

**DETERMINATION OF SITUATIONAL LEADERSHIP ALONG  
WITH STAFF'S PERSONALITY TYPE AND LEARNING STYLE:  
A CASE STUDY OF FAMILY BUSINESS IN KANCHANABURI**

The image features a large, faint watermark of the Mahidol University logo in the background. The logo is circular, with a blue center containing a golden emblem of a traditional Thai stupa. The outer ring of the logo contains the university's name in Thai script: "มหาวิทยาลัยมหิดล" at the top and "มหาวิทาลัยมหิดล" at the bottom.

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**A THEMATIC PAPER SUBMITTED IN PARTIAL  
FULFILLMENT OF THE REQUIREMENTS FOR  
THE DEGREE OF MASTER OF MANAGEMENT  
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Thematic paper  
entitled

**DETERMINATION OF SITUATIONAL LEADERSHIP ALONG  
WITH STAFF'S PERSONALITY TYPE AND LEARNING STYLE:  
A CASE STUDY OF FAMILY BUSINESS IN KANCHANABURI**

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(A CASE STUDY OF FAMILY BUSINESS IN KANCHANABURI)**

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**ABSTRACT**

The purpose of this study was to identify the most appropriate leadership style based on three different theories: employee's personality type, learning style, and employee readiness. A total of five employees from family business in were selected to participate in this study. Two instruments were used for this research to evaluate employee's personality type and learnings styles. The personality type questionnaire is based upon the works of Myers-Briggs and the learning style questionnaire is based upon the works of Honey & Mumford. Based on the situational leadership theory introduced by Hersey & Blanchard, observations were conducted to study the readiness, willingness, and competence level of the employees. This was done to find the best leadership style based on the results from the questionnaires and observation.

**KEYWORDS:** Personality type / Learning Style / Situational Leadership /  
Family Business / Kanchanaburi

49 pages

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# CHAPTER I

## INTRODUCTION

### 1.1 Rationale of the Study

Family-owned businesses are vital engines in today's global economy. These enterprises are key players that significantly influence the economies of both developing and developed nations. Based on research data that dates back to the year 2013, it is estimated that the total market value of family-owned businesses in Thailand is 28 trillion Baht, which makes up 70 percent of Thailand's total market value (Srihong, 2013 and cited in Apisakkul, 2015). Family-owned businesses are potent players in each and every industry.

According to statistics, an estimated 30 percent of family businesses survive the first generation transition, and only half of that percentage endure to the third generation (Parker, 2007). Regardless of its high failure rate, family business transition within family members is still widely practiced. In most family-owned businesses, conflicts usually occur when it involves the shift in authority and power within the business. Consequently, sudden changes without appropriate planning would result in adverse impact on the non-family members in the enterprise. To minimize the "shock" in sudden position transitions in the workplace, appropriate measures and planning have to take place. However, due to the uniqueness of each family-owned enterprises, whether it be the size of the company, number of employees, or type of business, there is no absolute method or approach to deal with every variation of family-owned business (Janjuha-Jivraj, 2014).

A common issue encountered among family-owned businesses revolve around the "human" factor within the organization (Parker, 2007). According to the Mary Hladio, President of Ember Carriers Leadership Group, she highlighted the importance of non-family talents and how their contribution would highly benefit family-owned businesses (Myers, 2013). Succession without a plan would definitely impact the work ethics of the non-family members in the company. Therefore, it is vital

for companies to strategize plans to apply the most appropriate leadership style to target different employee personalities.

This research study is based on a family owned business located in the Kanchanaburi province of Thailand. As one of the province's largest fertilizer company, the company widely distributes its products, ranging from nitrogen fertilizers to organic fertilizers, throughout the 6 regions of Thailand. The company does not have departments, rather the company utilizes the traditional hierarchy organizational structure. Currently, the researcher holds the position of General Manager at this family-owned business, and there are five other office staffs. Aside from the office staffs, there are several other factory laborers.

## **1.2 Research Objectives**

This paper aims to diagnose and explore different situational leadership styles to manage non-family member staffs based on their personality, learning styles, and readiness level.

1. To identify the most appropriate situational leadership style to manage staffs
2. To identify the company staff's personality, learning style, and readiness level

## **1.3 Research Questions**

“What situational leadership style should manager use to manage staffs more effectively?”

“How staff's personality type and learning style can help manager to improve cooperation among staffs and manager?”

“How motivating and supporting work environment for staff's readiness can help manager to increase productivity?”

#### **1.4 Scope of the Study**

This research is based on a first generation family-owned business located in Kanchanaburi, which is currently going through a transition. The respondents of this research are non-family member staffs of the family business located in Kanchanaburi.

#### **1.5 Contribution of the Study**

The results of this research will hopefully lead to improved working relationships between family members and thus prevent unnecessary future conflict.



## **CHAPTER II**

### **LITERATURE REVIEW**

In order to identify the right leadership style to manage staffs in a medium enterprise post-transition period, this chapter will provide a series of reviews of literature relevant to the study. The selected literature mainly focuses on the topic about the type of business, leadership styles, personality types, and learning styles.

The first part of the chapter concentrates on the definition of the terms medium enterprise and family business. The definitions presents a better understanding of the characteristics and background of the terms. The second part defines situational leadership and the different styles of leadership under this type of leadership. The third part of this literature review illustrates the many personality types based on the Myer-Briggs Type Indicator theory. The last part discusses about the definition of learning styles and its relation to managing staffs.

Overall, this chapter is mainly divided into three parts: 1) definition of medium enterprises and family business; 2) situational leadership styles; 3) personality theory; and 4) learning style theory.

## **2.1 Definitions**

### **2.1.1 The Definition of Medium Enterprises**

According to the Ministry of Small and Medium Enterprises of Thailand (2002), small and medium enterprises are categorized based on the type of industry and the number of employees in the company or the total amount of assets. There are four main industries (manufacturing, wholesale, retailing, and service) and the size of companies within each industry is classified differently. The number of employees or the total amount of asset value are factors used to classify companies into small or medium sized companies. For instance, in the manufacturing industry, businesses with

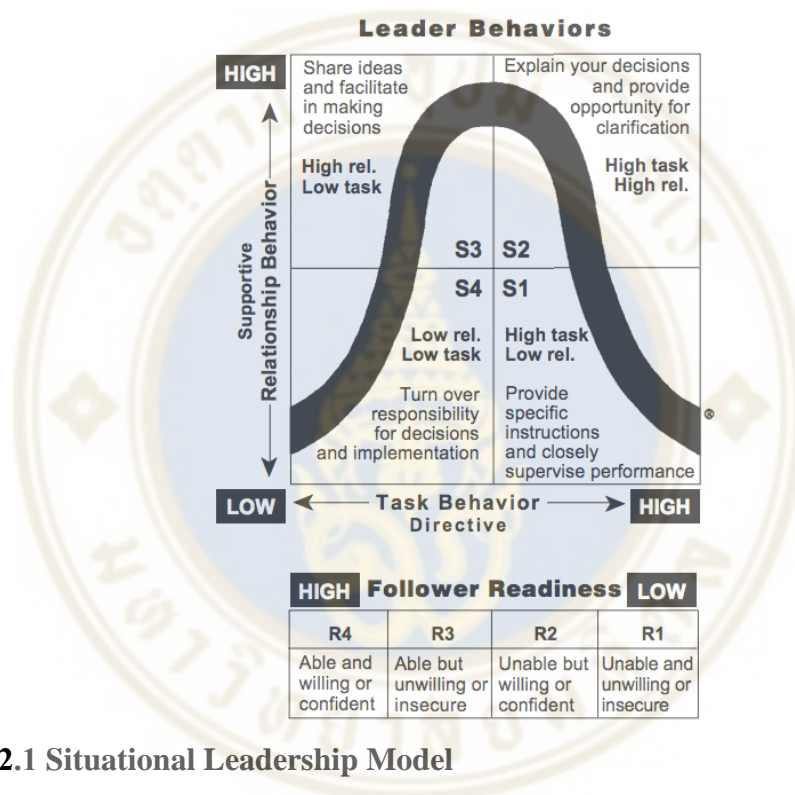
up to 50 employees is considered as a small enterprise. On the other hand, in the wholesale industry, businesses with up to 25 employees is considered as a medium enterprise. Furthermore, the total asset value is also used to assess the size of a business, for instance, a business in the service industry with assets up to 50 million baht is considered as a small enterprise, whereas businesses in the same industry with assets no less than 50 million baht and up to 200 million baht is considered a medium enterprise (2002).

### 2.1.2 The Definition of Family Business

Miller and Rice (1967, p.108) first defined the term “family business” as businesses that comprises of an unique characteristic: a single family owns the majority of the voting equity allowing them to control the strategy and policies. According to Wortman (1995), this single term could be defined in more than twenty different interpretations. While most definitions highlights two characteristics of family businesses: management and ownership, other definitions focuses on other aspects, such as family culture, as a mean to define the business (Litz, 1995). Different definitions concentrates on different aspects of the business, resulting in some definitions overlapping with non-family type businesses. For instance, some businesses have equal level of family involvement in a corporation but are not considered as family business. The two most widely accepted definitions of the term is from the academic journal, *Realizing the Potential of the Family Business*, written by Peter Davis and *Work Family conflict: A study of American and Australian family businesses*, written by Kosmas Smyrnios and others. Davis (1983) defined the term “family business” as an interaction between two sets of organizations, family and business, whereby in combination establishes the unique characteristic of the business. On the other hand, Smyrnios (2003) listed criteria for a business to be considered as a family business, which are the following: at least 50 percent of the ownership remains under a single family, a single family controls business operations, senior managements are from a single family.

## 2.2 Situational Leadership Style

One of the most important aspects of management is “leadership”. An effective leader should be equipped with certain traits for them to efficiently contribute to the wellbeing of the organization and their followers. There are several theories that illustrates the characteristics of an effective leader. One of the most renowned is the situational leadership theory proposed by theorists. Paul Hersey and Kenneth Blanchard. The figure below illustrates the situational leadership model.



