feedback</u> includes messages that inform employees about whether their work, being performed satisfactorily. Feedback should be provided daily as well as in the form of systematic performance appraisal reviews.

5. <u>Indoctrination</u> communications seeks employee support of a particular organizational objective. (Lahiff & Penrose, 1997)

Lateral Communication Four major purposes for using lateral communication have been identified: (1) task coordination, (2) problem solving, (3) sharing information, and (4) conflict resolution. Because lateral communication occurs among employees of about the same level in the hierarchy, it has a different tone from communication between superiors and subordinates. The tone is likely to be consultative, persuasive, or suggestive rather than directive. (Lahiff & Penrose, 1997)

Grapevine The grapevine is an informal pattern of communication that moves in any direction. Rather, they seem to have a life of their own and are concerned primarily with personal and social matters rather than with the organization itself. Grapevine communication, however, can be and often is used to enhance a feeling of stability and to establish the credibility of the organization. (Devito, 1997)

The ways for making communication more effective.

1. Guidelines for Upward Communication

Some non-threatening system, which is to seek out and reward workers' comments to show that they are received and are considered, should be established. Management must listen; management must receive, understand, remember, evaluate, and respond to the worker messages. Convenient channels must be established for

workers to communicate to the management. It is especially important to design these channels with the cultural attitudes and beliefs of the members of the organization clearly in mind. (Devito, 1997)

2. Guidelines for Downward Communication

Management needs to use a vocabulary known to the workers. Technical jargon, for example, must be kept to a minimum. Provide workers with sufficient information for them to function effectively. At the same time, avoid contributing to information overloading. (Devito, 1997)

3. Guidelines for Lateral Communication

Recognize that your own specialty has a technical jargon that others outside your specialty might not know. Clarify when and as needed. When you communicate, see the entire organizational picture and recognize the importance of all areas. Seeing one's own area as important and all others as unimportant does little to foster meaningful communication. (Devito, 1997)

4. Guidelines for Grapevine Communication

Understand the role of grapevine in the organization. Its speed and general accuracy make it an ideal medium to carry a great deal of the social communications that so effectively bind workers together in an organization. Although grapevine information is generally accurate, it is usually incomplete and may contain crucial distortions. Therefore, treat grapevine information as tentative-as possibly true, not necessarily true. (Devito, 1997)

Training : Importance of Principle of Unity of Command

The more complete an individual's reporting relationships to a single superior, the smaller the problem of conflicting instructions and the grater the feeling of personal responsibility for results. (Weihrich & Koontz, 1993)

Generally speaking, individuals should be accountable only to one boss for the results they achieve, to avoid confusion on operational matters. But in a project-based or matrix organization individuals might be responsible to their project while also being responsible to their departmental manager or the head of their discipline for the continuing requirements of their role and for achieving agreed standards of overall performance. (Armstrong, 1999)

As a result:

Proper Communication Channel

Effective communicators are also flexible and alter their communications based on the needs of the receivers. Individuals differ in terms of education, skills, experiences, and cultural values. (Bounds, Dobbins & Fowler, 1995)

Oral communication has an advantage of immediacy. Information is provided quickly and in a direct, face-to-face manner. Listeners often feel that if management is taking the time to say this personally, it must be correct. Written methods have more formality and permanence, and, quite often, that is what formal communication is about. (Gibson & Hodgetts, 1991)

Improved Communication Flow

Internal communication refers to the exchange of information and ideas within an organization. Communication among the members of an organization is essential for effective functioning. Communicating freely helps employees develop a clear sense of the organization's mission and helps managers identify and react quickly to potential problems. To maintain a healthy flow of information within the organization, effective communicators use both formal and informal channels. (Thill & Bovee, 2002)
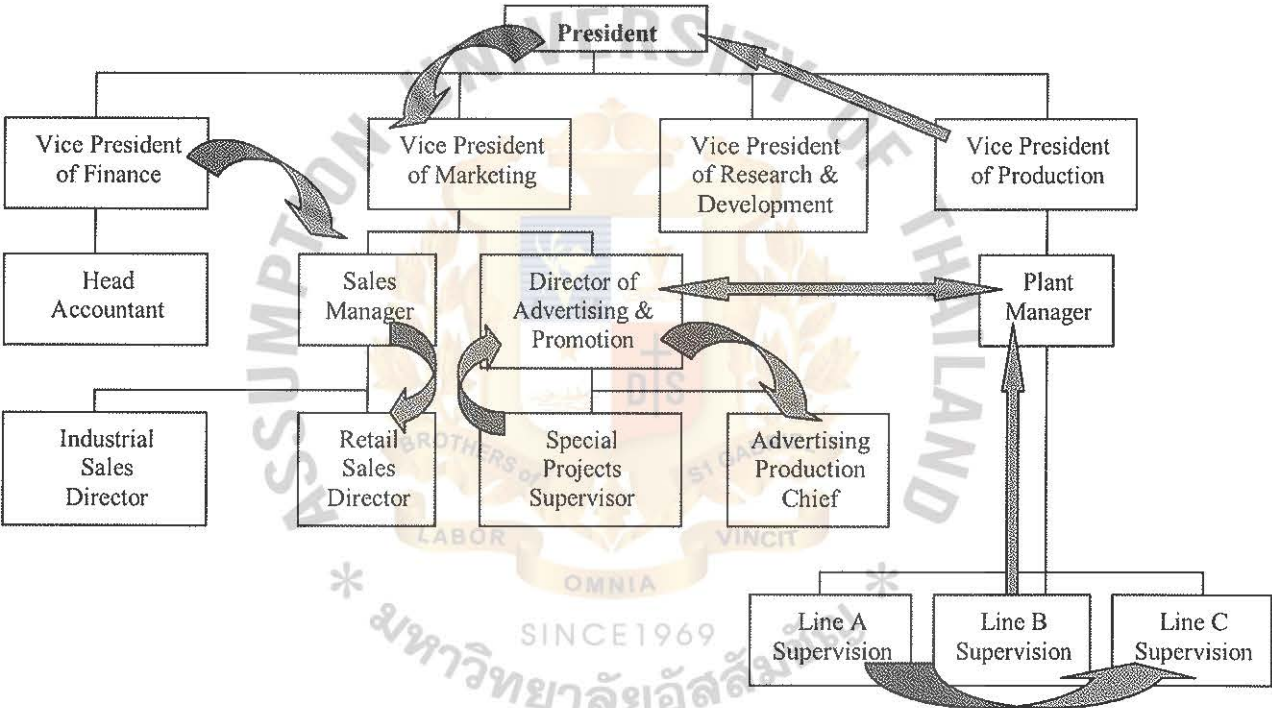
Figure 2-4: Communication Flow (Thill & Bovee, 2002)

2. Teamwork

2.1 Responsibility and Accountability

Each activity in a group requires individual members to take responsibility for assigned tasks. One member may be in charge of contacting group members, another with providing information, and yet another for finding and organizing the materials to be used in the planning activity. The leader is specifically responsible for delegating these tasks, foreseeing problems and needs with respect to the overall activity situation, and breaking the logjams that may occurs. Activities such as these, both spontaneous and planned, pervade the work setting and provide frequent opportunities for members to practice responsibility – taking behaviors. (Kuczmarski, 1995)

According the organization with a formal structure where they require the hierarchy, accountability shows the answerability in an employee to his or her boss in the first order. It is worth to know that the authority and accountability flow in different directions where authority flows downward from the president to the workers, but the accountability flow upward as shown in figure 2-5
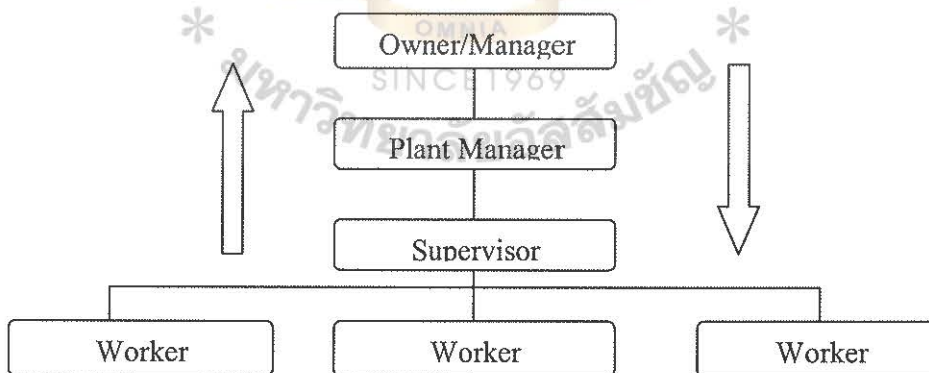
Figure 2-5: Accountability flows upward; authority flows downward

For a work unit to get desired results, it is imperative that the leader attempts to create an environment in which employees have a sense of ownership in the activity and output of the group. At the same time, there must be accountability for the achievement of desired levels of performance. Even though, motivation is an inner drive in people since they are willing to expand efforts when it satisfies some need that is important to them. But motivation is not simply a way to get people to pursue organizational goals, but it means to get people to buy in and take ownership of the organization's needs as well as their own. These practices full into two categories; practices to increase ownership of performance and practices to create accountability for results.

Practices to Increase Ownership of Performance

Managers should develop a personal connection with each employee so that the manager knows and understands employees' strengths and weaknesses. Managers can encourage ownership by developing trust and maintaining a positive attitude with their employees. Managers must clarify each employee's responsibility through effective delegation so that they all know what challenges they may meet and what work they must take ownership of. Managers must be ensure that people are properly trained and equipped to perform their work so that they will feel prepared to succeed. Managers should practice "open-book management" with employees in terms of sharing organizational and work-unit goals, plans, and performance feedback. (Longenecker and Simonetti, 2001)

Practices to Create Accountability for Results

When responsibilities and goals being clarified, always establish standards of performance that should be challenging yet realistic enough to encourage people to hit the mark. Provide balanced, ongoing performance feedback for your people so that they know and have no doubt about how well they are performing. Use formal appraisal process as a part of strategic planning activity to review performance, identify ways to improve, and recognize and reinforce desired levels of performance. (Longenecker and Simonetti, 2001)

2.2 Delegation

The primary reason for delegation is to enable the manager to get more work done. Subordinates help ease the manager's burden by doing major portions of the organization's work. Delegation also helps develop subordinates. By participating in decision-making and problem solving, subordinates learn about overall operations and improve their managerial skills. (Griffin, 1996)

Delegation is difficult. It is perhaps the hardest task that managers have to do. The problem is achieving the right balance between delegating too much or too little and between over- or under- supervision. When you give people a job to do you have to make sure that it is done. And you have to do that without breathing down their neck, wasting your time and theirs, and getting the way. There has to be trust as well as guidance and supervision. (Armstong, 1999)

The advantages of delegation are:

1. It relives the manager of routine and less critical tasks.

2. It frees the manager for more important work – planning, organizing, motivating and controlling.

3. It extends the manager's capacity to manage.

4. It reduces delay in decision-making – as long as authority is delegated close to the point of action.

5. It allows decision to be taken at the level where t he details are known.

6. It develops the capacity of staff to make decisions, achieve objectives and take responsibility.

(Armstrong, 1999)

When a manager delegates, the manager should ensure that the subordinates understand. Managers can make a distinction between hard and soft delegation. Hard delegation takes place when a manager tells someone exactly what to do, how to do it and when manager wants the results, and then, follows up regularly. Soft delegation takes place when managers agree with what generally has to be achieved and leaves subordinates to get on with it. Manager should always delegate by the expected results. Even if a manager doesn't specify exactly how the results should be achieved, it is a good idea when delegating a problem to ask subordinates how they propose to solve it. Managers then have the opportunity to provide guidance at the outset; guidance at a later stage may be seen as interference. (Armstrong, 1999)

Importance of Training Course

1. Seven Habits of Highly Effective People. (Covey, 1990)

Habit 1: Be Proactive - focus their thoughts and actions on the things they can do something.

Habit 2: Begin with the end in mind – define their mission and goals in life.

Habit 3: Put first things first – do what is important before what is urgent. See figure 2-6: Time Management Matrix.

	Urgent	Not urgent
Important	• Crises • Pressing problems • Deadline-driven projects	• Prevention of problems • Relationship building • Recognizing opportunities • Planning, recreating
Not Important	• Interruptions, some calls, mail, reports, and meetings • Near-term, pressing matters • Popular activities	• Busy work • Some mail • Some phone calls • Time wasters • Pleasant activities

Figure 2-6: Time Management Matrix

The prioritization of work involves deciding on the relative importance of a range of demands or tasks so that the order in which they are undertaken can be determined. Prioritization can be carried out in the following stages:

1. List all the things you have to do.

2. Classify each item on the list according to: (a) The significance of the task to be done in terms of its impact on work (and reputation) and on the results achieved by the organization, team or anyone else involved; (b) The importance of the person requesting the work or expect to deliver something; (c) The urgency of the tasks – deadlines.

3. Assess the possibility of fitting this prioritized schedule of work into the time available.

4. Finalize the list of priorities and schedule the work.

(Armstrong, 1999)

Habit 4: *Think Win-Win* – picture a specific interpersonal conflict situation. Try to work out an agreement.

Habit 5: *Seek first to understand, to be understood* – listen with care and understanding (with the ears, eyes, and heart) for feeling as well as content.

Habit 6: *Synergize* – this is the sum of habit 1 to 5. Step out of the comfort zone and become a pathfinder. Work together to achieve more.

Habit 7: *Sharpen the saw* – renewing all four aspects of human natures – physical, mental, emotional, and spiritual.

2. Commitment

The basic forms of organizational commitment in which either one, all, or none of the commitment components are:

(1) *Non-Commitment (low on all commitment components)*. This is where none of the commitment components registers very high marks, typical of casual and/or temporary relationships.

