



The Relationship of Empowerment and Team Work: A Case Study of
Frank Films Company Limited

By

Hataichanok Leerahathon

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

Master of Management in Organization Development and Management

Graduate School of Business
Assumption University
Bangkok, Thailand

November 2004

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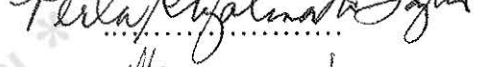

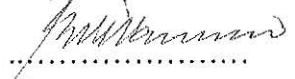
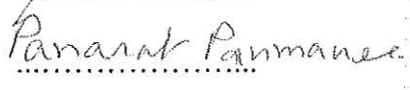
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Examination Committee :

- | | | | |
|----|---------------------------------|----------------------|---|
| 1. | Dr. Perla Rizalina M. Tayko | (Advisor) |  |
| 2. | Dr. Ismail Ali Siad | (Member) |  |
| 3. | Dr. Salvacion E. Villavincencio | (Member) |  |
| 4. | Dr. Panarat Panmanee | (MOE Representative) |  |

Examined on : November 17, 2004
Approved for Graduation on :

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Assumption University
Bangkok, Thailand

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ABSTRACT

This study examined the relationship of empowerment at individual (manager, employee), team level (planning, decision making, and motivating) and teamwork (team structure, skill, commit to common purpose, and personal commitment), in Frank Films Company Limited.

The objectives of the study were first, to determine the perception of population on empowerment in Frank Films Company Ltd.; second, to determine the perceptions of population on teamwork in Frank Films Company Ltd.; third, to study the relationship between empowerment and teamwork in Frank Films Company Ltd.; and lastly, to study the relationship between demographic profiles and empowerment in Frank Films Company Ltd.

Two hypotheses tested in this study were firstly, the relationship between empowerment and teamwork; secondly, the relationship between demographic profile and empowerment.

One hundred and twenty three (123) questionnaires were distributed to all identified population in both management level and employee level in Frank Films Company Ltd.

The researcher used descriptive statistics (percentage and frequency distribution) for describing the demographic profile. Descriptive statistics (mean, standard deviation, and rating) were employed to describe perceptions on empowerment and teamwork. The findings on the perceptions of population toward overall empowerment and teamwork were rated at "agree level". This implied that the population felt positive with the empowerment and teamwork in the company.

The inference statistics (Pearson Correlation) was used to find out the relationship between empowerment and teamwork. Overall, the findings showed that there was a significant relationship between empowerment at individual level, team level and teamwork.

The non-parametric statistics (Mann Whitney U Test and Kruskal Wallis Test) was employed to find out the relationship between demographic profile and empowerment. Overall, the findings indicated that there was no significant relationship between demographic profile and empowerment

The results of findings were a) there was a significant relationship between empowerment and teamwork b) there was no significant relationship between demographic profiles and empowerment. An OD Intervention program including management support, recommendation and further research were suggested in this study as well.



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MM 6. ID. 451 9754



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CHAPTER 1

INTRODUCTION

1.1 Background Study

In global situation for film distribution, As D.W. Griffith (www.life.com/Life/lifebooks/hollywood/intro.html) said at the time, “Nothing ever devised by the mind of man can show it like moving pictures”. Therefore, Hollywood film became a huge business section in the world. In the present time, Hollywood films are acceptable and well-known for most of the countries around the world. It becomes fashionable and there is big demand of audiences who love to see movies. Therefore, production studio which creates the films set up another business sector to distribute its own movie. There are 5 major distributors in industry, UIP, 20th Century Fox, Warner Bros., Sony Pictures Entertainment (Columbia Pictures) and Buena Vista International.

Recently, Sony Corp. of America shocked Hollywood by buying shares from Metro-Goldwyn-Mayer Inc (MGM) in a deal that valued nearly at \$ 5 billion or \$12 a share. The deal follows Time Warner Inc.’s decision to drop out of the bidding war because they could not reach the price agreement.

(www.bizjournals.com/losangeles/stories/2004/09/13/daily9.html)

And a deal would allow Sony to merge its film library with MGM’s , generating big cost savings and giving it more clout in negotiations with cable operators and DVD retailers Besides, Sony announced its interest to buy the entertainment company next year. It seems that the merger of SONY and MGM will make film industry grow faster especially on the overall revenue of the business (www.armeniandiaspora.com/archive/2638.html)

Look around the region, since economic crisis in 1998, local films business was going down and superstar such as Jackie Chan and director John Woo were leaving Hong Kong. Films brokers there complained that the business was bad. They lost 40% of their expected revenue that year because of the Asian economic crisis and the robust success of Hollywood film makers. That means local people would prefer to see Hollywood movie rather than local movie. Besides, a several years ago, trend of making film in Hollywood was changed. Film makers were interested in Asian action movies style especially in Chinese fighting. Therefore, Hollywood film distributors such as Columbia Pictures (SPE), and 20th Century Fox began to co-operate with local film makers to produce and distribute Chinese movie to world market (<http://newsroom.tat.or.th/common/print.asp?id=1728> : by Joe Coming)

In Thailand, there are three major Hollywood films distributors, called “major group”. The Frank Films is one of them and the rests consist of United International Pictures films distributor (Thailand) (UIP), 20th Century Fox & Warner Brothers films distributor (Thailand).

Since the multiplex theater was founded in 1993 and expanded its business, there were many local independent distributors which distribute local films, Asian films and some Hollywood films (Treeapongpichit and Chaimusik, 1998).

From the year 2000, trend of movie business in Thailand was changing. Local films began to be more successful than they were in the past several years. The local film distributors gained more market share. However, Hollywood films still owned the majority of the market (annual report, 2001)

The competition between Hollywood film distributors and local film distributors is getting harder these days because the government begins to help promoting local film by reducing the tax for importing film making equipment and relaxing the regulation about

censorship. Although the competition between Hollywood film distributors (major group) and local film distributors is getting harder, the major group still dominates the share in Thai market (Amnatchareonrit, 2000)

The Frank Films Company was founded in Thailand since 1997. The company is joint venture of CCS and BBI. It runs business which distributes Hollywood films and it distributes the films which are under CCS studio, Revolution studio, Touch Stone studio and BBI studio. The company consists of five departments which are Sales department, Finance & Accounting department, HR and Administration department, CCS marketing department, and BBI marketing department.

In overall, Frank Films Company is a good company. It has good profile and it is very firm company. Also, it has good working atmosphere without strong conflict. It has good relationship among people in each department and between people in different department. Besides, the company has an informal working style. Employees do not have to talk to their bosses by using very formal words, but polite. Moreover, the company offers a very good welfare to both permanent and temporary employees.

During the past few years, the company had a very satisfactory performance. Therefore, in the year 2000, the company hired more staff and set up more divisions to support the company expansion. However, in the year 2001 and 2002, the company lost its market share and market leadership to its competitor (see figure 1).

It resulted from the inefficient use of resources especially from its staff. In other word, the main problem should be the interference from some managers. Hence, some managers were loaded with unnecessary jobs because they often *interfere* with employees' works and decision that affect to their jobs.

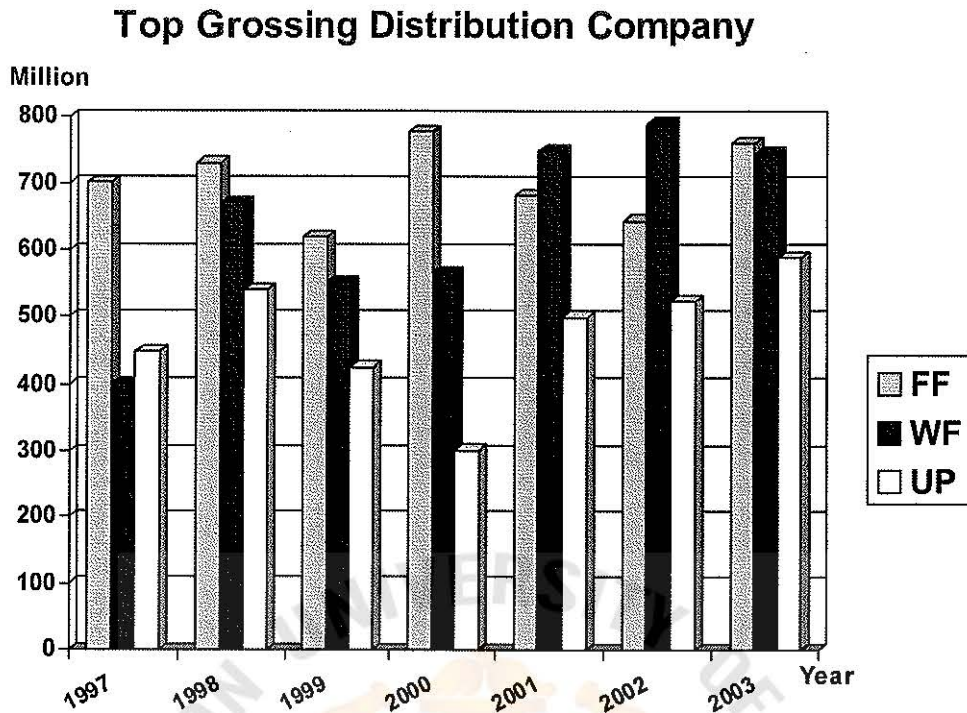


Figure 1: Annual Sales Report from Frank Film Company

This caused many negative impacts to the company such as staff lost their confidence and felt that their creative ideas were limited. In addition, it may be implied that the boss did not believe in his staff ability. Another consequence was people confused in boundary of responsibility even though they have clear job description. Although the number of staff increased, still the executive and some managers had too much workload and not enough time to do strategic work, which only executive could do.

Therefore, the study of empowerment at individual and team level on planning, decision-making and motivating could help the company to increase autonomy and decrease interference from some managers as well as reduce the workload. A less of confidence in decision-making can affect teamwork. On the other hand, empowerment can build teamwork in order that the company can maintain market leader in films industry.

1.2 Research Objectives

There are four main objectives of this study, firstly, to determined perception of people in the company on empowerment at individual level (manager and employee), and team level on planning, decision-making, and motivating.

Secondly it intends to study the relationship between empowerment and team work. Thirdly, this study examines the relationship between demographic profiles and empowerment.

Besides, it intends to identify the OD Interventions which could be useful for subject company to find the ways of solving problems.

1.3 Statement of Problem

Empowerment is a way of working together that taps the inner resources of the human capital of a company. But it concerns with both individual (employee and manager) and team level of functioning. Nevertheless, there are many organizations that want to implement empowerment in their organizations but they fail because they change only one of these levels. Therefore, in this study the researcher would like to study the empowerment in both individual (employee and manager) and team level on planning, decision-making, and motivating. Furthermore, researcher would like to study the relationship of empowerment and teamwork as well as examine the relationship between demographic profiles and empowerment.

1.4 Research Questions

Following are questions which researcher attempts to answer.

- What are the demographic profiles of target respondents?
- What are perceptions of target respondents on empowerment at individual level?
- What are the perceptions of target respondents on empowerment at team level?
- What are the perceptions of target respondents on team work?
- Is there significant relationship between empowerment on planning, decision-making, motivating at individual level, team level and teamwork in terms of team structure, skill, commitment to common purpose, and personal commitment?
- Is there significant relationship between demographic profiles and empowerment?

1.5 Research Hypothesis

The following are the research hypotheses that the researcher attempts to test for this study:

Hypothesis 1

H₀: There is no significant relationship between empowerment on planning, decision-making, and motivating at both individual (manager and employee) and team levels and

teamwork in terms of team structure, skill, commitment to common purpose, and personal commitment

H_a: There is a significant relationship between empowerment in planning, decision-making, and motivating at both individual (manager and employee) and team levels and teamwork in terms of team structure, skill, commitment to common purpose, and personal commitment

Hypothesis 2

H₀: There is no significant relationship between demographic profile and empowerment at individual and team level.

H_a: There is a significant relationship between demographic profile and empowerment at individual and team level.

1.6 Significant Study

Empowerment is a very useful tool for organizations that want to build a functional and good workplace because it can increase organizational energy and spirit to get things done by the values of shared human energy. It creates employee's commitment as well as effective team. Empowerment can also build a high potential team in organization because its process creates effective teamwork.

In team level, empowerment initiates high performance team because empowered team has to share responsibility, authority, information and decision-making. In another word, empowerment allows team members to participate and get involved in a team in order to accomplish goals.

Besides, benefit of this study is to release workload of executives and top manager level because empowerment encourages them to step back and do more strategic work by empowered people. Then they have more time to concentrate on a strategic work that could be done by executives only.

Empowerment is not only benefit to top manager but also benefits to front-line manager and supervisor as well. Since empowerment creates a good relationship between managers and subordinates, in order to be empowered managers, they have to change their management style from autocratic to democratic style. For example: empowered manager is willing to help employees to get the job done by coaching them, not dictate or order. Besides, empowered managers delegate authority and responsibility to their subordinate so employees feel that they have value to the organization. And that brings a good relationship between managers and employees. Moreover, empowered managers can create a good teamwork as well because they learn to know how to be a good team leader.

In employee level, empowerment gives opportunity to employees to have freedom to contribute ideas and do their jobs in the best possible ways through empowerment. As employee is important component in every organization. If they feel they have value and freedom to get things done, they will have a great commitment to organization. And those are factors to create team building. Once everyone in the company enjoys working in team as well as having confidence to accomplish things, the company will get improvement and can maintain to be a market leader.

In addition, as researcher is in supervisor level so she would like to be a good supervisor as well as a good team member by using empowerment tool.

1.7 Scope and Delimitation Study

There are 123 workers in a company where 63 are permanent and 60 are temporary workers. The scope of this study focuses both on permanent staff and temporary staff in all levels which are top manager, front-line manager, supervisor, and staff.

According to the study, it requires information from every level in the organization; some managers and staff may not support or cooperate with the researcher due to the conflict and company's regulations. Besides, some information may be confidential and is not open for public.

1.8 Definition of Terms

The following terms are defined as these are used in the study and to assist the reader in understanding.

Accountability is the outcome a worker is expected to produce and the standards by which they're measured (Nelson, 1988)

Authorization refers to the power that goes with the job and the rights to have authorization in their responsibility (Bach and Sissons, 2000)

Decision-making is perhaps best regarded as a bundle of interconnected activities that include gathering, interpreting, and exchanging information; creating and identifying alternative courses of action; choosing among alternatives by integrating the often-differing perspectives and opinions of team members; and implementing a choice and monitoring its

consequences (Guzzo, 1995). There are three levels for decision-making in an empowered organization which are individual level (manager and employee), team, and organization.

Employee Involvement Assessment is a systematic exploration undertaken to determine whether the organizational climate and business conditions favor to the expanded levels of employee involvement (Moran, Musselwhite, Zenger H., Harrison C., 1996)

Empowerment is a process that refers to a process of encouraging and allowing individuals to take personal responsibility for improving the way they do their jobs and contribute to the organization's goals (Lorenz, 1992). Effective empowerment consists of three essential ingredients. They are planning, decision-making, and motivating. And the organization should implement those factors over the individual level (manager and employee) and team level in order to be an empowered organization.

Empowered Team refers the possibilities of empowering groups of workers by giving several people collective responsibility for some meaningful output (Bach and Sissons, 2000)

Goals are designed to drive actions and they are intended to represent the general end toward which an organizational effort is directed. A goal should provide a sense of what level of performance is expected but it should not specify how the organization is going to achieve the level of performance (www.eglin.af.mil/46tw/StrategicPlan/glossary.htm)

High-Performance Team must have a small number of people with the required skills, purpose, goals, approach, and accountability. Moreover the members are deeply committed to one another's personal growth and success (Katzenbach and Smith, 1993)

Just-in-time Training is another method to create high-performance team by using the following techniques. For example, start the team with as much as intensive training as

possible; remain alert to the training gaps that occur. Respond with short sessions appropriate to what the team is working on and midstream intensive workshop helps (Pokras, 1995)

Motivating: empowerment as a motivational construct relies more on an understanding of empowerment through individuals' internal needs for power and control and the feeling of person efficacy (Lashley, 2001) There are three levels for planning in an empowered organization which consists of individual level (manager and employee), team, and organization.

Organization Development is an effort (1) planned, (2) organization wide, and (3) managed from the top to (4) increase organizational effectiveness and health through (5) planned interventions in the organization's "processes". (Beckhard, 1994)

Organization Development Intervention: According to French, Bell, and Zawacki (1994), the terms OD intervention refers to the range of planned, programmatic activities clients and consultants who participate in the course of an organization development program.

Planning refers to the process of setting goals, developing strategies, and outlining tasks and schedules to accomplish the goals. (<http://www.investorwords.com/cgi-bin/getword.cgi?3710>)

Responsibility refers to a good thing and that feels trustworthy, reliable, and duty bound makes each of us stronger and worthy of the credit we receive (Nelson, 1988).

Self-Directed Teams are teams that have been structured to manage and coordinate their own activities and make many of the day-to-day decisions that would have traditionally been made by a supervisor or manager. They usually have responsibility for a complete piece of work (such as engine assembly) and they work quite closely and interdependently. (<http://www.argospress.com/Resources/team-building/selfdirectteam.htm>).

CHAPTER 2

THE REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

This chapter presents the key theme of the study and the discourse begins with the characteristics of empowerment at individual (manager and employee), and team level. The discussion also focuses on the identified the key components of empowerment comprising of planning, decision-making, and motivating. Then the discussion moves on to determine the relationship between empowerment and teamwork.

2.1 Definition of Empowerment

In order to effectively discuss about empowerment processes and how it relates with teamwork, it is important to begin with a clear understanding of what is empowerment. Some representatives' definitions include the following.

Richard Carver (2002), managing director of the Coverdale Organization, defines empowerment in terms of encouraging and allowing individuals to take personal responsibility for improving the way they do their jobs and contribute to the organization's goals. It requires the creation of a culture which both encourages people at all levels to feel that they can make a difference and helps them to acquire the confidence and skills to do so.

According to Scott and Jaffe (1991), empowerment is not a set of techniques, but rather a way of constructing an inner understanding of the relationship between yourself and the people you work with.

In another perspective, Clutterbuck and Kernaghan (1994) describe empowerment as new ways to concentrate power in the hands of the people who need it most to get the job done—putting authority, responsibility, resources and rights at the most appropriate level for each task. Besides, it concerns with the delegation of responsibility for decision-making as far down the management line as possible.

Empowerment is more than a state of mind, a pattern of team behavior, or organizational policy. It can not exist unless individual, team and organizational values all support it. (Scott and Jaffe, 1991). Therefore to be empowered organizations, it is required to implement planning, decision-making, and motivating over people who work in organization and teamwork.

Before discussing about empowerment, however, organizations need to know how to empower people in organization in both individual and team level.

2.1.1 Empowerment at Individual Level

2.1.1.1 Empowered Managers

Unlike traditional organizations that give power and authorization to only managers, the organizations that want to change to empowered organizations have to give opportunity to both managers and employees to learn how to be empowered persons.

Empowering, however, is a very difficult process for managers to do because the most important barrier is they don't really want to let things go. They are afraid of losing boundary and authorization. There are many researchers commented and suggested about the barriers of managers with the following.

Habit: Byham (1990) discussed about manager's habit and empowerment. The empowerment is hard for both supervisors and managers because all of their lives they've been trained to make decisions and solve problems for people rather than with people. But empowerment requires them to do things differently, i.e. doing things with people. An empowered manager is a coach to people, in helping them solve their own problem and he or she has to train people to learn to do things as well. It sounds difficult for them but they have to change their former behavior which is autocratic style of leadership to the modern style of empowerment. (Byham, 1990). For instance, they should provide all information needed to get the job done to their subordinates and let them design how to accomplish that job, but advise when needed. This process is time consuming and painstaking. A manager needs to be patient to coach and trust the people to do their job well, even with the chance of making mistakes.

