



A Study on Leadership Style, Entrepreneurial Competencies of  
Management, Teamwork, and Proposal OD Interventions:  
A Case Study of The Enterprise Press Co., Ltd

By  
Saw Myat Nwe

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

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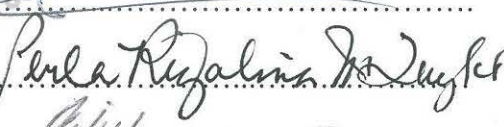
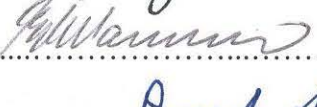

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## ABSTRACT

In this fast developing business world with increasing competitive and unpredictable business environment, any organization should be able to change quickly and adapt to the new changes to survive and to retain in the market. Thus, a successful organization should be dynamic and able to realize when changes are necessary in order to initiate change, effectively involve people in change processes, and retain the changes made as long as it is needed to implement new changes.

In order to implement successful change in the organization, leadership and entrepreneurial skills of the leaders in the organization are crucial to effectively lead the people to the right direction and to make sure that changes take place. People involvement in change program is necessary not only from management but also from every individual in the organization, which makes teamwork an important catalyst to successful change in the organization. Thus, the purpose of this study was to analyze the organization's situation in those areas and to recommend necessary organization development interventions for future development.

The objectives of this research are as follows:

- To determine the current leadership styles of top management in the company.
- To analyze whether there is any difference between managers' perception of their own leadership style and staffs' perception of their leadership style.
- To determine entrepreneurial competencies level of top management and middle management of the company.

- To determine whether there is teamwork within each department, among top management team, and across functional team of the company.
- To recommend appropriate organization development interventions that should be implemented to improve leadership style, entrepreneurial competencies of management, and teamwork in the company.

The research used different sets of questionnaires distributed to different levels of staffs in the company. Standard questionnaires and analysis techniques were used to analyze data for leadership style of top management and entrepreneurial competencies of top and middle management. Data collected for teamwork is statistically analyzed by using Statistical Package for the Social Sciences Program.

The study came up with these findings: there was a difference between managers' perception of their own leadership style and staffs' perception of their leadership style. Based on the analysis of entrepreneurial competencies measures, the top three lowest competencies clusters among top management were directing and controlling, influence, and thinking and problem solving, and the top three lowest competencies clusters among middle management were personal maturity, influence, and directing and controlling. Teamwork analysis for the company shows that there was teamwork within each department; however, there was a low teamwork among top management team and between different departments.

Recommended organization development interventions were proposed in three phases which would be implemented in the form of seminars, training workshops, activities, and setting up new standards and processes of the company.

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I would like to give many thanks to all my friends in Class 12 of MMOD Program for their help, support, understanding, and care they have given me throughout these years, and for being there for each other through good times and bad times.

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## TABLE OF CONTENTS

<i>Topic</i>	<i>Pages</i>
<b>Abstract</b> .....	<b>i</b>
<b>Acknowledgement</b> .....	<b>iii</b>
<b>Chapter 1: Introduction</b>	
1.1 Generalities of the study.....	1
1.1.1 Global Context.....	2
1.1.2 Regional Context.....	4
1.1.3 Thailand Context.....	4
1.2 Organization Back ground.....	5
1.2.1 History.....	5
1.2.2 Profile.....	5
1.2.3 Organization Structure.....	6
1.2.4 Organization’s Mission.....	8
1.2.5 Products and Services.....	8
1.2.6 Target Customers.....	8
1.2.7 Current Situation.....	8
1.2.7.1 SWOT Analysis.....	10
* 1.2.7.2 Corporate Life Cycle.....*	15
1.3 Objectives of the Study.....	18
1.4 Statement of the Problem.....	18
1.5 Research Questions.....	19
1.6 Research Hypotheses.....	19
1.7 Significance of the Study.....	19
1.8 Scope and Delimitation of the Study.....	20
1.8.1 Scope of the Study.....	20
1.8.2 Delimitation of the Study.....	21
1.9 Definition of Terms.....	21



## Chapter 2 : Review of Literature and Conceptual Framework

2.1	Organization as a System.....	24
2.2	Organization Development.....	29
2.3	Change Management.....	31
2.3.1	Kurt Lewin's Three-Step Change Model.....	32
2.3.2	Oliver Recklies' Seven Phases of Change.....	33
2.4	Organization Development Intervention.....	35
2.4.1	Four Areas of Consideration in OD Intervention.....	36
2.4.2	Conselcube Model.....	36
2.4.3	Different Levels of OD Interventions.....	38
2.5	Adizes Corporate Life Cycle.....	42
2.6	Leadership Styles.....	46
2.6.1	Leadership Review.....	46
2.6.2	Leadership Behavior Review.....	48
2.6.3	Leadership Styles Review.....	49
2.6.3.1	Classical leadership style – the leadership continuum.....	51
2.6.3.2	Leadership Grid Style.....	54
2.6.3.3	Ken Balnchar'd's Situational Leadership Style.....	56
2.7	Entrepreneurial Competencies.....	63
2.7.1	Entrepreneur and Entrepreneurship Review.....	63
2.7.2	Classification of Entrepreneur Review.....	64
2.7.3	Entrepreneurial Competencies Review.....	65
2.7.4	Influences in the Move to Entrepreneurial.....	66
2.8	Teamwork.....	68
2.8.1	Aspects of Teamwork.....	69
2.8.2	Team Cohesiveness.....	70
2.8.3	Influences on Team Effectiveness.....	70
2.8.4	Inhibiting Factors in Team Performance.....	73
2.9	Conceptual Framework.....	74



### **Chapter 3 : Research Methodology**

3.1	Research Design.....	78
3.2	The Respondents.....	80
3.3	Research Instrument.....	82
3.3.1	Questionnaire.....	82
3.3.2	Test of Reliability.....	84
3.4	Data Collection Technique and Procedure.....	84
3.4.1	Data Collection Technique.....	84
3.4.2	Data Collection Procedure.....	86
3.5	Data Analysis.....	88

### **Chapter 4 : Research Findings and Analysis**

4.1	Demographic Profile of Respondents.....	90
4.1.1	Gender Profile.....	90
4.1.2	Age Profile.....	91
4.1.3	Length of Service Profile.....	92
4.2	Difference in Perception of Leadership Style.....	94
4.2.1	Top Management Perception on their Leadership Style.....	94
4.2.2	Staffs Perception on their Manager's Leadership Style.....	95
4.3	Entrepreneurial Competencies Level of Management.....	97
4.3.1	Entrepreneurial Competencies Level of Top Management.....	97
4.3.2	Entrepreneurial Competencies Level of Middle Management.....	100
4.4	Current Situation of Teamwork.....	104
4.4.1	Teamwork among Non-Management Level within Departments.....	104
4.4.2	Teamwork among Top Management Level and Across Departments.....	107
4.5	Organization Development Interventions Proposal.....	110
4.6	Recommended Organization Development Interventions.....	111
4.6.1	Phase One: Interventions to Improve Leadership Style and Entrepreneurial Competencies.....	112
4.6.2	Phase Two: Interventions to Improve Teamwork.....	121

4.6.3 Phase Three: Interventions on Company Process and Standards.....	125
4.6.4 Organization Development Interventions Proposal Time Line..	129
4.6.5 Organization Development Interventions Resource Allocation.....	131
<b>Chapter 5 : Summary, Conclusion, and Recommendation</b>	
5.1 Summary of Findings.....	132
5.2 Conclusion.....	135
5.3 Recommendation for Future Study in the Organization.....	136
5.4 Epilogue.....	138
<b>Bibliography.....</b>	<b>139</b>
<b>Appendices.....</b>	<b>143</b>
Appendix .A: Set of Questionnaires for Top Management (English)	
Appendix .B: Set of Questionnaires for Middle Management (English)	
Appendix .C: Set of Questionnaires for Office Staffs (English)	
Appendix .D: Set of Questionnaires for Shop Floor Staffs (English)	
Appendix .E: Set of Questionnaires for Top Management (Thai)	
Appendix .F: Set of Questionnaires for Middle Management (Thai)	
Appendix .G: Set of Questionnaires for Office Staffs (Thai)	
Appendix .H: Set of Questionnaires for Shop Floor Staffs (Thai)	
<b>Researcher Curriculum Vitae</b>	

## LIST OF TABLES

<b>Table</b>	<b>Pages</b>
<i>Table 1.1.</i> SWOT Analysis of TEP.....	10
<i>Table 2.1.</i> Leadership styles based on attitudes.....	50
<i>Table 2.2.</i> Conceptual framework.....	75
<i>Table 3.1.</i> Respondents Count.....	82
<i>Table 3.2.</i> Leadership Style Assessment Questionnaire Structure.....	82
<i>Table 3.3.</i> Entrepreneurial Competencies Assessment Questionnaire Structure...	83
<i>Table 3.4.</i> Teamwork Assessment Questionnaire Structure.....	83
<i>Table 3.5.</i> Questionnaire Distribution to Respondents.....	85
<i>Table 3.6.</i> Questionnaire Collection from Respondents.....	87
<i>Table 3.7.</i> Correction Number for Entrepreneurial Competencies Assessment Questionnaire.....	88
<i>Table 3.8.</i> Descriptive Rating Scale for Teamwork.....	89
<i>Table 4.1.</i> Frequency and Percentage Distribution of Gender in TEP.....	91
<i>Table 4.2.</i> Frequency and Percentage Distribution of Age in TEP.....	91
<i>Table 4.3.</i> Frequency and Percentage Distribution of Length of Service in TEP...	93
<i>Table 4.4.</i> Ranking of Competencies Clusters for Individual Staff in Top Management Level.....	99
<i>Table 4.5.</i> Ranking of Competencies Clusters for Individual Staff in Middle Management Level.....	103
<i>Table 4.6.</i> Teamwork Diagnosis Result for Non-Top Management Employee Level.....	105
<i>Table 4.7.</i> Teamwork Diagnosis Result for Non-Top Management Employee Level (By Group of Factors).....	106
<i>Table 4.8.</i> Teamwork Diagnosis Result for each Department.....	107
<i>Table 4.9.</i> Teamwork Diagnosis Result for Top Management Employee Level..	108
<i>Table 4.10.</i> Teamwork Diagnosis Result for Top Management Employee Level (By Group of Factors).....	109
<i>Table 4.11.</i> Measurable Outcomes for Setting KPI.....	128
<i>Table 4.12.</i> Organization Development Intervention Time Line (Phase.1).....	129



Table 4.13. Organization Development Intervention Time Line (Phase.2)..... 130

Table 4.14. Organization Development Intervention Time Line (Phase.3)..... 130

Table 4.15. ODI Resource Allocation.....131

Table 5.1. Summary of Proposed OD Interventions.....135



## LIST OF FIGURES

<b>Figures</b>	<b>Pages</b>
<i>Figure 1.1.</i> Projected total printing industry market share by region 2003 – 2008.....	3
<i>Figure 1.2.</i> TEP Organization Structure.....	7
<i>Figure 1.3.</i> Adizes Corporate Life Cycle Stage of TEP.....	17
<i>Figure 2.1.</i> Organization as a System.....	25
<i>Figure 2.2.</i> Organization as Open System.....	26
<i>Figure 2.3.</i> Organization as a System of Production.....	28
<i>Figure 2.4.</i> Kurt Lewin's three-Steps Change Model.....	33
<i>Figure 2.5.</i> Seven Phases of Change.....	34
<i>Figure 2.6.</i> The Blake & Mouton Conselcube Model .....	37
<i>Figure 2.7.</i> Adizes Corporate Life Cycle.....	44
<i>Figure 2.8.</i> Leadership definition key elements.....	47
<i>Figure 2.9.</i> Continuum of leadership behavior.....	52
<i>Figure 2.10.</i> The autocratic-participative-free rein continuum.....	54
<i>Figure 2.11.</i> Leadership Grid® (Blake and Mouton).....	55
<i>Figure 2.12.</i> The Situational Leadership II® model.....	58
<i>Figure 2.13.</i> Landau's classification of entrepreneurial types.....	64
<i>Figure 2.14.</i> A model of the move to entrepreneurship.....	67
<i>Figure 2.15.</i> Factors influencing team effectiveness.....	71
<i>Figure 3.1.</i> Data collection and analysis process.....	80
<i>Figure 3.2.</i> Data Collection Procedure .....	87
<i>Figure 4.1.</i> Top Management Perceptions of their Own Leadership Styles.....	94
<i>Figure 4.2.</i> Percentage of Staffs Perception of their Manager's Leadership Styles.....	95
<i>Figure 4.3.</i> Entrepreneurial Competencies Level of Top Management.....	97
<i>Figure 4.4.</i> Entrepreneurial Competencies Level of Middle Management.....	100
<i>Figure 4.5.</i> TEP Organization Development Intervention Scope.....	110
<i>Figure 4.6.</i> TEP Organization Development Intervention Phase.....	111
<i>Figure 4.7.</i> Coaching in TEP.....	127

## **CHAPTER ONE**

### **Introduction**

#### **1.1 Generalities of the Study**

Due to the increasing competitive business environment, it is becoming important that organization in any business industry is responsive to dynamic change. When change is enforced to sustain and improve business in this highly competitive business world, clearly the most important determinant of organization's success is the ability of leaders to do well in leading their people to reach organization's goal. It is indicated that the nature of the change to improve organization's business is secondary to the perceptions that employees have regarding the ability, competence, and credibility of senior and middle management.

Operating in a competitive and increasingly complex environment demands not only a good leadership but also entrepreneurial behavior and, of course, people who have the competencies to work within such a context. The organization must grow innovative and new businesses in terms of creating new ways in doing businesses operations, new products and services. It is common that new ventures face various barriers and seldom engaged smoothly with already established systems, processes, and cultures. Nonetheless, success requires the organization's ability to balance old and new traits and unless companies keep those opposing forces in equilibrium, their new businesses would be stumbled. For organizations that are seeking to be competitive, teamwork is not a new management fad but it is a fundamental strategic reorientation in which top management recognizes team-based work as a way of life with the expectation that teamwork would apply in meeting all aspects of timeliness, cost, and quality in running business.



Considering the fact that leadership is important to encourage teamwork and to ensure proper functioning and decision making among the team, and entrepreneurship is the key to sustain business in this competitive environment, the researcher chose to study these key characteristics in a selected organization and to find ways to improve them to eventually sustain and increase organization's profit.

### **1.1.1 Global Context**

The global printing industry was large, fragmented and competitive. The three top competing types of businesses in the printing industry were the commercial printers, clients who own their own equipment and low-price quick printers.

According to Integra Information, revenue growth for commercial printers was increased by an annual average of 3.34 percent between 1994 and 1998, 3.40% in 2000 and 3.40% in 2001.

([http://findarticles.com/p/articles/mi\\_qa3755/is\\_200104/ai\\_n8931592](http://findarticles.com/p/articles/mi_qa3755/is_200104/ai_n8931592)). Total commercial printing revenue declined in 2003 by 1.0% to 1.7% to about US\$150± billion as compared to US\$152 billion in 2002.

([http://findarticles.com/p/articles/mi\\_qa5476/is\\_200402/ai\\_n21346780](http://findarticles.com/p/articles/mi_qa5476/is_200402/ai_n21346780)). The global printing industry was worth US\$601 billion in 2006 with US commercial printing tops up to US\$ 2.72 billion in 2006. (<http://www.packwebasia.com/print-market-trends/us-commercial-print-industry-revenue-tops-2.72bn-in-2006.html>)

An analysis of technical, market, and competitive alternative electronic media trends indicate that overall print volume would show little, if any real annual growth after 2005, but digital printing (i.e., digitalography, defined as any print process capable of variable imaging and output directly from a digital Ole to paper/substrate)

would gain significant process market share.

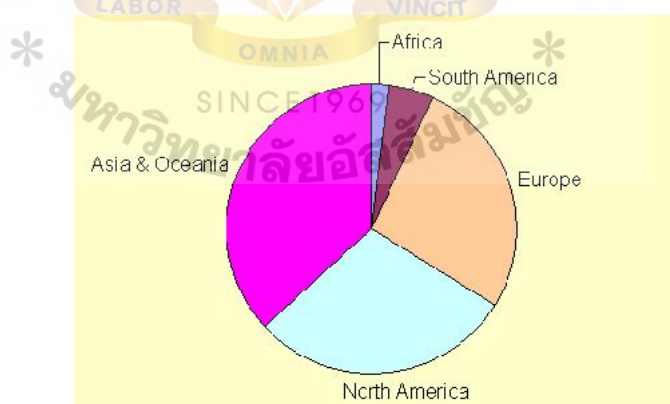
([http://findarticles.com/p/articles/mi\\_qa5476/is\\_200402/ai\\_n21346780](http://findarticles.com/p/articles/mi_qa5476/is_200402/ai_n21346780)).

Many printers were adapting a new business model that was transforming them into strategic sourcing partners. Not only do these companies fulfill print orders but also suggest production strategies, such as production locations, alternative paper stocks, warehousing locations, page counts, press configurations and economical order quantities. The trend towards close electronic links between the prepress operation, the printer and the client further facilitates the ability to act as a "full-value procurement" printer.

([http://findarticles.com/p/articles/mi\\_qa3755/is\\_200104/ai\\_n8931592](http://findarticles.com/p/articles/mi_qa3755/is_200104/ai_n8931592)).

According to Hambalt Associates' Analysis, Asia and Oceania cover the biggest market share of printing industry, followed by North America being the second market share, and Europe, South America, and Africa consecutively.

*Figure 1.1. Projected total printing industry market share by region 2003 - 2008*



(Source: Global Review of Printing Industry: 1998-2008, Hambalt Associates)

### 1.1.2 Regional Context

The global printing industry was worth US\$601 billion in 2006, with Asia accounting for 30% market share at US\$180.3 billion, was forecasted an additional 15% year on year. (<http://www.packwebasia.com>).

Printing industry in Asia was growing at a higher rate than North America, Europe, and Japan. Especially China was growing at a faster rate than other countries at the average of 19% per year between 1999 and 2004.

(<http://www.capv.com/public/Content/Multiclients/chineseprintmarket.html>). By the scale of printing industry, China can be counted as a large country for printing. But in consideration of print consumption per capita annually, the overall technical level and economic quality, it was not a strong country for printing. However, China was putting forward some proposals in respect to mutual cooperation among the various Asian countries to develop their printing industry. With the international advancement of printing technology, the printing industry of China has gained great progress. ([http://www.jagat.or.jp/story\\_memo\\_view.asp?StoryID=4021](http://www.jagat.or.jp/story_memo_view.asp?StoryID=4021)).

### 1.1.3 Thailand Context

The Thai Printing Industry stated that currently total number of printing companies in Thailand is over 3,500, of which 80% were small companies under 50 employees, 15% were medium size enterprise with 50-200 employees, and 5% were large scale printing houses with over 200 employees. The Thai Printing Industry forecasted an annual growth rate of 8 - 10 percent until year 2010. Over 60% of the leading companies would enter quality management systems such as ISO 9001 or ISO 14000. Over 95 percent of all manuscripts were to be prepared in digital form and about 60 percent of the works would be electronically transmitted to reach the



printing firms. The new generation of Thai Printers was able to communicate with foreign companies in an efficient manner. The average growth rate of the export of Thai printing industry products was expected to reach 10 - 15 percent per annum. (<http://www.fti.or.th/FTI%20Project/GroupCallEng.aspx>).

## **1.2 Organization Background**

### **1.2.1 History**

The Enterprise Press Co., Ltd., hereafter referred to as TEP, was established in 1935. From the simple beginnings, the organization has grown its size to almost three hundred staffs and increased its productivity in both product and services. The Enterprise Press Co., Ltd was descended originally from The Enterprise Co., Ltd forming two separate companies The Enterprise Press Co., Ltd., a printing press and The Enterprise Co., Ltd., a publishing house producing and distributing educational textbooks and books for schools and libraries.

### **1.2.2 Profile**

TEP is one of the top three printing companies in Thailand providing one stop printing service for customers with comprehensive range of in-house printing and finishing services. Throughout seventy-three years of operations, TEP has remained committed to providing superior quality products and services to all customers. TEP has gained over fifteen years of export experience with the export of more than fifty percent of total production. TEP has expanded its operation with a new state of the art printing facility in one of the largest industrial estate in Thailand.

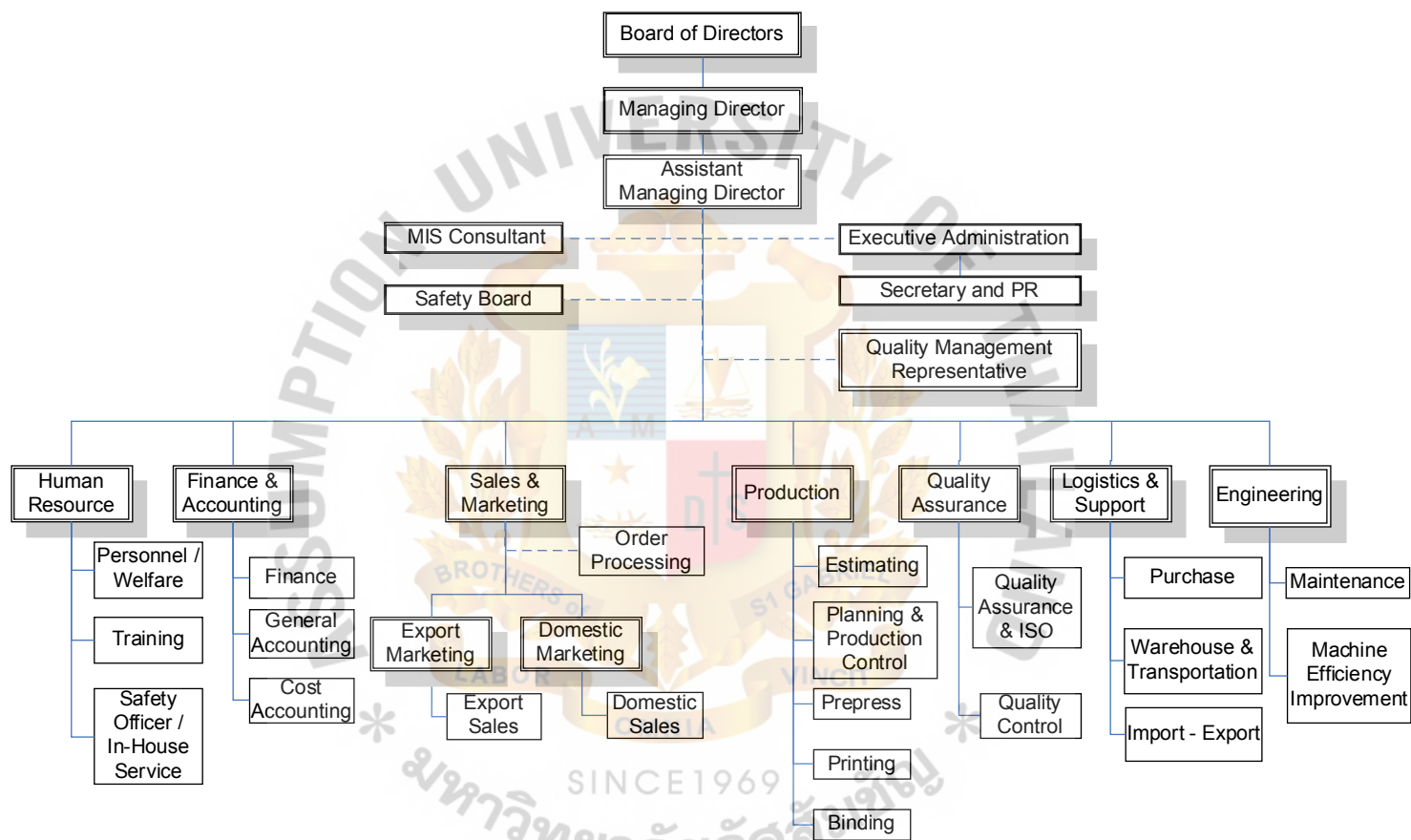
### 1.2.3 Organization Structure

TEP organization was structured according to the optimal state of standardized printing organizations. The organization maintains the flat hierarchical “functional” structure for better control and faster decision making.

The strengths of their existing functional structure were that each functional department operates with their in depth knowledge of their departmental functions, and it provides the organization with economy of scale for operation. However, there were weaknesses of this type of structure such as; the staffs were very resistant to change, they did not share common goal instead they viewed of their own departmental goal, and there was very low cross-functional collaboration.

The distinctive part of the structure was where Quality Management Representative who was the head of the Quality Assurance Department, was overlooking and managing the quality standard of not only production but also all the processes of the entire organization in order to be in accordance with ISO standard. The structure presents that the organization does not focus on public relation and/or advertising of the organization for constant building and maintenance of the organization image. TEP has an opportunity to create their own printing related products at low cost leveraging their existing facilities; however there was no Research and Development department focusing on development of innovative products to penetrate new market segment.

Figure 1.2. TEP Organization Structure





### **1.2.4 Organization's Mission**

The followings are TEP mission statements to achieve the organization's vision.

1.2.4.1 To provide quality products and services

1.2.4.2 Customer satisfaction was the key to organization's success

1.2.4.3 To focus on people development

1.2.4.4 To reduce production error and increase productivity

### **1.2.5 Products and Services**

TEP provides commercial printing services specializing in products ranging from large extent case-bound books to English Learning Training (ELT) material, large and small diaries, telephone directories, dictionaries, magazines, high quality coffee-table books and reference titles, and various designed sticky note pads.

### **1.2.6 Target Customers**

The organization produces a huge range of titles for some of the world's most prestigious companies such as Macmillan Publishers Ltd., Australia, Hong Kong, UK; McGraw Hill, Singapore; Myron Corporation, USA; Collector International, USA; Art Life, Germany; Novagenics, Germany; British Airways; Philatelia, Sweden; Thai International Airlines; and more. TEP has huge client base in Thailand ranging from private companies to government printing jobs. Over 60% of TEP export revenue was from export printing.

### **1.2.7 Current Situation**

TEP was currently expanding their export market to Europe and at the same time they were facing with internal challenges that compell them to provide competitive pricing to compete with other printers in Thailand as well as in other

countries, especially China, India, and Malaysia. Though customers focus on quality of service and quality of products, TEP name was the first choice; however, in this economic downturn everyone was going for a better pricing scheme.

TEP currently was facing with problems such as drop in sales volume due to their price being uncompetitive to the market. Printers in Thailand were cutting their price lower than market price to sustain and expand their customer base and to be competitive with printers in China. One of the TEP drawbacks was that due to their production inefficiency and high waste, they were unable to provide competitive price. Based on the researcher's initial interviews and meetings with top management of the company, most of the problems that TEP was facing were due to the root causes of their employees' lack of leadership skill and competencies, and most importantly, their lack of teamwork. SWOT analysis in table 1.1, and Adizes corporate life cycle were included to better explain the current situation of TEP.

1.2.7.1 SWOT Analysis.

Table 1.1. SWOT Analysis of TEP

Strengths	Weaknesses
<div><div>1. Long established name</div><div>2. Extensive years of export experience</div><div>3. Full ranged equipments and facilities</div><div>4. Experienced staffs</div><div>5. Reliability of services</div></div>	<div><div>1. Uncompetitive pricing</div><div>2. Weak market penetration</div><div>3. Low productivity, and high waste</div><div>4. Low employee performance and team work</div><div>5. Centralization of printing operation knowledge</div><div>6. Lack of proper training and training evaluation</div><div>7. Lack of proper career development</div></div>
Opportunities	Threats
<div><div>1. Increasing demand in export market</div><div>2. Increasing foreign investment in Asia</div><div>3. Anti dumping law in US and China.</div></div>	<div><div>1. Thailand’s economy and unstable political situation</div><div>2. Strong local currency (baht) appreciation</div><div>3. High competition from printers abroad</div><div>4. Price war among local and printers in Asia</div><div>5. Increasing electronic materials availability on internet</div></div>

1.2.7.1.1 Strengths

TEP held a long established name with good track record. TEP name was well known in Thailand for its published school books provided by publishing side to most of the schools in Thailand. TEP was an over seventy years old organization dedicated to quality printing services with a good track record in printing high end quality books.

TEP had extensive years of export experience. TEP had over fifteen years of export printing experience in Europe, USA, and Australia. TEP’s

logistics department plays an important role in this area and was considered to be an advantage. The logistics department of the organization has extensive knowledge of freight forwarding, shipping, customs and export documentation.

TEP deployed full ranged printing equipments and facilities starting from the process of pre-printing, printing, to binding and finishing. A full range of equipments and facilities offer success to TEP. It offered a one stop service for its customers, which made dealing with TEP so much more convenient, reliable, and less error-prone than when dealing with several different companies with limited facilities. TEP was continuously upgrading their equipment and facilities in order to improve productivity and efficiency.

TEP was staffed with experienced employees in the field of printing. A majority of TEP staff have worked with the organization for several years, where they continuously gain knowledge of the printing processes and the industry itself. TEP also focused on the recruitment of experienced staff.

Reliability of services and consistency play vital roles in competition and TEP had these attributes as strengths. The quality of products and services produced from TEP satisfied a long list of customers. The reliability and consistency of TEP kept many of its existing customers for an average of more than twenty years to work with the organization.

#### 1.2.7.1.2 Weaknesses

TEP pricing was uncompetitive in comparison to other printers in Thailand, and other countries such as China. This was a result of the fact that the organization has to carry a high overhead cost due to high waste in



production. The printing market has become very competitive as many printing companies in Thailand, of small to medium size, have begun to drop their prices in order to be able to compete in the market. Other countries like China and India, where labor cost was lower, were ahead of the market.

TEP had weak market penetration. TEP had no set policy to open marketing offices in other countries in order to expand their export market. The organization did not have a strong marketing plan to expand the market either locally or internationally.

The productivity level of the organization was lower than their expectation due to high waste, human error, and unexpected machine break down. One of the main reasons of low productivity was low staff responsiveness to unexpected problems such as machine breakdown, and staffs lack of accountability.

There was low teamwork and collaboration within departments and among different departments. There were some personal conflicts among management that led to communication problems and thus providing ineffective outcome and eventually affecting the quality of service. Managers of some departments were incapable of leading their team and providing environment that promotes teamwork.

Lack of proper training and transfer of knowledge causes centralization of printing operation knowledge at specific staffs. Thus, organization was depending on specific staff's capability to operate on certain machines and this also led to misuse of knowledge power among the team. The organization lacked of not only proper training but also systematic training evaluation on

how much staffs can contribute back to the organization on what they have been trained.

In addition to this, the organization did not have any career development plan in place. Employees had extensive years of working experience in TEP; however, some of them had been working at the same position with no career framework of development and promotion.

#### 1.2.7.1.3 Opportunities

Increasing demand in export market would lead to high export turn over. Countries in Europe, USA, and Australia have high demand for printing in Asia because of the lower labor cost. This was an opportunity for the organization to expand the export market along with the increasing demand from the Western countries.

TEP had the ability to create its own product and penetrate a new market segment at a low cost. TEP had an opportunity to research and develop new product lines that meet customer needs at low cost leveraging existing printing facilities.

Foreign investors were increasingly invested in Asian countries as the economy of Asia was booming. And TEP being a very experienced export printer in Thailand, it may be of an interest to foreign investors to leverage existing operation of TEP in Thailand and their knowledge of foreign countries to penetrate the new market segment.

Application of anti-dumping law in US increases import tax for products manufactured in China into US. Anti-dumping law introduced in China increases import tax for special papers into China. Thus, US print

buyers were shifting from printing in China to other countries and Thailand being one of the countries of their choice becomes an opportunity for the company to gain new customer base.

#### 1.2.7.1.4 Threats

Current local government policies were slowing down export opportunities. The fluctuation in local government and changes of laws and regulations highly impact export regulations and thus indirectly impact export opportunities.

Since over 50% of the organization business was dependent on the export business, the currency exchange rate of the country was a threat. Thai Baht has been appreciating (getting stronger) for a decade and posing a threat to the industry as a whole. The stronger the local currency, the higher impact it has on the export of the organization as all the payments from export customers were settled in US currency.

