



The Evaluation of Leadership Development Solution Programs on  
Leadership Capabilities for Managements of  
King Line Co., Ltd.: A Case Study

By

Paisan Kittiruedeekul

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

Master of Management in Organization Development and Management

Graduate School of Business  
Assumption University  
Bangkok, Thailand

November 2004

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## Table of Contents

	Page
ABSTRACT	i
ACKNOWLEDGEMENTS	iii
LIST OF TABLES	iv
LIST OF FIGURES	v
Chapter 1: Introduction	1
Background of the Study	1
Research Objectives	4
Statement of the Problem	5
Research Questions	5
Research Hypothesis	6
Significance of the Study	6
Scope and Delimitation of the Study	7
Definition of Terms	8
Chapter 2: Review of Related Literature & Conceptual Framework	12
Conceptual Framework	28
Chapter 3: Research Methodology	30
Research Design	30
Target Group	33
Research Instruments	35
Data Collection – Procedure, Techniques	37

Data Analysis	40
Chapter 4: Presentation and Analysis of Data	42
Demographic Profile of Respondents	42
Description of Change in Leadership Capabilities	46
Description of Different Perceptions in Leadership Capabilities	51
Discussion of the Research Findings	64
Chapter 5: Summary, Conclusions, and Recommendation	69
Summary	69
Conclusions	77
ODI Proposal	79
Recommendation for the Future Research	85
Appendix	
Questionnaires	
King Line International	
King Line Asia	
Bibliographies	
Curriculum Vitae	

## **Abstract**

With the changing business environment, all the companies should remain dynamic and competitive in order to survive in the market. Most of the organizations that have failed in the current situation are lacking the proper leadership capabilities in their specific organizational environment. Since businesses need changes for continuous development to satisfy the unlimited needs of customers, so people in organizations have to deal with all the challenges which require the leadership principles.

Top management of King Line Co., Ltd. had seen this challenge and announced the policy in creating the new working culture. The company was on the stage of growing and changing in sale volume, number of employees, working system, structure, etc. The standard of work was improved by certifying ISO 9001 version 2000. This program affected the whole company as well as the cooperation with customers. So the company had decided to improve the leadership capabilities of management team by using a consulting firm to conduct the leadership development solution programs. The researcher decided these programs on the basis of the organization status quo and conducted them as an OD Intervention programs to help the organization improve in the overall performance via the helping management team to increase their leadership potential.

This research concentrated on the evaluation of OD intervention or post ODI after taking the leadership development programs from last year (2003). The results of such programs were positive. All the managements were committed to implement the capabilities to apply in the organization. Anyhow, the results of the research after 1 year

of training showed that the management have got a little improvement on personal and interpersonal leadership capabilities. However, managerial and organizational leadership capabilities have decreased.

Another research was concerned with the perception of leadership capabilities between managements and employees of King Line. The researcher found that there were different perceptions between these two parties. Most of the perceptions of employees were lower than the management's perception while the largest gap started from personal, to interpersonal, to managerial and the smallest gap was in the organizational leadership capabilities.

This research reflected the company's strategic planning on leadership development. The company should start to be aware of the importance of leadership in their management team. All the investments on people development have to be measured by the specific results including the follow up plan after the intervention. The researcher also gave the ODI recommendations after this post ODI. The recommended ODI are renewal sessions for past trainees, setting up leadership club, opening effective feedback channel, working process and system development plan, setting up win-win agreement, and the effective communication program and making the right decision program.

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Paisan Kittiruedeekul

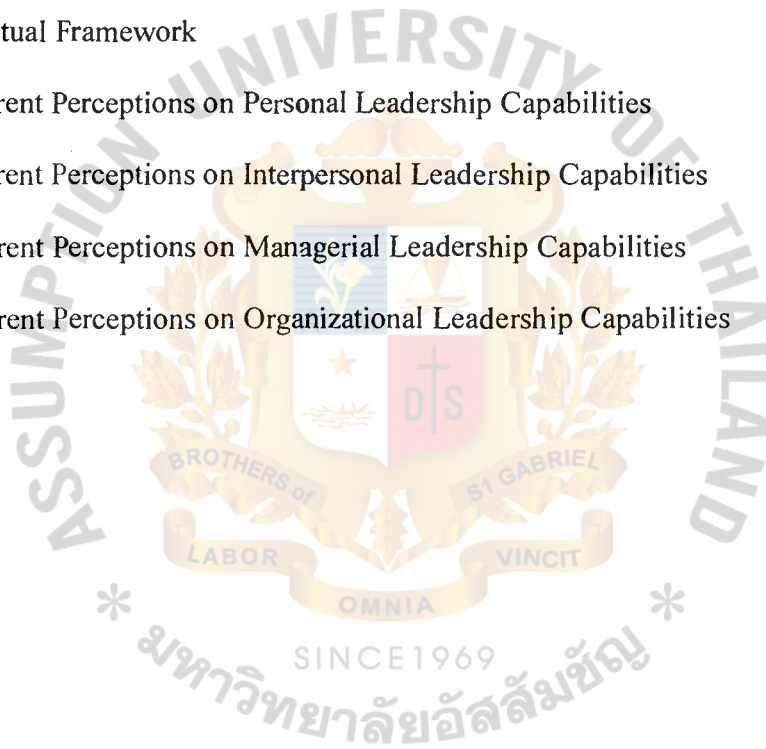
## List of Tables

Tables	Page
3.1 List of the Respondents	34
4.1.1 Gender Profile	42
4.1.2 Age Profile	43
4.1.3 Job Position Levels Profile	44
4.1.4 Educational Background Profile	45
4.1.5 Length of Service Profile	45
4.1.6 Level of Respondents Profile	46
4.2.1 The Change in Leadership Capabilities	47
4.2.2 The Change in The 7 Habits of Highly Effective People Capabilities	49
4.2.3 The Change in The 4 Roles of Leadership Capabilities	50
4.3.1 Different Perceptions between Managements and Employees on Leadership Capabilities in 4 levels	52
4.3.2 Different Perceptions on Personal Leadership Capabilities	55
4.3.3 Different Perceptions on Interpersonal Leadership Capabilities	57
4.3.4 Different Perceptions on Managerial Leadership Capabilities	59
4.3.5 Different Perceptions on Organizational Leadership Capabilities	62
4.4.1 Summary of the change in The 7 Habits of Highly Effective People Capabilities	66
4.4.2 Summary of the Change in The 4 Roles of Leadership Capabilities	66
4.4.3 Summary of the Different Perceptions of Leadership Capabilities	67



## List of Figures

Figures	Page
2.1 Four levels of Principle-Centered Leadership with Key Principles	24
2.2 Level 5 Hierarchy	27
2.3 Conceptual Framework	28
4.3.2 Different Perceptions on Personal Leadership Capabilities	56
4.3.3 Different Perceptions on Interpersonal Leadership Capabilities	58
4.3.4 Different Perceptions on Managerial Leadership Capabilities	61
4.3.5 Different Perceptions on Organizational Leadership Capabilities	63



## **Chapter 1**

### **Introduction**

#### **1.1 Background of the Study**

The challenges of business in this new millennium are astounding. Everyday, people face the formidable task of keeping up with rapid technological breakthroughs impacting the business, intense and increasingly global competition, and higher stakeholder expectation. The companies face demands for growing profitability, finding and keeping the best people, increasing productivity and leveraging time, improving communication and teaming effectively, and learning faster.

To succeed in business, companies are required to put an effort in management and operation. And the employees are the ones who manage daily operation in order to meet the company's goals. No company can succeed until individuals within it succeed. No group can achieve its objectives until its people achieve theirs. Change is an "inside-out" process. To achieve higher organizational effectiveness, real change must take effect at four levels: personal, interpersonal, managerial, and organizational or called the four Levels of Leadership (Covey 2001). And the researcher found that leadership development in all these four levels is crucial for increasing organizational effectiveness and lead to customer satisfaction.

## **King Line Co., Ltd.**

King Line Co., Ltd. was mainly invested by its Japanese shareholder – Kawasaki Kisen Kaisha Ltd. in 1964. The main business is the total logistics services and transportation and the company is the leader in Thailand's market at this moment. King Line have got the variety of logistics equipment and facilities fully controlled by KTL group in which there are total 9 companies in the group. Right now King Line has transformed the shareholders from Japanese to Thai people. ([www.kline.com](http://www.kline.com))

The main route of transportation in Thailand-Japan both in import and export is via sea and air shipment. The key customers of King Line is in automobile business especially Toyota who gave them huge amount of transportation. This is one of the key issues in King Line at this moment. To be more a professional and highly effective organization, King Line needs to change their structure, process, system and culture in accordance with the customer's requirement. The ISO 9001 version 2000 is the core project that King Line is certifying to guarantee the standard of their services. In addition, the company is also on the stage of changing the working environment, getting new IT system, etc.

Regarding these customers' requirements, King Line's top managements had seen the main source of becoming a highly effective organization was to develop people themselves starting from the top to the middle management until the staff level.

The key competences that the managing director would like to address to all the leaders at that moment were effective communication, creating high trust culture, building teamwork, professionalism and leadership. So he found the leadership courses that were able to respond to the needs, from a well-known consulting firm. Such leadership courses were "The 7 Habits of Highly Effective People and The 4 Roles of Leadership" which had been given from the top to the middle managements including supervisors and chiefs levels.

These two leadership development courses became the beginning of cultural change within organizations in order to meet customer's requirements. The researcher had analyzed the courses and took them for granted that these events were the Organization Development Intervention (OD Intervention). This consulting firm also did the Pre-workshop session to diagnose the issues, challenges, goals, etc. around 1 month before each workshop. And in OD term, the researcher found this covered the Pre-OD stage also.

The 7 Habits of Highly Effective People program is one of the most successful leadership development courses in the world which focuses on personal and interpersonal leadership skills. The course could help participants to develop the most important element in the organization which is individual employees. They must be able to lead themselves first by achieving private victory before interacting with others to achieve the public victory. This process is called an "inside-out" approach. The program taught about the principles of human effectiveness and changing process. All the 7 Habits



principles are; Be Proactive, Begin with the end in mind, Put first things first, Think win-win, Seek first to understand-Then to be understood, Synergize and Sharpen the saw.

Another leadership course which focused on developing managerial and organizational leadership skills was called “The 4 Roles of Leadership”. The program encouraged all the leaders in the organization to deliver the results, otherwise they could not qualify to be the managers, directors or leaders, etc. The principles in leading organization were Pathfinding, Aligning, Empowering and Modeling.

The courses seem to be very successful and all the participants liked them so much and committed themselves to implement in accordance with the principles they had been taught. These programs became “talk of the town” in King Line at that time.

Therefore, the researcher would like to evaluate the results of implementing such programs whether they really work and are worth investing for the long term basis or not. The researcher would also like to know the result after the workshop at that time as well as the present effect after 1 year had passed. This research became the Organizational Development Evaluation stage or Post OD stage in order to assess the leadership capabilities of all past participants.

## **1.2 Research Objectives**

- 1.2.1 To determine the change in leadership capabilities after the leadership development solution programs of King Line’s managements.

- 1.2.2 To determine the current perception of leadership capabilities in 4 levels; personal, interpersonal, managerial and organizational.
- 1.2.3 To determine employees' current perceived level on leadership capabilities in 4 levels; personal, interpersonal, managerial and organizational.
- 1.2.4 To recommend the leadership and organization development plan to King Line.

### **1.3 Statement of the Problem**

The main purpose of this research is the evaluation of the leadership development solution programs on leadership capabilities for managements of King Line Co., Ltd.

This study sought answers to the following questions:

### **1.4 Research Questions**

- 1.4.1 What are the leadership capabilities profiles at the end of the leadership development solution programs?
- 1.4.2 What are the leadership capabilities profile at present?
- 1.4.3 What is the change on leadership capabilities after 1 year of training?
- 1.4.4 What is the current perception of leadership capabilities by managements on 4 levels; personal, interpersonal, managerial and organizational?
- 1.4.5 What is the employees' perception of leadership capabilities on 4 levels; personal, interpersonal, managerial and organizational?
- 1.4.6 Is there a significant difference between the perception of managements and their employees on leadership capabilities on 4 levels; personal, interpersonal, managerial and organizational?

## **1.5 Research Hypotheses**

Ho1: There is no change in leadership capabilities after 1 year of training.

Ha1: There is change in leadership capabilities after 1 year of training.

Ho2: There is no significant difference between managements and employees' perception on leadership capabilities in 4 levels; personal, interpersonal, managerial and organizational.

Ha2: There is significant difference between managements and employees' perception on leadership capabilities in 4 levels; personal, interpersonal, managerial and organizational.

## **1.6 Significance of the Study**

### **1.6.1 Employee Level**

Support employee levels by gaining the benefit from managements and supervisors who will transform the organization to be more effective. Employees will work in a more professional working environment and have a chance to grow together with the company in terms of knowledge, technology, competence, etc.

### **1.6.2 Management Level**

Help management team know the result of the leadership development solutions and create plans for increasing the capacity of leadership potential. The management team gains more confidence in implementing the solutions after being trained. The organization will get more benefits from the management team in terms of better working environment, utilizing people potential and alignment in process/system/structure.

### 1.6.3 Organizational Level

Help organization know the results of leadership development solutions programs right after the workshop as well as the present results. The company is able to know the return on investment of these programs and be able to plan for the next step of leadership capabilities development for continuous improvement in the right directions. This program will affect both the top-line and the bottom-line in the organization once having the appropriate approach from the human resource department, which is supported by the top management.

### 1.6.4 Industry Level

Help other companies in transportation industries or with the similar organizational structure to understand the importance/benefits of leadership development solutions provided by a well-known leadership development solutions organization.

## **1.7 Scopes and Delimitation of the Study**

### 1.7.1 Scope of the Study

The case study was conducted on the 80 leaders of the company as the first group. It included the top management of 38 persons and 42 middle managements (chiefs/supervisors). All of them had attended the leadership development solutions conducted by a well-known leadership development organization in Thailand.

The second group was the sample of staff level who were the subordinates of those 80 leaders which require a minimum of 3 persons for each leader. So the total of the employees' sample were 240 persons.



### 1.7.2 Delimitation of the Study

Since the factors of leadership capabilities were varieties such as other training courses, leadership meeting, ISO 9001, new IT system, etc., the researcher must be very clear on communicating the purpose of this research, otherwise the respondents might get mixed up with the other factors.

The second delimitation was the period of training that had been conducted almost 1 year ago. Respondents might not be able to remember the lesson learnt from the programs.

The third delimitation while conducting the research was the cooperation in distributing the questionnaires, since the managing director did not allow the researcher to make this kind of research. His concerns on the questionnaires were the effect of working cultures. He was afraid that Thai people were still not ready to receive the feedback from subordinates which might lead to the relationship among its employees. The researcher designed to negotiate with the top managements and finally got the permission. However, this research could not mention the real company's name and the researcher would not be able to send the results of the research back to the company.

### **1.8 Definition of Terms**

Leadership – A social influence process that involves determining the group objectives and motivating behaviors in pursuit of these attaining the objectives and influencing group maintenance and culture (Kreitner, 1983)

Leadership – the skill and level of leaders that can influence and increase potential of its employees by using the inside-out approach in terms of trustworthiness, trust, empowerment and alignment principles in order to achieve business results. (Covey, 1991)

Leadership Development Solutions – Tools or workshops or trainings that help in improving leadership potential for personal, interpersonal, managerial and organizational levels. ([www.pacrimgroup.com](http://www.pacrimgroup.com))

Personal – relationship with self (Covey, 1991)

Interpersonal – relationship and interactions with others (Covey, 1991)

Managerial - responsibility to get a job done with others. (Covey, 1991)

Organizational – the need to organize people – to recruit them, train them, compensate them, build teams, solve problems, and create aligned structure, strategy and systems. (Covey, 1991)

Trustworthiness – is based on character, what we are as a person, and competence, what we can do. (Covey, 1991)

Trust – trustworthiness is the foundation of trust. Trust is the level of relationship between two people that enables them to have a win-win performance agreement. (Covey, 1991)

Empowerment – Releasing the Talent, Energy, and Contribution of People. True empowerment yields high trust, productive communication between individuals and teams, and innovative results where each member of the team feels welcome to bring his or her ideas to the table. (Covey, 1991)

Alignment - Creating a Technically Elegant System of Work. As a leader, they must work to change systems, processes, and structure to align them with the desired results they identified. (Covey, 1991)

Organizational development intervention refers to the range of actions designed to improve the health or function of the organization system. (Harvey & Brown, 1997)

Evaluation – 1. To assess the results of leadership development training and find out the difference between the after training period and after 1 year of training. 2. To assess the leadership capabilities and find out the difference between leaders and employees.

Leadership capability – The characteristics of leadership in an organization which are divided into 4 levels; personal, interpersonal, managerial and organization. (Covey, 1991)

Management – top and middle managements including chiefs/supervisors, around 80 persons in King Line Co., Ltd.

Employees – the people working in King Line Co., Ltd., around 240 persons.

39980

## Chapter 2

### Review of Related Literature and Conceptual Framework

This research was designed to evaluate the leadership development solution programs from the leaders in King Line Co., Ltd. That meant this research is concerned about the organization development at the post OD stage only, since this project had passed the organization development intervention already.

#### 2.1 Organization Development (OD)

Organization Development is an emerging discipline aimed at improving the effectiveness of the organization and its members by means of a systematic change program. Chester Barnard and Chris Argyris, among other management theorists, have noted that the truly effective organization is one in which both the organization and the individual can grow and develop. Such an environment may be termed a “Healthy” organization. This is what organization development is all about: making organizations healthier and more effective.

Organization development is both a professional field of social action and an area of scientific inquiry. The practice of OD covers a wide spectrum of activities, with seemingly endless variations upon them. Team building with top corporate management, structural change in a municipality, and the job enrichment in a manufacturing firm are all examples of OD. Similarly, the study of OD addresses a broad range of topics, including the effects of change, the methods of organizational change, and the factors



influencing OD success. It is a systemwide application of behavioral science knowledge to the planned development, improvement, and reinforcement of the strategies, structures, and processes that lead to organization effectiveness. (Cummings & Worley, 2001)

OD is 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 organization culture.

OD involves moving towards a third-wave organization and an attempt to achieve corporate excellence by integrating the desires of individuals for growth and development with organizational goals. According to Richard Schonberger, "organization development is an effort: (1) planned, (2) organization wide, (3) managed from the top, (4) to increase organization effectiveness and health, through (5) planned interventions in the organization's processes using behavioral science knowledge. (Harvey & Brown, 1996)

## **2.2 Organization Development Intervention (ODI)**

Organization Development Interventions refers to the range of actions designed to improve the health or function of the client system. An awareness of the range of diverse intervention techniques available to be applied to a given target system is important to the practitioner. All the OD interventions are aimed at changing some specific aspect of an organization: its climate, members, structure, or procedures. (Harvey & Brown, 1996)

Cummings & Worley (2001) mentioned about the three major interventions for managing organization and environment relationships:

1. Integrated strategic change. This comprehensive OD intervention describes how planned change can make a value-added contribution to strategic management. It argues that business strategies and organizational systems must be changed together in response to external and internal disruptions. A strategic change plan helps members manage the transition between a current strategy and organization design and the desired future strategic orientation.
2. Transorganizational development. This intervention helps organizations enter into alliances, partnerships, and joint ventures to perform tasks or solve problems that are too complex for single organizations to resolve. It helps organizations recognize the need for partnerships and develop appropriate structures for implementing them.
3. Merger and acquisition integration. This intervention describes how OD practitioners can assist two or more organizations to form a new entity. Addressing key strategic, leadership, and cultural issues prior to the legal and financial transaction helps to smooth operational integration.

## **2.3 ODI Stages**

ODI consists of 3 stages; Pre OD Stage, OD Intervention and Post OD Stage

### 2.3.1 Pre OD Stage

Pre ODI is the situation of the company in different areas that the company needs to improve. This stage aims to diagnose the root cause of the company's issues.