(2) *Consummate Commitment (high on all commitment components)*. This is complete commitment as portrayed by uniformly deep connections on all of the commitment components.

(3) *Affiliative Commitment (high fit and belonging)*. The social and affiliative aspects of the workplace are dominant. Through mutual convictions, common purposes, and/or happenstance, people who enjoy one another's company have come together.

(4) *Associative Commitment (high status and identity).* The institutional connection is paramount, providing a derivative source of esteem to the organization's members.

(5) *Moral Commitment (high trust and reciprocity).* The relationship is held together by moral imperatives. Employees think they should stay in the relationship because the company has always been good to them and has treated them well.

(6) *Affective Commitment (high emotional reward).* The relationship exists because it is pleasurable.

(7) *Structural Commitment (high economic interdependence).* The relationship endures because there are external factors holding it together. There are pressures that maintain the relationship, either by imposing costs on its dissolution or by creating incentives for its continuance. (Malley, 2000)

The steps you can take to enhance commitment include the following:

(1) Get people involved in discussing the purpose and values of the organization, listen to their constructive contributions and pass them on to the higher management for incorporation in the organization's statement of purpose and values.

(2) Talk to team members informally as well as formally about what is going on in the department and plans for the future that will affect them.

(3) Involve team members in defining mutual expectations so that they 'own' and are committed to their objectives. (Armstrong, 1999)

It is naturally advantageous to have greater, rather than fewer, interrelational connections in an organization. Stronger forms of commitment are more likely to yield positive organizational results and will be more resistant to events that can potentially disrupt the employer-employee bond. (Gilley, Quatro, Hoekstra, Whittle & Maycunich, 2001)

3. Team Management

In every day life, accountability means responsibility, it means being answerable to someone else for one's actions. We cannot, however, use the term without specifying accountability to whom and for what. (www.gse.harvard.edu.htm)

The key process of team management means that team leaders have to clarify the team's purpose and goals, ensure that its members work well together, build commitment and self-confidence, strengthen the team's collective skills, and approach, remove externally imposed obstacles, and create opportunities for team members to develop their skills and competences.

Team Effectiveness

An effective team is likely to be one in which the structure, leadership and methods of operation are relevant to the requirements of the task. There will be commitment to the whole groups task and people will be grouped together in a way that ensures that they are related to each other by way of the requirements of task performance and task interdependence. (Armstrong, 1999)

Use teambuilding and interactive skills training to supplement the other approaches. But do not rely upon them to have any effect unless the messages they convey are in line with the organization 's culture and values.

4. Team Building

Team building is an effort in which a team studies its own process of working together and acts to create a climate that encourages and values the contributions of team members. Their energies are directed towards problem solving, task effectiveness, and maximizing the use of all members' resources to achieve the team's purpose. Sound team building recognizes that it is not possible to fully separate one's performance from those of others.

Characteristics of Good Team Building are: (1) high level of interdependence among team members; (2) team leader has good people skills and is committed to team approach; (3) each team member is willing to contribute; (4) team develops a relaxed climate for communication; (5) team members develop mutual trust; (6) team and individuals are prepared to take risks; (7) team is clear about goals and establishes targets; (8) team member roles are defined; (9) team members know how to examine the team and individual errors without personal attacks; (10) team has capacity to create new ideas; (11) each team member knows he can influence the team agenda

Team building will occur more easily when all team members work jointly on a task of mutual importance. This allows each member to provide their technical knowledge and skills in helping to solve the problem, complete projects, and develop new programs. During this process, team building can facilitate as members evaluate their working relationship as a team and then develop and articulate guidelines that will lead to increased productivity and team member cooperation.

As part of this process, team members need to learn how to be willing to manage conflict, evaluate performances of the group, and provide feedback and support that will encourage each member to meet their commitment to the team and the organization.

Team performance can best be evaluated if the team develops a model of excellence against which it could measure its performance. (www.ianr.unl.edu/ubs/misc/cc352.htlm)

5. Team Development

A very broad objective of team development is integrating the goals of the individual and the group with the goals of the organization. To do this, work teams need to spend some time on the process of their team interaction, that is, how they work together and what they accomplish.

Each team has its own structure, norms, and values, and members of the team tend to do things in certain ways. Often, the loyalty of members is greater to the fellow team members than to the organization. Because of these characteristics, team development techniques are used to clarify goals and priorities, to examine how decisions and communications are functioning, and to recognize how the relationships among team members influence outputs. The goals of team development include: (1) to identify objectives and set priorities; (2) to examine the content or task performance of the team; (3) to analyze how the group is functioning; (4) to improve communications and relationships among group members; (5) to improve the ability of the team in solving problem; (6) to decrease unhealthy competition and increase cooperation among the team members; (7) to work more effectively with other teams in the organization; (8) to increase the team member's respect for each other's individual differences.

It should not be inferred that conflict within a team leads to organization ineffectiveness and, therefore, should be avoided. Conflict in some situations may be healthy and may improve the performance of teamwork.

Conflict is a part of natural social interaction and managers should be able to recognize the types of conflict and channel it in appropriate directions. Conflict can be healthy when it is issue-oriented rather than personality-oriented, when it sharpens people's thought processes, when it is germane to the goals of the team, and when it does not produce winners and losers with the accompanying social sigma. (Harvey & Brown, 1996)

As a Result:

High responsibility and accountability

Every employee can be trusted to perform to the best of his or her skills and abilities. They have the right to be informed about the organization's decisions, mission, and strategy. Further, they prefer to be involved contributors rather than passive observers. They enjoy teamwork and group harmony, want to grow and develop, and prefer to feel important, needed, useful, successful, proud, and respected. They want to develop a positive relationship with leaders, managers, and coworkers. Further, they prefer meaningful work, desire appreciation and reorganization for their accomplishments, and prefer responsibility to decency and passivity. Finally, they want the organization to meet its strategic business goals and objectives and thus be successful. (Gilley, Quatro, Hoekstra, Whittle & Maycunich, 2001)

Appropriate Delegation

Ideally, the person who chooses to do the work should have the knowledge, skills, motivation and time needed to get it done for complete satisfaction. Frequently, however, managers will have to use someone who has less or than ideal experience, knowledge or skills. In these cases they should try to select an individual who has

intelligence, natural aptitude and, above all, willingness to learn how to do the job with help and guidance. This is how people develop, and the development of their staff should be their conscious aim whenever they delegate. Managers are looking for someone they can trust. They don't want to over-supervise, so they have to believe that the person they select will get on with it and have the sense to come to them when stuck or before making a bad mistake. (Armstrong, 1999)

2.2 Conceptual Framework

In the conceptual framework of the study, the researcher focuses on the terms of organizational communication and teamwork. The variables of organizational communication that the researcher studies are communication channels and communication flows, and the variables of teamwork are responsibility and accountability, and delegation. The conceptual framework has been separated into three phases – Pre ODI, ODI, and Post ODI. ODI that the researcher applies for solving problems of organizational communication is the training course - Unity of Command and Communication Flow in Organization. The ODI that the researcher applies for solving the problems of teamwork are training courses and workshops. The topics of training courses are seven habits and commitments, and the activities which applies to the workshop are team management, team building, and team development. The results of Pre and Post ODI will be compared by using questionnaires as tools to measure the result of ODI towards management effectiveness in the organization. Where Pre-OD represents a situation that occurs in the organization, ODI is when the researcher interacts, communicates, does questionnaires and introduce OD process into the organization and post-OD represents the results of the organization's performance after the ODI.

Pre – OD Intervention		OD Intervention		Post – OD Intervention

Organizational Communication

- Communication Channel
- Communication Flow

Training Course

- Unity of Command
- Communication Flow in Organization

Organizational Communication

- Proper Communication Channel
- Improve Communication Flow

Teamwork

- Responsibility and Accountability
- Delegation

Training Course
- Seven Habits
- Commitment

Workshop
- Team Management
- Team Building
- Team Development

Teamwork

- High Responsibility and Accountability
- Appropriate Delegation

Figure 2-7: The Conceptual Framework - The Action Research Model

CHAPTER 3

RESEARCH METHODOLOGY

The purpose of this chapter is to present the research design and methodology, subjects of the study, sources of data, research instruments, tools and other data gathering techniques and procedures, and the instruments, and tools for quantitative and qualitative analysis.

3.1 Research Design

Action research design is used in this research for studying the impact of OD interventions on management effectiveness. The research design consists of three phases:

Diagnostic Stage

The researcher would identify the current situation of the company's management effectiveness and determine which OD interventions are appropriate and corresponding with the company by using the diagnosis methods: gathering information and analyzing it.

a. Information gathering was accomplished through *An Undesirable Behavior Change Workshop* of the company that was set up at the end of the year 2002.

b. The sequences of workshop are:

• The target group of this workshop would be divided into five groups.

- Members of each group were assigned to have discussions and to examine what would be desirable and undesirable behaviors, which have a direct on the company's management effectiveness.

- Top five ranked answers on each of the two distinguished behaviors would be picked from each group and then put together into one single poll to find the top five desirable and undesirable aspects of their organization.

- The target respondents would also, afterwards, need to have discussions and decide what would be the action plan to resolve all top five undesirable behaviors.

OD Intervention

The researcher would firstly need to check on a scale of the five undesirable behaviors, which were concluded, from the early phase. This would be done by distributing questionnaires to all the target respondents to rate their current positions of each behavior in the issue of the organization. Training and workshops on the action plan responding to the above behaviors would be arranged as a part of the OD Intervention to acknowledge and to provide more understanding of the initial requirements of the further actions on employees. The main objective of this OD intervention was to figure out the appropriate direction of all necessary actions that need to be taken in order to eliminate as many undesirable behaviors as possible.

Post-OD Intervention

After all target respondents had participated in the OD intervention training and workshop, the same questionnaires from the early phase will be distributed to all groups to re-measure the position of each behavior in the issue of the organization. If they were still any low-scale behaviors reflecting, the OD intervention in the earlier phase was not

much effective therefore the researcher would need to over loop all the steps from Phase 1 to Phase 3.

3.2 Respondents

The researcher selected the top and middle management groups of the company to be the respondents because these two groups performs the main functions and factors of organization management and development.

The top management group consists of ten heads of departments from nine departments, which are:

1. Vice President,

2. Production Manager from Production Department,

3. Filling and Packing Manager from Filling and Packing Department,

4. Senior Engineering Manager from Engineering Manager,

5. Accounting Manager from Accounting and Control Department,

6. Senior Human Resource Manager from Human Resource Department,

7. Senior Logistics and Distributions Manager from Logistics and Distributions Department,

8. Continuous Improvement – Industrial Performance Manager from Continuous Improvement Department,

9. Purchasing and Planning Manager from Resource Management and Planning Department,

10. Quality Assurance Manager from Quality Assurance Department.

11. Senior Engineering Manager from Engineering Department.

The middle management group consists of the supervisors, senior supervisors, and assistant managers from each department.

The total size of group respondents is 50 people that is 100% of the top and middle level management.

Table 3-1 : Number of respondents from each department

Department	Position	Number of People
Factory	Vice President	1
	Executive Management	1
Production	Manager	1
	Senior Supervisor	2
	Supervisor	5
Filling & Packaging	Senior Manager	1
	Senior Supervisor	1
	Supervisor	5
Accounting & Control	Senior Manager	1
	Assistant Manager	1
	Supervisor	2
Human Resource	Senior Manager	1
	Senior Supervisor	1
Logistics & Distribution	Senior Manager	1
	Supervisor	2
Continuous Improvement	Manager	1
	Supervisor	2
Resource Management & Planning	Manager	1
	Senior Supervisor	2
	Supervisor	1
Quality Assurance	Manager	1
	Senior Supervisor	1
	Supervisor	5
Engineering	Senior Manager	1
	Assistant Manager	2
	Senior Supervisor	1
	Supervisor	6
	Total	**50**

Respondents' personal data

The total number of respondents is 50 people, 50% of respondents are male and another 50% are female. See table 3-2.

Table 3-2: Number and Percentage of respondents' gender

		n = 50
Gender	No. of people	Percentage
Male	25	50.0
Female	25	50.0
Total	**50**	**100.0**

The most number of respondents who have work experience of less than 2 years are 38% of total respondents. The following group are respondents who have working experience in the range of 2 – 5 years and are 28% of the total respondents. See table 3-3.

Table 3-3: Number and percentage of respondents' work experience

		n = 50
Work experience	No. of people	Percentage
Less than 2 years	19	38.0
2 –5 years	14	28.0
6-10 years	9	18.0
10 years up	8	16.0
Total	**50**	**100.0**

The education level of most of the respondents is a "bachelor degree" which is 74% of the total. The following is the group with a masters degree at 26%. See table 3-4.

Table 3-4: Number and percentage of respondents' education level

| | | n = 50 |
Education	No. of people	Percentage
Bachelor Degree	37	74.0
Master Degree	13	26.0
Total	**50**	**100.0**

3.3 Research Instruments (www.dcmsltd.com/pad.htm)

The data collecting instruments for the study was:

Questionnaire it was developed by the researcher based on two main sources which are books and electronic sources. (See appendix B) This was reviewed by experts, at least two of them who are proficient in both Thai and English. This was translated into Thai. This instrument was pre-tested with 20 persons who were non-respondents. The researcher applied *reliability analysis techniques* for determining which questions of the questionnaire are related to the hypothesis. The researcher used Cronbach's Alpha Coefficient formula for measuring the questionnaire's reliability. From the results of formula calculation, Cronbach's Alpha value presented that the questionnaire's reliability was high as shown in table 3-5.

Table 3-5: Reliability of the variance of the OD questionnaire

Variance	No. of Question	Cronbach Alpha	Standardization Alpha
Communication channel	13	0.8081	0.8118
Communication flow	28	0.6006	0.6487
Responsibility and accountability	9	0.8319	0.8339
Delegation	7	0.7657	0.7680

3.4 Data Collection

The data collection techniques in this study were:

1. **Observation** is part of everyday management, providing a routine way for program staff to see how well the interventions are working.