There has been a high competition from printers abroad. Countries such as China, India, Hong Kong, Singapore, and Malaysia were providing very competitive prices. Countries such as China and India were providing a much lower price than the market, due to lower labor cost, whilst at the same time providing the same quality of services and products. Increasing number of local printers in Thailand were cutting their price and thus creating a price war among the industry.

There were increasing numbers of web sites and electronic books providing most recent information. Readers were shifting from reading hard copy of magazines and books to reading materials online, or even monthly

subscription websites. Due to this changing behavior of readers, magazines and books sales were not as high as it was in many years back before the internet era. Thus, the printing volume of books and magazines has been decreasing and it causes a threat to printing industry.

#### 1.2.7.2 Corporate Life Cycle.

Organization was like other living organisms, it has a lifecycle and undergoes predictable and repetitive patterns of behavior as it grows and develops. The organization faces with sets of challenges at each stage of development. Adizes - instant corporate life cycle analysis was applied to analyze the life cycle stage of TEP. The overview of Adizes corporate life cycle was covered in chapter 2.

TEP was at the stage of “Adolescent” moving towards both success and disaster where sales slow down, and costs rise up high. The company was at a stormy time characterized by internal conflicts where everyone seems at odds with everything. Sales were falling and production exceeds estimates, old timers plot against the new hires, and employee morale was low. The company has transitioned from a Go-Go stage to Adolescent stage and it was facing these three major challenges which might lead them to Premature Aging that can lead to the early departure of entrepreneurial leadership, or the professional managers leading to Divorce or Premature Aging, if there was no change.

#### *Decentralization of Authority*

The owner of the company knows that they need help managing the company and were painfully aware that there was not enough hours in the day



for them to still manage their organization as a one-person show. They want to decentralize, but fear loss of control and/or major mistakes and the fact that the people who are already in-place lack some of the skills and experience needed to succeed with their decentralized responsibilities.

### *Change in Leadership-From Entrepreneurship to Professional Management*

The founder of the company believes that bringing in a professional manager would change the leadership of the company in a better way. However, when the new "professional" managers come in, they face with a situation that was somewhat chaotic and disorganized, and in the absence of documents and systematic processes, key information exists in the brains of the people that have been with the company for a long time. These old-timers, therefore, have substantial power; they blame the new managers for "professionalizing" the company which followed by more work load, and old power structure bypasses the new chain of command and going directly to the owner of the company complaining about the new managers.

### *Displacement of Goals*

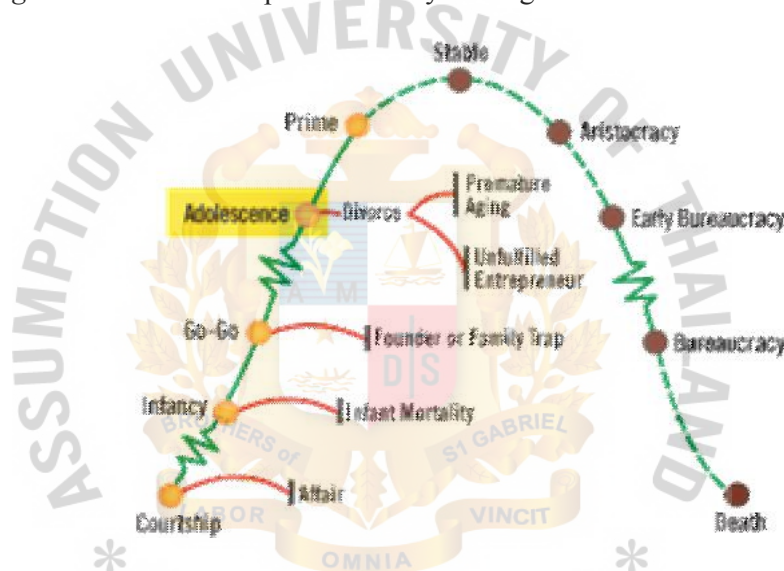
The company was at the stage of switching its goal from "more-is-better" goals to "better-is-more" goals. The goals were to be implemented through an overhaul of the structures, management of information, resource allocation, reward systems, and employee development, etc.

The company was facing mainly with the following problems of Adolescent stage:

1. Employees have low morale.

2. Conflicts between old timers and new comers.
3. Founder struggles to change leadership style.
4. Unchanging, dysfunctional leadership style of managers.
5. Insufficient delegation and decentralization of authority.
6. Internal issues cause consistent loss of market focus.
7. Falling sales.

Figure 1.3. Adizes Corporate Life Cycle Stage of TEP



(Source: [http://www.adizes.com/corporate\\_lifecycle.html](http://www.adizes.com/corporate_lifecycle.html))

Based on SWOT analysis and Adizes corporate life cycle analysis, the researcher has discovered into three main areas that the company was facing challenges, which were managers' lack of competencies in performing their roles, managers' weaknesses in their leadership styles to lead their team effectively, and lack of teamwork within the departments and among different departments, and lack of teamwork among management team. These challenges were considered to be main causes that lead to other problems in the company such as increase in production errors, drop in sales volume and more. Thus, the researcher chooses to study the areas

of entrepreneurial competencies of management, teamwork, and study whether there was a difference between employees' perception of manager's leadership style and manager's perception of his or her own leadership style in order to implement changes and improve organization effectiveness.

### **1.3 Objectives of the Study**

The followings were the main objectives of the study.

- 1.3.1 To describe and analyze the current situation, functioning and performance of the organization as “human social system” or “corporate living person”.
- 1.3.2 To diagnose and determine perception of leadership style, entrepreneurial competencies of top management and middle management, and teamwork in TEP.
- 1.3.3 To propose organization development interventions on leadership style, entrepreneurial competencies of management, and teamwork in TEP.

### **1.4 Statement of the Problem**

The main focus of the study was on leadership style, entrepreneurial competencies of management and teamwork of TEP.

This study aims to determine leadership style of top management in TEP by assessing whether there was any difference between managers' own perception of their leader style and their subordinates' perception on their leadership style; to determine entrepreneurial competencies of management in operating business in today's competitive environment, and teamwork of all TEP employees. Based on the

findings, organization development interventions would be proposed to help address and improve productivity and effectiveness of TEP.

## **1.5 Research Questions**

- 1.5.1 What is the current leadership style of top management in TEP?
- 1.5.2 Is there any difference between managers' perception of their leadership style and their subordinates' perception on their leadership style?
- 1.5.3 What is the entrepreneurial competencies level of top management and middle management in TEP?
- 1.5.4 What is the current situation of teamwork in TEP?
- 1.5.5 What are the appropriate organization development interventions that should be implemented to improve leadership style, entrepreneurial competencies of management, and teamwork in TEP?

## **1.6 Significance of the Study**

TEP employees would benefit from teamwork effectiveness and cross functional collaboration and thus improve their work performance and attitude towards colleagues, and improve their work life. In addition, together with improvement of management leadership style with better feedback and support, employees would gain better coaching from their managers to improve their development level.

TEP management would benefit from improvement of their leadership styles and their entrepreneurship competencies in dealing with business operations, and



aligning their practices with organization's goal, and improvement in teamwork would develop better communication and relationship among the management team.

The entire organization of TEP would benefit from increase in productivity, efficiency, and improvement in organization culture, thus TEP would be more competitive in the industry market.

TEP clients would benefit from experiencing better services, receiving on time delivery for high quality products, thus increasing customer satisfaction.

The industry and community would gain knowledge in terms of leadership development, entrepreneurial competencies development, and teamwork development for improvement of working environment among the society.

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

### **1.7.1 Scope of the Study**

The researcher focuses to study leadership style of top management, entrepreneurial competencies of top and middle management, and teamwork of all employees in TEP, and to propose organization development interventions with the purpose of increasing TEP organization effectiveness.

The researcher focuses on the study of leadership style of eight top management employees in TEP which includes chief financial officer, human resource manager, marketing director, export sales manager, domestic sales manager, production manager, quality assurance manager, and logistic manager. All top management were to assess their own leadership style. The subordinates under each department managers were to assess their department manager's leadership style. The focus of entrepreneurial competencies study was on all management staffs of TEP,

including eight employees at top management and eleven employees at middle management level. Teamwork study focuses on intradepartmental and interdepartmental teamwork of all employees in TEP at a total of 367 employees.

### **1.7.2 Delimitation of the Study**

Due to the company's policy, the real name of the company was not allowed to reveal in this study. Thus, the name of the company listed in this research was not a real name; however, the study was based on the research of the real case of the target company.

The interventions to improve leadership skills and entrepreneurial competencies of leaders were accounted for long term and the impact of the inventions may not be significant due to time limitation of this study to implement and gather post OD analysis. Due to the limitation of time, the researcher would only recommend OD interventions in this study.

### **1.8 Definition of Terms**

For clarification of this study, the following definitions of terms were used to assist in understanding.

*Change management* – is an organized, systematic application of the knowledge, tools, and resources to plan, initiate, realize, control, and finally stabilize change processes on both, corporate and personal level that provides organizations with a key process to achieve their business strategy.

*Competencies* - are measurable skills, abilities and personality traits that identify successful employees against defined roles within an organization.

*Entrepreneurship* - is the recognition and pursuit of opportunity regardless of the resources in place, with the innovative idea in mind and willing to take risk, have confidence for success, and flexible to change action as required to achieve the opportunity.

*Entrepreneurial competencies* - are the individual's skills and abilities in achievement, thinking and problem solving, maturity or self confidence, directing and controlling, and influencing people which are promoting entrepreneurship of an individual within an organization.

*Leadership* - is a process of social influence in which one person is able to enlist the aid and support of others in the accomplishment of a common task. (Martin M. Chemers, 1997).

*Leadership* - is a process of persuasion with optimism and building trust among team members and a function of having a vision and well communicating that vision among the team and having team members to take effective action.

*Leadership style* - is how the leader approaches opportunities, what he or she chooses to emphasize, to defer and to delegate to others. (Thomas R. Krause, 2007).

*Leadership style* - is the manner and approach of a leader in his behavior in providing directive and supportive actions to team members which include their actions in making decision, providing instructions and directions, providing feedbacks, performance monitoring, and facilitating and encouraging subordinates.

*Management* – is members of employees at the level of top management and middle management of TEP.

*Organization development (OD)* - is a system-wide application of behavioral science knowledge to the planned development and reinforcement of organizational

strategies, structures, and processes for improving an organization's effectiveness. (Cummings and Worley, 1993).

*Organization development intervention (ODI)* - is the process of changing and managing change to improve effectiveness of organization through change management in organization's processes, strategies, structure, people, and culture.

*Perception* - is a conscious understanding, intuitive judgment, or opinion of an individual based on personal experience, heuristics, and available or observable information.

*Manager's perception* – is the manager's own judgment or awareness of his or her own actions and behavior at workplace.

*Teamwork* - is a coming together of two or more individuals who share common goals to collaborate, co-operatively work on a project, solve problems, negotiate, and resolve conflicts to reach a desired productive outcome. This involves how well the team communicates, monitor and provide feedback, how much they are interdependent on each other and each others' tasks, and their willingness to change their action and course to achieve common objective within and between the departments of the organization.

## CHAPTER TWO

### Review of Literature and Conceptual Framework

This chapter is composed of review of literature and research on the following themes that serve as the basic for conceptualizing the content of this study.

1. Organization as a System
2. Organization Development
3. Change Management
4. Organization Development Interventions
5. Adizes Corporate Life Cycle
6. Leadership Styles
7. Entrepreneurial Competencies
8. Teamwork
9. Conceptual Framework

#### 2.1 Organization as a System

Organization is a dynamic system with interrelationship between all of its parts, where the performance of each part has affect on the other parts and an organization as a whole. Each part of the organization serves other parts in which a group of interdependent people performing interdependent processes to create an output which is the organization's products or services with a common purpose or aim.

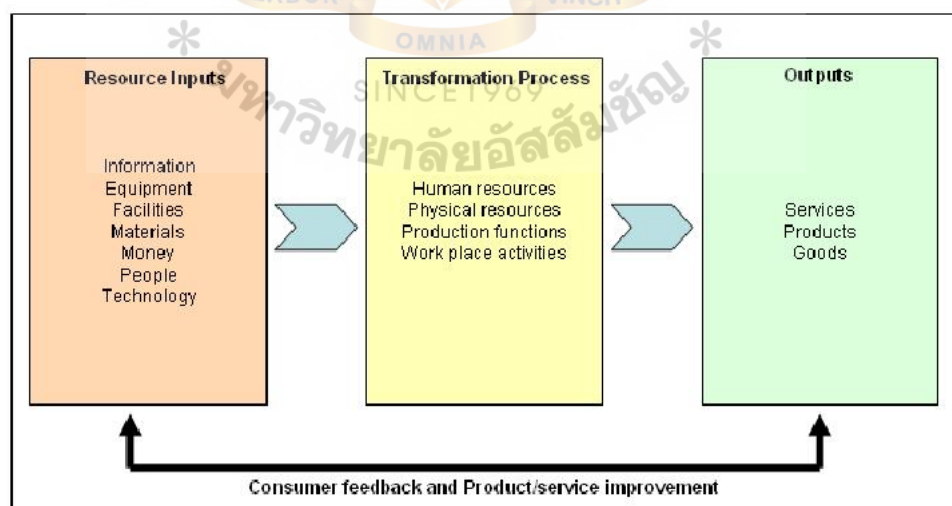
Cummings and Worley (1993) has described that organizations are human systems of cooperation and coordination assembled within identified boundaries to



pursue shared goals or objectives. A system is viewed as one big whole which is composed of parts or subsystems, and the system serves to integrate the parts into a single functioning unit. System theory focuses on the structure and relationships or interdependence among different parts of the organization, and that different parts of the organization interact with each other to accomplish organization's goal.

Donald R. Brown and Don Harvey (2001) have explained organization as a system with a set of interrelated parts, each of which contributes to total organizational functioning and to the achievement of same purpose or goal. The focus of system approach is on the effect of managerial functions and interrelationship between sub-elements of organization. Organization is viewed as a system set flows of information, personnel, and material. Inputs are the resources used for the processing functions, processes are the functions that are performed to produce goods or services, and outputs are products or services produced by organization.

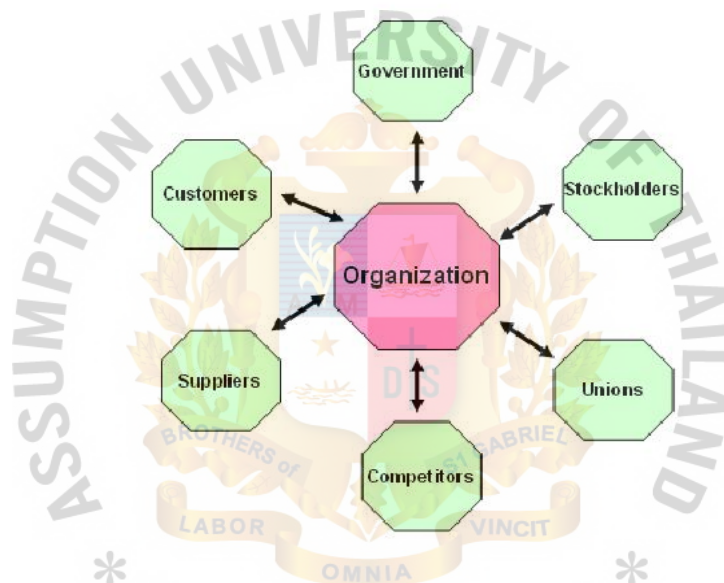
Figure 2.1. Organization as a System



(Source: Brown, Donald R. and Harvey, Don. (2001). *An Experimental Approach to Organization Development*, 6<sup>th</sup> edition.)

Donald R. Brown and Don Harvey (2006) have also described that organization is an open system and is never static, and is effected by external environment. Organization is effected by domestic and global competitors. Changing needs of customers, life styles, and technology breakthrough have impact on organization and cause it to change to adapt to external forces.

Figure 2.2. Organization as Open System



(Source: Brown, Donald R. and Harvey, Don. (2006). *An Experimental Approach to Organization Development*, 7<sup>th</sup> edition. Pearson Prentice Hall)

Carter McNamara (1997) has discussed that organization is a system which is a collection of parts or subsystems integrated to accomplish an overall organization goal. This theory can be proven by the fact that more and more managers are recognizing the various parts of the organization, and, in particular, the interrelations of the parts in terms of coordination of central offices with other departments, engineering with manufacturing, supervisors with workers, etc. Managers now focus

more attention on matters of ongoing organization and feedback. Managers now diagnose problems, not by examining what appear to be separate pieces of the organization, but by recognizing larger patterns of interactions, and maintain perspective by focusing on the outcomes they want from their organizations.

Dr. W. Edwards Deming defined organization as a system which is a group of interdependent people, items, processes, products, and services that have a common purpose or aim. A system cannot function effectively without a clear aim, communicated to everyone capable of measurably affecting system operation. Complex systems, like businesses, must have full cooperation among components to accomplish their aims. A systems approach to business activities also reveals that all processes have suppliers providing inputs and customers utilizing outputs. Most companies have a large number of processes whose suppliers and customers are internal to the corporation. A system that is capable of continual improvement can be illustrated in the next page.

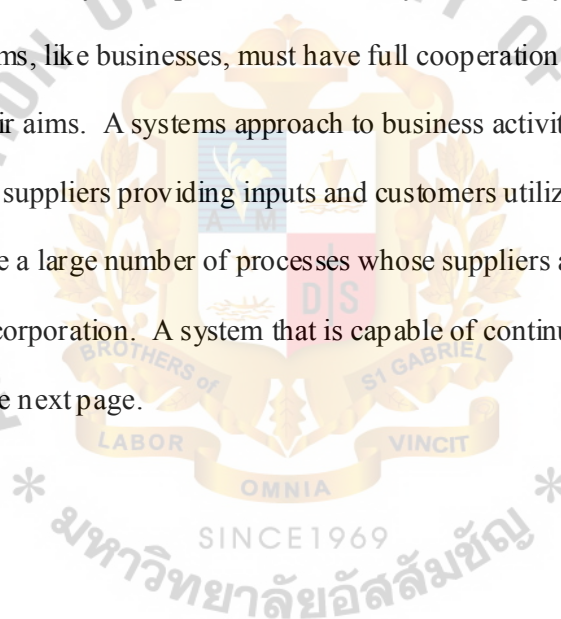
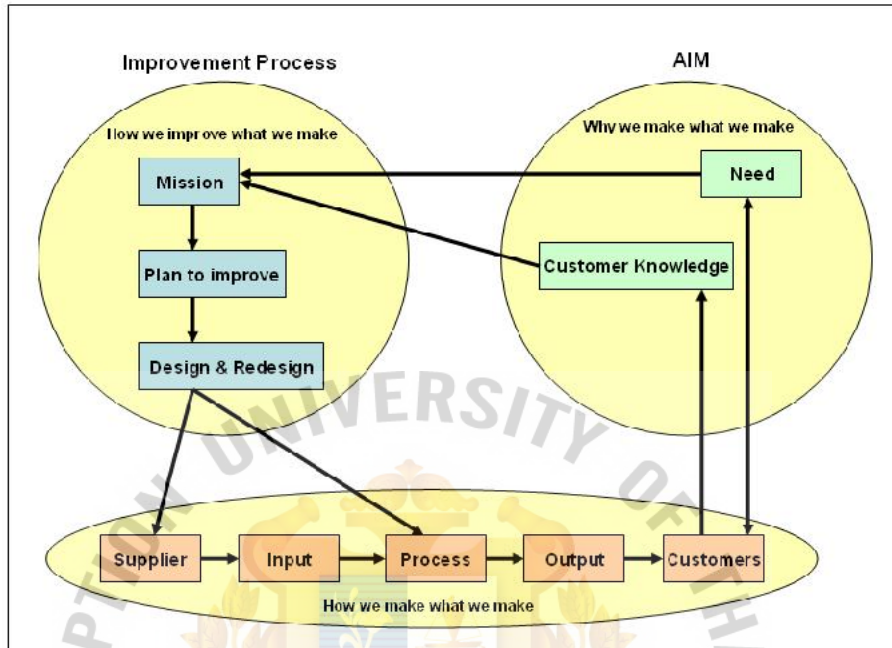


Figure 2.3. Organization as a System of Production



(Source: <http://mot.vuse.vanderbilt.edu/mt322/Oas.htm>)

In order to understand an organization as a system of production, Deming has stated that we have to consider:

1. How we make what we make.
2. Why we make what we make.
3. How we improve what we make.

By defining a system in this way, we can link the means of production with the aim or purpose of the organization in order to continually improve. "Aim" means the connection to the underlying social or community or customers needs, and the environmental issues that may affect the future of the organization.

## 2.2 Organization Development

Organization Development is an organization-wide long-term planned intervention to improve overall effectiveness of organization by aligning organization strategies, structures, and processes; and changing and improving culture that promotes professional and personal development of people. The soft side of the organization, people, is the most important dimension of the organization whereas the hard side of the organization such as structure and processes cannot be ignored. Organization mission, strategies, structure, and processes are the fundamental dimensions for people in the organization to operate effectively in the right direction. Thus, to set those dimensions the right way to the right direction, continuous improvement is crucial as a strong base for enhancement of individual development. Organization Development focuses on changing culture through changing believes, attitudes, and values of people in order to adapt to challenges, new technologies, and organization change itself such as change of strategies, structure, and processes.

Richard Beckhard has discussed organization development (OD) as an effort that is planned, organization wide and managed from the top to increase organization effectiveness and health through planned interventions in the organization processes using behavioral science knowledge.

### *Planned*

OD takes a long-range approach to improving organizational performance and efficiency. It avoids the usual quick-fix.

### *Organization-wide*

OD focuses on the total system and every unit of organization.



### *Managed from the top*

To be effective, OD must have the support of top-management. They have to model it, not just espouse it. The OD process also needs the buy-in and ownership of workers throughout the organization.

### *Increase organization effectiveness and health*

OD is tied to the bottom-line. Its goal is to improve the organization, to make it more efficient and more competitive by aligning the organization's systems with its people.

### *Planned interventions*

After proper preparation, OD uses activities called interventions to make system wide, permanent changes in the organization.

### *Using behavioral-science knowledge*

OD is a discipline that combines research and experience to understand people, business systems, and their interactions.

Some argue that management from top is hierarchical, which is acceptable in only some cultures. However, it is believed that if desired change is not supported by top management, there is very little chance that change will really occur and even be sustained.

Warren Bennis has described that OD is a reaction to change rather than being proactive. Bennis has defined organization development as a response to change, a complex educational strategy intended to change beliefs, attitudes, values, and structure of organization so that they can better adapt to new technologies, markets, and challenges and the dizzying rate of change itself. Bennis focuses on key factors that build organizational cultures: beliefs, attitudes, values, and structures. Bennis'

theory of organization development with focus on change of organization culture was later expanded by Edgar Schein into the idea of cultural iceberg which defines that organization change needs to penetrate the underlying beliefs, values, and unconscious assumptions made in the organization.

French Wendell L. and Bell Cecil H. Jr. (1995) has discussed that OD is a long term effort, led and supported by top management, to improve an organization's visioning, empowerment, learning, and problem solving processes, through an ongoing, collaborative management of organization culture with special emphasis on the culture of intact work teams and other team configuration. French and Bell also emphasize the use of consultant facilitator role, the theory, and technology of applied behavioral science including action research for OD.

Eric H. Nielsen (1984) has described OD as the attempt to influence the members of an organization to expand their candidness with each other about their views of the organization and their experience in it, and to take greater responsibility for their own actions as organization members. The assumption behind OD is that when people pursue both of these objectives simultaneously, they are likely to discover new ways of working together that they experience as more effective for achieving their own and their shared organizational goals. And that when this does not happen, such activity helps them to understand why and to make meaningful choices about what to do in light of this understanding.

### **2.3 Change Management**

Change management takes into consideration both the processes and tools that organization uses to make changes at every level. Most organizations want change

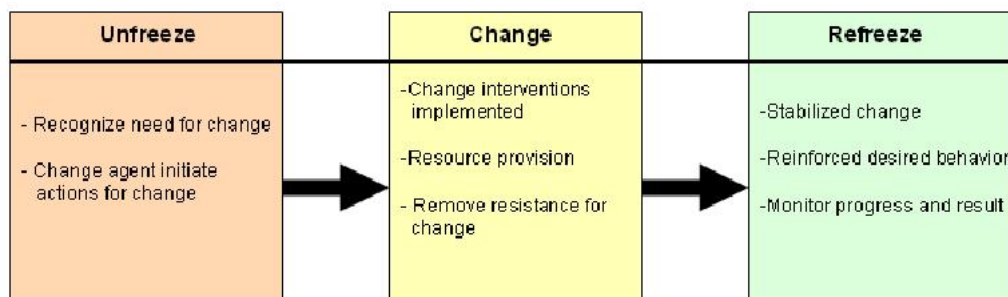
implemented with the least resistance as possible. For this to occur, change must be applied with a structured approach so that organizational wide transition from one type of behavior to another will be smooth and can be retained. It is a systematic approach to dealing with change both from organizational perspective and individual level.

### **2.3.1 Kurt Lewin's Three-Step Change Model**

Several researchers have described organization development as a change management. Kurt Lewin has described three-step change model which comprises of: unfreeze, change, and refreeze the change within the organization.

1. Unfreeze - involves the process of letting go of certain restricting attitudes during the initial stages. In other words, how to make the organization as a system receptive to change, the needs for change are recognized and change agent initiates action for change.
2. Change - involves alteration of self-conceptions and ways of thinking and to make the change. Solutions to the problems are proposed and interventions are implemented. In this stage, change interventions are implemented, resistances of change are removed, and necessary resources are provided to make change happen.
3. Refreeze - involves solidifying or crystallizing the changes so that the change becomes a permanent part of organizational operation, monitor progress and result.

Figure 2.4. Kurt Lewin's three-Steps Change Model.



(Source from Lewin, Kurt. (1947). "Frontiers in group dynamic," *Human Relation 1*)

### 2.3.2 Oliver Recklies' Seven Phases of Change

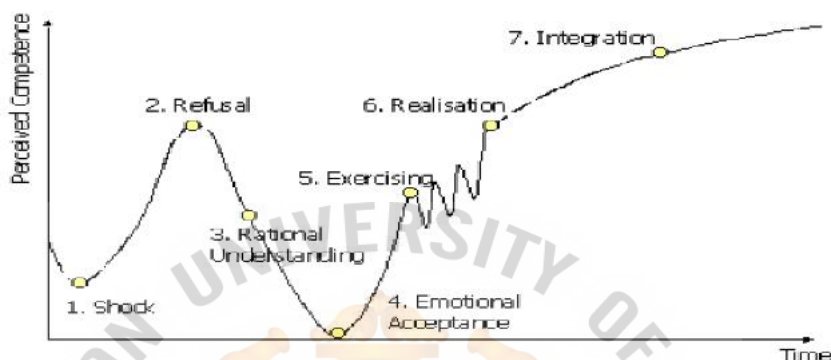
Oliver Recklies (August 2001) describes that change is the continuous adoption of corporate strategies and structures to changing external conditions, and change is not the exception but a steady ongoing process. Change management comprises both revolutionary one-off projects and evolutionary transformations. There are two types of changes:

1. **Organizational Development** - A gradual and evolutionary approach to change. It bases on the assumption that it is possible to align corporate objectives with the individual employee's objectives.
2. **Reengineering** - A corporate transformation or business transformation. It is a more radical form of change management, since it challenges all elements of processes or structures that have evolved over time.

The most successful organizations are those that are able to adjust themselves to new conditions quickly. This requires planned learning processes that lead to improved organizational effectiveness and ideally, employees are able to reflect their own behavior in relation to the organizational context such as processes, products,

resources, and customers. People perceive change processes in seven typical stages as described in figure 2.5.

Figure 2.5. Seven Phases of Change



(Source: Recklies, Oliver. (2001, August). *Managing Change – Definition und Phases in Change Processes*)

1. Shock and Surprise - Confrontation with unexpected situations. This normally happens either by accident (e.g. losses in particular business units) or planned events (e.g. workshops for personal development and team performance improvement). These situations make people realize that their own patterns of doing things are not suitable for new conditions any more. Thus, their perceived own competence decreases.
2. Denial and Refusal - People activate values as support for their conviction that change is not necessary. Hence, they believe there is no need for change and their perceived competency increases again.
3. Rational Understanding - People realize the need for change. According to this insight, their perceived competence decreases again. People focus on finding short term solutions, thus they only cure symptoms. There is no willingness to change their own patterns of behavior.



4. Emotional Acceptance - This phase is also called 'crisis', and is the most important one. Only if management succeeds to create willingness for changing values, beliefs, and behaviors, the organization will be able to exploit their real potentials. In the worst case, however, change processes will be stopped or slowed down here.
5. Exercising and Learning - The new acceptance of change creates a new willingness for learning. People start to try new behaviors and processes. They will experience success and failure during this phase. It is the change managers' task to create some early wins (e.g. by starting with easier projects). This will lead to an increase in people's perceived own competence.
6. Realization - People gather more information by learning and exercising. This knowledge has a feedback-effect. People understand which behavior is effective in which situation. This, in turn, opens up their minds for new experiences. These extended patterns of behavior increase organizational flexibility. Perceived competency has reached a higher level than prior to change.
7. Integration - People totally integrate their newly acquired patterns of thinking and acting. The new behaviors become routine.

## **2.4 Organization Development Intervention**

OD interventions are structured and planned activities designed for an organization's unit or individual with a purpose to change their behavior to create desired changes towards organization improvement.

### 2.4.1 Four Areas of Consideration in OD Intervention

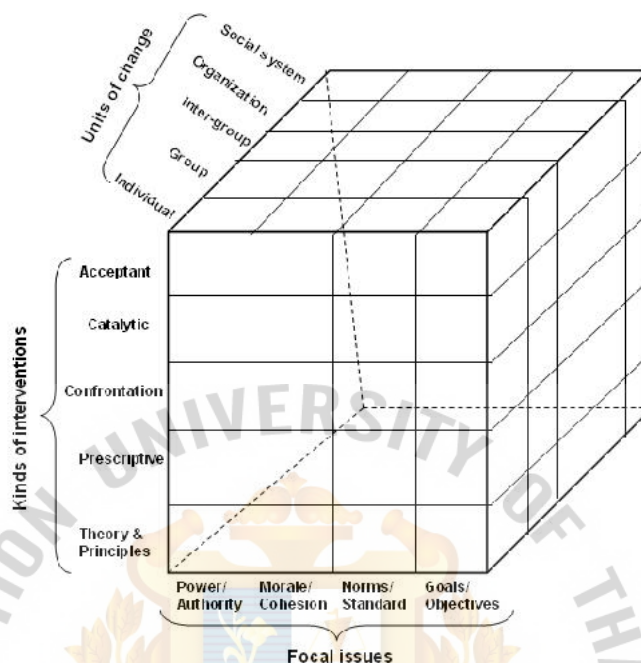
Wendell L. French and Cecil H. Bell, Jr. (1995) have explained OD interventions as sets of structured activities in which selected organizational units, whether it is target groups or individual, engage with a task or sequences of tasks that are related to organizational improvement, and those actions are taken to produce desired change. There are four areas of consideration in OD intervention.

1. Corrective action interventions – are implemented to fix the current problems that the organization is facing.
2. Enabling action interventions – are implemented to seize unrealized opportunities or something that the organization desires to achieve.
3. Alignment activity interventions – are implemented to align organization processes and activities to the same direction with the organization goal.
4. New vision interventions – are implemented to build necessary structures, processes, and culture to support the new vision.

### 2.4.2 Consekube Model

Blake and Mouton, Consekube model (1976) have summarized OD interventions by organizational unit of change, focal issue, and kind of intervention. Unit of change levels are divided into individual, group, inter-group, organization, and the social system in which organization exist. There are four categories of focal issues: power and authority relation, morale and cohesion, norms and standards, and goals and objectives. The kind of interventions to be implemented as described in figure 2.6 is based on these three factors.