Harvey & Brown (1996) defined the organization diagnosis as providing a rigorous analysis of data on the structure, administration, interaction, procedures, interfaces, and

other essential elements of the client system. The diagnosis, then, provides a basis for structural, behavioral, or technical interventions to improve organizational performance. Diagnosing a problem requires a systematic approach throughout the process. If organization change is to be effective, it must be based on a specific diagnosis of the problem.

Diagnosis can focus on understanding organizational problems, including their causes and consequences, or on identifying the organization's positive attributes. The diagnostic process is one of the most important activities in OD. It includes choosing an appropriate model for understanding the organization and gathering, analyzing, and feeding back information to managers and organization members about the problems or opportunities that exist. (Cummings & Worley, 2001)

### 2.3.2 OD Intervention Stage

OD Intervention is the implementation for improving the situations. There are many strategies, methods, and techniques for intervening during the action phase of an OD program. An OD strategy involves the planning and direction of change programs, whereas intervention techniques deal with the operational aspects of the change-the specific means by which the OD goals are attained. (Harvey & Brown, 1996)

Cummings & Worley (2001) mentioned about ODI stage that it is the stage when organization members and practitioners jointly plan and implement OD intervention. They design interventions to achieve the organization's vision or goals and make action plans to implement them. There are several criteria for designing interventions, including

the organization's readiness for change, its current change capability, its culture and power distributions, and the change agent's skills and abilities.

### 2.3.3 Post OD Stage

This stage is to analyze, follow up and measure the results of ODI after implementation. Adjustments are required at this stage for creating the real change in the organization.

The final stage in ODI involves evaluating the effects of the intervention and managing the institutionalization of successful processes. Feedback to organization members about the intervention's results provides information about whether the changes should be continued, modified, or suspended. Institutionalizing successful changes involves reinforcing them through feedback, rewards, and training. (Cummings & Worley, 2001)

## **2.4 Change Management**

Change occurs when one thing ends and something new or different starts. The period between these two points is transition. This is where people have to learn to let go of the old and embrace the new. Usually it means moving from the familiar to the unknown. Change means the new state of thing, which is different from the old state of thing. Even when change is positive, the process affects people. Most people have a strong response to any change. One of the strongest responses can be feeling of loss, along with the struggle to accept a new direction. Change can produce physical



symptoms such as sweating, sleeplessness, and emotional distress which can affect the quality of work. (Scott and Jaffe, 1994:31)

The most common error in managing change in organizations is understanding the effect of change on people. Many managers think that if they just tell their employees to change they will. They do not realize how upsetting it is to give up work patterns that are familiar. Always bear in mind the extent of disruption and appreciate that people need time to adjust (Scott and Jaffe, 1994:31)

The field of organization development is established to help the leaders address and embrace change, to view change as an opportunity rather than a threat. Demand for change comes from forces both external and internal to the organization. External forces include regulators, competitors, market forces, customers, technology, and the larger society. Internal forces include obsolescence of products and services, new market opportunities, new strategic directions, an increasingly diverse work force, and the like. Regardless of the sources, the result is rapid and turbulent change. Change can vary in complexity from the introduction of relatively simple process into a small work group to transforming the strategies and design features of the whole organization. (Nadler & Tushman, 1990)

The OD literature has directed considerable attention to leading and managing change. Much of the material is highly prescriptive, advising managers about how to plan and implement organizational change. Traditionally, change management has focused in identifying sources of resistance to change and offering ways to overcome

them. More recent contributions have challenged the focus on resistance and have been aimed at creating visions and desired futures, gaining political support for them, and managing the transition of the organization toward them. (Cunings & Worley, 2001).

Change has different facets; for example, it can be deliberate (planned) or accidental (unplanned). Its magnitude can be large or small. It can affect many elements of the organization or only a few. It can be fast (abrupt, revolutionary) or slow (evolutionary). The new state of things can have an entirely different nature from the old state of things (fundamental or second order change), or the new state of things can have the same nature with some modification (incremental or first order change). (Cunings & Worley, 2001).

The aim of leaving the organization members better able to solve their own problems is a distinctive feature of OD. This process is called renewal or learning how to learn or organizational learning, in the literature and it means teaching clients the key skills and knowledge required for continuous self-improvement. (Cunings & Worley, 2001).

In a journal, Bernard Burnes (1996) commented that it would be difficult to determine and design one best way of implementing change, which would be suitable and fit with any organization. Burnes mentioned that instead it should start to look at the planned change model as well as the emergent approach in making change.

D.D. Warrick (1994) defined that change is inevitable especially in times when the business environment is characterized as unpredictable, dynamic and fiercely competitive. A company needs certain forms of change like restructuring, reorganizing, downsizing and doing more with less in order to survive, maintain and prosper in the business environment.

Timothy J. Galpin (1996) defined change into two main categories i.e. strategic change and grassroots change. Strategic change refers to the change, which is broad, and organization wide, which mainly involve senior executives of a company and external consultants. Grassroots change refers to the change that drives deep into an organization and emphasizes implementation at the local level. He further commented that change does not occur in one great leap.

According to David and Mark (1998), change is also classified under 2 categories i.e. Incremental or Continuous change and Radical or Discontinuous change. Incremental or continuous change is part of an orderly flow that helps a company to restore congruence. This kind of change goes on all the time. Radical and discontinuous change refers to complex and wide-ranging changes. It requires significant change in business strategies, structures, job requirements and cultures.

## **2.5 Leadership**

Leadership plays a significant role in an organization in helping people, team and the entire company to achieve business results. If nobody cares of developing leadership, the company definitely will not have a sustainable success in the current business

situations. Who is actually the leader? It's everyone because leaders start from leading our own life first, then lead the team, subordinates, department and the company.

Leadership is defined as a process of achieving group or organization goals. In the 1980s, this notion of leadership was popular (Rost, 1993). Hersey and Blanchard (1988) define leadership as "the process of influencing the activities of an individual or a group in efforts towards goal achievement in a given situation". Hart (1980) also defined leadership as "leadership is a process of influencing one or more people in a positive way so that the tasks determined by the goals and objectives of an organization are accomplished". Leadership involves "the process of influence between a leader and subordinates to attain group, organizational or societal goals" (Hollander, 1985).

Kegan and Lahey (1984) define leadership as the exercise of authority. In this framework, leadership refers to that "part of organization management that deals with the direction and supervision of subordinates rather than, for example, inventory control, fiscal management, or customer relations" (Fiedler and Garcia, 1987). Leadership is "the influencing attempt a superior makes towards his subordinates as a group or a one to one basis" (Hunt and Osborn, 1980).

Many leadership definitions include the idea of influence, along with the definitions of achieving group or organizational goals and management as well. Rost pointed out "thus the notion of influence transcends several conceptual frameworks of leadership". "Leadership involves a social influence process in which a person steers members of the group towards a goal" (Bryman, 1986). "Leadership denotes a relatively

sustained of influence by one individual, the leader, over others, the subordinates” (Willner, 1984). Rost’s (1993) definition also had something to do with “influence”. It was “Leadership is an influence relationship among leaders and subordinates who intend real changes that reflect their mutual purposes”.

## **2.6 Developmental Views of Leadership**

In this section, the most influential views of leadership introduced throughout the 20<sup>th</sup> century are summarized.

### **2.6.1 Trait Leadership**

One of the earliest approaches to studying leadership was the trait approach, which sought to isolate the specific attributes and qualities that differentiated leaders from non-leaders (Page, 1935). This view of leadership was influenced by the popularity of “Great Man” theories and led to a large body of research in search of the identification of personal characteristics associated with effective leaders. Over several decades of research, however researchers were not able to substantiate the premise that certain leader traits are essential for leader success (Yukl, 1998).

### **2.6.2 Behavioral Leadership**

During the 1940s and 1950s, behaviorism was gaining acceptance among social scientists. This trend, in concert with a general disillusionment concerning the trait approach to leadership, resulted in a movement toward the study of leader behaviors (Yukl, 1998). The focus of much of the early research during this period was concerned with finding ways to classify behavior in order to facilitate the understanding of



leadership. Behavioral researchers were interested in identifying which behavioral style was most effective across the broadest range of situations. (Schriessheim & Neider, 1989)

A single best leadership style has not been identified. In addition, our ability to predict leader effectiveness based on the demonstration of specific leader behaviors remains limited (Fiedler & Garcia, 1987)

### 2.6.3 Contingency Leadership

The evolution in our understanding of leadership continued with the advent of the contingency perspective. According to this view, there was no single preferred approach to leadership, and the search for universal leader behaviors was shortsighted. Advocates of contingency models proposed that the nature of leadership was best understood by exploring leader effectiveness in terms of situational factors. Thus, the focus of research turned from identifying preferred leader behaviors to the impact of leader behaviors in the context of specific leadership situations (Yukl, 1998)

### 2.6.4 Transactional Leadership

As the concept of leadership evolved over the course of the 20<sup>th</sup> century, the focus of attention shifted from the actions and attitudes of leaders in response to situations to the relationships between leaders and followers (Chemers, 1984). I acknowledge that a leader's behavior differs across individual followers as it does across different situations.

*Followership and leadership.* Interest in the nature of the transaction or relationship between leaders and followers led to a growing interest in the concept of

followership as a key element in understanding the nature of leadership (Kelly, 1992). It was argued by proponents of followership that the success of any group or organization depends not only on the basis of how well leaders lead, but also on the basis of how well followers follow. Moreover, follower perceptions of leaders were considered to have a significant impact on the effectiveness of those in leadership positions.

Today, it is generally accepted that followers play an active role in the leader-follower relationship. All leaders are also followers in other contexts, and so the concept of followership has gained acceptance as an important part of the leadership process (Rost, 1991).

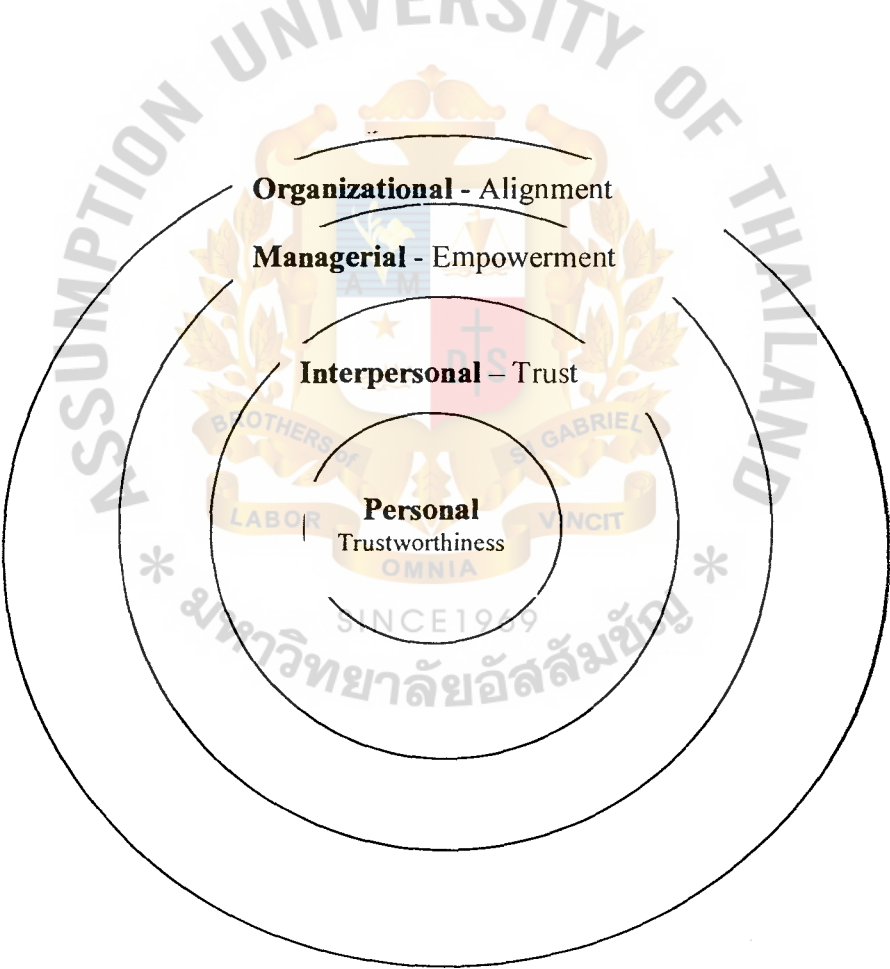
#### 2.6.5 Transformational Leadership

Burns (1978) differentiated between transactional and transformational leadership and proposed that they represent polar constructs. Like earlier theorist, Burns defined transactional leadership in terms of a contingent relationship in which followers work in exchange for certain rewards. His notions of transformational leadership were based on a qualitative analysis of the biographies of various political leaders. Essentially, Burns introduced the notion of leadership as a transformational process in which “leaders and followers raise one another to higher levels of morality and motivation”. As a result of this model, the 1980s and 1990s saw researchers and scholars gain interest in the emotional and symbolic aspects of leadership (Yukl, 1998)

2.6.6 Principle Centered Leadership

Covey (1991) mentioned that principle-centered leadership is practiced from the inside-out on four levels; personal (relationship with myself), interpersonal (relationship and interactions with others), managerial (responsibility to get a job done **with others**) and organizational (align all the structure, strategy and system)

**Figure 2.1 Four levels of Principle-Centered Leadership with key principles**



*Source: Stephen R. Covey (1991)*

Each level is “necessary but insufficient”. It needs to work at all levels on the basis of certain master principles as follows:

2.6.6.1 Personal level with Trustworthiness Principle. Trustworthiness is based on character, what you are as a person, and competence, what you can do. Many good, honest people gradually lose their professional trustworthiness because they allow themselves to become “obsolete” inside organizations. Without character and competence, people won't be considered trustworthy, nor will people show much wisdom in choices and decisions. Without meaningful ongoing professional development, there is little trustworthiness or trust. (Covey, 1991)

2.6.6.2 Interpersonal level with Trust Principle. Trustworthiness is the foundation of trust. Trust is the quality of relationship between two people that enables them to have a win-win performance agreement. If two people trust each other, based on the trustworthiness of each other, they can then enjoy clear communication, empathy, synergy and productive interdependency. (Covey, 1991)

Trust-or the lack of it-is at the root of success or failure in relationship and in the bottom-line results of business, industry, education, and government.

2.6.6.3 Managerial level with Empowerment Principle. In the organization that has high trust, the leaders become the source of help. Leaders setup a performance agreement in order to understand both expectations. People have accountability and they participate in the evaluation of their performance based on the terms of the agreement.

People are empowered to judge themselves because their knowledge transcends any measurement system. (Covey, 1991)

2.6.6.4 Organizational level with Alignment Principle. Leaders strive constantly to align strategy, style, structure, and systems with the professed mission and with the realities out there in the environment. (Covey, 1991)

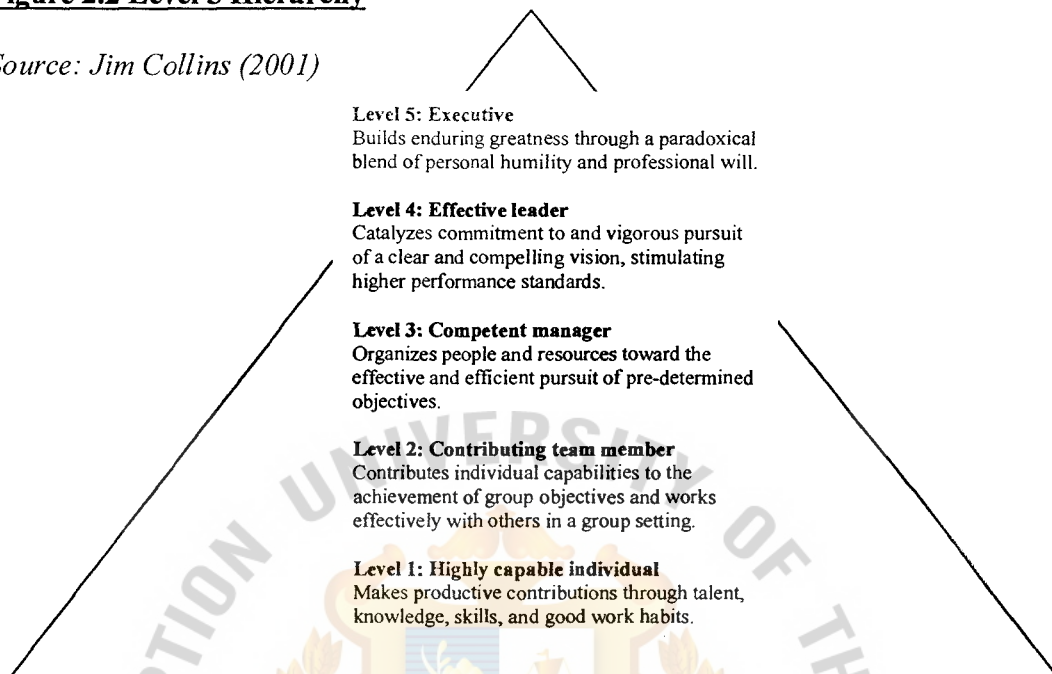
According to the concept of Great company by Collins (2001), he had mentioned about the characteristics of leaders in the top 11 great companies in the world. He found that these companies have “level 5 leadership” through which the leaders channel their ego needs away from themselves and into the larger goal of building a great company. It is not that level 5 leaders have no ego or self-interest. Indeed, they are incredibly ambitious-but their ambition is first and foremost for the institution, not themselves.

Next is the level 5th hierarchy for the great companies in the world.