Fear of Anarchy: Although managers agreed that empowerment was vital to the improvement of business efficiency and quality by research undertaken recently among top managers from ten large British companies by Laurie International for management consultancy (1991). Many managers feared empowerment's potential for anarchy and many were emphatic that empowerment boundaries would have to be set (Clutterbuck and Kernaghan, 1994)

Personal Insecurity: In an empowered organization, many managers are asked to manage people who have more technical and professional skills than they do, so they always feel insecure and sometimes they lose confidence. To change this kind of traditional behavior, Scott and Jaffe (1991) revealed that managers must generate confidence in which as high degree as employees normally expect to their manager. To built confidence, managers must have willingness of learning. He or she is not committed to the old ways as the only wisdom.

Refuse Participation: The tradition management style usually gives instructions to their subordinates and not allowing scope for participation. Besides, the employees are treated as children because some of them have lack of skills. According to Clutterbuck and Kernaghan (1994), managers are required to offer the training and a good support to employees so that they can develop their working skills. Moreover, managers have to provide participation opportunity to employee because organization, nowadays, needs idea or creativity from the bottom level in order for organizational improvement.

All above problems exist in many companies as well as The Frank Films Company. Managers still fear to change in spite of the company's as a whole needy improvement and development in order to be a market leader once again as well as to maintain to be number one in the market. However, the empowerment itself has technique to encourage managers to accept new roles and behaviors as well as to be ready to change. It shows the advantages of empowered managers that affect to the organization as a whole. It can solve the problems of the above barriers. And it enhances improvement and development in the organizations as well.

For instance, empowerment solves the problems of manager's work load because it encourages managers to delegate jobs to employees and give them authorization to make decision that effect to their works. Also, empowered manager is willing to let subordinates proceed works without interference.

In order to be empowered managers, they have to learn to shift and at best forget the traditional style of management and accept the new roles and responsibilities according to the roles.

2.1.1.2 Empowered Managers Roles

Once the manager's behaviors are changed, managers in empowered organization, therefore, take on a number of new roles with the following

Information Role: Vogt and Murrell, (1994) explained that to empower an organization the manager must be responsible for giving information of all data relevant to member's jobs, as well as information about the strategic and spiritual essence of the organization. Besides, the empowered manager must be able to open climate of trust that enables information to move smoothly through the organization. However, responsibility for improving the flow of information belongs not just to manger but to everyone in the organization as well.

Decision Making Role: According to Wellins, Byham, and Wilson (1990), in traditional hierarchical organizations, the decisions are made at the top of the organization by a few people. In an empowered organization the decision making can be moved to the point that is most appropriate in terms of information, expertise, and need. And the power and responsibility for a decision are shared openly by all those who will be affected by it.

Planning Role: The manager's role in planning is to involve as many as possible of the people whose inputs and interest will help ensure a successful planning process. An empowering planning process depends on the manager to involve others in conceiving and achieving the vision; by translating it into the group's daily work he or she links everyone's everyday tasks with a broader meaning. All members need to know that they are part of an overall plan and need to be able to identify their own unique contributions to its accomplishment. Scott and Jeffe (1991) suggested that the empowered manager has also responsibility for setting the process for creating mission and vision as well.

Evaluation Role: Managers in this role have to learn how to help people ask for help by creating many opportunities for them to reflect on their work. Generally, the manager best performs his or her evaluative role by establishing control systems that respond to calls for assistance and do not raise the specter of future punishment.

Motivation Role: Besides, McIntyre (1998) mentioned that powerful motivator is the essence of empowerment. Therefore, empowered managers must be responsible for motivation. The empowering manager does not rely on extrinsic incentives like pay or punishment but sets an example worthy of emulation. And managers need to learn how to help people become more aware of their own goals so that they can actively participate in and eventually guide their own motivation. Therefore, managers in this role must know about “motivation” such as theory, process in order to facilitate self-insight on behalf of their organization’s achievement.

Refer to Vogt and Murrell (1994), Traditional managers are principally concerned with moving from a short terms strategy of profit maximization to a mid-terms strategy of producing needed products at higher and higher levels of quality. But empowered managers think in terms of creating a better, more effectively developing organization which is the long-range strategy and increases an organization’s growth and survival.

Furthermore, the empowered manager has responsibility for setting the process for creating mission and vision, offering guidance, support and coaching, and assessing performance as it happens (<http://www.leadershipandchangebooks.com/The-Empowered-Manager.htm>)

2.1.1.3 Empowered Employee

Since an effective empowerment needs to implement in both management and employee. Therefore, once the implementing empowerment management level is done, managers should prepare for the next stage; empowering employees. In order to initiate employee empowerment, manager should gain employee commitment to the idea of change in genera since many employees misunderstand about empowerment. They think that empowerment is fine for managers and supervisors because it allows them to delegate work downwards. But when it gets to employees level, there is no one left to delegate it to. Managers, therefore, should make them clear understanding about objectives of empowerment including process so that employees will cooperate and support this idea. However, as Clutterbuck and Kernaghan (1994) discussed about employee empowerment, they found that individuals become supportive and committed to change, even if it is not entirely in their best interests, when the following criteria are fulfilled:

- They understand what the change involves and why it is important.
- They understand and accept the implication for themselves and for their colleagues.
- They believe that they will be supported in implementing the change
- They recognize top management's commitment to making the change work.
- They feel that they have some direct influence on how the change is carried out where it affects them.

Nevertheless, Cork (1993) shared a very interesting opinion about employee commitment that "Real change happens in the heart, not in the brain. When people come to an intellectual understanding about the need for change, they may indeed change; but effective, long-terms change will only happen when they really believe in their hearts that they need to change their behavior."

Thus, another important thing about empowering employees that managers should keep in their mind is "not everyone wants to be empowered"

Even if employees can be made to see that empowerment is in their best interests, there will invariably remain some individuals who feel it is not for them. They may feel they are not being paid enough to take on extra responsibility, they may prefer to put their intellectual energies into activities outside work or they may simply be frightened by prospect of increased, unfamiliar, power and responsibility.

Therefore, what the managers need to do is to give employees a sense of efficacy, to make them feel they have the knowledge and the skills to control things in the organization and to use whatever autonomy they have to perform at high levels (Burdett, 1991). Also, Wellins, Byham, and Wilson (1990) explained that employee empowerment and the energy that comes with feeling of ownership are necessary prerequisites for continuous improvement. Besides, an organization empowers its people when it enables employee to take on more responsibility and to make use of what they know and can learn.

According to Coffelt (1998), besides making commitment of change, managers should be careful when initiate empowerment to employees. Following methods could help for empowering employees.

Building Confidence: Before placing the employee in the position, be sure that he or she has the right skills, knowledge and resources to do the job.

Setting Clear Expectations: Set clear expectations so that the employee knows exactly what to do and what the department goals are. Also, delegate authority is important because employee can make decisions within the authority.

Establishing Clear Communication Patterns: Since ongoing communication is vital so the manager and employee are always in sync in their work. Communicate work goals and department process. Share awareness of problems or changes. Alert each other of

company and industry news that affects the department and upcoming projects or potential sales.

Ensuring Commitment and Support: Managers have to commit to the employee's success. And managers have to guide but not do the job for them. Besides, managers should not check up on the employee by interviewing their staff or taking their complaints as valid.

Determining Measuring Standards: Managers establish metrics in advance in order to make clear what the department and company standards are.

Ensuring Accountability: Managers should be there for advice, perspective, and guidance, and enable employees to manage the solution. If employees are accountable for the solution process, they learn from the problem or mistake.

From the above methods, they could enhance employees to acknowledge why empowerment is needed. And employees accept and ready to be an empowered person more or less. Anyhow, it needs time to accept change.

Once the employees realize the important of empowerment, they have to learn and develop their abilities. This means they need to have a continual series of new challenges, empowered organizations are finding several mechanisms that offer employees the chance to learn and grow (Scott and Jaffe (1991). The follows are example programs to have employees learn and develop their abilities.

Cross-training: to expand their ability and help people understand each other's jobs.

Job rotation into other areas of the company, to develop skills and perspective

Participation in task forces and other ad hoc problem-solving groups, to help improve the company, develop quality and define new products and services.

Delegating and job enrichment: to offer employees more responsibility in their work by delegating tasks to them and expanding their roles.

2.1.2 Empowerment at Team Level

Implementing empowerment needs to focus on “Team” as well. Actually, the idea of using teams as the basic unit of productivity in an organization is not new. What is new is the increasing role that self-managed teams are now playing in empowered organizations.

Scott and Jaffe (1991) defined empowered team as it is one that sees itself as one unit, that clear about where it is going, and that shares the central qualities of work, power, skills, control, authority and rewards.

Refer to Merrily Mazza, vice president of editing, design and production for McGraw-Hill Higher Education Group says, “Teams in the workplace are not new; however, truly empowered teams are few and far between. In theory, it is easy to use the word 'team' to describe groups in your workplace, but creating true empowered teams is not something so easily carried out”.

2.1.2.1 Creating Empowered Team

Mazza suggested the way of creating empowered teams is that empowered teams are self-sufficient groups of people working together with specific goals. They have the corporate authority, experience, responsibility and skills to enact their own decisions for the organization. The highest level of management stabilizes the team's direction, which drives the empowerment process by connecting it to the organization's business needs and metrics.

Management focuses on developing employees and supporting the organizational goals. The employees are committed to and responsible for organizational goals. Many times, employees find their job descriptions redefined and broadened, usually adding some tasks formerly performed by others. The object is to maximize the use of everyone's talents. (http://www.qualitydigest.com/mar99/html/body_teams.html)

Refer to Clutterbuck and Kernaghan (1994), Self-directed team is the way to create empowered team. Team members handle job assignments, plan and schedule work, make production-related decisions and resolve problems. Many tasks, such as recruitment that were previously allocated to managers and supervisors can be given over to these teams. The following are processes of self-directed team.

2.1.2.2 Self-Directed Team Processes

1) Formation of Team: In order to build self-directed team, the organization has to define where it can start the process. Management consultant Bernard Wynne advises a four step process to help the formation of teams.

First step: Ensure that each team member has an equal understanding of the purpose of the team and what customers expect of it.

Second step: Set clear objectives about how to achieve that purposes and meet those expectations.

Third step: Determine what is preventing the team from achieving that purpose. Barriers include: lack of skill, problems in interpersonal relationships

among team members, reluctance to share skills and information, and lack of job flexibility.

Fourth step: Work to overcome those barriers.

2) Select Team Members: When the team selects team members, it should recruit for empower ability. There are two ways to select “empowers ability”. The first way is to conduct realistic job previews that inform employees about what they’re getting into, along with orientation and training to prepare them to deal with high levels of autonomy. These are the essential ingredients for organizations considering adopting a system of empowerment and self-directed teams.

The second way is to use tests to identify personality characteristics in potential recruits. To use tests effectively, the team must start with a job or person specification, define what traits team is looking for, and use tests to determine if that person has those traits.

3) Training: Employees who become members of self-managed work teams are expected to take on supervisory functions such as the hiring and firing of other team members, negotiating vacation schedule, and so on.

Furthermore self-directed teams encourage multi-skill and job rotation, which means a heavy investment in technical training. The employees anticipate and solve the problems and they also require workers to learn to work together as a team. Therefore three categories of skills are essential for effective team performance as follows.

Job skills: the technical skills required for job performance

Team and interaction skills: such as giving and receiving feedback, handling conflict, working in team, and training or coaching other team members.

Quality and action skills: such as training in various types of quality tools, techniques for continuous improvement and solving problems.

The biggest change required of operators in self-directed teams is the need to be multi-skilled.

Multi-skilling (or training in several job areas) is in a rewarding business. It is a part of process in helping operators realize that they are capable of managing themselves and can be directly accountable for what they do.

However it is not necessary to train all team members in every job to create an effectively multi-skilled workforce. There are various approaches to striking this balance, but most fall into one of three categories:

Job depth: team members learn a specific process in greater depth.

Job breadth: team members learn all the jobs or tasks required of an entire team.

Vertical skills: team members learn about the leadership skills used in all jobs

4) Introducing new roles of managers and supervisors: When organizations implement self-directed team, supervisors and managers will face more change from the introduction of self-directed teams than the team members themselves.

Once self-directed team is introduced, the management role is changed. In place of allocating and checking on targets and rota, the supervisor is now a facilitator and coach, encouraging the team to set up and measure its own systems. Teams are empowered to draw up rota, organize their workload and provide ideas for improvements. Although they have less direct supervision, teams still have tight guidelines to follow.

Wellins, Byham, and Willson (1990) stated that with changes in the roles of the leaders in self-directed team, “controllers”, “planners”, and “inspectors” are replaced with “coaches”, “facilitators”, and “supporters”.

5) Reshape role of supervisor and staff: Empowerment reshapes the relationships between supervisors and support staff. Employees need more advice in their expanded duties, supervisors have more time to seek it and being empowered, team members should be free to seek support services themselves, and not have to go through the management hierarchy. As a result, it is often necessary to move staff nearer to the support staff, or make support staff part of the team.

Defines responsibilities for team leader: Team leaders are absolutely critical to the success of the team so they should have the following characteristics:

Vision: knowing what they expect the team to be able to accomplish.

Trust: both trust in the members’ capabilities, and the ability to earn the trust of the team members.

Self-Management: leaders must learn to manage themselves before they can hope to lead others.

Willin, Byham, and Wilson (1990), explained that as leadership and managerial responsibilities shift to the team, the team becomes more empowered and self-directed. Once teams approach higher levels of empowerment, they begin to take on more of the responsibilities that are usually reserved for management. Rethinking these responsibilities is the heart of making empowered team more effective than traditional organization.

6) Rewarding team performance: The examples for program reward team performance is skill-based plan, gain sharing or team bonus programs. These programs reward teams for increases in productivity that exceeds some measure of baseline performance.

According to Webb (2000), suggested the ways to create effective empowered teams with following. Focusing on “getting the job done” is automatic cost control. Decision is based on what it takes to finish a job, not what it cost. Empowered team designs the method to get job done efficiency and members in team have responsible for their job. An important thing is an empowered team knows how to prioritize work and team members can finish it just on time.

Besides, leaders should not consider employees as a cost, but investment. If leaders consider employees a cost, quality of employees will suffer, likewise, if leadership considers employees an investment, then both sides will be motivated to increase skill quality. Greater efficiency is the result.

Pokas (1995) noted that people who have opportunity to share knowledge feel they are a part of the team. Team members want to impress by their ability to contribute valuable information and this motivates the desire to seek challenges. And being responsible for results is a highly motivating force. The teams, therefore, is recognized for their ability to prevent problems while getting the job done.

Webb (2000) also mentioned that coaching is inspiring people to find solutions to problems. And coaching is also sharing knowledge.

And the last suggestion from Webb (2000) In order to get the job done, teams need efficiency resources to complete tasks as well as need opportunity to learn. Learning is very

important in terms of organization development. And empowered team found the better ways to learn by putting the “challenges”. Since challenges motivate people to learn and the desire to learn is based on opportunity for challenges.

2.2 Empowerment Processes

In this study empowerment as a process consists of planning, decision-making, and motivating are discussed. These processes are essential ingredients of empowerment to enable or help organization to improve teamwork in the future.

2.2.1 Planning

The planning is an essential process for every activity to be done. It is the process of setting goals, objectives, vision, and mission of organization including detailed methods by which those objectives will be met. Planning process in empowerment requires manager to involve others in sharing goals and vision of organization and providing clear job description to members so that they are able to accomplish those goals. One of the biggest challenges leaders face today is translating their vision—or mission—into reality and persuading people at all levels of the organization to pull together to achieve common goals. (Wellins, Byham, Wilson, 1990). If top manager can not identify the clear vision or mission and translating it into the group’s daily work, it will be difficult for organization to meet its goals.

2.2.1.1 Manager

An empowering planning process depends on the manager to involve others in order to achieve the vision; by translating it into the group's daily work he or she links everyone's everyday tasks with a broader meaning. All members need to know that they are part of an overall plan and need to be able to identify their own unique contributions to its accomplishment. (Vogt and Murrell, 1994)

A manager should set the action plan which defines in detail acts which must carry out to achieve the company's objectives (Grant, 1993) and also the timeline in order to facilitate employees to contribute a great job. And the manager should identify by whom the job is to be done. That means he or she has to assign the right job to the right person by analyzing the potential and qualification of each one and give him or her appropriate jobs or tasks. Moreover manager has to support useful materials to employees as well.

Besides, an empowering planning process for the manager, he or she should define strategic planning as well. The strategic plans describe the key objectives of company which are the detailed methods by which those objectives will be met (Grant, 1993). Therefore the manager must prepare the specific and achievable work. That means the work or task should not too high to achieve or too broad so that employees will have an accomplishment and meet the company's objectives or goals.

2.2.1.2 Employee

As employees are parts of empowering planning process, they have to accomplish the job toward company's objectives. Therefore, empowered employees have to develop self-awareness of how it does things by planning. They have to set the timeline for work and try to follow the schedule to get jobs done.

2.2.1.3 Team

Planning is an important key to support effective empowered team. The team is where empowerment grows. The most important ingredient of empowerment is the direct relationship between team leader and team members (Webb, 2000) as well as good coordination in team. A Team leader sets well-plan for team members to work together such as a clear mission, purposes, and good process in order to have a good work flow to accomplish jobs smoothly. Besides well-plan includes setting a time for team to produce a result, but do not interfere (Scott and Jaffe, 1991).

In overall, people in Frank Films Company acknowledged the major objective and goal of the company which was to be number one in films industry by made all films success with high gross revenue. In terms of team, as company classified team in function such as marketing department, sales department, etc., so each department had clear mission and goals and members in each department could identify their responsibilities.

2.2.2 Decision-Making

2.2.2.1 Manager

Empowered managers believe that front-line employees can and should make the majority of decision that affects how they do their work. And the managers are given some decision making over issues that would previously have been undertaken by more senior managers. That means the manager is likely to see the initiative as providing an opportunity for growth and personal development.

In empowerment, decision making can happen at all levels. The decision making levels have responsibilities on each side—for the manager and for the employee. Below shows some of manager’s input at each level (Lashley, 2001)

Level 1: Give a direct command

Level 2: Listen to the input or opinion. Make clear decision

Level 3: Listen to a discussion of the participant’s input. And make a decision

Level 4: Participation and acknowledgement of consensual process

Level 5: Lay out process and criteria by which decisions are to be reached. Embrace the decisions.

However, it needs time to develop from level 1 to level 5.

According to Moore (1992), people want to make decisions about how they reach goals and the best way to get job done. Empowered managers therefore do not assume that they know everything but ask people to work with them to decide how to do things. This may take longer at the start, but it builds complete agreement and higher commitment to getting the best results.

2.2.2.2 Employee

In traditional organization, decision making is made by the manager. But in empowered organization, employee is a decision maker, not just a follower (Frey, 1993). Also, they are encouraged to take risks and learn from mistakes which lead to the learning opportunities (Senge, 1990)

Refer to the decision-making process in 2.2.2.1, not only the manager takes action for it but employees also have the responsibility at each level in the process as well. (Lashley, 2001)

Level 1: Listen carefully.

Level 2: Voice opinions on time.