2. **Focus Groups** are useful evaluation techniques that can answer particular questions about OD interventions operations at particular points of time.

3. **Training and Workshop** will be arranged as OD interventions to acknowledge and to provide more understanding the initial requirements of further actions to employees.

In this study the data that the researcher uses is primary data alone, because this is the first time OD interventions are implemented in the company, so they do not have any secondary data for the researcher to collect and study. The researcher collected the primary data by **Likert Scale** and **Rating Scale Questionnaires**. For the Pre-ODI phase, it was necessary to launch the questionnaires to the target respondents before implementation in order to compare with the questionnaires of the Post-ODI phase that were already implemented.

The researcher observed the members behaviors and interactions of how they act or react in response to specific situations.

The researcher applied the focus group method, which allows the respondents to be free and unconstrained in the answers of particular questions at particular points of time.

3.5 Statistic Treatment of Data

The analysis methods that the researcher has applied in this study are:

Average Weighted Mean used to measure the Likert Scale and Rating Scale Questionnaire of Pre and Post-OD Intervention for acknowledging the respondent's perception in terms of the impact of organizational communication and teamwork on management effectiveness.

Paired Sample t-Test was to be used to analyze the differences between the actual situation and the preferred development in terms of the impact of corporate governance on effective family enterprises.
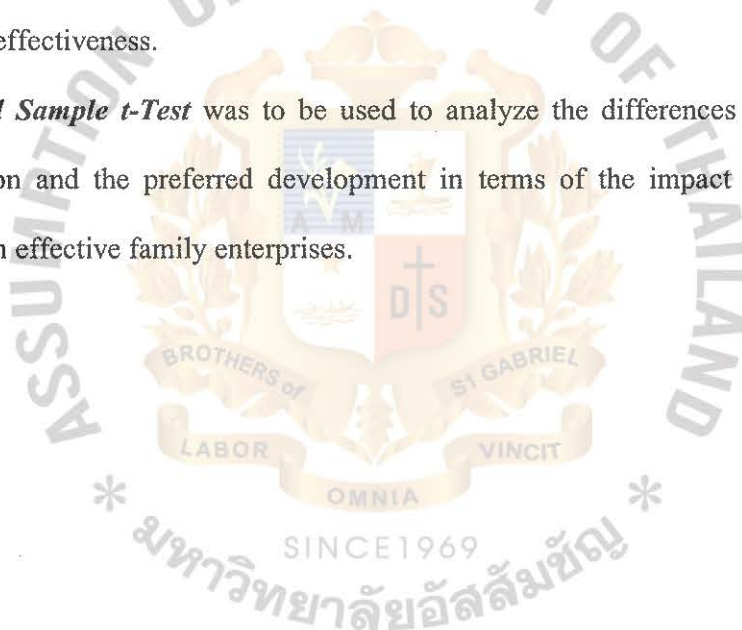
CHAPTER 4

PRESENTATION AND ANALYSIS OF DATA AND CRITICAL ANALYSIS RESULTS

This chapter presents the major findings of the surveyed results, the analysis and the interpretation of data in response to the research questionnaires for OD designed for the top and middle management levels who are main participants of OD interventions, and OD intervention activities. The explanatory study is to analyze the impact of Organization Development (OD) Intervention on management effectiveness in terms of organizational communication and teamwork of ABC (Thailand) Ltd. – Bangpoo factory through the OD activities that were designed to suit the needs of the organization at present.

The researcher will present the data by following an OD action research model.

Stage I : Diagnostic Stage

A. Secondary Data/Observation

The current flow of communication as discussed in Undesirable Behavior Change Workshop and observed in Bangpoo was: vice president orders directly to staff to do some job for him - downward communication. But when it comes to upward communication from staff to vice president, staffs need to report through supervisors and manager for the vice president's approval. Thus, if supervisors and managers do not know any order that vice president has given to the staff, then it will be time consuming before the supervisor and manager find out what the vice president wants before letting the assigned task going to vice presidents hands. Please see the figure attached for more details.

| The problem which always happen. | The flows of order as the formal organizational communication flow. |
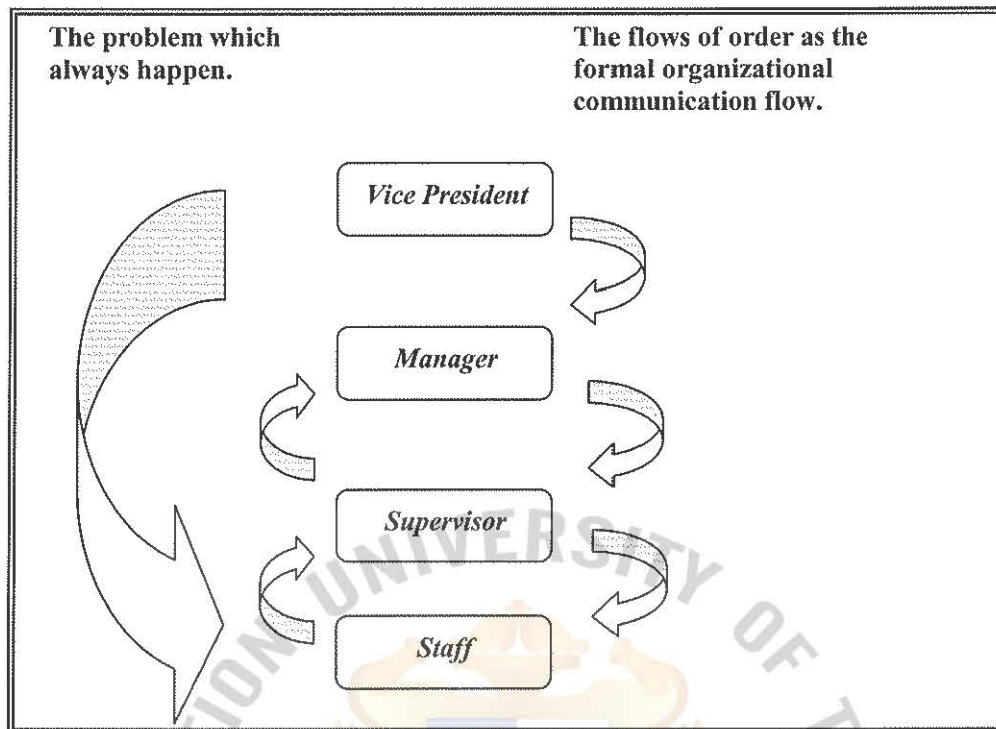
Figure 4-1: The existing communication flow situation in Bangpoo.

Figure 4-1, the company should apply a "Unity of Command concept" to solve this problem, because individuals should be accountable only to one boss for good results and to avoid confusion on operational matters. Moreover, the problems of communication flow in the company are in upwards, downwards, lateral, and grapevine communications. The problem with upward communication is that messages that higher-ups want to hear. Staffs are often reluctant to send a negative message for fear that the third person will be viewed as a troublemaker. Often the messages that are sent up, especially those concerning staff dissatisfaction, are not heard or responded to by management because its preoccupation is more with productivity. When these messages are ignored, staff feel there is no point in sending them. Dissatisfaction then grows fester and creates major problems. One barrier with downward communication is

due to the fact that management and staff often speak different languages. A problem with lateral communication is that sometimes managers avoid talking together or confront each other. Manager will use a middleman (subordinates) to send messages to the other manager instead of doing it themselves and also get feedback from him/her. Problem with grapevine communication is grapevine information can often lead to problems that affect the morale of employees because it could leak information before the necessary groundwork has been laid or an explanation has been offered.

The dynamics of teamwork in terms of responsibility and accountability, and delegation, which was discussed in the Undesirable Behavior Change Workshop and observed in Bangpoo was: Managers and team leaders sometimes accidentally face with the negative behavior of the members of their team. They lack interest in their work, are unwilling to cooperate with another members, complain about the work or working conditions, grumble at being asked to carry out a perfectly reasonable task, refuse strongly if asked to do something extra because they think that it's not in their job description. They are negative, mutter away in the background at meetings and lack enthusiasm.

In terms of teamwork, there is lack of accountability and responsibility of team members as well as inappropriate delegation. For instance, in every September of the year, the costing team of Accounting & Control department has to prepare a standard cost budget (SCB) for the following year where the accounting department cannot prepare it alone, as SCB requires huge quantity of data which other departments must provide, such as the production volumes from Resource and Planning Department, price of materials from the Purchasing Department, new product formulas from the

Application Group Department, maintenance and repair budget from the Engineering Department, the increasing assets value from General Accounting, etc. Before the costing team start to run the SCB, they will inform and request for data from each supportive department. Several times, they will receive some from supportive departments, frankly, they never get full support but they cannot ignore any missing parts. So, they have to provide the missing data by themselves for producing their report. Unfortunately, this delays them they are unable to finish the job on time and may not be 100% accurate. The researcher thinks that the reason of weak teamwork from other supportive departments think that the costing team can do the job by themselves. They have to deal with other major jobs, and they do not want to have the responsibility and accountability to work with the Accounting Department. The problems with delegation, is that managers seem to be reluctant to delegate. Some managers are so disorganized that they are unable to plan work in advance and, as a result, cannot delegate appropriately. Some subordinates are reluctant to accept delegation. They are afraid to fail and get reprimanded. They may also perceive that there are no rewards for accepting additional responsibility.

B. Pre Organization Development Intervention

The total respondents who had completed questions were 50; eleven of which are top managers and 39 of the rest are from the middle management level. Both of management levels answered the questionnaires and participated in the OD intervention activities.

The measurable results of the OD questionnaires from the Pre-OD intervention are:

Organizational Communication – Communication Channels

From 13 questions on communication channels on the OD questionnaire, the average score is between neutral and strongly agree. The mean value is equal to 3.5. See table 4-1 on appendix C.

Organizational Communication – Communication Flow

From 28 questions on communication flow on the OD questionnaire, the average score is between neutral and strongly agree. The mean value is equal to 3.28. See table 4-2 on appendix C.

Teamwork – Responsibility and Accountability

From 9 questions on responsibility and accountability, the average score is between neutral and strongly agree. The mean value is equal to 3.67. See Table 4-3 on appendix C.

Teamwork – Delegation

From 7 questions on delegation, the average score is between neutral and strongly agree. The mean value is equal to 3.52. See Table 4-4 on appendix C.

Stage II : Organization Development Intervention Stage (ODI Stage)

The researcher applied OD intervention from the results of the diagnostic stage. The OD intervention used in the organizational communication flow improvement is a course training called *"Unity of command and Communication flow in organization"*. This training was arranged by the researcher and the Human Resource Department of

the company, by inviting a professional tutor from one of the most famous universities in Thailand be a speaker.

The headlines of the course content is as follows;

1. Characteristic of good communication

2. How to build a good atmosphere in the work place: between management level to staffs, between teammates. A friendly environment in the workplace will encourage team members to contribute themselves for a team to achieve the goal.

   a. How to engage in human relationship in the team

   b. How to engage in human relationship with your boss.

   c. How to engage in human relationship with your subordinate.

   d. Things that make communication so boring.

3. Communication channels

4. Communication flows

5. Unity of command

The main objectives of this training is to make sure that commanders clearly understood the procedure of making orders that would be effective and cause less confusion for subordinates to take action for.

OD intervention was used in the teamwork development course in terms of responsibility, accountability and delegation, to arrange a workshop called *"To be the Healthy Team"*. This workshop was also arranged by the researcher and Human Resource Department of the company, and set up on the same day as training course - for Unity of command and Communications flow in organization.

The contents of the workshop are as follows

1. Presentation on the topic of

    a. The basic instinct of humanity

    b. Individual Differentiation

    c. Seven Habits

    d. Commitment

    Objectives of presentation

    -   To let the participants be aware of the basic instinct of human.

    -   To let the participants understand and accept that everyone has an individual differentiation.

    -   To let the participants acknowledge the seven good habits which everyone would to have and apply it for getting the happy working and casual life.

    -   To encourage the participants to contribute their commitment on the work they are responsible, and willing to push forward their organization to achieve its mission and vision.

2. Group activity: *What kind of person he wants in a group?*

    Objective of activity

    To let every member of each team to share their ideas and decide what are the most three desired behaviors in the organization?

3. Group activity: ***Broken Square***

Objective of activity

To make the participants understand that we can work in team and accomplish the mission, even if the team members have different ideas or characteristics.

4. Group Activity: ***Jeng Ka***

Objective of activity

To encourage every member of each team to accomplish a team mission, not just to finish his/her work. This will help team to work constructively, continuously and create unity.

After the training and workshop was done, the researcher distributed the seminar evaluation forms to all participants to evaluate the OD interventions. From the evaluation, the researcher has two main feedbacks, one is on the evaluation of the training course and workshop as a whole, and another is on the speaker.

