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WONGRUANGWISARN, PATTARAWALAI

MANAGERIAL LEADERSHIP STYLE AND ORGANIZATIONAL EFFECTIVENESS IN LARGE MANUFACTURING ORGANIZATIONS IN BANGKOK

The University of Oklahoma PH.D. 1980

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THE UNIVERSITY OF OKLAHOMA

GRADUATE COLLEGE

MANAGERIAL LEADERSHIP STYLE AND ORGANIZATIONAL EFFECTIVENESS IN LARGE MANUFACTURING ORGANIZATIONS IN BANGKOK

A DISSERTATION

SUBMITTED TO THE GRADUATE FACULTY

in partial fulfillment of the requirements for a

degree of

DOCTOR OF PHILOSOPHY

BY

PATTARAWALAI WONGRUANGWISARN

NORMAN, OKLAHOMA

1980

MANAGERIAL LEADERSHIP STYLE AND ORGANIZATIONAL EFFECTIVENESS IN LARGE MANUFACTURING ORGANIZATIONS IN BANGKOK

APPROVED BY

Loy E. Prickett, Chairman

Larry K. Michaelsen, Member

Thomas Wiggins, Member

Laura B. Folsom, Member

Raymond R. White, Member

This study is dedicated to my grandmother, who expresses great love for me.

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MANAGERIAL LEADERSHIP STYLE AND ORGANIZATIONAL EFFECTIVENESS IN LARGE MANUFACTURING ORGANIZATIONS IN BANGKOK

CHAPTER I

INTRODUCTION

Thailand, an agricultural heritage country, lacks industrial traditions. In recent years Thailand has attempted to develop economically through industrialization. Thus, the government has encouraged private investment including local and foreign, in companies placing emphasis on improving industrialization. Investors are motivated through tax exempt benefits, tariff protection, and a guarantee of freedom from competition. According to the present regulation, at least 51% of the total investment in any enterprise must be by local investors. Most corporations have been joint-ventures with foreign investors from the United States, Japan, The Republic of China, and some European countries.

Apparently, the enterprises that have foreign participation grow more rapidly than those locally owned. The foreign entrepreneurs bring various positive contributions to industrialization in Thailand. They provide modern technology through the establishment of modern industries. They give local employees, managers and workers,

opportunities to learn management and production techniques as more effective ways of performing their jobs.

> Management is essential to organized endeavors, and for a broad working definition let us view management as an activity which performs certain functions in order to obtain the effective acquisition, allocation, and utilization of human efforts and physical resources in order to accomplish some goal.[1]

When performing his role, the manager has to take into consideration not only the economic aspect of the enterprise but also the human and social side of the enterprise as well. He, therefore, has to manage for the optimum benefit of every aspect of the organizational system.

Miller viewed the emerging system of management as "Humanistic Management". He characterized Humanistic Management as:

> I have coined the phrase Humanistic Management for the fourth phase of management. Humanistic management is a combination of the Scientific, Human Relations, and Participative methods. Systems are necessary for any establishment to survive; systems to forecasting, production requirements, inventory, purchasing, pricing, standardized recipes. . .etc., must be developed. Similarly, human relations are extremely important. Employees will respond and react better to fair and reasonable treatment. And, with participative management, you have the advantage of open communication with employees. So, by combining all three earlier systems of management, you can be a better manager.[2]

Management style has been one of the essential elements that help shape a company and give it direction. There are many distinguishing traits that set a manager's style: Autocratic vs. Participative, Structured vs. Informal, and Centralized vs. Decentralized. In each

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[1]Daniel A. Wren, The Evolution of Management Thought, (New York: The Ronald Press Company, 1972), p. 3.

[2]Jack Miller, "Humanistic Management Involves People, Productivity," Food Service Marketing 41 (March 1979): 16.

industry there seems to be one management style which is found to be predominant through out industry. The person most responsible for setting a company's style is the chief executive. While participative management is most often used in establishing new management styles, chief executives do not seem to think most of it. In fact, at most companies, while operations are largely decentralized, a number of functions such as finance, legal affairs, personnel, government and public relations are still centrally controlled at headquarters.[1]

Allen applied participative management with his employees. He introduced some important aspects to his company to become a Likert System Four organization. Mutual interest is key to make goals in humanistic and economic success. The interests of the employees and the company are seen as complimentary not competitive. In the corporation, employee self development became a goal for its own sake, not just to make people work harder for corporate profits. Employees should be regarded as mature and responsible adults, capable of determining work priorities for themselves, and capable of managing of their work lives.[2]

At present, the problem of collective bargaining in Thailand or elsewhere is more and more serious. The causes of collective bargaining between management and labor are: (1) the lack of mutual interest between the two, (2) dissatisfaction of the employees with their work and management system, and (3) production problems. One way

---

[1]"It's a Matter of Style," Dun's Review 110 (December 1977): 64-66.

[2]G.R. Allen, "Liberty, Equality, and Anxiety at Worker - Run IGP (International Group Plans)," Business and Society Review 24 (Winter 1977-78): 43-46.

to decrease these causes and to solve problems is to improve management of the organization by moving toward a participative management style. It has been shown that allowing employees to be involved in decision-making with factors involving production, health, and safety employees' satisfaction and production will increase. This method of management can help improve any type of organization regardless of its size and place. However, in changing management style, certain considerations must be taken. One of the significant contributors in participative management style is Likert. Likert views management as the same process everywhere, and the same basic principles operate in all instances. Likert was quoted as saying:

1. Human nature basically, and in terms of inherited qualities, is the same the world over.
2. The scientific method is the same in all nations.
3. Culture may influence the method of application of basic principles of management, but culture is not itself a basic principle of management.[1]

The two trends of management-employee relations, industrial democracy and participative management, have been growing all over the world since World War II. Industrial organizations consist of material and human resources. Human resources are the more complex resources with which management must work. To gain the full use of all available resources, both management and workers should try to increase shared decision-making. This will help increase employees' mental satisfaction and employees' commitment to the job and the organization. For the

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[1]David G. Bowers, Systems of Organization: Management of the Human Resource, (Ann Arbor: The University of Michigan Press, 1976), p. 108.

employees to be satisfied with the job and organization, physical satisfaction and mental satisfaction are needed.

Despite the differences between industrial democracy and participative management, both models are based on the assumption that those at the bottom of an organizational hierarchy should take part in managerial decision-making. Both models seek to increase harmony in the human, and social side of the enterprise. Both models work for profit maximization. The two models have three types of relationships. First, they can be compensatory; if we have one, we do not need the other. Second, one can complement the other. Each approach can reinforce the other. The key to mutual support between the two approaches lies in the extent that participative management results in self-planning, self-direction, and self-control. A major factor in the effectiveness of industrial democracy will be the extent to which it fosters development and implementation of participative management style at all levels in the organization. Third, differential application can be used in such a way that each can be applied to different aspects of management worker relations. Each may be best utilized for different aspects of managing the firm for certain kinds of problems.[1]

The Asia Conference on "Industrial Democracy", held in Bangkok was convened to discuss workers' participation and personnel policy. The following statement represents the theme of the Conference.

> . . .The emphasis of workers' participation schemes in Asia countries willbe less on decisions concerning investment, production, finance and economic management and more on those

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[1]Bernard M. Bass and V.J. Shackleton, "Industrial Democracy and Participative Management: A Case for a Synthesis," Academy of Management Review, 4 (July 1979): 393-404.

aspects of management decision-making which are of direct practical and day-to-day relevance to the workers. I should therefore like to propose that you consider whether the immediate objective of workers' participation schemes in Asian countries should not be in the area of personnel policy and personnel practices.

What is personnel management in essence? Personnel management is nothing more nor less than the substitution of rules and objective criteria for arbitrariness, favouritism and injustice. In Asia, as everywhere else, workers are of course concerned about their pay, but they are also concerned about the rating of their job in comparison with that of their colleagues. They are concerned about job security, about their chances of advancement and promotion, about their career prospects, their eating facilities, etc. Workers expect their efforts to be rewarded by objective schemes linking payment, productivity and results. They want to see that in the maintenance of discipline and order, objective criteria for sanctions are applied and that they are given a chance to defend themselves against allegations of misbehavior. They want to have an influence on the determination of working hours, on safety measures and the operation of welfare facilities. They expect to be treated by their superiors with respect and justice.

. . .The question is not whether such disputes are lawful or unlawful, or whether they are justified or not. The fact is that there are so many areas of personnel practices in which disputes, confrontation and protest could be avoided by associating the workers with the decisions concerned.[1]

The argument was that the workers lacked education and technical know-how needed to be functional participants. It was stated that:

One major argument which Asia employers advanced against workers' participation is that a large portion of the work force in a number of Asian countries is illiterate and that, in a general way, workers do not possess the technical know how and understanding without which workers; participation simply cannot function. This argument cannot easily be dismissed; it must be taken very seriously. Workers' education programs are surely one means to overcome this obstacle, but the acquisition of skill and knowledge must go hand in hand with experience, and experience certainly cannot be

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[1]Johannes Schregle, "Industrial Democracy in Asia: Problems and Prospects," in Industrial Democracy in Asia, Ed: Arnold Wehmhoerner (Bangkok: Friedrich-Ebert-Stiftung, 1980), p. 29.

> acquired in a single day. Workers' participation in Asia is, and must be, a gradual process.[1]

The amount of worker participation in the decision-making process in private enterprises in Thailand in reality is limited. Phipatanakul expressed it as follows:

> In the private sectors, where the board of directors is comprised of share holders, the master-servant relationship strongly remains. The employers feel that they are the sole owners of the business, and, therefore, there is no justification in having the employees participate in co-determination or the decision-making process. . .[2]

The labor union movement in Thailand indicates the need for mutual understanding between labor and management. It seems to be following the pattern of the human relations movement and the harmony in management style that are developing in the United States. Mayo and Roethlisberger discuss the human relations movement in American industrial management.

> The human relationists and their behavioral descendants were to bring about a substantial number of amendments to previously held concepts of management. Among them were: (1) an increasing emphasis on the social, group-belonging needs of man; (2) the desire to enlarge and enrich jobs to dispel the discouraging side-effects of over-specialization of labor; (3) a marked decline in the emphasis on the hierarchy of authority and a call for "bottom up," participative management; (4) an increasing recognition of the informal side of the organization and the role of worker sentiments and informal activities; and finally, the development of means to study the interaction of the formal and the informal organizations.
>
> . . .Management was exhorted to turn its attention to the social side of man, to get people involved, and to thereby couple worker satisfaction and higher productivity. Social

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[1]Ibid., p. 31.

[2]Phaisith Phipatanakul, "Industrial Democracy in Thailand," in Industrial Democracy in Asia, Ed: Arnold Wehmhoerner, (Bangkok: Friedrich-Ebert-Stiftung, 1980): p. 369.

> man may have been born at Hawthorne, but his nurturance and elementary education were at Yale, Harvard, Michigan, M.I.T., Illinois, and Ohio State.[1]

Need for the Study

The human relations movement in Thailand industrial management indicates the need for further research in this field to find harmony in industry and to accomplish success in management. "Every aspect of a firm's activities is determined by the competence, motivation, and general effectiveness of its human organization. Of all the tasks of management, managing the human component is the central and most important task, because all else depends upon how well it is done."[2]

The generalizability of the utilization in developing nations of Western Hemisphere theory and research in industrial management has been doubted. The following quote exemplifies this doubt.

> Knowledge, and its methods of acquisition, are not commodities like our material exports which are traded upon the international market place. The dissemination and acquisition of knowledge is inextricably interwoven into the fabric of the culture and, thus, is associated with the value domain of the culture it represents. Human experience is contextually dependent and can only be understood within the contexts it occurs (Mishler, 1979). . .[3]

Some believe that attitudes, beliefs, and value systems among organizations in different cultural settings affect the behavior of members within the organizations. Therefore, management practices may

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[1]Wren, The Evolution of Management Thought, p. 344.

[2]Rensis Likert, The Human Organization: Its Management and Value, (New York: McGraw-Hill Company, 1967), p. 1.

[3]Thomas Wiggins "Emergent Shifts in Administrative Training Models in the Americas," paper presented to the Plenary Session of the 1st Inter-american Congress on Educational Administration, Brasilia, Brasil, December 9-14, 1979.

need to vary from one cultural setting to the other. "A cross-cultural look at organization structure might suggest that more authoritarian cultures would have organizations in which control and decision-making are more centralized than in less authoritarian cultures."[1] This study was conducted to determine the difference in behavioral pattern if any between the manufacturing organizations of Thai culture with those in the United States. Negandhi and Robey state the need for studies like this one.

> . . .There is a real need to develop an approach which can help us to understand the total organization--how it reacts to the socio-political environment, how the value systems of workers influence management style, how organization structure affects members, and a host of other significant questions. Essentially we are faced with these questions in studying any organization, but the task now becomes one of extending organization theory to encompass cross-national and cross-cultural considerations. . .[2]

Concepts of management and organizational theory proposed by Likert and his associates were utilized in this study. Reddin indicated that we are desperately in need of a general theory of organization which concerned with effectiveness and outputs has resulted in designing organizations, motivating employees, and training personnel.[3]

The number of multinational corporations (MNCs) in Thailand is increasing rapidly. These MNCs bring not only new technologies of production to Thai industries, but also new management techniques. By

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[1]Anant R. Negandhi and Daniel Robey, "Understanding Organizational Behavior in Multinational and Multicultural Settings," Human Resource Management 16 (Spring, 1977): 22.

[2]Ibid., pp. 17-18.

[3]William J. Reddin, "Effective International Training," Training and Development Journal 32 (April 1978): 16.

interviewing key persons of all the companies included in this study, all of the MNCs and some local companies claimed that they utilize the participative management technique at some levels of the organizations. Many management personnel in Thailand have been influenced in the democratic or participative way of management by obtaining education abroad. Investigations of the effects of culture on managerial style and organizational effectiveness in Thailand are needed.

Statement of the Problem

This research study investigated the managerial style and the organizational effectiveness of large manufacturing organizations in Bangkok. The primary purpose was to determine the managerial style compared with the effectiveness of the organization. The researcher had established nine questions to be answered from this research which were stated as:

1. What were the managerial styles employed by those who were in charge of managers in the large manufacturing organizations in Bangkok?

2. Was there a predominate or common style of managerial leadership among them? What was it?

3. How were these styles and management system related to the organizational effectiveness?

4. What was the most effective managerial style for these organizations?

5. Was there an existence of participative managerial style? How was it related to the effectiveness of the organization?

6. Was there the existence of more participative managerial style at the higher organizational levels?

7. Was there a desire for more participation in management and work concerned decisions in general?

8. Was there a difference in managerial style and organizational effectiveness among managers of different educational levels; and how were the managerial style and effectiveness criteria related to the educational variable?

9. Were there differences in managerial styles among the different departments in the organizations?

Definition of Terms

Managerial style: the behavior patterns adopted by an individual manager in his efforts to attain organizational goals.

Management systems: the generalized overall management style which organization members perceive being used throughout the total organization. It is the general pattern of management in which we see the organization as a whole system.

Leadership: the process whereby the work is accomplished by subordinates.

Purpose of the Study

This study attempted to identify the managerial leadership styles of the large manufacturing organizations in Bangkok. The study was limited to the private sector of large manufacturing organizations in Bangkok which employed one thousand or more employees. The subject areas of this study are: 1) to analyze leadership styles of the

managers of the organizations; 2) to find the relation between the styles and the organizational effectiveness as perceived by members of the organizations: department managers, supervisors, and workers; and 3) to identify differences in style and effectiveness among managers with various levels of education (the relationship between managerial style and education; between effectiveness and education.)

Organization of the Study

The dissertation was organized into five chapters. Chapter I contains the introduction. Chapter II contains a synthesis of the related literature and research. It describes the theories and research on managerial style, participative management, research on management style of some Asian countries, organizational effectiveness concepts and theory, and the measurement of the managerial style and organizational effectiveness. Chapter III includes the research methodology, design, and hypotheses for the study. It also describes the population, sample, data collection, and statistical procedures used. Chapter IV contains the research findings. Chapter V contains a summary of the research procedures, the findings, and recommendation for further research studies.

CHAPTER II

RELATED RESEARCH AND LITERATURE

Introduction

This chapter provides a detailed review of theory and associated research in managerial leadership style and organizational effectiveness. The synthesis of related literature was organized and presented in 4 sections: Management Style Theory and Research, Participative Management, Management Style Implicated with some Asia countries, and Organizational Effectiveness and Measurement.

Management Style Theory and Research

The human relations movement had its most recognizable beginnings in the work of Lewin and his associates and in the Western Electric studies, as characterized by Mayo. The human relations movement and its variations are currently represented in the work of McGregor, Argyris, and Likert. These three writers describe the managerial and supervisory styles and practices which result in a viable organization and in increased satisfaction and performance on the part of subordinates.[1]

Research studies on managerial leadership style focusing on the relationship of managerial behavior and group or organizational

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[1]John P. Campbell, Marvin D. Dunnette, Edward E. Lawler, III, and Karl E. Weick, Jr., Managerial Behavior, Performance, and Effectiveness, (New York: McGraw-Hill Book Company, 1970), p. 416.

effectiveness have been conducted to determine which style was best for an organization as a whole. Based on the research results, no one universal conclusion could be made. Even though some of them were alike in conceptualization and meaning, each researcher used different terminology. The published results were presented in one of the three topical headings: Trait, Behavioral, or Situational Theory approach.

Trait Approach

The early studies of leadership encompassed the traits of the leaders. It was believed leaders had differentiated characteristics from those of the followers in such features as: intelligence, personality, physical characteristic, supervisory ability, and social traits. For a person to be a leader, he needed ratings on these traits superior to his followers. Carroll and Tosi explained this viewpoint.

> The underlying premise of the trait approach to leadership is that leadership is an attribute of personality, that a certain identifiable trait or collection of traits makes a person effective as a leader, and that better organizational results can be obtained by selecting as leaders those who have these identifiable qualities.[1]

For years, however, researchers have not been able to validate these beliefs about leadership. Traits alone could not predict leadership.

First, the list of potentially important traits was endless. Second, trait test scores were not consistently predictive of leader effectiveness. Traits did not operate singly, but in combination, to influence follower. Finally, the patterns of effective behavior depended

---

[1]Stephen J. Carroll and Henry L. Tosi, Organizational Behavior, (Chicago, Illinois: St. Clair Press, 1977), p. 222.

largely on the situation. The leadership behavior which was effective in one place might be ineffective in others.[1]

Behavioral Approach

In the behavioral theme, the managerial leadership behavior theories that have been most widely publicized and utilized in practice appear to be numerous, starting with the early study of leadership style within the framework of the democratice and autocratic structure. The relative advantages (in terms of several dependent variables in organizational behavior such as productivity, turnover, absenteeism, morale, etc.) of democratic over authoritarian styles of supervision are frequently cited in the literature.[2]

Lewin, Lippitt, and White were the first researchers who reviewed behavioral styles of the formally appointed positional leader as Autocratic, Participative, or Laissez Faire. These managerial styles were described by Carroll and Tosi in the following manner.

1. Autocratic or Dictatorial. The leader makes all decisions and allows the subordinates no influence in the decision-making process. These supervisors are often indifferent to the personal needs of subordinates.

2. Participative or Democratic. These supervisors consult with their subordinates on appropriate matters. They allow their subordinates some influence in the decision-making process. In addition, this type of supervisor is not punitive and treats his subordinates with dignity and kindness.

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[1]James L. Gibson, John M. Ivancevich, and James H. Donnelly, Jr., Organizations: Behavior, Structure, Processes, (Dallas, Texas: Business Publications, Inc., 1976), pp. 184-185.

[2]W.E. Scott and L.L. Cummings (eds.), Reading in Organizational Behavior and Human Performance, (Illinois: Richard D. Irwin, Inc., and the Dorsey Press, 1969), p. 597.

3. Laissez Faire or Free Rein. Supervisors in this group allow their group to have complete autonomy. They rarely supervise directly, so the group makes many of their on-the-job decisions themselves.[1]

The results of early research were important but not conclusive regarding participation theory. Zimmerman related his beliefs:

> . . .The experiment was designed and carried out to study the effects of leader behavior on hostility and aggression, not to study productivity at all. No direct, objective measure of productivity was included. Thus, Filley and House (4) conclude that no determination can be made as to which style produced higher productivity.
>
> Lewin, Lippitt, and White did find differences in the amount of aggressive behavior, tension, group cohesion, hostility, and instances of scapegoating. While these findings should not be ignored, further questions are in order. . .[2]

Other researchers identified leadership dimensions, "Initiating Structure" and "Consideration", as two of the most important dimensions of leadership.[3] These two dimensions are discussed by Gibson as:

> Initiating structure involves behavior in which the leader organizes and defines the relationships in the group, tends to establish well-defined patterns and channels of communication, and ways of getting the job done, and consideration involves behavior indicating friendship, mutual trust, respect, warmth and rapport between the leader and follower.[4]

Hershey and Blanchard discussed two instruments called Leader Behavior Descriptive Questionnaire (LBDQ) and Leader Opinion Questionnaire (LOQ). The LBDQ was completed by the leaders'

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[1]Carroll and Tosi, Organizational Behavior, pp. 223-224.

[2]D. Kent Zimmerman, "Participative Management: A reexamination of the Classics," Academy of Management Review, (October 1978): 897.

[3]Paul Hersey and Kenneth H. Blanchard, "Life Cycle Theory of Leadership," Training and Development Journal, (June 1979): 94.

[4]Gibson, Ivancevich, and Donnelly, Organizations: Behavior, Structure, Processes, p. 187.

subordinates, supervisors, or peers, but the LOQ was completed by the leaders themselves.[1] The findings from the studies showed that effective leadership performances were high on both dimensions. However, the relationship of these two factors of the leader to performance and satisfaction of the subordinates varied from one study to another. Some of the inconsistencies were due to the fact that there were very different organization settings where these studies were conducted.[2]

The Survey Research Center at the University of Michigan conducted studies of leadership style by locating clusters of characteristics that seemed to be related to each other and various indicators of effectiveness. The studies identified two concepts called Employee Orientation and Production Orientation. These two dimensions parallel the concepts of the authoritarian and democratic leader behavior.[3] In the studies conducted, employee orientation was used to describe the behavior of a supervisor which indicated a concern for "human relations."

Human relations was used to indicate that the supervisor considered his subordinates as human beings of intrinsic importance, took an interest in them, and accepted their personal needs. Production Orientation emphasized a concern that employees were the means for getting work done and the production and technical aspects of the job.

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[1]Paul Hersey and Kenneth H. Blanchard, Management of Organizational Behavior: Utilizing Human Resources, 3rd ed. (New Jersey: Prentice-Hall Inc., 1977), p. 94.

[2]C. Schreisheim, R.J. House, and S. Kerr, "The Effects of Different Operationalizations of Leader Initiating Structure: A Reconciliation of Discrepant Results," Academy of Management Proceedings, 1975, cited by Carroll and Tosi, Organizational Behavior, p. 225.

[3]Hersey and Blanchard, Management of Organizational Behavior, p. 93.

The two orientation were conceived to be at opposite poles of the continuum.[1]

There have been significant empirical, theoretical, and practical studies conducted on the topic of organizational effectivness. Many empirical results were found from the leadership studies in office, railroad settings, and in service industries.[2]

At the Research Center for Group Dynamics, Cartwright and Zander reinterpreted the two dimensions of leadership behavior from the findings of the Ohio State and the Michigan Research Center studies into two leader behavior dimensions of group functions. Their accumulated results of leadership functions were described as:

1. Group Maintenance Functions. Behavior that keeps interpersonal relations pleasant, resolves disputes, provides encouragement, gives the minority a chance to be heard, stimulates self-direction, and increases interdependence among members.

