

**THE EFFECT OF VISION COMPONENTS  
AND IMPLEMENTATION ON STAFF SATISFACTION:  
A CASE STUDY OF RETAIL STORES IN  
BANGKOK METROPOLITAN REGION**



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Thesis  
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ABSTRACT

The purpose of this paper is to examine the relationships between vision and staff satisfaction in Thai retail chains, by taking into account vision realization factors of vision communication, organizational alignment, empowerment of staff, and motivation of staff. Data were derived from store managers and staff of 144 retail chains, located in Bangkok Metropolitan Region, selling food, household, and consumer goods. The studied variables were tested for significant relationships through structural equation modeling (SEM).

Vision, characterized by seven attributes of brevity, clarity, future orientation, stability, challenge, abstractness and ability to inspire; and embraced four content imageries of sales, leadership, consumer, and employee, was the indirect predictor of staff satisfaction. Empowerment of staff and motivation of staff were the direct predictors of improved staff satisfaction, while vision communication was the indirect predictor of enhanced staff satisfaction. Organizational alignment was removed due to low alpha value. Anyhow, with the existence of the three remaining vision realization factors, the relationships between vision and staff satisfaction were found strengthen than vision alone.

**KEY WORDS: VISION / VISION REALIZATION FACTORS /  
STAFF SATISFACTION / RETAILING / THAILAND**

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# CHAPTER I

## INTRODUCTION

### 1.1 Background of the study

In a fast-changing world, there are countless number of profit-making organizations struggling to make sure their business performances stand out.

By having employee satisfaction to begin with, it could potentially be the source of improved organization performance. One of the empirical approaches to gain employee satisfaction is manager to apply the right leadership style. To many academics and consultants, visionary leadership or leadership with vision as a core component is the answer (Bass, 1990; Conger, 1991; Conger and Kanungo, 1987; Tichy and Devanna, 1986) as employees under leadership with vision including vision generation and realization are said to be more satisfied than under any other leadership styles (Bass, 1985) and said to be competitive in the fast changing world (Avery, 2004; Bass, 1990; Conger, 1991; Conger and Kanungo, 1987; Tichy and Devanna, 1986).

Organizational vision has often got mixed up with visionary leadership (McLean, 2006). Vision, defined by many authors, is either embodied by a visionary leader, or a visionary leader initiate vision (Baum et al., 1998; Schein, 1992; Westley and Mintzberg, 2005). However, a crucial difference between vision and visionary leaders is the level of analysis. While vision is at the team and organizational level, visionary leadership specifically involves a leader. Even though a visionary leader might play a role in navigating employees toward the vision, it is quite likely for organization to have vision without a visionary leader. With this notion, this paper, then, is to focus on vision itself (Foster and Akdere, 2007).

Vision seems to play an important role in organizations' successfulness as many researchers such as Avery (2005) and Hamel and Prahalad (1989) have stated that an organization with a well-articulated vision can achieve sustained competitive advantage over those organizations lacking such a vision. Many leadership scholars,

additionally, have even considered vision as fundamental to focal events in organizations, including leadership, strategy implementation, and change (Avery, 2004; Collins and Porras, 1994; Doz and Prahalad, 1987; Humphreys, 2004; Hunt, 1991; Kotter, 1990; Robbins and Duncan, 1988; Sashkin, 1988).

As much as the importance of vision has been universally aware, there is only a handful of studies investigating the relationships between vision effects including vision attributes and content against organizational performance, through vision realization. There are only three exceptions from east-west dichotomy: Baum et al. (1998); Kantabutra (2003) and Kantabutra (2008a). While the first investigated the relations between vision attributes of brevity, clarity, future orientation, stability, challenge, abstractness, desirability; and vision content of venture growth imagery on the venture growth itself, via vision communication, ones of the vision realization variables in American startup firms. Kantabutra (2003) explored the effects of vision components, vision realization factors, and customer and staff satisfaction in Australian retail stores, whereas Kantabutra (2008a) in Thailand's.

Still, pointed out by Kantabutra (2007b), there are future studies needed to investigate these vision components and vision realization factors in larger and more complex retailers. Thus, corresponded with Kantabutra (2007b) and dealing with Kantabutra (2008a) study's limitation with the need to advance the understanding about vision effects towards employee satisfaction in Thailand, and explore whether vision theory (Kantabutra 2009) is associated with improvements in organizational performance across different organization sizes and industries, the present study then investigates vision effects (vision attributes and content) on staff satisfaction by taking into account vision realization factors of vision communication, organizational alignment, empowerment of staff, and motivation of staff in Bangkok and Metropolitan area's retail stores where selling food, household, and consumer products. This could likewise be treated as the expansion of vision theory into another type of retail stores, apart from apparel ones.

## 1.2 Problem statement

During this time of high competition in the modern trader – where the number of department stores, convenience stores, supermarkets, and hypermarkets continuously increase (Ninkitsaranont, 2018) throughout the nation (see Tables 1.2-1.3), foul organizational performance should be the last thing business people in modern trader or any industry at all wish for. However, as much as the satisfaction of employees in organizations are important that their dissatisfaction can undoubtedly be one of the common factors leading to poor organizational performance (Lukosi, 2015), still it is hard for business people to make their businesses successful, while maintaining their workers positive emotional state.

According to Locke (1993), job dissatisfaction “is a negative emotional state resulting from not appraising one’s job.” (As cited in Lokusi, 2015, p.3). For Spector (1997), it is simply “the extent to which people dislike their jobs.” (As cited in Lokusi, 2015, p.3). Correspondingly, job dissatisfaction is “employees' dissatisfaction towards the work they do and their negative feelings against the job such as weariness, reluctance and the sense of escape” (Eroğlu et al, 2014).

On top of its negative connotation, dissatisfied employees do put negative effects towards organizations starting from individual-level of employee to organization as a whole. To begin with, job dissatisfaction negatively causes psychological issues including job stress (McFarlin, n.d.), psychological disengagement (Lukosi, 2015), emotional exhaustion, burnout, depression, anxiety, reduced self-esteem (Faragher, Cass, and Cooper, 2005), anger, and low morale (McFarlin, n.d.). Secondly, it puts undesirable effects on physical illness such as work-related diseases, health setbacks due to stress (Lukosi, 2015), psychosomatic disorders -- headaches, dizziness, muscle pain, and digestive problems (Faragher, Cass, and Cooper, 2005) --, musculoskeletal disorders and cardiovascular disease (Fitzgerald et al., 2003; Heslop et al., 2002; Jurado et al., 2005; Locker, 1996; Newbury-Birch and Kamali, 2001; Piko, 2006; Svensen et al., 2007; Williams et al., 1998). Thirdly, job dissatisfaction also causes workers’ unpleasant behaviors from mild to severe. Unsatisfied workers may produce low productivity while doing their work (McFarlin, n.d.). For example, they spend less time focusing on their job duties and more time discussing with family, friends and coworkers about the reason behind this

unhappiness (Mayhew, 2017). They commit frequent errors (Karcioğlu and Akbaş, 2010) and do lack of attention to details. Once companies whose employees' productivity levels are declined, they also experience loss of profits (Mayhew, 2017). Also, the feelings of negativity always project from one to another. As people said “Happy employees equal happy customers” (Mayhew, 2017) and vice versa. By having unhappy employees, especially those in the customer service departments, interacting with customers and clients, they are less likely to produce great work or service (Mayhew, 2017). Therefore, declined customer satisfaction are highly predictable. Employee dissatisfaction could also be followed by withdrawal behaviors including tardiness, absenteeism, and turnover. Tardiness and absenteeism can be similarly explained. Unsatisfied employees are very likely to show up late for work or take too long to come back from breaks (Gregory, n.d.), but leave work quite early; or worse, they might not at all show up at work. All of these avoidance behaviors are due to employees' indifferences towards their responsibilities (Gregory, n.d.). Even though they normally show up and spend time at work, those working hours might not be usefully and productively spent. Possibly, they may take excessive time on non-work-related matters such as taking too long in rest rooms, taking care of personal matters while at work, playing games, engaging in non-work-related talk, or spending time on social networks (Gregory, n.d.). These withdrawal behaviors, due to dissatisfaction, may finally lead to employee turnover (Chaulagain and Khadka, 2012) either voluntarily or forcefully (Gregory, n.d.). High turnover rate, however, is unquestionably no good to any companies as it is costly (Talukder, Hossain Talukder, and Alam, 2014; Mayhew, 2017; Jose, 2013) in terms of vacancy covering (CIPD, 2005b), recruiting, and training costs as well as professional knowledge loss (Hana and Lucie, 2011). It is also said to be one of the factors hurting business productivity and existing employee morale (Markovich, n.d.), impeding organizations from being successful. Given the recent situation in Thailand, where turnover rate is increasing from 16.6% in 2017 to 16.9% in 2018 (Media OutReach, 2018), and “relationship with supervisors” happen to be one of the top three most stated reasons for employee resignation (the Nation, 2017).

All in all, employee satisfaction is important to companies' overall success because, apart from financial, physical, and intellectual resources, human resources are

among the most valuable assets in the companies where knowledge, organizational process and information, and specific experience with specific customers are resided. As found by Lukosi (2015), there is direct relationship between job dissatisfaction and organizational performance. High employee job dissatisfaction may lead to low organizational performance. On the contrary, those companies whose employees possess high level of job satisfaction could predict less absenteeism, lower turnover rate (Branham, 2005), higher productive workforce (Mayhew, 2017), and higher customer satisfaction because satisfied employees are more willing to work harder to improve the company and its goals (Gregory, n.d.), be more motivated (Mayhew, 2017), and more committed to the organization. Consequently, they produce greater productivity (Hsu and Wang, 2008) as well as reduce absenteeism and turnover rates. (Mayhew, 2017; Lukosi, 2015). With these qualifications, higher organizational profitability can be predicted. Furthermore, an employee's job satisfaction can literally determine the failure or success of customer experiences (Hsu and Wang, 2008). According to Akdere (2009), employee's job satisfaction has often been directly linked to customer satisfaction. In many studies do several scholars found strong positive associations between customer satisfaction and employee job satisfaction (Akdere, 2009; Brown and Lam, 2008; Hallowell et al., 1996; Zeithaml et al., 1996). Commonly agreed among Becker and Huselid (1998); Boxall and Purcell (2003); Pfeffer (1994), and Wright et al., (2003), customer satisfaction can be achieved via employee job satisfaction and seen as a potential route to high performance.

Therefore, it should be a wake-up call for business managers and onwards to give rise to a vision, in order to obtain employee satisfaction (Atchison, 1999; Medley and Larochelle, 1995; Hausfeld et al., 1994), which leads to firm benefits through many kinds of channels including productivity, creativity, low employee turnover, overcoming obstacles (Bakotić, 2016), service quality, and customer satisfaction (Yee et al., 2008), which in turn influences improved revenue, profitability, and cash flows (Ittner and Larcker, 1998; Heskett et al., 1994; Reichheld and Teal, 1996).

### **1.3 Significance of the research**

Despite the dearth of recent publications, vision effects, including generation and realization, could play an important role in the overall success of any firm; and, despite all the knowledge available, managers often still seem to experience problems with vision generation and realization. Expanding ideas and concepts should therefore be of great relevance in helping organizations in this regard. Even though the previous researches about vision effects are done in the retail industry, Kantabutra and Avery (2010) propose that the characteristics of powerful visions have important implications across a wide range of industries, and possibly across different cultures. Given that senior managers want to develop a “right” vision, knowing about the latest research findings about vision is critical (Kantabutra and Avery, 2010).

In this present study, therefore, is, at the same time, proving its boundless application as per Kantabutra and Avery (2010)’s conclusion and expanding Kantabutra vision theory (Kantabutra, 2003; Kantabutra, 2008a; and Kantabutra and Avery, 2007; Kantabutra, 2009), by investigating the relationships between vision attributes and content and employee satisfaction, through vision realization factors of vision communication, organizational alignment, empowerment and motivation of employee in Thai retail chain sector.

### **1.4 Research questions**

1. Do visions have an effect on employee satisfaction in Bangkok and Metropolitan Region’s retail stores, through vision realization factors of vision communication, organizational alignment, empowerment and motivation of employee?
2. Do visions have an effect on employee satisfaction in Bangkok and Metropolitan Region’s retail stores?
3. Do vision realization factors of vision communication, organizational alignment, empowerment and motivation of employee have an effect on employee satisfaction in Bangkok and Metropolitan Region’s retail stores?

## 1.5 Research objectives

1. To examine the relationships between visions and employee satisfaction in Bangkok and Metropolitan Region's retail stores, through vision realization factors of vision communication, organizational alignment, empowerment and motivation of employee.
2. To examine the relationships between visions and employee satisfaction in Bangkok and Metropolitan Region's retail stores.
3. To examine the relationships between vision realization factors (of vision communication, organizational alignment, empowerment and motivation) and employee satisfaction in Bangkok and Metropolitan Region's retail stores.

## 1.6 Scope of study

While Kantabutra (2003 and 2008a) conducts the studies in retail stores, selling new clothing products excluding shoes and accessories, in both Thailand and Australia, this study, however, is meant to build on Kantabutra's studies by investigating the vision theory along with vision realization factors in Thai modern trade: retail stores located in well-known shopping malls in Bangkok and Metropolitan Region. These stores sell food, household, and daily-life consumer products.

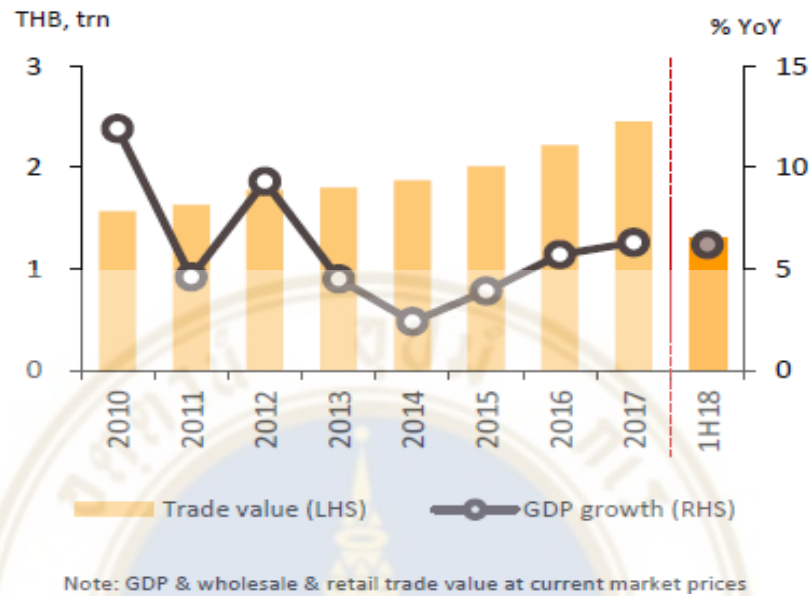
In total, 40 department stores throughout Bangkok and Metropolitan Region were approached: 33 in Bangkok while another 7 in the vicinity areas. Another 10 retail stores were reached for Pilot interview. The final samples are drawn from 144 store managers and 613 staffs from selected 144 retail stores - Pilot interview data excluded. The modern trade sector is chosen in this study due to its rapid extension.

According to NESDB Economic Report (2017), Thailand's GDP has expanded averagely 3.5% since 2012. One of the factors driving behind the GDP growth is the modern trade sector. In 2017, it has a combined value of THB 2.5 trillion or 15 % of GDP, which puts it in second place after the industrial sector, which running 27.4% of GDP (Ninkitsaranont, 2018) (see Figure 1.1).

In addition to the historical growth, between 2018 and 2020, the modern trade sector has been forecasted to maintain continuous growth approximately 4-6%

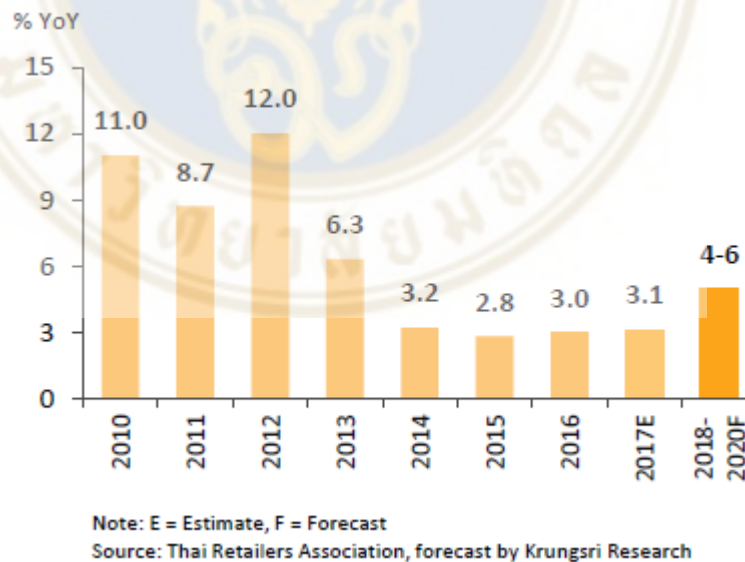


annually in correspondence with 4-5% growth of Thailand’s economic forecast and 3-4% growth of private consumption (Ninkitsaranont, 2018) (see Figure 1.2).



**Figure 1.1. Retail Trade Value VS GDP Growth**

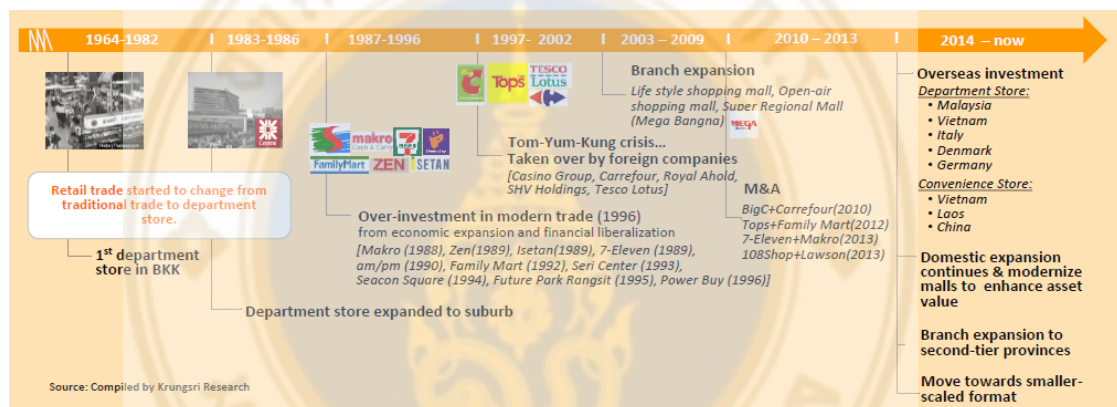
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**Figure 1.2 Retail Business Growth**

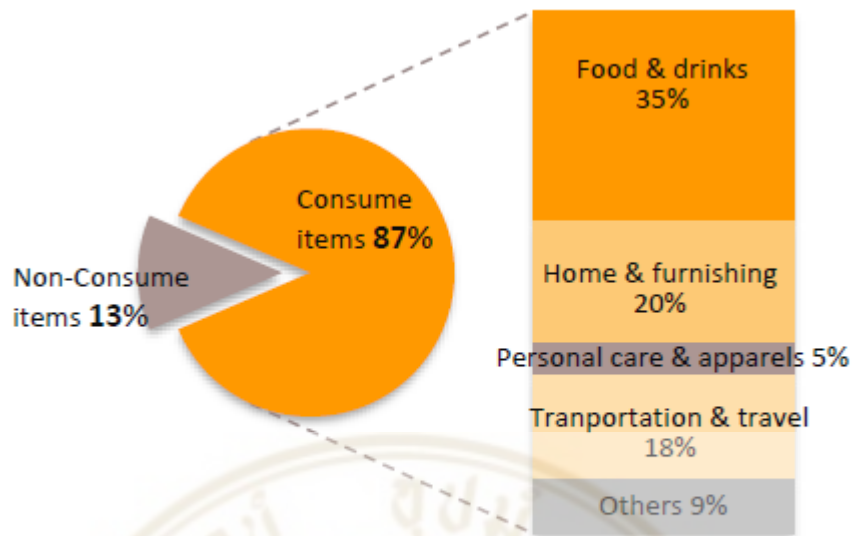
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Transforming from traditional family-run grocers into modern retail stores (see Figure 1.3), where large-scale operators own extensive branch network, the massive expansion is highlighted particularly in Bangkok and those regional centers with high level of urbanization. This is the outcome of 1) foreign investors invest in the domestic market 2) a wide-variety of everyday-life products, where 60% of household spending is on consumption units; food & drinks, home furnishing, and personal care apparels (see Figure 1.4) 3) the retail branches expansion 4) the ability to meet consumer needs. The significant growth of modern trade section is evidenced by the fact that, in 2014, modern trade sector accounted 61% of the market taking leap from 25% in 2001.



**Figure 1.3 Development of Retail Business in Thailand**

Reprint from "Modern trade", by P. Ninkitsaranont, 2018, Thailand Industry Outlook 2018-2020, [https://www.krungsri.com/bank/getmedia/7a996c83-a62d-4347-901a-10c7c7ce1936/IO\\_Modern\\_Trade\\_180905\\_EN\\_EX.aspx](https://www.krungsri.com/bank/getmedia/7a996c83-a62d-4347-901a-10c7c7ce1936/IO_Modern_Trade_180905_EN_EX.aspx)



Source: NSO

Note: Non-consume items include taxes, contributions, interest payment, etc.

**Figure 1.4 Distribution of Household Expenditure by Type (2017)**

Reprint from “Modern trade”, by P. Ninkitsaranont, 2018, Thailand Industry Outlook 2018-2020, [https://www.krungsri.com/bank/getmedia/7a996c83-a62d-4347-901a-10c7c7ce1936/IO\\_Modern\\_Trade\\_180905\\_EN\\_EX.aspx](https://www.krungsri.com/bank/getmedia/7a996c83-a62d-4347-901a-10c7c7ce1936/IO_Modern_Trade_180905_EN_EX.aspx)

Modern trade can be categorized into 5 formats in order to meet varied consumer needs, each of which has distinct features as follows (see Table 1.1).

1) **Department stores** are large-scale retailers with a store floor space of over 1,000 sq.m. and sell wide-range of domestically and imported products to medium and high-level consumers at the same as market prices or higher. The major operators in this format are Central, Robinson and The Mall.

2) **Discount stores/hypermarkets/supercenters** usually possess larger than 1,000 sq.m. store floor space. Unlike department stores, these molds target selling everyday use products to lower- to mid-level consumers in low-price strategy. Big C, and Tesco Lotus are the dominant players in this category.

3) **Supermarkets** operate in more than 400 sq.m. floor space. Like department stores, this kind of retailer focus on medium- and high-level consumers with household consumer goods, including fresh foods and imported products. The main players are Tops Supermarket, Gourmet Market and Foodland.

4) **Convenience stores/ Express/ Mini Mart** operate in floor space of 16-100 sq.m, where sell a range of daily life products in market price. To offer

convenience to customers, this format is located in or nearby communities. The well-known key players are 7-Eleven and FamilyMart.

**5) Specialty stores such as Boots, Watsons, and Superstores** offer specific product categories with high quality or specifically sell own brand products.

Given the continuous growth and increasing number for this sector (Table 1.2 and 1.3), the researcher has selected modern retail stores located in dominant shopping malls in BMR to investigate the relationships between vision components (vision attributes and contents) on staff satisfaction through vision realization factors (vision communication, organizational alignment, empowerment and motivation of employee) in order to match the research objective and expansion.

**Table 1.1 Summary of Store Format of Modern Trade**

	Department Store	Discount Store / Hypermarket / Super Center	Supermarket	Convenience Store	Specialty Store
Product categories	Various: fashionable, high quality / guarantee	Consumer goods, basic quality	Consumer goods, fresh foods, prepared foods	Consumer goods, prepared foods, small size	Personal care products, own brand
Target customers	Middle-upper	Lower-middles/Grocery	Middle-upper	Those favoring convenience	middle-upper
Supplier	Domestic, foreign, brand name	Domestic	Domestic	Domestic	Domestic, foreign
Stock Inventory	60-90 days	30-45 days	10-15 days	15-20 days	30 days and 7 months for import stuff
Price Strategy	More expensive than others	Low price/wholesale price	Mixed pricing	Higher than discount store and supermarket	Similar level to department store
Key Player	Central, The Mall, Robinson	Tesco Lotus, Big C	Tops, Gourmet Market, Foodland	7-Eleven, Family Mart,	Watson, Boots, Supersports

Note: Adapted from "Modern trade", by P. Ninkitsaranont, 2018, Thailand Industry Outlook 2018-2020, [https://www.krungsri.com/bank/getmedia/7a996c83-a62d-4347-901a-10c7c7ce1936/IO\\_Modern\\_Trade\\_180905\\_EN\\_EX.aspx](https://www.krungsri.com/bank/getmedia/7a996c83-a62d-4347-901a-10c7c7ce1936/IO_Modern_Trade_180905_EN_EX.aspx)

**Table 1.2 Retail Business Growth by Type of Business (%)**

	2013	2014	2015	2016	2017E
Department Stores	5.5	3.4	3.0	2.8	2.8
Discount Stores	3.5	2.6	1.8	2.0	2.0
Supermarkets	8.0	6.5	8.5	8.0	8.3
Convenience Stores	10.0	4.0	2.8	3.0	3.2
<b>Modern Retail Sales Growth</b>	<b>6.3</b>	<b>3.2</b>	<b>2.8</b>	<b>3.0</b>	<b>3.1</b>

Note: Adapted from “Modern trade”, by P. Ninkitsaranont, 2018, Thailand Industry Outlook 2018-2020,  
[https://www.krungsri.com/bank/getmedia/7a996c83-a62d-4347-901a-10c7c7ce1936/IO\\_Modern\\_Trade\\_180905\\_EN\\_EX.aspx](https://www.krungsri.com/bank/getmedia/7a996c83-a62d-4347-901a-10c7c7ce1936/IO_Modern_Trade_180905_EN_EX.aspx)

**Table 1.3 No. of Outlets by Retailers**

	2014	2015	2016	2017	
				Outlets	Share (%)
Department Stores	66	71	74	79	0.5
Discount Stores	384	435	480	514	3.0
Supermarkets	395	428	464	472	2.8
Convenience Stores	13,359	14,015	14,847	15,883	93.7
<b>Total</b>	<b>14,204</b>	<b>14,949</b>	<b>15,865</b>	<b>16,948</b>	<b>100.0</b>

Note: Adapted from “Modern trade”, by P. Ninkitsaranont, 2018, Thailand Industry Outlook 2018-2020,  
[https://www.krungsri.com/bank/getmedia/7a996c83-a62d-4347-901a-10c7c7ce1936/IO\\_Modern\\_Trade\\_180905\\_EN\\_EX.aspx](https://www.krungsri.com/bank/getmedia/7a996c83-a62d-4347-901a-10c7c7ce1936/IO_Modern_Trade_180905_EN_EX.aspx)

## 1.7 Expected benefits

This research is conducted in hopes that scholars, students, and business practitioners could refer to for a better understanding in vision characteristics and vision realization factors, and how they affect employee satisfaction. It should also enhance knowledge for leaders to develop and project effective vision to gain employee satisfaction, which is important to organizational performance.