**Figure 2.1 Situational Leadership Model**

Situational leadership theory, first introduced in the 1970s, is part of the contingency theories of leadership. Contingency theories of leadership is a set of leadership theories that states that a leader’s effectiveness is related to leader’s traits or behavior in relation to differing situational factors (Bolden, Gosline, Marturano, & Dennison, 2003). Moreover, it holds that there is no single all-purpose leadership style, but rather leaders that can adapt. In terms of the situational leadership theory, Hersey and Blanchard believes that an effective leader should be able to adapt his management behavior to the level of their subordinate’s maturity and sophistication (Schermerhorn, 1997). As shown in the figure above, the theory focuses on four dimensions of

leadership styles based on two main factors: the amount of directions leaders are to give (task behavior), the amount of socio emotional support the leader gives (relationship behavior). The x-axis is the task behavior, which is the degree of one-way communication from the leader to the employee, whereas the y-axis shows the relationship behavior, which is the degree of two-way communication between the leader and the employee. The bar beneath the graph shows the willingness and readiness level of the employee. From left-to-right, the employee becomes more willing and more confident in his or her job. The furthest right box, R1, best describes new recruits that lack confidence, while R2, describes employees who had been working for a while, and is slowly becoming accustomed to the work, but still lack confidence. As for the box R3, it best describe employees who had been working for a significant amount of time, is competent and confident in their work, but lacks in terms of experience to make decisions on their own. As for box R4, it best describes employees who are highly competent and confident, are able to make decision on their own, and do not require further directions from their leader. It is crucial for leaders to correctly identify employee readiness in order to identify the best leadership style to deal with employees.

In the lower right quadrant of the graph, high-task/low-relationship leader behavior (S1), is referred to as the telling or directing style of leadership. This type of leadership style is most appropriate for new employees that require high levels of directive behavior and low levels of supportive behavior. New recruits are characterized as the R1 from the bar chart. This style is defined as a one-way communication from leader telling subordinates what, when, how to do tasks.

In the upper right quadrant of the graph, high-task/high-relationship leader behavior (S2), is referred to as the selling or coaching style of leadership. Unlike S1, this style of leadership have transformed into a two-way communication between the leader and subordinate. Despite the fact that most instructions are still given by the leader, the leader has to start selling his ideas to the followers in order to build confidence within them.

In the lower left quadrant of the graph, high-relationship/low-task leader behavior (S3), is referred to as the participating style of leadership. Unlike S1 and S2, this style of leadership has low task behavior, which means that the leader no longer has to define the roles of followers and telling them what to do. In this style of leadership,

subordinates have the ability to complete tasks, however their low level of confidence has to be uplifted by their leader.

In the upper left quadrant of the graph, low-relationship/low-task leader behavior (S4), is referred to as the delegating style of leadership. It is the leadership style where the leader simply delegates work and gives subordinate the freedom to make decisions and take responsibility for their work.

Lastly, competency and commitment levels of the team should be used as an indicator that determines the leadership style to be adopted (Webster, 2017). More importantly, close observation on employee's maturity development is vital to determine the appropriate leadership style to be used.

### **2.3 Personality Type**

All human beings have personality. However, personality is an intangible trait that cannot be easily grasped upon and measured. Throughout the years, many psychologists have developed numerous theories to measure and identify human personality. One of the most famous personality theory is by Carl G. Jung.

Carl G. Jung is best known for his devoted research in the field of analytical psychology. He was the first to discover the two major orientation of personality: extroversion and introversion. Extroverts are characterized by their outgoing personality, and devotion of their energy towards social activities. Introverts, by contrast, are characterized by their interest in life of the mind than the events of the outside world (McLeod, 2014).

Aside from the two attitudes, Carl Jung came up with four functions, that when in combination with the two attitudes from the eight different personality types, which are the following: extroverted thinking, introverted thinking, extroverted feeling, introverted feeling, extraverted sensing, introverted sensing, extroverted intuitive, and introverted intuitive. The first two functions are based on individual's judgment: thinking and feeling type. The feeling type base their decision according to emotional evaluations and values conscious activity (Crellin, 2014). Whereas, the thinking type base their decision according to careful calculations and logic. The other two functions are sensation type and intuition type. Individuals that are sensation type responds to the



external stimuli and are attentive sensory perceptions (Crellin, 2014). While, intuition types are more likely to make quick decisions and do impulsive things. They make decisions without explanation or understanding.

The following paragraphs will illustrate the most popular tool to define an individual's psychological personality type.

### **2.3.1 Myers-Briggs Types Indicator (MBTI)**

Based on the theory of Carl G. Jung, Myers-Briggs Types Indicator, or MBTI, is developed by Isabel Briggs Myers and her mother Katherine Briggs. MBTI is an instrument that measures an individual's personality through a set of questions. The result of the questionnaire will determine the personality through a four-letter code. For instance, an individual that received the results of "INTP" defines as having the personality of being Introverted, Intuition, Thinking, and Perception. Since the Myers-Briggs Types Indicator is based on the works of Jung, each letter of the result will correlate with the definition from the paragraph above.

The first letter of the result determines one's general attitude towards the world, whether the individual is introverted or extraverted. For instance, an introverted individual would avoid large groups and acquire energy from being alone rather than being around people. The second letter of the four-letter code determines a person's perceptual style, whether the individual rely on sensible facts or more on intuition. The third letter represents an individual's thinking process, whether the individual rely on feelings or logical thinking. The last letter of the four-letter code is the judging-perception dimension. The last dimension, later developed by Myers-Briggs, states how one behaves in the outer world (Martin, 1997). Individuals that prefer a structured, decided lifestyle, are classified with the personality of a judger, on the other hand, individuals that prefer a more flexible lifestyle, are perceivers.

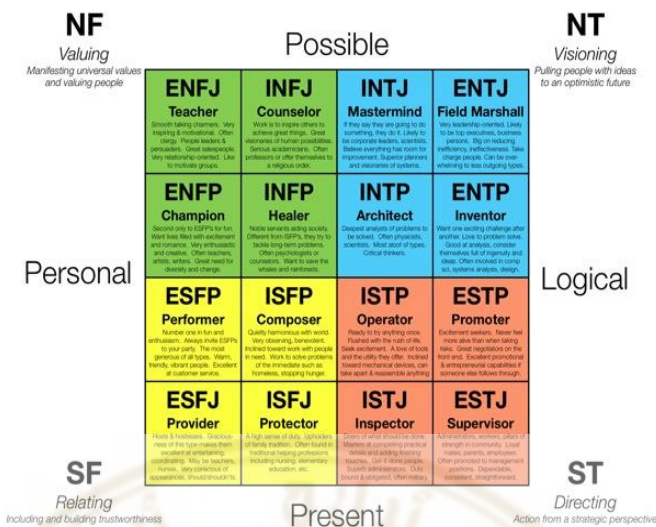


Figure 2.2 MBTI Diagram

### 2.4 Learning Styles

Based on the works of Kolb, two Peter Honey and Alan Mumford (2000) identified four different types of learning styles: activist, theorist, pragmatist, and reflector. Generally speaking, learning styles is defined as an individual’s most preferred method of learning. However, it is not limited to recognizing an individual’s learning preferences, learning styles also realizes an individual’s characteristics. Thus, learning style theory can also be applied to management theories, whereby managers are able to further understand the characteristics of their subordinates. The figure below illustrates the four different learning styles.

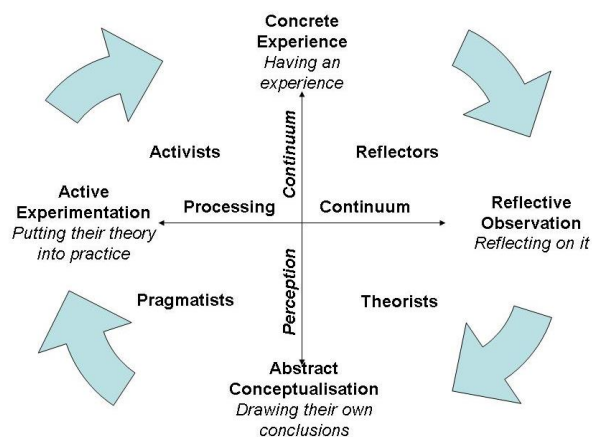


Figure 2.3 Honey and Mumford’s Learning Style Theory

The first learning style is the activist's method. Activists are individuals that learn best through hands-on approaches. In one scenario, activist would require repetitive hands-on activities to best absorb what is taught. For instance, in order to memorize a certain phrase or wording, repetitive writing or speaking the phrase would be most efficient. Furthermore, activists are open minded individuals that prefers working in groups. Whereby they respect the ideas of others without bias and enjoys collective brainstorming activities (Mobbs, n.d.). With an attitude having to try anything once, they enjoy the challenge of new experiences, however, they avoid long term devotion into a single activity (Honey and Mumford, 1982).

The second learning style is the theorist's method. Theorists are learners that seeks to engage in deep understandings about theories behind one's actions. Thus, their most preferred method of learning is through the use of models, statistics, and concepts, where they are able to further involve themselves in the learning process (Mobbs, n.d.). Theorist enjoys deconstructing problems and thinking them through step by step, where they frequently asks themselves whether the logical theory behind it made sense. Furthermore, theorists reject ideas and concepts that are based on subjective judgments, where they believe have no theory to support its certainty (Honey and Mumford, 1982).

The third learning style is the pragmatist's method. Pragmatists are individuals that seeks practicality. They are attracted by concepts and theories that are able to be used and applied practically in real life situations. Furthermore, they enjoy experimenting with theories, by finding ways to prove the practicality of such theories (Mobbs, n.d.). With an attitude of "there is always a better way", pragmatists are continuously searching for new ideas and testing them out. However, they avoid abstract ideas and prefers making practical decisions in solving problems.

The last learning style is the reflector's method. Reflectors are observant individuals. Their preferred method of learning is through observations and reflecting about what had happened and analyzing them (Mobbs, n.d.). They enjoy collecting data through means of observing their surroundings and from others, and analyzing thoroughly before reaching an appropriate conclusion. Their attitude is to be cautious (Honey and Mumford, 1982). Therefore, before acting on something, they would go through the process of evaluating from all angles and considering all possibilities. They

dislike being the center of all attention but rather keep a low profile and prefer listening to others.

To sum up, Honey and Mumford's Learning Style Theory composes of four different learning styles 1) activists are individuals that seek hands-on experiences 2) theorists are individuals that are constantly in pursuit of theories behind actions 3) pragmatists are individuals that experiments with the practicality of theories 4) reflectors are individuals that incline towards observations rather than being fully involved.



## **CHAPTER III**

### **RESEARCH METHODOLOGY**

This chapter will state the research methodology, instruments used, and the methodology in collecting data. This research is based upon employees of the family business in Kanchanaburi. All five employees are invited to conduct the research. The researcher have chosen to use both the quantitative method and qualitative method to conduct this research. In the case of the quantitative method, questionnaires generated based on the two theories: Myers-Briggs and Honey and Mumford's, are distributed to each employee.

The main objective of the questionnaire is to recognize the personality type and learning style of each of the employees. As for the qualitative method, observation method is used to study the readiness, willingness, and competence level of the employees, which will later be applied in the situational leadership analysis for the best style of leadership.