The eveluation concerned the following aspects:

- Evaluation of Training and Workshop

    1. Participant collaboration

    2. Query in seminar

    3. Participant's attention

    4. The useful of content for application

    5. Acquire knowledge

    6. Sharing time in each subject

    7. Content suitable with the module

8. Subject priority

9. Place and tools use in the seminar

- Evaluation of the Speaker

10. Arouse for thinking

11. Giving example

12. Clearance word

13. Answer query

The results of the seminar evaluation was moderately satisfactory as the average score was 3.66 which is equal to 92% of the total score 4. See Figure 4-2.
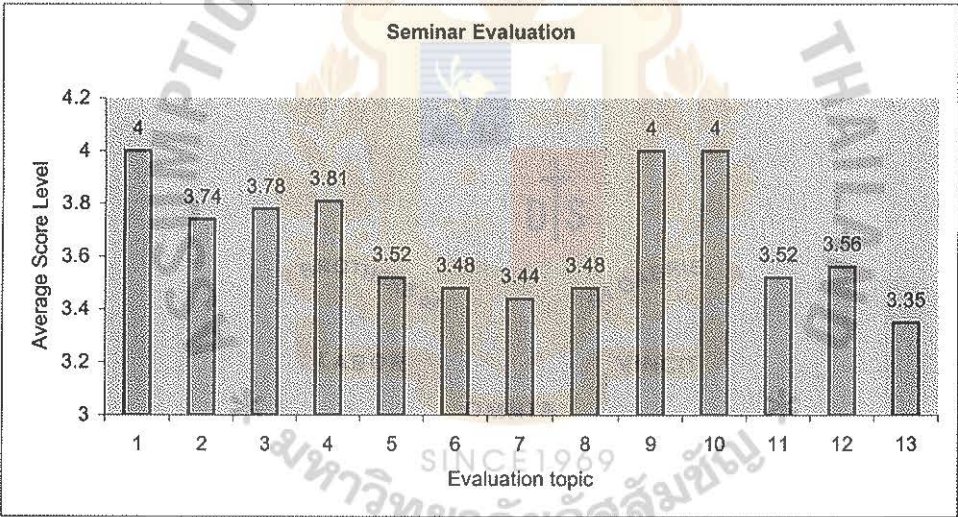
Figure 4-2: The average score of each evaluation topic of the seminar evaluation

Stage III : Post Organization Development Intervention (Post ODI)

The measurable results of the OD questionnaires, which were answered by the same respondents of the Pre-OD intervention, are:

Organizational Communication – Communication Channel

From 13 questions on communication channels, the average score is between neutral and strongly agree. The mean value is equal to 3.83. See Table 4-5 on appendix C.

Organizational Communication – Communication Flow

From 28 questions on communication flow, the average score is between neutral and strongly agree. The mean value is equal to 3.63. See Table 4-6 on appendix C.

Teamwork – Responsibility & Accountability

From 9 questions on responsibility and accountability, the average score is between neutral and strongly agree. The mean value is equal to 3.9. See Table 4-7 on appendix C.

Teamwork – Delegation

From 7 questions on delegation, the average score is between neutral and strongly agree. The mean value is equal to 3.87. See Table 4-8 on appendix C.

Hypothesis Testing

The researcher applied a paired sample t-test method with a significance level of 0.05 for testing the hypothesis: *There is no significant difference in Pre OD and the Post OD intervention on three variables – communication channels, communication flows, and teamwork.* From testing, the researcher got results as follows

- The results from Pre and Post ODI comparison on communication channels had increased significantly. See table 4-9 on appendix C.

- The results from Pre and Post ODI comparison on communication flows had increased significantly. See table 4-10 on appendix C.

- The results from Pre and Post ODI comparison on responsibility and accountability had increased significantly. See table 4-11 on appendix B.

- The results from Pre and Post ODI comparison on delegation had increased significantly. See table 4-12 on appendix C.

After comparing the score under the impact on management effectiveness from both Pre and Post OD interventions, the researcher found the range of an average score that was significantly spread out at the level of 0.05 and the average score of Post-OD was significantly higher (See table 4-13). Therefore, the researcher ignores the Null hypothesis: *There is no significant difference in Pre OD Intervention in terms of organizational communication and teamwork and the Post OD Intervention in terms of organizational communication and teamwork*, at the significant level of 0.05.

This would mean that after the OD intervention has been finished, the respondents would have improved their management effectiveness in terms of organizational communication and teamwork as follows.

Table 4-13: The comparison of average score of Pre and Post OD intervention

Impact of management effectiveness	Mean	S.D.	t	Sig.
Organizational communication				
Communication Channel			-8.498	0.000
- Pre-OD	3.50	0.461		
- Post-OD	3.83	0.262		
Communication flow			-15.608	0.000
- Pre-OD	3.28	0.264		
- Post-OD	3.63	0.160		
Teamwork				
Responsibility and accountability			-7.824	0.000
- Pre-OD	3.67	0.621		
- Post-OD	3.93	0.502		
Delegation			-8.543	0.000
- Pre-OD	3.52	0.621		
- Post-OD	3.87	0.419		

- **Proper Communication Channel**

The management know how to choose an appropriate communication channel for communicating their messages because they understand what are the advantages are and disadvantages of each channel are. Moreover, the organization is focusing on face-to-face meetings because this communication channel has the highest average score. So, the Human Resources department establishes meetings called "Informal Meetings with High Interaction" for communicating the movements and developments of the organization to employees by the vice president. This channel is also a convenient channel for staff and workers to communicate to the upper management.

- **Improve Communication Flow**

The management is making their communication flows more effective. As for upward communication, they are open to hearing to the subordinates' comments. They communicate more often and with greater recognition than their subordinates think. For the downward communication, they apply the principle of unity of command for their commanding steps. This new ordering style has decreased the confusion of operators.

- **High Responsibility and Accountability**

The staffs and workers prefer want to develop a positive relationship with the managers, leaders, and coworkers by dealing with their negative behavior — mainly lack of responsibility and accountability. They tend to have higher responsibility and accountability, and are always aware their effect on others' work. Further, they prefer meaningful work, desire appreciation for their accomplishments, and prefer responsibility to decency and passivity.

- **Appropriate Delegation**

The management understands when, how, what they should do to delegate. They know how to choose their subordinates to work and develop their subordinates' performance to carry out more responsible work by giving instructions and training. They have a comprehensive understanding of the strengths and weaknesses of their subordinates and the situation in which they are working.

CHAPTER 5

SUMMARY OF FINDINGS, CONCLUSIONS, AND RECOMMENDATION

This chapter has the conclusion of the research results of the impact of the Organization Development Intervention (ODI) on the management effectiveness in terms of organizational communication and teamwork of ABC (Thailand) Ltd. – Bangpoo Factory. The findings will answer the research questions and the objectives of the study indicated in chapter 1.

5.1 Summary Findings

Pre – OD intervention

- Organizational Communication - Communication Channel and Communication Flow

The management were not aware of the chosen an appropriate communication channel for communicating their messages. They thought that any problem could be solved through electronic mails and face-to-face meetings; in fact, they were not right because they did not understand how to apply these effectively.

The management focused only on the downward communication because they thought that the operation will run smoothly if the staffs and workers listen to them. Moreover, the management often ordered directly to the operators instead of using the supervisors or leaders of that job or activity.

- Teamwork - Responsibility and Accountability, and Delegation

In terms of teamwork, staff/workers have lack of accountability and responsibility in teams. They lack interest in the work and are unwilling to cooperate with members of the team, objecting strongly when being asked to do anything extra.

The management seem to be reluctant to delegate their work. They are so disorganized that they are unable to plan work in advance and, as a result, they cannot delegate appropriately.

OD Intervention

- Organizational Communication – Communication Channels and Flow

The OD intervention used in the organizational communication channel and flow improvement is a course called *"Unity of command and Communication flow in organization"*.

- Teamwork – Responsibility and Accountability, and Delegation

OD intervention that was used in the teamwork development course in term of responsibility, accountability and delegation is to arrange a workshop called *"To be the Healthy Team"*.

These two OD interventions as above were specially arranged for improving the dysfunctional behaviors of the organization.

Post – OD intervention

- Organizational Communication – Communication Channel and Communication Flow

The management know how to choose an appropriate communication channel for communicating their messages. Convenient communication channels were established for staff and workers to communicate their messages to management.

The management is making their communication flow more effective as well. They listen, receive, understand, remember, evaluate and respond to staff/worker messages. They also apply the principle of unity of command in their steps of command.

- Teamwork - Responsibility and Accountability, and Delegation

The staff/workers tend to have higher responsibility and accountability, and are always aware, their effect others' work as well. Further, they prefer meaningful work, desire appreciation for their accomplishments, prefer responsibility to decency and passivity.

The management understand when, how, what they should delegate. They have a comprehensive understanding of the strengths and weaknesses of their subordinates and the situation in which they are working.

5.2 Conclusions

There is an impact of the OD intervention on management effectiveness in ABC (Thailand) Ltd. – Bangpoo factory. Therefore, the study rejects the hypothesis: *There is no significant difference in Pre OD Intervention in terms of organizational communication and teamwork and the Post OD Intervention in terms of organizational communication and teamwork*, because the average score of Post OD intervention from the OD questionnaire were higher.

The differences of management effectiveness after OD interventions are:

- The management know how to choose an appropriate communication channel for communicating their messages.

- The organization is focusing on face-to-face meetings because this communication channel has the highest average score. So, the Human Resources department will establish meetings is called "Informal Meeting with High Interaction" for communicating the movements and developments in the organization to employees by the vice president.

- Convenient communication channels were established for staff/workers to communicate to the management.

- The management are open to hearing the subordinates' comments. They communicate more often and with greater recognition than their subordinates think.

- The management applies the principle of unity of command for their commanding steps.

- The staffs/workers tend to have higher responsibility and accountability, and are always aware their effect on others' work.

- The staffs/workers prefer meaningful work, desire appreciation for their accomplishments, and prefer responsibility to decency and passivity.

- The management understands when, how, what they should delegate. They know how to choose their subordinates to work and develop their subordinates' performance to carry out more responsible work by giving proper instructions and training.

- The management have a comprehensive understanding of the strengths and weaknesses of their subordinates and the situation in which they are working.

5.3 Recommendations

From point of view of the researcher, the management of ABC (Thailand) Ltd – Bangpoo factory should continue to study the impact of the management effectiveness, even if these OD interventions were succeed. The researcher cannot assure the results in the long-term. Everything can change when the time passes by.

Organizational Communication – Communication Channels

In terms of organizational communication, the management should always consider what is the most appropriate communication channel, especially the most favorite channels – face to face meetings and e-mails, to communicate their messages.

The Human Resource Management department should evaluate the company's communication channels at least in every management's rotation term for finding the most convenient communication channel for staff/workers to communicate to the management.

Organizational Communication – Communication Flow

The principle of unity of command should be made a standard in the company's communication flow for avoiding confusion of upward and downward communication, and getting best results.

Teamwork – Responsibility and Accountability, and Delegation

Every person in the company should have their own specific job description and performance objectives because it will help them know and understand the scope of their responsibility and accountability.

The management should develop their subordinates' performance to carry out more responsible work by giving instructions and training regularly for alerting their subordinates to be ready to accept delegations.

The management should build a friendly atmosphere in the workplace by arranging activities which encourage to tighten the relationship and synergy of all the workforce to reach the company's goals, for example, set up team building and outing activities once a year in the company's plan.

5.4 Suggestions for further research

For further research on ABC (Thailand) Ltd. – Bangpoo factory, if there is anyone interested, the researcher would like to give a suggestion to mainly focus on the teamwork topic. Teamwork is one of the important factors of growth and prosperity of an organization.

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APPENDIX A

BANGPOO FACTORY

VICE PRESIDENT

SAFETY & ENVIRONMENT

EXECUTIVE ASST.
DRIVER TO VP.

SENIOR FOOD TECHNOLOGIST

SR. MGR. ACC&CONTROL	SR.MGR. ENGINEERING	SR.MGR PROJ. ENG	ASST. MGR. PD (MP)	MGR. PD (NDC)	SR.MGR. PACKAGING	MGR. - QA	SR. MGR. - HR	SR.MGR. WAREHOUSE & DISPATCH	MGR. - RMP	MGR. - IP
ASST.MGR. -ACC.	MGR. – AUTOMATION PROCESS FOCUS		SR.SUP PD (MP)	SR.SUP PD (NDC)	SUP. - PACKAGING	SUP – QA FACTORY HYGIENIST	SR. SUP. - HR	SUP. – W&D	SR. SUP. - MATERIAL MGT.	SUP. – IP
GENERAL ACCOUNTANT	ASST. MGR.-ENG.		SUP – PD (MP)	SUP – PD (NDC)	SR.SUP – F&P	SR.SUP – QA		SUP. - W&D	SR.SUP. - PROD. PLANNING	SUP. – AG
	ASSST. MGR. ENG. AUTOMATION				SUP. – F&P	SUP – QA			SUP.–PROD. PLANNING	
	ENG. AUTOMATION									
	SR. ENG. - ELEC.				MGT. TRAINEE - PK.	QA TRAINEE				
	SUP. - CDM/IMS									
	SUP.- ENG.- MECH.									