Level 3: active participation, voice opinions, and support decision.

Level 4: work on outcome until it feels right. And embrace the decision.

Level 5: accept responsibility for decision-making process.

2.2.2.3 Team

Decision making in teams is quite distinct from individual decision making. In teams, information is often distributed unequally among members and must be integrated, and the integration process may be complicated by uncertainty (Guzzo, 1995) However, every team has its member so in fact, the team decisions are still made by the members of the team working together. Thus, team decision making is a multilevel phenomenon that must take into account for individual and team process (Baker, 1992)

Furthermore, decision making is the core process of working with the empowered team. It is important to understand that there are different levels of participation in decision making. The lowest level of participation is telling people the purpose and what tasks the team has to do. One of the highest levels is where everybody makes decision together (Scott and Jaffe, 1991). To make a decision, the team can brainstorm for sharing ideas and opinions and gather all information before making decision.

Also, the more people are involved in making a decision the more committed they will be to implementing it. Thus, when a team works together to make a decision it takes more responsibilities into account and makes better decisions (Scott and Jaffe, 1991).

The following decision scale represents the levels of decision making that a team leader can use in building a team performance.

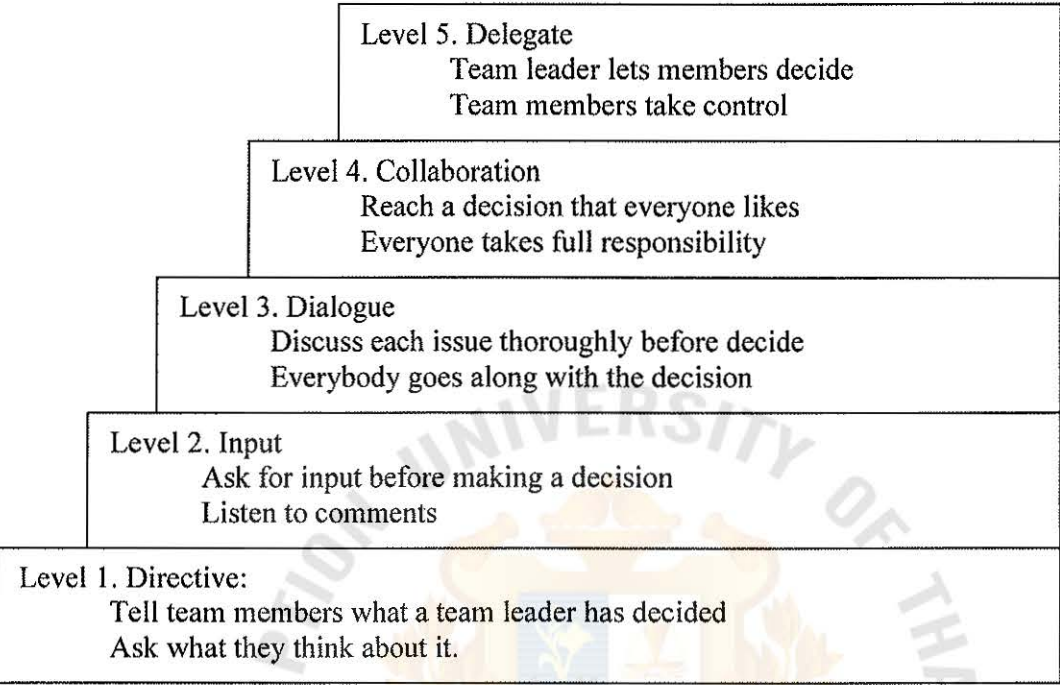


Figure 2: Decision Scale

(Source: Cynthia D Scott and Dennis T Jaffe (1991), Empowerment: Building a Committed Workforce, Crisp Publications Inc., California, USA)

Lee, Newman, and Price (1999) described the guidelines for effective empowered team decision making with the following.

Teams must understand their purpose. The teams must recognize whether they are expected to make a decision that involves an incremental step or whether they are to consider a fundamental change of direction.

Effective communication needs to be established, both within a team, and with external stakeholders.

Emphasizing on balance between achieving the best possible decision (for group) and satisfying psychological needs (for individual)

The team must be self-evaluative and flexible.

A decision reached by the team must be acceptable to its members.

The team should avoid being dominated by one individual (usually the leader) and make use of the range of skill of its members. (Lee, Newman, and Price, 1999)

Regarding to the observation in subject company, the company had problem on decision making which caused of interference among some managers. Then the terrible outcomes occurred. For example, employees confused on their job responsibilities. They had less freedom to cope with situations affected their works. They also lost the direction to identify their own unique contributions to accomplishment. Besides, they lose confidence in their abilities and felt that there were no more challenges for doing jobs because their managers put high controlled and inspected over their works.

Moreover, the work flow was not smooth because there were many decision makers—one person had to report to two bosses. For example; marketing supervisor was not only report to Marketing Manager but he or she must also report to Country Manager for his approval too. The consequences were employees felt bored in doing jobs and felt they did not have value. They also perceived that managers did not trust in their ability so they felt a loss of confidence.

Furthermore, when the company had team meeting and team decision was accepted by its member. Unfortunately, manager, sometimes, changed it without informing the team members even not told them the reasons of changing decision. The team members, therefore,

did not want to share ideas again because they thought that their ideas were useless as well as were limited.

2.2.3 Motivating

As empowerment encourages and allows people to take the personal responsibility for improving the way they do their jobs and contribute to the organization's goals (Ahanotu, 1998). Also, empowerment gives opportunity for participation which can motivate people to be a part of the organization.

2.2.3.1 Manager

The empowered manager motivates people by getting them involved and committed to the task that need to be done. Instead of forcing them to do the jobs, empowered manager uses the natural desire of people to be helpful and make a difference and put it into focused activity. And the manager tries to build new rewards for the teamwork too because many traditional organizations only reward people for individual effort, not for teamwork.

Another point to motivate employee, empowered managers have to study what employees really want. In traditional organization, managers motivate people by looking at his or her own attitudes and assumptions about what they want. Besides, they still believed in an old-style motivation in which says that the best ways to motivate employees were the traditional trio such as job security, financial rewards and job advancement only (Scott and Jaffe, 1991) In fact, it's not just like that and employees change their attitude which will be mentioned in employee level.

2.2.3.2 Employee

For employee level, there are a different set of motivators called VIP motivators which is effective for them.

Table 1: VIP Motivators

Validation	1) Respect for employee as people 2) Flexibility to meet personal needs 3) Encouragement of learning, development and new skills
Information	1) Knowing why things are being done 2) Getting inside information about the company
Participation	1) Employee having control over how they do their work 2) Involvement in decision that affect them

(Source: James O’Toole (1994), *Leading Change* , San Francisco: Jossey-Bass)

According to Haslin (1999) discussed about “motivational empowerment”, employees perceive themselves as having power when they are able to control events or situations and deal effectively with the environment and situations that they encounter.

Under this motivational construct of empowerment, employees are enabled through the development of employee’s personal efficacy (Haslin, 1999). That means the employees’ perceptions of their ability to cope in situation in which they value success.

Moreover, empowerment leads to employee’s commitment toward organization goals. Since empowered employees feel responsible, not just for doing a job, but also for making the whole organization work better (Burdett, 1991) so they have strong commitment to achieve company’s goals.

Besides, the notion of empowerment via commitment does allow a consideration of the possibility of employees developing a sense of personal efficacy, even in situations where there has been no alteration to relational power. (Lockwood, 1996)

2.2.3.3 Team

According to the empowered team, there are the things that need to be shared which consist of sharing responsibility, purpose, authority, power, rewards, and energy (Shipper and Manz, 1990). Therefore, motivation in this level occurs when the team shares all those things. Sharing those entire things make the team members feel that they have involvement and participation in the team, just like they are part of a team and a team belongs to them. Besides, the team members have the feeling of ownership as well so they put full effort to accomplish things.

Refer to Grazier (1997), A team whose members are aligned with its purpose, feel a challenge in their task, have a strong sense of camaraderie, feel responsibility for the outcome, and experience growth as a team and in their personal lives, will tend to sustain motivation over the long haul. Besides, many people say that their most rewarding team experiences resulted from some sort of challenge; so, the challenge itself was the motivator. The challenge created high levels of motivation while planning the event; and the sense of accomplishment after the event sustained motivation even longer. An additional criteria for a challenge is the *level of difficulty*. However, the challenge should not too difficult to achieve as well as it should not too easy as well otherwise it can not motivate team members.

In an empowered organization, rewarding team performance is a way to motivate the team as well. According to Wellins (1992), skill-based plan can apply with the self-direct team because they reward the team member for job depth, job breadth and vertical skills gained. Gain sharing or team bonus programs can also reward the team performance. These

programs reward the teams for increasing the productivity that exceeds some measure of baseline performance.

In addition, empowerment motivates people through the self-managing team. With appropriate training, coaching and linkages various forms of teams can accept an increased level of responsibility and leadership (Gallagher, 1997)

In overall, the good working atmosphere and the good welfare can motivate people in the company, but some people may need something besides those factors. From the observation in subject company, the consequence from decision problem affected to motivation as well. Since employees felt they lost power in decision making on their jobs and their responsibilities. They were not sure about their values to the company.

Most employees in Frank Films Company would like to have control over how they do their work. In other words, they wanted to perceive of their ability to cope in situation in which they value success. Besides, the job title or job advancement was not effective if they did not have power to control their works.

As many authors mentioned that participation and challenge could motivate people, sometimes, rather than other incentives. Recently, some staff resigned from the company because they felt no challenge in working here anymore. And they perceived that they could not develop skills of work while working in this company. Everything was controlled by some managers and they just followed as order. They could not enhance anything, and then they resigned.

2.3 Teamwork

Katzenbach and Smith (1993), defined “team” as a small number of people with complementary skills who are committed to a common purpose, performance goals, and approach for which they hold themselves mutually accountable.

“Team” in Frank Films Company is defined by function, which is composed of five departments. There were sales, finance and accounting, HR and administration, and two marketing departments.

Sales department is the biggest team in company because it has the most number of employees. The goals of this team are negotiating terms of revenue with cinemas and make the maximum gross profits.

Finance and Accounting department has responsible for controlling the overall operation budget of company.

HR and Administration department has responsible for Human Resources concerning such as salary, employee welfare, etc.

Marketing department divided to CCS team and BBI team. CCS team is responsibility to CCS movies, while BBI team is responsibility to BBI movies. Both teams have the same goal which is to promote movie by using promotion, advertising, and PR strategies. In other word, the main objective of marketing teams is to create plan about how to influence people to see movies that belong to company.

According to Wellins, Byham, and Willsons (1990) gave the idea about dimension of teamwork which was defined 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.”

Active cooperation by every member is vital to team success. Team members cannot sit back and observe or allow others to do the work; they must work proactively to achieve group goals and facilitate cohesiveness.

Effective teams are not just collections of people. Rather, they comprise an entity that is greater than the sum of its parts. This means that team members must work together closely and make every effort to cooperate with and support one another.

Refer to Kydonieffs (2000) defined the key behaviors of the teamwork with following:

- Asking for ideas
- Offering help without being asked
- Accepting suggestions
- Taking into consideration the needs, motivations, and skills of other team members when offering help or advice
- Working with other team members to solve a problem
- Recognizing and considering others' ideas.

In this study, researcher would like to study the teamwork in terms of team structure, skill, commit to common purpose and performance goal, and personal commitment.

2.3.1 Team Structure

Teams should have small number of people because it is more of a pragmatic guide than large numbers of people. Since the large number of people usually cannot develop the common purpose, goals, approach, and mutual accountability of a real team (Katzenbach and

Smith, 1993). Besides, it is easier to help small numbers of people to become a quality teamwork because good teamwork in the midst of a large group will influence overall group performance more effectively.

Besides, the organization that is considering teams as a useful approach to achieve productivity and also wants to expand its team initiative; it needs to develop a new structure of the team. As Moran, Musselwhite, Zenger H., and Harrison C. (1996), mentioned that organizations that want to expand the scope of the team can apply “self-directed team” as a tool to expand team responsibilities as showed in Figure 3.

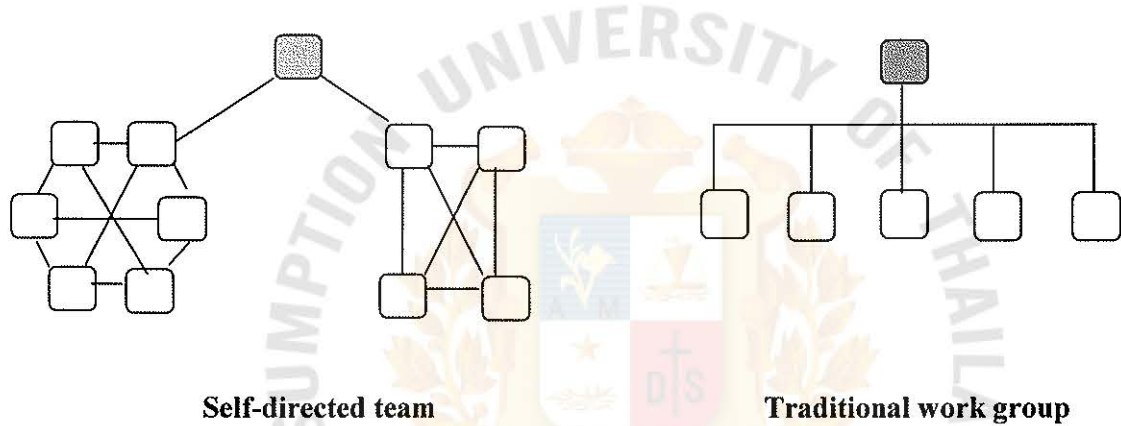


Figure 3: Compare structure between Self-Directed Team and Traditional work group

Adapted from Moran, Musselwhite, Zenger H., and Harrison C., (1996)

Regarding to the self-directed team, the structure is flat with few layers. From this kind of structure, self-directed teams have meant that employees are in charge of their own work and accountable to one another. The former managers are now co-workers and collaborators who bring leadership expertise and access to vital contacts outside to teams. Self-directed teams have meant more freedom and more responsibility to those who work in company. (Ashkenas, Ulrich, and Kerr, 1995)

As Ancona and Caldwell (1992), showed about the advantages of self-directed team, this assessment helps create high-team performance with the several reasons. First, the quality of team is enhanced when teams assume more responsibility because they commonly develop a deep sense of ownership in their work. Consequently, they are more likely to find new ways to improve the quality.

Second, the self-directed teams ensure the flexibility because they have skills, information, and motivation to move easily from job to job. As a result, the organization as a whole can respond quickly to the changing conditions in the organization and marketplace.

Third, commitment tends to remind high since the team members develop a strong sense of owning the business. Besides commitment, the productivity also increases as well.

Once the team is structured to new form, roles and responsibility of team leaders and team members should shift to the new roles as well. Since traditional managers like having control over what happen and they also like having authority to make decision and order. That is why the most difficult change seems to be transitioning from manager role to team leader. But to develop teamwork, both managers and employees have to accept their new roles.

Team Leader: Kaye (1997) pointed out one of the practices for the leadership for the best performing teams involve in recognizing and supporting good ideas, innovating, experimenting, taking risks, and creating opportunities for learning and change. And they inspire a shared vision. This involves communicating the goals to team members and inspire them to become committed to it. Besides, successful leaders need to be good at encouraging the heart. This involves recognizing the contribution of individuals to the team effort and celebrating their accomplishments.

Besides, the important qualifications of team leaders are as follow:

Leadership

- Ability to inspire and carry out team vision and mission
- Record of distinguished leadership, e.g., examples of modeling standards of excellence, recognizing and acknowledging contributions of others, celebrating team accomplishments
- Responsibility
- Dependability

Facilitation/Communication

- Ability to apply various tools for group problem-solving and team development
- Good communication skills

Self-Managed Team Commitment/Experience

- Commitment to team growth/ability to create and foster a collaborative environment
- Willingness to participate as a team member
- Willingness to act on team decisions
- Prior experience as a team member and ability to model what is expected of others

Change/Risk

- Ability to be flexible and adaptable in an evolving environment
- Proven ability to balance a changing workload
- Willingness to innovate, experiment, and take risks

Advocacy

- Ability to articulate and promote the team's work
- Ability to be an effective advocate for the team by advancing the team's initiatives, goals, and values
- Advocate for needs of internal and external customers

Librarianship

- Demonstrated experience in the core work of the team
- Full-time faculty member

Refer to Smith and Kearney (1994), successful team leaders instinctively know that the goals are team performance results instead of individual achievement. Therefore, team leaders act to clarify purpose and goals. They have to explain team goals and objectives to the team members and assist the team in the organization to accomplish the goals

(www.ma.mbe.doe.gov/pms/leader.pdf). Besides, Smith and Kearney (1994) also mentioned the other roles of the team leaders such as build commitment and self-confidence, strengthen the team's collective skills and approach, and create opportunities for others.

Kelly (1995) emphasized that decision making is the important role for the team leaders. Successful leaders must give up decision space only when and as much as the group is ready to accept and use. Indeed, this is the essence of the team leader's job—striking the right balance between providing guidance and giving up control, between doing difficult things alone and letting others learn how to do them. Since too much command will limit the capability, initiative, and creativity of team as well as too little guidance, advice, direction, and discipline.

Besides, McIntyre (1998) explained that the team leaders bring the strategic planning process to team in order to identify the most important priorities and lay the groundwork for defining targeted actions through operational planning.

Team Members: In the organizations that move to team structure, the employee's roles also need to change. However the most problems that develop in a team occur because team roles are not clearly defined. And supervisors and team leaders are not the only ones with the special roles and responsibilities. Employees also must know what is expected from them and what they will be accountable for in their team.

There are two basic types of roles and responsibilities that the team members should be expected to assume and to be evaluated on (www.opm.gov/perform/articles/084.htm). The first role is about the technical expert. The employee must be able to do the work well. The second is social role that involves the management of the processes in the team. Both roles are important to the team's success and performance improvement.

2.3.2 Skills

Organizations that wish to build teamwork skills in their employees have many program options, including team and leadership training courses like the popular ropes courses and retreats that incorporate team-building skills. These programs try to create teamwork and camaraderie among employees, which will help them to better work together back in the office. In the long terms, however, no amount of teamwork training alone will create the truly empowered work force organizations desire when they enroll their employees in such programs. (mu.motorola.com/cs)

Team must develop the right mix of skills that is necessary to do the team's job. These team skills requirement falls into three categories:

Technical or functional expertise: Teams must practice technical skills that support to their functions of work (Katzenbach & Smith (1993))

Problem-solving and decision-making skills: Teams must be able to identify the problems and opportunities they face, evaluate the options they have for moving forward, and then make necessary trade-offs and decision about how to proceed (Moran, Musselwhite, and Zenger, 1996). A good decision has two basic components. The first is a quality decision. It takes into account all of the facts and makes good use of that information. The second element is the commitment of the people who have to carry it out. Although a good decision is effective and innovative, but if people don't have the commitment to do it, then it becomes a useless decision (Kelly, 1995)

Interpersonal skills: This refers to the degree of personal ability such as communicating, risk taking, helpful criticism, objectivity, support, and recognizing the

interests and achievements of others since common understanding and purpose cannot arise without effective communication and constructive conflict that depend on interpersonal skills (Katzenbach and Smith, 1993).