#### **3.1 Data Collection**

Each questionnaire is handed to the employees individually in a paper format. After the completion of the questionnaires, the researcher is responsible to going through whether there are any faults in the calculation part.

#### **3.2 Data Source**

The respondents of this study are the current employees of the family business located in Kanchanaburi. There are five respondents for this research study.

### 3.3 Questionnaire

There are two questionnaires used in this research. The personality test is based on the Myers-Briggs Type Indicator, while the learning style test is based on the works of Honey and Mumford.

The first questionnaire, personality test, is divided into two main parts. The first part is a set of statements paired in an a-b format. Unlike ordinary questionnaires where it is based on a question-answer format, the Myers-Briggs personality test is composed of several statements where respondents are asked to score it on a scale of 0 to 5, from having a strong negative feeling to it or a strong preference towards it. But, the scores of each pair must add up to 5. For instance, an individual might feel strongly negative about statement "A" making them score a 5, therefore the paired statement B must be scored 0 in order to sum up to 5. The second part of the questionnaire asks respondents to transfer the scores for each item of each pair to the provided blank spaces. Then, respondents are asked to total their score for each column, where each column represents different dimensions of an individual's personality. The highest scoring column thus represents the individual's personality.

The second questionnaire is based upon the works of Peter Honey and Alan Mumford. It is divided into two parts. The first part of the questionnaire consists of 12 statements. Respondents are asked to circle statements where they find best describes themselves. Its main objective is to figure out one's learning style. Similar to the previous questionnaire, in the second part, respondents are asked to total their circles to find out their learning style.

## **CHAPTER IV**

### **DATA ANALYSIS**

This chapter will discuss and analyze results retrieved from the questionnaires and handed out to the employees at the company, as well as, observation data. This chapter is divided into two main parts, which are the quantitative and qualitative

The quantitative part will discuss about results from the two sets of questionnaires. The first is the results from personality test based on the Myers-Briggs theory of personality. Based upon the answers of each employee, this part will provide an in-depth analysis of the personality type of each of the staffs. This part will be supported by details from observation made by the researcher. The second part is the results from the learning style questionnaire. In this part, the researcher will discuss the results of the learning style comparing it with observation data as observed by the researcher.

The qualitative part will discuss about the readiness level of the staffs based on upon their level of ability and level of willingness. Each staffs is evaluated based on observations conducted by the researcher. Their readiness level will determine the type of situational leadership managers should use to manage their staffs.

#### **4.1 Quantitative Part**

##### **4.1.1 Analysis of Personality Type**

The following paragraphs will analyze each of the employees based on the results from the personality type questionnaire. The analysis states the personality dimension each employee had received and supported by examples which are collected from data from observation. As aforementioned, the personality type questionnaire is based upon the works of Isabel Briggs Myers and her mother Katherine Briggs.

**Table 4.1 Results from Personality Questionnaire**

<b>Respondents</b>	<b>Extraverted - Introverted</b>	<b>Intuition - Sensing</b>	<b>Feeling - Thinking</b>	<b>Perceiving - Judging</b>
Staff P	Introverted	Sensing	Thinking	Perceiving
Staff B	Extraverted	Sensing	Thinking	Judging
Staff K	Extraverted	Sensing	Feeling	Judging
Staff T	Extraverted	Sensing	Thinking	Judging
Staff N	Introverted	Sensing	Thinking	Judging

**Respondent 1**

Staff P, is one of the sales officer at the family business in Kanchanaburi. She has been working with the company for the longest period of time. She is well-accustomed to the company's work procedures and has the most experience out of all the employees. Due to her seniority, she is well respected by both the owners and her fellow co-workers. She is an influential character in the workplace, where her ideas and stance makes great impact. She is responsible for sales in the Southern regions of Thailand. Her other responsibilities include handling petty cash, issuing receipts and tax invoices, and paying suppliers. Aside from this, she is also responsible for mentoring new employees. Based on the personality questionnaire, the researcher have concluded that the personality type of staff P is ISTP.

In the first dimension, staff P scored relatively high as an introvert. According to the questionnaire, the only statement that she scored high as an extrovert is that she makes decisions after consulting with others and not simply relying on one's thinking. This is relatively true for her as she would always consult with the manager and her co-workers before making any important decisions. Aside from this, she shows vivid qualities of being an introvert. From observation, staff P would always volunteer to stay alone at the office to look after the office, while the other employees leave for



lunch. Furthermore, staff P shows signs of uneasiness when dining with her co-workers, and would usually put on her headphones to avoid conversation.

In the intuition and sensing dimension, staff P is a sensor. According to the Myers-Briggs Type Indicator, it states that sensors are careful and detailed individuals (Martin, 2007). This stands true for staff P, as from observation, she works rather slowly, but her works are always error-free. Another characteristic of a sensor is that they prefer working with concrete facts rather than focusing on unreachable possibilities. For example, staff P is enthusiastic about calculation, which shows that she prefers figures and numbers, rather than having to base on assumptions.

As for the third dimension, staff P scored highest in the thinking dimension. Alike the sensing dimension, staff P relies on facts, data, and reasons to make decisions. As aforementioned, staff P relies on figures and numbers rather than on baseless assumptions. One example is that she single handedly developed a formula chart for the calculation of fertilizer price difference to accurately calculate profit received from sales. However, one drawback being a thinker is that thinkers are stubborn people, alike how from observation, staff P only used the formula she developed and refused to follow any other methods of calculation.

The last dimension, perceiver and judger, staff P has the personality of a perceiver. From the questionnaire, the difference between perceiver and judger is pretty close, with a score of 21 to 19. However, staff P has showed certain traits of perceiver from being an adaptable person. For instance, there was the implementation of a new program in the office. In order for it be effective, employees have to agree with its implementation. At first, staff P was hesitant about the change, as she was already accustomed to the old system. However, after going through the facts and reasons that the system would improve work efficiency, she agreed to the change. This shows how she is a flexible and adaptable person, in correlation with the characteristics of a perceiver.

## **Respondent 2**

Staff B is one of the employees at the family business in Kanchanaburi. Staff B works the afternoon shift and is mostly responsible work handed from other employees. His work revolves around handling bills, settling invoices, and weighing

trucks. From the researcher's observation, she explains that staff B has displayed great qualities of being a fast learner and a hardworking person. However, his only weakness is that he is not careful about his work and often makes mistakes. Based on the personality questionnaire, the researcher have concluded that the personality type of staff B is ESTJ.

With a score difference of 10 to 30, it is clear that staff B is an extrovert. Since his job description includes assisting other people with their work, it is expected for staff B to enjoy working with other people. From observation, staff B is a very friendly person, as he likes to joke around with his colleagues According to Myers-Briggs Indicator Type, it explains that extroverts are impatient people (Martin, 2007). This correlates with, the findings from observation, where it shows that staff B's weakness as a careless person that only seek to quickly finish his job rather than having to double checking his work.

The second dimension that describes staff B's personality is being a sensing person. With a score of 22 to 18, it is a close call between sensing and intuition. Since the difference between the sensing and intuition dimension is minute, therefore it could be said that staff B displays the personality of both dimension. As an extroverted sensor, staff B is a highly impulsive person, where he dislike over-analyzing a situation (Priebe, 2015). For instance, he always hurries to finish his work. Another trait of a extraverted sensor is that they are people that would like to display their talents to receive acknowledgement either from the management or from his fellow colleague. However, with staff B's personality as a careless person, managers are reluctant in entrusting him with important documents. Thus, causing him not being able to display his talents.

In the Feeling-Thinking dimension, staff B scored higher as a thinker. According to Myers-Briggs's description of a thinker, it states that thinkers are logical individuals (Martin, 2007). They base their actions, thoughts, and conclusion on logic rather than feeling. As a extroverted thinker, staff B is a highly productive individual. From observation, he would constantly pitch in new ideas and suggestions on new and better working procedures to raise efficiency levels at the office.

In the Judging-Perceiving dimension, staff B is shown to have the personality type of a judger. According to Myers-Briggs, judgers are decisive, stubborn, impatient individuals with a structure lifestyle (Martin, 2007). From observation, the

researcher had noticed that staff B displayed decisive and great communication skills in ways of explaining something to the manager and his fellow colleagues. For instance, when pointing out a calculation error found in the balance sheet, he would always write it out for others to see a clearer picture.

### **Respondent 3**

Staff K is the newest member to the company. Currently, she is still receiving job trainings from staff P. Her training includes having to learn about issuing invoice, selling strategies, and etc, which all are for her to prepare to become responsible for the sales of the southern regions of Thailand. Results from the MBTI shows that she is an ESFJ.

Unlike staff P, who has been working for more than 10 years, staff K, who worked for three months, is already very close to her colleagues at the workplace. This clearly shows that she is an extrovert, as she is able to become close with co-workers in a very short period of time. Furthermore, from observation, the reason that she is able to become close with her co-workers is because she is a talkative person.

From the personality type questionnaire, it is said that staff K is inclined towards being a sensor. According to Myers-Briggs, one of the weaknesses of a sensor is that they avoid and ignore procedures or programs that they find complicated (Martin, 2007). This is true for staff K, as from observation, the researcher states that in one occasion, the commission amount on a certain bill did not show on the system, instead of solving the error in the system, she asks other employees to solve it for her. From the example above, one can see that staff K avoids complicated tasks.

In the feeling dimension, staff K has displayed qualities of using her feelings in making decisions rather than basing them on facts. For instance, staff K gave a high score on the statement “using common sense to make decisions”. From observation, staff K would constantly approach staff P, she thinks that there is are errors in the system, however, she fails to provide causes, details on what the error is or how to solve it. Furthermore, according to Myers-Briggs, feelers are more inclined towards people’s feelings and emotions rather than logical analysis of a person (Martin, 2007). Thus, feelers generally get along well with other people. This is true for staff K as she is able to get along well with other employees in the company. From observation, she is seen

giving relationship advices to other employees in the company, thus supporting her personality as a feeler that emphasizes on the feelings of people.

Judgers are decisive, stubborn, and follows only to instructions. In the case of staff K, she only follows the instructions as what staff P has instructed and is hesitant to act on something outside of what is told. For instance, from observation, staff K is assigned to recheck the invoice statements, however, when she found errors in it, she only marked it as error instead of correcting it.

#### **Respondent 4**

Staff T, one of the three sales officer, is responsible for sales in the Northern and North-Eastern regions of Thailand. He has been working with our company for a significant period of time. He is an open minded person towards IT because one of his passions is information technology related stuffs. From the personality questionnaire, he received the type ENTJ.