## **CHAPTER II**

### **LITERATURE REVIEW**

#### **2.1 Vision**

##### **2.1.1 Definitions of visions**

After studied through the literature reviews, vision is blurry identified between desirable (shared) concepts, directions or tools towards appealing goals, compelling goals themselves, and etc. There is little agreement found in what vision is among practicing managers (Baetz and Bart, 1996), and not to mention in today's corporate world, where there is no commonly agreed definition for a vision (Kantabutra, 2010) as it is always confused with, or even deliberately combined with, mission, goals, strategy, values, and organizational philosophy (Kantabutra, 2008; Kantabutra and Avery, 2002).

Then, for the sake of better understanding about vision, its diverse meanings given by scholars are excerpted as per below.

Word root of vision derives from Latin meaning "to see." In the past decades, the word vision has been used across many functions such as educational sections, social topics, and business organizations as well as by individuals. Undoubtedly, many scholars have attempted to define vision, and have related to organizational vision in particular (e.g. Allen, 1995; Bennis and Nanus, 1985; Chance, 1992; Manasse, 1986; Senge, 2006).

Starting with Bennis (1990), an American scholar, regarded as a pioneer of leadership studies, foresees that successful leaders of the 21st century would have the capacity to create vision as well as the ability to translate their vision into reality. The true visionary leaders ensure that their followers are highly empowered; therefore, they have the flexibility to take the action necessary to achieve the vision (White and Hodgson, 2002). Similarly, Khatri (2005) and Khatri et al. (2001) define vision as having realistic ideas that are beneficial in the long run for the well-being of the

followers and the system they are part of. The leader formulates the vision based on a deep understanding towards immediate environment.

While Bennis (1990), Khatri (2005), and Khatri et al. (2001) focused on having visions turning into something concrete, Covey (1991) prefers to keep the quality of visions' abstractness while turning them into directions. He suggests that "great visions appeal to both mind and heart, and the creative process of crafting a vision frequently draws upon the motivational or intuitive dimension. Visions create a context which gives meaning, direction and coherence to everything else." Identically, Kathryn Whitaker and Monte Moses (1994) determine vision as "an inspiring declaration of a compelling dream, accompanied by a clear scenario of how it will be accomplished."

On top of the conceptual and concrete idea of vision, Kotter (1996) and Conley (1992, 1996) add up vision's mutuality. The former points out that "a broadly owned, authentic vision unifies diverse participants around a shared aspiration and clarifies direction in the face of shifting agendas and priorities." The latter proposes the meaning of visions as where "people in an organization share an explicit agreement on the values, beliefs, purposes, and goals that should guide their behavior." Likewise, Foster and Akdere (2007) identify vision as unite and shared goals to get all members of the organization working toward that shared goals (Foster and Akdere, 2007).

Specifically, vision can figuratively be referred as a tool, used by leaders, escorting staff towards desiring goals as Locke et al. (1991) mentioned that vision is a tool to induce their followers to work toward a common goal. There are more recent scholars conforming with the idea such as Katz (1999), who stated that vision is a tool to motivate employees, create long-term partnerships, and facilitate the organization to change over time. Ahmad and Chopra (2004), whose studies point out that if the vision of the leaders is commonly shared and encouraging, it can be a powerful strategic device for motivating followers, bringing the organization to a higher level. As elaborated in Kantabutra's (2008a) vision theory, vision is crucial in such times of change, where organizational members find the situation becoming chaotic and disorienting. Vision, which is a key role in providing a connection to a sense of

purpose, then, turns out as a navigator, possessing forceful orienting capacities (Davis and Meyer, 1998).

Another point of view of vision definition that is frequently offered is future-related. For example, from the older time, Bennis (1984) and Conger and Kanungo (1988) visualize how visionary leaders engage their followers, breathe life into the shared vision, and get people to see the exciting future possibilities. Bennis and Nanus (1985) strengthened the idea by defining vision in terms of a particular leader's ability to foresee a compelling image of an organization and more specifically defined as goals or targets towards an improved future. Vision should offer the members of the organization with an inspiring, clear, and stable picture of the future to which they can strive (Nanus, 1992). Moreover, Avery (2004), Daft and Lengel (1998), and Nanus (1992) proposed that "vision indeed works in various ways by providing a link between present and future, serving to best energize and motivate followers toward the future, giving meaning to people's lives and work, and setting a standard of excellence in an organization." Daft (2005) perceives vision as "a guiding star to draw everyone along the same path toward the future, vision can energize people and garner commitment from followers." Vision is described as "a statement of how the organization would like to look at some time in the future and includes the values and philosophy for which it would like to be known" (McLean, 2006). Organizational vision can, correspondingly, be described as an ideal state. The gap between the present state and the ideal state is what motivates people to work (Yoeli and Berkovich, 2010). Thus, it is leader's duty to shape vision (Nanus, 1989, 1992) by identifying and emphasizing the important aspects in organizations in order to create a picture of the future (Granit, 2012). Still connecting vision with future-related point of view, Hamburger (2000), however, puts the meaning of vision rather more simply: it is when the leader creates a picture of a future world, which is frequently referred to as a vision.

As much as vision is important to leadership, strategy implementation, and change (Kantabutra and Avery, 2010), according to Kantabutra (2008b), the definition of vision given vision is still not defined in a universally agreed upon manner (Kantabutra, 2010). Therefore, in order to avoid the definitional issue, Baum et al. (1998) in their study of American startup firms, unlike their contemporaries, picked up



the practical approach by choosing not to define vision in advance, but to accept the term as each individual leader defines it, given that it is the leader's actual vision that guides his or her choices and actions either rationally and objectively, or intuitively and subjectively (Nanus, 1992), it is unrealistic to expect visions to conform to a standard definition (Kantabutra and Saratun, 2011). Each leader develops a vision in his/her own way (Nanus, 1992). Later on, Mumford and Strange (2005) supports that vision is ultimately a mental model used both to understand system operations and guide actions within the system.

Hence, it is sensible to consider the vision that leader practically employs, rather than a possibly unrelated theoretical definition, in investigating any relationships between vision and organizational performance (Kantabutra, 2010a) for three reasons: first of all, each leader arrives at a vision in his/her own way, sometimes rationally and objectively, often intuitively and subjectively (Nanus, 1992). Second of all, visionary leadership often varies from leader to leader on important dimensions (Kantabutra and Avery, 2010). Third of all, every leader individually induces his/her followers to act on the vision by using a range of techniques, such as legitimate authority, modeling, intellectual stimulation, goal-setting, rewarding and punishing, organizational restructuring, and team-building (Kantabutra and Avery, 2010).

Adopting Baum et al. (1998) and Kantabutra (2003, 2008a, 2009)'s practical definition towards vision, the vision in this present study is likewise identified as leader's individual cognitive concept used guiding each leader's behavior, choices, and actions.

### **2.1.2 Vision components**

Before moving on to the specific details of vision components, vision could also be clarified in two different sets of traits: strong and weak visions; positive and negative visions. Until now, only positive sides of vision are brought up, Rafferty and Griffin (2004), on the other hand, after undertaking their study of a large Australian public-sector organization, suggest that visions do not always create positive impact on follower attitudes. In fact, negative visions are more common than positive ones. This vision traits gains support from Senge (1990, 1991), who points out view of "positive" and "negative" visions. According to Senge (1990), a positive

vision embraces changes and aspirations for growth, while a negative one attaches to the status quo, even under changing circumstances. One should also distinguish between “strong” and “weak” visions. The content of “strong” and inspirational vision is optimistic. It expresses confidence, addresses intrinsic needs, connects to organizational values, and introduces positive future challenges (Berson et al., 2001). Either way the categorizations are aimed to ensure the effectiveness of vision.

In order to create the right vision, according to Baum et al. (1998); Kantabutra and Avery (2007); and Kantabutra (2003, 2008a), effective vision is consisted of two components: vision attributes and content.

#### 2.1.2.1 Vision attributes

Even though visions are studied and given definitions by many scholars, one of most essential aspects that are not paid enough attention to is components of an effective vision.

Vision is said to produce a positive effect on organizational performance. However, not all types of visions create such effects, only effective ones that count as confirmed by Kantabutra and Avery (2007) that vision attributes not characterized by the seven attributes rendered no significant effect on either staff or customer satisfaction. Thus, here comes the next question: although scholars and practitioners often emphasize the importance of espousing a vision and even suggest characteristics of an effective vision, no one really knows how to construct such vision (Avery, 2004).

There are varied opinions on what exactly are characteristics of an effective vision. For Locke et al. (1991), the notion that an effective vision is inspiring, challenging, abstract, brief, stable and motivating. Apart from these features, Conger (1989) added up strategic and well-communicated. Jacobs and Jaques (1990); and Kouzes and Posner (1987) pointed out that the ideas of long-term and focus should be included in effective vision. Sashkin (1988) and Sims and Lorenzi (1992) then proposed that effective visions are inspirational, widely accepted, and integrated with visions of others. Although many different attributes for a vision have been suggested, there are seven commonly shared attributes – consisting brevity, clarity, future orientation, stability, challenge, abstractness, and desirability or ability to inspire- derived from Baum (1994), Baum et al. (1998), Locke et al. (1991), and

Kantabutra's the vision theory (2009). All of them, summarized in Table 2.1, are reviewed and combiningly tested in this study.

**Table 2.1 Commonly shared vision attributes (Kantabutra, 2009).**

No.	Shared attributes	Definitions
1	Brevity	A vision should be brief, but brevity should not overrule the endeavor to state the vision definitely.
2	Clarity	A vision should be clear and precise in such a way that it is understood and accepted. Clarity makes the overarching goals understandable to everyone.
3	Future orientation	A vision should focus on the long-term perspective of the organization and the environment in which it functions. It should guide the organization far into the future.
4	Stability	A vision should be general and abstract enough that it is not affected by most of the changes in the market or in technology.
5	Challenge	A vision should motivate people to work toward a desirable outcome. Vision challenge people to do their best.
6	Abstractness	A vision should include all interests and represent a general idea as opposed to a specific achievement. It is not a narrow, one-time goal that can be met, then discarded.
7	Desirability or ability to inspire	A vision should represent an ideal that is worth working toward for the followers. If followers do not perceive the vision as an attractive goal, they will never commit themselves to achieving it.

*Brevity or conciseness.* A vision considered brief should contain between 11 and 22 words (Kantabutra, 2011); therefore, a leader can communicate it frequently (Kotter, 1995) and (Yukl, 1998), and employees can effortlessly repeat. However, a brief vision alone will not significantly affect overall performance because it may not be clear to employees of what needs to be done

(Conrad, 1990; and Pace and Faules, 1989); that is the reason why other attributes need to be in place.

*Clarity.* Clarity has been identified as a significant vision attribute (Kantabutra, 2003). It means leaders should create vision directly focusing at a prime goal. It needs to state clearly to employees what needs to be done; otherwise, it may not challenge the employees to do their best (Collins and Porras, 1994; Conger and Kanungo, 1987).

*Future orientation.* A vision that is only clear and brief will have no power to attract emotional commitment from followers if it does not offer a view of a better future (Nanus, 1992). Future-oriented visions should carry a long-term perspective for the organization and indicates the compelling future environment in which it will function (Kantabutra, 2011). Without a desirable future picture, a leader is unlikely to be able to draw followers from where they presently are to work toward the vision (Senge, 1990; Kantabutra, 2010a). Organizations that create a meaningful vision for the future are often able to stimulate emotions in their people (Ghoshal & Bruch, 2002; Kantabutra & Avery, 2010) to work towards goals.

*Stability.* Vision statements are unlikely to be changed easily over time by any market or technology change. One way to ensure this quality is to have the vision statements representing a general idea (Kantabutra, 2011) as Kenneth Leithwood and colleagues (Leithwood et al., 1996) emphasize that vision building is intended to create a fundamental, ambitious sense of purpose, one to be pursued over many years. An unstable vision suggests followers a serious lack of managerial integrity and commitment to the vision (Kouzes and Posner, 1987; Parikh and Neubauer, 1993), negatively affecting follower morale (Kantabutra, 2010a).

*Challenge.* Challenging visions possess a high but achievable degree of difficulty enabling staff members to enhance their self-esteem while seeking to achieve the vision. In the previous studies, challenging visions usually aim at achieving a national or international status (Kantabutra and Avery, 2010). Visions themselves should challenge staff to try their best to achieve a desirable outcome (Kantabutra, 2011).

*Abstractness.* Vision statements should include all organizational interests and allow individual in different functions to creatively

interpret their own meaning to guide their duties (Kantabutra, 2009). If a vision is too concrete, too specific, and not abstract, it is likely to create conflicts among departments with different specific purposes (Kantabutra, 2010a). When a vision is not inclusive of all organizational interests, too many groups pursuing diverging goals will be formed for the leader to manage or form an effective group (Messick and Mackie, 1989). Therefore, when formulating a vision, leader needs to bear in mind that a vision is designed to incorporate other members of the organization's vision, not only leader's alone (Granit, 2012). Moreover, abstractness also reflects stability in the vision because it implies no drastic change over time (e.g. Gabarro, 1987; Tichy and Devanna, 1986).

*Desirability or ability to inspire.* A brief, clear, future-oriented, abstract, challenging, and stable vision will not gain employee commitment in working toward the vision unless it is inspiring or desirable (Morden, 1997). A vision must express inspirational ethical principles worthy of commitment (Nanus, 1989). Once a vision is uninspiring, it is unlikely to develop and nurture a shared vision, which is a significant factor for overall organizational performance enhancement (e.g. Kantabutra and Avery, 2005).

Below are the vision examples characterized by the seven attributes from Fortune's "Best Companies to Work for."

*"To provide the most useful and ethical financial services in the world"* (Charles Schwab Corporation).

*"To be a world-class provider of food and services"* (Ukrop's Food Group).

These sample vision statements do not appear to be innovative ideas, instead they highlight simple ideas. Kotter (1999) affirmed that successful visions do not have to be innovative. Effective business visions mostly have an almost mundane quality, often consisting of ordinary ideas because it needs to guide organizational members and include all organizational interests. The more specific, unique and innovative a vision statement, the less likely it will appeal to a wide range of organizational interests and stakeholders (Daft, 2005).

Theoretically, there are beneficial views about the combination of these seven characteristics on positive organizational performance. Firstly, a vision

with one or more attribute removed, the remaining attributes offer no significant effect on organizational performance (Kantabutra, 2007a). Only vision characterized by all seven vision attributes is expected to improve organizational performance (Kantabutra and Vimolratana, 2009). In Kantabutra (2008a), once a vision is consisted of all seven attributes altogether, it becomes an indirect predictor of improved performance via customer and staff satisfaction in Thai retail stores. Secondly, visions characterized by the seven vision attributes, either alone or in combination, are expected to improve the vision's effectiveness (Kantabutra, 2010a).

So far, the seven characteristics of effective visions have been pointed out, the next question is how can those attributes affect organizational performance? Kantabutra (2009), then, proposed the vision theory explaining how seven vision attributes of brevity, clarity, challenge, stability, abstractness, future orientation, desirability or ability to inspire provides positive effects on organizational performance initially through emotionally committed followers. The propositions are summarized as per below.

*A brief and concise vision* encourages a leader to communicate his/her vision frequently and continuously, and followers can then remember and understand the vision more easily. Consequently, followers can use the vision in guiding their daily operations, which improves organizational performance.

*A clear vision* makes followers know exactly what their organization wants to achieve. Therefore, followers' mind is directed toward achieving the organizational goal improving organizational performance.

*An abstracted vision* suggests a longer-lasting sense of organization encouraging followers to carry out the vision.

*A challenging vision* presents followers the discrepancy between a vision and its status quo motivating followers to work toward the vision.

*A future-oriented vision* attracts commitment of followers and draws followers from where they presently are to work toward the vision.

*A stable vision* represents leadership's integrity drawing follower commitment to work toward the vision; and a stable vision does not bring unnecessary costs for implementing previous visions with it.

*A desiring and inspring vision* drives followers and draws their affective commitment to work toward the vision.

All in all, the emotional commitment of followers each vision attribute bring about will influence followers to voluntarily commit to growing their organizations.

#### 2.1.2.2 Vision content

The literature appears to indicate the existence of many proposals for vision content (Kantabutra 2010a). Kantabutra (2010a) also mentions that vision content is related in some complex ways to organizational performance.

After studied through the past studies, vision content refers to the information embedded in the vision itself, including the image of the collective future (Stam et al., 2014). Its diverse meanings or topics convey due to the varied environments in which vision content functions.

Many researchers incline that vision content should depend on the types of business and competitive environments in which they operate. Theoretically, vision content should be differentiated across organizations. If there is literally shared vision content across organizations, how those organizations can compete and maintain their competitive advantages are in a serious doubt (Kantabutra, 2008b). Many scholars seem to agree with this conclusion. For example, Westley and Mintzberg (1989) suggested that vision content should reference to vary broadly context. Supporting this view, Collins and Porras (1994) suggested that vision content should not be common across different organizations. Vision content, therefore, should definitely be varied according to business industries and organizations. Similarly, in Pearson's study (1989), whose work indicate that a successful vision consider industry, customers, and the specific competitive environment in identifying an innovative competitive position in the industry. Here are more specific examples dependent on different business industries: in healthcare industry, Williams-Brinkley (1999) proposed that its vision content should always be on patients, their families, and staff. In Dvir et al.'s study (2004), vision content of social-oriented values and assimilation are positively related to affective commitment to the organization, and unrelated to continuance commitment. Kirkpatrick and Locke (1996) revealed that vision statements emphasizing product quality were related to increased trust, leader-

follower goal congruence, and inspiration. Westley and Mintzberg (2005) argued that vision content should be either about products, services, markets, organizations, or ideals. In a public school setting, Kantabutra (2005a) pointed out that vision content should be relevant to teacher and student satisfaction, student achievement, and efficiency. Kantabutra (2005b) added up that a vision should contain corporate sustainability content for a corporation to succeed in the long run. Baum et al.'s (1998) and Kantabutra and Avery (2007) themselves took on customer and staff satisfaction imageries as relevant vision content in their study. While, Kantabutra (2003) found in his study of visions in Australian small retail stores that vision content refers to sales and leadership as well as customer and staff imageries.

Adopting Kantabutra (2008a), vision content in this study are imageries about sales, leadership, staff, and customer. The reason being is that the more retail store managers envision about improving these aspects, the more these aspects would improve in organizations, resulting in higher performance outcomes; as consistent with Baum et al., (1998), who conveying that imagery about venture growth was significantly associated with venture growth in start-ups.

### **2.1.3 Vision realization variables**

Having vision, with the seven effective characteristics and four proposed content imageries, alone is not sufficient for a leader to lead successfully. Vision, in fact, contributes only 10 percent of the success, and implementation the rest (Jick, 2001). In addition to the vision characteristics, vision realization variables produce so much more dramatic effect on organizational performance. The notion is confirmed by Kantabutra (2005), who asserts that school leaders are required to communicate their visions, redesign their organizational processes, empower, and motivate teachers to achieve desirable performance outcomes. Following Kantabutra (2005 and 2008a), the four mentioned leader and follower variables are proposed as necessary factors for realizing a vision in this present study. Each item is discussed respectively as following.

#### **2.1.3.1 Vision communication**

Vision communication has been popular topic for researchers (Taylor et al., 2014), and has long been regarded in the leadership literature as a key to



successful implementation of a vision (e.g. Avery, 2004; Bass, 1985; Bennis and c, 1985; Conger and Kanungo, 1987; Kantabutra, 2010a; Lipton, 1996; Locke et al., 1991). Vision communication is when the vision is expressed in hopes of convincing followers that the vision is plausible and worthwhile (Stam et al, 2014). Though not being specific about the role that vision communication plays, many charismatic leadership theories highlight the importance of communicating a vision and making sure that the vision connects with followers and their needs (Kantabutra and Avery 2007). Bass and Avolio (1993) and House and Shamir (1993) additionally stated that follower involvement through a vision communication process is crucial (Bass and Avolio, 1993; House and Shamir, 1993).

Undeniably, leaders must communicate their visions in ways that reach out to organization members, gripping them at heart and making them want to get involved in carrying out the visions (Sashkin, 1985) in order to promote changes and broaden support for the visions (e.g. Bass, 1985; Bennis and Nanus, 1985; Conger and Kanungo, 1987, 1988; Cowley and Domb, 1997). Thus, the next question is how can leader “grip their follower at heart”? Reardon (1991) pointed out that “If people don’t believe they have chosen to adopt a new attitude and behavior and feel rewarded, they are likely to revert to old ways.” In order to achieve so, firstly, leaders must know followers’ constituents and speak their language (Kouzes and Posner, 2002), and the way leaders to communicate should be with passion through vivid language and an expressive style. Locke et al. (1991) and Conger and Kanungo (1987) proposed that leaders must use their personal communication skills, including speaking and listening skills, to articulate the vision to followers. Visionary leaders develop their own personal vision then merge it into a shared vision with their colleagues. Communication of the vision is what empowers people to act. When people do not act, it tends to be because the vision has not been clearly communicated; people spend their time trying to figure out what direction to go, which makes them tired and unresponsive (Heath and Heath, 2010).

Leaders communicate their visions in various ways including written statements and personal communication (Kouzes and Posner, 1987). Embracing Kantabutra and Avery (2007), Kantabutra (2008a, 2010a, and 2012), and Kantabutra

and Rungruang (2013), vision communication in this present study is classified in three channels:

- (a) spoken,
- (b) written, and
- (c) technology-mediated channels.

#### 2.1.3.2 Organizational alignment

Apart from vision communication, the effectiveness of vision cannot do its work properly without aligning people and adjusting the supporting systems along with it. Aligning people and systems include the recruiting system, reporting lines, incentives, teamwork versus individual focus, and job design, to support visions (e.g. Kotter, 1990; Kouzes and Posner, 1987; Locke et al., 1991; Nanus, 1992; Priem and Rosenstein, 2000). For example, Priem and Rosenstein (2000) proposes that visionary leaders alter existing organizational infrastructure to suit their visions because it is seen as critical to achieving their strategy (e.g. Priem and Rosenstein, 2000). The notion is agreed by Kantabutra (2010a), who conducting the research about vision effects in educational setting. He mentioned that, for organizational alignment, a faculty leader reassigns his/her faculty members as needed to support his/her new vision and sets up new faculty evaluation criteria according to the new vision. However, this can be working in two-way relationship. Once leaders align people and supporting systems to suit their visions (Kouzes and Posner, 1987; Locke et al., 1991; Nanus, 1992), good visions also align people in organizations (Parikh and Neubauer, 1993).

On the other hand, Kantabutra (2010b) has asserted that visionary leaders who do not align organizational systems with their visions negatively affect follower satisfaction because follower who using visions to guide their work might find it difficult to carry out the visions. The unsupported organization systems will become obstacles whenever they are intended to follow vision; consequently, follower will feel frustrated and unsatisfied (Kantabutra, 2011).

Like Kantabutra and Avery (2007); Kantabutra (2007b); and Kantabutra (2008a), organizational alignment in the study is defined as the extent to which a leader:

(a) reassigned his/her employees as needed to support his/her new vision; and

(b) set up new employee evaluation criteria according to the new vision.

### 2.1.3.3 Empowerment

After communicating visions and realigning organizations to suit visions, many studies suggest that leaders seem unlikely to achieve the goal without empowering their staffs. While an alignment of organizational systems concerns structural changes, according to Kantabutra (2008a) and Kantabutra and Rungruang (2013), empowerment is the genuine downward distribution of power and control over circumstances. As defined by Kanter (1983), employee empowerment revolves around issues of power and control. It is considered a management tool for motivating employees by delegating or sharing them the power. Empowerment is delegating and passing power from higher organizational levels to lower ones (Carson and King, 2005), giving employees the independence to make decisions and commitments instead of just suggesting them (Forrester, 2000). In order to guide follower to behave consistently with vision and sustain follower to commit to it, leaders empower their people (Conger and Kanungo, 1987; Cowley and Domb, 1997; Nanus, 1992; Robbins and Duncan, 1987; Sashkin, 1988; and Kantabutra, 2012). Practically, based on the UK local government research, empowering, delegating, and developing subordinates' potential were found to be significant predictors of satisfying leadership style (Alban-Metcalf and Alimo Metcalfe, 2000). According to Sahoo and Das (2011), empowered employees consider themselves "having freedom, autonomy and discretion, feel personally connected to the organization, and feel confident about their abilities and capable of having an impact on the organization." In order to empower employees, there is not necessarily giving them more power. Ones of the easiest ways to enhance empowerment in organizations are management team and managers to listen and to be more responsive towards employee comments as well as to provide them necessary training, encouragement, resources to do their jobs, allowing access to relevant information, and matching their tasks with this skills and experiences (Sahoo and Das, 2011).

To be more specific, there are some exemplified actions leader do which are considered as empowering their people. They attentively carry out the below actions and decisions (Kantabutra, 2008a):

- whom they choose to assign to groups and tasks;
- the amount and types of resources and support services they make available to work groups;
- the design of incentive systems;
- the way jobs are structured and allocated among workgroups;
- their choice of people to head the teams; and
- the goals and expectations they associate with each organizational unit.

Embracing Kantabutra and Avery (2007); Kantabutra (2007b); Kantabutra (2008a); Kantabutra and Saratun (2011); and Kantabutra and Rungruang (2013), empowerment in this study is defined as the extent to which a leader:

- (a) delegated work to employees;
- (b) provided resources and support services to employees; and
- (c) encouraged employees to make more decisions regarding daily operations.

#### 2.1.3.4 Motivation

The last variable of vision realization is motivation. Motivation is viewed by many scholars as essential to successful vision implementation (Kantabutra and Avery, 2007). Many scholars convey that visionary leaders motivate followers to achieve superior performance (Awamleh and Gardner, 1999; Bass, 1985; Conger and Kanungo, 1988; Cowley and Domb, 1997; Kotter, 1990; Kouzes and Posner, 1987; Locke et al., 1991; Nanus, 1992; Tichy and Devanna, 1986; Tvorik and McGivern, 1997).

Then, how exactly visionary leaders motivate their followers should not be omitted. In Kantabutra (2008a), motivation of staff was found to be the direct predictor of increased staff satisfaction in Thai retail stores. Accurately, Thai store managers who motivated their employees by acting according to their vision, boosting up employee's confidence, challenging employee, and rewarding those who

act consistently with their visions are directly predictive of enhanced employee satisfaction. Even though there are only limited studies to testify this notion, motivation of followers is surely related in some sophisticated ways to performance outcomes (Kantabutra, 2008a). Leaders are to motivate and communicate, which requires social skills, trust, a focus on results, and other conditions for a highly spirited organization (Maciariello, 2006). Vision can be used as a tool to motivate employees, create long-term commitments, to produce the appropriate resources, and enable the organization to change over time (Katz, 1999). Vision gets to the heart of people and stimulates people's emotional commitment persistently with organizational strategy (Bennis and Nanus, 1985; Senge, 2006). More importantly, when in tough situations, visionary leaders need to motivate their followers to implement their visions more than ever (Awamleh and Gardner, 1999). On the other hand, when in situations that are too stable and everything in the organizations are going rather routinely. It can create employee's boredom, passiveness, and dissatisfaction. Repeating Kantabutra and Vimolratana (2010), a powerful vision is able to free followers from the mundane activities by providing them a challenge testing their best efforts. Effective vision is supposed to create a spark of excitement that lifts the organization out of the mundane (Parikh and Neubauer, 1993), generating a more pleasant workplace for employees.