Figure 2.6. The Blake & Mouton Conselcube Model



(Source: R.Blake and J. Mouton. (1976). *Consultation reading*)

1. Acceptance – consultant provides indirect and passive support to let the client to explore the problems.
2. Catalytic – consultant supports client's self diagnosis and examination by providing data, methods, and consultation services to help client solve their problems.
3. Confrontative – client is challenged by consultants with probing questions, theories, and data on their attitudes, values and procedures, and proposed alternatives which motivates them to act.
4. Prescriptive – consultant acts as an expert in the field, controlling the situation, collecting data and recommending solutions to the client.

5. Theory and principles – consultant provides training to client with specific theoretical approach, diagnoses problems by using the approach, and lets client solve internal simulated problems, then real problems.

### **2.4.3 Different Levels of OD Interventions**

Gary N. McLean (2006) has described that OD can influence organization at many levels, thus interventions that are implemented in OD can be targeted at different levels: individual, team or workgroup, process, global components of organization, or the whole organization level as follows.

#### *Individual Interventions*

Every organization is made of individuals and it is very important that the individual is focused as one aspect for OD interventions. The followings are types of interventions that can be implemented focusing on individuals.

1. Laboratory Training Groups (T-Groups) – A small group meets over two to three days with the intent of providing in-depth feedback to each other as to how each individual is perceived within the group. The purpose of this process is to increase self-awareness, especially related to how one interacts in a group.
2. Coaching – The process of equipping people with the tools, knowledge, and opportunities they need to develop themselves and to become more effective. Coaching can be provided at any level of organization, but it is more likely to be available to senior managers and executives, and almost always offered by external resources.

3. Mentoring – It is to help individuals take advantage of opportunities for career and personal enhancement, and often offered internally and informally.
4. Self-Awareness tools – The objective of these tools are to help individuals understand aspects of their personalities.
5. Reflection – It is the self assessment process intended to carry out regularly to improve individual through reflection on their work, their interactions, their success, and failures.
6. Training, Education, and Development – This includes training with direct and immediate application to the person's work, education with long term application to the person's work, and development for individual's purpose.
7. Leadership Development – This program is by definition but not always in practice, applies across the organization and across all the levels.
8. Multirater (360-degree) Feedback – It is the process of receiving perception of one's performance from supervisors, peers, direct reports, self, and even customers, and used solely for developmental purpose.
9. Job Design – Examining the components of job leads to enhancement of job for most people and thus improves work efficiency and job satisfaction.
10. Job Description – Job description can help ensure that all tasks that must be performed are assigned.



11. Responsibility Charting – It is a formal process of clarifying ambiguity of responsibility to eliminate overlapping responsibilities and to ensure that there are no uncovered areas of responsibility.
12. Policies Manual – This handbook contains a wide range of topics including vacations, holidays, benefits, pay periods, promotion processes, etc, to provide employees with clear expectations and guidance.
13. Values Clarification and Values Integration – Values clarification exercises help individual determine what their values are. Value integration is a process that helps individuals compare and align their values.
14. Conflict Management – Conflict implies differences of opinions and it is important that healthy conflict is nourished and unhealthy conflict is removed. Thus, managing conflict is one of the preferred interventions to implement in the organizations.
15. Action Learning – It is an approach to working with people and developing people that uses work on actual project as a way to learn. Learning coach often works with the group to help members in balancing their work life while learning.

#### *Team/Work Group Interventions*

The goal of this type of interventions is to increase efficiency and effectiveness of the group.

1. Dialogue Sessions – A structured conversation to explore the issue that has potential for conflict and to bring to desired outcome with a deeper understanding of the issue rather than persuasion.

2. Team Building – There are many approaches to this intervention. It ranges from artificial tasks, ice breakers, games, etc.
3. Team Development / Effectiveness – During this type of intervention, OD professionals serve as a mirror to the group and team members to provide reflection to their actions and behaviors.
4. Meeting Facilitation – This type of intervention is where OD professionals provide feedback and train participants in activities such as role identification and description, development of timed agenda, and determination of appropriate individuals for the meeting, etc.
5. Conflict Management / Confrontation Meetings – Conflicts within the group as well as among the groups need to be managed and handled properly to get desired outcome with deeper understanding. OD Professionals helps to facilitate groups to confront their suppressed conflicts and conflicts at hand.
6. Fishbowls – This intervention is applied when individuals are not aware of the impact of their actions on team functioning. A small group is placed in the center and interacting normally, and others are circling the group to provide feedback on the interaction.
7. Strategic Alignment Assessment – The focus of this intervention is to determine how well the team aligned with organization's strategy. Semler (2000) has developed an instrument for this measurement.

#### *Process Interventions*

The focus of these interventions is on the improvement of organization processes.

1. Six-Sigma – It is a tool for improving productivity and management philosophy.
2. Continuous Process Improvement / TQM – This intervention is to continuously improve organization processes in various ways using various types of tools.
3. Process Reengineering – This focuses on radical redesigning of business processes to improve productivity and performance.
4. Benchmarking – Organization compares itself to other organizations to determine how well they are performing. There are two types of benchmarking: compare outcomes, and compare processes.
5. Sociotechnical Systems (STSs) - It is designed to create processes that integrate and balance people's needs with the tools and equipments used within the organization.

#### *Global Interventions*

When the organization expands globally, it is important to take into account how to work effectively across different cultures.

Virtual Teams and Virtual Team Building – is used as one of the interventions to develop team using online resources.

## **2.5 Adizes Corporate Life Cycle**

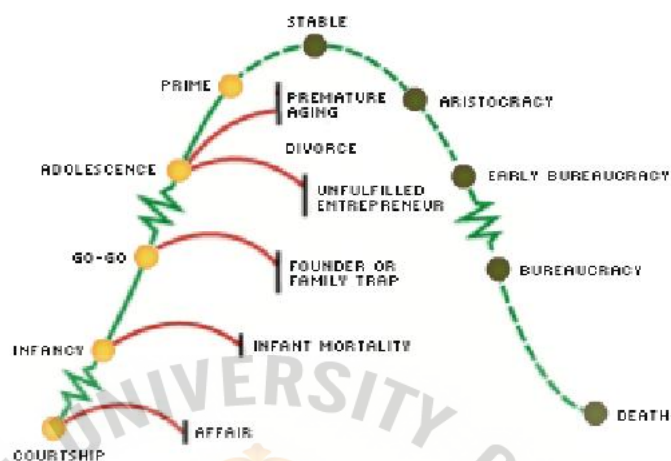
Every organization is like any other organism, it has a lifecycle and as they grow and develop, they undergo predictable patterns of behavior. The organization faces with a unique set of challenges at each stage of its life cycle. How well or poorly management addresses these challenges has a significant impact on the success or

failure of the organization. Adizes corporate life cycle is developed by Adizes Institute, Dr. Ichak Adizes being the founder and professional director.

The challenges that every organization faces at each stage of the life cycle arises from the growth of the company and from external changes in markets, competitors, technology and the general business and political environment. There are five important insights about the nature of problems in organizations.

- 2.5.1 Problems are natural result of change. As long as the organization grows and changes to react to new market and technology, there will be problems to address and resolve.
- 2.5.2 Role of the leader is not to prevent problems but to focus on organization's ability to realize the problems and to resolve them.
- 2.5.3 When faced with problems there are normal problems, which occur during each stage of life cycle, and unusual problem, which are unexpected. It is important to focus on unusual problems since normal problems tend to resolve themselves during the natural course of growth and development.
- 2.5.4 By understanding the nature of corporate life cycle, management team share a common understanding of this knowledge before problems arise.
- 2.5.5 "The "age" of a company in terms of its lifecycle is not related to its chronological age, the number of employees, or the size of its assets. Instead, the lifecycle age is defined by the interrelationship between flexibility and control." ([http://www.adizes.com/corporate\\_lifecycle\\_overview.html](http://www.adizes.com/corporate_lifecycle_overview.html))

Figure 2.7. Adizes Corporate Life Cycle



(Source: [http://www.adizes.com/corporate\\_lifecycle\\_overview.html](http://www.adizes.com/corporate_lifecycle_overview.html))

Courtship is the first stage of the Adizes corporate life cycle. The company at this stage is not yet born and the primary goal at this stage is for the founders to build their dream into reality. Founders' commitment is essential to build the company at the stage. The company can divert into the stage of Affair where founders commitment evaporates at the face of difficulty.

Infancy stage of the company begins when the founders undertake financial risk and sign the loan documents or promise certain percentages of the company to outside investors. This is the stage where the idea turns into action. Infant Mortality occurs when the company makes mistakes and results in negative cash flow which make the founders to loose their interest and commitment and finally give up.

A company is at the Go-Go stage when it is gaining strong cash flow from successful products and services. The company attracts not only more and more customers at this stage but also new investors. Founder or Family Trap occurs when a company at Go-Go stage is unable to be relieved from its founder's dependency. At



this stage, the company is unable to develop new abilities and skills sets. This trap occurs when the founder is unwilling to decentralize control and delegate effectively.

At Adolescence stage, the company is reborn after going through the changes during the Go-Go stage. At this stage, the company is fighting its way to success apart from that provided by founders. The fighting of the company to be independent from the founders is so severe that it can be result in Divorce stage. If the professional managers are pushed out, the company can go back to either a Go-Go stage or become Unfulfilled Entrepreneur. If the founder is pushed out by the professional managers, there will be lack of entrepreneurial spirit and the company will be led into Premature Aging.

The company is at the optimal stage of the life cycle at the Prime stage, where there is a balance between control and flexibility.

Stable stage is positioned at the top of the life cycle curve. Companies that are at this stage start to loose vitality and begin to age. Stable companies are often cash rich and have strong financial statements.

The effects of steady decline in flexibility which begins in Prime stage, becomes obvious at this stage, Aristocracy. The company has neglected to focus on long-term goals thus the company's focus becomes increasingly on short-term opportunities and goals. With the short-term goals which are financially oriented and low risk, the company condition is becoming stale at this stage.

The company faces with Early Bureaucracy stage when it is unable to reverse its down turn at Aristocracy stage. Companies at this stage starts to focus on who causes the problems rather than how to solve the problems.

At Bureaucracy stage, the company is kept alive by artificial life support although it should be dead. The company gives birth to the third time with artificial life support. However, the company is heading towards the Dead stage, the final stage of the corporate life cycle, when no one remains committed to keep the company alive.

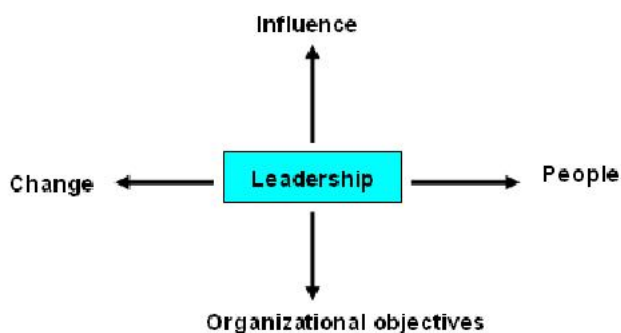
## **2.6 Leadership Styles**

Leadership is a process of getting things done through people. Leadership is an art with a number of different approaches or styles. Leadership style that individual uses, based on a combination of their beliefs, values and preferences, as well as the organizational culture and norms which encourage some styles and discourage others.

### **2.6.1 Leadership Review**

Luisser and Achua (2001) have described leadership as the influencing process of leaders and followers to achieve organizational objective through change. Influencing includes power, politics, and negotiation in which a leader uses to communicate ideas, gain acceptance and motivate followers to support and implement ideas through change. Luisser and Achua have described the following key elements to describe leadership.

Figure 2.8. Leadership definition key elements



(Source: Luissier, Robert N., Ph.D. and Achua, Christopher F. (2001)

*Leadership: Theory, Application, Skill Building.*)

### *Influence*

Influencing is a process of communicating ideas and gaining acceptance from the team members. Relationship between leader and team member plays an important role in how well a leader can influence the members.

### *People*

One of the most important characteristics of a leader is to be able to get along with people, motivate them and help them to succeed.

### *Organizational objectives*

Effective leader influences followers to think of not only of their own personal interest but also the interest of organization as a whole.

### *Change*

Effective leader realizes the need for change and continuous improvement of performance. Leaders set objectives for change, and

influences and motivates people to change to adapt to rapidly changing global environment the organization is facing.

### **2.6.2 Leadership Behavior Review**

Thomas R. Krause (2007) has explained that unlike management behaviors, which are directed at what to do, leadership behaviors address how the leader's task fits the overall goals of the organization. The following are a set of observable behaviors, or best practices, that recur among highly effective safety leaders as follows:

*Vision*-The effective leader sees precisely what safety excellence looks like, articulates the vision, and conveys it in a compelling way throughout the organization. For example: acting in a way that communicates high personal standards in safety, helping others question and rethink their assumptions about safety and describing a compelling picture of what the future can be.

*Credibility*-The effective leader commands believability and trust among other people in the organization, including both peers and direct reports. Examples include a willingness to admit mistakes, going to bat for direct reports and for the interests of the group and giving honest information about safety, even when it is not well received.

*Collaboration*-The effective leader works well with other people, promotes cooperation and collaboration in reducing exposures to hazards, actively seeks input from people on issues that affect them and encourages others to implement their decisions and solutions for improving safety.

*Communication*-The effective leader is a great communicator. He encourages people to give honest and complete information about safety even if the information is

unfavorable. This leader keeps people informed about the big picture in safety and communicates frequently and effectively up, down and across the organization.

*Action Orientation*-The effective leader proactively addresses safety issues. This leader gives timely, considered responses to safety concerns, demonstrates a sense of personal urgency and energy to achieve safety results and delivers results with speed and excellence.

*Feedback and Recognition*-The effective leader provides usable feedback and recognizes people for their accomplishments. This person publicly recognizes the contributions of others, uses praise more often than criticism, gives positive feedback and recognition for good performance, and finds ways to celebrate accomplishments in safety.

*Accountability*- Effective leader practices accountability by providing people a fair appraisal of their efforts and results in safety, clearly communicates people's roles in the safety effort and fosters the sense that every person is responsible for the level of safety in his or her organizational unit. This practice comes last because, absent the other practices, accountability risks become blame and damaging performance.

### **2.6.3 Leadership Styles Review**

Ken Balnchard has described leadership style as “the pattern of behavior leaders use, over time, to influence others, as perceived by them”.

Chris Parker and Brian Stone (2002) have described leadership styles as different ways in which leaders exercise power. They can be identified by:

1. The extend leader tells staffs of their decision.
2. The extend leader sells their decisions to staffs.
3. The extend leader enables staffs to participate in decision making.

4. The extend leader delegates decision making to staffs.

*How attitudes develop leadership style.*

Chris Parker and Brian Stone (2002) have combined leader’s attitude towards others, using McGregor’s Theory X and Theory Y, and leader’s attitude towards self illustrates how these sets of attitudes develop into four different leadership styles as shown in the table below.

Table 2.1. Leadership styles based on attitudes

	Theory Y Attitudes	Theory X Attitudes
Positive Self-concept	Leader gives and accepts positive feedbacks, expect others to succeed, and let others do the job their way.	Leader is bossy, pushy, and impatient, does much criticizing with little praising, and is very autocratic.
Negative Self-concept	Leader is afraid to make decisions, is unassertive, and self-blaming when things go wrong.	Leader blames others when things go wrong, is pessimistic about resolving personal or organizational problems, and promotes a feeling of hopelessness among followers.

(Source: Luisser, Robert N., Ph.D. and Achua, Christopher F. (2001) *Leadership:*

*Theory, Application, Skill Building*)

*Theory X* assumes that employees dislike and attempt to avoid it, employees has no ambition, wants no responsibility, and would rather follow than lead. Employees are self-centered and do not care about organizational goal, they are resistant to change and they are not intelligent and competent.

*Theory Y* assumes that employees are self-directed and committed to work and their objectives, seek for responsibilities, and are competent and self-motivated to accomplish their tasks.



*Self-concept* refers to positive or negative attitudes people have about themselves. A person with a positive self-concept has a positive view of himself as being a capable person and tends to have a positive self-confidence trait.

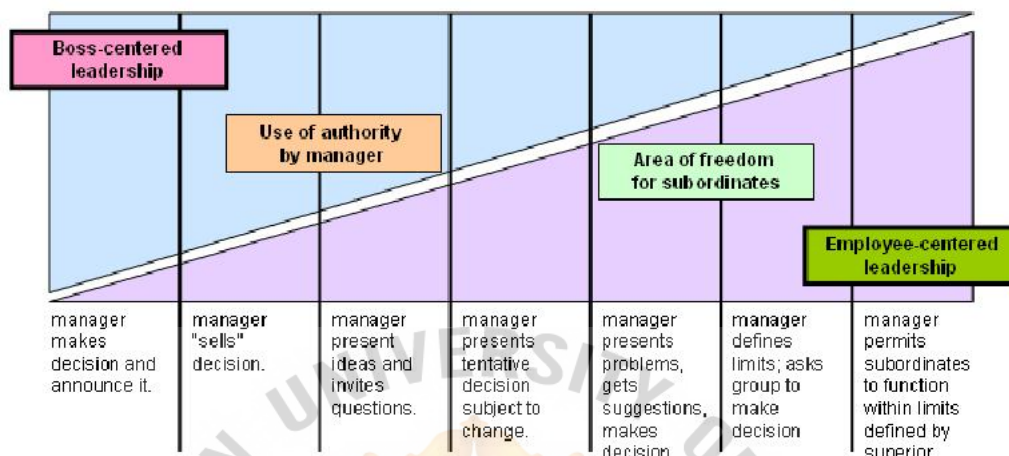
#### 2.6.3.1 Classical leadership style – the leadership continuum.

##### *Boss-centered versus employee-centered leadership continuum*

Robert Tannenbaum and Warren H. Schmidt have described the boss-centered and employee-centered leadership styles based on the following forces and constraints.

1. Forces in the leader - some leaders are directive by nature and some are comfortable in sharing decision making. Leader who believes and let team members have a say in the decision making process tends to be employee-centered.
2. Forces in subordinates – team members who expect to share decision making can be readily granted authority.
3. Forces in situation – there are times that the team members have knowledge to handle the problem, whereas sometimes only the leader has enough competence to solve the problem.
4. Time constraint – employee-centered leadership is more time consuming than only leader making decision, and in some cases with the immediate need of action, boss-centered leadership is taken into account.

Figure 2.9. Continuum of leadership behaviors



(Source: Tannenbaum, Robert and Schmidt, Warren H. (May 1973). *How to choose a leadership pattern.* Harvard Business Review)

#### *The autocratic-participative-free rein continuum*

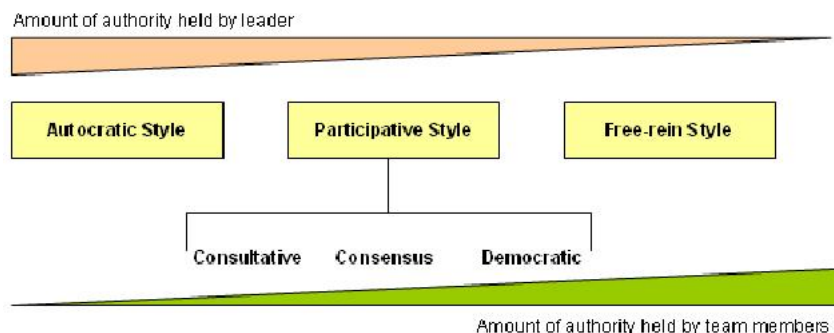
Tannenbaum, Robert and Schmidt model has gradually evolved into three main different leadership styles that were adopted to Kurt Lewin's leadership style.

1. Autocratic – Leaders with this style retain most of the decision making process to themselves and assume that team members will comply to their decision. Authoritarian leaders are task-oriented and they emphasize on getting task accomplished. Authoritarian leaders provide clear expectations for what needs to be done, when it should be done, and how it should be done. There is also a clear division between the leader and the followers. Authoritarian leaders make decisions independently with little or no input from the rest of the group. Authoritarian leadership is best

applied to situations where there is little time for group decision-making or where the leader is the most knowledgeable member of the group.

2. Participative – Leaders with this style share decision making with team members. They can be classified into three subtypes: *consultative*, *consensus*, and *democratic*. Consultative leaders confer with team members before making decision, yet they retain final authority to make decision. Consensus leaders make decision that reflects general team agreement. Democratic leaders function as collectors of team opinion and make decision by voting among the team.
3. Free rein – Leadership is provided to the group indirectly. Team members are provided freedom to figure out how to perform tasks at their best. This type of leaders offer little or no guidance to group members and leave decision-making up to group members. While this style can be effective in situations where group members are highly qualified in an area of expertise, it often leads to poorly defined roles and a lack of motivation. This style works best with well motivated and experienced team members.

Figure 2.10. The autocratic-participative-free rein continuum



(Source: Dubrin, Andrew J. (2003). *Leadership: Research Findings, Practice, and Skills*. Houghton Mifflin Company)

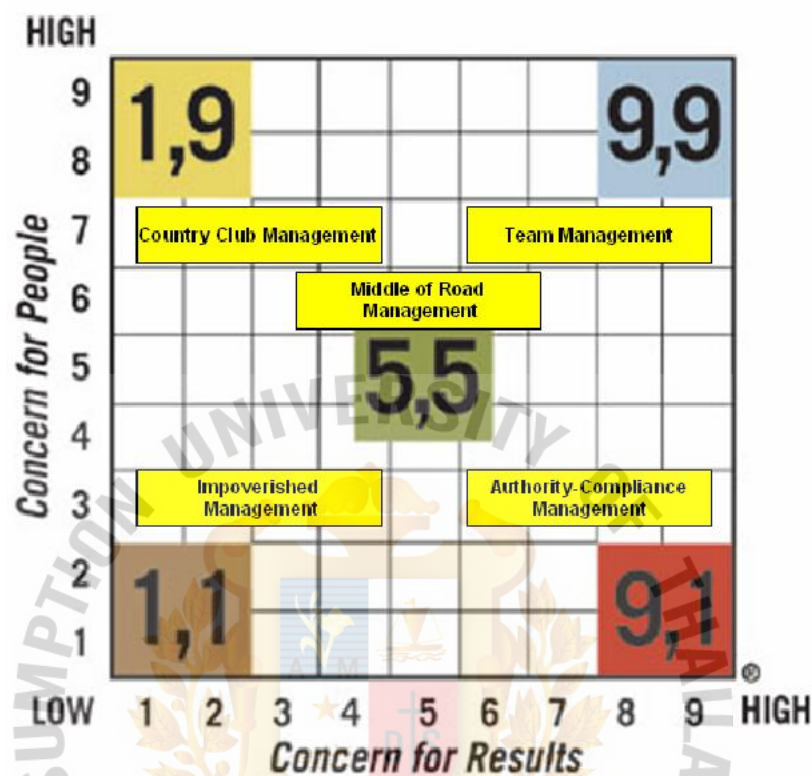
#### 2.6.3.2 Leadership Grid Style.

Developed by Robert R. Blake and Jane S. Mouton, The Leadership Grid® provides a framework for understanding types of leadership. The grid consists of two behavioral dimensions:

1. Concern for production
2. Concern for people

Blake and Mouton characterize five different leadership styles according to the varying emphasis on each of these two dimensions (with a range of 1 to 9 on each continuum), as illustrated in figure 2.11 . They suggest that most effective leadership is characterized by the combination of high concern for production with high concern for people.

Figure 2.11. Leadership Grid® (Blake and Mouton)



(Source: Dubrin, Andrew J. (2003). *Leadership: Research Findings, Practice, and Skills*. Houghton Mifflin Company.)

*Team management*

Contribute and commit. Work accomplishment is from committed people; interdependence through a "common stake" in organization purpose leads to relationships of trust and respect. Leader with this style leads goal directed team approach that seeks to gain optimum results through participation, involvement, and commitment.

*Authority-Compliance management*

Direct and dominate. Efficiency in operations results from arranging conditions of work in such a way that human elements interfere to a minimum degree.

Leader with this style concentrates on maximizing production by exercising power and authority and dictating people.

*Impoverished management*

Evade and elude. Exertion of minimum effort to get required work done is appropriate to sustain organization membership. This type of leader does only the minimum required to remain a member of the organization. This type of leader is, in fact, not qualified to be a leader.

*Country club management*

Yield and comply. Thoughtful attention to the needs of people for satisfying relationships leads to a comfortable, friendly organization atmosphere and work tempo. Leader in this grid pays attention on good feelings among team even at the expense of achieving goal.

*Middle of the road management*

Balanced and compromise. Adequate organization performance is possible through balancing the necessity to get out work with maintaining morale of people at a satisfactory level. This type of leaders perform their job, however avoid making waves and conform to status quo.

### 2.6.3.3 Ken Balnchard's Situational Leadership Style.

According to Situational Leadership II® model developed by Ken Balnchard and Paul Hersy, managers must use different leadership styles depending on the situation. The studies have shown that leadership pattern falls into two basic categories according to Situational Leadership II® model as follows:

1. Directive behavior – involves telling and showing people what to perform, how to perform, and when to perform; monitoring performance; and

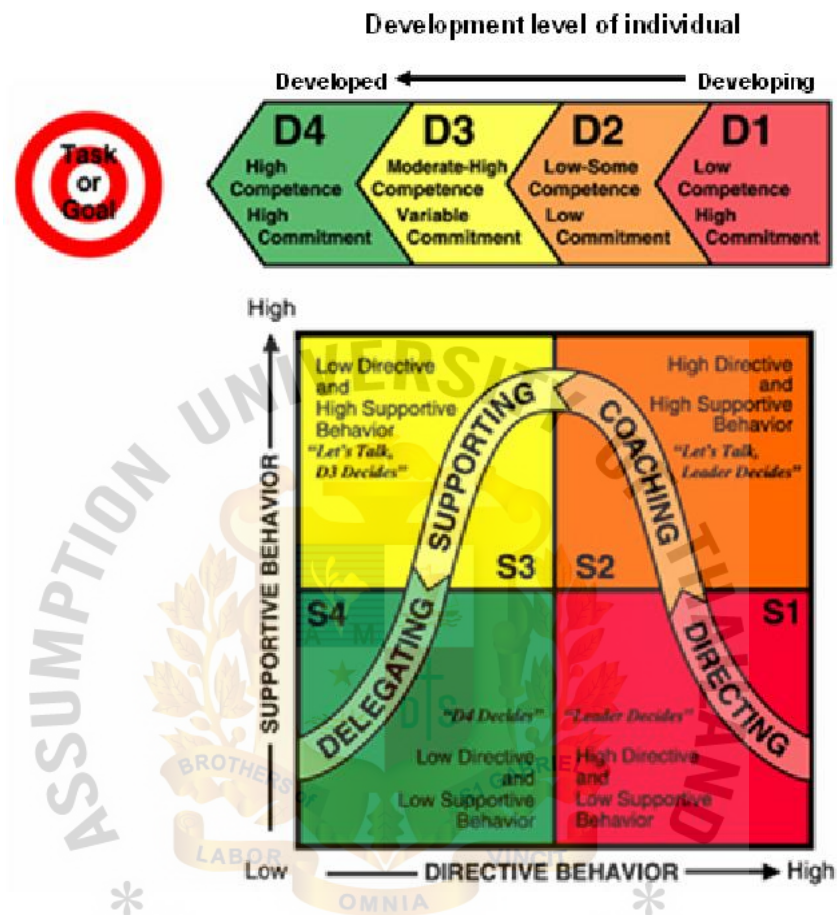


providing frequent feedback on results. This behavior of leadership develops competence in others.

2. Supportive behavior – focuses on developing positive attitudes and feelings towards the goal, and fostering and developing individual's commitment and initiatives. This type of behavior includes listening, facilitating, encouraging, and involving people in decision making. This behavior of leadership builds commitment in others.

Situational Leadership II® model in figure 2.12 defined four styles of situational team leadership which are directing, coaching, supporting, and delegating styles based on the relationship between leadership behaviors and individual's development level, combination of competence and commitment, on specific goal. The goal of situational leadership style is to match the leadership style which is appropriate individual's development level. The leader provides support and direction to individual to move along the development continuum, and as development level of individual is changed, the leader's style changes accordingly in order to lead effectively.

Figure 2.12. The Situational Leadership II® model



(Source: *Situational Leadership II® The Article. Developing competence, gaining commitment, retaining talent.* (2001). The Ken Blanchard Companies)

Development level of an individual is determined by *competence*, the knowledge and skills an individual brings to accomplish a specific task or goal, and *commitment*, a combination of individual's motivation and confidence to accomplish specific task or goal. The development level applies to the individual's competence to specific task or goal and not to the individual as a person. There are four levels of individual's development as follows:

*D1: Enthusiastic beginner* – are low competence and high commitment. The individual at this level of development has very little experience on the specific task and is enthusiastic and ready to learn. People at this level are hopeful, inexperienced, curious, unskilled or have new skill, optimistic, and enthusiastic.

*D2: Disillusioned learner* – are low at some competence and commitment. The individual at this level of development commonly experiences disillusion when a task is getting difficult and different than expected. People at this level are overwhelmed, confused, demotivated, demoralized, frustrated, discouraged, and have flashes of competence.

*D3: Capable but cautious performer* – are moderate to high competence and variable commitment. The individual at this level of development goes through self doubt stage whether they can perform the task well on their own. This influences individual's commitment to fluctuate from excitement to insecurity. People at this level are self-critical, cautious, doubtful, contributing, insecured, unsure, and bored or apathetic.

*D4: Self reliant achiever* – are high competence with high commitment. The individual at this level of development establishes a high level of competence and commitment on specific task or goal. People at this level are justifiably confident, consistently competent, inspired, inspiring others, expert, autonomous, self-assured, accomplished, and self-directed.

There are four different styles of leadership varying in amount of direction and support a leader provides to an individual.

### *S1: Directing leadership style*

A leader provides specific direction on what and how tasks or goals are to be accomplished and monitor performance closely. Decisions are made by the leader and communicated to the others. The behaviors of this style are as follows.

1. Acknowledges enthusiasm and transfer skills
2. Define goals, timelines, and priorities
3. Define roles, limits, and boundaries
4. Takes the lead in action planning and problem solving
5. Organizes and shares information and resources
6. Develops a plan for learning and practicing new skills
7. Teaches and shows how
8. Gives examples of what a good job would look like
9. Checks and monitors learning frequently to give feedback

### *S2: Coaching leadership style*

A leader directs tasks, and seeks for suggestions and ideas from others. Final decisions are made by the leader while suggestions are welcome. The behaviors of this style are as follows.

1. Involves individual in clarifying goals and action plans, but make final decision
2. Listens to the individual's concerns and ideas
3. Provides perspective that progress is being made
4. Involves individual in problem solving and decision making
5. Helps individual analyze successes and failures and consider alternatives
6. Gives advice and ideas and share example of other works

7. Provide information, resources, and coaching
8. Explains why (about what and how)
9. Encourages, provides frequent feedback, and praise to build competence

*S3: Supporting leadership style*

A leader leaves daily operational processes and decision making to individuals. A leader involves in problem solving, but encourages and facilitates individual's decision making and problem solving. The behaviors of this style are as follows.

1. Encourages individual to take the lead in goal setting, action planning, and problem solving
2. Asks questions, listen to concerns, and serves as a sounding board
3. Facilitates self-reliant problem solving and evaluation
4. Asks: How can I help?
5. Shares expertise and collaborates when asked
6. Reflects on past success and skills to build confidence
7. Suggests ways to make the goal more interesting or challenging if motivation is low
8. Removes obstacles to accomplish goal

*S4: Delegating leadership style*

A leader empowers individuals to act independently and provides necessary resources to accomplish tasks or goals. Most decisions are made by individuals. The behaviors of this style are as follows.

1. Expects individual to take charge and keep others informed

2. Expects individual to take responsibilities for goal setting, action planning, and decision making
3. Trusts individual's judgment
4. Expects individual to evaluate own work and to continually innovate
5. Encourages individuals to challenges themselves to even higher levels of performance
6. Provides opportunities to share knowledge and skills, mentor and teach others
7. Acknowledges, values, and rewards contributions
8. Provides additional resources as required

*Matching leadership style to individual's development level.*

*Directing style for development level 1 (S1 for D1)* – This is effective since the high direction and instructions foster task knowledge and skill individual needs to accomplish the specific task. There is less need for support at this level since individual is enthusiastic to learn and perform.