## **Figure 2.2 Level 5 Hierarchy**

*Source: Jim Collins (2001)*

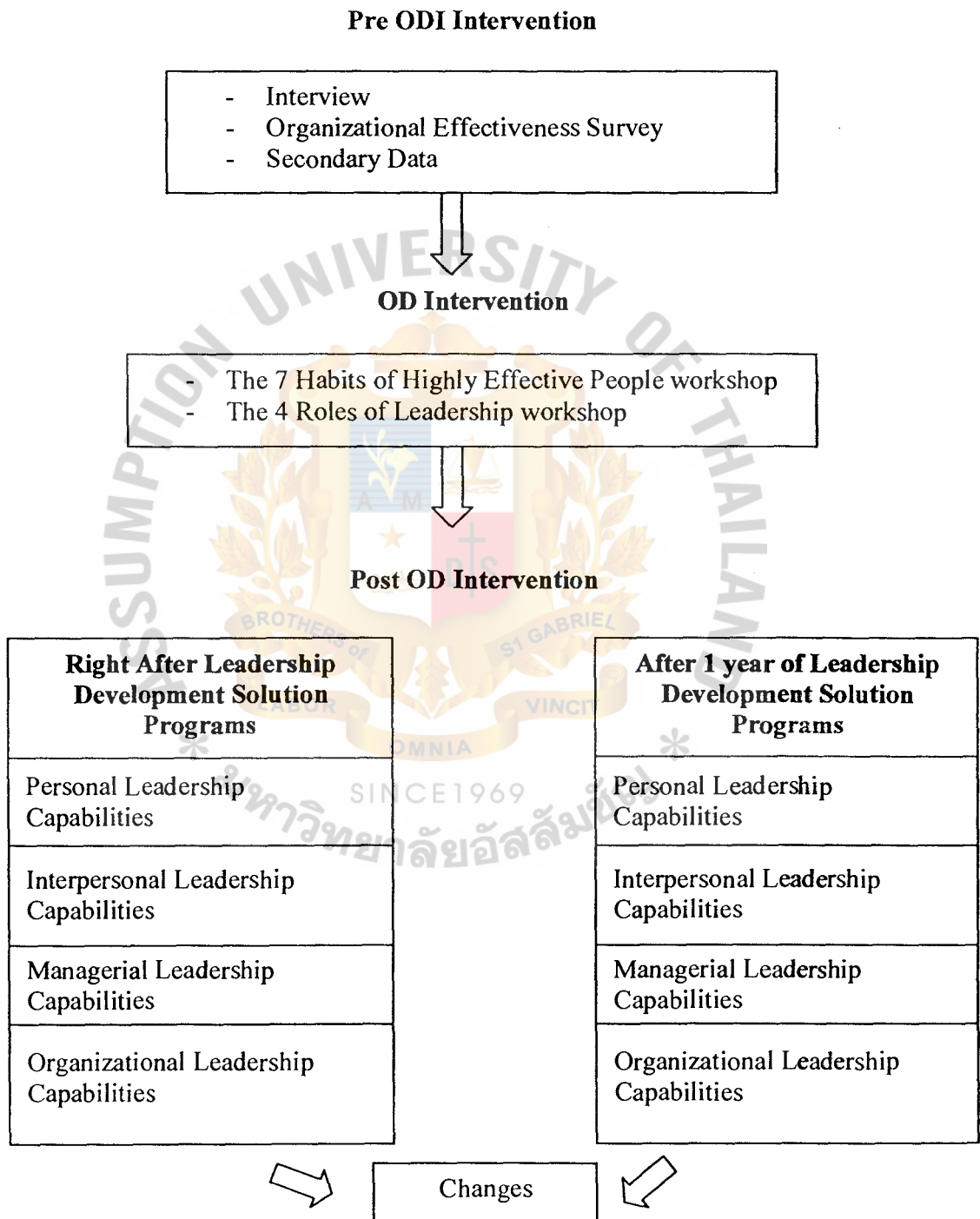


Moreover, the other key characteristics of good-to-great leaders are summarized as following:

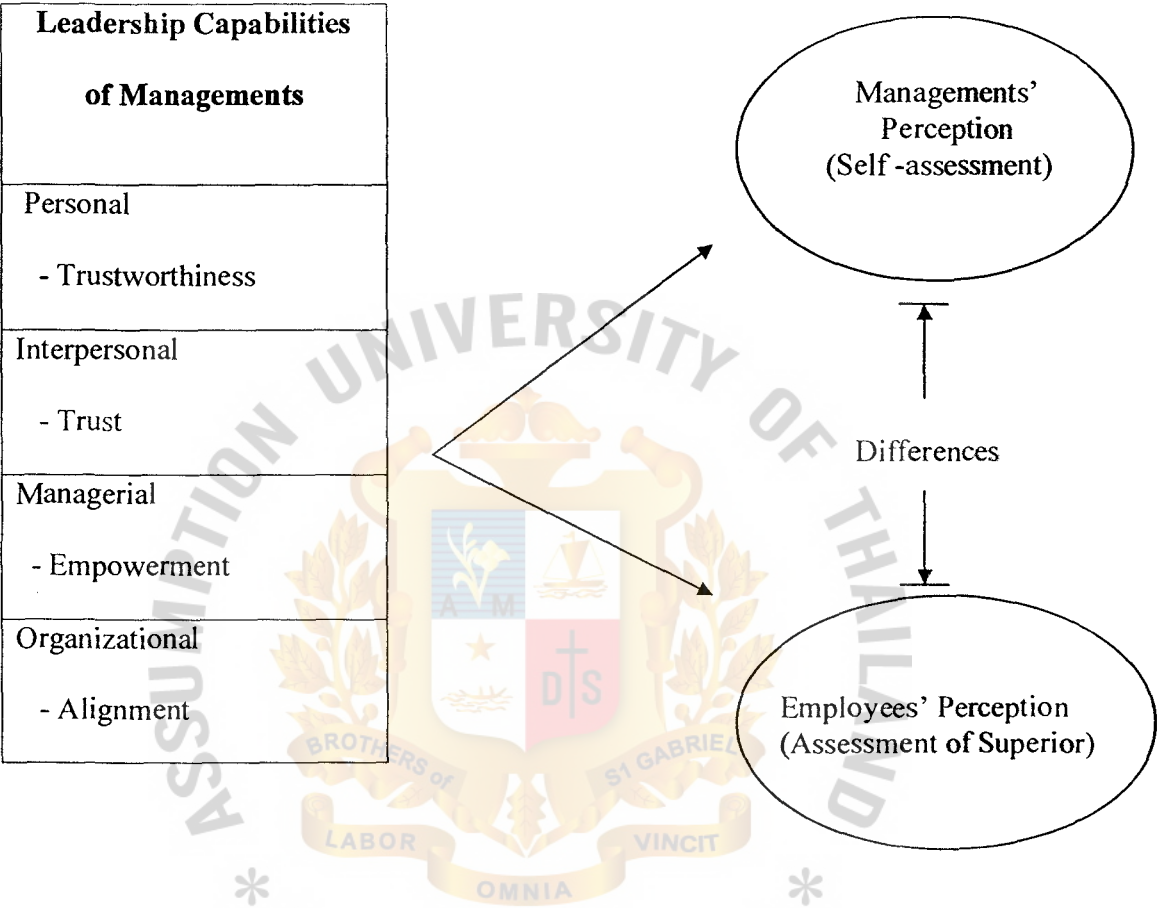
- Level 5 leaders embody a paradoxical mix of personal humility and professional will. They are ambitious, to be sure, but ambitious first and foremost for the company, not themselves. (Collins, 2001)
- Level 5 leaders set up their successors for even greater success in the next generation, whereas egocentric Level 4 leaders often set up their successors for failure. (Collins, 2001)
- Level 5 leaders are fanatically driven, infected with an incurable need to produce sustained results. They are resolved to do what ever it takes to make the company great, no matter how big or hard the decisions. (Collins, 2001)
- Level 5 leaders look out the window to attribute success to factors other than themselves. When things go poorly, however, they look in the mirror and see themselves on how they can improve.

## 2.7 Conceptual Framework

### A. Evaluation of Leadership Development Solutions Programs



**B. Perceptions of Leadership Capabilities**



**Figure 2.3 Conceptual Frameworks**

**Framework Explanation**

Framework A:

The research was about the organizational development on leadership capabilities by having the Pre OD stage. This stage focused on diagnosing the organizational issues, goals, objectives, root causes of problems and got the overall pictures of the company. The methodologies used at this stage were interviewing with top management, doing organizational effectiveness survey in order to gain the real facts of the issues and

collecting all the secondary data such as company profile, employees' satisfaction, mission, vision, values, strategies, etc.

The second stage was OD intervention. The company had implemented the leadership development solution programs called the 7 Habits of Highly Effective People and the 4 Roles of Leadership in year 2004 for the top and middle managements including chiefs/ supervisors' levels.

The researcher would like to evaluate the result of leadership development solutions programs or post ODI which focus on increasing the leadership skills on 4 levels; personal, interpersonal, managerial and organizational. Once the researcher got the results right after the training programs and the results after 1 year training, there was the different figure shown and would be able to see the success or failure of such programs after 1 year of implementation.

Framework B:

The researcher would like to know the perception of managements in King Line on leadership capabilities in 4 levels; personal, interpersonal, managerial and organizational. The framework also covered the employees' perception (3-4 staffs per one management) on their immediate bosses regarding the leadership capabilities on 4 levels; personal, interpersonal, managerial and organizational. After the results of two different sources came out, the researcher would be able to see the different perceptions. The action plan, recommendations, and the OD intervention were the supporters for closing the gap of perception between these two groups.

## **Chapter 3**

### **Research Methodology**

This chapter presents the kind of research methodologies that included the research design, target group, research instruments, data collection and data analysis. It includes the action research map that identified the respondents, as well as the research methodology, the sampling procedure used and the research instrument/questionnaires, including the tools for qualitative and quantitative analysis used to analyze the collected data. Also it described the target sample in collecting the data, the collection of primary and secondary data including the data gathering procedures.

Since this research had been passed at the implementation phase already by a well-known consulting firm, that means the project was passed on the organization development intervention from the leadership development solutions programs already. So the focus of this research was on the post OD phase which was the evaluation on the results of implementation.

#### **3.1 Research Design**

The research design of this study is an action research at the third stage of the OD process using both quantitative and qualitative analyses in determining the evaluation of leadership development solution programs on leadership capabilities for managements of King Line Co., Ltd. Both quantitative and qualitative analyses were done substantively in answering the research questions and hypotheses.



The data and information were collected through various instruments, involving the top management level to the middle management level. On the basis of statistic findings, the researcher found out the evaluation of leadership development solution programs on leadership capabilities for managements of this company.

The research was mainly conducted through management and staffs via focus group interviews, questionnaires, documentations and observation, and referring to both quantitative and qualitative analyses.

The research was focused on leadership development and based on experimental fundamental research methodology, determined differently in each of the three research phases as described in each phase as follows:

Phase 1: Pre-Organization Development Intervention. There were several methodologies that included research preparation as follows.

- 1) To specify the researched organization and the target sample group
- 2) To carry out feasibility study to estimate the resource and probability to conduct this research
- 3) To gather the data from the target sample group to analyze according to the pre-ODI variables.
- 4) To perform the business process review for finding out what were the real concerns of the organization and translate them to be a research issue.

- 5) To find the intervention that is suitable for each concern and issue. For this phase, it could be generally called as as-is business analysis.

This phase included the follow activities:

- Research preparation: to prepare who are the leaders in the organization and let them fill in the questionnaires and conduct top management interview.
- Business process review: this step was the real collection of the data; mission, vision, values, business objectives, Questionnaires and interviews were also conducted at this phase.

Phase 2: OD intervention implementation. This phase was generally called the organization development prototyping process. The methodologies used the analyzed data from phase 1 to design the best-fit organization development intervention for those variables. The design phase started from conceptual design, detail design/realization and the implementation of the design outcome to the organization. The company chose the training session to conduct in this phase. The following section had the list of activities included in this phase,

- ODI alternative proposal, after collecting the data from the previous phase-the task in this step was to analyze the data and propose the OD alternatives for top management to make decision.
- Prototyping, the ODI were implemented for some sample groups and presented them to the top management.
- ODI Implementation or training session, this step was the exact implementation of the selected ODI.

Phase 3: Post organization development intervention. This phase could be generally be called as to-be analysis. This study focused more on this stage in order to evaluate the effectiveness of these training sessions and evaluate the perception of leadership capabilities for this organization. The researcher analyzed the **result of the ODI** that caused or generated the effect from phase 2 after implementation. **The result** that happened here could be different from the expected result that was **specified** in the research hypothesis. The same instrument that was used during the pre-ODI **phase** was used here to measure the outcomes of each variable after the OD intervention implementation. Some adjustments or contingency plans were taken into **consideration** and carried out to improve or correct the unexpected result that was **caused from** the implementation process.

### **3.2 Target Group**

The total employees of King Line were 750 persons with 38 top managements (including general managers, assistant general managers and managers), 42 middle managements (including assistant managers and chiefs/supervisors) and the **rest** were staff level. The researcher focused on the top and middle managements level of 80 persons since all of them had already attended the leadership development solutions as the first target group. The second group was the sample of staff level that **reported** directly to the first target group. The researcher selected the target group as the proportion of minimum 3 subordinates per 1 leader totaling 240 persons.

Below is the table of the list of respondents in proportion.

**Table 3.1: List of the Respondents**

**First group (top and middle management)**

Source of Target	Target Respondents	Percentage
Chief/Supervisors	39	12%
Assistant Managers	20	6%
Managers	19	6%
General Manager & Assistant General Manager	2	1%
<b>Total</b>	<b>80</b>	<b>100%</b>

**Second group (staff level)**

Source of Target	Target Respondents
Staff level who directly report to the first target group	240
<b>Total</b>	<b>240</b>

Furthermore, the researcher needed to collect the data about their idea about whether the organization culture and the management decision affect their leadership capabilities. The assessment was done to measure the performance and the organization leadership capabilities based on 4 levels; personal, interpersonal, managerial and organization. Also, the researcher collected the data from questionnaires, focus group

interviews, and observation in order to gain the feedback of organization culture, structure, job role and managerial function. Secondary sources of data such as the company's website, the company profile, history, milestones, employee satisfaction survey, etc. were very important to evaluate the results of leadership development solution programs and also were taken into consideration throughout this research.

### 3.3 Research Instruments

For this research, data collection technique that was widely used was quantitative because the member of respondents were suitable for using this technique. The other techniques that were able to support the qualitative data were focused group interviews and qualitative analysis. However, using the questionnaire was one another data collection technique that was used to support the data gathered from the interviews.

The following instruments were used to gather data:

1. Questionnaires – Questionnaires were designed by the researcher in Thai version since all of the respondents were familiar with the local language. To gather the perception of respondents regarding personal, interpersonal, managerial and organizational leadership, all questionnaires were newly developed and were reviewed by the experts or any third parties. This was pre-tested on a group of 20 who did not get involved with the leadership development plan at the training period of time. The selected pre-tested groups were the employees from Human Resources and Quality Assurance departments.



Under the designed target procedure, the questionnaires were distributed to the respondents that covered all top and middle management levels as well as their staff who directly report to them. The questionnaires were divided into four parts.

Part 1: Demographic profile. Questions asked about the respondents' gender, age, position, educational background and the total years of service in the company.

Part 2: Leadership capabilities profile. Respondents were asked about their opinion regarding leadership capabilities after passing the leadership development solution programs. The questions were the same as the questions that respondents used to answer right after the training program which focused on Personal leadership capabilities and Interpersonal leadership capabilities.

Part 3: Managements' perception of Leadership capabilities. Respondents were asked about their perception regarding leadership capabilities on 4 levels; personal, interpersonal, managerial and organizational.<sup>9</sup>

Part 4: Employees' perception of Leadership capabilities. Respondents were asked about their perception regarding leadership capabilities of their bosses on 4 levels; personal, interpersonal, managerial and organizational

2. Interview guide – focused on group interview and management meeting. The matters of interviewing mainly focused on leadership capabilities. The target groups for interview were the selected top-middle management and the selected staffs level

for gaining the different perspectives. Most of the interview questions were gathered from the approved sources and already approved by consultants.

3. **Documentation** - The related documents were used to gather data from both historical and updated records of leadership, customers' feedback, employees' feedback, etc.

### **3.4 Data Collection**

#### **3.4.1 Data Collection Procedure**

Data were collected from various sources; observation, questionnaires, documents and interviews. Other data were collected from archival sources like the organization chart, job description, company direction, mission, vision, values, strategies, marketing plan, etc.

Questionnaires were the most popular method to be used in data collection because the result could be measured in quantitative terms in order to get the useful figure to analyze the data and give recommendation to the company. Eventually, the interview was still to be used along with observation to gather the information that could not be gathered by questionnaires and also used to supplement the questionnaires and observation. It could be an effective way of data collection, because it was the interactive or two-ways communications and the immediate answer could be obtained.

There were 6 steps of data collection procedure of this research as follows:

1. The first step was initial interviews with top managements and the human resources manager in order to get the overall company's perspectives, directions, goals, strategies and leadership situation, etc.
2. Pre-test questionnaires. The questionnaires of 20 sets were distributed to the non-trainee's employees in human resource and quality assurance departments. The result of pre-test questionnaires were summarized and revised according to the comments of respondents. The revised version was sent to consultants to approve again.
3. Distributed the completed questionnaires. There were three sets of questionnaires for the different purposes.
  - 3.1 The leadership development questionnaires after training. This was the same set as the respondents used to do after their training. The results were used to determine the change of leadership capabilities after 1 year of training.
  - 3.2 The leadership perception questionnaires for all managements. The target respondents who had attended leadership development solution programs took these questionnaires to evaluate themselves as the leaders in terms of 4 levels; personal, interpersonal, managerial and organizational.
  - 3.3 The Management perception questionnaires for sample of staffs. The target respondents who gave the direct report of all leaders took these questionnaires to evaluate their bosses in terms of 4 levels; personal, interpersonal, managerial and organizational.

4. Collect secondary data. All the related data such as company profile, employees' satisfaction survey, leaders/staffs' memo to management, details from websites, sale volume, customers' feedback, etc. will be collected to do a combined analysis of the data with the primary data and the initial interview.
5. Collect primary data. Collect all the questionnaires from top-middle managements including the sample of staffs level.
6. Summarize and evaluate the results of data. All the gathered data, both quantitative and qualitative, were analyzed statistically in detail in order to answer the research objectives and research questions. Then the researcher concluded all the information and submitted the report to the company.

#### **3.4.2 Data Collection Techniques**

Regarding data the collection techniques, the researcher used several techniques that suited the variables as follows:

- 1) To evaluate the leadership development solutions after one year of implementation, the techniques used on each variables (personal and interpersonal leadership capabilities) were as follows:
  - 1.1) At the stage of after leadership development solution program – Questionnaires were applied right after the training, and the result was ready to use as the secondary data.
  - 1.2) At the stage of after 1 year of leadership development solution program – Questionnaires were applied to use for the entire top and middle

managements. Interview and focus group discussions were for selected group of managements. Observation technique was also applied at this stage.

- 2) Leadership capabilities perception. This analysis was used to determine the differences between the leadership capabilities perception of all 80 managements and their subordinates. The researcher focused on analyzing the 4 levels of leadership in organization; personal, interpersonal, managerial and organization. The variables used the different tools as follows:

2.1) For management' perception. Leadership capabilities questionnaires for managements themselves were used, including the related question for focused group interview. Observation technique was also applied at this stage.

2.1) For employees' perception. Leadership capabilities questionnaires for employees (managements' subordinates) were used, including the related question for focused group interview. Observation technique was also applied at this stage.

### **3.5 Data Analysis**

Data collected by using questionnaires for quantitative results were analyzed by the statistical analysis like Statistical Package for Social Sciences (SPSS). It made use of Paired Sample T Test to analyze the change in leadership development capabilities and the perception of leadership capabilities between managements and subordinates.

Other data collected by interviews, focus group discussions, and other sources like employee's satisfaction, and company's direction were very useful to enhance the result of quantitative analysis. As a series of interview progressed, the researcher often created the tests and modified analytic categories as an interactive process.





## Chapter 4

### Presentation and Analysis of Data

This chapter presented the research findings and the analysis of the findings derived from the returnee questionnaires by respondents in King Line Co., Ltd. The findings were at the stage of Organization Development (OD) Intervention and post intervention. The presentation and interpretation of the finding were in three sections; presentation of descriptive data of respondents, leadership capabilities right after and after 1 year of leadership development solution programs, and the leadership perception between the organization's managements and employees.

#### 4.1 Demographic Profile of Respondents

The demographic profile of the respondents in this study included gender, age, job position, educational background, and length of service.

##### 4.1.1 Gender Profile

As one of the most palpable demographic factors, the data of the respondents' gender were diagnosed first.

**Table 4.1.1 Gender**

Gender	Frequency	Percentage
Male	150	47%
Female	170	53%
Total	320	100%

The above Table 4.1.1 indicated that the numbers of male and female respondents were slightly different. The number of respondents as female was more than male, with female at 53% and male at 47%.

#### 4.1.2 Age Profile

In this research, the respondents were grouped into four age levels as shown in

Table 4.1.2

**Table 4.1.2 Age Profile**

Age	Frequency	Percentage
Below 25 years	52	16%
25-35 years	193	60%
36-45 years	45	14%
Older than 45	30	9%
Total	320	100%

Table 4.1.2 indicated that, the majority of respondents were in the age level of 25 – 35 years old; they were 60% of the total population. The remaining groups were quite the same with 16%, 14% and 9% for the group of below 25 years, 36-45 years and Older than 45 years respectively.

#### 4.1.3 Job Level Profile

The job levels of the respondents were briefly grouped into five levels, People in different job levels had different perspectives based on their different levels of responsibilities.

**Table 4.1.3 Job Position Levels Profile**

Position	Frequency	Percentage
Frontline	240	75%
Chief	39	12%
Assistant Manager	20	6%
Manager	19	6%
Manager up	2	1%
Total	320	100%

As shown in Table 4.1.3, the largest group of respondents was the frontline level, while chiefs was 12%, assistant managers and managers were the same with 6% and managers up was 1%.