However, while achieving a challenging vision, followers can become exhausted and frustrated; therefore, leaders must encourage their followers to carry on (Kantabutra and Avery, 2007). By having a challenging vision, employees will also be able to raise their self-esteem while attempting to achieve the vision (Gecas and Seff, 1990), which in turn motivates and satisfies the employees (i.e. Maslow, 1943). Normally, motivation comes from people decisions, job design, high expectations for performance, and sensible decisions on compensation and rewards (Maciariello, 2006). Visionary leaders also increase follower's expectations about the relationship between their efforts and accomplishments. When followers meet the leader's high expectations, their perceived self-assurance enhances their strong source of motivation (Bandura, 1986). Moreover, motivating employee with future-oriented quality included is also important and effective. Leaders with vision statements motivate their followers by inspiring them with a better future, particularly with goals that are distant, non-specific, and desirable (Kantabutra and Vimolratana, 2010).

Visionary leaders inspire a shared vision by their passionate belief that they can make a difference (Kouzes & Posner, 1995). Through their passion, they employ followers in the dream, breathe life into the shared vision, and get people to see the exciting future possibilities (Kantabutra and Vimolratana, 2010). Last but not least, it is also important for leader to blend in with his/her generated vision. It must be difficult for a leader to win over follower and get them to follow his/her version unless he/she sets a good example and acts one him/herself. Thus, leaders should live their vision by making all their actions and behaviors consistent with it, and by creating a sense of urgency and passion for its attainment (Kantabutra, 2009; Nanus, 1992) in the hope of exciting follower to support their vision (Nanus, 1992).

In spite of the importance of motivation in literature, there are many researchers excluding motivation from their vision realization factors or combining motivation with other factors in hope of enhancing the construct validity (Densten, 2002). Also, cross-cultural researchers have raised that motivation as a construct is highly varied by cultural values because it shows inconsistent validity result in the factor analyses. Consequently, further clarification of motivation as one of the vision realization factors is needed in the present study.

Similar to Locke et al. (1991); Kantabutra and Avery (2007); Kantabutra (2007b, 2008a, and 2010a); Kantabutra and Saratun (2011); and Kantabutra and Rungruang, (2013), motivation in this study is defined as below leader's action perceived by subordinate if leader:

- (a) act as a role model for subordinates;
- (b) build subordinates' self-confidence;
- (c) create challenges for subordinates; and
- (d) reward subordinates who act consistently with his/her vision

#### **2.1.4 Vision and organizational performance**

So far, the importance of vision clearly has been realized among scholars. However, without its detectable effect, the perceived usefulness must have gradually faded in time. Vision is received scholars' and researchers' attention due to the positive effect it exerts upon organizational performance. As affirmed by Daft (2005),

Isenberg (1987), Maccoby, (1981), Mendall and Gerguoy (1984), Peters (1987), and Slater (1993), the vision itself has been said to be important to organizational performance. Hamel and Prahalad (1989) also claimed that an organization with a well-crafted vision can achieve sustainable competitive advantages over those organizations without one.

Even though research about vision constructs is scanty, Baum et al. (1998) are the first shedding light on the effects of vision on the performance of the organization, measured by venture growth including sales growth, employment growth, and profit growth. Their study, taking place at architectural woodwork industry companies in United States of America, found that vision attributes of brevity, clarity, future orientation, stability, challenge, abstractness, desirability; and content of venture growth imagery impacted venture growth positively, both directly and indirectly, via vision communication. Vision communication is one of the vision realization variables. Although there are other influential variables in the process of leader's vision realization, Baum et al.'s (1998) study chose to include only one construct of vision realization, which is vision communication. Still, found in their study, vision communication has a significant relationship with venture growth.

While Baum and his colleagues proved the significant relationship between vision and organizational performance in the Americas, Kantabutra (2003) testified the relationships between vision components, vision realization factors, and customer and staff satisfaction in Australian retail stores. He addressed Baum et al.'s (1998) limitation by replacing the organizational performance indicators of venture growth with employee and customer satisfaction. From the study, he discovered the seven vision attributes of brevity, clarity, future orientation, stability, challenge, abstractness, and desirability or ability to inspire, create a positive impact on organizational performance, measured by customer and staff satisfaction, which supported the Baum et al.'s study. However, this mentioned study was limited by the unreliable vision content scale, and validity of two vision attributes of challenge and desirability is also questionable (Kantabutra, 2008a).

After the two studied confirmed the relationships between vision variables and organizational performance in Western world, Kantabutra (2008a) extended the Baum et al. (1998) and Kantabutra (2003) by shifting the continent boundaries and

testified the vision theory in Asia, Thailand. He found that vision attributes is an indirect predictor of enhanced staff satisfaction: motivation of staff directly predicts enhanced staff satisfaction while vision, empowerment of staff, organizational alignment, and vision communication indirectly predict improved staff satisfaction. Visions containing images about leadership were positively correlated with customer satisfaction. Added up Kantabutra (2011), visions comprised with brevity, clarity, future orientation, stability, challenge, abstractness, and ability to inspire as well as containing imageries of sales, consumer, employee and store leadership indirectly predict improved staff satisfaction in Thai retail stores.

Even though the past researches are done in the architectural and retail industries, resulting in mixed results, Kantabutra and Avery (2010) propose that the characteristics of powerful visions have important implications across a wide range of industries, and possibly across different cultures. Thus, in this study, the researchers explore if vision theory is indeed a universal approach by conducting the survey in a different industry, Thai modern retail chains.

## **2.2 Staff satisfaction**

Staff satisfaction has been long paid attention to among researchers. There are many researchers offer staff satisfaction definitions, some of which are excerpted as per the below, followed by some basic theories of satisfactions, influencers of staff satisfaction, relationships between staff satisfaction and organizational performance, and relationships between vision and staff satisfaction.

### **2.2.1 Staff satisfaction definitions**

Even though one might perceive that staff satisfaction is something that can be understood by its own phrase, there is hardly additional explanation needed, most of the aspects given by the researchers is one's positive state of mind or feelings resulted from a variety of both intrinsic and extrinsic job elements (Howard and Frink, 1996, and Wayne, 2006). Extrinsic satisfaction refers to satisfaction with aspects that irrelevant to job tasks or content of the work, such as pay, working conditions and co-workers. Intrinsic satisfaction refers to the job tasks themselves, such as skill



utilization, and autonomy (Buitendach, and Witte, 2005). The details are deliberately discussed after the general definitions of staff satisfaction.

There are several scholars such as Kreitner and Kinicki (2007) and Griffin and Moorhead (2013), however, chose to name employee satisfaction quite simply. The former defined job satisfaction as the degree of how an individual like his or her job. The latter referred employee satisfaction as “the feeling of gratification or prosperity that employees procure from their job; whether they are happy to work or not, perceive their jobs as meaningful, or the extent to which their job has a negative physical or psychological effect on them.” Employee job satisfaction is generally defined the extent to which people like (satisfied) or dislike (dissatisfied) their jobs. Likewise, Ilies and Judge (2004) propose that job satisfaction is “the job holder’s perception of the job by about the level of satisfaction based upon physiological and psychological need” (Betts, 2000). It could simply be a person feeling of satisfaction on the job, which acts as a motivation to work (Brief & Weiss, 2002); Price, 2004; Robbins, 2005). Gupta and Walia (2008) add up that job satisfaction is an important factor used to motivate the employees to work harder.

Once employees are satisfied with their jobs, likely they tend to have more positive self-concept at work and greater self-determination that facilitates higher efficiency and effectiveness (Deci et al., 1989; Gagne´ and Deci, 2005). They should, likewise, have positive perceptions about work (James and Tetrick, 1986), organization’s products and services, which generating better service (Bontis, Richards, and Serenko, 2011) and responding to customer needs (Hui et al., 2004), resulting in improved customer satisfaction.

#### 2.2.1.1 Extrinsic satisfaction

As roughly mentioned, extrinsic job satisfaction is described how one feel about the work situation that are unrelated to the job tasks or the work itself (Hirschfield, 2000). For example, back to the 90’s, Taylor (1970) related the positive state of mind resulting from the jobs with an external factor, salary, by suggesting that employee satisfaction is represented to the highest possible earnings with the least amount of fatigue. *Supervision*. An employee’s attitude about his/her relationship with an immediate supervisor (Herzberg et al., 1959). A healthy supervisor-employee relationship increases job satisfaction (Harris, Harris, and Eplion,

2007), while an unhealthy one could lower job satisfaction, commitment, and the intent to quit (Mardanov, Sterrett, and Baker, 2007). *Work Conditions* is the physical work atmosphere including space, lighting, ventilation, and equipment (Herzberg et al., 1959; Herzberg, 1966). *Co-Workers*. On the one hand, the interpersonal relationships, including coaching, helping with assignments, and giving instruction, between co-workers associates with job satisfaction (Harris, Winkowski, and Engdahl, 2007). On the other hand, the lack of interpersonal relationship leads to job related depression (Shirey, 2004). Additionally, there are other aspects frequently mentioned such as personal life (Herzberg et al., 1959), promotions, compensation, company policy, status, and job security (Tsourela, Mouza, and Paschaloudis, 2008). Even though these factors are said to not explicitly lead to employee satisfaction, but, in absence of them could cause employees dissatisfaction (Herzberg et al., 1959).

#### 2.2.1.2 Intrinsic satisfaction

Generally, the factors influencing intrinsic satisfaction can be described as matters related to the self-actualization of the worker, self-accomplishment on the job, the factors satisfying people's psychological needs (Herzberg, et al., 1959), or employee self-fulfillment (Kosmoski, 1997). Intrinsic job satisfaction is derived from the composite of intrinsic factors experienced in the job (Deck, et al., 2009), which could be exemplified as achievement, recognition, the work itself, responsibility, advancement, growth (Herzberg et al., 1959; Herzberg, 1966), personal interest, moral values, (Hancer and George, 2003), self-directiveness, skill development, and observed accomplishment associated with doing the work (Kalleberg, 1977). Dawis and Lofquist (1984) described job satisfaction as the result of the worker's appraisal of the degree to which the work environment fulfills the individual's needs. Likewise, Lease (1998) viewed job satisfaction as the degree of an employee's affective orientation toward the work role occupied in the organisation. Locke (1976) defined employee satisfaction as an employee's standpoint of a positive emotional state resulting from the appraisal of one's job or job experiences as enabling the achievement of one's job values. Chi and Gursoy (2009) and Karatepe et al. (2006), correspondingly, recognize employee satisfaction as a person's perception or appraisal of the degree of fit between an individual and the organization's values. Dole and Schroeder (2001) found that job satisfaction increased, while levels of authority

and advancement over the job raised (Jawahar and Hemmasi, 2006). Stein and Craft (2007) found that growth, consisting vertical or horizontal mobility, developmental opportunities, or acquisition of skills (Carmeli, et al., 2007) have a positive relationship with job satisfaction. Based on Herzberg's conclusion (Herzberg et al., 1959; Herzberg, 1966), personal employee attitudes about the job requirements and assigned tasks (Freed, 2003), including complexity and scope of work have a direct influence on job satisfaction (Freed, 2003; Wong, et al., 1998). More recently, Robbins and Judge (2009), whose works similarly recognize employee satisfaction as "a positive feeling about a job resulting from an evaluation of its characteristics" or "the satisfying emotional state that results from the positive appraisal of job experiences on the part of the employee" (Chang et al., 2010; Locke, 1991; Karatepe, 2012; Al-Refaie, 2015). Hsu and Wang, (2008); Prajogo and Cooper, (2010); and Jung and Yoon (2015) put the term more specifically "as a person's assessment of the overall quality of his or her current job assignment" (Hsu and Wang, 2008; Prajogo and Cooper, 2010; Jung and Yoon, 2015), which relate to job performance appraisals, stress and work pressures, conflict and work conditions and the quality of service provided to customers (Oakley, 2012).

### **2.2.2 Basic theory of satisfaction**

In order to achieve the full understanding of staff satisfaction, it is important to begin with the basic theories of satisfaction: Maslow's hierarchy of needs theory, ERG theory, Herzberg's two factors theory, and the Job Characteristics Model (Hassard, Teoh, and Cox, 2017).

#### ***(1) Maslow's hierarchy of needs theory***

Surely, the famous Maslow's hierarchy of needs theory (Maslow, 1943) should be revisited as the secure and theoretical foundation of the basic theory of satisfaction. Maslow hypothesized that within every human being there exists a hierarchy of needs (Stum, 2001). Those needs are consisted of five-tier of needs: physiological, safety, social, self-esteem, and self-actualization (Stephens, 2000); each of which can either be achieved from the bottom to the top (Osabiya, 2015), stage by stage respectively (Figure 2.1). Once each of the need is substantially satisfied, the

individual focuses on obtaining the needs at the next level, striving to move up the hierarchy (Stum, 2001).

#### *Physiological needs*

Physiological needs are at the lowest level of the pyramid as they are the most basic and fundamental needs (Al-Aufi and Al-Kalbani, 2014). Physiological needs include basic factors a human being should have in order to survive such as food, water, air, shelter, sleep, clothing, money and etc. Broadly, it consists of the need for relief from thirst, hunger, physical drive, oxygen, sexual desire (Osabiya, 2015).

However, in a work environment, this sort of needs refer to clean air, spacious work areas, equipment, and convenient food facilities (Al-Aufi and Al-Kalbani, 2014).

#### *Safety*

Once physiological needs are satisfied, then, a new set of needs categorized as the safety needs emerge (Stephens, 2000). Safety includes security, stability (Cao et al., 2013), laws, rules, job security, safe workplace wages, financial incentives, health insurance, risks insurance, housing assistance (Al-Aufi and Al-Kalbani, 2014), freedom from threat of physical attack, the desire to be free of danger (Seeley, 1988; Pearce, 1988, 1996), protection from danger, and the need for orderliness (Osabiya, 2015).

#### *Social needs*

After the safety need is fulfilled, the social needs in the third stage should be gratified. Social needs are simply affection, relationships (Stum, 2001), love, and friendship (Holloway, 1998). They can also be the needs of belonging, love, be loved (Cao et al., 2013), collaboration, teamwork, and trust (Al-Aufi and Al-Kalbani, 2014). Specifically, it's a sense of affiliation (group membership, clubs, churches, work affiliations, etc.) to friendship and love of spouses, children, and parents (Seeley, 1988).

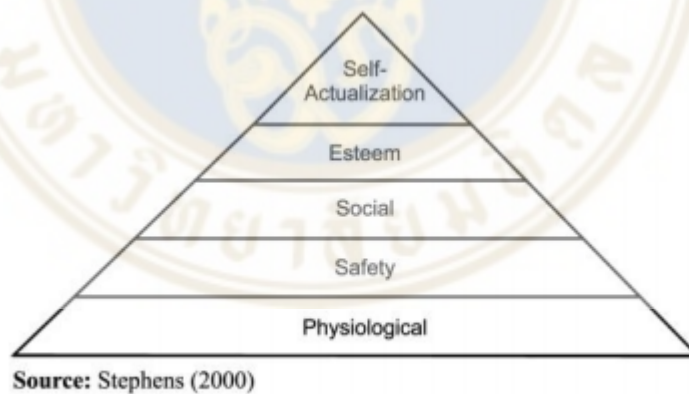
#### *Self-esteem*

When the social needs are achieved, self-esteem is then the next level to be pursued. Self-esteem concerns one's desire for self-confidence and adequacy (Tikkanen, 2007) as well as respect, recognition from others (Cao et al., 2013), self-worth, individual importance (Stum, 2001), rewards, appreciation, prestige, and

autonomy (Al-Aufi and Al-Kalbani, 2014). This may reflect either inner feelings of strength, achievement, independence; or outer desires of reputation, prestige, recognition, attention, etc. (Seeley, 1988). Professionally, for this stage, supervisors or leaders need to give subordinate opportunities to thrive and learn.

### *Self-actualization*

Once all four lower stages of needs are met, self-actualization is at the top of the hierarchy, and the most difficult stage to be achieved. Self-actualization is when one is aware of his/her goals and is given opportunities to fulfil them. The goals, however, are not set once for a lifetime. They should be more of continuous growth towards new goals after previous goals are obtained. Similarly, Stum (2001) put self-actualization as a sense of fulfillment that allows the individual to maximize their own growth and make a contribution to that of others; while Cao et al., (2013) defy self-actualization needs as people's aspirations to achieve self-fulfillment and realize their potential. Al-Aufi and Al-Kalbani (2014) mention that self-actualization is about employees accepting themselves, realizing their potentials, and believing in their meaningful work.



**Figure 2.1 Maslow's hierarchy of needs theory**

### **(2) ERG Theory**

Alderfer's ERG Theory was developed by Clayton Paul Alderfer (Psychology Wiki, n.d). The theory expands and is used with the five levels of Maslow's hierarchy of needs in examining job satisfaction (Caulton, 2012); however, Alderfer regroups the five levels and condense them to the three types.

*Existence needs - the need for basic material existence, like physiological health and safety.* Existence needs concern sustaining human existence and needs for survival (Osabiya, 2015). Thus, it covers physiological needs and the need for security.

*Relatedness - the need for interpersonal connections, social status and recognition.* Relatedness is defined as the individual's aspiration for maintaining significant interpersonal relationships (either with family, peers, or superiors), getting public fame and recognition (Management Study Guide Content Team, n.d.a). Then, social needs and self-esteem of Maslow's hierarchy of needs fall into this type of need.

*Growth - the need for personal development, including creative and meaningful work.* The definitions of Growth are somehow overlapping with Relatedness. Roughly, it refers to self-development, personal growth, and advancement (Management Study Guide Content Team, n.d.a), which covering self-esteem and self-actualization in Maslow's hierarchy of needs.

Maslow's hierarchy of needs	Alderfer's ERG theory
Physiological	Existence
Safety	Relatedness
Love	
Esteem	Growth
Self-actualization	

**Figure 2.2 Relationship between Maslow's and Alderfer's theories**

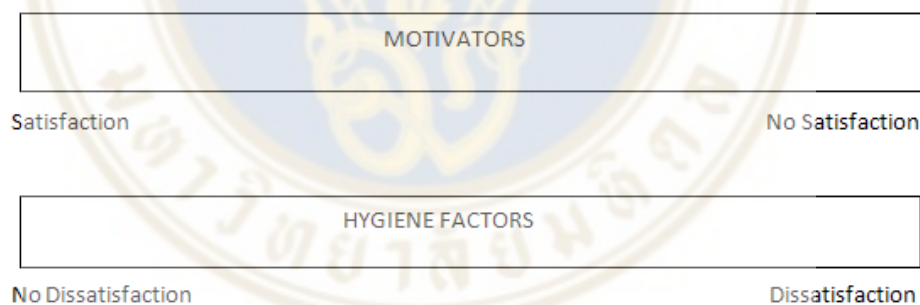
ERG theory also addresses Maslow's hierarchy of needs' weakness and limitation. While Maslow's hierarchy of needs suggested that the lower needs must be sequentially filled before seeking to attain the higher ones, ERG theory argued that more than one tier of need could be operational at a time.

Additionally, as much as ERG theory is alike Maslow's hierarchy of needs, there are focal differences to point out. ERG theory shows that when the need in a higher category is not satisfied, the desire to fulfil a lower-level need will be doubly thrived. This is called frustration- regression aspect of ERG theory

(Management Study Guide Content Team, n.d.a). For example, if growth is not met, one will invest more effort in the relatedness need (Psychology Wiki, n.d), and if there are issues in accomplishing relatedness needs, then one might be motivated by the existence needs. In short, if a person's quest for a need is blocked, then attention should be focused on the satisfaction of needs at other levels (Mullins, 2005).

### (3) *Herzberg's 2 Factor Theory*

The 2 Factor Theory is developed by Herzberg et al. (1959), but mostly attributed to Frederick Herzberg alone. Herzberg was a psychologist, who interested in the correlation between employee attitude and workplace motivation. He wanted to find out what made people feel satisfied and unsatisfied when it came to the workplace (Hartzell, n.d.). Herzberg's 2 Factor Theory is likewise rooted from Maslow's hierarchy of needs by re-categorizing the five needs into two broad factors: hygiene and motivational factors. According to Herzberg et al. (1959), the motivation factors operate only to increase job satisfaction while the hygiene factors operate to decrease job dissatisfaction, (Ruthakoon and Ogunlana, 2003).



**Figure 2.3 Herzberg's view of satisfaction and dissatisfaction**

#### *Hygiene factors*

Generally, hygiene factors are more or less the three bottom levels of Maslow's hierarchy of needs: physiological, safety, and social needs. Hygiene factors are not directly related the job itself; but, instead, are the conditions surrounding the job (Dartey-Baah and Amoako, 2011). Ruthakoon and Ogunlana (2003) explain hygiene factors by putting it as "job context" factors. These factors, however, do not lead to employee satisfaction or motivation in long-term, but if they are absent or

inadequate at workplace, then they lead to employee dissatisfaction. Hygiene factors are also called as dissatisfiers or maintenance factors as they are required to avoid dissatisfaction. Elaborately, the factors describing the job environment or scenario are exemplified as follows (Management Study Guide Content Team, n.d.):

*Pay* - The pay or salary structure should be appropriate and reasonable. It must be equal and competitive to those in the same industry in the same domain.

*Company Policies and administrative policies* - The company policies should not be too rigid. They should be fair and clear. It should include flexible working hours, dress code, breaks, vacation, etc.

*Fringe benefits* – Apart from wage and salary, employees should be offered compensation including employees' medical and dental insurance, benefits for the family members, housing allowance, meals, and etc.

*Physical Working conditions* - The working conditions should be safe, clean and hygienic. The work equipment should be updated, well-maintained, and ready-to-use condition.

*Status* - The employees' status within the organization should be familiar and retained.

*Interpersonal relations* - The relationship of employees with his/her peers, superiors and subordinates should be healthy and appropriate without conflict or humiliation involved.

*Job Security* - The organization must provide job security to the employees

#### *Motivational factors*

Similar to self-esteem and self-actualization in Maslow's hierarchy of needs, motivational factors incorporate career advancement, personal growth, recognition from others, responsibilities, achievement, and so on. These factors relate directly to the job itself. They yield positive satisfaction. These factors are fundamental to work and job performing. They motivate employees for a superior performance. These factors are called "job content" (Ruthakoon and Ogunlana, 2003) or satisfiers, which cause employees intrinsically rewarding. Motivational factors are comprised of (Management Study Guide Content Team, n.d.b):

*Recognition* - Employees should be appreciated and recognized for their accomplishments and contributions by the managers.



*Sense of achievement* - Employees must have a sense of achievement in doing the job.

*Growth and promotional opportunities* - There must be growth and career advancement opportunities in an organization to motivate the employees to perform better.

*Responsibility* - Managers should give employees ownership of the work by minimizing control but retaining accountability. Employees, then, should be responsible for their work and the consequences during the work; therefore, they will encourage themselves to perform well and be proactive in fear of facing bad consequences.

*Meaningfulness of the work* - The work itself should be meaningful, interesting, and challenging. Thus, employees will feel motivate to perform well.

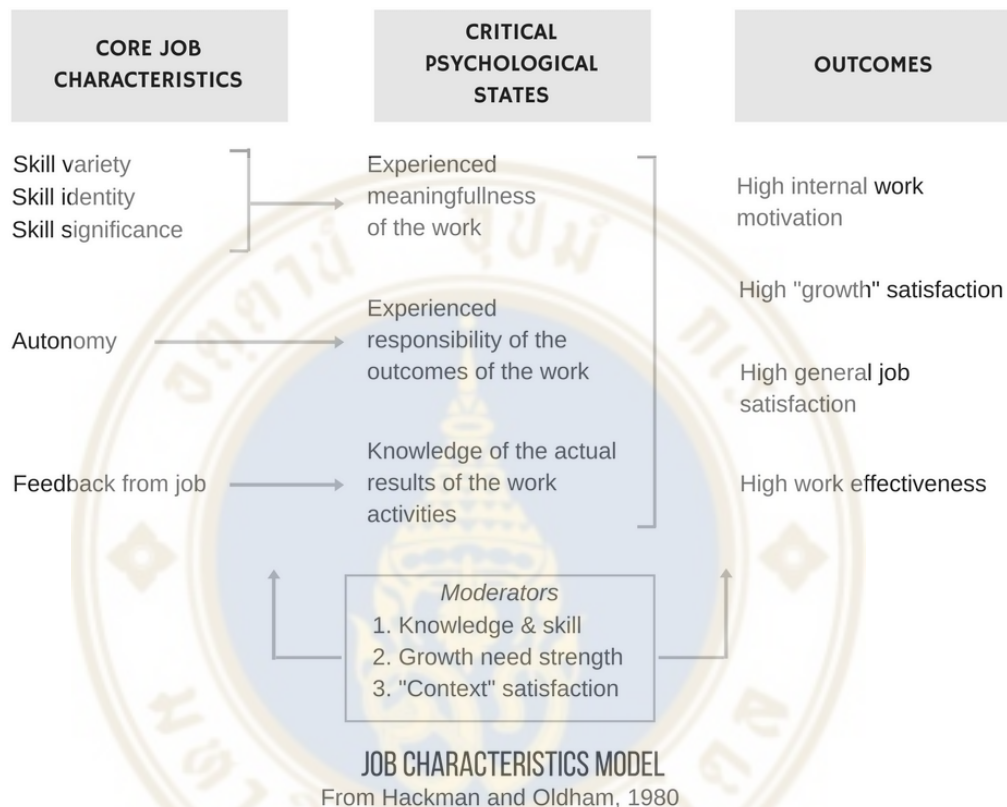
**Table 2.2 Summary of Hygiene and Motivational factors**

Hygiene factors (Leading to Dissatisfaction)	Motivational factors (Leading to Satisfaction)
<ul style="list-style-type: none"> <li>• Pay</li> <li>• Company policies</li> <li>• Fringe benefits</li> <li>• Physical Working conditions</li> <li>• Status</li> <li>• Interpersonal relations</li> <li>• Job Security</li> </ul>	<ul style="list-style-type: none"> <li>• Recognition</li> <li>• Achievement</li> <li>• Growth</li> <li>• Responsibility</li> <li>• Meaningfulness of work</li> </ul>

#### **(4) The Job Characteristic Model**

The job characteristics model was proposed by Hackman and Oldham (1976). It is used as a framework to study how particular job characteristics impact on job outcomes, including job satisfaction (Fried and Ferris, 1987; Brown and Peterson, 1993). The model is broken down to three compositions: that the five core job characteristics (skill variety, task identity, task significance, autonomy and feedback) which impact the three critical psychological states (experienced meaningfulness, experienced responsibility for outcomes, and knowledge of the actual results), and in

turn influencing the four work-related outcomes (high internal work motivation, high growth satisfaction, high general job satisfaction, and high work effectiveness) (Singh et al., 2016) (see Figure 2.4). Sequentially, each composition is discussed in full details.