*Coaching style for development level 2 (S2 for D2)* – This type of leader provides individual with high instructions and directions to develop competence and increase support to counter commitment drop.

*Supporting style for development level 3 (S3 for D3)* – Leader providing high supportive style benefits the individuals with variable commitment, and overcome individual's motivational problems. Individual at this level compose moderate to high competence, and little direction is needed from the leader.

*Delegating style for development level 4 (S4 for D4)* – Since the individual is highly competent and highly committed at specific task, little direction and little



support is needed. Individual has the ability to provide own direction and is self-motivated.

## **2.7 Entrepreneurial Competencies**

Competency is an individual's abilities and skills and performance at a chosen career. Some competencies may be general and some may be particular to a specific career. The researches have shown that entrepreneurial competencies are teachable and learnable behaviors rather than born personality traits.

### **2.7.1 Entrepreneur and Entrepreneurship Review**

Bill Bolton and John Thompson have described entrepreneur as a person who habitually creates and innovates to build something of recognized value around perceived opportunities. There are substantial amount of disagreement concerning the concept of entrepreneurial competencies, while some believe that individual can be thought to become entrepreneur, others believe that it is impossible. Peter Drucker believes that entrepreneurship can be learned and anybody in the organization can learn to become an entrepreneur.

Jeffrey A. Timmons has described entrepreneurship as human, creative act that build something of a value from practically nothing, and is the pursuit of opportunity regardless of the resources or lack of resources at hand. It requires a vision and passion and commitment to lead others in the pursuit of that vision, and willingness to take risks.

Robert Ronstand has described entrepreneurship as the dynamic process of creating incremental wealth by individuals who assume the major risks in terms of equity, time, and/or career commitment of providing value for some product or

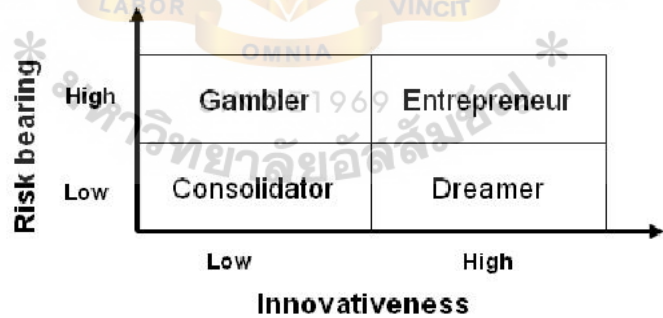
service which may or may not be new or unique but value must somehow be infused by entrepreneur by securing and allocating the necessary skills and resources.

2.7.2 Classification of Entrepreneur Review

Classification of entrepreneur provides insight into how entrepreneurs work and factors underlying their success. Landau (1982) has described that the characteristics of innovation and risk taking provide a basis for classifying entrepreneur.

“Innovation is the specific tool of entrepreneurs, the mean by which they exploit change as an opportunity for a different business of a different service. It is capable of being presented as a discipline, capable of being learned, capable of being practiced. Entrepreneurs need to search purposefully for the sources of innovation, the changes and their symptoms that indicate opportunities for successful innovation. And they need to know an to apply the principles of successful innovation.” (Peter Drucker, 1985)

Figure 2.13. Landau’s classification of entrepreneurial types



(Source: Wickham, Philip A. (2001). *Strategic Entrepreneurship*, 2<sup>nd</sup> edition)

*Gambler* is characterized by low degree of innovation and high level of risk. This type of entrepreneur rises from the fact that without innovation, the entrepreneur is taking a big risk in providing value better than existing players in the market.

*Consolidator* is the entrepreneur who develops venture based on low risk and low innovation, and they are at best on improving what existing players are already providing in the market.

*Dreamer* attempts to combine high level of innovation with low level of risk, however the dream cannot be realized without taking significant risk.

*Entrepreneur* is a true entrepreneur who takes significant level of risk to provide innovation and be different from what existing players in the market have already been providing.

### 2.7.3 Entrepreneurial Competencies Review

Dr. Jyotsna Sethi, and Dr Anand Saxena have explained that entrepreneurial competencies mean abilities and skills of individual and that recognition of these competencies as abilities and skills makes entrepreneurship as a teachable and learnable behavior. The following describes a set of entrepreneurial competencies developed by the Entrepreneurship Development Institute of India (EDI).

Initiative- acting out of choice rather than compulsion, taking the lead rather than waiting for others to start.

1. *Initiative* – taking proactive action and be the first to take action towards goal.
2. *Sees and acts on opportunities*- a mindset where one is trained to look for business opportunities from everyday experiences.
3. *Persistence*- a ‘never say die’ attitude, not giving up easily, striving.
4. *Information seeking* - continuously until success is achieved.
5. *Knowing*- knowing who knows, consulting experts, reading relevant material and an overall openness to ideas and information.

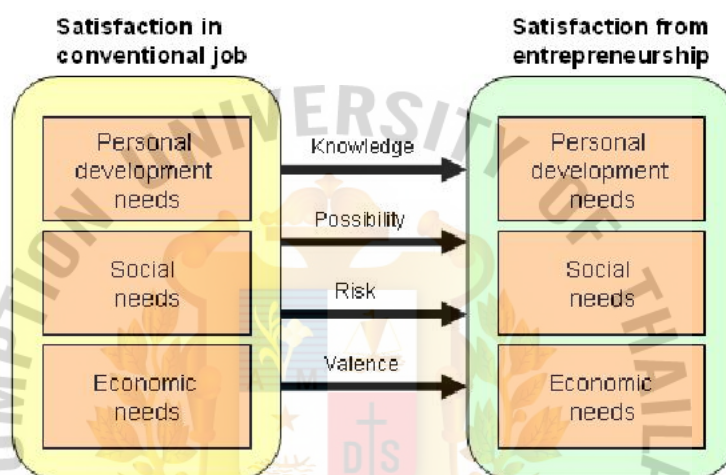
6. *Concern for high quality of work*- attention to details and observance of established standards and norms.
7. *Commitment to work contract*- taking personal pains to complete a task as scheduled.
8. *Efficiency Orientation*- concern for conservation of time, money and effort.
9. *Systematic Planning*- Breaking up the complex whole into parts, close examination of the parts and inferring about the whole; e.g. simultaneously attending to production, marketing and financial aspects of the overall business strategy.
10. *Problem solving*- observing the symptoms, diagnosing and curing.
11. *Self-confidence*- not being afraid of the risks associated with business and relying on one's capabilities to successfully manage these.
12. *Assertiveness*- conveying emphatically one's vision and convincing others of its value.
13. *Persuasion*- eliciting support of others in the venture.
14. *Use of influence strategies*- providing leadership.
15. *Monitoring*- ensuring the progress as planned.
16. *Concern for employee welfare*- believing in employee well-being as the key to competitiveness and success.

#### **2.7.4 Influences in the Move to Entrepreneurial**

Philip A. Wickham (2001) has explained that whatever forces that acting on individual to become entrepreneur is an individual's own decision and we need to understand the factors influencing in driving and shaping that decision in order to understand individual's need and motivation to become entrepreneur. The need of individual is divided into three main categories: *economic needs*, the need for income

to be stable and predictable; *social needs*, the desire to be a part of and fit into a particular group and to be recognized and respected among the group; and *developmental needs*, desire of an individual to achieve personal goals and to grow intellectually or spiritually.

Figure 2.14. A model of the move to entrepreneurship



(Source: Wickham, Philip A. (2001). *Strategic Entrepreneurship*, 2<sup>nd</sup> edition. UK: Prentice Hall)

*Knowledge* - the individual must acknowledge that there is an entrepreneur option exists and must be aware of own potential and capabilities.

*Possibility* – there must be no significant restrictions for individual to undertake entrepreneurship and must have possibility to pursue that option.

*Risk* – individual will only make a move toward entrepreneurship only if risks are being accepted and taken, and must ensure that such risk is worth taking to accomplish the goal.

*Valence* – individual is attracted by different mix of opportunities and needs to move towards entrepreneurship.

## 2.8 Teamwork

Teamwork is working cooperatively together of individuals as a team to accomplish the same goal or objective. Teamwork is one of the most essential activities for an organization's success. Organizations which have reorganized their workforce into teams in this way claim substantial improvements in morale, job satisfaction, productivity and quality.

“Team is a distinguishable set of two or more individuals who interact interdependently and adaptively to achieve specified, shared, and valued objectives”. (Morgan, Glickman, Woodard, Blaiwes, & Salas, 1986).

Richard S. Wellins, William C. Byham, and Jeanne M. Wilson (1991) have described teamwork as “active participation in, and facilitation of, team effectiveness; taking actions that demonstrate consideration for the feelings and needs of others; being aware of the effect of one's behaviors on others.”

Nicky Hayes (1997) has described that teamwork is delegation and empowerment and passing responsibilities over to working teams in order to get on with what each team members has to do without continually having to refer to higher levels in the organization. In other words, the team needs to be given enough authority to make decision about their work and enough power to ensure proper operation and reach expected outcome.



### 2.8.1 Aspects of Teamwork

Richard A. Guzzo (1995) has explained that teamwork exists when the group members interact, work towards valued, common, specified goals and objectives. Team members must show competence not only in the area of their own duties but also in the areas of the other team members with whom they directly interact with. Teamwork is more than accomplishment of the individuals within the group. It also involves behaviors that team members interact with each other to achieve desired objective. There are nine aspects of teamwork as described by Guzzo as follows:

1. Monitor performance - members monitor one another's performance
2. Feedback - members provide feedback to each other
3. Communication – teamwork involves effective communication among members
4. Willing to back up - members are prepared and willing to back up other members during operation
5. Group success - members view themselves as a group and take their success depends on their interaction with the other members
6. Interdependence - members foster team interdependence of tasks
7. Flexible - members are flexible and have ability to alter their behavior on different situations.
8. Change - team not only changes but develops over time.
9. Teamwork is task-work is distinctive - task-work is technical aspect of team operations, whereas teamwork is the behavior among the members.

### **2.8.2 Team Cohesiveness**

Being in the team is not the same as feeling belonging to the team or as part of the team. Team cohesion is a bond that links the members together and determines to extent to which the members contribute to the team and the efforts that they will put in the operation on behalf of the team. Jeremy Tozer (1997) has described the following factors affecting team cohesion.

1. Contact and open communication with team members
2. Similarity of work among the team members
3. Incentive system for individual or team that recognizes and stimulate self centered or team centered behavior
4. Compatibility of individuals among the team
5. Size of the team that allows every team members to participate and communicate
6. External threat that foster team members to unite together
7. Leadership in the team that leads the team effectiveness

### **2.8.3 Influences on Team Effectiveness**

Jeremy Tozer (1997) has explained that for the team to be successful, the following elements need to be understood and combined.

Figure 2.15. Factors influencing team effectiveness



(Source: Tozer, Jeremy. (1997). *Leading Initiatives*. Australia: Butterworth-Heinemann)

#### *Team composition*

The differences in team members in terms of not only their personalities, characteristics, attitudes, values, motivation, and perceptions, but also the age, gender, race, religion, experiences, education, and family background can either support or detract team effectiveness.

#### *Team size*

Size of the team is critical aspect of how good the team performs. The larger the team, the greater the range of knowledge, skill and experience, however the more difficult the communication is. The smaller team creates cohesiveness and fosters better communication and contact.

### *Team role and tasks*

Based on the type of tasks and role that each member plays to accomplish each task, it determines the time scale the overall task will be completed and the quality of result. All of these effect team performance.

### *Team environment*

The environment includes company's objectives, policies and procedures, structure, culture, technology, physical surroundings, and leadership of the team very strongly influences the team behavior and performance.

### *Communication*

Communication is very vital to team effectiveness. Centralized network type of communication pattern is most effective in solving simple problems, while decentralized one is most effective for solving complex problems. The research indicates that the higher level or access of communication among the team leads to a higher level of satisfaction within the team. And the more central the person is in the communication, the higher the satisfaction level felt by that person.

### *Team norms*

The norm built among the team such as beliefs, attitudes, language used, specific behaviors, appearance, etc, affects individual within the team and thus affects the performance of the entire team.

### *Team organization*

How the team is organized to perform each objective in terms of the role and responsibilities, who will be the coordinator, planner, gatekeeper, information seeker, etc, are important to team effectiveness, as well as the communication pattern the team had implemented among the group.

### *Leadership*

Leadership is the most important aspects of teamwork. Team leader needs to provide the opportunity and environment that foster team members' knowledge and competencies. It also involves coaching, mentoring, and appraising the members' performance.

### *Common team processes*

Processes the team members agreed to take to accomplish the goal such as problem solving, decision making processes are important for team effectiveness.

### **2.8.4 Inhibiting Factors in Team Performance**

Katzenbach and Smitch (1993) have stated the following factors that inhibit team effectiveness and performance.

#### *Lack of autonomy*

Team needs to be able to make own decisions on how they function. Interference and overruling to their decision will result in team dysfunction and drop in team performance.

#### *Lack of support and commitment*

Team needs support from top management of the organization and organizational support to the projects the team is operating. Lack of organization support and commitment very much effects team performance.

#### *Team is too large*

If the size of the team is too large, it will not be able to engage all members fully, and some members may not participate and contribute to their fullest.

### *Lack of resources*

It is necessary that team be provided with necessary resources or trainings to function effectively.

### *Lack of feedback and recognition*

Team needs to have positive feedback and recognition to their achievement from time to time to motivate the team members. Without proper feedback and recognition, team members become demoralized with feeling of frustration and failure.

### *Competitive individual appraisal*

The appraisal system that appraises individual and not a team as a whole puts team members in competition with one another and undermine cooperativeness dimension of teamwork and highly demoralizes team members.

## **2.9 Conceptual Framework**

The conceptual framework in Table 2.2 describes three phases of OD, which are current situation of TEP, proposed OD interventions, and desired outcome after OD interventions. The researcher focused on three main variables: *leadership style*, *entrepreneurial competencies*, and *teamwork* which are major factors influencing success of TEP.



Table 2.2. Conceptual framework

Pre ODI	Propose ODI	Desired Outcome
<p><b><u>Leadership style</u></b></p> <ul style="list-style-type: none"> <li>There is a difference in employees' perception of manager's leadership style and manager's perception of their own leadership style</li> <li>Ineffective communication between managers and staffs.</li> <li>Unclear staffs performance expectations.</li> </ul> <p><b><u>Entrepreneurial competencies</u></b></p> <ul style="list-style-type: none"> <li>Managers have low level of competencies in:               <ul style="list-style-type: none"> <li>Achievement</li> <li>Thinking and problem solving</li> <li>Personal maturity</li> <li>Directing and controlling</li> <li>Influence</li> </ul> </li> </ul>	<p><b>Seminar</b></p> <ul style="list-style-type: none"> <li>Leadership Skills, Core skills for leaders</li> </ul> <p><b>Trainings</b></p> <ul style="list-style-type: none"> <li>Effective communication skill</li> <li>Assertive communication skill</li> </ul> <p><b>Workshops</b></p> <ul style="list-style-type: none"> <li>Situational leadership II</li> <li>Share value on leadership style</li> </ul> <p><b>Trainings/ Workshops</b></p> <ul style="list-style-type: none"> <li>Problem solving and creative thinking</li> <li>Effective communication skill</li> <li>Assertive communication skill</li> <li>Influencing skill</li> <li>Influencing strategies</li> <li>Coaching skill</li> </ul>	<ul style="list-style-type: none"> <li>Managers effectively lead their team with staffs at different development level.</li> <li>Managers and staffs share the value and vision.</li> <li>Managers communicate with subordinates with clear directions and instructions and support needed.</li> <li>Staffs are motivated and encouraged to perform tasks.</li> <li>Managers improve and/or develop their competencies in:               <ul style="list-style-type: none"> <li>Achievement</li> <li>Thinking and problem solving</li> <li>Personal maturity</li> <li>Directing and controlling</li> <li>Influence</li> </ul> </li> </ul>
<p><b><u>Teamwork</u></b></p> <ul style="list-style-type: none"> <li>Weak communication among TEP team members</li> <li>Low interdependency among team members</li> <li>Weak monitoring skill among team</li> <li>Team members do not provide proper feedback</li> <li>Team members are not flexible to perform some tasks</li> <li>Teams have high resistance to change</li> </ul>	<p><b>Trainings</b></p> <ul style="list-style-type: none"> <li>Team communication</li> <li>Feedback skill</li> <li>Monitoring progress skill</li> </ul> <p><b>Workshops</b></p> <ul style="list-style-type: none"> <li>Team value assessment</li> </ul> <p><b>Activities</b></p> <ul style="list-style-type: none"> <li>Annual sports day</li> <li>Clubs</li> <li>Company trip</li> <li>Team building activities</li> <li>Set and evaluate KPI for every department.</li> </ul>	<ul style="list-style-type: none"> <li>Creates bond between team members.</li> <li>Improve communication among the team.</li> <li>Team openness to provide and receive feedback from team members.</li> <li>Team increase their willingness to change</li> <li>Improve cross functional collaboration</li> </ul>

### *Pre-ODI (Current Situation)*

In this stage, the researcher focused on current situation of three main variables which are leadership style, entrepreneurial competencies, and teamwork.

Under the variable leadership, researcher focused on whether there was a difference between perception of employees towards management leadership style and perception of management on their own leadership style based on three types of styles which were autocratic, participative, and free-reign.

Under the variable entrepreneurial competencies, researcher focused on competencies of TEP management in five competencies clusters which were achievement, thinking and problem solving, personal maturity, directing and controlling, and influence. The researcher assessed and analyzed those entrepreneurial competencies of management and proposed appropriate ODI to develop the competencies that were low level of development. Researcher assessed the current situation of teamwork in terms of whether there was teamwork in each department, whether there was teamwork among top management, and whether there was teamwork across different departments of TEP, focusing on factors influencing teamwork such as team communication, team interdependency, team flexibility, team monitoring and feedback level, and team willingness to change.

### *Proposed Organization Development Interventions (Proposed-ODI)*

The researcher proposed approximately one year intervention plan based on the analysis of the findings of current situation, to improve leadership style of management, to develop entrepreneurial competencies of management, and to improve teamwork effectiveness of all TEP employees within the same department as well as among different departments and among management team.

*Desired Outcome after Organization Development Intervention*

The desired outcomes listed in the conceptual framework under table 2.2 are the outcomes expected if the proposed OD interventions were implemented as planned.



## CHAPTER THREE

### Research Methodology

This chapter describes research design and methodology which consists of research design, methodology, respondents, research instruments, data collection techniques, data collection procedures, and data analysis.

#### 3.1 Research Design

Researcher used quantitative approach to conduct diagnosis with assessment questionnaires on leadership style, entrepreneurial competencies, and teamwork.

Researcher used questionnaires for department managers to assess their own leadership style and the same questionnaires were distributed to employees in each department to assess their perception of department manager's leadership style. For entrepreneurial competencies, researcher used entrepreneurial competencies self assessment questionnaires to measure competencies of management of TEP focusing on five competencies clusters: *achievement* cluster consists of initiative, seeing and acting on opportunities, persistence, information seeking, concern for high quality of work, commitment to work contract, efficiency orientation; *thinking and problem solving* cluster consists of systematic planning, problem solving; *personal maturity* cluster consists of self-confidence; *directing and controlling* cluster consists of assertiveness; and *influence* cluster consists of persuasion and use of influence strategies.

Researcher used teamwork questionnaires to access teamwork within the departments as well as teamwork among departments and among management of TEP

covering five aspects of teamwork which are team communication, team interdependency, team flexibility, team monitoring and feedback level, and team willingness to change.

Researcher designed this research with three phases of OD as follows:

*Pre-Organization Development Intervention (Pre ODI)*

At this stage, the researcher set up a meeting with top management of TEP to communicate the objective to this diagnosis and benefits of OD interventions to be proposed. After the approval of all management along with discussion with human resource manager, researcher distributed assessment questionnaires to measure current leadership style and entrepreneurial competencies of management and teamwork of all TEP staffs. This research study is quantitative and the results of the study are analyzed by statistical data analysis.

*Proposed Organization Development Intervention (Proposed ODI)*

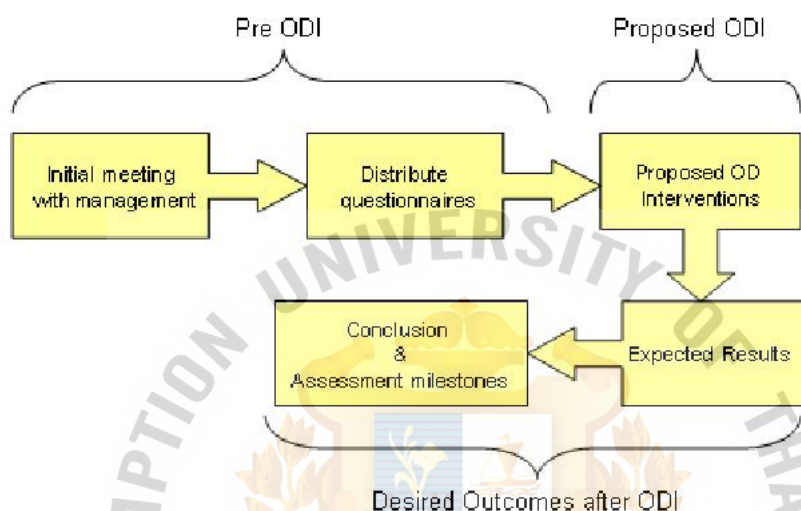
In this stage, researcher asked participation of TEP top management and staffs to implement appropriate OD interventions to solve the problems found in the previous stage and to improve some outstanding issues. The researcher planned out ongoing interventions for a period of approximately one year, however due to time limitation in conducting this research, researcher only proposed appropriate OD interventions for TEP to implement in the near future.

*Desired Outcome after Organization Development Intervention*

The researcher speculated improvement on those research variables after the company implemented proposed OD interventions. The variables under this study normally take time for improvement due to its nature. The researcher set processes, standards and milestones for assessing impact of OD interventions on leadership style,

entrepreneurial competencies, and teamwork of TEP for realizing short term change. Expected results are described under the topic Conceptual Framework in Chapter 2.

*Figure 3.1. Data Collection and Analysis Process*



### 3.2 The Respondents

The respondents of TEP were divided into two main groups: management level including top management and middle management; and non-management level including office staffs and shop floor level employees.

The researcher focused assessment of leadership style and entrepreneurial competencies on management of TEP, total of nineteen staffs in which eight of them were top management and eleven were middle management.

The respondents of leadership style assessment include top management of TEP who were department managers and sub-department managers. The respondents of leadership style assessment also include all staffs in each department excluding shop floor staffs. The researcher assessed leadership style of top management by using self assessment questionnaires to assess their own leadership style and the same



questionnaires were distributed to employees in each department to assess their department manager's leadership style. Since some managers in sub-department were members of the management team, employees under those sub-department managers were also assessed with the leadership style of their direct manager, and sub-department managers were also assessed with their own leadership style as well as their department manager's leadership style.

Respondents of entrepreneurial competencies were management of TEP at total of nineteen staffs including eight staffs at top management and eleven staffs at middle management level.

For teamwork assessment, the researcher focused on teamwork of all employees in TEP which includes all employees under total of eight departments: sales and marketing, production, human resource, finance, logistic, information technology, quality assurance, and engineering. By including all employees of TEP in teamwork assessment, not only provide a more reliable data than using sampling, but also created organization wide awareness for change.

2% of total TEP employees were at top management level, 3% were at middle management level, 23% were at office staff level, and 72% were at shop floor staffs level as shown in Table 3.1.

Table 3.1. Respondents Count

Staff Level	Total	Percentage
Top Management	8	2%
Middle Management	11	3%
Office Staffs (excluding management)	86	23%
Shop floor staffs (excluding management)	270	72%
Total	375	100%

3.3 Research Instrument

3.3.1 Questionnaire

Quantitative questionnaires were used to gather data on leadership style, entrepreneurial competencies of management, and teamwork of TEP.

The researcher used leadership style assessment questionnaires to assess leadership style of top management focusing on Kurt Lewin’s leadership styles which are autocratic style, democratic style, and Laissez-Faire style. The questionnaires consisted of thirty questions using four points Likert scale.

Table 3.2. Leadership Style Assessment Questionnaire Structure

Style	Question Number	Total
Autocratic style	1, 4, 7, 10, 13, 16, 19, 22, 25, 28	10
Democratic style	2, 5, 8, 11, 14, 17, 20, 23, 26, 29	10
Laissez-Faire style	3, 6, 9, 12, 15, 18, 21, 24, 27, 30	10
TOTAL		30

For assessing entrepreneurial competencies, researcher used a standard entrepreneurial competencies self assessment questionnaires by Dr. Jyotsna Sethi and Dr Anand Saxena, which consists of 65 questions using five points Likert scale, assessing various competencies and 5 questions for correction factor which was used

to determine whether or not a person tries to present a very favorable image of himself.

Table 3.3. Entrepreneurial Competencies Assessment Questionnaire Structure

Part	Area	Question Number	Total
Part. I	<b><u>Achievement</u></b>		
	Initiative	1, 15, 29, 43, 57	5
	Sees and Acts on opportunities	2, 16, 30, 44, 58	5
	Persistence	3, 17, 31, 45, 59	5
	Information seeking	4, 18, 32, 46, 60	5
	Concern for high quality of work	5, 19, 33, 47, 61	5
	Commitment to work contract	6, 20, 34, 48, 62	5
	Efficiency orientation	7, 21, 35, 49, 63	5
Part. II	<b><u>Thinking / Problem Solving</u></b>		
	Systematic planning	8, 22, 36, 50, 64	5
	Problem solving	9, 23, 37, 51, 65	5
Part. III	<b><u>Personal Maturity</u></b>		
	Self-confidence	10, 24, 38, 52, 66	5
Part. IV	<b><u>Directing and Controlling</u></b>		
	Assertiveness	11, 25, 39, 53, 67	5
Part. V	<b><u>Influence</u></b>		
	Persuasion	12, 26, 40, 54, 68	5
	Use of influence strategies.	13, 27, 41, 55, 69	5
		<i>TOTAL Questions</i>	65
	Correction factor	14, 28, 41, 55, 70	5
		TOTAL	70

The researcher focused the study on teamwork variable listed in table 3.4 below using four points Likert scale. Teamwork assessment questionnaires were used to assess intradepartmental teamwork as well as interdepartmental teamwork.

Table 3.4. Teamwork Assessment Questionnaire Structure

Part	Area	Question number	Total
Part. I	Communication	1 - 5	5
Part. II	Monitoring and feedback	6 - 10	5
Part. III	Team Interdependency	11 - 15	5
Part. IV	Flexibility	16 - 20	5
Part. V	Willingness to change	21 - 25	5
		TOTAL	25

### 3.3.2 Test of Reliability

Teamwork questionnaires were pre-tested to examine the reliability before they were distributed formally to all respondents. The term reliability is a generic term that is used to describe the degree of error associated with a measure.

Thirty respondents including ten office staffs and twenty shop floor staffs were randomly selected to answer teamwork assessment questionnaires. The respondents who were pre-tested were excluded from the formal distribution of questionnaires.

Cronbach's Alpha Estimate technique was used to test reliability by using SPSS program. Cronbach's Alpha is a statistic measure of the reliability of a psychometric instrument. Number of items for testing reliability of teamwork assessment questionnaires was thirty, and the following is the result of the reliability test.

N of items = 25      N of cases = 30

Cronbach's Alpha = .930

## 3.4 Data Collection Technique and Procedure

### 3.4.1 Data Collection Technique

The researcher used the following techniques to gather data on variables under this study.

#### *Questionnaire*

The survey questionnaires were used to gather quantitative data on leadership style, entrepreneurial competencies of TEP management team and teamwork of every employee in TEP.

Since most of the employees were Thai nationals, all questionnaires were translated into Thai language for better understanding of respondents. Translated questionnaires were reviewed by experts who were proficient in both Thai and English languages and have background in management with knowledge of leadership and entrepreneurship.

A pre-test of translated questionnaires was conducted before the questionnaires were distributed, to check reliability of questionnaires as well as the respondents’ understanding of the words in the questions.

Table 3.5. Questionnaire Distribution to Respondents

Employee level	Questionnaires
Top management	<ul style="list-style-type: none"><li>- Leadership questionnaire (Self assess own leadership style)</li><li>- Entrepreneurial competencies questionnaire</li><li>- Teamwork assessment questionnaire</li></ul>
Sub-department manager	<p>Additional questionnaire to this group:</p> <ul style="list-style-type: none"><li>- Leadership questionnaire (Assess department manager’s leadership style)</li></ul>
Middle management	<ul style="list-style-type: none"><li>- Leadership questionnaire (Assess department manager’s leadership style)</li><li>- Entrepreneurial competencies questionnaire</li><li>- Teamwork assessment questionnaire</li></ul>
Office staffs	<ul style="list-style-type: none"><li>- Leadership questionnaire (Assess department manager’s or sub-department manager’s leadership style)</li><li>- Teamwork assessment questionnaire</li></ul>
Shop floor staffs	<ul style="list-style-type: none"><li>- Teamwork assessment questionnaire</li></ul>

Documentation

Related documents such as employee satisfaction survey, ISO reports, and monthly meeting reports were reviewed to gather historical and recent information

on production, sales, and human resources, to help the researcher better understand the situation of the company as well as the results of the questionnaires.

### **3.4.2 Data Collection Procedure**

The first step of data collection process was to get approval from managing director of TEP. After the researcher gained the approval from managing director, the researcher set up a discussion session with human resource manager of TEP regarding distribution and collection of assessment questionnaires to the respondents with the corresponding questionnaires as mentioned in Table 3.5.

The researcher then set up initial meeting with management of TEP on second week of June 2008, explaining the objectives of the research, process of research, time line for research, and benefits of OD interventions to be proposed. Translated questionnaires were distributed on the third week of June to pretest reliability.

Leadership assessment questionnaires were distributed on the fourth week of June and they were provided two days before the researcher collected the questionnaires for analysis. Then entrepreneurial competencies assessment questionnaires were distributed on the first week of July and researcher collected them after two days.

In the second week of July, all employees were distributed with teamwork assessment questionnaires with support from human resource department. The questionnaires were distributed on both office floor, and production floor, and collected within two days. With the support from HR director, teamwork questionnaires were also distributed to all night shift shop floor staffs.

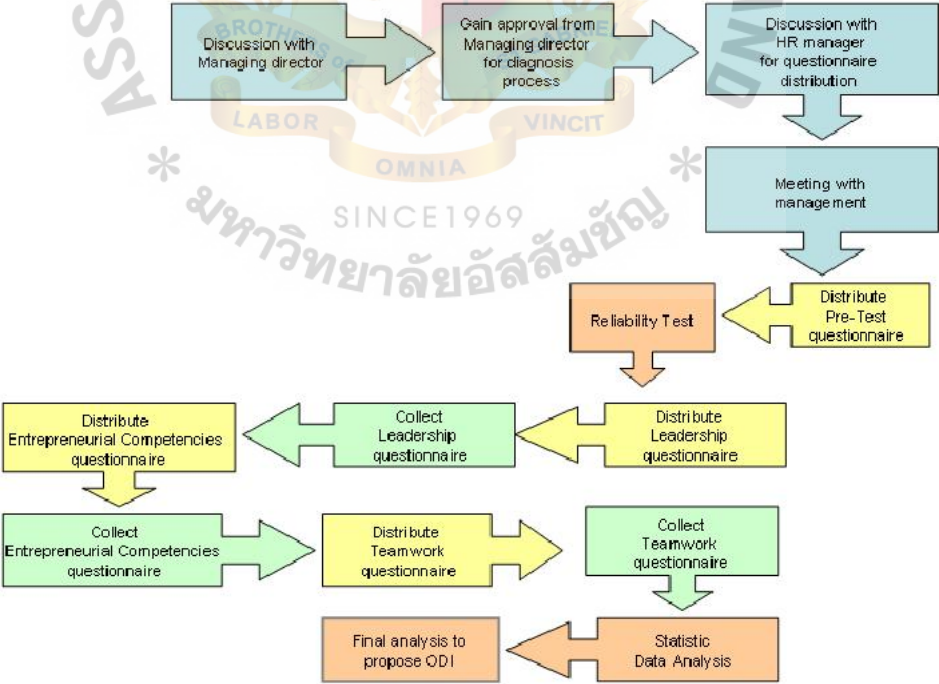
All questionnaires were collected separately in different groups as described in Table 3.6.