2. Goal Achievement Functions. Behavior that initiates action, keeps members' attention on the goal, develops a procedural plan, evaluates the quality of work done, and makes expert information available.[3]

Argyris indicated that the basic properties of the formal organization kept individuals immature and prevented them from self-actualization; he found four basic properties of the formal organization to be the cause of the problem.

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[1]David G. Bowers and Stanley E. Seashore, "Predicting Organizational Effectiveness with a Four-Factor Theory of Leadership," in W.E. Scott and L.L. Cummings (eds.), Readings in Organizational Behavior and Human Performance (Homewood, Ill.: Richard D. Irwin, Inc., 1973), p. 601.

[2]Carroll and Tosi, Organizational Behavior, p. 226.

[3]Bowers and Seashore, "Predicting Organizational Effectiveness with a Four-Factor Theory of Leadership," p. 602.

> First, the specialication of labor limits individual initiative, chokes off self-expression, and requires an individual to use only a few of his abilities. . . Second, the chain of command assumes that efficiency is a result of arranging the parts so that power and authority are lodged at the top and so that through a definite hierarchy of authority the top can control the bottom of the organization. The impact of this is to make the individuals dependent upon and passive toward the leader. The individual has little control over his working environment, develops a short time perspective, and is made dependent by the incentive and control systems. Third, the unity-of-direction principle means that the path toward the goal is directed and controlled by the leader. Problems develop when these work goals do not involve the employee, when he is not allowed to define his own goals in terms of his inner needs. Finally, the span-of-control concept tends to decrease the amount of self-control and the time perspective of the individuals at the bottom of the ladder. By limiting the number of subordinates under one manager, closer control may be exercised and this presupposes immaturity of these individuals.[1]

McGregor expressed human nature and human behavior in terms of Theory X and Theory Y. Theory X assumed that most people disliked work, prefered to be directed, had little desire for responsibility, had little capacity for creativity in solving organizational problems, wanted safety need above all, and were motivated by money, fringe benefits, and the threat of punishment. The manager following the Theory X model structured, controlled, and closely supervised his subordinates.[2]

Theory Y assumed that people could be basically self-directed and creative at work if properly motiviated. The individual goals could be best achieved by directing his efforts toward accomplishing organizational goals. Therefore, the manager should be supportive and facilitating.

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[1]Wren, The Evolution of Management Thought, pp. 446-448.

[2]Hersey and Blanchard, Management of Organizational Behavior, pp. 54-57.

McGregor implied that most people had the potential to be mature and self-motivated. Thus, he supported Theory Y to be the better style of management.[1]

McGregor, challenged management to provide a work climate which subordinates had chances to mature as individuals and as members of the organization by satisfying their own needs while working toward organizational effectiveness. McGregor believed that management based on the assumptions of Theory Y would be more profitable for both the individuals and the organization.[2] Hersey and Blanchard expressed this viewpoint when they stated:

> "It is also being found over and over again that broadening individual responsibility is beneficial to both the worker and the company. Giving employee the opportunity to grow and mature on the job can help him satisfy more than just physiological and safety needs, which in turn motivates him to use more of his potential in accomplishing organizational goals."[3]

Blake and Mouton created another theory of managerial leadership style, the Managerial Grid. The Grid approach attempted to avoid the extreme on dimension style, but integrating both of the two dimensions: Concern for People and Concern for Production. It was the assumption of Blake and Mouton that "people and production concerns are complimentary, rather than mutually exclusive"[4] and Blake and Mouton advocated that scoring high on both dimensions would be the ideal style of management.

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[1]Ibid.

[2]Ibid., pp. 60-64.

[3]Ibid.

[4]Robert R. Blake and Jane S. Mouton, "Managerial Facades," Advanced Management Journal (July 1966), pp. 29-36, cited by Gibson, Ivancevich, and Donnelly, Organizations, p. 190.

To develop the grid chart, place the Concern for People dimension on the vertical axis and the Concern for Production dimension on the horizontal axis. There could be five styles.

> The 1,1 supervisory style shows little concern for either production or employees; it is the equivalent of the laissez-faire supervisory style described earlier. The 1,9 supervisor has high employee concern but little concern for performance, while the 9,1 supervisor has little concern for employees but places strong emphasis on performance. The 5,5 supervisor is a compromiser; he places only moderate emphasis on satisfying employee needs and on achieving satisfactory levels of performance. (Blake and Mouton feel this is the most common supervisory style.) Finally, there is the 9,9 supervisory pattern, in which there is high emphasis on achieving both employee needs and high levels of performance. The 9,9 supervisor is able to integrate employee needs and organizational needs with a team-building approach.[1]

Blake and Mouton in a grid arrangement showed how leadership style could move along the building of team work, self-direction and control, and designing work structures to get commitment to the work and organization from its participants. A basic aim, therefore, was to promote the conditions that integrated creativity, high production, and high morals through concerted team action.[2]

Likert described five conditions for managers to use to be successful with an effective supervisory style.

> Likert's first condition is the principle of supportive relations. Likert explained that: "it provides an invaluable guide in any attempt to apply the newer theory of management in a specific plant or organization, can be briefly stated: the leadership and other processes of the organization must be such as to ensure a maximum probability that in all interactions and all relationships with the organization each member will, in the light of his background, values, and expectations, view the experience as supportive

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[1]Carroll and Tosi, Organizational Behavior, pp. 227-228.

[2]Wren, The Evolution of Management Thought, pp. 459-460.

> and one which builds and maintains his sense of personal worth and importance."[1]

On the basis of the social belonging need, most people need recognition, support, security, and favorable reactions from the belonging group. Under those conditions they are actually motivated to behave according to the group values and goals.

The second condition of Likert's effective supervisory behavior is "Group Methods of Supervision". Likert described this condition as:

> "Management will make full use of the potential capacities of its human resources only when each person in an organization is a member of one or more effectively functioning work group that have a high degree of group loyalty, effective skills of interaction, and high performance goals".[2]

The third condition, "High Performance Goals", was described by Likert:

> "If a high level of performance is to be achieved, it appears to be necessary for a supervisor to be employee-centered and at the same time to have high performance goals and a contagious enthusiasm as to the importance of achieving these goals."[3]

The fourth condition, "Technical Knowledge", was described by Likert:

> "The leader has adequate competence to handle the technical problems faced by his group, or he sees that access to this technical knowledge is fully provided. This may involve bringing in, as needed, technical or resource persons. Or he may arrange to have technical training given to one or more members of this group so that the group can have available the necessary technical know-how when the group discusses a problem and arrives at a decision."[4]

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[1] Rensis Likert, New Patterns of Management, (New York: McGraw-Hill Book Company, 1961), p. 103.

[2] Ibid., p. 104.

[3] Ibid., p. 8.

[4] Ibid., p. 171.

Likert stated that the fifth condition for leadership effectiveness behavior is the ability of the leader in "Coordinating, Scheduling, and Planning." Likert stated:

> "The leader fully reflects and effectively represents the views, goals, values, and decisions of his group in those other groups where he is performing the function of linking his group to the rest of the organization. He brings to the group of which he is the leader the views, goals, and decisions of those other groups. In this way, he provides a linkage whereby communication and the exercise of influence can be performed in both directions."[1]

Likert studies of management systems are clearly expressed in the emergence of the System 4 Management Theory. The four management systems range on a continuum from System 1 through System 4, and they are arranged consecutively as: Exploitive Authoritative, Benevolent Authoritative, Consultative, and Participative Group systems. Each management system represents the dominant characteristics of an organization and human being interaction in that organization. Likert avocated that the most effective system of management was System 4, namely Participative Management System; and the best supervisory style was participative, since it could provide the way to obtain the full use of human resources. Likert explained that any organization can be improved by gradually moving toward System 4 from whatever management system that organization is using at the time. He also identified that the more the organization applys the degree of participation in decision making and the five principle conditions for effective leader behavior, the more it will move toward System 4 management. The four management systems proposed by Likert are described as:

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[1]Ibid.

System 1. Management having no confidence or trust in subordinates. The bulk of the decisions and the goal setting of the organization are made at the top. Subordinates are forced to work with fear, threats, punishment, and occasional rewards. The little superior-subordinate interaction which takes place is usually with fear and mistrust. The control process is highly concentrated in top management, and informal organization generally develops which opposes the goals of the formal organization.

System 2. Management has condescending confidence and trust in subordinates such as in the master and servant relationship. The bulk of the decisions and goal setting of the organization are made at the top, though many decisions are made within a prescribed framework at lower levels. Rewards and some actual or potential punishment are used to motivate workers. The control process is still concentrated in top management, but some is delegated to middle levels.

System 3. Management has substantial but not complete confidence and trust in subordinates. Subordinates are permitted to make minor decisions at lower levels. Communication flows both up and down the hierarchy. Rewards, occasional punishment, and some involvement are used to motivate. There is a moderate amount of superior-subordinate interaction, often with a fair amount of confidence and trust. Significant aspects of the control process are delegated downward with a feeling of responsibility at both higher and lower levels. An informal organization may develop, but it may either support or partially resist goals of the organization.

System 4. Management is seen as having complete confidence and trust in subordinates. Decision making is widely dispersed throughout the organization. Communication flows not only up and down the hierarchy but among peers. Workers are motivated by participation and involvement in developing economic rewards, setting goals, improving methods, and appraising progress toward goals. There is extensive, friendly superior-subordinate interaction with a high degree of confidence and trust. The informal and formal organizations are often one and the same. Thus, all social forces support efforts to achieve stated organizational goals.[1]

Bowers and Seashore found four dimensions of leadership behavior associated with satisfaction and performance when they studied forty

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[1]William J. Reddin, Managerial Effectiveness, (New York: McGraw-Hill Book Company, 1970), pp. 196-197.

agencies of an insurance company. The four dimensions of leadership behaviors were described by Bowers and Seashore as:

1. Support. Behavior that enhances someone else's feelings of personal worth and importance.

2. Interaction Facilitation. Behavior that encourages members of the group to develop close, mutually satisfying relationships.

3. Goal Emphasis. Behavior that stimulates an enthusiasm for meeting the group's goal or achieving excellent performance.

4. Work Facilitation. Behavior that helps achieve goal attainment by such activities as scheduling, coordinating, planning, and by providing resources such as tools, materials, and technical knowledge.[1]

Leadership was conceptualized in terms of four social process functions which were the basic structures of behavior for an effective leader. The performance of these functions was proposed not only for the supervisor but might be provided by anyone in a work group for anyone else in that work group. Through leadership behavior, the supervisor set the pattern of the mutual leadership which subordinates supply each other.[2]

Situational Theory Approach

Situational theoriests suggest that there is no one best style effective for all situations in any organization. A number of styles can be chosen to appropriately and effectively operate an organization. One style may be effective for the organization while the others may not, it depends on the situation.

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[1]Bowers and Seashore, "Predicting Organizational Effectiveness with a Four-Factor Theory of Leadership," p. 604.

[2]Ibid., pp. 604-606.

> "The organizational situation also influences the supervisory approach. The degree of crisis and the type of work are but two possible situational factors which could be important. For example, in an emergency where a decision is quickly needed, it may be unwise to use a "participative" approach, since this would take undue time."[1]

Fiedler, in his Contingency Model of Leadership, identified three situational characteristics which determine the managerial style for effective leadership.

1. Leader-member relations, which refer to the amount of trust and how well-liked the leader is.

2. Task-structure, which refers to the extent to which the job is defined. High task structure refers to well-defined jobs in which each aspect is spelled out. Low task structure is present where job requirements are unclear and ambiguous.

3. Position power, which is a function of the formal authority structure; that is, whether or not an individual has the right to reward, sanction, evaluate, or promote those who work for him."[2]

Fiedler concluded that "the appropriateness of the leadership style for mixing group performance is contingent upon the favorableness of the group task situation."[3]

Fiedler found that the task oriented style was best in the situation where Leader-member relations were either very good or very bad. Under some of the moderately unfavorable conditions, the leader had to use the people oriented style to motivate his subordinates to become involved in attempts to deal with an ambiguous task or to win their supports.[4]

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[1]Carroll and Tosi, Organizational Behavior, p. 228.

[2]Ibid., p. 230.

[3]Wren, The Evolution of Management Thought, p. 461.

[4]Carroll and Tosi, Organizational Behavior, pp. 229-231.

Vecchio conducted an empirical examination of the validity of Fiedler's model of leadership effectiveness. Vecchio concluded that the results of his analysis failed to support the model.[1] Vecchio believed that the model failed was due to the lack of generalizability.[2]

Hersey and Blanchard extended Fiedler's contingency model by adding the third dimension, effectiveness dimension. The tridimensional model integrated the leadership style with situational demands of the environment. Hersey and Blanchard concluded that:

> . . .The Life Cycle Theory of Leadership which we have developed is based on a curvilinear relationship between task and relationships and "maturity". This theory will attempt to provide a leader with some understanding of the relationship between an effective style of leadership and the level of maturity of one's followers.[3]

Managerial style should move from high task-low relationship, to high task-high relationship, to high relationship-low task, and finally to low task-low relationship.[4]

Participative Management

Perhaps the most comprehensive research based position on participative management has been developed by Likert, who assembled and integrated evidence supporting the effectiveness of "System 4" or

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[1]Robert P. Vecchio, "An Empirical Examination of the Validity of Fiedler's Model of Leadership Effectiveness," Organizational Behavior and Human Performance 19 (June 1977): 180.

[2]Ibid., pp. 203-205.

[3]Hersey and Blanchard, "Life Cycle Theory of Leadership," p. 97.

[4]Ibid.

participative management.[1] Before further discussion on the participation or participative management style, the meaning of this term should be stated.

> The behavioral approach is participative management. It is face-to-face, informal sharing of decision making at the work place. It is "shop-floor democracy". It is an informal arrangement between managers and subordinates whereby managers-through indoctrination, training, organizational policy, social pressure, or other means involve their subordinates in consensual decision making about matters of importance to all concerned.[2]

There are four specific means of effect and four corresponding results of participative management style which Sashkin identified as:

> At least four specific means of effect can be identified:
>
> 1. Improved flow and use of information; this is an effect on quality.
>
> 2. Increased psychological commitment of workers; workers' acceptance is increased through participation.
>
> 3. Learning through behavioral practice. Those involved in a participative approach develop skills in applying the approach; this is an effect on behavioral process.
>
> 4. Development of shared norms and values among organization members, facilitating collaborative efforts; this is an effect on organizational process.[3]

Four corresponding outcomes of participation are associated with each of the means:

1. Improved quality. Better information flow and use can clarify tasks and task goals, and produce qualitatively better decisions, problem solutions, or change plans.

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[1]Marshall Sashkin, "Changing Toward Participative Management Approaches: A Model and Methods," Academy of Management Review 1 (July 1976): 76.

[2]Bass and Shackleton, "Industrial Democracy and Participative Management: A Case for a Synthesis," p. 397.

[3]Sashkin, "Changing Toward Participative Management Approaches: A Model and Methods," p. 77.

2. Increase in workers' commitment and acceptance of goals, decisions, problem solutions, or changes through a sense of "ownership" (having been involved in the goal-setting, decision making, problem-solving, or change activity). This outcome increases the likelihood that goals, etc., will be effectively implemented.

3. Support of the participative approach and continuance of its effects over time, as a result of learning through behavioral practice: this represents the behavioral process effect.

4. Increased adaptive capacity of the organization. Development of shared norms and values may lead to more effective use of inter-dependency relations among organization members, through an organizational process based on collaboration, as opposed to win-lose conflict. Seashore (personal communication) has described the operation of this outcome as "discovering, testing, and changing the boundaries of issues and activities that rest on shared values, trustworthiness of the purposes of others".

Likert avocated System 4 management for solving organizational conflict between management and workers. As a result of using this management style, Likert found that the relation of management and workers were improved. In one of his studies Likert found:

> . . .within one year's time there was a 28 percent increase in productivity, scrap was cut to less than one-fourth of the previous level, and there was a substantial decrease in "committeeman calls" and written grievances. (A "committeeman call" is a demand by a worker that a union representative is not present, the worker will not listen or talk.) The reduction in committeeman calls and written grievances reflects a substantial reduction in the hostility and conflict that had existed in this deaprtment prior to its shift toward System 4.[1]

In comparing results obtained from other countries, Likert found that in most highly industrialized nations, the management system is more toward System 4. In less industrialized nations the management system

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[1]Rensis Likert and Jane Gibson Likert, New Ways of Managing Conflict, (New York: McGraw-Hill Book Company, 1976), p. 78.

is more toward System 1. Likert also found that there were no differences in age, education, seniority, or party membership among respondents.[1]

According to Likert, the manager who employed participative management strategy is more effective than the one employing authoritative style. By introducing the time concern, Likert pointed out that:

> . . .A manager with high technical competence and high performance goals who uses System 1 or 2 and puts pressure on the organization for high production and low costs through such procedures as tight budgets, across-the-board budget cuts, personnel ceilings, and tight or tightened standards can achieve impressive productivity and financial results over the short run. . .the human organization's productive capability will deteriorate under this kind of manager. As a consequence, over the long run the favorable productivity and earnings usually are not sustained. The profit and loss statements for that short-run period were, of course, spurious since the profits reported were larger than the actual true earnings for that period (Likert, 1973a). The length of time over which these spuriously high earnings can be achieved, i.e., the "short run," varies with the size of the organization. In small organizations, this time span can be one to three years; in medium sized organizations the range is likely to be about three to five years. In large corporations, the "short run" can be ten years or even longer.[2]

In the United States, the mean company management system is between System 2 or 2½. Likert found that System 4 organization is 20 to 40 percent more productive and profitable than the average operations. Likert says:

> "When an organization shifts from System 2 to System 4, there will be improvement in its performance and its capacity to resolve conflicts constructively; corresponding sizable improvements are occurring in productivity, earnings, and other performance measurements including in employee satisfaction, internal teamwork, and union management relationships.[3]

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[1]Ibid., pp. 88-93.

[2]Ibid., pp. 95-98.

[3]Ibid., p. 98.

The desired characteristics of System 4 management which differs from the other systems are described by Likert.

1. Greater confidence by superiors in subordinates.
2. More freedom felt by subordinates to talk to their superiors.
3. More frequent seeking and use of subordinates' ideas.
4. Use of involvement rather than threats.
5. Mutual confidence and trust in interactions rather than condescension by superiors and fear by subordinates.
6. Greater participation by subordinates in decisions related to their work.
7. Productivity, cost, and other accounting data used by departments for self-guidance rather than by top management for punitive purposes.
8. Widespread feeling of responsibility for achieving the goals of the organization.
9. Mutual expectations that each person will do the job well and help others, and;
10. Cooperative attitudes to achieve goals rather than covert resistance to them and restriction of output.[1]

Management Style Implications in Selected Asian Countries

The introduction of participative management styles into developing countries creates problems which need to be resolved. The situation is described by Glen and James.

> The managers, engineers, and other professionals operating under these systems are the "cream of the crop", since there are often competitive examinations for appointment to management positions. The educational level is very high, with much of the education coming either from western school or from western-influenced schools in India. Many of the textbooks are of American origin. Management Science techniques are known by many but applications do not appear

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[1] Ibid., p. 94.

> to be widespread. Thus, we have knowledgeable, able managers having difficulties in using modern techniques in complex industrial-social-political situations.[1]

Negandhi and Prasad express the need for environmental change and the change in management before participation in management will be widespread.

> While there are many avenues along which such transmission can be undertaken, it has been recognized that there are various social, cultural, and other obstacles which will be in the way. Pessimistic though it may sound, unless there is a perceptible change in the philosophy of the owner-managers and their top salaried managers, the efforts may not yield fruitful results. One may find individuals who are imbued with knowledge of management theory and techniques acquired painstakingly but unable to effectively apply them in a work environment such as it prevails in a large number of industrial enterprises in underdeveloped countries.[2]

In attempting to transmit advanced management know-how into Burma, Chewning found an acceptance of technological advancement but a rejection of management improvement.[3]

Haire, Ghiselli, and Porter conducted a research study on the attitudes of managers in fourteen countries including two Asia nations, India and Japan. They found that almost every manager in the fourteen countries held negative perception of the average individual's capacity for initiative and leadership; at the same time these managers felt that participative method was more effective than traditional direct method. Comparisons were made in the attitudes of managers of different

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[1]Thaddeus M. Glen and Charles F. James, Jr., "Difficulties in Implementing Management Sciences Techniques in a Third World Setting," Interfaces 10 (February 1980): 41.

[2]Anant R. Negandhi and S. Benjamin Prasad, Comparative Management (New York: Meredith Corporation, 1971), p. 231.

[3]David L. Chewning, "The Transference of Management Techniques," in Negandhi and Prasad, Comparative Management, p. 226.

levels, sizes of companies, and ages, which were used as independent variables. The findings showed that half of the instance the higher level managers had more participative or democratic attitudes, whereas in the other half the higher level managers had more authoritarian attitudes. In India lower level managers had more participative attitudes. Managers of larger companies advocated a more positive attitude toward participative style. Age did not seem to have a strong effect on attitude toward managerial practices.[1]

Negandhi conducted a research study on leadership styles in three kinds of companies: American subsidiaries, Japanese subsidiaries, and local companies of Taiwan. He evaluated leadership styles at three different levels as top manager, middle manager, and supervisor levels on four leadership styles: Consultative, Autocratic, Bureaucratic-autocratic, and Paternalistic-autocratic. Bureaucratic and Paternalistic were autocratic; however, a Bureaucratic leader attempted to influence subordinates by emphasizing rules, regulations, and procedures outlined in a company manual, while a Paternalistic leader assumed the "father figure" and had strong personal and emotional ties with subordinates. The results of this study were presented in Table 1.[2]

The typical pattern in management styles of developing countries is the family oriented style; dominant attitudes toward authority, responsibility and subordinates are shaped in large part by values

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[1]Mason Haire, Edwin E. Ghiselli, and Lyman W. Porter, Managerial Thinking: An International Study (New York: John Wiley & Sons, Inc., 1966), pp. 114-181.

[2]Anant R. Negandhi, Management and Economic Development: The Case of Taiwan (Netherland: Martinus Nijhoff, The Hague 1973), pp. 65-76.

TABLE 1

LEADERSHIP STYLES AT THREE MANAGERIAL LEVELS IN TAIWAN

Leadership Style	Top Manager			Middle Manager			Supervisor		
	A	C	J	A	C	J	A	C	J
Consultative	6	2	2	5	2	2	4	2	2
Autocratic	3	1	4	4	9	4	5	9	5
Bureaucratic-autocratic		1	1			1			
Paternalistic-autocratic		7							

A = American Subsidiaries (n=9)
B = Chinese Local Companies (n=11)
C = Japanese Subsidiaries (n=7)

inherent in the joint family system.[1] Massie and Luytjes explained the predominant characteristics of the Chinese management approach in Singapore and Malaysia.

1. The head of the family is the chief executive of the business unit. The eldest son is next in the organization hierarchy.

2. The Chinese businessman places a high value on independence, seldom welcoming outside help or investment, and on family solidarity and loyalty.

3. Authority is based on age and is usually absolute. Subordinates are not expected to question the viewpoints of superiors. Group decision making, therefore, plays a minor role.

4. The Chinese approach to management places little emphasis on specialisation or functionalisation. Each worker or manager is expected to be independent and not rely on anyone else. The tendency, therefore, is toward simple line organizations and broad spans of control.[2]

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[1]Barry M. Richman and Melvyn Copen, International Management and Economic Development (New York: McGraw-Hill Book Comapny, 1972), p. 125.