In the extroversion and introversion dimension, staff T is characterized as being an extrovert. He is an active speaker in the company. For instance, when the owners would like to implement the new IT accounting system, he voluntarily stood out to convince other employees about the benefits of the new system. Furthermore, he is close to the employees at the office and enjoys making conversation with other employees. In the questionnaire, he gave a high score of 5 for the statement “discussing a new, unconsidered issue in a group”. This shows that staff T enjoys working in a team rather than working individually. Another statement that he highly agrees with is that, he enjoys activities and occurrences that others are able to join. Staff T enjoys singing and thus, frequently invites other employees at the company to go sing karaoke together on the weekends.

In the intuition and sensing dimension, staff T is inclined towards sensing rather than intuition. According to Myers-Briggs, it states that individuals with a sensing characteristic are very detailed and accurate person (Martin, 2007). For instance, despite the large quantity of bills and payments that the Northern and North-Eastern regions of Thailand generate, he is able to accurately calculate every single receivable accounts and also pay the error-free bills to all suppliers.

As for the feeling-thinking dimension, staff T is more inclined towards being a thinker. With his passion in IT, he enjoys working with new soft wares and programs. As aforementioned, staff T strongly supports the implementation of the new IT program, not solely because of his passion in IT but because he finds that the new IT system will increase efficiency. He had done extensive research on it. Thus, he trusts that the new system would allow the company to generate better reports and the storing more information.

Lastly, staff T is characterized with a judging personality. He sticks with his working procedures and abides rules and regulations. For instance, when other sales person ask for commissions, he would ask for the documents that contains the owner's authorization signature. He is strict that without the required documents, he would not calculate the commission fees that the sales would be able to receive.

#### **Respondent 5**

Staff N, a sales officer responsible for sales in the Central regions of Thailand and the factory workers' wages, is a fairly new employee at the company. At the time, she had just joined us for six months. She is a young, ambitious employee and a fast learner. From the personality questionnaire, she is characterized with the personalities of an ISTJ.

Unlike most of the employees, staff N is characterized as an introvert. In the questionnaire, she chose the statement "quiet, thoughtful time alone" rather than "energetic time with other people". For instance, during working hours, she would quietly work at her desk and not make any unnecessary conversations with others. Furthermore, she likes working alone rather working in groups. This stands true as she gave a score of 4 for the statement "making decisions without consulting others".

In the sensing-intuition dimension, she is characterized with a sensing personality. As a fairly new addition to the company, there are still lots of tasks that she would need to be taught. However, she would require concrete examples such as staff P has to demonstrate the whole process, in order for her to grasp the whole idea of the task. From the questionnaire, she rated a 5 for the statement "being called factual and accurate". This stands true for staff N as when she is making decisions, she would

require facts in order to come up with a solution. For instance, when deducting worker's wages, she would clearly state the reason to each deduction.

In the thinking-feeling dimension, staff N is classified as being a thinker. As a thinker, she would appropriate her decisions based on evidences. For instance, when she finds suspicious and incorrect numbers, she would immediately redo the calculation to recheck. In the case that the numbers are still wrong, she would approach the worker's manager to confirm the number and ask for reasons behind the wrong numbers.

In the judging-perceiving dimension, staff N is characterized as a judger. As a judger, she has structured and defined work procedures. She works on her own pace and with her own step-by-step process. For example, when it is time to pay worker's wages, she will first compile all the working hours and do the calculations. Then, she will approach the worker's manager to confirm the working hours before moving on to the next step.

#### 4.1.2 Analysis of Learning Styles

Aside from personality type, the second questionnaire indicates the learning style of each individual. The following paragraphs will analyze each of the employees based on the results from the learning style questionnaire.

**Table 4.2 Results from Learning Styles Questionnaire**

Respondents	Learning Styles
Staff P	Theorist
Staff B	Activist
Staff K	Reflector
Staff T	Theorist
Staff N	Theorist

### **Respondent 1**

From the results of the questionnaire, staff P is inclined towards the learning preference of a theorist. Theorists are analytical people that likes to do things methodically in order to reach a deeper understanding on the subject matter (Mobbs, n.d.). An example that shows that she like to work methodically is that, when she was going through the account receivables bills, she found out that there are large amounts of outstanding bills that the company have yet to receive. Thus, she immediately called one of the vendors to ask about the outstanding bills. Surprisingly, the vendor claimed that they have already paid the salesperson, but the salesperson did not settle this account with the company. After asking several other vendors, staff P found out that the salesperson did not honestly return the money to the company and dishonestly kept all the money. From this example, one can see that with staff P's way of wanting to understand something clearly, she was able to expose dishonest doings of the salesperson. Theorists are learners that would like to understand details behind an action before going forth with it. For instance, when the company is transitioning to the new IT accounting system, staff P was assigned to learn the new program. However, when the instructor failed to clearly show how to input information and how to generate reports, staff P would become annoyed and start questioning the capability of the program. From this example, one can clearly see that staff P is theorist, as she becomes irritated when the instructor fails to clearly explain each procedure clearly.

### **Respondent 2**

The questionnaire states that staff B is an activist learner. Activists are enthusiastic learners that enjoys new experiences and prefers hands-on activities (Mobbs, n.d.). Staff B is responsible for the weighing of trucks before and after loading the fertilizers onto the trucks. One example that clearly shows staff B as an activist is that, in order to remember and recognize all the trucks of their destinations, he chooses to personally instruct all the directions and destinations to the truck drivers. He could have print all the information on a paper and hand it to the truck drivers but instead, he chooses to tell them one-by-one to avoid errors and also to remember it as he instructs them. From this example, one can see that staff B chooses to personally instruct the truck drivers, as a way to make himself remember the destinations assigned to each truck

driver. Aside from this, an activist are problem-solvers. From observation, staff B is also a great problem solver. In one scenario, a truck driver came to the factory to load fertilizers, however, the truck driver was not able to contact the salesperson. When staff B found out, he immediately contacted the vendors asking about the orders and instructed the amounts to the truck driver. Without his problem solving skills, the truck driver would have to wait at the factory overnight before the salesperson gave instructions on how many tones of fertilizers should be loaded and where it should be sent. Despite his enthusiasm and his problem solving skills, staff B easily gets bored with routine jobs. For instance, staff B is responsible for the social security of all the employees. He would hastily finish his works without thoroughly going through it. Thus, the social security forms are always full of error.

### **Respondent 3**

The result from the questionnaire suggests that staff K is a reflector. Reflectors are learners that like to observe and think things thoroughly before doing anything (Honey and Mumford, 1982). This stands true for staff K, as when she is designated a task, she would first take time to understand the work first before doing it. She would meticulously go through all the information to get a deeper insight about it. Moreover, to further understand the task, she would request for a sample of the work as reference. This is due to the reason that reflectors, like staff K, likes to completely understand the work before set forth working on it. Aside from this, staff K also likes to observe the working procedures of her colleagues at the workplace. For instance, she likes to study the works of other people to gain better understanding of her work and the overall work process. Another behavior that implies that staff K is a reflector is that she would examine how other employees issue invoices, file billing statements, and commissions, and would adopt it to her works.

### **Respondent 4**

The learning style questionnaire suggests that staff T has a learning style leaning towards being a theorist. Aside from the fact that theorists are analytical people that likes to understand theories behind an action, they are also learners that follows their own unique step-by-step working process (Mobbs, n.d.). In the case of staff T, he



does follow his unique procedures to complete all his work. For instance, when the salesperson contacts staff T to order fertilizers, he would immediately prepare loading document for both the factory and the truck driver. In the loading document, it will list: total amount of fertilizers, the destination to be transported to, and routes to be taken. When the truck arrives to load the fertilizers, staff T will then hand the loading document to the truck driver and carefully explain all the details written on the document. Then, when the vendor receives the fertilizers, staff T is responsible to issue invoices and send it to the vendors. After the vendors pay in the form of cashier's checks, staff T will record this check, and wait till this check is cashed. When the check is cashed and recorded in the accounting system, staff T will then print and send the receipt to the vendors. By the end of the month, the accounting IT system will then automatically calculate the commission fees for the salesperson. However, when the salesperson ask for their commission fees before the end of the month or when the vendors ask for their receipt before the checks are cashed, staff T will get irritated as it diverts from his usual routines. Thus, from this example, one can see that staff T's preference to do things by his manner clearly shows that he is a theorist.

#### **Respondent 5**

The results of the questionnaire suggests that staff N is a theorist. Similar to staff T, as a theorist, staff N likes to work following her own structured working process. And any diversions from her routine would easily irritate her. For instance, staff N's daily routine job is that she is responsible for the calculation of worker's wages. She would start her day by printing out the attendance sheet from the company's biometric attendance scanner. From there, she will compare it with the written attendance, whether the scanned time and written time is the same. From there, she will input the timing into an excel sheet. By doing this, she will be able to easily calculate the worker's wages straight from the excel sheet. Even though the inputting of the data into excel sheets is unnecessary and time-consuming, but without going through these steps or skipping through the daily inputting of data into excel sheets, staff N will become uneasy. Thus, she still insists on continuing with her way of calculation, both for easier calculation of the month and to prevent mistakes in calculation of worker's wages. From this example,

one can see that staff N shows vivid qualities of being a theorist as she would strictly follow her process in working.

## 4.2 Quantitative Part

### 4.2.1 Analysis of Situational Leadership (Level of Readiness)

The following paragraphs will analyze each of the employees based on observations conducted by the researcher. Each employee will be classified into different levels of readiness based upon their level of ability and their level of willingness. Observation data are used to indicate the employee's ability and willingness.

**Table 4.3 Results from Observation (Level of Readiness)**

<b>Respondents</b>	<b>Readiness Level</b>
Staff P	Readiness level 4
Staff B	Readiness level 3
Staff K	Readiness level 1
Staff T	Readiness level 4
Staff N	Readiness level 2

#### **Respondent 1**

Due to her seniority and her accumulated work experiences, she is classified as a highly competent employee with high ability and high willingness. She shows qualities of high willingness because, from observation, staff P is a hard working employee that chooses to work at the company, not because of financial reasons, but due to her passion in this field of work. Her experiences can provide her better jobs at

bigger companies, but rather she has chosen to stay at this medium enterprise to work. She has high ability because of her experience and expertise in accounting and sales. Additionally, staff P is a very decisive person. She does not rely on other people to make decisions for her, she easily makes them herself. She makes decisions based on her experiences and dislikes being restricted by the thinking of other people. More importantly, as a senior employee, other employees would follow her instructions and working style.