APPENDIX B

Table 1-1: Consideration in Choosing a Communication Channel

	Speed of Establishing Contact	Time Required for Feedback	Amount of Information Conveyed	Control over How message is composed and delivered	Control over Receiver's Attention	Personal vs. Formal	Cost	Permanent Record	Effective for Detailed Messages
Person-to-Person	Variable	Immediate (after contact established)	Highest	Moderate	Highest	Personal	Depends on distance	None	Weak
Teleconferencing	Usually difficult to set up	Immediate (after contact established)	High	Moderate	High	Personal	High	Usually none	Weak
Telephone	Variable	Immediate (after contact established)	Vocal, but not visual	Moderate	Less than with visual contact	Personal	Low	Usually none	Weakest
Voice Mail	Fast	Delayed	Vocal, but not visual	Higher	Low	Personal	Low	Possible	Weak
E-Mail	Fast	Delayed	Lowest (text only, no formatting)	High	Low	Personal	Low (after e-mail account established)	Yes	Better
Fax	Fast	Delayed	Words, numbers, and images, but few nonverbal cues	High	Low	More formal	Low (after equipment is purchased)	Yes	Good
Computer Conferencing	Difficult to set up, then easy	Immediate	Text, and sometimes visual images	Moderate	Low	More personal	Low (once network is established)	Usually	Good
Hard Copy	Slow (depending on distance)	Delayed	Words, numbers, and images, but few nonverbal cues	High	Low	More formal	Low to modest	Yes	Good

APPENDIX C

Impact of Management Effectiveness

(ผลกระทบต่อประสิทธิผลด้านการจัดการ)
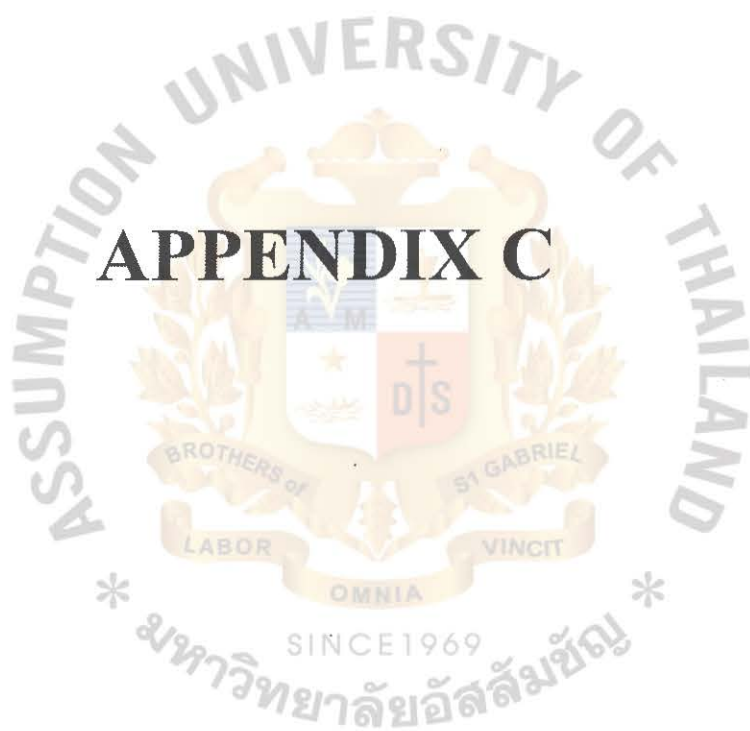
Part I : Questionnaire

<u>Direction</u> : The following statements are to indicate your own attitude toward existing of organizational communication and teamwork.

Please mark the checkmark (X) on only one scale in each statement that best fit to you.

<u>Organizational Communication</u>

* Communication Channel

1 = strongly disagree, 2 = disagree, 3 = neutral, 4 = agree, 5 = strongly agree

	1	2	3	4	5

1. I preplan my communications with others to accomplish my goals.

   (ข้าพเจ้าเตรียมแผนการสื่อสารก่อนที่จะสื่อสารกับผู้อื่น เพื่อให้การสื่อสารของข้าพเจ้าบรรลุวัตถุประสงค์)

2. I take into consideration how others want to receive my information.

   (ข้าพเจ้าพิจารณาเสมอว่า บุคคลอื่นต้องการรับข้อมูลข่าวสารจากข้าพเจ้าด้วยวิธีใด)

3. I hold regular, private meetings with people with whom I work and with whom I live.

   (ข้าพเจ้าจะนัดประชุมพูดคุยกับบุคคลที่ข้าพเจ้าร่วมทำงานด้วยอยู่เป็นประจำ)

4. I always communicate with others via electronic mail (e-mail) because it is the fastest, most effective, and have an evidence.

   (ข้าพเจ้ามักจะสื่อสารกับผู้อื่นผ่านทาง E - MAIL เพราะเป็นช่องทางสื่อสารที่รวดเร็ว, มีประสิทธิภาพสูงสุดและมีหลักฐานการสื่อสาร)

5. I find the communication channels within organization effective (ข้าพเจ้าเห็นว่าการสื่อสารภายในบริษัทดังต่อไปนี้มีประสิทธิภาพ) :

   5.1 Memo (หนังสือเวียน)

   5.2 Electronic Mail (อิเลคทรอนิค เมลล์)

   5.3 Bulletin Board (บอร์ดติดประกาศภายใน)

   5.4 Newsletter (จุลสารบริษัท)

   5.5 Face-to-face meeting (การประชุมพูดคุย)

   5.6 Moving Sign Board (บอร์ดอักษรไฟวิ่ง)

   5.7 Pamphlette (แผ่นพับ)

   5.8 Front Line Talk (พูดหน้าแถว)

6. I think my company uses proper channels in conveying the information

   (ข้าพเจ้าคิดว่าบริษัทฯ ของข้าพเจ้ามีการเลือกช่องทางการสื่อสารสำหรับถ่ายทอดข้อมูลข่าวสารให้กับพนักงาน ได้อย่างเหมาะสม)

* Communication Flow

1 = strongly disagree, 2 = disagree, 3 = neutral, 4 = agree, 5 = strongly agree

	1	2	3	4	5

7. I reinforce other people's sense of self-worth and self-esteem in my communication with them.

   (ข้าพเจ้าจะเสริมให้ผู้ฟังรู้สึกว่าเขาเหล่านั้นมีคุณค่าและความนิยมต่อการสื่อสารของข้าพเจ้า)

8. I don't talk down to those who have less power or less information than I.

   (ข้าพเจ้าจะ ไม่ลดตัวไปพูดกับบุคคลที่มีอำนาจหรือข้อมูลข่าวสารที่น้อยกว่าข้าพเจ้า)

9. Even when I feel strongly about my point of view, I convey to others that I am flexible and open to new information.

   (ถึงแม้ว่าข้าพเจ้าจะมีความเชื่อมั่นในมุมมองของข้าพเจ้าเป็นอย่างสูง แต่ข้าพเจ้าจะถ่ายทอดให้ผู้อื่นเห็นว่าข้าพเจ้าเป็นคนมีความยืดหยุ่น และพร้อมที่จะเปิดรับข้อมูลข่าวสารใหม่ๆ)

10. I don't dominate conversations with others. (ข้าพเจ้าไม่ครอบครองการสนทนากับผู้อื่นแต่เพียงผู้เดียว)

11. I tend not to listen to people with whom I disagree. (ข้าพเจ้ามักจะไม่รับฟังคนที่ไม่เห็นด้วยกับข้าพเจ้า)

Impact of Management Effectiveness
(ผลกระทบต่อประสิทธิผลด้านการจัดการ)

12. I find it difficult to fully participate in conversations where the subject is not of interest to me.
(ข้าพเจ้าคิดว่าการที่จะเข้าไปมีส่วนร่วมกับการสนทนาในหัวข้อที่ไม่อยู่ในความสนใจของข้าพเจ้านั้น มันเป็นสิ่งที่ยาก)

13. When I feel I know the message the talker is trying to get across, I stop listening.

14. I find it easy to listen to others' views even if they are different from my own.
(ข้าพเจ้าคิดว่าการรับฟังมุมมองของผู้อื่นเป็นสิ่งที่ง่าย ถึงแม้ว่าพวกเขาเหล่านั้นจะมีมุมมองที่แตกต่างจากข้าพเจ้า)

15. I ask people to clarify things I don't understand.
(เมื่อใดที่ข้าพเจ้าไม่เข้าใจในสิ่งที่ผู้อื่นพูด ข้าพเจ้าก็จะขอให้ผู้นั้นช่วยอธิบายให้กระจ่าง)

16. I usually form a rebuttal in my head while the other person is talking.
(ข้าพเจ้าจะมีความคิดโต้แย้งอยู่ในหัวเสมอ ในขณะที่ผู้อื่นกำลังพูด)

17. I often look as if I'm listening when, in fact, I'm not. (ข้าพเจ้าให้ความสนใจแก่ผู้พูด แต่ในความเป็นจริงแล้วไม่ใช่)

18. I sometimes daydream when I should be listening. (บางครั้งข้าพเจ้าใจลอยในขณะที่ข้าพเจ้าควรจะตั้งใจฟัง)

19. If I'm not listening. I will tell the person. (ถ้าข้าพเจ้าไม่ฟังผู้ใดพูด ข้าพเจ้าจะบอกให้ผู้นั้นทราบ)

20. I listen for the main ideas, not the details. (ข้าพเจ้าจะฟังแต่หลักความคิดของผู้พูด โดยมาสนใจในรายละเอียด)

21. I recognize that words mean different things to different people.
(ข้าพเจ้าจะคิดอยู่เสมอว่า ความหมายของคำๆหนึ่งจะแตกต่างกันสำหรับคนแต่ละคน)

22. If I don't like or believe the other person, I block out what is being said.
(ถ้าข้าพเจ้าไม่ชอบหรือไม่เชื่อถือบุคคลใด ข้าพเจ้าจะปิดกั้นการรับฟังการพูดของบุคคลนั้น)

23. I look at the person who is talking. (ข้าพเจ้าจะให้ความสนใจแก่ผู้พูดเสมอ)

24. I anticipate others' reactions to my communications.
(ข้าพเจ้าจะคาดถึงปฏิกิริยาได้ตอบของผู้อื่นต่อการสื่อสารของข้าพเจ้า)

25. I take into consideration how others want to receive my information.
(ข้าพเจ้าพิจารณาเสมอว่า บุคคลอื่นต้องการรับข้อมูลข่าวสารจากข้าพเจ้าด้วยวิธีใด)

26. I try to determine the mood of the other person (angry, frustrated, worried, etc.) when communicating with them.
(ข้าพเจ้าจะพยายามดูอารมณ์ของผู้อื่น (โกรธ, หวั่นไหว, กังวล ฯลฯ) ในขณะที่ข้าพเจ้าสื่อสารด้วย)

27. I feel that I am able to communicate my ideas to others so that they understand my meaning.
(ข้าพเจ้ารู้สึกว่า ข้าพเจ้าสามารถที่จะสื่อสารแนวความคิดของข้าพเจ้าให้ผู้อื่นเข้าใจได้)

28. I often feel others should have known my meaning. (ข้าพเจ้ามักจะรู้สึกว่าผู้อื่นน่าจะรู้ถึงความหมายที่ข้าพเจ้าสื่อออกไป)

29. I am able to receive negative feedback without getting defensive.
(ข้าพเจ้าสามารถรับฟังการตอบสนองที่เป็นด้านลบโดยไม่โต้แย้งได้)

30. I practice my listening skills on a regular basis. (ข้าพเจ้าฝึกฝนทักษะการฟังของข้าพเจ้าเป็นประจำ)

31. I find it hard to concentrate on what someone is saying when there are noise distractions.
(ข้าพเจ้าเห็นว่าคงจะเป็นไปได้ยาก หากเราจะตั้งใจฟังผู้อื่นพูดในขณะที่มีเสียงรบกวนนั้น)

32. I often judge the content of others' messages when they're communicating me.
(ข้าพเจ้ามักจะพิจารณาเนื้อหาข้อมูลของผู้อื่น ในขณะที่เรากำลังสื่อสารกัน)

33. I restate information given to make sure that I understand it correctly.
(ข้าพเจ้าจะทบทวนข้อมูลที่ข้าพเจ้าได้รับ เพื่อให้มั่นใจว่าข้าพเจ้าเข้าใจถูกต้อง)

34. I let others know that I recognize the emotional level they are at when speaking to them.
(ข้าพเจ้าจะทำให้ผู้อื่นรู้ว่าข้าพเจ้าคำนึงถึงระดับอารมณ์ของผู้อื่น ในขณะที่ข้าพเจ้าพูดกับบุคคลเหล่านั้น)

Impact of Management Effectiveness
(ผลกระทบต่อประสิทธิผลด้านการจัดการ)

<u>Teamwork</u> (การทำงานร่วมกัน)

* Responsibility and Accountability

1 = **not at all** (ไม่เลยแม้แต่น้อย), 5 = **completely** (อย่างสมบูรณ์แบบ)

1	2	3	4	5

35. Tasks are clearly defined and assigned, including accountability and authority.

   (งานมีการจำกัดความและการมอบหมายอย่างชัดเจน รวมถึงความรับผิดชอบและอำนาจหน้าที่)

36. Formal planning processes exist. (กระบวนการวางแผนอย่างเป็นทางการมีอยู่จริง)

37. Remedial plans are undertaken. (แผนงานได้รับการปรับปรุงแก้ไข)

38. The operating groups in the organization are involved in planning and control.

   (กลุ่มที่ดำเนินงานในองค์กรมีส่วนเกี่ยวข้องกับการวางแผนงานและการควบคุม)

39. "Having fun at work is an important cultural factor.

   ("มีความสุข" ในการทำงานเป็นองค์ประกอบทางวัฒนธรรมที่สำคัญ)

40. Staff offers facts, give his/her opinions and ideas, and provide suggestions and relevant information to help the group discussion.

   (พนักงานนำเสนอข้อเท็จจริง ความคิดและความเห็นของตน พร้อมทั้งให้คำแนะนำและข้อมูลที่เกี่ยวข้องกับการปฏิบัติงานเพื่อช่วยหารือในกลุ่ม)

41. Staff expresses his/her willingness to cooperate with other group members and his/her expectations that they will also be cooperative.

   (พนักงานแสดงความเต็มใจของตนเองในการร่วมมือกับสมาชิกของกลุ่มอื่นๆ และตนก็คาดหวังว่าจะได้รับความร่วมมือจากสมาชิกเหล่านั้นเช่นกัน)

42. Staff gives support to group members who are on the spot and struggling to express themselves intellectually or emotionally.

   (พนักงานให้การสนับสนุนสมาชิกของกลุ่มที่กำลังประสบปัญหา และพยายามอย่างยิ่งที่จะแสดงในด้านสติปัญญาหรืออารมณ์)

43. Staff evaluates the contributions of other group members in terms of whether their contributions are useful to him/her and whether they are right or wrong.