In order to build teamwork, however, it is necessary for the team leaders to develop their skills as well. Normally, not all supervisors make good team leaders because they may not know how to lead group consensus decision making processes or facilitate group problem-solving exercises. Team leaders need skills in group dynamics, facilitation, and coaching skills that traditional supervisors may or may not have. (www.opm.gov/perform/articles/083.htm)

Pokras (1995) stated that leading is different from managing. Leading as a process means to show the way by going first and guiding direction by persuasion. Therefore, team leader inherits the following skills.

Team building skills: refer to how to define roles, share responsibility, encourage participation, structure cooperation, establish ground rules, and work through differences.

Organizing skills: team leader needs to know how to develop mission statement, team charter, action plans, roadmap to be a high performing team, etc.

Facilitating skills: Beyerlein and Johnson, (1994) described the specific functions of facilitator include trainer that help assess training needs, create development plans, identify outside resources, and provide just-in-time training. Another function is consultant that observes group dynamics, give feedback, encourage self-monitoring and advice about long-terms growth

Coaching skills: Team leaders learn to focus their coaching on the “how” performance rather than the “what”. They also learn to balance the personal and task sides of

the performance equation and a practical process for coaching others (www.pauldyer.com/modules.html)

Empowerment skills: Refer to Elsenpeter (2003), mentioned that the road to the successful leadership is empowerment. Leaders must learn how to delegate authorization, decision making as well as how to create the empowered team.

2.3.3 Commitment to a common purpose and goals

To create teamwork, team's purpose and goals should go together; otherwise, team members becomes confused, pull apart, and revert to low performance behaviors ((Katzenbach and Smith, 1993).

Since a common, meaningful purpose sets the tone and aspiration for team. Teams have to develop direction, momentum, and commitment to shape a meaningful purpose. Therefore the best teams invest an amount of time and effort to explore, shape, and agree on a purpose that belongs to them both collectively and individually. And the most important point of the team purpose is it gives teams an identity that reaches beyond the sum of the individuals involved. Besides, this team identity keeps conflict—that necessary to teams—constructive by providing a meaningful standard against which to resolve clashes between the interests of individual and the interests of team.

Refer to Saul (1991), transforming broad directives into specific and measurable performance goals is another step for teams that try to shape a common purpose meaningful to its members. Specific goals provide clear and tangible footholds for teams for several reasons.

First, the specificity of the performance objectives facilitates clear communications and constructive conflict within the team.

Second, the attainability of specific performance goals help teams maintain their focus on getting results.

Third, specific objectives have a leveling effective conduct to team behavior.

Fourth, specific goals should allow the team to achieve small wins as it pursues its purpose. Small wins are invaluable to building member's commitment and overcoming the inevitable obstacles that get in the way of achieving a meaningful long-term purpose.

Finally, performance goals are compelling. They challenge the people on the team to commit themselves, as a team, to make a difference. It is their challenge (Tjosvold, D.W. and Tjosvold, M. M, 1991)

2.3.4 Personal Commitment

The important factor to develop teamwork is the degree of commitment. It means how deeply committed the members are to one another.

Katzenbach and Smith (1993) explained that strong personal commitment to one another's growth and success distinguishes high-performance teams. If teams are energized by this extra sense of commitment, it will reflect strong extensions of the basic characteristics of team. For example, teams will have deeper sense of purpose, more ambitious performance goals, more complete approaches, fuller mutual accountability, and interchangeable as well as complementary skills.

Another way to increase personal commitment is the idea of putting people first as a business strategy. The way to create such a committed environment is pursuing shared goals and shared values. Also, the organization should realize that satisfied, skilled, committed and motivated employees create the commitment from people in organization. Besides, employees need to know that the company, in turn, is working to support them. For example; the company have good internal environment such as facilities that help facilitate people's works. Another example is company provides training program in order that employees can develop the skills they need to pursue future career opportunities.

Commitment to employees also means helping them balance work with their personal needs. (http://cgi.scotiabank.com/annual_report97/ARPersonalCommitment.html)

2.4 Summary of Literature

From literature search, the empowerment is about relationship, not systems. Therefore empowerment is relative to the team.

Refer to Couto (1992), Organizations today have entered a new age where employees are partners and part of the team. Not only are managers supposed to be leaders, but also all employees are leaders in their own way. As Katzenbach and Smith (1993), described that leadership is shared in high performance team. Though related this shared leadership phenomenon goes beyond empowerment.

Byham (1990), mentioned that empowered manager willing to help employees to get the job done by coaching them, not dictate or order. This is the very important characteristic of the team leader to “coach”, not to “control” (Webb, 2000).

Moreover, empowerment requires managers to give opportunity for members to get involve in processes such as bringing their employees into the planning process, tying decisions on department and division level (Toole, 1994). Meanwhile, Pokras (1995), noted that team members need to share the team's work by contributing to team plan, sharing responsibility, performing their roles, and helping to solve problem.

And empowered managers must allow members to make decisions that will make their job easier. As Kelly (1995) emphasized that decision making is an important role for team leaders. Successful leaders must give up decision space only when and as much as the group is ready to accept and use.

Refer to Clutterbuck and Kernaghan (1994), Self-directed team is one element towards an empowered work culture. Team members handle job assignments, plan and schedule work, make production-related decisions and resolve problems whereas Ancona and Caldwell (1992), showed about the advantages of self-directed team that this assessment helps create teamwork because teams assume more responsibility and they commonly develop a deep sense of ownership in their work. Consequently, they are more likely to find new ways to improve quality.

In terms of commitment to common purposes and goals, Katzenbach and Smith (1933) pointed out members of high-performance teams usually feel empowered to make their common purposes happen. It is because they have authority to make decision in the appropriate level and they can get involved in team processes in order to achieve goals.

2.5 Conceptual Framework

The idea of conceptual framework stems from the study of literature. There are two reasons that support why empowerment needs cooperation from everyone in organization including individual level and team level.

First, empowerment can not exist unless individual, team, and organization value all support it. Besides, empowerment is a way of constructing and inner understanding the relationship between you and the people you work with. It implies that empowerment as a process that links everyone to its system otherwise it can not effective. For instance, empowered manager is required to coach employee as well as he or she has to “let thing go” by giving authorization to subordinates in order to decide how they do their works. In the mean while, employees must have a sense of efficacy, to have confidence that they have the knowledge and the skills to control things otherwise manager can not “let thing go”.

Regarding organization is not only composed of manager and employee but it also has department or division, which is defined as a team function to responsible for specific tasks and goals. Hence, in order to increase efficiency and effectiveness of team, the empowerment at team level with self-managed team's technique is now applied in empowered organizations and it also provides ideas for improvements as well.

Another reason is the empowerment as a process of change. The change can not be implemented unless everyone in the organization accept that change.

In order to establish empowerment, it needs process of change on attitude and behavior through planning, decision making, and motivating with the following reasons:

Planning: Planning process in empowerment requires manager to involve others in sharing goals and vision of organization and providing clear job description to members so that they are able to accomplish those goals.

Decision Making: In an empowered organization, employee is a decision maker, not just a follower. Also, they are encouraged to take risks and learn from mistakes which lead to learning opportunities.

Motivating: Nowadays, incentives or money alone can not motivate people since they also need to express their abilities that contribute achievement. Empowerment encourages and allows people to take personal responsibility for improving the way they do their jobs and contribute to the organization's goals. Also, empowerment gives opportunity of "challenges" as well as opportunity for "participation" which can motivate people to be a part of organization.

Empowerment has relationship with teamwork because it is a way of constructing an inner understanding of the relationship between yourself and the people you work with. Besides, a critical feature of teamwork is that they have a significant degree of empowerment, or decision-making authority. If team has less degree of empowerment, that team is difficult to build teamwork.

At individual level, managers and employees was required to shift their roles from traditional to new ones, i.e., coach. The new roles of manager and employee in empowerment relate to the roles of team leaders and team members in effective teamwork. In overall, empowerment at individual level relates to the teamwork with follows:

Team structure: the most problems that develop in a team occur because team roles are not clearly defined. Empowered managers provide the clear job description, roles and

responsibilities. Empowered managers believe that employees also must know what is expected of them and what they will be accountable for in their team. This related to self-directed team structure that employees are in charge of their own work and accountable to one another.

Skill: Teamwork requires all players in team to have complementary skills in order to build high performance team. The study of empowerment processes could help everyone in team to enhance skills of planning, decision making, and motivating. For instance; team leader learns from planning process to define specific roles, share responsibility, encourage participation, and so on. Meanwhile, team members develop problem-solving and decision making skill through decision making process in empowerment.

Commitment to common purposes and performance goal: Teamwork requires commitment from team members in order to accomplishment team goals as well as everyone in team acknowledge the same purposes and objectives of team. The processes of empowerment increase the commitment toward purpose and performance goals. For instance; empowered managers involve others in sharing goals, mission of the company. This is an opportunity for participation and people in company feel they are partnership not just employees so they put their effort in order to achieve company's goals.

Personal Commitment: A team is unique to team needs trust and commitment among members and between members. The basic idea to contribute personal commitment is to make members satisfied, motivated, and felt partnership—teams belong to them and they belong to team. As empowerment is a process to release autonomy. People have freedom to express their abilities and talents without being controlled by anyone else as well as freedom to make decision that affect their works. At this point, people feel satisfied because they

perceive trust from others as well as they have values. Then, personal commitment can be occurred.

At team level, the principle of empowerment is necessary for building teamwork as it's all about empowerment. Since implementing the empowered team shows the results with committed and creative teamwork.

(http://www.qualitydigest.com/mar99/html/body_teams.html)

Team Structure: The idea of self-directed team which increase team responsibilities and achieve team productivity is the road to build teamwork as well as empowered team .

Skill: Besides general skills such as training, facilitating, communicating, decision making, etc. team leaders and members need to enhance knowledge and skill of empowerment. Since empowerment is the road for leadership and it is the way to release people's abilities so that they provide the best contribution to team.

Commit to common purpose and goals: An empowered team has shared responsibility that was agreed and accepted by everyone in team. Besides, empowerment required manager to get involve others to set clear, specific goals, everyone therefore understand the same purpose and they can commit to it.

Personal Commitment: As members in empowered team have the final authority and responsibility to effectively implement goals. Also, people working with all the direct information, power, recognition, reward and training they need. All these factors can fulfill members' satisfaction and then they are willing to commit to the team.

As empowerment concerns with manager and employee, therefore demographic factors such as position may have relationship with empowerment.

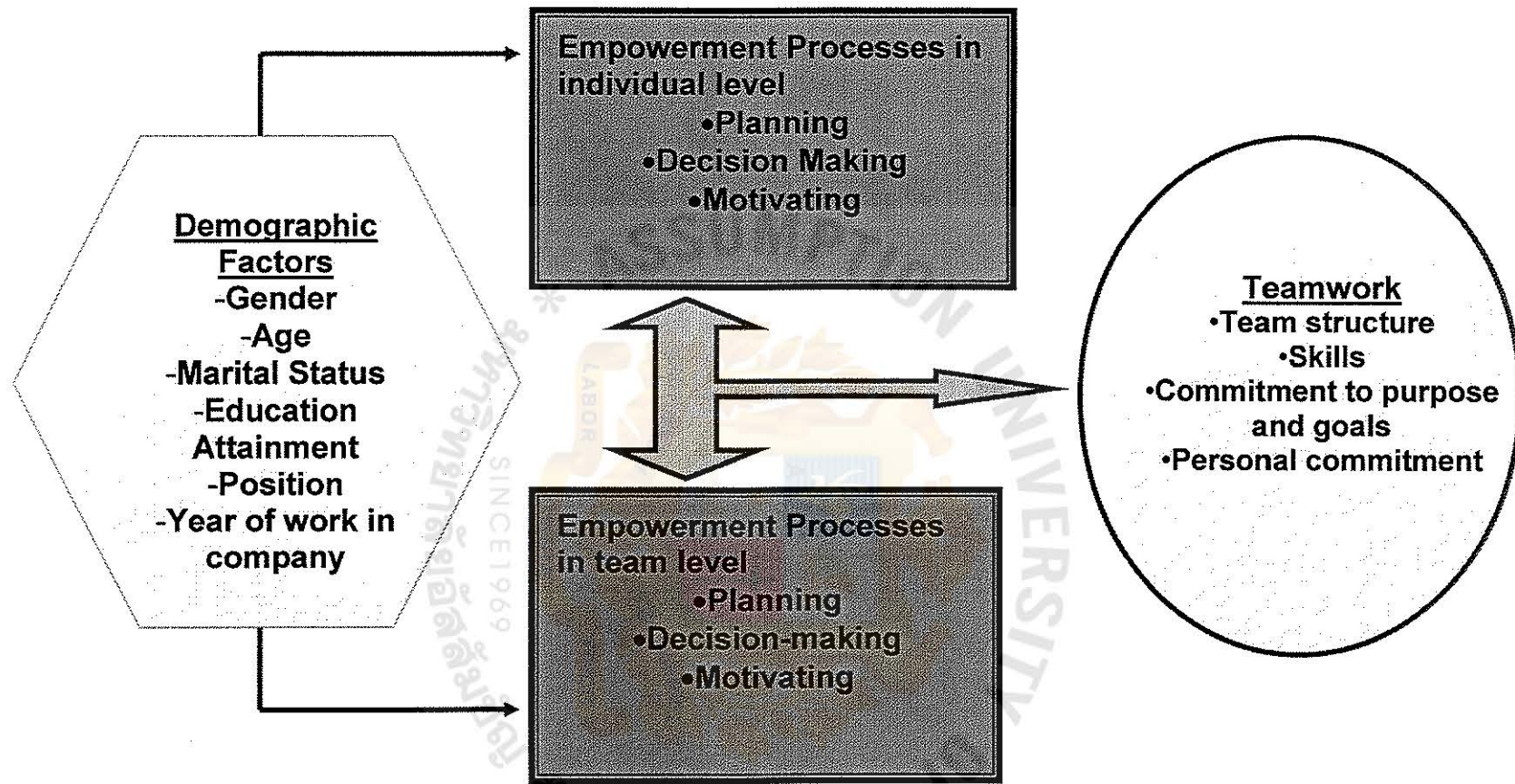


Figure 4: Conceptual Framework: The Relationship of Empowerment and Teamwork

CHAPTER 3

RESEARCH METHODOLOGY

This chapter discusses the methods of research, target respondents, research instruments, data collection procedure and data analysis tools and procedure.

3.1 Research Design

The intention of this research is to identify whether the key characteristics of the empowerment are engaged in both individual and team level of the subject organization. This research is designed at the diagnostic stage of the Action Research Process, using a survey assessment too. It utilizes a descriptive approach to the study of the topic in the subject organization. The research methodology in the collection of data includes survey questionnaire and the review of information from annual report of the subject company. Observations and spot interviews are also utilized to gain qualitative data that could support the quantitative information generated from the survey instruments.

3.2 Research Subjects

The target group of respondents for this research includes all people who are working in Frank Films Company. The number of employees are categorized by level is shown in the following Table.

Table 2: Number of Employees in each Level

Level	No. of Respondents	Percentage
Manager	5	4.1%
Assistant Manager	2	1.6%
Supervisor	10	8.1%
Staff	106	86.2%
Total	123	100%

3.3 Research Instruments

In this research, the researcher used the questionnaire as the research instrument to take data from target population. And the questionnaire was pre-tested with 15 volunteer respondents to test the understanding of wording and sequences of the question. The items in questionnaire will be a structure of fifty-seven items including questions for demographic profile.

The questionnaire consisted of two parts.

Part 1: The target respondents were asked about their demographic profiles including their position in the company and year of service with the company.

Part 2: There are fifty items using the five-point-scale. The target respondents were asked to fill in the five-point-scale questions. The items referred to perception on relationship between empowerment and teamwork with the following questions.

Table 3: Arrangement of Questionnaire

PART	MAIN VARIABLE	SUB VARIABLE	QUESTIO N NO.
I	DEMOGRAPHIC PROFILE	GENDER AGE MARITAL STATUS EDUCATION ATTAINMENT SECTION POSITION YEARS OF WORK	1 - 7
II	EMPOWERMENT	PLANNING (INDIVIDUAL) PLANNING (TEAM) DECISION MAKING (INDIVIDUAL) DECISION MAKING (TEAM) MOTIVATING (INDIVIDUAL) MOTIVATING (TEAM)	1-4 5-8 9-12 13-16 17-20 21-24
	TEAMWORK	COMMITMENT TO COMMON PURPOSE TEAM STRUCTURE SKILL PERSONAL COMMITMENT	25-29 30-37 38-45 46-50

3.4 Data Collection Procedure

There are two main sources of data, primary and secondary. The primary data of this research were collected from the use of questionnaire. The secondary data were gathered from books, journals, annual report of the company and internet.

The research’s first step was to request the permission from the Country Manager or authorized person of the company to distribute the questionnaire. All respondents feel free to participate in answering the questionnaire.

Pre-test questionnaire with 15 respondents by random sampling from different target groups of The Frank Films Company members to evaluate their understanding about the

questionnaire (NOTE: those who are taken as respondents to the pilot test of the structured questionnaire will not be included in the actual.)

The researcher distributed the questionnaire to all respondents in the morning and collected them back in the next day.

3.5 Data Analysis Procedure

To serve the objectives of this research, 123 sets of questionnaire were distributed to both management level and employee level. Management level was composed of Manager, Assistant Manager, and Supervisor. Employee level was composed of Chief and Officer. The questionnaire was re-checked by experts before being distributed in order to best retain the meaning of both Thai and English version questionnaires.

As mentioned earlier that the researcher used quantitative approaches in this research, questionnaire will be used as research instruments. And Statistical Package for Social Sciences (SPSS), is used for statistical analysis. The researcher used the following statistical tools to answer the research questions.

Question 1: Descriptive Statistics of Percentage and Frequency Distribution used to analyze demographic profile of the respondents which composed of gender, age, marital status, education attainment, department, position and years of work in company. However it found out that some data had low frequency. Therefore researcher grouping data for efficiently analysis as follows:

- Age: grouping as follows
 - 20 - 30

- more than 30, including age between 31 – 40 = 38 people, age between 41 – 50 = 2 people
- Year of work in the company: grouping as follows
 - 1 – 2 Years
 - >2 – 4 Years
 - >4 Years, including > 4 – 6 Years = 18 people and >6 Years = 10 people
- Department: grouping as follows
 - Sales
 - Marketing consists of marketing promotion, advertising, PR and graphic design
 - Finance and Accounting
 - HR and administration.

Question 2-4: The Descriptive Statistics (Mean, Standard Deviation, and Rating) were used for indicating the perception of population on empowerment at individual, team level and perception of population on teamwork

Statistic results are summarized as follows:

Maximum value of the survey answers = 5

Minimum value of the survey answers = 1

Average range = Maximum value – Minimum value
 = 5 – 1
 = 4

There are five levels of the survey answers

Class Interval

= Range / the number of the levels

= 4/5

= 0.80

Table 4: Categories of Rating

Descriptive rating	Points	Arbitrary level
Strongly agree	5	4.20 – 5.00
Agree	4	3.40 – 4.19
Neutral	3	2.60 – 3.39
Disagree	2	1.80 – 2.59
Strongly disagree	1	1.00 – 1.79

Question 5: Inference Statistics (Pearson Correlation) were used to find out the relationship between empowerment and teamwork.

Analyzing the data based on the significant level in order to determine the relationship between the variables:

If the Sig.value >0.05; there is no significant relationship

If the Sig.value <0.05; there is a significant relationship at the level of 0.05 represented by the symbol*

If the Sig.value <0.01; there is a significant relationship at the level of 0.01 represented by the symbol **

Question 6: Non-Parametric Statistics (Mann-Whitney U Test and Kruskal Wallis Test) were used to test the relationship between demographic profiles and empowerment.