In order to illustrate staff P's high ability and high willingness, this paragraph will provide a real-life scenario that had happened at the company. The owner would like to replace the old IT system with the latest version of accounting IT system that provides more functions, generate better reports and etc. The owners know that with staff P's willingness to accept and learn about the new program, the other employees would also accept it. Therefore, the owner asked staff P to learn the new program. Staff P willingly accepted the task and learned the new accounting program. She was able to give recommendations by asking the teacher to add certain inputs to the new program. For instance, the new program would only generate reports with a limited amount of information. Thus, staff P provided the instructor with an example report listing all the information she would like the report to include. Then, she asked the instructor to give her step-by-step instructions as to how to generate reports, which will allow her to give her fellow employees clear instructions on how to use the program. Aside from this, staff P shows vivid qualities of being a diligent worker. For instance, when the owners delegate a new purchase order or project to other employees, staff P would try to understand its contents and process without having to be asked. She does this to in order to follow up with its progress and in case the owners ask about it. Overall, the researcher has concluded that staff P can be classified as an R4.

## **Respondent 2**

Staff B is considered as a high ability and low willingness employee. Staff B only works the afternoon and late night shift at the company. From observation, he is able to complete his responsibilities without the help from other employees. For instance, he is responsible for writing checks to pay bills and company's suppliers. From reviewing the checks, the researcher states that all his checks are neatly written and

error-free. Furthermore, he is responsible for posting payment transaction into journal account. Whenever he finds an error in the journal account, he would not leave it as it is, but would notify the manager about the error. Then, he would recheck all the checks to find the origin of the missing or excess amount. Furthermore, staff B is responsible for the input of data used in social security. Since he had been doing it for a while now, he has become really accustomed into inputting information into the system. Thus, he is considered as an employee with high ability.

Despite his exceeding abilities, he has displayed low willingness at work. He has the ability to excel well at his work, however, he is not a detailed person. In the case where the work assigned is difficult to complete or is new, staff B would not do it but rather pass it to his co-workers to do it for him. Aside from being responsible for checks, he is also responsible for the calculation of employee wages. Despite having the ability to come up with a better system to generate efficiency in the calculation of employee wages, he ignores the need for it and continues with his daily assigned work. Furthermore, he is responsible for the extension of employee's work permit. The preparation of documents for renewing a work permit requires patience in the collecting of various documents. However, he commonly misses out certain important documents and fails to fill in certain forms. This then causes more work for other employees having to recheck his works and to correct his mistakes. All in all, the above paragraphs have provided evidence that supports the fact that staff B is considered as a R3.

### **Respondent 3**

As the newest member to the company, staff K is considered to have both low ability and low willingness. Staff K have not yet become accustomed to the work procedures and tasks around the company, thus disabling her to work on her own. Furthermore, she is only responsible for work that is handed to her from staff P, her mentor. Staff P has to instruct her everything, such as how the work should be done, what should be done, when the work should be done and why the work is important. Thus, she is considered as an employee with low ability.

Staff K has low willingness because she does not have the confidence to make decisions on her work. She still has to ask other employees for help for every work she is assigned to. For instance, when she finds errors in the billing statements, she

would approach staff P to make the corrections for her, since she is scared to make errors. Overall, the researcher has concluded that staff K is considered as a R1.

#### **Respondent 4**

According to observation, staff T is considered as a high ability and high willingness employee. With his many years of experience working at the company, he is able to complete many tasks on his own. Staff T is responsible for the all the sales of the Northern and Northeastern regions of Thailand. Despite the generous amount of sales in these two regions, he refuses to let other employees help him with his work. This is due to the reason that, he feels more confident with his work when he works on his own, and also because he would not like other employees to create errors in the work he is responsible for. Another example is that, sales at the northeastern regions sells the company's products at varying prices to different stores. Hence, it is hard and time consuming for staff T to issue invoices for different stores at different prices. He solved this problem by printing out all the vendors and instructing the salesperson to write down all the price of goods to be written in the invoices. This way, not only would the salesperson be able to see clearly which vendor is sold at what price, it also simplifies staff T's work to write invoices. Thus, he is considered as an employee with high ability.

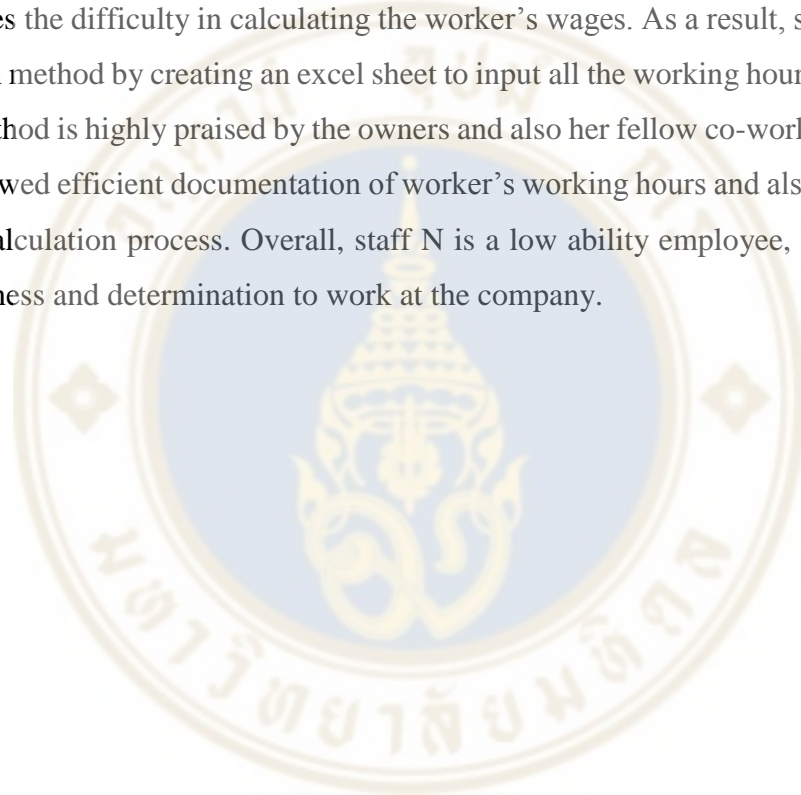
Staff T is considered as an employee with high willingness because of his dedications to the company. He is a very hardworking and dedicated employee. For instance, when the commission due date is on the 29th of every month, he would diligently work overnight just to finish it before the 29th of each month. Aside from this, he is able to confidently make decisions without help from others. For example, he is able to come up with a solution by himself to make his job easier for him and the salesperson. All in all, he is considered as a R4, due to his high ability and high willingness shown in the workplace.

#### **Respondent 5**

Staff N is a fairly new addition to the company, therefore she is considered to have low ability and high willingness. As a young graduate with no working experiences, she is not capable of completing complicated tasks. From observation, her works are not perfect yet. For example, she is responsible for the calculation of the

worker's wages, by means of adding and subtracting working hours and multiplying it with a fixed rate. However, she frequently makes calculation mistakes and also, occasionally forgets to calculate the overnight shifts hours. Due to her errors, other employees would have to go through all the calculation once again to make sure that there aren't any more errors. Thus, with her few working experience and her carelessness, she is considered as an employee with low ability.

Despite her low ability, she has high willingness in her work. To illustrate, Staff N finds that the documenting of worker's working hours are not efficient and thus, increases the difficulty in calculating the worker's wages. As a result, she came up with her own method by creating an excel sheet to input all the working hours of the workers. Her method is highly praised by the owners and also her fellow co-workers. Her method has allowed efficient documentation of worker's working hours and also the sped up the wage calculation process. Overall, staff N is a low ability employee, but she has high willingness and determination to work at the company.



## CHAPTER V

### CONCLUSION AND RECOMMENDATIONS

In this chapter, the researcher will provide recommendations based on research findings collected through questionnaires and observations. The research findings includes personality types, learning styles, and readiness level of each of the employee.

#### 5.1 Summary Results from Quantitative and Qualitative Parts

**Table 5.1 Results from Qualitative and Quantitative Data**

<b>Respondents</b>	<b>Personality Type + Learning Styles</b>	<b>Readiness Level</b>
Staff P	ISTP + Theorist	Readiness level 4
Staff B	ESTJ + Activist	Readiness level 3
Staff K	ESFJ + Reflector	Readiness level 1
Staff T	ISTJ + Theorist	Readiness level 4
Staff N	ISTJ + Theorist	Readiness level 2

## 5.2 Recommendation

### Respondent 1

Staff P is one of the senior employees at the company. The following paragraphs will provide three parts of recommendations to manage employees with similar characteristics as staff P.

In the first part, the personality questionnaire suggests that staff P has the characteristics of an ISTP. As an ISTP person, staff P is a quiet and reserved person that works productively. Thus, in order to manage ISTP personnel, managers would have to allow them private time alone, since they dislike being disturbed or engage in social engagements. Furthermore, they are adaptable individuals that accepts change, however, when the change greatly diverts from their usual routine, ISTP individuals will become stubborn and frustrated. This stands true when staff P refuses to use other methods of calculations and stubbornly sticks with her method. According to the 16personalities, it states that individuals with an ISTP personality type are natural problem-solvers that tends to concentrate on finding practical solutions. They mostly rely on facts, data, and reasons rather than abstract beliefs and assumptions. In the case that, changes happen within a company, managers are recommended to give ISTP individuals detailed information such as figures and statistics as to prove to them and make them fully understand the reasons, in order for them to accept the change. Moreover, when problems occur, managers could discuss it with individuals like staff P, as they are great in solving problems.

In the second part, the learning style questionnaire suggests that staff P is a theorist. Theorist are analytical individuals that enjoys doing things methodically, in order to reach a better understanding of it (Mobbs, n.d.). As aforementioned in this report, staff P dislikes how the instructor skips out on teaching certain steps. Therefore, in order to solve this problem, the manager, steps in to become the middle person between staff P and the instructor. The manager informs the instructor of the type of report that staff P would like, then, ask for the instructor to provide clear instructions. The manager then relay the instructions in details, to staff P and gives her time to become familiar with the new accounting system. It is important for managers to give this type of learners some time to come to terms with a change or with something new.



In the third part, observation conducted by the researcher suggests that staff P is considered as an employee with both high ability and high willingness (R4). Therefore, it is recommended for managers to adopt the delegating style of leadership to manage employees like staff P. With her many years of experiences and her passion in her work, managers would only have to delegate work to her. Employees like staff P will become frustrated when managers does not give them the authorization to make decisions. Therefore, it important for managers to allow this type of employee, in this case staff P, the freedom to make decisions and to create the most appropriate working procedures they find suitable.

### **Respondent 2**

Staff B works the afternoon shift at the company. His responsibility includes weighing of trucks, instructing truck drivers and assisting other employees with work. The following paragraphs will present appropriate methods to manage employees like staff B.