   (พนักงานประเมินความทุ่มเทของสมาชิกกลุ่มรายอื่นๆ ไม่ว่าตนจะได้รับประโยชน์จากความทุ่มเทของสมาชิกเหล่านั้น หรือในด้านความถูกต้องหรือไม่ถูกต้องของการกระทำของสมาชิกเหล่านั้น)

* Delegation

1 = **not at all** (ไม่เลยแม้แต่น้อย), 5 = **completely** (อย่างสมบูรณ์แบบ)

1	2	3	4	5

44. Tasks are defined in conjunction with the staff. (งานได้รับการจำกัดความร่วมกับพนักงาน)

45. Task performance is measured. (ผลการปฏิบัติงานได้รับการประเมิน)

46. Actual performance measurements are made against plans.

   (การประเมินผลการปฏิบัติงานที่แท้จริงเป็นการสร้างความขัดแย้งกับแผนงาน)

47. Feedback is provided to staff on positive and negative situations.

   (พนักงานได้รับประเมินผลการปฏิบัติงานในสถานการณ์ที่เป็นบวกและเป็นลบ)

48. Staffs are encouraged to introduce change to improve performance.

   (พนักงานได้รับการสนับสนุนให้นำเสนอความเปลี่ยนแปลง เพื่อปรับปรุงประสิทธิภาพในการทำงาน)

49. Staff offers help and assistance to anyone in the group in order to bring up the performance of everyone.

   (พนักงานเสนอความช่วยเหลือให้กับบุคคลใดๆภายในกลุ่ม เพื่อยกระดับประสิทธิภาพในการทำงานของทุกคน)

50. Staff warmly encourages all members to participate, giving them recognition for their contributions, demonstrating acceptance and openness to their ideas, and generally being friendly and responsive them.

Impact of Management Effectiveness

(ผลกระทบต่อประสิทธิผลด้านการจัดการ)

(พนักงานสนับสนุนสมาชิกทุกรายอย่างอบอุ่นในการมีส่วนร่วม โดยสร้างจิตสำนึกให้กับบุคคลเหล่านั้น เกี่ยวกับความทุ่มเทของพวกเขา จวบจนแสดงให้เห็นถึงการยอมรับ และจิตใจที่เปิดกว้างสำหรับความคิดของพวกเขา และโดยทั่วไปแล้ว โดยแสดงความเป็นมิตร และตอบสนองความต้องการของพวกเขาเหล่านั้น)

Part II : Personal Data

Direction : Please complete the following information about yourself by marking the checkmark (X) or specify answer in the blanks related to your own profile.

1. Gender
   - ○ Male
   - ○ Female

2. How long have you been working for this company (until August 2003)
   - ○ Less than 2 years
   - ○ 6 - 10 years
   - ○ 2 - 5 Years
   - ○ 10 Years up

3. Education Attainment
   - ○ Bachlor Degree
   - ○ Master Degree
   - ○ PhD., Doctor
   - ○ Others (Specify) ....

APPENDIX D

Table 4-1: Number and percentage of respondents which sort by communication channel variance

- 5 = Strongly agree, 4 = Agree, 3 = Neutral, 2 = Disagree, and 1 = Strongly disagree
- ( ) is a percentage

n = 50

	Score Level					Mean	S.D.
	5	4	3	2	1		
I preplan my communications with other to accomplish my goals.	14 (28.0)	21 (42.0)	14 (28.0)	1 (2.0)	0 (0.0)	3.96	0.807
I take into consideration how others want to receive my information.	3 (6.0)	30 (60.0)	16 (32.0)	0 (0.0)	1 (2.0)	3.68	0.683
I hold regular, private meetings with people with whom I work and with whom I live	5 (10.0)	24 (48.0)	18 (36.0)	3 (6.0)	0 (0.0)	3.62	0.753
I always communicate with others via e-mail because it is the fastest, most effective, and have evidence.	19 (38.0)	17 (34.0)	9 (18.0)	4 (8.0)	1 (2.0)	3.98	1.040
I find the communication channels within organization effective by memo.	2 (4.0)	17 (34.0)	20 (40.0)	9 (18.0)	2 (4.0)	3.16	0.912
I find the communication channels within organization effective by e-mail.	16 (32.0)	26 (52.0)	6 (12.0)	1 (2.0)	1 (2.0)	4.10	0.839
I find the communication channels within organization effective by bulletin board.	2 (4.0)	16 (32.0)	25 (50.0)	6 (12.0)	1 (2.0)	3.24	0.797
I find the communication channels within organization effective by newsletter.	4 (8.0)	7 (14.0)	29 (58.0)	8 (16.0)	2 (4.0)	3.06	0.890

	Score Level					Mean	S.D.
	5	4	3	2	1		
I find the communication channels within organization effective by face-to-face meeting	13 (26.0)	19 (38.0)	16 (32.0)	1 (2.0)	1 (2.0)	3.84	0.912
I find the communication channels within organization effective by moving signboard.	0 (0.0)	10 (20.0)	24 (48.0)	13 (26.0)	3 (6.0)	2.82	0.825
I find the communication channels within organization effective by pamphlet.	1 (2.0)	8 (16.0)	25 (50.0)	14 (28.0)	2 (4.0)	2.84	0.817
I find the communication channels within organization effective by front line talk.	4 (8.0)	24 (48.0)	18 (36.0)	3 (6.0)	1 (2.0)	3.54	0.813
I think my company uses proper channels in conveying the information.	4 (8.0)	29 (58.0)	15 (30.0)	1 (2.0)	1 (2.0)	3.68	0.741
Total						3.50	0.461

Table 4-2: Number and percentage of respondents which sort by communication flow variance

- 5 = Strongly agree, 4 = Agree, 3 = Neutral, 2 = Disagree, and 1 = Strongly disagree
- ( ) is a percentage

n = 50

	Score Level					Mean	S.D.
	5	**4**	**3**	**2**	**1**		
I reinforce other people's sense of self-worth and self-esteem in my communication with them.	1 (2.0)	13 (26.0)	29 (58.0)	7 (14.0)	0 (0.0)	3.16	0.681
I don't talk down to those who have less power or less information than I.	2 (4.0)	10 (20.0)	6 (12.0)	14 (28.0)	18 (36.0)	2.28	1.262
Even when I feel strongly about my point of view, I convey to others than I am flexible and open to new information.	7 (14.0)	30 (60.0)	11 (22.0)	2 (4.0)	0 (0.0)	3.84	0.710
I don't dominate conversations with others.	2 (4.0)	10 (20.0)	25 (50.0)	11 (22.0)	2 (4.0)	2.98	0.869
I tend not to listen to people with whom I disagree.	2 (4.0)	8 (16.0)	14 (28.0)	13 (26.0)	13 (26.0)	2.46	1.164
I find it difficult to fully participate in conversations where the subject is not of interest to me.	3 (6.0)	12 (24.0)	21 (42.0)	13 (26.0)	1 (2.0)	3.06	0.913
When I feel I know the message the talker is trying to get across, I stop listening.	1 (2.0)	12 (24.0)	14 (28.0)	15 (30.0)	8 (16.0)	2.66	1.081
I find it easy to listen to others' views even if they are different from my own.	4 (8.0)	18 (36.0)	19 (38.0)	9 (18.0)	0 (0.0)	3.34	0.872

	Score Level					Mean	S.D.
	5	**4**	**3**	**2**	**1**		
I ask people to clarify things I don't understand.	16 (32.0)	25 (50.0)	6 (12.0)	1 (2.0)	2 (4.0)	4.04	0.947
I usually form a rebuttal in my head while the other person is talking.	1 (2.0)	11 (22.0)	30 (60.0)	8 (16.0)	0 (0.0)	3.10	0.678
I often look as if I'm listening when, in fact, I'm not.	1 (2.0)	6 (12.0)	31 (62.0)	7 (14.0)	5 (10.0)	2.82	0.850
I sometimes daydream when I should be listening.	0 (0.0)	13 (26.0)	20 (40.0)	15 (30.0)	2 (4.0)	2.88	0.849
If I'm not listening. I will tell the person.	2 (4.0)	11 (22.0)	17 (34.0)	14 (28.0)	6 (12.0)	2.78	1.055
I listen for the main ideas, not the details	2 (4.0)	13 (26.0)	9 (18.0)	20 (40.0)	6 (12.0)	2.70	1.111
I recognize that words mean different things to different people.	11 (22.0)	20 (40.0)	18 (36.0)	0 (0.0)	1 (2.0)	3.80	0.857
If I don't like or believe the other person, I block out what is being said.	2 (4.0)	10 (20.0)	11 (22.0)	18 (36.0)	9 (18.0)	2.56	1.128
I look at the person who is talking.	14 (28.0)	22 (44.0)	12 (24.0)	1 (2.0)	1 (2.0)	3.94	0.890
I anticipate others' reactions to my communications.	8 (16.0)	15 (30.0)	24 (48.0)	2 (4.0)	1 (2.0)	3.54	0.885
I take into consideration how others want to receive my information.	8 (16.0)	24 (48.0)	18 (36.0)	0 (0.0)	0 (0.0)	3.80	0.700
I try to determine the mood of the other person when communicating with them.	9 (18.0)	25 (50.0)	11 (22.0)	3 (6.0)	2 (4.0)	3.72	0.970

	Score Level						
	5	**4**	**3**	**2**	**1**	**Mean**	**S.D.**
I feel that I am able to communicate my ideas to others so that they understand my meaning.	4 (8.0)	30 (60.0)	12 (24.0)	3 (6.0)	1 (2.0)	3.66	0.798
I often feel others should have known my meaning.	5 (10.0)	19 (38.0)	21 (42.0)	5 (10.0)	0 (0.0)	3.48	0.814
I am able to receive negative feedback without getting defensive.	6 (12.0)	18 (36.0)	20 (40.0)	4 (8.0)	2 (4.0)	3.44	0.951
I practice my listening skills on a regular basis.	10 (20.0)	20 (40.0)	18 (36.0)	2 (4.0)	0 (0.0)	3.76	0.822
I find it hard to concentrate on what someone is saying when there are noise distractions.	8 (16.0)	15 (30.0)	17 (34.0)	10 (20.0)	0 (0.0)	3.42	0.992
I often judge the content of others' message when they're communicating me.	3 (6.0)	12 (24.0)	30 (60.0)	5 (10.0)	0 (0.0)	3.26	0.723
I restate information given to make sure that I understand it correctly.	4 (8.0)	32 (64.0)	13 (26.0)	0 (0.0)	1 (2.0)	3.76	0.687
I let others know that I recognize the emotional level they are at when speaking to them.	4 (8.0)	25 (50.0)	16 (32.0)	5 (10.0)	0 (0.0)	3.56	0.787
Total						3.28	0.264

Table 4-3: Number and percentage of respondents which sort by responsibility and accountability variance

- 5 = Strongly agree, 4 = Agree, 3 = Neutral, 2 = Disagree, and 1 = Strongly disagree
- ( ) is a percentage

n = 50

	Score Level					Mean	S.D.
	5	**4**	**3**	**2**	**1**	**Mean**	**S.D.**
Tasks are clearly defined and assigned, including accountability and authority.	11 (22.0)	23 (46.0)	13 (26.0)	2 (4.0)	1 (2.0)	3.82	0.896
Formal planning processes exist.	9 (18.0)	20 (40.0)	13 (26.0)	7 (14.0)	1 (2.0)	3.58	1.012
Remedial plans are undertaken.	5 (10.0)	25 (50.0)	16 (32.0)	3 (6.0)	1 (2.0)	3.60	0.833
The operating groups in the organization are involved in planning and control.	12 (24.0)	20 (40.0)	13 (26.0)	4 (8.0)	1 (2.0)	3.76	0.981
"Having fun" at work is an important cultural factor.	21 (42.0)	17 (34.0)	8 (16.0)	3 (6.0)	1 (2.0)	4.08	1.007
Staff offers facts, give his/her opinions and ideas, and provide suggestions and relevant information to help the group discussion.	10 (20.0)	22 (44.0)	14 (28.0)	2 (4.0)	2 (4.0)	3.72	0.970
Staff expresses his/her willingness to cooperate with other group members and his/her expectations that they will also be cooperative.	12 (24.0)	21 (42.0)	13 (26.0)	3 (6.0)	1 (2.0)	3.80	0.948

	Score Level					Mean	S.D.
	5	4	3	2	1		
Staff gives support to group members who are on the spot and struggling to express themselves intellectually or emotionally.	5 (10.0)	24 (48.0)	16 (32.0)	2 (4.0)	3 (6.0)	3.52	0.953
Staff evaluates the contributions of other group members in terms of whether their contributions are useful to him/her and whether they are right or wrong.	3 (6.0)	15 (30.0)	23 (46.0)	6 (12.0)	3 (6.0)	3.18	0.941
Total						**3.67**	**0.621**

Table 4-4: Number and percentage of respondents which sort by delegation factor

- 5 = Strongly agree, 4 = Agree, 3 = Neutral, 2 = Disagree, and 1 = Strongly disagree
- ( ) is a percentage

n = 50

	Score Level					Mean	S.D.
	5	**4**	**3**	**2**	**1**		
Tasks are defined in conjunction with the staff.	3 (6.0)	17 (34.0)	20 (40.0)	6 (12.0)	4 (8.0)	3.18	1.004
Tasks performance is measured.	15 (30.0)	19 (38.0)	14 (28.0)	1 (2.0)	1 (2.0)	3.92	0.922
Actual performance measurements are made against plans.	1 (2.0)	8 (16.0)	20 (40.0)	14 (28.0)	7 (14.0)	2.64	0.985
Feedback is provided to staff on positive and negative situations.	12 (24.0)	22 (44.0)	14 (28.0)	1 (2.0)	1 (2.0)	3.86	0.881
Staffs are encouraged to introduce change to improve performance.	13 (26.0)	27 (54.0)	6 (12.0)	2 (4.0)	2 (4.0)	3.94	0.956
Staff offers help and assistance to anyone in the group in order to bring up the performance of everyone.	6 (12.0)	21 (42.0)	18 (36.0)	3 (6.0)	2 (4.0)	3.52	0.931
Staff warmly encourages all members to participate, giving them recognition for their contributions, demonstrating acceptance and openness to their ideas, and gernerally being friendly and responsive them.	10 (20.0)	17 (34.0)	18 (36.0)	2 (4.0)	3 (6.0)	3.58	1.052
Total						**3.52**	**0.621**