Table 3.6. Questionnaire Collection from Respondents

Questionnaires	Collect in different group of	Quantity
Leadership questionnaire	- Top management	8 staffs
	- Sub-department manager	3 staffs
	- Department (exclude shop floor staffs)	8 departments
Entrepreneurial competencies questionnaire	- Management (Top management and middle management)	19 staffs
Teamwork	- Department	8 departments
	- Top management	8 staffs

Figure 3.2. Data Collection Procedure



3.5 Data Analysis

Data collected for leadership style assessment was analyzed by summation techniques where the score values under each type of leadership style were added up in total to find out the highest of the three scores which indicates the style of leadership.

Data collected for entrepreneurial competencies were analyzed by using scoring technique by Dr. Jyotsna Sethi and Dr. Anand Saxena for entrepreneurial competencies assessment. This technique used additional five questions 14, 28, 41, 55, and 70 as correction factor to determine whether or not a person tries to prevent a favorable image of himself. If the total score of these factors is 20 or greater, then the total scores on the competencies are corrected. The following correction numbers in table 3.6 are used to figure the correct score.

Table 3.7. Correction Number for Entrepreneurial Competencies Assessment

Questionnaire

Correction Factor Score	Correction Number
24 or 25	7
22 or 23	5
20 or 21	3
19 or less	0

The level of competencies for each competency cluster were presented in the value of average of the sum of competencies in that specific cluster. The achievement competencies cluster was the average of seven competencies which were initiative, sees and acts on opportunities, persistence, information seeking, concern for high quality of work, and commitment to work contract, and efficiency orientation. Thinking and problem solving competencies cluster was the average of two

competencies systematic planning, and problem solving. Personal maturity competencies cluster was composed of self confidence, and directing and controlling competencies cluster was composed of assertiveness. Influence competencies cluster was the average of two competencies which were persuasion, and use of influence strategies. The level of competencies was compared among five different competencies clusters for each individual staff, and not compared between different staff or with any other standards.

Data collected were analyzed by using Statistical Package for the Social Sciences (SPSS) program as follows:

- 3.4.1 Frequency and percentage was used to measure demographic profile of respondents.
- 3.4.2 Average weighted mean on four point scale and descriptive statistics was used to measure the Likert scale questionnaires for teamwork with the following descriptive rating scale described below.

Table 3.8. Descriptive Rating Scale for Teamwork

Descriptive rating	Point	Arbitrary level
Strongly Agree	4	3.50 – 4.00
Agree	3	2.70 – 3.49
Disagree	2	1.80 – 2.69
Strongly Disagree	1	1.00 – 1.79

## CHAPTER FOUR

### Research Findings and Analysis

This chapter presents research findings and analysis of the findings at the stage of pre-organization development interventions. The result of the study is derived from the analysis of quantitative research questionnaires. The research findings of the pre-ODI phase provided ground for researcher and management of the company to discuss and work out corresponding OD intervention activities in attempt to decrease the differences in perception of leadership styles of managers, to improve entrepreneurial competencies of management, and to improve teamwork.

#### 4.1 Demographic Profile of Respondents

The research questionnaires were distributed to four different levels of employees in the company which were top management, middle management, office staffs, and shop floor staffs. Total of 375 questionnaires were distributed and 339 were responded, which was 90% of response on total questionnaires distributed.

##### 4.1.1 Gender Profile

The following table presents distribution of gender in TEP among all levels of employees, which were grouped into four main groups: top management, middle management, office staffs, and shop floor staffs.

*Table 4.1. Frequency and Percentage Distribution of Gender in TEP*

**Staff Level \* Gender Crosstabulation**

Count		Gender		Total
		Male	Female	
Staff Level	Top Management	4	4	8
	Middle Management	7	4	11
	Office Staff	50	36	86
	Shop Floor Staff	154	80	234
Total		215	124	339

**Gender**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	215	63.4	63.4	63.4
	Female	124	36.6	36.6	100.0
	Total	339	100.0	100.0	

The analysis above shown that 63.4% of TEP respondents were male and 36.6% were female. TEP was dominated by male employee in almost every level of staffs as shown in table above.

#### 4.1.2 Age Profile

The respondents were grouped into five age levels as shown in Table 4.2. It presents distribution of age in TEP among four separate groups which are top management, middle management, office staffs, and shop floor staffs.

*Table 4.2. Frequency and Percentage Distribution of Age in TEP*

**Staff Level \* Age Crosstabulation**

Count		Age					Total
		Below 20	21 - 30	31 - 40	41 - 50	Above 50	
Staff Level	Top Management	0	1	3	3	1	8
	Middle Management	0	0	8	3	0	11
	Office Staff	0	24	54	8	0	86
	Shop Floor Staff	21	56	99	55	3	234
Total		21	81	164	69	4	339

Age

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Below 20	21	6.2	6.2	6.2
	21 - 30	81	23.9	23.9	30.1
	31 - 40	164	48.4	48.4	78.5
	41 - 50	69	20.4	20.4	98.8
	Above 50	4	1.2	1.2	100.0
	Total	339	100.0	100.0	

The analysis in table 4.2 shows that the majority of the respondents at 3 out of 8 respondents in top management level were under the age group of 31-40 and 3 out of 8 respondents in top management level were under the age group of 41-50. The majority of respondents in middle management level at 8 out of 11 were under the age group of 31-40. For the office staffs level, 54 out of 86 respondents were also under the age group of 31-40, being the majority group for this staff level as well. And finally for the shop floor staffs, 99 respondents out of 234 were under the age group of 31-40, being the most dominant age group for this staff level.

As for the company wide, majority of respondents at 48.4% were under the age group of 31-40 years. The second largest group is under the age of 21-30 years old, which covers 23.9% of respondents, then followed by age group of 41-50 years old at 20.4%, age group of below 20 at 6.2%, and age group of above 50 at 1.2% consecutively.

4.1.3 Length of Service Profile

The respondents were grouped into five age levels as shown in Table 4.3. It presents distribution of length of service in TEP among four separate groups which are top management, middle management, office staffs, and shop floor staffs.



Table 4.3. Frequency and Percentage Distribution of Length of Service in TEP

Staff Level * Length of Service Crosstabulation							
Count		Length of Service					Total
		Less than 1 yr	1 - 5 yrs	6 - 10 yrs	11 - 15 yrs	16 - 20 yrs	
Staff Level	Top Management	0	6	0	2	0	8
	Middle Management	0	1	9	1	0	11
	Office Staff	5	37	40	4	0	86
	Shop Floor Staff	27	48	96	61	2	234
Total		32	92	145	68	2	339

		Length of Service			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Less than 1 yr	32	9.4	9.4	9.4
	1 - 5 yrs	92	27.1	27.1	36.6
	6 - 10 yrs	145	42.8	42.8	79.4
	11 - 15 yrs	68	20.1	20.1	99.4
	16 - 20 yrs	2	.6	.6	100.0
	Total	339	100.0	100.0	

The analysis shows that majority of the respondents in top management level, 6 out of 8 respondents, have worked with the company for 1-5 years. For middle management, the majority of the respondents at 9 out of 11 respondents have worked with the company for 6-10 years. The majority of office staffs at 40 out of 86 respondents also have worked with the company for 6-10 years. 96 respondents out of 234 respondents at shop floor staff level have worked with the company for 6-10 years, being the majority group for this staff level.

Based on the statistical analysis above for the company wide, it was indicated that majority of the respondents at 42.8% have worked with the company for 6-10 years. The second largest group of respondents at 27.1% have worked with the company for 1-5 years. The third largest group of respondents at 20.1% falls under

length of service of 11-15 years, and followed by the group who worked for less than 1 year at 9.4%, and the least respondents at 0.6% have worked with the company for 16-20 years.

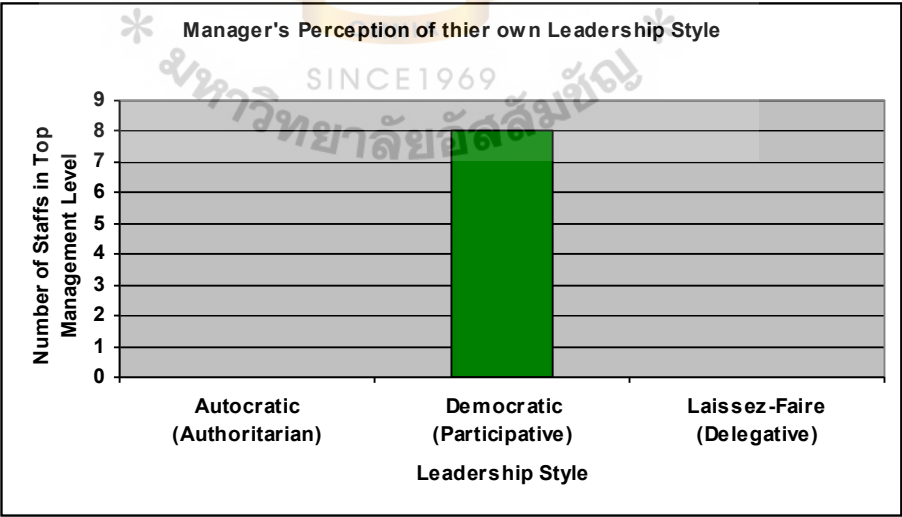
4.2 Difference in Perception of Leadership Style

Leadership style measures were responded from each individual top management of TEP on their own leadership style. Every staffs excluding shop floor staffs, in each department responded on their perceptions on their department managers.

4.2.1 Top Management Perception on their Leadership Style

Total of eight top management employees were measured on their leadership styles and the results of their own perception on their styles were as shown in the figure below.

Figure 4.1. Top Management Perceptions of their Own Leadership Styles

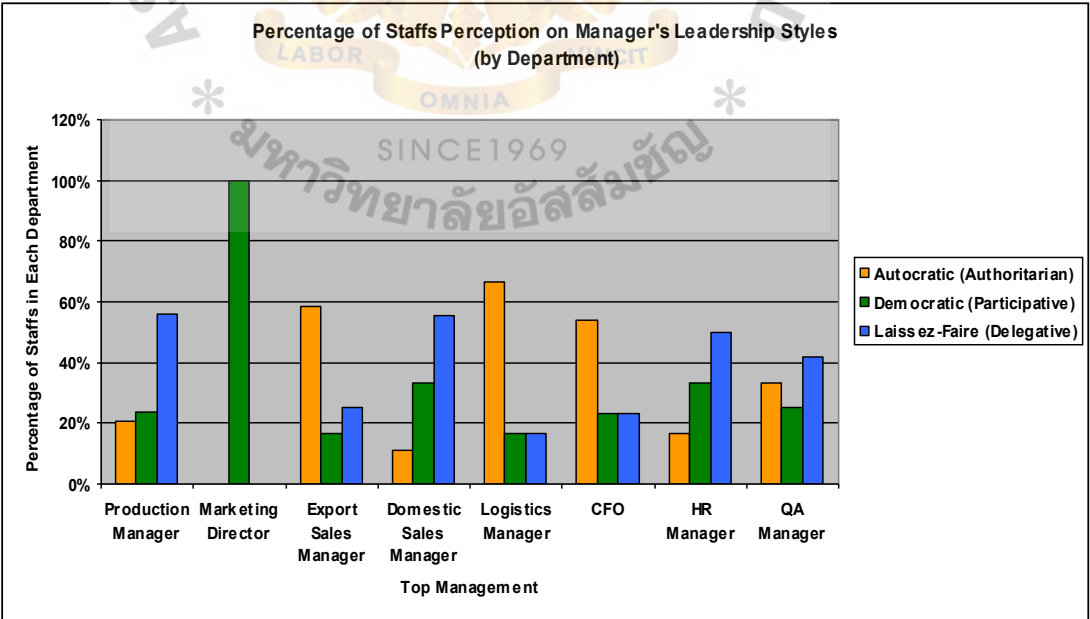


The above figure 4.1 illustrates that all of the eight managers perceived that they were using participative leadership styles towards their employees.

4.2.2 Staffs Perception on their Manager’s Leadership Style

The following numbers of staffs including middle management and office staffs responded on their perception of their department manager. Eight staffs in human resources responded for human resource manager, three staffs who are in middle management level in sales and marketing responded for sales and marketing director, nine staffs in domestic sales section responded for domestic sales manager, twelve staffs in export sales section responded for export sales manager, fourteen staffs in finance and accounting responded for chief financial officer, seven staffs in logistics responded for logistics manager, twenty nine staffs in production responded for production manager, thirteen staffs in quality assurance responded for quality assurance manager. The response on staffs perceptions were illustrated in the figure below in percentage.

Figure 4.2. Percentage of Staffs Perception of their Manager’s Leadership Styles



Based on the statistical analysis above in Figure 4.2, it is shown that most of respondents at 56% in production department perceived production manager as delegative, 24% perceived as participative, and remaining 21% perceived as authoritarian. As for marketing director, all of the three respondents who were at middle management level perceived that marketing director is participative. 58% respondents in export sales section perceived that their manager was authoritarian, 25% perceived as delegative, and the remaining 17% perceived as participative. 56% of respondents in domestic sales section perceived that their manager was delegative, 33% perceived as participative, and 11% perceived as authoritarian. Majority of the respondents at 67% in logistics department perceived that logistic manager was authoritarian, 17% perceived as participative, and 17% perceived as delegative. 54% of respondents in finance and accounting department perceived their manager, chief financial officer (CFO), as authoritarian, 23% perceived as delegative, and 23% perceived as participative. Most of the respondents at 50% in human resource department perceived their manager, HR manager, as delegative, 33% perceived as participative, and the remaining 17% perceived as authoritarian. And for the respondents in quality assurance department, 42% perceived their manager as delegative, 33% perceived as authoritarian, and remaining 25% perceived as participative.

Based on the data analysis above, it was shown that there was a difference between managers' perception of their leadership styles and their staffs' perception of their leadership styles for every top management positions in TEP except for marketing director.

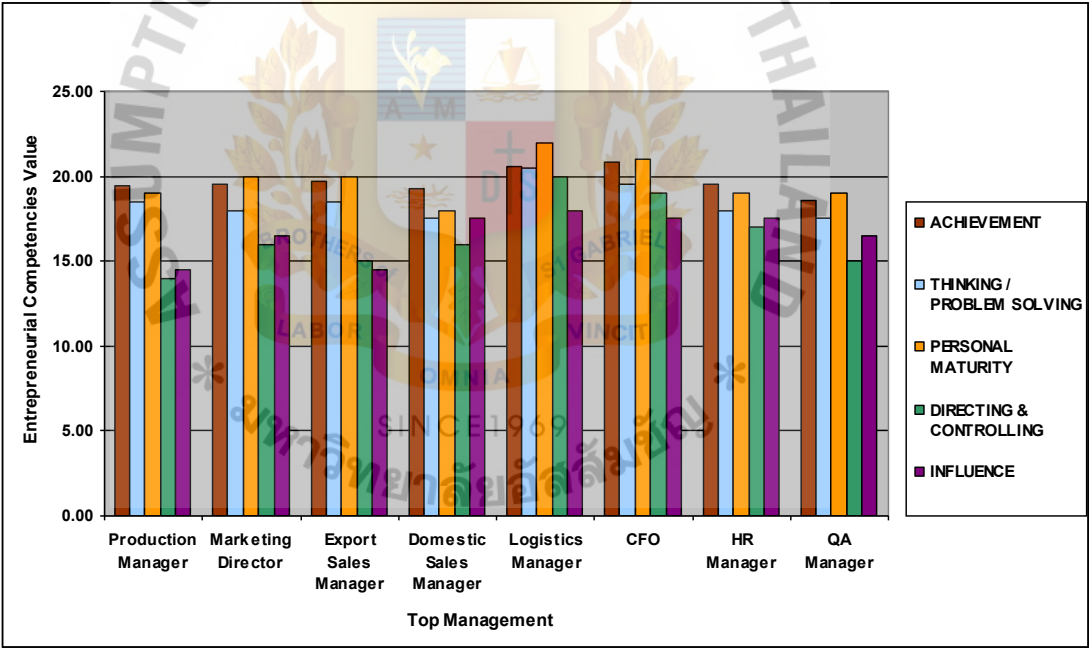
4.3 Entrepreneurial Competencies Level of Management

Entrepreneurial competencies were measured for two groups of employees, top management and middle management of the company. There were all together eight top management staffs and eleven middle management staffs who were measured on their entrepreneurial competencies.

4.3.1 Entrepreneurial Competencies Level of Top Management

The following figure illustrates the level of competencies clusters of eight of each individual top management.

Figure 4.3. Entrepreneurial Competencies Level of Top Management



Based on the data analysis above in figure 4.3, it was shown that production manager has the achievement competencies being the highest competencies among five competencies clusters, at the value of 19.43, followed by 19.00 for personal maturity cluster, 18.50 for thinking and problem solving cluster, 14.50 for influence cluster, and directing and controlling being the least competencies at 14.00.

Marketing director has personal maturity cluster being the highest competencies cluster at 20.00, followed by achievement cluster at 19.57, thinking and problem solving cluster at 18.00, influence cluster being the second least competencies cluster at 18.00, and directing and controlling cluster at 16.00 being the least competencies cluster. For export and sales manager, personal maturity competencies cluster was the highest cluster at 20.00, followed by achievement cluster at 19.71, thinking and problem solving cluster at 18.50, directing and controlling cluster at 15.00, and the least value of competencies at 14.50 for influence cluster. Domestic sales manager processed achievement competencies as the highest competencies among the five competencies clusters at 19.29, followed by personal maturity competencies cluster at 18.00, thinking and problem solving and influence competencies cluster equally at the value of 17.50, and directing and controlling competencies cluster at 16.00. Logistics manager processed personal maturity competencies as the highest competencies among the five competencies clusters at 22.00, followed by achievement competencies cluster at 20.57, thinking and problem solving competencies cluster equally at the value of 20.50, directing and controlling competencies cluster at 20.00, and the least competencies value of 18.00 for influence competencies cluster. Chief financial officer (CFO) processed personal maturity competencies as the highest competencies among the five competencies clusters at 21.00, followed by achievement competencies cluster at 20.86, thinking and problem solving competencies cluster equally at the value of 19.50, directing and controlling competencies cluster at 19.00, and the least competencies value of 17.50 for influence competencies cluster. Human resource manager processed achievement competencies as the highest competencies among the five competencies clusters at 19.57, followed



by personal maturity competencies cluster at 19.00, thinking and problem solving competencies cluster equally at the value of 18.00, influence competencies cluster at 17.50, and the least competencies value of 17.00 for directing and controlling competencies cluster. Quality assurance manager processed personal maturity competencies as the highest competencies among the five competencies clusters at 19.00, followed by achievement competencies cluster at 18.57, thinking and problem solving competencies cluster equally at the value of 17.50, influence competencies cluster at 16.50, and the least competencies value of 15.00 for directing and controlling competencies cluster.

Table 4.4. Ranking of Competencies Clusters for Individual Staff in Top Management Level

	Achievement	Thinking & Problem Solving	Personal Maturity	Directing & Controlling	Influence
Production Manager	1	3	2	5	4
Marketing Director	2	3	1	5	4
Export Sales Manager	2	3	1	4	5
Domestics Sales Manager	1	3	2	5	4
Logistics Manager	2	3	1	4	5
Chief Financial Officer (CFO)	2	3	1	5	4
Human Resource Manager	1	3	2	5	4
Quality Assurance Manager	2	3	1	5	4
Total Ranking Score	13	24	11	38	34

The above table 4.4 ranks competencies clusters for each individual staff in top management level. Rank 1 representing the highest competencies cluster and rank 5 representing the lowest competencies, in which competencies clusters were compared among five clusters of each individual staff in top management level. Most of the managers, five out of eight managers ranked 1 for personal maturity; most of the managers, five out of eight managers ranked 2 for achievement; all of the managers ranked 3 for thinking and problem solving; most of the managers, six out of

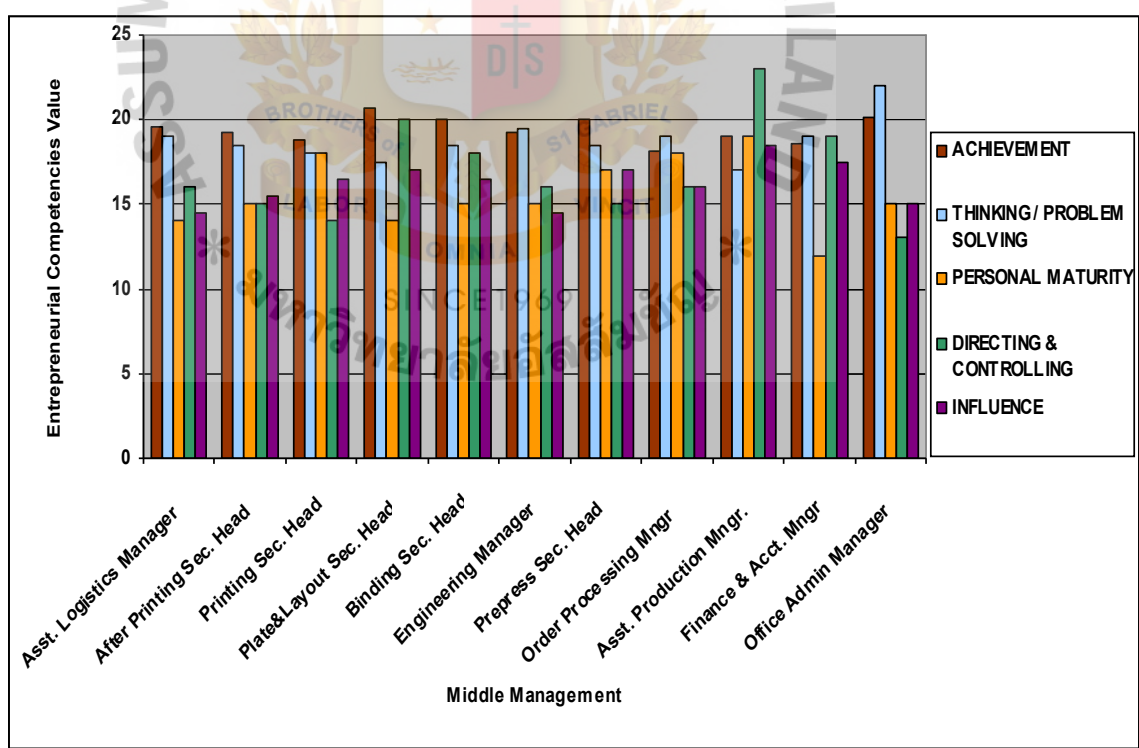
eight managers ranked 4 for influence; and majority of the managers, six out of eight managers ranked 5 for directing and controlling.

Based on this analysis, it was indicated that the top three lowest competencies clusters among top management were directing and controlling, influence, and thinking and problem solving. Thus, these three competencies would be focused in this research and provided with recommended OD to improve entrepreneurial competencies in top management level.

4.3.2 Entrepreneurial Competencies Level of Middle Management

The following figure illustrates the level of competencies clusters of eleven of each individual middle management.

Figure 4.4. Entrepreneurial Competencies Level of Middle Management



Based on the data analysis in figure 4.4 above, it was shown that assistant logistics manager processed achievement competencies as the highest competencies

among the five competencies clusters at 19.57, followed by thinking and problem solving competencies cluster at 19.00, directing and controlling competencies cluster at the value of 16.00, influence competencies cluster at 14.50, and the least competencies value of 14.00 for personal maturity competencies cluster. After printing section head processed achievement competencies as the highest competencies among the five competencies clusters at 19.29, followed by thinking and problem solving competencies cluster at 18.50, influence competencies cluster at 15.50, and the least competencies value of 15.00 equally for directing and controlling and personal maturity competencies cluster. Printing section head processed achievement competencies as the highest competencies cluster among the five competencies clusters at 18.86, followed by thinking and problem solving and personal maturity competencies clusters equally at the value of 18.00, influence competencies cluster at 16.50, and the least competencies value of 14.00 for directing and controlling competencies cluster. Plate and layout section head processed achievement competencies as the highest competencies cluster among the five competencies clusters at 20.71, followed by directing and controlling competencies cluster at 20.00, thinking and problem solving competencies cluster at the value of 17.50, influence competencies cluster at 17.00, and the least competencies value of 14.00 for personal maturity competencies cluster. Binding section head processed achievement competencies as the highest competencies cluster among the five competencies clusters at 20.00, followed by thinking and problem solving competencies cluster at 18.50, directing and controlling competencies cluster at the value of 18.00, influence competencies cluster at 16.50, and the least competencies value of 15.00 for personal maturity competencies cluster. Engineering manager

processed thinking and problem solving competencies as the highest competencies cluster among the five competencies clusters at 19.50, followed by achievement competencies cluster at 19.29, directing and controlling competencies cluster at the value of 16.00, personal maturity competencies cluster at 15.00, and the least competencies value of 14.50 for influence competencies cluster. Prepress section head processed achievement competencies as the highest competencies cluster among the five competencies clusters at 20.00, followed by thinking and problem solving competencies cluster at 18.50, influence and personal maturity competencies clusters equally at the value of 17.00, and the least competencies value of 15.00 for directing and controlling. Order processing manager processed thinking and problem solving competencies as the highest competencies cluster among the five competencies clusters at 19.00, followed by achievement competencies cluster at 18.14, personal maturity competencies cluster at the value of 18.00, and the least competencies value of 16.00 equally for influence and directing and controlling competencies clusters. Assistant production manager processed directing and controlling competencies as the highest competencies cluster among the five competencies clusters at 23.00, followed by achievement and personal maturity competencies clusters equally at the value of 19.00, followed by influence competencies cluster at the value of 18.50, and the least competencies value of 14.50 for thinking and problem solving competencies cluster. Finance and accounting manager processed thinking and problem solving and directing and controlling competencies as the highest competencies cluster among the five competencies clusters with the value equally at 19.00, followed by achievement competencies cluster at 18.57, influence competencies cluster at the value of 17.50, and the least competencies value of 12.00 for personal maturity competencies cluster.

Office admin manager processed thinking and problem solving competencies as the highest competencies cluster among the five competencies clusters at 22.00, followed by achievement competencies cluster at 20.14, personal maturity and influence competencies clusters equally at 15.00, and the least competencies value of 13.00 for directing and controlling competencies cluster.

*Table 4.5. Ranking of Competencies Clusters for Individual Staff in Middle Management Level*

	Achievement	Thinking & Problem Solving	Personal Maturity	Directing & Controlling	Influence
Assistant Logistics Manager	1	2	5	3	4
After Printing Manager	1	2	5	4	3
Printing Section Head	1	2	3	5	4
Plate & Layout Section Head	1	3	5	2	4
Binding Section Head	1	2	5	3	4
Engineering Manager	2	1	4	3	5
Prepress Section Head	1	2	4	5	3
Order Processing Manager	2	1	3	4	5
Assistant Production Manager	2	5	3	1	4
Finance & Accounting Manager	3	1	5	2	4
Office Admin Manager	2	1	4	5	3
Total Ranking Score	17	22	46	37	43

The above table 4.5 ranks competencies clusters for each individual staff in middle management level. Rank 1 representing the highest competencies cluster and rank 5 representing the lowest competencies, in which competencies clusters were compared among five clusters of each individual staff in middle management level. Most of the middle managers, six out of eleven, ranked 1 for achievement; for problem solving, the most number of count for ranking is rank 2 in which five out of eleven middle managers ranked 2 for this competencies cluster. For directing and controlling, the most number of count for ranking is equally at three counts for rank 3 and rank 5. For influence cluster, most of the middle managers, six out of eleven

ranked 4. And for personal maturity cluster, the most number of count for ranking is rank 5 in which five out of eleven middle managers ranked 5 for this competencies cluster.

Based on the data analysis above, it was indicated that the top three lowest competencies clusters among middle management were personal maturity, influence, and directing and controlling. Thus, these three competencies would be focused in this research and provided with recommended OD to improve entrepreneurial competencies in middle management level.

#### **4.4 Current Situation of Teamwork**

Teamwork questionnaires were distributed to every level of employees in the company. Total number of employees responded were 339, among them were 8 top management employees and 331 non-management employees. Teamwork within each department was measured from response of non-management level, and teamwork among management team and interdepartmental teamwork were measured from response of management level.

##### **4.4.1 Teamwork among Non-Management Level within Departments**

The following Table 4.4 presents mean value of teamwork for employee at non-management level within every department of the company. The table presents the mean value of each individual question, and there were total of 25 questions in this teamwork questionnaire.



*Table 4.6. Teamwork Diagnosis Result for Non-Top Management Employee Level*  
**Descriptive Statistics**

	N	Mean
My team allows all members in discussions and allows members to share ideas.	331	3.26
Members of my team freely share their knowledge, experience and expertise with each other.	331	3.21
My team's goals have been specifically defined, communicated and are understood by all team members.	331	3.05
My team creates culture that allows team members to talk openly with one another.	331	2.99
My team communicates well and receives information from other teams to perform.	331	2.98
My team members receive enough information about progress on project and how well it is performing.	331	2.87
Members of my team constructively and honestly share feedback and perceptions about each other's behavior and performance.	331	2.89
My team members receive recognition for accomplishments and achievements from the team leader.	331	3.07
The team leader gives constructive feedback to my team members when they succeed, as well as when they make mistakes or need to improve.	331	3.04
My team seeks out and responds to feedback from team leader.	331	3.12
Members of my team are respectful, supportive, and considerate of each other's individual needs, challenges, and goals.	331	3.15
My team members take pride in the accomplishments and success of the team.	331	3.29
Each member of my team carries his/her fair share of the workload.	331	3.27
My team members feel equally responsible for the performance of the team and its outcome.	331	2.94
My team members willing to help out when someone on the team needs assistance.	331	3.25
People in my team are versatile and capable and willing of performing a variety of tasks.	331	3.07
My team permits individuals to have primary role for completing team tasks and allow room to do what is necessary to accomplish the team's goals and tasks.	331	3.13
My team members are willing to perform tasks out of their scope of responsibilities to help other team members.	331	2.99
My team effectively manages time and priorities, and responds well to emergency problems and projects.	331	2.96
My team is responsive and flexible when goals and plans need to be changed to exploit opportunities or avoid problems.	331	3.14
My team members are willing to change their approach and ways of doing things to accomplish tasks.	331	3.13
My team responds positively to adversity and endures the pain that comes from change or difficult trials.	331	3.01
My team sustains and follow through on new programs and initiatives with full effort.	331	3.01
My team is both willing and able to learn, benchmark, and initiate improvements in work practices and processes.	331	3.11
My team explores boundaries and constraints and does not assume limitations and artificial restrictions on its work.	331	2.98
Valid N (listwise)	331	<b>3.076</b>

The table above describes that employees in non-top management level agree that there was teamwork in their department, which represents the mean score of 3.076 out of 4.00. To analyze in more detail, the following Table 4.5 presents mean value of group of factors influencing teamwork.

Table 4.7. Teamwork Diagnosis Result for Non-Top Management Employee Level  
(By Group of Factors)

Descriptive Statistics		
	N	Mean
Communication	331	3.0997
Feedback	331	2.9976
Interdependent	331	3.1807
Flexibility	331	3.0586
Change	331	3.0477
Valid N (listwise)	331	3.0768

The above table shows that employees in non-top management level agreed (mean value above 2.70) that their department had high level in every factor that influenced a good teamwork, which included communication, monitoring and feedback, team interdependency, flexibility, and willingness to change.