In the first part, the personality questionnaire concluded that the personality type of staff B is an ESTJ. According to 16personalities, it states that ESTJ individuals are dedicated beings that devotes themselves in tasks they are assigned to. Staff B as an ESTJ, is a friendly, productive worker, but his weakness is that his works reflects his carelessness. Thus causing the managers and his colleagues not being able to trust him with important documents and tasks. In order to manage employees like staff B, managers would have to be patient and closely follow his works. It is recommended for managers to thoroughly examine the works of these individuals and pointing out their mistakes for them to learn from it. Although they make mistakes, but their contributions to the company makes it all up. For instance, staff B frequently pitches in new ideas and suggestions in increasing work efficiency around the workplace.

In the second part, the learning styles questionnaire suggests that staff B is an activist learner. Activists are passionate learners that enjoys new experiences and is always eager to try everything once. For instance, in order for staff B chooses to individually instruct truck driver of the destination and the routes they should take, in order to remember the truck drivers and their destination. However, on the downside, activists easily gets bored with routine jobs. Therefore, it is important for managers to

keep note on the jobs of these type of employees, as managers should rotate their work once in a while to keep them from getting bored. Furthermore, when designating new task, managers should allow activists to try it out for themselves, as they learn better this way.

In the third part, the researcher concluded that staff B has demonstrated high levels of ability to work, however, low willingness to work. For instance, he is able to carry out his tasks well, however, he frequently makes mistakes in his works. Another reason that staff B has low willingness is because he doubts that his abilities will match the expectations of the manager and owners. Therefore, managers would have to use the participating style of leadership to bring up his confidence levels. As a participating style of management, leaders would have to listen attentively to the worries of the employees. This is vital to increase employee's level of confidence. In addition to this, leaders should also assist these employees with problems, such as when staff B makes mistakes in the filling of social security forms. The manager should be present to guide them on how to properly fill in the forms and how to solve problems that arise from mistakes.

### **Respondent 3**

Staff K is the newest addition to the company. She have just worked at the company for three months and is currently undergoing training from staff P. The following paragraphs will provide recommendations as to how to manage staffs similar to staff K.

Firstly, the personality test suggests that staff K has the characteristics of an ESFJ. According to 16 personalities, people with an ESFJ characteristic are known to have an outgoing personality that enjoys social engagements. This is true for staff K, as she enjoys making conversations with other employees at the office and is already very close to her colleagues. Therefore, managers should be aware that employees with this type of personality will do too much talking and not do their work. However, on the bright side, ESFJs are hard-working people that respects authorities. In the case of staff K, she greatly respects staff P, as staff P teaches her work and is the one who assigns all her works. It is important for managers to encourage these types of employees to adapt their social skills into creating business bonds with customers.

Secondly, the learning style questionnaire suggests that staff K is a reflector. Reflectors are individuals that like to observe and think about things before doing anything (Honey and Mumford, 1982). This type of learners would need time to go through what they have been instructed once again before going forth with the work. Thus, managers should be patient and give them time to think and reexamine the instructions. However, managers should also encourage employees with this learning style to put their thoughts into action. For instance, they might have a better way of doing things, but they are not confident enough to say it. Thus, managers have to play the role to encourage them to speak out their thoughts.

Thirdly, from observation, the researcher has classified staff K as an employee with low abilities and low willingness. These type of employee are insecure about their work and how to do their work properly. Due to the fact that staff K had just recently joined the company, therefore, she still has to frequently ask other employees for assistance when she is assigned a task. Thus, managers would have to use coaching style of leadership to lead this type of employee. Coaching style refers to managers instructing employee's each and every move. For instance, the manager would have to instruct the employee what to do, teach them how to do it, instruct them when it should be done, and so on. However, this kind of leadership requires low levels of relationship because it is mostly based on a one-way communication, from the manager to the employee.

#### **Respondent 4**

Staff T, is one of the senior employees at the company with a passion in IT. His main responsibilities is look after sales in the Northern and Northeastern regions of Thailand. The following paragraphs will provide guidelines for managers to manage employees similar to staff T.

First, the results of the personality questionnaire suggests that staff T is an ENTJ. According to 16personalities, people with the personality type of an ENTJ, are natural born leaders and also productive workers. In the workplace, staff T shows qualities of being a productive and accurate worker. For instance, he is responsible for large amount of bill from two large regions of Thailand, however, he was able to manage it well without any assistance from others. It is important for managers to take active

management strategies to manage these type of employees. As this type of employees are high achievers, they value feedback from their managers. Constructive feedbacks that must clearly state what they have done right and what they should improve on will be greatly appreciated by ENTJs.

Second, the results of the learning styles questionnaire suggests that staff T exhibits the qualities of being a theorist. Theorists are individuals that not only are interested to discover theories behind actions and gain deeper understandings about things, they are also people that prefers a structured work process. This type of learners prefer to follow a step-by-step logical way of thinking and also work process. In the case of staff T, he follows his planned work process, which he find most accurate and appropriate for his job. Managers that manage this type of learner should be cautious of their work process and not disturb their well-planned work procedures.

Third, from observation, staff T is considered as an employee with both high abilities and high willingness. Staff T is able to accurately and productively complete his job, and also assist other people with their problems. His abilities allow him to become confident enough to make logical decisions. Managers should adopt the delegating style of leadership to manage this style of follower. Since this type of followers are able to make their own decisions, the leaders could simply delegate tasks and they would complete it without the manager's assistance.

#### **Respondent 5**

Staff N, is one of the employees at the company. She is responsible for the sales in the Central regions of Thailand. She is a young, ambitious, and a fast learner. The following paragraphs will provide suggestions as to methods to manage staffs similar to staff N.

Firstly, from the personality questionnaire, she is characterized with the personality of an ISTJ. According to 16 personalities, individuals with the personality of an ISTJ are said to be responsible, calm and practical beings. Unlike most of her colleagues, staff N is an introvert. Thus, managers should be understanding that she would prefer seated at a rather quiet place and would like some time alone. Furthermore, staff N is also a detailed person. For instance, she was able to detect suspicious numbers in accounting. On the downside, ISTJ people like staff N, are always by the book. They

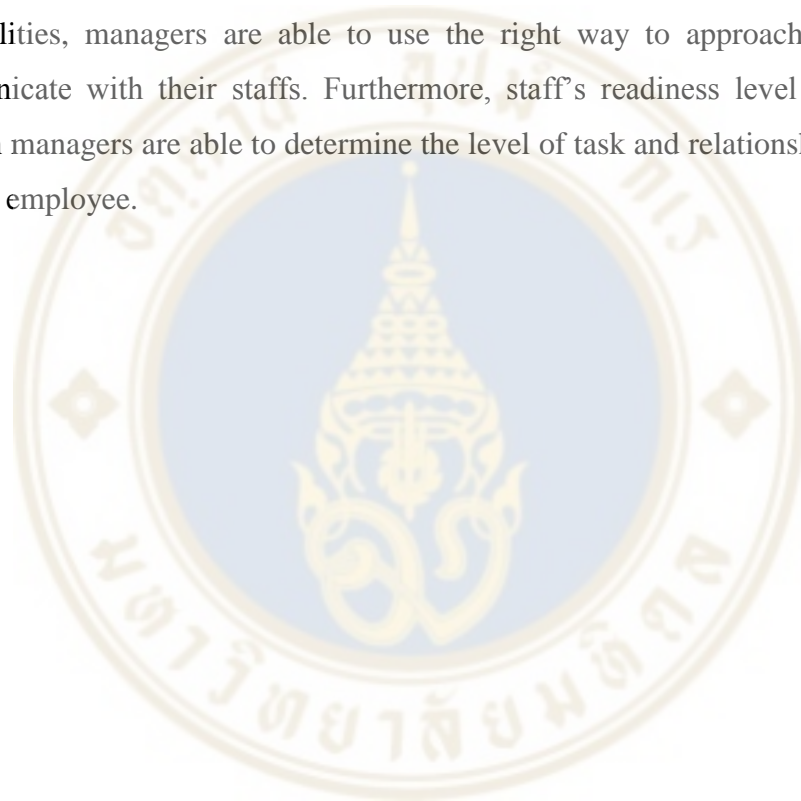
prefer to work with clearly defined rules and also works according to the book. Thus, when staff N found suspicious numbers in the accounting book, she was not confident enough to correct it, as she was insecure that her correction would also be a mistake. Managers should guide this type of people by encouraging them to speak out for themselves.

Secondly, the learning style questionnaire suggests that staff N is a theorist. As aforementioned, theorists are people that prefer to follow structured and defined work procedures. In the case of staff N, she also prefers to follow certain laid out procedures that she personally abides. Any deviation from her routine method of working would cause them to feel uncomfortable. Thus, managers should not try to deviate them from their routine work process. However, if the manager has a better or more efficient work process, the manager should explain to them the logic behind the suggested change in work process. This way, employees with the learning style of a theorist, would then be able to accept the new work process change.

Thirdly, from observation, the researcher has concluded that staff N is an employee with low ability but high willingness. Due to the fact that she had just worked at the company for six months, therefore, she is still confused and unsure about the work at the company. Therefore, managers are recommended to use the low task and high relationship type of leadership, or so called participating. In this type of leadership, managers should provide facilitating behaviors, such as assigning an expert employee to teach them and guide them in their work. Moreover, staff N shows high willingness to assist her co-workers with their work, and also she would come up with methods to simplify work processes. Managers should encourage two-way communications with this type of employee. As this type of employees have the willingness to contribute to the company, therefore it will be wise for managers to make use of their suggestions and ideas, in order to increase work efficiency within the company.

### 5.3 Conclusion

Two instruments (personality type test and learning styles) are used in this research to assist the researcher in determining the best method to manage staffs. This research concludes that managers should personalize their management style based on each staff member's traits to improve efficiency in the workplace, while considering their readiness level. For instance, managers are suggested to understand the learning styles of their employees, in order to teach and assign work with the right method. Staff's personality is also a very important factor. By knowing and understanding staff's personalities, managers are able to use the right way to approach, negotiate, and communicate with their staffs. Furthermore, staff's readiness level is an indicator, wherein managers are able to determine the level of task and relationship to be applied on each employee.