**Figure 2.4 The Job Characteristic Model**

### ***Section 1: Five Core Job Characteristics***

#### ***#1. Skill variety***

This refers to “the extent to which the job provides workers with opportunities to use different skills or talents” (Kass et al., 2011), or “the degree to which a job requires a variety of different activities in carrying out the work, involving the use of a number of different skills and talents of a person” (Hackman and Oldham, 1975). Consequently, the individual will be given opportunities to develop a variety of talents and skills. In another word, skill variety is whether the job is monotonous and repetitive or if it asks the worker to do a number of different tasks

or actions (Martin, 2017). If a job has more variety where requiring more skills and talents, an employee would feel that they are doing more meaningful work (Job Characteristics Model, n.d).

### ***#2. Task identity***

Task identity is the “degree to which the job requires completion of a whole, identifiable piece of work; that is, doing a job from beginning to end with visible outcome” (Hackman and Oldham, 1975). This involves employees being able to work on an entire work process, rather than just on a part of it. Workers tend to find more meaning in their jobs when they can identify a complete and visible outcome at the end of the day (Martin, 2017). Task identity is tasks of the job are clearly identifiable with a visible outcome (Job Characteristics Model, n.d).

### ***#3. Task significance***

Task or job is considered significance if it has an impact on the lives or work of other people either within the immediate organization, the external environment (Hackman and Oldham, 1974), or the society as a whole (Job Characteristics Model, n.d). Specifically, a job is more meaningful if it helps improving other people’s welling being, either physically, psychologically, or emotionally. If one’s job and performance can create a positive impact on others, it will motivate the job performer to do better (Martin, 2017).

### ***#4. Autonomy***

Hackman and Oldham (1974) conveyed that autonomy is the degree to which a job provides freedom, independence and discretion to the employees in scheduling his or her work and in determining the procedures to be used in carrying it out. Autonomy could simply mean the degree of freedom, including the degree of freedom an employee has to complete their work, the degree to which the employee is free to choose how to handle specific tasks, and the degree to which they can choose how to schedule their tasks (Job Characteristics Model, n.d). According to Kass et al. (2011), autonomy is the extent to which the job offers workers the freedom to determine work schedules or procedures. Workers will perform better if they have a strong sense of personal responsibility towards the results of their work, when they are left to perform their tasks using their own efforts and initiatives, and are allowed to make the decisions (Martin, 2017). On the contrary, they will feel irresponsible for

their actions if they are made to follow the instructions of a supervisor or adhere strictly to what a job procedures manual provides (Martin, 2017).

### ***#5. Feedback***

Job feedback refers to the degree to which the employee is kept informed about how well they are doing in their role (Job Characteristics Model, n.d). According to Martin (2017), by keeping workers in the loop on their performance, it is not only keeping them apprised of their progress as workers. It is better for workers to be aware of their performance on the job. On the one hand, if they perform well, they should be complimented and rewarded. Their self-esteem then will boost up consequently. On the other hand, if they are informed that their performance is under expected, likely feedback should provide them the opportunity to correct their work before any major consequences are occurred (Job Characteristics Model, n.d).

### ***Section 2: Three Critical Psychological States***

Hackman and Oldham also mentioned that individuals' motivation will definitely be high if they experience these 3 psychological states:

#### ***#Psychological State 1: Experience meaningfulness of work***

Individuals have to feel that when working they are doing something meaningful. It should hold some importance, especially with respect to a system or a set of values that the individual believes in (Martin, 2017). Based on the diagram of the model, noticeably, there is a connection between meaningfulness of work and the first three core job characteristics. In short, a worker will be able to find more meaning in his or her job if skill variety, task identity and task significance take place (Martin, 2017).

#### ***#Psychological State 2. Experienced responsibility for outcomes of the work***

It is quite important for the employee to be given freedom and autonomy while doing the work. They, then, will use these freedom and autonomy to make their own decisions on how they prefer to handle their responsible work. When they are taking the wheel by themselves, they will feel personally accountable for the outcomes or results of their work, or the tasks that he/she is doing whether it is a success or a failure (Martin, 2017).

### ***#Psychological State 3. Knowledge of the actual results or outcomes***

It would be beneficial for the workers to be aware of the results or outcomes of their job as it will help keeping track with their effectiveness in the job. Once the workers are fully aware of the success or failure in the process, allowing them to learn from mistakes and not repeating them. It will also allow the worker to connect, on an emotional level, with the customers or end users of their outputs. Subsequently, they will find more meaning in their work (Martin, 2017).

In summary, the first three core job characteristics – skill variety, task identity and task significance – have a direct impact on the individual worker's experienced meaningfulness of work. While, autonomy will have an effect on the individual's experienced responsibility towards outcomes of the work; and job feedback leads to the individual's knowledge of the actual results of the work-related activities (Martin, 2017).

### ***Section 3: Work-Related Outcomes***

According to the Job Characteristics Model Theory, if the five core job characteristics are in place and the three psychological states are obtained, then the following outcomes are likely to be achieved for an employee. Originally, there were five components of the Job Characteristic Model's possible work-related outcomes. Currently, the components were reduced to four in 1980 (Job Characteristics Model, n.d).

#### ***#1 High Internal Work Motivation***

Motivation can be caused by both intrinsic and extrinsic. However, the best type of motivation would still be intrinsic motivation, which comes internally or naturally from a worker (Martin, 2017).

#### ***#2 High Growth Satisfaction***

When an employee experiences the three psychological states, they are likely to feel challenged and as though they are learning through doing their job. They will feel as though this challenge is rewarding and satisfying (Job Characteristics Model, n.d).

### ***#3 High Job Satisfaction***

The simplest definition of job satisfaction is the level of a worker's gratification with his or her job (Martin, 2017). Employees who experience the three psychological states are likely to experience higher job satisfaction (Job Characteristics Model, n.d).

### ***#4 High Work Effectiveness***

While removing absenteeism and turnover, high work effectiveness is added and broken down into two (Martin, 2017). By experiencing the three psychological states will lead to not only workers performing a high quality of work, but also high quantity of work (Job Characteristics Model, n.d). The former means if the standards of quality are set by the company met when performing the work. Whereas the latter is the amount of work was performed; if the worker is able to complete the expected amount of work within the time requested, without compromising on quality.

The focal point of the Job Characteristics Model is about designing the job where the core job characteristics perfectly fit the worker's psychological state and, in the process, lead to the achievement of desired outcomes.

### ***Moderators***

In response to varying human nature, which no two individuals are alike. While some employees may positively respond according to the JCM, others may respond otherwise. Thus, the JCM comes with "moderators," inherent traits or characteristics among individuals, which will help bridge the gap between the job characteristics and the psychological states (Martin, 2017). In addition to the five core job characteristics being present, all three moderators must score highly, in order for the three psychological states to be experienced (Job Characteristics Model, n.d).

#### ***#1. Knowledge and skills needed to perform the work or task required in the job***

This moderator is the level of knowledge and skill that the individuals have, relevant to the job. Those who possess the skills, knowledge and competence in their job are more likely to feel positively towards their job and, consequently, this will lead to good or even better results. Oppositely, if the individuals have inadequate

knowledge and skill to perform the job, it is unlikely he/she will successfully experience the psychological states, which is prone to be demotivate (Martin, 2017; and Job Characteristics Model, n.d).

### ***#2. Growth need strength***

According to the theory, Growth Need Strength (GNS) moderates not only the relationship between core job characteristics and the psychological states, but also the relationship between the psychological states and the possible results or outcomes. Growth need strength is described as the degree to which an employee desires for personal growth and development. Those possessing a high growth need strength should feel more eager to embrace various opportunities offered to them. With greater desire for personal accomplishment, and they will metaphorically perceive their job as a tool for learning and development (Martin, 2017). They, then, will react positively to new opportunities and challenges, and thus more likely to experience the three psychological states (Job Characteristics Model, n.d).

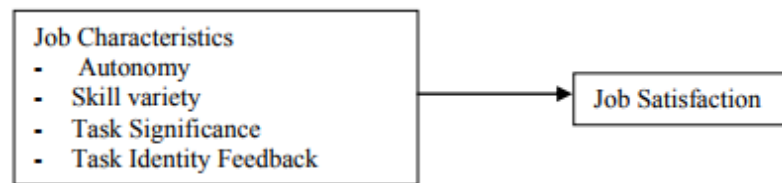
### ***#3. "Context" satisfaction***

Context in this case refers to "work context" or "job context" comprised of job security, pay or compensation, fringe benefits, the colleagues, and the supervisors. Individuals are very likely to react positively to the challenges of their role and experience the three emotional states, if they are content with the contextual factors (Martin, 2017).

In short, the higher individuals possess the levels of these moderator variables (knowledge and skills, growth need strength and work context satisfaction), the higher chances they will experience the three psychological states, where directing towards better outcomes or results.

### ***The Job characteristics and Job Satisfaction***

According to Mat Ali et al. (2014), they propose the conceptual frame rooted from Hackman and Oldham's job characteristics model (1974). Along with other researches (such as Anderson, 1984; Colarelli, Dean & Konstans, 1987; Noor Azzah & Rudzi, 2007), Mat Ali et al. (2014)'s study confirms the moderate positive relationships between the five job characteristics (autonomy, skill variety, task significance, task identity, and feedback) and job satisfaction.



**Figure 2.5 The relationships between Job characteristics and Job satisfaction**

### **2.2.3 Staff satisfaction and organizational performance**

Without proving that vision characteristics are positively related to performance outcome, one cannot really say that it's worth generating effective vision and conducting realization variables. While Baum et al. (1998) adopted financial measures (sales, profits and net worth) as performance outcomes, many studies such as Kantabutra and Avery (2007), Kantabutra (2008a), and Kantabutra and Vimolratana (2009) employed employee satisfaction as one of the indicators of performance outcome when conducting researches about vision in Thailand's and Australia's retail stores.

One might doubt that if the indicator of employee satisfaction can perfectly replace financial measures in terms of reflecting performance outcome. In previous studies, however, they identify the relationship between employee satisfaction and firm performance (Chang et al., 2010; Matzler and Renzl, 2006; Al-Zoubi, 2012; Arsić et al., 2012; Credé et al., 2009; Gursoy and Swanger, 2007; Amin et al., 2014; Baker et al., 2014; Álvarez-García et al., 2015), and the results show that employee satisfaction plays an important role in enhancing financial performance (Chi and Gursoy, 2009 and DiPietro et al., 2014).

There are further supported explanations why the indicator of employee satisfaction can replace financial measures properly in this study.

First of all, employees who are gratified with their work are greatly associated with improved firm revenues and productivity (Silvestro, 2002; Wangenheim et al., 2007; Jun et al., 2006; Decramer et al., 2013) and decreased turnover rate (Loveland et al., 2016; Rathi et al., 2013) because contented employees are more dedicated to gradual development and quality (Matzler and Renzl, 2006; Sanchez and Blanco, 2014) Undoubtedly, they work harder than those unhappy employees (Arasli et al., 2006; Hsu and Wang, 2008; Schmit and Allscheid, 1995;



Gillen and Chung, 2005) due to higher motivation and morale (Eskildsen and Dahlgaard, 2000). There are more studies supported the notion such as Al-Refaie (2015), Lee (2016), and Pan (2015), who propose that employee satisfaction is the most important driver of employee loyalty and productivity (Matzler and Renzl, 2006); while Chi and Gursoy (2009) suggest that satisfied employees are likely to provide better services to customers and improve performance. With employees' dedication, it results in improving organizational performance.

Second of all, employees were more satisfied under leadership with vision (Bass, 1985), where supervisors serve as immediate supervisors, their type and quality of leadership can influence employee satisfaction, either positively or negatively (Oliver, 1998). Subsequently, employee satisfaction is regarded to lead to satisfied customers (Atchison, 1999; Medley and Larochelle, 1995; Hausfeld et al., 1994), which could be the predictor of satisfying organizational performance.

Third of all, within the short time frame, employee satisfaction is more responsive to leaders' behavior, and are easier to obtain than financial performance measures (Kantabutra and Avery, 2011).

Lastly, employee satisfaction has been used as performance indicators in various business organizations (e.g. Anderson, 1984; Barbin and Boles, 1996; Tompkins, 1992; van Dyck, 1996; Yeung and Berman, 1997; Bird, 1995; Gates, 2000; and Sitzia and Wood, 1997).

#### **2.2.4 Staff satisfaction and vision**

More importantly, there are many studies confirm the existing relationship between vision variables and employee satisfaction. However, such vision must meet followers' desires (Kantabutra and Saratun, 2011) in order to influence followers; otherwise, they might not become committed to it and follow it heartedly. As confirmed by Kantabutra and Avery (2006), staff who used their store manager's vision to guide their daily operations reported enhanced staff satisfaction in Australian retail stores. Kantabutra (2012) also mentioned that "the more staff members believed in their store manager's vision and did whatever it took to achieve the vision, the higher their own satisfaction."

Incorporated with Slavitt et al., (1986), Kantabutra and Avery (2007); and Kantabutra (2008a), staff satisfaction in the present study is measured by how staff is satisfied with:

- (a) dollar remuneration,
- (b) fringe benefits,
- (c) autonomy (job-related independence, initiative, and freedom),
- (d) task requirements (job activities that must be done),
- (e) organizational policies,
- (f) interaction (formal/informal, social and professional contact at work),
- (g) professional status,
- (h) quality of supervision or guidance,
- (i) colleagues,
- (j) recognition of success, and
- (k) career advancement

### 2.3 Structural model

After studied through Kantabutra's vision theory, vision including vision attributes and content, is a predictor of increased staff satisfaction via vision realization factors of vision communication, organizational alignment, empowerment of staff and motivation of staff. In order to expand the theory and address limitation from the previous study, Kantabutra (2008a)'s framework is adapted in this present study for investigating the theory in a more complex industry – modern retail chains; and staff members are to rate visions attributes of challenging and desirable from actual managers' vision, not a vision they believe their managers own. However, customer satisfaction, as one of the variables in Kantabutra (2008a), is removed in this study because the retail company headquarters prefers to prevent an intrusion of their customers privacy.

Figure 2.6 shows a structural model tested in the present study and the following both directional and indirectional hypotheses were accordingly generated:

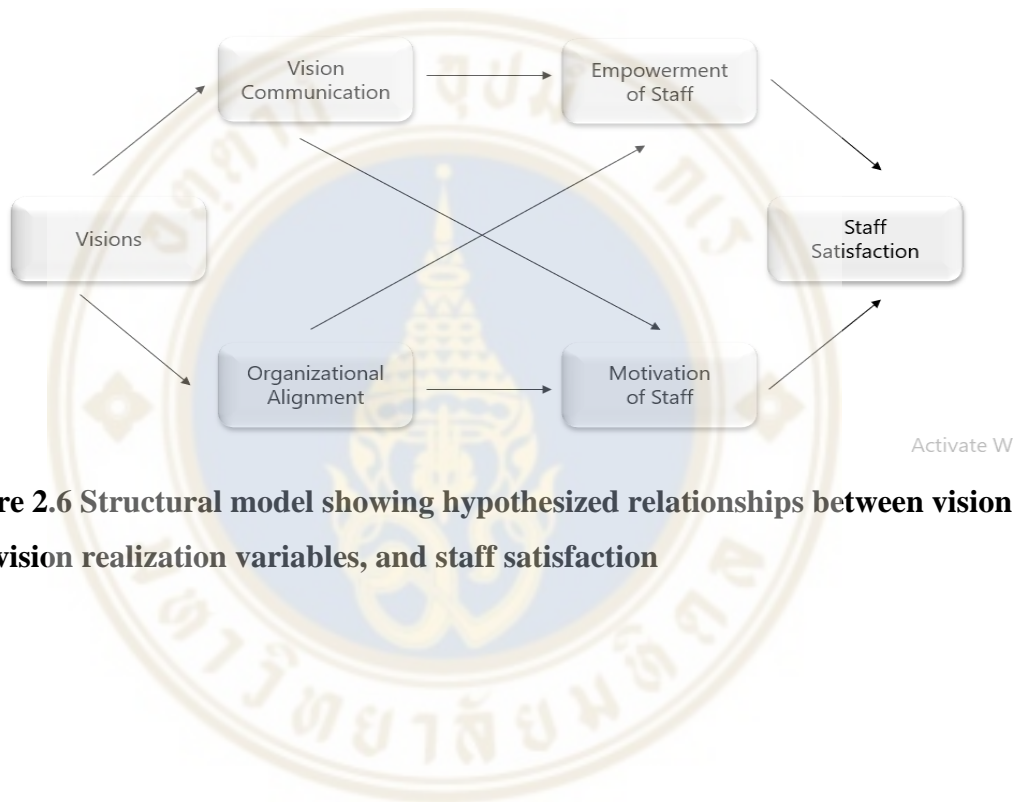
H1. Vision is indirectly predictive of enhanced staff satisfaction.

H2. Vision communication is indirectly predictive of enhanced staff satisfaction.

H3. Organizational alignment is indirectly predictive of enhanced staff satisfaction.

H4. Empowerment is directly predictive of enhanced staff satisfaction.

H5. Motivation is directly predictive of enhanced staff satisfaction.



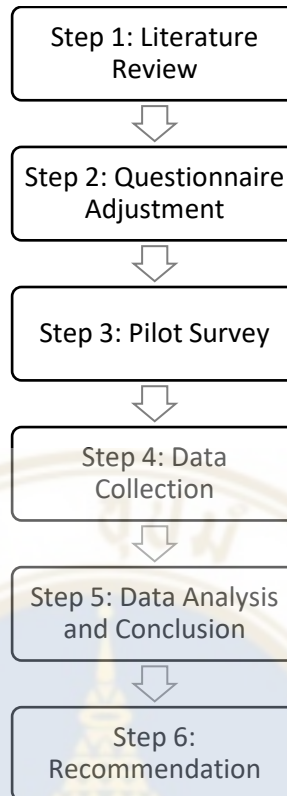
**Figure 2.6 Structural model showing hypothesized relationships between vision and vision realization variables, and staff satisfaction**

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

#### **3.1 Research Design**

This study is designed as a causal study to testify the relationships between vision (attributes and content) and staff satisfaction at retail chains in Bangkok Metropolitan Region through vision communication, organizational alignment, empowerment of staff, and motivation of staff. This research is studied from the literature review, does expand Kantabutra (2008a)'s framework, and addresses its limit as mentioned in the previous chapter. Pilot test is conducted to ensure content validity and reliability. In the real survey, the content and construct validity are tested. Structural Equation Modeling (SEM) analysis is used to confirm the proposed model, explore the relationship between the variables, and test the statistical significance. Finally, the finding is summarized. All in all, a design of this research consists of six stages, including literature review, questionnaire adjustment, pilot test, survey and data collection, data analysis, and conclusion and recommendation.



**Figure 3.1** Research design

## 3.2 Sampling Design

### 3.2.1 Definition of target sample

The purpose of this research is to investigate the manager's vision effects on staff satisfaction in Bangkok and the vicinity areas' retailers. Therefore, the target sample for this study are managers and staffs who work at retail stores selling food, consumer, and health products in Bangkok and the vicinity areas. All stores belong to parent companies and are located in renown shopping malls.

For the sake of unrestricted access, the researcher asked for data-collection permission from five retail company headquarters. Those parent companies, however, agreed to participate in the study, only to keep their names unrevealed.

### 3.2.2 Sampling unit and the sample size

Due to unavailable source for total number of retail stores in Bangkok and vicinity, the minimum estimation for adequate sample size is needed to be in place. There are some arguable methods of sample size calculation when using SEM. Firstly, the renowned method of minimum sample estimation - '10-times rule' (Hair et al., 2011) – is being considered. The sample size should be 10 times greater than latent variables in the model. Given this study has proposed model of 6 latent variables, it will require only 60 samples ( $6 \times 10 = 60$ ), which is less than 150 the minimum recommended sample size by Hair et al. (1998) and less than 100 according to general rule of thumb from Kline (2016) and Wang & Wang (2012), and consented by Hair et al. (2010) that 100 is the practical minimum size for using SEM.

According to (Pallant, 2005), the sample size should be at least five times larger than the number of indicators. With 26 indicators, this study requires 130 ( $26 \times 5 = 130$ ) as the sample size.

In accordance with Hair et al. (2010), they suggested that the minimum sample size is 100 when considering models containing five or fewer constructs, each with more than three items with high item communalities (0.6 or higher); 150 when models contain seven or fewer constructs and modest communalities (0.5); 300 when models contain seven or fewer constructs and low communalities (0.45), and/or multiple under identified (fewer than three items) constructs; and 500 when models contain a large number of constructs, some with lower communalities, and/or having fewer than three measured items (Table 3.1).

**Table 3.1 Hair et al. (2010)'s Minimum Sample size**

# of Constructs	# of Indicators	Communality	Minimum Sample size
$\leq 5$	$\geq 3$	High ( $\geq .6$ )	100
$\leq 7$	$\geq 3$	Modest ( $\approx .5$ )	150
$\leq 7$	$< 3$	Low ( $< .45$ )	300
8 or more	$< 3$	Low ( $< .45$ )	500

Therefore, in coherence with Hair et al. (2010), since this study contains six constructs with acceptable Cronbach's alpha values, sample size of 169 stores

seems to fit the study as it is greater than the minimum sample size suggested by (Pallant, 2005), Hair et al (1998), and Hair et al. (2010).

### **3.2.3 Sampling method and justification**

Store managers refer to those full-time employees, who station at the stores daily; and each branch has only 1 manager. Staffs are subordinates working under the interviewed store managers. Approximately, for each branch, a manager and 3-5 staffs were interviewed. It is possible to be more or less than that according to the number and availability of staff for each branch.

169 retail chain located in 40 major shopping malls throughout Bangkok Metropolitan Region. 33 for Bangkok and 7 for the vicinity areas (Nonthaburi, Samut Prakan, and Pathum Thani) were interviewed according to following sampling selection schemes. In total, 169 branches were approached and 169 store managers and 721 staffs were interviewed. The sampling schemes are brought to ensure effective sampling spread with cost and time efficiency.

**1. Convenience sampling** - as this study focus on store managers and staffs at retail stores selling food, household, and consumer goods in Bangkok and the vicinity areas. By the vicinity areas, they include six provinces – Samut Prakarn, Nonthaburi, Pathum Thani, Nakhon Prathom, Samut Sakorn, and Samut Songkhram. However, for sake of expedited data collection period and cost effectiveness (Given, 2008) as well as the population size and density, samples will be drawn from store managers and staffs at retail stores in Bangkok and the three most populous vicinity areas, including Nonthaburi, Samut Prakan, and Pathum Thani only. (Table 3.2).

**Table 3.2 Population number and density in Bangkok Metropolitan Region**

Provinces	Population (2017)	Population Density (P/Km <sup>2</sup> )
Bangkok	5,682,415	1,400
Samutprakarn	1,310,766	1,180.3
Nonthaburi	1,229,735	1,770.4
Pathum Thani	1,129,115	739.9
Nakhon Prathom	911,492	396.7
Samut Sakorn	568,465	563.9
Samut Songkhram	193,902	465.7

Source: "Provinces of Thailand." (2010, November 10). Retrieved from [https://en.wikipedia.org/wiki/Provinces\\_of\\_Thailand](https://en.wikipedia.org/wiki/Provinces_of_Thailand)

2. **(Homogeneous) Purposive sampling**- the samples were deliberated chosen due to the granted permission from the company headquarters. However, still they remained the geographical representation by Bangkok and the three vicinities.

For Bangkok, since 1999, 50 districts of Bangkok are categorized into 6 groups (Table 3.3) for the sake of efficient and convenient administration (Phra Nakhon Polytechnic College, n.d.). Those 33 renown shopping malls are distributedly located in separate district group (Table 3.4); while for the three vicinities, the 7 chosen shopping malls (Table 3.5) are one of the major malls in each province. All of them are on the list of the largest shopping malls in Thailand "List of largest shopping malls in Thailand" (2018, December 4).



**Table 3.3 The district groups and districts in Bangkok province**

District group	District
Rattanakosin Group	Bang Sue, Dusit, Phaya Thai, Ratchathewi, Pathum Wan, Phra Nakhon, Pom Prap Sattru Phai, Samphanthawong, and Bang Rak
Burapha Group	Don Mueang, Lak Si, Sai Mai, Bang Khen, Chatuchak, Lat Phrao, Bueng Kum, Bang Kapi, and Wang Thonglang
Srinakarin Group	Saphan Sung, Min Buri, Khlong Sam Wa, Nong Chok, Lat Krabang, Prawet, Suan Luang, and Khan Na Yao
Chaopraya Group	Din Daeng, Huai Khwang, Watthana, Khlong Toei, Bang Na, Phra Khanong, Sathon, Bang Kho Laem, and Yan Nawa
Southern Krungthon Group	Bang Khun Thian, Bang Bon, Chom Thong, Rat Burana, Thung Khru, Thon Buri, Khlong San, and Bang Khae
Northern Krungthon Group	Bang Phlat, Taling Chan, Bangkok Noi, Bangkok Yai, Phasi Charoen, Nong Khaem, and Thawi Watthana

Source: Phra Nakhon Polytechnic College. (n.d.). Basic information of Bangkok province. Retrieved from <http://itcenter.bpc.ac.th/data/province.pdf>

**Table 3.4 List of selected shopping malls in Bangkok**

<b>Phra Nakhon Side</b>		
<b>District Group</b>	<b>District</b>	<b>Mall Name</b>
Rattanakosin Group	Bangrak	Silom Complex
	Dusit	Supreme Complex
	Pathumwan	Amarin Plaza
	Pathumwan	Big C Ratchadamri
	Pathumwan	CentralWorld
	Pathumwan	MBK
	Pathumwan	Mercury Ville
	Pathumwan	Siam Square One / Siam Square
	Phayathai	Big C Saphan Kwai
	Ratchathewi	Century Movie Plaza
	Ratchathewi	Center One
Burapha Group	Bangkapi	Crystal Design Center (CDC)
	Bangkapi	The Mall Bangkapi
	Bang Khen	Central Plaza Ramindra
	Chatuchak	Central Plaza Ladprao
	Chatuchak	Major Ratchayothin
	Chatuchak	Union Mall
	Ladprao	Central Festival EastVille
	Ladprao	The Crystal Ekamai - Ramindra
Srinakarin Group	Khannayao	Amorini
	Khannayao	Fashion Island
	Prawet	Paradise Park
	Prawet	Seacon Square

**Table 3.4 List of selected shopping malls in Bangkok (cont.)**

<b>Phra Nakhon Side</b>		
<b>District Group</b>	<b>District</b>	<b>Mall Name</b>
Chaopraya Group	Din Daeng	The Street
	Huai Khwang	Central Plaza Grand Rama 9
	Huai Khwang	Esplanade Ratchada
	Phra Khanong	Piyarom Place
	Watthana	Robinson Sukhumvit 19
	Watthana	Century the Movie Plaza Onnut
	Watthana	Terminal 21
	Yannawa	Central Plaza Rama3
<b>Thon Buri Side</b>		
<b>District Group</b>	<b>District</b>	<b>Mall Name</b>
Southern Krungthon Group	Bang Khun Tien	Central Plaza Rama2
Northern Krungthon Group	Bangkok Noi	Central Plaza Pinklao

**Table 3.5 List of selected shopping malls in the three vicinity areas – Samut Prakarn, Nonthaburi, and Pathum Thani**

<b>Province</b>	<b>Mall Name</b>
Samut Prakarn	Mega Bangna
	Imperial World Samrong
Nonthaburi	Central Plaza Westgate
	Central Plaza Chaengwattana
	Central Plaza Rattanathibet
Pathum Thani	Future Park Rangsit
	Zeer Rangsit

### 3.3 Instruments

#### 3.3.1 Questionnaire development

This research is a quantitative research methodology. Following Kantabutra (2008a), the questionnaires are separate for store managers and staff. Both are self-administered questionnaire. The open-ended question and five-point rating are used for vision component section; and Likert nine-point scale is used for measuring vision realization factors - vision communication, organizational alignment, empowerment and motivation of staff as well as staff satisfaction.