Table 4.8. Teamwork Diagnosis Result for each Department

		Report				
Department		Communication	Feedback	Interdependent	Flexibility	Change
Human Resource	Mean	3.6000	3.6667	3.6667	3.5000	3.4667
	N	6	6	6	6	6
Finance & Accounting	Mean	3.3000	3.1833	3.5000	3.3667	3.3333
	N	12	12	12	12	12
Sales & Marketing	Mean	3.3280	3.2080	3.4880	3.2160	3.2480
	N	25	25	25	25	25
Production	Mean	3.0383	2.9317	3.1283	3.0050	2.9875
	N	240	240	240	240	240
Quality Assurance	Mean	3.0923	2.9846	3.0615	3.0769	3.1846
	N	13	13	13	13	13
Logistics	Mean	3.3200	2.9000	2.9200	2.8400	3.1000
	N	10	10	10	10	10
Engineering	Mean	3.1444	3.2111	3.2333	3.2000	3.0444
	N	18	18	18	18	18
Office of Administration	Mean	3.2000	3.2286	3.3714	3.3429	3.2286
	N	7	7	7	7	7
Total	Mean	3.0997	2.9976	3.1807	3.0586	3.0477
	N	331	331	331	331	331

The above Table 4.6 describes the mean value of factors influencing teamwork by department. Based on the results, it showed that there is a teamwork in every department of the company with every factor mean value higher than 2.70.

#### 4.4.2 Teamwork among Top Management Level and Across Departments

The following Table 4.7 presents mean value of teamwork for employees at top management level and between departments in the company. The table presents the mean value of each individual question, and there were total of 25 questions in this teamwork questionnaire.

*Table 4.9. Teamwork Diagnosis Result for Top Management Employee Level*  
**Descriptive Statistics**

	N	Mean
My team allows all members in discussions and allows members to share ideas.	8	3.50
Members of my team freely share their knowledge, experience and expertise with each other.	8	1.63
My team's goals have been specifically defined, communicated and are understood by all team members.	8	2.25
My team creates culture that allows team members to talk openly with one another.	8	1.75
My team communicates well and receives information from other teams to perform.	8	2.25
My team members receive enough information about progress on project and how well it is performing.	8	2.13
Members of my team constructively and honestly share feedback and perceptions about each other's behavior and performance.	8	1.63
My team members receive recognition for accomplishments and achievements from the team leader.	8	2.25
The team leader gives constructive feedback to my team members when they succeed, as well as when they make mistakes or need to improve.	8	1.63
My team seeks out and responds to feedback from team leader.	8	2.50
Members of my team are respectful, supportive, and considerate of each other's individual needs, challenges, and goals.	8	2.63
My team members take pride in the accomplishments and success of the team.	8	3.00
Each member of my team carries his/her fair share of the workload.	8	2.75
My team members feel equally responsible for the performance of the team and its outcome.	8	2.63
My team members willing to help out when someone on the team needs assistance.	8	2.25
People in my team are versatile and capable and willing of performing a variety of tasks.	8	2.75
My team permits individuals to have primary role for completing team tasks and allow room to do what is necessary to accomplish the team's goals and tasks.	8	2.75
My team members are willing to perform tasks out of their scope of responsibilities to help other team members.	8	2.88
My team effectively manages time and priorities, and responds well to emergency problems and projects.	8	2.88
My team is responsive and flexible when goals and plans need to be changed to exploit opportunities or avoid problems.	8	3.00
My team members are willing to change their approach and ways of doing things to accomplish tasks.	8	2.63
My team responds positively to adversity and endures the pain that comes from change or difficult trials.	8	3.00
My team sustains and follow through on new programs and initiatives with full effort.	8	2.38
My team is both willing and able to learn, benchmark, and initiate improvements in work practices and processes.	8	2.63
My team explores boundaries and constraints and does not assume limitations and artificial restrictions on its work.	8	3.00
Valid N (listwise)	8	<b>2.507</b>

The table above describes that employees in top management level disagree that there was teamwork among top management and between departments, which represents the mean score of 2.507 out of 4.00. To analyze in more detail, the following Table 4.8 presents mean value of group of factors influencing teamwork.

Table 4.10. Teamwork Diagnosis Result for Top Management Employee Level (By Group of Factors)

Descriptive Statistics		
	N	Mean
Communication	8	2.2750
Feedback	8	2.0250
Interdependent	8	2.6500
Flexibility	8	2.8500
Change	8	2.7250
Valid N (listwise)	8	2.505

The above table shows that employees in top management level agreed (mean value above 2.70) that top management team was flexible and willing to change. However, they disagree that there was a communication, monitoring and feedback, and team interdependency among top management team and between employees in different departments.

Based on the analysis above, it was shown that there was a teamwork in each department; however, there was a low teamwork among top management team and between different departments. Thus, the three factors influencing low teamwork among top management and between different departments, communication, monitoring and feedback, and team interdependency were focused and provided with recommended ODI to improve teamwork among top management and between different departments of TEP.

#### 4.5 Organization Development Interventions Proposal

After the analysis and discussion of the collected data and information from the survey, the following organization development interventions were proposed to improve the areas of focus mentioned previously in the chapter, related to leadership style of top management, entrepreneurial competencies of management, and teamwork among top management and between different departments.

Organization development interventions were proposed for individual level, department level, and organization level as described below in Figure 4.10.

Figure 4.5. TEP Organization Development Intervention Scope



Individual level consists of interventions on leadership skill to improve the difference between managers' perception and staffs' perception of managers' leadership style, and interventions to improve entrepreneurial competencies of top and middle management. Department level consists of interventions to improve teamwork among management team and between departments. Organization level consists of improving organization processes and standards to measure effectiveness of the interventions implemented for individual and department level.



Figure 4.6. TEP Organization Development Intervention Phase



First phase of intervention will be on individual level to improve leadership skill of top management and entrepreneurial competencies of management. During this first phase of organization development intervention, management would improve their leadership skill and develop their competencies, thus they could better understand their staffs and become more competitive in adapting themselves for upcoming changes.

Second phase of intervention will be on departmental level to improve teamwork among top management and between different departments. Once management have improved on their skill sets from the interventions in phase one, they would be more effective in leading their team to improve teamwork.

Third phase interventions will be on improving and changing some of the organization processes and standards to measure effectiveness and improvement of employee performance from the interventions in previous phases.

#### 4.6 Recommended Organization Development Interventions

During the organization development intervention program, the researcher planned to implement interventions in two phases as mentioned in the earlier section. The first phase focused on leadership and entrepreneurial competencies training, and the second phase focused on teamwork interventions.

#### **4.6.1 Phase One: Interventions to Improve Leadership Style and Entrepreneurial Competencies**

The first phase of intervention will take approximately three months.

Interventions are separated into seminars, and training workshops. Most of the interventions in this phase were focused on employees in the management level to lessen the difference between managers' perception of their own leadership style and their staffs' perception of their leadership style, and also to improve and develop management leadership style and entrepreneurial competencies, however there is one workshop on share values of leadership style, in which the participants are the office staffs and shop floor staff of supervisor level.

##### *4.6.1.1 Leadership Seminar*

Objectives:

- (1) To help participants understand the difference between leading and managing
- (2) To introduce fundamental changes in the role of a leader today.
- (3) To introduce core competencies of a leader.
- (4) To introduce different leadership styles.

Seminar:

Instructor specialized in leadership skill development will be invited to provide a general knowledge on leadership and core skills of leaders.

Who to attend: Top management (mandatory), middle management (optional)

Number of participant: 8 top management staffs, 11 middle management staffs

Setting: Seminar room

Resources: Notepads, Pencils

Time: 2.5 hours

#### *4.6.1.2 Share Value on Leadership Style Workshop*

Objectives:

- (1) To help staffs better understand their competency and commitment and their motivational level for the job.
- (2) To help staffs better understand what style of leadership from their manager brings out their best performance.
- (3) To help staffs express their opinion on what type of support they need from their managers to perform effectively on their jobs.
- (4) To minimize the difference between staffs' perception of managers' leadership style and managers' perception of their own leadership styles.

Workshop:

Staffs in the same department will be put in the same group. Questions related to competency, commitment, and motivation on their job will be distributed to each of them. They will be asked to write down on post-it notes things that they need support from their managers or how they will like their managers to guide them. They will then categorize their ideas and comments on the flip chart. Then managers from each department will receive feedback from the trainer on the final ideas and comments that are shared by their staffs on their leadership styles.

Who to attend: Office staffs, Shop floor staffs (supervisor, and assistant supervisor level)

Number of participant: Approximately 90

Group size: 5 - 10

Resources: Post-it Notes, Pencils, Color marker pens, Flip charts

Time: 2 hours

#### *4.6.1.3 Situational Leadership II Workshop*

Objectives:

- (1) To introduce the change from leader as a boss to leader as a partner, facilitator, supporter, and coach.
- (2) To help managers find out what their staffs need in order to accomplish their personal and organizational goal.
- (3) To help managers to identify competence and commitment level of their staff and to choose the appropriate leadership style to lead their performance.
- (4) To help managers use a variety of leadership styles that is appropriate for a situation.
- (5) To help managers improve communication skill and use common language to effectively improve staffs behavior.

Workshop:

Participants will be given an introduction on leadership for the future, core competencies of situational leader, and behavior of different styles of leader. Then they will be given self assessment questionnaire, leader behavior

analysis, to assess their primary, secondary, and developing leadership styles.

They will also determine their leadership style flexibility and style effectiveness. They will diagnose their staffs' developmental levels and explore what is the appropriate style to use and what types of conversations are effective to lead their performance.

Who to attend: Top management (mandatory)

Number of participant: 8 top management staffs

Setting: Round tables

Resources: Flip charts, Pencils, Color marker pens

Time: 1 day

#### 4.6.1.4 *Effective Communication Skill – Questioning and Listening Workshop*

Objectives:

- (1) To enhance participants' ability to understand what is being communicated by developing their skills in effective questioning and active listening.
- (2) To improve participants' tactics in giving, asking for and receiving information.
- (3) To help participants better communicate with their staffs at different levels.

Workshop:

The participants will consider barriers to effective communication and explore how they can be overcome. They then look at the specific communication skills in questioning and listening. Then, participants work in

pairs to try out their skills in a role-play exercise, and review the outcomes of the exercise and identify further development points.

Who to attend: Top management, Middle management

Number of participant: 8 top management staffs, 11 middle management staffs

Group size: 4 - 10

Setting: Round tables

Resources: Notepads, Pencils

Time: 2 hours

#### *4.6.1.5 Assertive Communication Skill Workshop*

Objectives:

- (1) To improve participants' competencies in directing and controlling their staffs.
- (2) To help participants in dealing with difficult situations and difficult people in assertive manner.
- (3) To help participants develop respectful relationship with their staffs.

Workshop:

The session will be opened with discussion on difference between assertive, passive, and aggressive behaviors. The participants will then be introduced to the foundation of assertiveness and given the opportunity to practice their assertiveness skills and to receive feedback on these.

Who to attend: Top management, Middle management

Number of participant: 8 top management staffs, 11 middle management staffs



Group size: 4 - 10

Setting: Round tables

Resources: Notepads, Pencils

Time: 2.5 hours

#### *4.6.1.6 Influencing Skills Workshop*

Objectives:

- (1) To help participants recognize the power they have in influencing others
- (2) To provide participants with an opportunity to test their influencing skills.

Workshop:

The session will be opened with the introduction of different types of influencing power that people possess. Then participants will take part in a group exercise where they will be briefed to influence others to agree with their decisions. They will then receive feedback on the impact of their influencing skills.

Who to attend: Top management, Middle management

Number of participant: 8 top management staffs, 11 middle management staffs

Group size: 4

Setting: Round tables

Resources: Flip charts, Notepads, Pencils, Color marker pens

Time: 2 hours

#### *4.6.1.7 Influencing Strategies Workshop*

##### Objectives:

- (1) To improve participants' skill in influencing their staffs to perform and move towards their goals.
- (2) To help participants to recognize different strategies and understand their applications.
- (3) To improve participants' negotiation skills.

##### Workshop:

The participants will work in groups to differentiate between the concepts of power and influence. They will then discuss the importance of developing influencing strategies. They will then work in small groups to look at examples of influencing strategies and identify their effects and appropriate uses. They will identify possible influencing strategies to use in some brief scenarios and circumstances. They will then come together as a main group to discuss their ideas. Finally, the participants will review the reasons behind a choice of influencing strategy.

Who to attend: Top management, Middle management

Number of participant: 8 top management staffs, 11 middle management staffs

Group size: 5

Setting: Round tables

Resources: Flip charts, Notepads, Pencils, Color marker pens

Time: 2.5 hours

#### *4.6.1.8 Problem Solving and Creative Thinking Workshop*

##### Objectives:

- (1) To help participants to improve their ability in identifying major causes of the problem.
- (2) To encourage participants to think of creative options to solve problems and to be able to think out of the box.

##### Workshop:

The training session will start with introduction of six stages of the problem-solving formula. By discussing the stages, participants will become aware of how often we fail to see solutions because we often fail to consider all the options or, in other words, we tend to work in a box. Then participants will be given a short but graphic demonstration of how we already use the formula in the simplest situations to solve the problem without realizing it. Then participants will be divided into groups of three and will be challenged to complete a task which, on the face of it, seems impossible. They will have to try out a wide range of creative options in order to successfully solve the problem.

Who to attend: Top management (mandatory), Middle management (optional)

Number of participant: 8 top management staffs, 11 middle management staffs

Group size: 3

Setting: Round tables

Resources: depending on the given tasks

Time: 2.5 hours

Based on the data analysis, it was shown that majority of middle management staffs had personal maturity competencies lower than the mean level. In order to improve this competencies of middle management, the researcher recommended coaching or mentoring system whereby top management provides regular coaching to middle management to guide them and to increase their confidence level in performing their job. Thus, the researcher recommended a training workshop for top management to improve their coaching skills.

#### *4.6.1.9 Coaching Skills Training Workshop*

Objectives:

- (1) To help participants to understand and learn skills and behaviors of a good coach.
- (2) To help participants to provide better feedback and appraisal to their staffs.
- (3) To boost participants skills in guiding their staffs to improve performance.
- (4) To improve participants skills in promoting their staffs' confidence level in performing their jobs by providing a better coaching.

Workshop:

The session will begin with introduction of characteristics and benefits of coaching and the skills and behaviors of a good coach, and also reference to generic competency framework components of leadership and management and development of staff. Participants will then examine how competencies

can assist in coaching and self-assessing their performance by using the framework supplied with this activity. Then a model of coaching will be described, and participants then follow in a role-play. The activity will be closed with a final feedback discussion of their experience in coaching in the role-play and how using competencies in coaching will translate into reality.

Who to attend: Top management, Middle Management, Supervisors, Heads of

#### Sections

Number of participant: approximately 30

Group size: 4

Setting: Round tables

Resources: Flip charts, Color marker pens, Pencils, Notepads

Time: 3.5 hours

#### **4.6.2 Phase Two: Interventions to Improve Teamwork**

Based on data analysis mentioned in earlier sections, there was teamwork within each department in TEP; however, there was low teamwork among top management team and between different departments. The researcher had focused in the areas of monitoring and feedback, communication, and team interdependency to recommend appropriate OD interventions to improve teamwork. Interventions for this phase will take approximately two months.

#### *4.6.2.1 Monitoring Progress Skill Workshop*

##### Objectives:

- (1) To improve participants' skills in ensuring that things proceed according to the plan to achieve objectives.
- (2) To help participants understand the importance reviewing progress, and how to review progress both formally and informally.

##### Workshop:

The training activity will start with participants taking part in a pairs exercise to consider the benefits of formal and informal monitoring of task-based objectives and developmental objectives. Then session will continue with participants' ideas on methods of monitoring objectives before explaining some suggested monitoring systems and their benefits. Then participants will work in groups to apply the theory to a case study, and develop a monitoring system. Then, session will be closed by covering the key learning points of the training activity.

Who to attend: Top management (mandatory), Middle management (optional)

Number of participant: 8 top management staffs, 11 middle management staffs

Group size: 3

Setting: Round tables

Resources: Flip charts, Color marker pens, Pencils, Notepads

Time: 2.5 hours



#### 4.6.2.2 Feedback Skills Training Workshop

##### Objectives:

- (1) To improve participants' skills in giving positive feedback to their staffs.
- (2) To help participants in building confidence and competence in their staffs while at the same time giving honest and constructive feedback.

##### Workshop:

The training workshop will begin with introduction on the purpose of feedback and the type of feedback that can be used. Participants will discuss in group, the benefits of performance feedback and give examples of best practices. They will then discuss reactions to feedback and how to deal with negative responses. They will then start the exercises that allow them to practice their feedback skills.

Who to attend: Top management (mandatory), Middle management (optional)

Number of participant: 8 top management staffs, 11 middle management staffs

Group size: 3

Setting: Round tables

Resources: Pencils, Notepads

Time: 2 hours

#### 4.6.2.3 Team Communication Skills Workshop

##### Objectives:

- (1) To help participants in cross functional teams improve their communication skills between different departments.
- (2) To increase effectiveness of staffs communication across different departments.
- (3) To improve relationship among different departments.

##### Workshop:

Participants will be asked to complete an assessment on their team communication skills. Then, different types of team communication will be explained. Form a group of eight from different departments, and each team will then undertake team problem-solving tasks. Members of the team will be watched by other participants, then they will be given feedback on the type of communication skills they use in the team. The team will then discuss and plan to improve team communication skills.

Who to attend: Top management, Middle management, Office staffs, Shop floor staffs (supervisor and assistant supervisor level)

Number of participant: 8 top management staffs, 11 middle management staffs

Group size: approximately 109

Setting: Round tables

Resources: Flipcharts, Color marker pens, Pencils, Notepads

Time: 3 hours

Team interdependency being the next major factor affecting a low teamwork between different departments, the researcher proposed the following activities to break the ice, and to improve relationship among different departments.

#### *4.6.2.4 Setup Clubs*

Set up various types of clubs where employees can share the same kind of interests such as sports, and other hobbies. Company should also set up some once a week sessions that bring in specialists in some hobby areas to teach those employees with an interest, and set up a club for those.

#### *4.6.2.5 Sports Day*

Hold once a year company sports day in the middle of each year, to build relationships between staffs at different levels and different departments.

#### *4.6.2.6 Company Trip with Ice Breaking Team Activities*

Set a company trip at end of every year. Planned ice breaking team activities will be held during the trip. It is important that member of each team comes from different departments, to improve relationship of cross-functional teams.

### **4.6.3 Phase Three: Interventions on Company Process and Standards**

This phase will take about four months to implement interventions to improve company processes and standards. Some of the following

interventions of processes and standards will also be used as a follow up measure on the effectiveness of interventions implemented in pervious phases, and some are to foster the application of staffs' knowledge on what they have learned in the previous interventions.

#### *4.6.3.1 Set up Feedback Session for Every Large Project*

Set up formal feedback session for every project that the company considered as a “large” project (depending on project volume). The participants for this session will be those from management level both from top and middle management and some key staffs. The objective of the session is to share the following information among the team to provide positive feedback, openly share comments and ideas to perform their tasks better for future projects.

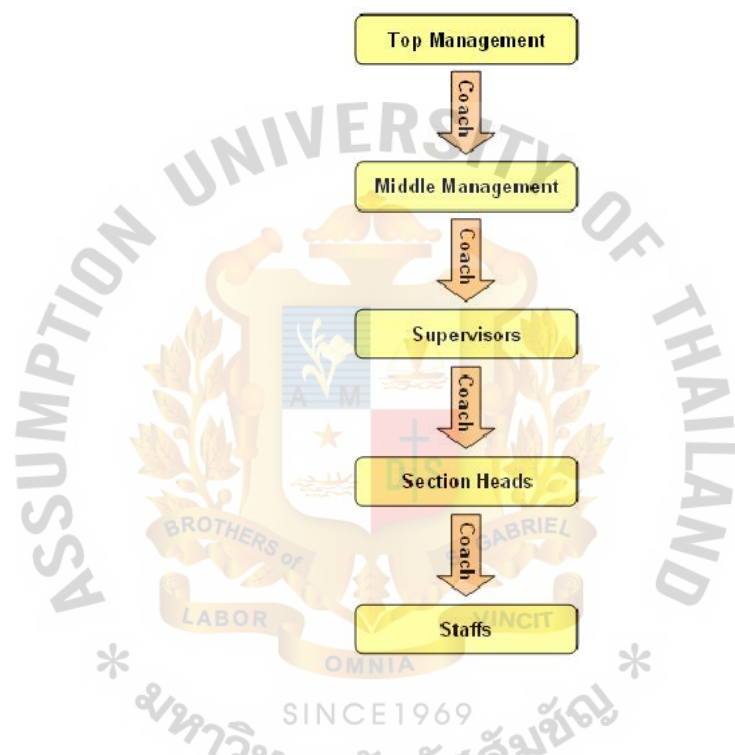
- (1) What are the things that are performed up to the objective, and the problems that they faced?
- (2) How the team solve the problems?
- (3) What are the lessons learned from the project?
- (4) How can the team perform better for the next project?
- (5) Who are the key persons that supported this project? And practice formal appreciation for their work.

#### *4.6.3.2 Set up Coaching System*

Set up quarterly formal coaching sessions, whereby every employee is assigned to a coach, who is at least one level higher than him/her in the

company, to guide them through their career at the company. This is the session where the staffs participated in coaching workshop intervention to be able to implement their knowledge into practice. Coaching will be done in top down manner in the company as described in the figure below.

Figure 4.7 Coaching in TEP



4.6.3.3 Set up Key Performance Indicators (KPI) for Individual and Department

Set up KPI for every position in the company with measurable outcomes. Every department in the company will also be set with KPI to measure overall performance of the department at every end of the year. The following table describes measurable outcomes to be included in KPI measures for different departments.

Table 4.11. Measurable Outcomes for Setting KPI

Department	Some Measurable Outcomes
Finance	Profitability, activity and liquidity ratios
Sales and Marketing	Customer retention, Sales effectiveness, Marketing investment effectiveness, Sales by key customers, New customers
Human Resource	Skills levels, Productivity, Turnover, Trainings
Logistics	Manufacturing costs, Logistic costs, Internal quality performance
IT management	Trends in information access, Effectiveness of IT systems in key areas
Production	Production efficiency, Production Cost, Waste
Engineering	Machine breakdown, Machine runtime

4.6.3.4 Set up Yearly Performance Appraisal System

Set up yearly performance appraisal system, whereby a coach and direct supervisor formally run through appraisal session of staffs with evaluation and feedback on their yearly performance. The appraisal will not only focus on measurable outcomes, but also on skills such as communication, and teamwork to reflect the effectiveness of interventions in previous phases. The objective of the session is to enable coaches and supervisors to apply their coaching skills in real practice, as well as to acknowledge and reward staffs for their outstanding performances, and to provide positive feedback for those performances that need improvement.







#### 4.6.5 Organization Development Interventions Resource Allocation

The following table presents allocation of resources for implementation of proposed interventions. It presents employees responsible for arranging training workshops, seminars, and setting up new processes and standards, and resources required for implementing interventions.

Table 4.15. ODI Resource Allocation

Intervention	Responsibility (Who)		Resource Needed
	Internal	External	
<i>Seminar</i>	HR	Speaker	Time, Budget
<i>Training Workshops</i>	HR	Trainer	Time, Budget
<i>Activities:</i>			
Setup Clubs	HR, Management team	Specialists	Time, Budget, Equipments and Facilities
Sports Day	HR		Time, Budget, Facility
Company Trip	HR		Time, Budget, Facility
<i>Process &amp; Standards:</i>			
Setup Feedback Session for Every Large Project	Management team		Time
Setup Quarterly Coaching Sessions	HR, Management team, Supervisors		Time
Set up KPI for Individual and Department	HR, Management team, Supervisors		Time
Setup Yearly Performance Appraisal System	HR, Management team, Supervisors		Time





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<i>Activities:</i>			
Setup Clubs	HR, Management team	Specialists	Time, Budget, Equipments and Facilities
Sports Day	HR		Time, Budget, Facility
Company Trip	HR		Time, Budget, Facility
<i>Process &amp; Standards:</i>			
Setup Feedback Session for Every Large Project	Management team		Time
Setup Quarterly Coaching Sessions	HR, Management team, Supervisors		Time
Set up KPI for Individual and Department	HR, Management team, Supervisors		Time
Setup Yearly Performance Appraisal System	HR, Management team, Supervisors		Time



## CHAPTER FIVE

### Summary, Conclusions, and Recommendations

This chapter includes a summary of this research paper with the conclusions and recommendations based on the findings of the research. The first part of the chapter presents a summary of research findings, the second part presents the conclusion based on the research findings, and the last part presents recommendations for future studies in the company.

#### 5.1 Summary of Findings

This research study focused on leadership style of top management, entrepreneurial competencies of top and middle management, and teamwork within department, between different departments, and among management team. This research was formulated accordingly to answer the research questions. The research findings and proposed OD interventions were summarized as below.

##### 5.1.1 Demographic Profile

The gender profile analysis shows that 63.4% of TEP respondents were male and 36.6% were female. The majority of respondents at 48.4% were under the age group of 31-40 years, then followed by the age of 21-30 years old, which covers 23.9% of respondents, age group of 41-50 years old at 20.4%, age group of below 20 at 6.2%, and age group of above 50 at 1.2% consecutively. For the length of service profile, the largest group of respondents at 42.8% had worked with the company for 6-10 years, the second largest group of respondents at 27.1% had worked with the company for 1-5 years, followed by the group of respondents at 20.1% which falls under length of service of 11-15 years, the group who worked less than 1 year at

9.4%, and the least respondents at 0.6% had worked with the company for 16-20 years.

#### 5.1.2 Current Leadership Style of Top Management in TEP

All of eight managers in top management level perceived that they possessed participative leadership style.

#### 5.1.3 Difference in Perception of Leadership Style

The majority of the respondents at 56% in production department perceived production manager as delegative. As for export sales manager, most of the respondents at 58% perceived as authoritarian. Majority of the respondents at 56% in domestic sales section perceived that domestic sales manager was delegative. The largest group of respondents at 67% in logistics department perceived that logistic manager was authoritarian. 54% of respondents who were the majority of the group in finance and accounting department perceived chief financial officer (CFO) as authoritarian. Most of the respondents at 50% in human resource department perceived HR manager as delegative. And for the respondents in quality assurance department, majority at 42% perceived their manager as delegative. As for the marketing director, all of the staffs under direct supervision perceived that he was participative, thus, there is no gap of perception for marketing director. Based on the analysis, it was shown that there was a gap between managers' perception of their leadership styles and their staffs' perception of their leadership styles for every top management positions in TEP except for marketing director.

#### 5.1.4 Entrepreneurial Competencies Level of Management

The five competencies clusters, achievement, thinking and problem solving, personal maturity, directing and controlling, and influence were measured for eight staffs in top management level and eleven staffs in middle management level. Based on the data analysis, the top three lowest competencies clusters among top management were directing and controlling, influence, and thinking and problem solving, and the top three lowest competencies clusters among middle management were personal maturity, influence, and directing and controlling.

#### 5.1.5 Current Situation of Teamwork

The research findings showed that there is teamwork within each department of TEP. However, there was a low teamwork among top management team and between different departments. The three major factors influencing low teamwork among top management and between different departments were communication, monitoring and feedback, and team interdependency.

#### 5.1.6 Proposed OD Interventions

This research paper focused OD interventions on improving leadership styles of top management, to lessen the gap between managers' perception and staffs' perception of managers' leadership style; to improve and develop entrepreneurial competencies of top and middle management; and to improve teamwork among top management and between different departments by focusing on communication, team interdependency, and monitoring and feedback.

OD interventions were proposed in three phases. The first phase focused on individual level interventions to improve leadership skills, to lessen the perception of managers' leadership style, and to improve entrepreneurial competencies of

management. The second phase focused on improving teamwork among top management and between different departments, and the third phase focused on improvement of organization processes and setting new standards. The proposed OD interventions were summarized as below.

*Table 5.1. Summary of Proposed OD Interventions*

OD Interventions	Time
<b>Phase.1</b>	<b>3 months</b>
<b>Seminar:</b>	
Leadership Seminar	2.5 hrs
<b>Training Workshop:</b>	
Share Value on Leadership Style Workshop	2.0 hrs
Situational Leadership.II Workshop	1 day
Effective Communication Skills Workshop	2.0 hrs
Assertive Communication Skills Workshop	2.5 hrs
Influencing Skills Workshop	2.0 hrs
Influencing Strategies Workshop	2.5 hrs
Problem Solving and Creative Thinking Workshop	2.5 hrs
Coaching Skills Training Workshop	3.5 hrs
<b>Phase.2</b>	<b>2.5 months</b>
<b>Training Workshop:</b>	
Monitoring Progress Skill Workshop	2.5 hrs
Feedback Skills Training Workshop	2.0 hrs
Team Communication Skills Workshop	3.0 hrs
<b>Activity:</b>	
Set up Clubs	4 weeks to start up
Sports Day	Every mid of the year.
Company Trip with Ice Breaking Team Activities	Every end of the year.
<b>Phase.3</b>	<b>4 months</b>
<b>Process and Standards:</b>	
Setup Feedback Session for Every Large Project	1 week to start up
Setup Quarterly Coaching Sessions	3 weeks to start up
Set up KPI for Individual and Department	8 weeks to start up
Setup Yearly Performance Appraisal System	3 weeks to start up

## 5.2 Conclusions

Based on the statistical analysis, it was concluded that there was a difference between managers' perception of their own leadership style and their staffs' perception of their leadership style. The top three lowest entrepreneurial

competencies for top management level were directing and controlling, influence, and thinking and problem solving, and the top three lowest competencies clusters among middle management were personal maturity, influence, and directing and controlling. The research findings also showed that there is teamwork within each department of TEP, and there was a low teamwork among top management team and between different departments.

Organization change begins from an individual. Thus, the first phase of proposed intervention focused on interventions to improve individual skill on leadership and to improve entrepreneurial competencies. The second phase of intervention focused on departmental level, whereby the managers of each department would have improved their skills and competencies they have earned in the first phase to lead their staffs for further changes in the company and also to improve teamwork. And finally, changes the company processes and setting up new standards for measurements and evaluations for future improvements.

Organization change is an ongoing process where involvement and support from management is crucial to its success to change. Thus, it is important that the company improves and maintains teamwork among management team, sharpen management leadership skill and competencies level to lead the employees of the company to a success change program and to maintain it.

### **5.3 Recommendations for Future Study in the Organization**

The proposed OD interventions covered the areas of leadership, entrepreneurial competencies, and teamwork. After these proposed interventions are implemented, the company needs other ongoing interventions to make sure that

changes are occurring and that people are properly rewarded for their efforts to make changes. Thus, the researcher recommended future studies in the following areas of the company for successful change.

#### 5.3.1 Operation efficiency

What are the processes that the company is using to measure operation efficiency? How effective are the processes, and what are the improvements needed in this area?

#### 5.3.2 Reward System

Evaluate the company compensation program against the market level. Benchmark the company rewarding system on what types of compensation and rewarding program best fits this industry.

#### 5.3.3 Customer Relationship Management

How effectively the company is running customer relationship management programs? How well the company is applying customers' feedbacks and comments for improvement? What are the improvements needed in this area for the company to better retain existing customers and acquire new ones?

#### 5.3.4 Continuous improvement of leadership and management competencies

How should a company continuously develop skills and competencies of management, and how can the company bring out the best in each of them?



## EPILOGUE

Starting from the first day that I studied in this program, I have earned the knowledge on how important it is that we need to look at organization from different perspectives and realized the problems that we are facing today and make necessary changes to cope with competitive environment. This program also provided me with the knowledge of how we can systematically diagnose the organization to find out the actual problems or even challenges that the organization is facing and to systematically implement necessary changes and to retain those changes accordingly. The touch of consulting practices that I have learned from this program is of a very much value added on to the theories that we can apply in the real consulting world.