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## APPENDIX A: Personality Types Questionnaire



แบบสอบถามชุดนี้ เป็นส่วนหนึ่งของการศึกษาปริญญาโท ภาควิชาการจัดการทรัพยากรมนุษย์ วิทยาลัยการศึกษามหาวิทยาลัยมหิดล ข้อมูลของท่านจะถูกนำไปใช้ทางการศึกษา เปรียบเทียบหาความสัมพันธ์ระหว่างลักษณะทางบุคลิกภาพ (Personality types) และรูปแบบการเรียนรู้ (Learning styles) ของประชากรในวัยทำงานในเขตกรุงเทพมหานคร โดยแบบสอบถามจะแบ่งออกเป็น 3 ส่วน ส่วนแรกจะเป็นข้อมูลทั่วไปของท่าน ส่วนที่สองเป็นแบบทดสอบบุคลิกภาพของ Hogan & Champagne ที่มีพื้นฐานมาจากทฤษฎีบุคลิกภาพของ Carl G. Jung ส่วนที่สามคือแบบทดสอบรูปแบบการเรียนรู้ที่ผู้วิจัยได้พัฒนามาจากแบบทดสอบรูปแบบการเรียนรู้ของ Honey & Mumford

### ส่วนที่ 1: ข้อมูลทั่วไป

กรุณาใส่เครื่องหมาย ✓ หน้าข้อที่ท่านเลือก

อายุ \_\_\_\_\_ 22-25 ปี \_\_\_\_\_ 26-30 ปี \_\_\_\_\_ 31-35 ปี \_\_\_\_\_ 36-40 ปี \_\_\_\_\_ 40 ปีขึ้นไป

เพศ \_\_\_\_\_ หญิง \_\_\_\_\_ ชาย E-mail: \_\_\_\_\_

อาชีพ \_\_\_\_\_ พนักงานบริษัทเอกชน \_\_\_\_\_ ข้าราชการ \_\_\_\_\_ ธุรกิจส่วนตัว

อื่น ๆ โปรดระบุ \_\_\_\_\_

### ส่วนที่ 2: แบบทดสอบบุคลิกภาพ (Personality Types)

ให้ท่านใส่คะแนนให้กับประโยค 2 ประโยค โดยที่คะแนนของทั้งสองประโยครวมกันจะต้องได้ไม่เกิน 5 เช่น ถ้าประโยคแรกใส่ 1 อีกประโยคจะต้องใส่ได้แค่ 4 ถ้าประโยคแรกใส่ 2 อีกประโยคจะใส่ได้แค่ 3 และถ้าประโยคแรกใส่ 0 อีกประโยคจะใส่ได้แค่ 5 เป็นต้น โดย 5 คือท่านเห็นด้วยกับประโยคมากที่สุด และ 0 คือท่านไม่เห็นด้วยเลยกับประโยคนั้น

1. A. \_\_\_\_\_ ฉันมักจะตัดสินใจหลังจากที่ทราบว่ามีผู้อื่นตัดสินใจอย่างไร
- B. \_\_\_\_\_ ฉันมักจะตัดสินใจด้วยตนเอง โดยไม่ต้องปรึกษาใคร
2. A. \_\_\_\_\_ ฉันชอบที่จะให้คนอื่นมองว่าเป็นคนช่างคิดช่างจินตนาการ
- B. \_\_\_\_\_ ฉันชอบที่จะให้คนอื่นมองว่าเป็นคนอยู่กับความเป็นจริง ทำอะไรอย่างถูกต้องแม่นยำ

3. A. \_\_\_\_\_ ฉันมักจะตัดสินผู้อื่นจากข้อมูลที่ฉันมีอยู่ และวิเคราะห์เหตุการณ์เหล่านั้นอย่างเป็นขั้นตอน
- B. \_\_\_\_\_ ฉันมักจะตัดสินผู้อื่นจากความรู้สึก และชอบที่จะเข้าใจความต้องการของเขาเหล่านั้น
4. A. \_\_\_\_\_ ฉันมักจะชอบให้ความรับผิดชอบนั้นเกิดขึ้นจากความสมัครใจ
- B. \_\_\_\_\_ ฉันมักจะชอบให้มีการแบ่งความรับผิดชอบงานชัดเจน เพื่อจะได้แน่ใจว่าจะมีคนทำงานนั้น
5. A. \_\_\_\_\_ ฉันมักจะใช้เวลาในการคิดไตร่ตรองทุกอย่างเงียบ ๆ ตามลำพัง
- B. \_\_\_\_\_ ฉันมักจะต้องการเวลาและพลังจากผู้คนรอบข้าง
6. A. \_\_\_\_\_ ฉันมักจะใช้วิธีการทำงานแบบเดิมที่รู้ที่อยู่แล้วว่ามันจะทำให้งานสำเร็จได้ดี
- B. \_\_\_\_\_ ฉันมักจะพยายามคิดหาวิธีการทำงานใหม่ ๆ อยู่เสมอ
7. A. \_\_\_\_\_ ฉันมักจะหาข้อสรุปโดยใช้เหตุผล และคิดอย่างเป็นขั้นตอนอย่างระมัดระวัง
- B. \_\_\_\_\_ ฉันมักจะหาข้อสรุปจากความรู้สึก และประสบการณ์ที่ฉันเคยพบเจอมาในอดีต
8. A. \_\_\_\_\_ ฉันมักจะไม่มีตารางการทำงาน อยากจะทำเมื่อไรถึงจะทำ
- B. \_\_\_\_\_ ฉันมักจะตั้งตารางการทำงานและยึดตารางนั้นไม่เปลี่ยนแปลง
9. A. \_\_\_\_\_ ฉันมักจะคิดได้หลังจากพูดไปแล้วระยะหนึ่ง
- B. \_\_\_\_\_ ฉันมักจะพูดออกไปโดยไม่ได้คิดและมักจะมาคิดได้เมื่อพูดจบไปแล้ว
10. A. \_\_\_\_\_ ฉันมักจะคิดถึงความเป็นไปได้
- B. \_\_\_\_\_ ฉันมักจะคิดถึงสิ่งที่เป็นอยู่จริง
11. A. \_\_\_\_\_ ฉันมักจะถูกมองว่าเป็นคนชอบใช้ความคิด ไม่ค่อยใช้อารมณ์ความรู้สึก
- B. \_\_\_\_\_ ฉันมักจะถูกมองว่าเป็นคนชอบใช้อารมณ์ความรู้สึกมากกว่าความคิด
12. A. \_\_\_\_\_ ก่อนและหลังการตัดสินใจเลือกอะไรฉันมักจะคิดพิจารณาตัวเลือกทุกอย่างถี่ถ้วน
- B. \_\_\_\_\_ ในการตัดสินใจเลือกอะไรฉันมักจะตัดสินใจเลือกอย่างรวดเร็วและเด็ดเดี่ยวหลังจากที่ได้รับข้อมูลแล้วว่าสิ่งที่เลือกตรงกับความต้องการ
13. A. \_\_\_\_\_ ฉันชอบคิดและรู้สึกอยู่ภายใน โดยไม่ต้องมีใครสามารถเห็นหรือรับรู้ได้
- B. \_\_\_\_\_ ฉันชอบกิจกรรม และเหตุการณ์ที่ผู้อื่นสามารถรับรู้และร่วมด้วยได้
14. A. \_\_\_\_\_ ฉันชอบความคิดเชิงทฤษฎี หรืออะไรที่เกี่ยวกับทฤษฎี
- B. \_\_\_\_\_ ฉันชอบอะไรที่สามารถจับต้องได้ เป็นจริงและไม่ได้เป็นแค่ทฤษฎี

15. A. \_\_\_\_\_ ถ้ามีโอกาสฉันจะช่วยคนอื่นให้เข้าใจความรู้สึกของเขาเองและทำตามความรู้สึก  
ของเขาเอง
- B. \_\_\_\_\_ ถ้ามีโอกาสฉันจะช่วยคนอื่นตัดสินใจบางสิ่งบางอย่างเป็นเหตุเป็นผล
16. A. \_\_\_\_\_ ฉันยินดีที่จะพบกับการเปลี่ยนแปลงที่ไม่เคยคาดคิดมาก่อน และยอมรับการ  
เปลี่ยนแปลงที่จะเกิดขึ้นได้เสมอ
- B. \_\_\_\_\_ ฉันยินดีที่จะพบเจอกับสิ่งที่ได้คาดคะเนไว้ล่วงหน้าแล้วมากกว่าสิ่งที่ไม่คาดคิด  
มาก่อน
17. A. \_\_\_\_\_ ฉันมักจะแสดงอารมณ์ ความคิด ความรู้สึกออกมาเพียงเล็กน้อย
- B. \_\_\_\_\_ ฉันมักจะแสดงอารมณ์ ความคิด ความรู้สึกออกมาเต็มที่
18. A. \_\_\_\_\_ ฉันชอบมองภาพรวมของงานและสิ่งที่จะเป็นไปได้ในงานนั้น ๆ
- B. \_\_\_\_\_ ฉันชอบมองรายละเอียดปลีกย่อยที่จะเกิดขึ้นจริงของงานนั้น ๆ
19. A. \_\_\_\_\_ ฉันมักจะใช้ความรู้สึกพื้นฐาน (common sense) และมีความมั่นใจ เมื่อต้อง  
ตัดสินใจ
- B. \_\_\_\_\_ ฉันมักใช้ข้อมูล การวิเคราะห์ และเหตุผลในการตัดสินใจ
20. A. \_\_\_\_\_ ฉันมักจะวางแผนล่วงหน้าและต้องการให้เป็นไปตามแผนที่ตั้งใจไว้
- B. \_\_\_\_\_ ฉันมักจะวางแผนคร่าวๆ ตามความจำเป็นอาจมีการปรับเปลี่ยนได้เสมอ
21. A. \_\_\_\_\_ ฉันชอบที่จะพบปะผู้คนใหม่ ๆ
- B. \_\_\_\_\_ ฉันชอบที่จะอยู่คนเดียวหรือไม่ก็อยู่กับคนที่ฉันรู้จักดี
22. A. \_\_\_\_\_ ฉันชอบความแปลกใหม่
- B. \_\_\_\_\_ ฉันชอบความเป็นจริงที่เป็นอยู่
23. A. \_\_\_\_\_ ฉันชอบให้มีคนหรือสิ่งบางอย่างที่สามารถให้ความเชื่อมั่นได้
- B. \_\_\_\_\_ ฉันชอบข้อสรุปที่สามารถพิสูจน์ได้ว่าเป็นจริง
24. A. \_\_\_\_\_ ฉันมักจะจดวันนัดหมายหรืองานที่ต้องทำลงในสมุดจดให้มากที่สุดเท่าที่จะได้
- B. \_\_\_\_\_ ฉันใช้สมุดจดการนัดหมายหรือสมุดโน้ตต่าง ๆ น้อยที่สุดเท่าที่จะทำได้
25. A. \_\_\_\_\_ ฉันชอบที่จะพูดคุย ถกเถียงหัวข้อต่าง ๆ ในกลุ่มเพื่อนและหาคำตอบด้วยกัน
- B. \_\_\_\_\_ ฉันมักจะถกเถียงและหาคำตอบกับตัวเองในใจ แล้วจึงจะไปเล่าหรือพูดคุยสิ่งที่  
ตัวเองคิดกับผู้อื่น
26. A. \_\_\_\_\_ ฉันมักจะดำเนินการตามแผนอย่างละเอียดรอบคอบและแม่นยำ
- B. \_\_\_\_\_ ฉันมักจะคิดแผนและรูปแบบของแผน โดยไม่มีการดำเนินการตามแผนนั้น
27. A. \_\_\_\_\_ ฉันชอบคนมีเหตุผล