*Store manager questionnaire* includes branch locations and demographic information such as the experienced years and the number of staff. Then, store manager is asked to write down a vision either his/her own or company's and rates his/her organizational alignment actions dependent with his/her vision by using nine-point Likert scale, where 1 indicates "Never" while 9 indicates "Always." The rest of vision realizations questions include in staff questionnaire.

*Staff questionnaire.* Branch code is also indicated in order to match up with manager questionnaire. Unlike from Kantabutra (2008a), store manager's vision in this study is written down by the researcher, instead of asking staff to write down their managers' visions based on their own understanding. This is to eliminate the inconsistency and misunderstanding of store manager's vision in staff's perception. Therefore, in every branch the researcher visit, store manager needs to be the first person to be interviewed. Staff, then, will be responsible for rating 2 characteristics of vision attributes, challenging and ability to inspire; the remaining of vision realizations questions – vision communication, empowerment and motivation of staff; and Slavitt et al's (1986) 12 items of staff satisfaction.

### 3.3.2 Summary of questionnaire variables

**Table 3.6 Summary of questionnaire variables**

<b>Parent Variables</b>	<b>Sub variables</b>	<b>Theorists</b>
<b>1. Vision attributes</b>	1.1 Brevity 1.2 Clarity 1.3 Future orientation 1.4 Stability 1.5 Challenge 1.6 Abstractness 1.7 Desirability or ability to inspire	Baum (1994); Baum et al (1998); Kantabutra (2003); Kantabutra (2008a); and Kantabutra and Avery (2007)
<b>2. Vision content</b>	2.1 Sales imagery 2.2 Leadership imagery 2.3 Staff imagery 2.4 Customer imagery	Kantabutra (2008a)
<b>3. Vision communication</b>	3.1 Spoken 3.2 Written 3.3 Technology-mediated channels	Kantabutra and Avery (2007); Kantabutra (2007b); Kantabutra (2008a); Kantabutra and Saratun (2011); and Kantabutra and Rungruang (2013),
<b>4. Organizational alignment</b>	4.1 Reassigned his/her employees as needed to support his/her new vision. 4.2 Set up new employee evaluation criteria according to the new vision.	Kantabutra and Avery (2007); Kantabutra (2007b); and Kantabutra (2008a);

**Table 3.6 Summary of questionnaire variables (cont.)**

<b>Parent Variables</b>	<b>Sub variables</b>	<b>Theorists</b>
<b>5. Empowerment of staff</b>	5.1 Delegated work to employees 5.2 Provided resources and support services to employees 5.3 Encouraged employees to make more decisions regarding daily operations.	Kantabutra and Avery (2007); Kantabutra (2007b); Kantabutra (2008a); Kantabutra and Saratun (2011); and Kantabutra and Rungruang (2013),
<b>6. Motivation of staff</b>	6.1 Act as a role model for subordinates 6.2 Build subordinates' self-confidence 6.3 Create challenges for subordinates 6.4 Reward subordinates who act consistently with his/her vision	Locke et al. (1991); Kantabutra and Avery (2007); Kantabutra (2008a); Kantabutra (2007b); Kantabutra (2010b); and Kantabutra and Saratun (2011)
<b>7. Staff satisfaction</b>	7.1 Overall job satisfaction 7.2 Dollar remuneration 7.3 Fringe benefits 7.4 Autonomy (job-related independence, initiative, and freedom) 7.5 Task requirements (job activities that must be done) 7.6 Organizational policies 7.7 Interaction (formal/informal, social and professional contact at work) 7.8 Professional status 7.9 Quality of supervision or guidance 7.10 Colleagues 7.11 Recognition of success 7.12 Career advancement	Slavitt et al. (1986); Kantabutra and Avery (2007); and Kantabutra (2008a)

### 3.3.3 Structure of questionnaires

#### 3.3.3.1 Store managers questionnaire

**Table 3.7 Illustrated the demographic questionnaire of store manager**

<b>Part 1: Demographic information</b>	
1. How long have you been a Store Manager at this store? Please <input type="checkbox"/> one of the spaces.	
<input type="checkbox"/> 0 - 6 months	<input type="checkbox"/> More than 4 years up to 6 years
<input type="checkbox"/> More than 6 months up to 12 months	<input type="checkbox"/> More than 6 years up to 8 years
<input type="checkbox"/> More than 12 months up to 18 months	<input type="checkbox"/> More than 8 years - up to 10 years
<input type="checkbox"/> More than 18 months up to 24 months	<input type="checkbox"/> More than 10 years
<input type="checkbox"/> More than 24 months up to 4 years	<input type="checkbox"/> Others (please specify) _____
2. How many staff are employed at your store?	
1) Full-time _____ 2) Part-time _____ 3) Internship students _____	

**Table 3.8 Illustrated vision statement and level of organizational alignment of store manager**

<b>Part 2a: Vision statement</b>
<p>3. Do you have a vision for your store? (<i>A vision is a future envisioned for your particular Woolworths store. It is how you want to see it develop in the future, rather like an overall goal that one sets for his/her store.</i>)</p> <p><input type="checkbox"/> YES → continue to Q4      <input type="checkbox"/> NO → skip to Q6</p> <p>4. If you have a vision for your store's future, please write it down here.</p> <p>_____</p> <p>_____</p>
<b>Part 2b: Vision realization factors: Organizational alignment</b>
<p>5.1 I reassign staff as needed to support my vision (e.g. reassign friendly staff to work at the front welcoming customers)</p> <p>5.2 I set up new staff evaluation criteria according to my vision (e.g. reward staff with service mind)</p>

Questions for organizational alignment are measured on a Likert scale varying in nine levels between "Always" (9) to "Never" (1) with "Unsure" (0).

**Table 3.9 Illustrated the demographic questionnaire of store manager**

<b>Part 3: Demographic information (Cont.)</b>
<p>6. Some employees need to be carefully instructed, while others, only aware of the purposes, are able to work independently to achieve that purposes. Please select what is most represents the staff in this store.</p> <p><input type="checkbox"/> Work dependently      <input type="checkbox"/> Work independently</p>



## 3.3.3.2 Staff questionnaire

**Table 3.10 Illustrated the demographic questionnaire of staff**

<b>Part 1: Demographic information</b>	
1	At this store, are you employed? <input type="checkbox"/> Full-time <input type="checkbox"/> Part-time <input type="checkbox"/> Internship student
2	How long have you been working at this store? Please <input type="checkbox"/> one of the spaces.
	<input type="checkbox"/> 0 - 6 months <input type="checkbox"/> More than 4 years up to 6 years <input type="checkbox"/> More than 6 months up to 12 months <input type="checkbox"/> More than 6 years up to 8 years <input type="checkbox"/> More than 12 months up to 18 months <input type="checkbox"/> More than 8 years - up to 10 years <input type="checkbox"/> More than 18 months up to 24 months <input type="checkbox"/> More than 10 years <input type="checkbox"/> More than 24 months up to 4 years <input type="checkbox"/> Others (please specify) _____

**Table 3.11 Illustrated the manager's vision with staff's attributes rating**

<b>Part 2a: Vision statement</b>	
3	As we have interviewed your Store Manager, he/she <input type="checkbox"/> has <input type="checkbox"/> doesn't have a vision  <i>(A vision is an ideal picture of your Store Manager's Woolworths store. It is how your Store Manager wants to see your store develop in the future, rather similar to an overall goal that your Store Manager sets for your store)</i>  if YES continue to Q4      if NO → skip to Part 4 Staff satisfaction
4	Your Store Manager's vision is written here. <hr/> <hr/>
<b>Part 2b: Vision attribute</b>	
Vision attributes criteria	Questions
Challenging	5 Your Store Manager's vision challenges you to work in order to achieve the vision
Desirability or ability to inspire	6 Your Store Manager's inspire you

Questions for "Challenging" and "Desirability or ability to inspire" are measured on a Likert scale varying in five levels between "Extremely likely" (5) to "Extremely unlikely" (1) with "Unsure" (0).

**Table 3.12 Illustrated staff’s vision realization factors rating**

<b>Part 3: Vision realization factors</b>	
<b>Vision realization factors criteria</b>	<b>Questions</b>
Vision communication	<p>7 Does your Store Manager talk with you about his/her vision?</p> <p>8 Does your Store Manager write to you about his/her vision? (email excluded)</p> <p>9 Does your Store Manager let you know about his/her vision through radio, email, intranet, video-conferencing, website, Line, Facebook, Instagram, or other technology?</p>
Empowerment of staff	<p>10 What level of involvement do you have in Store Manager’s vision?</p> <p>11 My Store Manager delegates to me</p> <p>12 My Store Manager provides adequate resources and service to me.</p> <p>13 My Store Manager encourages me to make my own decisions related to daily operations.</p>

**Table 3.12 Illustrated staff's vision realization factors rating (cont.)**

<b>Part 3: Vision realization factors</b>	
<b>Vision realization factors criteria</b>	<b>Questions</b>
Motivation of staff	<p>14 I use my Store Manager's vision to guide my daily activities.</p> <p>15 I am emotionally committed to my Store Manager's vision.</p> <p>16 I do whatever it takes to achieve my Store Manager's vision</p> <p>17 My Store Manager is passionate about his/her vision.</p> <p>18 My Store Manager supports his/her vision by their action.</p> <p>19 My Store Manager acts consistently with his/her action.</p> <p>20 My Store Manager acts as a role model to me.</p> <p>21 My Store Manager builds my self-confidence.</p> <p>22 My Store Manager challenges me to do my job better.</p> <p>23 My Store Manager rewards me.</p>

Questions for "Vision communication," "Empowerment of staff," and "Motivation of staff" are measured on a Likert scale varying in nine levels between "Always" (9) to "Never" (1) with "Unsure" (0).

The 10<sup>th</sup> statement. The nine Likert scale is used differently between "High involvement" (9) to "Low involvement" (1) with "Unsure" (0).

**Table 3.13 Illustrated staff satisfaction rating**

<b>Part 4: Staff satisfaction</b>	
<b>Job satisfaction criteria</b>	<b>Questions</b>
Overall job satisfaction	24 My job satisfaction
Dollar remuneration	25 Pay
Fringe benefits	26 Fringe benefits (e.g. superannuation)
Autonomy (job-related independence, initiative, and freedom)	27 Opportunities to work independently
Task requirements (job activities that must be done),	28 Work you have to finish
Organizational policies	29 Overall staff policies
Interaction (formal/informal, social and professional contact at work)	30 Opportunities to interact with others
Professional status	31 Outsider perception of them as retail professionals
Quality of supervision or guidance	32 Your Store Manager's guidance
Colleagues	33 Co-workers (e.g. are they helpful? Do they work well with you?)
Recognition of success	34 Recognition by others (e.g. others know what you have done or achieve)
Career advancement	35 Career advancement opportunities

Questions for “Staff satisfaction” are measured on a Likert scale varying in nine levels between “Extremely satisfied” (9) to “Extremely unsatisfied” (1) with “Unsure” (0).

### **3.4 Instrument validation**

#### **3.4.1 Adjusting instruments**

In order to ensure content validity, first of all, the questionnaire was used in the previous study - Kantabutra (2008a). In this study, the questionnaire was reviewed again by an expert specializing in the field of HR, the original author of Kantabutra (2008a). He suggested the drawbacks of the questionnaire from the previous data collection. Then, the researcher makes necessary changes, both incomprehensible format and ambiguous words, as following:

- 1) In Kantabutra (2008a), staff was asked to come up with what they thought are their store manager's vision, causing the misunderstanding of manager's vision among staff. In this present study, however, the researcher eliminated this error by writing manager's vision in staff questionnaire. Thus, the manager is the first to be interviewed and asked to write vision in manager questionnaire. After that, manager's vision is written down in staff questionnaires by the researcher, and then, staff is to review their manager's vision and rate it according to particular aspects.
- 2) Some table format was adjusted for easier understanding.
- 3) Ambiguous words were adjusted, and more up-to-dated explanation was added up.

#### **3.4.2 Pilot study**

As this study has expanded vision theory in a new business context, a pilot study was conducted to endure the clarity, understanding, validity, and reliability. In order to do so, Cavana et al. (2001) advised that a pilot study of 30 respondents is common. Thus, 10 branches located in the heart of Bangkok were selected. 10 managers and 48 employees, who are not allowed to involve again in full data collection phrase, were chosen to take part in this pilot study. For each branch, 1 manager and 3 – 5 staffs depending on branch size were interviewed. In total, with unqualified data removed, there are 47 samples used in this pilot study.

In the full data collection, 5 vision attributes construct - brevity, clarity, future-orientation, stability, and abstractness- as well as vision content imageries – sales, leadership, staff, and customer - will be rated by 2 independent raters, who have

knowledge with this vision theory. Then, Inter-rater reliability (IRR) will be embraced to find average values between the 2 raters. However, according to tiny amount of sample size in pilot study. IRR is not yet applied. Instead, the researcher, who attended theory-of-vision lecture, is a solely rater.

Cronbach's alpha is adopted to test content reliability and validity for each construct respectively. The results indicate reliability as each construct has value exceeding or close to 0.7 or higher, an acceptable reliability value (Nunnally, 1978) (see Table 3.14). Vision did not indicate a Cronbach's alpha value close to 0.7. The researcher, however, decide to retain them for theoretical purpose (Kantabutra and Avery, 2007).

**Table 3.14 Pilot study's scale reliability values**

	Cronbach's alphas
<b>Vision components</b>	
Vision attributes	0.423
Vision content	0.138
Vision	0.193
<b>Vision realization factors</b>	
Vision communication	0.848
Organizational alignment	0.626
Empowerment	0.879
Motivation	0.914
<b>Staff satisfaction</b>	
Staff satisfaction	0.941

## **3.5 Data collection and analysis**

### **3.5.1 Data collection procedures**

The processes of data collection are explained below:

1. The questionnaire was adjusted according to Pilot study and the supervisor's suggestion.
2. The researcher contacted the training manager, human resource manager, or operations manager at the retail company headquarters to ask for permission of questionnaire distribution at all their branches in Bangkok and Metropolitan area.
3. After the permissions were granted, the researcher needed to create schedule specifying visiting date for each particular branch. Then, the operations managers at the parent (retail) companies notified their branch managers via Line or emails.
4. For each branch, a manager, which there is only 1 manager in a branch, and averagely 2-5 employees were to answer self-administered questionnaires – handed at each branch by the researcher herself. The number of interviewed staff could be more or less depending on their availability and presence on that day.
5. When at the branches, the store managers were the first to complete their self-administered questionnaires; then, the researcher wrote down the store managers' vision in staff's self-administered questionnaires and distribute to staff to complete the questionnaires based on their store managers' vision.

### **3.5.2 Data analysis**

Based on:

Kantabutra's (2003) proposed vision theory; the previous finding by Kantabutra and Avery (2007); and the previous finding by Kantabutra (2008a)

All seven vision attributes scores were combined to form the vision attributes variable – brevity, clarity, future-orientation, stability, challenge, abstractness, and desirability/ ability to inspire. All scores for vision imageries of sales, leadership, staff, and customer were combined to form the vision content. Since



vision theoretically comprises both attributes and content, both scores are combined to form the vision construct (see Table 3.15).

**Table 3.15 Summary of variables and sub-variables**

Variables	Sub-variables
Vision	<ul style="list-style-type: none"> <li>- Vision attributes (brevity, clarity, future-orientation, stability, challenge, abstractness, and desirability/ ability to inspire)</li> <li>- Vision content (sales, leadership, staff, and customer)</li> </ul>
Vision realization factors	<ul style="list-style-type: none"> <li>- Vision communication</li> <li>- Organizational alignment</li> <li>- Empowerment</li> <li>- Motivation</li> </ul>
Staff satisfaction	<ul style="list-style-type: none"> <li>- Staff satisfaction</li> </ul>

After checking the completion of the interviewed questionnaires, data coding and data entry are performed. IBM SPSS Statistics and IBM SPSS Amos 18 were used in data analysis processes.

Before moving to data validation and analysis, as there are 2 types of questionnaires included in this study, one is for managers and the other is for staff, both of which share the same variables, but different sub-variables. Therefore, a complete questionnaire is made of both manager's and staff's, complementing each other (see example in Table 3.16).

**Table 3.16 Example of data pairing**

<b>Manager Questionnaire</b>	<b>Staff Questionnaire</b>	<b>No. of Questionnaire</b>
Manager A	Staff A	QNR No.1
Manager A	Staff B	QNR No.2
Manager A	Staff C	QNR No.3
Manager A	Staff D	QNR No.4
Manager A	Staff E	QNR No.5

For reliability and validity test, exploratory factor analysis (EFA) was applied to evaluate construct validity and Cronbach's alpha was adopted to test internal consistency of the variables. Then, missing data and multivariate outliers were managed. Inter-rater reliability was adopted for vision attributes and content. Like Kantabutra (2008a), this study uses two independent raters, who took course in this vision theory, to rate five vision attributes constructs - brevity, clarity, future-orientation, stability, and abstractness- as well as vision content imageries – sales, leadership, staff, and customer with five-point ordinal scale, where 1 stands for strong absence of each attribute/content imagery and 5 represents strong presence of the attribute/imagery (Kantabutra, 2008a). On the other hand, when managers reported no vision, zero was assigned to the vision attributes and content. While rating, each rater needs to refer to vision statement prototypes adapted from Baum et al. (1998) and Kantabutra (2003) (see example in Tables 3.17 and 3.18). After that, Inter-rater reliability, Cohen's kappa, was used to ensure the extent to which the data collected in the study are correct representations of the variables measured and to which the 2 raters assign the same score to the same variable (McHugh, 2012).

**Table 3.17 Prototype of vision attributes**

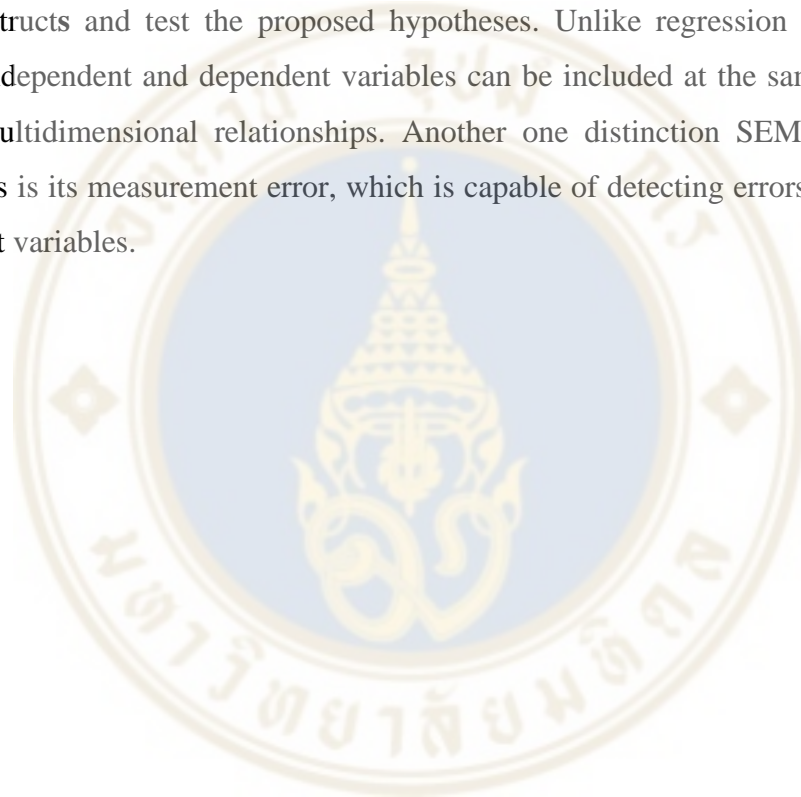
No.	(EN) Vision prototype	(TH) Vision prototype	Vision attributes				
			Brief	Clear	Abstract	Future oriented	Stable
1	We want to become the best retailer in Thailand in 2010.	เราจะเป็นผู้ถือสิทธิ์ที่ดีที่สุดในประเทศไทย	5	5	5	5	5
2	We want to be a store that people are proud of and committed to, where all employees have an opportunity to contribute, learn, grow, and advance based on merit, not politics or background. We want our people to feel respected, treated fairly, listen to, and involved. Above all, we want to build on the foundations that we have inherited, affirm the best of our traditions, closing gaps that may exist between principles and practices, and updating some of our values to reflect contemporary circumstances.	เราต้องการจะเป็นร้านที่ถูกภูมิใจและมั่นคง เป็นร้านที่พนักงานมีโอกาสมีส่วนร่วม เรียนรู้ เจริญก้าวหน้าตามผลงาน ไม่ใช่งานเมืองหรือพื้นฐานทางสังคม เราต้องการให้พนักงานรู้สึกถึงการให้ความสำคัญกับเรา ปฏิบัติอย่างเป็นธรรม เสนอความคิดเห็นแล้วได้รับการยอมรับ เหนือสิ่งอื่นใด เราต้องการพัฒนารากฐานที่มีอยู่แล้วให้ดีขึ้น ไปอีก พยายามขจัดช่องว่างระหว่างหลักการและการปฏิบัติงานจริง และปรับปรุงค่านิยมต่างๆ ให้ทันสมัย	0	1	3	1	2
3	We want to be recognized before the year 2010 for high-retail professionalism and consumerism in headlines of Thai Retailers Association newsletter for providing the best quality retail services and customer satisfaction in Bangkok.	เราต้องการเป็นที่ยอมรับก่อนปี 2010 ว่าป็นร้านกึ่งปลีกมืออาชีพและถูกยกย่องเป็นใหญ่ใน headlines ของจดหมายเวียนของสมาคมผู้ค้าปลีกแห่งประเทศไทยสำหรับบริการค้าปลีกที่ดีที่สุดและถูกยกย่องใจสูงสุดในกรุงเทพ	4	5	3	5	4
4	We want to be recognized for developing Thailand's most highly skilled retail workforce through team self-selection and self-mentioning of apprentices.	เราต้องการยอมรับว่าได้อบรมแรงงานด้านกึ่งปลีกที่มีทักษะที่ดีที่สุดในประเทศไทย โดยการคัดเลือกและการสอดส่องดูแลกันเองของพนักงานที่ฝึกหัด	5	4	3	4	4
5	We want to double our customer satisfaction rate in two years.	เราต้องการเพิ่มอัตราความพึงพอใจของลูกค้าเป็นสองเท่า ภายในสองปี	5	5	2	1	1

**Table 3.18 Vision prototype for customer imagery**

No.	(EN) Vision prototype (customer)	(TH) Vision prototype (customer)	Content score
1	We want to be recognized before the year 2010 for high-retail professionalism in headlines of Thai Retailers Association newsletter for providing the best quality retail services in Thailand	เราต้องการยอมรับว่าเป็นผู้ค้าปลีกมืออาชีพ ใน headlines ของจดหมายเวียนของสมาคมผู้ค้าปลีกแห่งประเทศไทย จำให้บริการค้าปลีกที่คุณภาพดีที่สุดในประเทศไทย ภายในปี 2010	2
2	To be one of the top premium grade retail services providers in Thailand for overall performance	มุ่งสู่การเป็นหนึ่งในผู้บริการค้าปลีกชั้นนำในประเทศไทยสำหรับผลการดำเนินงานโดยรวม	3
3	We want to double our customer satisfaction rate in two years	เราต้องการจะเพิ่มระดับความพึงพอใจของลูกค้าเป็นสองเท่า ภายในสองปี	4
4	To become the model on retail services providers in Bangkok. You already know about our competition, you should know more about theirs	มุ่งสู่การเป็นต้นแบบของผู้ให้บริการค้าปลีกในกรุงเทพฯ คุณรู้ดีเกี่ยวกับการแข่งขันของเราแล้ว คุณควรจะรู้จักหนอเกี่ยวกับการแข่งขันของเรา	3
5	To provide fine quality retail service and make a living at it	มุ่งสู่การให้บริการขายปลีกที่มีคุณภาพที่ดีที่สุด และหากินกับมัน	1

For descriptive statistics, frequency and percentage are applied for categorical data, namely branch locations, tenure, and employee status. Arithmetic mean and standard deviation are applied when computing variables as quantitative data, namely vision attributes, vision content, vision, vision realization factors – vision communication, organizational alignment, empowerment, and motivation- and staff satisfaction. SPSS version 18 was utilized up to this step.

Ultimately, Structural Equation Modeling (SEM) using SPSS AMOS version 18 was applied to test how well the measured variables represent the number of constructs and test the proposed hypotheses. Unlike regression analysis, one or more independent and dependent variables can be included at the same time to study their multidimensional relationships. Another one distinction SEM has over other methods is its measurement error, which is capable of detecting errors from indicators of latent variables.



## **CHAPTER IV**

### **DATA ANALYSIS AND RESEARCH FINDINGS**

Chapter 4 begins with reliability and validity test - factor analysis to evaluate construct validity and Cronbach's alpha to test scale reliability by measuring internal consistency of the variables, followed by description of respondent profile, preliminary data analysis including missing data check, assessment of outliers, Cohen's Kappa to identify if the 2 raters giving consistent results under the same variables. The chapter then continues with structural equation modeling (SEM) including measurement model to test construct validity and the structural model is taken place to investigate the proposed hypotheses.

#### **4.1 Reliability and validity test**

##### **4.1.1 Factor Analysis**

Even though the structural model in this study had been studied before but in less complex environmental setting, the researcher believes that it should be more useful to include Exploratory factor analysis (EFA) in the study. However, sub-items of vision were not included in EFA as they should not theoretically be separated (Kantabutra, 2008a). EFA was utilized to identify the basic relationships of a group of variables based on strong correlations. It can be seen that the Kaiser-Meyer-Olkin (KMO), measuring the sampling adequacy, value is 0.958, which is considered as "marvelous" once it is above 0.9 Kaiser (1974); and Bartlett's test, the indication of the strength of the relationship among variables, it shows significant result ( $p < 0.05$ ). For Communalities scores, none is lower than 0.3 (see Table 4.1).

According to Initial Eigenvalues table, there are 5 components valued  $> 1$  with 48.515%, 56.097%, 60.430%, 64.402, and 67.809% of cumulative percentage respectively. Principal component analysis was initially observed; then, Varimax

rotation was used for easier interpretation. Anyhow, the three criteria below were applied to remove unqualified items:

- 1) The characteristic with factor loading below 0.4 (Meyers et al., 2006)
- 2) The characteristic with cross loading correlation (Field, 2013)
- 3) The characteristic with different meaning in the same group

Given above criteria, vision communication 1, motivation 1, motivation 3, motivation 5, motivation 6, empowerment 3, empowerment 4, staff satisfaction 1, staff satisfaction 4, staff satisfaction 5, staff satisfaction 6, staff satisfaction 7, staff satisfaction 9, staff satisfaction 10, and staff satisfaction 11 items were removed. The result of factor analysis can be seen in Table 4.2.