#### 4.1.4 Educational Background Profile

The educational background of the respondents had reflected the capacities of leadership as well as the perception toward organizational effectiveness. This also had affected to the changing and development of people.

**Table 4.1.4 Educational Background Profile**

Education	Frequency	Percentage
Below bachelor	147	46%
Bachelor	167	52%
Master	6	2%
Ph.D	0	0%
Total	320	100%

On educational status of respondents, 52% of the total respondents obtained bachelor degree, 46% for below bachelor and leaving 2% for master degree.

#### **4.1.5 Length of Service**

To a great extent, the service year of the employee provides useful information of the employees' degree of knowledge of the company, satisfaction about their job and working environment, their loyalty, etc. So it is also important to collect the data of the respondents' lengths of service, which is shown in Table 4.1.5

**Table 4.1.5 Length of Service Profile**

Year of service	Frequency	Percentage
Below 2 years	68	21%
2-5 years	135	42%
6-10 years	112	35%
Above 10 years	5	2%
Total	320	100%

As shown in table 4.1.5, the largest group of 42% of the total respondents had been working with the company between 2-5 years, 35% had been working with the company between 6-10 years. The two remaining groups were those who were with the company below 2 years at 21% and over 10 years at 2%.

#### 4.1.6 Level of Respondents

The respondents had divided into 2 groups; managements and employees. The first group of leaders had answered the questions according to their perception of their own leadership capabilities. While the leaders' direct subordinates had answered the questions according to their perception toward their leaders on leadership capabilities.

**Table 4.1.6 Level of Respondents Profile**

Level of respondent	Frequency	Percentage
Managements	80	25%
Employees	240	75%
Total	320	100%

As shown in table 4.1.6, the largest group of respondents was the employees at 75%, while the remaining group of respondents was the managements at 25%.

#### 4.2 Description of Change in Leadership Capabilities

This is in the phase of Post Organization Development Intervention (Post-ODI). In determining the difference of these variables, the paired t-test was used to test the following hypotheses:

H<sub>01</sub>: There is no change in leadership capabilities after 1 year of training.

H<sub>a1</sub>: There is change in leadership capabilities after 1 year of training.

The results from the test showed significant values of lower than .025, thus the null hypotheses stating that there is no change in leadership capabilities after 1 year of training.

#### 4.2.1 The Change in leadership capabilities between the end of leadership development programs and after 1 year of training

**Table 4.2.1: The Change in Leadership Capabilities.**

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	7habits after workshop	3.23500	7	9.6003E-02	3.6286E-02
	7habits after one year	3.32143	7	.18898	7.1429E-02
Pair 2	4roles after workshop	3.50143	7	.10375	3.9214E-02
	4roles after one year	3.37500	7	.10206	3.8576E-02

**Paired Samples Correlations**

	N	Correlation	Sig.
Pair 1 7habits after workshop & 7habits after one year	7	.235	.611
Pair 2 4roles after workshop & 4roles after one year	7	-.079	.867

**Paired Samples Test**

		Paired Differences				t	df	Sig. (2-tailed)	
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower				Upper
Pair 1	7habits after workshop - 7habits after one year	-8.643E-02	.19076	7.2100E-02	-.26285	8.9995E-02	-1.199	6	.276
Pair 2	4roles after workshop - 4roles after one year	.12643	.15115	5.7131E-02	-1.337E-02	.26622	2.213	6	.069



In the above Paired T-Test, the computed significance value of 7 Habits workshop (.276) and 4 Roles workshop (.069) after 1 year of training were falling into the acceptance region at 0.05 level of significance, which indicated that the respondents' 7 Habits and 4 Roles after 1 year of training at Post-ODI phase had both significantly no change from the 7 Habits and 4 Roles after the end of training at ODI phase. And the mean difference of 7 Habits was -0.08643 which was less than 0, indicating that the 7 Habits at Post-ODI phase was higher than 7 Habits at ODI phase. The mean difference of 4 Roles was 0.12643 which was greater than 0, indicating that the 4 Roles at Post-ODI phase was lower than 4 Roles at ODI phase.

The statistical analysis showed that, after the ODI implementation, managements had changed in the leadership capabilities on the 7 Habits of Highly Effective People principles in a slightly improved way. On the contrary, managements had decreased their leadership capabilities on the 4 Roles of Leadership principles. That meant the effectiveness of leadership development solution programs did not create so much impact in the company.

#### **4.2.2 The Change in 7 Habits of Highly Effective People Capabilities**

The researcher had surveyed the personal and interpersonal leadership capabilities on ODI and post ODI phases. The results were shown as follows:

**Table 4.2.2 The Change in 7 Habits of Highly Effective People capabilities**

7 Habits of Highly Effective People capabilities	Mean of after training	Mean of after 1 year of training	Mean Difference
Become more proactive	3.395	3.25	0.145
Personal leadership	3.215	3.25	-0.035
Time management	3.110	3.125	-0.015
Interpersonal leadership	3.29	3.5	-0.21
Effective communication	3.135	3.375	-0.24
Synergize	3.26	3.625	-0.365
Continuous improvement	3.24	3.125	0.115

As shown in Table 4.2.2, there were 7 items related to the 7 Habits of Highly Effective People capabilities. The figures went to the same direction which were the mean of after 1 year of training was above the mean of after training. The researcher found that the top 2 Mean differences that the company should focus on were:

- Become more proactive: mean difference was 0.145 which meant that the capabilities had decreased after 1 year of training from the mean of 3.395 to 3.25
- Continuous improvement: mean difference was 0.115 which meant that the capabilities had decreased after 1 year of training from the mean of 3.24 to 3.125

The highest capability after training was on item number 1 (Become more proactive) with the mean at 3.395 and the lowest capability was on item number 3 (Time management) with the mean at 3.110. And the highest capability after 1 year of training was on item number 6 (Synergize) with the mean at 3.625 and the lowest capability was on item number 3 and 7 (Time management and Continuous improvement) with the mean at 3.125.

#### 4.2.3 The Change in 4 Roles of Leadership capabilities

The researcher had surveyed the managerial and organizational leadership capabilities on ODI and post ODI phases. The results were shown as follows:

**Table 4.2.3 The Change in 4 Roles of Leadership capabilities**

4 Roles of Leadership capabilities	Mean of after training	Mean of after 1 year of training	Mean Difference
Achieving results	3.515	3.375	0.14
Understand stakeholders' needs	3.595	3.5	0.095
Satisfy stakeholders' needs	3.565	3.375	0.19
Align vision and strategy	3.38	3.375	0.005
Create outstanding vision	3.64	3.25	0.39
Empowerment skill	3.41	3.5	-0.09
Build trustworthiness	3.405	3.25	0.155

As shown in Table 4.2.3, there were 7 items related to the 4 Roles of Leadership capabilities. The figures went to the same direction which were the mean of after 1 year of training was below the mean of after training except for the Empowerment skill with the mean of -0.09. The researcher found that the top Mean differences that the company should focus on were:

- Create outstanding vision: mean difference was 0.39 which meant that the capabilities had decreased after 1 year of training from the mean of 3.64 to 3.25

The highest capability after training was on item number 2 (Understand stakeholders' needs) with the mean at 3.55 and the lowest capability was on item number

4 (Align vision and strategy) with the mean at 3.38. And the highest capability after 1 year of training was on item number 2 (Understand stakeholders' needs) with the mean at 3.5 and the lowest capability was on item number 6 and 7 (Create outstanding vision and Build trustworthiness) with the mean at 3.25.

### **4.3 Description of the different perceptions in leadership capabilities**

In determining the difference of these variables, the pair t test was used to test the following hypotheses:

Ho2: There is no significant difference between managements and employees' perception on leadership capabilities in 4 levels; personal, interpersonal, managerial and organizational.

Ha2: There is significant difference between managements and employees' perception on leadership capabilities in 4 levels; personal, interpersonal, managerial and organizational.

The results from the test showed significant values of lower than .025, thus the alternative hypothesis states that there is significant difference between managements and employees' perception on leadership capabilities in 4 levels; personal, interpersonal, managerial and organizational.

#### 4.3.1 Different perception between managements and employees on leadership capabilities in 4 levels.

The researcher had researched the managements' perception as well as the employees' perception on leadership capabilities. The results of this survey were useful to see the gap (the difference) between the 2 parties, which would be able to analyze the strength and weakness for future improvement.

**Table 4.3.1 Different perception between managements and employees on leadership capabilities in 4 levels**

		Paired Samples Statistics			
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	leader perception - personal	4.260417	12	.334810	9.66512E-02
	subordinate perception - personal	3.601858	12	.200791	5.79633E-02
Pair 2	leader perception - interpersonal	4.302083	12	.294159	8.49163E-02
	subordinate perception - interpersonal	3.699083	12	.207143	5.97972E-02
Pair 3	leader perception-managerial	4.180556	9	.348608	.116203
	subordinate perception-managerial	3.796311	9	.171215	5.70717E-02
Pair 4	leader perception-organizational	4.225000	10	.193649	6.12372E-02
	subordinate perception-organizational	3.900010	10	.113547	3.59069E-02

### Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	leader perception - personal & subordinate perception - personal	12	.481	.114
Pair 2	leader perception - interpersonal & subordinate perception - interpersonal	12	.446	.146
Pair 3	leader perception-managerial & subordinate percetion-managerial	9	.097	.804
Pair 4	leader perception-organizational & subordinate perception-organizational	10	-.372	.290

### Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	leader perception - personal - subordinate perception - personal	.658558	.296326	8.55419E-02	.470282	.846835	7.699	11	.000
Pair 2	leader perception - interpersonal - subordinate perception - interpersonal	.603000	.273935	7.90782E-02	.428950	.777050	7.625	11	.000
Pair 3	leader perception-managerial - subordinate percetion-managerial	.384244	.373192	.124397	9.738E-02	.671105	3.089	8	.015
Pair 4	leader perception-organizational - subordinate perception-organizational	.324990	.258356	8.16995E-02	.140173	.509807	3.978	9	.003

The pair t test analysis of Table 4.3.1 indicated that, with the computed  $t$  values of personal (.000), interpersonal (.000), managerial (.015) and organizational (.003) were falling into the rejection region at 0.05 level of significance, which meant that there was a significant difference between managements and employees' perception on leadership capabilities in 4 levels; personal, interpersonal, managerial and organizational

From the analyzed data, the researcher found that there were the different perceptions on all 4 levels. The managements perceived themselves as the good leaders



in the certain levels but employees saw their bosses in action which were not similar in perception. There were the gaps or areas of improvement for the managements. The largest perception gap was personal leadership with the mean of .658558, followed by interpersonal leadership with the mean of .603000, managerial leadership with the mean of .384244 and the smallest gap was organizational leadership with .324990.

From the above data, it would be very useful to see the critical part in the organization in order for the researcher to recommend the company by priority. Even though all 4 levels needed to be addressed, the most serious problem in King Line right now was in the Personal leadership level.

#### **4.3.2 Different perception between managements and employees on Personal leadership capabilities.**

In order to gain more insight information, the researcher also looked into the details of each leadership level starting from the personal level. The data were illustrated clearly on the difference perception between managements and employees. This stage was the starting point in post organizational development intervention (Post-ODI). In addition to this result, this critical issue could be the lead to the remaining leadership levels. All the problems could have happened from this stage and affected the interpersonal, managerial and organizational levels. This research would be very helpful if the company was able to find the root cause of the leadership problems.

**Table 4.3.2 Different perceptions on Personal leadership capabilities**

Personal Leadership	Mean of Management Perception	Mean of Employee Perception	Mean Difference
Hard and smart worker	3.625	3.5556	0.0694
Make decision based on rational thinking rather than emotion	4.625	3.6667	0.9583
Responsible on the consequences of action	5	4.0556	0.9444
Start any tasks or projects with confidence and know exactly what the result will come out	4.25	3.8333	0.4167
Goals and direction in life	4.125	3.5	0.625
Do the right things for the benefits of personal life, work life and team/organization	4.375	3.4444	0.9306
Commit to the goals and try to keep promise	4.375	3.5	0.875
Prioritize on tasks	4.125	3.5556	0.5694
Refuse on what matters least because I know my matters most.	4.25	3.3333	0.9167
Value the time and be punctual.	4.25	3.5556	0.6944
Is disciplined person by trying to follow the plan.	4	3.7778	0.2222
Spend most of my time in planning, preparation, prevention, building relationship and self-development	4.125	3.4444	0.6806

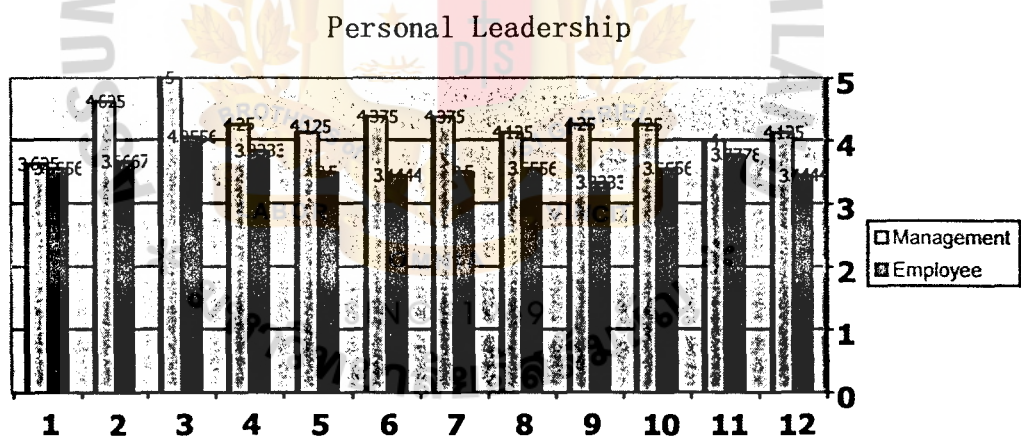
As shown in Table 4.3.1, there were 12 items related to the personal leadership capabilities. The figures went to the same direction which were, the perception of managements was above the employees' perception at the mean of .658558 (Table 4.3.1). In addition, the mean of the personal level was also the highest number compared with the remaining levels.

Regarding the 12 items in personal leadership, the researcher found that the top 4 Mean Differences that the company should focus on were:

- Make decisions based on rational thinking rather than on emotion: mean of management's perception = 4.625, mean of employees' perception = 3.6667 and mean difference = 0.9583

- Responsible for the consequences of action: mean of management's perception = 5, mean of employees' perception = 4.0556 and mean difference = 0.9444
- Do the right things for the benefits of personal life, work life and team/organization: mean of management's perception = 4.375, mean of employees' perception = 3.4444 and mean difference = 0.9306
- Refuse what matters least because I know my matters most: mean of management's perception = 4.25, mean of employees' perception = 3.3333 and mean difference = 0.9167

**Figure 4.3.2 Different perceptions on Personal leadership capabilities**



The results shown on figure 4.3.2 illustrated the overview perception of personal leadership capabilities that there were the significant difference between managements and employees' perception. While the highest perception mean of management was on item number 3 (Responsible for the consequences of action) with the mean at 5.00 and the lowest perception mean of management was on item number 1 (Hard and smart worker) with the mean at 3.625. And the highest perception mean of employees was on

item number 3 the same as management perception (Responsible for the consequences of action) with the mean at 4.0556 and the lowest perception mean of employees was on item number 9 (Refuse on what matters least because I know my matters most.) with the mean at 3.3333.

### 4.3.3 Different perceptions between managements and employees on Interpersonal leadership capabilities.

The data of this stage were also illustrated clearly on the different perception between managements and employees. It is the second significant difference followed by the personal leadership.

**Table 4.3.3 Different perceptions on Interpersonal leadership capabilities**

Interpersonal Leadership	Mean of Management Perception	Mean of Employee Perception	Mean Difference
Work for the benefits of organization	4.75	4	0.75
Seek win-win solutions in any problems.	4.375	3.5	0.875
Have courage to insist my point of view and willing to consider other opinions	4.5	3.4444	1.0556
Communicate clearly and straightforwardly by	3.875	3.7222	0.1528
Try to listen to others first	4.25	3.7778	0.4722
Understand the situation within the team	4.5	3.7778	0.7222
Always give feedback to others	3.75	3.5556	0.1944
Humble enough in receiving the different opinions	4.375	3.6667	0.7083
Flexible and be ready to handle with any changes	4.25	3.8333	0.4167
Support creativity and innovation	4.5	4.0556	0.4444
Value teamwork by creating team synergy	4.5	3.6667	0.8333
Commit to have the continuous improvement	4	3.3889	0.6111

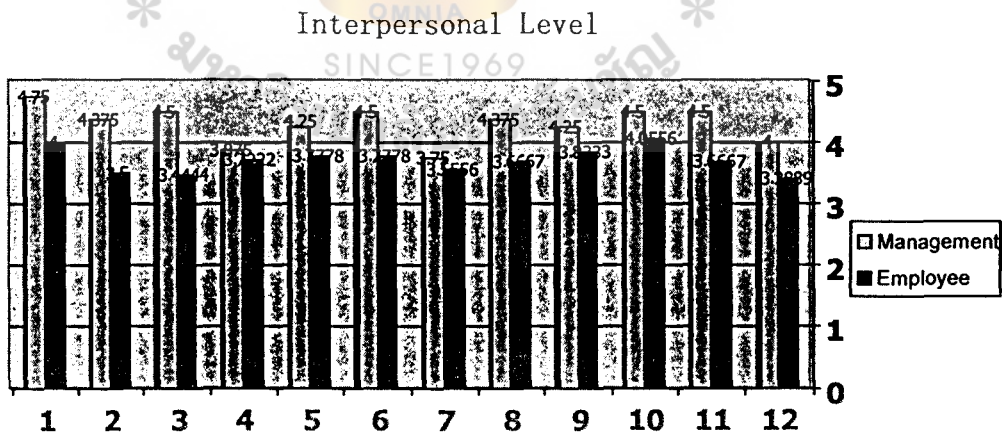
As shown in Table 4.3.3, there were 12 items related to the interpersonal leadership capabilities. The figures went to the same direction, which were the perception of managements was above the employees' perception at the mean of

.6030000 (Table 4.3.1). In addition, the mean of the interpersonal level was the second highest number compared with the remaining levels.

Regarding the 12 items in the interpersonal leadership, the researcher found that the top 3 Mean differences that the company should focus on were:

- Have courage to insist one’s point of view and willing to consider other opinions:  
mean of management’s perception = 4.5, mean of employees’ perception = 3.4444 and mean difference = 1.0556
- Seek win-win solutions in any problems.: mean of management’s perception = 4.375, mean of employees’ perception = 3.5 and mean difference = 0.875
- Value teamwork by creating team synergy: mean of management’s perception = 4.5, mean of employees’ perception = 3.6667 and mean difference = 0.8333

**Figure 4.3.3 Different perceptions on Interpersonal leadership capabilities**



The results shown on figure 4.3.3 illustrated the overview perception of Interpersonal leadership capabilities that there were the significant differences between



managements and employees' perception. While the highest perception mean of management was on item number 1 (Work for the benefits of organization) with the mean at 4.75 and the lowest perception mean of management was on item number 7 (Always give feedback to others) with the mean at 3.375. And the highest perception mean of employees was on item number 10 (Support creativity and innovation) with the mean at 4.0556 and the lowest perception mean of employees was on item number 12 (Commit to have the continuous improvement) with the mean at 3.3889.

#### 4.3.4 Different perceptions between managements and employees on Managerial leadership capabilities.

The data of this stage were also illustrated clearly on the difference perception between managements and employees. It stated how well the leaders have the management skills and lead the team.