[2]Joseph L. Massie and Jan Luytjes, Management in an International Context (New York: Harper & Row, 1972), p. 255-256.

Jumnoung[1] conducted a study utilizing Likert's organizational characteristic profile questionnaire to measure eight organizational variables. He administered the questionnaire survey to the trainees of Rubber Replantation Aid Funds before and after the workshop (after they had been backed to work for five months). The eight measured organizational variables were: leadership, character of motivation, character of communication, character of interaction-influence, character of decision making, character of goal setting or ordering, character of control, and performance goals and training. His findings were that the managerial style implied in the ORRAF was predominately System 3, Consultative style. The measurement of the organizational profile after the workshop showed some increasing value of most organizational variables even though the management system was still in System 3. The score results were summarized in Table 2. This table was adapted by taking only needed variable scores from research results prepared in Tables 5-1 to Tables 5-16 of Jumnoung's report.[2]

Abdulrahman A. Al-Jafary conducted a study in which he identified the predominant management styles of the upper levels of management in ten largest multinational petrochemical companies operating in the Arbian Gulf region. Al-Jafary examined the relationship between the use of a participative management style (System 4) and departmental effectiveness. Al-Jafary found that the predominant management style in these organizations was the consultative or System 3, and that the

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[1]Vuthichai Jumnoung, Management Development: A Quasi-experimental Research of a Workshop (Bangkok: The National Institute of Development Administration, 1979), pp. 70-106.

[2]Ibid.

TABLE 2

MEANS OF ORGANIZATIONAL VARIABLES FOR ORRAF AT MANAGER AND SUPERVISOR LEVELS

Organizational Variables	Before Workshop				After Workshop			
	Manager		Supervisor		Manager		Supervisor	
	$\bar{x}$	Sd	$\bar{x}$	Sd	$\bar{x}$	Sd	$\bar{x}$	Sd
Leadership	12.15	1.77	12.32	2.21	12.64	1.47	11.42	2.62
Motivation	13.23	1.55	11.99	1.70	13.34	2.26	12.44	2.28
Communication	13.44	0.73	11.75	2.01	13.60	1.61	11.97	2.57
Interaction-Influence	13.47	1.59	12.37	1.96	14.33	1.72	12.40	2.63
Decision Making	12.99	2.23	12.63	2.31	13.56	2.57	12.13	1.92
Goal Setting or Ordering	12.39	2.31	11.78	2.45	12.58	1.55	12.02	2.07
Control	14.65	1.91	13.58	1.83	13.11	4.65	14.11	1.91
Performance Goals and Training	9.61	2.38	10.35	3.23	8.61	3.08	11.70	2.83

MEAN SCORE SCALE FOR MANAGEMENT SYSTEM: System 1 = 1-5, System 2 = 6-10, System 3 = 11-15, System 4 = 16-20.

participants desired a more participative management system. Al-Jafary found a direct positive relationship between System 4 and the effectiveness of the organizations in his study. He also indicated that there was no regional difference effecting the perception of the management system and the organizational effectiveness of these organizations.[1]

Organizational Effectiveness and Measurement

A measure of effectiveness is a correlate or a predictor of true value; when the true value is high, the measure of effectiveness tends to give a high schore or high probability and when the true value is low, the measure of effectiveness tends to give a low score or low probability.[2] A model created to measure effectiveness by employing multivariate criteria can yield the better analysis of the prediction over the univariate measurement. The multivariate model is a more meaningful approach to measure the organizational effectiveness.[3] Steers reviewed seventeen models of organizational effectiveness. Steers found that, of all the evaluation criteria utilized in these research models, the most widely used one included Adaptability-flexibility, Productivity, Job satisfaction, Profitability, and Resource acquisition consecutively. According to Steers, "effectiveness can best be examined by jointly considering three related concepts: 1) the notion

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[1]Abdulrahman A. Al-Jafary, "Management Systems and Organizational Effectiveness in Selected Multinational Organizations in the Arabian Gulf Region" (Ph.D. dissertation, the University of Oklahoma, 1979).

[2]Gordon Raisbeck, "How the Choice of Measures of Effectiveness Constrains Operational Analysis," Interfaces 9 (August 1979): 85-93.

[3]Richard M. Steers, Organizational Effectiveness: A Behavioral View (California: Goodyear Publishing Company, Inc., 1977), pp. 38-51.

of goal optimization, 2) a system perspective, and 3) an emphasis on human behavior in organizational settings."[1]

Campbell, Dunnette, Lawler and Weick proposed three aspects to be evaluated in the effectiveness model, a person-process-product model of managerial effectiveness.

> "The person in the model refers to the individual manager's characteristic traits and abilities, while the product is in terms of organizational results such as profit maximization and productivity. The process is the manager's on-the-job behavior and activities. In measuring and evaluating managerial effectiveness, organizations have tended to focus on either the person or the product. The process has not received the same attention because it is unclear what constitutes effective managerial behavior. All three components, person-process-product, need to be understood in evaluating the effectiveness. . ."[2]

According to Gibson, Ivancevich, and Donnelly, organizational effectiveness is an all-encompassing concept which includes a number of component concepts of the organization as a system. Organizational effectiveness must reflect the entire circle of input, process, and output and must reflect the relationship of its organization and the environment. The criteria used by Gibson, Ivancevich, and Donnelly in measuring organizational effectiveness included production, efficiency, and satisfaction in short run dimension, adaptiveness and development in the intermediate dimension, and survival in the long run dimension. Survival is the final determination of effectiveness. The short run criteria are more concrete, specific, verifiable, and objective than the intermediate ones, adaptiveness and development. The survival of an

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[1]Ibid., p. 4.

[2]John J. Morse and Francis R. Wagner, "Measuring the Process of Managerial Effectiveness," Academy of Management Journal 21 (March 1978): 23.

organization is measured by the indicators of the measurement of both the short run and intermediate criteria. The effective organization must achieve the proper relationship among the criteria within a given time period and the optimal balance of performance over time.[1]

Mott measured organizational effectiveness by employing multi-criteria method. He defined organizational effectiveness as the ability of an organization to mobilize its central power to produce, to adapt with the change, and to cope with the unexpected emergency situations. Mott's criteria of measurement are: 1) productivity as the quantity of product, the quality of product, and the efficiency of producing (use least resource to produce most production); 2) adaptability as symbolic adaptation (anticipate in advance about the problem and find alternative solutions for it, and also staying abreast of new technologies and methods applicable to the activities of the organization) and behavioral adaptation (prompt acceptance of solutions, and prevalent acceptance of solutions); and 3) flexibility.[2] Thus, according to Mott, effective organizations can produce efficiently, adapt more effectively to the change, and be more flexible to cope with emergency situations than other similar organizations.

Mott recommended the use of an instrument measure of organizational effectiveness that was developed by researchers at the Institute for Social Research at the University of Michigan, instead of using productivity data collected from or by the organization being studied. Mott emphasizes that productivity data can be misleading.

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[1]Gibson, Ivancevich, and Donnelly, Organizations, pp. 60-68.

[2]Paul E. Mott, The Characteristics of Effective Organizations (New York: Harper & Row, Publishers, 1972), pp. 17-20.

> First, although measures of productivity can reflect the past effectiveness of an organization in adapting to problems and coping with emergencies, they tell us nothing about its viability now or in the future. Second, raw productivity measures exclude considerations of quality and production efficiency. Even unit-cost measures are inadequate because an organization with lower unit costs may actually be devoting inadequate resources to activities that might enhance future effectiveness. Measures of turnover and absenteeism are inadequate as measures of effectiveness; at best, they are indicators.[1]

Mott concluded that the effectiveness index resulted from using this subjective measurement as a valid and inexpensive measure except when responses reflect outmoded standards. It is important to obtain measures of unit effectiveness from several sources, in order to ensure a clear estimate of the validity of the self-appraisal measurement.[2]

Negahdhi states that it is erroneous to use economic indices to measure management effectiveness, especially in underdeveloped countries where seller's market conditions are widely prevalent. Negandhi proposed behaviorally oriented measures of effectiveness as suggested by Argyris, Likert, and others to be used with underdeveloped countries.[3] As a result of studies involving effectiveness criteria with the influences of environmental factors, Negandhi concludes:

> Of the various environmental factors, the economic and legal conditions were more important than the socio-cultural variables. The impact of socio-cultural variables on management practices and effectiveness is hard to ascertain. From our limited study, all we can say is that such an impact is rather over-emphasized in the literature. More meaningful research in this area is urgently needed.[4]

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[1]Ibid.

[2]Ibid., pp. 189-199.

[3]Anant R. Negandhi (ed.), Modern Organizational Theory (Ohio: Kent State University Press, 1973), p. 288-289.

[4]Ibid., pp. 310.

To determine organizational effectiveness Likert recommends measuring three categories of variables: causal, intervening, and end-result. Likert described each of the categories.

> The "causal" variables are independent variables which determine the course of developments within an organization and the results achieved by the organization. These causal variables include only those independent variables which can be altered or changed by the organization and its management. General business conditions, for example, although an independent variable, is not included among the causal list. Causal variables include the structure of the organization and management's policies, decisions, business and leadership strategies, skills, and behavior.
>
> The "intervening" variables reflect the internal state and health of the organization, e.g., the loyalties, attitudes, motivations, performance goals, and perceptions of all members and their collective capacity for effective interaction, communication, and decision making.
>
> The "end-result" variables are the dependent variables which reflect the achievements of the organization, such as its productivity, costs, scrap loss, and earnings.[1]

It is believed by Likert that the intervening variables are produced largely by the causal variables and have an influence upon the end-result variables. Likert offers the following explanation.

> "Attempts by members of the organization to improve the intervening variables by endeavoring to alter these variables directly will be much less successful, usually, than efforts directed toward modifying them through altering the causal variables. Similarly, efforts to improve the end-result variables by attempting to modify the intervening variables will usually be less effective than changing the causal variables.[2]

Human organization of an enterprise can be measured by a number of key dimensions of causal and intervening variables. The causal

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[1]Likert, The Human Organization: Its Management and Value, pp. 26-29.

[2]Ibid., p. 77.

variables refer to managerial leadership and organizational climate. Likert suggests using the following elements to measure the dimensions of managerial leadership and organizational climate:

Managerial Leadership:

Support: Friendly; pays attention to what your saying; listens to subordinates' problems.

Team Building: Encourages subordinates to work as a team; encourages exchange of opinions and ideas.

Goal emphasis: Encourages best efforts; maintains high standards.

Help with work: Shows ways to do a better job; helps subordinates plan, organize, and schedule; offers new ideas, solutions to problems.

Organizational Climate:

Communication flow: Subordinates know what's goining on; superiors are receptive; subordinates are given information to do jobs well.

Decision-making practices: Subordinates are involved in setting goals; decisions are made at levels of accurate information; persons affected by decisions are asked for their ideas; know-how of people of all levels is used.

Concern for persons: The organization is interested in the individual's welfare; tries to improve working conditions; organizes work activities sensibly.

Influence on department: From lower-level supervisors, employees who have no subordinates.

Technological adequacy: Improved methods are quickly adopted; equipment and resources are well managed.

Motivation: Differences and disagreements are accepted and worked through; people in organization work hard for money, promotions, job satisfaction, and to meet high expectations from others and are encouraged to do so by policies, working conditions, and people.[1]

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[1]Rensis Likert, "Human Resource Accounting: Building and Assessing Productive Organizations," Personnel (May-June 1973): 9-10.

The intervening dimensions are measured by the variables of peer leadership, group process, satisfaction. Likert describes these variables as:

Peer Leadership:

Support: Friendly; pays attention to what others are saying; listens to others' problems.

Goal emphasis: Encourages best efforts; maintains high standards.

Help with work: Shows ways to do a better job; helps others plan, organize, and schedule; group shares with each other new ideas, solutions to problems.

Team building: Encouragement from each other to work as a team; emphasis on team goal; exchange of opinions and ideas.

Group Process:

Planing together, coordinating efforts.
Making good decisions, solving problems.
Knowing jobs and how to do them well.
Sharing information.
Wanting to meet objectives.
Having confidence and trust in other members.
Ability to meet unusual work demands.

Satisfaction:

With fellow workers; superiors; jobs; this organization compared with others; pay; progress in the organization up to now; chances for getting ahead in the future.[1]

Strong emphasis has been placed on measuring causal and intervening variables rather than end-results. Likert expresses measurement as follows:

"End-results usually provide neither adequate information about the causes of the undesired results nor the best clues to guide decisions to solve them or prevent them. Only the

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[1]Ibid., p. 10.

> causal and intervening variables provide information correctly describing the current internal state of the organization as a human enterprise. Especially important are the causal variables, which provide data enabling one to predict with reasonable accuracy the future trends in the organization."[1]

An effective summary of the viewpoints on measuring organizational effectiveness has been succinctly stated by Likert.

> . . .Measurements of current earnings, production, and similar variables all ignore any changes that may have occurred in the human component of a department or firm and the subsequent impact these changes will have on the firm's performance and profitability.
>
> When human component changes are taken into consideration, relatively consistent patterns of relationships generally emerge. Until investigators pay attention to these changes, their studies will continue to lead to erroneous conclusions on the best style of leadership or management.[2]

Summary

The literature on managerial styles present three approaches (Trait, Behavioral, and Situational Approach) in describing the differences in managerial leadership styles and effectiveness. Human relation theorists proclaim the participative management style as the best style for managing organizations. Giving employees more freedom at work, allowing them to become more involving in decision-making, and broadening individual responsibility can help increase employees satisfaction with and commitment to their work. The participative management style will increase adaptive capacity for the organization, and develop shared norms and values which lead to more effective use of interpersonal relationships among organizational members.

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[1]Likert, The Human Organization, p. 130.

[2]Rensis Likert, "Management Styles and the Human Component," Management Review 66 (October 1977): 24.

In determination of organizational effectiveness, Likert identified three categories of measurable variables: causal, intervening, and end-result. Causal variables are the independent variables which can be altered by the organization and its management. Causal variables include the structure of the organization, management policies, and leadership strategies and behavior. The intervening variables refer to the internal state and health of the organization: loyalty, attitude, motivation, performance goals, and member interaction. The end-result variables are the dependent variables which indicate the achievement of organizational effectiveness. Measure of the end-results can be achieved by measuring the causal and the intervening variables. The most widely used evaluation criteria for measuring organizational effectiveness are adaptability-flexibility, productivity, and satisfaction.

CHAPTER III

RESEARCH DESIGN AND METHODOLOGY

Introduction

The purpose of this chapter is to describe the research design and methodology used in this study. The chapter includes an explanation on each of the following topics: research questions, research model, hypotheses, survey instruments, population and sample, survey methodology and data collection, and measurement and statistical analysis procedures.

Statement of the Problem

This research study investigated the managerial style and the organizational effectiveness of large manufacturing organizations in Bangkok. The primary purpose was to determine the managerial style compared with the effectiveness of the organization. The researcher had established nine questions to be answered from this research which were stated as:

1. What were the managerial styles employed by those who were in charge of managers in the large manufacturing organizations in Bangkok?

2. Was there a predominate or common style of managerial leadership among them? What was it?

3. How were these styles and management system related to the organizational effectiveness?

4. What was the most effective managerial style for these organizations?

5. Was there an existence of participative managerial style? How was it related to the effectiveness of the organizations?

6. Was there the existence of more participative managerial style at the higher organizational levels?

7. Was there a desire for more participation in management and work concerned decision in general?

8. Was there a difference in managerial style and organizational effectiveness among managers of different educational levels; and how were the managerial style and effectiveness criteria related to the educational variable?

9. Were these differences in Managerial styles among the different departments in the organizations?

Research Model

The research model of this study was developed from Likert's organizational system model and Mott's organizational effectiveness model. The model consists of 4 categories of variables described as: demographic variables, independent (or causal) variables, intervening variables, and dependent (or effectiveness) variables. Figure 1 shows the model with the 4 categories and their relationships.

The demographic variables are those variables as age, education, and experience which are multifactor variables of each individual.

The independent variables are those which are described as causal variables by Likert. They are managerial leadership and organizational climate as shown in the Figure 2.

FIGURE 1

RESEARCH MODEL
CATEGORIES OF VARIABLES

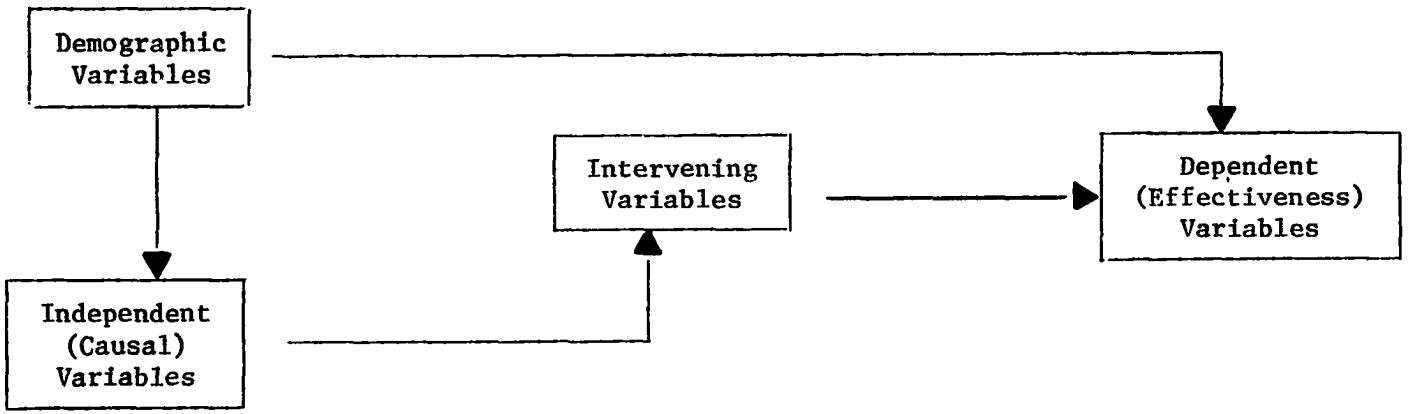

FIGURE 2

MANAGERIAL LEADERSHIP AND ORGANIZATIONAL CLIMATE VARIABLES

INDEPENDENT VARIABLES	
Managerial Leadership	Organizational Climate
1. Support	1. Communication Flow
2. Team Building	2. Decision-Making
3. Goal Emphasis	3. Concern for People
4. Help with Work	4. Influence on Depart.
5. Involvement	5. Technological Adequacy
	6. Motivation

The intervening variables, as described by Likert, are used to measure the internal state of the organization. Intervening variables are categorized as peer leadership and group process in Figure 3.

FIGURE 3

PEER LEADERSHIP AND GROUP PROCESS VARIABLES

INTERVENING VARIABLES	
Peer Leadership	Group Process
1. Support	1. Planning & Coordinating
2. Goal Emphasis	2. Decision-Making & Solving Problems
3. Help with Work	3. Making Clear of Work
4. Team Building	4. Sharing Information
	5. Meeting Objective
	6. Confidence & Trust in Group

The dependent variables or the organizational effectiveness variables are identified as satisfaction and those criteria defined by Mott as: productivity, adaptivity, and flexibility. The dependent variables included in this study are shown in Figure 4.

FIGURE 4

ORGANIZATIONAL EFFECTIVENESS VARIABLES

DEPENDENT VARIABLES	
Self-Assessing	Top Management Evaluation
1. Productivity	1. Productivity
2. Adaptivity	2. Adaptivity
3. Flexibility	3. Flexibility
4. Satisfaction	4. Satisfaction

Hypotheses

There were 6 major hypotheses tested with data collected in this study.

Hypothesis I: The managerial style employed by managers of large manufacturing organizations in Bangkok is between Benevolent authoritative (System 2) and Consultative (System 3). The predominant (common) style of managerial leadership is the Benevolent authoritative.

Hypothesis II: There is a trend of more participative management at the higher levels of management; therefore, the higher manager uses a more participative management style.

Hypothesis III: There is no difference in managerial style among different departments in the organization.

Hypothesis IV: There is a desire for more participation in management as perceived by members at the three levels of the organization.

A. There is a desire for more participation in management at the worker level.
B. There is a desire for more participation in management at the supervisor level.
C. There is a desire for more participation in management at the department manager level.

Hypothesis V: As perceived by the members of the organization, the relationships between the management system and the effectiveness of the organization can be related as:

A. The closer the management style approximates System 4, the greater the satisfaction in the organization.

   A-1. There is a positive correlation between satisfaction of members at level 1 and the management style as perceived by level 1 people.
   A-2. There is a positive correlation between satisfaction of members at level 2 and the management style as preceived by level 2 people.
   A-3. There is a positive correlation between satisfaction of members at level 3 and the management style as perceived by level 3 people.

B. The closer the management style approximates System 4, the greater the adaptability of the organization.

   B-1. There is a positive correlation between adaptability of members at level 1 and management style as perceived by level 1 people.
   B-2. There is a positive correlation between adaptability of members at level 2 and management style as perceived by level 2 people.
   B-3. There is a positive correlation between adaptability of members at level 3 and management style as perceived by level 3 people.

C. The closer the management style approximates System 4, the greater the productivity of the organization.

   C-1. There is a positive correlation between productivity of members at level 1 and management style as perceived by level 1 people.

C-2. There is a positive correlation between productivity of members at level 2 and management style as perceived by level 2 people.

C-3. There is a positive correlation between productivity of members at level 3 and management style as perceived by level 3 people.

Hypothesis VI: There is a positive relationship between education of department managers and the effectiveness of the organization, as perceived by members of the organization at all three levels.

Survey Instruments

Two questionnaires were utilized to collect the data for this study. One questionnaire contained 97 items, 83 of which were selected from the Survey of Organizations questionnaire, a standardized instrument which was developed by the Center for Research on Utilization of Scientific Knowledge, Institute for Social Research at the University of Michigan.[1] The Survey of Organizations questionnaire has been used to test satisfaction. Eight of the questions were selected from a questionnaire standardized by Mott.[2] Mott used his instrument to measure adaptability and productivity. Six questions were included to collect demographic information from the respondents. This questionnaire was administered to department managers, supervisors, and workers.

The other questionnaire was administered to the top manager of the organization and was used to collect data to determine the effectiveness of each department studied. This questionnaire consisted of the eight

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[1] J.C. Taylor and D.G. Bowers, Survey of Organizations (Ann Arbor, Michigan: Institute for Social Research, 1972).

[2] Mott, The Characteristics of Effective Organizations.

organizational effectiveness questions from the questionnaire developed by Mott.[1] Six items were included to collect demographic information.

Both of the instruments were translated by two professional translator companies in Bangkok, and the researcher was the coordinator or these translations. The translated questionnaires from each company were reviewed and chosen for the best of each item in Thai language by the researcher. The final copies of the questionnaires were sent to each company for official approval as well as to the American Consular General in Bangkok. Copies of the questionnaires in English and Thai are shown in Appendix A.

Population and Sample

The population for this study included privately owned manufacturing companies in Bangkok which employed 1,000 or more persons. The data regarding the names of companies and the number of employees was obtained from the Research and Planning Division of the Department of Labor, Ministry of Interior, Bangkok, Thailand. There were 66 organizations which employed 1,000 or more. The number and categories of manufacturing organizations in Bangkok were included in Table 3. The three different types of manufacturing organizations were listed as private enterprises, state enterprises, and other. The organizations included in the population of the study had headquarters established in Bangkok.

From the 53 possible companies, a sample size of 10 was randomly selected. In each organization, 4 levels of organizational members were

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[1] Ibid.