**Table 4.1. Communalities and rotated component matrix for vision realization factors of vision communication, organizational alignment, motivation, and empowerment constructs; and staff satisfaction construct**

	Communalities		Rotated Component Matrix <sup>a</sup>					
	Initial	Extraction	Component					
			1	2	3	4	5	
v_com2	1.000	.755	v_mot7	.841				
v_com3	1.000	.776	v_mot2	.834				
v_org1	1.000	.719	v_mot8	.815				
v_org2	1.000	.545	v_mot9	.738				
v_emp1	1.000	.853	v_emp1	.685				
v_emp2	1.000	.844	v_emp2	.647				
v_mot2	1.000	.915	ssat12	.740				
v_mot4	1.000	.648	ssat3	.696				
v_mot7	1.000	.887	ssat8	.682				
v_mot8	1.000	.893	ssat2	.648				
v_mot9	1.000	.859	v_com2		.692			
v_mot10	1.000	.658	v_com3		.571			
ssat2	1.000	.523	v_mot4			.750		
ssat3	1.000	.478	v_mot10			.528		
ssat8	1.000	.595	v_org1					.800
ssat12	1.000	.639	v_org2					.772

**Table 4.2 The result of factor analysis**

Variables	Measured Item	Rotated Components Matrix				
		1	2	3	4	5
Vision communication	Does your Store Manager write to you about his/her vision? (email excluded) (v_com2)			.692		
	Does your Store Manager let you know about his/her vision through radio, email, intranet, video-conferencing, website, Line, Facebook, Instagram, or other technology? (v_com3)			.571		
Organizational alignment	I reassign staff as needed to support my vision (e.g. reassign friendly staff to work at the front welcoming customers) (v_org1)					.800
	I set up new staff evaluation criteria according to my vision (e.g. reward staff with service mind) (v_org2)					.772



**Table 4.2 The result of factor analysis (cont.)**

Variables	Measured Item	Rotated Components Matrix				
		1	2	3	4	5
Empowerment	My Store Manager acts as a role model to me (v_mot7)	.841				
	I am emotionally committed to my Store Manager's vision (v_mot2)	.834				
	My Store Manager builds my self-confidence (v_mot8)	.815				
	My Store Manager challenges me to do my job better (v_mot9)	.738				
	What level of involvement do you have in Store Manager's vision? (v_emp1)	.685				
	My Store Manager delegates to me (v_emp2)	.647				
Motivation	My Store Manager is passionate about his/her vision (v_mot4)				.750	
	My Store Manager rewards me (v_mot10)				.528	
Staff satisfaction	Career advancement opportunities (ssat12)		.740			
	Fringe benefits (e.g. superannuation) (ssat3)		.696			
	Outsider perception of them as retail professionals (ssat8)		.682			
	Pay (ssat2)		.648			

#### 4.1.2 Cronbach's Alpha

After factor analysis was conducted, Cronbach's alpha was applied to test content reliability and validity for each construct. All seven vision attributes– brevity, clarity, future-orientation, stability, challenge, abstractness, and desirability/ ability to inspire; and vision imageries of sales, leadership, staff, and customer were combined to form vision construct. Vision communication items, organizational alignment items, empowerment items, motivation items, and staff satisfaction items were combined as per factor analysis result (see Table 4.2). Organizational alignment construct was removed due to low Cronbach's alpha value, only 0.383. Apart from that, the result yielded almost all of the constructs have value exceeding 0.7 (see Table 4.3), an acceptable reliability value (Nunnally, 1978), except vision and motivation constructs. They indicated a Cronbach's alpha values are close to and at 0.6, which according to Santisteban (1990), the Cronbach's alpha should be at least 0.5. The final parent and sub variables are shown in Table 4.4.

**Table 4.3 Scale reliability values**

<b>Vision</b>	<b>Cronbach's alpha</b>	<b>Number of items</b>
<b>Vision</b>	<b>0.583</b>	<b>11</b>
<b>Vision attributes</b>		
Brevity <sup>a f</sup>		
Clarity <sup>a f</sup>		
Future orientation <sup>a</sup>		
Stability <sup>a f</sup>		
Challenge <sup>b g</sup>		
Abstractness <sup>a f</sup>		
Desirability or ability to inspire <sup>b g</sup>		
<b>Vision content</b>		
Sales <sup>a</sup>		
Leadership <sup>a</sup>		
Staff <sup>a</sup>		
Customer <sup>a</sup>		

**Table 4.3 Scale reliability values (cont.)**

<b>Vision realization factors</b>	<b>Cronbach's alpha</b>	<b>Number of items</b>
<b>Vision communication</b> <sup>c g</sup>	<b>0.799</b>	<b>2</b>
Does your Store Manager write to you about his/her vision? (email excluded)		
Does your Store Manager let you know about his/her vision through radio, email, intranet, video-conferencing, website, Line, Facebook, Instagram, or other technology?		
<b>Empowerment</b> <sup>c d g</sup>	<b>0.926</b>	<b>6</b>
I am emotionally committed to my Store Manager's vision		
My Store Manager acts as a role model to me		
My Store Manager builds my self-confidence		
My Store Manager challenges me to do my job better		
What level of involvement do you have in Store Manager's vision?		
My Store Manager delegates to me		
<b>Motivation</b> <sup>c g</sup>	<b>0.635</b>	<b>2</b>
My Store Manager is passionate about his/her vision		
My Store Manager rewards me		
<b>Staff satisfaction</b> <sup>e g</sup>	<b>0.808</b>	<b>4</b>
Pay		
Fringe benefits (e.g. superannuation)		
Outsider perception of them as retail professionals		
Career advancement opportunities		

Notes:

<sup>a</sup> Scale items were based on five-point Likert-type scales (1 = "Strongly absence" 5 = "Strongly presence")<sup>b</sup> Scale items were based on five-point Likert-type scales (1 = "Extremely unlikely" 5 = "Extremely likely")<sup>c</sup> Scale items were based on five-point Likert-type scales (1 = "Never" 9 = "Always")<sup>d</sup> Scale items were based on five-point Likert-type scales (1 = "Low involvement" 9 = "High involvement")<sup>e</sup> Scale items were based on five-point Likert-type scales (1 = "Extremely unsatisfied" 9 = "Extremely satisfied")<sup>f</sup> Questionnaire for store managers<sup>g</sup> Questionnaire for staff

**Table 4.4 The result of factor analysis and reliability test showing parent and sub variables**

<b>Variables</b>	<b>Measured Item</b>
Vision communication	Does your Store Manager write to you about his/her vision? (email excluded) (v_com2)
	Does your Store Manager let you know about his/her vision through radio, email, intranet, video-conferencing, website, Line, Facebook, Instagram, or other technology? (v_com3)
Empowerment of staff	My Store Manager acts as a role model to me (v_mot7)
	I am emotionally committed to my Store Manager's vision (v_mot2)
	My Store Manager builds my self-confidence (v_mot8)
	My Store Manager challenges me to do my job better (v_mot9)
	What level of involvement do you have in Store Manager's vision? (v_emp1)
	My Store Manager delegates to me (v_emp2)
Motivation of staff	My Store Manager is passionate about his/her vision (v_mot4)
	My Store Manager rewards me (v_mot10)
Staff satisfaction	Career advancement opportunities (ssat12)
	Fringe benefits (e.g. superannuation) (ssat3)
	Outsider perception of them as retail professionals (ssat8)
	Pay (ssat2)

Even though the researcher has proposed Kantabutra's vision theory, where vision is a predictor of increased staff satisfaction via vision realization factors of vision communication, organizational alignment, empowerment of staff and motivation of staff, after factor analysis and reliability test were conducted, the structural model had been adjusted as shown in Figure 4.1.

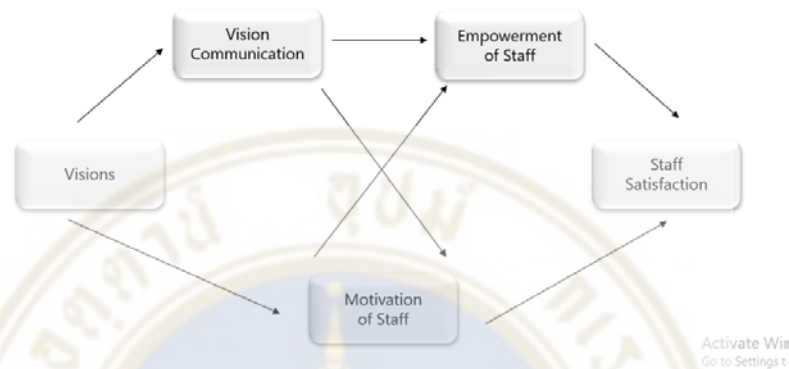
Figure 4.1 shows a structural model tested in the present study and the following both directional and indirectional hypotheses were accordingly generated:

H1. Vision is indirectly predictive of enhanced staff satisfaction.

H2. Vision communication is indirectly predictive of enhanced staff satisfaction.

H3. Empowerment is directly predictive of enhanced staff satisfaction.

H4. Motivation is directly predictive of enhanced staff satisfaction.



**Figure 4.1 Structural model showing hypothesized relationships between vision and vision realization variables, and staff satisfaction after Factor Analysis and reliability test**

## 4.2 Descriptive analysis

In total, there are 169 retail stores with store managers and 613 staff completed the survey. As we need to combine both store manager and staff responses to complete a questionnaire, still the total sample is 701 for the study (see Table 3.16).

Out of 169 stores, 144 (85.2%) store managers reported to have a vision for their stores, while 25 (14.8%) store managers were recorded without it.

For the sake of theory testing, only data from 144 stores with vision was utilized as SEM is rather sensitive to missing values. 114 stores (79.17%) are located in Bangkok while 30 stores (20.83%) are in the vicinity areas including 9 stores (6.25%) at Samutprakarn, 10 stores (6.94%) at Nonthaburi, and 11 stores (7.64%) at Pathum Thani. Among the 144 store managers, they averagely had been working at the stores for 18-24 months with average 14 full-time staff, 3 part-time staff, and 2 internship students. More than half of store staff (60.5% out of 100%) can work independently only aware of store managers' purposes. While, store staff had been

working at their stores about 12-18 months. Out of 613 cases, 567 (92.5%) are full-time staff, 34 (5.5%) are part-time staff, and 12 (2.0%) are internship students. Descriptive demographic information of manager and staff can be seen at Table 4.5 and 4.6.

In addition, descriptive statistics are presented in Table 4.7, displaying averaged total scores and pooled standard deviations for the main variables.

**Table 4.5 Descriptive demographic information for store manager**

<b>Manager</b>	<b>Total (n)</b>	<b>Total (%)</b>
<b><i>Tenure</i></b>	<b>144</b>	<b>100%</b>
0-6 m	3	2.1%
6-12 m	16	11.1%
12-18 m	33	22.9%
18-24 m	27	18.8%
24m - 4y	41	28.5%
4-6y	2	1.4%
6-8y	22	15.3%
8-10y	-	-
>10y	-	-

**Table 4.6 Descriptive demographic information for staff**

<b>Staff</b>	<b>Total (n)</b>	<b>Total (%)</b>
<b><i>Employment</i></b>	<b>613</b>	<b>100%</b>
Full time	567	92.5%
Part- time	34	5.5%
Internship student	12	2.0%

**Table 4.6 Descriptive demographic information for staff (cont.)**

<b>Staff</b>	<b>Total (n)</b>	<b>Total (%)</b>
<i>Tenure</i>	<b>613</b>	<b>100%</b>
0-6 m	225	36.7%
6-12 m	99	16.2%
12-18 m	83	13.5%
18-24 m	25	4.1%
24m - 4y	53	8.6%
4-6y	37	6.0%
6-8y	22	3.6%
8-10y	12	2.0%
>10y	57	9.3%

**Table 4.7 Descriptive statistics**

	<b>Minimum</b>	<b>Maximum</b>	<b>Mean</b>	<b>Std. Deviation</b>
Vision	8.00	42.00	30.45	5.528
Communication	0.00	18.00	13.68	3.941
Empowerment	6.00	54.00	44.87	9.144
Motivation	0.00	18.00	13.01	4.035
Staff satisfaction	2.00	36.00	28.10	6.105

### 4.3 Preliminary data analysis

#### 4.3.1 Missing data check

Before moving to Inferential analysis, the omission of answers was checked by using Frequencies run. In this present study, there are 18 cases or about 2.94% of total respondents in both demographic information and Likert-type scale

measurement. When the missing data is less than 10% of total sample size, Tabachnick and Fidell (2001) suggested that almost any replacement technique would yield similar results in any subsequent data analysis. Therefore, the missing answers were filled based on common-point imputation.

#### **4.3.2 Assessment of multivariate outliers**

A multivariate outlier is the one who has extreme scores on two or more variables (Tabachnick and Fidell, 2001). Standard deviation was used to identify multivariate outliers. As there are two different ranges of Likert-type scale in this study: one is 5-point scale while the other is 9-point scale, the researcher conducted standard deviation 2 times. One time was for those vision attribute and content with 5-point scale; while the other time was vision realization factors and staff satisfaction with 9-point scale. 20 cases or about 3.26% of total respondents were removed to maintain data quality.

#### **4.3.3 Inter-rater reliability (IRR) - Cohen's Kappa Coefficient**

Five vision attributes construct - brevity, clarity, future-orientation, stability, and abstractness- as well as four vision content imageries – sales, leadership, staff, and customer were validated by using Inter-rater reliability (IRR). Example of store manager's vision statements could be observed via Table 4.8. As there are two independent raters, Cohen's Kappa was applied. Cohen's Kappa is a measure of agreement between two or more raters whether they assigned the same score to the same variable (McHugh, 2012). In this study, the 2 raters (named as Rater A and Rater B) reported Kappa = 0.428 with  $p < 0.001$  (Table 4.9). This Kappa value between 0.41 -0.60 is considered "moderate agreement" (Landis and Koch, 1977) and statistical significance meaning both raters provide consistent scores to certain variables. Due to this consistency, only the scores from Rater A was being used in further data analysis.



**Table 4.8 Example store manager vision statements**

Example store manager vision statements (Thai)	Example store manager vision statements (English)
1 รักษาคุณภาพสินค้า การบริการ และความสะอาด ของร้านให้ดีที่สุด เพื่อความพึงพอใจของลูกค้า และ กลับมาใช้บริการอีก	Maintain the best quality in products, services, and store cleanliness to generate customer satisfaction and return customer
2 นำและพาทีมให้บรรลุเป้าหมายของบริษัท และ พร้อมยอมรับการเปลี่ยนแปลง เทคโนโลยีและ ความรู้ใหม่ๆ โดยยึดหลักให้พนักงานทำงานและอยู่ ร่วมกันอย่างมีความสุข	Lead the team to achieve the company's goals and ready to accept changes, new technologies and knowledges with satisfied employee
3 เรามุ่งเน้นการเป็นองค์กรคุณภาพ โดยเป็นผู้นำ อุตสาหกรรมค้าปลีกและบริการในประเทศไทย	We focus on being a quality organization by being a leader in Thailand's retail and service industries
4 ปลูกฝังให้พนักงานทุกคนรักในการบริการด้วยความ เต็มใจ ซื่อสัตย์ต่อตนเองและเพื่อนร่วมงานและ ช่วยเหลือซึ่งกันและกัน ใส่ใจต่อผู้มาใช้บริการอย่าง สม่าเสมอ	Cultivate all employees with service-minded attitude, honesty towards oneself and colleagues, be supportive to workmates, and always be customer centric
5 จะเป็นสาขาที่มียอดขายสูงสุด ให้บริการที่ดี ทั้ง สินค้าคุณภาพและการใช้งานที่เป็นเลิศ	Be the best-selling branch where offering efficient and quality products with good service

**Table 4.9 Cohen's Kappa result**

	Value	Asymp. Std. Error <sup>a</sup>	Approx. T <sup>b</sup>	Approx. Sig.
Measure of Agreement Kappa	.428	.016	35.206	.000
N of Valid Cases	1520			

a. Not assuming the null hypothesis.

b. Using the asymptotic standard error assuming the null hypothesis.

## 4.4 Inferential analysis

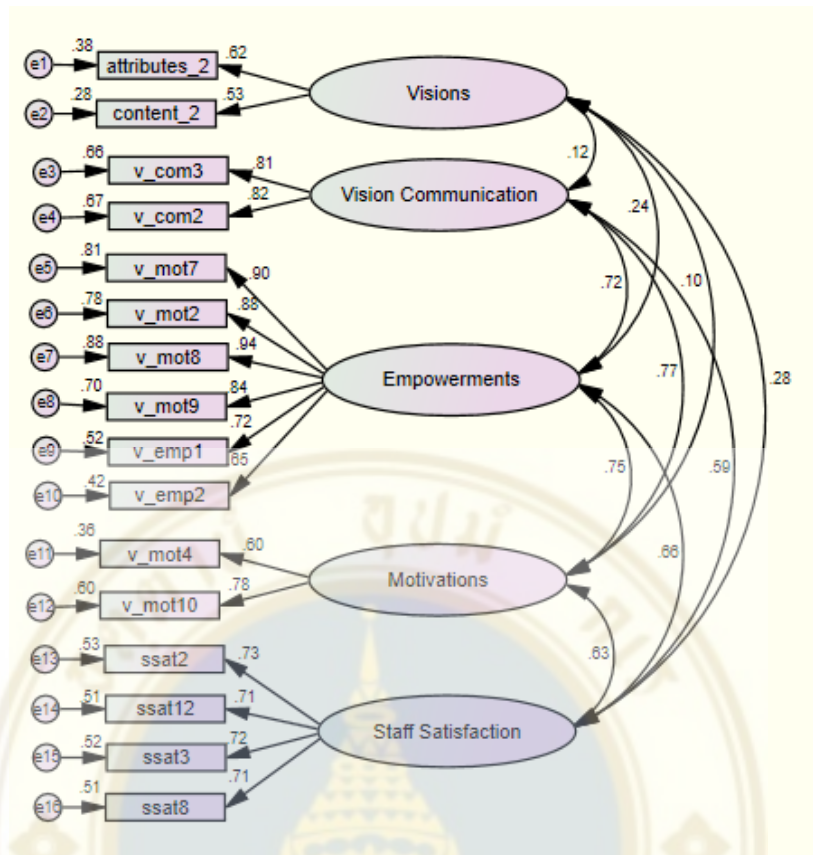
A complete Structural Equation Modeling (SEM) model consists of two steps approached as suggested by Hair et al. (2014): first is the measurement model or practically known as confirmatory factor analysis (CFA), representing how measured variables come together to represent constructs; and the structural model, a tool for examining the overall fit of the model and theory testing. SPSS Analysis of Moment Structures (AMOS) version 18 was used to yield the results.

For vision attributes and content, item parceling approach, in this case all-item parceling, was applied (Kishton & Widaman, 1994) to form vision construct. This alternative approach is to aggregate items into parcels and to use those parcels as the indicators of the target construct. As standard “item-based” approach could be unstable and take more iterations to converge, yielding relatively large standard errors of the measurement-level parameters (Little et al., 2002) when there are multiple indicators, item parceling in turn could increase the model’s efficiency of scale communality, reduce random error and eliminate model complexity (Nasser & Takahashi, 2003).

### 4.4.1 The measurement model

The measurement theory displayed how measured variables logically and systematically represent constructs (Hair et al., 2014).

The chi-square ( $\chi^2$ ) was reported as 368.639 with degrees of freedom (df) of 96 along with significant p-value, which is not uncommon. Thus, other model fit tests were in place to identify the fitness of the model. Goodness of fit index (GFI) is 0.931, where  $> 0.9$  indicates satisfactory fit (Hair et al, 2010); adjusted goodness of fit index (AGFI) is 0.903, exceeding the recommended level of 0.9, (Hair et al, 2010); comparative fit index (CFI) 0.950 meeting the threshold of 0.90 (Hair et al., 2014). The RMSEA of 0.068 indicated a good model fit once it is less than  $< 0.8$  (Hair et al, 2010). The CFA model also displayed parsimony where the value of  $\chi^2/df$  of 3.840 meeting the acceptable threshold of  $< 5.0$ . (Marsh & Hocevar,1985; Awang, 2012). The summary of model fitness can be observed in Table 4.10.



**Figure 4.2** The measurement model

For convergent validity, it is the assessment to measure the level of correlation of multiple indicators of the same construct that are in agreement (Hamid et al., 2017). The assessment was done by factor loading, Average Variance Extracted (AVE), and Construct Reliability (CR) (Fornell & Larcker, 1981). First of all, factor loadings, where high loadings on a factor would indicate that they converge on the latent construct. According to Hair et al. (2014), standardized loading estimates should be 0.5 or higher and ideally 0.7 or higher within feasible range between -1.0 and +1.0. As seen in the Table 4.11, the factor loadings are varied between .527 – .936.

Then, most of AVE values meet the necessary threshold of 0.5 or above (Hair et al., 2010). However, AVE either with value greater or close to 0.4 is also acceptable if CR is higher than 0.6 (Fornell & Larcker, 1981). As can be seen in Table 4.12, most of the constructs – vision communication, empowerment, motivation, and staff satisfaction – reach the acceptable AVE value, except for vision. For construct reliability (CR), most of the constructs - vision communication, empowerment,

motivation, and staff satisfaction- possess CR between 0.646 -0.928, achieving the rule of thumb that CR should be greater than 0.5 (Fornell and Larcker, 1981). Vision, on the other hand, possesses CR value of 0.495. With roundup, it equals to 0.5. The dispute is too small from the threshold. Even though its AVE value is slightly less than 0.4 and CR value barely passes the threshold, there is no 'Offending estimate' including the existence of negative error covariance and the standardized coefficient greater than 0.95 (Hair et al., 1995) occur. According to Huang (2017), the measurement is inappropriate if offending estimate occurred. Table 4.13 revealed that the error variances are in between 0.126 and 3.237 and no negative error covariance was seen in Figure 4.2. Table 4.11 shows that Standardized Coefficient for all factors below 0.95. Without no violation of offending estimate, the overall model fit could be proceeded (Shyu, 2013).

In order to test discriminant validity, Fornell and Larcker's (1981) was adopted. Discriminant validity is referring to the extent in which the construct is actually differing from one another empirically (Hamid et al., 2017). The discriminant validity is met when the value of the square root of each construct's AVE has a greater value than the correlations with other latent constructs. As noticed in Table 4.12, AVE values for most of the constructs are higher than the correlations, but there is a little dispute between motivation and empowerment; and motivation and vision communication. However, the difference is too small, at 0.052 and 0.073 respectively and can be ignored (Rahim and Magner, 1995). Overall, discriminant validity can be accepted for this measurement model.

**Table 4.10 The model fit indices of the measurement model**

Measurements	Required values	References	Achieved values
CMIN/DF	< 5.0	Marsh & Hocevar (1985)	3.840
GFI	> 0.90	Hair et al. (2010)	0.931
AGFI	> 0.90	Hair et al. (2010)	0.903
CFI	> 0.90	Hair et al. (2014)	0.950
RMSEA	< 0.08	Hair et al. (2010)	0.068

**Table 4.11 The factor loadings of the measurement model**

		$\beta$
Vision Communication	→ v_com3	.811
Motivations	→ v_mot4	.602
Motivations	→ v_mot10	.775
Staff Satisfaction	→ ssat2	.727
Vision Communication	→ v_com2	.819
Empowerments	→ v_mot7	.902
Staff Satisfaction	→ ssat12	.712
Empowerments	→ v_mot2	.883
Empowerments	→ v_mot8	.936
Empowerments	→ v_mot9	.838
Empowerments	→ v_emp1	.723
Empowerments	→ v_emp2	.646
Staff Satisfaction	→ ssat3	.720
Staff Satisfaction	→ ssat8	.713
Visions	→ attributes_2	.619
Visions	→ content_2	.527

$\beta$  = Standardized Regression Coefficient

**Table 4.12 Convergent validity and Discriminant validity tests**

	CR	AVE	VI	VC	EMP	MOT	SAT
Vision (VI)	0.495	0.330	<i>0.575</i>				
Vision Communication (VC)	0.798	0.664	0.123	<i>0.815</i>			
Empowerment (EMP)	0.928	0.685	0.219	0.725	<i>0.828</i>		
Motivation (MOT)	0.646	0.482	0.105	0.767	0.746	<i>0.694</i>	
Staff Satisfaction (SAT)	0.810	0.515	0.235	0.593	0.661	0.635	<i>0.718</i>

Note: Values in italics denote square root of AVE while values in regular denote correlation ( $\phi$ )

**Table 4.13 Error variance of the measurement model**

	<b>Estimate</b>
Vision Communication	3.094
Motivations	1.842
Staff Satisfaction	1.697
Empowerments	2.549
Visions	0.126
COM2	1.518
COM3	1.605
MOT4	3.237
MOT10	2.401
MOT7	0.623
SAT2	1.590
SAT12	1.651
MOT2	0.719
MOT8	0.414
MOT9	1.039
EMP1	1.371
EMP2	1.596
SAT3	2.261
SAT8	1.600
ATTR	0.203
CONT	0.327

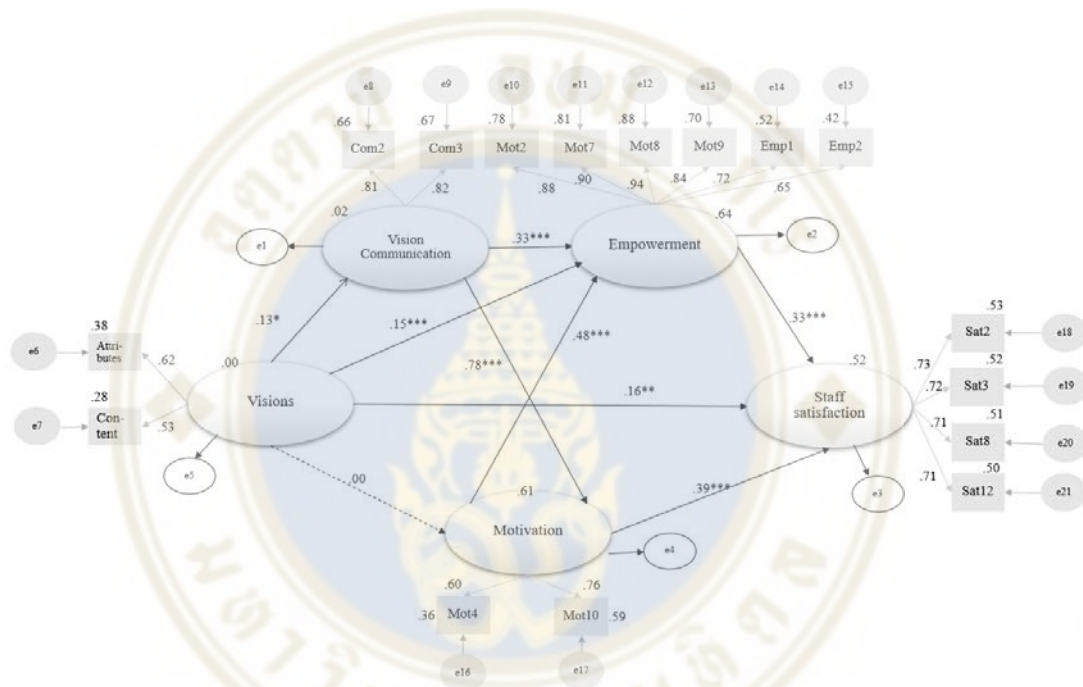
#### 4.4.2 The structural model

For the purpose of assessing the overall fit of the model, the p-value associated with chi-square ( $\chi^2$ ) is often disregarded as the  $\chi^2$  test has a high tendency to always show statistically significant results once the sample size is greater than a few hundred. Therefore, it is better to rely on other indicators of model fitness.