**Table 4.3.4 Different perceptions on Managerial leadership capabilities**

Managerial Level	Mean of Management Perception	Mean of Employee Perception	Mean Difference
Support and help employees rather than taking control and command	4.25	3.7778	0.4722
Let employees set their goals, methods and be responsible for the consequences	4.625	3.7778	0.8472
Be careful before delegating any tasks	3.875	3.7778	0.0972
Trustworthy person.	4.125	3.5556	0.5694
Lead by being examples.	3.75	3.8889	-0.1389
Help others to achieve their goals	3.875	3.5556	0.3194
Have work ethics without taking advantage from others	4.375	3.8333	0.5417
Work for excellence	4.75	3.8889	0.8611

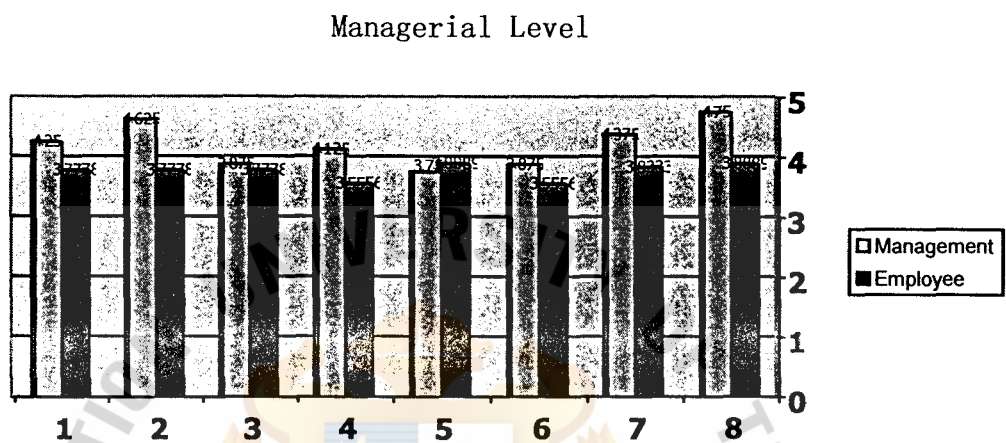


As shown in Table 4.3.4, there were 8 items related to the managerial leadership capabilities. The figures went to the same direction which were the perception of managements was above the employees' perception at the mean of .384244 (Table 4.3.1) except item number 5 (Lead by being examples) in which the perception of employees was higher than the management at the mean difference of  $-0.1389$ . In addition, the mean of the managerial level was the third highest number compared with the remaining levels.

Regarding the 8 items in managerial leadership, the researcher found that the top 4 Mean Differences that the company should focus on were:

- Work for excellence: mean of management's perception = 4.75, mean of employees' perception = 3.8889 and mean difference = 0.8611
- Let employees set their goals, methods and be responsible for the consequences: mean of management's perception = 4.625, mean of employees' perception = 3.7778 and mean difference = 0.8472
- Trustworthy person: mean of management's perception = 4.125, mean of employees' perception = 3.5556 and mean difference = 0.5694
- Have work ethics without taking advantage from others: mean of management's perception = 4.375, mean of employees' perception = 3.8333 and mean difference = 0.5417

**Figure 4.3.4 Different perceptions on Managerial leadership capabilities**



The results shown on figure 4.3.4 illustrated the overview perception of Managerial leadership capabilities that there were the significant differences between managements and employees' perception. While the highest perception mean of management was on item number 8 (Work for excellence) with the mean at 4.75 and the lowest perception mean of management was on item number 5 (Lead by being examples) with the mean at 3.75. And the highest perception mean of employees was on item number 5 and 8 (Lead by being examples and Work for excellence) with the mean at 3.8889 and the lowest perception mean of employees was on item number 4 and 6 (Trustworthy person and Help others to achieve their goals) with the mean at 3.5556.

**4.3.5 Different perceptions between managements and employees on Organizational leadership capabilities.**

The data of this stage were also illustrated clearly on the difference perception between managements and employees. It has the lowest significant difference compared to the rest of the group.

**Table 4.3.5 Different perceptions on Organizational leadership capabilities**

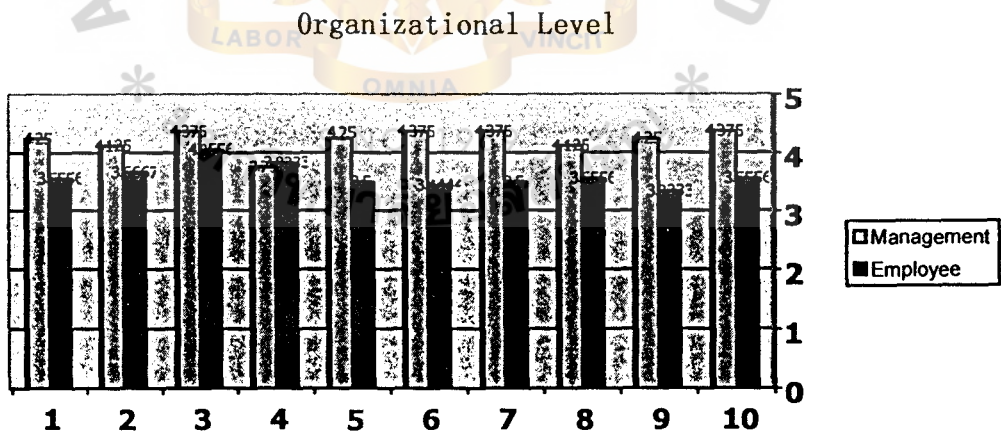
Organizational Leadership	Mean of Management Perception	Mean of Employee Perception	Mean Difference
Understand the needs of all stakeholders	4.25	4	0.25
Try to serve the stakeholders' needs	4.125	3.8889	0.2361
Ensure that team members understand the company's mission	4.375	4.0556	0.3194
Try to do according to the company's values as the model	3.75	4	-0.25
Help team members to understand company's directions/objectives.	4.25	3.9444	0.3056
Align all the structure, working system, process to the core company's goals	4.375	3.7778	0.5972
Support employees' training and development	4.375	3.8889	0.4861
Put right men on the right jobs	4.125	3.8889	0.2361
Aware of the consequences of any changes that may effect other systems	4.25	3.8889	0.3611
Create system and process effectively in order to have a clear and better coordination	4.375	3.6667	0.7083

As shown in Table 4.3.5, there were 10 items related to the organizational leadership capabilities. The figures went to the same direction which were the perception of managements was above the employees' perception at the mean of .324990 (Table 4.3.1) except item number 4 (Try to do according to the company's values as the model) in which the perception of employee was higher than the management at the mean difference of -0.25. In addition, the mean of organizational level was the lowest number compared with the remaining levels.

Regarding the 10 items in the organizational leadership, the researcher found that the top 3 Mean Differences that the company should focus on were:

- Create system and process effectively in order to have a clear and better coordination: mean of management's perception = 4.375, mean of employees' perception = 3.6667 and mean difference = 0.7083
- Align all the structure, working system, process to the core company's goals: mean of management's perception = 4.375, mean of employees' perception = 3.7778 and mean difference = 0.5972
- Support employees' training and development: mean of management's perception = 4.375, mean of employees' perception = 3.8889 and mean difference = 0.4861

**Figure 4.3.5 Different Perceptions on Organizational leadership capabilities**



The results shown on figure 4.3.5 illustrated the overview perception of Organizational leadership capabilities that there were the significant differences between managements and employees' perception. While the highest perception mean of

management was on item number 3, 6, 7 and 10 (Ensure that team members understand the company's mission, Align all the structure, working system, process to the core company's goals, Support employees' training and development and create system and process effectively in order to have a clear and better coordination) with the mean at 4.375 and the lowest perception mean of management was on item number 4 (Try to do according to the company's values as the model) with the mean at 3.75. And the highest perception mean of employees was on item number 3 (Ensure that team member understand the company's mission) with the mean at 4.0556 and the lowest perception mean of employees was on item number 10 (Create system and process effectively in order to have a clear and better coordination) with the mean at 3.6667.

#### **4.4 Discussion of the Research Findings**

From the research, there were the respondents from King Line Co., Ltd., which divided into 2 levels; managements and employees. The numbers of respondents for each group were 80 managements and 240 employees with the percentage of 25% and 75% respectively. The first group of management had done the questionnaires for 2 sets; one for evaluation of leadership capabilities after 1 year of training on The 7 Habits of Highly Effective People and The 4 Roles of Leadership workshops, another set was the leadership capabilities on 4 levels; personal, interpersonal, managerial and organizational. For the employees, the questionnaires had been done for reflecting their superiors regarding the leadership capabilities on 4 levels; personal, interpersonal, managerial and organizational.



From the results of research on the change in leadership capabilities between the end of leadership development programs and after 1 year of training, the mean of each item was slightly different. The respondents who answered on the 7 Habits program right after the workshop was 3.23500 while the mean after 1 year of workshop was slightly increased to 3.32143, and the mean difference was -0.08643. The respondents who answered on the 4 Roles program right after the workshop was 3.50143 which is higher than the 7 Habits program while the mean after 1 year of workshop was slightly decreased to 3.37500, and the mean difference was 0.12643.

On the change of the 7 Habits of Highly Effective People capabilities, the researcher found the largest improvement was on the topic of 'synergize' with the mean difference of -0.365. This was the good sign for the company since synergize or cooperation was the main objective of implementing such programs. While the weakest item after 1 year of training was 'become more proactive' since the mean difference had decreased to 0.145. The company should really focus on this issue because this is the core of implementing the 7 Habits on the long term basis. If people could not achieve the foundational principle, they would hardly go further to become great leaders. The next table showed the rank of mean difference after 1 year of training.



**Table 4.4.1 Summary of the change in 7 Habits of Highly Effective People capabilities**

7 Habits of Highly Effective People capabilities	Rank	Mean Difference
Synergize	1	-0.365
Effective communication	2	-0.24
Interpersonal leadership	3	-0.21
Personal leadership	4	-0.035
Time management	5	-0.015
Continuous improvement	6	0.115
Become more proactive	7	0.145

Regarding the change of the 4 Roles of Leadership, the researcher found the largest improvement was on the topic of 'Empowerment skill' with the mean difference of -0.09. This meant that the managements saw the value of empowerment and really implemented after training until the results came out. While the weakest item after 1 year of training was 'create outstanding vision' since the mean difference had decreased to 0.39. The next table showed the rank of mean difference after 1 year of training.

**Table 4.4.2 Summary of the Change in 4 Roles of Leadership capabilities**

4 Roles of Leadership capabilities	Rank	Mean Difference
Empowerment skill	3.41	-0.09
Align vision and strategy	3.38	0.005
Understand stakeholders' needs	3.595	0.095
Achieving results	3.515	0.14
Build trustworthiness	3.405	0.155
Satisfy stakeholders' needs	3.565	0.19
Create outstanding vision	3.64	0.39

For the second set of data, the respondents were managements and employees who were their direct report suppliers. Managements had evaluated themselves in terms of leadership capabilities in 4 levels; personal, interpersonal, managerial and organizational and compared with the perception of employees. The results were in-line together in all 4 levels. The means of managements in 4 levels were 4.260417, 4.302083, 4.180556 and 4.22500. The means of employees in 4 levels were less than the management's perception with the mean of 3.601858, 3.699083, 3.796311 and 3.900010. The largest gap of mean difference was the personal level with 0.658558 and the smallest gap of mean difference was organizational level with 0.324990.

**Table 4.4.3 Summary of the different perceptions of leadership capabilities**

The 4 Levels of Leadership	Rank	Mean difference
Personal Leadership	1	0.658558
Interpersonal Leadership	2	0.603
Managerial Leadership	3	0.384244
Organizational Leadership	4	0.32499

For the personal leadership, the result illustrated in table 4.4.3 indicated that it was the biggest gap of perception between managements and employees which the company should really take into the consideration on how to solve the problems. Otherwise the trust between the 2 parties would not be there and the company will get the negative results in the future. The main concerns were 'make decision based on rational

thinking rather than on emotion, be responsible for the consequences of action, do the right things and refuse of what matters least' with the mean difference of 0.9583, 0.95444, 0.9306 and 0.9167 respectively.

For interpersonal leadership, there was also the gap of perception between 2 parties in which employees would not see the action the same as the managements' intention. What employees observed in their bosses were not in alignment with the expectation of managements. The researcher found the biggest issue in 'Have a courage to insist my point of view and willing to consider other opinions'. The mean difference was 1.0556 (mean of management = 4.5, mean of employee = 3.4444).

For managerial leadership, the results were almost the same as personal and interpersonal levels. The employee's perception means were lower than the management's perception except 'lead by being examples' (mean was -0.1389) meant that managements performed their leadership by being the models for subordinates to follow on the right things.

For organizational leadership, the results were the same as the first 3 levels. There was the gap in this level but in the smallest mean difference compared with the other levels. All of the employees' perception were lower than their superiors except 'try to do according to the company's values as the model' with mean difference of -0.25. This item was in-line with the managerial level that the leaders tried to an example in the company.

The overall results on leadership capabilities of King Line Co., Ltd. have indicated clearly that the company should focus on increasing the capabilities in order to create organizational effectiveness in the long-term basis. Most of the scores and means were summarized in the same direction and became the signal for future development.



## **Chapter 5**

### **Summary, Conclusion and Recommendation**

This chapter contains the summary of the research, the conclusion of the post OD Intervention for King Line Co., Ltd., and the recommendations for further research.

#### **5.1 Summary**

The objective of this thesis was to serve as a guide in the implementation of management practice and determination of the respondent's leadership capabilities after the leadership development solutions programs and the different perception between managements and employees of leadership capabilities in 4 levels; personal, interpersonal, managerial and organizational. The last objective was to recommend King Line on leadership and organization development plan.

The study would serve the management in understanding the overall pictures of leadership capabilities in the organization, which would enable the management to improve leadership to meet the expectation of its subordinates. Another significant aspect of this study was served as determination of the return on investment (ROI) of leadership development solution programs. The researcher would be able to recommend on the area of improvement in both 2 workshops.

The thesis was the study of the change of leadership capabilities survey done with the managements and employees in King Line Co., Ltd. with the following research questions being brought into consideration.

1. What are the leadership capabilities profiles at the end of the leadership development programs?
2. What are the leadership capabilities profile at present?
3. What is the change in leadership capabilities after 1 year of training?
4. What is the current perception of leadership capabilities by trainees on 4 levels; personal, interpersonal, managerial and organizational?
5. What is the employees' perception of leadership capabilities on 4 levels; personal, interpersonal, managerial and organizational?
6. Is there a significant difference between the perception of management and their employees on leadership capabilities on 4 levels; personal, interpersonal, managerial and organizational?

The survey instruments were divided into four parts: part I, the demographic questionnaires were to gather demographic data of the subjects such as gender, age, education attainment, position and length of service; part II – the leadership capabilities after 1 year of training, part III – the leadership capabilities (managements to assess themselves) of 4 levels; personal, interpersonal, managerial and organizational, part IV – the leadership capabilities (employees to assess managements) of 4 levels; personal, interpersonal, managerial and organizational.

This study made use of descriptive, parametric and non-parametric statistics. The research instrument was distributed to the managements and employees of King Line



Co., Ltd. Four hundred questionnaires were sent out. Three hundred twenty questionnaires were returned.

The collected data were analyzed using statistical package for social sciences (SPSS) whereas data were treated by method of Average weighted means and Paired t-test.

Hypotheses testing were as follows:

Ho1: There is no change in leadership capabilities after 1 year of training.

Ha1: There is change in leadership capabilities after 1 year of training.

Ho2: There is no significant difference between managements and employees' perception of leadership capabilities in 4 levels; personal, interpersonal, managerial and organizational.

Ha2: There is significant difference between managements and employees' perception of leadership capabilities in 4 levels; personal, interpersonal, managerial and organizational.

Based on the results of the survey, analysis, finding and interpretation of data, the following summaries were summarized as follows:

### **1. Leadership capabilities profiles at the end of leadership development programs**

The respondents had answered the questionnaires right after the leadership development programs on both the 7 Habits of Highly Effective People and the 4 Roles

of Leadership. Their feedback of both programs were very positive and highly committed for implementation in the company. For the 7 Habits program, the highest mean was Become more proactive at 3.395 and the lowest mean was Time management at 3.135. For the 4 Roles program, the highest mean was Understand stakeholders' needs at 3.595 and the lowest mean was Align vision and strategy at 3.38.

## **2. The leadership capabilities profile at present**

After 1 year of implementation, there was not so much change in leadership capabilities. Some capabilities had been developed tremendously but some were not or even decreased. This was where the company should really see the problems otherwise their investment would be useless. From the result of 7 Habits program, the highest mean was Synergize with 3.625 and the lowest means were still Time management and Continuous improvement with 3.125. From the result of 4 Roles program, the highest means were Achieving results, Satisfy stakeholders' needs and Align vision and strategy with 3.375 and the lowest means were Create outstanding vision and Build trustworthiness with 3.25.

## **3. The change in leadership capabilities after 1 year of training**

There were no significant changes in leadership capabilities after 1 year of training, which could identify the effectiveness of the programs and the commitments of the company as well as the participants. For the 7 Habits program, there was the improvement in a small step. The highest mean difference was Synergize with  $-0.365$  and the lowest mean difference which the company should focus for improvement was Become more proactive with 0.145. For the 4 Roles program, the developments were

decreased. All the means after 1 year of training were decreased except Empowerment skill. This was not a good sign for Human Resources department since the management could not apply the principles of leadership into their daily work.

#### **4. The current perception of leadership capabilities by managements on 4 levels; personal, interpersonal, managerial and organizational**

In the personal leadership level, managements rated themselves very high. The average mean score was 4.26 while the highest mean was Responsible for the consequences of action with 5 and the lowest mean was Hard and smart worker with 3.625.

For interpersonal leadership level, the managements' attitude toward the company was very good in terms of Working for the benefits of the organization, not just for their own interest for benefits with the mean of 4.75. While the courage to give feedback was the big area of improvement with the mean of 3.75.

For managerial leadership level, managements try to work with excellence with the mean of 4.75. This could be a good sign for the company in which quality of excellent work will be the benefit for the company as well as for the customers which could affect the company's effectiveness in the long-term basis. While the lowest mean was Leading by examples with the mean of 3.75.

For organizational leadership level, managements were very clear with the direction of the company. All the mission, working process, structure and system

were clearly identified by top managements with the mean of 4.375 in which the area of needed improvement was behaving themselves to align with the company's values with the mean of 3.75.

#### **5. The employees' perception of leadership capabilities on 4 levels; personal, interpersonal, managerial and organizational.**

The employees' perceptions were not the same as the management saw themselves. Most of the reflection was lower than the managements' perception. This reflection was kind of normal since people tended to look themselves in the positive way but others would see their actions in a different perspective. It is natural as well that people could remember the mistakes longer than the success. And they had a good intention for their colleagues or superiors to improve.

For personal leadership level, employees saw their superiors in totally different ways. The best capability was Responsible for the consequences of actions with the mean of 4.0550 while the rest were under 4.00 mean and the lowest mean was Refuse on what matters least with 3.3333.

For interpersonal leadership level, the highest mean was Supporting creativity and innovation was 4.0556 and the lowest mean was Commit to have continuous improvement which topic was quite similar to the leadership capabilities from 7 Habits principles. Managements themselves were not aware of the importance of continuous improvement too much which led to the way of working with subordinates whom they did not encourage to develop so much.

For managerial leadership level, all of the means were below 4.00 and lower than the managements' perception except Leading by examples. Employees needed their bosses to help on achieving the goals more than the rest with the mean of 3.5556. All the directions of the company were clear to them but they needed supporting leaders to guide along the process until the work was finished.

For organizational leadership level, employees knew very well with top-line of the company especially the mission with the mean of 4.0556. They also saw their leaders behaving as the role model of the company's values (4.00) which was different from the perspective of managements who rated themselves quite low (3.75). And the lowest mean was Create system and process effectively with the mean of 3.6667.