Regarding to the Tests of Normality, researcher found that the result of empowerment was not normality. The researcher, therefore, used Mann-Whitney U Test to test relationship between demographic profile and empowerment with two-independent sample which consist

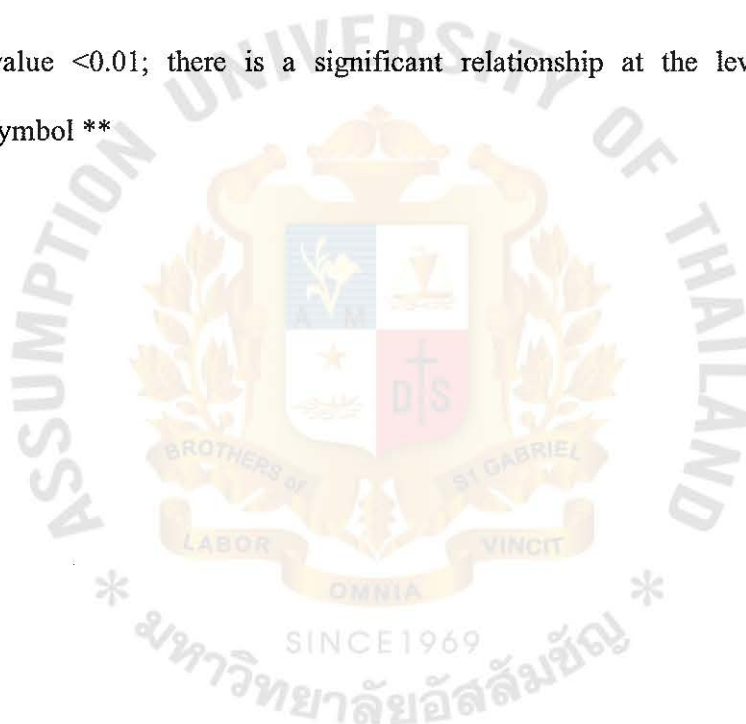
of current position, gender, age and marital status and used Kruskal Wallis Test with more than two-independent samples, consist of education level and year of work in the company

Analyzing the data based on the significant level in order to determine the relationship between the variables:

If the Sig.value >0.05 ; there is no significant relationship

If the Sig.value <0.05 ; there is a significant relationship at the level of 0.05 represented by the symbol*

If the Sig.value <0.01 ; there is a significant relationship at the level of 0.01 represented by the symbol **



CHAPTER 4

PRESENTATION AND ANALYSIS OF RESEARCH DATA

This chapter of thesis presents the analysis of research data and discussion of research findings based on the sequences of research questions and hypotheses of the study.

4.1 Demographic Profile of Respondents

Research Question No. 1: What are the demographic profiles of the target respondents?

The demographic profiles in this research consist of gender, age, marital status, education attainment, section in company, and years of working in company. The results are displayed through the use of frequency distribution and percentage as follows:

4.1.1 Gender

The gender of most managers was principally female; which was 64.71%, and 35.29%, who were male managers. Whereas, employee had equally percentage between male and female; it was 50%, who were female and 50%, who were male.

Table 5: Frequency and Percentage distribution by Gender classified by current position

Gender	Manager		Employee	
	Frequency	Percentage	Frequency	Percentage
1. Male	6	35.29%	53	50.00%
2. Female	11	64.71%	53	50.00%
Total	17	100.00%	106	100.00%

4.1.2 Age

It was 76.47% of managers whose ages were 30 years old ups. And it was 74.53% of employee whose ages were in 20 – 30 years old.

Table 6: Frequency and Percentage distribution by Age classified by current position

Age	Manager		Employee	
	Frequency	Percentage	Frequency	Percentage
1. 20 - 30	4	23.53%	79	74.53%
2. Upper 30	13	76.47%	27	25.47%
Total	17	100.00%	106	100.00%

4.1.3 Marital Status

Most of the respondents in the study are single, 70% among managers and 83.9% among the employees as shown in Table 7 below.

Table 7: Frequency and Percentage distribution by Marital Status classified by current position

Marital Status	Manager		Employee	
	Frequency	Percentage	Frequency	Percentage
1. Single	12	70.59%	89	83.96%
2. Married	5	29.41%	17	16.04%
Total	17	100.00%	106	100.00%

4.1.4 Education Attainment

The majority group of manager graduated Master Degree, which equaled to 64.71% and 29.41% of all, graduated Bachelor Degree. While, it was 63.21% of employee graduated Bachelor Degree.

Table 8: Frequency and Percentage distribution by Education

Education	Manager		Employee	
	Frequency	Percentage	Frequency	Percentage
1. High School	1	5.88%	12	11.32%
2. Undergraduate or Bachelor Degree	5	29.41%	67	63.21%
3. Graduate or Master Degree	11	64.71%	27	25.47%
Total	17	100.00%	106	100.00%

4.1.5 Section to work in company

From Table 9, managers were working in marketing department, representing the largest part at 47.06% because there were two marketing department in the company. One was responsible for CCS films, another one responsible for BBI films. And it was 35.29% of managers who were working in sales department. The smallest part was Finance and Accounting Department; there were 3 respondents, or 17.65%.

Employees who were working in Sales Department equaled to 71.70% because there were many functions to operate sales. It was 19.81%, who were working in Marketing Department. And the rest was Finance and Account Department, showing 6.60 %, followed by the smallest part, HR and Administration at 1.89%.

Table 9: Frequency and Percentage distribution by section in company classified by current position

Belong to in company	Manager		Employee	
	Frequency	Percentage	Frequency	Percentage
1. Sales	6	35.29%	76	71.70%
2. Marketing	8	47.06%	21	19.81%
3. Finance and Accounting	3	17.65%	7	6.60%
4. HR and Administration			2	1.89%
Total	17	100.00%	106	100.00%

4.1.6 Length of Service

Most managers had worked for the company for more than 4 years, equaled to 58.82%, followed by 23.53% of managers, who had working experience between 1-2 years.

In contrast, 52.83% of employees had working experience in the organization between 2-4 years, followed by 30.19%, who had worked for 1-2 years.

Table 10: Frequency and Percentage distribution by length of service classified by current position

Year of working in the company	Manager		Employee	
	Frequency	Percent	Frequency	Percent
1. 1 - 2 Years	4	23.53%	32	30.19%
2. >2 - 4 Years	3	17.65%	56	52.83%
3. > 4 Years	10	58.82%	18	16.98%
Total	17	100.00%	106	100.00%

4.2 Perception on Empowerment at Individual Level

Research Question No. 2: What are the perceptions on empowerment at individual level (manager and employee)?

In this part, the descriptive statistics (Mean, Standard Deviation, and Rating) were used for indicating the perception of respondents provided according to empowerment factors.

4.2.1 Perception on Empowerment at Individual Level in Overall

The perceptions of manager toward empowerment at individual level were rated at “agreed level” with the mean of 4.07. This implied that the managers agreed with the empowerment at individual level in the company. There was one factor for which the manager rated their perceptions at “strongly agreed”, with the mean of 4.32, which was decision making. While, the rest, namely, planning and motivating were perceived as “agreed”.

Also, the perceptions of employee toward empowerment at individual level were rated at “agreed level” with mean of 3.92 This, also, implied that the employee agreed with the empowerment at individual level in the company.

From the Table below, the total mean value of employee was less than manager. It assumed that employee may want to be empowered in higher level.

Table 11: Perception on Empowerment at Individual Level in Overall

Individual Level	Manager			Employee		
	Mean	S.D.	Rating	Mean	S.D.	Rating
1. Planning	4.19	0.42	Agree	4.12	0.58	Agree
2. Decision Making	4.32	0.51	Strongly Agree	4.03	0.49	Agree
3. Motivation	3.71	0.65	Agree	3.61	0.70	Agree
Total	4.07	0.28	Agree	3.92	0.49	Agree

4.2.2 Perception on Empowerment at Individual Level in terms of Planning

As shown in Table 12, the overall perceptions of manager on planning factor were “agreed” with the mean of 4.19 and standard deviation of 0.42. And the two items stating, “To discusses with individual and team members about individual goals and team goals” and “To share the information needed for doing job” were rated at the highest mean level, which was equal to 4.35. The 3rd item was rated at the lowest mean of 4.00 and the 4th item was rated at 4.06.

The overall perceptions of employee on planning factor were “agreed” with the mean of 4.12 and standard deviation of 0.58. And the item stating, “To discuss with individual and team members about individual goals and team goals” and “To share the information needed for doing job” were rated at the highest mean level, which was equal to 4.23 and 4.20.

From the observation, most of managers in company informed subordinates about company goals as well as individual goals. They discussed with their subordinates about what team or organization wanted from them. They also provided useful information that employees needed for doing jobs.

In terms of employee, they acknowledged the goals and realized that what team or company wanted from them. And they received the useful information to do their jobs.

From this finding, researcher diagnosed that most employees in the company perceived and understood the company’s goals and they had clear duties. Besides, most managers supported their subordinates by providing all information that useful for getting jobs done.

Table 12: Empowerment at Individual Level in terms of Planning

Item	Manager			Employee		
	Mean	S.D.	Rating	Mean	S.D.	Rating
To discuss with individual and team members about individual goals and team goals.	4.35	0.79	Strongly Agree	4.23	0.81	Strongly Agree
To share the information needed for doing job.	4.35	0.61	Strongly Agree	4.20	0.86	Strongly Agree
To let everyone create a step-by-step plan for activities to be done.	4.00	0.71	Agree	4.04	0.83	Agree
To let everyone establish the time sequences of activities for work to be done.	4.06	0.66	Agree	4.01	0.72	Agree
Total	4.19	0.42	Agree	4.12	0.58	Agree

4.2.3 Perception on Empowerment at Individual Level in terms of Decision Making

The managers’ perception on empowerment in terms of decision making were within the “strongly agreed” with the mean of 4.32, and standard deviation of 0.51. Most of the items had mean value at 4.35.

The mean and standard deviation of employee were scored at 4.03 and 0.49, the overall decision making of employee fell in the “agreed level”. The permission to make a decision on a part of job was rated as the highest mean at 4.14, and the 4th statement, “To suggest opinion to the team during the meeting” was rated as the lowest mean at 3.88 as shown in Table 13.

From the finding, most of managers gave the strongly agree level toward decision making. Whereas, most employees perceived the agree level toward decision making. From the observation, some managers including top manager often interfered with employees’ work especially in decision making. But the results from statistics showed that managers strongly agreed to let employees made decision which affected their jobs. Researcher assumed there were the following reasons:

First, the numbers of managers who interfered with employees’ jobs were less than the numbers of managers who delegated and empowered their subordinates. Therefore, the overall rating indicated the strongly agreed in this factor.

Second, managers may agree with the concept of empowerment decision making process, so they rated the strongly agree on this item. In other word, it was easy to understand the theory but it was difficult to practice. However, empowerment as a change process and it needed time to shift from old behaviors to new roles.

However, the mean value of employees’ perceptions on decision making was lower than manager. It may assume that employees needed more freedom to make decision in their works.

Table 13: Perception on Empowerment at Individual Level in terms of Decision Making

Item	Manager			Employee		
	Mean	S.D.	Rating	Mean	S.D.	Rating
To allow making decisions which are part of jobs.	4.24	0.66	Strongly Agree	4.14	0.71	Agree
To allow me and team members to make some decisions on projects.	4.35	0.49	Strongly Agree	4.07	0.76	Agree
Always listens to suggestion.	4.35	0.61	Strongly Agree	4.04	0.85	Agree
Always suggest opinion to the team during the meeting.	4.35	0.70	Strongly Agree	3.88	0.78	Agree
Total	4.32	0.51	Strongly Agree	4.03	0.49	Agree

4.2.4 Perception on Empowerment at Individual Level in terms of Motivating

From the finding in Table 14, the overall perceptions of manager on motivating factor were “agreed” with the mean of 3.71 and standard deviation of 0.65. The item stating, “Make sure about recognition for performance”, was rated at the highest level, mean which was valued at 4.29. While, there was only one item with which the manager could not decide whether they agreed with the expectation to the company, which had the mean of 3.12.

In terms of employee, the overall perception on motivating factor was “agreed” with the mean of 3.61 and standard deviation of 0.70. And the 1st statement “To make sure about recognition for performance.” was rated at the highest mean of 3.72.

From the findings, most of managers felt that the performance recognition was highly important for them while they felt neutral about the expectation of employees toward company. Also, there was highest mean value toward this statement for employees as well.

Researcher diagnosed that recognition of performance was major factor that could motivate people in the company. From the observation, most people in Frank Films Company were likely to know that they were parts of company achievement.. They felt happy if their abilities were performed well and their names were recognized in the meeting.

However, the neutral feeling about the expectation of employees toward company may assume that some managers may think it was not so important to know the expectation of employees toward company because it was personal issue. Refer to Scott and Jaffe (1991), empowered managers have to study what employees really want and they uses the natural desire of employees to be helpful and make a difference and put it into focused activity. Therefore, managers should realize that it was important to know the real need of employees.

According to the mean value of the perceptions on motivation which was quite low, it assumed that company should figure out what employees really wanted. Besides, the company may reconsider about the current motivation method used because it might not work out. In addition, the company may consider how to create “challenges” in order to motivate people in company. Regarding to Webb (2000), empowerment found the better ways to learn by put the “challenges”. Since challenges motivate people to learn but the desire to learn was based on opportunity for challenges.

Table 14: Perceptions on Empowerment at Individual Level in terms of Motivating

Item	Manager			Employee		
	Mean	S.D.	Rating	Mean	S.D.	Rating
To make sure about recognition for performance.	4.29	0.59	Strongly Agree	3.72	0.87	Agree
To participated in skills development programs.	3.71	0.92	Agree	3.62	0.86	Agree
Often asks about expectations to the company.	3.12	0.99	Neutral	3.61	1.10	Agree
Always inform about company strategy and direction	3.71	1.05	Agree	3.47	1.08	Agree
Total	3.71	0.65	Agree	3.61	0.70	Agree

4.3 Perception on Empowerment at Team Level

Research Question No. 3: What are the perceptions of respondents on empowerment at team level?

4.3.1 Perception on Empowerment at Team Level in Overall

The perceptions of both manager and employee toward empowerment at team level were rated at “agreed level” with the mean of 3.92 and 3.80. This implied that both manager and employee agreed with the empowerment at team level in the company. However, the mean values of manager were higher than employee in every factor as shown in Table 15.

Table 15: Perception on Empowerment at Team Level in Overall

Team Level	Manager			Employee		
	Mean	S.D.	Rating	Mean	S.D.	Rating
1. Planning	4.00	0.57	Agree	3.89	0.54	Agree
2. Decision Making	3.79	0.45	Agree	3.83	0.45	Agree
3. Motivation	3.96	0.53	Agree	3.66	0.66	Agree
Total	3.92	0.34	Agree	3.80	0.45	Agree

4.3.2 Perception on Empowerment at Team Level in terms of Planning

As of the finding in Table 16, the overall perceptions of managers on empowerment at team level in terms of planning fell in “agreed level” with the mean of 4.00 and standard deviation of 0.57, which meant that the managers agreed with empowerment in terms of planning in team level. The item stating, the specific goals and objectives are provided to team members before the start of the project”, was rated at the highest level mean which was valued at 4.24. The employees’ perception on team level fell in “agreed level” with the mean of 3.89 and standard deviation of 0.58.

From the observation, the major objective of the company was to make each film success. Therefore, everyone in company perceived that objective as well as knew the company’s goal. However people in company may need more realistic goals because this item had the lowest mean value for both respondents. Researcher diagnosed that the company sometime set the goal that was difficult to achieve. For example; the sales target for some movies was too high to achieve.

Table 16: Perception on Empowerment at Team Level in terms of Planning

Item	Manager			Employee		
	Mean	S.D.	Rating	Mean	S.D.	Rating
The specific goals and objectives are provided to team members before the start of the project.	4.24	0.83	Strongly Agree	4.08	0.75	Agree
Always discuss with team members about timelines before starting the project.	4.18	0.81	Agree	3.98	0.80	Agree
The team shares its strategic plans and visions among the team members.	3.88	0.70	Agree	3.85	0.80	Agree
The team has set clear, specific, measurable, achievable and realistic goals.	3.71	0.69	Agree	3.67	0.89	Agree
Total	4.00	0.57	Agree	3.89	0.58	Agree

4.3.3 Perception on Empowerment at Team Level in terms of Decision Making

The overall perceptions of both manager and employee on decision making in team level fell in the “agreed level” with the mean of 3.79 and 3.83, and the standard deviation of 0.45. The 1st statement, “To discuss with team before making any decisions about team”, was rated at the highest level in all respondents, where the mean was valued at 4.18 for managers and 4.02 for employees. And item, “There is team meeting every week for team members to share their opinions” was rated at the lowest level as shown in Table 17.

From the observation, each team or department had seldom team meeting. The company had only corporate meeting which was set up twice a month or one time a month. It

depended on how many films would be released in each month. And there were only representatives from marketing and sales to attend the meeting.

Table 17: Perception on Empowerment at Team Level in terms of Decision Making

Item	Manager			Employee		
	Mean	S.D.	Rating	Mean	S.D.	Rating
To discuss with team before making any decisions about team.	4.18	0.73	Agree	4.02	0.74	Agree
Prefer a group decision making when the team has problems.	3.88	0.86	Agree	3.92	0.87	Agree
Our company allows group of employees or team for resolving customer problems.	3.59	0.71	Agree	3.91	0.80	Agree
There is team meeting every week for team members to share their opinions.	3.53	1.28	Agree	3.49	1.09	Agree
Total	3.79	0.45	Agree	3.83	0.45	Agree

4.3.4 Perception on Empowerment at Team Level in terms of Motivating

As below Table, the managers' perception on empowerment in terms of motivating in team level were within the "agreed level" with the mean of 3.96, and standard deviation of 0.53. The mean and standard deviation of employee were scored at 3.66 and 0.66, the overall perception of employee fell in the "agreed level".

And the involvement in contributing the team purpose was rated as the highest mean of 4.18 for manager respondents. In contrast, this statement was rated at lowest mean value of 3.53 for employee respondents.

This assumed that team leaders had more chance to involve in contribution the team purpose rather than team members. Therefore, they may have strong sense of ownership rather than the members. In contrast, the team members may felt that they had less opportunity to get involved in larger issue. However, the concept of empowerment emphasized on employee involvement, the leaders therefore should involve team members to the activities that affected them otherwise the team could not set the purpose that in line with some of the members' wants and needs. In addition, the leader should provide the opportunity of participation because it was another way to motivate people in the team.

However, the feeling of teamwork motivated people in employee level. From the observation, this company had good relationship among team members. Most people in company perceived that they did not work alone. Besides, most of them usually had willingness to help others. Also, they always gave kind support and good cooperation when needed even though some activities were not concern them. For example, marketing team had to handle the Movie Premiere but people in different team always offered their favors and helps.

Table 18: Perception on Empowerment at Team Level in terms of Motivating

Item	Manager			Employee		
	Mean	S.D.	Rating	Mean	S.D.	Rating
Feeling that the company is confident in teamwork and team abilities.	4.12	0.78	Agree	3.84	0.94	Agree
The company promotes teamwork between people in different units including those company-wide.	3.82	0.73	Agree	3.65	0.96	Agree
Everyone in team has sense of growth and achievement	3.71	0.69	Agree	3.63	0.78	Agree
Having an involvement in contribute the team purpose	4.18	0.64	Agree	3.53	0.92	Agree
Total	3.96	0.53	Agree	3.66	0.66	Agree

4.4 Perceptions on Teamwork

Research Question No. 4: What are the perceptions of respondents on Teamwork?