To begin with, Chi-square/DF (CMIN/DF) is 3.856 meeting threshold that it should be <5.0 (Marsh & Hocevar, 1985). A number of goodness-of-fit index (GFI) and adjusted GFI (AGFI), while the former is the ratio of the sum of the squared differences between the observed and implied covariance matrices to the observed variances, and the latter is the adjusted version of GFI where the degrees of freedom of a model and the number of unknown variables is taken into consideration for adjustment. GFI of 0.931 and AGFI of 0.903 exceed 0.90, where considered acceptable (Hair et al., 2010). The CFI value is 0.950, which > 0.90 indicating

satisfactory fit (Hair et al., 2010 and Awang, 2012). Another measurement to indicate the fitness of the model is the root mean square error approximation (RMSEA). RMSEA is relatively independent of sample size and number of parameters. RMSEA of 0.068 meeting the suggested rule of thumb that < 0.08 indicates an adequate RMSEA fit (Hair et al., 2010).

In order to test the hypotheses and model fitness, the structural model is created as seen in Figure 4.3. The model is proven overall fit (see Table 4.14) meaning the hypothesis theory and collected data are consistent.



**Figure 4.3** The structural modeling indicating the relationships between vision, vision realization factors, and staff satisfaction

(Chi-square = 370.153; df = 96; chi-square/df = 3.856; GFI = 0.931; AGFI = 0.903; CFI=0.950; RMSEA = 0.068).

Note: \* =  $p \leq 0.05$ ; \*\*  $p < 0.01$ ; \*\*\*  $p < 0.001$

-----▶ = Non-significant effect

————▶ = Significant effect

**Table 4.14 Summary of model fit values and achieved values of the structural model**

Measurements	Required values		Achieved values
CMIN/DF	< 5.0	Marsh & Hocevar (1985)	3.856
GFI	> 0.90	Hair et al. (2010)	0.931
AGFI	> 0.90	Hair et al. (2010)	0.903
CFI	> 0.90	Hair et al. (2010)	0.950
RMSEA	< 0.08	Hair et al. (2010)	0.068

#### 4.4.3 Hypotheses testing

##### **H1. Vision is indirectly predictive of enhanced staff satisfaction.**

As noticed in Figure 4.3, it suggests that vision is indirectly predictive of enhanced staff satisfaction through 4 paths as follows (see Table 4.15), where each path reports significant result. H1 is therefore accepted.

Additionally, the direct effect of vision towards staff satisfaction is still noticeable. It could be explained that moderator variables – vision communication, empowerment, and motivation – strengthen the relationship between the predictor variable - vision - and dependent variable - staff satisfaction. With the existence of these moderator variables, the total effect (direct and indirect effects) of vision put towards staff satisfaction is stronger than vision's direct effect alone.



**Table 4.15 The cause-effect relationships between vision and staff satisfaction**

Causal variables	Effect variables	Effect types ( $\beta$ )		
		DE	IE	TE
Vision	Vision communication	0.126*	-	0.126*
Vision	Motivation	0.002	-	0.002
Vision communication	Motivation	0.782***	-	0.782***
Vision communication	Empowerment	0.333***	-	0.333***
Vision	Empowerment	0.148**	-	0.148***
Motivation	Empowerment	0.478***	-	0.478***
Empowerment	Staff satisfaction	0.328***	-	0.328***
Motivation	Staff satisfaction	0.391***	-	0.391***
Vision	Staff satisfaction	0.160**	-	0.160**
Causal-effect indirect relationships		Effect types ( $\beta$ )		
		DE	IE	TE
Vision → Vision communication → Empowerment → Staff satisfaction		0.160**	0.014	0.276
Vision → Vision communication → Motivation → Staff satisfaction			0.039	
Vision → Vision communication → Motivation → Empowerment → Staff satisfaction			0.015	
Vision → Empowerment → Staff satisfaction			0.049	
		<b>0.160**</b>	<b>0.116</b>	<b>0.276</b>

Note: \* =  $p \leq 0.05$ ; \*\*  $p < 0.01$ ; \*\*\*  $p < 0.001$ ; TE = Total Effect; DE = Direct Effect; IE = Indirect Effect;  $\beta$  = Standardized Regression Coefficient

## H2. Vision communication is indirectly predictive of enhanced staff satisfaction.

As spotted in Figure 4.3, it states that vision communication is indirectly predictive of enhanced staff satisfaction in 3 paths via 2 variables – empowerment and motivation of staff, but the stronger effect was through motivation ( $\beta = .306$ ) (see Table 4.16). All in all, H2 is supported.

**Table 4.16 The cause-effect relationships between vision communication and staff satisfaction**

Causal variables	Effect variables	Effect types ( $\beta$ )		
		DE	IE	TE
Vision	Vision communication	0.126*	-	0.126*
Vision	Motivation	0.002	-	0.002
Vision communication	Motivation	0.782***	-	0.782***
Vision communication	Empowerment	0.333***	-	0.333***
Vision	Empowerment	0.148**	-	0.148***
Motivation	Empowerment	0.478***	-	0.478***
Empowerment	Staff satisfaction	0.328***	-	0.328***
Motivation	Staff satisfaction	0.391***	-	0.391***
Vision	Staff satisfaction	0.160**	-	0.160**
Causal-effect indirect relationships		Effect types ( $\beta$ )		
		DE	IE	TE
Vision communication $\rightarrow$ Empowerment $\rightarrow$ Staff satisfaction			0.109	
Vision communication $\rightarrow$ Motivation $\rightarrow$ Staff satisfaction		-	0.306	0.538
Vision communication $\rightarrow$ Motivation $\rightarrow$ Empowerment $\rightarrow$ Staff satisfaction			0.123	
			<b>0.538</b>	<b>0.538</b>

Note: \* =  $p \leq 0.05$ ; \*\*  $p < 0.01$ ; \*\*\*  $p < 0.001$ ; TE = Total Effect; DE = Direct Effect; IE = Indirect Effect;  $\beta$  = Standardized Regression Coefficient

### H3. Empowerment is directly predictive of enhanced staff satisfaction.

Hypothesis 3 suggested that empowerment is directly predictive of enhanced staff satisfaction. As displayed in Figure 4.3, the result was shown consistent with the hypothesis. Empowerment is directly predictive of enhanced staff satisfaction ( $\rho = <0.001$ ,  $\beta = .328$ ). H3 was, undoubtedly, supported.

### H4. Motivation is directly predictive of enhanced staff satisfaction.

Hypothesis 4 proposed that motivation is directly predictive of enhanced staff satisfaction. As consistently shown in Figure 4.3, hypothesis 4 displayed that motivation is directly predictive of enhanced staff satisfaction ( $\rho = <0.001$ ,  $\beta = .391$ ). H4 is also supported. In conclusion, all H1-H4 were accepted.

## **CHAPTER V**

### **DISCUSSION AND CONCLUSION**

#### **5.1 Vision**

The view in the literature that vision is important to organizational performance was endorsed in this study (Kantabutra, 2007b). In correspondence with Nanus (1992), the organizational performance in the study was measured by employee satisfaction.

First of all, aligning with Kantabutra and Saratun (2017), vision is proved to have significant effect on employee satisfaction as the SEM model became fit suggesting that the proposed vision theory and collected data were consistent. In fact, this could be treated as a solid evidence for the increasing awareness of the organizational leaders on the vision generation and utilization in order to improve business performance.

However, it is not like any visions could produce such effects. It was also consistent with Senge (1990)'s view that there are two types of vision: positive and negative visions. Also, Rafferty and Griffin (2004) proposed that vision should be distinguished between "strong" and "weak" to ensure the effectiveness of vision. Both notions are endorsed in this study. Many scholars appear to agree with Senge (1990) by providing different attributes necessary for a vision to be "positive." Robert Baum and colleagues (Baum et al., 1998) were among the first who found positive effects of vision attributes including seven characteristics - brevity, clarity, abstractness, challenge, future orientation, stability, and desirability or inspiration and vision content on staff satisfaction, which is said to bring up higher performance outcomes (Baum et al., 1998) than those without. The notion is expanded by Kantabutra (2009)'s vision theory that the seven vision attributes of brevity, clarity, challenge, stability, abstractness, future orientation, desirability or ability to inspire create positive effects on organizational performance initially through emotionally-committed followers was endorsed in this study. Given the east-west dichotomy propositions, the notion that the

seven characteristics of powerful visions have important implications across a wide range of industries, and possibly across different cultures proposed by Kantabutra and Avery (2010) was certainly supported in this study.

In agreement with Kantabutra (2008a), the indirect and positive effects of vision attributes including seven characteristics - brevity, clarity, abstractness, challenge, future orientation, stability, and desirability or inspiration on staff satisfaction through vision realization factors were proved in this study. This finding also emphasized the proposed view of Kantabutra and Avery (2007), who concluded that vision attributes were needed to be characterized by all of the seven attributes; otherwise they rendered no significant effects on staff satisfaction.

When validating the construct, in similarity to Kantabutra (2008a), vision content with sales, leadership, customer, and staff imageries indicate lower value, compared to vision attributes, in the measurement model result. Likely, it is causing vision construct's convergent validity to barely meet the threshold. The small value should be due to the incompatibility between content imageries tested and existing content imageries within the business setting. Supporting this result, vision content should depend on the types of business and competitive environments in which they operate (Kantabutra, 2008b); and Collins and Porras (1994) concluded that vision content should not be common across different organizations. Vision content, therefore, should be varied in keeping with business industries and organizations. As per Westley and Mintzberg (1989)'s suggestion, future study should include additional imageries such as products, services, markets, organizations, while Kantabutra (2003) found frequently mentioned content imageries such as business continuity, expansion, growth and improvement. The researcher also spotted a few imageries frequently mentioned such as stores, store locations, and public benefits, in addition to imageries of sales, leadership, staff and customers.

In line with Kantabutra and Avery (2010), they recommended to always investigate the seven vision attributes along with vision content. As resulted in this study, when computing both components as vision construct, it produced positive significant relationships towards staff satisfaction both directly and indirectly through vision communication, empowerment, and motivation of staff. Again, the existence and effectiveness of vision are proved to render significant effects on staff satisfaction.

## **5.2 Vision realization factors**

Instead of complying with Kantabutra (2008a) whose research conducted in Bangkok's apparel stores where only motivation is the only direct predictor of staff satisfaction, the findings of this study is more comparable to Kantabutra and Avery (2007), a study conducted in Australian apparel shops, where motivation and empowerment of staff are the direct predictors of improved staff satisfaction, while vision communication is the indirect predictors of improved staff satisfaction.

Back then, it had been said that the cultural differences are the source of inconsistent results between the Thailand's and Australia's studies. However, this study could probably be a starting point of universalizing the causal relationships of vision realization factors on staff satisfaction. The inconsistency is sorted likely because of two reasons 1) the mismatched store manager in subordinate's perception was eliminated as the store manager's vision is written in staff questionnaire instead of having them write down on their own 2) the sample stores are retail chains in Bangkok Metropolitan Region. It is a larger and more complex business setting with more organized internal system than small apparel stores. Therefore, the notion that the characteristics of powerful visions have important implications across a wide range of industries, and possibly across different cultures proposed by Kantabutra and Avery (2010) is certainly supported in this study. It also responses to Kantabutra (2007b) that vision components and vision realization factors should be investigated in larger and more complex retailers than small apparel stores.

### **5.2.1 Vision communication**

The importance of vision communication had also been highlighted in many prior studies such as Avery (2004) and Kantabutra and Avery (2007). Like Kantabutra (2008a), vision communication —written and technology-mediated— indirectly predictive of enhanced staff satisfaction was endorsed in this study. Vision communication is proven to have significant role in connecting staff members with a broader sense of purpose, given Thai retail industry is a fast-changing industry. The finding also supports the conclusion of Kouzes and Posner (1987) who mentioned that vision must be communicated through written statements and personal communication. The indirect relationship towards staff satisfaction through

empowerment and motivation is also rational because when store managers have vision for their stores, they are likely to communicate it; however, only words are hardly sufficient without complying actions. Thus, empowering and motivating staff to act according to the visions seem compulsory. The staff in turn feel confident and motivated to achieve job satisfaction (Kantabutra and Saratun, 2011).

Like Kantabutra and Saratun (2011), the spoken communication was dropped. Although Locke et al. (1991) and Conger and Kanungo (1987) insisted that organizational leaders must use personal communication skills - containing speaking and listening skills - to articulate the vision to followers, the idea does not appear to explain the vision communication behavior in Thai retail chains. This should be due to a high-context culture of Thailand, where non-verbal communication plays a significant role in effective communication (Hall, 1976), rather than spoken vision communication.

### **5.2.2 Organizational alignment**

Organizational alignment is remained for future research as it was dropped due to low Cronbach's alpha value in this study. The removal is likely concerning two aspects: conceptual or statistical issues. Firstly, since vision theory is a bewildering concept (Kantabutra, 2010), the participants could inconsistently interpret the questions. Secondly, low alpha value is statistically caused from a low number of questions (Tavakol and Dennick, 2011), only two organizational alignment items in this study. However, according to Kantabutra (2010b), leaders who do not align organizational systems with their visions do put negative impacts on follower satisfaction, especially when taking other vision realization factors of vision communication, empowerment, and motivation of staff into account as motivated and vision-guided staff members might have been frustrated while trying to achieve their store manager visions without supportive organizational infrastructures. Given the significance of the variable, future studies, therefore, should add additional number of question items, and see if it increases an alpha value.

### **5.2.3 Empowerment of staff**

The notion that empowerment of staff is directly and positively predictive of staff satisfaction proposed by Kantabutra and Saratun (2011) was confirmed in this study.

Similar to Kantabutra and Avery (2007), their concept about empowerment of staff directly predictive of enhanced staff satisfaction in Australian retail stores was obtained. Specifically, the notion that visionary leaders empowering their people to enable them to act consistently with the new vision (Conger and Kanungo, 1987) gained support from this study. Store managers who delegated work to employees was directly associated with improved staff satisfaction (Kantabutra and Avery, 2007). Similar to Locke et al. (1991), the more store managers acting as role models, building self-confidence, creating challenge, and creating moral commitment to the vision, the better outcome of staff satisfaction (Kantabutra, 2007b) gained support in this study.

In this high-competitive context in modern trade, empowerment of staff is very much in need as empowering leaders lead to creative and helpful employees (Lee, Willis, and Tian, 2018). When human capital efficiency is high, it is no doubt leading to better organizational performance.

The direct relationship between empowerment and increased staff satisfaction is predictable as when subordinates are empowered to be responsible for their tasks, they likely feel more content with their job and vice versa (Kantabutra and Saratun, 2011). As empowerment is proven to produce positive effects on staff satisfaction, it is accurate to conclude that empowerment is critical to improving business performance (Nanus, 1992) as it could enhance staff satisfaction, which is highly predictive of enhanced performance outcome.

### **5.2.4 Motivation of staff**

Consistently with prior claims (e.g. Awamleh and Gardner, 1999; Kantabutra 2008a; Kantabutra and Avery, 2010; and Kantabutra, 2012), motivation of employees is a direct and positive predictor of enhanced employee satisfaction (Kantabutra, 2012).

Given that motivation in this study, while the other four assumed motivation items were dropped, can be described as store managers being passionate about their vision and rewarding subordinates who act consistently with vision, it is certain that these motivational acts will predict enhanced staff satisfaction as they fulfill both extrinsic and intrinsic satisfaction – the two fundamental rules of satisfaction (Howard and Frink, 1996; Wayne, 2006). Undoubtedly, staff satisfaction is often increased in response to higher level of motivation (Kantabutra and Saratun, 2011).

More specifically, the view of Awamleh and Gardner (1999)'s conveying that visionary leaders motivate their followers to implement their visions, typically through store manager passion, was gained support here. Vision-passionate leaders are said to affect followers' outcomes and overall business performance (Kotter, 1996). They, likewise, tend to engage in motivating behaviors and bring about improvement of staff satisfaction (Kantabutra and Saratun, 2011). The notion of visionary leaders living their vision by expressing passion for their agendas in the hope of exciting their subordinates (Nanus, 1992) was supported. Consistently, outstanding leaders behave consistently with their vision (e.g. Bennis, 1984) because consistent behavior reflects managers' wholehearted embracement to the vision (Parikh & Neubauer, 1993), which in turn positively affects follower satisfaction.

Also, in correspondence with Kantabutra and Vimolratana (2010), one of the approaches that effective leaders motivate their followers are to reward staff members who acted consistently with their visions, which bringing the better outcome of staff satisfaction (Kantabutra, 2007b) and naturally encouraging staff to use their visions to guide their daily operations, gained support here (Kantabutra and Vimolratana, 2010).

Despite the importance of motivation in theoretical reviews, the reliable measures for motivation in this study were reduced from the previous study, Kantabutra (2008a)'s. Similar to several researchers, many motivational items are eliminated or combined with another idealized factor, in the factor analysis (Densten, 2002) because motivation is a concept that is highly influenced by cultural values (Kantabutra and Saratun, 2011). When business setting has changed, it is plausible that motivational behaviors are inconsistently identified.



Lastly, motivation is what employee need from immediate supervisors recently, given the current situation of modern trade industry, where the competition has been high (Kantabutra, 2008a) between brick and mortar shops; not to mention those competitors via online sites. Therefore, the notion that visionary leaders motivate their followers and implement them visions, particularly in difficult times (Awamleh and Gardner, 1999), was likewise endorsed.

### **5.2.5 Empowerment and motivation of staff**

In similarity with Trottier et al. (2008), whose study confirmed there is a linkage between motivation and empowerment and follower satisfaction. However, the interrelationship between the two concepts of empowerment and motivation appears complex and quite inseparable. Similar to Kantabutra (2008a)'s, as per its EFA results, most of the theoretically-assumed motivation items were more related to empowerment items than the other motivation items in the factor analysis. As mentioned above, motivation concept is highly correlated with cultural values. It is possible that motivation is differently identified in the different business cultures. Anyhow, future research should furtherly investigate the complexity of empowerment-motivation relationship (Kantabutra and Saratun, 2011) and how managers to effectively motivate and empower their staff.

### **5.3 Staff satisfaction**

In this study, staff satisfaction is identified by pay, fringe benefits, career advancement opportunities, and outsider perception of them as retail professionals. The finding endorsed Howard and Frink (1996) and Wayne (2006) that employee satisfaction resulted from a variety of both intrinsic and extrinsic job elements. As much as extrinsic factors like pay or fringe benefits are important, but in the long run, intrinsic satisfaction like self-accomplishment is equally important. It is easy to get caught up in extrinsic rewards; however, if employee is intrinsically satisfied, they are more willing to overcome unexpected changes or setback, and they are able to take a longer-term perspective and remain optimistic about the future. Consistently with those basic theories of needs, for example, Herzberg's 2 Factor Theory (Herzberg et

al., 1959), human needs are classified as two factors: Hygiene factors for the “job context” factors such as pay and fringe benefits and Motivational factors, which can be similarly explained as career advancement, personal growth, recognition from others, responsibilities, and achievement. All in all, both kinds of satisfaction are needed to be proper balanced in order to satisfy one’s needs.

In this study, another measurement of organizational performance: customer satisfaction was removed due to privacy preservation. The positive effect from staff satisfaction on customer satisfaction has been proposed in the previous studies. It is said that when staff are more satisfied, they are more motivated and tend to serve customer better (Kantabutra, 2007b). Future study could, therefore, retrieve the variable into analysis.

## **5.4 Conclusion**

Effective visions, characterized by brevity, clarity, future orientation, stability, challenge, abstractness and ability to inspire and embraced sales, leadership, consumer, and employee imageries, were to light a positive effect on staff satisfaction. However, in practical implications, only having an effective vision was not enough unless store managers communicated their visions, empowered, and motivated their staff to act according to the visions.

As for employees, they were too benefited when their supervisors possessed and utilized the visions properly, for it enabled them to work more efficiently and more in compliance with managers’ expectation, which surely led to higher job satisfaction. Therefore, it was a mutual accomplishment when managers employing effective vision characteristics and realization factors in workplace.

## **5.5 Future research**

Despite roughly mentioned above, the directions for future research are summarized as following. Future studies should:

- 1) explore the vision theory in different business industries and different countries to see if the theory renders consistent results.

2) add more realization factors such as staff personal factors (Kantabutra and Avery, 2007) or leader passion (Kantabutra, 2011) to see if any of which could produce stronger effects on staff satisfaction.

3) include spoken vision communication as the item was dropped in this study.

4) include organizational alignment construct with additional number of questions.

5) retrieve customer satisfaction questionnaire, as, this time, the retail headquarters for the study requested to drop it off in fear of privacy invasion.

6) add demographic information in the structural model.

7) bring in qualitative interviews to bridge the gap between empowerment and motivation concepts to untangle overlapping concepts between empowerment and motivation.

8) include other common imageries in specific business setting such as products, services, market, stores, organization (Westley and Mintzberg, 1989) as well as business continuity, expansion, growth, and improvement (Kantabutra, 2003) to see if they could increase factor loading values.

## **5.6 Managerial implication**

Apart from benefiting scholars and students, the result of this research offers practical contributions to business practitioners. The better understanding in generating effective vision characteristics and utilizing vision realization factors in order to predict enhanced employee satisfaction is earned.

First of all, vision must be generated based on these 7 characteristics - brevity, clarity, future orientation, stability, challenge, abstractness, and desirability or ability to inspire; however, vision content with extensive imageries or industry/organization-dependent are believed to create significant effects.

Second of all, effective vision must be communicated either through written or technology-mediated channels; employee empowerment to act consistently with vision is needed to be in place; and employee motivation through manager's passion and reward those act consistently with vision is needed to be arranged.

After following above vision-implementation procedures, staff satisfaction is likely to be increased. Then, it could lead to benefit organizations in many ways including lower turnover rate (Bakotić, 2016), higher productivity, staff loyalty, improved customer satisfaction (Yee et al., 2008), and etc. All of which then could be one of the sources of improved organizational performances (Reichheld and Teal, 1996).

## **5.7 Limitations and suggestions**

In conducting this study, there are a few limitations as follows:

Firstly, as the study sample is store manager and staff working in retail chains, the headquarter did not allow to distribute the customer satisfaction questionnaire to their customer to preserve their privacy. Future research should retrieve it in the study.

Secondly, time, cost, and capacity constraints: as the researcher determined to deliver questionnaire to participants herself in order to ensure the correct understanding of the participants and completeness of interviewed questionnaires, achieving more sample size could take a long time with huge travel and incentive costs. Therefore, future research should try to increase the sample size and expand data collection area, every region in Thailand.

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## Appendix A: Store Manager Questionnaire (English)

No. □□□□



College of Management, Mahidol University

### Self-Administered Research Questionnaire for Store Manager

**Subject:** The Effect of Vision Components and Implementation on Staff Satisfaction:  
A Case Study of Retail Stores in Bangkok Metropolitan Region

This questionnaire is part of the research project to study the vision components and implementation of store manager: how the vision puts effect on employee satisfaction in the retail business. The result of this project will create behavioral guidelines for managers: how they should behave in order to maximize staff satisfaction. This research project is provided by Associate Professor Dr. Sooksan Kantabutra and Miss Nijsiree Vongariyajit, a student in major of Leadership and Human Resource Management, Master of Management, College of Management, Mahidol University.

The questionnaire is divided into three parts as following: **Part 1** – participant demographics. **Part 2** – an open-ended question to write down store manager's vision. **Part 3** – questions about administration according to the vision

The survey will take up to 3 minutes. Your information will benefit this and future research. Your answers will be analyzed using statistical methods and will be treated confidential. The analysis will not relate with your current status. The researcher would like to thank you for your cooperation in assisting this research in advance.

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(Nijsiree Vongariyajit)

**Please Tick ✓ Where Appropriate**

Bangkok stores       Vicinity stores

1. How long have you been a Store Manager at this store? Please ✓ one of the boxes.

- |  |   |
|--|---|
| <input type="checkbox"/> 0 - 6 months                        | <input type="checkbox"/> More than 4 years up to 6 years    |
| <input type="checkbox"/> More than 6 months up to 12 months  | <input type="checkbox"/> More than 6 years up to 8 years    |
| <input type="checkbox"/> More than 12 months up to 18 months | <input type="checkbox"/> More than 8 years - up to 10 years |
| <input type="checkbox"/> More than 18 months up to 24 months | <input type="checkbox"/> More than 10 years                 |
| <input type="checkbox"/> More than 24 months up to 4 years   | <input type="checkbox"/> Others (please specify) _____      |

2. How many staff are employed at your store?

1) Full-time \_\_\_\_\_ 2) Part-time \_\_\_\_\_ 3) Internship student \_\_\_\_\_

3. Do you have a vision for your store?

*(A vision is a future envisioned for your particular store. It is how you want to see it develop in the future, rather like an overall goal that one sets for his/her store.)*

- Yes      →      continue to Q4  
 No        →      skip to Q6

4. If you have a vision for your store's future, please write it down here.

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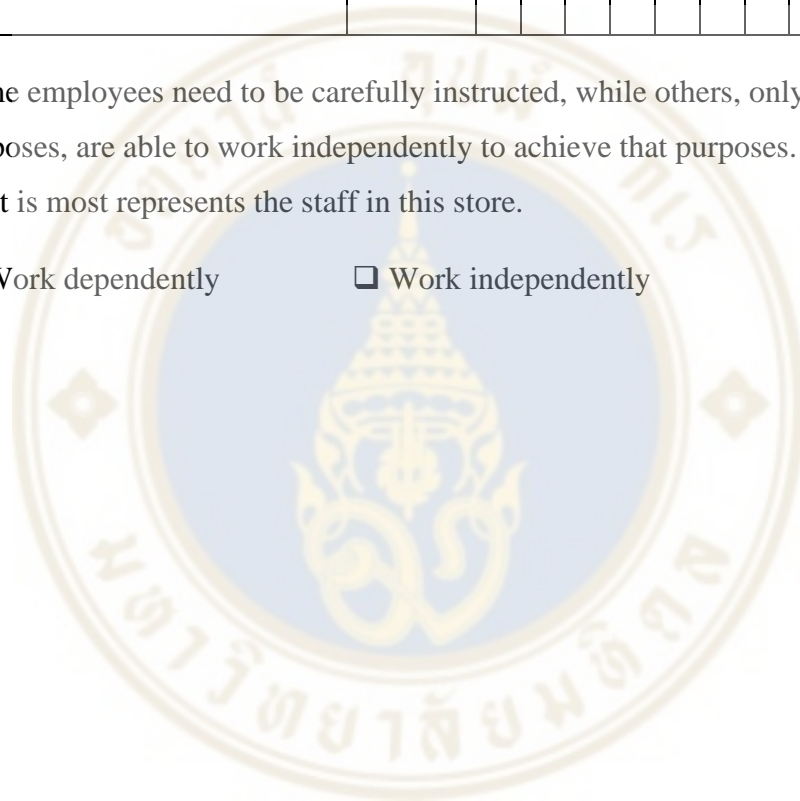
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5. Tell us about your vision by ✓ the scale from always (9) to never (1).