TABLE 3

NUMBER OF MANUFACTURING ORGANIZATIONS IN BANGKOK, CATEGORIZED BY NUMBER OF EMPLOYEES

Types of Organizations	100-299	300-499	500-999	1,000 and over	Total[1]
Private enterprises	467	89	59	53	36655
State enterprises	5	3	3	13	
Other[2]	1	3	0	0	
Total Amount	473	95	62	66	36834

1. Total included organizations which employed less than 100 employees.
2. This category included small manufacturing businesses which were owned by associations established in Bangkok.

used. They were the top manager, the department manager, the supervisor, and 3 workers who reported to the supervisor selected for the study. The supervisors and workers were randomly selected from each department. The numbers of participants at each level in each organization are shown in Table 4. Three digits of numbers were placed in each cell. The first digit represents the number of department managers, the second represents the number of supervisors, and the third represents the number of workers which belonged to the department. There were 63 departments in the 10 organizations. As displayed in Table 4, there were 4 departments in the first company, 7 in the second, 4 in the seventh, 3 in the eight, 5 in the nine, and 5 in the tenth organization.

In 63 departments of the ten organizations, there were 315 respondents: 63 department managers, 63 supervisors, and 189 workers. There were 5 respondents in each department, 1 department manager,

TABLE 4

DEPARTMENTS AND NUMBERS OF PERSONNEL AT EACH LEVEL REPRESENTED IN THE SAMPLE

Depart.	1	2	3	4	5	6	7	8	9	
Organization Number	Personnel	Marketing	Accounting and Finance	Production	Maintenance and Repairing	Quality Control	Warehouse	Purchasing	Engineering and Product Development	Total Responses
1	1,1,3	1,1,3	1,1,3	1,1,3						20
2	1,1,3	1,1,3	1,1,3	1,1,3	1,1,3	1,1,3			1,1,3	35
3	1,1,3	1,1,3	1,1,3	1,1,3		1,1,3	1,1,3	1,1,3	1,1,3	40
4	1,1,3	1,1,3	1,1,3	1,1,3						20
5	1,1,3	2,2,6	1,1,3	1,1,3	1,1,3					30
6	1,1,3	2,2,6	4,4,12	5,5,15	3,3,9	1,1,3		1,1,3		85
7	1,1,3	1,1,2	1,1,3	1,1,3						19
8		1,1,3	1,1,4	1,1,3						16
9	1,1,3	1,1,3		1,1,3		1,1,3		1,1,3		25
10	1,1,3	2,2,6	1,1,3	1,1,3						25

1 supervisor, and 3 workers except in the marketing department of company number 7 and accounting and finance departments of company number 8. Of the 315 respondents 311 were local Thai people. Three respondents were Japanese and 1 respondent was from South America.

The top management of each company, to whom these department managers reported directly, was asked to evaluate the effectiveness of each department. The number of top management as the evaluator of each company was shown in Table 5. It was also shown the positions held by those top managements and their nationalities. There was only one manager for each company, except in companies number 5 and 6. There were two top managers evaluating different departments in 5, and 4, in 6. There were a total of 14 top managers responding to the survey questionnaires for evaluating the effectiveness of each department in ten companies. The total sample size of 329 respondents was used which included members from all 4 levels of these organizations.

Table 6 contains demographic factors for the 10 companies. The ownership of the 10 companies was listed as American subsidiary, Canadian subsidiary, Japanese subsidiary, or Thai company. The kinds of products produced by the companies included in the sample were gas, motorcycles, automobiles, electronic appliances, construction supplies, shoes, medical supplies, and textiles.

Survey Methodology and Data Collection

The names of 10 companies were randomly selected from the population of 53 manufacturing companies in Bangkok employing more than 1000 persons. The researcher went to Bangkok in December of 1979 to conduct the data collection process.

TABLE 5

TOP MANAGEMENT BY COMPANY

Organization Number	Number of Tm.	Nationality	Position Held
1	1	Thai	Board of Director and Management committee
2	1	Thai	General Manager
3	1	Thai	Board of Director and Managing Director
4	1	Thai	General Manager
5	2	Japanese	President Managing Director
6	4	Thai	Director of Administration Division Director of Factory I Director of Factory II Director of Factory III
7	1	Japanese	President
8	1	Japanese	Vice President and Managing Director
9	1	Thai	Managing Director
10	1	Thai	President

Approval was obtained from the management of each company for collecting the data. Appointments were made with the managers of each company to explain the purpose of the research and the data collection process. Specific times were arranged with the manager in each company for administering the questionnaires. At the appointed time in each company, the respondents were assembled in one room. The respondents included the department manager, a supervisor and randomly selected workers. The questionnaires were distributed and a complete instructions were given before the respondents started answering the questionnaire.

TABLE 6

DEMOGRAPHIC FACTORS FOR COMPANIES

Company Number	Total Employees	Employees at Headquarters	Employees at Factory	Company Established Since	Type of Ownership	Number of Departments Studied
1	1,319	450	869	1904	American Subsidiary	4
2	1,280	265	1,015	1966	Thai Subsidiary	7
3	1,379	207	1,172	1959	Japanese Subsidiary	8
4	2,000	30	1,970	1967	Thai Subsidiary	4
5	1,300	36	1,264	1967	Japanese Subsidiary	6
6	1,250	100	1,150	1952	Thai Subsidiary	17
7	1,156	236	920	1962	Japanese Subsidiary	4
8	1,329	29	1,300	1964	Japanese Subsidiary	3
9	1,428	519	909	1929	Canadian Subsidiary	5
10	2,012	898	1,114	1899	Thai Subsidiary	5

All of the respondents were requested to answer all the questions. Each completed questionnaire was checked by the researcher to make sure every item was completed before each respondent left the room.

On the same day, the second questionnaire designed to evaluate the effectiveness of each department was administered to the top executive of the company, whom was asked to evaluate the effectiveness of each department.

For coding purposes numbers were assigned to represent the levels at which the respondents worked. The codes were worker at level #1, supervisor at level #2, manager at level #3, and top manager at level #4. Numbers were also assigned to departments: personnel 1, marketing 2, accounting and finance 3, production 4, maintenance and repair 5, quality control 6, warehouse 7, purchasing 8, and engineering and product development 9. The companies were numbered 1 through 10 in the sequence data was collected.

The completed questionnaires were kept in confidence by the researcher. The data from all the questionnaires were coded and transfered to data sheets and brought back to the University of Oklahoma for analysis.

Statistical Analysis Procedures

The SPSS Statistical Package for the Social Sciences[1] was used to facilitate the analysis of the data gathered. The statistical procedures used to analyze the data and test the hypotheses changed with hypothesis being tested.

According to Likert, mean scores are used to determine the management system and managerial style which are ranged on a continum from System 1 to System 4. "System 1 covers the range from 1.0 to 1.99,

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[1]Norman H. Nie, et al., Statistical Package for the Social Sciences, 2nd ed. (New York: McGraw-Hill, 1975).

System 2 covers 2.00 to 2.99, System 3 covers 3.00 to 3.99, and System 4 covers 4.00 to 4.99."[1] Therefore, the statistical procedure used to test Hypothesis I was mean scores of managerial leadership and organizational climate variables which are the independent variables.

The two way analysis of variance was used to test Hypotheses II and III, to see whether there is a difference in management style at different levels or different departments.

Mean scores and T-tests were used in testing Hypothesis IV. Mean scores of the actual and ideal styles of management as perceived by worker, supervisor, and manager were calculated, and the T-test was used to test the different of the means scores for these paired observations.

Pearson correlation was used to test Hypothesis V and VI, to determine the relationships for these three sets of variables: demographic, independent (causal), and dependent (effectiveness). Hypothesis V was tested to determine the correlation between the two variables: management system, and organizational effectiveness. Hypothesis VI was tested to determine the correlation between the education of department manager and the effectiveness variables.

Measures

Individual items of data collected on the questionnaire were grouped together in accordance to the dimensions of variables they were designed to measure. Correlation and reliability among these items were utilized for the purpose of grouping these items into 15 indices.

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[1]Rensis Likert, The Human Organization, p. 36.

The indices were used to measure the dimensions of managerial leadership, organizational climate, peer leadership, group process, adaptability and flexibility, productivity, and satisfaction. All the items of the research instrument corresponding the indicium (dimension) to be measured are presented in Appendix B.

The findings of the correlation and reliability tests of the indices used to measure managerial leadership and organizational climate were included in Table format in Appendix C. Pearson correlation coefficients and coefficient alphas on the diagonal are shown in the Table format in Appendix C. The indices used to measure intervening dimension were reduced to two indices: peer leadership and group processing. Peer leadership included the four indices: peer support, peer goal emphasis, peer help with work, and peer team building. Group processing included planning and coordinating effort, makes good decisions and solves problems, knows the job sell, sharing information, wants to meet objectives, responses to unusual work demand, and confidence and trust. Nine indices were used to measure the effectiveness dimension: adaptability, productivity, and satisfaction of people at level 1, 2, and 3. The indices are shown with reliability alphas and individual correlations in Table 7. The mean and standard deviation of the indices are included in Table 8.

TABLE 7

RELIABILITY ALPHAS FOR EFFECTIVENESS MEASUREMENTS

	Level 1			Level 2			Level 3			Level 4	
	A1	P1	S1	A2	P2	S2	A3	P3	S3	A4	P4
(Level 1)											
Adaptability	(.74)										
Productivity	.68***	(.78)									
Satisfaction	.46***	.47***	(.90)								
(Level 2)											
Adaptability	.31**	.29*	.27*	(.81)							
Productivity	.17	.20*	.25*	.65***	(.78)						
Satisfaction	.09	.17	.17	.40***	.22*	(.76)					
(Level 3)											
Adaptability	.08	.02	.13	.12	.13	.08	(.88)				
Productivity	.07	.04	.04	.08	.16	.01	.63***	(.80)			
Satisfaction	.14	.01	.13	.10	-.04	.07	.20*	.14	(.87)		
(Level 4)											
Adaptability	-.14	-.15	-.21*	-.26*	-.01	-.21	.21*	.29*	-.07	(.83)	
Productivity	-.08	-.11	-.10	-.08	.12	-.16	.25*	.37**	.16	.68***	(.84)

* Significance at less than 0.05 ($p<0.05$)
** Significance at less than 0.01 ($p<0.01$)
*** Significance at less than 0.001 ($p<0.001$)

TABLE 8

MEANS, STANDARD DEVIATIONS, AND RELIABILITY ALPHAS OF THE MEASURING INDICES

Variable Indices	Mean	Standard Deviation	Reliability Alpha
Causal Variables:			
Managerial Leadership	3.42	0.56	0.93
Support	3.64	0.64	0.81
Goal emphasis	3.62	0.67	0.67
Help with work	3.27	0.66	0.82
Team building	3.34	0.75	0.70
Involvement	3.21	0.68	0.83
Organizational Climate	3.20	0.50	0.86
Intervening Variables:			
Peer Leadership	3.14	0.50	0.91
Group Processing	3.30	0.48	0.83
Dependent Variables:			
Level 1: Adaptability	3.37	0.38	0.74
Productivity	3.31	0.34	0.78
Satisfaction	3.58	0.50	0.90
Level 2: Adaptability	3.43	0.62	0.81
Productivity	3.40	0.49	0.78
Satisfaction	3.77	0.49	0.76
Level 3: Adaptability	3.37	0.70	0.88
Productivity	3.47	0.54	0.80
Satisfaction	3.73	0.60	0.87

CHAPTER IV

RESEARCH FINDINGS

Introduction

The purposes of this chapter are to present the finding of the research study and the analysis of data. The findings were organized and presented as responses to testing each hypothesis. The hypotheses were developed to find answers to the questions proposed in the statement of the problem (in Chapters I and III).

Managerial Style

Hypothesis I stated that the managerial style utilized by the manager of the organization is between Benevolent Authoritative (System 2) and Consultative (System 3), and that Benevolent Authoritative is the most prevelant. According to Likert, as described in the statistical procedures in the last part of Chapter III, mean scores and standard deviation of each variable will be used to justify the management system and managerial style of the organizations. The two dimensions of variables described as causal variables, managerial leadership and organizational climate, will be used to describe the management system and managerial style. Table 9 shows the mean scores and standard deviation of these variables for the ten organizations, as perceived by each level: department manager, supervisor, and worker. The average

TABLE 9

MEAN SCORES AND STANDARD DEVIATION OF EACH LEVEL IN THE ORGANIZATIONS

Level	Management System Dimension	Mean	Standard Deviation	Average Mean
Department manager	Managerial Leadership	3.52	0.64	
(n=63)	Organizational Climate	3.36	0.55	3.44
Supervisor	Managerial Leadership	3.42	0.57	
(n=63)	Organizational Climate	3.18	0.50	3.30
Worker	Managerial Leadership	3.31	0.43	
(n=189)	Organizational Climate	3.07	0.39	3.19
Total Sample	Managerial Leadership	3.42	-	
(n=315)	Organizational Climate	3.20	-	3.31

mean score of the management system dimensions was 3.31; therefore, the management system of the sample (n=315) is the consultative style. The perception of the respondents of each level, showed no difference in management system, even though the average mean scores of the management system dimensions are slightly different. Also, the management system and management style of each level are in System 3.

Table 10 presents the mean score and the management system of each organization, as perceived and reported by respondents at each level. The management system of each organization, as perceived by its members, was in System 3 except for organization 7. The average of the mean scores ranged from 2.93 to 3.74. Only organization 7 has the management system indicated as Benevolent Authoritative, System 2. The average mean score for organization 7 was 2.93, only .07 from being evaluated as a System 3.

TABLE 10

MEASUREMENTS FOR THE MANAGEMENT SYSTEM OF EACH ORGANIZATION

Organization Number	Level	Management System Dimensions	Mean	Standard Deviation	Average Mean	MS.
1	3	ML	3.92	0.31		
		OC	3.97	0.17	3.94	3
	2	ML	3.78	0.34		
		OC	3.84	0.43	3.81	3
	1	ML	3.53	0.52		
		OC	3.43	0.41	3.48	3
	All	ML/OC	-	-	3.74	3
2	3	ML	3.21	0.70		
		OC	3.06	0.44	3.14	3
	2	ML	3.63	0.37		
		OC	3.38	0.26	3.51	3
	1	ML	3.39	0.50		
		OC	3.23	0.40	3.31	3
	All	ML/OC	-	-	3.32	3
3	3	ML	3.54	0.49		
		OC	3.56	0.42	3.55	3
	2	ML	3.40	0.52		
		OC	3.27	0.42	3.34	3
	1	ML	3.15	0.41		
		OC	3.17	0.37	3.16	3
	All	ML/OC	-	-	3.35	3
4	3	ML	3.29	0.62		
		OC	3.27	0.62	3.28	3
	2	ML	2.87	0.47		
		OC	3.13	0.38	3.00	3
	1	ML	3.08	0.40		
		OC	2.68	0.07	2.88	2
	All	ML/OC	-	-	3.05	3

TABLE 10--Continued

Organization Number	Level	Management System Dimensions	Mean	Standard Deviation	Average Mean	MS.
5	3	ML	3.71	0.58		
		OC	3.69	0.45	3.70	3
	2	ML	3.03	0.77		
		OC	2.97	0.44	3.00	3
	1	ML	2.86	0.38		
		OC	2.61	0.22	2.74	2
	All	ML/OC	-	-	3.15	3
6	3	ML	3.33	0.52		
		OC	3.09	0.42	3.21	3
	2	ML	3.51	0.54		
		OC	3.09	0.50	3.30	3
	1	ML	3.45	0.34		
		OC	3.18	0.31	3.32	3
	All	ML/OC	-	-	3.28	3
7	3	ML	3.02	0.50		
		OC	2.69	0.55	2.86	2
	2	ML	3.01	0.98		
		OC	2.61	0.59	2.81	2
	1	ML	3.34	0.36		
		OC	2.89	0.28	3.12	3
	All	ML/OC	-	-	2.93	2
8	3	ML	3.87	0.17		
		OC	3.39	0.14	3.63	3
	2	ML	3.49	0.60		
		OC	3.00	0.12	3.24	3
	1	ML	3.46	0.74		
		OC	3.15	0.69	3.31	3
	All	ML/OC	-	-	3.39	3
9	3	ML	3.68	1.04		
		OC	3.64	0.76	3.66	3
	2	ML	3.68	0.27		
		OC	3.03	0.37	3.36	3
	1	ML	3.20	0.35		
		OC	2.87	0.23	3.04	3
	All	ML/OC	-	-	3.35	3

TABLE 10--Continued

Organization Number	Level	Management System Dimensions	Mean	Standard Deviation	Average Mean	MS.
10	3	ML	4.25	0.68		
		OC	3.77	0.32	4.01	4
	2	ML	3.48	0.34		
		OC	3.50	0.58	3.49	3
	1	ML	3.47	0.33		
		OC	3.21	0.31	3.34	3
	All	ML/OC	-	-	3.61	3

Hypothesis I can be accepted. The managerial style employed by managers of the organizations was between the Benevolent Authoritative (System 2) and the Consultative (System 3). However, the most predominate is not the Benevolent authoritative style as stated in the hypothesis.

The mean scores of the management systems for the 10 organizations were compared with the norms published for the United States. The United States norm means are slightly higher than the means for the 10 companies in Thailand. The data for comparing the management system of the organizations in Thailand and The United States was organized and presented in Table 11.

Managerial Style at Different Levels

Hypothesis II proposed that the higher the level of the participant in the organization, the closer the managerial style was to System 4. Two way analysis of variance was used to test this hypothesis.

TABLE 11

MEAN SCORES AND MANAGEMENT SYSTEMS OF THE LARGE MANUFACTURING ORGANIZATIONS COMPARED WITH THE UNITED STATES NORMS

	Thailand				United States			
	ML	OC	Average Mean	Management System	ML	OC	Average Mean	Management System
Department Manager	3.52	3.36	3.44	3	3.69	3.55	3.62	3
Supervisor	3.42	3.18	3.30	3	3.44	3.20	3.32	3
Worker (36.51% Blue collar worker)	3.31	3.07	3.19	3	3.47	3.22	3.35	3
Overall	3.42	3.20	3.31	3	3.53	3.32	3.43	3

The total respondents of 240, 48 respondents at each level in the first four departments of each organization were used in this analysis. The results of the analysis were presented in Tables 12, 13 and 14. Table 12 presents the means of management system indices at each level. Table 13 presents the matrix means of managerial leadership and organizational climate by level and department. Table 14 shows the findings of analysis of variance of management system indices of the three different levels. Only two indices, Support and Organizational Climate, are significant at the 0.038 and 0.008 levels. This means that the managerial leadership and organizational climate approximate System 4 at the higher organizational levels. The remaining variable indices of the management system dimensions are not significant. Therefore, Hypothesis II was rejected. The management systems were not significantly different at different level of the organizations.

Managerial Style Among Different Departments

Hypothesis III, stated that there was no difference in the managerial style among different departments in the 10 organizations. It was implied that the management system and management styles are the same for every department in the organization, and that the mean scores of management system indices fall into the same range of the continual system. Hypothesis III was restated as:

H_3 $\quad MS1 = MS2 = MS3 = MS4$

H_0 $\quad MS1 \neq MS2 \neq MS3 \neq MS4$

TABLE 12

MEANS OF MANAGEMENT SYSTEM INDICES FOR EACH LEVEL OF THE ORGANIZATIONS

Management System Dimension	Level 3	Level 2	Level 1
Managerial leadership:	3.41	3.39	3.24
Support	3.78	3.62	3.42
Goal emphasis	3.53	3.59	3.49
Help with work	3.04	3.31	3.16
Team building	3.41	3.24	3.08
Involvement	3.27	3.17	3.03
Organizational Climate	3.34	3.22	3.02

TABLE 13

MANAGEMENT SYSTEM MEANS BY LEVEL AND DEPARTMENT

Level	Department 1	Department 2	Department 3	Department 4
	Managerial Leadership of Each Department			
1	3.10	3.28	3.13	3.38
2	3.66	3.40	3.26	3.30
3	3.38	3.56	3.25	3.42
	Organizational Climate of Each Department			
1	3.06	3.05	2.81	3.15
2	3.51	3.12	3.15	3.19
3	3.50	3.37	3.19	3.34

TABLE 14

MANAGEMENT SYSTEM INDICES FOR
THE THREE LEVELS

Management System Dimensions	Sum of Squares	Mean Square	F	DF	Probability
Managerial leadership	0.80	0.40	1.16	2	0.318
Support	3.04	1.52	3.36	2	0.038*
Goal emphasis	0.24	0.12	0.25	2	0.780
Help with work	1.67	0.84	1.81	2	0.167
Team building	2.52	1.26	2.01	2	0.139
Involvement	1.44	0.72	1.42	2	0.245
Organizational climate	2.50	1.25	5.00	2	0.008**

* Significance at p = 0.038
** Significance at p = 0.008

The analysis of variance, using the means of management system dimension of the first four departments of the organizations were used to test Hypothesis III. The four departments of each organization were: personnel, marketing, accounting and finance, and production. The sample size used in this analysis was 240 respondents (n=240) for 48 departments of the 10 manufacturing companies.

In Table 15 the means of the management system indices of the respondents according to each department were presented. The findings of the analysis of variance of these indices were included in Table 16. The results of the analyses were not significantly different. Therefore, the Hypothesis III (H_3), is accepted, but the null hypothesis (H_0) was rejected.

TABLE 15

MEANS OF MANAGEMENT SYSTEM
INDICES BY DEPARTMENT

Management System Dimension	Department 1	2	3	4
Managerial leadership:	3.38	3.41	3.21	3.36
Support	3.58	3.69	3.57	3.58
Goal emphasis	3.52	3.66	3.39	3.56
Help with work	3.16	3.24	3.02	3.25
Team building	3.35	3.29	3.11	3.23
Involvement	3.28	3.19	2.97	3.21
Organizational climate	3.36	3.18	3.05	3.23

TABLE 16

MEASUREMENTS FOR MANAGEMENT SYSTEM INDICES
FOR THE FOUR TYPES OF DEPARTMENTS

Management System Dimension	Sum of Squares	Mean Square	F	DF	Probability
Managerial leadership:	0.86	0.28	0.82	3	0.483
Support	0.38	0.13	0.28	3	0.838
Goal emphasis	1.42	0.47	0.96	3	0.414
Help with work	1.28	0.42	0.92	3	0.432
Team building	1.02	0.34	0.54	3	0.654
Involvement	1.76	0.59	1.16	3	0.328
Organizational Climate	1.48	0.50	1.98	3	0.121

Actual and Ideal Style of Managerial Leadership

Hypothesis IV stated that there was a desire for more participation in management of the organization as perceived by members at all three levels of the 10 organizations. According to this hypothesis, the ideal style for all members of the organization should be more participative than exists in the present conditions. Hypothesis IV was restated as:

A. There is a desire for more participation in management at the worker level.

H_{4A} $M_a - M_i < 0$
H_0 $M_a - M_i > 0$

B. There is a desire for more participation in management at the supervisor level.

H_{4B} $M_a - M_i < 0$
H_0 $M_a - M_i > 0$

C. There is a desire for more participation in management at the department manager level.

H_{4C} $M_a - M_i < 0$
H_0 $M_a - M_i > 0$

The T-test was used to test for differences between the means of the paired observations and the results were organized and placed in Table 17. The T-values indicated that there was a significant difference between each pair of observations, the actual and ideal style, at the .001 level. It is also shown that between each pair of ideal and actual style, the mean of ideal style is greater than the actual style. The respondents desired more participative management at each organizational level; worker, supervisor, and department manager. These findings mean that the null hypotheses (H_0) at all three levels were rejected, but that hypotheses H_{4A}, H_{4B}, and H_{4C} were accepted.