**6. The difference between the perception of managements and their employees on leadership capabilities on 4 levels.**

From the results, the researcher found that there was the significant difference of perception between managements and employees. From the research it appeared that the managements' perceptions were higher than the employees' perceptions in all 4 levels, starting from the biggest to the lowest differences in the logical way; personal – interpersonal - managerial - organizational. This result was really in-line with Dr. Stephen Covey's (1991) statement in Principle Centered Leadership book that all the development in any organization started from the personal level, he called "inside-out" and these 4 levels were related together.

The company should concentrate highly on the largest mean differences in all 4 levels in order to solve the critical issues and conflict of perception first. The starting point was the personal leadership level with Make decision on rational rather than on emotion at the mean difference of 0.9583. Interpersonal level was Have a courage to insist point of view and willing to consider other opinions at 1.0556. Managerial level was Work with excellence at 0.8611 and Let the employees set their goals, methods and be responsible for the consequences at 0.8472. And the last level of organizational level was Create system and process effectively in order to have a clear and better coordination at 0.7083.

## **5.2 Conclusion**

From the research of post ODI, the researcher concentrated on two main subjects; the change of leadership capabilities after the workshops and the different perception between managements and employees.

At the ODI stage, the company had decided to conduct 2 leadership programs for managements at all levels, around 80 persons. The company invested with these programs and really had the high expectation of the results since the company did not have such kind of training for more than 6 years. The results of those workshops were tremendously successful. All the managements had agreed and committed to implement when they got back to work. Both the company and the consulting firm appreciated the remarkable feedback. This intervention became the talk of the town and really impacted to the attitude toward people and organizational development.



However, there was little improvement after 1 year after the training programs. From the results of the research, the researcher found that the momentum of learning and commitment were not strong as right after the training period. The 7 Habits leadership capabilities were implemented only in a small group. The worst was the 4 Roles leadership capabilities; there was no practice at all except for empowerment skill.

Since the company was at the stage of growth and change with sale volume from giant car company and ISO implementation, most of the managements were so busy with their day-to-day work that they neglected leadership development. There were no follow up from the top management and the human resources department on the progress. There was a coaching session from the consulting firm but could not define the solid results.

From the results of leadership capabilities between managements and employees, the researcher found the difficulty in the distribution of questionnaires. At the beginning of the discussion, the company was willing to cooperate in researching because it had the benefits for leadership development. But the top management did not agree with researching the perception from employees because they were concerned about the sensitive issues of organizational culture. Even though the company was allowed to make a research it is the sign of the company's culture that the company was not ready to have an open culture yet. The results of the research were also shown to support the previous statement. The company was not ready to give the direct feedback for improvement since most of the answers from employees were lower than the managements' in terms of leadership capabilities. That meant that the managements perceived themselves as the good leaders but employees might not agree on some

capabilities such as the decision making, win-win thinking, excellent work, effective delegation, good process and system. These were the issues for the company to consider improving on.

In addition, from the observation of the researcher, the company needed to change the culture of leaders centered to be the leadership centered. Most of the policies came from the top managements especially the foreign directors. The middle level managers or supervisor levels could not make decision too much since they needed to wait for their superiors to make decisions. This was the traditional top-down approach.

The company had a lot of opportunities to grow including capacity and passion from managements to change. Although the company was under traditional managements for a long time, the current top and middle managements were willing to change in order to grow in this business environment. In addition, the company had started the development stage already. The next step should be really to make it happen and sustain in the organization as the new culture.

### **5.3 ODI Proposal**

#### **5.3.1 Rationale of ODI Proposal**

Drawing from the research findings, there were some area of improvements regarding the leadership capabilities reflected from the results of leadership development solution programs and from the change of leadership capabilities after training and the different perception between managements and its employees. Top managements needed

to understand these issues and find out the causes, so they could look for the appropriate ways to improve the leadership capabilities.

### **5.3.2 Objective of ODI Proposal**

OD Intervention was pertinently designed and implemented for the purpose of helping the company to increase the leadership capabilities on 4 levels; personal, interpersonal, managerial and organizational by implementing the leadership principles of the 7 Habits of Highly Effective People and the 4 Roles of Leadership programs.

### **5.3.3 OD Intervention**

OD Intervention is recommended to the company in accordance with the research findings and analysis in order to create the sustainable organizational effectiveness in the long run. The recommended ODI are in the process of development and strategy. They should implement it continuously with management and human resources support. All the steps must communicate clearly to the related persons especially the important programs. The involvement of all the leaders are very important, they should be informed and participate as much as possible. The timeframe of ODI should be limited into 6-9 months in order to create the impact and sustain the momentum of growth. There are 4 ODI programs that are proposed to the company.

1. Renewal session for the past participants of 7 Habits and 4 Roles workshops. This intervention should be conducted as fast as possible in order to refresh all the learning from workshops. For the nature of training, participants were very impressed

with the learning. They got excited and really wanted to practice in the real world. Unfortunately, people tended to go back to their comfort zone, to their normal habits; they would not change in accordance with commitments. That was the cause of little or no change in leadership capabilities. So the managements or the human resource department should be aware of this point and try to motivate them to really apply in their daily life. The renewal session should be set for sharing all the experiences regarding both success and failure. The specialist is the person who can guide the process of implementation and answer all the questions or obstacles he/she might have during the implementation. Lastly, action plan for on-going development should be set for achieving the results of each management. In addition to the consequences of creating new behaviors, the managements should consider the financial and non-financial rewards for the managements who really improve their leadership capabilities based on the agreed right behaviors. A recognition for management who perform as a model will be announced as the manager of the month.

2. Open effective feedback channel. The second recommended ODI is gaining feedback from employees as much as possible. So the leaders are able to see themselves from the other point of view and be ready for change in the right directions. Leaders themselves could not develop by themselves. They need feedback regularly in order to sustain the effectiveness of leadership. The company should create the culture of openness to the sincere and valuable comments from subordinates. There must be the policy in giving feedback in an appropriate way and fair to everybody in order to prevent conflicts or misunderstandings. Suggestion box is recommended as a good channel for

communication from employees to the organization's leaders. The human resources department is responsible for carrying out the message to create the positive culture.

### 3. Interventions for closing the different perceptions on leadership capabilities.

According to the results of research on the different perceptions between management and employees, the recommended ODI for all 4 levels start from the root cause in organization; personal level first and then continue with next levels; interpersonal, managerial and organizational.

3.1. Making the right decision program in Personal leadership development. From the issue of research, managements tended to make decisions based on their emotion or circumstances, not from the fact or rational thinking and which could lead to the wrong decision and affect other jobs. This skill has to be trained starting from the management themselves to refer back to the capability of "Be Proactive". When the situation comes and there is a need to make decisions, the leaders have to take pause and calm down by using critical thinking based on values, not from feelings. The other recommendation is taking the making decision program. Such programs could help in making decision by providing framework and process so that people can judge the situation from many points of view or gather enough information before taking any actions.

### 3.2 Effective communication program in Interpersonal leadership development.

The best communication in the organization is a two-way communication especially between the leaders. The research found that the communication was also the critical issue in the company. Management had low courage to insist on their opinion and low



consideration to listen to other opinions as well. So the company should have the session to create the powerful communication skill. The supporting techniques are to repeat back what the speaker said, speak with the right tone and body language. The company should set the pattern of conversation so that people easily understand the message. Moreover, the techniques of dealing with tough conversation such as price negotiation with clients, conflict between peers and proposing the projects to the top management, should be trained. Lastly, the top managements have to be the role model, they have to practice the listening skill as well as speaking clearly and straightforwardly.

3.3. Win-Win Agreement in Managerial leadership development. From the managerial leadership level, the result indicated the highest mean difference on 'Let the employees set their goals, methods and be responsible for the consequences'. Win-win agreement was recommended to handle this issue. This agreement is quite similar to MBO concept (Management By Objective). It starts from identifying both needs (managements' and employees') on any assigned tasks or projects. They have to know each other's expectations; deadlines, level of quality, specific target, quantity, etc. Then the guideline of the projects should be done and what one is not supposed to do and what to avoid. Employees must have enough resources, which might be money, tools, people, automobiles, computers, mobile phones, etc. Accountability is set to measure the result whether the projects are successful or failures or have been delayed. And the last agreement is the consequence of working in order to know the reward or punishment after finishing the project. This methodology will help both managers and subordinates to really focus on the performance and clearly define the area of working right upfront. In addition, this is the technique of unleashing human potential or empowerment in



organization. The central idea is to delegate power and decision making to lower levels and, by using concept like shared visions of the future, to engage all employees so that people develop in themselves a sense of pride, self-respect, and responsibility.

Management is responsible for creating a supportive climate and removing barriers. The idea is to have the individual's purpose and vision congruent with that of the organization. Employees develop a feeling of psychological ownership leading to concern, interest, commitment, and responsibility.

#### 3.4. Process and system development in Organizational leadership development.

The researcher found that the company's process and system were not effective and not clear to employees. The company should find the outside professional consultant to diagnose the root cause of process and system problems. They must have the strong experiences in process development and be able to refer to the company which is in the same industry. They also must have the solid framework and methodologies which can align all the parts of the company to run in the same way, can use the same system and understand the same concept organizational development. The company should really concentrate on these directions and cascade the message to everybody in order to build the unity.

4. Leadership club. The last recommended ODI is for sustaining the leadership capabilities in the long-term basis. Management should consider a leadership club in order to be the center for stimulating the new culture and leadership character. The club should have the leader and committee for setting activities which would be in-line with the company's strategies. The suggested activities are exhibitions as the event of the

month. In the exhibition, there are the posters, brochures, acting, games, questions & answers, etc. that can motivate and create the impact on the entire organization. The club may invite outside leadership professionals to talk about the specific issues for each month. The topics could be the world's leaders' character, hot issues in leadership, quotes or statements from leadership gurus, how leadership can increase our organizational effectiveness, etc

#### **5.3.4 Management Support to ODI**

Throughout the whole research, the management team of the company provided indispensable support and cooperation in questionnaire distribution, data collection, and interview arrangement. The Managing Director was the first person to see the advantage of leadership development and thus made the decision to set up the workshops for all managements.

Moreover, for the researcher's proposed ODI, the top and middle managements are needed to support the coming activities both with financial and non-financial resources. In avoiding the same mistakes of the last OD intervention, the management team should cooperate in creating the new activities to support the new culture. They have to really apply and practice the leadership capabilities continuously, not only for self-improvement, but also for being the good role model for the employees to follow. They cannot talk or give order without doing by themselves. There is a statement of "Walk the talk" for all the leaders to use it all the time.

## 5.4 Recommendation for the Future Research

The research could be done better in the future and benefit the various companies in Thailand. The researcher would like to recommend as follows:

1. Similar studies might be conducted in other industries such as Financial institutions, Consumer products, Pharmaceutical, factories, etc. so that the findings might be used to compare with this one.
2. A study to examine the change of leadership capabilities after the workshop might be conducted after 6 months of training. Twelve months might be too long and people might forget what they have learnt.
3. A study of perception on leadership capabilities could be expanding the scope of respondents. For wider perspective, 360-degree assessment should be applied so that the assessors of managements will be their boss, peers and subordinates. Then the data will be much more reliable.

## Appendix



Evaluation Form of after workshop

“The 7 Habits of Highly Effective People” and “ The 4 Roles of Leadership”

Respondent: \_\_\_\_\_ Position: \_\_\_\_\_

Company: King Line Co., Ltd.

This evaluation form is designed for evaluate the difference between after workshops and after implementation. The set of questions are the same as you used to answer right after the workshop. If you attended 2 workshops, you could answer 2 sets. But if you attended only 7 Habits workshop, you could answer only on the 1st set of questions.

These questionnaires are designed for education only. The results of this research wil be used for thesis of Mr. Paisan Kittiruedeekul; the student of Master degree in organization development major, Assumption University

Please return your answer to Mr. Paisan via e-mail: [paisan\\_k@pacrimgroup.com](mailto:paisan_k@pacrimgroup.com) within August 15, 2004. Should you need my clarification, kindly contact me back at 02-728-0200 ext . 209 or 01753-4877

1. After attending “The 7 Habits of Highly Effective People” workshop, you’ve applied the principles into daily life and effect to your effectiveness as following:

:

	Very Good	Good	Average	Need Improvement
a. become more proactive?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. develop your personal leadership by having your own personal mission and vision statements?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. enhance your personal time management skills?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. develop interpersonal leadership by commitment to explore Win - Win Solutions?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. achieve more effective communication?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. improve teamwork and better synergy in your organization?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. achieve a balanced systematic program for self – renewal?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Others comments/suggestions:

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2. After attending “The 4 Roles of Leadership” workshop, you’ve applied the principles into **daily life** and effect to your effectiveness as following:

- |  |                          |                          |                          |                          |
|--|--------------------------|--------------------------|--------------------------|--------------------------|
| a. significantly increase your performance?                            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| b. Identify key stakeholder needs?                                     |                          |                          |                          |                          |
| c. meet stakeholder needs?   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| d. understand hoe to align your organization’s vision and strategy?    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| e. develop a concise, complete and compelling vision of an initiative? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| f. understand how to empower the right people in the right things?     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| g. understand how to increase your personal trustworthiness?           | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Others comments/suggestions:

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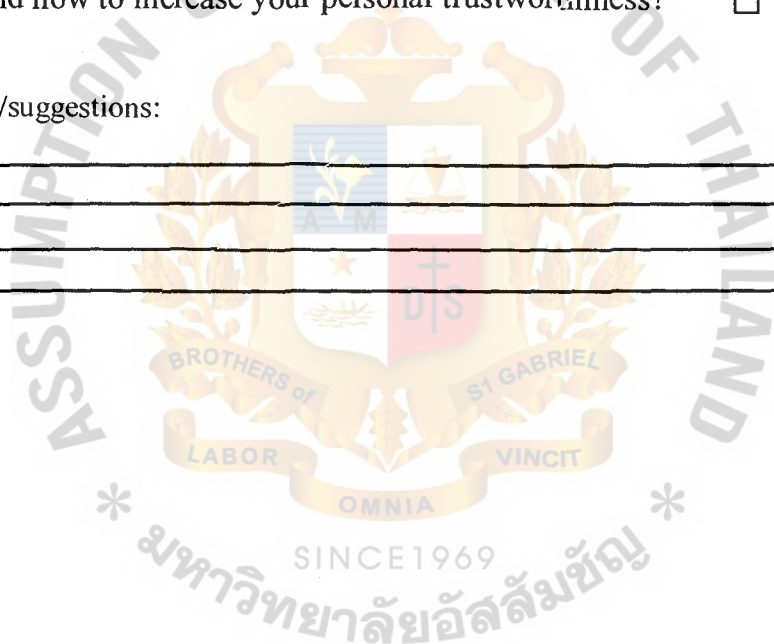
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Respondent: \_\_\_\_\_

Company: King Line Co., Ltd.

These questionnaires are designed for education only. The results of this research will be used for the thesis of Mr. Paisan Kittiruedeekul; the student of Master degree in organization development major, Assumption University

In addition, the result of research will be proposed to K Line in order to help develop leadership in organization.

Please return your answer to Mr. Paisan via e-mail: [paisan\\_k@pacrimgroup.com](mailto:paisan_k@pacrimgroup.com) within August 15, 2004. Should you need my clarification, kindly contact me back at 02-728-0200 ext. 209 or 01753-4877

Thanks for your kind cooperation.

Paisan Kittiruedeekul



# QUESTIONNAIRE

## Part I: Demographic Profile

**Direction :** This part contains four questions that require you give general data about your profile. Please check the mark **x** in front of the answer you require.

- |   |                          |  |   |
|---|--------------------------|--|---|
| 1 | <b>Gender</b>            | <input type="checkbox"/> Male                  | <input type="checkbox"/> Female           |
| 2 | <b>Age</b>               | <input type="checkbox"/> Below 25              | <input type="checkbox"/> 25 - 35          |
|   |                          | <input type="checkbox"/> 36 - 45               | <input type="checkbox"/> Above 45         |
| 3 | <b>Position</b>          | <input type="checkbox"/> Staff                 | <input type="checkbox"/> Chief/Supervisor |
|   |                          | <input type="checkbox"/> Assistant Manager     | <input type="checkbox"/> Manager          |
|   |                          | <input type="checkbox"/> Senior Manager        |   |
| 4 | <b>Educational Level</b> | <input type="checkbox"/> Below Bachelor Degree | <input type="checkbox"/> Bachelor Degree  |
|   |                          | <input type="checkbox"/> Master Degree         | <input type="checkbox"/> Ph. D.           |
| 5 | <b>Service Year</b>      | <input type="checkbox"/> Less than 2 yrs       | <input type="checkbox"/> 2 - 5 yrs        |
|   |                          | <input type="checkbox"/> 6 - 10 yrs            | <input type="checkbox"/> More than 10 yrs |

# QUESTIONNAIRE

## Part II : Leadership Questionnaires

(For Chiefs/Supervisors/Managers to answer)

**Direction : Please answer your leadership questions by checking the mark x in the box you require.**

Please choose your required answers which is very close to you by using the following scale;

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

NO	Description	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1	I am a hard and smart worker	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	I make decision based on rational rather than emotion	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	I am responsible for the consequences of my action or decision	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	I start any tasks or projects with confidence and know exactly what the result will be	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	I have my goals and direction in life	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	I choose to do the right things for the benefits of personal life, work life and team/organization on creating the balance around them	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	I am committed to the goals and try to keep promise for myself and others without giving up on any circumstances.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8	I prioritize the tasks in order to focus on the truly important things	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9	I can refuse on what matters least because I know my matters most.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10	I value the time and am punctual.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11	I am a disciplined person by trying to follow on my plan.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

12 I spend most of my time in planning, preparation, prevention building relationship and self-development	5	4	3	2	1
13 I work for the benefits of the organization, not just my own.	5	4	3	2	1
14 I try to seek win-win solutions in any problems.	5	4	3	2	1
15 I have courage to insist my point of view and willing to consider other opinions as well.	5	4	3	2	1
16 I have an ability to communicate clearly and straightforwardly.	5	4	3	2	1
17 I try to listen to others first.	5	4	3	2	1
18 I understand the situation within the team.	5	4	3	2	1
19 I always give feedback to others	5	4	3	2	1
20 I am humble enough to receive the different opinions.	5	4	3	2	1
21 I am flexible and ready to handle any changes	5	4	3	2	1
22 I support creativity and innovation	5	4	3	2	1
23 I value teamwork by creating team synergy to go to the right ways which everybody agrees upon without destroying others.	5	4	3	2	1
24 I am committed to have the continuous improvement on the core dimensions in life; physical, mental, spiritual and social/emotional.	5	4	3	2	1
25 I understand the needs of all stakeholders e.g. employees, customers, suppliers, management, shareholders, etc.	5	4	3	2	1
26 I try to serve the people's needs from item#25	5	4	3	2	1
27 I ensure that team members understand the company's mission	5	4	3	2	1
28 I try to do according to the company's values as the model team member.	5	4	3	2	1

29 I help team members to understand the company's directions/objectives.	5	4	3	2	1
30 I align all the structure, working system, process to the core company's goals	5	4	3	2	1
31 I support employees' training and development in order to increase the level of capacity.	5	4	3	2	1
32 I put the right men on the right jobs.	5	4	3	2	1
33 I am aware the consequences of any changes that may effect other systems in the organization.	5	4	3	2	1
34 I create system and process effectively in order to have a clear and better coordination.	5	4	3	2	1
35 I support and help employees rather than take control and command	5	4	3	2	1
36 I let employees set their goals, methods and be responsible for the consequences by themselves	5	4	3	2	1
37 I am very careful before delegating any tasks	5	4	3	2	1
38 I am a trustworthy person.	5	4	3	2	1
39 I lead by being an example.	5	4	3	2	1
40 I help others to achieve their goals.	5	4	3	2	1
41 I have work ethics without taking advantage of others	5	4	3	2	1
42 I work for excellence.	5	4	3	2	1

# QUESTIONNAIRE

## Part III : Leadership Questionnaires

(For Subordinates to answer)

Direction : Please answer regarding your leaders based on leadership questions by check the mark **x** in the box you require.