In this research, the study of teamwork included team structure, skill, commit to common purpose and personal commitment. The results of analysis were classified as follows:

4.4.1 Perception on Overall Teamwork

From Table 19, the perception on overall teamwork for both managers and employees fell in the “Agree level” with the mean of 3.84 and 3.82 and the standard deviation of 0.54 and 0.41 respectively.

The personal commitment was rated as the highest score, with the mean value of 3.92 for manager and 3.88 for employee. From the observation, the company had low turn over. Refer to demographic profiles; most of people had been working in this company for 2-4 years.

Thus, the company had good working atmosphere, good relationship, and good internal environment especially convenient facilities. Besides, there was less conflict in company.

Table 19: Perception on Overall Teamwork

Teamwork	Manager			Employee		
	Mean	S.D.	Rating	Mean	S.D.	Rating
1. Team structure	3.85	0.69	Agree	3.85	0.51	Agree
2. Skill	3.84	0.59	Agree	3.88	0.44	Agree
3. Commit to common purpose	3.75	0.52	Agree	3.63	0.62	Agree
4. Personal commitment	3.92	0.53	Agree	3.88	0.59	Agree
Total	3.84	0.54	Agree	3.82	0.41	Agree

4.4.2 Perception on Teamwork in terms of Team Structure

From the finding in Table 20, the overall perceptions on team structure factor of population were perceived as “agreed” with the mean of 3.85 and standard deviation of 0.69 for manager and the mean of 3.85 and standard deviation of 0.51 for employee. Every statement was rated at “agreed level” except the first statement “accept the assignment which are assigned to be the responsibility” was rated at “strongly agreed level” with the mean of 4.29 for managers.

This statement was also received the highest score for employees, the mean of which was equal to 4.02. From the observation, the company put the right people in the right job. Most of them had talents and skills on their jobs so they felt happy in doing that job.

Table 20: Perception on Teamwork in terms of team structure

Item	Manager			Employee		
	Mean	S.D.	Rating	Mean	S.D.	Rating
I accept the assignments which are assigned to my responsibility	4.29	0.77	Strongly Agree	4.02	0.82	Agree
Clear assignments are made for each team member.	4.18	0.95	Agree	3.90	0.80	Agree
I feel satisfied with the way our team supports and is supported by other initiatives in our community.	3.59	0.80	Agree	3.94	0.86	Agree
I feel satisfied that the team’s mission is clear and appropriate.	3.71	0.85	Agree	3.88	0.82	Agree
I feel that work is fairly distributed among team members.	3.76	0.90	Agree	3.81	0.85	Agree
An open atmosphere always be maintained in team	3.71	0.77	Agree	3.77	0.90	Agree
There are clear expectations about the roles played by each team member.	3.76	1.03	Agree	3.74	0.82	Agree
I take an active role in developing trust on the team.	3.82	0.95	Agree	3.71	0.69	Agree
Total	3.85	0.69	Agree	3.85	0.51	Agree

4.4.3 Perception on Teamwork in terms of Skill

The overall perceptions on teamwork in terms of skill were within the “agreed range” with the mean of 3.84 and standard deviation of 0.59 for managers and the mean of 3.88 and standard deviation of 0.44 for employees. The highest mean of 4.12 was scored on the 2nd statement “I am able to identify the problems and then make decision how to proceed” for managers, while the 1st statement was rated at the highest mean of 4.09 for employees as shown in Table 21.

From the findings, both team leader and team member in the company realized that skill and learning were important factors and necessary for building teamwork. For example; manager emphasized on problem-solving skill, while employee wanted to enhance their knowledge by attending the training program. However, researcher assumed that team would be more efficient if team members enhanced more decision making skill. In terms of teamwork, brainstorming was normally used for team decision so everyone in team should have decision making skill. In other word, good decision provided good result.

Table 21: Perception on Teamwork in terms of skill

Item	Manager			Employee		
	Mean	S.D.	Rating	Mean	S.D.	Rating
I feel enthusiasm to attend the training program which concerns my jobs.	3.71	0.69	Agree	4.09	0.86	Agree
I am able to identify the problems and then make decision how to proceed.	4.12	0.78	Agree	3.91	0.72	Agree
I see myself willing to experiment with new behaviors as a member of this team.	4.00	0.79	Agree	3.92	0.73	Agree
I feel that team is willing to confront differences in ideas.	3.71	0.69	Agree	3.87	0.68	Agree
People make correct interpretation what I communicate with them	3.82	0.64	Agree	3.84	0.71	Agree
I always keep update on new technology	3.88	0.93	Agree	3.81	0.78	Agree
I usually practice technical skills that support to functions of work.	3.71	0.92	Agree	3.83	0.86	Agree
Team members teach and train each other.	3.76	0.90	Agree	3.81	0.77	Agree
Total	3.84	0.59	Agree	3.88	0.44	Agree

4.4.4 Perception on Teamwork in terms of Commitment to Common Purpose

From Table 22, since the mean and standard deviation were valued at 3.75 for managers and 0.52 and 3.63 and 0.62 for employees, the overall perceptions of all population fell in the “agreed level”. This meant that both manager and employees agreed with the commitment to common purpose.

The first item stating that “The group understands, supports, and feels ownership for the team’s goals”, was rated the highest level with the mean which equaled to 4.06 and 3.69 for both manager and employees. Although it was not everyone who got involved to define vision, mission of team, everyone acknowledge the major objective of company which is to make every movie success in terms of gross revenue.

Table 22: Perception on Teamwork in terms of commitment to common purpose

Item	Manager			Employee		
	Mean	S.D.	Rating	Mean	S.D.	Rating
The group understands, supports, and feels ownership for the team’s goals.	4.06	0.66	Agree	3.69	0.83	Agree
The vision, mission, goal, or task of the team has been accepted by everyone in team.	3.59	0.71	Agree	3.68	0.91	Agree
Everyone in team is committed to accomplish the vision, mission, goal, or task of the team	3.71	0.69	Agree	3.64	0.80	Agree
Teams develop direction, momentum, and commitment to shape a meaningful purpose.	3.76	0.56	Agree	3.61	0.71	Agree
The vision, mission, goal, or task of the team has been defined by everyone in team.	3.65	0.93	Agree	3.54	0.97	Agree
Total	3.75	0.52	Agree	3.63	0.62	Agree

4.4.5 Perception on Teamwork in terms of Personal Commitment

The overall perceptions on teamwork in terms of personal commitment were perceived as “agreed” with the mean of 3.92 and 0.53 for managers. The mean equaled to 3.88 and standard deviation equaled to 0.59 for employees. All respondents rated highest

score for the first statement “I feel satisfied with the amount of personal fulfillment I get from being a team member” as shown in Table 23.

From the observation, most people in Frank Films Company felt happy and satisfied to work in this company. Although the company has problem such as interference, Frank Films still had good working atmosphere in overall. It had low turn over rate then.

Table 23: Perception on Teamwork in terms of personal commitment

Item	Manager			Employee		
	Mean	S.D.	Rating	Mean	S.D.	Rating
I feel satisfied with the amount of personal fulfillment I get from being a team member.	4.18	0.64	Agree	4.08	0.69	Agree
I feel satisfied that I can express my ideas to the team.	4.06	0.56	Agree	4.07	0.82	Agree
I am an active and contributing member of my team.	4.06	0.75	Agree	3.83	0.76	Agree
I make an effort to express my feelings as soon as they come up.	3.53	0.80	Agree	3.74	0.94	Agree
I understand that the team’s goals and my personal goals are ultimately the same.	3.76	0.90	Agree	3.69	0.74	Agree
Total	3.92	0.53	Agree	3.88	0.59	Agree

4.5 Relationship between Empowerment and Teamwork

Research Question No : 5 Does empowerment at individual level (manager and employee) and team level in terms of planning, decision making, motivating have

significant relationship with teamwork in terms of team structure, skill, commit to common purpose, and personal commitment?

This section was established to find out the relationship between empowerment and teamwork, which was stated as question no 4 and hypothesis no 1. The Pearson Correlation was employed to test this set of hypotheses.

Hypothesis 1: Testing the Relationship Between Empowerment and Teamwork

H₀: There is no significant relationship between empowerment at individual level and team level in terms of planning, decision making, motivating and teamwork.

H_a: There is a significant relationship between empowerment at individual level and team level in terms of planning, decision making, motivating and teamwork

The independent variable was empowerment, which was composed of individual (manager and employee) level and team level in terms of planning, decision making, and motivating

The dependent variable was teamwork, which was composed of team structure, skill, commit to common purpose, and personal commitment.

Sub-Hypothesis 1.1: Testing the relationship between empowerment at individual level and teamwork in overall

H₀: Empowerment at individual level has no significant relationship on teamwork

H_a: Empowerment at individual level has a significant relationship on teamwork

Table 24: Relationship between Empowerment at Individual Level and Teamwork in Overall

Teamwork	Pearson Correlation	Sig.
1. Team structure	0.48	0.00**
2. Skill	0.45	0.00**
3. Commit to common purpose	0.47	0.00**
4. Personal commitment	0.58	0.00**
Total	0.61	0.00**

Overall, the correlation coefficient between empowerment at individual level and teamwork was 0.61, and the sig. value was 0.00, which was less than the significant level of 0.01. Therefore, the null hypothesis was rejected. It implied that there was a significant relationship between empowerment at individual level and teamwork.

Sub-Hypothesis 1.2: Testing the relationship between empowerment at individual level in terms of planning and teamwork

H₀: Empowerment at individual level in terms of planning has no significant relationship on teamwork

H_a: Empowerment at individual level in terms of planning has significant relationship on teamwork

The Table 25 showed that the Sig. value was equaled to 0.00, which was less than the 0.01 significant level, so the null hypothesis was rejected. It implied that there was a significant relationship between empowerment at individual level in terms of planning and teamwork. And correlation coefficient between individual planning and teamwork was equaled to 0.55.

From research findings, planning had relationship with teamwork in terms of structure, skill, commit to common purpose, and personal commitment with the following reasons. As empowerment planning process required manager to involve others in sharing goals and vision of organization and delegated jobs to subordinates as well as gave them autonomy. Therefore, the structure in team was clear and flattens. Besides, clear objectives and goals with meaningful helped everyone to understand and commit to common purpose and performance goals.

As empowerment involved manager and employee in sharing goals, the ownership feeling was occurred in every level as well as personal commitment.

In order to develop self-awareness of empowered employees, they had to enhance skills and learning.

Table 25: Relationship between Empowerment at Individual Level in terms of Planning and Teamwork

Teamwork	Pearson Correlation	Sig.
1. Team structure	0.41	0.00**
2. Skill	0.40	0.00**
3. Commit to common purpose	0.45	0.00**
4. Personal commitment	0.54	0.00**
Total	0.55	0.00**

Sub-Hypothesis 1.3: Testing the relationship between empowerment at individual level in terms of decision making and teamwork

H₀: Empowerment at individual level in terms of decision making has no significant relationship on teamwork

H_a: Empowerment at individual level in terms of decision making has a significant relationship on teamwork

From the finding in Table 26, the correlation coefficients between empowerment at individual level in terms of decision making and teamwork was 0.41, and the Sig. value was 0.00, which was less than the significant level of 0.01, the null hypothesis was rejected. It implied that there was a significant relationship between empowerment at individual level in terms of decision making and teamwork.

According to the literature, empowered manager believed that front-line employee can and should make the majority of decision that affects how they do their work. This supported the self-directed team structure.

Besides, problem-solving and decision making skills were needed for effective teamwork. Since teams must be able to identify the problems and opportunities they face and make decision about how to proceed.

Decision making helped teams to develop direction, and meaningful purpose that belongs to team. Since decision could be made by everyone in empowered organization.

The authorization to make decision increased personal commitment because it generated a sense of partnership that satisfied people in company. If team members had no power in making decision that affects to their works, they may lose confidence in their abilities and values. Another consequence for team members was they felt that they were not qualified for that work so manager did not allow them to make any decision.

Moreover, empowerment stated that the more people were involved in making a decision the more committed they would be to implementing it.

Table 26: Relationship between Empowerment at Individual Level in terms of decision making and Teamwork

Teamwork	Pearson Correlation	Sig.
1. Team structure	0.29	0.00**
2. Skill	0.45	0.00**
3. Commit to common purpose	0.22	0.01*
4. Personal commitment	0.37	0.00**
Total	0.41	0.00**

Sub-Hypothesis 1.4: Testing the relationship between empowerment at individual level in terms of motivating and teamwork

- H₀:** Empowerment at individual level in terms of motivating has no significant relationship on teamwork
- H_a:** Empowerment at individual level in terms of motivating has a significant relationship on teamwork

Since the Sig. value was equaled to 0.00, which was less than the 0.01 significant level, the null hypothesis was rejected. It implied that there was a significant relationship between empowerment at individual level in terms of motivating and teamwork. And the correlation coefficient was equaled to 0.49 as shown in Table 27.

As researcher stem from literature, one of the empowered manager’s roles was to provide opportunity for participation and involvement. Employee had control over how they do their works. This was the way to motivate people in organization.

According to “motivational empowerment”, employees perceive themselves as having power when they are able to control events or situations and deal effectively with the environment and situations that they encounter. This also supported self-directed team structure as well. Also, managers needed to study the appraisal skill in order to design the right motivation that influenced people to generate the best outcomes.

Besides, opportunity to participate in setting the meaningful purpose motivated people to commit to that purpose.

In terms of relationship between motivation and personal commitment, motivational empowerment required manager to study what employees really want. Basically, once the organization set the motivation method which related to people needs, people felt that the company needed them so they were willing to work in the company. At that point, the personal commitment was occurred.

Table 27: Relationship between Empowerment at Individual Level in terms of Motivating and Teamwork

Teamwork	Pearson Correlation	Sig.
1. Team structure	0.43	0.00**
2. Skill	0.26	0.00**
3. Commit to common purpose	0.43	0.00**
4. Personal commitment	0.47	0.00**
Total	0.49	0.00**

Sub-Hypothesis 1.5: Testing the relationship between empowerment at team level and teamwork in overall

H₀: Empowerment at team level has no significant relationship on teamwork

H_a: Empowerment at team level has a significant relationship on teamwork

Overall, the correlation coefficient between empowerment at team level and teamwork was 0.68, and the Sig. value was 0.00, which was less than the significant level of 0.01. Therefore, the null hypothesis was rejected. It implied that there was a significant relationship between empowerment at team level and teamwork as shown in Table 28.

From the literature, the implementation of empowered team concept showed the results with committed and creative teamwork. Therefore, the principle of empowerment in overall was necessary for initiating teamwork.

Table 28: Relationship between Empowerment at Team Level and Teamwork in Overall

Teamwork	Pearson Correlation	Sig.
1. Team structure	0.53	0.00**
2. Skill	0.52	0.00**
3. Commit to common purpose	0.66	0.00**
4. Personal commitment	0.50	0.00**
Total	0.68	0.00**

Sub-Hypothesis 1.6: Testing the relationship between empowerment at team level in terms of planning and teamwork

H₀: Empowerment at team level in terms of planning has no significant relationship on teamwork

H_a: Empowerment at team level in terms of planning has a significant relationship on teamwork

From the Table 29, the Sig. value was equaled to 0.00, which was less than the 0.01 significant level, thus, the null hypothesis was rejected. It implied that there was a significant relationship between empowerment at team level in terms of planning and teamwork. And the correlation coefficient was equaled to 0.56.

From the research findings, team planning had relationship to team structure. Empowered team had sharing responsibility and set well-plan that people can work together, so self-directed team structure could be set in organization.

In order to set well-plan, team leaders needed to improve planning skill.

Besides, empowered team planning process stated that information about vision, strategy and direction was shared in team besides the goals were team performance results instead of individual achievement. This related to the commit to common purpose and performance goal because team members had clear direction and knew that their efforts could accomplish team goals.

Moreover, well-plan provided the clear direction of team. If team members knew what team wanted from them and how much values they had, they committed to the team.

Table 29: Relationship between Empowerment at Team Level in terms of Planning and Teamwork

Teamwork	Pearson Correlation	Sig.
1. Team structure	0.46	0.00**
2. Skill	0.38	0.00**
3. Commit to common purpose	0.56	0.00**
4. Personal commitment	0.41	0.00**
Total	0.56	0.00**

Sub-Hypothesis 1.7: Testing the relationship between empowerment at team level in terms of decision making and teamwork

H₀: Empowerment at team level in terms of decision making has no significant relationship on teamwork

H_a: Empowerment at team level in terms of decision making has a significant relationship on teamwork

Table 30 showed that the Sig. value was 0.01, which was less than the significant level of 0.05, the null hypothesis was rejected. It implied that there was a significant relationship between team decision making and teamwork in overall. Nevertheless, the Sig. value of team structure was equaled to 0.13, which was more than the significant level of 0.05. This meant that decision making did not relate to team structure. This assumed that in empowered team, decision could be made by everyone in team no matter what the level or position they were in team. Another reason was empowered team preferred group or team decision when a team had problem.

However, decision making in team level required decision skills from team member. Team members should have ability to identify problem and decide how to cope with the problems they confronted. As mentioned above that in team level, group decision was the final decision that everyone in team accepted. If members did not have decision making skills, the mistakes probably occurred in team.

As team involved members to decide the common goals, everyone in team therefore committed to performance goals.

Since brainstorming was popular used in team level, members were willing to give their personal commitment because they were the one who shared opinion before team made decision.

Table 30: Relationship between Empowerment at Team Level in terms of Decision Making and Teamwork

Teamwork	Pearson Correlation	Sig.
1. Team structure	0.14	0.13
2. Skill	0.23	0.01*
3. Commit to common purpose	0.22	0.02*
4. Personal commitment	0.24	0.01*
Total	0.25	0.01*

Sub-Hypothesis 1.8: Testing the relationship between empowerment at team level in terms of motivating and teamwork

H₀: Empowerment at team level in terms of motivating has no significant relationship on teamwork

H_a: Empowerment at team level in terms of motivating has significant relationship on teamwork

The Table 31 showed that the Sig. value was equaled to 0.00, which was less than the 0.01 significant level, so, the null hypothesis was rejected. It implied that there was a significant relationship between team motivation and teamwork. And the correlation coefficient between team motivation and teamwork was 0.70.

According to the literature, motivation in team level occurred when team shared responsibility, authority, power, rewards and energy. Therefore it had relationship with self-directed team structure because self-directed teams have meant that employees are in charge of their own work and accountable to one another.

Since motivation in team level concerned with team rewards as well, therefore leaders should enhance appraisal skill in order to design the best and fair rewards when team was performed.

Also, sharing all things mentioned above could help members felt they have involvement and participation in team, just like they were a part of team and team was belong to them. Therefore, they put effort and committed to performance goals. Moreover, they contributed their personal commitment to stay in the team.

Table 31: Relationship between Empowerment at Team Level in terms of Motivating and Teamwork

Teamwork	Pearson Correlation	Sig.
1. Team structure	0.57	0.00**
2. Skill	0.55	0.00**
3. Commit to common purpose	0.67	0.00**
4. Personal commitment	0.48	0.00**
Total	0.70	0.00**

4.6 Relationship between Demographic Profile and Empowerment

Research Question No. 6: Does the demographic profile in terms of gender, age, marital status, education level, position, and length of service have significant relationship with

the empowerment at individual and team level in terms of planning, decision making, and motivating?