From writing this research paper, I have learned to apply the knowledge that I earned from this program to the real world. I have learned the overall perspectives of organization development, and most importantly, I have learned that involvement from people from every level of the organization is very important in initiating, implementing, and retaining successful change. This is one of the reasons why in this research paper, I focused on the areas of leadership style, entrepreneurial competencies, and teamwork which were people-oriented aspects of the organization. I have also learned from doing action research for this paper that people skill is very important for being a good OD consultant, and I am very thankful to this program that I have increasing improved on this skill from the first day that I studied in this program through the activities that we did in the class as well as support and initiatives of our professors.

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## RESEARCHER CURRICULUM VITAE

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### Personal Information

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Name : Saw Myat Nwe  
Nationality : Myanmar (Burmese)  
Gender : Female

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### Education Background

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Assumption University, Bangkok, Thailand. May 2001 - Nov 2003  
Faculty of Engineering  
Master of Engineering in Telecommunication Management [MS-TM]  
[Grade average point of 3.72]

Assumption University, Bangkok, Thailand. Oct 1994 - Oct 1998  
Faculty of Science and Technology  
Bachelor of Science in Information Technology [BS-IT]  
[Honor Cum Luade, Grade average point of 3.41]

University of London, England. 1993 - 1994  
General Certificate of Education, Ordinary level [O' Level]

Trail International School, Bangkok, Thailand. 1991-1993

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### Work Experience

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Business Development  
Freewill Solutions Co., Ltd., Bangkok, Thailand. May 2007 – Sep 2008

Licensing Specialist  
Microsoft (Thailand) Co., Ltd., Bangkok, Thailand. April 2005 – November 2005

Business Development Manager  
Asia Dir Solutions Co., Ltd.  
Magnus Management Consultants (Thailand) Co., Ltd., Bangkok, Thailand. Sep 2003 – Dec 2004

Digital Media Manager – Internet Advertising  
Ethnic Earth.Com Holdings Co., Ltd., Bangkok, Thailand. Feb 2000 – Aug 2003

Software Engineer  
TOSHIBA Singapore Pte., Ltd., Singapore. May 1999 – Jan 2000

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## Entrepreneurial Competencies Assessment

### Instructions:

- This questionnaire consists of 70 brief statements.
- Read each statement and decide how well it describes you.
- ***\*\*Be honest*** about yourself.
- ***This assessment has NO effect on your appraisal.***
- This assessment will be used for developing your competencies in different areas.
- Please answer all questions.

	Very Well	Well	Somewhat	Very Little	Not at all
1. I look for things that need to be done.	5	4	3	2	1
2. I like challenges and new opportunities.	5	4	3	2	1
3. When faced with difficult problem, I spend a lot of time trying to find a solution.	5	4	3	2	1
4. When starting a new task or project, I gather a great deal of information.	5	4	3	2	1
5. It bothers me when things are not done very well.	5	4	3	2	1
6. I give much effort to my work.	5	4	3	2	1
7. I find ways to do things faster.	5	4	3	2	1
8. I plan a large project by breaking it down into smaller tasks.	5	4	3	2	1
9. I think of unusual solutions to problems.	5	4	3	2	1
10. I feel confident that I will succeed at whatever I try to do.	5	4	3	2	1
11. I tell others when they have not performed as expected.	5	4	3	2	1
12. I get others to support my recommendations.	5	4	3	2	1
13. I develop strategies to influence others.	5	4	3	2	1
14. No matter whom I'm talking to, I'm a good listener.	5	4	3	2	1
15. I do things that need to be done before being asked to by others.	5	4	3	2	1
16. I prefer activities that I know well and with which I am comfortable.	5	4	3	2	1
17. I try several times to get people to do what I would like them to do.	5	4	3	2	1
18. I seek the advice of people who know a lot about the problems or tasks I am working on.	5	4	3	2	1
19. It is important to me to do a high quality job.	5	4	3	2	1
20. I work long hours and make personal sacrifices to complete jobs on time.	5	4	3	2	1
21. I am not good at using my time well.	5	4	3	2	1
22. I think about the advantages and disadvantages of different ways of accomplishing things.	5	4	3	2	1
23. I think of many new ideas.	5	4	3	2	1
24. I change my mind if others disagree strongly with me.	5	4	3	2	1
25. If I am angry or upset with someone, I tell that person.	5	4	3	2	1

26. I convince others of my ideas.	5	4	3	2	1
27. I do not spend much time thinking about how to influence others.	5	4	3	2	1
28. I feel resentful when I don't get my way.	5	4	3	2	1
29. I do things before it is clear that they must be done.	5	4	3	2	1
30. I notice opportunities to do new things.	5	4	3	2	1
31. When something gets in the way of what I am trying to do, I keep on trying to accomplish what I want.	5	4	3	2	1
32. I take action without seeking information.	5	4	3	2	1
33. My own work is better than that of other people I work with.	5	4	3	2	1
34. I do whatever it takes to complete a job.	5	4	3	2	1
35. It bothers me when my time is wasted.	5	4	3	2	1
36. I try to think of problems I may encounter and plan what to do if each problem occurs.	5	4	3	2	1
37. Once I have selected an approach to solving a problem, I do not change that approach.	5	4	3	2	1
38. When trying something difficult or challenging, I feel confident that I will succeed.	5	4	3	2	1
39. It is difficult for me to order people to do things.	5	4	3	2	1
40. I get others to see how I will be able to accomplish what I set out to do.	5	4	3	2	1
41. I get important people to help me accomplish my goals.	5	4	3	2	1
42. In the past, I have had failures.	5	4	3	2	1
43. I take action before it is clear that I must.	5	4	3	2	1
44. I try things that are very new and different from what I have done before.	5	4	3	2	1
45. When faced with a major difficulty, I quickly go on to other things.	5	4	3	2	1
46. When working on a project for someone, I ask many questions to be sure I understand what that person wants.	5	4	3	2	1
47. When something I have been working on is satisfactory I do not spend extra time trying to make it better.	5	4	3	2	1
48. When I am doing a job for someone, I make a special effort to make sure that person is satisfied with my work.	5	4	3	2	1
49. I find ways to do things for less cost.	5	4	3	2	1
50. I deal with problems as they arise, rather than spend time trying to anticipate them.	5	4	3	2	1
51. I think of many ways to solve problems.	5	4	3	2	1
52. I do things that are risky.	5	4	3	2	1
53. When I disagree with others, I let them know.	5	4	3	2	1
54. I am very persuasive with others.	5	4	3	2	1
55. In order to reach my goals, I think of solutions that benefit everyone involved in a problem.	5	4	3	2	1
56. There have been occasions when I took advantage of someone.	5	4	3	2	1
57. I wait for direction from others before taking action.	5	4	3	2	1
58. I take advantage of opportunities that arise.	5	4	3	2	1
59. I try several ways to overcome things that get in the way of reaching my goals.	5	4	3	2	1

60. I go to several different sources to get information to help with tasks or projects.	5	4	3	2	1
61. I want the company I own to be the best of its type.	5	4	3	2	1
62. I do not let my work interfere with my family or personal life.	5	4	3	2	1
63. I get the most I can out of the money I have to accomplish a project or task.	5	4	3	2	1
64. I take a logical and systematic approach to activities.	5	4	3	2	1
65. If one approach to a problem does not work, I think of another approach.	5	4	3	2	1
66. I stick with my decisions even if other disagree strongly with me.	5	4	3	2	1
67. I tell people what they have to do, Even if they do not want to do it.	5	4	3	2	1
68. I cannot get people who have strong opinions or ideas to change their minds.	5	4	3	2	1
69. I get to know people who may be able to help me reach my goals.	5	4	3	2	1
70. When I don't know something, I don't mind admitting it.	5	4	3	2	1



## Entrepreneurial Competencies Assessment

### คำชี้แจง:

- แบบสอบถามนี้ประกอบไปด้วย 70 ข้อ โปรดอ่านโดยละเอียดและเลือกคำตอบที่บ่งบอกถึงลักษณะการทำงานของคุณมากที่สุด
- **โปรดตอบคำถามตามความเป็นจริง**
- **แบบประเมินนี้ไม่มีผลใด ๆ ต่อการประเมินการทำงานของคุณ**
- แบบประเมินนี้จะใช้เป็นแนวทางในการพัฒนาศักยภาพในการทำงานของคุณ
- กรุณาตอบทุกคำถาม

	เห็นด้วยอย่างยิ่ง	เห็นด้วย	เห็นด้วยบ้าง	ไม่เห็นด้วย	ไม่เห็นด้วยอย่างยิ่ง
1. คุณพยายามมองหาสิ่งที่จะต้องทำเพื่อการทำงานให้งานลุล่วง	5	4	3	2	1
2. คุณชอบทำในสิ่งท้าทาย และจะแสวงหาโอกาสใหม่ ๆ เสมอ	5	4	3	2	1
3. เมื่อประสบกับปัญหายาก ๆ คุณทุ่มเทเวลาในการหาข้อแก้ไขปัญหานั้น	5	4	3	2	1
4. ก่อนที่คุณจะลงมือทำงานชิ้นใหม่ คุณจะศึกษาหาข้อมูลอย่างมากเพียงพอเสมอ	5	4	3	2	1
5. คุณจะรู้สึกหงุดหงิด เมื่อผลงานที่ทำออกมาไม่เป็นไปตามความตั้งใจ	5	4	3	2	1
6. คุณทำงานด้วยความทุ่มเท	5	4	3	2	1
7. คุณจะแสวงหาวิธีในการทำงานเพื่อให้งานเสร็จเร็วขึ้น	5	4	3	2	1
8. คุณมีวิธีการทำงาน ชิ้นใหญ่โดยการแบ่งงานนั้นออกเป็นหัวข้อย่อยๆ	5	4	3	2	1
9. คุณคิดหาวิธีแก้ปัญหาที่แตกต่าง จากวิธีเดิมๆ	5	4	3	2	1
10. คุณมั่นใจว่าสิ่งใดก็ตามที่คุณได้ลงมือทำจะต้องประสบผลสำเร็จ	5	4	3	2	1
11. คุณจะบอกกล่าว เมื่อผู้อื่นทำงานได้ไม่ตรงตามความคาดหวัง	5	4	3	2	1
12. คุณสามารถทำให้ผู้อื่นเห็นด้วยกับข้อเสนอแนะของคุณ	5	4	3	2	1
13. คุณมีกลวิธีเพื่อการโน้มน้าวจิตใจผู้อื่นให้คล้อยตามคุณได้	5	4	3	2	1
14. คุณจะเป็นผู้ฟังที่ดีเสมอ ไม่ว่ากำลังสนทนากับใครก็ตาม	5	4	3	2	1
15. คุณสามารถทำงานเสร็จก่อนที่ผู้อื่นจะทวงถาม	5	4	3	2	1
16. คุณชอบที่จะได้มอบหมายงานที่คุณชำนาญและมีความรู้เป็นอย่างดี	5	4	3	2	1
17. คุณต้องใช้ความพยายามหลายครั้ง เพื่อให้ผู้อื่นทำงานที่คุณมอบหมายให้เขาทำ	5	4	3	2	1
18. คุณจะขอคำแนะนำ จากผู้ที่มีประสบการณ์ในงานที่คุณกำลังทำอยู่	5	4	3	2	1
19. การทำงานเพื่อให้ได้คุณภาพสูง เป็นสิ่งสำคัญสำหรับคุณ	5	4	3	2	1
20. เพื่อให้ได้งานที่สมบูรณ์แบบ และเสร็จตรงตามเวลา คุณยอมเสียสละเวลาส่วนตัว แม้ว่าจะต้องใช้เวลาหลายชั่วโมงก็ตาม	5	4	3	2	1
21. คุณจัดสรรเวลาได้ไม่ติดนั้ก	5	4	3	2	1
22. คุณจะเปรียบเทียบข้อดีและข้อเสียของแต่ละวิธีการทำงาน เพื่อความสำเร็จของงาน	5	4	3	2	1

23. คุณมีแนวความคิดใหม่ๆ เสมอ	5	4	3	2	1
24. คุณพยายามเปลี่ยนความคิดเมื่อผู้อื่นที่มีความคิดเห็นขัดแย้งที่รุนแรงกับคุณ	5	4	3	2	1
25. เมื่อคุณโกรธหรือหัวเสียกับใครบางคน คุณจะบอกกับเขาตรง ๆ	5	4	3	2	1
26. คุณสามารถโน้มน้าวให้ผู้อื่นมีความคิดเห็นคล้อยตามคุณ	5	4	3	2	1
27. คุณใช้เวลาไม่มากนัก เพื่อคิดหาวิธีโน้มน้าวจิตใจผู้อื่น	5	4	3	2	1
28. คุณจะรู้สึกไม่พอใจ เมื่อไม่ได้สิ่งที่คุณต้องการ	5	4	3	2	1
29. คุณจะลงมือทำสิ่งต่างๆล่วงหน้า	5	4	3	2	1
30. คุณเห็นโอกาสในการทำสิ่งใหม่ๆ	5	4	3	2	1
31. เมื่อคุณพบอุปสรรคในสิ่งที่คุณกำลังทำอยู่ คุณจะยังคงทำต่อไป จนกว่าจะประสบผลสำเร็จ	5	4	3	2	1
32. คุณเริ่มลงมือปฏิบัติงานโดยไม่จำเป็นต้องหาข้อมูลอ้างอิง	5	4	3	2	1
33. งานในความรับผิดชอบของคุณดีกว่างานของเพื่อนร่วมงานของคุณ	5	4	3	2	1
34. คุณจะทำทุกอย่างเพื่อให้งานเสร็จสมบูรณ์	5	4	3	2	1
35. คุณจะรู้สึกหัวเสีย เมื่อคุณต้องเสียเวลาไปโดยเปล่าประโยชน์	5	4	3	2	1
36. คุณพยายามวิเคราะห์ถึงปัญหาที่อาจเกิดขึ้น เพื่อวางแผนรับมือ และแก้ไขไว้ล่วงหน้า	5	4	3	2	1
37. ถ้าคุณได้เลือกวิธีการแก้ไขปัญหาใดๆ ไปแล้ว คุณจะไม่เปลี่ยนวิธี	5	4	3	2	1
38. เมื่อได้ลองสิ่งที่ยาก หรือท้าทาย คุณมีความมั่นใจว่าคุณสามารถทำได้ถึงผลสำเร็จได้	5	4	3	2	1
39. การสั่งงานให้ผู้อื่นทำ เป็นเรื่องยากสำหรับคุณ	5	4	3	2	1
40. คุณแสดงให้เห็นถึงวิธีการทำงานของคุณที่จะทำให้คุณประสบผลสำเร็จตามความตั้งใจ	5	4	3	2	1
41. คุณสามารถขอความช่วยเหลือจากบุคคลอื่น ในการทำให้งานสำเร็จตามเป้าหมาย	5	4	3	2	1
42. คุณเคยล้มเหลวมาก่อนในอดีต	5	4	3	2	1
43. คุณจะทำสิ่งต่างๆล่วงหน้าก่อนถึงเวลาที่จะต้องทำ	5	4	3	2	1
44. คุณทดลองทำในสิ่งแปลกใหม่ซึ่งแตกต่างไปจากที่คุณเคยทำมาก่อนอย่างมาก	5	4	3	2	1
45. ยามเมื่อต้องเผชิญหน้ากับงานที่เต็มไปด้วยความยุ่งยาก คุณจะรีบปลื้มตัวออกไปทำสิ่งอื่น	5	4	3	2	1
46. เมื่อได้รับมอบหมายงาน คุณจะซักถามอย่างละเอียดเพื่อให้แน่ใจว่าคุณมีความเข้าใจตรงกันกับ ผู้ที่มอบหมายงานให้แก่คุณ	5	4	3	2	1
47. เมื่องานที่คุณทำอยู่เป็นที่น่าพอใจดีแล้ว คุณจะไม่เสียเวลาเพิ่มขึ้นอีก เพื่อให้ผลลัพธ์นั้นดีไปกว่าเดิม	5	4	3	2	1
48. เมื่อคุณทำงานให้แก่ใครก็ตาม คุณจะทุ่มเทเป็นพิเศษเพื่อให้บุคคลผู้นั้นพึงพอใจในผลงาน	5	4	3	2	1
49. คุณแสวงหาวิธีการทำงานที่ได้ผลคุ้มค่ากับสิ่งที่ต้องลงทุนไป	5	4	3	2	1
50. คุณเลือกที่แก้ไข ข้อบกพร่องที่กำลังเกิดขึ้นมากกว่าการใช้เวลาไปในการคาดเดาถึงปัญหาที่ยังไม่เกิด	5	4	3	2	1
51. คุณคำนึงถึง หลายๆวิธีเพื่อการแก้ไขปัญหา	5	4	3	2	1
52. คุณทำสิ่งที่เสี่ยง	5	4	3	2	1
53. คุณบอกกล่าว เมื่อคุณมีความคิดเห็นที่ขัดแย้ง	5	4	3	2	1
54. คุณสามารถชักจูงผู้อื่นได้	5	4	3	2	1
55 ในการแสวงหาทางแก้ไขปัญหาคำนึงถึงผลประโยชน์ของทุกฝ่ายที่เกี่ยวข้องเสมอ	5	4	3	2	1



56. มีบางครั้งที่คุณเอาเปรียบผู้อื่น	5	4	3	2	1
57. คุณรอคำแนะนำจากผู้อื่นก่อนลงมือปฏิบัติ	5	4	3	2	1
58. คุณใช้สภาวะที่ว่า "น้ำขึ้นให้รีบตัก"	5	4	3	2	1
59. คุณพยายามทุกวิถีทางเพื่อแก้ไขปัญหาต่างๆในการไปถึงเป้าหมาย	5	4	3	2	1
60. คุณค้นคว้าข้อมูลจากแหล่งต่างๆ เพื่อให้ใช้ให้เป็นประโยชน์ต่อ งาน	5	4	3	2	1
61. คุณต้องการให้หน่วยงานที่คุณสังกัดอยู่ เป็นหน่วยงานที่ดีที่สุด	5	4	3	2	1
62. คุณจะไมให้งานเข้ามารบกวน ชีวิตส่วนตัวและครอบครัวของคุณ ได้	5	4	3	2	1
63. คุณจะใช้ทรัพยากรที่มีอย่างมีประสิทธิภาพเพื่อให้งานบรรลุผล สำเร็จ	5	4	3	2	1
64. คุณใช้เหตุผลและกฎเกณฑ์ในวิธีการทำงาน	5	4	3	2	1
65. หากวิธีแรกในการแก้ไขปัญหาไม่ประสบผลสำเร็จคุณจะหาวิธีอื่น อีกเสมอ	5	4	3	2	1
66. คุณจะยังคงยึดถือการตัดสินใจของคุณเป็นหลัก แม้ว่าจะมีผู้อื่น คัดค้านอย่างมาก	5	4	3	2	1
67. คุณสั่งให้ผู้อื่นทำงาน ถึงแม้ว่าผู้นั้นจะไม่ต้องทำตามก็ตาม	5	4	3	2	1
68. คุณไม่สามารถเปลี่ยนใจผู้ที่มีความเชื่อมั่นสูงในความคิดของตน แฉ่ง	5	4	3	2	1
69. คุณรู้จักใครที่สามารถช่วยคุณทำงานให้ประสบผลสำเร็จได้	5	4	3	2	1
70. คุณพร้อมที่จะยอมรับ เมื่อคุณไม่มีความรู้ในบางเรื่อง	5	4	3	2	1



## Manager's Leadership Style Assessment

### Instructions:

- The following questionnaire contains statements about your **department manager's leadership style.**
- Circle the number that represents how strongly you feel about the statement.
- There is no right or wrong answer.
- This assessment has NO effect on your performance appraisal.
- \*\* Be honest.

### Your gender:

- (1) Male                      (2) Female

### Your age:

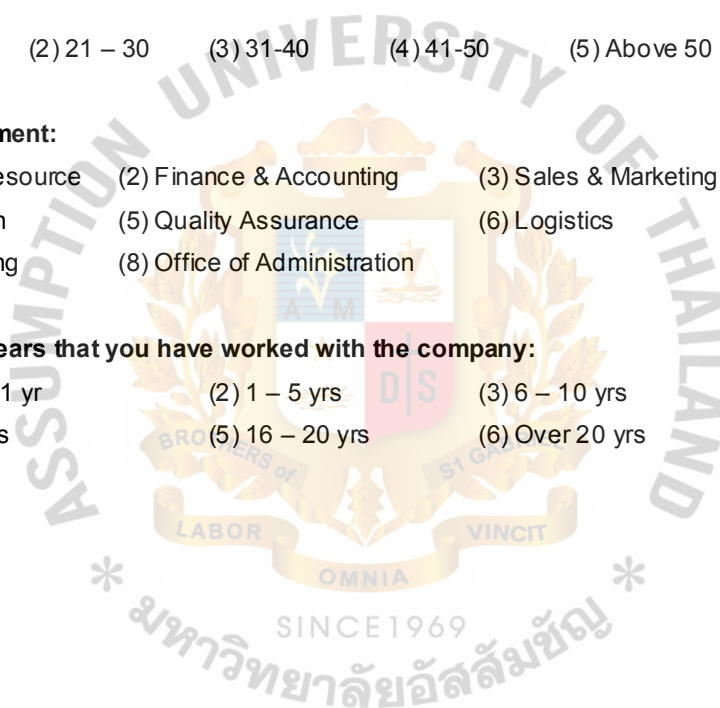
- (1) Below 20      (2) 21 – 30      (3) 31-40      (4) 41-50      (5) Above 50

### Your department:

- (1) Human Resource      (2) Finance & Accounting      (3) Sales & Marketing  
(4) Production      (5) Quality Assurance      (6) Logistics  
(7) Engineering      (8) Office of Administration

### Number of years that you have worked with the company:

- (1) Less than 1 yr      (2) 1 – 5 yrs      (3) 6 – 10 yrs  
(4) 11 – 15 yrs      (5) 16 – 20 yrs      (6) Over 20 yrs



		Strongly Agree	Agree	Disagree	Strongly Disagree
1.	My manager retains the final decision making authority within my department or team.	4	3	2	1
2.	My manager tries to include one or more of us in determining what to do and how to do it. However, your manager maintains the final decision making authority.	4	3	2	1
3.	My manager allows team members to vote whenever a major decision has to be made.	4	3	2	1
4.	My manager does not consider suggestions made by us as he/she does not have the time for them.	4	3	2	1
5.	My managers ask for our ideas and input on upcoming plans and projects.	4	3	2	1
6.	For a major decision to pass in our department, it must have the approval of the majority.	4	3	2	1
7.	My manager tells us what has to be done and how to do it.	4	3	2	1
8.	When things go wrong and need to create a strategy to keep a project or process running on schedule, my manager calls a meeting to get our opinion and advice.	4	3	2	1
9.	My manager sends information to us by email, memos, or voice mail; very rarely call for meeting and expects us to act upon the information.	4	3	2	1
10.	My manager observes our performance and notes the mistakes we make.	4	3	2	1
11.	My manager creates an environment where we can take ownership of the project and allows us to participate in the decision making process.	4	3	2	1
12.	My manager allows us to determine what needs to be done and how to do it.	4	3	2	1
13.	New hires are not allowed to make any decisions unless it is approved by my manager first.	4	3	2	1
14.	My manager asks us for our vision of where we see our jobs going and then use our vision where appropriate.	4	3	2	1
15.	My manager believes that we know more about our jobs than him/her, so he/she allows us to carry out the decisions to do our job.	4	3	2	1
16.	When something goes wrong, my manager tells us that a procedure is not working correctly and he/she establishes a new one.	4	3	2	1
17.	My manager allows us to set priorities with his/her	4	3	2	1

	guidance.				
18.	My manager delegates tasks in order to implement a new procedure or process.	4	3	2	1
19.	My manager closely monitors us to ensure we are performing correctly.	4	3	2	1
20.	When there are differences in role expectations, my manager works with us to resolve the differences.	4	3	2	1
21.	My manager lets each of us to be responsible for defining our job.	4	3	2	1
22.	My manager likes the power that his/her leadership position holds over us.	4	3	2	1
23.	My manager uses his/her leadership power to help us grow.	4	3	2	1
24.	My manager shares his/her authority and delegate tasks to us.	4	3	2	1
25.	My manager directs or threatens us with punishment in order to get us to achieve the organizational objectives.	4	3	2	1
26.	My manager creates an environment that we are committed to the objectives in order for us to exercise self-direction.	4	3	2	1
27.	My manager allows us to determine our own KPI and work goals.	4	3	2	1
28.	My manager believes that we seek only job security.	4	3	2	1
29.	My manager believes that we know how to use creativity and ingenuity to solve organizational problems.	4	3	2	1
30.	My manager believes that we can lead ourselves just as well as he/she can.	4	3	2	1

## แบบประเมินลักษณะการเป็นผู้นำของผู้จัดการฝ่าย

### คำชี้แจง:

- แบบสอบถามนี้เป็นแบบประเมิน ลักษณะการเป็นผู้นำของผู้จัดการฝ่าย
- โปรดทำเครื่องหมาย วงกลมล้อมรอบตัวเลขที่คุณเห็นด้วยมากที่สุด
- ไม่มีคำตอบที่ถูกหรือผิด
- แบบสอบถามนี้ไม่มีผลกระทบต่อการประเมินผลการทำงานของคุณ
- โปรดตอบคำถามตามความเป็นจริง

### เพศ:

- (1) ชาย                      (2) หญิง

### อายุ:

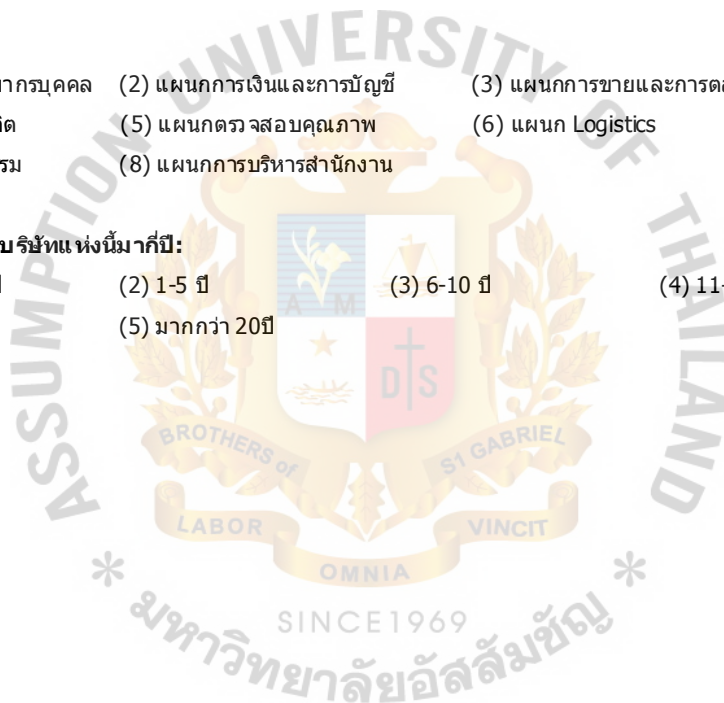
- (1) ต่ำกว่า 20              (2) 21-30              (3) 31-40              (4) 41-50              (5) 50 ขึ้นไป

### แผนกที่สังกัด:

- (1) แผนกทรัพยากรบุคคล    (2) แผนกการเงินและการบัญชี    (3) แผนกการขายและการตลาด  
(4) แผนกการผลิต    (5) แผนกตรวจสอบคุณภาพ    (6) แผนก Logistics  
(7) แผนกวิศวกรรม    (8) แผนกการบริหารสำนักงาน

### คุณได้ทำงานที่บริษัทแห่งนี้มากี่ปี:

- (1) น้อยกว่า 1 ปี              (2) 1-5 ปี              (3) 6-10 ปี              (4) 11-15 ปี  
(5) 16-20 ปี              (5) มากกว่า 20 ปี



		เห็นด้วยอย่างยิ่ง	เห็นด้วย	ไม่เห็นด้วย	ไม่เห็นด้วยอย่างยิ่ง
1.	ผู้จัดการจะเป็นผู้มีอำนาจในการตัดสินใจขั้นเด็ดขาด	4	3	2	1
2.	ผู้จัดการจะรับฟังความคิดเห็นจากสมาชิกในการกำหนดนโยบายและกระบวนการทำงานของหน่วยงาน แต่ท้ายสุดอำนาจในการตัดสินใจย่อมขึ้นอยู่กับผู้จัดการนั้น	4	3	2	1
3.	ผู้จัดการจะให้สิทธิสมาชิกทุกคนร่วมกันออกเสียง เพื่อลงมติเห็นชอบ	4	3	2	1
4.	ผู้จัดการจะไม่ให้เวลาสมาชิกคนใด แสดงความคิดเห็น	4	3	2	1
5.	ผู้จัดการจะสอบถามความคิดเห็น ข้อมูลของแผนงานที่กำลังทำ และกระบวนการทำงานจากสมาชิกในหน่วยงาน	4	3	2	1
6.	นโยบายหลักที่ใช้ในหน่วยงาน ที่ผ่านมามีส่วนมาจากเสียงส่วนใหญ่ของสมาชิกในหน่วยงาน	4	3	2	1
7.	ผู้จัดการจะชี้แจงว่าต้องทำอะไร และ ทำอย่างไร	4	3	2	1
8.	เมื่อเกิดสิ่งผิดพลาดขึ้นในการทำงาน ผู้จัดการในแผนกของคุณจะเรียกประชุมแผนก เพื่อสอบถามความคิดเห็นและขอคำแนะนำจากสมาชิก	4	3	2	1
9.	เมื่อต้องการสั่งงาน ผู้จัดการ จะใช้วิธีส่งข้อมูลข่าวสารผ่านทางอีเมล หรือฝากข้อความเสียงมากกว่าการเรียกประชุม	4	3	2	1
10.	ผู้จัดการจะคอยสังเกตการณ์ การทำงานของพนักงานในแผนก และจะคอยชี้แจงให้ทราบถึงข้อผิดพลาดที่เกิดขึ้น	4	3	2	1
11.	ผู้จัดการสร้างสภาพแวดล้อมในการทำงาน ให้พนักงานมีอำนาจเต็มที่ในการตัดสินใจและดำเนินงานที่ได้รับมอบหมายเสมือนหนึ่งว่าเป็นเจ้าของ โครงการนั้นๆ	4	3	2	1
12.	ผู้จัดการจะมอบหมายให้พนักงาน กำหนดวิธีการทำงานกันเอง ว่าต้องทำอะไรและต้องทำอะไรตามความเหมาะสม	4	3	2	1
13.	พนักงานใหม่ จะยังไม่มีความสามารถในการตัดสินใจใดๆ จนกว่าจะได้รับการอนุมัติจากผู้จัดการเสียก่อน	4	3	2	1
14.	ผู้จัดการจะสอบถามพนักงานถึงทรรศนะมุมมอง ทิศทางการทำงาน และจะเลือกปฏิบัติตามวิธีการที่เหมาะสมที่สุด	4	3	2	1
15.	ผู้จัดการของคุณมีความเชื่อว่าพนักงาน ในแผนก มีความรู้ความสามารถในการทำงานเป็นอย่างดี จึงอนุญาตให้พนักงานตัดสินใจในการทำงานด้วยตนเอง	4	3	2	1
16.	เมื่อเกิดข้อผิดพลาดเกิดขึ้นระหว่างการปฏิบัติงาน ผู้จัดการ จะแจ้งให้พนักงานทราบว่าวิธีการที่ได้ปฏิบัติกันอยู่นั้น ไม่ถูกต้อง และจะกำหนดขั้นตอนการทำงานใหม่ออกมาใช้	4	3	2	1
17.	ผู้จัดการเป็นผู้ให้คำแนะนำหรือคำชี้แนะแก่พนักงาน ในการ จัดลำดับความสำคัญก่อนหลังในการทำงาน	4	3	2	1



18.	ในการเริ่มต้นขั้นตอนหรือกระบวนการทำงานใหม่ๆ ผู้จัดการจะมอบหมายและแจกจ่ายงานให้กับพนักงาน	4	3	2	1
19.	ผู้จัดการจะคอยควบคุมดูแลการทำงานอย่างใกล้ชิด เพื่อให้การปฏิบัติการของพนักงานเป็นไปอย่างถูกต้อง	4	3	2	1
20.	เมื่อพบทบทและหน้าที่ได้ต่างไปจากที่ได้คาดไว้ผู้จัดการจะเข้ามาช่วยในการปรับเปลี่ยนเพื่อให้มีความเข้าใจที่ตรงกัน	4	3	2	1
21.	ผู้จัดการจะให้พนักงานแต่ละคนกำหนดขอบเขตความรับผิดชอบตนเอง	4	3	2	1
22.	ผู้จัดการขึ้นขอรับการใช้อำนาจในตำแหน่งหน้าที่ของเขา	4	3	2	1
23.	ผู้จัดการใช้อำนาจของความเป็นผู้นำเพื่อช่วยให้เราเติบโตในหน้าที่การงาน	4	3	2	1
24.	ผู้จัดการยอมให้เรามีส่วนร่วมในอำนาจการบังคับบัญชาและแบ่งปันหน้าที่แก่พนักงาน	4	3	2	1
25.	ผู้จัดการจะชี้แนะหรือใช้บทลงโทษในการควบคุมให้เราทำงานให้ได้ตามเป้าหมายขององค์กร	4	3	2	1
26.	ผู้จัดการสร้างสภาพแวดล้อมการให้พนักงานได้ใช้ทักษะการหาแนวทางการปฏิบัติงานด้วยตนเอง	4	3	2	1
27.	ผู้จัดการอนุญาตให้พนักงานกำหนดมาตรฐานของการชี้วัดผลการทำงานและเป้าหมายการทำงานเอง	4	3	2	1
28.	ผู้จัดการเชื่อว่าเราให้ความสำคัญกับเรื่องของความมั่นคงในหน้าที่การงานเป็นเรื่องที่สำคัญที่สุด	4	3	2	1
29.	ผู้จัดการเชื่อว่าเรามีความรู้และความคิดสร้างสรรค์ในการแก้ปัญหาขององค์กรอย่างชาญฉลาด	4	3	2	1
30.	ผู้จัดการเชื่อว่าพวกเรามีความสามารถในการเป็นผู้นำที่ดี	4	3	2	1

## Leadership Style Self Assessment

### Instructions:

- The following questionnaire contains statements about leadership style.
- Circle the number that represents how strongly you feel about the statement.
- There is no right or wrong answer.
- This assessment has NO effect on your performance appraisal.
- \*\* Be honest.

