Chapter 3

Research Methodology

This chapter presents the research methodology. It consists of documentary research; process of model development, including instrumentation, sampling design, data collection and analysis; and conceptualization of the model tested through a case study. The research methodology is based on these objectives:

1. To analyze principles, theories and practices regarding a learning organization.

2. To develop a culture-specific learning organization model via the human resource development (HRD) unit in Thai organizations.

3. To test the model through a case study in Thai Airways International Public Company Limited via the Human Resource Development (HRD) unit.

Procedures

Stage 1   Documentary Research

Stage 2   Process of Model Development

      2.1   Instrumentation

      2.2   Sampling Design, Data Collection and Analysis

      2.3   Conceptualization of the Model

Stage 3   Model Testing Through a Case Study

Stage 1 Documentary Research

1.1   Studied and analyzed the theories, principles and practices of a learning organization.

1.2   Studied and analyzed the theories, principles and practices of Thai and Western cultures.

Stage 2   Process of Model Development

2.1 Instrumentation

From the literature reviews, the researcher was able to redesign Part 2 of the questionnaire based on the Learning Organization Practice Profile (LOPP) by Michale O'Brien (1994) to assess Thai and multinational enterprises and institutions. The questionnaire was categorized into 12 subsystems with 5 sub-data in each category for a total of 60 sub-data. The first 20 questions are related to Leadership, the next 20 to job Structure and Systems and the last 20 to Performance and Development. Following are the profile of the subsystems:

Questionnaire Sub-system Profile

Leadership		**1-20**
1.	Vision and Strategy	1-5
2.	Executive Practices	6-10
3.	Managerial Practices	11-15
4.	Climate	16-20
Job Structure and Systems		**21-40**
5.	Organizational and Job Structure	21-25
6.	Information Flow	26-30
7.	Individual and Team Practices	31-35
8.	Work Processes	36-40
Performance and Development		**41-60**
9.	Performance Goals and Feedback	41-45
10.	Training and Education	46-50
11.	Rewards and Recognition	51-55
12.	Individual and Team Development	55-60

2.1.1 Scale Used in the Questionnaire

To assess the questionnaire, a Likert scale was used to assess both columns. The first column assessed the current reality. The second column assessed the future possibility for becoming a learning organization. The scale is as follows:

5	indicates	Very much
4	indicates	Much
3	indicates	Moderate
2	indicates	Little
1	indicates	Least

2.1.2 Codes Used in Questionnaire for Identification of Supportive and Non-Supportive Characteristics of Learning Organization.

	T/W
1. Assertiveness is valued.	W
2. Sensitivity is valued.	T
3. Long-term oriented, focus on present and future.	W
4. Short-term oriented, focus on past and present.	T
5. Ambitious.	W
6. Contented.	T
7. Decentralization is popular.	W
8. Centralization is popular.	T
9. Dislike initiatives, failure is stigma.	T
10. Creative, take risk if appropriate.	W
11. Attribute failure to individuals.	W
12. Attribute failure to outside forces.	T
13. Disagreement is common.	W
14. Do not disagree to keep harmony.	T
15. Subordinates always seek help when encounter problems.	W
16. Supervisors must look for problems, subordinates wouldn't initiate a discussion.	T
17. Responsive to situation-opportunities.	T
18. Speaking one's mind is a characteristic of an honest person.	W
19. Tolerance is shown toward those with differing opinions and standards of behaviors.	W
20. Low tolerance for deviant behavior and ideas.	T
21. Empowerment is accepted and initiative is shown.	W
22. Instructions are sought and responsibility is avoided.	T
23. Indirect or circuitous.	T
24. Get to the point and be efficient.	W
25. Purpose of education is learning how to learn.	W
26. Purpose of education is learning how to do.	T
27. Rarely plan ahead, especially in long range, play it by ear.	T
28. Always plan ahead	W
29. Reward behavioral traits.	T
30. Reward performance.	W

Note: T = Thai Characteristics

W = Western Characteristics

2.1.3 Translation of the Questionnaire

The researcher translated the Learning Organization Practice Profile (LOPP) into Thai and asked the respondents to assess the processes and practices of their organization's current reality and the extent to which the organization could increase their potential for becoming a learning organization in the future.