TABLE 17

T-TEST FOR DIFFERENCES BETWEEN MEANS OF ACTUAL AND IDEAL STYLES OF MANAGERIAL LEADERSHIP

Managerial Leadership	Level	Number of Cases	Mean	Standard Deviation	Difference Mean	Correlation	F Value
Actual Style	3	63	3.56	0.67	-0.59	0.54*	-8.09*
Ideal Style			4.15	0.44			
Actual Style	2	63	3.48	0.58	-0.63	0.44*	-9.02*
Ideal Style			4.11	0.44			
Actual Style	1	189	3.36	0.44	-0.76	0.58*	-16.33*
Ideal Style			4.12	0.35			
Actual Style	All	315	3.47	0.58	-0.66	0.51*	-17.73*
Ideal Style			4.13	0.41			

* Significance at $p<0.001$.

Relationship Between Management Systems and Organizational Effectiveness

Hypothesis V stated that there was the positive relation between the management system and the effectiveness of the organization, as perceived by members of the 10 organizations. Hypothesis V was restated as:

A. Positive correlation between satisfaction and management style as perceived by level one, two, and three people;

H_{5A} $r_{sm}>0$
H_0 $r_{sm}=0$

B. Positive correlation between adaptability and management style as perceived by members at all three levels; and

H_{5B} $r_{sm}>0$
H_0 $r_{sm}=0$

C. Positive correlation between productivity and management style as perceived by members at all three levels.

H_{5C} $r_{sm}>0$
H_0 $r_{sm}=0$.

The management style of management systems was measured by management systems dimension indices, managerial leadership and organization climate. The effectiveness of the organization was measured by effectiveness dimension indices, adaptability, productivity, and satisfaction. The Pearson correlation coefficients for these two sets of variables were used to test Hypothesis V. The correlations for all indices are shown in Table 18. All of the correlation coefficients were positive and were significant at the 0.01 ($P<0.01$), except the correlation coefficient for organizational climate and productivity at level three (department manager). This correlation was significant at probability of 0.021, which is less than 0.05 level of significance. The findings

TABLE 18

PEARSON CORRELATION COEFFICIENTS FOR MEASUREMENT SYSTEMS AND EFFECTIVENESS DIMENSIONS

Management System Dimension	Effectiveness Dimensions		
	Adaptability	Productivity	Satisfaction
Level 3 (n=63)			
Managerial leadership	0.51***	0.38**	0.51***
Organizational climate	0.35**	0.26*	0.56***
Level 2 (n=63)			
Managerial leadership	0.51***	0.37**	0.51***
Organizational climate	0.56***	0.32**	0.68***
Level 1 (n=189)			
Managerial leadership	0.37**	0.53**	0.56***
Organizational climate	0.51***	0.53***	0.79***

* Significance at less than 0.05 ($P<0.05$)
** Significance at less than 0.01 ($P<0.01$)
*** Significance at less than 0.001 ($P<0.001$)

mean that H_{5A}, H_{5B}, H_{5C} should be accepted. The null hypothesis (H_0) must be rejected at all three levels. Therefore, there is a positive relationship between the management systems and organizational effectiveness, as perceived by the respondents of 10 organizations.

Relationship of Department Manager's Education and Organizational Effectiveness

Hypothesis VI stated that the relationship between the amount of education of the department managers and the effectiveness of the organization as perceived by respondents at all three levels of the 10

organizations was positive. The hypothesis was restated as:

H_6 $r_{ee}>0$

H_0 $r_{ee}=0$

The variable indices used to measure the effectiveness were Adaptability, Productivity, and Satisfaction at all three levels. Table 19 contains the Pearson correlation coefficients for the education variable and the effectiveness indices at each level. There was no relationship between the education of the department manager and adaptability at the department managers level (level 3). There was no relationship between the amount of education for the manager and productivity at his own level. There were high positive correlations at the supervisor level and low positive correlations at the worker level. The relationships of the manager's education and satisfaction showed a low positive correlation at the manager level, a low negative correlation at the supervisor level, and a high positive correlation at the worker level. All relationships were positive correlations excpet satisfaction at the supervisor level, which was a low negative correlation (-0.05), at 0.349 level of significance. Productivity at the supervisor level and satisfaction at the worker level showed positive correlation coefficients which were significant at probability of 0.002 and 0.027 respectively.

The Null Hypothesis was accepted. Hypothesis VI (H_6) was rejected even though there were positive relationships among them. These findings shows education of the department manager is not a good predictor for organizational effectiveness.

Since there were found to be positive relationships, Multiple Regression Analysis was run on the data to determine the relationships of management

TABLE 19

PEARSON CORRELATION COEFFICIENTS FOR DEPARTMENT MANAGER EDUCATION AND EFFECTIVENESS DIMENSIONS

	Level 3	Level 2	Level 1
Adaptability - Education	0.00	0.16	0.04
Productivity - Education	0.00	0.35**	0.01
Satisfaction - Education	0.02	-0.05	0.24*

* P=0.027
** P=0.002

systems and the education of managers with the effectiveness of the organization. The finding from the multiple regression analysis was included in Table 20. Adaptability of the worker (level 1) was best predicted by a combination of the leadership of his supervisor (ML2), his department manager (ML3), the organizational climate of his level (OC1), and of his supervisor level (OC2). Adaptability of the supervisor (level 2) was best predicted by the combination of ML2, OC1, OC2, and education. The best predictor of adaptability of the department manager was Managerial leadership (ML3). Production for level 1 was best predicted by the combination of ML1 and OC1. The productivity of level 2 was best predicted by ML2, OC2, OC3, and education. The productivity of level 3 was best predicted by the combination of ML1 and ML3. The satisfaction of level 1 was best predicted by the combination of OC1, OC3, and education. The satisfaction of level 2 was best predicted by ML1 and OC2. The satisfaction of level 3 was best predicted by the combination of ML3, OC1, OC3, and education. The degrees of freedom

TABLE 20

MANAGEMENT SYSTEM AND DEPARTMENT MANAGER'S EDUCATION FOR PREDICTING EFFECTIVENESS

Predictors	BETA of Effectiveness Indices (by Level)								
	Level 1			Level 2			Level 3		
	Adaptability	Productivity	Satisfaction	Adaptability	Productivity	Satisfaction	Adaptability	Productivity	Satisfaction
Level 1									
Managerial leadership		0.31**				0.19*		-0.10	
Organizational climate	0.50**	0.33**	0.77**	0.14**					0.16
Level 2									
Managerial leadership	-0.15			0.21	0.26*				
Organizational climate	0.12			0.40**	0.17	0.68**			
Level 3									
Managerial leadership	0.14						0.51**	0.39**	0.22
Organizational climate			-0.12		-0.11				0.43**
Department manager's education			0.13	0.14	0.36**				-0.10
Multiple regression (R)	0.55	0.59	0.81	0.63	0.53	0.71	0.51	0.39	0.62
Regression Square (R^2)	0.30	0.34	0.65	0.40	0.28	0.50	0.26	0.15	0.38
F value (F)	6.13**	15.61**	36.31**	9.54**	5.68**	30.49**	21.08**	5.37**	9.07**

* Significance at P<0.05 level

** Significance at P<0.01 level

and the F values for the BETA of these criteria at each level are shown with the statistical significance levels in Table C-6, C-7, and C-8 in Appendix C.

The question "Was there a difference in managerial style and organizational effectiveness among managers of different educational levels?", was asked in the statement of problem for which a hypothesis was not developed. The question was answered with the data which were collected. The findings were: there was a lack of relationship between managerial style and educational levels of managers; and there was a lack of relationship between organizational effectiveness and educational levels of managers.

Table 21 presents the relationships of education with managerial style and education with the effectiveness of the organizations at the department manager and supervisor levels. The Pearson correlation coefficients were not statistical significance. The results were that there were no relationships among these variables. Therefore, there are no difference in managerial style and organizational effectiveness among managers of different educational levels; and the managerial style and effectiveness criteria are not related to the education variables.

Conclusion

The managerial style employed by manager of the large manufacturing organizations in Bangkok was between System 2, the Benevolent authoritative, and System 3, the Consultative style. The findings include the manager at three levels of the organization, the top manager, department manager, and supervisor. The managerial style of top manager,

TABLE 21

PEARSON CORRELATION COEFFICIENTS FOR EDUCATION WITH MANAGERIAL STYLE AND THE EFFECTIVENESS

	Department Manager	Supervisor
Education-Managerial leadership	0.02 (P=0.443)	-0.12 (P=0.177)
Education-Organizational climate	0.00 (P=0.490)	0.07 (P=0.305)
Education-Adaptability	0.00 (P=0.498)	-0.13 (P=0.161)
Education-Productivity	0.00 (P=0.499)	0.06 (P=0.317)
Education-Satisfaction	0.02 (P=0.453)	-0.18 (P=0.084)

actually is one of the directors or presidents of the company, was perceived by department manager. The managerial style of department manager was perceived his subordinate as a supervisor. The supervisory style of a supervisor was expressed by the perception of the workers, as his subordinates.

The findings from testing Hypotheses II and III show that there were no significant differences in managerial leadership style among the top 3 personnel levels (top manager, department manager, and supervisor) nor among different types of departments in the organizations. However, the finding of testing Hypothesis IV shows that there is a significant difference in managerial style between the actual style and the ideal style as perceived by the department managers, supervisors, and workers. The ideal style was close to System 4 which means that these people want to work in the more participative system.

In testing the Hypothesis V, it was found that the managerial leadership style and the organizational effectiveness are correlated in the positive relationship. This finding implied that the closer the managerial styles or management systems were to System 4, the more effective the organization is.

The relationship of the education of department manager and the effectiveness at all three levels, as perceived by the personnel at each level, was not correlated. The amount of education of the manager did have an effect on the productivity of the supervisors at level 2, and the satisfaction of the workers at level 1.

CHAPTER V

SUMMARY, FINDINGS, AND RECOMMENDATIONS

Restatement of Problem

This research study investigated the managerial style and the organizational effectiveness of large manufacturing organizations in Bangkok. The primary purpose was to determine the managerial style compared with the effectiveness of the organization. The researcher had established nine questions to be answered from this research which were stated as:

1. What were the managerial styles employed by those who were in charge of managers in the large manufacturing organizations in Bangkok?

2. Was there a predominate or common style of managerial leadership among them? What was it?

3. How were these styles and management system related to the organizational effectiveness?

4. What was the most effective managerial style for these organizations?

5. Was there an existence of participative managerial style? How was it related to the effectiveness of the organization?

6. Was there the existence of more participative managerial style at the higher organizational levels?

7. Was there a desire for more participation in management and work concerned decisions in general?

8. Was there a difference in managerial style and organizational effectiveness among managers of different

educational levels; and how were the managerial style and effectiveness criteria related to the educational variable?

9. Were there differences in managerial styles among the different departments in the organizations?

The data for this study was obtained by administering questionnaires to employees of the organizations. The two forms of questionnaires used in the study contained questions from the Survey of Organizations (University of Michigan) and Mott's effectiveness survey questionnaire. The two questionnaires were translated into the Thai language.

The sample of 10 large manufacturing organizations were randomly selected from the total population of 53 manufacturing organizations which employed 1,000 or more employees and were established in Bangkok. The data were collected in April and May, 1980. The data were collected at four personnel levels: top manager, department manager, supervisor, and worker. Each top manager evaluated the effectiveness of each department under his authority. Each department manager described management systems at his level, the managerial style of the top manager, and the effectiveness of his department. Each supervisor identified the management system at his level, the managerial style of the department manager, and the effectiveness of his division. Each worker was asked to describe the management system at his level, the supervisory style of his supervisor, and the effectiveness of his work group. After the data were collected, the statistical procedures were used to analyze the data. The findings from these analysis were used to answer the research questions and test the hypotheses in this study.

Findings

Managerial Style

The managerial styles of the three hierarchical levels were analyzed in this research project. They were the managerial styles of the top manager, the department manager, and the supervisor. The managerial style of the top manager ranged from the Benevolent Authoritative (System 2) to the Participative Style (System 4).

The managerial styles of department managers ranged from the Benevolent Authoritative (System 2) to the Consultative (System 3). The mean scores of management system ranged from 2.81 to 3.81.

The supervisory styles of the supervisors in the 10 organizations ranged from the Benevolent Authoritative (System 2) to the Consultative Style (System 3). The mean scores of management systems ranged from 2.74 to 3.48. The finding indicated that the predominant management system of the large manufacturing organization in Bangkok was System 3, the Consultative Style.

Managerial Style at Different Levels

Even though the mean of management systems tended to be higher at the higher level of management; the finding indicated that there was no difference among managerial styles of the top manager, the department manager, and the supervisor. The Consultative Style was found to be predominant at all three levels.

Managerial Style Among Different Departments

There was no difference in managerial styles among departments of the 10 organizations. This finding does not support the finding

from the Lawrence and Lorsch research. They found differences among the different departments in organizations.

Actual and Ideal Style of Managerial Leadership

The respondents in the 10 organizations perceived the actual management system as System 3, and the actual style of managerial leadership as the Consultative Style. However, they all desired a more participative management system. Therefore, the ideal style of managerial leadership at all three levels was System 4 (the Participative Management Style).

The department managers perceived the actual management system mean as 3.56 (System 3), and they desired to have the ideal management system mean as 4.15 (System 4). The supervisors perceived the actual management system mean as 3.48 (System 3), and the ideal management system mean as 4.11 (System 4). The workers perceived the actual management system mean as 3.36 (System 3), and the ideal management system mean as 4.14 (System 4).

Relationship Between Management System and Organizational Effectiveness

The relationship between management system and organizational effectiveness was clearly tested in the Hypothesis V. The management system dimensions, managerial leadership and organizational climate, as perceived by each personnel level of the organization, was positively correlated with the effectiveness criteria: adaptability, productivity, and satisfaction. There were positive relationships at all three levels between the management system and the organizational effectiveness identified as: adaptability-flexibility, production, and satisfaction.

Relationship of Department Manager's Education and Organizational Effectiveness

Hypothesis VI tested the relationship between the department manager's education and the organizational effectiveness at all three levels. The data revealed that the department manager's education had no relationship with his/her managerial style. The data showed that the combination of managerial styles and the department manager's education could provide a better predictor in the organizational effectiveness than education alone. At each level, different combinations of indices should be used to predict the effectiveness.

Recommendation for Further Research

Further research could be conducted to compare different types of organizations including multinational organizations. The central production thrust may affect the results of similar research. Organizations should be studied to discover whether there are any differences in the findings among various sizes of organizations. Future research should be conducted to compare organizations which operate with more or less advanced technology. Such research would reveal the effect of technology on the management systems and the relationship of management systems with effectiveness.

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APPENDIX A

Letter Asked for Permission to Use the Questionnaire

P.O. Box 2161
Norman, Oklahoma 73070
October 1, 1979

Center for Research on Utilization of
Scientific Knowledge
Institute for Social Research
University of Michigan Organizational
Development Research Program

Dear Sir:

I am a graduate student at The University of Oklahoma, and I am writing my dissertation on a study of managerial leadership style and organization effectiveness of large manufacturing organizations in Bangkok, Thailand.

Dr. Larry K. Michaelsen, one of my doctoral committee members gave me the advice to use the SURVEY OF ORGANIZATIONS (Copyright 1974, the University of Michigan). Therefore, I would like to ask for permission to use parts of the questionnaire, and I have to translate them into my language, Thai.

I am greatly appreciated your attention to my request.

Yours sincerely,

(Mrs. Pattarawalai Wongruangwisarn)

ISR

Letter granting permission to use questionnaire

CENTER FOR RESEARCH ON UTILIZATION OF SCIENTIFIC KNOWLEDGE / INSTITUTE FOR SOCIAL RESEARCH / THE UNIVERSITY OF MICHIGAN
ANN ARBOR, MICHIGAN 48106

October 9, 1979

Mrs. Pattarawalai Wongruangwisarn
P. O. Box 2161
Norman, Oklahoma 73070

Dear Mrs. Wongruangwisarn,

This letter is in response to your letter of October 1, 1979 in which you asked for permission to translate parts of the Survey of Organizations questionnaire into Thai. The Organizational Development Research Program agrees to let you translate all or part of the questionnaire into Thai. We ask that you send us a copy of the translated questionnaire as well as any reports which may be generated from the study.

Good luck on your project.

Sincerely,

Mrs. Pattarawalai Wongruangwisarn
P. O. Box 2161
Norman, Oklahoma 73070

Dear Mrs. Wongruangwisarn,

This letter is in response to your letter of October 1, 1979 in which you asked for permission to translate parts of the Survey of Organizations questionnaire into Thai. The Organizational Development Research Program agrees to let you translate all or part of the questionnaire into Thai. We ask that you send us a copy of the translated questionnaire as well as any reports which may be generated from the study.

Good luck on your project.

Sincerely,

Linda Mehlman

Linda Mehlman
Organizational Development
Research Program
Room 5064 ISR
(313) 764-6108

enc: SOO questionnaire

Letter requesting assistance in gathering data

๕๒๒-๖ ถนนบำรุงเมือง กรุงเทพฯ ๑๐๒๐๐

วันที่ ๒๙ มกราคม ๒๕๒๓

เรื่อง ขอความร่วมมือในการศึกษาการจัดการและการทำงานของคนงานในโรงงาน

เรียน อธิบดีกรมโรงงานอุตสาหกรรม

ด้วยข้าพเจ้า นางภัทรวลัย วงศ์เรืองวิศาล เป็นนักศึกษาชั้นปริญญาเอกของมหาวิทยาลัยในสหรัฐอเมริกา ได้ตั้งหัวข้อในการทำวิทยานิพนธ์เกี่ยวกับการสำรวจความเป็นผู้นำและประสิทธิผลในด้านการจัดการเกี่ยวกับโรงงานในประเทศไทย การศึกษาครั้งนี้จำเป็นต้องศึกษาถึงวิธีการจัดการ การบริหารงานบุคคลในโรงงานและการจัดการของคนงาน เพื่อเป็นข้อมูลในการจัดทำ แต่ข้าพเจ้ายังขาดข้อมูลอีกเป็นจำนวนมาก จึงใคร่ขอความร่วมมือและช่วยเหลือจากกรมโรงงานอุตสาหกรรมเพื่อขอความร่วมมือไปยังโรงงานที่มีขนาดคนงานเกินกว่า ๑,๐๐๐ คน ให้อนุญาตให้ข้าพเจ้าเข้าทำการศึกษาต่อไป

จึงหวังในความอนุเคราะห์ดังกล่าวและขอกราบขอบพระคุณมา ณ ที่นี้

ขอแสดงความนับถืออย่างสูง

(นางภัทรวลัย วงศ์เรืองวิศาล)

Letter requesting cooperation



ที่ อก.๐๔๐๔/ 4446

กรมโรงงานอุตสาหกรรม

21.เม.ย.2523

เรื่อง ขอความร่วมมือในการสำรวจข้อมูลของโรงงาน

เรียน

ด้วยนางภัทรวลัย วงศ์เรืองวิศาล นักศึกษาชั้นปริญญาเอก มหาวิทยาลัยโอคลาโฮมา สหรัฐอเมริกา มีความประสงค์จะสำรวจข้อมูลต่าง ๆ เกี่ยวกับความเป็นผู้นำและประสิทธิผลในด้านการจัดการของโรงงานในประเทศไทย เพื่อทำวิทยานิพนธ์เกี่ยวกับปัญหาทางด้านแรงงาน

กรมโรงงานอุตสาหกรรม จึงเรียนมาเพื่อขอความร่วมมือในการจัดส่งข้อมูลต่าง ๆ ตามแต่จะพิจารณาเห็นสมควร ทั้งนี้ นางภัทรวลัย วงศ์เรืองวิศาล จะเป็นผู้มาชี้แจงรายละเอียดต่าง ๆ ด้วยตนเอง.

ขอแสดงความนับถือ

(นายสวัสดิ์ [illegible])

[illegible]

กองควบคุมโรงงาน.

โทร. ๒๘๒๑๗๓๗ ต่อ ๔๔๔,๔๔๕

INTERNATIONAL TRANSLATIONS
2? SILOM ROAD
BANGKOK 5, THAILAND
TEL.

Questionnaires and Instructions in Thai with Documents showing validity

การสำรวจ ความเป็นผู้นำและประสิทธิผล ในด้านการจัดการ

แบบสำรวจนี้ ออกแบบมาเพื่อต้องการเรียนรู้ว่า คนเราทำงานร่วมกันอย่างไร วัตถุประสงค์ก็คือ เพื่อนำเอาข้อมูลจากแบบสอบถามมาศึกษา เกี่ยวกับ "ความเป็นผู้นำและประสิทธิผลในด้านการจัดการ" ในธุรกิจและอุตสาหกรรมขนาดใหญ่ๆในกรุงเทพมหานคร

เพื่อให้การศึกษาข้อมูลนี้เกิดประโยชน์ ขอให้ท่านตอบคำถามแต่ละข้ออย่างพินิจ-พิเคราะห์และตรงไปตรงมาที่สุดเท่าที่จะเป็นไปได้ แบบสำรวจนี้ไม่ใช่แบบทดสอบ และไม่มีคำตอบที่มีผลถูกหรือผิดแต่อย่างใด

การสำรวจ ความเป็นผู้นำและประสิทธิผล ในด้านการจัดการ

แบบสำรวจนี้ ออกแบบมาเพื่อต้องการเรียนรู้ว่า คนเราทำงานร่วมกันอย่างไร วัตถุประสงค์ก็คือ เพื่อนำเอาข้อมูลจากแบบสอบถามมาศึกษา เกี่ยวกับ "ความเป็นผู้นำและประสิทธิผลในด้านการจัดการ" ในธุรกิจและอุตสาหกรรมขนาดใหญ่ๆในกรุงเทพมหานคร

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ข้อมูลจากแบบสอบถามที่ได้รับการตอบเรียบร้อยแล้ว จะถูกผ่านเข้าเครื่องคอม-พิวเตอร์ ซึ่งจะรวบรวมผลออกมาในรูปของสถิติ เพื่อจะได้ไม่ต้องมีการระบุถึงบุคคล และเพื่อให้แน่ใจว่าเป็นความลับอย่างแท้จริง กรุณาอย่าเขียนชื่อของท่านลงในแบบสอบถาม



KINGDOM OF THAILAND)
City of Bangkok)
Embassy of the United States) SS:
of America)

I, Eugene C. Zajac, ~~Vice~~ Consul of the United States of America, at Bangkok, Thailand, duly commissioned and qualified, do hereby certify that on this 31st day of January, 1980, before me personally appeared Arunee Chongsiriwathana personally known and known to me to be the person whose name is subscribed to the annexed translation, and she duly acknowledged to me that she prepared the same.

IN WITNESS WHEREOF I hereunto set my hand and affixed the seal of the Consular Section, American Embassy, at Bangkok, Thailand this 31st day of January, 1980.

Eugene C. Zajac
~~Vice~~ Consul of the United States

[illegible]e personally known and known to me to be the person whose name is [illegible]cribed to the annexed translation, and.....she.....duly acknowledged to [illegible] at.....she.....prepared the same.

WITNESS WHEREOF I hereunto set my hand and affixed the seal [illegible] th[illegible]onsular Section, American Embassy, at Bangkok, Thailand this [illegible]t ...day of.....January, 1980.....~~1979~~.