The procedures of hypothesis testing are as follows:

Testing normality of dependent variable

Hypothesis

H₀: Perceptions of respondents on empowerment was normality distributed.

H_a: Perceptions of respondents on empowerment was not normality distributed.

The Table 32 below showed that the Sig. value was equaled to 0.00, which was less than the 0.01 significant level, so, the null hypothesis was rejected. It implied that the perception of respondents on empowerment at individual level was not normality.

Table 32: Tests of Normality of Perception on Empowerment at Individual Level

Empowerment process in Individual Level	Kolmogorov-Smirnov		
	Statistic	df	Sig.
1. Planning	0.17	123	0.00**
2. Decision Making	0.12	123	0.00**
3. Motivating	0.11	123	0.00**
Total	0.16	123	0.00**

As of Table 33 below, the Sig. value was equaled to 0.00, which was less than the 0.01 significant level, so, the null hypothesis was rejected. It implied that the perception of respondents on empowerment at team level was not normality.

Since the dependent variable was not normality, therefore, Non-parametric was employed to test the set of hypotheses.

Table 33: Tests of Normality of Perception on Empowerment at Team Level

Empowerment process in part of Team Level	Kolmogorov-Smirnov		
	Statistic	df	Sig.
1. Planning	0.15	123	0.00**
2. Decision Making	0.13	123	0.00**
3. Motivating	0.17	123	0.00**
Total	0.11	123	0.00**

Hypothesis 2: Testing relationship between Demographic Profile and Empowerment

H₀: There is no significant relationship between demographics profile and empowerment at individual and team level

H_a: There is a significant relationship between demographics profile and empowerment at individual and team level

The independent variable was demographic factor, which consists of gender, age, marital status, education attainment, current position, and length of service

The dependent variable was empowerment, which consists of individual level (manager and employee) and team level on planning, decision making, and motivating

Sub-Hypothesis 2.1: Testing relationship between demographics profile and empowerment at individual level in overall

H₀: Demographics profile has no significant relationship with empowerment at individual level

H_a: Demographics profile has a significant relationship with empowerment at individual level

From the Table 34, all the Sig. value was greater than the 0.05 significant level, so, the null hypothesis was accepted. It implied that the different demographics profile had no significant relationship with empowerment at individual level in overall.

From the findings, it implied that background or profile of people was not concern with empowerment since empowerment was not a very difficult thing to understand. But empowerment required openness and readiness of change from everyone in organization.

Table 34: Relationship between Demographics Profile and Empowerment at Individual Level in Overall

Demographic	Mann-Whitney U	Kruskal Wallis Test	Z	Sig.
1. Current position	741.00		-1.18	0.24
2. Gender	1607.50		-1.43	0.15
3. Age	1610.00		-0.27	0.79
4. Marital Status	870.50		-1.59	0.11
5. Education		0.28		0.87
6. Year of working in the company		0.12		0.94

Sub-Hypothesis 2.2: Testing relationship between demographics profile and empowerment at individual level on planning

H₀: Demographics profile has no significant relationship with empowerment at individual level on planning

H_a: Demographics profile has a significant relationship with empowerment at individual level on planning

From the Table 35, all the Sig. value was greater than the 0.05 significant level, so, the null hypothesis was accepted. It implied that the different demographics profile had no significant relationship with empowerment at individual level on planning.

Table 35: Relationship between Demographics Profile and Empowerment at Individual Level on Planning

Demographic	Mann-Whitney U	Kruskal Wallis Test	Z	Sig.
1. Current position	877.00		-0.18	0.86
2. Gender	1796.50		-0.47	0.64
3. Age	1405.50		-1.39	0.16
4. Marital Status	927.00		-1.23	0.22
5. Education		6.01		0.25
6. Year of working in the company		3.16		0.21

Sub-Hypothesis 2.3: Testing relationship between demographics profile and empowerment at individual level on decision making

H₀: Demographics profile has no significant relationship with empowerment at individual level on decision making

H_a: Demographics profile has a significant relationship with empowerment at individual level on decision making

Since the Sig. value of current position was equaled to 0.03, which was less than the 0.05 significant level. Therefore, it implied that current position has significant relationship with empowerment at individual level on decision making as shown in Table 36. Researcher assumed that there was different degree of perception between manager and employee level toward decision making in Frank Films Company. For example; employees may perceived less power of making decision than managers due to interference from some managers.

In contrast, the Sig. value of gender, age, marital status, education, and year of working in company were greater than the 0.05 significant level. It implied that those factors had no significant relationship with empowerment at individual level on decision making.

Table 36: Relationship between Demographics Profile and Empowerment at Individual Level on Decision making

Demographic	Mann-Whitney U	Kruskal Wallis Test	Z	Sig.
1. Current position	613.50		-2.14	0.03*
2. Gender	1684.00		-1.05	0.29
3. Age	1581.00		-0.43	0.67
4. Marital Status	934.00		-1.19	0.24
5. Education		5.40		0.07
6. Year of working in the company		1.89		0.39

Sub-Hypothesis 2.4: Testing relationship between demographics profile and empowerment at individual level on motivating

H₀: Demographics profile has no significant relationship with empowerment at individual level on motivating

H_a: Demographics profile has a significant relationship with empowerment at individual level on motivating

The Table 37 showed there was only gender factor that the Sig. value was 0.04, which was less than the significant level of 0.05. It implied that gender had significant relationship with empowerment at individual level in terms of motivating. From the findings, it implied that male employees and female employees in Frank Films Company may need the difference motivation. For example; based on the observation, training program maybe not motivate female employees. Researcher observed that female employees rarely to attend training program. However, it may have other factors.

But the Sig. value of other factors such as position, age, marital status, education, and year of working in company were greater than 0.05, which was greater than the 0.05 significant level. Therefore, it implied that those factors had no significant relationship with empowerment at individual level in terms of motivating.

Table 37: Relationship between Demographics Profile and Empowerment at Individual Level in terms of Motivating

Demographic	Mann-Whitney U	Kruskal Wallis Test	Z	Sig.
1. Current position	805.00		-0.71	0.48
2. Gender	1492.50		-2.02	0.04*
3. Age	1539.00		-0.66	0.51
4. Marital Status	982.00		-0.86	0.39
5. Education		2.57		0.28
6. Year of working in the company		0.37		0.83

Sub-Hypothesis 2.5: Testing relationship between demographics profile and empowerment at team level in overall

- H₀:** Demographics profile has no significant relationship with empowerment at team level
- H_a:** Demographics profile has a significant relationship with empowerment at team level

From Table 38, since the Sig. value of every factor was greater than the significant level of 0.05, the null hypothesis was accepted. It implied that the different demographic profile had no significant relationship with empowerment at team level. Researcher assumed that it may have the same reason with individual level.

Table 38: Relationship between Demographics Profile and Empowerment at Team Level in Overall

Demographic	Mann-Whitney U	Kruskal Wallis Test	Z	Sig.
1. Current position	801.50		-0.73	0.46
2. Gender	1851.50		-0.19	0.85
3. Age	1502.00		-0.86	0.39
4. Marital Status	1035.00		-0.50	0.62
5. Education		1.95		0.38
6. Year of working in the company		0.28		0.87

Sub-Hypothesis 2.6: Testing relationship between demographics profile and empowerment at team level on planning

H₀: Demographics profile has no significant relationship with empowerment at team level on planning

H_a: Demographics profile has a significant relationship with empowerment at team level on planning

The Table 39 showed that the Sig. value of all factors were greater than the significant level of 0.05. The null hypothesis was accepted. It implied that demographic factors had no significant relationship with empowerment at team level on planning.

Table 39: Relationship between Demographics Profile and Empowerment at Team Level on Planning

Demographic	Mann-Whitney U	Kruskal Wallis Test	Z	Sig.
1. Current position	814.00		-0.65	0.52
2. Gender	1788.50		-0.51	0.61
3. Age	1454.00		-1.13	0.26
4. Marital Status	1043.00		-0.46	0.65
5. Education		1.08		0.58
6. Year of working in the company		0.46		0.79

Sub-Hypothesis 2.7: Testing relationship between demographics profile and empowerment at team level on decision making

H₀: Demographics profile has no significant relationship with empowerment at team level on decision making

H_a: Demographics profile has a significant relationship with empowerment at team level on decision making

From the Table 40, the Sig. values of all factors were greater than the 0.05 of significant level. Therefore, the null hypothesis was accepted. It implied that there was no significant relationship with demographic factors and empowerment at team level on decision making.

Table 40: Relationship between Demographics Profile and Empowerment at Team Level on Decision Making

Demographic	Mann-Whitney U	Kruskal Wallis Test	Z	Sig.
1. Current position	845.00		-0.42	0.68
2. Gender	1883.50		-0.02	0.98
3. Age	1626.00		-0.19	0.85
4. Marital Status	1054.00		-0.38	0.70
5. Education		2.76		0.25
6. Year of working in the company		2.16		0.34

Sub-Hypothesis 2.8: Testing relationship between demographics profile and empowerment at team level on motivating

H₀: Demographics profile has no significant relationship with empowerment at team level on motivating

H_a: Demographics profile has a significant relationship with empowerment at team level on motivating

Since the Sig. values of all demographic factors were greater than the 0.05 significant level, so, the null hypothesis was accepted. It implied that different demographic factors had no significant relationship with empowerment at team level on motivating as shown in Table 41.

Table 41: Relationship between Demographics Profile and Empowerment at Team Level on Motivating

Demographic	Mann-Whitney U	Kruskal Wallis Test	Z	Sig.
1. Current position	732.50		-1.25	0.21
2. Gender	1653.00		-1.21	0.23
3. Age	1565.50		-0.52	0.61
4. Marital Status	1049.00		-0.41	0.68
5. Education		1.58		0.45
6. Year of working in the company		0.22		0.90

From the statistical analysis, researcher diagnosed that everyone in the company needed motivation no matter who they were. According to motivational empowerment, manager had to know what employees really need so that manager could design which factor could motivate people in company.

CHAPTER 5

SUMMARY, CONCLUSION AND RECOMMENDATION

This chapter contained a summary of the study that was composed of three sections; first, the summary of the findings on research questions and hypotheses; second, the conclusions of the research, and third contains the recommendations.

5.1 The Summary of Findings

In a summary, the thesis was intended to find the perception of population on empowerment and teamwork of Frank Films Company Limited. It also examined the relationship between empowerment and teamwork. Lastly, it examined the relationship between demographic profiles and empowerment.

5.1.1 Demographic Profiles of the Population

From the study, the target population was everyone including permanent workers and temporary workers in the company. There were 123 population, which was divided to 17 management-population and 106 employee-population. The majority of Frank Films Company's population in management level was female (64.71%) who were over 30 years old. Most of them were single (70.59%) and graduated with Master Degree (64.71%). Most management level was working in Marketing Department (47.06%). For the length of service, most management had worked for the company for more than 4 years (58.82%).

For employee population, it had an equal number of male and female (50%) and most of them were in the range of 20-30 years old (74.53%). More than half of the employees were single (83.96%) and graduated with Bachelor Degrees (63.21%). Most of them were working in Sales Department (71.70%). Also, employees had worked for the company for 2-4 years.

5.1.2 Perception on Empowerment at Individual Level

Based on the research question, it showed that all population agreed with the empowerment at individual level in the company. The highest factor related to empowerment at individual level for managers was decision making with a mean of 4.32. While, the highest factor related to empowerment at individual level for employees was planning with a mean of 4.12.

The perception of managers on planning and motivating represented the standard deviation of 0.42 and 0.65, falling in the “agreed level”. In the mean while, the perception of managers on decision making was perceived as “strongly agreed” with the mean of 4.32.

In terms of employees, perception on planning, decision making, and motivating were rated as “agreed level” with the mean of 4.12, 4.03, and 3.61.

5.1.3 Perception on Empowerment at Team Level

Based on research question, it showed that both manager and employee agreed with empowerment at team level in the company. The highest factor related to empowerment at team level for managers and employees was planning with a mean of 4.00 and 3.89.

Managers' perception on planning, decision making and motivating was perceived as "agreed" with the mean of 4.00, 3.79, and 3.96.

Employees' perception on planning, decision making and motivating was perceived as "agreed" with the mean of 3.89, 3.83, and 3.66.

5.1.4 Perception on Teamwork

Based on research question, it showed that all population agreed with the teamwork in company. The highest score for managers was personal commitment with the mean of 3.92. The remaining factors were team structure with the mean of 3.85, skill with mean of 3.84, and commit to common purpose with the mean of 3.75. All three factors were rated in the "agreed level".

In the mean while, the two highest scores of perception on teamwork for employees were skill and personal commitment with the mean of 3.88. The remaining factors were team structure with the mean of 3.84, and commit to common purpose with the mean of 3.75.

Therefore, the perceptions of both manager and employee population toward teamwork were rated at "agreed level" with the mean of 3.84 and standard deviation of 0.54 for manager, thus, the mean of 3.82 and standard deviation of 0.41 for employee.

5.1.5 Relationship between Empowerment and Teamwork

This question was hypothesized as follows:

H_a: There is a significant relationship between empowerment at individual level and team level in terms of planning, decision making, motivating and teamwork.

The findings indicated that empowerment should be implemented in management level and employee level. It was formed by three sub-factors; they were planning, decision making, and motivating. And teamwork was composed of team structure, skill, commit to common purpose, and personal commitment. Therefore, 24 (6x4) sub-hypotheses were used in finding out the relationship between each variable of each main factor.

Overall, the correlation coefficient between empowerment at individual level and teamwork was 0.61, and Sig. value was 0.00 which was less than the significant level of 0.01. Thus, the null hypothesis was rejected. It implied that there was a significant relationship between empowerment at individual in terms of planning, decision making, motivating and teamwork in terms of team structure, skill, commit to common purpose, personal commitment.

The correlation coefficient between empowerment at team level and teamwork was 0.68, and Sig. value was 0.00 which was less than the 0.01 of significant level. Therefore, the null hypothesis was rejected. It implied that empowerment at team level in terms of planning and motivating had significant relationship with teamwork in terms of team structure, skill, commit to common purpose, and personal commitment. However, the finding indicated that empowerment at team level in terms of decision making had no significant relationship with team structure but it was related to the rest of the factors namely skill, commit to common purpose, and personal commitment.

5.1.6 Relationship between Demographic Profile and Empowerment

This question was hypothesized as follow:

H_a: Demographics profile in terms of gender, age, marital status, education level, position, and length of service has a significant relationship with empowerment at individual and team level in terms of planning, decision making, motivating.

The Non-parametric was used for proving this hypothesis. Under this hypothesis, there were 6 sub-hypotheses set up for proving the relationship between demographics profile in terms of gender, age, marital status, education level, position, length of service and empowerment at individual and team level in terms of planning, decision making, motivating.

Overall, there was no significant relationship between demographic profile and empowerment at individual and team level. Since the Sig. value of overall demographic profile and empowerment at both individual and team level was greater than the 0.05 significant level, therefore, the null hypothesis was accepted.

Nevertheless, the finding showed that there was a significant relationship between the current position and empowerment at individual level in terms of decision making. Since the Sig. value of current position was equaled to 0.03 which was less than the significant level of 0.05. Thus, the null hypothesis was rejected.

Also, there was a significant relationship between gender and empowerment at individual level in terms of motivating because the Sig. value of the current position was equaled to 0.04. Therefore, the null hypothesis was rejected.

5.2 Conclusion

5.2.1 Demographic Profile

There was graduated female management more than male management whose ages were more than 30 years old and they were single. They have been working in the company more than four years. Meanwhile, employees were under graduated whose ages were in the range of 20-30 years old. They have been working in the company 1-2 years. It meant that in overall Frank Films Company was composed of young generation workers who had good education background. Researcher assumed that with the nature of films business that concerned life style of teens and young adults (they were primary target group for company's products). Therefore, the company needed the ideas from people who were in the range of target group.

5.2.2 Perceptions on Empowerment and Teamwork

In overall, people in Frank Films Company felt positive and perceived that the company supported the idea of empowerment with the following aspects.

In empowerment planning process, most people in Frank Films Company acknowledged company's goals and objectives as well as team's goals. They got the useful information for doing their jobs.

In terms of decision making process, in overall, people felt they had freedom in making decision and they normally respected team decision. Based on observation, there were some managers who interfered with employees' decision.

As empowerment motivating process, people felt happy in working in team. From the observation, the company created good relationship among members and between members in different team.

Besides, the major factor that could motivate people in the company was performance recognition. Researcher assumed that they were glad to know that they were parts of company accomplishment. And they felt happy when their names were recognized in the meeting.

In the meanwhile, people in the company believed that the company supported and trust in ability of teamwork as follows:

In terms of team structure, the team set clear assignments for each team members. Members in each department knew their roles and responsibilities. For example; marketing department was composed of promotion, advertising, publicity, and artist. Each function above was assigned to each member.

Besides, people in the company were willing to learn and enhance their knowledge and skills by applying the training course that useful for their works.

All departments in company shared goals, mission, and vision of team to its members. Therefore, everyone in team put effort to achieve those goals.

Lastly, people in the each department had commitment to their team and to the company. Researcher diagnosed that there was good working atmosphere in the company that satisfied most of people. Therefore, the turnover rate in this company was very low because most of people have been working in this company more than two years.

5.2.3 The Relationship of Empowerment and Teamwork

In overall, empowerment at individual in Frank Films Company had high relationship with personal commitment. Researcher diagnosed that most employees were informed about company goals and they had clear job description. Moreover, managers motivated their people by raising performance recognition.

Whereas, empowerment at team level had high relationship with commit to common purpose and performance goals. Researcher diagnosed that as the company formed team by function and defined it into department. Each department acknowledged their mission, vision, and goals, so members in department committed to the goals.

In other word, the empowerment would effective as well as it could create teamwork if it was implemented over all level in organization through planning, decision making, and motivating process.

5.2.4 The Relationship between Demographic Profile and Empowerment

Regarding there was no significant relationship between demographic profile and empowerment in overall. Researcher diagnosed that empowerment could be implemented in all level in company so background of people was not the obstacle for implementing empowerment.

5.3 Recommendation and OD Intervention

The recommendation section has purposed to provide some critical thinking that would be helpful for Frank Films Company Limited. Also, it included the proposal of the

Organization Development Intervention (ODI) in order to establish the improvement in the company as well.

5.3.1 Rationale of OD Intervention

Regarding Frank Films Company used to lose its market share to competitors in year 2001 and 2002 due to the interfere problem and non-effective empowerment, which caused many negative outcomes such as manager's workload, employees lost confidence in their abilities and felt that their bosses did not trust them. Besides, their autonomies were limited. Therefore, the company could not perform well and could not maintain the number one position in the market.

Thus, films business in Thailand, nowadays, has a rapid growth and many new local films distributors were established so it became a high competition. Frank Films Company, therefore, needs improvement continuously if it does not want to lose the shares in the market.

According to the above external and internal factors, OD intervention was therefore necessary to the company, which was aimed to create the action plan and activities of change to resolve problems as well as to improve the company's performance in order to be ready to compete in the market.

5.3.2 Purpose and Objectives of OD Intervention

First, the overall purpose of implementing Organization Development Intervention (ODI) is to develop a plan for enhancing the organizational supports for the change and

continuous improvement as a company strategy. Besides, it is aimed to help the client company to find the way to overcome problems and lay the groundwork for the change effort by determining what change is desired for improvement, when it is desired, who desired it, who opposes it, and what reasons for the desired change.(Burke, 1993)

Second, as OD interventions can focus on an individual, team, departments and the total organization, the strategies applied for implementing OD can be chosen on the nature of the problem. Thus, the strategy applied for intervention in this study is to identify the supports required for the success of empowerment at individual and team level in order to contribute good quality teamwork, which is essential for improving company performance and effectiveness.