The questionnaire was adapted from Learning Organization Practices Profile (LOPP) by Michale O'Brien (1994). The LOPP was created by studying more than thirty-five successful Fortune 1000 corporations in both the manufacturing and service sectors that have been purposefully becoming adaptive, flexible, learning organizations. The author studied the learning practices of these organizations through his consulting work with a number of them and through an extensive review of the literature. An original set of several hundred items was categorized and narrowed down by a group of experts in the field of organization development. The results were sorted, then further reduced to a list of one hundred items, which formed the basis of the original profile. The list has been reduced to sixty sub-data for this self-scoring version of the LOPP (O'Brien, 1994).

After translation, the questionnaires were sent along with the recommendation letter from the Academic Division, The Faculty of Higher Education, Chulalongkorn University, to HRD professionals and university professors in Thailand to assess its content validity prior to testing its reliability. Revisions were made to clarify some of the wording. Finally, the content validity of the questionnaire was passed by research advisors and experts.

2.1.4 Validity and Reliability of the Questionnaire

Through the review of theories and research findings, the preliminary study and a framework of the study design, the first draft of the questionnaire was constructed. HRD professionals and university professors were consulted to assess the content validity prior to its reliability trial. The first draft of the questionnaire was tested in a sample of 30 random employees of both private and public enterprises and higher education institutions.

The Cronbach's alpha coefficient was employed to assess reliability of data in Parts 2 and 3 of the questionnaire. The alpha coefficient of the questionnaire in Part 2 regarding the current reality and the future possibility of the organization has a 98% and 97% reliability respectively. In Part 3 of the questionnaire, the alpha coefficient regarding Thai characteristics and characteristics that support a learning organization has an 82% and 93% respectively. Overall, Parts 2 and 3 of the questionnaire have a greater than 80% reliability.

2.2   Sampling Design Data Collection and Analysis

2.2.1   Population and Samples

The first group surveyed was private enterprises. These are service oriented, consisting of 4 multinational banks, 4 Thai banks, 4 multinational hotels, 4 multinational insurance companies and 4 Thai insurance companies. These categories of service enterprises were selected as samples because of their HRD programs. They are both multinational and local enterprises. Samples were limited to those in Bangkok.

The second group was the public enterprises. These are in the public sector, which are both governmental and service oriented. Samples were limited to those in Bangkok.

The third group was the higher education institutions, consisting of 4 private and 4 public institutions. Samples were limited to those in Bangkok. Within each enterprise and institution, data was stratified into 3 groups: top, middle and first-line managers, consisting of 2 samples from top managers, 4 from middle managers, and 4 from first-line managers. The respondents in each group were selected purposively according to job functions: HRD, Marketing, Finance, Planning and Operations.

The sample random sampling method was used for selecting the sample (respondents) in each group. The total sample was 320. A name list of the enterprises and institutions appears on pages 120-121, and a summary of the population and size appears on page 112.

Summary of Population and Samples

ENTERPRISES/ INSTITUTIONS	MULTINATIONAL					THAI				
PRIVATE ENTERPRISES (SERVICE INDUSTRY)	O	R	TOP MANAGERS	MIDDLE MANAGERS	FIRST-LINE MANAGERS	O	R	TOP MANAGERS	MIDDLE MANAGERS	FIRST-LINE MANAGERS
BANKS	4	10	2	4	4	4	10	2	4	4
HOTELS	4	10	2	4	4	4	10	2	4	4
INSURANCE COMPANIES	4	10	2	4	4	4	10	2	4	4
TOTAL	12	30.	6	12	12	12	30	6	12	12
PUBLIC ENTERPRISES	-	-	-		-	4	10	2	4	4
PRIVATE HIGHER EDUCATION	-	-	-		-	4	10	2	4	4
PUBLIC HIGHER EDUCATION	-	-	-		-	4	10	2	4	4
TOTAL	-	-	-		-	8	20	4	8	8

O = Organization, R = Respondent

Sources   Directory of Banks in Thailand. (2000). Bangkok: Bank of Thailand.

The Official Airline Timetable February 2000. Bangkok: Airline Club of Thailand.