.....
Eugene C. Zajac
~~Vice~~ Vice Consul of the United States
of America

31 / 1980

ข้อแนะนำ

๑. คำถามส่วนมาก สามารถตอบได้โดยการเลือกตอบเพียงคำตอบเดียว ถ้าไม่มีคำตอบที่ตรงกับกรณีของท่านให้ใช้คำตอบที่ใกล้เคียงที่สุด

๒. กรุณาตอบคำถามทุกข้อตามลำดับ

๓. ขอให้ระลึกเสมอว่า คุณค่าของการศึกษาในเรื่องนี้ ขึ้นอยู่กับการตอบคำถามของท่านอย่างตรงไปตรงมา จะไม่มีการระบุชื่อของท่านในคำตอบ

๔. ให้ใส่เครื่องหมายวงกลมรอบตัวเลขที่เป็นคำตอบที่เหมาะสมที่สุด

๕. นิยาม: แบบสอบถามนี้ ถามเกี่ยวกับแง่ต่างๆในส่วนงานของท่าน ในจำนวนนี้มีคำถามเกี่ยวกับผู้บังคับบัญชา และกลุ่มผู้ร่วมงานของท่าน คำถามต่างๆที่เกี่ยวกับผู้บังคับบัญชาของท่านหมายถึงบุคคลที่ท่านขึ้นโดยตรงกับเขา เป็นคนที่ท่านรายงานตรงต่อเขา ส่วนคำถามที่เกี่ยวกับกลุ่มผู้ร่วมงานนั้น หมายถึงบุคคลอื่นๆที่ขึ้นกับผู้บังคับบัญชาคนเดียวกับท่าน หรือผู้ร่วมงานทั้งหมดที่รายงานตรงต่อผู้บังคับบัญชาคนเดียวกับท่าน

๖. กรุณาเติมคำในช่องว่างข้างล่างนี้:

หมายเลขบริษัท_____

หมายเลขแผนก_____

หมายเลข ระดับตำแหน่ง_____



หมายเหตุ อ่านหมวดคำตอบเหล่านี้อย่างระมัดระวัง แล้วจึงตอบคำถามต่อไปนี้แต่ละข้อ โดยเขียนวงกลมรอบตัวเลขที่เป็นคำตอบของท่าน

1. น้อยมาก
2. น้อย
3. พอสมควร
4. มาก
5. มากเป็นพิเศษ

๑. โดยทั่วไป บริษัทมีความฉับไวมากน้อยเพียงไรในการใช้วิธีการต่างๆเพื่อปรับปรุงงาน ?	1	2	3	4	5
๒. บริษัทให้ความสนใจอย่างจริงจังเพียงไรในด้าน สวัสดิการและความสุขของพนักงาน ?	1	2	3	4	5
๓. บริษัทมีความพยายามที่จะปรับปรุงสภาพการทำงานให้ดีขึ้นมากน้อยเพียงไร ?	1	2	3	4	5
๔. กิจกรรมต่างๆของบริษัทได้จัดขึ้นอย่างเหมาะสม มากน้อยเพียงไร ?	1	2	3	4	5
๕. ข้อมูลที่ได้รับเกี่ยวกับความเคลื่อนไหวของแผนกอื่น หรือกะอื่น พอเพียงสำหรับกลุ่มงานของท่านเพียงไร ?	1	2	3	4	5
๖. ผู้อยู่เหนือผู้บังคับบัญชาของท่านรับฟังความคิดเห็นและข้อแนะนำของกลุ่มงานของท่านมากน้อยเพียงไร ?	1	2	3	4	5
๗. บริษัทบอกกับกลุ่มงานของท่านมากน้อยเพียงไร เกี่ยวกับสิ่งที่กลุ่มงานของท่านจะต้องรู้ เพื่อจะได้ทำงานในทางที่ดีที่สุดที่จะเป็นไปได้ ?	1	2	3	4	5

1. ไม่พอใจมาก
2. ไม่ค่อยพอใจ
3. ทั้งพอใจและไม่พอใจ
4. พอใจ
5. พอใจมาก

๘. ในทุกๆด้าน ท่านมีความพอใจในกลุ่มผู้ร่วมงานของท่านเพียงไร ?	1	2	3	4	5
๙. ในทุกๆด้าน ท่านมีความพอใจในตัวผู้บังคับบัญชาของท่านเพียงไร ?	1	2	3	4	5
๑๐. ในทุกๆด้าน ท่านมีความพอใจในงานของท่านเพียงไร ?	1	2	3	4	5
๑๑. ในทุกๆด้าน ท่านมีความพอใจในบริษัทนี้เพียงไร ?	1	2	3	4	5

๑๒. ท่านมีความพอใจในเงินเดือนของท่านเพียงไร เมื่อพิจารณาถึงความสามารถ และความมานะพยายามของท่านที่ให้กับงาน ? 1 2 3 4 5

๑๓. ท่านรู้สึกพอใจต่อความก้าวหน้าของท่านในบริษัทนี้เพียงไร จนถึงบัดนี้ ? 1 2 3 4 5

๑๔. ท่านรู้สึกพอใจเพียงไรต่อโอกาสที่ท่านจะก้าวหน้าต่อไปในบริษัทนี้ในอนาคต ? 1 2 3 4 5

๑๕. มีการปฏิบัติอย่างไรต่อความแตกต่างและความขัดแย้งต่างๆระหว่างหน่วยงานหรือแผนกต่างๆในบริษัทนี้ ?

1. ความขัดแย้งต่างๆส่วนมากมักได้รับการหลีกเลี่ยง ปฏิเสธ หรือ ถูกระงับ
2. ความขัดแย้งต่างๆบ่อยครั้งมักได้รับการหลีกเลี่ยง ปฏิเสธ หรือ ถูกระงับ
3. บางครั้ง ความขัดแย้งต่างๆได้รับการยอมรับ และมีการพิจารณากัน แต่บางครั้งก็ได้รับการหลีกเลี่ยง
4. ความขัดแย้งต่างๆ โดยปกติมักได้รับการยอมรับว่าเป็นสิ่งจำเป็นและสมควร และมีการพิจารณากัน
5. ความขัดแย้งต่างๆ ส่วนมากมักได้รับการยอมรับว่าเป็นสิ่งจำเป็นและสมควร และมีการพิจารณากันเสมอ

๑๖. ทำไม พนักงานในบริษัทจึงทำงานกันอย่างแข็งขัน ?

1. เพียงเพื่อรักษาตำแหน่งงานของตน และไม่ให้ถูกออกจากงาน
2. เพื่อรักษาตำแหน่งงานของตน และเพื่อเงิน
3. เพื่อรักษาตำแหน่งงานของตน เพื่อเงิน และเพื่อการเลื่อนตำแหน่ง
4. เพื่อรักษาตำแหน่งงานของตน เพื่อเงิน เพื่อการเลื่อนตำแหน่ง และเพื่อต้องการปฏิบัติงานให้ดีเป็นที่พอใจ
5. เพื่อรักษาตำแหน่งงานของตน เพื่อเงิน เพื่อการเลื่อนตำแหน่ง เพื่อปฏิบัติงานให้เป็นที่พอใจ และเพราะว่าผู้ร่วมงานคนอื่นในกลุ่มงานของตนคาดหวังไว้เช่นนั้น



1. น้อยมาก
2. น้อย
3. พอสมควร
4. มาก
5. มากเป็นพิเศษ

๑๗. ท่านเพลิดเพลินกับงานประจำวันของท่านมากน้อยเพียงไร ? 1 2 3 4 5

๑๘. มีสิ่งต่างๆเกี่ยวกับการทำงานในบริษัทนี้ (เช่น บุคคล นโยบาย หรือสภาพแวดล้อม) ที่ช่วยกระตุ้นให้ท่านทำงานอย่างขยันขันแข็ง มากน้อยเพียงไร ? 1 2 3 4 5

1. มีเพียงเล็กน้อย หรือไม่มีเลย
2. มีบ้าง
3. มีพอสมควร
4. มีมาก
5. มีมากเป็นพิเศษ

<u>โดยทั่วไป บุคคลในกลุ่มต่อไปนี้มีผล หรือ อิทธิพล ต่อความเป็นไปในแผนกของท่าน มากน้อยเพียงไร</u> ?

๑๙. ผู้บังคับบัญชาระดับต่ำสุด (เช่น หัวหน้าคนงาน หัวหน้าทั่วไปในสำนักงาน เป็นต้น) 1 2 3 4 5

๒๐. ผู้บริหารระดับสูง (เช่น ประธานบริษัท รองประธานบริษัท หัวหน้าฝ่ายใหญ่ๆ เป็นต้น) 1 2 3 4 5

๒๑. พนักงานทั่วไป (คือ บุคคลที่ไม่มีผู้ใต้บังคับบัญชา) 1 2 3 4 5

๒๒. ผู้จัดการระดับกลาง (เช่น ผู้จัดการแผนก ผู้จัดการเขต เป็นต้น) 1 2 3 4 5

๒๓. วัตถุประสงค์ต่างๆ ถูกกำหนดขึ้นในบริษัทอย่างไร ?

1. แจ้งให้ทราบโดยไม่เปิดโอกาสให้ซักถาม หรือ ออกความเห็น
2. แจ้ง และอธิบายให้ทราบ และเปิดโอกาสให้ซักถามได้
3. ผู้บังคับบัญชาร่างขึ้น แต่มีการปรึกษากับผู้ใต้บังคับบัญชา และบางครั้งมีการเปลี่ยนแปลงก่อนจะกำหนดออกมา
4. ผู้บังคับบัญชาร่างไว้เพื่อเลือกโดยเฉพาะ และจะปรึกษากับผู้ใต้บังคับบัญชา เพื่อเลือกอันที่เห็นว่าดีที่สุด
5. ปัญหาต่างๆได้ถูกส่งให้บุคคลที่เกี่ยวข้องทราบ และวัตถุประสงค์ที่เห็นว่าดีที่สุดจะถูกกำหนดขึ้นโดยการปรึกษาร่วมกันของผู้บังคับบัญชาและผู้ใต้บังคับบัญชา



1. น้อยมาก
2. น้อย
3. พอสมควร
4. มาก
5. มากเป็นพิเศษ

๒๔. การตัดสินต่างๆในบริษัท กระทำไปโดยการใช้ข้อมูลที่เพียงพอและถูกต้องที่สุดมากน้อยเพียงไร ?	1	2	3	4	5
๒๕. เมื่อจะมีการตัดสินอะไรลงไปได้มีการขอให้บุคคลที่จะได้รับผลจากการตัดสินนั้นออกความคิดเห็นมากน้อยเพียงไร ?	1	2	3	4	5
๒๖. โดยปกติ ไม่ว่าบุคคลในระดับใดของบริษัท ย่อมมีความรู้ความชำนาญที่จะเป็นประโยชน์ต่อผู้ที่ตัดสินได้ เพื่อที่จะได้ทราบถึงความรู้ความชำนาญทั้งหมดที่มีอยู่นั้น ผู้ที่ตัดสินได้มีการหยิบยื่นข้อมูลให้ผู้อื่นได้มีส่วนรับรู้อย่างกว้างขวางมากน้อยเพียงไร ?	1	2	3	4	5

กรุณาตอบคำถามตั้งแต่ข้อ ๒๗ ถึง ๕๓ เกี่ยวกับบุคคลที่ท่านได้ระบุถึง ผู้บังคับบัญชาหมายถึงผู้ที่ท่านขึ้นต่อเขาโดยตรง สำหรับข้อความในชุดต่อไปนี้ กรุณาอ่านคำถามแต่ละข้อแล้วให้ตอบว่าปัจจุบันเป็นอย่างไร และท่านอยากให้เป็นอย่างไร

ผู้บังคับบัญชาของท่านให้ความเป็นกันเองและง่ายต่อการเข้าหามากน้อยเพียงไร ?

๒๗. ปัจจุบันเป็นอย่างไร ?	1	2	3	4	5
๒๘. ท่านอยากให้เป็นเช่นไร ?	1	2	3	4	5

เมื่อท่านพูดคุยกับผู้บังคับบัญชา เขาให้ความสนใจต่อคำพูดของท่านมากน้อยเพียงไร ?

๒๙. ปัจจุบันเป็นอย่างไร ?	1	2	3	4	5
๓๐. ท่านอยากให้เป็นเช่นไร ?	1	2	3	4	5

ผู้บังคับบัญชาของท่านมีความเต็มใจที่จะรับฟังปัญหาของท่านมากน้อยเพียงไร ?

๓๑. ปัจจุบันเป็นอย่างไร ?	1	2	3	4	5
๓๒. ท่านอยากให้เป็นเช่นไร ?	1	2	3	4	5

ผู้บังคับบัญชาของท่านสนับสนุนคนให้ทำงานด้วยความมานะอย่างเต็มที่มากน้อยเพียงไร ?

๓๓. ปัจจุบันเป็นอย่างไร ?	1	2	3	4	5
๓๔. ท่านอยากให้เป็นเช่นไร ?	1	2	3	4	5



ผู้บังคับบัญชาของท่าน คงไว้ซึ่งมาตรฐานที่สูงในการปฏิบัติหน้าที่ มากน้อยเพียงไร ?					
๓๕. ปัจจุบัน เป็นอย่างไร ?	1	2	3	4	5
๓๖. ท่านอยากให้เป็นเช่นไร ?	1	2	3	4	5
ผู้บังคับบัญชาของท่านแสดงให้ท่านเห็นมากน้อยเพียงไรถึงวิธีการที่จะปรับปรุงการปฏิบัติหน้าที่ของท่าน ?					
๓๗. ปัจจุบัน เป็นอย่างไร ?	1	2	3	4	5
๓๘. ท่านอยากให้เป็นเช่นไร ?	1	2	3	4	5
ผู้บังคับบัญชาของท่านให้ความช่วยเหลือตามที่ท่านต้องการ มากน้อยเพียงไร เพื่อว่าท่านจะได้กำหนดงานไว้ล่วงหน้าได้ ?					
๓๙. ปัจจุบัน เป็นอย่างไร ?	1	2	3	4	5
๔๐. ท่านอยากให้เป็นเช่นไร ?	1	2	3	4	5
ผู้บังคับบัญชาของท่านได้เสนอความคิดเห็นใหม่ๆ เพื่อแก้ไขปัญหาที่เกี่ยวกับงานมากน้อยเพียงไร ?					
๔๑. ปัจจุบัน เป็นอย่างไร ?	1	2	3	4	5
๔๒. ท่านอยากให้เป็นเช่นไร ?	1	2	3	4	5
ผู้บังคับบัญชาของท่านสนับสนุนให้ผู้อยู่ใต้บังคับบัญชาของเขาทำงานกันในรูปของหมู่คณะ มากน้อยเพียงไร ?					
๔๓. ปัจจุบัน เป็นอย่างไร ?	1	2	3	4	5
๔๔. ท่านอยากให้เป็นเช่นไร ?	1	2	3	4	5
ผู้บังคับบัญชาของท่านสนับสนุนให้ผู้อยู่ใต้บังคับบัญชาของเขามีการแลกเปลี่ยนความเห็น และข้อคิดมากน้อยเพียงไร ?					
๔๕. ปัจจุบัน เป็นอย่างไร ?	1	2	3	4	5
๔๖. ท่านอยากให้เป็นเช่นไร ?	1	2	3	4	5
๔๗. ท่านมีความรู้สึกว่า ผู้บังคับบัญชาของท่านมีความมั่นใจและเชื่อถือในตัวท่านมากน้อยเพียงไร ?	1	2	3	4	5
๔๘. ท่านมีความมั่นใจและเชื่อถือในตัวผู้บังคับบัญชาของท่านมากน้อยเพียงไร ?	1	2	3	4	5
๔๙. ผู้บังคับบัญชาของท่าน ปฏิบัติงานทางด้านวิชาการของเขาได้ดีมากน้อยเพียงไร ตัวอย่างเช่น ความเชี่ยวชาญทั่วไป ความรู้ในงาน ความชำนาญทางวิชาการที่จำเป็นต่อการดำเนินอาชีพ หรือ การค้า ของเขา ?	1	2	3	4	5
๕๐. ผู้บังคับบัญชาของท่านปฏิบัติหน้าที่ในการเป็นตัวแทนของกลุ่มต่อหน่วยงานอื่นๆได้ดีมากน้อยเพียงไร (การเป็นตัวแทนหมายถึงการบอกเล่าให้ฝ่ายอื่นรู้ถึงสิ่งที่กลุ่มงานของท่านได้ทำ และสามารถทำได้ พร้อมทั้งอธิบายถึงปัญหาที่ประสพและความพร้อมในการทำสิ่งต่างๆเหล่านั้น) ?	1	2	3	4	5

เมื่อจำเป็นต้องมีการตัดสินชี้ขาดในสิ่งที่จะกระทบกระเทือนต่อกลุ่มงานของท่าน ผู้บังคับบัญชาของท่านได้ทำในสิ่งต่อไปนี้มากน้อยเพียงไร ก่อนที่จะมีการตัดสินขั้นสุดท้าย

๕๑. บอกข้อมูลเกี่ยวกับการตัดสินนั้นให้สมาชิกในกลุ่มงานของท่านทราบ ?	1	2	3	4	5
๕๒. ขอความเห็นและข้อคิดต่างๆจากสมาชิกในกลุ่มงานของท่าน ?	1	2	3	4	5
๕๓. ประชุมกับกลุ่มผู้อยู่ใต้บังคับบัญชา หยิบยกปัญหาที่ต้องแก้ไขมาปรึกษากันเพื่อหาข้อยุติในปัญหานั้น ?	1	2	3	4	5

สำหรับคำถามข้างล่างนี้ กลุ่มงาน หมายถึง บุคคลที่ขึ้นโดยตรงกับผู้บังคับบัญชาคนเดียวกัน

บุคคลในกลุ่มงานของท่านมีความเป็นกันเองและง่ายต่อการเข้าหามากน้อยเพียงไร ?

๕๔. ปัจจุบันเป็นอย่างไร ?	1	2	3	4	5
๕๕. ท่านอยากให้เป็นเช่นไร ?	1	2	3	4	5

เมื่อท่านพูดคุยกับบุคคลในกลุ่มงานของท่าน เขาให้ความสนใจในคำพูดของท่าน มากน้อยเพียงไร ?

๕๖. ปัจจุบันเป็นอย่างไร ?	1	2	3	4	5
๕๗. ท่านอยากให้เป็นเช่นไร ?	1	2	3	4	5

บุคคลในกลุ่มงานของท่านมีความเต็มใจในการรับฟังปัญหาของท่าน มากน้อยเพียงไร ?

๕๘. ปัจจุบันเป็นอย่างไร ?	1	2	3	4	5
๕๙. ท่านอยากให้เป็นเช่นไร ?	1	2	3	4	5

บุคคลในกลุ่มงานของท่าน มีการสนับสนุนซึ่งกันและกันให้ทำงานด้วยความพยายามอย่างเต็มที่มากน้อยเพียงไร ?

๖๐. ปัจจุบันเป็นอย่างไร ?	1	2	3	4	5
๖๑. ท่านอยากให้เป็นเช่นไร ?	1	2	3	4	5

บุคคลในกลุ่มงานของท่านคงไว้ซึ่งมาตรฐานที่สูงในการปฏิบัติหน้าที่มากน้อยเพียงไร ?

๖๒. ปัจจุบันเป็นอย่างไร ?	1	2	3	4	5
๖๓. ท่านอยากให้เป็นเช่นไร ?	1	2	3	4	5

บุคคลในกลุ่มงานของท่านช่วยท่านหาวิธีการทำงานที่ดีขึ้นได้มากน้อยเพียงไร ?

๖๔. ปัจจุบันเป็นอย่างไร ?	1	2	3	4	5
๖๕. ท่านอยากให้เป็นเช่นไร ?	1	2	3	4	5



บุคคลในกลุ่มงานของท่านให้ความช่วยเหลือตามที่ท่านต้องการมากน้อยเพียงไร เพื่อว่าท่านจะสามารถวางแผน จัดการ และกำหนดงานไว้ล่วงหน้าได้ ?					
๖๖. ปัจจุบันเป็นอย่างไร ?	1	2	3	4	5
๖๗. ท่านอยากให้เป็นเช่นไร ?	1	2	3	4	5
บุคคลในกลุ่มงานของท่าน ต่างเสนอข้อคิด เพื่อแก้ไขปัญหาเกี่ยวกับการงาน มากน้อยเพียงไร ?					
๖๘. ปัจจุบันเป็นอย่างไร ?	1	2	3	4	5
๖๙. ท่านอยากให้เป็นเช่นไร ?	1	2	3	4	5
บุคคลในกลุ่มงานของท่านต่างสนับสนุนซึ่งกันและกันเพื่อให้ทำงานกันเป็นกลุ่ม มากน้อยเพียงไร ?					
๗๐. ปัจจุบันเป็นอย่างไร ?	1	2	3	4	5
๗๑. ท่านอยากให้เป็นเช่นไร ?	1	2	3	4	5
บุคคลในกลุ่มงานของท่านมีการเน้นถึง จุดมุ่งหมายร่วมของกลุ่ม มากน้อยเพียงไร ?					
๗๒. ปัจจุบันเป็นอย่างไร ?	1	2	3	4	5
๗๓. ท่านอยากให้เป็นเช่นไร ?	1	2	3	4	5
บุคคลในกลุ่มงานของท่านมีการแลกเปลี่ยนความเห็นและขอคิดกัน มากน้อยเพียงไร ?					
๗๔. ปัจจุบันเป็นอย่างไร ?	1	2	3	4	5
๗๕. ท่านอยากให้เป็นเช่นไร ?	1	2	3	4	5
๗๖. กลุ่มงานของท่านมีการวางแผนร่วมกันและประสานความมานะพยายาม มากน้อยเพียงไร ?	1	2	3	4	5
๗๗. กลุ่มงานของท่านมีการตัดสินใจและแก้ไขปัญหาต่างๆ ได้ดี มากน้อยเพียงไร ?	1	2	3	4	5
๗๘. บุคคลในกลุ่มงานของท่านรู้ถึงงานของเขามากน้อยเพียงไร ว่าคืออะไร และจะทำให้ดีได้อย่างไร ?	1	2	3	4	5
๗๙. มีการหยิบยื่นข้อมูลเกี่ยวกับเหตุการณ์ และสถานการณ์สำคัญๆ ให้ทราบกันภายในกลุ่มงานของท่านมากน้อยเพียงไร ?	1	2	3	4	5
๘๐. กลุ่มงานของท่านมีความต้องการอย่างจริงจังมากน้อยเพียงไร ที่ต้องการบรรลุถึงจุดมุ่งหมายด้วยความสำเร็จ ?	1	2	3	4	5
๘๑. กลุ่มงานของท่านสามารถรับงานนอกเหนือจากปกติได้ มากน้อยเพียงไร ?	1	2	3	4	5
๘๒. ท่านมีความเชื่อมั่นและไว้ใจในบุคคลในกลุ่มงานของท่าน มากน้อยเพียงไร ?	1	2	3	4	5



๘๓. เครื่องใช้และสิ่งประกอบอื่นๆที่ท่านต้องใช้ในการทำงานนั้นเพียงพอ มีประสิทธิภาพ และได้รับการบำรุงรักษามากน้อยเพียงไร ? 1 2 3 4 5

๘๔. อายุของท่านตกอยู่ในข้อไหน ?

1. ๒๕ ปี หรือ ต่ำกว่า
2. ๒๖ ปี ถึง ๓๐ ปี
3. ๓๑ ปี ถึง ๓๕ ปี
4. ๓๖ ปี ถึง ๔๐ ปี
5. ๔๐ ปี ถึง ๔๕ ปี
6. ๔๖ ปี ถึง ๕๕ ปี
7. ๕๖ ปี หรือ เกินกว่า

๘๕. ท่านมีการศึกษาอยู่ระดับไหน ?