Table 4-5: Number and percentage of respondents which sort by communication channel variance

- 5 = Strongly agree, 4 = Agree, 3 = Neutral, 2 = Disagree, and 1 = Strongly disagree
- ( ) is a percentage

n = 50

	Score Level					Mean	S.D.
	5	**4**	**3**	**2**	**1**		
I preplan my communications with other to accomplish my goals.	17 (34.0)	23 (46.0)	10 (20.0)	0 (0.0)	0 (0.0)	4.14	0.729
I take into consideration how others want to receive my information.	14 (28.0)	24 (48.0)	11 (22.0)	1 (2.0)	0 (0.0)	4.02	0.769
I hold regular, private meetings with people with whom I work and with whom I live	11 (22.0)	22 (44.0)	15 (30.0)	2 (4.0)	0 (0.0)	3.84	0.817
I always communicate with others via e-mail because it is the fastest, most effective, and have evidence.	25 (50.0)	15 (30.0)	8 (16.0)	2 (4.0)	0 (0.0)	4.26	0.876
I find the communication channels within organization effective by memo.	4 (8.0)	17 (34.0)	25 (50.0)	4 (8.0)	0 (0.0)	3.42	0.758
I find the communication channels within organization effective by e-mail.	20 (40.0)	27 (54.0)	3 (6.0)	0 (0.0)	0 (0.0)	4.34	0.593
I find the communication channels within organization effective by bulletin board.	6 (12.0)	20 (40.0)	23 (46.0)	1 (2.0)	0 (0.0)	3.62	0.725

	Score Level					Mean	S.D.
	5	4	3	2	1		
I find the communication channels within organization effective by newsletter.	12 (24.0)	12 (24.0)	20 (40.0)	6 (12.0)	0 (0.0)	3.60	0.990
I find the communication channels within organization effective by face-to-face meeting	17 (34.0)	21 (42.0)	12 (24.0)	0 (0.0)	0 (0.0)	4.10	0.763
I find the communication channels within organization effective by moving signboard.	2 (4.0)	21 (42.0)	17 (34.0)	10 (20.0)	0 (0.0)	3.30	0.839
I find the communication channels within organization effective by pamphlet.	3 (6.0)	17 (34.0)	23 (46.0)	6 (12.0)	1 (2.0)	3.30	0.839
I find the communication channels within organization effective by front line talk.	9 (18.0)	27 (54.0)	13 (26.0)	1 (2.0)	0 (0.0)	3.88	0.718
I think my company uses proper channels in conveying the information.	13 (26.0)	23 (46.0)	13 (26.0)	1 (2.0)	0 (0.0)	3.96	0.781
Total						3.83	0.262

Table 4-6: Number and percentage of respondents which sort by communication flow variance

- 5 = Strongly agree, 4 = Agree, 3 = Neutral, 2 = Disagree, and 1 = Strongly disagree
- ( ) is a percentage

n = 50

	Score Level					Mean	S.D.
	5	**4**	**3**	**2**	**1**		
I reinforce other people's sense of self-worth and self-esteem in my communication with them.	1 (2.0)	16 (32.0)	28 (56.0)	5 (10.0)	0 (0.0)	3.26	0.664
I don't talk down to those who have less power or less information than I.	3 (6.0)	16 (32.0)	10 (20.0)	20 (40.0)	1 (2.0)	3.00	1.030
Even when I feel strongly about my point of view, I convey to others than I am flexible and open to new information.	12 (24.0)	26 (52.0)	12 (24.0)	0 (0.0)	0 (0.0)	4.00	0.700
I don't dominate conversations with others.	2 (4.0)	21 (42.0)	17 (34.0)	10 (20.0)	0 (0.0)	3.30	0.839
I tend not to listen to people with whom I disagree.	5 (10.0)	10 (20.0)	19 (38.0)	13 (26.0)	3 (6.0)	3.02	1.059
I find it difficult to fully participate in conversations where the subject is not of interest to me.	6 (12.0)	17 (34.0)	22 (44.0)	5 (10.0)	0 (0.0)	3.48	0.839
When I feel I know the message the talker is trying to get across, I stop listening.	1 (2.0)	18 (36.0)	19 (38.0)	11 (22.0)	1 (2.0)	3.14	0.857
I find it easy to listen to others' views even if they are different from my own.	7 (14.0)	18 (36.0)	20 (40.0)	5 (10.0)	0 (0.0)	3.54	0.862

	Score Level					Mean	S.D.
	5	**4**	**3**	**2**	**1**		
I ask people to clarify things I don't understand.	27 (54.0)	18 (36.0)	3 (6.0)	2 (4.0)	0 (0.0)	4.40	0.782
I usually form a rebuttal in my head while the other person is talking.	5 (10.0)	13 (26.0)	26 (52.0)	6 (12.0)	0 (0.0)	3.34	0.823
I often look as if I'm listening when, in fact, I'm not.	4 (8.0)	21 (42.0)	17 (34.0)	7 (14.0)	1 (2.0)	3.40	0.904
I sometimes daydream when I should be listening.	3 (6.0)	21 (42.0)	16 (32.0)	10 (20.0)	0 (0.0)	3.34	0.872
If I'm not listening. I will tell the person.	8 (16.0)	14 (28.0)	19 (38.0)	7 (14.0)	2 (4.0)	3.38	1.048
I listen for the main ideas, not the details	4 (8.0)	17 (34.0)	13 (26.0)	15 (30.0)	1 (2.0)	3.16	1.017
I recognize that words mean different things to different people.	13 (26.0)	21 (42.0)	15 (30.0)	1 (2.0)	0 (0.0)	3.92	0.804
If I don't like or believe the other person, I block out what is being said.	5 (10.0)	13 (26.0)	16 (32.0)	15 (30.0)	1 (2.0)	3.12	1.023
I look at the person who is talking.	21 (42.0)	20 (40.0)	7 (14.0)	2 (4.0)	0 (0.0)	4.20	0.833
I anticipate others' reactions to my communications.	15 (30.0)	13 (26.0)	21 (42.0)	1 (2.0)	0 (0.0)	3.84	0.889
I take into consideration how others want to receive my information.	13 (26.0)	29 (58.0)	8 (16.0)	0 (0.0)	0 (0.0)	4.10	0.647
I try to determine the mood of the other person when communicating with them.	15 (30.0)	22 (44.0)	11 (22.0)	2 (4.0)	0 (0.0)	4.00	0.833

	Score Level					Mean	S.D.
	5	4	3	2	1		
I feel that I am able to communicate my ideas to others so that they understand my meaning.	13 (26.0)	26 (52.0)	11 (22.0)	0 (0.0)	0 (0.0)	4.04	0.699
I often feel others should have known my meaning.	15 (30.0)	18 (36.0)	16 (32.0)	1 (2.0)	0 (0.0)	3.94	0.843
I am able to receive negative feedback without getting defensive.	12 (24.0)	19 (38.0)	16 (32.0)	3 (6.0)	0 (0.0)	3.80	0.881
I practice my listening skills on a regular basis.	16 (32.0)	19 (38.0)	14 (28.0)	1 (2.0)	0 (0.0)	4.00	0.833
I find it hard to concentrate on what someone is saying when there are noise distractions.	9 (18.0)	19 (38.0)	18 (36.0)	4 (8.0)	0 (0.0)	3.66	0.872
I often judge the content of others' message when they're communicating me.	5 (10.0)	19 (38.0)	23 (46.0)	3 (6.0)	0 (0.0)	3.52	0.762
I restate information given to make sure that I understand it correctly.	10 (20.0)	28 (56.0)	12 (24.0)	0 (0.0)	0 (0.0)	3.96	0.669
I let others know that I recognize the emotional level they are at when speaking to them.	12 (24.0)	24 (48.0)	9 (18.0)	5 (10.0)	0 (0.0)	3.86	0.904
Total						**3.63**	**0.160**

Table 4-7: Number and percentage of respondents which sort by responsibility and accountability variance

- 5 = Strongly agree, 4 = Agree, 3 = Neutral, 2 = Disagree, and 1 = Strongly disagree
- ( ) is a percentage

n = 50

	Score Level					Mean	S.D.
	5	**4**	**3**	**2**	**1**		
Tasks are clearly defined and assigned, including accountability and authority.	15 (30.0)	22 (44.0)	12 (24.0)	1 (2.0)	0 (0.0)	4.02	0.795
Formal planning processes exist.	15 (30.0)	19 (38.0)	11 (22.0)	5 (10.0)	0 (0.0)	3.88	0.961
Remedial plans are undertaken.	11 (22.0)	27 (54.0)	9 (18.0)	2 (4.0)	1 (2.0)	3.90	0.863
The operating groups in the organization are involved in planning and control.	14 (28.0)	21 (42.0)	11 (22.0)	4 (8.0)	0 (0.0)	3.90	0.909
"Having fun" at work is an important cultural factor.	26 (52.0)	16 (32.0)	5 (10.0)	2 (4.0)	1 (2.0)	4.28	0.948
Staff offers facts,give his/her opinions and ideas,and provide suggestions and relevant information to help the group discussion.	15 (30.0)	19 (38.0)	15 (30.0)	1 (2.0)	0 (0.0)	3.96	0.832
Staff expresses his/her willingness to cooperate with other group members and his/her expectations that they will also be cooperative.	19 (38.0)	15 (30.0)	15 (30.0)	1 (2.0)	0 (0.0)	4.04	0.880

	Score Level					Mean	S.D.
	5	**4**	**3**	**2**	**1**		
Staff gives support to group members who are on the spot and struggling to express themselves intellectually or emotionally.	10 (20.0)	26 (52.0)	11 (22.0)	2 (4.0)	1 (2.0)	3.84	0.866
Staff evaluates the contributions of other group members in terms of whether their contributions are useful to him/her and whether they are right or wrong.	9 (18.0)	15 (30.0)	20 (40.0)	5 (10.0)	1 (2.0)	3.52	0.974
Total						**3.93**	**0.502**

Table 4-8: Number and percentage of respondents which sort by delegation variance
- 5 = Strongly agree, 4 = Agree, 3 = Neutral, 2 = Disagree, and 1 = Strongly disagree
- ( ) is a percentage

n = 50

	Score Level					Mean	S.D.
	5	**4**	**3**	**2**	**1**		
Tasks are defined in conjunction with the staff.	4 (8.0)	21 (42.0)	20 (40.0)	5 (10.0)	0 (0.0)	3.48	0.789
Tasks performance is measured.	22 (44.0)	14 (28.0)	13 (26.0)	0 (0.0)	1 (2.0)	4.12	0.940
Actual performance measurements are made against plans.	2 (4.0)	8 (16.0)	26 (52.0)	13 (26.0)	1 (2.0)	2.94	0.818
Feedback is provided to staff on positive and negative situations.	24 (48.0)	15 (30.0)	10 (12.0)	1 (2.0)	0 (0.0)	4.24	0.847
Staffs are encouraged to introduce change to improve performance.	22 (44.0)	22 (44.0)	4 (8.0)	1 (2.0)	1 (2.0)	4.26	0.853
Staff offers help and assistance to anyone in the group in order to bring up the performance of everyone.	9 (18.0)	26 (52.0)	13 (26.0)	2 (4.0)	0 (0.0)	3.84	0.766
Staff warmly encourages all members to participate, giving them recognition for their contributions, demonstrating acceptance and openness to their ideas, and generally being friendly and responsive them.	20 (40.0)	23 (46.0)	6 (12.0)	1 (2.0)	0 (0.0)	4.24	0.744
Total						3.87	0.419

Table 4-9: The comparison of Mean and S.D. of respondents which sort by communication channel variance

Communication Channel	Pre-OD		Post-OD		t	Sig.
	Mean	S.D.	Mean	S.D.		
I preplan my communications with others to accomplish my goals.	3.96	0.807	4.14	0.729	-2.909	0.005
I take into consideration how others want to receive my information.	3.68	0.683	4.02	0.769	-4.629	0.000
I hold regular, private meetings with people with whom I work and with whom I live.	3.62	0.753	3.84	0.817	-3.348	0.002
I always communicate with others via e-mail because it is the fastest, most effective, and have evidence.	3.98	1.040	4.26	0.876	-3.456	0.001
I find the communication channels within organization effective by memo	3.16	0.912	3.42	0.758	-3.066	0.004
I find the communication channels within organization effective by electronic Mail	4.10	0.839	4.34	0.593	-3.562	0.001
I find the communication channels within organization effective by bulletin Board	3.24	0.797	3.62	0.725	-4.461	0.000
I find the communication channels within organization effective by newsletter	3.06	0.890	3.60	0.990	-5.200	0.000