Directory of Insurance Companies in Thailand. (2000). Bangkok: Dhipaya Insurance PCL.

Directory of Government Enterprises. (2000). Bangkok: Office of State Enterprise and Government Security, Comptroller General's Department.

Directory of Universities in Thailand. (2000). Bangkok: Bureau of Private Higher Education Curriculum: Evaluation and Development.

2.2.2 Data Analysis

The analysis of the data corresponded to the general research questions. The data was analyzed by the statistical package of SPSS/PC + Version. The following statistical analyses were used:

Descriptive statistics contained mean, standard deviation. Frequency and percent distribution were performed to describe socio-demographic characteristics of the sample population.

One-way analysis of variance (ANOVA) and Scheffe's method were conducted to examine the differences in perception of the different levels of managers on the current reality and future possibility of the organization.

Paired t-tests were conducted to examine the difference in perception of current reality and future conditions of the organization. The researcher set up criteria for interpreting the level of perception in each dimension as 1) perceptions about the current reality and future conditions of the organization, and 2) perceptions of characteristics which are considered as Thai characteristics and how conducive are they in facilitating a learning organization.

5.00 — 4.51	indicates	Very Much
4.50 — 3.51	indicates	Much
3.50 — 2.51	indicates	Moderate
2.50 — 1.51	indicates	Little
1.50 — 1.00	indicates	Least

2.3 Conceptualization of the Model

To conceptualize the model, results from the documentary research and data comprised of 60 sub-data were categorized into 12 sub-systems. The 60 sub-data were categorized into 3 dimensions -- leadership, job structure and system, and performance and development. The results from the questionnaire regarding Thai

characteristics and how they are conducive to support learning organizations were also used for conceptualizing the learning organization model via the HRD unit.

Stage 3 Model Testing Through a Case Study

3.1 Transformational Leadership Workshop as a Case Study

Managerial staff from various departments at Thai Airways International Public Company Limited were selected for a case study to test the HRD model for developing a Thai learning organization.

The case study was a training workshop called The Transformational Leadership Workshop. The workshop was conducted in Sappraiwan Hotel and Resort at Phitsanulok, Thailand, facilitated by Associate Professor Dr. Pornchulee Achava-Amrung and organized by Ms. Malee Dhamasiri. The Transformational Leadership Workshop was chosen as a strategy to test the HRD model for an organization that needed to transform. This requires sensitive leadership and people giving their best. When those in authority demonstrate that they are beginning to change for the better, they get the necessary energy to inculcate their way of working through the organization.

3.2 Pre-test and Post-test of the Case Study

Participants were asked to answer three questions before the workshop and after the workshop:

Question 1: From your understanding, what is a learning organization? What are some of the characteristics of a learning organization?

Question 2: As a leader or manager, how can you apply the concept of a learning organization to develop your organization?

Question 3: What are some of the Thai characteristics that support continuous learning for Thai organizations?

3.3 Case Study Report

Content analysis from the questions 1 and 2 in the case study was used for analyzing the pre-test and post-test. T-test was used for comparison between pre-test and post-test. Question 3 assessed the respondents' knowledge of Thai supportive and non-supportive characteristics and were analyzed and presented in percentage.

Summary of a Research Process

Objectives of the Study	Population/Samples	Data Collection	Instrument	Analysis of Data	Outcomes
1. To study and analyze theories, principles and practices regarding learning organizations	Text books, periodicals, researches and internets.	Documentary scanning, universally and in Thailand	Result	Content analysis	Theoretical basis integration
2. To develop a culture specific learning organization for HRD unit in Thai organizations	Random sampling of Thai service organizations 4 multinational enterprises 4 private enterprises 4 public enterprises 4 private higher education institutions 4 public higher education institutions Top-middle and first-line managers	1. Administer survey questionnaires to samples.	Questionnaires - Translate and test validity - Split-half reliability	- t-test	Drafted model
3. Test the validity of the model by a case study of Thai managers at International Public Company Limited via HRD Department	A case study with a specific function wwithin an organization	- Quasi Experimental Research - Observation - Questionnaire	Course curriculum	Pre and Post-test by t-test Content analysis	Final proposed model