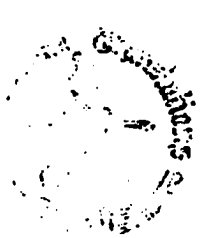
1. ไม่จบถึงมัธยมศึกษาตอนต้น
2. จบมัธยมศึกษาตอนต้น
3. ศึกษาระดับมัธยมศึกษาตอนปลาย แต่ไม่จบ
4. จบมัธยมศึกษาตอนปลาย
5. ศึกษาในระดับปริญญาตรี แต่ไม่จบ
6. จบระดับปริญญาตรี
7. ศึกษาในระดับปริญญาโท แต่ไม่จบ
8. จบระดับปริญญาโท

๘๖. ในระหว่างที่ท่านกำลังเติบโต (จนกระทั่งอายุ ๒๕ ปี) ส่วนใหญ่ท่านอาศัยอยู่ส่วนไหนของประเทศ ?

1. กรุงเทพมหานคร
2. ภาคเหนือ
3. ภาคใต้
4. ภาคตะวันออก
5. ภาคตะวันตก
6. ภาคตะวันออกเฉียงเหนือ
7. ภาคกลาง

๘๗. บุคคลในแผนกของท่านสามารถทำได้ดีเพียงไรในการคาดคะเนถึงปัญหาต่างๆที่อาจเกิดขึ้นได้ในอนาคต เพื่อจะได้หาทางป้องกันไม่ให้เกิดขึ้นหรือทำให้มีผลกระทบกระเทือนน้อยที่สุด ?

1. ไม่มีประสิทธิภาพในการคาดการณ์
2. ทำได้ไม่ค่อยดี
3. ทำได้พอใช้
4. ทำได้ดี
5. สามารถทำได้ดีมาก



๘๘. เมื่อเวลาผ่านไป วิธีการใหม่ๆในการจัดรูปงาน เครื่องมือเครื่องใช้และวิชาการใหม่ๆได้ถูกค้นพบ เพื่อช่วยในการปฏิบัติงาน บุคคลในแผนกของท่านสามารถทำได้ดีเพียงไร ในการปรับตัวให้ทันต่อการเปลี่ยนแปลงเหล่านี้ ซึ่งมีผลต่อวิธีการดำเนินงานของเขา ?

1. ไม่มีประสิทธิภาพในการปรับตัวให้ทันได้
2. ทำได้ไม่ค่อยดี
3. ทำได้พอใช้
4. ทำได้ดี
5. สามารถปรับตัวให้ทันต่อการเปลี่ยนแปลงได้ดีมาก

๘๙. เมื่อมีการเปลี่ยนแปลงเกี่ยวกับด้านงานประจำวันหรือด้านเครื่องมือเครื่องใช้ บุคคลในแผนกของท่านสามารถสนองตอบและปรับตัวให้เข้ากับการเปลี่ยนแปลงนั้นๆได้รวดเร็วเพียงไร ?

1. ส่วนมากสนองตอบและปรับตัวได้ช้ามาก
2. ค่อนข้างช้า
3. เร็วพอใช้
4. สามารถปรับได้เร็ว แต่ไม่ถึงกับได้ทันที
5. ส่วนมากสามารถสนองตอบและปรับตัวได้ทันที

๙๐. บุคคลในแผนกของท่านที่พร้อมที่จะสนองตอบและปรับตัวให้เข้ากับการเปลี่ยนแปลงเหล่านั้น มีอัตราส่วน มากน้อยเพียงไร ?

1. มีอยู่น้อยกว่าครึ่งมาก
2. เกือบครึ่งหนึ่ง
3. ส่วนใหญ่ทำได้
4. มากกว่าครึ่งหนึ่งมาก
5. ถือได้ว่าทุกคนพร้อมที่จะสนองตอบและปรับตัวให้เข้ากับการเปลี่ยนแปลงเหล่านั้นได้

๙๑. เมื่อเกิดกรณีฉุกเฉินขึ้น เช่น รายการต่างๆประดังมาพร้อมกัน กำหนดการถูกเลื่อนให้เร็วขึ้น หรือ ความคลาดของงานขาดตอนไปเหล่านี้เป็นต้น ย่อมเป็นเหตุให้มีงานเพิ่มขึ้นมาก บางกลุ่มงานก็สามารถจัดการกับเหตุฉุกเฉินเหล่านี้ได้รวดเร็ว และเป็นผลสำเร็จกว่ากลุ่มงานอื่นๆ บุคคลในแผนกของท่านสามารถจัดการกับสถานการณ์เหล่านี้ได้ดีเพียงไร ?

1. พวกเขาไม่มีประสิทธิภาพในการจัดการกรณีฉุกเฉิน
2. พวกเขาทำได้ไม่ค่อยดี
3. พวกเขาทำได้พอใช้
4. พวกเขาทำได้ดี
5. พวกเขาจัดการได้ดีมากในกรณีฉุกเฉิน



๙๒. ขอให้คิดอย่างรอบคอบ เกี่ยวกับผลงานที่ท่านทำ และผลงานของคนอื่นๆในแผนกของท่าน ขอให้คิดหมายๆด้าน ถึงผลงานของบุคคลที่ท่านรู้จักในแผนกของท่าน ว่ามีผลงานมากน้อยเพียงไร ?

1. ผลงานของพวกเขาน้อยมาก
2. ผลงานค่อนข้างน้อย
3. ปานกลาง
4. ค่อนข้างสูง
5. สูงมาก

๙๓. ตามความเห็นของท่าน ผลิตผลหรือบริการที่ทำโดยบุคคลที่ท่านรู้จักในแผนกของท่านนั้น มีคุณภาพเพียงไร ?

1. ผลิตผล และบริการ ของพวกเขามีคุณภาพต่ำ
2. คุณภาพไม่ดี เท่าที่ควร
3. คุณภาพพอใช้
4. คุณภาพดี
5. คุณภาพดีมาก

๙๔. บุคคลในแผนกของท่านดูเหมือนจะได้รับผลอย่างเต็มที่จากสิ่งต่างๆที่เขามีอยู่ (เช่น เงิน บุคคล เครื่องมือเครื่องใช้ ฯลฯ) หรือเปล่า นั่นก็คือ พวกเขาปฏิบัติงานอย่างมีประสิทธิภาพเพียงไร ?

1. ไม่มีประสิทธิภาพในการทำงานเลย
2. ไม่ค่อยมีประสิทธิภาพ
3. มีประสิทธิภาพพอสมควร
4. มีประสิทธิภาพสูง
5. มีประสิทธิภาพสูงมาก

กรุณาตอบคำถามเพิ่มเติมที่แยกไว้ในแผ่นต่างหาก ในช่องคำตอบข้างล่างนี้

๙๕.	1	2	3	4	5
๙๖.	1	2	3	4	5
๙๗.	1	2	3	4	5
๙๘.	1	2	3	4	5
๙๙.	1	2	3	4	5
๑๐๐.	1	2	3	4	5
๑๐๑.	1	2	3	4	5
๑๐๒.	1	2	3	4	5
๑๐๓.	1	2	3	4	5
๑๐๔.	1	2	3	4	5
๑๐๕.	1	2	3	4	5

รับรองคำแปลถูกต้อง
CERTIFIED TRUE TRANSLATION
Malu Hungsithong
for Manager
1.9.80

INTERNATIONAL TRANSLATIONS
22 SILOM ROAD
BANGKOK 5, THAILAND
TEL.

การสำรวจ ความเป็นผู้นำและประสิทธิผล ในด้านการจัดการ

แบบสำรวจนี้ ออกแบบมาเพื่อใช้กับแบบสำรวจอีกชุดหนึ่ง ซึ่งแจกให้กับพนักงานในบริษัทของท่าน เพื่อต้องการเรียนรู้ว่า คนเราทำงานร่วมกันอย่างไร วัตถุประสงค์ก็คือเพื่อนำเอาข้อมูลจากแบบสอบถามมาศึกษา เกี่ยวกับ "ความเป็นผู้นำและประสิทธิผลในด้านการจัดการ" ในธุรกิจและอุตสาหกรรมขนาดใหญ่ๆในกรุงเทพมหานคร

เพื่อให้การศึกษาข้อมูลนี้เกิดประโยชน์ ขอให้ท่านตอบคำถามแต่ละข้ออย่างพินิจพิเคราะห์ และตรงไปตรงมาที่สุดเท่าที่จะเป็นไปได้ การสำรวจนี้ไม่ใช่การทดสอบและไม่มีคำตอบที่มีผลถูกหรือผิดแต่อย่างใด

ข้อมูลจากแบบสอบถามที่ได้รับการตอบเรียบร้อยแล้ว จะถูกรักษาเป็นความลับ ข้อมูลที่ได้จากบริษัทนี้ และบริษัทอื่นๆ จะถูกนำมารวมเข้าด้วยกัน และเพื่อให้แน่ใจว่าเป็นความลับอย่างแท้จริง ชื่อของบริษัทและผู้กรอกแบบสอบถามจะไม่ถูกระบุไว้ในส่วนใดๆของรายงานนี้



KINGDOM OF THAILAND)
City of Bangkok)
Embassy of the United States) SS:
of America)

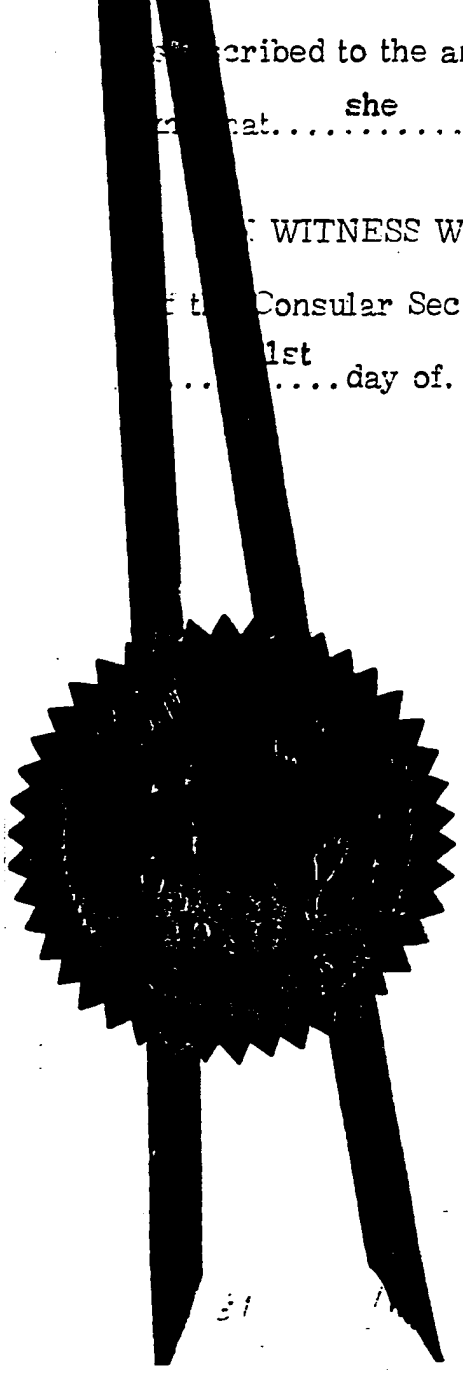
I, Eugene C. Zajac, ~~Vice~~ Consul of the United States of America, at Bangkok, Thailand, duly commissioned and qualified, do hereby certify that on this 31st day of January, ~~1979~~ 1980 before me personally appeared Arunee Chongsiriwathana personally known and known to me to be the person whose name is subscribed to the annexed translation, and she duly acknowledged to me that she prepared the same.

IN WITNESS WHEREOF I hereunto set my hand and affixed the seal of the Consular Section, American Embassy, at Bangkok, Thailand this 31st day of January, 1980. ~~1979~~.

Eugene C. Zajac
~~Vice~~ Consul of the United States
of America

[illegible]cribed to the annexed translation, and.....she.....duly acknowledged to [illegible]at.....she.....prepared the same.

[illegible] WITNESS WHEREOF I hereunto set my hand and affixed the seal [illegible] t[illegible] Consular Section, American Embassy, at Bangkok, Thailand this [illegible]1st.....day of.....January, 1980.....~~1979~~.



.....

Eugene C. Zajac

~~Vice~~ Consul of the United States of America

31 [illegible] 1980

หมายเลขบริษัท _____

หมายเลขระดับตำแหน่ง_____

ข้อแนะนำ

๑. คำถามส่วนมาก สามารถตอบได้โดยการเลือกตอบเพียงคำตอบเดียว ถ้าไม่มีคำตอบที่ตรงกับกรณีของท่านให้ใช้คำตอบที่ใกล้เคียงที่สุด

๒. กรุณาตอบคำถามทุกข้อตามลำดับ

๓. ขอให้ระลึกเสมอว่า คุณค่าของการศึกษาในเรื่องนี้ ขึ้นอยู่กับการตอบคำถามของท่านอย่างตรงไปตรงมา จะไม่มีการระบุชื่อของท่านในคำตอบ

๔. กรุณาใส่เครื่องหมายวงกลมรอบตัวเลขที่เป็นคำตอบที่เหมาะสมที่สุด

๕. อายุของท่านตกอยู่ในข้อไหน ?

1. ๒๕ ปี หรือ ต่ำกว่า
2. ๒๖ ปี ถึง ๓๐ ปี
3. ๓๑ ปี ถึง ๓๕ ปี
4. ๓๖ ปี ถึง ๔๐ ปี
5. ๔๑ ปี ถึง ๔๕ ปี
6. ๔๖ ปี ถึง ๕๕ ปี
7. ๕๖ ปี หรือ เกินกว่า

๖. ท่านมีการศึกษาอยู่ระดับไหน ?

1. ไม่จบถึงมัธยมศึกษาตอนต้น
2. จบมัธยมศึกษาตอนต้น
3. ศึกษาระดับมัธยมศึกษาตอนปลาย แต่ไม่จบ
4. จบมัธยมศึกษาตอนปลาย
5. ศึกษาในระดับปริญญาตรี แต่ไม่จบ
6. จบระดับปริญญาตรี
7. ศึกษาในระดับปริญญาโท แต่ไม่จบ
8. จบระดับปริญญาโท

๗. จวบจนถึงปัจจุบันนี้ ท่านมีความรู้สึกพอใจในผลงาน และความก้าวหน้าของบริษัทนี้เพียงไร ?

1. ไม่พอใจมาก
2. ไม่ค่อยพอใจ
3. กึ่งพอใจและไม่พอใจ
4. พอใจ
5. พอใจมาก

๘. กรุณาตอบคำถามในแบบสอบถามที่แนบมา สำหรับหน่วยงานแต่ละแผนกในบริษัทนี้



แผนก _____

กรุณาใส่เครื่องหมายวงกลมรอบตัวเลขที่เป็นคำตอบที่เหมาะสมที่สุด

๑. บุคคลในแผนกนี้สามารถทำได้ดีเพียงไร ในการคาดคะเนถึงปัญหาต่างๆที่อาจเกิดขึ้นได้ในอนาคต เพื่อจะได้หาทางป้องกันไม่ให้เกิดขึ้นหรือทำให้มีผลกระทบกระเทือนน้อยที่สุด?

1. ไม่มีประสิทธิภาพในการคาดการณ์
2. ทำได้ไม่ค่อยดี
3. ทำได้พอใช้
4. ทำได้ดี
5. สามารถทำได้ดีมาก

๒. เมื่อเวลาผ่านไป วิธีการใหม่ๆในการจัดรูปงาน เครื่องมือเครื่องใช้ และวิชาการใหม่ๆได้ถูกค้นพบ เพื่อช่วยในการปฏิบัติงาน บุคคลในแผนกนี้สามารถทำได้ดีเพียงไร ในการปรับตัวให้ทันต่อการเปลี่ยนแปลงเหล่านี้ ซึ่งมีผลต่อวิธีการดำเนินงานของเขา

1. ไม่มีประสิทธิภาพในการปรับตัวให้ทันได้
2. ทำได้ไม่ค่อยดี
3. ทำได้พอใช้
4. ทำได้ดี
5. สามารถปรับตัวให้ทันต่อการเปลี่ยนแปลงได้ดีมาก

๓. เมื่อมีการเปลี่ยนแปลงเกี่ยวกับด้านงานประจำวันหรือด้านเครื่องมือเครื่องใช้ บุคคลในแผนกนี้สามารถสนองตอบและปรับตัวให้เข้ากับการเปลี่ยนแปลงนั้นๆได้รวดเร็วเพียงไร?

1. ส่วนมากสนองตอบและปรับตัวได้ช้ามาก
2. ค่อนข้างช้า
3. เร็วพอใช้
4. สามารถปรับได้เร็ว แต่ไม่ถึงกับได้ทันที
5. ส่วนมากสามารถสนองตอบและปรับตัวได้ทันที

๔. บุคคลในแผนกนี้พร้อมที่จะสนองตอบและปรับตัวให้เข้ากับการเปลี่ยนแปลงเหล่านั้น มีอัตราส่วน มากน้อยเพียงไร ?

1. มีอยู่น้อยกว่าครึ่งมาก
2. เกือบครึ่งหนึ่ง
3. ส่วนใหญ่ทำได้
4. มากกว่าครึ่งหนึ่งมาก
5. ถือได้ว่า ทุกคนพร้อมที่จะสนองตอบและปรับตัวให้เข้ากับการเปลี่ยนแปลงเหล่านั้นได้



แผนก_____(ต่อ)

๕. เมื่อเกิดกรณีฉุกเฉินขึ้น เช่น รายการต่างๆประดังมาพร้อมกัน กำหนดการถูกเลื่อนให้เร็วขึ้น หรือ ความคล่องของงานขาดตอนไปเหล่านี้เป็นต้น ย่อมเป็นเหตุให้มีงานเพิ่มขึ้นมาก บางกลุ่มงานก็สามารถจัดการกับเหตุฉุกเฉินเหล่านี้ได้รวดเร็ว และเป็นผลสำเร็จกว่ากลุ่มงานอื่นๆ บุคคลในแผนกนี้สามารถจัดการกับสถานการณ์เหล่านี้ได้ดีเพียงไร ?

1. พวกเขาไม่มีประสิทธิภาพในการจัดการกรณีฉุกเฉิน
2. พวกเขาทำได้ไม่ค่อยดี
3. พวกเขาทำได้พอใช้
4. พวกเขาทำได้ดี
5. พวกเขาจัดการได้ดีมากในกรณีฉุกเฉิน

๖. ขอให้คิดอย่างรอบคอบ เกี่ยวกับผลงานที่บุคคลในแผนกนี้ทำ ขอให้คิดหลายๆด้าน ถึงผลงานของบุคคลในแผนกนี้ว่ามีผลงานมากน้อยเพียงไร ?

1. ผลงานของพวกเขาน้อยมาก
2. ผลงานค่อนข้างน้อย
3. ปานกลาง
4. ค่อนข้างสูง
5. สูงมาก

๗. ตามความเห็นของท่าน ผลิตผลหรือบริการที่ทำโดยบุคคลในแผนกนี้ มีคุณภาพเพียงไร ?

1. ผลิตผล และบริการ ของพวกเขามีคุณภาพต่ำ
2. คุณภาพไม่ดีเท่าที่ควร
3. คุณภาพพอใช้
4. คุณภาพดี
5. คุณภาพดีมาก

๘. บุคคลในแผนกนี้ดูเหมือนจะได้รับผลอย่างเต็มที่จากสิ่งต่างๆที่เขามีอยู่ (เช่น เงิน บุคคล เครื่องมือเครื่องใช้ ฯลฯ) หรือเปล่า ? นั่นก็คือ พวกเขาปฏิบัติงานอย่างมีประสิทธิภาพเพียงไร ?

1. ไม่มีประสิทธิภาพในการทำงานเลย
2. ไม่ค่อยมีประสิทธิภาพ
3. มีประสิทธิภาพพอสมควร
4. มีประสิทธิภาพสูง
5. มีประสิทธิภาพสูงมาก

รับรองสำเนาถูกต้อง
CERTIFIED TRUE TRANSLATION
Malu Hangrittiwangu
for Manager
1.2.80

Questionnaires with instructions

SURVEY OF MANAGERIAL LEADERSHIP AND

ORGANIZATIONAL EFFECTIVENESS

This survey instrument is designed to learn about how people work together. The aim is to use the information to study managerial leadership and organizational effectiveness in large manufacturing businesses in Bangkok.

If this study is to be helpful, it is important that you answer each question as thoughtfully and frankly as possible. This is not a test and there are no right or wrong answers.

The information from completed questionnaires will be processed by automated equipment which summarizes the answers in statistical form so that individuals can not be identified. To ensure complete confidentiallity please do not write your name anywhere on the questionnaire.

INSTRUCTIONS

1. Most questions can be answered by choosing one of the answers. If you do not find the exact answer that fits your case, use the one that is closest to it.

2. Please answer all questions in order.

3. Remember, the value of the study depends upon your being straightforward in answering this questionnaire. You will not be identified with your answers.

4. Mark the appropriate answer by circling the number of the answer you want to give.

5. Definitions: This questionnaire asks about a lot of different aspects of your work. Among these are questions about your supervisor and your work group. The questions about your supervisor refer to the person to whom you report directly and the questions about your work group refer to all those persons who report to the same supervisor.

Please fill in the blanks below:

Company number _____

Division number _____

Level number _____

NOTE: Read these answer categories over carefully. Then answer each of the following questions by circling the number of the answer you want to give.

1 = To a very little extent
2 = To a little extent
3 = To some extent
4 = To a great extent
5 = To a very great extent

1. To what extent is this organization generally quick to use improved work methods?	1	2	3	4	5
2. To what extent does this organization have a real interest in the welfare and happiness of those who work here?	1	2	3	4	5
3. How much does this organization try to improve working conditions?	1	2	3	4	5
4. To what extent are work activities sensibly organized in this organization?	1	2	3	4	5
5. How adequate for your work group is the information it gets about what is going on in other departments or shifts?	1	2	3	4	5
6. How receptive are people above your supervisor to ideas and suggestions from your work group?	1	2	3	4	5
7. To what extent does this organization tell your work group what it needs to know to do its job in the best possible way?	1	2	3	4	5

1 = Very dissatisfied
2 = Somewhat dissatisfied
3 = Neither satisfied nor dissatisfied
4 = Fairly satisfied
5 = Very satisfied

8. All in all, how satisfied are you with the persons in your group?	1	2	3	4	5
9. All in all, how satisfied are you with your supervisor?	1	2	3	4	5

10.	All in all, how satisfied are you with your job?	1	2	3	4	5
11.	All in all, how satisfied are you with this organization?	1	2	3	4	5
12.	Considering your skills and the effort you put into the work, how satisfied are you with your pay?	1	2	3	4	5
13.	How satisfied do you feel with the progress you have made in this organization up to now?	1	2	3	4	5
14.	How satisfied do you feel with your chances for getting ahead in this organization in the future?	1	2	3	4	5

15. How are differences and disagreements between units or departments handled in this organization?

1 Disagreements are almost always avoided, denied, or suppressed
2 Disagreements are often avoided, denied, or suppressed
3 Sometimes disagreements are accepted or worked through; sometimes they are avoided or suppressed
4 Disagreements are usually accepted as necessary and desirable and are worked through
5 Disagreements are almost always accepted as necessary and desirable and are worked through

16. Why do people work hard in this organization?

1 Just to keep their jobs and avoid being chewed out
2 To keep their jobs and to make money
3 To keep their jobs, make money, and to seek promotions
4 To keep their jobs, make money, seek promotions, and for the satisfaction of a job well done
5 To keep their jobs, make money, seek promotions, do a satisfying job, and because other people in their work group expect it

1 = To a very little extent
2 = To a little extent
3 = To some extent
4 = To a great extent
5 = To a very great extent

17. To what extent do you enjoy performing the actual day-to-day activities that make up your job? 1 2 3 4 5

18. To what extent are there things about working here (people, policies, or conditions) that encourage you to work hard? 1 2 3 4 5

1 = Little or no influence
2 = Some
3 = Quite a bit
4 = A great deal
5 = A very great deal of influence

IN GENERAL, HOW MUCH SAY OR INFLUENCE DOES EACH OF THE FOLLOWING GROUPS OR PEOPLE HAVE ON WHAT GOES ON IN YOUR DEPARTMENT?