5.3.3 OD Intervention Framework

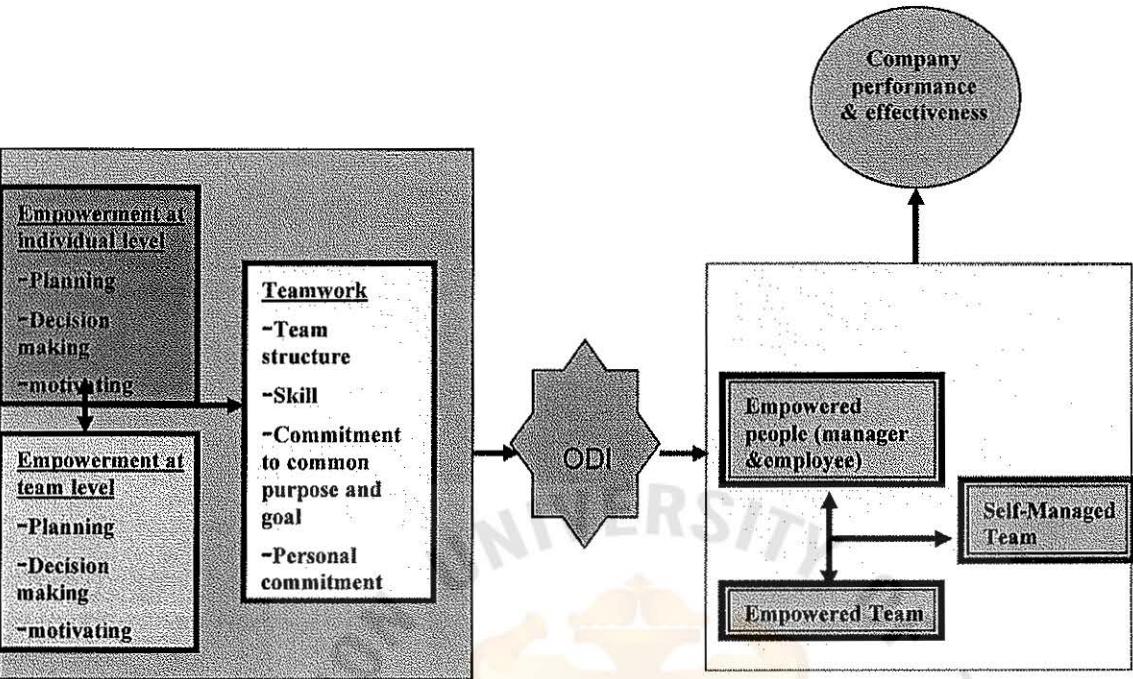


Figure 5: OD Intervention Framework

5.3.3.1 Framework Explanation

The figure 4 illustrates the OD intervention framework for the study. Based on statistical analysis, empowerment had relationship with teamwork. The researcher therefore proposed the subject company to implement OD interventions so that the company could initiate empowered manager as well as empowered employee which could create an empowered team. Then, the company could establish self-managed team that affected to company's performance and effectiveness.

5.3.4 OD Intervention

Dannemiller and Jacobs, 1995, stated that an OD change effort was intervention. It involved the implementation of the action plan and was the step in which the desired change was effected. Organization development interventions might vary by what problems were to be solved, who or what was to be changed, and how the change was carried out. Researcher therefore intended to follow by those guidelines of OD intervention.

In this case, the problem that needed to be changed concerning with the understanding of empowerment, which affects to everyone in the company as well as affects to teamwork. If the company ignores the importance of empowerment, there will be no effective teamwork and the company can not improve its performance. So, researcher intended to purpose empowerment implementation as an action plan.

Based on the conclusion, in overall, people in Frank Films Company perceived that the company supported the idea of empowerment. Nevertheless, the degree of positive perception on employee level was lower than the management level. There were two reasons assumed.

First, employees felt that they would not be empowered in appropriate level. Although the managers had higher mean score of perceptions on empowerment, it did not mean that they were empowered managers because they may agreed in concept and theory of empowerment but difficult to do practically due to many factors such as the barriers of manager, which mentioned in chapter 2.

Second, it assumed that employees misunderstood about empowerment and did not acknowledge the benefits of empowerment for them and for organization as a whole.

Regarding to Dannemiller and Jacobs (1995), there were such kinds of interventions, each suited for dealing with a specific problem. Therefore, researcher intended to purpose the partial list of interventions to the company, which was focused on empowerment concerning as follows:

5.3.4.1 OD Intervention for Manager

The following activities support implementing empowerment at management level

Activity 1: Training

Brief Description:

An intervention designed to provide individuals with knowledge, skills, or attitudes that may be applied on the job (Dannemiller and Jacobs, 1995)

Advantage:

Refer to the barriers of empowered manager in termss of “personal insecurity” as mentioned in chapter 2, many managers are asked to manage people who have more technical and professional skills than they do so they always feel insecure and sometimes they lose confidence. To change this kind of traditional behavior, Scott and Jaffe (1991) revealed that managers must generate confidence in which as high degree as employees normally expect to their manager. To build confidence, managers must have willingness of learning. Therefore, training program will enhance knowledge and skill for managers.

Activity 2: Job Descriptions

Brief Description:

An intervention intended to analyze duties performed by job incumbents and to describe what results they are to achieve. Changes in job descriptions may affect individual behaviors and accomplishments (French, Bell, and Zawacki, 1994 and Dannemiller and Jacobs, 1995)

Advantage:

The major advantage of this program was to reduce the interfere problem from some managers. The program encourages managers to design and clarify area of employees' responsibilities as well as managers themselves so it reminds managers what their duties are. Once the job descriptions were set, managers should let things go by giving authorization to subordinates to make decision that affected their work. Then, managers can release their workloads as well as employees have confidence in their abilities once again. Since they have power to make decision and control over how they do their works.

Activity 3: Job Enrichment

Brief Description:

An intervention designed to change job duties and expected results, providing job incumbents with greater responsibilities. (French, Bell, and Zawacki, 1994)

Advantage:

In order to be empowered managers, they should provide new and challenge jobs to their subordinates. This is such a kind of motivation.

Activity 4: Quality of Work Life

Brief Description:

An intervention designed to improve working conditions and to increase employee participation in decisions that affect them and organization.

Advantage:

This kind of activity resolves the problem of “refuse participation”, which mentioned in barrier of manager in chapter 2. The tradition management style usually gives instructions to their subordinates and not allowing the scope for participation.

But this activity encourages the manager to open for employee participation so that they can express their creativity ideas that would be useful. If employees involve in decisions that affect them, managers will acknowledge the problems of employee and get to the point to find solution. Then, a good quality of teamwork will be set.

5.3.4.2 OD Intervention for Employee

Once the intervention of empowerment at management level could be done, manager should gain employee commitment to the idea of change in general. As mentioned in chapter 2 that many employees misunderstand about empowerment. They think that empowerment is fine for managers and supervisors, so, the following activities support implementing empowerment at employee level.

Activity 1: Training

Brief Description:

An intervention designed to provide individuals with knowledge, skills, or attitudes that may be applied on the job (Dannemiller and Jacobs, 1995)

Advantage:

Not only the training program is useful for manager, but it also increases employees' confidence because they enhance more knowledge and skills that help them to accomplish their jobs. Besides, managers have more trust in their abilities and willing to delegate more challenge tasks to them.

Activity 2: Values Clarification**Brief Description:**

An intervention designed to help assess or determine individual or group values (Dannemiller and Jacobs, 1995)

Advantage:

From this program, employees feel that they have value to the organization so they are willing to be part of company and giving cooperation in order to accomplish company's goals. Besides, this activity can create personal commitment as well.

Activity 3: People-Policy Development**Brief Description:**

An intervention designed to establish broad guidelines for action to be followed by employees when they encounter common problems in the course of their work (French, Bell, and Zawacki, 1994 and Dannemiller and Jacobs, 1995)

Advantage:

This activity helps employees in terms of having guidelines and information needed to get the jobs done efficiently.

5.3.4.3 OD Intervention for Team

The following activities support implementing empowerment at team level

Activity: Team Building

Brief Description:

An intervention designed to increase cohesiveness/ cooperation of people who work together.

Advantage:

This program supports relationship between manager and employee as well as it helps people in the company to learn to work as a team.

5.3.5 Management Support

The importance of management support to OD intervention proposal is as follows:

First, Organization Development is one approach to the managing change within an organization French and Bell, 1990, stated that OD is a top-management supportive long-range effort to improve an organization's problem-solving and renewal processes, particularly through a more effective and collaborative diagnosis and management of organization culture.

From the above definition, management is therefore needed to lead the change effort because OD interventions concern with the change in many components in the company. If there is no agreement on change from the top management, the proposal of OD intervention can not be approved and implemented in the company.

Second, OD Intervention may simply be described as a methodology or technique used to effect change in an organization or section of an organization with a view of improving the organization's effectiveness. Therefore, management has to overcome the resistance of change otherwise the intervention can not be successful.

However, researcher would like to note that the most important thing before asking for management support. It is necessary to find out how to encourage the top management to cope with the readiness for the change and to understand why the change is needed. Since the change must be accepted from the top manager which is followed by front-line manager and employee.

5.4 Suggestion for Further Study

This research attempted to determine the relationship between empowerment and teamwork, thus, to examine the perceptions of population on those two variables. The result

showed that there was a significant relationship between empowerment and teamwork. Also, the overall perceptions on empowerment and teamwork were rated at “agreed level”.

Therefore, researcher attempts to purpose the company to implement OD intervention in order to improve the company performance and effectiveness. However, the company may have the following further studies that may useful for future outcome.

- The study to determine employee readiness for change.
- The study to examine the relationship between empowerment and organizational change

Furthermore, the company may evaluate the result of OD intervention by distributing survey questionnaire (SQ) to the same population so that the company can check the result of the change once the ODI was implemented.

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Part I: Please choose the following answers, that is most relevant to you by marking

X in the appropriate box:

1. Gender ☐ Male ☐ Female
2. Age ☐ Under 21 ☐ 21-30
☐ 31-40 ☐ 41-50
☐ Upper 50
3. Marital Status ☐ Single ☐ Married
☐ Divorced or Separated ☐ Widow/Widower

4. Education Attainment (indicate the highest educational level)

- ☐ High School (Grade 9-12)
☐ Undergraduate or Bachelor Degree
☐ Graduate or Master Degree
☐ Doctorate Degree
☐ Others.... (please specify)_____

5. Section you belong to in company

- ☐ HR and Administration ☐ Finance and Accounting
☐ Marketing ☐ Promotion
☐ Advertising ☐ Public Relations
☐ Sales ☐ Graphic Design
☐ Others_____

6. Your current position in current company

- | | |
|--|---|
| <input type="checkbox"/> General Manager | <input type="checkbox"/> Department Manager |
| <input type="checkbox"/> Assistant Manager | <input type="checkbox"/> Supervisor |
| <input type="checkbox"/> Chief | <input type="checkbox"/> Officer |

7. Years of working in the company

- | | |
|------------------------------------|--|
| <input type="checkbox"/> 1-2 years | <input type="checkbox"/> 3-4 years |
| <input type="checkbox"/> 4-5 years | <input type="checkbox"/> More than 5 years |



Part II: Based on your experience with the company, please mark X in the appropriate number.

1 = Strongly Disagree

2 = Disagree

3 = Neutral

4 = Agree

5 = Strongly Agree

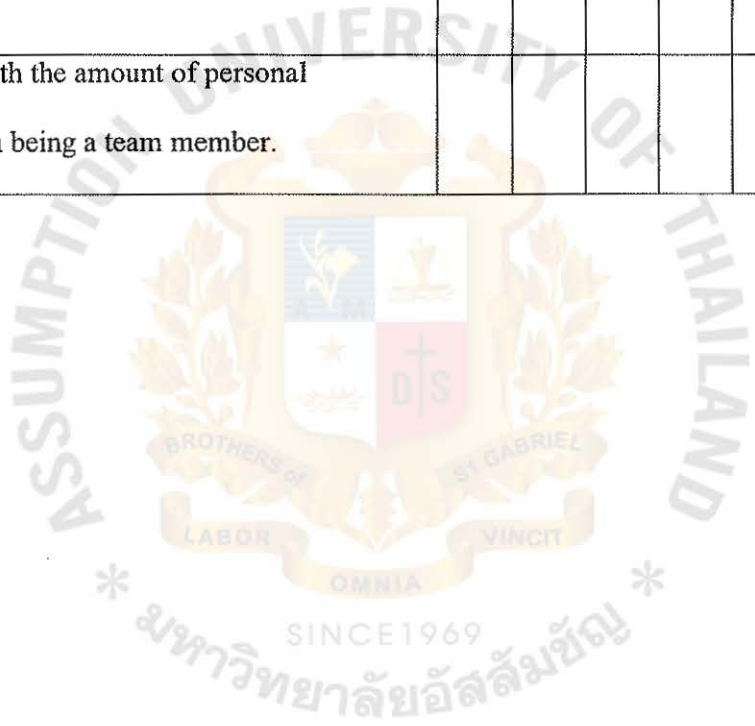
Your experience	1	2	3	4	5
1. My manager shares with me the information I need to do my job.					
2. My manager discusses with me and team members about individual goals and team goals.					
3. My manager always let me create a step-by-step plan for activities to be done.					
4. My manager lets me establish the time sequences of activities for work to be done.					
5. The specific goals and objectives are provided to team members before the start of the project.					
6. I always discuss with team members about timelines before starting the project.					
7. The team has set clear, specific, measurable, achievable and realistic goals.					
8. The team shares its strategic plans and visions among the team members.					

Your experience	1	2	3	4	5
9. My manager allows me and team members to make some decisions on projects.					
10. My manager always listens to my suggestion.					
11. I am allowed to make decisions which are part of my jobs.					
12. I always suggest my opinion to the team during the meeting.					
13. I always discuss with my team before making any decisions about team.					
14. There is team meeting every week for team members to share their opinions.					
15. Our company allows group of employees or team for resolving customer problems.					
16. I prefer a group decision making when the team has problems.					
17. My manager often asks me about my expectations with the company.					
18. My manager makes sure that I receive recognition for my performance.					
19. I participated in skills development programs.					
20. I am always informed by my manager about company strategy and direction.					
21. Everyone in team has sense of growth and achievement.					

Your experience	1	2	3	4	5
22. The company promotes teamwork between people in different units including those company-wide.					
23. I feel that the company is confident in teamwork and team abilities.					
24. I feel that I have an involvement in contribute the organization objective.					
25. The vision, mission, goal, or task of the team has been defined by everyone in team.					
26. The vision, mission, goal, or task of the team has been accepted by everyone in team.					
27. Everyone in team is committed to accomplish the vision, mission, goal, or task of the team, which has been defined and accepted.					
28. The group understands, supports, and feels ownership for the team's goals.					
29. Teams develop direction, momentum, and commitment to shape a meaningful purposes					
30. An open atmosphere always be maintained in team					
31. There are clear expectations about the roles played by each team member.					
32. Clear assignments are made for each team member.					
33. I accept the assignments which are assigned to be my responsibility.					

Your experience	1	2	3	4	5
34. I feel that work is fairly distributed among team members.					
35. I take an active role in developing trust on the team.					
36. I feel satisfied that the team's mission is clear and appropriate.					
37. I feel satisfied with the way our team supports and is supported by other initiatives in our community.					
38. I feel enthusiasm to attend the training program which concerns my jobs.					
39. People in team make correct interpretation what I communicate with them.					
40. I feel that team is willing to confront differences in ideas.					
41. I usually practice technical skills that support to function of work.					
42. I always keep update on new technology that useful for myself and team.					
43. I am able to identify the problems and then make decision how to proceed.					
44. Team members teach and train each other.					
45. I see myself willing to experiment with new behaviors as a member of this team.					

Your experience	1	2	3	4	5
46. I understand that the team's goals and my personal goals are ultimately the same.					
47. I am an active and contributing member of my team.					
48. I make an effort to express my feelings as soon as they come up.					
49. I feel satisfied that I can express my ideas to the team.					
50. I feel satisfied with the amount of personal fulfillment I get from being a team member.					



Part I: Please choose the following answers, that is most relevant to you by marking

X in the appropriate box:

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☐ Others _____

6. Your current position in current company

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|--|---|
| <input type="checkbox"/> General Manager | <input type="checkbox"/> Department Manager |
| <input type="checkbox"/> Assistant Manager | <input type="checkbox"/> Supervisor |
| <input type="checkbox"/> Chief | <input type="checkbox"/> Officer |

7. Years of working in the company

- | | |
|------------------------------------|--|
| <input type="checkbox"/> 1-2 years | <input type="checkbox"/> 3-4 years |
| <input type="checkbox"/> 4-5 years | <input type="checkbox"/> More than 5 years |



5 = Strongly Agree

[illegible]

Your experience

1

2

3

4

5

9. I allow my subordinates and team members to make some decisions on projects.
10. I always listens to my subordinates suggestion.
11. I allow my subordinates to make decisions which are part of their jobs.
12. I allow my subordinates to suggest their opinion to the team during the meeting.
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14. There is team meeting every week for team members to share their opinions.
15. Our company allows group of employees or team for resolving customer problems.
16. I prefer a group decision making when the team has problems.
17. I often ask my subordinates about their expectations with the company.
18. I make sure that my subordinates receive recognition for their performance.
19. I encourage my subordinates to participate in skills development programs.
20. I always inform my subordinates by about company strategy and direction.

[illegible]

Your experience

Your experience	1	2	3	4	5
21. Everyone in team has sense of growth and achievement.					
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30. An open atmosphere always be maintained in team					
31. There are clear expectations about the roles played by each team member.					

Your experience

32. Clear assignments are made for each team member.	1	2	3	4	5
33. I accept the assignments which are assigned to be my responsibility.					
34. I feel that work is fairly distributed among team members.					
35. I take an active role in developing trust on the team.					
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48. I make an effort to express my feelings as soon as they come up.

49. I feel satisfied that I can express my ideas to the team.

50. I feel satisfied with the amount of personal fulfillment I get from being a team member.

1	2	3	4	5

Hataichanok Leerahathon
2 Soi 9, Seri 4 Road,
Huamak, Bangkapi, Bangkok
Tel: 01 425 5016

18 November 2004

CURRICULUM VITAE

March 2000 to present. Advertising and Publicity Supervisor: Frank Films Company, 999 6th floor, Gaysorn Plaza, Lumpini, Pathumwan, Bangkok Thailand.

Distribute Hollywood films to Thai market where my analytical, creativity, and communication skills are utilized. Responsible to create media plan and PR strategy as well as responsibility for budgeting in order to create word-of-mouth and promote each movie to audience and help increasing the ticket sales. Dealing with business partner such as cinema to co-promotion in terms of marketing event to promote each movie and make every film success.

Reference available on request.

Education

- 2002-2004 Assumption University
Master Degree in faculty of Organization Development & Management,
Major Organization Management
- 1993-1996 Thummasat University
Bachelor of Political Sciences, Major in Public Administration

Personal

Age : 29

Nationality : Thai

Marital Status : Married

Good health

Personal interests: 1) Export business especially Thai goods. 2) Sport--swimming, scuba diving and golfing