		Strongly Agree	Agree	Disagree	Strongly Disagree
1.	I retain the final decision making authority within my department or team.	4	3	2	1
2.	I try to include one or more of my subordinates in determining what to do and how to do it. However, I maintain the final decision making authority.	4	3	2	1
3.	I and my subordinates vote whenever a major decision has to be made.	4	3	2	1
4.	I do not consider suggestions made by my subordinates as I do not have the time for them.	4	3	2	1
5.	I ask for my subordinates ideas and input on upcoming plans and projects.	4	3	2	1
6.	For a major decision to pass in my department, it must have the approval of each individual or the majority.	4	3	2	1
7.	I tell my subordinates what has to be done and how to do it.	4	3	2	1
8.	When things go wrong and need to create a strategy to keep a project or process running on schedule, I call a meeting to get my subordinates opinion and advice.	4	3	2	1
9.	To get information out, I send it by email, memos, or voice mail; very rarely is a meeting called. My subordinates are then expected to act upon the information.	4	3	2	1
10.	When someone makes a mistake, I tell them not to ever do that again and make a note of it for their performance evaluation.	4	3	2	1
11.	I create an environment where my subordinates take ownership of the project. I allow them to participate in the decision making process.	4	3	2	1
12.	I allow my subordinates to determine what needs to be done and how to do it.	4	3	2	1
13.	New hires are not allowed to make any decisions unless it is approved by me first.	4	3	2	1

14.	I ask my subordinates for their vision of where they see their jobs going and the use their vision where appropriate.	4	3	2	1
15.	My subordinates know more about their jobs than me, so I allow them to carry out the decisions to do their job.	4	3	2	1
16.	When something goes wrong, I tell my subordinates that a procedure is not working correctly and I establish a new one.	4	3	2	1
17.	I allow my subordinates to set priorities with my guidance.	4	3	2	1
18.	I delegate tasks in order to implement a new procedure or process.	4	3	2	1
19.	I closely monitor my subordinates to ensure they are performing correctly.	4	3	2	1
20.	When there are differences in role expectations, I work with my subordinates to resolve the differences.	4	3	2	1
21.	Each individual is responsible for defining their job.	4	3	2	1
22.	I like the power that my leadership position holds over subordinates.	4	3	2	1
23.	I like to use my leadership power to help subordinates grow.	4	3	2	1
24.	I like to share my authority with my subordinates.	4	3	2	1
25.	I believe that subordinates must be directed or threatened with punishment in order to get them to achieve the organizational objectives.	4	3	2	1
26.	I believe that my subordinates will exercise self-direction if they are committed to the objectives.	4	3	2	1
27.	I let my subordinates to have the right to determine their own KPI and work goals.	4	3	2	1
28.	My subordinates seek mainly job security.	4	3	2	1
29.	My subordinates know how to use creativity and ingenuity to solve organizational problems.	4	3	2	1
30.	My subordinates can lead themselves just as well as I can.	4	3	2	1

แบบประเมินลักษณะการเป็นผู้นำ

คำชี้แจง:

- แบบสอบถามนี้เป็นแบบประเมินลักษณะการเป็นผู้นำของคุณ
- โปรดทำเครื่องหมายวงกลมล้อมรอบตัวเลขที่คุณเห็นด้วยมากที่สุด
- ไม่มีคำตอบที่ถูกหรือผิด
- แบบสอบถามนี้ไม่มีผลกระทบต่อการประเมินผลการทำงานของคุณ
- โปรดตอบคำถามตามความเป็นจริง

		เห็นด้วยอย่างยิ่ง	เห็นด้วย	ไม่เห็นด้วย	ไม่เห็นด้วยอย่างยิ่ง
1.	อำนาจการตัดสินใจขั้นเด็ดขาดในหน่วยงาน จะขึ้นอยู่กับคุณแต่เพียงผู้เดียว	4	3	2	1
2.	คุณรับฟังความคิดเห็นจากผู้ใต้บังคับบัญชา ในเรื่องนโยบายและกระบวนการทำงาน แต่อำนาจการตัดสินใจขั้นเด็ดขาดจะขึ้นอยู่กับคุณ	4	3	2	1
3.	คุณและผู้ใต้บังคับบัญชา จะร่วมกันลงความเห็นเพื่อหาข้อสรุปการตัดสินใจ	4	3	2	1
4.	คุณจะไม่พิจารณาข้อเสนอแนะใดๆ จากผู้ใต้บังคับบัญชา เพราะจะเป็นการเปลืองประโยชน์	4	3	2	1
5.	คุณจะถามความคิดเห็น ข้อมูลสำหรับแผน และกระบวนการทำงานจากผู้ใต้บังคับบัญชา	4	3	2	1
6.	นโยบายหลักที่ใช้ในหน่วยงาน ที่ผ่านมามีส่วนมาจากเสียงส่วนใหญ่ของสมาชิกในหน่วยงาน	4	3	2	1
7.	คุณชี้แจงผู้ใต้บังคับบัญชาว่าต้องทำอะไร และ ทำอย่างไร	4	3	2	1
8.	เมื่อเกิดสิ่งผิดพลาดขึ้นในการ ทำงานคุณจะเรียกประชุมแผนกเพื่อสอบถามความคิดเห็นและขอคำแนะนำจากผู้ใต้บังคับบัญชา	4	3	2	1
9.	โดยส่วนมากคุณจะใช้ อีเมลล์, เมมโม, หรือฝากข้อความเสียงไว้ ในการส่งข้อมูลข่าวสารถึงผู้ใต้บังคับบัญชา มีน้อยครั้งมากที่จะเรียกประชุม	4	3	2	1
10.	เมื่อบุคลากรในหน่วยงานทำงานผิดพลาด คุณจะเตือนเขาว่าห้ามทำเช่นนั้นอีกและคุณจะไม่บันทึกความผิดพลาดนี้เพื่อการประเมินผลงาน	4	3	2	1
11.	คุณสร้างสภาพแวดล้อมในการทำงาน ที่สามารถให้ผู้ใต้บังคับบัญชามีกรรมสิทธิ์ในงานแต่ละโปรเจค และคุณให้โอกาสพวกเขาในการมีส่วนร่วมในกระบวนการตัดสินใจ	4	3	2	1
12.	คุณอนุญาตให้ผู้ใต้บังคับบัญชา กำหนดวิธีการทำงาน และสิ่งที่จำเป็นต้องทำ	4	3	2	1
13.	บุคลากรเข้าใหม่ไม่มีอำนาจในการตัดสินใจใดๆ ยกเว้นเสียแต่	4	3	2	1

	ว่าคุณจะอนุมัติเสียก่อน				
14.	คุณสอบถามผู้ใต้บังคับบัญชาถึงทรรศนะมุมมอง ทิศทางการทำงาน และจะเลือกปฏิบัติตามวิธีการที่เหมาะสมที่สุด	4	3	2	1
15.	คุณเชื่อว่าผู้ใต้บังคับบัญชามีความรู้ความสามารถในงานที่รับผิดชอบมากกว่าคุณ คุณจึงอนุญาตให้พวกเขาสามารถทำการตัดสินใจเกี่ยวกับงานด้วยตนเอง	4	3	2	1
16.	เมื่อเกิดข้อผิดพลาดขึ้นระหว่างการปฏิบัติงาน คุณจะแจ้งให้ผู้ใต้บังคับบัญชาทราบ ว่าเกิดจากขั้นตอนการทำงานที่ไม่ถูกต้องและคุณจะเป็นผู้กำหนดขั้นตอนการทำงานใหม่ออกมาใช้	4	3	2	1
17.	คุณอนุญาตให้ผู้ใต้บังคับบัญชา ลำดับความสำคัญ ก่อนหลังในการทำงาน โดยคุณจะคอยให้คำแนะนำด้วย	4	3	2	1
18.	คุณมอบหมายและแจกจ่ายงานให้แก่ผู้ใต้บังคับบัญชาในการทำงานใหม่ๆ	4	3	2	1
19.	คุณจะคอยดูแลผู้ใต้บังคับบัญชาอย่างใกล้ชิด เพื่อให้แน่ใจว่าการทำงานเป็นไปอย่างถูกต้อง	4	3	2	1
20.	เมื่อพบหาหน้าที่เปลี่ยนแปลงไปจากที่ได้คาดไว้ คุณจะร่วมกับผู้ใต้บังคับบัญชาในการปรับเปลี่ยนเพื่อให้มีความเข้าใจที่ตรงกัน	4	3	2	1
21.	คุณจะให้พนักงานแต่ละคนกำหนดขอบเขตหน้าที่ความรับผิดชอบกันเอง	4	3	2	1
22.	คุณชื่นชมอำนาจหน้าที่ในตำแหน่งผู้นำนี้ ที่ทำให้คุณสามารถควบคุมดูแลผู้ใต้บังคับบัญชาได้	4	3	2	1
23.	คุณชอบที่จะใช้พลังแห่งผู้นำในการพัฒนาผู้ใต้บังคับบัญชา และช่วยให้เค้าเติบโตในหน้าที่การงาน	4	3	2	1
24.	คุณชอบที่จะให้ผู้ใต้บังคับบัญชา มีส่วนร่วมในอำนาจการบังคับบัญชาได้	4	3	2	1
25.	คุณเชื่อว่า การที่หน่วยงานหรือองค์กรจะประสบผลสำเร็จได้นั้น ผู้ใต้บังคับบัญชาจำเป็นต้องถูกชี้แนะด้วยหรือควบคุมด้วยกฎระเบียบและการลงโทษ	4	3	2	1
26.	คุณเชื่อว่าผู้ใต้บังคับบัญชา จะสามารถสร้างทักษะในการกำหนดทิศทางการทำงานด้วยตนเองได้หากเค้ายึดมั่น ในเป้าหมายการทำงาน	4	3	2	1
27.	คุณปล่อยให้ผู้ใต้บังคับบัญชาเป็นผู้กำหนดวิธีการในการชีวิต และเป้าหมายของงานด้วยตัวเอง	4	3	2	1
28.	ผู้ใต้บังคับบัญชาของคุณจะให้ความสำคัญกับเรื่องของความมั่นคงในหน้าที่การงานเป็นสิ่งที่สำคัญที่สุด	4	3	2	1
29.	ผู้ใต้บังคับบัญชาของคุณมีความรู้ และความคิดสร้างสรรค์ในการแก้ปัญหาขององค์กรอย่างชาญฉลาด	4	3	2	1
30.	ผู้ใต้บังคับบัญชาของคุณมีความสามารถในการเป็นผู้นำได้เป็นอย่างดี	4	3	2	1

## Teamwork Assessment

### Instructions:

- Read each statement and decide how well it describes the teamwork between departments and among management team.
- Please answer all questions.
- Choose only one answer per question.
- **\*\* Be honest.**

	Strongly Agree	Agree	Disagree	Strongly Disagree
1. When discussing issues among the management team, all members are involved in discussions and to share ideas.	4	3	2	1
2. Members of different department freely share their knowledge, experience, and expertise with each other.	4	3	2	1
3. My department's goals have been specifically defined, communicated, and are understood by all team members.	4	3	2	1
4. The management team creates a culture that allows team members to talk openly and honestly with one another.	4	3	2	1
5. Members in my department communicate well and receive enough information from other department to perform.	4	3	2	1
6. We receive enough information from member of management team about progress on project and how well it is performing.	4	3	2	1
7. Management team creates a culture that allows us to constructively and honestly share feedback and perceptions about each other's behavior and performance.	4	3	2	1
8. My department receives recognition for accomplishments and achievements from other department or department managers.	4	3	2	1
9. My department receives constructive feedback when succeed, as well as when mistakes are made or what need to be improved.	4	3	2	1
10. I seek out and respond to feedback from other members of management team and stakeholders on performance of my department.	4	3	2	1



11. Members of management team are respectful, supportive, and considerate of each other's individual needs, challenges, and goals.	4	3	2	1
12. All members of management team take pride in the accomplishments and success of the team rather than individual.	4	3	2	1
13. Each member of management team carries his/her fair share of the workload and are willing to support each other.	4	3	2	1
14. Members of management team feel equally responsible for the performance towards organization objective.	4	3	2	1
15. Members of each department willingly help out when someone on the other department needs assistance.	4	3	2	1
16. People in our management team are versatile and capable and willing of performing a variety of tasks.	4	3	2	1
17. Management team permits all members to have primary roles for completing departmental tasks and allow room to do what is necessary to accomplish the organization goals and objectives.	4	3	2	1
18. Members of management team are willing to perform tasks out of their scope of responsibilities to help other members.	4	3	2	1
19. Members of management team effectively manage time and priorities, and responds well to emergency problems and projects.	4	3	2	1
20. Members of management team are responsive and flexible when goals and plans need to be changed to exploit opportunities or avoid problems.	4	3	2	1
21. Members of management team are willing to change their approach and ways of doing things to accomplish their tasks.	4	3	2	1
22. Members of management team respond positively to adversity and endure the pain that comes from change or difficult trials.	4	3	2	1
23. Our management team sustains and follows through on new programs and initiatives with full effort.	4	3	2	1
24. Members in our management team are both willing and able to learn, benchmark, and initiate improvements in work practices and processes.	4	3	2	1

25. Members in our management team explore boundaries and constraints and do not assume limitations and artificial restrictions on its work.	4	3	2	1
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แบบประเมินการทำงานเป็นทีม

คำชี้แจง:

- เลือกคำตอบที่บ่งบอกถึงลักษณะของ การทำงานเป็นทีมระหว่างหน่วยงานด้วยกันและผู้บริหารด้วยกัน
- ให้เลือกเพียงคำตอบเดียวต่อหนึ่งคำถาม
- โปรดตอบทุกคำถาม
- โปรดตอบคำถามตามความเป็นจริง

	เห็นด้วยอย่าง ยิ่ง	เห็นด้วย	ไม่เห็นด้วย	ไม่เห็นด้วย อย่างยิ่ง
1. ในการประชุมระดับผู้บริหารองค์กร ผู้เข้าร่วมประชุมทุกท่านจะมีส่วน เกี่ยวข้องให้ข้อเสนอแนะและแสดงความคิดเห็น	4	3	2	1
2. บุคลากรจากต่างหน่วยงาน มีการแลกเปลี่ยนความรู้, ประสบการณ์ และความสามารถ ซึ่งกันและกัน	4	3	2	1
3. เป้าหมายของหน่วยงานคุณได้ถูกระบุ, สื่อสาร, และทำความเข้าใจ อย่างชัดเจนกับสมาชิกในหน่วยงานทุกคน	4	3	2	1
4. ทีมผู้บริหารสร้างวัฒนธรรมองค์กรที่สนับสนุนให้สมาชิกสื่อสารอย่าง เปิดเผยและตรงไปตรงมา	4	3	2	1
5. บุคลากรในหน่วยงาน มีการติดต่อสื่อสารที่ดีและได้รับมูลเพื่อการ ปฏิบัติงานจากหน่วยงานอื่นอย่างทั่วถึง	4	3	2	1
6. คุณจะได้รับข้อมูลความคืบหน้าของโปรเจกต์ต่างๆจากสมาชิกในทีม ผู้บริหาร	4	3	2	1
7. ทีมผู้บริหารได้สร้างวัฒนธรรมองค์กรให้ผู้จัดการทุกคนสามารถให้คำ วิจารณ์ในการทำงานซึ่งกันและกันได้โดยตรงไปตรงมา	4	3	2	1
8. หน่วยงานของคุณได้รับการยอมรับจากหน่วยงานอื่น หรือผู้บริหาร จากหน่วยงานอื่น ในเรื่องความสำเร็จพร้อมทั้งสัมฤทธิ์ผลของงานดัง เป้าหมายที่ตั้งไว้	4	3	2	1
9. หน่วยงานของคุณได้รับคำกล่าวชม เมื่อบรรลุผลสำเร็จ และได้รับ คำแนะนำอย่างสร้างสรรค์เมื่อทำงานผิดพลาดหรือมีสิ่งที่ต้องแก้ไข	4	3	2	1
10. คุณจะได้ตามถึงผลการปฏิบัติงานของหน่วยงานคุณจากทีมผู้บริหาร และผู้ถือหุ้นบริษัท เพื่อรับฟังความ แนะนำและข้อคิดเห็นเพื่อปรับปรุง	4	3	2	1

11. ทีมผู้บริหาร ให้ความเคารพซึ่งกันและกัน มีการสนับสนุนและเห็นอกเห็นใจกัน พร้อมทั้งเข้าใจในอุปสรรค และเป้าหมายในการทำงานของกันและกัน	4	3	2	1
12. ทีมผู้บริหาร ยึดมั่นและภาคภูมิใจในความสำเร็จของการทำงานแบบเป็นทีมมากกว่าการทำงานแบบคนเดียว	4	3	2	1
13. สมาชิกในทีมผู้บริหารมีหน้าที่ที่ตนต้องรับผิดชอบ เท่าเทียมกันแต่ในขณะเดียวกัน ก็พร้อมที่จะให้ความช่วยเหลือผู้อื่นอีกด้วย	4	3	2	1
14. ทีมผู้บริหาร มีความรู้สึกรับผิดชอบที่เท่าเทียมกันในงาน เพื่อบรรลุวัตถุประสงค์ขององค์กร	4	3	2	1
15. บุคลากรที่อยู่ทั้งในและต่างแผนก จะคอยช่วยเหลือซึ่งกันและกันด้วยความเต็มใจ	4	3	2	1
16. ทีมผู้บริหาร มีความสามารถในการทำงานที่หลากหลาย	4	3	2	1
17. ทีมผู้บริหาร แต่ละคนถึงแม้จะมีหน้าที่หลักที่ต้องทำแล้ว แต่ก็พร้อมที่จะทำงานอื่นๆ ที่จำเป็น นอกเหนือความรับผิดชอบของตน เพื่อความสำเร็จของหน่วยงาน	4	3	2	1
18. สมาชิกในทีมผู้บริหารพร้อมจะทำงานให้มากกว่าความรับผิดชอบของตนเพื่อที่จะสามารถช่วยเหลืองานของสมาชิกคนอื่นๆ	4	3	2	1
19. ทีมผู้บริหาร จัดสรรเวลาการทำงานได้อย่างมีประสิทธิภาพ รวมทั้งสามารถตอบสนองเมื่อเกิดปัญหาฉุกเฉินในการทำงานได้อย่างดี	4	3	2	1
20. ทีมผู้บริหาร สามารถปรับเปลี่ยนวิธีการทำงาน เมื่อจำเป็นต้องเปลี่ยนแปลงเพื่อหาแนวทางใหม่ หรือเพื่อหลีกเลี่ยงปัญหา	4	3	2	1
21. ทีมผู้บริหาร ยินดีที่จะเปลี่ยนกลยุทธ์และวิธีการเพื่อให้งานนั้นบรรลุผลสำเร็จ	4	3	2	1
22. ทีมผู้บริหาร สามารถตอบสนองต่ออุปสรรคและปัญหาการทำงานได้เป็นอย่างดี	4	3	2	1
23. ทีมผู้บริหาร ให้ความพยายามอย่างเต็มที่กับโครงการและการริเริ่มสิ่งใหม่ๆอย่างต่อเนื่อง	4	3	2	1
24. ทีมผู้บริหาร มีความตั้งใจและมีความสามารถในการเรียนรู้ มีความริเริ่มสร้างสรรค์ เพื่อใช้ปรับประยุกต์การทำงานให้เกิดการพัฒนาขีดความสามารถของหน่วยงานอย่างต่อเนื่อง และเป็นไปตามเกณฑ์มาตรฐาน	4	3	2	1
25. ทีมผู้บริหาร ฝ่าฟันแนวทางการทำงานและแก้ปัญหาโดยไม่จำกัดขอบเขต	4	3	2	1

## Teamwork Assessment

### Instructions:

- Read each statement and decide how well it describes **your department**.
- Please answer all questions.
- Choose only one answer per question.
- **\*\* Be honest.**

### Your gender:

(1) Male            (2) Female

### Your age:

(1) Below 20    (2) 21 – 30    (3) 31-40    (4) 41-50    (5) Above 50

### Your department:

(1) Human Resource    (2) Finance & Accounting    (3) Sales & Marketing  
(4) Production    (5) Quality Assurance    (6) Logistics  
(7) Engineering    (8) Office of Administration

### Number of years that you have worked with the company:

(1) Less than 1 yr    (2) 1 – 5 yrs    (3) 6 – 10 yrs  
(4) 11 – 15 yrs    (5) 16 – 20 yrs    (6) Over 20 yrs

	Strongly Agree	Agree	Disagree	Strongly Disagree
1. My team involves all members in discussions and allows members to share ideas.	4	3	2	1
2. Members of my team freely share their knowledge, experience, and expertise with each other.	4	3	2	1
3. My team's goals have been specifically defined, communicated, and are understood by all team members.	4	3	2	1
4. My team creates culture that allows team members to talk openly with one another.	4	3	2	1
5. My team communicates well and receives enough information from other teams to perform	4	3	2	1
6. My team members receive enough information about progress on project and how well it is performing.	4	3	2	1

7. Members of my team constructively and honestly share feedback and perceptions about each other's behavior and performance.	4	3	2	1
8. My team members receive recognition for accomplishments and achievements from the team leader.	4	3	2	1
9. The team leader gives constructive feedback to my team members when they succeed, as well as when they make mistakes or need to improve.	4	3	2	1
10. My team seeks out and responds to feedback from team leader.	4	3	2	1
11. Members of my team are respectful, supportive, and considerate of each other's individual needs, challenges, and goals.	4	3	2	1
12. My team members take pride in the accomplishments and success of the team.	4	3	2	1
13. Each member of my team carries his/her fair share of the workload.	4	3	2	1
14. My team members feel equally responsible for the performance of the team and its outcome.	4	3	2	1
15. My team members willingly help out when someone on the team needs assistance.	4	3	2	1
16. People in my team are versatile and capable and willing of performing a variety of tasks.	4	3	2	1
17. My team permits individuals to have primary roles for completing team tasks and allow room to do what is necessary to accomplish the team's goals and tasks	4	3	2	1
18. My team members are willing to perform tasks out of their scope of responsibilities to help other team members	4	3	2	1
19. My team effectively manages time and priorities, and responds well to emergency problems and projects.	4	3	2	1
20. My team is responsive and flexible when goals and plans need to be changed to exploit opportunities or avoid problems.	4	3	2	1
21. My team members are willing to change their approach and ways of doing things to accomplish their tasks.	4	3	2	1
22. My team responds positively to adversity and endures the pain that comes from change or difficult trials.	4	3	2	1
23. My team sustains and follows through on new programs and initiatives with full effort.	4	3	2	1



24. My team is both willing and able to learn, benchmark, and initiate improvements in work practices and processes.	4	3	2	1
25. My team explores boundaries and constraints and does not assume limitations and artificial restrictions on its work.	4	3	2	1



## แบบประเมินการทำงานเป็นทีม

### คำชี้แจง:

- คำตอบที่บ่งบอกถึงลักษณะของ ฝ่ายของคุณ
- ให้เลือกเพียงคำตอบเดียวต่อหนึ่งคำถาม
- โปรดตอบทุกคำถาม
- โปรดตอบคำถามตามความเป็นจริง

### เพศ:

- (1) ชาย (2) หญิง

### อายุ:

- (1) ต่ำกว่า 20 (2) 21-30 (3) 31-40 (4) 41-50 (5) 50 ขึ้นไป

### แผนกที่สังกัด:

- (1) แผนกทรัพยากรบุคคล (2) แผนกการเงินและการบัญชี (3) แผนกการขายและการตลาด  
(4) แผนกการผลิต (5) แผนกตรวจสอบคุณภาพ (6) แผนก Logistics  
(7) แผนกวิศวกรรม (8) แผนกการบริหารสำนักงาน

### คุณได้ทำงานที่บริษัทแห่งนี้มากี่ปี:

- (1) น้อยกว่า 1 ปี (2) 1-5 ปี (3) 6-10 ปี (4) 11-15 ปี  
(5) 16-20 ปี (5) มากกว่า 20 ปี

	เห็นด้วย อย่างยิ่ง	เห็นด้วย	ไม่เห็นด้วย	ไม่เห็นด้วย อย่างยิ่ง
1. สมาชิกในหน่วยงานทุกคน มีส่วนร่วมแสดงความคิดเห็นได้	4	3	2	1
2. สมาชิกในหน่วยงานจะแบ่งปันความรู้ และประสบการณ์ตามความถนัดของตนให้แก่สมาชิกคนอื่นๆ	4	3	2	1
3. หน่วยงานของคุณ มีการกำหนดเป้าหมายในการทำงานไว้อย่างชัดเจน และสมาชิกทุกคนมีความเข้าใจที่ตรงกันในเป้าหมายนั้นๆ	4	3	2	1
4. หน่วยงานของคุณมีการปลูกฝังค่านิยมในการที่ให้สมาชิกมีอิสระในการแสดงความคิดเห็น หรือ ความรู้สึกที่มีต่อกันได้อย่างตรงไปตรงมา	4	3	2	1
5. หน่วยงานของคุณ มีการสื่อสารที่ดีและได้รับข้อมูลข่าวสารที่จำเป็นจากหน่วยงานอื่น ๆ ในการปฏิบัติงาน	4	3	2	1
6. สมาชิกในหน่วยงาน ได้รับข้อมูลข่าวสารเกี่ยวกับความคืบหน้าของโครงการทำอยู่ในระหว่างดำเนินการ	4	3	2	1
7. สมาชิกในหน่วยงานของคุณ กล่าวที่จะแสดงออกถึงความรู้สึกและมุมมองต่อพฤติกรรมและศักยภาพของเพื่อนร่วมงานได้อย่างตรงไปตรงมา	4	3	2	1
8. เมื่อสมาชิกในหน่วยงาน ทำงานประสบผลสำเร็จตามเป้าหมาย ย่อมได้รับการยกย่องและยอมรับจากผู้บังคับบัญชา	4	3	2	1
9. ผู้บังคับบัญชาจะกล่าวชมเชยเมื่องานนั้นสำเร็จลุล่วง และให้คำแนะนำแบบสร้างสรรค์เมื่องานเกิดความผิดพลาด หรือจำเป็นต้องมีการปรับปรุงแก้ไข	4	3	2	1
10. สมาชิกในหน่วยงาน ไขว่คว้าและรับฟังความคิดเห็นของผู้บังคับบัญชาและพร้อมที่จะปรับปรุงตามข้อเสนอแนะ	4	3	2	1
11. สมาชิกในหน่วยงาน ให้การยอมรับ, สนับสนุน และเอาใจใส่ซึ่งกันและกัน ในการดำเนินงานให้บรรลุเป้าหมาย	4	3	2	1
12. สมาชิกมีความภาคภูมิใจในความสำเร็จของหน่วยงาน	4	3	2	1
13. สมาชิกทุกคนมีความรับผิดชอบงานและทำตามความรับผิดชอบที่ได้รับมา	4	3	2	1
14. สมาชิกในหน่วยงาน ร่วมกันรับผิดชอบผลการดำเนินงานของหน่วยงานโดยเท่าเทียมกัน	4	3	2	1
15. สมาชิกในหน่วยงานยินดีให้ความช่วยเหลือเมื่อเพื่อนสมาชิกต้องการความช่วยเหลือ	4	3	2	1
16. สมาชิกในหน่วยงาน มีความสามารถในการทำงานที่หลากหลาย	4	3	2	1

17. ถึงแม้แต่ละคนจะมีหน้าที่หลักที่ต้องทำแล้ว แต่ก็พร้อมที่จะทำงานอื่นๆ ที่จำเป็น นอกเหนือความรับผิดชอบของตน เพื่อความสำเร็จของหน่วยงาน	4	3	2	1
18. สมาชิกในหน่วยงานพร้อมจะทำงานให้มากกว่าความรับผิดชอบของตนเพื่อที่จะสามารถช่วยเหลืองานของสมาชิกคนอื่นๆ	4	3	2	1
19. หน่วยงานของคุณ บริหารเวลาได้อย่างมีประสิทธิภาพ จึงลำดับความสำคัญและแก้ไขปัญหาก็ไม่ได้คาดหมาย ได้เป็นอย่างดี	4	3	2	1
20. ภายในหน่วยงานของคุณ สามารถปรับเปลี่ยนวิธีการทำงาน เมื่อจำเป็นต้องเปลี่ยนแผนเพื่อหาแนวทางใหม่ หรือเพื่อหลีกเลี่ยงปัญหา	4	3	2	1
21. สมาชิกในหน่วยงาน ยินดีที่จะปรับเปลี่ยนวิธีการทำงาน เพื่อให้งานสำเร็จตามวัตถุประสงค์	4	3	2	1
22. เมื่อเกิดอุปสรรคในการทำงาน สมาชิกในหน่วยงาน สามารถตอบสนองและอดทนต่ออุปสรรคนั้น ได้เป็นอย่างดี	4	3	2	1
23. สมาชิกในหน่วยงานให้ความพยายามอย่างเต็มที่กับโครงการและการริเริ่มสิ่งใหม่ๆอย่างต่อเนื่อง	4	3	2	1
24. สมาชิกในหน่วยงาน มีความตั้งใจและความสามารถในการเรียนรู้ มีความริเริ่มสร้างสรรค์ เพื่อใช้ปรับปรุงยุคการทำงานให้เกิดการพัฒนาขีดความสามารถของหน่วยงานอย่างต่อเนื่อง และเป็นไปตามเกณฑ์มาตรฐาน	4	3	2	1
25. สมาชิกในหน่วยงาน ฝ่าฟันแนวทางการทำงานและแก้ปัญหาโดยไม่จำกัดขอบเขต	4	3	2	1