19. Lowest level supervisors (foreman, office supervisors, etc.) 1 2 3 4 5

20. Top managers (president, vice presidents, heads of large divisions, etc.) 1 2 3 4 5

21. Employees (people who have no subordinates) 1 2 3 4 5

22. Middle managers (department heads, area managers, etc.) 1 2 3 4 5

23. How are objectives set in this organization?

1 Objectives are announced with no opportunity to raise questions or give comments
2 Objectives are announced and explained, and an opportunity is then given to ask questions
3 Objectives are drawn up, but are discussed with subordinates and sometimes modified before being issued
4 Specific alternative objectives are drawn up by supervisors, and subordinates are asked to discuss them and indicate the one they think is best
5 Problems are presented to those persons who are involved, and the objectives felt to be best are then set by the subordinates and the supervisor jointly, by group participation and discussion

1 = To a very little extent
2 = To a little extent
3 = To some extent
4 = To a great extent
5 = To a very great extent

24. In this organization to what extent are decisions made at those levels where the most adequate and accurate information is available?	1	2	3	4	5
25. When decisions are being made, to what extent are the persons affected asked for their ideas?	1	2	3	4	5
26. People at all levels of an organization usually have know-how that could be of use to decision-makers. To what extent is information widely shared in this organization so that those who make decisions have access to all available know-how?	1	2	3	4	5

PLEASE ANSWER QUESTIONS 27 THROUGH 53 ABOUT THE PERSON YOU IDENTIFIED.
SUPERVISOR MEANS THE PERSON TO WHOM YOU REPORT DIRECTLY.
FOR THE FOLLOWING SET OF ITEMS: PLEASE READ EACH QUESTION AND THEN ANSWER HOW IT IS NOW, AND HOW YOU'D LIKE IT TO BE.

How friendly and easy to approach is your supervisor?

27. This is how it is <u>now</u>:	1	2	3	4	5
28. This is how I'd <u>like</u> it to be:	1	2	3	4	5

When you talk with your supervisor, to what extent does he pay attention to what you're saying?

29. This is how it is <u>now</u>:	1	2	3	4	5
30. This is how I'd <u>like</u> it to be:	1	2	3	4	5

To what extent is your supervisor willing to listen to your problems?

31. This is how it is <u>now</u>:	1	2	3	4	5
32. This is how I'd <u>like</u> it to be:	1	2	3	4	5

How much does your supervisor encourage people to give their best effort?

33. This is how it is <u>now</u>:	1	2	3	4	5
34. This is how I'd <u>like</u> it to be:	1	2	3	4	5

To what extent does your supervisor maintain high standards of performance?

35. This is how it is <u>now</u>: 1 2 3 4 5

36. This is how I'd <u>like</u> it to be: 1 2 3 4 5

To what extent does your supervisor show you how to improve your performance?

37. This is how it is <u>now</u>: 1 2 3 4 5

38. This is how I'd <u>like</u> it to be: 1 2 3 4 5

To what extent does your supervisor provide the help you need so that you can schedule work ahead of time?

39. This is how it is <u>now</u>: 1 2 3 4 5

40. This is how I'd <u>like</u> it to be: 1 2 3 4 5

To what extent does your supervisor offer new ideas for solving job-related problems?

41. This is how it is <u>now</u>: 1 2 3 4 5

42. This is how I'd <u>like</u> it to be: 1 2 3 4 5

To what extent does your supervisor encourage the persons who work for him to work as a team?

43. This is how it is <u>now</u>: 1 2 3 4 5

44. This is how I'd <u>like</u> it to be: 1 2 3 4 5

To what extent does your supervisor encourage people who work for him to exchange opinions and ideas?

45. This is how it is <u>now</u>: 1 2 3 4 5

46. This is how I'd <u>like</u> it to be: 1 2 3 4 5

47. To what extent do you feel your supervisor has confidence and trust in you? 1 2 3 4 5

48. To what extent do you have confidence and trust in your supervisor? 1 2 3 4 5

49. To what extent does your supervisor handle well the technical side of his job-for example, general expertness, knowledge of job, technical skills needed in his profession or trade? 1 2 3 4 5

50. To what extent does your supervisor do a good job of representing your work group to other units? ("Represent" means telling others about what your group has done and can do, as well as explaining the problems facing it and its readiness to do things.) 1 2 3 4 5

WHEN IT IS NECESSARY FOR DECISIONS TO BE MADE THAT AFFECT YOUR WORK GROUP, TO WHAT EXTENT DOES YOUR SUPERVISOR DO EACH OF THE FOLLOWING BEFORE FINAL DECISIONS ARE MADE?

51. Provide the members of your work group with information about the decisions. 1 2 3 4 5

52. Ask for opinions and ideas from members of your work group. 1 2 3 4 5

53. Meet with his subordinates as a group, present problems that must be solved and work with the group to find solutions. 1 2 3 4 5

IN THE QUESTIONS BELOW, WORK GROUP MEANS ALL THOSE PERSONS WHO REPORT TO THE SAME SUPERVISOR.

How friendly and easy to approach are the persons in your work group?

54. This is how it is now: 1 2 3 4 5

55. This is how I'd like it to be: 1 2 3 4 5

When you talk with persons in your work group, to what extent do they pay attention to what you're saying?

56. This is how it is now: 1 2 3 4 5

57. This is how I'd like it to be: 1 2 3 4 5

To what extent are persons in your work group willing to listen to your problems?

58. This is how it is now: 1 2 3 4 5

59. This is how I'd like it to be: 1 2 3 4 5

How much do persons in your work group encourage each other to give their best effort?

60. This is how it is <u>now</u>: 1 2 3 4 5

61. This is how I'd <u>like</u> it to be: 1 2 3 4 5

To what extent do persons in your work group maintain high standards of performance?

62. This is how it is <u>now</u>: 1 2 3 4 5

63. This is how I'd <u>like</u> it to be: 1 2 3 4 5

To what extent do persons in your work group help you find ways to do a better job?

64. This is how it is <u>now</u>: 1 2 3 4 5

65. This is how I'd <u>like</u> it to be: 1 2 3 4 5

To what extent do persons in your work group provide the help you need so that you can plan, organize and schedule work ahead of time?

66. This is how it is <u>now</u>: 1 2 3 4 5

67. This is how I'd <u>like</u> it to be: 1 2 3 4 5

To what extent do persons in your work group offer each other new ideas for solving job-related problems?

68. This is how it is <u>now</u>: 1 2 3 4 5

69. This is how I'd <u>like</u> it to be: 1 2 3 4 5

How much do persons in your work group encourage each other to work as a team?

70. This is how it is <u>now</u>: 1 2 3 4 5

71. This is how I'd <u>like</u> it to be: 1 2 3 4 5

How much do persons in your work group emphasize a <u>team</u> goal?

72. This is how it is <u>now</u>: 1 2 3 4 5

73. This is how I'd <u>like</u> it to be: 1 2 3 4 5

To what extent do persons in your work group exchange opinions and ideas?

74. This is how it is <u>now</u>: 1 2 3 4 5

75. This is how I'd <u>like</u> it to be: 1 2 3 4 5

76. To what extent does your work group plan together and coordinate its efforts? 1 2 3 4 5

77. To what extent does your work group make good decisions and solve problems well? 1 2 3 4 5

78. To what extent do persons in your work group know what their jobs are and know how to do them well? 1 2 3 4 5

79. To what extent is information about important events and situations shared within your work group? 1 2 3 4 5

80. To what extent does your work group really want to meet its objectives successfully? 1 2 3 4 5

81. To what extent is your work group able to respond to unusual work demands placed upon it? 1 2 3 4 5

82. To what extent do you have confidence and trust in the persons in your work group? 1 2 3 4 5

83. To what extent are the equipment and resources you have to do your work with adequate, efficient, and well-maintained? 1 2 3 4 5

84. Into what age bracket do you fall?

1 25 years or under
2 26 years to 30 years
3 31 years to 35 years
4 36 years to 40 years
5 41 years to 45 years
6 46 years to 55 years
7 56 years or over

85. How much schooling have you had?

1 Some grade school
2 Completed grade school
3 Some high school
4 Completed high school
5 Some college
6 Completed college
7 Some graduate school
8 Completed graduate school

86. While you were growing up, say until you were twenty-five, what part of the country did you live in for the most part?

1 Bangkok
2 North
3 South
4 East
5 West
6 Northeast
7 Central

87. How good a job is done by the people in your division in anticipating problems that may come up in the future and preventing them from occurring or minimizing their effects?

1 They do a poor job in anticipating problems
2 Not too good a job
3 A fair job
4 They do a very good job
5 They do an excellent job in anticipating problems

88. From time to time newer ways are discovered to organize work, and newer equipment and techniques are found with which to do the work. how good a job do the people in your division do at keeping up with these changes that could affect the way they do their work?

1 They do a poor job of keeping up-to-date
2 Not too good a job
3 A fair job
4 They do a good job
5 They do an excellent job of keeping up-to-date

89. When changes are made in the routines or equipment, how quickly do the people in your division accept and adjust to these changes?

1 Most people accept and adjust to them very slowly
2 Rather slowly
3 Fairly rapidly
4 They adjust very rapidly, but not immediately
5 Most people accept and adjust to them immediately

90. What proportion of the people in your division readily accept and adjust to these changes?

1 Considerably less than half of the people accept and adjust to these changes readily
2 Slightly less than half do
3 The majority do
4 Considerably more than half do
5 Practically everyone accepts and adjusts to these changes rapidly

91. From time to time emergencies arise, such as crash programs, schedules moved ahead, or a breakdown in the flow of work occurs. When these emergencies occur they cause work overloads for many people. Some work groups cope with these emergencies more rapidly and successfully than others. How good a job do the people in your division do at coping with these situations?

1 They do a poor job of handling emergency situations
2 They do not do very well
3 They do a fine job
4 They do a good job
5 They do an excellent job of handling these situations

92. Think carefully of the things that you produce in your work and of the things produced by those people who work around you in your division. Thinking now of various things produced by the people you know in your division, how much are they producing?

1 Their production is very low
2 It is fairly low
3 It is neither high nor low
4 It is fairly high
5 It is very high

93. How good would you say is the quality of the products or services produced by the people you know in your division?

1 Their products or services are of poor quality
2 Their quality is not too good
3 Fair quality
4 Good quality
5 Excellent quality

94. Do the people in your division seem to get maximum output from the resources (money, people, equipment, etc.) they have available? That is, how efficiently do they do their work?

1 They do not work efficiently at all
2 Not too efficient
3 Fairly efficient
4 They are very efficient
5 They are extremely efficient

ON SEPARATE SHEETS YOU WILL FIND ADDITIONAL QUESTIONS. PLEASE ANSWER THEM IN THE SPACES PROVIDED BELOW.

95. 1 2 3 4 5

96. 1 2 3 4 5

97. 1 2 3 4 5

98.	1	2	3	4	5
99.	1	2	3	4	5
100.	1	2	3	4	5
101.	1	2	3	4	5
102.	1	2	3	4	5
103.	1	2	3	4	5
104.	1	2	3	4	5
105.	1	2	3	4	5

SURVEY OF MANAGERIAL LEADERSHIP AND

ORGANIZATIONAL EFFECTIVENESS

This instrument is designed to be used with the information from the questionnaires given to other members of your organization to learn about how people work together. The aim is to use the information to study managerial leadership and organizational effectiveness in manufacturing businesses in Bangkok.

For the data in this study to be analyzed, it is important that you answer each question as thoughtfully and honestly as possible. This is not a test and there are no right or wrong answers.

The information from this questionnaire and other questionnaires completed by members of your organization will be kept completely confidential. Data from your organization will be combined with data from other organizations. The name of your organization will not be used in the research report.

Company number ____

Level number ____

INSTRUCTIONS

1. Most questions can be answered by choosing one of the answer choices. If you do not find the exact answer that fits your case, make a decision on the answer that is most accurate.

2. Please answer all questions in order.

3. Remember, the value of the study depends upon your being straightforward in answering this questionnaire. You will not be identified with your answers.

4. Please mark the appropriate answer by circling the number in front of the choice you want to give.

5. Into what age bracket do you fall?

    1. 25 years or under
    2. 26 years to 30 years
    3. 31 years to 35 years
    4. 36 years to 40 years
    5. 41 years to 45 years
    6. 46 years to 50 years
    7. 51 years to 55 years
    8. 56 years or over

6. How much schooling have you had?

    1. Some grade school
    2. Completed grade school
    3. Some high school
    4. Completed high school
    5. Some college
    6. Completed college
    7. Some graduate school
    8. Completed graduate school

7. How satisfied you are with the progress made in your organization <u>up to now</u>?

    1. Very dissatisfied
    2. Somewhat dissatisfied
    3. Neither satisfied nor dissatisfied
    4. Fairly satisfied
    5. Very satisfied

8. Please complete a copy of the attached questionnaires for each division in your organization.

_____ Division.

Please mark the appropriate answer by circling the number in front of the choice you want to give.

1. How good a job is done by the people in this division in anticipating problems that may come up in the future and preventing them from occurring or minimizing their effects?

    1. They do a poor job in anticipating problems
    2. Not too good a job
    3. A fair job
    4. They do a very good job
    5. They do an excellent job in anticipating problems

2. From time to time newer ways are discovered to organize work, and newer equipment and techniques are found with which to do the work. How good a job do the people in this division do at keeping up with these changes that could affect the way they do their work?

    1. They do a poor job of keeping up-to-date
    2. Not too good a job
    3. A fair job
    4. They do a good job
    5. They do an excellent job of keeping up-to-date

3. When changes are made in the routines or equipment, how quickly do the people in this division accept and adjust to these changes?

    1. Most people accept and adjust to them very slowly
    2. Rather slowly
    3. Fairly rapidly
    4. They adjust very rapidly, but not immediately
    5. Most people accept and adjust to them immediately

4. What proportion of the people in this division readily accept and adjust to these changes?

    1. Considerably less than half of the people accept and adjust to these changes readily
    2. Slightly less than half do
    3. The majority do
    4. Considerably more than half do
    5. Practically everyone accepts and adjusts to these changes readily

_____ Division (Continued)

5. From time to time emergencies arise, such as crash programs, schedules moved ahead, or a breakdown in the flow of work occurs. When these emergencies occur they cause work overloads for many people. Some work groups cope with these emergencies more rapidly and successfully than others. How good a job do the people in this division do at coping with these situations?

    1. They do a poor job of handling emergency situations
    2. They do not do very well
    3. They do a fine job
    4. They do a good job
    5. They do an excellent job of handling these situations

6. Think carefully of the various things produced by the people in this division, how much are they producing?

    1. Their production is very low
    2. It is fairly low
    3. It is neither high or low
    4. It is fairly high
    5. It is very high

7. How good would you say is the quality of the productions or services produced by people in this division?

    1. Their products or services are of poor quality
    2. Their quality is not too good
    3. Fair quality
    4. Good quality
    5. Excellent quality

8. Do people in this division seem to get maximum output from the resources (money, people, equipment, etc.) they have available? That is, how efficiently do they do their work?

    1. They do not work efficiently at all
    2. Not too efficient
    3. Fairly efficient
    4. They are very efficient
    5. They are extremely efficient

APPENDIX B

INDICES AND ITEMS OF THE MEASUREMENT

Indices	Items
Managerial Leadership	
Actual Style	27, 29, 31, 33, 35, 37, 39, 41, 43, 45, 51, 52, 53.
Ideal Style	28, 30, 32, 34, 36, 38, 40, 42, 44, 46.
Organizational Climate	1, 2, 3, 4, 5, 6, 7, 15, 16, 17, 18, 23, 24, 25, 26, 83.
Peer Leadership	
Actual Style	54, 56, 58, 60, 62, 64, 66, 68, 70, 72, 74.
Ideal Style	55, 57, 59, 61, 63, 65, 67, 69, 71, 73, 75.
Group Process	76, 77, 78, 79, 80, 81, 82.
Organizational Effectiveness:	
Level 1	
Adaptability	87, 88, 89, 90, 91.
Productivity	92, 93, 94.
Satisfaction	8, 9, 10, 11, 12, 13, 14.
Level 2	
Adaptability	87, 88, 89, 90, 91.
Productivity	92, 93, 94.
Satisfaction	8, 9, 10, 11, 12, 13, 14.
Level 3	
Adaptability	87, 88, 89, 90, 91.
Productivity	92, 93, 94.
Satisfaction	8, 9, 10, 11, 12, 13, 14.

APPENDIX C

TABLE C-1

PEARSON CORRELATION COEFFICIENTS AND COEFFICIENT ALPHAS FOR MANAGEMENT SYSTEM INDICES

Management Systems Indices	Support	Goal emphasis	Help with work	Team building	Involvement	Managerial Leadership	Organizational Climate
Support	(.81)						
Goal emphasis	.51*	(.67)					
Help with work	.35*	.30*	(.82)				
Team building	.30*	.31*	.66*	(.70)			
Involvement	.29*	.28*	.56*	.64*	(.83)		
Managerial Leadership	.44*	.40*	.85*	.81*	.79*	(.93)	
Organizational Climate	.28*	.35*	.45*	.52*	.52*	.60*	(.86)

* Significance at <0.001.

Analysis of Data from Two Smaller Organizations
(Not Included in the Population)

TABLE C-2

MEASUREMENTS FOR MANAGEMENT SYSTEMS OF THE SMALLER ORGANIZATIONS

Organization Number	Level	MS. Dimensions	Mean	Standard Deviation	Average Mean	MS.
1	3	ML	3.68	0.75		
		OC	3.62	0.27	3.65	3
	2	ML	3.83	0.39		
		OC	3.38	0.42	3.61	3
	1	ML	3.41	0.44		
		OC	3.15	0.31	3.28	3
	All	ML/OC	-	-	3.51	3
2	3	ML	3.12	0.55		
		OC	2.50	0.33	2.81	2
	2	ML	2.70	0.95		
		OC	2.80	0.34	2.75	2
	1	ML	3.43	0.23		
		OC	3.01	0.39	3.22	3
	All	ML/OC	-	-	2.93	2
1&2	3	ML	3.46	0.71		
		OC	3.17	0.64	3.32	3
	2	ML	3.38	0.85		
		OC	3.15	0.47	3.26	3
	1	ML	3.42	0.35		
		OC	3.09	0.33	3.26	3
Over	All	ML/OC	-	-	3.28	3

Analysis of Data from Two Smaller Organizations
(Not Included in the Population)

TABLE C-3

ANALYSIS OF VARIANCE FOR MANAGEMENT SYSTEMS OF
THE THREE LEVELS (Smaller Organizations)

Management System Dimension	Level	Mean	Sum of Squares	Mean Square	F	Probability
	3	3.31				
Managerial leadership	2	3.31	0.07	0.04	0.07	0.931
	1	3.43				
	3	3.06				
Organizational climate	2	3.11	0.01	0.01	0.02	0.984
	1	3.07				

Analysis of Data from Two Smaller Organizations
(Not Included in the Population)

TABLE C-4

ANALYSIS OF VARIANCE FOR MANAGEMENT SYSTEMS OF DIFFERENT DEPARTMENTS (Smaller Organizations)

Management Systems Dimension	Department	Mean	Sum of Squares	Mean Square	F	Probability
Managerial leadership	Personnel	3.07	1.82	0.61	1.24	0.339
	Marketing	3.49				
	Accounting & Finance	3.10				
	Production	3.73				
Organizational climate	Personnel	3.11	0.97	0.32	0.96	0.441
	Marketing	3.20				
	Accounting & Finance	2.75				
	Production	3.27				

Analysis of Data from Two Smaller Organizations
(Not Included in the Population)

TABLE C-5

T-TEST FOR DIFFERENCE BETWEEN MEANS OF ACTUAL AND IDEAL STYLE
OF MANAGERIAL LEADERSHIP (Smaller Organizations)

Managerial Leadership	Level	Number of cases	Mean	Standard Deviation	Difference Mean	Correlation	F Value
Actual Style	3	10	3.56	0.72	-0.53	0.98**	-6.75**
Ideal Style			4.09	0.51			
Actual Style	2	10	3.45	0.82	-0.69	0.33	-2.73*
Ideal Style			4.14	0.44			
Actual Style	1	30	3.53	0.30	-0.79	0.52	-8.08**
Ideal Style			4.32	0.33			
Actual Style	All	50	3.51	0.63	-0.67	0.60**	-7.22**
Ideal Style			4.18	0.43			

* Significance at P<0.05
** Significance at P<0.001

TABLE C-6

BETA WITH DEGREE OF FREEDOM (DF) and F VALUE (F)
FOR EFFECTIVENESS AT LEVEL 1

Predictors	Adaptability DF = 4,58		Productivity DF = 2,60		Satisfaction DF = 3,59	
	BETA	F	BETA	F	BETA	F
Level 1						
Managerial leadership			0.31	5.23**		
Organizational climate	0.50	17.85**	0.33	5.76**	0.77	97.29**
Level 2						
Managerial leadership	-0.15	0.98				
Organizational climate	0.12	0.73				
Level 3						
Managerial leadership	0.14	1.47				
Organizational climate					-0.12	2.24
Department manager's Education					0.13	2.75
R	0.55		0.59			0.81
R^2	0.30		0.34			0.65
F	6.13**		15.61**			36.31**

* Significance at P<0.05
** Significance at P<0.01

TABLE C-7

BETA WITH DEGREE OF FREEDOM (DF) AND F VALUE (F)
FOR EFFECTIVENESS AT LEVEL 2

	Adaptability DF = 4,58		Productivity DF = 4,58		Satisfaction DF = 2,60	
Predictors	BETA	F	BETA	F	BETA	F
Level 1						
Managerial leadership					0.19	4.32*
Organizational climate	0.14	1.68				
Level 2						
Managerial leadership	0.21	2.31	0.26	3.13*		
Organizational climate	0.40	8.95**	0.17	1.30	0.68	55.66**
Level 3						
Managerial leadership						
Organizational climate			-0.11	0.90		
Department manager's Education	0.14	1.70	0.36	10.50**		
R	0.63		0.53			0.71
R^2	0.40		0.28			0.50
F	9.54**		5.68**			30.49**

* Significance at P<0.05
** Significance at P<0.01

TABLE C-8

BETA WITH DEGREE OF FREEDOM (DF) AND F VALUE (F)
FOR EFFECTIVENESS AT LEVEL 3

	Adaptability DF = 1,61		Productivity DF = 2,60		Satisfaction DF = 4,58	
Predictors	BETA	F	BETA	F	BETA	F
Level 1						
Managerial leadership			-0.10	0.73		
Organizational climate					0.16	2.14
Level 2						
Managerial leadership						
Organizational climate						
Level 3						
Managerial leadership	0.51	21.08**	0.39	10.49**	0.22	2.46
Organizational climate					0.43	10.11**
Department manager's Education					-0.10	0.98
R	0.51		0.39			0.62
R^2	0.26		0.15			0.38
F	21.08**		5.37**			9.07**

* Significance at P<0.05
** Significance at P<0.01