Please choose your required answers which are very close to your leaders by using the following scale;

5 = Strongly Agree      4 = Agree      3 = Neutral

2 = Disagree      1 = Strongly Disagree

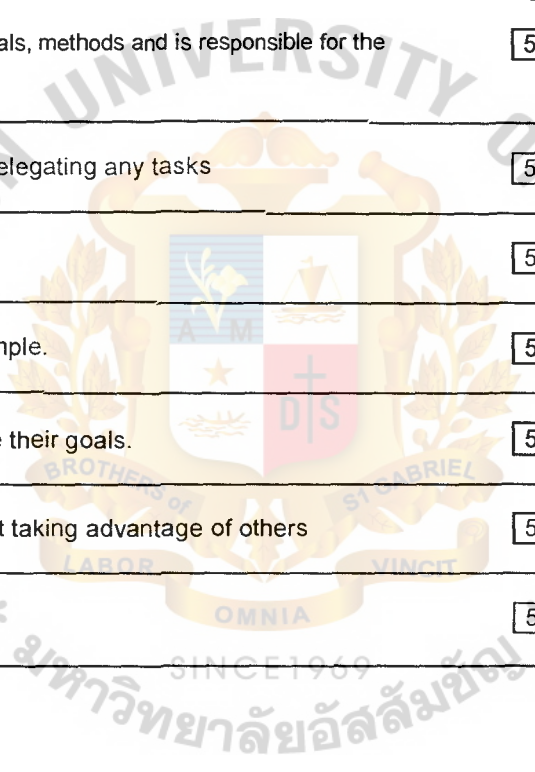
NO	Description	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1	He/She is a hard and smart woker	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	He/She makes decisions based on rational rather than emotion	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	He/She is responsible for the consequences of his/her action or decision	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	He/She starts any tasks or projects with confidence and knows exactly what the result will be	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	He/She has his/her goals and direction in life	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	He/She chooses to do the right things for the benefits of personal life, work life and team/organization on creating the balance around them	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	He/She is committed to the goals and try to keep promise for himself and others without giving up on any circumstances.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8	He/She prioritizes the tasks in order to focus on the truly important things	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9	He/She can refuse on what matters least because He/She knows his/her matters most.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10	He/She values the time and is punctual.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11	He/She is a disciplined person by trying to follow on his/her plan.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12	He/She spends most of his/her time in planning, preparation, prevention building relationship and self-development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



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|---|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|
| 13 He/She works for the benefits of the organization, not just his/her own. | <input type="checkbox"/> 5 | <input type="checkbox"/> 4 | <input type="checkbox"/> 3 | <input type="checkbox"/> 2 | <input type="checkbox"/> 1 |
|---|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|
- 
- |  |                            |                            |                            |                            |                            |
|--|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|
| 14 He/She tries to seek win-win solutions in any problems. | <input type="checkbox"/> 5 | <input type="checkbox"/> 4 | <input type="checkbox"/> 3 | <input type="checkbox"/> 2 | <input type="checkbox"/> 1 |
|--|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|
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- |   |                            |                            |                            |                            |                            |
|---|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|
| 15 He/She has courage to insist his/her point of view and willing to consider other opinions as well. | <input type="checkbox"/> 5 | <input type="checkbox"/> 4 | <input type="checkbox"/> 3 | <input type="checkbox"/> 2 | <input type="checkbox"/> 1 |
|---|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|
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- |   |                            |                            |                            |                            |                            |
|---|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|
| 16 He/She has an ability to communicate clearly and straightforwardly | <input type="checkbox"/> 5 | <input type="checkbox"/> 4 | <input type="checkbox"/> 3 | <input type="checkbox"/> 2 | <input type="checkbox"/> 1 |
|---|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|
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- |  |                            |                            |                            |                            |                            |
|--|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|
| 17 He/She tries to listen to others first. | <input type="checkbox"/> 5 | <input type="checkbox"/> 4 | <input type="checkbox"/> 3 | <input type="checkbox"/> 2 | <input type="checkbox"/> 1 |
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- |  |                            |                            |                            |                            |                            |
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| 18 He/She understands the situation within the team. | <input type="checkbox"/> 5 | <input type="checkbox"/> 4 | <input type="checkbox"/> 3 | <input type="checkbox"/> 2 | <input type="checkbox"/> 1 |
|--|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|
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- |  |                            |                            |                            |                            |                            |
|--|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|
| 19 He/She always give feedback to others | <input type="checkbox"/> 5 | <input type="checkbox"/> 4 | <input type="checkbox"/> 3 | <input type="checkbox"/> 2 | <input type="checkbox"/> 1 |
|--|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|
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- |   |                            |                            |                            |                            |                            |
|---|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|
| 20 He/She is humble enough to receive the different opinions. | <input type="checkbox"/> 5 | <input type="checkbox"/> 4 | <input type="checkbox"/> 3 | <input type="checkbox"/> 2 | <input type="checkbox"/> 1 |
|---|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|
- 
- |   |                            |                            |                            |                            |                            |
|---|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|
| 21 He/She is flexible and ready to handle any changes | <input type="checkbox"/> 5 | <input type="checkbox"/> 4 | <input type="checkbox"/> 3 | <input type="checkbox"/> 2 | <input type="checkbox"/> 1 |
|---|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|
- 
- |  |                            |                            |                            |                            |                            |
|--|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|
| 22 He/She supports creativity and innovation | <input type="checkbox"/> 5 | <input type="checkbox"/> 4 | <input type="checkbox"/> 3 | <input type="checkbox"/> 2 | <input type="checkbox"/> 1 |
|--|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|
- 
- |   |                            |                            |                            |                            |                            |
|---|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|
| 23 He/She values teamwork by creating team synergy to go to the right ways which everybody agrees upon without destroying others. | <input type="checkbox"/> 5 | <input type="checkbox"/> 4 | <input type="checkbox"/> 3 | <input type="checkbox"/> 2 | <input type="checkbox"/> 1 |
|---|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|
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- |   |                            |                            |                            |                            |                            |
|---|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|
| 24 He/She is committed to have the continuous improvement on the core dimensions in life; physical, mental, spiritual and social/emotional. | <input type="checkbox"/> 5 | <input type="checkbox"/> 4 | <input type="checkbox"/> 3 | <input type="checkbox"/> 2 | <input type="checkbox"/> 1 |
|---|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|
- 
- |  |                            |                            |                            |                            |                            |
|--|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|
| 25 He/She understands the needs of all stakeholders e.g. employees, customers, suppliers, management, shareholders, etc. | <input type="checkbox"/> 5 | <input type="checkbox"/> 4 | <input type="checkbox"/> 3 | <input type="checkbox"/> 2 | <input type="checkbox"/> 1 |
|--|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|
- 
- |  |                            |                            |                            |                            |                            |
|--|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|
| 26 He/She tries to serve the people's needs from item#25 | <input type="checkbox"/> 5 | <input type="checkbox"/> 4 | <input type="checkbox"/> 3 | <input type="checkbox"/> 2 | <input type="checkbox"/> 1 |
|--|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|
- 
- |  |                            |                            |                            |                            |                            |
|--|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|
| 27 He/She ensures that team members understand the company's mission | <input type="checkbox"/> 5 | <input type="checkbox"/> 4 | <input type="checkbox"/> 3 | <input type="checkbox"/> 2 | <input type="checkbox"/> 1 |
|--|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|
- 
- |   |                            |                            |                            |                            |                            |
|---|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|
| 28 He/She tries to do according to the company's values as the model team member. | <input type="checkbox"/> 5 | <input type="checkbox"/> 4 | <input type="checkbox"/> 3 | <input type="checkbox"/> 2 | <input type="checkbox"/> 1 |
|---|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|
- 
- |   |                            |                            |                            |                            |                            |
|---|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|
| 29 He/She helps team members to understand the company's directions/objectives. | <input type="checkbox"/> 5 | <input type="checkbox"/> 4 | <input type="checkbox"/> 3 | <input type="checkbox"/> 2 | <input type="checkbox"/> 1 |
|---|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|
- 
- |   |                            |                            |                            |                            |                            |
|---|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|
| 30 He/She aligns all the structure, working system, process to the core company's goals | <input type="checkbox"/> 5 | <input type="checkbox"/> 4 | <input type="checkbox"/> 3 | <input type="checkbox"/> 2 | <input type="checkbox"/> 1 |
|---|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|
-

- |   |                            |                            |                            |                            |                            |
|---|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|
| 31 He/She supports employees' training and development in order to increase the level of capacity.      | <input type="checkbox"/> 5 | <input type="checkbox"/> 4 | <input type="checkbox"/> 3 | <input type="checkbox"/> 2 | <input type="checkbox"/> 1 |
| <hr/>   |                            |                            |                            |                            |                            |
| 32 He/She puts the right men on the right jobs.   | <input type="checkbox"/> 5 | <input type="checkbox"/> 4 | <input type="checkbox"/> 3 | <input type="checkbox"/> 2 | <input type="checkbox"/> 1 |
| <hr/>   |                            |                            |                            |                            |                            |
| 33 He/She is aware the consequences of any changes that may effect other systems in the organization.   | <input type="checkbox"/> 5 | <input type="checkbox"/> 4 | <input type="checkbox"/> 3 | <input type="checkbox"/> 2 | <input type="checkbox"/> 1 |
| <hr/>   |                            |                            |                            |                            |                            |
| 34 He/She creates system and process effectively in order to have a clear and better coordination.      | <input type="checkbox"/> 5 | <input type="checkbox"/> 4 | <input type="checkbox"/> 3 | <input type="checkbox"/> 2 | <input type="checkbox"/> 1 |
| <hr/>   |                            |                            |                            |                            |                            |
| 35 He/She supports and help employees rather than take control and command                              | <input type="checkbox"/> 5 | <input type="checkbox"/> 4 | <input type="checkbox"/> 3 | <input type="checkbox"/> 2 | <input type="checkbox"/> 1 |
| <hr/>   |                            |                            |                            |                            |                            |
| 36 He/She lets employees set their goals, methods and is responsible for the consequences by themselves | <input type="checkbox"/> 5 | <input type="checkbox"/> 4 | <input type="checkbox"/> 3 | <input type="checkbox"/> 2 | <input type="checkbox"/> 1 |
| <hr/>   |                            |                            |                            |                            |                            |
| 37 He/She is very careful before delegating any tasks   | <input type="checkbox"/> 5 | <input type="checkbox"/> 4 | <input type="checkbox"/> 3 | <input type="checkbox"/> 2 | <input type="checkbox"/> 1 |
| <hr/>   |                            |                            |                            |                            |                            |
| 38 He/She is a trustworthy person.  | <input type="checkbox"/> 5 | <input type="checkbox"/> 4 | <input type="checkbox"/> 3 | <input type="checkbox"/> 2 | <input type="checkbox"/> 1 |
| <hr/>   |                            |                            |                            |                            |                            |
| 39 He/She leads by being an example.  | <input type="checkbox"/> 5 | <input type="checkbox"/> 4 | <input type="checkbox"/> 3 | <input type="checkbox"/> 2 | <input type="checkbox"/> 1 |
| <hr/>   |                            |                            |                            |                            |                            |
| 40 He/She helps others to achieve their goals.  | <input type="checkbox"/> 5 | <input type="checkbox"/> 4 | <input type="checkbox"/> 3 | <input type="checkbox"/> 2 | <input type="checkbox"/> 1 |
| <hr/>   |                            |                            |                            |                            |                            |
| 41 He/She has work ethics without taking advantage of others  | <input type="checkbox"/> 5 | <input type="checkbox"/> 4 | <input type="checkbox"/> 3 | <input type="checkbox"/> 2 | <input type="checkbox"/> 1 |
| <hr/>   |                            |                            |                            |                            |                            |
| 42 He/She works for excellence.   | <input type="checkbox"/> 5 | <input type="checkbox"/> 4 | <input type="checkbox"/> 3 | <input type="checkbox"/> 2 | <input type="checkbox"/> 1 |
| <hr/>   |                            |                            |                            |                            |                            |



มหาวิทยาลัยอัสสัมชัญ  
SINCE 1969

แบบประเมินผลหลังการสัมมนาเชิงปฏิบัติการ

“The 7 Habits of Highly Effective People” และ “The 4 Roles of Leadership”

ชื่อผู้ตอบแบบสอบถาม \_\_\_\_\_ ตำแหน่ง \_\_\_\_\_  
บริษัท K Line (Thailand) Ltd.

แบบประเมินผลชุดนี้ทำขึ้นเพื่อประเมินผลหลังจากที่ท่านได้เข้าสัมมนาเชิงปฏิบัติการ และได้นำหลักการไปใช้ในชีวิตจริง คำถามที่ใช้เป็นคำถามชุดเดียวกับที่ท่านได้เคยตอบไปแล้วเมื่อจบการสัมมนา เพื่อให้ทราบถึงผลและความแตกต่างที่เกิดขึ้น และท่านที่เข้าทั้ง 2 หลักสูตรสามารถตอบคำถามได้ทั้ง 2 ชุด และท่านที่เข้าเฉพาะ 7 Habits ท่านสามารถเลือกตอบคำถามชุดที่ 1

ผลที่ได้รับจะนำไปใช้ประโยชน์เพื่อการทบทวนวิทยานิพนธ์ของ นายไพศาล กิตติฤทธิกุล นักศึกษาปริญญาโท สาขาวิชาการพัฒนองค์กร มหาวิทยาลัยอัสสัมชัญ

กรุณาส่งคำตอบของท่านมาที่นายไพศาล e-mail: paisan\_k@pacrimgroup.com หรือ แฟกซ์ 02-728-0211 ภายในวันที่ 5 กรกฎาคม 2547 หากมีข้อสงสัย กรุณาติดต่อกลับที่ 02-728-0200 ต่อ 209 หรือ 01-753-4877 ขอขอบคุณสำหรับความร่วมมือ

1. หลังจากที่ได้เข้าสัมมนา The 7 Habits of Highly Effective People ท่านได้นำหลักการไปใช้และช่วยให้ท่านเกิดประสิทธิผลดังต่อไปนี้

	มาก	พอสมควร	น้อย	น้อยมาก
ก. เป็นคน Proactive และมีเหตุผลมากขึ้น	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ข. พัฒนากฎระเบียบการดำเนินงานและวิสัยทัศน์ส่วนตัวของคุณเองในการดำเนินชีวิต	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ค. สามารถบริหารเวลาได้ดีขึ้น	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ง. พัฒนากฎระเบียบการคบหาบุคคลโดยอาศัยหลักการคิดแบบชนะ-ชนะ	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
จ. สามารถสื่อสารได้อย่างมีประสิทธิภาพมากขึ้น	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ฉ. พัฒนาการทำงานร่วมกันและฝึกพลังประสานความต่างให้เกิดประโยชน์ขึ้นกับองค์กรของคุณ	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ช. มีชีวิตที่สมดุลและมีการพัฒนาอย่างต่อเนื่อง	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

ความคิดเห็นและข้อเสนอแนะเพิ่มเติม

2. หลังจากที่คุณได้เข้าสัมมนา **The 4 Roles of Leadership** ท่านได้นำหลักการไปใช้และช่วย给您เกิดประสิทธิผลดังต่อไปนี้

	มาก	พอสมควร	น้อย	น้อยมาก
ก. สามารถบรรลุถึงเป้าหมายและได้ผลลัพธ์ในการทำงานที่ดีขึ้น	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ข. ทราบถึงความต้องการของผู้มีส่วนได้ส่วนเสียมากขึ้น	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ค. สามารถตอบสนองความต้องการของผู้มีส่วนได้ส่วนเสียมากขึ้น	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ง. สามารถประสานวิสัยทัศน์ให้เข้ากับกลยุทธ์ของบริษัท	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
จ. สร้างวิสัยทัศน์ที่ชัดเจน สมบูรณ์ และมีคุณค่า ต่องานและโครงการของคุณ	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ฉ. สามารถ empower ผู้ใต้บังคับบัญชาด้วยวิธีการที่เหมาะสม	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ช. สามารถสร้างความน่าไว้วางใจของตัวเองได้	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

ความคิดเห็นและข้อเสนอแนะเพิ่มเติม



ชื่อผู้ตอบแบบสอบถาม : \_\_\_\_\_

บริษัท King Line Co., Ltd. \_\_\_\_\_

แบบสอบถามชุดนี้ทำขึ้นเพื่อการศึกษา และผลที่ได้รับจะนำไปใช้ประโยชน์เพื่อการทำ  
วิทยานิพนธ์ของนายไพศาล กิตติฤทธิกุล นักศึกษาปริญญาโท สาขาวิชาการพัฒนองค์กร  
มหาวิทยาลัยอัสสัมชัญ

นอกจากนี้ ผลของการวิจัยจะนำมาเสนอกลับองค์กรเพื่อเป็นประโยชน์ต่อการพัฒนา  
ความเป็นผู้นำของบริษัท King Line Co., Ltd. ด้วยเช่นกัน

กรุณาส่งคำตอบของท่านมาที่นายไพศาล e-mail: [paisan\\_k@pacrimgroup.com](mailto:paisan_k@pacrimgroup.com)  
หรือ ส่งคืนคุณชลธิรา ภายในวันที่ 30 กันยายน 2547 หากมีข้อสงสัยกรุณาติดต่อ  
กลับที่ 02-728-0200 ต่อ 209 หรือ 01-753-4877

ขอขอบคุณสำหรับความร่วมมือ

ไพศาล กิตติฤทธิกุล



**แบบสอบถาม**  
**ส่วนที่ 1: ข้อมูลส่วนตัว**

คำแนะนำ: กรุณากรอกรายละเอียดเกี่ยวกับข้อมูลส่วนตัวของท่านโดยใช้เครื่องหมาย x ตามคำถามด้านล่างนี้

- |                                   |  |  |
|-----------------------------------|--|--|
| 1 เพศ                             | <input type="checkbox"/> ชาย               | <input type="checkbox"/> หญิง          |
| 2 อายุ                            | <input type="checkbox"/> ต่ำกว่า 25 ปี     | <input type="checkbox"/> 25 - 35       |
|                                   | <input type="checkbox"/> 36 - 45           | <input type="checkbox"/> มากกว่า 45    |
| 3 ตำแหน่ง                         | <input type="checkbox"/> พนักงานปฏิบัติการ | <input type="checkbox"/> หัวหน้าฝ่าย   |
|                                   | <input type="checkbox"/> ผู้ช่วยผู้จัดการ  | <input type="checkbox"/> ผู้จัดการ     |
|                                   | <input type="checkbox"/> สูงกว่าผู้จัดการ  |  |
| 4 การศึกษา                        | <input type="checkbox"/> ต่ำกว่าปริญญาตรี  | <input type="checkbox"/> ปริญญาตรี     |
|                                   | <input type="checkbox"/> ปริญญาโท          | <input type="checkbox"/> ปริญญาเอก     |
| 5 ระยะเวลาการทำงาน<br>ในบริษัทนี้ | <input type="checkbox"/> ต่ำกว่า 2 ปี      | <input type="checkbox"/> 2 - 5 ปี      |
|                                   | <input type="checkbox"/> 6 - 10 ปี         | <input type="checkbox"/> มากกว่า 10 ปี |



**แบบสอบถาม**  
**ส่วนที่ 2: คำถามเกี่ยวกับภาวะผู้นำ**  
**(สำหรับหัวหน้างาน/ผู้บริหาร ดอบเอง)**

คำแนะนำ: กรุณากรอกรายละเอียดเกี่ยวกับภาวะผู้นำของตัวเอง โดยใช้เครื่องหมาย x ตามคำถามด้านล่างนี้

กรุณาเลือกคำตอบที่ตรงกับตัวท่านมากที่สุด

5 = เห็นด้วยอย่างมาก      4 = เห็นด้วย      3 = ปานกลาง  
 2 = ไม่เห็นด้วย      1 = ไม่เห็นด้วยอย่างมาก