- B. \_\_\_\_\_ ฉันชอบคนที่ใส่ใจอารมณ์ความรู้สึกคนอื่น
28. A. \_\_\_\_\_ ฉันสามารถทำอะไรก็ได้ตามแต่จะถูกสั่งให้ทำต่อนั้น โดยไม่ต้องมีการบอก  
ล่วงหน้า
- B. \_\_\_\_\_ ฉันสามารถทำในสิ่งที่ฉันรู้ล่วงหน้ามาก่อนว่าจะต้องทำ
29. A. \_\_\_\_\_ ฉันชอบที่จะพูดเล่นเรื่อยเปื่อย หรือทำกิจกรรม
- B. \_\_\_\_\_ ฉันชอบความเงียบสงบ
30. A. \_\_\_\_\_ ฉันมักจะคิดถึงสิ่งที่ยังไม่เกิดขึ้น
- B. \_\_\_\_\_ ฉันมักจะพิสูจน์รายละเอียดของสิ่งที่เกิดขึ้นแล้ว
31. A. \_\_\_\_\_ ฉันมักจะมีประสบการณ์ พบเห็น หรือได้มีส่วนเกี่ยวข้องกับสถานการณ์ที่มีการ  
ใช้อารมณ์การถกเถียง หรือเกี่ยวกับภาพยนตร์
- B. \_\_\_\_\_ ฉันมักจะใช้ความสามารถในการวิเคราะห์ห้อย่างเป็นเหตุเป็นผล
32. A. \_\_\_\_\_ ฉันมักจะมีการนัดประชุมหรือจะประชุมเมื่อมีการจัดไว้ล่วงหน้า
- B. \_\_\_\_\_ ฉันมักจะประชุมเมื่อทุกคนสะดวกและพร้อม โดยไม่ได้มีการนัดไว้ก่อน

## APPENDIX B: Learning Styles Questionnaire

แบบสอบถามเพื่อหารูปแบบการเรียนรู้ ( Learning Style Questionnaire )

ให้ท่านกากบาทหน้าข้อที่ท่านเลือกเพียงข้อเดียว

a) ถ้าเรียนวิชาคอมพิวเตอร์ท่านจะเรียน ได้ดีเมื่อ

1. อ่านจากหนังสือ หรือคู่มือ
2. ครูอาจารย์ทอกลงใช้ให้ดู
3. ทอกลงใช้คอมพิวเตอร์ด้วยตนเอง
4. อาจารย์ให้โจทย์หรือปัญหาเกี่ยวกับคอมพิวเตอร์มาให้แก้ไข

b) ท่านใช้วิธีการใดในการเตรียมสอบ

1. อ่านหลาย ๆ ครั้ง จากหนังสือหลาย ๆ เล่ม หาข้อมูลสนับสนุนเพิ่มเติมแทนการท่องจำ
2. นั่งทบทวนสิ่งที่เคยฟังในห้องเรียน ให้เพื่อนช่วยติวหรืออ่านหนังสือให้ฟัง
3. อ่าน,เขียนสรุป,ทำ my mapping , พูดคุยแลกเปลี่ยนความรู้กับเพื่อน
4. ทดลองคิดข้อสอบและลองตอบคำถามเหล่านั้น

c) สมมุติว่าถ้าไปเยี่ยมชมพิพิธภัณฑ์ ท่านจะทำอะไรอย่างแรก

1. มองหาแผ่นป้ายบอกทางและเดินตามแผนผัง
2. รอดูว่าคนส่วนใหญ่เดินไปทางไหนแล้วจึงเดินตาม เพราะสิ่งนี้น่าจะเป็นสิ่งที่น่าสนใจที่สุด
3. เดินไปดูสิ่งที่ตนสนใจอันดับแรก ไม่สนใจป้ายแผนผังหรือคนอื่น
4. เดินไปดูสิ่งที่เกี่ยวข้องกับสถานการณ์ในช่วงชีวิตตอนนั้นของตนเป็นลำดับแรก เช่น กำลังเลี้ยงสุนัขก็จะเดินไปดูสิ่งของหรือเรื่องราวที่เกี่ยวกับสุนัขที่จัดแสดงในพิพิธภัณฑ์

d) เมื่อมีปัญหาเกิดขึ้นคุณจะ

1. คิดอย่างรอบคอบเป็นขั้นเป็นตอน มีเหตุผล ประกอบการแก้ปัญหาทุกครั้ง
2. ใช้เวลาคิดรอบด้าน รอดูคนอื่น ๆ แก้ไขปัญหาก่อนแล้วจึงทำตามหรือปรึกษาคนอื่น ๆ และนำข้อมูลที่ได้มาคิดอย่างละเอียดรอบคอบ
3. ลงมือแก้ปัญหาเลยแม้ว่าผลสุดท้ายจะไม่สามารถแก้ได้คุณก็ไม่ลังเลที่จะลองเปลี่ยนวิธีการใหม่ ๆ ไปเรื่อย ๆ
4. คิดหาวิธีของตนในการแก้ปัญหาและลองปฏิบัติ เพื่อดูว่าสิ่งที่ตนคิดนั้นปฏิบัติได้จริง

## e) เมื่อไปเที่ยวคุณมักจะ

1. วางแผนการเดินทาง ศึกษาข้อมูล และยึดตามแผนนั้นทุกประการ
2. ศึกษาข้อมูลการเดินทางและรายละเอียดของสถานที่ต่าง ๆ ก่อนเลือกตัดสินใจไปชมด้วยตนเอง
3. วางแผนคร่าว ๆ และแผนสามารถเปลี่ยนได้เสมอ ตามสถานการณ์
4. ลองไปตามแผนการเดินทางที่คนอื่น ไปมาเพื่อดูว่ามันสนุกและสะดวกตามที่คนอื่นพูดหรือไม่

## f) เมื่อทำงานชิ้นใดชิ้นหนึ่งคุณจะ

1. ต้องทำให้สำเร็จและดีที่สุดโดยศึกษาหาข้อมูลอย่างละเอียดและปฏิบัติอย่างมีขั้นตอน
2. คุณเพื่อนทำก่อนว่าจะเป็นอย่างไ แล้วคุณจึงนำข้อมูลที่คุณมาคิดไตร่ตรองอย่างรอบคอบปฏิบัติด้วยตนเอง
3. ลงมือทำทันทีโดยไม่ได้ไตร่ตรองหรือคิดผลลัพธ์ที่จะได้ให้รอบคอบ และไม่สามารถอยู่กับงานชิ้นเดิมนานๆ ได้ต้องเปลี่ยน ไปทำอย่างอื่นหรืออะไรที่แปลกใหม่สักพัก
4. คิดหาวิธีการที่จะช่วยในการทำงานชิ้นนั้นขึ้นมาเอง และทดลองปฏิบัติตามเพื่อพิสูจน์ว่าใช้ได้จริง

## g) ถ้าคุณต้องประกอบพัดลมที่เพิ่งซื้อใหม่ด้วยตนเอง โดยที่ไม่เคยทำมาก่อนคุณจะ

1. อ่านคู่มือการประกอบอย่างละเอียดจนจบก่อนแล้วจึงประกอบตามขั้นตอน
2. อ่านคู่มือ คิดพิจารณาอุปกรณ์ทุกชิ้น ค้นหาวีดิโอการประกอบที่ถูกต้องก่อนลงมือทำ
3. ลงมือประกอบโดยไม่สนใจคู่มือ
4. อ่านคู่มือคร่าว ๆ แล้วลงมือประกอบ

## h) เมื่อพบเด็กกำลังทะเลาะกันคุณจะ

1. ตั้งเกตพฤติกรรมเด็กและตัดสินใจจากสิ่งที่เห็นว่าถูกหรือผิด
2. ฟังเด็กอธิบายเหตุผลของแต่ละคน และใช้เวลาในการคิดตัดสินใจ
3. สรุปว่าเด็กผิดทั้งคู่เพราะทะเลาะกันโดยไม่จำเป็นต้องฟังเด็กอธิบายเหตุผล
4. พยายามหาสาเหตุของการทะเลาะกันของเด็กและหาเทคนิคที่ทำให้เด็กทั้งสองคนรู้สึกว่าคุณทำผิดและยอมรับผิดด้วยตนเอง

## i) เมื่อต้องทำงานกลุ่มท่านจะ

1. หยิบกระดาษมาวาดแผนการดำเนินงาน แบ่งหน้าที่ให้เพื่อน
2. นั่งคิดและวางแผนเงียบ ๆ ในหัว

3. เป็นผู้ริเริ่มลงมือทำงานนั้นทันที
4. คิดหาวิธีที่จะทำงานนั้นให้เสร็จด้วยตนเอง

j) คุณจะรู้สึกไม่พอใจเมื่อ

1. เมื่อได้รับมอบหมายงานที่มีคำสั่ง รูปแบบและวิธีการทำไม่ชัดเจน
2. เมื่อได้รับมอบหมายให้ทำงานบางอย่างอย่างกะทันหัน ไม่ได้มีการวางแผนมาก่อน
3. เมื่อได้รับมอบหมายให้ทำงานที่ต้องใช้ความละเอียด และมีการอ่าน เขียน และทำเหมือนเดิมซ้ำ ๆ
4. เมื่อได้รับมอบหมายให้ทำงานที่ต้องยึดตามแบบแผน และเป็นงานที่อยู่ในอุดมคติ ไม่สามารถนำมาใช้ได้ในชีวิตประจำวัน

k) ถ้าพบว่าเพื่อนทำโทรศัพท์มือถือหาย คุณจะช่วยเพื่อนโดย

1. ช่วยถามคำถามเพื่อย้อนความทรงจำของเพื่อน
2. ฟังเพื่อนเล่าเหตุการณ์ก่อนหน้าที่จะโทรศัพท์หาย
3. ช่วยเพื่อนค้นหาโทรศัพท์
4. เดินไปถามคนที่คุณสงสัยว่าจะเป็นขโมย

l) ประโยคที่คุณมักจะพูดเมื่อต้องทำงานชิ้นสำคัญ

1. งานนี้มีข้อกำหนดอะไรบ้าง
2. ขอใช้เวลาคิดสักครู่
3. เริ่มเลย
4. มันน่าจะมีวิธีที่ดีกว่านี้