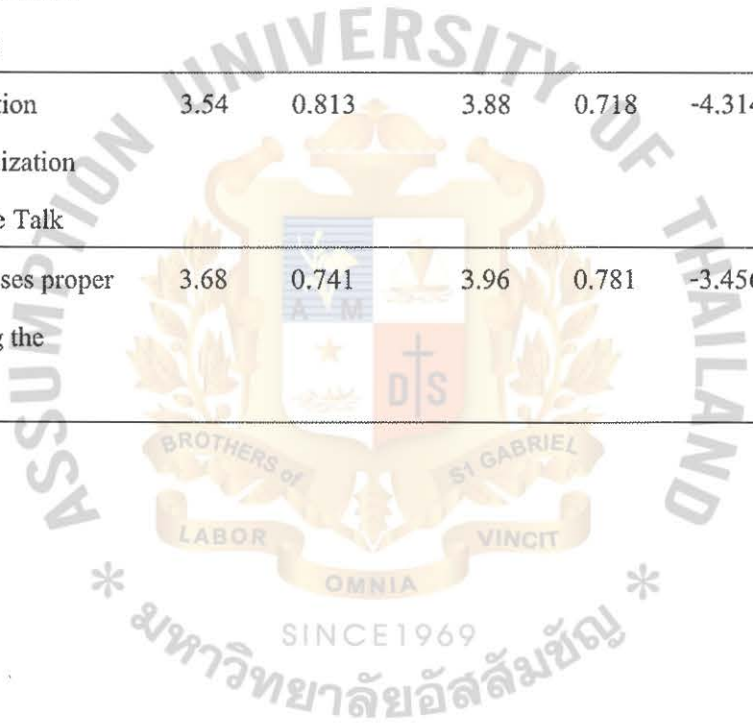| Communication Channel	Pre-OD		Post-OD		t	Sig.
	Mean	S.D.	Mean	S.D.		
I find the communication channels within organization effective by face-to-face meeting	3.84	0.912	4.10	0.763	-2.648	0.011
I find the communication channels within organization effective by moving signboard	2.82	0.825	3.30	0.839	-4.617	0.000
I find the communication channels within organization effective by pamphlet	2.84	0.817	3.30	0.839	-5.039	0.000
I find the communication channels within organization effective by front Line Talk	3.54	0.813	3.88	0.718	-4.314	0.000
I think my company uses proper channels in conveying the information	3.68	0.741	3.96	0.781	-3.456	0.001

Table 4-10: The comparison of Mean and S.D. of respondents which sort by communication flow variance

Communication flow	Pre-OD		Post-OD		t	Sig.
	Mean	S.D.	Mean	S.D.		
I reinforce other people's sense of self-worth and self-esteem in my communication with them.	3.16	0.681	3.26	0.664	-2.333	0.024
I don't talk down to those who have less power or less information than I.	2.28	1.262	3.00	1.030	-5.933	0.000
Even when I feel strongly about my point of view, I convey to others that I am flexible and open to new information.	3.84	0.710	4.00	0.700	-3.055	0.004
I don't dominate conversations with others.	2.98	0.869	3.30	0.839	-4.802	0.000
I tend not to listen to people with whom I disagree.	2.46	1.164	3.02	1.059	-5.403	0.000
I find it difficult to fully participate in conversations where the subject is not of interest to me.	3.06	0.913	3.48	0.839	-5.168	0.000
When I feel I know the message the talker is trying to get across, I stop listening.	2.66	1.081	3.14	0.857	-5.011	0.000
I find it easy to listen to others' views even if they are different from my own.	3.34	0.872	3.54	0.862	-2.858	0.006

Communication flow	Pre-OD		Post-OD		t	Sig.
	Mean	S.D.	Mean	S.D.		
I ask people to clarify things I don't understand.	4.04	0.947	4.40	0.782	-4.523	0.000
I usually form a rebuttal in my head while the other person is talking.	3.10	0.678	3.34	0.823	-3.055	0.004
I often look as if I'm listening when, in fact, I'm not.	2.82	0.850	3.40	0.904	-6.733	0.000
I sometimes daydream when I should be listening.	2.88	0.849	3.34	0.872	-4.809	0.000
If I'm not listening. I will tell the person.	2.78	1.055	3.38	1.048	-5.250	0.000
I listen for the main ideas, not the details.	2.70	1.111	3.16	1.017	-5.039	0.000
I recognize that words mean different things to different people.	3.80	0.857	3.92	0.804	-2.585	0.013
If I don't like or believe the other person, I block out what is being said.	2.56	1.128	3.12	1.023	-5.403	0.000
I look at the person who is talking.	3.94	0.890	4.20	0.833	-3.487	0.001
I anticipate others' reactions to my communications.	3.54	0.885	3.84	0.889	-3.900	0.000
I take into consideration how others want to receive my information.	3.80	0.700	4.10	0.647	-4.583	0.000

Communication flow	Pre-OD		Post-OD		t	Sig.
	Mean	S.D.	Mean	S.D.		
I try to determine the mood of the other person when communicating with them.	3.72	0.970	4.00	0.833	-4.365	0.000
I feel that I am able to communicate my ideas to others so that they understand my meaning.	3.66	0.798	4.04	0.699	-4.461	0.000
I often feel others should have known my meaning.	3.48	0.814	3.94	0.843	-4.809	0.000
I am able to receive negative feedback without getting defensive.	3.44	0.951	3.80	0.881	-4.257	0.000
I practice my listening skills on a regular basis.	3.76	0.822	4.00	0.833	-3.055	0.004
I find it hard to concentrate on what someone is saying when there are noise distractions.	3.42	0.992	3.66	0.872	-3.280	0.002
I often judge the content of others' messages when they're communicating me.	3.26	0.723	3.52	0.762	-3.487	0.001
I restate information given to make sure that I understand it correctly.	3.76	0.687	3.96	0.669	-2.858	0.006
I let others know that I recognize the emotional level they are at when speaking to them.	3.56	0.787	3.86	0.904	-3.900	0.000

Table 4-11: The comparison of Mean and S.D. of respondents which sort by responsibility and accountability variance

Responsibility and accountability	Pre-OD		Post-OD		t	Sig.
	Mean	S.D.	Mean	S.D.		
Tasks are clearly defined and assigned, including accountability and authority.	3.82	0.896	4.02	0.795	-2.475	0.017
Formal planning processes exist.	3.58	1.012	3.88	0.961	-3.656	0.001
Remedial plans are undertaken.	3.60	0.833	3.90	0.863	-3.452	0.001
The operating groups in the organization are involved in planning and control.	3.76	0.981	3.90	0.909	-2.447	0.018
"Having fun" at work is an important cultural factor.	4.08	1.007	4.28	0.948	-3.130	0.003
Staff offers facts, give his/her opinions and ideas, and provide suggestions and relevant information to help the group discussion.	3.72	0.970	3.96	0.832	-3.055	0.004
Staff expresses his/her willingness to cooperate with other group members and his/her expectations that they will also be cooperative.	3.80	0.948	4.04	0.880	-3.934	0.000
Staff gives support to group members who are on the spot and struggling to express themselves intellectually or emotionally.	3.52	0.953	3.84	0.866	-3.855	0.000

Responsibility and accountability	Pre-OD		Post-OD		t	Sig.
	Mean	S.D.	Mean	S.D.		
"Staff evaluates the contributions of other group members in terms of whether their contributions are useful to him/her and whether they are right or wrong. "	3.18	0.941	3.52	0.974	-3.839	0.000

Table 4-12: The comparison of Mean and S.D. of respondents which sort by delegation variance

Delegation	Pre-OD		Post-OD		t	Sig.
	Mean	S.D.	Mean	S.D.		
Tasks are defined in conjunction with the staff.	3.18	1.004	3.48	0.789	-3.900	0.000
Task performance is measured.	3.92	0.922	4.12	0.940	-3.130	0.003
Actual performance measurements are made against plans.	2.64	0.985	2.94	0.818	-4.200	0.000
Feedback is provided to staff on positive and negative situations.	3.86	0.881	4.24	0.847	-4.461	0.000
Staffs are encouraged to introduce change to improve performance.	3.94	0.956	4.26	0.853	-4.106	0.000
Staff offers help and assistance to anyone in the group in order to bring up the performance of everyone.	3.52	0.931	3.84	0.766	-3.645	0.001
"Staff warmly encourages all members to participate, giving them recognition for their contributions, demonstrating acceptance and openness to their ideas, and generally being friendly and responsive them. "	3.58	1.052	4.24	0.744	-5.847	0.000
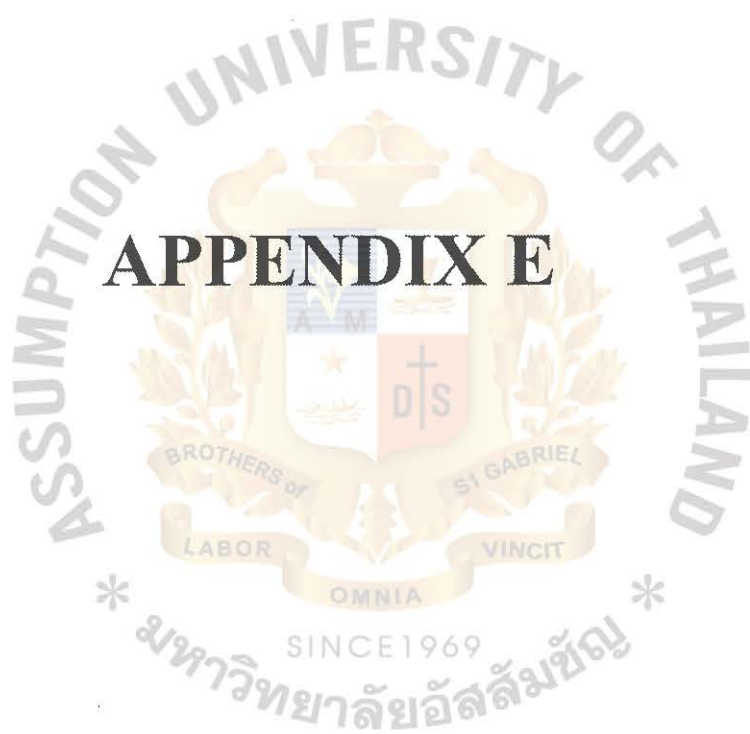
APPENDIX E

ตารางการอบรมและประชุมเชิงปฏิบัติการ

- 8.00 – 8.30   ลงทะเบียน
- 8.30 – 10.30   อบรมหัวข้อเรื่อง **"Unity of command and communication flow in organization"**
- 10.30 – 10.45   พักทานอาหารว่าง
- 10.45 – 12.00   อบรมต่อ ในหัวข้อเรื่อง **"Unity of command and communication flow in organization"**
- 12.00 – 13.00   พักทานอาหารกลางวัน
- 13.00 – 15.00   การประชุมเชิงปฏิบัติการ (workshop) **"To be the Healthy Team"**
- 15.00 – 15.20   พักทานอาหารว่าง
- 15.20 – 18.00   ทำกิจกรรมกลุ่ม
- 18.00   สรุปการรอบรมและประชุมเชิงปฏิบัติการ

กิจกรรมกลุ่ม: บุคคลแบบใดที่กลุ่มต้องการ

1. จากตัวเลือกลักษณะทั่วไปของบุคคลข้างล่างนี้ เลือกเพียง 3 ตัวเลือกที่คุณคิดว่าสำคัญอย่างยิ่งที่บุคคลพึงมี

2. จัดลำดับความสำคัญของ 3 ตัวเลือกที่ได้เลือกไว้: "1" เท่ากับสำคัญที่สุด "2" และ "3" เท่ากับความสำคัญน้อยลดหลั่นกันลงมา

3. แลกเปลี่ยนความคิดกันในกลุ่มแล้วจัดลำดับความสำคัญของตัวเลือกกลุ่ม

ลักษณะทั่วไปของบุคคล	ตัวเลือกส่วนตัว	ตัวเลือกของกลุ่ม	ตัวเลือกโดยรวม
ความรู้/ความสามารถทั่วไป			
ทักษะในวิชาชีพ			
ความฉลาด			
รับผิดชอบ/ไว้ใจได้			
ซื่อสัตย์			
มีความชอบธรรม			
รักษาสัญญา			
สุจริต/จริงใจ			
มั่งคั่ง/ร่ำรวย			
กล้าได้กล้าเสีย			
เด็ดขาดในการตัดสินใจ			
มีน้ำใจนักกีฬา			
ความสามารถเฉพาะตัว/พลัง			
นอบน้อม/ถ่อมตน			
มีสถานะที่ดี			

แบบประเมินผลการสัมมนา

ชื่อหลักสูตร _____

วันที่ _____ สถานที่ _____

โปรดกากบาท (X) ทับบนตัวเลข 4, 3, 2, หรือ 1 ที่ท่านเห็นว่าเป็นความคิดเห็นของท่านในแต่ละหัวข้อของการสัมมนา
ความคิดเห็นดังกล่าวจะเป็นประโยชน์อย่างยิ่งในการปรับปรุงการสัมมนาให้ได้ผลอย่างเต็มที่

	ดีเลิศ	ดี	ควรปรับปรุง	ไม่ดี
ภาพรวมของการสัมมนา				
1. การมีส่วนร่วมของผู้เข้าสัมมนา	4	3	2	1
2. คำถามในการสัมมนา	4	3	2	1
3. ความตั้งใจของผู้เข้าร่วมสัมมนา	4	3	2	1
4. ความรู้ที่ได้รับจากการสัมมนาสามารถนำกลับไปใช้ได้จริง	4	3	2	1
5. ความครอบคลุมของเนื้อหา	4	3	2	1
6. ความเหมาะสมของเวลาในแต่ละหัวข้อ	4	3	2	1
7. ความเหมาะสมของเนื้อหา	4	3	2	1
8. การจัดลำดับหัวข้อในการสัมมนา	4	3	2	1
9. ความเหมาะสมของสถานที่และอุปกรณ์	4	3	2	1
ด้านวิทยากร โปรดระบุชื่อวิทยากร:				
10. การกระตุ้นให้ใช้ความคิด	4	3	2	1
11. การยกตัวอย่าง	4	3	2	1
12. ความชัดเจนในคำพูด น้ำเสียง	4	3	2	1
13. ความชัดเจนในการตอบข้อคิดเห็น/คำถาม		3	2	1

ข้อเสนอแนะ/ความคิดเห็นอื่นๆ สำหรับการจัดสัมมนาครั้งต่อไป

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