Organizational alignment	Always	←—————→							Never	Unsure
		8	7	6	5	4	3	2		
I reassign staff as needed to support my vision (e.g. reassign friendly staff to work at the front welcoming customers)	9	8	7	6	5	4	3	2	1	0
I set up new staff evaluation criteria according to my vision (e.g. reward staff with service mind)	9	8	7	6	5	4	3	2	1	0

6. Some employees need to be carefully instructed, while others, only aware of the purposes, are able to work independently to achieve that purposes. Please select what is most represents the staff in this store.

- Work dependently       Work independently



**Appendix B: Staff Questionnaire (English)**

No. □□□□

**College of Management, Mahidol University****Self-Administered Research Questionnaire for Store Staff**

**Subject:** The Effect of Vision Components and Implementation on Staff Satisfaction:  
A Case Study of Retail Stores in Bangkok Metropolitan Region

This questionnaire is part of the research project to study the vision components and implementation of store manager: how the vision puts effect on employee satisfaction in the retail business. The result of this project will create behavioral guidelines for managers: how they should behave in order to maximize staff satisfaction. This research project is provided by Associate Professor Dr. Sooksan Kantabutra and Miss Nijsiree Vongariyajit, a student in major of Leadership and Human Resource Management, Master of Management, College of Management, Mahidol University.

The questionnaire is divided into three parts as following: **Part 1** – participant demographics. **Part 2** – it ensures the understanding for the store manager vision. **Part 3** – it concerns staff point of view towards vision characteristics and administration according to the manager vision. **Part 4** – various-aspects questions to measure staff job satisfaction.

The survey will take up to 5 minutes. Your information will benefit this and future research. Your answers will be analyzed using statistical methods and will be treated confidential. The analysis will not relate with your current status. The researcher would like to thank you for your cooperation in assisting this research in advance.

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(Nijsiree Vongariyajit)

**Please ○ Where Appropriate**

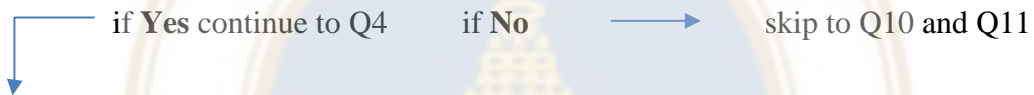
Bangkok stores       Vicinity stores

1. At this store, are you employed?  Full-time  Part-time  Internship student
2. How long have you been working at this store? Please ✓ one of the spaces.

- |  |  |
|--|--|
| <input type="checkbox"/> 0 - 6 months                        | <input type="checkbox"/> More than 4 years up to 6 years |
| <input type="checkbox"/> More than 6 months up to 12 months  | <input type="checkbox"/> More than 6 years up to 8 years |
| <input type="checkbox"/> More than 12 months up to 18 months | <input type="checkbox"/> More than 8 years -10 years     |
| <input type="checkbox"/> More than 18 months up to 24 months | <input type="checkbox"/> More than 10 years              |
| <input type="checkbox"/> More than 24 months up to 4 years   | <input type="checkbox"/> Others (please specify) _____   |

3. As we have interviewed your Store Manager, he/she  has  doesn't have a vision

*(A vision is an ideal picture of your Store Manager's store. It is how your Store Manager wants to see your store develop in the future, rather similar to an overall goal that your Store Manager sets for your store)*



4. Your Store Manager's vision is written here.

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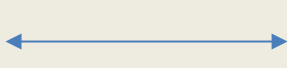


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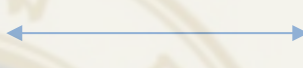
5. Please ○ a number from extremely likely (5) to extremely unlikely (1) to tell us about how you feel about your Store Manager's vision.

	Extremely likely	↔			Extremely unlikely	Unsure
Your Store Manager's vision challenges you to work in order to achieve the vision	5	4	3	2	1	0
Your Store Manager's inspire you	5	4	3	2	1	0

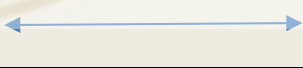
6. Please  a number from high involvement (9) to low involvement (1) to tell us about how you involve in your Store Manager's vision.

	High involvement							Low involvement	Unsure	
What level of involvement do you have in Store Manager's vision?	9	8	7	6	5	4	3	2	1	0

7. Please  a number from always (9) to never (1) to tell us about how your manager let you know about his/her vision.

	Always							Never	Unsure	
Does your Store Manager talk with you about his/her vision?	9	8	7	6	5	4	3	2	1	0
Does your Store Manager write to you about his/her vision? (email excluded)	9	8	7	6	5	4	3	2	1	0
Does your Store Manager let you know about his/her vision through radio, email, intranet, video-conferencing, website, or other technology?	9	8	7	6	5	4	3	2	1	0

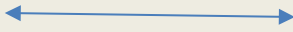
8. Put  the scale from always (9) to never (1) to tell us about your Store Manager's vision

	Always							Never	Unsure	
I use my Store Manager's vision to guide my daily activities.	9	8	7	6	5	4	3	2	1	0
I am emotionally committed to my Store Manager's vision.	9	8	7	6	5	4	3	2	1	0
I do whatever it takes to achieve my Store Manager's vision	9	8	7	6	5	4	3	2	1	0

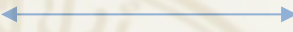
9. Put ○ the scale from always (9) to never (1) to tell us about your Store Manager's behavior.

	Always	←—————→							Never	Unsure
My Store Manager is passionate about his/her vision.	9	8	7	6	5	4	3	2	1	0
My Store Manager supports his/her vision by their action.	9	8	7	6	5	4	3	2	1	0
My Store Manager acts consistently with his/her action.	9	8	7	6	5	4	3	2	1	0
My Store Manager acts as a role model to me.	9	8	7	6	5	4	3	2	1	0
My Store Manager builds my self-confidence.	9	8	7	6	5	4	3	2	1	0
My Store Manager challenges me to do my job better.	9	8	7	6	5	4	3	2	1	0
My Store Manager rewards me.	9	8	7	6	5	4	3	2	1	0
My Store Manager delegates to me.	9	8	7	6	5	4	3	2	1	0
My Store Manager provides adequate resources and service to me.	9	8	7	6	5	4	3	2	1	0
My Store Manager encourages me to make my own decisions related to daily operations.	9	8	7	6	5	4	3	2	1	0

10. Please ○ the scale from extremely satisfied (9) to extremely unsatisfied (1) to tell us how you are overall satisfied with your job.

	Extremely satisfied								Extremely unsatisfied	Unsure
My job satisfaction	9	8	7	6	5	4	3	2	1	0

11. Regarding your own job, please ○ the scale from extremely satisfied (9) to extremely unsatisfied (1) to tell us how you are overall satisfied with the following.

	Extremely satisfied								Extremely unsatisfied	Unsure
Pay	9	8	7	6	5	4	3	2	1	0
Fringe benefits (e.g. superannuation)	9	8	7	6	5	4	3	2	1	0
Opportunities to work independently	9	8	7	6	5	4	3	2	1	0
Work you have to finish	9	8	7	6	5	4	3	2	1	0
Overall staff policies	9	8	7	6	5	4	3	2	1	0
Opportunities to interact with others	9	8	7	6	5	4	3	2	1	0
Outsider perception of them as retail professionals	9	8	7	6	5	4	3	2	1	0
Your Store Manager's guidance	9	8	7	6	5	4	3	2	1	0
Co-workers (e.g. are they helpful? Do they work well with you?)	9	8	7	6	5	4	3	2	1	0
Recognition by others (e.g. others know what you have done or achieve)	9	8	7	6	5	4	3	2	1	0
Career advancement opportunities	9	8	7	6	5	4	3	2	1	0



## Appendix C: Store Manager Questionnaire (Thai)

เลขที่     

### College of Management, Mahidol University วิทยาลัยการจัดการ มหาวิทยาลัยมหิดล

แบบสอบถามเพื่อการวิจัยสำหรับผู้จัดการสาขา ประเภทตอบเอง (Self-Administered Questionnaire)

เรื่อง ลักษณะวิสัยทัศน์และการปรับใช้วิสัยทัศน์ของผู้นำที่มีผลต่อความพึงพอใจของพนักงาน : กรณีศึกษาร้านค้าปลีก

ในกรุงเทพมหานครและปริมณฑล

#### คำแนะนำในการตอบแบบสอบถาม

แบบสอบถามนี้เป็นส่วนหนึ่งของโครงการวิจัย เพื่อศึกษาลักษณะวิสัยทัศน์และการปรับใช้วิสัยทัศน์ของผู้นำ ว่ามีผลมากน้อยอย่างไรต่อความพึงพอใจของพนักงานในธุรกิจค้าปลีก ที่จะนำมาซึ่งแนวทางในการปฏิบัติตัวของผู้จัดการสาขาต่อพนักงาน เพื่อให้เกิดความพึงพอใจสูงสุด โครงการวิจัยจัดทำขึ้นโดย รศ.ดร.สุขสรณ์ กันตะบุตร และ น.ส.นิจสิรี วงศ์อริยจิต นักศึกษาระดับปริญญาโท สาขาการจัดการภาวะผู้นำและทรัพยากรมนุษย์ วิทยาลัยการศึกษามหาวิทยาลัยมหิดล

โดยการศึกษาแบ่งเป็น 3 ส่วน ดังนี้

ส่วนที่ 1 ข้อมูลเกี่ยวกับสถานภาพของผู้ตอบแบบสอบถาม

ส่วนที่ 2 แบบสอบถามปลายเปิดเกี่ยวกับการนิยามวิสัยทัศน์ของผู้จัดการสาขาที่มีต่อสาขา

ส่วนที่ 3 แบบสอบถามเกี่ยวกับการบริหารงานตามวิสัยทัศน์

การเก็บข้อมูลจะใช้เวลาไม่เกิน 3 นาที ข้อมูลของท่านจะเป็นประโยชน์ต่อการวิจัยครั้งนี้และต่อไปในอนาคต ข้อมูลของท่านจะถูกนำมาวิเคราะห์ด้วยวิธีการทางสถิติ และจะถูกเก็บรักษาเป็นความลับ อีกทั้งไม่มีมีการวิเคราะห์ที่เชื่อมโยงถึงสถานภาพของท่าน

ผู้ทำการวิจัยขอแสดงความขอบคุณในการที่ท่านได้มีส่วนช่วยเหลือในงานวิจัยครั้งนี้ หากท่านมีคำถามเพิ่มเติม กรุณาติดต่อ 092-279-1519

(น.ส. นิจสิรี วงศ์อริยจิต)

ผู้วิจัย

สาขากรุงเทพ

สาขาปริมณฑล

**ส่วนที่ 1 ข้อมูลสถานภาพผู้ตอบแบบสอบถาม**

1. ท่านเป็นผู้จัดการร้านแห่งนี้มานานเท่าใด

0-6 เดือน

มากกว่า 4 ปี แต่ไม่เกิน 6 ปี

มากกว่า 6 เดือน แต่ไม่เกิน 12 เดือน

มากกว่า 6 ปี แต่ไม่เกิน 8 ปี

มากกว่า 12 เดือน แต่ไม่เกิน 18 เดือน

มากกว่า 8 ปี แต่ไม่เกิน 10 ปี

มากกว่า 18 เดือน แต่ไม่เกิน 24 เดือน

มากกว่า 10 ปี

มากกว่า 24 เดือน แต่ไม่เกิน 4 ปี

อื่น ๆ โปรดระบุ \_\_\_\_\_

2. จำนวนพนักงานในสาขาของท่านมีทั้งหมดกี่คน 1) พนักงานประจำ \_\_\_\_\_ คน

2) พนักงานชั่วคราว \_\_\_\_\_ คน 3) นักเรียน/นักศึกษาฝึกงาน \_\_\_\_\_ คน

**ส่วนที่ 2 ข้อมูลด้านวิสัยทัศน์**

3. ท่านมีวิสัยทัศน์ สำหรับสาขาของท่านหรือไม่

(วิสัยทัศน์ คือ ภาพรวมในอนาคตที่ท่านอยากเห็นสาขาของท่านเป็นอย่างไร วิสัยทัศน์นี้อาจจะเป็นวิสัยทัศน์ที่ท่านคิดขึ้นเอง หรือเป็นวิสัยทัศน์จากบริษัทแม่ก็ได้)

มี ทำต่อข้อ 4

ไม่มี

→ เข้าไปตอบข้อที่ 6

4. ถ้าหากท่านมีวิสัยทัศน์ สำหรับสาขาของท่าน กรุณาเขียนวิสัยทัศน์ของท่านด้วยตัวบรรจง ลงในเนื้อที่ข้างล่าง

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**ส่วนที่ 3 ข้อมูลด้านการบริหารงานตามวิสัยทัศน์**

5. กรุณาบอกให้ทราบถึงวิสัยทัศน์ของท่าน โดยทำเครื่องหมาย  ลงในช่องว่างด้านล่าง โดยเลือกจาก (9) **สม่ำเสมอ** ถึง (1) **ไม่** **เคย**

	สม่ำเสมอ	←—————→							ไม่เคย	ไม่ แน่ใจ
ฉันปรับตำแหน่งหน้าที่ที่จำเป็นเพื่อให้สอดคล้องกับวิสัยทัศน์ (เช่น ให้พนักงานที่อรรถาศัยดีไปทำหน้าที่ต้อนรับลูกค้าหน้าร้าน)	9	8	7	6	5	4	3	2	1	0
ฉันเปลี่ยนเงื่อนไขการประเมินผลงานของบุคลากรเพื่อให้สอดคล้องกับวิสัยทัศน์ของมัน (เช่น ทางร้านมีวิสัยทัศน์ในการให้บริการที่เป็นเลิศ ฉะนั้นพนักงานที่ให้การบริการเป็นเลิศ ก็จะได้รับผลการประเมินที่ดี)	9	8	7	6	5	4	3	2	1	0

6. พนักงานบางคนจำเป็นต้องทำงานโดยรับคำสั่งโดยละเอียดเป็นขั้นตอน ในขณะที่บางคนสามารถทำงานเองได้ตามลำพังเพียงรู้เป้าหมายในการทำงานของตนเองและพยายามทำให้ไปถึงเป้าหมายนั้นได้ กรุณาเลือก กาเครื่องหมาย  เพียงข้อเดียวตามข้อความด้านล่าง ซึ่งอธิบายถึงพนักงานส่วนใหญ่ในร้านแห่งนี้
- ทำงานตามคำสั่ง                       ทำงานตามลำพังได้



**Appendix D: Staff Questionnaire (Thai)**

เลขที่ □□□□□

**College of Management, Mahidol University**

วิทยาลัยการจัดการ มหาวิทยาลัยมหิดล

**แบบสอบถามเพื่อการวิจัยสำหรับพนักงานประเภทตนเอง (Self-Administered Questionnaire)**

เรื่อง ลักษณะวิสัยทัศน์และการปรับใช้วิสัยทัศน์ของผู้นำที่มีผลต่อความพึงพอใจของพนักงาน : กรณีศึกษาร้านค้าปลีก

ในกรุงเทพมหานครและปริมณฑล

**คำแนะนำในการตอบแบบสอบถาม**

แบบสอบถามนี้เป็นส่วนหนึ่งของโครงการวิจัย เพื่อศึกษาลักษณะวิสัยทัศน์และการปรับใช้วิสัยทัศน์ของผู้นำ ว่ามีผลมากน้อยอย่างไรต่อความพึงพอใจของพนักงานในธุรกิจค้าปลีก ที่จะนำมาซึ่งแนวทางในการปฏิบัติตัวของผู้จัดการสาขาต่อพนักงาน เพื่อให้เกิดความพึงพอใจสูงสุด โครงการวิจัยจัดทำขึ้น โดย รศ.ดร.สุชสรณ์ กั้นตะบุตร และ น.ส.นิงสิรี วงศ์อริยจิต นักศึกษาระดับปริญญาโท สาขาการจัดการภาวะผู้นำและทรัพยากรมนุษย์ วิทยาลัยการจัดการ มหาวิทยาลัยมหิดล

โดยการศึกษาแบ่งเป็น 4 ส่วน ดังนี้

ส่วนที่ 1 ข้อมูลเกี่ยวกับสถานภาพของผู้ตอบแบบสอบถาม

ส่วนที่ 2 แบบสอบถามความเข้าใจเกี่ยวกับวิสัยทัศน์ของผู้จัดการสาขา

ส่วนที่ 3 แบบสอบถามความคิดเห็นของผู้ได้บังคับบัญชาที่มีต่อลักษณะวิสัยทัศน์ และการบริหารงานตามวิสัยทัศน์ของผู้จัดการสาขา

ส่วนที่ 4 แบบสอบถามความพึงพอใจเกี่ยวกับด้านต่าง ๆ ของงานของผู้ตอบแบบสอบถาม

การเก็บข้อมูลจะใช้เวลาไม่เกิน 5 นาที ข้อมูลของท่านจะเป็นประโยชน์ต่อการวิจัยครั้งนี้และต่อไปในอนาคต ข้อมูลของท่านจะถูกนำมาวิเคราะห์ด้วยวิธีการทางสถิติ และจะถูกเก็บรักษาเป็นความลับ อีกทั้งไม่มีการวิเคราะห์ที่เชื่อมโยงถึงสถานภาพของท่าน

ผู้ทำการวิจัยขอแสดงความขอบคุณในการที่ท่านได้มีส่วนช่วยเหลือในงานวิจัยครั้งนี้ หากท่านมีคำถามเพิ่มเติม กรุณาติดต่อ 092-279-1519

(น.ส. นิงสิรี วงศ์อริยจิต)

ผู้วิจัย

สาขากรุงเทพฯ

สาขาปริมาตร

1. ท่านเป็น

- พนักงานประจำ
- พนักงานชั่วคราว (Part-time)
- นักเรียน/นักศึกษาฝึกงาน

2. ท่านเป็นพนักงานในร้านนี้มานานเท่าใด

- 0-6 เดือน
- มากกว่า 6 เดือน แต่ไม่เกิน 12 เดือน
- มากกว่า 12 เดือน แต่ไม่เกิน 18 เดือน
- มากกว่า 18 เดือน แต่ไม่เกิน 24 เดือน
- มากกว่า 24 เดือน แต่ไม่เกิน 4 ปี
- มากกว่า 4 ปี แต่ไม่เกิน 6 ปี
- มากกว่า 6 ปี แต่ไม่เกิน 8 ปี
- มากกว่า 8 ปี แต่ไม่เกิน 10 ปี
- มากกว่า 10 ปี
- อื่น ๆ โปรดระบุ \_\_\_\_\_

3. ผู้จัดการสาขาของท่าน  มี  ไม่มี วิสัยทัศน์สำหรับสาขา

(วิสัยทัศน์ คือ ภาพรวมในอนาคตว่าผู้จัดการสาขาอยากเห็นสาขาเป็นอย่างไร วิสัยทัศน์อาจจะเป็นวิสัยทัศน์ที่ผู้จัดการสาขาคิดขึ้นเองหรือเป็นวิสัยทัศน์จากบริษัทแม่ก็ได้)

ถ้า มี ทำข้อ 4
ถ้า ไม่มี → ข้ามไปตอบข้อที่ 10,11

4. ผู้จัดการสาขาของท่านมีวิสัยทัศน์ดังนี้ กรุณาอ่านเพื่อทำความเข้าใจ

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5. กรุณาเลือกกาเครื่องหมาย  เกี่ยวกับความรู้สึกของท่านต่อสิ่งต่าง ๆ ด้านล่างนี้ โดยเลือกจาก มากที่สุด (5) ถึง น้อยที่สุด (1)

	มากที่สุด	↔			น้อยที่สุด	ไม่แน่ใจ
วิสัยทัศน์ของผู้จัดการของท่านท้าทายท่านให้ทำงานเพื่อมุ่งสู่วิสัยทัศน์	5	4	3	2	1	0
วิสัยทัศน์ของผู้จัดการของท่านสร้างแรงบันดาลใจให้แก่ท่าน	5	4	3	2	1	0

6. กรุณาเลือกกาเครื่องหมาย  เพื่อบอกว่าท่านมีส่วนร่วมในวิสัยทัศน์ของผู้จัดการสาขาของท่านอย่างไร โดยเลือกจาก มีส่วนร่วมมากที่สุด (9) ถึง ไม่มีส่วนร่วมเลย (1)

	มีส่วนร่วมมากที่สุด								ไม่มีส่วนร่วมเลย	ไม่แน่ใจ
การมีส่วนร่วมในวิสัยทัศน์ของผู้จัดการ	9	8	7	6	5	4	3	2	1	0

7. กรุณาเลือกกาเครื่องหมาย  เพื่อบอกให้ทราบว่าผู้จัดการของท่านได้สื่อสารวิสัยทัศน์ของเขาให้ท่านทราบบ่อยเพียงใด โดยเลือกจาก สม่ำเสมอ (9) ถึง ไม่เคย (1)

	สม่ำเสมอ								ไม่เคย	ไม่แน่ใจ
ผู้จัดการพูดถึงวิสัยทัศน์ของเขากับท่าน	9	8	7	6	5	4	3	2	1	0
ผู้จัดการเขียนวิสัยทัศน์ของเขาเป็นลายลักษณ์อักษรเพื่อสื่อสารกับท่าน (ไม่รวมถึงการส่งผ่านอีเมลล์)	9	8	7	6	5	4	3	2	1	0
ผู้จัดการใช้สื่ออิเล็กทรอนิกส์ ต่าง ๆ เช่น อีเมลล์ ไลน์ เฟซบุ๊ก อินสตาแกรม เพื่อสื่อสารวิสัยทัศน์ของเขากับท่าน	9	8	7	6	5	4	3	2	1	0

8. กรุณาเลือกกาเครื่องหมาย  เพื่อบอกถึงสิ่งต่าง ๆ ข้างล่างนี้ ที่เกี่ยวกับวิสัยทัศน์ของผู้จัดการของท่าน โดยเลือกจาก สม่ำเสมอ (9) ถึง ไม่เคย (1)

	สม่ำเสมอ								ไม่เคย	ไม่แน่ใจ
ฉันใช้วิสัยทัศน์ของผู้จัดการเป็นแนวทางในการทำงานของฉัน	9	8	7	6	5	4	3	2	1	0
ฉันเชื่อมั่นในวิสัยทัศน์ของผู้จัดการ	9	8	7	6	5	4	3	2	1	0
ฉันทำทุกวิถีทางเพื่อให้งานบรรลุตามวัตถุประสงค์แห่งวิสัยทัศน์ของผู้จัดการ	9	8	7	6	5	4	3	2	1	0

9. กรุณาเลือกกาเครื่องหมาย  เพื่อบอกให้ทราบถึงพฤติกรรมของผู้จัดการสาขาของท่าน โดยเลือกจากสมาชิก (9) ถึง ไม่เคย

(1)

	สมาชิกเสมอ	←————→						ไม่ เคย	ไม่ แน่ใจ	
		8	7	6	5	4	3			2
ผู้จัดการของฉันมีความลุ่มหลง (รู้สึก"อิน") ในวิสัยทัศน์ของเขาเอง	9	8	7	6	5	4	3	2	1	0
ผู้จัดการของฉันสนับสนุนวิสัยทัศน์ของเขา โดยแสดงผ่านการกระทำ	9	8	7	6	5	4	3	2	1	0
ผู้จัดการของฉันปฏิบัติงานอย่างสอดคล้องกับวิสัยทัศน์ของเขา	9	8	7	6	5	4	3	2	1	0
ผู้จัดการทำตัวเป็นอย่างไรให้แก่ฉัน	9	8	7	6	5	4	3	2	1	0
ผู้จัดการสร้างให้ฉันมีความมั่นใจในตัวเอง	9	8	7	6	5	4	3	2	1	0
ผู้จัดการท้าทายให้ฉันทำงานให้ดีขึ้นกว่าเดิม	9	8	7	6	5	4	3	2	1	0
ผู้จัดการให้รางวัลแก่ฉันเมื่อฉันทำงานสอดคล้องกับวิสัยทัศน์ของเขา	9	8	7	6	5	4	3	2	1	0
ผู้จัดการมอบหมายงานให้ฉันทำ	9	8	7	6	5	4	3	2	1	0
ผู้จัดการจัดหาเครื่องมือในการทำงานให้ฉันอย่างเพียงพอ	9	8	7	6	5	4	3	2	1	0
ผู้จัดการสนับสนุนให้ฉันตัดสินใจในงานประจำของตนเอง	9	8	7	6	5	4	3	2	1	0

10. กรุณาเลือกกาเครื่องหมาย  เพื่อแสดงความพึงพอใจในงานโดยรวมของท่าน โดยเลือกจาก ความพึงพอใจมากที่สุด (9) ถึง ความพึงพอใจน้อยที่สุด (1)

	ความพึงพอใจมากที่สุด	←————→							ความพึงพอใจน้อยที่สุด	ไม่แน่ใจ
ความพึงพอใจในงาน โดยรวม	9	8	7	6	5	4	3	2	1	0

11. กรุณาเลือกกาเครื่องหมาย  เพื่อแสดงความพึงพอใจของท่านในสิ่งต่าง ๆ ด้านล่างนี้ โดยเลือกจาก ความพึงพอใจมากที่สุด (9) ถึง ความพึงพอใจน้อยที่สุด (1)

	ความพึงพอใจมากที่สุด	←————→							ความพึงพอใจน้อยที่สุด	ไม่แน่ใจ
ค่าจ้าง หรือ เงินเดือน	9	8	7	6	5	4	3	2	1	0
สวัสดิการต่าง ๆ (เช่น กองทุนสำรองเลี้ยงชีพ)	9	8	7	6	5	4	3	2	1	0
โอกาสในการทำงานที่ไม่ต้องมีผู้ควบคุมดูแล	9	8	7	6	5	4	3	2	1	0
หน้าที่รับผิดชอบในงาน	9	8	7	6	5	4	3	2	1	0
นโยบายโดยรวมของพนักงาน	9	8	7	6	5	4	3	2	1	0
มีโอกาสนพบปะสังสรรค์ในหมู่พนักงานกันเอง	9	8	7	6	5	4	3	2	1	0
การยอมรับจากผู้อื่นว่าเป็นมืออาชีพ	9	8	7	6	5	4	3	2	1	0
การให้คำปรึกษาจากผู้จัดการของท่าน	9	8	7	6	5	4	3	2	1	0
เพื่อนร่วมงาน (เช่น เข้ากับเพื่อนร่วมงานได้ดี)	9	8	7	6	5	4	3	2	1	0
การเป็นที่ยอมรับของคนอื่นเมื่อคนประสบความสำเร็จในงาน	9	8	7	6	5	4	3	2	1	0
ความก้าวหน้าในอาชีพการงาน	9	8	7	6	5	4	3	2	1	0