ข้อ	รายละเอียด	เห็นด้วยอย่างมาก	เห็นด้วย	ปานกลาง	ไม่เห็นด้วย	ไม่เห็นด้วยอย่างมาก
1	ฉันเป็นคนที่ทำงานหนักและทำอย่างฉลาด	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	ฉันใช้เหตุผลในการตัดสินใจมากกว่าใช้อารมณ์	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	ฉันรับผิดชอบต่อผลที่เกิดขึ้นจากสิ่งที่ฉันได้ทำหรือตัดสินใจลงไป	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	ฉันเริ่มค้นหาสิ่งต่างๆ หรือโครงการที่รับผิดชอบด้วยความมั่นใจและเข้าใจถึงผลลัพธ์ที่จะเกิดขึ้นอย่างชัดเจน	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	ฉันเป็นคนที่มีเป้าหมายและทิศทางของชีวิต	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	ฉันเลือกทำในสิ่งที่ถูกต้อง ที่เกิดผลดีกับชีวิตส่วนตัว การทำงาน และเพื่อทีมงาน/องค์กร โดยสร้างความสมดุลให้เกิดขึ้นในชีวิต	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	ฉันมีความมุ่งมั่นต่อเป้าหมายที่ตั้งไว้ และมีความพยายามในการรักษาสัญญาที่ให้ไว้กับตนเองและผู้อื่น โดยไม่ย่อท้อต่ออุปสรรคที่เกิดขึ้น	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8	ฉันสามารถจัดลำดับความสำคัญของงานเพื่อมุ่งเน้นกับสิ่งที่มีความสำคัญอย่างแท้จริง	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9	ฉันสามารถปฏิเสธต่อสิ่งที่ไม่สำคัญ เพราะทราบถึงสิ่งที่สำคัญแท้จริงจากภายในตนเอง	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10	ฉันเห็นความสำคัญของเวลา โดยใช้เวลาอย่างมีค่า และเป็นคนตรงต่อเวลา	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11	ฉันเป็นคนมีวินัย โดยพยายามทำตามแผนที่ได้วางไว้	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12	ฉันใช้เวลาส่วนใหญ่ในการวางแผน การเตรียมการ การป้องกันปัญหา สร้างความสัมพันธ์กับผู้อื่น และพัฒนาตนเอง	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

13 ฉันทำในสิ่งที่เป็นโยบายต้องค้กรโดยรวม โดยไม่มุ่งเน้นแค่  
ประโยชน์ส่วนตัว

☐ ☐ ☐ ☐ ☐

14 ฉันพยายามค้นหาวิธีแก้ไขปัญหาแบบชนะ-ชนะ

☐ ☐ ☐ ☐ ☐

15 ฉันเป็นคนที่มีความกล้าหาญต่อจุดยืนของตนเอง และเอาใจใส่ต่อ  
ความคิดเห็นของผู้อื่นเช่นกัน

☐ ☐ ☐ ☐ ☐

16 ฉันมีความสามารถในการสื่อสารอย่างชัดเจน และตรงประเด็น

☐ ☐ ☐ ☐ ☐

17 ฉันพยายามฟังเพื่อทำความเข้าใจผู้อื่นก่อนเสมอ

☐ ☐ ☐ ☐ ☐

18 ฉันมีความเข้าใจต่อสิ่งที่เกิดขึ้นในทีมงานของฉัน

☐ ☐ ☐ ☐ ☐

19 ฉันให้มุมมองในการทำงานของผู้อื่นอย่างสม่ำเสมอ

☐ ☐ ☐ ☐ ☐

20 ฉันมีความถ่อมตนเพียงพอที่จะรับฟังในสิ่งที่แตกต่างออกไป

☐ ☐ ☐ ☐ ☐

21 ฉันเป็นคนยืดหยุ่น และพร้อมในการเปลี่ยนแปลงที่จะเกิดขึ้น

☐ ☐ ☐ ☐ ☐

22 ฉันสนับสนุนให้เกิดสิ่งสร้างสรรค์และแปลกใหม่

☐ ☐ ☐ ☐ ☐

23 ฉันเห็นคุณค่าของทีมงานโดยการสร้างพลังของทีมให้เดินไปทิศทางที่  
ทุกคนต้องการ โดยไม่ทำร้ายผู้อื่น

☐ ☐ ☐ ☐ ☐

24 ฉันมุ่งมั่นพัฒนาตนเองอย่างต่อเนื่องในมิติที่สำคัญของชีวิตคือ  
ร่างกาย จิตใจ จิตวิญญาณ อารมณ์ และสังคมรอบข้าง

☐ ☐ ☐ ☐ ☐

25 ฉันมีความเข้าใจในความต้องการของบุคคลที่สำคัญขององค์กร  
เช่น พนักงาน ลูกค้า ผู้ขายสินค้า ผู้บริหาร ผู้ถือหุ้น

☐ ☐ ☐ ☐ ☐

26 ฉันพยายามกระทำเพื่อตอบสนองความต้องการของบุคคลตามข้อ 25

☐ ☐ ☐ ☐ ☐

27 ฉันพยายามให้สมาชิกในทีมเข้าใจถึงพันธกิจขององค์กร

☐ ☐ ☐ ☐ ☐

28 ฉันพยายามกระทำตามค่านิยมขององค์กรเพื่อเป็นแบบอย่างให้กับ  
สมาชิกในทีม

☐ ☐ ☐ ☐ ☐

29 ฉันช่วยให้สมาชิกในทีมทราบถึงทิศทาง/เป้าหมายขององค์กร

☐ ☐ ☐ ☐ ☐

30 ฉันปรับโครงสร้าง ระบบการทำงาน และกระบวนการต่างๆ ให้สอดคล้อง  
กับเป้าหมายหลักขององค์กร

☐ ☐ ☐ ☐ ☐

31 ฉันส่งเสริมการฝึกอบรมให้พนักงานมีศักยภาพในการทำงานที่สูงขึ้น ☐ ☐ ☐ ☐ ☐

32 ฉันวางตำแหน่งคนให้เหมาะสมกับงาน ☐ ☐ ☐ ☐ ☐

33 ฉันมีความตระหนักถึงผลกระทบของการเปลี่ยนแปลงในส่วนใดส่วนหนึ่ง  
ต่อระบบโดยรวมขององค์กร ☐ ☐ ☐ ☐ ☐

34 ฉันสร้างระบบและกระบวนการทำงานให้เป็นไปอย่างมีประสิทธิภาพ  
มีการประสานงานที่สะดวก ชัดเจน ☐ ☐ ☐ ☐ ☐

35 ฉันสนับสนุนและช่วยเหลือพนักงาน มากกว่าการควบคุมหรือออกคำสั่ง ☐ ☐ ☐ ☐ ☐

36 ฉันให้พนักงานได้ตั้งเป้าหมาย พร้อมทั้งหาวิธีการทำงาน และรับผิดชอบ  
ต่อผลที่เกิดขึ้นด้วยตัวของเขาเอง ☐ ☐ ☐ ☐ ☐

37 ฉันได้ตรวจสอบอย่างรอบคอบก่อนการมอบหมายงาน เพื่อความถูกต้อง  
เหมาะสมต่อประโยชน์โดยรวมขององค์กร ☐ ☐ ☐ ☐ ☐

38 ฉันเป็นที่น่าไว้วางใจจากผู้อื่น ☐ ☐ ☐ ☐ ☐

39 ฉันเป็นผู้นำโดยเป็นแบบอย่างที่ดี ☐ ☐ ☐ ☐ ☐

40 ฉันช่วยเหลือให้ผู้อื่นบรรลุถึงเป้าหมายของเขา ☐ ☐ ☐ ☐ ☐

41 ฉันมีจริยธรรมในการทำงาน โดยไม่เอาเปรียบ หรือทำลายผู้อื่น ☐ ☐ ☐ ☐ ☐

42 ฉันพยายามทำงานโดยมุ่งเน้นสู่ความเป็นเลิศ ☐ ☐ ☐ ☐ ☐

**แบบสอบถาม**  
**ส่วนที่ 2: คำถามเกี่ยวกับภาวะผู้นำ**  
**(สำหรับผู้ใต้บังคับบัญชา)**

**คำแนะนำ:** กรุณากรอกรายละเอียดเกี่ยวกับภาวะผู้นำของผู้บังคับบัญชาของท่าน โดยใช้เครื่องหมาย x ตามคำถามด้านล่างนี้

กรุณาเลือกคำตอบที่ตรงกับผู้บังคับบัญชาของท่านมากที่สุด  
5 = เห็นด้วยอย่างมาก      4 = เห็นด้วย      3 = ปานกลาง  
2 = ไม่เห็นด้วย      1 = ไม่เห็นด้วยอย่างมาก

ข้อ	รายละเอียด	เห็นด้วยอย่างมาก	เห็นด้วย	ปานกลาง	ไม่เห็นด้วย	ไม่เห็นด้วยอย่างมาก
1	เขา/เธอ เป็นคนทำงานหนักและทำอย่างฉลาด	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	เขา/เธอ ใช้เหตุผลในการตัดสินใจมากกว่าใช้อารมณ์	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	เขา/เธอ รับผิดชอบต่อผลที่เกิดขึ้นจากสิ่งที่ฉันได้ทำหรือตัดสินใจลงไป	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	เขา/เธอ เริ่มต้นทำสิ่งต่างๆ หรือโครงการที่รับผิดชอบด้วยความมั่นใจและเข้าใจถึงผลลัพธ์ที่จะเกิดขึ้นอย่างชัดเจน	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	เขา/เธอ เป็นคนที่มีเป้าหมายและทิศทางของชีวิต	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	เขา/เธอ เลือกทำในสิ่งที่ถูกต้อง ที่เกิดผลดีกับชีวิตส่วนตัว การทำงาน และเพื่อทีมงาน/องค์กร โดยสร้างความสมดุลให้เกิดขึ้นในชีวิต	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	เขา/เธอ มีความมุ่งมั่นต่อเป้าหมายที่ตั้งไว้ และมีความพยายามในการรักษาสัญญาที่ให้ไว้กับตนเองและผู้อื่น โดยไม่ย่อท้อต่ออุปสรรคที่เกิดขึ้น	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8	เขา/เธอ สามารถจัดลำดับความสำคัญของงานเพื่อมุ่งเน้นกับสิ่งที่มีความสำคัญอย่างแท้จริง	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9	เขา/เธอ สามารถปฏิเสธต่อสิ่งที่ไม่สำคัญ เพราะทราบถึงสิ่งที่สำคัญแท้จริงจากภายในตนเอง	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10	ฉันเห็นความสำคัญของเวลา โดยใช้เวลาอย่างมีค่า และเป็นคนตรงต่อเวลา	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11	เขา/เธอ เป็นคนมีวินัย โดยพยายามทำตามแผนที่ได้วางไว้	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12	เขา/เธอ ใช้เวลาส่วนใหญ่ในการวางแผน การเตรียมการ การป้องกันปัญหา สร้างความสัมพันธ์กับผู้อื่น และพัฒนาตนเอง	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13	เขา/เธอ ทำในสิ่งที่ เป็นประโยชน์ต่อองค์กรโดยรวม โดยไม่มุ่งเน้นแค่ประโยชน์ส่วนตัว	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

14	เขา/เธอพยายามค้นหาวิธีแก้ไขปัญหาแบบชนะ-ชนะ	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15	เขา/เธอเป็นคนที่มีความกล้าหาญต่อจุดยืนของตนเอง และเอาใจใส่ต่อความคิดเห็นของผู้อื่นเช่นกัน	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16	เขา/เธอมีความสามารถในการสื่อสารอย่างชัดเจน และตรงประเด็น	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17	เขา/เธอพยายามฟังเพื่อทำความเข้าใจผู้อื่นก่อนเสมอ	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18	เขา/เธอมีความเข้าใจต่อสิ่งที่เกิดขึ้นในที่ทำงานของตน	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19	เขา/เธอให้มุมมองในการทำงานของผู้อื่นอย่างสม่ำเสมอ	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20	เขา/เธอมีความถ่อมตนเพียงพอที่จะรับฟังในสิ่งที่แตกต่างออกไป	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21	เขา/เธอเป็นคนยืดหยุ่น และพร้อมในการเปลี่ยนแปลงที่จะเกิดขึ้น	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22	เขา/เธอสนับสนุนให้เกิดสิ่งสร้างสรรค์และแปลกใหม่	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23	เขา/เธอเห็นคุณค่าของทีมงานโดยการสร้างพลังของทีมให้เดินไปทิศทางที่ทุกคนต้องการ โดยไม่ทำร้ายผู้อื่น	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24	เขา/เธอมุ่งมั่นพัฒนาดตนเองอย่างต่อเนื่องในมิติที่สำคัญของชีวิตคือ ร่างกาย จิตใจ จิตวิญญาณ อารมณ์ และสังคมรอบข้าง	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25	เขา/เธอมีความเข้าใจในความต้องการของบุคคลที่สำคัญขององค์กร เช่น พนักงาน ลูกค้า ผู้ขายสินค้า ผู้บริหาร ผู้ถือหุ้น	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
26	เขา/เธอพยายามกระทำเพื่อตอบสนองความต้องการของบุคคลตามข้อ 25	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
27	เขา/เธอพยายามให้สมาชิกในทีมเข้าใจถึงพันธกิจขององค์กร	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
28	เขา/เธอพยายามกระทำตามค่านิยมขององค์กรเพื่อเป็นแบบอย่างให้กับสมาชิกในทีม	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
29	เขา/เธอช่วยให้สมาชิกในทีมทราบถึงทิศทาง/เป้าหมายขององค์กร	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
30	เขา/เธอปรับโครงสร้าง ระบบการทำงาน และกระบวนการต่างๆ ให้สอดคล้องกับเป้าหมายหลักขององค์กร	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
31	เขา/เธอส่งเสริมการฝึกอบรมให้พนักงานมีศักยภาพในการทำงานที่สูงขึ้น	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
32	เขา/เธอวางตำแหน่งคนให้เหมาะสมกับงาน	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- |    |  |                          |                          |                          |                          |                          |
|----|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 33 | เขา/เธอมีความตระหนักถึงผลกระทบของการเปลี่ยนแปลงในส่วนใดส่วนหนึ่ง<br>ต่อระบบโดยรวมขององค์กร               | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 34 | เขา/เธอสร้างระบบและกระบวนการทำงานให้เป็นไปอย่างมีประสิทธิภาพ<br>มีการประสานงานที่สะดวก ชัดเจน            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 35 | เขา/เธอสนับสนุนและช่วยเหลือพนักงาน มากกว่าการควบคุมหรือออกคำสั่ง   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 36 | เขา/เธอให้พนักงานได้ตั้งเป้าหมาย พร้อมทั้งหาวิธีการทำงาน<br>และรับผิดชอบต่อผลที่เกิดขึ้นด้วยตัวของเขาเอง | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 37 | เขา/เธอได้ตรวจสอบอย่างรอบคอบก่อนการมอบหมายงาน เพื่อความถูกต้อง<br>เหมาะสมต่อประโยชน์โดยรวมขององค์กร      | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 38 | เขา/เธอเป็นที่น่าไว้วางใจจากผู้อื่น  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 39 | เขา/เธอเป็นผู้นำโดยเป็นแบบอย่างที่ดี   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 40 | เขา/เธอช่วยเหลือให้ผู้อื่นบรรลุถึงเป้าหมายของเขา   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 41 | เขา/เธอมีจริยธรรมในการทำงาน โดยไม่เอาเปรียบ หรือทำลายผู้อื่น   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 42 | เขา/เธอพยายามทำงานโดยมุ่งเน้นต่อความเป็นเลิศ   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |



## **King Line International**

Amid intensifying international competition, truly customer-oriented service is growing in importance. To fulfill its mission as an international integrated distribution enterprise, "King" Line is greatly expanding its domestic and overseas networks, thus further increasing the overall strength of the "King" Line group.

The logistics services of the "King" Line Group are provided in close cooperation with Kawasaki Kinkai Kisen for marine transportation; Taiyo Nippon Kisen for ship holding; Daito Corporation/ Nitto Total Logistics and Japan Express Transportation Co., Ltd. for stevedoring, terminal operation and trucking; International Transportation Service for US container terminal operations; "King" Line Air Service mainly for air cargo forwarding; and other group companies.

Overseas, King Line has almost completed a switch from agency contracts to "King" Line subsidiaries for more practical and effective control over ship operation and marketing in the key areas. For example, in North America, King Line has "King" Line America, Inc., in Europe "King" Line (Europe) Ltd., and in China "King" Line (Hong Kong) Ltd. for the coordination of all shipping agencies.

Containership Business has had the distinction of being the centerpiece of "King" Line's global sea-transportation services. Providing stable and dependable services, this business has been continuously developing, expanding and being upgraded, with the present global network offering coverage around the world. By keeping abreast of

changing business circumstances and in order to meet shipper requirements, King Line is also constantly reinforcing the company's international competitiveness.

Against the backdrop of the recent increase in global trade, there comes more need for stability and speediness in container transport service. To cope with such customer needs, "King" Line has been carrying out the planned deployment of a series of 13 brand new 5,500-TEU containerships with a speed of 25 knots. King Line has been deployed in the Pacific Northwest/Asia/Europe service route. This deployment also signifies that King Line has finished constructing the new East/West trunk line service framework. Completion of the trunk line makes it possible to achieve an increase in callings Chinese ports and to significantly reduce transit times. King Line has placed an additional order for 8 new 4,000-TEU Panamax type containerships that are to be delivered between 2004 and 2005. And furthermore, King Line has placed an order for four 8,000-TEU type and five 5,000-TEU type that will be delivered between 2006 and 2007. As a matter of fact, King Line is confident of being able to satisfy customer needs with the best quality service available anywhere on the globe.

Business efforts also are being steadily carried out for penetration into a new trade in compliance with customer needs and further expansion of "King" Line's Global Network as well as improvement of the existing service network. From May 2004, King Line will introduce a new service between the East Coast of the U.S.A and East Coast of South America including Brazil, Uruguay and Venezuela. The regional economies of the

East Coast of South America are showing remarkable restoration and a very promising base for exports to the U.S.A.

### **King Line Asia**

In the meantime, concerned with the recent remarkably developing Intra-Asia trade, "King" LINE has been enhancing its service network in quality through exploitation and development of new sea transport routes, increase in both sailing frequency and speed-up of transit time. "Tropical Express" that is being provided under "King" Line's own management constantly provides 4-sailings-per-week service to both Thailand and Straits service routes. In addition to "Tropical Express," King Line has provided an Intra-ASEAN service linking Singapore/Thailand/Malaysia/Indonesia with the ASEAN Free Trade Area named "AFTA" in mind. Looking at "King" Line's participation in Asian services outside of Japan, King Line has opened a direct two-sailings-per-week service to the Middle East from China and Southeast Asia, and that King Line also offer a three-sailings-per-week service to India and Sri Lanka from China and Southeast Asia. Furthermore, King Line has been successful in a three-sailings-per-week service between Taiwan/Hong Kong/Vietnam. One loop has been arranged to cover Japan with direct callings.

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## Curriculum Vitae

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### Personal Data

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### Education

2002 – Present Master degree in Master of Management in  
Organizational Development  
Assumption University  
1993 – 1997 Bachelor degree in Business Administration in Marketing  
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### Working Experiences (7 years)

2000 – Present PacRim Leadership Center Co., Ltd.  
Position: Consultant  
Operation division.  
1998 – 2000 P.S.R. Footwear Co., Ltd.  
Position: Marketing Executive  
1997 – 1998 Winstar Industrial Co., Ltd.  
Position: Merchandiser

### Working values:

1. Trustworthy / Reliable
2. Result-Oriented
3. Organized / Systematic / Execution
4. Teamwork

### Trainings:

1. The 7 Habits of Highly Effective People
2. The 4 Roles of Leadership
3. The 4 Disciplines of Execution
5. What Matters Most (Time management)
6. Team Building

### Special interests:

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### Hobbies:

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